

The Effect of Self-Concept on the Students' Entrepreneurship Potential

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Abstract

Entrepreneurship contributes to economic development in any country and can be linked to economic growth. The increasing number of young entrepreneurs is needed to support the growth of the world economy. Universities realize the importance of developing students' entrepreneurial potential. This study aims to determine the effect of self-concept of the potential college student entrepreneurship. This research is a quantitative study. The formulation of the problem is whether self-concept influences the entrepreneurial potential of students. The research subjects were students of the Akademi Kesejahteraan Sosial (AKK) with majors in culinary, fashion and cosmetology. In achieving its objectives, an online questionnaire was given to 60 students. The data collected is analyzed in simple regression model. Data were analyzed with SPSS 16 version. The results showed that self-concept has a positive and significant impact on the potential of entrepreneurship. The academy can strengthen students' self-concept by instilling entrepreneurial values and training to form a good self-concept.

Keywords: Entrepreneurship, Self-concept, Student.

INTRODUCTION

Entrepreneurship contributes to economic development in any country and can be linked to economic growth. The number of Indonesian entrepreneurs according to the BPS (2017) increased by 3.10 percent from 1.67 percent of the 225 million population. However, the number of entrepreneurs in Indonesia is far more than that of neighboring countries. For example, the number of entrepreneurs in Indonesia is still more than 6% of the total population, Singapore 7 percent, Malaysia 6 percent, Thailand 5 percent. As a developing country, Indonesia is expected to have a large number of entrepreneurs, because of the higher the number of entrepreneurs, the more developed and stable the country's economy. The increasing number of entrepreneurs is a reflection of the country's economic progress (Simanjuntak et al., 2016).

At present, higher education plays an essential role in producing graduates who have competencies to increase the number of entrepreneurs. Higher education is increasingly being demanded to prepare graduates to face the challenges of the industrial revolution 4.0. The effort to increase the number of entrepreneurs is through developing the potential of student entrepreneurs. Students are given skills in entrepreneurship through entrepreneurship courses. However, students still have not shown interest in entrepreneurship. Many college graduates work outside their fields and choose to work rather than creating employment opportunities for others.

Entrepreneurship is a process of someone to pursue opportunities to meet needs and desires through innovation, without regard to the resources they control (Robbins & Stephen, 2006). According to Meredith et al. (2002), entrepreneurship is that entrepreneurs are people who can to see and assess business opportunities, gather the resources needed to take advantage of them and take appropriate actions to ensure success. While Finces (2011), said that entrepreneurship is a person who has instincts (enthusiasm, soul, reason, intuition, and competition), to do business, take risks, dare to invest, dare to make changes quickly and big to create progress any time. Characteristics

of entrepreneurial attitudes put forward by Kasmir (2014), namely (1). Have a vision and purpose, (2). Initiative and always proactive, (3). Performance-oriented, (4). Dare to take risks, (5). Hard Work, (6). Responsible, (7). Commitment, (8). Develop and maintain good relations. According to Asmani (2011, pp. 70-74), those entrepreneurial characteristics which can create and take advantage of opportunities, dare to take measured risks and always innovate endlessly.

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves (McLeod, 2008). The concept of self becomes the most important thing that affects a person's life. According to Desmita (2009), self-concept is an idea of oneself that includes a person's beliefs, views, and judgments of himself. Self-concept consists of how to view yourself as a person, how someone feels about himself and how someone wants himself to be human as he wants. In line with these statements, Leonard and Supardi (2010) state that "self-concept is a healthy individual response to themselves and their lives", With the same source Leonard and Supardi (2010) also explained that self-concept is not a congenital factor from birth, passing on the factors formed through the experience of individuals in dealing with others. The above agrees with Gunawan (2007) which states that: "self-concept is a person's perception or view of himself, which is formed through life experiences and interactions with the environment and also because of the influence of people who are considered important or which is used as a role model. He also stated that one's self-concept starts from a young child (toddler) where the child learns from his environment " The properties above are reinforced by the statement (Jalaludin & Rakhmat, 2005) which states that "self-concept is a very decisive factor in interpersonal communication, because everyone behaves as much as possible according to his concept" Self-concept is a view, thought and judgment of a person towards himself after gaining knowledge both from the teaching and learning process and from the daily experience that he can from the surrounding environment so that it reflects a person's overall behavior. Timmons and Spinelli (2004) have mentioned more than twenty personality traits that are strictly related to entrepreneurial potential, and that may differentiate entrepreneurs from non-entrepreneurs. Krueger and Brazeal (1994) revealed that personality is a predictive factor of entrepreneurial potential. As the research of Simanjuntak et al. (2016) with the result that The better student's self-concept as many as one point will increase the entrepreneurship potential. Base on the research of Wijaya and Tanumihardja (2014) show that entrepreneurship knowledge and self-concept affected positively and significantly on entrepreneurial interest at a significance level of 5% than mean. According Setyawan (Sumarni, 2006), that prospective entrepreneurs (individuals who are interested in entrepreneurship) need to recognize their own personalities and competencies, on this basis it can be interpreted that someone who will be entrepreneurial needs to understand about positive self-concepts.

Determination of the location of this study is based on various considerations of researchers related to the privilege of Akademi Kesejahteraan Sosial "AKK" as a vocational academy that produces graduates who have skills in the fields of Culinary, Clothing, and cosmetology. Students of Akademi Kesejahteraan Sosial "AKK" should have had skills that can be used to make money since they already have skills as an initial capital of entrepreneurship. In the first semester, they have acquired basic skills in their field of study, even though practical courses are only around 15% of the total training material that will be obtained during college. Problems found in students include; 1) Students still feel less confident to start a business; 2) Students still feel unable to start a business; 3) Students do not recognize the entrepreneurial potential in themselves. Based on the

problems it can be drawn that self-concept is essential that could be expected to affect the potential of entrepreneurship in students. In line with research by zaira khairani et al (2018); simanjuntak et al (2016) that formal education, self-concept, and student entrepreneurial potential. Therefore, we need a study to examine the influence self-concept to the possibility of entrepreneurship in students. This study can bring a potential contribution to the university to make policies and arrange the strategies to develop the entrepreneurial potential of vocational students. The purpose of the present study is to investigate the affect role self-concept to students potential entrepreneurship. Furthermore, we hypothesize that self-concept may influence the student's entrepreneurship potential.

RESEARCH METHOD

This research is a quantitative study. This research was conducted at the Akademi Kesejahteraan Sosial (AKK) from October to November 2018. The convenience sampling technique was used and 60 students with complete data were included in the study. data is collected through an online questionnaire with google form. The variables examined in this study were self-concept and entrepreneurial potential, which was adjusted by the entrepreneurship survey conducted by Simanjuntak et.al (2016). The hypothesis proposed in this study is that there is an influence of self-concept on entrepreneurial potential.

Test the validity of the questionnaire using the SPSS 16.0 program. The results of the validity test of the self-concept questionnaire data obtained the value of $r=0.610 > r_{table}=0.514$, and the potential for entrepreneurship obtained the value of $r_{xy} = 0.555 > r_{table} = 0.514$ with a significance level of 5%. 12 items of self-concept instruments and 18 items of entrepreneurial potential instruments were tested and declared valid. Variable self-concept and enterprenenurial potential were measured by scale of semantic differential (0-5), where 0 statement was inappropriate to the students, while 5= statement was very appropriate. Data analysis through two stages, namely the assumption test and the hypothesis test. The assumption test used consists of a normality test and a linearity test. Hypothesis testing is intended to determine the relationship between self-concept and entrepreneurial potential.

The reliability test results of the self-concept questionnaire data obtained an Alpha value of 0.978 and the results of the reliability test of the entrepreneurial potential obtained an Alpha value of 0.983. The Alpha value is in the interval between 0.80 - 1.00 with very high criteria, so the questionnaire data is declared reliable and can be trusted to collect research data.

The normality test uses Kolmogorov-Smirnov, the probability value (Sig.) Self-concept is 0.904 and the probability value (Sig.) Of entrepreneurial potential is 0.968. The analysis is based on a probability value (Sig.) That is compared with a degree of freedom α 0.05. Based on the results of the data analysis, it can be concluded that the data of self-concept and entrepreneurial potential are at the level of normal distribution.

The data had been obtained was processed through a scoring process, cleaning and data analysis. Data were analyzed using SPSS version 16 with simple regression analysis.

Respondent's Profiles

The number of respondents involved in the study was 60 students. Respondents are students of the "AKK" Social Welfare Academy with courses in culinary, fashion, cosmetology in Yogyakarta Indonesia. The result showed that the percentage of females (80%) was greater than the male (20%). This result is suitable for the proportion of diploma students of Akademi Kesejahteraan Sosial "AKK" Yogyakarta, in which the

number of women is higher than men. Culinary, fashion, and cosmetology majors are very synonymous with women, and this is why the number of female students is more than men. Meanwhile, the semester ranged between first to the seventh semester. The most substantial proportion of students (40%) was taking courses in the fifth semester.

RESULTS AND DISCUSSION

Self-concept

The questionnaire for self-concept contained 12 questions that explored how big the self-concept of students was. As already mentioned, respondents use the 5-point Likert scale to provide an assessment of their entrepreneurial potential. The mean and standard deviation of each indicator is shown in table 1.

The results of data collection and measurement of response rates for each indicator in table 1 shows that the indicators that support self-concept of students score in both categories. the highest score on the do not wish to discriminate indicator against other people's social status "with an average of 4.50. While the lowest score on the indicator "When accepting praise, I feel I deserve to get it because of the achievements that I achieved from the results of my hard work" with an average score of 3.55. The score shows that most students feel they have a good self-concept. Student's self-concept is influenced by the knowledge and experience they gain (Khairani, 2018).

Table 1. Mean score and standard deviation for students' self-concept

Self-concept	Mean	Std. Deviation
1. I am sure I can solve the problem	3.67	1.052
2. I can solve the problem effectively	3.62	1.059
3. I prefer to the details and look for information to answer them	3.80	1.054
4. In socializing, I am humble.	3.77	1.031
5. I don't like to under estimate others	4.02	1.157
6. I do not wish to discriminate against other people's social status	4.50	0.873
7. When accepting praise, I feel I deserve to get it because of the achievements that I achieved from the results of my hard work	3.55	1.080
8. I remain humble after receiving praise.	4.05	0.982
9. I make the compliment as a reference for more achievement.	4.13	1.033
10. I want to accept other people's criticism	4.18	0.965
11. I consider criticism to be a better reference	4.22	1.059
12. I introspect and learn from failure	3.67	1.052

Entrepreneurship Potential

The questionnaire for entrepreneurial potential contained 18 questions that explored how big the entrepreneurial potential of students was. As already mentioned, respondents use the 5-point Likert scale to provide an assessment of their entrepreneurial potential. The mean and standard deviation of each indicator is shown in table 2.

The results of data collection and measurement of response rates for each indicator in table 2 shows that the indicators that support the entrepreneurial potential of students

score well in the category. the highest score on the indicator "understands one's own strengths and weaknesses" with an average of 4.32. While the lowest score on the indicator "able to make clear goals" with an average score of 3.80. This means that students have attitudes that have the potential to make them an entrepreneur later. This result is in line with the opinion (Prawirokusumo, 2010) which states that entrepreneurs have a risk taker tendency that can accommodate or adjust to changes and they are able to develop their potential.

Table 2. Mean score and standard deviation for students' Entrepreneurial potential

Entrepreneurship Potential	Mean	Std. Deviation
1. I understand my weaknesses and strengths	4.32	0.930
2. I feel the price and pride of myself	3.98	1.000
3. I have an optimistic attitude	4.00	0.991
4. I have the desire to win profits.	4.15	0.880
5. I have the perseverance to reach the goal	4.05	0.910
6. I have the determination to work hard to seize the goal	4.22	0.846
7. I can speculate	3.88	0.976
8. I like risk, but it is realistic to achieve goals.	3.78	0.940
9. I have the willingness to take risks	3.92	0.829
10. I can join other people	4.05	0.982
11. I want to accept criticism from others	4.29	0.955
12. I have a great desire for confidential results	4.28	0.958
13. I can think "out of the box".	3.88	0.976
14. I prefer to be a trendsetter rather than following the trend	3.92	1.046
15. I have a high imagination	3.90	0.969
16. I can make clear goals	3.80	1.022
17. I am not quickly satisfied with the results I get	4.02	1.049
18. I develop and govern myself to achieve goals	3.98	0.930

The influence of self-concept on entrepreneurial potential

Based on the results of a simple regression analysis, the correlation coefficient obtained by $r_{xy} = 0.814$ with $p = 0.000$ ($p < 0.05$) indicates a positive effect, meaning that the more positive the student's self concept, the higher the entrepreneurial potential. The level of significance of the correlation $p = 0,000$ ($p < 0.05$) indicates that there is a positive and significant relationship between self-concept and entrepreneurial potential, so the hypothesis that there is a positive relationship between self-concept and entrepreneurial potential is acceptable. The terminated coefficient shows R Square of 0.662. This figure implies that in this study self-concept has an effective contribution of 66.2% of entrepreneurial potential. The condition states that the level of consistency of entrepreneurial potential variables of 66.2% can be predicted by self-concept variables, the remaining 33.8% is determined by other factors not revealed in this study.

Table 3. Summary of self-concept

R	R Square
.814 ^a	.662

The table above explains the magnitude of the value of the correlation/relationship denoted by (R), which is equal to 0.814. Whereas in the R Square column explains the percentage (%) effect of the Independent variable (X) on the Dependent variable (Y) called the determinant coefficient (R^2) of 0.662 means that the influence of the self concept variable is equal to 66.2%, while the rest is influenced by other variables outside the study. The results of this study were experiments with research (Khairani, 2018; Simanjuntak et al (2016) in which positive and significant self-concepts of student entrepreneurial potential.

Entrepreneurial ability is largely determined by the ability of students to determine self-concept independently. Well-packaged self-concepts are very effective in developing students' abilities in entrepreneurship. In line with Simanjuntak et al (2016) opinion that says that the better the self-concept a person eats the better the potential for entrepreneurship. the relationship between self-concept and entrepreneurship is that if an individual evaluates himself unfavorably then the individual will underestimate and imagine the failure of his business, whereas if the individual assesses himself good or bad. If the self-concept is positive then the individual will be optimistic about his business and try to overcome difficulties so that the possibility of success increases.

According to (Lukman, 2000) dynamically self-concept is formed and developed because of the experience of interaction between himself and others. The basis of this experience and interaction then individuals assess themselves and turn to use these assessments to be a benchmark in thinking and behaving. Students who have entrepreneurial experience and are familiar with entrepreneurial activities will have self-concepts that are worth entrepreneurship. Entrepreneurial values that are owned will lead to entrepreneurial potential in students.

CONCLUSION

The results of this study indicate that students who have a better self-concept will be more confident to start a business. The most substantial proportion of students is female and currently studying in the fifth semester. Improvement of self-concept in students will increase the potential for entrepreneurship. Self-concept influences the entrepreneurial potential of students. Based on the results of the study, it was found that the entrepreneurial potential of students in the high category, this proves that students with vocational skills have high entrepreneurial potential because previously they have had the provision to start a business.

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