

## Determinants of Entrepreneurial Interest among Vocational High School Students in Business Management in Semarang City

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### Abstract

Entrepreneurial interest is the desire, motivation, and drive to interact and do everything with enthusiasm to achieve goals by working hard, and opening opportunities with skills and confidence. This study aims to analyze the entrepreneurial interest of vocational high school students and identify factors influencing entrepreneurial interest, including entrepreneurial knowledge, family environment, and industrial work practice. The results show that entrepreneurial knowledge positively influences self-efficacy, the family environment positively influences self-efficacy, and industrial work practice influences self-efficacy. The total effect of entrepreneurial knowledge on entrepreneurial interest through self-efficacy is 19.27%, the family environment on entrepreneurial interest through self-efficacy is 56.68%, industrial work practice on entrepreneurial interest through self-efficacy is 14.46%, and self-efficacy positively affects entrepreneurial interest by 38.07%. Sobel's test results show that self-efficacy is a mediating variable. The results indicate that all independent variables studied have a positive and significant influence on the entrepreneurial interest of students at State Vocational High Schools in Business and Management in Semarang City.

## INTRODUCTION

Educational institutions are one of the foundations for advancing a nation. The better the quality of education provided by a nation, the higher the quality level of that nation. In Indonesia, education is highly prioritized, education has a vital role in helping to realize a dignified and intellectual civilization. Vocational High School (SMK) is a secondary-level education that prepares students to work in certain fields.

**Table 1** Open Unemployment Rate Based on Highest Completed Educational Unemployment Year 2022

no	highest education	amount unemployment
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1	University	6.17 %
2	Diploma	6.09 %
3	Vocational school	10.38 %
4	Senior high school	8.35 %
5	Junior high school	5.02 %
6	Elementary school	3.09 %

Source: Central Statistics Agency, 2022

Based on Table 1, data published by the Central Statistics Agency shows that open unemployment education finished in 2022. The total unemployment highest was for vocational school graduates, which was 10.38%. That matter supported with There is Tracker Study data from SMK Negeri 2 Semarang & SMK Negeri 9 Semarang, namely as follows:

**Table 2** Tracker Study Data students of SMK Negeri 2 Semarang in 2021 and 2022

2021			2022		
Fieldwork	Amount	Percentage	Amount	Percentage	
Work	112	26 %	123	29 %	
Studying	106	25 %	83	20 %	
Look for Work	200	47 %	203	48 %	
Businessman	10	2 %	11	3 %	
Amount Student	420	100%	420	100%	

Source : Study Tracker Data for SMK Negeri 2 Semarang 2022

Based on Table 2, the 2021 Study tracker data at SMK Negeri 2 Semarang shows that more than 50% of students at SMK Negeri 2 Semarang do not become businessmen. Students of SMK Negeri 2 Semarang voted to work, and continue their studies in college and some are looking for

work. Then the 2022 tracker study for SMK Negeri 2 Semarang shows that more than 50% of students at SMK Negeri 2 Semarang do not become businessmen. Only 3% of students at SMK Negeri 2 Semarang voted menjadi businessman.

**Table 3** Tracker Study Data students of SMK Negeri 9 Semarang in 2021 and 2022

2021			2022		
Fieldwork	Amount	Percentage	Amount	Percentage	
Work	27	8 %	144	41 %	
Studying	118	35 %	17	5 %	
Look for Work	178	50 %	175	50 %	
Businessman	28	7 %	12	4 %	
Amount Student	351	100%	348	100%	

Source : Study Tracker Data for SMK Negeri9 Semarang 2022

Based on Table 3 *Study tracker data* in 2021 at SMK Negeri 9 Semarang shows that more than 50% of students at SMK Negeri 9 Semarang do not become businessmen. Students of SMK Negeri 9 Semarang voted to work, and continue their studies in college and some are looking for work. Then on *tracker study* 2021 SMK Negeri 9 Semarang shows that more than 50% of students at SMK Negeri 2 Semarang do not become businessmen. Only 4% of students at SMK Negeri 9 Semarang voted menjadi businessman. Of the 50% of students who are looking for work businessmen can become their choice Because Already get provisions through practical entrepreneurship and also eyes lesson entrepreneurship.

His height number unemployment hope to graduate from high school Students can be encouraged to have awareness about the importance of open effort and in the end, can impact the emergence of businessmen with behavior good entrepreneurship through theory and practice entrepreneurship in schools.

The development of entrepreneurial interest among vocational high school students can be viewed through the Theory of Planned Behavior. Students can act based on their intentions only if they have control over their behavior. Interest can arise from admiration and fascination with someone's entrepreneurial success or by attending entrepreneurship training (Suryana, 2006). *Self-efficacy* makes a great contribution to interest entrepreneurship, perception, and action somebody in various methods. The higher the level of self-efficacy somebody the more interested somebody for doing some activities. Bandura defines self-efficacy as a person's judgment of his abilities to plan and implement actions that lead to the achievement objective.

Studies about the influence of entrepreneurship on interest entrepreneurship by Julaini (2017) in his research show there is influence significant knowledge of entrepreneurship to interest and existing influence No direct knowledge of entrepreneurship to interest entrepreneurship through self-efficacy. Family is also an environment beginning with the

introduction of existing cultures around the environment (Kurniawati, et., al, 2020).

Environment families especially parents will be involved in directing the future of their son, because in a way No direct family especially parents can influence readiness for entrepreneurship for their sons in the future (Amenan, 2016). In line with what was mentioned by Sugianingrat, et., al (2020) Within the scope of family, one child obtains figures that can be inspirational and deep the family will to obtain support entrepreneurship from the family, and there is activity in meaningful family Study entrepreneurship. Because of that, environment environment-supportive family will add a readiness child for entrepreneurship (Purwanto, 2021). Research conducted by Ika Indiyani, et al (2019) shows results that There is a positive and significant environmental family towards self-efficacy, and research conducted by Faisal (2020) shows results that environmental families influence positive interest in entrepreneurship.

Besides, the environment and family another influencing factor that interests businessmen is internship According to Yuyur (2018), the Practice Work Industry is an effort to provide experience learning through education vocational, which is aimed at Developing self and potential students.

Based on research conducted by Rita (2019) shows research results show that interest entrepreneurship students enter a very high category, education entrepreneurship in a very good category, practice Work industry in a Very good category, environment social in a very good category, and self-efficacy in a very high category.

Besides that there is a role Practice Work industry, training process work in the business world aims To equip students with control competence skills productive standardized, internalized standards oriented attitudes, values, and culture of the business world quality, values economic, critical, productive and competitive as well as attitude entrepreneurship, so after student finish practice will appear desire or interest from the students For an open business or entrepreneurship like business in place they do activity practice.

Increasingly many amount resident's entrepreneurship so will reduce amount residents who only look for Work as employees, and even will add amount residents who open vacant work. Entrepreneurial residents will own Power Creativity tall. With the creativity of conscientious entrepreneurs will take opportunities all around they Good make the product new or additional marks to use existing products There is.

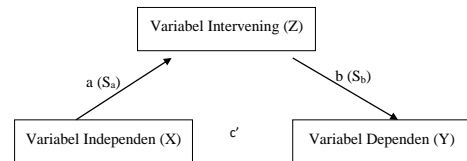
Based on the background back above Where Vocational school graduates are amount tall Not yet get work, with a condition this is one method for reducing the number of unemployed by creating businessmen new. Vocational school students are equipped with skills and special hope Can start open business. Study This aims to analyze the interest of students in entrepreneurship and their role in the environment surroundings covers knowledge entrepreneurship, environment family, the practice of industrial work, and *self-efficacy*.

## RESEARCH METHODS

**Research methods** This use approach quantitative. The population study is students from Class XII State Vocational School of Business Management in the city of Semarang which is students of SMK Negeri 2 and students of SMK Negeri 9 Semarang, totaling 640 students. Size sample students 246 students. Variable in study This is the dependent variable interest entrepreneurship, variable free that is: knowledge entrepreneurship, environment family, practice industrial work (internships), and variables mediation efficacy self.

**Data collection methods** used in the study This is a questionnaire or Google form questionnaire using the Likert scale. Likert scale i.e., a scale containing 5 (five) levels of preference for answers, which has gradation from very positive to very negative. Testing validity item in study This uses the computer program SPSS version 25. Data validity techniques include validity tests and reliability tests. Analysis of the data used is analysis statistics descriptive, analysis path, and Sobel test. The direction of the Sobel test path between the independent variable and the

dependent variable with the intervening variable can be described as follows



The standard errors of coefficients a and b are written as  $S_a$  and  $S_b$ , and the standard error of the indirect effect  $S_{ab}$  is calculated using the formula:

$$S_{ab} = \sqrt{b^2 + S_a^2 + a^2 S_b^2 + S_c^2}$$

Test this done with method test strength influence No direct variable free (X) to variable bound (Y) through variable mediation or *intervening* (Z). Influence No direct X to Y via Z calculated with the method multiply  $X \rightarrow$  line Z with track  $Z \rightarrow Y$ . Significance influence mediation indicated by multiplication coefficient (ab) is tested with count big coefficient standard error does not direct / *indirect effect*. Based on the formula above, the statistical z value of the mediation effect can be calculated.

## RESULTS AND DISCUSSION

Analysis statistics is descriptive is used to describe the results of a study from variable knowledge entrepreneurship, environment family, internship, efficacy self, and interest entrepreneurship.

**Table 4.** Analysis Results Statistics Descriptive Variable Study

	N	Minimu m	Maximu m	Mean	Std. Deviation
Interest in entrepreneurship	246	32.00	58.00	49.3252	4.92639
Knowledge Entrepreneurship	246	60.00	95.00	83.5325	5.89889
Environment Family	246	46.00	74.00	62.7683	5.74484
Internship	246	65.00	99.00	84.6301	5.84470

Self Efficacy	-246	26.00	45.00	33.2439	3.33648
Valid (listwise)	N <sub>246</sub>				

Source: Data processed in 2024.

Results of descriptive analysis of variables of interest entrepreneurship obtained a mean of 49.3252 with a standard deviation of 4.92639, the

entrepreneurial knowledge variable obtained a mean of 83.5325 with a standard deviation of 5.89889, the family environment variable obtained a mean of 62.7683 with a standard deviation of 5.74484, industrial work practices obtained a mean of 84.6301 with a standard deviation of 5.84470, and the self-efficacy variable obtained a mean of 33.2439 with a standard deviation of 3.33648.

**Table 5** NPar Tests Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test

	W's interests	PW	LK	Internship	Self-Efficacy
N	246	246	246	246	246
Norm Mean	49.3252	83.2033	62.7683	84.5488	33.2439
al Std. Deviation					
Parameters <sup>a</sup>	4.92639	7.56248	5.74484	6.04504	3.33648
b					
Most Absolute	,132	,172	,081	,131	,138
Extre Positive	,072	,172	,051	,127	,077
me Negative					
Differ	-,132	-,139	-,081	-,131	-,138
ences					
Kolmogorov-Smirnov Z	1,348	2,066	2,701	1,272	2,061
Asymp. Sig. (2-tailed)	, 2 53	,098	,104	,178	,110

Test distribution is Normal.

Calculated from data.

Source: Processed primary data, 2024

Based on the output of the one sample Kolmogorov Smirnov Goodness of Fit Test, successive sig (significance) values were obtained for variables equal to the entrepreneurial interest of 0.098 = 9.8 %, entrepreneurial knowledge of 0.104 = 10.4%, family environment of 0.178 = 17.8%, variable industrial work practices amounted to 0.110 = 11.0%, and the self-efficacy variable amounted to

0.890 = 89.0%. All results of the significance of computer output with SPSS 25.0 in Table 4.7 above are greater than alpha ( $\alpha = 0.05$  or 5%), so the null hypothesis is accepted, and the dependent variable is normally distributed. The test results of this requirement fulfill the analysis using path analysis with regression as a requirement.

**Table 6** Linearity Test Results in Entrepreneurship Knowledge with Entrepreneurship Interests of Vocational School Students

ANOVA Table

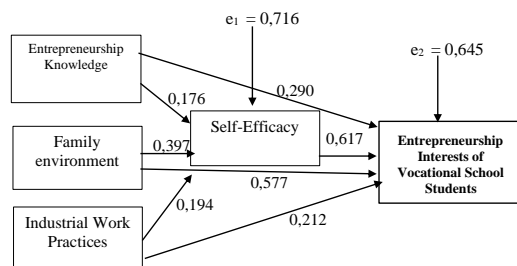
	Sum Squares	ofdf	Mean Square	F	Sig.
IntereBetw (Combined)	1313,555	22	59,707	2,874	,000
sts Ween Linearity	279,718	1	279,718	13,365	,000

(Y) *Grou Deviation	from	1033,837	21	49,230	2,370	,091
PWUps	Linearity					
Within Groups		4632,429	223	20,773		
Total		5945,984	254			

Source: Processed Primary Data, 2024

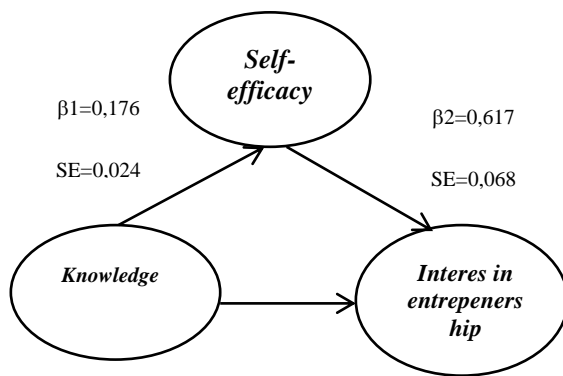
deviation from the linearity variable entrepreneurial knowledge is 0,091 > 0.05. Because the significance is bigger from 0.05 can be said that there is a linear relationship between entrepreneurial knowledge with vocational school students' entrepreneurial interest.

probability of 0.00 000001 at a rate significance  $p = 0.05$ . Test result Sobel's test in a way proves the draft proposed in the research that self-efficacy plays a role in overcoming the gap in study about the influence of Entrepreneurial knowledge towards entrepreneurial interest.



**Figure 1** Path analysis results

Sobel Test regarding role mediation variable self-efficacy influence industrial work practices on students' entrepreneurial interests are accessed online on the website.



Sobel test statistic: 5.70345348

One -tai One -tai led probability: 0.00 000001

Two-tailed probability: 0.00 000001

**Figure 2** Relationship Sobel Testing Entrepreneurship Knowledge with Interest in entrepreneurship Via V variable Mediation Self-Efficacy

Source: Processed Primary Data, 2024

is as big as 5.70 345348 with a  $p$ -value two-tailed probability of 0.00 000001 and a  $p$ -value one-tailed

## Discussion

### The Influence of Entrepreneurship Knowledge on Self-Efficacy

Analysis results with multiple regression can show that there is a positive influence of Entrepreneurship knowledge on self-efficacy is 0.193 or 3.03%. This means that the direct influence of entrepreneurial knowledge on self-efficacy is 3.03 %. The results of the analysis also prove significant, which can be seen from the  $t$  value equal to 5.168. The calculated  $t$  number is proven to be greater than the  $t$  table value = 1,960. Thus the hypothesis can be accepted, and the null hypothesis is rejected or seen from the significance value ( Sig ) of 0.000 which is smaller than 0.05. The results of this research explain that entrepreneurial knowledge is knowledge about entrepreneurship that vocational school students gain at school in compulsory subjects that are part of the curriculum that students must take. Knowledge entrepreneurship is obtained by good vocational school students from theory in school nor practice field or internship, and can also exist cooperative school as a business incubator increase businessman students. Findings research This is in line with the results study by Rusdarti and Inaya, (2022) *One effort that can be made to overcome the problems above is to develop an entrepreneurial learning model by optimizing school cooperatives as business incubators.* Knowledge acquired by entrepreneurship students as provisions in entrepreneurship for vocational school becomes an important part. Knowledge entrepreneurship attempted by the parties school Good theory nor practice at school and or with Du/Di, apprentice

or his name internship and IDUKA (industry, business world and world of work).

### **The Influence of Family Environment on Self-Efficacy**

Analysis results with multiple regression can show that there is a positive influence of Family environment on self-efficacy is 14.361%. This means that the direct influence of the family environment on self-efficacy is 14.361 %. The results of the analysis also prove significant, which can be seen from the t value equal to 13.196. The calculated t number is proven to be greater than the t table value = 1,960. Thus the hypothesis can be accepted, and the null hypothesis is rejected or seen from the significance value ( Sig ) of 0.000. This result shows that it is smaller than  $\alpha = 0.05$ . The results of this research explain that The family environment is important for vocational school students in educating students as close, harmonious family members. The relationships between members in this life can be a provision in preparing students for work in a world of work that is full of challenges, especially entrepreneurial interest in creating their jobs. The findings of this research are in line with research conducted by Muhammad Julaini, Rusdarti & Ketut Sudarma, (2017) research uses variables of the same independence which is knowledge entrepreneurship. Research results show that There is a positive and significant influence of knowledge entrepreneurship on interest entrepreneurship

### **The Influence of Work Practices on Self-Efficacy**

Analysis results with multiple regression can show that there is a positive influence of industrial work practices on self-efficacy is 0.194 or 3.76%. This means that the direct influence of industrial work practices on self-efficacy is 3.76 %. The results of the analysis also prove significant, which can be seen from the t value equal to 3.400. The calculated t number is proven to be greater than the t table value = 1,960. Thus the hypothesis can be accepted, and the null hypothesis is rejected or seen from the significance value ( Sig ) of 0.000 which is smaller than 0.05.

The results of this research explain that industrial work practices Alone are practiced between vocational school institutions and the business world (Du/Di). This research is in line with research conducted by Ida Royani, Rusdarti, and Yulianto (2021) showing that the influence of Family environment on self-efficacy is as big as 11.36. %. This matter shows that A good family environment and support for their children in choosing entrepreneurship will increase their self-efficacy to prepare themselves to become entrepreneurs after graduating.

### **The Influence of Entrepreneurship Knowledge on Entrepreneurial Interest Through Self-Efficacy**

Results analysis with multiple regression and path *analysis* can show that there is a positive influence of Entrepreneurship knowledge on vocational school students' entrepreneurial interest. The influence of entrepreneurial knowledge on vocational school students' interest in entrepreneurship is direct, namely 8.41%. The results of the analysis which can be seen from the help of the computational *output show that the* calculated t value is equal to 7.341. The calculated t number is proven to be greater than the table value t = 1,960. Thus the hypothesis can be accepted, and the null hypothesis is rejected or seen from the significance value ( Sig ) = 0.000 which is smaller than alpha  $\alpha = 0.05$ . This also proves that it is by the desired theory, the theory states that the better the students' knowledge of entrepreneurship, the better the interest in entrepreneurship of students at the Semarang City State Vocational School of Business and Management. Study Fajriah and Ketut (2017) show that influence in a way simultaneous between practice Work industry, motivation entering the world of work, and guidance career amounting to 71.7%. This matter shows that If the practice Work industry, motivation to enter the world of work, and guidance in career increase interest in entrepreneurship will also follow increase. Influence in a way Partial between practice Work industry on interest entrepreneurship amounting to 13.46% of vocational school students.

### **The Influence of Family Environment on Entrepreneurial Interest through Self-Efficacy**

Results analysis with multiple regression and path *analysis* can show that there is a positive influence of Family environment on students' entrepreneurial interest. The influence of the family environment on vocational school students' interest in entrepreneurship is direct, namely 33.30%. This means that the direct influence of the family environment on interest in entrepreneurship is 33.30%. The results of the analysis also prove significant, the results of statistical analysis which can be seen with the help of SPSS 25.0 computing *output*, obtained a calculated t value equal to 14.255. The calculated t number is proven to be greater than the table value  $t = 1,960$ . Thus the hypothesis can be accepted, and the null hypothesis is rejected or seen from the significance value (Sig) = 0.000 which is smaller than  $\alpha = 0.05$ . This also proves that it is by the desired theory, the theory states that the better the family environment, the better the vocational school students' interest in entrepreneurship.

### **The Influence of Industrial Work Practices on Entrepreneurial Interest**

Results analysis with multiple regression and path analysis can show that there is a positive influence of industrial work practices toward entrepreneurial interest. The influence of industrial work practices on interest in entrepreneurship is direct, namely 4.49%. The results of the statistical analysis which can be seen from the help of the SPSS 25.0 computing *output* show that the calculated t value is equal to 4.325. The calculated t number is proven to be greater than the table value  $t = 1,960$ . This is also to the desired theory, the theory states that the better the industrial work practices, the better the interest in entrepreneurship for vocational school students. The findings of this research are by research conducted by Veronica Okming Praisti & Rusdarti, (2017) with the title Influence Practice Work Field, Motivation Learning, Socioeconomic Parents Regarding Entrepreneurial Interest. Use the same variable that is Influence Practice Work Field. Research results show that practice Work field, motivation learning, and social parents' economy in a way

together influential to interest entrepreneurship amounting to 40.6%. As for Partial practice Work field to interest entrepreneurship amounting to 31.36%, Self-efficacy determined by good industrial work practices can in turn increase interest in entrepreneurship for students of Semarang City Business and Management Vocational School.

This research shows that the results are positive and significant. The direction of the relationship which has a positive sign is that the better the industrial work practices, the greater or better the interest in entrepreneurship among students at the State Vocational School for Business and Management, Semarang City.

### **Influence Self-Efficacy on Entrepreneurial Interest**

Based on the results analysis track can explain that there is an influence of positive self-efficacy on entrepreneurial interest, namely as big as 0.617 or equal to  $(0.617) (0.61) = 38.07\%$ . This means the influence of self-efficacy on Students' entrepreneurial interest is 38.07%. The results of the analysis also prove significant, which can be seen from the t-test value equal to 14.169. The calculated t number is proven to be greater than the table value  $t = 1.960$ . Thus the hypothesis can be accepted, and the null hypothesis is rejected or seen from the significance value (Sig = 0.000) which is smaller than  $\alpha = 0.05$ . Influence self-efficacy to the entrepreneurial interest of 38.07 % constitutes influence direct. Thus the influence of self-efficacy on entrepreneurial interest of 38.07%. That matters according to opinion Mujiadi, that *self-efficacy* also has a big influence on pattern thought, reaction emotional, and deep make decision (Mujiadi, 2013:86). Self-confidence in individuals will help them reach success. Condition This describes that Self-efficacy is very important for students, students feel increasingly confident and confident in themselves to achieve success. Based on the results of research and *grand theory* according to the TPB proposed by Ajzen (2005) that factors decider the main interest that is confidence behavior, beliefs normative, and beliefs control. Efficacy self-including confidence to related behavior with the background behind factor



personal in self-somebody. Efficacy is self-influential positive and significant to interest entrepreneurship.

## CONCLUSION

This research aims to determine students' interest in entrepreneurship, based on the high unemployment rate of vocational school graduates. The research results can be concluded that entrepreneurial knowledge, family environment, and industrial work have a positive effect on interest in entrepreneurship. The influence is positive and significant, a positive sign means that the better the knowledge of entrepreneurship, family environment, industrial work, and self-efficacy, the interest in entrepreneurship will also increase among students at the State Vocational School for Business and Management in Semarang City. Knowledge of entrepreneurship provides students with self-efficacy, industrial work practices increase Student expertise and the family environment plays a very high role in supporting students in developing an interest in entrepreneurship.

Suggestions from this research are that students and teachers collaborate to increase entrepreneurial knowledge as well as support for industrial work practices appropriate to the department, support from parents, and the family environment because this greatly influences students' interest in entrepreneurship and builds self-confidence.

Then further research can develop statements from the theory used and can expand the research variables beyond the independent variables contained in this research and show more about the use of mediating variables.

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