

THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION AND SELF-EFFICACY ON STUDENTS' ENTREPRENEURSHIP INTENTION AT SMKN 51 JAKARTA

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Abstract

This study aims to determine whether there is an influence between entrepreneurship education and self-efficacy on entrepreneurial intentions in class XI students of SMKN 51 Jakarta by using quantitative methods and distributing questionnaires to respondents. The sampling technique in this study used proportional random sampling and the slovin formula in determining the sample to be used. So it was found that the number of respondents in this study was 149 students. The instrument used in this study uses a Likert scale of 5 using SmartPLS 4 software in data processing. The results of this study indicate that the entrepreneurship education construct has a p-value of 0.000 which is lower than 0.05 and a t-statistics value of 5.065 which is greater than 1.96. The self-efficacy construct has a p-value of 0.015 which is lower than 0.05 and a t-statistics value of 2.431 which is greater than 1.96. The entrepreneurship education variable has an f-square value of 0.191, while the self-efficacy variable has an f-square value of 0.054. Based on the results of this analysis, it can be concluded that the variables of entrepreneurship education and self-efficacy have a positive and significant influence on the entrepreneurial intention variable

Keywords: entrepreneurship education, self-efficacy, entrepreneurial intention.

Introduction

Indonesia is one of the countries with the 4th largest population in the world. Even though it has abundant natural wealth and resources, this does not have a direct impact on the welfare of its population, especially in terms of unemployment and employment. Unemployment in Indonesia itself arises from the minimum number of jobs provided by the government due to the increasing number of people so that they cannot be selected properly (Suhandi et al., 2020). Through these conditions it can be said that the problem of unemployment is quite common in Indonesia because of the inequality between the available workforce and the large population in Indonesia.

Unemployment itself can be caused by a gap between the number of jobs and the workforce demanded by a company (Syairozi & Susanti, 2018). The government as the foundation of citizens is certainly expected to be able to find a way out of this problem because the lower the unemployment rate in Indonesia, the lower the crime rate in Indonesia. The crime rate is influenced by various factors such as the large number of unemployed, cases of domestic violence, embezzlement and fraud, and cases of drug abuse (Handayani et al., 2019). Based on data from the Central Statistics Agency (BPS), until now the unemployment rate by level of education is still high and is dominated by SMK graduates. SMK as one of the schools that focuses on preparing students for the world of work is expected to have special treatment for their students.

Becoming an entrepreneur is an effective step in reducing the unemployment rate because it will absorb various workers in a particular field (Ardiani & Putra, 2020). Schools are expected to be able to provide knowledge about entrepreneurship so that later if students are not accepted to work in certain companies they can switch professions to become entrepreneurs. Entrepreneurship itself can be interpreted as someone who has personality, behavior, encouragement from within, and independent character in various business fields that have benefits for themselves and others (Anna et al., 2019).

Indonesia is one of the developing countries in mainland Asia. Until now, the progress of a country is measured by the number of entrepreneurs in the country. A country should ideally have a minimum number of entrepreneurs of 4% of the total population according to world bank standards and Indonesia itself only has a total of 1.56% of the total population (Budi & Fensi, 2018). Based on these data it can be concluded that the number of entrepreneurs in Indonesia can be said to be still minimal and have not met the standards that have been set.

The results of a survey conducted by researchers on 80 students at SMKN 51 Jakarta show that career choices as entrepreneurs after completing their education at school are still low. The average student chooses to depend on their fate by hoping for a job after graduating from school. Others want to focus on continuing their education in college. The low entrepreneurial intention in Indonesia is certainly a common focus, especially for the younger generation. Problems like this certainly must be considered by schools, especially Vocational Schools in order to increase students' intentions to start a business when they have completed their education at Vocational Schools

Entrepreneurial intention can be interpreted as a person's willingness or desire to carry out entrepreneurial activities independently and seriously (Vernia, 2018). Entrepreneurial intention or intention is one of the important foundations when wanting to run a business. Entrepreneurial intention is said to be important because when someone has entrepreneurial intentions, he will always believe that every work done has meaning, persistence in solving a problem, and can have experience in business success and failure (Hafizhah et al., 2019).

Entrepreneurial intention can be formed from the process of learning activities. Scholars agree that learning entrepreneurship influences an individual's future intention to start a business (Zhang et al., 2019). Entrepreneurship education is an important part of teaching and learning activities in schools. There needs to be an educational process for entrepreneurship so that later the concept of entrepreneurship education emerges, besides that studies on entrepreneurship education are mostly based on understanding the concepts of entrepreneurship and learning (Deveci & Seikkula-Leino, 2018). Entrepreneurship education does not necessarily rely on theory alone but there must be practice that can improve learning activities.

In the case of providing entrepreneurship material at educational institutions, researchers found one of the SMK schools in Jakarta, namely SMKN 51 Jakarta, which provided material on entrepreneurship in the subject of creative products and entrepreneurship (PKK). In this lesson apart from being presented with material about entrepreneurship, students are also given the opportunity to create an innovative product that has economic value for students. All of these activities are a good step and it is hoped that through the provision of entrepreneurial material to these students the intention or intention to become an entrepreneur can emerge. The research conducted on class XI students at Mitra Bakti Husada Vocational School, Bekasi City, aims to determine the factors that influence entrepreneurial intentions. The results of this study indicate that entrepreneurship education is one of the factors that is quite influential in growing students' intentions (Vernia, 2018).

In addition to providing material about entrepreneurship, there is one characteristic that is important for someone, especially students, when they want to do entrepreneurship, namely self-efficacy. Self-efficacy is the most important part in starting entrepreneurial activities. This happens when a person has self-efficacy so that person will survive from the activities carried out (Kurnia et al., 2018). Students who have self-efficacy will certainly always be sure and optimistic that all kinds of efforts that will be carried out will go well and according to plan. Teachers as parents at school are expected to be able to provide a kind of stimulus to students so that they are always confident and optimistic in a business.

Self-efficacy and entrepreneurial intentions are likened to plants and the sun, which means they are attached to one another. Individuals who have higher self-efficacy in the early stages of their career will have high entrepreneurial intentions and will be involved in entrepreneurial tasks (Udayanan, 2019). When someone believes that he can run his business well, then later there will be some kind of intention or intention to start a business.

The results of a survey conducted by researchers on 80 students at SMKN 51 Jakarta show that self-efficacy is an important factor when someone wants to start a business. This is evidenced by 98.8% of students coming from institutional financial accounting majors, office management and business services, broadcasting and film arts, visual communication design, and marketing majors choosing a positive response to the questions given by researchers.

Based on the background described above, it can be concluded that the level of entrepreneurial intention in the younger generation, especially vocational students, is still low. The purpose of this study was to determine whether there is an influence between entrepreneurship education and self-efficacy on entrepreneurial intentions.

Literature Review

In research conducted by Bian et al (2021) studies on Chinese students who are active in entrepreneurship in the provinces of Beijing, Tianjin, Jiangsu, Zhejiang, Shanghai, and

Guangdong. This study used the regression analysis method which stated that the regression coefficient for entrepreneurship education was 0.087. It can be concluded that there is a significant influence between entrepreneurship education and entrepreneurial intentions. In line with this, Liu et al (2022) also conducted research to determine the effect of entrepreneurship education on entrepreneurial intentions in Tianjin students with a total of 326 respondents. The results of research conducted using the hierarchical regression analysis method stated that the entrepreneurship education variable had a positive influence on the entrepreneurial intention variable with a P value <0.01.

Cera et al (2020) in the results of research conducted in southern European countries using covariance analysis, it was found that entrepreneurship education has an effect on entrepreneurial intentions, which means that individuals with insight into entrepreneurship education reflect a higher intention to start a business. Similar to the results obtained by Devi and Hadi (2018) with a study of 6th semester students majoring in economic education at STKIP PGRI Tulungagung, the hypothesis results obtained showed that the variable influence of entrepreneurship education on entrepreneurial intentions.

Meanwhile, in a study conducted by Li et al (2021) on 334 respondents who were students of the Pearl River Delta in China. The findings in this study indicate that there is no influence between entrepreneurship education and entrepreneurial intentions.

In research conducted by Saraih et al (2018), a study on engineering students at public universities in Malaysia. This study used the regression analysis technique to obtain the result that $P < 0.01$, so that it can be declared as an entrepreneur. Similar to what was found by Garaika and Margahana (2019) in their research on 200 participants using the SEM method, they found that self-efficacy had a positive effect on entrepreneurial intentions with a probability value of 0.033.

Retnowati and Putra (2021) conducted research on 50 participants from four universities in Surabaya. After testing the correlation between self-efficacy and entrepreneurial intentions, it was found that self-efficacy has a positive effect on entrepreneurial intentions. Then Saragih (2022) in his research on 40 students using structured regression analysis produced a positive coefficient value of 0.640 with a sig value of 0.00. This shows that there is a positive and significant influence between self-efficacy and entrepreneurial intentions.

Djohan's research (2021) took a sample of 69 participants from PSAK 2 Christian High School students. According to the findings of this study, self-efficacy has a positive and significant influence on entrepreneurial intentions, this is evidenced by the regression coefficient value of 0.290 which indicates that the high self-efficacy of each individual means that the individual's entrepreneurial intentions will also increase. Furthermore, research conducted by Sudarwati et al (2022) where students of economics education at STKIP PGRI Jombang are the selected population. The results of this study indicate that there is a significant influence between self-efficacy and entrepreneurial intentions, this is proven after using multivariable correlational analysis techniques with $P = 0.000 < 0.05$.

Methodology

The method in this research is to use quantitative methods. Quantitative research is research that refers to total values and benchmarks and discusses studies and generalizes them as validity or empirical facts in general (Firmansyah et al., 2021). In this study, researchers used primary data obtained from respondents through questionnaires that were distributed directly. Primary data can be interpreted as data obtained through two approaches, such as visiting the research location directly and providing questions

previously provided by the researcher (Rangkuti et al., 2018).

Participants and Setting

In this study the population used was all research subjects who were used as sources of information and had special characteristics in research. The population in this study is class XI at SMKN 51 Jakarta for the 2022/2023 academic year. The students were chosen on the basis of convenience sampling procedure. The sampling technique that will be used by researchers is proportional random sampling. researchers used the slovin method with an error rate of 5% and a confidence level of 95%. After using the slovin formula found the number of respondents in this study amounted to 149 respondents. The following is an analysis of the respondent's profile that has been collected.

Table 1. *respondent information based on gender*

Gender	Total	Percentage
Man	30	20.1 %
Woman	119	79.9 %

Table 2. *respondent information by major*

Major	Total	Percentage
Office Management and Business Services	44	29.5 %
Broadcasting and Film Arts	42	28.2 %
Institutional Financial Accounting	22	14.8 %
Marketing	21	14.1 %
Visual communication design	20	13.4 %

Instrumentation

In this study, researchers used primary data obtained from respondents through questionnaires that were distributed directly. In distributing questionnaires or questionnaires, researchers use the Google form as a research tool. The questionnaire is defined as a method of collecting data by using a form containing the researcher's questions addressed to the respondent and the results of filling out the form will be further analyzed by the researcher (Cahyo et al., 2019). In measuring the questionnaire, researchers used the Likert scale model. This model consists of five criteria which will be described in the following table:

Table 3. Likert Scale

Alternative Answers	Positive Statement	Negative Statement
Strongly agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly disagree	1	5

Results

Measurement Model Evaluation Results (Outer Model)

In this measurement model there are several tests that must be carried out such as convergent validity, HTMT Discriminant Validity, Fornell Larcker's Discriminant and Discriminant validity of Cross Loading. Below is the result of the test

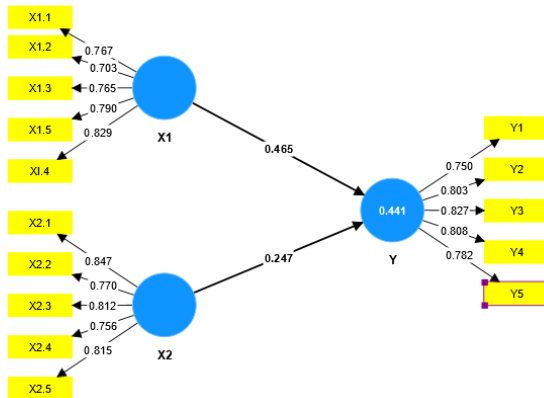


Figure 1. Outer Loading Results After Calculation

Table 4. Outer Loading Results After Calculation

	X1	X2	Y
X1.1	0.767		
X1.2	0.703		
X1.3	0.765		
X1.4	0.829		
X1.5	0.790		
X2.1		0.847	
X2.2		0.770	

X2.3	0.812
X2.4	0.756
X2.5	0.815
Y1	0.750
Y2	0.803
Y3	0.827
Y4	0.808
Y5	0.782

after calculating using the SEM PLS 4 application, it can be seen that the indicator of self-efficacy variable X1.1 namely controlling emotions has a loading factor value of 0.780, X1.2 namely optimism has a loading factor value of 0.761, X1.3 namely responsibility has a loading value factor of 0.730, X1.4, namely the ability to solve problems, has a loading factor value of 0.788. This shows that all indicators of self-efficacy variables meet convergent validity standards.

Furthermore, the variable soft skills and work readiness variables each have two indicators that meet the standard of convergent validity, namely X2.2, namely cooperation of 0.993 and X2.4, namely adaptation of 0.994, and Y1, namely self-view of 0.883 and Y6, namely adaptation and Cooperation of 0.786. These results indicate that the variables of self-efficacy, soft skills, and work readiness all have a loading factor value above 0.7 so that convergently it is said to be valid.

Table 5 HTMT Discriminant Validity Results

	X1	X2	Y
X1			
X2	0.103		
Y	0.411	0.223	

After testing using the PLS SEM method, it can be seen that the HTMT values of X1 and X2 are 0.103, X1 and Y are 0.411, and X2 with Y are 0.223. The requirement for a valid HTMT discriminant validity calculation is to have a value > 0.9, so it can be concluded that the table above has valid results because it has a value > 0.9.

Table 6. Fornell Larcker's Discriminant Validity Results

	X1	X2	Y
X1	0.772		
X2	0.711	0.801	

Y	0.641	0.578	0.794
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After testing using the PLS SEM method, it can be seen that the AVE root value between the variables entrepreneurship education (X1) and entrepreneurship education (X1) is 0.772, which means it is greater than the correlation value of the entrepreneurship education variable (X1) and self-efficacy (X2) of 0.711 , and greater than the variable correlation value between the variables of entrepreneurship education (X1) and entrepreneurial intentions (Y). Furthermore, the AVE root value between the variables self-efficacy (X2) and self-efficacy (X2) is 0.801, which means it is greater than the correlation value of the variable self-efficacy (X2) and entrepreneurial intention (Y) of 0.578. From the results of the Fornell Larcker discriminant validity testing, it shows that all the AVE root values of the variables are greater than the correlation values between variables. It can be concluded that the results of the Fornell Larcker discriminant validity testing are valid.

Table 7. Results of Discriminant validity of Cross Loading

	X1	X2	Y
X1.1	0.767	0.546	0.495
X1.2	0.703	0.601	0.400
X1.3	0.765	0.589	0.432
X1.4	0.829	0.563	0.617
X1.5	0.790	0.469	0.486
X2.1	0.612	0.847	0.409
X2.2	0.595	0.770	0.616
X2.3	0.546	0.812	0.457
X2.4	0.507	0.756	0.350
X2.5	0.555	0.815	0.371
Y1	0.615	0.508	0.750
Y2	0.451	0.367	0.803
Y3	0.486	0.421	0.827
Y4	0.562	0.545	0.808
Y5	0.352	0.399	0.782

After testing using the PLS SEM method, it can be seen that the value of the relationship or correlation between X1 and X1.1 is 0.767 greater than the correlation value between X2 and X1.1 of 0.546, and greater than the correlation value between Y and X1.1 of 0.495 . Likewise with the values between X1 and X1.2, X1 and X1.3, X1 and X1.3, and X1 and X1.4 which show that all of these correlation values are greater than the values of the variables measured.

Furthermore, the value of the relationship or correlation between X2 and X2.1 is 0.847 greater than the correlation value between X2 and X2.1 of 0.612, and is greater than the correlation value between Y and X2.1 of 0.409. Likewise with the values between X2 and X2.2, X2 and X2.3, X2 and X2.3, and X2 and X2.4 which show that all of these correlation values are greater than the values of the variables measured.

And finally, the value of the relationship or correlation between Y and Y.1 is 0.750, which is greater than the correlation value between X1 and Y1 of 0.615, and is greater than the correlation value between X2 and Y1 of 0.508. Likewise with the values between Y and Y2, Y and Y3, Y and Y4, and Y and Y5 which show that all of these correlation values are greater than the values of the variables measured.

Table 8. Construct Reliability and Validity Results

Variabel	Cronbach's alpha	Composite reliability	(AVE)
X1	0.831	0.847	0.596
X2	0.863	0.886	0.641
Y	0.855	0.864	0.631

A variable can be said to be reliable if it has two conditions, such as having a composite reliability value of more than 0.7 and an AVE value of more than 0.5. After testing using the SmartPLS software, it was found that the entrepreneurship education variable (X1) had a composite reliability value of 0.847 and an AVE value of 0.596, which means that the entrepreneurship education variable fulfilled the reliable requirements. The self-efficacy variable (X2) has a composite reliability value of 0.886 and an AVE value of 0.641, which means that the self-efficacy variable fulfills the reliable requirements. Furthermore, the entrepreneurial intention variable (Y) has a composite reliability value of 0.864 and an AVE value of 0.631 so it can be concluded that the entrepreneurial intention variable fulfills the reliable requirements.

Evaluation of the Structural Model (Inner Model)

In this measurement model there are several tests that must be carried out such as f-square and r-square. Below is the result of the test.

Table 9. *F-Square Test Results*

	X1	X2	Y
X1			0.191
X2			0.054
Y			

After conducting the F-Square test using SmartPLS software, the F-Square value of the entrepreneurship education variable (X1) on the entrepreneurial intention variable (Y) is 0.191 and the self-efficacy variable (X2) on entrepreneurial intentions (Y) is 0.054. These results indicate that the entrepreneurship education variable (X1) has a moderate or moderate effect on the entrepreneurial intention variable (Y). Meanwhile, self-efficacy variable (X2) has a low influence on entrepreneurial intention variable (Y).

Table 10. *R-Square Test Results*

	<i>R-square</i>	<i>R-square adjusted</i>
Y	0.441	0.433

After testing using the SmartPLS software, it can be seen that the R-Square value in this study is 0.441. These results explain that the variables of entrepreneurship education (X1) and self-efficacy (X2) of 44.1% have an effect on the variable of entrepreneurial intention (Y) of 43.3%. As for the rest, it is influenced by variables other than the variables used in this study. From these data it shows that the independent variables, namely entrepreneurship education (X1) and self-efficacy (X2) have a moderate effect on the dependent variable, namely entrepreneurial intention (Y).

Hypothesis testing

In this study, the SmartPLS software was used as a tool to test the hypotheses proposed using bootstrapping. In testing the hypothesis using bootstrapping, several things need to be considered, such as t-statistic values, p-values, to the significance values between constructs. Below is the result of testing the hypothesis with bootstrapping calculations.

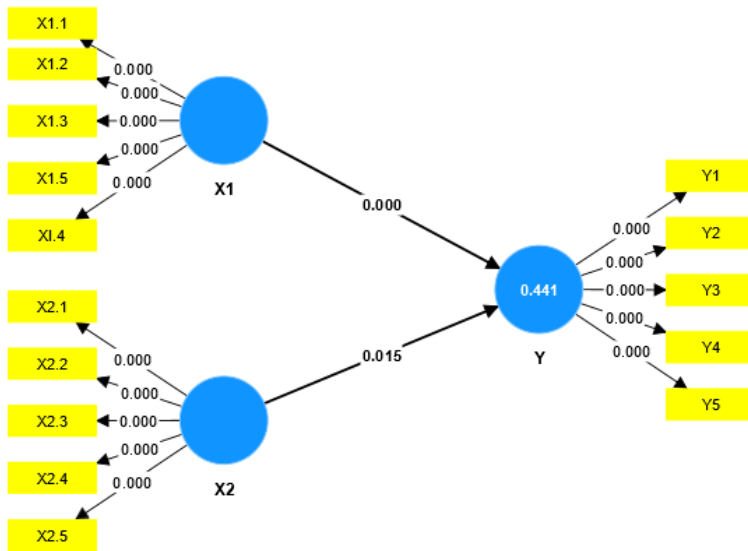


Figure 2. Graphical Output Bootstrapping

Table 11. Hypothesis Test Results Using Bootstrapping

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values
X1 -> Y	0.465	0.472	0.092	5.065	0.000
X2 -> Y	0.247	0.249	0.102	2.431	0.015

After testing the hypothesis using bootstrapping in Figure 2. and Table 11. above, it can be concluded that:

- H1: After testing the hypothesis using bootstrapping, the entrepreneurship education construct has a p-value of 0.000 which is smaller than 0.05. This shows that the entrepreneurship education variable (X1) has an influence on the entrepreneurial intention variable (Y). In addition to the results of the t-statistics for this hypothesis, 5.065 is greater than 1.96. This shows that the entrepreneurship education variable (X1) has a significant influence on the entrepreneurial intention variable (Y).
- H2: After testing the hypothesis using bootstrapping, the self-efficacy construct has a p-value of 0.015 which is smaller than 0.05. This shows that the self-efficacy variable (X2) has an influence on the entrepreneurial intention variable (Y). In addition to the results of the t-statistics of this hypothesis, 2.431 is greater than 1.96. This shows that the self-efficacy variable (X2) has a significant influence on the entrepreneurial intention variable (Y). To deal with the second research question, three major language functions including directive, expressive, and referential language functions were employed to categorize the interactions through comments and test to see if there were differences between the participants in synchronous and asynchronous groups. Directive interpretation included those that provided a suggestion, direction, or posed a question. Expressive comments conveyed the feedback provider's feelings about a specific point in the text.

Referential comments were those comments that provided feedback receiver with some information.

Discussion

In this study, after conducting descriptive analysis, it can be found that the majority of student assessments as respondents in this study on the variable entrepreneurship education fall into the criteria of agreeing. Furthermore, after testing using the SmartPLS software, it was found that the loading factor values of each indicator of entrepreneurship education were X1.1 for 0.767, X1.2 for 0.703, X1.3 for 0.765, X1.4 for 0.829, and X1.5 for 0.790. All loading factor values resulting from each indicator show a value of > 0.7 , which means that the entrepreneurship education variable meets convergent validity standards.

Furthermore, after conducting a reliability test to determine whether the variables studied were reliable, it was found that the entrepreneurship education variable (X1) had a composite reliability value of 0.847 and an AVE value of 0.596. These results can be concluded that the entrepreneurship education variable is reliable because it has a composite reliability value of more than 0.7 and an AVE value of more than 0.5

Based on some of the test results above, it is in line with several previous studies. Like the research that has been done by Cera et al (2020). In this study, the covariance analysis method (ANCOVA) was used which was aimed at southern European countries. The results of this study show that entrepreneurship education has an effect on entrepreneurial intentions, which means that individuals with insight into entrepreneurship education reflect a higher intention to start a business. The findings of this study offer insights for government officials and top leaders who are in higher education institutions who are responsible for developing curricula and policies. Several aims to motivate university graduates to become entrepreneurs after graduating or completing a study program.

This research is in line with research conducted by Bian et al (2021). After using the regression analysis method in this study, it can be found that the value of the regression coefficient of entrepreneurship education is 0.087. In addition, the value of the estimated coefficient of entrepreneurship education is positive and statistically significant with a $p < 0.01$. It can be concluded that there is a significant influence between entrepreneurship education and entrepreneurial intentions.

The results of this study were also strengthened by research conducted by Liu et al (2022). This research was conducted on Tianjin Chinese students with a total of 326 respondents. The results of research conducted using the hierarchical regression analysis method stated that the entrepreneurship education variable had a positive influence on the entrepreneurial intention variable with a P value < 0.0 . From these results it can be concluded that entrepreneurship education is an important factor when someone wants to start a business.

Based on some of the analysis that has been done by inserting several supporting theories for this research and reviewing some of the research that has been done before, it can be concluded that entrepreneurship education as an independent variable has a positive and significant influence on the dependent variable, namely entrepreneurial intentions in students of SMKN 51 Jakarta . This shows that the hypothesis in this study is accepted.

Furthermore, it can be seen that the majority of students' assessments as respondents in this study on self-efficacy education variables belong to the criteria of strongly agree. Furthermore, after testing using the SmartPLS software, it was found that the loading factor values of each self-efficacy indicator were X2.1 of 0.847, X2.2 of 0.770, X2.3 of 0.812, X2.4 of 0.756, and X1.5 of 0.815. All loading factor values generated from each indicator show a value of > 0.7 , which means that the self-efficacy variable meets the convergent validity standard.

Furthermore, after conducting a reliability test to determine whether the variables studied were reliable, it was found that the self-efficacy variable (X2) had a composite reliability value of 0.886 and an AVE value of 0.641. These results can be concluded that the self-efficacy variable is reliable because it has a composite reliability value of more than 0.7 and an AVE value of more than 0.5

Based on some of the test results above, it is in line with several previous studies. As research has been conducted by Saraih et al (2018). This research was conducted on engineering students at state universities (PHEI) in Malaysia using a quantitative method using a questionnaire as an instrument. The results of this study after using the regression analysis technique showed that the value of $P < 0.01$, so that it can be stated that entrepreneurship education has a positive effect on entrepreneurial intentions. This finding further strengthens Bandura's social learning theory which states that self-efficacy can influence entrepreneurial intentions among engineering students in public institutions. As a result, public institutions may emphasize strategies to increase the level of self-efficacy among students to increase the level of entrepreneurial intention.

This research is in line with research conducted by Retnowati and Putra (2021). The research was conducted on 50 participants from four tertiary institutions in Surabaya using correlation analysis and SPSS 26 software. The results of this study indicate that the self-efficacy variable has a positive effect on the entrepreneurial intention variable. These results support the researchers' second hypothesis regarding the existence of a positive influence between self-efficacy and entrepreneurial intentions in students of SMKN 51 Jakarta.

The results of this study were also strengthened by research conducted by Garaika and Margahana (2019). This study used 200 young entrepreneurs who were aged 20-30 years and had just started a business venture. The results of the study using SEM and standard regression weights show that the entrepreneurial intention model is accepted. In addition, in this study, self-efficacy influences entrepreneurial intentions. Based on these results it can be concluded that when a person has high self-efficacy, then one's intention or intention to start an entrepreneur will be high.

Based on some of the analysis that has been done by inserting several supporting theories for this research and reviewing some of the research that has been done before, it can be concluded that entrepreneurship education as an independent variable has a positive and significant influence on the dependent variable, namely entrepreneurial intentions in students of SMKN 51 Jakarta . This shows that the hypothesis in this study is accepted.

Conclusion

Becoming an entrepreneur is one of the solutions to the problem of unemployment in Indonesia because with entrepreneurship, more and more jobs are emerging. The cultivation of entrepreneurial character should be given while in school so that later graduates can get various kinds of competence, character, and the intention to start a business. This research was conducted on 149 class XI students at SMKN 51 Jakarta from the department of institutional financial accounting, office management and business services, broadcasting and film arts, visual communication design, and marketing majors. This study uses SmartPLS 4 software to process research data. After conducting research analysis, researchers can conclude several things as follows:

1. Entrepreneurship education has a positive and significant effect on the entrepreneurial intention of class XI students at SMKN 51 Jakarta. This can be concluded that the need for education or knowledge about entrepreneurship so that later individual entrepreneurial intentions can arise.
2. Self-efficacy has a positive and significant effect on entrepreneurial intentions of class

XI students at SMKN 51 Jakarta. It can be concluded that when a person has good self-efficacy or believes that he can run his business well, then later there will be some kind of intention or intention to start a business.

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