



ICP - HESOS

# PROCEEDINGS BOOK

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International Conference on Psychology  
in Health, Educational, Social, and Organization Settings  
Universitas Airlangga, Surabaya, 21-23 November 2013

**"Psychology in Changing Global Contexts"**



Faculty of Psychology  
Universitas Airlangga

**International Conference on Psychology  
in Health, Education, Social and Organizational Settings (ICP-HESOS)**

**“Psychology in Changing Global Contexts”**

## PROCEEDINGS BOOK

### International Conference on Psychology in Health, Education, Social and Organizational Settings (ICP-HESOS) "Psychology in Changing Global Contexts"

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## EFFICACY IN ENTREPRENEURSHIP AMONG THE STUDENTS

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### Abstrak

*Entrepreneurship, is a compulsory subject for students of Hang Tuah University. Students are expected to be able to explain principles of entrepreneurship, steps in starting a business, entrepreneurial characteristics and ability to find opportunities and markets. One indicator for the success of entrepreneurship education is to measure student's self-efficacy in entrepreneurship. This study uses quantitative research methods, includes descriptive research. Variable of this study is self efficacy in entrepreneurship among the college students. The subjects are 117 students of the Faculty of Psychology Hang Tuah University. This research used a questionnaire to collect data. Analysis of the data using theoretical mean and empirical mean, and also use the method of cross-tabulation to see the demographic data of respondents and their relation with indicators of self-efficacy. Based on the survey, the results revealed that category of entrepreneurial self-efficacy of students is middle, with  $f = 81$  or 69,231%. This shows student has self-efficacy for entrepreneurship. The research showed that Streght aspects (beliefs) has the highest average in comparison with other aspects (mean value = 3.660), while the magnitude is 3.272 and the generality is 3.550. It means that students had a strong belief in entrepreneurship. It arises because the individual has strong belief that they are able to perform like any other entrepreneur. Students had a conviction for entrepreneurship, but still not sure if they can be able to solve the problems when running bussiness. The results of this research also showed that male students had higher self-efficacy than female students.*

Keywords : Self Efficacy, entrepreneurship, college students

### INTRODUCTION

Student Entrepreneurial Program is one of the programs and policies of the Directorate General of Higher Education Ministry of Education to facilitate the students to start their business based on knowledge of entrepreneurship. It prepare students to be independent and creating jobs rather than being jobseekers. PWM is part of the education system in universities that must be integrated with education and entrepreneurship programs that already exist such as the Student Creativity Program.

The efforts to encourage entrepreneurship among young people is showing some success. There are some students that now starting to have their own business. As published in the Jawa Pos (9 November 2009), Caroline, a college student at the European University (TUE), she was not just a college student but also run business and has 4 companies. She started the business with great effort and finally was able to overcome successfully. It is also shared by 4 students of the University of Ciputra, that because of their effort, they ultimately survive and succeed in entrepreneurship (Java Post, 10 November 2010).

Jawa Pos has published several successful entrepreneurship students, such as students of Airlangga University, IIS or other universities. While the reverberations of entrepreneurship among the University of Hang Tuah still doesn't exist. This is apparent from the COOP program, an event that organized by the Institute for Research and Community Service University of Hang Tuah in collaboration with Higher Education, students who are applying to be a participant COOP is still not comparable to the number of students eligible to attend the program. It is certainly questionable, why would that be. Whether the student is not interested in the entrepreneurship program or afraid to face the challenges or difficulties in entrepreneurship?

Entrepreneurship is compulsory subject that must be held by Hang Tuah Surabaya University students. It is expected that after studying this subject, students can be able to explain the principles of entrepreneurship, the steps in starting a business, characteristics of entrepreneurs, business opportunities and position as well as the basic principles of marketing.

One indicator of the success of entrepreneurship education is to measure the self-efficacy of students in entrepreneurship. The results of a research showed that the self efficacy among the students in entrepreneurship has significant and positive effect on entrepreneurial motivation and influencing the willingness in making a business, while the opposite, learning process had no significant effect (Armianti, 2010).

**Definition of Self Efficacy**

Bandura (1997) defined Self-efficacy as beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments. That is, individuals assess the capabilities, potential and trends combined with the demands of her environment, because it does not reflect the self-efficacy significantly the ability of the individual concerned.

Alwisol (2006, h.344 ) explained self-efficacy as a self- perception of how good self to function in certain situations. Baron and Byrne (2004 : 183) describes self -efficacy as a person's self-evaluation of the ability or competence to display tasks, achieve goals and overcome obstacles. The higher the greater of one's self-efficacy, makes him believe on his ability to succeed in achieving his objectives. High self-efficacy makes a person more determine to face the challenges and be more motivated to get feedback.

While Corsini (1994, H.364) reported self-efficacy as an individual's belief in his ability to control the behavior and demands of the environment to obtain results as expected.

**Dimensions of Self -efficacy**

Bandura (1997, h.42 - 43) described several dimensions of self-efficacy, those are :

- a. Level (level of difficulty). It is described as person's ability to complete the tasks of different difficulty levels. Someone will try to behave deemed capable of doing and will avoid behavior that is felt beyond the limits to do. Ability can be seen in the form of intelligence, effort, accuracy, productivity and how to overcome challenges.
- b . Generality. Matters relating to the broad scope of the field of behavior in which the individual feels confident in his ability. Generalization may vary in some form different dimensions, including the degree of similarity of the activity and expression modalities which capabilities that include behavioral, cognitive and affective.
- c . Strength (resistance). Matters relating to the strength of the individual's belief in their ability. Individuals have a strong belief and persistence in trying to be achieved despite the difficulties and obstacles. The stronger the greater the self-efficacy and persistence, the higher the possibility of selected activities to be successful.

**Functions of Self Efficacy**

Bandura (1994, p.72 - 75) describes the effect of Self- Efficacy and functions, those are:

- a. Cognitive function.  
Bandura states that self-efficacy influences vary widely in one's cognitive processes. First, a strong self-efficacy will affect someone's personal goals. The stronger self-efficacy, the higher goals set by the individual for himself and that is strengthen individual commitment to that goal. Individuals with strong self-efficacy will have high ideals, able to set a plan and committed himself to achieve that goal. Second, individuals with strong self-efficacy will affect how they prepare anticipatory measures if the first attempt failed.
- b. Motivation function  
Supporting self-efficacy and motivation in many ways determine the goals created by an individual for himself with how much individual resilience against failures. When faced with problems and failure, individuals with self-doubt on his ability will be easily reducing their efforts or give up. Persistence or tenacity gives strong support for an optimal performance.
- c . Affection function .  
Self -efficacy plays an important role to control the stress that occurs. Bandura explained that controls the behavior of self-efficacy to avoid an anxiety. The stronger self -efficacy can make someone dares to face the stressful and threatening situations. Individuals who believe in themselves can control a threatening situation, and will not generate the patterns of distracting thoughts. As for individuals who can not manage a situation that threatened, will easily feel high anxiety.
- d . Selective function .  
Selective function will affect the selection of activities or goals that will be taken by someone. Someone will avoid activities and situations that has exceeded his coping ability, but has ready to do challenging activities and select situations that are considered able to overcome. It is will strengthen the capabilities, interests and social networks that affect life, and ultimately will affect the direction of personal development. This is because social influences play a role in the selection environment, continuing to improve competencies, values and interests that in a long time after the factors that influence the decision of faith have an early impact.

**Sources Self Efficacy**

Four important sources that individuals use in forming Self Efficacy ( Bandura , 1997 , from 0.79 to 1.13 h ), are :

- a . Mastery experience  
Experience to solve the problem is the most important source to influence one's Self Efficacy, because mastery experience provide the most accurate evidence of what actions need to be taken to achieve a success, and this success is built on a strong belief in the individual's conviction. The failure of self efficacy will determine the individual, especially when





...confidence has not been well established. ...experience success / success with ease, ...will tend to expect quick results and easy ...because of the failure. Though some of ...and obstacles in an effort to teach people ...requires hard work.

**Observational experience**  
Observational experience is experience that provided to be ... Observing behavior and experiences of ... individual's learning process. Through this ... individual Self Efficacy can be increased, ... if the individual has the ability to feel equal ... better than the person that he observes. ... of modeling in Self Efficacy is strongly ... by the similarity between the individual ... models. The improvement of self efficacy can ... if the model has a lot of similarities with ... that observing about their characteristics, ... level of difficulty of the task, or the situations ... they have.

**Verbal persuasion**  
Verbal persuasion is the third way to improve one's ... about the things they have to strive more ... to achieve the goals and success. Verbal ... has a strong effect on increasing self- ... and individual behavior effectively.

**Physiological and emotional state**  
Situational situations can affect the emotional state of ... Efficacy. Emotional turmoil, shock, deep anxiety ... physiological state experiences will be perceived ... an undesirable event occurs, then will likely be ...

**Self Efficacy as a Cognitive Process**  
Cognitive processes is an important factor that ... the effect of external factors on behavior. ... interpretations of the stimulus and not react ... on a series of stimulus. Through ... of the events that occur in the ... environment, the individual creates cognitive ... and anticipate that certain behavior in the ... will provide specific results. Expectations that ... ultimately lead to a certain behavior to deal with ... tasks.

**Factors Affecting Self-Efficacy**  
Bandura (in Fiest and Gregory, 2006: 479) states ... self-efficacy is influenced by several factors :

- a. The nature of the task facing  
Most situations or types of tasks that demand performance more difficult and heavier than the other tasks. The task types contain levels of difficulty and different challenges, competitive aspects.
- b. intensive external  
Reward given by others to reflect a person's success in performing tasks are given to him.
- c. Status or role of the individual in the environment  
The higher one's social status , the higher the self-confidence and greater appreciation of other people

and vice versa , the lower the self-esteem , the less appreciation of others.

- d. Information about her abilities  
One's self -efficacy will increase / decrease if a person gets information positive / negative against him.

**Entrepreneurship**  
**Understanding Entrepreneurship**

Suryana (2003 : 1) defines entrepreneurship as the ability to create something new and different through creative thinking and innovative action to create opportunities .

Schumpeter (in Alma , 2008: 24) states that the entrepreneur is a person who is able to break down the existing systems and introducing new products and services or to process new raw materials . An entrepreneur is a person who is able to see an opportunity and then create an organization to take advantage of opportunities .

**Characteristics of Entrepreneurs**

Alma (2008 : 53 -57 ) expressed about the characteristics that need to be owned by entrepreneurs, those are :

- Self-confidence : the confidence and self determination, not depending on others, steady and optimistic personality.
- Task-oriented and results** : have a need for achievement, results-oriented, diligent, hard working, self motivated, energetic, and full of initiative.
- Risk taking** : able to take risks, and likes the challenge
- Leadership** : able to lead, can get along with others and be able to respond positively to suggestions and criticism
- Originality** : innovative, creative, flexible, have a lot of resources, versatile and knows a lot of things
- Oriented to the future** : having the foresight and perceptive.

**Student Self Efficacy in Entrepreneurship**

The essence of entrepreneurship is the ability to create something new and different through creative thinking and innovative action to create opportunities. Characteristics or properties that need to be owned by entrepreneurs is related to an individual's belief of his ability. Confidence, confidence in own abilities can be applied to specific behaviors to achieve success is what is called self-efficacy.

Self -efficacy can positively foster the entrepreneurial spirit that is also positive for the students. This will be reflected in the form of intelligence, effort, accuracy, productivity and how to overcome challenges. The comparison between the challenges that arise when an individual reaches the performance

capabilities of the individual will vary depending on the activity undertaken.

## METHODS

This study uses descriptive quantitative approach, because the main data to answer the research question is in the form of numeric data. This type of research is survey research as the main data retrieved through the method of measurement using a scale derived from the sample as the basis for generalization to the population (Singarimbun & Efendi, 2002).

### Research Variables

Variable in this study is a single variable, namely the efficacy of entrepreneurship.

### Operational Definition of Variables

To measure self-efficacy of students in entrepreneurship is based on self-efficacy dimensions, among others:

Magnitude (level of difficulty of the task), individuals choose the task difficulty level according to his ability.

Generality (wide field behavior), relating to the extent of the field of behavior that is believed to have achieved this individual.

Streight (steadiness of faith), relating to the determination of an individual will be successful in dealing with a problem.

### Subjects Research

The population in this study were students of Psychology Faculty of Hang Tuah University who had taken Entrepreneurship as their courses subject. The number of population is 115 students, which is comprised of students in the years 2008, 2007, 2006 and 2005. This study used a population study.

## Data Collection Method

Measurement technique in this study is using a Likert scale of measurement. Likert scale is a psychometric scale used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. The answers of each item instrument uses a Likert scale that ranged from very positive to very negative, that can be words such as: Strongly Agree, Agree, doubtful, Disagree and Strongly Disagree.

## Data Analysis Methods

The validity of self-efficacy questionnaire is using item total correlation method, which is a technique that correlates the validity of the scores obtained by each grain items with a total score. To calculate the correlation between each item with the total score, used product moment correlation technique. Reliability calculation technique used is the internal consistency method which only requires one-time only presentation of the test, or the so-called single-trial administration. While the reliability of the estimation procedure used Hoyt analysis. Techniques of quantitative data analysis using descriptive analysis by looking at the value of central tendency Mean or average. Identification data processing models of health behavior using SPSS 17.

## RESULTS

### Description of Research Subjects

Survey respondents could be traced from the identity data that contains the following items: gender, class into the Faculty of Psychology, University of Hang Tuah. The data above can be described as below.

Table 3.1  
Gender Distribution of Subjects

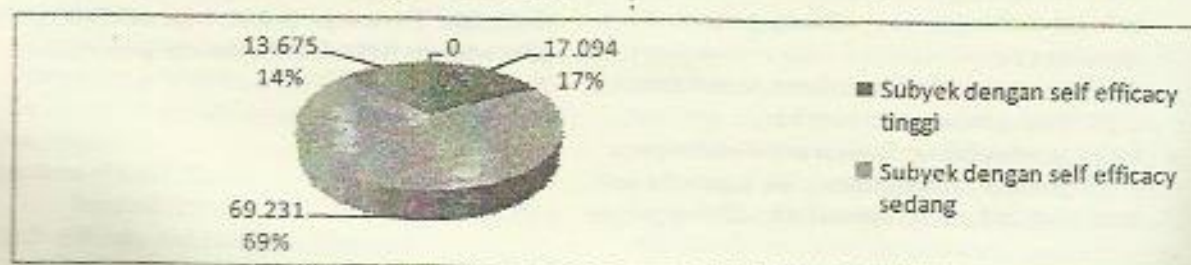
Gender	Total Subjects	Percentage
Male	81	69 %
Female	36	31 %
Total	117	100 %

### Category Level Self Efficacy

Results of data analysis using descriptive statistics produced by the three categories of self-efficacy scales, namely high, medium and low. It is based on a total score of self-efficacy questionnaire all subjects were divided into three categories by using mean and standard deviation. Higher category if it has a total score of 147 aitem up, medium category if it has a score of 114 aitem total up to 146 and lower categories have aitem

total score is less than 113. Based on this, it can be seen that 20 (twenty) or 17,094 % of students study subjects had an entrepreneurial self-efficacy is high, 81 or 69.231 % of students study subjects had an entrepreneurial self-efficacy were moderate, 16 (sixteen) or 13.675 % self efficacy study subjects had relatively less entrepreneurial.

If depicted in a pic chart can be shown as below





**Category of each of the indicators of self-efficacy**

Furthermore, to know the description of entrepreneurial self-efficacy for each of the indicators below is seen in Table 3.3.

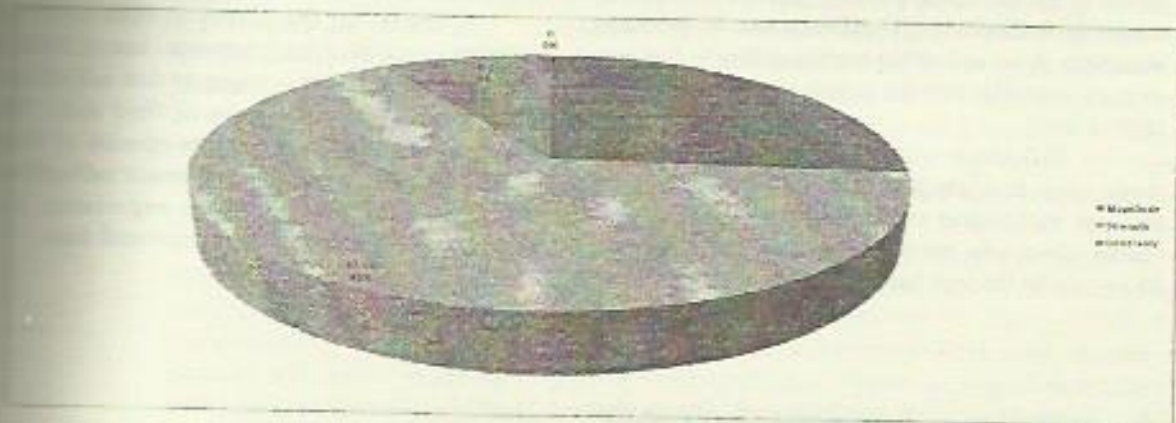
Each of these indicators mean Self-efficacy

3.3 Based on the above table it can be seen that the highest strength indicator is 57.38 %, while the generality of the lowest ranks, namely 8.20%.

If depicted in the pie chart looks like below.

Table 3.3

No	Indicator	Percentage
1.	Magnitude	22.95 %
2.	Strength	57.38 %
3.	Generality	8.20 %
TOTAL		100 %



**Differences Self Efficacy Test Student Entrepreneurship based Identity Subject**

If explored in depth by the subject's identity is based on test results - t with the SPS -2000, it is known that the student entrepreneurial self-efficacy when the review is based;

1. Gender ( men and women ) showed no differences in entrepreneurial self-efficacy, this is due to  $p = 0.032$  or  $p < 0.05$ . Entrepreneurial self-efficacy of male students is higher than the female students, it is shown the test results mean Z males (mean) of 135.028, 127.975, while female students.
2. Class year, showed no differences in entrepreneurial self-efficacy, because  $p = 0.176$  or  $p > 0.05$ .
3. The interaction between the sexes with the forces showed no difference entrepreneurial self-efficacy, ie force in 2008,  $p = 0.048$  or  $p < 0.05$ , class of 2009,  $p = 0.007$  or  $p < 0.05$  and the force in 2010,  $p = 0.016$  or  $p < 0.05$ . As for the class of 2007 showed no difference because the  $p = 0.072$  or  $p > 0.05$ .
4. Z test results, High female student self-efficacy, because  $RE$  (mean Empirical)  $>$   $RH$  (mean hypothetical), ie  $127.975 > 111$ ; self efficacy High male students because  $RE > RH$ , ie  $135.028 > 111$ ; self efficacy High class of 2007,  $RE > RH$ , ie  $134.500 > 111$ ; self efficacy High class of 2008,  $RE > RH$ , ie  $134.750 > 111$ ; force of 2009 High entrepreneurial self-efficacy  $RE > RH$ , ie  $127.172 > 111$  and the force in 2010, the entrepreneurial self-efficacy High  $RE > RH$  is  $127.891 > 111$ .

**DISCUSSION**

Entrepreneurial self-efficacy of students in a category that is enough  $f = 81$  or  $69.231\%$ . This shows the student has enough confidence to be able to entrepreneurship. The properties that need to be owned by entrepreneurs is related to an individual's belief of his ability. Confidence, believing in own abilities that can be applied to the specific behavior to achieve success is what is called self-efficacy. Self-efficacy possessed by students in entrepreneurship can mobilize the motivation, cognitive resources and actions needed to address the challenges of entrepreneurship. Self-efficacy is needed in entrepreneurship, the capability to overcome the problem and take the risk of having a major role in achieving success in entrepreneurship.

Based on the survey results revealed aspects of high strength compared to most other aspects (Magnitude and Generality). This means that students have a strong conviction to be self-employed. This belief may arise because the individual is able to do as others do. This is consistent with the answer that the majority of subjects had confidence for entrepreneurship. However, subjects tend to still not sure if it will solve the problem entrepreneurship.

According to Bandura (1994) self-efficacy affect a person's cognitive processes. Individuals with strong self-efficacy will have high ideals, set a plan and committed himself to achieving that goal. Therefore tenacity or persistence strong support for mencapai

an optimal performance. self-efficacy will influence the activities selected, hard and determined whether or not or not the individual in an attempt to resolve the matter at hand.

Results of analysis of male students had higher self-efficacy than female students. This is possible as long as a successful entrepreneur is the entrepreneur of men, so male students feel more successful if entrepreneurship. Accordance opinion Bandura (1994) one of the factors that influence the formation of self-efficacy is seeing other people's experiences. Others experience is experience that provided for a replacement social model. Observe the behavior and experiences of others as the individual learning process. Through this model of individual self-efficacy can be increased, especially if the individual has the ability to feel equal or even feel better than the person who is the subject of study.

Individuals will have a tendency feel able to do the same. Increase the individual's self-efficacy can increase motivation to achieve the expected goals. Seeing others who are similar to themselves succeed / be successful through hard work can boost confidence

observers that he also has the ability to succeed, and vice versa with the failure to observe other people will lose confidence and efforts of the individual.

Modeling the impact of self-efficacy is strongly influenced by the similarity between the individual models. More and more like individuals with a model, then the effect of the failure or success will be even greater. If the model is much different from the individual, then it will not much affect self-efficacy. Increased self-efficacy will become effective when the subject in the model has a lot of similarities between the characteristics of individuals with the model, the same level of difficulty of the task, in common situations and conditions, as well as the diversity achieved by the model.

Based on the survey results revealed no differences in self-efficacy between class of, 2008, 2009 and class of 2010. This suggests that self-efficacy is not determined the duration of time study. This is certainly in accordance with the opinion of Bandura (1999) that the factors that influence self-efficacy is mastery experience, vicarious experience, verbal persuasion, physiological and emotional state.

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