



ANALYSIS OF ENTREPRENEURIAL INTEREST IN BATIK PRODUCTS FOR STUDENTS IN THE PERSPECTIVE OF SELF EFFICACY, SOCIAL CAPITAL AND ENTREPRENEURIAL LITERACY

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Abstract: The limited employment resulted in the emergence of educated unemployment because the absorption of tertiary graduates in the labor market is also limited. Based on BPS data in 2019, Micro Small Medium Enterprise absorbs 97% of the national workforce. This study aims to analyze the entrepreneurial interest in batik products among college students from the perspective of self-efficacy, social capital, and entrepreneurial literacy. This research is a quantitative study using Path Analysis method. The results of this study are there is an effect of self-efficacy on entrepreneurial literacy, there is an effect of social capital on entrepreneurial literacy, there is an effect of self-efficacy on entrepreneurial interest in batik products, there is an effect of social capital on entrepreneurial interest in batik products, there is an effect of entrepreneurial interest in batik products. The results of this study are expected to increase entrepreneurial interest among students by applying various factors that influence it.

Keywords: Self-efficacy, Social capital, Entrepreneurship Literacy, Entrepreneurial interest.

INTRODUCTION

Based on Central Statistics Bureau in 2019, the unemployment rate for diploma and university graduates is in the range of 5-6%, far above the unemployment rate for elementary school graduates (2.41%) and junior high schools (4, 75%). It related to the limited number of jobs available, apart from that the high level of education does not guarantee easy access to employment. MSMEs absorb 97% of the national workforce, while Large Enterprises absorb only 3% of the total national workforce.

Currently, many students at Satya Negara University apply to college while working, so there is a mindset of being an employee. Students need to have an entrepreneurial interest in

developing self-actualization in society and earning income because entrepreneurship has the opportunity to reduce the unemployment rate. In addition to growing entrepreneurial interest also requires adequate entrepreneurial literacy so that students can identify various business opportunities that exist and create new business opportunities. Therefore researchers want to research more about entrepreneurial interest among students, especially on batik products as an effort to support the use of local products. Currently, batik users are no longer parents but also have begun to be favored by all walks of life because batik products are beautiful and unique, so that the potential market is wide open.

(Puspitaningsih, 2014) explains in her research that entrepreneurship knowledge among students is no significant effects on student's intention on entrepreneurship. While many researchers found that based on various previous research references, entrepreneurial interest is influenced by several variables, namely self-efficacy (J. E. Kurniawan, 2012), social capital (Marhaeni et al., 2019; Moghaddam et al., 2018a; Pruthi, 2014) entrepreneurial literacy (Orser et al., 2019; Park, 2017).

LITERATURE REVIEW

Entrepreneurial Interest

Entrepreneurship is a process of creating additional prosperity for individuals. To achieve this prosperity, the individual entrepreneur is endeavored by taking on business risks, providing time to run his business, and providing various products and services for sale (Buchari, 2013).

According to (Mustofa et al., 2019), interest in entrepreneurship is a focus on entrepreneurship because of a sense of liking and accompanied by a desire to learn, know and prove further about entrepreneurship. If the interest of entrepreneurship among students is high, it is expected to bring out young entrepreneurs with creativity and innovation in various fields.

(Aima et al., 2020) suggested that to increase entrepreneurial interest, it is necessary to improve innovative skills and environments; creating new products and market opportunities while increasing improvements in individual personality traits.

(Pujiastuti & Filantrovi, 2019), entrepreneurial interest is defined as the desire, interest, and willingness to work hard or strong-willed with a concentration of attention to try to meet their needs without feeling afraid of the risks to be faced.

(Primandaru, 2017) explains the factors related to entrepreneurial interest are the need for individual achievement and locus of control so that they will be successful in business. Nguyen (Nurhayati, 2018) explained that interest in entrepreneurship is one's tendency to build a business independently and are willing to take business risks. Therefore the dimensions of entrepreneurial interest are entrepreneurial tendencies, the need for achievement and locus of control

Self-efficacy

According to Bandura, self-efficacy is a person's belief that he can perform certain tasks successfully. Self-efficacy has three dimensions: Magnitude (magnitude), the level of difficulty of a task that someone believes can be achieved; Strength (strength), beliefs about magnitude as strong or weak; and Generality, the extent to which expectations are

generalized in various situations. An employee's sense of ability influences his perception, motivation, and performance (D. J. Kurniawan & Pariyanti, 2017).

(Marta et al., 2019), self-efficacy is an internal factor that is also important in the formation of entrepreneurial intentions. Self-efficacy is a source of motivation related to individuals' beliefs in their ability to complete the tasks they entail.

Social Capital

According to Putnam in John Field, Social Capital is a social network and reciprocal norms related to their relationship. Social networks provide the basis for social cohesion because they allow people to work together with each other, mutually beneficial and not only with people they know firsthand. This is certainly very necessary in entrepreneurship to market the products it sells (Field, 2016)

(Johnson, 2015) explained social capital influences people's ability to adapt to information technology. The trust, bonding and bridging factors built into Social Capital ties play a role in encouraging them to accept and use information technology and get help to solve technical problems.

(García-Meca & Palacio, 2018) state that the diversity of expertise and competencies is the main strength and capital of social capital that will drive the success of a company to become more advanced. Therefore the dimensions of Social Capital are Trust (trust), Bonding (attachment), and Bridging (bridging / connecting).

Entrepreneurial Literacy

(Setyowati, 2015), information literacy is the expertise to identify when information is needed, be able to search for information, evaluate information, and use that information. Information literacy should be a skill that every individual has because it helps humans to achieve higher quality and more productive lives.

(Viswanathan et al., 2008) entrepreneurial literacy must be owned by individuals if they want to have an active role in the business and community environment. Winarno (2018), entrepreneurial literacy is an understanding of business development that must be possessed by prospective entrepreneurs.

(Rauch & Slack, 2016) a combination of creativity and collaboration, knowledge of international business and finance, and the ability to set goals in the use of the hands-on application, is needed to build entrepreneurial literacy and in addition to that student must have an ability to manage and prioritize tasks, be ready to set and evaluate aim effectively.

(Orser et al., 2019), explains that basic skills and competencies in the IT field are needed to build technology planning that is in line with business planning, including in making financial analysis and business reporting. Individuals need to adopt information technology to obtain various information and improve the ability of business owners.

Dimensions of information literacy based on entrepreneurship are Identification of information, finding information, evaluating information, and using information.

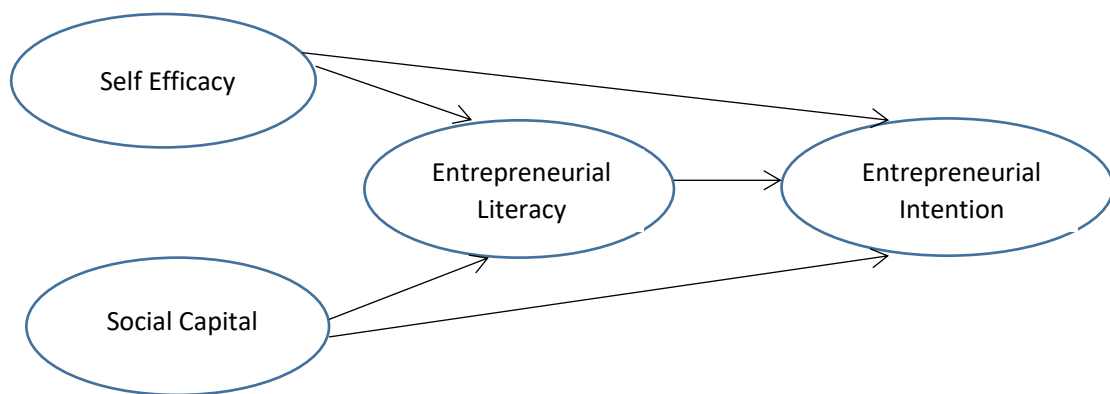
Conceptual Framework

Entrepreneurial interest is influenced by self-efficacy (Farida & Nurkhin, 2016; Garaika & Margahana, 2019; D. J. Kurniawan & Pariyanti, 2017; Novalia, 2016; Ohanu &

Ogbuanya, 2018; Sidratulmunthah et al., 2018; Sultana et al., 2019), Ohanu & Ogbuanya, 2018); (Sultana et al., 2019); (D. J. Kurniawan & Pariyanti, 2017) (Garaika & Margahana, 2019);(Farida & Nurkhin, 2016), (Sidratulmunthah et al., 2018) explained in his research results that individual personality factors in terms of proactive personality and entrepreneurial self-efficacy had a significant effect on students' interest in entrepreneurship.

Social capital positively influences entrepreneurial interest ((Ali & Yousuf, 2019; Lee & Hallak, 2020; Mahfud et al., 2020; Marhaeni et al., 2019; Moghaddam et al., 2018b; Pruthi & Wright, 2019); (Lee & Hallak, 2020); Pruthi, 2019; Ali, 2019; Moghaddam, 2018; Marhaeni et al, 2019). (Finnah Fourqoniah, 2015)explains that social networking can be used as a medium to foster entrepreneurial interest in students based on the theory and connectivity of social learning.

(Johnson, 2015) explains that social capital at the individual and collective levels will affect people's ability to adopt information technology. Diversity of knowledge and limited access to information affects the lack of interest in entrepreneurship in society (Calderon et al., 2020)



Picture 1. Conceptual Framework

Hypothesis :

H1: Self Efficacy has significant influence on Entrepreneurial Literacy

H2: Social Capital has significant influence on Entrepreneurial Literacy

H3: Self Efficacy has significant influence on Entrepreneurial Intention

H4: Social Capital has significant influence on Entrepreneurial Intention

H5: Entrepreneurial Literacy has significant influence on Entrepreneurial Intention

H6: Self Efficacy has significant influence on Entrepreneurial Intention through entrepreneurial literacy

H7: Social Capital has significant influence on Entrepreneurial Intention through entrepreneurial literacy

RESEARCH METHODS

This research is quantitative research with the design of causality Path Analysis using SEM Lisrel Software, data collection is done by purposive sampling method. The instrument used to measure the variables in this study was a questionnaire using a Likert scale. Sample size counted using Slovin formula as follows:

$$n = \frac{N}{N \cdot d^2 + 1}$$

Note:

n = sample size

N = population

d = error margin, set at 5% with a confidence level of 95%

Population of this research is 150 therefore number of samples is 109 respondents.

FINDINGS AND DISCUSSION

Test of Multivariate Normality for Continuous Variables							
Skewness			Kurtosis			Skewness and Kurtosis	
Value	Z-Score	P-Value	Value	Z-Score	P-Value	Chi-Square	P-Value
481.301	1.530	0.063	1296.560	1.636	0.051	4.628	0.0989

The results of the normality test show that the data have multivariate normality assumptions because the p-value on skewness and p-value on kurtosis > 0.05.

Table 1. Goodness of Fit

No.	Measurement	Value	Degree of fitted	annotation
1	Chi Square	445.32	$P\text{-value} > 0,05$	Close Fit
	Normed Chi Square (χ^2/df)	$P\text{-value} = 0.99282$		
2	Goodness of Fit Index (GFI)	0,90	>0,8	Close fit
3	Adjusted Goodness of Fit Index (AGFI)	0,88	AGFI > 0,8	Close fit
4	Root Mean Square Error of Approximation (RMSEA)	0,000	RMSEA ≤ 0,08 (good fit) RMSEA < 0,05 (close-fit)	Close fit

Source : Calculation with LISREL(2020)

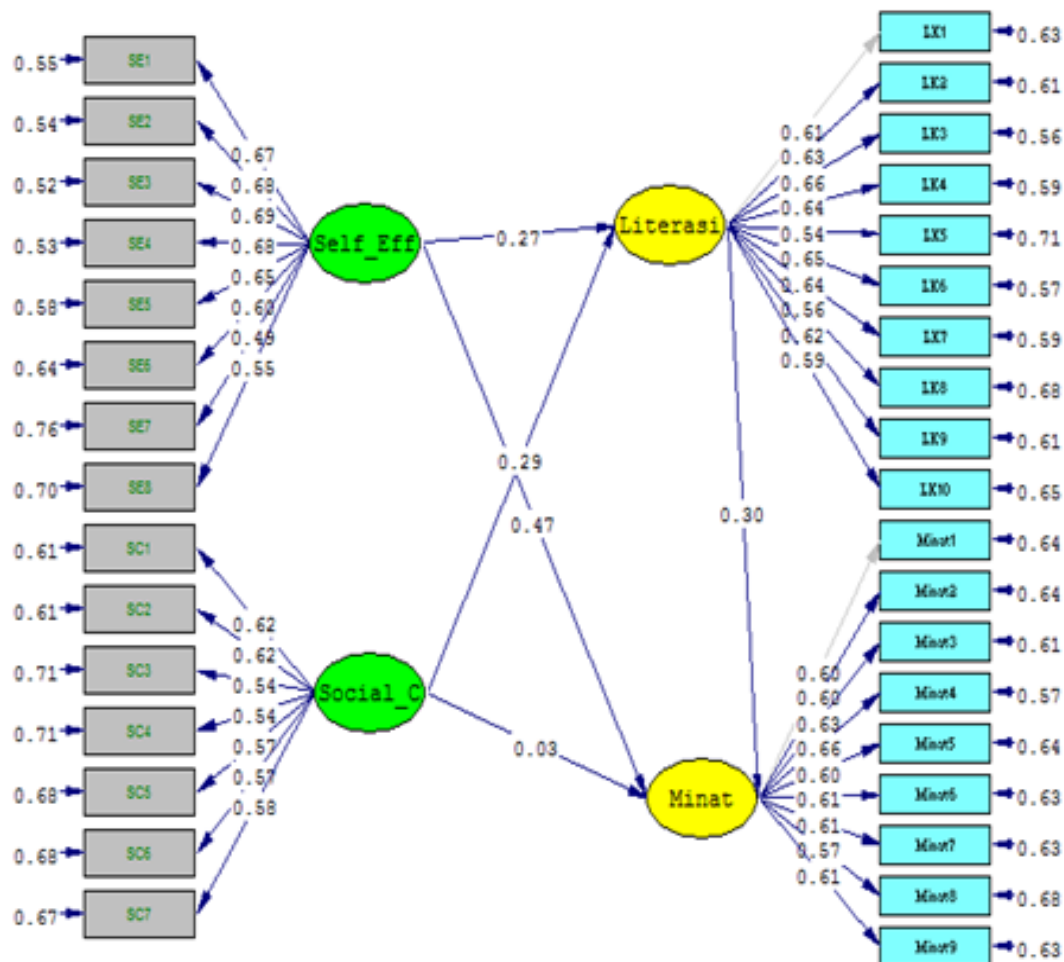
Chi-Square P value $0.99282 > 0.05$ (α) according to the Chi-Square index the suitability of this research model is good (Hair et al., 2010). The RMSEA value of this research model is 0,000 which shows that the overall suitability of the model is quite good. RMSEA value is very good if it is smaller than 0.05, it means that based on RMSEA value, the estimated value has good precision. Goodness of Fit Index (GFI) and Adjusted Goodness of Fit Ind. Ex

(AGFI) > 0.80, and RMSEA) less than 0.05, so it can be concluded that this research model is in accordance with empirical conditions.

The results used by SEM (Structure Equation Model) obtained the structural model framework as follows:

$$\text{Literasi} = 0.27\text{SEL_EFF} + 0.29\text{Social_C} + \zeta_1$$

$$\text{Minat} = 0.4\text{SEL_EFF} + 0.03\text{Social_C} + 0.30\text{LIT} + \zeta_{12}$$



Chi-Square=445.32, df=521, P-value=0.99282, RMSEA=0.000

Figure 2. Research Model

The results of construct measurements are explained by the loading factor value. Standardize loading (λ) > 0.50 means that indicators and dimensions have good enough validity to explain latent (Ghozali, 2008; Hair et al., 2013) and or t-values > t-table values (1.98). The results showed all four variables of each indicator were valid where the value of $t >$ value of t table at $\alpha = 0.05$. Calculation of the results of Construct Reliability (CR) shows

that all indicators of the five variables have a high enough consistency with a value of > 0.7 and $AVE > 0.5$. So in general, indicators reflect all latent variables.

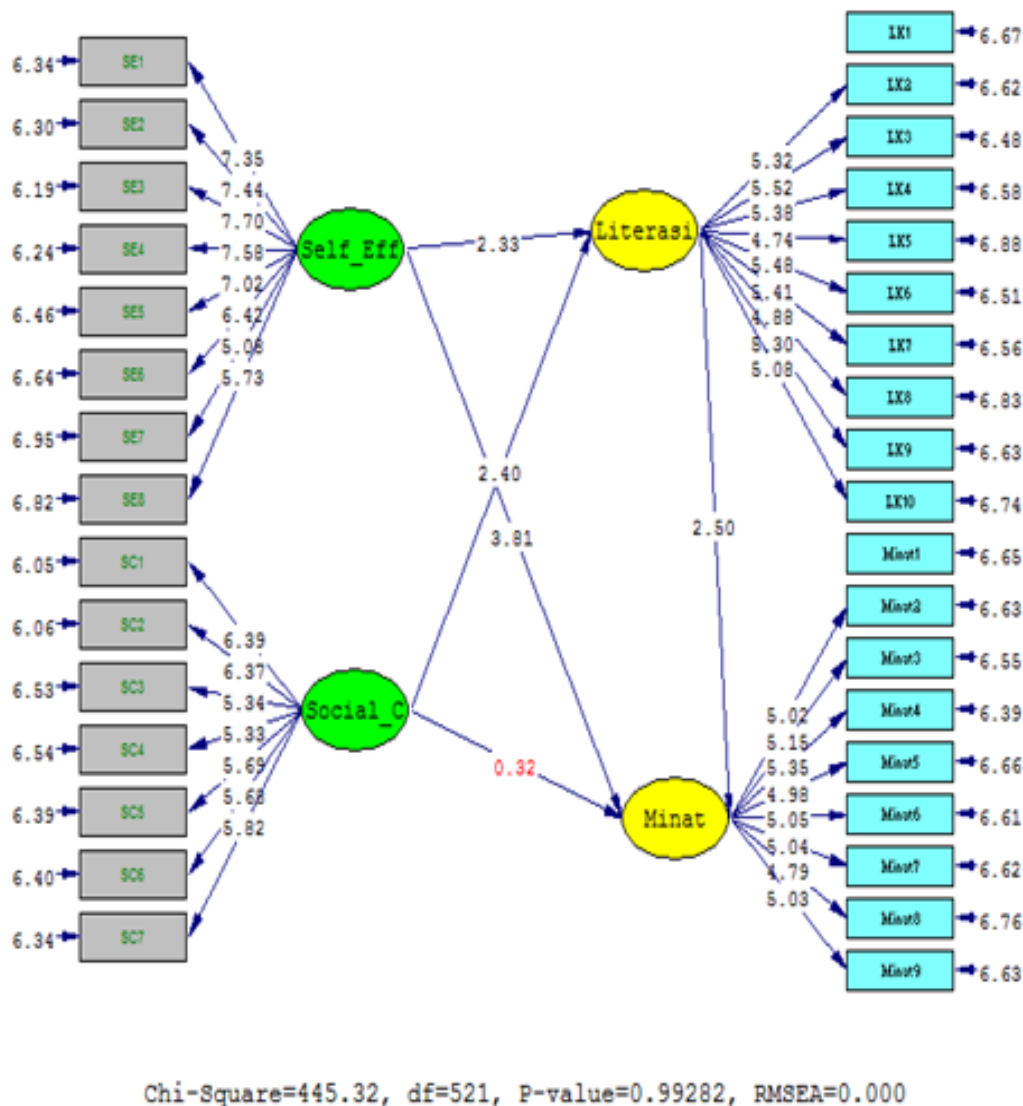


Figure 3. T-value on research model

Based on the results of the t-test, it appears that there is a path which is not significant, namely social capital towards entrepreneurship intention while others are significant. Self-efficacy have direct effect significantly to entrepreneurship literacy ($R^2 = 9,2\%$) and self efficacy also have direct effect significantly to entrepreneurship intention ($R^2=22,5\%$).

Social Capital have direct effect significantly to entrepreneurship literacy ($R^2 = 10,3\%$) but social capital does not have significant effect to entrepreneurship intention ($R^2=0,5\%$). Entrepreneurship literacy have direct effect significantly to entrepreneurship intention ($R^2=9\%$).

The purpose of the Sobel test is to test whether the mediator (Intervening Variable) influences the Independent Variable (Variable X) to the Dependent Variable (Variable Y). Hypothesis 6 and 7 calculated with Sobel test, there are indirect effect to entrepreneurship intention through entrepreneurial literacy from self-efficacy ($R^2 = (0.27 \times 0.30 = 0.081 = 8.1\%)$) and Social Capital ($R^2 = 0.29 \times 0.30 = 0.087 = 8.7\%$).

Table 2. Partially testing

	Hipotesis	Coeff. Estimate (γ_{ij})	SE (γ_{ij})	t value	R ²	Keterangan
1	Self Efficacy → Literasi	0.27*	0.12	2.33	0,092	Significant
2	Social Capital → Literasi	0.29*	0.12	2.40	0,103	Significant
3	Self Efficacy → Minat	0.47*	0.12	3.81	0.225	Significant
4	Social Capital → Minat	0.034	0.11	0.32	0.005	Not Significant
5	Literasi → Minat	0.30*	0.12	2.50	0.090	Significant
6	Self Efficacy → Literasi - > Minat	0,081**	0,040	2,007	0.081	Significant
7	Social Capital → Literasi → Minat	0,087**	0,042	2,085	0.087	Significant

*Significant at $\alpha = 0.05$ (t table = 1.98)

** Significant at $\alpha = 0.05$ (z table = 1.96) with Sobel test

Source : Calculation with LISREL(2020)

H1: Self-efficacy has significant influence on entrepreneurial literacy
(Setyowati, 2015) reveals that the individual develop knowledge of information literacy would helping him making decisions in various environments on his own experience through a process of trial and error.

H2: Social capital has significant influence on entrepreneurial literacy
(Johnson, 2015) explains that: Social Capital at the individual and collective level will affect the ability of people to use information technology and benefit from it to improve their lives thereby contributing to entrepreneurial literacy.

H3: Self-efficacy has significant influence on entrepreneurial intention
(Marta et al., 2019) self-efficacy is an internal factor that is also important in the formation of entrepreneurial intentions. Self-efficacy is a source of motivation related to individuals' beliefs in their ability to complete the tasks they entail.

H4: Social capital has significant influence on entrepreneurial intention

(Sultana et al., 2019) also found that the closeness that exists between individuals in social capital can actually reduce entrepreneurial behavior and interests. This shows that social capital has less effect on entrepreneurial intentions.

H5: Entrepreneurial literacy has significant influence on entrepreneurial intention

(Orser et al., 2019) explains that basic skills and competencies in the IT field are needed to build technology planning that is in line with business planning, individuals need to adopt information technology to obtain various information and improve the ability of business owners, so it will boost their intention to entrepreneurship.

H6: Self-efficacy has significant influence on entrepreneurial intention through entrepreneurial literacy

(Novalia, 2016) explains that there is a significant effect of self efficacy on entrepreneurial interest . (Ohanu, 2018) clarifies that self-efficacy is the strength in a person as a belief to be able to succeed as an entrepreneur, students who have self-efficacy to control entrepreneurial factors show higher entrepreneurial intentions. Innovative education essentially impact the pioneering aim (Orser et al., 2019; Park, 2017).

H7: Social capital has significant influence on entrepreneurial intention through entrepreneurial literacy

(F Fourqoniah, 2015) clarifies that interpersonal interaction can be utilized as a medium to cultivate pioneering enthusiasm for understudies dependent on the hypothesis and availability of social learning. Decent variety of information and restricted access to data influence the absence of enthusiasm for enterprise in the public arena (Calderon et al., 2020)

CONCLUSION AND SUGGESTION

Self-efficacy has significant influence on entrepreneurial literacy. Social capital has significant influence on entrepreneurial literacy. Social capital has not significant influence on entrepreneurial intention. Entrepreneurial literacy has significant influence on entrepreneurial intention. Self-efficacy has significant influence on entrepreneurial intention. Self-efficacy has significant influence on entrepreneurial intention through entrepreneurial literacy. Social Capital has significant influence on Entrepreneurial Intention through entrepreneurial literacy.

Students need to increase their knowledge and competence so that they can determine the best way to complete their assignments so that they can improve their self-efficacy for entrepreneurship. Students also need to improve their integrity so that they are well received and active in their social environment, of course this can open up opportunities and build social networks for entrepreneurship.

Students should improve their ability to access information effectively so that they can use their time well and utilize existing information to become new opportunities to develop their business. In order to increase entrepreneurship intention among students, they

need to identify and study the business environment well and dare to take risks with careful calculations.

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