

**THE INFLUENCE OF E-COMMERCE AND ENTREPRENEURSHIP
KNOWLEDGE THROUGH SELF-EFFICACY ON INTEREST IN
ENTREPRENEURSHIP IN STUDENTS MAJORING IN
ONLINE BUSINESS AND MARKETING AT
STATE VOCATIONAL HIGH SCHOOL 1 JOMBANG**

Muhammad Alvin Haidar¹, Finisica Dwijayanti Patrikha¹

¹Universitas Negeri Surabaya, Indonesia

Accepted: 01 July 2023. Approved: 30 July 2023. Published: 30 July 2023.

ABSTRACT

The research was conducted in order to find out through self-efficacy (SE) the impact of e-commerce (EC), entrepreneurial knowledge on the entrepreneurial desires of students majoring in Online Business and Marketing at SMKN 1 Jombang. In this study, a sample of 106 students. The results of this study explain that partially 1) There is an effect of EC on the desire for entrepreneurship, 2) It has a positive impact on entrepreneurial knowledge on the desire for entrepreneurship, 3) It has a positive impact on SE on entrepreneurial intentions, 4) It has a positive impact on EC on SE, 5) has a positive impact on entrepreneurial knowledge on SE, 6) has a positive impact on EC through SE as a moderating variable on entrepreneurial interest, 7) has a positive impact on entrepreneurial knowledge through SE as a moderating variable on entrepreneurial interest.

Research Paper

PREVENIRE: Journal of Multidisciplinary Science

Keywords: E-commerce, Entrepreneurship Knowledge, Interest in Entrepreneurship, Self-Efficacy.

INTRODUCTION

Today, with the condition of high unemployment and lack of interest in entrepreneurship (IE), it is a problem in many countries. In Indonesia, the work force is changing (Ahmed, 2019). Changes in the work force can be seen from the high unemployment rate in the productive age (Almira, 2021). The number of unemployed and jobs that are not commensurate according to qualifications and low EI is a serious thought for the world of education, the government and the community. Based on a national labor force survey BPS Jatim, (2022) conducted by the Central Bureau of Statistics from 2020 to 2022, it is stated that the level of

vocational high school (SMK) education occupies the highest unemployment. In 2022 the education level is Vocational High School with a score of 9.42, followed by High School with a score of 8.57 then a Junior High School education level with a score of 5.95 then a university level of education which is 4.80 and finally the level of elementary school education or not/never attended school.

When viewed through the results of the national labor force survey, the highest unemployment rate is at the Vocational High School education level which is basically expected to be able to become human resources who are ready to enter the world of business and industry. However, in reality

 **Correspondence Address**

E-mail: finisicapatrikha@unesa.ac.id

many SMK graduates find it difficult to compete for jobs.

Entrepreneurship is one of the solutions in suppressing the problem of unemployment in Indonesia, because on the other hand earning yourself is also adding jobs for the unemployed which will reduce the unemployment rate in Indonesia (Harmaini, 2021). In this all-digital era, anyone who wants to be an entrepreneur has enormous opportunities. With the massive development of information technology, it is supported by a communication tool known as a smartphone (Kusmarini et al., 2020). Making it easier in various aspects of life, especially in online sales (EC). This happens because anyone can do business through EC, social media and other media. EC is one of the media that is usually used by Indonesian people in transactions.

Meanwhile, according to Harmayani, (2020) EC is the sale, distribution, purchase, marketing of goods and services through electronic facilities such as television and the internet, www or various computer networks. So, it can be concluded that EC is a medium or tool that is used to carry out various sales and purchase transactions either online or indirectly. Using EC is an alternative that makes it very easy for sellers and buyers, because without taking up a lot of time one can make transactions. Kusmarini, (2019) mentions several indicators in EC, namely marketing, sales quality, payment, internet usage, usage satisfaction, performance and service, incentivized advertising and personal attention. For now, teenagers dominate the use of technology and modern lifestyles, they use smartphones almost every day, and also cannot be separated from various facilities that use online services, such as communication, transportation, buying and selling transactions, and so on. as currently most of the younger generation are using EC as a shopping platform for their personal needs.

One of the efforts to increase EI in the younger generation is by developing an interest in vocational school students (Soenarto, 2019). State Vocational High Schools must be able to provide an effective learning process in the field of student

professional skills. So it's not only to make it easier to find a job when they study at SMK. However, studying at a vocational school is a learning pattern with an emphasis on creativity so that students are ready to work immediately and can create jobs based on the skills they acquire from the learning process. Vocational High School students are formed with an entrepreneurial spirit and are fluent in entrepreneurship matters, the EI itself should be the foundation. With the provision of entrepreneurship knowledge (EK) obtained in vocational schools can increase students' EI.

According to Kusmarini et al., (2020) EK is carried out on students by instilling various entrepreneurial values. The various values include creative, honest, innovative, confident, willing to take risks, and leadership. These are all values of character education Kemendikbud, (2020), in line with the goals of entrepreneurship education, namely to create students as someone who has the character, skills and understanding to be an entrepreneur in the current era.

According to Mustofa, (2014) Entrepreneurial knowledge is something to produce something new from one's abilities in a creative and certainly innovative way, as a result various opportunities or ideas arise and can be used properly. Windyarsita, in Kusmarini (2022) mentions several indicators of entrepreneurial knowledge, namely knowing the business field being taken, having practical bookkeeping, being able to communicate well, being able to manage time well and of course having an understanding of marketing.

According to Zimmerer et al., (2008) someone interested in entrepreneurship who basically does not rely on any party, helps the social environment and enjoys entrepreneurship is an EI. The emergence of a sense of interest and admiration to see the success of people is the beginning of the emergence of a sense of interest. From the opinion above it can be seen an interest from a student. It can be concluded that the EI is an individual's interest, desire or availability to make a business by understanding the opportunities and risks that will occur without any element of coercion (Agag, 2019).

With the interest someone will be encouraged to do entrepreneurship. Entrepreneurial interest will not materialize by itself, but arises because of information about entrepreneurship and then wishes to participate in entrepreneurial activities in order to obtain information, experience, develop them and carry out entrepreneurial activities.

In cultivating an EI, high SE is also needed. because with high SE will increase one's optimism for the potential they have. So that this belief is an important requirement in entrepreneurship besides intellectual and experience. According to Ormrod in R. S. Putri, (2020) a behavior in a person to convince himself to be able to handle various situations in running a business is the definition of SE. When starting a business, SE is needed so that someone is confident in their ability to succeed in entrepreneurship. The success that is one's goal is supported by self-confidence.

Bandura in Mustofa, (2014) also mentions that there are 3 components that distinguish each individual, namely Strength, Magnitude, and Generality. So there are 3 components of differences in SE, namely the level of strength of belief (Strength), which is a problem related to the strength of an individual's belief in their abilities, while the degree of difficulty (magnitude) is a problem related to the level of difficulty of a person's task, and generality, namely a which relates to the range of a person's behavior in which a person has a sense of optimism about his abilities. So that in everyday life the role of SE is very important.

For vocational high school students to increase their EI there are several obstacles such as students who think that a good future depends on higher education and a school diploma without being equipped with the entrepreneurial knowledge and self-confidence needed in the world of entrepreneurship. So they think that after graduation they will work in companies and not develop an EI, even though entrepreneurship can be done anytime and anywhere, just like in EC.

In addition to creating individuals who are ready to enter the industrial world, it is hoped that education at vocational schools can

also produce individuals who have the ability to generate employment with businesses as entrepreneurs, through entrepreneurial knowledge obtained at vocational high school SMKN 1 Jombang, a vocational high school that produce skilled student staff and human resources in accordance with competent fields, one of which is in the Department of Online Business and Marketing (BDP).

The general competencies studied at the BDP Department include administering sales and purchases, marketing management of goods and services, opening an independent business (entrepreneurship) and managing various trading business activities (Harmaini, 2021). Students are expected to have a high EI due to the use of EC in everyday life. Knowledge about entrepreneurship that has been taught in schools through an attitude of SE in each individual can influence students' EI (IE).

METHODS

This research takes a quantitative method. The population is class XI and XII students majoring in Online Business and Marketing SMK N 1, namely 208 students. The research sample is 103 students where the determination is through purposive sampling. This research consists of independent variables (EC and knowledge of entrepreneurship), dependent variables (EI), and intervening variables (SE). Collecting data through a questionnaire with a Likert rating scale rating of 1 to 4. Data analysis through reliability testing, regression analysis testing, classical assumption testing, validity testing and path analysis testing with the help of SPSS 22. This research model is illustrated as follows in **Figure 1**.

RESULTS AND DISCUSSION

Result of Validity Test

This research uses validity testing through a comparison of r tables with r count where the significance is 5% of $df = n-2$, so we get r table 0.191. Of all the 40 questions, the r count $<$ r table was 0.191. This statement confirms that all the questions in the questionnaire have been declared valid.

Reliability Test Results

The reliability test measures the questions on the questionnaire reliably or not. The measurement uses the Cronbach Alpha statistical test ≥ 0.60 . In this research, the total

questions were 40 and the questions had a Cronbach Alpha value of $0.771 > 0.60$. This proves that all questions in the questionnaire are declared reliable and can be used for research purposes.

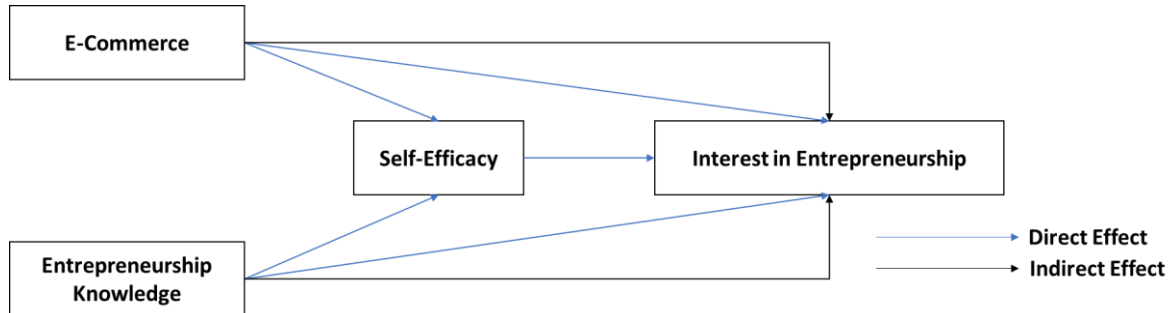


Figure 1. Research Design

Normality test Result

In this test using the Kolmogorov Smirnov method. If the data is normally distributed, the test results determine the significance > 0.05 . It is known that the data in this research are normally distributed, so the significance value in this study is $0.200 > 0.05$.

Multicollinearity Test Result

If the model is free from multicollinearity, VIF value ≤ 10 Tolerance and Value ≥ 0.10 . The EC variable (X1) obtains a VIF value of $1.004 < 10$ and a Tolerance value of $0.996 > 0.1$. The EK variable (X2) has a VIF value of $1.527 < 10$ and a Tolerance value of $0.655 > 0.1$. The variable EI (Z) has a Tolerance value of $0.653 > 0.1$ and a VIF value of 1.531

< 10 and. From these results the research data is free from multicollinearity symptoms.

Heteroscedasticity Test Result

This study uses Spearman's rank, if the value of 0.05 is smaller than the significance value it means that there is no heteroscedasticity problem and if the value of 0.005 is greater than the significance value it can be stated that there is heteroscedasticity. The EC variable (X1) has a significance value of 0.864 entrepreneurial knowledge (X2) 0.984 , which means that the results of the heteroscedasticity test show that there are no symptoms of heteroscedasticity in this study.

Direct Effect and Indirect Effect Result

The details of the results are contained in table 1.

Table 1 Path analysis test results and t test

Connection	Direct Coef.	Std Error	T Statistics	P values	Info
Direct Effect					
EC -> SE	0.362	0.122	2.956	0.004	Accepted
EK -> SE	0.359	0.112	3.196	0.002	Accepted
SE -> EI	0.251	0.109	2.301	0.024	Accepted
EC -> EI	0.228	0.113	2.012	0.048	Accepted
EK -> EI	0.257	0.113	2.277	0.026	Accepted
Indirect Effect					
EC -> SE -> EI	0.233	0.213	2.022	0.018	Accepted
EK -> SE -> EI	0.293	0.147	2.237	0.016	Accepted

Focusing on the output of regression model 1 with the "coefficients" table section, the two variables are $X1 = 0.004$ and $X2 = 0.004$ found to have a significance below 0.05 . From these results it can be concluded that the

regression model 1, namely variables X1 and X2 have a significant effect on Y. The value of R square in the summary table model is 0.645 , which means that the contribution of X1 and X2 to Y is 64.5% . The remaining 36.5% is a

contribution from other variables not included in this study. To calculate the value of $e1$, you can use the formula $e1 = \sqrt{(1 - 0.645)} = 0.596$.

The direct effect of X1 on Z is 0.240. Meanwhile, the indirect effect of X1 on Y on Z is the value of beta X1 on Y multiplied by beta Y on Z, or $0.327 \times 0.260 = 0.085$. So the total effect of X1 on Z is the sum of the direct and indirect effects. So $0.240 + 0.085 = 0.325$. From the calculation results above, it can be seen that the value of the direct effect is small compared to the indirect effect, and that X1 on Y has a significant influence on Z indirectly.

Based on the information provided, it is found that the direct effect of X2 on Z is 0.280. Meanwhile, the indirect effect of X2 through Y on Z can be calculated as $0.354 \times 0.260 = 0.092$. Thus, the total effect of X2 on Z is 0.372. The results of this calculation indicate that the value of the direct effect is lower than the indirect effect. This shows that X2 has a significant influence on Z through Y indirectly.

From the results of the t test in the table above, it is described as follows:

1. Testing hypothesis 1 between the effect of EC (X1) on SE (Y) shows that the regression coefficient t count (2.956) > t table (1.990) with a significance of 0.004 < 0.05. So that HO is rejected and H1 is accepted.
2. Testing hypothesis 2 between EK (X2) and SE (Y) shows the regression coefficient t count (3.196) > t table (1.990) and its significance is 0.002 < 0.05. So that HO is rejected and H2 is accepted.
3. Testing hypothesis 3 between the influence of EC (X1) on the variable EI (Z) shows that the regression coefficient t count (2.012) > t table (1.990) and its significance is 0.048 < 0.05. So that HO is accepted and H3 is rejected.
4. Test hypothesis 4 between EK (X2) on the variable EI (Z) shows that the regression coefficient is t count (2.277) > t table (1.990) and its significance is 0.026 < 0.05. So that HO is rejected and H4 is accepted.
5. Testing hypothesis 5 between SE (Y) and EI (Z) shows the regression coefficient t count (2.301) > t table (1.990) and its significance is 0.024 < 0.05. So that HO is rejected and H5 is accepted.
6. Testing hypothesis 6 between EC (X1) and EI (Z) moderated by SE (Y) shows the value of the regression coefficient t count (2.022) > t table (1.990) and the significance is 0.018. The results are said to be influential (0.018 < 0.05). So that HO is rejected and H6 is accepted.
7. Test hypothesis 7 between entrepreneurial knowledge (X2) to EI (Z) moderated by SE (Y) showing the regression coefficient t count (2.237) > t table (1.990) with a significance of 0.016. This result is stated to be influential (0.016 < 0.05). Referring to this output, HO is rejected and H7 is accepted.

Results of E-Commerce on Interest in Entrepreneurship

The results of testing student entrepreneurship interest are influenced by EC proving that H1 is acceptable. This means that partially the result of the influence of EC is that students' EI has a positive effect. Where the high EI in class XI BDP students of SMK Negeri 1 Jombang is influenced by EC. Kusmarini, (2020) mentions several indicators in EC, namely: Marketing, Quality of Payment sales, Internet usage, User satisfaction, Performance and service, Incentive advertising and Personal attention.

From the several indicators above, it is hoped that EC will make it easier for someone in various aspects of life, especially in online sales. According to Agag, (2029) the attraction of desire, as well as a person's willingness to work more in order to fulfill life's needs without any fear of the possible effects that will occur is a definition of EI. Someone's entrepreneurial interest grows from the person himself to make a business activity. So that through EC, it can increase someone's interest in finding entrepreneurial opportunities in it.

In accordance with previous research Yadewani & Wijaya, (2017) simultaneously EI is influenced by the use of EC, AMIK Jayanusa students feel challenged to be able to complete all tasks related to EC and especially be able to master entrepreneurship courses, as a result in the future able to implement the knowledge that has been obtained during lectures. Based

on research that has been carried out regarding the EI among AMIK Jayanusa Padang students influenced by EC.

The Effect of Entrepreneurship Knowledge on Interest in Entrepreneurship

Based on the research conducted, it indicates that there is a significant positive influence between students' EI and entrepreneurial knowledge. This proves that the more entrepreneurship a student has, the greater his EI. A place where students can obtain information and knowledge about entrepreneurship learning, both through learning inside and outside of school. Students will be taught how to identify business opportunities and capitalize on them to create profitable business opportunities., how to start new businesses as entrepreneurial capital, generate new additions, and create new products and services.

Mustofa (2014) said that entrepreneurial knowledge is influenced by several indicators, namely: (1) basic knowledge of entrepreneurship, in order to find or create business opportunities it is necessary to create business interest by providing information so that it helps them create businesses. (2) knowledge of business ideas and opportunities, there are thoughts or new things that are arranged to form business interests in producing a business. (3) knowledge of several aspects of business, such as knowledge of a person's entrepreneurship which is influenced by several indicators in order to increase the person's EI.

According to research output from Mustofa, (2014) which suggests that the results of relevant research show that there is a positive and significant impact of EK on Entrepreneurial Desires in Class XI students at SMK Negeri 1 Depok, Sleman Regency. Because this shows that students' EI is getting higher, students' EK is also getting higher. while in this study also used EC independent variables

Effect of Self-Efficacy on Interest in Entrepreneurship

The results of the study show that there is a positive and significant impact on SE on students' entrepreneurial desires. Therefore it proves that the EI in students is higher, the

better SE in students. From the results of the questionnaire analysis on the respondents showed very good criteria. Bandura in Arif Mustofa, (2014) also mentions that individual differences lie in the 3 components of SE indicators, which show good criteria are magnitude and strength, while the generality shows good enough criteria. The first indicator is the magnitude that meets the good criteria. Magnitude is the level of individual ability related to the task at hand. So if someone who already understands about this aspect of magnitude, then that person will understand and understand if in entrepreneurship an indicator like this is needed.

The second is strength, which is guided by the persistence of the individual in solving a problem. Entrepreneurship requires tenacity and patience in running a business. The more tenacious and patient a person is in running a business, the better the results they will harvest later. The third is generality which shows good enough criteria. Generality concerns action, if a person has confidence in himself in completing a task or problem. This is very much needed in entrepreneurship. So someone who already understands these aspects can be said to be ready for entrepreneurship.

This result is supported by previous research Agag, (2019) which found that the SE variable (X) is related to the entrepreneurial desire variable (Y), which consists of class XII students of the SMK restaurant expertise program. Negeri 6 Yogyakarta, so that there is a positive and significant influence between self-confidence and entrepreneurship in Class XII students of the Culinary Expertise Program at SMK Negeri 6 Yogyakarta.

Effect of E-Commerce on Self-Efficacy

In the results of the data analysis that has been carried out, it shows that there is a positive and significant impact between SE and the influence of EC. Regarding this, it is proven by the good influence of EC on students, so that students' SE also improves. SE is related to the belief that exists within a person for the desired desire. This SE is able to bring self-confidence and a sense of confidence in someone in their potential to build a business. Likewise, students will feel

confident that they will be successful and successful in making a business through EC media.

Kusmarini, (2019) mentions several indicators in EC, namely: Marketing, Quality of Payment sales, Internet usage, User satisfaction, Performance and service, Incentive advertising and Personal attention. From the several indicators above, it must be accompanied by confidence in an individual. The urge to want to succeed in a student will increase the enthusiasm of students in marketing the products being sold or increase the quality of sales by obtaining ratings from customers.

According to the results of research that has been carried out Mustofa, (2014) it was found that the use of EC has a positive and significant impact on SE. In addition, SE also acts as a mediator that influences the relationship between EC utilization and entrepreneurial interest.

The Effect of Entrepreneurship Knowledge on Self-Efficacy

The results of the research show that there is no positive and significant impact between entrepreneurial information and student SE. This is due to the lack of instilling character values and SE in students during the learning process. During the learning process, it is necessary for a teacher to instill character values and SE in students. This is useful for increasing self-confidence in students and believing in their capabilities to become entrepreneurs.

According to Mustofa (2014) Entrepreneurial knowledge is an individual's expertise to create something new through creativity and innovation, therefore it can generate various ideas or opportunities and can be used properly. This ability is balanced with self-confidence in an entrepreneur. If balanced with self-confidence, it will make someone think positively about the results of the business that will be undertaken.

Based on the research that has been carried out Indriyani & Subowo, (2019) it results that student SE has a positive and significant influence on information about entrepreneurship. This shows that if the level of SE in students is higher, it means that the entrepreneurial knowledge of students is also

higher. conversely, the lower the SE of students, the lower the level of student EK.

The Influence of E-Commerce on Interest in Entrepreneurship through Self-Efficacy

In this study, the results showed that through SE there was a positive and significant impact on EC and entrepreneurial intentions. This means that the higher their EI, the higher their SE and confidence and the better the students' view of EC. The more knowledge about EC, the better one's perspective on EC will be. Entrepreneurial opportunities can be found someone. However, expertise in recognizing opportunities must be followed by action to seize these opportunities. Therefore, it is very important to be optimistic about your own ability to start a business that meets your expectations. With opportunities, self-optimism, one's EI will grow.

Agag, (2019) mentions several indicators in EC, namely: Marketing, Quality of Payment sales, Internet usage, User satisfaction, Performance and service, Incentive advertising and Personal attention. From the several indicators above, it must be accompanied by confidence in an individual. The urge to want to succeed in a student will increase the enthusiasm of students in marketing the products being sold or increase the quality of sales by obtaining ratings from customers. According to Ormrod in Putri Septiana, (2022) a behavior that exists in individuals in convincing themselves to be able to master various situations in running a business is the definition of SE. When starting a business, SE is needed so that someone is confident in their ability to succeed in entrepreneurship. The success that is one's goal is supported by self-confidence

As is the case with the results of research from G. T. Putri & Oknarya, (2022) showing that there is a positive contribution regarding the interest in becoming an entrepreneur for economics education students in simultaneous inter-business EC with SE. With the intention that the greater the SE in students and the more positive the student's image of the EC business will give them a level of interest in forming entrepreneurs.

The Influence of Entrepreneurship Knowledge on Interest in Entrepreneurship through Self-Efficacy

The results of the study explained that it has a positive and significant impact between entrepreneurial knowledge and entrepreneurial interest through student SE. In fact, students who have entrepreneurial knowledge can increase students' EI, but they feel less confident about their abilities and knowledge in entrepreneurship, therefore SE or individual self-confidence is needed to remove student entrepreneurship doubts and SE will also encourage and increase the enthusiasm of students in entrepreneurship. Students who have knowledge in entrepreneurship but do not have confidence and trust in themselves, these students will feel hesitant to do entrepreneurship, it could be that these students prefer not to do entrepreneurship because of their doubts and lack of SE in themselves.

Mustofa (2014) said that entrepreneurial knowledge is influenced by several indicators, namely: (1) basic knowledge of entrepreneurship, in order to find or create business opportunities it is necessary to create business interest by providing information so that it helps them create businesses. (2) knowledge of business ideas and opportunities, there are thoughts or new things that are arranged to form business interests in producing a business. (3) knowledge of several aspects of business, such as knowledge of a person's entrepreneurship which is influenced by several indicators in order to increase the person's EI. In addition to indicators, one's self-confidence is also needed (SE).

According to Ormrod in Putri Septiana, (2022) a behavior that exists within a person to increase a sense of optimism in order to be able to overcome various situations in running a business is a definition of SE. When starting a business, SE is needed so that someone is confident in their ability to succeed in entrepreneurship. The success that is one's goal is supported by self-confidence

From the current research, it is supported by previous research from Indriyani & Subowo, (2019) saying that through SE there is a positive influence of

entrepreneurial information on the desire for entrepreneurship, meaning that through SE, both directly, the desire for entrepreneurship is influenced by entrepreneurial knowledge or indirectly.

CONCLUSION

Based on the research that has been carried out, it can be concluded that the analysis that has been carried out can be concluded, namely: 1). There is a positive impact on the influence of EC with the desire to own a business in class XI BDP SMKN 1 Jombang. 2). A positive impact was found on the knowledge and desire to own a business for class XI BDP students at SMKN 1 Jombang. 3). Between SE on the desire to have a business class XI BDP SMKN 1 Jombang there is a positive influence. 4). There is a positive impact between the influence of EC on SE XI BDP SMKN 1 Jombang. 5). There is a positive impact between the influence of entrepreneurial knowledge on SE XI BDP SMKN 1 Jombang. 6). There is a positive impact between EC through self-confidence on the desire to own a business for XI BDP students at SMKN 1 Jombang. 7). Through SE there is a positive impact on the knowledge and desire to own a business for XI BDP students at SMKN 1 Jombang.

Author's declaration

Authors' contributions and responsibilities

The authors made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

Funding

Write down the research funding, if any.

Availability of data and materials

All data are available from the authors.

Competing interests

The authors declare no competing interest.

REFERENCES

- Agag, G. (2019). E-commerce Ethics and Its Impact on Buyer Repurchase Intentions and Loyalty: An Empirical Study of Small and

- Medium Egyptian Businesses. *Journal of Business Ethics*, 154(2), 389–410. <https://doi.org/10.1007/s10551-017-3452-3>
- Ahmed, N. O. A. (2019). Career commitment: The role of self-efficacy, career satisfaction and organizational commitment. *World Journal of Entrepreneurship, Management and Sustainable Development*, just-accepted, 00–00.
- Almira, A. (2021). Analysis of The Influence of Product Quality, Price, Location, and Promotion on Consumer Purchase Interest in Convection (Case Study on Dira Ashesh). *International Journal of Review Management Business and Entrepreneurship (RMBE)*, 1(2), Article 2. <https://doi.org/10.37715/rmbe.v1i2.2430>
- BPS Jatim. (2022). *BPS Provinsi Jawa Timur*. <https://jatim.bps.go.id/>
- Harmaini, H. (2021). Factors Affecting Value of Companies (Case Study of The Indonesian Pharmaceutical Industry). *BASKARA: Journal of Business and Entrepreneurship*, 3(2), 23–38.
- Harmayani Harmayani, D. (2020). *E-Commerce: Suatu Pengantar Bisnis Digital - Harmayani Harmayani, Durahman Marpaung, Amir Hamzah, Neni Mulyani, Jeperson Hutahaean - Google Buku*. Yayasan Kita Menulis. https://books.google.co.id/books?hl=en&lr=&id=DLjwDwAAQBAJ&oi=fnd&pg=PA1&dq=pengertian+e+commerce&ots=6F5-cp3445&sig=SdQaoNHuIoGob9JGchMrYZli19A&redir_esc=y#v=onepage&q=pengertian e commerce&f=false
- Indriyani, I., & Subowo. (2019). Pengaruh Pengetahuan Kewirausahaan dna Lingkungan Keluarga Terhadap Minat Berwirausaha Melalui Self Efficacy. *Economic Education Analysis Journal*, 8(2), 18–23. <https://doi.org/10.15294/eeaj.v8i2.31493>
- Kemendikbud. (2020). Kementerian Pendidikan Dan Kebudayaan Republik Indonesia. In 2020. <https://www.kemdikbud.go.id/main/blog/2019/03/mendikbud-dorong-siswa-smk-jadi-wirausaha-di-era-industri-40>
- Kusmarini, R. A., Sumarwan, U., & Simanjuntak, M. (2020). The effect of atmosphere perception, perceived value, and hedonic value on consumer loyalty through the service quality of warunk upnormal. *Indonesian Journal of Business and Entrepreneurship (IJBE)*, 6(1), 53–53.
- Marini, C. K., & Hamidah, S. (2014). Pengaruh self-efficacy, lingkungan keluarga, dan lingkungan sekolah terhadap minat berwirausaha siswa SMK jasa boga. *Jurnal Pendidikan Vokasi*, 4(2), 195–207. <https://doi.org/10.21831/jpv.v4i2.2545>
- Mustofa, M. A. (2014). *Pengaruh Pengetahuan Kewirausahaan, Self Efficacy, Dan Karakter Wirausaha Terhadap Minat Berwirausaha Pada Siswa Kelas Xi Smk Negeri 1 Depok Kabupaten Sleman*. Program Studi Pendidikan Ekonomi, Universitas Negeri Yogyakarta.
- Putri, G. T., & Oknarya. (2022). Pengaruh Bisnis E-Commerce dan Self Efficacy terhadap Minat Menjadi Wirausaha Mahasiswa Pendidikan Ekonomi Universitas Negeri Padang. *Salingka Nagari*, 01(2), 407–416. <https://jsn.ppj.unp.ac.id/index.php/jsn/article/view/54>
- Putri, R. S. (2020). Pengaruh Minat Berwirausaha Dan Self Efficacy Terhadap Kesiapan Berwirausaha Di Era Revolusi Industri 4.0 Dalam Perspektif Ekonomi Islam. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Soenarto, R. (2019). Green Entrepreneurship Development Strategy Based On Local Characteristic To Support Eco-Tourism Continuous. *Jurnal Manajemen*, 23(2), Article 2. <https://doi.org/10.24912/jm.v23i2.476>
- Statistik, B. pusat. (2020). *Statistika Pemuda Indonesia 2020*. undefined-undefined.
- Suningrat, & Nurhdayati, D. (2022). Mediasi Self Efficacy pada Pengaruh Pemanfaatan E-Commerce Terhadap Minat Berwirausaha Siswa SMK. *Jurnal Manajemen Dan Strategi Bisnis*, 2(1), 11–20.
- Yadewani, D., & Wijaya, R. (2017). Pengaruh e-Commerce Terhadap Minat Berwirausaha. *Jurnal RESTI (Rekayasa Sistem Dan Teknologi Informasi)*, 1(1), 64–69. <https://doi.org/10.29207/resti.v1i1.6>
- Zimmerer, T. W., Scarborough, N. M., & Wilson, D. (2008). *Kewirausahaan Dan Manajemen Usaha Kecil (Buku 1, Edisi 5 terjemahan)*. (p. 477). Jakarta: Salemba Empat.