

The Effect of Entrepreneurship Education, Entrepreneurial Motivation, and the Need for Achievement on Entrepreneurial Intentions Through Self-Efficacy

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ABSTRACT

This study aims to determine the influence of entrepreneurship education, entrepreneurial motivation, and the need for achievement on entrepreneurial intentions through self-efficacy. This research uses a quantitative approach with a survey method. The place of implementation of this research is at SMK Islamiyah Tasikmalaya. Sampling technique with saturated samples of as many as 182. Data analysis using path analysis. The results show: that entrepreneurship education affects efficacy; entrepreneurial motivation affects self-efficacy; the need for achievement affects self-efficacy; entrepreneurship education does not affect entrepreneurial intentions; Entrepreneurial motivation does not affect entrepreneurial intentions; the need for achievement does not affect entrepreneurial intentions; self-efficacy has a positive effect on entrepreneurial intentions; entrepreneurship education influences entrepreneurial intentions through efficacy; Entrepreneurial motivation affects entrepreneurial intentions through self-efficacy; and the need for achievement affects entrepreneurial intentions through efficacy.

INTRODUCTION

Unemployment is still a big problem facing Indonesia. This unemployment occurs because the number of the workforce is not proportional to job opportunities. High unemployment can worsen a country's economic and social conditions, so economic growth becomes hampered, education levels decrease due to lack of funds, poverty levels increase, and criminal activity can be encouraged. Central Bureau of Statistics (BPS) conducted a survey of the open unemployment rate based on education level in August 2022, and the facts show that Vocational High Schools (SMK) dominate the open unemployment rate (TPT) at 9.42%. Several factors cause the high level of open unemployment (TPT) at the vocational school level, namely: (1) Limited quantity and quality of production/vocational teachers; (2) The quality of vocational schools is still low, which is based on the small number of schools with a minimum of B accreditation; (3) The couple's role in the business world is not yet optimal the business world is not yet in line with the skills and abilities of the school; (4) mismatch of skills required by the business world with the skills and abilities fostered by schools (Mukhlason et al., 2020:36). One effort to overcome this unemployment problem is through entrepreneurship. Job opportunities will widen if more people become entrepreneurs (Baraba, 2021:263).

Based on the results of the BPS survey, vocational school graduates should be ready to work, but in reality, vocational school graduates are the ones with the most unemployment. Islamiyah Vocational School is a school whose aim is to produce graduates who can develop their interests and talents for entrepreneurship. In achieving this goal, SMK Islamiyah carries out various entrepreneurship programs, including the School of Entrepreneurial Printers (SPW) program. This SPW activity is required for class XI to increase students' entrepreneurial intentions and equip students after graduation. Based on the results of the SMK Islamiyah tracer study in 2020, the following data was obtained:

Tabel 1 *Tracer Study* SMK Islamiyah tahun 2020

Career Choices	Amount Graduate	Percentage
Employed	206	49,2 %
Entrepreneurship	105	25,1 %
Continuing Education	11	2,6 %
Not Yet Working	65	15,5 %
Unknown	32	7,6 %
TOTAL	419	100 %

Source: Processed 2020 SMK Islamiyah Tracer study data

In table 1 above, it proves that there are still many Islamic Vocational School graduates who do not have jobs. In total, there are 23.1%, of whom 65 students (15.5%) have not worked and 32 students (7.6%) are unknown, while of the 419 students only a quarter of the students are 105 students (25.1%). % who choose a career to become an entrepreneur. This shows that students prefer to work for other people rather than creating their jobs.

Entrepreneurial intentions are influenced by several factors, including environmental factors such as access to capital, information from social networks, as well as physical and institutional infrastructure. Apart from that, personality factors such as self-efficacy, risk-taking, locus of control, and the need for achievement. Demographic factors such as gender, age, educational background, work experience, and parents' occupation also influence entrepreneurial intentions. Apart from these factors, cultural factors also influence entrepreneurial intentions (Indarti and Rostianti in Lestari & Achadi, 2022:36).

LITERATURE REVIEW

Entrepreneurial Intention

"The Theory of Planned Behavior (TPB) can explain the formation of a person's intentions because human behavior always has a purpose" (Fishbein & Ajzen in Sari & Rahayu, 2019:26). According to Ajzen in Adhiputra (2018:322-323) states that intentions are formed from 3 determinants, namely: a) attitude, serve as the basis for the development of intentions. There are two main aspects of attitudes about behavior: the aspect of a person's knowledge about the object of the attitude, which can be an individual's opinion that is not yet certain and a person's belief about whether or not the behavior displayed will produce certain consequences. A person's attitude about an attitude object will be inversely proportional to how positive they believe the consequences of that attitude object are; b) subjective norms (subjective norms), have two main aspects: beliefs in expectations, reference norms, and a person's motivation and willingness to carry out other people's opinions. Subjective norms are an important perspective from other parties that influence a person's decision to show or not show certain behavior. These views from others can play a significant role in determining how a person should act and can influence their behavior; c) behavioral control (perceived behavioral control), is a person's view of the strength of factors that can facilitate or inhibit a behavior. Intention refers to an individual's determination or desire to become an entrepreneur or engage in entrepreneurial activities. Entrepreneurial intentions represent plans to carry out entrepreneurial behavior. Before someone plunges into the world of entrepreneurship, a strong commitment is needed to make it happen. This shows that strong intention or intention is an important factor in starting and developing a business (Tubbs & Ekeberg in Daniel & Handoyo, 2021: 946). "Entrepreneurial intentions are closely related to a person's desire to create new business opportunities and prevent risks and efforts to overcome them through the use of creative ideas and innovation so that the business undertaken can produce satisfactory profits." (Sayuti & Chaniago in Mahbubah & Kurniawan, 2022:16)

Entrepreneurship Education

Entrepreneurship education refers to the knowledge that educational institutions consciously instill in students about entrepreneurial values, entrepreneurial spirit, and entrepreneurial attitudes (Wahyono et al. in Saputro et al, 2023:17). Furthermore, "Entrepreneurship education is an educational

program that focuses on developing aspects of entrepreneurship which is an important component in developing students' abilities. "This program aims to shape entrepreneurial character and spirit, as well as instill the values and competencies needed in the business world" (Saroni in Daniel & Handoyo, 2021:945).

"Entrepreneurship education is a form of activity that has the aim of improving knowledge, skills, attitudes and personal character through the process of learning and teaching about entrepreneurship based on the student's level of development and age" (Isrososiawan in Sari & Rahayu, 2019:25). Entrepreneurship education can increase a person's chances of finding new opportunities. Apart from that, entrepreneurship education will also provide entrepreneurial knowledge to students. In this case, entrepreneurial education and experience have an important role in solving various problems in different situations by providing knowledge, skills, and abilities. Education in entrepreneurship can make it easier to understand new information, which will ultimately make a person better able to see more opportunities and help him adapt to new situations (Hisrich et al. in Chandra and Budiono, 2019: 648).

Entrepreneurial Motivation

The origin of the word "motivation" is "motive" which refers to a condition in a person that convinces him to carry out certain actions to achieve certain goals" (Basrowi in Mukminin'Azmi et al., 2022: 1135). Motivation is the drive that causes individuals to carry out actions and pursue goals. Motivation can come from within a person, such as personal interests or desires, or from outside such as gifts or incentives.

"Entrepreneurial motivation is not innate, therefore, a person can train, learn, and develop this ability. "Entrepreneurial motivation is also an encouragement to carry out activities related to entrepreneurship that originates from a person" (Noviantoro in Fathiyannida & Erawati, 2021: 85). Furthermore, "Entrepreneurial motivation is a strong drive that can give confidence and courage in expressing one's creativity and innovation through exploiting the opportunities and potential one has" (Nengseh & Kurniawan, 2021:158)

Need for Achievement

"The need for achievement is a person involved in entrepreneurship who is motivated by the desire to obtain achievement and social and family recognition." (McClelland in Zulfickar et al., 2019: 854). Furthermore, "The need for achievement is an effort to achieve success or success in competing by using standards of excellence which can be in the form of achievements achieved by others or achievements previously achieved by oneself." (McClelland in Kerebunu et al., 2022:2196). Apart from that, "Need for achievement is an individual's willingness to achieve something that he considers difficult" (Kreitner & Kinicki in Fatika and Rahmidani, 2022: 191).

The need for achievement is a positive attitude that can foster a spirit of never giving up and always being enthusiastic about achieving success. "People with a high need for achievement means their desire for success is great and as a result, the person has a high need for achievement" (McClelland in Primandaru, 2017:71). "A review of research on entrepreneurial personality

shows that entrepreneurs desire achievement more than people who are not entrepreneurs." (Islam in Fatika & Rahmidani, 2022:191). Students with a high need for achievement are always motivated to complete assignments and perform better because they have an intrinsic need to succeed. These students always focus on challenging problems and assignments where their performance can be evaluated and compared against other people's benchmarks.

Self-Efficacy

The definition of self-efficacy translated into Indonesian is that "Self-efficacy is an individual's belief in his or her ability to carry out tasks or take the actions needed to get results" (Bandura in Sari & Rahayu, 2019:26). Self-efficacy is everyone's self-confidence, which is very important to make students interested in starting their own business. self-confidence, adaptability, psychology, skills, and the capacity to make decisions in challenging and risky situations are all components of self-confidence (Marta et al. in Nabilah & Kurniawan, 2022:492).

According to Baron & Byrne, self-efficacy can be defined as a measure of a person's ability and competence in carrying out tasks, achieving goals, and being able to overcome obstacles or obstacles. Meanwhile, according to Santrock, self-efficacy is defined as a person's belief in their abilities when facing situations and getting results that benefit them (in Angeline & Puspitowati, 2023:2). "Self-efficacy helps people in times of unsatisfactory circumstances and convinces them to believe that they can be successful" (King in Masikome et al., 2020: 323). Furthermore, "A person who has strong self-confidence tends to be more confident and confident in the actions they take" (Marta et al., 2019).

METHODOLOGY

This research uses a quantitative approach using survey methods. The data used in this research is primary data obtained through direct observation and answers to questionnaires. All class XI students of SMK Islamiyah Ciawi Tasikmalaya were the population in this study. Saturated sampling technique is the sampling technique used in this research. So all class XI students of SMK Islamiyah, namely 182 students, were used as research samples.

This research uses calculations from AMOS 22.0. Researchers also use classical assumption tests and path analysis as data analysis methods. The classical assumption test consists of the normality test, linearity test, multicollinearity test, and heteroscedasticity test. After testing the classical assumptions, the next step is to test the hypothesis using path analysis to look for causal relationships between variables, both directly and indirectly. According to Ghazali (2018:246), "The path diagram clearly shows the causal relationship between variables by its theoretical basis". The steps are first to create a path diagram, second to translate the path diagram into structural equations and finally to test the model. The following is a path diagram.

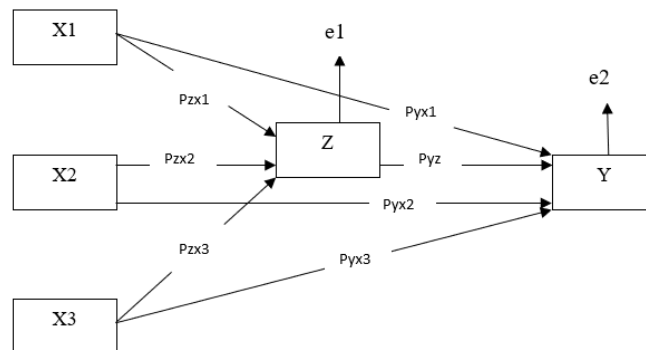


Figure 1 Structure of causal relationships between variables

After building the path diagram, the next stage is translating the path diagram into structural equations. The structural equation is as follows:

1. Structural equation 1: $Z = P_{zx1} + P_{zx2} + P_{zx3} + e_1$
2. Structural equation 2: $Y = P_{yx1} + P_{yx2} + P_{yx3} + P_{yz} + e_2$

RESEARCH RESULT

Normality test

Table 2. Normality Test Result

	<i>Unstandardized Residual</i>
<i>Symp.Sigi (2-tailed)</i>	0.091

Source: Processed Research Data, 2023

Based on Table 2 above, the Asymp.The Sig (2-tailed) value is 0.091, meaning it is greater than 0.05, so this value shows that the data is normally distributed.

Linearity Test

Table 3 Linearity Test Results

Variable	<i>Sig. Linearity</i>	Keterangan
X1 → Y	0.000	Linear
X2 → Y	0.000	Linear
X3 → Y	0.000	Linear
Z → Y	0.000	Linear
X1 → Z	0.000	Linear
X2 → Z	0.000	Linear
X3 → Z	0.000	Linear

Source: Processed Research Data, 2023

Based on the linearity test in Table 3, it can be concluded that each variable has a significant linear correlation.

Multicollinearity Test

Table 4 Multicollinearity Test Results

Variable	Calculation		Description
	Tolerance	VIF	
Entrepreneurship Education	0,251	3.980	Multicollinearity not detected
Entrepreneurial Motivation	0,230	4.354	Multicollinearity not detected
Need for Achievement	0,289	3.457	Multicollinearity not detected
Dependent Variable: Self-Efficacy			
Entrepreneurship Education	0,233	4.294	Multicollinearity not detected
Entrepreneurial Motivation	0,216	4.622	Multicollinearity not detected
Need for Achievement	0,275	3.637	Multicollinearity not detected
Self-Efficacy	0,334	2.993	Multicollinearity not detected
Dependent Variable: Entrepreneurial Intention			

Source: Processed Research Data, 2023

Table 4 shows that all tolerance values are above 0.10 and VIF values are less than 10, so these results indicate that multicollinearity between variables was not detected.

Heteroscedasticity Test

Table 5 Heteroscedasticity Test Results

Variable	Sig	Description
Entrepreneurship Education	0,391	Heteroskedasticity not detected
Entrepreneurial Motivation	0,300	Heteroskedasticity not detected
Need for Achievement	0,749	Heteroskedasticity not detected
Self-Efficacy	0,924	Heteroskedasticity not detected

Source: Processed Research Data, 2023

Based on table 5 above, proves that all significance values are above 0.05. So it can be interpreted that heteroscedasticity was not detected.

Hypothesis Testing Path Diagram

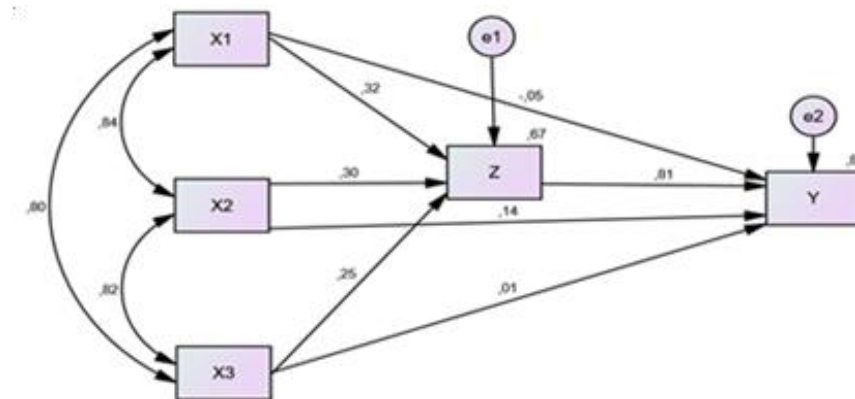


Figure 2 Structural Path Analysis Model (Standardized Estimates)

Create Structural Equations

After building the path diagram, the next step is to create a structural equation from the path diagram above. The structural equation is as follows:

- Structural Equations 1: $Z = P_{zx1} + P_{zx2} + P_{zx3} + e_1$
 $= 0.32 X_1 + 0.30 X_2 + 0.25 X_3 + 3.79$
- Structural Equations 2: $Y = P_{yx1} + P_{yx2} + P_{yx3} + P_{yz} + e_2$
 $= -0.05 X_1 + 0.14 X_2 + 0.01 X_3 + 0.8Z + 3.07$

Model Testing

Offending Estimate Test

Table 6 Variance Error Test Value

	Estimat	e	S.E.	C.R.	P
X1	14,329	1,506	9,513	***	
X2	11,867	1,247	9,513	***	
X3	12,881	1,354	9,513	***	
e1	3,791	,399	9,513	***	
e2	3,069	,323	9,513	***	

Source: Processed Research Data, 2023

Based on Table 6, the error variance in the estimation column has a positive value, namely 3.791 for e1 and 3.069 for e2.

Table 7 Standardized Regression Weights

		Estimate
Z	<--- X1	,324
Z	<--- X2	,299
Z	<--- X3	,245
Y	<--- X1	-,047
Y	<--- X2	,138

			<i>Estimate</i>
Y	<---	X3	,008
Y	<---	Z	,815

Source: Processed Research Data, 2023

Table 7 above indicates that the standard coefficient for each path is far from 1.0.

Table 8 Standard Error Test

		Estimate	S.E.	C.R.	P	
Z	<---	X1	,288	,076	3,780	***
Z	<---	X2	,293	,088	3,340	***
Z	<---	X3	,230	,075	3,071	,002
Y	<---	X1	-,049	,071	-,681	,496
Y	<---	X2	,157	,081	1,926	,054
Y	<---	X3	,008	,069	,119	,906
Y	<---	Z	,946	,067	14,146	***

Source: Processed Research Data, 2023

Table 8 above indicates that there is no standard error value that is close to 1.0. The standard error values are 0.076, 0.088, 0.075, 0.071, 0.081, 0.069, and 0.067. Based on the offending estimate test, it indicates that the coefficient estimates that are above the limit in the structural model and measurement model are acceptable, so the next stage is to evaluate the suitability of the entire model.

Overall Model Fit (OMF) Assessment

OMF assessment calculates the extent to which the input covariance matrix matches the predictions of the proposed model. The goodness of fit (GOF) measurement uses absolute fit measures. From these calculations, the following GOF indices are obtained:

Table 9 GOF

Kriteria Indeks Ukuran	Benchmark	Result	Information
<i>chi-square X²</i>	Lebih kecil	0,000	Good
Probabilitas	≥ 0.05	-	-
GFI	≥ 0.90	1,000	Good
RMSEA	< 0.8	-	-
NCP	Lebih kecil	0,000	Good
NFI	≥ 0.90	1,000	Good
RMR	< 0.5	0,000	Good

Source: Processed Research Data, 2023

Based on Table 9 above, the chi-square (X^2) value of 0.000 is obtained, proving that the model is fit. A GFI result of 1,000 indicates a perfect fit. Meanwhile, the NFI is 1,000 which shows a perfect fit. Likewise, an NCP value of 0.000 indicates a perfect fit. Meanwhile, the Probability and RMSEA values do not appear. From these results data, it can be concluded that the overall model is quite fit.

Table 10 Path Analysis Results

Variable	Estimate	S.E.	C.R.	P
Z <--- X1	,288	,076	3,780	***
Z <--- X2	,293	,088	3,340	***
Z <--- X3	,230	,075	3,071	,002
Y <--- X1	-,049	,071	-,681	,496
Y <--- X2	,157	,081	1,926	,054
Y <--- X3	,008	,069	,119	,906
Y <--- Z	,946	,067	14,146	***

Source: Processed Research Data, 2023

Next, carry out a Sobel test to see the significance of the indirect effect which can be shown from the calculated $t_value > 1.96$ or $p\text{-value} < 0.05$.

Table 11 Sobel Test

Variabel	T
X1 → Z → Y	3,651
X2 → Z → Y	3,233
X3 → Z → Y	2,990

Source: Processed Research Data, 2023

The following is the total effect of the results of the path analysis calculations that have been carried out:

Table 12 Total Effect Results

Variable	Direct Influence		Indirect Influence		Total Influence	
	Z	Y	Z	Y	Z	Y
X1	0,324	-0,047	-	0,264	0,324	0,217
X2	0,299	0,138	-	0,244	0,299	0,382
X3	0,245	0,008	-	0,200	0,245	0,208
Z	-	0,815			0,868	0,807

Source: Processed Research Data, 2023

DISCUSSION

The direct influence of entrepreneurship education on self-efficacy

These findings prove that the entrepreneurship education variable has a significant influence on self-efficacy. The results of path analysis on this variable obtained a figure of 0.288, CR of 3.780, and $p < 0.05$. This value shows that entrepreneurship education (X1) can influence the self-efficacy (Z) of grade 11 students at SMK Islamiyah. The results of this research are supported by research by Tofan & Semizhon (2017) which indicates that involvement in the entrepreneurship education process can influence the level of self-confidence. This statement is supported by the research results of Mozahem & Adlouni (2021) that students who have taken entrepreneurship education can increase their self-efficacy. This is because students not only understand the assignments given, but they are also confident in their ability to carry out the

assignments. (Nengseh & Kurniawan, 2021); (Metty & Slamet, 2023); and (Alfaini & Sanjaya, 2023). Based on this description, it can be concluded that there is a significant direct influence of entrepreneurship education on self-efficacy. The involvement of entrepreneurship education in schools has a positive influence on increasing the self-efficacy of grade 11 students at SMK Islamiyah.

The direct influence of entrepreneurial motivation on self-efficacy

These findings indicate that there is a direct influence between entrepreneurial motivation variables on self-efficacy. The results of path analysis on this variable obtained a figure of 0.293, CR of 3,340, and p less than 0.05. These results prove that entrepreneurial motivation (X2) can influence the self-efficacy (Z) of grade 11 students at SMK Islamiyah. Supported by the research results of Nengseh and Kurniawan (2021:164) "Students' motivation can increase their self-efficacy (self-confidence) to become entrepreneurs because they receive theoretical and practical entrepreneurship education." Supported by research by Amaliah et al., (2021), the higher the motivation, the greater the entrepreneurial intention if carried out together with high self-efficacy. Developing this potential requires the support of family, friends, and the school environment to achieve what he wants. So that later it can increase students' confidence in starting a business. When a person believes that he can pursue entrepreneurship and is ready to take all the risks, then he will have entrepreneurial motivation which ultimately allows the individual to continue working hard to achieve his goals. This statement is also in line with Dewi (2019); Prasetyo (2018); and Eduward (2019) that "entrepreneurial motivation influences a person's self-confidence". Motivation can give individuals the confidence and courage to start a business because it encourages, encourages, and guides them to develop their business and use self-efficacy to take advantage of existing opportunities. Based on this description, it can be concluded that there is a direct, significant influence between entrepreneurial motivation and self-efficacy. The entrepreneurial motivation participation that students get has the effect of increasing their self-confidence.

The direct influence of the need for achievement on self-efficacy

These findings prove that the need for achievement variable can influence self-efficacy. The results of path analysis on this variable obtained a figure of 0.230, CR of 3.071, and p less than 0.05. These results indicate that the need for achievement (X3) can influence the self-efficacy (Z) of grade 11 students at SMK Islamiyah. This finding is supported by Utari & Sukidjo (2020) showing that the need for achievement has a positive and significant effect on the self-efficacy of 11,517, motivated individuals who will always try to maximize their abilities. and skills in achieving a goal. In line with research by Lubada et al., (2021) and Antika et al., (2023) stated that the need for achievement has been proven to have a direct effect on self-efficacy with a significance value of 0.000. Students who are highly motivated by achievement will always try to maximize their abilities and skills to achieve a goal (Sheldon et al., 2019). To become an entrepreneur, the need for achievement and self-efficacy is unavoidable because students must continuously aim for goals by

always trying to improve performance be responsible for the results of their work, and must be able to face challenging tasks (Utsch & Rausch in Utari, 2020).

The direct influence of entrepreneurship education on entrepreneurial intentions

These findings prove that there is no significant influence between the entrepreneurship education variable on entrepreneurial intentions. The results of path analysis on this variable obtained a figure of -0.049, CR of -0.681, and $p(0.496) > 0.05$. This value shows that entrepreneurship education does not affect the entrepreneurial intentions of grade 11 students at SMK Islamiyah. Several previous studies in the literature show that entrepreneurship education harms entrepreneurial intentions, including what McLarty found in Kalyoncuoğlu et.al., (2017) in his study in England that 39 students who took entrepreneurship education felt they were not ready to set up their businesses and program. education is not enough to create a new entity. This is also supported by research conducted by Mahbubah & Kurniawan (2022) which states that there is no influence between entrepreneurship education and entrepreneurial intentions. also in line with research by Pratana & Margunani (2019); Yanti (2019); Hadyastiti et al., (2020); Wardani & Nugraha (2021); and Yovi et al., (2023) with the same results showing that entrepreneurship education does not affect entrepreneurial intentions. From the description above, it can be concluded that the amount of knowledge about entrepreneurship education that a person obtains does not determine someone's ability to open their own business.

The direct influence of entrepreneurial motivation on entrepreneurial intentions

The results of the research prove that the entrepreneurial motivation variable does not affect entrepreneurial intentions. The results of path analysis on this variable obtained a figure of 0.157, CR of 1.926 and $p(0.054) > 0.05$. These results show that entrepreneurial motivation does not affect the entrepreneurial intentions of grade 11 students at SMK Islamiyah. The results of this research are supported by Dewi (2019) with research results that motivation does not have a significant effect on entrepreneurial intentions. In line with Hartanti & Rohmad's research Munawar & Supriatna (2018) stated that motivation does not influence entrepreneurial intentions. This can show that students are quite motivated, but are less able to accept failure, even though entrepreneurship requires the courage to take risks (failure). The results of the same research were conducted by Julindrastuti & Karyadi (2022); Handoyono et al., (2021); Hadyastiti et al., (2020); Dzulfikri & Kusworo (2017); Hendrawan & Sirine (2017) stated that there is no influence between entrepreneurial motivation and entrepreneurial intentions.

The direct influence of the need for achievement on entrepreneurial intentions

The results of the research prove that the need for achievement variable does not have a direct effect on entrepreneurial intentions. The results of the path analysis on this variable obtained a figure of 0.008, a CR of 0.119 < 1.96 and a p value of $(0.906) > 0.05$, this value shows that need does not affect the

entrepreneurial intentions of grade 11 students at SMK Islamiyah. These results are in line with research by Wahyuningsih (2019) who analyzed that there was no significant relationship between the need for achievement and entrepreneurial intentions. Furthermore, research results from Zovko et al., (2020) show that the need for achievement does not have a significant effect on entrepreneurial intentions. Also in line with research by Supeni et al., (2021); Putra & Oknaryana (2023); and Jullimursyida et al., (2019) with the same results that the need for achievement does not affect entrepreneurial intentions. The conclusion is that the need for achievement has no significant influence on entrepreneurial intentions. This could be because the need for achievement is "not" so important for students in increasing entrepreneurial intentions.

The influence of self-efficacy on entrepreneurial intentions

The results of the research prove that there is a significant influence between self-efficacy variables on entrepreneurial intentions. The results of path analysis on this variable obtained a figure of 0.946, CR of 14,946 > 1.96 and $p < 0.05$. These values indicate that the self-efficacy variable has a significant influence on entrepreneurial intentions. The results of this research follow the findings of M. Hasan et al., (2021) which shows that self-efficacy has a positive effect on the entrepreneurial intentions of generation Z. According to Santrock in Nengseh & Kurniawan (2021) people with high self-confidence always take advantage of opportunities and challenges. to develop their abilities, while people with low self-confidence are often hesitant to start something new because they are afraid of failure. Furthermore, research by Saâ & Mahmud (2019); Widianingrum (2020); and Hasanah and Rafsanjani (2021) with the same results that there is a positive influence of self-efficacy on interest in entrepreneurship. Based on the researchers' findings, it can be concluded that a person's belief in their competence in carrying out entrepreneurial activities has a significant impact on their interest in entrepreneurship.

The influence of entrepreneurship education, entrepreneurial motivation and the need for achievement on entrepreneurial intentions through self-efficacy

The results of the calculations prove that there is an indirect influence of entrepreneurship education on entrepreneurial intentions through self-efficacy. This can be seen from $t_{count} > 1.96$ where the t value is 3.651. Furthermore, there is an indirect influence of entrepreneurial motivation on entrepreneurial intentions through self-efficacy with a t value of 3.233, meaning $t_{count} > 1.96$. Meanwhile, the need for achievement towards entrepreneurial intentions through self-efficacy obtained a t value of 2,990, meaning $t_{count} > 1.96$. So it can be concluded that entrepreneurship education, entrepreneurial motivation and the need for achievement have a significant effect on entrepreneurial intentions through self-efficacy in grade 11 students at SMK Islamiyah. The results of this research on the influence of entrepreneurship education on entrepreneurial intentions through self-efficacy are research conducted by Nengseh & Kurniawan (2021). Entrepreneurship education indirectly influences students' entrepreneurial intentions through self-efficacy. Supported by other research, namely Hapuk et al., (2020) which states that entrepreneurship education can influence entrepreneurial intentions through self-efficacy. This

proves that when students gain knowledge about entrepreneurship with balanced self-efficacy, students will not think long about achieving their entrepreneurial goals because they are confident in their abilities.

Furthermore, the research results regarding the influence of the need for achievement on entrepreneurial intentions through self-efficacy are by research conducted by Himawan & Aima (2021) and Akhtar et al., (2020) which state that self-efficacy can mediate the need for achievement on entrepreneurial intentions. These two factors are very important because planning, starting, and running a business requires deviation, self-regulation, and emotional control, especially when facing uncertainty, risk, and the many demands of entrepreneurship (Wartiovaara et al., 2019). The impact of the need for achievement on entrepreneurial intentions increases when individual self-efficacy increases (Naushad & Malik, 2018).

These results prove that entrepreneurship education, entrepreneurial motivation and the need for achievement can influence entrepreneurial intentions after being mediated by self-efficacy. This means that although the direct relationship between entrepreneurship education, entrepreneurial motivation and the need for achievement of entrepreneurial intentions is not visible, there is an indirect influence that occurs through the mediation of self-efficacy.

These results indicate that self-efficacy can mediate the independent variable on the dependent variable, which means that entrepreneurship education, entrepreneurial motivation, and the need for achievement can influence an individual's self-confidence and belief in their ability to become an entrepreneur (self-efficacy). This increased self-efficacy then contributes to an increase in a person's intentions or intentions for entrepreneurship. This is based on Bandura's (1977) social cognitive theory. Intrapersonal influences, the behavior of the individuals involved, and environmental forces shape human behavior, according to this theory. Individuals' beliefs in their ability to perform certain behaviors in certain situations and their expectations about the outcomes are shaped by the relationship between these factors. The most influential factor influencing individual behavior, both directly and indirectly, is self-efficacy. Self-efficacy will also have a direct impact on goal setting and expected results (Darmawan, 2019:17). Students with high self-confidence will not be afraid to become entrepreneurs. On the other hand, students with low self-confidence will be afraid of failure when entrepreneurship. These findings highlight the importance of self-efficacy in linking factors such as entrepreneurial education, entrepreneurial motivation, and the need for achievement with entrepreneurial intentions.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis and discussion, it was concluded that entrepreneurship education, entrepreneurial motivation, and the need for achievement have a significant influence on a person's self-efficacy. Although entrepreneurial education, entrepreneurial motivation, and the need for achievement do not directly influence entrepreneurial intentions, self-efficacy

can be a bridge that connects these variables with entrepreneurial intentions. In other words, when someone has a high level of self-efficacy, they are more likely to have strong entrepreneurial intentions, regardless of the direct influence of entrepreneurial education, entrepreneurial motivation, or need for achievement. This underlines the importance of developing self-efficacy to encourage entrepreneurial intentions and actions.

ADVANCED RESEARCH

For researchers who will research students' entrepreneurial intentions, the researchers suggest that it is necessary to carry out an in-depth study of other factors that can influence students' interest in entrepreneurship. This is done so that further research provides more benefits and broadens insight and knowledge regarding entrepreneurial intentions.

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