



The Influence of Entrepreneurship Education and Technopreneurship Literacy on Entrepreneurial Intention with Self-Efficacy as an Intervening Variable in Generation Z

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ABSTRACT

This research aims to identify whether entrepreneurship education and technopreneurship literacy among students contribute to interest in entrepreneurship through self-efficacy among Generation Z in Makassar City. This research is included in the quantitative research category with a population of 500 Generation Z from Vocational High Schools in Makassar City and a sample of 100 people. Data was collected using questionnaire and documentation techniques. The analysis technique used is path analysis using SPSS software. The research results show that entrepreneurship education and technopreneurship literacy, both directly and indirectly, contribute positively and significantly to interest in entrepreneurship through self-efficacy among Generation Z in Makassar City. Based on the results of this research, entrepreneurship education and technopreneurship literacy are very important to be taught and given to Generation Z, especially in the school environment. This education should not only be taught in one particular department but should be taught in all departments. This is because entrepreneurship education and technopreneurship literacy can increase students' self-efficacy, which in turn can contribute to increasing interest in entrepreneurship among students.

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INTRODUCTION

In the context of developing countries, the contribution of entrepreneurs cannot be ignored, especially in supporting development. The role of entrepreneurs is very important to encourage innovation and creativity, which allows new ideas to be translated into real action in each of their businesses (Masrurroh, 2017). A nation will develop faster if it has entrepreneurs who can be creative and innovate optimally, namely turning new ideas into real activities in every business (Natadiwijaya, 2016). Indonesia, as a developing country, is working diligently to improve the standard of living of its people. One important role in improving the standard of living of its people is through education. This is because education is one of the prerequisites for maintaining human dignity and having the opportunity to develop abilities and develop one's life in society, including through education (Khotimah et al., 2018).

The development of national education is aimed at realizing the ideals of independence of the Indonesian people, especially in efforts to make the nation's life more intelligent so that it will become a civilized nation and can compete in the international world. One effort to realize these educational goals, especially in schools, has been developing and implementing entrepreneurship lessons as a subject (Sakinah et al., 2024). Entrepreneurship education will be able to produce a large national impact if it succeeds in educating all school students and is able to produce four million new entrepreneurs from graduates of Indonesian educational institutions (Dainuri, 2019).

Entrepreneurship education from an early age as the age for starting a business does not have an appropriate benchmark. Therefore, the desire of individuals to start their business from an early age is not uncommon. Among ethnic Chinese, seasoned businesspeople in Indonesia and abroad have started their business activities from a young age through learning from their parents' shops since they were still in elementary school (Sinay, 2015). When they feel like starting their own business activities they no longer work in his parents' business but has started his own business. In Indonesia, other ethnicities that have relatively high business motivation can be seen in ethnic groups including Minang, Bugis and Madurese (Mashud, 2016). The formation of new prospective business people in a country is important because it will give birth to tough business people who will make the country's economic growth better. Limited employment opportunities due to the rate of growth of the labor force which is not accompanied by the rate of economic growth. The uneven distribution of labor and the entrepreneurial mental attitude of vocational and non-vocational school graduates that are not well developed require quite serious solutions (Isma et al., 2020).

To achieve stable and sustainable economic growth in Indonesia, policies are needed that support the development of technopreneurship-based businesses. The development of technopreneurship is needed to meet the needs of national entrepreneurs, both small, medium and large scale businesses, and in accordance with national strategic policies for the growth of entrepreneurship in various circles (Rakib et al., 2023). The creation of technopreneurship-based infrastructure is necessary considering how important it is for Indonesia's prosperity and future. The core characteristic of technopreneurship is the drive to create businesses through the integration of technological expertise. Utilization of the latest appropriate technology in business development based on an entrepreneurial spirit has been proven to maximize the procedures and results of the resulting business units (Arifin et al., 2021).

Technopreneurship is a development of entrepreneurship. Technopreneurship is a combination of two words, namely technology and entrepreneurship. The definition of technopreneurship is an effort to create an IT-based business, so that it is hoped that the business movement will always be good. Today's technology has a big influence on any field, including entrepreneurship. Therefore IT experts try to develop entrepreneurship with IT. In general, the word technology is often used to refer to the practical application of science to the industrial world. Meanwhile, the word entrepreneurship comes from the word entrepreneur which refers to someone who creates a business with the courage to take risks to achieve profits and growth by identifying existing opportunities.

There is a difference between entrepreneurship and technopreneurship. Technopreneurship must be successful in two main tasks, namely ensuring that the technology functions according to the needs of target customers, and that the technology can be sold at a profit. Meanwhile, ordinary entrepreneurs generally only deal with the second part, namely selling to make a profit. According to Mopangga (2015), technopreneurship is the process and formation of new businesses that involve technology as its basis with the hope that the creation of appropriate strategies and innovations will one day place technology as a factor for national economic development.

Technopreneurship helps the growth of large-scale, complex businesses and can also be used to help communities that lack economic resources and improve living standards (Chrysnaputra & Pangestoeti, 2021). Thus, technopreneurship is expected to help sustainable development. Technopreneurship may have both positive and negative effects on the economy, society, and the environment. The economic impact stimulates other economic sectors and increases efficiency and productivity as well as income and employment.

Interest is an interest in a certain thing that a person feels and he will feel happy when doing that thing. Then entrepreneurship according to Suwinardi (2019) and Winarni et al. (2024), people who have the ability to see and assess business opportunities, gather the necessary resources, and can take appropriate action to achieve success. So entrepreneurial interest is a person's awareness that arises from within himself to become an entrepreneur, which arises because he likes entrepreneurial activities. It can also be interpreted as a tendency in individuals who are interested in building a business in which he organizes or manages existing resources to develop his business, and dare to take risks.

According to Putri (2017), defining entrepreneurial interest is a psychological symptom of focusing attention and doing something, paying attention and doing something about the entrepreneur with feelings of joy because it brings benefits to him. According to Marfuah (2021) and Ardiyanti & Mora (2019), interest in entrepreneurship is focusing attention on entrepreneurship because of a feeling of liking and accompanied by a desire to learn, know and prove more about entrepreneurship. Interest in entrepreneurship arises because of knowledge and information about entrepreneurship which is then continued to participate directly in order to seek the experience that has been obtained. As well as having a feeling of joy and having the desire to be involved in risk-taking activities, to run your own business or business by taking advantage of existing business opportunities, and creating new businesses with an innovative approach. The interest in entrepreneurship is not simply possessed, but can be nurtured and developed. To become an entrepreneur, a person's interest must grow. Interest can arise because of a feeling of attraction and admiration to see someone's success in entrepreneurship (Hariroh et al., 2023).

Self-efficacy is a person's perception that the person can do something that is important enough to achieve a goal. This includes the feeling of knowing what needs to be done and being emotionally able to do it. According to Khadifa & Indriayu (2018), self-efficacy is the result of cognitive processes in the form of decisions, beliefs, or appreciation regarding the extent to which an individual estimates his or her ability to carry out certain tasks or actions needed to achieve the desired results. Self-efficacy is not related to the abilities one has, but is related to an individual's beliefs about what he can do with the abilities he has (Ningsih & Hayati, 2018).

There are four main sources of self-efficacy defined by Bandura, including mastery experience (experience of success), vicarious experience (experience of other people), social persuasion (social persuasion), and physiological and emotional state (physiological and emotional states) (Schunk & DiBenedetto, 2016). Each of them contributes to the perceived ability to achieve goals or tasks. Self-efficacy has an impact on a person's feelings, motivation, way of thinking and behavior so that they are also related to success. On the other hand, if a student does not have high self-efficacy, they tend to avoid the assignment or carry it out half-heartedly so that they will quickly give up if they encounter obstacles/obstacles.

In this developing era with the influence of technology, every human being can easily get information wherever and whenever they want. Humans can even equip themselves with knowledge through holding technology in their hands. A person's actions and behavior in doing something are also usually influenced by the external environment and are also influenced by the social media environment and the environment of the agency they are working in. Entrepreneurship education also teaches technopreneurship literacy which provides knowledge on how to utilize technology in entrepreneurship. Vocational High Schools have Entrepreneurship Education subjects which have a role so that students have knowledge and knowledge about entrepreneurship which can provide knowledge and skills that can be a provision when entering college. This knowledge and skills can increase self-efficacy in students which is expected to further increase students' interest in entrepreneurship.

This research is very closely related to the object to be researched, namely Generation Z in Makassar City or in this case Vocational High School Students. This subject was taken for this research because it is very closely related to the object to be studied, namely self-efficacy as an intervening variable. In this research, we will see how the role of entrepreneurship education provides a path and bridges these influencing factors in influencing the behavior of Generation Z.

METHODOLOGY

Research Model and Hypothesis

This research uses a quantitative approach with several variables whose influence will be tested using data results in the form of numbers. Quantitative research is research that tests objective theories by analyzing the relationships between variables. This type of quantitative research always has descriptive questions regarding the dependent and independent variables as well as questions regarding the relationship between the dependent and independent variables. The hypothesis was tested using Path Analysis. The following is the research design

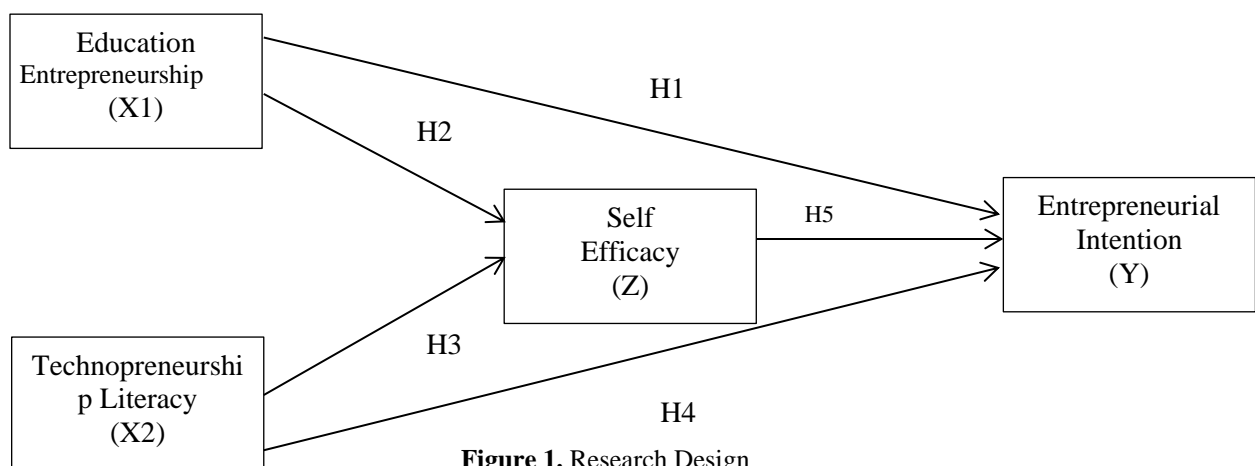


Figure 1. Research Design

Based on Figure 1 above, this research is descriptive explanatory research, which means it describes the influence between the variables studied. Descriptive means explaining and analyzing the research variables, namely the variables entrepreneurship education (X1), Techopreneurship Literacy (X2), Entrepreneurial Interest (Y) and Self Efficacy (Z). Meanwhile, explanation means looking for causal influences between research variables through hypotheses. The causal influence is the direct influence

between Entrepreneurship Education (X1), Techopreneurship Literacy (X2) on Self Efficacy (Z). As well as the indirect influence of Entrepreneurship Education (X1), Techopreneurship Literacy (X2) on Entrepreneurial Interest (Y) through Generation Z's Self Efficacy (Z) in Makassar City. This research design is also based on COR theory and JD-R theory as well as relevant previous research. So researchers can hypothesize direct and indirect influences in this research. More details can be seen in the following hypothesis summary table.

Hypothesis	Description
H1	Entrepreneurship education has a positive and direct effect on entrepreneurial intentions
H2	Entrepreneurship education has a positive and direct effect on Self Efficacy
H3	Technopreneurship literacy has a positive and direct effect on entrepreneurial intentions
H4	Technopreneurship literacy has a positive and direct effect on Self-Efficacy
H5	Self Efficacy has a positive and direct effect on Entrepreneurial Intentions
H6	Entrepreneurship Education has a positive and indirect effect on Entrepreneurial Intentions through Self Efficacy
H7	Techopreneurship literacy has a positive and indirect effect on Entrepreneurial Intentions through Self Efficacy

Based on table 1 above, this research has 7 hypotheses. This hypothesis will test the direct influence of Entrepreneurship Education (X1) on Entrepreneurial Intentions (Y), the direct influence of Entrepreneurship Education (X1) on Self Efficacy (Z), the direct influence of Techopreneurship Literacy (X2) on Self Efficacy (Z), Techopreneurship Literacy (X2) on Entrepreneurial Intentions (Y), the direct influence of Self Efficacy (Z) on Entrepreneurial Intentions (Y), the indirect influence of Entrepreneurship Education (X1) on Entrepreneurial Intentions (Y) through Self Efficacy (Z), and the indirect influence of Techopreneurship Literacy (X2) towards Entrepreneurial Intention (Y) through Self Efficacy (Z).

Population and Sample

The population in this research is all Vocational High School Students in Makassar City who are classified as Generation Z. There are 500 Vocational High School Students in Makassar City. Meanwhile, the sampling technique uses the Proportional Random Sampling technique, which is calculated using Slovin with a sample size of 100 or 20% of the total population. The number of samples used was taken from the Slovin formula as follows:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{500}{1 + 500 (0,09)^2}$$

$$n = 99,00$$

Description:

n = Number of Samples
 N = Total Population
 E = Error Rate of 9% or 0.09

From this formula, it can be seen that the minimum sample size that can be used is: n = 99 respondents. And researchers got a sample of 100 people.

Data collection

Data collection was carried out by determining the research subjects, namely all Vocational High School Students, using a questionnaire. The questionnaire used is a closed questionnaire using digital media or often called Google Form, while the scale used is a Likert scale. Scoring uses a Likert scale with 5 alternative answers, namely: Strongly Disagree: 1, Disagree: 2, Somewhat Agree: 3, Agree: 4, and Strongly Agree: 5. Next, the data is analyzed using the Statistical Package for The Social Science application or which is now better known as Statistical Product and Service Solutions (SPSS) version 24. The data analysis used in this research consists of descriptive statistical data analysis, classical assumption tests, and path analysis.

RESULTS**Hypothesis test**

Hypothesis testing is used to test the influence of exogenous variables directly and indirectly on endogenous variables. The hypothesis is accepted or rejected based on the criteria if the p-value <0.05 then H0 is accepted, or it is stated that the regression coefficient obtained is significant. The results of direct and indirect influence hypothesis testing can be seen from the following table:

Table 2. Indirect Hypothesis Testing Results

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.831 ^a	.691	.682	3.067	
a. Predictors: (Constant), Self Efficacy, Technopreneurship Literacy, Entrepreneurship Education					
Coefficients ^a					
		Unstandardized Coefficients	Standardized Coefficients		
	Model	B	Std. Error	Beta	t
1	(Constant)	7.080	2.784		2.543
	Entrepreneurship Education	.210	.098	.176	2.146
	Technopreneurship Literacy	1.703	.229	.606	7.420
	Self Efficacy	.206	.083	.163	2.494

a. Dependent Variable: Entrepreneurial Intention

To obtain the effect of error (e1), the formula is used:

$$e1 = \sqrt{1 - R^2} = \sqrt{1 - 0,691} = 0,309$$

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e1$$

$$Y = 0,176 X_1 + 0,606 X_2 + 0,163 Z + 0,309$$

The coefficient of determination of 0.309 shows the direct influence of Entrepreneurship Education, Technopreneurship Literacy, and Self Efficacy on the variable Y Entrepreneurial Intention of 30.9%, while 69.1% is influenced by other variables outside the model or this research.

Table 3. Direct Hypothesis Testing Results

Table 2. Hierarchical Regression Results					
Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.499 ^a	.249	.234	3.761	
a. Predictors: (Constant), Technopreneurship Literacy, Entrepreneurship Education					
Coefficients ^a					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	5.433	3.370		1.612	.110

Entrepreneurship Education	.264	.117	.279	2.253	.027
Technopreneurship Literacy	.582	.275	.262	2.115	.037

a. Dependent Variable: Self Efficacy

To obtain the effect of error (e2), the formula is used:

$$e2 = \sqrt{1 - R^2} = \sqrt{1 - 0,249} = 0,866$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e2$$

$$Z = 0,279 X_1 + 0,262 X_2 + 0,866$$

The coefficient of determination of 0.866 shows that the direct influence of Entrepreneurship Education and Technopreneurship Literacy on the Z Self Efficacy variable is 86.6%, while 13.4% is influenced by other variables outside the model or this research.

Entrepreneurship education has a positive and insignificant effect on entrepreneurial intentions through the Self Efficacy variable.

$$\begin{aligned} \text{Indirect influence} &= X_1 \rightarrow Y \rightarrow Z \\ &= \beta_3 \times \beta_5 \\ &= 0,279 \times 0,163 \\ &= 0,045 \end{aligned}$$

Technopreneurship literacy has a positive and insignificant effect on entrepreneurial intentions through the Self Efficacy variable.

$$\begin{aligned} \text{Indirect influence} &= X_2 \rightarrow Y \rightarrow Z \\ &= \beta_4 \times \beta_5 \\ &= 0,262 \times 0,163 \\ &= 0,042 \end{aligned}$$

H1: The influence of entrepreneurship education on entrepreneurial intentions has a significance value of 0.034 < 0.05 and has a beta value of 0.176. Based on these results, it can be concluded that H1 is accepted.

H2: The influence of entrepreneurship education on self-efficacy has a significance value of 0.027 < 0.05, has a beta value of 0.279. Based on these results it can be concluded that H2 is accepted.

H3: The influence of technopreneurship literacy on entrepreneurial intentions has a significance value of 0.000 < 0.05 and has a beta value of 0.606. Based on these results, it can be concluded that H3 is accepted.

H4: The influence of technopreneurship literacy on self-efficacy has a significance value of 0.037 < 0.05, has a beta value of 0.262. Based on these results it can be concluded that H4 is accepted.

H5: The influence of self-efficacy on entrepreneurial intentions has a significance value of 0.014 < 0.05 and has a beta value of 0.163. Based on these results, it can be concluded that H5 is accepted.

H6: The influence of entrepreneurship education on entrepreneurial intentions through self-efficacy has a Beta value of 0.079. Based on these results, it can be concluded that H6 is accepted.

$$0,279 \times 0,163 = 0,045$$

$$0,034 + 0,045 = 0,079$$

H7: The influence of entrepreneurship education on entrepreneurial intentions through self-efficacy has a Beta value of 0.069. Based on these results, it can be concluded that H7 is accepted.

$$0,262 \times 0,163 = 0,042$$

$$0,027 + 0,042 = 0,069$$

Path Analysis

The following are the results of the interpretation of path analysis which can be seen in table 4 below.

Table 4. Path Analysis Results

Influence Between Variables	Influence		Total
	Direct	Indirect	
Influence X1 → Y	0,176	-	0,176
Influence X1 → Z	0,279	-	0,279
Influence X2 → Y	0,606	-	0,606
Influence X2 → Z	0,262	-	0,262
Influence Z → Y	0,163	-	0,163
Influence X1 → Y → Z	0,176	0,045	0,221
Influence X2 → Y → Z	0,606	0,042	0,648

Based on the structure of this research model, the empirical equation can be created as follows.

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = 0,176 X_1 + 0,606 X_2 + 0,163 Z + 0,309$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,279 X_1 + 0,262 X_2 + 0,866$$

The following are the results of path analysis in diagram form.

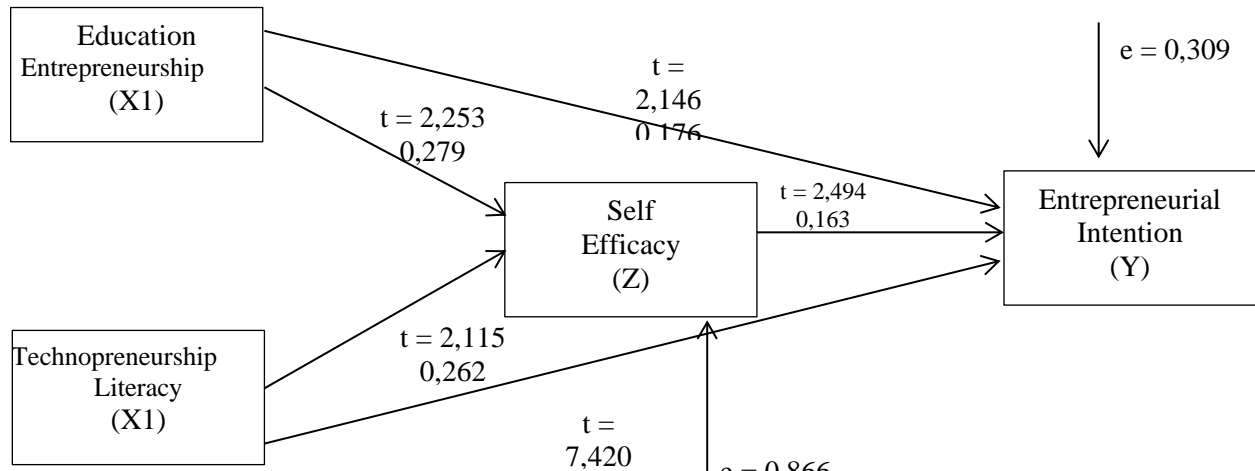


Figure 2. Path Analysis Results Model

Figure 2 above explains the standardized beta and the magnitude of the indirect and direct influence of each variable.

Coefficient of determination: $Rm^2 = 1 - Pe_1^2 \times Pe_2^2 \dots \dots \dots Pex^2$

Interpretation (Rm^2) determination as follows:

$$Rm^2 = 1 - (0,309^2) (0,866^2) = 1 - 0,071 = 0,929$$

Based on the coefficient of determination above, it shows a direct and indirect influence of 0.929 or 92.9%, in other words the information contained in the data (92.9%) is explained by the model. Meanwhile (7.1%) is explained by variables outside the model.

DISCUSSION

The Influence of Entrepreneurship Education on Entrepreneurial Intentions

The influence of entrepreneurship education has long been considered as an important factor in growing and developing entrepreneurial passion, spirit and behavior among the younger generation. Regarding the influence of Entrepreneurship Education, there is a need for an understanding of how to develop and encourage the birth of potential young entrepreneurs while they are at school.

The results of this research state that there is a positive and significant relationship between entrepreneurship education and entrepreneurial intentions in secondary school students. Entrepreneurship education for Generation Z in Makassar City is very important to increase students' self-confidence, as well as foster students' positive characters such as creativity, independence and hard work. The results of this research are also confirmed by previous research from Ranto (2016) which stated that the influence of Entrepreneurship Education has been considered as an important factor in cultivating and developing entrepreneurial passion, spirit and behavior among the younger generation.

The researchers' findings on the relationship between these variables are in line with research conducted by (Oktavianto & Pahlevi, 2021) Good Entrepreneurship Education in Generation Z. Students contribute to the choice of jobs that will ultimately be carried out after graduating from Vocational High School. The entrepreneurial profession is an achievement that can be implemented by students considering that good knowledge can support individuals in trying to make independent work and open up new job opportunities thereby contributing to the nation's economic development.

The Influence of Entrepreneurship Education on Self-Efficacy

Self-efficacy is an important thing in the world of learning, where a person must believe in his abilities to face problems in the world of learning, because from the abilities he has, a person can firmly

convey what he wants to know and can easily solve problems. the problems being faced. Self-efficacy is a belief that a person has in his own ability to do something. Self-efficacy is also very necessary in various things, one of which is readiness to do something new.

The results of this research state that there is a positive and significant relationship between Entrepreneurship Education and Self Efficacy in Generation Z in Makassar City. The results of this research show that the higher the self-efficacy that one has, the higher the education and application of Entrepreneurship Education to the student. However, the lower the self-efficacy a student has, the lower the application of Entrepreneurship Education to that student. So it can be concluded that self-efficacy is very influential in the application of Entrepreneurship Education to students, and vice versa, the existence of Entrepreneurship Education will increase self-efficacy in students so that the application of what they get in Entrepreneurship Education can be realized in the students' daily lives. -day (Sadewo & Purnasari, 2019).

The research results are in accordance with research from Wardani & Nugraha (2021) which states that Self Efficacy in Generation Z in Makassar City has a very close influence on the education obtained by these students. By having good education, it will further shape and even increase self-efficacy in students so that the education they obtain will be expressed and developed well because they have confidence in their ability to complete tasks effectively and behave as needed to handle problems.

The Influence of Technopreneurship Literacy on Entrepreneurial Intentions

Techopreneurship literacy can be said to be the ability to access, utilize and apply technology to support entrepreneurial activities. Technopreneurship literacy is business understanding from various experts or innovators to develop useful business opportunities. When we mention Technopreneurship it is no longer just about entrepreneurial skills, but also working in the field of technology or it could be said that the entrepreneur must also have knowledge of technology. Technopreneurship needs to collaborate culture and conception, namely the culture of innovation, entrepreneurship and creativity as well as technological concepts that are developing in the current era. The aim of Technopreneurship Literacy is to provide solutions to the importance of Technopreneurship to everyone, including Generation Z in Makassar City.

The results of this research state that there is a positive and significant relationship between Technopreneurship Literacy and Entrepreneurial Intentions in Generation Z in Makassar City. From this research it can be concluded that someone who has high Technopreneurship Literacy will have higher Entrepreneurial Intentions. Because with Technopreneurship Literacy, students have knowledge, skills and abilities that can increase their interest in entrepreneurial intentions. Therefore, the importance of Technopreneurship Literacy will greatly impact the Entrepreneurial Intentions of Students.

The results of this research are also appropriate or in line with previous research by Heryani et al. (2023) who said that Technopreneurship Literacy greatly influences a person's entrepreneurial intentions. With Technopreneurship Literacy, it is certain that someone will have skills in developing technology to start opening a business. This will further increase self-confidence and interest in starting entrepreneurship.

The Influence of Technopreneurship Literacy on Self Efficacy

Techopreneurship is a combination of two words, namely "Technology" and "Entrepreneurship". In general, the word technology is used to refer to the practical application of science to the industrial world. Meanwhile, the word entrepreneurship comes from the word entrepreneur which refers to a person or agent who creates a business with the courage to bear risks and uncertainty to achieve profit and growth by identifying existing opportunities. Technopreneurship literacy is a forum for explanation, learning and education that is carried out so that someone understands better how to use technology in developing the world of business or industry.

The results of this research state that there is a positive and significant relationship between Technopreneurship Literacy and Self Efficacy in Generation Z in Makassar City. In this case it can be stated that the higher the Techopreneurship Literacy that students receive, the higher the Self Efficacy that students will have. Because students will increasingly have high Self Efficacy by having the knowledge they get from Technopreneurship Literacy.

The results of this research are supported by previous research conducted by Heryani et al. (2023) which states that Self Efficacy and Techopreneurship Literacy are 2 factors that are interconnected with Entrepreneurial Intentions. Where a person's Self Efficacy will increase with the higher Techopreneurship Literacy one obtains. These two things also have a big influence on a person's entrepreneurial intentions.

The Influence of Self-Efficacy on Entrepreneurial Intentions

Basically, Self Efficacy is a person's belief in their abilities that they will be able to do something or overcome a situation that they will be successful in doing and overcoming. The existence of self-efficacy in a business can understand how big a person's intention is in entrepreneurship.

The results of this research state that there is a positive and significant relationship between Self Efficacy and Entrepreneurial Intentions in Generation Z in Makassar City. With high Self-Efficacy possessed by students, their Entrepreneurial Intentions will also increase because they believe in themselves that they can start the interest and interest they have in entrepreneurship (Isma et al., 2020).

This research is supported by the results of previous research from Hartini et al., (2022) which stated that Self Efficacy is a factor that also has a very important role in increasing a person's Entrepreneurial Intentions. Because with Self Efficacy a person will be increasingly encouraged to develop their interests, including Entrepreneurial Intentions.

The Influence of Entrepreneurship Education on Entrepreneurial Intentions

Entrepreneurial Intention is the pleasure, desire, and inclination of the heart to have an enterprise or business by seeing opportunities, organizing, and daring to take risks for the business that is created. Entrepreneurial Intention can also be said to be a feeling of interest in entrepreneurial activities that create a business that is beneficial for oneself and the surrounding environment. Factors that influence entrepreneurial intentions are entrepreneurial education factors. Entrepreneurial intentions can also be influenced by the individual's own personality factors, one of which is locus of control.

The results of this research state that there is a positive and significant relationship between Entrepreneurship Education and Entrepreneurial Intentions in Generation Z in Makassar City. Entrepreneurship education will definitely be the main factor in the emergence and existence of entrepreneurial intentions in someone, including vocational school students. Having an Entrepreneurship subject will definitely create interest, desire and perhaps pleasure as well as a tendency to start entrepreneurship.

This research is in line and aligned with previous research conducted by Oktavianto & Pahlevi (2021) regarding the Influence of Entrepreneurship Education, Personality and Family Environment on Entrepreneurial Intentions of Students at SMKN 1 Magetan which has a hypothesis that is accepted or has a positive effect stating that if Entrepreneurship Education is good then Intention Entrepreneurship will also get better, and vice versa.

The Influence of Entrepreneurship Education on Entrepreneurial Intentions

Entrepreneurship Education is a learning process carried out to instill an understanding of entrepreneurial values and attitudes so that they can learn independently and creatively, in addition to providing provisions and experience in learning about entrepreneurship. Entrepreneurship education is a field of education that has specific goals for individual and social development globally. Entrepreneurship education has become a relevant issue in the field of economic development which involves society directly at all levels.

The results of this research state that there is a positive and significant relationship between Entrepreneurship Education and Entrepreneurial Intentions in Generation Z in Makassar City. In this case, it can be said that the higher a person's entrepreneurial education, the higher their entrepreneurial intentions. Because a person's entrepreneurial intentions will arise as a result of the entrepreneurial education he receives.

The test results from this research are in line with research conducted by Harianti et al., (2020) which states that Entrepreneurship Education is needed to develop and increase a person's Entrepreneurial Intentions. Because by increasing the entrepreneurial intention of vocational students, this will develop and encourage the birth of potential young entrepreneurs.

CONCLUSION AND SUGGESTION

Based on the theory and results of the data analysis above, it can be concluded that there is a significant influence between the variables Entrepreneurship Education and Technopreneurship on Entrepreneurial Intentions among Generation Z in Makassar City. Apart from these variables, there are many other factors that can influence entrepreneurial intentions, such as individual desires, entrepreneurial motivation, the influence of the family environment, and the influence of the educational environment. From several observations, students stated that their interest in entrepreneurship was often influenced by how much encouragement they received from entrepreneurship education, both from within themselves and from the external environment. This external environment includes the closest people such as family, friends, coworkers, teams, and also individuals who are influential in their lives.

Many students lack self-confidence due to the inequality of entrepreneurship education and technopreneurship literacy in the education system, especially in vocational schools which should have an important role in creating potential young entrepreneurs who are ready to do business after graduation. The data shows that the higher the level of entrepreneurship education and technopreneurship literacy, the greater the impact on Entrepreneurial Intention as the dependent variable among Generation Z in Makassar City.

Based on this research, there are several suggestions that can be given. Entrepreneurship education and technopreneurship literacy are very important to be taught to Generation Z in Makassar City, not only limited to one major, but must be applied in all majors. This is because entrepreneurship education can

increase students' self-efficacy and entrepreneurial intentions, encouraging their interest, enjoyment and tendency to become true entrepreneurs. The author also hopes that the results of this research can become a source of information or reference for teaching staff and experts in the field of education, who will later provide direction and guidance to students regarding the characteristics of a true entrepreneur. In addition, it is hoped that future researchers will be able to deepen and expand the scope of this research, both in terms of the variables studied and the development of research methods used in the future.

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