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# THE EFFECT OF ENTREPRENEURSHIP EDUCATION, PARENTAL SUPPORT, AND INTERNAL LOCUS OF CONTROL ON SELF-EFFICACY MODERATING INTEREST IN ENTREPRENEURSHIP

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***Abstract***
*Interest in entrepreneurship is an act of individual desire to do business. Interest in entrepreneurship arises because of the urge to prove what is obtained from knowledge and information. The desire to be involved in business activities is also a factor in a person's interest in entrepreneurship. This study examines the effect of entrepreneurship education, parental support, internal locus of control, and self-efficacy on interest in entrepreneurship. The sample in this study was 148 students from UMM, Unisma, and Unikama. The data analysis technique used is a descriptive data analysis technique, Partial Least Square (PLS) method using SmartPLS version 3 software, and hierarchical structural equation modeling. This study found a significant effect of entrepreneurship education, parental support, and internal locus of control on interest in entrepreneurship. Self-efficacy has a positive influence in moderating entrepreneurship education, parental consent, and internal locus of control on entrepreneurial interest.*
***Keywords:*** *Entrepreneurship Education, Parental Support, Internal Locus of Control, Interest in Entrepreneurship.*

## INTRODUCTION

The more developed a country is, the more educated people will be and cannot be separated from the increasing unemployment rate. Therefore, the more influential the world of entrepreneurship is felt.

Higher education is undoubtedly expected to bring students into creative and innovative entrepreneurs to encourage the community and welfare in the economic field. Students as components of an educated society as a reference can open jobs for the community.

Students are one component of society, with a relatively large number contributing to the economy (Nababan & Sadalia, 2012). As the younger generation, students will not only face increasing complexity in financial products, services, and markets, but they are more likely to have to bear more financial risks in the future than their parents (Lusardi, 2010).

According to Retno and Trisnadi (2012), entrepreneurship education is a learning process to change students' attitudes and mindset towards choosing an entrepreneurial career. Students who have taken entrepreneurship courses will have the knowledge and characteristic values related to entrepreneurship to increase student interest in entrepreneurship.

According to Tony (2007: 120), the family environment, primarily parents, will provide an artistic style, home atmosphere, outlook on life, and patterns determining attitudes and behavior towards their children. Support from their family (Parental Support) can be used as encouragement and motivation as the main driving factor for the growing interest in entrepreneurship. Families can also stimulate students by providing an accurate picture of how good it is to have your own business.

The internal locus of control put forward by Ayudiati (2010) is a person's belief that he has great potential to determine his destiny, whether his environment will support it. The internal locus of control orientation consists of one category, namely internality, individuals who believe that events in life, including success or failure, are independently determined by their abilities and efforts.

Self-efficacy plays a significant role in how a person achieves goals, tasks, and challenges.

According to Yudi & Istiqomah (2014), self-efficacy is a person's belief in his ability to succeed in certain situations. Self-efficacy theory is based on Bandura's social cognitive theory, which emphasizes the role of observational learning and social experience in personality development.

"Interest is a sense of preference and attachment to a thing or activity, without anyone telling," writes Slameto (2013: 180). Thus, interest has the power to persuade someone to do what they want with a specific object. The low interest in entrepreneurship among students and youth needs attention. Now is our opportunity to encourage students and students to start recognizing and opening businesses or growing interest in entrepreneurship.

Based on the analysis of the direct influence of entrepreneurship education on interest in entrepreneurship, hypothesis testing has met the predetermined criteria. This criterion directly influences the entrepreneurship education variable and the entrepreneurial interest variable. The results of this study are in line with previous research conducted by (Hajrah. 2016; Kustini & Annesya. 2020). Analysis of the direct influence of parental support on interest in entrepreneurship hypothesis testing has met the predetermined criteria. This theory means a direct impact between parental consent and interest in entrepreneurship. The findings of this study are consistent with previous research by (Dwi. F. U & Sukidjo. 2020). Predetermine met criteria in analyzing the direct influence of internal locus of control on entrepreneurship interest and hypothesis testing. This theory means that the internal locus of control directly impacts entrepreneurship interest. This study is in line with previous research (Aprian. FR 2020).

In this study, entrepreneurship education, parental support, internal locus of control, and interest in entrepreneurship have good values. Mediator of self-efficacy on entrepreneurship education, parental consent, and internal locus of control on interest in entrepreneurship has a significant influence. Students are interested in entrepreneurship after studying entrepreneurship courses and studying entrepreneurship education. They also are interested in entrepreneurship when family support or parental support provides a positive boost. Students also have entrepreneurial tendencies when they believe in their abilities and have great potential for entrepreneurship.

## METHOD

This study uses a quantitative approach. The type of research used is descriptive explanatory. Descriptive research is conducted to describe or describe the object of research studied systematically and to explain how much influence the interaction relationship between the predictor and criterion variables determined by the moderating variable. There are five types of variables used, including three

predictor variables, namely entrepreneurship education (X1), Parental Support (X2), Internal Locus of Control (X3), one moderator variable, namely Self-Efficacy (Z), and one criterion variable, namely an interest in entrepreneurship. (Y). The analytical technique used is the hierarchical structural equation modeling analysis technique. The population in this study were students of the Faculty of Economics, University of Muhammadiyah Malang, Islamic University of Malang, and the Kanjuruhan University of Malang. The researcher uses a sample to determine the number of respondents used sampling using sample size by raosoft with a total model of 148. The types used in this study were Accidental Collaborative Sampling and Purposive Sampling, where the model in this study was taken by questionnaire on the google form. Data analysis in this study used the Partial Least Square (PLS) method using the SmartPLS version 3 software.

## RESULTS AND DISCUSSION

The frequency distribution results and the average value describe the characteristics of respondents' responses to each variable. In this study, some variables include Entrepreneurship Education, Parental Support, Internal locus of control, Self-Efficacy, and Interest in Entrepreneurship. The measurement of each item of each variable uses a Likert scale with a 1 – 5.

In the Entrepreneurial Education variable, there are seven question items. Overall, the answers of the respondents studied were varied. The following is the result of the frequency distribution of Entrepreneurship Education:

**Distribution of Entrepreneurship Education Variable Frequency (X1)**

| Items | 5 | | 4 | | 3 | | 2 | | 1 | | Average |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | % | f | % | F | % | F | % | f | % | |
| PK1 | 70 | 47.62 | 62 | 42.18 | 10 | 6.80 | 5 | 3.40 | 0 | 0.00 | 4.34 |
| PK2 | 72 | 48.98 | 60 | 40.82 | 11 | 7.48 | 4 | 2.72 | 0 | 0.00 | 4.36 |
| PK3 | 47 | 31.97 | 75 | 51.02 | 21 | 14.29 | 3 | 2.04 | 1 | 0.68 | 4.12 |
| PK4 | 46 | 31.29 | 77 | 52.38 | 20 | 13.61 | 3 | 2.04 | 1 | 0.68 | 4.12 |
| PK5 | 55 | 37.41 | 73 | 49.66 | 16 | 10.88 | 1 | 0.68 | 2 | 1.36 | 4.21 |
| PK6 | 49 | 33.33 | 82 | 55.78 | 14 | 9.52 | 2 | 1.36 | 0 | 0.00 | 4.21 |
| PK7 | 53 | 36.05 | 77 | 52.38 | 12 | 8.16 | 3 | 2.04 | 2 | 1.36 | 4.20 |
| PK8 | 46 | 31.29 | 81 | 55.10 | 15 | 10.20 | 3 | 2.04 | 2 | 1.36 | 4.13 |
| | | | | | | | | | | | 4.21 |

Source: Primary Data Processed, 2021

Based on the table above, it can seem that the average score on the Entrepreneurship Education variable is 4.21. This result shows that the respondent's assessment of the Entrepreneurial Education variable is included in the excellent category.

In the Parental Support variable, there are seven question items. Overall, the answers of the respondents studied were varied. The following is the result of the Parental Support frequency distribution:

**Parental *Support Variable Frequency Distribution* (X2)**

| Items | 5 | | 4 | | 3 | | 2 | | 1 | | Average |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | % | f | % | f | % | f | % | f | % | |
| PS1 | 68 | 46.26 | 57 | 38.78 | 18 | 12.24 | 2 | 1.36 | 2 | 1.36 | 4.27 |
| PS2 | 46 | 31.29 | 62 | 42.18 | 25 | 17.01 | 12 | 8.16 | 2 | 1.36 | 3.94 |
| PS3 | 45 | 30.61 | 69 | 46.94 | 27 | 18.37 | 6 | 4.08 | 0 | 0.00 | 4.04 |
| PS4 | 74 | 50.34 | 57 | 38.78 | 10 | 6.80 | 6 | 4.08 | 0 | 0.00 | 4.35 |
| PS5 | 44 | 29.93 | 65 | 44.22 | 29 | 19.73 | 9 | 6.12 | 0 | 0.00 | 3.98 |
| PS6 | 32 | 21.77 | 63 | 42.86 | 46 | 31.29 | 5 | 3.40 | 1 | 0.68 | 3.82 |
| PS7 | 46 | 31.29 | 62 | 42.18 | 31 | 21.09 | 7 | 4.76 | 1 | 0.68 | 3.99 |
| PS8 | 52 | 35.37 | 78 | 53.06 | 12 | 8.16 | 5 | 3.40 | 0 | 0.00 | 4.20 |
| PS9 | 56 | 38.10 | 71 | 48.30 | 16 | 10.88 | 3 | 2.04 | 1 | 0.68 | 4.21 |
| PS10 | 54 | 36.73 | 60 | 40.82 | 23 | 15.65 | 10 | 6.80 | 0 | 0.00 | 4.07 |
| PS11 | 43 | 29.25 | 77 | 52.38 | 20 | 13.61 | 7 | 4.76 | 0 | 0.00 | 4.06 |
| PS12 | 33 | 22.45 | 62 | 42.18 | 37 | 25.17 | 14 | 9.52 | 1 | 0.68 | 3.76 |
| PS13 | 45 | 30.61 | 67 | 45.58 | 24 | 16.33 | 11 | 7.48 | 0 | 0.00 | 3.99 |
| PS14 | 37 | 25.17 | 66 | 44.90 | 31 | 21.09 | 13 | 8.84 | 0 | 0.00 | 3.86 |
| | | | | | | | | | | | 4.04 |

**Source: Primary Data Processed, 2020**

Based on the table above, it can seem that the average score on the Parental Support variable is 4.04. This result shows that the respondent's assessment of the Parental Support variable is included in the excellent category.

There are seven question items in the Internal locus of the control variable. Overall, the answers of the respondents studied were varied. The following is the result of the Internal locus of control frequency distribution:

**Variable Frequency Distribution *Internal locus of control* (X3)**

| Items | 5 | | 4 | | 3 | | 2 | | 1 | | Average |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % | f | % | |
| ILC1 | 58 | 39.46 | 66 | 44.90 | 17 | 11.56 | 6 | 4.08 | 0 | 0.00 | 4.20 |
| ILC2 | 51 | 34.69 | 65 | 44.22 | 29 | 19.73 | 2 | 1.36 | 0 | 0.00 | 4.12 |
| ILC3 | 74 | 50.34 | 54 | 36.73 | 14 | 9.52 | 4 | 2.72 | 1 | 0.68 | 4.33 |
| ILC4 | 41 | 27.89 | 69 | 46.94 | 31 | 21.09 | 6 | 4.08 | 0 | 0.00 | 3.99 |
| ILC5 | 49 | 33.33 | 65 | 44.22 | 28 | 19.05 | 5 | 3.40 | 0 | 0.00 | 4.07 |
| ILC6 | 53 | 36.05 | 67 | 45.58 | 22 | 14.97 | 5 | 3.40 | 0 | 0.00 | 4.14 |
| ILC7 | 39 | 26.53 | 68 | 46.26 | 37 | 25.17 | 3 | 2.04 | 0 | 0.00 | 3.97 |
| ILC8 | 30 | 20.41 | 74 | 50.34 | 39 | 26.53 | 4 | 2.72 | 0 | 0.00 | 3.88 |
| ILC9 | 30 | 20.41 | 63 | 42.86 | 46 | 31.29 | 8 | 5.44 | 0 | 0.00 | 3.78 |
| | | | | | | | | | | | 4.06 |

**Source: Primary Data Processed, 2021**

Based on Table above, it can seem that the average score on the *internal locus of the control variable* is 4.01. This result shows that the respondents' assessment of the *Internal locus of the control variable* is included in the moderate category.

In the *Self-Efficacy* variable, there are seven question items. Overall, the answers of the respondents studied were varied. *The following are the results of the Self-Efficacy* frequency distribution:

***Self-Efficacy* Variable Frequency Distribution (Z)**

| Items | 5 | | 4 | | 3 | | 2 | | 1 | | Average |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % | f | % | |
| SE1 | 29 | 19.73 | 89 | 60.54 | 24 | 16.33 | 5 | 3.40 | 0 | 0.00 | 3.97 |
| SE2 | 19 | 12.93 | 84 | 57.14 | 38 | 25.85 | 5 | 3.40 | 1 | 0.68 | 3.78 |
| SE3 | 19 | 12.93 | 82 | 55.78 | 42 | 28.57 | 4 | 2.72 | 0 | 0.00 | 3.79 |
| SE4 | 23 | 15.65 | 80 | 54.42 | 43 | 29.25 | 1 | 0.68 | 0 | 0.00 | 3.85 |
| SE5 | 40 | 27.21 | 77 | 52.38 | 27 | 18.37 | 3 | 2.04 | 0 | 0.00 | 4.05 |
| SE6 | 44 | 29.93 | 82 | 55.78 | 19 | 12.93 | 2 | 1.36 | 0 | 0.00 | 4.14 |
| SE7 | 68 | 46.26 | 65 | 44.22 | 12 | 8.16 | 2 | 1.36 | 0 | 0.00 | 4.35 |
| | | | | | | | | | | | 3.99 |

**Source: Primary Data Processed, 2021**

Based on the table above, it can seem that the average score on the *Self-Efficacy variable* is 3.99. This result shows that the respondent's assessment of the *Self-Efficacy variable is* included in the high category.

In the Entrepreneurial Interest variable, there are seven question items. Overall, the answers of the respondents studied were varied. The following is the result of the frequency distribution of Usefulness Perception:

**Distribution of Entrepreneurial Interest Variable Frequency (Y)**

| Items | 5 | | 4 | | 3 | | 2 | | 1 | | Average |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | f | % | F | % | f | % | f | % | f | % | |
| MB1 | 60 | 40.82 | 62 | 42.18 | 23 | 15.65 | 2 | 1.36 | 0 | 0.00 | 4.22 |
| MB2 | 66 | 44.90 | 66 | 44.90 | 11 | 7.48 | 4 | 2.72 | 0 | 0.00 | 4.32 |
| MB3 | 43 | 29.25 | 60 | 40.82 | 43 | 29.25 | 1 | 0.68 | 0 | 0.00 | 3.99 |
| MB4 | 47 | 31.97 | 71 | 48.30 | 27 | 18.37 | 2 | 1.36 | 0 | 0.00 | 4.11 |
| MB5 | 73 | 49.66 | 61 | 41.50 | 8 | 5.44 | 5 | 3.40 | 0 | 0.00 | 4.37 |
| MB6 | 44 | 29.93 | 66 | 44.90 | 35 | 23.81 | 2 | 1.36 | 0 | 0.00 | 4.03 |
| | | | | | | | | | | | 4.17 |

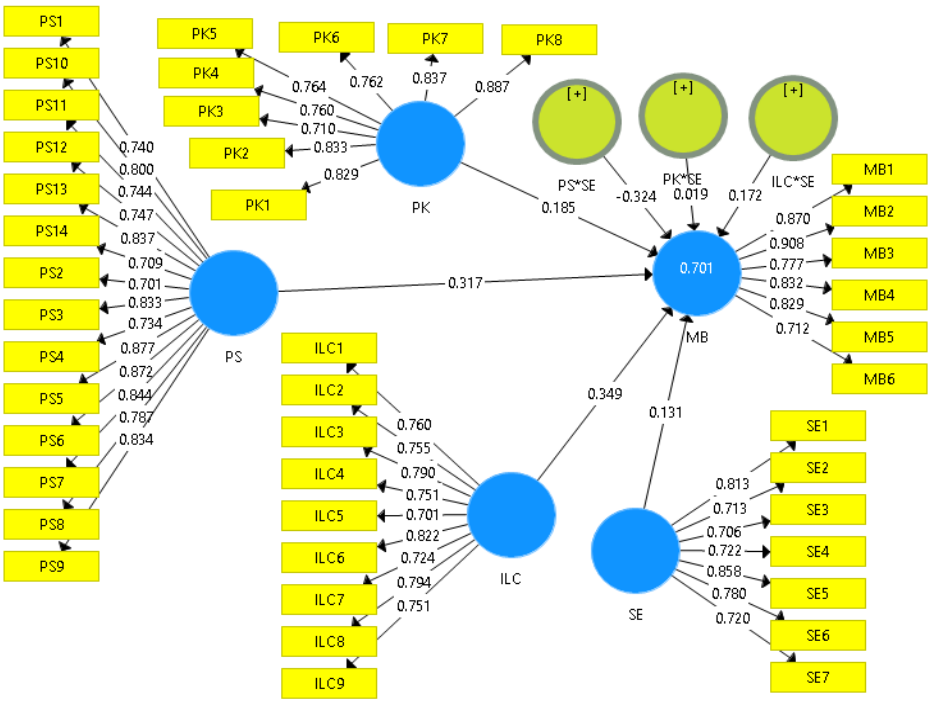
**Source: Primary Data Processed, 2021**

Based on the table above, it can seem that the average score on the Entrepreneurial Interest variable. This result shows that the respondent's assessment of the Entrepreneurial Interest variable is included in the excellent category.

**Evaluation of the Measurement Model *(Outer Model)***

**Source: Data Processing With PLS, 2021**

There are three criteria for using data analysis techniques with SmartPLS to assess *the outer model*: *Convergent Validity, Discriminant Validity,* and *Composite Reliability. Convergent validity* of




the measurement model with reflexive indicators is evaluated based on the correlation between *item scores/component scores* estimated with PLS software. Individual intuitive measures are high if they correlate more than 0.70 with the measured construct.

**Convergent Validity (Convergent *Validity)***
***Outer Loading***

| | ILC | ILC*SE | MB | PK | PK*SE | PS | PS*SE | SE |
|---|---|---|---|---|---|---|---|---|
| **ILC1** | 0.760 | | | | | | | |
| **ILC2** | 0.755 | | | | | | | |
| **ILC3** | 0.790 | | | | | | | |
| **ILC4** | 0.751 | | | | | | | |
| **ILC5** | 0.701 | | | | | | | |
| **ILC6** | 0.822 | | | | | | | |
| **ILC7** | 0.724 | | | | | | | |
| **ILC8** | 0.794 | | | | | | | |
| **ILC9** | 0.751 | | | | | | | |
| **ILC * SE** | | 1.213 | | | | | | |
| **MB1** | | | 0.870 | | | | | |
| **MB2** | | | 0.908 | | | | | |
| **MB3** | | | 0.777 | | | | | |
| **MB4** | | | 0.832 | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **MB5** | | | 0.829 | | | | | |
| **MB6** | | | 0.712 | | | | | |
| **PK1** | | | | 0.829 | | | | |
| **PK2** | | | | 0.833 | | | | |
| **PK3** | | | | 0.710 | | | | |
| **PK4** | | | | 0.760 | | | | |
| **PK5** | | | | 0.764 | | | | |
| **PK6** | | | | 0.762 | | | | |
| **PK7** | | | | 0.837 | | | | |
| **PK8** | | | | 0.887 | | | | |
| **PK * SE** | | | | | 1.193 | | | |
| **PS1** | | | | | | 0.740 | | |
| **PS2** | | | | | | 0.701 | | |
| **PS3** | | | | | | 0.833 | | |
| **PS4** | | | | | | 0.734 | | |
| **PS5** | | | | | | 0.877 | | |
| **PS6** | | | | | | 0.872 | | |
| **PS7** | | | | | | 0.844 | | |
| **PS8** | | | | | | 0.787 | | |
| **PS9** | | | | | | 0.834 | | |
| **PS10** | | | | | | 0.800 | | |
| **PS11** | | | | | | 0.744 | | |
| **PS12** | | | | | | 0.747 | | |
| **PS13** | | | | | | 0.837 | | |
| **PS14** | | | | | | 0.709 | | |
| **PS * SE** | | | | | | | 1.169 | |
| **SE1** | | | | | | | | 0.813 |
| **SE2** | | | | | | | | 0.713 |
| **SE3** | | | | | | | | 0.706 |
| **SE4** | | | | | | | | 0.722 |
| **SE5** | | | | | | | | 0.858 |
| **SE6** | | | | | | | | 0.780 |
| **SE7** | | | | | | | | 0.720 |

**Source: Data processing with SmartPLS (2021)**

The table above describes the value of each indicator's loading factor (convergent *validity)*. The loading factor value > 0.7 can be said to be valid. From this table, it is known that all loading factor values of Entrepreneurship Education (X1), Parental *Support* (X2), *Internal locus of control* (X3), *Self-Efficacy* (Z), and Entrepreneurial Interest (Y) are more significant than 0.70. This result shows that the indicators are valid.

**Discriminant Validity (Discriminant *Validity)***
***Cross Loading* Value**

| | ILC | ILC*SE | MB | PK | PK*SE | PS | PS*SE | SE |
|---|---|---|---|---|---|---|---|---|
| **ILC1** | **0.760** | -0.110 | 0.502 | 0.365 | 0.137 | 0.475 | 0.000 | 0.307 |
| **ILC2** | **0.755** | -0.103 | 0.561 | 0.382 | 0.091 | 0.494 | -0.022 | 0.451 |
| **ILC3** | **0.790** | -0.156 | 0.512 | 0.468 | -0.005 | 0.453 | -0.034 | 0.335 |
| **ILC4** | **0.751** | -0.065 | 0.480 | 0.399 | 0.083 | 0.479 | 0.062 | 0.328 |
| **ILC5** | **0.701** | -0.172 | 0.421 | 0.275 | 0.045 | 0.357 | -0.018 | 0.304 |
| **ILC6** | **0.822** | -0.136 | 0.504 | 0.477 | 0.010 | 0.531 | 0.011 | 0.458 |
| **ILC7** | **0.724** | -0.042 | 0.471 | 0.377 | 0.071 | 0.495 | 0.008 | 0.306 |
| **ILC8** | **0.794** | -0.035 | 0.584 | 0.393 | 0.086 | 0.584 | 0.091 | 0.313 |
| **ILC9** | **0.751** | 0.029 | 0.592 | 0.421 | 0.118 | 0.562 | 0.099 | 0.392 |
| **ILC * SE** | -0.110 | **1.000** | -0.045 | 0.093 | 0.531 | 0.031 | 0.673 | -0.001 |
| **MB1** | 0.570 | -0.105 | **0.870** | 0.428 | -0.063 | 0.584 | -0.216 | 0.397 |
| **MB2** | 0.637 | -0.058 | **0.908** | 0.583 | -0.048 | 0.638 | -0.166 | 0.344 |
| **MB3** | 0.471 | 0.044 | **0.777** | 0.399 | 0.032 | 0.543 | -0.142 | 0.231 |
| **MB4** | 0.575 | 0.000 | **0.832** | 0.514 | 0.036 | 0.587 | -0.148 | 0.368 |
| **MB5** | 0.576 | -0.097 | **0.829** | 0.607 | -0.112 | 0.580 | -0.203 | 0.275 |
| **MB6** | 0.517 | 0.006 | **0.712** | 0.432 | -0.022 | 0.692 | -0.142 | 0.237 |
| **PK1** | 0.410 | 0.004 | 0.472 | **0.829** | -0.150 | 0.488 | -0.046 | 0.292 |
| **PK2** | 0.447 | 0.017 | 0.518 | **0.833** | -0.106 | 0.482 | -0.001 | 0.278 |
| **PK3** | 0.342 | 0.088 | 0.427 | **0.710** | -0.005 | 0.451 | 0.040 | 0.196 |
| **PK4** | 0.421 | 0.020 | 0.484 | **0.760** | -0.027 | 0.493 | 0.012 | 0.242 |
| **PK5** | 0.432 | 0.145 | 0.459 | **0.764** | 0.084 | 0.427 | 0.063 | 0.160 |
| **PK6** | 0.374 | 0.173 | 0.471 | **0.762** | 0.005 | 0.453 | 0.080 | 0.248 |
| **PK7** | 0.467 | 0.071 | 0.524 | **0.837** | -0.011 | 0.545 | 0.013 | 0.299 |
| **PK8** | 0.434 | 0.088 | 0.506 | **0.887** | -0.040 | 0.468 | 0.016 | 0.224 |
| **PK * SE** | 0.095 | 0.531 | -0.038 | -0.041 | **1.000** | 0.026 | 0.528 | -0.043 |
| **PS1** | 0.481 | -0.052 | 0.560 | 0.496 | -0.038 | **0.740** | -0.092 | 0.205 |
| **PS2** | 0.518 | 0.053 | 0.524 | 0.512 | 0.048 | **0.701** | 0.016 | 0.131 |
| **PS3** | 0.520 | -0.016 | 0.636 | 0.446 | -0.018 | **0.833** | -0.101 | 0.273 |
| **PS4** | 0.491 | -0.033 | 0.525 | 0.460 | -0.044 | **0.734** | -0.118 | 0.176 |
| **PS5** | 0.566 | 0.043 | 0.648 | 0.416 | 0.060 | **0.877** | -0.052 | 0.264 |
| **PS6** | 0.554 | 0.148 | 0.646 | 0.487 | 0.091 | **0.872** | 0.010 | 0.283 |
| **PS7** | 0.543 | 0.012 | 0.632 | 0.379 | 0.052 | **0.844** | -0.080 | 0.268 |
| **PS8** | 0.533 | 0.072 | 0.614 | 0.565 | 0.005 | **0.787** | -0.058 | 0.276 |
| **PS9** | 0.571 | 0.030 | 0.648 | 0.564 | 0.016 | **0.834** | -0.083 | 0.280 |
| **PS10** | 0.513 | -0.014 | 0.585 | 0.383 | 0.005 | **0.800** | -0.114 | 0.396 |
| **PS11** | 0.518 | -0.032 | 0.550 | 0.525 | -0.045 | **0.744** | -0.082 | 0.327 |
| **PS12** | 0.507 | 0.041 | 0.531 | 0.479 | 0.025 | **0.747** | -0.027 | 0.307 |
| **PS13** | 0.493 | 0.030 | 0.582 | 0.482 | 0.076 | **0.837** | -0.070 | 0.303 |
| **PS14** | 0.401 | 0.051 | 0.424 | 0.446 | 0.049 | **0.709** | 0.004 | 0.212 |
| **PS * SE** | 0.032 | 0.673 | -0.207 | 0.027 | 0.528 | -0.078 | **1.000** | 0.209 |
| **SE1** | 0.364 | -0.055 | 0.280 | 0.283 | 0.004 | 0.308 | 0.119 | **0.813** |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **SE2** | 0.338 | -0.003 | 0.178 | 0.163 | -0.063 | 0.320 | 0.222 | **0.713** |
| **SE3** | 0.280 | -0.024 | 0.258 | 0.188 | -0.021 | 0.278 | 0.151 | **0.706** |
| **SE4** | 0.352 | 0.070 | 0.214 | 0.231 | 0.046 | 0.296 | 0.162 | **0.722** |
| **SE5** | 0.498 | -0.050 | 0.432 | 0.334 | -0.106 | 0.296 | 0.119 | **0.858** |
| **SE6** | 0.296 | 0.085 | 0.186 | 0.152 | 0.023 | 0.130 | 0.251 | **0.780** |
| **SE7** | 0.291 | 0.039 | 0.309 | 0.185 | -0.046 | 0.162 | 0.178 | **0.720** |

**Source: Data Processing With PLS, 2021**

Based on the *cross-loading value*, it is clear that all of the indicators that make up each variable in this study (the values in bold) have *discriminant validity* because they have the highest *outer loading value* for the variables they form and not for other variables. Thus, all indicators in each variable in this study have met *discriminant validity*.

**Model Evaluation**
***Goodness of Fit***

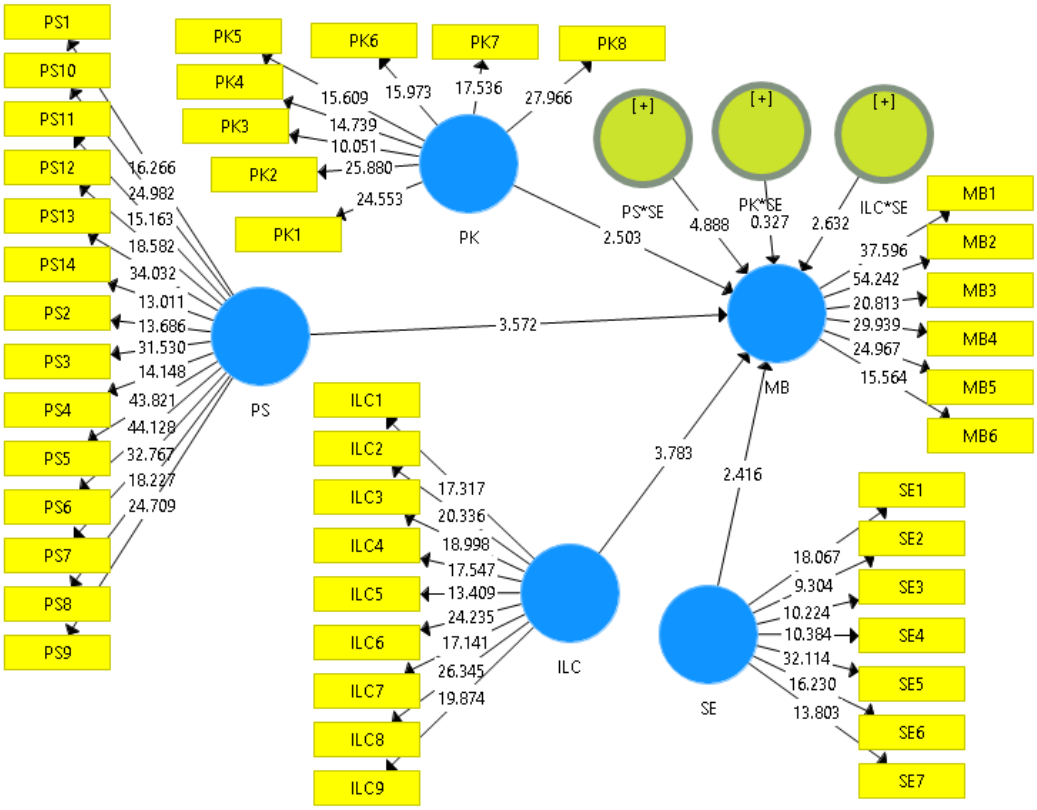
| | **Cronbach's Alpha** | **Composite Reliability** | **Average Variance Extracted (AVE)** |
|---|---|---|---|
| **ILC** | 0.909 | 0.925 | 0.58 |
| **ILC*SE** | 1 | 1 | 1 |
| **PK** | 0.919 | 0.934 | 0.639 |
| **PK*SE** | 1 | 1 | 1 |
| **PS** | 0.954 | 0.959 | 0.627 |
| **PS*SE** | 1 | 1 | 1 |
| **SE** | 0.88 | 0905 | 0.579 |
| **MB** | 0.904 | 0.926 | 0.679 |

**Source: Data Processing With PLS, 2021**

The AVE value for the four constructs is more significant than 0.5, so it can conclude that the evaluation of the measurement model has good discriminant validity.

In addition to the construct validity test, a construct reliability test was also carried out, measured by the criteria test, namely *composite reliability* and *Cronbach alpha* from the indicator block that measured the construct. Constructs are declared reliable if the value of *composite reliability* and *Cronbach's alpha* is above 0.70. So, it can conclude that the construct has good reliability.

**Evaluation of the Structural Model *(Inner Model)***
**Source: Data Processing With PLS, 2021**




**R-Square**

***R-Square. Value***

| Variable | R Square |
|---|---|
| **Y** | 0.701 |

**Source: Data processing with PLS, 2021**

The R-square value of Entrepreneurial Interest is 0.701. This value shows that Entrepreneurship Education influences the Entrepreneurial Interest variable (Y) (X1), Parental *Support* (X2), *Internal locus of control* (X3), and Moderate *Self-Efficacy* (Z) is 70,1% while other variables outside the study influence the remaining 29.9%.

***Predictive Relevance* (Q)**
The calculation of *predictive relevance* is as follows.

Research Hypothesis Testing

**Path Coefficient (Mean, STDEV, T-Values)**

| | Original Sample (O) | T Statistics | P Values | Description |
|---|---|---|---|---|
| **PK -> MB** | 0.185 | 2.503 | 0.013 | Significant |
| **PS -> MB** | 0.317 | 3.572 | 0.000 | Significant |
| **ILC -> MB** | 0.349 | 3,783 | 0.000 | Significant |
| **PK*SE -> MB** | 0.019 | 0.327 | 0.744 | Not significant |

| | | | | |
|---|---|---|---|---|
| **PS*SE -> MB** | -0.324 | 4.888 | 0.000 | Significant |
| **ILC*SE -> MB** | 0.172 | 2,632 | 0.009 | Significant |
| **SE -> MB** | 0.131 | 2.416 | 0.016 | Significant |

**Source: Data Processing With PLS, 2021**

Hypothesis testing can do by comparing t-statistics with t-tables. t-table can be obtained from 147 respondents, which in the end obtained at t-table of 1.960. The table above provides the estimated output for testing the structural model.

**a.** Hypothesis 1

H1: Entrepreneurship Education has a direct and significant favorable influence on Entrepreneurial Interest.

The value of the Entrepreneurial Education variable on Entrepreneurial Interest with a path coefficient of 0.18 and a t statistic of 2.503 is more significant than t table (1.960) or p 0.05. The above results indicate that H0 is rejected and H1 is accepted. This result means that the first hypothesis is received so that Entrepreneurship Education has a direct and significant favorable influence on Entrepreneurial Interest.

**b.** Hypothesis 2

H2: Parental *Support* has a direct and significant positive effect on Entrepreneurial Interest.

From the data processing results using SmartPLS, the original sample value (O) is obtained, which is the path coefficient value and the statistical t value to show its significance. The results of testing the second hypothesis indicate that the relationship between Parental *Support* and Interest in Entrepreneurship shows a path coefficient value
of 0.317 with a t-statistic value of 3.572. This value is greater than t table (1.960) and significant or p <0.05. The above results indicate that H0 is rejected. This result means that the second hypothesis is accepted. This result implies that Parental *Support* has a direct and significant favorable influence on Entrepreneurial Interest.

**c.** Hypothesis 3

H3: *Internal locus of control* has a direct and significant positive effect on Entrepreneurial Interest.

*The above results indicate that H0 is rejected. Internal locus of control* positively influences Entrepreneurial Interest with a path coefficient of 0.349 and a t statistic of 3.783, more significant than t table (1.960) or p <0.05. This result means that the third hypothesis is rejected, which means that the *internal locus of control* has a direct and significant favorable influence on Entrepreneurial Interest.

**d.** Hypothesis 4

H4: *Self-Efficacy* moderates Entrepreneurship Education significantly on Entrepreneurial Interest.

*Self-Efficacy* as a positive influence in moderating Entrepreneurship Education on Interest in

Entrepreneurship with a path coefficient of 0.019 and a t statistic of 0.327, which is smaller than t table (1.960) and significance or p > 0.05. The above results indicate that H0 is accepted. This result means that the fourth hypothesis is rejected. This result implies that *Self-Efficacy* has no significant effect in moderating Entrepreneurship Education on Entrepreneurial Interest.

**e.** Hypothesis 5

H5: *Self-Efficacy* significantly moderates Parental *Support on Entrepreneurial Interest.*

*Self-Efficacy* influences moderating Parental *Support* on Entrepreneurial Interest with a path coefficient of -0.324 and a t statistic of 4.888, more significant than t table (1.960) and a significance or p <0.05. According to the above results, H0 is rejected. This result indicates that the fifth hypothesis is correct. This result implies that *Self-Efficacy* plays a significant role in moderating Parental *Support* for Entrepreneurial Interests.

**f.** Hypothesis 6

H6: *Self-Efficacy* moderates *Internal locus of control* significantly on Entrepreneurial Interest.

*Self-Efficacy* influences moderating *Internal locus of control* on Entrepreneurial Interest with a path coefficient of 0.172 and a t statistic of 2.632 greater than t table (1.960) and a significance or p <0.05. The above results indicate that H0 is rejected. This result means that the sixth hypothesis is accepted, which means that *self-efficacy* has a significant influence in moderating the *Internal locus of control* on Entrepreneurial Interest.

## CONCLUSION

The conclusions of the results of the analysis based on the formulation of problems and hypotheses in this study are as follows: Entrepreneurship Education has a direct and significant favorable influence on Entrepreneurship Interest in students of the Faculty of Economics and Business at the University of Muhammadiyah Malang (UMM), Universitas Islam Malang (UNISMA), and Kanjuruhan University Malang (UNIKAMA). Parental support has a direct and significant favorable influence on Entrepreneurship Interest in students of the Faculty of Economics and Business at the University of Muhammadiyah Malang (UMM), Universitas Islam Malang (UNISMA), and Kanjuruhan University Malang (UNIKAMA). Internal locus of control has a direct and significant favorable influence on Entrepreneurship Interest in students of the Faculty of Economics and Business at the University of Muhammadiyah Malang (UMM), Universitas Islam Malang (UNISMA), and Kanjuruhan University Malang (UNIKAMA). Self-Efficacy has a significant influence on entrepreneurship interest in students of the Faculty of Economics and Business at the University of Muhammadiyah Malang (UMM), Universitas Islam Malang (UNISMA), and Kanjuruhan University Malang (UNIKAMA). Self-Efficacy moderates Entrepreneurship Education significantly towards Entrepreneurship Interest in students of the Faculty of Economics and Business at the University of Muhammadiyah Malang (UMM), Universitas Islam Malang (UNISMA), and Kanjuruhan University Malang (UNIKAMA). Self-Efficacy moderates Parental Support significantly to Entrepreneurship Interest in students of the

Faculty of Economics and Business at the University of Muhammadiyah Malang (UMM), Universitas Islam Malang (UNISMA), and Kanjuruhan University Malang (UNIKAMA). Self-Efficacy moderates the Internal locus of control significantly to Entrepreneurship Interest in students of the Faculty of Economics and Business at the University of Muhammadiyah Malang (UMM), Universitas Islam Malang (UNISMA), and Kanjuruhan University Malang (UNIKAMA).

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