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The Impact of Entrepreneurial Knowledge, Personality, Motivation and Family Environment on Entrepreneurial Intention Through Self Efficacy

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Article Info	Abstract
	Students at SMAN Jambi City, one of which is SMAN 7 and SMAN 11 Jambi City, have fewer entrepreneurial intentions. And research findings that vary from one study to another. The aim of this study was to see whether entrepreneurial knowledge, personality, motivation, and family environment impacted career intentions, both directly and indirectly, using self-efficacy as a mediator. With a sample size of 154 respondents, the study approach used was quantitative. Data collection methods was a questionnaire and documentation. Percentage descriptive and path analysis were used in the data analysis. (1) Entrepreneurial knowledge (X1) and entrepreneurial personality (X2) have a positive and important impact on entrepreneurial intention, according to data analysis. (2), while motivation (X3) and family environment (X4) have a positive and important impact on entrepreneurial intentions. (3) Self-efficacy can significantly mediate the impact of the family environment (X4), entrepreneurial knowledge (X1), entrepreneurial personality (X2), and motivation (X3) on entrepreneurial intentions by mediating the independent variables.

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INTRODUCTION

Students' education and knowledge are the most valuable tools for entrepreneurship, as are skills gained in school. The aim of providing entrepreneurship material is to foster an entrepreneurial spirit in early age. Because having a broad interest in entrepreneurship will allow you to guide students' mindsets toward entrepreneurship. It is critical to provide entrepreneurship education to students in the classroom in order to transform the mindset of students who want to find employment upon graduation into someone who creates jobs.(Jailani & Sudarma, 2017)

The authors look at entrepreneurship subjects that have been replaced by craftsmanship and entrepreneurship related to this study (Lithopoulos et al., 2020). However, educated people are less likely to be involved because they want to work in a higher position (Agusmiati&Wahyudin, 2019).

Entrepreneurship subjects in economics are a form of providing entrepreneurial knowledge to students with the goal of inspiring them to pursue entrepreneurship. Managing materials and facilities, managing human resources, managing the production process, managing finances, and selling products / services are some topics discussed in this course. Such that the provision of entrepreneurial knowledge to students will lead to the creation of student entrepreneurial intentions(Hapsah & Ina Savira, 2015).

Entrepreneurial knowledge is the potential to create new products, launch new companies, produce new added value, and expand existing businesses. Someone who has undergone entrepreneurship training, subjects in school, seminars, or courses is more likely to be involved in it. All SMA, MA, and SMK students were taught about craft and entrepreneurship education in the 2013 curriculum.

The problem of entrepreneurial knowledge is to make students have a willingness in entrepreneurship, train students' skills to manage materials around the school that can be used, can change the attitude of students who depend on others to become more independent students, students can eliminate the habit of asking, have low self-esteem and become hard worker, have self-confidence and foster aspirations to try on their own by creating jobs with their abilities(Hadyastiti et al., 2020).

Education is a method of imparting specific knowledge, skills, insights, and experience to all people in order to help them grow their individual talents and personalities. This is in compliance with noble morals and Law No. 20 of 2003 concerning the National Education System, which states that education is a deliberate and planned attempt to create a learning environment and learning process in which students actively develop their ability to have religious spiritual strength, self-control, personality, intelligence, and skills that they need. The terms "society," "government," and "nation" are all used.

There are 11 public schools in Jambi City that have implemented entrepreneurship, and those identified as entrepreneurship schools, such as SMAN 7 and SMAN 11, which teach their students how to be entrepreneurs. Some of these high schools serve as test beds for determining the impact of entrepreneurial knowledge on students, and determining how students' entrepreneurial personalities are, and student motivation to be entrepreneurial, and from the perspective of their family environment in fostering students' entrepreneurial purpose and is mediated by self-efficacy.

The school's principal hopes that by continuing to enhance student success in entrepreneurship, the school will compete with vocational high schools and other schools. This impacts other students' intentions to become entrepreneurs. As a result, schools continue to provide students with opportunities to learn more about entrepreneurship, such as internships, annual bazaars, and study tours to industrial sites (To et al., 2020).

Students may gain additional knowledge outside of the classroom by participating in these events. In order for students to get business experience. Students' willingness to start their own businesses is likely to rise as their knowledge grows. In economics, there are lessons on entrepreneurship education and skills that seek to

instill a sense of self-confidence in students from an early age, so it inspired them to start their own company (Joko Setiyawan, 2000). This is based on the findings of interviews with several students, who mentioned that after graduation, they prefer to work as shop workers, and that some prefer to pursue higher education rather than entrepreneurship or attend academic schools.

Entrepreneurial intention is an essential factor in fostering entrepreneurial behavior, so it is important to develop and increase entrepreneurial intentions in students during entrepreneurial intention. The result of each individual's belief in something, which then shapes a certain attitude, and finally produces the intention or desire to manifest it in daily life, is intention and the process of its creation. Intention can be described as the seriousness with which an individual intends to carry out an action or to initiate such actions in order to achieve a future objective.

Other factors, besides entrepreneurial knowledge, are required supporting factors from the family environment in deciding entrepreneurial intentions (Andretta & McKay, 2020). A supportive family environment that encourages students to participate in events that will help them achieve entrepreneurship fluency. As a result, the family's position in cultivating a sense of student personality for entrepreneurship is important. Since entrepreneurship education and knowledge may begin at an early age in a family enivronment, particularly for students who have an entrepreneurial father or mother, children are indirectly motivated to become entrepreneurs.

To be entrepreneurial, students must have self-confidence or self-efficacy in their hearts. The motivation to be an entrepreneur is motivated by one's confidence in one's own potential to be an entrepreneur. Self-efficacy can also increase because of a variety of events. Direct experience, learning by direct observation, social persuasion, and a psychological evaluation are the four ways to gain self-efficacy (Chen et al., 2020).

In a variety of ways, self-efficacy may contribute significantly to intense entrepreneurship, attitudes, and behavior. In addition, SMA / MA and SMK students must have a comprehensive knowledge of entrepreneurship education. This is because entrepreneurship knowledge is a function of the success of the entrepreneurial economic learning process in schools.

This is in line with existing entrepreneurial values, that every individual who has a high entrepreneurial intention will standalone, and dare to decide and be responsible for himself and others (Sesen&Ekemen, 2020). Therefore, students should have the potential for entrepreneurial personalities so that later they can be independent, help themselves in facing life's difficulties, even be able to open their own jobs for themselves and others. Based on these factors, it can impact and foster students' entrepreneurial intentions and are expected to help the government reduce the number of unemployed in this country.

The researcher administered questionnaires based on preliminary observations and the theory that addresses entrepreneurial intentions, namely the theory of planned behavior to examine planned behavior, displaying a special behavior, and the belief that each person must show the behavior in this study. Two factors affect the formation of an intention: internal and external factors. Internal factors include an intention to participate based on a person's expectation that their behavior will lead to the desired outcome and an assessment of the expected outcomes. The subjective norm which is created by one's self-confidence, is the next external impact. The importance of effectiveness and inspiration in entrepreneurship cannot be overstated. This is because the aim is to increase the number of students who are interested in entrepreneurship.(Chang et al., 2020).

Entrepreneurial intention is the right variable to predict entrepreneurial personality because it relates a person's attitude toward entrepreneurship with his entrepreneurial behavior. As a result, as one's intention against this activity strengthens, the likelihood of individuals displaying behavior increases (Badri &Hachicha, 2019).

Intention is the urge to be strong-willed, attempting to meet life's needs without fear of the risks involved. The purpose is not only to satisfy a

personal desire but also to consider the possibility of starting a business.(Andretta & McKay, 2020).

RESEARCH METHODS

This research uses a quantitative approach or method. The population in this study were students of class XII Social SMAN Jambi City, while the sample was 154 respondents. Determination of the sample using the Slovin formula.

$$n = \frac{N}{N + (d^2) + 1}$$

Information:
N = Population size
n = Sample size
d2= Precision value95% or ∑=0,05

This is because the highest amount of error that can be accepted is 5% with a 95% confidence level. Since 5% corresponds to the maximum tolerable error rate in social science research.

The criteria used as samples in this study are as follows:

1) In Jambi City, one of the schools designated as an entrepreneurship school program is SMAN 7 and SMAN 11.
2) Schools with a competitive entrepreneurship course
3) Entrepreneurial knowledge content taught by teachers who understand entrepreneurship so that students can understand it as well.

The data collection method used a questionnaire or trial questionnaire after a valid question was obtained, then the question was used for research questions, accompanied by documentation during the study. This study uses descriptive analysis and path analysis, specifically the development of multiple regression analysis, the aim of which is to determine the indirect effect between variables by the emergence of the mediating variable.

RESULTS AND DISCUSSION

The data of this research are student gender and parents' occupation, to distribute measuring instruments to each class to determine the entrepreneurship intention. The results of descriptive statistical analysis are shown in Table 1:

Table 1. Descriptive Statistical Analysis Results

Variable	N	Min	Max	Mean	Std.Dev
Entrepreneurial Knowledge (X1)	154	24.00	52.00	38.7379	5.81497
Entrepreneurial Personality (X2)	154	50.00	92.00	76.30100	8.41234
Motivation (X3)	154	21.00	40.00	32.68455	4.05961
Work Environment (X4)	154	32.00	78.00	61.08255	7.93928
Self-Efficacy (Z)	154	28.00	56.00	43.84447	6.06993
Entrepreneurial Intention (Y)	154	24.00	48.00	39.30100	4.89367

Based on Table 1, the intense entrepreneurial variable shows that the highest value reaches 48, while the lowest value is 24 out of 25 questions. The average value of entrepreneurial intentions is 39.30 in the high category. The indicators of the entrepreneurial intention variable are feelings of pleasure, interest, and desire in the high category. This means that class XII Social class students of SMAN 7 and SMAN 11 Kota Jambi have high entrepreneurial intentions under their statements about feelings of pleasure, interest, and a strong desire to be entrepreneurial.

Table 5 Model Summary Moderation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.683[a]	.466	.446	3.61370

Based on the MRA test results from the regression coefficient, the MRA multiple regression equation can be produced, as follows:

$$Y = 15,526 - 0,290 \, PK - 0,219 \, KB + 0,206 \, M$$
$$+ 0,672 \, LK - 0,015 \, LKSE$$
$$+ 0,010 \, PKSE + 0,006 \, KBSE$$
$$+ 0,002 \, MSE + e$$

Information:

Y : Entrepreneurial Intentions
LK : Work Environment
PK : Entrepreneurial Knowledge
KB : EntrepreneurialBehavior
M : Motivation
SE : Self Efficacy

Based on the regression equation, the constant value (α) of 15.526 means that if the value of the family environment, entrepreneurial knowledge, entrepreneurial personality, motivation, interaction of family environment with self-efficacy, interaction of entrepreneurial knowledge with self-efficacy, interaction of entrepreneurial personality with self-efficacy, and motivational interactions with Self-efficacy is zero (0), then the entrepreneurial intentions of class XII Social students of SMAN 7 and SMAN 11 Jambi City are 15,526.

Path Analysis of Entrepreneurial Knowledge Against Entrepreneurial Intentions through Self Efficacy
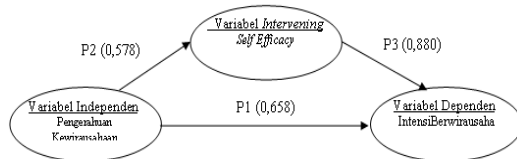
Information:

Direct Effect = 0.658
Indirect Effect= 0.578 x 0.880 = 0.580
Total effect = 0.658 + 0.580 = 1.166

Entrepreneurial knowledge of 0.578 and a significance of 0.000, which means entrepreneurial knowledge affects self-efficacy. The unstandardized beta coefficient value 0.578 is the path value P2. At the SPSS output, the unstandardized beta value for entrepreneurial knowledge is 0.658 and self-efficacy 0.880 are all significant.

The unstandardized beta value of entrepreneurial knowledge 0.658 is the P1 path and the unstandardized beta value for self-efficacy

is 0.880 which is the value of the P3 path. Then the t statistical test is to test the results of the indirect effect of the intervening variable, if it is significant from the independent variable to the dependent variable.

The calculated t value above is compared with the t table value which is ± 2.035. If the t value is greater than the t table value, there is a mediation effect. And the result of t count is 2,270, then t count is greater than t table that the mediation between entrepreneurial knowledge and entrepreneurial intentions is mediated by the intervening variable, namely self-efficacy, so the proposed hypothesis is accepted.

Path Analysis of Personality Against Entrepreneurial Intentions by Self Efficacy
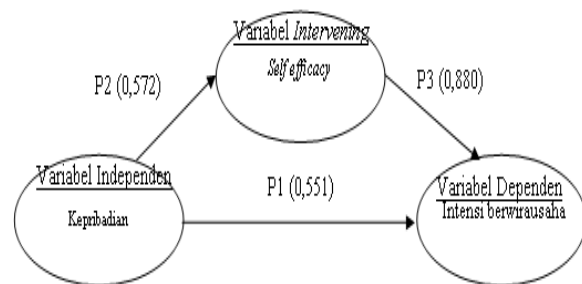
Information:

Direct effect = 0.551
Indirect effect = 0.572 x 0,880 = 0.503
Total effect = 0.572 + 0.503 = 1.075

The SPSS performance provides an unstandardized personality beta of 0.572 and a significance of 0.000, showing that personality effecting self-efficacy. P2 is the path value with an unstandardized beta coefficient of 0.572. The unstandardized beta value for personality is 0.551, and the self-efficacy is 0.880, both of which are important in the SPSS performance.

The P1 pathway has an unstandardized beta value of 0.551, while the P3 pathway has an unstandardized beta self-efficacy value of 0.880. The t statistical test is then used to assess if the indirect effect of the intervening variable from the independent variable to the dependent variable is important or not. The t statistical test is then used to determine if the indirect effect of the

intervening variable from the independent variable to the dependent variable is important or not.

The t value above is compared with the t table value, which is ± 2.035. If the t value is greater than the t table value, it can be concluded that there is a mediation effect. And the result of t count is 2.346, then t is greater than t table and it is concluded that the mediation between personality and entrepreneurial intentions is mediated by the intervening variable, namely self-efficacy, so the proposed hypothesis is accepted.

Path Analysis of Motivation on Entrepreneurial Intentions through Self Efficacy
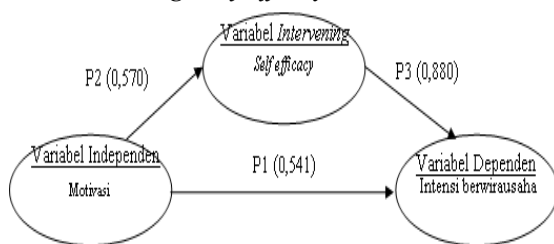
Information:

Direct effect = 0.541
Indirect effect = 0.570 x 0.880 = 0.501
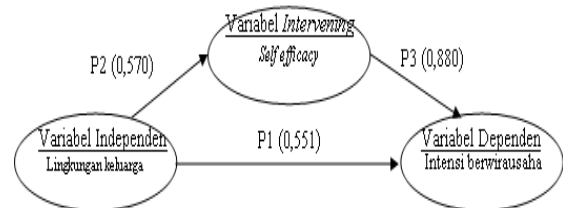Total effect = 0.541 + 0.501 = 1.042

HaThe SPSS performance shows that motivation has an unstandardized beta of 0.570 and a significance of 0.000, indicating that motivation impacts self-efficacy. P2 is the path value with an unstandardized beta coefficient of 0.570. The unstandardized beta value for motivation is 0.541, and the self-efficacy is 0.870, both of which are important in the SPSS performance. The P1 path has an unstandardized beta motivation value of 0.541, while the P3 path has an unstandardized beta self-efficacy value of 0.870. The t statistical test is then used to see whether the indirect effect of the intervening variable from the independent variable to the dependent variable is significant.

The t value above is compared with the t table value, which is ± 2.035. If the t value is greater than the t table value, so there is a mediation effect. And the result of t count is

2.346, then t is greater than t table and it is concluded that the intervening variable, namely self-efficacy, so mediates the mediation between motivation and entrepreneurial intention: the proposed hypothesis is accepted.

Path Analysis of the Family Environment on Entrepreneurial Intentions by Self Efficacy

The results of the SPSS output provide an unstandardized beta for the family environment of 0.570 and a significance of 0.000, so the family environment impacts self-efficacy. The unstandardized beta coefficient value of 0.570 is the path value P2. On the SPSS output, the unstandardized beta value for the family environment is 0.551 and the self-efficacy is 0.880, all of which are significant. The unstandardized beta value of the family environment 0.551 is the P1 pathway and the unstandardized beta self-efficacy value 0.880 is the P3 pathway value.

Information:

Direct Effect = 0.551
Indirect Effect = 0.570 x 0.880 = 0.501
Total effect = 0.551 + 0.501 = 1.052

The t statistical test is then used to assess if the indirect effect of the intervening variable from the independent variable to the dependent variable is important or not. As a result, the Sobel method must be tested, and the coefficient value of the path analysis results is needed.

The above t value is compared to the t table value of 2.035. It can be inferred that there is a mediation effect if the t value is greater than the t table value. Since the t count result is 2.356, t is greater than t table, and the hypothesis is accepted. The intervening variable, namely self-efficacy mediate the mediation between the family environment and entrepreneurial intention.

Hypothesis test
Model Feasibility Test

Table 2 Statistical Test Results F
ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	95.524	4	23.881	69.285	.000[b]
	Residual	39.638	115	.345		
	Total	135.162	119			

a. Dependent Variable: IB
b. Predictors: (Constant), PW, KP, MT, LK, SE

Sumber : Data Sekunder yang diolah SPSS 21

The estimated F value is 69.285 while the F-table is 2.90 (α= 5%) with a probability of 0.000, according to Table 4.2, the results of the F statistical test of the first equation. It can be inferred that the regression coefficient of entrepreneurial knowledge, personality, motivation, and environment is greater than F table (2.90) and is improved by the probability value = 0.000, which is far smaller than = 0.05. Entrepreneurial intentions are impactd by both family environment and self-efficacy.

Statistical t test

Table3 Results of the Significance Test for Individual Parameters (t test)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.576	.172		3.345	.001
	PK	.244	.086	.167	2.831	.005
	KP	5.827	.579	.571	10.062	.000
	MT	.012	.003	.275	4.724	.000
	LK	.457	.066	.398	6.947	.000
	SE	.430	.045	.378	7.756	.000
	IB	.459	.049	.357	6.645	.000

Dependent Variable: IB

Sumber : Data Sekunder yang diolah SPSS 21

Analysis of the of determination coefficient (R^2)

Table 4 Results of the Simultaneous Determination Coefficient (R^2)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.526	3.398		4.569	.000
	PK	-.290	.169	-1.716	-1.716	.120
	KB	-.219	.089	-.374	-2.469	.014
	M	.206	.098	.240	2.105	.036
	LK	.672	.113	1.092	5.961	.000
	PKSE	.010	.004	1.041	2.327	.021
	KBSE	.006	.003	.806	2.031	.043
	MSE	.002	.002	.177	1.173	.242
	LKSE	-.015	.003	-1.699	-4.666	.000

a. Dependent Variable: Intensi Berwirausaha
Sumber : Data Sekunder yang diolah SPSS 21

The Impact of Entrepreneurial Knowledge on Entrepreneurial Intentions

The entrepreneurial knowledge variable (X1) has a regression coefficient of 0.290, so each one-unit increase in entrepreneurial intention would result in a 0.290 increase in entrepreneurial intention, assuming the other independent variables have a fixed value. The coefficient in this study is positive, showing that entrepreneurial knowledge and intentions are associated. The coefficient is positive, showing that entrepreneurial knowledge and intentions have a positive relationship.(Trisnawati, 2014).

The Impact of Entrepreneurial Personality on Entrepreneurial Intentions

The regression coefficient for the entrepreneurial personality variable (X2) is 0.219, meaning that if each one-unit increase, it will cause an increase in entrepreneurial intention by 0.219 with the assumption that other independent variables are of fixed value. In this study, the coefficient is positive, meaning that there is a positive relationship between entrepreneurial personality and entrepreneurial intentions.

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The Impact of Motivation on Entrepreneurial Intentions

The regression coefficient of the motivation variable (X3) is 0.206, meaning that if each one-unit increase, it will increase in entrepreneurial intention by 0.206, assuming other independent variables are of fixed value. Here, the coefficient is positive, meaning that there is a positive relationship between motivation and entrepreneurial intentions.

The regression coefficient value of the family environment variable (X4) is 0.672, if each one-unit increase, it will cause an increase in entrepreneurial intention by 0.672, assuming other independent variables are of fixed value. In this study, the coefficient is positive, there is a positive relationship between the family environment and entrepreneurial intentions. The higher the family environment, the higher the entrepreneurial intention of students, and vice versa.

The relationship between entrepreneurial knowledge and self-efficacy (X1 and Z) has a regression coefficient of 0.010, so if entrepreneurial knowledge and self-efficacy increase by one unit, entrepreneurial intention increases by 0.010 units. In this study, the coefficient is positive, showing that the relationship between entrepreneurial knowledge and self-efficacy will either improve or have a positive impact on entrepreneurial intentions. Higher entrepreneurial knowledge will increase entrepreneurial intentions when paired with high self-efficacy.

The relationship between entrepreneurial knowledge and self-efficacy (X1 and Z) has a regression coefficient of 0.010, so if entrepreneurial knowledge and self-efficacy both increase by one unit, entrepreneurial intention will increase by 0.010 units. The coefficient in this study is positive, suggesting that the relationship between entrepreneurial knowledge and self-efficacy would either improve or have a positive impact on entrepreneurial intentions, with higher entrepreneurial knowledge being able to increase entrepreneurial intentions when combined with high self-efficacy.

The regression coefficient of the interaction between motivation and self-efficacy (X3 and Z) is 0.002, meaning that if motivation and self-efficacy increase by one unit, the entrepreneurial intention will increase by 0.002 units. In this study, the positive coefficient means that the interaction of motivation and self-efficacy will strengthen the impact of motivation on entrepreneurial intentions or have a positive impact on entrepreneurial intentions, the higher the motivation will increase entrepreneurial intentions if done jointly with high self-efficacy.

The regression coefficient for the interaction of the family environment with self-efficacy (X4 and Z) is -0.015, if the family environment and self-efficacy increase by one unit, the entrepreneurial intention will decrease by -0.015 units. The coefficient is negative, which means that the interaction of the family environment and self-efficacy will weaken the impact of the family on entrepreneurial intentions or have a negative effect on entrepreneurial intentions, even if the high family environment cannot increase entrepreneurial intentions if paired with high self-efficacy.

The impact of entrepreneurial knowledge, personality, motivation and family environment on entrepreneurial intention through self-efficacy has a regression equation, which is a constant value (α) of 15.526. It can be interpreted that in this study, if the value of entrepreneurial knowledge, entrepreneurial personality, motivation, and family environment, the interaction of family environment with self-efficacy, interaction of entrepreneurial knowledge with self-efficacy, interaction of entrepreneurial personality with self-efficacy, and interaction of motivation with zero self-efficacy (0), thus the entrepreneurial intentions of class XII Social students of SMAN 7 and SMAN 11 Jambi City are worth 15,526.

CONCLUSION

Based on data analysis and discussion, it can be concluded that There is a positive relationship between entrepreneurial knowledge and entrepreneurial intentions. There is a positive relationship between entrepreneurial personality and entrepreneurial intentions. There is a positive relationship between the family environment and

entrepreneurial intentions. There is a positive relationship between motivation and entrepreneurial intentions. Entrepreneurial knowledge, entrepreneurial personality, entrepreneurial motivation and family environment impact entrepreneurial intentions through self-efficacy. To encourage students to become entrepreneurs, entrepreneurship training should be improved.

It is expected that future researchers will extend research on high school students' entrepreneurial intentions by incorporating independent and intervening variables that have a greater impact on entrepreneurial intentions.

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