

## **The Influence of Entrepreneurial Knowledge, Self Efficacy and Entrepreneurial Character on Entrepreneurial Interest of Class XII Students of SMKN 7 Pandeglang**

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### **ABSTRACT**

This study aims to influence entrepreneurial knowledge, self-efficacy and entrepreneurial character simultaneously and partially on the entrepreneurial interest of class XII students of SMKN 7 Pandeglang. This study uses a survey type with a quantitative approach. Data analysis techniques in this study used Descriptive Analysis, Validity Test, Reliability Test, Analysis Prerequisite Test, Multiple Linear Regression Analysis, T Test, F Test and Determination Coefficient Analysis Test ( $R^2$ ). The sample used in this study was 75 students. The results of the study with the t test showed that entrepreneurial knowledge had a positive and significant effect on entrepreneurial interest, self-efficacy had a positive and significant effect on entrepreneurial interest, entrepreneurial character had a positive and significant effect on entrepreneurial interest and simultaneously (f test) there was a positive and significant effect of entrepreneurial knowledge, self-efficacy, and entrepreneurial character on Entrepreneurial Interest. This is evidenced by the results of the F test which showed a calculated F value of 22.756 and a significance of 0.000, where  $\text{sig } F < 0.05$ . The coefficient of determination ( $R^2$ ) is 0.490, which means that 49.0% of students' interest in entrepreneurship can be explained by the variables of entrepreneurial knowledge, self-efficacy, and entrepreneurial character. While the remaining 51.0% is influenced by other variables that were not analyzed in this study.

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## **INTRODUCTION**

The high unemployment rate in Indonesia caused by the imbalance between the availability of jobs and the number of workers has a serious impact on aspects of life in society. The unemployment rate is dominated by graduates of Vocational High Schools (SMK) which reaches 9.42% compared to graduates of Senior High Schools (SMA) reaching 8.57% (Badan Pusat Statistik, 2022). The

competency standards of Vocational High School Graduates (SMK) which are focused on preparing graduates to be able to compete in facing challenges in the industrial world such as the quality of the workforce/human resources, and international job market competition are the focus of the government by encouraging students to master special skills and expertise and the spirit of opening a business or entrepreneurship through education at school (Lisdayanti et al., 2021). Education that provides opportunities for students to practice skills according to their fields. (Abizar, 2016). However, in reality, there are still many SMK graduates who are unemployed because they have not been able to meet the expected graduate competency standards.

This is due to several factors, namely the incompatibility of the material taught by teachers with the needs of the industry and the lack of cooperation between educational institutions and industry in accepting the graduates (Rivaldo, 2023). In addition, the lack of interest and encouragement for entrepreneurship for vocational school graduates also has an impact on the low number of entrepreneurs in Indonesia (Maftuhah & Suratman, 2015). One solution offered to overcome this problem is entrepreneurship, which is considered an approach to building the economy in Indonesia (Irda, 2019).

However, in Indonesia the number of entrepreneurs is still quite low due to the lack of interest from graduates be an entrepreneur (Maftuhah & Suratman, 2015). Interest in entrepreneurship is influenced by several things, namely attitude, self-efficacy, and entrepreneurial characteristics (Nuhlasita & Wulandari, 2022). Apart from that, there are several other factors that influence interest in entrepreneurship among students such as a lack of in-depth understanding of entrepreneurship due to the lack of a comprehensive approach in learning, focusing dominantly on practical aspects without other support on product marketing aspects making students less understanding of marketing strategies, market identification, and effective ways to market products, and another major factor is the lack of capital owned by students in starting a business or enterprise. This was obtained based on pre-research conducted by researchers at SMKN 7 Pandeglang. Therefore, efforts are needed to overcome these problems in order to improve students' knowledge, skills, and practical experience in the field of entrepreneurship.

Table 1. Alumni Data of students majoring in Mechanical Engineering and Automotive Light Vehicle Engineering (TKRO) SMKN 7 Pandeglang Academic Year 2019-2022

Expertise Competence	Graduation year	Number of Graduates	Graduate Status			
			Work	Entrepreneur	Studying	Not working
Machining Techniques	2020	28	21	3	4	0
	2021	33	17	5	5	5
	2022	32	15	4	1	12
TKRO	2020	31	25	3	3	0
	2021	34	6	6	10	14
	2022	69	0	0	0	69
Number		224	84	21	23	100

Based on the data from the pre-research results above conducted by researchers at SMKN 7 Pandeglang, it shows that few graduates choose to become entrepreneurs. Data from the Mechanical Engineering and TKRO (Light Automotive Vehicle Engineering) departments show that most graduates prefer to work or go to college, and a small portion chooses to become entrepreneurs. Researchers also conducted interviews with teachers and students where the results showed that students expressed less interest and enthusiasm in applying entrepreneurial knowledge even though a basic understanding of entrepreneurship had been obtained. Other inhibiting factors are lack of capital, lack of practical experience in entrepreneurship, and the assumption that college or higher education can help their success compared to entrepreneurship.

Based on these problems, the researcher aims to examine the Influence of Entrepreneurial Knowledge, *Self Efficacy*, and Entrepreneurial Character on Entrepreneurial Interests of Class XII Students of SMKN 7 Pandeglang. The researcher hopes to provide references and solutions in the world of education, especially SMKN 7 Pandeglang in developing learning strategies that can be applied to foster an entrepreneurial spirit among SMK students in achieving success in the future.

## **METHOD**

This research use survey with a quantitative approach, data collection method using a questionnaire distributed to a group of individuals. The answers obtained from this questionnaire allow researchers to draw conclusions about the entire population represented by the respondents (West & Turner, 2008). In this study, we will look for regression between variables through questionnaires distributed to respondents. The sampling technique used in the study used proportional random sampling, namely a sampling method in which the proportion of sub-populations is represented proportionally in the sample, according to their proportion in the population as a whole (Kusumastuti et al., 2020). Sample usage saturated in this study because the number of samples was relatively limited, namely less than 100 and could be reached as a whole (Ekasari, 2023).

In this study, the population was students of class XII of Mechanical Engineering and Automotive Light Vehicle Engineering with a sample size of 92 respondents, while to determine the sample using the Slovin formula with an error rate of 5%, a sample size of 75 respondents was obtained consisting of 21 students of class XII of Mechanical Engineering and 54 students of class XII of TKRO. This study uses 3 independent variables, namely entrepreneurial knowledge, self-efficacy and entrepreneurial character and dependent variables.

The analysis technique uses partial hypothesis testing (T-Test). where to test the significance of the independent variables (X1), (X2), (X3) and dependent (Y). Where this test compares the significance value with *alpha* 0.05, with the basis of the t-test decision as follows: 1) if the calculated r value is greater ( $>$ ) than the  $t_{table}$  then the independent variable has an effect on the dependent variable, 2) if the calculated t is smaller ( $<$ ) than the  $t_{table}$  then the independent variable does not affect the dependent variable. And simultaneous hypothesis testing (F-Test) is used to determine whether the independent

variables (X1), (X2), (X3) together or simultaneously have a significant effect on the dependent variable (Y). With the basis of the decision if the calculated f is greater (>) than the f table then this is done together between entrepreneurial knowledge, *self-efficacy* and entrepreneurial character have a significant effect on entrepreneurial interest. The data collection technique uses a Likert scale according to (Sudaryano, 2016), used to measure a person's attitudes, opinions and perceptions. This scale is used to complete a questionnaire that requires respondents to indicate their level of agreement with a series of questions. The data collection method uses a questionnaire. The answers to each *instrument* have very positive to negative values. The values used in this study are shown by Table 2.

Table 2. Likert Scale

Question Answers	Weight
Disagree (TS)	Score 1
Disagree (KS)	Score 2
Agree (S)	Score 3
Strongly Agree (SS)	Score 4

## RESULTS AND DISCUSSION

### 1. Descriptive Statistical Analysis

The following is a description of the data obtained from the research sample at SMKN 7 Pandeglang, with a sample size of 75 students. The data description displayed includes the average value (mean/M), mode (Mo), median (Me), standard deviation (SD), and the tendency of the variables studied. Data on entrepreneurial knowledge, self-efficacy, entrepreneurial character, and entrepreneurial interest were collected through a test consisting of 20 questions. The scores used in this test are 0 and 1. And to determine the tendency of entrepreneurial knowledge, self-efficacy, entrepreneurial character, and entrepreneurial interest of class XII students of SMKN 7 Pandeglang, the data is categorized into five criteria, namely very high, high, medium, low, and very low.

The following are the results of the data obtained:

**a. Entrepreneurship Knowledge**

Based on Table 3 and 4, the tendency of students' entrepreneurial knowledge shows that 10% are in the very high category with a frequency of 8 people, 36% are in the high category with a frequency of 27 people, 27% are in the medium category with a frequency of 20 people, 20% are in the low category with a frequency of 15 people, and 7% are in the very low category with a frequency of 5 people. Thus, overall, the entrepreneurial knowledge of class XII students of SMKN 7 Pandeglang is included in the high category.

Table 1 Descriptive Statistics of Entrepreneurial Knowledge Variables

Variables	Score Range	Min	Max	Mean	Median	Mode	STDEV
Entrepreneurship Knowledge	0-20	8	20	16	16	15	3

Table 4. Distribution of Entrepreneurial Knowledge Variable Tendency

No	Formula	Calculation	Frequency	Category
1	$X \leq M - 1.5 SD$	$X \leq 12$	5	Very Low
2	$M - 1.5 SD < X \leq M - 0.5 SD$	$12 < X \leq 15$	15	Low
3	$M - 0.5 SD < X \leq M + 0.5 SD$	$15 < X \leq 17$	20	Medium
4	$M + 0.5 SD < X \leq M + 1.5 SD$	$17 < X < 20$	27	Tall
5	$M + 1.5 SD < X$	$M + 1.5 SD < X$	8	Very high

**b. Self Efficacy**

Based on Table 5 and 6, the tendency of students' self-efficacy shows that 1% is in the very high category with a frequency of 1 person, 37% is in the high category with a frequency of 28 people, 31% is in the medium category with a frequency of 23 people, 20% is in the low category with a frequency of 15 people, and 11% is in the very low category with a frequency of 8 people. Thus, overall, the self-efficacy of class XII students of SMKN 7 Pandeglang is included in the high category.

Table 5. Descriptive Statistics of Self Efficacy Variables

Variables	Score Range	Min	Max	Mean	Median	Mode	STDEV
Self Efficacy	0-100	45	80	65.19	66	65	9.54

Table 6. Distribution of Self Efficacy Variable Tendency

No	Formula	Calculation	Frequency	Category
1	$X \leq M - 1.5 SD$	$X \leq 50.88$	8	Very Low
2	$M - 1.5 SD < X \leq M - 0.5 SD$	$50.88 < X \leq 60.42$	15	Low
3	$M - 0.5 SD < X \leq M + 0.5 SD$	$60.42 < X \leq 69.96$	23	Medium
4	$M + 0.5 SD < X \leq M + 1.5 SD$	$69.96 < X \leq 79.49$	28	Tall
5	$M + 1.5 SD < X$	$X > 79.49$	1	Very high

**c. Entrepreneurial Character**

Based on Table 7 and 8, the tendency of students' entrepreneurial character shows that 0% are in the very high category, 38% are in the high category with a frequency of 28 people, 36% are in the medium category with a frequency of 27 people, 21% are in the low category with a frequency of 16 people, and 5% are in the very low category with a frequency of 4 people. Thus, overall, the entrepreneurial character of class XII students of SMKN 7 Pandeglang is included in the high category

Table 7. Descriptive Statistics of Entrepreneurial Character Variables

Variables	Score Range	Min	Max	Mean	Median	Mode	STDEV
Entrepreneurial Character	0-160	49	16	100.04	102	113	12.22

Source: Processed Primary Data

Table 8. Distribution of Entrepreneurial Character Variable Tendencies

No	Formula	Calculation	Frequency	Category
1	$X \leq M - 1.5 SD$	$X \leq 50.88$	4	Very Low
2	$M - 1.5 SD < X \leq M - 0.5 SD$	$50.88 < X \leq 60.42$	16	Low
3	$M - 0.5 SD < X \leq M + 0.5 SD$	$60.42 < X \leq 69.96$	27	Medium
4	$M + 0.5 SD < X \leq M + 1.5 SD$	$69.96 < X \leq 79.49$	28	Tall
5	$M + 1.5 SD < X$	$X > 79.49$	0	Very high

**d. Interest in Entrepreneurship**

Based on Table 9 and 10, the tendency of students' interest in entrepreneurship shows that 3% are in the very high category with a frequency of 2 people, 32% are in the high category with a frequency of 24 people, 40% are in the medium category with a frequency of 30

people, 16% are in the low category with a frequency of 12 people, and 9% are in the very low category with a frequency of 7 people. Thus, the interest in entrepreneurship of class XII students of SMKN 7 Pandeglang is included in the medium category.

Table 9. Descriptive Statistics of Entrepreneurial Interest Variables

Variables	Score Range	Min	Max	Mean	Median	Mode	STDEV
Entrepreneurial Interest	0-80	28	63	51.68	53	54	6.15

Source: Processed Primary Data

Table 10. Distribution of Entrepreneurial Interest Variable Tendency

No	Formula	Calculation	Frequency	Category
1	$X \leq M - 1.5 SD$	$X \leq 42.46$	7	Very Low
2	$M - 1.5 SD < X \leq M - 0.5 SD$	$42.46 < X \leq 48.61$	12	Low
3	$M - 0.5 SD < X \leq M + 0.5 SD$	$48.61 < X \leq 54.75$	30	Currently
4	$M + 0.5 SD < X \leq M + 1.5 SD$	$54.75 < X \leq 60.90$	24	Tall
5	$M + 1.5 SD < X$	$X > 60.90$	2	Very high

## Research Discussion

### 1. The Influence of Entrepreneurial Knowledge, *Self Efficacy*, and Entrepreneurial Character Simultaneously on Entrepreneurial Interest in Class XII of SMK Negeri 7 Pandeglang

Entrepreneurial knowledge, *self-efficacy*, and entrepreneurial character simultaneously have a positive and significant influence on the entrepreneurial interest of class XII students of SMN 7 Pandeglang. This is proven by the results of the F test which shows a calculated F value of 22.756 with a significance of 0.000. Because the significance value of  $F < 0.05$ , it can be concluded that entrepreneurial knowledge, *self-efficacy*, and entrepreneurial character have a positive and significant influence on the entrepreneurial interest of class XII students of Machining and TKRO Engineering at SMKN 7 Pandeglang.

Entrepreneurial knowledge has a regression coefficient (B1) of 0.512, which means that every 1% increase in this variable will increase entrepreneurial interest by 51.2%. Meanwhile, *self-efficacy* has a regression coefficient (B2) of 0.168, so every 1% increase in *self-efficacy* will increase entrepreneurial interest by 16.8%. Furthermore, entrepreneurial character has a regression coefficient (B3) of 0.200, which shows that every 1% change in entrepreneurial character will increase entrepreneurial interest by 20.0%. Thus, it can be concluded that the higher the level of entrepreneurial knowledge, *self-efficacy*, and entrepreneurial character, the

higher the entrepreneurial interest in students. Conversely, if these three variables decrease, students' entrepreneurial interest will also decrease.

The results of the multiple linear regression test show that the coefficient of determination ( $R^2$ ) is 0.490 or 49.0%. This means that 49.0% of the variation in entrepreneurial interest is influenced by entrepreneurial knowledge, *self-efficacy*, and entrepreneurial character. Meanwhile, the remaining 51.0% is influenced by other variables not included in this study.

Entrepreneurial knowledge provides insight and understanding of various aspects of business, including marketing strategies, financial management, and identification of business opportunities. The knowledge that a person has, when solving the problems they face, can develop the greatest potential and decision-making ability, in order to adapt to the environment (Utomo, 2012).

Self-efficacy is a person's belief in their ability to complete a task or overcome a particular challenge. It can also influence a person's interest in a field or activity that they believe they can do well (Lisdayanti et al., 2021). Self-efficacy shapes students' self-confidence in facing business challenges, helps them make decisions with confidence, and encourages courage in taking risks. Meanwhile, entrepreneurial character complements the previous factors by providing the perseverance, creativity, and never-give-up attitude needed to succeed in the business world. These three factors complement each other in shaping students' readiness and interest in entrepreneurship.

These three factors together encourage students to be more interested and motivated in entrepreneurship. Students who have a good understanding of entrepreneurship, are confident, and have a strong entrepreneurial character are more likely to take concrete steps to start their own business.

This finding is in line with the research of Marlina E et al (2023), which concluded that the variables of entrepreneurial knowledge, *self-efficacy* and entrepreneurial character simultaneously have a positive and significant effect on entrepreneurial interest. This is indicated by the results of the calculated F value ( $150.180 > F \text{ table } (2.408)$ ) and the level of significance ( $0.000 < 0.05$ ). Therefore, it is obtained that  $H_0$  is rejected and  $H_a$  is accepted. The influence of the variables of entrepreneurial knowledge, self-efficacy and entrepreneurial character on entrepreneurial interest is 64.0% while 36.0% is influenced by other factors (Marlina e t al., 2023)

Therefore, a more integrated approach needs to be implemented in the education system. Schools can combine these various aspects in one entrepreneurship-based curriculum that focuses not only on theory, but also on skills and character development. In addition, there needs to be an evaluation system to measure student development in these three aspects, so that additional interventions can be given to students who still need improvement. Collaboration



with various parties, such as the government, business community, and universities, can also help create a conducive entrepreneurial ecosystem for students so that they are better prepared to start a business after graduation.

## **2. The Influence of Entrepreneurial Knowledge on Entrepreneurial Interest in Class XII Students of SMK Negeri 7 Pandeglang.**

Based on the results of the description of entrepreneurial knowledge variables, it is known that 36% of class XII students of SMK Negeri 7 Pandeglang in entrepreneurial knowledge indicate that most students have a good understanding of the concept and practice of entrepreneurship. According to theory, entrepreneurial knowledge can increase entrepreneurship and willingness, but if you do not have knowledge, the company you run cannot develop (Indriayu et al., 2022). The knowledge that a person has, when solving the problems they face, can develop the potential and decision-making ability as much as possible, in order to adapt to the environment (Utomo, 2012).

High entrepreneurial knowledge provides students with a deep understanding of business opportunities, business management, and basic skills in entrepreneurship. With adequate information, students are more confident in considering entrepreneurship as a career choice.

The higher the students' entrepreneurial knowledge, the higher their interest in entrepreneurship. Conversely, students with low entrepreneurial understanding tend to hesitate or even be reluctant to enter the world of entrepreneurship due to a lack of insight into the challenges and benefits that can be obtained.

This study shows that entrepreneurial knowledge has a positive and significant influence on the entrepreneurial interest of class XII students of SMK Negeri 7 Pandeglang. In other words, the higher the students' entrepreneurial knowledge, the greater their interest in entrepreneurship. Conversely, if entrepreneurial knowledge is low, students' interest in entrepreneurship also tends to decrease.

This finding is in line with the research of Ika Indriyani and Subowo (2019), which concluded that entrepreneurial knowledge has a positive and significant effect on students' entrepreneurial interest. This means that the higher the level of students' entrepreneurial knowledge, the higher their interest in entrepreneurship, and vice versa (Indriyani & Subowo, 2019).

To increase students' interest in entrepreneurship, schools need to develop more applicable entrepreneurship learning programs. In addition to theory, learning should include hands-on experiences such as business workshops, case studies, and industry visits. Thus, students can understand the real business process and be more interested in entering the business world. In addition, collaboration with local entrepreneurs can be a strategic step in providing

mentoring and inspiration to students to be more prepared and confident in entrepreneurship.

### **3. The Influence of *Self Efficacy* on Entrepreneurial Interest in Class XII Students of SMK Negeri 7 Pandeglang.**

For the self-efficacy variable, it is known that 37% of grade XII students of SMK Negeri 7 Pandeglang have a very high level of self-efficacy. This shows that self-efficacy plays an important role in shaping students' self-confidence in entrepreneurship. Self-efficacy can influence a person's interest in a field or activity that they believe they can do well (Lisdayanti et al., 2021). This belief is a motivation for someone to dare to start a business. If someone does not have confidence in their abilities, they are likely not to be interested in entrepreneurship (Lisdayanti et al., 2021).

High self-efficacy makes students more confident in their ability to run a business. Students who have high self-confidence tend to be more proactive in seeking opportunities, overcoming obstacles, and daring to take risks in running a business. Students with high levels of self-efficacy show greater interest in entrepreneurship because they feel capable of managing a business independently. In contrast, students with low self-efficacy tend to be afraid of taking risks and prefer more stable career options.

The results of the study showed a positive and significant influence between self-efficacy and entrepreneurial interest in grade XII students of SMK Negeri 7 Pandeglang. The higher the students' self-efficacy, the greater their interest in entrepreneurship. Conversely, if self-efficacy is low, students' interest in entrepreneurship will also decrease.

This finding is consistent with the research of Lailatus Sa'adah and Amir Mahmud (2019), which states that self-efficacy has a positive and significant influence on entrepreneurial interest. The results of the t-test in the study showed a significance value of  $0.000 < 0.05$ , thus proving that self-efficacy influences entrepreneurial interest. In other words, the higher the level of self-efficacy of students, the higher their interest in entrepreneurship, and vice versa (Sa'adah & Mahmud, 2019).

High self-efficacy plays a major role in shaping students' entrepreneurial interests. Therefore, schools can hold soft skills training that includes leadership, communication, and decision-making, so that students are more confident in running a business. In addition, project-based entrepreneurship programs, such as business simulations or student-managed small businesses, can help them build confidence in their own abilities. Equally important, motivational sessions and seminars with successful entrepreneurs can provide mental encouragement and increase students' confidence in starting their own businesses.

#### **4. The Influence of Entrepreneurial Character on Entrepreneurial Interest of Grade XII Students of SMK Negeri 7 Pandeglang.**

Based on the results of the analysis of entrepreneurial character variables, it is known that grade XII students of SMK Negeri 7 Pandeglang have entrepreneurial characters in the high category of 38%. This shows that entrepreneurial character plays an important role in shaping students' entrepreneurial interests. Individuals with entrepreneurial characters such as having creativity, innovation, the ability to take advantage of opportunities, having an internal locus of control, daring to take risks, hardworking and confident, have a high drive to achieve success, which directly contributes to entrepreneurial interest (Mardizal, 2020).

Strong entrepreneurial character allows students to be more persistent in facing difficulties, seek innovative solutions, and have a resilient mentality in running a business. Attitudes such as perseverance, creativity, and courage to take risks are important capital for an entrepreneur. Students with strong entrepreneurial character tend to be more motivated to start their own business. Conversely, students who do not have a strong enough entrepreneurial character will be more hesitant and less interested in running a business.

The results of this study also show that entrepreneurial character has a positive and significant influence on the entrepreneurial interest of class XII students of SMK Negeri 7 Pandeglang. The stronger the entrepreneurial character possessed by students, the higher their interest in entrepreneurship. Conversely, if the entrepreneurial character is low, the interest in entrepreneurship also tends to decrease.

This finding is consistent with research conducted by Weka Apsari Maala Nuhlasita and Ruri Nurul Aeni Wulandari (2022), which revealed a positive and significant relationship between entrepreneurial characteristics and entrepreneurial interest. The study also showed that entrepreneurial characteristics, such as optimism, discipline, and creativity, contribute greatly to increasing entrepreneurial interest. These characteristics help students build motivation and positive attitudes that encourage them to become entrepreneurs. Therefore, entrepreneurial character has an important role in increasing entrepreneurial interest with a greater contribution than other variables (Nuhlasita & Wulandari, 2022).

A strong entrepreneurial character is very important for a person's success in business. Therefore, schools need to integrate character development into entrepreneurship learning by organizing business competitions, business simulations, and business incubator programs. Through these activities, students not only gain insight into entrepreneurship but also train their courage in facing business risks and challenges. In addition, extracurricular activities related to the business world, such as student cooperatives or school business organizations, can be a place for students to build their entrepreneurial spirit from an early age.

## **CONCLUSION**

From several research results obtained, the following conclusions can be drawn:

1. There is a positive and significant influence of Entrepreneurial Knowledge on Entrepreneurial Interest. This is evidenced by the t-value of 2.420 and a significance value of 0.018, which indicates that  $\text{sig} < 0.05$ . These results indicate that the higher the entrepreneurial knowledge students have, the greater their interest in entrepreneurship. Entrepreneurial knowledge provides an understanding that encourages students to be interested and confident in exploring the world of entrepreneurship.
2. There is a positive and significant influence of Self-Efficacy on Entrepreneurial Interest. This is evidenced by the t-value of 2.682 and a significance value of 0.009, which indicates that  $\text{sig} < 0.05$ . These results confirm that students' self-confidence in their ability to carry out entrepreneurial activities plays an important role in increasing entrepreneurial interest. Self-efficacy helps students feel capable of facing challenges in the business world.
3. There is a positive and significant influence of Entrepreneurial Character on Entrepreneurial Interest. This is evidenced by the t-value of 4.048 and a significance value of 0.000, which indicates that  $\text{sig} < 0.05$ . This conclusion shows that students with strong entrepreneurial characters, such as the courage to take risks, creativity, and independence, tend to have a higher interest in entrepreneurship. This character is an important foundation for developing their interest in entrepreneurship.
4. There is a positive and significant influence of Entrepreneurial Knowledge, Self-Efficacy, and Entrepreneurial Character on Entrepreneurial Interest. This is evidenced by the results of the F test which shows a calculated F value of 22.756 and a significance of 0.000, where  $\text{sig} F < 0.05$ . The coefficient of determination ( $R^2$ ) is 0.490, which means that 49.0% of students' entrepreneurial interest can be explained by the variables of entrepreneurial knowledge, self-efficacy, and entrepreneurial character. While the remaining 51.0% is influenced by other variables not analyzed in this study. These results illustrate that the combination of entrepreneurial knowledge, self-efficacy, and entrepreneurial character makes a significant contribution to students' interest in entrepreneurship. However, there are still other factors outside of these three variables that also influence students' entrepreneurial interest by 51.0%. This shows the importance of further exploration of other variables in future research.

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