

The Role of Technopreneurship Literacy and Entrepreneurship Education in Fostering Entrepreneurial Interest Through Self-Efficacy

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ABSTRACT

This study explores the impact of entrepreneurship education and technopreneurship literacy on fostering entrepreneurial interest among vocational high school students, with self-efficacy serving as a mediating factor. The research adopts a quantitative approach, utilizing data collected through documentation and questionnaires. Path analysis, conducted using SPSS software, reveals that both entrepreneurship education and technopreneurship literacy have a positive and significant influence on students' entrepreneurial interest, both directly and indirectly through the enhancement of self-efficacy. The findings underscore the critical importance of integrating entrepreneurship education and technopreneurship literacy into the curriculum for all departments in vocational high schools. These educational elements not only boost students' self-efficacy but also play a vital role in cultivating a strong interest in entrepreneurship. By fostering these skills and mindsets, vocational schools can better prepare students for entrepreneurial endeavors, contributing to their overall career readiness and potential for success in the business world.

Keywords: entrepreneurship education, technopreneurship literacy, entrepreneurial interest, self efficacy

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1. INTRODUCTION

In a developing country, the role of entrepreneurs cannot be ignored, especially in carrying out development. A nation will develop faster if it has entrepreneurs who can create and innovate optimally, namely realizing new ideas into real activities in every business (Nurhayati, 2018). Indonesia as one of the developing countries is trying hard to improve the standard of living of its people. One of the important roles in improving the lives of its people is through education. This is because education is one of the prerequisites for maintaining human dignity and having the opportunity to develop abilities and foster life in society, among others, through education (Nuraeni, 2022).

The development of national education is aimed at realizing the ideals of Indonesian independence, especially in efforts to educate the nation's life so that it will become a civilized nation and can compete in the international world. One of the efforts to realize the goals of education, especially in schools, has been developed and implemented entrepreneurship lessons as a subject (Dainuri, 2019). Entrepreneurship education will be able to produce a large national impact if it succeeds in educating the entire school bench and is able to produce four million new entrepreneurs from graduates of Indonesian educational institutions.

Early entrepreneurship education as an age to start a business is not an exact benchmark. Therefore, the desire of individuals to start their business at an early age is not unusual. Among ethnic Chinese, seasoned businessmen in Indonesia and abroad, business activities have started at a young age through learning from their parents' shops since they were in elementary school (Sinay, 2015). When they feel like starting their own business activities they no longer work. At their parents' business but have started their own business. In Indonesia, other ethnicities that

have relatively high business motivation can be seen in ethnicities such as Minang, Bugis, and Madura (Mashud, 2016). The formation of new prospective businessmen in a country is important because it will give birth to tough businessmen who will make the country's economic growth better. Limited employment due to the growth rate of the labor force that is not accompanied by the rate of economic growth. The uneven distribution of labor and the entrepreneurial mental attitude of vocational and non-vocational school graduates who are not well nurtured require serious solutions (Isma et al., 2020).

To achieve stable and sustainable economic growth in Indonesia, policies that support technopreneurship-based business development are needed. The development of technopreneurship is needed to meet the needs of national entrepreneurs, both small, medium and large-scale businesses, and in accordance with national strategic policies for the growth of entrepreneurship in various circles (Rakib et al., 2023). The creation of technopreneurship-based infrastructure is necessary given its importance to Indonesia's prosperity and future. The core characteristic of technopreneurship is the drive to create businesses through the integration of technological expertise. Utilizing the latest appropriate technology in business development based on a proven entrepreneurial spirit can maximize the procedures and results of the resulting business unit.

Technopreneurship is the development of entrepreneurship. Technopreneurship is a combination of two words, namely technology and entrepreneurship. The definition of technopreneurship is an effort to create an IT-based business, so that it is expected that the business movement is always good. Today's technology is very influential on any field, including entrepreneurship. Therefore, IT experts are trying to develop entrepreneurship with IT. In general, the word technology is often used to refer to the practical application of science to the industrial world. Meanwhile, the word entrepreneurship comes from the word entrepreneur which refers to someone who creates a business/business with the courage to take risks to achieve profit and growth by identifying existing opportunities.

There is a difference between entrepreneurship and technopreneurship. Technopreneurship must succeed in two main tasks, namely ensuring that the technology functions according to the needs of the customer target, and that the technology can be sold at a profit. Meanwhile, ordinary entrepreneurs generally only deal with the second part, which is selling for a profit. According to Mopangga (2015), technopreneurship is the process and formation of new businesses that involve technology as its basis with the hope that the creation of the right strategies and innovations can later place technology as one of the factors for national economic development.

Technopreneurship helps the growth of complex large-scale businesses and can also be used to help people who lack economic resources and improve living standards (Yuliana, 2021). Thus, technopreneurship is expected to help sustainable development. Technopreneurship may have both positive and negative effects on the economy, society, and the environment. The economic impact boosts other economic sectors and increases efficiency and productivity as well as income and employment.

Interest is an interest in a certain thing that a person feels and he will feel happy when he does this. Then entrepreneurs according to Suwinardi (2019), people who have the ability to see and assess business opportunities, gather the resources needed, and can take the right actions to achieve success. So entrepreneurial interest is a person's awareness that arises from within to be an entrepreneur, which arises because he likes entrepreneurial activities can also be interpreted as a tendency in individuals who are interested in building a business in which he organizes or manages existing resources to develop his business, and dares to take risks.

According to Putri (2017), defining entrepreneurial interest is a psychological symptom to focus attention and do something about the entrepreneur with a feeling of pleasure because it brings benefits to himself. According to Wijayangka et al. (2018), entrepreneurial interest is a focus of attention on entrepreneurship because of a sense of like and

accompanied by a desire to learn, know and prove more about entrepreneurship. Entrepreneurial interest arises because of the knowledge and information about entrepreneurship which is then continued to participate directly to seek the experience that has been obtained. As well as having a feeling of pleasure and having the desire to engage in risk-taking activities, to run their own business or business by utilizing existing business opportunities and creating new businesses with innovative approaches. Entrepreneurial interest is not owned just like that but can be nurtured and developed. To become an entrepreneur, interest must grow within a person. Interest can arise because of a sense of interest and admiration to see someone's success in entrepreneurship (Hariroh et al., 2023).

Self efficacy is one of the perceptions of a person who thinks that they can do something important enough to achieve a goal. This includes the feeling of knowing what needs to be done and being emotionally able to do it. According to Khadifa & Indriayu (2018), self-efficacy is the result of cognitive processes in the form of decisions, beliefs, or appreciation of the extent to which individuals estimate their ability to carry out certain tasks or actions needed to achieve desired results. Self efficacy is not related to the abilities possessed but is related to individual beliefs about what can be done with these abilities that he has (Ningsih & Hayati, 2018).

There are four main sources of self-efficacy defined by Bandura including mastery experience, vicarious experience, social persuasion, and physiological and emotional state (Schunk & DiBenedetto, 2016). Each contributes to the perceived ability to achieve a goal or task. Self efficacy has an impact on a person's feelings, motivation, way of thinking and behavior so that it is also related to success. Conversely, if a student does not have high self-efficacy, they tend to avoid the assignment or carry it out half-heartedly so that they will quickly give up if they face obstacles.

In this technology-driven era, people can easily get information wherever and whenever they want. Humans can even equip themselves with knowledge through one grip of technology in their hands. A person's actions and behavior in doing something are also usually influenced by the external environment and are also influenced by the social media environment and the environment of the institutions they take. In entrepreneurship education, technopreneurship literacy is also taught which provides knowledge on how to utilize technology in entrepreneurship. Vocational High Schools have Entrepreneurship Education subjects that have a role so that students have knowledge and knowledge about entrepreneurship that can provide knowledge and skills that can be a provision when entering college. This knowledge and skills can increase self-efficacy in students which is expected to further increase students' interest in entrepreneurship.

The research is closely related to the object to be studied, namely Vocational High School students. The subject was taken as this research because it is closely related to the object to be studied, namely self-efficacy as an intervening variable. In this study, it will be seen how the role of entrepreneurship education provides a way and a bridge for these influencing factors in influencing the behavior of Vocational High School Students.

2. METHOD

2.1. Research Model and Hypothesis

This study uses a quantitative approach with several variables that will be tested for influence with the results of data in the form of numbers. Quantitative research is research by testing objective theory by analyzing the relationship between variables. This type of quantitative research always has descriptive questions about the dependent and independent variables and

questions about how the relationship between the dependent and independent variables. Hypotheses are tested using Path Analysis. The following is the research design

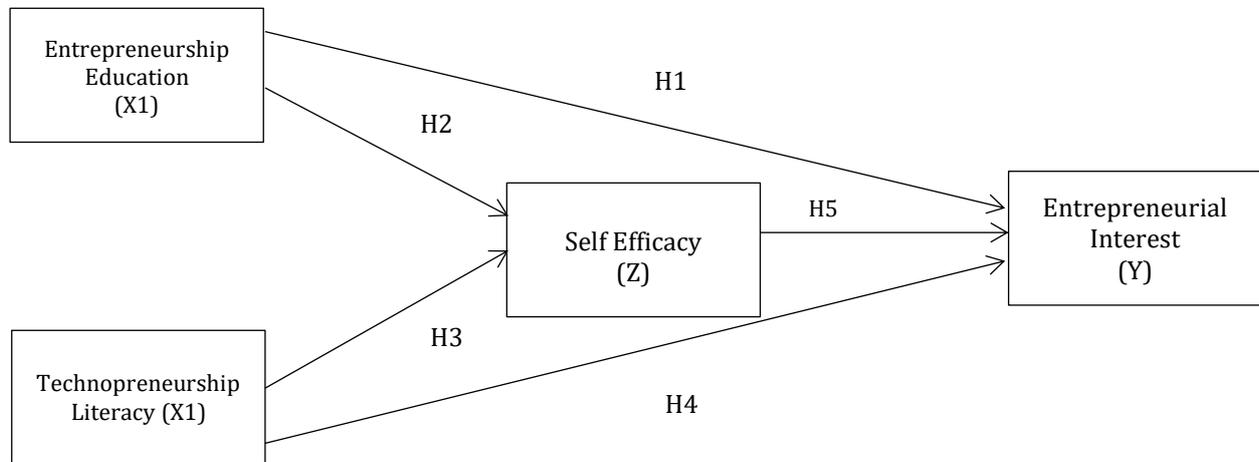


Figure 1. Research Design

Based on Figure 1 above, this research is a descriptive explanatory study which means describing the influence between the variables studied. Descriptive means explaining and analyzing research variables, namely entrepreneurship education variables (X1), Techopreneurship Literacy (X2), Entrepreneurial Interest (Y) and Self-Efficacy (Z). While explaining means looking for causal influences between research variables through hypotheses. The causal effect is the direct effect between Entrepreneurship Education (X1), Techopreneurship Literacy (X2) on Self Efficacy (Z). As well as the indirect effect of Entrepreneurship Education (X1), Techopreneurship Literacy (X2) on Entrepreneurial interest (Y) through Self Efficacy (Z) Vocational High School. This research design is also based on COR theory and JD-R theory as well as relevant previous research. So that researchers can hypothesize direct and indirect effects in this study. More details can be seen through the following hypothesis summary table.

Hypothesis	Description
H1	Entrepreneurship education has a positive and direct effect on entrepreneurial interest.
H2	Entrepreneurship Education has a positive and direct effect on Self Efficacy
H3	Technopreneurship literacy has a positive and direct effect on entrepreneurial interest
H4	Technopreneurship literacy has a positive and direct effect on Self Efficacy
H5	Self Efficacy has a positive and direct effect on interest in Entrepreneurship
H6	Entrepreneurship education has a positive and indirect effect on entrepreneurial interest through self-efficacy.
H7	Techopreneurship literacy has a positive and indirect effect on entrepreneurial interest through self-efficacy.

Based on table 1 above, this research has 7 hypotheses. The hypothesis will test the direct effect of Entrepreneurship Education (X1) on Entrepreneurial Interest (Y), the direct effect of Entrepreneurship Education (X1) on Self Efficacy (Z), the direct effect of Techopreneurship Literacy (X2) on Self Efficacy (Z), Techoprenership Literacy (X2) on Entrepreneurial Interest (Y), direct effect of Self Efficacy (Z) on Entrepreneurial Interest (Y), indirect effect of Entrepreneurship Education (X1) on Entrepreneurial Interest (Y) through Self Efficacy (Z), and indirect effect of Techopreneurship Literacy (X2) on Entrepreneurial Interest (Y) through Self Efficacy (Z).

2.2. Population and Sample

The population in this study were all Vocational High School Students. Students totaling 500 people from classes X, XI and XII of the Department of Financial Accounting and Institutions. While the sampling technique uses Proportional Random Sampling technique, which is calculated using Slovin with a sample size of 100 or 20% of the total population. The number of samples used is taken from the Slovin formula as follows:

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

$$n = \frac{500}{1+ 500 (0,09)^2}$$

$$n = 99,00$$

Description:

- n = Total Sample
- N = Total Population
- E = Error Rate of 9% or 0.09

From this formula, it can be seen that the minimum sample size that can be used is: n = 99 respondents. And researchers get a sample of 100 people.

2.3. Data Collection

Data collection was carried out by determining the research subjects, namely all Vocational High School Students using a questionnaire. The questionnaire used is a closed questionnaire using digital media or often called google form while the scale used is a Likert scale. Scoring uses a Likert scale with 5 alternative answers, namely: Strongly Disagree: 1, Disagree: 2, Moderately Agree: 3, Agree: 4, and Strongly Agree: 5. Furthermore, the data were analyzed using the Statistical Package for the Social Science application or what is now better known as Statistical Product and Service Solutions (SPSS) version 24. The data analysis used in this study consists of descriptive statistical data analysis, classical assumption tests, and path analysis.

3. RESULTS AND DISCUSSION

3.1. Hypothesis Testing

Hypothesis testing is used to test the effect of exogenous variables directly and indirectly on endogenous variables. The hypothesis is accepted or rejected based on the criteria if the p-value <0.05 then H0 is accepted, or it is stated that the regression coefficient obtained is significant. The results of hypothesis testing of direct and indirect effects can be seen through the following table:

Table 2. Indirect Hypothesis Testing Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.831 ^a	.691	.682	3.067

a. Predictors: (Constant), Self Efficacy, Technopreneurship Literacy, Entrepreneurship Education

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	7.080	2.784		2.543	.013
Entrepreneurship Education	.210	.098	.176	2.146	.034
Technopreneurship Literacy	1.703	.229	.606	7.420	.000
Self Efficacy	.206	.083	.163	2.494	.014

a. Dependent Variable: Minat Berwirausaha

Adapun memperoleh pengaruh error (e1) digunakan rumus:

$$e1 = \sqrt{1 - R^2} = \sqrt{1 - 0,691} = 0,309$$

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 Z + e_1$$

$$Y = 0,176 X_1 + 0,606 X_2 + 0,163 Z + 0,309$$

Koefisien determinasi sebesar 0,309 menunjukkan pengaruh langsung Pendidikan Kewirausahaan, Literasi Technopreneurship, dan Self Efficacy terhadap variabel Y Minat Berwirausaha sebesar 30,9% sedangkan 69,1% dipengaruhi oleh variabel lain di luar model atau penelitian ini.

Tabel 3. Hasil Pengujian Hipotesis Langsung

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.499 ^a	.249	.234	3.761

a. Predictors: (Constant), Technopreneurship Literacy, Entrepreneurship Education

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	5.433	3.370		1.612	.110
Entrepreneurship Education	.264	.117	.279	2.253	.027
Technopreneurship Literacy	.582	.275	.262	2.115	.037

a. Dependent Variable: Self Efficacy

Adapun memperoleh pengaruh error (e2) digunakan rumus:

$$e2 = \sqrt{1 - R^2} = \sqrt{1 - 0,249} = 0,866$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,279 X_1 + 0,262 X_2 + 0,866$$

The coefficient of determination of 0.866 shows the direct effect of Entrepreneurship Education and Technopreneurship Literacy on the variable Z Self Efficacy of 86.6% while 13.4% is influenced by other variables outside the model or this study.

Entrepreneurship Education has a positive and insignificant effect on Entrepreneurial Interest through the Self Efficacy variable.

$$\begin{aligned} \text{Indirect influence} &= X1 \rightarrow Y \rightarrow Z \\ &= \beta_3 \times \beta_5 \\ &= 0,279 \times 0,163 \\ &= 0,045 \end{aligned}$$

Technopreneurship literacy has a positive and insignificant effect on entrepreneurial interest through the Self Efficacy variable.

$$\begin{aligned} \text{Indirect influence} &= X2 \rightarrow Y \rightarrow Z \\ &= \beta_4 \times \beta_5 \\ &= 0,262 \times 0,163 \\ &= 0,042 \end{aligned}$$

H1: The effect of entrepreneurship education on entrepreneurial interest has a significant value of 0.034 < 0.05 has a beta value of 0.176. Based on these results it can be concluded that H1 is accepted.

H2: The effect of entrepreneurship education on self efficacy has a significant value of 0.027 < 0.05, has a beta value of 0.279. Based on these results it can be concluded that H2 is accepted.

H3: The effect of technopreneurship literacy on entrepreneurial interest has a significant value of 0.000 < 0.05 has a beta value of 0.606. Based on these results it can be concluded that H3 is accepted.

H4: The effect of technopreneurship literacy on self-efficacy has a significance value of 0.037 < 0.05, has a beta value of 0.262. Based on these results it can be concluded that H4 is accepted.

H5: The effect of self efficacy on entrepreneurial interest has a significance value of 0.014 < 0.05 has a beta value of 0.163. Based on these results it can be concluded that H5 is accepted.

H6: The effect of entrepreneurship education on entrepreneurial interest through self efficacy has a Beta value of 0.079. Based on these results it can be concluded that H6 is accepted.

$$\begin{aligned} 0,279 \times 0,163 &= 0,045 \\ 0,034 + 0,045 &= 0,079 \end{aligned}$$

H7: The effect of entrepreneurship education on entrepreneurial interest through self efficacy has a Beta value of 0.069. Based on these results it can be concluded that H7 is accepted.

$$\begin{aligned} 0,262 \times 0,163 &= 0,042 \\ 0,027 + 0,042 &= 0,069 \end{aligned}$$

3.2. Path Analysis

The following are the results of the interpretation of the path analysis which can be seen in table 4 below.

Table 4. Path Analysis Results

Influence between Variables	Pengaruh		Total
	Direct	Indirect	
Influence X1 → Y	0,176	-	0,176
Influence X1 → Z	0,279	-	0,279
Influence X2 → Y	0,606	-	0,606
Influence X2 → Z	0,262	-	0,262
Influence Z → Y	0,163	-	0,163
Influence X1 → Y → Z	0,176	0,045	0,221
Influence X2 → Y → Z	0,606	0,042	0,648

Based on the structure of this research model, the empirical equation can be made as follows.

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = 0,176 X_1 + 0,606 X_2 + 0,163 Z + 0,309$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,279 X_1 + 0,262 X_2 + 0,866$$

The following are the results of path analysis in diagram form.

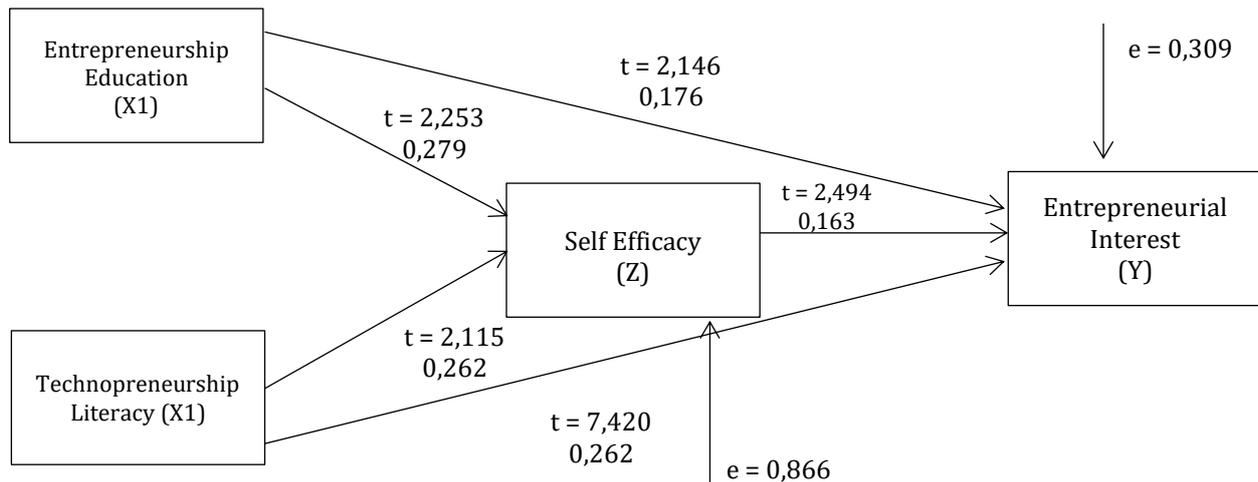


Figure 2. Path Analysis Result Model

Figure 2 above explains the standardized beta and the magnitude of the indirect and direct effects of each variable.

Coefficient of determination: $Rm^2 = 1 - Pe_1^2 - Pe_2^2 = 1 - (0,309)^2 - (0,866)^2 = 1 - 0,095 - 0,750 = 0,145$

Interpretation (Rm^2) of determination as follows:

$$Rm^2 = 1 - (0,309)^2 - (0,866)^2 = 1 - 0,095 - 0,750 = 0,145$$

Based on the coefficient of determination above, it shows that the direct and indirect effects are 0.145 or 14.5%, in other words, the information contained in the data (14.5%) is explained by the model. While (85.5%) is explained by variables outside the model.

3.3. Discussion

3.3.1. The Effect of Entrepreneurship Education on Entrepreneurial Interest

The influence of Entrepreneurship Education has been considered as one of the important factors to foster and develop entrepreneurial desire, spirit and behavior among the younger generation. Related to the influence of Entrepreneurship Education, there is a need to understand how to develop and encourage the birth of potential young entrepreneurs while they are in school.

The results of this study state that there is a positive and significant relationship between entrepreneurship education and Entrepreneurial Interest in Secondary School Students. Entrepreneurship Education in Vocational High School Students is very important to increase student confidence, as well as foster positive student characters such as creativity, independence and hard work. The results of this study are also confirmed by previous research from Ranto (2016) which states that the influence of Entrepreneurship Education has been considered as one of the important factors to foster and develop entrepreneurial desire, spirit and behavior among the younger generation.

The researcher's findings on the relationship between these variables are in line with research conducted by (Oktavianto & Pahlevi, 2021) Good entrepreneurship education for

students contributes to the selection of jobs that will eventually be carried out after graduating from Vocational High School. The entrepreneurial profession is an achievement that can be carried out by students considering that good knowledge can support individuals in trying to make independent work and open new jobs so that it contributes to the nation's economic development.

3.3.2. The Effect of Entrepreneurship Education on Self-Efficacy

Self-efficacy is important in the world of learning, where a person must believe in his ability to face problems in the world of learning, because it is from the ability that a person can firmly convey what he wants to know and can easily solve the problems he is facing. Self-efficacy is a belief that a person has in his or her ability to do something. Self-efficacy is also very necessary in various ways, one of which is readiness to do something new.

The results of this study state that there is a positive and significant relationship between Entrepreneurship Education and Self-Efficacy in Vocational High School Students. The results of this study indicate that the higher the self-efficacy possessed, the higher the education will also be the application of entrepreneurship education in these students. However, the lower the self-efficacy of a student, the lower the application of entrepreneurship education in the student. So it can be concluded that self-efficacy is very influential in the application of Entrepreneurship Education in students, and vice versa that the existence of Entrepreneurship Education will increase self-efficacy in students so that the application of what they get in Entrepreneurship Education can be realized in the daily lives of students (Sadewo & Purnasari, 2019).

The results of the study are in accordance with research from Wardani & Nugraha (2021) which states that Self-Efficacy in Vocational High School students is closely related to the education obtained by these students. By having a good education, it will further shape and even increase self-efficacy in students so that the education obtained will be poured and developed properly because they have confidence in their ability to complete tasks effectively and behave as needed to handle problems.

3.3.3. The Effect of Technopreneurship Literacy on Entrepreneurial Interest

Technopreneurship literacy can be said to be an ability to access, utilize and apply technology to support entrepreneurial activities. Technopreneurship literacy is an understanding of business from various experts or innovators to develop useful business opportunities. When mentioning Technopreneurship is no longer just about entrepreneurial skills, but also engaged in technology or it can be said that the entrepreneur must also have knowledge of technology. Technopreneurship needs to collaborate culture and conception, namely the culture of innovation, entrepreneurship and creativity as well as the concept of technology that is developing in the current era. The purpose of Technopreneurship Literacy is to provide solutions to the importance of Technopreneurship to anyone including Vocational High School Students.

The results of this study state that there is a positive and significant relationship between Technopreneurship Literacy and Entrepreneurial Interest in Vocational High School Students. From this study it can be concluded that someone who has a high Technopreneurship Literacy will have a high Entrepreneurial Interest. Because with Technopreneurship Literacy, students have the knowledge, skills and abilities that can increase their interest in Entrepreneurial Interest. Therefore, the importance of Technopreneurship Literacy will greatly impact the Entrepreneurial Interest of the Students.

The results of this study are also in accordance or in line with previous research by Heryani et al. (2023) which says that Technopreneurship Literacy is very influential on a person's interest in entrepreneurship. With the Technopreneurship Literacy, it will be ensured that skills in technology development to start opening a business will be owned by someone, this will further increase self-confidence and interest in starting entrepreneurship.

3.3.4. The Effect of Technopreneurship Literacy on Self Efficacy

Technopreneurship is a combination of two words: "Technology" and "Entrepreneurship". In general, the word technology is used to refer to the practical application of science to the industrial world. While the word Entrepreneur comes from the word Entrepreneur which refers to a person or agent who creates a business / venture with the courage to bear risks and uncertainties to achieve profit and growth by identifying existing opportunities. Technopreneurship literacy is a place of explanation, learning and education that is carried out so that someone increasingly understands how to use technology in the development of the business or industrial world.

The results of this study state that there is a positive and significant relationship between Technopreneurship Literacy and Self-Efficacy in Vocational High School Students. In this case, it can be stated that the higher the Technopreneurship Literacy received by students, the higher the Self-Efficacy possessed by students. Because students will increasingly have high Self Efficacy by having the knowledge they get from Technopreneurship Literacy.

The results of this study are supported by research previously conducted by Heryani et al. (2023) which states that Self-Efficacy and Technopreneurship Literacy are 2 factors that are interconnected to Entrepreneurial Interest. Where a person's Self Efficacy will increase with the higher the Technopreneurship Literacy obtained. These two things also greatly affect a person's Entrepreneurial Interest.

3.3.5. The Effect of Self Efficacy on Entrepreneurial Interest

Basically, self-efficacy is a belief in a person's ability to have that he will be able to do something or overcome a situation that he will be able to do and overcome it. The existence of self-efficacy in a business can understand how much interest someone has in entrepreneurship.

The results of this study state that there is a positive and significant relationship between Self Efficacy and Entrepreneurial Interest in Vocational High School Students. With the high Self Efficacy possessed by students, it will also increase their Entrepreneurial Interest because of the belief in themselves that they can start the interest and interest they have in entrepreneurship (Isma et al., 2020).

This research is supported by the results of previous research from Ayuningtias & Ekawati (2015) which suggests that Self Efficacy is a factor that also has a very important role in increasing one's Entrepreneurial Interest. Because with Self Efficacy a person will be increasingly encouraged to develop the interests they have including Entrepreneurial Interest.

3.3.6. The Effect of Entrepreneurship Education on Entrepreneurial Interest

Entrepreneurial Interest is the pleasure, desire, and inclination to have a business or business by seeing opportunities, organizing, and daring to take risks on the business he created. Entrepreneurial Interest can also be said to be a sense of attraction to entrepreneurial activities that create a business that is beneficial to oneself and the surrounding environment. Factors that influence Entrepreneurial Interest are Entrepreneurship Education factors, Entrepreneurial Interest can also be influenced by individual personality factors themselves, one of which is locus of control.

The results of this study state that there is a positive and significant relationship between Entrepreneurship Education and Entrepreneurial Interest in Vocational High School Students. Entrepreneurship Education will definitely be the main factor why the emergence and existence of Entrepreneurial Interest in someone including Vocational school students. With the subject of Entrepreneurship, it will definitely cause interest, desire and perhaps pleasure and a tendency to start entrepreneurship.

This research is in line and in line with previous research conducted by Oktavianto & Pahlevi (2021) related to the Effect of Entrepreneurship Education, Personality and Family Environment on Entrepreneurial Interest of Students of SMKN 1 Magetan which has a hypothesis

accepted or a positive effect state that if Entrepreneurship Education is good so that interest in Entrepreneurship will be better, and vice versa.

3.3.7. The Effect of Entrepreneurship Education on Entrepreneurial Interest

Entrepreneurship Education is a learning process that is carried out to instill an understanding of entrepreneurial values and attitudes in order to learn creative independence, besides providing provisions and learning experiences for entrepreneurship. Entrepreneurship Education is a field of education that has specific goals for individual and social development globally. Entrepreneurship Education has become a relevant issue in the field of economic development that involves the community directly at all levels.

The results of this study state that there is a positive and significant relationship between Entrepreneurship Education and Entrepreneurial Interest in Vocational High School Students. In this case it can be said that the higher a person's Entrepreneurship Education, it will also determine how high the Entrepreneurial Interest is. Because a person's entrepreneurial interest will arise due to the entrepreneurship education he receives.

The test results of this study are in line with research conducted by Harianti et al., (2020) which suggests that Entrepreneurship Education is needed for the development and improvement of one's Entrepreneurial Interest. Because with the increase in Entrepreneurial Interest in Vocational Students, it will develop and encourage the birth of potential young entrepreneurs.

4. CONCLUSIONS AND SUGGESTION

Based on the theory and results of data analysis above, it can be concluded that there is a significant influence between the variables of entrepreneurship education and technopreneurship on entrepreneurial interest in vocational high school students. Of the several variables above there are still many other variables that can affect entrepreneurial interest such as the desire of the individual itself, entrepreneurial motivation, the influence of the family environment, the influence of the educational environment and many other examples. From several observations, students said that most of their entrepreneurial interests can be determined by how much encouragement they have received from entrepreneurship education from any party, both from within and from outside ourselves which includes the closest people such as family, friends coworkers, teams, and also people who are influential in our lives.

Many students also lack confidence due to the lack of equitable entrepreneurship education and technopreneurship literacy in the world of education, especially in vocational schools which should have an important role in creating potential young entrepreneurs and are ready to immediately start doing business when they finish their education in school. The results of the data above also state that the higher the entrepreneurship education and technopreneurship literacy, it will greatly affect the interest in entrepreneurship as the dependent variable in Vocational High School Students.

The suggestions related to this research are that entrepreneurship education and technopreneurship literacy are very important to start teaching and giving to students in Vocational High Schools, not only in one particular department but need to be taught in all departments, because entrepreneurship education can increase self-efficacy and entrepreneurial interest in students to encourage their interest, pleasure and tendency to become a true entrepreneur. In addition, the author hopes that the results of this study can be a source of information or reference for students or people who are experts and are involved in the world of education who will later become directors and guides to students or students regarding the figure of a true entrepreneur. As well as for future researchers to try to deepen and broaden the scope of this research both in terms of variables and the development of further research methods.

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