

The Relationship between Self-efficacy and Entrepreneurship Learning Achievement with Entrepreneurial Interest of the Eleventh-grade Students of Accounting Major of the Academic Year 2018/2019 at SMK Teladan Pematang Siantar

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Abstract: This study aims to examine the relationship between self-efficacy and entrepreneurship learning achievement with entrepreneurial interest. This research was conducted in Grade XI of Accounting major at SMK Teladan Pematang Siantar. The population is all eleventh-grade students of Accounting major at SMK Teladan Pematang Siantar. The sample was selected by purposive sampling as many as 42 people. The research data was collected using questionnaires, observations, and documentation data on the collection of the scoring sheet to discern students' entrepreneurship learning achievements. The collected research data were analyzed using Correlation Statistics test the Product Moment and multiple regression analysis. The result of data analysis shows that the results of the calculation of multiple correlation tests obtained r_{count} at 0.872 and r_{table} at 0.294, so $r_{count} > r_{table}$ or $0.872 > 0.294$. So, it can be concluded that there is a positive and significant relationship between self-efficacy (X1) and Entrepreneurship Learning Achievement with Entrepreneurial Interest (Y) of eleventh-grade students of Accounting major at SMK Teladan Pematang Siantar. Moreover, information is obtained that students' self-efficacy is very high, and Entrepreneurship Learning Achievement is high.

1 INTRODUCTION

Nowadays, the era develops so rapidly, and globalization occurs where there seems no restriction among countries. It is followed by the rapid growth of an industry. Also, this development era is followed by a high population. Basically, however, the growth rate of the population was not followed by the availability of adequate jobs. This gap caused a high number of unemployment. Obviously, this has become a serious problem that must be handled quickly by each country.

Entrepreneurship is one of the ways to resolve the unemployment problem as entrepreneurship can create jobs, absorb labor. Also, entrepreneurship raises up an opportunity to earn more income than other jobs.

Vocational High School (in Bahasa abbreviated SMK) as the national education system has

considerable opportunities to prepare independent experts. Vocational High School as one of the educational institutions aims to prepare students to have a soul, spirit and professional attitude, to be able to work independently, to fill the available job vacancies as middle-level workers in accordance with the chosen competency skills and self-confidence or self-efficacy.

Self-efficacy has an important role in setting one's motivation. A person who believes in his ability has a high motivation and strives for success. An entrepreneur who has positive self-efficacy will create a new business. High self-efficacy will provide initiative and perseverance to improve the business and performance of an entrepreneur. In relation to this research, vocational high school students who have high self-efficacy will be motivated to entrepreneurship.

Entrepreneurship subjects are taught not only theory but the emphasis on the importance of

forming students' self-confidence so that they have an interest in entrepreneurship as capital for students in running an independent business. These goals can be achieved by providing an insight into the entrepreneurship subject and activities that can develop the entrepreneurial spirit of students. The teacher has an important role to motivate students to undertake entrepreneurial opportunities. Students' motivation can be formed with knowledge about entrepreneurship.

The results of observations on learning achievement conducted by the researchers in Private Vocational Schools that from a sample of 42 students showed that there were 3 students who scored <75 and presentation 7.14% categorized as unsatisfactory; there were 18 students who scored between 75-83 with presentations 42.85% and categorized quite satisfactory; there were 15 students with grades between 84-91 with a percentage of 35.71% and categorized as satisfying; there were 6 students with grades between 92-100 and with a percentage of 14.28% categorized very satisfactorily

Based on the value of student learning achievement above, it can be concluded that basically, the average ability of students in mastering entrepreneurial material is good. However, in reality, the students' achievement obtained is not followed by the willingness of students to entrepreneurship. The information about entrepreneurship received by students does not indicate the high interest of students in undertaking entrepreneurship. By studying entrepreneurship subject, however, it is expected to increase entrepreneurial interest in students. This entrepreneurial knowledge should be a factor that can motivate students to involve directly to entrepreneurship, so that knowledge about entrepreneurship is not merely a theory, but it can build self-confidence in students to be able to undertake entrepreneurial opportunities.

According to the observation questionnaire on entrepreneurship interest of 42 students, there were 15 students with a percentage of 35.71% stating that they had no interest in becoming an entrepreneur. A total of 10 students with a percentage of 23.80% said they were less interested to become an entrepreneur and wanted to become employees. While a total of 8 students with a percentage of 19.04% were hesitant to become temporary entrepreneurs, and as many as 9 students with a percentage of 21.42% said they were very interested to become an entrepreneur.

In accordance with the results of the observations above, it can be concluded that the eleventh-grade students of Accounting class at SMK Teladan Pematang Siantar still have a low interest to become an entrepreneur even though they have gained knowledge about entrepreneurship. This is caused by

a lack of confidence, fear of taking risks and failure, insensitivity in taking the opportunity. In addition, the students did not have an accurate idea and type of entrepreneurship that is appropriate with vocational high students. Otherwise, if they have desires, there are many types of entrepreneurship that they can undertake. Especially, in this era of fast-paced technology, this is actually not a problem if they have positive self-efficacy in establishing interest in entrepreneurship. Based on the description of the background above, the authors had interest in conducting a study entitled "The Relationships between Self-Efficacy and Entrepreneurship Learning Achievement with Entrepreneurial Interest of the Eleventh-grade Students of Accounting Major of the Academic Year 2018/2019 at SMK Teladan Pematang Siantar".

2 THEORETICAL STUDY

According to Bandura (2006), self-efficacy is people's belief in their capability in performing a task or action to achieve certain results. Basically, self-efficacy is the result of cognitive processes in the form of decisions, beliefs or rewards about the what extent individuals can estimate their abilities in carrying out certain tasks or actions needed to achieve the desired results. In the grade dictionary of Indonesian language (KBBI), the word efficacy means efficacy or effectiveness. So literally, self-efficacy can be interpreted as self-effectiveness.

Meanwhile, according to Fitriana, et al, self-efficacy is people's belief to coordinate their ability that can be manifested by a series of actions to meet the demands of their own lives.

Based on several concepts that have been stated by experts, it can be concluded that self-efficacy is confidence or belief in individual's ability to motivate themselves when completing tasks, taking actions, facing obstacles, and achieving goals in life.

In everyday life, self-efficacy leads us to determine goals that challenge and survive to face difficulties. More than one hundred studies showed that self-efficacy predicts workers' productivity. When problems arise, a strong feeling of self-efficacy encourages workers to remain calm and find solutions rather than reflecting on their inability. Thus, efforts and persistence can produce achievements.

According to Bandura (2006), the factors that affect self-efficacy are an active achievement as a source of the establishment of one's efficacy in carrying out a task. An indirect experience related to a simple principle if someone else can do it as well as me. Observers can view the ways and skills of the

person that they are observing. A verbal Persuasion can convince someone about their abilities, so it can possibly enable them to increase their efforts to achieve what they have planned. Physiological circumstances are to assess his abilities so that they will tend to have hopes of success in carrying out larger tasks.

While Bandura stated that the difference in self-efficacy in each individual lies in three components, namely: magnitude (the level task of difficulty), strength (strength beliefs), and generality

2.1 Learning Achievement

According to Tohirin (2011: 151), learning achievement is something that has been achieved by students after learning. Meanwhile, according to Hamdani (2011: 138), learning achievement is a measurement result of the assessment of learning effort expressed in the form of symbols, letters, and sentences that explain the results achieved by each child in a certain period. Syah (2010: 141) states that a learning achievement is a measuring tool that is widely used to determine the success rates of a teaching program.

Basically, learning achievement is influenced by factors that are categorized into two parts, namely factors from inside factor (Intern) and external factor (Ekstern). Internal Factors (Intern) include intelligence and physiological factors that adequate attitudes, interests, talents, and motivations from someone's inside. External factors consist of two types, namely a family environment and school and community environment.

2.2 Entrepreneurial Interest

Interest arises from the recognition of the environment or interaction and learning with their environment. If someone has an interest in something, they will be a potential to a related person to succeed in that field because interest will produce extraordinary energy to fight to get what he is interested in.

According to Slameto (2003: 180), interest is a sense of preference and attachment to a thing or activity, without anyone requesting. Basically, interest is an acceptance of a relationship between yourself and something outside yourself. The stronger or nearer the relationship, the greater the interest.

Meanwhile, according to Dewanti (2008: 3), entrepreneurship is the ability to think creatively, dare to take risks, and have innovative behavior that can be used as the basis, resources, propulsion, goals, tactics, tips, and processes in facing life's challenges.

In accordance with M. Rafiq (2014), entrepreneurial interest is the ability of a person to

venture out in fulfilling all the necessities of life and finding solutions to life's problems by establishing a business and advancing it with the confidence and strength that lies in someone's inside.

Entrepreneurial interest is not inherited since someone was born, but it grows and develops in accordance with the will and desire for entrepreneurship in a person. Entrepreneurial interest will grow because of the feeling of entrepreneurship, so that persistence and high curiosity appear in adhering every entrepreneurial theory and practice.

Entrepreneurship will make someone to live independently and not to rely on others. Also, this will help the government in reducing unemployment because entrepreneurship means creating jobs for themselves and others.

3 RESEARCH METHOD

The research method in this journal is quantitative research. The method and type of this research use correlational descriptive. The independent variable of this study is self-efficacy (X1) and learning achievement (X2); the dependent variable (Y) is the entrepreneurial interest.

This research was conducted in grade XI of Accounting class at SMK Teladan Pematang Siantar that consists of 105 people. Sample selection is Random Sampling to obtain a sample of 42 people.

Data collection techniques in this study were using questionnaires to measure students' entrepreneurial interests, interviews, observation, and documentation as data sources of student learning achievement. The questionnaire used in this study is a closed questionnaire with a Likert scale model. The questionnaires given to respondents were 20 questions about self-efficacy and 20 questions about entrepreneurial interests. Each question was given an alternative answer with a value index according to Sugiyono (2012: 136) namely strongly agree for a score of 5, agree for score 4, doubtful for score 3, disagree for score 2, and strongly disagree for score 1.

This study used descriptive analysis techniques and correlational analysis. Descriptive analysis is used to obtain an overview of the self-efficacy level, the entrepreneurship learning achievement, and the entrepreneurial interest. Multiple linear regression in this study is to find the relationship between self-efficacy and learning achievement as an independent variable with entrepreneurial interest as a dependent variable.

4 RESULT AND DISCUSSIONS

The description results of the frequency distribution table of self-efficacy questionnaire answers concluded that the Self-Efficiency of the eleventh-grade students of Accounting class at SMK Teladan Pematang Siantar is relatively good with an overall average of 4.16.

From a sample of 42 students showed that there were 3 students with scores <75 and a percentage of 7.14% categorized as unsatisfactory; 18 students with scores between 75-83 with percentage 42.85% and categorized as quite satisfying; 15 students with scores between 84-91 with a percentage of 35.71% and categorized as satisfying; 6 students with a value between 92-100 and with a percentage of 14.28% categorized with very satisfying

Data analysis used Product Moment analysis technique shows that there is a relationship or direct correlation between the variables of Self-efficacy (X1) with the variable of Entrepreneurial Interest (Y) where the Pearson Correlation value obtained is $0.847 > 0.294$ or $r_{x1y} > r_{table}$, and the sig value. 0,000 is less than 0.05. If this score is interpreted, it means that both have a very high correlation category.

There is a relationship or direct correlation between the variables of Entrepreneurship Learning Achievement and Entrepreneurial Interest (Y) where the Pearson correlation obtained is $0.768 > 0.294$ or $r_{x1y} > r_{table}$, and the sig value. 0,000 is less than 0.05. If this score is interpreted, it means that both have a high correlation category.

In accordance with the analysis above, it shows that the relationship between the variables of self-efficacy and Entrepreneurial Interest is higher than the relationship between the variables of Entrepreneurial Learning Achievement and Entrepreneurial Interest.

To discover the relationship between self-efficacy and Entrepreneurship Learning Achievement together with Entrepreneurial Interest the eleventh-grade students of Accounting class at SMK Teladan Pematang Siantar, the calculation was conducted using the multiple correlation formula and shown in the table below.

Table 1: Calculation of Multiple Correlations Between Self Efficacy and Learning Achievement Entrepreneurship on Entrepreneurial Interest

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.872 ^a	.760	.748	3,831

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

The table above shows that there is a relationship or direct correlation between the variables of self-efficacy (X1) and Entrepreneurship learning achievement (X2) with Entrepreneurial Interest (Y) where $r_{count} > r_{table}$ or $0.872 > 0.294$. If this score is interpreted, it means that both have a very high correlation category.

To discover how much the variables of self-efficacy and entrepreneurial learning achievement can explain Entrepreneurial Interest, it can be analyzed based on the coefficient of R^2 . The determination results of the test are as follows:

Table 2: Determination Coefficient R^2

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.872 ^a	.760	.748	3.831

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

The table above shows that the R square value at 0.748. This shows the percentage of independent variables namely self-efficacy and entrepreneurship learning achievement can increase the level of students' entrepreneurial interest at 0.748 (0.748) or 74.8% while 25.2% is influenced by other variables beyond the research variable.

From the results of research and data processing, it is discovered that self-efficacy (X1) has a positive and significant relationship with the entrepreneurial interest of the eleventh-grade students of Accounting major of the Academic Year 2018/2019 at SMK Teladan Pematang Siantar. Based on the correlation coefficient test obtained $r_{count} > r_{table}$ or $0.847 > 0.294$. So, the first hypothesis is accepted with the average of variable questionnaire value of 3.17 with a good category, so that the higher the student's self-efficacy, the higher the level of students' entrepreneurial interest.

While the results of data processing achievement Learning entrepreneurship (X2) with Entrepreneurial Interest is explained to have a positive and significant relationship. According to the correlation coefficient test where obtained $r_{count} > r_{table}$ or $0.768 > 0.294$, then the second hypothesis is accepted with an average value of 2.97 with a good category, so that the higher the level of students'

entrepreneurship learning achievement, the higher the students' learning achievement.

Furthermore, from the results of research and data processing, the percentage of the contribution of the independent variables are self-efficacy and Entrepreneurship learning achievement with the dependent variable entrepreneurial interest by 0, 748 (74.8%). So the independent variables in this study, self-efficacy and entrepreneurial learning achievement, have a contribution of 74.8% to the dependent variable, and the remaining 25.2% is influenced by other variables outside this study.

From the results of the calculation of the multiple correlation test obtained r_{count} at 0.872 and r_{table} at 0.294 or $r_{count} > r_{table}$ or $0.872 > 0.294$. So, it can be concluded that there is a positive and significant relationship between self-efficacy and Learning Achievement Entrepreneurship with Entrepreneurial Interest of the eleventh-grade students of Accounting major at SMK Teladan Pematang Siantar. So, the third hypothesis is accepted.

5 CONCLUSIONS

According to the results of the above research, it is discovered that self-efficacy and Entrepreneurship Learning Achievement have a great relationship with the high and low Entrepreneurial Interest entrepreneurship of the eleventh-grade students of Accounting major of the academic year 2018/2019 at SMK Teladan Pematang Siantar

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