



JOURNAL

**THE EFFECT OF WORKSHOP AND ENTREPRENEURSHIP LEARNING, AND
ECONOMIC LITERACY ON ENTREPRENEURIAL INTENTION WITH SELF-EFFICACY
AS A MEDIATING VARIABLE IN SMAN STUDENTS IN CIRACAS**

Fadhilah Alwan

fadhilahalwan@gmail.com

Faculty of Economics and Business, Jakarta State University, Indonesia

Aditya Pratama, S.Pd.,M.Pd.

Faculty of Economics and Business, Jakarta State University, Indonesia

Dr. Suparno, S.Pd.,M.Pd.

Faculty of Economics and Business, Jakarta State University, Indonesia

Abstract:

This study aims to analyze the influence of Craft and Entrepreneurship learning variables and economic literacy on entrepreneurial intentions, with self-efficacy as a mediating variable in high school students in Ciracas, East Jakarta. The background of this study is based on the low entrepreneurial intentions of students based on the results of a pre-survey, as well as the high unemployment rate of high school/vocational high school graduates. This study uses a quantitative approach with a survey method by distributing questionnaires to eleventh-grade students from three schools, namely SMAN 99, SMAN 58, and SMAN 105 Jakarta. Data were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method. The results show that Craft and Entrepreneurship learning and economic literacy have a positive effect on self-efficacy and entrepreneurial intentions. Self-efficacy is also proven to be a significant partial mediating variable in the relationship between the two independent variables and entrepreneurial intentions. This study recommends the importance of strengthening entrepreneurship education and increasing economic literacy in schools to build self-confidence and an entrepreneurial spirit from an early age in students.

Keywords : craft and entrepreneurship learning, economic literacy, self-efficacy, entrepreneurial intention, high school students

BACKGROUND

Entrepreneurship remains a crucial activity in the economic system, proven and widely recognized by academics and policymakers (Hassan, 2020) . These activities significantly impact a country's economy, such as innovating production methods, generating profitable businesses, and opening new job opportunities, which can help reduce unemployment (Parman et al., 2024).

One of the problems that continues to be a concern and is being addressed by the government is unemployment (Lima et al., 2021) . Unemployment remains a topic of research focus, as it remains unresolved (Szabó-Szentgróti et al., 2021) . According to Statistics Indonesia (BPS), Indonesia's population will reach 282,477,584 in 2024, an increase from 1,606,562 in the previous year. However, Indonesia's employment opportunities are insufficient to accommodate the entire workforce. Indonesia has the highest unemployment rate in ASEAN, at 5.34%. Looking more closely at unemployment figures based on the highest level of education completed, vocational high schools contribute the most (Katalinga & Artadita, 2024) .Therefore, the ratio of the Indonesian workforce to the number of available jobs is disproportionate, leaving many unemployed (Djazuli, 2021) .

Based on the results of the pre-research that has been conducted, it is known that the level of entrepreneurial intention in grade 11 students of SMAN 99 Jakarta, SMAN 58 Jakarta, and SMAN 105



Jakarta as research subjects is still relatively low, which is indicated by their minimal interest, readiness, and planning to start their own business, thus indicating the need to strengthen supporting factors such as entrepreneurship learning, economic literacy, and self-efficacy in order to foster an entrepreneurial spirit from an early age.

Entrepreneurship Education in Senior High Schools (SMA) also plays an important role in increasing the desire to become entrepreneurs for its students, and also in several studies show that students have better opportunities in the field of entrepreneurship and have better prospects for business development, and student entrepreneurship has become one of the drivers of a country's economic development (Access, 2024) . And in the Independent Curriculum in Senior High Schools the government has launched Crafts and Entrepreneurship subjects to build positive career concepts and professional ideals, improve their comprehensive quality and practical abilities, develop creative thinking, and encourage students to actively participate in social competitions (Shofwan et al., 2023) .

THEORETICAL FRAMEWORK

In the supporting theory used today, the main theory is the Theory of Planned Behavior (TPB) discovered by Isaac Ijzen in 1985. Becoming an entrepreneur is a planned behavior, not a spontaneous decision. The TPB is used to explore factors that can influence intention and to predict intention, which makes it a useful tool in research. This theory offers a critical and appropriate framework to explain individual planned behavior and thus allows researchers to predict entrepreneurial intentions by considering individual and social factors simultaneously. The TPB contains three variables that influence entrepreneurial intentions, namely:

1. Perceived behavioral control, namely individuals who evaluate the behavior to be carried out according to the ease of implementation)
2. Attitudes towards entrepreneurship (personal beliefs about certain behaviors or actions, such as entrepreneurial spirit)
3. Subjective norms (individuals' views about what people around them or influential people, for example, parents, friends, or coworkers, think about a particular behavior (starting a business venture).

These variables were found to directly predict the entrepreneurial intentions of entrepreneurs, since the introduction of TPB by Ajzen behavioral control has been at its core entrepreneurial attitudes and behavioral control both change entrepreneurial intentions "from within", while subjective norms involve the analysis of the reasons that cause entrepreneurial intentions to change according to an entrepreneur's external environment.

When these variables are met, an entrepreneur's entrepreneurial intentions grow stronger, and they are more likely to actually start a business. As entrepreneurs' attitudes toward entrepreneurship change over time, their entrepreneurial intentions also change. Therefore, higher education can facilitate these changes through training or experiences, which may enhance students' self-efficacy and perceived effectiveness and feasibility of entrepreneurship (Su et al., 2021).

The Theory of Planned Behavior (TPB) is used to explain how various factors such as learning, literacy, and self-efficacy can influence entrepreneurial intentions, where craft learning and entrepreneurship function as external factors that impact attitudes, subjective norms, and behavioral control, and self-efficacy strengthens the relationship between craft learning and entrepreneurship or economic literacy by providing students with greater confidence that they are capable of starting a business.

METHOD

This study uses a quantitative approach with the aim of determining the influence of Craft and Entrepreneurship learning and economic literacy on the entrepreneurial intentions of state high school students in Ciracas, with self-efficacy as a variable mediating the relationship.



The variables in this study are the independent variables, namely the Craft and Entrepreneurship learning variables, and also the economic literacy variable, and for the dependent variable there is the entrepreneurial intention variable, and finally there is the mediating variable, namely the self-efficacy variable. These two independent variables, namely Craft and Entrepreneurship learning, and economic literacy and also the self-efficacy variable as mediating variables are taken because they are suspected to be able to influence or cause changes in the entrepreneurial intention variable as the dependent variable.

This research uses a descriptive method, according to Sukmadinata (2017) that descriptive research is a study that has the aim of explaining events that occur, whether they occur naturally or unnaturally. This research covers several aspects such as activities or actions, characteristics or behaviors, changes, relationships, similarities, and differences in the phenomenon.

The researcher tried to describe the object or research variable on SMAN students in Ciracas including SMAN 99 Jakarta, SMAN 58 Jakarta, and SMAN 105 Jakarta, where the independent variables in this study are the craft and entrepreneurship learning variables, and the economic literacy variable, the mediating variable is the self-efficacy variable, and the last is the dependent variable, namely the dependent variable, namely the entrepreneurial intention variable

RESULT

A. Descriptive Analysis Test

Descriptive Analysis Test Results, a comprehensive statistical overview is presented for the four main variables of this study: Craft and Entrepreneurship Learning, Economic Literacy, Self-Efficacy, and Entrepreneurial Intention. This descriptive analysis serves to provide an initial understanding of the data characteristics and score distribution for each variable before conducting further inferential analysis.

	Craft and Entrepreneurship Learning	Economic Literacy	Self-Efficacy	Entrepreneurial Intention
N	Valid 266	266	266	266
	Missing 0	0	0	0
Mean	17.3383	22.0075	19.2970	24.8308
Standard Error of Mean	.39685	.52029	.38266	.58510
Median	16,0000	25,0000	21,0000	28,5000
Mode	11.00	12.00	13.00	14.00
Standard Deviation	6.47245	8.48572	6.24093	9.54263
Variance	41,893	72,007	38,949	91,062
Range	22.00	24.00	21.00	27.00
Minimum	8.00	11.00	9.00	13.00
Maximum	30.00	35.00	30.00	40.00
Sum	4612.00	5854.00	5133.00	6605.00

B. SEM ANALYSIS

1. Outer Model

a. Convergent Validity

	Average Variance Extracted (AVE)
Self-Efficacy	0.726
Entrepreneurial Intention	0.783
Economic Literacy	0.786
Craft and Entrepreneurship Learning	0.759



The level of convergent validity shown in the average variance extracted (AVE) value on the Self-Efficacy variable has a value of 0.726 where the value is >0.50 and meets the requirements of good convergent validity, then on the Entrepreneurial Intention variable has a value of 0.783 where the value is also >0.50 and meets the requirements of good convergent validity, then on the Economic Literacy variable has a value of 0.786 where the value is also >0.50 and also meets the requirements of good convergent validity, and finally the Craft and Entrepreneurship Learning variable has a value of 0.759 where the value is also >0.50 and meets the requirements of good convergent validity.

b. Discriminant Validity

	Self-Efficacy	Entrepreneurial Intention	Economic Literacy	Craft and Entrepreneurship Learning
Self-Efficacy				
Entrepreneurial Intention	0.081			
Economic Literacy	0.282	0.805		
Craft and Entrepreneurship Learning	0.066	0.652	0.620	

Hair et al (2019) suggested the use of HTMT because this measure of discriminant validity is considered more sensitive and precise in identifying discriminant validity, the recommended value is. HTMT value ≤ 0.90 (Gold Standard).

c. Composite Reliability

	Cronbach's Alpha	Composite Reliability
Self-Efficacy	0.925	0.941
Entrepreneurial Intention	0.960	0.966
Economic Literacy	0.961	0.967
Craft and Entrepreneurship Learning	0.936	0.950

The Self-Efficacy variable has a Cronbach's Alpha value of 0.925 and Composite Reliability of 0.941, this value is greater than 0.70, so it can be accepted and is considered reliable and meets the consistency criteria. Furthermore, the Entrepreneurial Intention variable has a Cronbach's Alpha value of 0.960 and Composite Reliability of 0.966, this value is also greater than 0.70 so the value can be accepted and declared reliable or inconsistency is met, next is the Economic Literacy variable gets a Cronbach's Alpha value of 0.961 and Composite Reliability of 0.967 where the value is > 0.70 so the value can be accepted and declared reliable or inconsistency is met, and for the last variable, namely the Craft and Entrepreneurship Learning variable has a Cronbach's Alpha value of 0.936 and Composite Reliability of 0.950 where the value can be accepted and declared reliable or inconsistency is met.



2. Inner Model

a. *F square*

	Self-Efficacy	Entrepreneurial Intention	Economic Literacy	Craft and Entrepreneurship Learning
Self-Efficacy		0.061		
Entrepreneurial Intention				
Economic Literacy	0.093	0.812		
Craft and Entrepreneurship Learning	0.017	0.98		

Based on the results of *the effect size calculation* (or *f square*, it is known that Economic Literacy has a large influence on Entrepreneurial Intention (*f square* = 0.812). Meanwhile, the influence of Self-Efficacy on Entrepreneurial Intention (*f square* = 0.061) and the influence of Economic Literacy on Self-Efficacy (*f square* = 0.093) are included in the small category. The influence of Craft and Entrepreneurship Learning on Self-Efficacy (*f square* = 0.017) is below the minimum threshold of 0.02 so it is considered not substantive, while on Entrepreneurial Intention (*f square* = 0.098) it is included in the small influence.

b. *R Square*

	R-square	R-square adjusted
Self-Efficacy	0.088	0.082
Entrepreneurial Intention	0.660	0.656

The adjusted R-square value is used to evaluate how well the independent constructs explain the dependent variable, taking into account the number of constructs in the model. For the Self-Efficacy variable, the adjusted R-square value of 0.082 indicates that only 8.2% of the variance can be explained by the Craft and Entrepreneurship Learning and Economic Literacy constructs, which means the model explanation is very weak.

In contrast, for the Entrepreneurial Intention variable, the adjusted R-square value of 0.656 indicates that approximately 65.6% of the variation in entrepreneurial intention can be explained by Self-Efficacy, Economic Literacy, and Craft and Entrepreneurship Learning. This value is included in the moderate category, thus it can be concluded that the structural model has quite good explanatory power for entrepreneurial intention.



c. *VIF (Variance Inflation Factor) Test*

	VIF
PPK.1	4,521
PPK.2	3,446
PPK.3	3,702
PPK.4	3,794
PPK.5	4,579
PPK.6	3,416
LE.1	3,527
LE.2	3,398
LE.3	4,147
LE.4	3,303
LE.5	4,178
LE.6	3,773
LE.7	3,669
LE.8	4,190
IB.1	4,886
IB.2	3,811
IB.3	3,546
IB.4	3,939
IB.5	3,683
IB.6	3,303
IB.7	4,077
IB.8	3,426
ED.1	2,738
ED.2	2,333
ED.3	3,212
ED.4	2,577
ED.5	4,218
ED.6	2,769

Multicollinearity testing can be performed by examining the Variance Inflation Factor (VIF) values for each construct indicator. Based on the calculation results, all indicators have VIF values between 2,333 and 4,886. Referring to Hair et al.'s (2019) criteria, a VIF value below 5 indicates that there are no serious multicollinearity issues in the model. Therefore, each indicator can still be used because its contribution is considered unique in explaining its respective construct.

d. *SRMR (Standardized Root Mean Square Residual)*

Estimated model	
SRMR	0.052

Based on the results of the structural model test, the SRMR value obtained was 0.052, which is lower than the maximum limit value of 0.08. This means that the model created has a good level of suitability, so that the relationship between constructs in the model can be accepted statistically.



e. *Direct Effect*

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Self-Efficacy -> Entrepreneurial Intention	-0.151	-0.150	0.028	5,414	0.000
Economic Literacy -> Self- Efficacy	0.361	0.370	0.068	5,278	0.000
Economic Literacy -> Entrepreneurial Intention	0.680	0.679	0.056	12,104	0.000
Craft and Entrepreneurship Learning -> Self- Efficacy	-0.155	-0.160	0.075	2,055	0.040
Craft and Entrepreneurship Learning -> Entrepreneurial Intention	0.227	0.229	0.054	4,231	0.000

1. The first hypothesis (H1) was accepted, namely that there is a significant influence of self-efficacy on entrepreneurial intention with a path coefficient of -0.151 and a p-value of 0.000 < 0.05. Any change in self-efficacy will reduce the intensity of entrepreneurship in students.
2. The second hypothesis (H2) was accepted, namely that there is a significant influence of economic literacy on self-efficacy with a path coefficient of 0.361 and a p-value of 0.000 < 0.05. Any change in economic literacy will increase students' self-efficacy.
3. The third hypothesis (H3) was accepted, namely that there is a significant influence between economic literacy and entrepreneurial intention with a path coefficient of 0.680 and a p-value of 0.000 < 0.05. Any change in economic literacy will increase students' entrepreneurial intention.
4. The fourth hypothesis (H4) was accepted, namely that there is a significant influence between craft and entrepreneurship learning on self-efficacy with a path coefficient of -0.155 and a p-value of 0.040 < 0.05. Any changes in craft and entrepreneurship learning will reduce students' self-efficacy.
5. The fifth hypothesis (H5) was accepted, namely that there is a significant influence between craft and entrepreneurship learning on entrepreneurial intentions with a path



coefficient of 0.227 and a p-value of 0.000 <0.05. Any changes in craft and entrepreneurship learning will increase entrepreneurial intentions in students.

f. Specific Indirect Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Economic Literacy -> Self- Efficacy -> Entrepreneurial Intention	-0.055	-0.055	0.014	4,034	0.000
Craft and Entrepreneurship Learning -> Self- Efficacy -> Entrepreneurial Intention	0.023	0.024	0.012	1,977	0.048

1. The sixth hypothesis (H6) is accepted, namely that self-efficacy significantly plays a role as a mediating variable, namely mediating the indirect influence between craft and entrepreneurship learning and entrepreneurial intentions with a mediation path coefficient (0.023) and p-value (0.048 <0.05).
2. The seventh hypothesis (H7) is accepted where self-efficacy significantly plays a role as a mediating variable, namely mediating the indirect influence between economic literacy and entrepreneurial intention with a mediation path coefficient (-0.055) and p-value (0.000 <0.05).

DISCUSSION

1. The Influence of Craft and Entrepreneurship Learning on Entrepreneurial Intentions

Based on the results of the path coefficient and p-value tests on the direct effect, the path coefficient value is 0.227 with a p-value of 0.000. Because the p-value is smaller than 0.05 (0.000 <0.05), it can be concluded that craft and entrepreneurship learning has a positive and significant effect on entrepreneurial intentions, so the first hypothesis (H1) is accepted. These results indicate that if the influence of craft and entrepreneurship learning increases by 1%, then entrepreneurial intentions will increase by 22.7 %.

2. The Influence of Craft and Entrepreneurship Learning on Self-Efficacy

The results show that the path coefficient has a value of -0.155 with a p-value of 0.040. Because the p-value is smaller than 0.05 (0.040 < 0.05), it can be concluded that craft and entrepreneurship learning has a negative and significant influence on self-efficacy. Therefore, the second hypothesis (H2) is accepted. These results indicate that if there is an increase in craft and entrepreneurship learning by 1%, then student self-efficacy will decrease by 15.5%.

3. The Influence of Economic Literacy on Entrepreneurial Intentions

The results show a path coefficient of 0.680 with a p-value of 0.000. Since the p-value is less



than 0.05 ($0.000 < 0.05$), it can be concluded that economic literacy has a positive and significant influence on entrepreneurial intention. Thus, the third hypothesis (H3) is accepted. This means that if economic literacy increases by 1%, students' entrepreneurial intention will increase by 68%.

4. The Influence of Economic Literacy on Self-Efficacy

The results show that the path coefficient has a value of 0.361 and a p-value of 0.000. Because the p-value is smaller than 0.05 ($0.000 < 0.05$), it can be concluded that economic literacy has a positive and significant influence on self-efficacy, so the fourth hypothesis (H4) is accepted. This means that if economic literacy increases by 1%, students' self-efficacy will increase by 36.1%.

5. The Influence of Self-Efficacy on Entrepreneurial Intention

The test results show that the path coefficient value between self-efficacy and entrepreneurial intention is -0.151 with a p-value of 0.000. Because the p-value is smaller than 0.05 ($0.000 < 0.05$), it can be concluded that self-efficacy has a negative and significant effect on entrepreneurial intention. Thus, the hypothesis is accepted. This means that every 1% increase in self-efficacy actually decreases students' entrepreneurial intention by 15.1%.

6. The Influence of Craft and Entrepreneurship Learning on Entrepreneurial Intention Through Self-Efficacy as a Mediating Variable

The results show that there is an indirect relationship between Craft and Entrepreneurship Learning on Entrepreneurial Intention through Self-Efficacy, with a path coefficient of 0.023 and a p-value of 0.048 which is smaller than 0.05. Based on these results, it can be concluded that there is a positive and significant indirect influence of Craft and Entrepreneurship Learning on Entrepreneurial Intention through Self-Efficacy as a mediating variable. Thus, the sixth hypothesis (H6) which tests the mediation effect can be accepted.

7. The Influence of Economic Literacy on Entrepreneurial Intention Through Self-Efficacy as a Self-Efficacy Variable

The results of the analysis show that Economic Literacy has a negative and significant indirect influence on Entrepreneurial Intention through Self-Efficacy as a mediating variable, with a path coefficient value of -0.055. And p-value 0.000 (< 0.05). This means that although Economic Literacy directly increases Self-Efficacy (path coefficient 0.361), because Self-Efficacy itself has a negative influence on Entrepreneurial Intention (path coefficient -0.151), the overall mediation effect is negative.

CONCLUSION

The analysis results show that economic literacy has the greatest influence on students' entrepreneurial intentions, meaning that the higher the level of economic literacy, the greater the students' drive to become entrepreneurs. Conversely, self-efficacy is the variable with the smallest and negative influence on entrepreneurial intentions, indicating that in the context of this study, high self-confidence does not always align with the intention to become an entrepreneur.

The results of the hypothesis testing which also answers the problem formulation are as follows:

1. Craft and entrepreneurship learning has a positive and significant impact on entrepreneurial intentions. This means that learning experiences in PPK subjects can encourage students to develop the intention to become entrepreneurs.



2. Economic literacy has a positive and significant impact on entrepreneurial intentions. A sound understanding of economics encourages students to be more prepared to take risks and capitalize on business opportunities.
3. Craft and entrepreneurship learning had a significant negative effect on self-efficacy. This indicates that the learning approach applied was not optimal in increasing students' confidence in entrepreneurship.
4. Economic literacy has a significant positive effect on self-efficacy. Students who understand economic concepts tend to have greater self-confidence in planning and running a business.
5. efficacy has a significant negative effect on entrepreneurial intentions. In this context, students who are confident are more likely to choose other career paths than entrepreneurship.
6. Self-efficacy partially and positively mediates the effect of craft and entrepreneurship learning on entrepreneurial intentions. This mediation indicates that PPK learning can increase entrepreneurial intentions through increased self-efficacy, although the effect is relatively small.
7. Self-efficacy partially and negatively mediates the effect of economic literacy on entrepreneurial intention. This reflects a paradoxical effect, where economic literacy increases self-efficacy, but high self-efficacy actually decreases students' intention to become entrepreneurs.

This conclusion confirms that PPK learning and economic literacy are important factors in shaping students' entrepreneurial intentions. However, a more effective approach is needed to foster positive self-efficacy so that it can act as a reinforcement of entrepreneurial intentions, rather than the opposite. These findings provide a basis for developing an entrepreneurship curriculum that is not only informative but also psychologically transformative for students.



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