THE EFFECTS OF ENTREPRENEURSHIP EDUCATION, SELF-EFFICACY AND ORIENTATION TOWARD ENTREPRENEURSHIP INTENTION AND ITS' IMPLICATION ON ENTREPRENEURSHIP COMPETENCE

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Abstract

To be an entrepreneur is now the solution to end poverty lead to prosperity. The research aimed to know entrepreneurship education, efficacy, orientation toward entrepreneurship intension, and its' implication on entrepreneurship competence. This research used an explanatory survey method. The research locations were the student of University of Siliwangi, University of Galuh, University of Kuningan, and University of Garut. The sampling took Proportionate Randomized Sampling that had been chosen four Universities regarding 378 respondents. The result showed that entrepreneurship education and efficacy influenced student entrepreneurship intension in West Java that had ever been taken entrepreneurship education. Entrepreneurship orientation also influenced entrepreneurship intension, entrepreneurship education, efficacy, orientation and intension influenced entrepreneurship competence.

Keywords: Efficacy, entrepreneurship education, orientation, intension, competency

Introduction

Indonesia was going through a significant economic crisis and driving a negative impact on the industrial field. This condition began in the mid-1997 to 1998 period. At that time, the impact of severe economic conditions caused many industries to stop their production activities. Besides, many companies' mass layoffs resulted in high levels of unemployment, limited job opportunities for tertiary education graduates, and, as a consequence, higher levels of educated unemployment. One of the socio-economic benchmarks is unemployment. Therefore, with the increase in unemployment, many negative social problems arise [1].

The International Labor Organization (ILO) report notes that the number of open unemployed in Indonesia in 2009 was 9.6 million people (7.6%), of which 10% were undergraduate [2] Data from BPS also confirms this fact, that part of the total unemployment comes from university graduates. This condition will increasingly be faced with the challenges of global competition in the future, in which higher education graduates in Indonesia will compete with higher education graduates from foreign universities. After this nation entered the Reformation era, where political democratization went linearly with economic democratization, Indonesia has started to show positive economic growth. However, on the other hand, the phenomenon of educated unemployment continues, even the number of job seekers is inversely proportional to the number of job creators. Even compared to other neighboring countries such as Malaysia, Singapore, and Thailand, the number of entrepreneurs in Indonesia is still below these countries. Efforts should be made to direct higher education graduates to deal with such a situation in Indonesia to become job creators, not job seekers. Educated unemployed actually have a better prospect in creating job opportunities than looking for job, and to deal with such a situation, efforts should be made to direct university graduates in Indonesia to become graduates with quality excellence and independence through entrepreneurship education held at each university. high in Indonesia (Tanjung, 2015)[3].

According to the records of the Ministry of Cooperatives and Small and Medium Enterprises (UKM), as disclosed by the Minister of Cooperatives and UKM Anak Agung Gede Ngurah Puspayoga, actually the number of entrepreneurs in Indonesia has increased from the previous 1.65% in 2016 to 3.1% at the end of 2017, of the total population of Indonesian occupation, which is currently 225 million people. However, Puspayoga also added that Indonesia's number is still much lower than in neighboring countries. The number of entrepreneurs in Singapore is 7%, Malaysia 6%, and Thailand 5%[4, 5].

The data on the number of entrepreneurs indicate that there has indeed been an upward trend in the number of entrepreneurs in Indonesia, but it is still not said that they meet the ideal standard to become a developed country. According to the Global Entrepreneurship Monitor (GEM), developed countries such as the United States and Japan have entrepreneurs that are more than 10 percent of their total population.

The total number of Indonesian entrepreneurs who are still below the standard has resulted in the absorption of human resources not being maximized. Based on BPS data, information can be obtained that of the 127.07 million people who work, 7.64 percent are underemployed, and 23.83 percent are part-time workers. In the past year, underemployment and part-time workers increased by 0.02% and 1.31%, respectively.

The Open Unemployment Rate (TPT) is an indicator that can measure the labor supply level that is not used or absorbed by the labor market. TPT in February 2017 was 5.33 percent, down to 5.13 percent in February 2018. Even though there was a decrease, the percentage of decline was still low. For college graduates who have not worked and are still in the period of looking for work, it can be said as open

unemployment (Imsar, 2018). The Open Unemployment Rate (TPT) in August 2020 was 7.07%, this number increased by 1.84% from August 2019 a year ago. Judging from the area where he lives, the Open Unemployment Rate (TPT) in August 2020 was recorded at 8.98% and in rural areas it was 4.71%, where urban areas were almost twice as high as in rural areas and compared to August 2019, where urban TPT an increase of 2.69% while in rural areas it was up by 0.79%. For TPT, according to the highest education completed, each category of education has increased, namely for Universita by 7.35%, Diploma by 8.08%, and Vocational High School experiencing the highest increase until 13.55%.

The large number of unemployed can cause social problems and will affect all aspects of life, with conditions like this it can be overcome by expanding employment opportunities by empowering the entire community through entrepreneurial activities[6, 7]. In Indonesia, the number of entrepreneurs still shows a percentage below 2%, this is still very small compared to a very large population of around 280 million people, this proves that the State of Indonesia cannot be said to be a developed country because the benchmark for a country to be said to be a developed country is the number of entrepreneurs. with a minimum percentage of 2% of the total population[8, 9] Judging from the area where he lives, the TPT in urban areas is higher than that in rural areas. In February 2018, the TPT in urban areas was 6.34 percent, while the TPT in rural areas was only 3.72 percent. Compared to a year ago, TPT in urban areas and TPT in rural areas decreased by 0.16% and 0.28%, respectively.

Meanwhile, when viewed from the education level in February 2018, the TPT for Vocational High Schools (SMK) was the highest among other education levels, amounting to 8.92%. The next highest TPT was in Diploma I / II / III at 7.92%. In other words, there is a supply of labor that is not absorbed, especially at the SMK and Diploma I / II / III education levels. Those with low education tend to be willing to accept any job. The TPT SD can be seen down to the smallest among all education levels of 2.67%. Compared to the condition a year ago, the increase in TPT occurred at the Diploma I/II/III education levels, universities, and high schools, while TPT at other educational levels decreased.

Poverty is a social problem that is always present in society. Poverty is also a social problem that is always relevant to be studied on an ongoing basis, not only because poverty has existed for a long time but also because poverty has not been eradicated. The symptoms have even increased in line with the multidimensional crisis that has occurred. Poverty is characterized by underdevelopment and unemployment, which subsequently increases to trigger income inequality and disparities between population groups. The gap and widening of the gap between the rich and the poor cannot be continued because it will cause various social and political problems in the future.

Poverty reduction must be carried out comprehensively to reduce poverty in an area that involves all causes of poverty. Some of them are part of poverty alleviation that needs to be followed up, and their implementation refined is equal distribution of economic growth, increasing and equal distribution of wages, increasing public education, controlling inflation, and expanding employment opportunities. Fostering students' entrepreneurial spirit is an alternative to reducing the unemployment rate because scholars are expected to become independent and educated young entrepreneurs. Thomas Zimmerer stated that one of the factors driving entrepreneurial growth in a country lies in its role by implementing entrepreneurship education. The University is responsible for encouraging and educating, and providing entrepreneurial skills to alumni, and motivating alumni to have the courage to decide that entrepreneurship is a good career choice for them.

Higher education is a continuation of secondary education, which is held to prepare students to become members of society who have academic and professional abilities who can apply, develop and create science, technology, and arts (Law number 2 of 1989, article 16, paragraph (1). Higher Education consists of several faculties and departments, the Department of Economic Education and the Department of

Economics Education. The learning process discusses several competencies, one of which is entrepreneurial competencies. Besides, education that can support future development is education that can develop students' potential to have and solve the educational problems they are facing. This education is increasingly important when a person has to enter the world of work because he/she must be able to apply what he has learned on campus to face problems in his daily life today and in the future.

Learning is a two-way communication process carried out by educators or lecturers and students or students. Also, learning activities are necessary for everyone because learning a person will have knowledge, skills, values , and attitudes, which are the realm of education. In the learning process on campus, there is an interaction between lecturers and students, and this interaction must be as well established as possible to achieve maximum learning outcomes. In general, lecturers tend to teach based on their experiences and habits, using the same teaching techniques even though they deliver different subject matter. The different subject matter is due to lecturers' tendency to pursue material completion rather than instilling more profound concepts in their students. So that many students think that courses are challenging and boring because they are identical to theoretical lessons.

Boring learning can cause students to be lazy and not enthusiastic about attending lectures, so they quickly forget the subject matter. Students study in situations that are overwhelming and scary because they are overshadowed by the demands of chasing high test scores and exams. Finally, students only try to achieve these demands without understanding the actual concept. Starting from the current conditions, the profession as an entrepreneur is one of the right solutions. People no longer depend on the available employment opportunities but are starting to think about creating their jobs. The government has also begun to launch a national entrepreneurship movement aggressively. The Directorate General of Higher Education, Ministry of Education and Culture (Dirjen Dikti Kemendikbud) also supports students' entrepreneurship programs.

The Directorate General of Higher Education, Ministry of Education and Culture has launched the Student Entrepreneurial Program (PMW) to be implemented and developed by public and private universities. PMW aims to provide students with knowledge, skills, and attitudes or an entrepreneurial spirit (Entrepreneurship) based on science and technology to change job seekers' mindset to job creators. This program is also expected to reduce the unemployment rate for higher education graduates (Kemendikbud, 2013). Higher education is expected to prepare a better future by developing intellectual and skills so that the younger generation can carry out self-actualization.

Higher education also plays a role in producing human resources with an entrepreneurial spirit and attitude in overcoming the country's economic problems by creating jobs. Siliwangi University (Until), as one of the leading universities in East Priangan, is expected to be able to create graduate graduates who have the qualifications to become entrepreneurs, especially the Department of Economic Education which is expected to be able to create educators and economists who can improve the welfare of the community. One of the efforts carried out by Until is to educate students and prepare graduates to study entrepreneurship and to make entrepreneurship a part of the curriculum provided in each faculty. Efforts to include entrepreneurship education in the higher education curriculum are not always balanced with students' intention to do entrepreneurship. College graduates are still reluctant to jump right in as entrepreneurs. College graduates can be seen from how long it takes to get a job[10].

The desire or entrepreneurial intention in a person certainly does not appear instantly but through several stages. An individual does not start a business on reflex, but they do it on purpose. The Planned of Behavior theory presents that entrepreneurial intentions have stages. Before the intention appears, at first in the individual, there is a motivation or desire to create something, thus encouraging the

individual to succeed. These people who require achievement are considered to be courageous in making decisions they have made. Also, a high desire to succeed in achieving something will form the individual's high self-confidence and self-control (locus of control)[11].

If a person has an internal locus of control, there will be confident that he can control the environment with the ability he has to be able to achieve his goals. The next stage formed is self-efficacy, where individuals with high self-efficacy will have a high intention of self-improvement through entrepreneurship.

Based on facts on the ground, it seems that not everyone has the intention to become entrepreneurial. Based on interviews with students of the University of Siliwangi Economic Education study program, it was found that there were still many students who did not intend to become entrepreneurs. Interviewed students said that they prefer to become employees or employees after graduating from college. The profession as an employee or employee is considered to be more practical and fun than entrepreneurship. The average student still depends on the existing job fields. They also admitted that they still had difficulty finding entrepreneurship ideas and did not dare to do entrepreneurship because they did not have the capital and were afraid of the risk of failure. They feel less confident that they can succeed in entrepreneurship.

The lack of entrepreneurial intention among students is lamentable because Entrepreneurship intends to create entrepreneurs in the future. One of the most critical factors in creating entrepreneurship is the intention such as the intention and seriousness of a person to carry out business activities. The greater a person's intention in entrepreneurship, the better he will be in starting his business. A person who is balanced with confidence in himself will have a good impact on new entrepreneurs' birth to create opportunities or jobs. Through intention, a person can predict the actions he will take. If the entrepreneurial intention is low, the entrepreneurial behavior may also be low.

Literature Review

Individual competence has a very strategic role in achieving success, because competence shows the quality of people and involves the authority of each individual to carry out tasks or make decisions according to their role in the organization that is relevant to the skills, knowledge, and abilities possessed [12]. Dimension and individual competence component such a intellectual, emotional and social component [6, 11, 13]. While [14] divided the dimension as different three part such as Knowledge, skill, and Attitude. The knowledge consisted of mental model, declarative knowledge and Self-insight. Skill consisted of Marketing skill, Opportunity skill, Resource skill, Learning skill, Strategic skill. Attitude consisted of Entrepreneurial passion, Self-efficacy, Entrepreneurial identity, Proactiveness, Uncertainty, Innovativeness and Perseverance.

In this study, 5 indicators of entrepreneurial competence were developed [10, 15], including:

1. Conceptual competency, the conceptual ability that distinguishes individuals from other individuals as reflected in their behavior as an entrepreneur, for example skills in making decisions, the ability to absorb complex information and the courage to make decisions
2. Opportunity competency, the ability to develop market opportunities through various strategies.
3. Relationship competency, the ability to build relationships between entrepreneurs, for example the ability to cooperate, interpersonal and persuasive communication skills.
4. Learning competency, the ability to learn from experience.
5. Personal competency, the personal ability of an entrepreneur in running a business.

The indicators of entrepreneurship education according to [2, 16] include: 1) Strategy; 2) Funding; 3) Curriculum; 4) Educator. Individual beliefs about their abilities also affect the mindset and emotional reactions of individuals when facing challenges from their environment. Individuals with high self-efficacy tend to see the failures they experience as a result of their lack of effort and openly because of their lack of abilities. Meanwhile, those who have low self-efficacy tend to view failure as a lack of abilities and talents they have. indicators of entrepreneurial intentions according to [1] include: 1. Make every effort to start and run your own film, 2. Professional goal is to become entrepreneur, 3. Determined to create a firm, 4. Ready to do anything to be entrepreneur 5. Very serious thought of starting a firm, and 6. Firm intention to start a firm.

Methods

The method used in this research is a survey method by conducting descriptive analysis and verification analysis. The data collection technique used in this study using a questionnaire; according to (Singarimbun & Effendi, 2009), "survey research is a study that takes a sample from a population using a questionnaire as the primary data collection tool. This study's population were students at universities in Priangan Timur, West Java, who had already contracted entrepreneurship courses. In contrast, the universities in question were Siliwangi University, Garut University, Kuningan University, and Galuh University, with various majors with 6880 students. The sampling technique in this study is Proportionate Random Sampling. This method is considered the most appropriate sample selection method for this study because it emphasizes homogenity. The measurement scales showed on table 1.

Table 1

Measurement Scale of the Research

Instrument	Measurement Scale				
Positive	5	4	3	2	1
Negative	1	2	3	4	5
Cognitive	Strongly understand	understand	less	Not understand	Strongly not understand
Attittude	Strongly agree	agree	doubt	disagree	Strongly disagree
Behavior	Always	often	sometimes	seldom	never
Category	Very high	High	Intermediate	Low	Very low

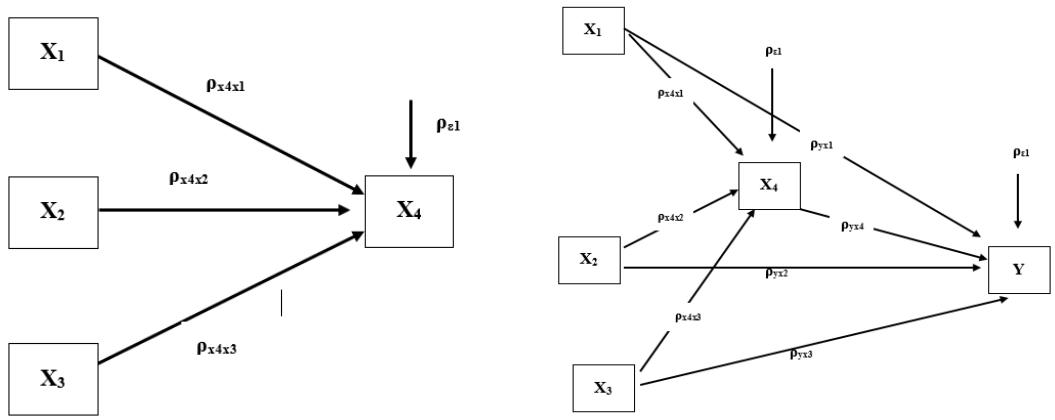

Figure 1. The structure of causality inter-variables

Where X1 is Entrepreneurship Education, X2 is Self-Efficacy, X3 is Entrepreneurship Intension, Y is Entrepreneurship Competence, ρ is path coefficient and ε is Residual Variable. The data analyzed by t test in α = 0.05, if probability (Sig.) < 0.05 means the result is significant, vice versa

Entrepreneurship competence (Y) included in concept, opportunity, relationship, learning and personal. Entrepreneurship education (X1) consisted of strategy, budget, curriculum, mentor. Self-efficacy(X2) included in strength, magnitude and generality. Entrepreneurship orientation (X3) consisted of innovation, proactive, risk-taking, and autonomy. Entrepreneurship intension (X4) consisted of social network, perceived desirability, and perceived feasibility. The test instrument consisted of data validity and reliability, Questionnaire validity and reliability. Precondition analysis is done for normality, multicollinearity, autocorrelation. The data analyzed by descriptive analysis and path analysis (Figure 1

Result and Discussion

Normality test

The normality test is used to determine whether the data from each variable is normally distributed or not. In the discussion of this normality test, the One-Sample Kolmogorov-Smirnov test will be used using a significance level of 0.05. The data is declared to be generally distributed if the test results' significance is more than 0.05 or 5%. The results were normally distributed with a significance level of > 0.05.

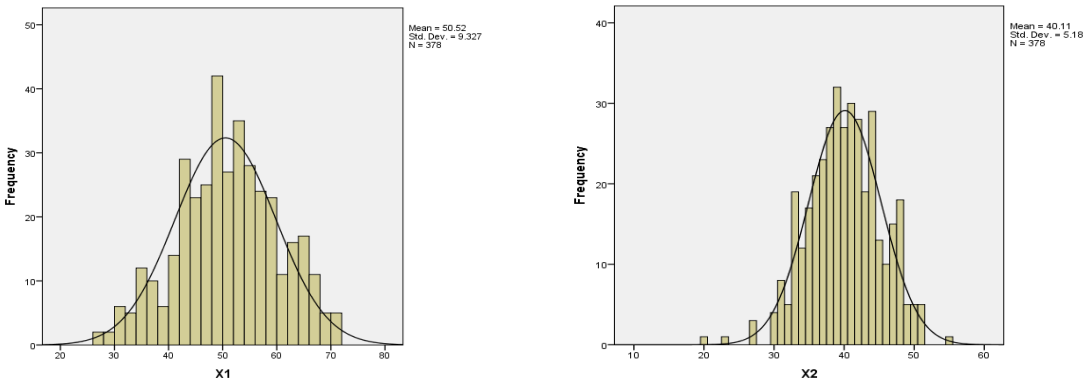

Figure 1 Normal curve of entrepreneurial education variable (X1) and Self Eficasion (X2)

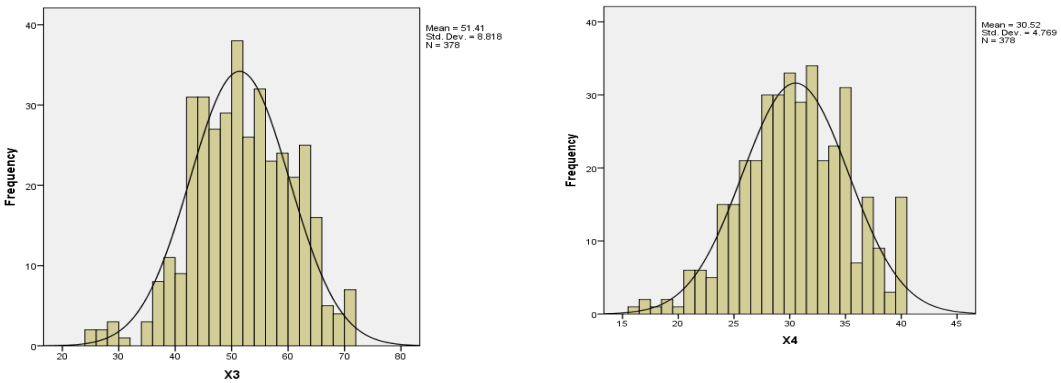

Figure 2 Normal curve of entrepreneurial orientation variable (X3) and Compentence (X4)

Multicollinearity Test

This multicollinearity test is used to determine whether there is a linear relationship between the independent variables. It can be seen by comparing the VIF (Variance Inflation factor) value to determine whether multicollinearity occurs or not. If the calculated VIF value is greater than 10 (> 10), then the variable has a multicollinearity problem with other independent variables, and vice versa, if the VIF value <10, it can be said that there is no multicollinearity. The results of the calculation of the multicollinearity test of all variables show that the VIF number for the entrepreneurial education variable (X1) is 1.650 <10, the self-efficacy variable (X2) is 3,290 <10, the entrepreneurial orientation variable (X3) is 4,430 <10, and entrepreneurial intention (X4) amounting to 2.867 <10. Therefore, the multicollinearity test in this research model shows no multicollinearity disorder.

Table 2

Multi-collinearity Test

Coefficient								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	9.651	2.139		4.512	0.000		
	X1	0.270	0.046	0.221	5.867	0.000	0.606	1.650
	X2	0.623	0.084	0.392	7.399	0.000	0.308	3.249
	X3	0.477	0.076	0.384	6.274	0.000	0.230	4.340
	X4	-0.169	0.090	-0.093	-1.871	0.062	0.349	2.867
a. Dependent Variable: Y								

Autocorrelation Test

Autocorrelation testing is intended to determine whether there is a correlation between the residuals in one observation and another. Knowing whether there is autocorrelation, using the Durbin Watson test (D-W), which is then compared with the Durbin Watson (D-W) value classification table. The result of the calculation of the autocorrelation test is the Durbin Watson (DW) value in this study of 1.905 when seen from table 3.10, which is the DB classification table of [4, 17] DW values 1.905> 1.55 and 1.905 <2.46 it can be concluded that there is no autocorrelation. Education Affects Entrepreneurial Intention.

The entrepreneurship education variable influences students' entrepreneurial intention in West Java who have attended entrepreneurship education courses with a standardized coefficients beta value of -0.082 or 8.2% with a significance of 0.02 <0.05, which means significant. Based on the results of this study's data analysis, Ha (Hypothesis a) is accepted. Based on this hypothesis's decision, it can be explained that entrepreneurship education positively affects the entrepreneurial intention of students in West Java who have attended entrepreneurship education courses. With an entrepreneurial education strategy, funding support, a proper entrepreneurship education curriculum, and professional educators, they can contribute to the formation of students' desire to create their own company (perceived desirability). Convince students that they can start a business (perceived feasibility), adhere to norms, which have been held by the surrounding environment (social norm).

Table 3

Autocorrelation Test

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.824[a]	0.678	0.675	6.788	1.905

a. Predictors: (Constant), X4, X1, X2, X3

b. Dependent Variable: Y

Thus, the four components of entrepreneurship education such as strategy, funding, curriculum, and educators, can influence students' entrepreneurial intention in West Java who have attended entrepreneurship education courses. Entrepreneurship education is in line with the research results from [15](Dogan et al., 2015), which showed a positive and significant correlation between students' success level in the entrepreneurship class and their intention in entrepreneurship. It was also found that students who have entrepreneurial parents have a higher intention than students whose parents are not entrepreneurial. Besides, [8] states that entrepreneurial learning activities combined with theoretical learning and student involvement with business activities are the most effective learning models to improve student entrepreneurial competence, especially for the dimensions of entrepreneurial skills and attitudes.

Data Analysis

Table 4

Determinant

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1 (Intention)	0.810[a]	0.655	0.653	386.879
2 (Competence)	0.804[a]	0.646	0.642	6.924

a. Predictors: (Constant), X3, X1, X2, X4

Entrepreneurship intention and competence respectively affected by education, self-efficacy and orientation as 81% and 80.4%.

Table 5

Analysis of Variance

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1 (Intention)	Regression	10649.471	3	3549.824	237.168	0.000[b]
	Residual	5597.863	374	14.968		
	Total	16247.333	377			
2 (competence)	Regression	32607.864	4	8151.966	170.017	0.000[b]
	Residual	17884.562	373	47.948		
	Total	50492.426	377			

a. Dependent Variable: X4

b. Predictors: (Constant), X3, X1, X2

Both of ANOVA regarding education, self-efficacy and orientation simultaneously had strongly affected on entrepreneurship intention and competence. Then it needed

to prove which one the most affected of those variables on entrepreneurship intention and competence by t-test in each coefficients (Table 6)

Table 6

Analysis of Variables

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Beta	Std. Error	Beta		
1 (Intention)	(Constant)	3.181	1.268		2.509	0.013
	X1	-0.057	0.025	-0.082	-2.304	0.022
	X2	0.200	0.047	0.228	4.296	0.000
	X3	0.448	0.036	0.653	12.274	0.000
2 (Competence)	(Constant)	11.719	2.288		5.122	0.000
	X1	0.238	0.044	0.195	5.371	0.000
	X2	0.589	0.085	0.381	6.904	0.000
	X3	0.525	0.077	0.434	6.792	0.000
	X4	-0.213	0.093	-0.121	-2.298	0.022

The effect of Education, Self-efficacy, and Orientation on Entrepreneurship Intention

Variable of education had negative effect on intention partially as indicated by standardized coefficient of -0.082 agains Sig. 0.022 that lower than 0.05 (p). Whereas, the self-efficacy variable influences the entrepreneurial intention variable with the standardized coefficients beta value of 0.228 or 22.8% with a significance value of 0.00 <0.05, which means the effect is significant. Therefore Ha (hypothesis a) second is accepted. The hypothesis test of self-efficacy explained that it positively affects students' entrepreneurial intention in West Java who have attended entrepreneurship education courses. With the level of difficulty (magnitude), the broad field of behavior (generality) and strength of belief (Strength) can contribute to the formation of student entrepreneurial intentions. [2] supported that entrepreneurial self-efficacy is seen as an ability that can modify one's beliefs in completing tasks to start and develop a new business successfully. The relationship between entrepreneurial intentions and self-efficacy is not mediated by gender.[15] state that entrepreneurial intentions are accepted (accepted). It also shows that education and role models affect self-efficacy. Meanwhile, self-efficacy, self-personality, and self-confidence influence entrepreneurial intentions.

The entrepreneurial orientation variable is known to influence entrepreneurial intention with the standardized coefficients beta value of 0.653 or 65.3% with a significance of 0.00 <0.05, which means significant, or it can be interpreted that Ha (Hypothesis a) third is accepted. Based on this hypothesis test, it can be explained that the ability to innovate (Innovativeness), the ability to seek new opportunities in the market (Proactiveness), risk-taking skills, competitive aggressiveness, and the ability and willingness to take independent action in pursuing market opportunities (autonomy) can influence the entrepreneurial intentions of students in West Java. These were in line with the opinion of[2], which states that students' entrepreneurial intentions have a relationship with an entrepreneurial orientation where this intention is positively influenced by proactive quality and innovation but is not positively influenced by the courage to take risks.

The effect of Entrepreneurship Education, Self-efficacy, Orientation and Intention on Entrepreneurship Competence Implication

Based on the data that has been obtained and analyzed, it can be seen that entrepreneurship education has an effect on entrepreneurial competence by 0.195 or 19.5% and has a significance of 0.00 <0.05, which means that it has a significant effect. Therefore, it can be concluded that the fourth Ha (Hypothesis a) in this study is accepted. This hypothesis can answer that with an entrepreneurial education strategy, funding support, a proper entrepreneurship education curriculum, and professional educators can influence conceptual competency, Opportunity competency, Relationship competency, competency to learn (Learning competency), and personal competence (Personal competency). This competence is in line with what was expressed by [13] stated that there is a significant positive impact of entrepreneurship education on the entrepreneurial mindset of students who take entrepreneurship courses compared to students who do not attend entrepreneurship courses.

Based on the analysis that has been done, it can be seen that self-efficacy affects entrepreneurial competence with the value of standardized coefficients beta of 0.381 or 38.1%. The effect of self-efficacy on entrepreneurial competence is 0.381 with a significance of 0.00 < 0.005, which means that it has a significant positive effect. Therefore, the fifth hypothesis (Ha) in this study is accepted. This hypothesis means that the level of difficulty (magnitude), the broad field of behavior (generality), and the strength of belief (Strength) can influence entrepreneurial competence. These results are in line with what was stated by [12], that self-efficacy influences entrepreneurial behavior, and none of the demographic factors cause changes in the relationship between self-efficacy and entrepreneurial behavior. Entrepreneur orientation affects entrepreneurial competence. Based on the analysis that has been done, it is found that the effect of entrepreneurial orientation on student entrepreneurial competence is 0.434 or 43.4% significant with a value of 0.00 <0.05, which means that it has a significant effect, and the 6th hypothesis (Ha) is accepted.

Ability to innovate (Innovativeness), the ability to seek new opportunities in the market (Proactiveness), risk-taking skills, competitive aggressiveness, and the ability and willingness to take independent action in pursuing market opportunities (autonomy) can affect the entrepreneurial competence of students in West Java who have attended entrepreneurship courses. [2] stated that entrepreneurial competence directly influences the performance of Agri-based SMEs. Furthermore, it has resulted that innovation, proactive attitude, and autonomy are entrepreneurial orientations that mediate the relationship between entrepreneurial competence and company performance. [13], expressed a similar opinion, which states that creativity and innovation, proactive attitudes, and autonomy positively influence entrepreneurial competence. Meanwhile, autonomy and entrepreneurial competence have a positive effect on the performance of SMEs.

Based on the analysis that has been done previously, the results of the effect of entrepreneurial intention on entrepreneurial competence are -0.121 or 12.1% which is significant with a probability value of 0.002 <0.05. Therefore, it can be concluded that the seventh hypothesis (Ha) is accepted. Based on this hypothesis test, it can be explained that the formation of students' willingness to create their own company (perceived desirability), convincing students that they can start a business (perceived feasibility), adhere to the norms that have been held by the surrounding environment (social norm) contributes to competence. Entrepreneurship. The same thing is explained by[13], which states that students who actively participate in student entrepreneurship programs have a higher level of entrepreneurial skills.

The student should enhance and pay more attention to funding to increase the intention to be an entrepreneur. The four components, such as strategy, fund, curriculum, mentor, could focus on increasing learning and supervising regarding students so that students could do the plan. Strategy, of course, could give

entrepreneurship intension. Therefore, curriculum and mentor must have any innovations in order to increase more and more entrepreneurship spirit. For Policy authority would increase prosperity, for the teacher would be more encouraged to teach, particularly entrepreneurship course for the student to ensure that we can do it.

It is known that entrepreneurship education, self-efficacy, and entrepreneurial orientation affect entrepreneurial competence mediated by entrepreneurial intentions. The total effect is obtained by adding the independent variable's coefficient with the intervening variable's coefficient. Based on the results of the analysis previously described, the total effect value can be obtained. Entrepreneurship education's total effect on entrepreneurial competence through entrepreneurial intentions is -0.203 from adding -0.082 to -0.121. Total self-efficacy on entrepreneurial competence through entrepreneurial intention is 0.107 from the sum of 0.228 to -0.121. The total effect of entrepreneurial orientation on entrepreneurial competence through entrepreneurial intention is 0.532, derived from the sum of 0.653 to -0.121. The total effect of entrepreneurship education, self-efficacy, and entrepreneurial orientation on entrepreneurial competence through entrepreneurial intentions of 0.678 is obtained from (-0.082) + 0.228 + 0.653 + (- 0.121). Based on the analysis results above, it can be seen that entrepreneurship education, self-efficacy, and entrepreneurial orientation affect entrepreneurial competence mediated by entrepreneurial intentions with a real influence of 0.678.

Conclusion

Entrepreneurship education influences students' entrepreneurial intention in West Java who have attended entrepreneurship education courses with a standardized coefficients beta value of -0.082 or 8.2% with a significance of 0.02 <0.05. Self-efficacy influences the entrepreneurial intention variable with a standardized coefficients beta of 0.228 or 22.8% with a significance value of 0.00 <0.05. Entrepreneurial orientation positively affects the entrepreneurial intention of students in Answerarat who have attended entrepreneurship courses; the entrepreneurial orientation variable is known to influence entrepreneurial intention with the standardized coefficients beta value of 0.653 or 65.3% with a significance of 0.00 <0.05. Entrepreneurship education affects entrepreneurial competence by 0.195 or 19.5% and has a significance of 0.00 <0.05. Self-efficacy affects entrepreneurial competence with the value of standardized coefficients beta of 0.381 or 38.1%. The effect of self-efficacy on entrepreneurial competence is 0.381 with a significance of 0.00 <0.05. Entrepreneurial orientation has an effect of 43.4% on entrepreneurial competence. At the significance level, the value is 0.00, less than 0.05. Entrepreneurial intention is -0.121, which means entrepreneurial intention influences 12.1% on entrepreneurial competence, which is significant at 0.022, which is smaller than 0.05 (0.02 <0.05).

The student should enhance and pay more attention to funding to increase the intention to be an entrepreneur. The four components, such as strategy, fund, curriculum, and mentor, could focus on increasing learning and supervising students to do the plan. The strategy, of course, could give entrepreneurship intention. Therefore curriculum and mentor must have any innovations in order to increase more and more entrepreneurship spirit. For Policy authority ould increase prosperity, for the teacher would more encourage to teach entrepreneurship course mainly. For the student, how to ensure that we can do it.

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