

The Influence Of E-Marketing Learning And Self Efficacy Toward Students' Interests In Entrepreneurship

Suharto, Umi Hidayati

Faculty of Educational Science, STKIP PGRI Nganjuk, Jl. A.R. Saleh No. 21 Nganjuk Jawa Timur, Indonesia
suharto@stkipnganjuk.ac.id

Faculty of Educational Science, STKIP PGRI Nganjuk, Jl. A.R. Saleh No. 21 Nganjuk Jawa Timur, Indonesia
umihidayati@stkipnganjuk.ac.id

Abstract: The purpose of this study is to determine the effect of E-Marketing learning and self-efficacy toward students' interest in entrepreneurship. The research sample is from 109 students who have followed the course Entrepreneurship in STKIP PGRI Nganjuk Indonesia. Collecting data uses questionnaires, interviews, and documentation. Statistical test studies use multiple linear regression tests that aimed to determine the influence between variables. The results showed that (1) there is significant influence between E-Marketing learning to the interest in entrepreneurship, (2) there is significant relationship between self-efficacy toward entrepreneurship interest, and (3) there is significant relationship between E-Marketing learning and self-efficacy of the interest in entrepreneurship. The use of E-Marketing in entrepreneurship students has increased. Students are more motivated to entrepreneurship by leveraging online platforms such as social media Facebook, Instagram, market place, Youtube, and website. In addition, the increase of self-efficacy also makes the students more active in running businesses owned. Secondly, it is certainly able to increase student interest in entrepreneurship.

Keywords: E-Marketing, Self Efficacy, Entrepreneurship.

1. INTRODUCTION

Digitalization era that is characterized by the development of information and technology has affected various sectors, especially in the field of business. E-Marketing is one of them, which is a new marketing method developing very fast and dynamic amidst the technological advances. E-Marketing is part of the E-business which utilizes electronic media to conduct marketing activities [1]. Differ from traditional marketing, E-marketing by relying on online platforms such as the internet, websites, and other technologies similar [2]. Through via online, buyers and sellers can interact directly without having to meet face to face. In fact, the range of E-Marketing is very large. Another advantage of the use of E-Marketing is easier for users to find out about the customer, help the search target consumers more effectively with a very wide range, facilitates finding new consumers, allows consumers to provide feedback on the seller's business directly without having face-to-face, and the information is conveyed [3] [4]. Along these developments, universities must be able to print and improve the quality of human resources in accordance with their competence. Output graduates should be equipped with the skills and knowledge to be ready to enter the working world. Following up on this, PGRI STKIP Nganjuk as one of the private universities exist in East Java Indonesia, has made every effort to equip students to be able to compete amid the development of the business world today. Start of program entrepreneurship courses, lectures held internships, and set up a business centre. However, the observation shows that graduate students in STKIP PGRI Nganjuk prefer a workforce than to be entrepreneurs. The data showed 68% of alumni prefer to look for a job and 32% create their own jobs. The number of users of E-Marketing in entrepreneurship students is also lacking. Many students in entrepreneurship through traditional methods (offline). Of the 109 students, the data suggest the use of social media Facebook for business marketing via online only by 29 users,

Instagram by 18 users, Market Place crate Shopee by 4 users, Youtube by 8 users, and only 2 users website. Students prefer online platforms such as social media just for entertainment and play. The results also show observation that there are other factors that affect the interest in entrepreneurship is the level of confidence (self-efficacy). Self-efficacy is important owned by each prospective entrepreneur. Lack of confidence in the face of competition and business facilities make the barrier to start entrepreneurship. The analysis showed that self-efficacy students PGRI Nganjuk STKIP still low. Students are still many who easily give up when his efforts failed, less spirit, and did not dare to make innovations. At the end of a low self-efficacy make low student interest in entrepreneurship [5]. Referring to the data on the above data, showing that interest in entrepreneurship graduates PGRI STKIP Nganjuk still not maximized. Therefore, it takes the concept of formal and informal education that is able to provide a stock of knowledge in managing the business and give a boost to be able to become entrepreneurs [6]. Interest in entrepreneurship is the desire, interest, and willingness of a person to the idea held to work hard to meet demand. Interest in entrepreneurship needs to be nurtured from an early age because it has an important role in the start of each job [7]. If a person has an interest in an object, then the attention will increase. The need for more innovative instructional strategies is to increase student interest in entrepreneurship. The use of technology in learning and information needs to be applied. In this research, increase student interest in entrepreneurship learning is done with the application of E-Marketing and increased self-efficacy.

2. METHOD

The research was conducted in STKIP PGRI Nganjuk with a total sample of 109 students who have participated in entrepreneurship courses. This research uses descriptive quantitative method. The variables of this research are the

study of E-Marketing (X1), self-efficacy (X2), and interest in entrepreneurship (Y). The technique of collecting data uses questionnaires, documentation, and interviews. Questionnaire was used to collect the data in writing to obtain information about the use of E-Marketing in entrepreneurship, self-efficacy to know each student and his business interests. Data were analyzed by using multiple linear regressions. The tested hypothesized in this study are: (1) H1: there is significant influence between E-Marketing learning to the interest in entrepreneurship; (2) H2: there is significant relationship between self-efficacy against the interest in entrepreneurship; and (3) H3: There is significant relationship between E-Marketing learning and self-efficacy against the interest in entrepreneurship.

3. RESULT

Table 1: Multiple Linear Regression Test Results

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	beta		
(Constant)	16.278	10.374		1.569	.120
E-Marketing 1 (X1)	.302	.110	.236	2.757	.007
Self-Efficacy (X2)	.473	.102	.398	4.645	.000

a. Dependent Variable: The Interests in Entrepreneurship (Y)

Based on the above data, it shows that the significance value (Sig.) For E-Marketing study variables (X₁) of 0.007 (p < 0.05). Then the hypothesis (H₁) is accepted. This means there is significant influence between learning E-Marketing to the interest in entrepreneurship. In the implementation of learning, lecturers provide the material on the subject of marketing integrated with Internet-based technologies. Students are taught the basics of marketing, various types of online marketing (e-marketing), strategies and benefits of online marketing, as well as the strengths and weaknesses of online marketing. Learning E-marketing is taught to students in order to raise interest in developing businesses owned. Through online marketing learning, students become more enthusiastic in developing the business, able to encourage positive attitudes and behaviour in the use of technology, and can interact among fellow business people in an effort to develop it [8]. Revolution of Information Technology (IT) has changed the way it does business person. The rapid spread of the Internet, the World Wide Web (WWW), and electronic communications have been able to change the marketing system. The many benefits of students with the concept of E-Marketing is like the seller can reach consumers wherever and whenever, easy to find the desired product, buy and sell time to be more effective, and advertising costs products become cheaper [9].

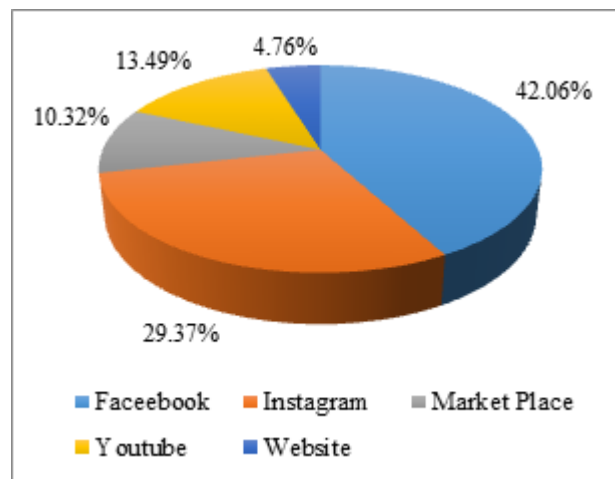


Figure 1: Number of E-Marketing Users after Learning Process

Picture 1 is the number of E-Marketing through various online platforms that do STKIP PGRI Nganjuk students to develop the business. Based on these data, the online platform is the most widely used social media facebook amounted to 48.62%, amounting to 33.94% Instagram, Youtube amounted to 15.60%, Market Place amounted to 11.93%, and the websites of 5.50%.

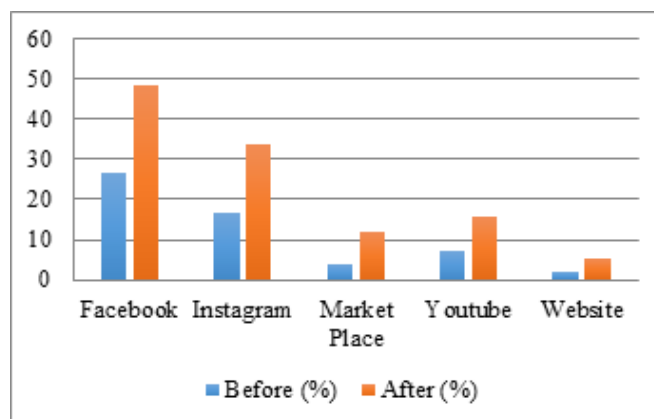


Figure 2: The Use of E-marketing Before and After Learning

Picture 2 shows the use of E-Marketing in entrepreneurship before and after the learning. Before learning to facebook users only amounted to 26.61% increase to 48.62%, Instagram users has increased from 16.51% increase to 33.94%, from 3.67% Market Place increased to 11.93%, Youtube of 7.34% increase to 15.60%, and the Websites of 1.83% increase to 5.50%. From these data, the overall use of E-Marketing in entrepreneurship has increased. Based on these data, there is significant influence between learning E-Marketing to the interest in entrepreneurship. Learning methods E-Marketing is able to arouse the interest of students to start entrepreneurship. Additionally, students can face the challenges that participate in business development using online-based marketing methods [10]. Another impact could be felt students that learning E-Marketing makes Entrepreneurship courses become more interesting and feel challenged to complete a given task. Students feel very useful knowledge obtained in real terms and can be applied in life [11]. Furthermore, the value of significance (Sig.) for self-efficacy variable (X₂) is 0.000 (p < 0.05). Then the hypothesis (H₂) is accepted. This means there is significant

relationship between self-efficacy against the interest in entrepreneurship. Sources of self-efficacy are based on activities that have been done through:

- **Experience to master something (Master Experience)**

Activities provided by applying the learning by making online marketing. Master this experience is the most influential source of information on self-efficacy. Rules of thumb directly obtained by making E-marketing able to raise confidence in starting a business.

- **Vicarious Experience**

Activities provided by presenting successful entrepreneurs through workshops and internships. Specialists were brought in are entrepreneurs who have been successful in doing business by applying E-marketing. Owned specialist with the competition, students are more motivated to take to start a business.

- **Social Persuasion**

Social persuasion comes from the feedback lecturers of attempts by students. Activities performed by evaluating the business through the presentation of each student. At this stage the students more enthusiastic in running a business, there are suggestions, and feedback from students and professors. So that students will work hard and willing to try new strategies to achieve maximum results.

- **Physical and Emotional (Arousal)**

At the end of the lesson, being hold competitions entrepreneurial product exhibition. It is intended to provide stimulus to the students to be able to show businesses that have been done during the learning process. Significantly, self-efficacy greatly affects student interest in entrepreneurship. Self-efficacy is the confidence of a person that he is able to accomplish the task effectively and efficiently so as to achieve the expected goals [12]. In

relation to the entrepreneur, the entrepreneur must have the confidence to be able to manage their business. Self-efficacy is high on the individual will encourage confidence in the ability to accomplish the task. The higher the level of self-efficacy the entrepreneurial interest is also higher [13] [14].

Table 2: Components grille Self Efficacy

Indicator	Descriptors	The average percentage of Achievement
Difficulty Task (Magnitude)	Confidence overcomes the difficulty of developing an entrepreneurial	78%
	Not easily give up when the business less attractive	80%
	Failure in business into the next experience	82%
	Learning about entrepreneurship from various references	76%
Confidence Strength (Strength)	The spirit in the face of the challenges of entrepreneurship	77%
	The belief that history of success in business requires a process that is not easy	81%
	The belief that hard work will give maximum results	84%
The generality (generality)	Always try harder if the results have not yet reached the target	79%
	Always conduct an evaluation to be better	72%
	Always focus on the work being done	74%

Assessment of self-efficacy for each student based on three components: (1) the degree of difficulty of the task (magnitude), (2) the strength of conviction (strength), and (3) the generality (generality) [15]. Grating assessment based on Table 2. The data shows that the average percentage of achievement of each indicator in the high category. If the terms of each component, the average achievement indicator of the difficulty of the task is 79 (high category), an indicator of the power of conviction amounted to 81 (high category), and indicators of the generality of 75 (high category).

Table 3: Results of ANOVA

ANOVA ^b					
Model	Sum of Squares	df	mean Square	F	Sig.
1 Regression	2131.523	2	1065.761	17.085	.000a
1 residual	6612.239	106	62.380		
Total	8743.761	108			

a. Predictors: (Constant), Self-Efficacy (X2), E-Marketing (X1)

b. Dependent Variable: The Interest in Entrepreneurship (Y)

The next test is based on the Table, significance value (Sig. F) of 0.000 ($p < 0.05$). Then the hypothesis (H3) is accepted. This means that there is significant influence between learning E-Marketing and self-efficacy against the interest in entrepreneurship. Interest in entrepreneurship is the desire of one's heart to try to optimally achieve the desired objectives. Millman, et al. (2010). Research shows that there are three factors that affect the interests of entrepreneurs, namely (1) believe in yourself (self-efficacy), be positive, and the environment [16]. Self-efficacy and positive thinking is an intrinsic factor which arises because of the influence of the individual stimuli. In this research, the strengthening of self-efficacy to continue working and entrepreneurship continue to be improved. Research shows that confidence in a positive effect in increasing interest in entrepreneurship. The ability to understand the self-perception will assist employers in

identifying, managing, and using emotion in determining its success [17]. Students are given an understanding of the importance of entrepreneurship, business development intensifies, the necessities of life which continue to increase, and so on. It is intended that students begin to prepare and have the skills upon graduation. Being able to create their own jobs and do not rely too much on looking for work. While learning E-marketing is an extrinsic factors that can affect an individual because the stimulus from the outside. Education and knowledge is an important factor in entrepreneurship. One of the factors driving the growth of the entrepreneurial sector in the country lies in the role of Higher Education through entrepreneurship education provision [18]. Based on this, PGRI STKIP Nganjuk begins to improvise by improving the quality of learning, especially entrepreneurship courses. Implementation of project-based

learning model, learning-based e-learning, set up a business centre, and the application of industrial apprenticeship courses. Furthermore, the strengthening of extrinsic factors through learning E-Marketing) and the intrinsic factor through increased self-efficacy of students should be improved. Confidence alone would not be enough to increase interest in entrepreneurship. Necessary knowledge, training and experience sufficient business and the need for a good competition [19]. Both must be jointly taught early on in building the entrepreneurial interests of students.

4. CONCLUSION

Based on the results of research conducted, it can be concluded that there are intrinsic and extrinsic factors that affect the interest in entrepreneurship. Intrinsic factor studied is the level of confidence (self-efficacy). While extrinsic factors were assessed: education through learning E-Marketing. Statistical analysis showed the first hypothesis there is significant influence between learning E-Marketing to the interest in entrepreneurship with values of significance (Sig.) For E-Marketing study variables (X1) of 0.007 ($p < 0.05$). In the second hypothesis, the significance value (Sig.) for self-efficacy variable (X2) of 0.000 ($p < 0.05$). This shows that there is significant relationship between self-efficacy against the interest in entrepreneurship. The next test in the third hypothesis significance value (Sig. F) is 0.000 ($p < 0.05$). This shows that there is significant influence between learning E-Marketing and self-efficacy against the interest in entrepreneurship. E-Marketing is applied in the learning process focused on the material on the basics of marketing, various types of online marketing (e-marketing), strategies and benefits of online marketing, as well as the strengths and weaknesses of online marketing. After the learning process, students are implementing online learning methods such as Facebook social media by 48.62%, amounting to 33.94% intagram, facebook amounted to 15.60%, Market Place amounted to 11.93%, and the websites of 5.50%. This number is greater than before the process of learning in which students use more traditional learning mode (offline). Self-efficacy is essentially able to mediate the relationship between emotional intelligence and intention to become entrepreneurs. Source Self-efficacy were studied in this research include the master experience, vicarious experience, social persuasion, and arousal. In its application, the high self-efficacy tends to provide maximum business results. And conversely, a low self-efficacy makes the minimal effort. Category of self-efficacy of students in the high category by 74%, medium category by 11%, and 15% lower categories.

REFERENCE

- [1]. Ahmadi, C & Herman, D. (2013). E-Business and E-Commerce. Yogyakarta: Andi.
- [2]. Salehi, M., Mirzaei, H., Aghaei, M., & Abyari, M. (2012). Dissimilarity of E-marketing vs. traditional marketing. International journal of academic research in business and social sciences, 2 (1), 510.
- [3]. Gerrikagoitia, JK, Castander, I., rebon, F., & Alzua-Sorzabal, A. (2015). New trends of Intelligent E-Marketing based on Web Mining for e-shops. Procedia-Social and Behavioral Sciences, 175 (1), 75-83.
- [4]. Nurlita, R. (2018). Utilization instagram as online marketing media entrepreneurship courses: Study of cases in the department of education IPS UIN Maulana Malik Ibrahim Malang (Doctoral dissertation, State Islamic University of Maulana Malik Ibrahim).
- [5]. Mustafa, MA (2014). Effect of entrepreneurial knowledge, self-efficacy, and the entrepreneurial character of the interest in entrepreneurship in class XI student of SMK Negeri 1 Depok Sleman. Essay. Yogyakarta: Yogyakarta State University.
- [6]. Millman, et al. (2010). Entrepreneurship Education and Students' Internet Entrepreneurship Intention. Journal of Small Business and Enterprise Development, 17 (4), 569- 590.
- [7]. Fadhilah, S., Wahyu, S., & Nugroho, JA (2016). ONLINE MARKETING LEARNING, SELF EFFICACY AND CLASS XI interest in entrepreneurship ONLINE MARKETING DOMESTIC SMK Surakarta. Journal of Business and Economic Education, 2 (2).
- [8]. Erfianto, D., Rahayu, WP, & Kusumajanto, DD (2015). Application of Blog For Media Learning Lesson Online Marketing. Journal of Business and Management Education, 1 (1).
- [9]. Gerrikagoitia, JK, Castander, I., rebon, F., & Alzua-Sorzabal, A. (2015). New trends of Intelligent E-Marketing based on Web Mining for e-shops. Procedia-Social and Behavioral Sciences, 175 (1), 75-83.
- [10]. Spiller, L., & Tuten, T. (2015). Integrating marketing metrics across the curriculum: The digital and social media opportunity. Journal of Marketing Education, 37 (2), 114-126.
- [11]. Yadewani, D., & Wijaya, R. (2017). Effect of E-Commerce against the interests of Entrepreneurship. Journal Resti (Systems Engineering and Information Technology), 1 (1), 64-69.
- [12]. Greogory, JF (2011). Personality Theory. Jakarta: Salemba Humanika.
- [13]. Evaliana, Y. (2015). The influence of self-efficacy and family environment on students' interest in entrepreneurship. JPBM (Journal of Business and Management Education), 1 (1), 53-60.
- [14]. Pamungkas, AP, & Mustikawati, RI (2018). Effect Of Self Efficacy, Entrepreneurship Education And

Income Expectations Of Students Entrepreneurship Interest Accounting Studies Program Faculty Of Economics Yogyakarta State University. Profita Journal: Studies in Accounting Sciences, 6 (3).

- [15]. Bandura. (1997). *Self-Efficacy: The Exercise of Control*. New York: WH Freeman and Company.
- [16]. Widayoko, SUPREME (2016). *The influence of self-efficacy, Subjective norms, attitudes Behave, And Intention To Entrepreneurship Education* Entrepreneurship Faculty of Economics University of Yogyakarta. Thesis Faculty of Economics, University of Yogyakarta.
- [17]. O'Boyle Jr., EH, Humphrey, RH, Pollack, JM, Hawver, TH, & Story, PA (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, 32 (5), 788-818.
- [18]. Zimmerer, TW, Scarborough, NM, & Wilson, D. (2008). *Entrepreneurship and small business management*. Jakarta: Four Salemba, 85.
- [19]. Mortan, RA, Ripoll, P., Carvalho, C., & Bernal, MC (2014). Effects of emotional intelligence on entrepreneurial intention and self-efficacy. *Revista de Psicología del Trabajo y de las organizaciones*, 30 (3), 97-104.