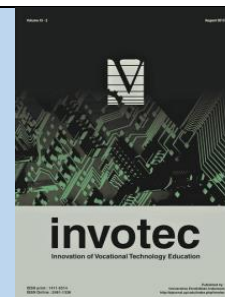




## Innovation of Vocational Technology Education

Available online at <http://ejournal.upi.edu/index.php/invotec>



### The Effects of the Ability of Food Processing and Self-Efficacy towards the Interests of the Entrepreneurship

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#### ARTICLE INFO

##### Article history:

Received: 09 June 2019

Received in revised form: 29 July 2019

Accepted: 25 August 2019

Available online: 31 August 2019

##### Keywords:

*ability to food processing,  
 self-efficacy,  
 the interests of  
 entrepreneurship*

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#### ABSTRACT

The purpose of the study was to determine the effect of the ability to process food and self-efficacy towards the interests of entrepreneurship. The research used a quantitative method with 204 Vocational High School students in culinary study programs taken from three State Vocational Schools in the city of Bekasi, Indonesia. The data were collected using such instruments as interview, documents and questionnaire. The results of the study showed that there was no significant influence the ability to process food towards the interest in entrepreneurship as there was also no significant influence of self-efficacy towards the interest in entrepreneurship. It was also found that state vocational high school students in Bekasi, Indonesia, had very low self-confidence and self-efficacy indicating that they had low motivation for entrepreneurship.

#### 1. Introduction

One of the characteristics of successful entrepreneurs is self-efficacy. Self-efficacy is the individual's belief in the ability possessed to mobilize motivation, cognitive resources, and actions taken on the situations faced. In other words, self-efficacy is an assessment of one's own abilities. According to Bandura, self-efficacy is an individual's belief in the ability to do an action needed to achieve a result. In addition, self-efficacy is related to the belief that one self has the ability to carry out expected actions (Alwisol, 2004).

Sustainable entrepreneurs, i.e. those who proactively facilitate latent demands for sustainable development, are now in higher demand than ever before. According to Lans, Blok, and Wesselink (2014), higher (business) education can play an important role in laying the foundation for these sustainable entrepreneurs.

To provide welfare, economic growth, and to sustain development, countries will be realized with the intentions of citizens towards setting up their own businesses and how to perceive entrepreneurship (Top, Çolakoğlu, & Dilek, 2012).

In the meantime, it is commonly believed that entrepreneurs actually create jobs both directly and indirectly (Top, Çolakoğlu, & Dilek, 2012). Moreover, as stated by Chandra (2017), that entrepreneurship promotes emancipation perspectives, this study focuses on discussing the emancipatory potentials of social entrepreneurship.

Self-efficacy can influence someone's interest in something that is trusted. Starting up a new business requires someone to have a solid trust in themselves; trust that their work will succeed, trust that their ideas are worth trying, etc. Having a new business is also considered a noble job since it is an effort to reduce the number of unemployment. When requisite skills are present, however, self-efficacy beliefs help to explain why task accomplishment sometimes falls short of that which would be predicted by requisite skills, holding other factors constant (Newman et al., 2018)

Peng, Lu, and Kang (2012) suggest that self-efficacy affects interest in entrepreneurship with the support of other factors, namely psychological factors, family, social environment, and experience factors. In the Gibbs' (2009) study, it was also shown that self-efficacy had an effect on the interest in entrepreneurship. The existence of high self-efficacy will make someone creative, and result in the greater the pursuit of business opportunities. Mobaraki and Zare (2012) revealed that with high self-efficacy, a person's confidence in opening a business will be high so that their creativity will also be high.

According to Casson (2012), entrepreneurship is a basic concept that connects various fields of different disciplines including economics, sociology, and history. Entrepreneurship is not only the interdisciplinary field that we normally see, but it is the points that connect the main conceptual frameworks from various disciplines. Related to entrepreneurship, Hisrich (2008) states that entrepreneurship is the process of creating something new with values by devoting the necessary time and effort, assuming the accompanying financial, psychical, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence.

The interest in entrepreneurship is reflected by desire and willingness to work hard or be strong-willed to be self-sufficient or try to fulfill their life needs without feeling afraid of the risks that will occur and always learn from failures experienced (Suryawan, 2006). Cahyaning (2011) also argues that the interest in entrepreneurship is the desire in individuals who have the courage to create businesses to achieve success for a better life. In the opinion of Paulina and Wardoyo (2012), entrepreneurial intention is the desire of individuals to take entrepreneurial actions by creating new products through business opportunities and risk taking.

According to Wibowo (2011), the notion of ability or competence is the ability to carry out work or tasks based on skills and knowledge and supported by work attitudes set by the job. The ability to show certain knowledge, skills and attitudes of a profession in certain skills characteristics, which characterize a professional.

Competence literally comes from the word competence, which means ability, authority, and skill. In terms of etymology, competence means the aspect of excellence, the expertise of the behavior of an employee or leader which has good knowledge, behavior, and skills. Characteristics of competence are things that become part of a personal character and become part of a person's behavior in carrying out a work assignment.

Anwar (2013) states that the factors of ability are twofold, namely: (1) Physical ability indicating the ability to move according to the conditions of stamina, strength and biological characteristics, and (2) Intellectual ability that is the ability in activities related to mental activity.

The ability to process food is complex to deconstruct and understand food systems by increasing the prevalence of processed foods (Engler-Stringer, 2010). Chute (2013) states that food processing skills are complex, interrelated, people-centered skills needed to provide and prepare food that is safe, nutritious, and culturally acceptable for all members.

The influence of entrepreneurship education in vocational high school education is one of the important factors to grow and develop entrepreneurial spirit and behavior (Lukmayanti, 2012). Students are now required to take advantage of the knowledge they have gained to support and create entrepreneurial activities. Vocational High School graduates are now expected to be agents of change that can be useful in community empowerment. This is not an easy thing to achieve. For that reason, it would be nice if in each school to enter entrepreneurship subjects into the curriculum so students know about how to become an entrepreneur (Top, Çolakoğlu, & Dilek, 2012).

## 2. Method

This study uses associative quantitative research methods to explain the influence of interest in entrepreneurship. The independent variable in this study is the ability to process food and self-efficacy while the dependent variable is the interest in entrepreneurship. This study uses a quantitative approach with questionnaire method. The dependent variable is Y and independent variables are X1 and X2. The research design is described in Figure 1.

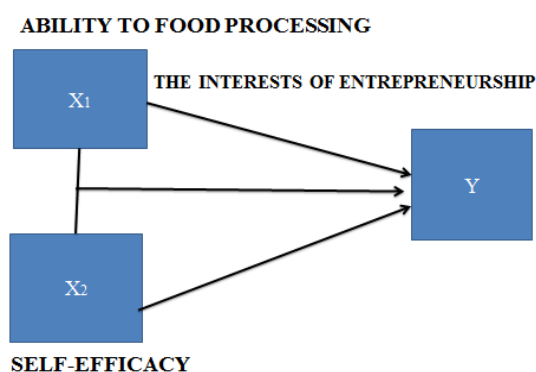


Figure 1. Research design

Samples in this study are selected using a purposive sampling technique. The sampling technique results in eleventh graders majoring in catering. This sample is suitable for quantitative research that does not generalize. After the researcher conducted observations on 3 (three) Vocational Schools in Bekasi, it was concluded that the Vocational High School was an equivalent school seen from the aspect of the curriculum used.

Samples were purposefully selected from three different schools and there were two classes chosen from each school. Finally, the sample in this study were two classes of eleventh graders majoring in Catering at SMK 1 Tambun Selatan with a total number of 67 students consisting of 17 males and 50 females, two classes 11 majoring in Catering in he 1 Setu Vocational High School with a total number of 65 students comprising 15 males and 50 females, and two classes of eleventh graders majoring in Catering at the Vocational High School 3 Bekasi with a total number of 62 students containing 12 males and 50 females.

### 3. Results and Discussion

Hypothesis testing is done using multiple linear regression analysis. To make it easier to analyze data, all data processing will be carried out using the SPSS program (Statistical Package for Social Science) for Windows version 20.0.

The regression results from primary data processed can be seen in the Table 1 as follows:

Table 1. Results of multiple linear regression test

Model	Unstandardized Coefficients B	t	Sig.
(Constant)	62,522	11,37	,000
X <sub>1</sub> =Ability	-,109	-1,411	,160
X <sub>2</sub> =Self- Efficacy	-,118	-1,651	,101

Based on the table above, the regression equation model can be obtained as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2$$

$$Y = 62,522 + (-0,109)X_1 + (-0,118)X_2$$

The constant is 62,522, meaning that if the ability to process food and self-efficacy does not exist or the value is 0, then the interest in entrepreneurship in Bekasi State Vocational School students is 62,522. The variable regression coefficient of the ability to process food (X<sub>1</sub>) is -0.109 or 10.9%, meaning that if the ability to process food is increased by 1 unit, then the interest in entrepreneurship of students of Bekasi State Vocational School has decreased by a very small amount of 0.109 units. The coefficient is negative, meaning there is a unidirectional influence between the ability to process food and the interest in entrepreneurship.

Self-efficacy variable ( $X_2$ ) regression coefficient of -0,118, meaning that if self-efficacy is increased by 1 unit, then the interest in entrepreneurship of Bekasi State Vocational School students decreases by 0,118 units or by 11.8%. The coefficient is negative, meaning there is an indirectional influence between the self-efficacy and the interest in entrepreneurship. The more self-efficacy is given, the lower the interest in entrepreneurship in Bekasi State Vocational School students will be.

The results of the t-test are used to determine whether the independent variables partially influence the dependent variable. The test results of the influence of the ability to process food and self-efficacy partially on the interest in entrepreneurship of students of Bekasi State Vocational School can be seen in table 1.

### 3.1 Influence of the ability to process food towards the interests of entrepreneurship

Based on Table 1, it can be found that the obtained value is -1.411 with a Sig value of 0.160. This shows that the score is smaller than the table value of 3.182 and the Sig value is greater than 0.05. Thus  $H_0$  is accepted and  $H_1$  is rejected. This means that the ability to process food does not have a significant effect on the interest in entrepreneurship in students of Bekasi State Vocational School. Cooking skills to the ability to do tasks such as baking, broiling, poaching, and stir-frying is an oversimplification of activities involved in planning, organizing, and preparing a meal (Engler-Stringer, 2010). de Groot et al. (2017) states that there is a significant body of literature supporting claims that access to energy advances development, and stimulates to the establishment and growth of enterprises.

### 3.2 The effect of self-efficacy on the interest in entrepreneurship

The table also shows the of count of -1.651 with the Sig value of 0.101. This shows that the count is smaller than the table value of 3.182 and the Sig value is greater than 0.05. Thus  $H_0$  is accepted and  $H_1$  is rejected. This means that the variable self-efficacy does not have a significant effect on the interest in entrepreneurship of students of Bekasi State Vocational High School. Effects of entrepreneurial self-efficacy beyond the entrepreneurial venture context (Newman et al., 2019), a self-interested understanding of entrepreneurship (L. Brändle et al., 2018), strengthen self-efficacy in young people during entrepreneurship-related education, and positive emotions may lead to an aware use of resources, including self-efficacy (Basinskaa & Dåderman, 2018). Also, self-efficacy scale is a better predictor of teachers' entrepreneurial behavior might indicate that entrepreneurship within the educational sphere is less dependent (Neto et al., 2018).

### 3.3 Simultaneous regression coefficient test results (Test F)

The results of the F test are used to determine whether the independent variables together have a significant effect on the dependent variable.

The test results of the effect of the variable ability to process food and self-efficacy together towards the entrepreneurship potential of students of Bekasi State Vocational School can be seen in table 2.

Table 2. Results simultaneous regression coefficient

Model	Sum of Squares	F	Sig.
Regression	186,480	2,527	,083 <sup>b</sup>
Residual	5941,617		
Total	6128,098		

Based on table 2. the Fcount value is 2.527 with a Sig value of 0.083. This shows that the F count value is smaller than Ftable 2.65 and the Sig value is greater than 0.05. With this result, could be stated that  $H_1$  is accepted and  $H_0$  is rejected. This means that the ability to process food and self-efficacy together does not significantly influence the interest in entrepreneurship of students of Bekasi State Vocational School.

#### 4. Conclusion

From the results of the research conducted, the researcher draws conclusions that are adjusted to the objectives of this study. The influence of the ability to process food and self-efficacy towards the interests of entrepreneurship students of Bekasi State Vocational School has no significant influence. This means that the ability to process food and self-efficacy do not have strong contributions for vocational students to become self-employed. The ability to process food does not significantly influence the interest in entrepreneurship of students of Bekasi State Vocational High School because Bekasi State Vocational School students are not confident in their abilities. Furthermore, self-efficacy does not significantly influence the interest in entrepreneurship because students of Bekasi State Vocational School have very low self-confidence. Together, the ability to process food and self-efficacy does not significantly influence the interest in entrepreneurship of students of Bekasi State Vocational School.

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