

## The Effect of Self-Efficacy, Motivation, and Entrepreneurship Education on Entrepreneurial Interest for PIK-R Teenagers in Surakarta

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### ABSTRACT

The objective of this study is to examine the impact of self-efficacy, motivation, and entrepreneurship education on the level of interest in entrepreneurship among teens from PIK-R in Tipes Village, Serengan, Surakarta Central Java, Indonesia. This study used a purposive sampling technique, selecting a sample of 41 youths from the overall population. The material used in this study included interviews, questionnaires, and documentation. The study employs interest in entrepreneurship as the dependent variable, while self-efficacy, motivation, and entrepreneurship education are used as the independent factors. The methodology used in this study is multiple linear regression. The findings of the study indicate that self-efficacy was found to have an insignificant impact on entrepreneurial interest. However, both motivation and entrepreneurship education were found to have significant impacts on entrepreneurial interest among these teenagers. In summary, there is a partial correlation between motivational self-efficacy and entrepreneurship education, and the level of interest in entrepreneurship among teens from PIK-R in Tipes Village, Serengan, Surakarta, Central Java, Indonesia.

**Keywords:** Entrepreneurial Education; Entrepreneurial Interest; Entrepreneurial Motivation; Self-Efficacy; Youth Organization

## **INTRODUCTION**

The increase in population and high unemployment are two of the most urgent social problems in Indonesia today. The inability of workers to create new jobs is a major contributor to the unemployment rate, which in turn is driven by the high number of people looking for work. Graduates who choose to start their own businesses rather than relying on others to provide for them may be able to help alleviate the unemployment problem, which further adds to the financial pressure on the government. If only 2% of the population of a country is entrepreneurial, according to the UN declaration, the country will not be able to advance (Alma, 2017). In 2020, around 3.47 percent of Indonesian people are self-employed, according to the Ministry of Cooperatives and SMEs. The country is ranked 74th out of 137 in the 2019 Global Entrepreneurship Index (The Global Entrepreneurship and Development Institute [GEDI], 2020). To lower the unemployment rate, it is important to encourage students to start their own businesses and hire others. The creation of sustainable innovative young entrepreneurs or millennials can certainly also achieve success in creating quality jobs.

The average university graduate tends to choose to prepare for work rather than actually looking for work. Students need to be directed and motivated to be more than just job seekers; they also need to be prepared to start their own businesses and create jobs rather than just applying for jobs in government agencies or private companies. This is because high school and vocational school graduates are more ready to follow the recruitment process. A person's behavior is influenced and stimulated by motivation, the fulfillment of needs and goals, and satisfaction. Motivation is an attempt to support an individual's work spirit, so that he wants to work by giving his abilities and expertise as optimally as possible in order to achieve organizational goals (Arpiani & Mulyana, 2023). Before offering a variety of activities to promote independent learning, teachers should ensure that their students have sufficient motivation to encourage participation in all scheduled activities because motivation is a determining factor in motivating independent learners (Rustamovna & Obloberdiyevna, 2023).

One definition of entrepreneurship is the pursuit of economic opportunities through the launch of a new venture, be it a company or the development of a product or service. To be successful as an entrepreneur, you must be ready to take calculated risks in the face of uncertainty. In the business world, an entrepreneur is someone who takes risks that have been calculated by starting a new company. They do this in hopes of making a profit and expanding their company by leveraging the possibilities they see and pooling the resources they have to make those prospects a reality (Kasmir, 2016). The primary goal of the government to enhance a nation's economy is entrepreneurial activity. (Trisnayani et al., 2024). The reason for this is that they are pioneers who create employment opportunities, promote policies in favor of poverty alleviation, and create ideas for innovative products and services according to the needs of the market (Qamariah & Muchtar, 2021). Their efforts to alter societal and economic conceptions are extensive, as are their mindsets. Research from Syafitri et al. (2024) explained that people migrate into roles that do not require them to have people who are considered to have appropriate abilities and high interests. A noteworthy accomplishment demands competence proficiency and is not typical. To identify, develop, and take advantage of business possibilities in their surroundings, entrepreneurs need to apply their expertise.

As one of the options to lower the unemployment rate, encouraging the younger generation to develop an entrepreneurial spirit can help them get a job or start their own business after they finish high school, college, or vocational training.

One of the pillars that supports economic growth or collapse is entrepreneurship. People who dare to take risks, have an entrepreneurial spirit and are ready to start their own business can provide for themselves and their families without depending on others. The following characteristics show an entrepreneurial spirit: the desire to succeed in business, an attitude of being able to do, a thirst for innovation, a tendency to save money, a thirst for knowledge, and a willingness to work long hours and take calculated risks

PIK-R in Surakarta City as a place for teenagers at the village level has 41 active teenage members with ages between 15-25 years. This research was conducted on PIK-R teenagers of Tipes Village, which are classified as active teenagers and have entrepreneurial interests. Creative Economy (Ekraf) that runs on PIK-R Tipes Village has herbal medicine making, wedang uwuh making, fish farming in buckets, and vegetables as a superior product of the results of PIK-R Remaja Kelurahan Tipes. The existence of Ekraf in Tipes Village is an attraction for teenagers to continue to develop existing entrepreneurs as an effort to reduce unemployment and as a place to learn to entrepreneurship. The desire to start a business can go up or down depending on various circumstances. It is assumed that the role in shaping entrepreneurial interest in this study are three variables, namely self-efficacy, motivation, and entrepreneurial education.

This research is intended to determine the interest in entrepreneurship in PIK-R teenagers in Tipes Village, Serengan, Surakarta, Central Java, Indonesia. by considering factors that are considered to affect the interest of teenagers in entrepreneurship in PIK-R teenagers in Tipes Village, Serengan, Surakarta, Central Java, Indonesia. namely self-efficacy, motivation, and entrepreneurial education. According to the background of existing problems and theories as well as the existence of research gap, this analysis was carried out with the title "The Effect of Self-Efficacy, Motivation, and Entrepreneurship Education on Entrepreneurial Interest for PIK-R Teenagers in Surakarta".

## **LITERATURE REVIEW**

### **Human Resource Management**

HR management includes the identification, recruitment, selection, training, and evaluation of potential employees in order to meet organizational and personal goals (Sutrisno, 2016). Managers have an important role in guiding employees to achieve organizational goals, including considering ways to build efficient and effective HR management. The main goal of human resource management is to maximize the happiness of management in its work, which will have an impact on the value of the organization in the short and long term. Human resource in any organization will determine the strides and success of the same (Trisnayani et al., 2024). An organization can hardly effectively operate when it does not have sufficient human resources, even if it has other resources. In this respect, it is necessary to manage human resources effectively in order to ensure increased motivation at work.

### **Entrepreneurial Interest**

Entrepreneurial interest is defined as "the desire to create a business through the application of time, energy, skills, knowledge, resources, and willingness to take calculated risks in the hope of achieving financial benefits, personal satisfaction, and independence" (Daryanto & Cahyono, 2013). The capacity to work hard, withstand risks, and show initiative are signs of the spirit of

entrepreneurship, willingness to take new paths and ways to achieve goals dedicated to entrepreneurship, and to be able to learn from experience. Therefore, entrepreneurial interest need competence's components, which are skill, knowledge, and individual abilities (Sandroto et al., 2024).

### **Self-Efficacy**

The idea that a person can successfully complete the stages needed to achieve a goal is known as self-efficacy (Ghufron & Risnawita, 2014). Self-efficacy is a concept that centers on how well someone believes they can accomplish a task in a particular circumstance (Waddington, 2023). Comparably, education increases awareness of the challenges and obstacles that come with launching and operating a business; individuals who acquire the confidence to face these obstacles go on to fully value and dedicate themselves to entrepreneurial endeavors (Dharmanegara et al., 2022). Consequently, self-efficacy could act as a factor between the effects of education and entrepreneurial achievement. Including self-efficacy in the analysis could help to clarify the relationship between entrepreneurial outcomes and entrepreneurship education (Tunio et al., 2021). A person's self-efficacy can be defined as his belief in his own ability to carry out the activities and tasks necessary to realize his business goals (Ghufron & Risnawita, 2014). Self-confidence in doing entrepreneurship is very necessary in opening a business in order to achieve success in entrepreneurship. Research conducted by Ketaren & Wijayanto (2021), Sugianingrat et al. (2020), Adam et al. (2020), Chinyamurindi & Shava (2019), Omar et al. (2019), Yanti (2019), and Lamanepa & Sidharta (2019) stated that self-efficacy has a positive and significant effect on students' entrepreneurial interests.

H1: Self-efficacy has a significant positive impact on entrepreneurial interest in PIK-R teenagers in Tipes Village, Serengan, Surakarta, Central Java, Indonesia.

### **Motivation**

The term "motivation" refers to internal and external forces that motivate people to carry out certain actions, while "work motivation" refers to things that inspire people to love what they do to make a living (Sedarmayanti, 2017a,b). Motivational factors have an important role in influencing a person's interest in entrepreneurship (Basrowi, 2016). Motivation has a crucial position in entrepreneurship because it needs a strong encouragement to go directly and do that field and start a new business that has high risk. The reasons behind launching a firm can reveal whether or not enterprises are founded out of necessity and, if so, what motivations are at play, entrepreneurship motivations may also stem from opportunities (Norstedt & Germundsson, 2023). Research conducted by Chinyamurindi & Shava (2019) and Omar et al. (2019) said that motivation has a significant and positive impact on entrepreneurial interest.

H2: Motivation has a significant positive effect on entrepreneurial interest in PIK-R teenagers in Tipes Village, Serengan, Surakarta, Central Java, Indonesia.

Entrepreneurship Education

The purpose of teaching entrepreneurial thinking is to help them become more resilient in the face of adversity and find new ways to seize opportunities (Suherman, 2020). Someone who is interested in doing entrepreneurship must certainly be given a provision of competence through entrepreneurial education that will cause interest in entrepreneurship. Research conducted by Sugianingrat et al. (2020) and Aje et al. (2019), said that entrepreneurial education has a significant and positive impact on entrepreneurial interest.

H3: Entrepreneurship education has a significant impact on entrepreneurial interest in PIK-R teenagers in Tipes Village, Serengan, Surakarta, Central Java, Indonesia.

## **RESEARCH METHOD**

### **Scope of Research**

This research applied survey method on PIK-R teenagers in Tipes Village, Serengan, Surakarta to collect data. This research focuses on self-efficacy, motivation, and entrepreneurial education on youth entrepreneurial interests in PIK-R Tipes Village, Serengan, Surakarta, Central Java, Indonesia. This research uses a type of quantitative research with a survey method, that is, this research displays data or phenomena related to entrepreneurial interests, self-efficacy, motivation, and entrepreneurial education that occur in teenagers of PIK-R Tipes Village, Serengan, Surakarta, Central Java, Indonesia. The reason for the selection of objects in PIK-Remajahan Tipes Surakarta City Village in this analysis is the availability of research permits and the availability of data needed to support the smoothness of research

The population in this analysis is PIK-R teenagers in Tipes Village, Serengan, Surakarta, Central Java, Indonesia. The total population in this study was 41 active PIK-R teenagers in Tipes Village, Serengan, Surakarta, Central Java, Indonesia. The determination of the sampling technique in this study that is used is the purposive sampling method with the criteria of adolescents between 15 years to 20 years or educated in junior high school to high school or vocational school. When deciding how many samples to be examined, researchers often use a method called "purposive sampling", which takes into account certain factors based on the desired criteria (Sugiyono, 2019). There are 41 active PIK-R teenagers in Tipes Village, Serengan, Surakarta, Central Java, Indonesia. The data analysis used in this analysis is multiple linear regression analysis, t-test, F test, and determination coefficient with SPSS previously done classical assumption test.

## **RESULTS**

### **Classic Assumption Test**

The classic Assumption Test is a requirement to carry out regression analysis, so that regression as an estimate can be correct or unbiased or not deviated.

**Table 1.** Classic Assumption Test

Classic Assumption Test	Result	Conclusion
Multicollinearity test	tolerance value (0.130), (0.136), (0.154) > 0.10 and VIF (3.197), (7.349), (6.514) < 10	Pass Multicollinearity test
Autocorrelation test	p-value 1.000 > 0.05	Pass Autocorrelation test
Heteroskedasticity test	p-value (0.417), (0.660), (0.553) > 0.05	Pass Heteroskedasticity Test

Normality test	p-value 0.226 > 0.05	Pass Normality Test
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Source: Primary Data Processed, 2024

### Multiple Linear Regression Analysis

Regression analysis is used to examine the impact of independent variables (X) on bound variables (Y). This impact is reflected in the value of b (regression coefficient). If the value of the regression coefficient or  $b = 0$ , then there is no effect from the independent variable on the bound variable. If the value of the regression coefficient or  $b \neq 0$ , then the independent variable affects the bound variable.

**Table 2.** Multiple Linear Regression Test Results

	Model	B	t
1	(Constant)	33.813	21.207
2	Self-efficacy	0.252	2.212
3	Motivation	-835.928	-21.995
4	Education	0.512	5.148
5	Entrepreneur		
a. Dependent Variable: Entrepreneurial Interest			

Source: Primary Data Processed, 2024

According to Table 2 above, the regression equation is obtained:

$$Y = 33.813 + 0.252 X_1 - 835.928 X_2 + 0.512 X_3$$

The interpretation of the regression equation above indicates several key relationships between the variables. Firstly, entrepreneurial interest is positively valued at 33,813, suggesting that when self-efficacy ( $X_1$ ), motivation ( $X_2$ ), and entrepreneurial education ( $X_3$ ) remain constant, entrepreneurial interest ( $Y$ ) tends to be positive. Secondly, self-efficacy holds a positive value of 0.0252, implying that an increase in self-efficacy leads to a corresponding increase in entrepreneurial interest ( $Y$ ), assuming that motivational variables ( $X_2$ ) and entrepreneurial education ( $X_3$ ) are fixed. Thirdly, motivation is positively valued at 835,928, indicating that an increase in motivation results in a decrease in entrepreneurial interest ( $Y$ ), provided that self-efficacy variables ( $X_1$ ) and entrepreneurial education ( $X_3$ ) remain constant. Finally, entrepreneurial education also holds a positive value, suggesting that an increase in entrepreneurial education leads to a decrease in entrepreneurial interest ( $Y$ ), assuming that self-efficacy variables ( $X_1$ ) and constant motivation ( $X_2$ ) remain unchanged.

### Test t (Significance Test)

The significance test results for each variable are as follows: Firstly, for self-efficacy ( $X_1$ ), the obtained p-value of 0.033 is less than the significance level of 0.05. Thus, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted, indicating that self-efficacy has an insignificant impact on entrepreneurial interest. Secondly, for motivation ( $X_2$ ), the obtained p-value of 0.000 is also less than the significance level of 0.05. Consequently,  $H_0$  is rejected, and  $H_a$  is accepted, indicating that motivation has a significant impact on entrepreneurial interest. Lastly, for entrepreneurship education ( $X_3$ ), the obtained p-value of 0.033 is less than 0.05. Therefore,  $H_0$  is rejected, and  $H_a$  is accepted, signifying that entrepreneurship education has a significant impact on entrepreneurial interest.

#### **Test F (Model Precision Test)**

The calculation result states that this regression model has a calculated F value of 190.097 with a p-value of  $0.000 < 0.05$ . So,  $H_0$  was rejected and  $H_a$  was accepted, meaning the right model to calculate the impact of self-efficacy-free variables (X1), motivation (X2), and entrepreneurial education (X3) on entrepreneurial interest (Y).

#### **Determination Coefficient Test (R2)**

The results state that the coefficient of determination (adjusted R2) for this model is 0.934, meaning that the contribution of the impact of independent variables of self-efficacy (X1), motivation (X2), entrepreneurial education (X3) on entrepreneurial interest (Y) worth 93.4%. The remainder ( $100\% - 93.4\%$ ) = 6.6% is explained by other variables outside the model.

### **DISCUSSION**

#### **The Influence of Self-Efficacy on Entrepreneurial Interests**

Obtained p-value =  $0.033 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted means that self-efficacy has an insignificant impact on entrepreneurial interest. However, it was concluded that  $H_1$  stated that self-efficacy had an insignificant impact on the entrepreneurial interest of PIK-R teenagers in Tipes Village, Serengan, Surakarta, Central Java, Indonesia.

This is related to the analysis conducted by Hadyastiti et al. (2020) which shows that self-efficacy has a significant impact on entrepreneurial interest. Self-efficacy has an impact on success in achieving certain results. Self-efficacy is the most important value ability to take action to achieve a goal or desire that can provide benefits. Without self-efficacy in the interest in entrepreneurship, his belief in entrepreneurship will not exist or tend to be difficult.

Implications on self-efficacy variable research will increase and create trust in entrepreneurship and will bring up many ideas in teenagers, so that entrepreneurship will become something productive. Besides that, there are many aspects that have an impact on the confidence of teenagers when doing entrepreneurship. That is why it is necessary to carry out further analysis to research other aspects that have an impact on teenagers' confidence in entrepreneurial interests.

#### **The Influence of Motivation on Entrepreneurial Interest**

Based on the hypothesis test, it was obtained that p-value =  $0.000 < 0.05$  then  $H_0$  was rejected and  $H_a$  was accepted, meaning that motivation had a significant impact on entrepreneurial interest. It can also be concluded that  $H_2$  which states that Motivation has a significant impact on the interest of PIK-R youth entrepreneurs in Tipes Village, Serengan, Surakarta, Central Java, Indonesia. is proven to be true

This is related to the analysis carried out by Hadyastiti et al. (2020) which shows that motivation has a significant impact on entrepreneurial interest. Motivation is indispensable in entrepreneurial interest. Teenagers in PIK-R Tipes District argue that ideals alone are not enough to inspire someone to start a business or become an entrepreneur; they also have to take concrete steps to realize their plans. First and foremost, it must have a strong motivation. This includes knowing your own character and having a thorough understanding of the chosen industry. Implications in the research of motivational variables will certainly increase motivation through encouragement and actions in doing entrepreneurship so that entrepreneurial interests will be able to be carried out according to their respective wishes.

### **The Influence of Entrepreneurship Education on Entrepreneurship Interest**

The results obtained  $p\text{-value} = 0.000 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted means that entrepreneurial education has a significant impact on entrepreneurial interest. It can also be concluded that  $H_3$  which shows that entrepreneurial education has a significant impact on the entrepreneurial interest of PIK-R teenagers in Tipes Village, Serengan, Surakarta, Central Java, Indonesia. is proven to be true.

This is related to the analysis carried out by Hadyastiti et al. (2020) which shows that entrepreneurial education has a significant effect on entrepreneurial interests. Implications on the research of entrepreneurial education variables that have been applied to teenagers of PIK-R Tipes Village are more focused on practical activities and learning activities while at school. It is also relevant to the argument (Saroni, 2013). The goal of entrepreneurial education is to equip students with the abilities and understanding needed to start and run their own successful business. Students will be more likely to see opportunities to own a company and take risks if they are taught entrepreneurship in the classroom. Practical activities are carried out through the creative economy division which is a forum for PIK-R teenagers to be able to develop their entrepreneurs and competencies. In addition, the majority of teenagers have received entrepreneurial lessons at school.

### **CONCLUSION**

The study employs interest in entrepreneurship as the dependent variable, while self-efficacy, motivation, and entrepreneurship education are used as the independent factors. According to the results of research and data analysis that has been carried out, it can be said that self-efficacy has an insignificant impact on entrepreneurial interest in PIK-R teenagers in Tipes Village, Serengan, Surakarta, Central Java, Indonesia. Motivation has a significant impact on entrepreneurial interest in PIK-R teenagers in Tipes Village, Serengan, Surakarta, Central Java, Indonesia. Entrepreneurship education has a significant impact on entrepreneurial interest in PIK-R teenagers in Tipes Village, Serengan, Surakarta, Central Java, Indonesia.

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### **DECLARATION OF CONFLICTING INTEREST**

The authors affirm without reservation that, within the scope of this research, there are no conflicts of interest that could compromise the integrity and impartiality of the study. All authors have openly disclosed any financial or personal connections with individuals or organizations that could potentially impact the direction of the research or the interpretation of its findings. Additionally, any financial contributions or support received for this study have been accurately and fully acknowledged within the manuscript, reflecting our dedication to scientific transparency and accountability.



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