



Analysis of Factors Influencing Entrepreneurial Behavior of National High School Students in The City of Semarang

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Abstract. The purpose of this study was to analyze the factors that influence student entrepreneurial behavior in high school in Semarang City, using variables of entrepreneurial intention, perceptions of entrepreneurship learning, interest, peers and parental support. This quantitative research was conducted in 4 high schools in Semarang City with a population of 1,138 and a sample of 296. Data were collected by questionnaire and analyzed by multiple linear regression. The results showed that: (1) entrepreneurial intention has a positive and significant effect on student entrepreneurial behavior, (2) perception of entrepreneurship learning (KWU) has a positive and significant effect on student entrepreneurial behavior, (3) entrepreneurial interest has a positive and significant effect on student entrepreneurial behavior, (4) peers on student entrepreneurial behavior, (5) parental support has no effect on student entrepreneurial behavior.

Keywords: Entrepreneurial Behavior, Entrepreneurial Intention, Interest, Peers, Parental Support, Entrepreneurship Learning

1 Introduction

One of the highest contributors to unemployment in Indonesia in 2022 There are 8.5 million high school graduates (1). It turns out that many high school graduates who were supposed to continue to higher education did not continue. For various reasons they prefer to look for work rather than become entrepreneurs. Even though they have been provided with entrepreneurship education while at school. As a result, many high school graduates become unemployed. Even though entrepreneurship is still wide open and plays an important role in economic growth by creating new jobs (2-8).

Government Keep going push generation young for become businessman in accordance with Regulation President (Perpres) 68 of 2022 concerning Revitalization of Vocational Education and Training Vocational. Generation young pushed for own choice For Become a business visionary new unique, imaginative, and wild as well role in

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reducing poverty. Many factors influence entrepreneurial behavior. Empirical evidence shows that entrepreneurship education has a positive effect on interest (9), intention (9-13) and entrepreneurial behavior (14, 15). Other findings show peers (16, 17), parental support (18-22), interest (23), and intention (24) influence on entrepreneurial behavior. Entrepreneurial interest is a fairly strong predictor of entrepreneurial behavior because interest is able to predict behavior by 10% (24), and intention is a strong predictor of behavior (24), up to 30% (25), so that interest and intention are used as standing predictors. Alone, to predict entrepreneurial behavior.

Besides that, Studies on predictors that influence entrepreneurial behavior are often inconsistent. Previous findings show that entrepreneurship education has a positive and significant effect on entrepreneurial behavior (14, 15), but the influence entrepreneurship education on entrepreneurial behavior at low levels (16). Other findings show that parental support is an important element in increasing entrepreneurial behavior (20-22), but parental involvement in entrepreneurial behavior is in the moderate category (16, 25). The inconsistency of findings is also that peers have a moderate influence on entrepreneurial behavior (16). Other researchers found that peers can provide great support for entrepreneurial behavior (17).

Remember role business in move economy a country, p This push enhancement income in exploratory research what drives someone, esp student school middle class, become a business visionary. By specifically, business business can be considered as method For lighten up problem finance and improve stability monetary in non-industrial countries. Therefore that, role students are very important in empowering development and improvement activity business business since early (26). Inspection This add text at the moment This with enter a number of factor like view to learning innovative, interested entrepreneurship, hope pioneering, friend peers, help from parents. When searching influencing factors behavior entrepreneurship students, variables This often used. Exam This trusted can added to educators at school connection with importance show abilities, especially in the field business

2 Method

2.1 Research type and design

This research design is quantitative. The variables in this research are student entrepreneurial behavior (Y), entrepreneurial intention (X1), perception of KWU learning (X2), entrepreneurial interest (X3), peers (X4) and parental support (X5). The implementation of this research began by conducting a literature study, namely analyzing problems from literature studies, finding problems that were urgent, interesting and had not been widely researched, so that the originality and novelty of the research were discovered. Next, a research method is prepared which includes the type and research design, location, population and sample, data collection techniques and data analysis techniques. Next, analyze the data to obtain research results.

Population in study This is N HIGH SCHOOL STUDENTS IN SEMARANG CITY. Average student class XI who have take eye P5KWU lessons in class made example in exam This. Overview technique is something type examination that took test from something population and use something survey (27). Review the resemble Google's

delivered structure directly by experts to respondents. From the Google shapes circulating, 296 respondents were collected finished summarized and stated worthy For taken care of. Temporary that , inspection different relapses used For dissect information For exploration This.

3 Research Hypothesis

The research hypothesis is as follows.

1. Entrepreneurial intention has a positive effect on the entrepreneurial behavior of N Se - Semarang City High School students
2. Perceptions of KWU learning have a positive influence on the entrepreneurial behavior of high school students in Semarang City
3. Entrepreneurial interest has a positive influence on the entrepreneurial behavior of high school students in the city of Semarang
4. Peers have a positive influence on the entrepreneurial behavior of high school students in Semarang City
5. Parental support has a positive effect on the entrepreneurial behavior of high school students in Semarang City

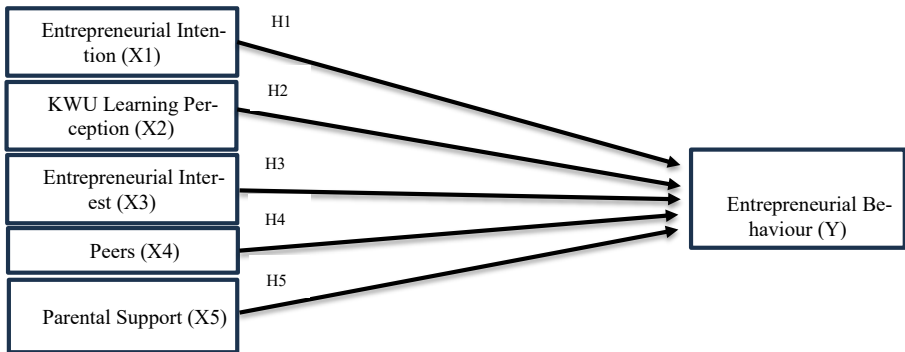


Figure 1 . Research Thinking Framework

4 Results and Analysis

To test and analyze the factors that influence entrepreneurial behavior in Semarang City N Senior High Schools, multiple linear regression analysis was used. However, previously the model was checked using the classical assumption test.

Table 1. Data Normality Test Results

Variable	Tolerance	VIF
Entrepreneurial Intention (X1)	,666	1,502
KWU Learning Perception (X2)	,589	1,699
Entrepreneurial Interest (X3)	,692	1,445
Peers (X4)	,532	1,878
Parental Support (X5)	,737	1,358

Based on Heteroscedasticity test with using mass testing glacial with see level interest from results long - lasting recurrence is valuable direct as variables attached to variables brand obtained mark significance variable intention . Businessman of 0.000, KWU Learning Perception of 0.000, Entrepreneurial Interest of 0.000, Peers of 0.000 and Parental Support of 0.002, smaller than 0.05, so it can be concluded that Heteroscedacity does not occur.

Table 2. Correlation analysis of dependent and independent variables

		Entrepreneurial intention (X1)	KWU Learning Perception (X2)	Entrepreneurial Interest (X3)	Peers (X4)	Parental Support (X5)	Entrepreneurial Behavior (Y)
Entrepreneurial intention (X1)	Pearson Correlation	1	,687 **	,725 **	,562 **	,649 **	,458 **
	Sig.(2-tailed)		,000	,000	,000	,000	,000
	N	296	296	296	296	296	296
KWU Learning Perception (X2)	Pearson Correlation	,687 **	1	,667 **	,581 **	,591 **	,538 **
	Sig.(2-tailed)	,000		,000	,000	,000	,000
	N	296	296	296	296	296	296
Entrepreneurial Interest (X3)	Pearson Correlation	,725 **	,667 **	1	,645 **	,656 **	,461 **
	Sig.(2-tailed)	,000	,000		,000	,000	,000
	N	296	296	296	296	296	296
Peers (X4)	Pearson Correlation	,562 **	,581 **	,645 **	1	,649 **	,499 **
	Sig.(2-tailed)	,000	,000	,000		,000	,000
	N	296	296	296	296	296	296
Parental Support (X5)	Pearson Correlation	,649 **	,591 **	,656 **	,649 **	1	,396 **
	Sig.(2-tailed)	,000	,000	,000	,000		,000
	N	296	296	296	296	296	296
Entrepreneurial Behavior (Y)	Pearson Correlation	,458 **	,538 **	,461 **	,499 **	,396 **	1
	Sig.(2-tailed)	,000	,000	,000	,000	,000	
	N	296	296	296	296	296	296

** . Correlation is significant at the 0.01 level (2-tailed).

The table above shows the results of Pearson correlation analysis between the independent variables and the relationship between the dependent variables. Based on the table above, the Pearson correlation for entrepreneurial intensity is 0.458. The results show a moderate correlation between entrepreneurial behavior and entrepreneurial intensity. Learning perception shows a Pearson correlation value of 0.538, the results show a moderate correlation with the highest value among all existing variables. Entrepreneurial interest with a value of 0.461, peers with a value of 0.499, and parental support with a value of 0.396 where all variables show a moderate correlation to entrepreneurial behavior.

4.1 Hypothesis results

Table 3. Results of Multiple Regression Analysis

	Variable	Standardized Coefficients (Beta)	t	Sig.
H1	Entrepreneurial intention → Entrepreneurial Behavior	.135	2,134	,000
H2	KWU Learning Perception → Entrepreneurial Behavior	,307	4,586	,000
H3	Entrepreneurial Interest → Entrepreneurial Behavior	.012	3,544	,000
H4	Peers → Entrepreneurial Behavior	,253	3,934	,000
H5	Parental Support → Entrepreneurial Behavior	,010	,805	,002

4.2 The effect of entrepreneurial intention on student entrepreneurial behavior

The results showed that entrepreneurial intentions have a positive and significant influence on the entrepreneurial behavior of high school students in Semarang City, with a t value of 2.134 greater than t table 1.649966 and a p-value of 0.000, so that H1 which reads there is a positive and significant effect of entrepreneurial intentions on student entrepreneurial behavior, accepted. This means that when the entrepreneurial intention of students increases, it will be followed by an increase in entrepreneurial behavior.

Entrepreneurial intention is the tendency of an individual's desire to take entrepreneurial action, which is characterized by a high desire to choose entrepreneurship as a career, take risks, be confident (28). In the context of students, when a student has a high entrepreneurial intention characterized by a high desire to choose entrepreneurship as a career, has strong self-confidence, and dares to take risks including opening a business, it will affect the increase in entrepreneurial behavior, such as seeking information

about business opportunities, making business plans to open a business including producing goods and services, marketing and conducting sales transactions.

The findings of this study are in accordance with Azjen's theory of planned behavior that behavioral intentions affect one's behavior. In relation to student entrepreneurial behavior, it is strongly recommended to the relevant parties, especially schools, to foster, develop and improve students' intentions for entrepreneurship, so that it is further evidenced by entrepreneurial behavior such as thinking about and making business plans and opening businesses in groups(1). This is because intention is a strong predictor of behavior (18, 25), up to 30%(1), so one of the efforts to improve student entrepreneurial behavior is to increase entrepreneurial intention.

4.3 The influence of perceptions of entrepreneurship learning (KWU) on student entrepreneurial behavior

The results showed that the perception of KWU learning has a positive and significant influence on entrepreneurial behavior of high school students in Semarang City, with a t-value of 4.586 greater than the t-table 1.649966 and a p-value of 0.000. These results mean that when student perceptions of KWU learning increase, it will increase student behavior. Entrepreneurship learning should be able to foster the desire for entrepreneurship, increase knowledge and insight in the field of entrepreneurship, foster awareness of business opportunities (4, 5). The impact is that when students perceive entrepreneurship learning well, which is marked by the existence of an entrepreneurship curriculum that equips knowledge, mentality, skills and is more packaged in learning entrepreneurial practices that are more fun (17), it will have an impact on increasing student entrepreneurial behavior. This means that when schools want to improve the entrepreneurial behavior of their students, one of them is by implementing entrepreneurship learning that equips students with knowledge, mental training and learning in a fun entrepreneurial practice setting. Entrepreneurship learning should be a real practice field for students to apply the knowledge gained previously (17).

The findings of this study indirectly support previous findings that entrepreneurship education has a positive and significant effect on entrepreneurial behavior (24, 29). This means that when entrepreneurship education is applied in entrepreneurship learning and then perceived well by students, it will have an effect on increasing student entrepreneurial behavior.

4.4 The effect of entrepreneurial interest on entrepreneurial behavior of high school students in Semarang City

The results showed that the t-value of 3.544 is greater than t table 1.649966 and p-value of 0.000, so that H3 which reads there is a positive and significant effect of entrepreneurial interest on entrepreneurial behavior of high school students in Semarang City, accepted. This means that when students' entrepreneurial interest increases, it affects the increase in student entrepreneurial behavior. In the context of student entrepreneurial behavior at school, when the school wants to improve the entrepreneurial behavior of its students, one of them is by increasing the entrepreneurial interest of its

students, because interest is proven to be able to influence student entrepreneurial behavior. This student entrepreneurial interest is characterized by the state of students who devote attention, willingness to engage in entrepreneurial activities and desire for entrepreneurship (14, 30), dare to take risks (14).

The findings of this study support previous findings that interest affects entrepreneurial behavior (16, 18), even according to Krueger interest is able to predict entrepreneurial behavior by 10% (18).

4.5 The influence of peers on student entrepreneurial behavior

The results of this study indicate that peers have an effect on the entrepreneurial behavior of high school students in Semarang City, with a t-value of 3.934 greater than the t-table 1.649966 and a p-value of 0.000. These results mean that H4 which reads, there is a positive and significant influence of peers on the entrepreneurial behavior of high school students in Semarang City, is accepted. This means that when peer support increases, it will affect the increase in student entrepreneurial behavior. In the context of student entrepreneurial behavior, if the school wants to increase student entrepreneurial behavior such as planning a business to open a business, then one of the efforts that must be made by the school is to create and encourage the role of peers at school to support each other and work together in entrepreneurial-themed activities, such as discussions to identify business potential and opportunities and visits to local business places. The role of these peers will be higher if they are more intensive in communicating and doing activities that lead to entrepreneurial activities. When peers support each other, and interact more intensely, especially in entrepreneurial activities, it will increase their entrepreneurial behavior (31).

The findings of this study support previous findings that peers have an effect on entrepreneurial behavior (14, 21), that according to Malebana & Swanepoel (2015) that peers will have a great influence on entrepreneurial behavior. Therefore, schools are expected to pay attention to the large role of peers in supporting school programs, especially in increasing the entrepreneurial behavior of their students as evidenced by the presence and more students who are entrepreneurial.

4.6 The effect of parental support on student entrepreneurial behavior

The results showed that the t value of 0.805 is smaller than the t table of 1.649966 and the p value of 0.002, so H5 which reads that there is a positive and significant effect of parental support on the entrepreneurial behavior of high school students in Semarang City, is rejected. This means that if parental support increases, it has no effect on increasing student entrepreneurial behavior. Parental support for students in entrepreneurship, among others, also provides moral support such as encouragement or motivation, giving students time permission when there are entrepreneurial activities, providing insight into business opportunities, instilling an independent, creative attitude and also material support such as providing capital or contributions when asked to open a business in groups, allowing equipment owned for entrepreneurial activities and so

on. In the context of student entrepreneurial behavior, to improve student entrepreneurial behavior, schools should pay attention to the role of parental support so that student entrepreneurial behavior increases.

Not supporting the results of this study from previous research could have happened, perhaps due to the lack of socialization of entrepreneurship programs to parents and schools providing less direction so that parents support and facilitate entrepreneurial activities carried out by their children at school. Whereas quite a lot of previous research that parental support affects entrepreneurial behavior (3, 7, 9, 32-34). According to Alawiyah (2023) parental support for their children's entrepreneurial behavior can be done by building good communication, always providing motivation, being able to provide direction to their children in starting a business.

5 Conclusions

Based on the results of hypothesis testing using SPSS, it is known that there are four variables that are accepted as factors that influence the entrepreneurial behavior of high school students in Semarang City, namely entrepreneurial intensity, perception of KWU learning, entrepreneurial interest and peers. There is one variable that is rejected, namely parental support. Support from parents was rejected because the results of the variable indicator answers showed that parents directed their children to choose other options besides becoming entrepreneurs after graduating from high school. lack of full support to become an entrepreneur after graduating from high school.

Meanwhile, the descriptive statistical results of the other four variables show that respondents agree that the intensity of carrying out entrepreneurial activities, perceptions of KWU learning, interest or interest in carrying out entrepreneurial activities and invitations from peers have an impact on respondents' behavior in carrying out entrepreneurial activities. So entrepreneurship subject teachers at school need to provide intense stimulus to students to increase their desire for entrepreneurial activities. This can be done by increasing the intensity of practical activities through projects, providing motivation for an entrepreneurial spirit during learning or providing intensive mentoring for students who are serious about pursuing entrepreneurial activities.

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