

## THE EFFECT OF ENTREPRENEURSHIP EDUCATION, AND SOCIAL ENVIRONMENT ON ENTREPRENEURIAL INTEREST WITH SELF-EFFICACY AS A MEDIATING VARIABLE

**Dodyk Brahmatyio<sup>1</sup>, F. Danardana Muwarni<sup>2</sup>, Heny Kusdiyanti<sup>3</sup>**

Faculty of Economics and Business, Universitas Negeri Malang, Indonesia

Corresponding author: dodyk.brahmatyio.2204158@students.um.ac.id, f.danardana.fe@um.ac.id, heny.kusdiyanti.fe@um.ac.id

### ABSTRACT

Entrepreneurial interest is still quite low in Indonesia because it is known that until now the number of entrepreneurs has not been able to reach the ideal number, SMK as a vocational school must always develop its quality to realize high-quality graduates in answering the needs of the industrial world and creating new entrepreneurs. This study uses a quantitative approach with Partial Least Squares structural equation modeling (PLS-SEM) to predict and confirm the hypotheses given. This study uses Google Forms for data collection on students of the Tourism Business Department of SMKN 1 Trowulan in Mojokerto Regency. Respondents in this study were 184 student respondents. The results showed that the Social Environment could not explain Self-efficacy or Entrepreneurial Interest. However, the Entrepreneurship Education variable can explain Self-efficacy and Entrepreneurial Interest. Furthermore, Entrepreneurship Education will have more influence on Entrepreneurial Interest, if strengthened by Self Efficacy as a mediator variable. The Social Environment will not have a greater influence on the Interest in Entrepreneurship, although strengthened with Self-efficacy as a mediator variable.

### Keywords:

Entrepreneurship Education, Social Environment, Self-Efficacy, Entrepreneurial Interest

### INTRODUCTION

Education in Indonesia has a system that continues to change over time, which is intended as an adjustment in following the era of globalization. SMK or Vocational High School is a level of education with formal status that focuses on the world of industry and business intending to prepare students who have skills, knowledge, and work attitudes that are in line with the needs of the job market. Students here will be given work experience and practical skills with the specialization they choose. SMK as a vocational school must always develop its quality to realize high-quality graduates in answering the needs of the industrial or work world. However, not all students who graduate from SMK can answer the demands of the job in line with their expertise. There is also a gap that occurs between the skills of graduates, which is not in line with the development of the world of work which then results in many SMK graduates becoming unemployed. Entrepreneurial interest is still quite low in Indonesia because it is known that until now the number of entrepreneurs has not been able to reach the ideal number.

Interest here will arise due to a sense of admiration and interest when someone is a successful entrepreneur, or by participating in entrepreneurial training. Entrepreneurship is a process of creating different things to obtain value by giving effort and time, accompanied by the use of money, and risk, so that it can generate money, freedom, and personal satisfaction (Hisrich, 1995 in Suryana, 2006). Interest in entrepreneurship here can be interpreted as the interest of students to enter the realm of entrepreneurship. SMKs are now also making efforts to create interest from their students in entrepreneurship, for example through the existence of

entrepreneurship lessons, as well as training and fieldwork practices related to entrepreneurship.

This entrepreneurship education is considered necessary to be delivered so that it can realize human resources who master the skills and understanding as a whole entrepreneur. Research related to entrepreneurship education has previously been carried out by Farida, et al (2016) with that entrepreneurship education can provide an influence of 6.05% for entrepreneurial interest. Another factor that determines entrepreneurial interest is industrial work practice. In line with this Gunawan, et al (2014) explained, that the increase in student interest in entrepreneurship is one of them supported by the implementation of Prakerin or Industrial work practices contained in the Dual System Education curriculum (PSG).

The emergence of a person's interest in entrepreneurship is also inseparable from the influence of the social environment. Dalyono (2015) then explains the social environment includes all humans / other people who can influence us. As Prawira (2012) points out, the social environment is an environment in society that results in interactions between individuals. Conditions in both many and few can affect how the nature of the individuals in it develops. This condition is in line with the research of Bhurhandini, et al (2017), which explains that the social environment influences entrepreneurial interest positively significantly (23.6%).

Self-efficacy here plays an important role as a determinant of the success or failure of an individual in answering a demand, such as entrepreneurship. Setting up a business certainly requires the ability and confidence, that the business will one day achieve success, this is what then motivates business people to start their business. If individuals do not have this confidence, they will be reluctant to become entrepreneurs. This condition is in line with the research of Marini and Hamidah (2014) which explains the influence between self-efficacy with interest in entrepreneurship positively and significantly, through a correlation coefficient of 19.36%.

Through a number of these differences, the researcher decided to add the social environment as a variable because it also plays a role as a determinant of student interest in entrepreneurship through the addition of self-efficacy as an intervening variable. Then referring to the theory, research results, and observations previously carried out by researchers, it can be stated that it is important to shape students' interest in entrepreneurship, including through entrepreneurship education, internships, social environment, and self-efficacy. So that researchers are then interested in conducting more in-depth research related to these empirical findings.

### **Theoretical review and hypotheses**

#### **a. Entrepreneurship Education**

Entrepreneurship education is needed to support the success of a business or venture. Wibowo (2011) explains entrepreneurship education is an effort to internalize the mentality and entrepreneurial spirit either from formal education or from training or the like. Meanwhile, Suherman (2008) explains, that entrepreneurship education guides and teaches so that a person can form his own business. Creative thinking skills will be needed for entrepreneurship education so that business owners can maintain the continuity of their business. This condition is certainly useful in increasing the idea of the business so that it can realize competitive products and services in competition.

H1: Entrepreneurship education increases self-efficacy.

H3: Entrepreneurship Education has a positive effect on Entrepreneurial Interest

#### **b. Social Environment**

The environment can be defined as a unity of space for all objects, conditions, forces, and living things such as humans accompanied by their behavior, which can influence the welfare and life of humans and other living things. Dalyono (2015) explains that the social environment is all humans / other people who influence us. The emergence of interest from students to run entrepreneurs is also closely related to the influence of their social environment. This interest tends to fluctuate depending on the influencing factors, including environments such as family, society, and education (Ginting and Yuliawan, 2015).

H2: Social environment increases self-efficacy

H4: Social environment affects entrepreneurial interest

#### **c. Self-efficacy**

Self-efficacy is an individual's belief in the ability he has in exercising control over his functioning and events in the environment (Bandura, 2001 through Feist and Feist, 2016). Bandura considers beliefs for efficacy to be the basis of a human agent. Those who believe they can do something that has the potential to change events in the environment are more likely to take action to achieve success than those with less self-efficacy. So it can be said that high self-efficacy will provide confidence in both actions and thoughts in determining a decision even though the risks faced are great. Robbins and Judge (2015) explain self-efficacy as a person's belief that he can do something. high self-efficacy can encourage individuals to trust their abilities more.

H5: Self-efficacy increases entrepreneurial interest

#### **d. Interest in entrepreneurship**

Slameto (2010) explains interest is a sense of interest as well as a preference for an activity or thing, without coercion. Interest is the acceptance of a relationship between oneself and something in the heart. The greater this relationship will result in higher interest. Students with an interest in an object or thing tend to focus their attention thoroughly on that object or thing. Nurwakhid (Fu'adi et al, 2009) stated that interest has a strong relationship to environmental conditions, attention, willingness, and feelings. Interest can also be defined as an acceptance of a relationship between self and something outside the person which makes the position of interest unstable because in certain circumstances interest can change depending on the factors that give it influence.

### **METHOD**

#### **a. Research design**

This study uses a quantitative approach with PLS-SEM to investigate the impact of entrepreneurship education and social environment on entrepreneurial interest and the role of self-efficacy in mediating 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., 2017).

#### **b. Respondents and data collection techniques**

Students of the Tourism Business Department of SMKN 1 Trowulan in Mojokerto district participated in this study. SMK students as the object of research. We offered 184 respondents with 52 Google Form questions sent via WhatsApp. In September 2023, the research was conducted. The research variables are entrepreneurship education, social environment, entrepreneurial

interest, and self-efficacy.

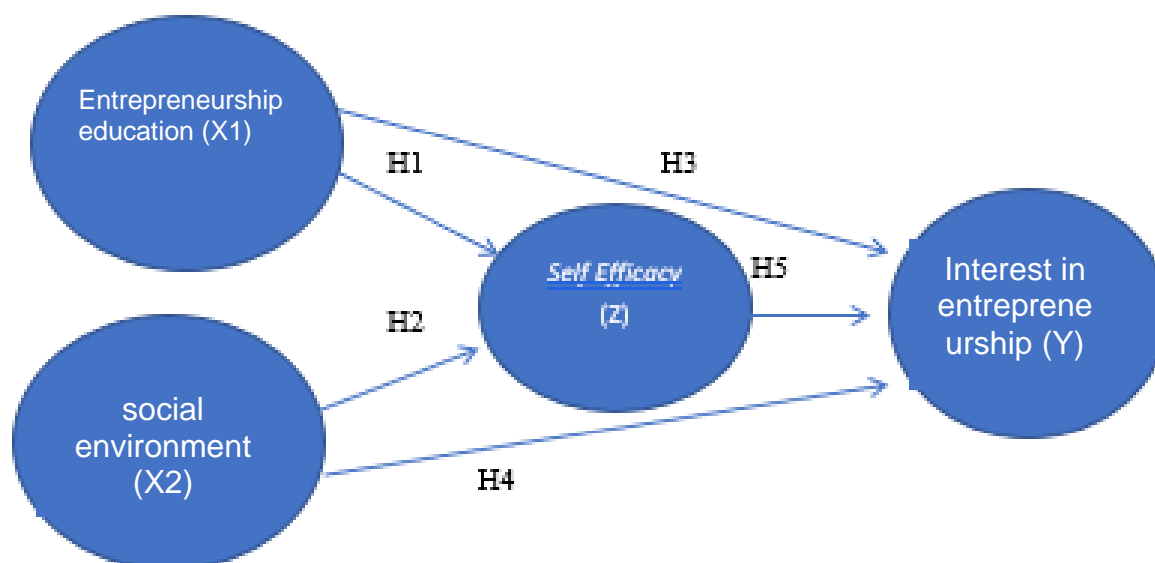


Figure 1. Research Framework

Table 1. Characteristics of respondents

Categories		Frequency	%
Gender	Female	157	85.33
	Male	27	14.67
Age of Respondent	16 years old	68	36.96
	17 years	94	51.09
	>18 years old	22	11.95
Grade Level	XI	184	100

Source: processed by researchers (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 18 years old, namely 22 students. This table shows that the respondents were in grade XI of the Tourism Business Department of SMKN 1 Trowulan in Mojokerto Regency.

### c. Instrument development and data analysis

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

The questionnaire was translated from English to Bahasa Indonesia and modified for the local context. Entrepreneurship Education was measured with 11 items from the Ministry of National Education (2010). Social Environment was measured with 12 items from Dewantara (2010). Self-efficacy was measured with seven items from Gufron and Risnawita (2014). Measurement of Entrepreneurial Interest with 20 items adapted from Alma (2018) (Denanyoh et al., 2015) (Denanyoh et al., 2015) (Denanyoh et al., 2015) (Denanyoh et al., 2015)

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Arnulf, 1970; Susilowati et al., 2021). The questionnaire 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-  
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## RESULTS AND DISCUSSION

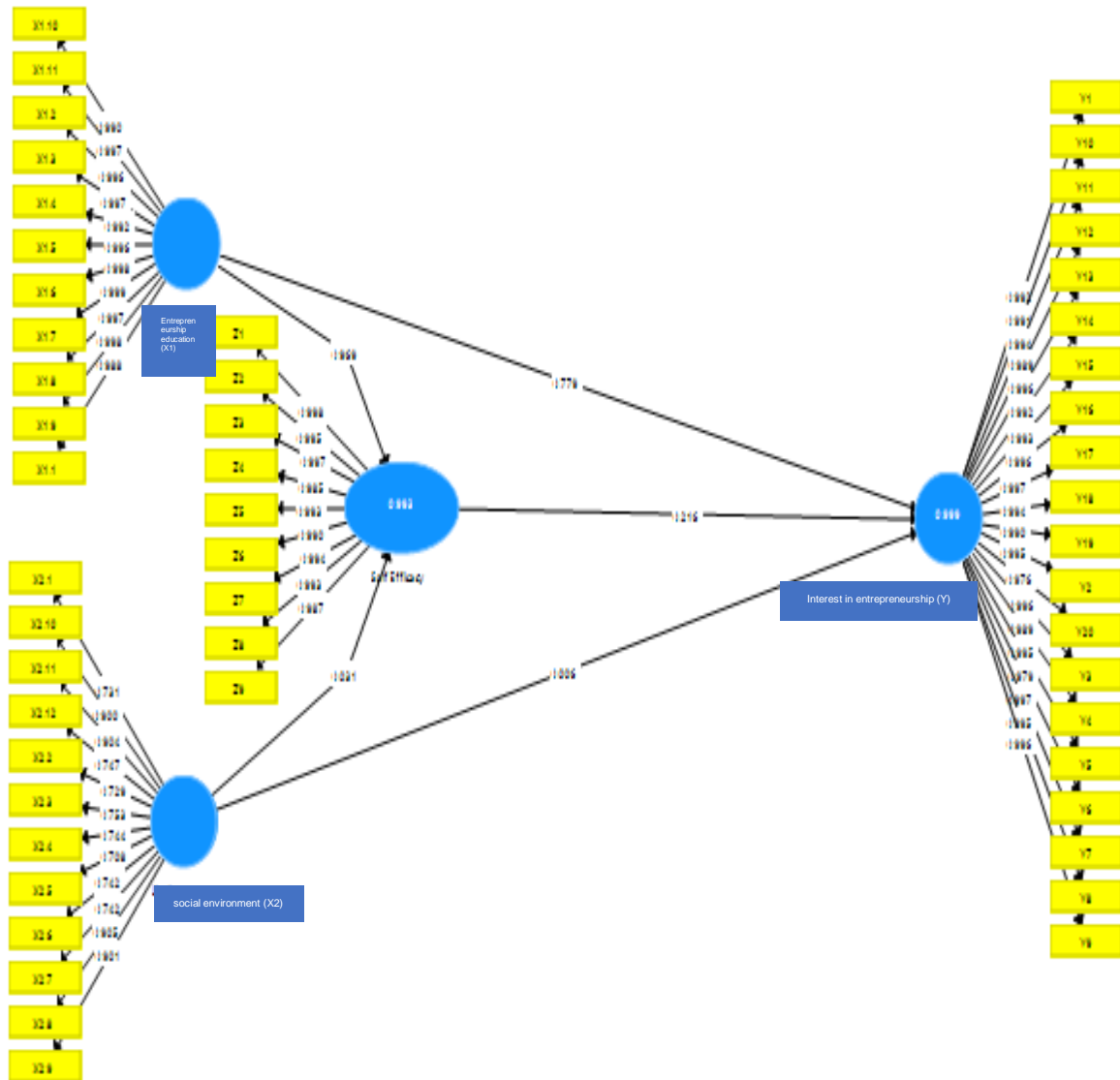
### a. External model evaluation

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., 2014). The results showed that the CR value of each construct was 0.954 to 0.999 for dependence (Table 2). A significant average variance extracted (AVE) >0.5 indicates convergent validity (Hair et al., 2014). Convergent validity was achieved as all items exceeded 0.5 and the AVE of each construct ranged from 0.634 to 0.991 (>0.5). Factor cross-loading was used to test discriminant validity and convergent validity. Table 3 shows the cross-loading values for all variables of entrepreneurship education, social environment, entrepreneurial interest, and self-efficacy from 0.731 to 0.999, more than 0.70, indicating discriminant validity.

b. Hypothesis testing

The model tests hypotheses using structural equation modeling. The researchers used 184 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 1,070 to 47,004 ( $>1.96$ ).





**Figure 2.** Calculation of Structural Equation Modeling  
Source: processed by researchers (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., 2020). The calculation shows that entrepreneurship education and social environment explain 99.3% of the variance of self-efficacy with reasonable predictability. self-efficacy provides 99.9% of the variance of entrepreneurial interest with reasonable predictability (Hair et al., 2020). Next,  $f^2$  determines whether extraneous constructs affect endogenous constructs. According to (Hair et al., 2020), 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 education, and social environment on self-efficacy is quite large ( $f^2 = 0.993$ ). The magnitude of the impact of self-efficacy on entrepreneurial interest is also significant ( $f^2 = 0.999$ ).

**Table 2. Outer Model Calculation**

Construct	Item	$\lambda$	$\alpha$	CR	AVE
Entrepreneurship education (X1)	X1	0,988	0,999	0,999	0,991
	X2	0,996			
	X3	0,997			
	X4	0,992			
	X5	0,996			
	X6	0,998			
	X7	0,999			
	X8	0,997			
	X9	0,998			
	X10	0,990			
	X11	0,997			
social environment (X2)	X1	0,731	0,952	0,954	0,634
	X2	0,729			
	X3	0,753			
	X4	0,744			
	X5	0,708			
	X6	0,742			
	X7	0,742			
	X8	0,905			
	X9	0,901			
	X10	0,900			
	X11	0,904			
	X12	0,747			
self-efficacy (Z)	Z1	0,998	0,998	0,998	0,985
	Z2	0,995			
	Z3	0,997			
	Z4	0,985			
	Z5	0,993			
	Z6	0,990			
	Z7	0,994			
	Z8	0,993			
	Z9	0,987			
Interest in entrepreneurship (Y)	Y1	0,992	0,999	0,999	0,984
	Y2	0,995			
	Y3	0,996			
	Y4	0,989			
	Y5	0,995			
	Y6	0,979			
	Y7	0,997			
	Y8	0,995			
	Y9	0,996			
	Y10	0,991			
	Y11	0,994			
	Y12	0,989			
	Y13	0,996			
	Y14	0,992			
	Y15	0,993			
	Y16	0,996			
	Y17	0,997			
	Y18	0,994			
	Y19	0,990			
	Y20	0,976			

Source: processed by researchers (2023)

**Table 3.** Validitas Discriminan  
Criteria Fornell-Larcker

	Social Environment	Entrepreneurial Interest	Entrepreneurship Education	Self Efficacy
Social Environment	0,796			
Entrepreneurial Interest	0,904	0,992		
Entrepreneurship Education	0,902	0,999	0,995	
Self Efficacy	0,905	0,997	0,996	0,992

Source: processed by researchers (2023)

**Table 4.** Hypothesis Testing

	Relationship	$\beta$	T-value	P-values	Decision
H <sub>1</sub>	Social Environment -> Entrepreneurial Interest	0,006	1,070	<b>0,285</b>	Rejected
H <sub>2</sub>	Social Environment -> Self Efficacy	0,031	1,413	<b>0,158</b>	Rejected
H <sub>3</sub>	Entrepreneurship Education -> Entrepreneurial Interest	0,779	12,142	<b>0,000</b>	Not Rejected
H <sub>4</sub>	Entrepreneurship Education -> Self Efficacy	0,969	47,004	<b>0,000</b>	Not Rejected
H <sub>5</sub>	Self-Efficacy -> Entrepreneurial Interest	0,216	3,307	<b>0,001</b>	Not Rejected
H <sub>6</sub>	Social Environment -> Self-Efficacy -> Entrepreneurial Interest	0,007	1,286	<b>0,199</b>	Not Mediator
H <sub>7</sub>	Entrepreneurship Education -> Self-Efficacy -> Entrepreneurial Interest	0,210	3,254	<b>0,001</b>	Mediator

Source: processed by researchers (2023)

## Discussion

Penelitian ini menjawab tujuh hipotesis. Pengaruh Lingkungan Sosial Terhadap Entrepreneurial Interest in students of the Tourism Business Department of SMKN 1 Trowulan 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 Social Environment variable does not have a positive and significant effect on Entrepreneurial Interest with a p-value of 0.285 (>0.05), and the t value is 1.070 (<1.96). This is because the Social Environment that students have taken increases their Entrepreneurial Interest. This finding is not in line with previous research conducted by (Alifia & Dwiridotjahjono, 2019; Bahri & Trisnawati, 2021; Ferdinal et al., 2023; Husain, 2022; Indraswati et al., 2021; Khaerani & Handayanti, 2022; Mardta et al., 2022; Nainggolan & Harny, 2020; Nurin Eva et al., 2023; Suharto et al., 2022; Yosephine Berlinda Christi et al., 2021; Zain & Susanti, 2022), with the results of their research stating that the Social Environment has a major influence on Entrepreneurial Interest. These results indicate that the better the Social Environment that students have, the more it cannot encourage students to foster students' Entrepreneurial Interests.



Furthermore, the Second Hypothesis is known that the Social Environment variable has a significant positive effect on Self Efficacy, the p-value of 0.158 ( $>0.05$ ) and the t-value of 1.413 ( $<1.96$ ) indicates an insignificant relationship. These results are not in line with previous research conducted by (Botha & Steyn, 2022; Chairat Rais & Ayu Rachmawati, 2019; Chiengkul et al., 2023; Gu et al., 2023; Morgan & Doku, 2023) with the results of their research which states that the Social Environment influences Self Efficacy. These results indicate that the better the Social Environment in entrepreneurship, it does not have an impact on Self-efficacy as a supporter of entrepreneurship.

For the Third Hypothesis, it is evidenced that the Entrepreneurship Education variable has a significant positive effect on Entrepreneurial Interest with a p-value of 0.000 ( $<0.05$ ) and a t-value of 12.142 ( $>1.96$ ). These results are in line with previous research conducted by (Isma et al., 2023; Niska, 2020; Sadewo et al., 2022, 2022) with the results of research stating that Entrepreneurship Education has a major influence on Entrepreneurial Interest. These results indicate that the better the Entrepreneurship Education that students have, it has a positive impact on increasing Entrepreneurial Interest. Because Entrepreneurial Interest is only obtained from entrepreneurship subjects that are most dominant compared to others but can shape entrepreneurship and have a positive impact on Entrepreneurial Interest.

Then the fourth hypothesis test that has been carried out shows that Entrepreneurship Education has a significant positive effect on students' Self-efficacy with a p-value of 0.000 ( $<0.05$ ) and a t-value of 47.004 ( $>1.96$ ). The results showed that it was not in line with research previously conducted by (Atmono et al., 2023; Erwani Yusuf & Riyanto, 2019; Hermawan et al., 2022; Kisubi et al., 2021; Usman & Simare Mare, 2020) with the results of their research stating that Entrepreneurship Education influences Self Efficacy. These results indicate that better Entrepreneurship Education will have an impact on the formation of Self-efficacy in students for entrepreneurship.

The fifth hypothesis shows that Self Efficacy has a positive and significant influence on Entrepreneurial Interest with a p-value of 0.001 ( $<0.05$ ) and a t-value of 3,307 ( $>1.96$ ). These results are in line with previous research conducted by (Dardiri et al., 2019; Ernawati et al., 2021; Usman & Simare Mare, 2020), with the results of their research stating that Self-efficacy has a major influence on increasing students' entrepreneurial interest. These results indicate that the better students are in utilizing their Self Efficacy, the more it can encourage students to shape students' Entrepreneurial Interests.

Furthermore, the sixth hypothesis shows the results that there is no significant influence between the Social Environment on Entrepreneurial Interest through the efficacy of students with a p value of 0.199 ( $>0.05$ ) and a t value of 1.286 ( $<1.96$ ). This means that encouraging a good Social Environment in students can not increase Self-efficacy and can not bring up an Interest in Entrepreneurship. Self-efficacy does not have an effective role as a partial mediation between the Social Environment and Entrepreneurial Interest. The Social Environment is indeed very helpful in shaping students' Entrepreneurial Interests but the role of Self Efficacy cannot shape students' Entrepreneurial Interests for the better.

The last discussion related to the seventh hypothesis that has been done shows that there is a significant influence between Entrepreneurship Education on Entrepreneurial Interest through the efficacy of students with a p value of 0.001 ( $<0.05$ )

and a  $t$  value of 3.254 ( $>1.96$ ). This means that the implementation of good Entrepreneurship Education for students driven by Self-efficacy can have an impact on increasing Entrepreneurial Interest. Self-efficacy has an effective role as a partial mediation between Entrepreneurship Education and Entrepreneurial Interest. Entrepreneurship education in this study has an impact on the formation of students' entrepreneurial interests.

### **CONCLUSION**

Based on the results of the study, it can be concluded that this study examines the effect of social environment and entrepreneurship education on entrepreneurial interest and its relationship with self-efficacy in students majoring in Tourism Business at SMKN 1 Trowulan, Mojokerto. Interesting findings: social environment does not significantly affect entrepreneurial interest, in contrast to previous findings. However, entrepreneurship education plays an important role in increasing entrepreneurial interest directly or through its influence on self-efficacy. Self-efficacy also had a positive effect on entrepreneurial interest but did not play an intermediary role between the social environment and students' entrepreneurial interest. Thus, entrepreneurship education has a key role in shaping students' entrepreneurial interests.

This study implies that study underscores the importance of entrepreneurship education in increasing the entrepreneurial interest of Tourism Business students of SMKN 1 Trowulan, Mojokerto. Results show that the social environment indirectly influences entrepreneurial interest, while entrepreneurship education has a major impact on entrepreneurial interest, both directly and through its influence on self-efficacy. The findings emphasize the need for a stronger approach to entrepreneurship learning as well as self-efficacy development as a strategy to strengthen students' entrepreneurial interests.

After examining the influence of social environment, entrepreneurship education, and self-efficacy on students' entrepreneurial interest in the Tourism Business Department of SMKN 1 Trowulan, there are several suggestions for schools and students. Schools can place more emphasis on the integration of entrepreneurship concepts in various subjects as well as activities outside the classroom. This can increase students' interest and understanding of entrepreneurship. Furthermore, further research needs to be conducted that focuses on the relationship between social environment and self-efficacy, and how both affect students' interest in entrepreneurship. And finally, schools can develop coaching programs that support the development of students' self-efficacy in the context of entrepreneurship. This will help students develop entrepreneurial interests and skills as a whole.

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