

The Effect Of Social Capital On Interest In Entrepreneurship With Self-Efficiency

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ABSTRACT

The formulation of the problem in this study is how the influence of social capital on the interest in entrepreneurship with self-efficacy in STPKat students. This study aims to analyze the effect of student social capital on entrepreneurial interest with self-efficacy. In order to answer this problem, Bourdie's theory of social capital and Bandura's theory of self-affication are used. This research method is quantitative, with a focus on analyzing the influence of student social capital on the interest in entrepreneurship with self-efficacy. The analysis used in this research is simple linear regression analysis, looking for the effect of social capital variable (X) on entrepreneurial interest and self-efficacy (Y). The results obtained are social capital has a positive influence coefficient, 0.355 the higher the social capital of a student, the higher the self-efficacy, or an increase of 35.5%. Social capital has a significance t of 0.540, which means this significance is > 0.05 , so social capital has no significant effect on entrepreneurial interest and self-efficacy in STPKat Semarang students. Test the coefficient of determination on the adjusted R Square value. the contribution of social capital (independent variable) 8.8% to self-efficacy, in the sense that 81.2% can be found in further research outside the social capital variable.

KEYWORDS

social capital,
self-efficacy

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1. Introduction

Universities in Indonesia are required to provide entrepreneurship education. This is in accordance with the government's efforts to promote the spirit of entrepreneurship in Indonesian society which is regulated through the Presidential Instruction of the Republic of Indonesia number 4 of 1995 which discusses the movement to promote entrepreneurship. The Department of Cooperatives and SMEs has a mandate to launch for high school students the National Entrepreneurship Movement in 2008 (Murtini, 2008). The Director General of Higher Education then followed up making a policy requiring universities to provide entrepreneurship education to students in 2009 (Handriani, 2011).

Education in higher education has trained and prepared new entrepreneurs in the world of work, but it often also creates unemployment in Indonesia for university graduates. In 2020, the Minister of Manpower stated that the unemployment rate in Indonesia was 9.77 million people, specifically for university graduates at 5.64% in 2019, 7.35% in 2020, and 5.98% in 2021. (Statistics, BPS, 2021).

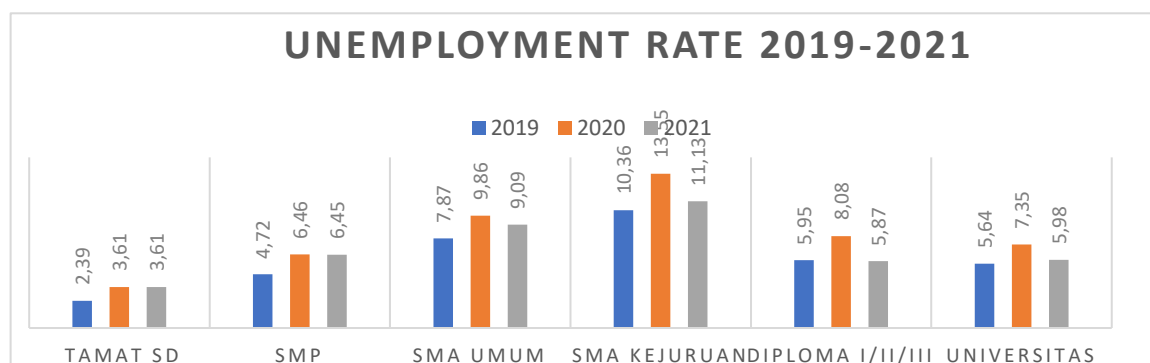


Fig. 1. Open unemployment rate 2020

Social capital of students to enter the world of work has not been fully accepted optimally, social capital has several important elements, namely trust, cooperative efforts among organizational members, mutual affection, and the creation of social networks. (Prof. Dr. Thomas Santoso, 2020)

In fact, the unemployment rate, especially in Semarang in 2020, reached 9.57%. This is due to the lack of absorption of graduates from an educated workforce into the world of work. Unemployment will actually be overcome if the college graduates who have been given entrepreneurial skills are willing to create jobs for themselves and others, such as the main goal of learning entrepreneurship.

Based on this study, this study aims to analyze how the influence of student social capital on entrepreneurial interest with self-efficacy. The research will be carried out on students at STPKat Semarang. The purpose of this study was to analyze the effect of social capital on interest in entrepreneurship with self-efficacy in STPKat students.

2. Method

The research location is STPKat Santo Fransiskus Asisi Semarang, on Jalan Ronggowarsito 8 Semarang, the location of the school is very strategic because it is close to the tourist sites of the Old City of Semarang.

This research is a quantitative research, with the independent variable is social capital owned by students in entrepreneurship, and the dependent variable is entrepreneurial interest with self-efficacy. The population of 130 students will be taken as a sample of 30 students, who have received entrepreneurship courses, they are level 2 students in semester 4.

The analysis used in this research is simple linear regression analysis, looking for the effect of social capital variable (X) on entrepreneurial interest and self-efficacy (Y). (Muizu, W. O. Z., Evita, S. N., & Suherman, 2016)

Operationalization of variables used are:

1. To find out social capital using indicators:

- a) Trust
- b) Network
- c) Arena

2. To find out entrepreneurial interest with self-efficacy using the following variables:

- a) The level / magnitude of an individual will have implications for choosing behavior that is considered capable of being carried out and for behavior that is beyond his ability to be avoided.

- b) Stregh (strength) this aspect is a reference for individuals to be strong against the beliefs that have been chosen. This stability results in individual tenacity and endurance in behavior. An individual will be seen about his self-efficacy when faced with task demands, or the existence of a problem.
- c) Generality (general) this aspect relates to the breadth of the field of behavior in which a person believes in his abilities and all his activities.

3.1.2.1. Structure

Social capital is one aspect that can be studied to measure student entrepreneurial interest. The arena where they have relationships supports the realization of entrepreneurial interests, as well as habituation where they get habituation to act entrepreneurially affects their interests as well.

This research will simply analyze entrepreneurial interest with self-efficacy based on social capital. STPKat Semarang has 130 students, the sample taken is 30 students. The social capital that will be studied is about the skills they receive from campus, parents' jobs, beliefs and networks that students have.

The occupations of the parents of these STPKat students are that 65% are religious teachers, 25% are entrepreneurs and 5% are other occupations. The existing network in STPKat is elementary, junior high, high school where they do PPL, the ministry of religion that provides support for improving the quality of students through entrepreneurship. Entrepreneurship courses are given to students.

Research conducted by Noviasari, D., Haryono, A. T., & Fathoni, A. in 2018, social capital has a significant effect on self-efficacy. this research.

3.2.2.2. Theory Review

2.2.1. Social capital

Social capital was first introduced by Bourdie (1986) according to him that social capital is actual or potential concepts, which have a relationship with a person's network that lasts a long time and is related to the institutional arena associated with that network.

Putnam in 1993 identified social capital as the characteristics of a social organization, which includes beliefs, norms, and the existence of social networks, which function to improve efficiency in society by facilitating coordinated action.

Social capital is defined by many authors more broadly as an element in kinship, hierarchical relationships.

A book written by Pierre Bourdieu (1986) with the title *The Forms of Capital* contains about social functions or structures that we can understand only through social capital, as well as with capital in the economy. Material economic transactions will be accompanied by non-economic transactions that are immaterial in the form of social capital, social capital is in the form of interpersonal relationships that occur to the perpetrators of the transaction. Conversion is also a distinction between economic capital and social capital. It is easier for economic capital to be converted into money, while social capital is converted into economic capital, for example, education degree capital has economic selling value. (Prof. Dr. Thomas Santoso, 2020)

Another opinion comes from James Coleman (1988) who conducts an analysis of social processes, according to Coleman human capital is created by the existence of social capital, therefore social capital is productive, because without social capital it does not achieve success or success in its business optimally. Social capital will provide benefits at certain times, for example when people are in power people will have social capital for cooperation,

Another opinion comes from Francis Fukuyama (1995) which states that the level of public trust depends on the conditions of competitiveness, welfare conditions, and also competitive conditions. This level is related to culture, moral ethics which are manifested in actions that help each other and cooperate with each other.

Types of social capital (1) trust, within the scope of meaning for the purpose of mutual progress in society, carrying out joint actions based on mutual trust will develop a participation from the community in various forms. Participation in these various forms will contribute to increasing social capital. (2) Network, the synergistic relationship created by the community so that the community becomes united, will further strengthen the social capital of the community. (3) Norms and Values, usually these norms and values are rules or capital that are not written but are obeyed by members of the community, determining the pattern of community behavior. Norms bind the relationship between individuals and groups, are considered as the correct ideology. These values dominate the lives of citizens, regulate the behavior of the people who adhere to them, and finally form a cultural pattern.

Norms are closely related to trust and networks. The network causes mutually beneficial exchanges where norms arise, which involve the rights and obligations of two parties, each of which can take advantage of these norms, therefore norms are also reciprocal, said Fukuyama. (Alifia Fitriana Suprpto, Nur Lailatul Maghfiroh, 2016)

The network in social capital according to Robert Lawang is divided into 3, namely interpersonal networks: two networks, two double networks, two double networks with layers, and three, four and five networks, networks between individuals, between individual institutions, and networks between institutions.

Social capital of trust is related to relationships, expectations, and social interactions. Lawang believes that this knowledge base will support knowing personal data, getting to know each other, having an interest in each other, being loyal to each other's obligations, increasing self-confidence and togetherness, and doing tasks in togetherness, said Robert Lawang. because of experience, appreciation, assimilation and acculturation. The nature of the trust is altruistic, also unilateral symbolic, particular also the nature of trust and interpersonal nature. (Alifia Fitriana Suprpto, Nur Lailatul Maghfiroh, 2016)

Three types of human behavior that support the social capital of trust are cooperative, normal and honest behavior. Cooperative behavior and honest behavior are the result of normal behavior, meaning behavior that is in accordance with the norms of togetherness. Deviant behavior is a sign that in the community there is dishonesty and an uncooperative nature. The guarantee of honesty strengthens.

2.2.2. Efficacy

Bandura (1997) describes self-efficacy as "belief in one's ability to organize and carry out the actions necessary to produce a given achievement" (p. 3). Efficacy beliefs influence the particular course of action a person chooses to pursue, the amount of effort to be expended, persistence in the face of challenges and failures, resilience, and ability to cope with the demands associated with the chosen course.

Self-efficacy has been associated with persistence, tenacity, and achievement in educational settings (Bandura, 1986; Schunk, 1981; Zimmerman, 1989). The contribution of self-efficacy to educational attainment is based on increased use of specific cognitive activities and strategies and on the positive impact of efficacy beliefs on a broader and more general class of metacognitive skills and coping abilities.

The evidence that self-efficacy is able to improve performance in certain cognitive areas is well developed, and it is also very clear that self-efficacy is much more than a reflection of content-specific abilities. In mathematics problem-solving studies, children with high efficacy were found to last longer (Bouffard Bouchard, Parent, & Larivee, 1991) and use more efficient problem-solving strategies (Collins, 1982) than students with low efficacy (Chemers, M. M. , Hu, L. T., & Garcia, 2001)

Self-efficacy can be obtained through communication that comes from four sources, namely experience in an achievement (performance accomplishment) which is an achievement that has been obtained, a vicarious experience obtained through social models (vicarious experiences), a social

persuasion which is the growth of trust. to those who are realistically persuasive (social persuasion) and come from aroused emotions (emotional/physiological states) (Alwisol, 2005)

Efficacy has the following aspects, according to Albert Bandura: (1) The level / magnitude (level) of an individual will have implications for choosing behavior that is considered capable of being carried out and for behavior that is beyond his ability to be avoided (2) Streght (strength) aspects This is a reference for individuals to be confident about the beliefs that have been chosen. This stability results in individual tenacity and endurance in behavior. An individual will be seen about his self-efficacy when faced with task demands, or the existence of a problem. (3). The generality of this aspect is related to the breadth of the field of behavior in which a person believes in his abilities and all his activities. (Fitriana, S., Ihsan, H., & Annas, 2015)

4. Results and Discussion

4.1. Simple Linear Regression Test

This study will analyze the effect of student social capital on the interest in entrepreneurship through self-efficacy. The test was carried out through a simple linear regression test because it only tested one independent variable, namely social capital, on the dependent variable, namely entrepreneurial interest with self-efficacy. The definition of simple linear regression analysis is a parametric analysis method using data with a measurement scale with intervals and normal distribution, with the equation (Sugiyono, 2013) that occurs: $Y=a+bX$. Y is the dependent variable and X is the independent variable, a = constant and b is the regression coefficient. Table 3 below describes a simple linear regression test with the dependent variable of self-efficacy and the independent variable is social capital.

Table 2. Coeffivients

		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
Model				Beta		
1	(Constant)	22.801	7.388		3.086	.005
	Modal Sosial	1.214	.603	.355	2.011	.054

a. Dependent Variable: Efikasi diri

The results of the simple linear regression above can be interpreted as follows: constant (a)of 22.801, the value of social capital of 1.214 so that the regression equation becomes:

$$Y=a+bX$$

$$Y= 22.801 + 1.214X$$

The above equation above can be interpreted:

1. The constant of 22.801 means that the consistent value of the educational efficacy variable is 22.801
2. The regression coefficient of X is 1.214, which means that for every 1% addition to the value of Social Capital, the value of self-efficacy increases by 1.214. The regression coefficient is positive, it can be interpreted that the direction of X's influence on Y is positive

4.2. R2 Test (Termination Coefficient)

The R2 test is seen from the results of the Model Summary in SPSS. The resulting data are as follows:

Table 3. model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.355 ^a	.126	.095	4.52231

a. Predictors: (Constant), Modal Sosial

Test the coefficient of determination to calculate the contribution given by the independent variable (social capital) to the changes that occur in the dependent variable (self-efficacy). In table 4 is shown the value of Adjusted R Square. The contribution of social capital (independent variable) is 8.8% on self-efficacy, in the sense that 81.2% can be found in further research outside of the social capital variable.

Confidence to what extent a person's ability when carrying out a given job with the aim of achieving certain targets or goals is a reference for assessing a person's self-efficacy. Self-confidence, achievement in educational settings, tenacity, perseverance, despite the many pressures faced. Bandura said that the aspects of self-efficacy are: Level / magnitude (level) of behavior selection to act beyond their abilities, Streght (strength) of the chosen belief, Generality (general) the breadth of behavioral aspects that are confident in their abilities. These aspects come from oneself, based on individual experiences. Social capital has a positive influence coefficient, 0.355, it means that social capital affects 35.5% of self-efficacy, it can be concluded that the higher the social capital of a student, the higher the self-efficacy, or an increase of 35.5%.

This study examines one independent variable, namely the influence of social capital on the interest in entrepreneurship with self-efficacy. From the linear regression analysis, data about social capital has a significance value of t of 0.540, which means > from sig 0.05., it is concluded that social capital has no significant effect on entrepreneurial interest with self-efficacy in STPKat St. St. Francis of Assisi Semarang.

Test the coefficient of determination to calculate the contribution given by the independent variable (social capital) of STPKat students on changes that occur in the dependent variable (self-efficacy). Table 4 is shown in the Adjusted R Square value. The contribution of social capital (independent variable) is 8.8% on self-efficacy, in the sense that 81.2% can be found in further research outside of the social capital variable.

5. Conclusion

The conclusions of this study are: Social capital has a positive influence coefficient, 0.355, it means that social capital affects 35.5% of self-efficacy, it can be concluded that the higher the social capital of a student, the higher the self-efficacy, or an increase of 35.5%.

Social capital in STPKat students has a significance t of 0.540 which means this significance is greater than 0.05, it is concluded that social capital has no significant effect on entrepreneurial interest and self-efficacy in STPKat Semarang students.

Test the coefficient of determination to calculate the contribution given by the independent variable (social capital) of STPKat students on changes that occur in the dependent variable (self-efficacy). Adjusted R Square value. The contribution of social capital (independent variable) is 8.8% on self-efficacy, in the sense that 81.2% can be found in further research outside of the social capital variable.

The results showed that students' social capital had no significant effect on entrepreneurial interest in self-efficacy, so it is recommended that further research be conducted on other variables of entrepreneurial interest. The goal is to be able to measure and apply the model of developing entrepreneurial interest in STPKat students, because the growth of entrepreneurial interest is expected to reduce the movement that comes from universities.

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