



THE EFFECT OF ENTREPRENEURSHIP KNOWLEDGE AND SELF-EFFICIENCY ON STUDENTS' INTEREST IN ENTREPRENEURSHIP

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Abstract

This study aims to determine the effect of entrepreneurial knowledge and self-efficacy on interest in entrepreneurship. This study uses the census method with a quantitative approach with a population of 11th grade students of SMKN 10 Jakarta in the academic year 2021-2022. The sample in this study were 11th grade OTKP students totaling 74 respondents. Data collection was carried out using a questionnaire instrument with a Likert scale. Entrepreneurial Interest (Y), Entrepreneurship Knowledge (X1), and Self-Efficacy (X2) are primary data

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pengetahuan kewirausahaan dan efikasi diri terhadap minat berwirausaha. Penelitian ini menggunakan metode sensus dengan pendekatan kuantitatif dengan populasi pada siswa SMKN 10 Jakarta kelas 11 tahun ajar 2021-2022. Sampel pada penelitian ini adalah siswa OTKP kelas 11 yang berjumlah 74 responden. Pengambilan data dilakukan dengan menggunakan instrumen kuesioner dengan skala likert. Minat Berwirausaha (Y). Pengetahuan Kewirausahaan (X1), dan Efikasi Diri (X2) merupakan data primer

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INTRODUCTION

Along with the rapid increase in the population in Indonesia in the era of globalization and industrialization, it has caused many problems, one of which is the narrowing of employment opportunities due to the effects of globalization and industrialization, causing the number of unemployed to increase in Indonesia. The limited number of job vacancies available to the Indonesian people has resulted in a high unemployment rate in Indonesia when compared to other countries. The high unemployment rate has been happening in Indonesia for a long time. Indonesia continues to try to overcome the problem of unemployment from year to year, but problems related to the high unemployment rate in Indonesia are still difficult to overcome.

Reported by Kompas.com in January 2022 The role of entrepreneurs in the Indonesian economy is that new products and services created by entrepreneurs can produce tiered effects. This is one of the roles of entrepreneurship in the Indonesian economy, namely being able to stimulate businesses or related sectors so that they can support new businesses and have an impact on improving the economy. Entrepreneurial skills must be built consciously from an early age so that the younger generation also begins to make entrepreneurship a career choice. which turned out to be important to support the welfare of the nation in the future.

According to Muladi Wibowo (2011) in his journal, he said that secondary level education, especially SMK has a unique character in producing graduates who are ready to work, but have a great opportunity to participate in developing the economy through entrepreneurship. Vocational High School students who are currently pursuing education must be perceived not only to fill job opportunities as workers in the business and industrial world, but also educational efforts that provide Vocational High School graduates with the spirit and behavior characteristic of entrepreneurship.

According to Aisyah Mutiarasari (2018) in her journal, she said that the contribution of entrepreneurship to economic development to the development of a country is not in doubt. A country in order to develop and be able to build ideally, must have entrepreneurs of 2% of the population.

METHOD

This study uses the census method with a quantitative approach with a population of 11th grade students of SMKN 10 Jakarta in the academic year 2021-2022. The sample in this study were 11th grade OTKP students totaling 74 respondents. Data collection was carried out using a questionnaire instrument with a Likert scale. Entrepreneurial Interest (Y), Entrepreneurship Knowledge (X1), and Self-Efficacy (X2) are primary data. Data were analyzed with multiple regression technique using SPSS (Statistical Product and Service Solution) 25.0 program. The analytical technique used consists of requirements analysis test (normality and linearity test), classical assumption test (multicollinearity test and heteroscedasticity test), multiple regression equations, F test and T test. Normality test with Kolmogorov Smirnov on both variables is 0.200. The results of the linearity test on the entrepreneurial knowledge variable are worth 0.001, and the self-efficacy variable is worth 0.000

RESULTS AND DISCUSSION

Data Description

Tabel 1.1

Rekapitulasi Minat Siswa Kelas XI SMKN 10 Jakarta Untuk
Berwirausaha Tahun Ajaran 2021/2022

No	Kompetensi Keahlian	Bekerja di Instansi Pemerintahan	Bekerja di Perusahaan Swasta	Berwirausaha	Kuliah	Tidak Diketahui	Jumlah Siswa
1	RPL	7 siswa	11 siswa	4 siswa	5 siswa	9 siswa	36 siswa
2	Akuntansi	20 siswa	15 siswa	5 siswa	20 siswa	13 siswa	73 siswa
3	OTKP	25 siswa	15 siswa	5 siswa	9 siswa	10 siswa	74 siswa
4	BDP	15 siswa	20 siswa	4 siswa	17 siswa	20 siswa	76 siswa
	Jumlah	67 siswa	61 siswa	18 siswa	51 siswa	52 siswa	259 siswa

Based on the information table above, it shows that the tendency of interest in entrepreneurship for class XI students at SMK Negeri 10 Jakarta is still very minimal, namely with only 18 students who want to do entrepreneurship. While the majority of them want a career in government agencies or private companies

Tabel Distribusi Frekuensi Minat Berwirausaha

No	Interval	Frekuensi	Frekuensi Relatif
1	31-34	4	5%
2	35-38	11	15%
3	39-42	33	45%
4	43-46	18	24%
5	47-50	8	11%
6	51-54	0	0%
7	55-58	0	0%

Based on the table of frequency distribution of interest in entrepreneurship data above, it can be seen that the highest class frequency is located in the 3rd class interval, namely in the range 39-42 with a relative frequency of 45%. While the lowest frequency is located in the 1st and 2nd intervals, with a relative frequency of 5%. This shows that the interest in entrepreneurship is quite high because the highest frequency is in class 3, namely as many as 42 respondents.

Tabel Distribusi Frekuensi Pengetahuan Kewirausahaan

No	Interval	Frekuensi	Frekuensi Relatif
1	28-31	1	1%
2	32-35	10	14%
3	36-39	36	49%
4	40-43	18	24%
5	44-47	8	11%
6	48-51	1	1%
7	52-55	0	0%

Based on the frequency distribution table for entrepreneurial knowledge data above, it can be seen that the highest class frequency is located in the 3rd class interval, namely in the range 36-39 with a relative frequency of 49%. While the lowest frequency is located in the 1st interval relative to 1%. This shows that entrepreneurial knowledge is quite high because the highest frequency is in class 3, namely 36 respondents.

Tabel Distribusi Frekuensi Efikasi Diri

No	Interval	Frekuensi	Frekuensi Relatif
1	23-27	3	4%
2	28-31	5	7%
3	32-35	12	16%
4	36-39	25	34%
5	40-43	16	22%
6	44-47	13	18%
7	48-51	0	0%

Based on the frequency distribution table for self-efficacy data above, it can be seen that the highest class frequency is located in the 4th class interval, namely in the range 36-39 with a relative frequency of 34%. While the lowest frequency is located in the 1st interval, with a relative frequency of 4%. This shows that self-efficacy is quite high because the highest frequency is in class 4, namely 25 respondents.

CONCLUSIONS AND SUGGESTION

1. There is a positive and significant influence of entrepreneurial knowledge on interest in entrepreneurship of $t_{count} > t_{table}$, namely $3.029 > 1.66660$. This shows that the higher the entrepreneurial knowledge learned by students, the interest in entrepreneurship will increase. Vice versa, if the entrepreneurial knowledge learned by students is low then the interest in entrepreneurship will decrease.
2. There is a positive and significant effect of self-efficacy on interest in entrepreneurship of $t_{count} > t_{table}$, namely $3.629 > 1.66660$. This shows that the higher the self-efficacy that students have, the interest in entrepreneurship will increase. Vice versa, if the self-efficacy of students is low then the interest in entrepreneurship will decrease.
3. There is a simultaneous positive influence on entrepreneurial knowledge and self-efficacy on entrepreneurial interest seen from $F_{count} > F_{table}$, namely $13.808 > 3.13$. This shows that if the entrepreneurial knowledge and self-efficacy of students is high, it will increase students' interest in entrepreneurship. Vice versa, if the entrepreneurial knowledge and self-efficacy of students is low, the interest in entrepreneurship will decrease.

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