The Influence of Entrepreneurship Education, Government Policy, and Social Support on Business Success in the Consumption Sector MSME in DKI Jakarta

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ABSTRACT

This study aims to evaluate the effect of entrepreneurship education, government policy, and social support on business success in MSMEs in the consumption sector in DKI Jakarta. Primary data was obtained using a proportionate stratified random sampling method with a sample size of 203 MSMEs in the consumption sector in DKI Jakarta, collected through an independent survey with an online questionnaire. This research was conducted using a quantitative descriptive method, employing the Structural Equation Model Partial Least Square (PLS-SEM) technique with the SmartPLS application for data analysis.The results indicate a positive and significant effect of entrepreneurship education, government policies, and social support on business success in MSMEs. This study is limited to the scope of the DKI Jakarta area and focuses on a restricted set of variables: entrepreneurship education, government policies, social support, and business success.Entrepreneurship education equips business actors with the ability to plan, operate, and manage businesses effectively, develop new services to enhance competitiveness, and build motivation and confidence in facing business challenges. Government policies provide legal protection, ease of licensing, and tax incentives to support business sustainability. Policies such as People's Business Credit (KUR), community-based training, and support in the form of promoting local products to international markets help MSMEs expand their market reach. Social support from family, friends, or the local community assists MSME actors in expanding business networks and fostering collaboration.

Keywords: Entrepreneurship Education, Government Policy, Social Support and Business Success

1. INTRODUCTION

Studies on entrepreneurship are important in both developed and developing countries including Indonesia (Kania & Februadi, 2021). Studies are used as a theoretical basis to shed light on the number of new entrepreneurs (Ramlan & Nikmat, 2019). The entrepreneurship sector plays an important role in the country's economy by creating employment opportunities (Aryadi & Hoesin, 2022). Entrepreneurship can enhance national economic development, a career in entrepreneurship offers significant opportunities to achieve financial independence and economic benefits by encouraging the creation of more employment opportunities (Wiramihardja et al., 2022). Many countries are designing entrepreneurship programmes to promote the idea that entrepreneurship is a rewarding and sustainable career choice (Tam et al., 2021). Indonesia severely lacks a working group to provide the design of the economic structure, to increase the number of entrepreneurs so as to support Indonesia to become a developed country (Dahliah, 2020).

To create jobs for the community, increasing the number of entrepreneurs is very influential. Entrepreneurship operating under the Indonesian economy, is able to erode 97% of the labour force through the creation of new jobs sufficient to reduce poverty (Sparrow et al., 2020). Data from various international and local studies provide a more complete picture of entrepreneurial intentions, education about becoming an entrepreneur, government policies, and social support. According to GEM 2021, the level of entrepreneurial intention in some developed countries such as the United States and Canada exceeds 20 per cent of the adult

population. In developing countries such as India and Indonesia, this figure tends to be lower, ranging from 10-15%. This difference indicates the significant influence of factors such as education, policies and social support on entrepreneurial intentions. In Indonesia, data from the Central Bureau of Statistics shows that the number of micro, small and medium enterprises in DKI Jakarta continues to increase every year. In 2021, the number of MSMEs in DKI Jakarta reached more than 1 million, with the consumption sector being the most dominant. However, surveys conducted by BPS also indicate that many MSMEs still face challenges in terms of access to financing and government support.

DKI Jakarta as the economic and business hub of Indonesia offers a highly relevant context to understand how these factors interact and influence entrepreneurial behaviour. in DKI Jakarta is crucial in shaping the skills and knowledge required for aspiring entrepreneurs in the consumption sector. Through educational programmes such as courses, workshops and training organised by universities and other educational institutions, individuals can gain an in-depth understanding of business strategy, risk management, marketing and product innovation. Understanding local market dynamics and consumer needs is key to developing a sustainable and competitive business. MSME business conditions in DKI Jakarta. With supportive policies such as tax incentives, easy access to financing through various government programmes such as KUR, and regulations that pay attention to the needs of MSMEs, entrepreneurs can be more motivated to grow their businesses. However, there are challenges related to complex bureaucracy that can hinder business processes, so it is important to understand the extent to which these policies can encourage or hinder entrepreneurial intentions. Understanding how these social supports can enhance entrepreneurial intentions will provide valuable insights for developing more effective support programmes in the future.

2. LITERATURE REVIEW

2.1. Theory of Planned Behavior

Theory of Planned Behaviour (TPB) introduced by (Ajzen, 1991). Theory is based on social psychology where human behaviour is planned and preceded by the intention to perform the behaviour. Intention behaviour is a representation of a person's motivation which consists of a conscious plan, decision, or self-instruction to make efforts to achieve behaviour in accordance with set goals (Susanto et al., 2023). This theory is used to understand intentional behaviour. It is concerned with an individual's behaviour in terms of its target, associated actions, context of occurrence, and duration. The specific behavioural definitions adopted determine how the Theory of Planned Behavior should be formulated and measured (Ms, 2020). It is established that the intention to act towards something in a certain way is the most consistent predictor of actual, especially for planned behaviour (Rumondang et al., 2020). Human social behaviour can be effectively explained by following a general framework defined by the individual to some extent. Before attending a concert, an individual may send out invitations for a date, acquire tickets, change into appropriate clothes, book a taxi, and go to the concert venue. Most of these actions or activities are pre-designed. Certain sequences of actions can become habits or routines that are performed automatically. For example, in situations of driving from home to work or playing the piano, such developed skills no longer require the conscious formulation of a behavioural plan (Sawir, 2020).

2.2. Resource-Based View

The Resource-Based View theory was introduced by Wernerfelt (1984) as the main foundation for analyzing the influence of entrepreneurship education, government policies, and social support on entrepreneurial intentions of Jakarta State University students. Resource-Based View theory is a strategic management theory that emphasizes the importance of internal resources and organizational capabilities in achieving sustainable competitive advantage (Dasuki, 2021). In the context of entrepreneurship, these resources include knowledge and skills gained from entrepreneurship education, financial and regulatory support from government policies, and assistance and networks from social support (Elshifa et al., 2023). The concept and relevance of Resource-Based View Theory in entrepreneurship, as well as the influence of each factor on business success (Ma'arif, 2022). Resource-Based View Theory is a theory that emphasizes that competitive advantage is obtained through the management of unique and valuable resources owned by the organization (Kholik & Laeli, 2020). Barney (1991) identified that resources that can provide competitive

advantage must meet four VRIO criteria: Valuable, Rare, Imperfectly Imitable, and Organized to Capture Value. These resources can be physical, human, organizational, and financial.

In the context of entrepreneurship, skilled and knowledgeable human resources, adequate financial support, and strong social networks and support are key to achieving business success (Wahyuni, 2021). Resource-Based View is a theory that emphasizes that competitive advantage is gained through the management of unique and valuable resources owned by the organization. Barney (1991) identified that resources that can provide competitive advantage must meet four VRIO criteria: Valuable, Rare, Imperfectly Imitable, and Organized to Capture Value. In the context of entrepreneurship, skilled and knowledgeable human resources are crucial, as they can identify business opportunities and manage businesses effectively (Kirana et al., 2023). Adequate financial support, either through investment or government policies, is also essential to ensure business sustainability and growth (Rohman & Kustiwi, 2024). In addition, strong social networks and support, which include guidance from mentors, help from family and friends, and access to professional networks, are also key to achieving business success (Pratama et al., 2023).

By utilizing and managing these resources effectively, students are able to create sustainable competitive advantage and thrive in a competitive business environment (Supriandi, 2022). The Resource-Based View theory provides a comprehensive framework for understanding how entrepreneurship education, government policies, and social support influence the entrepreneurial intentions of Jakarta State University students (Restiadi et al., 2021). The Resource-Based View emphasizes that competitive advantage can be achieved through the management of unique and valuable resources owned by the organization (Kholik & Laeli, 2020). In this context, entrepreneurship education plays an important role in improving the quality of human resources (Riyadi, 2023). Through education individuals can gain relevant knowledge and skills to identify business opportunities, design business strategies, and manage businesses effectively (Laili & Wathon, 2020). Government policies also play a crucial role in supporting entrepreneurship. The government can provide external resources, such as financial incentives, training, infrastructure, and supportive regulations, all of which can create a conducive environment for entrepreneurial development (Varlitya et al., 2024). Financial support and access to finance are important components that can assist entrepreneurs in starting and growing their businesses (Hartatik et al., 2023).

In addition, social support is no less important in shaping entrepreneurial intentions (Prastikawati, 2023). Support from family, friends, mentors, and the community can provide motivation, guidance, and access to professional networks needed to run a business. Social support can help reduce the risk and uncertainty often faced by entrepreneurs (Zahra et al., 2023). By understanding the relationship between entrepreneurship education, government policies, and social support to entrepreneurial intentions we can design more effective strategies to encourage entrepreneurship of Jakarta State University students (Indriana, 2020). Through an integrated approach, it is expected that students can develop better and make a significant contribution to the economy in Indonesia (Mariam & Ramli, 2023).

2.3. Institutional Theory

Introduced by Meyer & Rowan (1977) as a foundation for analyzing the influence of entrepreneurship education, government policies, and social support on the success of MSME businesses in DKI Jakarta. Institutional Theory emphasizes the importance of norms, rules, and culture in the external environment that influence organizational behavior and decisions (Nuriyani & Mardian, 2019). In the context of entrepreneurship, this theory helps explain how institutional factors such as government regulations, entrepreneurship education, and social support shape individual and organizational entrepreneurial intentions (SI, 2020). The basic concepts of Institutional Theory are relevant to entrepreneurship, as well as a review of the literature related to the influence of entrepreneurship education, government policies and social support on business success (Purbasari et al., 2023). Institutional Theory focuses on how structures, norms and culture in the external environment influence organizational and individual behavior (Nuriyani & Mardian, 2019). This theory emphasizes that organizations do not only operate based on economic efficiency alone, but are also influenced by institutional pressures that come from regulations, social norms, and cultural expectations (Ulum & Anggaini, 2020).

According to DiMaggio & Powell (1983) there are three main mechanisms in Institutional Theory that influence organizations: regulative, normative, and cognitive. Regulative mechanisms involve rules and regulations set by the government or other authorities (Sos, 2020). Normative mechanisms are concerned with

norms and values that are widely accepted in a particular society or industry (Maskun et al. 2022). Cognitive mechanisms involve assumptions and beliefs held by individuals in the organization (Aisyah, 2019). Institutional Theory is particularly relevant in the context of entrepreneurship as it highlights how the external environment, including government regulation, social norms, entrepreneurial culture, shapes individual behavior and decisions to start a business (Sjachriatin, 2023). In entrepreneurship, institutional pressures can encourage or hinder the development of new ventures, for example, government regulations that support entrepreneurship can create a conducive environment for new businesses, while social and cultural norms that do not support entrepreneurship can be an obstacle for individuals who want to start a business (Wahyudi, 2019).

By understanding how these institutional factors affect enterprise success, it is possible to design more effective interventions to encourage entrepreneurship (Ihwanudin et al., 2023). Institutional theory provides a comprehensive framework to understand how entrepreneurship education, government policies, and social support influence the success of MSME enterprises in DKI Jakarta (Joban, 2023). Entrepreneurship education enhances human resources with relevant knowledge and skills, government policies provide external resources and a supportive environment, social support provides additional resources and networks needed to run a business (Nurhayati et al. 2019). By understanding the relationship between these three factors and entrepreneurial intention, it is possible to design more effective strategies to encourage the success of MSME businesses in DKI Jakarta.

2.4. Previous Research

1) Sinaga et al. (2022) aims to understand students' perceptions of entrepreneurship and evaluate the relevance of the current SMK curriculum to students' entrepreneurial needs. The result of this study is that entrepreneurship education has a significant effect on business success. In addition, gender also affects business success. Male and older students have higher intentions than female and younger students.

2) Salami et al. (2019) which aims to determine the effect of entrepreneurship education, family environment and self-efficacy on student entrepreneurial interest. In the hypothesis test, it was concluded that entrepreneurship education, self-efficacy, and family environment strongly influence the entrepreneurial intentions of FEB and Tourism students at Hindu University. The learning method indicator has the highest contribution to the entrepreneurship education variable, while the family environment variable, the indicator that has the highest contribution is the family function.

3) Research by Liu et al. (2020) which reveals that entrepreneurship education has a significant effect on entrepreneurial intention. This research has limitations, namely convenience sampling, not random sampling, and all students come from one province, which can affect representation and universities.

4) Research by Familia et al. (2020) shows that entrepreneurship education and family environment simultaneously have a significant effect on entrepreneurial intention. Although some students doubt parental attention, this attention reduces students' interest in entrepreneurship, followed by education that teaches responsibility in business management, so they are not afraid to fail in taking the risk of what happens next.

5) Research by Wibowo et al. (2022) to examine the impact of Islamic values and entrepreneurship education to predict Islamic students' intention to do business, as well as investigate the mediating role of entrepreneurial inspiration and attitude. The results of this study Islamic values affect entrepreneurial inspiration, entrepreneurial attitudes and entrepreneurial intentions. Entrepreneurship education affects entrepreneurial inspiration, entrepreneurial attitude and entrepreneurial intention. Entrepreneurial inspiration affects entrepreneurial attitude, entrepreneurial intention. Entrepreneurial inspiration mediates Islamic values and entrepreneurial intentions. Entrepreneurial attitudes mediate the influence of Islamic values and entrepreneurial intentions. The limitations of this study lie in the demographics of respondents in the East Java region and the participants were only male students. Consequently, the findings cannot be generalized to all pesantren in Indonesia or in Islamic countries.

3. RESEARCH METHODS

3.1. Research Design

The author uses a quantitative approach in this study. According to Sugiyono (2013) a quantitative approach is the measurement of data with objective statistics using scientific calculations that can be obtained from individuals or residents who are used as respondents to answer questions. The survey was conducted to determine the frequency and percentage of responses. The research method used in this research is the survey research method. According to Morrisan (2012), a survey is one of the methods used in obtaining data and answers to several questions. Based on its nature, this research is descriptive. Researchers try to describe data about objects or research variables in MSMEs in the consumption sector in Jakarta. The exogenous variables in this study are entrepreneurship education, government policy and social support as intervening variables. Then the endogenous variable is business success.

3.2. Research Sample

The method testing strategy used in this study was purposive testing, meaning that the sample was selected by considering exceptional considerations. The participants in this study are residents of DKI Jakarta who run MSMEs. Based on BPS DKI Jakarta in 2021, it was noted that there were around 23,743 micro and small consumption sectors in the DKI Jakarta area. MSMEs are one of the sources of meeting the needs of the people of DKI Jakarta, covering 98.78% of all businesses in the city. Rounded up to 203 people, so it can be known based on calculations. This study used a sample of 203 MSMEs in the consumption sector of DKI Jakarta.

3.3. Data Collection Tools and Procedure

In this study, the authors used data taken directly (primary). Referring to the opinion (Abdullah, 2015) primary data is data that comes from research samples directly. The sample collection technique in this study used a survey method through distributing questionnaires. The questionnaire is a list of questions used by researchers to collect information directly through a number of questions. The responses in the questionnaire were assessed using a Likert scale. Data collection for this study was through distributing questionnaires in the form of google forms distributed to MSMEs in the consumption sector in DKI Jakarta via Whats App and direct visits at the research site, namely MSMEs in the consumption sector in DKI Jakarta.

3.4. Data Analysis

The data analysis used in this research is the structural equation modeling partial least squares (SEM-PLS) technique. Referring to the opinion of Abdullah (2015) with the SEM method the causal relationship between the independent and dependent variables can be seen completely. This makes the causal relationship between variables more accurate. For this reason, this study uses SmartPls software in order to describe the relationship between entrepreneurship education, government policies and social support to business success in MSMEs in the consumption sector in DKI Jakarta: - Outer Model Evaluation (Measurement Model) - Inner Model Evaluation (Structural Model) - SEM analysis with mediation effects

4. RESULTS AND DISCUSSION

The depiction of information provides a summary of the information delivery of this review. This exploration utilizes four factors namely Entrepreneurship Education (XI), Government Policy (X2), Social Support (X3) and Business Success (Y). In this exploration, the information overview consists of two kinds, namely respondent profile and information profile. The respondent profile contains general information about the respondent. Respondents in this research are DKI Jakarta IMK consisting of 5 districts including East Jakarta, West Jakarta, South Jakarta, North Jakarta, Central Jakarta. The number of questionnaires was 204 due to time and space constraints, so the distribution of questionnaires was carried out by sharing links using google form and direct interviews.

4.1. Data Analysis

Of the five direct relationships between variables, all have a t-value greater than 1.91, indicating that each hypothesis is significant. In testing the mediation effect (Table 4.15), the t-value exceeds 1.96, with LL and UL values for H6 at 0.142 and 0.298, respectively, and for H7 at 0.156 and 0.307. Since the LL and UL values for both H6 and H7 are greater than 0, this confirms the presence of a mediation effect.
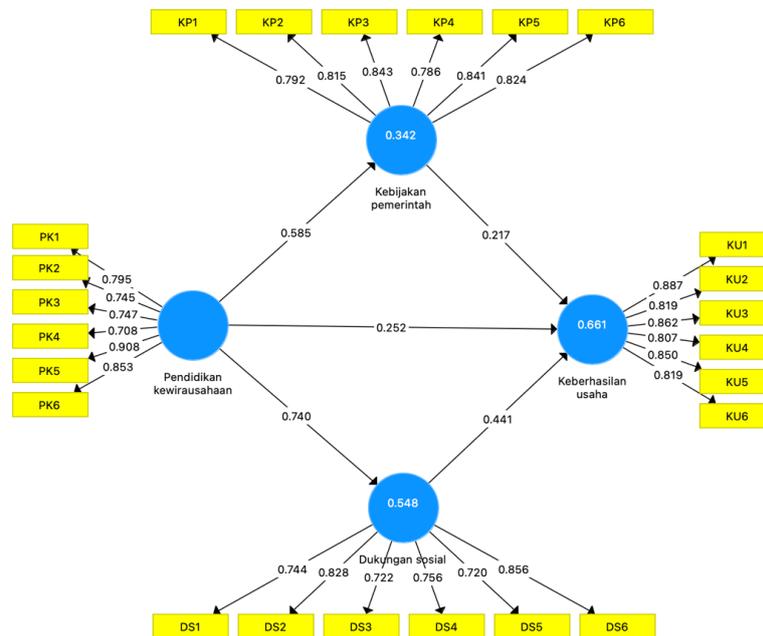

Figure 1. Structural Model Picture

Table 1. Direct Relationship Hypothesis Testing Table

Hypothesis	Relationship Variabel	β	SE	t-value	Confidence interval		P Values	Decision
					LL	UL		
H1	pk→ku	0.252	0.058	4.323	0.615	0.786	0.000	Accepted
H2	kp→ku	0.217	0.059	3.655	0.099	0.336	0.000	Accepted
H3	ds→ku	0.441	0.068	6.506	0.306	0.575	0.000	Accepted
H4	pk→kp	0.585	0.060	9.804	0.461	0.702	0.000	Accepted
H5	pk→ds	0.740	0.045	16.304	0.646	0.827	0.000	Accepted

Table 2. Hypothesis Testing Table of Mediation Effect

Hypothesis	Relationship Variabel	β	SE	t-value	Confidence interval		P Values	Decision
					LL	UL		
H6	pk→kp→ku	0.127	0.036	3.528	0.054	0.203	0.000	Accepted
H7	pk→ds→ku	0.327	0.052	6.313	0.224	0.431	0.000	Accepted

4.2. Discussions

1) Testing the first hypothesis (H1): Entrepreneurship education significantly affects the success of the DKI Jakarta consumption sector Umkm business Jakarta, it is known that the t-value of H1 4.323> 1.96 which means significant. Thus, H1 of this study is accepted.

2) Testing the second hypothesis (H2): Government policy significantly influences the success of the DKI Jakarta consumption sector Umkm business. Jakarta. it is known that the t-value of H2 3.655> 1.96 which means significant. Thus, H2 of this study is accepted.

3) Testing the third hypothesis (H3): Social support significantly influence the success of the DKI Jakarta consumption sector Umkm business Jakarta. it is known that the t-value of H3 6.506> 1.96 which means significant. Thus, H3 of this study is accepted.

4) Testing the fourth hypothesis (H4): Entrepreneurship education significantly significantly affects government policy Umkm sector consumption sector of DKI Jakarta. it is known that the t-value of H4 is 9.804> 1.96 which means significant. With Thus, H4 of this study is accepted.

5) Testing hypothesis five (H5): Entrepreneurship education significantly affects the social support of the DKI Jakarta consumption sector Umkm. it is known that the t-value of H5 is 16.304> 1.96 which is significant. Thus, H5 of this study accepted.

6) Hypothesis testing six (H6): Government policy significantly mediates the effect of entrepreneurship education on business success. DKI Jakarta consumption sector MSMEs, it is known that the t-value of H6 is 3.528> 1.96 which means significant. It is also known that the LL and UL values of the relationship between these variables are more than 0, indicating a mediating effect. than 0 which indicates a mediating effect. Based on the test the independent variable directly affects the dependent variable. So it can be concluded that the government policy variable mediates entrepreneurship education to business success partially. entrepreneurship education on business success partially. Thus, H6 of this study is accepted

7) Testing hypothesis seven (H7): Social support significantly mediates the effect of entrepreneurship education on business success of MSMEs consumption sector of DKI Jakarta. it is known that the t value of H6 is 6.313> 1.96 which is significant. It is known It is also known that the LL and UL values of the relationship between these variables are more than 0, which indicates a mediating effect. Indicating a mediating effect. Based on testing the test, the independent variable directly affects the dependent variable. So It can be concluded that the social support variable mediates entrepreneurship education on business success partially. entrepreneurship education on business success partially. Thus, H7 of this research is accepted.

5. CONCLUSIONS

This study aims to examine the effect of entrepreneurship education, government policies, and social support on business success in the consumption sector MSMEs in DKI Jakarta. The findings indicate that entrepreneurship education has a positive and significant effect on business success. Similarly, government policy also has a significant positive impact on business success, while social support positively and significantly influences business success as well. Furthermore, entrepreneurship education positively and significantly affects government policy and social support. Additionally, government policy positively and significantly influences business success through its regulatory framework, while entrepreneurship education also contributes to business success through the mediation of social support.

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