

THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION AND E-COMMERCE BUSINESS COMMUNICATIONS PERSPECTIVE ON ENTREPRENEUR SELF EFFICACY MEDIATED INTENSITY IN STUDENTS OF THE FACULTY OF ECONOMICS AND BUSINESS UNIVERSITAS NEGERI SURABAYA

Rosi Andriani¹, Agus Hermawan², Nurika Restuningdiah³

^{1,2,3} Faculty Of Economics and Business, Universitas Negeri Malang, Indonesia

Korespondensi penulis: andriani.rossie@gmail.com

Abstract. *The importance of this study aims to examine the effect of entrepreneurship education and the perspective of e-commerce business communication on entrepreneurial intensity mediated by entrepreneur self-efficacy in students of the economics and business faculties of Surabaya State University. This research uses a type of descriptive quantitative research with path analysis to look for relationships in each variable. The number of samples was 303 students from a total population of 1253 students from the 2019-2021 class. The research findings reveal that entrepreneurial intentions are indirectly influenced by entrepreneurship education, which means that entrepreneur self-efficacy has succeeded in mediating entrepreneurship education on the entrepreneurial intensity of students at the Faculty of Economics and Business, Universitas Negeri Surabaya. As for the e-commerce business perspective, it does not significantly influence the entrepreneurial intensity of students at the Faculty of Economics and Business Universitas Negeri Surabaya.*

Keywords: *Entrepreneurship Education, Business Communication Perspective, E-Commerce, Entrepreneurial Intensity, Entrepreneur Self-Efficacy.*

INTRODUCTION

Learning to build a business from a young age is very important. To be more precise, the college years are more suitable for starting entrepreneurship, because it is during college that a person's level of maturity begins to appear, coupled with a mature age, a mindset that has developed, a wider social environment, and friendship is also one of the supporting factors. Although making money is not always an entrepreneur or entrepreneur, becoming an entrepreneur or entrepreneur is a suitable choice for students to make their own money.

With the existence of E-Commerce, it can create opportunities for students to implement entrepreneurship courses that students have received while in college, students can try entrepreneurship in the E-Commerce business world as a choice for students. Growing entrepreneurial intentions in college students is an alternative to reducing unemployment rates. Education also influences a person's interest in entrepreneurship, this is in line with research conducted by Yohnson (2004) which states that universities (of course through education) have a role in motivating their students in entrepreneurship.

To become an entrepreneur several aspects must be considered, apart from entrepreneurship education and strong determination and courage to take risks, becoming an entrepreneur also requires communication skills. In communication, there are opinions, ideas, ideas, and information conveyed for business purposes, for example, such as making business strategies. Business communication built-in e-commerce reaches further, not only limited to correspondence and advertising which tends to be persuasive but can cover all aspects. The internet is an absolute thing in e-commerce activities because, without the internet, transactions in e-commerce will not be carried out. There are advantages and conveniences in running an online business via the internet, one of which is in the marketing aspect because marketing products online can also save time and costs because it can be done anywhere and anytime, with an extensive internet network.

In connection with the above, the authors are interested in researching the effect of E-Commerce and the perspective of e-commerce business communication on entrepreneurial intensity mediated by entrepreneur self-efficacy in students of the economics and business faculties of Surabaya State University for the reason that they want to know how far the level of interest of students of Faculty of Economics and Business, Universitas Negeri Malang towards entrepreneurship.

LITERATURE REVIEW

Entrepreneurship Education

Entrepreneurship is the ability to manage something that is within you to be improved so that it is more optimal (good) so that it can increase your standard of living in the future Hendro (2011: 30). Another opinion states that entrepreneurship education is a planned and applicable effort to increase the knowledge, intentions or intentions and competencies of students to develop their potential by being realized in creative, innovative and courageous behavior to take and manage all the risks posed by Rosyanti and Irianto (2019: 588).

It can be concluded that entrepreneurship education is an educational program that can increase students' knowledge and competence regarding entrepreneurship and change their attitudes and mindset so they want to choose a career as an entrepreneur.

E-Commerce Business Communication Perspective

According to E Mujiyana (Yadewani & Wijaya 2017) e-commerce (electronic commerce) is "trade transactions using electronic devices such as telephones and the internet". E-Commerce is an electronic business throughout the world's business network, covering all processes from marketing, sales, delivery, service, and payment, not just buying and selling online. (Jony Wong, 2010: 33), states that E-Commerce is the buying, selling, and marketing of goods and services through electronic systems.

According to Kalakota and Winston (in Rahmidani, 2015) E-Commerce has four dimensions, namely online perspective, service perspective, business process perspective, and communication perspective. E-Commerce communication perspective is part of sending information about products/services, or payments through telephone lines, computer

networks, or other electronic means. The information in question is regarding product information, company contact information, information quality, and interactivity.

Entrepreneurial Intention

Entrepreneurial intention is the interest and desire as well as the individual's willingness to work hard to fulfill their life needs without fear of the risks that will occur (Anggraeni & Harnanik, 2015). Opinion of Subandono (2007: 18) says that entrepreneurial intention is the tendency of the heart in the subject to be interested in creating a business that then organizes, manages, bears risks, and develops the business it creates.

To measure how much interest students have in entrepreneurship this study uses the Theory of Planned Behavior from Ajzen (2005) this theory has been recognized as the best model for understanding behavior change and has been proven appropriate for assessing intentions. According to Ramdhani (2011:56-59) factors that influence intention according to the theory of planned behavior (TPB) include 1) Attitude towards the behavior; 2) Subjective norms; 3) Perceived behavioral control about the entrepreneur.

Entrepreneur Self Efficacy

McGee et al. (2009) define entrepreneur self-efficacy as an individual's belief in their ability to build a new business successfully. Entrepreneur self-efficacy is considered important in starting and developing new businesses. This attitude is considered a significant factor contributing to entrepreneurial success during the early stages of starting a company. Lauster (Ghufron & Risnawita, 2011) states that self-confidence is an aspect of personality in the form of belief in one's abilities so that one is not influenced by others and can act according to will, happy, optimistic, quite tolerant, and responsible.

It can be concluded that Entrepreneur Self Efficacy or self-confidence in entrepreneurship is an individual's ability to be confident and able to face all situations and challenges to achieve goals in pursuing a career as an entrepreneur and being responsible for all possibilities that occur in the future in building a business.

De Noble, et al (1999) developed a measure of Entrepreneurial Self-Efficacy. In this measuring instrument, De Nobel et al (in Herath and Mahmood, 2014) included 6 dimensions with 23 statement items for the questionnaire that are specifically related to the requirements that a person must have in entrepreneurship, namely;

Table 1: Entrepreneur Self-Efficacy Measuring Tool

Dimension	Indicator
Develop new products and new markets	have the ability to see new market opportunities for new products and services
	have the ability to find new ways to improve existing products (how to increase sales)
	have the ability to identify new areas for growth potential (potential new market targets)
	have the ability to design products to solve current problems (analyzing the market)
	have the ability to create products that meet unmet customer needs (developing products)
	have the ability to carry product concept to market promptly
	have the power to determine what will the business look like in the future?
Build an innovative environment	have the ability to grow the business
	have the ability to develop a work environment that encourages people to try something new (able creating new ideas or ventures)
	have the ability to take initiative and be responsible for their ideas and decisions regardless of the outcome (able to create new products from ideas and provide appropriate services)

	have the ability to form new partnerships or alliances (franchise or franchise, distributor, agent, etc.)
Start a relationship with investors	have the ability to develop and maintain profitable relationships with potential investors (by giving rewards according to the target)
	have the ability to establish and develop relationships with investors with good commitment
	have the ability to identify sources of funds for investment (loan capital funds, or personal financing funds)
Defining core goals	have the ability to interpret the vision and values of the organization or company
	have the ability to inspire others with the vision of the company.
	have the ability to act in pursuit of opportunities.
Overcoming unexpected challenges	have the ability to work under pressure and conflict.
	have the ability to tolerate unexpected changes in business conditions
	have the ability to endure in the face of adversity
Develop critical human resources	have the ability to recruit and train new employees
	have the ability to identify and build a management team
	have the ability to develop a contingency plan (optional business plan)

Source: (Herath and Mahmood, 2014)

Based on the background and previous research above, this research hypothetically examines the relationship between variables. As an illustration of the concept, it will be explained in Figure 1.

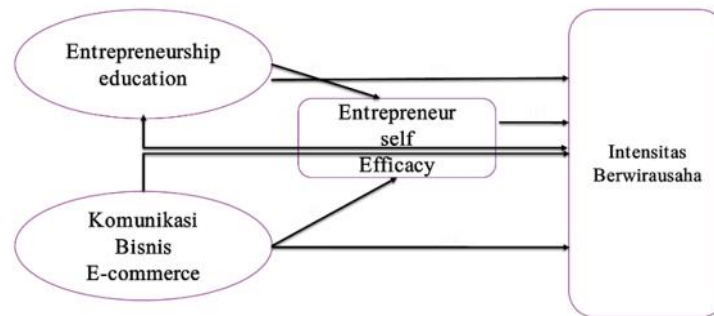


Figure 1. Conceptual Framework

RESEARCH METHOD

This research is a type of quantitative research using a descriptive statistical analysis design. The population for this study was students of the Faculty of Economics and Business, Universitas Negeri Surabaya, class 2019 - 2021 with a total of 1253 people divided into 7 study programs using the slovin formula calculation, so the sample size was set at 303 students. Testing the hypothesis in this study uses path analysis to determine the direct and indirect effects between variables.

The data collection technique uses a proportional stratified sampling technique because the number of students in each study program and each class is not equal, so a proportional stratified sampling technique is used to obtain a balanced number of samples.

Table 2. Total population and sample

No.	Study Programs	Total Population	Number of samples		
			2019	2020	2021
1	Bachelor of Economics Education	141	8	12	14
2	Bachelor Degree in Management	348	23	30	32
3	Bachelor Degree in Accounting Education	116	7	9	12
4	Bachelor Office Administration Education	138	8	9	16
5	Bachelor of Commerce Education	112	7	9	11
6	Bachelor Degree in Islamic Economics	179	14	14	15
7	Bachelor Degree in Accounting	217	15	19	19
			82	102	119
	Total	1253		303	

Source: processed data, 2022

RESULTS AND DISCUSSION

Sources of data were obtained from students as respondents with research instruments using questionnaires with Likert scale calculations ranging from 1 (strongly disagree) to 5 (strongly agree) in response from respondents, provided that they have received or are currently taking entrepreneurship education courses and have used e-commerce as a shopping medium.

Determination of the sample of respondents according to strata or level and each study program can be seen in the table below, this stratum classification is following the technique of the proportional stratified sampling formula. The research instrument for measuring each variable was adapted and modified from measurements that had existed in previous studies. An example of an item for an instrument used to measure entrepreneurship education is "entrepreneurship education is very useful for my future life" (Hansemark, 1998), and overall

Cronbach's alpha for this instrument reaches 0.807 which means the instrument is valid and reliable. An example of an instrument used to measure the perspective of e-commerce business communication is "E-commerce companies provide services by providing information on the buying/selling process from ordering to the product delivered quickly and accurately." Overall, cronbach's alpha for this instrument reaches 0.721, which means the instrument is valid and reliable. An example of an instrument used to measure entrepreneurial self-efficacy "can see new market opportunities for new products and services" (De Nobel et al in Herath and Mahmood, 2014) overall the cronbach's alpha for this instrument reaches 0.832, which means that the instrument is valid and reliable. An example of an instrument used to measure entrepreneurial intensity "Career choice as an entrepreneur is a right choice" Overall Cronbach's alpha for this instrument reaches 0.814, which means the instrument is valid and reliable. Next to test the hypothetical relationship between variables as described in the conceptual framework.

Discussion

Based on the results of hypothesis testing, it can be stated that the direct and indirect effects of entrepreneurship education variables (X1) and the perspective of e-commerce business communication (X2) on entrepreneurial intensity (Y) are mediated by entrepreneur self-efficacy (Z) as follows;

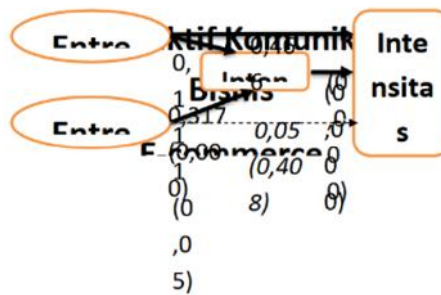


Figure 2. Research Finding, Relationship among variables

In the picture above it can be seen that the compatibility between the variables meets the criteria where the probability value is $\text{sig} < 0.005$ so the results are significant, for the influence of the business communication perspective the probability value is $\text{sig} > 0.005$ which is equal to 0.408 so it is not significant.

The most important research finding in this study is that there is no direct relationship between the perspective of e-commerce business communication and entrepreneurial intensity among students of the Faculty of Economics and Business, Surabaya State University. Entrepreneur education is part of an important variable that directly influences entrepreneurial self-efficacy and sufficiently influences entrepreneurial intensity, in line with that the entrepreneur self-efficacy variable is a variable that mediates between Entrepreneur education and entrepreneurial intensity. This empirical research supports the findings revealed by Ristian (2022). One of the factors that encourage the growth of entrepreneurship in a country lies in the role of universities through the provision of entrepreneurship education (Zimmerer, 2002:12). In this research, the effectiveness of teaching entrepreneurship education material received by students can stimulate the growth of intention or interest in entrepreneurship, this is in line with research conducted by Christie (2019) and Lestari et al (2022).

Entrepreneurial intention is considered the initial stage for students before they establish a new business and take on novice entrepreneurs. To improve the quality of the economy there is demand that it is necessary to increase the number of entrepreneurs in the community, not only because of their contribution to providing new jobs but also as part of improving the quality of life in the surrounding community.

In addition, self-efficacy relates to self-confidence which can perform the expected actions. In line with research by Lestari and Yudhaningsih (2022) self-efficacy influences interest in entrepreneurship. Self-efficacy can be developed among students. From the answers of the respondents it is known that entrepreneur self-efficacy is obtained from various sources, including from within the respondents themselves, such as the ability to find new market opportunities so that they can create new products, then being able to solve problems in the difficulties encountered can also lead to self-confidence in build a business.

In addition, being able to determine business targets and being able to ally his business is very influential on the level of confidence of an entrepreneur that he feels that the business he is going to run will be able to develop. This is following research points from De Nobel et al (Herath & Mahmood 2014), in line with research conducted by Saraswati (2015) that the stronger the belief students have in their abilities in entrepreneurship, the stronger their readiness students to display entrepreneurial behavior.

What is interesting about the findings of this study is that the perspective of e-commerce business communication does not significantly affect the intensity of entrepreneurship in students of the economics and business faculties of Surabaya State University, because when viewed from a business communication perspective, e-commerce is quite attractive and makes it easier for sellers to open a business. Entrepreneurs, if observed further, respondents who are passive users do not know the complete features or tools that can be accessed by users if they want to open a business through a marketplace, while as active e-commerce players they will easily find out the use of the features in the market place.

CONCLUSION

The main concern of this study is to determine the effect of entrepreneur education and the perspective of e-commerce business communication on entrepreneurial intensity mediated by entrepreneur self-efficacy in students of the Faculty of Economics and Business, Surabaya State University. Students involved in this study have taken or are currently taking entrepreneurship education courses and have made e-commerce transactions for shopping activities.

Entrepreneurial intensity is considered an important variable that contributes to the tendency of students to start and create new businesses as alternative career choices in the future. This study revealed that the entrepreneurial intensity of students is directly influenced by entrepreneurship education.

It was found that in this study the business communication perspective did not significantly affect entrepreneurial intentions, this means that the communication process in e-commerce applications has no impact on entrepreneurial intentions in students.

Entrepreneur self-efficacy is a mediating variable between entrepreneurship education and entrepreneurial intensity, with high self-confidence and the influence of entrepreneurship education, the higher the intensity to set up businesses for students. Entrepreneur self-efficacy has a positive and significant effect on entrepreneurial interest. This means that if students can control themselves and have strong beliefs then their interest in entrepreneurship will increase and vice versa if students are less able to control themselves and have no confidence then the entrepreneurial intention decreases.

REFERENCES

- Ajzen, I. 2005. *Attitude, Personality, and Behavior* (2nd ed.). Poland, EU: Open University Press.
- Bandura, A. (1997). *Self-efficacy: the exercise of control*. New York: W.H.Freeman and Company
- D. Yadewani, R Wijaya. 2017. Pengaruh E-Commerce Terhadap Minat Berwirausaha. *Jurnal RESTI (Rekayasa Sistem Dan Teknologi Informasi)*. Volume 1. Hal 64-69
- Fishbein, M. & Ajzen, I. (1975). *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research*, Addison-Wesley, New York.
- Hendro. 2011. *Dasar-dasar Kewirausahaan*. Jakarta : Erlangga.
- Herath AMH & Rosli Mahmood. 2014. Dimensions of Entrepreneurial Self-Efficacy and Firm Performance. *Global Journal of Management and Business Research: A Administration and Management*. Volume 14 Issue 4 Version 1.0. Type: Double Blind Peer Reviewed International Research Journal Publisher: Global Journals Inc. (USA) Online ISSN: 2249-4588 & Print ISSN: 0975-5853
- Lestari, R.B. & Wijaya, T. 2012. Pengaruh Pendidikan Kewirausahaan terhadap Minat Berwirausaha Mahasiswa di STIE MDP, STMIK MDP, dan STIE MUSI. In *Forum Bisnis Dan Kewirausahaan Jurnal Ilmiah STIE MDP*. 1 (2): pp. 112-119
- Rosyanti, Irianto A. 2019. Pengaruh pendidikan kewirausahaan dan lingkungan keluarga terhadap motivasi berwirausahamahasiswa jurusan pendidikan ekonomi universitas negeri padang. *Jurnal Ecogen Vol.5 No. 3*. E journal.unp.ac.id

Sugiyono. 2013. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Yohnson. 2003. *Peranan Universitas dalam Memotivasi Sarjana Menjadi Young Entrepreneurs*. Jurnal Manajemen dan Kewirausahaan. 5 (2): 97-111.

Zimmerer, T. W., Scarborough, N. M., & Wilson, D. 2008. *Essentials of Entrepreneurship and Small Business Management*. Upper Saddle River, New Jersey: Pearson Education Inc.