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## THE EFFECT OF CHARACTERISTICS AND ENTREPRENEURSHIP OF THE STUDENTS 'INTEREST IN VOCATIONAL SCHOOL WITH MOTIVATION AS A VARIABLE OF MEDIATION

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### ARTICLE INFORMATION

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**Abstract:** The background of this study is the high unemployment rate in Indonesia and the biggest contributor to unemployment in Indonesia is vocational graduates, this study aims to determine the effect of entrepreneurial characteristics, knowledge and motivation on entrepreneurial interest both simultaneously and partially, with entrepreneurship motivation as a mediating variable. This type of research is causality by clicking g unakan approach is quantitative. The study population was students of SMK Global Informatika. The sampling technique uses probability sampling method. The number of samples determined was 95 respondents. Methods of data analysis using structural equation model with descriptive statistical tests, the validity and reliability of data and hypothesis testing using SmartPLS program Version 3. 0 for Windows. Berdasarkan test results determination coefficient result in the value of R -S quare respectively at 0 , 489 to 0,646 for the motivation and interest in entrepreneurship , it refers k an effect of variable characteristics and entrepreneurial knowledge on the motivation of entrepreneurship of 48.9 per cent, then the influence of the characteristics , entrepreneurial knowledge and motivation was 64.6 percent, while the remaining 51.1 percent and 35.4 percent were influenced by other factors not examined . The results of this study indicate that : (1) entrepreneurial characteristics and knowledge have a significant positive effect on entrepreneurial motivation ; (2) the characteristics, knowledge and motivation of entrepreneurship have a significant positive effect directly on entrepreneurial interest ; (3) When the characteristics and entrepreneurial knowledge mediated by variabel entrepreneurship motivation , both variables have the effect of partial mediation interest in entrepreneurship.

**Keywords:** Characteristics, knowledge, motivation, interest entrepreneurship.

## INTRODUCTION

The unemployment rate in Indonesia has decreased in the last 2 years, but it is still not enough considering the number of unemployed people in Indonesia is very much, to overcome the high unemployment rate in Indonesia, the most appropriate way is by entrepreneurship. The low number of entrepreneurs in Indonesia is still relatively small, namely 5% of the total population of Indonesia.

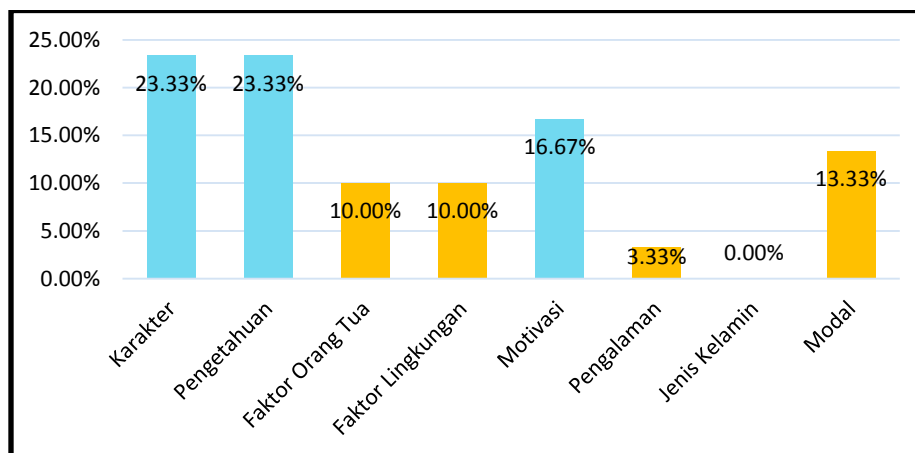
The highest unemployment rate in Indonesia is generated by SMK graduates, where those who should have graduated from SMK directly have jobs after graduating school education, but in BPS data states SMK graduates are the largest contributing graduates in unemployment in Indonesia.

Based on unemployment data that has been obtained in Banten province, Serang Regency has the largest unemployment percentage of 10.65% and the lowest unemployment percentage is South Tangerang at 4.79% while Tangerang City itself has an unemployment rate of 7.13% unemployment Tangerang City exceeded the national figure of 6.2% and from this data the highest contributor to unemployment was SMK graduates.

The total unemployment rate of Tangerang City based on graduates is as follows: 0% elementary school graduates followed by 1% Diploma graduates then 4% Junior and University graduates and 24% High School graduates and the highest is 67% SMK graduates, this figure is astounding more than 60% of the unemployment contributors are vocational graduates.

Students' insights and abilities acquired in Vocational High Schools (SMK) are needed not only as a basic asset for students to prepare themselves in the workforce but also used to prepare students to become entrepreneurs. Global Informatics Vocational School is one of the vocational schools in Tangerang City, the absence of entrepreneurial learning at this school makes students' interest in entrepreneurship diminish. Entrepreneurship education is needed for Tangerang City Vocational School graduates in order to create entrepreneurial character and increase the motivation of vocational school graduates not only to focus on looking for work but to create jobs (Tangerang City Mayor, Arief R Wismanayah, 2019)

Based on the above phenomenon, the researcher wants to conduct research on the Effect of Entrepreneurial Characteristics and Knowledge on Entrepreneurial Interest Mediated by Entrepreneurial Motivation on Vocational Students in Global Informatics Tangerang City in Academic Year 2019/2020. The researcher has conducted a pre-survey beforehand on the students of the Global Vocational School of Informatics Tangerang City with the following results :



**Figure 1. Pre-Survey Results that Affect Entrepreneurial Interest**

**Table 1. Characteristics of Entrepreneurship**

No	Question	Yes	Not	Total
1	I like to look for new challenges with entrepreneurship	8 26.67%	22 73.33%	30 100%
2	I often look for new ways in various ways	9 30%	21 70%	30 100%
3	I used to think of risks before acting	5 16.67%	25 83.33%	30 100%
4	I work on what other people have needed	19 63.33%	11 36.67%	30 100%

**Table 2. Entrepreneurial Knowledge**

No	Question	Yes	Not	Total
1	I know how to implement prestative work behavior as an entrepreneur	6 20%	24 80%	30 100%
2	I know how to manage entrepreneurial conflicts	4 13.33%	26 86.67%	30 100%
3	I know how to analyze business opportunities based on the type of business I am interested in (services, trade and industry)	9 30%	21 70%	30 100%

**Table 3. Entrepreneur Motivation**

No	Question	Yes	Not	Total
1	I have a high personal responsibility to be an entrepreneur	11 36.67%	19 63.33%	30 100%
2	I dare to face all risks with full calculation in entrepreneurship	9 30%	21 70%	30 100%
3	I need feedback to see the success or failure of what I do	15 50%	15 50%	30 100%

## LITERATURE REVIEW

### Entrepreneurship

Entrepreneurship is an innovative and creative ability that is used as a starting point, strategy, and resources to find opportunities to succeed. The subject of entrepreneurship is the ability to create something new and diverse with creative ideas and innovations to realize opportunities. Many entrepreneurs and non-entrepreneurs achieve success because they have creative and innovative abilities (Suryana, 2010 in Ine Ruswati, 2018). (Havidz Aima, 2015 in Zaenal Afandi, 2019) Entrepreneurship is a creative and innovative ability that is the basis for it, tips and resources for finding opportunities for success. The point is the ability to create something new and different through creative thinking and innovative acting to look for opportunities in facing life's challenges.

### Characteristics of Entrepreneurship

According to Peter F. Drucker in Rintan Sargih (2017, 2) explains that entrepreneurship is the nature, character, and characteristics inherent in someone who has a strong will to realize innovative ideas into the real business world and can develop them. Entrepreneur is someone who is free and has the ability to live independently in carrying out their business activities or business or life. Free to design, determine, manage, control all businesses. Entrepreneurship is a mental attitude and spirit that is always active or creative in trying to increase business income. The conclusion of entrepreneurship is the process of creating something of different

value by using the effort and time required, taking the risks, psychological and social issues that accompany it, and accepting monetary rewards and personal satisfaction.

### **Entrepreneurship Knowledge**

Entrepreneurial knowledge is the whole of what is known about all forms of information that are processed and processed in the context of a cognitive form of memory and understanding of ways of trying to cause courage to take risks rationally and logically in handling a business. Entrepreneurial knowledge can be obtained through entrepreneurship subjects. Entrepreneurship subjects are theoretical to increase entrepreneurial knowledge, while entrepreneurship subjects in the form of direct practice to enter the business field can generate creativity and innovation that can create new ideas or opportunities that can be exploited.

### **Entrepreneurial Motivation**

Every person in taking action can not be separated from the existence of motivation. Motivation is closely related to the desire to achieve something better. Motivation is one of the things that motivates someone to do something to achieve a certain goal. This is consistent with the opinion of Sardiman (2012: 73) that motivation comes from the word motive which can be interpreted as a driving force from within and within the subject to carry out certain activities in order to achieve a goal.

According to Stephen P. Robbins and Timothy A. Judge (2015: 127) states motivation as a process that explains the strength, direction and perseverance of a person in an effort to achieve goals.

In Lia Lusiana Ritonga and Juanda Sianipar (2016: 73) entrepreneurial knowledge is all information or various symptoms encountered and known by humans through the five senses and their reasoning about an effort to build a value with ability, courage, determination and courage and take courage risk in the opportunity to succeed to open a business in various opportunities by knowing what are the factors that become the base of success towards success.

### **Entrepreneurial Interest**

Entrepreneurial interest is the availability to work hard and diligently to achieve business goals. Availability to bear various risks related to entrepreneurial actions taken and a strong will to be independent or try to meet their own needs without feeling afraid of the risks that will occur and learn from failure.

According to Subandono (in Afif Nur Rahmadi and Heryanto 2016: 156) entrepreneurial interest is the tendency of the heart within the subject to be interested in creating a business that then organizes, organizes, bears the risk and develops the business that it creates.

### **Framework**

Interest is a concentration of one's attention on a matter because it is pleasing to him, followed by a desire to learn and approach it further. Entrepreneurial interest will not just appear, many factors affect someone's interest in entrepreneurship, both in internal and external factors.

Thus if someone has the characteristics and knowledge of entrepreneurship plus motivation, it will have an influence on the interest in entrepreneurship. The three components are mutually supportive and interrelated to foster student interest in entrepreneurship.

Based on the description above, researchers determined a number of variables examined later, consisting of the independent variable (X), namely Characteristics (X1) and

Entrepreneurship Knowledge (X2). While the dependent variable (Y) is Entrepreneurial Motivation (Y1), and Entrepreneurial Interest (Y2). So, the mindset in this study is as follows:

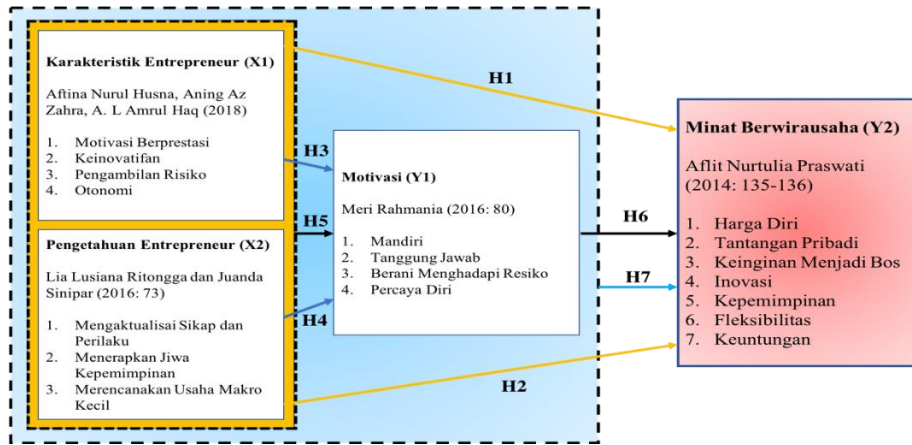


Figure 2. Framework

Hypothesis

- Hypothesis 1 : Entrepreneurial characteristics significantly influence the interests of entrepreneurship.
- Hypothesis 2 : Entrepreneurial knowledge significantly influences entrepreneurial interest.
- Hypothesis 3 : Entrepreneurial characteristics significantly influence motivation.
- Hipotesis 4 : Knowledge entrepreneurial significant effect on motivation.
- Hipotesis 5 : The characteristics and knowledge of entrepreneurship together have a significant effect on motivation.
- Hypothesis 6 : Motivation has a significant effect on interest in entrepreneurship.
- Hypothesis 7 : The characteristics, knowledge and motivation of entrepreneurship together have a significant effect on entrepreneurial interest.
- Hypothesis 8 : Significant motivation mediates the characteristics and knowledge of entrepreneurship towards entrepreneurial interest.

RESEARCH METHOD

This type of research used in this research is quantitative research. The data used in this study are primary data in the form of survey results. To collect complete, significant, and complementary data, besides primary data, the authors also use secondary data. This research was conducted to understand, describe, and analyze the relationship between the independent variable and the dependent variable. The analysis used in this study is the relevant statistical data to test hypotheses. Therefore, the data obtained in this study can later provide a clear picture of the object under study, and then, conclusions can be made. The research variables explained in the dimensions, indicators, and question items as data collection instruments can be seen in Table 4 .

Table 4 . Variables, dimensions, indicators, and items number of research

Variable	Dimension	Indicator	No. Item
Entrepreneurship Knowledge	Actualizing attitudes and behaviors	Identification of entrepreneurial attitudes and behavior	11
		Implementing prestigious work behavior	12

		Decision making process	13
		Developing enthusiasm	14
		Develop self commitment	15
		Take a risk	16
		Formulate solutions to problems	17
		Unyielding attitude	18
	Implement the Soul of Leadership	Analyzing aspects of business management	19
		Building a vision and mission	20
		Analyzing business opportunities	21
	Plan small macro businesses	Analyzing aspects of business management	22
		Reducing dependency	23
Motivation	Mandiri	Make decisions with confidence	24
		Trying to take the initiative in everything	25
		High personal responsibility	26
	Responsible	Perform the task thoroughly	27
		Carry out the tasks well	28
		Deal with risks with calculations	29
	Dare to face risk	Love a challenge	30
		Waiting for success	31
	Confidence	Optimistic	32
		Take action without hesitation	33
<b>Variable</b>	<b>Dimension</b>	<b>Indicator</b>	<b>No. Item</b>
Entrepreneurial Interest	Pride	More appreciated	34
		More confident	35
		Comfortable talking with others	36
Personal Challenge		Want to try new things	37
		Liked things to get ahead	38
		Do what other people do	39
The desire to be a boss		The desire to have your own business	40
		The desire to freely manage their own business	41
		Want to be able to develop your own business	42

	Happy creative thing	43
Innovation	Want to make things different	44
	Glad to do the experiment	45
	Nice to talk with the crowd	46
Leadership	Want to be the captain of the team	47
	Want to stand out more	48
	Doesn't like to be attached	49
Flexibility	Irregular	50
	Happy with non-binding work	51
	Want to be free to run your own finances	52
The advantage	Want to feel your own wealth	53
	Want to develop your own business	54

### Population and Sample

Population is a group of people, events, or interesting things where researchers want to make an opinion (based on sample statistics) (John Wiley & Sons, 2013: 53). The population can be subjects or research objects. The population of this research is Vocational School Students in Tangerang City, Banten, who are still active in learning activities in Schools.

The sample is a portion of the population. The sample consists of a number of members selected from the population. In other words, some but not all, population elements are in the form of samples. (John Wiley & Sons, 2013: 54). The sample taken is using the census method in which the entire population is sampled (probability saturation sampling), so to measure the sample of vocational students the Slovin formula is used with a leeway of 5% (Prasetyo, 2006) as follows:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{123}{1 + 123 (0.05)^2} = 94,072$$

Based on the formula above, the minimum number of samples taken is a number of 94,072, and will be rounded up to 95 samples. For the sampling technique to be used is Probability Sampling, the probability sampling design is used when the level of representation of the sample is important in broader generalizations. (John Wiley and Sons, 2013)

### Method of Analysis

This study uses data analysis techniques using SmartPLS version 3.2.8 software that is run on computer media. PLS (Partial Least Square) is a structural equation analysis (Structural Equation Modeling) or abbreviated as SEM based on variants which can simultaneously test measurement models while testing structural models.

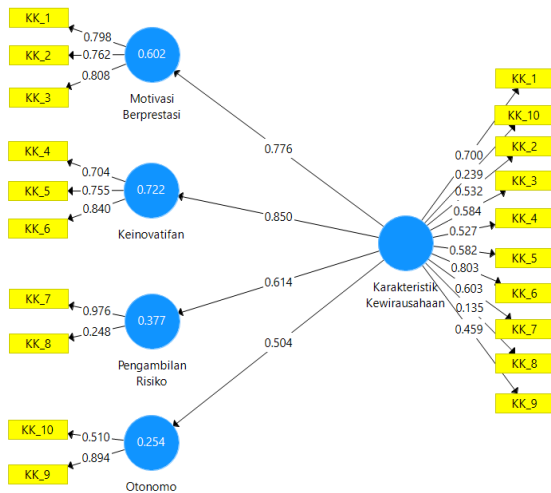


**RESULTS AND DISCUSSION**

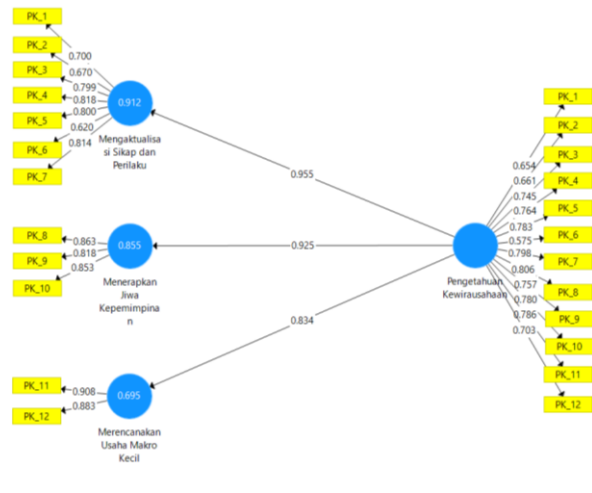
The tests used in this study are the measurement model / outer model and the structural / inner model test.

**Evaluation of the Reflective Measurement Model (Outer Model) or Test Indicator**

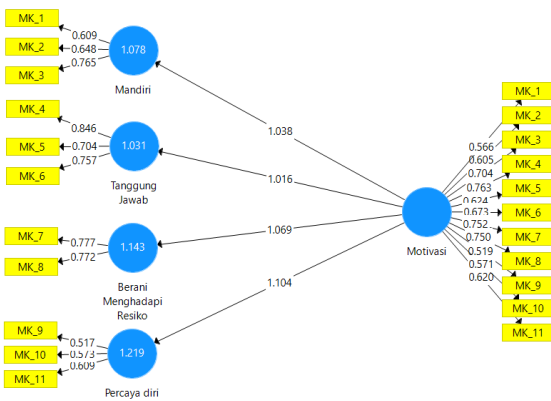
Below is a picture of the results of the calculation of the measurement model with SEM PLS version 3.2.8 which is then seen by the loading value factor on the indicator in each research variable. The loading factor value used in this study is  $> 0.6$ . Therefore, if the value of the loading factor is  $< 0.6$ , the results per count of the measurement model (outer model) will be removed from the model.



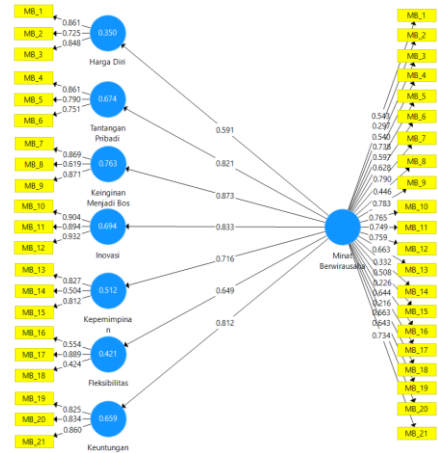
**Figure 3. Calculation Result of Measurement Model (Outer Model) of Characteristic Variables**



**Figure 4. Calculation Result of Measurement Model (Outer Model) of Knowledge Variables**



**Figure 5. Calculation Result of Measurement Model (Outer Model) of Motivational Variables**



**Figure 6. Measurement Model Calculation Results (Outer Model) of Knowledge Variables**

Evaluation of convergent validity from the examination of Average variance extracted (AVE) illustrates the magnitude of the variance or diversity of manifest variables that can be possessed by latent constructs. The greater the variance or diversity of manifest variables that



can be contained by latent constructs, the greater the representation of manifest variables to their latent constructs. Evaluation of convergent validity from the examination of Average Variance Extracted (AVE) can be seen from the value of AVE based on the results of data processing with SmartPLS version i 3.2.8 in Table 5 .

**Table 5. Average Variance Extracted (AVE) Value for Each Variable**

Variable	Average Variance Extracted (AVE)
Entrepreneurship Characteristics	0.595
Entrepreneurship Knowledge	0.566
Motivation	0.549
Entrepreneurial Interest	0.534

The results of the above calculations are known that the value of AVE for all variables has a value of  $AVE > 0,5$ , each of 0.595 for entrepreneurial characteristics, 0.566 for entrepreneurial knowledge, 0.549 for motivation, and 0.534 for entrepreneurial interest.

Evaluation of convergent validity from internal consistency reliability checks can be seen from the value of Cronbach 's Coefficient Alpha and Composite Reliability (CR) shown in Table 5. The table presented is the result of SmartPLS calculation version 3.2.8.

**Table 6. Values of Cronbach's Coefficient Alpha and Composite Reliability (CR)**

Variable	Cronbach's Coefficient Alpha	Composite Reability (CR)
Characteristics	0.654	0.814
Knowledge	0.923	0.935
Motivation	0.880	.906
Entrepreneurial Interest	0.920	0.931

As shown in table 6, it is known that the Cronbach's Coefficient Alpha value and composite reliability for the studied variables are entrepreneurial character, entrepreneurial knowledge, motivation and entrepreneurial interest more than 0.6 or even close to 1 and the Composite reliability (CR) value is more than 0, 80 This value has exceeded the standard, respectively  $> 0.6$  and  $> 0.7$ , so that all variables in the study are declared reliable.

While the Composite Reliability (CR) value for the c ompensation variable is 0.979, j ob s atisfaction is 0.966, m otivation is 0.980, and p roductivity is 0.975. Thus , it can be seen that the Composite Reliability (CR) value for all variables is  $> 0.8$ . Based on this, it can be concluded that all variables used in the study are very reliable.

### Discriminant Validity Test

The validity of the indicators on each of the research variables can also be done by testing the discriminant validity by checking the cross-loading value, which is the indicator correlation coefficient on its construct compared to the correlation coefficient with other constructs. The value of the indicator correlation coefficient must be greater in constructs than for other constructs.

**Table 7. Testing *Discriminant Validity* Se has Modifications**

Indicator	Characteristics	Knowledge	Motivation	Entrepreneurial Interest	Information
KK_1	<b>.709</b>	.497	.457	0.529	Valid
KK_2	<b>0.575</b>	.338	.344	.478	Valid
KK_3	<b>0.637</b>	.441	0.335	.482	Valid
KK_4	<b>0.550</b>	.324	.406	.456	Valid
KK_5	<b>0.565</b>	.271	.363	0.285	Valid
KK_6	<b>0.805</b>	.396	.458	0.502	Valid
KK_7	<b>0.563</b>	.406	.396	.406	Valid
KK_9	<b>.403</b>	0.299	.401	0.160	Valid
PK_1	.400	<b>0.664</b>	0.480	.452	Valid
PK_2	0.559	<b>.677</b>	0.525	0.551	Valid
PK_3	0.419	<b>0.744</b>	0.460	0.421	Valid
PK_4	0.466	<b>0.761</b>	0.503	0.512	Valid
PK_5	0.439	<b>.777</b>	.483	.443	Valid
PK_6	0.462	<b>0.587</b>	0.548	.323	Valid
PK_7	0.431	<b>.806</b>	0.555	0.492	Valid
PK_8	.448	<b>0.805</b>	0.612	0.575	Valid
PK_9	0.467	<b>.758</b>	.486	0.436	Valid
PK_10	0.512	<b>.771</b>	0.510	0.496	Valid
PK_11	.368	<b>0.768</b>	.400	.456	Valid
PK_12	0.462	<b>.696</b>	.398	0.503	Valid
MK_1	.403	0.389	<b>0.593</b>	0.425	Valid
MK_2	.372	0.411	<b>.626</b>	0.424	Valid
MK_3	0.517	.498	<b>.757</b>	0.599	Valid
MK_4	0.584	.661	<b>0.826</b>	.686	Valid
Indicator	Characteristics	Knowledge	Motivation	Entrepreneurial Interest	Information
MK_5	0.319	0.218	<b>0.660</b>	.477	Valid
MK_6	0.412	0.412	<b>0.717</b>	0.535	Valid
MK_7	0.545	0.606	<b>0.799</b>	.647	Valid
MK_8	0.558	0.636	<b>0.787</b>	0.622	Valid
MK_9	.323	0.313	<b>0.540</b>	.479	Valid
MK_10	.368	.385	<b>0.594</b>	0.485	Valid
MK_11	0.390	.447	<b>0.637</b>	.487	Valid
MB_1	0.430	0.212	.284	<b>0.510</b>	Valid
MB_3	0.416	.394	0.432	<b>0.523</b>	Valid
MB_4	0.600	.459	0.644	<b>0.760</b>	Valid
MB_5	0.435	.346	0.514	<b>0.597</b>	Valid
MB_6	.408	0.411	0.642	<b>0.644</b>	Valid
MB_7	0.599	0.588	.684	<b>0.790</b>	Valid

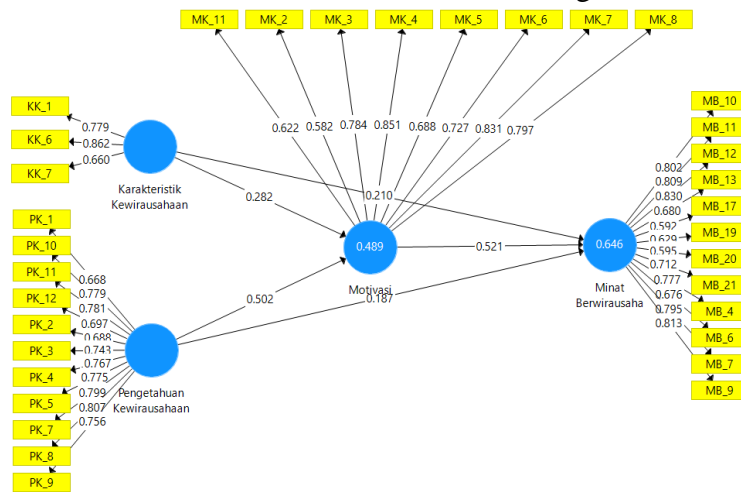
MB_8	0.225	.229	.243	<b>0.416</b>	Valid
MB_9	0.510	0.503	0.615	<b>0.798</b>	Valid
MB_10	0.556	0.566	0.607	<b>.779</b>	Valid
MB_11	0.510	0.508	0.583	<b>0.783</b>	Valid
MB_12	0.604	.653	.661	<b>0.789</b>	Valid
MB_13	.458	.486	0.579	<b>.681</b>	Valid
MB_14	0.254	.298	.291	<b>0.304</b>	Valid
MB_16	-0.02,	0.078	-0,016.	<b>0.170</b>	Valid
MB_17	.368	.328	0.425	<b>.627</b>	Valid
MB_18	.138	0.064	0.055	<b>.173</b>	Valid
MB_19	0.450	.387	0.433	<b>0.644</b>	Valid
MB_20	.396	0.255	0.370	<b>0.632</b>	Valid
MB_21	0.413	0.325	0.434	<b>0.716</b>	Valid

Based on the results of discriminatory validity testing after the modification model as shown in table 7 above, shows that the indicator has a cross loading value to the construct is greater than the value of the cross loading to the construct so it is valid. It can be denied that the constructs, knowledge, motivation, and interests of entrepreneurship have good discriminatory validity.

**Evaluation of the Structural Model (Inner Model) or Hypothesis Test**

**1. Evaluate the Path Coefficient Value**

In evaluating the path coefficient, based on the results of calculations using SmartPLS version 3.2.8 bootstrap, the path coefficient results obtained illustrate the strength of the relationship between constructs / variables such as i shown in Figure 7 as follows:



**Figure 7 Results of Bootstrapping Measurement Model Calculations**

The results in Figure 7 structural equation from this study are formulated as follows:

T table value (df2 = 95-4) alpha 0.05 = 1.98

Motivation (Y1) = 0.282 (X1) + 0.502 (X2)

Entrepreneurial Interest (Y2) = 0.210 (X1) + 0.187 (X2) + 0.521 (Y1)

### Evaluating the R<sup>2</sup> Value

To determine the value of R<sup>2</sup> based on calculations using *the calculate SmartPLS 3.0* showed the value of R<sup>2</sup> is 0.489 and 0.646 for motivation variable to variable interest in entrepreneurship. The value of R<sup>2</sup> indicates that the level of determination of exogenous variables (characteristics and entrepreneurial knowledge) against endogenous (motivation and interest in entrepreneurship) is quite high. The effect of simultaneous variable characteristics and knowledge of the motivation (Y1) can be done by calculating the arithmetic f / f statistic as follows.

$$\begin{aligned}
 \text{a. } R^2 &= 0,489 \text{ (Y1)} \\
 \text{F count} &= \frac{\frac{R^2}{(k-1)}}{1-R^2/(n-k)} \\
 \text{F count} &= \frac{\frac{0,489}{(4-1)}}{1-0,489/(95-4)} \\
 \text{F count} &= \frac{0,16}{0,0056} \\
 \text{F count} &= 29.03
 \end{aligned}$$

The simultaneous effect of characteristic variables, entrepreneurial knowledge and motivation on Entrepreneurial Interest (Y2) can be done by calculating f arithmetic / f statistics using the following formula.

$$\begin{aligned}
 \text{b. } R^2 &= 0,646 \text{ (Y2)} \\
 \text{F hitung} &= \frac{\frac{R^2}{(k-1)}}{1-R^2/(n-k)} \\
 \text{F hitung} &= \frac{\frac{0,646}{(4-1)}}{1-0,646/(95-4)} \\
 \text{F hitung} &= \frac{0,22}{0,0039} \\
 \text{F hitung} &= 55.35
 \end{aligned}$$

Significant test results were simultaneously used to test hypotheses 5 and 7 in this study. F count in this study is 29.03 and 55, 35 F table at (DF1 = 4 - 1 DF2 = 95 - 4 ) alpha 0:05 namely 2 , 7 0 . This means that f count > f Table ( 2 , 70 ) , then H5 and H7 are accepted and Ho is rejected .

### Measuring Effect Size F<sup>2</sup>

Objective measurement of effect size f<sup>2</sup> to see the size of the latent variable exogenous influence on endogenous latent variables or to see the goodness of the model. The results of calculating the effect size (f square) value with *SmartPLS 3.0* are shown in Table 8

**Table 8. F square values**

	Characteristics	Knowledge	Motivation	Entrepreneurial Interest
Characteristics			.107	0.077
Knowledge			<b>0.340</b>	0.051
Motivation				<b>.391</b>
Entrepreneurial Interest				

### Validating the Overall Structural Model with the *Goodness of Fit Index (GoF)*

The purpose of testing the *Goodness of Fit Index (GoF)* is to validate the combined performance of the measurement model (*outer model*) and structural model (*inner model*) obtained through calculations as follows:

$$\text{Gof} = \sqrt{\text{AVE} \times R^2}$$

$$\text{Gof} = \sqrt{0,561 \times 0,568}$$

$$\text{Gof} = \sqrt{0,319}$$

$$\text{Gof} = 0,5643$$

Keterangan:

$$\text{AVE} = (0,595 + 0,566 + 0,549 + 0,534) / 4 = 2,244 / 4 = 0,561$$

$$\text{R square} = (0,489 + 0,646) / 2 = 1,135 / 2 = 0,568$$

The calculation result of the Goodness of Fit Index (GoF) shows the value of 0,5643. Based on these results it can be concluded that the combined performance of the measurement model (*outer model*) and the structural model (*inner model*) as a whole is good because the Goodness of Fit Index (GoF) value is more than 0,25 (moderate scale)

### Predictive Relevance Testing ( $Q^2$ )

The purpose of testing the predictive relevance ( $Q^2$ ) is to validate the model. The results of the  $Q^2$  calculation are as follows

$$Q^2 = 1 - (1 - R1^2) (1 - R2^2)$$

$$Q^2 = 1 - (1 - 0,489) (1 - 0,646)$$

$$Q^2 = 1 - (1 - 0,511) (1 - 0,354)$$

$$Q^2 = 1 - 0,180894$$

$$Q^2 = 0,819106$$

Based on the predictive relevance ( $Q^2$ ) calculation above, the value is 0.82. In this research model, endogenous latent variables have predictive relevance ( $Q^2$ ) values greater than 0 (zero) so that exogenous latent variables are suitable as explanatory variables that are able to predict their endogenous variables namely employee performance or in other words prove that this model is considered to have *good predictive relevance*.

### Results of the Effect of Independent Variables on Dependent Variables

Hypothesis testing about the influence of exogenous variables of entrepreneurial characteristics (X1), entrepreneurial knowledge (X2) on endogenous variables of motivation (Y1), either partially or simultaneously and also entrepreneurial characteristics (X1), entrepreneurial knowledge (X2) and motivation (Y1) on entrepreneurial interest (Y2) and also following related to the effect of the mediator or the effect of the mediator in this case motivation. The results of statistical calculations with the *SmartPLS 3.0* program are presented in Table 9 and Table 10 as follows.

**Table 9 . Partial Effect of Independent Variables on Dependent Variables**

	Original Samples (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O / STDEV)	P Values
Character of Entrepreneurship -> Entrepreneurial Interest	0.210	0.216	0.096	2,176	0.030
Entrepreneurship Knowledge -> Entrepreneurial Interest	.187	.188	0.077	2,418	0.016

Character of Entrepreneurship -> Motivation	.282	.279	.105	2,692	0.007
Entrepreneurship Knowledge -> Motivation	0.502	0.514	0.081	6,226	0,000
Motivation -> Entrepreneurial Interest	0.521	0.518	0.098	5,293	0,000

**Table 10. Effect of Independent Variables Simultaneously Against Dependent Variables**

	R Square	F Statistics	F Table	Alpha	Conclusion
(X1, X2) -> Y1	.489	29.03	2.7	0.05	Fcount> Ftable (H5 received)
(X1, X2, Y1) -> Y2	0.646	55.35	2.7	0.05	Fcount> Ftable (H7 received)

Based on the table above, it can be concluded that the character, knowledge and motivation of entrepreneurship partially and simultaneously significantly influence the interest in entrepreneurship at the Global Vocational School of Tangerang City. Entrepreneurship motivation significantly mediating factor characteristics and knowledge of entrepreneurship in the interest of air wirausahaan SMK Kota Tangerang Global Informatics .

#### 4.9 Correlation Analysis Between Dimensions

Correlation analysis between dimensions aims to measure the level of relationship between dimensions in variable X with dimensions in variables Y1 and Y2 and dimensions in variable Y1 with dimensions in variable Y2. This time the entrepreneurial characteristic variable consists of 4 dimensions, entrepreneurship knowledge variable consists of 3 dimensions, motivation variable consists of 4 dimensions and entrepreneurial interest variable consists of 7 dimensions

Correlation matrix between dimensions is intended to determine the dimensions of the independent variable (character and entrepreneurial knowledge) which has the highest correlation value with the dependent variable dimensions Y1 (motivation) and the dependent variable dimensions Y2 (entrepreneurial interest) and also to determine the dimensions of the dependent variable Y1 (motivation) which has the highest correlation value with the dependent variable dimension Y2 (entrepreneurial interest). The explanation is as shown in Table 11 and Table 12 as follows.

**Table 1 1. Correlation Matrix Results Between Dimensions of Characteristic Variables (X1) and Entrepreneurship Knowledge (X2) with Entrepreneurial Motivation (Y1)**

RELATIONSHIP		MOTIVATION (Y1)			
VARIABLES	DIMENSIONS	Mandiri	Responsible	Dare to take risks	Confidence
CHARACTERISTICS (X1)	<i>Achievement motivation</i>	0.269	.407	0.496	.368
	<i>Innovative</i>	<b>0.527</b>	.374	.484	.392
	<i>Risk_upload</i>	.487	.473	0.501	0.468
	<i>Autonomy</i>	0.428	0.350	.343	<b>.229</b>
KNOWLEDGE (X2)	<i>Actualize_ Attitude</i>	0.551	0.505	<b>.698</b>	0.499
	<i>Apply_ Soul_ Leadership</i>	0.464	0.500	.663	.458
	<i>Plans_Usaha_Makro_Small</i>	.372	<b>0.264</b>	0.466	0.414



**Table 1 2. Results of Correlation Matrix Between Dimensions of Variable Characteristics (X1) and Knowledge (X2) and Motivation (Y1) with Entrepreneurial Interest (Y2)**

RELATIONSHIP		BUSINESS INTEREST (Y2)						
VARIABLES	DIMENSIONS	Pride	Challeng e	Wish_Become_Bo s	Innovatio n	Leadershi p	Flexibilit y	The advantag e
CHARACTERISTIC S (X1)	<i>Achievement motivation</i>	.452	0.419	0.528	<b>0.550</b>	0.399	.226	0.432
	<i>Innovative</i>	.356	.498	0.421	0.449	.458	.207	0.395
	<i>Risk_upload</i>	.229	.477	0.236	.363	.442	<b>-0,320</b>	.277
	<i>Autonomy</i>	0.08 4	.139	.297	0.236	.165	0.126	0.121
KNOWLEDGE (X2)	<i>Actualizing Stance</i>	.328	0.528	0.514	0.573	0.630	.202	0.336
	<i>Apply Leadership</i>	.292	.447	0.502	<b>0.631</b>	0.464	<b>.153</b>	0.314
	<i>Plans Usaha Makro Sma l</i>	.372	0.294	0.503	0.548	.382	.292	.384
MOTIVATION (Y1)	<i>Mandiri</i>	0.21 4	0.624	0.546	.483	0.578	.143	0.410
	<i>Responsible</i>	0.29 5	<b>.684</b>	0.535	0.572	0.580	<b>.105</b>	.383
	<i>Dare to take risks</i>	.471	0.638	0.539	.661	0.599	.194	0.410
	<i>Confidence</i>	0.42 3	0.622	0.565	0.569	0.420	.293	.478

The results of testing Table 11 and Table 12 above can be concluded as follows.

1. In the variable characteristics of the variable motivation, correlation dimension of the most high is Keinovatifan the dimensions independently of 0.527. While the lowest correlation dimension on this variable is the dimension of autonomy to the dimension of self-confidence, which is equal to 0,229.
2. On the variable knowledge of the variables of motivation, correlation dimension of the most high is actualizing the attitude and behavior towards risk-taking dimension of 0.698. While the lowest correlation dimension on this variable is the dimension of planning a small macro business to the dimension of responsibility, which is equal to 0,264.
3. In the variable characteristics of the variable interest in entrepreneurship, the correlation dimension of the most high is the dimension of the dimensions of achievement motivation on innovation amounted to 0,550. While the lowest correlation dimension on this variable is the risk taking dimension to the flexibility dimension, which is - 0,320.
4. On the variable knowledge to variable interest in entrepreneurship, the correlation dimension of the most high is the dimension of leadership apply to the leadership dimension of 0.631. While the lowest correlation dimension on this variable is the dimension of applying leadership to the dimension of flexibility, which is equal to 0,153.
5. At the motivation variable to variable interest in entrepreneurship, the correlation dimension of the most high is the dimension of responsibility to the dimensions of a personal challenge at 0.684. While the lowest correlation dimension on this variable is the dimension of responsibility towards the flexibility dimension, which is equal to 0,105.

## Discussion

The effect of each research variable when linked to the theory and the results of previous studies can be explained in the discussion of research results in detail as follows:

### 1. Hypothesis 1 - Effect of Entrepreneurial Characteristics Terhadap Interests Entrepreneurship

The research findings show that the characteristics of entrepreneurship have a significant positive effect on entrepreneurial interest. That is, the better the characteristics possessed by students, the more influence they have on entrepreneurial interest. The results of this study are reinforced by the theory that states that entrepreneurial interest is driven by personal factors that concern a person, including the potential for entrepreneurial characteristics possessed by someone (Buchari Alma, 2013: 9).

This is in line with all research results that have been reviewed with results that prove the existence of a relationship or influence on the interests of entrepreneurship. Therefore, the higher the entrepreneurial characteristics possessed by students, it can directly increase the interest in entrepreneurship.

### 2. Hypothesis 2 - The Effect of Entrepreneurship Knowledge on Entrepreneurial Interest

Research findings show that entrepreneurial knowledge has a significant positive effect on entrepreneurial interest. That is, the better the knowledge possessed by students, the more influence the interest in entrepreneurship has. The results of this study are strengthened by the theory that entrepreneurship knowledge is all information or various symptoms encountered and known by humans through the five senses and their reasoning about an effort to build a value with ability, courage, determination and creativity and dare to take risks in the opportunity to succeed to open a business in various opportunities by knowing what are the factors that become success to success.

This is in line with the results of studies that have been reviewed such as the results of Vijeyan Samydevan's research, Shishi Kumum Piaralal, Abd Kadir Othman, Zahir Osman (2015), explained that entrepreneurial knowledge variables significantly influence entrepreneurial interest and the results of Erbu Dogan's research (2015) also explain that positive relationships which is significant between entrepreneurship education and entrepreneurial interest, and plays an important role in increasing entrepreneurial interest.

### 3. Hypothesis 3 - Effect of Entrepreneurship Characteristics on Entrepreneurial Motivation

The findings of this study indicate that entrepreneurial characteristics significantly influence motivation. That is, the higher the characteristics possessed by students, the higher the entrepreneurial motivation they have.

This is in line with the research that has been reviewed, the results of the study (Phutry Lellyzzia, 2018) explain that entrepreneurial characteristics have a positive and significant effect on entrepreneurial motivation, high characteristics of a person will provide motivation from within to entrepreneurship.

### 4. Hypothesis 4 - The Effect of Entrepreneurial Knowledge on Entrepreneurial Motivation

The findings of this study indicate that entrepreneurial knowledge has a significant effect on student entrepreneurship motivation. That is, the higher the knowledge possessed by students in entrepreneurship, the higher the motivation of entrepreneurship in their possession. Entrepreneurship is a knowledge that can be learned and taught, not just limited to scientific talent and experience, learning that has been held will increase a person to start entrepreneurship, and motivate someone to become an entrepreneur (Fa'izatul Masruroh, 2017).

This is in line with the results of the research. The results of the study (Tri Cahyani Pangesti Leres, 2018) explain that entrepreneurial knowledge has a significant positive effect on entrepreneurial motivation and research (Phutry Lellyzzia, 2018) explains that entrepreneurial knowledge has a significant positive effect on entrepreneurial motivation. Therefore, the higher the entrepreneurial knowledge received by students, it can directly increase entrepreneurship motivation

5. Hypothesis 5 - Effect of Entrepreneurship Characteristics and Knowledge on Motivation  
Entrepreneurship

The research findings show that hypothesis 5 is proven which states that entrepreneurial characteristics and knowledge variables have a positive and significant effect on vocational student entrepreneurship motivation. It can be concluded that the characteristics of entrepreneurship together with entrepreneurial knowledge affect student entrepreneurship motivation.

6. Hypothesis 6 - The Effect of Entrepreneurial Motivation on Entrepreneurial Interest

The findings in this study explain that entrepreneurship motivation has a significant positive effect on student entrepreneurial interest. This means that the higher the motivation of students, the more significant the interest in entrepreneurship will have. An entrepreneur must have a strong motivation so that he has a high entrepreneurial desire, with the motivation of an entrepreneur will have a stronger desire to achieve his goals, as stated by Howe (in Djaali, 2013: 104).

Motivation has an important role to encourage students to do entrepreneurship in the future. This is in line with the results of research conducted by (Agus Kurniawan, Muhammad Khafid, Amin Pujiati, 2016) explaining that motivation influences interest in entrepreneurship directly.

7. Hypothesis 7 - Effect of Characteristics, Knowledge and Entrepreneurial Motivation on Interest  
Entrepreneurship

The findings of this study indicate hypothesis 7 which states that the variable characteristics, knowledge and motivation of entrepreneurship have a positive and significant influence on student entrepreneurial interest. Thus, it can be concluded that the characteristics together with entrepreneurial knowledge and motivation affect student entrepreneurial interest.

8. Hypothesis 8 - The Effect of Motivation Mediates the Characteristics and Knowledge of Self- Organization Towards Entrepreneurial Interest

The research findings show that the motivational variables significantly mediate entrepreneurial characteristics and entrepreneurial knowledge of entrepreneurial interest. This is proven by calculating the VAF value that the entrepreneurial characteristic variable has a partial effect of mediation on the motivational variable on entrepreneurial interest (VAF value = 41.29 percent, which ranges from 20% - 80%) while the entrepreneurial knowledge variable also has a partial effect of mediation on the motivation variable towards entrepreneurial interest (VAF value = 58.35 percent, which ranges between 20% - 80%). This is consistent

with conditions in the field where students who have high entrepreneurial motivation tend to have high entrepreneurial interests, compared to other students.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research and discussion in previous chapters, some conclusions and recommendations can be drawn.

### Conclusion

From the previous analysis and discussion, it can be concluded:

1. Variable characteristics of entrepreneurship have a significant positive effect on student entrepreneurial interest.
2. Variable characteristics of entrepreneurship have a significant positive effect on student entrepreneurial interest.
3. Variable characteristics of entrepreneurship have a significant positive effect on student entrepreneurship motivation.
4. The variable entrepreneurship knowledge has a significant positive effect on student entrepreneurship motivation.
5. Variable characteristics and entrepreneurial knowledge have a significant positive effect simultaneously on student entrepreneurship motivation.
6. Entrepreneur motivation variable as a mediating variable in this study has a significant positive effect on student entrepreneurial interest.
7. Variable characteristics, knowledge and entrepreneurial motivation have a significant positive effect simultaneously on student entrepreneurial interest.
8. Entrepreneur motivation variables significantly mediate the entrepreneurial characteristics and knowledge variables of student entrepreneurial interest.

### Suggestions

Based on the results of the analysis of the discussion and some conclusions above, the suggestions that can be given to supplement the results of this study include the following:

#### 1. For Schools

It is suggested that schools give more serious attention to the dimensions that have the highest correlation, because it will have a large positive impact on increasing entrepreneurial interest, because it functions as a leverage or as a lever variable, looking at the value of analysis of correlations between dimensions between characteristics and entrepreneurial knowledge of entrepreneurial interest which shows the highest number is the dimension of applying leadership to the innovation dimension of 0.631, and the dimension of actualizing attitudes towards the risk-taking dimension of 0.698, so schools need to do several things as follows:

- a. There is a need for entrepreneurship lessons in vocational schools which include learning to manage entrepreneurship, both in terms of finance, marketing, operations and human resources, thereby increasing students' knowledge of entrepreneurship.
- b. The addition of entrepreneurial extracurricular is also needed to form the leadership spirit of each student so that with the leadership spirit will foster student motivation in entrepreneurship.

- c. Need a routine program about entrepreneurship at least an annual program that involves all students whose aim is to guide students in conducting small entrepreneurs so as to make students motivated to open their businesses in the future.

## 2. For Further Research

The expectation of the personal writer is to further explore the variables related to the interests of entrepreneurship. The importance of the effect of entrepreneurial motivation as a mediator on entrepreneurial interests found in this study opens up the possibility of other influences that can directly influence entrepreneurial interest, such as external factors in student relationships.

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