The Contribution Knowledge of Entrepreneurship Self Efficiency, and Preparation of Instrumentation to the Entrepreneurial Intension and Its Impact In Entrepreneurial Preparation

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Abstract: The objective of this research are to: (1) examine the structure of causal relationship among to the entrepreneurial knowledge (X₁), self-efficacy (X₂), readiness instrumentation (X₃), the intention of entrepreneurship (Y), and readiness to become entrepreneurs (Z); and (2) find the direct and indirect effects of a couple of variables of these five variables. This study uses ex post facto approach to which is conducted in both public and private vocational schools majurring mechanical engineering in Makassar. The population was all XII grade students totaling 366 students with a sample of 180 students. The data were collected by using questionnaires and documentation. The data was analyzed using descriptive and path analysis decomposition model. Based on the data analysis and discussion it is concluded that: (1) X₁, X₂, X₃ contributed significantly to the Y and the impact on the Z; (2) the results of the analysis of pathways shown the value of path coefficients in sequence: β₄₁ = 0.372, β₄₂ = 0.349, β₄₃ = 0.417, β₅₁ = 0.244, β₅₂ = 0.362, β₅₃ = 0.252, and β₅₄ = 0.344 with a residual value ε₁ = 0.419, and ε₂ = 0.294. To sum, the variable X₁, X₂, and X₃ simultaneously contributed for 58.1% to variable Z. Also, the variables X₁, X₂, X₃, and Y simultaneously contributed for 70.6% to variable Z.

1. Introduction

Unemployment increased in number as time goes by. As for the cause of the problem is the large number of educated unemployed graduates of educational institutions that aim just looking for work, rather than creating jobs. Though into self-employment is one of determining the progress of the economy because the field of self-employment have the freedom to work and independent. This entrepreneur is able to create new jobs so that it is able to absorb manpower. This led to the development of entrepreneurship into the warm issues the last few years in many quarters, both regional levels national, even international. This trend is due to the belief that entrepreneurship is the key to improved economic growth, reduce unemployment, and the modernization of technology [1].

Development entrepreneurship is one of the solutions reduce unemployment figures educated. That is because the entrepreneurship as events create a job and certainly requires manpower so it can reduce the high unemployment figures, then the capability should be built consciously entrepreneurship from an early age. Thus the younger generation also began to make self-employment as one career choice to support the well-being of the nation.
Vocational high school students need to be directed and supported not only as a job seeker-oriented but can also be ready and job creator. Vocational secondary schools so that students must be prepared to be mid-level skilled workforce in the industrialized world as well as working independently or entrepreneurship. But the reality on the ground shows a lot of students who are not yet ready for entrepreneurship, some others choose to work with other people and only a few who decided to entrepreneurship [2].

Based on the results of the interviews in schools vocational secondary Machining Techniques, it is known that nowadays many graduates of vocational high schools in Makassar that are idle because of the expertise of a graduate qualification not in accordance with the competency of the industry. Secondary vocational school graduates tend to choose to search for a work than create your own job, thereby causing the increase of educated unemployment. This happens because the readiness entrepreneurship graduates of vocational high school belongs to the low caused by lack of knowledge entrepreneurship, low readiness instrumentation, low confidence to entrepreneurship and low-impact entrepreneurship the intensi finally caused unpreparedness students in entrepreneurship.

The main things that cause someone did the entrepreneurial activity is due to the desire for entrepreneurship or known by the term intensi. Entrepreneurship can be learned and become a career choice for graduates of vocational high schools when there are students within intensi to become an entrepreneur. Intensi earnest intention a person to do any act or bring up a particular behaviours [3]. According to Urdag (1985) has a Word equation with intensi plans, objectives, expectations, design, direction, or objects, where there was a desire to do something through self-expression and self-reliance.

According to Katz & Gartner intensi entrepreneurship is defined as the process of information search that can be used to achieve the objectives of the formation of a business [4]. Bandura reveals that intensi is a determination to do certain activities or generate a certain circumstances in the future [3]. Further disclosed that a person's motivation is intensi to act a certain way and explain how hard the person to try out, providing a lot of time and effort to bring up a behavior. Intensi is hopes, desires, ambitions, goals, plans or something that someone has to be fought in the future.

Intensi the typical role in directing the action, i.e. connect between a deep consideration, it is believed and desired by someone with a specific action. Intensi has become the best predictor for entrepreneurship behavior someone [4]. Therefore it can serve as the intensi basic approach to understand anyone who would become an entrepreneur.

Intensi students acquiring entrepreneurial surely will be influenced by a variety of factors, including the entrepreneurial knowledge, self-efficacy, and the readiness of the instrumentation. According to Suryana [5] of entrepreneurship is the ability to be creative and innovative base, tips, and resources to explore opportunities towards success. Knowledge entrepreneurship is the ability to produce something new through creative thinking and acting in innovative, so was created the ideas or opportunities and put to good use.

Entrepreneurial knowledge can be acquired through learning activities. Entrepreneurial knowledge obtained from learning activities are expected to give an overview and the provision concerning the entrepreneurship that can encourage someone to entrepreneurship interest. Subjects of entrepreneurship including the competencies taught at vocational secondary school curriculum, with subjects taught entrepreneurship will increasingly add to the knowledge of entrepreneurship and vocational high school students. It is expected to foster entrepreneurship intensi so with subjects he teaches entrepreneurship and skills, students are expected to be creating jobs himself in accordance with his skills. According to Roxas (2008) that knowledge entrepreneurship has direct influence the perception of entrepreneurship desires, perceptions of social norms, and entrepreneurship abilities against intensi entrepreneurship.

Efficacy that is the confidence of the individual regarding the ability to establish a behavior of entrepreneurship. According to Sarwoko [6] self-efficacy effect on intensi entrepreneurship, the higher the confidence and mental maturity so the higher the pula intensi entrepreneurship. Other research results conducted Indarti and Rosiani (2008) States that self-efficacy is proven to affect intensi
learners. Efficacy of one's self can be an important factor in the determination of whether a person's entrepreneurial intensi already formed on the early stages of a person's career. The higher a person's self-efficacy on entrepreneurship the strong entrepreneurial intensi owns [7].

Susanto [8] suggests that some of the motivation that may encourage someone to be intensi entrepreneurial, one of which is the availability of capital for an important part in determining the success of starting entrepreneurs. In addition, the availability of business information is also an important factor that drives the desire of a person to open a new venture and the determinants of sustainability efforts. In the meantime, the relationship has also become a decisive success of someone in his efforts. The greater number of the business relation, the faster a person achieve success in this endeavor, as well as the opposite [7].

The availability of capital, the availability of information, and the availability of the business relation are called readiness instrumentation an entrepreneur [4]. The readiness of the instrumentation affects entrepreneurship intensi someone because in the readiness of the instrumentation already fulfilled it will boost the confidence of a person to become an entrepreneur. Research results Agustina[9] shows that the readiness of the positive and significant effect instrumentation against the wishes of entrepreneurship.

Based on the description of the problems above, the purpose of this study is to: (1) test structure of causal relationships against variable knowledge entrepreneurship, self-efficacy, the readiness of the instrumentation, entrepreneurship, as well as the readiness of the intensi be entrepreneur; and (2) find a direct and influence of each pair of variables.

2. Research Methods
This research uses a quantitative approach to type of ex post facto and technique done with path analysis structural equation model decomposition. This test aims to find out causal relationships directly and indirectly set of exogenous variables against endogenous variables. This research was carried out in vocational secondary schools public and private areas of expertise in mechanical engineering in the city of Makassar, namely SMK Negeri 2 Makassar, SMK Negeri 5 Makassar, SMK Kartika Wirabuana, and SMK Negeri 1 South Sulawesi. The population of this research are all students of class XII which totaled 366 students with sample 180 students. Sampling using a proportional random sampling techniques.

Research data collected with the use of the test, the question form and documentation. Knowledge entrepreneurship students obtained based on the test results as well as the documentation value of entrepreneurial lessons. While the readiness self-efficacy variables, instrumentation, intensi entrepreneurship and readiness to use the question form with techniques scoring using a Likert scale. Further data obtained were analyzed using descriptive statistics analysis and statistical analysis inferential with the help of SPSS application version 20.0. To test the hypothesis used regression analysis techniques. This analysis is used to view the contribution of endogenous variables exogenous variables against. The test results criteria analysis of the coefficient of correlation is to look at the value of significance. If their significance less than 0.05 then \( H_0 \) is rejected, meaning that there is a significant relationship.

3. Results and Discussion
A descriptive analysis of the results of a variable knowledge entrepreneurship, self-efficacy, the readiness of the instrumentation, intensi entrepreneurship, entrepreneurship and readiness are presented in summary form as shown in Table 1. Based on Table 1 Note that a variable knowledge entrepreneurial, self-efficacy, readiness instrumentation, entrepreneurship intension, and readiness entrepreneurship of the vocational secondary school students entrepreneurship package engineering Machining in Makassar city located on the category either.
Prior to testing the hypothesis, first performed a classic assumption test or test the prerequisite analysis. A classic assumption test using the test of normality, linearity and multicollinearity. A classic assumption test results summary presented in table 2, 3, and 4.

### Table 2. Summary of Test Result Normality

| Variables                  | Test Results | Criteria Sig. | Summary |
|----------------------------|--------------|---------------|---------|
| Knowledge Entrepreneurship | 0,193        | > 0,05        | Normal  |
| Self-Efficacy              | 0,171        | > 0,05        | Normal  |
| Readiness Instrumentation  | 0,200        | > 0,05        | Normal  |
| Entrepreneurship Intention | 0,200        | > 0,05        | Normal  |
| Readiness Entrepreneurship | 0,120        | > 0,05        | Normal  |

Based on the test result summary normality on table 2 note values of the Kolmogorov-Smirnov. Gis is greater than 0.05 for all variables so that it can be concluded that the data for knowledge entrepreneurship, self-efficacy the readiness of instrumentation, intensi entrepreneurship, entrepreneurship readiness is distributed normally.

### Table 3. Summary of Test Result Linearity

| Exogenous Variables | Endogenous Variables | Deviation from Linearity | Summary |
|---------------------|----------------------|--------------------------|---------|
|                     |                      | Test Results             | Criteria Sig. | Summary |
| Entrepreneurship Intention | Knowledge Entrepreneurship | 0,724 | > 0,05 | Linear |
|                      | Self-Efficacy        | 0,279 | > 0,05 | Linear |
|                      | Readiness Instrumentation | 0,250 | > 0,05 | Linear |
| Readiness Entrepreneurship | Knowledge Entrepreneurship | 0,090 | > 0,05 | Linear |
|                      | Self-Effacy          | 0,607 | > 0,05 | Linear |
|                      | Readiness Instrumentation | 0,530 | > 0,05 | Linear |
|                      | Entrepreneurship Intention | 0,704 | > 0,05 | Linear |
Summary of test results based on linearity on table 3 Note that the value of the significance of the deviation from linearity to each spouse be eligible all regression linearity (Sig. > 0.05). Therefore can conclude that all regression couples meet the assumptions of linear relationship between endogenous exogenous variables with variables.

Table 4. Summary of the Test Results Multicollinearity

| Variables             | VIF  | Tolerance | Summary          |
|-----------------------|------|-----------|------------------|
| Knowledge Entrepreneur | 1.027| 0.922     | Not Multicollinearity |
| Self-Efficacy         | 1.234| 0.903     | Not Multicollinearity |
| Readiness Instrumentation | 1.031| 0.891     | Not Multicollinearity |

Based on the test results summary of multicollinearity in table 4 may be aware that the value of the VIF is smaller than 10 so that it can be concluded that the symptoms do not occur the presence of multicollinearity between free variables. In addition, the value of the Tolerance that approximates the number one also shows not the occurrence of symptoms of multicollinearity between free variables. Thus all test prerequisites are met to perform a test of the hypothesis by using regression analysis. Furthermore the results of the test the hypothesis presented in table 5.

Table 5. Summary of the Results Analysis Inferential

| Sub-Struct | Variables | Great Influence | Sig. |
|------------|-----------|-----------------|------|
|            | X₁ against Y | Partial | Simultaneous | Other Variables | |
| Sub-structur 1 | X₀ against Y | 0.372 | 0.581 | 0.419 | 0.000 |
| | X₁ against Y | 0.349 | 0.417 | 0.000 | 0.000 |
| | X₂ against Y | 0.224 | 0.362 | 0.294 | 0.000 |
| | X₃ against Y | 0.252 | 0.706 | 0.294 | 0.000 |
| | Y against Z | 0.344 | 0.706 | 0.294 | 0.000 |

Significance test results on the structure of 1 shows the value of Sig. of 0.000. Those values means that the Sig value ≥ 0.05. so that H₀ is rejected and the H₁ is accepted, this means significant regression coefficients. Based on this it can be inferred that the variable knowledge entrepreneurship, self-efficiency and the readiness of instrumentation simultaneously and contribute significantly to intensi entrepreneurship i.e. of 51.8%. So it partially also contribute significantly. Meanwhile, the significance of test results on structure 2 shows values 0.000. Of Gis. Those values means that the Sig value ≥ 0.05.0.000 so that H₀ is rejected and the H₁ is accepted, this means significant regression coefficients. Based on this it can be inferred that the variable knowledge entrepreneurship, self-efficiency, and Instrumentation intensi readiness entreprenuership contribute simultaneously and significantly to the readiness of the entrepreneurship that is of 70.6 per cent of. So it partially also contribute significantly.

Results of the analysis show that there is a significant contribution to knowledge entrepreneurship against intensi entrepreneurship i.e. registration (0.372)² x 100% = 13.84%. This suggests that the high low entrepreneurial knowledge possessed by students affect intensi entrepreneurship. An entrepreneur will not succeed if it does not have the knowledge, ability, and willingness. There is a will but without the skills and knowledge will not make it successful entrepreneur, by contrast have the knowledge and ability without a strong volition based on will not usher in the entrepreneur's on success. Next the
Alma [10] States that an entrepreneurial talent will grow and thrive thanks to the knowledge. This is in line with research done Dania and pearls (2012) that showed a significant positive relationship between entrepreneurship and knowledge with the desire of entrepreneurship.

The results of the analysis show that there are significant contributions towards self-efficacy intensi entrepreneurship i.e. registration \((0.349)^2 \times 100\% = 12.18\%\). This suggests that the high low self-efficacy which is owned by the students affect intensi entrepreneurship. These results are supported by the results of other research conducted Indarti and Rosiani [4] States that self-efficacy is proven to affect intensi learners. Efficacy of one's self can be an important factor in the determination of whether a person's entrepreneurial intensi already formed on the early stages of a person's career. The higher a person's self-efficacy on entrepreneurship the strong entrepreneurial intensi owns [7].

These results are supported by research Sarwoko [7] which suggests that entrepreneurship is influenced by intensi subjective norm and self-efficacy, where its influence is positive, the higher support on the students, then the higher the intention of entrepreneurship, as well as the higher confidence and mental maturity, the higher the intention of entrepreneurship. Self-efficacy is a condition in which the individual's behaviour to believe that entrepreneurship is easy or can be done. Self-efficacy has a role against the intention of entrepreneurship student, the higher the confidence of students and her mental maturity so the higher role to stir up the intention of entrepreneurship students.

The results of the analysis show that there is a significant contribution towards instumentation intensi readiness entrepreneurship i.e. registration \((0.417)^2 \times 100\% = 17.39\%\). This suggests that the high low readiness student-owned the instrumentation affects intensi entrepreneurship. The readiness of the instrumentation affects entrepreneurship intensi someone because in the readiness of the instrumentation already fulfilled it will boost the confidence of a person to become an entrepreneur. Research results Agustina [9] shows that the readiness of the positive and significant effect instrumentation against the wishes of entrepreneurship.

The results of the analysis show that there is a significant contribution to knowledge entrepreneurship \(\text{i.e. readiness against registration (0.224)^2 \times 100\% = 5.02\%}\). This suggests that the high low entrepreneurial knowledge possessed by students affect the readiness of entrepreneurship. These results are supported by research conducted by the Ramadani, et al [10] shows that there is a direct contribution to intercultural knowledge readiness entrepreneurship with entrepreneurship.

Lestari & Wijaya [12] suggests that entrepreneurship education may establish a mindset, attitude and behavior in students becoming an entrepreneur so that it directs to choose entrepreneurship as a career choice. Besides research conducted Nurbaya & Murdi [2] States that the higher the entrepreneurial knowledge then the higher the readiness for entrepreneurship. Students who already have some knowledge, tend to want to apply your knowledge.

The results of the analysis show that there are significant contributions towards self-efficacy readiness entrepreneurship i.e. registration \((0.362)^2 \times 100\% = 13.1\%\). This suggests that the high to the low efficacy of self-owned by students affect the readiness of entrepreneurship. These results are supported by research conducted by Sari [13] where it is known that there is a positive influence between self-efficacy against the readiness of high vocational school student entrepreneurship.

It is also aligned with the research conducted by Caecilia, [14] which found that self-efficacy provides a positive influence towards entrepreneurship intensi. Self-efficacy is able to provide the confidence and belief in the capability and become an important capital in starting a business. Therefore because of self-efficacy is very useful in supporting entrepreneurship in the future if the student has readiness for entrepreneurship.

The results of the analysis show that there are significant contributions towards readiness instrumentation readiness entrepreneurship i.e. registration \((0.252) 2 \times 100\% = 6.35\%\). This suggests that the high low readiness instrument owned by students affect the readiness of entrepreneurship. The readiness of the instrumentation consists of the availability of capital, a good relationship, and the availability of business information. Entrepreneurs must be able to determine the amount of capital needed to start a business, an entrepreneur must first determine the minimum amount of resources
needed. Most of the resources needed in the quantity and quality level higher than compared to most other [8].

The availability of business information is also an important factor that drives the desire of someone to open new businesses and critical factors for the growth and sustainability of the effort. The intervention of others can determine the success or failure of a person in the business world. Business relation has the principle of proportional, meaning that the greater number of the business relation, the faster a person achieve success in this endeavor, as well as the opposite [7].

The results of the analysis show that there are significant contributions towards readiness entrepreneurship intensi i.e. registration (0.344) $2 \times 100\% = 11.83\%$. This suggests that the high low entrepreneurial intensi owned by students affect the readiness of entrepreneurship. Relevant research that supports this result of the contribution of entrepreneurship against Italy intensi include research conducted by Maryani (2010) which declared the existence of a positive relationship between the interest in employment with job readiness. Subsequent research conducted by Nasser (2014) stated the existence of significant influence between the interest in entrepreneurship with the readiness of entrepreneurship.

4. Conclusion

Based on the deliberations of the research results can be concluded that the description of knowledge entrepreneurship, self-efficacy, the readiness of the instrumentation, intensi entrepreneurship, and entrepreneurship including a readiness in both categories. In addition, knowledge entrepreneurship, self-efficacy, and the readiness of instrumentation simultaneously or individually contribute significantly towards entrepreneurship intensi vocational high school students. Further knowledge entrepreneurship, self-efficacy, the readiness of instrumentation, and simultaneously as well as entrepreneurship intensi individually contribute significantly towards readiness entrepreneurship and vocational high school students. Thus it can be said that the intensi entrepreneurship can be developed through the knowledge entrepreneurship, self-efficacy, and the readiness of the instrumentation that could eventually have an impact on the readiness of entrepreneurship and vocational high school students.

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