

The Effect of Entrepreneurial Knowledge, Industrial Work Practices (Internship), and Family Environment on Entrepreneurial Readiness Through Self-Efficacy

Dwi Lestari Renaningtyas^{1✉}, Agus Wahyudin², Muhammad Khafid³

^{1,2,3} Economic Education Study Progra, Postgraduate of Universitas Negeri Semarang, Indonesia

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Abstract

This study aims to find out the effect of entrepreneurial knowledge, industrial work practices, and family environment on entrepreneurial readiness through self-efficacy as the mediation variable. The population in this study were 568 students of the Agribusiness Expertise Program for Agricultural Product Processing for class XI and XII of Public Vocational School (SMK Negeri) Jepara Regency in the 2018/2019 academic year and a sample of 235 students was obtained with the Slovin formula with a standard error of 5%. This study used questionnaires as data collection tools. The data analysis used descriptive analysis, path analysis, and Sobel test. The results showed that 1) There was a positive and significant effect of entrepreneurial knowledge on entrepreneurial readiness (32.2%), 2) There was a positive and significant effect of industrial work practices on entrepreneurial readiness (23.7%), 3) There was a positive and significant effect of family environment on entrepreneurial readiness (14.3%), 4) There was a positive and significant effect of self-efficacy on entrepreneurial readiness (19.4%), 5) There was a positive and significant effect of entrepreneurial knowledge on self-efficacy (31.3%), 6) There was a positive and significant effect of industrial work practices on self-efficacy (16.2%), 7) There was a positive and significant effect of family environment on self-efficacy (11.5%), 8) There was a positive and significant effect of entrepreneurial knowledge (38.3%), industrial work practices (26.8%), and family environment (16.5%) on entrepreneurial readiness through self-efficacy as the mediating variable. Based on these results, it can be concluded that self-efficacy is proven could be a mediating variable for the effect of entrepreneurial knowledge, industrial work practice, and family environment on students' entrepreneurial readiness

✉ Correspondence :
Postgraduate Universitas Negeri Semarang
Jalan Kelud Utara III No.37, Kota Semarang, Jawa Tengah,
Indonesia 50237
E-mail: renaningtyasdwi599@gmail.com

INTRODUCTION

The growth of the Indonesian population from time to time has given rise to many problems. One of which is the decrease in job opportunities, job seekers are more than the available job opportunities. This has increased the number of unemployed which will impact economic conditions in Indonesia. According to the data from the Central Bureau of Statistics (BPS) in 2017, the highest number of unemployed in Indonesia according to educational qualifications is Vocational School (SMK) graduates by 23.03%. The high unemployment rate with SMK graduates indicates that the existing job offers are not absorbed by the education level group.

Jepara is a part of Central Java Province which is not free from the unemployment problem. Based on the data obtained from the BPS of Jepara Regency, the number of unemployed in Jepara Regency in 2016 was 3.12% and in 2017 it increased to 4.84%. This increase occurred due to an increase in the number of the workforce which was not balanced by the availability of job opportunities, low skills, low levels of education, and layoffs caused by many furniture industries that went bankrupt. Unemployment in Jepara Regency in 2017 according to educational qualification level is SMK graduates by 37.08%. This is assumed that there are still many SMK graduates who have not got jobs in accordance with their field of expertise. Their skills are still low so they cannot compete with graduates from higher education levels. The number of graduates from Public Vocational Schools in Jepara from Agribusiness Expertise Program for Agriculture Product Processing in 2016/2017 who become entrepreneurs is only 5.95%, that is, only 11 students out of 168 students. Thus, it can be assumed that the students who graduated from Agribusiness Expertise Program for Agricultural Product Processing still have low interest in entrepreneurship. Based on the results of initial interviews with students, the low entrepreneurial interest in Public Vocational School students of the Agribusiness Expertise Program for Agricultural Product Processing since

they do not believe in their abilities, mentally less prepared to enter the business world, have weak family support, and have not been able to apply theories about entrepreneurial knowledge in real activities. From a total of 1.4 million graduates in 2017, only about 2.5 percent of students are involved in the business world or around 40 thousand students.

One of the ways to reduce the number of unemployed is by doing entrepreneurship. Entrepreneurship, apart from being able to create job vacancies, also has the opportunity to increase greater income compared to only working as an employee in a company. In addition to being a solution for ourselves, entrepreneurship can be useful for others since it can open job opportunities, which definitely needs employees on the business to be run. Heflin (2011) stated that becoming an entrepreneur is a process starting from changing identity, mindset, and how to do or work on something. Readiness according to Slameto (2010) is the overall of one's condition that makes him ready to respond/ answer in a certain way to a situation. Melyana (2015) defined entrepreneurial readiness as the willingness, desire, and ability to run entrepreneurship, in this case, depending on the level of maturity, past experiences, and one's mental and emotional state.

Many studies related to entrepreneurial readiness have been conducted. Kurjono (2011) stated that entrepreneurial readiness is influenced by factors of students, teacher competencies, family environment, creative attitudes, and innovative attitudes. Sari (2012) stated that the factors which influence entrepreneurial readiness are the role of parents, production unit management, and self-efficacy. Factors that affect entrepreneurial readiness in this study are entrepreneurial knowledge, industrial work practices, and family environment.

Student involvement theory introduced by Alexander Astin explains how to develop the outcomes of an educational process, such as student learning achievement through student involvement in learning activities. This theory consists of three elements, namely input, environment, and outcomes. The inputs in this

study are in the form of entrepreneurial knowledge, community environment (business/industrial world), and family environment support (Environment). The outcome of the entrepreneurship learning process, industrial work practices, and support from the family environment is entrepreneurial readiness. Entrepreneurial knowledge is the knowledge one has to create new values, start new businesses, and develop new businesses. Suryana (2013) stated that an entrepreneur will not succeed if not having knowledge, ability, and will. Entrepreneurship education applied in schools is not only in the form of theory but also practice, it aims to improve students' entrepreneurial skills. Wijayanti (2016) explained that entrepreneurial readiness is influenced by entrepreneurial knowledge by 50.1%. Similar research was also conveyed by Supraba (2015) that entrepreneurial knowledge has an effect on entrepreneurial readiness. This means that high entrepreneurial knowledge will influence and improve entrepreneurial readiness. Based on the statement above, the first hypothesis (H_1) stating that there is a positive and significant influence of entrepreneurial knowledge on entrepreneurial readiness is proposed.

Another factor affecting entrepreneurship readiness is the implementation of industrial work practices (Internship). Student involvement theory explains that the outcome of an educational process can be in the form of student involvement in learning activities, one of which is in internship activities, as input in the theory. Hamalik (2011) stated that industrial practice or in some schools is called On The Job Training (OJT) is training capital held in the field that aims to provide the skills needed in certain jobs in accordance with the demands of the ability for work. The effect of internship on entrepreneurship readiness, among others, Nurbaya and Moerdiyanto (2012) stated that internship has a 44.65% effect on entrepreneurial readiness. Sumarni (2014) stated that there is an effect of internship activities on students' entrepreneurial readiness. This statement raises the second hypothesis (H_2) which states that there is a positive and significant influence on entrepreneurial readiness.

Another factor that affects entrepreneurial readiness is family environment. The environment element in Student involvement theory in this study is family environment. Family environment is the first social group in human life, a place to learn and declare themselves as social humans in interacting with groups (Yusuf, 2012). Lambing & Kuehl (2000) stated that most of the entrepreneurship families eventually bring their children into the business, starting from a very early age, children help in company activities. Davinci (2012) stated that family support has an effect of 30.4% on entrepreneurial readiness. Having parents who are entrepreneurs will inspire their children to become entrepreneurs. Sukidjo (2016) shows that family environment has a positive effect on entrepreneurial readiness by 49.6%. Encouragement and attention from the family environment, especially parents, are important factors for students' readiness to be entrepreneurs since children who have entrepreneurial skills even without the encouragement of their parents will feel less confident about applying these abilities. The discussion above raises the third hypothesis (H_3) which states that there is a positive and significant influence of family environment on entrepreneurial readiness.

Bandura's social cognitive theory (Yusuf, 2009) stated that social and cognitive factors as well as actor factors play important roles in learning. Mukhid (2009) Bandura defined self-efficacy as one's judgment for his ability to plan and carry out actions that lead to the achievement of certain goals. Bandura in Royani (2015) developed social cognitive theory rooted in the view of human agency that individuals are agents who always proactive engage in their own environment and can make things happen because of their actions. Self-efficacy is a term in psychology which is an individual's assessment of the ability to organize and perform some behaviors in accordance with work performance (Bandura, 1997). Oyeku (2014) stated that self-efficacy has a great influence on career-related behavior.

According to Woolfolk (2007), self-efficacy is one's assessment of himself or the level of

confidence regarding how much his ability to do a certain task to achieve certain results. Self-efficacy is needed since it is considered capable of providing self-confidence and belief in abilities owned and become important capital in starting a business. The higher one's self-efficacy, the higher one's readiness to do an activity. With the confidence they have, students will be ready to try hard and be ready to face all the risks. Sari (2012) stated that self-efficacy has a positive and significant effect on entrepreneurial readiness by 19.1%. Husnan (2017) shows that self-efficacy has a positive and significant effect on entrepreneurial readiness. Thus, entrepreneurial readiness can be obtained with sufficient knowledge, practice continuity, and the existence of family support as well as self-efficacy on how much ability to complete tasks/jobs. The description above raises the fourth hypothesis (H_4) which states that there is a positive and significant effect of self-efficacy on entrepreneurial readiness.

Entrepreneurial knowledge aims to shape humans as a whole as humans who have character and skills as entrepreneurs. The concept of school entrepreneurship is directed at how to create and develop business units that can generate profit by producing products in the form of goods or services to be offered to customers. Furthermore, concerning self-efficacy, self-efficacy is one of the individual setting abilities that are needed to form an entrepreneurial spirit. Bharanti (2012) stated that entrepreneurship education provided can increase students' entrepreneurial efficacy through learning activities. Zutiasari (2014) explained that entrepreneurial knowledge in the school environment has a positive and significant effect on self-efficacy. With good entrepreneurial knowledge, it will lead to self-confidence (self-efficacy) to create a good entrepreneurial readiness response as well. The statement above raises the fifth hypothesis (H_5) which states that there is a positive and significant influence on entrepreneurial knowledge on self-efficacy.

Industrial work practices are knowledge or skills that are known and mastered by prospective workers after carrying out work practices in the business/industrial world for a certain period of time. Industrial work practice (internship) is an

activity program provided by the business/industrial world to vocational students to provide an overview of the work/industrial world realities. Eliyani (2016) stated that industrial work practices are proven to have a significant positive effect on self-efficacy. Mardyasari (2017) stated that industrial work practice programs have a significant positive effect on self-efficacy. The hope is, through this internship program, training participants will be able to know and measure the suitability of their abilities with the demands or expectations of the work/ industrial world so that it will increase self-confidence (self-efficacy). Based on the statement, it raises the sixth hypothesis (H_6) which states that there is a positive and significant effect of internship on self-efficacy.

Soemanto (2008) said that education in the family affects children's attitude and mentality, the treatment that children receive from the family will affect their growth and abilities. Based on this opinion, we can assume that the children who are accustomed to being independent will have the confidence and ability to solve the problems faced. In addition, they will also be able to be responsible and overcome life problems in their own strength with their own abilities (self-efficacy) that they can. Saroni in Marini (2012) stated that family environment has a very big role in preparing children to become entrepreneurs in the future. Utomo (2012) stated that entrepreneurship education in the family has an effect of 38.4% on self-efficacy. The family environment can be a conducive environment for training and sharpening entrepreneurial character which can be provisions for children to start entrepreneurship. With support from the family, it will further foster children's self-confidence in carrying out entrepreneurial activities. Based on the statement above, the seventh hypothesis (H_7) which states that there is an influence of the family environment on self-efficacy is proposed.

The level of knowledge and scientific mastery possessed by SMK students is described in the learning achievement or learning outcomes of entrepreneurship subjects. Drnokvsek (2010) namely, "overall, results of the empirical test indicate that entrepreneurial self-efficacy is

significantly related to the formation of academic entrepreneurial intentions". This means that self-efficacy has a significant effect on entrepreneurship. Baranti (2011) stated that self-efficacy is able to mediate the increase in entrepreneurship education so that it can increase entrepreneurial intensity. Zutiasari (2014) in the study stated that self-efficacy as an intervening variable can strengthen the independent variable against the dependent variable, namely entrepreneurial intention. High learning outcomes can be achieved if the students have the ability and great confidence to be able to work on and complete every given school assignment. With sufficient entrepreneurial knowledge accompanied by confidence in ability (self-efficacy) in solving any existing difficulties, this can be provisions for starting business or entrepreneurial activities. Based on the statement above, the eighth hypothesis (H_8) stating there is a positive and significant influence on entrepreneurial knowledge through self-efficacy on entrepreneurial readiness is proposed.

Industrial work practice is students' training media to improve students' abilities and skills according to their competencies. In industrial work practice, the students will get guidance and direction from professionals so that they will gain a lot of knowledge, experience, and skills. Eliyani (2016) stated that industrial work practice experience has a positive effect on work readiness through self-efficacy. Thus, with the experience during the industrial work practices, the students will have high self-efficacy and it is expected that later they will also have high interests in entrepreneurship so that it will support students' readiness in entrepreneurship. Based on the statement above, it raises the ninth hypothesis (H_9) which states that there is an effect of industrial work practices through self-efficacy on entrepreneurial readiness.

Family is the first social group in human life where humans learn and state themselves as social human beings in interaction relationship with their group. The success and failure of families in the effort to meet children's needs will affect their interests and choices. Tony (2012) stated that family environment, especially parents,

will give cultural patterns, home atmosphere, views of life, and patterns that will determine the attitudes, behaviour, and educational process of their children as well. This indicates that entrepreneurial activities starting from the family will affect self-efficacy that is how to raise children's awareness to increase their ability to meet their own needs. Patrikha (2012) stated that self-efficacy can mediate entrepreneurship education in families and at school towards entrepreneurial interest. Alma (2016) stated that family environment can influence someone to become an entrepreneur, which can be influenced by several factors, including parents' work, parents who work as entrepreneurs so their children tend to become entrepreneurs as well. This will give belief to the children that they can become entrepreneurs like their parents. In entrepreneurship, self-efficacy is definitely needed; one's belief in doing a job plays an important role in one's readiness for entrepreneurship. Puspitaningsih (2016) in this study stated that self-efficacy is proven to mediate entrepreneurship education and family environment on entrepreneurial interest. Based on the statement above, it raises the tenth hypothesis (H_{10}) which states that there is an influence of family environment through self-efficacy on entrepreneurial readiness.

RESEARCH METHODS

This study used quantitative approach. The population of this study was students of class XI and XII of Public Vocational High School of Agribusiness Program for Agricultural Product Processing in Jepara Regency as many as 568 students. The sampling technique in this study used proportionate random sampling technique thus obtaining 235 students.

This study used five research variables consisting of one dependent variable (entrepreneurial readiness), three independent variables (entrepreneurial knowledge, internship, and family environment), and one mediating variable (self-efficacy). The technique of collecting data used questionnaires. The data analysis used path analysis.

RESULTS AND DISCUSSION

The direct effect of entrepreneurial knowledge variable (X_1) on entrepreneurial readiness (Y_2) is 0.322. Meanwhile, the indirect effect of entrepreneurial knowledge (X_1) on entrepreneurial readiness (Y_2) through self-efficacy (Y_1) is 0.061. Thus, the total indirect effect is 0.383. The direct effect of the industrial work practice variable (X_2) to entrepreneurial readiness (Y_2) is 0.237. Meanwhile, the indirect effect of industrial work practices (X_2) on entrepreneurial readiness (Y_2) through self-efficacy (Y_1) is 0.237, so the total indirect effect is 0.268. The direct effect of the family environment variable (X_3) on entrepreneurial readiness is 0.143, while the indirect effect of the family environment (X_3) on entrepreneurial readiness (Y_2) through self-efficacy (Y_1) is 0.22. Thus, the total indirect effect is 0.165. The direct effect of the self-efficacy variable (Y_1) on entrepreneurial readiness (Y_2) is 0.194.

The Effect of Entrepreneurial Knowledge on Entrepreneurial Readiness

The hypothesis results through the results of the individual parameter significance test (t-test) indicate that the significant value of entrepreneurial knowledge on entrepreneurial readiness is $0.000 < 0.05$. This means that H_1 which states that there is an effect of entrepreneurial knowledge on entrepreneurial readiness is accepted. This means that in order to increase students' entrepreneurial readiness, entrepreneurial knowledge is very important.

The effect of entrepreneurial knowledge on entrepreneurial readiness proves Astin's (1993) student involvement theory which includes three elements, namely input-environment-outcomes. Astin's student involvement theory regarding entrepreneurial knowledge affects entrepreneurial readiness since entrepreneurial knowledge obtained by the students at school provides a lot of knowledge about entrepreneurship. Knowledge in the form of theories about entrepreneurship and entrepreneurial practice is the input element, while the environment is the family environment, and the outcome is entrepreneurial readiness.

Based on the results of the path analysis of the direct effect of entrepreneurial knowledge on entrepreneurial readiness is 0.322 which indicates a positive relationship where when entrepreneurial knowledge increases, entrepreneurial readiness will also increase. The effect of entrepreneurial knowledge on entrepreneurial readiness was conveyed by Wijayanti (2016) who explained that entrepreneurial knowledge can provide insight into the world of entrepreneurship and provide provisions for students who will create their own jobs after graduating from SMK. Based on the results of research that has been done as well as referring to expert opinion and previous research, it can be concluded that entrepreneurial knowledge affects entrepreneurial readiness.

The Effect of Industrial Work Practices on Entrepreneurial Readiness

The hypothesis results through the results of the individual parameter significance test (t-test) show the significant value of industrial work practices on entrepreneurial readiness is $0.013 < 0.05$. This means that H_2 which states that there is an effect of industrial work practices on entrepreneurial readiness is accepted. The students should seriously participate in all internship programs held by schools with the business/industrial world to obtain certain competency standards.

According to Yanto (2012), Astin's I-E-O model shows that student involvement in the learning environment is very dominant in changing student input into the expected outcome. This research model explains that the environment in the form of student involvement in the business/industrial world activities is able to improve outcomes in the form of students' entrepreneurial readiness.

Based on the results of the path analysis of the direct effect of industrial work practices on entrepreneurial readiness, which is equal to 0.237, indicates a positive relationship where when internship increases, entrepreneurial readiness also increases. The effect of internship on entrepreneurial readiness was conveyed by Sodikin (2014) who explained that students' experience in internship activities can foster

student entrepreneurial motivation since for approximately 6 consecutive months they are involved in the business/ industrial world and are taught how to manage good business in terms of production, marketing, sales, and finance. Based on the results of the research that has been done as well as referring to expert opinions and previous research, it can be concluded that industrial work practices affect entrepreneurial readiness.

The Effect of Family Environment on Entrepreneurship Readiness

The hypothesis results through the results of the individual parameter significance test (t-test) indicate that the significant value of the family environment on entrepreneurial readiness is 0.042 < 0.05. This means that H_3 which states that there is an influence of family environment on entrepreneurial readiness is accepted. The higher the family environment, the higher the entrepreneurial readiness. Alma (2011) stated that family environment in the form of role models affects entrepreneurial interest. Cultivating an entrepreneurial spirit in children from an early age will increase attitudes, motivation, interest, and eventually will try to be entrepreneurs.

The effect of the family environment on entrepreneurial readiness was conveyed by Supraba (2015) who explained that the higher/greater the family support, the greater the students' readiness to be entrepreneurs. Mutmainah (2014) explained that if parents support students with their potential, they will be enthusiastic in doing things they like and feel they can overcome problems that may arise. Based on the research results as well as referring to expert opinion and previous research, it can be concluded that the family environment affects entrepreneurial readiness.

The Effect of Self-Efficacy on Entrepreneurial Readiness

The hypothesis results through the results of the individual parameter significance test (t-test) show that the significant value of self-efficacy on entrepreneurial readiness is 0.002 < 0.05, which means that H_4 , which states that there is an effect of self-efficacy on entrepreneurial readiness, is accepted. This means that with good self-efficacy,

students' entrepreneurial readiness will also be good. The effect of self-efficacy on entrepreneurial readiness proves the truth of Bandura's social cognitive theory since self-efficacy is one of the endogenous factors that can support individual beliefs that everyone is capable of doing a job such as entrepreneurship. McShane in Muchtar (2011) stated that someone who believes in his abilities has high motivation and always tries to succeed.

Based on the results of the path analysis of the direct effect of self-efficacy on entrepreneurial readiness is 0.194 which indicates a positive relationship where when self-efficacy increases, entrepreneurial readiness will also increase. Carda, et al. (2016) stated that entrepreneurial readiness is strongly influenced by entrepreneurship education and self-efficacy. Students who have self-efficacy or strong will in entrepreneurship will be accompanied by entrepreneurial readiness. Sari (2012) stated that self-efficacy can support entrepreneurship in the future if students have the readiness to be entrepreneurs at a later date. This indicates that self-efficacy can provide self-confidence and belief in one's abilities and is an important asset in starting a business.

The Effect of Entrepreneurial Knowledge on Self-Efficacy

The hypothesis results through the results of the individual parameter significance test (t-test) indicate that the significant value of entrepreneurial knowledge on self-efficacy is 0.000 < 0.05, which means that H_5 , which states that there is an effect of entrepreneurial knowledge on self-efficacy, is accepted. This means that if the level of entrepreneurial knowledge is high, then students' self-efficacy will also be high. The students with acquired entrepreneurial knowledge will foster sense of confidence and belief in entrepreneurship. Self-efficacy relates to the belief that one has the ability to act expectedly. The ability supported by good entrepreneurial knowledge will create sense of confidence to take a business action so that the students are also ready to become entrepreneurs.

The effect of knowledge on self-efficacy is conveyed by Peng (2015) who explained that the

strong impact of self-efficacy on entrepreneurship is that it requires more effective entrepreneurship education and training to improve their performance in carrying out specified tasks and their role as entrepreneurs. Melyana (2015) stated that the higher entrepreneurial knowledge with self-efficacy, the higher the entrepreneurial readiness. Based on the research results and referring to expert opinions and previous research, it can be concluded that entrepreneurial knowledge affects self-efficacy.

The Effect of Industrial Work Practices on Self-Efficacy

The hypothesis results through the results of the individual parameter significance test (t-test) indicate that the significant value of industrial work practice on self-efficacy is $0.000 < 0.05$. This means that H_6 , which states that there is an effect of industrial work practices on self-efficacy, is accepted. This means that if the level of industrial work practice is high, then students' self-efficacy will also be high. The students with high self-efficacy will foster sense of confidence and belief in entrepreneurship. Nurbaya (2012) stated that the better the internship experience gained by the students, the higher the entrepreneurial readiness. Eliyani (2016) stated that internship experience strengthens self-efficacy towards work readiness (entrepreneurship).

Student Involvement Theory with the I-E-O model emphasizes students' active participation in the learning process so that according to this theory, the greater the involvement of students in the learning process; the more time is used for learning and self-development. Student involvement in industrial work practice activities in the business/ industrial world is a form of student involvement in the learning process which will increase students' confidence to be more ready to work or be entrepreneurs. Apiatun et al. (2016) stated that the higher or better the internship experience, the higher or better self-efficacy. This indicates that the better the internship experience obtained, it will foster one's self-efficacy or self-confidence. Based on the research results as well as referring to expert opinions and previous research, it can be

concluded that industrial work practices affect self-efficacy.

The Effect of Family Environment on Self-Efficacy

The hypothesis results through the individual parameter significance test (t-test) in this study indicate that the significant value of the family environment on self-efficacy is $0.014 < 0.05$. This means H_7 , which states that there is an effect of the family environment on self-efficacy is accepted. This means that with the support of good family environments, students' self-efficacy will also be good. Khafid (2007) stated that family is the first and foremost environment for children's growth. Children experience the socialization process for the first time in the family, where they are taught and introduced to various life values that are very useful and can determine children's development in the future.

Self-efficacy is one's belief and confidence in being able to overcome a problem. Therefore, the family environment greatly influences one's self-confidence. A family environment that provides material and non-material support will foster a spirit of courage and high self-confidence in one's person. Shituu and Dosunmu (2014) stated the importance of family as a source of role models since positive experiences from family backgrounds have a significant impact on self-efficacy. High self-efficacy will also foster children's confidence to be able to overcome various difficult obstacles later. The belief in the abilities owned will be an important asset to start a business besides having the passion and enthusiasm to work in achieving success and achievement.

The influence of the family environment on entrepreneurial readiness was conveyed by Indriyani (2019) who explained that family environment has a positive and significant effect on self-efficacy, which means that if the family environment is higher, self-efficacy will also be higher. Based on this, it can be concluded that family environment becomes the foundation for fostering self-confidence or self-efficacy, where if the support of the family environment is high for entrepreneurship, the students' readiness to entrepreneurship is also high.

The Effect of Entrepreneurial Knowledge through Self-Efficacy on Entrepreneurial Readiness

Based on the result of the path test of the indirect effect of entrepreneurial knowledge on entrepreneurial readiness through self-efficacy can be proven by the total effect > direct effect = $0.383 > 0.322$, which means entrepreneurial knowledge affects entrepreneurial readiness through self-efficacy. This means hypothesis H₈ which states that there is an effect of entrepreneurial knowledge through self-efficacy as the mediating variable is accepted. The influence of entrepreneurial knowledge variable on entrepreneurial readiness through self-efficacy according to the calculation of the total effect is 0.383. This indicates that 38.30% of entrepreneurial knowledge variable has a positive and significant effect on entrepreneurial readiness through self-efficacy.

Self-efficacy or self-confidence in carrying out an activity that students have will be able to be used as the mediating variable between entrepreneurial knowledge variable and entrepreneurial readiness. Bharanti (2011) stated that self-efficacy is able to mediate the increase in entrepreneurship education provided with the increase of entrepreneurial intentions. The entrepreneurship education provided is able to improve student entrepreneurial efficacy through learning activities, developing business plans, and running a real small business thus improving their readiness for entrepreneurship. Puspitaningsih (2016) stated that entrepreneurship education has an effect on self-efficacy. Based on the research results and referring to expert opinions and previous research, it can be concluded that entrepreneurial knowledge affects entrepreneurial readiness through self-efficacy.

The Effect of Industrial Work Practices (Internship) through Self-Efficacy on Entrepreneurial Readiness

Based on the result of the path test of the indirect effect of industrial work practices on entrepreneurial readiness through self-efficacy can be proven by the total effect > the direct effect = $0.268 > 0.237$, which means that internship has affects entrepreneurial readiness through self-

efficacy. This means hypothesis H₉ which states that there is an effect of industrial work practices on entrepreneurial readiness through self-efficacy as the mediating variable is accepted. The effect of internship on entrepreneurial readiness through self-efficacy based on the calculation of the total effect of 0.268 indicates that 26.80% of internship variable has a positive and significant effect on entrepreneurial readiness through self-efficacy.

This means that with the existence of self-efficacy as the mediating variable, the contribution of internship to entrepreneurial readiness is getting increase. Thus, the higher the internship will improve self-efficacy and improved self-efficacy will improve entrepreneurial readiness. Internship activities have a strong influence on self-efficacy as through internship activities better skills will be gained so that it will improve students' confidence in their abilities. Thus, it can be said that self-efficacy can be used as the mediating variable between internship variable and entrepreneurial readiness. Azimah (2019) stated that internship experience can increase student self-efficacy; high self-efficacy will increase entrepreneurial readiness. Eliyani (2018) stated that self-efficacy strengthens the effect of internship experience on work readiness. Based on the research results as well as referring to expert opinion and previous research, it can be concluded that internship affects entrepreneurial readiness through self-efficacy.

The Effect of Family Environment through Self-Efficacy on Entrepreneurial Readiness

Based on the result of the path test which states that there is an influence of the family environment on entrepreneurial readiness through self-efficacy as the mediating variable is accepted. The effect of the family environment variable on entrepreneurial readiness through self-efficacy based on the total effect calculation is 0.165. This indicates that 16.50% of the environmental variable through self-efficacy has a positive and significant effect on entrepreneurial readiness. The higher the support from the family environment will improve self-efficacy and improved self-efficacy will improve entrepreneurial readiness.

This is in line with Albert Bandura's social cognitive theory that human behavior is influenced by external factors and reinforced by one's cognition. The behavior in this study is students' entrepreneurial readiness. The external factor in this study is family environment which is strengthened by one's cognition, namely self-efficacy or students' self-confidence in carrying out activities that become goals in the future (entrepreneurship). This is accordance with Nurhayati's research (2019) which states that efficacy can mediate the family environment on work readiness. A good family environment that supports someone to become entrepreneurs will certainly increase or foster confidence in children which will affect entrepreneurial readiness. Based on the research results as well as referring to expert opinions and previous research, it can be concluded that the family environment affects entrepreneurial readiness through self-efficacy.

CONCLUSION

The conclusions in this study that has been carried out are (1) there is a positive and significant effect of entrepreneurial knowledge, industrial work practices, family environment, and self-efficacy on student entrepreneurial readiness of the Agribusiness Expertise Program for Agricultural Product Processing at the Public Vocational School in Jepara Regency, (2) there is a positive and significant effect on entrepreneurial knowledge, industrial work practices, and family environment on student self-efficacy of Public Vocational School Agribusiness Expertise Program for Agricultural Product Processing (3) self-efficacy mediates positively and significantly entrepreneurial knowledge, industrial work practices, and family environment on student entrepreneurial readiness of Public Vocational School Agribusiness Expertise Program for Agricultural Product Processing in Jepara Regency.

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