

The Influence of Entrepreneurial Practices in Mediating Entrepreneurial Knowledge and Self-Efficacy on Student Intention in Entrepreneurship

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Abstract

Entrepreneurship intention is an attraction to the world of entrepreneurship. This study aimed to analyze the influence of entrepreneurial practices in mediating entrepreneurial knowledge and self-efficacy on the entrepreneurial intention of students at SMK PGRI 01 Semarang. The research method uses a quantitative method. The population of this study was 150 male and female students in grade XI of SMK PGRI 01 Semarang. The sampling technique used the simple random sampling technique. The data collection method used a questionnaire method that had been tested for validity and reliability. The data analysis employed path analysis and hypothesis testing methods. The results of this study indicate that entrepreneurial knowledge has a positive effect on entrepreneurial intention in class XI students of SMK PGRI 01 Semarang, as self-efficacy has a positive effect on entrepreneurial intention in class XI students of SMK PGRI 01 Semarang, entrepreneurial practice has a positive effect on entrepreneurial intention in class XI students of SMK PGRI 01 Semarang, self-efficacy has a positive effect on entrepreneurial intention through entrepreneurial practice, and there is a positive influence of entrepreneurial knowledge and self-efficacy through entrepreneurial practice on entrepreneurial intention in class XI students of SMK PGRI 01 Semarang. This study suggests that schools must optimize entrepreneurial development practices by evaluating existing entrepreneurial practice learning programs, ensuring that they align with the needs and interests of students, and providing knowledge and skills relevant to their field of expertise at SMK PGRI 01 Semarang.

Keywords

entrepreneurship practices; entrepreneurship knowledge; self-efficacy; entrepreneurial intention

I. Introduction

Government Regulation (PP) No. 19 of 2005 recognizes the importance of entrepreneurship as one of the educational goals in Vocational High Schools (SMK). The competency standards for SMK graduates aim to develop individuals who are ready for a career in the world of work and entrepreneurship and have the opportunity to continue their education at a higher level according to their respective vocational fields. The application of entrepreneurial characteristics in SMK can be done through entrepreneurship education.

Entrepreneurship education is a conscious effort made by individuals to increase their insight into entrepreneurship. According to Wibowo (2014), entrepreneurship education is an effort to apply the spirit and mentality of entrepreneurship either through educational institutions or through training, education, and other institutions. Entrepreneurship education in schools is not enough to equip students only with a myriad of theories but also to train various skills that can be applied in their socio-economic life.

Entrepreneurship education in vocational schools is often associated with entrepreneurial practices. Research by Sholikhah and Susilo (2019) states that it is very effective to form entrepreneurs through entrepreneurial practices; the existence of entrepreneurial practices in vocational schools will provide direct interaction between students and their environment so that they can form innovative, creative, responsible attitudes, and dare to take risks in entrepreneurship. One of the vocational schools that does this is SMK PGRI 01 Semarang. There are 2 majors: Institutional Financial Accounting (AKL) and Office Management and Business Services (MPLB).

SMK PGRI 01 Semarang has a structured entrepreneurship program and is highly committed to developing entrepreneurship education with various activities that focus on developing students' entrepreneurial skills. SMK has several activities that can encourage the active participation of students in entrepreneurship activities, such as bazaars and product marketing competitions. SMK PGRI 01 Semarang has good relations with various local industries that support students' entrepreneurial practices, and it has a diverse student population from various socio-economic backgrounds.

Vocational high schools (SMK) have a great opportunity to build an economic system by utilizing the development stage of adolescents and educating students to become entrepreneurs to create jobs and reduce unemployment. Therefore, SMK PGRI 01 Semarang continues to strive to increase students' entrepreneurial spirit by implementing learning and providing practical training. The existence of entrepreneurial practice at SMK PGRI 01 Se-

marang is a real manifestation of the theory of entrepreneurial learning students have received in the classroom. In other words, entrepreneurial practice is applying and maturing entrepreneurial learning.

The implementation of entrepreneurial practice in SMK, especially the MPLB and AKL departments, is the practice of making salted eggs from the manufacturing process to the marketing stage, the practice of making food/drink products that must later be marketed on social media, the practice of managing a canteen where the students themselves make the products, the practice of table manners carried out at the Ibis Semarang hotel, and the practice of making products from used materials that are changed to have a selling value, such as the practice of making doormats from unused cloth. This practice fosters students' intention to pursue entrepreneurship at SMK PGRI 01 Semarang.

Tracer study results for graduates of SMK PGRI 01 Semarang in the 2021/2022 academic year indicate that only 2% of students chose to become entrepreneurs. This figure is significantly lower than the 9% who continued to higher education and the 81% who entered the workforce. These statistics highlight a very low level of entrepreneurial interest among students at SMK PGRI 01 Semarang. This trend may be attributed to differing perceptions among students regarding what constitutes a promising opportunity, as some students prioritize immediate employment over pursuing entrepreneurship after graduation. According to Amalia (2020), the low number of young entrepreneurs is also influenced by the fact that many students engage in entrepreneurship merely to fulfill academic requirements, resulting in businesses that lack sustainability and long-term commitment.

Based on the interviews conducted by researchers at SMK PGRI 01 Semarang, obstacles were found in students' intentions in entrepreneurship. This is caused by several factors, such as many students who, after graduating from vocational school, are more enthusiastic about continuing to work and choose to continue to college rather than becoming entrepreneurs; students choose to work in their fields. The knowledge possessed by students about entrepreneurship is still limited. This includes a lack of understanding of business processes, business management, marketing strategies, and risk management. Many students feel insecure about their ability to start and manage their businesses. The lack of successful figures in entrepreneurship who can be used as role models can also contribute to the low intention of students to pursue entrepreneurship. Without inspiration from successful entrepreneurs, students find it challenging to find strong motivation to enter the world of entrepreneurship.

Wulan (2018) stated that the educational environment is the right place to foster an intention in entrepreneurship. So, schools are a potential place for students to foster their intention in entrepreneurship. The school environment is one of the closest environments

to students, likely to influence intention in entrepreneurship. The school environment can involve students in various activities or programs related to entrepreneurship to increase intention.

To explain the intention in entrepreneurship as an outcome in vocational schools, the theory used is about student engagement or Astin's I-E-O (Input, Output, Environment) theory. Astin's theory is a conceptual model for organizing and conducting studies on student development, and there is a direct correlation between student engagement in school and their success (Astin, 2014). The input is the student, and the outcome is the intention of entrepreneurship. The outcome is learning supported by the environment. The environment is entrepreneurial practice. Entrepreneurial practice is included in the environment because Astin's I-E-O theory views the environment as a component that involves various external factors that influence the learning process and individual development.

One factor that can increase intention in entrepreneurship is entrepreneurial knowledge. Entrepreneurial knowledge is needed to educate the next generation of the nation. Intention in entrepreneurship is also determined by psychological self-efficacy. Self-efficacy is an individual's belief in their ability to organize and complete a task to achieve specific results (Bandura, 1977). Self-efficacy in entrepreneurship refers to an individual's belief in their ability to carry out entrepreneurial activities so that someone with self-efficacy can develop creative and innovative ideas in carrying out entrepreneurial activities.

This study will address the issue of students' low interest in pursuing entrepreneurship at SMK PGRI 01 Semarang. To overcome this problem, researchers will involve entrepreneurial practices as a mediating variable measured using Astin's I-E-O (Input-Environment-Outcome) Involvement Theory. This theory will be used to see how involvement in entrepreneurial practices can mediate the relationship between entrepreneurial knowledge and students' self-efficacy toward their intention in entrepreneurship. Entrepreneurial practices are used as mediating variables because they provide students with direct experiences that can strengthen their understanding of entrepreneurship. Entrepreneurial practices can be a link that integrates entrepreneurial knowledge and self-efficacy with entrepreneurial interest. Therefore, the author intends to conduct a study entitled "The Influence of Entrepreneurial Practices in Mediating Entrepreneurial Knowledge and Self-Efficacy on Entrepreneurial Interests of Students of SMK PGRI 01 Semarang."

II. Method

This research uses a quantitative method with a causality research design to examine cause-and-effect relationships between variables. The research location is SMK PGRI 01 Semarang, located at Jalan Medoho Raya I No. 91 RT. 08 RW. 09, Gayamsari, Semarang City, Central Java Province, 51216. It was conducted in the even semester of the 2023/2024 academic year on students of the Institutional Financial Accounting (AKL) and Office Management and Business Services (MPLB). The population in this study consists of 150 students from the AKL and MPLB programs. The independent variables include entrepreneurial knowledge and self-efficacy, the dependent variables include students' entrepreneurial interest, and the mediating variable is entrepreneurial practice. This study uses a survey method with data collection in the form of questionnaires distributed via Google Forms. The data analysis techniques include descriptive statistical analysis, classical assumption tests, path analysis, and hypothesis testing.

III. Result and Discussion

Path Analysis

Path analysis aims to test whether the independent variable has a direct influence on the dependent variable and an indirect influence on the dependent variable through the intervening variable.

Table 1. Results of Correlation Analysis of Independent Variables Against Dependent Variables

Model Summary				
Model	R	R-squared	Adjusted R-Squared	Std. Error of the Estimate
1	.665a	.442	.435	4.14225
a. Predictors: (Constant), Self-Efficacy, Entrepreneurial Knowledge				

Source: IBM SPSS Statistic 24 Output

Based on the table 1, it can be seen that the R-squared value is 0.442, or equal to 44.2%.

Table 2. Results of Multiple Linear Regression Test of Independent Variables Against Dependent Variables

Model	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	12,759	3,065		4,163	,000
Entrepreneurial Knowledge	,248	,069	,289	3,588	,000
Self-Efficacy	,521	,095	,441	5,486	,000

a. Dependent Variable: Entrepreneurial Intention

Source: IBM SPSS Statistic 24 Output

The table above reveals that the multiple linear regression test yielded the following equation: The coefficient of the entrepreneurial knowledge variable (X1) is 0.289. The coefficient of the self-efficacy variable (X2) is 0.441.

Table 3. Results of Correlation Analysis of Independent Variables Against Intervening Variables

Model Summary				
Model	R	R-squared	Adjusted R-Squared	Std. Error of the Estimate
1	.734a	,538	,529	0.02117

a. Predictors: (Constant), Entrepreneurial Intention, Entrepreneurial Knowledge, Self-Efficacy

Source: IBM SPSS Statistic 24 Output

Based on the table above, it can be seen that the R-squared value is 0.538, or equal to 53.8%.

Table 4. Results of Multiple Linear Regression Test of Independent Variables Against Intervening Variables

Model	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	-,543	,057		-9,492	,000
Entrepreneurial Knowledge	,083	,018	,364	4,530	,000
Self-Efficacy	,040	,020	,173	2,026	,045
Entrepreneurial Intention	,072	,019	,298	3,813	,000

a. Dependent Variable: Entrepreneurial Practice

Source: IBM SPSS Statistic 24 Output

Based on the results of the multiple linear regression test in the table above, the following equation is obtained: The regression coefficient of the entrepreneurial knowledge variable (X1) is 0.364. The coefficient of the self-efficacy variable (X2) is 0.173. The coefficient of the entrepreneurial intention variable (Y) is 0.298.

Hypothesis Confirmation

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

Table 5. Results of Partial Statistical Tests on Entrepreneurial Interest

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12,759	3,065		4,163	,000
Entrepreneurial Knowledge	,248	,069	,289	3,588	,000
Self-Efficacy	,521	,095	,441	5,486	,000

a. Dependent Variable: Minat Berwirausaha

Source: IBM SPSS Statistic 24 Output

Based on the table above, the entrepreneurial knowledge variable has a sig value of 0.000, and the self-efficacy variable has a sig value of 0.000 when compared to $\alpha = 0.05$ ($0.000 < 0.05$).

Table 6. Results of Partial Statistical Tests on Entrepreneurial Practice Involvement

Model	Coefficients		Beta	t	Sig.
	Unstandardized Coefficients	Std. Error			
1 (Constant)	-,543	,057		-9,492	,000
Entrepreneurs knowledge	,083	,018	,364	4,530	,000
Self-Efficacy	,040	,020	,173	2,026	,045
Entrepreneurs intention	,072	,019	,298	3,813	,000

a. Dependent Variable: Entrepreneurial Practice

Source: IBM SPSS Statistic 24 Output

The results of the partial statistical test above can be interpreted as follows: The regression coefficient of the entrepreneurial knowledge variable (X1) is 0.364. The coefficient of the self-efficacy variable (X2) is 0.173. The coefficient of the entrepreneurial intention variable (Y) is 0.298. The value e_2 of 0.6797 is an entrepreneurial practice (Z) that cannot be

explained by entrepreneurial knowledge (X1), self-efficacy (X2), and entrepreneurial intention (Y). This finding shows that H5, the significant influence of entrepreneurial practice in mediating entrepreneurial knowledge and self-efficacy on entrepreneurial intention of 0.6797, is accepted.

Sobel Test

The Sobel test aims to test the extent to which the independent variable directly and indirectly influences the dependent variable through the mediating variable (Ghozali, 2018).

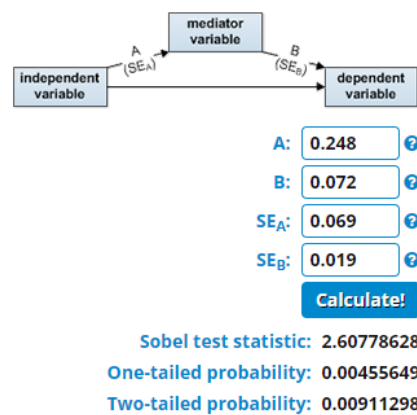


Figure 1. Sobel Test Results for Mediation Analysis

Based on the results obtained, the calculated t-value is 2.60778628. This value is greater than the t-table significance of 0.05, which is 1.655.

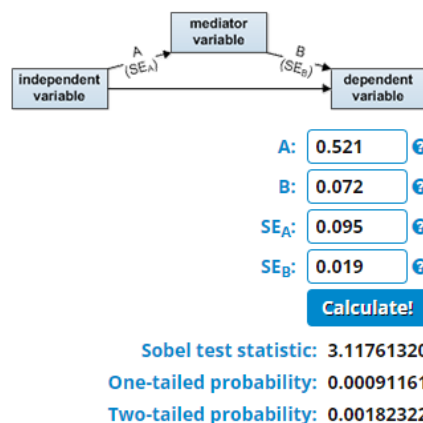


Figure 2. Sobel Test Results for Mediation Analysis

Based on the calculation results, the t-value is 3.11761320. This value is greater than the t-table significance of 0.05, which is 1.655. This outcome shows that H4 entrepreneurial

practices can mediate the influence of self-efficacy on entrepreneurial intention in SMK PGRI 01 Semarang students.

Discussion

The results of this research are relevant to Astin's theory, which states the importance of the relationship between students' personal goals and learning experiences. Entrepreneurship programs in the vocational high school curriculum can help students see the relevance between their personal interests and goals and the world of business and entrepreneurship. When students feel that their interests and goals are connected to entrepreneurship, they are more likely to explore and develop them.

Ayu (2023) shows that students have a high level of entrepreneurial knowledge, which is measured using four indicators, and all indicators are in the high category. Noviantoro (2017) stated that entrepreneurial knowledge is related to a person's ability to remember, learn, and apply information processed by the brain so that it can motivate oneself to do entrepreneurship. Entrepreneurial knowledge can also be obtained through the exchange of ideas.

These results indicate that the subjects related to entrepreneurial knowledge, which were obtained by class XI students of SMK PGRI 01 Semarang, can stimulate their enthusiasm and desire to become entrepreneurs. The results of this research are supported by previous research from Nabilah et al. (2022) and Purwasih (2022), which stated that entrepreneurial knowledge has a positive and significant influence on entrepreneurial interest. Providing theories about entrepreneurship can benefit class XI students of SMK PGRI 01 Semarang in expanding their knowledge and understanding of entrepreneurship.

This study's results align with research conducted by Ambarsari and Sumiati (2016), which states that entrepreneurial practices have a significant effect on entrepreneurial interest. Research by Maimuna et al. (2023) states that there is an influence between entrepreneurial practices in schools and students' entrepreneurial interests. The results align with the research conducted by Maya and Sihartono (2019), which states that self-efficacy has a positive and significant influence on entrepreneurial intention through entrepreneurial practices. In addition, research conducted by Indriyani and Subowo (2019) states that entrepreneurial knowledge positively and significantly influences entrepreneurial intention through self-efficacy. Research conducted by Mustofa (2014) shows that self-efficacy positively and significantly influences entrepreneurial intention.

Astin's theory explains the importance of active learning experiences in forming meaningful educational experiences for students. Entrepreneurial practices provide opportunities

for students to learn through direct experience, solve real problems, and develop practical skills in a business context. These experiences can strengthen students' entrepreneurial knowledge and help them build self-efficacy and their ability to succeed in entrepreneurship. Thus, entrepreneurial practices can mediate between students' entrepreneurial knowledge, self-efficacy, and entrepreneurial intention by supporting active learning experiences, motivation, and social support per the principles of Astin Theory.

The results of this research are in accordance with the results of previous research conducted by Yuliarto (2017), which stated that there is a positive and significant influence of entrepreneurial learning and entrepreneurial practices on entrepreneurial interest. Research conducted by Atiningsih and Kristanto (2020) stated that entrepreneurial knowledge positively and significantly affects entrepreneurial intention through self-efficacy. In addition, research conducted by Afinda (2024) stated that there is an influence between entrepreneurial knowledge and entrepreneurial intention through self-efficacy.

IV. Conclusion

Based on the results of the study, it can be concluded that this study found that entrepreneurial knowledge has a positive and significant effect on entrepreneurial intention in class XI students of SMK PGRI 01, as well as self-efficacy has a positive and significant effect on entrepreneurial Intention in class XI students of SMK PGRI 01 Semarang, entrepreneurial practice has a positive and significant effect on entrepreneurial intention in class XI students of SMK PGRI 01 Semarang, self-efficacy has a positive and significant effect on entrepreneurial intention through entrepreneurial practice, then there is a positive and significant effect of entrepreneurial practice in mediating entrepreneurial knowledge and self-efficacy on entrepreneurial intention in class XI students of SMK PGRI 01 Semarang. This practical experience can strengthen students' beliefs in their ability to succeed in an entrepreneurial context, which can increase their intention to pursue an entrepreneurial career. Thus, it shows that entrepreneurial practice provides practical knowledge and significantly influences students' self-efficacy, both of which play a role in shaping students' intention to engage in entrepreneurial activities in the future.

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