

THE INFLUENCE OF EDUCATION AND ENTREPRENEURSHIP SKILLS ON BUSINESS SUSTAINABILITY: SELF-EFFICACY AS AN INTERVENING VARIABLE IN TOURISM SERVICE BUSINESS

Dhian Tyas Untari ¹

¹ Bhayangkara Jakarta Raya University, Indonesia

*Corresponding Address: dhian.tyas@dsn.ubharajaya.ac.id

Received: 16 October 2022 / Approved: 17 November 2022 / Published: 29 December 2022

Abstract: Huge business opportunities are created from tourism development in Bekasi. Bekasi is one of the buffer zones for the Capital City, which has a large population and a very high commuter population, creating a business opportunity for the tourism service sector. Thus, it is important to analyze further how entrepreneurship education and entrepreneurial skills influence business Sustainability with self-efficacy as an intervening variable for tourism service entrepreneurs in Bekasi. This type of research uses a quantitative approach by surveying respondents who are tourism service entrepreneurs in Bekasi City, West Java, who are members of social media groups. Respondents involved in the study were 41 people. The data analysis technique in this study is quantitative data analysis, namely testing and analyzing data by calculating numbers and then drawing conclusions from the test by testing. a) Classical Assumptions, namely normality test, linearity test, multicollinearity test, heteroscedasticity test b) Path analysis c) Significance test. The results of the study show that Entrepreneurship Education and Entrepreneurial Skills are very important in increasing Self-efficacy, which will impact Business sustainability.

Keywords: Entrepreneurship Education, Entrepreneurial Skills, Business Sustainability, Self-Efficacy, Tourism Service

INTRODUCTION

Indonesia, as a country with 270.2 million people, is unavoidable from various problems, one of which is the problem of employment. The high population that is not accompanied by high employment opportunities causes a high number of unemployed. Unemployment is a serious problem because the impact of unemployment can cause various problems from a social and economic perspective. With these problems, increasing the role of entrepreneurs and the entrepreneurial spirit becomes very important. Entrepreneurship has a central role in the life and development of a nation. One indicator of the progress of a country can be seen in the number of entrepreneurs. Tilaar (2012) states that a developed country has at least two percent of the population as entrepreneurs. If the number of entrepreneurs in a country is large, many jobs will be created, which will have implications for reducing the number of unemployed.

Creating an entrepreneur can be started through entrepreneurship education, which is taught in vocational schools or other vocational schools. Still, it will be faster if entrepreneurship education also begins to be implemented by families, communities, and educational institutions. Education can be a connecting bridge for humans toward a better life. Entrepreneurship education is expected to arouse the spirit of entrepreneurship, self-reliance, and work and develop the national economy (Jamal: 2011).

One of the things that is also important in entrepreneurship is the ability to be creative and innovate, create according to anything new, and modify something into something interesting that can have business value and can be offered to the community. This is very important because competition in the business sector is very tight; the ability to be creative is a strength in competition.

Entrepreneurship, an important company activity, has been tested, showing a positive relationship between entrepreneurship and business success (Zulkifli & Rosli, 2013). The main objective of running a business is to make a profit, achieve success, and ensure its continuous existence. A successful business is one of the results of assets used to continue running well (Purnama, 2010). Small business failure rates are still high around the world. Since entrepreneurship leads to economic growth, we need more successful entrepreneurs to grow the economy and minimize business failures (Shabir Hyder Robert Lussier, 2016). Business success in Thailand experiences many uncertainties that lead to failure, especially in small and medium enterprises (Chittithaworn, 2011). In Malaysia, SMEs have experienced a high failure rate over the last five years (Chong, 2012). In Australia, the failure rate of SMEs is reported to be 23%, while Malaysia's failure rate is very high at 60% (Ahmad, 2009).

The tourism sector is a sector that has the potential to be developed as a source of regional income (Untari et al., 2017), so programs for the development and utilization of regional tourism resources and potential are expected to contribute to economic development (Ali et al., 2019). Tourism is seen as an activity with a multidimensional nature to the development process. The development of the tourism sector involves socio-cultural, economic, and political aspects (Untari, 2019; Comerio and Strozzi, 2018).

Entrepreneurs have the opportunity to create jobs and generate higher income than a career as an employee. Self-efficacy in entrepreneurship makes it easier to open a business by bearing all the risks that will occur later (Apiatun and Prajanti, 2019). A person's self-efficacy can manage and take action to achieve goals (Mustofa, 2016; Smith and Fagelson, 2011). In cognitive social theory, low self-efficacy leads to increased anxiety and avoidance behavior; this condition is described as where a person will avoid activities that can worsen things. Threats do not cause this but because they feel they cannot manage risky aspects (Samita and Ismail. 2021)

Huge business opportunities are created from the development of tourism in Bekasi. Bekasi is one of the buffer zones for the Capital City, which has a large population and a very high number of commuters, thereby creating business opportunities for the tourism service sector. Based on the above study, this research further analyzes how entrepreneurship education and entrepreneurial skills influence Business Sustainability with Self-Efficacy as an intervening variable for tourism service entrepreneurs in Bekasi.

METHODS

This type of research uses a quantitative approach by surveying respondents who are tourism service entrepreneurs in Bekasi City, West Java, who are members of social media groups. Respondents involved in the study were 41 people. The sampling method in this study was carried out by purposive sampling, which is part of the non-probability sampling technique. The data observed in this study is primary data, namely the type of data taken directly. The data analysis technique in this study is quantitative data analysis, namely testing and analyzing data by calculating numbers and then drawing conclusions from the test by testing. a) Classical Assumptions, namely normality test, linearity test, multicollinearity test, heteroscedasticity test b) Path analysis c) Significance test. The research method should be included in the Introduction. The method contains an explanation of the research approach, study subjects, the research procedure's conduct, the use of materials and instruments, data collection, and analysis techniques.

Variables Operationalization

1. Entrepreneurship Education

According to Purwana (2017), Entrepreneurship education is defined as an educational program that is a source of entrepreneurial attitude and overall interest in becoming a successful entrepreneur. According to Winardi (2003), Entrepreneurship Education is a planned and applicable effort to increase students' knowledge, intentions, and competencies to develop their potential through creative, innovative behavior and the courage to take and manage risks. According to Winnen (2005), indicators of entrepreneurship education are educational methods, materials, teaching objectives, and education to raise awareness of business opportunities.

2. Entrepreneurial Skills

According to Winnen (2005), entrepreneurial skills are a person's skills in managing his business. Entrepreneurial skills are needed in running a business because an entrepreneur is the heart of the business. The skills entrepreneurs possess will make the business they grow and succeed. Entrepreneurial skills are also one of the determining factors for business success. The indicators used for this study are opinions, according to Katz and Green (2007), namely the dimensions of entrepreneurial skills consisting of technical skills, management skills, entrepreneurial skills, and personal maturity skills.

3. Business Sustainability

Business Sustainability here is not instant, but small entrepreneurs' ability to survive and make their businesses sustainable (Biraglia and Kadile, 2016). This reflects that entrepreneurs with constructive leadership characteristics create sustainable businesses. The fundamental prerequisite for a business is profitability, which is the application of the impact of business sustainability. Building long-term profitability and viability for all business forms is important and is the goal of any organization. (Huyghe et al., 2016). Karimi (2019) describes the factors that make a business survive and are indicators of business Sustainability, namely:

- a. Compilation of a business plan (compilation of a business plan) Compilation of a business plan, namely the entrepreneur must have documentation of business plans that will be used by the organization so that the business survives and develops as planned.
- b. Regular updating of business plans (Updating business plans periodically) Updating business plans periodically, namely entrepreneurs need to make periodic updates from strategy, innovation, financial bookkeeping, and work management to maintain business Sustainability.

- c. Regular analysis of competitors (Regular analysis of competitors) Analyzing competitors regularly, that is, entrepreneurs must know the conditions inside, such as colleagues for work competition and outside the company, so that their business is maintained and wins the competition.
 - d. Ease of venturing into a new business the ease of entering new businesses means that organizations must add new businesses for business development through market expansion.
4. Self Efficacy

Nuzulia (2010) said that self-efficacy results from cognitive processes in the form of decisions, beliefs, or expectations about the extent to which individuals estimate their ability to carry out certain tasks or actions needed to achieve the desired results. Based on the above understanding, we realize that self-efficacy is very important in human life because self-efficacy determines and influences many aspects of our life, including the potential to deal with stressors, face new environments, and work performance. A person's self-efficacy level can be marked by how much a person can solve the problems being faced. Indicators of the Self-Efficacy variable are usefulness for others, sincerity, conformity with life goals, and appreciation from others (Efendi, 2013)

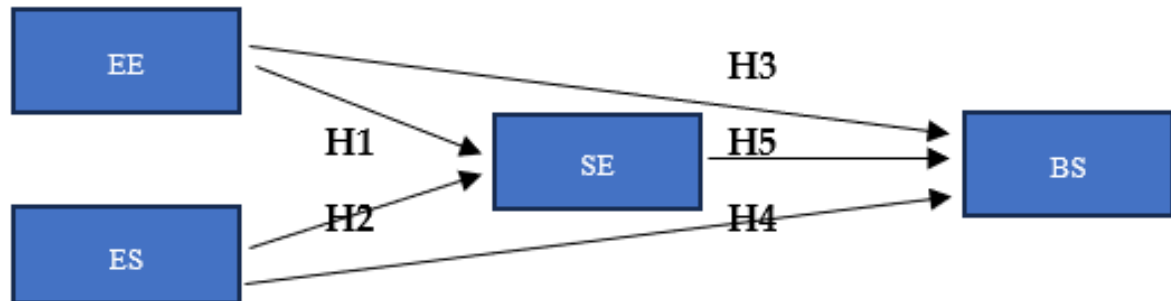


Figure 1. Research Model

Note :

- EE : Entrepreneurship Education
 EC : Entrepreneurship Skills
 SE : Self Efficacy
 BS : Business Sustainability

RESULTS AND DISCUSSIONS

Based on this study's results, the Kolmogorov-Smirnov Normality Test results can be seen with a significant value in both models of 1.080 or more > 0.050 . So, it can be concluded that the two models, through the normality test, are said to be normal. Based on the results of the research on the linearity test, it was significant, which means that the relationship between the four variables has a linear relationship; this is indicated by a linearity of 0.001 or < 0.05 . Then, according to Ghazali (2013), heteroscedasticity aims to test whether there is an inequality of variance in the regression model from the residuals of one observer to another. If the variance from the residual of one observer to another observer remains, it is called heteroscedasticity. Based on the heteroscedasticity test, it can be concluded that the Entrepreneurship Education variable does not occur heteroscedasticity because the significance value is $0.201 > 0.05$. The entrepreneurship Skills variable is declared not to have heteroscedasticity because the significance value is $0.608 < 0.05$, and the Self-efficacy variable is stated to have heteroscedasticity because the significance value is $0.482 > 0.05$.

Path Analysis

In this significance test, two substructure tests will be carried out; the first is to look at the effect of Entrepreneurship Education and Entrepreneurship Skills, which has a Positive Effect on Efficacy. In the second substructure, the effect of Entrepreneurship Education, Entrepreneurship Skills, and Self-efficacy, which has a Positive Effect on Business Sustainability, will be tested.

Substructure 1. The Effect of Entrepreneurship Education and Entrepreneurship Skills on Self-Efficacy

Table 1. Results of processing 1st substructure

Model	Beta	Sig	Description
Entrepreneurship Education	0,469	0,001	Significant
Entrepreneurship Skills	0,672	0,000	Significant

Sources: Data processed, 2022

In Table 1, the regression equation that reflects the variables in this study is:

$$Z = 0.469X_1 + 0.672X_2 + e_1.$$

The standardized coefficient beta value indicates the contribution of the Entrepreneurship Education variable to Self Efficacy is 0.469 and a significant value of $0.001 < 0.05$, which means that Entrepreneurship Education has a positive and significant effect on Self Efficacy. The value of the standardized coefficient of the Entrepreneurship Skills variable on Self Efficacy is 0.672 and a

significant value of $0.000 < 0.05$, meaning that Entrepreneurship Skills have a positive and significant effect on Self Efficacy.

Substructure 2. The effect of Entrepreneurship Education, Entrepreneurship Skills and Self Efficacy on Business Sustainability.

Table 2. Results of processing 2nd substructure

Model	Beta	Sig	Description
Entrepreneurship Education	0,389	0,00	Significant
Entrepreneurship Skills	0,663	0,00	Significant
Self Efficacy	0,137	0,00	Significant

Sources: Data processed, 2022

In Table 2, the regression equation that reflects the variables in this study is:

$$Y = 0.389X_1 + 0.773X_2 + 0.137Z + e_2.$$

The value of the Standardized coefficient beta indicates the contribution of the Entrepreneurship Education variable to Business Sustainability is 0.389 and also a significant value of $0.00 < 0.05$, which means that Entrepreneurship Education has a positive and significant effect on Business Sustainability.

Next, in the second variable, it can be seen that the standardized coefficient beta value indicates the contribution of the Entrepreneurship Skills variable to Business Sustainability is 0.663 and a significant value of $0.00 < 0.05$, which means that Entrepreneurship Skills have a positive and significant effect on Business Sustainability.

In the last variable test, it can be seen that the standardized coefficient beta value shows the contribution of the Self Efficacy variable to Business Sustainability is 0.137 and a significant value of $0.00 < 0.05$, meaning Self Efficacy has a positive and significant effect on Business Sustainability.

Table 3. Results of Direct Effects and Indirect Effects

Direct Effect	Path Coefficient	Indirect Effect	Path Coefficient
Entrepreneurship Education to Self-Efficacy	0,469	X1 – Z – Y	$0,469 \times 0,137 = 0,089$
Entrepreneurship Skills to Self-Efficacy	0,672		
Entrepreneurship Education to Business Sustainability	0,389	X2 – Z – Y	$0,672 \times 0,137 = 0,092$
Entrepreneurship Skills to Business Sustainability	0,663		

Sources: Data processed, 2022

To calculate the direct effect, the following formula is used:

1. Effect of Entrepreneurship Education to Self Efficacy 0.469
2. Effect of Entrepreneurship Skills to Self Efficacy 0.672
3. Effect of Entrepreneurship Education on Business Sustainability 0.389
4. Effect of Entrepreneurship Skills on Business Sustainability 0.663

To calculate the indirect effect, the following formula is used:

1. Effect of Entrepreneurship Education on Business Sustainability 0.089
2. Effect of Entrepreneurship Skills on Business Sustainability 0.092

Table 4. Total Effect

Direct Effect	Path Coefficient	Indirect Effect	Path Coefficient
Entrepreneurship Education to Self-Efficacy	0,469	X1 – Z – Y	0,469 + 0,137 = 0,606
Entrepreneurship Skills to Self-Efficacy	0,672		
Entrepreneurship Education to Business Sustainability	0,389	X2 – Z – Y	0,672 + 0,137 = 0,809
Entrepreneurship Skills to Business Sustainability	0,663		

Sources: Data processed, 2022

To calculate the total effect, the following formula is used:

1. Effect of Entrepreneurship Education to Business Sustainability 0.606
2. Effect of Entrepreneurship Skills on Business Sustainability 0,809

The results of the study are visualized in figure 2 below,

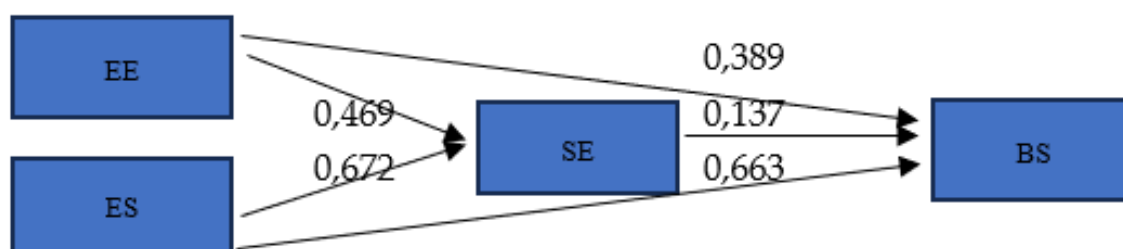


Figure 2. Research result

Discussion

1. The Effect of Entrepreneurship Education on Business Sustainability

Entrepreneurship education has become an important part of higher education curricula worldwide, aiming to cultivate entrepreneurial intentions and skills. Research has shown that involvement in entrepreneurship education programs can produce positive results on business sustainability. Knowledge of, acquisition of business-related skills and knowledge, starting actual

businesses, and company growth is a very important basis for business Sustainability undertaken by tourism service entrepreneurs in Bekasi (Anggraeni and Nurcaya, 2016; Kuswanti and Margunani, 2020).

Entrepreneurial education and literacy is a person's understanding of entrepreneurship with various positive, creative, and innovative characteristics in developing business opportunities into business opportunities that benefit themselves, society, or consumers (Mustopa, 2016). Knowledge about the world of entrepreneurship can be obtained from the world of education, both formal and informal. Meanwhile, Magfirah (2019) states entrepreneurship education is the basis of entrepreneurial resources contained within individuals. Sihombing and Meilani (2018) state that education that increases knowledge affects the quality of businesses that will be and are being undertaken.

2. Effect of Entrepreneurship Skills on Business Sustainability

The results on the entrepreneurial skill variable have a positive effect on business Sustainability and the business experience variable, with the average respondent responding positively to entrepreneurial success. Suryana's (2011) entrepreneurial skill is an entrepreneur's success in implementing the competence he has well in science, which is implemented correctly, and the quality of the individual carrying out entrepreneurial activities. According to McDowell et al. (2018), business success can be created if business actors have more individual skills, such as managerial skills and skills in maintaining product quality.

Chukwujoke (2013) stated that the increasing entrepreneurial success was associated with skills for planning and budgeting for a marketing strategy that provides an attractive range of products, skills to act quickly on detecting changes in the environment, skills for assessing sales problems as a way of maintaining good customer relations, skills to focus good customer relations, skills to focus on product quality to capture a sizeable market share and management expertise skills to attract and keep competent employees. Based on the opinion above, business success and sustainability will be successful by having skills in planning and budgeting for marketing strategies that provide a variety of attractive products, act quickly to detect environmental changes, assess sales problems as a way to maintain relationships with customers, focus on product quality to achieve market share and attract and retain competent employees (Elizabeth, 2013)

CONCLUSION

Research shows that the direct effect component states that Entrepreneurship Education self-efficacy is 0.469, the Effect of Entrepreneurship Skills on Self-efficacy is 0.672, the Effect of Entrepreneurship Education on Business Sustainability is 0.389, and the Effect of Entrepreneurship Skills on Business Sustainability is 0.663. The results of research on the indirect effect component stated that the effect of Entrepreneurship Education on Business Sustainability was 0.089, and the Effect of Entrepreneurship Skills on Business Sustainability was 0.092

Based on the research and discussion results, the authors conclude that entrepreneurship education is important for increasing the sustainability of a business in general and the tourism service business in particular. Therefore, preparing curriculum, materials, and procurement of business incubators at educational institutions is important to provide basic knowledge and knowledge to entrepreneurship.

Meanwhile, entrepreneurship skills need to be grown at the education level and nurtured and trained. There needs to be a separate institution in charge of transplanting prospective new entrepreneurs, especially in the tourism service sector. Self-efficacy will be fostered when a prospective entrepreneur has received entrepreneurship education and has entrepreneurial skills. This will greatly determine the sustainability of the tourism service business that is being undertaken.

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