

Determinants Of Digital Entrepreneurship Intention

Empirical Study of Senior High School Students in Bogor

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*Digital
Entrepreneurship
Intention*

575

Submitted:
JANUARY 2024

Accepted:
MAY 2024

ABSTRACT

This research discusses how entrepreneurial knowledge, income expectations, self-efficacy, and family environment can play a role and influence students' interest in entrepreneurship in *online-based businesses*, especially high school/vocational school students in the Bogor area. The aim of this research is to analyze and test the influence of entrepreneurial knowledge, income expectations, self-efficacy, and family environment in order to find out how big their influence is and how these three variables are able to influence the interest of high school/vocational school students in the Bogor area to become *online entrepreneurs*. In this study, 4 exogenous variables and 1 endogenous variable were used. The data collection method in this research used a questionnaire with a total of 179 respondents from SMA/SMK students in the Bogor area. For the data analysis method, use an analysis model with SEM-PLS or Structural Equation Modeling-Partial Least Square. To process the data using an analysis test tool, namely SmartPLS v. 3.2.9. The results of this research show that partially income expectations have a significant effect on interest in *online entrepreneurship* with a significance value of $0.002 < 0.05$. Partially, self-efficacy has a significant effect on interest in *online entrepreneurship* with a significance value of $0.000 < 0.05$. And the family environment partially has a significant effect on interest in *online entrepreneurship* with a significance value of $0.000 < 0.05$. However, partially entrepreneurial knowledge does not significantly influence interest in *online entrepreneurship* with a significance value of $0.380 > 0.05$.

Keywords: entrepreneurship knowledge, income expectations, self-efficacy, family environment, interest in *online entrepreneurship*

INTRODUCTION

Technological progress occurs dynamically which has a real impact on various lines of human life. Advances in communication and information technology have an impact that can encourage economic growth. In today's modern era, information systems are not only used as communication tools, but information systems have greater benefits, especially in the economic field. With advances in information and communication technology, it has had many positive impacts for those who want to enter the business world, especially online business. The development of information and communication technology has brought many positive influences and opportunities for human survival, especially for work.

However, it turns out that developments in technology and communication have not been used optimally by Indonesian people to sell *online* as shown by the 2022 e-Commerce survey by the Central Statistics Agency (BPS). The results of data collection according to the *e-Commerce* survey conducted by BPS in 2022 showed that as of September 15 2022, only 34.10 percent of businesses were running *e-Commerce* and 65.90 percent of other businesses were not running *e-Commerce*. This shows that businesses selling products via

JIMKES

Jurnal Ilmiah Manajemen
Kesatuan
Vol. 12 No.3, 2024
pp. 575 - 586
IBI Kesatuan
ISSN 2337 - 7860
E-ISSN 2721 - 169X
DOI: 10.37641/jimkes.v12i3.2523

the internet in Indonesia are still relatively low and dominated by conventional types of business. The reasons why business actors have not run businesses via the internet are: (1) 71.00 percent said they were more comfortable selling directly/ *offline*, (2) 38.74 percent were not interested in selling *online*, (3) 21.46 percent lacked knowledge or expertise, and (4) 6.81 percent had other reasons (Central Statistics Agency, 2022). Many of the workforce who should be aware of developments in information and communication technology have actually become unemployed, namely those who have attended school and graduated from middle and high school.

Table 1 Open Unemployment by Education Level in Indonesia 2021-2022

Highest Education Completed	2021		2022
	February	August	February
University	999,543	848,657	884,769
Academy/Diploma	254,457	216,024	235,359
General High School/High School	2,305,093	2,472,859	2,251,558
Vocational/Vocational High School	2,089,137	2,111,338	1,876,661
junior high school	1,515,089	1,604,448	1,460,221
elementary school	1,219,494	1,393,492	1,230,914
No/never been to school	20,461	23,905	24,852
Not/have not finished elementary school	342,734	431,329	437,819
Total	8,746,008	9,102,052	8,402,153

Source: BPS (2022)

Based on the BPS data (2022) above, the educational level with the most open unemployment in February 2022 is at the high school and vocational school levels, amounting to 2,251,558 people and 1,876,661 people respectively. Even though compared to the previous year in August 2021 the unemployment rate at the SMA/SMK level decreased, this is still a high figure.

Table 2 Number of Open Unemployed by Level of Education in the Bogor Region 2021/2022

Level of Education Completed	Number of Unemployed (People)			
	Bogor Regency		Bogor city	
	2021	2022	2021	2022
Elementary School Down	87,425	105,933	10,786	10,163
JUNIOR HIGH SCHOOL	62,464	63,193	10,139	5,569
SENIOR HIGH SCHOOL	70,395	61,156	15,759	16,012
vocational school	102,884	66,724	23,089	21,640
DI/II/III/Academy/University	17,436	11,159	2,585	6,587
Total	340,604	308.165	63,358	59,971
	123,329		648,769	
	4,089,289			

Source: West Java Open Data (2023)

Based on the table above, there are 4,089,289 open unemployed people in the Bogor City and Regency areas during 2021-2022. The highest number of unemployed people is in the Bogor Regency area with 648,769 people. From these data it can be seen that the unemployment rate for high school/vocational school graduates is a very large number. In 2021, the number of unemployed people in Bogor Regency will be dominated by vocational high school graduates with 102,884 people and in 2022 the unemployment rate will be dominated by elementary school graduates and below with 105,933 people. In contrast to the situation in the city of Bogor, in 2021-2022 vocational school graduates have the highest unemployment rate, followed by high school graduates. Of course, this is a fairly big problem where the SMA/SMK education level is the highest level of compulsory school education and those who should be able to work after graduation are actually unemployed. Therefore, this is a problem and can be a lesson for the future so

that high school/vocational school graduates can be equipped with abilities that can require them to work (not be unemployed), one of which is entrepreneurship.

Becoming an entrepreneur is not easy, because a business person needs to learn many things about entrepreneurship first before starting to run it, but these things can be trained and honed. To become an entrepreneur, the steps you can take are to increase your interest in entrepreneurship and interest in the business world. Entrepreneurial interest can be defined as an individual's strong desire to start and manage a business (Purnomo, et al, 2020).

The factors that can encourage the growth of interest in entrepreneurship in high school/vocational school students consist of many variables, but those that will be examined in this study are entrepreneurial knowledge, income expectations, self-efficacy and family environment.

The desired goal achieved study This is :

- 1) To determine the influence of Entrepreneurship Knowledge on the entrepreneurial interest of high school/vocational school students in the Bogor Region in *online- based businesses*.
- 2) To determine the influence of Income Expectations on the entrepreneurial interest of high school/vocational school students in the Bogor Region in *online- based businesses*.
- 3) To determine the influence of Self-Efficacy on the entrepreneurial interest of high school/vocational school students in the Bogor Region in *online- based businesses*
- 4) To determine the influence of the family environment on the entrepreneurial interest of high school/vocational school students in the Bogor area in *online- based businesses*

The hypotheses in this research are:

Understanding Knowledge Entrepreneurship. Entrepreneurial knowledge is the ability to understand someone about entrepreneurship with a variety of creative, innovative and positive characters in exploiting every business opportunity into business potential that brings profits to themselves and the consumer community (Kuntowicaksono, 2012).

Understanding Income Expectations. Income expectations are the hope of obtaining greater income, so that with higher income expectations, interest in entrepreneurship will grow (Adhitama 2014).

Understanding Efficacy Self. Self-efficacy is a person's belief that he can control conditions and get positive results (Bandura in Sennang (2017).

Understanding Environment Family. The family environment is the main center for activities in an individual's life, making the family the initial and central institution in the formation of human resources (Soerjono in Nitami, 2022).

Understanding Interest Entrepreneurship. Interest entrepreneurship is circumstances Which appear when someone sees characteristics as well the meaning of conditions which temporary which is related with desire or own needs (Purnomo, et al, 2020).

Hypothesis 1: Entrepreneurial knowledge has a positive and significant effect on the entrepreneurial interest of high school/vocational school students in the Bogor region in *online- based businesses*

Hypothesis 2: Income expectations have a positive and significant effect on the entrepreneurial interest of high school/vocational school students in the Bogor area in *online- based businesses*

Hypothesis 3: Self-efficacy has a positive and significant effect on the entrepreneurial interest of high school/vocational school students in the Bogor area in *online- based businesses*

Hypothesis 4: The family environment has a positive and significant effect on the entrepreneurial interest of high school/vocational school students in the Bogor area in *online- based businesses*

METHOD

Study This use approach type study quantitative that is research that refers to a data-based scientific approach. Subject study This is SMA/SMK students attending school in the Bogor area in the 2022/2023 academic year. Object study This The variables to be studied are Entrepreneurship Knowledge, Income Expectations, Self-Efficacy, and Family Environment as independent variables and Interest in *Online Entrepreneurship* as the dependent variable. Study This carried out in the Bogor area includes City area and implemented district since September 2022 to July 2023.

The sampling method used is engineering *Non-Probability Sampling* that is each member of the population does not have an equal chance of being taken as a sample. The approach method used is *Purposive Sampling*, which focuses on special considerations in sample selection. Sampling in this study used the Cochran formula (1998) with error rate of 8 percent so that The minimum sample size is 150 people.

Research data was collected using a written interview method using a distributed questionnaire in a way *on line* through *google forms*. The questionnaire given will be evaluated using a *Likert scale approach*. The *Likert* scale is a data measurement method used to assess a person's views, opinions and understanding of existing social aspects, which in the context of this research are referred to as research variables.

The research adopted the SEM (Structural Equation Modeling) approach or structural equation modeling using the alternative Partial Least Square (SEM-PLS) method. Ghazali (2011) explains that PLS is a research method that does not consider certain data distributions, so it can be ordinal, nominal, interval, ratio and category (distribution free). PLS does not require assumptions about a particular data measurement scale, and can be used with small sample sizes, and is also able to explain the relationship between variables. SEM-PLS analysis has two evaluations, namely evaluation of measurement model (outer model) and evaluation of structural model (inner model). Inner models are used to describe the relationships between latent variables based on substantive theory. Meanwhile, the outer model is used to define the relationship between the latent variable and each group of indicators.

RESULTS AND DISCUSSION

Profile Respondent

Respondent study This There are 179 SMA /SMK students attending school in the Bogor area in the 2022/2023 academic year, spread across 44 schools. Respondents were dominated by vocational school students and most came from Bina Generasi 3 Informatics Vocational School, namely 65 students (36.3%), followed by respondents from SMK PGRI 4 Bogor with 16 students (8.9%), and respondents from Zafirah Bogor Vocational School as many as 16 students (8.9%). The majority of respondents from SMA came from SMAN 1 Parung, namely 11 people (6.1%).

Table 3 Characteristics Respondent

Respondent Characteristics	Frequency	Percentage
Domicile		
West Bogor	25	14%
South Bogor	40	22.3%
Central Bogor	6	3.4%
East Bogor	23	12.8%
North Bogor	27	15.1%
Land of Sareal	7	3.9%
Bogor Regency	51	28.5%
Class		
Class 10 SMA/SMK	18	10.1%
Class 11 SMA/SMK	39	21.8%
Class 12 SMA/SMK	122	68.2%
Age		
15	2	1.1%

Respondent Characteristics	Frequency	Percentage
16	28	15.6%
17	79	44.1%
18	70	39.1%
Gender		
Man	57	31.8%
Woman	122	68.2%
Experience of Running an Online Business		
Ever run an online-based business	71	39.7%
Currently running an online-based business	6	3.4%
Do not/have never run an online-based business	102	57%
Total	179	100%

Source: SmartPLS 3.0 data, 2023

The number of respondents from Bogor City was greater, namely 128 students (71.5%) compared to respondents from the Regency, namely 51 students (28.5%). The distribution of respondents based on class level was mostly in class 12 SMA/SMK as many as 122 people (68.2%) and the least were in Class 10 SMA/SMK as many as 18 people (10.1%). Then, the age distribution of respondents was dominated by students aged 17 and 18 years, respectively 79 people (44.1%) and 70 people (39.1%). From this table it can also be seen that the number of female respondents is more dominant than male, namely 122 female students (68.2%) and 57 students (31.8%). And finally, the characteristics of respondents based on experience in running an online-based business are dominated by those who do not/have never run an online-based business, 102 people (57%) and 71 respondents who have run an online business (39.7%).

Outer Model Analysis

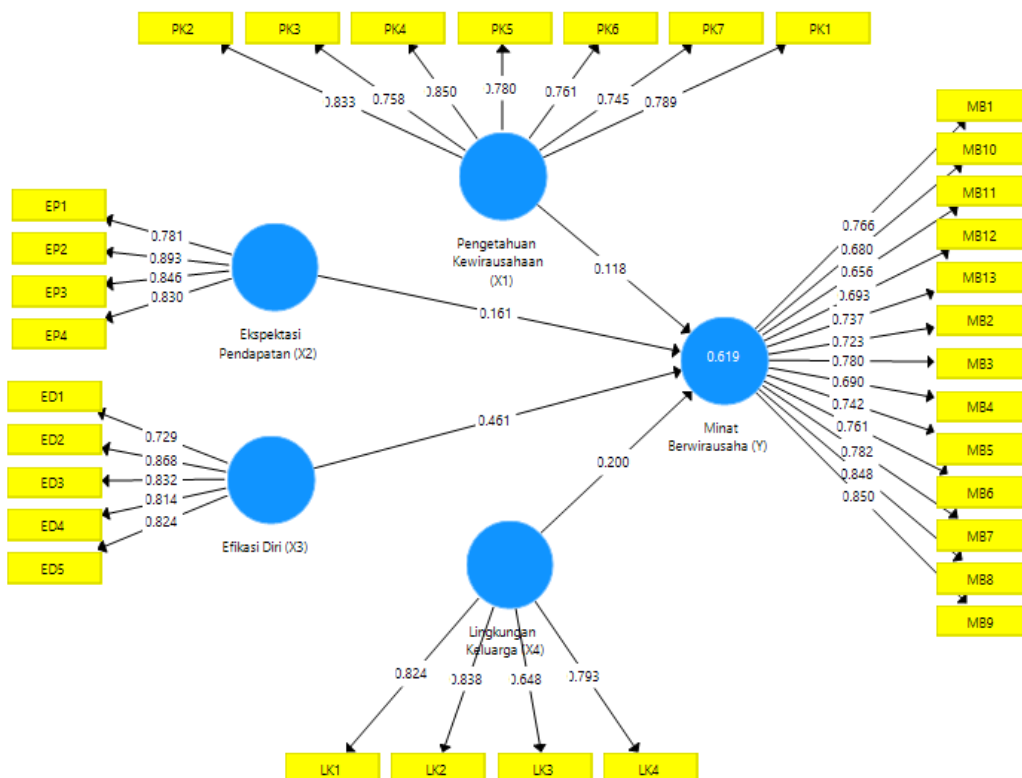


Figure 1 PLS Model 1

The results of the analysis show that of all the indicators for each variable, 28 indicators have a value above 0.7 and there are 5 indicators that have a value below 0.7. It can be seen that the constructs of Self-Efficacy, Income Expectations, and Entrepreneurial Knowledge all have a value above 0.7. Meanwhile, 2 other constructs have indicators

whose values are below 0.7, namely the family environment construct, which has 1 value below 0.7 and 3 values above 0.7. And the construct of Interest in Online Entrepreneurship has 4 values below 0.7 and 9 values above 0.7.

Therefore, there are still values that do not meet the required limits or in other words there are still values below the standard of 0.7, so it is necessary to recalculate the re-estimation. This is done to find out what indicators are valid, have a value above 0.7 and can be used to measure each variable. Following are the results of the *outer* model test which shows the value of outer loadings after re-estimating.

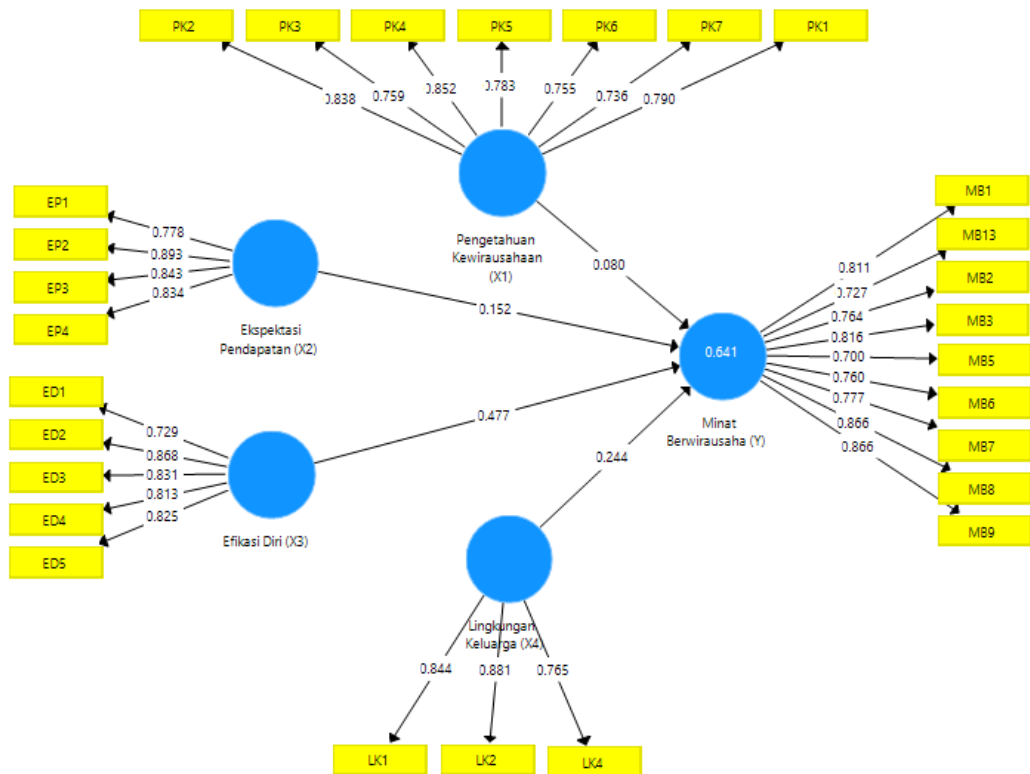


Figure 2 PLS Model 2

After re-estimating, it can be seen that the results of the analysis in the picture above show that there are 27 indicators that have a value above 0.7 and there is still 1 indicator that has a value below 0.7. The interest in entrepreneurship has an indicator whose value is 0.7. Therefore, there are still values that do not meet the required limits, so it is necessary to recalculate or re-estimate. The following are the results of the *outer* model test which shows the *outer loading value* after re-estimating at the second stage.

After re-estimating by gradually eliminating the indicators for each variable, the final result is the *outer loading value* of each indicator which has an influence on the *outer loading* of other indicators. The results from the re-estimated data can be seen that the item value produced by each indicator representing each variable has met the standard value, namely more than 0.7. This happens because when each variable was previously measured using a predetermined number of indicators, it was then recalculated by gradually eliminating several indicators with a value below 0.7, so that the size of each variable was reduced gradually, then measuring each The variable decreases, causing the distribution of values for each other indicator to be affected and causing the value to decrease or increase. Mark *outer loadings* For all construct that has been fulfil category For can be declared valid seen on table 4.

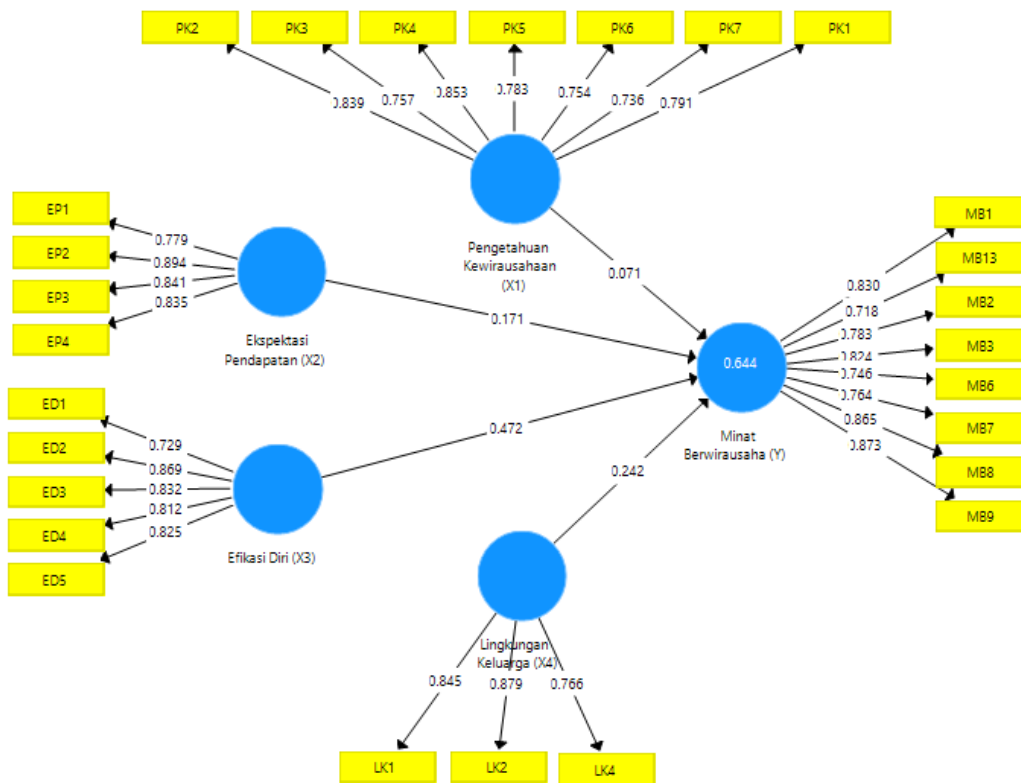


Figure 3 PLS Model 3

Table 4 *Convergent Validity (Outer Loadings) After Re-Estimation*

Indicator	Self-Efficacy	Income Expectations	Family environment	Online Entrepreneurship	Entrepreneurship Knowledge
ED1	0.729				
ED2	0.869				
ED3	0.832				
ED4	0.812				
ED5	0.825				
EP1		0.779			
EP2		0.894			
EP3		0.841			
EP4		0.835			
LK1			0.845		
LK2			0.879		
LK4			0.766		
MB1				0.830	
MB13				0.718	
MB2				0.783	
MB3				0.824	
MB6				0.746	
MB7				0.764	
MB8				0.865	
MB9				0.873	
PK2					0.839
PK3					0.757
PK4					0.853
PK5					0.783
PK6					0.754
PK7					0.736
PK1					0.791

Source: SmartPLS 3.0 data, 2023

AVE (*Avarange Variance Extracted*) Test

Table 5 *Average Variance Extracted (AVE)*

Construct	Average variance extracted (AVE)	AVE Root
Self-Efficacy	0.663	0.814
Income Expectations	0.703	0.838
Family environment	0.691	0.831
Online Entrepreneurship	0.643	0.802
Entrepreneurship Knowledge	0.622	0.789

Source: SmartPLS 3.0 data, 2023

The AVE (*Average Variance Extracted*) test is carried out to assess the discriminant validity of each construct or latent variable. The discriminant validity model is considered optimal when the square root of the AVE (Average Variance Extracted) for each construct is greater than the correlation between the two constructs in the model. Table 5 above shows that the AVE (*Average Variance Extracted*) value for all constructs has a value of > 0.5. Thus, there is no problem with convergent validity in the tested model.

Table 6 *Discriminant Validity (Fornell-Larcker Extracted)*

Construct	Self-Efficacy	Income Expectations	Family environment	Online Entrepreneurship	Entrepreneurship Knowledge
Self-Efficacy	0.815				
Income Expectations	0.558	0.838			
Family environment	0.543	0.497	0.831		
Online Entrepreneurship	0.749	0.585	0.613	0.802	
Entrepreneurship Knowledge	0.707	0.424	0.419	0.579	0.789

Source: SmartPLS 3.0 data, 2023

The numbers in bold on Table 6 is the value of the root AVE (*Average Variance Extracted*) of each construct which is greater than the number not in bold which is the correlation relationship between one construct and another construct. So in conclusion, all constructs have met the standards of discriminant validity.

Composite Reliability Test and Cronbach' A lpha Test

Table 7 *Composite Reliability and Cronbach's Alpha*

Construct	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
Self-Efficacy	0.872	0.877	0.908
Income Expectations	0.859	0.870	0.904
Family environment	0.780	0.824	0.870
Online Entrepreneurship	0.920	0.926	0.935
Entrepreneurship Knowledge	0.899	0.905	0.920

Source: SmartPLS 3.0 data, 2023

This test aims to ensure the accuracy and consistency of the instrument in measuring the construct. Based on table 7 above, it can be seen that the value of *Composite Reliability* and *Cronbach's Alpha* for each variable has met or is > 0.7. From the data in the table, it can be ascertained that the variables tested are consistent or reliable. After undergoing validity and reliability testing, it can be confirmed that all variables are valid and reliable. Thus, this research can carry out evaluation testing of the structural model (*inner model*).

Inner Model Analysis

R-Square Value

Based on the data listed in the table above, an *R-square value* of 0.644 is obtained. This value indicates that the variables Entrepreneurship Knowledge, Income Expectations, Self-Efficacy, and Family Environment can collectively explain the diversity of the *Online Entrepreneurship Interest variable* of 64.4% and the rest is explained by other variables or factors outside of this research model. Thus, it can be said that this study model is classified as "moderate or average".

Table 8 *R-square* value

Variable	<i>R-square</i>
Online Entrepreneurship	0.644

Source: SmartPLS 3.0 data, 2023

Hypothesis Test

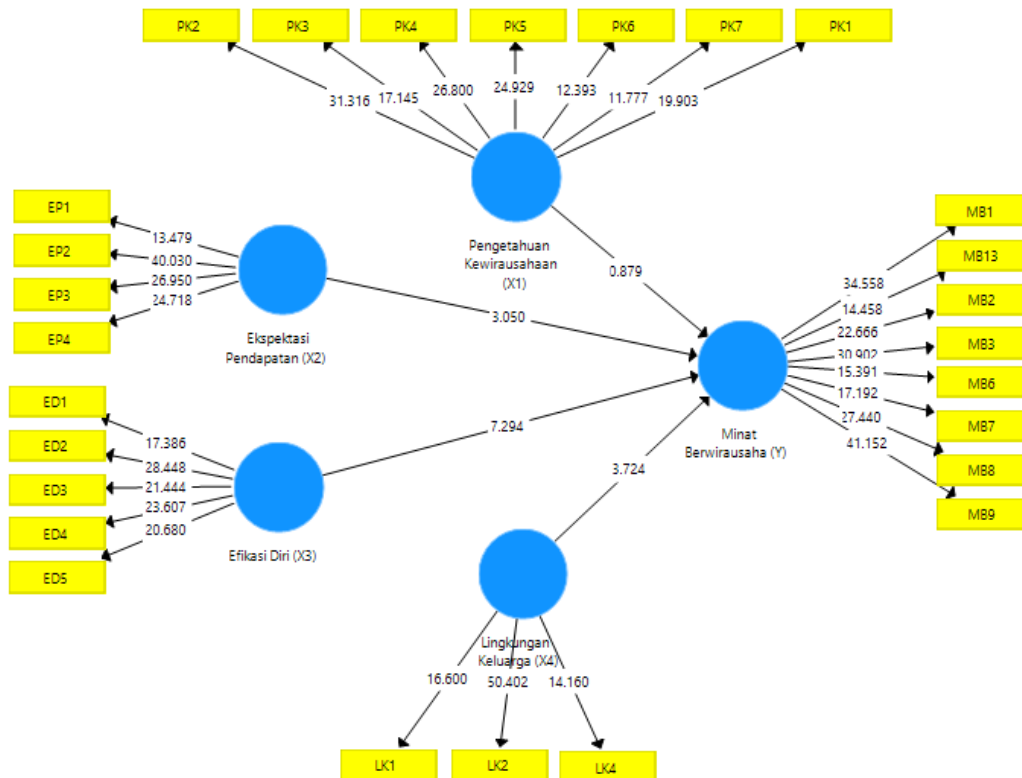


Figure 4 *Bootstrapping* results

The significance of the prediction model is assessed through structural model testing, which can be seen from the t-statistic value between exogenous variables and endogenous variables in the *path coefficient* (direct influence) table on the SmartPLS *output* below:

Table 9 *Path Coefficient* (Direct Influence)

Construct	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T Statistics (O/STDEV)	P values	Information
Self-Efficacy -> Interest in Online Entrepreneurship	0.472	0.467	0.065	7,294	0,000	Significant
Income Expectations -> Interest in Online Entrepreneurship	0.171	0.171	0.056	3,050	0.002	Significant
Family Environment -> Interest in Online Entrepreneurship	0.242	0.245	0.065	3,724	0,000	Significant
Entrepreneurship Knowledge -> Interest in Online Entrepreneurship	0.071	0.078	0.081	0.879	0.380	Not significant

Source: SmartPLS 3.0 data, 2023

The Influence of Entrepreneurship Knowledge on Interest in Online Entrepreneurship

Influence Entrepreneurship Knowledge (X1) towards Interest in Online Entrepreneurship (Y) has a t-statistic value of 0.879 which means > 1.96 and has a *p-value* of 0.380 which means > 0.05 . So it can be seen that the Entrepreneurial Knowledge variable does not have a significant influence on the Entrepreneurial Interest variable in *online-* based businesses. These results indicate that the data in this study do not support

this hypothesis. The results of this research are in line with the results of previous research researched by Nkosinathi Henry Mothibi (2019) who found that entrepreneurial knowledge could not influence secondary school students' interest in entrepreneurship. Likewise, research conducted by Hadyastiti, Suryandari, & Putra (2020) found that entrepreneurship education had no influence on the entrepreneurial interest of MSMEs in North Denpasar because they focused more on hands-on practical activities and preferred self-taught learning. However, these results contradict the research results found by Hussain, Zia-Ur-Rehman, and Abbas, (2021) and the results of research conducted by Ernawatiningsih (2019) which found that entrepreneurship education has a significant effect on interest in entrepreneurship.

The Influence of Income Expectations on Interest in Online Entrepreneurship. Influence Income Expectation (X2) against Interest in *Online Entrepreneurship* (Y) has a t-statistic value of 3.050 which is > 1.96 and has a *p-value* of 0.002 which means < 0.05 . So it can be seen that the Income Expectation variable has a significant influence on the Entrepreneurial Interest variable in *online-based businesses*. These results indicate that the data in this study supports this hypothesis. The results of this research are in line with the results of previous research examined by Mualifah and Prasetyoningrum (2020) which found that the income expectation variable had a positive and significant influence on interest in entrepreneurship among the people of Kletek Village, Pucakwangi District. Likewise, in their research, Ikramullah, Aslinda, and Heriansah (2020) found that income expectations had a significant influence on interest in entrepreneurship among STITEK Balik Diwa Makassar students. However, these results contradict the results of research by Ernawatiningsih (2019) which states that income expectations have no effect on students' interest in becoming entrepreneurs.

Influence Self-Efficacy on Interest in Online Entrepreneurship. Influence Self-Efficacy (X3) towards Interest in *Online Entrepreneurship* (Y) has a t-statistic value of 7.294 which is > 1.96 and has a *p-value* of 0.000 which means < 0.05 . So it can be seen that the Self-Efficacy variable has a significant influence on the Entrepreneurial Interest variable in *online-based businesses*. These results indicate that the data in this study supports this hypothesis. The results of this research are in line with the results of previous research examined by Sennang (2017) which found that self-efficacy has a significant influence on vocational school students' interest in entrepreneurship. Likewise, research by Muslihudin and Ilmaniati (2017) found that self-efficacy has a significant influence on interest in entrepreneurship, the higher a student's confidence or self-efficacy, the higher his interest in entrepreneurship. The results of this research are also in line with the results of Evaliana's (2015) research which found that self-efficacy has a significant influence on students' interest in entrepreneurship as well as being the dominant variable that influences students' interest in entrepreneurship.

Influence Family Environment on Interest in Online Entrepreneurship. Influence of Family Environment (X4) on Interest in *Online Entrepreneurship* (Y) has a t-statistic value of 3.724 which is > 1.96 and has a *p-value* of 0.000 which means < 0.05 . So it can be seen that the Family Environment variable has a significant influence on the Entrepreneurial Interest variable in *online-based businesses*. These results indicate that the data in this study supports this hypothesis. The results of this research are in line with the results of previous research examined by Ningsih (2018) which found that the family environment has an influence on interest in entrepreneurship in class The results of this research are also in line with research conducted by Evaliana (2015) which found that the family environment has a significant influence on class The results of this research also support the research results of Nitami (2022) which found that the family environment has a positive and real influence on STIAPEN Naga Raya students' interest in entrepreneurship, the better the social and economic conditions of the family, the higher the students' interest in entrepreneurship.

CONCLUSION

Based on analysis And testing hypothesis regarding “ Analysis Determinant *Entrepreneurial Intention* High School/Vocational School Students Business Based Online ” then can withdrawn conclusion that : Entrepreneurship knowledge has an insignificant effect on the interest of high school/vocational school students in the Bogor area to become entrepreneurs in *online- based businesses*. This matter indicated that knowledge acquired entrepreneurship students in the environment school or outside environment school Not yet capable build interest entrepreneurship students / i on business based *on line*. Income Expectations have a significant effect on the interest of SMA/SMK students in the Bogor area to become entrepreneurs in *online- based businesses*. This matter indicated that exists hope will income capable make students / i own interest entrepreneurship on business based *on line*.

Self-efficacy has a significant influence on the interest of high school/vocational school students in the Bogor area to become entrepreneurs in *online- based businesses*. This matter indicated that there is mutual asoek relate strong between aspect efficacy self students / i with aspect interest entrepreneurship *on line*. The family environment has a significant influence on the interest of high school/vocational school students in the Bogor area to become entrepreneurs in *online- based businesses*. This matter indicated that environment family can support students / i For entrepreneurship *on line*. The role of parents And condition family very influence formation interest entrepreneurship students / i on business based *on line*.

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