



Self-Efficacy As Mediator Of The Influence Of Entrepreneurship Education And Entrepreneurial Attitudes On The Entrepreneurial Interest Of Students At Tirta Sari Surya Vocational School

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Abstract

This study aims to explore the impact of entrepreneurship education and entrepreneurial attitudes on students' interest in entrepreneurship, considering self-efficacy as a mediating variable. The subjects in this study were students from SMK Tirta Sari Surya, with a total of 215 respondents. The method used is a quantitative approach, and data analysis was conducted using Partial Least Square (PLS) through the SmartPLS version 4 application. The findings of the study indicate that entrepreneurship education has a direct impact on self-efficacy and interest in entrepreneurship. Additionally, entrepreneurial attitudes also show a direct influence on self-efficacy and interest in entrepreneurship. Self-efficacy was found to have a significant direct influence on interest in entrepreneurship. The mediation analysis results indicate that self-efficacy can act as a mediator in the relationship between entrepreneurship education and entrepreneurial attitudes with interest in entrepreneurship. This finding underscores that students' interest in entrepreneurship is not only influenced by the learning process at school and individual attitudes but also heavily depends on how much they believe in their own abilities

Keywords: Education, Entrepreneurship, Attitude, Self Efficacy, Student

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I. Introduction

People who are superior and able to compete on the world stage. One of the criteria for a developed country is to have an entrepreneur ratio of more than 10% of the population. However, according to data from the Ministry of Cooperatives and SMEs (Small and Medium Enterprises), the entrepreneur ratio in Indonesia is 3.35%, which is still relatively low and does not qualify the country as developed. The low entrepreneur ratio is caused by several factors, including public concerns about competition and competitiveness (Fadhilah & Yuniarti 2023). The level of the entrepreneur ratio in a country is closely related to poverty and unemployment rates. The Central Statistics Agency shows that the most dominant open unemployment rate (TPT) in 2024 is among vocational school graduates at 9.1%. Basically, vocational schools (SMK) are schools that equip students with specific skills that can be used to enter the workforce, but the reality is that they have become the highest contributor to unemployment in Indonesia to date.

Researchers conducted preliminary research on students at Tirta Sari Surya Vocational School and found a complex problem, namely low interest in entrepreneurship. Basically, the factors most closely related to the level of interest were entrepreneurship education (74.3%), self-efficacy (65.7%), and entrepreneurial attitude (65.7%). Meanwhile, other factors such as family environment (40%), social media usage (42.9%), and motivation (20%) have a lesser influence on the entrepreneurial interest of SMK Tirta Sari Surya students. This data is supported by the results of interviews conducted with several students, who had their own reasons for abandoning their plans to become entrepreneurs. Some students felt that during entrepreneurship education, some educators were not interactive enough in delivering the learning material. Additionally, some students lacked confidence in their own ability to start a business. Furthermore, some students felt that the entrepreneurial attitude taught in entrepreneurship classes was not maximized

The three factors above have an influence on the level of interest in entrepreneurship, namely entrepreneurship education, entrepreneurial attitude, and self-efficacy in fostering interest in entrepreneurship. In line with the research by Meyanti, Sutajaya and Sudiarta (2024), it is stated that entrepreneurship education can encourage the emergence of entrepreneurial interest. They explain that entrepreneurship education programs provide opportunities to develop the skills needed in the business world. Furthermore, research conducted by Prasetya, Wijaya & Surabaya (2021) indicates that entrepreneurial attitudes have a positive and significant influence on entrepreneurial interest among students. The more positive students' attitudes toward entrepreneurship, the greater their interest in starting their own businesses. Furthermore, according to research by Purwaningsih, Karlina and Tukiran (2023), there is an influence of self-efficacy on interest in entrepreneurship, indicating that the higher an individual's confidence in their ability to perform entrepreneurial tasks, the greater their interest in starting a business. Based on the issues or phenomena described above, further research is needed. Therefore, the researcher conducted a study titled "Self-Efficacy as a Mediator of the Influence of Education and Entrepreneurial Attitudes on the Interest in Entrepreneurship Among Students at SMK Tirta Sari Surya."

This research can be described through a hypothesis framework.

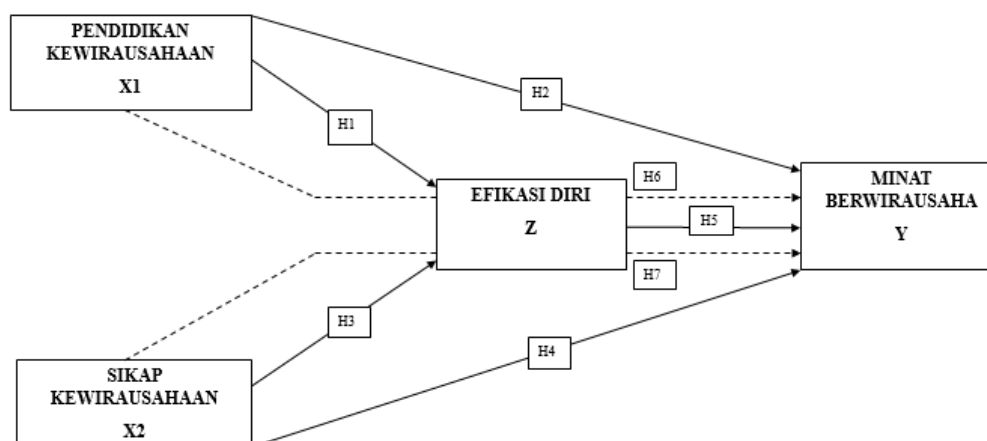


Figure 1: Conceptual Framework

Source: Developed by the Researcher (2025)

H1 : Entrepreneurship education has a direct effect on self-efficacy among students at SMK Tirta Sari Surya.

H2: Entrepreneurship education has a direct effect on self-efficacy among students at SMK Tirta Sari Surya.

H3 : Entrepreneurial attitudes have a direct effect on self-efficacy among students at SMK Tirta Sari Surya.

H4 : Entrepreneurial attitudes have a direct effect on entrepreneurial interest among students at SMK Tirta Sari Surya.

H5 : Entrepreneurial attitudes have a direct effect on entrepreneurial interest among students at SMK Tirta Sari Surya.

H6 : Entrepreneurship education has an indirect effect on entrepreneurial interest through self-efficacy among students at SMK Tirta Sari Surya.

H7 : Entrepreneurial attitude has an indirect effect on entrepreneurial interest through self-efficacy among students at SMK Tirta Sari Surya.

Empirical Literature Review

Interest in Entrepreneurship

Interest in entrepreneurship refers to someone who wants to create a profitable business or business activity. This business activity is carried out based on their own opinions or thoughts without coercion or interference from others (Putry et al., 2020). According to Sutanto (2002) in the research by Ismail, Wonua, and Astaginy (2024) there are four indicators used to measure entrepreneurial interest, namely: Enjoyment, Interest, Attention. Involvement. Meanwhile, according to Hermanto et al. (2024), the indicators of entrepreneurial interest include choosing a job, feeling interested in entrepreneurship, feeling happy in entrepreneurship, and being willing to take risks.

Entrepreneurship Education

Entrepreneurship education, according to Hynes in 1996 in the research by Minah and Soelaiman (2024) is a series of activities aimed at facilitating individuals in understanding and developing knowledge, skills, values, and understanding that are not limited to a single field of activity. According to the indicators explained by Putra in Hidayati and Rosmita (2022) there are three indicators to measure the entrepreneurship education variable, namely curriculum, quality of educators, and learning facilities. Meanwhile, according to Cempaka Widyawati and Mujiati (2021), there are five indicators of entrepreneurship education, including: entrepreneurship education capabilities, increasing knowledge in entrepreneurship, student enthusiasm in participating in lectures, awareness of business opportunities, and minimizing risks.

Entrepreneurial Attitude

According to Huda and Karsudjono (2023), entrepreneurial attitude is a study related to perspectives or reactions that tend to act and behave in fulfilling one's role as an entrepreneur. According to Meredith's 2005 research Nurbayani and Hindriana (2023) the following indicators were used: Based on the above indicators, the researchers used indicators such as self-confidence, task and result orientation, willingness to take risks, leadership qualities, originality, and future orientation. Meanwhile, according to Robinson et al. (1991) in Fernanda and Ibrahim (2022), the indicators for measuring entrepreneurial attitudes are the desire to achieve, innovation, personal control, and self-esteem.

Self-Efficacy

Baron and Byrne (2004) in Widyaningrum and Susilarini (2021) explain that self-efficacy is a student's belief in their ability or competence to perform a given task, achieve a goal, or overcome an obstacle. Indicators of self-efficacy include: Level/Magnitude, Strength, and Generality. Other researchers, namely Irwanto and Ie (2023) state that there are three indicators for measuring the self-efficacy variable, namely Belief, Action, and Resources.

II. Method, Data, and Analysis

According to Sugiyono (2023), a research site is a place or situation where research is conducted. Based on observations, the site to be studied is SMK Tirta Sari Surya, located at Jl. Nanas I No. 15 RT.012, RW.010 Utan Kayu Selatan, Kecamatan Matraman, East Jakarta. This research was conducted from October 2025 to June 2025.

2.1 Research Design

This research uses a quantitative approach, which is a scientific approach that focuses heavily on collecting data in numerical form (Zulfikar, 2024). This quantitative research was obtained directly from the respondents, namely the students, by filling out a questionnaire. Quantitative research focuses on testing theories by measuring variables.

2.2 Population and Sampling

According to Sugiyono (2023), the population is the generalizable area consisting of objects or subjects with specific quantities and characteristics defined by the researcher for study. The population consists of 518 students. For the sample, the probability sampling method was used, which is a sampling technique that gives equal opportunities to members of the population to be selected as sample members, using the Iscaan and Michael table. Therefore, it can be calculated as follows: by finding N that is closest to the population of students at SMK Tirta Sari Surya, which is 518, then from the table above, N = 550 is taken with a margin of error of 5% and a sample size of N = 213.

Tabel 1. Total of Sample Research

Specialization Program	Class	Population Size	Calculation	Sample Size
Office Management	X	116	$(116/518) \times 213$	48
	XI	104	$(104/518) \times 213$	43
	XII	94	$(94/518) \times 213$	39
Institutional Accounting & Finance	X	72	$(72/518) \times 213$	30
	XI	60	$(60/518) \times 213$	25
	XII	72	$(72/518) \times 226$	30
Total				215

Source: Developed by the Researcher (2025)

2.3 Data Collection Techniques

According to Sugiyono's theory (2023), data collection can be done through various settings, sources, and methods. In terms of settings, data can be collected in natural settings, such as in laboratory experiments, at home with various respondents, seminars, discussions, and others. In terms of sources, there are two sources, namely primary and secondary sources. Based on the explanation above, the researcher collected primary data using a survey technique with a sample from part of the population. The survey tool was a questionnaire containing questions corresponding to each indicator in the variables. During the process, the questionnaire was distributed to the research sample using a Likert scale. The questionnaire was disseminated using Google Forms, making it practical and easy for students to select answers according to their individual circumstances by choosing one of the available alternatives. This questionnaire-based data collection technique is highly complex when applied to a large number of respondents.

2.4 Data Analysis Techniques

Descriptive Data Analysis According to Sugiyono (2023), descriptive analysis is a statistical analysis commonly used to analyze research results without intending to draw broader conclusions. Descriptive statistics summarize or describe data in terms of mean, standard deviation, maximum, minimum, sum, and range. Additionally, statistical data analysis is employed. In this study, there is a similarity with previous research, namely the use of the Structural Equation Modeling (SEM) model, which is operated using the SmartPLS 4 software. Partial Least Squares is one of the methods for solving Structural Equation Models (SEM). Based on the above explanation, the stages of data analysis in the PLS model can be conducted through the outer model, inner model, and hypothesis testing. The following are some of the stages conducted in the data analysis study (Arya 2020).

III. Result and Discussion

The outer model analysis will show the reliability value output, which serves to determine the relationship between variables in a study. The following is an image of the outer model measurement analysis results:

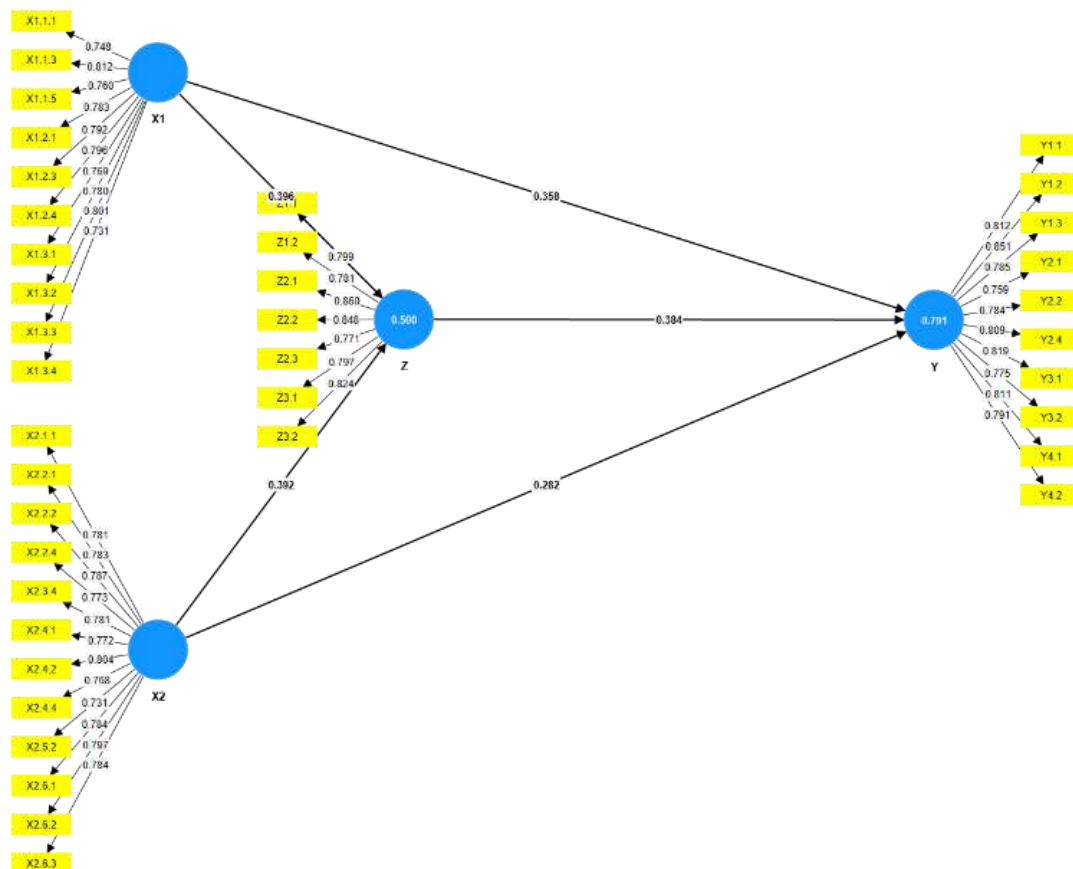


Figure 2: Outer Model

Source: Developed by the Researcher (2025)

3.1 Convergent Validity

The results of the outer model test show that all indicators in each variable, whether they are independent variables X (Entrepreneurship Education and Entrepreneurial Attitude) or dependent variables Y (Interest in Entrepreneurship) and mediator variables Z (Self-Efficacy), have scores > 0.7. Thus, it can be said that all constructs in this study are valid.

3.1.1 Cronbach's Alpha

Table 2 shows that all variables in this study obtained a Cronbach's alpha score above 0.7, and it can be concluded that all variables in this study are valid.

Table 2. Cronbach's Alpha

Variabel	Cronbach's alpha
X1	0.927
X2	0.941
Y	0.937
Z	0.914

Source: Developed by the Researcher (2025)

3.1.2 Discriminant Validity

Discriminant validity is the cross-loading factor value obtained by comparing the target construct pressure value with other construct pressure values, and it can determine whether the construct has adequate discrimination or not by using the discriminant validity pressure factor value. The following table was obtained by the researcher

Table 3. Discriminant Validity Fornell Larcker

	X1	X2	Y	Z
X1	0.778			
X2	0.612	0.779		
Y	0.775	0.745	0.800	
Z	0.636	0.634	0.791	0.812

Source: Developed by the Researcher (2025)

Table 3 shows that all diagonal axis values are greater than the values of other variables below them, thus fulfilling the Fornell-Larker discriminant validity criterion. Specifically, the value of X1 is (0.778), which is greater than the value of X2, which is (0.612). Then, the value of X2 (0.779) is greater than Y, which is (0.745), and the value of Y is greater (0.800) than the value of Z, which is (0.791)

3.1.3 Composite Reliability

Composite reliability is used to measure the reliability of a construct with its reflective indicators. The reliability of a research variable can be determined by looking at the composite reliability index score, which should be > 0.7, and the average variance extracted (AVE) index score, which should be > 0.5. Table 4 shows that all variables meet the requirements and can be considered reliable because the composite reliability scores of all variables are above 0.7.

Tabel 4. Composite Reliability

	Cronbach's alpha	Composite (rho_a)	reliability	Composite (rho_c)	reliability	Average variance extracted (AVE)
X1	0.927	0.903		0.939		0.605
X2	0.941	0.942		0.949		0.607
Y	0.937	0.938		0.947		0.640
Z	0.914	0.915		0.931		0.659

Source: Developed by the Researcher (2025)

3.2 Structural Model Analysis (Inner Model)

Structural model analysis is used to determine the magnitude of the relationship between latent variables. Below is an image of the results of the structural model analysis obtained by the researcher using SmartPLS version 4.

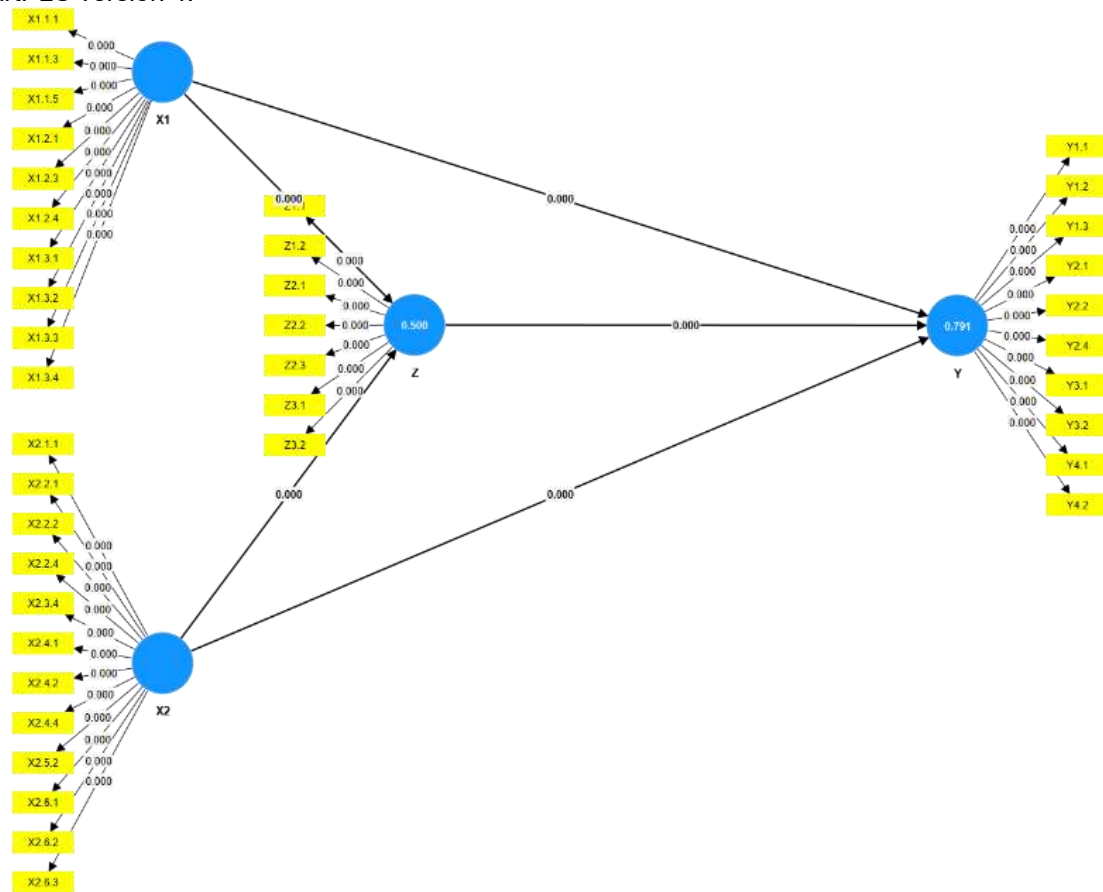


Figure 3: Inner Model
Source: Developed by the Researcher (2025)

3.2.1 R-Square

Tabel 5. R-Square

	R-square	R-square adjusted
Y	0.791	0.788
Z	0.500	0.495

Source: Developed by the Researcher (2025)

Table 5 shows that the Adjusted R-Square Model value of variable Y is 0.788, so it can be concluded that there is a strong influence between variables X1 Entrepreneurship Education and X2 Entrepreneurial Attitude together on variable Y Interest in Entrepreneurship, while the Adjusted R Square Model for variable Z is 0.495, indicating a moderate influence between variables X1 Entrepreneurship Education and X2 Entrepreneurial Attitude on variable Z Self-Efficacy.

3.2.2 Effect Size (F-Square)

There are categories or criteria for the F-Square test according to Musyaffi et al., (2022) that can be classified into three categories as follows: An f^2 value of 0.02 can be considered small and is categorized as weak at the structural level. Less than 0.02 indicates no effect. An f^2 value of 0.15 can be considered moderate, so the effect of the independent latent variable on the dependent latent variable is categorized as moderate at the structural level. An f^2 value of 0.35 indicates that the effect of the independent latent variable on the dependent latent variable is categorized as substantial at the structural level.

Tabel 6. F-Square

	X1	X2	Y	Z
X1			0.320	0.196
X2			0.200	0.192
Y				
Z			0.354	

Source: Developed by the Researcher (2025)

From Table 6 F-Square above, it can be seen that the Entrepreneurship Education variable has a strong or significant impact on entrepreneurial interest with a value of 0.320, while the Entrepreneurship Attitude variable has a moderate impact on entrepreneurial interest with a value of 0.200. Furthermore, the Entrepreneurship Education variable has a moderate impact on Self-Efficacy with a value of 0.196, while the Entrepreneurship Attitude variable also has a moderate impact on Self-Efficacy with a value of 0.192. Additionally, the Self-Efficacy variable has a strong or significant impact on entrepreneurial interest with a value of 0.354.

3.2.3 Predictive Relevance (Q-Square)

From the calculation results for Q2, it can be explained that the value for entrepreneurship education, which is 0.000, falls under the weak criteria. The entrepreneurial attitude also has a value of 0.000, which falls under the weak criteria. The self-efficacy variable has a value of 0.325, which falls under the high criteria, and the entrepreneurial interest variable has a value of 0.501, indicating a significant influence.

Tabel 7. Q-Square

	SSO	SSE	Q ² (=1-SSE/SSO)
X1	2150.000	2150.000	0.000
X2	2580.000	2580.000	0.000
Y	2150.000	1073.377	0.501
Z	1505.000	1015.430	0.325

Source: Developed by the Researcher (2025)

3.2.4 Variance Inflation Factor (VIF)

This test is a multicollinearity test to prove the correlation between constructs. The VIF data in this study proves that the overall VIF value is <5.00, which means that there is no multicollinearity problem.

3.3 IPMA Analysis

Tabel 8. IPMA Result

Variabel	Total Effect Importance	Index Value LV Performance	Category Quadrant
X1	0.510	63.706	Q1 Keep Up
X2	0.433	62.090	Q2 Possible Overkill
Z	0.384	58.608	Q2 Possible Overkill

Source: Developed by the Researcher (2025)

Based on the Table 8 the following information can be obtained. Entrepreneurial attitude with a significance value of 0.433 and a performance value of 62.090, entrepreneurial attitude is in Quadrant II (Possible Overkill). This means that the aspect is considered important by students, but is not yet fully reflected in optimal behavior or results. Self-efficacy has an importance value of 0.384 and a performance score of 58.608, also placing it in Quadrant II. This indicates that while students consider self-efficacy important, they still lack sufficient confidence in their own abilities within the context of entrepreneurship. The managerial implication is that schools need to focus more on building students' overall self-confidence, especially in terms of taking initiative, facing challenges, and completing tasks related to entrepreneurship. Entrepreneurship education in this study obtained an importance value of 0.510 and a performance value of 63.706. Based on these results, this variable is in Quadrant I in the IPMA. This means that entrepreneurship education is not only considered important by students but has also been implemented sufficiently well in the school environment. This indicates that the integration of entrepreneurship education at SMK Tirta Sari Surya is proceeding as expected.

3.3 Hypothesis Test

Tabel 9. Path Coefficient Diirect Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
X1 -> Y	0.358	0.358	0.053	6.811	0.000
X1 -> Z	0.396	0.396	0.068	5.821	0.000
X2 -> Y	0.282	0.283	0.047	6.059	0.000
X2 -> Z	0.392	0.392	0.064	6.115	0.000
Z -> Y	0.384	0.383	0.055	7.014	0.000

Source: Developed by the Researcher (2025)

Tabel 10. Patch Coefficient Indirect Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
X1 -> Y	0.152	0.152	0.033	4.618	0.000
X2 -> Y	0.15	0.151	0.036	4.22	0.000

Source: Developed by the Researcher (2025)

Based on the table above, it can be seen that:

(1) Entrepreneurship education has a positive and significant effect on self-efficacy with a path coefficient of 0.396 and p-values of 0.000. So, it can be said that the Entrepreneurship Education variable has a significant effect on Self-Efficacy in students at Tirta Sari Surya Vocational School. The results of this study are also supported by previous researchers, while the hypothesis testing results in the study by Nengseh and Kurniawan (2020). indicate that entrepreneurship education has a significant and positive effect on self-efficacy, meaning that the hypothesis stating that entrepreneurship education directly influences students' self-efficacy is accepted. Another study supporting this hypothesis is the research conducted by Yulianingtias et al. (2024), which found that the entrepreneurship education variable shows a direct influence between the entrepreneurship education variable and self-efficacy.

(2) Entrepreneurship education has a positive and significant effect on interest in entrepreneurship with a path coefficient of 0.358 and p-values of 0.000; The results of this study are also supported by previous research conducted (Tangkeallo and Tangdialla 2021) the entrepreneurship education variable shows that the more frequently entrepreneurship education is provided, the higher the interest in entrepreneurship, indicating that entrepreneurship education and interest in entrepreneurship have a positive influence. This means that the higher the level of entrepreneurship education among UKI Toraja economics faculty students, the higher their interest in entrepreneurship will be.

(3) Entrepreneurial attitude has a positive and significant effect on self-efficacy with a path coefficient of 0.392 and p-values of 0.000. The results of this study are also supported by previous researchers, namely Nurningsih et al. (2024) who stated that self-efficacy has a positive and significant effect on entrepreneurial intention. These findings show that when business actors are able to boost students' self-efficacy in the products they develop, it will certainly create a competitive advantage that can encourage an increase in their entrepreneurial intention.

(4) Entrepreneurial attitude has a positive and significant effect on interest in entrepreneurship with a path coefficient of 0.282 and p-values of 0.000. According to research by Ekachandra and Puspitowati (2022) the results of the first hypothesis test in this study showed positive and significant results on the influence of entrepreneurial attitudes on entrepreneurial intentions. Wirjadi and Wijaya (2023) stated that entrepreneurial attitudes influence entrepreneurial interest. This means that the stronger the entrepreneurial attitudes of students, the greater their entrepreneurial interest.

(5) Self-efficacy has a positive and significant effect on interest in entrepreneurship with a path coefficient of 0.384 and p-values of 0.000. Meanwhile, according to Fitriani & Hermawan (2024), there is an influence of self-efficacy (X2) on entrepreneurial interest among eighth-semester economics students at Bhinneka PGRI University, class of 2020. This shows that self-efficacy has a significant influence on the entrepreneurial interest of students at SMK Tirta Sari Surya.

(6) Entrepreneurship education has an indirect positive and significant effect on interest in entrepreneurship through self-efficacy with a path coefficient of 0.0152 and p-values of 0.000. Research by Cempaka Widyawati & Mujiati, (2021) shows that the variable of entrepreneurial self-efficacy can

moderate the relationship between entrepreneurial education and entrepreneurial interest, and research by Nengseh & Kurniawan, (2020) shows that entrepreneurship education has a significant and positive effect on entrepreneurial interest through self-efficacy, with a path coefficient indicating that the hypothesis stating that entrepreneurship education indirectly influences students' entrepreneurial interest through self-efficacy is supported.

(7) Entrepreneurial attitude indirectly has a positive and significant effect on entrepreneurial interest through self-efficacy with a path coefficient of -0.150 and p-values of 0.000. by Wirjadi and Wijaya (2023). Then, according to research by Kusumojanto et al., (2021) states that self-efficacy mediates entrepreneurial attitudes towards entrepreneurial interest. The results of this study indicate that entrepreneurial attitudes have a significant influence on students' entrepreneurial interest, especially when accompanied by strong self-efficacy.

IV. Conclusion and Implications

Conclusion

After conducting research in the previous chapter entitled Self-Efficacy as a Mediator of the Influence of Entrepreneurship Education and Entrepreneurial Attitudes on Entrepreneurial Interest among Students at Tirta Sari Surya Vocational School, based on the results of calculations performed using SmartPLS version 4, the following conclusions can be drawn:

- H1 : There is a direct and significant direct influence between Entrepreneurship Education and Self-Efficacy, so H1 is accepted.
- H2 : There is a direct and significant influence between Entrepreneurship Education and Interest in Entrepreneurship, so H2 is accepted.
- H3 : There is a direct and significant influence between Entrepreneurial Attitude and Self-Efficacy, so H3 is accepted.
- H4 : There is a direct and significant influence between Entrepreneurial Attitude and Interest in Entrepreneurship, so H4 is accepted.
- H5 : There is a direct and significant influence between Self-Efficacy and Interest in Entrepreneurship, so H5 is accepted.
- H6 : There is an indirect and significant influence between Entrepreneurship Education and Entrepreneurial Interest through Self-Efficacy, therefore H6 is accepted.
- H7 : There is an indirect and significant influence between Entrepreneurial Attitude and Entrepreneurial Interest through Self-Efficacy. Therefore, H7 is accepted.

Implication

Implications are the direct results or consequences of a study. From the results of this study, it can be seen that the higher the level of influence provided by entrepreneurship education, entrepreneurial attitudes, and self-efficacy as mediators, the greater the interest in entrepreneurship among students. There are the following theoretical and practical implications:

1 Theoretically Implication

- a) In the Entrepreneurship Education variable, the most dominant indicator is "Teaching and Learning Facilities" with the statement "Business Center as a place to learn entrepreneurship." This illustrates that business centers are very beneficial for students because they can learn entrepreneurial practices directly. For the lowest level of entrepreneurship education, the indicator is "Educator Quality" with the statement "Entrepreneurship educators provide clear materials." This indicates that the quality of educators in delivering materials significantly influences students; if educators explain in detail, students will find it easier to understand the lessons.
- b) In the Entrepreneurship Attitude variable, the highest indicator is "Outcome Orientation" with the statement "I focus on achieving the set goals." This indicates that with an entrepreneurial attitude in students, when they are focused on achieving their goals, they are optimistic about achieving good results as well. Then, for the lowest level of entrepreneurial attitude, the indicator is "Willingness to take risks" with the statement "I feel anxious when I have to make decisions that involve risks." This shows that students are still afraid to make decisions; they are afraid to take risks.

- c) In the Self-Efficacy variable, the highest indicator is “Level” with the statement “I am confident that I can complete the task.” The level of students' abilities is very important for entrepreneurship. If they are confident that they can complete a task, then when they start a business, they will also complete all their tasks. Then, the lowest level is influenced by the indicator “Strength” with the statement “I have strong support from the people around me.” This shows that students feel they have no encouragement from their surroundings or those closest to them. This indicates that even though students have individual self-confidence, they may feel unsupported or unmotivated when facing challenge..

2 Practically Implication

Entrepreneurship education is in quadrant I, meaning that it is running well and is considered important by students. This is certainly a positive thing that needs to be maintained. Schools are on the right track in providing an understanding of the business world, and it is important to maintain the quality of this learning—in terms of material, delivery methods, and supporting activities. Meanwhile, entrepreneurial attitudes and self-efficacy are in Quadrant II—meaning both are considered important by students but have not yet been fully developed. Schools can prioritize these areas for future development. Efforts such as increasing hands-on activities, bringing in business leaders as mentors, and encouraging students to actively participate in school entrepreneurship activities can help build positive attitudes and full self-confidence. The results of this study have direct implications for students, particularly in terms of their awareness and readiness to enter the business world. Developing entrepreneurial skills and self-efficacy will grow alongside real-world experience.

Limitations of the Study

This study, in its implementation, inevitably has various limitations. The following are some of the limitations in this study: the quality of material delivery by entrepreneurship teachers, where some students felt the material was not presented clearly enough. low student courage in taking risks, indicating a lack of practical experience in facing entrepreneurial challenges. Support from the surrounding environment for students is also considered low, which impacts their self-efficacy levels. These three aspects indicate that pedagogical, psychological, and social aspects have not been fully accommodated optimally, making them important areas for further research to explore these factors in greater depth. This study was conducted only within the scope of one school, namely SMK Tirta Sari Surya, so the results of this study are still less relevant to the actual conditions in other schools. In this study, the researcher used two independent variables and one mediator variable, so there are still many other variables or factors that can influence the variable of interest in entrepreneurship.

Recommendations for Future Researchers

The results of this study indicate that there are still several aspects that are not yet fully optimized. Therefore, it is recommended that future researchers focus more on exploring how the role of teachers can be improved, especially in delivering entrepreneurship material in an interesting and easy-to-understand manner. In addition, it is also necessary to explore approaches that can help students build the courage to make decisions and take risks, as this is an important part of the entrepreneurial spirit. Support from family, friends, and teachers also deserves further study, given its influence on students' self-confidence. Future research would also be enriched by using qualitative or mixed-method approaches to capture the emotional and personal experiences of students more deeply. Future researchers are advised to expand the research location to include multiple schools or different regions to ensure more representative results and broader generalizations. Future researchers should add other factors that may influence entrepreneurial interest, such as family environment and social environment. This is to expand the research variables in order to obtain more varied findings.

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