

BUKTI CORRESPONDING AUTHOR

Judul Artikel

Pranitasari, D., Anhar, M., Warcito, W., Said, M., Harini, S., & Endri, E. (2024). Optimism and entrepreneurial self-efficacy in Indonesia MSMEs. *Journal of Infrastructure, Policy and Development*, 8(10), 6238. <https://doi.org/10.24294/jipd.v8i10.6238>

URL Artikel: <https://systems.enpress-publisher.com/index.php/jipd/article/viewFile/6238/4076>

Website Jurnal:

<https://systems.enpress-publisher.com/index.php/jipd/index>

Identitas Jurnal

Publis Online : **27 September 2024**
Nama Jurnal : *Journal of Infrastructure, Policy and Development*
Publisher : **EnPress Publisher, LLC**
ISSN/E-ISSN : **2572-7923E/ 2572-7931**
Indeks : **Scopus: Q3 (2023), SJR: Q2 (2023)**
Impact Factor : **CiteScore 2023: 1.0; SJR 2023: 0.291; SNIP 2023: 0.487**
Current Status : **Scopus coverage years: From 2019 to Present**

Link Scopus: <https://www.scopus.com/sourceid/21101052847>

Link SJR:

https://www.scimagojr.com/journalsearch.php?q=21101052847&tip=sid&clean=0#google_vignette

No	Jadwal	Tahapan Proses Publikasi
1	6 Mei 2024	Submit Paper
2	14 Juni 2024	Major Revision Request
3	24 Juni 2024	Submit Paper Revised
4	25 Juni 2024	Paper Accepted
6	18 September 2024	Proofreading Request
6	19 September 2024	Submit Proofreading Revised
7	17 September 2024	Paper Publis Online

Submit Paper

JIPD 6238: Your manuscript has been submitted



Endri Endri <endri@mercubuana.ac.id>

Mon, May 6,
2:17 PM

Dear Annie Murphy

I have submitted an article to JIPD via <https://systems.enpress-publisher.com/index.php/jipd>, with ID 6238

I am looking forward to hearing from you.

Best regards,

Endri ENDRI

PAPER SUBMITTED

Optimism and Entrepreneurial Self-Efficacy in Indonesia Micro, Small, and Medium Enterprises (MSMEs)

Diah Pralitasari^a, Muhammad Anhar^a, Warcito^b, Meldasari Said^c, Sri Harini^d, Endri Endri^{e*}

^aSekolah Tinggi Ilmu Ekonomi Indonesia Jakarta, Jakarta, Indonesia.

^bIPB University, Bogor, Indonesia.

^cSekolah Tinggi Ilmu Ekonomi Indonesia Banjarmasin, Banjarmasin, Indonesia

^dUniversitas Djuanda, Bogor, Indonesia

^eUniversitas Mercu Buana, Jakarta, Indonesia

ABSTRACT

This study aimed to analyze the effect of training programs on entrepreneurial self-efficacy (ESE) and the optimism of micro, small, and medium enterprises (MSMEs). The research was conducted at Babakan Madang UMKM, Bogor Regency, assisted by P2SDM LMPM IPB. The sample size was set at 100 SMEs with a purposive sampling method. Data was obtained by distributing questionnaires and analyzed using Structural Equation Modeling (SEM). The results of the study were as follows: 1) Reactions in the training program did not affect the ESE of MSME actors, 2) Learning in the training program affected the ESE of MSME actors, 3)

Behavior in the training program did not affect the ESE of MSME actors, 4) Results in the training program does not affect the ESE of MSME actors, and 5) ESE affects the Optimism of MSME actors. The effect of ESE on the Optimism of MSME actors is greater than the effect of learning in training programs on the Optimism of MSME owners.

Keywords: Training Program, Entrepreneurial Self-Efficacy, Optimism

1. Introduction

Micro, Small, and Medium Enterprises (MSMEs) play a crucial role in revitalizing the Indonesian economy as contributors to the Gross Domestic Product (GDP). According to the Ministry of Cooperatives and Small and Medium-Sized Enterprises, there are currently 64.2 million people engaged in MSMEs, contributing 60.51% to the Gross Domestic Product, which amounts to Rp 9,580 trillion in 2020 and employing 96.92% of the total workforce. The share of the labor force in the total investment has increased to 60.42% (Adhi, 2021). MSMEs serve a highly strategic role in supporting the national economy. However, these businesses face numerous challenges, both in terms of management and other aspects, when it comes to their development. These challenges can be addressed through government initiatives and policies to make MSMEs more productive and efficient. One such approach is the implementation of cluster-based strategies, which can help MSMEs overcome the issues they face and thrive (Pranitasari et al., 2022).

The Covid-19 pandemic, from 2020 until now, has indeed slowed down the wheels of the Indonesian economy. Several business sectors, especially in the early days of the pandemic, suffered losses, with many even forced to close down. However, in adversity, opportunities always emerge. The Indonesian economy has shown signs of recovery, thanks partly to the creativity and active participation in the MSME sector (Maksum et al., 2020). Various stakeholders, including the private sector, need to strengthen and support the government's various initiatives and programs to ensure that MSMEs can derive the maximum benefits. One of the supporters of these government programs is the Human Resources Education and Training Center (P2SDM) under the Community Service Institution (LPPM) at Bogor Agricultural University (IPB). They have been implementing an MSME assistance program since 2019 for MSMEs in the Bogor Regency. The MSME assistance program, which was planned and implemented, consists of basic entrepreneurship training, business mentoring through consultation clinics, and competency strengthening through skill training. P2SDM LPPM IPB has around 1,500 MSMEs under its guidance in the Bogor Regency, with 180 participating in the assistance program and 1,090 MSMEs having undergone new entrepreneurship training.

Effectiveness is the alignment of outputs with objectives. Effectiveness is used to evaluate or measure success (Marlapa et al., 2024; Baird, 2017). In general, effectiveness is related to outcomes, where an activity is considered adequate when it is carried out correctly. Community empowerment programs should be evaluated for their effectiveness in achieving the pre-planned goals to be considered adequate.

Entrepreneurship involves creating new businesses, typically in response to external opportunities. Entrepreneurs capitalize on existing opportunities by altering, restructuring, or developing new products or services (Coulter, 2016). Some previous research indicates that

several variables influence the identification of business opportunities, including entrepreneurial personality traits (creativity and optimism), social networks, prior knowledge, information, financial incentives, creativity, curiosity, and Optimism (Jeraj, 2014).

Optimism is essential in entrepreneurial decision-making (Bengtsson & Ekeblom, 2014).

Entrepreneurs must have a high level of optimism because it increases self-confidence and helps them achieve success and the best performance (Cassar, 2010). Adomako et al. (2016) revealed that entrepreneurial optimism increases entrepreneurial persistence. Fraser and Greene (2006) say that excessive optimism causes entrepreneurs' ability to make more focused decisions.

Optimism is a mindset that motivates entrepreneurs to seek the correct information to identify business opportunities (Endri et al., 2020). Several factors influence optimism, including social support, self-confidence, self-esteem, and accumulated experience (Seligman, 2011).

Entrepreneurial Self-Efficacy (ESE) refers to a person's confidence in their ability to perform tasks and roles in a business-oriented context (Setiawan et al., 2022). ESE plays a significant role in determining whether someone will pursue a career in business and entrepreneurship.

Research on the Optimism of MSME entrepreneurs has been limited, with Gow and Rodhiah (2019) examining entrepreneurial optimism as a moderator of cognitive styles in MSMEs.

Setiawan et al. (2022) revealed the mediating role of attitude toward entrepreneurship in the relationship between entrepreneurial self-efficacy and entrepreneurial intention. Srimulyani and Hermanto (2021) found that entrepreneurial self-efficiency positively affects the success of MSMEs. Drnovšek et al. (2010) show that ESE is essential in determining the success of starting a new business. Elitha and Purba (2020) revealed that entrepreneurial intentional self-regulation mediates the relationship between ESE and entrepreneurial intention. Most studies on self-efficacy and entrepreneurial optimism have primarily been conducted in education. Based on the findings from these studies, it can be concluded that, to date, there is no research on the effectiveness of training programs on ESE and Optimism in MSMEs.

2. Literature Review

Community Empowerment Program is an alternative form of development that demands self-reliance among communities to fulfill their needs. In addition to focusing on the participation of the beneficiaries in the development process, it also emphasizes the community's ability to manage development and sustain their livelihoods (Hadiyanti, 2008; Tohidi, 2011). Community empowerment begins with the community's confidence so that they can improve their quality of life through the optimal utilization of resources (Fatmawatie & Endri, 2022). The primary target in this context is the economically disadvantaged population. It is essential to understand that women actively participate in this process. A multidisciplinary facilitator team is involved in the community empowerment process, and this team should consist of both men and women. The primary task of the community empowerment team is to assist the community in implementing the empowerment process. The community empowerment team plays a very active role at the beginning of the process but gradually decreases its involvement as the process continues, allowing the community to operate independently (Saputra, 2019).

2.1 Optimism

Optimism is an individual's attitude about hope and belief in their future success. Optimism is characterized by those who consistently expect positive outcomes, while pessimism refers to

those who consistently expect negative results. Optimism has numerous benefits, including better skills, lower stress levels, improved physical health, and more extraordinary perseverance in achieving goals (Carver et al., 2016; Jeraj, 2014). Dushnitsky (2010) states that entrepreneurship becomes more attractive when individuals are optimistic about the possibilities of their ventures. Optimism affects entrepreneurial performance (success and failure), decision-making, and various degrees of unrealistic optimism that can lead to various consequences in business development (Jeraj, 2014). Optimism is measured to gauge how much individuals agree or disagree with each item, indicating their level of agreement or disagreement using a 5-point Likert scale. Optimistic individuals view difficulties as learning experiences or setbacks, and even on the gloomiest days, they believe that "tomorrow will be better." When someone consistently focuses on the positive aspects, they may perceive their life experiences as more favorable than others, experience less mental stress, and enjoy better overall health (Folkman & Moskowitz, 2000).

There are several key characteristics commonly associated with optimistic individuals. Some of these characteristics of optimistic individuals include believing that good things will happen in the future, assuming that everything will turn out fine, having confidence in overcoming life's challenges, seeing a bright future, believing that positive outcomes can emerge even from adverse events, viewing challenges or obstacles as learning opportunities, appreciating the good things in life, continually seeking ways to make the most of opportunities, having a positive outlook on oneself and others, taking responsibility for their mistakes but not dwelling on them, and not letting a single negative experience overshadow their hope for the future. Optimism does not mean engaging in unrealistic fantasies or thoughts. It is a way of looking at the world that gives optimistic individuals more freedom to choose because they feel at least partially responsible when things go well. Optimistic people exhibit healthier behaviors and live longer than their pessimistic counterparts. They are also less vulnerable to the adverse effects of illness, fatigue, and mental stress. However, unrealistic beliefs that the future will consist solely of positive events can lead to unwarranted risk-taking, particularly concerning one's health and finances (Carver et al., 2016).

2.2 Entrepreneur Self-Efficacy (ESE)

An entrepreneur is defined as a person who identifies, evaluates, and exploits opportunities to create goods and services (Newman et al., 2019). Self-efficacy research is considered a leading meta-approach for entrepreneurs, helping us understand entrepreneurial actions and beliefs related to those actions. Entrepreneurs require courage in risk-taking, uncertainty, creativity, leadership, initiative, persistence, and enthusiasm. Therefore, ESE has become an essential psychological component in entrepreneurship research (Miao et al., 2017). It has been found to influence entrepreneurs' motivation, intentions, behaviors, and performance and is a crucial outcome of entrepreneurship education and training.

Bayrón (2013) states that ESE is the belief in one's ability to successfully perform essential entrepreneurial actions needed to start a new business. ESE refers to an individual's confidence in their ability to succeed in their role and responsibilities as an entrepreneur. ESE measures a person's self-belief in their skills and abilities to discover new opportunities (Izquierdo & Buelens, 2011). How individuals think and act entrepreneurially has become essential for researchers, educators, and policymakers seeking to support entrepreneurial activities independently or within organizations. Several ESE measurement tools have been developed by

various researchers, including McGee et al. (2009), Barakat et al., Sia et al. (2015), and Newman et al. (2019). Elitha and Purba (2020) use ESE indicators to measure the ability to develop new products or identify marketing opportunities, create an innovative environment, develop relations with funders, goal focus, handle unforeseen threats, and human resource development.

2.3 Training Effectiveness

Effectiveness refers to performance measured by the extent to which the agreed-upon objectives and outcomes can be achieved (Hamilton & Chervany, 1981; Virgiawan et al., 2021). Training effectiveness refers to the degree of success of training providers in achieving their goals for both participants and their organizations (Dessler, 2014). The model by Kirkpatrick and Kirkpatrick (2006) is the most popular training evaluation approach. Kirkpatrick and Kirkpatrick (2006) revised and improved their original theory and introduced the New Kirkpatrick Model in their book "The Four Levels of Training Evaluation." One significant addition is emphasizing the importance of learning relevant to daily community activities. The four levels are Reaction, which measures participants' reactions and satisfaction with the training program; Learning, which measures the progress of participants in knowledge, skills, and attitudes as per training objectives; Behavior, which indicates how well training materials are applied in the workplace and the participants' workplace, results, which are the outcomes resulting from participation in the training program. Tannenbaum et al. (1993) developed a training transfer model from Kirkpatrick's Four Level Model by eliciting post-training attitudes and dividing Behavior at level 3 into two outcomes for evaluation: training performance and transfer.

Training program effectiveness can be evaluated using information collected at five levels (Kirkpatrick, 2009): 1) reaction: After participating in training, participants provide feedback about the training program, including their satisfaction with various aspects such as the trainer, the provided materials, the content, and even the training environment (space, breaks, food, temperature); 2) learning: Typically done through written exams (essays or multiple-choice questions), performance tests, and simulation exercises to assess how well participants have mastered the concepts, knowledge, and skills taught in training; 3) behavior: By assessing participants before and after training, you can determine how participation in a training program impacts their work-related behaviors; 4) organizational performance: The impact of training on the work team or organization as a whole. Data can be collected before and after training based on productivity, turnover, absenteeism, accidents, complaints, improved quality, customer satisfaction, and other criteria; 5) cost savings: Determine whether training costs are small or large compared to the amount of money an organization spends.

3. Methods

The research was conducted in MSMEs under the guidance of P2SDM LPPM IPB in the Bogor Regency, which amounts to approximately 1,500 MSMEs. This consists of 180 MSMEs that have undergone mentorship programs and 1,090 MSMEs that have received training in entrepreneurship. The target population for this research is the 180 MSMEs that have participated in the mentorship program. 100 MSMEs were selected as the sample using purposive sampling, a method based on specific considerations. The research design employs

indicators and instruments developed by previous researchers, including 1) Training Effectiveness Based on the work of Kirkpatrick and Kirkpatrick (2006); 2) ESE: Drawing from Elitha and Purba (2020) and Jung et al. (2001), and 3) Optimism: Utilizing measures from Scheier et al. (1994).

Table 1. Research Variable Indicators

No.	Variable	Indicators
1	Training Effectiveness	
	1. Reaction	1. Extension materials 2. Extension facilitator 3. Extension method 4. Supporting facilities
	2. Learning	Counseling participants' understanding of the counseling material that has been obtained: new entrepreneurship, finance, business feasibility, marketing, motivation, packaging, processing PIRT and IUMK permits
	3. Behavior	1. Ability 2. Attitude 3. Attention 4. Action
	4. Results	Increase/development of participant entrepreneurship: Income, skills, knowledge
2	<i>Entrepreneurial Self – Efficacy</i>	1. Skills to develop new products or marketing opportunities 2. Establish an innovative area 3. Investor Data 4. Focus on goals 5. Experiencing unexpected challenges 6. Development of key human energy sources
3	Optimism	1. Feeling that good events will happen in the future. 2. Expect things to go well. 3. The feeling of being able to withstand life's challenges. 4. Feel like the future looks bright. 5. Believe that good things can also come

No.	Variable	Indicators
		from adverse events.
		6. View challenges or obstacles as learning opportunities.
		7. Always be grateful for everything that happens in life
		8. We are always looking for ways to take advantage of opportunities.
		9. Be positive for yourself and others.
		10. Take responsibility for mistakes, but do not dwell on them.
		11. Do not let one bad experience cloud hopes for the future.

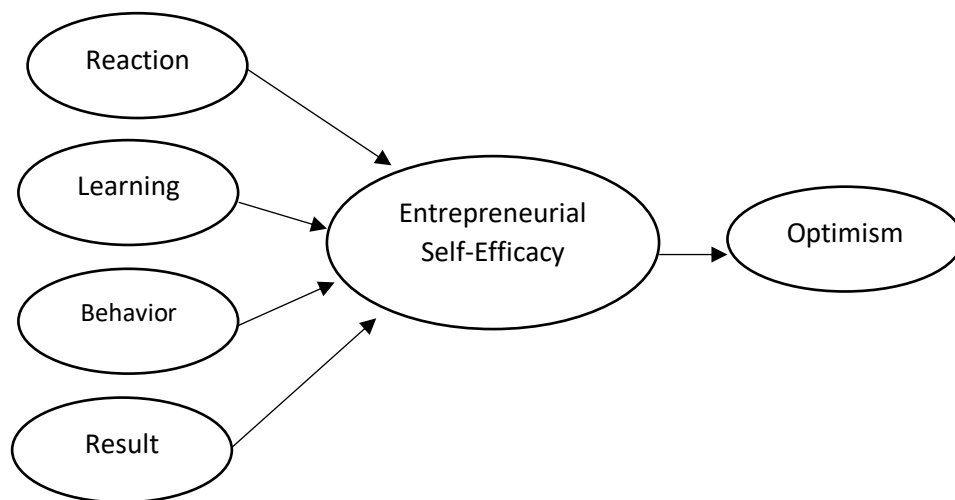


Fig 1. Research Framework

4. Results

The data was analyzed using Smart Partial Least Square (PLS), which includes outer and inner model analysis.

4.1 Outer Model Analysis

The outer model analysis looks at the validity and reliability of the construct.

a. Construct Validity Test

Validity is a measure of the degree or adequacy of a facility. There are two types of construct

	<i>ESE</i>	<i>Result</i>	<i>Optimism</i>	<i>Learning</i>	<i>Behavior</i>	<i>Reaction</i>	Conclusion
<i>ESE</i>	0.830						Valid
<i>Result</i>	0.096	0.913					Valid
<i>Optimism</i>	0.510	0.194	0.783				Valid
<i>Learning</i>	0.277	-0.151	0.0365	0.742			Valid
<i>Behavior</i>	0.127	0.057	0.085	0.073	0.880		Valid
<i>Reaction</i>	0.203	0.361	0.255	0.047	0.715	0.869	Valid

Source: Data is processed (2023)

Table 2 shows that discriminant validity for all variables is declared valid. Apart from factor loadings, validity also looks at the Average Variance Extracted (AVE) with a rule of thumb ≥ 0.5 .

Table 3. Average Variance Extracted

Construct	AVE
<i>ESE</i>	0.689
<i>Result</i>	0.833
<i>Optimism</i>	0.613
<i>Learning</i>	0.550
<i>Behavior</i>	0.775
<i>Reaction</i>	0.756

Source: Data is processed (2023)

Table 3 shows that the AVE value of all constructs is more significant than 0.5, so it is declared a valid construct.

b. Construct Reliability Testing

Reality is a set of measurements or a sequence made by those measurements that are consistent when repeated. The ranking of component reliability values is measured by Cronbach's alpha and combined reliability. Order rules with Cronbach Alpha were more significant than 0.6, and joint confidence was greater than 0.7. The composite reliability and Cronbach alpha values are given in the table below:

Table 4. Composite Reliability

	Composite Reliability
<i>ESE</i>	0.956
<i>Result</i>	0.937
<i>Optimism</i>	0.940
<i>Learning</i>	0.710
<i>Behavior</i>	0.873
<i>Reaction</i>	0.949

Source: Data is processed (2023)

Table 4 shows that the Composite Reliability value for all constructs is greater than 0.7, which indicates that the constructs have good reliability.

From the outer model analysis, which looks at the results of the validity and reliability of each construct, the dominant indicators of each variable can be obtained as follows:

1. Optimism: The dominant indicator (Y10) loading factor is that I accept responsibility for mistakes but do not think about it.
2. ESE: The dominant indicator (Z12), which has a dominant loading factor, states that I am focused and committed to achieving the goal.
3. Reaction: The dominant indicator (X1.5) has a dominant loading factor, the Instructor's statement, which can motivate me to continue improving my knowledge and skills.
4. Learning: The dominant indicator (X2.14) is the dominant loading factor, which states that I have big dreams for my business.
5. Behavior: The dominant indicator (X3.6) is the dominant loading factor, which is the statement that I can use to calculate the profits from my business.
6. Result: The dominant indicator (X4.4) is the dominant loading factor, namely the statement that I can guarantee that my merchandise is always safe for health.

4.2 Outer Model Analysis

The analysis of the internal model in PLS (Partial Least Square) includes path coefficients between the goodness of fit and index of fit constructs (GoF). GoF reflects the overall model fit, calculated by comparing the predicted model's squared data with the actual data. The GoF value can be obtained by examining the NFI, which is 0.477. The model is reasonably consistent with the actual data. The significance of relationships between constructs is tested using t-statistics through the bootstrapping process to evaluate the model. This method considers variables with t-statistic values greater than 1.96 Haryono (2017) significant. The output of the bootstrapping in this research is presented in Figure 4.



Fig 4. Hypotesis Testing

Table 5. t-statistic

Pengaruh	T Statistics (O/STDEV)	P Values	Conclusion
ESE → Optimism	4.900	0.000	Significant
Result → ESE	0.615	0.539	Not Significant
Learning → ESE	3.016	0.003	Significant
Behaviuor → ESE	0.271	0.787	Not Significant
Reaction → ESE	1.767	0.078	Not Significant

Source: Data is processed (2023)

From Figure 4, it can be observed that there are three non-significant paths, namely the influence of Result on ESE, Behavior on ESE, and Reaction on ESE. From Figure 4 and Table 5, the hypothesis test results can be explained as follows:

1. Influence of Reaction on ESE:

The first hypothesis formulated in this study is that Reaction influences ESE. The t-statistic value of internal organizational communication (X1) on job engagement (Z) is 0.615, less than 1.96. This means that Reaction (X1) has been empirically tested not to affect ESE (Z). In other words, the null hypothesis (H0) is accepted, or the alternative hypothesis (H1) is rejected, indicating that Reaction does not influence ESE.

2. Influence of Learning on ESE:

The second hypothesis is that Learning influences ESE. The t-statistic value of Learning (X2) on ESE (Z) is 3.016, more significant than 1.96. Therefore, the null hypothesis (H0) is rejected,

or the alternative hypothesis (H1) is accepted, meaning that Learning affects ESE.

3. Influence of Behavior on ESE:

The third hypothesis is that Behavior influences ESE. The t-statistic value of intrinsic rewards (X3) on job engagement (Z) is 0.271, less than 1.96. So, the null hypothesis (H0) is accepted, or the alternative hypothesis (H1) is rejected, indicating that Behavior does not affect ESE.

4. Influence of Result on ESE:

The fourth hypothesis is that the result influences ESE. The t-statistic value of self-development (X4) on job engagement (Z) is 0.615, less than 1.96. This means that the result does not affect ESE, the null hypothesis (H0) is accepted, or the alternative hypothesis (H1) is rejected.

5. Influence of ESE on Optimism:

The fifth hypothesis is that ESE influences optimism. The t-statistic value of ESE on Optimism is 4.900, more significant than 1.96. Therefore, the null hypothesis (H0) is rejected, or the alternative hypothesis (H1) is accepted, indicating that ESE affects optimism.

Non-significant paths have been removed from the model and recalculated, resulting in the diagram shown in Figure 5.



Fig 5. Path Coefficient

From the path above, it is reprocessed to determine the significance test of the indirect effect of learning on Optimism through ESE as follows, obtained a t-statistic value of 2.245 or P-value 0.025, so the indirect effect of learning on Optimism through ESE is significant, or in other words, Learning has no impact directly towards Optimism through ESE. The coefficient value of the indirect influence of learning on optimism is depicted in Figure 6.

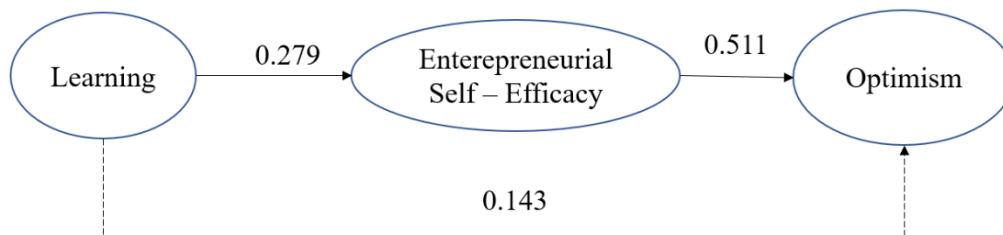


Fig 6. Direct and Indirect Influence

5. Discussion

The hypothesis testing results show that Learning influences ESE directly by 0.279. This means that better Learning or training enhances ESE. Learning refers to measuring participants' competence growth in knowledge, skills, and attitudes according to the training program's objectives. Entrepreneurial self-efficacy (ESE) is one's belief in one's ability to succeed and engage in entrepreneurial behaviors, such as starting a new venture. ESE represents a person's strength in believing they can handle their role and responsibilities as an entrepreneur. Therefore, effective Learning that enhances an individual's competencies can boost their confidence to become entrepreneurs. The dominant indicator is an individual having big dreams for their business, meaning having a clear and significant vision; with a strong vision combined with competencies acquired through training, an individual's confidence in running and growing their business increases. This finding aligns with research conducted by Saepudin et al. (2015), Primandaru (2021), Pranitasari and Triana (2020), and Susanto et al. (2020), indicating that learning in training programs influences ESE.

ESE influences optimism by 0.511. This implies that better ESE enhances a person's optimism when running a business. The dominant indicator for ESE is a focus on commitment to achieving goals. Optimism is a state of mind filled with hope and belief in success and a positive future. Focusing on commitment to achieving goals serves as significant capital to increase optimism in running and growing one's business. This result is consistent with research conducted by Drnovšek et al. (2010), Elitha and Purba (2020), Newman et al. (2019), Primandaru (2021), and Suryawan et al. (2023), found that ESE influences optimism. They are learning the direct influence on optimism by 0.143. This means that Learning that enhances an individual's competencies can increase their confidence in successfully growing their business through the skills they possess. This finding is consistent with research conducted by Pranitasari and Triana (2020), Ricardianto et al. (2023), and Saepudin et al. (2015), suggesting that Learning influences a person's optimism.

6. Conclusion

Learning influences ESE, meaning that better Learning or training enhances ESE. ESE influences optimism, enhancing a person's optimism when running a business. The influence of ESE on Optimism is stronger than learning ESE. Based on the research findings, recommendations can be made. Learning influences ESE; therefore, training methods can be improved to enhance ESE, particularly in motivating individuals to have significant dreams for their businesses or, in other words, to have a clear and substantial vision for their ventures. Through this vision, individuals will be encouraged to enhance their competencies, thus boosting ESE. ESE influences optimism; therefore, to enhance individuals' optimism in their businesses, ESE can be improved, especially by focusing on commitment to achieving goals. This research implies that the findings can be used as input for P2SDM LMPM IPB and other institutions conducting mentoring programs for micro, small, and medium enterprises (UMKM), especially in designing appropriate training programs. This involves learning methods crucial in increasing the ESE and Optimism of UMKM entrepreneurs.

References

- Adomako, S., Danso, A., Uddin, M., & Damoah, J. O. (2016). Entrepreneurs' optimism, cognitive style, and persistence. *International Journal of Entrepreneurial Behavior & Research*, 22(1), 84-108. <https://doi.org/10.1108/IJEBR-07-2015-0158>
- Baird, K. (2017). The effectiveness of strategic performance measurement systems. *International journal of productivity and performance management*, 66(1), 3–21. <https://doi.org/10.1108/IJPPM-06-2014-0086>
- Barakat, S., Boddington, M., & Vyakarnam, S. (2014). Measuring entrepreneurial self-efficacy to understand the impact of creative activities for learning innovation. *The International Journal of Management Education*, 12(3), 456-468. <https://doi.org/10.1016/j.ijme.2014.05.007>
- Bayrón, C. E. (2013). Social Cognitive Theory, Entrepreneurial Self-Efficacy, and Entrepreneurial Intentions: Tools to Maximize the Effectiveness of Formal Entrepreneurship Education and Address the Decline in Entrepreneurial Activity. *Revista*, 6(1), 66–77. [Http://Revistagriot.Uprp.Edu/Archivos/2013060105.Pdf](http://Revistagriot.Uprp.Edu/Archivos/2013060105.Pdf)
- Bengtsson, O., & Ekeblom, D. (2014). The Bright but Right View? A New Type of Evidence on Entrepreneurial Optimism. *Ifn Working Paperr*, 1008, 1–36. Coulter, S. P. R. Dan M. (2016). *Management* (13th Ed.). Pearson Education, Inc.
- Carver, C. S., Scheier, M. F., & Segerstrom, S. C. (2016). Optimism. *The Oxford Handbook of Positive Psychology*, 30(7), 396–412. <https://doi.org/10.1093/Oxfordhb/9780199396511.013.24>
- Cassar, G. (2010). Are individuals entering self-employment overly optimistic? An empirical test of plans and projections on nascent entrepreneur expectations. *Strategic Management Journal*, 31(8), 822–840. <https://doi.org/10.1002/smj.833>
- Dessler, G. (2014). *Human Resources Management* (15th Ed.). Florida International University.
- Drnovšek, M., Wincent, J., & Cardon, M. S. (2010). Entrepreneurial Self-Efficacy and Business Start-Up: Developing a Multi-Dimensional Definition. *International Journal of Entrepreneurial Behaviour and Research*, 16(4), 329–348. <https://doi.org/10.1108/13552551011054516>
- Dushnitsky, G. (2010). Entrepreneurial optimism in the market for technological inventions. *Organization Science*, 21(1), 150–167. <https://doi.org/10.1287/orsc.1090.0454>
- Elitha, C., & Purba, D. E. (2020). Entrepreneurial Self-Efficacy and Entrepreneurial Intention: The Mediating Role of Entrepreneurship Intentional Self-Regulation among Undergraduate Students. *Journal of Economics, Business, & Accountancy Ventura*, 23(2), 149–159. <https://doi.org/10.14414/Jebav.V23i2.2239>
- Endri, E., Syafarudin, A., Santoso, S., Imaningsih, E. S., Suharti, T., & Rinda, R. T. (2020). Consumption Behavior Patterns of Generations Y Halal Products in Indonesia. *Academy of Entrepreneurship Journal*, 26(2), 1-10
- Fatmawatie, N., & Endri, E. (2022). Implementation of the principles of financial governance in service companies. *Journal of Governance & Regulation*, 11(4), 33–45. <https://doi.org/10.22495/jgrv11i4art4>
- Folkman, S., & Moskowitz, J. T. (2000). Positive affect and the other side of coping. *American psychologist*, 55(6), 647. <https://doi.org/10.1037/0003-066X.55.6.647>
- Fraser, S., & Greene, F. J. (2006). The effects of experience on entrepreneurial optimism and uncertainty. *Economica*, 73(290), 169-192. <https://doi.org/10.1111/j.1468-0335.2006.00488.x>
- Gow, J. P., & Rodhiah, R. (2019). Pengaruh Optimisme Kewirausahaan Yang Dimoderasi Oleh Gaya Kognitif Terhadap Ketekunan Kewirausahaan Ukm Bidang Kuliner Di Jakarta Barat. *Jurnal Manajerial Dan Kewirausahaan*, 1(3), 515. <https://doi.org/10.24912/Jmk.V1i3.5363>
- Hadiyanti, P. (2008). Strategi Pemberdayaan Masyarakat Melalui Program Keterampilan Produktif Di Pkbn Rawasari, Jakarta Timur. *Perspektif Ilmu Pendidikan*, 17(Ix), 90–99. <https://doi.org/10.21009/Pip.171.10>
- Hamilton, S., & Chervany, N. L. (1981). Evaluating Information System Effectiveness - Part I: Comparing Evaluation Approaches. *MIS Quarterly*, 5(3), 55–69. <https://doi.org/10.2307/249291>

- Izquierdo, E., & Buelens, M. (2011). Competing models of entrepreneurial intentions: the influence of entrepreneurial self-efficacy and attitudes. *International Journal of Entrepreneurship and Small Business*, 13(1), 75-91. <https://doi.org/10.1504/IJESB.2011.040417>
- Jeraj, M. (2014). The relationship between optimism, pre-entrepreneurial curiosity, and entrepreneurial curiosity. *Organizacija*, 47(3), 199-209. DOI: 10.2478/orga-2014-0018
- Jung, D. I., Ehrlich, S. B., De Noble, A. F., & Baik, K. B. (2001). Entrepreneurial self-efficacy and its relationship to entrepreneurial action: A comparative study between the US and Korea. *Management International*, 6(1), 41.
- Kirkpatrick, D. L. (2009). *Implementing the four levels: A practical guide for effective evaluation of training programs* (Vol. 16). ReadHowYouWant.com.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating Training Programs : The Four Levels*. San Francisco, Ca : Berrett-Koehler.
- Maksum, I. R., Rahayu, A. Y. S., & Kusumawardhani, D. (2020). A social enterprise approach to empowering micro, small, and medium enterprises (SMEs) in Indonesia. *Journal of Open Innovation: Technology, Market, and Complexity*, 6(3), 50. <https://doi.org/10.3390/joitmc6030050>
- Marlapa, E., Yuliantini, T., Junaedi, J., Kusuma, M., Shahnia, C & Endri, E. (2024). Determinants of sustainable performance: The mediating role of organizational culture. *Uncertain Supply Chain Management*, 12(2), 1031-1040. doi: 10.5267/j.uscm.2023.12.005
- McGee, J. E., Peterson, M., Mueller, S. L., & Sequeira, J. M. (2009). Entrepreneurial self-efficacy: Refining the measure. *Entrepreneurship Theory and Practice*, 33(4), 965-988. <https://doi.org/10.1111/j.1540-6520.2009.00304>.
- Miao, C., Qian, S., & Ma, D. (2017). The Relationship between Entrepreneurial Self-Efficacy and Firm Performance: A Meta-Analysis of Main and Moderator Effects. *Journal of Small Business Management*, 55(1), 87-107. <https://doi.org/10.1111/jsbm.12240>
- Newman, A., Obschonka, M., Schwarz, S., Cohen, M., & Nielsen, I. (2019). Entrepreneurial Self-Efficacy: A Systematic Review of the Literature on Its Theoretical Foundations, Measurement, Antecedents, Outcomes, And An Agenda For Future Research. *Journal of Vocational Behavior*, 110, 403-419. <https://doi.org/10.1016/j.jvb.2018.05.012>
- Pranitasari, D., Anhar, M., & Adli, K. N. (2022). *Program Pendampingan Usaha Kecil Dan Menengah*. Deepublish.
- Pranitasari, D., & Trianah, L. (2020). Evaluation of Small Trade Extension Programs. In *6th Annual International Conference on Management Research (AICMaR, 2019)* (pp. 26-30). Atlantis Press.
- Primandaru, N. (2021). Pengaruh Educational Dan Economic Empowerment Terhadap New Venture Creation: Peran Moderasi Entrepreneurial Self-Efficacy. *Jurnal Ilmu Manajemen*, 9(4), 1451-1460. <https://doi.org/10.26740/Jim.V9n4.P1451-1460>
- Ricardianto, P., Soekirman, A., Pribadi, O., Atmaja, D., Suryobuwono, A., Ikawati, I., Gutomo, T., Murtiwidayanti, S., Cahyono, S & Endri, E. (2023). Perceived of ease of use and usefulness: Empirical evidence of behavioral intention to use QR code technology on Indonesian commuter lines. *International Journal of Data and Network Science*, 7(4), 1815-1828. DOI: 10.5267/j.ijdns.2023.7.010
- Saepudin, A., Ardiwinata, J. S., Ilfiandra, I., & Sukarya, Y. (2015). Efektifitas Pelatihan Dan Efikasi Diri Dalam Meningkatkan Perilaku Berwirausaha Pada Masyarakat Transisi. *Mimbar, Jurnal Sosial Dan Pembangunan*, 31(1), 93. <https://doi.org/10.29313/Mimbar.V31i1.1130>
- Saputra, E. (2019). Efektivitas Program Pemberdayaan Masyarakat Dalam Kelompok Usaha Bersama (Kube) (Studi Kasus Pada Kube Gayam Kecamatan Tambelan Kabupaten Bintan). *Fitzpatrick's Dermatology*, 53(9), 1779-1791.

- Scheier, M. F., Charles, S., & Bridges, M. W. (1994). Distinguishing Optimism from Neuroticism: A Reevaluation of The Life Orientation Test. *Journal Of Personality And Social Psychology*, 67(6), 1063–1078. <https://doi.org/10.1037//0022-3514.67.6.1063>
- Seligman, M. E. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Simon and Schuster.
- Setiawan, J. L., Kasim, A., & Ardyan, E. (2022). Understanding the consumers of entrepreneurial education: Self-efficacy and entrepreneurial attitude orientation among youths. *Sustainability*, 14(8), 4790. <https://doi.org/10.3390/su14084790>
- Sia, S. K., Sahoo, B. C., & Duari, P. (2015). Gender Discrimination and Work Engagement: Moderating Role of Future Time Perspective. *South Asian Journal of Human Resources Management*, 2(1), 58–84. <https://doi.org/10.1177/2322093715577443>
- Srimulyani, V. A., & Hermanto, Y. B. (2021). Impact of entrepreneurial self-efficacy and entrepreneurial motivation on micro and small business success for food and beverage sector in east Java, Indonesia. *Economies*, 10(1), 10. <https://doi.org/10.3390/economies10010010>
- Suryawan, R., F., Maulina, E., Kamar, K., Latuconsina, A.S., Safari, B., Sugiyo, Wahdiniawati, S.A., Suryaningsih, L., Nervilia, I., Wiwaha, A., Endri, E. (2023). Improving Consumer Loyalty by Providing Service Excellent and Utilizing Business Relationships. *WSEAS Transactions on Business and Economics*, 20, 1463-1476. DOI: 10.37394/23207.2023.20.129
- Susanto, Y., Nuraini., Sutanta., Gunadi., Basrie., Mulyadi., & Endri, E. (2020). The Effect of Task Complexity, Independence and Competence on the Quality of Audit Results with Auditor Integrity as a Moderating Variable. *International Journal of Innovation, Creativity and Change*, 12(12), 742-755
- Tannenbaum, S. I., Methieu, J. E., Cannon-Bowers, J. A., & Salas, E. (1993). Factors that influence training effectiveness: A conceptual model and longitudinal analysis. *NAVAL TRAINING SYSTEMS Center Orlando FL*
- Tohidi, H. (2011). Teamwork Productivity & Effectiveness In An Organization Based On Rewards, Leadership, Training, Goals, Wage, Size, Motivation, Measurement, And Information Technology. *Procedia Computer Science*, 3, 1137–1146. <https://doi.org/10.1016/J.Procs.2010.12.185>
- Virgiawan, A. R., Riyanto, S., & Endri, E. (2021). Organizational Culture as a Mediator Motivation and Transformational Leadership on Employee Performance. *Academic Journal of Interdisciplinary Studies*, 10(3), 67-79. <https://doi.org/10.36941/ajis-2021-0065>

[JIPD ISSN 2572-7931] (IF 0.7) Article-6238 APC Confirmation

External

Inbox

Search for all messages with label Inbox

Remove label Inbox from this conversation



Annie Murphy <annie.murphy@ep-pub.net>

May 6, 2024,
2:37 PM

to me, endrifari, JIPD

Dear authors,

Thanks for submitting to /JIPD/:

Manuscript ID: JIPD-6238

Title: Optimism and Entrepreneurial Self-Efficacy in Indonesia Micro, Small, and Medium Enterprises (MSMEs)

Author(s): Diah Pranitasari, Muhammad Anhar, Warcito, Meldasari Said, Sri Harini, Endri Endri

Before we keep processing your manuscript, please confirm the APC of your manuscript if it is accepted for publication and send the invoice information to me.

APC (Article Processing Charge): \$1498 per article

[Invoice information]

Name:

Affiliation:

Email:

Please reply to us within 24 hours so that we can progress the manuscript smoothly. Look forward to hearing from you.

--

Kind regards,

Ms. Annie Murphy

Commissioning Editor

Journal of Infrastructure, Policy and Development

EnPress Publisher

Address: 14701 Myford Road, Suite B-1, Tustin, CA 92780, United States

Fwd: [JIPD ISSN 2572-7931] Manuscript ID: JIPD-6238— Major Revision Request

External

Inbox

Search for all messages with label Inbox

Remove label Inbox from this conversation



Annie Murphy <annie.murphy@ep-pub.net>

Fri, Jun 14,
9:37 AM

to me

----- Forwarded message -----

发件人 : **polaris lau** <polaris.lau@ep-pub.net>

Date: 2024年6月14日周五 10:27

Subject: [JIPD ISSN 2572-7931] Manuscript ID: JIPD-6238—Major Revision Request

To: <endrifari@gmail.com>

Cc: Annie Murphy <annie.murphy@ep-pub.net>

Dear author,

Thank you for submitting the following manuscript to Journal of Infrastructure, Policy and Development:

Manuscript ID: JIPD-6238

Title: Optimism and Entrepreneurial Self-Efficacy in Indonesia Micro, Small, and Medium Enterprises (MSMEs)

Authors: Endri

It has been reviewed by experts in the field and we request that you make some revisions before it is processed further. Please find the review reports attached. **(The article PDF version in the attachment is for you to better understand the review comment in the reports. Please do not make modifications on the PDF version. Please revise your article on the original word version.)**

Please revise the manuscript according to the reviewers' comments and email me the revised file **before 21/June**. Any **revisions should be clearly highlighted**, for example using the "Track Changes" function in Microsoft Word, so that changes are easily visible to the editors and reviewers.

Please provide a cover letter to explain point-by-point the details of the revisions in the manuscript and your responses to the reviewers' comments (Please reply to reviewer A and Reviewer B separately). Please include in your rebuttal if you found it impossible to address certain comments. The revised version will be inspected by the editors and reviewers.

If the reviewers have suggested that your manuscript should undergo extensive English editing, please address this during revision. We suggest that you have your manuscript checked by a native English speaking colleague or use a professional English editing service.

Note: if there is any change about title or authorship, please indicate it in the email.

Do not hesitate to contact us if you have any questions regarding the revision of your manuscript.

After completing the modification, please send your **1. modified manuscript word document; 2. point-to-point reply word document** to this email address. This ensures that your article will be processed as soon as possible.

We look forward to hearing from you soon.

Review Report

Reviewer A

1. Is the organization of the article appropriate.

No ; 4.1 (a,b...) and 4.2 (1,2...)

2. Did you find any language problem?

Writing needs a light to medium scrub for English grammar. Additionally, there were several paragraphs that too long.

3. Comments to the Author:

Introduction; It is recommended that the author(s) further declare the procedure in more depth and use more definitions.

The literature review and argument for the need for the research needs substantial revision.

Author (s) have to describe their methodology and approach.

The analysis of the results should be improved so that it better reflects the contributions of the paper.

The results presented and Tables, Figures need more explained.

The author(s) need providing a detailed explanation of the contribution.

There are many grammatical errors through entire manuscript

Develop the literature review part of the paper to include 6 to 8 latest journal references (2020.2024) and relevant extracts from them.

Reviewer B

Optimism and Entrepreneurial Self-Efficacy in Indonesia Micro, Small, and Medium Enterprises (MSMEs)

The research discussed in the references focuses on the impact of training programs on entrepreneurial self-efficacy and optimism in micro, small, and medium enterprises (MSMEs) in Indonesia. Findings

suggest that learning in these programs influences entrepreneurial self-efficacy, which in turn affects optimism in MSME owners. The study emphasizes the significance of effective training in enhancing the confidence and optimism of entrepreneurs in the MSME sector, particularly by focusing on commitment to achieving goals.

1. How do you rate the significance of the research (in a scale of 1 to 5 with 5 being the most significant)?

I would rate the significance of the research as a **4**.

Justification:

1. **Relevance to MSMEs:** The study addresses a critical aspect of micro, small, and medium enterprises (MSMEs) by focusing on training effectiveness, entrepreneurial self-efficacy (ESE), and optimism. These factors are essential for the growth and sustainability of MSMEs, which are significant contributors to many economies.
2. **Practical Implications:** The findings provide actionable insights for designing training programs that can enhance ESE and optimism among entrepreneurs. This can lead to more effective training interventions and better outcomes for MSMEs.
3. **Methodological Rigor:** The use of Smart Partial Least Square (PLS) for data analysis ensures the validity and reliability of the constructs, adding robustness to the research findings.
4. **Influence on Policy and Practice:** The research can inform policymakers and training providers about the importance of focusing on learning aspects in training programs to boost entrepreneurial confidence and optimism.
5. **Scope for Further Research:** While the study is significant, it primarily focuses on MSMEs in Indonesia. Further research could explore similar dynamics in different geographical and cultural contexts to generalize the findings.

Overall, the research is highly significant but could benefit from broader applicability and additional contextual studies.

2. How do you rate the originality (in a scale of 1 to 5 with 5 being the highest)?

I would rate the originality of the research as a **3**.

Justification:

1. **Common Research Area:** The study focuses on training effectiveness, entrepreneurial self-efficacy (ESE), and optimism within the context of MSMEs. While these are important topics, they are not entirely novel and have been explored in various forms in existing literature.
2. **Contextual Specificity:** The research is specific to MSMEs in Indonesia, which adds a unique geographical and cultural context. However, the general concepts of ESE and optimism in entrepreneurship are well-established.
3. **Methodological Approach:** The use of Smart Partial Least Square (PLS) for data analysis is a robust and appropriate method, but it is not particularly innovative or unique in the field of social sciences research.
4. **Practical Focus:** The study's emphasis on practical implications for training programs is valuable, but it does not introduce groundbreaking theoretical concepts or new paradigms in entrepreneurial research.
5. **Incremental Contribution:** The research makes an incremental contribution by linking learning in training programs to ESE and optimism, providing actionable insights for improving training effectiveness. However, it builds on existing theories and frameworks rather than introducing entirely new ones.

Overall, the research is original in its specific application and practical focus but does not introduce highly novel concepts or methodologies.

3. How do you rate the experimental design and quality of data (in a scale of 1 to 5 with 5 being the highest)?

I would rate the experimental design and quality of data as a 4.

Justification:

1. **Sample Selection:** The research employs purposive sampling to select 100 MSMEs from a target population of 180 MSMEs that have participated in a mentorship program. This method ensures that the sample is relevant and specific to the research objectives.
2. **Data Collection:** The study uses well-established indicators and instruments developed by previous researchers for measuring training effectiveness, ESE, and optimism. This adds credibility and reliability to the data collected.
3. **Validity and Reliability:** The constructs used in the study have been tested for validity and reliability. The Average Variance Extracted (AVE) values for all constructs are greater than 0.5, indicating valid constructs ([2]). Additionally, the composite reliability values for all constructs are greater than 0.7, demonstrating good reliability.
4. **Robust Analytical Methods:** The use of Smart Partial Least Square (PLS) for data analysis, including outer and inner model analysis, ensures a robust examination of the data. The method includes tests for convergent validity and reliability, further strengthening the quality of the data.

5. **Dominant Indicators:** The study identifies dominant indicators for each variable, which provides a clear understanding of the most significant factors within each construct.

Overall, the experimental design is well-structured, and the data quality is high, supported by rigorous validity and reliability testing. However, the use of purposive sampling, while appropriate, may limit the generalizability of the findings, which is why it is rated a 4 instead of a 5.

4. Is the organization of the article appropriate?

Yes, the organization of the article is appropriate.

Justification:

1. **Clear Structure:** The article follows a clear and logical structure, beginning with an introduction that outlines the research problem and objectives. This is followed by a literature review, methodology, results, discussion, and conclusion.
2. **Research Framework:** The inclusion of a research framework helps in understanding the relationships between the variables studied, providing a visual representation of the hypotheses and constructs.
3. **Detailed Methodology:** The methodology section is well-detailed, explaining the sampling method, data collection instruments, and analytical techniques used, which adds to the transparency and reproducibility of the research.
4. **Comprehensive Results:** The results section is thorough, including both outer and inner model analyses using Smart Partial Least Square (PLS), which ensures that the findings are robust and well-supported by the data ([2]).
5. **Validity and Reliability:** The article addresses the validity and reliability of the constructs, providing evidence of the robustness of the data and the analytical methods used.
6. **Practical Implications:** The discussion and conclusion sections effectively tie the findings back to the research objectives and discuss the practical implications for MSMEs, training programs, and policymakers.

Overall, the article is well-organized, making it easy to follow and understand the research process and findings.

5. Did you find any language problem?

No, I did not find any significant language problems in the article.

Justification:

1. **Clarity and Coherence:** The article is written clearly and coherently, making it easy to follow the research objectives, methodology, results, and conclusions.

2. **Technical Terminology:** The use of technical terminology is appropriate and consistent with academic standards, ensuring that the concepts are accurately conveyed.
3. **Grammar and Syntax:** The grammar and syntax are correct, with no noticeable errors that would impede understanding.
4. **Professional Tone:** The article maintains a professional and academic tone throughout, which is suitable for a research publication.

Overall, the language used in the article is appropriate and does not present any issues that would detract from the quality of the research.

6. Your decision for this manuscript: accept, minor, major or reject

Based on the evaluation of the manuscript, I would recommend **minor revisions**.

Justification:

1. **Significance:** The research is highly significant, addressing critical aspects of training effectiveness, entrepreneurial self-efficacy (ESE), and optimism in MSMEs. This has practical implications for the design of training programs and policy-making.
2. **Originality:** While the study builds on existing theories and frameworks, it provides valuable insights specific to the context of MSMEs in Indonesia. The originality is moderate but sufficient for a meaningful contribution to the field.
3. **Experimental Design and Data Quality:** The experimental design is robust, and the data quality is high, supported by rigorous validity and reliability testing. The use of Smart Partial Least Square (PLS) adds to the robustness of the findings.
4. **Organization:** The manuscript is well-organized, with a clear structure that makes it easy to follow the research process and findings.
5. **Language:** There are no significant language problems, and the manuscript is written clearly and coherently.

Recommendations for Minor Revisions:

1. **Broader Contextualization:** While the study is specific to Indonesia, adding a brief discussion on how the findings might be applicable or compared to other geographical or cultural contexts could enhance the manuscript's generalizability.
2. **Clarification of Methodology:** Although the methodology is well-detailed, a bit more explanation on the choice of purposive sampling and its implications for the study's generalizability would be beneficial.
3. **Minor Language Edits:** While the language is generally clear, a final proofreading to catch any minor grammatical or syntactical errors would be advisable.

Overall, the manuscript is strong and makes a valuable contribution to the field, with only minor revisions needed to enhance its clarity and generalizability.

7. Comments to the Author:

Comments to the Author

Dear Author,

Thank you for submitting your manuscript titled "Optimism and Entrepreneurial Self-Efficacy in Indonesia Micro, Small, and Medium Enterprises (MSMEs)" for review. I found your study to be highly significant and well-conducted, with valuable insights specific to the context of MSMEs in Indonesia. Below are my comments and suggestions for minor revisions to enhance the clarity and generalizability of your manuscript:

1. **Broader Contextualization:**

- While your study provides valuable insights specific to Indonesia, it would be beneficial to add a brief discussion on how your findings might be applicable or compared to other geographical or cultural contexts. This could enhance the generalizability of your research.

2. **Clarification of Methodology:**

- Your methodology is robust and well-detailed. However, it would be helpful to provide a bit more explanation on the choice of purposive sampling and its implications for the study's generalizability. This will help readers better understand the scope and limitations of your findings.

3. **Minor Language Edits:**

- The manuscript is generally well-written, but a final proofreading to catch any minor grammatical or syntactical errors would be advisable. This will ensure that your manuscript is polished and professional.

4. **Detailed Explanation of Results:**

- Your results are well-presented and logically interpreted. However, a more detailed explanation of the implications of your findings, particularly how learning in training programs affects ESE and how ESE influences optimism, would add depth to your discussion.

5. **Figures and Tables:**

- Ensure that all figures and tables are clearly labeled and referenced in the text. This will help readers easily navigate and understand your data presentation.

6. **References:**

- Make sure all references are up-to-date and relevant to your study. Proper citation and a comprehensive reference list will strengthen the credibility of your research.

Overall, your manuscript makes a valuable contribution to the field, and with these minor revisions, it will be well-suited for publication.

Endri Endri <endri@mercubuana.ac.id>

Jun 24, 2024,
10:46 AM

to Annie

Dear Annie Murphy

I sent a revised revised manuscript JIPD 6238 and point-to-point suggestions and comments from reviewers

I am looking forward to hearing from you.

Best regards,

Endri

Review Report

Reviewer A

R1 Opinion: substantial revision

R2 Opinion: Minor revision

Comments:

Thank you for taking the time to work on the revision. The paper has significantly improved, and the improvements were made in accordance with the reviewer's instructions.

1. Is the organization of the article appropriate?

No ; 4.1 (a,b...) and 4.2 (1,2...)

[Answer: The numbering has been corrected](#)

2. Did you find any language problem?

The writing needs a light to medium scrub for English grammar. Additionally, several paragraphs were too long.

Answer: The language and writing have been attempted to be improved.

3. Comments to the Author:

- Introduction: It is recommended that the author(s) further define the procedure and use more definitions. The literature review and argument for the need for the research need substantial revision.
Answer: Several definitions and their respective sources have been added.
- The author (s) have to describe their methodology and approach.
Answer: Sample specifications and questionnaire sources have been added.
- The analysis of the results should be improved to reflect the paper's contributions better. The author(s) need to provide a detailed explanation of the contribution.
Answer: The discussion, a more detailed analysis, and the research findings' contributions have been added.
- The results presented, as well as the tables and figures, need more explanation.
Answer: It has been improved, and additions have been made.
- Develop the literature review part of the paper to include 6 to 8 latest journal references (2020.2024) and relevant extracts from them.
Answer: Several reference sources have been added to the literature.

REVIEWER B

R2 Opinion: Minor revision

Thank you for taking the time to work on the revision. The paper has significantly improved, and the improvements were made in accordance with the reviewer's instructions.

7. **Broader Contextualization:**

- While your study provides valuable insights specific to Indonesia, it would be beneficial to briefly discuss how your findings might be applicable or compared to other geographical or cultural contexts. This could enhance the generalizability of your research.
- Answer: We have improved and developed our discussion of the research findings. We have also added reasons for non-significant research results.

8. **Clarification of Methodology:**

- Your methodology is robust and well-detailed. However, it would be helpful to explain the choice of purposive sampling and its implications for the study's generalizability. This will help readers better understand the scope and limitations of your findings.
- Answer: The purpose of purposive sampling and sample determination has been explained.

9. **Minor Language Edits:**

- The manuscript is generally well-written, but final proofreading to catch any minor grammatical or syntactical errors would be advisable. This will ensure that your manuscript is polished and professional.
- Answer: We have carried out proofreading again regarding language issues in the manuscript by changing several words and sentences and deleting words that are not appropriate. Changes can be seen in the light blue text highlighted in the manuscript. If there are still areas for improvement related to language issues, please ask the editor to improve this. Once again, we appreciate your valuable contributions.

10. Detailed Explanation of Results:

- Your results are well-presented and logically interpreted. However, a more detailed explanation of the implications of your findings, particularly how learning in training programs affects ESE and how ESE influences optimism, would add depth to your discussion.
- Answer: We have expanded the research discussion by addressing non-significant variables, aiming to deepen the analysis.

11. Figures and Tables:

- Ensure that all figures and tables are clearly labeled and referenced in the text. This will help readers easily navigate and understand your data presentation.
- Answer: We have revised the table and completed the source references.

12. References:

- Make sure all references are up-to-date and relevant to your study. Proper citation and a comprehensive reference list will strengthen the credibility of your research.
- Answer: We strive to ensure all references are complete and up-to-date. Although there are still older references, we need help finding more recent relevant sources. We will continue to search for updated references.

PAPER REVISED

Optimism and Entrepreneurial Self-Efficacy in Indonesia MSMEs

ABSTRACT

This study aimed to analyze the effect of training programs on entrepreneurial self-efficacy (ESE) and the Optimism of micro, small, and medium enterprises (MSMEs). The research was conducted at Babakan Madang MSMEs, Bogor Regency, assisted by P2SDM LMPM IPB. The sample size was set at 100 SMEs with a purposive sampling method. Data was obtained by distributing questionnaires and analyzed using Structural Equation Modeling (SEM). The results

of the study were as follows: 1) Reactions in the training program did not affect the ESE of MSME actors, 2) Learning in the training program affected the ESE of MSME actors, 3) Behavior in the training program did not affect the ESE of MSME actors, 4) Results in the training program does not affect the ESE of MSME actors, and 5) ESE affects the Optimism of MSME actors. The effect of ESE on the Optimism of MSME actors is greater than the effect of learning in training programs on the Optimism of MSME owners.

Keywords: Training Program, Entrepreneurial Self-Efficacy, Optimism

1. Introduction

MSMEs are crucial in revitalizing the Indonesian economy as contributors to the Gross Domestic Product (GDP). The Ministry of Cooperatives and Small and Medium-Sized Enterprises reports that 64.2 million people are involved in MSMEs, contributing 60.51% to the GDP (Rp 9,580 trillion in 2020) and employing 96.92% of the workforce. The labor force's share in total investment has risen to 60.42% (Adhi, 2021). MSMEs play a crucial role in supporting the national economy. However, these businesses encounter various challenges in management and other areas during their development. Government initiatives and policies can help make MSMEs more productive and efficient. One effective approach is implementing cluster-based strategies, which can assist MSMEs in overcoming their issues and thriving (Pranitasari et al., 2022, 2024).

The Covid-19 pandemic, from 2020 until now, has indeed slowed down the wheels of the Indonesian economy. Several business sectors, especially in the early days of the pandemic, suffered losses, with many even forced to close down. However, in adversity, opportunities always emerge. The Indonesian economy has shown signs of recovery, thanks partly to the creativity and active participation in the MSME sector (Noviyanti, 2022). Various stakeholders, including the private sector, must strengthen and support the government's various initiatives and programs to ensure that MSMEs benefit the most. One of the supporters of these government programs is the Human Resources Education and Training Center (P2SDM) under the Community Service Institution (LPPM) at IPB University (IPB). They have been implementing an MSME assistance program since 2019 for MSMEs in the Bogor Regency. The MSME assistance program, which was planned and implemented, consists of basic entrepreneurship training, business mentoring through consultation clinics, and competency strengthening through skill training. P2SDM LPPM IPB has around 1,500 MSMEs under its guidance in the Bogor Regency, with 180 participating in the assistance program and 1,090 MSMEs having undergone new entrepreneurship training.

Effectiveness is the alignment of outputs with objectives (Pranitasari, 2020). Effectiveness is used to evaluate or measure success (Baird, 2017; Marlapa et al., 2024; Pranitasari, 2020). Effectiveness is generally related to outcomes, where an activity is considered adequate when carried out correctly.

Community empowerment programs should be evaluated for their effectiveness in achieving the pre-planned goals to be considered sufficient.

Entrepreneurship involves creating new businesses, typically in response to external opportunities. Entrepreneurs capitalize on existing opportunities by altering, restructuring, or developing new products or services (Coulter, 2016). Some previous research indicates that several variables influence the identification of business opportunities, including entrepreneurial personality traits (creativity and Optimism), social networks, prior knowledge, information, financial incentives, creativity, curiosity, and Optimism (Harini et al., 2023; Jeraj, 2014).

Optimism is essential in entrepreneurial decision-making (Bengtsson & Ekeblom, 2014). Entrepreneurs must have a high level of Optimism because it increases self-confidence and helps them achieve success and the best performance (Cassar, 2010). Adomako et al. (2016) revealed that entrepreneurial Optimism increases entrepreneurial persistence. Fraser & Greene (2006) say that excessive Optimism causes entrepreneurs' ability to make more focused decisions. Optimism is a mindset that motivates entrepreneurs to seek the correct information to identify business opportunities (Endri et al., 2020). Several factors influence Optimism, including social support, self-confidence, self-esteem, and accumulated experience (Seligman, 2011). ESE refers to a person's confidence in their ability to perform tasks and roles in a business-oriented context (Setiawan et al., 2022). ESE plays a significant role in determining whether someone will pursue a career in business and entrepreneurship.

Research on the Optimism of MSME entrepreneurs has been limited, with Gow & Rodhiah (2019) examining entrepreneurial Optimism as a moderator of cognitive styles in MSMEs. Setiawan et al. (2022) revealed the mediating role of attitude toward entrepreneurship in the relationship between ESE and entrepreneurial intention. Srimulyani and Hermanto (2022) found that entrepreneurial self-efficiency positively affects the success of MSMEs. Drnovšek et al. (2010) show that ESE is essential in determining the success of starting a new business. Elitha and Purba (2020) revealed that entrepreneurial intentional self-regulation mediates the relationship between ESE and entrepreneurial intention. Most studies on self-efficacy and entrepreneurial Optimism have primarily been conducted in education. Based on the findings from these studies, it can be concluded that, to date, there is no research on the effectiveness of training programs on ESE and Optimism in MSMEs.

2. Literature Review

Community Empowerment Program is an alternative form of development that demands self-reliance among communities to fulfill their needs. In addition to focusing on the participation of the beneficiaries in the development process, it also emphasizes the community's ability to manage development and sustain their livelihoods (Hadiyanti, 2008; Tohidi, 2011). Community empowerment begins with the community's confidence to improve their quality of life through the optimal utilization of resources (Fatmawatie & Endri, 2022; Pranitasari et al., 2022). The primary target in this context is the economically disadvantaged population. It is essential to understand that women actively participate in this process. A multidisciplinary facilitator team is involved in the community empowerment process,

and this team should consist of both men and women. The primary task of the community empowerment team is to assist the community in implementing the empowerment process. The community empowerment team plays a very active role at the beginning of the process but gradually decreases its involvement as the process continues, allowing the community to operate independently (Saputra, 2019).

2.1 Optimism

Optimism is an individual's attitude about hope and belief in their future success. Optimism is characterized by those who consistently expect positive outcomes, while pessimism refers to those who consistently expect negative results. Optimism has numerous benefits, including better skills, lower stress levels, improved physical health, and more extraordinary perseverance in achieving goals (Carver et al., 2016; Jeraj, 2014). According to the American Psychological Association (APA), Optimism is characterized by hope. When you are optimistic, you believe that positive things will happen and that everything can improve (Erickson & Gillihan, 2023). Seligman (2011) defines Optimism as an individual's belief that adverse events or failures are temporary and that activities are not influenced. They are not caused by oneself but rather by the situation or fate. Individuals with an optimistic attitude maintain positive expectations towards all aspects of life, which can be effectively managed even when faced with numerous challenges. According to Sjøstad & Bavel (2023), Optimism in social life over the long term can benefit well-being and physical and mental health, as it addresses life's issues and reduces problems.

Dushnitsky and Shapira (2010) state that entrepreneurship becomes more attractive when individuals are optimistic about the possibilities of their ventures. Optimism affects entrepreneurial performance (success and failure), decision-making, and various degrees of unrealistic Optimism that can lead to multiple consequences in business development (Jeraj, 2014). Optimism is measured to gauge how much individuals agree or disagree with each item, indicating their level of agreement or disagreement using a 5-point Likert scale. Optimistic individuals view difficulties as learning experiences or setbacks, and even on the gloomiest days, they believe that "tomorrow will be better." When someone consistently focuses on the positive aspects, they may perceive their life experiences as more favorable than others, experience less mental stress, and enjoy better overall health (Folkman & Moskowitz, 2000).

There are several key characteristics commonly associated with optimistic individuals. Some of these characteristics of optimistic individuals include believing that good things will happen in the future, assuming that everything will turn out fine, having confidence in overcoming life's challenges, seeing a bright future, believing that positive outcomes can emerge even from adverse events, viewing challenges or obstacles as learning opportunities, appreciating the good things in life, continually seeking ways to make the most of opportunities, having a positive outlook on oneself and others, taking responsibility for their mistakes but not dwelling on them, and not letting a single negative experience overshadow their hope for the future (Scott, 2020).

Optimism does not mean engaging in unrealistic fantasies or thoughts. It is a way of looking at the world that gives optimistic individuals more freedom to choose because they feel at least partially responsible

when things go well. Optimistic people exhibit healthier behaviors and live longer than their pessimistic counterparts. They are also less vulnerable to the adverse effects of illness, fatigue, and mental stress. However, unrealistic beliefs that the future will consist solely of positive events can lead to unwarranted risk-taking, particularly concerning one's health and finances (Carver et al., 2016).

Bengtsson & Ekeblom (2014) state that optimists consistently perceive the good intentions of others and interpret situations in the best possible light; others separate their internal mood from external circumstances, no matter how difficult. Being optimistic is not always the "best" strategy. Research suggests that tempering a bright disposition with a small quantity of realism or even pessimism might be the best way to build resilience and achieve one's goals.

2.2 Entrepreneur Self-Efficacy (ESE)

An entrepreneur is defined as a person who identifies, evaluates, and exploits opportunities to create goods and services (Newman et al., 2019). Self-efficacy is an individual's ability to manage the necessary actions (Bandura et al., 1999) and as a personal competence to control specific situations (Krueger & Brazeal, 1994). Self-efficacy research is considered a leading meta-approach for entrepreneurs, helping us understand entrepreneurial actions and beliefs related to those actions. Entrepreneurs require courage in risk-taking, uncertainty, creativity, leadership, initiative, persistence, and enthusiasm. Therefore, ESE has become an essential psychological component in entrepreneurship research (Miao et al., 2017). It has been found to influence entrepreneurs' motivation, intentions, behaviors, and performance and is a crucial outcome of entrepreneurship education and training.

Bayrón (2013) states that ESE is the belief in one's ability to successfully perform essential entrepreneurial actions needed to start a new business. ESE refers to an individual's confidence in their ability to succeed in their role and responsibilities as an entrepreneur. ESE measures a person's self-belief in their skills and abilities to discover new opportunities (Izquierdo & Buelens, 2011). How individuals think and act entrepreneurially has become essential for researchers, educators, and policymakers seeking to support entrepreneurial activities independently or within organizations.

The construct of ESE was introduced by Noble et al. (1999). This construct refers to an individual's belief in their ability to perform various skills necessary to start a new business (Schjoedt & Craig, 2017). According to Noble et al. (1999), ESE is associated with a "can-do" attitude when initiating a business venture. ESE focuses on an individual's belief that they can achieve entrepreneurial outcomes, such as building a new business, creating a startup, and completing entrepreneurial tasks (Cho et al., 2020).

Various researchers have developed several ESE measurement tools, including Noble et al. (1999), Newman et al. (2019), and Elitha and Purba (2020). These tools use ESE indicators to measure the ability to develop new products or identify marketing opportunities, create an innovative environment, develop relations with funders, focus on goals, handle unforeseen threats, and develop human resources.

2.3 Training Effectiveness

Effectiveness refers to performance measured by the extent to which the agreed-upon objectives and outcomes can be achieved (Hamilton & Chervany, 1981; Pranitasari et al., 2019; Virgiawan et al., 2021). Training effectiveness refers to the degree of success of training providers in achieving their goals for both participants and their organizations (Pranitasari, 2022). The model by Kirkpatrick & Kirkpatrick (2006) is the most popular training evaluation approach. Kirkpatrick & Kirkpatrick (2006) revised and improved their original theory and introduced the New Kirkpatrick Model in their book "The Four Levels of Training Evaluation." One significant addition is emphasizing the importance of learning relevant to daily community activities. The four levels are Reaction, which measures participants' reactions and satisfaction with the training program; Learning, which measures the progress of participants in knowledge, skills, and attitudes as per training objectives; Behavior, which indicates how well training materials are applied in the workplace and the participants' workplace, results, which are the outcomes resulting from participation in the training program. Tannenbaum et al. (1993) developed a training transfer model from Kirkpatrick's Four Level Model by eliciting post-training attitudes and dividing Behavior at level 3 into two outcomes for evaluation: training performance and transfer.

Training program effectiveness can be evaluated using information collected at five levels (Kirkpatrick & Kirkpatrick, 2006): 1) reaction: After participating in training, participants provide feedback about the training program, including their satisfaction with various aspects such as the trainer, the provided materials, the content, and even the training environment (space, breaks, food, temperature); 2) learning: Typically done through written exams (essays or multiple-choice questions), performance tests, and simulation exercises to assess how well participants have mastered the concepts, knowledge, and skills taught in training; 3) behavior: By assessing participants before and after training, you can determine how participation in a training program impacts their work-related behaviors; 4) organizational performance: The impact of training on the work team or organization as a whole. Data can be collected before and after training based on productivity, turnover, absenteeism, accidents, complaints, improved quality, customer satisfaction, and other criteria; 5) cost savings: Determine whether training costs are small or large compared to the amount of money an organization spends.

3. Methods

The research was conducted on MSMEs fostered by P2SDM LPPM IPB in Bogor Regency, totaling approximately 1,500 MSMEs. Of these, 180 MSMEs have participated in a mentoring program, and 1,090 MSMEs have undergone new entrepreneurship training. This study focuses on the 180 MSMEs participating in the mentoring program. A purposive sampling method was used, a sampling technique with specific considerations (Sugiyono, 2017). The sample was chosen based on MSMEs that have participated in the mentoring program and are still active. Based on these considerations, the sample size was set at 100 MSMEs.

The research design employs indicators and instruments developed by previous researchers, including 1) Training Effectiveness Based on the work of (Kirkpatrick & Kirkpatrick, 2006); 2) ESE: Drawing from

(Elitha & Purba, 2020; Newman et al., 2019; Noble et al., 1999), and 3) Optimism: Utilizing measures from (Scheier et al., 1994).

Table 1. Research Variable Indicators

No.	Variable	Indicators
1	Training Effectiveness 1. Reaction 2. Learning 3. Behavior 4. Results	1. Extension materials 2. Extension facilitator 3. Extension method 4. Supporting facilities Counseling participants' understanding of the counseling material that has been obtained: new entrepreneurship, finance, business feasibility, marketing, motivation, packaging, processing PIRT and IUMK permits 1. Ability 2. Attitude 3. Attention 4. Action Increase/development of participant entrepreneurship: Income, skills, knowledge
2	<i>Entrepreneurial Self- Efficacy</i>	1. Skills to develop new products or marketing opportunities 2. Establish an innovative area 3. Investor Data 4. Focus on goals 5. Experiencing unexpected challenges 6. Development of critical human energy sources
3	Optimism	1. Feeling that good events will happen in the future. 2. Expect things to go well.

No.	Variable	Indicators
		3. The feeling of being able to withstand life's challenges. 4. The future looks bright. 5. Believe that good things can also come from adverse events. 6. View challenges or obstacles as learning opportunities. 7. Always be grateful for everything that happens in life 8. We are always looking for ways to take advantage of opportunities. 9. Be positive for yourself and others. 10. Please take responsibility for mistakes, but do not dwell on them. 11. Refrain from letting one lousy experience cloud hopes for the future.

Resources: (Elitha & Purba, 2020; Kirkpatrick & Kirkpatrick, 2006; Newman et al., 2019; Noble et al., 1999; Scheier et al., 1994; Scott, 2020)

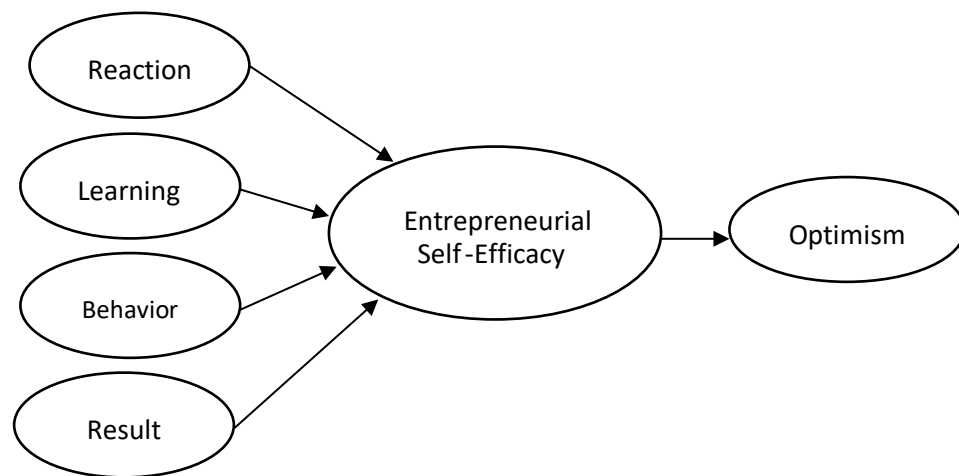


Fig 1. Research Framework

4. Results

Respondent characteristics based on gender show a majority of male respondents (89%) and female respondents (11%). In terms of age, the majority of respondents are over 50 years old (41%), followed by ages 41-50 years (36%), and the remaining are under 40 years old (23%). Educationally, the majority of respondents have completed high school (82%), with the remainder holding bachelor's degrees (18%). Regarding the length of time operating their businesses, the majority have been in business for over ten years (42%), followed by 5-10 years (26%), and 3-5 years (32%).

The data was analyzed using Smart Partial Least Square (PLS), which includes outer and inner model analysis.

4.1 Outer Model Analysis

The outer model analysis looks at the validity and reliability of the construct.

1. Construct a Validity Test

Validity is a measure of the degree or adequacy of a facility. There are two types of construct validity tests, namely:

Convergent validity is the factor loading value of the latent variable and its indicators. Figure 2 shows the results of survey data calculations. Some manifest variables are invalid because the factor loading is less than 0.5. so that the manifest variable is removed from the model. Then, the results of the second calculation stage are displayed in Figure 2. The results of the second calculation stage showed that all manifest variables have factor loading < 0.5, so the model is declared valid.

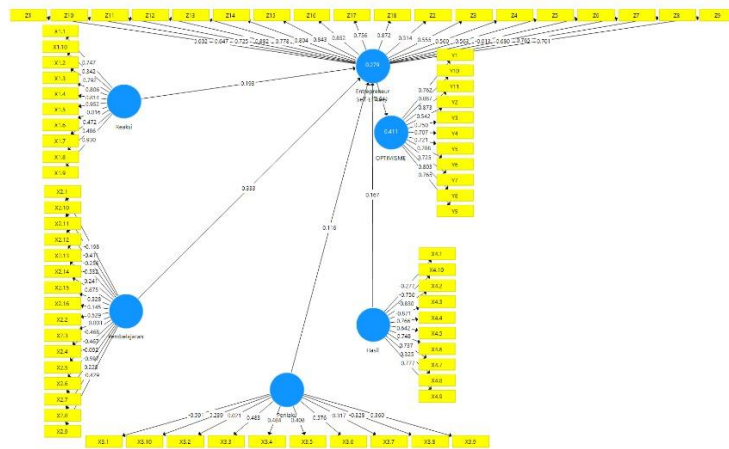


Figure 2. Calculate 1

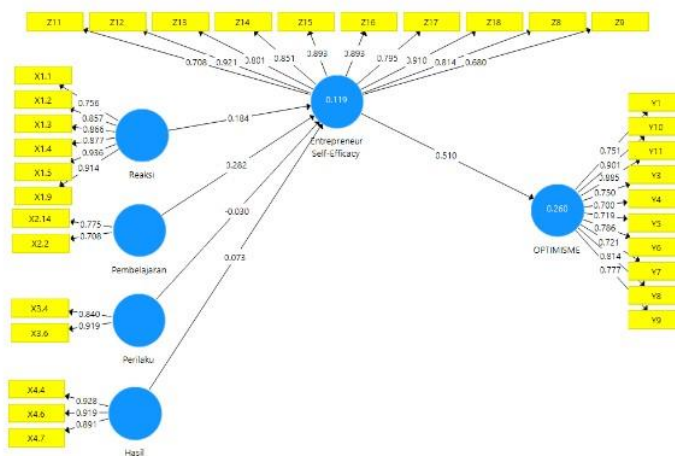


Figure 3. Calculate 2

Discriminant Validity, namely, the structural factor loading, determines whether the structure has sufficient resolution. The proposed structural factor loading must be greater than the factor loading of other variables. The results of cross-factor loadings are presented in Table 2.

Table 2. Cross Factor Loading – Forner Larcker Criterion

	ESE	Result	Optimism	Learning	Behavior	Reaction	Conclusion
ESE	0.830						Valid
Result	0.096	0.913					Valid
Optimism	0.510	0.194	0.783				Valid
Learning	0.277	-0.151	0.0365	0.742			Valid
Behavior	0.127	0.057	0.085	0.073	0.880		Valid
Reaction	0.203	0.361	0.255	0.047	0.715	0.869	Valid

Source: Data is processed (2023)

Table 2 shows that discriminant validity for all variables is declared valid. Besides factor loadings, validity also looks at the Average Variance Extracted (AVE) with a rule of thumb ≥ 0.5 .

Table 3. Average Variance Extracted

Construct	AVE
ESE	0.689
Result	0.833
Optimism	0.613
Learning	0.550
Behavior	0.775
Reaction	0.756

Source: Data is processed (2023)

Table 3 shows that the AVE value of all constructs is more significant than 0.5, so it is declared a valid construct.

2. Construct Reliability Testing

Reality is a set of measurements or a sequence made by those measurements that are consistent when repeated. The ranking of component reliability values is measured by Cronbach's alpha and combined reliability. Order rules with Cronbach Alpha were more significant than 0.6, and joint confidence was greater than 0.7. The composite reliability and Cronbach alpha values are given in the table below:

Table 4. Composite Reliability

	Composite Reliability
ESE	0.956
Result	0.937
Optimism	0.940
Learning	0.710
Behavior	0.873
Reaction	0.949

Source: Data is processed (2023)

Table 4 shows that the Composite Reliability value for all constructs is more significant than 0.7, indicating good reliability.

From the outer model analysis, which looks at the results of the validity and reliability of each construct, the dominant indicators of each variable can be obtained as follows:

1. Optimism: The dominant indicator (Y10) loading factor is that I accept responsibility for mistakes but do not think about it.
2. ESE: The dominant indicator (Z12), which has a dominant loading factor, states that I am focused and committed to achieving the goal.
3. Reaction: The dominant indicator (X1.5) has a dominant loading factor, the Instructor's statement, which can motivate me to continue improving my knowledge and skills.
4. Learning: The dominant indicator (X2.14) is the dominant loading factor, which states that I have big dreams for my business.
5. Behavior: The dominant indicator (X3.6) is the dominant loading factor, which is the statement that I can use to calculate the profits from my business.
6. Result: The dominant indicator (X4.4) is the dominant loading factor, namely the statement that I can guarantee that my merchandise is always safe for health.

4.2 Outer Model Analysis

The analysis of the internal model in PLS includes path coefficients between the goodness of fit (GoF) and index of fit constructs. GoF reflects the overall model fit, calculated by comparing the predicted model's squared data with the actual data. The GoF value can be obtained by examining the NFI, which is 0.477. The model is reasonably consistent with the actual data. The significance of relationships between constructs is tested using t-statistics through the bootstrapping process to evaluate the model. This method considers variables with t-statistic values greater than 1.96 as significant (Haryono, 2017). The output of the bootstrapping in this research is presented in Figure 4.

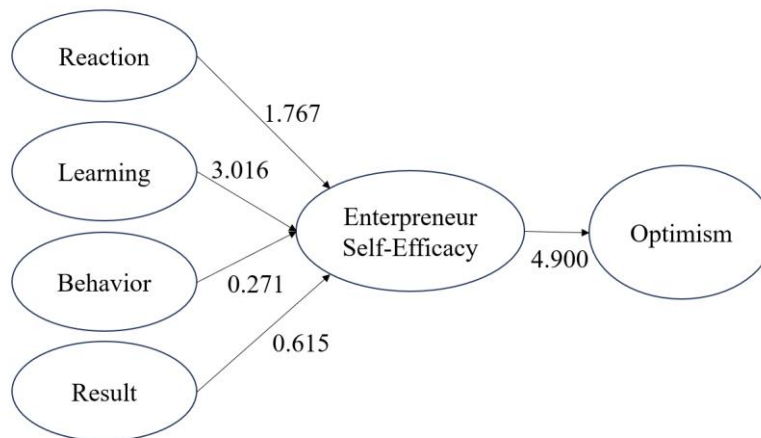


Fig 4. Hypotesis Testing

Table 5. t-statistic

Influence	T Statistics (O/STDEV)	P Values	Conclusion
-----------	-----------------------------	----------	------------

Reaction → ESE	1.767	0.078	Not Significant
Learning → ESE	3.016	0.003	Significant
Behaviuor → ESE	0.271	0.787	Not Significant
Result → ESE	0.615	0.539	Not Significant
ESE → Optimism	4.900	0.000	Significant

Source: Data is processed (2023)

From Figure 4, it can be observed that there are three non-significant paths, namely the influence of Result on ESE, Behavior on ESE, and Reaction on ESE. From Figure 4 and Table 5, the hypothesis test results can be explained as follows:

1. Influence of Reaction on ESE:

The t-statistic value of Reaction on ESE is 1.767, less than 1.96. This means that the response has been empirically tested to avoid affecting ESE.

2. Influence of Learning on ESE:

The t-statistic value of learning on ESE is 3.016, more than 1.96. This means that Learning has been empirically tested to affect ESE.

3. Influence of Behavior on ESE:

The t-statistic value of Behavior on ESE is 0.271, less than 1.96. This means that Behavior has been empirically tested not to affect ESE.

4. Influence of Result on ESE:

The t-statistic value of the result on ESE is 0.615, less than 1.96. This means that the result has been empirically tested not to affect ESE.

5. Influence of ESE on Optimism:

The t-statistic value of ESE on Optimism is 4.900, more than 1.96. This means that ESE has been empirically tested to affect Optimism.

Non-significant paths have been removed from the model and recalculated, resulting in the diagram shown in Figure 5.



Fig 5. Path Coefficient

From the path analysis, the significance test of the indirect effect of learning on Optimism through ESE was reprocessed. A t-statistic value of 2.245 and a P-value of 0.025 were obtained, indicating that the indirect impact of learning on Optimism through ESE is significant. In other words, Learning impacts Optimism when mediated by ESE. The coefficient value of this indirect influence is depicted in Figure 6.

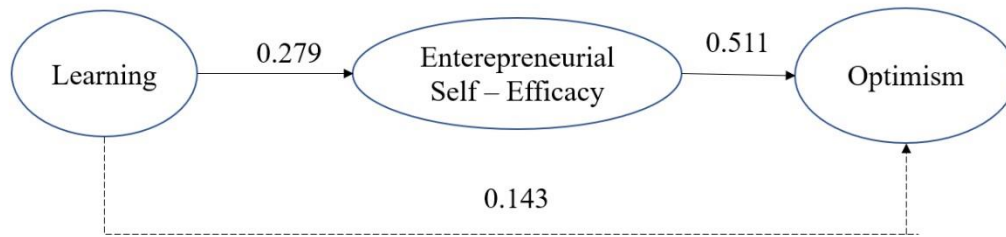


Fig 6. Direct and Indirect Influence

5. Discussion

1. Influence of Reaction on ESE:

Reactions do not influence ESE. Reactions refer to gathering participants' opinions about the training program. After completing the training, participants are asked about their overall satisfaction with the training, the instructors, the content delivered, the materials provided, and the training environment (such as the room, break times, food, and air temperature). In this context, reactions primarily indicate individual satisfaction with the training program's facilities and infrastructure. However, they do not necessarily enhance individuals' confidence to start a new business.

The effect of reactions in training on ESE can also be influenced by contextual factors such as the quality of instruction, social support, and the learning environment that stimulates the development of self-confidence (Setiawan, 2020).

As Drnovšek et al. (2010) argued, ESE is better defined when training programs have significant pedagogical benefits focusing on social-cognitive, psycho-cognitive, and entrepreneurial ethics perspectives. The facilities and infrastructure of training programs are not determinants of an individual's ESE. This aligns with the findings of Firmansyah et al. (2020), who concluded that training facilities and infrastructure support entrepreneurship training programs but do not determine ESE.

Reaction to training can vary significantly among individuals, depending on their previous experiences, intrinsic motivation, and other personal characteristics that influence how individuals interpret and utilize the information acquired from training (Gilad et al., 2001).

2. Influence of Learning on ESE:

The hypothesis testing results in this study indicate that Learning has empirically shown a direct effect on ESE by 0.279. This means that better Learning or training enhances ESE. Learning is related to measuring participants' competency improvements in knowledge, skills, and attitudes, which align with the training objectives. ESE refers to an individual's belief in their ability to successfully engage in entrepreneurial behaviors, particularly in starting a new business. ESE reflects an individual's confidence in successfully performing the roles and tasks of an entrepreneur. Therefore, practical Learning that enhances individual competencies can increase their confidence in becoming entrepreneurs.

A dominant indicator of individuals is having a grand vision for their business, indicating a clear and ambitious vision for their enterprise. When such a vision is coupled with competencies gained through training, their confidence in initiating and growing their business is boosted.

This study's findings are consistent with research by Ariyanti et al. (2021), Charismi (2016), Primandaru (2021), Saepudin et al. (2015), and Setiawan et al. (2022), which affirm that learning in training programs significantly influences ESE.

3. Influence of Behavior on ESE

Behavior does not influence ESE. Behavior refers to how training materials are applied in an individual's job and workplace. Self-efficacy is more related to individuals' beliefs about their abilities than their actual behaviors. Individuals may apply training outcomes to their ventures but may need to believe in their ability to succeed in entrepreneurship (Bandura et al., 1999). Cho et al. (2020) and Miao et al. (2017) state that direct experience in entrepreneurship has a more significant influence on self-efficacy than the Behavior of applying skills acquired from training. Moreover, experiences of failure or success in entrepreneurship have a more substantial impact on self-efficacy.

Lent et al. (2000) concluded in their research that environmental factors such as social support, mentors, and available resources can influence self-efficacy more than individual behaviors. Each individual has a unique way of developing ESE. Self-efficacy can be developed through four primary sources: Personal Experience, Vicarious Experience, Social Persuasion, and Psychological and Emotional Conditions. Entrepreneurial intention is linked to an individual's Behavior (Deliana, 2023). For some individuals, learning, and reflection are more crucial than concrete actions in developing their confidence in their entrepreneurial abilities (Drnovšek et al., 2010; Fadhli, 2022).

4. Influence of Result on ESE:

The outcomes of participants completing a training program do not affect ESE. There are several possible reasons why these outcomes might not influence ESE. For instance, training that solely focuses on theory without providing practical experience in facing entrepreneurial challenges may not be sufficient to enhance self-efficacy. Direct experiences in handling real business issues impact building confidence (Setiawan et al., 2022). The outcomes of entrepreneurship training may only directly improve ESE if they are supported by relevant content, practical experiences, adequate training quality, and an environment conducive to fostering individual confidence in facing entrepreneurial challenges (Gilad et al., 2001).

5. Influence of ESE on Optimism

ESE influences Optimism by 0.511. This means that higher ESE enhances Optimism in individuals when running a business. A dominant indicator of entrepreneurial self-efficacy is commitment to achieving goals. Optimism is a mental attitude characterized by hope and belief in success and a positive future. Focusing on commitment to achieving goals is a significant asset for boosting Optimism when starting and growing one's business.

These research findings align with studies conducted by Drnovšek et al. (2010), Elitha & Purba (2020), Newman et al. (2019), Primandaru (2021), Wiharti et al. (2017), which conclude that Entrepreneur Self-Efficacy significantly influences Optimism.

6. Influence of Learning on Optimism

Learning has a direct influence on Optimism by 0.143. This means that through Learning that enhances individual competencies, one can increase one's confidence in successfully growing one's business with their acquired skills. This research finding is consistent with studies by Pranasari & Triana (2020), Saepudin et al. (2015), and Charisma (2016), which conclude that learning influences individuals' Optimism.

6. Conclusion

Learning influences ESE, meaning that better Learning or training enhances ESE. ESE influences Optimism, strengthening a person's Optimism when running a business. The influence of ESE on Optimism is stronger than learning ESE. Based on the research findings, recommendations can be made. Learning influences ESE; therefore, training methods can be improved to enhance ESE, particularly in motivating individuals to have significant dreams for their businesses or, in other words, to have a clear and substantial vision for their ventures. Through this vision, individuals will be encouraged to enhance their competencies, thus boosting ESE. ESE influences Optimism; therefore, to enhance individuals' Optimism in their businesses, ESE can be improved, especially by focusing on commitment to achieving goals. This research implies that the findings can be used as input for P2SDM LMPM IPB and other institutions conducting mentoring programs for MSMEs, especially in designing appropriate training programs. This involves learning methods crucial in increasing the ESE and Optimism of MSME entrepreneurs.

References

- Adhi. (2021, November 6). Peningkatan Potensi Ekonomi Digital Untuk Mendukung Umkm. *Kememtrian Informasi Dan Komunikasi Republik Indonesia*.
<https://www.kominfo.go.id/content/detail/37966/Peningkatan-Potensi-Ekonomi-Digital-Untuk-Mendukung-Umkm/0/Berita>
- Adomako, S., Danso, A., Uddin, M., & Damoah, J. O. (2016). Entrepreneurs' Optimism, Cognitive Style And Persistence. *International Journal Of Entrepreneurial Behaviour And Research*, 22(1), 84–108.
<https://doi.org/10.1108/IJEbr-07-2015-0158>
- Ariyanti, N. S., Ubaidillah, E., Pusparini, A. U. S., & Wahyu, C. (2021). Pengaruh Pelatihan Kewirausahaan, Dukungan Lingkungan Keluarga, Motivasi Berprestasi Dan Self Efficacy Terhadap Minat Berwirausaha Mahasiswa. *AIP Conference Proceedings*.
- Baird, K. (2017). The Effectiveness Of Strategic Performance Measurement Systems. *International Journal Of Productivity And Performance Management*. *International Journal Of Productivity And Performance Management*, 66(1), 3–21. <https://doi.org/10.1108/IJppm-06-20140086>
- Bandura, A., Freeman, W. H., & Lightsey, R. (1999). Self-Efficacy: The Exercise Of Control. *Journal Of Cognitive Psychotherapy*, 13(2). <https://doi.org/10.1891/0889-8391.13.2.158>
- Bayrón, C. E. (2013). Social Cognitive Theory, Entrepreneurial Self-Efficacy And Entrepreneurial Intentions: Tools To Maximize The Effectiveness Of Formal Entrepreneurship Education And Address The Decline In Entrepreneurial Activity. *Revista*, 6(1), 66–77.
<http://revistagriot.uprrp.edu/archivos/2013060105.pdf>
- Bengtsson, O., & Ekeblom, D. (2014). The Bright But Right View? A New Type Of Evidence On Entrepreneurial Optimism. *Ifn Working Paper*, 1008, 1–36.

- Carver, C. S., Scheier, M. F., & Segerstrom, S. C. (2016). Optimism. *The Oxford Handbook Of Positive Psychology*, 30(7), 396–412. <https://doi.org/10.1093/oxfordhb/9780199396511.013.24>
- Cassar, G. (2010). Are Individuals Entering Self-Employment Overly Optimistic? An Empirical Test Of Plans And Projections On Nascent Entrepreneur Expectations. *Strategic Mana*, 31(October), pp. 822–840. <https://doi.org/10.1002/Smj>
- Charismi, A. A. (2016). (Studi Pada Unit Pengembangan Karir Dan Kewirausahaan Universitas Brawijaya Malang). *Administrasi Bisnis*, 38(2), 141–146. <https://media.neliti.com/media/publications/87365-id-analisis-efektivitas-pelatihan-studi-pad.pdf>
- Cho, H. J., Choi, D. S., & Sung, C. S. (2020). A Study On The Effect Of Entrepreneurial Mentoring On Entrepreneurial Intention: Mediating Effects Of Social Support And Entrepreneurial Self-Efficacy. *Asia-Pacific Journal Of Business Venturing And Entrepreneurship*, pp. 18, 81–96. <https://koreascience.kr/article/Jako202012758285450.page>
- Coulter, S. P. R. Dan M. (2016). *Management* (13th Ed.). Pearson Education, Inc.
- Deliana, M. (2023). Self-Efficacy As A Factor Of Entrepreneurial Intention. *Journal Of Education, Humaniora And Social Sciences (Jehss)*, 5(4), 2573–2580. <https://doi.org/10.34007/Jehss.V5i4.1758>
- Drnovšek, M., Wincent, J., & Cardon, M. S. (2010). Entrepreneurial Self-Efficacy And Business Startup: Developing A Multi-Dimensional Definition. *International Journal Of Entrepreneurial Behaviour And Research*, 16(4), 329–348. <https://doi.org/10.1108/13552551011054516>
- Dushnitsky, G., & Shapira, Z. (2010). Entrepreneurial Finance Meets Organizational Reality: Comparing Investment Practices And Performance Of Corporate And Independent Venture Capitalists. *Strategic Management Journal*, 920(October), pp. 1–43. <https://doi.org/10.1002/Smj>
- Elitha, C., & Purba, D. E. (2020). Entrepreneurial Self-Efficacy And Entrepreneurial Intention: The Mediating Role Of Entrepreneurship Intentional Self-Regulation Among Undergraduate Students. *Journal Of Economics, Business, & Accountancy Ventura*, 23(2), 149–159. <https://doi.org/10.14414/Jebav.V23i2.2239>
- Endri, Syafarudin, A., Santoso, S., Imaningsih, E. S., Suharti, T., & Rinda, R. T. (2020). Consumption Behavior Patterns Of Generations Y Halal Products In Indonesia. *Academy Of Entrepreneurship Journal*, 26(2). <https://www.abacademies.org/articles/consumption-behavior-patterns-of-generations-y-halal-products-in-indonesia-9253.html>
- Erickson, E. P. G., & Gillihan, S. (2023). All About Optimism: Definition, Health Effects, And How To Boost Your Outlook. *Everyday health*. <https://www.everydayhealth.com/emotional-health/optimism/guide/>
- Fadhli, Y. R. (2022). Pentingnya Membangun Efikasi Diri. *Aku Pintar*. <https://akupintar.id/info-pintar/-/blogs/pentingnya-membangun-efikasi-diri>
- Fatmawatie, N., & Endri, E. (2022). Implementation Of The Principles Of Financial Governance In Service Companies. *Journal Of Governance And Regulation*, 11(4), 33–45. <https://doi.org/10.22495/Jgrv11i4art4>
- Firmansyah, F., Rahayu, W., & Nurjannah, N. (2020). Evaluation Of The Entrepreneurship Education Program Through Extracurricular Activities Of Student Company. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 24(1), 51–61. <https://doi.org/10.21831/Pep.V24i1.19783>
- Folkman, S., & Moskowitz, J. T. (2000). Stress, Positive Emotion, And Coping. *Current Directions In Psychological Science*, 9(4), 115–118. <https://doi.org/10.1111/1467-8721.00073>
- Fraser, S., & Greene, F. J. (2006). The Effects Of Experience On Entrepreneurial Optimism And Uncertainty. *Economica*, 73(290), 169–192. <https://doi.org/10.1111/J.1468-0335.2006.00488.X>
- Gilad, C., Stanley, M. G., & Dov, E. (2001). Validation Of A New General Self-Efficacy Scale. *Organizational Research Methods*, 4(1), 62–83.

[Http://Proquest.Umi.Com/Pqdweb?Did=907501171&Fmt=7&Clientid=20931&Rqt=309&Vname=Pqd](http://Proquest.Umi.Com/Pqdweb?Did=907501171&Fmt=7&Clientid=20931&Rqt=309&Vname=Pqd)

- Gow, J. P., & Rodhiah, R. (2019). Pengaruh Optimisme Kewirausahaan Yang Dimoderasi Oleh Gaya Kognitif Terhadap Ketekunan Kewirausahaan Ukm Bidang Kuliner Di Jakarta Barat. *Jurnal Manajerial Dan Kewirausahaan*, 1(3), 515. <https://doi.org/10.24912/jmk.v1i3.5363>
- Hadiyanti, P. (2008). Strategi Pemberdayaan Masyarakat Melalui Program Keterampilan Produktif Di Pkbn Rawasari, Jakarta Timur. *Perspektif Ilmu Pendidikan*, 17(Ix), 90–99. <https://doi.org/10.21009/pip.171.10>
- Hamilton, S., & Chervany, N. L. (1981). Evaluating Information System Effectiveness - Part I: Comparing Evaluation Approaches. *Mis Quarterly: Management Information Systems*, 5(3), 55–69. <https://doi.org/10.2307/249291>
- Harini, S., Pranitasari, D., Said, M., & Endri, E. (2023). Determinants Of SME Performance: Evidence From Indonesia. *Problems And Perspectives In Management*, 21(1), 471–481. [https://doi.org/10.21511/ppm.21\(1\).2023.40](https://doi.org/10.21511/ppm.21(1).2023.40)
- Haryono, S. (2017). *Metode Sem Untuk Penelitian Manajemen Amos Lisrel Pls* (1st Ed.). Luxima Metro Media.
- Izquierdo, E., & Buelens, M. (2011). Competing Models Of Entrepreneurial Intentions: The Influence Of Entrepreneurial Self-efficacy and Attitudes. *International Journal Of Entrepreneurship And Small Business*, 13(1). <https://www.inderscienceonline.com/doi/full/10.1504/ijesb.2011.040417>
- Jeraj, M. (2014). The Relationship Between Optimism, Pre-Entrepreneurial Curiosity And Entrepreneurial Curiosity. *Organizacija*, 47(3), 199–209. <https://doi.org/10.2478/orga-2014-0018>
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating Training Programs : The Four Levels*. San Francisco, Ca : Berrett-Koehler.
- Krueger, N. F., & Brazeal, D. V. (1994). Enterprise Potential And Potential Entrepreneurs. *Entrepreneurship: Theory & Practice*, 18(3), 91–104.
- Lent, R. W., Brown, S. D., & Hackett, G. (2000). Contextual Supports And Barriers To Career Choice: A Social Cognitive Analysis. *Journal Of Counseling Psychology*, 47(1), 36–49. <https://doi.org/10.1037/0022-0167.47.1.36>
- Marlapa, E., Yuliantini, T., Junaedi, Kusuma, M. R., Shahnia, C., & Endri, E. (2024). Determinants Of Sustainable Performance: The Mediating Role Of Organizational Culture. *Uncertain Supply Chain Management*, 12(2), 1031–1040. <https://doi.org/10.5267/j.uscm.2023.12.005>
- Miao, C., Qian, S., & Ma, D. (2017). The Relationship Between Entrepreneurial Self-Efficacy And Firm Performance: A Meta-Analysis Of Main And Moderator Effects. *Journal Of Small Business Management*, 55(1), 87–107. <https://doi.org/10.1111/jsbm.12240>
- Newman, A., Obschonka, M., Schwarz, S., Cohen, M., & Nielsen, I. (2019). Entrepreneurial Self-Efficacy: A Systematic Review Of The Literature On Its Theoretical Foundations, Measurement, Antecedents, And Outcomes, And An Agenda For Future Research. *Journal Of Vocational Behavior*, 110(May 2018), 403–419. <https://doi.org/10.1016/j.jvb.2018.05.012>
- Noble, A. F. De, Jung, D., & Ehrlich, S. B. (1999). Entrepreneurial Self-Efficacy: The Development Of A Measure And Its Relationship To Entrepreneurial Action. In *Entrepreneurial Personal Characteristics: Selected Topics*. Babson College.
- Noviyanti, S. (2022). Pentingnya Peran Dan Kontribusi Umkm Dalam Pemulihan Ekonomi Indonesia. *Kompas*. <https://money.kompas.com/read/2022/02/04/070800426/pentingnya-peran-dan-kontribusi-umkm-dalam-pemulihan-ekonomi-indonesia?page=all>
- Pranitasari, D. (2020). The Influence Of Effective Leadership And Organizational Trust To Teacher's Work Motivation And Organizational Commitment. *Media Ekonomi Dan Manajemen*, 35(1), 75. <https://doi.org/10.24856/mem.v35i1.1257>
- Pranitasari, D. (2022). *Development Of Work Engagement Model Based On Organizational Culture*

Method. 15(2), 861–884.

- Pranitasari, D., Akbar, M., & Hamidah. (2019). Key Success Factors Of Lecturer's Work Engagement At College Of Economics. *Journal Of Engineering And Applied Sciences*, 14(11), 3615–3619.
- Pranitasari, D., Anhar, M., & Adli, K. N. (2022). *Program Pendampingan Usaha Mikro Kecil Dan Menengah* (1st Ed.). Deepublish. <https://Deepublishstore.Com/Shop/Buku-Program-Pendampingan/>
- Pranitasari, D., Anhar, M., Adli, K. N., Harini, S., Said, M., & Irawan, N. (2024). *Optimizing Micro, Small, And Medium Business Assistance Programs In The Food Sector.* 10(2), 422–435.
- Pranitasari, D., & Trianah, L. (2020). *Evaluation Of Small Trade Extension Programs.* 132(Aicmar 2019), 26–30. <https://Doi.Org/10.2991/Aebmr.K.200331.006>
- Primandaru, N. (2021). Pengaruh Educational Dan Economic Empowerment Terhadap New Venture Creation: Peran Moderasi Entrepreneurial Self-Efficacy. *Jurnal Ilmu Manajemen*, 9(4), 1451–1460. <https://Doi.Org/10.26740/Jim.V9n4.P1451-1460>
- Saepudin, A., Ardiwinata, J. S., Ilfiandra, I., & Sukarya, Y. (2015). Efektifitas Pelatihan Dan Efikasi Diri Dalam Meningkatkan Perilaku Berwirausaha Pada Masyarakat Transisi. *Mimbar, Jurnal Sosial Dan Pembangunan*, 31(1), 93. <https://Doi.Org/10.29313/Mimbar.V31i1.1130>
- Saputra, E. (2019). Efektivitas Program Pemberdayaan Masyarakat Dalam Kelompok Usaha Bersama (Kube) (Studi Kasus Pada Kube Gayam Kecamatan Tambelan Kabupaten Bintan). *Fitzpatrick's Dermatology*, 53(9), 1779–1791.
- Scheier, M. F., Charles, S., & Bridges, M. W. (1994). Distinguishing Optimism From Neuroticism: A Reevaluation Of The Life Orientation Test. *Journal Of Personality And Social Psychology*, 67(6), 1063–1078. <https://Doi.Org/10.1037//0022-3514.67.6.1063>
- Schjoedt, L., & Craig, J. B. (2017). Development And Validation Of A Unidimensional Domain-Specific Entrepreneurial Self-Efficacy Scale. *International Journal Of Entrepreneurial Behaviour And Research*, 23(1), 98–113. <https://Doi.Org/10.1108/Ijeb-11-2015-0251>
- Scott, E. (2020). *What Is Optimism?* Verywellmind. <https://Www.Verywellmind.Com/The-Benefits-Of-Optimism-3144811>
- Seligman, M. E. P. (2011). *Flourish A Visionary New Understanding Of Happiness And Well-Being.* New York Free Press, 2011. <http://Kin.Perpusnas.Go.Id/Displaydata.aspx?Pid=115655&Pregioncode=Untar&Pclientid=650>
- Setiawan, J. K. (2020). Pengaruh Entrepreneurial Education Terhadap Entrepreneurial Intention Dengan Entrepreneurial Self-Efficacy Dan Entrepreneurial Passion Sebagai Variabel Mediasi. *Agora*, 8(2), 7–12. <http://Repository.Uph.Edu/16319/>
- Setiawan, J. L., Kasim, A., & Ardyan, E. (2022). Understanding The Consumers Of Entrepreneurial Education: Self-Efficacy And Entrepreneurial Attitude Orientation Among Youths. *Sustainability (Switzerland)*, 14(8). <https://Doi.Org/10.3390/Su14084790>
- Sjåstad, H., & Bavel, J. Van. (2023). The Best-Case Heuristic: Relative Optimism In Relationships, Politics, And A Global Health Pandemic. *Personality And Social Psychology Bulletin*, 262675, 1–21.
- Srimulyani, V. A., & Hermanto, Y. B. (2022). Impact Of Entrepreneurial Self-Efficacy And Entrepreneurial Motivation On Micro And Small Business Success For Food And Beverage Sector In East Java, Indonesia. *Economies*, 10(1). <https://Doi.Org/10.3390/Economies10010010>
- Sugiyono. (2017). *Metode Penelitian Bisnis: Pendekatan Kuantitatif, Kualitatif, Kombinasi, Dan R&D.* Penerbit Cv. Alfabeta: Bandung, 225.
- Tannenbaum, S. I., Methieu, J. E., Cannon-Bowers, J. A., & Salas, E. (1993). Factors That Influence Training Effectiveness: A Conceptual Model And Longitudinal Analysis. In *Naval Training Systems Center Orlando, Fl.*
- Tohidi, H. (2011). Teamwork Productivity & Effectiveness In An Organization Based On Rewards, Leadership, Training, Goals, Wage, Size, Motivation, Measurement, And Information Technology.

Procedia Computer Science, 3, 1137–1146. <https://doi.org/10.1016/j.procs.2010.12.185>
Virgiawan, A. R., Riyanto, S., & Endri, E. (2021). Organizational Culture As A Mediator Motivation And Transformational Leadership On Employee Performance. *Academic Journal Of Interdisciplinary Studies*, 10(3), 67–79. <https://doi.org/10.36941/Ajis-2021-0065>
Wiharti, L. P., Ariffin, Z., & Dahniar. (2017). Pengaruh Entrepreneurial Self Efficacy Dan Motivasi (Need For Achievement) Terhadap Kinerja Umkm Pada Sektor Industri Olahan Di Kabupaten Tabalong. *Jurnal Ekonomi Syariah Dan Hukum Ekonomi Syariah*, 11, 148–159.

Annie Murphy <annie.murphy@ep-pub.net>

Tue, Jun 25,
7:54 AM

to me

Dear author,

Thank you for sending us your revised draft. We will continue to process your revised draft and will contact you if there are any updates.

Best regards,

Annie Murphy

[JIPD] Article 6238 - Article Processing Charge Invoice

External

Inbox

Search for all messages with label Inbox

Remove label Inbox from this conversation



Annie Murphy <annie.murphy@ep-pub.net>

Tue, Jun 25,
12:54 PM

to me, endrifari, JIPD

Dear Author,

Congratulations on the acceptance of your manuscript JIPD-6238. Additionally, you should complete the Article-Processing Charge (APC) Payment. Please find the invoice attached.

Total Fees 1498 USD: APC 1400 USD + 98 USD Transaction Fees

Credit card and online payment please go to PayPal: <https://www.paypal.com>

Recipient account: enpresspublishllc@gmail.com

Payment through the Enpress website:

<https://www.enpress-publisher.com/payments.php>

Bank transfer:

Account Name: Enpress Publish LLC

Bank name: Bank of America

Bank Address: 100 North Tryon Street, Charlotte, NC 28255

Account Number: 325187251949

Routing Number: 121000358

Wires Number:026009593

Swift Code : BOFAUS3N

IMPORTANT: When effecting payment, please ensure the manuscript Tracking ID number is clearly indicated in the details of the bank transfer. Bank charges should NOT be deducted from the amount due. If you have already made a successful payment, please send a copy of the payment voucher to us.

We would appreciate it if you could confirm payment as soon as possible to ensure your manuscript is included in one of the forthcoming journal issues. In case of any problems or questions, please do not hesitate to contact the Editorial Office.

[Expedited Option: Usually it takes about 3-4 months for an article to be published after acceptance. We offer an expedited option for authors who need publication urgently, which requires an additional \$600 expedited fee. Articles that are expedited will be published in the next volume at the earliest. If you have any need for this option, please let me know.]

Thank you for submitting your work to this journal.

--

Kind regards,

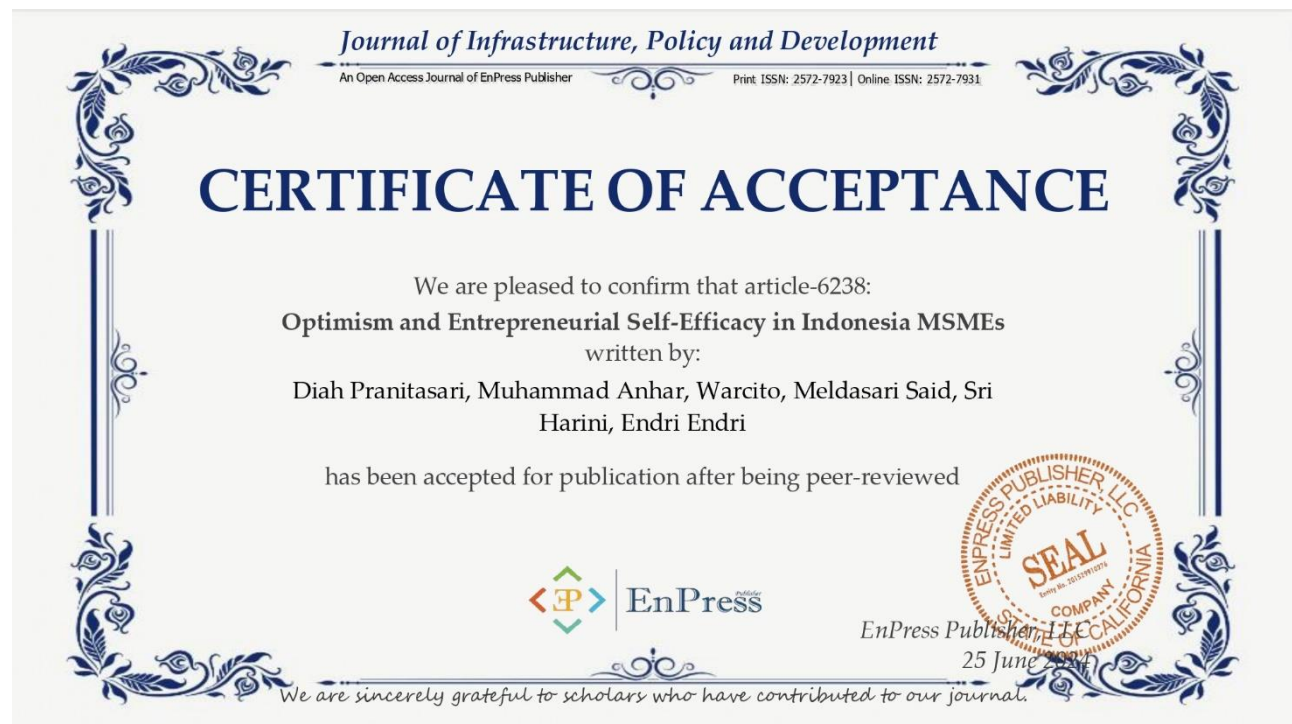
Ms. Annie Murphy

Commissioning Editor

Journal of Infrastructure, Policy and Development

EnPress Publisher

Address: 14701 Myford Road, Suite B-1, Tustin, CA 92780, United States





INVOICE

EnPress Publisher, LLC.
 9650 Telstar Avenue, Unit A, Suit 121, El Monte, CA 91731, United States
 91731
 United States

Invoice EP-
 JIPD1719294783556
 Invoice date 25-Jun-2024
 Due date 27-Jun-2024

<http://www.enpress-publisher.com>

Amount due
\$ 1498.00

Bill to
 Endri
 Universitas Mercu Buana, Jakarta, Indonesia

Article ID	Article Title	Quantity	Price	Transaction Fee(7%)	Amount
JIPD-6238	Optimism and Entrepreneurial Self-Efficacy in Indonesia MSMEs	1	\$ 1400.00	\$ 98.00	\$ 1498.00

Please visit the link below to make the payment. We only accept payments in US dollars.
 Please provide Invoice ID, Amount and Article ID when transferring the payment.

<http://www.enpress-publisher.com/payments.php>

Subtotal	\$ 1498.00
Amount paid	\$ 0.00
Amount due	\$ 1498.00

Fwd: Proofreading Request [JIPD] Article JIPD-6238

External

Inbox

Search for all messages with label Inbox

Remove label Inbox from this conversation



Annie Murphy

Wed, Sep 18,
9:15 AM

to me

----- Forwarded message -----

发件人 : **polaris lau** <polaris.lau@ep-pub.net>

Date: 2024年9月18日周三 10:06

Subject: Proofreading Request [JIPD] Article JIPD-6238

To: <endrifari@gmail.com>

Cc: Annie Murphy <annie.murphy@ep-pub.net>

Dear Authors,

We are pleased to inform you that your manuscript has been accepted by the *Journal of Infrastructure, Policy and Development* (JIPD).

The galley proof of the manuscript is attached. Please check this proof carefully and reply to each question.

Please note that this is the last opportunity to make content changes to the article. The proofreading stage, which follows the preparation of the galleys, is restricted to correcting typographical and layout errors.

1) **Please use Microsoft Word's built-in track changes function to highlight any changes you make.** Note that this is the last chance to make textual changes to the manuscript. Some style and formatting changes may have been made by the production team, please do not revert these changes.

2) **All authors must agree to the final version.** Check carefully that authors' names and affiliations are correct, and that funding sources are correctly acknowledged. Incorrect author names or affiliations are picked up by indexing databases, such as Scopus.

Please read and correct the proof and return it within 48 hours. Thank you for your help and cooperation. Please contact me if you have any questions. I look forward to your reply.

Best regards,

Ms. Polaris Lau

Paper Proofreading

Article

Optimism and entrepreneurial self-efficacy in Indonesia MSMEs

Endri Endri

Universitas Mercubuana, Jakarta 11650, Indonesia; endri@mercubuana.ac.id

CITATION

Endri E. (2024). Optimism and entrepreneurial self-efficacy in Indonesia MSMEs. *Journal of Infrastructure, Policy and Development*. 8(x): 6238. <https://doi.org/10.24294/jipd.v8ix.6238>

ARTICLE INFO

Received: 6 May 2024
Accepted: 25 June 2024
Available online: xxx

COPYRIGHT



Copyright © 2024 by author(s).
Journal of Infrastructure, Policy and Development is published by EnPress Publisher, LLC. This work is licensed under the Creative Commons Attribution (CC BY) license. <https://creativecommons.org/licenses/by/4.0/>

ABSTRACT: This study aimed to analyze the effect of training programs on entrepreneurial self-efficacy (ESE) and the Optimism of micro, small, and medium enterprises (MSMEs). The research was conducted at Babakan Madang MSMEs, Bogor Regency, assisted by Human Resources Education and Training Center (P2SDM) under the Community Service Institution (LPPM) at IPB University (IPB). The sample size was set at 100 SMEs with a purposive sampling method. Data was obtained by distributing questionnaires and analyzed using Structural Equation Modeling (SEM). The results of the study were as follows: 1) Reactions in the training program did not affect the ESE of MSME actors, 2) Learning in the training program affected the ESE of MSME actors, 3) Behavior in the training program did not affect the ESE of MSME actors, 4) Results in the training program does not affect the ESE of MSME actors, and 5) ESE affects the Optimism of MSME actors. The effect of ESE on the Optimism of MSME actors is greater than the effect of learning in training programs on the Optimism of MSME owners.

Keywords: training program; entrepreneurial self-efficacy; optimism

1. Introduction

Micro, small, and medium enterprises (MSMEs) are crucial in revitalizing the Indonesian economy as contributors to the Gross Domestic Product (GDP). The Ministry of Cooperatives and Small and Medium-Sized Enterprises reports that 64.2 million people are involved in MSMEs, contributing 60.51% to the GDP (Rp 9,580 trillion in 2020) and employing 96.92% of the workforce. The labor force's share in total investment has risen to 60.42% (Adhi, 2021). MSMEs play a crucial role in supporting the national economy. However, these businesses encounter various challenges in management and other areas during their development. Government initiatives and policies can help make MSMEs more productive and efficient. One effective approach is implementing cluster-based strategies, which can assist MSMEs in overcoming their issues and thriving (Pranitasari et al., 2022, 2024).

The Covid-19 pandemic, from 2020 until now, has indeed slowed down the wheels of the Indonesian economy. Several business sectors, especially in the early days of the pandemic, suffered losses, with many even forced to close down. However, in adversity, opportunities always emerge. The Indonesian economy has shown signs of recovery, thanks partly to the creativity and active participation in the MSME sector (Noviyanti, 2022). Various stakeholders, including the private sector, must strengthen and support the government's various initiatives and programs to ensure that MSMEs benefit the most. One of the supporters of these government programs is the Human Resources Education and Training Center (P2SDM) under the Community Service Institution

(LPPM) at IPB University (IPB). They have been implementing an MSME assistance program since 2019 for MSMEs in the Bogor Regency. The MSME assistance program, which was planned and implemented, consists of basic entrepreneurship training, business mentoring through consultation clinics, and competency strengthening through skill training. P2SDM LPPM IPB has around 1,500 MSMEs under its guidance in the Bogor Regency, with 180 participating in the assistance program and 1,090 MSMEs having undergone new entrepreneurship training.

Effectiveness is the alignment of outputs with objectives (Pranitasari, 2020). Effectiveness is used to evaluate or measure success (Baird, 2017; Marlapa et al., 2024; Pranitasari, 2020). Effectiveness is generally related to outcomes, where an activity is considered adequate when carried out correctly. Community empowerment programs should be evaluated for their effectiveness in achieving the pre-planned goals to be considered sufficient.

Entrepreneurship involves creating new businesses, typically in response to external opportunities. Entrepreneurs capitalize on existing opportunities by altering, restructuring, or developing new products or services (Coulter, 2016). Some previous research indicates that several variables influence the identification of business opportunities, including entrepreneurial personality traits (creativity and Optimism), social networks, prior knowledge, information, financial incentives, creativity, curiosity, and Optimism (Harini et al., 2023; Jeraj, 2014).

Optimism is essential in entrepreneurial decision-making (Bengtsson and Ekeblom, 2014). Entrepreneurs must have a high level of Optimism because it increases self-confidence and helps them achieve success and the best performance (Cassar, 2010). Adomako et al. (2016) revealed that entrepreneurial Optimism increases entrepreneurial persistence. Fraser and Greene (2006) say that excessive Optimism causes entrepreneurs' ability to make more focused decisions. Optimism is a mindset that motivates entrepreneurs to seek the correct information to identify business opportunities (Endri et al., 2020). Several factors influence Optimism, including social support, self-confidence, self-esteem, and accumulated experience (Seligman, 2011). **Entrepreneurial self-efficacy (ESE)** refers to a person's confidence in their ability to perform tasks and roles in a business-oriented context (Setiawan et al., 2022). ESE plays a significant role in determining whether someone will pursue a career in business and entrepreneurship.

Research on the Optimism of MSME entrepreneurs has been limited, with Gow and Rodhiah (2019) examining entrepreneurial Optimism as a moderator of cognitive styles in MSMEs. Setiawan et al. (2022) revealed the mediating role of attitude toward entrepreneurship in the relationship

between ESE and entrepreneurial intention. Srimulyani and Hermanto (2022) found that entrepreneurial self-efficacy positively affects the success of MSMEs. Drnovšek et al. (2010) show that ESE is essential in determining the success of starting a new business. Elitha and Purba (2020) revealed that entrepreneurial intentional self-regulation mediates the relationship between ESE and entrepreneurial intention. Most studies on self-efficacy and entrepreneurial Optimism have primarily been conducted in education. Based on the findings from these studies, it can be concluded that, to date, there is no research on the effectiveness of training programs on ESE and Optimism in MSMEs.

2. Literature review

Community Empowerment Program is an alternative form of development that demands self-reliance among communities to fulfill their needs. In addition to focusing on the participation of the beneficiaries in the development process, it also emphasizes the community's ability to manage development and sustain their livelihoods (Hadiyanti, 2008; Tohidi, 2011). Community empowerment begins with the community's confidence to improve their quality of life through the optimal utilization of resources (Fatmawatie and Endri, 2022; Pranitasari et al., 2022). The primary target in this context is the economically disadvantaged population. It is essential to understand that women actively participate in this process. A multidisciplinary facilitator team is involved in the community empowerment process, and this team should consist of both men and women. The primary task of the community empowerment team is to assist the community in implementing the empowerment process. The community empowerment team plays a very active role at the beginning of the process but gradually decreases its involvement as the process continues, allowing the community to operate independently (Saputra, 2019).

2.1. Optimism

Optimism is an individual's attitude about hope and belief in their future success. Optimism is characterized by those who consistently expect positive outcomes, while pessimism refers to those who consistently expect negative results. Optimism has numerous benefits, including better skills, lower stress levels, improved physical health, and more extraordinary perseverance in achieving goals (Carver et al., 2016; Jeraj, 2014). According to the American Psychological Association (APA), Optimism is characterized by hope. When you are optimistic, you believe that positive things will happen and that everything can improve (Erickson and Gillihan, 2023). Seligman (2011) defines Optimism as an

individual's belief that adverse events or failures are temporary and that activities are not influenced. They are not caused by oneself but rather by the situation or fate. Individuals with an optimistic attitude maintain positive expectations towards all aspects of life, which can be effectively managed even when faced with numerous challenges. According to Sjøstad and Bavel (2023), Optimism in social life over the long term can benefit well-being and physical and mental health, as it addresses life's issues and reduces problems.

Dushnitsky and Shapira (2010) state that entrepreneurship becomes more attractive when individuals are optimistic about the possibilities of their ventures. Optimism affects entrepreneurial performance (success and failure), decision-making, and various degrees of unrealistic Optimism that can lead to multiple consequences in business development (Jeraj, 2014). Optimism is measured to gauge how much individuals agree or disagree with each item, indicating their level of agreement or disagreement using a 5-point Likert scale. Optimistic individuals view difficulties as learning experiences or setbacks, and even on the gloomiest days, they believe that "tomorrow will be better." When someone consistently focuses on the positive aspects, they may perceive their life experiences as more favorable than others, experience less mental stress, and enjoy better overall health (Folkman and Moskowitz, 2000).

There are several key characteristics commonly associated with optimistic individuals. Some of these characteristics of optimistic individuals include believing that good things will happen in the future, assuming that everything will turn out fine, having confidence in overcoming life's challenges, seeing a bright future, believing that positive outcomes can emerge even from adverse events, viewing challenges or obstacles as learning opportunities, appreciating the good things in life, continually seeking ways to make the most of opportunities, having a positive outlook on oneself and others, taking responsibility for their mistakes but not dwelling on them, and not letting a single negative experience overshadow their hope for the future (Scott, 2020).

Optimism does not mean engaging in unrealistic fantasies or thoughts. It is a way of looking at the world that gives optimistic individuals more freedom to choose because they feel at least partially responsible when things go well. Optimistic people exhibit healthier behaviors and live longer than their pessimistic counterparts. They are also less vulnerable to the adverse effects of illness, fatigue, and mental stress. However, unrealistic beliefs that the future will consist solely of positive events can lead to unwarranted risk-taking, particularly concerning one's health and finances (Carver et al., 2016).

Bengtsson and Ekeblom (2014) state that optimists consistently perceive the good intentions of others and interpret situations in the best possible light; others separate their internal mood from external circumstances, no matter how difficult. Being optimistic is not always the “best” strategy. Research suggests that tempering a bright disposition with a small quantity of realism or even pessimism might be the best way to build resilience and achieve one’s goals.

2.2. Entrepreneur Self-Efficacy (ESE)

An entrepreneur is defined as a person who identifies, evaluates, and exploits opportunities to create goods and services (Newman et al., 2019). Self-efficacy is an individual’s ability to manage the necessary actions (Bandura et al., 1999) and as a personal competence to control specific situations (Krueger and Brazeal, 1994). Self-efficacy research is considered a leading meta-approach for entrepreneurs, helping us understand entrepreneurial actions and beliefs related to those actions. Entrepreneurs require courage in risk-taking, uncertainty, creativity, leadership, initiative, persistence, and enthusiasm. Therefore, ESE has become an essential psychological component in entrepreneurship research (Miao et al., 2017). It has been found to influence entrepreneurs’ motivation, intentions, behaviors, and performance and is a crucial outcome of entrepreneurship education and training.

Bayrón (2013) states that ESE is the belief in one’s ability to successfully perform essential entrepreneurial actions needed to start a new business. ESE refers to an individual’s confidence in their ability to succeed in their role and responsibilities as an entrepreneur. ESE measures a person’s self-belief in their skills and abilities to discover new opportunities (Izquierdo and Buelens, 2011). How individuals think and act entrepreneurially has become essential for researchers, educators, and policymakers seeking to support entrepreneurial activities independently or within organizations.

The construct of ESE was introduced by Noble et al. (1999). This construct refers to an individual’s belief in their ability to perform various skills necessary to start a new business (Schjoedt and Craig, 2017). According to Noble et al. (1999), ESE is associated with a “can-do” attitude when initiating a business venture. ESE focuses on an individual’s belief that they can achieve entrepreneurial outcomes, such as building a new business, creating a startup, and completing entrepreneurial tasks (Cho et al., 2020).

Various researchers have developed several ESE measurement tools, including Noble et al. (1999), Newman et al. (2019), and Elitha and Purba (2020). These tools use ESE indicators to measure the ability to develop

new products or identify marketing opportunities, create an innovative environment, develop relations with funders, focus on goals, handle unforeseen threats, and develop human resources.

2.3. Training effectiveness

Effectiveness refers to performance measured by the extent to which the agreed-upon objectives and outcomes can be achieved (Hamilton and Chervany, 1981; Pranitasari et al., 2019; Virgiawan et al., 2021). Training effectiveness refers to the degree of success of training providers in achieving their goals for both participants and their organizations (Pranitasari, 2022). The model by Kirkpatrick and Kirkpatrick (2006) is the most popular training evaluation approach. Kirkpatrick and Kirkpatrick (2006) revised and improved their original theory and introduced the New Kirkpatrick Model in their book “The Four Levels of Training Evaluation”. One significant addition is emphasizing the importance of learning relevant to daily community activities. The four levels are Reaction, which measures participants’ reactions and satisfaction with the training program; Learning, which measures the progress of participants in knowledge, skills, and attitudes as per training objectives; Behavior, which indicates how well training materials are applied in the workplace and the participants’ workplace, results, which are the outcomes resulting from participation in the training program. Tannenbaum et al. (1993) developed a training transfer model from Kirkpatrick’s Four Level Model by eliciting post-training attitudes and dividing Behavior at level 3 into two outcomes for evaluation: training performance and transfer.

Training program effectiveness can be evaluated using information collected at five levels (Kirkpatrick and Kirkpatrick, 2006): 1) reaction: After participating in training, participants provide feedback about the training program, including their satisfaction with various aspects such as the trainer, the provided materials, the content, and even the training environment (space, breaks, food, temperature); 2) learning: Typically done through written exams (essays or multiple-choice questions), performance tests, and simulation exercises to assess how well participants have mastered the concepts, knowledge, and skills taught in training; 3) behavior: By assessing participants before and after training, you can determine how participation in a training program impacts their work-related behaviors; 4) organizational performance: The impact of training on the work team or organization as a whole. Data can be collected before and after training based on productivity, turnover, absenteeism, accidents, complaints, improved quality, customer satisfaction, and other criteria; 5) cost savings: Determine whether

training costs are small or large compared to the amount of money an organization spends.

3. Methods

The research was conducted on MSMEs fostered by P2SDM LPPM IPB in Bogor Regency, totaling approximately 1,500 MSMEs. Of these, 180 MSMEs have participated in a mentoring program, and 1,090 MSMEs have undergone new entrepreneurship training. This study focuses on the 180 MSMEs participating in the mentoring program. A purposive sampling method was used, a sampling technique with specific considerations (Sugiyono, 2017). The sample was chosen based on MSMEs that have participated in the mentoring program and are still active. Based on these considerations, the sample size was set at 100 MSMEs.

The research design employs indicators and instruments developed by previous researchers, including 1) Training Effectiveness Based on the work of (Kirkpatrick and Kirkpatrick, 2006); 2) ESE: Drawing from (Elitha and Purba, 2020; Newman et al., 2019; Noble et al., 1999), and 3) Optimism: Utilizing measures from (Scheier et al., 1994).

Table 1. Research variable indicators.

No.	Variable	Indicators
1	Training Effectiveness	
	1. Reaction	1. Extension materials 2. Extension facilitator 3. Extension method 4. Supporting facilities
	2. Learning	Counseling participants' understanding of the counseling material that has been obtained: new entrepreneurship, finance, business feasibility, marketing, motivation, packaging, processing PIRT and IUMK permits
	3. Behavior	1. Ability 2. Attitude 3. Attention 4. Action
	4. Results	Increase/development of participant entrepreneurship: Income, skills, knowledge
2	Entrepreneurial Self- Efficacy	1. Skills to develop new products or marketing opportunities 2. Establish an innovative area 3. Investor Data 4. Focus on goals 5. Experiencing unexpected challenges 6. Development of critical human energy sources

3	Optimism	<ol style="list-style-type: none"> 1. Feeling that good events will happen in the future. Expect things to go well. 2. The feeling of being able to withstand life's challenges. 3. The future looks bright. 4. Believe that good things can also come from adverse events. 5. View challenges or obstacles as learning opportunities. 6. Always be grateful for everything that happens in life 7. We are always looking for ways to take advantage of opportunities. 8. Be positive for yourself and others. 9. Please take responsibility for mistakes, but do not dwell on them. 10. Refrain from letting one lousy experience cloud hopes for the future.
---	----------	--

Resources: (Elitha and Purba, 2020; Kirkpatrick and Kirkpatrick, 2006; Newman et al., 2019; Noble et al., 1999; Scheier et al., 1994; Scott, 2020).

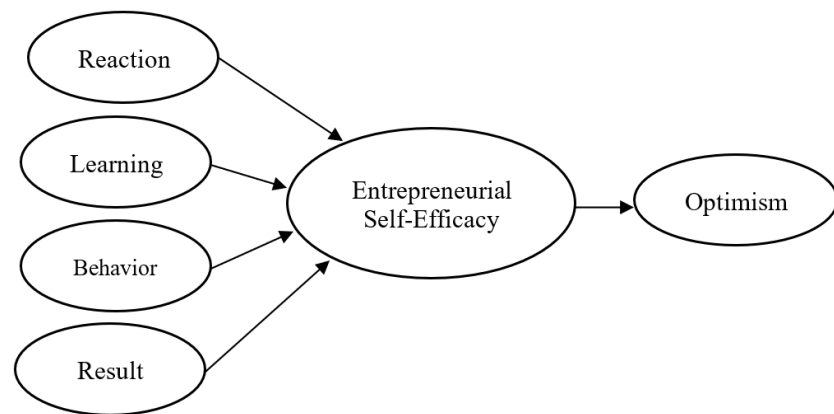


Figure 1. Research framework.

4. Results

Respondent characteristics based on gender show a majority of male respondents (89%) and female respondents (11%). In terms of age, the majority of respondents are over 50 years old (41%), followed by ages 41–50 years (36%), and the remaining are under 40 years old (23%). Educationally, the majority of respondents have completed high school (82%), with the remainder holding bachelor's degrees (18%). Regarding the length of time operating their businesses, the majority have been in business for over ten years (42%), followed by 5–10 years (26%), and 3–5 years (32%).

The data was analyzed using Smart Partial Least Square (PLS), which includes outer and inner model analysis.

4.1. Outer model analysis

The outer model analysis looks at the validity and reliability of the construct.

1) Construct a Validity Test

Validity is a measure of the degree or adequacy of a facility. There are two types of construct validity tests, namely:

Convergent validity is the factor loading value of the latent variable and its indicators. **Figure 2** shows the results of survey data calculations. Some manifest variables are invalid because the factor loading is less than 0.5, so that the manifest variable is removed from the model. Then, the results of the second calculation stage are displayed in **Figure 2**. The results of the second calculation stage showed that all manifest variables have factor loading < 0.5 , so the model is declared valid.

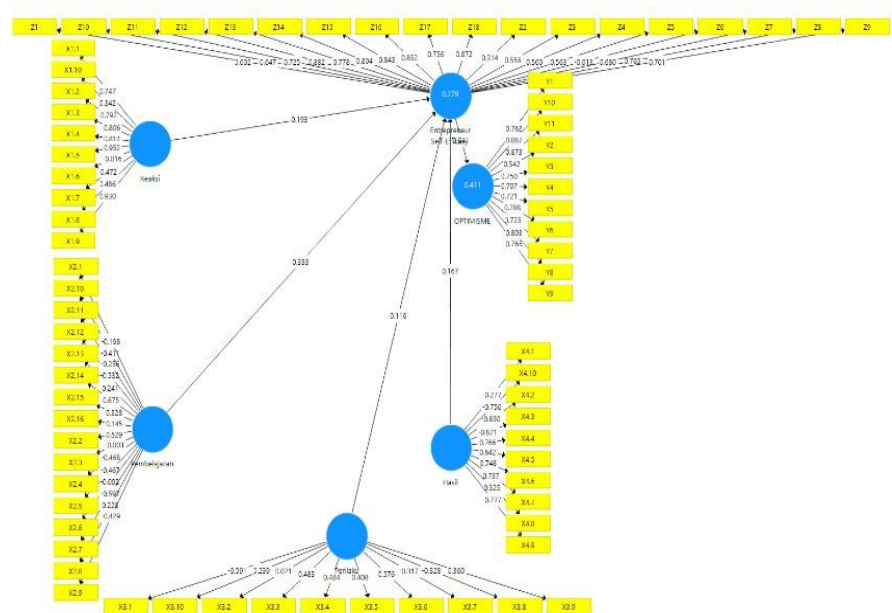


Figure 2. Calculate 1.

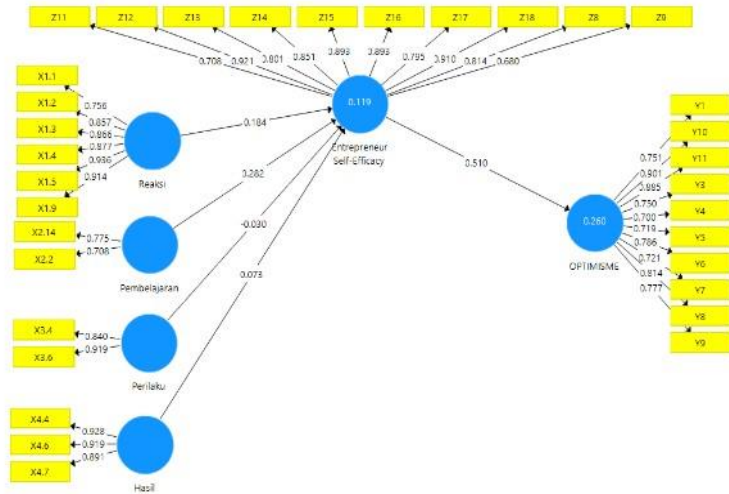


Figure 3. Calculate 2.

Discriminant Validity, namely, the structural factor loading, determines whether the structure has sufficient resolution. The proposed structural factor loading must be greater than the factor loading of other variables. The results of cross-factor loadings are presented in **Table 2**.

Table 2. Cross factor loading—Fornier Larcker Criterion.

	ESE	Result	Optimism	Learning	Behavior	Reaction	Conclusion
ESE	0.830						Valid
Result	0.096	0.913					Valid
Optimism	0.510	0.194	0.783				Valid
Learning	0.277	-0.151	0.0365	0.742			Valid
Behavior	0.127	0.057	0.085	0.073	0.880		Valid
Reaction	0.203	0.361	0.255	0.047	0.715	0.869	Valid

Source: Data is processed (2023).

Table 2 shows that discriminant validity for all variables is declared valid. Besides factor loadings, validity also looks at the Average Variance Extracted (AVE) with a rule of thumb ≥ 0.5 .

Table 3. Average variance extracted.

Construct	AVE
ESE	0.689
Result	0.833
Optimism	0.613
Learning	0.550
Behavior	0.775

Source: Data is processed (2023).

Table 3 shows that the AVE value of all constructs is more significant than 0.5, so it is declared a valid construct.

2) Construct Reliability Testing

Reality is a set of measurements or a sequence made by those measurements that are consistent when repeated. The ranking of component reliability values is measured by Cronbach's alpha and combined reliability. Order rules with Cronbach Alpha were more significant than 0.6, and joint confidence was greater than 0.7. The composite reliability and Cronbach alpha values are given in the table below:

Table 4. Composite reliability.

	Composite Reliability
ESE	0.956
Result	0.937
Optimism	0.940
Learning	0.710
Behavior	0.873
Reaction	0.949

Source: Data is processed (2023).

Table 4 shows that the Composite Reliability value for all constructs is more significant than 0.7, indicating good reliability.

From the outer model analysis, which looks at the results of the validity and reliability of each construct, the dominant indicators of each variable can be obtained as follows:

- 1) Optimism: The dominant indicator (Y10) loading factor is that I accept responsibility for mistakes but do not think about it.
- 2) ESE: The dominant indicator (Z12), which has a dominant loading factor, states that I am focused and committed to achieving the goal.
- 3) Reaction: The dominant indicator (X1.5) has a dominant loading factor, the Instructor's statement, which can motivate me to continue improving my knowledge and skills.
- 4) Learning: The dominant indicator (X2.14) is the dominant loading factor, which states that I have big dreams for my business.
- 5) Behavior: The dominant indicator (X3.6) is the dominant loading factor, which is the statement that I can use to calculate the profits from my business.

- 6) Result: The dominant indicator (X4.4) is the dominant loading factor, namely the statement that I can guarantee that my merchandise is always safe for health.

4.2. Outer model analysis

The analysis of the internal model in PLS includes path coefficients between the goodness of fit (GoF) and index of fit constructs. GoF reflects the overall model fit, calculated by comparing the predicted model's squared data with the actual data. The GoF value can be obtained by examining the NFI, which is 0.477. The model is reasonably consistent with the actual data. The significance of relationships between constructs is tested using t-statistics through the bootstrapping process to evaluate the model. This method considers variables with t-statistic values greater than 1.96 as significant (Haryono, 2017). The output of the bootstrapping in this research is presented in **Figure 4**.

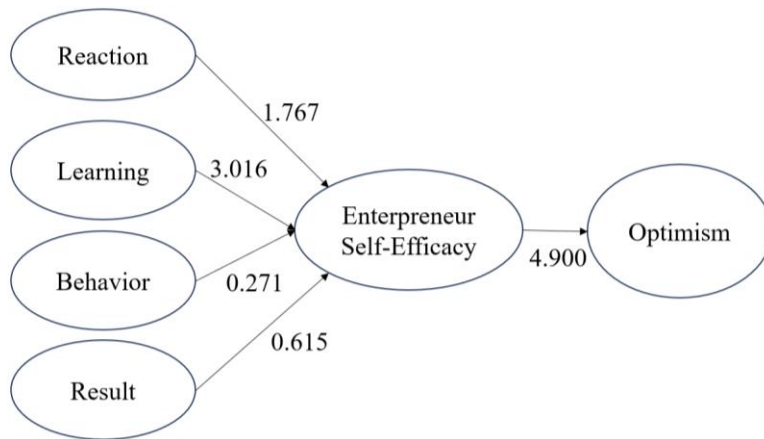


Figure 4. Hypotesis testing.

Table 5. t-statistic.

Influence	T Statistics (O/STDEV)	P Values	Conclusion
Reaction → ESE	1.767	0.078	Not Significant
Learning → ESE	3.016	0.003	Significant
Behaviuor → ESE	0.271	0.787	Not Significant
Result → ESE	0.615	0.539	Not Significant
ESE → Optimism	4.900	0.000	Significant

Source: Data is processed (2023).

From **Figure 4**, it can be observed that there are three non-significant paths, namely the influence of Result on ESE, Behavior on ESE, and Reaction on ESE. From **Figure 4** and **Table 5**, the hypothesis test results can be explained as follows:

1) Influence of Reaction on ESE:

The *t*-statistic value of Reaction on ESE is 1.767, less than 1.96. This means that the response has been empirically tested to avoid affecting ESE.

2) Influence of Learning on ESE:

The *t*-statistic value of learning on ESE is 3.016, more than 1.96. This means that Learning has been empirically tested to affect ESE.

3) Influence of Behavior on ESE:

The *t*-statistic value of Behavior on ESE is 0.271, less than 1.96. This means that Behavior has been empirically tested not to affect ESE.

4) Influence of Result on ESE:

The *t*-statistic value of the result on ESE is 0.615, less than 1.96. This means that the result has been empirically tested not to affect ESE.

5) Influence of ESE on Optimism:

The *t*-statistic value of ESE on Optimism is 4.900, more than 1.96. This means that ESE has been empirically tested to affect Optimism.

Non-significant paths have been removed from the model and recalculated, resulting in the diagram shown in **Figure 5**.



Figure 5. Path coefficient.

From the path analysis, the significance test of the indirect effect of learning on Optimism through ESE was reprocessed. A *t*-statistic value of 2.245 and a *P*-value of 0.025 were obtained, indicating that the indirect impact of learning on Optimism through ESE is significant. In other words, Learning impacts Optimism when mediated by ESE. The coefficient value of this indirect influence is depicted in **Figure 6**.

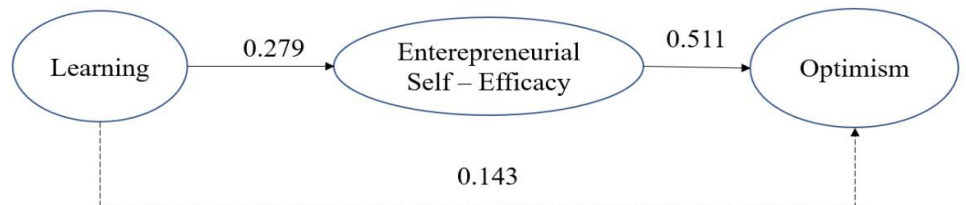


Figure 6. Direct and indirect influence.

5. Discussion

1) Influence of Reaction on ESE:

Reactions do not influence ESE. Reactions refer to gathering participants' opinions about the training program. After completing the training, participants are asked about their overall satisfaction with the training, the instructors, the content delivered, the materials provided, and the training environment (such as the room, break times, food, and air temperature). In this context, reactions primarily indicate individual satisfaction with the training program's facilities and infrastructure. However, they do not necessarily enhance individuals' confidence to start a new business.

The effect of reactions in training on ESE can also be influenced by contextual factors such as the quality of instruction, social support, and the learning environment that stimulates the development of self-confidence (Setiawan, 2020).

As Drnovšek et al. (2010) argued, ESE is better defined when training programs have significant pedagogical benefits focusing on social-cognitive, psycho-cognitive, and entrepreneurial ethics perspectives. The facilities and infrastructure of training programs are not determinants of an individual's ESE. This aligns with the findings of Firmansyah et al. (2020), who concluded that training facilities and infrastructure support entrepreneurship training programs but do not determine ESE.

Reaction to training can vary significantly among individuals, depending on their previous experiences, intrinsic motivation, and other personal characteristics that influence how individuals interpret and utilize the information acquired from training (Gilad et al., 2001).

2) Influence of Learning on ESE:

The hypothesis testing results in this study indicate that Learning has empirically shown a direct effect on ESE by 0.279. This means that better Learning or training enhances ESE. Learning is related to measuring participants' competency improvements in knowledge, skills, and attitudes, which align with the training objectives. ESE refers to an individual's belief in their ability to successfully engage in entrepreneurial behaviors, particularly in starting a new business. ESE reflects an individual's confidence in successfully performing the roles and tasks of an entrepreneur. Therefore, practical Learning that enhances individual competencies can increase their confidence in becoming entrepreneurs.

A dominant indicator of individuals is having a grand vision for their business, indicating a clear and ambitious vision for their enterprise. When such a vision is coupled with competencies gained through training, their confidence in initiating and growing their business is boosted.

This study's findings are consistent with research by Ariyanti et al. (2021), Charismi (2016), Primandaru (2021), Saepudin et al. (2015), and Setiawan et al. (2022), which affirm that learning in training programs significantly influences ESE.

3) Influence of Behavior on ESE

Behavior does not influence ESE. Behavior refers to how training materials are applied in an individual's job and workplace. Self-efficacy is more related to individuals' beliefs about their abilities than their actual behaviors. Individuals may apply training outcomes to their ventures but may need to believe in their ability to succeed in entrepreneurship (Bandura et al., 1999). Cho et al. (2020) and Miao et al. (2017) state that direct experience in entrepreneurship has a more significant influence on self-efficacy than the Behavior of applying skills acquired from training. Moreover, experiences of failure or success in entrepreneurship have a more substantial impact on self-efficacy.

Lent et al. (2000) concluded in their research that environmental factors such as social support, mentors, and available resources can influence self-efficacy more than individual behaviors. Each individual has a unique way of developing ESE. Self-efficacy can be developed through four primary sources: Personal Experience, Vicarious Experience, Social Persuasion, and Psychological and Emotional Conditions. Entrepreneurial intention is linked to an individual's Behavior (Deliana, 2023). For some individuals, learning, and reflection are more crucial than concrete actions in developing their confidence in their entrepreneurial abilities (Drnovšek et al., 2010; Fadhli, 2022).

4) Influence of Result on ESE:

The outcomes of participants completing a training program do not affect ESE. There are several possible reasons why these outcomes might not influence ESE. For instance, training that solely focuses on theory without providing practical experience in facing entrepreneurial challenges may not be sufficient to enhance self-efficacy. Direct experiences in handling real business issues impact building confidence (Setiawan et al., 2022). The outcomes of entrepreneurship training may only directly improve ESE if they are supported by relevant content, practical experiences, adequate training quality, and an environment conducive to fostering individual confidence in facing entrepreneurial challenges (Gilad et al., 2001).

5) Influence of ESE on Optimism:

ESE influences Optimism by 0.511. This means that higher ESE enhances Optimism in individuals when running a business. A dominant indicator of entrepreneurial self-efficacy is commitment to achieving goals. Optimism is a mental attitude characterized by hope and belief in

success and a positive future. Focusing on commitment to achieving goals is a significant asset for boosting Optimism when starting and growing one's business.

These research findings align with studies conducted by Drnovšek et al. (2010), Elitha and Purba (2020), Newman et al. (2019), Primandaru (2021), Wiharti et al. (2017), which conclude that Entrepreneur Self-Efficacy significantly influences Optimism.

6) Influence of Learning on Optimism:

Learning has a direct influence on Optimism by 0.143. This means that through Learning that enhances individual competencies, one can increase one's confidence in successfully growing one's business with their acquired skills. This research finding is consistent with studies by Pranitasari and Triana (2020), Saepudin et al. (2015), and Charisma (2016), which conclude that learning influences individuals' Optimism.

6. Conclusion

Learning influences ESE, meaning that better Learning or training enhances ESE. ESE influences Optimism, strengthening a person's Optimism when running a business. The influence of ESE on Optimism is stronger than learning ESE. Based on the research findings, recommendations can be made. Learning influences ESE; therefore, training methods can be improved to enhance ESE, particularly in motivating individuals to have significant dreams for their businesses or, in other words, to have a clear and substantial vision for their ventures. Through this vision, individuals will be encouraged to enhance their competencies, thus boosting ESE. ESE influences Optimism; therefore, to enhance individuals' Optimism in their businesses, ESE can be improved, especially by focusing on commitment to achieving goals. This research implies that the findings can be used as input for P2SDM LMPM IPB and other institutions conducting mentoring programs for MSMEs, especially in designing appropriate training programs. This involves learning methods crucial in increasing the ESE and Optimism of MSME entrepreneurs.

Conflict of interest: xxxxx

References

- Adhi. (2021). Increasing the Potential of Digital Economy to Support Umkm (Indonesian). Kememtrian Informasi Dan Komunikasi Republik Indonesia.
- Adomako, S., Danso, A., Uddin, M., et al. (2016). Entrepreneurs' optimism, cognitive style and persistence. International Journal of Entrepreneurial Behavior & Research, 22(1), 84–108. <https://doi.org/10.1108/ijebr-07-2015-0158>

- Baird, K. (2017). The Effectiveness Of Strategic Performance Measurement Systems. *International Journal Of Productivity And Performance Management*, 66(1), 3-21. <https://doi.org/10.1108/IJPPM-06-2014-0086>
- Bandura, A., Freeman, W. H., & Lightsey, R. (1999). Self-Efficacy: The Exercise of Control. *Journal of Cognitive Psychotherapy*, 13(2), 158–166. <https://doi.org/10.1891/0889-8391.13.2.158>
- Bayrón, C. E. (2013). Social Cognitive Theory, Entrepreneurial Self-Efficacy And Entrepreneurial Intentions: Tools To Maximize The Effectiveness Of Formal Entrepreneurship Education And Address The Decline In Entrepreneurial Activity. *Revista*, 6(1), 66-77.
- Bengtsson, O., & Ekeblom, D. (2014). The Bright But Right View? A New Type Of Evidence On Entrepreneurial Optimism. *Inf Working Paperr*, 1008, 1-36.
- Carver, C. S., Scheier, M. F., & Segerstrom, S. C. (2016). Optimism. *The Oxford Handbook Of Positive Psychology*, 30(7), 396–412. <https://doi.org/10.1093/Oxfordhb/9780199396511.013.24>
- Cassar, G. (2010). Are Individuals Entering Self-Employment Overly Optimistic? An Empirical Test Of Plans And Projections On Nascent Entrepreneur Expectations. *Strategic Mana*, 31, 822-840. <https://doi.org/10.1002/smj.833>
- Charismi, A. A. (2016). Study on Career and Entrepreneurship Development Unit, Brawijaya University Malang (Indonesian). *Administrasi Bisnis*, 38(2), 141-146.
- Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a New General Self-Efficacy Scale. *Organizational Research Methods*, 4(1), 62–83. <https://doi.org/10.1177/109442810141004>
- Cho, H. J., Choi, D. S., & Sung, C. S. (2020). A Study On The Effect Of Entrepreneurial Mentoring On Entrepreneurial Intention: Mediating Effects Of Social Support And Entrepreneurial Self-Efficacy. *Asia-Pacific Journal Of Business Venturing And Entrepreneurship*, 18, 81-96.
- Coulter, S. P. R., Dan M. (2016). *Management*, 13th ed. Pearson Education, Inc.
- Deliana, M. (2023). Self-Efficacy as A Factor of Entrepreneurial Intention. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, 5(4), 2573–2580. <https://doi.org/10.34007/jehss.v5i4.1758>
- Drnovšek, M., Wincent, J., & Cardon, M. S. (2010). Entrepreneurial self-efficacy and business start-up: developing a multi-dimensional definition. *International Journal of Entrepreneurial Behavior & Research*, 16(4), 329–348. <https://doi.org/10.1108/13552551011054516>
- Dushnitsky, G., & Shapira, Z. (2010). Entrepreneurial Finance Meets Organizational Reality: Comparing Investment Practices And Performance Of Corporate And Independent Venture Capitalists. *Strategic Management Journal*, 920, 1-43.
- Elitha, C., & Purba, D. E. (2020). Entrepreneurial Self-Efficacy and Entrepreneurial Intention: The Mediating Role of Entrepreneurship Intentional Self-Regulation among Future Entrepreneurs. *Journal of Economics, Business, & Accountancy Ventura*, 23(2), 149–159. <https://doi.org/10.14414/jebav.v23i2.2239>
- Endri, Syafarudin, A., Santoso, S., Imaningsih, E. S., et al. (2020). Consumption Behavior Patterns Of Generations Y Halal Products In Indonesia. *Academy Of Entrepreneurship Journal*, 26(2).
- Erickson, E. P. G., & Gillihan, S. (2023). All About Optimism: Definition, Health Effects, And How To Boost Your Outlook. *Everyday health*.
- Fadhli, Y. R. (2022). The Importance of Building Self-Efficacy (Indonesian). *Aku Pintar*.
- Fatmawatie, N., & Endri, E. (2022). Implementation of the principles of financial governance in service companies. *Journal of Governance and Regulation*, 11(4), 33–45. <https://doi.org/10.22495/jgrv11i4art4>
- Firmansyah, F., Rahayu, W., & Nurjannah, N. (2020). Evaluation of the entrepreneurship education program through extracurricular activities of Student Company. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 24(1). <https://doi.org/10.21831/pep.v24i1.19783>

- Folkman, S., & Moskowitz, J. T. (2000). Stress, Positive Emotion, and Coping. *Current Directions in Psychological Science*, 9(4), 115–118. <https://doi.org/10.1111/1467-8721.00073>
- Fraser, S., & Greene, F. J. (2006). The Effects of Experience on Entrepreneurial Optimism and Uncertainty. *Economica*, 73(290), 169–192. <https://doi.org/10.1111/j.1468-0335.2006.00488.x>
- Gow, J. P., & Rodhiah, R. (2019). The Effect of Entrepreneurial Optimism Moderated by Cognitive Style on Entrepreneurial Perseverance of SMEs in the Culinary Sector in West Jakarta (Indonesian). *Jurnal Manajerial Dan Kewirausahaan*, 1(3), 515. <https://doi.org/10.24912/jmk.v1i3.5363>
- Hadiyanti, P. (2008). Community Empowerment Strategy through Productive Skills Program at Pkbm Rawasari, East Jakarta (Indonesian). *Perspektif Ilmu Pendidikan*, 17(IX), 90–99. <https://doi.org/10.21009/pip.171.10>
- Hamilton, S., & Chervany, N. L. (1981). Evaluating Information System Effectiveness - Part I: Comparing Evaluation Approaches. *MIS Quarterly*, 5(3), 55. <https://doi.org/10.2307/249291>
- Harini, S., Pranitasari, D., Said, M., & Endri, E. (2023). Determinants Of SME Performance: Evidence From Indonesia. *Problems And Perspectives In Management*, 21(1), 471-481. [https://doi.org/10.21511/ppm.21\(1\).2023.40](https://doi.org/10.21511/ppm.21(1).2023.40)
- Haryono, S. (2017). *Sem Methods for Management Research Amos Lisrel Pls (Indonesian)*, 1st ed. Luxima Metro Media.
- Izquierdo, E., & Buelens, M. (2011). Competing models of entrepreneurial intentions: the influence of entrepreneurial self-efficacy and attitudes. *International Journal of Entrepreneurship and Small Business*, 13(1), 75. <https://doi.org/10.1504/ijesb.2011.040417>
- Jeraj, M. (2014). The Relationship between Optimism, Pre-Entrepreneurial Curiosity and Entrepreneurial Curiosity. *Organizacija*, 47(3), 199–209. <https://doi.org/10.2478/orga-2014-0018>
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating Training Programs: The Four Levels*. San Francisco, Ca: Berrett-Koehler.
- Krueger, N. F., & Brazeal, D. V. (1994). Entrepreneurial Potential and Potential Entrepreneurs. *Entrepreneurship Theory and Practice*, 18(3), 91–104. <https://doi.org/10.1177/104225879401800307>
- Lent, R. W., Brown, S. D., & Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of Counseling Psychology*, 47(1), 36–49. <https://doi.org/10.1037/0022-0167.47.1.36>
- Marlapa, E., Yuliantini, T., Junaedi, J., et al. (2024). Determinants of sustainable performance: The mediating role of organizational culture. *Uncertain Supply Chain Management*, 12(2), 1031–1040. <https://doi.org/10.5267/j.uscm.2023.12.005>
- Miao, C., Qian, S., & Ma, D. (2016). The Relationship between Entrepreneurial Self-Efficacy and Firm Performance: A Meta-Analysis of Main and Moderator Effects. *Journal of Small Business Management*, 55(1), 87–107. <https://doi.org/10.1111/jsbm.12240>
- Newman, A., Obschonka, M., Schwarz, S., et al. (2019). Entrepreneurial self-efficacy: A systematic review of the literature on its theoretical foundations, measurement, antecedents, and outcomes, and an agenda for future research. *Journal of Vocational Behavior*, 110, 403–419. <https://doi.org/10.1016/j.jvb.2018.05.012>
- Noble, A. F. De, Jung, D., & Ehrlich, S. B. (1999). Entrepreneurial Self-Efficacy: The Development Of A Measure And Its Relationship To Entrepreneurial Action. In: *Entrepreneurial Personal Characteristics: Selected Topics*. Babson College.
- Noviyanti, S. (2022). The Important Role and Contribution of Umkm in Indonesia's Economic Recovery (Indonesian). *Kompas*.
- Pranitasari, D. (2020). The Influence of Effective Leadership and Organizational Trust to Teacher's Work Motivation and Organizational Commitment. *Media Ekonomi Dan Manajemen*, 35(1), 75. <https://doi.org/10.24856/mem.v35i1.1257>

- Pranitasari, D. (2022). Development of Work Engagement Model Based on Organizational Culture Method. *International Journal of Instruction*, 15(2), 861–884. <https://doi.org/10.29333/iji.2022.15247a>
- Pranitasari, D., & Trianah, L. (2020). Evaluation of Small Trade Extension Programs. *Proceedings of the 6th Annual International Conference on Management Research (AICMaR 2019)*. <https://doi.org/10.2991/aebmr.k.200331.006>
- Pranitasari, D., Akbar, M., & Hamidah. (2019). Key Success Factors of Lecturer's Work Engagement at College of Economics. *Journal of Engineering and Applied Sciences*, 14(11), 3615–3619. <https://doi.org/10.36478/jeasci.2019.3615.3619>
- Pranitasari, D., Anhar, M., & Adli, K. N. (2022). *Micro, Small and Medium Enterprises Assistance Program (Indonesian)*, 1st ed. Deepublish.
- Pranitasari, D., Anhar, M., Adli, K. N., et al. (2024). Optimizing Micro, Small, and Medium Business Assistance Programs in The Food Sector. *Indonesian Journal of Business and Entrepreneurship*. <https://doi.org/10.17358/ijbe.10.2.422>
- Primandaru, N. (2021). Pengaruh Educational dan Economic Empowerment Terhadap New Venture Creation: Peran Moderasi Entrepreneurial Self-Efficacy. *Jurnal Ilmu Manajemen*, 9(4), 1451–1460. <https://doi.org/10.26740/jim.v9n4.p1451-1460>
- Saepudin, A., Ardiwinata, J. S., Ilfiandra, I., et al. (2015). Effectiveness of training and self-efficacy in improving entrepreneurial behavior in transitional communities (Indonesian). *MIMBAR, Jurnal Sosial Dan Pembangunan*, 31(1), 93. <https://doi.org/10.29313/mimbar.v31i1.1130>
- Saputra, E. (2019). Effectiveness of the Community Empowerment Program in Joint Business Groups (Kube) (Case Study on Kube Gayam Tambelan District, Bintan Regency) (Indonesian). *Fitzpatrick's Dermatology*, 53(9), 1779-1791.
- Scheier, M. F., Carver, C. S., & Bridges, M. W. (1994). Distinguishing optimism from neuroticism (and trait anxiety, self-mastery, and self-esteem): A reevaluation of the Life Orientation Test. *Journal of Personality and Social Psychology*, 67(6), 1063–1078. <https://doi.org/10.1037/0022-3514.67.6.1063>
- Schjoedt, L., & Craig, J. B. (2017). Development and validation of a unidimensional domain-specific entrepreneurial self-efficacy scale. *International Journal of Entrepreneurial Behavior & Research*, 23(1), 98–113. <https://doi.org/10.1108/ijeb-11-2015-0251>
- Scott, E. (2020). What Is Optimism? Verywellmind.
- Seligman, M. E. P. (2011). *Flourish A Visionary New Understanding Of Happiness And Well-Being*. New York Free Press.
- Setiawan, J. K. (2020). Pengaruh Entrepreneurial Education Terhadap Entrepreneurial Intention Dengan Entrepreneurial Self-Efficacy Dan Entrepreneurial Passion Sebagai Variabel Mediasi. *Agora*, 8(2), 7-12.
- Setiawan, J. L., Kasim, A., & Ardyan, E. (2022). Understanding the Consumers of Entrepreneurial Education: Self-Efficacy and Entrepreneurial Attitude Orientation among Youths. *Sustainability*, 14(8), 4790. <https://doi.org/10.3390/su14084790>
- Sjåstad, H., & Van Bavel, J. (2023). The Best-Case Heuristic: Relative Optimism in Relationships, Politics, and a Global Health Pandemic. *Personality and Social Psychology Bulletin*. <https://doi.org/10.1177/01461672231191360>
- Srimulyani, V. A., & Hermanto, Y. B. (2021). Impact of Entrepreneurial Self-Efficacy and Entrepreneurial Motivation on Micro and Small Business Success for Food and Beverage Sector in East Java, Indonesia. *Economies*, 10(1), 10. <https://doi.org/10.3390/economies10010010>
- Sugiyono. (2017). *Business Research Methods: Quantitative, Qualitative, Combination, and R&D Approaches (Indonesian)*. Penerbit Cv. Alfabeta: Bandung. p. 225.

- Tannenbaum, S. I., Cannon-Bowers, J. A., Salas, E., et al. (1993). Factors That Influence Training Effectiveness: A Conceptual Model And Longitudinal Analysis [dataset]. In: PsycEXTRA Dataset. American Psychological Association (APA). <https://doi.org/10.1037/e534182006-001>
- Tohidi, H. (2011). Teamwork productivity & effectiveness in an organization base on rewards, leadership, training, goals, wage, size, motivation, measurement and information technology. *Procedia Computer Science*, 3, 1137–1146. <https://doi.org/10.1016/j.procs.2010.12.185>
- Ubaidillah, E., Syamnasti, A. U., Pusparini, C. W., et al. (2021). The Effect of Entrepreneurship Training, Family Environmental Support, Achievement Motivation and Self Efficacy on Student Entrepreneurial Interest (Indonesian). *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 4(3), 272–284. <https://doi.org/10.17977/um027v4i32021p272>
- Virgiawan, A. R., Riyanto, S., & Endri, E. (2021). Organizational Culture as a Mediator Motivation and Transformational Leadership on Employee Performance. *Academic Journal of Interdisciplinary Studies*, 10(3), 67. <https://doi.org/10.36941/ajis-2021-0065>
- Wiharti, L. P., Ariffin, Z., & Dahniar, D. (2019). The Effect of Entrepreneurial Self Efficacy and Motivation (Need For Achievement) on Umkm Performance in the Processed Industry Sector in Tabalong Regency (Indonesian). *Al Iqtishadiyah Jurnal Ekonomi Syariah Dan Hukum Ekonomi Syariah*, 3(2), 148. <https://doi.org/10.31602/iqt.v3i2.2397>

Endri Endri <endri@mercubuana.ac.id>

Sep 19, 2024,
10:10 AM

to Annie

Dear Polaris Lau

Please find the corrected proofreading manuscript attached,

I am looking forward to hearing from you.

Best regards,

Endri

Article

Optimism and entrepreneurial self-efficacy in Indonesia MSMEs

Endri Endri

Diah Pralitasari¹, Muhammad Anhar¹, Warcito², Meldasari Said³, Sri Harini⁴, Endri Endri^{5*}

¹Sekolah Tinggi Ilmu Ekonomi Indonesia Jakarta, Jakarta 13220, Indonesia.

²IPB University, Bogor 16680, Indonesia.

³Sekolah Tinggi Ilmu Ekonomi Indonesia Banjarmasin, Banjarmasin 70123, Indonesia

CITATION

Pranitas, S., Anhar, M., Warcito, Said, M., Harini, S., & Endri E. (2024). Optimism and entrepreneurial self-efficacy in Indonesia MSMEs. *Journal of Infrastructure, Policy and Development*. 8(x): 6238. <https://doi.org/10.24294/jipd.v8ix.6238>

ARTICLE INFO

Received: 6 May 2024
Accepted: 25 June 2024
Available online: xxx

COPYRIGHT



Copyright © 2024 by author(s). *Journal of Infrastructure, Policy and Development* is published by EnPress Publisher, LLC. This work is licensed under the Creative Commons Attribution (CC BY) license. <https://creativecommons.org/licenses/by/4.0/>

ABSTRACT: This study aimed to analyze the effect of training programs on entrepreneurial self-efficacy (ESE) and the Optimism of micro, small, and medium enterprises (MSMEs). The research was conducted at Babakan Madang MSMEs, Bogor Regency, assisted by Human Resources Education and Training Center (P2SDM) under the Community Service Institution (LPPM) at IPB University (IPB). The sample size was set at 100 SMEs with a purposive sampling method. Data was obtained by distributing questionnaires and analyzed using Structural Equation Modeling (SEM). The results of the study were as follows: 1) Reactions in the training program did not affect the ESE of MSME actors, 2) Learning in the training program affected the ESE of MSME actors, 3) Behavior in the training program did not affect the ESE of MSME actors, 4) Results in the training program does not affect the ESE of MSME actors, and 5) ESE affects the Optimism of MSME actors. The effect of ESE on the Optimism of MSME actors is greater than the effect of learning in training programs on the Optimism of MSME owners.

Keywords: training program; entrepreneurial self-efficacy; optimism

1. Introduction

Micro, small, and medium enterprises (MSMEs) are crucial in revitalizing the Indonesian economy as contributors to the Gross Domestic Product (GDP). The Ministry of Cooperatives and Small and Medium-Sized Enterprises reports that 64.2 million people are involved in MSMEs, contributing 60.51% to the GDP **at current prices (Rp 15434,2 trillion in 2020)** and employing 96.92% of the workforce. The labor force's share in total investment has risen to 60.42% (Adhi, 2021). MSMEs play a crucial role in supporting the national economy. However, these businesses encounter various challenges in management and other areas during their development. Government initiatives and policies can help make MSMEs more productive and efficient. One effective approach is implementing cluster-based strategies, which can assist MSMEs in overcoming their issues and thriving (Pranitasari et al., 2022, 2024).

The Covid-19 pandemic, from 2020 until now, has indeed slowed down the wheels of the Indonesian economy. Several business sectors, especially in the early days of the pandemic, suffered losses, with many even forced to close down. However, in adversity, opportunities always emerge. The Indonesian economy has shown signs of recovery, thanks partly to the creativity and active participation in the MSME sector (Noviyanti, 2022). Various stakeholders, including the private sector, must strengthen and support the government's various initiatives and

programs to ensure that MSMEs benefit the most. One of the supporters of these government programs is the Human Resources Education and Training Center (P2SDM) under the Community Service Institution (LPPM) at IPB University (IPB). They have been implementing an MSME assistance program since 2019 for MSMEs in the Bogor Regency. The MSME assistance program, which was planned and implemented, consists of basic entrepreneurship training, business mentoring through consultation clinics, and competency strengthening through skill training. P2SDM LPPM IPB has around 1500 MSMEs under its guidance in the Bogor Regency, with 180 participating in the assistance program and 1090 MSMEs having undergone new entrepreneurship training.

Effectiveness is the alignment of outputs with objectives (Pranitasari, 2020). Effectiveness is used to evaluate or measure success (Baird, 2017; Marlapa et al., 2024; Pranitasari, 2020). Effectiveness is generally related to outcomes, where an activity is considered adequate when carried out correctly. Community empowerment programs should be evaluated for their effectiveness in achieving the pre-planned goals to be considered sufficient.

Entrepreneurship involves creating new businesses, typically in response to external opportunities. Entrepreneurs capitalize on existing opportunities by altering, restructuring, or developing new products or services (Coulter, 2016). Some previous research indicates that several variables influence the identification of business opportunities, including entrepreneurial personality traits (creativity and Optimism), social networks, prior knowledge, information, financial incentives, creativity, curiosity, and Optimism (Harini et al., 2023; Jeraj, 2014).

Optimism is essential in entrepreneurial decision-making (Bengtsson and Ekeblom, 2014). Entrepreneurs must have a high level of Optimism because it increases self-confidence and helps them achieve success and the best performance (Cassar, 2010). Adomako et al. (2016) revealed that entrepreneurial Optimism increases entrepreneurial persistence. Fraser and Greene (2006) say that excessive Optimism causes entrepreneurs' ability to make more focused decisions. Optimism is a mindset that motivates entrepreneurs to seek the correct information to identify business opportunities (Endri et al., 2020). Several factors influence Optimism, including social support, self-confidence, self-esteem, and accumulated experience (Seligman, 2011). **Entrepreneurial self-efficacy (ESE)** refers to a person's confidence in their ability to perform tasks and roles in a business-oriented context (Setiawan et al., 2022). ESE plays a significant role in determining whether someone will pursue a career in business and entrepreneurship.

Research on the Optimism of MSME entrepreneurs has been limited, with Gow and Rodhiah (2019) examining entrepreneurial Optimism as a moderator of cognitive styles in MSMEs. Setiawan et al. (2022) revealed the mediating role of attitude toward entrepreneurship in the relationship between ESE and entrepreneurial intention. Srimulyani and Hermanto (2022) found that entrepreneurial self-efficiency positively affects the success of MSMEs. Drnovšek et al. (2010) show that ESE is essential in determining the success of starting a new business. Elitha and Purba (2020) revealed that entrepreneurial intentional self-regulation mediates the relationship between ESE and entrepreneurial intention. Most studies on self-efficacy and entrepreneurial Optimism have primarily been conducted in education. Based on the findings from these studies, it can be concluded that, to date, there is no research on the effectiveness of training programs on ESE and Optimism in MSMEs.

2. Literature review

Community Empowerment Program is an alternative form of development that demands self-reliance among communities to fulfill their needs. In addition to focusing on the participation of the beneficiaries in the development process, it also emphasizes the community's ability to manage development and sustain their livelihoods (Hadiyanti, 2008; Tohidi, 2011). Community empowerment begins with the community's confidence to improve their quality of life through the optimal utilization of resources (Fatmawatie and Endri, 2022; Pranitasari et al., 2022). The primary target in this context is the economically disadvantaged population. It is essential to understand that women actively participate in this process. A multidisciplinary facilitator team is involved in the community empowerment process, and this team should consist of both men and women. The primary task of the community empowerment team is to assist the community in implementing the empowerment process. The community empowerment team plays a very active role at the beginning of the process but gradually decreases its involvement as the process continues, allowing the community to operate independently (Saputra, 2019).

2.1. Optimism

Optimism is an individual's attitude about hope and belief in their future success. Optimism is characterized by those who consistently expect positive outcomes, while pessimism refers to those who consistently expect negative results. Optimism has numerous benefits, including better skills, lower stress levels, improved physical health, and more extraordinary perseverance in achieving goals (Carver et al., 2016;

Jeraj, 2014). According to the American Psychological Association (APA), Optimism is characterized by hope. When you are optimistic, you believe that positive things will happen and that everything can improve (Erickson and Gillihan, 2023). Seligman (2011) defines Optimism as an individual's belief that adverse events or failures are temporary and that activities are not influenced. They are not caused by oneself but rather by the situation or fate. Individuals with an optimistic attitude maintain positive expectations towards all aspects of life, which can be effectively managed even when faced with numerous challenges. According to Sjästad and Bavel (2023), Optimism in social life over the long term can benefit well-being and physical and mental health, as it addresses life's issues and reduces problems.

Dushnitsky and Shapira (2010) state that entrepreneurship becomes more attractive when individuals are optimistic about the possibilities of their ventures. Optimism affects entrepreneurial performance (success and failure), decision-making, and various degrees of unrealistic Optimism that can lead to multiple consequences in business development (Jeraj, 2014). Optimism is measured to gauge how much individuals agree or disagree with each item, indicating their level of agreement or disagreement using a 5-point Likert scale. Optimistic individuals view difficulties as learning experiences or setbacks, and even on the gloomiest days, they believe that "tomorrow will be better." When someone consistently focuses on the positive aspects, they may perceive their life experiences as more favorable than others, experience less mental stress, and enjoy better overall health (Folkman and Moskowitz, 2000).

There are several key characteristics commonly associated with optimistic individuals. Some of these characteristics of optimistic individuals include believing that good things will happen in the future, assuming that everything will turn out fine, having confidence in overcoming life's challenges, seeing a bright future, believing that positive outcomes can emerge even from adverse events, viewing challenges or obstacles as learning opportunities, appreciating the good things in life, continually seeking ways to make the most of opportunities, having a positive outlook on oneself and others, taking responsibility for their mistakes but not dwelling on them, and not letting a single negative experience overshadow their hope for the future (Scott, 2020).

Optimism does not mean engaging in unrealistic fantasies or thoughts. It is a way of looking at the world that gives optimistic individuals more freedom to choose because they feel at least partially responsible when things go well. Optimistic people exhibit healthier behaviors and live longer than their pessimistic counterparts. They are

also less vulnerable to the adverse effects of illness, fatigue, and mental stress. However, unrealistic beliefs that the future will consist solely of positive events can lead to unwarranted risk-taking, particularly concerning one's health and finances (Carver et al., 2016).

Bengtsson and Ekeblom (2014) state that optimists consistently perceive the good intentions of others and interpret situations in the best possible light; others separate their internal mood from external circumstances, no matter how difficult. Being optimistic is not always the "best" strategy. Research suggests that tempering a bright disposition with a small quantity of realism or even pessimism might be the best way to build resilience and achieve one's goals.

2.2. Entrepreneur Self-Efficacy (ESE)

An entrepreneur is defined as a person who identifies, evaluates, and exploits opportunities to create goods and services (Newman et al., 2019). Self-efficacy is an individual's ability to manage the necessary actions (Bandura et al., 1999) and as a personal competence to control specific situations (Krueger and Brazeal, 1994). Self-efficacy research is considered a leading meta-approach for entrepreneurs, helping us understand entrepreneurial actions and beliefs related to those actions. Entrepreneurs require courage in risk-taking, uncertainty, creativity, leadership, initiative, persistence, and enthusiasm. Therefore, ESE has become an essential psychological component in entrepreneurship research (Miao et al., 2017). It has been found to influence entrepreneurs' motivation, intentions, behaviors, and performance and is a crucial outcome of entrepreneurship education and training.

Bayrón (2013) states that ESE is the belief in one's ability to successfully perform essential entrepreneurial actions needed to start a new business. ESE refers to an individual's confidence in their ability to succeed in their role and responsibilities as an entrepreneur. ESE measures a person's self-belief in their skills and abilities to discover new opportunities (Izquierdo and Buelens, 2011). How individuals think and act entrepreneurially has become essential for researchers, educators, and policymakers seeking to support entrepreneurial activities independently or within organizations.

The construct of ESE was introduced by Noble et al. (1999). This construct refers to an individual's belief in their ability to perform various skills necessary to start a new business (Schjoedt and Craig, 2017). According to Noble et al. (1999), ESE is associated with a "can-do" attitude when initiating a business venture. ESE focuses on an individual's belief that they can achieve entrepreneurial outcomes, such

as building a new business, creating a startup, and completing entrepreneurial tasks (Cho et al., 2020).

Various researchers have developed several ESE measurement tools, including Noble et al. (1999), Newman et al. (2019), and Elitha and Purba (2020). These tools use ESE indicators to measure the ability to develop new products or identify marketing opportunities, create an innovative environment, develop relations with funders, focus on goals, handle unforeseen threats, and develop human resources.

2.3. Training effectiveness

Effectiveness refers to performance measured by the extent to which the agreed-upon objectives and outcomes can be achieved (Hamilton and Chervany, 1981; Pranasari et al., 2019; Virgiawan et al., 2021). Training effectiveness refers to the degree of success of training providers in achieving their goals for both participants and their organizations (Pranasari, 2022). The model by Kirkpatrick and Kirkpatrick (2006) is the most popular training evaluation approach. Kirkpatrick and Kirkpatrick (2006) revised and improved their original theory and introduced the New Kirkpatrick Model in their book “The Four Levels of Training Evaluation”. One significant addition is emphasizing the importance of learning relevant to daily community activities. The four levels are Reaction, which measures participants’ reactions and satisfaction with the training program; Learning, which measures the progress of participants in knowledge, skills, and attitudes as per training objectives; Behavior, which indicates how well training materials are applied in the workplace and the participants’ workplace, results, which are the outcomes resulting from participation in the training program. Tannenbaum et al. (1993) developed a training transfer model from Kirkpatrick’s Four Level Model by eliciting post-training attitudes and dividing Behavior at level 3 into two outcomes for evaluation: training performance and transfer.

Training program effectiveness can be evaluated using information collected at five levels (Kirkpatrick and Kirkpatrick, 2006): 1) reaction: After participating in training, participants provide feedback about the training program, including their satisfaction with various aspects such as the trainer, the provided materials, the content, and even the training environment (space, breaks, food, temperature); 2) learning: Typically done through written exams (essays or multiple-choice questions), performance tests, and simulation exercises to assess how well participants have mastered the concepts, knowledge, and skills taught in training; 3) behavior: By assessing participants before and after training, you can determine how participation in a training program impacts their

work-related behaviors; 4) organizational performance: The impact of training on the work team or organization as a whole. Data can be collected before and after training based on productivity, turnover, absenteeism, accidents, complaints, improved quality, customer satisfaction, and other criteria; 5) cost savings: Determine whether training costs are small or large compared to the amount of money an organization spends.

3. Methods

The research was conducted on MSMEs fostered by P2SDM LPPM IPB in Bogor Regency, totaling approximately 1500 MSMEs. Of these, 180 MSMEs have participated in a mentoring program, and 1090 MSMEs have undergone new entrepreneurship training. This study focuses on the 180 MSMEs participating in the mentoring program. A purposive sampling method was used, a sampling technique with specific considerations (Sugiyono, 2017). The sample was chosen based on MSMEs that have participated in the mentoring program and are still active. Based on these considerations, the sample size was set at 100 MSMEs.

Table 1 presents the research design using indicators and instruments that have been developed by previous studies, including 1) Training Effectiveness Based on the work of (Kirkpatrick and Kirkpatrick, 2006); 2) ESE: Drawing from (Elitha and Purba, 2020; Newman et al., 2019; Noble et al., 1999), and 3) Optimism: Utilizing measures from (Scheier et al., 1994).

Table 1. Research variable indicators.

No.	Variable	Indicators
1	Training Effectiveness 1. Reaction	1. Extension materials 2. Extension facilitator 3. Extension method 4. Supporting facilities
	2. Learning	The understanding of the Counseling participants regarding the material that have been obtained; new entrepreneurship, finance, business feasibility, marketing, motivation, packaging, and processing of Household Industry Product Permits (PIRT) and Micro Business Permits (IUMK)
	3. Behavior	1. Ability 2. Attitude 3. Attention 4. Action
	4. Results	Increase/development of participant entrepreneurship: Income, skills, knowledge

2	Entrepreneurial Self- Efficacy	<ol style="list-style-type: none"> 1. Skills to develop new products or marketing 2. opportunities 3. Establish an innovative area 4. Investor Data 5. Focus on goals 6. Experiencing unexpected challenges 7. Development of critical human energy sources
3	Optimism	<ol style="list-style-type: none"> 1. Feeling that good events will happen in the future. Expect things to go well. 2. The feeling of being able to withstand life's challenges. 3. The future looks bright. 4. Believe that good things can also come from adverse events. 5. View challenges or obstacles as learning opportunities. 6. Always be grateful for everything that happens in life 7. We are always looking for ways to take advantage of opportunities. 8. Be positive for yourself and others. 9. Please take responsibility for mistakes, but do not dwell on them. 10. Refrain from letting one lousy experience cloud hopes for the future.

Resources: (Elitha and Purba, 2020; Kirkpatrick and Kirkpatrick, 2006; Newman et al., 2019; Noble et al., 1999; Scheier et al., 1994; Scott, 2020).

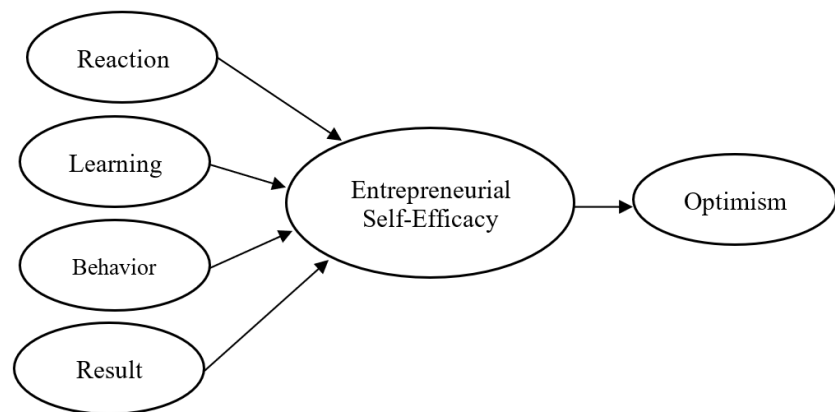


Figure 1. Research framework.

Figure 1 is a research framework that shows the impact of Training Effectiveness through the indicators: Reaction, Learning, Behavior, and Results mediated by Entrepreneur Self-Efficacy on Optimism.

4. Results

Respondent characteristics based on gender show a majority of male respondents (89%) and female respondents (11%). In terms of age, the majority of respondents are over 50 years old (41%), followed by ages 41–50 years (36%), and the remaining are under 40 years old (23%). Educationally, the majority of respondents have completed high school (82%), with the remainder holding bachelor's degrees (18%). Regarding the length of time operating their businesses, the majority have been in business for over ten years (42%), followed by 5–10 years (26%), and 3–5 years (32%).

The data was analyzed using Smart Partial Least Square (PLS), which includes outer and inner model analysis.

4.1. Outer model analysis

The outer model analysis looks at the validity and reliability of the construct.

3) Construct a Validity Test

Validity is a measure of the degree or adequacy of a facility. There are two types of construct validity tests, namely:

Convergent validity is the factor loading value of the latent variable and its indicators. **Figure 2** shows the results of survey data calculations. Some manifest variables are invalid because the factor loading is less than 0.5, so that the manifest variable is removed from the model. Then, the results of the second calculation stage are displayed in **Figure 3**. The results of the second calculation stage showed that all manifest variables have factor loading >0.5 , so the model is declared valid.

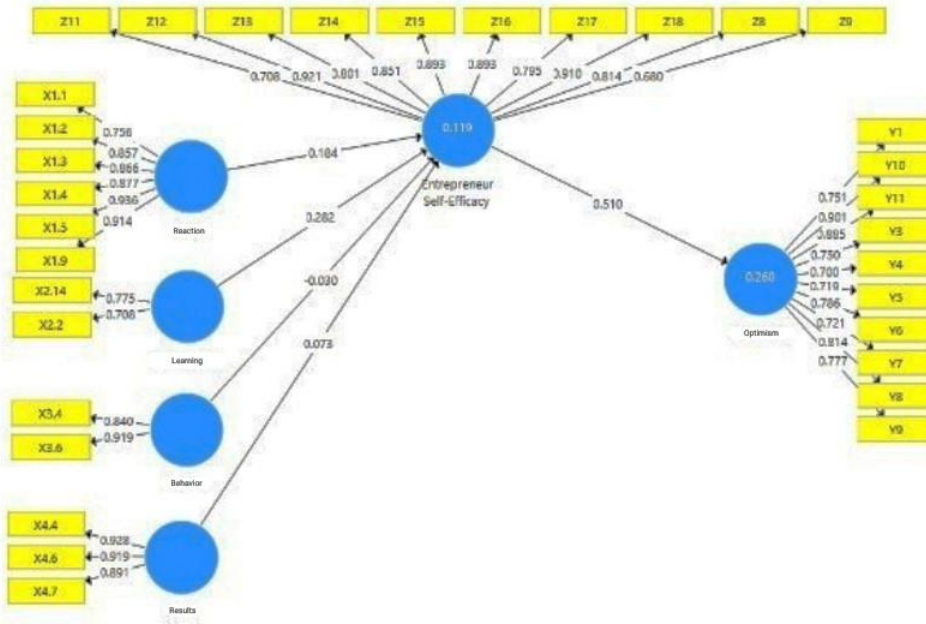


Figure 2. Calculate 1.

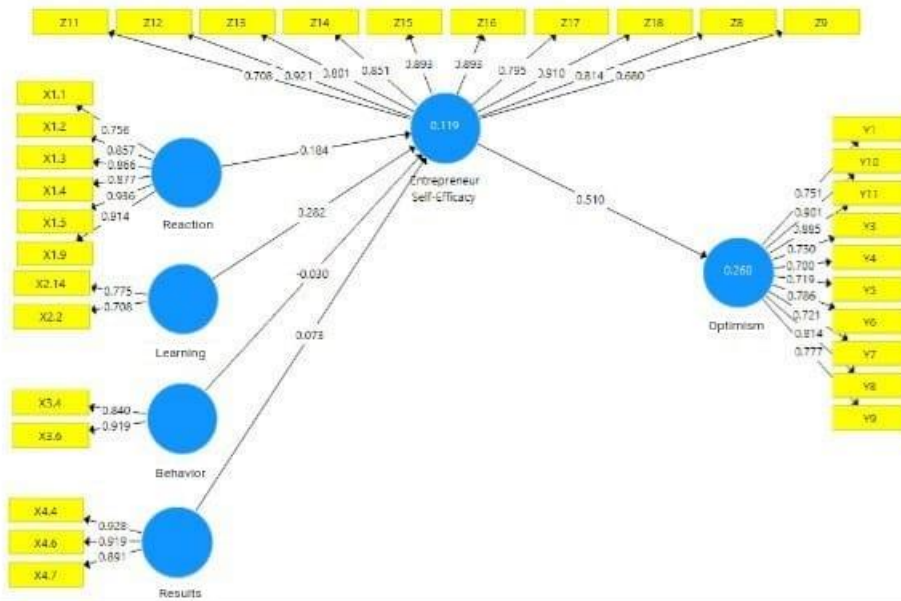


Figure 3. Calculate 2.

Discriminant Validity, namely, the structural factor loading, determines whether the structure has sufficient resolution. The proposed structural factor loading must be greater than the factor loading of other variables. The results of cross-factor loadings are presented in **Table 2**.

Table 2. Cross factor loading—Fornier Larcker Criterion.

	ESE	Result	Optimism	Learning	Behavior	Reaction	Conclusion
ESE	0.830						Valid
Result	0.096	0.913					Valid
Optimism	0.510	0.194	0.783				Valid
Learning	0.277	-0.151	0.0365	0.742			Valid
Behavior	0.127	0.057	0.085	0.073	0.880		Valid
Reaction	0.203	0.361	0.255	0.047	0.715	0.869	Valid

Source: Data is processed (2023).

Table 2 shows that discriminant validity for all variables is declared valid. Besides factor loadings, validity also looks at the Average Variance Extracted (AVE) with a rule of thumb ≥ 0.5 .

Table 3. Average variance extracted.

Construct	AVE
ESE	0.689
Result	0.833
Optimism	0.613
Learning	0.550
Behavior	0.775
Reaction	0.756

Source: Data is processed (2023).

Table 3 shows that the AVE value of all constructs is more significant than 0.5, so it is declared a valid construct.

4) Construct Reliability Testing

Reality is a set of measurements or a sequence made by those measurements that are consistent when repeated. The ranking of component reliability values is measured by Cronbach's alpha and combined reliability. Order rules with Cronbach Alpha were more significant than 0.6, and joint confidence was greater than 0.7. The composite reliability and Cronbach alpha values are given in the table below:

Table 4. Composite reliability.

	Composite Reliability
ESE	0.956
Result	0.937
Optimism	0.940
Learning	0.710
Behavior	0.873
Reaction	0.949

Source: Data is processed (2023).

Table 4 shows that the Composite Reliability value for all constructs is more significant than 0.7, indicating good reliability.

From the outer model analysis, which looks at the results of the validity and reliability of each construct, the dominant indicators of each variable can be obtained as follows:

- 7) Optimism: The dominant indicator (Y10) loading factor is that I accept responsibility for mistakes but do not think about it.
- 8) ESE: The dominant indicator (Z12), which has a dominant loading factor, states that I am focused and committed to achieving the goal.
- 9) Reaction: The dominant indicator (X1.5) has a dominant loading factor, the Instructor's statement, which can motivate me to continue improving my knowledge and skills.
- 10) Learning: The dominant indicator (X2.14) is the dominant loading factor, which states that I have big dreams for my business.
- 11) Behavior: The dominant indicator (X3.6) is the dominant loading factor, which is the statement that I can use to calculate the profits from my business.
- 12) Result: The dominant indicator (X4.4) is the dominant loading factor, namely the statement that I can guarantee that my merchandise is always safe for health.

4.2. Outer model analysis

The analysis of the internal model in PLS includes path coefficients between the goodness of fit (GoF) and index of fit constructs. GoF reflects the overall model fit, calculated by comparing the predicted model's squared data with the actual data. The GoF value can be obtained by examining the **normed fit index** (NFI), which is 0.477. The model is reasonably consistent with the actual data. The significance of relationships between constructs is tested using t-statistics through the bootstrapping process to evaluate the model. This method considers variables with t-statistic values greater than 1.96 as significant (Haryono, 2017). The output of the bootstrapping in this research is presented in **Figure 4**.

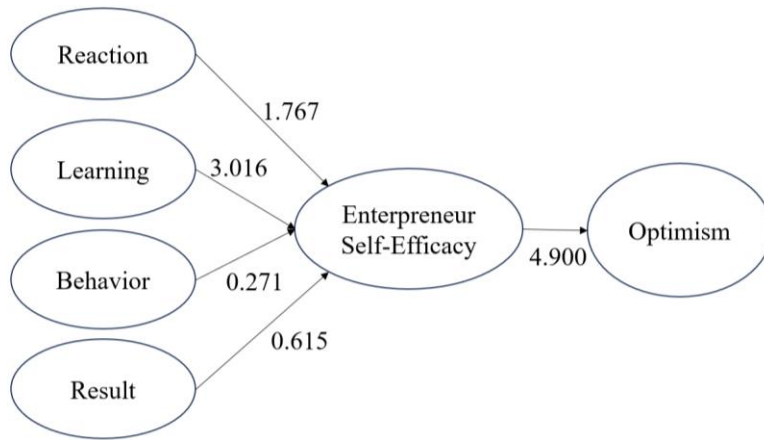


Figure 4. Hypotesis testing.

Table 5. t-statistic.

Influence	T Statistics (O/STDEV)	P Values	Conclusion
Reaction → ESE	1.767	0.078	Not Significant
Learning → ESE	3.016	0.003	Significant
Behaviuor → ESE	0.271	0.787	Not Significant
Result → ESE	0.615	0.539	Not Significant
ESE → Optimism	4.900	0.000	Significant

Source: Data is processed (2023).

From **Figure 4**, it can be observed that there are three non-significant paths, namely the influence of Result on ESE, Behavior on ESE, and Reaction on ESE. From **Figure 4** and **Table 5**, the hypothesis test results can be explained as follows:

6) Influence of Reaction on ESE:

The t-statistic value of Reaction on ESE is 1.767, less than 1.96. This means that the response has been empirically tested to avoid affecting ESE.

7) Influence of Learning on ESE:

The t-statistic value of learning on ESE is 3.016, more than 1.96. This means that Learning has been empirically tested to affect ESE.

8) Influence of Behavior on ESE:

The t-statistic value of Behavior on ESE is 0.271, less than 1.96. This means that Behavior has been empirically tested not to affect ESE.

9) Influence of Result on ESE:

The t-statistic value of the result on ESE is 0.615, less than 1.96. This means that the result has been empirically tested not to affect ESE.

10) Influence of ESE on Optimism:

The t-statistic value of ESE on Optimism is 4.900, more than 1.96. This means that ESE has been empirically tested to affect Optimism.

Non-significant paths have been removed from the model and recalculated, resulting in the diagram shown in **Figure 5**.



Figure 5. Path coefficient.

From the path analysis, the significance test of the indirect effect of learning on Optimism through ESE was reprocessed. A *t*-statistic value of 2.245 and a *P*-value of 0.025 were obtained, indicating that the indirect impact of learning on Optimism through ESE is significant. In other words, Learning impacts Optimism when mediated by ESE. The coefficient value of this indirect influence is depicted in **Figure 6**.

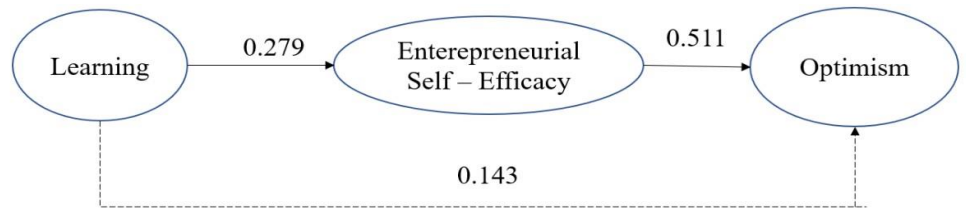


Figure 6. Direct and indirect influence.

5. Discussion

7) Influence of Reaction on ESE:

Reactions do not influence ESE. Reactions refer to gathering participants' opinions about the training program. After completing the training, participants are asked about their overall satisfaction with the training, the instructors, the content delivered, the materials provided, and the training environment (such as the room, break times, food, and air temperature). In this context, reactions primarily indicate individual satisfaction with the training program's facilities and infrastructure. However, they do not necessarily enhance individuals' confidence to start a new business.

The effect of reactions in training on ESE can also be influenced by contextual factors such as the quality of instruction, social support, and the learning environment that stimulates the development of self-confidence (Setiawan, 2020).

As Drnovšek et al. (2010) argued, ESE is better defined when training programs have significant pedagogical benefits focusing on social-cognitive, psycho-cognitive, and entrepreneurial ethics perspectives. The facilities and infrastructure of training programs are not

determinants of an individual's ESE. This aligns with the findings of Firmansyah et al. (2020), who concluded that training facilities and infrastructure support entrepreneurship training programs but do not determine ESE.

Reaction to training can vary significantly among individuals, depending on their previous experiences, intrinsic motivation, and other personal characteristics that influence how individuals interpret and utilize the information acquired from training (Gilad et al., 2001).

8) Influence of Learning on ESE:

The hypothesis testing results in this study indicate that Learning has empirically shown a direct effect on ESE by 0.279. This means that better Learning or training enhances ESE. Learning is related to measuring participants' competency improvements in knowledge, skills, and attitudes, which align with the training objectives. ESE refers to an individual's belief in their ability to successfully engage in entrepreneurial behaviors, particularly in starting a new business. ESE reflects an individual's confidence in successfully performing the roles and tasks of an entrepreneur. Therefore, practical Learning that enhances individual competencies can increase their confidence in becoming entrepreneurs.

A dominant indicator of individuals is having a grand vision for their business, indicating a clear and ambitious vision for their enterprise. When such a vision is coupled with competencies gained through training, their confidence in initiating and growing their business is boosted.

This study's findings are consistent with research by Ariyanti et al. (2021), Charismi (2016), Primandaru (2021), Saepudin et al. (2015), and Setiawan et al. (2022), which affirm that learning in training programs significantly influences ESE.

9) Influence of Behavior on ESE

Behavior does not influence ESE. Behavior refers to how training materials are applied in an individual's job and workplace. Self-efficacy is more related to individuals' beliefs about their abilities than their actual behaviors. Individuals may apply training outcomes to their ventures but may need to believe in their ability to succeed in entrepreneurship (Bandura et al., 1999). Cho et al. (2020) and Miao et al. (2017) state that direct experience in entrepreneurship has a more significant influence on self-efficacy than the Behavior of applying skills acquired from training. Moreover, experiences of failure or success in entrepreneurship have a more substantial impact on self-efficacy.

Lent et al. (2000) concluded in their research that environmental factors such as social support, mentors, and available resources can

influence self-efficacy more than individual behaviors. Each individual has a unique way of developing ESE. Self-efficacy can be developed through four primary sources: Personal Experience, Vicarious Experience, Social Persuasion, and Psychological and Emotional Conditions. Entrepreneurial intention is linked to an individual's Behavior (Deliana, 2023). For some individuals, learning, and reflection are more crucial than concrete actions in developing their confidence in their entrepreneurial abilities (Drnovšek et al., 2010; Fadhli, 2022).

10) Influence of Result on ESE:

The outcomes of participants completing a training program do not affect ESE. There are several possible reasons why these outcomes might not influence ESE. For instance, training that solely focuses on theory without providing practical experience in facing entrepreneurial challenges may not be sufficient to enhance self-efficacy. Direct experiences in handling real business issues impact building confidence (Setiawan et al., 2022). The outcomes of entrepreneurship training may only directly improve ESE if they are supported by relevant content, practical experiences, adequate training quality, and an environment conducive to fostering individual confidence in facing entrepreneurial challenges (Gilad et al., 2001).

11) Influence of ESE on Optimism:

ESE influences Optimism by 0.511. This means that higher ESE enhances Optimism in individuals when running a business. A dominant indicator of entrepreneurial self-efficacy is commitment to achieving goals. Optimism is a mental attitude characterized by hope and belief in success and a positive future. Focusing on commitment to achieving goals is a significant asset for boosting Optimism when starting and growing one's business.

These research findings align with studies conducted by Drnovšek et al. (2010), Elitha and Purba (2020), Newman et al. (2019), Primandaru (2021), Wiharti et al. (2017), which conclude that Entrepreneur Self-Efficacy significantly influences Optimism.

12) Influence of Learning on Optimism:

Learning has a direct influence on Optimism by 0.143. This means that through Learning that enhances individual competencies, one can increase one's confidence in successfully growing one's business with their acquired skills. This research finding is consistent with studies by Pranasari and Triana (2020), Saepudin et al. (2015), and Charisma (2016), which conclude that learning influences individuals' Optimism.

6. Conclusion

Learning influences ESE, meaning that better Learning or training enhances ESE. ESE influences Optimism, strengthening a person's Optimism when running a business. The influence of ESE on Optimism is stronger than learning ESE. Based on the research findings, recommendations can be made. Learning influences ESE; therefore, training methods can be improved to enhance ESE, particularly in motivating individuals to have significant dreams for their businesses or, in other words, to have a clear and substantial vision for their ventures. Through this vision, individuals will be encouraged to enhance their competencies, thus boosting ESE. ESE influences Optimism; therefore, to enhance individuals' Optimism in their businesses, ESE can be improved, especially by focusing on commitment to achieving goals. This research implies that the findings can be used as input for P2SDM LMPM IPB and other institutions conducting mentoring programs for MSMEs, especially in designing appropriate training programs. This involves learning methods crucial in increasing the ESE and Optimism of MSME entrepreneurs.

Author contributions: Conceptualization, DP and MA; methodology, EE and W; software, MS and SH; validation, DP, MA and SH; formal analysis, DP and MA; investigation, W and EE; resources, MS and SH; data curation, SH and DP; writing—original draft preparation, DP and EE; writing—review and editing, EE and W; visualization, W and MS; supervision, DP and MA; project administration, SH and W; funding acquisition, MA and EE. All authors have read and agreed to the published version of the manuscript.

Conflict of interest: The authors declare no conflict of interest.

References

- Adhi. (2021). Increasing the Potential of Digital Economy to Support Umkm (Indonesian). Kememtrian Informasi Dan Komunikasi Republik Indonesia.
- Adomako, S., Danso, A., Uddin, M., et al. (2016). Entrepreneurs' optimism, cognitive style and persistence. *International Journal of Entrepreneurial Behavior & Research*, 22(1), 84–108. <https://doi.org/10.1108/ijebr-07-2015-0158>
- Baird, K. (2017). The Effectiveness Of Strategic Performance Measurement Systems. *International Journal Of Productivity And Performance Management*, 66(1), 3-21. <https://doi.org/10.1108/IJPPM-06-2014-0086>
- Bandura, A., Freeman, W. H., & Lightsey, R. (1999). Self-Efficacy: The Exercise of Control. *Journal of Cognitive Psychotherapy*, 13(2), 158–166. <https://doi.org/10.1891/0889-8391.13.2.158>
- Bayrón, C. E. (2013). Social Cognitive Theory, Entrepreneurial Self-Efficacy And Entrepreneurial Intentions: Tools To Maximize The Effectiveness Of Formal Entrepreneurship Education And Address The Decline In Entrepreneurial Activity. *Revista*, 6(1), 66-77.

- Bengtsson, O., & Ekeblom, D. (2014). The Bright But Right View? A New Type Of Evidence On Entrepreneurial Optimism. *Inf Working Paperr*, 1008, 1-36.
- Carver, C. S., Scheier, M. F., & Segerstrom, S. C. (2016). Optimism. *The Oxford Handbook Of Positive Psychology*, 30(7), 396–412. <https://doi.org/10.1093/Oxfordhb/9780199396511.013.24>
- Cassar, G. (2010). Are Individuals Entering Self-Employment Overly Optimistic? An Empirical Test Of Plans And Projections On Nascent Entrepreneur Expectations. *Strategic Mana*, 31, 822-840. <https://doi.org/10.1002/smj.833>
- Charismi, A. A. (2016). Study on Career and Entrepreneurship Development Unit, Brawijaya University Malang (Indonesian). *Administrasi Bisnis*, 38(2), 141-146.
- Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a New General Self-Efficacy Scale. *Organizational Research Methods*, 4(1), 62–83. <https://doi.org/10.1177/109442810141004>
- Cho, H. J., Choi, D. S., & Sung, C. S. (2020). A Study On The Effect Of Entrepreneurial Mentoring On Entrepreneurial Intention: Mediating Effects Of Social Support And Entrepreneurial Self-Efficacy. *Asia-Pacific Journal Of Business Venturing And Entrepreneurship*, 18, 81-96.
- Coulter, S. P. R., Dan M. (2016). *Management*, 13th ed. Pearson Education, Inc.
- Deliana, M. (2023). Self-Efficacy as A Factor of Entrepreneurial Intention. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, 5(4), 2573–2580. <https://doi.org/10.34007/jehss.v5i4.1758>
- Drnovšek, M., Wincent, J., & Cardon, M. S. (2010). Entrepreneurial self-efficacy and business start-up: developing a multi-dimensional definition. *International Journal of Entrepreneurial Behavior & Research*, 16(4), 329–348. <https://doi.org/10.1108/13552551011054516>
- Dushnitsky, G., & Shapira, Z. (2010). Entrepreneurial Finance Meets Organizational Reality: Comparing Investment Practices And Performance Of Corporate And Independent Venture Capitalists. *Strategic Management Journal*, 920, 1-43.
- Elitha, C., & Purba, D. E. (2020). Entrepreneurial Self-Efficacy and Entrepreneurial Intention: The Mediating Role of Entrepreneurship Intentional Self-Regulation among Future Entrepreneurs. *Journal of Economics, Business, & Accountancy Ventura*, 23(2), 149–159. <https://doi.org/10.14414/jebav.v23i2.2239>
- Endri, Syafarudin, A., Santoso, S., Imaningsih, E. S., et al. (2020). Consumption Behavior Patterns Of Generations Y Halal Products In Indonesia. *Academy Of Entrepreneurship Journal*, 26(2).
- Erickson, E. P. G., & Gillihan, S. (2023). *All About Optimism: Definition, Health Effects, And How To Boost Your Outlook*. Everyday health.
- Fadhli, Y. R. (2022). The Importance of Building Self-Efficacy (Indonesian). *Aku Pintar*.
- Fatmawatie, N., & Endri, E. (2022). Implementation of the principles of financial governance in service companies. *Journal of Governance and Regulation*, 11(4), 33–45. <https://doi.org/10.22495/jgrv11i4art4>
- Firmansyah, F., Rahayu, W., & Nurjannah, N. (2020). Evaluation of the entrepreneurship education program through extracurricular activities of Student Company. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 24(1). <https://doi.org/10.21831/pep.v24i1.19783>
- Folkman, S., & Moskowitz, J. T. (2000). Stress, Positive Emotion, and Coping. *Current Directions in Psychological Science*, 9(4), 115–118. <https://doi.org/10.1111/1467-8721.00073>
- Fraser, S., & Greene, F. J. (2006). The Effects of Experience on Entrepreneurial Optimism and Uncertainty. *Economica*, 73(290), 169–192. <https://doi.org/10.1111/j.1468-0335.2006.00488.x>
- Gow, J. P., & Rodhiah, R. (2019). The Effect of Entrepreneurial Optimism Moderated by Cognitive Style on Entrepreneurial Perseverance of SMEs in the Culinary Sector in West Jakarta (Indonesian). *Jurnal Manajerial Dan Kewirausahaan*, 1(3), 515. <https://doi.org/10.24912/jmk.v1i3.5363>

- Hadiyanti, P. (2008). Community Empowerment Strategy through Productive Skills Program at Pkbn Rawasari, East Jakarta (Indonesian). *Perspektif Ilmu Pendidikan*, 17(IX), 90–99. <https://doi.org/10.21009/pip.171.10>
- Hamilton, S., & Chervany, N. L. (1981). Evaluating Information System Effectiveness - Part I: Comparing Evaluation Approaches. *MIS Quarterly*, 5(3), 55. <https://doi.org/10.2307/249291>
- Harini, S., Pranitasari, D., Said, M., & Endri, E. (2023). Determinants Of SME Performance: Evidence From Indonesia. *Problems and Perspectives In Management*, 21(1), 471-481. [https://doi.org/10.21511/ppm.21\(1\).2023.40](https://doi.org/10.21511/ppm.21(1).2023.40)
- Haryono, S. (2017). *Sem Methods for Management Research Amos Lisrel Pls (Indonesian)*, 1st ed. Luxima Metro Media.
- Izquierdo, E., & Buelens, M. (2011). Competing models of entrepreneurial intentions: the influence of entrepreneurial self-efficacy and attitudes. *International Journal of Entrepreneurship and Small Business*, 13(1), 75. <https://doi.org/10.1504/ijesb.2011.040417>
- Jeraj, M. (2014). The Relationship between Optimism, Pre-Entrepreneurial Curiosity and Entrepreneurial Curiosity. *Organizacija*, 47(3), 199–209. <https://doi.org/10.2478/orga-2014-0018>
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating Training Programs: The Four Levels*. San Francisco, Ca: Berrett-Koehler.
- Krueger, N. F., & Brazeal, D. V. (1994). Entrepreneurial Potential and Potential Entrepreneurs. *Entrepreneurship Theory and Practice*, 18(3), 91–104. <https://doi.org/10.1177/104225879401800307>
- Lent, R. W., Brown, S. D., & Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of Counseling Psychology*, 47(1), 36–49. <https://doi.org/10.1037/0022-0167.47.1.36>
- Marlapa, E., Yuliantini, T., Junaedi, J., et al. (2024). Determinants of sustainable performance: The mediating role of organizational culture. *Uncertain Supply Chain Management*, 12(2), 1031–1040. <https://doi.org/10.5267/j.uscm.2023.12.005>
- Miao, C., Qian, S., & Ma, D. (2016). The Relationship between Entrepreneurial Self-Efficacy and Firm Performance: A Meta-Analysis of Main and Moderator Effects. *Journal of Small Business Management*, 55(1), 87–107. <https://doi.org/10.1111/jsbm.12240>
- Newman, A., Obschonka, M., Schwarz, S., et al. (2019). Entrepreneurial self-efficacy: A systematic review of the literature on its theoretical foundations, measurement, antecedents, and outcomes, and an agenda for future research. *Journal of Vocational Behavior*, 110, 403–419. <https://doi.org/10.1016/j.jvb.2018.05.012>
- Noble, A. F. De, Jung, D., & Ehrlich, S. B. (1999). Entrepreneurial Self-Efficacy: The Development Of A Measure And Its Relationship To Entrepreneurial Action. In: *Entrepreneurial Personal Characteristics: Selected Topics*. Babson College.
- Noviyanti, S. (2022). The Important Role and Contribution of Umkm in Indonesia's Economic Recovery (Indonesian). Kompas.
- Pranitasari, D. (2020). The Influence of Effective Leadership and Organizational Trust to Teacher's Work Motivation and Organizational Commitment. *Media Ekonomi Dan Manajemen*, 35(1), 75. <https://doi.org/10.24856/mem.v35i1.1257>
- Pranitasari, D. (2022). Development of Work Engagement Model Based on Organizational Culture Method. *International Journal of Instruction*, 15(2), 861–884. <https://doi.org/10.29333/iji.2022.15247a>
- Pranitasari, D., & Triana, L. (2020). Evaluation of Small Trade Extension Programs. *Proceedings of the 6th Annual International Conference on Management Research (AICMaR 2019)*. <https://doi.org/10.2991/aebmr.k.200331.006>

- Pranitasari, D., Akbar, M., & Hamidah. (2019). Key Success Factors of Lecturer's Work Engagement at College of Economics. *Journal of Engineering and Applied Sciences*, 14(11), 3615–3619.
<https://doi.org/10.36478/jeasci.2019.3615.3619>
- Pranitasari, D., Anhar, M., & Adli, K. N. (2022). *Micro, Small and Medium Enterprises Assistance Program (Indonesian)*, 1st ed. Deepublish.
- Pranitasari, D., Anhar, M., Adli, K. N., et al. (2024). Optimizing Micro, Small, and Medium Business Assistance Programs in The Food Sector. *Indonesian Journal of Business and Entrepreneurship*.
<https://doi.org/10.17358/ijbe.10.2.422>
- Primandaru, N. (2021). Pengaruh Educational dan Economic Empowerment Terhadap New Venture Creation: Peran Moderasi Entrepreneurial Self-Efficacy. *Jurnal Ilmu Manajemen*, 9(4), 1451–1460.
<https://doi.org/10.26740/jim.v9n4.p1451-1460>
- Saepudin, A., Ardiwinata, J. S., Ilfiandra, I., et al. (2015). Effectiveness of training and self-efficacy in improving entrepreneurial behavior in transitional communities (Indonesian). *MIMBAR, Jurnal Sosial Dan Pembangunan*, 31(1), 93. <https://doi.org/10.29313/mimbar.v31i1.1130>
- Saputra, E. (2019). Effectiveness of the Community Empowerment Program in Joint Business Groups (Kube) (Case Study on Kube Gayam Tambelan District, Bintan Regency) (Indonesian). *Fitzpatrick's Dermatology*, 53(9), 1779-1791.
- Scheier, M. F., Carver, C. S., & Bridges, M. W. (1994). Distinguishing optimism from neuroticism (and trait anxiety, self-mastery, and self-esteem): A reevaluation of the Life Orientation Test. *Journal of Personality and Social Psychology*, 67(6), 1063–1078. <https://doi.org/10.1037/0022-3514.67.6.1063>
- Schjoedt, L., & Craig, J. B. (2017). Development and validation of a unidimensional domain-specific entrepreneurial self-efficacy scale. *International Journal of Entrepreneurial Behavior & Research*, 23(1), 98–113.
<https://doi.org/10.1108/ijeb-11-2015-0251>
- Scott, E. (2020). *What Is Optimism? Verywellmind*.
- Seligman, M. E. P. (2011). *Flourish A Visionary New Understanding Of Happiness And Well-Being*. New York Free Press.
- Setiawan, J. K. (2020). Pengaruh Entrepreneurial Education Terhadap Entrepreneurial Intention Dengan Entrepreneurial Self-Efficacy Dan Entrepreneurial Passion Sebagai Variabel Mediasi. *Agora*, 8(2), 7-12.
- Setiawan, J. L., Kasim, A., & Ardyan, E. (2022). Understanding the Consumers of Entrepreneurial Education: Self-Efficacy and Entrepreneurial Attitude Orientation among Youths. *Sustainability*, 14(8), 4790.
<https://doi.org/10.3390/su14084790>
- Sjåstad, H., & Van Bavel, J. (2023). The Best-Case Heuristic: Relative Optimism in Relationships, Politics, and a Global Health Pandemic. *Personality and Social Psychology Bulletin*.
<https://doi.org/10.1177/01461672231191360>
- Srimulyani, V. A., & Hermanto, Y. B. (2021). Impact of Entrepreneurial Self-Efficacy and Entrepreneurial Motivation on Micro and Small Business Success for Food and Beverage Sector in East Java, Indonesia. *Economies*, 10(1), 10. <https://doi.org/10.3390/economies10010010>
- Sugiyono. (2017). *Business Research Methods: Quantitative, Qualitative, Combination, and R&D Approaches (Indonesian)*. Penerbit Cv. Alfabeta: Bandung. p. 225.
- Tannenbaum, S. I., Cannon-Bowers, J. A., Salas, E., et al. (1993). Factors That Influence Training Effectiveness: A Conceptual Model And Longitudinal Analysis [dataset]. In: *PsycEXTRA Dataset*. American Psychological Association (APA). <https://doi.org/10.1037/e534182006-001>

- Tohidi, H. (2011). Teamwork productivity & effectiveness in an organization base on rewards, leadership, training, goals, wage, size, motivation, measurement and information technology. *Procedia Computer Science*, 3, 1137–1146. <https://doi.org/10.1016/j.procs.2010.12.185>
- Ubaidillah, E., Syamnasti, A. U., Pusparini, C. W., et al. (2021). The Effect of Entrepreneurship Training, Family Environmental Support, Achievement Motivation and Self Efficacy on Student Entrepreneurial Interest (Indonesian). *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 4(3), 272–284. <https://doi.org/10.17977/um027v4i32021p272>
- Virgiawan, A. R., Riyanto, S., & Endri, E. (2021). Organizational Culture as a Mediator Motivation and Transformational Leadership on Employee Performance. *Academic Journal of Interdisciplinary Studies*, 10(3), 67. <https://doi.org/10.36941/ajis-2021-0065>
- Wiharti, L. P., Ariffin, Z., & Dahniar, D. (2019). The Effect of Entrepreneurial Self Efficacy and Motivation (Need For Achievement) on Umkm Performance in the Processed Industry Sector in Tabalong Regency (Indonesian). *Al Iqtishadiyah Jurnal Ekonomi Syariah Dan Hukum Ekonomi Syariah*, 3(2), 148. <https://doi.org/10.31602/iqt.v3i2.2397>

Annie Murphy

Sep 19, 2024,
10:50 AM

to me

Dear author,

Thanks for sending us your proofread copy. We will continue to process your article and will contact you if there are any updates.

Best regards,

Annie Murphy

PAPER PUBLIS ONLINE

<https://systems.enpress-publisher.com/index.php/jipd/article/viewFile/6238/4076>

Article

Optimism and entrepreneurial self-efficacy in Indonesia MSMEs

Diah Pranasari¹, Muhammad Anhar¹, Warcito², Meldasari Said³, Sri Harini⁴, Endri Endri^{5,*}¹ Sekolah Tinggi Ilmu Ekonomi Indonesia Jakarta, Jakarta 13220, Indonesia² IPB University, Bogor 16680, Indonesia³ Sekolah Tinggi Ilmu Ekonomi Indonesia Banjarmasin, Banjarmasin 70123, Indonesia⁴ Universitas Djuanda, Bogor 16720, Indonesia⁵ Universitas Mercu Buana, Jakarta 11650, Indonesia* **Corresponding author:** Endri Endri, endri@mercubuana.ac.id

CITATION

Pranasari, S., Anhar, M., Warcito, et al. (2024). Optimism and entrepreneurial self-efficacy in Indonesia MSMEs. *Journal of Infrastructure, Policy and Development*. 8(10): 6238. <https://doi.org/10.24294/jipd.v8i10.6238>

ARTICLE INFO

Received: 6 May 2024

Accepted: 25 June 2024

Available online: 27 September 2024

COPYRIGHT



Copyright © 2024 by author(s).

Journal of Infrastructure, Policy and Development is published by EnPress Publisher, LLC. This work is licensed under the Creative Commons Attribution (CC BY) license. <https://creativecommons.org/licenses/by/4.0/>

Abstract: This study aimed to analyze the effect of training programs on entrepreneurial self-efficacy (ESE) and the Optimism of micro, small, and medium enterprises (MSMEs). The research was conducted at Babakan Madang MSMEs, Bogor Regency, assisted by Human Resources Education and Training Center (P2SDM) under the Community Service Institution (LPPM) at IPB University (IPB). The sample size was set at 100 SMEs with a purposive sampling method. Data was obtained by distributing questionnaires and analyzed using Structural Equation Modeling (SEM). The results of the study were as follows: 1) Reactions in the training program did not affect the ESE of MSME actors, 2) Learning in the training program affected the ESE of MSME actors, 3) Behavior in the training program did not affect the ESE of MSME actors, 4) Results in the training program does not affect the ESE of MSME actors, and 5) ESE affects the Optimism of MSME actors. The effect of ESE on the Optimism of MSME actors is greater than the effect of learning in training programs on the Optimism of MSME owners.

Keywords: training program; entrepreneurial self-efficacy; optimism

1. Introduction

Micro, small, and medium enterprises (MSMEs) are crucial in revitalizing the Indonesian economy as contributors to the Gross Domestic Product (GDP). The Ministry of Cooperatives and Small and Medium-Sized Enterprises reports that 64.2 million people are involved in MSMEs, contributing 60.51% to the GDP at current prices (Rp 15434.2 trillion in 2020) and employing 96.92% of the workforce. The labor force's share in total investment has risen to 60.42% (Adhi, 2021). MSMEs play a crucial role in supporting the national economy. However, these businesses encounter various challenges in management and other areas during their development. Government initiatives and policies can help make MSMEs more productive and efficient. One effective approach is implementing cluster-based strategies, which can assist MSMEs in overcoming their issues and thriving (Pranasari et al., 2022, 2024).

The Covid-19 pandemic, from 2020 until now, has indeed slowed down the wheels of the Indonesian economy. Several business sectors, especially in the early days of the pandemic, suffered losses, with many even forced to close down. However, in adversity, opportunities always emerge. The Indonesian economy has shown signs of recovery, thanks partly to the creativity and active participation in the MSME sector (Noviyanti, 2022). Various stakeholders, including the private sector, must strengthen and support the government's various initiatives and programs to ensure that MSMEs benefit the most. One of the supporters of these government programs is the Human