

The Effect of Entrepreneurial Self-Efficacy and Locus of Control on Entrepreneurship Interest through Entrepreneurship Literacy

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Abstract : *The purpose of this study is to determine the following points: (1) the effect of entrepreneurial self-efficacy on entrepreneurial literacy, (2) the effect of internal locus of control on entrepreneurship literacy, (3) the effect of entrepreneurial literacy on the interest in entrepreneurship, (4) the effect of entrepreneurial self-efficacy on the entrepreneurship interest and (5) the effect of internal locus of control on the interest in entrepreneurship. The study design uses quantitative research approach with descriptive and explanatory approach. The population is 622 students from the twelfth grades in Malang majoring in graphic arts with proportional random sampling technique obtained a sample of 124 students. The study concluded that: (1) there is the effect of entrepreneurial self-efficacy on entrepreneurial literacy, (2) there is significant internal locus of control on entrepreneurship literacy, (3) there is significant entrepreneurial literacy on the entrepreneurship interest, (4) there is effect of entrepreneurial self-efficacy on the interest in entrepreneurship, and (5) there is an effect of internal locus of control on the interest in entrepreneurship.*

Keywords: *Entrepreneurial Self-Efficacy, Internal Locus of Control, Entrepreneurial Literacy, Entrepreneurship Interest, SMK Graphic and Design*

I. Introduction

The high number of the recent job seekers is inseparable from the mental attitude of the graduates from both vocational and non-vocational school. Graduates of vocational and non-vocational schools still assume that being a civil service will ensure them to have better survival compared with other jobs. There is still small number for graduates of formal education who try to build and develop their formal educational experience through entrepreneurship. It can be seen that after graduating, most of them hoping to get a job that already exist in the field. In fact, there are only a small number of them who want to create and develop jobs for themselves and for others through entrepreneurship.

Limited employment opportunities due to the growth rate of the labour force that is not balanced with the rate of economic growth, the spread of labour uneven and mental attitude of entrepreneurial graduates of vocational and non-vocational schools were not built up properly. It requires a serious solution. According to Casson [1] major economies have taken market presence and in practice the market does not come by itself but with entrepreneurship. As is known to one of the objectives of national development policy is to increase the production of which is accompanied by the creation of new jobs broadest and more equitable distribution of income.

At this time, there is a very rapid development of digital advertising ranging from graphic design to digital printing. Many communities are helpful with work with graphic design services and digital printing. Therefore, the demand for design services and digital printing increase drastically. Therefore, the cost of making business cards, brochures, banners and others become relatively inexpensive. Opportunity to open a printing business becomes widely open. In addition, the development of information technology, namely digital services advertising can be done cross country with internet media. Therefore, this study is aimed for vocational students majoring in graphic arts to determine the entrepreneurship interest for vocational high school students majoring in graphic arts. The fact that vocational graduates are required to become an independent person, such as to be an entrepreneur and the vocational school level are also equipped with entrepreneurship subjects.

Cognitive challenge and motivation are the most demanding points faced by developing children that is dealing with the future development of academic competence. Competitive and self-determination define the future academic record. In education, children acquire their self-conception through academic institutions. Academic institutions foster self-efficacy and goals that serve their personal effect to obtain achievements. To maximize self-efficacy schools should teach intellectual skills to encourage the personal development of the students' self-confidence and self-regulatory ability to educate them throughout life [2]. Given the importance of self-efficacy is very important to change each individual. Until now, studies have found perceived self-efficacy related to a variety of individual differences, including awareness, openness to experience and emotional stability as well as learning goal orientation, need for achievement, and locus of control [3]. Recently, [4] found

the entrepreneurial experience and positively associated with the risk propensity entrepreneurial self-efficacy. Based on the understanding of and insight into the entrepreneurial process identified four types of potential self-efficacy according to [5] is: identification of chance for self-efficacy: self-efficacy is to identify and develop new products and market opportunities. Relationship of self-efficacy: self-efficacy is to build relationships, especially with potential investors and people who are connected to the source of capital. Managerial self-efficacy: self-efficacy for its managerial, particularly economic and financial management. Tolerance self-efficacy: self-efficacy for productive work in conditions of stress, tension, conflict, and change.

To become an entrepreneur, the role of schools and students is needed. Entrepreneurial self-efficacy, locus of control, and entrepreneurial literacy are instrumental to foster entrepreneurial spirit of a student. Wilson [6] stated that "self-efficacy in entrepreneurship education is very important because it can encourage prospective entrepreneurs to start their entrepreneurial business. The characteristic is: locus of control, creativity, achievement needs a positive effect on the interest in entrepreneurship [7]. Cognition is organized literacy and thinks that it is guiding motivation, beliefs and behaviour, especially in challenging and complex situations such as the creation of new businesses. Moreover, the decision to pursue an entrepreneurial career is deliberate and planned behaviour can be effected by one of the cognitive abilities [8].

Locus of control is a personality variables associated with general expectations of a person whether someone will be able to control events in life or not [9]. According to Rotter [10] individuals vary in many ways, they understand and accept their behaviour and its consequences. Individuals with an external locus of control believe circumstances beyond their control such as luck, fate, and others affect their performance in various activities. Individuals with an internal locus of control believe that they personally control the events and consequences in their lives [11]. Locus of control can distinguish between successful and unsuccessful businessman [12].

Entrepreneurial learning program is also insert the formation of self-efficacy contained in the entrepreneurial syllabus. Bandura [13] stated that self-efficacy is one of the potential that exists in the human cognitive factors, self-efficacy is a major effect on human behaviour. The practice of entrepreneurship was introduced in the tenth grade students in various majors. They get a lesson on how to start entrepreneurial activity by entrepreneurial practices undertaken in the school environment. This learning activity carried out in the school environment so that students get maximum supervision by school parties. It is only logical vocational school graduates are invited to realistically understand the current situation in relation to employment issues. Also need to realize that their responsibility depends entirely on themselves. Thinking always rely fully hope to the government and other parties to provide employment need to be removed. One attractive alternative to solve the employment problem is growing self-sufficiency, develop literacy, motivation and in still interest in entrepreneurship for vocational students.

According to Katz [14], interest in entrepreneurship can be defined as the process of finding information that can be used to achieve the goal of establishing a business. Interest in entrepreneurship is the state of thinking that direct and guide the behaviour of individuals towards the development and implementation of a new business concept. Interest in entrepreneurship is a prediction that can be trusted to measure the behaviour of entrepreneurship and entrepreneurial activity [15]. A person with an interest in starting a business will have the readiness and better progress in the effort to run than someone with no interest in starting a business. Of it is shown in the willingness to choose entrepreneurship as an employment option and prepare to make it happen. Therefore, according to Choo and Wong [16] through entrepreneurial interest can be predicted which individuals will become entrepreneurs.

Based on the problems and underlying theoretical framework of this study, the hypothesis is as follows:

H1 = Entrepreneurial self-efficacy has significant and positive effect on entrepreneurial literacy.

H2 = Locus of internal control has positive and significant effect on entrepreneurship literacy.

H3 = Entrepreneurship literacy has a positive and significant effect on the entrepreneurship interest.

H4 = Entrepreneurial Self-efficacy has a significant and positive impact on the entrepreneurship interest

H5 = Internal Locus of control has positive and significant effect on the entrepreneurship interest.

II. Research Methods

The This study uses a quantitative study with a descriptive approach and explanation. Descriptive because it aims to describe the state of each variable research that Entrepreneurial Self-Efficacy (X1), Internal Locus of Control(X2), Entrepreneurship Literacy (Z), and the Entrepreneurship interest (Y). While the so-called explanation for this study also want to explain the magnitude of the direct and indirect effect Entrepreneurial Self-Efficacy (X1), Internal Locus of Control(X2), and the Entrepreneurship Literacy (Z) on the interest of Entrepreneurship (Y) at SMK Graphic and Design in Malang.

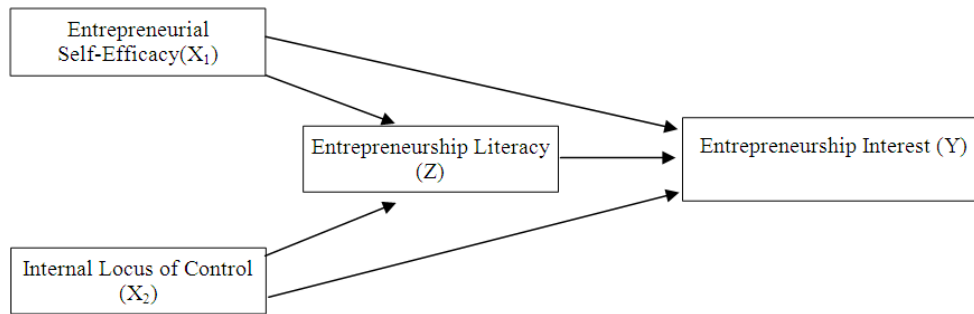


Figure 1. The Relationship between Variable

By looking at the relationship between the variables of entrepreneurial self-efficacy (X1), the Internal Locus of Control (X2), and literacy of entrepreneurship (Z), the possible existence of conclusions that show the variables that may affect the interest in entrepreneurship (Y) of vocational students in Malang, The relationship of each variable is presented in Figure 1.

Table 1 Population and Sample

No.	School	Major	Population	Sample
1	SMKN 4 Malang	Introduction to Graphic and Design	206	41
		Products Graphic and Design	240	48
2	SMK Graphic and Design Karya Nasional	Introduction to Graphic and Design	30	6
		Production of Graphic and Design	40	8
3	SMK Graphic and Design PGRI	Introduction to Graphic and Design	34	7
		Production of Graphic and Design	72	14

Source : Processed by the researchers, 2015

Based on Table 1 above, the twelfth grade students majoring in Graphic and Design Preparation has population of 270 respondents and 54 respondents as the sample. Meanwhile, the twelfth grade students majoring in Graphic and Design Production has a population of 334 respondents and 70 respondents as the sample. Thus, the total population is 622 respondents, the sample is 124 respondents. Sampling was determined randomly.

Measurement on the entrepreneurial self-efficacy, Internal Locus of Control and entrepreneurial literacy and interest in entrepreneurship (Y) were done by using questionnaire. Instruments of entrepreneurial self-efficacy is taken from Wilson [6], [15], and [17]. Furthermore, the instrument of Internal Locus of Control is taken from Fuller et al[18]. Entrepreneurial literacy instrument is taken from Pihie [8]. Entrepreneurship interest instrument is taken from Laviolette [17] and [19].

The obtained data is analyzed. The data analysis was conducted by using descriptive analysis and inferential analysis. Analysis of the data by describing or depicting data that has been collected as without intending to make conclusions apply to the public or generalization [20]. The descriptive analysis related to the multiplication of information regarding interest in entrepreneurship of SMK Graphic and Art in Malang. Meanwhile, the inferential analysis is a research method that analyzes the sample data and makes generalizations (enacted in general) in the population. The inferential analysis associated with testing the relationship between independent variables with the dependent variable both partially and simultaneously. This analysis includes: (1) the prerequisite test parametric analysis; (2) the classical assumption test and (3) data analysis questionnaire and observation sheet.

III. Research's Result And Discussion

Table 2. Frequency Distribution of Entrepreneurial Self-Efficacy (X₁) Variable

Item	Mean
I would love doing entrepreneurship	4,27
I believe myself to do entrepreneurship	4,01
I would be enthusiastic in doing entrepreneurship	4,05
I would overworking doing entrepreneurship	3,70
Degree of confidence in the ability to brainstorm and come up with a new idea of product or service	4,05
Degree of confidence in the ability to identify the need for a new product or service	3,82
Degree of confidence in the ability to design a new product or service that would satisfy the	4,12

customers' wants or needs	
Being able to solve problems	3,73
Managing money	3,64
Being creative	3,90
Getting people to agree with you	3,57
Being a leader	4,15
Making decisions	3,84
Mean	3,91

Source: Processed Primary Data

Based on the Table 2, it can be described that the mean value of the entrepreneurial self-efficacy variable is 3, 91. It means that entrepreneurial self-efficacy at SMK Graphic and Art in Malang has been effective.

Table 3. Frequency Distribution of Internal Locus of Control (X₂)

Item	Mean
A capable entrepreneur can always shape his or her own destiny	3,98
Capable entrepreneurs believe in planning their activities in advance.	4,19
Real entrepreneurs can always be successful, irrespective of social and economic conditions.	3,59
Whether or not you get a business loan depends on how good your project plan is.	3,94
Whether or not you make a profit in business depends on how capable you are as an entrepreneur.	4,12
People can become successful entrepreneurs with effort and capability	4,59
With effort, people can determine their own destinies.	4,20
Entrepreneurs are the creators of their own experiences.	4,10
The rewards one achieves depend solely on the effort one makes.	4,00
Working for things always turns out better than leaving things to chance.	4,56
The work of competent people will always be recognized.	4,06
Mean	4,12

Source: Processed Primary Data

Based on Table 3, it can be described that the mean value for internal locus of control variable is 4,12. It means that *locus of control* at SMK Graphic and Art in Malang has been effective.

Table 4. Frequency Distribution for Entrepreneurship Literacy Variable (Z)

Item	Mean
I know what kind of information is most important to learn entrepreneurship	3,79
I am good at organizing entrepreneurship information	3,65
I know what the teacher expects me to learn entrepreneurship	4,05
I am good at remembering information entrepreneurship	3,81
I have control over how well I learn entrepreneurship	3,92
I am good at judging of how well I understand something about entrepreneurship	3,77
I learn more when I am interested in entrepreneurship topic	4,27
I try to use strategies that have worked in the past about entrepreneurship	4,07
I have a specific purpose for each strategy I use in entrepreneurship	4,02
I find myself to be helped in learning entrepreneurship strategies automatically	3,94
I can motivate myself to learn entrepreneurship when I need to	3,84
I use my intellectual entrepreneurship strengths to compensate for my weaknesses	3,93
Mean	3,92

Source: Processed Primary Data

Based on Table 4, it can be described that the mean value for Entrepreneurship Literacy variable is 3.92. It means that Entrepreneurship Literacy at SMK Graphic and Art in Malang has been effective.

Table 5. Frequency Distribution on Entrepreneurship Interest (Y)

Item	Mean
I'm saving money to start a business	4,19
I search for information on how to create my own business	4,27
I spend time learning about how to create my own business	3,79
I'm ready to make anything to be an entrepreneur	4,13
My professional goal is becoming an entrepreneur	4,15
I will make every effort to start and run my own company	4,15
I'm determined to create a company in the future	4,37
I have very seriously thought in starting a company	4,13

I've got the firm intention to start a company some day	4,21
Mean	4,15

Source: Processed Primary Data

Based on Table 5, it can be described that the mean value for entrepreneurship Interest variable is 4,15. It means that *locus of control* at SMK Graphic and Art in Malang has been effective.

First Hypothesis Testing

Hypothesis H₁ stated that entrepreneurial self-efficacy has a significant and positive effect on entrepreneurship literacy in vocational school students of Graphic and Art in Malang. Based on table 4.9, the statistical test of the partial coefficient between entrepreneurial self-efficacy with entrepreneurship literacy at 0.578 and significant (p-value = 0.000) <0.05, therefore, it can be concluded that the study data support the hypothesis H₁ that there is a relationship between the entrepreneurial self-efficacy and entrepreneurship literacy.

Second Hypothesis Testing

Hypothesis H₂ stated that Internal Locus of Control affect positively and significantly on the entrepreneurship literacy in vocational high students majoring Graphic and Art in Malang. Based on table 4.9, the statistical test of the partial coefficient between the locus of entrepreneurship literacy control of 0.209 is significant (p-value = 0.014) <0.05, so it can be concluded that the study data support the hypothesis H₂ that there is a relationship between the locus of control with entrepreneurship literacy.

Third Hypothesis Testing

Hypothesis H₃ stated that entrepreneurship literacy has significant and positive effect on students' interest in entrepreneurship in vocational high school majoring in Graphic and Art in Malang. Based on the table 4.12 statistical result of the partial coefficient between entrepreneurship literacy with entrepreneurship interest at 0.317 that is significant (p-value = 0.000) <0.05, so it can be concluded that the study data support the hypothesis H₃ that there is a relationship between entrepreneurship literacy with interest in entrepreneurship.

Fourth Hypothesis Testing

Hypothesis H₄ stated that the entrepreneurial self-efficacy has a significant and positive effect on students' interest in vocational high school majoring in Graphic and Art in Malang. Based on the table 4.12 statistical result of the partial coefficient between entrepreneurial self-efficacy with entrepreneurship interest at 0.275 is significant (p-value = 0.001) <0.05, so it can be concluded that the study data support the hypothesis H₄ that there is a relationship between entrepreneurial self-efficacy with entrepreneurship interest.

Fifth Hypothesis Testing

Hypothesis H₅ stated that the locus of control Internal has positive and significant impact on student interest in entrepreneurship in vocational high school majoring in Graphic and Art in Malang. Based on the table 4.12 statistical result of the partial coefficient between the locus of control with interest in entrepreneurship at 0.304 is significant (p-value = 0.000) <0.05, so it can be concluded that the study data support the hypothesis H₅ that there is a relationship between the locus of control with entrepreneurship interest.

3.1 The Relationship of Entrepreneurial Self-Efficacy with Entrepreneurship Literacy in Vocational High School Majoring in Graphic and Art in Malang

The analysis showed that there is a significant relationship between entrepreneurial self-efficacy with entrepreneurship literacy for vocational high school majoring in Graphic and Art in Malang. The results are consistent with the results of research conducted by Wilson [6] which concluded that the entrepreneurial self-efficacy effect on self-literacy entrepreneurship and efficacy on entrepreneurship education [21]. Entrepreneurship education utilizes teaching techniques that combine the entrepreneurial self-efficacy, entrepreneurship intentions and competence [22]. The level of entrepreneurship self-efficacy depends on entrepreneurship education [23]. Entrepreneurial self-efficacy can be developed through entrepreneurship education [24]. Entrepreneurial students' self-efficacy can be built and developed through entrepreneurship education [25].

Self-efficacy has an important role in limiting a career option which is considered as a primary, secondary, and high schools [6]. In the context of entrepreneurship education, entrepreneurial self-efficacy has been widely applied to explain the entrepreneurial attitude and entrepreneurship interest [5]. Entrepreneurial self-efficacy will grow and develop through learning, experience, and some things that effect it over time, so that these results can still be changed along with the development of students. This is in line with Bayrón [22] that entrepreneurship educators can take advantage of the implementation of entrepreneurship self-efficacy to

develop entrepreneurial learning process. It is clear that the entrepreneurial self-efficacy as the process of creating something that is a form of reaction to the feeling of someone who will evolve and change towards the better or the reverse direction according to the object encountered someone.

3.2 The Relationship of Locus of Control Internal with Student Entrepreneurship Literacy for Vocational High School Majoring in Graphic and Art in Malang

The analysis showed that there is a significant relationship between Locus of control and Internal Entrepreneurial literacy for vocational high school majoring in Graphic and Art in Malang. This is according to research conducted by Gürol [26] which stated that there is a significant relationship between Locus of Control with entrepreneurship literacy. Students who have the high result of locus of control showed that young people have the entrepreneurship literacy, and vice versa. It also agreed with Gürol [26] that there is a difference between students with high locus of control and low on entrepreneurial literacy. Internal locus of control positively correlated with learning [27]. Individual who have internal locus of control to think that they have a major role in influencing their life events [28]. Locus of internal control is associated with a productive study habits among college students who provide a significant and positive impact on academic performance that reflected their values [29].

Locus of control has effect with entrepreneurial success. Locus of control determines the entrepreneurship succeed [30]. Internal locus of control is associated with entrepreneurial success. People who show a strong self-control typically believe that quality of life depends on their own actions, for example entrepreneurial literacy, education, hard work, and so on [31]. Rotter [10] states that some students show prizes obtained as a result of literacy and their abilities while some other students show strength beyond their control.

3.3 The Relationship of Entrepreneurial Self-Efficacy with Entrepreneurship Interest for Vocational High School Majoring in Graphic and Art in Malang

The analysis showed that there is a significant relationship between entrepreneurial self-efficacy with entrepreneurship interest for vocational high school majoring in Graphic and Art in Malang. It is in line with Hmieleski [32] that entrepreneurial self-efficacy gives support for the entrepreneurship interest. Entrepreneurial self-efficacy provides a full support for the entrepreneurship interest [33]. The functional conviction role has a positive and negative control which set an entrepreneurs confidence in their ability to achieve success [34]. Self-efficacy has a significant and positive effect [35]. Barbosa [33] stated that "as individuals process information, they develop a sense of how are able to engage in action (self-efficacy) and how likely it is that they will be involved in the action (intention)." Entrepreneurial self-efficacy can affect individual decisions to start a business and effectiveness to manage the business [36].

Self-efficacy effects on human action. Bandura [13] explained that self-efficacy has effects on human behaviour through four processes which is the cognitive processes, motivational processes, affective processes and the selection process. Self-efficacy is needed in entrepreneurial education, because with self-efficacy effect on a person's interest in entrepreneurship. It is agreed Wilson [6] states that "self-efficacy in entrepreneurship education is very important because it can encourage prospective entrepreneurs to start their business".

Students who have an entrepreneurial self-efficacy results demonstrated high that young people have a high interest in entrepreneurship, and vice versa. It is agreed with Laviolette [17] that the level of Entrepreneurial self-efficacy is high then interest in entrepreneurship will be high as well.

3.4 The Relationship of Entrepreneurship Literacy with the Students' Entrepreneurship Interests for Vocational High School Majoring in Graphic and Art in Malang

The analysis showed that there is a significant relationship between entrepreneurial literacy and interest in entrepreneurship students of SMK Graphic in Malang. It concurred with Tshikovhi [37] that entrepreneurial knowledge has significant effect on entrepreneurship interest. Entrepreneurship education programs positively effect the attitude toward the behaviour, subjective norm, perceived behavioural control) and interest in entrepreneurship [38]. Education in economics contributes to the development of students' entrepreneurial intentions [31]. Entrepreneurship education is positively related to entrepreneurship interest [39].

It can be concluded that the intention of entrepreneurship is largely effected by personal factors (personality) that can be developed with entrepreneurship education [31]. In addition to entrepreneurship education, entrepreneurship intense student is also effected by internal factors within the students, the self-efficacy [35].

Students with high entrepreneurial literacy will indicate that they have a high interest in entrepreneurship. It concurred with Pihie [8] that organized literacy and thinking very guiding motivation, beliefs and behaviour, especially in a challenging and complex situation such as the creation of new businesses. Moreover, the decision to pursue an entrepreneurial career is deliberate and planned behaviour can be affected by one cognitive abilities.

3.5 The Relationship of the Internal Locus of Control and Entrepreneurship Interest for Vocational High School Majoring in Graphic and Art in Malang

The analysis showed that there is a significant relationship between locus of control and entrepreneurship interest for vocational high school majoring in Graphic and Art in Malang. Internal Locus of control has significant affect on the entrepreneurship interest [40]. Entrepreneurial characteristics: locus of control, creativity, achievement needs has a positive effect on the entrepreneurship interest [7]. It concurred with Ayodele [41] who stated that "Locus of control significantly contributes on the entrepreneurship interest". Internal Locus of Control related to the desire to become an entrepreneur [42]. Individuals with an internal locus of control have a tendency to perform entrepreneurial activity [43]. Locus of control as attributes of personal character plays an important role in the development of entrepreneurial behaviour as far as it contributes to the development of entrepreneurial intentions [44].

Internal locus of control is the most powerful in entrepreneurship and is followed by the need to succeed. Increasing internal locus of control followed by the need for achievement will produce more efficient results than proactive personality. Therefore, the employee motivation to work towards an internal locus of control and the need to succeed should be prioritized [40].

IV. Conclusions And Recommendations

There is a strong relationship between entrepreneurial self-efficacy with entrepreneurial literacy for vocational high school majoring in Graphic and Art in Malang. There is quite strong relationship between the internal locus of control and entrepreneurial literacy for vocational high school majoring in Graphic and Art in Malang. There is a strong relationship between entrepreneurship literacy with entrepreneurship interest for vocational high school majoring in Graphic and Art in Malang. There is a fairly strong correlation between entrepreneurial self-efficacy with entrepreneurship interest for vocational high school majoring in Graphic and Art in Malang. There is a fairly strong relationship between the Internal Locus of Control with entrepreneurship interest.

Therefore, based on research findings, there is a significant relationship between the entrepreneurial self-efficacy on entrepreneurship literacy, a significant relationship between Internal Locus of Control with entrepreneurship literacy, there is a significant relationship between entrepreneurship literacy with entrepreneurship interest, there is a significant relationship between entrepreneurial self-efficacy with entrepreneurship interest and there is a significant association between Internal Locus of Control with entrepreneurship interest for vocational high school majoring in Graphic and Art in Malang. The school needs to improve entrepreneurial self-efficacy, internal locus of control, and entrepreneurship literacy to increase students' entrepreneurship interest in the field of graphics; so that students feel ready and steady for doing the entrepreneurship in graphic and arts field after graduating from school. Entrepreneurial self-efficacy, internal locus of control and literacy can be given directly and indirectly through entrepreneurship teachers, subject teachers, homeroom teacher or a parent.

Students should be able to improve the entrepreneurial self-efficacy, Internal Locus of Control, and their entrepreneurial literacy to increase students' entrepreneurship interest in the field of graphics, due to these factors contributes positively on entrepreneurship interest, especially in the field of graphic and arts. Other researchers who will conduct similar research should be able to involve other variables that also affect the entrepreneurship interest because the entrepreneurial self-efficacy and Internal Locus of Control only give in small contribution. In addition, the entrepreneurial self-efficacy, Internal Locus of Control and entrepreneurial literacy also only give small contribution. This shows that there are many other variables that affect students' entrepreneurship interest in graphics and art.

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