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The Relationship between Entrepreneurial Motivation, Entrepreneurial Self-Efficacy and Entrepreneurial Intention, an Evidence in Indonesia

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Abstract:
This study investigated the influence of Entrepreneurial Motivation (EM) of the Entrepreneurial Intention (EI) among Vocational High School students in Batu City, Indonesia clump of information and technology. This study used a descriptive correlation design, and the number of 307 students drawn randomly sampled proportionally than 396 students are enrolled in five courses. Path analysis is used to examine the relationship between variables. The research findings revealed that Entrepreneurial Intention (EI) indirectly affected by Entrepreneurial Motivation (EI), which means that the Entrepreneurial Self-efficacy (ESE) is an important mediating variable
Keywords: Entrepreneurial Motivation, Entrepreneurial Self-efficacy, Entrepreneurial Intention, Technopreneurship

1. Background

The young generation is a generation of hope of the nation, which is prepared to continue the leadership baton nation. The youths are expected to act as the agent who brings change for the better and is given a specific field of study as a provision to make changes for themselves and are expected to contribute to the advancement of the nation.

Today the growth of technology and the decline in labour-intensive industries are turning to this type of capital-intensive industries affect the number of jobs created in Indonesia. According to data from *Badan Koordinasi Penanaman Modal* - BKPM (the Investment Coordinating Board), Indonesia investment realization in 2016 in the industrial sector the priority is not followed by the realization of investment in labour-intensive sectors, causing a decrease in labour-intensive industries by 12% over 2016. The number of industries that use renewable technologies results in absorption low labour, resulting in rising unemployment operator labour groups is largely a younger generation of Indonesia. to tackle unemployment in Indonesia, the government issued one of its policy is to increase the number of entrepreneurs.

Along with the development of science and technology, society in Indonesia was aware to conduct entrepreneurial activities or self-employed (standing or trying on his own strength) of their own volition. According to Rahayu (2012) "the entrepreneurial attitude needs to be owned by the students as the provision of life, to be more creative, innovative and self-contained, so it is not alone - the eye wish to be employees in both public and private".

Through increased knowledge gained and from their experiences and practical involvement in schools. Knowledge learned and skills are trained and developed during the course is expected to allow increasing the motivation and attitude of the students in becoming an entrepreneur (Raposo & do Paco, 2011). Practicality entrepreneurship education can improve students' entrepreneurial competencies developed as long as courses and have a positive impact on the student entrepreneurial motivation (Autio & kauranen, 1994; Barbosa et al., 2007; Farhangmehr et al, 2016 .; Jakubiak & Buchta, 2016). Previous research (Prodjosoesilo, 2005; Chell, E.,& Allman, K., 2003) Revealed that there was a relationship between entrepreneurial motivation and attitude, the entrepreneurial learning process of students, and students' awareness in entrepreneurship education. Rahman et al (2018) also found that entrepreneurship education in schools has a direct impact on the formation of attitudes of students in taking the risk of the formation of new businesses. Furthermore, the research results (Rengiah & Sentosa, 2016) revealed that the entrepreneurial

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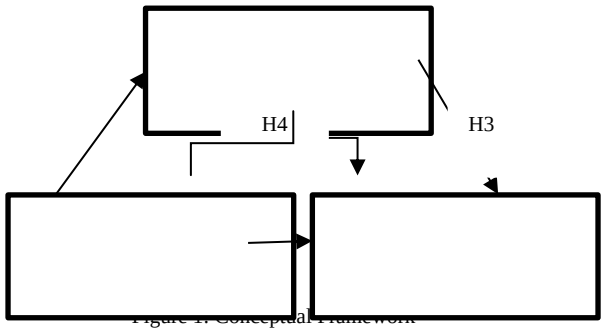
attitude mediates the relationship between entrepreneurship education and entrepreneurial intentions.

Entrepreneurial intentions are a reflection of the very strong interest that exist in a person to become an entrepreneur (Linan and Chen, 2009). Interest is what determines an action (Ajzen, 1991). The stronger a person's intention to become an entrepreneur, the more likely that person is to make it happen in an action. The importance of entrepreneurial intentions for the process of creating a new business encourages genuine efforts to increase students' entrepreneurial interest.

Entrepreneurial self-efficacy (ESE) is one of the essential components forming Entrepreneurial Intention (EI). ESE is an important component that determines the strength of the students' self-confidence that someone is able to run specific tasks as an entrepreneur (Chen et al, 1998; Bullough et al, 2014) The higher the ESE, the more powerful interests that will appear in a person (McGee, 2009). Therefore increasing self-confidence and self-confidence in students for their abilities in entrepreneurship is important.

Entrepreneurial Motivation (EM) is also a key point that is able to boost the entrepreneurial intention (EI). EM can improve EI either directly, or indirectly. EM is a psychological reason that drives a person to become an entrepreneur (Shane, 2003). The more powerful and high motivation of a person, the stronger the faith and confidence (Yi, 2018). This condition makes EM can directly affect EI and indirectly through ESE.

Based on previous research on the above, this study examines the relationship between a variable hypothetical as conceptualized in Figure 1.



There are four hypotheses examined in this study. This includes the relationship between EM and EI (H1), The relationship between EM and ESE (H2), The relationship between ESE and EI (H3), The relationship between EM and EI is mediated through ESE (H4).

2. Methods

This research uses descriptive design correlation and path analysis was used to test the hypothesized relationships among variables. The population is a class XII students enrolled at SMK Batu majors Information and Technology (IT). in the academic year 2018/2019. They involved 398 students from five courses, and samples were taken by using the formula krejcie and Morgan (1970) in order to obtain 196 students. The amount represents the minimum limit of the total population. However, the researchers took more samples and totally of 307 students as respondents. Population and sample of this research compiled in Table 1.

Table 1 : The Study Population And Sample

No.	Department	Population	Sample
1	Computer Network	105	82
2	Multimedia	145	112
3	Broadcasting	65	50
4	Animation	42	33
5	Software Engineering	41	30
	Total Number	**398**	**307**

Research instruments to measure variables adapted from measurements that have been done in previous studies and has been tested back. Instruments used a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) as the responses of the respondents. Samples of items for instruments used to measure entrepreneurial intentions is "I have a strong conviction to be an entrepreneur" (Linan and Chen, 2006; Ali et al, 2011), and the overall Cronbach's alpha for this instrument reached 0.945, which means that the instrument was reliable. Samples of items for instruments used to measure the ESE is "Entrepreneurial Self-Efficacy in Cognitive Style" (kickul et al., 2009; Murwani et. al, 2017), and the overall Cronbach's alpha for this instrument reached 0,893, which means that the instrument is reliable.

3. Results and Discussion

The results of the data analysis of the relationships between the variables for the first structures showing the effect of entrepreneurial motivation in the entrepreneurial self-efficacy are presented in Table 2

Table 2: Effect of EM against ESE

Variables		Standardized Beta Coefficients	Sig.
Independent	**Dependent**		
Entrepreneurial Motivation	Entrepreneurial Self-Efficacy	0,656	0000
entrepreneurial Motivation	Entrepreneurial Intention	0753	0,000

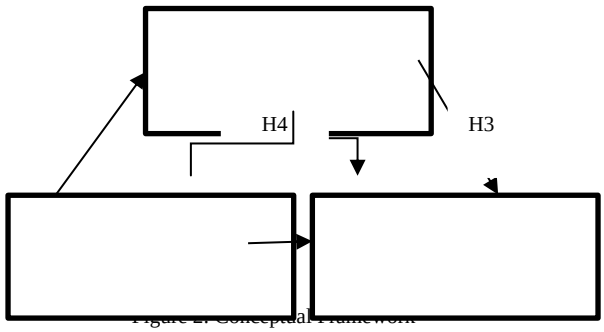
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It was found that based on Table 2 above, the study revealed that there was a significant effect of EM to ESE and EM against EI In addition, the data analysis of the relationship between the variable structure of the two shows the effect of EM and ESE simultaneously on EI are presented in Table 3,

Table 3: The effects of EM and ESE towards EI

variables		Standardized Beta Coefficients	Sig.
Independent	dependent		
Entrepreneurial Motivation	Entrepreneurial Intention	0.593	0000
Entrepreneurial Self-Efficacy	Entrepreneurial Intention	0,244	0000

The relationship between EM and ESE variables shows a significant effect on EI, as shown in Figure 2.



The results of hypothesis testing based on empirical findings on the relationship between variables are presented in Table 3

Testing table 3. Hypothesis

NO	Hipotesa	Empirical Results
1.	There is a relationship between Entrepreneurial Motivation and Entrepreneurial Intention (H1)	Supported
2.	There is a relationship between Entrepreneurial Motivation and Entrepreneurial self-efficacy (H2)	Supported
3	There is a relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Intention (H3)	Supported
4	There is a relationship between Entrepreneurial Motivation and Entrepreneurial Intention mediated Entrepreneurial Self-efficacy (H4)	Supported

The most important research findings from this study revealed that among students majoring in Information and technology (IT), EM provides an indirect effect on EI through ESE. Where ESE is a partial mediator variable for a direct influence> indirect effect. ESE contributed only partially to the EM and indirect impact on EI. Thus, the ESE mediating position between EM and EI. This empirical research supports the findings revealed by Baum and Locke (2004).

In this finding suggests that that the higher the student EM possible for them to achieve a higher ESE. These findings support the study Guardo, et al (2008), Mahendra (2017), Solesvik (2013) and Yi (2018). subsequent findings variables, EM and ESE found to directly affect EI. These findings support the work of Guerrero et al. (2008), solesvik (2018), Zhao (2005), kickul, et al (2008), Gualdron (2009). Beside that variable EM that mediated by ESE indirect also effected on EI. These findings support the study of Yi, S. (2018)

EM is the reason someone who encouraged him to become entrepreneurs. The courage to start a business and risk-taking is a motivation that affects a person in EI (Segal, et al., 2005). ESE is a person's belief that he is able to start and run a new business.

The findings of this study reinforce the strategic role of EM for the improvement of ESE and EI of the students. Changes of EM influence directly and indirectly on EI. This finding is in line also with the results of the study of Solesvik (2013). ESE mediator's role in the relationship between EM and EI are also in line with the findings Yi (2018). The significance of these findings is the EM influence directly or indirectly on EI.

EM reflecting reason is there is a person to choose self-employment as a way of life. The stronger reason, the higher their interest. So is the influence of EM against ESE. The higher EM students will be a stronger belief that he would succeed someday become an entrepreneur. EM important role for the improvement of students' entrepreneurial interest ESE and should be a concern for entrepreneurial learning process at school.

Teachers should be able to help students find a strong reason that will encourage students to pursue his dream to become an entrepreneur. On the other hand, teachers should make EM and ESE as one of the criteria for measuring success in learning. Improved EM and ESE can boost student interest in entrepreneurship. As presented in the TPB beliefs, that the higher student's intention is the greater the potential to make a real action (Ajzen, 1991)

The intention is the impact of EM and ESE. The results of this study have confirmed that EI students may be formed by EM and ESE. Therefore, this reality should be used as a foothold for the measurement and evaluation of the teaching of entrepreneurship in school programs. Efforts to encourage increased ESE and motivation student better impact than learning focused solely on improving EI.

4. Conclusion

This study has succeeded in testing the direct and indirect effects of EM on EI through ESE. The test results show that EM towards EI is positively and significantly proven, both direct and indirect relationships through ESE. This finding reinforces the role of the ESE mediator in the relationship between EM and EI. Based on the findings, it can be recommended that the results of this study can be used as consideration for entrepreneurship teaching programs. Encouraging increased EM is the right step to improve ESE and EI students. The trick is to give a greater portion of entrepreneurship practices, while also holding entrepreneurship seminars that can motivate, convince and equip children to become entrepreneurs. the goal is to be able to create graduates who are capable of independent entrepreneurship with the provision of entrepreneurial education. The main limitation in this study is related to sampling which only uses vocational students majoring in information technology in Batu City, Indonesia.

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