



The Determination of Interest in Entrepreneurship for Students of the State Vocational School of Business and Management in Semarang City

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Abstract

This study aims to analyze the effect of entrepreneurial knowledge, family environment, and self-efficacy both directly and indirectly on interest in entrepreneurship through entrepreneurial motivation. This study uses a quantitative approach. The population in this study is 608 students of the State Vocational School for business and management in Semarang City. The determination of the sample in this study uses the proportionate stratified random sampling method with a total of 138 students. The data collection technique uses questionnaires. The data analysis techniques used are descriptive, path analysis, and Sobel test. The results of this study conclude (1) the positive effect of entrepreneurial knowledge on entrepreneurial motivation is 36.4%. (2) the positive effect of the family environment on entrepreneurship motivation is 22.9%. (3) the positive effect of self-efficacy on entrepreneurial motivation is 35%. (4) the positive effect of entrepreneurship knowledge on the interest in entrepreneurship through entrepreneurial motivation is a total of 42.8%. (5) the positive effect of these family environment on the interest in entrepreneurship through entrepreneurial motivation is a total of 6.95%. (6) the positive effect of self-efficacy on interest in entrepreneurship through entrepreneurial motivation is a total of 79.4%. (7) the positive effect of entrepreneurial motivation on the interest in entrepreneurship is 65.7%.

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INTRODUCTION

Unemployment and poverty are still quite complex problems in Indonesia. Based on the data released by the Central Bureau of Statistics (BPS) in 2022, the percentage of poverty in Indonesia from 2020-2021 has increased by 0.3% from the previous year 2020 is only 9.8%, then, it increase to 10.1% in 2021. Research conducted by Windra et al., (2016) argued that the unemployment rate has a significant effect on poverty. This means that each increase in the unemployment rate will have an effect on an increase in the poverty rate in Indonesia. This is also reinforced by the result of research conducted by Leonita & Sari (2019), which argued the same thing that partially unemployment affects increasing the poverty rate in Indonesia.

The data released by the Central Bureau of Statistics for 2022 shows that the open unemployment rate for the last two years between 2020 and 2021 has indeed decreased by 0.6%. Nevertheless, this decline does not necessarily put us in a safe zone, because the unemployment rate is still at 6.5%, so it still needs serious attention from policymakers. Unemployment is a problem that needs to be resolved because unemployment is a phenomenon that is closely related to the problem of poverty levels in Indonesia.

The data released by the Central Bureau of Statistics in the February 2022 edition, explain that the open unemployment rate by education is dominated by Vocational High School (SMK)

graduates. The Vocational High School (SMK) unemployment rate is the highest at 10.38% of the aggregate number open unemployment rate by Education in Indonesia. The data are supported by Central Java open unemployment rate data released by the Central Java BPS in 2021, which stated that the open unemployment rate by education level in Central Java is dominated by high school graduates at 8.74%. This indicates that more attention is needed to improve the quality of high school graduates, especially graduates of Vocational High Schools (SMK) so that the standard of SMK graduates as mandated by government regulation Number 19 of 2005 can be implemented as intended. The following is Figure 1.2, which shows the data on the open unemployment rate by Education in 2022.

The unemployment problem for Vocational High Schools (SMK), which is still the highest compared to other levels of education, can be reduced by encouraging students to become entrepreneurs. Ardiani & Putra (2020) argued that entrepreneurship is a highly potential way to reduce the high level of unemployment in a country. In addition, entrepreneurs also have a big contribution to improving the economy of a country that occurs due to the opening of jobs.

Table 1.1 shows data on the distribution of graduates from the two-state business and management schools in Semarang City obtained from the special employment exchange (BKK) of each school.

Table 1 The Distribution of Graduates of the State Vocational School of Business and Management in Semarang City

Name of School	Expertise Competency	Total Alumni	Distribution of Graduates			
			Working	Going Universities	Being Entrepreneurs	Waiting List
SMK Negeri 2 Semarang	AKL MPLB BDP	107 105 107	38 45 41	35 30 37	25 24 24	9 6 5
Total		319	124 (38.9%)	102 (32%)	73 (22.90%)	20 (6.20%)
SMK Negeri 9 Semarang	AKL MPLB BDP	106 107 103	67 59 63	19 16 15	- - -	20 32 25
Total		316	189 (59.8%)	50 (15.80%)	-	77 (24.4%)

Source: Special Employment Exchange of State Vocational School of Business and Management

Based on table 1 above, the distribution of graduates obtained from special employment exchange (BKK) from the two schools, shows that students who choose to become entrepreneurs are still small, especially at SMK Negeri 2 Semarang. Of the four classifications of graduate distribution, students who choose to become entrepreneurs are only 73 people with a percentage of 22.9%. This figure is still far from students who choose to work and continue their studies to college, which are respectively 38.9% and 32 %. As for SMK Negeri 9 Semarang, specifically data on graduate students who are entrepreneurs, according to what was conveyed by the head of the BKK SMK Negeri 9 Semarang, the data on graduates who become entrepreneurs are combined with data on those who work, so that the number of students who work is 189 including data that have become entrepreneurs. Nevertheless, if looking at the data of students who are entrepreneurs at SMK Negeri 2 Semarang, it can indicate that students' interest in entrepreneurship is still low, this is evidenced by students choosing to work or continue their education in college.

Interest in entrepreneurship is a tendency of the heart in one person to be interested in creating a business, then organizing, making arrangements, taking risks, and developing businesses that are created by oneself (Aghniya & Subroto, 2021). According to Yadewani & Wijaya (2017), interest in entrepreneurship is an interest, desire, also a willingness through ideas that are owned to learn, know, and prove more about entrepreneurship. Jailani et al (2017) argued that interest is an attraction to something someone likes, someone who has an interest in carrying out entrepreneurial activities will tend to take all forms of action that lead to all knowledge related to entrepreneurship.

Interest in entrepreneurship itself is influenced by several factors, such as the result of research conducted by Fatimah & Purdianto (2020), there are two factors that affect interest in entrepreneurship, namely the factor of entrepreneurial knowledge and entrepreneurial motivation. Aban & Tanusi (2020) also stated that the factors that influence students' interest in entrepreneurship include factors of innovation, creativity, and technological environment.

The result of research conducted by Nisa & Murniawaty (2020) explains that entrepreneurial

knowledge has a positive effect on interest in entrepreneurship. Indriyani & Subowo (2019) in their research found that the family environment has no positive and significant effect on interest in entrepreneurship. The result of research conducted by Farida & Nurkhin (2016) stated that self-efficacy has a positive effect on the interest in entrepreneurship. Karen Hapuk et al (2020) stated that entrepreneurial motivation is able to mediate the effect of entrepreneurship education on interest in entrepreneurship.

Trisnawati (2017) also argued that partially entrepreneurial knowledge does not affect students' interest in entrepreneurship. Damayanti and Hidayatulloh (2020) revealed that the family environment does not affect one's interest in entrepreneurship. The result of research conducted by Suharto et al (2021) finds that self-efficacy does not affect interest in entrepreneurship.

By looking at how the gap phenomena and research gap have been explained, the researchers assess the need for follow-up to examine the problems encountered, the withdrawal of variables is based on previous research studies that examined similar research. This study uses three independent variables consisting of entrepreneurial knowledge, family environment, and self-efficacy, as well as one mediating variable namely entrepreneurial motivation and one dependent variable namely interest in entrepreneurship. The researchers intend to test the theories and results of previous research using different objects and samples, by carrying out collaborations between the previous variables used to measure the variable of interest in entrepreneurship as a form of novelty in this study.

The purpose of this study is to analyze the effect of entrepreneurial knowledge on students' entrepreneurial motivation, the effect of the family environment on students' entrepreneurial motivation, the effect of self-efficacy on students' entrepreneurial motivation, the effect of entrepreneurial knowledge through entrepreneurial motivation on students' interest in entrepreneurship, the effect of the family environment through entrepreneurial motivation on students' interest in entrepreneurship, the effect of self-efficacy through entrepreneurial motivation on the interest in entrepreneurship of students at the State Vocational School of Business and Management in Semarang

City and the effect of entrepreneurial motivation on the interest in entrepreneurship of students at the State Vocational School of Business and Management in Semarang City.

RESEARCH METHODS

This is a quantitative study where the data is related to numbers. The research design used is hypothesis testing research to examine the effect of the hypothesized variables in the study (Wahyudin, 2015). The research design uses correlation research since the researchers want to know the level of relationship between different variables in a population.

This study analyzes the effect between variables through intervening variables so the analysis used is Path Analysis. The analytical tool used in this research is SPSS version 20.0.

The population in this study is 608 students of the State Vocational School of Business and Management in Semarang City. The sampling technique uses proportional stratified random sampling with a total of 138 students.

The data collection method is a questionnaire. The measurement of the questionnaire in this study uses a Likert scale with five alternative answers and then tested the validity and reliability.

The data analysis techniques used are descriptive analysis, requirements test or classical assumption test, path analysis, coefficient of determination, and Sobel test.

RESULTS AND DISCUSSION

The result of this study can be seen from the t-test, as well as the results of direct and indirect effects between the dependent variable on the independent variable through the intervening variable.

Table 2. The Result of the t-test dependent variable Entrepreneurial Motivation

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.509	2.972		1.853	.066
	Var_X1	.389	.073	.364	5.310	.000
	Var_X2	.095	.026	.229	3.628	.000
	Var_X3	.284	.059	.350	4.843	.000

a. Dependent Variable: Var_Z

Source: Processed primary data, 2023

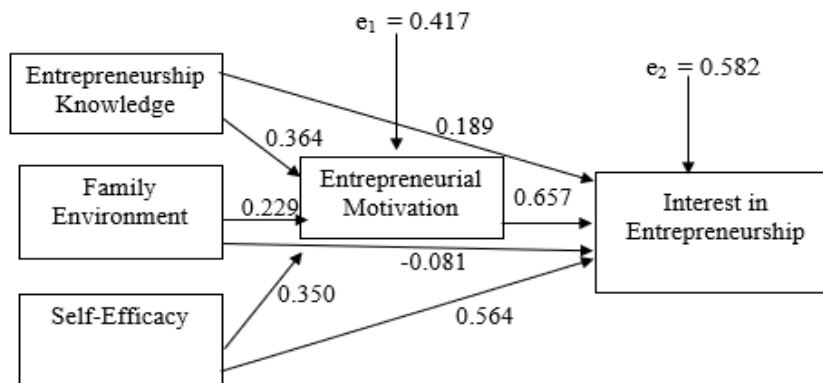


Figure 2. Path Analysis Result

Entrepreneurial knowledge on entrepreneurial motivation

Based on the result with multiple regression, it can be seen that entrepreneurial knowledge has a positive effect on entrepreneurial motivation by 0.364 or 36.4%. Furthermore, the result of the t-test is $5.310 > 1.656$ with a significance value of $0.000 < 0.05$. The result indicates that entrepreneurial knowledge has a positive and significant effect on entrepreneurial motivation. Saepudin (2017) also stated that one of the factors that influence one's motivation is the level of education, the higher the level of education someone has, it will be easier for those concerned to adjust to their environment, which influences their personality and attitude, including in motivating themselves in entrepreneurship.

The result of this study is in line with the result of research conducted by Handayani & Suyanto (2016) showing that there is a positive and significant relationship between entrepreneurial knowledge and entrepreneurial motivation. Suhartini (2020) in her research also said that entrepreneurial knowledge has a positive effect on entrepreneurial motivation. The result of the study also indicates that the better the entrepreneurial knowledge possessed by students, the higher their entrepreneurial motivation would be.

The family environment on entrepreneurial motivation

Based on the result with multiple regression, it can be seen that the family environment has a positive effect on entrepreneurial motivation by 0.229 or 22.9%. Furthermore, the result of the t-test is $3.628 > 1.656$ with a significance value of $0.00 < 0.05$. The result indicates that the family environment has a positive and significant effect on entrepreneurial motivation. The result of this study is in accordance with stated by Saepudin (2017) who argued that one of the factors that influence motivation is the background of an individual. An individual cannot be separated from the surrounding environment. In this case, the behavior of an individual is limited by norms or culture in his environment, including the family environment as the closest unit where a student develops.

The result of this study is in line with the result of research conducted by Siti and Dedi (2016) who argued that the family environment has a positive and significant contribution to high and low entrepreneurial motivation. Furthermore, the research result of Mantik et al (2020) also reveals that the family environment has a positive and significant effect on entrepreneurial motivation. The result of the study means that the better the family environment owned by students, the more motivation for entrepreneurship would increase.

Self-efficacy on entrepreneurial motivation

Based on the result with multiple regression, it can be seen that self-efficacy has a positive effect on entrepreneurial motivation by 0.350 or 35%. Furthermore, the result of the t-test is $4.843 > 1.656$ with a significance value of $0.00 < 0.05$. The result indicates that self-efficacy has a positive and significant effect on entrepreneurial motivation. The result is in accordance with those stated by Siti and Dedi (2016) that self-efficacy has an important role within each individual so that they can lead a good life, the belief that they can achieve what they want so that it becomes a motivation for an individual to be excited about doing something.

The result of this study is in line with the result of research conducted by Gunawan et al (2018), which also shows that self-efficacy has a positive and significant effect on entrepreneurial motivation. Suratno et al (2020) also showed the same result that self-efficacy has a positive and significant effect on entrepreneurial motivation. The result of the study means that the better a student's self-confidence in his own potential, then his entrepreneurial motivation will increase.

Entrepreneurial knowledge has a positive effect on the interest in entrepreneurship through entrepreneurial motivation

Based on the result of the path analysis test, it can be seen that the effect of entrepreneurial knowledge on the interest in entrepreneurship through entrepreneurial motivation is as follows:

Direct effect
 $= (0.189) = 0.189$ or 18.9%
 Indirect effect
 $= (0.364) (0.657) = 0.239$ or 23.9%
 Total effect = 0.428 or 42.8%

The result of this study is in line with the Theory of Planned Behavior theory, which is a theory that is very suitable to be used as a predictor in measuring interest in entrepreneurship. This refers to interest as a planned behavior in understanding behavior change that is influenced by several external and internal factors based on previous research, one of which is entrepreneurial knowledge.

The result of the study is in line with the research conducted by Flora Puspitaningsih (2014) showing that entrepreneurial motivation can be a mediating variable from entrepreneurial knowledge to interest in entrepreneurship. The result also indicates that a positive sign has meaning if there is a change in entrepreneurship knowledge and student entrepreneurial motivation, there will be a change in student entrepreneurship interest.

Family environment has a positive effect on interest in entrepreneurship through entrepreneurial motivation

Based on the result of the path analysis test, it can be seen that the effect of the family environment on the interest in entrepreneurship through entrepreneurial motivation is as follows:

Direct effect

$$= (-0.081) = -0.081 \text{ or } -8.1\%$$

Indirect effect

$$= (0.229) (0.657) = 0.1505 \text{ or } 15.05\%$$

$$\text{Total effect} = 0.0695 \text{ or } 6.95\%$$

The result is in accordance with the Theory of Planned Behavior, which is also used in exploring planned behavior, interest is assumed as a factor influencing behavior, which is influenced by several external and internal factors based on previous research, including the family environment.

The result of this study is in line with the result of research conducted by Astiti & Margunani (2019) which also shows that motivation is perfectly able to mediate the family environment on entrepreneurship readiness. The result also indicates that a positive sign has meaning if there is a change in the family environment and students' entrepreneurial motivation, there will be a change in students' interest in entrepreneurship.

Self-efficacy has a positive effect on the interest in entrepreneurship through entrepreneurial motivation

Based on the result of the path analysis test, it can be seen that the effect of self-efficacy on the interest in entrepreneurship through entrepreneurial motivation is as follows:

Direct effect

$$= (0.564) = 0.564 \text{ or } 56.4\%$$

Indirect effect

$$= (0.350) (0.657) = 0.230 \text{ or } 23\%$$

$$\text{Total effect} = 0.794 \text{ or } 79.4\%$$

The result is in accordance with the theory of planned behavior, which can be used as a predictor to measure one's readiness, in which readiness is a planned behavior in order to understand a change in behavior that is determined as a form of positive or negative belief in an individual towards behavior, subjective norms, and self-efficacy.

The result of this study is in line with the result of research conducted by Putry et al (2020) which finds that self-efficacy has a positive effect on the interest in entrepreneurship through motivation as an intervening variable. The result also indicates that a positive sign meaning if there is a change in students' self-efficacy and entrepreneurial motivation, there will be a change in students' interest in entrepreneurship.

Entrepreneurial motivation to interest in entrepreneurship

Based on the result with multiple regression, it can be seen that entrepreneurial motivation has a positive effect on interest in entrepreneurship by 0.657 or 65.7%. Furthermore, the result of the t-test is $10.153 > 1.656$ with a significance value of $0.00 < 0.05$. The result of this study is in accordance with the Theory of Planned Behavior, the theory is also used in exploring planned behavior, interest is assumed as a factor influencing behavior, which indicates how hard people are willing to try and how much effort they plan to exert in order to do the behavior in this case interest in entrepreneurship. Iswandari (2013) ted that one of the internal factors that influence one's interest in entrepreneurship is motivation.

The result of this study is in line with the result of research conducted by Kurniawan, A.,

Khafid, M., & Pujiati (2016) which finds that entrepreneurial motivation has a positive and significant effect on interest in entrepreneurship. The result also indicates that the better the entrepreneurial motivation possessed by students, the interest in entrepreneurship will also increase.

CONCLUSION

Based on the research results, it can be concluded that Entrepreneurial knowledge has a positive effect on entrepreneurial motivation. Family environment has a positive effect on entrepreneurial motivation. Self-efficacy has a positive effect on entrepreneurial motivation. Entrepreneurship knowledge has a positive effect on interest in entrepreneurship through entrepreneurial motivation. Family environment has a positive effect on the interest in entrepreneurship through entrepreneurial motivation. Self-efficacy has a positive effect on interest in entrepreneurship through entrepreneurial motivation. Entrepreneurial motivation has a positive effect on the interest in entrepreneurship.

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