



## **Fostering Entrepreneurial Interest: Role Models, Entrepreneurship Education, And Locus of Control in Banyuwangi Vocational High School Students**

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### **ABSTRACT**

High unemployment rates and limited job opportunities globally intensify competition among applicants. In Indonesia, particularly at the vocational school level, unemployment is a growing concern, with graduates constituting a significant portion of job seekers. The main challenges lie in the quality of entrepreneurship education and the lack of interest in entrepreneurship among vocational school students, leading to a mismatch between graduates and market needs. This research addresses the knowledge gap by focusing on entrepreneurship education, teacher role models, and the impact of locus of control on vocational school students' interest in entrepreneurship. The study, conducted in three vocational schools in Banyuwangi, aims to understand the complex interactions between these factors and their influence on entrepreneurial interest. Using quantitative methods, the research involves 214 vocational school students who have taken entrepreneurship or craft subjects, focusing on marketing majors. The data analysis utilizes SmartPLS 3.3.3 and Structural Equation Model (SEM) to examine the relationships. Findings reveal a positive correlation between entrepreneurship education and students' entrepreneurial intentions and locus of control. Similarly, family role models positively impact students' entrepreneurial intentions and locus of control. A higher locus of control is associated with increased entrepreneurial intentions. Moreover, both entrepreneurship education and family role models contribute to heightened entrepreneurial intentions through locus of control. The implications suggest that enhancing entrepreneurship education and promoting family role models can effectively strengthen vocational school students' interest in entrepreneurship. Locus of control plays a crucial mediating role in this process. The research outcomes offer valuable insights for educators and policymakers to improve the effectiveness of entrepreneurship education, emphasizing the role of teachers as role models and fostering an understanding of locus of control. This approach aims to positively impact unemployment rates and local economic growth

### **Keywords:**

Entrepreneurship Education, Role Models, Locus of Control, Interest in Entrepreneurship

### **INTRODUCTION**

The availability of jobs is getting minimal and increasingly difficult to obtain, while job hunters are scattered. This is due to various factors, one of which is that the qualifications demanded by job providers cannot be fulfilled by applicants and the ethics possessed by applicants are low, this is a concern for the selectors. Therefore, the increase in competition in the world of labour is increasingly felt, it seems inversely proportional to the availability of jobs. This makes the unemployment rate in Indonesia high. This problem is still very difficult to overcome by the Indonesian government, many ways and solutions launched by the government to overcome the unemployment rate in Indonesia, but it has not been able to overcome the problem.





According to Setyawati et al., (2022) The domino effect of an unemployment problem is that the country's economy is declining, the welfare of the community is declining, until the crime rate increases, the situation faced will be even more worrying if each individual cannot make new breakthroughs in the world of work and is only oriented as job seekers, job seekers, not being job creators, who can open job opportunities for job hunters through entrepreneurship. Economic conditions that are quite poor can turn out to be one of the drivers of the development of entrepreneurial spirit in some circles. With the increasing socialization, it can be independent. The more developed a country is, the more educated people and many people who disturb, the more important the world is felt entrepreneur Entrepreneurial.

The world of education as an institution that is one of the role models of society that encourages entrepreneurial culture. SMK is also expected to be able to create reliable entrepreneurs, SMK as an education provider, is expected to produce graduates who are relevant to the needs of IDUKA or can be entrepreneurial. Wardana et al., (2020) conveying that to produce graduates who are productive in accordance with their fields of expertise, have entrepreneurial abilities and are relevant to changes that occur in the world of work or society, the concept of vocational education should be able to adapt the pattern of educational development based on knowledge and technology and entrepreneurship, which is one of the solutions to face increasingly competitive global challenges, as well as the development of synergistic vocational education With the pattern of entrepreneurial development, it is also an anticipation of facing the challenges of increasingly rapid change.

In fact, SMK graduates are graduates who become the largest job seekers in Indonesia. Therefore, a solution is needed that can reduce the number of open unemployment due to the increasing number of SMK graduates. One of these solutions is to increase the intensity of entrepreneurial interest of students at the school level (Wardi et al., 2019). The growth of interest that exists in a person, does not carry over since the person is born, but will continue to develop according to the factors that influence it. Interest is a feeling of liking or interest that arises from within a person towards certain things or activities by paying attention to things or activities he likes.

An entrepreneurial interest is someone who feels an interest or likes for a business by daring to take risks and has a maturity of vision and mission born from experience or observations that have been made around. To increase entrepreneurial interest in students, it is necessary to increase up to date entrepreneurial knowledge (Hernández-Sánchez et al., 2019). Through entrepreneurship education, students are expected to continue to develop their entrepreneurial knowledge. Because entrepreneurship education is a person's understanding of entrepreneurship with various positive, creative, and innovative characters in developing business opportunities into business opportunities that benefit himself and the community or consumers. While Cho & Lee, (2018) stated that entrepreneurship education is a competitive and productive understanding possessed by someone to produce new products or services, generate new added value, pioneer new businesses, carry out new processes / techniques, develop new organizations. Entrepreneurial knowledge is obtained and possessed by an individual through entrepreneurship education



which can later help an individual innovate and survive in the field of entrepreneurship.

There are several factors that can improve the quality of one's entrepreneurship education, namely: (1) basic knowledge of entrepreneurship, business interest needs to be realized by information to find or create business opportunities so as to help realize their business. (2) knowledge of business ideas and opportunities, the formation of business interest in producing a business requires the existence of new thoughts or things that are structured. (3) knowledge of business aspects, existing information will create a process through various obstacles and risks that will be passed to realize their business.

Based on the definition that has been put forward by experts about what is meant by entrepreneurship education in this era of disruption, it can be concluded that entrepreneurship education is a person's ability to produce something new through creative thinking and innovative actions, so that they can create ideas or business opportunities and can be utilized by themselves and others.

Other factors that are thought to influence entrepreneurial interest in students are environment, personality, and role model/public figure. Role models What is meant in this study is the teacher. The role of the teacher as Role models In cultivating students' entrepreneurial interest can be done with many things, one of which is guidance and counseling that helps student development in terms of personality, social spirit, lessons and careers in the future (Maresch et al., 2016). Teachers must provide the best service to students according to student needs so that students are more independent in choosing careers which in this case are associated with entrepreneurship. In addition, in order to increase interest in entrepreneurship for students, it can be done by inviting entrepreneurial figures who have successfully run a business as Role Model (Role Model) with entrepreneurial case studies.

The role of the teacher in the learning process will affect students' response to the lessons taught. If teachers in entrepreneurship learning are able to play a good role, for example always preparing the material to be given, being able to create healthy competition in the classroom and always monitoring the work and assignments given to students and being able to motivate students to excel, then it can foster students' enthusiasm for learning and interest in becoming entrepreneurs (Biswakarma & Gautam, 2016).

On the other hand, SMK students despite having complete facilities, adaptive and innovative entrepreneurship education and Role models Teachers who are active and creative, do not mean a guarantee of full interest in entrepreneurship. According to Cayirdag, (2017) Students' entrepreneurial interest can be influenced by personality factors, one of which is locus of control. In this study Locus of control As a mediation to encourage students to be interested in becoming entrepreneurs, it refers to individual perceptions of success and failure. Someone who has high control tends to have a clear vision and a long-term business plan. The higher locus of control then the higher one's entrepreneurial interest. locus of control as self-control related to matters concerning behavioral problems. According to (Ajzen, 2002) which states that, individuals with a locus of control are convinced that the successes and failures that occur in life depend on oneself.





Characteristics of individuals who have locus of control Among other things, control individuals have the belief that life events are the result of internal factors / personal control, independent individuals in their efforts to achieve a goal or result, believe in their own abilities and skills, responsibility individuals have the willingness to accept everything as a result of their attitude or behavior, and try to improve it in order to achieve even better results, Individual expectations have subjective judgments or beliefs that positive consequences will be obtained in certain situations in return for behavior (Hsiung, 2018; Islam, 2019; Rapp-Ricciardi et al., 2018; Tentama & Abdussalam, 2020).

As described in the previous paragraph, to strengthen the theory of entrepreneurial interest in vocational students, researchers involved the theory of planned behavior (TPB) Ajzen (1991), to review this research. In fact, until now TPB Ajzen is still a strong reference for many researchers in various parts of the world, because it is able to explain how entrepreneurship education affects entrepreneurial intentions. The distinguishing element of the results of previous research is that educational activities increase the intention to carry out entrepreneurial behavior, or one of the variables that determine the intention. According to the theory of Ajzen (1991) is a very strong theory in explaining the positive influence of entrepreneurship education on entrepreneurial intentions. HC theory views that human capital is a determinant of entrepreneurial intentions

The urgency of this research is proposed because the unemployment rate at the vocational level is getting higher, an innovation and alternative solution is needed besides SMK graduates can work, namely being able to be entrepreneurial. By increasing entrepreneurial interest in vocational students, it will indirectly help the government overcome unemployment problems and improve the economy. Through entrepreneurship, by having entrepreneurial knowledge, it is expected to be able to stand alone to have an independent economy, this not only provides employment for oneself but also others. Especially seeing the development of the banyuwangi area which has great potential and has a lot of capital, both human resources and natural resources to be used as a business. Knowledge of entrepreneurship education and teacher role models with locus of control really need to be improved continuously to SMK students in Banyuwangi, especially SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK AL-AZHAR Sempu, the researcher briefly explained the profiles of these schools.

Based on the background and state of the art as described, this research has novelty by completing the gaps of previous studies, conducting a comprehensive study that underlies the selection of formal education SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK AL-AZHAR Sempu as research objects. The vocational school carries out entrepreneurial activities, even well-known advanced ones, has cooperation with various business fields. The purpose of this study is to know how entrepreneurship education is being carried out and the role of teachers in motivating and coaching students to build entrepreneurial interest in students so that students are more independent in choosing careers which in this case are associated with entrepreneurship. The more students who graduate from Vocational High School by entrepreneurship, the more job opportunities are created



### **Entrepreneurship Education**

According to the results of several studies (Cho & Lee, 2018; Gianiodis & Meek, 2020; Hägg & Gabrielsson, 2020; Hernández-Sánchez et al., 2019; Nuseir et al., 2020) There are several indicators of entrepreneurship education, including, Purpose of Entrepreneurship Education, Practice and theory of entrepreneurship education, Knowledge, Chance. Factors that can improve the quality of one's entrepreneurship education, namely: (1) basic knowledge of entrepreneurship, interest in trying needs to be realized by the existence of information to find or create business opportunities so as to help realize their business. (2) knowledge of business ideas and opportunities, the formation of business interest in producing a business requires the existence of new thoughts or things that are structured. (3) knowledge of business aspects, existing information will create a process through various obstacles and risks that will be passed to realize their business

#### ***Role Model***

Role Model What is meant in this study is the teacher. The role of the teacher as role model In cultivating students' entrepreneurial interest can be done with many things, one of which is guidance and counseling that helps student development in terms of personality, social spirit, lessons and future careers according to several studies (Ao & Liu, 2014; Hejazinia, 2015; Maresch et al., 2016) There are several indicators Role Model :

- Positive Story Experience
- Plays a role in several ways
- Leadership Spirit
- Behavioral Examples

#### ***Locus Of Control***

The locus of control refers to an individual's perception of success and failure. Someone who has high control tends to have a clear vision and a long-term business plan. The higher the locus of control, the higher one's entrepreneurial intentions. According to (Hsiung, 2018; Islam, 2019; Rapp-Ricciardi et al., 2018; Tentama & Abdussalam, 2020) there are several Locus Of Control indicators:

- Responsible
- Discipline
- Internal environmental control
- Environmental Opportunities
- Resources
- Control Ideas

#### **Entrepreneurial Intention**

Interest The ideal entrepreneurship for everyone to have is to be passionate about seeing or looking for new opportunities, pursue opportunities with strict discipline, pursue excellent opportunities and avoid pursuing other opportunities that are not yet clear, focus on execution, and include the energy of everyone within their reach. According to some studies (Hanis Syazwani & Sulaiman, 2013; Jasra et al., 2010; Sternberg, 2014) There are several indicators of entrepreneurial interest, including

- Interest







- Ambition
- Starting an Entrepreneur
- Learning Interest

**METHOD**

This research uses quantitative methods. The population of this research subject is 478 vocational school students in Banyuwangi. Meanwhile, the sample criteria used in this research are: (1) students who have taken entrepreneurship/craft subjects (2) students who have chosen a marketing major. Based on known theories and criteria, the number of samples for this research was 214 samples. The data analysis technique in this research uses SmartPLS 3.3.3 statistical software, Structural Equation Model (SEM) with the Variance Based SEM approach or better known as Partial Least Square (PLS).

**RESULT AND DISCUSSION**

*General description of research objects*

SMK Al-Azhar Sempu Banyuwangi, established in September 1988, SMK Al-Azhar Sempu Banyuwangi is a vocational school known for its strategic location, 15,090 square meters of land, and quality education programs such as Automotive Engineering and Accounting. With facilities like classrooms, labs, and sports fields, the school emphasizes the importance of entrepreneurship education. Financial support from various sources ensures its smooth operation and development, contributing to the local economy.

SMK Bustanul Falah, a vocational school in Banyuwangi, integrates Islamic values into its curriculum. Offering expertise programs like Computer Network Engineering and Culinary, it stands out with A accreditation and recognition from SMK Center of Excellence. The school's Teaching Factory approach, robust facilities, and a SWOT analysis guide its educational strategy, preparing students for real-world challenges.

SMK Bustanul Falah's operational curriculum reflects a holistic approach, focusing on a teaching factory-based learning model. With an emphasis on Field Work Practices and a dedicated team of 82 educators, the school aims to provide hands-on learning experiences aligned with industry demands. The graduate profile emphasizes not only technical skills but also attitudes, knowledge, and entrepreneurship. The school envisions becoming a superior institution that nurtures skilled and characterful individuals while contributing positively to Banyuwangi's development.

**Characteristics of Respondents**

**Table 1.** Characteristics of respondents by sex

Gender	Frequency	Percentage
Man	69	32.2
Woman	145	67.8
Total	214	100.0

Source: Processed Primary Data, 2023

In Table the data reveals a predominant female presence among respondents, constituting 67.8% (145 students) of the total. In contrast, male students make up 32.2% (69 students) of the respondents. This suggests a significant gender gap, indicating that



the majority of students at SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu are female.

**Table 2.** Characteristics of respondents by age

Age	Frequency	Percentage
15	3	1.4
16	67	31.3
17	96	44.9
18	42	19.6
19	6	2.8
Total	214	100.0

Source: Processed Primary Data, 2023

Based on Table 2. above, it shows that the majority of students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu are 17 years old with 96 respondents (44.9%) of all respondents, followed by students aged 16 years as many as 67 respondents (31.3%) of the total respondents, and at least 15 years old as many as 3 respondents (1.4%).

**Table 3.** Characteristics of respondents based on parental occupation

Parents' work	Frequency	Percentage
Laborer	25	11.7
Teacher	1	.5
Housewives	7	3.3
Butcher of cows	1	.5
Private Employees	2	.9
Building coolies	3	1.4
Fisherman	1	.5
Merchant	14	6.5
Housekeeper	1	.5
Tailor	7	3.3
Farmer	66	30.8
Odd Bumps	2	.9
Driver	4	1.9
Private	7	3.3
Tyre Patching	1	.5
Travel tour	1	.5
Self employed	71	33.2
Total	214	100.0

Source: Processed Primary Data, 2023

Based on the data in Table 3. shows that the majority of work parents of students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu are self-employed as many as 71 respondents or 33.2% of the total respondents, and many also work as farmers, namely as many as 66 respondents or 30.8%





**Table 4.** Characteristics of Respondents Based on Parents' Recent Education

Education	Frequency	Percentage
Bachelor	4	1.9
SD	71	33.2
SMA	62	29.0
JUNIOR	74	34.6
No school	3	1.4
Total	214	100.0

Source: Processed Primary Data, 2023

Based on the data in Table 4.4, it shows that the majority of the last education of parents of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu students was junior high school as many as 74 respondents or 34.6% of the total respondents, and at least not in school as many as 3 respondents or 1.4%.

**Distribution of Respondents' Answers**

**Frequency Distribution for Entrepreneurship Education Variables**

From the 214 respondents, the average assessment of Entrepreneurship Education variables is 3.733, indicating a good research category. Notably, the statement "I have been participating in entrepreneurship education to be able to develop a business" scored the highest average at 3.883, suggesting a keen interest among students at SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu in entrepreneurship education for business development. Conversely, the statement with the lowest average was "I have my own experience/self-taught," indicating a relatively lower inclination toward self-taught experiences in business ownership. In summary, the overall average value for all Entrepreneurship Education statements is 3.733, signifying agreement among respondents with the statements related to Entrepreneurship Education.

**Frequency Distribution for Variable Role model teacher/practitioner**

From 214 respondents, the average assessment of the teacher/practitioner role model variable is 3.703, indicating a good research category. The statement with the highest average, "Teacher/practitioner has a persistent life process," scored 3.883, revealing that students at SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu perceive their teachers/practitioners as having persistent life processes. Conversely, the statement "My teacher/practitioner is always active in organizations" had the lowest average at 3.379, suggesting a perceived lack of teacher/practitioner activity in organizational involvement. In summary, the overall average value for all teacher/practitioner role model statements is 3.703, indicating agreement among respondents with the statements related to the teacher/practitioner role model

**Frequency Distribution for Locus Of Control**

From 214 respondents, the average assessment of the Locus of Control variable is 3.668, indicating a good research category. The statement with the highest average, "Teachers/practitioners support work," scored 3.944, suggesting that students at SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu





perceive support from their teachers/practitioners in their work. Conversely, the statement "I can lobby for a job/business partner" had the lowest average at 3.542, indicating a perceived lower ability among students to secure job lobbies/business partners. In summary, the overall average value for all Locus of Control statements is 3.668, signifying agreement among respondents with the statements related to Locus of Control.

#### Frequency Distribution for Entrepreneurial Interest Variable

From 214 respondents, the average assessment of the Entrepreneurial Interest variable is 3.850, indicating a good research category. The statement with the highest average, "I am more interested in being an entrepreneur than an employee," scored 4.079, suggesting that students at SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu express a stronger inclination towards entrepreneurship than employment. Conversely, the statement "I will dare to start a business in the near future" had the lowest average at 3.575, indicating a perceived lack of courage to start a business in the near future. In summary, the overall average value for all Entrepreneurial Interest statements is 3.850, signifying agreement among respondents with the statements related to Entrepreneurial Interest.

#### Data Analysis

Data processing techniques use the Partial Least Square (PLS)-based SEM method. PLS software in this study uses software developed at the University of Hamburg, Germany called Smart PLS version 3.3.3. The PLS method has two stages, the first stage is the evaluation of the outer model or measurement model of question items against variables, after that the second stage is the evaluation of the inner model or structural model in order to find out the results of testing the hypothesis used. This test also performed path coefficient estimation that identifies the strength of the relationship between exogenous variables and endogenous variables.

Table 5. Validity Test Results Using Loading Factor Values

Variable	Indicators	Outer Loadings	Decision
X1 (Entrepreneurship Education)	X1.1	0.787	Valid
	X1.2	0.743	Valid
	X1.3	0.789	Valid
	X1.4	0.831	Valid
	X1.5	0.743	Valid
	X1.6	0.801	Valid
	X1.7	0.813	Valid
	X1.8	0.832	Valid
X2 (Role Model)	X2.1	0.832	Valid
	X2.2	0.847	Valid
	X2.3	0.724	Valid
	X2.4	0.842	Valid



Variable	Indicators	Outer Loadings	Decision
Y (Entrepreneurial Interest)	X2.5	0.817	Valid
	X2.6	0.800	Valid
	X2.7	0.787	Valid
	X2.8	0.839	Valid
	Y1	0.855	Valid
	Y2	0.853	Valid
	Y3	0.784	Valid
	Y4	0.886	Valid
Z (Locus Of Control)	Y5	0.787	Valid
	Y6	0.804	Valid
	Y7	0.798	Valid
	Y8	0.840	Valid
	Z1	0.842	Valid
	Z10	0.849	Valid
	Z11	0.731	Valid
	Z12	0.784	Valid
	Z13	0.859	Valid
	Z2	0.819	Valid
	Z3	0.829	Valid
	Z4	0.869	Valid
Z5	0.799	Valid	
Z6	0.845	Valid	
Z7	0.788	Valid	
Z8	0.740	Valid	
Z9	0.801	Valid	

Source: Data Processor With SmartPLS 3.3.3, 2023

Reliability test is a test that determines how consistent the measuring instrument used is and free from errors. An instrument is said to be reliable if it has an Average Variance Extracted (AVE) of > 0.5, Composite Reliability > 0.7 and Cronbach Alpha > 0.7 for each construct. The following in Table the results of reliability testing that has been carried out through SmartPLS 3.3.3 software.

**Table 6.** Reliability Test Results

	Cronbach's Alpha	rho_A	Composite Reliability	(AVE)	Information
X1 (Entrepreneurship Education)	0.916	0.916	0.931	0.629	Reliable
X2 (Role Model)	0.926	0.927	0.939	0.659	Reliable
Y (Entrepreneurial Interest)	0.933	0.934	0.945	0.683	Reliable
Z (Locus Of Control)	0.957	0.957	0.962	0.661	Reliable

Source: Data Processing With PLS, 2023



Evaluation of measurement models with square root of average variance extracted is to compare AVE root values with correlations between constructs. If the AVE root value is higher than the correlation value between constructs, then good discriminant validity is achieved. In addition, an AVE value greater than 0.5 is highly recommended. Based on the values in Table 4.15, all values have met the Average Variance Extracted (AVE) requirements of > 0.5 so that it can be said that the variables of Entrepreneurship Education, Role model of teachers / practitioners, Entrepreneurial Interest and Locus Of Control in the evaluation of model measurements have good discriminant validity.

The magnitude of R<sup>2</sup> indicates the magnitude of the influence of exogenous variables on endogenous variables. If the value of R<sup>2</sup> is 0.75; 0.50 and 0.25 it can be concluded that the model is strong, moderate, and weak (Ghozali and Latan, 2015). The results of the calculation of R<sup>2</sup> using SmartPLS 3.0 in this study can be seen in Table 4.16 below.

Table 7. Value of Coefficient of Determination

	R Square	R Square Adjusted
Y (Entrepreneurial Interest)	0.715	0.711
Z (Locus Of Control)	0.626	0.622

Source: Data Processing With PLS, 2023

Table shows the R-square value for the Locus Of Control (Z) variable obtained at 0.626. The R-square value for the Locus Of Control variable of 0.626 indicates that 62.60% can be influenced by the variables Entrepreneurship Education (X1) and Role model teacher / practitioner (X2). While the remaining 37.40% was influenced by other variables outside the study. The R-square value of the variable Entrepreneurial Interest (Y) of 0.715 indicates that the variable of Entrepreneurial Interest (Y) can be influenced by the variables of Entrepreneurship Education (X1), Role model teacher / practitioner (X2) and Locus Of Control (Z) by 71.50% while the remaining 28.50% is influenced by other variables outside the studied. The higher the R-Square value, the greater the ability of the independent variable to explain the dependent variable so that the better the structural equation.

**Hypothesis Testing**

Based on the results of the outer model and inner model tests that have been carried out, the outer model and inner model have been qualified for hypothesis testing.. The path diagram of this study can be seen in Figure 1. below.



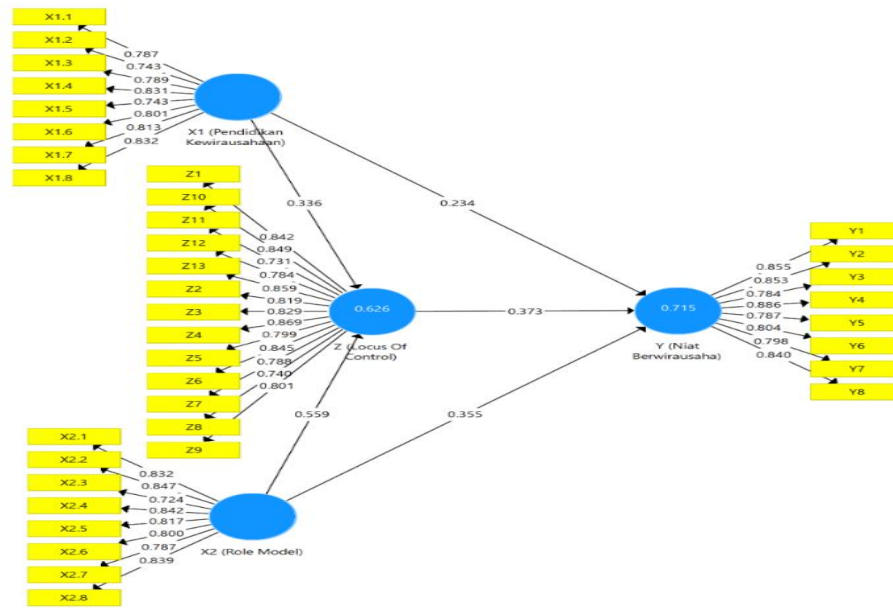


Figure 1. Path diagram of the research theoretical model

Source: Data Processing With PLS, 2023

**Hypothesis Test Results**

Based on the results of direct and indirect influence tests that have been carried out in this study. The following is a summary of the overall hypothesis test results presented in Table.

Table 8. Hypothesis Test Results

	Path Coefficient	t-Statistics	P-Value	Information	Significance	Types of Mediation
H1	0.234	3.420	0.001	Accepted	Significant	-
H2	0.336	5.643	0.000	Accepted	Significant	-
H3	0.355	4.000	0.000	Accepted	Significant	-
H4	0.559	8.874	0.000	Accepted	Significant	-
H5	0.373	3.487	0.001	Accepted	Significant	-
H6	0.125	2.853	0.005	Accepted	Significant	Partial Mediation
H7	0.209	3.138	0.002	Accepted	Significant	Partial Mediation

Source: Data Processing With PLS, 2023

**Information:**

- H1 :P Entrepreneurship Education (X1) has a significant effect on Entrepreneurial Interest (Y).
- H2 : Entrepreneurship Education (X1) has a significant effect on the Locus Of Control (Z).
- H3 :Teacher/practitioner role model (X2) has a significant effect on Entrepreneurial Interest (Y).
- H4 : The teacher/practitioner role model (X2) has a significant effect on the Locus Of Control (Z).
- H5 : Locus Of Control (Z) has a significant effect on Entrepreneurial Interest (Y).



H6 : Entrepreneurship Education (X1) has a significant effect on Entrepreneurial Interest (Y) mediated by Locus Of Control (Z).

H7 : The role model of the teacher / practitioner (X2) has a significant effect on Entrepreneurial Interest (Y) mediated by the Locus Of Control (Z).

This study shows that Entrepreneurship Education (X1) has a significant effect on Locus Of Control (Z), Locus Of Control (Z) has a significant effect on Entrepreneurial Interest (Y), and Entrepreneurship Education (X1) has a significant effect on Entrepreneurial Interest (Y). The results of the examination to determine the nature or type of customer satisfaction mediation variables in the influence of Entrepreneurship Education on Entrepreneurial Interest are partial mediation. The mediating role of Locus Of Control which is influenced by Entrepreneurship Education on Entrepreneurial Interest has a partial mediating influence, the first reason is because both the influence of Entrepreneurial Interest directly and indirectly shows a significant influence. Both indirect coefficients of influence have a value smaller than the direct path coefficients ( $0.125 < 0.234$ ). This states that the higher the Entrepreneurship Education, the Interest in Entrepreneurship increases with the increase in Locus Of Control.

This study shows that the teacher/practitioner role model (X2) has a significant effect on the Locus of Control (Z), the Locus of Control (Z) has a significant effect on entrepreneurial interest (Y), and the teacher/practitioner role model (X2) has a significant effect on entrepreneurial interest (Y). The results of the examination to determine the nature or type of customer satisfaction mediation variables in the influence of the teacher/practitioner role model on entrepreneurial interest are partial mediation. The role of Locus Of Control mediation which is influenced by the teacher/practitioner role model on Entrepreneurial Interest has a partial mediation influence, the first reason is because both the influence of Entrepreneurial Interest directly and indirectly shows a significant influence. Both indirect coefficients of influence have a value smaller than the direct path coefficients ( $0.209 < 0.355$ ). This states that the higher the role model of the teacher / practitioner, the interest in entrepreneurship increases with the increase in Locus Of Control.

## **Discussion**

### **The Influence of Entrepreneurship Education (X1) on Entrepreneurial Interest (Y) in Students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu**

The results of the first hypothesis testing showed that the relationship between the variable of Entrepreneurship Education (X1) and Entrepreneurial Interest (Y) showed a path coefficient value of 0.234 with a calculated t value of 3.420 which means greater than 1.96 and a p-value of 0.001 or less than 0.05. So it can be said that Entrepreneurship Education has a positive and significant influence directly on Entrepreneurial Interest in Students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu. In this study, hypothesis 1 is accepted because Entrepreneurship Education has a positive and significant influence on Entrepreneurial Interest. This result means that the better the Entrepreneurship Education, the more it will be able to increase the Entrepreneurial Interest of students







of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu.

**H2: The Effect of Entrepreneurship Education (X1) on Locus Of Control (Z) in Students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu**

The results of testing the second hypothesis showed that the relationship between the variable of Entrepreneurship Education (X1) with Locus Of Control (Z) showed a path coefficient value of 0.336 with a calculated t value of 5.643 which means greater than 1.96 and a p-value of 0.000 or less than 0.05. So it can be said that Entrepreneurship Education has a positive and significant influence directly on the Locus Of Control in students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu. In this study, hypothesis 2 was accepted because Entrepreneurship Education has a positive and significant influence on the Locus Of Control. This result means that the better the Entrepreneurship Education, the more it will be able to increase the Locus Of Control in students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu.

**The Influence of Teacher/Practitioner Role Model (X2) on Entrepreneurial Interest (Y) in Students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu**

The results of the first hypothesis test showed that the relationship between the teacher/practitioner model Role variable (X2) and Entrepreneurial Interest (Y) showed a path coefficient value of 0.355 with a calculated t value of 4.000 which means greater than 1.96 and a p-value of 0.000 or less than 0.05. So it can be said that the role model of teachers / practitioners has a positive and significant influence directly on the Entrepreneurial Interest in Students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu. In this study, hypothesis 3 is accepted because the role model of teachers / practitioners has a positive and significant influence on entrepreneurial interest. This result means that the better the role model of teachers / practitioners, the more it will be able to increase the entrepreneurial interest of students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu.

**H4: The Effect of Teacher/Practitioner Role Model (X2) on Locus Of Control (Z) in Students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu**

The results of testing the second hypothesis showed that the relationship between the teacher/practitioner role model variable (X2) and the Locus of Control (Z) showed a path coefficient value of 0.559 with a calculated t value of 8.874 which means greater than 1.96 and a p-value of 0.000 or less than 0.05. So it can be said that the role model of teachers / practitioners has a positive and significant influence directly on the Locus Of Control in students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu. In this study, hypothesis 4 is accepted because the teacher/practitioner role model has a positive and significant influence on the Locus Of Control. This result means that the better the teacher/practitioner role model, the more it will be able to increase the Locus of



Control in students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu.

### **The Effect of Locus Of Control (Z) On Entrepreneurial Interest (Y) In Students Of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu**

The results of testing the third hypothesis show that the relationship between the Locus Of Control (Z) variable and Entrepreneurial Interest (Y) shows a path coefficient value of 0.373 with a calculated t value of 3.487 which means greater than 1.96 and a p-value of 0.001 or less than 0.05. So it can be said that the Locus of Control has a positive and significant influence directly on the Entrepreneurial Interest in Students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu. In this study, hypothesis 5 is accepted because the Locus Of Control has a positive and significant influence on Entrepreneurial Interest. This result means that the higher the Locus Of Control, the more Entrepreneurial Interest will be increased in Students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu.

### **The Influence of Entrepreneurship Education (X1) on Entrepreneurial Interest (Y) through Locus of Control (Z) in Students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu**

The results of testing the fourth hypothesis show that the relationship between the variable of Entrepreneurship Education (X1) and Entrepreneurial Interest through Locus Of Control (Z) shows an indirect path coefficient value of 0.125 with a calculated t value of 2.853 which means greater than 1.96 and a p-value of 0.005 or less than 0.05. This result means that the Locus Of Control has a significant influence in mediating Entrepreneurship Education towards Entrepreneurial Interest which means hypothesis 6 is accepted. This shows that the entrepreneurial interest of students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu can be increased by the existence of good Entrepreneurship Education supported by a high Locus Of Control.

The fifth hypothesis shows that in this study there is a mediating variable in the form of Locus Of Control. According to Solimun (2010), if the influence of variable X (independent variable) on variable M (variable mediation) is significant, the influence of variable M on Y is significant, and the influence of variable X on Y is significant, then it is included in partial mediation. Entrepreneurship Education (X1) in this study has a significant effect on Locus Of Control (Z), Locus Of Control (Z) has a significant effect on Entrepreneurial Interest (Y), and Entrepreneurship Education (X1) has a significant effect on Entrepreneurial Interest (Y). Thus, the customer satisfaction variable can be said to be a partial mediation variable.

### **The Influence of Teacher/Practitioner Role Model (X2) on Entrepreneurial Interest (Y) Through Locus Of Control (Z) In Students Of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu**

The results of testing the fourth hypothesis show that the relationship between the teacher/practitioner role model variable (X2) and entrepreneurial interest through the Locus Of Control (Z) shows an indirect path coefficient value of 0.209 with a calculated t value of 3.138 which means greater than 1.96 and a p-value of 0.002 or less





than 0.05. This result means that the Locus Of Control has a significant influence in mediating the teacher/practitioner role model on entrepreneurial interest, which means hypothesis 7 is accepted. This shows that the entrepreneurial interest of students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu can be increased by the existence of a good teacher/practitioner role model supported by a high Locus Of Control.

The fifth hypothesis shows that in this study there is a mediating variable in the form of Locus Of Control. According to Solimun (2010), if the influence of variable X (independent variable) on variable M (variable mediation) is significant, the influence of variable M on Y is significant, and the influence of variable X on Y is significant, then it is included in partial mediation. The role model of teachers / practitioners (X<sub>2</sub>) in this study has a significant effect on Locus Of Control (Z), Locus Of Control (Z) has a significant effect on Entrepreneurial Interest (Y), and Role model teacher / practitioner (X<sub>2</sub>) has a significant effect on Entrepreneurial Interest (Y). Thus, the customer satisfaction variable can be said to be a partial mediation variable.

### CONCLUSIONS

Based on the research that has been done, the following conclusions are obtained: It is known that entrepreneurship education can increase the entrepreneurial interest of students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu, so that the better the entrepreneurship education, the more interest in entrepreneurship. It is known that entrepreneurship education can increase the locus of control of students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu, so that the better entrepreneurship education can increase the locus of control. It is known that the role model of teachers / practitioners can increase the entrepreneurial interest of students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu, so that the better the role model of teachers / practitioners, the increase in entrepreneurial interest. It is known that the role model of teachers / practitioners can increase the locus of control of students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu, so that the better the role model of teachers / practitioners can increase the locus of control. It is known that the locus of control can increase the entrepreneurial interest of students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu, so that the higher the locus of control can increase entrepreneurial interest. It is known that entrepreneurship education can increase entrepreneurial interest through the locus of control of students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu. Interest in entrepreneurship can be increased by the quality of good entrepreneurship education supported by a good locus of control. It is known that the role model of teachers / practitioners can increase entrepreneurial interest through the locus of control of students of SMK Bustanul Falah Genteng, SMK Muhammadiyah 2 Genteng, and SMK Al-Azhar Sempu. Interest in entrepreneurship can be increased by the quality of a good teacher/practitioner role model supported by a good locus of control.

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