



THE INFLUENCE OF ROLE MODELS, ENTREPRENEURSHIP EDUCATION, AND SELF-EFFICACY ON ENTREPRENEURSHIP INTENTIONS IN CLASS XI STUDENTS OF SMKN 46 JAKARTA

Andena Noviyati Nabila¹, Corry Yohana², Aditya Pratama³

¹ State University of Jakarta, Indonesia

² State University of Jakarta, Indonesia

³ State University of Jakarta, Indonesia

Article Info

Article history:

Received:

Accepted:

Published:

Keywords:

Entrepreneurial Intention, Self-Efficacy, Role Model, Entrepreneurship Education

Abstract

The purpose of this study was to determine how the influence of role models, entrepreneurship education, and self-efficacy on entrepreneurial intentions in class XI students of SMKN 46 Jakarta. The study was conducted for approximately six months starting from February 2022 to July 2022. The population was taken from class XI students of SMKN 46 Jakarta with a sample of 168 students. This type of research is quantitative research using a survey method in the form of a questionnaire distributed online via Microsoft Form. The data analysis model used is Structural Modeling-Partial Least Square (SEMPLS) and uses SmartPLS 3.0 software to analyze the data. The output of this study shows that role models, entrepreneurship education, and self-efficacy have a positive and significant effect on entrepreneurial intentions.

Abstrak

Penelitian ini mempunyai tujuan untuk melihat bagaimana pengaruh antara *role model*, pendidikan kewirausahaan, dan efikasi diri terhadap niat berwirausaha pada siswa kelas XI SMKN 46 Jakarta. Penelitian dilakukan selama kurang lebih enam bulan dimulai dari bulan Februari 2022 hingga bulan Juli 2022. Populasi diambil dari siswa kelas XI SMKN 46 Jakarta dengan sampel yang digunakan 168 siswa. Jenis penelitian ini yaitu penelitian kuantitatif dengan menggunakan metode survei berbentuk kuesioner disebarikan secara online melalui microsoft form. Model analisis data yang digunakan adalah *Structural Modelling-Partial Least Square* (SEMPLS) dan menggunakan software SmartPLS 3.0 untuk menganalisa data. Output penelitian ini menunjukkan *role model*, pendidikan kewirausahaan, dan efikasi diri berpengaruh positif dan signifikan terhadap niat berwirausaha.

How to Cite:

Author. (2019). Article title. *Jurnal Pendidikan Ekonomi, Perkantoran dan Akuntansi* s, 7(2), 101-111. <https://doi.org/10.21009/JPEPA.007.x.x>

* Corresponding Author.

Marsofiyati@unj.ac.id Marsofiyati

ISSN

2302-2663 (online)

DOI: doi.org/10.21009/JPEPA.007.x.x

INTRODUCTION

The population is increasing from year to year. Technology is becoming increasingly important in today's era of globalization, and as knowledge develops, so does the economy. As a tool to combat the economic downturn in the country with the power to revitalize the growth of companies through innovation, productivity that has been carried out by developed countries by utilizing entrepreneurship (Wathanakom et al., 2020). However, given the small number of Indonesian entrepreneurs, the benefits of entrepreneurship cannot be maximized. In Indonesia, the number of entrepreneurs is around 3.47 percent of the total population. Singapore has more entrepreneurs than Indonesia and other Southeast Asian countries such as Malaysia and Thailand Thailand (Putra, 2021). This explains why Indonesia has so much unemployment. Unemployment is the number of people who have not worked for a certain period of time and are looking for work.

Many SMK graduates face problems, and finding a job is not always easy. With little career prospects, competition from other individuals, and positions that do not match their interests. According to Badan Pusat Statistik (BPS), the unemployment rate for SMK graduates is 10.36 percent in 2019, 13.55 percent in 2020, and 11.13 percent in 2021. The unemployment rate for SMK graduates is increasing every year. When compared to other levels of education, SMK is the most significant contributor to unemployment. Unemployment has become a problem that must be overcome its impact can hinder economic progress. The number of people who are entrepreneurs is one strategy to minimize unemployment in a country.

Entrepreneurship is rapidly being recognized as a key driver of economic growth, technical innovation, and the creation of broader and more diverse jobs. According to Suryana and Bayu (2015), entrepreneurship is an activity that can provide benefits to the economy of a country as a whole. According to the Badan Pusat Statistik (BPS), the owners of trade entrepreneurs with the latest education level of Vocational High School (SMK) only reached 5.5 percent. Many SMK graduates today want to work as official employees in a company. Only a few of the many SMK graduates think about starting a business or becoming an entrepreneur due to a lack of confidence in the skills they have. Many SMK students are currently more interested in working as official employees in a company.

There has been a surge of interest in entrepreneurship education since entrepreneurship as a factor of economic growth. However, to succeed, it is very important to have a deep awareness of the intent and purpose of the business, as well as the diversity of different ways of learning. Efforts that can be made by the government, or entrepreneurship education as subjects studied by vocational students. The impact of entrepreneurship education and training has become a major concern for the government which seeks to help its students through entrepreneurship education (Badri & Hachicha, 2019). The ability to learn by doing can help improve the skills students already have. The concept of entrepreneurship education is channeled through entrepreneurship lessons, which include efforts to create students who can see something new, imaginative, or creative in terms of entrepreneurship in every part of the institution based on the current grade level. The entrepreneurship education provided is intended to strengthen the entrepreneurial spirit of students

Based on the results of the initial survey, there are 29 students in class XI who want to be entrepreneurs only 21 percent, while 41 percent choose to look for work and the remaining 38 percent choose to continue their education to a higher level. So it can be concluded that the entrepreneurial intention of class XI students at SMKN 46 Jakarta is still relatively low and more interested in finding work than entrepreneurship to become entrepreneurs to create wider job opportunities. Therefore, there are several factors that can influence entrepreneurial intentions, including role models as role models, self-efficacy as self-confidence to achieve certain goals and entrepreneurship education as instilling knowledge, values, soul, and entrepreneurial attitude.

The first aspect, the role model proposed by Sulistyowati and Widyastuti (2017), is that a person learns in a social environment by seeing people who can relate to him and who have positive attitudes in the environment where they are. The second aspect of self-efficacy according to Avin Fadila Helmi (2020), is the type of competence and ambition that comes from within the individual

and motivates people to participate in certain activities. Entrepreneurship education is the third aspect. Entrepreneurship education according to Ambarriyah and Fachrurrozie (2019) is an educational curriculum that contains instructions and explanations about entrepreneurship such as establishing, developing, managing, and maintaining an individual entrepreneur. Based on the description and background of the problem above, the researcher is interested in examining the effect of role models, entrepreneurship education and self-efficacy on entrepreneurial intentions in class XI SMKN 46 Jakarta.

LITERATURE REVIEW

1. Entrepreneurial Intention

Entrepreneurial intention shows how much effort a person will make to carry out entrepreneurial activities (Molina-Sánchez & García, 2020). According to Hamali (2017) Entrepreneurial intentions entrepreneurial aspirations arise from the desire to learn and show more effort to make it happen. Entrepreneurial intentions can also be interpreted by Christianingrum and Rosalina (2017) as interest in entrepreneurship, involvement in entrepreneurship activities, courage in facing challenges and challenges, feelings of pleasure in entrepreneurship activities, desire to realize ideals in entrepreneurship. A person can realize his dream of entrepreneurship if the individual dares to take risks without having the fear of trying to become an entrepreneur. It often happens that someone is afraid of the risks that will be experienced in entrepreneurship, which can not cause entrepreneurial intentions from within a person.

Meanwhile, the entrepreneurial intention according to Choironi (2018) is someone who tends to plan, take risks, make decisions, and take action to achieve goals, as well as relevant motivations to carry out activities. Entrepreneurial intention is an individual relationship to do business according to its nature, take risks, and like new and inventive things (Kholis, 2021). The conclusion is that entrepreneurial intention is an interest in the individual to know more about entrepreneurship in planning to start a new business without fear of facing challenges, generating innovative ideas in creating new products and services and generating jobs.

2. Self Efficacy

Self-efficacy refers to a person's belief in his own capacity to achieve under certain conditions (Alwisol, 2018). Setyanti et al. (2021) state the same thing, which states that self-efficacy is belief in one's own potential to succeed in achieving goals, influenced by various conditions. According to Yuliati and Anwar (2021) self-efficacy is the idea that people can complete the tasks entrusted to them even in the most challenging conditions. Individuals with strong self-efficacy will bounce back from failure and always try again with new efforts (Yulia, 2018). Marta et al. (2019) defines self-efficacy as the ability to identify, acknowledge, and accept responsibility for all capacities for appropriate skills and competencies. It can be concluded that self-efficacy as a person's belief in certain intentions and behaviors or the ability to complete tasks that affect the development of predetermined behaviors.

3. Role Model

According to Porter and Serra (2020) that role models can be used as examples for others to follow, as well as to encourage and inspire people to achieve certain goals. Meanwhile, Liu et al. (2019) emphasizes that role models can be family members, especially parents, which can influence individuals' perceptions of themselves as role models. According to Lou and Yuan (2019) stated that Role model affects people who are involved in various parts of human life, especially those related to business, education, and so on. This is Pouloupoulos et al. (2018) role models have cultural influence because others can learn from them and respond to them. According to Kong et al. (2020) a role model is someone who can help others succeed in their social life. It can be concluded that a role model is someone who can provide an inspiring example seen from the perceived similarity based on the personal characteristics of the role model that influences the willingness of other individuals to do the same and plays an important role in the career decision-making process where individuals choose to do the same thing.

4. Entrepreneurship Education

Individuals should acquire the knowledge and skills necessary to manage their time and energy while starting their own business through entrepreneurship education (Jahani et al., 2018). According to Ambarriyah and Fachrurrozie (2019) Entrepreneurship education is a type of educational program that teaches students how to start, run, and grow their own business. Entrepreneurship education according to Hidayat (2017) entrepreneurship education is the process of developing individual skills in all aspects of entrepreneurship in a particular environment through management, curriculum implementation, pedagogy, and mentoring. Choironi (2018) stated the same thing, that entrepreneurship education is a conscious effort made by educational institutions to educate students on information, values, entrepreneurial spirit, and entrepreneurial attitude. Karimi et al. (2016) show that entrepreneurship education improves students' knowledge, skills, and leadership, enabling them to choose entrepreneurship as a career path. It can be concluded that entrepreneurship education is the process of providing material on the introduction of entrepreneurship from the basics of entrepreneurship, the entrepreneurial process that can foster an entrepreneurial spirit and emerge innovative ideas to build new businesses.

METHOD

This study uses a survey method with measurement techniques using likert scale 5 points. The analysis used is the analysis of the outer model and the analysis of the inner model. The population in this study were students of class XI SMKN 46 Jakarta as many as 284 students. The sampling technique used is simple random sampling technique where the technique is included in the probability sampling technique. The sample used is based on the number of populations in Class XI SMKN 46 Jakarta and an error tolerance limit of 5% is determined. Then it can be determined the number of samples from class XI SMKN 46 Jakarta which consists of XI AKL, XI OTKP, XI BDP, XI DKV, and XI RPL in primary data collection, which is carried out on 168 samples. Data collection techniques in this study used quantitative research and survey methods, using questionnaires distributed to respondents through Microsoft Form.

RESULTS AND DISCUSSION

Outer Model Analysis

Evaluation of the measurement model or outer model is carried out to assess the validity or reliability of the model. Outer models with reflexive indicators are evaluated through convergent and discriminant validity of latent construct indicators and composite reliability and cronbach alpha for the indicator block (Ghozali & Latan, 2015). The following are the results of the SmartPLS calculation for the loading factor in this study:

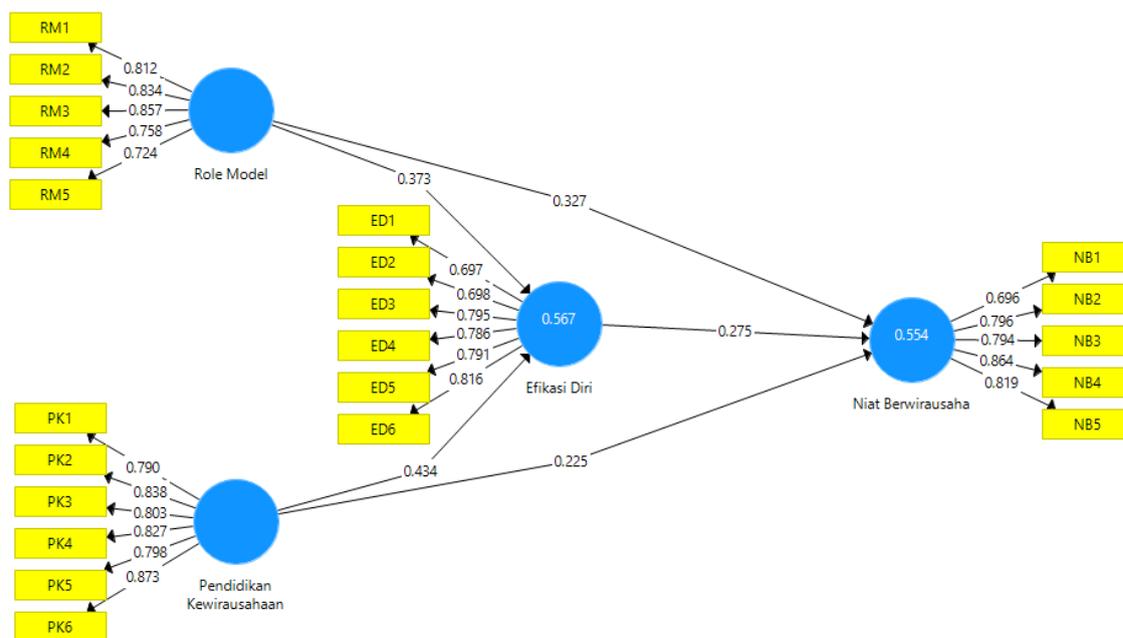


Figure 1. Loading Factor

Source: Data Processed by Researchers, 2022

Based on the model above, Convergent validity of the measurement model with reflexive indicators can be seen from the correlation between item/indicator scores and construct scores. Individual indicators are considered reliable if they have a loading correlation value of 0.50 to 0.60 which is still acceptable (Ghozali & Latan, 2015; Hair Jr et al., 2017). After the outer loadings have been carried out, in the table above, all indicators have a loading factor > 0.60, meaning that all indicators are valid indicators to measure the construct.

Construct Reliability and Validity

Measuring discriminant validity by looking at the average variance extracted (AVE) value. The recommended value is above 0.5 for a good model. The next test is the composite reliability of the indicator block that measures the construct. A construct is said to be reliable if the composite reliability value is above 0.60. Then it can also be seen by looking at the reliability of the construct or the latent variable which is measured by looking at the Cronbachs alpha value of the indicator block that measures the construct. A construct is said to be reliable if the Cronbachs alpha value is above 0.7 (Hair Jr et al., 2017). The following are the results of SmartPLS calculations for Cronbach Alpha, Composite reliability, and Average Variance Extracted (AVE) in this study:

Tabel 1. Construct Reliability and Validity

Konstruk	(AVE)	Cronbach's Alpha	Composite reliability
Entrepreneurial Intention	0,633	0,854	0,896
Self Efficacy	0,586	0,857	0,894
Role Model	0,637	0,857	0,898
Entrepreneurship Education	0,676	0,904	0,926

Source: Data Processed by Researchers, 2022

Based on the table above, it shows that the average variance extracted (AVE) of each variable is product quality and brand image, word of mouth and decision making role model , self-efficacy entrepreneurship education, and entrepreneurship intention have constructs > 0.50 meaning all constructs are reliable. Thus it can be stated that each variable has good discriminant validity . While the composite reliability value of each variable shows the construct value > 0.60. These results indicate that each variable has met composite reliability so that it can be concluded that all variables have high reliability . Furthermore, in the table above, the cronbach's alpha of each variable shows a construct value of > 0.70, thus these results indicate that each research variable has met the requirements of the cronbach's alpha value, so it can be concluded that all variables have a high

level of reliability. So it can be concluded that the indicators used in this study have high discriminant validity in compiling their respective variables.

Inner Model Analysis

Inner model analysis is also known as structural analysis model, which aims to predict the relationship between latent variables (Ghozali & Latan, 2015). After conducting various evaluations, both the outer model and the inner model, the next step is to test the hypothesis. Hypothesis testing is used to explain the direction of the relationship between endogenous variables and exogenous variables.

Coefficient of Determination (R²)

The coefficient of determination test is one of the tests to see the correlation between constructs by looking at the R-Square value of 0.75 that the model is strong, 0.50 that the model is moderate and 0.25 that the model is weak (Ghozali & Latan, 2015). Based on the data processing that has been carried out using the SmartPLS 3.0 program, the R-Square values are obtained as follows:

Table 2. R-Square (R²)

Variabel	R-square
Self Efficacy	0,567
Entrepreneurial Intention	0,554

Source: Data Processed by Researchers, 2022

Based on the table above, it can be seen that the R-Square value for the self-efficacy variable is 0.567. These results explain that the percentage of self-efficacy is 56.7%. This means that role models and entrepreneurship education affect 56.7% self-efficacy and the remaining 43.3% is influenced by other variables. In addition, the R-Square value for the entrepreneurial intention variable is 0.554 with a percentage of 55.4%. This means that the role model, entrepreneurship education, and self-efficacy affect the entrepreneurial intention by 55.4% and the rest is influenced by other variables by 44.6%.

Effect Size (F-Square)

It can be seen that the f-square value can be interpreted as 0.02 having a weak effect, 0.15 having a medium effect and 0.35 having a large influence (Ghozali, 2011). Based on the data processing that has been done using the SmartPLS 3.0 program, the F-Square values are obtained as follows:

Table 3. F-Square (F²)

Variabel	Self Efficacy	Entrepreneurial Intention
Self Efficacy		0,073
Entrepreneurial Intention		
Entrepreneurship Education	0,196	0,043
Role Model	0,145	0,094

Source: Data Processed by Researchers, 2022

Based on the table above, it shows that the F-Square value of the entrepreneurial intention variable on self-efficacy is 0.073, so it has a weak influence. The variable of entrepreneurship education on entrepreneurial intentions is 0.043, so it has a weak influence. The role model variable on entrepreneurial intentions is 0.094, so it has a weak influence. The variable of entrepreneurship education on self-efficacy is 0.196, so it has a medium effect. Last variable role model on self-efficacy of 0.145 then it has a weak effect.

Cross-validated Redundancy (Q-Square)

The next step in measuring the structural model is Predictive Relevance (Q-Square). Predictive Relevance (Q-Square) for a structural model that measures how well the value generated by the model and its parameter estimates are. The model has predictive relevance if the Q-square value > 0, on the other hand shows the model lacks predictive relevance if the Q-Square value 0. Based on data processing that has been carried out using the SmartPLS 3.0 program, the Q-Square value is obtained

as follows:

Table 4. Q-Square (Q²)

Variabel	Q ² (=1-SSE/SSO)
Self Efficacy	0,313
Entrepreneurial Intention	0,328

Source: Data Processed by Researchers, 2022

From the Q-square results above, the self-efficacy value is 0.313 and the entrepreneurial intention is 0.328 which shows evidence that the model has good predictive relevance because the value obtained is more than 0 (zero), then the exogenous latent variable can be accepted (appropriate) as an explanatory variable capable of predicting endogenous variables.

Fit Model

Based on the data processing that has been done using the SmartPLS 3.0 program, the Model Fit values are obtained as follows:

Table 5. Fit Model

Indeks	Model Estimasi
SRMR	0,068
d_ ULS	1,153
d_ G	0,477
Chi-Square	467,969
NFI	0,808
rms Theta	0,153

Source: Data Processed by Researchers, 2022

The results of the goodness of fit test of the PLS model in the table above show that the Standardized Root Mean Square Residual (SRMR) value assesses the average difference between the observed and expected correlations. SRMR value of 0.068 < 0.08 which is a goodness of fit measure for PLSSEM which can be used to avoid model misspecification. Based on this, the model in this study is good because SMRM < 0.08. Meanwhile,. NFI value obtained 0.808. If the NFI value is getting closer to 1, it indicates a good model/better fit, so the NFI value is 0.808 can be said to be unsuitable. An rms_theta value below 0.12 indicates a suitable model. If the results of this study show rms_theta 0.153 (above 0.12), it can be said that the model in this study is not good.

Hypothesis test

After assessing the inner model, the next thing to evaluate the relationship between latent constructs as has been hypothesized in this study. Hypothesis testing in this study was carried out by looking at the T-Statistics and P-Values values. The hypothesis is accepted if the T-Statistics value > 1.974 and P-Values < 0.05. The following are the results of the direct effect Path Coefficients:

Table 6. Path Coefficient

Item	Sampel Asli (O)	T Statistik (O/STDEV)	P Values
Role Model -> Self Efficacy	0,373	4,630	0,000
Entrepreneurship Education -> Self Efficacy	0,434	6,334	0,000
Role Model -> Entrepreneurial Intention	0,327	3,776	0,000
Self Efficacy -> Entrepreneurial Intention	0,275	2,924	0,003
Entrepreneurship Education -> Entrepreneurial Intention	0,225	2,294	0,022

Based on the table above, it shows that the influence between the independent variable and the dependent variable is as follows:

H₂: Role Model has a Positive and Significant Direct Effect on Self-Efficacy

Based on the calculations that have been done, the magnitude of the influence of the role model variable (X1) on self-efficacy (Y) is 0.373 with T Statistics 4.630 and P Values $0.000 < 0.05$, indicating that the role model very positive and significant effect on self-efficacy, so the first hypothesis in research is acceptable.

H₂: Entrepreneurship Education has a Positive and Significant Direct Effect on Self-Efficacy

Based on the calculations that have been done, the magnitude of the influence of the entrepreneurial education variable (X2) on self-efficacy (Y) of 0.434 with T Statistics 6.334 and P Values $0.000 < 0.05$, indicating that entrepreneurship education has a very positive and significant effect on efficacy self, so the second hypothesis in research is acceptable.

H₃: Role Model has a Positive and Significant Direct Effect on Entrepreneurial Intentions

Based on the calculations that have been done, the magnitude of the influence of the role model variable (X1) on entrepreneurial intentions (Z) is 0.327 with T Statistics 3.776 and P Values $0.000 < 0.05$, indicating that the role the model has a very positive and significant effect on entrepreneurial intentions, so the third hypothesis in research is acceptable.

H₅: Self-Efficacy has a Positive and Significant Direct Effect on Entrepreneurial Intentions

Based on the calculations that have been done, the magnitude of the influence of the self-efficacy variable (Y) on the intensity of entrepreneurship (Z) is 0.275 with T Statistics 2.924 and P Values $0.003 < 0.05$ indicating that self-efficacy has a very positive and significant effect on entrepreneurial intentions, so the fourth hypothesis in research is acceptable

H₅: Entrepreneurship Education has a Positive and Significant Direct Effect on Entrepreneurial Intentions

Based on the calculations that have been done, the magnitude of the influence of the entrepreneurial education variable (X2) on the intention entrepreneurship (Z) of 0.225 with T Statistics 2.294 and P Values $0.022 < 0.05$, shows that entrepreneurship education has a very positive and significant to entrepreneurial intention, so the fifth hypothesis in research is acceptable.

CONCLUSIONS AND SUGGESTION

Based on the results of research that has been carried out by researchers in the form of studies in theoretical form, data analysis and descriptions of research results in class XI SMKN 46 Jakarta related to entrepreneurial intentions have provided conclusions and evidence that the hypothesis stated at the beginning is acceptable, the researchers can draw conclusions as follows:

1. There is a positive and significant influence between the role model on self-efficacy in class XI SMKN 46 Jakarta.
2. There is a positive and significant influence between entrepreneurship education on self-efficacy in class XI SMKN 46 Jakarta.
3. There is a positive and significant influence between the role model on entrepreneurial intentions in class XI students of SMKN 46 Jakarta.
4. There is a positive and significant effect between self-efficacy on entrepreneurial intentions in class XI SMKN 46 Jakarta.
5. There is a positive and significant influence between entrepreneurship education on entrepreneurial intention in class XI students of SMKN 46 Jakarta.

Suggestions Based on the research results and conclusions that have been explained by the researchers, here are some recommendations and suggestions that researchers can give for further research as follows.

1. In this study, the population is distributed to only one class level, namely class XI, further research is recommended to be wider in selecting the respondent population for example,

choosing a population of students of SMK Jabodetabek.

2. This study has three variables or factors that can influence entrepreneurial intentions, it is recommended for further research to examine more variables and examine other than variables or factors from role models, entrepreneurship education, and self-efficacy.

REFERENCES

- Alwisol. (2018). *Psikologi Kepribadian*. Universitas Muhammadiyah Malang.
- Ambarriyah, S. B., & Fachrurrozie, F. (2019). Efek Efikasi Diri pada Pengaruh Pendidikan Kewirausahaan, Lingkungan, dan Kecerdasan Adversitas Terhadap Intensi Berwirausaha Mahasiswa. *Economic Education Analysis Journal*, 8(3), 1045–1060. <https://doi.org/10.15294/eeaj.v8i3.35720>
- Badri, R., & Hachicha, N. (2019). Entrepreneurship education and its impact on students' intention to start up: A sample case study of students from two Tunisian Universities. *The International Journal of Management Education*, 17(2), 182–190.
- Choironi, A. (2018). *Pengaruh Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Santri Pondok Pesantren Ahsanul Tbad Purbolinggo Lampung Timur*. IAIN Metro.
- Christianingrum, M., & Rosalina, E. (2017). Effect of Entrepreneurship Learning on Interest in Entrepreneurship (Case Study in Management, Accounting, and Sociology Student, University of Bangka Belitung). *Integrated Journal of Business and Economics*, 1(1), 45–55.
- Ghozali, I., & Latan, H. (2015). Partial least squares konsep, teknik dan aplikasi menggunakan program smartpls 3.0 untuk penelitian empiris. *Semarang: Badan Penerbit UNDIP*.
- Hamali, A. Y. (2017). *Pemahaman Kewirausahaan*. Jakarta: Prenadamedia Group.
- Helmi, A. F., Husna, A. N., Budiarto, Y., Permana, M. Z., Reginasari, A., Herdiyanto, Y. K., Rembulan, C. L., Vembriati, N., & Renanita, T. (2020). *Psikologi Untuk Indonesia: Isu Isu Terkini Relasi Sosial dari Intrapersonal hingga Interorganisasi*. UGM PRESS.
- Hidayat, H. (2017). *Perspektif Pedagogi Entrepreneurship di Pendidikan Tinggi*. Prenada Media.
- Jahani, S., Babazadeh, M., Haghghi, S., & Cheraghian, B. (2018). The effect of entrepreneurship education on self-efficacy beliefs and entrepreneurial intention of nurses. *Journal of Clinical & Diagnostic Research*, 12(6), 18–21. https://www.jcdr.net/article_fulltext.asp?issn=0973-709x&year=2018&month=June&volume=12&issue=6&page=LC18&id=11654
- Karimi, S., Biemans, H. J. A., Lans, T., Chizari, M., & Mulder, M. (2016). The impact of entrepreneurship education: A study of Iranian students' entrepreneurial intentions and opportunity identification. *Journal of Small Business Management*, 54(1), 187–209.
- Kholis, N. (2021). *Peran pendidikan kewirausahaan untuk menumbuhkan minat berwirausaha bagi mahasiswa jurusan Pendidikan Ilmu Pengetahuan Sosial Universitas Islam Negeri Maulana Malik Ibrahim Malang*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Kong, F., Zhao, L., & Tsai, C.-H. (2020). The relationship between entrepreneurial intention and action: the effects of fear of failure and role model. *Frontiers in Psychology*, 11, 229. <https://doi.org/doi.org/10.3389/fpsyg.2020.00229>
- Liu, F., Ma, J., & Li, R. (2019). Which role model is more effective in entrepreneurship education? An investigation of storytelling on individual's entrepreneurial intention. *Frontiers in psychology*, 10, 837.
- Marta, M. S., Kurniasari, D., & Kurniasari, D. (2019). Interaksi Dukungan Sosial pada Hubungan Pendidikan Wirausaha, Efikasi Diri dan Minat Berwirausaha. *Benefit: Jurnal Manajemen dan Bisnis*, 4(1), 16–26.
- Molina-Sánchez, R., & García, P. H. (2020). Study of competences required for entrepreneurship and social innovation: comparative case of different mexican universities. In *Handbook of Research on Increasing the Competitiveness of SMEs* (hal. 493–515). IGI Global.
- Porter, C., & Serra, D. (2020). Gender differences in the choice of major: The importance of female role models. *American Economic Journal: Applied Economics*, 12(3), 226–254.

- Poulopoulos, V., Vassilakis, C., Antoniou, A., Lepouras, G., Theodoropoulos, A., & Wallace, M. (2018). The Personality of the Influencers, the Characteristics of Qualitative Discussions and Their Analysis for Recommendations to Cultural Institutions. *Heritage*, 1(2), 239–253.
- Putra, D. A. (2021, April 17). Jumlah wirausaha Indonesia jauh di bawah Malaysia dan Thailand. *Merdeka.com*. <https://www.merdeka.com/uang/jumlah-wirausaha-indonesia-jauh-di-bawah-malaysia-dan-thailand.html>
- Setyanti, S. W. L. H., Pradana, E. C., & Sudarsih, S. (2021). *Pengaruh Pendidikan Kewirausahaan, Efikasi Diri Berwirausaha dan Faktor Lingkungan terhadap Minat Berwirausaha Mahasiswa Perguruan Tinggi Islam di Jember*.
- Sulistiyowati, M., & Widyastuti, I. (2017). Model Konseptual Faktor Yang Mempengaruhi Keputusan Berwirausaha (Pendekatan Role Model Theory). *ProBank*, 2(1), 25–38.
- Suryana, Y., & Bayu, K. (2015). *Kewirausahaan: pendekatan karakteristik wirausahawan sukses*. Jakarta: Prenadamedia Group.
- Wathanakom, N., Khlaisang, J., & Songkram, N. (2020). The study of the causal relationship between innovativeness and entrepreneurial intention among undergraduate students. *Journal of Innovation and Entrepreneurship*, 9(1), 1–13.
- Yulia, A. (2018). *Analisis Hubungan Kemampuan Pemecahan*. Jakarta: Ghalia Indonesia.
- Yuliati, L. I. A., & Anwar, S. (2021). PENGARUH EFIKASI DIRI DAN PENDIDIKAN KEWIRAUSAHAAN TERHADAP MINAT BERWIRAUSAHA MAHASISWA. *Pekobis: Jurnal Pendidikan, Ekonomi, dan Bisnis*, 5(2), 69–75.