

# Analysis of Factors Influencing Studentpreneur Behavior Among Vocational High School Students

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**Abstract**—This research aims to determine the factors that influence the formation of studentpreneur behavior. The research was conducted using a quantitative approach and analyzed using the Smart PLS 4.0 program. The population in this study were Vocational High School Students from 3 schools in North Jakarta, namely SMKN 12 Jakarta, SMK 49 Jakarta, and SMK Walang Jaya with a total sample of 136 students. Data was obtained using a questionnaire with 33 closed statements using a likert scale with 5 alternative answers. The test results show that there is a direct significant influence of entrepreneurship education ( $p = 0.015$ ), social support ( $p = 0.003$ ), and self-efficacy ( $p = 0.000$ ) on studentpreneur behavior. In addition, there is a direct significant effect of entrepreneurship education ( $p = 0.001$ ) and social support ( $p = 0.000$ ) on self-efficacy. Furthermore, it was found that self-efficacy has a significant mediating role in the influence of entrepreneurship education on studentpreneur behavior ( $p = 0.024$ ) and also in the influence of social support on studentpreneur behavior ( $p = 0.002$ ).

**Keywords:** Studentpreneur Behavior; Entrepreneurship Education; Social Support; Self-Efficacy

## 1. INTRODUCTION

The development of entrepreneurship is currently very important because it is the key to economic development (Selvan & Vivek, 2020). Entrepreneurship is able to encourage economic development through innovation carried out by entrepreneurs (Sugiarto, 2021). Seeing this reality, entrepreneurship development has received serious attention among stakeholders and economists as an economic development strategy (Chavda, 2022). Economists argue that the resilience of a country economy can be seen from the ratio of entrepreneurs to population (Yohana et al., 2021). On average, developed countries that have stable economies now have an entrepreneurial ratio of 10% - 12% of their population (Dihni, 2023). The Secretariat General of the MPR RI said that to become a developed country, Indonesia must have an entrepreneurial ratio of at least 4% of the population. The Indonesian Ministry of Industry recorded that the entrepreneurial ratio in Indonesia was 3.47% of the total population of Indonesia. This figure is still below Singapore (8.76%), Malaysia (4.74%), and Thailand (4.26%) (Sutrisno, 2022). In the 2019 GEI report, Indonesia was ranked 75th out of 137 countries with a score of 26 (Ács et al., 2019). Thus, it can be said that the level of entrepreneurship in Indonesia is still low. To catch up with the number of entrepreneurs in Indonesia, the government is targeting national entrepreneurs to reach 3.95% of the total population and rank 60th in the GEI in 2024 (Alatas, 2022).

The government continues to encourage the younger generation to become entrepreneurs through educational institutions. One of them is vocational education at the Vocational High School. Education at the vocational school level has different characteristics when compared to other secondary education institutions. The Indonesian Ministry of Education, Culture, Research and Technology stated that the Vocational School education system focuses on producing graduates who are ready to enter the world of work, either working in companies or working independently as entrepreneurs. However, currently vocational school graduates are the highest contributor to unemployment rates in Indonesia with an open unemployment rate of 9.42. Problems that occur at the vocational school level are triggered by the inability of schools to provide platforms (Nurfauzi et al., 2020) and effective programs to increase student participation in entrepreneurial activities. Apart from entrepreneurship subjects, entrepreneurship activities in schools can include entrepreneurship competitions, extracurriculars, competency practices, and other activities (Cui et al., 2021). Apart from that, there are many personal challenges that students face in becoming entrepreneurs, such as lack of technical skills, training, inadequate infrastructure, and inadequate supporting systems. Considering the many challenges faced in entrepreneurship, it is not surprising that many students have difficulty becoming entrepreneurs (Li et al., 2020).

Training students to become entrepreneurs during school is an effective way for students to consider starting a career as an entrepreneur after they graduate. Those who have direct business experience can have the potential to become skilled entrepreneurs in the future and can help educational institutions produce high-quality graduates and reduce the country's unemployment rate (Mohamad, 2023). Students who not only act as students but also carry out entrepreneurial activities are called studentpreneur (Yoehono et al., 2018). Studentpreneur can be formed by several factors, the first of which is entrepreneurship education. A studentpreneur needs to be provided with sufficient material to carry out his entrepreneurial activities effectively. Entrepreneurship education can provide a theoretical foundation about entrepreneurship so as to shape students' thinking patterns and behavior (Brammantio et al., 2023). The second factor is social support. In entrepreneurial activities, students need to get support from friends, family and school which will of course influence their entrepreneurial results. This support can be emotional, actual, financial, moral and social (Ilevbare et al., 2022). Collaboration between studentpreneurs can help someone to identify current trends and increase anticipation

through the personal experiences they share (Fauchald et al., 2022). The third factor is self-efficacy. Self-efficacy is something that studentpreneur must have to achieve success in entrepreneurship. Individuals who have a high level of self-efficacy are defined as having strong confidence in their abilities. These beliefs reflect how individuals make decisions, think and behave so that these beliefs are the key to the success of entrepreneurial activities (Caliendo et al., 2023).

Ideal entrepreneurial behavior will be developed by students through activities such as maintaining a business incubator, making products that have selling value, and exploring their own potential. These activities include displaying products, counting and checking product stock, calculating sales results, and marketing products both offline and online (Amelia et al., 2021). Experience as a studentpreneur helps students develop new skills that can be applied to face challenges in the world of work. Having skills such as communication, creativity, teamwork, critical thinking, problem solving, self-direction, management, leadership, and flexibility provides benefits for all students in determining the right choice for their career (Edokpolor, 2020).

Based on the Theory of Planned Behavior (TPB) developed by Icek Ajzen, human behavior is influenced by attitudes, subjective norms and perceived behavioral control. On the other hand, there is the Social Cognitive Career Theory (SCCT) developed by Robert D. Lent, Steven D. Brown, and Gail. According to SCCT, people with high levels of self-confidence tend to be interested in, choose, and perform better in activities that they find interesting. The results will be better if individuals have the necessary skills and social support. Research conducted by Schimperna et al. (2022) and Passavanti et al. (2023) focuses on the support of educational institutions and entrepreneurship education in forming studentpreneurs. This research has identified from several literature the main drivers that can develop and create student's entrepreneurial ideas, namely, entrepreneurship education, entrepreneurial atmosphere, learning programs, and supporting structures and processes. Apart from that, there are other factors highlighted as forming studentpreneur, namely the role of family, self-efficacy and environmental characteristics.

Based on research conducted by Dharmanegara et al. (2022) entrepreneurship education and self-efficacy each have a significant positive effect on entrepreneurial behavior. Then, self-efficacy can mediate the influence of entrepreneurship education on students' entrepreneurial behavior. Meanwhile, in Prabawati (2019) research, entrepreneurship education did not have a significant influence on students entrepreneurial behavior. In research by Büber & Erkutlu (2021), social support and self-efficacy each have a positive and significant influence on entrepreneurial performance. Furthermore, self-efficacy has a mediating effect between social support and entrepreneurial performance. The results of research conducted by Ip et al. (2022) shows that self-efficacy does not have a positive effect on entrepreneurial behavior in China, but has a positive effect on entrepreneurial behavior in Taiwan.

Studentpreneur are a relatively new phenomenon. Therefore, entrepreneurship research specifically focusing on students has not been widely conducted. his study aims to analyze the factors shaping studentpreneur behavior among Vocational High School students. The research aims to provide in-depth insights into key factors influencing students' involvement in entrepreneurship. The results of this study are expected to be utilized as input for schools to pay attention to indicators that drive student engagement in entrepreneurial activities, thereby continuously improving the quality of studentpreneur. The findings are anticipated to be used as an evaluation resource for policymakers, especially the Ministry of Education, Culture, Research, and Technology, in the revitalization of curricula and the development of entrepreneurship programs in Vocational High Schools. This effort is intended to enhance the self-reliance of Vocational High School graduates, contributing to a reduction in the country's unemployment rate.

## **2. RESEARCH METHODS**

### **2.1 Literature Review**

#### **2.1.1 Studentpreneur Behavior**

Every action, whether physical or mental, used to maintain a certain condition or change it to another, is referred to as behavior. Tony Wijaya (2008) defines entrepreneurial behavior as actions related to decisions made by an entrepreneur and planning for business development in the future. Entrepreneurial behavior is the ideal conduct that an entrepreneur should engage in when running their business. Entrepreneurial behavior is defined as the type of behavior resulting from the interaction between entrepreneurial actors and stimuli arising from the entrepreneurial role (Iskandar & Mulyati, 2018). Studentpreneur behavior can be defined as the activities or actions of students related to their decisions in running a business. Studentpreneur behavior involves various activities such as idea development and planning in running their own business. Studentpreneur behavior can be measured by indicators of innovative initiative, desire to achieve, and courage to take risks (Amir et al., 2018; Ntow et al., 2023; Suryana, 2006).

#### **2.1.2 Entrepreneurship Education**

Entrepreneurship education is believed to equip learners with an understanding of entrepreneurial principles, educating and motivating them to engage in entrepreneurial activities in the future (Mani, 2015). Entrepreneurship education focuses on delivering the knowledge needed to design and advance a business (Haddad et al., 2021). Not limited to establishing businesses alone, entrepreneurship education can cultivate students interests and prepare them for various types of employment (Killingberg et al., 2021). Entrepreneurship education encompasses various types of training and education

intended to enhance an individual's awareness, behavior, values, and desire for the idea of independent business as a viable career in society (Hasan, 2020). Entrepreneurship education is a collection of attitudes, mentalities, qualities, and skills that need to be taught gradually. To achieve success as an entrepreneur, one must possess outstanding character (Hidayat et al., 2021). Measuring entrepreneurship education can be done by looking at indicators of awareness of business opportunities, knowledge of preparing entrepreneurial plans, generating business ideas, and developing business management skills (Astiana et al., 2022; Handayati et al., 2020; Kusmintarti et al., 2017; Pricilia et al., 2021).

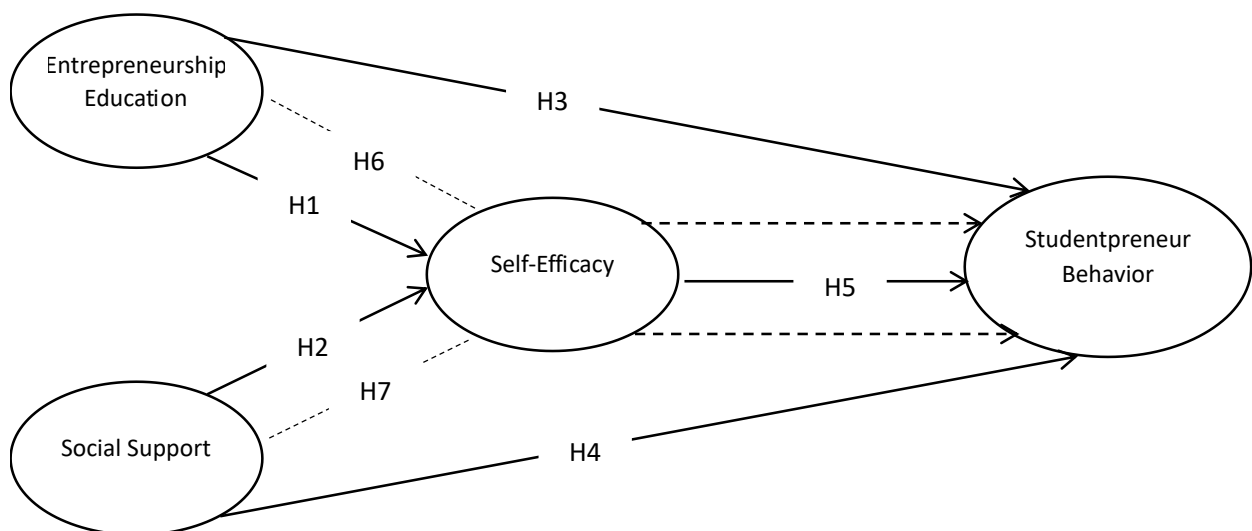
**2.1.3 Social Support**

Taylor (2018) defines social support as real help, information, or emotional comfort that lets people know that they receive affection and attention, are valuable, deserve respect, and are an integral part of the fabric of the social environment. Social support reduces psychological distress, improves mental health, and has undeniable benefits on physical health. According to Kort-butler (2018) social support in a person's life can reduce the likelihood of being involved in criminal behavior and can also increase the likelihood of them engaging in criminal behavior to get out of the criminal path, which has an impact on social and interpersonal efforts to overcome criminal behavior. Consistent social support has many benefits, including increased self-control, lower levels of anger, and strong social bonds. Social support includes emotional support, a sense of belonging in a social community, feeling valued, practical help, and receiving education and guidance (Haugan & Eriksson, 2021). It is hoped that the social support received by individuals can foster strong motivation for them to achieve goals in various aspects of life (Mulyadi et al., 2020). According to Sarafino in Pastimo & Muslikah (2022) Social support can be measured by indicators of emotional support, appreciation support, instrumental support, informational support.

**2.1.4 Self-Efficacy**

Self-efficacy refers to a person's assessment of their ability to plan and complete tasks to achieve optimal performance. Beliefs about self-efficacy influence a person's motivation and self-control in several ways, including the choices and actions they will take (Mookkiah & Prabu, 2019). According to Bandura (1977) self-efficacy influences the ability to control oneself and find solutions when carrying out activities. Self-efficacy plays a key role in influencing the amount of effort a person is willing to expend and the length of time they maintain perseverance in the face of obstacles and difficult situations. In other words, the higher a person's perceived self-efficacy, the greater his or her tendency to make sustained and significant efforts. Albert Bandura stated that a person is more likely to exhibit and maintain desired behavior. Self-efficacy influences many things, such as motivation to study and career choices (Kodden, 2020). Someone with a low level of self-efficacy tends to give up, avoid, and not want to face challenges, while someone with a high level of self-efficacy will be more determined and actively involved in their activities. Self-efficacy can be measured through confidence in starting a business, persuasive and sales abilities, ability to solve problems, and make decisions (Darmanto et al., 2023; Veronika & Yustinus, 2022; Wilson et al., 2007).

**2.2 Conceptual Framework**



**Figure 1.** Conceptual Model

Based on literature review, theory, and previous research that has been presented, the research hypothesis is formulated as follows:

- H1: Entrepreneurship education has a significant positive effect in increasing self-efficacy
- H2: Social support has a significant positive effect in increasing self-efficacy
- H3: Entrepreneurship education has a significant positive effect in shaping studentpreneur behavior
- H4: Social support has a significant positive effect in shaping studentpreneur behavior

- H5: Self-efficacy has a significant positive effect in shaping studentpreneur behavior
- H6: Entrepreneurship education has a significant positive effect in shaping studentpreneur behavior by mediating self-efficacy
- H7: Social support has a significant positive effect in shaping studentpreneur behavior by mediating self-efficacy

**2.3 Population and Sample**

According to Sugiyono (2022) population is a generalized area consisting of objects or subjects with certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. Affordable populations are populations that can be observed by researchers because they are limited by place, time, and costs. An affordable population is a group that represents a theoretical population with regard to characteristics or characteristics that can influence research results that can actually be achieved (Swisher, 2022) . The affordable population used in this research is students of SMKN 12 Jakarta, SMKN 49 Jakarta, and SMK Walang Jaya who are currently actively carrying out entrepreneurial activities.

**Table 1.** Reachable Population

No	School name	Total Students
1	SMKN 12 Jakarta	72
2	SMKN 49 Jakarta	65
3	SMK Walang Jaya	70
<b>Total</b>		<b>207</b>

The sample is part of the population that has been previously selected for research (Babbie, 2013) . So that researchers can make generalizations about a population, researchers must be able to select samples that have the right characteristics (Creswell, 2018) . The sampling technique in this research is purposive sampling. Purposive sampling is a technique for determining samples with certain considerations (Dubarry, 2018) . The considerations in sampling are:

1. 11th grade student and has received entrepreneurship subjects
2. Students who are currently active entrepreneurs in the food and beverage sector
3. Students have been entrepreneurs for a minimum of six months

In determining the sample size for this research, researchers used the Isaac and Michael table with an error rate of 5% from a population of 207, resulting in a sample of 136 students. Determining the sample for each school used proportionate random sampling, so that respondents for each school were obtained as follows:

**Table 2.** Sample

No	School name	Total Students	Sample
1	SMKN 12 Jakarta	$\frac{72}{207} \times 136$	47
2	SMKN 49 Jakarta	$\frac{65}{207} \times 136$	43
3	SMK Walang Jaya	$\frac{70}{207} \times 136$	46
<b>Total</b>		<b>207</b>	<b>136</b>

**2.4 Data collection techniques**

The data collection technique used in this research was distributing questionnaires. According to Sugiyono (2022) a questionnaire is a data collection technique that is carried out by giving a series of questions or written statements to respondents to answer. The type of questions given to respondents in this study were closed questions because respondents were expected to choose one alternative answer for each question provided. Questions or statements in the questionnaire are made positive and negative so that respondents are serious in answering each question or statement given. The scale used in this research is the likert scale.

**2.5 Data Analysis Techniques**

The data analysis techniques used in this research are descriptive and inferential statistics. Data analysis was carried out using the Partial Least Square (PLS) approach using SmartPLS version 4 software. PLS can analyze constructs formed using formative and reflective indicators at the same time (Irwan & Adam, 2015). PLS was designed to overcome the limitations of regression analysis with the Ordinary Least Square (OLS) technique. These limitations include problems with small data size, missing values, abnormal data distribution, and symptoms of multicollinearity (Haryono, 2016). Evaluation through Outer Model evaluation and Inner model evaluation. the relationship between latent variables and indicators that are measured or observed. Structural Models or Inner Models are those that describe the relationships between latent variables.

**3. RESULTS AND DISCUSSION**

### 3.1 Descriptive Results of Respondent Data

This research was conducted on students of SMKN 12 Jakarta, SMKN 49 Jakarta, and SMK Walang Jaya. The respondents in this study were 136 students who filled out the questionnaire via google form.

**Table 3.** Distribution of Respondents

No	School name	Sample	Percentage
1	SMKN 12 Jakarta	47	34.6%
2	SMKN 49 Jakarta	43	31.6%
3	SMK Walang Jaya	46	33.8%
<b>Total</b>		<b>136</b>	<b>100%</b>

**Table 4.** Characteristics of Respondents Based on Gender

No	Gender	Sample	Percentage
1	Woman	98	72.1%
2	Man	38	27.9%
<b>Total</b>		<b>136</b>	<b>100%</b>

Table 3 shows data on the distribution of respondents in each school sampled. There were 47 respondents at SMK Negeri 12 Jakarta (34.6%), students at SMK Negeri 49 Jakarta were 43 respondents (31.6%), and SMK Walang Jaya were 46 respondents (33.8%). The characteristics of respondents based on gender were 98 respondents (72.1%) women and 38 respondents (27.9%) men.

### 3.2 Outer Model Evaluation

**Table 5.** Outer Model

Variable	Measurement Items	Outer Loading	AVE	Cronbach's alpha	Composite reliability
Entrepreneurship Education (X1)	PK1	0.825	0.645	0.862	0.901
	PK2	0.811			
	PK3	0.78			
	PK5	0.839			
	PK7	0.757			
Social Support (X2)	DS1	0.76	0.617	0.876	0.906
	DS2	0.824			
	DS3	0.763			
	DS5	0.756			
	DS6	0.77			
	DS7	0.838			
	ED1	0.758			
Self-Efficacy (X3)	ED2	0.809	0.622	0.898	0.920
	ED3	0.787			
	ED4	0.838			
	ED5	0.825			
	ED7	0.785			
Studentpreneur Behavior (Y)	ED8	0.714	0.536	0.876	0.902
	PS1	0.707			
	PS2	0.729			
	PS4	0.742			
	PS5	0.73			
	PS6	0.76			
	PS7	0.765			
	PS8	0.713			
	PS9	0.708			

Table 5 shows that each item has an outer loading factor value  $\geq 0.7$ , which means that all items have met the validity requirements and overall each item is valid for measuring construct variables. The average variance extracted value for the entrepreneurship education variable is 0.645; social support variable is 0.617; self-efficacy variable is 0.622; and the studentpreneur behavior variable is 0.536. The AVE value for the four variables in the research is  $> 0.50$ , so the variable is declared valid. The Cronbach's alpha value for the entrepreneurship education variable is 0.862; social support variable is 0.876; self-efficacy variable is 0.898; and the studentpreneur behavior variable is 0.876. This shows that the four variables in this study have Cronbach's alpha value  $> 0.7$ , which means that each element indicates good consistency. The composite reliability value for the entrepreneurship education variable is 0.901; social support variable is 0.906; self-

efficacy variable is 0.920; and the studentpreneur behavior variable is 0.902. All composite reliability values for the four variants are > 0.7. This shows that overall entrepreneurship education, social support, self-efficacy, and studentpreneur behavior have an acceptable level of reliability or that each measurement element is overall consistent or reliable.

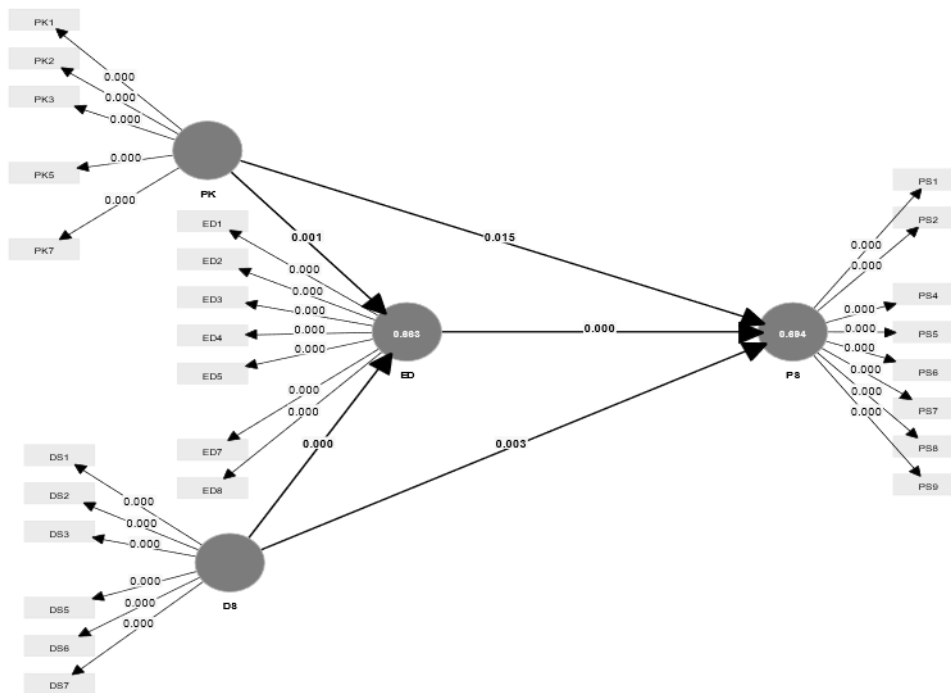
**3.2.1 Discriminant Validity**

**Table 6.** Heterotrait - Monotrait Ratio (HTMT)

	<b>Entrepreneurship Education</b>	<b>Social Support</b>	<b>Self-Efficacy</b>	<b>Studentpreneur Behavior</b>
<b>Entrepreneurship Education</b>				
<b>Social Support</b>	0.881			
<b>Self-Efficacy</b>	0.825	0.881		
<b>Studentpreneur Behavior</b>	0.841	0.869	0.869	

Based on table 6, each pair of variables shows an HTMT value <0.90. This shows that the variance built by the variable's entrepreneurship education, social support, self-efficacy, and studentpreneur behavior has good discriminant validity and these constructs are different from each other.

**3.3 Inner Model Evaluation**



**Figure 2.** Inner Model

**Table 7.** Inner Model

<b>Hypothesis</b>	<b>VIF</b>	<b>R Square</b>	<b>F Square / Upsilon V</b>	<b>Q Square</b>	<b>Original Sample</b>	<b>P Value</b>
<b>Direct Influence</b>						
H1. Entrepreneurship Education -> Self-Efficacy	2.498	0.663	0.118	0.637	0.315	0.001
H2. Social Support -> Self-Efficacy	2.498		0.352		0.545	0.000
H3. Entrepreneurship Education -> Studentpreneur Behavior	2.793		0.065		0.236	0.015
H4. Social Support -> Studentpreneur Behavior	3.378	0.694	0.086	0.622	0.298	0.003
H5. Self-Efficacy -> Studentpreneur Behavior	2.964		0.151		0.370	0.000
<b>Indirect Influence/Mediation</b>						
H6. Entrepreneurship Education -> Self-Efficacy -> Studentpreneur Behavior	-	-	0.014	-	0.117	0.024

Hypothesis	VIF	R Square	F Square / Upsilon V	Q Square	Original Sample	P Value
H7. Social Support -> Self-Efficacy -> Studentpreneur Behavior	-	-	0.040	-	0.202	0.002

Table 7 shows that if the VIF value is <5, there is no multicollinearity between the variables that influence self-efficacy or studentpreneur behavior. The r-square value is based on Chin W (1998) with the criteria of (0.19) low influence, (0.33) medium influence, and (0.67) high influence. Based on the table presented, the amount of variance in the self-efficacy variable that can be explained by entrepreneurship education and social support is 66.3% (moderate) and the amount of variance in the studentpreneur behavior variable that can be explained by entrepreneurship education, social support and self-efficacy is 69.4%. (tall). The f-square interpretation for direct effects is based on Hair et al. (2019) namely 0.02 (low); 0.15 (moderate); and 0.35 (high). Based on the f square value, the relationship between the entrepreneurship education variable construct and the self-efficacy variable construct is 0.118 (low); the relationship between the entrepreneurship education variable construct and the studentpreneur behavior variable construct is 0.065 (low); the relationship between the social support variable construct and the self-efficacy variable construct is 0.352 (high); the relationship between the social support variable construct and the studentpreneur behavior variable construct is 0.086 (low); The relationship between the self-efficacy variable construct and the studentpreneur behavior variable construct is 0.151 (moderate). The effect size for the mediation test uses the mediation effect size Upsilon (v) based on guidelines from Lachowicz et al. (2018) and Ogebebu et al. (2021) with the criteria of (0.175) high mediation effect, (0.075) moderate mediation effect, and (0.01) low mediation effect . Based on the table, the role of self-efficacy in mediating the indirect influence of entrepreneurship education on studentpreneur behavior is 0.014 (low) and the role of self-efficacy in mediating the indirect influence of social support on studentpreneur behavior is 0.040 (low). Interpretation of q-square values based on Hair et al. (2019) is a Q<sup>2</sup> greater than 0.0 indicating that the model has predictive relevance. Based on the table it can be explained that every change in entrepreneurship education and social support is able to predict every change in self-efficacy and every change in entrepreneurship education, social support and self-efficacy is able to predict every change in studentpreneur behavior.

Hypothesis testing is carried out by looking at the p-value, if the p-value <0.05 then the hypothesis is accepted. Based on table 7, it can be explained that entrepreneurship education on self-efficacy has an original sample of 0.315 with a p-value of 0.001 < 0.05, so H1 is accepted. Social support on self-efficacy has an original sample value of 0.545 with a p-value of 0.000 < 0.05, so H2 is accepted. Entrepreneurship education on studentpreneur behavior has an original sample of 0.236 with a p-value of 0.015 <0.05, so H3 is accepted. Social support on studentpreneur behavior has an original sample value of 0.298 with a p-value of 0.003 <0.05 for studentpreneur, so H4 is accepted. Self-efficacy on studentpreneur behavior has an original sample value with a p-value of 0.000 < 0.05, so H5 is accepted. Entrepreneurship education on studentpreneur behavior mediated by self-efficacy has an original sample value of 0.117 with a p-value on 0.024 < 0.05, so H6 is accepted. Social support on studentpreneur behavior mediating with self-efficacy has an original sample value of 0.202 with a p-value of 0.002 < 0.05, so H7 is accepted.

### 3.4 Discussion

The behavior of studentpreneurs can be shaped by entrepreneurship education, social support, and self-efficacy. This is evidenced by research results indicating that entrepreneurship education, social support, and self-efficacy have a significant positive impact on studentpreneur behavior. According to the Social Cognitive Career Theory (SCCT) developed in 1994 by Robert D. Lent, Steven D. Brown, and Gail Hackett, individuals with high self-confidence levels tend to be more interested, make better choices, and perform better in a given field. The outcomes are enhanced when supported by skills and social support. Students' skills can be acquired through learning activities. Increased self-efficacy can be gained through entrepreneurship education and social support. According to the Theory of Planned Behavior by Ajzen (1991), perceived behavioral control refers to beliefs about resources (equipment, compatibility, competence, and opportunities) and the role of resources in realizing entrepreneurial behavior.

#### 3.4.1 Entrepreneurship Education on Self-Efficacy of Vocational High School Students in North Jakarta

The results of data analysis found that entrepreneurship education directly had a positive and significant effect on self-efficacy. This can be seen in the path coefficient table which shows a p-value of 0.001 < 0.05, which means that H1 is accepted with a direct contribution of 0.315. Thus, it shows that entrepreneurship education has had a direct influence on self-efficacy. The variables of entrepreneurship education and self-efficacy move in the same direction, indicating that the higher the entrepreneurship education a student receives, the higher the student's self-efficacy, and vice versa, the lower the entrepreneurship education a student receives, the lower the student's self-efficacy in entrepreneurship. Entrepreneurship education is one of the factors that plays an important role in increasing students' self-efficacy. The results of this research are in line with Dharmanegara et al. (2022) good entrepreneurship education is able to encourage students to learn more, encourage students to study before starting a business, and increase students' self-efficacy to become entrepreneurs. Lesmana et al. (2018) explained that entrepreneurship education is knowledge provided to increase a person's capacity to develop their potential and help them become more innovative and creative in carrying out entrepreneurial activities. Education will help students become independent through their mindset and abilities. A person's

curiosity about something that is considered important can be influenced by self-efficacy. To start a business, a person must have a strong belief in themselves that they can achieve success. This belief will motivate someone to dare to start.

### **3.4.2 Social Support on Self-Efficacy of Vocational High School Students in North Jakarta**

The results of data analysis found that social support directly had a positive and significant effect on self-efficacy. This can be seen in the path coefficient table which shows a p-value of  $0.000 < 0.05$ , which means that H2 is accepted with a direct contribution of 0.545. Thus, it shows that social support has a direct influence on self-efficacy. The social support and self-efficacy variables move in the same direction, indicating that the higher the social support a student gets, the higher the student's self-efficacy, and vice versa, the lower the social support a student gets, the lower the student's self-efficacy in entrepreneurship. Social support is one of the factors that plays an important role in increasing student self-efficacy. The results of this research are strengthened by research conducted by Gunawan & Utomo (2023) where social support has a positive impact because social support provides development of individual self-efficacy. With indicators that have a significant impact, a person's environment helps them be more confident when starting their own business. In Gubbins et al. (2020) the way entrepreneurs perceive and control stress is influenced by social support. Social support helps students face challenges by increasing their self-efficacy so they can concentrate on actions they can take to help themselves.

### **3.4.3 Entrepreneurship Education on Studentpreneur Behavior of Vocational High School Students in North Jakarta**

The results of data analysis found that entrepreneurship education directly has a positive and significant effect on studentpreneur behavior. This can be seen in the path coefficient table which shows a p-value of  $0.015 < 0.05$ , which means that H3 is accepted with a direct contribution of 0.236. Thus, it shows that entrepreneurship education has had a direct influence on studentpreneur behavior. The variables of entrepreneurship education and studentpreneur behavior move in the same direction, indicating that the better the entrepreneurship education that students receive, the better their entrepreneurial behavior will be, and vice versa, the lower the entrepreneurship education that students receive, the more difficult it will be for students to show good studentpreneur behavior. Entrepreneurship education is one of the factors that plays an important role in shaping studentpreneur behavior. The results of this study were confirmed by Blesia et al. (2021) where entrepreneurship education influences the mindset of studentpreneur which in turn will determine the actions taken. Entrepreneurship education can increase students understanding of how to behave properly in entrepreneurship and encourage them to engage in entrepreneurial activities (Fiore et al., 2019). Dharmanegara et al. (2022) explained that the entrepreneurship education that students receive through classroom learning can encourage students to work hard, make entrepreneurial decisions, and improve students' entrepreneurial behavior for the better.

### **3.4.4 Social Support on Studentpreneur Behavior of Vocational High School Students in North Jakarta**

The results of data analysis found that social support directly had a positive and significant effect on studentpreneur behavior. This can be seen in the path coefficient table which shows a p-value of  $0.003 < 0.05$ , which means that H4 is accepted with a direct contribution of 0.298. Thus, it shows that social support has a direct influence on studentpreneur behavior. The variables of social support and studentpreneur behavior move in the same direction, indicating that the higher the social support that students get, the better their entrepreneurial behavior will be, and vice versa, the lower the social support that students get, the lower the student's behavior in becoming ideal studentpreneurs. Social support is one of the factors that plays a key role in shaping studentpreneur behavior. The results of this study are in line with Ip et al. (2022), Büber & Erkutlu (2021), and Prabawanti et al. (2023) that social support can encourage someone to reflect good entrepreneurial behavior in someone who is just starting a business. Social support provides the emotional, reward, instrumental, and informational support necessary to start a business. Social support provides encouragement and approval to become an entrepreneur as well as accurate and relevant information that facilitates the establishment and operation of an entrepreneur.

### **3.4.5 Self-Efficacy on Studentpreneur Behavior of Vocational High School Students in North Jakarta**

The results of data analysis found that self-efficacy directly has a positive and significant effect on studentpreneur behavior. This can be seen in the path coefficient table which shows a p-value of  $0.000 < 0.05$ , which means H5 is accepted with a direct contribution of 0.370. Thus, it shows that self-efficacy has a direct influence on studentpreneur behavior. The variables of self-efficacy and studentpreneur behavior move in the same direction, indicating that the higher the student's self-efficacy, the better the entrepreneurial behavior will be, and vice versa, the lower the student's self-efficacy, the lower the student's behavior in becoming an ideal studentpreneur. Self-efficacy is one of the factors that plays a key role in shaping studentpreneur behavior. The results of this research are supported by research conducted by Prabawati (2019), Hattu et al. (2021), and Caliendo et al. (2023) that students with a high level of self-efficacy will be able to utilize all their abilities to achieve the expected goals, while individuals with a low level of self-efficacy will avoid all tasks, efforts that are considered difficult to carry out, or give up easily when problems arise. while carrying out their duties or responsibilities. However, entrepreneurship is the process of turning problems into opportunities by offering solutions that are accepted by society. This shows that self-efficacy can increase students' confidence in their ability to

complete tasks and responsibilities quickly, especially in terms of entrepreneurship and turning problems into business opportunities.

### 3.4.6 The Influence of Entrepreneurship Education on Studentpreneur Behavior Mediated by Self-Efficacy

The results of data analysis found that self-efficacy was able to mediate entrepreneurship education with studentpreneur behavior. This can be seen in the indirect effect table which shows a p-value of  $0.024 < 0.05$ , which means that H6 is accepted with a contribution of 0.117. Thus, it shows that the self-efficacy variable has been able to mediate entrepreneurship education with studentpreneur behavior. If the higher the entrepreneurship education a student receives, the better the studentpreneur behavior of the student will be, mediated by self-efficacy and vice versa. The results of this research are strengthened by research conducted by Suratman & Roostika (2023), namely that self-efficacy successfully mediates the relationship between entrepreneurial education and entrepreneurial behavior in students. Likewise in the research of Dharmanagera et al. (2022) explain that the influence of entrepreneurship education on students entrepreneurial behavior can increase if entrepreneurship education can build students self-efficacy first, after that entrepreneurial self-efficacy can increase students entrepreneurial behavior. Having broad insight into entrepreneurship can increase student's self-efficacy or self-confidence (Srianggareni et al., 2020). Students with a high level of self-efficacy will be more interested in participating in entrepreneurial activities and demonstrate the behavior that a good entrepreneur should have.

### 3.4.7 The Influence of Social Support on Studentpreneur Behavior Mediated by Self-Efficacy

The results of data analysis found that self-efficacy was able to mediate social support and studentpreneur behavior. This can be seen in the indirect effect table which shows a p-value of  $0.002 < 0.05$ , which means that H7 was accepted with a contribution of 0.202. Thus, it shows that the social support variable has been able to mediate entrepreneurship education with studentpreneur behavior. If the higher the social support a student gets, the better the studentpreneur behavior the student will have, mediated by self-efficacy and vice versa. The results of this research are strengthened by research conducted by Büber and Erkutlu (2021). Strong social support from people closest to you can provide confidence and encouragement to start and carry out entrepreneurial activities as a studentpreneur. Students who have strong social support are expected to have a high level of self-efficacy and tend to be more courageous in living life as studentpreneur. Because social support increases confidence, students will be more courageous in showing behavior as a good entrepreneur (Huihui et al., 2022).

## 4. CONCLUSION

The aim of this research is to determine the factors that shape studentpreneur behavior among vocational school students in North Jakarta. Based on the results of the analysis conducted by researchers using SEM-PLS with 136 respondents, several conclusions can be drawn, the first is that the better the entrepreneurship education, the better the student's self-efficacy. Second, the better the social support, the better the student's self-efficacy. Third, the better the entrepreneurship education given to students, the better the studentpreneurs behavior will be. Fourth, the better the social support received, the better the studentpreneurs behavior. Fifth, the better the student's self-efficacy, the better the studentpreneur behavior. Sixth, the better the entrepreneurship education, the more student's self-efficacy will increase so that studentpreneur behavior will be better. Seventh, the better the social support, the greater the student's self-efficacy so that studentpreneur behavior will be better. This study was conducted using three schools in the North Jakarta region. Therefore, future researchers are encouraged to increase the number of schools studied to better reflect the actual situation. Additionally, researchers in the future may also consider conducting research in other regions to determine whether the findings of this study are consistent with research results in different areas. This study employed a quantitative approach and statistical calculations, limiting the exploration of data beyond the conducted tests. Future researchers may consider integrating a qualitative approach and exploring other variables that could shape studentpreneur behavior. By incorporating interviews, observations, or text analysis, research can provide a deeper understanding.

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