



**THE EFFECT OF ENTREPRENEURSHIP KNOWLEDGE ON
ENTREPRENEURSHIP READINESS MEDIATED BY
ENTREPRENEURSHIP MOTIVATION IN STUDENTS**
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Article Info

Abstract

Article history:

Received:

Accepted:

Published:

The purpose of this study was to determine the effect of entrepreneurial knowledge on entrepreneurial readiness mediated by entrepreneurial motivation in students of SMK Negeri 40 Jakarta. This research is a causal associative research with a quantitative approach and uses a survey method. The population in this study were students of Class XI SMK Negeri 40 Jakarta. The sampling technique used purposive sampling technique with certain considerations so that the population in this study was 214 students and a sample of 131 students referring to Isaac and Michael's table. The data analysis technique used in this study uses Structural Equation Modeling Partial Least Squares (SEM-PLS) which is calculated using SmartPLS version 3.0 software. The technical analysis used in this research is the analysis of the outer model, inner model and hypothesis testing where hypothesis testing has direct and indirect effects. The results of this study indicate that there is a positive and significant influence between entrepreneurial knowledge variables on entrepreneurial readiness, there is a positive and significant influence between entrepreneurial motivation variables on entrepreneurial readiness, there is a positive and significant influence between entrepreneurial knowledge on entrepreneurial motivation and there is a positive and significant influence between entrepreneurial knowledge on entrepreneurial readiness is mediated by entrepreneurial motivation.

Keywords:

*Entrepreneurship
Knowledge,
Entrepreneurial
Readiness,
Entrepreneurial
Motivation.*

Abstrak

Tujuan dari penelitian ini yaitu untuk mengetahui Pengaruh Pengetahuan Kewirausahaan Terhadap Kesiapan Berwirausaha Dimediasi Oleh Motivasi Berwirausaha Pada Siswa SMK Negeri 40 Jakarta. Penelitian ini merupakan penelitian berbentuk asosiatif kausal dengan pendekatan kuantitatif dan memakai metode survey. Populasi pada penelitian ini merupakan siswa Kelas XI SMK Negeri 40 Jakarta. Teknik penentuan sampel menggunakan teknik *purposive sampling* dengan pertimbangan tertentu sehingga populasi dalam penelitian ini sebanyak 214 siswa serta sampel berjumlah 131 siswa yang mengacu pada tabel Isaac dan Michael . Teknik analisis data yang digunakan pada penelitian ini menggunakan *Structural Equation Modeling Partial Least Squares* (SEM-PLS) yang dihitung menggunakan *software* SmartPLS versi 3.0. Teknis analisis yang digunakan pada penelitian yaitu analisis *outer model*, *inner model* serta pengujian hipotesis dimana pengujian hipotesis terdapat pengaruh langsung dan tidak langsung. Hasil dari penelitian ini menunjukkan bahwa terdapat pengaruh positif dan signifikan antara variabel pengetahuan kewirausahaan terhadap kesiapan berwirausaha, terdapat pengaruh positif dan signifikan antara variabel motivasi berwirausaha terhadap kesiapan berwirausaha, terdapat pengaruh positif dan signifikan antara pengetahuan kewirausahaan terhadap motivasi berwirausaha dan terdapat pengaruh positif dan signifikan antara pengetahuan kewirausahaan terhadap kesiapan berwirausaha dimediasi oleh motivasi berwirausaha.

How to Cite:

Wulandari, A., Marsofiyati., & Eryanto, H.(2022). The Effect Of Entrepreneurship Knowledge On Entrepreneurship Readiness Mediated By Entrepreneurship Motivation In Students. *Jurnal Pendidikan Ekonomi, Perkantoran dan Akuntansi s*, 7(2), 101-111. <https://doi.org/10.21009/JPEPA.007.x.x>

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INTRODUCTION

In the era of globalization, the development of science and information technology has resulted in increasingly stringent competitiveness in terms of human resources and resources, so that they are required to continue to improve their capabilities. In addition, the increasing population in Indonesia has increased causing problems in terms of lack of jobs so that economic conditions become unstable. This also causes competition between workers. Job opportunities with people looking for work more people looking for work so that many do not get the opportunity to work and cause an increasing number of unemployed. Problems in employment and unemployment have become a problem and require handling to become a more advanced country in the future.

In the current era, the challenge is not only to prepare human resources who are ready to work, but also to be able to prepare and open new jobs. At this time the number of jobs is very limited and unable to keep pace with the growth rate of Indonesia's population, especially those of productive age. One of the most appropriate ways to overcome unemployment is by entrepreneurship. The choice to be self-employed and create jobs has the opportunity to generate greater income than a career as an employee.

Entrepreneurship is one of the supporting factors that determine the progress of the economy in Indonesia, because in the field of entrepreneurship itself has the freedom to work and be independent. Unemployment at every level of education needs to be addressed through employment in various sectors.

Table 1.1
Open Unemployment Rate (TPT) According to Highest Education
Year 2019-2021

Education Level 2	Open Unemployment Rate Based on Education Level		
	2019	2020	2021
No/Never Been to School/Not Completed & Completed Elementary School	2,39	3,61	3,61
Junior High School	4,72	6,46	6,45
Public High School	7,87	9,86	9,09
Vocational High School	10,36	13,55	11,13
Diploma I/II/III	5,95	8,08	5,87
Universitas	5,64	7,35	5,98
Source: National Labor Force Survey (Sakernas)			

Source: [https://www.bps.go.id/indikator/6/1179/1/tingkat-pengangguran-terbuka berdasarkan-tingkat-pendidikan.html](https://www.bps.go.id/indikator/6/1179/1/tingkat-pengangguran-terbuka%20berdasarkan-tingkat-pendidikan.html) diakses pada tanggal 24-02-2022

The Central Statistics Agency revealed that the unemployment rate from 2019-2020 has increased, the unemployment rate in 2021 at each level of education is recorded, the highest unemployment is for SMK graduates with 11.13 while elementary school graduates are the lowest with 3.61. The open unemployment rate (TPT) based on the highest level of education is still at SMK graduates, graduates of SMK should have sufficient skills to enter the world of work. But in reality it is still far from what is expected in minimizing problems in Indonesia. There are several things that cause many vocational graduates to be unemployed, such as the skills possessed by vocational graduates are not fully in accordance with what is needed.

Available job opportunities are getting narrower, but the workforce that wants a job is getting bigger, the high competition and the difficulty of getting a job, is a challenge for the world of education, in this case is vocational education. Vocational education is an educational program that is held directly and is linked to individual preparation in developing the required career, in addition to undergraduate education or equivalent vocational education (Yeni & Hartanto, 2018). It is believed that education in Indonesia is still focused on how to produce graduates who can be accepted to work in companies, both national and private companies, not how to produce graduates who can create jobs (Amelia & Sulistyowatie, 2022).

According to Nastiti (2019) entrepreneurship is an effective way to overcome unemployment in Indonesia. To do this, motivation is needed for educational graduates to foster interest and enthusiasm for entrepreneurship. Seeing this condition, of course, a solution is needed to solve the problem. Where one of them is that students and young people are required to be able to think creatively to become an entrepreneur, and schools have an important role for that, where in an effort to direct students to have awareness that entrepreneurship is the most important alternative to face an increasingly competitive life. This implies that schools can be used as a medium to attract students to become entrepreneurs through education at school after they graduate later (Suratno et al., 2020).

Increasingly intense competition for jobs in the business/industry world requires Vocational High Schools (SMK) to increase the competitiveness of their graduates. Vocational High School students are indeed prepared to be able to enter the workforce immediately after graduating from their education. To be able to immediately enter the world of work requires work readiness, which includes self-readiness both physically and psychologically which is the first step to pursue later (Anggriawan et al., 2018). Entrepreneurship is able to train one's independence in terms of thinking, solving problems, and looking for opportunities that exist in the surrounding environment. Entrepreneurship is not an obstacle for them to study, but an awareness that entrepreneurship is a help to achieve economic prosperity and reduce unemployment (Yuliani et al., 2018).

Today's young generation must be able to change people's perspectives, so that current vocational graduates must be ready to be independent and create jobs that are able to overcome employment problems, especially unemployment. One solution to this problem is to produce graduates of educational institutions who have the ability to develop entrepreneurship with entrepreneurial knowledge and skills which can become ready capital for entrepreneurship (Apiatun, R., & Prajanti, 2019).

Therefore, with the readiness of students in entrepreneurship, they can create a variety of new jobs for the community. Another thing that causes high unemployment in vocational graduates is due to a lack of readiness for entrepreneurship because more people prioritize the desire to find work rather than creating their own jobs or entrepreneurship. This can be seen in the image below:

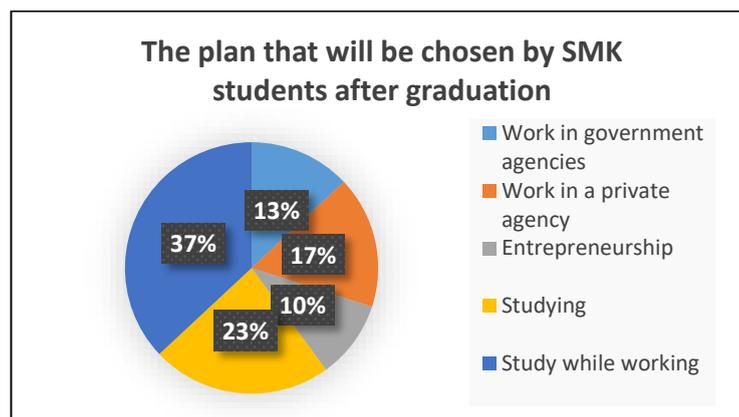


Figure 1. The plan that will be chosen by SMK students after graduation

Source: Data Processed by Researchers (2022)

Based on the results of a survey conducted by researchers at SMK Negeri 40 Jakarta students, there were 37% who chose to be ready to study while working, 23% chose ready to go to college, 17% chose ready to work in private institutions and 13% chose ready to work in government agencies. This shows low student entrepreneurship readiness. In this case it takes someone who is able to create jobs with the provision of knowledge and experience. The readiness of students at SMK Negeri 40 Jakarta is still relatively low. The survey results show that only 10% choose to be self-employed.

Furthermore, each respondent who chose not to do entrepreneurship had answers including students who were afraid of risks in entrepreneurship because entrepreneurship has a big responsibility so they are afraid of failure when starting a business such as losses, lack of desire to do entrepreneurship and are not ready to face the risks of entrepreneurship.

In entrepreneurship there are several factors that can influence a person's readiness for entrepreneurship, namely: entrepreneurial motivation, entrepreneurial knowledge, self-efficacy, family environment and interest in entrepreneurship.

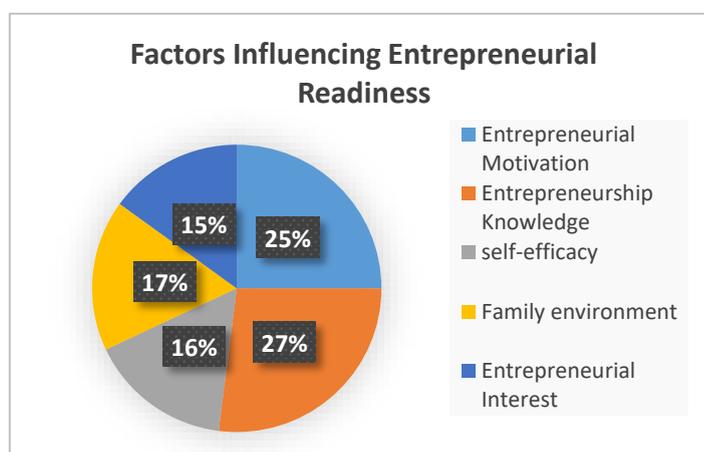


Figure 2. Factors Influencing Entrepreneurial Readiness

Source: Data Processed by Researchers (2022)

Based on the results of the pre-research in the image above for students at SMK Negeri 40 Jakarta, there are several factors to consider for those who want to become entrepreneurs. Among the strong factors influencing entrepreneurial readiness are entrepreneurial motivation which has a percentage of 25% and entrepreneurial knowledge has a percentage

of 27%. While the factors that have a weak percentage in influencing entrepreneurial readiness, namely the family environment has a percentage of 17%, self-efficacy has a percentage of 16% and interest in entrepreneurship has a percentage of 15%. Therefore, the factors that have the greatest influence on the entrepreneurial readiness of students at SMK Negeri 40 Jakarta are entrepreneurial motivation and entrepreneurial knowledge.

Factors that can influence entrepreneurial readiness is motivation. The urge to do something is not determined by a single motivation, because in a person there are various motivations that underlie these actions. The level of motivation of a person is different or not the same. However, based on the results of pre-research, many students do not have the motivation to carry out entrepreneurial activities because of their inner motivation, which does not have the desire to carry out entrepreneurial activities. Should the existence of entrepreneurial motivation be able to encourage students to become entrepreneurs.

Entrepreneurial readiness can grow because of motivation within the students themselves. As for ways to increase motivation for entrepreneurship, including the subject of Entrepreneurial Creative Products in the program all students will be given the opportunity to make the business that will be planned and there are role models or idol figures they like and have businesses that can be said to be successful. But back again to the individual whether in him there is a will and desire to become a successful entrepreneur. With strong entrepreneurial motivation, of course, it can be a driving force for increased interest in entrepreneurship. The success rate of entrepreneurship depends on how much motivation is in the student. As for the results of previous research, namely that there is an influence of entrepreneurial motivation on the entrepreneurial readiness of class XI Online Business and Marketing students at SMKN 2 Jambi City. This means that if the motivation for entrepreneurship is getting better, the readiness for entrepreneurship is also getting better (Daramitha Utami & Denmar, 2020).

Entrepreneurial knowledge is an important aspect in forming entrepreneurial readiness. However, based on the results of pre-research there are still many students who do not have understanding and knowledge in developing entrepreneurial activities so that they are still lacking in acting innovatively and creatively regarding ideas in entrepreneurship and must also be able to develop business opportunities in entrepreneurial activities. The existence of entrepreneurship knowledge should be obtained by students from the learning process through learning materials and from other sources, it is hoped that it can provide an overview and provision regarding entrepreneurship which can later be used as material for student considerations to determine the future. Thinking something new (creativity) and acting is doing something new (innovation) in order to create added value in order to be able to compete with the goal of creating individual and societal prosperity. The results of previous research, namely this research, show that there is a positive and significant influence of entrepreneurial knowledge on the entrepreneurial readiness of class X students of SMKN 2 Tulungagung in the 2018/2019 academic year (Suryani & Sunanik, 2019).

The next factor that can influence entrepreneurial readiness is the family environment. Parents' work will affect the child's attitude/view of certain objects. Likewise for parents who are involved in business and trade (self-employed), parents will tend to pass on the entrepreneurial spirit to their children. So it can be concluded that a family environment that supports the development of creativity and innovation from prospective entrepreneurs is very necessary in fostering a person's readiness and courage to become an entrepreneur (Astiti & Margunani, 2019). However, based on the results of pre-research shows that parents support their children more to become employees or other professions besides being an entrepreneur. So many students choose not to become an entrepreneur.

One of the factors that can increase entrepreneurial readiness is self-efficacy. Self-efficacy when entrepreneurship can influence a person's actions and also the amount of effort that has been expended. Self efficacy is also a contributor that has influence in determining how much entrepreneurial readiness is. Therefore, one's entrepreneurial readiness is influenced by the low or high self-efficacy that exists in each individual (Hendrayanti & Fauziyanti, 2021). Self-efficacy is a person's self-confidence that he is able to complete tasks effectively and efficiently so that these tasks produce the expected impact. An entrepreneur must have the confidence to be able to manage a business. A business will be successful if it is managed properly and is carried out with full confidence and does not give up easily. However, based on pre-research results, there are still many students who are not ready to become entrepreneurs due to the lack of confidence in themselves to manage a business.

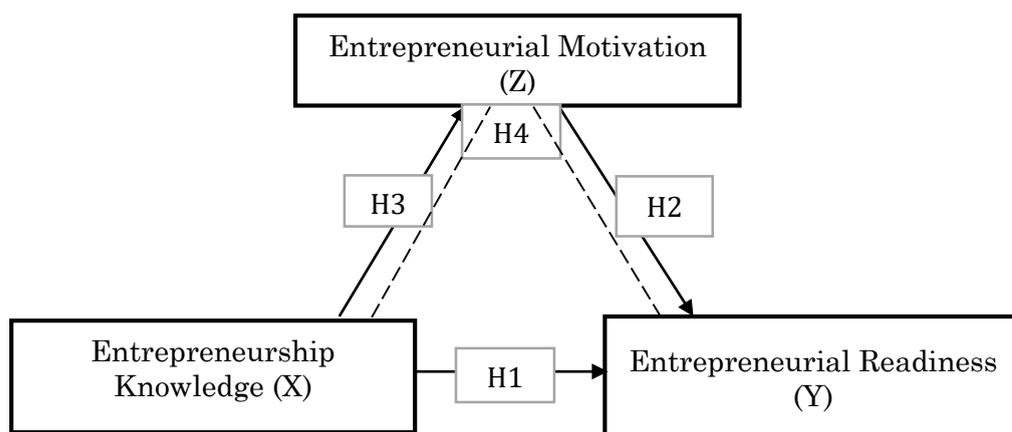
The next factor that can influence entrepreneurial readiness is the interest in entrepreneurship. Entrepreneurial readiness can increase interest in entrepreneurship and provide support for the growth and development of entrepreneurial readiness. Entrepreneurial readiness will develop better along with increased interest in entrepreneurship (Hendrayanti & Fauziyanti, 2021). However, based on pre-research results there are still many students who are not interested in entrepreneurship and are afraid of the risks that occur in entrepreneurship because taking risks is not an easy thing to do for everyone, most students do not want to take risks that are too high so that it discourages their readiness for entrepreneurship.

Research Objectives

Based on the problems that have been described, the purpose of this study is to:

1. To determine the Effect of Entrepreneurship Knowledge on Entrepreneurial Readiness of SMK Negeri 40 Jakarta students.
2. To determine the effect of entrepreneurial motivation on entrepreneurial readiness of students at SMK Negeri 40 Jakarta.
3. To determine the Effect of Entrepreneurship Knowledge on Entrepreneurial Motivation of students at SMK Negeri 40 Jakarta.
4. To determine the effect of Entrepreneurship Knowledge on Entrepreneurial Readiness mediated by the Entrepreneurial Motivation of students at SMK Negeri 40 Jakarta.

The following researchers formulate hypotheses in this study, namely:



Figur 3. Research Constellation

Source: Data Processed by Researchers (2022)

SUPPORTING THEORY

Theory of Entrepreneurial Human Capital (EHC)

Entrepreneurial human capital (EHC) is a high level of entrepreneurial specific competence and knowledge, which is essential, for example, in sales, negotiations, product development and risk assessment. These potential entrepreneurs combine different types of knowledge and skills to develop good products or services to meet unsatisfied market demands or bring about some changes to better mobilize resources, and these specific sets of knowledge and skills can be considered as two types of entrepreneurial human capital. (Ni & Ye, 2018).

According to Muhammad Ridlo Zarkasyi (2021) Human capital entrepreneurship is defined as a set of knowledge and skills in the form of innovations that can be raised by individuals to create and take advantage of market opportunities.

These entrepreneurs have the potential to combine different types of knowledge and skills in developing a good product or service to meet market tastes and demands. This person will also be more observant in exploring opportunities, introducing changes, and utilizing resources optimally and effectively (Karyaningsih et al., 2020).

Theory of Planned Behavior (TPB)

Theory of Planned Behavior is a useful conceptual framework for dealing with the complexity of human social behavior, this TPB is often used to explain behavior patterns and better understand how individuals make behavioral decisions (Satsios & Hadjidakis, 2018).

Theory of Planned Behavior is based on the assumption that individuals usually behave in accordance with common sense considerations, that individuals take available information about behavior and then consider the consequences of that behavior. This theory explains that the behavior that is carried out arises because of the intention of the individual to behave and is caused by several internal and external factors from the individual (Niluh Anik Sapitri, 2020).

Pioneered by Icek Ajzen in 1985, the Theory of Planned Behavior was popularized through an article entitled "From Intentions to Actions: Theory of Planned Behavior". After that, it became Theory of Reasoned Action (TRA) which was developed and pioneered by Martin Fishbein and Icek Ajzen in 1975. Human behavior is proven through three types of considerations according to this theory, namely as follows: a) Behavioral beliefs related to possible consequences and responses others for behavior. b) The trust of others and the motivation to agree with expectations are based on normative beliefs. c) Belief in control regarding the emergence of other aspects that may be farther apart from behavior (Amelia & Sulistyowatie, 2022).

Theoretical review

1. Entrepreneurial Readiness

According to Yunita (2020) entrepreneurial readiness is the overall condition of a person that makes him able to respond or answer in entrepreneurial activities. Readiness is the level of development of favorable maturity or maturity to practice something. This understanding refers to the knowledge, skills and attitudes possessed by a person related to the goals to be achieved. Readiness or readiness is the willingness to respond or react. This willingness comes from within the student and is also related to maturity.

Readiness is a state of being ready to react or respond and the level of development from the maturity of previous experiences and the appropriate mental state in practicing something. Conditions include at least three aspects, namely: (1) physical, mental and emotional conditions, (2) needs, motives and goals, (3) skills, knowledge and other

understandings that have been learned. Readiness is a state of being ready to react or respond and the level of development from the maturity of previous experiences and mental conditions that are appropriate in practicing something (Retnasari, 2020).

According to Oktapian (2021) readiness is a willingness to provide a response that comes from within the student and is related to the maturity of the student himself.

According to Utami & Denmar (2020) that entrepreneurial readiness is the overall condition of a person who makes him ready for entrepreneurship. So that entrepreneurial readiness is needed by individuals to start a business. Through entrepreneurial readiness, a person's entrepreneurial spirit will grow and their potential will develop.

According to Muawwanah et al (2020) entrepreneurial readiness is the will, desire and ability to become an entrepreneur, in this case depending on the maturity level, past experience, mental state and emotions of a person. Before passing through maturity, readiness behavior cannot be possessed even through intensive and quality training.

According to Anggriawan et al (2018) entrepreneurship readiness is a person's will and desire to do entrepreneurship. A person's will and desire depend on the level of maturity, past experience, mental state and emotions of a person. To enter the world of work one must have the provision. Among these provisions include: mental readiness, knowledge readiness and resource readiness.

According to Nuryana et al (2021) entrepreneurial readiness are all entrepreneurial attitudes and skills that encourage a person to be always productive and creative in meeting environmental demands.

According to Apiatun, R., & Prajanti (2019) entrepreneurial readiness is a business activity carried out by a person or several people who have various goals and needs to benefit from business activities by taking advantage of opportunities equipped with physical, mental, emotional, skills, and existing knowledge.

From some of the opinions of the experts above, it can be concluded that entrepreneurial readiness is a condition that has a feeling of being ready to take advantage of business opportunities according to certain conditions.

2. Entrepreneurship Knowledge

According to Anggriawan et al (2018) entrepreneurial knowledge is knowledge gained from the entrepreneurship learning process obtained by students at school and outside school regarding how to take advantage of business opportunities to become profitable business opportunities, how to start new businesses, produce new additions and produce new products and services. as capital for entrepreneurship.

According to Agusra (2021) entrepreneurial knowledge can be summed up as the human ability to remember, study, understand and apply the information in the brain, so that the brain can encourage the body to carry out entrepreneurial activities.

According to Niluh Anik Sapitri (2020) entrepreneurial knowledge is anything about facts then it is managed and processed through the cognitive scope that is in our minds, then understands the process, creates bold elements in taking risks rationally and logically if you want to manage a business.

According to Muawwanah et al (2020) entrepreneurial knowledge is all that is known about all forms of information in the form of memory and understanding of how to do business so that it gives rise to the courage to take risks in starting, running and developing a business. Entrepreneurial knowledge also requires a person's ability to produce something new through creative thinking and innovative action, so that ideas or opportunities can be created and put to good use.

According to Abdullah & Septiany (2019) entrepreneurial knowledge is the human ability to remember, study and apply information in the brain, so that the brain can encourage the body to carry out entrepreneurial activities. Through entrepreneurial knowledge, one can create various ideas and innovations in the field of entrepreneurship so as to create opportunities for entrepreneurship.

According to Suryani & Sunanik (2019) entrepreneurial knowledge is knowledge gained from the entrepreneurial learning process obtained by students at school and outside school regarding how to take advantage of business opportunities to become profitable business opportunities, how to start new businesses, produce new additions and produce new products and services. as capital for entrepreneurship. The work of entrepreneurs is built sustainably, institutionalized so that later it will run effectively in the hands of others.

From some of the opinions of the experts above, it can be concluded that entrepreneurial knowledge is one's understanding of entrepreneurship by taking advantage of business opportunities in developing a business.

3. Entrepreneurial Motivation

According to Abdullah & Septiany (2019) entrepreneurial motivation is a psychological drive from within a person's body that is used to do entrepreneurship. Great entrepreneurial motivation will encourage someone to be able to achieve success in entrepreneurship.

According to Yunita (2020) motivation is a psychological drive from within and outside a person to be able to do entrepreneurship. With this encouragement, a person can determine what business he will manage as well as determine his fate in the future.

According to Marganingsih & Pelipa (2019) motivation is the urge to do something to achieve a goal accompanied by one's intensity, direction and persistence. Motivation allows someone to do something because he himself really wants to do it.

According to Sanchaya Hendrawan & Sirine (2017) motivation is an encouragement from within a person that encourages that person to do something to achieve a goal. Motivation is a very influential factor for a person to determine what he wants and his efforts to realize his desire.

According to Purnomo (2017) motivation is the force that drives and directs one's activities and can be a goal and a tool in learning and related to interests. So, motive is the driving force in a person to carry out certain activities in order to achieve certain goals. Because a number of motives will form into motivation that comes from individual needs. Therefore, to understand motivation it is necessary to understand the different types of needs.

According to Lubis (2018) entrepreneurial motivation is a strong urge from within a person to start actualizing one's own potential in thinking creatively and innovatively to create new and value-added products for the common good. Entrepreneurship will emerge when someone dares to develop new businesses and ideas. Making someone brave enough to develop their business and ideas through strong entrepreneurial motivation. These two things must be interconnected in order to create strong and tough and quality entrepreneurs.

From some of the opinions of the experts above, it can be concluded that entrepreneurial motivation is encouragement from oneself to carry out entrepreneurial activities in achieving a goal.

METHOD

Research methodology is a scientific way to get a result from the research problem raised, the result of which will be in the form of data with a specific use or purpose. According to Sugiyono (2013) the quantitative method approach is a research method that refers to the philosophy of positivism to examine populations and certain samples and the data collected is in the form of numbers which are analyzed using statistics.

The population used in this study were class XI students of SMK Negeri 40 Jakarta from all majors, namely Institutional Financial Accounting, Online Business and Marketing, Office Management Automation, Multimedia 1, Multimedia 2 and Software Engineering as many as 214 students. The sampling technique of this study uses a non-probability sampling technique. Then the technique used to determine the sample is purposive sampling. This technique is used because it can determine the sample with certain considerations (Sugiyono, 2013). With the following sample criteria:

- a. Class XI students of SMK Negeri 40 Jakarta from all majors
- b. Students at SMK Negeri 40 Jakarta who get creative entrepreneurship product subjects.

Based on calculations using the Isaac and Michael tables, the number of samples to be used is from a total population of 214 and an error rate of 5%, namely 131 respondents from class XI students of SMK Negeri 40 Jakarta from all majors in order to fulfill the analysis requirements which can produce a conclusion that is appropriate.

This study involved 3 types of variables, namely independent variables, related variables and mediating variables. There are 3 variables in this study consisting of entrepreneurial knowledge (X), entrepreneurial readiness (Y) and entrepreneurial motivation (Z). In collecting data using three variables consisting of Entrepreneurship Knowledge (X), Entrepreneurial Motivation (Z) Entrepreneurial Readiness (Y). Researchers in this study used a closed questionnaire, namely the form of questions in the questionnaire where respondents chose answers. This technique is used to obtain data about the influence of entrepreneurial knowledge on entrepreneurial readiness mediated by entrepreneurial motivation. The measurement scale used in this study is the Likert scale. This Likert scale allows respondents to answer a series of statements submitted with five choices, namely Strongly Disagree (STS), Disagree (TS), Doubtful (R), Agree (S), and Strongly Agree (SS).

The analysis technique applied is Partial Least Square (PLS). Where researchers use intervening (mediation) variables that underlie researchers to use Partial Least Square (PLS).

1. Measurement Model (Outer Model)

Assessment of the outer model in data analysis by collecting all respondent data to be tested for validity using Smart PLS with convergent validity and discriminant validity criteria, as well as reliability testing using composite reliability, Cronbach alpha and average variance extracted.

2. Structural Model (Inner Model)

The inner model test carried out aims to find out how much influence the variables have in the study. The inner model test is carried out by looking at the percentage of variance which can be seen through the values of R-Square (R²), F-Square (F²), Variance Inflation Factor (VIF).

3. Hypothesis Testing

Analysis of the measurement results of the structural model shows that the structural model meets the goodness of fit requirements. The next step is to analyze the size of

the structural relationship or relationship between constructs (hypothesis testing). The basis for testing the hypothesis is the inner weight value that is included in the output. This study adopted the SEM-PLS analysis using the bootstrap resampling method with a one-tail type test and a significance level of 0.05. Furthermore, hypothesis testing is carried out using the t-test ($t\text{-count} > 1.645$) and the p-value (probability) must be less than 0.05. Referring to the hypothesis in this study, the researcher tested the hypothesis by looking at the results of the path coefficient to measure the direct effect.

a. Path Coefficients

In hypothesis testing, it can be known through the t-statistic values obtained from path coefficients testing, where the t test is with one tail type test and a significance level of 0.05. Furthermore, hypothesis testing is carried out using the t-test ($t\text{-count} > 1.645$) and the p-value (probability) must be less than 0.05.

b. Indirect Influence Analysis (Mediation Test)

This mediation test was conducted to determine the indirect effect of the independent variables on the dependent variable mediated by the intervening or mediating variables.

RESULTS AND DISCUSSION

Measurement Model Analysis (Outer Model)

Based on the results of calculations and analysis of the outer model is carried out to assess the level of validity and reliability of the model. The following is the result of calculating the outer model:

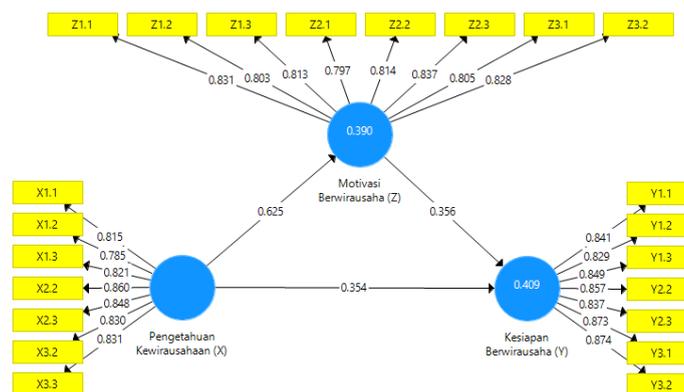


Figure 4. Outer Research Model

Source: Data Processed by Researchers (2022)

The picture above shows the results of testing the outer model in this study, where the model is declared valid because the value in the construct is > 0.7 . The following is the result of the calculation on outer loading:

Outer Loadings Table

	Entrepreneurship Knowledge (X)	Entrepreneurial Readiness (Y)	Entrepreneurial Motivation (Z)
X1.1	0.815		

X1.2	0.785		
X1.3	0.821		
X2.2	0.860		
X2.3	0.848		
X3.2	0.830		
X3.3	0.831		
Y1.1		0.841	
Y1.2		0.829	
Y1.3		0.849	
Y2.2		0.857	
Y2.3		0.837	
Y3.1		0.873	
Y3.2		0.874	
Z1.1			0.831
Z1.2			0.803
Z1.3			0.813
Z2.1			0.797
Z2.2			0.814
Z2.3			0.837
Z3.1			0.805
Z3.2			0.828

Source: Data Processed by Researchers (2022)

Based on the results of calculations using the SmartPLS 3.0 application, it can be seen that the construct indicators of the variables of entrepreneurial readiness, entrepreneurial knowledge and entrepreneurial motivation have a value of > 0.7 so that it can be concluded that the constructs used in this study fulfill the requirements and are valid.

In testing discriminant validity we can see the cross loading value, the intended cross loading value must be greater than the loading value in other constructs. The following is the result of the calculation on cross loading:

Table of Cross Loading Calculation Results

	Entrepreneurship Knowledge (X)	Entrepreneurial Readiness (Y)	Entrepreneurial Motivation (Z)
X1.1	0.815	0.501	0.528
X1.2	0.785	0.440	0.482
X1.3	0.821	0.508	0.499
X2.2	0.860	0.422	0.492
X2.3	0.848	0.529	0.573
X3.2	0.830	0.458	0.517
X3.3	0.831	0.464	0.515
Y1.1	0.465	0.841	0.466

Y1.2	0.448	0.829	0.480
Y1.3	0.430	0.849	0.454
Y2.2	0.563	0.857	0.529
Y2.3	0.462	0.837	0.493
Y3.1	0.491	0.873	0.472
Y3.2	0.554	0.874	0.534
Z1.1	0.528	0.464	0.831
Z1.2	0.427	0.389	0.803
Z1.3	0.511	0.484	0.813
Z2.1	0.533	0.458	0.797
Z2.2	0.514	0.504	0.814
Z2.3	0.475	0.476	0.837
Z3.1	0.532	0.509	0.805
Z3.2	0.514	0.467	0.828

Source: Data Processed by Researchers (2022)

Based on the calculation results table above, it can be seen that the cross loading value on the construct of entrepreneurship readiness (Y), entrepreneurial knowledge (X) and entrepreneurship motivation (Z) has a construct value that is greater than the other construct values.

Tables of Ave, Cronbach's Alpha and Composite Reliability results

	Average Variance Extracted (AVE)	Cronbach's Alpha	Composite Reliability
Entrepreneurship Knowledge	0.684	0.923	0.938
Entrepreneurial Readiness	0.725	0.937	0.949
Entrepreneurial Motivation	0.666	0.928	0.941

Source: Data Processed by Researchers (2022)

From the table above it can be seen that the AVE value on the entrepreneurial readiness variable is 0.725, on the entrepreneurial knowledge variable is 0.684, and on the entrepreneurial motivation variable is 0.666, so that all three variables are declared valid. through the calculation results table above it can be seen that the Cronbach's alpha value on the entrepreneurial knowledge variable is 0.923, the value on the entrepreneurial readiness variable is 0.937, and the value on the entrepreneurial motivation variable is 0.928. Furthermore, the Composite Reliability results on the entrepreneurial knowledge variable are 0.938, the value on the entrepreneurial readiness variable is 0.949, and the value on the entrepreneurial motivation variable is 0.941, the three values are > 0.7 so it can be concluded that the three research variables have met the research requirements and reliability.

Structural Model Analysis (*Inner Model*)

a. R-Square (R^2)

R-Square is one of the results of the inner model test which is calculated to find out how much influence the independent variables have on the dependent variable. The value of R-Square must be > 0.67 to indicate that the research model being carried out has a strong influence, if the R-Square value < 0.33 indicates the research model is moderate and if the R-Square value is < 0.19 then it indicates that the model is weak research.

Table of R-Square Calculation Results

	R-Square
Entrepreneurial Motivation	0.390
Entrepreneurial Readiness	0.409

Source: Data Processed by Researchers (2022)

Based on the calculation results table above, it can be seen that the R-Square value on the entrepreneurial motivation variable (Z) is $0.390 < 0.33$ while the R-Square value on entrepreneurial readiness (Y) is $0.409 < 0.33$ so it can be stated that the entrepreneurial readiness variable (Y) has a moderate effect on the research contract as well as the entrepreneurial motivation variable (Z) which has a moderate effect on the contracts tested.

b. F-Square (F^2)

The F-Square is used to determine the relative impact of an exogenous variable on an endogenous variable, with the following criteria:

1. If the F-Square value < 0.02 means it has a weak effect.
2. If the F-Square value is > 0.15 , it means that it has a moderate effect.
3. If the F-Square value is > 0.35 , it means that it has a strong effect.

Table of F-Square Calculation Results

	Entrepreneurship Knowledge (X)	Entrepreneurial Readiness (Y)	Entrepreneurial Motivation (Z)
Entrepreneurship Knowledge		0.129	0.640
Entrepreneurial Readiness			
Entrepreneurial Motivation		0.131	

Source: Data Processed by Researchers (2022)

Based on the table of the results of the F test calculation, it is known that the influence between the variables of entrepreneurial knowledge and entrepreneurial readiness is 0.129 which indicates that the influence between the two variables is relatively weak, while the influence between the variables of entrepreneurial knowledge and entrepreneurial motivation is 0.640 which indicates that the influence between the two variables is classified as strong, while the influence between the variables of entrepreneurial motivation and readiness for entrepreneurship is 0.131 which indicates that both variables are classified as weak.

c. Variance Inflation Factor (VIF)

The VIF test aims to find out whether the multicollinearity test has a correlation between the constructs being tested. If the construct has strong results, then there is a problem with the correlation. As a research requirement, the criteria for testing the VIF value are as follows:

- 1) If the VIF value is > 10.00 or 10 then there is a multicollinearity problem
- 2) If the VIF value < 10.00 or 10 then there is no multicollinearity problem

Table of Variance Inflation Factor (VIF) Results

Variable	VIF	Variable	VIF	Variable	VIF
X1.1	2.344	Y1.1	2.875	Z1.1	2.660
X1.2	2.168	Y1.2	2.628	Z1.2	2.510
X1.3	2.298	Y1.3	3.098	Z1.3	2.355
X2.2	3.042	Y2.2	2.813	Z2.1	2.232
X2.3	2.783	Y2.3	2.706	Z2.2	2.382
X3.2	2.435	Y3.1	3.355	Z2.3	2.793
X3.3	2.527	Y3.2	3.295	Z3.1	2.399
				Z3.2	2.513

Source: Data Processed by Researchers (2022)

Based on the test results of the VIF test above, it can be obtained that for each variable indicator of entrepreneurial knowledge, entrepreneurial readiness and entrepreneurial motivation has a VIF value < 10.00 , it can be concluded that the model in this study does not have multicollinearity problems in the research conducted.

Hypothesis test

Table of Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Entrepreneurship Knowledge (X) → Entrepreneurial Readiness (Y)	0.354	0.352	0.117	3.031	0.001
Entrepreneurial Motivation (Z) → Entrepreneurial Readiness (Y)	0.356	0.356	0.094	3.773	0.000

Entrepreneurship Knowledge (X) → Entrepreneurial Motivation (Z)	0.625	0.622	0.075	8.379	0.000
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Source: Data Processed by Researchers (2022)

Table of Specific Results of Indirect Influence (Mediation)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Entrepreneurship Knowledge (X) → Entrepreneurial Motivation (Z) → Entrepreneurship Readiness (Y)	0.223	0.221	0.065	3.432	0.000

Source: Data Processed by Researchers (2022)

1. H1: Entrepreneurial knowledge influences entrepreneurial readiness

In the results of the path coefficient test, it was found that the original sample was 0.354, while the results for the T statistic were $3.031 > 1.645$, then the P value was $0.001 < 0.05$. So it can be concluded that the entrepreneurial knowledge variable has a positive and significant effect on entrepreneurial readiness, so that H1 in this study is accepted.

2. H2: Entrepreneurial motivation influences entrepreneurial readiness

In the results of the path coefficient test, it was found that the original sample was 0.356, while the results for the T statistic were $3.773 > 1.645$, then the P value was $0.000 < 0.05$. So it can be concluded that the variable entrepreneurial motivation has a positive and significant effect on entrepreneurial readiness, so that H2 in this study is accepted.

3. H3: Entrepreneurial knowledge influences entrepreneurial motivation

On the results of the path coefficient test, it was found that the original sample was 0.625, while the results for the T statistic were $8,379 > 1.645$, then the P value was $0.000 < 0.05$. So it can be concluded that the entrepreneurial knowledge variable has a positive and significant effect on entrepreneurial motivation, so that H3 in this study is accepted.

4. H4: Entrepreneurial knowledge influences entrepreneurial readiness mediated by entrepreneurial motivation.

This hypothesis aims to find out whether the independent variables influence the dependent variable through intervening or mediating variables. The result is that the original sample is 0.223, while the results of the T statistic are $3.432 > 1.645$ and the P value is $0.000 < 0.05$. So overall this hypothesis proves that there is an influence of entrepreneurial knowledge on entrepreneurial readiness mediated by entrepreneurial motivation in a positive and significant way.

DISCUSSION

H1: Entrepreneurial knowledge influences entrepreneurial readiness

In the results of the path coefficient test, it was found that the original sample was 0.354, while the results for the T statistic were $3.031 > 1.645$, then the P value was $0.001 < 0.05$. So it

can be concluded that the entrepreneurial knowledge variable has a positive and significant effect on entrepreneurial readiness, so that H1 in this study is accepted.

The results of this study are in accordance with previous research conducted by Nastiti (2019) entrepreneurial knowledge will affect entrepreneurial readiness, if students have positive entrepreneurial knowledge then their entrepreneurial readiness will also increase. Based on the results of the analysis it is known that entrepreneurial knowledge has a partially significant effect on entrepreneurial readiness. Furthermore, according to Suryani & Sunanik (2019), this research shows that there is a positive and significant influence of entrepreneurial knowledge on student entrepreneurship readiness.

H2: Entrepreneurial motivation influences entrepreneurial readiness

In the results of the path coefficient test, it was found that the original sample was 0.356, while the results for the T statistic were $3.773 > 1.645$, then the P value was $0.000 < 0.05$. So it can be concluded that the variable entrepreneurial motivation has a positive and significant effect on entrepreneurial readiness, so that H2 in this study is accepted.

The results of this study are in accordance with previous research conducted by Utami & Denmar (2020) which states that the importance of the role of motivation in entrepreneurship needs to be understood by students so they can take various forms of action on their business. So it can be concluded that the higher the student's entrepreneurial motivation, the higher the student's entrepreneurial readiness. The results of the study indicate that there is a positive influence on entrepreneurial motivation on entrepreneurial readiness. The urge to do something is not determined by a single motivation, because in a person there are various motivations that underlie these actions. The level of motivation of a person is different or not the same. From the motivation of different students, it can come from within and from outside, which can affect entrepreneurial readiness (Astuti & Margunani, 2019).

H3: Entrepreneurial knowledge influences entrepreneurial motivation

On the results of the path coefficient test, it was found that the original sample was 0.625, while the results for the T statistic were $8,379 > 1.645$, then the P value was $0.000 < 0.05$. So it can be concluded that the entrepreneurial knowledge variable has a positive and significant effect on entrepreneurial motivation, so that H3 in this study is accepted.

The results of this study are in accordance with previous research conducted by Suratno et al (2020) entrepreneurial knowledge has a positive and significant influence on the entrepreneurial motivation of students at SMK Negeri 1 Kota Sungai Lilin. This shows that, if the teacher wants to increase students' entrepreneurial motivation through entrepreneurial knowledge, it can be increased through students' knowledge of the business to be initiated, students' knowledge of roles and responsibilities, students' knowledge of personality and self-ability, and increasing student knowledge. about business management and organization. This is also in line with the results of research conducted by Suhartini (2020) Entrepreneurial Knowledge has a direct, positive influence on student entrepreneurship motivation. The higher or better the knowledge of entrepreneurship, the motivation for entrepreneurship will increase and the goals that have been set will be achieved.

H4: Entrepreneurial knowledge influences entrepreneurial readiness mediated by entrepreneurial motivation.

This hypothesis aims to find out whether the independent variables influence the dependent variable through intervening or mediating variables. The result is that the original sample is 0.223, while the results of the T statistic are $3.432 > 1.645$ and the P value is $0.000 < 0.05$. So overall this hypothesis proves that there is an influence of entrepreneurial knowledge

on entrepreneurial readiness mediated by entrepreneurial motivation in a positive and significant way.

According to Nastiti (2019) knowledge has an important role in entrepreneurship readiness. Individuals need to be motivated to do entrepreneurship through entrepreneurial knowledge, because from this entrepreneurial knowledge they can get to know the business world and how to do entrepreneurship. The higher or better the knowledge of entrepreneurship, the motivation for entrepreneurship will increase and the goals that have been set will be achieved. Therefore, entrepreneurial knowledge must always be improved so that students can have better entrepreneurial motivation. (Suhartini, 2020). According to Utami & Denmar (2020) the motivation that exists in students towards entrepreneurship means that students begin to determine attitudes, namely a distinctive way of behaving that is focused on certain problems, which exist in this case is entrepreneurship. The results of this study are in accordance with previous research conducted by Ghazalan et al (2018) the results of the study showed that the level of readiness of the BMPK program participants in entrepreneurial knowledge was at a moderate level with an average value of 3.6. Readiness in terms of entrepreneurial motivation is at a high level with an average value of 4.2. The importance of the role of motivation in entrepreneurship needs to be understood by students so they can take various forms of action on their business. So that from encouragement from within and outside the students can be used as provisions for students to be ready for entrepreneurship. Many factors can influence student entrepreneurship readiness, where in outline these factors are factors that come from the student (internal) and factors that come from outside the student (external). Factors originating from within students are both physical and mental maturity, perseverance, creativity, interest, talent, intelligence, self-efficacy, knowledge and motivation (Yunita, 2020).

CONCLUSIONS AND SUGGESTION

A. CONCLUSION

Based on the results of the research that has been done, empirically the researchers conclude the results described in the previous chapter. The following is the conclusion of the research that has been done:

The results of the main hypothesis test show that there is a positive and significant influence of entrepreneurial knowledge on entrepreneurial readiness. So it can be concluded that the entrepreneurial knowledge variable has a positive and significant effect on entrepreneurial readiness in students of SMK Negeri 40 Jakarta.

The results of the second hypothesis test show that there is an influence of entrepreneurial motivation on entrepreneurial readiness. So it can be concluded that the variable of entrepreneurial motivation has a positive and significant effect on the readiness of entrepreneurship in students of SMK Negeri 40 Jakarta

The results of the third hypothesis test show that there is an influence of entrepreneurial knowledge on entrepreneurial motivation. So it can be concluded that the entrepreneurial knowledge variable has a positive and significant effect on entrepreneurial motivation in students of SMK Negeri 40 Jakarta

The results of the fourth hypothesis test show that there is an indirect effect of entrepreneurial knowledge on entrepreneurial readiness with entrepreneurial motivation as mediation. So overall this hypothesis proves that there is an influence of entrepreneurial knowledge on entrepreneurial readiness mediated by entrepreneurial motivation positively and significantly in students of SMK Negeri 40 Jakarta

B. SUGGESTION

The following are some recommendations and suggestions for future researchers:

Researchers hope that further research can use more relevant theories and methods in accordance with existing developments. If other researchers will conduct further research, it is recommended to add other variables that are predicted to have an influence on entrepreneurial readiness.

In the entrepreneurial readiness variable (Y), it can be seen that the lowest indicator is the provision of ability by 14% with a score of 535 from the statement "I am able to manage entrepreneurial activities due to the provision of abilities that I have". In this case there are still many students who have not been able to manage entrepreneurial activities. Therefore, deeper understanding of the material related to entrepreneurial readiness so that students have the provision of high entrepreneurial skills. In the entrepreneurial knowledge variable (X) it can be seen that the lowest indicator is 13.8% with a score of 539 from the statement "I feel that I have not been able to act innovatively in implementing creative solutions to business opportunities". In this case there are still many students who have not been able to apply creative solutions. Therefore, it is better to deepen entrepreneurship education which must be carried out effectively and equip students to act innovatively so that they can implement creative solutions. In the entrepreneurial motivation variable (Z), it can be seen that the lowest indicator is encouragement by 12.2% with a score of 539 from the statement "Lack of self-motivation to entrepreneurship because seeing other people fail in entrepreneurship". In this case there are still many students who are not motivated in terms of entrepreneurship. Therefore, students should be given an understanding of entrepreneurship learning so that it motivates students to be encouraged to carry out entrepreneurial activities.

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