

The Effect of Entrepreneurship Learning, Entrepreneurial Knowledge, Industrial Work Practice Experience, and Family Environment on Entrepreneurial Interest with Self-Efficacy as an Intervening Variable for State Vocational Students in Makassar City

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Abstract

This study aims to determine the effect of entrepreneurship learning, entrepreneurship knowledge, industrial work practice experience and family environment on entrepreneurial interest either directly or indirectly through self-efficacy as an intervening variable. The population in this study were 3530 students of class XII SMK Negeri Makassar City and a sample of 845 students slovin formula with a standard error of 3% by Cluster Random Sampling method. The data collection method used a questionnaire. Data analysis using descriptive analysis, path analysis, and sobel test using SPSS and Smart PLS software.

The results showed that 1) directly, there is a positive and significant effect of entrepreneurship learning, entrepreneurial knowledge and family environment on self-efficacy 2)

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directly, there is a positive and significant effect of entrepreneurship learning, entrepreneurial knowledge, self-efficacy and on entrepreneurial interest, 3) indirectly, there is a positive and significant effect of entrepreneurship learning, entrepreneurial knowledge and family environment on entrepreneurial interest through self-efficacy. However, industrial work practice experience is not significant on self-efficacy and entrepreneurial interest of vocational students.

Keywords: Learning, Knowledge, Industrial Work Practice Experience, family environment, self-efficacy and entrepreneurial interest.

INTRODUCTION

Unemployment, social inequality and poverty are challenges that are ~~big~~ faced by all countries, including Indonesia, so that they become the main challenges in welcoming global competition. Coupled with the uncertainty of the global economy that threatens an economic crisis that has an impact on the unemployment rate (TPT) in Indonesia. Empirically, unemployment in Indonesia is actually born from an educated population, this is illustrated in the unemployed labor force according to educational background.

A nation must prioritize entrepreneurship because it is crucial to addressing challenges related to national economic development, including high rates of unemployment, poverty, low purchasing power, the challenge of generating jobs and business opportunities, and boosting growth. (Santoso, Rudi; Candraningrat; and Binawati, 2017; Nusannas, 2018). In line with Buchari (2008), there are two darmabakti of entrepreneurs to nation building, namely: (1) as ~~e n t r e p r e n e u r s~~, they provide their services to launch the production, distribution, and consumption processes. Entrepreneurship overcomes employment difficulties, increases people's income, (2) as a nation fighter in the economic field, increases national resilience, reduces dependence on foreign nations.

Vocational High School (SMK) since secondary education is a component of national education that attempts to equip students to become citizens with the capacity to build mutually beneficial relationships with the natural, cultural, and social environments as well as the ability to acquire additional skills in the business and labor worlds. SMK is a type of school where the ability to perform specific jobs is given priority and students are prepared to become skilled workers. This aligns with the particular goals outlined in the SMK curriculum's 2009 edition (www.pusdiknas.or.id), which specifies that Vocational High Schools (SMK) seek to: 1) Equip



students to be self-sufficient, productive individuals who can fill middle-level positions in the business and industrial sectors based on their chosen skill program's competencies; 2) Equip students should be able to make a career decision, compete with resiliency and persistence, adjust to the workplace, and cultivate a professional demeanor in their area of specialization; 3) Give kids a foundation in science, technology, and the arts so they can grow as individuals and pursue further education in the future; 4) Assign students competencies based on the selected skill program. To obtain these objectives, the government also made improvements to the Vocational High School (SMK) curriculum guidelines, which include: 1) Broad based, strong and fundamental (*broad based curriculum*); 2) *Competency based curriculum*; 3) Mastery learning; 4) Dual-based program implemented in schools and business/industry.

The understanding of entrepreneurship among Indonesians through formal education and training at all social levels has started to grow, despite the challenges of competing in today's world, including the economic crisis (Rahim and Basir, 2019). In order to instill an entrepreneurial spirit in students and generate employment, it is imperative that human resources be developed in response to the appropriate and pertinent competition from the younger generation (Harini, C., 2018; Indriyani, 2018). Therefore, there needs to be an effort to increase the entrepreneurial interest of vocational students (Eka Aprilianty, 2012; Mulyani, 2014). Secondary Particularly at SMK, education has a special quality in that it produces graduates who are prepared for the workforce and who have excellent chances to contribute to economic growth through entrepreneurship (Rae and Carswell, 2001; Wibowo, 2011).

A number of efforts have been made at State Vocational Schools in Makassar City to further foster entrepreneurial interests for their students. Among other things, by developing curriculum guidelines at SMK, namely by providing entrepreneurship theories accompanied by Industrial Work Practices (Prakerin) which are taught in dual systems. In order to achieve a degree of professional knowledge, this concept is a way to organize professional expertise education that combines, in a methodical and synchronous manner, business programs acquired through direct job activities in the field in the world of work and educational programs at school.

Industrial Work Practice (Prakerin) is an educational activity and work training by developing abilities, skills and professions in the workplace in accordance with their respective fields of study and majors. Prakerin is carried out with the hope of creating a professional workforce. Students who take part in this education are expected to apply the knowledge gained at school and at the same time learn the industrial world. In addition to provision from schools in



the form of Industrial Work Practices (Prakerin), the role of parents is also very important in fostering entrepreneurial interest for students.

In an effort to encourage pupils to cultivate entrepreneurial interests, State Vocational Schools in Makassar City attempt to involve parents in addition to offering learning programs that support entrepreneurial interests. This is done by holding meetings or meetings between the school and parents to discuss the development of schools and students as well as socializing school work programs that involve students or their children. So that parents will understand the orientation of the school which is ultimately expected to provide encouragement to their children to be able to develop students' entrepreneurial interests.

From this description, the researchers tried to observe and examine the effect of entrepreneurship learning, entrepreneurial knowledge, industrial work practice experience, and family environment on entrepreneurial interest with self-efficacy as an intervening variable in State Vocational Students in Makassar City.

LITERATURE REVIEW

Planned Behavior Theory

The evolution of Ajzen's (1991) Theory of Reasoned Action (TRA) is known as Theory of Planned Behavior (TPB). According to empirical data supporting reasoned action theory, two factors—subjective norms and attitudes toward behavior—cause people's intention to perform particular behaviors (Ajzen, I & Fishbein, 1975). A few years later, Ajzen (1988), one more variable, the perception of individual behavioral control, was included. Reasoned action theory becomes planned behavior theory when this factor is present. This notion is based on a belief system that has the power to persuade someone to act in a particular way. By incorporating different traits, qualities, and properties of specific knowledge, the belief viewpoint is put into practice, which subsequently produces the will to behave (Yuliana, 2004).

Entrepreneurial Concept

To put it simply, an entrepreneur is someone who has the guts to start a business in any opportunity. Taking risks entails being self-reliant and having the guts to launch a business in the face of uncertainty and fear. One can engage in entrepreneurial endeavors both alone and in groups. In his mind, an entrepreneur is always looking for, seizing, and creating profitable company chances. Because it upholds the notion that the loss element must exist, there is a



common danger of loss. In actuality, the potential for profit increases with the level of risk involved. Peter F Drucker in Kasmir (2006), "entrepreneurship is the ability to create something new and different". Zimmerer in Buchari (2008) defines entrepreneurship as a process of applying creativity and innovation in solving problems and finding opportunities to improve life (business).

Concept of Entrepreneurial Interest

Interest is a tendency to do something because of a feeling of pleasure, desire (motive), and attention, which arises from within itself as well as factors that are updated from outside, namely the family environment, the environment around where he lives or the community environment, and is influenced by experience. While entrepreneurship is an activity to work hard or strong-willed, to be independent to open an opportunity with skills, and confidence that is owned without being afraid to take risks, and can learn from failure. Thus the limitation of interest in entrepreneurship is limited to the factors that influence it, namely feelings of pleasure, desire (motive), attention, family environment, the environment around where he lives or the community environment and experience.

Factors that encourage entrepreneurial interest according to Bygrave in Buchari, (2008): First Personal Factors: These relate to personality traits such as: a) job discontent; b) termination of employment without alternative employment; c) age-related encouragement; d) risk-taking boldness; and e) commitment / strong interest in business. Second Environment Factors: These relate to interactions with the physical environment and include things like: a) the existence of competition in life; b) the availability of resources that can be used, like money, savings, inheritance, buildings, and prime locations; c) enrolling in business incubators or training programs; d) government regulations, the accessibility of business locations, credit options, and business advice. Third, sociological factors that pertain to family ties and other matters, such as the presence of relationships or relationships for others

Self Efficacy

Self efficacy is a term in psychology, namely an individual's assessment of the ability to organize and carry out a number of behaviors that are in accordance with job performance (Puspitaningsih, 2017). Self-efficacy is the belief in one's own abilities to accomplish particular objectives. This faith in one's own talents encompasses intelligence, self-adjustment, self-assurance, and the ability to function under pressure. Self-efficacy will progressively grow stronger



as one's skills and experiences in related fields expand. Another way to put it is that self-efficacy is the conviction that one can carry out specific tasks successfully. Self-efficacy is useful because it allows people to believe that they are capable of achieving the intended result. A person's interests, views, and behaviors are significantly influenced by their level of self-efficacy in many different ways. In entrepreneurship, self-efficacy is thought to govern beliefs and set objectives. Self-efficacy is a measure of a person's confidence in their own skills. Although it is highly dependent on capability, self efficacy also reflects predictions about how hard the individual will try and how confident the individual is in his or her abilities.

Entrepreneurship Learning

Sudjana in Suherman (2010) suggests that learning is a learning activity that occurs through interaction between students on the one hand and educators on the other. Suherman further explained that the essence of what has been stated by learning experts is the interaction between educators and students who have been planned and organized in a curriculum that is equipped with an operational learning design for teaching materials such as GBPP, SAP, modules, as well as facilities, infrastructure, and learning facilities needed or provided by the institution that organizes these learning activities. In line with the development of entrepreneurship in Indonesia and showing good performance. The government program to encourage entrepreneurs seems to be starting to show results. It can be seen from the number of entrepreneurs who increase every year and show positive developments. With the rise of entrepreneurship among the community. The world of education seems to take advantage of this opportunity. However, basically the learning objectives of entrepreneurship must contain matters relating to: a) Understanding of the concept of entrepreneurship; b) Formation of entrepreneurial spirit; c) Self-development; d) Entrepreneurial techniques; e) Aspects of business management; f) Marketing, sales, and risk optimization techniques; g) Creativity, innovation, leadership, and communication; h) Steps to enter the business world; i) Basics of economics; j) Business development;

Entrepreneurship Knowledge

The ability to develop something new by imaginative thought and inventive action in order to generate possibilities or ideas that may be effectively employed is known as entrepreneurial expertise. Through entrepreneurship education, one can acquire entrepreneurial knowledge. Entrepreneurship material can be delivered in accordance with the existing curriculum. The



curriculum includes entrepreneurship education that studies the value, ability and behavior of a person in creating and innovating. In addition, the quality of lessons that are theoretical to increase entrepreneurial knowledge or with direct practice in the business field. With entrepreneurial knowledge acquired by someone from the educational process through course materials and other sources is anticipated to give an outline and explanation of entrepreneurship, which can then be taken into account when making decisions about the future and is anticipated to spark interest in entrepreneurship.

Industrial Work Practices

A type of professional expertise education known as Industrial Work Practice, or Prakerin, integrates business programs acquired through actual work activities in the workplace with academic programs in a methodical and synchronous manner to provide a professional expert level. where the development of professional skill is limited to three primary components: science, procedures, and advice. While suggestions cannot be taught but can be learned through doing work directly in the professional sector itself, science and techniques can be learned and mastered whenever and wherever we are. The achievement of practical work in the field is an achievement of results with behavior directed towards the achievement of a value of education that integrates educational activities (theory) in school with educational activities (practice) in the industrial world to gain work experience and familiarize themselves with new developments.

The Role of the Family Environment

The family environment is where children grow and develop to their full potential. The family environment is the first education for children to learn everything. The family environment is also a place to implement character values that have been instilled and taught at school. The family environment plays an important role in the formation of student character where students get the main provision of education through the role of parents and the family environment (Hadian, 2021). A harmonious family environment will fully support the process of building children's character so that it can run optimally.

METHODS

This research is classified as quantitative descriptive research because it describes the influence of factors or variables that affect the situation without manipulating these variables.



This research is classified as quantitative to evaluate the validity of the theory using observations that are preceded by the formulation of theories and the operationalization of variables. To identify difficulties, this research starts by looking at current theories and information. Based on information gathered from the field, the problem is tested to see if it can be accepted or rejected. The information gathered from the field as scores for entrepreneurship learning, entrepreneurship knowledge scores, industrial work practice experience scores, family environment scores and student self-efficacy scores, student entrepreneurial interest scores in the form of quantitative numbers.

The population used is all XII grade students at State Vocational Schools in Makassar City as many as 3,530 students spread across 10 schools. In this study, the maximum research error tolerance level is 5 percent (0.05). The sample size decreases with increasing error rate. But the likelihood of a generalization error decreases with increasing sample size (the closer the sample size is to the population), and increases with decreasing sample size (the farther away from the population). In this study, researchers took an error tolerance of 3 percent (0.03), so that sampling could be calculated using the Slovin formula. It can be concluded that the research sample collected in this study was 845 students. The sampling technique uses the *probability sampling* method, all elements in this case students in a school have the same opportunity to be selected in the sample. In this study, the *Cluster Random Sampling* method was used as a sampling technique, because the population was quite large. This study uses several techniques in data collection, namely: Observation, Questionnaire, Documentation and Interview. This research uses a Likert scale.

RESULT

Hypothesis 1 Test Results (H1)

The route coefficient, $\beta = 0.266$, is determined via SEM analysis of the structural model (significant at $t > 2.57$; $p < 0.05$). Accordingly, the first hypothesis—that "entrepreneurship learning has a significant effect on self-efficacy"—is accepted. This indicates that self-efficacy is significantly impacted by learning about entrepreneurship. The positive coefficient value ($\beta = 0.266$) suggests that public vocational students in Makassar City will have higher self-efficacy the more they learn about entrepreneurship. This indicates how strongly learning about entrepreneurship affects self-efficacy by a value of 0.266 or 26.6 percent. The coefficient value is interpreted as moderate, so the results of this test have practical implications.



Hypothesis 2 Test Results (H2)

The route coefficient, $\beta = 0.323$, is derived from the structural model's SEM analysis results (significant at $t > 2.57$; $p < 0.05$). As a result, hypothesis 2, which claims that "self-efficacy is significantly impacted by entrepreneurial knowledge," is accepted. This indicates that self-efficacy is significantly impacted by entrepreneurial knowledge. The positive coefficient value ($\beta = 0.323$) suggests that self-efficacy of public vocational students in Makassar City will rise in proportion to their level of entrepreneurial knowledge. The degree to which self-efficacy is impacted by entrepreneurial knowledge is indicated by a value of 0.323 or 32.3 percent. The coefficient value is interpreted as moderate, so the results of this test have practical implications.

Hypothesis 3 (H3) Test Results

Based on the results of SEM analysis on the structural model, the path coefficient $\beta = 0.039$ is obtained (significant at $t > 2.57$; $p > 0.05$). Thus hypothesis 3 which states that "industrial work practice experience has a significant effect on self-efficacy" is rejected. This means that the experience of industrial work practice has no significant effect on self-efficacy. The positive coefficient value ($\beta = 0.039$) indicates that the better the experience of industrial work practice, the more self-efficacy of public vocational students in Makassar City will increase. The strength of the influence of industrial work practice experience on self-efficacy is indicated by a value of 0.039 or 3.9 percent. The coefficient value is interpreted as low, so the results of this test have practical implications.

Hypothesis 4 (H4) Test Results

The route coefficient, $\beta = 0.338$, was determined by SEM analysis of the structural model and was found to be significant at $t > 2.57$ and $p < 0.05$. As a result, the fourth hypothesis—that "family environment has a significant effect on self-efficacy"—is accepted. This indicates that self-efficacy is significantly influenced by the familial context. The positive coefficient value ($\beta = 0.338$) suggests that self-efficacy of Makassar City public vocational school students will rise in proportion to the quality of their familial environment. A value of indicates how strongly the home environment influences self-efficacy 0.338 or 33.8 percent. The coefficient value is interpreted as low, so the results of this test have practical implications.



Hypothesis 5 (H5) Test Results

The route coefficient, $\beta = 0.080$, is determined via SEM analysis of the structural model (significant at $t > 2.57$; $p < 0.05$). Consequently, the fifth hypothesis, which claims that "learning about entrepreneurship has a significant effect on entrepreneurial interest," is accepted. This indicates that interest in entrepreneurship is significantly influenced by entrepreneurship education. The positive coefficient value ($\beta = 0.080$) suggests that public vocational students in Makassar City will be more interested in entrepreneurship the more they learn about it. A value of indicates how strongly learning about entrepreneurship influences interest in entrepreneurship 0.080 or 8 percent. The coefficient value is interpreted as moderate, so the results of this test have practical implications.

Hypothesis 6 (H6) Test Results

The route coefficient, $\beta = 0.155$, is determined via SEM analysis of the structural model and is significant at $t > 2.57$ and $p < 0.05$. Therefore, it may be concluded that hypothesis 6, which claims that "entrepreneurial knowledge has a significant effect on entrepreneurial interest," is true. This indicates that interest in entrepreneurship is significantly influenced by entrepreneurial expertise. The positive coefficient value ($\beta = 0.155$) suggests that public vocational students in Makassar City will be more interested in entrepreneurship the more entrepreneurial information they possess. A number of 0.155, or 15.5 percent, indicates how strongly entrepreneurial expertise influences entrepreneurial interest. The coefficient value is interpreted as moderate, so the results of this test have practical implications.

Hypothesis 7 (H7) Test Results

The structural model's path coefficient, $\beta = 0.017$ (significant at $t > 2.57$; $p > 0.05$), was determined via SEM analysis. The claim that "the experience of industrial work practice has no significant effect on entrepreneurial interest" (hypothesis 7) is thus refuted. This indicates that an individual's interest in entrepreneurship is greatly influenced by their experience in industrial work practices. The positive coefficient value ($\beta = 0.017$) suggests that public vocational students in Makassar City will be more interested in entrepreneurship the more industrial work practice they have. The degree to which industrial work practice experience influences an individual's inclination towards entrepreneurship is indicated by a value of 0.017 or 1.7 percent. The coefficient value is interpreted as low, so the results of this test have practical implications.



Hypothesis 8 (H8) Test Results

The route coefficient, $\beta = 0.029$, is determined by SEM analysis of the structural model and is significant at $t > 2.57$ and $p > 0.05$. Consequently, the assertion made in hypothesis 8 that the "family environment has a significant effect on entrepreneurial interest" is disproved. This indicates that there is no discernible relationship between the family and entrepreneurial interest. The positive correlation value ($\beta = 0.029$) suggests that students in Makassar City's public vocational schools will be more interested in entrepreneurship the better their family environment is. A number of 0.029, or 2.9 percent, indicates how strongly the home environment influences an interest in entrepreneurship. The coefficient value is interpreted as low, so the results of this test have practical implications.

Hypothesis 9 (H9) Test Results

The route coefficient, $\beta = 0.614$, is derived from the structural model's SEM analysis results (significant at $t > 2.57$; $p < 0.05$). Therefore, it can be concluded that hypothesis 9, which claims that "self-efficacy has a significant effect on entrepreneurial interest," is correct. This indicates that entrepreneurial desire is significantly influenced by self-efficacy. The correlation value is positive ($\beta = 0.614$), suggesting that public vocational students in Makassar City will be more interested in entrepreneurship the higher their level of self-efficacy. At 0.614, or 61.4 percent, the relationship between self-efficacy and entrepreneurial motivation is strong. The coefficient value is interpreted as high, so the results of this test have practical implications.

Hypothesis 10 (H10) Test Results

The indirect effect coefficient, $\beta = 0.164$ (significant at $t > 2.57$; $p < 0.05$), and the overall effect, $\beta = 0.323$ (significant at $t > 2.57$; $p < 0.05$), were determined by SEM analysis performed on the structural model. This suggests, however obliquely, that self-efficacy, a byproduct of entrepreneurship education, positively and significantly influences entrepreneurial motivation. Therefore, hypothesis 10, which claims that self-efficacy in public vocational students in Makassar City influences entrepreneurial interest through entrepreneurship learning, is accepted.

Hypothesis 11 (H11) Test Results

The indirect effect coefficient, $\beta = 0.198$ (significant at $t > 2.57$; $p < 0.05$), and the overall effect, $\beta = 0.353$ (significant at $t > 2.57$; $p < 0.05$), were determined by SEM analysis performed



on the structural model. This suggests that self-efficacy, a byproduct of entrepreneurial knowledge, has a positive and significant impact on entrepreneurial interest. Thus, hypothesis 11, which states that entrepreneurial knowledge affects entrepreneurial interest through self-efficacy in students of public vocational schools in Makassar city, is accepted.

Hypothesis 12 (H12) Test Results

The indirect effect coefficient, $\beta = 0.024$ (significant at $t > 2.57$; $p > 0.05$), and the total effect, $\beta = 0.017$ (significant at $t > 2.57$; $p > 0.05$), were determined by SEM analysis conducted on the structural model. This suggests, albeit indirectly, that self-efficacy, a byproduct of industrial work practice, positively and marginally influences entrepreneurial ambition. Therefore, hypothesis 12, which claims that students at Makassar City's State Vocational Schools' self-efficacy is influenced by their exposure to industrial job practice, is rejected.

Hypothesis 13 Test Results (H13)

The indirect effect coefficient, $\beta = 0.155$ (significant at $t > 2.57$; $p < 0.05$), and the total effect, $\beta = 0.029$ (significant at $t > 2.57$; $p > 0.05$), were determined by SEM analysis performed on the structural model. This suggests, in an indirect way, that self-efficacy, a measure of entrepreneurial desire, is positively and significantly influenced by the home environment. Thus, hypothesis 13, which claims that students at Makassar City's public vocational schools' interest in entrepreneurship is influenced by their family environment through self-efficacy, is accepted.

CONCLUSION

Based on the results of the research conducted, it can be concluded that some of the findings of this study are as follows:

1. Entrepreneurship learning has a positive and significant effect on self-efficacy. This means that entrepreneurship learning allows students to gain knowledge and skills related to entrepreneurship and provides opportunities for students to develop their confidence in the context of entrepreneurship;
2. Entrepreneurial knowledge has a positive and significant effect on self-efficacy. This indicates that through entrepreneurial knowledge provides students with a better understanding of the basic concepts in managing a business;
3. Industrial work practice experience has a positive and insignificant effect on self-efficacy. This



- is due to several factors including the duration and intensity of work experience, variations in the type of work or industry, student differences in processing and interpreting work experience;
4. Family environment has a positive and significant effect on self-efficacy. A family environment that provides positive emotional support can affect student self-efficacy;
 5. Entrepreneurship learning has a positive and significant effect on entrepreneurial interest. This means that through entrepreneurship learning can help improve students' attitudes and motivation towards entrepreneurship;
 6. Entrepreneurial knowledge has a positive and significant effect on entrepreneurial interest. This indicates that the knowledge gained by students affects entrepreneurial interest;
 7. Industrial work practice experience has a positive and insignificant effect on entrepreneurial interest. This indicates that through industrial work practices students have not had extensive opportunities to observe and or be directly involved in business activities so that they have not been able to encourage students' entrepreneurial interests;
 8. Family environment has a positive and insignificant effect on entrepreneurial interest. This indicates insignificance, possibly due to a lack of communication and support that is only limited within the scope of the family and does not include external factors that affect entrepreneurial interest;
 9. Self-efficacy has a positive and significant effect on entrepreneurial interest. This indicates that high self-efficacy gives students confidence in their ability to face challenges and achieve desired results in the context of entrepreneurship;
 10. Entrepreneurship learning has a positive and significant effect on entrepreneurial interest through self-efficacy. This means that entrepreneurship learning provides direct experience in applying knowledge and skills in practical situations;
 11. Entrepreneurial knowledge has a positive and significant effect on entrepreneurial interest through self-efficacy. This means that the entrepreneurial knowledge given to students involves the development of practical skills that are relevant in entrepreneurship;
 12. Industrial practical experience has a positive and insignificant effect on entrepreneurial interest through self-efficacy. This indicates that industrial work practice experience tends to focus on developing certain work skills needed in a structured work environment;
 13. Through self-efficacy, the family environment significantly and favorably influences entrepreneurial interest. This suggests that a person's self-efficacy and interest in



entrepreneurship can be greatly influenced by a variety of factors, including a nurturing familial environment, the presence of good role models, the provision of emotional and practical support, and the development of entrepreneurial ideals and attitudes.

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