

The Effect of Entrepreneurship Education on Interests of Entrepreneurship Through Self Awareness in Students in Surabaya

Candraningrat
Manajemen, Fakultas Ekonomi dan Bisnis, Universitas Dinamika

ABSTRACT

This study aims to determine the effect of entrepreneurship education and self-awareness variables on entrepreneurial interest in students in the city of Surabaya. The data analysis technique used is the SEM-PLS analysis through the WarpPLS 6.0 program. Data collection techniques by conducting surveys through a questionnaire distributed to respondents by purposive sampling. The population in this study were all students in the city of Surabaya who were taking and who had passed an entrepreneurship course, so the sample determined in this study were 100 students in the city of Surabaya who were making and who had passed an entrepreneurship course with active status. This research is classified as quantitative research. This study provides findings that the variables of entrepreneurship education and self-awareness have a significant and positive effect on entrepreneurial interest. Also, entrepreneurship education variables affect the interest in entrepreneurship through self-awareness.

Keywords: Entrepreneurship Education, Self Awareness, Entrepreneurship.

INTRODUCTION

Since long, Entrepreneurship has become a concern significant in developing the growth of the economy. Not be denied that entrepreneurship can help provide many opportunities for work, the various needs of consumers, service care, as well as improve the well-being and the level of competition of a country. Along with the growth of globalization, entrepreneurship is also increasingly becoming an essential concentration in facing the challenges of globalization, namely global economic competition in terms of creativity and innovation. It is because organizations are skilled in innovating, successfully generate ideas new, will earn excellence competitive, and not be left behind in the world market continues to change by leaps and bounds. They are an achievement economy excellent the driving power of competitiveness of the nation and the people who have the quality of life (Fianto and Candraningrat, 2018). For the government, when it aggressively encourage children young to become an

entrepreneur, one of them is with the implementation of the curriculum of entrepreneurship at every college high.

Changing the way of viewing child young to work as an entrepreneur is not accessible due to the fact a lot of the problems that must be faced when becoming an entrepreneur, not all entrepreneurs can run smoothly and always able to get the money as if they worked as clerks country or work in places other (Santoso and Candraningrat, 2016). Behavior conduct innovative, which is owned by an entrepreneur, in general, be able to compensate for changes that occur with so quickly, especially in the face of the challenges of globalization. An entrepreneur is an agent of change that introduces innovations such as products, methods of production, technical sales, and the type of tool jobs are new. Behavior conduct innovative, which is owned by the entrepreneur, makes them capable of facing the challenge to turn them into opportunities. It can support the progress of

the economy. Besides, according to Santoso, et al. (2016), entrepreneurial demanded not only to have the skills to build a business, but also provide value-added of each source of power which is owned by the entrepreneur. These things grow out of a pattern of thought and modes of action that generates creativity and innovation of entrepreneurs. So that the necessary support and encouragement from various parties to encourage the formation of new entrepreneurs with a growing interest in entrepreneurship in the students.

Entrepreneurial interest is described as a sense of love and lured in business activities, which involves the courage to face various consequences to obtain benefits (Syaifudin, 2016). While according to (Fatmawati, 2018), interest in entrepreneurship is the capacity to be courageous in fulfilling the necessities of life, developing businesses, or creating new businesses with strengths that exist in individuals. The factors that influence entrepreneurial interest consist of three things, according to (Alma 2013). First personal factors include aspects of personality such as dissatisfaction with career, the courage to face risks, and a secure attachment to doing business. Second, environmental factors include relations with the physical environment, such as competition in life and government policies. Third, sociological factors that include relationships with family. So it can be concluded that the indicators that will be used in this study to measure the interest of entrepreneurship are the will from within, the willingness to face risks, the interest in doing something innovative, the interest in getting appreciation in the form of recognition of the surrounding environment and the interest in getting results from the business being run.

In its current application, one of the steps that can be taken in the growing interest in entrepreneurship is through government policies and related institutions that apply the entrepreneurship curriculum

at each tertiary institution. According to (Lestari and wijayadi, 2012) that entrepreneurship education is a method of learning to change the views and mindsets of students towards determining entrepreneurial careers. Students who have taken entrepreneurship courses will have intrinsic values and entrepreneurial characteristics so that they will increase their interest and love for the entrepreneurial world. With entrepreneurship education, students can know the concept of planning in a business (Candraningrat, 2019). Entrepreneurship education itself can be measured through several indicators, such as the quality of teaching staff and teaching and learning facilities. This research is following previous research conducted by Syaifudin, (2016), which states that entrepreneurship education has a positive and significant influence on entrepreneurial interest.

Entrepreneurial interest arising from entrepreneurship education will increasingly have a positive impact if accompanied by an awareness of one's soul for a career to be achieved given the difficulty of finding work in the current era, with the increasing number of job seekers available and contrary to the availability of jobs which is increasingly limited, entrepreneurship can be one solution that is worth considering. Awareness of self may grow due to several factors, such as education entrepreneurship. Indicators can be used to measure self-awareness, among others, planning, initiative, monitoring, mind, emotions, and senses.

According to the opinion (Rizal, 2014), awareness of self is the interpretation of the person to the particularities of individual, character, nature, personality, and understand the ability of life that exist in themselves and have a representation of the self itself. Awareness of self that emerged from the mind of a person can be formed to look at the number of unemployed that there are now mainly at the undergraduate, however.

The phenomenon that may encourage someone to do fieldwork along with entrepreneurship. The study is in accordance with research earlier that was performed by Kurniawati and Kusmurinto (2018), which states that self-awareness has influence positively and significantly to the interest in entrepreneurship.

Based on the background behind it there is a difference in the results of the findings of several studies earlier, so that research on "The Effect of Education Entrepreneurship Against the Interests of Entrepreneurship Through Mediation Self Awareness in Students in Surabaya," is considered very important to do in order to develop and determine the factors that may affect interest in entrepreneurship in students in the city of Surabaya.

THEORY REVIEW

Entrepreneurship Education

According to (Syaifudin, 2016) Educational Entrepreneurship is an attempt to be conscious of providing knowledge, interpretation, and training to someone so interested to choose a career as an entrepreneur. Still, according to (Syaifudin, 2016) there are three criteria that are used to measure educational entrepreneurship as follows. (1) The curriculum, which is the ability that is given to the participant students in the form of competency education based on entrepreneurship, (2) Quality of Labor Educator, where lecturers as labor educators must master the science knowledge and deliver it to the well, so that is able to provide motivation on the participant students become entrepreneurs and (3) Amenities Learning Teaching, availability of facilities and infrastructure of education in helping participants learners to be able to master the material educational entrepreneurship and convey science knowledge.

Self Awareness

According to (Rizal, 2014) Self Awareness is self-recognition, self-

understanding, relationship with self, self-introspection, and self-discovery. There are several criteria for determining Self Awareness. According to (Rizal, 2014) there are six criteria used to measure family support, such as the elaboration as follows. (1) Planning, developing and implementing strategies with high goal orientation, (2) Initiative, by taking or managing all activities that can advance a business, (3) Monitoring, monitoring and organizing the ability to achieve success, (4) Mind, having critical thinking, more open to the thoughts, ideas and opinions of others, (5) Emotion in accepting, assessing, managing and controlling emotions possessed well and (6) Sensing Emotion, which is feeling the environmental conditions.

Entrepreneurial Interest

According to (Syaifudin, 2016) Entrepreneurial Interest is a sense of liking and being interested in business activities, which involves the courage to face various risks in order to make a profit. According to Ulfi Pristiana et.al. (2009), stated that interest is one's tendency to do something, which is caused by a sense of liking something, arouse interest, and influence someone to behave in certain ways.

There are several criteria in determining Entrepreneurial Interest. According to (Fatmawati, 2018) 5 criteria that can be used in measuring family support are as follows. (1) Willingness From Within Yourself, moved from within ourselves so interested to entrepreneurship, (2) willingness Facing risks, dare to try and not be afraid to failure, (3) interest Doing Something that Innovative, interest someone in enhance creativity, (4) interest in getting Appreciation Form Recognition Environmental Neighborhood, which desire gets ratings that good of society and (5) Emotions, interest getting the Results of enterprises run, namely the desire to get the advantage over businesses that are run.

Self Awareness of Entrepreneurial Interest

Aside from entrepreneurship education and family support, self-awareness also underlies students' interest in entrepreneurship. This is because of self-awareness as a form of sensitivity to one's own attitudes and characteristics (Myers, 2014). Therefore, a student who has strong self-awareness will be able to have persistent confidence in his own abilities and desires to be achieved, especially in terms of entrepreneurship.

H₁: *Self Awareness Influences Entrepreneurial Interest.*

Entrepreneurship Education Towards Entrepreneurial Interest

According to Candraningrat, et al. (2017), competition in winning and recycling the current market share becomes more complicated where technological growth makes product parity increase. The offer given by a company with a competing offer is increasingly similar, as seen from the advantages and added value of the products provided (Candraningrat et al., 2018). So we need deep insight into entrepreneurship to students, which can be obtained from entrepreneurship education. In the opinion (Zimmere et al., 2008) states that one of the aspects driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education both in the practice activities of lectures as well as seminar activities and entrepreneurial practices.

H₂: *Entrepreneurship Education Influences Entrepreneurial Interest.*

Entrepreneurship Education Against Self Awareness

Entrepreneurship education received will give someone an understanding of entrepreneurship. According to Adianita, et al. (2017), resources that have competency are needed in achieving targets. So that the required power educators who are competent to be able to raise awareness of self to any person for entrepreneurship through educational

entrepreneurship. Because entrepreneurship education can provide ability or expertise in a particular field and will have a positive impact on the future.

H₃: *Entrepreneurship Education Influences Self Awareness.*

Entrepreneurship Education Towards Entrepreneurial Interest Through Self Awareness

Insights were gained from the education of each individual will have the effect of knowledge and expertise on a person. Similarly, when thinking about becoming an entrepreneur also requires entrepreneurship education to support knowledge in all aspects needed. As explained by (Lestari and Wijaya, 2012) that to change the attitudes and mindsets of students to choose an entrepreneurial career is part of entrepreneurship education. So that the form of one's self-awareness in this case students will grow well.

H₄: *Impact Entrepreneurship education Against the Interests of Entrepreneurship Through Self Awareness*

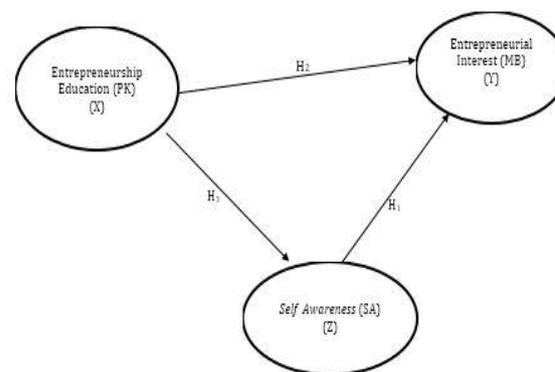


Figure 1. Conceptual Framework

RESEARCH METHODOLOGY

Research Design

This type of research is a quantitative research that is research that emphasizes data (numbers) and processed by statistical methods. Based on the problem, this research is causal research that is research with the characteristics of problems in the form of a causal relationship between two

or more variables. In conducting this research, the data obtained from the results of the distribution of questionnaires to respondents conducted by researchers.

Population and Samples

The population in this study were all students in the city of Surabaya who were taking and who had graduated from entrepreneurship courses. Then the sample set is as many as 100 respondents from the existing population with the criteria of the college student in Surabaya who are taking and who have graduated from entrepreneurship courses. The data obtained were then analyzed using the PLS-SEM analysis technique using the WarpPLS 6.0 program.

Measurement of the Variables

Based on the theoretical studies that have been submitted, this study uses independent variables, namely entrepreneurship education (X) with mediation, namely self-awareness (Z) with one dependent variable, namely entrepreneurial interest (Y).

DATA ANALYSIS AND DISCUSSION

Validity Test

From the results of the validity test in this study it can be concluded that all statement items in this study are valid, it can be seen from the value of $r_{count} > r_{table}$ of 0.306 so that the statement items in this study can be reused for further research and then the reliability test is performed.

Evaluation of Measurement Model (Outer Model)

Outer model is a model that determines the specification of the relationship between latent variables and their indicators. In the outer model there are three tests namely convergent validity, discriminant validity, and composite reliability.

Convergent Validity

Convergent validity test results state that a positive correlation with the results

of the measurement of other concepts that are theoretically positively correlated, can be seen from the loading value between 0.40-0.70 and AVE measurements which have values > 0.05 .

Table 3. Results combined-loadings

Indicator	PK	SA	MB	P-value	Information
PK1	(0.696)			<0.001	Fulfill
PK2	(0.702)			<0.001	Fulfill
PK3	(0.825)			<0.001	Fulfill
PK4	(0.760)			<0.001	Fulfill
PK5	(0.642)			<0.001	Fulfill
PK6	(0.629)			<0.001	Fulfill
SA1		(0.750)		<0.001	Fulfill
SA2		(0.793)		<0.001	Fulfill
SA3		(0.555)		<0.001	Fulfill
SA4		(0.543)		<0.001	Fulfill
SA5		(0.610)		<0.001	Fulfill
SA6		(0.577)		<0.001	Fulfill
SA7		(0.773)		<0.001	Fulfill
SA8		(0.756)		<0.001	Fulfill
SA9		(0.831)		<0.001	Fulfill
SA10		(0.829)		<0.001	Fulfill
SA11		(0.766)		<0.001	Fulfill
SA12		(0.778)		<0.001	Fulfill
MB1			(0.788)	<0.001	Fulfill
MB2			(0.812)	<0.001	Fulfill
MB3			(0.771)	<0.001	Fulfill
MB4			(0.715)	<0.001	Fulfill
MB5			(0.788)	<0.001	Fulfill
MB6			(0.763)	<0.001	Fulfill
MB7			(0.732)	<0.001	Fulfill
MB8			(0.705)	<0.001	Fulfill
MB9			(0.746)	<0.001	Fulfill
MB10			(0.738)	<0.001	Fulfill

Source: Processed Data (2020)

Descriptions based on the results of data processing above for each variable are as follows:

- (1) Entrepreneurship Education (PK)
 Based on table 3.4 the results of data processing show that PK2, PK3 and PK4 have a loading value > 0.70 so that it meets the convergent validity or valid criteria. Meanwhile, PK1, PK5 and PK6 have loading values more than 0.40, so they can be considered in the model. Moreover, the P-value has fulfilled the requirements that are has a

value of <0.001 (<0.05) for all indicators.

(2) *Self Awareness* (SA)

Based on table 3.4 the results of data processing show that SA1, SA2, SA7, SA8, SA9, SA10, SA11 and SA12 have loading values > 0.70 so that they meet the convergent validity or valid criteria. Meanwhile, SA3, SA4, SA5 and SA6 have more loading values > 0.40 so that they can be considered in the model. Furthermore, the P-value has fulfilled the requirements that are has a value of <0.001 (<0.05) for all indicators.

(3) Entrepreneurial Interest (MB)

Based on table 3.4 the data processing results show that MB1, MB2, MB3, MB4, MB5, MB6, MB7, MB8, MB9 and MB10 have loading values > 0.70 so that they meet the criteria of convergent validity or validity. Moreover, the P-value has fulfilled the requirements that are has a value of <0.001 (<0.05) for all indicators.

The following measurement results are based on AVE values in each construct, which are fully explained in Table 4.

Table 4. Value Average Variances Extracted (AVE)

<i>Average Variances Extracted (AVE)</i>			
Latent Variable	AVE value	Criteria	Information
PK	0,507	$> 0,50$	Meet convergent validity
SA	0,520		Meet convergent validity
MB	0,572		Meet convergent validity

Source: Processed Data (2020)

Based on these results, the four constructs have met the convergent validity, which has a value of $AVE > 0.50$.

PK with a value of 0.507, SA with a value of 0.520 and MB with a value of 0.572. In conclusion, all variables have fulfilled the convergent validity criteria.

Discriminant Validity

The test results Discriminant validity to determine the extent to which the results of measurement of a concept is able to differentiate themselves with the results of measurements of the concept of another, which must be met value of cross loading between the construct more substantial than the value of cross loading between the constructs to construct more in the model.

Table 6. Cross-Loading Value

Indicator	PK	SA	MB
PK1	(0.696)	-0.115	-0.136
PK2	(0.702)	-0.180	-0.105
PK3	(0.825)	-0.026	0.004
PK4	(0.760)	-0.120	0.158
PK5	(0.642)	0.244	0.035
PK6	(0.629)	0.258	0.037
SA1	0.067	(0.750)	-0.127
SA2	0.051	(0.793)	-0.116
SA3	0.232	(0.555)	-0.235
SA4	0.254	(0.543)	-0.319
SA5	0.125	(0.610)	-0.150
SA6	0.013	(0.577)	0.251
SA7	0.001	(0.773)	0.124
SA8	-0.087	(0.756)	0.163
SA9	-0.130	(0.831)	0.163
SA10	-0.149	(0.829)	-0.029
SA11	-0.202	(0.766)	0.079
SA12	0.013	(0.778)	0.061
MB1	-0.444	-0.077	(0.788)
MB2	-0.083	-0.161	(0.812)
MB3	-0.129	0.103	(0.771)
MB4	-0.173	-0.034	(0.715)
MB5	0.176	0.074	(0.788)
MB6	0.007	0.138	(0.763)
MB7	-0.041	-0.019	(0.732)
MB8	0.117	-0.163	(0.705)
MB9	0.347	0.111	(0.746)
MB10	0.249	0.024	(0.738)

Source: Processed Data (2020)

Based on Table 6 shows that all

indicators that make up each variable in this study have met the discriminant validity that is the cross-loading value between 0.40-0.70 must still be considered to be maintained (Machfud, 2013).

Composite Reliability

The test results from Discriminant validity, a constructor a variable is said to be reliable if it provides value Cronbach's Alpha > 0.7 and Composite Reliability > 0.7. Cronbach's Alpha for measuring the limit value of the reliability of a construct while the Composite Reliability measures the value of the actual reliability of the construct.

Table 7. Value of Composite Reliability

Variable	Value Composite Reliability
Entrepreneurship Education	0.860
<i>Self Awareness</i>	0.927
Entrepreneurial Interest	0.930

Source: Processed Data (2020)

In table 7 shows that the composite reliability value has met the requirements of > 0.70. Testing reliability also is seen from the value of Cronbach's alpha are presented in Table 8.

Table 8. Cronbach's Alpha Value

Variable	<i>Cronbach's Alpha Value</i>
Entrepreneurship Education	0.803
<i>Self Awareness</i>	0.913
Entrepreneurial Interest	0.917

Source: Processed Data (2020)

Based on the description of the results of the testing shows the composite

reliability of each construct, namely Education Entrepreneurship (PK) of 0.860, Self Awareness (SA), amounted to 0.927 and Interests of Entrepreneurship (MB) of 0.930. The results of Cronbach's alpha also show that the Education Entrepreneurship (PK) of 0.803, Self Awareness (SA) amounted to 0.913 and Interests of Entrepreneurship (MB) of 0.917. Based on the results of composite reliability and Cronbach's alpha, it can be concluded that all variables have met the criteria for composite reliability because the value of Cronbach's Alpha and Composite Reliability is more than 0.7.

Evaluasi Model Structural (Inner Model)

After doing tests outer models or evaluation model of measurement, step next is testing the inner workings of the model or evaluation models structurally. Inner models define specifications relationship between the variables of latent with variable latent others to perform three trials, which include test suitability models (model fit), path coefficient, and R².

Evaluation of suitability models (model fit), test suitability models used to determine a model of data, and have a match. In the model compatibility test, there are several tests, namely average path coefficient (APC), leverage adjusted R-squared (AARS), average R-squared (ARS), average variance factor (AVIF), Average full collinearity VIF (AFVIF), Tenenhaus GoF, sympon's paradox ratio (SPR), R-squared contribution ratio (RSCR), Statistical suppression ratio (SSR), and nonlinear bivariate causality direction ratio (NLBCDR).

Table 1. *Goodness of Fit (GoF)*

	Index	P-value	Criteria	Information
APC	0, 397	<0.001	p <0.05	Be accepted
ARS	0, 2 95	<0.001	p <0.05	Be accepted
AARS	0, 2 84	<0.001	P <0.05	Be accepted
AVIF	1.1 75 Good if <3.3		AVIF <3.3	Be accepted
AFVIF	1, 4 85 Good if <3,3		AFVIF <3.3	Be accepted

	Index	P-value	Criteria	Information
GoF	0,396		<i>small</i> ≥ 0.1 , <i>medium</i> ≥ 0.25 , <i>large</i> ≥ 0.36	<i>Large</i>
SPR	1,000		SPR > 0.7	Be accepted
RSCR	1,000		RSCR > 0.9	Be accepted
SSR	1,000		SSR > 0.7	Be accepted
NLBCCR	1,000		NLBCCR > 0.7	Be accepted

Source: Processed Data (2020)

Results output in Table 9, explained that by ten index size Goodness of Fit (GoF) which has been presented that can be concluded that the model of research in the overall model of the research is declared fit that well and considered feasible, wherein the APC, ARS, and Aars < 0.05 with APC values = 0,397, ARS = 0,295, and AARS = 0,284. So also with the value AVIF and AFVIF are produced, namely < 3.3 , which means that not there is problem multicollinearity between indicators and between variables exogenous. Index SPR, RSCR, SSR, and NLBCDR also shows the size of the fit, which means that not there is a problem of causality in the model of research.

Table 10. Results R^2

No.	Variable	R^2
1.	Entrepreneurial Interest	0,41
2.	<i>Self Awareness</i>	0,18

Source: Processed Data (2020)

Based on Table 10, shows show that the variable interest in entrepreneurship has a value of 0,41, which means that the variable interest in entrepreneurship can be affected by variables Education Entrepreneurship and Self Awareness amounted to 41% and the rest is influenced by variables other outside research this. Furthermore, the Self Awareness variable has a value of 0,18, which means that the self-awareness variable can be influenced by the Entrepreneurship Education variable by 18%, and the rest is influenced by other

variables outside this study.

Hypothesis Testing

Testing the hypothesis in doing to explain the direction of the relationship between variables independent to variable dependent is by way of analysis of the path (path analysis) on a model that has been created. To find out the correlation between variables can be seen from the path coefficients and the level of significance, which is then compared with the research hypothesis. Knowing the results of testing hypotheses by simultaneous or together can be seen the value of the path coefficients and p-values in the total effects, the results of the processing of data variables are simultaneous.

In a study, this using a level significant or level of confidence 5% or by 0.05. A hypothesis can be accepted if the p-value is less than 0.05 or must be rejected if the p-value is more than 0.05.

The following are the results of research on the effect sizes that have been obtained based on data processing, which can be seen in Table 11.

Table 2. *Direct Effects*

Criteria	Variable	PK	SA	M B
Path Coefficients	PK	-	-	-
	SA	0.426	-	-
	MB	0.429	0.336	-
p-values	PK	-	-	-
	SA	< 0.001	-	-
	MB	< 0.001	< 0.001	-

Source: Processed Data (2020)

The following are the results of research on the effect sizes that have been

obtained based on data processing that can be seen in Figure 1.

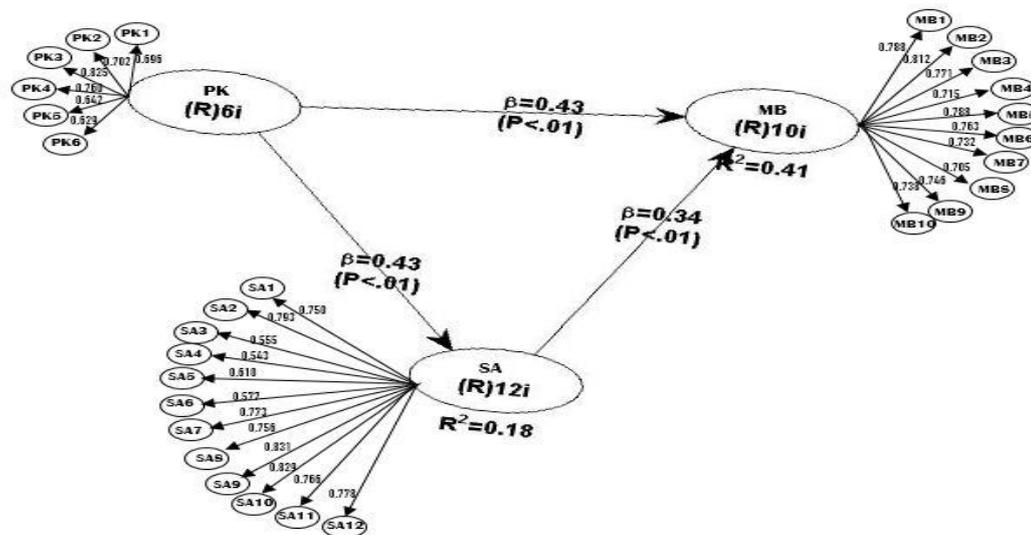


Figure 1. Path Coefficients Test Results
 Source: Processed Data (2020)

Based on estimated results of direct effect (effect immediately) and indirect effects (effect not directly) by inserting variable mediation, and then connect it simultaneously between variables independent of the variable mediation, variable mediation against variable dependent and variable independent of the variable dependent. Here are the results of testing the indirect effect that will appear in table 12 and the results of testing the total effect on Table 1 3.

Table 3. Indirect Effects

Criteria	Variable	PK	SA	MB
Path Coefficient s	PK	-	-	-
	SA	-	-	-
	MB	0.143	-	-
p-values	PK	-	-	-
	SA	-	-	-
	MB	0.019	-	-

Source: Processed Data (2020)

To view the results of a test of hypothesis is simultaneously or in together

can be seen the value of the path coefficients and p-values in the total effects, the results of the processing of data variables are simultaneous. The following are the results of research on total effects based on data processing, which can be seen in Table 13.

Table 4. Total Effect

Criteria	Variable	PK	SA	MB
Path Coefficients	PK	-	-	-
	SA	0,426	-	-
	MB	0,572	0,336	-
p-values	PK	-	-	-
	SA	<0,001	-	-
	MB	<0,001	<0,001	-
Effect sizes for the path	PK	-	-	-
	SA	0,181	-	-
	MB	0,319	0,168	-
Number of paths	PK	-	-	-
	SA	1	-	-
	MB	2	1	-

Source: Processed Data (2020)

Discussions

H₁: Self Awareness Influential Against the Interests of Entrepreneurship

Variable Self Awareness, influential significant against variable interest in entrepreneurship that can be observed through the value of the path coefficient, were worth positive is 0,336, with a value of P-Values < 0.001 which means ≤ 0.05 so that the Self Awareness has the effect that significant to the interests of Entrepreneurship. Based on these results, the hypothesis that " Self Awareness Influential Against the Interests of Entrepreneurship " declared **acceptable**.

This is in accordance with research by Kurniawati and Kusmurinto (2018), which proves that Self Awareness has a significant effect on Entrepreneurial Interest. The results of these hypotheses indicate that interest in entrepreneurship in students in the city of Surabaya because of self-awareness.

H₂: Education Enterprise Influential Against the Interests of Entrepreneurship

Variable Education Entrepreneurship, influential significant against variable interest in entrepreneurship that can be observed through the value of the path coefficient, was worth positive is 0,572, with a value of P-Values <0.001 which means ≤ 0.05 so that Education Entrepreneurship has the effect that significant to the interests of Entrepreneurship. Based on these results, the hypothesis that " Educational Entrepreneurship Influential Against the Interests of Entrepreneurship " declared **acceptable**.

This is in accordance with research by Syaifudin (2014), which proves that Entrepreneurship Education has a significant effect on Entrepreneurial Interest. The results of these hypotheses indicate that the minimum at entrepreneurship in students in the city of Surabaya because of educational entrepreneurship.

H₃: Education Enterprise Influential Against Self Awareness

Variable Education Entrepreneurship, influential significant against variable Self Awareness that can be observed through the value of the path coefficient, was worth positive is 0,426, with a value of P-Values <0.001, which means ≤ 0.05 so that Education Entrepreneurship has the effect that significant to Self Awareness. Based on these results, the hypothesis that " Educational Entrepreneurship Influential Against Self Awareness " declared **acceptable**.

The results of these hypotheses indicate that self-awareness in students in the city of Surabaya because of educational entrepreneurship.

H₄: Education Entrepreneurship against the interests of Entrepreneurship through Self Awareness

Variable education entrepreneurship against the interest in entrepreneurship to be mediated by the self-awareness that is at 0,143 with a p-value 0.019, which means ≤ 0.05 . Based on these results, it can be said that entrepreneurship education has no effect on entrepreneurial interest through self-awareness. So the hypothesis which states, " Educational Entrepreneurship on the interests of Entrepreneurship through Self Awareness " declared **acceptable**.

The results of these hypotheses indicate that interest in entrepreneurship in students in the city of Surabaya for education entrepreneurship through self-awareness. Based on these results, the hypothesis that " Educational Entrepreneurship against the interests of Entrepreneurship through Self Awareness " declared **acceptable**.

CONCLUSION

Based on the results and discussion of data analysis, several things can be concluded, including:

1. Self Awareness variable has a significant and positive effect on

Entrepreneurial Interest in students in the city of Surabaya. This proves that the entrepreneurship interest affected by self-awareness. The results of this study support the research of Rizal (2018) and Kurniawati and Kusmurinto (2018) which also produces that Self Awareness affects significantly positively to the interests of Entrepreneurship.

2. Variable Education Entrepreneurship affects a significant and positive impact on interest entrepreneurship in students in the city of Surabaya. It is proved that interest in entrepreneurship is affected by educational entrepreneurship. The results of this study support the research of Syaifudin (2016), Permatasari (2016), and Susan (2017), which also produces that Education Entrepreneurship affects significantly favorable to the interests of Entrepreneurship.
3. Entrepreneurship Education Variable influences Self Awareness in students in the city of Surabaya. With entrepreneurship education, it is able to influence self-awareness, which is able to understand emotions and recognize strengths and weaknesses in self so as to foster an attitude of the initiative, critical thinking, planning ability, organizing abilities, managing emotions, and being able to see opportunities.
4. Variable Education Entrepreneurship affects the interests of Ber entrepreneurs through Self Awareness in students in the city of Surabaya. This proves that self-awareness arising from students in the city of Surabaya is able to mediate the relationship between entrepreneurship education and entrepreneurial interest in students in the city of Surabaya.

REFERENCES

Adianita Ance S, Mujanah Siti dan Candraningrat. 2017. Kompetensi

Karyawan, EmotionalQuotient dan Self EfficacyPengaruhnya Terhadap Organizational Citizenship Behavior dan Kinerja Karyawan pada Indomobil Grup di Surabaya. Jurnal riset ekonomi dan Manajemen, Vol. 17 No.1

Alma, Buchari. 2013. *Manajemen Pemasaran dan Pemasaran Jasa*. Bandung: Alfabeta.

Candraningrat, Wibowo Januar dan Adrianto Yosef R. 2017. *ibM Pelatihan dan Pendampingan Pembutan Kemasan dan manajemen Pemasaran Bgi Kelompok Tani Elok Mekar Sari Surabaya*. Laporan Penelitian. Institut Bisnis dan Informatika Surabaya. Surabaya.

Candraningrat, Adrianto yosef R dan Wibowo januar. 2018. *Pengabdian Kepada Masyarakat Bagi Kelompok Tani Elok Mekar Sari Surabaya*. Jurnal pengabdian masyarakat LPPM Untag Surabaya, Vol. 03 No.1

Candraningrat. 2019. *Business Plan "a Simple Strategy To Grow A Remarkable Business"*. Institut Bisnis dan Informatika Surabaya. Surabaya.

Fatmawati Riski. 2018. *Pengaruh Efikasi Diri, Lingkungan Keluarga dan Media Sosial Terhadap Minat Berwirausaha pada Mahasiswa Program Studi Ilmu Administrasi Bisnis Universitas Sumatera Utara*. Skripsi Tidak Diterbitkan. Program Gelar Sarjana. Universitas Negeri Sumatra Utara. Sumatra Utara.

Fianto Achmad Y dan candraningrat. 2018. *Strategi Pengembangan Ekonomi Kreatif Nelayan Perkotaan di Jawa Timur*. Laporan Penelitian. Institut Bisnis dan Informatika Surabaya. Surabaya.

Friedman M. 2010. *Buku Ajar Keperawatan Kerluarga :Riset Teori & Praktek*. Alih bahasa oleh Achir Yani S. Jakarta: EGC.

- Kurniawati, Yunita Dwi dan Kusmurinto. 2018. Pengaruh Business Center dan Lingkungan Keluarga Terhadap Minat Berwirausaha Melalui Self Awareness. *Economic Education Analysis Journal (EEAJ)*, 7 (3).
- Lestari, Retno Budi dan Wijaya, T. 2012. Pengaruh Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa di STIE MDP, STMIK MDP, dan STIE MUSI. *Jurnal Ilmiah STIE MDP*, Vol. 1, No, hal. 112–119.
- Myers, David G. 2014. *Psikologi Sosial*. 10th ed. Jakarta Selatan: Salemba Humanika.
- Rizal, S. 2014. *Pengaruh Kecakapan Vokasional, Kepribadian, dan Kesadaran Diri Terhadap Minat Berwirausaha Siswa Kelas XII Kompetensi Keahlian Rekayasa Perangkat Lunak Pemrograman dan Mekatronika di SMK Negeri 1 Tembarak*. Skripsi Tidak Diterbitkan. Program Gelar Sarjana. Universitas Negeri Yogyakarta. Yogyakarta.
- Santoso Rudi, candraningrat dan Lilis Binawati. 2017. Elemen Kecerdasan Wirausaha untuk Meningkatkan Kinerja Industri Kecil dan Menengah (IKM) di Surabaya. *Jurnal Bisnis dan Manajemen*, Vol. 10 No.1
- Santoso Rudi dan candraningrat. 2016. Pengambilan Keputusan Sebagai Wirausaha Muda dan Faktor-Faktor yang Mempengaruhinya di Institut Bisnis dan Informatika STIKOM Surabaya. Laporan Penelitian. Institut Bisnis dan Informatika Surabaya. Surabaya.
- Syaifudin, A. 2016. *Pengaruh Kepribadian, Lingkungan Keluarga Dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa Program Studi Akuntansi Universitas Negeri Yogyakarta*. Skripsi Tidak Diterbitkan. Program Gelar Sarjana. Universitas Negeri Yogyakarta. Yogyakarta.
- Utoyo. 2011. *Melejitkan Kepemimpinan Diri dengan Teori Quranik*. Bandung: Mizania.
- Ulfi Pristiana, Amiartuti Kusumaningtyas, dan Siti Mujanah, (2009 Faktor-Faktor yang Mempengaruhi Pengambilan Keputusan Wanita Berwirausaha di Kota Surabaya, *Jurnal Riset Ekonomi dan Bisnis*, Vol.9 No. 1 Maret 2009, Page. 52-65.