

The Effect of Entrepreneurial Literacy and Self-Efficacy on Entrepreneurial Intention of Entrepreneurship Students at Universitas Negeri Makassar

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(Received: 20 March 2023; Accepted: 23 May 2023; Published: 26 May 2023)

ABSTRACT

This study aims to determine the effect of entrepreneurial literacy and self-efficacy partially and simultaneously on entrepreneurial intentions in entrepreneurship students at Universitas Negeri Makassar. This research includes descriptive quantitative research with a population of 255 students. Determination of the sample using proportionate stratified random sampling technique and obtained a sample of 72 students. Data were obtained through distributing questionnaires with a Likert scale. The analysis technique used is descriptive statistics and inferential statistics. The results showed that both partially and simultaneously, entrepreneurial literacy and self-efficacy have a positive and significant effect on entrepreneurial intention of entrepreneurship students at Universitas Negeri Makassar. The results of this study mean that the higher the entrepreneurial literacy and self-efficacy of students both partially and simultaneously will increase the entrepreneurial intention of entrepreneurship students of Universitas Negeri Makassar.

Keywords: *entrepreneurial literacy, self-efficacy, entrepreneurial intention*

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1. INTRODUCTION

Unemployment is a problem faced by every country. In Indonesia, most unemployment is created by educated groups. The phenomenon of low interest and motivation of Indonesian youth for entrepreneurship is getting more mature. This has become a serious concern for various parties, including the government, the world of education, the world of industry, and the community. Various efforts have been made to foster an entrepreneurial spirit, especially to change the mindset of young people who have only been interested in being job seekers. According to Andika & Madjid (2012) A factor in the increasing unemployment rate in Indonesia is that many workers direct their work to the formal sector and do not try to open their own jobs or entrepreneurship. This causes them to prefer to work in the formal sector rather than becoming entrepreneurs (Susetyo & Lestari, 2014; Hasan et al., 2023). The high unemployment rate has resulted in an increase in the poverty line in Indonesia. In Indonesia, according to official data from the Badan Pusat Statistik (BPS) in February 2022, the number of unemployed people in Indonesia was 5.01% or 6.82 million people and the majority were unemployed. This comes from people who should be educated, they are educated to build the nation does not add problems to the Indonesian nation. The high level of unemployment makes Indonesia worse off. This will get worse if it is not addressed immediately, therefore there must be a serious effort to overcome this problem.



Figure 1. Indonesian TPT by Highest Level of Education Completed (Percent) 2022

Viewed from level education in February 2019, TPT for School Intermediate Vocational (SMK) still highest among level other education, is of 8.63 percent. The highest TTP next found at Diploma I/II/III level (6.89 percent). In other words, there is offer power work no absorbed especially on the level SMK education and Diploma I/II/III. Those who are educated low tend want to accept work what course, can seen from TPT SD to the smallest bottom between all level education that is by 2.65 percent. If compared to condition a year ago, the decline in TPT happened to all level education deep. Tony Caecilia (2012) mentions a few resulting thing SMK students do not interested entrepreneurship after graduation, because no brave take risk, fear faile, no believe self, no have capital, less motivation, as well no wish for try independent factors. This cause SMK graduates to think that entrepreneurship is something difficult for done and more like for work for other people. So from that needed awareness alone for build interest entrepreneurship. As effort for overcome problem low entrepreneurial intention is required.

For study influencing factors intention or interest entrepreneurship SMK students. There are several influencing factors interest in generations young for plunge to the world entrepreneurship, including the learning process or knowledge about acquired entrepreneurship from time on my bench school. Besides that's interest entrepreneurship is also influenced by self-efficacy or trust self individual about ability do something assignments and produce something specifically in field entrepreneur. Subjects' entrepreneurship including one characteristic the content taught in the current SMK curriculum this, with taught eye lesson entrepreneurship will the more add knowledge entrepreneurship about SMK student's entrepreneur and plus Again with exists practice direct in the field that can make student more understand about process effort. Entrepreneurial knowledge occupy very important position, because knowledge entrepreneurship expected will can give base theoretical about draft entrepreneurship, forming pattern thought, attitude, and behavior a entrepreneurs (Nursito & Nugroho, 2013).

Entrepreneurial Literacy is understanding somebody to businessman with various character positive, creative and innovative in develop opportunities business become chance profitable endeavour himself and society or consumers (Kuntowicaksono, 2012). As for according Hendrawan & Sirine (2017) knowledge entrepreneurship is intellectual acquired and owned a individual through education future entrepreneurship can help a individual do innovation and plunge in field entrepreneur. According to Salhi in Purwonto (2016) there are 3 indicators that influence from knowledge entrepreneurship, namely (1) knowledge base entrepreneurship, interests try need created by being information for find or create opportunity business so that help realize business them; (2) knowledge of ideas and opportunities effort, establishment interest try in produce something business need exists thinking or things structured new; (3) knowledge about aspects business, existing information will create a process through various obstacle as well as risk that will passed for realize business them. As for according Melyana et al. (2015) argued that knowledge entrepreneurship or Entrepreneurial Literacy own a number of indicator among others commitment tall to task, want responsible answer and ability for lead.

Knowledge existing entrepreneurship no will walk if no offset with self-efficacy somebody in entrepreneurship. Self-efficacy own entrepreneurship somebody will give maximum results if somebody certain to himself alone that he capable in entrepreneurship.

According to Bandura in Mahmudi (2014) self-efficacy refers to related beliefs with abilities and abilities a student for reach and finish tasks study with the target results and time that has been determined self-efficacy refers to consideration how much big belief somebody about ability do a number learning activities and abilities finish tasks learn. Temporary that Kurniyawati (2012) argues that self-efficacy is one aspect knowledge about self or most influential self-knowledge in life man everyday this caused efficacy owned self follow influence individual in determine action to be done for determine something destination, included in it estimation various what will happen faced.

Mahmudi (2014) dan Isma et al. (2020) reveals that difference efficacy yourself on each individual lies in three aspects or components, namely magnitude (level difficulty task), strength (strength beliefs), and generality (generality). Dewi in Mahmudi & Suroso (2014) indicator self-efficacy consists of own ability self, have belief self, have ability self in different situations. Gadaam in Susanto (2017) self-efficacy can be measured with indicators (1) trust self will ability manage effort; (2) leadership source power human; (3) deep mental maturity effort; (4) feeling capable start effort. Self-efficacy entrepreneurship can become reject measuring intention somebody to something thing to believe. However, in fact still lots not yet own self-efficacy high entrepreneurship, mostly somebody feel not enough certain can succeed if entrepreneurship. Somebody afraid of risk failure that is not can overcome later. Entrepreneurial intention students who are still low is a pity because entrepreneurial intention one very important factor for create entrepreneur. Intention increasingly entrepreneurship big will the better inside start a effort. Intention balanced entrepreneurship with Entrepreneurial Literacy that has accepted as well as self-efficacy expected will give impact positive to birth businessman new so that capable create field job.

Wijaya (2014) and Isma et al. (2020) argues that entrepreneurial intention that is willingness for work hard and diligent for reach progress effort, willingness for bear miscellaneous risk related with action trying what he does, willing take path and way new, availability for life frugal, willing from experienced learning. Thompson in Kurnia et al (2018) defines that entrepreneurial intention is as self-proclaimed beliefs they alone that they own great interest for establish business new and on aware will realize interest them in the future come. Entrepreneurial intention is desire, interest as well as willingness work hard or will hard for try fulfilling need his life and create business new without feel afraid with risk that will happen as well as always. Study from failure in matter entrepreneurship (Holy Wulandari, 2013). Based on opinion the can concluded that entrepreneurial intention is desirea self alone or great interest for work hard in do business certain for in the future come. Entrepreneurial intention influenced by several factor including socio-demography, attitudes, acceptance, and knowledge (Trisnawati, 2014).

Temporary according to Isma et al. (2023) influencing factors interest entrepreneurship is environment education, personality person and environment family. Temporary according to Karyaningsih & Wibowo (2017) entrepreneurial intention this can squeezed become a number of indicator namely (1) belief self for become a entrepreneur; (2) choose career as businessman will more good if compared to work as employee; (3) search all information about entrepreneurial and willing issue funds; (4) follow trainings entrepreneurship; (5) expanding network social for become entrepreneur success; (6) seek all information about how obtain funds. Entrepreneurial intention is strongly influenced by level literacy successful entrepreneurship obtained as well as self-efficacy pushing individual birth desire for entrepreneurial and expected capable open field work later on the basis thinking such, then framework think in study this namely:

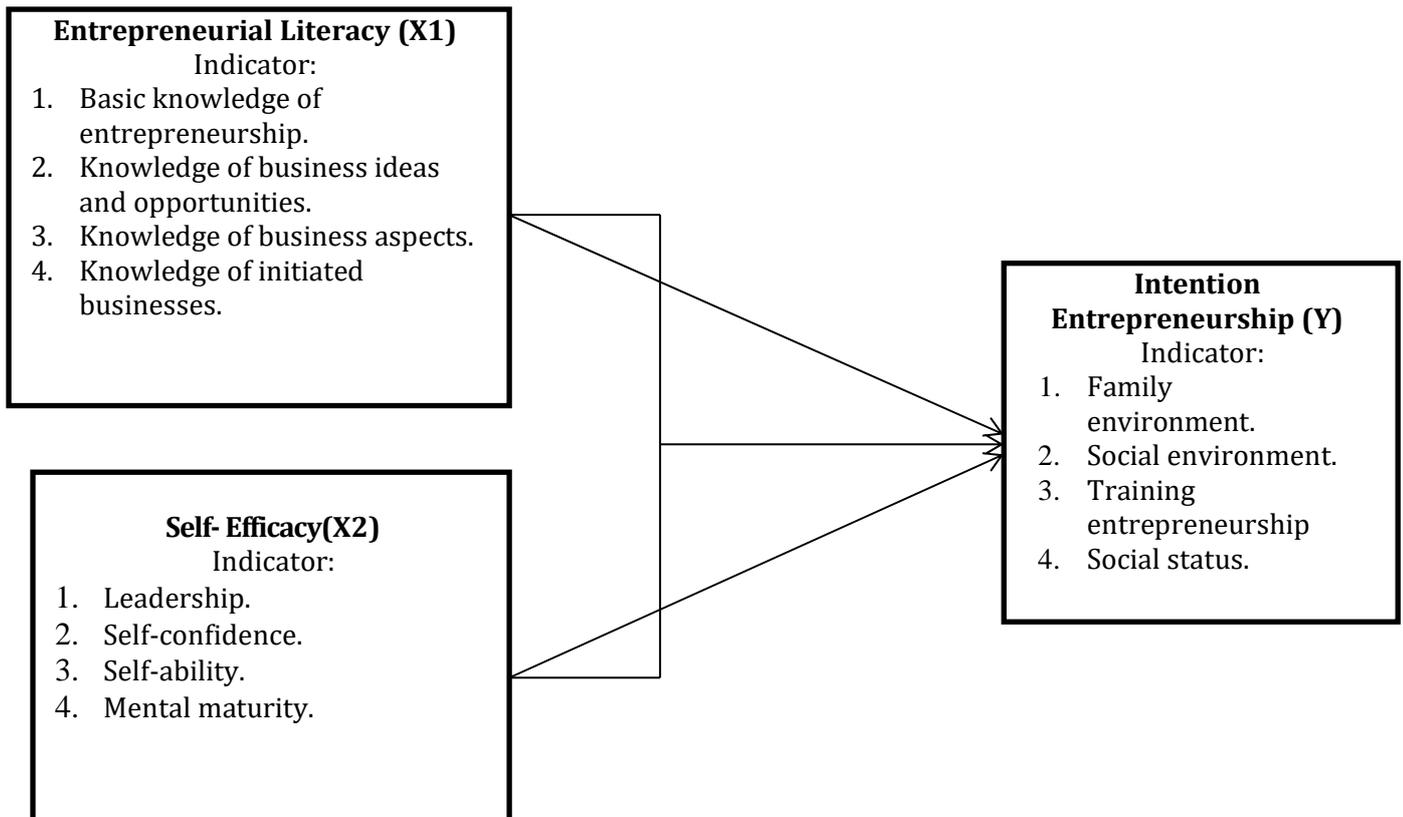


Figure 2. Framework

Based on framework above, then hypothesis in study this namely (1) entrepreneurial literacy influential to entrepreneurial intention to students of entrepreneurship Universitas Negeri Makassar; (2) self-efficacy influential to entrepreneurial intention to students of entrepreneurship Universitas Negeri Makassar; (3) Entrepreneurial Literacy and self-efficacy influential to entrepreneurial intention to students of entrepreneurship Universitas Negeri Makassar.

2. METHOD

2.1 Approaches and Types Study

Approach used in this study is approach descriptive quantitative, because the data obtained will embodied in form numbers and analyzed based on statistics. Approach quantitative used for researching population or sample, with technique taking sample done randomly. Type research used is connection causal that is learn connection because consequence is how much variation in one variable become causes and other variables as result.

2.2 Variables and Definitions operational Variable

Variable bound (dependent variable) in this study that is entrepreneurial intention (Y), and variables free (independent variable) in Entrepreneurial Literacy (X1) and self-efficacy (X2). Formula definition operational of each variable is as following:

1. Entrepreneurial Literacy is ability somebody in produce something new through creative thinking and innovative actions, so can create ideas or opportunity try and get used by themselves alone as well as other people.

- b. Self-efficacy can define as related beliefs with ability or one aspect knowledge about most influential self in life for achieve the target that has been determined.
- c. Entrepreneurial intention is desiring self alone or great interest for work hard in start something business certain future come.

2.3 Population and Sample

Population in this study that is whole student class XI at SMK Negeri 1 Soppeng totaling 255 students. Technique used in withdrawal sample namely the Solvin Technique. Where is the technique this is technique for count amount minimum sample determined with formula:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{255}{1 + 255(0,1)^2}$$

$$n = 71.8$$

$$n = 72$$

Description :

n : Sample

N : Population

E : 10% Error Rate

So can concluded sample from s this tudy as many as 71.8 respondents or rounded to 72.

2.4 Data Collection Techniques

In this study, data collection techniques used (a) observation, done researcher good in a manner direct or no direct with observe student moment study entrepreneurship as well as observe circumstances and conditions moment do practice entrepreneurship and act in demand student in field entrepreneurship so that can bring up entrepreneurial intention; (b) questionnaire, data in this study collected with use questionnaire with give set question or statement written to students for answered. Questionnaire given to students for get data about how Entrepreneurial Literacy and self-efficacy influential to entrepreneurial intention student of entrepreneurship Universitas Negeri Makassar; (c) documentation, done researcher with take a number of picture with moderate students fill in questionnaire or moderate students ask about existing statement in questionnaire.

2.5 Testing Techniques Instrument

Instrument research used is questionnaire closed that has been equipped with alternative answers so that respondent stay choose one answers that have available. For know validity and reliability questionnaire need done testing on questionnaire with using validation test and reliability test.

- a. Validity test used for appropriateness details in a list of questions in define variables. Validity something grain question got a seen results the output through Stasical Program for Social Science (SPSS). Evaluate the validity of each item question can seen from mark Corrected Item Total Correlation of each question. Something grain question is said to be valid if r-count value which mark Correced Item Total Correlation is > r-table.
- b. Reliability test, an instrument is sufficient can trusted for used as tool data collection because the instrument is good. Good instruments are an existing instrument reliable is who will generate reliable data. Reliable instrument is although taken many times result still same, so reliability is as far as results measurement happen if measurement done in groups same subject. Testing reliability done with Cronbach's Alpha method. So, r-count represented by the alpha value. If the value of Cronbach's Alpha > 0.60 then tested questionnaire try proven reliable.

2.6 Data Analysis Techniques

- a. Analysis statistics descriptive, an instrument is sufficient can trusted for used as tool data collection because the instrument is good. Good instruments are an existing instrument reliable ie who will generate reliable data. Reliable instrument is although taken many times result still same, so reliability is as far as results measurement happen if measurement done in groups same subject. Testing reliability done with Cronbach's Alpha method. So rcount represented by the alpha value. If Cronbach's Alpha value > 0.60 then tested questionnaire try proven reliable. Results research, then researcher use analysis percentage from data distribution.
- b. Analysis statistics inferential, for can do analysis regression so formerly prerequisite test analysis. Prerequisite test the namely the data normality test using the Kolmogorov Smirnov test with make hypothesis and data linearity test for know does variable X1 with variable Y and variable X2 with Y have linear relationship or no.
- c. Hypothesis test study (1) test analysis multiple linear regression is analysis measuring regression influence variable free to variable bound. The variables used in research this is Entrepreneurial Literacy (X1), self-efficacy (X2), and entrepreneurial intention (Y); (2) significance test partial, t test aim for see in a manner partial is there is significant influence from variable free (X1 and X2) against variable bound (Y); (3) significance test simultaneous, f-count test done for know is in a manner variable free (X1 and X2) have influence positive significant or no to the dependent variable (Y); (4) determination test (R^2), testing determination used for know percentage donation influence variable independent (X1 Entrepreneurial Literacy and X2 Self-efficacy) separately simultaneously to variable dependent (Y Entrepreneurial intention). Coefficient this showing how much big percentage variation variable independent used in capable models explain variation variable dependent. R^2 is the same with 0, then no there is little presentation donation exerted influence variable independent to variable dependent. Otherwise, R^2 is the same by 1, then percentage donation exerted influence variable independent to variable dependent is perfect.

3. RESULTS AND DISCUSSION

3.1 Results

a. Analysis Statistics Inferential

1. Normality test, based on results the One-Sample Kolmogorov-Smirnov Test produces an asymptotic significance of $0.200 \geq 0.05$. Basis of taking decision can done with based on probability, namely: If probability > 0.05 then distribution from normal population. If probability < 0.05 then population no distribution normally. Based on results the so can concluded that the regression model has fulfil assumption normalcy.
2. Linearity test, based on the data shows that the deviation from linearity is significant is of 0.320 where the rules used for deviation from linearity is $p > 0.05$. Next is the significant linearity is 0.000, where the rules used is $p < 0.05$. Based on explanation the can concluded that Entrepreneurial Literacy and entrepreneurial intention is linear, so can interpreted that connection between Entrepreneurial Literacy (X1) to entrepreneurial intention (Y) has positive direction. Whereas self-efficacy shows that the deviation from linearity is significant is of 0.513 where the rules used for deviation from linearity is $p > 0.05$. Next is the significant linearity is 0.000, where the rules used is $p < 0.05$. Based on explanation the can concluded that self-efficacy and entrepreneurial intention is linear, so can interpreted that connection between self-efficacy (X2) against entrepreneurial intention (Y) has positive direction.

b. Hypothesis Test

1. Analysis multiple linear regression, testing use analysis regression multiple aims for know the influence of independent variables to the dependent variable. From the results analysis regression can is known equality regression double as following: $Y = 10.608 + 0.535X_1 + 0.454X_2 + e$. Equality regression explained that mark constant of 10,608 can interpreted if variable Entrepreneurial Literacy, self-efficacy considered constant or no experience change, then will increase entrepreneurial intention of 10.608. Beta coefficient value on Entrepreneurial Literacy by 0.353, that is if Entrepreneurial Literacy (X_1) goes up by one-unit, self-efficacy is constant, then the Y value will to increase of 0.353. Beta coefficient value on self-efficacy by 0.454, that is if self-efficacy (X_2) goes up one-unit, Entrepreneurial Literacy is constant, then the Y value will too increase of 0.454.
2. Significance test kindly simultaneous, f-grade done for test there is nope influence Entrepreneurial Literacy and self-efficacy in a manner simultaneous to entrepreneurial intention. Obtained f-count is 27.235. Based table with level significance (α) = 5% or 0.05 is known that f-table with $df_1 = k - 1 = 2 - 1 = 1$ and $df_2 = nk = 70$, then f-table is 3.13. Based on results the calculations obtained f-count (27.235) > f-table (3.13). So that can conclude that Entrepreneurial Literacy and self-efficacy in a manner simultaneous influential to entrepreneurial intention student of entrepreneurship Universitas Negeri Makassar.
3. Significance test kindly partial, t-value done for see there is nope influence Entrepreneurial Literacy and self-efficacy in a manner partial to entrepreneurial intention, t-test or the usual known with significant test towards each coefficient regression for know significant or nope influence from each variable free to variable bound (Y), t-value done with compare mark t-count with mark t-table with level significance of 5 %: $2 = 0.025$ and degrees freedom (df) = $nk = 72 - 2 = 70$. With provision the obtained ttable 1.99444. The results of the t-test obtained. Variable Entrepreneurial Literacy (X_1) with coefficient regression of 0.353 indicates t-count (3.028) > t-table (1.99444) effect in a manner positive and significant. With thus, variable Entrepreneurial Literacy in a manner partial influential to intention student at entrepreneurship Universitas Negeri Makassar. Variable self-efficacy (X_2) with coefficient regression of 0.454 indicates t-count (4.171) > t-table (1.99444) effect in a manner positive and significant. With thus, variable self-efficacy in a manner partial influential to intention student of entrepreneurship Universitas Negeri Makassar.
4. Coefficient test determination, coefficient determination (R^2) in essence measure how much far deep modeling capabilities explained variation variable dependent. Correlation value (R) variable Entrepreneurial Literacy (X_1) and self-efficacy (X_2) of 0.664 or 66.4% of things this show exists connection Entrepreneurial Literacy and self-efficacy in a manner together to entrepreneurial intention of (R square) of 0.441 means that influence of literacy variables entrepreneurship and self-efficacy in a manner together to entrepreneurial intention of 0.441 or 44.1% and the rest 55.9 % is influenced by factors other.

3.2 Discussion

a. Influence Entrepreneurial Literacy to Entrepreneurial intention

Hypothesis test results first show that exists influence Entrepreneurial Literacy in a manner positive and significant to entrepreneurial intention. There is influence positive as indicated by Entrepreneurial Literacy identify that the taller Entrepreneurial Literacy student so the taller entrepreneurial intention. Research results this in accordance with results research conducted by Untag Teddy Wijaya (2014) results from his research show that there is influence knowledge entrepreneurship to interest entrepreneurship. Research conducted by F. X Adi Purwanto (2016) results from his research show that knowledge entrepreneurship influential significant to interest entrepreneurship.

b. Influence self-efficacy to Entrepreneurial intention

Hypothesis test results second show that exists influence self-efficacy in a manner positive and significant to entrepreneurial intention it can explained that with own soul leadership, confidence self, ability self, and mental maturity can be influential to enhancement entrepreneurial intention student. Research results this in accordance with results research conducted by Kurnia et al. (2018) results from his research show that self-efficacy influential positive to interest entrepreneurship. Research conducted by Yuliana Evaliana (2015) shows that self-efficacy in a manner partial influence interest entrepreneurship student.

c. Influence Entrepreneurial Literacy and Self-efficacy Together Against Intention Entrepreneur

F-value of 27.235 with mark significant of 0.000. Because mark significant smaller from 0.05. This means that H_0 is rejected, and H_a is accepted so that there is significant influence in a manner simultaneous from Entrepreneurial Literacy and self-efficacy to intention entrepreneurial coefficient value determination (Adjusted R square) of 0.425 or 42.5%. This means 42.5% variable dependent that is entrepreneurial intention that can explained by variations variable independent that is Entrepreneurial Literacy and self-efficacy. Whereas the rest 57.5% explained by other reasons outside regressio. The Standard Error of estimate (SEE) is 3.076, in other words, it is increasing small SEE value then will create a regression model the more appropriate in predict variable dependent. Research results this in accordance with the theory put forward by Nursito & Nugroho (2013) shows that two factor interaction the that is Knowledge entrepreneurship and self-efficacy also has an effect in a manner positive and significant towards intense entrepreneurship student.

4. CONCLUSIONS AND SUGGESTION

4.1 Conclusions

- a. Entrepreneurial literacy has a positive and significant effect on student entrepreneurial intentions. This means that the higher the basic knowledge of entrepreneurship, knowledge of business ideas and opportunities, knowledge of business aspects, knowledge of student-started businesses will increase the entrepreneurial intentions of students of the entrepreneurship study program at Makassar State University.
- b. Self-efficacy has a positive and significant effect on student entrepreneurial intentions. This means that the higher the leadership, self-confidence, self-ability, mental maturity of students will increase the entrepreneurial intentions of entrepreneurship students at Makassar State University.
- c. Entrepreneurial literacy and self-efficacy simultaneously have a positive and significant effect on student entrepreneurial intention. This means that the higher the entrepreneurial literacy and self-efficacy of students simultaneously, it will increase the entrepreneurial intention of students of entrepreneurship study program at Makassar State University.

4.2 Suggestion

- a. Entrepreneurial literacy and self-efficacy are important factors in students' entrepreneurial intentions, so it is necessary to maintain and improve students' entrepreneurial literacy by studying and understanding materials about entrepreneurship and participating in all entrepreneurial activities organized at school and outside of school by working hard to gain entrepreneurial experience. Various parties need to help students in order to improve entrepreneurial literacy. Meanwhile, students' self-efficacy needs to be improved. Various parties need to help students so that they can increase self-efficacy. Planting self-efficacy values can be done in the entrepreneurship learning process.
- b. Further researchers can develop this research by examining other variables that can affect entrepreneurial intentions. Future researchers can use other methods in examining entrepreneurial intentions, for example through in-depth interviews with students directly, so that the information obtained can be more varied than with questionnaires whose answers are already available. For future researchers who want to research the same topic should

further optimize the research process, especially at the beginning of the research should motivate themselves by imagining the goals to be achieved so that they can be more enthusiastic in doing research.

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