



# **THE MEDIATING EFFECT OF SELF EFFICACY ON ENTREPRENEURSHIP KNOWLEDGE ON STUDENT ENTREPRENEURIAL INTEREST AT VOCATIONAL STATE SCHOOL IN MOJOKERTO REGENCY**

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## **ABSTRACT**

Unemployment is one of the main problems that every country faces. When talking about unemployment, it means not only talking about social problems but also talking about economic problems. This research uses a quantitative approach with Partial Least Squares structural equation modeling (PLS-SEM) to predict and confirm the given hypothesis. This study used Google Forms for the data collection on Vocational State School students in the Mojokerto district. Four hundred respondents from the three schools used as the object of research constituted the entire sample. The results showed that Entrepreneurship Knowledge and self-efficacy can explain the interest in entrepreneurship. However, the Entrepreneurship Knowledge variable will have more influence on entrepreneurial interest, if reinforced with Self-efficacy as a mediating variable.

## **Keywords:**

Entrepreneurship  
Knowledge,  
Self-Efficacy,  
Entrepreneurial  
Interest

## **INTRODUCTION**

The Open Unemployment Rate (TPT) according to education completed, there was one educational institution that experienced an increase in unemployment compared to the previous year, namely vocational high school graduates (SMK) at 0.79% unemployment rate. Meanwhile, other higher education institutions experienced a decrease, namely elementary schools (SD) by 0.17%, junior high schools (SMP) by 1.38%, and senior high schools (SMA) by 1.22% unemployment rate. Referring to data from the Central Bureau of Statistics regarding the open unemployment rate in 2022, the increase that occurred at the SMK education level was due to the high number of job seekers due to the thinking and mentality of SMK graduates, therefore it is necessary to make efforts to overcome the increasing number of unemployment by increasing the growth of new entrepreneurs (Jardim et al., 2021).

Entrepreneurship is one of the solutions, that can increase labor capacity, increase community income, and can contribute to improving the nation's economy through tax payments as a form of accountability for business ownership (Onjewu et al., 2021). An educated young generation is a potential resource that can keep up with changes in the community environment. Young people who have intellectual capacity are expected to be able to develop their potential to build the nation's progress. This development will be successful if it is supported by entrepreneurial activities that can increase employment (Martínez-Gregorio et al., 2021).

Entrepreneurial interest is something that is centered on interest, feelings of pleasure, and a drive for entrepreneurship (Martínez-Gregorio et al., 2021). Interest in entrepreneurship needs to be developed in an entrepreneur to be able to run a business based on commitment. Having an interest in entrepreneurship can make a



person persevere in seeking and utilizing opportunities to realize entrepreneurship (Hendayana, 2021). Someone with an interest in entrepreneurship will have the drive to fulfill the goals they want to achieve.

Self-confidence (Self-efficacy) of a person who can foster entrepreneurial interest, if there is no self-confidence then it is unlikely to have entrepreneurial interest (Yusuf et al., 2022). Research (Scheibe et al., 2023) shows that self-efficacy is very influential on entrepreneurial interest and is balanced with education. The low level of entrepreneurial knowledge possessed by students causes them to hesitate to start a business because they do not understand well the aspects of entrepreneurship.

The urgency of this research is proposed because SMK students in the Mojokerto Regency have a considerable opportunity to participate in building the economic system in the Mojokerto area. Through digital-based millennial entrepreneurship, it is hoped that later SMK students in Mojokerto Regency will not only for themselves but also for others. Moreover, seeing the development of the Mojokerto area, which has a lot of potential, both human resources and natural resources to be developed into a business. Entrepreneurship Knowledge at SMK in Mojokerto district and Self-efficacy need to be improved continuously by SMK students in Mojokerto district.

This research contributes to SMK Education Institutions in Mojokerto Regency to keep up to date in providing digital-based Entrepreneurship Knowledge. Based on the background and state of the art as described, this research has novelty by completing the gaps in previous studies, conducting a comprehensive study of the development of SDG theory at the SMK Education level in Mojokerto Regency as measured by Entrepreneurship Knowledge with Self-efficacy as a determinant of entrepreneurial interest in SMK students in Mojokerto Regency.

### **Entrepreneurship Knowledge**

Entrepreneurial knowledge is all forms of information (memory and understanding) about how to run a business to generate the courage to take risks in starting, running, and developing a business. Based on this explanation, it can be concluded that entrepreneurial knowledge is an understanding of how to do business that comes from within oneself to manage a business properly. Therefore, entrepreneurship education can be implemented in an integrated manner with educational activities in schools by forming entrepreneurial character and habituation of entrepreneurial values into the daily behavior of students through the learning process both inside and outside the classroom in all subjects. After a learning process of entrepreneurship knowledge and entrepreneurial interest ends, students will obtain learning outcomes.

H1: Entrepreneurship Knowledge increases interest in entrepreneurship.

H2: Entrepreneurship Knowledge has a positive effect on Self-efficacy.

### **Self-efficacy**

Self-efficacy is a specific assessment related to competence to perform a specific task. Self-efficacy is one person's perception that they can do something important enough to achieve a goal. This includes the feeling of knowing what needs to be done and being emotionally able to do it. Someone who has high self-efficacy when experiencing failure will quickly get up and immediately get their self-efficacy back. They always think that failure is a form of effort that has not been maximized.





Conversely, those with low self-efficacy will avoid all the tasks they carry. Self-efficacy encourages responsive students to improve their learning methods and can predict the results they achieve. Self-efficacy about their academic ability plays an essential role in shaping learning motivation to achieve academic ability (Cerezo et al., 2019).

H3: Self-efficacy increases interest in entrepreneurship

H4: Self-efficacy mediates Entrepreneurship Knowledge on entrepreneurial interest.

### **Entrepreneurial Interest**

Interest in becoming an entrepreneur is defined as a person's desire to work independently (self-employed) or run his own business (Rahayu & Laela, 2018). Entrepreneurial interest is the desire, interest, and willingness to work hard or be willing to try to meet their needs without fear of the risks they will face, learn from the failures they experience, and develop the business they create (Khayru et al., 2021). Entrepreneurial interest can be seen from the availability to work hard and to achieve business progress, and willingness to bear various kinds of risks related to the actions he takes (Ernawati et al., 2022). Entrepreneurial interest is a person's tendency to carry out activities or actions to create new products to market their products accompanied by feelings of pleasure. Measuring entrepreneurial interest is an important thing that must be managed because it can be used to increase the number of entrepreneurs who graduate from school (Anjum et al., 2021).

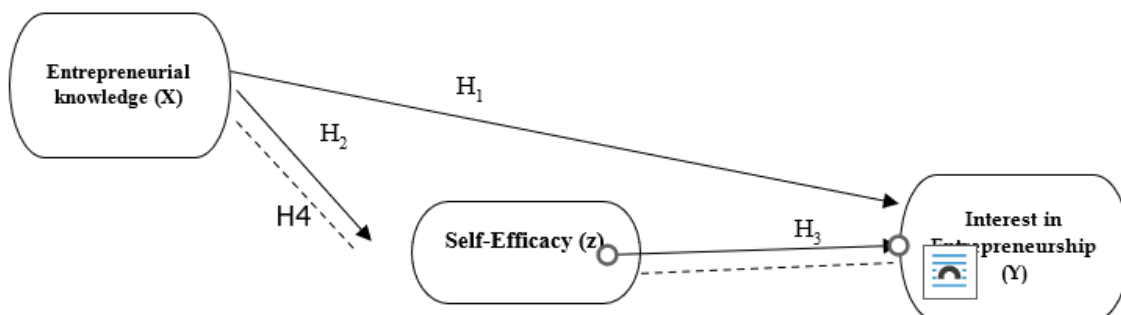
## **METHOD**

### **Research design**

This study uses a quantitative approach with PLS-SEM to investigate the impact of Entrepreneurship Knowledge on Entrepreneurial Interest and the role of Self-efficacy in mediation involvement (see Figure 1). The main benefit of PLS-SEM is its ability to maximize variance in the dependent variable and estimate data based on the dimensions of the measurement model (Hair et al., 2019).

### **Respondents and data collection techniques**

Students of Vocational State School in the Mojokerto district participated in this study. All three SMKs were the object of the study. We offered 400 respondents a 22-question Google Form sent via WhatsApp. From August to September 2023, the research was conducted. The research variables are Entrepreneurship Knowledge, Self-efficacy, and Entrepreneurial Interest.



**Figure 1.** Research framework

**Table 1.** Characteristics of respondents

Categories		Frequency	%
Gender	Female	215	53.75
	Male	185	46.25
Age of Respondent	< 15 years	5	1.25
	16 years old	158	39.5
	17 years old	222	55.5
	>18 years	15	3.75
Grade Level	XI	295	73.75
	XII	105	26.25

Source: researcher data process (2023)

The respondents of this study are listed in Table 1. Most of the respondents were female students, while only a few students were under 15 years old, namely 5 students. This table shows that 73.75% of the respondents were in grade XI of SMKN in the Mojokerto district.

### **Instrument development and data analysis**

A survey was used to study the entrepreneurial interest of SMKN students. The research instrument was adapted from previous studies and literature reviews (Table 1). The questionnaire was translated from English to Bahasa Indonesia and modified for the Indonesian context.

The questionnaire was translated from English to Indonesian and modified according to the local context. Entrepreneurship Knowledge was measured with eight items (Waldyatri et al., 2021). Self-efficacy was measured with six items from (Ainur Rizqi et al., 2022). Entrepreneurial Interest measure ment with eight items adapted from (Ainur Rizqi et al., 2022) (Denanyoh et al., 2015). The poll asked participants to rate each statement from 1 (strongly disagree) to 5 (strongly agree). This study used Smart PLS 3.0 for partial least squares structural equation modeling (PLS-SEM).(Corrales-Estrada et al., 2021).

## **RESULTS AND DISCUSSION**

### **External model evaluation**

The PLS external model is determined to ensure the presence of reliable instruments. Models with determination criteria are said to be reliable when the composite reliability (CR) and Cronbach's Alpha > 0.05 (Hair et al., 2019). The results showed that the CR value of each construct was 0.914 to 0.954 for dependence (Table 2). A significant average variance extracted (AVE) > 0.50 indicates convergent validity (Hair et al., 2019). Convergent validity was achieved as all items exceeded 0.5 and the AVE of each construct ranged from 0.571 to 0.780 (>0.5). Factor cross-loading was used to test discriminant validity and convergent validity. Table 3 shows the cross-loading values for all variables Entrepreneurship knowledge (X), Self-efficacy (Z), and Entrepreneurial Interest (Y) from 0.715 to 0.948, more than 0.70, indicating discriminant validity.

### **Collinearity test**

The Variance Inflation Factor shows the collinearity between variables in the collinearity test. The collinearity test requires a VIF value below 5.00 (Hair et al., 2019).

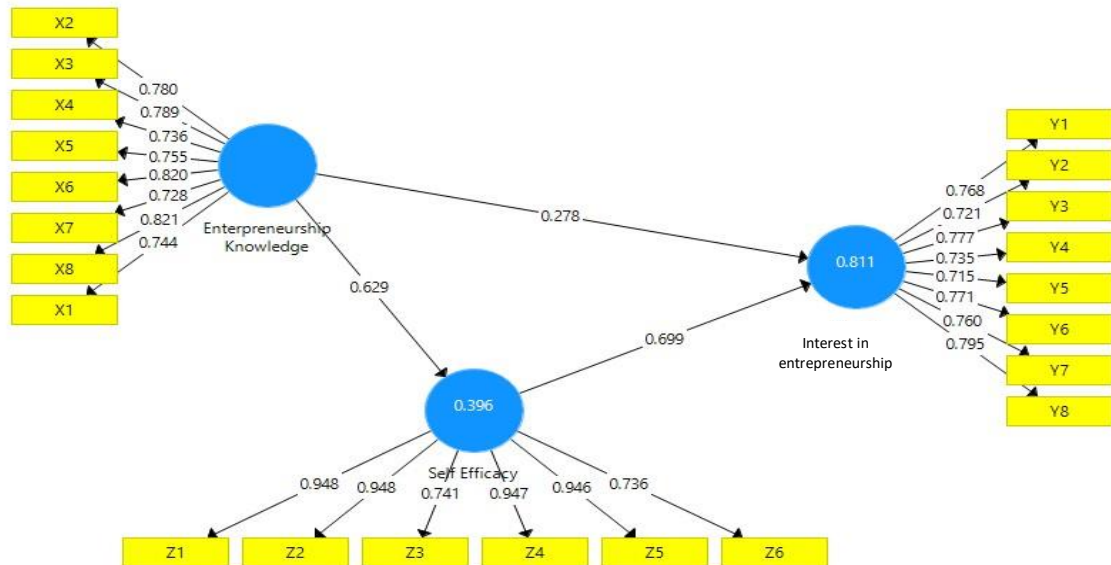




Based on the initial evaluation data, all variables have VIF coefficient values between 1.569 and 4.572 ( $<5.00$ ). This requirement indicates the absence of collinearity between the construct variables, thus making them valid.

### Hypothesis testing

The model tests hypotheses using structural equation modeling. The researchers used 350 bootstrap samples to display all t-statistics. As seen in Table 4, all seven hypotheses in this investigation met the criteria, with t-values ranging from 3.712 to 16.620 ( $>1.96$ ).



**Figure 2.** Calculation of Structural Equation Modelling  
Source: The author himself (2023)

This study uses the R-square model ( $R^2$ ) to show the accuracy of the model prediction. The coefficient of determination ( $R$  Square) measures how well an exogenous construct describes an endogenous construct. Hair et al. (2020) estimate  $R^2$  to be between 0 and 1.  $R^2$  values above 0.75 are large, while 0.50 and 0.25 are small and weak (Hair et al., 2019). The calculation shows that Entrepreneurship knowledge explains 39.6% of the variance of Self-efficacy with reasonable predictability. Self-efficacy provides 81.1% of the variance in Entrepreneurial Interest with reasonable predictability (Hair et al., 2019). Next,  $f^2$  determines whether extraneous constructs affect endogenous constructs. According to (Hair et al., 2019), external constructs have a minimal, moderate, and significant influence on endogenous constructs with  $f^2$  values of 0.02, 0.18, and 0.40. In particular, the size of the impact of Entrepreneurship knowledge on Self-efficacy is quite large ( $f^2 = 0.391$ ). The magnitude of the impact of Self-efficacy on Entrepreneurial Interest is also significant ( $f^2 = 0.811$ ).

This study describes the construction of concepts in the context of entrepreneurship education (X), self-efficacy (Z), and entrepreneurial interest (Y). For the Entrepreneurship Education (X) dimension, the measurement results show that constructs X1 to X8 have a  $\lambda$  value of 0.744,  $\alpha$  of 0.903, CR of 0.922, and AVE of 0.597. In the Self-efficacy (Z) dimension, constructs Z1 to Z6 show significant values, having





a  $\lambda$  of 0.948,  $\alpha$  of 0.940, CR of 0.954, and AVE of 0.780. This indicates that this construct is reliable as a measurement of self-efficacy. Meanwhile, the entrepreneurial interest dimension (Y) revealed that the Y1 construct has a  $\lambda$  value of 0.768,  $\alpha$  of 0.893, CR of 0.914, and AVE of 0.571. Thus, the measurement results provide a deeper understanding of the key concepts in the context of this study, strengthening the methodological foundation of research on entrepreneurship, self-efficacy, and entrepreneurial interest.

The results of the discriminant validity analysis show that construct X has a discriminant validity value of 0.772, indicating that the dimensions of entrepreneurial knowledge (X) can be adequately distinguished from the dimensions of Self-efficacy (Z) and entrepreneurial interest (Y). Similarly, construct Y has a discriminant validity value of 0.718 against X and 0.756 against Z, indicating that the entrepreneurial interest dimension can be distinguished from entrepreneurial knowledge (X) and Self-efficacy (Z). Furthermore, the Z construct shows good discriminant validity, with a value of 0.629 against X and 0.874 against Y, as well as 0.883 between Z and X. This confirms that the Self-efficacy dimension can be clearly distinguished from entrepreneurial knowledge and entrepreneurial interest. These results provide empirical support for the concepts measured in this study, demonstrating the validity and accuracy in distinguishing between the constructs of entrepreneurial knowledge, self-efficacy, and entrepreneurial interest.

Hypothesis testing in this study provides a strong picture of the relationship between the measured constructs. First, hypothesis H1 which links entrepreneurial knowledge (X) with entrepreneurial interest (Y) was found to have a  $\beta$  value of 0.278, with a T-value of 9.459 and a p-value of 0.000. Thus, this hypothesis is confirmed, indicating that there is a positive and significant relationship between entrepreneurial knowledge and entrepreneurial interest. Then, hypothesis H2 which connects entrepreneurial knowledge (X) with Self-efficacy (Z) is also proven significant with a  $\beta$  value of 0.629, a T-value of 15.401, and a p-value of 0.000. This validates that entrepreneurial knowledge plays an important role in shaping self-efficacy.

Meanwhile, hypothesis H3 which examines the relationship between Self-efficacy (Z) and entrepreneurial interest (Y) shows strong results with a  $\beta$  value of 0.699, a T-value of 26.579, and a p-value of 0.000. This confirms that self-efficacy has a positive and significant impact on entrepreneurial interest. Finally, hypothesis H4 involving the relationship path from X to Z to Y was found to have a  $\beta$ -value of 0.440, a T-value of 14.349, and a p-value of 0.000. This result indicates that entrepreneurial knowledge contributes significantly to entrepreneurial interest through self-efficacy. Overall, the findings from this hypothesis testing provide consistent empirical support to the research conceptual framework, confirming the significant relationship between entrepreneurial knowledge, self-efficacy, and entrepreneurial interest.

## **Discussion**

This study answers four hypotheses. The effect of Entrepreneurship Knowledge on Entrepreneurial Interest in Vocational High School students in Mojokerto Regency. Based on the results of the study it is known that the proof of the first hypothesis of the study is shown by the Entrepreneurship Knowledge variable has a positive and significant effect on Entrepreneurial Interest with a p-value of 0.000 ( $<0.05$ ), and the t





value is 9.459 ( $>1.96$ ). This is because the entrepreneurship education that students have taken increases their interest in entrepreneurship. This finding is contrary to several studies. This result is not in line with previous research conducted by (Mahendra et al., 2017; Martínez-Gregorio et al., 2021; Wishnu Wardana et al., 2021). They are with the results of their research which states that Entrepreneurship Knowledge does not have a major influence on Entrepreneurial Interest. (Hudson et al., 2001)(Hudson et al., 2001)(Hudson et al., 2001)(Hudson et al., 2001)(Hudson et al., 2001).

Furthermore, the Second Hypothesis is known that the Entrepreneurship Knowledge variable has a significant positive effect on Self-efficacy, the p-value of 0.000 ( $<0.05$ ) and the t-value of 15.401 ( $>1.96$ ) indicates a significant relationship. These results are in line with previous research conducted by (Mauludiana et al., 2020) (Ubfal et al., 2022) with the results of their research stating that Entrepreneurship Knowledge influences Self-efficacy. These results indicate that the better the Entrepreneurship Knowledge that students have, the better it can be in forming Self-efficacy to become entrepreneurs.

For the Third Hypothesis, it is evidenced that the Self-efficacy variable has a significant positive effect on Entrepreneurial Interest with a p-value of 0.000 ( $<0.05$ ) and a t-value of 26.579 ( $>1.96$ ). These results are in line with previous research conducted by (Pihie, 2019; Piperopoulos & Dimov, 2015; and Shinnar et al., 2014) the results of his research state that Self-efficacy has a major influence on Entrepreneurial Interest. These results indicate that the better the self-efficacy of students in the form of determination in entrepreneurship, the more it can encourage entrepreneurial interest.

Then the fourth hypothesis test that has been done shows that there is a significant influence between Entrepreneurship Knowledge on Entrepreneurial Interest through Self-efficacy of students with a p value of 0.000 ( $<0.05$ ) and a t value of 14.349 ( $>1.96$ ). The results showed that providing good Entrepreneurship Knowledge to students can increase Self-efficacy and can lead to Entrepreneurial Interest. Self-efficacy has an effective role as a partial mediation between Entrepreneurship Knowledge and Entrepreneurial Interest. Entrepreneurship learning is indeed very helpful in shaping students' entrepreneurial interest but also the existence of entrepreneurial practices that support students with the application of Self-efficacy can shape entrepreneurial interest to increase.

## CONCLUSION

Research that has been conducted on vocational high school students in Mojokerto Regency, several conclusions can be drawn. First, Entrepreneurship Knowledge has a positive and significant influence on students' entrepreneurial interest. The higher the entrepreneurship knowledge that students have, the higher their interest in entrepreneurship. Second, Entrepreneurship Knowledge also has a positive and significant effect on students' self-efficacy. A deep understanding of the field of entrepreneurship increases students' confidence in developing a business. Third, Self-efficacy has a positive and significant influence on students' interest in entrepreneurship. The higher the students' self-confidence, the higher their interest in



entrepreneurship. Fourth, Entrepreneurship Knowledge has a positive and significant indirect effect on Self-efficacy through the application of entrepreneurial interest in vocational high school students in Mojokerto Regency.

This study implies that knowledge in the field of entrepreneurship can affect students' interest and confidence in entrepreneurship. Therefore, entrepreneurship education and practice should be taught formally at SMKN Mojokerto Regency. Organized and systematic entrepreneurship education can increase the number of prospective entrepreneurs born in these schools. In addition, an emphasis on digital-based entrepreneurship also needs to be introduced to students, given the trend of consumers who tend to shop online.

For future research, it is recommended to involve male and female students from various SMKNs in East Java, even throughout Java and Madura. This will allow the results of the study to be generalized more broadly, given the regional differences and entrepreneurship learning models that may affect students' entrepreneurial attitudes and interests. For SMKN students in the Mojokerto district, it is recommended to deepen their knowledge and skills in entrepreneurship, including digital aspects, to prepare themselves as future entrepreneurs. For schools, it is necessary to implement entrepreneurship education formally and systematically and adapt the curriculum to include digital-based entrepreneurship. Similarly, other researchers should involve a more representative and wider sample to obtain more general and widely applicable results.

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