



The Effect of Entrepreneurship Education, Personality, and the Role of Parents Through Self Efficacy on Interest in Entrepreneurship

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Abstract

This study aimed to determine the effect of entrepreneurship education, personality, and the role of parents through self efficacy towards the interest in entrepreneurship. The population in this study were all students of class XI of SMK PGRI Bora 2017/2018 academic year totaling 127 students. This study used a saturated sample technique using the population as a study sample. Methods of collecting data used a questionnaire. The data analysis method used descriptive statistical analysis and path analysis. The results showed that (1) Entrepreneurship education, personality, self-efficacy had a positive and significant effect on the interest in entrepreneurship, but not with the role of parents who did not positively and significantly affect the interest in entrepreneurship (2) Entrepreneurship education, personality, and parental roles had a positive and significant effect on self efficacy (3) Self efficacy positively and significantly mediated entrepreneurship education, personality, and the role of parents in the interest in entrepreneurship.

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INTRODUCTION

Indonesia is one of the developing countries. Every year the population of Indonesia is increasing and job seekers are increasing. It is more difficult for the Indonesian people to find jobs; this can lead to an increasing number of unemployed people. The amount of competition among job seekers is not proportional to the number of jobs available. Based on data from the Central Statistics Agency (BPS) the number of unemployed in 2017 was 7,040,323 and an increase of 8,548 compared to 2016 which was 7,031,775. In the category of SMK graduates occupying the second highest number of unemployed at 1,621,402 people (accessed from www.bps.go.id).

One of the efforts made to reduce the number of unemployed is the Government of Indonesia to increase the number of Vocational High Schools (SMK) which aims to create a middle-class workforce. Vocational High Schools are expected to be able to produce graduates who are ready to enter the world of work. In addition, the mindset of SMK graduates must be changed from those who are still fixated on looking for work to creating their own jobs. One of the steps is to improve the quality of human resources in creating jobs or entrepreneurship. An entrepreneur is someone who creates a new business by taking risks and uncertainties in order to achieve profit and growth by identifying significant opportunities and combining the necessary resources so that those resources can be capitalized (Zimmerer, et al, 2008: 4). So that with entrepreneurship a person can work independently and help the government in overcoming unemployment, because doing entrepreneurship means that person can open up jobs for other people.

Vocational High School (SMK) is a formal education unit that organizes vocational education at the secondary education level. Vocational education aims to prepare students to become productive human beings, able to work independently and fill existing job vacan-

cies in accordance with the competencies and skill programs chosen so that after graduation students are expected to be entrepreneurs and can create jobs. Therefore, at school's equivalent to SMK are also given education about entrepreneurship.

A country will develop and have a stable economy if the population in a country who becomes an entrepreneur is at least 2% of the total population (Melyana, et al, 2015). According to the Minister of Manpower M Hanif revealed that the number of entrepreneurs in Indonesia in 2016 was 3.1% and increased in 2017 by 3.4% of the total Indonesian population as a whole. Although the number of entrepreneurs in Indonesia has increased and exceeds the international standard of 2%, this number is still far behind when compared to entrepreneurs in Malaysia which have reached 5%, Thailand 4%, Singapore 7%, China 10%, and Japan 11% of the total residents (accessed from www.republika.co.id).

The phenomenon of the low interest in entrepreneurship among the Indonesian population has become a serious thought for various parties, both the government, the world of education, the industrial world, and the community. Based on the results of an interview with Mr. Ilham as a BK teacher at SMK PGRI Blora, this condition also occurs in SMK PGRI Blora, where there are still few graduates of entrepreneurial students. They prefer to work for other people, such as working in companies or continuing to college. In addition, the problems faced by students in starting entrepreneurship are limited funds or capital, considering that running a business requires no small amount of money. Factors in themselves such as confidence also make those who have started entrepreneurship quit their professions by working in companies, because they are affected by their friends and lack of confidence to be successful in the field of entrepreneurship. So that graduates who choose to become entrepreneurs are usually because they continue the business owned by their parents.

Based on Table 1, it shows that the en-

Table 1. Search Data for Entrepreneurial PGRI Blora Vocational School Graduates

Expertise Program	School Year					
	2014-2015			2016-2017		
	Number of Graduates	Business	%	Number of Graduates	Business	%
Office Administration	40	2	5%	51	2	3.92%
Accountancy	17	1	5.88%	29	1	3.44%
Fashion	24	1	4.16%	25	2	8%
Amount	81	4	4.93%	105	5	4.76%

Source: Primary data processed, 2020

entrepreneurial readiness of students at SMK PGRI Blora is still relatively low. In the 2014/2015 academic year, the results showed that there were 4 entrepreneurial graduates or 4.93%. In the 2016/2017 academic year, the results showed that there were 5 entrepreneurial graduates or 4.76% of the total 105 graduates.

Interest has a very important role in a person and has an impact on attitudes and behavior. According to Slameto (2010: 180) interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling. Meanwhile, according to Shah (2008:136) interest means a high tendency and excitement or a great desire for something. Students who have an interest in something, he will tend to have an interest in learning what he is interested in without coercion from others. Interest will affect a person's actual actions or activities and when they see that something will be beneficial, they will be interested. The greater a person's interest in something, the more effort a person will make to get what he wants.

Interest in entrepreneurship arises because of the factors that affect it. According to Aprilia, et al (2012) the emergence of a person's interest in entrepreneurship is affected by internal factors and external factors. Internal factors are factors that come from entrepreneurs which include personality and motivation. External factors are factors that come from outside the entrepreneur which include

family encouragement, environment and association as well as the school environment. According to Suryana (2014:98) the factors that affect a person's desire to become an entrepreneur are personal factors and environmental factors. Personal factors are such as drive for achievement, strong commitment, personal values, education and experience (internalized), while environmental factors are such as opportunities, role models, and activities.

Entrepreneurship education has a role to foster interest in entrepreneurship. According to Sari and Setiyani (2017) entrepreneurship education is deemed necessary to produce human resources who as a whole have the understanding and skills as an entrepreneur. In relation to entrepreneurship education, creative thinking skills are indispensable for the sustainability of a business. Entrepreneurship education received can come from formal, non-formal, or informal education channels. Formal education is obtained through entrepreneurship subjects obtained from schools. Non-formal education is obtained through entrepreneurship activities outside of class hours such as training and seminars on entrepreneurship. Informal education is obtained through the environment,

This is supported by previous studies conducted by Lestari and Wijaya (2012) which state that entrepreneurship education had a significant effect on students' interest in entrepreneurship at STIE MDP, STMIK MDP, and STIE MUSI. Research conducted

by Farida and Nurkhin (2016) that there was a positive effect of entrepreneurship education on the interest in entrepreneurship in class XI students of the accounting expertise program at SMK Negeri 9 Semarang in the 2014/2015 academic year.

Personality is a character possessed by a person, where one individual with another has a different personality. Personality is a characteristic or style that a person has and comes from formations received from the environment (Sjarkawi, 2008:11). A person's personality is very unique, this can attract others to be interested, sympathetic, or amazed at him. According to Suryana (2014:48) entrepreneurial personality is reflected in creativity, discipline, self-confidence, courage in taking risks, and strong drive and will. So having a strong personality will make someone interested in entrepreneurship.

This is supported by previous research from Aprilianty (2012) which states that personality had a positive and significant affect on the entrepreneurial interest of students in the Agriculture Clump Vocational School in the Special Region of Yogyakarta. In addition, research conducted by Safitri and Rustiana (2016) states that personality had a positive effect on entrepreneurial interest in class X students majoring in marketing at SMK Negeri 2 Magelang.

Parents have a big role in the future of their children. Factors that can affect interest in entrepreneurship can come from family factors in the form of parenting provided by the family, because each parent has a different way of educating. According to Ihsan (2008:17), the task of the family is to lay the foundations for the next child's development, so that children can develop well. In addition, Yusuf (2009:37) says that the care of parents who are full of love and education about the values of life, both religious and socio-cultural, is a very conducive factor to prepare children to become healthy individuals and members of society. Children will tend to imitate the habits of their parents. Family economic status can also be a factor in doing entrepre-

neurship. Likewise, when children are interested in entrepreneurship, it is because their parents are also entrepreneurs. Children will enjoy entrepreneurship if there is support and motivation from parents.

Based on the results of previous research conducted by Mutmainah (2014) stated that the role of parents affects the entrepreneurial interest of class XII students of Accounting Skills Competence at SMK Negeri 2 Semarang in the 2013/2014 academic year. Meanwhile, research from Periera, et al (2017) stated that there was a positive and significant relationship between parental support and children's interest in entrepreneurship in students of SMK Strada Koja, North Jakarta.

In addition, another factor that can affect students' interest in entrepreneurship is self-efficacy, because opening a business requires confidence in their abilities that the business to be run can be successful so as to motivate someone to dare to start a business. According to Salkind (2009: 288) self-efficacy is a belief in one's own ability to organize and mobilize the sources of action needed in managing future situations. Meanwhile, according to Bandura in Lunenburg (2011) self-efficacy is a person's belief that he is able to perform a task successfully. Doubt and fear of failure make students unprepared to face the obstacles. The doubts and fears of failure that students have cause the confidence in the abilities of students that they will succeed in entrepreneurship to be low. The belief in the ability of an individual that he will be successful in performing a task is called self-efficacy, so that in entrepreneurship, of course, it will require self-efficacy.

This is supported by previous research from Marini and Hamidah (2014) which states that self-efficacy had a positive and significant effect on interest in entrepreneurship by 27.3%, meanwhile, research from Farida and Nurkhin (2016) states that there was a positive effect of self-efficacy on entrepreneurial interest by 16.81%. In this study, self-efficacy is an intervening variable that will strengthen the effect of entrepreneurship education, personal-

ity, and the role of parents on entrepreneurial interest.

The purpose of this study is to determine and analyze the effect of entrepreneurship education, personality, parental role, and self-efficacy on interest in entrepreneurship, to identify and analyze the effect of entrepreneurship education, personality, and parental role on self-efficacy, and to identify and analyze the effect of entrepreneurship education, personality, and the role of parents through self-efficacy towards entrepreneurial interest.

METHODS

This research is a quantitative research. The population in this study were students of class XI SMK PGRI Blora for the academic year 2017/2018, totaling 127 students. The sample used in this study was a saturated sample using all members of the population as a sample. The variables in this study were entrepreneurship education (X1), personality (X2), and the role of parents (X3) as independent variables, Self-efficacy (X4) as an intervening variable, Interest in entrepreneurship (Y) as the dependent variable. The data collection technique used a questionnaire technique. The data analysis technique used descriptive statistical analysis and path analysis.

RESULTS AND DISCUSSION

Descriptive statistical analysis aims to describe each variable in general. The results of the descriptive statistical analysis of this study were calculated by looking for the interval, so that the criteria for the variables of interest in entrepreneurship (Y), entrepreneurial education (X1), personality (X2), parental roles (X3), and self-efficacy (X4) were obtained.

Analysis of results used path analysis on variable interest in entrepreneurship (Y), entrepreneurship education (X1), personality (X2), parental role (X3), and self-efficacy (X4) as intervening variables.

Based on Table 2, it shows that 46 students (36.2%) had a very high interest in ent-

repreneurship, 70 students (55.1%) had a high interest high enough interest in entrepreneurship. Based on the data above, it can be concluded that in general the entrepreneurship interest of 127 class XI students of SMK PGRI Blora was in high criteria with an average value of 48.36.

Table 2. Descriptive Statistical Analysis of Entrepreneurial Interest Variables

No	Score Interval	Category	F	%
1.	50.4-60	Very high	46	36.2%
2.	40.8-50.3	Tall	70	55.1%
3.	31.2-40.7	High enough	11	8.7%
4.	21.6-31.1	Low	0	0%
5.	12-21.5	Very low	0	0%
Amount			127	100%
Average			48.36	
Criteria			High	

Source: Primary data processed, 2020

Table 3. Descriptive Statistical Analysis of Entrepreneurial Education Variables

No	Score Interval	Category	F	%
1.	50.4-60	Very high	45	35.4%
2.	40.8-50.3	Tall	68	53.5%
3.	31.2-40.7	High enough	14	11%
4.	21.6-31.1	Low	0	0%
5.	12-21.5	Very low	0	0%
Amount			127	100%
Average			47.98	
Criteria			High	

Source: Primary data processed, 2020

Based on Table 3, it shows that 45 students (35.4%) had a very high entrepreneur-

ship education, 68 students (53.5%) had a high entrepreneurship education, 14 students (11%) ha a high enough entrepreneurship education. Based on the data above, it can be concluded that in general the entrepreneurship education of 127 class XI students of SMK PGRI Blora was in high criteria with an average score of 47.98.

Table 4. Descriptive Statistical Analysis of Personality Variables

No	Score Interval	Category	F	%
1.	63-75	Very high	40	31.5%
2.	51-62	Tall	77	60.6%
3.	39-50	High enough	10	7.9%
4.	27-38	Low	0	0%
5.	15-26	Very low	0	0%
Amount			127	100%
Average			59.52	
Criteria			High	

Source: Primary data processed, 2020

Based on Table 4, it shows that 40 students (31.5%) had a very high personality, 77 students (60.6%) had a high personality, 10 students (7.9%) ha a high enough personality. Based on the data above, it can be concluded that in general the personality of 127 class XI students of SMK PGRI Blora was in high criteria with an average score of 59.52.

Based on Table 5, it shows that 81 students (63.8%) had a very high parental role, 44 students (34.6%) had a high parental role, 2 students (1.6%) had a high enough parental role. Based on the data above, it can be concluded that in general the role of parents of 127 class XI students at SMK PGRI Blora was very high with an average score of 47.87.

Based on Table 6, it shows that 55 students (43.3%) had very high self-efficacy, 66 students (52%) had high self-efficacy, 6 students (4.7%) have high enough self-efficacy. Based on the data above, it can be concluded that in general the self-efficacy of 127 class XI

Table 5. Descriptive Statistical Analysis of Parents' Role Variables

No	Score Interval	Category	F	%
1.	46.2-55	Very high	81	63.8%
2.	37.4-46.1	Tall	44	34.6%
3.	28.6-37.3	High enough	2	1.6%
4.	19.8-28.5	Low	0	0%
5.	11-19.7	Very low	0	0%
Amount			127	100%
Average			47.87	
Criteria			Very high	

Source: Primary data processed, 2020

Table 6. Descriptive Statistical Analysis of Self Efficacy Variables

No	Score Interval	Category	F	%
1.	46.2-55	Very high	55	43.3%
2.	37.4-46.1	Tall	66	52%
3.	28.6-37.3	High enough	6	4.7%
4.	19.8-28.5	Low	0	0%
5.	11-19.7	Very low	0	0%
Amount			127	100%
Average			45.74	
Criteria			High	

Source: Primary data processed, 2020

students of SMK PGRI Blora was in high criteria with an average value of 45.74.

Hypothesis testing in this study used a partial test (t) and path analysis. The partial test (t) showed how far the effect of an independent variable individually in explaining the variation of the dependent variable (Ghozali, 2013:64). The t-test was done by looking at the significance, if sig. < 0.05 or tcount > ttable then Ha is accepted, whereas if sig. > 0.05 or tcount < ttable then Ha is rejected.

Table 7. Partial Test Results (t-test) of Interest in Entrepreneurship as Dependent Variable

Variable	Unstd Coef		Std Coef Beta	t	Sig.
	B	Std. Error			
(Constant)	10,482	4,907		2,136	0.035
Entrepreneurship education	,204	,085	,200	2,410	0.017

Source: Primary data processed, 2020

The Effect of Entrepreneurship Education on Interest in Entrepreneurship (H1)

Based on the results of the partial test (t-test) in Table 7, it shows that the variable of entrepreneurship education on interest in entrepreneurship with a significance value of $0.017 < 0.05$. So it can be concluded that H1 which states "there is a positive and significant effect between entrepreneurship education on the interest in entrepreneurship of class XI students of SMK PGRI Blora" was accepted.

The results of this study were strengthened by the study of relevant theories and research. The Theory of Planned Behavior (TPB) according to Ajzen and Fishbein (1980) in Jogiyanto (2008:31) stated that the decision to display certain behaviors is the result of a rational process that is directed at a certain goal and follows a sequence of thinking. This process is an education that students receive when studying entrepreneurship education, because obtaining entrepreneurship education can make students more aware of knowledge and better ways to become entrepreneurs.

This was supported by previous research conducted by Farida and Nurkhin (2016) which stated that the effect of entrepreneurship education had an effect on interest in entrepreneurship by 6.05%. In addition, research conducted by Safitri and Rustiana (2016) also

stated that there was a positive and significant effect between entrepreneurship education on interest in entrepreneurship.

Entrepreneurship education is an important element in supporting the success of a business. Entrepreneurship education will provide provisions in the form of knowledge and skills needed by an entrepreneur in starting and running a business. In the opinion of Atmaja and Margunani (2016) that with this entrepreneurship education, it can make it easier for someone to know and understand entrepreneurial theories which can later be used if they have the desire to open a business. In addition, Alma (2011:16) stated that many entrepreneurial skills and skills are obtained from entrepreneurship education so that entrepreneurship education is very important given to students in order to support students' interest in becoming entrepreneurs.

The Effect of Personality on Interest in Entrepreneurship (H2)

Based on the results of the partial test (t-test) in Table 8, it shows that the personality variable on the interest in entrepreneurship with a significance value of $0.007 < 0.05$. So it can be concluded that H2 which states "there is a positive and significant effect between personality and interest in entrepreneurship in

Table 8. Partial Test Results (t-test) of Interest in Entrepreneurship as Dependent Variable

Variabel	Unstd Coef		Std Coef Beta	t	Sig.
	B	Std. Error			
(Constant)	10,482	4,907		2,136	,035
Personality	,196	,072	,235	2,721	,007

Source: Primary data processed, 2020

class XI SMK PGRI Blora” was accepted.

In the Theory of Planned Behavior according to Ajzen (2005) things that affect interest include personal or individual consisting of general attitudes, personality, emotional values, and intelligence. Personality is a characteristic or style possessed by each individual. Each individual has a different personality from one individual to another. Personality is related to the process of choosing one’s career, including becoming an entrepreneur. According to Holland which is translated by Sukardi (2004:7) a person will feel comfortable at work if the work is in accordance with the personality.

This is reinforced by research conducted by Hidayat and Thomas (2017) where in their research personality had a positive and significant effect on entrepreneurship interest in class students. XI Business Management SMK N 1 Purbalingga. In addition, research conducted by Aprilianty (2012) also stated that personality had a positive and significant effect on the entrepreneurial interest of students at the Agriculture Clump Vocational School in the Special Region of Yogyakarta.

The better the student’s personality will be accompanied by an increased interest in entrepreneurship. This is in accordance with the opinion of Alma (2011: 9) that one of the factors that play a role in encouraging someone to open a business is a personal factor (personality). According to Slamet, et al (2014: 3) that stated having a desire to take responsibility, being confident, and energetic are a number of personality characteristics that entrepreneurs must have. According to Hidayat and Thomas (2017) students who have a desire to

take high responsibility will also have a high effect on interest in entrepreneurship. Conversely, students who have a low sense of responsibility will affect low interest in entrepreneurship, because the desire to take responsibility is one of the personality characteristics that entrepreneurs must have.

The Effect of Parents’ Roles on Interest in Entrepreneurship (H3)

Based on the results of the partial test (t test) in Table 9, it shows that the variable of the role of parents on the interest in entrepreneurship with a significance value of $0.200 > 0.05$. So it can be concluded that H3 which states “there is a positive and significant effect between the role of parents on the interest in entrepreneurship of class XI students of SMK PGRI Blora” was rejected.

Research conducted by Batubara (2017) which stated that family background did not affect the entrepreneurial interest of students of the Faculty of Economics, University of Muhammadiyah Pontianak. In addition, research from Wulandari (2013) stated that there was no effect of parents’ socioeconomic status on the entrepreneurial interest of students in the Economic Education Study Program, Faculty of Teacher Training and Education, Tanjungpura University, Pontianak.

This is because parents provide support to children, especially in terms of meeting needs such as education, health, and others. Parenting provided by parents is one of the most important parts in building character in children. Not all parents support their children to become entrepreneurs, because parents will be prouder if after graduating

Table 9. Partial Test Results (t-test) of Interest in Entrepreneurship as Dependent Variable

Variable	Unstd Coef		Std Coef Beta	t	Sig.
	B	Std. Error			
(Constant)	10,482	4,907		2,136	0.035
The role of parents	-,124	,096	-,106	-1,289	,200

Source: Primary data processed, 2020

Table 10. Partial Test Results (t-test) of Interest in Entrepreneurship as Dependent Variable

Variable	Unstd Coef		Std Coef Beta	t	Sig.
	B	Std. Error			
(Constant)	10,482	4,907		2,136	0.035
Self efficacy	,488	,100	,414	4,871	,000

Source: Primary data processed, 2020

from school their children are able to become civil servants or private employees in companies, because it has a relatively smaller risk than being an entrepreneur. This is in accordance with the opinion of Maulida and Nurkhin (2017) that families who are less supportive of entrepreneurship and expect their children to become employees will reduce their enthusiasm to become entrepreneurs.

The Effect of Self Efficacy on Interest in Entrepreneurship (H4)

Based on the results of the partial test (t test) in Table 10, it shows that the self-efficacy variable on the interest in entrepreneurship with a significance value of $0.000 < 0.05$. So, it can be concluded that H4 which states "there is a positive and significant effect between self-efficacy on the interest in entrepreneurship of class XI students of SMK PGRI Blora" was accepted.

The theory of planned behavior according to ajzen (1988) in jogiyanto (2008:62) states that the factors that effect interest are perceived behavioral control. Perceived behavioral control is divided into two components, namely self-efficacy and controllability. Self-efficacy is an individual's perception of the ease or difficulty in performing a behavior or belief in one's own ability to do so (ajzen in jogiyanto, 2008:72). Students must have confidence that comes from within themselves to take an action.

This is reinforced by research conducted by Marini and Hamidah (2014) which stated that there was a positive and significant effect between self-efficacy and interest in entrepreneurship by 27.3%. in addition, research conducted by farida and nurkhin (2016) showed

that there was an effect of self-efficacy on interest in entrepreneurship by 16.81%.

Self efficacy is related to the belief that he has the expected action ability. Entrepreneurship is an activity that has many challenges and risks, so someone who has high self-efficacy may have an interest in entrepreneurship. This is in accordance with the opinion of wiyanto (2014) that the stronger the belief, the more likely it is for the individual to devote all his energy and thoughts on an ongoing basis to achieve his goals. A person to be successful, he must not only have the required skills, but also a strong self-confidence in the abilities possessed to achieve the desired goals. Therefore, a successful entrepreneur is an independent and confident entrepreneur. The higher the level of self-efficacy of students in doing a business, the higher their interest in entrepreneurship.

The Effect of Entrepreneurship Education On Self Efficacy (H5)

Based on the results of the partial test (t test) in table 11, it shows that the entrepreneurial education variable on self-efficacy with a significance value of $0.028 < 0.05$. so it can be concluded that h5 which states "there is a positive and significant effect between entrepreneurship education on the self-efficacy of class xi students at smk PGRI blora" was accepted.

On social cognitive theory according to Bandura in Cervone and Pervin (2012:219) argued that people are at least partially in control. Their ability to think gives them the ability to motivate and direct their actions. Social cognitive theory is a theory of human agency, namely a theory of psychological systems that

Tabel 11. Partial Test Results (t-test) of Self Efficacy as Dependent Variable

Variabel	Unstd Coef		Std Coef Beta	t	Sig.
	B	Std. Error			
(Constant)	13,641	4,238		3,219	,002
Entrepreneurship Education	,166	,075	,192	2,229	,028

Source: Primary data processed, 2020

allows people to play an active role in the process of their own development. Entrepreneurship education carried out in schools can be in the form of giving entrepreneurship practice assignments to students.

According to Suherman (2008:22) entrepreneurship education is a kind of education that teaches people to be able to create their own business activities. Entrepreneurship education is better done with practice, because in addition to knowing the theory, students also do it directly. Therefore, self-efficacy is very useful if it is supported by good entrepreneurship education. This is in line with the opinion of Yan-ling Peng (2015) which suggests that the strong impact of self-efficacy on interest in entrepreneurship is that it requires more effective entrepreneurship education and training to improve their performance in performing specific tasks and their role as an entrepreneur.

The Effect of Personality on Self Efficacy (H6)

Based on the results of the partial test (t test) in Table 12, it shows that the personality variable on self-efficacy with a significance value of $0.017 < 0.05$. So it can be concluded that H6 which states "there is a positive and significant effect between personality on the self-

efficacy of class XI students of SMK PGRI Blora" was accepted.

The Theory of Planned Behavior (TPB) according to Ajzen (1988) Jogiyanto (2008:62) states that the factors that effect interest are perceived behavioral control. Perceived behavioral control is divided into two components, namely self-efficacy and controllability. Self efficacy is an individual's perception of the ease or difficulty in performing a behavior or belief in one's own ability to do so (Ajzen in Jogiyanto, 2008:72).

According to Sjarkawi (2008:11) personality is a characteristic, or style that a person has and comes from formations received from the environment. Students must have a good personality so that good behavior will be formed. So with a good personality, they will have good behavior in their business and have a strong belief in themselves. The higher the entrepreneurial personality potential of students, the higher their self-efficacy. So that self-efficacy is very useful if it is supported by a good personality.

The Effect of Parents' Role on Self Efficacy (H7)

Based on the results of the partial test (t test) in Table 13, it shows that the parental role

Tabel 12. Partial Test Results (t-test) of Self Efficacy as Dependent Variable

Variabel	Unstd Coef		Std Coef Beta	t	Sig.
	B	Std. Error			
(Constant)	13,641	4,238		3,219	,002
Personality	,154	,063	,217	2,429	,017

Source: Primary data processed, 2020

Table 13. Partial Test Results (t) Self Efficacy as Dependent Variable

Variable	Unstd Coef		Std Coef Beta	t	Sig.
	B	Std. Error			
(Constant)	13,641	4,238		3,219	,002
The role of parents	,313	,082	,316	3,833	,000

Source: Primary data processed, 2020

variable on self-efficacy with a significance value of $0.000 < 0.05$. So it can be concluded that H7 which states "there is a positive and significant effect between the role of parents on the self-efficacy of class XI students at SMK PGRI Blora" was accepted.

The Theory of Planned Behavior according to Ajzen and Fishbein (1980) in Jogiyanto (2008:31) states that the decision to display certain behaviors is the result of a rational process that is directed at one particular goal and follows a sequence of thinking. The role of parents greatly affects the child to do a business, but if the child does not have the confidence to do the business then the child will not do it.

The role of parents is one of the factors that affect a person's growth and development in his life. The education provided by parents in the family will always affect the development of the child's character, character, and personality. Parents who have provided ma-

terial and non-material support will foster a spirit of courage and high self-confidence in children. According to Shittu and Dosunmu (2014), they stated the importance of the family as a source of role models because positive experiences from family backgrounds have a significant impact on self-efficacy. Parents who have provided material and non-material support will foster a spirit of courage and high self-confidence in children. If parents support their children in doing something, the interest and confidence will grow in the child to do this business. So, it can be concluded that the better the role of parents towards students, the more self-efficacy possessed by these students will increase.

Testing the effect of mediating variables in this study used path analysis. There are 2 path analysis regressions in this study.

First, the regression of entrepreneurship education, personality, role of parents, and

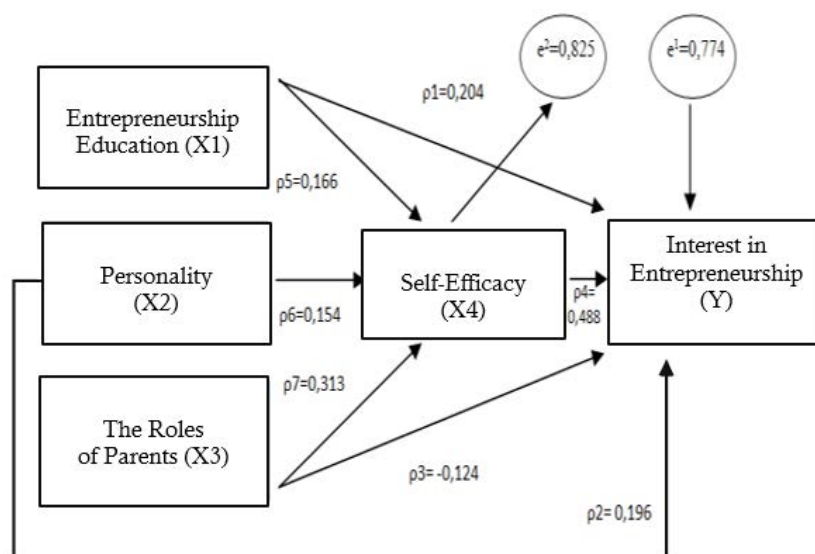


Figure 1. Path Analysis Model (Path Analysis)

Source: Primary data processed, 2020

self-efficacy on interest in entrepreneurship, with the formula:

$$Y = + 1X_1 + 2X_2 + 3X_3 + 4X_4 + e_1$$

The regression equation is as follows:

$$Y = 10.482 + 0.204 X_1 + 0.196 X_2 - 0.124 X_3 + 0.488 + e_1$$

$$\text{Value } e_1 = (\sqrt{(1-R^2)}) = = 0.774\sqrt{(1-0,401)} \\ \sqrt{0,599}$$

So that the regression obtained:

$$Y = 10.482 + 0.204 X_1 + 0.196 X_2 - 0.124 X_3 + 0.488 + 0.774$$

Second, regression of entrepreneurship education, personality, and the role of parents on self-efficacy, with the formula:

$$X_4 = + 1X_1 + 2X_2 + 3X_3 + e_2$$

The regression equation is as follows:

$$X_4 = 13,641 + 0.166 X_1 + 0.154 X_2 + 0.313 X_3 + e_2$$

$$\text{Value } e_2 = (\sqrt{(1-R^2)}) = = 0.825\sqrt{(1-0,320)} \\ \sqrt{0,680}$$

So that the regression obtained:

$$X_4 = 13,641 + 0.166 X_1 + 0.154 X_2 + 0.313 X_3 + 0.825$$

The Effect of Entrepreneurship Education on Interest in Entrepreneurship through Self Efficacy (H8)

Based on the path analysis in Figure 1., it produces that the total effect of entrepreneurship education on interest in entrepreneurship through self efficacy = 1 + (5 x 4). The direct effect of entrepreneurship education on interest in entrepreneurship was 0.204. The magnitude of the indirect effect of entrepreneurship education was 0.166 x 0.488 = 0.081. So the total indirect effect of entrepreneurship education was 0.204 + 0.081 = 0.285.

Sobel calculations in this research hypothesis are:

$$\text{Direct effect} = 0.204$$

$$\text{Indirect effect} = 0.166 \times 0.488 = 0.081$$

$$\text{Total effect} = 0.204 + 0.081 = 0.285$$

$$\text{Sat} = \sqrt{(b^2 Sa^2 + a^2 Sb^2 + Sa^2 Sb^2)}$$

$$\text{Sat} = \sqrt{((0,081)^2 \cdot (0,075)^2 + (0,204)^2 \cdot (0,100)^2 + (0,075)^2 \cdot (0,100)^2)}$$

$$\text{Sat} = \sqrt{((0,0066) \cdot (0,0056) + (0,0416) \cdot (0,01) + (0,0056) \cdot (0,01))}$$

$$\text{Sat} = \sqrt{(0,0000 + 0,0004 + 0,0001)}$$

$$\text{Sat} = \sqrt{0,0005}$$

$$\text{Sat} = 0.022$$

Based on the calculation results of the Sobel test of entrepreneurship education on interest in entrepreneurship mediated by the intervening self-efficacy variable, the t-count was 3.6818, which was greater than t-table 1.6569. Therefore, self-efficacy positively and significantly mediated the effect of entrepreneurship education on interest in entrepreneurship, so H8 was accepted. The results showed that there was a direct or indirect effect of entrepreneurship education on the interest in entrepreneurship through self-efficacy as an intervening variable.

The education that has been obtained greatly affects the students' interest in doing entrepreneurship, but the education is also affected by the students' confidence in their ability to do entrepreneurship. Education obtained from school, outside school and family is a process of adding to the mindset of entrepreneurship (Rokhimah, 2017). Quality entrepreneurship education will foster high confidence in students so that students have a high interest in entrepreneurship. According to Jailani, et al (2017) that education about entrepreneurship is a very important requirement in influencing students' interest in entrepreneurship. The higher the entrepreneurial knowledge possessed by students and strengthened by self-efficacy, the higher the student's interest in setting up a business. So that entrepreneurship education and self-efficacy are mutually supportive and related to foster student interest in entrepreneurship.

The Effect of Personality on Interest in Entrepreneurship through Self Efficacy (H9)

Based on the path analysis in Figure 1. It produces that the total effect of personality on entrepreneurial interest through self efficacy = 2 + (6 x 4). The direct effect of personality on interest in entrepreneurship was 0.196. The magnitude of the indirect effect of personality was 0.154 x 0.488 = 0.075. So the total indirect effect of personality was 0.196 + 0.075 = 0.271.

Sobel calculations in this research hypothesis are:

$$\text{Direct effect} = 0.196$$

$$\text{Indirect effect} = 0.154 \times 0.488 = 0.075$$

$$\text{Total effect} = 0.196 + 0.075 = 0.271$$

$$\text{Sat} = \sqrt{(b^2 Sa^2 + a^2 Sb^2 + Sa^2 Sb^2)}$$

$$\text{Sat} = \sqrt{((0,075)^2 \cdot (0,063)^2 + (0,196)^2 \cdot (0,100)^2 + (0,063)^2 \cdot (0,100)^2)}$$

$$\text{Sat} = \sqrt{((0,0056) \cdot (0,0039) + (0,0384) \cdot (0,01)^2 + (0,0039) \cdot (0,01)^2)}$$

$$\text{Sat} = \sqrt{(0,0000 + 0,0004 + 0,0000)}$$

$$\text{Sat} = \sqrt{0,0004}$$

$$\text{Sat} = 0.02$$

Based on the results of the Sobel personality test calculation on the interest in entrepreneurship mediated by the intervening self efficacy variable, the t-count was 3.75, which was greater than t-table 1.6569. Therefore, self-efficacy positively and significantly mediated the effect of personality on entrepreneurial interest, so H9 was accepted. The results showed that there was a direct or indirect effect of personality on the interest in entrepreneurship through self-efficacy as an intervening variable.

Someone who has a strong personality and is driven by high self-confidence or self-efficacy, will provide stability and provisions that are ready to enter the world of entrepreneurship. Self-efficacy is belief in one's own ability to organize and mobilize the sources of action needed to manage future situations (Salkind, 2009: 288). This confidence will further strengthen individuals to solve problems regarding entrepreneurship. If a person does not believe in his abilities, it will be difficult to solve the existing problems, including in determining the business to be undertaken. So that the higher the entrepreneurial personality with strengthened self-efficacy, the higher the effect on the interest in entrepreneurship. Self efficacy is used as an intermediary to strengthen the effect of personality on interest in entrepreneurship. According to Oyeku, et al. (2014) that self-efficacy is the best predictor in influencing entrepreneurial interest.

The Effect of Parents' Role on Entrepreneurial Interests through Self Efficacy (H10)

Based on the path analysis in Figure 1. It produces that the total effect of the role of parents on the interest in entrepreneurship through self-efficacy = 3 + (7 x 4). The direct effect of the role of parents on the interest in entrepreneurship was -0.124. The magnitude of the indirect effect of entrepreneurship education was 0.313 x 0.488 = 0.153. So the total indirect effect of entrepreneurship education was -0.124 + 0.153 = 0.029.

Sobel calculations in this research hypothesis are:

$$\text{Direct effect} = -0.124$$

$$\text{Indirect effect} = 0.313 \times 0.488 = 0.153$$

$$\text{Total effect} = -0.124 + 0.153 = 0.029$$

$$\text{Sat} = \sqrt{(b^2 Sa^2 + a^2 Sb^2 + Sa^2 Sb^2)}$$

$$\text{Sat} = \sqrt{((0,153)^2 \cdot (0,082)^2 + (-0,124)^2 \cdot (0,100)^2 + (0,082)^2 \cdot (0,100)^2)}$$

$$\text{Sat} = \sqrt{((0,0234) \cdot (0,0067) + (0,0154) \cdot (0,01)^2 + (0,0067) \cdot (0,01)^2)}$$

$$\text{Sat} = \sqrt{(0,0002 + 0,0001 + 0,0001)}$$

$$\text{Sat} = \sqrt{0,0004}$$

$$\text{Sat} = 0.02$$

Based on the results of the Sobel test calculation of the role of parents on the interest in entrepreneurship mediated by the intervening self efficacy variable, the t-count was 7.65 which was greater than t-table of 1.6569. Therefore, self-efficacy positively and significantly mediated the effect of parents' roles on entrepreneurial interest, so H10 is accepted. The results showed that there was a direct or indirect effect on the role of parents on the interest in entrepreneurship through self-efficacy as an intervening variable.

According to Alma (2011: 8) that mentions that the family environment can affect a person to become an entrepreneur, it can be seen in terms of the work factors of parents who work alone and have their own business, so their children tend to become entrepreneurs. In addition, according to Hidayat and Thomas (2017) the independence instilled by parents will be inherent in their children from

childhood. This independent attitude can then encourage someone to set up their own business so that the role of parents is very important to foster student interest and motivation in entrepreneurship, as well as socioeconomic status consisting of low, medium, and high socioeconomic status owned by parents. This is in accordance with the opinion of Jailani, et al (2017) that the higher the socioeconomic status of the parents of students reinforced by student self-efficacy, the higher the student's interest in entrepreneurship.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that there was a positive and significant effect between entrepreneurship education, personality, and self-efficacy on interest in entrepreneurship, while the role of parents did not have a positive and significant effect on interest in entrepreneurship. Entrepreneurship education, personality, and the role of parents had a positive and significant effect on self-efficacy. Self efficacy was able to mediate entrepreneurship education, personality, and the role of parents on the interest in entrepreneurship. Suggestio given is related to this research, namely that students should increase their belief in themselves to support entrepreneurship and personality education. Parents are expected to be able to provide positive support for what students do, including in terms of entrepreneurship. Future researchers are expected to be able to develop this research by adding other variables such as government policy variables.

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