



The Influence of Self-Motivation, Family Environment, Technopreneurship Literacy Through Self-Efficacy on The Interest in Entrepreneurship

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Abstract

Entrepreneurship interest is a person's interest in business activities with creativity to take advantage of opportunities and be able to bear the risks that will be faced without coercion. The purpose of this study was to test whether there is an influence of self-motivation, family environment and technopreneurship literacy through self-efficacy on the interest in entrepreneurship of State Vocational High School students in Semarang Regency. The population in this study were students of State Vocational Schools in Semarang Regency academic year of 2022/2023, totaling 3,501 sample students. The sample was taken using the proportional random sampling technique. It obtained a sample of 170 respondents. The data collection technique in this study used a questionnaire. The data analysis technique that was used is descriptive statistical analysis and path analysis. The results showed that the entrepreneurship interest of State Vocational High School students was in the good category, self-motivation was in the high category, family environment was in the good category, technopreneurship literacy was in the good category, and self-efficacy was in the very good category. The influence of self-motivation, family environment, technopreneurship literacy through self-efficacy mediation variables have a positive and significant effect directly and indirectly on the interest in entrepreneurship of students of State Vocational Schools in Semarang Regency. This research is expected to enrich the body of knowledge and test the Theory of Planned Behavior (TPB) related to entrepreneurship interest and as a basis for policy in the world of education, especially entrepreneurship education in Vocational Schools as a guide in developing entrepreneurship interest. It is recommended to increase students' self-motivation and more intensive self-efficacy.

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INTRODUCTION

Unemployment is one of the economic problems that occur in various countries, including Indonesia. The imbalance between the number of workers and employment happens as a result of an increase in the working-age population which is not followed by an increase in the number of available jobs resulting in an increasing unemployment rate. Based on BPS (2021), the total workforce in August 2021 was 140.15 million, an increase of 1.93 million compared to August 2020. Meanwhile, Indonesia's Open Unemployment Rate (TPT) as of August 2021 reached 19.55%, those with Vocational High School (SMK) education background is the highest compared to other levels of education, reaching 11.13%. Of course, based on that, the unemployment rate at the vocational education level is relatively large in which they should be the one that play an important role in creating a workforce which is ready to work both independently and as an entrepreneur in order to reduce the number of unemployed

Compared to other member countries of ASEAN (the Association of Southeast Asian Nations), Indonesia's entrepreneurship ratio is still considered quite low, such as Singapore's, which reached 8.76%; Thailand's, at 4.26%; and Malaysia's, at 4.74%. This is a challenge for the productive age in Indonesia to catch up with the number of entrepreneurs from other ASEAN countries by creating innovation and creativity in utilizing the abundant resources in Indonesia.

Furthermore, based on the results of a Tracer Study from the Counseling Guidance teacher, the research data from 7 State Vocational Schools in Semarang Regency showing that in the 2020/2021 school year, the number of SMK students graduate from various majors is 2,346 students in total, namely 1,364 students or around 58% work as employees /worker/employee, 304 students are self-employed or around 12%, who continue their education to tertiary institutions reach 7%, and students who are in a waiting period or not working are 22%. This is in line with data BPS Kabupaten Semarang (2022) which states that the main employment status, residents at 15 years old and over who work in Semarang Regency as

workers/employees reaching 44.14%, the next proportion is self-employed status shows a figure of 16.25% and trying to be assisted by non-permanent/unpaid workers at 13.53%.

Studies related to entrepreneurship are generally related to the problem of decreasing one's interest and courage to start a new business (Linan F, 2005). According to the results of Ramadhani & Nurnida (2017) the interest in entrepreneurship can be said as someone's desire, interest, and availability to work or have a strong will to try to be independent in fulfilling life's needs without fear of risk and working hard to learn from a failure. A student's interest in entrepreneurship does not appear occasionally, the frequency of interactions with conditions related to entrepreneurship and witnessing the positive impact will affect the feeling of entrepreneurship. The indicators of interest in entrepreneurship in this study are: cognition, emotion, and conation.

Entrepreneurship is an attitude possessed by an entrepreneur that reflects a person's motivation to identify and seize opportunities to generate new economic achievements (Anantia et al., 2022; Linan F, 2005a). Self-motivation is the encouragement or passion that arises in humans to meet various needs according to their individual desires. David McClland's theory in Hasibuan (2012) states that power, affiliation, and achievement are the strongest motivations in each individual. McClland proposed a learning concept where needs are obtained through learning. A person's need to achieve his goals is related to behavior formation and its influence on academic achievement, interpersonal relationships, lifestyle choices, and work performance. Self-motivation can affect someone to be an entrepreneur and can be seen from some indicators, namely: need for power, need for affiliation, and need for achievement.

Research conducted by Adnan (2017); Praisti & Rusdarti (2018); Hassan et al. (2021) concluded that motivation has a positive and significant effect on interest in entrepreneurship. Furthermore, according to the results of research by Nugraningrum & Muslim (2016); Hendrawan & Sirine (2017); Dewi (2019); serta Ratna (2021)

motivation has no significant effect on interest in entrepreneurship.

One of the processes to form human resources who have an entrepreneurship spirit is through entrepreneurship education in the family environment. By family environmental factors, students' interest in entrepreneurship will increase due to encouragement from the family (Agusmiati & Wahyudin, 2018; Bulan et al., 2022). Family is the first and main media that has an influence on the development of education behavior and the students' future (Praisti & Rusdarti, 2018). Furthermore, the findings of Kurniawati & Kusmuriyantoro (2018); Rahmadi & Heriyanto (2016) studies indicated that the family environment had no effect on entrepreneurship interest.

According Husnan et al. (2017) explaining the entrepreneurial desire to start a business emphasizes the technological aspect. Technopreneurship is a synergistic process of strong capabilities in technology mastery and global understanding related to entrepreneurship (Depositario et al., 2011). Technopreneurship literacy can affect someone who is an entrepreneur, which can be seen from the indicators: understanding technopreneurship, being skilled in mastering information technology, and being innovative and responsive.

To form an entrepreneurship interest, a student needs self-confidence with the abilities he has (Suciono, 2021). Confidence in the form of self-efficacy reflects an individual's understanding of his abilities based on past experiences and performance attribution. Self-efficacy own by a person is an ability to achieve the desired results (Moraes et al., 2018). According to Ghufroon & Risnawita S (2010), self-efficacy refers to the beliefs in an individual's ability to drive motivation, cognitive abilities, and taking actions needed to meet the demands of the situation.

Based on research by Hsu et al. (2019); Mugiyatun & Khafid (2020), Jailani et al. (2017), and Agusmiati & Wahyudin (2018), self-efficacy is the best variable and is able to strengthen independent variables in research on entrepreneurship interests. The application of self-efficacy in entrepreneurship refers to

entrepreneurial confidence in completing tasks and the ability to develop entrepreneurial plans (Li, 2017).

The greater individual's level of self-efficacy towards entrepreneurship, the higher confidence level of being able to do entrepreneurship, so that the interest in entrepreneurship becomes stronger (Segal et al., 2002; Wang et al., 2002) Self-efficacy can affect entrepreneurship, it can be seen from the indicators: magnitude, strength, generality.

The purpose of this study is to analyze and describe the effect of self-motivation on self-efficacy, analyze and describe the influence of the family environment on self-efficacy, to analyze and describe the effect of technopreneurship literacy on self-efficacy, to analyze and describe the effect of self-motivation on entrepreneurship interest through self-efficacy, to analyze and describe the influence of the family environment on interest in entrepreneurship through self-efficacy, to analyze and describe the effect of technopreneurship literacy on interest in entrepreneurship through self-efficacy, and to analyze and describe the effect of self-efficacy on interest in entrepreneurship in students of State Vocational Schools in Semarang Regency.

RESEARCH METHODS

This study uses a quantitative approach using a correlation approach. This approach aim is to examine the effect of the relationship between self-motivation (X_1), family environment(X_2), technopreneurship literacy (X_3), to entrepreneurship interest (Y), with self-efficacy mediating variables (X_4) in class XII students of SMK Negeri in Semarang Regency. The population in this study were class XII students from State Vocational Schools in Semarang Regency, 2022/2023 academic year, totaling 3,501 students. The sampling technique is proportional random sampling technique using the Slovin formula, obtained a sample of 170 respondents. Samples of students were taken randomly from class XII without regarding the population strata, so that the samples obtained could represent each school. Data collection techniques is using a questionnaire. Data analysis used are descriptive

statistical analysis and path analysis. The following is the regression equation based on the variables in this study:

- ED = b1MD + b2 LK + b3 LT +e1
- MW = b5 MD +b6 LK +b7 LT +b4 ED +e2
- Information:
- ED = Self Efficacy
- MW= Interest in entrepreneursip
- MB = Self-Motivation
- LK = Family environment
- LT = Technopreneuership Literacy
- b1 = Path coefficient MD to ED
- b2 = Path coefficient LK to ED
- b3 = Path coefficient LT to ED
- b4 = Path coefficient ED to MW
- b5 = Path coefficientMD to MW
- b6 = Path coefficient LK to MW
- b7 = Path coefficient LT to MW
- e1 = Errors strukture 1
- e2 = Errors strukture 2.

RESULTS AND DISCUSSION

The data has been obtained from respondents were analyzed using descriptive statistical analysis before being analyzed with path analysis. The variables that were analyzed by descriptive statistics are Self-Motivation (MD), Family Environment (LK), *Technopreneuership* Environment (LT), Interest in Entrepreneuership (MB), throught the mediation variable Self-Efficacy (ED) in class XII students of State Vocational Schools in Semarang Regency. The results of the overall descriptive statistical analysis in this study are as follows:

Table 1. Descriptive Analysis

Descriptive Statistic	N	Min	Max
MB	170	34	75
MD	170	25	60
LK	170	36	100
LT	170	26	50
ED	170	31	55
Valid N (listwise)	170		

Source: Processed primary data, 2022

Based on the results of the descriptive statistical test variable showed the highest value of interest in entrepreneurship was 75, while the lowest value was 34. So, the mean or average score of interest in entrepreneurship was 64.25, in the interval 54-66, in the good category. Thus, students' interest in entrepreneurship at State Vocational Schools in Semarang Regency is good.

The results of the descriptive statistical test for the self-motivation variable showed the highest value was 60, while the lowest value was 25. The mean or average score of interest in entrepreneurship was 49.70, at intervals of 41-50 in the high category. Thus, the self-motivation of State Vocational High School students in Semarang Regency is high.

The results of the descriptive statistical test for family environment variables showed the highest value was 100, while the lowest value was 36. The mean or average score of interest in entrepreneurship was 83.24, at intervals of 69-84 in the good category. Thus, the family environment of State Vocational High School students in Semarang Regency is good. The results of the descriptive statistical test for the technopreneuership literacy variable showed the highest score was 50, while the lowest score was 26. The mean or average score of interest in entrepreneurship was 40.01 at intervals of 34-41 in the good category. Thus, the technopreneuership literacy of State Vocational High School students in Semarang Regency is good.

The results of the descriptive statistical test for the self-efficacy variable showed the highest value was 55, while the lowest value was 31. The mean or average score of interest in entrepreneurship was 49.36, at intervals of 47-55 in the very good category. Thus, the self-efficacy of State Vocational High School students in Semarang Regency is very good.

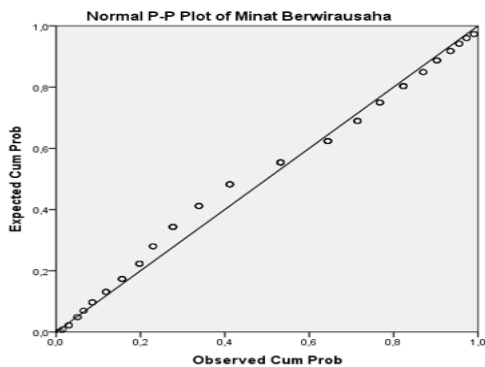
Analysis using path diagrams or path analysis requires several assumptions, namely normal distribution, multicollinearity, and heteroscedasticity. Testing for normality using the Kolmogorow Smirnov criteria and the P-P Plot chart. The results of the data normality test using the help of a computer, SPSS release 24.0 software, are as follows:

Table 2. NPar Tests Data Normality Tests Result

One-Sample Kolmogorov-Smirnov Test			
		Minat	Efika
		Berwira	si
		usaha	Diri
N		170	170
Normal Parameter ^{a,b}	Mean	64,2471	49,3588
	Std. Deviation	5,57234	4,36305
	Most Extreme Differences		
	Absolute	,118	,129
	Positive	,059	,098
	Negative	-,118	-,129
Kolmogorov-Smirnov Z		1,533	1,681
Asymp.Sig.(2-tailed)		,179	,097
Test distribution is Normal			
Calculated from data			

Source: Processed primary data, 2022

Based on the output of the one sample Kolmogorow Smirnow Goodness of Fit Test, a Sig (significance) value was obtained for the interest in entrepreneurship variable of 0.179 = 17.9%, and for the self-efficacy variable of 0.097 = 9.7%. All results from the significance of the computer output in Table 2 above are more than 5%, so the null hypothesis is accepted and thus the dependent variable is normally distributed. Furthermore, based on the P-Plot graph, the data spreads around the diagonal line and follows the direction of the diagonal line, so that the regression model meets the assumption of normality. The complete and detailed picture can be seen in Figure 1 below:



Picture 1. P-Plot Normalitas Test of Entrepreneurial Interest Data

The successive linearity test results show a significance value greater than 0.05. It can be said

that there is a linear relationship between self-efficacy and students' interest in entrepreneurship, self-motivation with students' interest in entrepreneurship, family environment and students' interest in entrepreneurship, and technopreneurship literacy with students' interest in entrepreneurship.

The results of the multicollinearity test show that all the variables studied obtained the all the value of the inflation factor (VIF) are smaller than 10 as being required. It can be said that in the model, multicollinearity didn't happen among the independent variables that being studied. Furthermore, based on the scatterplot of interest in entrepreneurship and self-efficacy, the heteroscedasticity graphic test shows that the distribution of standardized residual values does not form a specific pattern but looks random. It can be said that the regression model is homogeneous or does not contain heteroscedasticity.

Based on the computer output regarding the regression coefficient, the value of the regression coefficient of self-motivation, family environment and technopreneurship literacy on self-efficacy is 0.717 or the effect is $(0.733) (0.733) = 0.537$ or 53.7% and this coefficient is positive. The partial test results are presented in Table 3 as follows:

Table 3. Examination Result – t Dependent Variable Self-Efficacy

Model	Coefficients ^a				
	Unstandardized Coefficients	Standardized Coefficients	T	Sig.	
					B
(Constant)	11.371	2.751	166.	.000	
MD	.254	.062	785	.000	
LK	.103	.028	.290	6.17	.114
LT	.437	.067	.196	0	.000
			.491	1.58	
			4	6.90	
			6		

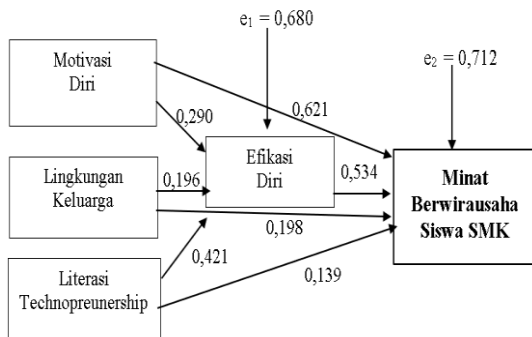
a. Dependent Variable: Entrepreneurship Interest

Source: Processed primary data, 2022

The table shows that the regression of Standardized coefficients for self-motivation is 0.290, family environment is 0.196, and the technopreneurship literacy variable is 0.421. Then it can be described the relationship between self-motivation, family environment and technopreneurship literacy with self-efficacy variables in the form of the regression equation $X_4 = 0,290X_1 + 0,196X_2 + 0,421X_3$.

The results of the F test on the computer output table of the F test results with ANOVA show that the count result of F is 64.105 greater than the F table alpha 0.05 or Sig = 0.000 < 0.05, which means that the effect of self-motivation, family environment and literacy technopreneurship together with the self-efficacy of students at SMK Negeri Semarang Regency is positive and significant.

Based on the results of multiple regression, the results of the overall structural model can be described by the results of path analysis of the variable interest in entrepreneurship with self-efficacy as an intervening variable, as shown in the following figure 2:



Picture 2. Analysis Model of Variable Intervening Self-Efficacy Path SMK Negeri students of Semarang Regency

The Effect of Self-Motivation on Self- Efficacy (H₁)

The effect of students' self-motivation on self-efficacy is $(0.290) (0.290) = 0.0841$ or 8.41%. It means that the direct effect of self-motivation on self-efficacy is 8.41%. The results of the analysis also prove to be significant, which can be seen from the calculated t value which is equal to 4.109. The

calculated t number is proven to be greater than the table value of $t = 1.645$. Thus, the hypothesis can be accepted, and reject the null hypothesis or can be seen from the significance value (Sig) of 0.000 which is less than 0.05. The results of this study explain that self-motivation is the force that causes the individual to act or do and can be a provision in preparing entrepreneurship interest in challenging working field that full of uncertainties. Self-motivation creates strength in individuals to act positively in a certain way, being persistence in every aspect. Djamarah (2011) stated that self-motivation creating concentration in people easily, namely the concentration of thoughts on something. Without interest, concentration is difficult to develop and maintain. For SMK students, self-motivation supporting and strengthening self-confidence or self-efficacy to be entrepreneur after they graduates.

The findings of this study are in line with the research conducted by Saputri et al.(2016) which shows the simultaneous effect of motivation to enter the world of work and the environment is 41.7%. It shows that if the motivation for entrepreneurship enters the world of work and the environment is getting better, the interest in entrepreneurship will also increase. The partial influence of entrepreneurship motivation on entrepreneurship interest is 23.46%, and the environment is 16.97%. Furthermore, the results of the research state that (1) there is a positive and significant influence of entrepreneurship motivation on entrepreneurship interest, and (2) there is a positive and significant indirect effect of entrepreneurship motivation on interest in entrepreneurship in class XI students of Kraksaan State Vocational School. These results also support Jailani et al. (2017), states that there is a positive influence on entrepreneurship knowledge, learning motivation, socio-economic which is strengthened by self-efficacy on the interest in entrepreneurship in class XII students of SMK Kota Waringin Barat.

The results of the research above are relevant to the Theory of Planned Behavior (TPB) that entrepreneurship decisions are influenced by one of the internal factors, self-motivation. The existence of these self-motivation factors means that students'

interest in entrepreneurship will be even higher.

The Effect of Family Environment on Self-Efficacy (H2)

The family environment is the place where the personality is formed by affection, attention, guidance, health and a home atmosphere in everyday life with their families. Based on the results of multiple regression, it can be seen that there is a positive influence of the family environment on students' self-efficacy, namely 0.0384 or 3.84%. This means that the direct influence of the family environment on self-efficacy is 3.84%. The results of the analysis also prove significant, which can be seen from the t-count value which is equal to 3.678. The t-count value is proven to be greater than the t-table value = 1.645. Thus, the hypothesis can be accepted, and reject the null hypothesis or seen from the significance value (Sig) = 0.001 that is smaller than 0.05. This condition describes in accordance with the desired theory, namely that the family environment is important in interacting, guiding, fostering, and educating students in their lives in determining choices and interests in entrepreneurship. Furthermore, also explained that the family environment gives students more confidence, so after graduation students are increasingly convinced of the choice interest in entrepreneurship. The results show that the influence of family environment is the smallest influence in this regression model. With a family environment, a good home atmosphere and support for students, it is hoped that a student will become increasingly interested in entrepreneurship with increased self-efficacy.

The research findings of the family environment influence on self-efficacy are positive and significant. The positive sign means that, the better the family environment of SMK students in everyday life, the self-efficacy will increase in the same direction. The influence of the family environment on self-efficacy is a direct influence. In this model, changes in self-efficacy are caused by changes in the family environment of vocational students in their daily life with their families when they are in school age. Furthermore, these findings are in accordance with the research conducted by

Awaluddin & Sylvana (2017) stating that adversity quotes, self-efficacy and the environment have a positive and significant effect on entrepreneur intensity. The results of this study support the research conducted by Utari & Sukidjo (2020) which shows that the family environment has a positive and significant effect on interest in entrepreneurship.

The results of the research above are not in accordance with the Theory of Planned Behavior (TPB), which states that entrepreneurship decisions are influenced by one of the external factors, namely family environment. The explanation of the results of the research above is in accordance with the statement that to increase interest in entrepreneurship for youngsters cannot be separated from the role of the family environment of 7.72%.

The Effect of Technopreneurship Literacy on Self-Efficacy (H3)

The effect of technopreneurship literacy on students' self-efficacy is a partially dominant direct influence on technopreneurship literacy. The results of the research directly influence technopreneurship literacy on self-efficacy prove significant, which can be seen from the calculated t value which is equal to 6.496. The t calculated number proves to be greater than the table value of $t = 1.645$. The positive sign means that the better the technopreneurship literacy, the higher the self-efficacy for entrepreneurship. If there is a change in technopreneurship literacy, it will result in a change the self-efficacy of vocational students to the same direction.

Research findings on the effect of technopreneurship literacy on self-efficacy are in accordance with Putri (2010) research showing that everyone who has the courage to make decisions can learn to be an entrepreneur and as long as there is a desire to open their hearts and minds to learn, the opportunity to become an entrepreneur remains open.

The results of the research above are relevant to the Theory of Planned Behavior (TPB) that entrepreneurship decisions are influenced by one of the external factors, namely technopreneurship literacy. Mastery of skills in technology will make

students easier in starting a business or developing a new business.

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

The results of the analysis with multiple regression and path analysis can be seen that there is a positive influence of self-motivation on the interest in entrepreneurship. The effect of self-motivation on the interest in entrepreneurship is a direct effect, it is equal to 0.3856 or 38.56%. This means that the direct effect of self-motivation on the interest in entrepreneurship is 38.56%. The results of the analysis also proved significant, the results of the analysis which can be seen from the help of computational output obtained the t value equal to 8.445. The calculated t number is proven to be greater than the table value of $t = 1.645$. Thus, the hypothesis can be accepted, and reject the null hypothesis or seen from the significance value (Sig) = 0.000 is less than 0.05. This also proves in accordance with the desired theory, the theory states that the higher the self-motivation, the higher interest in entrepreneurship, more over is supported by self-efficacy.

The effect of self-motivation on interest in entrepreneurship is 38.56%, which is a direct effect, while the effect of self-motivation on interest in entrepreneurship is indirectly through self-efficacy of 15.49%. Thus, the effect of self-motivation on the interest in entrepreneurship in total is $(38.56\% + 15.49\%) = 54.05\%$. The findings of this study indicate that the results are positive and significant. The direction of the relationship of the regression model has a positive sign is that the higher the self-motivation, the higher or better the student's interest in entrepreneurship. If there is a change in self-motivation and self-efficacy there will be a change in interest in entrepreneurship in the same direction. The result of the total influence of self-motivation on students' entrepreneurship interest is the most dominant influence in this study. The results indicate that motivation is a strong force that comes from within the students themselves, which results in even higher interest in entrepreneurship. The findings of this study are consistent with research conducted by Kurniawan Agus et al (2016) showing that the total effect > direct effect = $(0.314 > 0.260)$, meaning that the

more motivation with self-efficacy, the higher the effect on interest in entrepreneurship. Self-efficacy which is determined by high student self-motivation in turn can increase interest in entrepreneurship for students of SMK Negeri Semarang Regency.

The Influence of the Family Environment on Interest in Entrepreneurship Through Self-Efficacy (H5)

The results of the analysis with multiple regression and path analysis can be seen that there is a positive influence of the family environment on the interest in entrepreneurship. The influence of the family environment on the interest in entrepreneurship is a direct influence, while the effect is 3.92%. This means that the direct influence of the family environment on the interest in entrepreneurship is 3.92%. The results of the analysis also prove significant, the results of the analysis which can be seen from the help of computational output, the t value is equal to 2.650. The calculated t number is proven to be greater than the table value of $t = 1.645$. Thus, the hypothesis can be accepted, and reject the null hypothesis or seen from the significance value (Sig) = 0.000 is less than 0.05. This also proves in accordance with the desired theory, the theory states that the better the family environment, the higher the interest in entrepreneurship, especially supported by high student self-efficacy.

The influence of the family environment on the interest in entrepreneurship is 3.92%, which is a direct influence, while the influence of the family environment on the interest in entrepreneurship is indirectly through self-efficacy of 10.47%. Thus, the influence of the family environment on the interest in entrepreneurship in total is $(3.92\% + 10.47\%) = 14.39\%$. The findings of this study indicate that the results are positive and significant. The direction of the relationship of the regression model which has a positive sign, the better the family environment in supporting the students, the higher or better the students' interest in entrepreneurship. If there is a change in self-motivation and self-efficacy there will be a change in entrepreneurship interest in same direction. The results of the influence of the family environment

on interest in entrepreneurship through self-efficacy are in accordance with research conducted by Kurniawan Agus et al (2016) showing that based on the results of the path test total influence > direct effect = $0.368 > 0.294$. It proves that there is an influence of the family environment through self-efficacy on the interest in entrepreneurship. The higher the influence of the family environment on self-efficacy, the higher the influence on the interest in entrepreneurship.

The similar results of the research, namely the research penelitan of Mugiyatun & Khafid (2020) which states that self-efficacy mediate the influence of the family environment directly or indirectly on interest in entrepreneurship. However, the results of this study do not support the research conducted by Indriyani & Subowo (2019) which states that partially there is no influence of the family environment on interest in entrepreneurship.

The Effect of Technopreneurship Literacy on Interest in Entrepreneurship Through Self-Efficacy (H6)

The results of the analysis show that there is a positive influence of technopreneurship literacy on interest in entrepreneurship which is positive and significant. The effect of technopreneurship literacy on the interest in entrepreneurship is a direct influence, while the effect is 1.93%. This means that the direct effect of technopreneurship literacy on interest in entrepreneurship is 1.93%. The results of the analysis also proved significant, the results of the analysis which could be seen from the help of computer output obtained the t value equal to 2.650. The calculated t number is proven to be greater than the table value of $t = 1.645$. The effect of technopreneurship literacy on interest in entrepreneurship is 1.93%, which is a direct effect, while the effect of technopreneurship literacy on interest in entrepreneurship is indirectly through self-efficacy of 22.48%. Thus, the influence of the family environment on the interest in entrepreneurship in total is $(3.92\% + 22.48\%) = 24.41\%$. The findings of this study indicate that the independent variables are positive and significant. The positive sign means that if there is a change in all the independent variables studied or in this

regression model, it will result in a change in interest in entrepreneurship in the same direction.

The results of this study are in line with research conducted by Kurniawan, Agus dkk (2016) that self-efficacy makes a major contribution to interest in entrepreneurship, the higher a person's self-efficacy, the higher a person's interest in entrepreneurship. Based on the research results of Aini Nur & Purwana ES (2015) stated that self-efficacy is the right variable that able to strengthening the independent interest variable in entrepreneurship in research.

The Effect of Self-Efficacy on Entrepreneurship Interests of State Vocational School Students in Semarang Regency (H7)

Based on the results of the path analysis, it can be explained that there is a positive influence of self-efficacy on the entrepreneurship interest by 0.534 or $(0.534) (0.534) = 28.5\%$. This means that the effect of self-efficacy on students' interest in entrepreneurship is 28.5%. The results of the analysis also prove significant, which can be seen from the t-test value equal to 8.180. The calculated t number is proven to be greater than the table value of $t = 1.645$. Thus, the hypothesis can be accepted, and reject the null hypothesis or seen from the Significance value (Sig = 0.000) is less than 0.05. The effect of self-efficacy on the interest in entrepreneurship of 28.5% is a direct influence. Thus, the effect of self-efficacy on the interest in entrepreneurship is 28.5%.

The results of this study are in accordance with Hasan (2020) opinion which reveals that self-efficacy has a positive and significant influence on entrepreneurial intentions. Influence is given in the form of a person having confidence in his own ability to tend to be successful in conducting and managing the business he owns. Research similar to Husnan et al. (2017) states that there is a positive and significant influence between the variables of technological insight and self-efficacy on entrepreneurial readiness in class XII students of the Light Vehicle Engineering Expertise Program at SMK Negeri 6 Malang. Making a student's choice to become an entrepreneur is based on internal causes, namely self-efficacy, this means that self-efficacy contributes to influencing

students' interest in entrepreneurship (Azizah & Pahlevi, 2021).

This condition illustrates that self-efficacy is very important in determining students' interest in entrepreneurship. The research findings of the effect of self-efficacy on the interest in entrepreneurship show positive and significant, a positive sign means that when there is a change in students' self-efficacy it will result in a change in interest in entrepreneurship in the same direction.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that there is a positive and significant influence of self-motivation on the self-efficacy of State Vocational High School students in Semarang Regency, there is a positive and significant influence of the family environment on the self-efficacy of State Vocational High School students in Semarang Regency, there is a positive and significant influence technopreneurship literacy on the self-efficacy of State Vocational High School students in Semarang Regency, and there is a positive and significant effect of self-efficacy on the interest in entrepreneurship of State Vocational School students in Semarang Regency.

Based on the results of the conclusions, theoretical implications can be studied, namely the results of the research can support and add to existing theories related to self-motivation, family environment, technopreneurship literacy in influencing interest in entrepreneurship through student self-efficacy. Furthermore, the practical implications are examined, the results of the study show that student self-motivation has the highest effect on the interest in entrepreneurship in students of SMK Negeri Semarang Regency, therefore it is suggested that efforts be made to increase student self-motivation with various activities, including through training activities and seminars by inviting guest motivator teachers. entrepreneurship. The family environment should be more conditioned to provide support, advice and facilities that can increase interest in entrepreneurship.

On the basis of R Square the influence of self-motivation, family environment, technopreneurship literacy and self-efficacy

variables simultaneously is 51% on the variable interest in entrepreneurship while 49% is influenced by other models, so that in future research it is suggested to add other independent variables.

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