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Personality mediation of the effect of education entrepreneurship, self-efication, and family environment on the soul of students business entrepreneurs in surabaya

Duta Mustajab[1*)], Rismawati Rismawati[2]
[1] Faculty of Economics and Business, Universitas Yapis Papua, Indonesia
[2] Sekolah Tinggi Ilmu Ekonomi Indonesia Surabaya, Indonesia

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ABSTRACT

Entering the current era, there are many unemployment everywhere even though they have graduated from high school / vocational school or even bachelor. The unemployment rate is caused by the quality of vocational graduates who are not yet in line with industry needs, in addition, they are also less interested in entrepreneurship. This is because they are still shy and do not have confidence so they spend more time to play and have fun with friends. This study aims to determine the effect of entrepreneurship education, self-efficacy and family environment on entrepreneurial spirit through personality. This research is a quantitative study using an approach cluster proportional sampling with primary data by distributing questionnaires to vocational high school students in Surabaya. The number of samples in this study were 180 vocational students. The data analysis method uses SEM. The results showed that entrepreneurship education influences entrepreneurial personality, self-efficacy influences entrepreneurial personality, family environment influences entrepreneurial personality, entrepreneurship education influences entrepreneurial spirit, self-efficacy influences entrepreneurial spirit, family environment influences entrepreneurial personality and entrepreneurial personality influences entrepreneurial spirit entrepreneurship. This can be concluded that entrepreneurship education influences the entrepreneurial personality of students in Vocational High Schools in Surabaya. This can be used as a provision in his life after graduating from school because in the entrepreneurial world there are many risks and challenges that must be faced. Self-efficacy affects the entrepreneurial personality of students at the Vocational High School in Surabaya.

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Corresponding Author:

Duta Mustajab,
Universitas Yapis Papua
Email: mustajabduta@gmail.com

Introduction

Entrepreneurship is a person's ability to carry out their activities to be creative and innovative in running their business. Entrepreneurship is a way of thinking, analyzing, and acting based on business opportunities, holistic approaches, and balanced leadership (Timmons & Spinelli, 2008: 31). According to Slamet (2018) creativity and innovation are thoughts and actions that must be owned by entrepreneurs and carried out continuously without

stopping as an effort to maintain business continuity. Providing entrepreneurship education is very important since the beginning, starting from kindergarten, junior high school, high school / vocational school, students and employees. This is done to anticipate that they can create their own jobs. Masruroh (2017) stated that with entrepreneurship can open jobs so as to reduce unemployment. Work is not only as a civil servant, police or as an employee but can be done through creativity and innovation. So, it can be concluded that entrepreneurship learning outcomes are a student's ability to understand, master, have creative thinking, and be able to create something new in entrepreneurship subjects (Chairani, 2020).

Self-efficacy as a belief and ability possessed by each individual to be successful in carrying out their activities. Confidence (self-efficacy) is a person's beliefs about the abilities and have the opportunity to successfully achieve a certain goal. Confidence becomes an important factor when someone plunges into the world of entrepreneurship to be more determined and optimistic going forward (Khotimah, 2017).

The family environment is a factor that underlies someone to become an entrepreneur. According to Semiawan (2010:1) the family environment is the first and foremost medium that influences behavior in child development. If the parents are entrepreneurs, then the child will immediately imitate him and will follow in his parents' footsteps.

Entrepreneurial personality is a trait or characteristic possessed by someone in the environment. Ayuningtias (2015) stated that personality is the overall way an individual reacts and interacts with other individuals. The personality is most often described in terms of a measurable trait that a person shows.

The entrepreneurial spirit is a talent that is owned by every individual when there is an opportunity will definitely do it. Suparyanto (2012: 24) entrepreneurial spirit can be possessed by someone as an innate talent from birth. Not everyone has an entrepreneurial spirit so that it can also be shaped through education and experience.

Entering the current era, there are many unemployment everywhere even though they have graduated from high school / vocational school or even bachelor. This is because job vacancies are getting narrower because they have been replaced with advanced technology so that human labor can be replaced by machines while the unemployment rate increases. The Central Statistics Agency (BPPS) Pramono (2018) in Republika. co.id that the highest unemployment rate is Vocational high school (SMK) graduates by 8.88 percent. The unemployment rate is caused by the quality of vocational graduates who are not yet in line with industry needs, in addition, they are also less interested in entrepreneurship. This is because they are still shy and do not have confidence so they spend more time to play and have fun with friends.

Government Regulation No. 66 of 2010 Vocational High School (SMK) is a form of vocational formal education at the secondary education level so students are expected to be ready to work and have great opportunities to be able to develop the economy including entrepreneurship ". Suryana (2013) " The mental attitude of entrepreneurship in students can be instilled through entrepreneurship education based on entrepreneurial values".

Self-efficacy is a belief that must be possessed by every individual in carrying out their activities. Kreitner and Kinicki (2003) in Praptiwi and Indrawati (2015) mention a belief in a person's ability to carry out a task called self efficacy. Confidence is the main thing for someone to have enthusiasm in carrying out their activities. A strong belief will be able to bring someone towards success even though many competitors will be faced later.

The family environment greatly influences a person to become an entrepreneur because the family environment is the first basic education he gets. Sa Roni in Marini and Hamidah (2014) explained that the family environment has a very big role in preparing children to become wiraus ahawan in the future. Therefore, in this environment creates a habit and motivates children to see a habit that is done by their parents while at home.

Personality is very much needed by someone in undergoing entrepreneurship. Siswoyo in Pujiastuti (2013) explained that the personality of an entrepreneur is a sense of responsibility that calculates risks by looking at business opportunities based on their knowledge, background and experience and have high self-confidence. Entrepreneurs are expected to plan for the future so they can see opportunities. A very strong personality is one of the main keys for an entrepreneur.

Growing an entrepreneurial spirit on someone is not something easy. In the present learning entrepreneurship education has been included from paud school to college. Sukirman (2017) To achieve economic growth in Indonesia in global uncertainty, it is necessary to empower small businesses that are considered capable of developing production.

The conceptual framework in this study shown in Figure 1 is as follows

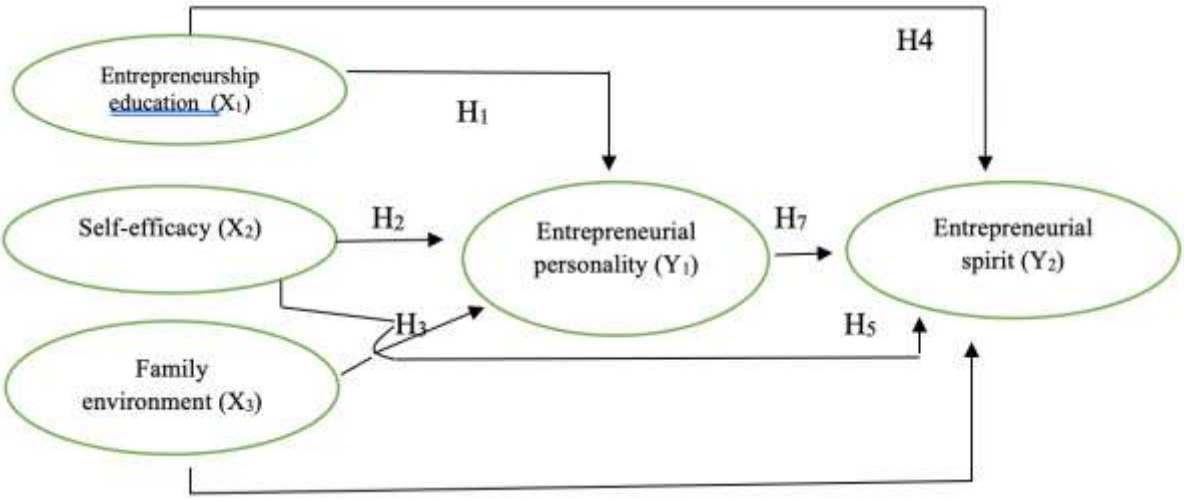


Figure 1. conceptual framework

Hypothesis

The hypotheses in this study are:

H 1 Entrepreneurship education influences the entrepreneurial personality of students in Vocational High Schools in Surabaya.

H 2 Self-efficacy affects the entrepreneurial personality of students in Vocational High Schools in Surabaya.

H 3 Family environment influences the entrepreneurial personality of students in Vocational High Schools in Surabaya.

H 4. Entrepreneurship education influences the entrepreneurial spirit of students in Vocational High Schools in Surabaya.

H 5. Self-efficacy affects the entrepreneurial spirit of students at the Vocational High School in Surabaya.

H 6 . The family environment influences the entrepreneurial spirit of students at the Vocational High School in Surabaya.

H 7 . Entrepreneurial personality affects the entrepreneurial spirit of students at the Vocational High School in Surabaya.

Method

This research uses quantitative research that is research using numbers which will be analyzed statistically. This research measures the influence between variables through hypothesis testing. The population in this study were all XII Private Vocational School students in the Surabaya region, namely the West, North, East, Central and South regions. The sampling technique in this study is to use cluster proportional sampling. Sugiyono (2012) proportional sampling cluster that is sampling by region. In taking the sample of this study determined at each private vocational school, especially class XII. Sampling using the maholtra formula. Hair, et al in Ferdinand (2002) the size of the sample size plays an important role in the estimation and interpretation of SEM results, for SEM analysis is 100-200. The sample size depends on the number of indicators used in all latent variables and the number of samples to be analyzed by SEM requires 5 to 10 observations for each parameter estimate. This study uses 36 indicators at five times with a total of 180 samples, namely male and female vocational high school class XII students.

Table 1. Total Population and Sample

The region	Total population	Total sample
West Surabaya	4,775	4775 / 21,313 x 180 = 40
Surabaya north	3,999	3999 / 21,313 x 180 = 34
Center	1453	1453 / 21,313 x 180 = 12
South	4192	4192 / 21,313 x 180 = 36
East	6894	6894 / 21,313 x 180 = 58
Total	21,313	

Source: Data of each school

Research Instruments

The instrument used was by distributing questionnaires to class XII private vocational students in Surabaya, namely in the West, North, East, Central and South regions. The assessment data is measured using Sugiyono's Likert scale (2012: 165), namely (1) strongly disagree with a score of 1, (2) disagree with a score of 2, (3) less agree with a score of 3, (4) agree with a score of 4 and strongly agree to be given a score of 5.

Analysis Results

It is a modeling process in research aimed at investigating the undimensionality of indicators that explain a factor or a latent variable. In the measurement model, a confirmatory factor analysis (CFA) will be performed. The purpose of confirmatory factor analysis (CFA) is to find out whether the indicators used can really explain the latent variables (constructs) in the study. An indicator is said to meet convergent validity if it has a standardized regression, we ght > 0.5, CR value> 1.96, probability value <0.05 (α = 5%), then it can meet the reliability construct if the construct reliability value > 0.7. Below will be explained the results of confirmatory factor analysis (CFA) of each research variable:

Entrepreneurship education is a latent variable that is measured by 13 indicators of Honest (X 1 , 1), Discipline (X 1 , 2), hard work (X 1 , 3), Creative (x 1 , 4), Innovative (X 1 . 5), Independent (X 1 , 6), Cooperation (X 1 , 7), Never Surrender (X 1 , 8), Dare to risk (X 1 , 9), Realistic (X 1 , 10), curiosity (X 1 , 11) , Communicative (X 1 , 12), motivation strong to succeed (X 1 , 13) . The results of testing with confirmatory factor analysis can be seen in Figure 2 as follows:

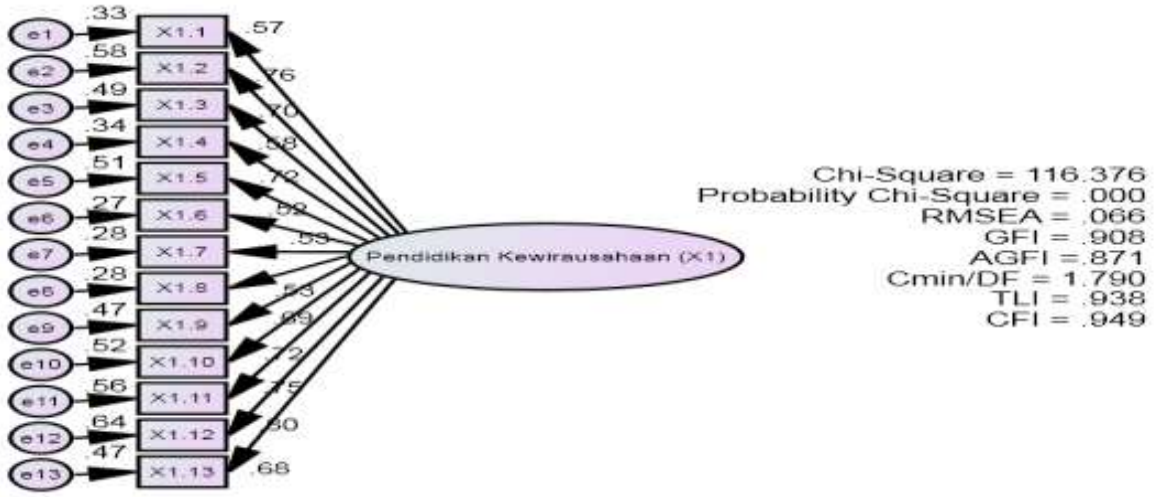


Figure 2. The Results of Testing with Confirmatory Factor Analysis
Source: Primary data processed, 2019

The Indicators of Self Efficacy variables (X 2) consists of a level (X 2 , 1) , strength (X 2 . 2) , generality (X 2 , 3). Here is the measurement model of the Self-Efficacy variable (X 2) can be seen in Figure 3 is as follows:

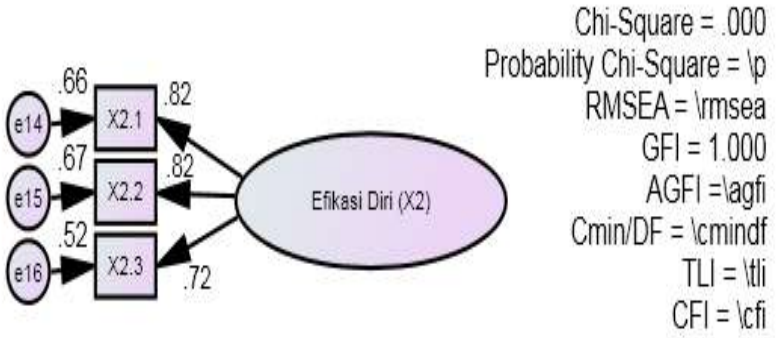


Figure 3. Measurement Model of Self-Efficacy Variable (X 2)
Source: Primary data processed, 2019

Family environment (X 3) with indicators of economic conditions of the family (X 3 . 1), Way parents educate / parental attention (X 3 . 2), Atmosphere home (X 3 . 3), Relationships between family members (X 3 . 4), can be seen in Figure 4 below:

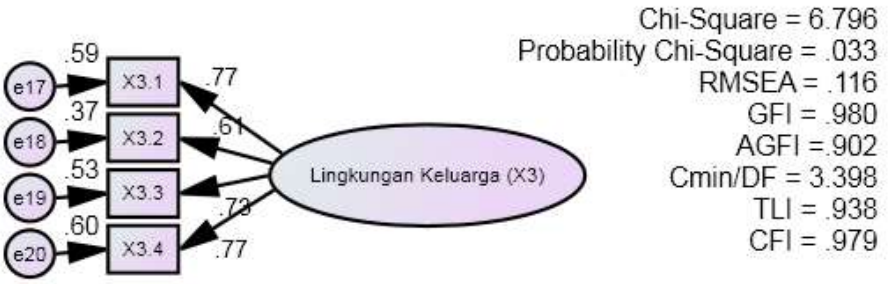


Figure 4. Relationships between family members ($X_{3.4}$),
Source: Primary data processed, 2019

Entrepreneurship personality with indicators of Desire for responsibility (Z 1), Preference for moderate risk (Z 2), Confidence in their ability to succeed (Z 3), Desire for immediate feedback (Z 4), High level of energy (Z 5), Future orientation (Z 6). The following figure 5 measurement model variable Entrepreneurship Personality (Z) is as follows:

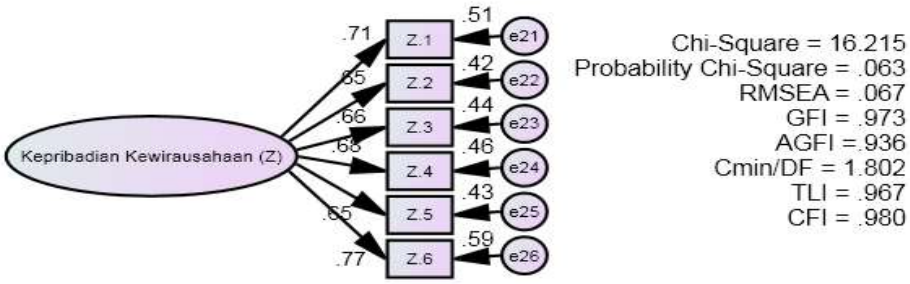


Figure 5. Measurement Model Variable Entrepreneurship Personality (Z)
Source: Primary data processed, 2019

Spirit of Entrepreneurship with indicator Confidence (Y1), optimism (Y2), Discipline (Y 3), Commitment (Y 4), Initiative (Y 5), motivation (Y 6), Having leadership (Y 7), Like challenges (Y8), Have responsibilities (Y9), Human relationship (Y10). The following is the measurement model for the Entrepreneurial Soul variable (Y):

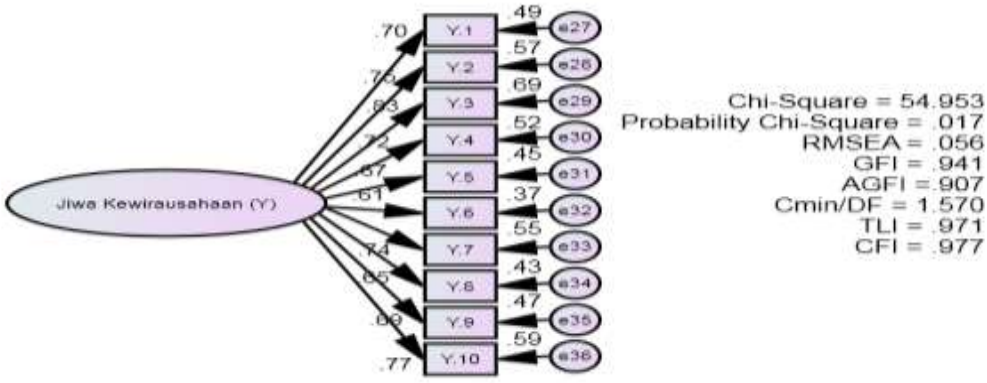


Figure 6. the Measurement Model for the Entrepreneurial Soul variable (Y)
Source: Primary data processed, 2019

Structural models are used to describe models of research causality with tiered relationships. The structural results of this research model can be seen in Figure 7 as follows:

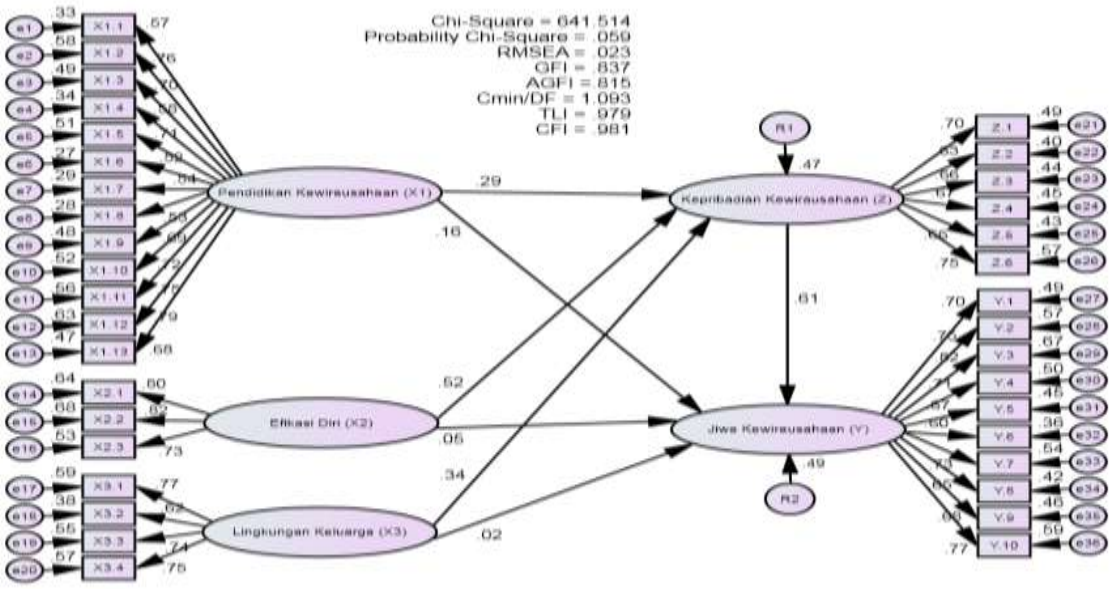


Figure 7. Structural Model
Source: Primary data processed, 2019

Hypothesis test

Table 2. Hypothesis Testing

Hypothesis	Influence	Koef. Pathway	CR	Prob.	Conclusion
1	Entrepreneurship Education (X_1) Towards Entrepreneurship Personality (Z)	.292	3,676	0,000	Received
2	Self-Efficacy (X2) Towards Entrepreneurial Personality (Z)	0.519	5,730	0,000	Received
3	Family Environment (X_3) Towards Entrepreneurship Personality (Z)	0.340	4,121	0,000	Received
4	Entrepreneurship Education (X_1) Against the Entrepreneurial Soul (Y)	.156	2,085	0.037	Received
5	Self-Efficacy (X2) Against the Entrepreneurial Soul (Y)	0.047	0.510	0.610	Rejected
6	Family Environment (X_3) Towards Entrepreneurial Soul (Y)	0.024	0.301	0.764	Rejected
7	Entrepreneurship Personality (Z) Against the Entrepreneurial Soul (Y)	0.607	4,833	0,000	Received

Source: Primary Data Processed, 2019

Hypothesis 1
Entrepreneurship Education (X 1) has a significant effect on Entrepreneurship Personality (Z) with an influence coefficient of 0.292 and a CR value of 3.676 and a probability of 0,000. This means that better entrepreneurship education will significantly improve entrepreneurial personality. Based on these results the research hypothesis that suspect 1 p Education entrepreneurial influence on the entrepreneurial personality of students at Vocational High School in Surabaya, accepted.

Hypothesis 2
Self-efficacy (X 2) has a significant effect on Entrepreneurship Personality (Z) with an effect coefficient of 0.519 and a CR value of 5.730 and a probability of 0.000. This means that better self-efficacy, will significantly improve entrepreneurial personality. Based on these results, hypothesis 2 of the study which suggests that self-efficacy influences the entrepreneurial personality of students at the Vocational High School in Surabaya, was accepted.

Hypothesis 3
The Family Environment (X 3) has a significant effect on Entrepreneurship Personality (Z) with an influence coefficient of 0.340 and a CR value of 4.121 and a probability of 0,000. This means that a better family environment will significantly improve entrepreneurial personality . Based on these results, hypothesis 3 of the study which suspects that the family environment influences the entrepreneurial personality of students at the Vocational High School in Surabaya , is accepted

Hypothesis 4
Entrepreneurship Education (X 1) has a significant effect on Entrepreneurial Soul (Y) with an influence coefficient of 0.156 and a CR value of 2.085 and a probability of 0,000. This means that better entrepreneurship education will significantly enhance the entrepreneurial spirit. Based on these results the suspect research hypothesis 4 p Education entrepreneurial influence on the entrepreneurial spirit of students at Vocational High School in Surabaya, accepted.

Hypothesis 5
Self-efficacy (X 2) has no significant effect on the Entrepreneurial Soul (Y) with an influence coefficient of 0.047 and a CR value of 0.510 and a probability of 0.610. This means that better self-efficacy, does not significantly increase the entrepreneurial spirit. Based on these results the research hypothesis 5 suspect e nues themselves influence the entrepreneurial spirit of students at Vocational High School in Surabaya, was rejected.

Hypothesis 6
The Family Environment (X 3) has no significant effect on the Entrepreneurial Soul (Y) with an influence coefficient of 0.024 and a CR value of 0.301 and a probability of 0.764. This means that a better family environment does not significantly improve the entrepreneurial spirit. Based on these results the hypothesis 6 of the research that suspects that the family environment influences the entrepreneurial spirit of students at the Vocational High School in Surabaya, was rejected.

Hypothesis 7
Entrepreneurship Personality (Z) has a significant effect on Entrepreneurial Soul (Y) with an influence coefficient of 0.607 and a CR value of 4.833 and a probability of 0,000. This means that a better entrepreneurial personality will significantly enhance the entrepreneurial spirit. Based on these results, the hypothesis 7 of the study which suggests that entrepreneurial personality influences the entrepreneurial spirit of students at the Vocational High School in Surabaya, was accepted. Here are the direct effects, indirect effects and the total effect produced by the structural model:

Table 3. Direct Influence, Indirect Influence and Total Influence

Influence			Direct Effects	Indirect Effects	Total Effects
Entrepreneurship Education (X_1)	→	Entrepreneurship Personality (Z)	.292	0,000	.292
Self Efficacy (X_2)	→	Entrepreneurship Personality (Z)	0.519	0,000	0.519
Family Environment (X_3)	→	Entrepreneurship Personality (Z)	0.340	0,000	0.340
Entrepreneurship Education (X_1)	→	The Entrepreneurial Soul (Y)	.156	**.177**	.333
Self Efficacy (X_2)	→	The Entrepreneurial Soul (Y)	0.047	**0.315**	.362
Family Environment (X_3)	→	The Entrepreneurial Soul (Y)	0.024	**.206**	0.230
Entrepreneurship Personality (Z)	→	The Entrepreneurial Soul (Y)	0.607	0,000	0.607

Source: Primary Data Processed, 2019

From Table 4:28 to note that the indirect effect Entrepreneurship Education (X 1) , Efficacy of Self (X 2) , and the Family Environment (X 3) against the Spirit of Entrepreneurship (Y) through Personality Entrepreneurship (Z) , is greater than the direct impact that each -mone of 0.177, 0.315 and 0.206.

Result and Discussion

Entrepreneurship education has become part of the subjects in schools and has become a curriculum that must be followed. This is given because as a provision so that later after graduating from school is expected to be able to open their own jobs in accordance with their talents or hobbies and knowledge that they already have. In addition, someone also feels the significance, enthusiasm, inspiration, pride, and feels challenged to every job they have (Tarigan, 2021). Vocational high school is a school where students are given readiness to face challenges outside, especially in finding a job. Vocational students can continue their studies in college or can also work. Of course, it takes mental readiness or personality, especially for those who will enter the business world. Entrepreneurial personality for vocational students is very important because it can provide motivation to face challenges or risks that exist in the field and can be independent later in running a business. Entrepreneurship education is very influential on the personality of the entrepreneur because they are equipped with knowledge before entering directly in running a business.

Self-efficacy must be owned by everyone in entrepreneurship because it can encourage them to run a business. Self Efficacy has an impact on motivation, so it is also related to student success. A student who has high Self Efficacy, if given learning they will enthusiastically / try hard to show his ability to achieve success (Ritonga, 2021). Someone without having high self-efficacy then the business to be run will be in vain. It means that student has a good self efficacy, if they can receive problem based learning well. It is related with (Imelda, 2019) that Problem Based Learning (PBL) is learning that focuses on solving problems by students themselves. Khairani (2020) stated that PBL is a learning approach that begins with authentic and meaningful problems for students to find information on the solution and problem solving. An entrepreneur also has an entrepreneurial personality. This is very related because it takes hard and hard work so that the business can run smoothly according to what he wants.

The family environment is very supportive for someone to have a desire in running an entrepreneur because it is usually hereditary and habits from childhood involved. Entrepreneurship is also inseparable from the personality of an entrepreneur. All of this must be owned by everyone, including honesty in entrepreneurship so that the business can be run smoothly and many people will be satisfied later and can have many customers.

Entrepreneurship education can help vocational students to have a way of thinking in instilling an entrepreneurial spirit. This can be used as a living provision after graduation whether to continue school or open your own business. With the inclusion of entrepreneurship subjects, students can open insight to learn entrepreneurship and create jobs.

Self-efficacy is a belief that must be owned by each Vocational School student in order to succeed what he wants in entrepreneurship. The results of this study explain that self-efficacy does not affect the entrepreneurial spirit because many vocational students do not have the desire to become an entrepreneur, other than that it is supported by their mental instability which is still unstable and still in the process of forming towards maturity for the next periods in determining their future career. Vocational students tend to look for work rather than doing entrepreneurship. This is supported because there is still limited capital, knowledge and experience. Wibowo and Ambience (2017) "self-efficacy has a positive and significant effect on the entrepreneurial intentions of DIII students of the Faculty of Economics and Business, Udayana University. It means that the higher the self-efficacy, the student entrepreneurship intention will also increase ". (Tarigan, 2021) Self-efficacy in this case can be said as something that reflects the ability to exercise control over individual behavior, motivation and social environment.

The family environment does not affect the entrepreneurial spirit of vocational students. This is because parents have not yet given a strong impetus to their children or the ability to influence the soul of their children to become an entrepreneur and only reach the limits of the next continuing education. Children are the mandate of God given to parents. For this mandate, Allah obliges every parent to care for, nurture and educate children to become good, smart, noble children and to avoid things that are not good (Hendra, 2019). Family communication always provides the necessary recognition and support from parents to their children (Thariq, 2018). Every child constructs a perception of the world starting from the family, which is mostly from the parents (Elisabeth, 2022). They want to continue their studies or work with other people to become employees because the social level of parents is still unable to provide capital and insight to become entrepreneurs for their children while in the world the lives of children are not there (still unstable) or are still looking for forms of personality the strong one. Parents are more likely to send their children to continue their higher education and are not advised to become an entrepreneur because according to him being an entrepreneur is an uncertain life and is difficult to use as a provision of life.

Entrepreneurial personality is very important to be owned by each person who enters the entrepreneurial world. This can create many customers because it can provide satisfaction and suitability in entrepreneurship. Someone who has an entrepreneurial personality then surely someone will have an entrepreneurial spirit. However, in entrepreneurship is also close to the risks and the many obstacles and challenges that require a strong personality to be successful. All of this will be formed when someone is diligent, patient and hard working in entrepreneurship.

Conclusions

Based on the results of the study, the conclusions can be drawn are as follows: Entrepreneurship education influences the entrepreneurial personality of students in Vocational High Schools in Surabaya. This can be used as a provision in his life after graduating from school because in the entrepreneurial world there are many risks and challenges that must be faced. Self-efficacy affects the entrepreneurial personality of students at the Vocational High School in Surabaya. An entrepreneur needs self-efficacy or high self-confidence to succeed and be successful so that a positive personality is needed. The family environment influences the entrepreneurial personality of students at the Vocational High School in Surabaya. The family environment can shape the personality of vocational students to carry out entrepreneurship that a business must be run with honesty and hard work. Entrepreneurship education affects the entrepreneurial spirit of students at the Vocational High School in Surabaya. Entrepreneurship education is a subject that exists in every school. This is done so that vocational students after graduating from college are expected to create their own jobs not as job seekers. Self-efficacy does not affect the entrepreneurial spirit of students at the Vocational High School in Surabaya. A vocational student does not have the self-efficacy to run an entrepreneur and does not yet have an entrepreneurial spirit because according to him vocational students have not been able to determine their true identity whether to be entrepreneurial, go to school or work with people. The family environment does not affect the entrepreneurial spirit of students at the Vocational High School in Surabaya. This is because vocational students do not have the desire to do entrepreneurship even though their family environment is self-employed and their children will not necessarily follow it. Entrepreneurial personality affects the entrepreneurial spirit of students at the Vocational High School in Surabaya. Doing entrepreneurship requires a personality and entrepreneurial spirit so that the business can be run smoothly and successfully.

Based on the above conclusions, it can be given some suggestions for further researchers that: (1) Entrepreneurship education must always be given to all schools, starting from basic education, namely kindergarten to education in tertiary institutions. This can provide provisions or a handle after graduating from school. (2) Self-efficacy or self-confidence must always be instilled for all students so that they do not have doubts in running entrepreneurship. (3) The family environment must be able to provide good examples, especially in running a business. (4) Self-efficacy needs to be reinvested so that students have the confidence to succeed. (5) Personality in conducting entrepreneurship needs to be instilled early on in order to be able to do it well. (6) The next researcher is expected to be able to conduct research by strengthening existing variables or adding more appropriate variables.

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