

THE ROLE OF SELF-EFFICACY IN MEDIATING THE EFFECT OF ENTREPRENEURSHIP EDUCATION, ECONOMIC LITERACY AND FAMILY ENVIRONMENT ON ENTREPRENEURIAL INTENTIONS FOR VOCATIONAL SCHOOL STUDENTS IN JEMBER REGENCY

Mira Sri Rastiti
Prof. Dr. Sri Umi Mintarti Widjaja,
Dr. Puji Handayati,

ABSTRACT

After graduating from school, new graduates will go through a competitive period to find work. The imbalance between the number of job seekers and the available job opportunities has resulted in an increase in unemployment each year. The way to overcome this is by increasing the number of jobs or entrepreneurship. But changing the mindset of job seekers to be job creators is an endless challenge. Many studies have been conducted to analyze what factors can increase entrepreneurial intentions. Some of these factors such as entrepreneurship education, economic literacy and family environment as well as self-efficacy are internal factors for the formation of entrepreneurial intentions. The purpose of this article is to examine the influence of entrepreneurship education, economic literacy, family environment and self-efficacy on entrepreneurial intentions and the mediating role of self-efficacy in the relationship between entrepreneurship education, economic literacy, family environment and entrepreneurial intentions. This research is a quantitative research. The population in this study was vocational high school students in Jember district. The sample in this study were 396 students from 9 schools who were taken using the Slovin formula and purposive random sampling technique with the provisions that students were final year or grade 12 and had taken entrepreneurship education in the previous class. Hypothesis testing and respondent data analysis in this study were done by using path analysis and sobel test. The results showed a positive and significant effect of entrepreneurship education, economic literacy, family environment and self-efficacy on entrepreneurial intentions. In addition, there is also a positive influence on entrepreneurship education, economic literacy and the family environment on self-efficacy. It was also found that self-efficacy also partially mediates the relationship between entrepreneurship education, economic literacy and the family environment on entrepreneurial intentions. Based on the results and research findings, educational institutions must be able to improve the support system to generate entrepreneurial attitudes and the intention to choose an entrepreneurial career after graduation and it is important to provide additional economic knowledge to students. In addition, it is important for educators and parents to provide motivation so that student self-efficacy can increase.

Key words: Entrepreneurship Education, Economic Literacy, Family Environment, Self-Efficacy, Entrepreneurial Intentions

INTRODUCTION

The problem of unemployment has become an interesting topic and has always been the subject of study by many researchers (Franita, 2016; Milla, 2013). Data released by the Indonesian Central Bureau of Statistics in 2018 counted 7,000,691 people registered as unemployed. Indonesia is still the country with the highest unemployment rate in Asean with a percentage of 5.34%. Looking deeper into the number of unemployed based on the highest level of education completed, vocational high schools are the biggest contributors. Jember Regency is an area that has quite a lot of vocational high schools, which is also inseparable from these problems. The researcher made preliminary observations made on 146 respondents from two schools in Jember by giving a questionnaire about what job choices the students wanted after graduating the results obtained: 25% of students chose entrepreneurship, 48% wanted to become employees, 19% were interested in becoming soldiers or police while the rest decided another option. From these data, it indicates that students are less interested in choosing a career as an entrepreneur.

Entrepreneurial activities are the best way to reduce and reduce unemployment in several countries (Ismail et al., 2015), as well as in Indonesia. Through Micro and Medium Enterprises (MSMEs), it can be seen that from 2008 to 2013 it was able to absorb labor from 94,024,278 to 114,144,082. This shows how entrepreneurial activities in society through UMKM are very capable of absorbing labor and reducing unemployment every year. But sadly today, many young people are not that interested in entrepreneurship. Working as an employee is not a wrong choice, but it cannot be denied that job opportunities are very limited compared to the number of job seekers each year. Choosing entrepreneurship is the most appropriate choice today (Kruja, 2013; Milla, 2013). Therefore, it is necessary to change the mindset of today's adolescents from job seekers to job creators or entrepreneurs.

Furthermore, creating educated young entrepreneurs needs to start with building entrepreneurial intentions in students (Indiwo et al., 2019; Prabandari & Sholihah, 2015). Intention is assessed as the strongest predictor of behavior (Budiman et al., 2019; Gieure et al., 2020; Neneh, 2019; Rahayu et al., 2019). Intention is an indication of whether someone will behave entrepreneurially or not, showing how someone tries hard to achieve what he wants (Ciuchta & Finch, 2019; Iwu et al., 2019; Khalifa & Dhiyf, 2016; Koe et al., 2012; Seni & Ratnadi, 2017). Knowing what is the basis for the formation of intentions through planned behavior theory, because to start new things for entrepreneurship does not appear accidentally but the result of a specific, deliberate or planned choice (Prabandari & Sholihah, 2015; Purusottama, 2019; Rahayu et al., 2019; Sreirejeki et al., 2017). The theory of planned behavior developed by Ajzen has three component factors of intention formation, including attitudes towards behavior, subjective norms and perceived behavioral control where these factors have been widely researched and found their influence on the formation

of intention (Gerba, 2012; Gieure et al., 2020; Hawa'im & Urip, 2012; Neneh, 2019; Puni et al., 2018; Seni & Ratnadi, 2017; Sun et al., 2017; Tuan et al., 2019). Therefore, the theory of planned behavior is a relevant theory for recognizing intentions in someone. Many studies have been conducted to see what factors can influence entrepreneurial intentions in someone with various types of respondents used, such as high school students, college students, employees and young entrepreneurs who are just starting a business. One of the factors that has been highlighted is the role of entrepreneurship education (Arquisola & Muanar, 2019; Maresch et al., 2016; Rahayu et al., 2019; Wahyu, 2013). The increase in the number of entrepreneurs in a country is due to the role of educational institutions in carrying out entrepreneurship education well, because through entrepreneurship education, entrepreneurial attitudes can be improved (Dou et al., 2019). Referring to the theory of planned behavior, where attitudes towards behavior are form of intention (Chrismardani, 2016; Hawa'im & Urip, 2012; Hutasuhut, 2018; Rahayu et al., 2019). That is why entrepreneurship education has been widely researched because it is able to form entrepreneurial attitudes through the learning process and entrepreneurial practice in schools, and it was also found that it has an effect on the formation of entrepreneurial intentions as in research (Badri & Hachicha, 2019; Bharata, 2019; Handayati et al., 2020; Küttim et al., 2014; Puni et al., 2018; Sondari, 2014). In contrast to research conducted by Khalifa & Dhiab (2016) that entrepreneurship education has no influence on the formation of entrepreneurial intentions.

Other factors have also been researched that economic literacy can influence entrepreneurial intentions (Afrianti, 2020; Ananda et al., 2020; Prasetyo et al., 2019; Sahroh, 2018; Thohir et al., 2017). Economic literacy is considered a basic competency that every human being must have, because economic literacy teaches life skills (Sina, 2012). Likewise, Parker (2018) also revealed that a good understanding of the economy is needed by an entrepreneur. Referring to the theory of planned behavior, economic literacy is able to shape a person's attitude which will then influence his or her intention to start a business (Zulatsari & Soesatyo, 2018). In contrast to research conducted by Jayatri & Ayuningtyas (2018), economic literacy is not able to influence entrepreneurial intentions. The next form of entrepreneurial intention is the family environment. The family environment is assessed as a subjective norm in the theory of planned behavior (Tuan et al., 2019). Research conducted Alisyahbana et al (2020), Mirawati et al (2016), Salami (2019), Sugianingrat et al (2020) found that the family environment affects entrepreneurial intentions, but is different from research conducted by Sandi & Nurhayati (2020) that the family environment cannot influence entrepreneurial intentions in his research.

The perceived behavior control in the theory of planned behavior is equated with self-efficacy (Ciuchta & Finch, 2019). Research conducted Damayanti & Hidayatulloh (2020), Farida & Nurkhin (2016), Kristiadi et al (2016), Wahyuningsih & Usman (2019) shows that self-efficacy affects entrepreneurial intentions. Self-efficacy is identified as a psychological or internal factor where a person feels confident and able to complete a behavior (Nursito & Nugroho, 2013; Sukmaningrum & Rahardjo, 2017). Another theory that explains a person's Self-Efficacy is the social cognitive theory by Bandura, because Self-Efficacy is considered as a judgment on a person's ability or competence to take an action that is influenced by personal, behavior and environmental factors (Abdullah, 2019; Rustika, 2016).

The relationship between entrepreneurship education, economic literacy, and the family environment is believed to influence entrepreneurial intentions, but this depends on self-confidence or perceived behavior as the most important determinant of intention (Indriyani & Subowo, 2019). From the research by Shinnar et al (2014), it was found that the level of a person's self-efficacy greatly influences entrepreneurial intentions compared to other variables. Many studies conceptualize self-efficacy as a mediating variable because of its position which is a person's internal factors, such as research conducted by Lestari & Sukirman (2013), Puni et al (2018), and Utomo et al (2014) which shows entrepreneurship education is able to influence intention entrepreneurship through self-efficacy as well as the family environment as in research (Agusmiati & Wahyudin, 2019; Al Ayyubi et al., 2018; Kurniawan et al., 2016). In contrast to self-efficacy research as a mediating effect of economic literacy on intention to do business, the results of the research are not found because it is new research.

Seeing the level of unemployment and the lack of desire of college students for entrepreneurial career choices is a problem that needs attention. Many researchers raise what factors can be important influence entrepreneurial intentions, such as the role of entrepreneurship education, understanding economic literacy, family environment and self-efficacy. However, the results of research from these factors still need to be questioned whether it can really affect entrepreneurial intentions because there are still some gaps in previous research. This research provides several contributions. First, entrepreneurship education, economic literacy, family environment and self-efficacy affect entrepreneurial intentions in vocational school students. Second, this study focuses on student self-efficacy influenced by entrepreneurship education, understanding of economic literacy and the family environment. Third, the effect of self-efficacy mediation on the relationship between entrepreneurship education, economic literacy and family environment on entrepreneurial intentions. Fourth, the focus of the research is very reasonable because of the trend of vocational school students who are contributors to unemployment.

THEORETICAL REVIEW

A. Entrepreneurial Education and Entrepreneurial Intentions

Entrepreneurship education is the best way to introduce and provide knowledge to students about entrepreneurship; the hope is that students are able to be entrepreneurial (Walipah & Naim, 2016). When entrepreneurship education can influence the thinking of students with the thoughts of an entrepreneur, such as inspiring to become an entrepreneur and increasing carefulness towards business opportunities, the final result is that there is entrepreneurial intention in students (Cui et al., 2019). The relationship between entrepreneurship education and entrepreneurial intentions can be seen from the high or not a person's entrepreneurial knowledge, the higher the knowledge one has, the higher the intention to become an entrepreneur (Yuniasanti & Esterlita, 2018).

Many aspects of entrepreneurship education such as curricula, teacher teaching methods and entrepreneurship programs have been investigated for increasing entrepreneurial intentions (Souitaris et al., 2007). But the most important of all is how entrepreneurship education is applied through many practices rather than just theory (Salami, 2019; Tiwari et al., 2019). By understanding the concept of entrepreneurship, skills and creativity obtained from entrepreneurial knowledge and the ability to see existing business opportunities are urgently needed by new entrepreneurs (Wahyuni & Rismawati, 2020). The main points that students must have after attending entrepreneurship education or training are entrepreneurial knowledge and the ability to see business opportunities (Puni et al., 2018). Previous research has shown that entrepreneurship education has a significant effect on entrepreneurial intentions, for example (Maresch et al., 2016; Rahayu et al., 2019; Yuniasanti & Esterlita, 2018).

H1: Entrepreneurship Education can influence Entrepreneurial Intentions

B. Economic Literacy and Entrepreneurial Intentions

Competition in the business world requires a person to master economics to monitor economic and business conditions (Bajzikova et al., 2014). In the era of industrial digitalization, as it is today, understanding economic literacy is an absolute must in order to be able to compete globally, because economic knowledge can encourage someone to survive their economic problems, an economic literate person can make innovations and read opportunities to achieve prosperity (Ananda et al., 2020; Prasetyo et al., 2019).

Awareness and understanding of good economic literacy, make a person survive through understanding basic economic concepts such as identifying natural resources, money, the concept of demand for supply, prices, markets etc. so that they can seize good economic opportunities by developing various businesses amidst the difficulties of economic life as a factor causing the lack of available jobs so that it can motivate and increase students' entrepreneurial intentions (Purnomo, 2019; Thohir et al., 2017). Previous research has shown that economic literacy has a significant effect on entrepreneurial intentions, for example: Ananda et al., 2020; Fahrul, 2018; Sahroh, 2018; Wirawan & Puspitaningsih, 2019; Zulatsari & Soesatyo, 2018)

H2: Economic Literacy Can Affect Entrepreneurial Intentions

C. Family Environment and Entrepreneurial Intentions

The family environment is very influential on the development of a child's personality, because the environment is a primary environment that has a very strong influence on a person compared to the secondary environment, because it is in the family that a person gets his first education (Wiani et al., 2018). Parents who work as entrepreneurs tend to produce new entrepreneur candidates, this is copied by a child whose parents are entrepreneur, having parents as entrepreneurs will inspire and motivate someone to become entrepreneurs (Mulyani et al., 2018).

Entrepreneurial intentions will arise when the encouragement from external factors (family environment) is also large, a child will have a greater intention towards entrepreneurship when parents support him, the forms of support obtained are mostly in the form of education about entrepreneurship, providing the opportunity to choose to become entrepreneurs, make sure that he is capable of entrepreneurship and the last is the business capital support provided (P. E. D. Yanti et al., 2014). Previous research has shown that the family environment has a significant effect on entrepreneurial intentions, for example: Atiningsih & Kristanto (2018), Indriyani & Subowo (2019), Tuan et al (2019), Wiani et al (2018).

H3: Family Environment Can Affect Entrepreneurial Intentions

D. Self-Efficacy and Entrepreneurial Intentions

Everyone has their own belief in their life, this kind of mindset affects a person's intention to behave, especially in entrepreneurship (Marta et al., 2019). Self-efficacy affects thought patterns, emotional reactions in making decisions (Kairupan & Primandaru, 2020). Self-efficacy makes a large contribution to intention, a person's perception leads him to find a way to achieve an action, the higher the self-efficacy one has the higher one's intention to take an action (Srirejeki et al., 2017)

Self-efficacy provides a basis for self-confidence, entrepreneurial motivation and is able to increase entrepreneurial intentions (Kirana et al., 2018). Several previous studies have shown that self-efficacy can have a significant effect on entrepreneurship, for example: Adnyana & Purnami (2016) Al-Ghazali & Afsar (2020), Al-Jubari et al (2019), Ananda et al (2020), Damayanti & Hidayatulloh (2020).

H4: Self-Efficacy Can Affect Entrepreneurial Intentions.

E. Entrepreneurial Education and Self-Efficacy

Entrepreneurship education is defined as a process that pursues a person to recognize business opportunities, entrepreneurial knowledge, skills and transform these as a simulation of running and creating a new business, so that learning entrepreneurship can also foster a spirit, desire and entrepreneurial culture in students (Maresch et al., 2016; Otache, 2019). In addition to providing entrepreneurial knowledge, entrepreneurship education also influences the attitude of an entrepreneur, namely being confident in his ability to run a business (Farida & Nurkhin, 2016).

The entrepreneurial knowledge gained will form psychological attributions such as self-confidence, self-esteem and self-efficacy (Kirana et al., 2018). Self-efficacy will continue to develop gradually continuously as the ability, knowledge and experience are related (Noviasari et al., 2018). Previous research has proven that entrepreneurship education has an effect on self-efficacy, for example: Gerba, (2012), Indriyani & Subowo (2019) Mahfudiyanto (2018).

H5: Entrepreneurship Education Can Affect Self-Efficacy

F. Economic Literacy and Self-Efficacy

The presence of entrepreneurs is important to support the sustainability of the nation's socio-economic life, on that basis it is important for an entrepreneur to be economically literate (Chrismardani, 2016). The problems of micro entrepreneurs that are always faced are many besides the problem of capital, namely the lack of quality resources that understand change, entrepreneurial constraints and opportunities to market their products, therefore it is important for an entrepreneur to understand economics (Vilathuvahna & Nugroho, 2015).

Lack of economic knowledge makes a person insecure (Parker, 2018), because to become an entrepreneur in addition to capital and courage, they think that economic knowledge about markets and consumer demand is needed so that the business they are engaged in continues or does not go bankrupt (Buchko, 2017) Self-efficacy will appear when someone has the ability, either in the form of skills or knowledge (Gerba, 2012; Wibowo, 2016).

Previous research that discussed the effect of economic literacy and its impact on self-efficacy was not found, but this relationship can be explained through social cognitive theory. Self-efficacy is a person's internal factor, which can be influenced by the competence, skills and abilities he has (Abdullah, 2019; Rustika, 2016).

H6: Economic Literacy Can Affect Self-Efficacy

G. Family Environment and Self-Efficacy

Self-efficacy is self-confidence in self-efficacy, for an entrepreneur his confidence will be formed on the basis of whether he is able or unable to be in an entrepreneurial environment (Wibowo, 2016). A child who grows up from an entrepreneurial family environment will feel used to facing this environment and already understands the flow and ways of entrepreneurship. Because of the family environment like that someone will have self-efficacy in entrepreneurship indirectly.

Even a child's self-efficacy will emerge from family support, both material and non-material. A child who has parents who support him to become an entrepreneur will have high self-efficiency, because with this form of support he feels able to solve the obstacles he will encounter when he becomes an entrepreneur in the future (Damayanti & Hidayatulloh, 2020). Previous research has shown that family environment has a significant effect on self-efficacy, for example: Kurniawan et al (2016), Utari & Sukidjo (2020).

H7: Family Environment Can Affect Self-Efficacy.

H. Self-Efficacy, Entrepreneurial Education and Entrepreneurial Intentions

Entrepreneurship education has an influence on entrepreneurial intentions and self-efficacy (Ciuchta & Finch, 2019), a person's self-efficacy of his ability to carry out entrepreneurial activities will affect the person's intention in entrepreneurship, but on the other hand, if someone does not have entrepreneurial self-efficacy, then the intention to entrepreneur also will not appear (Marta et al., 2019; Suharti & Sirine, 2012).

An entrepreneur who has entrepreneurial knowledge such as being able to read business opportunities tends to have good self-efficacy (Puni et al., 2018; A. Yanti, 2019). Self-confidence can grow along with the amount of a person's entrepreneurial knowledge, when a person's self-efficacy is very large, his intention to entrepreneurship will also be large (Anggraeni & Nurcaya, 2016; Chandra & Budiono, 2019; Noviasari et al., 2018).

Students who have self-efficacy will be more able to assess themselves and believe in their own ability to see and think critically which will encourage someone to take business steps by looking at existing business opportunities. Previous research by Hoang et al (2020), Indriyani & Subowo (2019), Puni et al (2018) shows that self-efficacy, entrepreneurship education and entrepreneurial intentions have a relationship, namely self-efficacy as a mediating relationship between entrepreneurship education and intention. entrepreneurship.

H8: Self-Efficacy can mediate the Influence of Entrepreneurship Education and Entrepreneurial Intentions

I. Self-Efficacy, Economic Literacy and Entrepreneurial Intentions

Students who have high self-efficacy have a high interest in entrepreneurship as well, the lack of self-efficacy in students will affect the low level of students to have ideas, initiative, initiative, creativity, courage, persistence, enthusiasm for work and enthusiasm for work (Thohir et al., 2017). Psychological self-efficacy is a person's belief in his own ability to carry out behavior

in accordance with what is his goal, with self-efficacy someone who has good knowledge will be motivated to believe that he is able to do what he wants.

A person who has good knowledge of a thing tends to have the capability and confidence in his / her ability to carry out certain activities (Rustika, 2016). Furthermore, any knowledge obtained will affect a person's self-efficacy (Indriyani & Subowo, 2019)(Indarti & Rokhima, 2008), including economic knowledge or economic literacy. Students who have a good level of economic literacy tend to have high self-efficacy, not only have their confidence in completing lesson assignments but also their confidence in entrepreneurship (Zulatsari & Soesatyo, 2018).

Economic literacy has a major effect on the formation of entrepreneurial intentions, but if these variables are combined with self-efficacy, students' entrepreneurial intentions will be greater, this is shown when students who have low and high economic literacy values coupled with self-efficacy values obtain the results of calculating intention. entrepreneurship is higher than just calculations through the influence of economic literacy alone (Supriyanto, 2016). A good background in economic knowledge provides provisions for someone to increase self-confidence in their abilities and increased self-confidence can increase the desire to be entrepreneurial (Bharanti et al., 2012).

H9: Self-efficacy can Mediate the Influence of Economic Literacy and Entrepreneurial Intentions

J. Self-Efficacy, Family Environment and Entrepreneurial Intentions

Self-efficacy is a dominant factor that strengthens one's intention to become entrepreneurial (Abdullah, 2019). A person who has self-efficacy will do anything because everything that is difficult will be a challenge and he feels capable of solving it. Entrepreneurship is a risky job, many found that an entrepreneur is a person who has high self-efficacy (Sugianingrat et al., 2020). External factors from the family environment encourage someone to want to become an entrepreneur. The forms of support provided by families for their children to become entrepreneurs are various, parents of an entrepreneur will provide support through teaching and inspire a child to become entrepreneurs, while non-entrepreneurial parents will provide verbal support (Arquisola & Muanar, 2019).

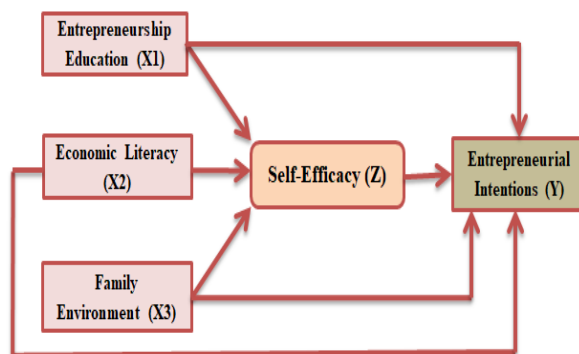
The family environment will make a child have high self-efficacy so that he feels confident that he is capable of entrepreneurship and the desire to become an entrepreneur will emerge by itself (Damayanti & Hidayatulloh, 2020). Self-efficacy is a personal factor that acts as an intermediary or mediator in the interaction between environmental factors and behavioral factors (Kairupan & Primandaru, 2020; Kusniawati & Kurniawan, 2016). Research conducted by Atiningsih & Kristanto (2018), Indriyani & Subowo (2019), Lestari & Sukirman (2013) shows that self-efficacy significantly affects the relationship between family environment and entrepreneurial intention.

H10: Self-Efficacy can Mediate the Effects of Family Environment and Entrepreneurial Intentions

MATERIALS AND METHOD

This study applies a quantitative method which is then interpreted explosively because this study examines the relationship between entrepreneurship education, economic literacy, family environment, self-efficacy and entrepreneurial intentions of vocational school students in Jember, while in detail this relationship can be seen in Figure 1.

Figure 1. Research design



Sample and Data Collection

The population in this study was all vocational school students in Jember Regency. The sample in this study amounted to 396 students who were taken using the Slovin formula from 9 schools in which 44 samples were taken as representatives in each school. The sampling was using purposive random sampling based on the provisions; (1) the sample is the final semester student or grade 12, (2) the sample has received entrepreneurship education in grades 10 and 11, (3) the sample used is the participant who first completed the research instrument from each department in their school. The survey was conducted from October to December 2020, using an online form. The sample in this study is voluntary.

Based on the table 1, a general description of the respondents is presented, it can be seen that the number of male respondents is 225 students or 56.8% while female respondents are 171 students or 43.2%. The skill program that is presented in the table is the result of recapitulation because each school has the same skill program. The expertise program that represents vocational school in Jember district is as many as thirty-three expertise programs. The expertise program that had the largest number of respondents was accounting and financial institutions with 91 or 23% respondents, while the expertise program that had the smallest number of respondents was Ruminant Agribusiness and Mechatronics with 2 students or 0.5% respectively. To clarify the respondents' descriptions, the following diagram is presented.

Tabel 1: Respondent General Description

		Gender	Frekuensi	%			
		Male	225	56,8%			
		Female	171	43,2%			
		Total	396	100%			
No	Skill Program	Frekuensi	%	No	Skill Program	Frekuensi	%
1	Office administration	9	2,3%	18	Cullinary	5	1,3%
2	Agribusiness Processing of Agricultural Products	3	0,8%	19	Fashion	5	1,3%
3	Freshwater and fishery agribusiness	4	1%	20	Heavy Equipment Engineering	4	1%
4	Food Crops and Horticulture Agribusiness	4	1%	21	Audio Video Techniques	4	
5	Plantation Crop Agribusiness	4	1%	22	Production of Television Program Broadcast	9	2,3%
6	Ruminant Agribusiness	2	0,5%	23	Construction and Property Business Engineering	4	1%
7	Poultry Agribusiness	4	1%	24	Motorcycle Engineering and Business	13	3,3%
8	Hotel accommodation	5	1,3%	25	Engineering Design Modeling & Building Information	4	1%
9	Accounting	9	2,3%	26	Electrical Power Installation Engineering	4	1%
10	Accounting and Financial Institutions	91	23%	27	Technical light vehicle	38	9,6%
11	Agricultural Machine Tools	4	1%	28	Computer and Network Engineering	26	6,6%
12	Laboratory Testing Analysis	4	1%	29	Mechatronics	2	0,5%
13	Online Business and Marketing	36	9,1%	30	Power Generation Engineering	3	0,8%
14	Fhasion design	4	1%	31	Mechanical Engineering	39	9,8%
15	Skin and Hair Beauty	5	1,3%	32	Travel agent	5	1,3%
16	Multimedia	26	6,6%		Total	396	100%
17	Plant Breeding and Seed	4	1%				

Table 2 shows the respondent's data for each variable. It can be seen that students' entrepreneurial education is classified as high with a total response of 144, the highest score obtained is 40 while the lowest score is 20. Economic literacy is classified as moderate with the acquisition of responses as many as 145, the highest value of this variable is 18 while the lowest score is 3. The family environment is classified as very high with a total response of 182, the lowest score of 21 while the highest score was 45. Self-efficacy was low with a total of 187 respondents; the highest score obtained was 30 while the lowest score was 12. Entrepreneurial intention was moderate with many responses 141, the lowest value of this variable is 16, while the highest value obtained is 40.

Tabel 2 : Results of the Descriptive Analysis of Variables

No	Variable	Frequency	%	Criteria
1	Entrepreneurship Education	144	36,4	High
2	Economic Literacy	145	36,6	Medium
3	Family environment	182	46	Very high
4	Self-Efficacy	187	47,2	low
5	Entrepreneurial Intentions	141	35,6	Medium

Instrument development and data analysis

To find out the level of respondent's entrepreneurial intention, using a questionnaire of 8 statements with three indicators from Iwu et al (2019). The level of student economic literacy is measured using eight indicators from Rosyidi (2016), in this study the instrument used was a multiple choice test with a total of 19 questions made by the researcher. To find out the student's family environment through a questionnaire with 9 statements from the three indicators developed from Sugianingrat et al (2020). Student self-efficacy is measured by a questionnaire of 6 statements, following 3 indicators from Indriyani & Subowo (2019). The last one is to measure students' perceptions of entrepreneurship education by using a questionnaire with a total of 9 statements from two indicators from Puni et al (2018). Each questionnaire from each variable has five answer choices by following a Likert scale, the value of each answer varies from a scale of 1 = "Strongly Disagree" to 5 = "Strongly Agree". While the instrument that uses the test, has a provision that the answer score is 1 = "True" and 0 = "False".

Before being used, a test to measure the level of economic literacy of students must pass the validity and reliability test. After passing the validity and reliability test, all student answers from the five instruments must go through the classical assumption test stage which includes the linearity test, normality test, multicollinearity test and heteroscedasticity test. The next stage if it passes the classical assumption test, then the path analysis hypothesis test is carried out using multiple linear regression and single test. Two regression models were used in this study as follows:

$$Z = a + b1X1 + b2X2 + b3X3 + \epsilon_1 \dots(\text{model 1})$$

$$Y = a + b1X1 + b2X2 + b3X3 + b4Z + \epsilon_2 \dots(\text{model 2})$$

Results

From the table 3 it is known that the t value of 19 questions, there is 1 question that does not pass the validity test, the question is said to pass the validity test if the t value > 0.290. Furthermore, it is known that the question of economic literacy has a Cronbach's alpha value of 0.761 so that it can be said to have passed the reliability test because the value is greater than 0.06. Based on the results of the validity and reliability test, the decision was made, that 18 questions were used to test students' economic literacy.

Table 3: Validity Data Test Results

No	R-Count	Category	Decicion	No	R- Count	Category	Decicion
1	0.744	Valid	Used	11	0.721	Valid	Used
2	0.833	Valid	Used	12	0.815	Valid	Used
3	0.887	Valid	Used	13	0.871	Valid	Used
4	0.660	Valid	Used	14	0.542	Valid	Used
5	0.485	Valid	Used	15	0.489	Valid	Used
6	0.805	Valid	Used	16	0.505	Valid	Used
7	0.862	Valid	Used	17	0.661	Valid	Used
8	0.680	Valid	Used	18	0.284	Invalid	Not used
9	0.896	Valid	Used	19	0.651	Valid	Used
10	0.808	Valid	Used				

Following are the results of the first classical assumption test, the linearity test obtained the sig value. Entrepreneurship education, economic literacy, family environment and self-efficacy in the table get a Deviation from Linearity Sig. bigger than sig. 0.05, it can be concluded that the independent variable has a linear relationship with the dependent variable.

Table 4: Linearity DataTest Result

No.	Variable	Deviation From Linearity Sig.	Sig.
1	Entpreneurial Education	0,053	0,05
2	Economic Literacy	0,652	0,05
3	Family Environment	0,093	0,05
4	Self-Efficacy	0,057	0,05

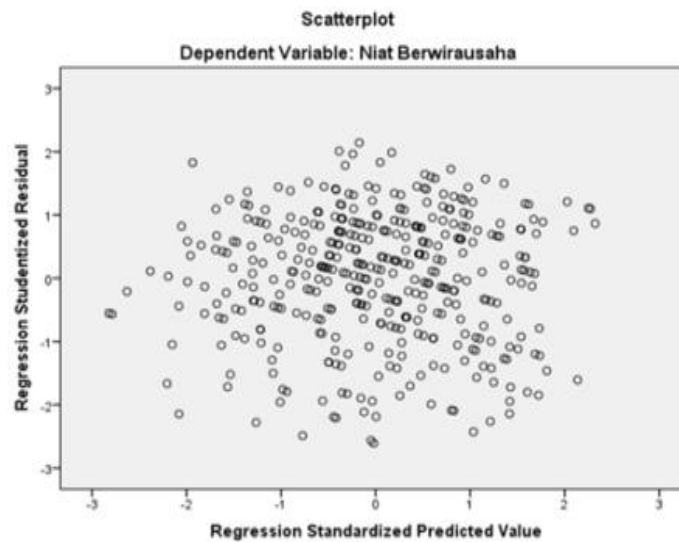
Second, table 5 shows the normality test provided the data obtained is sig. 2-Tailed > 0.05, normally distributed data. The results of the analysis obtained a sig 2-Tailed value of all variables greater than 0.05 sig, it can be concluded that the data is normally distributed.

Table 5 normality Test Result

No.	Variable	Sig. (2-Tailed)	Sig.
1	Entpreneurial Education	0,076	0,05
2	Economic literacy	0,052	0,05
3	Family environment	0,168	0,05
4	Self-Efficacy	0,056	0,05
5	Entrepreneurial intention	0,077	0,05

Third, the heteroscedasticity test from Figure 2 shows that the points on the scatter plot are spread randomly and do not form a clear pattern that is spread either below or above the number 0 on Sumvu Y, so it is concluded that there is no heteroscedasticity as follows.

Figure 2: Heteroscedasticity test results



Fourth, the multicollinearity test found TOL and VIF values from the variables of entrepreneurship education, economic literacy, family environment and self-efficacy in the table close to number 1 and the VIF value around number 1, it can be concluded that there is no multicollinearity between the independent variables in the regression model.

Table 6: Multicolinierity Test Result

No.	Variable	Tolerance	VIF
1	Entepreuneurial Education	0,860	1,162
2	Economic literacy	0,964	1,038
3	Family environment	0,827	1,209
4	Self-Efficacy	0,808	1,238

After fulfilling the classical assumption test, path analysis can then be carried out with the provisions of the sig value <0.05. From the table 7 that analyzes the first model (entrepreneurship education, economic literacy, family environment and self-efficacy), it gets a sig value < 0.05, so it can be concluded that all variables from model 1 have a relationship. Furthermore, the table 8 shows the results of the analysis of the second model (entrepreneurship education, economic literacy, family environment, self-efficacy and entrepreneurial intention) has a relationship. Here are the trajectories of the two models.

$$Z = 8,189 + 0,205X1 + 0,132X2 + 0,289X3... .. (Model 1)$$

$$Y = 12.183 + 0.125X1 + 0.127X2 + 0.138X3 + 0.201Z..... (Model 2)$$

Table 7: Regression results for Entrepreneurship Education, Economic Literacy and Family Environment on Self-Efficacy

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	8.189	1.529		5.354	.000
	Entrepreneurship Education	.180	.042	.205	4.283	.000
	Economic Literacy	.168	.058	.132	2.883	.004
	Family environment	.202	.033	.289	6.065	.000

a. Dependent Variable: *Self- Efficacy*

Table 8: Results of Entrepreneurship Education, Economic Literacy, Family Environment and Self-Efficacy on Entrepreneurial Intentions

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
	(Constant)	12.183	2.250		5.416	.000
1	Entrepreneurship Education	.153	.061	.125	2.501	.013
	Economic Literacy	.224	.084	.127	2.676	.008
	Family environment	.133	.050	.138	2.691	.007
	Self-Efficacy	.278	.072	.201	3.879	.000

a. Dependent Variable: Niat Berwirausaha

To see the magnitude of the direct and indirect effect is in table 9. From table 9, it can be seen from the direct relationship of each independent variable to the mediating variable (Self-Efficacy) in the table that has a positive relationship, but the magnitude of the effect is relatively small (Model 1). Furthermore, the direct relationship of the independent variable to the dependent variable also shows a positive relationship but the effect is also relatively small (Model 2). Following are the results of the regression analysis for the first model and the second model.

Tabel 9 : Variable Relationship

Hypothesis	Variable Relationship		Causal Relationship		Total	Sig.	Decision
			Direct	Indirect			
H1	X1	Y →	0,125	0,025	0,150	0,013	Accepted
H2	X2	Y →	0,127	0,025	0,152	0,008	Accepted
H3	X3	Y →	0,138	0,027	0,165	0,007	Accepted
H4	Z	Y →	0,201	-		0,000	Accepted
H5	X1	Z →	0,205	-		0,000	Accepted
H6	X2	Z →	0,132	-		0,004	Accepted
H7	X3	Z →	0,289	-		0,000	Accepted

The next test is the single test to determine the mediation significance of the self-efficacy variable with the provisions of the P-value <0.05 and the t-value > 1.96. From the table, it is known that from the three single mediation test results, it is found that the t value > 1.96 and the P-value <0.05, so it can be concluded that self-efficacy significantly mediates the relationship between entrepreneurship education, economic literacy and the family environment on entrepreneurial intentions. The relationship of self-efficacy that mediates the independent variable to the dependent variable has a positive relationship, but the effect is relatively weak, the value is shown in the indirect relationship in the table.

Table 10: Sobel Test Mediation Result

Hypothesis	Relationship	T- Count	P-Value	Decision
H8	Z – X1 – Y	2,8264	0,017	Accepted
H9	Z – X2 – Y	2,2688	0,020	Accepted
H10	Z – X3 – Y	3,2349	0,017	Accepted

DISCUSSION

This study proposes ten hypotheses, and this paper attempts to explain the relationship between variables in detail. This initial research project aims to ensure that entrepreneurship education, economic literacy, family environment and self-efficacy in vocational schools can explain students' entrepreneurial intentions. The regression calculation shows that the first hypothesis with a t-count value is 2,501, means that entrepreneurial education can encourage students' entrepreneurial intentions. The main point of entrepreneurship education in this study is the potential to see entrepreneurial opportunities and knowledge that must be obtained by students because it is very capable of forming attitudes and showing entrepreneurial intentions. This is because entrepreneurship education teaches students the skills, knowledge, and potential to recognize business opportunities and entrepreneurial attitudes that are needed by aspiring entrepreneurs. Entrepreneurship education activities that involve students in learning activities, developing businesses, starting new businesses and running small businesses will provide entrepreneurial experience that is sufficient to increase the intention to become entrepreneurs. Through entrepreneurship education, the attitude and mainset of an entrepreneur and the intention to become an entrepreneur can be formed by exploring and developing the potential of students. This study strengthens the results of research Badri & Hachicha (2019), Handayati et al (2020), Hoang et al (2020), Kurjono (2017), Küttim et al (2014), Maresch et al (2016), Puni et al (2018), Rahayu et al (2019) Sánchez & Sahuquillo (2018), Yuniasanti & Esterlita (2018) regarding the importance of entrepreneurship education given to young people because it can affect their intention to become entrepreneurs.

Apart from entrepreneurship education, economic understanding (economic literacy) is also examined in this study. From the results of the regression test, the t value 2,676 is obtained, meaning that the second hypothesis, namely economic literacy, can encourage students' entrepreneurial intentions. The results of this hypothesis can be clarified by the concept of economic literacy, which is a science that must be possessed by every individual because it includes learning life skills. Someone who has a good understanding of economic literacy will avoid irrational activities and tend to be smart in choosing attitudes to achieve their welfare. Economic literacy is able to change an individual's attitude in assessing the economic conditions he is facing, having good economic insight or economic literacy is able to change a person's mindset to be smart and critical by utilizing the resources owned amidst the economic limitations that occur so that the attitude of survival is to gain prosperity through entrepreneurship can be chosen. Several studies also support the results of this study such as Ananda et al (2020), Fahrul (2018), Prasetyo et al (2019) Sahroh (2018), Thohir et al (2017), Wirawan & Puspitaningsih (2019), Zulatsari & Soesatyo (2018) which states that through a good understanding of economic literacy, someone's entrepreneurial intention can be formed.

According to planned behavior theory, subjective or environmental norms can also influence a person's intention. This study also examines the role of the family environment as the closest environment to students. The third hypothesis in this study is accepted according to the results of the regression analysis, the t value 2,691 is obtained, which means that the family environment can encourage students' entrepreneurial intentions. The rationale that can explain these results because the response of the family environment to students' choices in making entrepreneurial decisions is very important. This is because Indonesia has a collective or communal culture, which means that social norms are very important for someone whose majority of the community is oriented towards acceptance, agreement and conformity with their environment, especially the family environment. Social pressure from the environment, agreeing or disagreeing, supporting or not supporting when someone is about to carry out entrepreneurial activities, has an influence on his intention. The positive support that students receive from their parents varies, such as approving, releasing, supporting materially and non-materially, which greatly affects students' entrepreneurial intentions. This research supports the results of research conducted by Arquisola & Muanar (2019), Atiningsih & Kristanto (2018), Cardella et al (2020), Fadillah & Thamrin (2019), Herdjiono et al (2017), Indriyani & Subowo (2019), Tuan et al (2019), Wahyuni & Rismawati (2020), Wahyuningsih & Usman (2019), Wiani et al (2018) states that the family environment is able to influence a person's intention to become an entrepreneur.

External factors that can influence entrepreneurial intentions, namely entrepreneurship education, economic literacy and the family environment have been described in the previous paragraph. Apart from external factors, it is also necessary to know the internal factors that can influence a person's intention. From planned behavior theory, self-efficacy is one of the factors that can influence entrepreneurial intentions. In this study, the fourth hypothesis, namely that self-efficacy can affect students' entrepreneurial intentions, is accepted. These results are obtained based on the value generated from the regression test with t count 3,879 > t table. The rationale that can explain this is because self-efficacy refers to a person's perception of being confident and unsure about successfully carrying out a task, someone who has high self-efficacy towards entrepreneurship will not give up easily and will have high self-confidence which automatically when self-efficacy exists it will encourage the intention to become entrepreneurial or when someone already has the intention, the intention will be greater. Self-efficacy is really needed by aspiring new entrepreneurs, because with high self-confidence they are able to start a business (Hutasuhut, 2018). Students who have self-efficacy towards entrepreneurship will easily consider all the risks and challenges of entrepreneurship and also students are more motivated to learn and increase entrepreneurial knowledge. The results of this study support research conducted by Adnyana & Purnami (2016), Al-Ghazali & Afsar (2020), Al-Jubari et al (2019), Ananda et al (2020), Damayanti & Hidayatulloh (2020) Hutasuhut (2018), Sandi & Nurhayati (2020), Wahyuningsih & Usman (2019) which found that self-efficacy is an important factor for increasing entrepreneurial intentions.

Furthermore, this study also analyzes the role of entrepreneurship education, economic literacy and the family environment on student self-efficacy. This is because self-efficacy is a mediating variable and it is also necessary to analyze what factors can influence it (Ciuchta & Finch, 2019). It is known from the regression test that the t value 4,283 is calculated, meaning that the fifth hypothesis, namely entrepreneurship education can affect self-efficacy, can be accepted. The rationale for the results of the hypothesis is based on social cognitive theory, which states that self-efficacy is influenced by competencies and the environment (Rustika, 2016). Entrepreneurship education is a tool to improve student competence. The resulting competence will influence the student's mindset and evaluate the impact he gets. Through this thinking process students will feel that entrepreneurial competence will be very useful when they become entrepreneurs, this belief is what increases students' self-efficacy for entrepreneurship. Through entrepreneurship education, in addition to obtaining entrepreneurial knowledge, students also get input about entrepreneurship from the teacher so that input and knowledge can increase student self-efficacy. The results of this study support previous research conducted by Gerba (2012), Indriyani & Subowo (2019), Lestari & Sukirman (2013), Mahfudiyanto (2018), Puni et al (2018).

The role of economic literacy on student self-efficacy. The regression calculation shows that the sixth hypothesis with a t -count values of 2,883 means that economic literacy can affect students' self-efficacy. The rationale is that economic literacy is conceptualized as a competency that must be possessed by students. Returning to social cognitive theory, where self-efficacy can arise along with one's competences. It is only natural for humans to make choices in life, happy or not happy, confident or not confident when someone has the knowledge, competence, ability for something, then this will increase their sense of confidence in the success of their efforts to carry out an activity. Therefore, the economic knowledge possessed by students is able to increase their self-confidence in entrepreneurship, because with these competencies they can learn about the current economic conditions. In addition, having management skills such as planning, decision making and marketing are part of economics and balanced with good personal and skills results in self-confidence and enthusiasm for independently having their own work (Gieure et al., 2020). The results of this study are supported on the basis of social cognitive theory, in which the role of competencies such as understanding economic literacy can have a positive influence on student self-efficacy.

Self-efficacy is also influenced by the role of the environment based on social cognitive theory. From the regression test for the seventh hypothesis, it is known that the t value obtained is 6,065, which means that the family environment affects students' self-efficacy. The rationale for the results of this hypothesis, because when self-confidence is influenced by the environment it will produce a reaction in a person's personality, for example when the environment limits or frees the individual's space for movement, this will produce a reaction like it or not, as well as when the family limits students to entrepreneurship, the reaction what will appear is the student will like or dislike. The self-efficacy of a child depends on how the family views his choices, when parents provide moral and material support to him, this will increase his entrepreneurial self-efficacy because with the support, opportunities and resources he has it will facilitate and improve which results of his business. then get the results he wants. The results of this study are in line with research conducted by Indriyani & Subowo (2019), Kurniawan et al (2016), Lestari & Sukirman (2013), Utari & Sukidjo (2020), that a family environment that provides positive support will raise and increase student self-efficacy.

The next hypothesis discusses the mediating effect of self-efficacy. The first effect of mediation is the effect of self-efficacy mediation on the relationship between entrepreneurship education and entrepreneurial intention. From the results of the sobel test, it is known that the t value is 2,8264, meaning that the eighth hypothesis is accepted, or self-efficacy can affect the relationship between entrepreneurship education and entrepreneurial intention. The magnitude of the direct influence of entrepreneurship education on entrepreneurial intention is greater than the result of the indirect effect through self-efficacy, but still significant. The smaller results of the indirect effect indicate partial mediation, which means that the self-efficacy variable is not able to perfectly mediate the effect of entrepreneurship education on entrepreneurial intentions. The rationale for these results is because entrepreneurship education is considered important by students and can affect self-efficacy and entrepreneurial intentions. Entrepreneurship education in vocational school students is able to have a big influence on student self-efficacy, which through this self-efficacy is indirectly influenced by entrepreneurship education. This happens because students' self-efficacy is low, entrepreneurship education has a big role in student self-efficacy even though the value is low. Student self-efficacy will be even lower when students do not receive entrepreneurship education.

It is in line with the planned behavior theory (planned behavior) where the entrepreneurial intention of students is influenced by themselves, their personality, and their feelings towards entrepreneurship. This means that entrepreneurship education received by students will shape the attitude of students who are sure or not sure, through which the attitude of entrepreneurial intentions can also be seen. This research is supported research conducted by Hoang et al (2020), Indriyani & Subowo (2019), Lestari & Sukirman (2013), Puni et al (2018) where self-efficacy was also found to be able to mediate the relationship between entrepreneurship education and entrepreneurial intention.

The effect of further mediation is self-efficacy mediation on the relationship between economic literacy and entrepreneurial intentions. Obtained from the sobel test the t value is 2,2688, meaning that the ninth hypothesis is accepted, that self-efficacy is able to mediate the relationship between economic literacy and entrepreneurial intentions. The role of mediating self-efficacy can be seen from the results of the total effect of economic literacy on entrepreneurial intentions with self-efficacy to have greater intention, which means that economic literacy is also able to influence students' entrepreneurial intentions with the mediation of self-efficacy. The magnitude of the direct influence between economic literacy on entrepreneurial intentions is greater than the indirect effect between economic literacy, self-efficacy and entrepreneurial intention, but still significant and positive.

The smaller value of the indirect effect indicates that the self-efficacy variable mediates partially, or in other words, the self-efficacy variable is not able to perfectly mediate the effect of economic literacy and entrepreneurial intention. This shows that economic literacy plays an important role in influencing entrepreneurial intentions. It is known that the amount of self-efficacy in this study is relatively low and the students' economic literacy is moderate. However, the absence of economic knowledge in students will cause student self-efficacy to be even lower. Therefore, in this study, when students' economic literacy is high, self-efficacy will also be high so that when the two variables are both high, students' entrepreneurial intentions will also increase.

The rationale for the results of this study is because someone who has a good entrepreneurial attitude will also see his intention to be entrepreneurial (Yıldırım et al., 2016). Indirectly, economic literacy changes a person to know the current economic conditions and systems, so that he understands that he must make the right attitude and decisions in making economic decisions (Parker, 2018). Basically, someone in carrying out economic activities either as an employee or an entrepreneur is all guided by the economic system adopted by the country where he lives, therefore having good economic literacy is needed by everyone (Trzcielinski, 2015).

The cognitive theory of questions strengthens the results of this study. The concept of social cognitive theory, self-efficacy is generated from a person's ability or competence in something, which with this self-efficacy a person's desires will also be more visible (Rustika, 2016). Meanwhile, economic literacy is knowledge that must be possessed by entrepreneurs and aspiring entrepreneurs (Dohse & Walter, 2012). Self-efficacy affects a person's choice in making and running a business. Thus, entrepreneurial intentions can be predicted through perceived self-efficacy, a person's beliefs about his ability to read economic situations can determine the expected results. A person who has good economic literacy and is supported by self-efficacy will be sure of the decisions taken and will be sincere to achieve his business to succeed.

The final hypothesis in this study found that the t value of the single test is 3,2349, which means that self-efficacy mediates the influence of the family environment on entrepreneurial intentions. The mediating role of self-efficacy can be seen from the regression results between the family environment and self-efficacy towards intention, the family environment is able to influence entrepreneurial intentions and it is also seen that the family environment can influence entrepreneurial intentions through student self-efficacy. The rationale for the results of this study, if a person feels confident that his environment expects and supports him

in carrying out an action, then he will have confidence and tend to take that action. It is the same with social cognitive theory, that a person's environment plays a very important role in the growth of self-efficacy to do something, so that if someone's family supports him in entrepreneurship, self-efficacy will increase, which then he will increasingly believe that he is capable of doing entrepreneurial activities.

Family environment is able to form a child's personality. Furthermore, students who have family support will have more confidence in entrepreneurship, where the level of self-confidence will mediate the influence of family support on their intention to become entrepreneurial. The assessment obtained from the family is very important for a teenager in making decisions. The magnitude of the direct influence between the family environment on entrepreneurial intentions is greater than the indirect influence between family environment, self-efficacy and entrepreneurial intention, but still significant and positive. This indicates that, self-efficacy partially mediates, or in other words, the self-efficacy variable is not able to perfectly mediate the influence of the family environment and entrepreneurial intention. This shows that the family environment plays an important role in increasing self-efficacy which will then have an influence on entrepreneurial intentions. A family environment that always provides support both materially and non-materially, exemplifying entrepreneurial activities and introducing and teaching entrepreneurship to children will certainly form entrepreneurial intentions in children. This study supports the research conducted by Al Ayyubi et al (2018), Atiningsih & Kristanto (2018), Indriyani & Subowo (2019), Lestari & Sukirman (2013), Utari & Sukidjo (2020), which is known to be able to mediate the relationship between family environment and students' entrepreneurial intentions.

CONCLUSION AND RECOMMENDATION

This study aims to evaluate the effect of entrepreneurship education, economic literacy, family environment and self-efficacy on students' entrepreneurial intentions in Jember district (Indonesia, East Java). Overall, from this research it can be concluded that (1) entrepreneurship education, economic literacy, family environment and self-efficacy can have a positive and significant impact on students' entrepreneurial intentions, (2) entrepreneurship education, economic literacy and the family environment can have a positive and significant impact towards student self-efficacy, (3) self-efficacy can mediate the relationship between entrepreneurship education, economic literacy, family environment and entrepreneurial intentions.

The magnitude of the direct influence of the variables of entrepreneurship education, economic literacy, family environment and self-efficacy on entrepreneurial intentions is quite small but still has a positive and significant impact. Therefore, the results of this study highlight that parents and schools (teachers, curriculum, etc.) need to support and improve the entrepreneurship education process. Schools and parents can start by motivating students to become entrepreneurs so that they can change students' mindsets and their interest in entrepreneurship.

It is also known that entrepreneurship education, economic literacy and the family environment can have a positive influence on self-efficacy and its value is greater than its direct effect on entrepreneurial intentions. Although self-efficacy in students is low, it can have the greatest influence on entrepreneurial intentions than other variables. Student self-efficacy is strongly influenced by entrepreneurship education, economic literacy and the family environment, so it can be said that when the three variables work poorly as at this time it will result in student self-efficacy will decrease.

Self-efficacy shows its role in the mediation of the independent variables in this study by increasing the influence of the independent variables on the dependent variable after there is self-efficacy mediation. Therefore, it is important for schools and parents to increase student self-efficacy, through increased entrepreneurship education, economic literacy and better family support.

For further researchers, it is suggested to add other variables to analyze the factors that influence entrepreneurial intentions, such as family background, entrepreneurial motivation and so on to enrich and expand any factors that can influence entrepreneurial intentions. It is recommended to measure the effect of economic literacy on entrepreneurial intentions, using a questionnaire instrument, so that students' perceptions of economic literacy can be better known in increasing entrepreneurial intentions.

REFERENCES

- Abdullah, S. M. (2019). Social Cognitive Theory: A Bandura Thought. *Journal Psikodimensia*, 18(1), 85–100. <https://doi.org/10.24167/psidim.v18i1.1708>
- Adnyana, I., & Purnami, N. (2016). Pengaruh Pendidikan Kewirausahaan, Self Efficacy Dan Locus of Control Pada Niat Berwirausaha. *E-Jurnal Manajemen Universitas Udayana*, 5(2), 1160–1188. <http://ojs.unud.ac.id/index.php/Manajemen/article/view/16350>
- Afrianti. (2020). Pengaruh Pendidikan Ekonomi Keluarga, Teman Pergaulan Terhadap Literasi Ekonomi Mahasiswa Universitas Jambi. *JMPIS (Jurnal Manajemen Pendidikan Dan Ilmu Sosial)*, 1(2), 388–400. <https://doi.org/10.38035/JMPIS>
- Agusmiati, D., & Wahyudin, A. (2019). Pengaruh Lingkungan Keluarga, Pengetahuan Kewirausahaan, Kepribadian, Dan Motivasi, Terhadap Minat Berwirausaha Dengan Self Efficacy Sebagai Variabel Moderating. *Economic Education Analysis Journal*, 7(3), 878–893. <https://doi.org/10.15294/eeaj.v7i3.28317>
- Al-Ghazali, B. M., & Afsar, B. (2020). Narcissism and entrepreneurial intentions: The roles of entrepreneurial self-efficacy and environmental complexity. *Journal of High Technology Management Research*, 3(4), 1–13. <https://doi.org/10.1016/j.hitech.2020.100395>
- Al-Jubari, I., Mosbah, A., Talib, Z., Khalid, M. A., & Azman, N. (2019). How do entrepreneurship education and self- efficacy influence entrepreneurship intention?. *International Journal of Innovation, Creativity and Change*, 5(2), 949–966.

<https://www.researchgate.net/publication/336253112%0AHow>

- Al Ayyubi, W. U., Setyanti, S. W. L. H., & Suroso, I. (2018). The role of self efficacy as mediating the influence of family environment and social environment on student entrepreneur interest. *International Journal of Scientific and Technology Research*, 7(7), 33–39. <http://repository.unej.ac.id/handle/123456789/89036>
- Alisyahbana, A. N. Q. A., Hasan, M., Dinar, M., Tahir, T., & Ihsan Said Ahmad, M. (2020). The effect of economic literacy and parents socio-economic status on entrepreneurial intention in economic education student universitas negeri makassar. *International Journal of Scientific and Technology Research*, 9(5), 15–17. <http://www.ijstr.org/paper-references.php?ref=IJSTR-0320-32948>
- Ananda, S., Budi Eko, S., & Ery Tri Djatmika, R. (2020). The Impact of Understanding Economic Literacy and Lifestyle on Entrepreneurial Intention of Students in Higher Education. *Management and Economics Journal*, 4(3), 215–222. <https://doi.org/http://dx.doi.org.10.18860/mec-j.v4i3.9565>
- Anggraeni, D. A. L., & Nurchaya, I. N. (2016). Peran Efikasi Diri Dalam Memediasi Pengaruh Pendidikan Kewirausahaan Terhadap Niat Berwirausaha. *E-Jurnal Manajemen Universitas Udayana*, 5(4), 2424–2453. <https://ocs.unud.ac.id/index.php/Manajemen/article/view/17664>
- Arquisola, M. J., & Muanar, I. A. (2019). The Role of family influence, gender, and entrepreneurial education on Indonesian vocational students becoming entrepreneurs. *International Journal of Research in Business and Social Science*, 8(5), 104–112. <https://doi.org/10.20525/ijrbs.v8i5.309>
- Atiningsih, S., & Kristanto, R. S. (2018). Peran self-efficacy dalam Memediasi Pengaruh Pengetahuan Berwirausaha, Tingkat Pendidikan, Lingkungan Keluarga dan Pengalaman Kerja Terhadap Minat Berwirausaha. *Jurnal Ilmiah Ekonomi*, 13(2), 280–300. <http://ejournal.stiepena.ac.id/index.php/fe>
- Badri, R., & Hachicha, N. (2019). Entrepreneurship education and its impact on students' intention to start up: A sample case study of students from two Tunisian universities. *The International Journal of Management Education*, 17(2), 182–190. <https://doi.org/10.1016/j.ijme.2019.02.004>
- Bajzikova, L., Sajgalikova, H., Wojcak, E., & Polakova, M. (2014). Dynamics of Changes toward Knowledge-based Economy in Slovak SMEs. *Procedia - Social and Behavioral Sciences*, 150(1), 637–647. <https://doi.org/10.1016/j.sbspro.2014.09.083>
- Bharanti, B. E., Idrus, M. S., Zain, D., & Solimun. (2012). Pengaruh Pendidikan Kewirausahaan dan Stereotip Gender terhadap Intensi Kewirausahaan Mahasiswa yang dimediasi oleh Kebutuhan Berprestasi dan Efikasi Diri (Studi pada Mahasiswa Asli Papua di Kota Jayapura). *Jurnal Aplikasi Manajemen*, 10(3), 485–494. <http://repository.ub.ac.id/id/eprint/161268>
- Bharata, W. (2019). Pengaruh Pendidikan Kewirausahaan dan Motivasi Usaha terhadap Minat Berwirausaha (Studi pada Mahasiswa Fakultas Ekonomi Universitas Muhammadiyah Ponorogo). *Jurnal Ekonomi Dan Manajemen (Capital)*, 2(2), 98–114. <https://doi.org/10.25273/capital.v2i2.3985>
- Budiman, A., Hendrayati, H., Perdana, Y., & Surachman, E. (2019). Minat Berwirausaha Mahasiswa. *Jurnal Ilmu Manajemen Dan Bisnis*, 10(2), 1–6. <https://doi.org/10.17509/jimb.v10i2.22323>
- Cardella, G. M., Hernández-Sánchez, B. R., & Sánchez García, J. C. (2020). Entrepreneurship and Family Role: A Systematic Review of a Growing Research. *Frontiers in Psychology*, 10(2939), 1–17. <https://doi.org/10.3389/fpsyg.2019.02939>
- Chandra, R. A., & Budiono, H. (2019). Pengaruh Pendidikan Kewirausahaan Terhadap Niat Berwirausaha Yang Dimediasi Efikasi Diri Mahasiswa Manajemen. *Jurnal Manajerial Dan Kewirausahaan*, 1(4), 645–655. <http://journal.untar.ac.id/index.php/JMDK/article/view/6542>
- Chrismardani, Y. (2016). Theory Of Planned Behavior Sebagai Prediktor Intensi Berwirausaha. *Journal of Management Studies*, 10(1), 550–562. <https://doi.org/https://doi.org/10.21107/kompetensi.v10i1.3426>
- Ciuchta, M. P., & Finch, D. (2019). The mediating role of self-efficacy on entrepreneurial intentions: Exploring boundary conditions. *Journal of Business Venturing Insights*, 11(1), 1–10. <https://doi.org/10.1016/j.jbvi.2019.e00128>
- Cui, J., Sun, J., & Bell, R. (2019). The impact of entrepreneurship education on the entrepreneurial mindset of college students in China: The mediating role of inspiration and the role of educational attributes. *International Journal of Management Education*, 3(4), 1–16. <https://doi.org/10.1016/j.ijme.2019.04.001>
- Damayanti, V., & Hidayatulloh, A. (2020). Anteseden Self Efficacy dan Dampaknya pada Minat Berwirausaha. *Riset Dan Jurnal Akuntansi (Owner)*, 4(2), 433–441. <https://doi.org/10.33395/owner.v4i2.254>
- Dohse, D., & Walter, S. G. (2012). Knowledge context and entrepreneurial intentions among students. *Small Business Economics*, 39(4), 877–895. <https://doi.org/10.1007/s11187-011-9324-9>
- Dou, X., Zhu, X., Zhang, J. Q., & Wang, J. (2019). Outcomes of entrepreneurship education in China: A customer experience management perspective. *Journal of Business Research*, 103(4), 338–347. <https://doi.org/10.1016/j.jbusres.2019.01.058>
- Fadillah, M. N. R., & Thamrin, T. (2019). the Influence of Entrepreneurial Motivation and Family Environment To the Public University Student'S Toward Entrepreneurial Intention. *Jurnal Ecogen*, 2(1), 78–83. <https://doi.org/10.24036/jmpe.v2i1.6136>
- Fahrul, S. (2018). Pengaruh Literasi Ekonomi, Sikap dan Keluarga Terhadap Niat Berwirausaha Mahasiswa Pendidikan Tata Niaga Universitas Negeri Surabaya. *Jurnal Pendidikan Tata Niaga (JPTN)*, 6(5), 270–276. <https://jurnalmahasiswa.unesa.ac.id/index.php/jptn/article/view/26460>
- Farida, S., & Nurkhin, A. (2016). Pengaruh Pendidikan Kewirausahaan, Lingkungan Keluarga, Dan Self Efficacy Terhadap Minat Berwirausaha Siswa Smk Program Keahlian Akuntansi. *Economic Education Analysis Journal*, 5(1), 273–289. <http://journal.unnes.ac.id/sju/index.php/eeaj>
- Franita, R. (2016). Analisa Pengangguran Di Indonesia. *Jurnal Ilmu Pengetahuan Sosial*, 1(12), 88–93. <http://jurnal.um-tapsel.ac.id/index.php/nusantara/article/viewFile/97/97>
- Gerba, D. T. (2012). Impact of entrepreneurship education on entrepreneurial intentions of business and engineering students in Ethiopia. *African Journal of Economic and Management Studies*, 3(2), 258–277. <https://doi.org/10.1108/20400701211265036>
- Gieure, C., Espinosa, M. del M. B., & Dobón, S. R. (2020). The entrepreneurial process: The link between intentions and behavior. *Journal of Business Research*, 112(7), 541–548. <https://doi.org/10.1016/j.jbusres.2019.11.088>

- Handayati, P., Wulandari, D., Soetjipto, B. E., Wibowo, A., & Narmaditya, B. S. (2020). Does entrepreneurship education promote vocational students' entrepreneurial mindset?. *Journal Heliyon*, 6(11), 1–7. <https://doi.org/10.1016/j.heliyon.2020.e05426>
- Hawa'im, M., & Urip, P. (2012). Behavioral Measurement based on Theory of Planned Behaviour. *Insan*, 12(1), 2756–2765. <https://doi.org/10.1002/ejoc.201200111>
- Herdjiono, I., Puspa, Y. H., Maulany, G., & Aldy, B. E. (2017). The Factors Affecting Entrepreneurship Intention. *International Journal of Entrepreneurial Knowledge*, 5(2), 5–15. <https://doi.org/10.1515/ijek-2017-0007>
- Hoang, G., Thi Le, T. T., Thi Tran, A. K., & Du, T. (2020). Entrepreneurship education and entrepreneurial intentions of university students in Vietnam: the mediating roles of self-efficacy and learning orientation. *Journal Education and Training*, 63(1), 115–133. <https://doi.org/10.1108/ET-05-2020-0142>
- Hutasuhut, S. (2018). The Roles of Entrepreneurship Knowledge, Self-Efficacy, Family, Education, and Gender on Entrepreneurial Intention. *Jurnal Dinamika Pendidikan*, 13(1), 90–105. <https://doi.org/10.15294/dp.v13i1.13785>
- Indiworo, H. E., Sumastuti, E., & Mei, A. P. (2019). Peran Unit Usaha Business Center dalam Menumbuhkan Jiwa Berwirausaha di Lingkungan Sekolah Menengah Kejuruan Negeri 9 Semarang. *BMAJ: Business Management Analysis Journal*, 2(1), 78–89. <https://doi.org/10.24176/bmaj.v2i1.3058>
- Indriyani, I., & Subowo. (2019). Pengaruh Pengetahuan Kewirausahaan dan Lingkungan Keluarga Terhadap Minat Berwirausaha Melalui Self-Efficacy. *Economic Education Analysis Journal*, 8(2), 470–484. <https://doi.org/10.15294/eeaj.v8i2.31493>
- Ismail, K., Anuar, M. A., Omar, W. Z. W., Aziz, A. A., Seohod, K., & Akhtar, C. S. (2015). Entrepreneurial Intention, Entrepreneurial Orientation of Faculty and Students towards Commercialization. *Procedia - Social and Behavioral Sciences*, 181(1), 349–355. <https://doi.org/10.1016/j.sbspro.2015.04.897>
- Iwu, C. G., Opute, P. A., Nchu, R., Eresia-Eke, C., Tengeh, R. K., Jaiyeoba, O., & Aliyu, O. A. (2019). Entrepreneurship education, curriculum and lecturer-competency as antecedents of student entrepreneurial intention. *The International Journal of Management Education*, 3(3), 1–13. <https://doi.org/10.1016/j.ijme.2019.03.007>
- Jayatri, F., & Ayuningtyas, T. (2018). Keterkaitan Antara Literasi Ekonomi dan Intensitas Bekerja dengan Minat Berwirausaha Mahasiswa Akhir Prodi Pendidikan Ekonomi. *Prosiding 4th Seminar Nasional Dan Call for Papers Fakultas Ekonomi Universitas Muhammadiyah Jember*, 1(1), 341–350. <http://jurnal.unmuhjember.ac.id/index.php/PEKED/article/view/1301>
- Kairupan, D. J. I., & Primandaru, N. (2020). Analisis Pemberdayaan Perempuan Pada New Venture Creation : Entrepreneurial Self-Efficacy Sebagai Variabel Variabel Pemoderasi. *Jurnal MODUS*, 32(2), 140–158. <https://doi.org/https://doi.org/10.24002/modus.v32i2.3515>
- Khalifa, A. H., & Dhiyf, M. M. (2016). The Impact of Entrepreneurship Education on Entrepreneurial Intention: The UAE Context. *Polish Journal of Management Studies*, 14(1), 119–128. <https://doi.org/10.17512/pjms.2016.14.1.11>
- Kirana, D. G. C., Harini, & Nugroho, J. A. (2018). Pengaruh Pendidikan Kewirausahaan dan SelfEfficacy Terhadap Minat Berwirausaha (Studi Pada Mahasiswa Program Studi Pendidikan Ekonomi Tahun Angkatan 2014-2016). *BISE: Jurnal Pendidikan Bisnis Dan Ekonomi*, 4(1), 1–16. <https://jurnal.fkip.uns.ac.id/index.php/ptn/article/view/11969>
- Koe, W.-L., Sa'ari, J. R., Majid, I. A., & Ismail, K. (2012). Determinants of Entrepreneurial Intention Among Millennial Generation. *Procedia - Social and Behavioral Sciences*, 40, 197–208. <https://doi.org/10.1016/j.sbspro.2012.03.181>
- Kristiadi, S., Sudarma, K., & Khafid, M. (2016). Pengaruh Sikap Berperilaku, Norma Subjektif dan Efikasi Diri terhadap Intensi Kewirausahaan Pada Siswi melalui Motivasi di SMK Negeri 1 Pati. *Journal of Economic Education*, 5(1), 11–21. <https://journal.unnes.ac.id/sju/index.php/jeeec/article/view/13012>
- Kruja, A. (2013). Entrepreneurship and Knowledge-Based Economies. *Revista Romaneasca Pentru Educatie Multidimensionala Romanian Journal*, 5(1), 59–77. <https://doi.org/DOI: 10.18662/rrem/2013.0501.01>
- Kurjono. (2017). Knowledge Entrepreneurship Contribution and Self Efficacy To Improve Creativity Student. *Manajerial*, 16(1), 187–210. <https://doi.org/https://doi.org/10.17509/manajerial.v16i1.10442>
- Kurniawan, A., Khafid, M., & Pujiati, A. (2016). Pengaruh Lingkungan Keluarga, Motivasi, dan Kepribadian Terhadap Minat Wirausaha Melalui Self Efficacy. *Journal of Economic Education*, 5(1), 100–109. <https://bit.ly/36BxWvm>
- Kusniawati, M., & Kurniawan, R. Y. (2016). Pengaruh Status Sosial Ekonomi Orang Tua dan Literasi Ekonomi Terhadap Perilaku Konsumsi Siswa Kelas X Ips Di SMA Negeri 2 Tuban. *Jurnal Pendidikan Ekonomi (JUPE)*, 4(3), 1–9. <https://doi.org/https://doi.org/10.26740/jupe.v4n3.p%25p>
- Küttim, M., Kallaste, M., Venesaar, U., & Kiis, A. (2014). Entrepreneurship Education at University Level and Students' Entrepreneurial Intentions. *Procedia - Social and Behavioral Sciences*, 110, 658–668. <https://doi.org/10.1016/j.sbspro.2013.12.910>
- Lestari, Y. P., & Sukirman. (2013). Pengaruh Self Efficacy sebagai Mediasi dari Pengaruh Pendidikan Kewirausahaan dan Lingkungan Keluarga terhadap Minat Berwirausaha. *Economic Education Analysis Journal*, 2(1), 18–23. <https://doi.org/10.15294/eeaj.v9i1.39469>
- Mahfudiyanto. (2018). Pengaruh Pendidikan Kewirausahaan dalam Lingkungan Sekolah Terhadap Minat Berwirausaha Melalui Self-Efficacy (Studi Pada Siswa Kelas XII MAN 1 Jombang). *Jurnal Pendidikan Ekonomi, Kewirausahaan, Bisnis, Dan Manajemen*, 2(1), 13–24. <https://doi.org/10.32682/jpekmb.v2i1.725>
- Maresch, D., Harms, R., Kailer, N., & Wimmer-Wurm, B. (2016). The impact of entrepreneurship education on the entrepreneurial intention of students in science and engineering versus business studies university programs. *Technological Forecasting and Social Change*, 104(1), 172–179. <https://doi.org/10.1016/j.techfore.2015.11.006>
- Marta, M. S., Kurniasari, D., & Kurniasari, D. (2019). Interaksi Dukungan Sosial Pada Hubungan Pendidikan Wirausaha, Efikasi Diri dan Niat Berwirausaha. *Jurnal Manajemen Dan Bisnis (BENEFIT)*, 4(1), 16–26. <https://doi.org/https://doi.org/10.23917/benefit.v4i1.7113>
- Milla, H. (2013). Pendidikan Kewirausahaan: Sebuah Alternatif Mengurangi Pengangguran Terdidik Dan Pencegahan Korupsi. *Al-Ta Lim Journal*, 20(3), 465–471. <https://doi.org/10.15548/jt.v20i3.44>
- Mirawati, N. M., Wardana, I. M., & Sukaatmadja, I. P. G. (2016). Pengaruh Sikap, Norma Subjektif, Dan Persepsi Kontrol Keperilakuan, Terhadap Niat Siswa SMK Di Kota Denpasar Untuk Menjadi Wirausaha. *E-Jurnal Ekonomi Dan Bisnis Universitas Udayana*, 7(5), 1981–2010. <https://ojs.unud.ac.id/index.php/EEB/article/view/16273>

- Mulyani, R., Thomas, P., & Semarang, U. N. (2018). The Influence of Student Consumption, Social Status of Family, The Economic Parent Status, and The Economic Education of Family to Consumption Behavior. *Journal of Economic Education*, 7(1), 24–30. <https://doi.org/10.15294/jeec.v7i1.22190>
- Neneh, B. N. (2019). From entrepreneurial intentions to behavior: The role of anticipated regret and proactive personality. *Journal of Vocational Behavior*, 112(1), 311–324. <https://doi.org/10.1016/j.jvb.2019.04.005>
- Noviasari, D., Haryono, A. T., & Fathoni, A. (2018). Analisis Pengaruh Kualitas Pembelajaran Kewirausahaan, Kreativitas Inovasi, dan Modal Sosial Terhadap Minat Wirausaha Dengan Efikasi Diri Sebagai Variabel Intervening (Studi Pada Siswa SMK N 3 Semarang). *Journal of Management*, 4(4), 472–473. <https://jurnal.unpand.ac.id/index.php/MS/article/view/999>
- Nursito, S., & Nugroho, A. J. S. (2013). Analisis Pengaruh Interaksi Pengetahuan Kewirausahaan dan Efikasi Diri Terhadap Intensi Wirausaha. *Jurnal Kiat Bisnis*, 5(3), 148–158. <http://journal.unwidha.ac.id/index.php/KIATBISNIS/article/view/1042>
- Otache, I. (2019). Entrepreneurship education and undergraduate students' self- and paid-employment intentions: A conceptual framework. *Journal Education and Training*, 61(1), 46–64. <https://doi.org/10.1108/ET-10-2017-0148>
- Parker, S. C. (2018). Entrepreneurship and economic theory. *Oxford Review of Economic Policy*, 34(4), 540–564. <https://doi.org/10.1093/oxrep/gry013>
- Prabandari, S. P., & Sholihah, P. I. (2015). The influence of theory of planned behavior and entrepreneurship education towards entrepreneurial intention. *Journal of Economics, Business & Accountancy Ventura*, 17(3), 385–392. <https://doi.org/10.14414/jebav.v17i3.360>
- Prasetyo, D. W., Rofiah, C., Prasetyo, D. W., & Hidayati, N. (2019). The Effect Of Economic Literacy And Social Media On Student Entrepreneurial Interest. *Jurnal Riset Ekonomi Dan Bisnis*, 14(2), 85–90. <https://doi.org/https://doi.org/10.26533/vol14iss2pp85%20-%2090>
- Puni, A., Anlesinya, A., & Korsorku, P. D. A. (2018). Entrepreneurial education, self-efficacy and intentions in Sub-Saharan Africa. *African Journal of Economic and Management Studies*, 9(4), 492–511. <https://doi.org/10.1108/AJEMS-09-2017-0211>
- Purnomo, B. R. (2019). Artistic orientation, financial literacy and entrepreneurial performance. *Journal of Enterprising Communities*, 13(2), 105–128. <https://doi.org/10.1108/JEC-09-2018-0065>
- Purusotama, A. (2019). Revisiting Students Entrepreneurial Intention In Indonesia: A Theory Of Planned Behavior Approach. *Jurnal Manajemen Dan Kewirausahaan*, 21(1), 64–73. <https://doi.org/10.9744/jmk.21.1.64-74>
- Rahayu, E. S., Suwarsa, O., & Tarawan, V. M. (2019). Pendidikan Kewirausahaan Berhubungan Dengan Intensi Berwirausaha Berdasar Theory Of Planned Behavior Mahasiswa DIII Kebidanan. *Jurnal Kesehatan Prima*, 13(2), 122. <https://doi.org/10.32807/jkp.v13i2.244>
- Rosyidi, Suherman. 2006. Pengantar Teori Ekonomi Pendekatan Kepada Teori Ekonomi Mikro dan Makro. Jakarta: PT. Rajagraindo Persada.
- Rustika, I. M. (2016). Efikasi Diri: Tinjauan Teori Albert Bandura. *Buletin Psikologi*, 20(1–2), 18–25. <https://doi.org/10.22146/bpsi.11945>
- Sahroh, A. F. (2018). Pengaruh Literasi Ekonomi Dan Tingkat Penggunaan Media Sosial Terhadap Minat Berwirausaha Mahasiswa Fakultas Ekonomi Di Universitas Negeri Surabaya. *Jurnal Pendidikan Ekonomi (JUPE)*, 6(3), 208–215. <https://doi.org/10.26740/jupe.v6n3.p>
- Salami, S. O. (2019). Examining the emerging entrepreneurial mindset in adolescence: A study in Nigeria. *International Journal of Psychology*, 54(1), 70–79. <https://doi.org/10.1002/ijop.12431>
- Sánchez, V. B., & Sahuquillo, C. A. (2018). Entrepreneurial intention among engineering students: The role of entrepreneurship education. *European Research on Management and Business Economics*, 24(1), 53–61. <https://doi.org/10.1016/j.iedeen.2017.04.001>
- Sandi, A., & Nurhayati, M. (2020). Effect of Entrepreneurship Education, Family Environment and Self-Efficacy on Students Entrepreneurship Intention. *Proceedings of the 4th International Conference on Management, Economics and Business (ICMEB 2019)*, 120, 9–12. <https://doi.org/10.2991/aebmr.k.200205.003>
- Seni, N. N. A., & Ratnadi, N. M. D. (2017). Theory of Planned Behavior Untuk Memprediksi Niat Berinvestasi. *E-Jurnal Ekonomi Dan Bisnis Universitas Udayana*, 6(12), 4043–4068. <https://doi.org/10.24843/eeb.2017.v06.i12.p01>
- Shinnar, R. S., Hsu, D. K., & Powell, B. C. (2014). Self-efficacy, entrepreneurial intentions, and gender: Assessing the impact of entrepreneurship education longitudinally. *International Journal of Management Education*, 12(3), 561–570. <https://doi.org/10.1016/j.ijme.2014.09.005>
- Sina, P. G. (2012). Analisis Literasi Ekonomi. *Jurnal Economia*, 8(2), 135–143. <https://doi.org/10.21831/economia.v8i2.1223>
- Sondari, M. C. (2014). Is Entrepreneurship Education Really Needed?: Examining the Antecedent of Entrepreneurial Career Intention. *Procedia - Social and Behavioral Sciences*, 115(1), 44–53. <https://doi.org/10.1016/j.sbspro.2014.02.414>
- Souitaris, V., Zerbini, S., & Al-Laham, A. (2007). Do entrepreneurship programmes raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources. *Journal of Business Venturing*, 22(4), 566–591. <https://doi.org/10.1016/j.jbusvent.2006.05.002>
- Shirejeki, K., Faturahman, A., & Supeno, S. (2017). Perspektif Theory of Planned Behavior Kaitannya dengan Intensi Berwirausaha: Peran Gender sebagai Moderator. *Jurnal Akuntansi Dan Bisnis*, 17(1), 19. <https://doi.org/10.20961/jab.v17i1.215>
- Sugianingrat, I. A. P. W., Wilyadewi, I. I. D. A. Y., & Sarmawa, I. W. G. (2020). Determination of Entrepreneurship Education, Family Environment, and Self-Efficacy on Entrepreneurship Interest. *Jurnal Economia*, 16(1), 33–43. <https://doi.org/10.21831/economia.v16i1.30374>
- Suharti, L., & Sirine, H. (2012). Faktor-Faktor yang Berpengaruh Terhadap Niat Kewirausahaan (Entrepreneurial Intention). *Jurnal Manajemen Dan Kewirausahaan*, 13(2), 124–134. <https://doi.org/10.9744/jmk.13.2.124-134>
- Sukmaningrum, S., & Rahardjo, M. (2017). Faktor-faktor yang mempengaruhi niat berwirausaha mahasiswa menggunakan theory of planned behavior. *Diponegoro Journal Of Management*, 6(3), 1–12. <http://ejournal-s1.undip.ac.id/index.php/dbr>
- Sun, H., Lo, C. T., Liang, B., & Wong, Y. L. B. (2017). The impact of entrepreneurial education on entrepreneurial intention of

- engineering students in Hong Kong. *Management Decision*, 55(7), 1371–1393. <https://doi.org/10.1108/MD-06-2016-0392>
- Supriyanto. (2016). Pengaruh Kegiatan Ekstrakurikuler, Percaya Diri dan Literasi Ekonomi Terhadap Minat Berwirausaha Siswa SMPN di Surabaya. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 4(2), 173–192. https://doi.org/10.1007/978-94-007-0789-4_2
- Thohir, M., Soesatyo, Y., & Harti, H. (2017). Pengaruh Status Sosial Orang Tua, Literasi Ekonomi dan Percaya Diri Terhadap Minat Wirausaha Siswa SMP Negeri di Kecamatan Tringgilis Mejoyo Surabaya. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 4(2), 149–163. <https://doi.org/10.26740/jepk.v4n2.p149-163>
- Tiwari, P., Bhat, A. K., Tikoria, J., & Saha, K. (2019). Exploring the factors responsible in predicting entrepreneurial intention among nascent entrepreneurs. *South Asian Journal of Business Studies*, 9(1), 1–18. <https://doi.org/10.1108/SAJBS-05-2018-0054>
- Trzcielinski, S. (2015). The Influence of Knowledge Based Economy on Agility of Enterprise. *Procedia Manufacturing*, 3(1), 6615–6623. <https://doi.org/10.1016/j.promfg.2015.11.001>
- Tuan, N. A., Hai Ha, D. T., Thao, V. T. B., Kim Anh, D., & Long, N. H. (2019). Factors affecting entrepreneurial intentions among youths in Vietnam. *Children and Youth Services Review*, 99(1), 186–193. <https://doi.org/10.1016/j.childyouth.2019.01.039>
- Utari, F. D., & Sukidjo, S. (2020). The Roles of Need for Achievement and Family Environment in Stimulating Entrepreneurial Interest through Self-Efficacy. *Jurnal Economia*, 16(2), 143–160. <https://doi.org/10.21831/economia.v16i2.28725>
- Utomo, B. B., Mashudi, & Asriati, N. (2014). Pengaruh Pendidikan Kewirausahaan Dalam Keluarga dan Di Sekolah Terhadap Minat Berwirausaha dengan Mediasi Self-Efficacy Siswa Kelas XI. *Jurnal Pendidikan Dan Pembelajaran*, 3(4), 1–15. <http://jurnal.untan.ac.id/index.php/jpdpb/article/view/2531/5339>
- Vilathuvahna, A. A., & Nugroho, T. R. D. A. (2015). Intensi Kewirausahaan Mahasiswa Universitas Trunojoyo Madura. *Agriekonomika*, 4(1), 107–119. <https://doi.org/https://doi.org/10.21107/agriekonomika.v4i1.678>
- Wahyu, P. (2013). Analisis Kepemilikan Jiwa Kewirausahaan: Evaluasi Outcome Pendidikan Menengah Di Jawa. *Jurnal Economia*, 9(2), 175–190. <https://doi.org/10.21831/economia.v9i2.1808>
- Wahyuni, D. U., & Rismawati, R. (2020). Education Entrepreneurship, Self-Efficacy and Family Environment on the Spirit of Students Business Entrepreneurs Trough Personality. *Jurnal Ilmiah Manajemen*, 10(3), 439–453. <https://doi.org/10.22441/mix.2020.v10i3.009>
- Wahyuningsih, P., & Usman, O. (2019). Effect of Entrepreneurial Education, Motivation, Self Efficacy and Family Environment to Entrepreneurship Interest in State University Faculty of Economic Jakarta. *SSRN Electronic Journal*, 2(1), 1–17. <https://doi.org/10.2139/ssrn.3511276>
- Walipah, & Naim. (2016). Faktor – Faktor Yang Mempengaruhi Niat Berwirausaha Mahasiswa. *Jurnal Ekonomi Modernisasi*, 12(3), 138–144. <https://doi.org/10.21067/jem.v12i3.1461>
- Wiani, A., Ahman, E., & Machmud, A. (2018). Pengaruh Lingkungan Keluarga Terhadap Minat Berwirausaha Peserta Didik Smk Di Kabupaten Subang. *Jurnal Manajerial*, 17(2), 227–238. <https://doi.org/10.17509/manajerial.v17i2.11843>
- Wibowo, B. (2016). Pemodelan Determinan Niat Berwirausaha dan Efek Pengaruh Edukasi Kewirausahaan di Kalangan Mahasiswa. *Jurnal Ilmiah Manajemen*, 6(2), 152–170. https://doi.org/10.22441/jurnal_mix
- Wirawan, Y. R., & Puspitaningsih, F. (2019). Pengaruh Literasi Ekonomi dan Pengalaman Prakerin terhadap Minat Berwirausaha Peserta Didik Kelas XI Kompetensi Keahlian Administrasi Perkantoran (APK) SMK Negeri 1 Pogalan Tahun Pelajaran 2017/2018. *Jurnal Ilmiah Ekonomi Dan Pembelajarannya (Equilibrium)*, 7(2), 106–115. <https://doi.org/10.25273/equilibrium.v7i2.4787>
- Yanti, A. (2019). Pengaruh Pendidikan Kewirausahaan, Self Efficacy, Locus of Control dan Karakter Wirausaha Terhadap Minat Berwirausaha. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 2(2), 268–283. <https://doi.org/10.30596/maneggio.v2i2.3774>
- Yanti, P. E. D., Nuridja, I. M., & Dunia, I. K. (2014). Pengaruh lingkungan keluarga Terhadap Berwirausaha Siswa Kelas XI Smk Negeri 1 Singaraja. *Economic Education Analysis Journal*, 4(1), 1–11. <https://doi.org/10.23887/jjpe.v4i1.1902>
- Yıldırım, N., Çakır, Ö., & Aşkun, O. B. (2016). Ready to Dare? A Case Study on the Entrepreneurial Intentions of Business and Engineering Students in Turkey. *Procedia - Social and Behavioral Sciences*, 229(1), 277–288. <https://doi.org/10.1016/j.sbspro.2016.07.138>
- Yuniasanti, R., & Esterlita, S. (2018). Pengaruh Pendidikan Kewirausahaan Terhadap Intensi Berwirausaha Mahasiswa Universitas Mercu Buana Yogyakarta. *Jurnal Publikasi Prodi Psikologi (UMBY)*, 1(16), 634–644. https://www.researchgate.net/publication/324964818_Pengaruh_Pendidikan_Kewirausahaan_Terdapat_Intensi_Berwirausaha
- Zulatsari, M. R., & Soesatyo, Y. (2018). Pengaruh Literasi Ekonomi Dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Pada Mahasiswa Jurusan Pendidikan Ekonomi Fakultas Ekonomi Universitas Negeri Surabaya Angkatan 2015. *Jurnal Pendidikan Ekonomi (JUPE)*, 6(3), 157–160. <https://doi.org/10.26740/jupe.v6n3.p>

Mira Sri Rastiti

Faculty of Economics

University of Malang, East Java, Indonesia

Email: Mirasrirastiti@gmail.com

Prof. Dr. Sri Umi Mintarti Widjaja, S.E., M.P., Ak.

Faculty of Economics

University of Malang, East Java, Indonesia

Email: sri.umi.fe@um.ac.id

Dr. Puji Handayati, S.E., M.M., Ak., CA., CMA.

Faculty of Economics

University of Malang, East Java, Indonesia

Email: puji.handayati.fe@um.ac.id