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Article

Optimism and entrepreneurial self-efficacy in Indonesia MSMEs

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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 Sjåstad 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

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	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	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).

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).

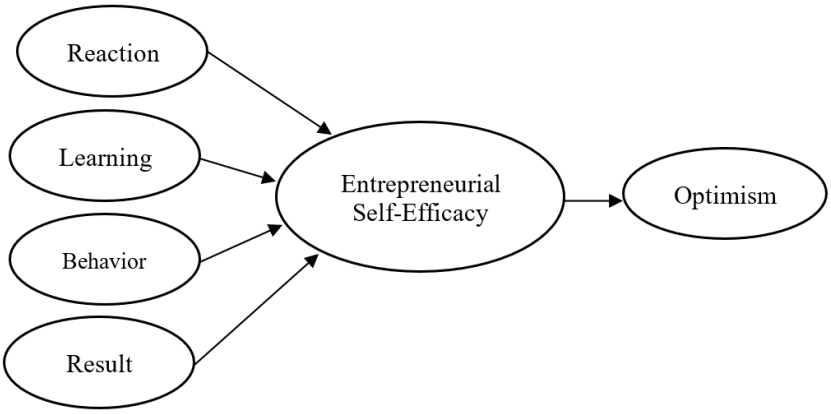

Figure 1. Research framework.

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.

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 3**. The results of the second calculation stage showed that all manifest variables have factor loading <0.5, so the model is declared valid.

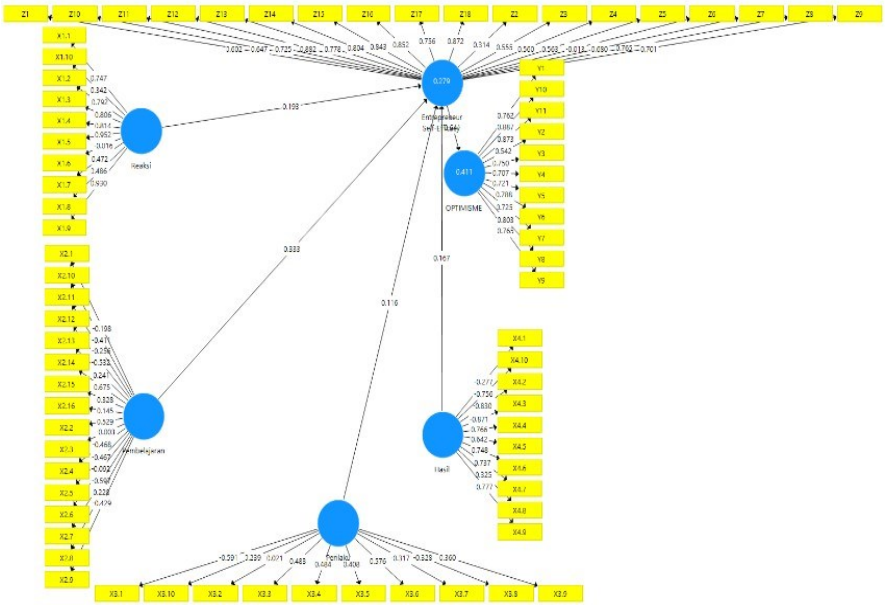

Figure 2. Calculate 1.

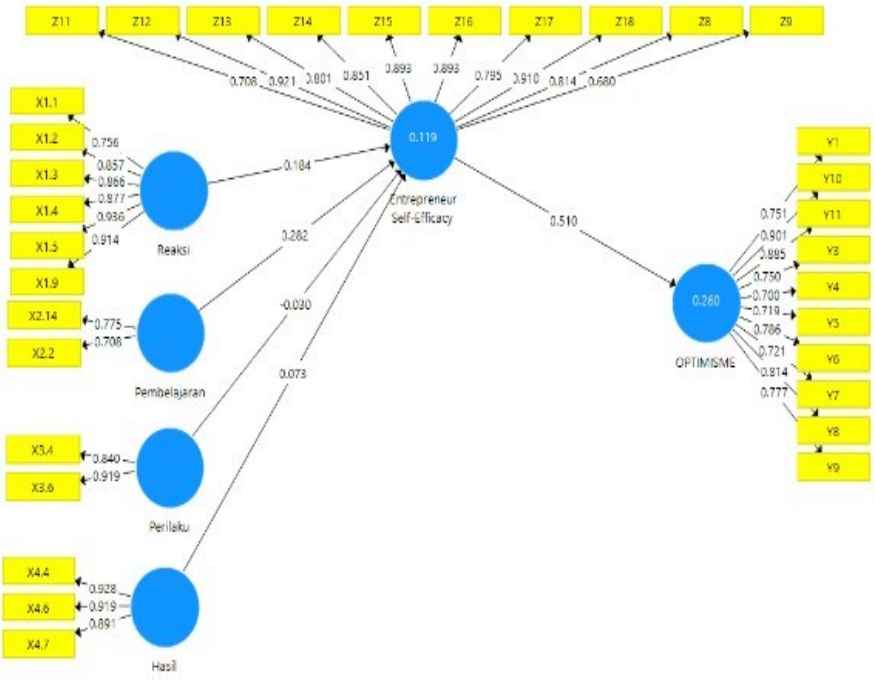

Figure 3. Calculate 2.

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—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 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**.

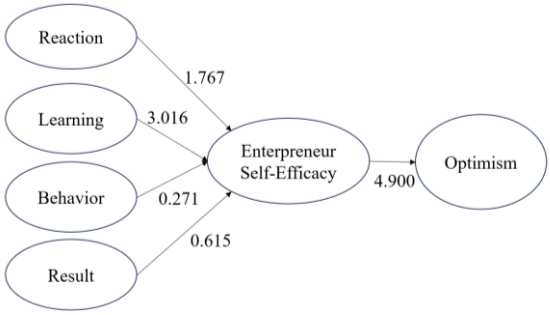

Figure 4. Hypotesis testing.

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:

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**.

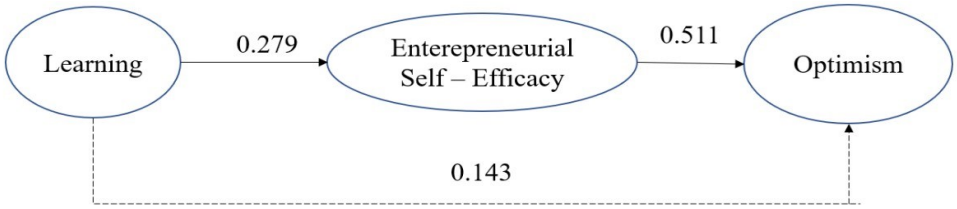

Figure 6. Direct and indirect influence.

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 Trianah (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.

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