

Analysis of Vocational School Students' Entrepreneurial Interest: The Role of Knowledge, Motivation, and Self-Efficacy

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Abstract

Examining entrepreneurial knowledge, achievement motivation, self-efficacy, and entrepreneurial interest in students at SMKN 51 Jakarta is the goal of this study. It also seeks to ascertain the relationship between entrepreneurial knowledge, self-efficacy, entrepreneurial interest, and achievement motivation at SMKN 51 Jakarta. The present study utilizes a quantitative research methodology. Primary data collection was done by a survey method employing a proportional random sample strategy. 324 students made up the population for this study, and the sample size of 180 was determined using Slovin's formula. Multiple regression analysis and correlation testing were performed on the data using SPSS version 27. The study's findings suggest that self-efficacy and entrepreneurial knowledge positively and significantly affect entrepreneurial interest. At SMKN 51 Jakarta, however, entrepreneurial curiosity is positively influenced by accomplishment motivation, albeit not significantly. Furthermore, at SMKN 51 Jakarta, entrepreneurial desire is simultaneously influenced by self-efficacy, accomplishment motivation, and entrepreneurial expertise.

Abstrak

Mengkaji pengetahuan kewirausahaan, motivasi berprestasi, efikasi diri, dan minat berwirausaha pada siswa di SMKN 51 Jakarta merupakan tujuan dari penelitian ini. Selanjutnya tujuan penelitian ini adalah untuk mengetahui bagaimana korelasi pengetahuan kewirausahaan, efikasi diri, minat berwirausaha, dan keinginan sukses siswa SMKN 51 Jakarta. Penelitian ini menggunakan metodologi penelitian kuantitatif. Strategi pengambilan sampel acak proporsional digunakan untuk mengumpulkan data survei primer. Populasi penelitian ini berjumlah 324 siswa, dan jumlah sampel 180 siswa ditentukan dengan menggunakan rumus Slovin. Analisis regresi berganda dan pengujian korelasi dilakukan pada data menggunakan SPSS versi 27. Hasil penelitian menunjukkan bahwa pengetahuan kewirausahaan dan efikasi diri berpengaruh positif dan signifikan terhadap minat berwirausaha. Di SMKN 51 Jakarta, keinginan berwirausaha dipengaruhi secara positif oleh motivasi berprestasi, meskipun tidak signifikan. Lebih lanjut, di SMKN 51 Jakarta, keinginan berwirausaha secara simultan dipengaruhi oleh efikasi diri, motivasi berprestasi, dan keahlian berwirausaha.

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Introduction

Numerous issues have arisen as a result of Indonesia's population growth throughout the globalization and industrialization era. One of the reasons for the increase in unemployment rates is the dearth of work possibilities. For a long time, high unemployment rates in Indonesia have been a challenging problem to solve. According to data from the Open Unemployment Rate for the years 2022–2023, graduates of Vocational High Schools continue to make up the largest share of the unemployed, with over nine percent.

Though they should be prepared for the workforce, graduates of vocational high schools have the highest jobless rates. To inspire pupils to become entrepreneurs and launch their own

enterprises, vocational high schools should offer entrepreneurship classes. Just 15% of students at SMKN 51 Jakarta were found to be interested in starting their own business, compared to 42% who preferred to be prepared for college and 38% who want to be prepared for the workforce, according to preliminary data. It is necessary to look into this low interest in entrepreneurship in more detail.

A number of variables, such as self-efficacy, achievement motivation, and entrepreneurial knowledge, might affect interest in entrepreneurship. Gaining knowledge about entrepreneurship is crucial to piquing students' interest in starting their own businesses. Since schools now teach entrepreneurship, students are more driven to start their own businesses. (Aini & Oktafani, 2020) and (Hasanah & Malik, 2018) argue that knowledge about entrepreneurship gained through classroom experience and education can have a significant impact on interest in entrepreneurship.

Motivation for achievement is a psychological factor that encourages one to work more. Preliminary study findings, however, indicate that many students lack strong achievement drive for business. According to (Utari & Sukidjo, 2020), an individual's interest in entrepreneurial activities can be influenced by their drive for achievement. Studies do, however, also indicate that interest in entrepreneurship is not always significantly impacted by achievement motivation.

A person's self-efficacy, or confidence in oneself, is a significant factor in determining their interest in entrepreneurship. A person's performance can be improved by self-efficacy in a variety of contexts, but entrepreneurship is one of those contexts. According to (Ubaidillah et al., 2021), a strong sense of accomplishment coupled with high self-efficacy can pique an interest in entrepreneurship. However, preliminary data indicates that a lack of confidence is the main reason why many students are not prepared for entrepreneurship.

The purpose of this study is to look into how students' interest in entrepreneurship at SMKN 51 Jakarta is influenced by their self-efficacy, accomplishment motivation, and entrepreneurial expertise. The findings of this study should help the education sector prepare human resources who are prepared to generate work possibilities and lower the unemployment rate, as well as the still-limited field of entrepreneurial research.

Research Methods

Beginning with the submission of the research title and continuing through the processing of data until July 2024, the researcher carried out this investigation commencing in November 2023. SMKN 51 Jakarta, located at Jalan SMEA N 33-SMIK Jl. Swadaya II No.3, RT.3/RW.1, Bambu Apus, Kec. Cipayung, East Jakarta City, is the location where this study was carried out. This kind of research is survey-based and quantitative. Primary data are those that researchers collect themselves, or those they directly get. All X grade students at SMK Negeri 51 Jakarta who had taken entrepreneurship classes totaled 324 and were majoring in marketing, office management and business services, accounting and institutional finance, visual communication design, television program production and broadcast, and film production. Interpreted. 179 students must be sampled at a minimum, and they are divided across the departments based on the Slovin formula with a 5% error rate.

Entrepreneurial Interest Instrument

Variable	Concept	Indicator	Source
Entrepreneurial Interest (Y)	A motivation, passion, and drive to launch a business in order to reap rewards and satisfy their wants without worrying about potential risks or failures.	a. Desire for entrepreneurship	(Indraswati et al., 2021; Indriyani & Margunani, 2019; Sari et al., 2022)
		b. Inovatif	
		c. A sense of leadership	

Entrepreneurial Knowledge Instrument

The report cards from class X students at SMKN 51 Jakarta during their first semester of entrepreneurship classes provide the researchers with the data they utilize. To find the average student report card score, multiply the average knowledge value by the average skill value and divide the result by two.

Achievement Motivation Instrument

Variable	Concept	Indicator	Source
Motivation Instrument (X2)	The drive within a person to overcome all challenges in the performance of their duties to achieve set target standards.	a. Sense of responsibility	(Maharani et al., 2020; Sepfitri, 2017; Sujarwo, 2018)
		b. Courage-oriented ability	
		c. Independent	
		d. The existence of a high spirit of enterprise	

Self-Efficacy Instrument

Variable	Concept	Indicator	Source
Self-efficacy (X3)	The belief, confidence and self-assessment that they are capable of doing something well to achieve the goals they have set.	a. Confidence in ability to manage business	(Ginting & Siagian, 2020; Hattu et al., 2021; Munawar, 2019; Nuryanto, 2020; Susanto, 2017)
		b. Human resource leadership	
		c. Ability to start a business	

Analysis Technique

Descriptive Statistics

A type of analysis called descriptive statistics uses standard deviation, variance, maximum, minimum, total, range, kurtosis, and skew to provide an overview or description of the data (Ghozali, 2018).

Analysis Requirement Test

Normality Test

The purpose of normality testing is to determine if the data distribution that is being collected is normal or aberrant. Using the following criteria, researchers ran the Kolmogorov-

Smirnov test to see if the data was regularly distributed. A significance level greater than 0.05 indicates that the data distribution is normal (Pratama & Nurdian, 2019).

Linearity Test

Anova testing is used to verify that there is no correlation between the independent and dependent variables in order to assess the linearity of understanding. We can conclude that there is a linear relationship between the two variables if the significance. the deviation from linearity is greater than 0.05 (Widana & Muliani, 2020).

Multiple Regression Analysis

Multiple regression analysis was performed to ascertain the combined influence of independent variables. Using this approach, four hypotheses are tested: how self-efficacy, achievement motivation, and entrepreneurial knowledge affect the dependent variable (interest in entrepreneurship). With formulas such as: $Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3$.

Hypothesis Test

T-test

The t test is used to measure the partial influence of the independent variable on the dependent variable. The significance of the relationship between the independent and dependent variables is also given. H_0 is rejected if t_{hitung} 's value is greater than t_{tabel} . in order for variable X to have an impact on variable Y.

F-test

The following is the F test hypothesis: To ascertain if there would be a significant or insignificant influence from the relationship between the independent and dependent variables, the F test is utilized. Comparing F_{count} and F_{table} at the 5% significance level does this. $F_{hitung} < F_{tabel}$ indicates that H_0 is acceptable.

Test Determination Coefficient

The coefficient of determination (Entrepreneurial Knowledge, Achievement Motivation, and Self-Efficacy) in relation to the dependent variable (Entrepreneurial Interest) must be investigated in order to ascertain the extent of the influence of the independent variables. The independent variable affects the dependent variable if the value of the coefficient of determination (R^2) is between 0 and 1. It is the opposite that happens if the value (R^2) later includes 1. With formulas such as: $KD = r^2 \times 100\%$.

Results and Discussion

Normality Test

The significant value of entrepreneurial interest, self-efficacy, accomplishment motivation, and entrepreneurial knowledge is 0.200, as determined by the Kolmogorov-Smirnov normalcy test calculation (Table 1). In order to conclude that the data for the four variables are normally distributed, the value of $0.200 > 0.05$ must be met.

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		180
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.87390822
Most Extreme Differences	Absolute	.057
	Positive	.038
	Negative	-.057
Test Statistic		.057
Asymp. Sig. (2-tailed) ^c		.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.	.169
	99% Confidence Interval	Lower Bound
		Upper Bound
		.159
		.178

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Source : Data processed by Researcher (2024)

Table 2 indicates that the value of the Deviation from Linearity is $0.183 > 0.05$. This suggests that there is a linear relationship between the factors knowledge and entrepreneurial interest.

Table 2. Linearity Test Results X1 to Y

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Minat Berwirausaha * Pengetahuan Kewirausahaan	Between Groups	(Combined)	1137.181	11	103.380	1.536	.123
		Linearity	194.137	1	194.137	2.885	.091
		Deviation from Linearity	943.044	10	94.304	1.401	.183
	Within Groups		11305.547	168	67.295		
	Total		12442.728	179			

Table 3 indicates that the value of the Deviation from Linearity is $0.89 > 0.05$. Thus, We can affirm that the variables desire to undertake and motivation to succeed are linearly linked.

Table 3. Linearity Test Results X2 to Y

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Minat Berwirausaha * Motivasi Berprestasi	Between Groups	(Combined)	2809.390	28	100.335	1.573	.045
		Linearity	331.819	1	331.819	5.201	.024
		Deviation from Linearity	2477.571	27	91.762	1.438	.089
	Within Groups		9633.337	151	63.797		
	Total		12442.728	179			

Table 4 indicates that the value of the Deviation from Linearity is $0.60 > 0.05$. Therefore, a linear relationship can be derived between the variables self-efficacy and entrepreneurial interest.

Table 4. Linearity Test Results X3 to Y

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Minat Berwirausaha * Efikasi Diri	Between Groups	(Combined)	10296.388	30	343.213	23.826	<.001
		Linearity	9666.266	1	9666.266	671.037	<.001
		Deviation from Linearity	630.122	29	21.728	1.508	.060
	Within Groups		2146.340	149	14.405		
	Total		12442.728	179			

Multiple Regression

The following multiple regression equation can be derived from Table 7:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

$$Y = 0,234 + 0,624X_1 + 0,035X_2 + 0,450X_3$$

The value of entrepreneurial interest is 7.952 if accomplishment motivation, self-efficacy, and entrepreneurial knowledge are all taken into account as constants. -0.082 is the value of the entrepreneurial knowledge coefficient. This number can be understood to indicate that the value of entrepreneurial knowledge will fall by -0.082 if the entrepreneurial knowledge variable grows by one unit while maintaining the same values for the other variables. The value of achievement motivation is 0.093. This number may indicate that, if all other factors remain constant and the accomplishment motivation variable increases by one unit, then achievement motivation will increase by 0.093. The value of self-efficacy is 1.066. With the other variables' values being constant, this value can indicate that self-efficacy will improve by 1.066 if it increases by one unit.

Table 5. Multiple Regression Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.952	12.665		.628	.531
	Pengetahuan Kewirausahaan	-.082	.149	-.019	-.547	.585
	Motivasi Berprestasi	.093	.039	.085	2.405	.017
	Efikasi Diri	1.066	.043	.877	24.650	<.001

a. Dependent Variable: Minat Berwirausaha

T-test

According to the computation findings, the t table value with a significance level of 5% or 0.05 is 1.973 if the df value is 176. The t test findings can be explained as follows, based on the computation below: the entrepreneurial knowledge variable has t count > t table, or -0.547 < 1.973. Therefore, it can be said that there is little correlation between the entrepreneurial knowledge and interest variables. The achievement motivation variable, which amounts to 2.405 > 1.973, has a t

count > t table. Thus, it can be concluded that the entrepreneurial interest variable is positively and significantly impacted by the achievement motivation variable. The self-efficacy variable has a t count of 13.650 > 1.973, which is greater than the t table. Thus, it can be concluded that the entrepreneurial interest variable is positively and significantly impacted by the self-efficacy variable.

Table 6. T Test Results

Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	7.952	12.665		.628
	Pengetahuan Kewirausahaan	-.082	.149	-.019	-.547
	Motivasi Berprestasi	.093	.039	.085	2.405
	Efikasi Diri	1.066	.043	.877	24.650
					<.001

a. Dependent Variable: Minat Berwirausaha

F-test

According to the computation findings, 2.66 is the t table value at a significance level of 5%, or 0.05, if the df value is 177. The entrepreneurial knowledge, accomplishment motivation, and self-efficacy variables concurrently have f count > f table, namely 213.074 > 2.66, according to the computation below, which describes the f test findings. Therefore, it can be said that the variable entrepreneurial interest is positively and significantly impacted by the combination of entrepreneurial knowledge, accomplishment drive, and self-efficacy.

Table 7. F Test Results

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	F
1	Regression	9756.445	3	3252.148	213.074
	Residual	2686.283	176	15.263	
	Total	12442.728	179		

a. Dependent Variable: Minat Berwirausaha

b. Predictors: (Constant), Efikasi Diri, Motivasi Berprestasi, Pengetahuan Kewirausahaan

Coefficient of Determination Analysis

Table 10 indicates that the (R Square) R² is 78%, or 0.784. The findings suggest that self-efficacy (X3), accomplishment motivation (X2), and entrepreneurial knowledge (X1) jointly account for 78% of the variance, with unidentified factors influencing the remaining 22%.

Table 8. Coefficient of Determination Analysis Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.885 ^a	.784	.780	3.907

a. Predictors: (Constant), Efikasi Diri, Motivasi Berprestasi, Pengetahuan Kewirausahaan

Conclusion

The following findings may be made from the data analysis results of a study conducted at SMKN 51 Jakarta on the impact of self-efficacy, accomplishment motivation, and entrepreneurial knowledge on students' interest in entrepreneurship. Students at SMKN 51 Jakarta show negligible correlation between their business interest (Y) and their entrepreneurial knowledge (X1). This indicates that students' enthusiasm in entrepreneurship is unaffected by an increase in their entrepreneurial expertise. Students at SMKN 51 Jakarta show a positive and strong direct relationship between accomplishment motivation (X2) and interest in entrepreneurship (Y). The more motivated students become to succeed, the greater their interest in entrepreneurship becomes. At SMKN 51 Jakarta, there is a strong and positive relationship between students' self-efficacy (X3) and interest in entrepreneurship (Y).

There will be a correlation between rising self-efficacy and rising student interest in entrepreneurship. The interest in entrepreneurship (Y) of students at SMKN 51 Jakarta is positively and significantly influenced simultaneously by entrepreneurial knowledge (X1), achievement motivation (X2), and self-efficacy (X3). This implies that interest in entrepreneurship will rise in direct proportion to increases in entrepreneurial knowledge, accomplishment motivation, and self-efficacy.

Based on the findings of their earlier study, it is advised that future researchers on a related topic use additional variables that are predicted to influence interest in entrepreneurship; if the subject is students in vocational schools, they can concentrate on one major; if the sample is larger, they can use different techniques depending on the characteristics of the study; and future researchers are expected to be able to alter the research objects used in order to obtain a wide range of research results.

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