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THE EFFECT OF ENTREPRENEURSHIP EDUCATION AND SELF-EFFICACY ON ENTREPRENEURIAL WILLINGNESS THROUGH ENTREPRENEURIAL SPIRIT IN VOCATIONAL SCHOOL STUDENTS

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ABSTRACT

This study aims to determine the effect of entrepreneurship education and self-efficacy on entrepreneurial willingness mediated by the entrepreneurial spirit, namely initiative, innovation, and risk-taking. The research method in this study is quantitative research. The research sample is class XI students of online business and marketing skills from 3 vocational school in Surakarta totaling 165 students. Questionnaires were distributed to students using 4 Likert scales. The data is processed using the SmartPLS 3.0 application. The results showed that entrepreneurship education and initiative had a positive but not significant effect on entrepreneurial willingness, while self-efficacy, innovation, and risk-taking had a positive and significant impact on entrepreneurial willingness. Entrepreneurship education and self-efficacy have a positive and significant effect on initiative, innovation, and risk-taking.

KEYWORDS: entrepreneurship education, self-efficacy, entrepreneurial spirit, entrepreneurial willingness

INTRODUCTION

Vocational High School (SMK) is one level of education where students are prepared to be ready to work after graduation. However, due to the intense competition for qualifications and the limited number of jobs, students become unemployed. BPS data from 2018 to 2020 noted that SMK graduates were the highest contributors to unemployment. The demand for many jobs is not proportional to the available jobs. Vocational High Schools are expected to create graduates to become entrepreneurs, because entrepreneurship can be a solution in overcoming the problem of unemployment. However, SMK graduates who are prepared to face the world of work, most of them are still job seekers and have not been able to become entrepreneurs.

Coaching, guidance, and changing the mindset of vocational students need to be optimized so that students are not only oriented to looking for work, but can create jobs or entrepreneurship. According to the Indonesian Minister of Industry in 2009-2014, it was stated that one of the things that can become

the locomotive of the economy is the existence of entrepreneurs. Therefore, the government needs to encourage programs that can foster an entrepreneurial spirit, including those that have been implemented by the Indonesian government. Government Regulation Number 7 of 2021 concerning Ease, Protection, and Empowerment of Cooperatives and MSMEs which also emphasizes the important role of incubator institutions in encouraging entrepreneurial development and growth, besides that the government is drafting a Presidential Regulation on National Entrepreneurship Development which is a derivative of the Law on Job Creation and PP No. 7/2021. But unfortunately, so far, the number of entrepreneurs in 2021 has not reached the entrepreneurship.

The first step to starting a business is the will that arises from within an entrepreneur. The need to cultivate the will to entrepreneurship from an early age is very instrumental in creating entrepreneurship. In addition, the willingness to entrepreneurship shows a person's interest in entrepreneurship, so that the number of entrepreneurs can be increased. The existence of a strong entrepreneurial will is expected to make someone earnest to achieve something they want. According to Lau, Dimitrova, Shaffer, Davidkov, & Yordanova (2012) the willingness to entrepreneurship provides the ability for individuals to do their best in running and developing their business, besides the willingness to entrepreneurship allows a person to maintain his or her business.

The influence of schools in instilling the entrepreneurial spirit of students is less than optimal when viewed within 1-2 years after students take education in vocational schools. This is the cause of the lack of SMK graduates who become entrepreneurs from year to year. Students who have worked are oriented as job seekers in government agencies and private companies, while the rest choose to continue their studies and wait for work calls (Farah & Ali, 2018). Compared to the number of graduates of marketing skills programs who are entrepreneurs, it turns out that the percentage of graduates waiting for work is much higher.

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A of 2013 concerning Curriculum Implementation states that "Educational activities must be able to support the personal growth and development of students who have an entrepreneurial spirit and have life skills". Each vocational school provides a teaching factory which is a place for students to develop their knowledge, skills, and talents, including in terms of entrepreneurship, so as to foster an entrepreneurial spirit and entrepreneurial desire. When receiving entrepreneurship education and training, students who are given external stimuli continuously result in habituation of student behavior in the form of responses and sensitivity to think critically on the problems around Cho. H.Y (2017). This stimulus can be received by students through the process of delivering problems presented by the teacher in the classroom, the process of observing what students do to the surrounding environment, to problems that are felt directly by people so that it encourages students to take the initiative to solve the problem. Bahareghasemi (2016).

There are several research results that support this research, including Song, Im, Lee, & Kwon (2018) showing that the entrepreneurial spirit (initiative, innovation, and risk-taking) has a positive effect on entrepreneurial willingness. Noh & Shin (2015) analyzed that initiative, innovation, and risk-taking are variables that affect a person's willingness to start entrepreneurship. Cho & Kim (2015) confirmed that risk-taking and self-efficacy have a positive effect on entrepreneurial willingness in college students. Im, Kim, & Yoon (2014) found that innovation and risk-taking are variables that have a significant influence on the willingness to start entrepreneurship.

There are several research results that support this research, including Song, Im, Lee, & Kwon (2018) showing that the entrepreneurial spirit (initiative, innovation, and risk-taking) has a positive effect on entrepreneurial willingness. Noh & Shin (2015) analyzed that initiative, innovation, and risk-taking are variables that affect a person's willingness to start entrepreneurship. Cho & Kim (2015) confirmed that risk-taking and self-efficacy have a positive effect on entrepreneurial willingness in college students. Im, Kim, & Yoon (2014) found that innovation and risk-taking are variables that have a significant influence on the willingness to start entrepreneurship.

In addition to the gap phenomenon described, it turns out that research gaps were also found in the study so that it became one of the reasons why researchers were interested in knowing how the influence of entrepreneurship education in vocational schools, especially for students of Vocational Schools in Surakarta, in training the entrepreneurial spirit; initiative, innovation, and risk-taking so as to raise the entrepreneurial will of students. The results of this study are expected to be able to provide information for schools, communities, parents, and students about the importance of entrepreneurship education in growing the entrepreneurial spirit and entrepreneurial willingness of students.

LITERATURE REVIEW

Entrepreneurial willingness

Entrepreneurial will is a force that keeps entrepreneurship continuously in every action to manage a business. According to Lau, Dimitrova, Shaffer, Davidkov, & Yordanova (2012) the entrepreneurial willingness of an entrepreneur allows an entrepreneur to survive and do their best in developing their business

Entrepreneurial Spirit

Miller (1983) explains that entrepreneurs are individuals who have the soul or spirit in facing risks, dare to challenge uncertainty, and try new opportunities. In addition, entrepreneurship is also defined as an activity in which there are risk-taking, progressive, and innovative activities. This theory was later refined by Lumpkin & Dess (1996) who defined entrepreneurship as a process of predicting the future, capturing existing opportunities by facing risks, and generating innovation. Voss, Voss, & Moorman (2005) and concluded that entrepreneurship is characterized by initiative, innovation, and the courage to take risks. Entrepreneurship is an important factor that must be owned by every individual because through psychological factors such as; motivation, belief, perception, attitude, and

learning, can help the growth of a business Song, Im, Lee, & Kwon (2018). An entrepreneurial spirit is someone who has self-confidence, initiative, results-oriented, has the nature of a leader and dares to take calculated risks. This is reflected in three dimensions, namely initiative, innovation, and risk-taking:

(1) Initiative. One's initiative can be seen through three indicators (Fairoz, Hirobumi, & Tanaka, 2010; Noh & Shin, 2015; Wathanakom, Khlaisang, & Songkram, 2020; Wijetunge & Pushpakumari, 2014) namely (a) impatience with competitors, (b) impatience in introducing new products, and (c) Overall position.

(2) Innovation. Student innovation towards entrepreneurship can be measured in learning through 5 (five) indicators (Wathanakom et al., 2020), namely (a) actively participating in each learning process, (b) completing different tasks with new ideas during learning, (c) sensitive to changes in the surrounding environment, (d) developing creative and unique ideas, (e) creating new ideas in everyday life.

(3) Risk-taking. There are three indicators that measure a person's willingness to take risks (Fairoz et al., 2010; Noh & Shin, 2015; Wathanakom et al., 2020; Wijetunge & Pushpakumari, 2014) namely (a) willingness to take risks, (b) dealing with uncertainty, and (c) exploring potential opportunities

Entrepreneurship Education

Entrepreneurship education is one of the compulsory learning for Vocational High School students, because graduates from Vocational High Schools should be prepared to be directly involved in the world of work. Entrepreneurship education is not just learning knowledge or entrepreneurial theory, but also providing provisions and skills in entrepreneurship. Entrepreneurship education in vocational schools refers to Presidential Regulation No. 6 of 2009. The important components that must be met in the entrepreneurship education process are learning materials, learning methods, teacher abilities, and direct experience.

Self-Efficacy

Bandura in 1994 stated that self-efficacy is the belief that a person has in understanding his abilities so that he is able to exercise a form of control over his own functioning and the events around him (Feist & Feist, 2011). A person's self-efficacy is influenced by the choice of actions taken to be taken, how much effort is devoted to the activity he chooses and how long a person can endure challenges and failures. Efficacy or self-confidence is an internal (personal) factor contained in social cognitive theory. According to this theory, self-efficacy is an individual's self-confidence that influences each other so that students have the desire to continue to the next level of education based on their choices and their own expectations so that they are able to gain success and work after graduation.

RESEARCH METHOD

This study uses a quantitative approach. The research subjects are students of State Vocational Schools in Surakarta with marketing expertise competencies. The technique of obtaining samples in this study used proportional random sampling of 165 samples. The questionnaire distributed consisted of 4 Likert scales, namely strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The type of research is Partial Least Square (PLS-SEM) the application used is SmartPLS 2.0 M3. The stages of data processing include the stage of designing a structural model (inner model), the stage of designing a research model (outer model), constructing a path diagram, converting the path diagram into equations, estimating parameters through the outer weight significance test and outer loading significance test, evaluating the criteria for Goodness of Fit is the evaluation of the reflective measurement model and the evaluation of the structural measurement model, and the last stage is hypothesis testing.

RESULT AND DISCUSSION

The results of the evaluation of the measurement model (outer model) were used to test the construct validity and instrument reliability. Outer model with reflective indicators is evaluated through convergent validity and discriminant validity of latent construct forming indicators. Meanwhile, to measure the reliability of indicators using composite reliability and Cronbach's alpha.

Convergent Validity

Convergent validity test in the PLS measurement model with reflective indicators in general can be measured based on the loading factor with a rule of thumb > 0.7 and using the AVE and Communality parameters > 0.5 . If the loading score is < 0.5 , the indicator can be removed from the construct because the indicator is not loaded into the construct that represents it. The results of convergent validity in this study were: (a) the construct of entrepreneurship education (EE) was measured using the EE1 – EE3 indicators. All of these indicators have a factor loading value above 0.7; AVE and communality > 0.5 , (b) The construct of self-efficacy (SE) was measured using indicators SE1 – SE7. All of these indicators have a factor loading value above 0.7; AVE and communality > 0.5 , (c) the initiative (INT) construct was measured using the INT1 – INT5 indicators. All of these indicators have a factor loading value above 0.7; AVE and communality > 0.5 , (d) the innovation (INO) construct was measured using the INO1 – INO5 indicator. All of these indicators have a factor loading value above 0.7; AVE and communality > 0.5 , (e) The risk-taking (RT) construct was measured using the RT1 – RT7 indicators. All of these indicators have a factor loading value above 0.7; AVE and communality > 0.5 , (f) The construct of entrepreneurial willingness (EW) was measured using indicators EW1 – EW6. All of these indicators have a factor loading value above 0.7; AVE and communality > 0.5 .

Discriminant Validity

Discriminant validity relates to the principle that measures of different constructs should not be highly correlated. The discriminant validity test was assessed based on the cross loading measurement with the construct. (a) The discriminant validity test for the entrepreneurship education variable is higher

than other constructs, such as self-efficacy, initiative, innovation, risk-taking, and entrepreneurial willingness, which is > 0.70 , (b) the discriminant validity test of the self-efficacy variable cross loading value is also higher than other constructs, such as entrepreneurship education, initiative, innovation, risk-taking, and entrepreneurial willingness, namely > 0.70 , (c) the discriminant validity test of the initiative variable has a higher cross loading value than other constructs, namely entrepreneurship education, self-efficacy, innovation, risk-taking, and willingness to entrepreneurship are > 0.70 . (d) the discriminant validity test of the innovation variable has a higher cross-loading value than the other constructs, namely entrepreneurship education, self-efficacy, initiative, risk-taking, and entrepreneurial willingness, namely > 0.70 . (e) the discriminant validity test of the risk-taking variable has a higher cross-loading value than other constructs, namely entrepreneurship education, self-efficacy, initiative, innovation, and entrepreneurial willingness, namely > 0.70 . (f) the discriminant validity test of the entrepreneurial willingness variable has a higher cross loading value than other constructs, namely entrepreneurship education, self-efficacy, initiative, innovation, and risk-taking, namely > 0.70 .

Reliability test

Reliability test is used to prove the accuracy, consistency and accuracy of the instrument in measuring the construct. To measure the reliability of a construct with reflective indicators in PLS-SEM, two methods are used, namely composite reliability and Cronbach's alpha. The reliability test has been fulfilled because the Composite Reliability and Cronbach's Alpha values show numbers > 0.70 . This shows that if the variable instrument meets the reliability requirements, it is appropriate in measuring the construct, consistent, and accurate. This study use Composite Reliability for reliability testing because it is considered better in estimating the internal consistency of a construct.

The results of the evaluation of the structural model (inner model) were evaluated by looking at the value of r-squares for each endogenous latent variable as the predictive power of the structural model. Hypothesis testing in this study was carried out by looking at the magnitude of the structural path coefficients and the stability of the estimates evaluated using the t-statistical test obtained through the bootstrapping procedure.

Table 1. r-squares Value

Variabel	R Square
Entrepreneurship learning	
Self-efficacy	
Initiative	0,306771
Innovation	0,469175
<i>Risk-taking</i>	0,424309
entrepreneurial willingness	0,671461

Based on table 1, it shows that the r-squares value for the entrepreneurial willingness variable is included in the strong category, meaning that the variability of the entrepreneurial desire can be explained by the initiative, innovation, and risk-taking variables of 67.14%. Initiative, innovation, and risk-taking variables are included in the moderate category, meaning that the variability of initiative, innovation and risk-taking can be explained by the entrepreneurial education and self-efficacy variables, namely the initiative variable is 30.67%, the innovation variable is 46.91% , and the risk-taking variable is 42.43%, the rest is influenced by other variables which are not examined in this model such as family environment, educational environment, and community environment.

Table 2. Path Coefficients Value (Mean, STDEV, t-values)

	Original Sample (O)	Sample Mean (M)	Std. Deviation (STDEV)	Std. Error (STERR)	T Statistics (O/STERR)
INT → EW	0,092489	0,093849	0,074317	0,074317	1,244514
INO → EW	0,191297	0,190227	0,080050	0,080050	2,389707
RT → EW	0,177616	0,180795	0,081804	0,081804	2,171229
EE → INT	0,345382	0,341740	0,083470	0,083470	4,137818
EE → INO	0,366713	0,370831	0,070782	0,070782	5,180863
EE → RT	0,487182	0,486710	0,064951	0,064951	7,500706
SE → INT	0,269827	0,271424	0,075741	0,075741	3,562485
SE → INO	0,395346	0,396383	0,064236	0,064236	6,154573
SE → RT	0,226383	0,227136	0,069869	0,069869	3,240088
EE → EW	0,099205	0,099438	0,078049	0,078049	1,271061
ED → EW	0,413507	0,414496	0,074203	0,074203	5,572682
INT → EW	0,092489	0,093849	0,074317	0,074317	1,244514
INO → EW	0,191297	0,190227	0,080050	0,080050	2,389707
RT → EW	0,177616	0,180795	0,081804	0,081804	2,171229
EE → INT	0,345382	0,341740	0,083470	0,083470	4,137818
EE → INO	0,366713	0,370831	0,070782	0,070782	5,180863
EE → RT	0,487182	0,486710	0,064951	0,064951	7,500706
EE → EW	0,099205	0,099438	0,078049	0,078049	1,271061

Based on table 2, the coefficients can be seen if (a) the initiative has a positive but not significant effect on the willingness to entrepreneurship. The results of the hypothesis test show that the path between initiative and entrepreneurial willingness has a beta coefficient value of 0.092 with a t-value of 1.244 < 1.96, (b) innovation has a positive and significant effect on entrepreneurial willingness. The results of the hypothesis test show that the path between innovation and entrepreneurial willingness has a beta coefficient of 0.191 with a t-value of 2.389 > 1.96, (c) risk-taking has a positive and significant effect on entrepreneurial willingness. The results of the hypothesis test show that the path between risk-taking and entrepreneurial willingness has a beta coefficient of 0.177 with a t-value of 2.171 > 1.96, (d) entrepreneurship education has a positive and significant effect on initiative. The results of the hypothesis test show that the path between entrepreneurship education and initiative has a beta coefficient of 0.345 with a t-value of 4.137 > 1.96, (e) entrepreneurship education has a positive and significant effect on innovation. The results of the hypothesis test show that the path between

entrepreneurship education and innovation has a beta coefficient of 0.366 with a t-value of $5.180 > 1.96$, (f) entrepreneurship education has a positive and significant effect on risk-taking. The results of the hypothesis test show that the path between entrepreneurship education and risk-taking has a beta coefficient of 0.487 with a t-value of $7.500 > 1.96$, (g) self-efficacy has a positive and significant effect on initiative. The results of the hypothesis test show that the path between self-efficacy and initiative has a beta coefficient of 0.269 with a t-value of $3.562 > 1.96$, (h) self-efficacy has a positive and significant effect on innovation. The results of the hypothesis test show that the path between self-efficacy and innovation has a beta coefficient of 0.395 with a t-value of $6.154 > 1.96$, (i) self-efficacy has a positive and significant effect on risk-taking. The results of the hypothesis test show that the path between self-efficacy and risk-taking has a beta coefficient of 0.226 with a t-value of $3.240 > 1.96$, (j) entrepreneurship education has a positive but not significant effect on entrepreneurial willingness. The results of the hypothesis test show that the path between entrepreneurship education and entrepreneurial willingness has a beta coefficient value of 0.099 with a t-value of $1.271 > 1.96$, (k) self-efficacy has a positive and significant effect on entrepreneurial willingness. The results of the hypothesis test show that the path between self-efficacy and innovation has a beta coefficient of 0.413 with a t-value of $5.572 > 1.96$.

DISCUSSION

There is a positive but not significant relationship between initiative and entrepreneurial willingness on vocational schools students. Based on the test results, the initiative variable has a positive but not significant effect on the willingness to entrepreneurship. The predictive nature is positive (original sample 0.092), while the significance parameter value is low at 1.244 (t-value $1.244 < 1.96$) which means that the initiative affects the willingness of students to do entrepreneurship but still has a low impact. This is contrary to the research of Song, Im, Lee, & Kwon (2018) and Noh & Shin (2015) which show that initiative has a positive effect on entrepreneurial willingness. The test results in this study are in line with research (Cho. H. Y, 2017) and Im, Kim & Yoon (2014) that study also analyzed that initiative is not a factor that affects willingness to start a business.

There is a positive and significant relationship between innovation and willingness to entrepreneurship in vocational schools students. The positive predictive nature (original sample 0.191) shows that when the willingness to entrepreneurship has a high influence, innovation is also high. While the value of the significance parameter is high, namely 2,389 (t-value $2,389 > 1.96$), which means that the willingness of students to engage in entrepreneurship is significantly influenced by innovation. This shows that entrepreneurship education is able to foster innovation so that the entrepreneurial willingness of students increases. Because in entrepreneurship education, in addition to students practicing explicit and tacit knowledge, students also build their innovations through learning activities outside the classroom, going directly to see the process of entrepreneurial activities, exploring opportunities, solving problems based on community needs, making prototypes and outputs in the form of policies, solutions, products and services. All of these learning activities are the basis for the emergence of an entrepreneurial desire after having innovation. The test results are in line with the

research of Im et al (2014), Noh & Shin (2015), Voss et al (2005), and Song, Im, Lee, & Kwon (2018) which state that the variable innovation has a positive effect on entrepreneurial willingness.

There is a positive and significant relationship between risk-taking and the willingness to be entrepreneurial in students on vocational schools. The positive predictive nature (original sample 0.177) shows that when the willingness to be entrepreneurial is high, risk-taking is also high. While the value of the significance parameter is high, namely 2.171 (t-value $2.171 > 1.96$), which means that the willingness of students to engage in high entrepreneurship is significantly influenced by risk-taking. The results of this test are in line with the research of Cho & Kim (2015), Im et al (2014), Noh & Shin (2015), and Song, Im, Lee, & Kwon (2018) which show that risk-taking has a positive and significant effect on entrepreneurial desire.

There is a positive and significant relationship between entrepreneurship education and initiative in vocational students. Based on the test results, the entrepreneurship education variable has a positive and significant effect on the initiative. The positive predictive nature (original sample 0.345) shows that when entrepreneurship education has a high impact, the initiative is also high. While the value of the significance parameter is high, which is 4.137 (t-value $4.137 > 1.96$), which means that the initiative of students to conduct high entrepreneurship is significantly influenced by entrepreneurship education. This is in line with Frese, Gielnik, & Mensmann (2016) research that entrepreneurship education will have a positive and significant effect on initiatives.

There is a positive and significant relationship between entrepreneurship education and innovation in vocational schools. Based on the test results, the entrepreneurship education variable has a positive and significant effect on innovation. The positive predictive nature (original sample 0.366) shows that when entrepreneurship education has a high influence, innovation is also high. While the value of the significance parameter is high, namely 5.180 (t-value $5.180 > 1.96$), which means that the innovation of students to conduct high entrepreneurship is significantly influenced by entrepreneurship education. This shows that the entrepreneurship education provided can increase student innovation towards entrepreneurship. The test results are in line with the results of research from Wei, Liu, & Sha (2019) in their research that entrepreneurship education has a positive and significant effect on innovation.

There is a positive and significant relationship between entrepreneurship education and risk-taking on vocational schools. Based on the test results, the entrepreneurship education variable has a positive and significant effect on risk-taking. The positive predictive nature (original sample 0.487) indicates that when entrepreneurship education has a high impact, risk-taking is also high. While the value of the significance parameter is high, which is 7,500 (t-value $7,500 > 1.96$), which means that the risk-taking of students to conduct high entrepreneurship is significantly influenced by entrepreneurship education. This shows that the social environment of students, be it family, teachers, and friends, has a positive influence and response to the given entrepreneurship education. The test results are in line

with Ndofirepi's research (2020) in his research that entrepreneurship education has a positive and significant effect on risk-taking.

There is a positive and significant relationship between self-efficacy and initiative on vocational schools. The positive predictive nature (original sample 0.269) shows that when self-efficacy has a high effect, the initiative is also high. While the value of the significance parameter is high, namely 3.562 (t-value $3.562 > 1.96$), which means that the initiative of students to conduct high entrepreneurship is significantly influenced by self-efficacy. The test results are in line with research (Lisbona, Palaci, Salanova, & Frese., 2018) in their research that self-efficacy has a positive and significant effect on initiative.

There is a positive and significant relationship between self-efficacy and innovation on vocational schools. Based on the test results, the self-efficacy variable has a positive and significant effect on innovation. The positive predictive nature (original sample 0.395) indicates that when self-efficacy has a high influence, innovation is also high. While the value of the significance parameter is high, namely 6.154 (t-value $6.154 > 1.96$), which means that the innovation of students to do high entrepreneurship is significantly influenced by self-efficacy. The test results are in line with research by Mielniczuk & Laguna (2020) in their research that self-efficacy has a positive and significant effect on innovation.

There is a positive and significant relationship between self-efficacy and risk-taking on vocational schools. Based on the test results, the self-efficacy variable has a positive and significant effect on risk-taking. The positive predictive nature (original sample 0.226) indicates that when self-efficacy has a high effect, risk-taking is also high. While the value of the significance parameter is high, namely 3.240 (t-value $3.240 > 1.96$), which means that the risk-taking of students to conduct high entrepreneurship is significantly influenced by self-efficacy. The test results are in line with the research of Jebran, Ullah, Ur Rahman, & Abdullah (2014) in their research that self-efficacy has a positive and significant effect on risk-taking.

There is a positive and significant relationship between entrepreneurship education and the willingness to entrepreneurship on vocational schools. Based on the test results, the entrepreneurship education variable has a positive but not significant effect on the willingness to entrepreneurship. The predictive nature is positive (original sample 0.099), while the value of the significance parameter is low, namely 1.271 (t-value $1.271 < 1.96$) which means that entrepreneurship education affects the willingness of students to do entrepreneurship but still has a low impact. This is contrary to the research of Kwong & Thompson (2016) and Dewi & Widhiyani (2021) in their research that entrepreneurship education has a positive and significant effect on the entrepreneurial willingness of students. There is a positive and significant relationship between self-efficacy and willingness to entrepreneurship on vocational schools.

There is a positive and significant relationship between self-efficacy and willingness to be entrepreneurial in students on vocational schools. Based on the test results, the self-efficacy variable has a positive and significant effect on the willingness to be entrepreneurial. The positive predictive nature (original sample 0.413) shows that when self-efficacy has a high influence, the willingness to be entrepreneurial is also high. While the value of the significance parameter is high, namely 5.572 (t-value $5.572 > 1.96$), which means that the willingness of students to engage in high entrepreneurship is significantly influenced by self-efficacy. The test results are in line with the research of Dewangga Pramudita (2021) and Dewi & Widhiyani (2021), in their research that self-efficacy has a positive and significant effect on the entrepreneurial willingness of students.

CONSLUSION

Based on the results of the study, it is known that (1) there is a positive but not significant relationship between initiative and entrepreneurial willingness, while innovation and risk-taking have a positive and significant relationship with entrepreneurial willingness, (2) there is a positive and significant relationship between entrepreneurship education and initiative, innovation. and risk-taking, (3) there is a positive and significant relationship between self-efficacy on initiative, innovation, and risk-taking, (4) there is a positive but not significant relationship between entrepreneurship education and entrepreneurial willingness, (5) there is a positive and significant relationship between self -Efficacy towards entrepreneurial willingness.

Entrepreneurship education carried out in vocational schools has not run optimally because the entrepreneurial willingness of students has not been formed during learning, this can be seen if the initiative of students does not significantly affect the entrepreneurial willingness of students. The entrepreneurial willingness of students can be grown through self-efficacy, innovation, and risk-taking possessed by students.

Further research can explore the problems found in this study, namely by evaluating the materials and learning models taught in entrepreneurship education in vocational schools, as well as how the competencies possessed by teachers in the process of instilling an attitude of initiative and entrepreneurial desire. In addition, researchers must have relevant theories and research results that can later be used to support research results that cause this phenomenon to occur. Moderating variables can be used in further research as a reinforcing influence between variables based on the characteristics of each sample.

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