International Journal of Business and Quality Research

https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Self-Efficacy In Entrepreneurship As A Mediator Between Industrial Work Practice And Entrepreneurship Education

Syafrozi Haqi[1], Puji Handayati[2], Agus Hermawan[3]

[1,2,3] Faculty of Economics and Business, Universitas Negeri Malang, Indonesia

Email Korespondensi : syafrozi.haqi.22404158@students.um.ac.id

Abstract

This research holds high urgency given the high rate of educated unemployment in Indonesia, particularly among Vocational High School (SMK) graduates. The study's core focus is analyzing the crucial role of vocational education in creating graduates who are not only job-ready but also capable of entrepreneurship. Using a quantitative, cross-sectional design on 12th-grade Marketing students at State Vocational High Schools in Mojokerto Regency, the study specifically aims to test the influence of Industrial Work Practice (Prakerin) and Entrepreneurship Education on Entrepreneurial Motivation, with Self-Efficacy as a mediating variable. Data analysis will be conducted using Partial Least Square-Structural Equation Modeling (PLS-SEM). While the final results are not yet available, the research is expected to reveal that Self-Efficacy acts as a significant mediator. This implies that the Prakerin experience and entrepreneurship coursework must first successfully foster students' self-confidence before their entrepreneurial motivation can be adequately boosted. Based on this framework, the key recommendations are to optimize the quality and duration of Prakerin and to reform Entrepreneurship Education methods to focus more on developing Self-Efficacy through intensive business simulations and real-world projects. Ultimately, these findings are expected to provide vital insights into how industrial experience and formal education can be better aligned to effectively encourage entrepreneurial aspirations among SMK graduates.

Keywords: Industrial Work Practices, Entrepreneurship Education, Entrepreneurial Motivation, Self-Efficacy

INTRODUCTION

The high unemployment rate, especially among highly educated graduates in Indonesia, reflects the imbalance between rapid workforce growth and limited job availability. This

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

phenomenon is exacerbated by frequent layoffs. Although the government has attempted to address this issue by creating vocational education programs such as vocational high schools (SMK), which aim to produce graduates who are ready to work and become entrepreneurs, in reality, many students are still unmotivated to start their own businesses. This condition is caused by various obstacles, including a lack of knowledge, capital, facilities, and adequate support. Therefore, this study is crucial to evaluate the effectiveness of entrepreneurship education programs and Industrial Work Practices (Prakerin) in fostering an entrepreneurial spirit among SMK students, especially in industrialized areas such as Mojokerto Regency. Nationally, data shows that the majority of vocational school graduates prefer to work (43.66%) rather than become entrepreneurs, whose proportion is still very small. Specifically in public vocational schools, the unemployment rate is higher (9.68%) than in private vocational schools (8.00%), indicating a gap that needs to be analyzed. Although vocational schools have a vision to produce competitive and entrepreneurial graduates, this low interest in entrepreneurship shows that the great potential within students has not been fully explored. This study will focus on public vocational schools in Mojokerto Regency, which have great opportunities to absorb graduates into the workforce due to their strategic location in an industrial area. However, the challenge is how to optimize the Prakerin program and entrepreneurship education so that graduates are not only ready to work but also able to create jobs.

This research is highly relevant, especially in the context of a future where post-pandemic economic demands are increasingly complex. Specifically, this study aims to examine how Industrial Work Practice (Prakerin) and entrepreneurship education affect students' entrepreneurial motivation, with self-efficacy (self-confidence) as a mediating variable. By understanding the interaction between industrial experience, formal education, and self-efficacy, this study is expected to provide practical recommendations for designing more effective curricula and internship programs. The goal is to produce vocational school graduates who have the drive and self-confidence to become successful entrepreneurs, who can ultimately contribute to overcoming the challenges of unemployment and driving local economic growth.

The Theory of Planned Behavior states that a person's intention to perform a behavior is an intermediate variable that causes behavior to occur from an attitude or other variables (Ajzen, 1991). Behavioral theory cannot be separated from entrepreneurial interest or entrepreneurial intention, because this theory states that entrepreneurial behavior is based on beliefs and evaluations that foster attitudes, subjective norms, and perceived behavioral control. Entrepreneurial decisions are behaviors with high involvement, because decision-making involves internal factors such as personality, perception, motivation, learning (attitude),

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

and external factors such as family, friends, neighbors, and so on (subjective norms). Then, measuring perceived behavioral control (self-efficacy) is a condition in which people believe that an action is easy or difficult to do by understanding the various risks or obstacles that exist when taking that action (Ajzen, 2008). The Theory of Planned Behavior states that a person's intention to perform a behavior is an intermediate variable that causes behavior from an attitude or other variables (Ajzen, 1991).

LITERATURE REVIEW

Theory of Planned Behavior (TPB)

The Theory of Planned Behavior states that a person's intention to perform a behavior is an intermediate variable that causes behavior to occur from an attitude or other variables (Ajzen, 1991). Behavioral theory cannot be separated from entrepreneurial interest or entrepreneurial intention, because this theory states that entrepreneurial behavior is based on beliefs and evaluations that foster attitudes (attitude towards), subjective norms, and perceived behavioral control. Entrepreneurial decisions are behaviors with high involvement, because decision-making involves internal factors such as personality, perception, motivation, learning (attitude), and external factors such as family, friends, neighbors, and so on (subjective norms). Then, measure perceived behavioral control (self-efficacy), which is a condition in which people believe that an action is easy or difficult to do by understanding the various risks or obstacles that exist when taking that action (Ajzen, 2008).

Industrial Work Practice (Prakerin)

The successful implementation of Prakerin provides students with both theoretical and practical experience, enables them to develop themselves through involvement with other parties, and increases their confidence so that they are better prepared to work after graduation. This motivates students to prepare themselves more thoroughly for work after graduation. Bangun (2012) explains that motivation is a condition that encourages or causes a person to perform an action/activity, which occurs consciously. Motivation is an internal drive for a person to do something with greater effort in order to achieve the desired results. It can be concluded that there are three key elements of motivation, namely effort, goals, and needs. With work motivation, students will strive to develop their knowledge and skills in preparing themselves to enter the world of work. This can be seen from the competencies possessed by students. The Ministry of Education and Culture (2002) defines competency as knowledge, skills, and basic values reflected in habits of thinking and acting. Student learning outcomes are the competencies that students possess as preparation for working in their

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

respective fields. Vocational competencies are the abilities of vocational high school students in their respective fields of expertise.

Entrepreneurial Motivation

Based on the results of the data analysis and discussion (Issa, 2019) that has been carried out, several important points can be concluded. First, the validity of the research instrument was proven through a significance value of 0.000, which is less than 0.005, indicating that all question indicators were valid. Second, the reliability of the questionnaire was also confirmed with a Cronbach's Alpha value of 0.625, exceeding the threshold of 0.60, indicating the internal consistency of the instrument. Third, the analysis of the coefficient of determination (R-Square) of 0.316, or 31.6%, shows that Entrepreneurship Education has an influence of 31.6% on Entrepreneurial Motivation, while the remaining 68.4% is influenced by other variables not included in this research model. Fourth, the F-test results show a significance level of 0.000, which is significantly smaller than the alpha value of 0.05, so it can be concluded that there is a significant simultaneous effect between Entrepreneurship Education and Entrepreneurial Motivation. Finally, based on the T-test results, a significance value of 0.000 was obtained, which is smaller than the alpha value of 0.05, confirming that there is a significant partial influence between Entrepreneurship Education and Entrepreneurial Motivation.

Entrepreneurship education

Entrepreneurial intention is defined as the positive feelings experienced by prospective entrepreneurs in activities related to things that are meaningful to the identity of entrepreneurs (Laaksonen, Ainamo, & Karjalainen, 2011). The essence of this definition is that we are enthusiastic about thinking about entrepreneurial activities, such as exploring new market ideas, seeking sources of start-up capital, and finding ways to build and develop new products, which can support individuals to become entrepreneurs. Academics and practitioners agree that intention is an important aspect of the entrepreneurial process, with important implications for the motivation and energy, persistence, and work effort of aspiring entrepreneurs (Thorgren & Wincent, 2015). Entrepreneurship practitioners and academics agree that entrepreneurial emotions play a role in influencing entrepreneurial cognition, behavior, and outcomes. Entrepreneurial intention refers to influencing, emotions, moods, and/or feelings—individual or collective—that precede, accompany, and/or result from the entrepreneurial process, meaning the recognition/creation, evaluation, reformulation, and/or exploitation of potential opportunities (Breugst, Domurath, Patzelt, & Klaukien, 2012). Recently, there has been an increase in the intention of specific emotional

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

experiences, entrepreneurial passion, which has a significant impact on entrepreneurial behavior (Davis, Webb, & Coombs, 2014). According to Hutagalung et al. (2017: 336), in their research, they stated that indicators of entrepreneurship education include: 1. Curriculum Entrepreneurship-based education competencies provided to students. 2. Quality of Educators Educators must master entrepreneurship knowledge and be able to convey this knowledge well to students. 3. Teaching and learning facilities. The availability of educational facilities and infrastructure greatly helps students to master entrepreneurial material and assists educators in delivering it.

Self-efficacy

In the context of education and entrepreneurship, self-efficacy plays a very important role. Students with high self-efficacy will be more motivated to develop their potential, dare to take initiative, and be able to cope with pressure in the learning process and in carrying out entrepreneurial activities. Therefore, efforts to increase self-efficacy need to be a serious concern in the vocational education system in order to produce graduates who are independent, resilient, and ready to face the challenges of the world of work and business. Self-efficacy is not only related to the actual skills that a person has, but more to the extent to which individuals assess themselves as being able to use these skills in real situations. Individuals with high self-efficacy generally demonstrate strong self-confidence, perseverance in completing tasks, and resilience in the face of failure. Conversely, individuals with low self-efficacy tend to doubt their abilities, give up easily, and avoid challenges because they feel unable to overcome them. In the context of education and entrepreneurship, self-efficacy plays a very important role. Students with high self-efficacy will be more motivated to develop their potential, dare to take initiative, and be able to face pressure in the learning process and in carrying out entrepreneurial activities. Therefore, efforts to increase self-efficacy need to be a serious concern in the vocational education system in order to produce graduates who are independent, resilient, and ready to face the challenges of the world of work and business.

Conceptual Framework and Hypothesis

This conceptual framework describes the relationship between industrial work practices and entrepreneurial motivation at SMKN Mojokerto Regency, as well as the factors that influence this relationship. This study is expected to provide a better understanding of how industrial experience can encourage students to become entrepreneurs, while also providing practical recommendations for the development of entrepreneurship education programs in schools. The experiences gained by students during work experience in industry, including the duration and type of work performed. These experiences can enrich students' knowledge

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

and skills, as well as provide a realistic picture of the world of entrepreneurship. Training programs held during work experience, including technical and managerial training. The skills gained from this training can increase students' confidence in entrepreneurship. Student involvement with mentors or professionals in the field. This interaction can provide inspiration, guidance, and valuable knowledge, which can encourage students to think about entrepreneurial opportunities. The culture and atmosphere at the internship site that can influence student motivation. A supportive and positive environment can increase entrepreneurial spirit.

.

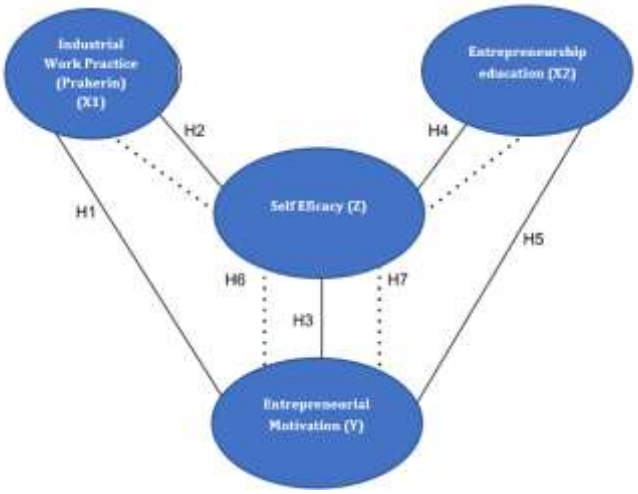


Figure 1. Research Framework

Relationship between Variables

The Effect of Industrial Work Practices on Entrepreneurial Motivation

This study (Amri et al., 2021) is a quantitative study conducted to measure independent and dependent variables using figures processed through statistical analysis. This study aims to determine whether there is an influence between 1) the influence of work motivation on the work readiness of SMKN 1 Cinangka students, 2) the influence of the suitability of Industrial Work Practice (Parakerin) competencies on the work readiness of SMKN 1 Cinangka students, and 3) the influence of work motivation and competency suitability on the readiness of SMKN 1 Cinangka students. The method used was to distribute instruments to a predetermined research sample from the population of the research location. The results of this study are (1) there is a positive effect of work motivation on the work readiness of SMKN 1 Cinangka students with a correlation value of 0.377 at a significance level of 5% and a contribution of 73.8%. (2) There is a positive effect of

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

PRAKERIN competency suitability on the work readiness of SMKN 1 Cinangka students with a correlation value of 0.467 at a significance level of 5% and a contribution of 34.1%. (3) There is a positive influence of work motivation and competency suitability on the work readiness of SMKN 1 Cinangka students with a correlation value of 0.558 at a significance level of 5% and a contribution of 61.1%. It can be concluded that there is an influence between work motivation (X1) and work readiness (Y), there is an influence between the suitability of PRAKERIN competencies (X2) and work readiness (Y), and there is an influence between work motivation (X1) and the suitability of competencies (X2) on work readiness (Y).

H1: Industrial Work Practice (PRAKERIN) has a positive and significant effect on entrepreneurial motivation.

The Effect of Entrepreneurship Education on Entrepreneurial Motivation

Based on the results of data analysis and discussion (Issa, 2019) that has been carried out, several important points can be concluded. First, the validity of the research instrument was proven through a significance value of 0.000, which is less than 0.005, indicating that all question indicators were valid. Second, the reliability of the questionnaire was also confirmed with a Cronbach's Alpha value of 0.625, exceeding the threshold of 0.60, indicating the internal consistency of the instrument. Third, the analysis of the coefficient of determination (R-Square) of 0.316, or 31.6%, shows that Entrepreneurship Education has an influence of 31.6% on Entrepreneurial Motivation, while the remaining 68.4% is influenced by other variables not included in this research model. Fourth, the F-test results show a significance level of 0.000, which is significantly smaller than the alpha value of 0.05, so it can be concluded that there is a significant simultaneous effect between Entrepreneurship Education and Entrepreneurial Motivation. Finally, based on the T-test results, a significance value of 0.000 was obtained, which is smaller than the alpha value of 0.05, confirming that there is a significant partial influence between Entrepreneurship Education and Entrepreneurial Motivation.

H2: Entrepreneurship Education has a positive and significant effect on Entrepreneurial Motivation

The Influence of Industrial Work Practice on Self-Efficacy

Based on the analysis of the distribution of respondents' responses (Maulanada et al., 2024) related to the Industrial Work Practice (Prakerin) variable, it was found that the indicator “appreciating work and workers” had the highest average achievement value. These results, obtained through a questionnaire as a data collection instrument, indicate that

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

grade XII students at SMK Negeri 4 Malang show high appreciation for every job they do and always respect their colleagues in the environment where they carry out Prakerin. This finding is in line with the view of L.N. Jewel (2010), who states that work practice is a series of activities in a specific work environment designed to enable students to acquire and internalize attitudes, abilities, skills, knowledge, and behaviors relevant to their work, both now and in the future. The distribution of respondents' responses for the self-efficacy variable shows that the "strength" indicator (degree of confidence or appreciation) achieved the highest average value. The data collected through this questionnaire shows that grade XII students at SMK Negeri 4 Malang have strong confidence in their efforts and believe in the success of everything they are working on. This is consistent with the explanation by Hasanah and Dewi (2019), who argue that self-efficacy is basically formed through a cognitive process of evaluation, belief, or assessment of how capable a person is in carrying out a particular task or action to achieve the expected results.

H3: Industrial Work Practice (PRAKERIN) has a positive and significant effect on Self-Efficacy.

The Influence of Entrepreneurship Education on Self-Efficacy

Based on the results of the analysis and discussion (Astri Fitriani & Yoni Hermawan, 2024) regarding the influence of entrepreneurship education, self-efficacy, and family support on the entrepreneurial interest of grade XI Marketing students at SMK Negeri 1 Tasikmalaya, the following conclusions were obtained: First, entrepreneurship education has a significant effect on the entrepreneurial interest of grade XI Marketing students at SMK Negeri 1 Tasikmalaya with a t-value of 8.648 > t-table of 1.980 and a significance value of 0.001 < 0.05, which means that H0 is rejected and Ha is accepted. Second, self-efficacy has a significant effect on the entrepreneurial interest of grade XI Marketing students at SMK Negeri 1 Tasikmalaya with a t-value of 2.375 > t-table of 1.980 and a significance value of 0.019 < 0.05, which means that H0 is rejected and Ha is accepted. Third, family support does not have a significant effect on the entrepreneurial interest of grade XI Marketing students at SMK Negeri 1 Tasikmalaya City with a calculated t-value of 0.521 < t-table of 1.980 and a significance value of 0.603 > 0.05, which means that H0 is accepted and Ha is rejected. Fourth, entrepreneurship education, self-efficacy, and family support have a significant effect on the entrepreneurial interest of grade XI Marketing students at SMK Negeri 1 Tasikmalaya, with a calculated F value of 97.161 > F table of 3.07 and a significance value of 0.001 < 0.05. The fourth hypothesis test in this study shows that the variables of entrepreneurship education, self-efficacy, and family support have a positive and significant effect on the variable of entrepreneurial interest. The entrepreneurial interest of grade XI

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Marketing students at SMK Negeri 1 Tasikmalaya in the 2023/2024 academic year is in the high category. This high interest in entrepreneurship can be interpreted as a high desire among students to become entrepreneurs. In addition, entrepreneurship education increases students' self-efficacy by providing the necessary knowledge and skills, while family support can strengthen students' belief that they have the ability to succeed.

H4: Entrepreneurship education has a positive and significant effect on self-efficacy.

The Influence of Self-Efficacy on Entrepreneurial Motivation

(Darman et al., 2020) This study examines the impact of entrepreneurship education on students' entrepreneurial intention, with entrepreneurial self-efficacy and entrepreneurial mindset as mediating variables. Using a quantitative survey approach with SEM-PLS analysis, data were collected from 182 12th grade students at a vocational high school (SMK) in Malang City. The findings revealed that entrepreneurship education significantly influenced entrepreneurial self-efficacy, entrepreneurial mindset, and entrepreneurial intention. Furthermore, entrepreneurial mindset positively mediates the relationship between entrepreneurship education and entrepreneurial intention. However, entrepreneurial self-efficacy does not have a significant effect on entrepreneurial intention and does not function as a mediator. These results highlight the need for vocational education institutions to improve their entrepreneurship programs to align with current market demands and business trends.

H5: Self-efficacy has a positive and significant effect on entrepreneurial motivation

Self-efficacy mediates the effect of industrial work practices (Prakerin) on entrepreneurial motivation

Work motivation has a positive but insignificant effect on the work readiness of students in the 2021 Management Study Program at Sarjanawiyata Tamansiswa University, Yogyakarta. These findings indicate that although work motivation contributes to increased work readiness, its influence is not large enough to have a significant impact. Students with strong work motivation tend to have better focus in achieving academic and professional goals and are better prepared to face various challenges in the work environment. However, this insignificant effect indicates that work motivation alone is not enough to ensure student work readiness. Other factors, such as work experience, work ethic, or competence, may play a greater role in determining work readiness. Therefore, it is important for students to not only have strong work motivation but also strengthen their technical skills and gain practical experience to face the world of work more optimally. This is reinforced by research (Adilson

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

et al., 2023) and supported by research by Astuti & Amri, (2024) that work motivation has a positive and significant effect on work readiness.

H6: Industrial Work Practice (PRAKERIN) has a positive and significant indirect effect on Entrepreneurial Motivation through Self-Efficacy as a mediator.

Self-efficacy mediates the influence of Entrepreneurship Education on Entrepreneurial Motivation

(Adininggar et al., 2025) In an ever-evolving digital era, digital business understanding and skills are essential for young people to solve business problems. This research is quantitative and scientific and involves one hundred and sixty-five (165) students from various schools in Jombang Regency. Data were collected through an online survey and analyzed using structural equation modeling (SEM) with the help of the SmartPLS 3.0 tool. The results showed that learning about digital business and digital competence had a positive impact on ICT self-efficacy, which in turn had a positive impact on students' digital business attitudes. Specifically, although digital competence did not have a direct effect on digital entrepreneurship, this effect was mediated by ICT self-efficacy. These findings highlight the importance of developing digital marketing strategies that must be combined with digital resource support and ICT self-efficacy to improve students' digital marketing readiness. This study contributes to the development of better digital business education at the vocational high school level and provides recommendations for schools and policymakers to prioritize the integration of legacy technology into business education.

H7: Entrepreneurship education has a positive and significant indirect effect on entrepreneurial motivation through self-efficacy as a mediator.

METHOD

This study adopts a quantitative approach with a cross-sectional design, which means that data is collected within a specific period of time to analyze the relationship between variables. The research focuses on 12th grade students enrolled in the marketing program for the 2023/2024 academic year at SMK Negeri Kabupaten Mojokerto. The variables analyzed include Industrial Work Practice (X1) and Entrepreneurship Education (X2) as independent variables, Entrepreneurial Motivation (Y) as the dependent variable, and Self-Efficacy (Z) as the mediating variable that explains the relationship between the independent and dependent variables. This design allows researchers to understand the direct and indirect effects of practical experience and formal learning on students' motivation to become entrepreneurs, based on their belief in their own abilities.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

The research population includes all vocational high school students in Mojokerto Regency, totaling 3,905 students. From this population, a sample of 350 respondents will be taken using the Proportional Random Sampling technique, based on the sample size calculator calculation with a 95% confidence level. The inclusion criteria include active 12th grade students majoring in marketing who have taken or are currently taking entrepreneurship courses and are willing to be respondents, while the exclusion criteria are those who have not completed the entrepreneurship module or have not participated in Prakerin. This sampling technique aims to obtain a proportional representation of each relevant skill competency.

RESULT AND DISCUSSION

This study was conducted on students at vocational high schools in Mojokerto Regency, consisting of 350 students. The research was conducted from June to August 2025. To facilitate and accelerate this research, the questionnaire results were collected online via Google Forms.

Table 1. Respondent Characteristics

Gender	Frequency	Percentage (%)
Male	190	54.3
Female	160	45.7

Based on the characteristics of respondents according to gender, it can be seen that of the 350 students who were respondents, the majority were male, numbering 190 (54.3%), while females numbered 160 (45.7%). This shows that the number of male respondents was more dominant than female respondents. This condition reflects the composition of students in vocational schools, which are generally attended by more males, especially in majors related to technical skills and entrepreneurship.

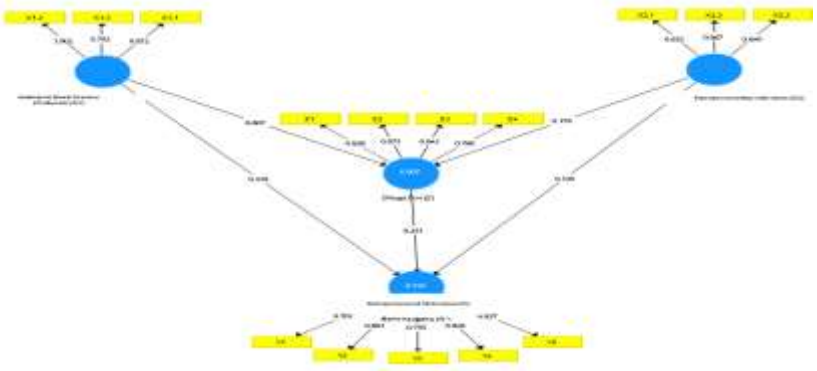


Figure 2. Data analysis results

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Fornell-Larcker

Table 2: Fornell-Larcker Criteria

Variable	*Cronbach's Alpha*	*rho_A*	*Composite Reliability*	*Average Variance Extracted (AVE)*
Self-efficacy (Z)	0,852	0,853	0,900	0,693
Entrepreneurial motivation (Y)	0,849	0,849	0,893	0,625
Entrepreneurship education (X2)	0,814	0,816	0,889	0,728
Internship (X1)	0,817	0,819	0,892	0,735

The Self-Efficacy Construct (Z) has a diagonal value of 0.832, which is higher than its correlation with Entrepreneurial Motivation (0.837), Entrepreneurship Education (0.803), and Prakerin (0.945). However, this comparison shows a very high correlation with Prakerin, which is almost equal to its diagonal value. This indicates a very close relationship between Self-Efficacy and Prakerin. The Entrepreneurial Motivation (Y) construct has a diagonal value of 0.791, which is higher than its correlation with Entrepreneurship Education (0.794) and Prakerin (0.832). Although there are fairly strong correlations with other variables, the diagonal value remains higher, so that the discriminant validity is still acceptable. Third, the Entrepreneurship Education construct (X2) has a diagonal value of 0.853, which is higher than its correlation with Self-Efficacy (0.803), Entrepreneurial Motivation (0.794), and Prakerin (0.773). This confirms that the Entrepreneurship Education construct can be clearly distinguished from other constructs. Fourth, the Prakerin construct (X1) has a diagonal value of 0.857, which is higher than its correlation with Self-Efficacy (0.945), Entrepreneurial Motivation (0.832), and Entrepreneurship Education (0.773). However, as before, the very high correlation with Self-Efficacy indicates a very close relationship, so the possibility of construct redundancy needs to be considered.

Hypothesis Testing

Direct Effect Testing

Table 3: Testing the Direct Effect

Variable	*Original Sample (O)*	*Sample Mean (M)*	*Standard Deviation (STDEV)*	*T Statistics (|O/STDEV|)*	*P Values*
Self-efficacy (Z) -> Entrepreneurial motivation (Y)	0,251	0,251	0,068	3,691	0,000

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Entrepreneurship education (X2) -> Self-efficacy (Z)	0,179	0,178	0,024	7,332	0,000
Entrepreneurship Education (X2) -> Entrepreneurial Motivation (Y)	0,330	0,332	0,058	5,697	0,000
Work Experience (X1) -> Self-Efficacy (Z)	0,807	0,808	0,020	40,080	0,000
Work Experience (X1) -> Entrepreneurial Motivation (Y)	0,339	0,339	0,065	5,199	0,000

Based on the results of statistical analysis, it was found that Self-Efficacy has a significant and positive influence on Entrepreneurial Motivation. This finding is supported by a path coefficient of 0.251, which indicates that an increase in students' self-confidence will directly increase their drive to become entrepreneurs. The greater the students' confidence in their abilities, the higher their desire to enter the world of entrepreneurship. This result is reinforced by statistical indicators that show the validity of the findings, with a T-statistic of 3.691 and a P-value of 0.000. This underlines the importance of Self-Efficacy as a key predictor of Entrepreneurial Motivation. The analysis also shows that Entrepreneurship Education has a positive and significant effect on students' Self-Efficacy. This is evidenced by a path coefficient of 0.179. However, this influence is relatively small compared to other factors. The T-statistic value of 7.332 and P-value of 0.000 statistically prove that this relationship is significant, but its magnitude is not very dominant. In this context, the data shows that the contribution of Prakerin in shaping self-efficacy is much greater.

In addition, the analysis shows that Entrepreneurship Education has a positive and significant direct influence on students' entrepreneurial motivation. This is evidenced by a path coefficient of 0.330, which shows that the entrepreneurship learning program effectively increases students' enthusiasm and motivation to become entrepreneurs. The T-statistic value of 5.697 and the P-value of 0.000 statistically confirm that this relationship is very strong and valid. The most dominant factor in shaping students' self-efficacy is Prakerin. Statistical analysis shows that real work experience through the Industrial Work Practice program plays the most significant role, as evidenced by a very high path coefficient of 0.807. The validity of this finding is reinforced by a T-statistic value of 40.080 and a P-

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

value of 0.000. Compared to entrepreneurship education in the classroom, the direct experience of Prakerin is far more effective in boosting students' confidence. The analysis shows that Prakerin also has a positive and significant direct influence on students' entrepreneurial motivation. This is evidenced by a path coefficient of 0.339. The validity of this finding is reinforced by a T-statistic value of 5.199 and a P-value of 0.000. This indicates that the benefits of Prakerin are not only limited to increasing self-efficacy but also have the ability to directly influence students' motivation.

Indirect Influence

Table 4: Indirect Effects

Variable	*Original Sample (O)*	*Sample Mean (M)*	*Standard Deviation (STDEV)*	*T Statistics (|O/STDEV|)*	*P Values*
Entrepreneurship Education (X2) -> Self-Efficacy (Z) -> Entrepreneurial Motivation (Y)	0,045	0,045	0,014	3,137	0,002
Vocational Training (X1) -> Self-Efficacy (Z) -> Entrepreneurial Motivation (Y)	0,203	0,202	0,054	3,730	0,000

Based on the results of the Specific Indirect Effects analysis, it is known that the Self-Efficacy (Z) variable plays an important role as a mediator in the relationship between Entrepreneurship Education (X2) and Pre-employment Training (X1) on Entrepreneurial Motivation (Y). The results show that the path from Entrepreneurship Education (X2) → Self-Efficacy (Z) → Entrepreneurial Motivation (Y) has a coefficient value of 0.045 with a T-statistic value of 3.137 and a P-value of 0.002. This finding indicates that Entrepreneurship Education has an indirect and significant effect on Entrepreneurial Motivation through Self-Efficacy. In other words, entrepreneurship education provided in schools can increase students' confidence in their ability to carry out entrepreneurial activities, which ultimately encourages motivation to become an entrepreneur.

Meanwhile, in the Prakerin (X1) → Self-Efficacy (Z) → Entrepreneurial Motivation (Y) path, a coefficient value of 0.203 was obtained with a T-statistic value of 3.730 and a P-

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

value of 0.000. This result shows that the indirect influence between Prakerin and Entrepreneurial Motivation through Self-Efficacy is also significant. In fact, the value of this path's influence is greater than the influence of Entrepreneurship Education through Self-Efficacy. This confirms that real-world work experience through Prakerin is more effective in shaping students' self-confidence than theoretical entrepreneurship learning, thus providing a stronger impetus for their motivation to become entrepreneurs. Overall, these results prove that Self-Efficacy is a significant mediator in increasing students' Entrepreneurial Motivation. Both Entrepreneurship Education and Prakerin contribute to strengthening student motivation, but the greatest influence is seen in the Prakerin pathway. These findings emphasize the importance of practical field experience as a learning strategy that can increase students' self-confidence, making them more prepared and motivated to pursue entrepreneurship.

DISCUSSION

This study was initiated in response to the urgent need to increase the number of competent entrepreneurs in Indonesia, especially those who are graduates of vocational high schools (SMK). SMK graduates, who are inherently prepared for the world of work, have great potential to become job creators, not just job seekers. Therefore, this study focuses on the effectiveness of two main educational interventions implemented in SMKs in fostering entrepreneurial desire and drive, or Entrepreneurial Motivation, in students. The research hypothesis framework focuses on two main driving factors. The first hypothesis (H1) asserts that Industrial Work Practice (Prakerin) has a positive and significant influence on Entrepreneurial Motivation. Prakerin is hypothesized to be a 'real laboratory' where students not only observe business processes but are actively involved and experience them. This direct experience is crucial because it serves as a catalyst, transforming passive theoretical understanding into a real drive for action. Through Prakerin, students can see market potential, understand operational challenges, and discover suitable business models, all of which strengthen their desire to enter the business world. In line with practical interventions, Hypothesis Two (H2) states that Entrepreneurship Education conducted in the classroom also has a positive and significant effect on Entrepreneurial Motivation. This curricular program serves as a foundation of knowledge and a conceptual roadmap. Formal education equips students with a basic understanding of management, finance, and marketing, as well as instilling entrepreneurial values such as independence, innovation, and risk-taking. This structural knowledge is essential in providing clear direction, which ultimately supports and guides students' decisions to become entrepreneurs in the future.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

The most crucial psychological mechanism tested in this study is the role of Entrepreneurial Self-Efficacy as a bridge connecting educational intervention with motivational outcomes. The main theoretical basis of this study relies on Ajzen's Theory of Planned Behavior (TPB), which emphasizes that self-confidence or Perceived Behavioral Control (PBC) is the strongest predictor of behavioral intent, including the intent to become an entrepreneur. Therefore, it is hypothesized that the effectiveness of Industrial Work Practice (Prakerin) and Entrepreneurship Education in triggering motivation is not direct, but must first go through an increase in students' Self Efficacy. The next hypothesis focuses on how these two interventions become sources of increased Self-Efficacy. The Third Hypothesis (H3) projects that Prakerin will have a strong positive and significant influence in building Self-Efficacy. Prakerin functions as a source of enactive mastery, which Bandura considers to be the most convincing source of Self-Efficacy. The small successes achieved by students in facing real work tasks, ranging from serving customers to managing inventory, will directly formalize a strong belief in themselves that they are capable of performing essential business functions. On the other hand, the fourth hypothesis (H4) tests that entrepreneurship education in the classroom also has a positive and significant effect on increasing self-efficacy. Although not as strong as Prakerin, classroom learning still contributes through mechanisms such as business simulations and case studies, which are vicarious experiences, as well as through exposure to role models of successful entrepreneurs. These mechanisms are important to provide references, showing that entrepreneurial tasks can be overcome, thereby gradually fostering self-confidence in students.

The central role of Self-Efficacy as a triggering mechanism is confirmed by Hypothesis Five (H5), which explicitly states that Self-Efficacy has a positive and significant influence on Entrepreneurial Motivation. In the context of vocational school graduates, the assumption is that students who have achieved a high level of self-confidence in their technical, digital, and managerial competencies will be substantially more motivated to take initiative and bear the risks inherent in entrepreneurship, compared to their peers who feel unprepared. Thus, Self-Efficacy functions as an internal driving force that transforms perceived abilities into the desire to act. To validate this entire mechanism pathway, two mediation hypotheses were proposed. Hypothesis Six (H6) tests that the positive influence of work experience on Entrepreneurial Motivation occurs indirectly through Self-Efficacy as a mediator. This means that the effectiveness of pre-employment training does not only lie in the exposure to the experience itself, but mainly in its ability to create self-confidence (Self-Efficacy) which then strongly triggers entrepreneurial drive. Similarly, Hypothesis Seven (H7) tests the same indirect effect on Entrepreneurship Education through the mediation of Self-

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Efficacy. The testing of these two mediation hypotheses aims to provide a significant theoretical contribution: namely, that investment in entrepreneurship education programs, whether practical or formal, will only yield optimal results if the program effectively builds the foundation of students' self-confidence to become resilient and sustainable entrepreneurs.

CONCLUSION AND SUGGESTION

Based on the research findings, it can be concluded that Prakerin and Entrepreneurship Education play a crucial role in fostering Entrepreneurial Motivation in students, with Self-Efficacy as the main mediator. Prakerin directly triggers students' interest in entrepreneurship because of the real-world experience gained during the practicum, which serves as a bridge from theoretical knowledge to practical encouragement. This experience has also proven to be the most effective in increasing students' self-efficacy compared to classroom learning. Meanwhile, Entrepreneurship Education provides a strong theoretical foundation and directly increases student motivation, acting as a catalyst for entrepreneurial spirit. To maximize this positive impact, it is recommended that educational institutions optimize the Prakerin program by focusing on tasks relevant to the world of entrepreneurship. The Entrepreneurship Education curriculum also needs to be strengthened with a more practical approach, such as case studies and business projects, as well as closer integration with field experience. In addition, education programs must explicitly target the development of students' self-efficacy as a key strategy for increasing entrepreneurial motivation. This improvement can be achieved through activities that encourage students to face real challenges, so that they become more confident and ready to become entrepreneurs.

REFERENCES

Adeniyi, A. O. (2023). The mediating effects of entrepreneurial self-efficacy in the relationship between entrepreneurship education and start-up readiness. Humanities and Social Sciences Communications, 10(1). https://doi.org/10.1057/s41599-023-02296-4

Adeosun, O. T., Shittu, A. I., & Owolabi, T. J. (2022). University internship systems and preparation of young people for world of work in the 4th industrial revolution. Rajagiri Management Journal, 16(2), 164–179. https://doi.org/10.1108/ramj-01-2021-0005

Adininggar, D. A., Nasikh, N., & Wardana, L. W. (2025). The Influence of Digital Entrepreneurship Education and Digital Competencies on Digital Entrepreneurial

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Intention Through ICT Self-Efficacy in SMK Students in Jombang District. Journal of Educational Analytics, 4(1), 109–128. https://doi.org/10.55927/jeda.v4i1.24

Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50(2), 179–211. https://doi.org/https://doi.org/10.1016/0749-5978(91)90020-T

Amri, R., Irwanto, & Aribowo, D. (2021). The Effect of Work Motivation and Appropriate Competency of Field Work Practices on Student's Work Readiness. JAMP : Jurnal Administrasi Manajemen Pendidikan, 4(4), 1–9.

Arifin, I. N. (2024). Pengaruh Keterlibatan Pada Business Center,Pendidikan Kewirausahaan, Dan Praktik Kerja Industri Terhadap Minat Berwirausaha Siswa Smk. Jurnal Integrasi Dan Harmoni Inovatif Ilmu-Ilmu Sosial, 4(9), 10. https://doi.org/10.17977/um063v4i9p10

Astri Fitriani, & Yoni Hermawan. (2024). Pengaruh Pendidikan Kewirausahaan, Efikasi diri, dan Dukungan Keluarga terhadap Minat Berwirausaha. Student Scientific Creativity Journal, 2(5), 188–203. https://doi.org/10.55606/sscj-amik.v2i5.4027

Baidi, & Suyatno. (2018). Effect of entrepreneurship education, self efficacy and need for achievement toward students' entrepreneurship intention: Case study in FEBI, Iain Surakarta, Indonesia. Journal of Entrepreneurship Education, 21(2).

Berwirausaha, M. (2023). Baandaalr Lizein, 2023 EFEK MEDIASI EFIKASI DIRI PADA PENGARUH PENDIDIKAN KEWIRAUSAHAAN DAN PRAKTIK KERJA INDUSTRI TERHADAP MINAT BERWIRAUSAHA Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu.

Berwirausaha, M., Safira, N., & Dewi, R. M. (2025). Pengaruh Pengguna E-Commerce , Pengetahuan Kewirausahaan dan. 4(1), 1899–1903.

Chang, Y. Y., Chang, W. S., & Fadhil, A. (2024). Enterprising spirit rejuvenated: entrepreneurship education in shaping company employees' career commitment and turnover intentions. New England Journal of Entrepreneurship. https://doi.org/10.1108/NEJE-02-2024-0009

Collins, S. P., Storrow, A., Liu, D., Jenkins, C. A., Miller, K. F., Kampe, C., & Butler, J. (2021a). No Title 済無No Title No Title No Title. 2588–2593.

Collins, S. P., Storrow, A., Liu, D., Jenkins, C. A., Miller, K. F., Kampe, C., & Butler, J. (2021b). No Title 済無No Title No Title No Title. 1977, 2588–2593.

Cynthia, S. S., & Silaen, S. M. J. (2025). Hubungan Efikasi Diri dan Dukungan Sosial dengan Resiliensi Akademik pada Siswa Sekolah Menengah. Contiguity: Jurnal Psikologi, 23(1), 1–5. https://doi.org/10.37817/jurnalcontiguity.v23i1.4719

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Dan, B., Di, A., Unggul, S. M. K., & Banyuasin, N. (2025). Enhancing Entrepreneurial Motivation of Fisheries Agribusiness Students Through the. 12, 1974–1984.

Dana, L. P., Tajpour, M., Salamzadeh, A., Hosseini, E., & Zolfaghari, M. (2021). The impact of entrepreneurial education on technology-based enterprises development: The mediating role of motivation. Administrative Sciences, 11(4). https://doi.org/10.3390/admsci11040105

Darman, A., Sudarmatin, & Shewi, T. S. (2020). The Effect of Entrepreneurship Education on Entrepreneurial Intention of Vocation High School Students in the City of Malang: Entrepreneurial Self Efficacy and Entrepreneurial Mindset as Mediating Variabel. Journal of Entrepreneurship Education, 23(2), 1566–1569.

Elsalonika, A., & Ida, I. (2025). Perilaku keuangan Generasi Z: Peran penerapan financial technology, literasi keuangan, dan efikasi diri. Jurnal Manajemen Bisnis Dan Kewirausahaan, 9(2), 365–379. https://doi.org/10.24912/jmbk.v9i2.32838

Fajriati, R. (2018). Pengaruh Sikap, Motivasi, Kepribadian, dan Lingkungan Keluarga terhadap Minat Berwirausaha pada mahasiswa semester V Program Studi Manajemen FEB UMY. 85–121.

Falah, N., & Marlena, N. (2022). Pengaruh Pendidikan Kewirausahaan dan Pengalaman Prakerin Terhadap Minat Berwirausaha Siswa SMK. Jurnal PTK Dan Pendidikan, 8(1). https://doi.org/10.18592/ptk.v8i1.6453

Garut, U., Syafig, N., & Ayudhia, I. P. (2025). Peran Pendidikan Kewirausahaan Dalam Meningkatkan Minat Bisnis Kalangan Umum. 16–25.

Goca, G. P. A. W., WIjayanthi, N. P. P. A., & Dewi, A. . Y. (2024). Pengaruh Prakerin Terhadap Kesiapan Kerja Siswa Melalui Efikasi DiriPada Siswa SMKN 1 Bangli. INNOVATIVE: Journal Of Social Science Research, 4(1), 6055–6069.

Hafid, R., Santoso, I. R., & Gani, I. P. (2024). The Effect of Self-Efficacy Mediation on Entrepreneurship Education and Entrepreneurial Intention. Jurnal Pendidikan Ekonomi Dan Bisnis (JPEB), 12(01), 11–24. https://doi.org/10.21009/jpeb.012.1.2

Hägg, G., Politis, D., & Alsos, G. A. (2023). Does gender balance in entrepreneurship education make a difference to prospective start-up behaviour? Education and Training, 65(4), 630–653. https://doi.org/10.1108/ET-06-2021-0204

Harie, S., & Andayanti, W. (2020). Pengaruh Motivasi Wirausaha terhadap Minat Berwirausaha Mahasiswa. Intelektium, 1(2), 107–114. https://doi.org/10.37010/int.v1i2.187

Hasan, M., & Husnan, R. (2025). PENGARUH SOFT SKILL TERHADAP PRAKTEK KERJA INDUSTRI SISWA PROGRAM DESAIN PERMODELAN DAN INFORMASI BANGUNAN SMK NEGERI 3 GORONTALO. 1, 277–290.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Hatta, I. H., Putriana, L., Siswono, S., & Oktrivina, A. (n.d.). BAGI SISWA SMU DI JAKARTA.

Herman, H., Motivasi, P., Dan, B., Penyuluhan, K., Yang, K., Motivasi Berwirausaha, P., Kegiatan, D., Kewirausahaan, P., & Dilaksanakan, Y. (2017). Dilaksanakan Oleh Dinas Tenaga Kerja Kota Batam Terhadap Minat Berwirausaha Di Kota Batam Oleh Dinas Tenaga Kerja Kota Batam Terhadap Minat Berwirausaha Di Kota Batam. Jurnal Ilmiah Manajemen, 5(1), 57–68.

Hidayat. (2019). Pengaruh Pendidikan Kewirausahaan dan Lingkungan Keluarga terhadap motivasi berwirausaha mahasiswa HIPMI PT Telokm. Buletin of Management and Business, 2(1), 14–44.

Issa, J. (2019). No TitleΕΛΕΝΗ. Αγαη, 8(5), 55.

Jurnal, J. A. E., Dan, A., Erianita, K., Wardhani, K., & Puruwita, D. (2025). PENGARUH EFIKASI DIRI , SIKAP , DAN PENDIDIKAN KEWIRAUSAHAAN TERHADAP NIAT BERWIRAUSAHA SISWA SMKN 48 JAKARTA. 0173. https://doi.org/10.29407/jae.v10i1.25746

Kumalasari, I. (2019). Hubungan Antara Efikasi diri dan Religiusitas dengan Perilaku Menyontek. Universitas Islam Negeri Maulana Malik Ibrahim, 11–54. http://etheses.uin-malang.ac.id/723/10/10410141 Bab 2.pdf

Kurniawan, E., Ananda, S. M. W., Bakti, U., & Loliyana, R. (2025). Pengaruh Pelajaran Kewirausahaan , Sikap Mandiri dan Lingkungan Keluarga terhadap Motivasi Berwirausaha Siswa SMK Negeri 1 Pakuan Ratu Kabupaten Way Kanan (The Influence of Entrepreneurship Lessons , Independent Attitude and Family Environment on Entrepr. 4(1), 44–55.

Latif, A., Ebu, Y. S., Panigoro, M., Gani, P., Bumulo, F., Maruwae, A., & Negeri Gorontalo, U. (2025). Pengaruh Pengalaman Praktek Kerja Industri (Prakerin) Terhadap Kesiapan Kerja Siswa Pada Smk Negeri 1 Dungaliyo. 7, 151–165. https://journalpedia.com/1/index.php/jpp

Maulanada, A., Nurhidayah, & Hardaningtyas, R. T. (2024). Pengaruh Motivasi Kerja, Praktik Kerja Industri, dan Efikasi Diri terhadap Kesiapan Kerja Siswa SMK Negeri 4 Malang. E- Jurnal Riset Manajemen, 13(1), 770–781.

Maziriri, E. T., Mabuyana, B., & Nyagadza, B. (2025). Navigating the technopreneurial odyssey: determining how technopreneurial self-efficacy, technopreneurial education and technological optimism cultivate tech-driven entrepreneurial intentions. Management and Sustainability. https://doi.org/10.1108/MSAR-08-2024-0086

Nabilah, A., & Yonisa Kurniawan, R. (2022). Pengaruh efikasi diri, pengetahuan kewirausahaan dan motivasi berprestasi terhadap minat berwirausaha sebagai

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

mediasi pada siswa Kelas X IPS SMA Negeri 1 Driyorejo. Jurnal Paradigma Ekonomika, 17(3), 491–502. https://doi.org/10.22437/jpe.v17i3.17577

Nada Nisrina, T., Ponco Dewi Karyaningsih, R., & Suherdi, S. (2023). Pengaruh Praktik Kerja Industri Dan Efikasi Diri Terhadap Kesiapan Kerja Siswa. Berajah Journal, 3(1), 75–86. https://doi.org/10.47353/bj.v3i1.198

Nengseh, R. R., & Kurniawan, R. Y. (2021). Efikasi Diri Sebagai Mediasi Pengaruh Pendidikan Kewirausahaan Dan Motivasi Berwirausaha Terhadap Minat Berwirausaha Mahasiswa. Edunomic Jurnal Pendidikan Ekonomi, 9(2), 156. https://doi.org/10.33603/ejpe.v9i2.5157

Novianti, G., & Malinda, M. (2025). Peran keluarga dan pendidikan kewirausahaan terhadap minat berwirausaha. Jurnal Manajemen Maranatha, 24(2), 195–212. https://doi.org/10.28932/jmm.v24i2.10888

Nuraida, Robbi, M. I. alni K., Pakpahan, V. E. A., Sari, N. L. A. N. I., & Supita, I. (2020). Pengaruh Pendidikan Kewirausahaan, Literasi Digital, Efikasi Diri, dan Inovasi Terhadap Niat Berwirausaha. Indonesian Educational Administration and Leadership Journal, 3(2), 1–16.

Of, J., & Thought, E. (2025). Journal of educational thought |. 361–379.

Oleh, D., & Gusdiana, W. (2020). Fakultas tarbiyah dan keguruan universitas islam negeri sultan syarif kasim riau pekanbaru 1441h/2020.

Poncio, F. P. (2024). Navigating techniques in job recommender systems on internship profile matching: a systematic review. Journal of Research in Innovative Teaching and Learning, 17(2), 352–367. https://doi.org/10.1108/JRIT-01-2024-0016

Rahmadani, I., Wolor, C. W., & Marsofiyati, M. (2023). Minat Berwirausaha Mahasiswa. Value : Journal of Management and Business, 7(2), 21–27. https://doi.org/10.35706/value.v7i2.9550

Ramírez-Montoya, M. S., Casillas-Muñoz, F., Tariq, R., Álvarez-Icaza, I., & Portuguez-Castro, M. (2024). Reimagining the future through the co-creation of social entrepreneurship in higher education: a multivariate prediction model approach. Kybernetes, 54(16), 1–19. https://doi.org/10.1108/K-07-2024-1924

Ridwan, M., Fiodian, V. Y., Religia, Y., & Hardiana, S. R. (2025). Investigating the effect of intrinsic and extrinsic motivation in shaping digital entrepreneurial intention: the mediating role of self-efficacy. Asia Pacific Journal of Innovation and Entrepreneurship, 19(3), 190–207. https://doi.org/10.1108/apjie-02-2024-0036

Safina, P. Della, Widyastuti, U., & Krissanya, N. (2024). Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi. Jurnal Pendidikan, 5(1), 33–42.

Saputra Yasa, I. G. M. J., & Wijaya, I. G. B. (2025). Self-Efficacy Terhadap Kewirausahaan. Guna

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Sewaka, 5(1), 52–66. https://doi.org/10.53977/jgs.v5i1.2398

Saragih, M. G., Saragih, L., Sugito, S., & Hantono, H. (2024). Metode Penelitian Kuantitatif di Manajemen dengan Aplikasi SEM-PLS. Eureka Media Aksara, i–207. https://repository.penerbiteureka.com/publications/583952/metode-penelitian-kuantitatif-di-manajemen-dengan-aplikasi-sem-pls#cite

Sukma, M., Purba, F., Sagala, P. N., Tarigan, N. C. W., Sihombing, T. V., & Sarah, S. (2025). Pengaruh PRAKERIN (Praktek Kerja Lapangan) terhadap Kesiapan Kerja Siswa SMK Negeri 3 Medan. JIIP - Jurnal Ilmiah Ilmu Pendidikan, 8(4), 4400–4405. https://doi.org/10.54371/jiip.v8i4.7744

Sumiati Tahir. (2023). Pengaruh Pembelajaran Kewirausahaan, Pengetahuan Kewirausahaan, Pengalaman Praktek Kerja Industri, Dan Lingkungan Keluarga Terhadap Minat Berwirausaha Dengan Efikasi Diri Sebagai Variabel Intervening Pada Siswa Smk Negeri Di Kota Makassar. Seminar Nasional Dies Natalis 62, 1, 215–232. https://doi.org/10.59562/semnasdies.v1i1.802

Tasya Adelia, S., & Ahyar Syafwan Lysander, M. (2025). Pengaruh Etos Kerja, Kompetensi Kerja, Motivasi Kerja, Dan Pengalaman Kerja Terhadap Kesiapan Kerja Mahasiswa Program Studi Manajemen Angkatan 2021 Universitas Sarjanawiyata Tamansiswa Yogyakarta. Jurnal Pendidikan Ekonomi Dan Kewirausahaan), 9(1), 33. https://doi.org/10.29408/jpek.v9i1.28795

Troise, C., & Tani, M. (2020). Exploring entrepreneurial characteristics, motivations and behaviours in equity crowdfunding: some evidence from Italy. Management Decision, 59(5), 995–1024. https://doi.org/10.1108/MD-10-2019-1431

Ulinuha, S., Cahyono, A. E., & Ulfa, N. M. (2025). Pengaruh Praktek Kerja Industri dan Keterampilan SiswaTerhadap Kesiapan Memasuki Dunia di Smk Bima Al-Qodiriah. Jurnal Pendidikan Ekonomi Dan Kewirausahaan, 3(1), 2025.

Vinet, L., & Zhedanov, A. (2011). A “missing” family of classical orthogonal polynomials. Journal of Physics A: Mathematical and Theoretical, 44(8), 1–14. https://doi.org/10.1088/1751-8113/44/8/085201

Vörös, Z., Lukovszki, L., Rideg, A., & Sipos, N. (2025). The mediating role of social and entrepreneurial self-efficacies in the relationship between entrepreneurial social identities and intention. Journal of Small Business and Enterprise Development, 32(8), 1–17. https://doi.org/10.1108/JSBED-12-2023-0608

Wahidmurni. (2017). 35. Maharani (2025). 2588–2593.

Wardhana, D. Y., & Harsono, H. (2024). Self-Efficacy, Motivation, and Employee Performance in Hospitality Industry: A Mediation Analysis. Jurnal Orientasi Bisnis Dan Entrepreneurship (JOBS), 5(1), 75–86. https://doi.org/10.33476/jobs.v5i1.4507

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Wijaya, I. G. B. (2021). Pengaruh Pendidikan Kewirausahaan Dan Motivasi Terhadap Minat Berwirausaha Mahasiswa. Jambura Economic Education Journal, 3(2), 52–60. https://doi.org/10.37479/jeej.v3i2.10446

Wong, M. M. L., Lau, K. H., & Chan, C. W. F. (2021). The impacts and success factors of a work-from-home service-learning internship during COVID-19. Journal of Work-Applied Management, 13(2), 284–301. https://doi.org/10.1108/JWAM-01-2021-0003

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.