

The Effect of Entrepreneurship Education and Self-Efficacy with Mediation of Family Support on Entrepreneurial Interest (Study on Vocational Students of Computer and Network Engineering Expertise Program, and Office Management Automation in Gresik Regency)

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ABSTRACT

This study examines the impact of entrepreneurship education and self-employment on students' entrepreneurial interest, with family support as a mediating factor. Using a multi-method approach and SEM-PLS analysis, data were collected from 192 vocational students in Gresik. The findings show that entrepreneurship education and self-efficacy positively influence family support, which in turn enhances students' entrepreneurial interest. Family support also mediates the relationship between self-efficacy and entrepreneurial motivation. This study highlights the importance of aligning vocational education with business needs to better prepare students for entrepreneurship.

INTRODUCTION

Indonesia is a vast country with a large population and a high unemployment rate in 2015-2019 (Badan Pusat Statistik, 2023). Indonesia's increasing unemployment rate is influenced by the increasing economic value (Rendra Erdkhadifa, 2022). In addition, unemployment has increased due to the Covid-19 pandemic that occurred in 2019-2022, the impact of which is still happening today (Zhang et al., 2022). The number of labor reductions in companies and factories continues to increase due to the decline in people's purchasing power for a product so that the economic turnover weakens and massive layoffs are carried out (Adhitya, Dhian et al, 2021).

Gresik is an industrial city in East Java, Indonesia. Many industries and factories operate in Gresik, but the number of unemployed people is still relatively large. Based on data from the open unemployment rate (TPT) of Gresik district, it was recorded at 7.84% in 2022 and 6.82% in 2023 (Gresik Regency Statistical Center Agency). The data shows that the workforce has not been fully absorbed because the unemployment rate is still large. The workforce in Gresik district increases every year based on the results of research from 2014 to 2016 this is because the number of small and medium industries also continues to grow every year, (Ariska, Bela et al, 2018).

Actually, there are many jobs in Gresik and are able to accommodate jobs for people in Gresik. However, people from outside Gresik are more likely to look for work in Gresik. This is what causes Gresik to experience population density with the unemployment rate increasing every year (Effendy & Sunarsi, 2020). To overcome this problem, researchers feel the need to instill entrepreneurial interest in vocational students in Gresik district must be emphasized so that their mindset when they have finished running their education does not depend on existing companies or factories and will switch to having an independent business interest (Gregori et al., 2024).

Entrepreneurship education is very important to be given to students in school and who have an interest in running a business. Entrepreneurship education is a science that studies an attitude, spirit and ability to create something new and has economic value (Kakouris et al., 2024). Entrepreneurship education can be a medium to bring up humans who have the expertise to increase economic growth, community welfare and can play a role in reducing unemployment rates (Akhmad, Khabib, et al, 2021).

Entrepreneurship education is given to students to foster interest in entrepreneurship, besides that, it is also necessary to instill self-efficacy. Self-efficacy is an assessment of oneself to know that he can carry out the right or wrong behavior, appropriate or not, capable or unable to run according to the specified standards (Munawar et al, 2019). Self-efficacy is a person's belief or confidence in the success of completing work including running a business (Putry, Dewi, Deviska et al, 2020). The attitude of self-efficacy is important for vocational students to have in order to psychologically increase their interest in running a business. Self-efficacy will attract students to be more sensitive and hard work in running a business independently (Newman et al., 2019).

The family is the closest person who always provides support to their children. To become a good character, the family must provide good education and examples for all family members, especially children (Djazilan & Darmawan, 2022). When parents have a business, their children are the successors of the business owned by the parents. So that family support is important to instill children's thinking patterns in running a business. Family support in entrepreneurship is needed so that children can think broadly and be able to develop the business to be run (Zhang et al., 2022). Family support in entrepreneurship is in the form of moral support such as trading manners, manners of serving consumers, the opportunity to try a business from small, providing opportunities to express their ideas, it can also be material in the form of business locations, business capital, or equipment needed for business (Arimbawa & Widhiyani, 2021).

The above statement is supported by the theory of planned behavior (Lv et al., 2021). TPB is used to predict students' entrepreneurial thoughts or behaviors (Barba-Sánchez et al., 2022). With the help of the TPB theory, students can help understand the purpose of business behavior. This statement is supported by the findings of the research of Anita Wiani et al. (2018) which revealed that TPB has a significant effect on the entrepreneurial intentions of SMK students. TPB will explain the effect of entrepreneurship education and the effectiveness of personal and family environment on students' entrepreneurship (Lv et al., 2021). A study was conducted on student employment and a total of 3 vocational schools offered computer and network engineering and office automation courses to 11th and 12th grades. The researchers found a new relationship between entrepreneurship education and self-efficacy, that is, by supporting the family, students are more likely to be entrepreneurs. The urgency of the current research question lies in the fact that unemployment in the Gresik area continues and families, especially in rural areas, still believe that work should be done in factories, so scientists want to encourage and teach children. Their parents believe that the purpose of starting a business is to provide a way for themselves and others in their community to work. With this understanding, the researchers will continue their research to explore the impact of business education and personal efficacy gained through home networking on the work of student employees in Gresik district.

LITERATURE REVIEW

Entrepreneurship Education

Entrepreneurship education is learning to improve one's abilities and skills for a better future (Banha et al., 2022). The skills and abilities that are improved are related to creativity and innovation to read business opportunities and take advantage of these opportunities for business development (Mei et al., 2020). In addition, entrepreneurship education teaches a person the right stages in managing a business and the right actions against opportunities (Walmsley & Wraae, 2022). Vocational students will be equipped with the thinking and practical skills to run a business in entrepreneurship learning. Especially now that the business world is experiencing changes due to the accelerated development of digital technology. Entrepreneurship education

needs to change the mindset and practical skills of vocational students in accordance with the times (Haneberg et al., 2022). These mindsets and practical skills are able to encourage vocational students to adapt to changes in the increasingly digital business world (Abdullahi et al., 2021; Montes et al., 2023; Vodă & Florea, 2019).

Self-efficacy

Self-efficacy is an individual's belief to achieve success based on their abilities and skills (Gregori et al., 2024). Bandura (1990) defines self-efficacy as people's beliefs about their ability to exercise control over events that affect life (Gregori et al., 2024). Meanwhile, in entrepreneurship, self-efficacy is defined as a person's belief to take entrepreneurial actions to achieve success in entrepreneurship (Saoula et al., 2023). The steps a person takes to achieve success in entrepreneurship, such as developing new products, identifying opportunities, thinking critically, and being able to commercialize creative and innovative ideas (Gregori et al., 2024). Therefore, self-efficacy is very important in solving the problem of very high unemployment rates at the SMK graduate level. Self-efficacy encourages SMK students to have confidence in themselves, especially in creating new businesses.

Family Support

Family support is as old as the motivation, encouragement and emotional, social and financial support given to a person to develop a business (Saoula et al., 2023). Many young people are now launching new ventures on the basis of support from family. Family plays a very important role in the process of enterprise development. One can mobilize resources from family members for improved business performance. Resources from family can be in the form of labor, knowledge, information, and finance. Feng Xu, et al (2020) explained that family support is very important especially when starting a business. Families provide support in financing start-up capital and social environments such as finance, expanding relationships and political networks. With that, someone who starts a business needs to establish interpersonal relationships with family to get financial and relational support. Family support in several previous studies has shown positive results with success in entrepreneurship (Arimbawa & Widhiyani, 2021; Saoula et al., 2023).

Entrepreneurial Interest

Entrepreneurial intention is a motive that shows that a person has attention to an object that attracts his attention (Jiatong et al., 2021). Intention can be formed from experiences and impressions that affect a person's feelings and mindset (Wu et al., 2022). Likewise, in the world of entrepreneurship, a person has an interest in the world of entrepreneurship due to educational factors, experiences and impressions of certain figures. Therefore, interest in entrepreneurship can be formed from two factors, namely internal factors (from within) and external factors (social environment). According to (Junaidi et al., 2023) entrepreneurial intention that grows from within is an entrepreneurial intention that is born from without coercion or without prompting from others.

METHODOLOGY

This study uses multivariate SEM-PLS analysis to investigate the effects of entrepreneurship education (X1) and self-efficacy (X2) on entrepreneurial intentions (Y) through family support (Z) (see Figure 1). The advantage of SEM-PLS is the ability to distinguish between variables and to estimate data according to the length of the sample (Hair et al., 2019).

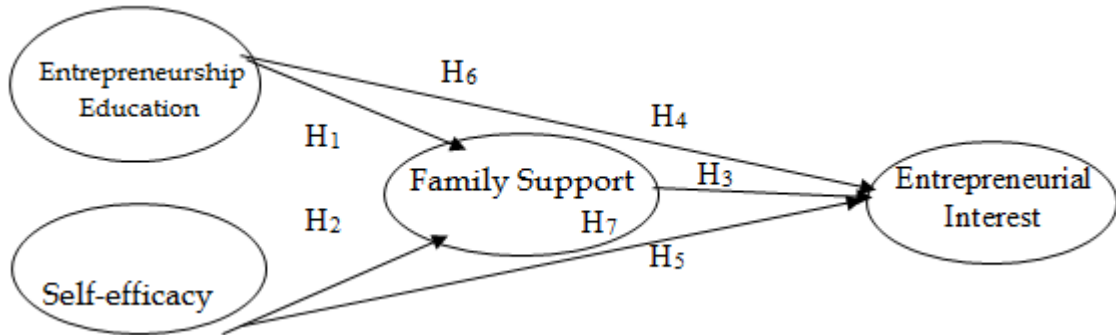


Figure 1: Research Framework Design

Respondents and Data Collection Techniques

The study involved students from the Gresik district. The subjects of this study are our school work. A total of 192 participants were surveyed using 26 Google Form questions sent via WhatsApp. The subjects of this study are students who have received business education (students who have received business theory and practice). The study was conducted between September and November 2024. The variables in this study are entrepreneurship education (X1), self-efficacy (X2), family support (Z) and entrepreneurial desire (Y).

Table 1. Characteristics of Respondents Based on Parents' Job

No.	Student Parents' Job	Total	Percentage
1	Entrepreneur	48	25,5%
2	Civil Servant/Police/Military	6	3%
3	Private Employee	26	14%
4	Others	112	57,5%
	Total	192	100%

Source: processed by researcher, 2024

Through table 1 above, it can be described that other jobs of parents of students outside of work as traders, entrepreneurs, civil servants / police / TNI, and private employees are 112 respondents (57.5%), then followed by the number of jobs of parents of students as entrepreneurs or entrepreneurs as many as 48 respondents (25.5%), parents of students who work as private employees are 26 respondents (14%), and parents of students who work as civil servants / police / Civil Servan are 6 respondents (3%). From this research data, it can be seen that the number of parents of SMKS students who work as entrepreneurs or entrepreneurs is in second place.

Instrument Development and Data Analysis

The instrument for this study was adapted from previous research and literature review. The questionnaire was translated from English to Indonesian and adapted to the Indonesian context. The questionnaire was translated from English to Indonesian and adapted to the local context. Business education was measured by three items from (Wardana et al., 2020). Self-efficacy was measured by three items from (Saptono et al., 2021). Family support was measured using four items (Saoula et al., 2023). Job satisfaction (Montes et al., 2023) was measured using three items. Questionnaires were used asking participants to rate each statement from 1 (disagree) to 5 (agree). In this study, Smart PLS 3.0 was used to perform least squares structural equation modeling (PLS-SEM).

RESEARCH RESULT

External Model Evaluation

PLS external standards were established to ensure reliable equipment. A model with stability is considered reliable when reliability (CR) and Cronbach's alpha > 0.05 (Hair et al., 2019). The results of this study showed that the CR value of each design ranged from 0.871 to 0.918. The significant average variance (AVE) was extracted as > 0.50, indicating good utility (Hair et al., 2019). This study achieved good validity with all items greater than 0.50 and AVEs for all constructs ranging from 0.529 to 0.652. A cross-loading procedure was used to assess the separation and association. The correlation coefficients of each of the variables business education (X1), self-efficacy (X2), family support (Z) and job support ranged from 0.822 to 0.893 > 0.70, indicating discriminant validity.

Hypothesis Testing

Hypothesis testing models using partial differential equations (SEM-PLS). The researchers used 192 bootstrap samples to show all t-statistics. As can be seen from Table 2, all seven hypotheses of this study meet the criteria, with t-values ranging from 2.820 to 3.932, exceeding 1.96.

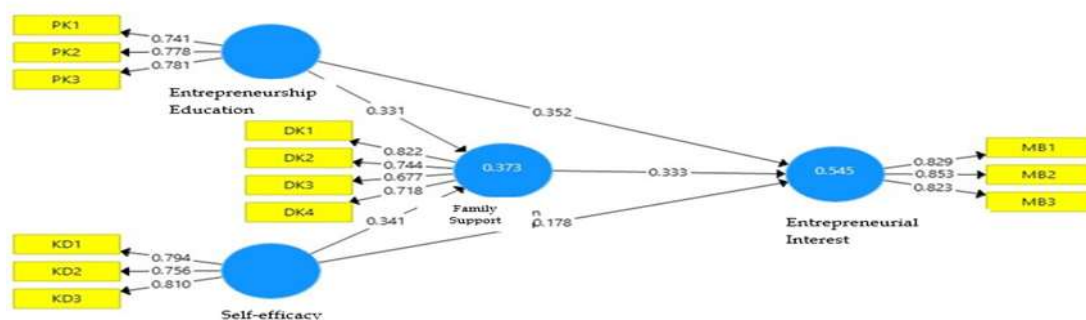


Figure 2. SEM-PLS Calculation Results

In this study, the R-Square (R2) model was used to show the accuracy of the prediction models. The coefficient of determination is used to determine the accuracy of the predictions and to show the effect of external variables on internal variables. If the model fits 100% of the data and its value is close to 1, it

can be said that the model explains the changes in internal variables (Fisher et al., 1995). Below, the results based on the coefficient of determination are given using SmartPLS for data processing.

Table 2. R-Square Analysis Results

Variable	R-Square
Family Support	0.492
Entrepreneurial Interest	0.660

Source: processed by researcher, 2024

The R-squared value of the family support variable (Z) is 0.492. This means that about 49.2% of the variation in family support can be explained by the labor market variable (X1) and self-efficacy (X2), while the remaining 50.8% is affected by other factors not included in the model. The R-squared value of the individual interest rate (Y) is 0.660. This means that about 66% of the variation in the market can be explained by the market learning variables (X1), personal effectiveness (X2), and family support (Z), while the remaining 34% is affected by other non-trade factors. Education. Therefore, the higher the R-squared value, the greater the ability of the independent variables to explain the variance and hence the better the model equation.

Table 3. Outer Model Estimation

Construct	Item	Outer Loading	α	CR	AVE
Entrepreneurship Education	PK1.1	0.715	0.822	0.871	0.529
	PK1.2	0.737			
	PK2.1	0.759			
	PK2.2	0.682			
	PK3.1	0.761			
	PK3.2	0.708			
Self-efficacy/Self-confidence	KD1.1	0.788	0.830	0.876	0.541
	KD1.2	0.687			
	KD2.1	0.736			
	KD2.2	0.693			
	KD3.1	0.759			
	KD3.2	0.746			
Family Support	DK1.1	0.751	0.881	0.906	0.546
	DK1.2	0.729			
	DK2.1	0.792			
	DK2.2	0.779			
	DK3.1	0.681			

	DK3.2	0.655			
	DK4.1	0.772			
	DK4.2	0.740			
Entrepreneurial Interest	MB1.1	0.834	0.893	0.918	0.652
	MB1.2	0.796			
	MB2.1	0.824			
	MB2.2	0.799			
	MB3.1	0.821			
	MB3.2	0.768			

Source: processed by researcher, 2024

Table 4. Discriminant Validity

Variable	Entrepreneurship Education (X1)	Self-efficacy (X2)	Family Support (Z)	Interest in Entrepreneurship (Y)
Entrepreneurship Education (X1)	0.727			
Self-efficacy (X2)	0.717	0.736	0.632	
Family Support (Z)	0.666		0.739	
Interest in Entrepreneurship (Y)	0.749	0.718	0.683	0.807

Source: processed by researcher, 2024

Table 5. Direct Effect Test

	Variable	Original Sample	T-Statistics	P-Values	Description
H ₁	Entrepreneurship education > Family support	0.437	3.528	0.000	Accepted
H ₂	Self-efficacy > Family support	0.318	2.820	0.005	Accepted
H ₃	Family support > Entrepreneurial Interest	0.250	3.184	0.002	Accepted
H ₄	Entrepreneurship education > Entrepreneurial Interest	0.373	3.932	0.000	Accepted
H ₅	Self-efficacy > Entrepreneurial Interest	0.292	3.201	0.001	Accepted

Source: processed by researcher, 2024

Table 6. Indirect Effect Test

	Variable	Specific Indirect Effect	Description
H ₆	Entrepreneurship Education > Family Support > Entrepreneurial Interest	0.109	Accepted / medium influence
H ₇	Self-efficacy > Family Support > Entrepreneurial Interest	0.080	Accepted/ small influence

Source: processed by researcher, 2024

DISCUSSION

Business education can be very rewarding and beneficial to support a family. Students who are motivated to study business may receive more support from their families (Ibarra-Vazquez et al., 2023). Families who see their students' interest in entrepreneurship may be encouraged to seek out information, resources, and even participate in student entrepreneurship (Rahayu et al., 2023). Previous researchers Thomassen et al., (2020) Business Education provides students with the knowledge and skills necessary to increase their confidence in pursuing a business. A study by Doanh and Bernat (2019) shows that families have an important role in supporting the learning process in entrepreneurship education by providing emotional and professional support to the student. Three indicators of self-efficacy, such as experience, role models, and social support, can support families. This study is consistent with the study by Suwardika et al. (2024) who explained that self-efficacy can increase family support and thus improve the work learning of daughters by sons. The findings of F. Xu et al. (2020) added that students with self-efficacy open up to their families, can solve work problems, and find solutions to social work problems. This finding is consistent with the theory of planned behavior (TPB) described by Bandura 1977. Bandura refers to a person's belief in their ability to complete a particular task (Newman et al., 2019). According to Bandura (1977), people with high self-efficacy are more likely to work hard to achieve goals and ignore what others say about them (Memon et al., 2019).

Family support makes people more confident in taking risks and facing challenges in business (Vuorio et al., 2023). Family support can increase motivation towards entrepreneurial goals (Tung et al., 2020). Family support can help students at Gresik access the networks, information, and resources they need to start a business (Singgih et al., 2023). The results of this study are consistent with Saoula et al. (2023) who explained that family support provides students with layers of capital and motivation, allowing them to learn to control behavior, thus increasing students' confidence in business management. Hieu & Loan's (2022) study also adds that family background and role models are very important in students' interest in business. Families with entrepreneurial backgrounds can create positive attitudes and serve as role models, thus increasing students' entrepreneurial aspirations. According to Deng and Wang (2023), business education is important in terms of job satisfaction, reducing

unemployment and poverty, and promoting economic development. Vodä and Florea (2019) add that business education that encourages entrepreneurship is a very important asset. The results of this study are based on part of the theory of planned behavior, where behavior plays a role in being courageous enough to measure or evaluate everything that concerns the person. Entrepreneurship education encourages Gresik students to stand up and be interested in entrepreneurship. Students will be more motivated to take the right steps when starting a new business, and they will also have attitudes towards these behaviors (Münir et al., 2019). The positive effects of the behavior can make students more willing to participate in the business.

Self-efficacy can have a positive effect on the business performance of Gresik SMKS students. Self-efficacy can be improved with family consideration and financial support to encourage students' entrepreneurship. The results of this study are consistent with the results of Gregori et al. (2024), who found that self-efficacy has a positive and positive effect on Austrian business enterprises and business students. Garaika and Margahana (2019) also found that self-efficacy has positive and positive effects on business performance. Garaika and Margahana, (2019) explained that young entrepreneurs who are confident in completing tasks, have high intelligence, and are highly motivated have higher self-efficacy and personal effectiveness will affect the business. It is important and beneficial for commercial interests. These results suggest that there is a difference in the effect of entrepreneurship education on entrepreneurship when additional family support is mediated. These results are consistent with the findings of Wardana et al. (2020) who explained that family members with entrepreneurial background provide significant support and act as models, thus supporting the impact of business education on business interests. Muh. Arif and Rahmad Solling Hamid (2023) added that the interaction between business education and family support affects students' interest in business. Research shows that both of these elements are important to support the entrepreneurial spirit and that family support is a catalyst for business success. Less influential groups. These results suggest that the mediation of family support actually weakens the self-efficacy of entrepreneurial interests. This happened to SMKS students in Gresik due to the lack of support from their families. These results are consistent with the findings of Arimbawa and Widhiyani (2021) who explained that family support directly affects entrepreneurship through emotional support (and sometimes monetary support), which can increase confidence and interest in doing business. Furthermore, Saoula et al. (2023) added that the family environment, including parental influence and support, plays an important role in the formation of entrepreneurial intentions and personal success, which are important for the development of the economy.

CONCLUSIONS AND RECOMMENDATIONS

The results of this study show that business education has a positive effect on students' family support. In addition, self-efficacy has a positive and positive effect on family support. In addition, family support is also very beneficial and beneficial to the business. Business education is very beneficial and beneficial for commercial interests. Similarly, self-employment can be beneficial and beneficial for the business. This study also completed the discussion of family support regarding the relationship between business education and business interests. The test results indicate that family support may be a mediating factor that increases self-efficacy, thus increasing entrepreneurship interest among Gresik SMKS male and female students. . Entrepreneurship education and self-efficacy have been shown to improve family support outcomes and increase students' interest in entrepreneurship. This suggests a need to develop students' desire to start an independent business. Provide students with opportunities to develop confidence in the business world through internships, workshops, and various opportunities for ideas and experiences.

ADVANCED RESEARCH

Future researchers can analyze factors that influence entrepreneurial interest with other variables such as role models, social networks, and so on. Future researchers can analyze the correlation of family backgrounds that have businesses and self-efficacy in increasing students' entrepreneurial interest. In addition, the rule model is very important in encouraging students to be enthusiastic in entrepreneurship lessons at school.

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