

The Influence of Entrepreneurship Education and Self-Efficacy on Entrepreneurial Spirit through Student Involvement in the Teaching Factory at SMK N 1 Batang

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Abstract

Vocational High Schools (SMK) are educational institutions where the learning process applies vocational knowledge or field practice, not merely theoretical knowledge in schools. The aim of vocational high schools is not only to prepare students to enter the workforce but also to develop an entrepreneurial spirit, enabling them to create job opportunities. To foster an

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entrepreneurial spirit from an early age, entrepreneurship education in schools is necessary. Additionally, positive self-efficacy is a factor that can nurture the entrepreneurial spirit. This study aims to determine the impact of entrepreneurship learning and self-efficacy on the entrepreneurial spirit through

student involvement in the Teaching Factory. The approach used in this research is a quantitative approach with a causality design. The population of this study consists of 143 students from the Visual Communication Design program at SMK Negeri 1 Batang. The data collection technique used was a questionnaire. Data analysis techniques included descriptive statistical analysis, classical assumption tests, path analysis, and hypothesis testing. The results of this study are: There is a significant impact of entrepreneurship learning on the entrepreneurial spirit, there is no significant impact of self-efficacy on the entrepreneurial spirit, there is a significant impact of student involvement in the Teaching Factory on the entrepreneurial spirit, there is a significant impact of the perception of entrepreneurship learning through student involvement in the Teaching Factory on the entrepreneurial spirit, and there is a significant impact of self-efficacy through student involvement in the Teaching Factory on the entrepreneurial spirit. Student involvement in the Teaching Factory is able to fully mediate entrepreneurship learning. Similarly, student involvement in the Teaching Factory is able to mediate self-efficacy on the entrepreneurial spirit. Good entrepreneurship learning and a sufficient level of self-efficacy are capable of influencing the development of students' entrepreneurial spirit.

Keywords

Entrepreneurship Education; Self-Efficacy; Entrepreneurial Spirit; Student Involvement; Teaching Factory.

Introduction

1.1 Introduce the Problem

Badan Pusat Statistika (BPS) in 2023 reported that the Open Unemployment Rate (TPT) in Indonesia was dominated by vocational high school (SMK) graduates, which stood at 9.60%.

This contradicts the goal of vocational high schools, which aim to produce work-ready graduates. In addition to fulfilling the need for industrial labor, SMK graduates can also be encouraged to become independent entrepreneurs. Promoting entrepreneurship among vocational high school students can be a strategy to reduce unemployment, increase economic independence, and drive economic growth in Indonesia.

Vocational High Schools (SMK) are educational institutions where learning is implemented through vocational or field practice, not just theoretical studies in school. The aim of vocational high schools is not only to prepare students to enter the workforce but also to instill an entrepreneurial spirit so they can create job opportunities (Yunara et al., 2020). Cultivating an entrepreneurial spirit in students is essential to address unemployment issues in Indonesia. With entrepreneurship, students can grow and develop the desire to be independent by opening business opportunities.

The entrepreneurial spirit can be influenced by two factors: internal and external. Internal factors come from within the students themselves, while external factors are the result of students' interactions with their environment. To foster an entrepreneurial spirit early on, entrepreneurial education is needed in schools. Entrepreneurial education in schools should not only develop intellectual skills but also produce pragmatic and inspiring students. Entrepreneurship education in vocational high schools can be an alternative to prepare more independent graduates. Thus, the implementation of the teaching factory model can serve as a platform for vocational high school students to practice entrepreneurial learning.

The government has developed the teaching factory (TeFa) learning program in vocational high schools to align education

with industrial needs (Noviyanti et al., 2023). This program is production-based, providing students with real-world industrial experience. TeFa is an alternative learning method to sharpen the skills of vocational high school students, making them job-ready in the era of globalization. Through this learning method, students are encouraged to be more innovative, creative, and independent. Therefore, vocational high school graduates are expected to create jobs by developing their entrepreneurial spirit into businesses.

A vocational high school in Batang Regency that has implemented the teaching factory is SMK Negeri 1 Batang, particularly in the Visual Communication Design (DKV) program. According to an interview with Mr. Triyono, the Deputy Head of Public Relations, on Friday, December 1, 2023, the prominent production unit is digital printing, in collaboration with a business called BO Sport in Batang Regency. This store serves as a "workshop" for Visual Communication Design students.

Based on initial observations conducted by researchers at SMK N 1 Batang in the DKV program, issues were found in the entrepreneurial spirit. This is due to several factors such as students not fully understanding entrepreneurship or the potential they can achieve as entrepreneurs, limited capital, lack of family support, and fear of business failure. The number of graduates who become entrepreneurs is still relatively low compared to others, although it increases every year, presumably due to the teaching factory learning. With TeFa, students are encouraged to think creatively and innovatively in creating products. TeFa also provides students with the opportunity to develop practical skills relevant to the industry.

The TeFa learning practice at the school is well-facilitated. The school's learning practices are fully managed by students. The implementation of TeFa not only aims to increase school income but also to develop school businesses that can enhance human resources and provide students with real work experience. Therefore, TeFa is carried out for both academic and business purposes. The academic aspect focuses on student-directed learning, while the business aspect refers to entrepreneurship learning or the outcomes produced by the unit. Further research is needed to determine whether the role of the teaching factory can influence the entrepreneurial spirit.

Skansa Digital Printing is the TeFa at SMK N 1 Batang, offering products and services such as MMT printing, X-banner, banners, stickers, t-shirts, pins, keychains, ID cards, student cards, lanyards, calendars, and more. The presence of the teaching factory at SMK N 1 Batang not only enhances students' skills but also strengthens the collaboration between schools and industries. The presence of TeFa in vocational high schools can also enhance vocational education in Indonesia by preparing students who are more job-ready and equipped with skills relevant to industrial needs, contributing to the development of competent human resources capable of competing in the global labor market.

The theory used in this research is the IEO theory developed by Alexander W. Astin (1993). In this model, the "Input" variable refers to initial characteristics related to entrepreneurship education and self-efficacy. "Environment" includes environmental aspects that can influence, referring to the context of teaching factory involvement. "Outcome" refers to the results related to the entrepreneurial spirit.

SMK N 1 Batang has included entrepreneurship subjects in its curriculum. In these subjects, students are provided with both theory and practice in entrepreneurship. The entrepreneurship education received by students can broaden their horizons in entrepreneurship. Providing entrepreneurship training to vocational high school students is crucial. The higher the level of entrepreneurship among students, the more independent graduates will be who can start businesses that provide livelihoods for themselves and the surrounding community. Students are expected to have entrepreneurial skills to improve their quality and productivity and compete in the era of the industrial revolution 4.0.

Moreover, positive self-efficacy is also a factor that can foster an entrepreneurial spirit. In entrepreneurship education, students will gain insights into entrepreneurship, namely entrepreneurial knowledge. This knowledge can serve as capital for students to run a business. If students have entrepreneurial knowledge, it will increase their confidence in starting a business.

According to research (Mursito, 2020) titled "Student Motivation and Perception of Entrepreneurship as a Means to Improve Learning Achievement in Entrepreneurship Courses," the study found that achievement motivation and student perception of entrepreneurship significantly affect learning achievement in entrepreneurship. Research (Hidayat et al., 2024) titled "The Influence of Student Involvement in Teaching Factory, Learning Motivation, and Industrial Work Practice on Work Readiness of Vocational High School Students" showed that student involvement in teaching factory significantly affects work readiness, learning motivation significantly affects student work readiness, industrial work practice significantly affects student work readiness, and teaching factory learning, learning

motivation, and industrial work practice significantly affect student work readiness.

This encourages researchers to develop these issues by updating the variables or aspects to be studied. There is still little research focusing on the influence of student involvement in the teaching factory on the development of the entrepreneurial spirit in vocational high schools. Therefore, the author intends to conduct research titled "The Influence of Entrepreneurship Education and Self-Efficacy on Entrepreneurial Spirit through Student Involvement in Teaching Factory at SMK N 1 Batang."

Method

This research uses a quantitative method with a causality research design aimed at examining cause-and-effect relationships between variables. The research location is SMK Negeri 1 Batang, located at Jalan Ki Mangunsarkoro No. 02 Dracik, Proyonangan Selatan, Batang, 51216. It was conducted in the even semester of the 2023/2024 academic year on students of the Visual Communication Design Department. The population in this study consists of 143 students from the DKV program. The independent variables include entrepreneurship education and self-efficacy, while the dependent variables include student involvement in the teaching factory and entrepreneurial spirit. This study uses a survey method with data collection in the form of questionnaires distributed via Google Forms. The data analysis techniques used include descriptive statistical analysis, classical assumption tests, path analysis, and hypothesis testing.

Result and Discussion

Descriptive statistical analysis results for the variables: (1) entrepreneurship education is in the good category, (2) self-efficacy is in the high category, (3) student involvement in the teaching factory is in the good category, and (4) entrepreneurial spirit is in the high category.

Result Clasical Assumption Test

Normality Test

Purpose to test whether, in the regression model, the disturbance or residual variables have a normal distribution (Ghozali, 2018).

Table 1. Student Involvement in TeFa as a Dependent Variable

Monte Carlo Sig. (2-tailed)	99% Confidence Interval	Sig.	,609 ^e
		Lower Bound	0,597
		Upper Bound	0,622

Table 2. Entrepreneurial Spirit as a Dependent Variable

Monte Carlo Sig. (2-tailed)	99% Confidence Interval	Sig.	,150 ^d
		Lower Bound	0,141
		Upper Bound	0,16

Source: IBM SPSS Statistic 25 Output

Based on the table above, it can be seen that the results of the One Sample Kolmogorov-Smirnov (K-S) statistical test have a Monte Carlo Sig (2-tailed) > 0.05 . Therefore, it can be interpreted that the residual data in this study are normally distributed.

Multicollinearity Test

The purpose is to test whether there is a correlation between independent variables in the regression model (Ghozali, 2018).

Table 3. Student Involvement in TeFa as a Dependent Variable

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
1	Pembelajaran Kewirausahaan	0,805 1,243
	Efikasi Diri	0,805 1,243

Tabel 4. Entrepreneurial Spirit as a Dependent Variable

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
1	Pembelajaran Kewirausahaan	0,78 1,283
	Efikasi Diri	0,585 1,708
	Keterlibatan Siswa Dalam Teaching Factory	0,615 1,626

Source: IBM SPSS Statistic 25 Output

Based on the table above, it can be seen that all independent variables in this study have tolerance > 0.10 and VIF < 10 , so it can be concluded that there is no multicollinearity between the independent variables in this study.

Heteroskedasticity test

The purpose is to test whether there is a variance inequality of the residuals from one observation to another in the regression model (Ghozali, 2018).

Table 5. Student Involvement in TeFa as a Dependent Variable

		Unstandardized Residual	
Spearman's rho	Pembelajaran Kewirausahaan	Correlation Coefficient	-0,024
		Sig. (2-tailed)	0,774
		N	143
	Efikasi Diri	Correlation Coefficient	0,021
		Sig. (2-tailed)	0,804
		N	143
	Unstandardized Residual	Correlation Coefficient	1
		Sig. (2-tailed)	
		N	143

Table 6. Entrepreneurial Spirit as a Dependent Variable

		Unstandardized Residual	
Spearman's rho	Pembelajaran Kewirausahaan	Correlation Coefficient	0,074
		Sig. (2-tailed)	0,382
		N	143
	Efikasi Diri	Correlation Coefficient	0,145
		Sig. (2-tailed)	0,084
		N	143
	Keterlibatan Siswa Dalam	Correlation Coefficient	,190*

Teaching Factory	Sig. (2-tailed)	0,023
	N	143
Unstandardized Residual	Correlation Coefficient	1
	Sig. (2-tailed)	
	N	143

Source: IBM SPSS Statistic 25 Output

Based on the table above, it shows that all variables have significance > 0.05 , so there is no heteroscedasticity except for the variable of student involvement in the teaching factory, which has a significance < 0.05 , indicating the presence of heteroscedasticity.

Path Analysis

Goodness Off Fit

According to Ghozali (2018), the Goodness of Fit test is used to test the significance of partial regression coefficients individually with separate hypothesis tests that each regression coefficient equals zero. This test uses the determination coefficient test and the simultaneous test.

Table 7. Student Involvement in TeFa as a Dependent Variable

Model	Correlations			
	Zero-order	Partial	Part	
(Constant)				
1	Pembelajaran Kewirausahaan	0,394	0,177	0,141
	Efikasi Diri	0,604	0,522	0,48

Table 8. Entrepreneurial Spirit as a Dependent

Model	Variable			
	Correlations			
	Zero-order	Partial	Part	
(Constant)				
1	Pembelajaran Kewirausahaan	0,496	0,355	0,311
	Efikasi Diri	0,41	0,096	0,079
	Keterlibatan Siswa Dalam TeFa	0,45	0,232	0,195

Source: IBM SPSS Statistic 25 Output

Based on the table above, in the partial column, it is known that the partial determination coefficient (R^2) for the entrepreneurship learning variable (X1) is able to contribute 3.13% to student involvement in the teaching factory. The self-efficacy variable (X2) is able to contribute 27.24% to student involvement in the teaching factory. For the entrepreneurship learning perception variable (X1), it is able to contribute 12.60% to entrepreneurial spirit. For the self-efficacy variable (X2), it is able to contribute 0.92% to entrepreneurial spirit. For the student involvement variable in the teaching factory (Y1), it is able to contribute 5.38% to entrepreneurial spirit.

Table 9. Student Involvement in TeFa as a Dependent Variable

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	930,298	2	465,149	43,853 ,000 ^b
	Residual	1484,97	140	10,607	
	Total	2415,268	142		

Table 10. Entrepreneurial Spirit as a Dependent Variable

Model	Sum of Squares	df	Mean Square	F	Sig.
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1	Regression	451,518	3	150,506	22,734	,000 ^b
	Residual	920,231	139	6,62		
	Total	1371,749	142			

Source: IBM SPSS Statistic 25 Output

Based on the F test in the table above, the sig value obtained is $0.000 < 0.05$, so the entrepreneurship learning variable and self-efficacy simultaneously affect student involvement in the teaching factory and entrepreneurial spirit.

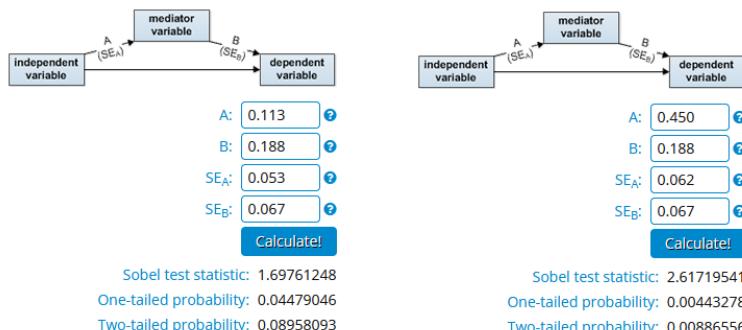
Uji hipotesis

The partial test (t-test) is used to test the independent variables partially against the dependent variable (Ghozali, 2018).

Hypothesis	Explanation	T hitung	Sig.	Decision
H1	Significant Influence of Entrepreneurship Learning on Entrepreneurial Spirit	4,471	0,000	Accepted
H2	Significant Influence of Self-Efficacy on Entrepreneurial Spirit	1,142	0,256	Rejected
H3	Significant Influence of Student Involvement in the Teaching Factory on Entrepreneurial Spirit	2,814	0,006	Accepted
H4	Significant Influence of Entrepreneurship Learning through Student Involvement in the Teaching Factory on	2,127	0,035	Accepted

Hypothesis	Explanation	T hitung	Sig.	Decision
	Entrepreneurial Spirit			
H5	Significant Influence of Self-Efficacy through Student Involvement in the Teaching Factory on Entrepreneurial Spirit	7,241	0,000	Accepted

According to Ghozali (2018), the Sobel test is used to determine whether the relationship through a mediation variable is significantly able to act as a mediator in that relationship.



The Influence of Entrepreneurship Education on Entrepreneurial Spirit

Based on the path analysis results, entrepreneurship education directly influences entrepreneurial spirit by 3.64% out of the total 5.76% effect. The partial hypothesis test (t-test) shows that entrepreneurship education significantly impacts entrepreneurial spirit, with a t-value of 4.471 and a significance value of 0.000.

These results indicate that entrepreneurship education positively influences entrepreneurial spirit, thereby supporting Hypothesis 1.

Entrepreneurship education contributes 12.60% to the entrepreneurial spirit. Despite its small contribution, it is highly significant. Entrepreneurship education can be a crucial factor in shaping students' entrepreneurial spirit. Descriptive analysis shows that 64% of students agree with the statements about entrepreneurship education. This means that more than half of the students have a positive perception of entrepreneurship education's impact on their entrepreneurial spirit. This finding aligns with the engagement theory, where the input factor of entrepreneurship education supports the educational output, which is the entrepreneurial spirit.

Additionally, this study is consistent with research by (Maylisa, Salmiah, 2023), which proves that good entrepreneurship education fosters a strong entrepreneurial spirit in students. (Faulina et al., 2021) also found that the higher the students' perception of entrepreneurship courses, the greater their entrepreneurial interest.

The findings show that most students are interested in the content of entrepreneurship education. Survey results indicate that 82 students agree on the importance of interactive and effective learning materials, where teachers combine theory with practice, engaging students actively in practical activities. This approach enhances creativity and innovation, leading to higher student satisfaction. Therefore, enjoyable learning materials result in better outcomes in entrepreneurship education, and good entrepreneurship education fosters a strong entrepreneurial spirit.

The Influence of Self-Efficacy on Entrepreneurial Spirit

The path analysis results show that self-efficacy has a direct influence of 0.43% on entrepreneurial spirit out of a total influence of 8.89%. The partial hypothesis test (t-test) indicates that self-efficacy does not significantly impact entrepreneurial spirit, with a t-value of 1.142 and a significance value of 0.256. These results indicate that self-efficacy does not positively influence entrepreneurial spirit, thereby rejecting Hypothesis 2.

Self-efficacy contributes 0.92% to the entrepreneurial spirit. This figure shows that self-efficacy does not significantly influence entrepreneurial spirit and is not a major factor affecting it. Descriptive statistical analysis shows that 69% of students agree with the statements about self-efficacy. However, self-efficacy does not influence entrepreneurial spirit because many students still have unstable self-efficacy. Students who lack strong belief in their entrepreneurial abilities are hesitant to take risks and are afraid to start their own businesses.

This finding contradicts the engagement theory, as the input factor of self-efficacy does not support the educational output of entrepreneurial spirit. Observations show that students are more interested in pursuing jobs as their main career choice. Students with lower economic conditions focus more on finding jobs than starting their own businesses. Additionally, students who tend to follow their peers lack confidence. High self-efficacy increases students' confidence in their abilities.

Previous research by (Nurhana, 2020) shows that self-efficacy does not affect students' entrepreneurial competence but indirectly influences it through student involvement in the teaching factory. Research by (Putry et al., 2020) also proves that self-efficacy does not affect entrepreneurial interest directly but

does so indirectly through motivation as an intervening variable. However, research by (Indahsari & Puspitowati, 2021) shows that self-efficacy can positively and significantly influence entrepreneurial intentions among students at the Faculty of Economics and Business, Tarumanagara University. This study concludes that individuals with high self-efficacy can significantly influence their entrepreneurial intentions and are motivated to enhance their quality and potential in starting a business.

The Influence of Student Involvement in Teaching Factory (TeFa) on Entrepreneurial Spirit

The path analysis results show that student involvement in the teaching factory directly influences entrepreneurial spirit by 3.53%. The partial hypothesis test (t-test) shows that student involvement in the teaching factory significantly impacts entrepreneurial spirit, with a t-value of 2.814 and a significance value of 0.006. These results indicate that student involvement in the teaching factory positively influences entrepreneurial spirit, thereby supporting Hypothesis 3.

Student involvement in the teaching factory contributes 5.38% to the entrepreneurial spirit. Despite its small contribution, students' experience and participation in the teaching factory significantly impact their entrepreneurial spirit. Involvement in real production activities helps students develop skills, understanding, and entrepreneurial spirit. Descriptive analysis shows that 80% of students agree with the statements about student involvement in the teaching factory.

The findings show that most students are interested in behavioral aspects of involvement. Students learn about production management, market opportunities, teamwork, communication, collaboration, and leadership skills. Successfully completing

projects in the teaching factory boosts their confidence and encourages risk-taking. Therefore, students gain practical experience and insights into production processes and business operations.

Previous research by (Makhbubah, 2020) shows that teaching factory learning influences entrepreneurial enthusiasm. This study aligns with Astin's theory, where the outcome, entrepreneurial spirit, is influenced by the extent of student involvement in the teaching factory learning process.

The Influence of Entrepreneurship Education Through Student Involvement in TeFa on Entrepreneurial Spirit

Based on the Sobel test results, the t-value is 1.69761248, which is greater than the t-table value of 1.65558 at a significance level of 0.05. This indicates that student involvement in the teaching factory mediates the influence of entrepreneurship education on entrepreneurial spirit. The partial hypothesis test (t-test) shows that entrepreneurship education (X1) through student involvement in the teaching factory (Y1) significantly impacts entrepreneurial spirit (Y2), with a t-value of 2.127 and a significance value of 0.035. These results indicate that entrepreneurship education through student involvement in the teaching factory positively influences entrepreneurial spirit, thereby supporting Hypothesis 4.

This study shows an indirect influence of entrepreneurship education on entrepreneurial spirit through student involvement in the teaching factory. The findings align with the theory, where entrepreneurship education as input supports student involvement in the teaching factory as an environment that shapes entrepreneurial spirit as an outcome.

The Influence of Self-Efficacy Through Student Involvement in TeFa on Entrepreneurial Spirit

Based on the Sobel test results, the t-value is 2.61719541, which is greater than the t-table value of 1.65558 at a significance level of 0.05. This indicates that student involvement in the teaching factory mediates the influence of self-efficacy on entrepreneurial spirit. The partial hypothesis test (t-test) shows that self-efficacy (X2) through student involvement in the teaching factory (Z) significantly impacts entrepreneurial spirit (Y), with a t-value of 7.241 and a significance value of 0.000. These results indicate that self-efficacy through student involvement in the teaching factory positively influences entrepreneurial spirit, thereby supporting Hypothesis 5.

This study shows that the direct influence of self-efficacy on entrepreneurial spirit is smaller than the indirect influence of self-efficacy through student involvement in the teaching factory. The increase due to the mediation variable indicates that student involvement in the teaching factory mediates the influence of self-efficacy on entrepreneurial spirit.

Previous research by (Nurhana, 2020) shows that self-efficacy does not affect students' entrepreneurial competence but indirectly influences it through student involvement in the teaching factory. The findings align with the theory, where self-efficacy as input supports student involvement in the teaching factory as an environment that shapes entrepreneurial spirit as an outcome. Using student involvement in the teaching factory as a mediator for the influence of self-efficacy on entrepreneurial spirit is based on previous research.

Conclusion

The implementation of the teaching factory learning at SMK N 1 Batang has been quite good, as it directly involves students and has established collaborations with the business and industrial sectors. Based on the research and analysis conducted, the following conclusions can be drawn: (1) There is a significant influence of entrepreneurship education on the entrepreneurial spirit, (2) There is no significant influence of self-efficacy on the entrepreneurial spirit, (3) There is a significant influence of student involvement in the teaching factory on the entrepreneurial spirit, (4) There is a significant influence of entrepreneurship education through student involvement in the teaching factory on the entrepreneurial spirit, (5) There is a significant influence of self-efficacy through student involvement in the teaching factory on the entrepreneurial spirit. This study also concludes that student involvement in the teaching factory can fully mediate entrepreneurship education. Likewise, student involvement in the teaching factory can mediate self-efficacy towards the entrepreneurial spirit. Good entrepreneurship education and a sufficient level of self-efficacy can influence the development of students' entrepreneurial spirit.

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