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Permintaan Revisi Artikel Jurnal "Majalah Ilmiah Bijak"

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9 Maret 2021 pukul 22.39

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Terima kasih atas kesediaan Bapak/ Ibu Penulis menerbitkan karyanya di Majalah Ilmiah Bijak.

Terima kasih.

Salam sehat dan sukses selalu 🙏

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Fostering the Spirit *Entrepreneurs in terms of Independent Young of Self Efficacy, Adversity Intelligence, and Education to Entrepreneurship* Increase the Competitiveness of Universitas Bhayangkara Jakarta Raya

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ABSTRACT

Efforts to instill the spirit and spirit of entrepreneurship in Indonesia, especially in Higher Education, are continuously encouraged and enhanced by various methods and strategies, so as to make students interested in entrepreneurship. Educational institutions that want to survive and excel in the field of education must have the courage to compete globally and be able to create or gain an advantage in competition. This study aims to determine the effect of self-efficacy, adversity intelligence, and education entrepreneurship in students of the Faculty of Economics, University of Bhayangkara Jaya Bekasi. This study uses a quantitative approach with the overall research object of the population (students of the Faculty of Economics, University of Bhayangkara Jaya Bekasi) who have taken entrepreneurship courses. Testing the question indicator is done by testing the validity and reliability testing. The analytical tools used in this research are regression, correlation analysis, coefficient of determination and hypothesis testing.

1. INTRODUCTION

4.0 Entering the industrial era make graduates should be able to compete with technology-based machine, in addition to the opening of the free market also makes the work of Indonesia should be able to compete with foreign workers who came to get a job. Currently in Indonesia there are many college graduates or equivalent who are only oriented to looking for work. This makes many college graduates unemployed. The increasing unemployment today and the reduced interest of students as the younger generation in entrepreneurship are criticisms of the role of higher education institutions in producing college graduates who have the spirit and enthusiasm for entrepreneurship.

Higher education has a big role and opportunity to instill an entrepreneurial spirit in its students. By having an entrepreneurial spirit, it is hoped that college graduates will eventually not only be experts in an academic field, but also be able to become independent young entrepreneurs. Entrepreneurship education is one of the important factors in the effort to foster entrepreneurial desire, spirit and behavior among the younger generation, especially students. Entering the current competitive era, an orientation to create a quality workforce must be balanced with the creation of quality entrepreneurs. The more qualified entrepreneurs, the more employment and economic income the community will have, this can have an impact on decreasing the number of unemployed. Seeing these conditions, the world of education must be able to play an active role in preparing educated human resources who are able to face the various challenges of life in the future. Entrepreneurship-oriented education is education that has a spirit of courage and willingness to face life's problems and live naturally, has a creative spirit to find solutions to problems, and an independent spirit and does not depend on others.

Developing an spirit *entrepreneurial* among students is one of the important things because it can be a job opportunity, a source of income, and welfare for everyone or individuals. The factors that influence entrepreneurial skills are not only derived from entrepreneurship education, but also from the desire within the students themselves. One of the ways used to measure the mindset for entrepreneurship is *self-efficacy*, which is the level of a person's confidence in his ability to be successful in doing entrepreneurship. Students who have entrepreneurial knowledge will be able to determine attitudes in obtaining achievements that grow from their beliefs. Entrepreneurial interest can arise from the family environment, school environment, and self-efficacy. *Adversity intelligence* is a person's ability to change obstacles in himself into opportunities for success that are used to be able to escape from existing obstacles. Meanwhile, Stolz (2005) states that adversity intelligence is an individual response in facing difficult situations and how to overcome them. Students who have high adversity intelligence will be able to face career challenges and find it easier to solve the problems they face. Entrepreneurship education in Indonesia is currently lacking adequate attention, both from the world of education and the community itself. The formation of student character must be in line with the formation of entrepreneurial attitudes and skills, so that students are able to have fun, have ethics, have morals, courtesy, have attitudes and skills / skills in entrepreneurship (Kemendiknas, 2010).

Entrepreneurship is a creative and innovative process with high risk in producing *value added* for products that can benefit society and can bring prosperity to entrepreneurs. So it can be said that entrepreneurship is not only starting a new business, but also how to make students have an entrepreneurial orientation. Students who have entrepreneurial knowledge will be able to determine attitudes in obtaining achievements that grow from their beliefs. The entrepreneurial spirit among students can be enhanced by using various strategies, including conducting entrepreneurship courses, KKN, and entrepreneurial apprenticeships, as well as student creative programs. However, this is not easy to achieve. Some of the obstacles that exist in the application process are the still weak entrepreneurial spirit of students, lack of student responsibility in the assignment given, and lack of monitoring, as well as funding problems.

2. LITERATURE REVIEW

2.1. Life Entrepreneur Independent Young

Enterprise is striving to develop the business (Solomon & Suhendar, 2013). Meanwhile (Kasmir, 2007) states that entrepreneurship is a real form of business that has the courage to take risks and is able to open opportunities to achieve success and obtain certainty in uncertain conditions. Furthermore (Frinices, 2011) explained that there are several important roles for entrepreneurs, namely providing job opportunities and also driving real sector activities and contributing to State taxes as well as creating competitive advantage and creating an independent nation.

Entrepreneurship (*e-entrepreneurship*) can be interpreted as a person who has the courage to decide and take risks from one or more options, where all options have different benefits and risks. So that *entrepreneurship* changes the meaning of just taking risks to selling benefits to trade risks that will occur. Johannisson (1987) states that the various roles played by entrepreneurs are intertwined by combining personal and professional codes of ethics, social care, and commercial. Meanwhile, the initiative process *entrepreneurial* has the basis of personal, community, and cultural intuition. The application of the process of innovation and the risks that will be accepted is expected to bring about social change (Morrison, Rimmington, & Williamson, 1998).

According to Saiman (2009) and Frinices (2011), the results of the synthesis of the research of Saiman (2009) and Frinices (2011) indicators of entrepreneurial spirit have eight indicators, namely *first* to have a will to try, *second* to dare to take risks, *third* to be creative, *four* to be perseverance, *fifth* having a shared networking spirit, *sixth* has ethics in doing business, *seventh*, is dynamic in dealing with change, and *eighth* has a lucky calculation. From the description above, it can be concluded that entrepreneurship is a person's ability to think creatively, take risks and behave in innovative ways which are used as the basis, resources, driving force, goals, tactics, tips and processes in facing the challenges and opportunities that exist.

2.2. Self Efficacy

The [Hisrich, D., & P, \(1995\)](#) states that *self-efficacy* is related to the belief that a person can perform the required behavior successfully, people who believe they have the capacity to do (high self-efficacy), tend to act with good. Meanwhile, according to Woolfolk (2007) *self-efficacy* is a person's assessment of himself or a person's level of confidence regarding how much his or her ability to do a certain task to achieve certain results. Meanwhile, according to [Marini and Hamidah \(2014\)](#) *self-efficacy*, family environment and school environment have a strong influence on students' interest in entrepreneurship.

[Ahwisel \(2009\)](#) *Self-efficacy* is self-assessment, to measure whether someone can do good or bad actions, right or wrong, can or cannot and do something according to what is required. [Mujiadi \(2010\)](#) *Self-efficacy* is one of the factors that become an intermediary or mediator in the interaction between behavioral factors and environmental factors. ([Gregory, 2011](#)) argues that *self-efficacy* is self-confidence to know one's abilities, so that they can control themselves and events in the environment. [Marini and Hamidah \(2014\)](#) suggest that *self-efficacy*, family environment, and school environment have a strong influence on students' interest in entrepreneurship. From the description above, it can be concluded that *self-efficacy* is a person's confidence in managing themselves positively and their ability to complete the assigned tasks effectively and efficiently.

2.3. Adversity Intelligence

Stolz (2005) states that *adversity intelligence* is a person's ability to face difficulties or a person's resistance to stressful situations. Individuals who have high *adversity intelligence* will have hope and be able to take control in even the most difficult situations. Furthermore, Stoltz (2010) states that *adversity intelligence* or *adversity quotient* is a concept about the personal qualities a person has in facing various difficulties and their efforts to achieve success in various areas of life. Meanwhile, Phoolka and Kaur (2012) suggest that *adversity intelligence* is the ability to turn obstacles into opportunities to achieve success. Furthermore, according to Puri (2013), *adversity intelligence* is a person's ability to think, manage, and direct actions that can form patterns of cognitive and behavioral responses to stimulus events in the form of obstacles and difficulties in life.

Meanwhile ([Fikri, Ardiaputra, & Sawitri, 2019](#)), stated that there is a significant positive relationship between *adversity intelligence* and career maturity, the higher the level of *adversity intelligence*, the higher the level of student career maturity. From the description above it can be illustrated that *adversity intelligence* is a person's ability to respond to various difficulties and obstacles they face through their intelligence so that they are able to take advantage of the obstacles and difficulties faced into an opportunity.

2.4. Education. Entrepreneurship

Basically, entrepreneurs are a group that is good at taking advantage of opportunities and dare to take risk. It's back again to the "*selfperformance*" *entrepreneur*, that a strong motivation, courage, and a strong soft skills will encourage entrepreneurs bravely to this. Kourilsky and Walstad (2013) state that entrepreneurship education is needed to foster entrepreneurial passion, spirit, and behavior among the community, especially the younger generation.

Entrepreneurship education needs to be specially designed in order to develop entrepreneurial characteristics, such as creativity, decision making, leadership, social networking, time management, teamwork, etc. Therefore, it is necessary to change the entrepreneurship education system which previously focused on the orientation of functional controls such as finance, marketing, human resources, and operations (Meyer in Bell, 2008).

The purpose of entrepreneurship learning is how to transform the entrepreneurial spirit, attitude, and behavior of a business entrepreneur group that can be used as a basis for adding to other entrepreneurial environments. Farzier and Niehm (2008) argue that education and training affect people's perceptions of entrepreneurial careers, entrepreneurship

education is not sufficient to only be held in the classroom in the form of lectures but it must provide opportunities for students to experience firsthand the difficulty of starting a business, running it and having the opportunity to observe a *role model*, namely an entrepreneur who has run his business in the form of an apprenticeship. Entrepreneurship education is the learning process of

a student through formal & informal education activities, training, workshops, seminars, workshops, and others about entrepreneurship. Research indicators are: quantity, quality, suitability of material, atmosphere, ability to add knowledge and insight. (Bukirom, H., A., & Martono, 2014), argued that education, training, and entrepreneurial motivation carried out in various universities and other parties have been empirically proven to be able to formmentality *entrepreneurial* students', besides that students also need to be more proactive. participate in various entrepreneurship education programs, both formal and informal, so thatspirit *entrepreneurial*hisbecomes stronger. Muslich (2009) argues that most students are unable to connect the material they learn with their use in real life.

2.5. Model Research

Based on a literature review and hypothesis described above, it can be made a model as a theoretical framework to answer the question of research that can be seen in the picture below

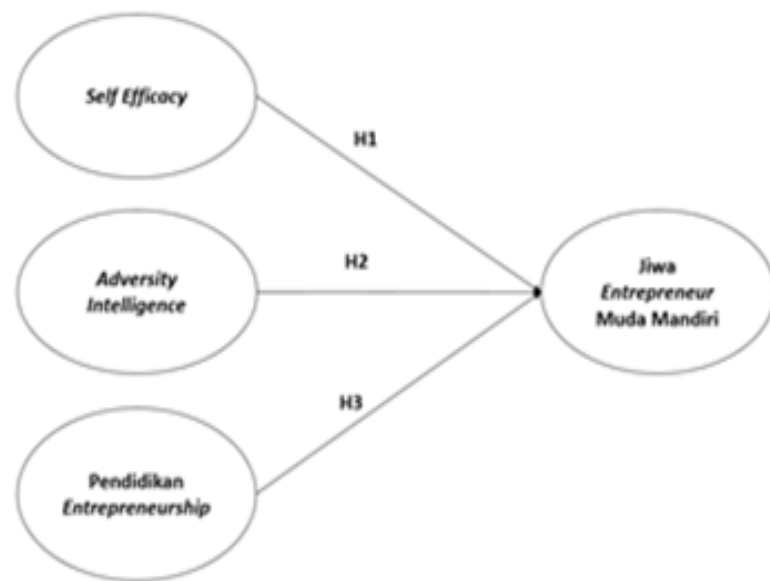


Figure 1. Model Research

1. Method

This research uses descriptive quantitative approach, where the data comes from From primary data obtained by using a questionnaire, in addition, researchers also use secondary data for literature study. Meanwhile, interviews were conducted to support the accuracy and completeness of the questionnaires distributed.

The population of this study were students of the Faculty of Economics and Business, University of Bhayangkara Jakarta Raya who had taken entrepreneurship courses. The sample used in this study used a convenience random sampling technique, namely FEB students who were willing to become respondents and managed to collect as many as 300 students.

In this study, the validity and reliability tests were carried out which were used to test whether or not the question items were asked on the questionnaire were valid and reliable. In addition, the analysis carried out in this study is regression analysis, correlation analysis, and coefficient of determination as well as hypothesis testing using the t test and F test.

3. RESULTS AND DISCUSSION

Characteristics of respondents in this study, shown in table 1 below:

Table 1. Characteristics of Respondents

No.	Characteristics	Classification	Total Respondents	Percentage of Respondents (%)
1	Gender	Male	126	42%
		Female	174	58%
		Total	300	100
2	Department /Study 62%	ManagementProgram	186	
		Accounting	114	38%
		Total	300	100

Source: processed data, 2020

Based on gender, it can be seen that more female students in this study were compared to male students (58% female male as much as 42%). Meanwhile, based on the study program students from the management study program were more than those from the accounting study program (management study program was 62% and accounting study program was 38%).

3.1. Research Instrument Testing The

results of the research instrument test are as follows:

Table 2. Research Instrument Test Results

No.	Variable	Item	Correlation Item	
Cronbach's		Question	Total	Alpha
1	<i>Self Efficacy</i> (X1)	X1.1	0.778	0.721
		X1.2	0.717	
		X1.3	0.837	
		X1.4	0.613	
2	<i>Adversity Intelligence</i> (X2)	X2.1	0.775	0.608
		X2.2	0.710	
		X2.3	0.716	
		X2.4	0.530	
3	<i>Education Entrepreneurship</i> (X1)	X3.1	0.415	0.602
		X3.2	0.540	
		X3.3	0.619	
		X3.4	0.542	
		X3.5	0.471	
4	<i>Life Entrepreneur Young Mandiri</i> (Y)	Y1.1	0.573	0.666
		Y1.2	0.674	
		Y1.3	0.678	
		Y1.4	0.566	

Source: Primary Data Processed, 2020

All question indicators in the study, namely the variables of *self-efficacy*, *adversity intelligence*, *entrepreneurship education*, and *the spirit of independent young entrepreneurs* as shown in table 2 shows that the total item correlation value (pearson correlation) more than 0.30, this shows that all the question indicators tested can be said to have met the data validity requirements.

Meanwhile, the Cronbach's Alpha value shows that the four research instruments have a Cronbach's Alpha coefficient value of more than 0.60, this indicates that all instruments can be said to be reliable and can be used to conduct research.

3.2. Classical Assumption Test

Table 3. Classical Assumption Test Results for

Variable	Normality	Multicollinearity		Heteroscedasticity
		Tolerance	VIF	
<i>Self-efficacy</i>	0.354	0.467	1.647	0.487
<i>Adversity Intelligence</i>		0.448	1.676	0.064
<i>educationEntrepreneurship</i>		0.526	1.465	0.089

Source: processed data, 2020

From table 3 above shows that the normality test carried out illustrates the Asymp value. Sig. (2-tailed) of 0.354. These results indicate that the regression equation model is normally distributed because of the Asymp value. Sig. greater than the alpha value of 0.05. While the tolerance and VIF values of *self-efficacy*, *adversity intelligence*, and *entrepreneurship education* show that the tolerance value for each variable is greater than 10% and the VIF value is less than 10, this means that the regression equation model is free of multicollinearity. The results of the heteroscedasticity test showed that the Sig. from the variable *self efficacy*, *adversity intelligence*, *educationentrepreneurship* of 0.487, 0.064, and 0.089 are greater than 0.05, this means that there is an influence between the independent variables on *absolute residuals*, thus the model made does not contain symptoms of heteroscedasticity.

3.3. Multiple Linear Regression Analysis and Hypothesis Testing

Positioning Figures and Tables: Place figures and tables at the top and bottom of columns. Avoid placing them in the middle of columns. Large figures and tables may span across both columns. Figure captions should be below the figures; table heads should appear above the tables. Insert figures and tables after they are cited in the text. Use the abbreviation "Fig. 1," even at the beginning of a sentence.

Table 4.Results of Multiple Linear Regression Analysis andHypothesis Test for

Variable	Regression Coefficient	F test	t test
<i>Self Efficacy</i>	0.354	33.274	0.319
<i>Adversity Intelligence</i>	0.245		0.297
<i>Education Entrepreneurship</i>	0.237		0.229

Source: processed data, in 2020

the regression coefficient of each independent variable tested positive influence on the dependent variable. Theregression coefficient *self-efficacy* is 0.354, this means that the higherhigher *self-efficacy* the student's, thethe student's intention to have anspirit *entrepreneur* independent young. The regression coefficient for *adversity intelligence* is 0.245, this indicates that the higher the *adversity intelligence* students have,the spirit of *entrepreneurs* the higherindependent young. While the regression coefficient ofeducation is *entrepreneurship* 0.237, this means that after gettingeducation *entrepreneurship* , the spirit of *entrepreneurs* independent youngwill increase.

Meanwhile, the results of the F statistical test show a number of 33,274 with a significance value of 0.000 (less than 0.05), so it can be concluded that there is a significant influence between *self-efficacy*, *adversity intelligence*, andeducation *entrepreneur* independent young. Meanwhile, the results of the t test show that the significance value of *self-efficacy* is 0.000 <0.05 with a beta value of 0.319, it can be concluded that *self-efficacy* has a significant positive effect on the soul of *entrepreneurs* independent young. While the significance value of *adversity intelligence* is 0.000

<0.05 with a beta value of 0.297, it can be concluded that *adversity intelligence* has a significant positive effect on the soul of *entrepreneurs* independent young. education is *Entrepreneurship* 0.001 <0.05 with a beta value of 0.229, this means that education *entrepreneurship* has a significant positive effect on the spirit of *entrepreneurs* independent young.

4. CONCLUSION

The main focus of this research is on the problem of the high unemployment of university graduates followed by a lack of interest in students to become entrepreneurs. This is important because the increasing number of students who have an spirit *entrepreneurial*, the orientation of students to find work after graduating from tertiary education will decrease, besides that it will also reduce the unemployment rate.

In our study it was found that *self-efficacy* had a significant positive effect on the spirit of *entrepreneurs* independent young among undergraduate students of the Faculty of Business Economics, University of Bhayangkara Jakarta Raya, where the higher the *self-efficacy* of students, the spirit of *entrepreneurs* the higher independent young. *Adversity intelligence* has a significant positive effect on the spirit of *entrepreneurs* of independent young students of the Faculty of Business Economics, University of Bhayangkara Jakarta Raya. These results indicate that the higher the *adversity intelligence* possessed by students, the spirit *entrepreneur* independent young will increase. education *Entrepreneurship* has a significant effect on the spirit of *entrepreneurs* independent young undergraduate students of the Faculty of Business Economics, Bhayangkara University, Jakarta Raya. The results of this study prove that education *entrepreneurship* can improve spirit *entrepreneurial* students' independent young.

The suggestion that researchers can give in this study is the need to increase *self-efficacy* and *adversity intelligence* students', this is because *self-efficacy* and *adversity intelligence* can be important assets for the campus of Bhayangkara University, Jakarta Raya, especially the Faculty of Business Economics in an effort to improve the spirit of *entrepreneurs* independent young among students. Kampus needs to provide lecture materials that can increase student self-confidence, and it is necessary to maintain the quality of entrepreneurship learning and improve entrepreneurship programs that can improve the spirit of *entrepreneur* independent young students. In addition, for further research it is necessary to consider examining other factors outside of *self-efficacy*, *adversity intelligence*, and education *entrepreneurship* to determine the spirit of *entrepreneur* independent young students. Other factors that influence the spirit of *entrepreneurs* independent young include the courage to take risks and family background.

The limitation in this study is that the number of respondents used in this study is only respondents from the Faculty of Business Economics, University of Bhayangkara Jakarta Raya, so that they cannot generalize the actual conditions of the soul of independent young entrepreneurs. In addition, this study also only took a sample of students who had received entrepreneurship courses, this made the researcher unable to present the difference between the spirit of independent young entrepreneurs of students who had received entrepreneurship courses and those who had not received entrepreneurship courses.

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Fostering the Spirit *Entrepreneurs in terms of Independent Young of Self Efficacy, Adversity Intelligence, and Education to Entrepreneurship* Increase the Competitiveness of Universitas Bhayangkara Jakarta Raya

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ABSTRACT

Efforts to instill the spirit and spirit of entrepreneurship in Indonesia, especially in Higher Education, are continuously encouraged and enhanced by various methods and strategies, so as to make students interested in entrepreneurship. Educational institutions that want to survive and excel in the field of education must have the courage to compete globally and be able to create or gain an advantage in competition. This study aims to determine the effect of self-efficacy, adversity intelligence, and education entrepreneurship in students of the Faculty of Economics, University of Bhayangkara Jaya Bekasi. This study uses a quantitative approach with the overall research object of the population (students of the Faculty of Economics, University of Bhayangkara Jaya Bekasi) who have taken entrepreneurship courses. Testing the question indicator is done by testing the validity and reliability testing. The analytical tools used in this research are regression, correlation analysis, coefficient of determination and hypothesis testing.

1. INTRODUCTION

4.0 Entering the industrial era make graduates should be able to compete with technology-based machine, in addition to the opening of the free market also makes the work of Indonesia should be able to compete with foreign workers who came to get a job. Currently in Indonesia there are many college graduates or equivalent who are only oriented to looking for work. This makes many college graduates unemployed. The increasing unemployment today and the reduced interest of students as the younger generation in entrepreneurship are criticisms of the role of higher education institutions in producing college graduates who have the spirit and enthusiasm for entrepreneurship.

Higher education has a big role and opportunity to instill an entrepreneurial spirit in its students. By having an entrepreneurial spirit, it is hoped that college graduates will eventually not only be experts in an academic field, but also be able to become independent young entrepreneurs. Entrepreneurship education is one of the important factors in the effort to foster entrepreneurial desire, spirit and behavior among the younger generation, especially students. Entering the current competitive era, an orientation to create a quality workforce must be balanced with the creation of quality entrepreneurs. The more qualified entrepreneurs, the more employment and economic income the community will have, this can have an impact on decreasing the number of unemployed. Seeing these conditions, the world of education must be able to play an active role in preparing educated human resources who are able to face the various challenges of life in the future. Entrepreneurship-oriented education is education that has a spirit of courage and willingness to face life's problems and live naturally, has a creative spirit to find solutions to problems, and an independent spirit and does not depend on others.



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Developing anspirit *entrepreneurial* among students is one of the important things because it can be a job opportunity, a source of income, and welfare for everyone or individuals. The factors that influence entrepreneurial skills are not only derived from entrepreneurship education, but also from the desire within the students themselves. One of the ways used to measure the mindset for entrepreneurship is *self-efficacy*, which is the level of a person's confidence in his ability to be successful in doing entrepreneurship. Students who have entrepreneurial knowledge will be able to determine attitudes in obtaining achievements that grow from their beliefs. Entrepreneurial interest can arise from the family environment, school environment, and self-efficacy. *Adversity intelligence* is a person's ability to change obstacles in himself into opportunities for success that are used to be able to escape from existing obstacles. Meanwhile, Stolz (2005) states that adversity intelligence is an individual response in facing difficult situations and how to overcome them. Students who have high adversity intelligence will be able to face career challenges and find it easier to solve the problems they face. Entrepreneurship education in Indonesia is currently lacking adequate attention, both from the world of education and the community itself. The formation of student character must be in line with the formation of entrepreneurial attitudes and skills, so that students are able to have fun, have ethics, have morals, courtesy, have attitudes and skills / skills in entrepreneurship (Kemendiknas, 2010).

Entrepreneurship is a creative and innovative process with high risk in producing value added for products that can benefit society and can bring prosperity to entrepreneurs. So it can be said that entrepreneurship is not only starting a new business, but also how to make students have an entrepreneurial orientation. Students who have entrepreneurial knowledge will be able to determine attitudes in obtaining achievements that grow from their beliefs. The entrepreneurial spirit among students can be enhanced by using various strategies, including conducting entrepreneurship courses, KKN, and entrepreneurial apprenticeships, as well as student creative programs. However, this is not easy to achieve. Some of the obstacles that exist in the application process are the still weak entrepreneurial spirit of students, lack of student responsibility in the assignment given, and lack of monitoring, as well as funding problems.

2. LITERATURE REVIEW

2.1. Life Entrepreneur Independent Young

Enterprise is striving to develop the business (Solomon & Suhendar, 2013). Meanwhile (Kasmir, 2007) states that entrepreneurship is a real form of business that has the courage to take risks and is able to open opportunities to achieve success and obtain certainty in uncertain conditions. Furthermore (Frinces, 2011) explained that there are several important roles for entrepreneurs, namely providing job opportunities and also driving real sector activities and contributing to State taxes as well as creating competitive advantage and creating an independent nation.

Entrepreneurship (*e-entrepreneurship*) can be interpreted as a person who has the courage to decide and take risks from one or more options, where all options have different benefits and risks. So that *entrepreneurship* changes the meaning of just taking risks to selling benefits to trade risks that will occur. Johannisson (1987) states that the various roles played by entrepreneurs are intertwined by combining personal and professional codes of ethics, social care, and commercial. Meanwhile, the initiative process *entrepreneurial* has the basis of personal, community, and cultural intuition. The application of the process of innovation and the risks that will be accepted is expected to bring about social change (Morrison, Rimmington, & Williamson, 1998).

According to Saiman (2009) and Frincess (2011), the results of the synthesis of the research of Saiman (2009) and Frincess (2011) indicators of entrepreneurial spirit have eight indicators, namely *first* to have a will to try, *second* to dare to take risks, *third* to be creative, *four* to be perseverance, *fifth* having a shared networking spirit, *sixth* has ethics in doing business, *seventh*, is dynamic in dealing with change, and *eighth* has a lucky calculation. From the description above, it can be concluded that entrepreneurship is a person's ability to think creatively, take risks and behave in innovative ways which are used as the basis, resources, driving force, goals, tactics, tips and processes in facing the challenges and opportunities that exist.

2.2. Self Efficacy

The [Hisrich, D., & P. \(1995\)](#) states that *self-efficacy* is related to the belief that a person can perform the required behavior successfully, people who believe they have the capacity to do (high self-efficacy), tend to act with good. Meanwhile, according to Woolfolk (2007) *self-efficacy* is a person's assessment of himself or a person's level of confidence regarding how much his or her ability to do a certain task to achieve certain results. Meanwhile, according to [Marini and Hamidah \(2014\)](#) *self-efficacy*, family environment and school environment have a strong influence on students' interest in entrepreneurship.

[Ahwisel \(2009\)](#) *Self-efficacy* is self-assessment, to measure whether someone can do good or bad actions, right or wrong, can or cannot and do something according to what is required. [Mujiadi \(2010\)](#) *Self-efficacy* is one of the factors that become an intermediary or mediator in the interaction between behavioral factors and environmental factors. [\(Gregory, 2011\)](#) argues that *self-efficacy* is self-confidence to know one's abilities, so that they can control themselves and events in the environment. [Marini and Hamidah \(2014\)](#) suggest that *self-efficacy*, family environment, and school environment have a strong influence on students' interest in entrepreneurship. From the description above, it can be concluded that *self-efficacy* is a person's confidence in managing themselves positively and their ability to complete the assigned tasks effectively and efficiently.

2.3. Adversity Intelligence

Stolz (2005) states that *adversity intelligence* is a person's ability to face difficulties or a person's resistance to stressful situations. Individuals who have high *adversity intelligence* will have hope and be able to take control in even the most difficult situations. Furthermore, Stoltz (2010) states that *adversity intelligence* or *adversity quotient* is a concept about the personal qualities a person has in facing various difficulties and their efforts to achieve success in various areas of life. Meanwhile, Phoolka and Kaur (2012) suggest that *adversity intelligence* is the ability to turn obstacles into opportunities to achieve success. Furthermore, according to Puri (2013), *adversity intelligence* is a person's ability to think, manage, and direct actions that can form patterns of cognitive and behavioral responses to stimulus events in the form of obstacles and difficulties in life.

Meanwhile [\(Fikri, Ardiaputra, & Sawitri, 2019\)](#), stated that ²⁴there is a significant positive relationship between *adversity intelligence* and career maturity, ²⁷the higher the level of *adversity intelligence*, the higher the level of student career maturity. From the description above it can be illustrated that *adversity intelligence* is a person's ability to respond to various difficulties and obstacles they face through their intelligence so that they are able to take advantage of the obstacles and difficulties faced into an opportunity.

2.4. Education. Entrepreneurship

Basically, entrepreneurs are a group that is good at taking advantage of opportunities and dare to take risk. It's back again to the "self-performance" *entrepreneur*, that a strong motivation, courage, and a strong soft skills will encourage entrepreneurs bravely to this. Kourilsky and Walstad (2013) state that entrepreneurship education is needed to foster entrepreneurial passion, spirit, and behavior among the community, especially the younger generation.

Entrepreneurship education needs to be specially designed in order to develop entrepreneurial characteristics, such as creativity, decision making, leadership, social networking, time management, teamwork, etc. Therefore, it is necessary to change the entrepreneurship education system which previously focused on the orientation of functional controls such as finance, marketing, human resources, and operations (Meyer in Bell, 2008).

The purpose of entrepreneurship learning is how to transform the entrepreneurial spirit, attitude, and behavior of a business entrepreneur group that can be used as a basis for adding to other entrepreneurial environments. Farzier and Niehm (2008) argue that education and training affect people's perceptions of entrepreneurial careers, entrepreneurship

education is not sufficient to only be held in the classroom in the form of lectures but it must provide opportunities for students to experience firsthand the difficulty of starting a business, running it and having the opportunity to observe a *role model*, namely an entrepreneur who has run his business in the form of an apprenticeship. Entrepreneurship education is the learning process of

a student through formal & informal education activities, training, workshops, seminars, workshops, and others about entrepreneurship. Research indicators are: quantity, quality, suitability of material, atmosphere, ability to add knowledge and insight. (Bukirom, H. A., & Martono, 2014), argued that education, training, and entrepreneurial motivation carried out in various universities and other parties have been empirically proven to be able to formmentality *entrepreneurial* students', besides that students also need to be more proactive. participate in various entrepreneurship education programs, both formal and informal, so thatspirit *entrepreneurial*hisbecomes stronger. Muslich (2009) argues that most students are unable to connect the material they learn with their use in real life.

2.5. Model Research

Based on a literature review and hypothesis described above, it can be made a model as a theoretical framework to answer the question of research that can be seen in the picture below

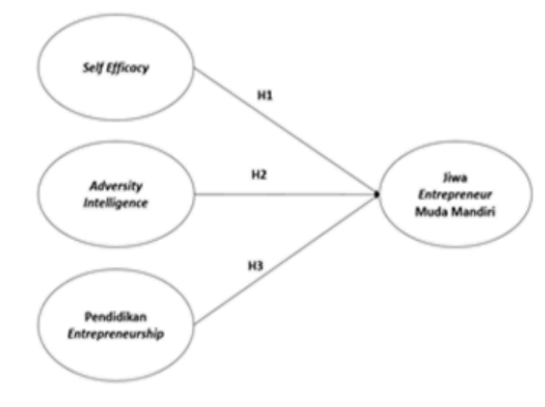


Figure 1. Model Research

1. Method

This research uses descriptive quantitative approach, where the data comes from From primary data obtained by using a questionnaire, in addition, researchers also use secondary data for literature study. Meanwhile, interviews were conducted to support the accuracy and completeness of the questionnaires distributed.

The population of this study were students of the Faculty of Economics and Business, University of Bhayangkara Jakarta Raya who had taken entrepreneurship courses. The sample used in this study used a convenience random sampling technique, namely FEB students who were willing to become respondents and managed to collect as many as 300 students.

In this study, the validity and reliability tests were carried out which were used to test whether or not the question items were asked on the questionnaire were valid and reliable. In addition, the analysis carried out in this study is regression analysis, correlation analysis, and coefficient of determination as well as hypothesis testing using the t test and F test.

3. RESULTS AND DISCUSSION

Characteristics of respondents in this study, shown in table 1 below:

Table 1. Characteristics of Respondents

No.	Characteristics	Classification	Total Respondents	Percentage of Respondents (%)
1	Gender	Male	126	42%
		Female	174	58%
		Total	300	100
2	Department /Study 62%	ManagementProgram	186	
		Accounting	114	38%
		Total	300	100

Source: processed data, 2020

Based on gender, it can be seen that more female students in this study were compared to male students (58% female male as much as 42%). Meanwhile, based on the study program students from the management study program were more than those from the accounting study program (management study program was 62% and accounting study program was 38%).

3.1. Research Instrument Testing The

results of the research instrument test are as follows:

Table 2. Research Instrument Test Results

No.	Variable	Item	Correlation Item	
Cronbach's		Question	Total	Alpha
1	Self Efficacy (X1)	X1.1	0.778	0.721
		X1.2	0.717	
		X1.3	0.837	
		X1.4	0.613	
2	Adversity Intelligence (X2)	X2.1	0.775	0.608
		X2.2	0.710	
		X2.3	0.716	
		X2.4	0.530	
3	Education Entrepreneurship (X1)	X3.1	0.415	0.602
		X3.2	0.540	
		X3.3	0.619	
		X3.4	0.542	
4	Life Entrepreneur Young Mandiri (Y)	X3.5	0.471	0.666
		Y1.1	0.573	
		Y1.2	0.674	
		Y1.3	0.678	
		Y1.4	0.566	

Source: Primary Data Processed, 2020

All question indicators in the study, namely the variables of self-efficacy, adversity intelligence, entrepreneurship education, and the spirit of independent young entrepreneurs as shown in table 2 shows that the total item correlation value (pearson correlation) more than 0.30, this shows that all the question indicators tested can be said to have met the data validity requirements.

Meanwhile, the Cronbach's Alpha value shows that the four research instruments have a Cronbach's Alpha coefficient value of more than 0.60, this indicates that all instruments can be said to be reliable and can be used to conduct research.

3.2. Classical Assumption Test

Table 3. Classical Assumption Test Results for

Variable	Normality	Multicollinearity Tolerance	Heteroscedasticity VIF
Self-efficacy	0.354	0.467	1.647
Adversity Intelligence		0.448	1.676
educationEntrepreneurship		0.526	1.465
			0.487
			0.064
			0.089

Source: processed data, 2020

From table 3 above shows that the normality test carried out illustrates the Asymp value. Sig. (2-tailed) of 0.354. These results indicate that the regression equation model is normally distributed because of the Asymp value. Sig. greater than the alpha value of 0.05. While the tolerance and VIF values of *self-efficacy*, *adversity intelligence*, and *entrepreneurship education* show that the tolerance value for each variable is greater than 10% and the VIF value is less than 10, this means that the regression equation model is free of multicollinearity. The results of the heteroscedasticity test showed that the Sig. from the variable *self efficacy*, *adversity intelligence*, educationentrepreneurship of 0.487, 0.064, and 0.089 are greater than 0.05, this means that there is an influence between the independent variables on *absolute residuals*, thus the model made does not contain symptoms of heteroscedasticity.

3.3. Multiple Linear Regression Analysis and Hypothesis Testing

Positioning Figures and Tables: Place figures and tables at the top and bottom of columns. Avoid placing them in the middle of columns. Large figures and tables may span across both columns. Figure captions should be below the figures; table heads should appear above the tables. Insert figures and tables after they are cited in the text. Use the abbreviation "Fig. 1," even at the beginning of a sentence.

Table 4. Results of Multiple Linear Regression Analysis and Hypothesis Test for

Variable	Regression Coefficient	F test	t test
Self Efficacy	0.354	33.274	0.319
Adversity Intelligence	0.245		0.297
Education Entrepreneurship	0.237		0.229

Source: processed data, in 2020

the regression coefficient of each independent variable tested positive influence on the dependent variable. Theregression coefficient *self-efficacy* is 0.354, this means that the higherhigher *self-efficacy* the student's, thethe student's intention to have anspirit *entrepreneur* independent young. The regression coefficient for *adversity intelligence* is 0.245, this indicates that the higher the *adversity intelligence* students have,the spirit of *entrepreneurs* the higherindependent young. While the regression coefficient ofeducation is *entrepreneurship* 0.237, this means that after gettingeducation *entrepreneurship* , the spirit of *entrepreneurs* independent youngwill increase.

Meanwhile, the results of the F statistical test show a number of 33,274 with a significance value of 0.000 (less than 0.05), so it can be concluded that there is a significant influence between *self-efficacy*, *adversity intelligence*, andeducation *entrepreneur* independent young. Meanwhile, the results of the t test show that the significance value of *self-efficacy* is 0.000 <0.05 with a beta value of 0.319, it can be concluded that *self-efficacy* has a significant positive effect on the soul of *entrepreneurs* independent young. While the significance value of *adversity intelligence* is 0.000

<0.05 with a beta value of 0.297, it can be concluded that *adversity intelligence* has a significant positive effect on the soul of *entrepreneurs* independent young. education is *Entrepreneurship* 0.001 <0.05 with a beta value of 0.229, this means that education *entrepreneurship* has a significant positive effect on the spirit of *entrepreneurs* independent young.

4. CONCLUSION

The main focus of this research is on the problem of the high unemployment of university graduates followed by a lack of interest in students to become entrepreneurs. This is important because the increasing number of students who have an spirit *entrepreneurial*, the orientation of students to find work after graduating from tertiary education will decrease, besides that it will also reduce the unemployment rate.

In our study it was found that *self-efficacy* had a significant positive effect on the spirit of *entrepreneurs* independent young among undergraduate students of the Faculty of Business Economics, University of Bhayangkara Jakarta Raya, where the higher the *self-efficacy* of students, the spirit of *entrepreneurs* the higher independent young. *Adversity intelligence* has a significant positive effect on the spirit of *entrepreneurs* of independent young students of the Faculty of Business Economics, University of Bhayangkara Jakarta Raya. These results indicate that the higher the *adversity intelligence* possessed by students, the spirit *entrepreneur* independent young will increase. education *Entrepreneurship* has a significant effect on the spirit of *entrepreneurs* independent young undergraduate students of the Faculty of Business Economics, Bhayangkara University, Jakarta Raya. The results of this study prove that education *entrepreneurship* can improve spirit *entrepreneurial* students' independent young.

The suggestion that researchers can give in this study is the need to increase *self-efficacy* and *adversity intelligence* students', this is because *self-efficacy* and *adversity intelligence* can be important assets for the campus of Bhayangkara University, Jakarta Raya, especially the Faculty of Business Economics in an effort to improve the spirit of *entrepreneurs* independent young among students. Kampus needs to provide lecture materials that can increase student self-confidence, and it is necessary to maintain the quality of entrepreneurship learning and improve entrepreneurship programs that can improve the spirit of *entrepreneur* independent young students. In addition, for further research it is necessary to consider examining other factors outside of *self-efficacy*, *adversity intelligence*, and education *entrepreneurship* to determine the spirit of *entrepreneur* independent young students. Other factors that influence the spirit of *entrepreneurs* independent young include the courage to take risks and family background.

The limitation in this study is that the number of respondents used in this study is only respondents from the Faculty of Business Economics, University of Bhayangkara Jakarta Raya, so that they cannot generalize the actual conditions of the soul of independent young entrepreneurs. In addition, this study also only took a sample of students who had received entrepreneurship courses, this made the researcher unable to present the difference between the spirit of independent young entrepreneurs of students who had received entrepreneurship courses and those who had not received entrepreneurship courses.

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