

# Self-Efficacy and the Reference Group that Form the Entrepreneurial Intention of the Students of Universitas Jambi

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## Abstract:

The students' entrepreneurial intention is a personal commitment, predicted to be realized after they graduated from the college later. Two variables are thought to influence this, namely the self-efficacy and the reference groups. The object of this research were the students of Universitas Jambi, with the sample of 193 people. The data was analyzed quantitatively. The results showed that the self-efficacy and the reference groups significantly influences the entrepreneurial intentions.

**Keywords:** *Entrepreneurial Intentions, Self-Efficacy, Reference Groups*

## Introduction

The fact is that college graduates are one of the biggest contributors to unemployment in Indonesia. This is indicated by the data from the Central Statistics Agency (BPS) in 2019 which recorded open unemployment of 7.05 million people which was contributed by 399,735 college graduates or 5.67 percent. Unemployed college graduates are an economic waste because they should have been contributors to the state revenue, rather than being a burden to the state. They are generally unemployed because they have not gotten a job that matches their educational background, and the low salary (Andika and Majid, 2012). The diplomas owned by alumni are often not in accordance with the requirements and expertise in the available fields of work.

One type of jobs that does not require a completed educational background is entrepreneurship. Therefore, the Indonesian government since 1998 has introduced various programs that are basically as seed dispersers of

incubation for the growth of student intentions for entrepreneurship such as entrepreneurship course at colleges, and student entrepreneurship programs (Suratno, *et al.*, 2019). Zimmerman (Suhartini and Sirine, 2011) explained that one of the factors driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education. However, the various programs are not enough to foster entrepreneurial intentions, therefore the research includes two variables that are thought to influence the entrepreneurial intentions, namely self-efficacy and reference groups.

Based on the Tracer Study data of the Faculty of Teacher Training and Education of Universitas Jambi in 2019 which traced its alumni working anywhere and in any field after they graduated, of the 940 alumni who became the study sample, there were only 11 people who carried out entrepreneurial activities. This means that only 1.2 percent were entrepreneurs. This number is much

smaller than those who are unemployed, amounting to 62 people or 6.6 percent.

One significant supporting factor for the growth of entrepreneurs is the intention. Fishbein and Ajzen (2011: 39) call it intention. Intention is a component in someone who shows a desire to do a certain action (Suratno, *et al.*, 2019). Intention is the thing that is expected to explain the factors that motivate and that have a strong impact on one's actions. This is in line with Bandura (1986) which states that intention is a genuine intention to take a certain action or produce a certain condition, both now and in the future. Therefore according to him, intention is a vital part of self-regulation whose background is by one's motivation to act.

A person's readiness to start entrepreneurship in the future can be detected from the entrepreneurial intentions they have. This is as stated by Julita and Prabowo (2018) that one of the predictors to know whether someone is ready to become an entrepreneur in the future is shown by the intention of entrepreneurship. Thus the intention of entrepreneurship is a reasonable approach to understanding those who will become entrepreneurs. As stated by Krueger and Carsrud (1993), entrepreneurial intention is the best predictor of entrepreneurial actors. Therefore it is very important to examine whether the two variables suspected in this study contribute significantly to entrepreneurial intentions.

The research conducted by Zhang, *et al.* (2014), "*The role of entrepreneurship education as a predictor of university students' entrepreneurial intention*" shows that entrepreneurship education has an influence on one's entrepreneurial intentions. This is shown by the research by Suratno, *et al.* (2019), that entrepreneurship education has a significant influence on entrepreneurial intentions. Therefore this variable was not included in this research.

The results of research conducted by Patrikha (2017), titled "*The Influence of Reference Groups, Economic Motives, and Entrepreneurship Education in Schools on the Entrepreneurial Intention of the Vocational High School Students in Malang*,"

showed that the entrepreneurial intention was significantly positively influenced by the preference group variable. While the research conducted by Santy, *et al.* (2017), entitled "*The Influence of Self-Efficacy, Subjective Norms, Behavior Attitudes, and Entrepreneurship Education on Entrepreneurial Intention*," also found that self-efficacy had a positive and significant influence on the entrepreneurial intentions of the students of Universitas Kuningan. Self-efficacy has a role in the entrepreneurial intentions of the students of Universitas Kuningan. Based on the background above, this research aims to test whether the self-efficacy variable and the reference group variable influence the intentions of entrepreneurship.

## Literature Review

According to Fisbein and Ajzen (2011: 39), the entrepreneurial intention is assumed to be a motivational factor that drives the behavior; the stronger the entrepreneurial intention, the stronger people will want to try, and try to realize what they plan to do. Whereas Krueger, *et al.* (2000), states that entrepreneurial intention involves attitudes toward entrepreneurial goals as career choices and the wish to act. Therefore, to find out whether someone will start entrepreneurship in the future, it can be seen from their entrepreneurial intentions. This is in line with Julita and Prabowo (2018), one of the predictors to find out whether or not the final-year students are ready to become entrepreneurs in the future can be measured through their entrepreneurial intentions. Likewise Krueger and Carsrud (1993), intention becomes the best predictor for entrepreneurs.

### 1. The Influence of Self-Efficacy on the Entrepreneurial Intention

Self-efficacy refers to trusting in a person's ability to organize and carry out the actions needed to manage prospective situations. Self-efficacy influences the way people think, feel, motivate themselves, and act. Self-efficacy varies systematically, consistently showing that these beliefs contribute significantly to human motivation

and achievement (Bandura 2009: 2-3). Entrepreneurship is a field of work that requires determination and courage because it is not easy. Entrepreneurship must deal with risks and uncertainties, for that a person must have confidence in his ability in entrepreneurship, since managing a business requires strong efforts to succeed. As revealed by Schultz and Schultz (2015: 351-352), someone who has high self-efficacy believes that they can deal effectively with various events and situations. Due to their hope to succeed in overcoming obstacles, they stick to the task and often perform at a high level.

An individual's confidence or conviction about their ability to organize, to do a task, to achieve a goal, to produce something, and to implement an action to achieve certain skills, that is called the self-efficacy. Thus, self-efficacy is important for someone to take decisions for the sake of current and future importance. Likewise, someone who works as an entrepreneur must have confidence in themselves that they have the competence to do their own business. Self-efficacy is built after they are well acquainted with the capacities and competencies that they have, as well as knowing well the weaknesses that exist in them. This will be the main capital to start a business. If self-efficacy in entrepreneurship has been formed, then indirectly the intention to entrepreneurship will also appear on them. Several previous research (Chen and He, 2011; Kassean, *et al.*, 2015; Zhao, *et al.*, 2005; Puni, *et al.*, 2018; Martya sellinda and Kusumajanto, 2018) showed that self-efficacy influences entrepreneurial intentions. Based on the matters conveyed, it can finally be hypothesized that self-efficacy has a positive and significant influence on the entrepreneurial intention.

## **2. A Reference Group on the Entrepreneurial Intention**

A group of people who become someone's reference in making decisions to do something or not to do something, both physical and non-physical activities, that is what is called a reference group. Solomon, *et al.* (2006: 351) defines a reference group

as individuals or groups of people who are considered to have significant relevance to someone in terms of evaluating, giving aspirations, or behaving. Reference groups are often used to describe any external influence that provides social cues. Meanwhile, Lake (2009: 168) argues that a reference group gives someone a comparison to attitudes, behavior, and personal performance.

A reference group is influential in shaping one's attitudes and behavior, including the entrepreneurial intention. The role of peers in encouraging students' decisions to choose and take action is huge. Opinion as stated by Solomon, *et al.* (2006: 359), that the power of a reference group lies in the potential power it has over us. Therefore a reference group will give color to one's life. Likewise, the entrepreneurial intention decisions will be strongly influenced by the reference group with whom they associate. Birama and Nurkhin (2017) prove that the environment of peers can have a significant influence on one's self-efficacy in entrepreneurship which in the end, when someone already has a confident attitude to entrepreneurship, then one's entrepreneurial intention will form itself.

Bagheri and Pihie (2010) argue that children who are born into an entrepreneurial family and are involved in running a family business will increase their confidence and conviction to become entrepreneurs. The involvement of children in running entrepreneurship is an experience that will increase children's confidence in entrepreneurship in the future. In other words, family and peers are groups that are trusted by someone, and information that comes from them is considered meaningful to someone. With the information and support for entrepreneurship obtained from family and peers, this will increase one's self-efficacy which will then include students. Advice or criticism from reliable sources according to Feist and Feist (2008: 490) have more effective strength than those from people who cannot be trusted to improve one's self-efficacy, which in turn will increase their intentions in entrepreneurship (Karyaningsih and Wibowo, 2017). In line with previous research, Chen and He (2011)

concluded the finding that strong emotional ties formed by family and close friends would allow the formation of entrepreneurial intentions through increased individual self-efficacy.

This is in line with the results of research conducted by Patrikha (2017) to conclude that the reference groups, namely family and peers, influence positively and significantly on the entrepreneurial intention. Based on the matters conveyed, it can finally be hypothesized that a reference group has a positive and significant influence on the entrepreneurial intention.

### Research Method

This research used a quantitative approach that allowed as a basis for drawing conclusions that can be accounted for. The variables researched included the self-efficacy and the reference group as independent variables, while the entrepreneurial intention variables as the dependent variable. Meanwhile, the hypothesis which was proven, whether the self-efficacy variable and the reference group variable, both partially and jointly, had a positive and significant influence on the entrepreneurial intention. The students of Universitas Jambi became the study population, with a sample of 193 people who participated. The data was collected using questionnaires whose reliability had been tested.

The instrument used for collecting the entrepreneurial intention data was adapting the Entrepreneurial Intention Questionnaire (EIQ) from Linan and Chen (2009). The scale used by Linan and Chen (2009) is in the form of a scale with seven alternative approvals, whereas in this research was simplified to be a four scale with alternative approvals: strongly agree = score 4; agree = score 3; less agree = score 2; and disagreed = score 1. The reliability test results used the Alpha formulation of 0.894, which means, the instrument was worth using.

The instruments for the self-efficacy variables were arranged by themselves based on entrepreneurial self-efficacy indicators which were adapted from the instruments developed by De

Noble, *et al.* (1999), which included the following six dimensions of entrepreneurial self-efficacy: Developing new products and market opportunities; Building an innovative environment; Starting investor relations; Defining core goals; Overcoming unexpected challenges; and Developing critical human resources. After testing empirically, obtained the Alpha coefficient of 0.954 which means reliable.

Meanwhile, the reference group instruments were also compiled by themselves based on three indicators which included: informational, utilitarian, and expressive values. Before being used to collect data, the instrument reliability test was carried out, and an Alpha coefficient of 0.911 was obtained, which meant that the instrument was reliable to use. Meanwhile, the instrument's validity rests on the content validity and construct validity.

The conclusion of this research was based on the statistical data processing using commonly used statistical program packages. The data was presented descriptively and was also processed inferentially. All inferential data analysis requirements were tested first so that the hypothesis test was able to be justified.

### Research Results and Discussion

This research was followed by 193 students who were on their final semester from the Faculty of Teacher Training and Education at Universitas Jambi, consisting of: English Education Study Program, as many as 34 students or 17.60 percent; Economic education, as many as 72 students or 37.30 percent; Citizenship Education, as many as 42 students or 21.80 percent; and Biology Education, as many as 45 students or 23.30 percent. When viewed from the sex, the respondents consisted of 51 males or 26.40 percent, and as many as 142 females or 73.60 percent.

Based on the data analysis results, the characteristics of respondents regarding the entrepreneurial intention are grouped into four, namely: As many as 33.20 percent have low entrepreneurial intention; as many as 55.40 percent have medium entrepreneurial intention, and the



remaining 11.40 percent have high entrepreneurial intention, and none of them have very high entrepreneurial intentions. This is in line with the fact on the ground that very few, only 1.2 percent of the alumni of the Faculty of Teacher Training and Education of Universitas Jambi who work as entrepreneurs.

There were three problems that would be answered in this research, namely the first was the influence of self-efficacy on the entrepreneurial intention; the second was the influence of the reference group on the entrepreneurial intention; the third was the influence of self-efficacy and the reference group simultaneously on the entrepreneurial intention.

First, the analysis results show individually the influence of self-efficacy variables on the entrepreneurial intention. The results of the analysis with the aid package of statistical program package, obtained an R coefficient of 0.611, and a coefficient of determination of 0.445, which means that the self-efficacy variable has a positive and significant influence on the entrepreneurial intention. Second, the reference group individually influences the entrepreneurial intention. The analysis results obtained an R coefficient of 0.509, and a coefficient of determination of 0.384 which indicates that the reference group has a significant positive influence on the entrepreneurial intention. Third, simultaneously the self-efficacy variables and the reference group variables influence the entrepreneurial intention. The analysis results obtained an R coefficient of 0.741, and a coefficient of determination of 0.548 which means that the two independent variables, namely the self-efficacy and the reference group, have a positive and significant influence on the entrepreneurial intention.

Based on the above results, a discussion was conducted to discuss the findings. First, the analysis shows that there is a significant positive direct influence of the self-efficacy variables on the entrepreneurial intention. This finding is in accordance with the hypothesis which predicts that self-efficacy has a direct influence on the

entrepreneurial intention. This finding is in line with that proposed by Ajzen (2005: 118) that attitude toward behavior is one important factor in the formation of intentions, in this case, the attitude of self-efficacy in forming the entrepreneurial intention. With the self-efficacy, a person will be more confident in their abilities. That belief will encourage someone to dare to take decisions in the form of actions or behavior carried out with confidence. In line with that, the students' self-efficacy will make them confident in taking risks and competing. Thus, the students' self-efficacy will encourage them to be more courageous in making entrepreneurial intention decisions which will run their own business one day. Thus, self-efficacy influences one's beliefs about whether the target has been targeted or not, the higher one's confidence in the ability to try, the greater the wish to become an entrepreneur (Setiawan, 2014). This is according to Karyaningsih and Wibowo (2017) that when someone has self-efficacy, it will encourage their entrepreneurial intention.

Vemmy (2012) also conducted a research whose results support this research which concluded that self-efficacy is proven to influence the students' intentions, and self-efficacy is the most dominant variable influencing the students' entrepreneurial intention. Likewise, Martyajuarlinda and Kusumajanto (2018) through their research also concluded that self-efficacy had a positive and significant influence on the entrepreneurial intention. This research shows that the higher the students' self-efficacy in terms of entrepreneurship, the higher the entrepreneurial intention; on the contrary, the lower the students' self-efficacy, the lower the entrepreneurial intention.

Secondly, the research results also prove that the reference group has a significant positive influence on the entrepreneurial intention. The research results support the research results presented by Chen and Lai (2010) through their research in Taiwan, concluding that children's intentions for entrepreneurship in the future can be strengthened by the experiences of their families in

entrepreneurship. Family experience, both in success and failure in running a business, can strengthen their wish to follow in the footsteps of their entrepreneurial parents where the family is one of the reference groups. In line with Chen and Lai, Bagheri and Pihie (2010) stated that children who come from entrepreneurial families, and are involved in running family businesses, will increase conviction and confidence in them to become entrepreneurs. Furthermore, the parents' expectation who want their children to choose a career as entrepreneurs also has an impact on their children's intentions to become entrepreneurs in the future. Children tend to release their parents' expectations on themselves with the aim of getting praise or avoiding disappointment from their parents towards them. In line with Peter and Olson (2010: 338) that a group provides values to influence someone to behave similarly through normative influence, that is, the influence that occurs when someone obeys the group's expectations of receiving gifts or avoiding punishment. Compliance with these expectations often leads to appreciation that is valued and strengthened by Ajzen (2005: 118) in his planned behavior theory which explains that one of the determining factors in forming intentions is subjective norms which are interpreted as perceived social pressure to do or not to do a behavior. Subjective norms are the normative beliefs related to individual perceptions about how the group sees behavior and evaluation which is generally expressed as an individual's motivation to obey reference groups.

The findings of this research also support the research conducted by Humbert and Drew (2010) which concluded that one of the factors influencing a person's wish for entrepreneurship is friends, which is included in the reference group. Teenagers spend more time outside the home with their friends of the same age, such as when on campus, studying groups, tutoring, particular time for chatting (hanging out) and eating. When they meet and communicate with their friends, they talk a lot about lecture issues, and about the future (careers, specific jobs of interest).

Teenagers feel they often get new information by communicating with friends. And for teens, the information they get from their friends is considered useful. So in conditions like this, the reference group has a very big role in influencing behavior. When students still do not have the desire for entrepreneurship, and after obtaining entrepreneurship information from the reference group, it will change their students' attitudes towards entrepreneurship, which might have been negative, to be positive, then this positive attitude will stimulate the formation of the students' intention to entrepreneurship. In accordance with Ajzen (2005: 118) that attitude toward behavior is one of the important factors in shaping one's entrepreneurial intentions.

Furthermore, as well as family, friends of the same age are places where people socialize everyday. Beliefs and ways of thinking that exist in these groups can influence students in making decisions as well as in career selection to become entrepreneurs. If the students' reference group tends to think positively, and believe that career choices as an entrepreneur is a very promising career choice in the future, then students will adjust their behavior and outlook according to their group. In line with Lake (2009: 171) that an individual adjusts to the group by changing their behavior, views, and attitudes to match the group's views. The results of this research also support the research of Patrika (2017) that the reference group of students, namely family and friends of the same age, positively and significantly influences the entrepreneurial intention of vocational students in Malang.

Third, the research results that show the positive and significant influence of self-efficacy and reference groups on the entrepreneurial intention. In line with the research results stated above, that individual self-efficacy has a significant positive influence on the students' entrepreneurial intention, and the reference group also proved to have a significant positive influence on the entrepreneurial intention. Because it can be understood if self-efficacy and the reference group

together have a significant positive influence on the entrepreneurial intention. This is in line with the opinion of Solomon, *et al.* (2006: 359), that the power of a reference group lies in the potential power they have over us. Likewise, the findings of this research are also in line with the previous research (Chen and He, 2011; Kassean, *et al.*, 2015; Zhao, *et al.*, 2005; Puni, *et al.*, 2018) which show that self-efficacy influences the entrepreneurial intention. The research results are also in line with Lake (2009: 168) that the reference group gives a person a comparison to attitudes, behavior, and personal performance.

### Conclusion

Based on the presentation of the research results and the discussion that have been described previously, it can be concluded as follows:

1. Self-efficacy has a positive and significant influence on the students' entrepreneurial intention at the Faculty of Teacher Training and Education, Universitas Jambi.
2. Reference group has a positive and significant influence on the students' entrepreneurial intention at the Faculty of Teacher Training and Education, Universitas Jambi.
3. Self-efficacy and reference group have a positive and significant influence on the entrepreneurial intention.

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