

Influence of Education of Entrepreneurship, Self Efficacy, Locus of Control and Entrepreneurs Characters of Enterprises (The Study Case Is All the Students of Private University in Medan)

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ABSTRACT

Many young people become unemployed, so that fostering an entrepreneurial spirit is believed to be an alternative to overcome limited employment and reducing the number of unemployed. The purpose of this study was to analyze the effect of entrepreneurship education, self efficacy, locus of control and entrepreneurial character in the interest of entrepreneurship among undergraduate students. The location of this research is Muhammadiyah University, North Sumatra Faculty of Business Management, Medan Area University Faculty of Economics and Business, and Islamic University of North Sumatra Faculty of Economics and Business. The three universities were chosen because they already have a business incubator center, the number of samples used was 125 people (Quota sampling). Where research respondents are students who have taken the Entrepreneurship course (purposive sampling). Data collection by questionnaire. Data analysis techniques used, multiple linear regression, simple regression, and determinant coefficients. Based on the partial test (t test), it was found that there was a positive but not significant effect on entrepreneurship education on entrepreneurial interest. This is indicated by t count of 0.512 and sig of 0.610 where sig > 0.05, There is a positive and significant effect of self efficacy on entrepreneurial interest. This is indicated by t count of 7.167 and sig of 0.000 where sig < 0.05, there is a positive but not significant effect of Locus of Control on entrepreneurial interest. This is indicated by t count of 1.607 and sig of 0.111 where sig > 0.05, there is a positive and significant effect of entrepreneurial character on entrepreneurial interest. This is indicated by t count of 4,794 sig of 0,000 where sig < 0,05. Based on the results of simultaneous testing there are positive and significant effects of entrepreneurship education, self-efficacy, locus of control and entrepreneurial character on entrepreneurial interest. In the F test results obtained the calculated F value of 81.531 and sig of 0.000, where sig F < 0.05. The coefficient of determination (R²) is 0.731.

Keyword: entrepreneurship education, selfefficacy, locus of control, entrepreneurial character, entrepreneurial interest.

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1. INTRODUCTION

Unemployment and poverty are still a big problem faced by the Indonesian people today and the next few years. The high unemployment rate is an endless problem in Indonesia. The unemployment problem is a problem faced by every country. Over the past few decades unemployment has increased. The 1998 economic crisis also contributed to the unemployment rate. In Indonesia, the highest unemployment rate was created by educated groups.

Tabel 1. Unemployment in Indonesia Based on 2014-2018 Education Level

	Highest Education Completed	2014	2015	2016	2017	2018
	Never / never attended school	74.898	55.554	59.346	62.984	42.039
	Not graduated from elementary school	389.550	371.542	384.069	404.435	446.812
	Elementary School	1.229.652	1.004.961	1.035.731	904.561	967.630
	Junior High School	1.566.838	1.373.919	1.294.483	1.274.417	1.249.761
	Senior High School	1.962.786	2.280.029	1.950.626	1.910.829	1.650.636
	Senior High School (SMK)	1.332.521	1.569.690	1.520.549	1.621.402	1.424.428
	Vocational	193.517	251.541	219.736	242.937	300.845
	University	495.143	653.586	567.235	618.758	789.113
	Total	7.244.905	7.560.822	7.031.775	7.005.262	6.871.264

Sumber: www.bps.go.id 2018

Based on the above table the latest data shows that the number of educated unemployed people in Indonesia who have completed diploma and undergraduate education up to 2018 has reached 1,090,000 people, increasing in the previous year which numbered 862,000 people. (bps.go.id, 2018). The number of open salaries for the North Sumatra region reached 396,000 people in the 2018 period, an increase from the previous year of 377,000 people or 5.04% (sumut.bps.go.id, 2018).

Buyung Wijaya (2008) argues "to reduce unemployment in developing entrepreneurship is believed to provide a solution for high educated unemployment". Meanwhile, according to Esther Lince (2009) "the ability of entrepreneurship must be built consciously from an early age so that the younger generation also begins to make entrepreneurship as an important career choice to support the welfare of the nation in the future.

According to Fatoki (2014), "business schools can be a bridge between theoretical knowledge and practical involvement in the field. Related to the influence of entrepreneurship education, there needs to be an understanding of how and encourage the birth of potential young entrepreneurs while they are on the education ladder." Chimucheka (2013), "states that one of the factors driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education".

According to Ramayah and Harun (2005), Entrepreneurial interest is the tendency of individual desires to take entrepreneurial action by creating new products through business opportunities and taking risks. Entrepreneurial activities are largely determined by the interests of the individual himself. People will not become entrepreneurs suddenly without certain triggers.

Entrepreneurship education is an important factor in growing and developing entrepreneurial desires, souls and behavior among young people because education is a source of overall attitude and interest to become successful entrepreneurs in the future (Fatoki, 2014).

Chen, Greene and Crick, 1998 in (Swail, 2011) explain entrepreneurial self-efficacy is an individual's belief in one's own ability to open new businesses and manage tasks and be involved in launching new businesses.

according to Kreitner and Kinicki in (Wiriani et al., 2013) Locus of control consists of two constructs namely internal and external, where the internal locus of control if someone believes that what happens is always under his control and he always takes a role and is responsible in every decision making, while the external locus of control if someone believes that events in his life are beyond his control.

According to Baharuddin (2009: 193) character is a state of the soul that appears in behavior and actions as a result of the influence of nature and the environment. In other words, character depends on external (exogenous) strength. So, individual character is influenced by nature and environment. Character can be changed and educated.

The Faculty of Business Economics of UMSU, UMA, and UISU are some of the largest private universities in the city of Medan that have supported the creation of young entrepreneurs by giving entrepreneurship courses starting from semester 3 to semester 7. In addition, these three campuses have business incubators to create entrepreneurship, because The writer wants to see whether after receiving entrepreneurship education the entrepreneurial interest of students will increase or vice versa.

2. LITERATURE REVIEW

Interest is a feeling of preferability and a sense of interest in a thing or activity without anyone asking. "Interest is basically an acceptance of a relationship between oneself and something outside oneself the stronger or closer the relationship the greater the interest" (Slameto, 2010 : 180). According to Winkel (2004: 650) "interest is the tendency that persists in someone to feel attracted to a particular field and feel happy in various activities related to the field itself". Meanwhile, according to Bimo Walgito (2004: 51) interest is a situation where an individual pays attention to something and is accompanied by his desire to know and learn and prove more about the situation. According to M. Ngalim Purwanto (2006: 56) "interest is an action that is centered on a goal and is an impetus for the action itself".

In this study, researchers can conclude indicators of entrepreneurial interest include feelings of interest, feelings of pleasure, motivation and desire / hope. A person's interest basically experiences development and the factors that influence the development of interest are physical, psychological, and environmental factors.

According to Kasmir (2011: 21), entrepreneurship is creating a business activity to find something new or different from before the need for innovation and creativity.

Entrepreneur is one who develops a new product or new idea and builds a business around the new concept "(Lambing & Kuehl, 2000: 14). An entrepreneur is someone who develops new products or new ideas and builds a business with new concepts.

Entrepreneurship is a way of thinking, studying and acting based on business opportunities, a holistic approach and balanced leadership "(Timmons & Spinelli, 2004: 31).

According to Alma (2010: 12) what most encourages a person to enter an entrepreneurial career is (1) personal attributes and (2) personal environment. The results of the study stated that entrepreneurial interest is influenced by the potential of entrepreneurial personality and the environment. Entrepreneurship can be taught through education and training. "Entrepreneurship has models, processes, and case studies that allow the topic to be studied and the knowledge to be acquired" (Kuratko & Hodgetts, 2007: 34).

Entrepreneurship education is a conscious effort by individuals to add insight into entrepreneurship (Gerba, 2015). According to Lo Choi Tung (2011: 36) states that, "Entrepreneurship education is the process of transmitting entrepreneurial knowledge and skills to students to help them take advantage of business opportunities.

The aim of entrepreneurship education is to form individuals with character, skills and understanding to become entrepreneurs (Aritonang, 2013). Entrepreneurship education plays a role in helping to reduce the unemployment rate in a country (May et al., 2011). Entrepreneurship has become one of the most dynamic forces in developing countries and strengthens world economic growth (Moi et al., 2011). Entrepreneurship education is important for aspiring entrepreneurs, but it does not necessarily create an entrepreneur. In addition to entrepreneurship education as an external factor, there is an effect on entrepreneurial intentions from internal factors, namely self-efficacy which is one's confidence that he is able to successfully start a new business venture based on people's judgment about their ability to carry out certain activities (Campo, 2011).

According to Hattab (2014), given the importance of entrepreneurship can reform the education system to encourage student creativity and innovation. Entrepreneurship education in the form of knowledge and understanding of values, behavior, and abilities about entrepreneurship in facing life challenges (Nursito and Nugroho, 2013). Entrepreneurship education is an important factor in growing and developing entrepreneurial desires, souls and behaviors among young people because education is a source of attitude and the overall intention to become successful entrepreneurs in the future (Fatoki,

2014).

Entrepreneurship education is a conscious effort by individuals to add insight into entrepreneurship (Gerba, 2015). Lestari et al (2012) state that entrepreneurship education can shape the mindset, attitudes, and behaviors of students to become true entrepreneurs so as to lead them to choose entrepreneurship as a career choice.

According to Alhaji (2015) entrepreneurship education is an important component and provides stimulus for individuals making career choices, thereby increasing the creation of new businesses and economic growth. Entrepreneurship is a subject that can be taught in schools and has grown rapidly (Buchari Alma, 2011: 5). According to Geoffrey G. Meredith et al (2000: 5), entrepreneurs are individuals who are action-oriented, and have high motivation in taking risks to pursue their goals.

Bandura in Luthans (2008: 202) states that self-efficacy is a personal assessment or a person's belief in his ability to perform a series of actions needed to deal with future situations ("self-efficacy is personal judgment or belief of how well one can execute courses of action required to deal with prospective situations").

Self efficacy is one's belief in his ability to complete a job (Zulkosky, 2009). A person's motivational conditions are based more on what they believe in than what is objectively true. Personal perception like this plays an important role in developing one's intention (Indarti and Rostiani, 2008). In addition, an entrepreneur should also have strong intuition, initiative, authority, possess mental freedom, have core competencies and of course the factor that is no less important is the interest in entrepreneurship.

Geogory (2011: 212) defines self-efficacy as self-confidence to know their abilities so that they can carry out a form of control over the benefits of the person itself and events in the surrounding environment. According to Jeanne Ellis Ormrod (2008: 20) self-efficacy is an assessment of someone about their own ability to carrying out certain behaviors or achieving certain goals.

According to Laura (2010: 152) self efficacy is a person's belief that can be relied upon and produces various positive and beneficial results. Meanwhile, according to Mujiadi (2003: 86) self efficacy is one of the personal factors that become intermediaries or mediators in the interaction between factors and environmental factors. Self efficacy can be a determinant of successful performance and performance of work. Self efficacy also greatly influences mindset, emotional reactions in making decisions.

According to Jess Geogory (2010: 213) Self-efficacy (self-efficacy) is obtained, expanded, or reduced through one or a combination of the four sources of experience gathering something, vicarious experience, social persuasion, physical and emotional situations. With each method, information about oneself and the environment will be contacted cognitively and together with previous experiences, will change perceptions about self-efficacy.

Locus of control according to Kreitner and Kinicki in (Wiriani et al., 2013), consists of two constructs namely internal and external, where the internal locus of control if someone believes that what happens is always under his control and he always takes a role and is responsible in every decision making, while the external locus of control if someone believes that events in his life are beyond his control. Meanwhile, according to Robbins and judge (2009: 138), Locus of control is the level where individuals believe that they are determinants of their own destiny. According Robbins and Judge (2009: 138), Locus of Control is divided into 2, namely Internal Locus of Control and External Locus of Control.

According to Baharuddin (2009: 193) character is a state of the soul that appears in behavior and actions as a result of the influence of nature and the environment. In other words, character depends on external (exogenous) strength. So, individual character is influenced by nature and environment. Character can be changed and educated. In general, an entrepreneur is those who have the potential to excel and have great motivation to move forward. According to Geoffrey G. Meredith et al (2000: 5), entrepreneurs are individuals who are action-oriented, and have high motivation in taking risks to pursue their goals.

Meanwhile, according to Sandy Wahyudi (2012: 47-48) there are seven definitions of entrepreneurial characteristics, namely Passion, Independent, Market sensitivity, Creative & Innovative, Calculated risk taker, Persistent, and High Ethical Standards. The entrepreneur is an innovator and creator, also known as individuals who have the instinct to see opportunities, to have a vision, to have enthusiasm, the ability both mentally and physically, and critical and creative thinking to conquer slow and lazy ways of thinking (Alma, 2013: 5).

3. RESEARCH METHODOLOGY

The population used in this study were students / students of FEB UMSU, FEB UMA, and FEB UISU 6th semester majoring in Management, who have received lectures, seminar entrepreneurship as many as 450 people. The sample in this study was taken 28% of the total population of 125 people (quota sampling). The distribution of questionnaires was carried out at each campus, with details of 45 students at FEB UMSU, 40 students at FEB UMA, and 40 students at FEB UISU (each campus 1 class).

Data Testing

Researchers tested the validity and reliability of data using the SPSS 22 computer program, found all valid and reliable questions

Table 2. Reability Test

Variable	Cronbach's Alpha	Result
Pendidikan Kewirausahaan (X1)	0,923	Reliabel
Self Efficacy (X2)	0,917	Reliabel
Locus of Control (X3)	0,846	Reliabel
Karakter wirausaha (X4)	0,953	Reliabel
Minat Berwirausaha (Y)	0,941	Reliabel

Classical Assumption Test:

1. Normality Test

Based on the Kolmogorov-Smirnov value is 0.069 and significant at 0.200. Significance value is greater than 0.05, it can be interpreted that the residual data is normally distributed test of multicollinearity.

The value of Variance Inflation Factor (VIF) for entrepreneurship education variables is 1,030, self efficacy is 2,051, locus of control is 1,317 and entrepreneurial character is 2,491. Likewise, the value of tolerance in entrepreneurship education is 0.971, self efficacy is 0.487, locus of control is 0.759 and entrepreneurial character is 0.402 from each of these variables tolerance is greater than 0.1 so it can be concluded that there are no symptoms of multicollinearity.

1. Heterokedasticity Test

Heteroscedesity test results showed that the value of Sig. from the variables of Entrepreneurship Education (X1), Self Efficacy (X2), Locus of Control (X3) and Entrepreneurial Character (X4) of 0.057, 0.140, 0.094 and 0.174 which means that the variable value is greater than 0.05 which means there is no influence between independent variable to absolute residuals. Thus, the model created does not contain symptoms of heteroscedasticity.

Table 3. Multiple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
(Constant)	-4,564	5,487	
Pendidikan Kewirausahaan	,073	,143	,025
<i>Self Efficacy</i>	,751	,105	,486
<i>Locus of Control</i>	,158	,098	,087
Karakter Wirausaha	,479	,090	,397

These results are entered into the multiple linear regression equation so that the following equation is known:

$$Y = -4,564 + 0,073X_1 + 0,751X_2 + 0,153X_3 + 0,479X_4$$

Information:

The regression coefficient shows that each independent variable tested has a positive effect on the dependent variable.

- Constant -4,564 means that if entrepreneurship education, Self Efficacy, Locus Of Control, and Entrepreneurial Character 0 then the interest in student entrepreneurship is -4,564
- The coefficient of entrepreneurship education regression is 0.073 which means that after obtaining 1 time entrepreneurship education the interest for entrepreneurship will increase by 0.073.
- Self-efficacy regression coefficient 0.751 which means that if the self-efficacy of students increases by 1, then the interest of students to become entrepreneurs increases by 0.751.
- Locus of control regression coefficient 0.153 which shows that if the locus of control owned by students increased by 1, then the interest of students to become entrepreneurs increased by 0.153.
- Regression coefficient of entrepreneurial character 0.479 which shows that if the entrepreneurial character owned by students increases by 1, then the interest of students to become entrepreneurs increases by 0.479.

Hypothesis Testing

1. Partial Significant Test (Statistical Test t)

The Effect of Entrepreneurship Education on Entrepreneurial Interest

The t test was used to determine whether entrepreneurship education partially (individually) had a significant or no effect on entrepreneurship. From SPSS data processing for version 22.0.windows For criteria The t test was carried out at the level of $\alpha = 0.05$ with the value of t for $n = 125 - 4 = 121$. Then the t test was obtained as follows: $t_{count} > 1.980$. Based on the results of a partial test the effect of Entrepreneurship Education on Entrepreneurial Interest obtained t_{count} is 0.512 and t_{table} with $\alpha = 5\%$ known to be 1,980, with a significant level of $0.610 > 0.05$. From these results it can be concluded that H_0 was accepted (H_a rejected), this shows that there is an influence but not significant between Entrepreneurship Education on Entrepreneurial Interest in Management students of FEB UMSU, FEB UMA, and FEB UISU. (see Table 1.2).

2. Effect of Self Efficacy on Entrepreneurial Interest

Based on the results of partial testing the effect of Self Efficacy on Entrepreneurial Interest obtained t_{count} is 7167 and t_{table} with $\alpha = 5\%$ known at 1,980, with a significant level of $0,000 < 0.05$. From these results it can be concluded that H_0 was rejected (H_a accepted), this shows that there is a

significant influence between Self Efficacy on Entrepreneurial Interest in Strata 1 students majoring in Management in Management Department students at FEB UMSU, FEB UMA, and FEB UISU.

3. Effect of Locus of control on Entrepreneurial Interest

Based on the results of partial testing the effect of the Locus of Control on Entrepreneurial Interest obtained tcount is 1,607 and ttable with $\alpha = 5\%$ is known to be 1,980, with a significant level of $0.111 > 0.05$. From these results it can be concluded that H_0 was accepted (H_a rejected), this shows that there is an influence but not significant between the Locus of Control on Entrepreneurial Interest in Undergraduate students majoring in Management in Management Department students in FEB UMSU, FEB UMA, and FEB UISU.

4. The Effect of Entrepreneurial Character on Entrepreneurial Interest

Based on the results of a partial test the effect of Entrepreneurial Characteristics on Entrepreneurial Interest obtained tcount is 4,794 and ttable with $\alpha = 5\%$ known to be 1,980, with a significant level of $0,000 < 0.05$. From these results it can be concluded that H_0 is rejected (H_a accepted), this shows that there is a significant influence of Entrepreneurial Character on Entrepreneurial Interest in Undergraduate students majoring in Management in Management Department students in FEB UMSU, FEB UMA, and FEB UISU. For more details, can be seen in Table I.3 of the following SPSS preparations:

Tabel 4. t-Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-4,564	5,487		-,832	,407
Pendidikan kewirausahaan	,073	,143	,025	,512	,610
<i>Self efficacy</i>	,751	,105	,486	7,167	,000
<i>Locus of control</i>	,158	,098	,087	1,607	,111
Karakter wirausaha	,479	,090	,397	5,319	,000

II. Simultaneous Test (Test f)

Can be seen from the results above the sig value $F < 0.05$ ($0.000 < 0.05$) and $F_{arithmic} > F_{table}$ ($81.531 > 2.447$), then H_0 is rejected. So there is a positive and significant influence of entrepreneurial knowledge, self efficacy, locus of control and entrepreneurial character together on entrepreneurial interest in undergraduate students majoring in Management in Management students at FEB UMSU, FEB UMA, and FEB UISU (see Table I. 4)

Table 5. F-Test Result ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	14164,351	4	3541,088	81,531	,000 ^b
Residual	5211,921	120	43,433		
Total	19376,272	124			

II. Coefficient of Determination

This coefficient of determination functions to find out the percentage of the effect of the independent variable and the dependent variable that is by squaring the coefficient found. In its use, the coefficient of determination is expressed in the percentage of the influence of Entrepreneurship Education, Self Efficacy, Locus of Control and the character of entrepreneurship on Entrepreneurial Interest, the determination test can be known.

Table 6. Corelation Testi

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,855 ^a	,731	,722	6,590

a. Predictors: (Constant), total.x4, total.x1, total.x3, total.x2

In the table above, it can be seen that the overall regression analysis shows that the R Square value of 0.731 with a significance value of 0.000 indicates that the correlation or relationship of Entrepreneurial Interest (dependent variable) with Entrepreneurship Education, Self Efficacy, Locus of Control and entrepreneurial character (independent variable) has a level strong relationship that is 73.1%.

5. Discussion

Analysis of the findings of this study is an analysis of the findings of this study of the suitability of the theory, opinions, and previous studies that have found the results of previous assessments and behavioral patterns that must be carried out to overcome these things. Here are 5 main parts that will be discussed in the analysis of the findings of this study, namely as follows:

The effect of entrepreneurship education on entrepreneurial interest

The first objective of this study was to analyze the effect of entrepreneurship education on entrepreneurial interest in undergraduate students at the Faculty of Economics, Management of Muhammadiyah University, North Sumatra. Based on the results of a partial test of the effect of Entrepreneurship Education on Entrepreneurial Interest obtained, tcount was 0.512 and ttable with $\alpha = 5\%$ known at 1.980, with a significant level of $0.610 > 0.05$. From these results it can be concluded that H_0 is accepted (H_a is rejected), this shows that there is a significant but not significant effect between Entrepreneurship Education on Entrepreneurial Interest in Management Departments at Management Department students at FEB UMSU, FEB UMA, and FEB UISU. This shows that there are deficiencies in the method or system of delivering entrepreneurship education learning materials delivered by lecturers to students.

This can be seen from the results of the descriptive answer test on the first statement, that is, after getting Entrepreneurial knowledge, I will start a new business by identifying opportunities for respondents who answer disagree and strongly disagree, amounting to 71 people, in the second statement, namely after getting the knowledge of Entrepreneurship, I will develop Efforts by evaluating the opportunities that there are 72 respondents who disagree and strongly disagree, for the third statement, that is, after getting Entrepreneurial knowledge, I will develop skills by evaluating the opportunities that there are 72 respondents who disagree and strongly disagree, and in the statement the fourth is After getting Entrepreneurial knowledge I will operate a new business respondents who answered disagree and strongly disagree numbered 69 people.

The results of the descriptive study show that entrepreneurship education delivered in entrepreneurship courses has not spurred student interest in entrepreneurship. These results are the same as those found in Indarti and Rostiani (2008) research, comparative studies between Indonesia, Japan and Norway, showing that students with backgrounds behind economic and business education actually has lower entrepreneurial intentions, this finding is contrary to previous studies. This research is supported by the results of a study from Dwi Septiana in 2014 entitled "The Influence of Student Understanding in Entrepreneurship Learning, Entrepreneurial Character, and Student Perceptions about Entrepreneurship Programs on Entrepreneurial Interest (Study on Economic

Education Students Force of 2010 Faculty of Economics, Yogyakarta State University), Research Results This shows that there is a positive but not significant influence on students' understanding of entrepreneurial learning on student entrepreneurial interest.

The effect of self efficacy on entrepreneurial interest.

The second objective of this study was to analyze the effect of self-efficacy on the entrepreneurial interest of S1 undergraduate students in economics management at the Muhammadiyah University of North Sumatra. Based on the results of partial testing the effect of Self Efficacy on Entrepreneurial Interest obtained t_{count} is 7167 and t_{table} with $\alpha = 5\%$ known at 1,980, with a significant level of $0,000 < 0.05$. From these results it can be concluded that H_0 was rejected (H_a accepted), this shows that there is a significant influence between Self Efficacy on Entrepreneurial Interest in students in Management Department students at FEB UMSU, FEB UMA, and FEB UISU. These results indicate that students have high self-efficacy for entrepreneurship which must be maintained and improved again. The results of this study are in line with the formulation of hypotheses which state that self-efficacy has a positive effect on entrepreneurial interest. The results of this research show that the higher the self-efficacy of students, the interest of students to become entrepreneurs is higher.

The results of this study are consistent with Nursito and Nugroho (2013), who have previously also proven that, self efficacy has a positive and significant effect on student entrepreneurial interest in Surakarta. The results of this study are in accordance with the theory revealed by Cromie (2000), which explains that self efficacy affects a person's confidence in achieving or not the goals that have been targeted. The higher the confidence of a student of his ability to be able to try, the greater the desire to become an entrepreneur.

But it can be seen in the results of the descriptive test in the first statement that I am sure that I was able to overcome the difficulty of developing entrepreneurship. There were respondents who answered disagreement, disagree and strongly disagree numbered 28 people, in the second statement that I did not easily give up if my business was less desirable. answer disagree, disagree and strongly disagree numbered 28 people, in the third statement, namely the failure of people who are entrepreneurs, makes me more careful in step there are respondents who answered disagree, disagree and strongly disagree, amounting to 30 people, at the fourth statement stating that I want to enrich myself about the ins and outs of entrepreneurship from books, the experiences of others, and other sources there are respondents who answered disagree, disagree and strongly disagree as many as 45 people, in the fifth statement that I will always enthusiastic in facing challenges in business, there were 44 respondents who disagreed, disagreed and strongly disagreed, in the sixth statement, I believe that entrepreneurial success did not appear suddenly, but it was necessary for the respondent to answer disagreeing, disagreeing and very much 34 people disagree, the seventh statement is that I am sure I will get what you want as long as accompanied by hard work there are respondents who answer disagree, disagree and strongly disagree there are 26 people, the eighth statement is when there is a more tempting entrepreneur than an entrepreneur that I run, I am not affected to change there are respondents who answered disagree, disagree and strongly disagree numbered 17 people, the ninth statement that I try harder if it has not reached the target change there are respondents who answer disagree, do not agree etuju and strongly disagree totaling 33 people, the tenth statement i am trying to evaluate myself to be better there are respondents who answered disagree, disagree and strongly disagree numbered 39 people, the eleventh statement i am sure luck will take sides if done well there are respondents who answered disagree, disagree and strongly disagree as many as 32 people. Hasil uji deskriptif diatas menunjukkan masih ada mahasiswa yang memiliki *self efficacy* rendah yang perlu diperbaiki dan rubah hingga menjadi lebih baik.

Effect of locus of control on entrepreneurial interest.

The final objective of this study was to analyze the effect of locus of control on the entrepreneurial interest of S1 Management Department students at FEB UMSU, FEB UMA, and FEB UISU. Based on the results of partial testing the effect of the Locus of Control on Entrepreneurial Interest obtained t_{count} is 1,607 and t_{table} with $\alpha = 5\%$ is known to be 1,980, with a significant level of $0.111 > 0.05$. From these results it can be concluded that H_0 is accepted (H_a is rejected), this shows that there is an influence but not significant between the Locus of Control on Entrepreneurial Interest. In accordance with the results of the descriptive test, there were 13 statements in which there were correspondents who answered disagree, disagree and strongly disagree, amounting to 14 - 71 people. So it can be

concluded that the locus of control of students for entrepreneurship was still not good and had to be increased further in order to trigger student interest for entrepreneurship. This study is in accordance with these results, explaining that the control of locus owned by students is still low and must be improved. These results are the same as Bustan's research (2014), which found that the locus of control variable did not affect the interests of Sriwijaya State Polytechnic students for entrepreneurship.

The Effect of Entrepreneurial Character on Entrepreneurial Interest

The final objective of this study was to analyze the influence of entrepreneurial character on the entrepreneurial interest of S1 Management Department students at FEB UMSU, FEB UMA, and FEB UISU. Based on the partial test results the effect of Entrepreneurial Characteristics on Entrepreneurial Interest obtained t_{count} was 4,794 and t_{table} with $\alpha = 5\%$ known to be 1,980, with a significant level of $0,000 < 0.05$. From these results it can be concluded that H_0 is rejected (H_a is accepted), this shows that there is a significant influence of Entrepreneurial Character on Entrepreneurial Interest in students. In the descriptive test results there are still students who have a low entrepreneurial character, there are 15 statements in the results table of respondents' answers where respondents who answered disagree, disagree, and strongly disagree amounted to 26-38 people. The results of this study are consistent with the results of a study conducted by Dwi Septiana in 2014 entitled "The Influence of Student Understanding in Entrepreneurship Learning, Entrepreneurial Characteristics, and Student Perceptions about Entrepreneurship Interests in Entrepreneurial Interest (Study on Economic Education Students Force of 2010 Faculty of Economics, Yogyakarta State University)", Concluded that there is a positive and significant influence on the character of student entrepreneurship on student entrepreneurial interest.

The Effect of Entrepreneurship Education, Self Efficacy, Locus of Control and Entrepreneurial Character on Entrepreneurial Interest.

The results of the study were obtained regarding the Effect of Entrepreneurship Education, Self Efficacy, Locus of Control and Entrepreneurial Character on Entrepreneurial Interest in 1st semester 7 strata students of Muhammadiyah University, North Sumatra. From the ANOVA (Analysis Of Variance) test in table IV.13, a f_{count} of 81.531 was obtained with a significant level of 0.000. While f_{table} with a significant level $\alpha = 5\%$ is 2,450. Based on that, $f_{count} > f_{table}$ ($81.531 > 2,450$) H_0 is rejected (H_a accepted). So it can be concluded that the variables of Entrepreneurship Education, Self Efficacy, Locus of Control and Entrepreneurial Character, together have a positive and significant effect on student interest in entrepreneurship. The results of this study are in line with the results of research from Adnyana, et al (2016), and Anggraeni, et al (2016) showing that the variables of Entrepreneurship Education, Self Efficacy, Locus of Control and Entrepreneurial Character, together have a positive and significant effect on entrepreneurial interest.

4. CONCLUSIONS

Based on data obtained from the results of the analysis conducted, the conclusions can be drawn as follows:

- a. There is a positive and significant influence on entrepreneurship education, self-efficacy, locus of control and entrepreneurial character on entrepreneurial interest.
- b. There is a positive but not significant effect on entrepreneurship education on entrepreneurial interests.
- c. There is a positive and significant effect of self efficacy on entrepreneurial interest.
- d. There is a positive but not significant effect of Locus of Control on entrepreneurial interest.
- e. There is a positive and significant influence of entrepreneurial character on entrepreneurial interest.

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