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Block system entrepreneurship education and self-efficacy: effects on student entrepreneurial motivation

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Abstrak

Motivasi berwirausaha siswa SMK masih perlu ditingkatkan, sehingga dibutuhkan pembelajaran kewirausahaan yang efektif serta dukungan efikasi diri. Penelitian ini bertujuan untuk mengetahui (1) pengaruh pembelajaran kewirausahaan sistem blok terhadap motivasi berwirausaha, (2) pengaruh efikasi diri terhadap motivasi berwirausaha, dan (3) pengaruh pembelajaran kewirausahaan sistem blok dan efikasi diri secara bersama-sama terhadap motivasi berwirausaha. Peneliatian ini menggunakan pendekatan kuantitatif dengan metode penelitian survey, sedangkan teknik pengumpulan data melalui kuesioner. Sampel yang digunakan yaitu 83 siswa kelas XI SMK Negeri 1 Surakarta Tahun Ajaran 2024/2025 dengan metode simple random sampling dan menggunakan teknik analisis regresi linier berganda. Hasil penelitian menunjukkan: (1) terdapat pengaruh positif signifikan antara pembelajaran kewirausahaan sistem blok terhadap motivasi diri (t_{hitung} 3,598 > 1,990 t_{tabel}); (2) terdapat pengaruh positif signifikan efikasi diri terhadap motivasi berwirausaha (t_{hitung} 2,215 > 1,990 t_{tabel}); (3) terdapat pengaruh positif signifikan antara pembelajaran kewirausahaan sistem blok dan efikasi diri secara bersama-sama terhadap motivasi berwirausaha (f_{hitung} 32,02 > 3,11 f_{tabel}). Hal ini menunjukkan bahwa pembelajaran kewirausahaan sistem blok dan efikasi diri membantu meningkatkan motivasi berwirausaha siswa.

Kata kunci: efikasi; kewirusahaan; kuantitatif; motivasi; sistem blok

Abstract

Entrepreneurial motivation among vocational high school students requires enhancement through effective entrepreneurship education and self-efficacy development. This study examined (a) the effect of block system entrepreneurship education on entrepreneurial motivation, (b) the effect of self-efficacy on entrepreneurial motivation, and (c) the combined effects of block system entrepreneurship education and self-efficacy on entrepreneurial motivation. Using a quantitative approach with survey methodology, data were collected through questionnaires from 83 Grade XI students at SMK Negeri 1 Surakarta in the

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2024/2025 academic year, selected via simple random sampling. Multiple linear regression analysis revealed three key findings: First, block system entrepreneurship education significantly and positively predicted entrepreneurial motivation ($t = 3.60$, $p = .001$). Second, self-efficacy significantly and positively predicted entrepreneurial motivation ($t = 2.22$, $p = .030$). Third, the combined model demonstrated significant predictive power ($F = 32.80$, $p < .001$), with both variables jointly explaining 45.1% of variance in entrepreneurial motivation ($R^2 = .451$). These findings suggest that block system entrepreneurship education and self-efficacy effectively enhance students' entrepreneurial motivation.

Keywords: block system; efficacy; entrepreneurship; motivation; quantitative

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Introduction

Indonesia possesses substantial potential for economic advancement, evidenced by its population of 281 million (BPS, 2024), vast territory, cultural diversity, and natural resources. Entrepreneurship represents a viable governmental strategy for economic development through early cultivation of entrepreneurial knowledge (Amelia & Sulistyowatie, 2022). As a critical component of economic development (Bhegawati et al., 2022), entrepreneurship stimulates economic growth by generating employment, increasing GDP, reducing poverty, fostering innovation, and enhancing market competition, collectively improving societal welfare and development (Fajri, 2021).

The Indonesian government has prioritized entrepreneurship development in vocational education through the Minister of Education Decree No. 56/M/2022, which mandates curriculum allocation of 70% for intracurricular learning and 30% for strengthening Pancasila student profiles. The intracurricular component comprises general education for character development and vocational education for developing competencies aligned with industry needs. The vocational curriculum includes vocational subjects, creative entrepreneurship products, and elective courses.

Regulation No. 34 of 2018 specifies that vocational high school graduates must demonstrate competencies appropriate to their field of expertise for both employment and entrepreneurship. Despite these standards, open unemployment data reveal persistent challenges: vocational high school graduates constitute 1.8 million unemployed individuals, with numbers increasing monthly (BPS, 2025). This situation necessitates enhanced alignment between vocational skill training and entrepreneurial motivation development.

Motivation represents a psychological process explaining individual behavior toward goal achievement (Uno, 2016). Entrepreneurial motivation specifically refers to an individual's internal calling that drives new entrepreneurs to initiate and develop business processes (Odoardi, as cited in Tentama et al., 2024). However, empirical evidence indicates low entrepreneurial motivation among vocational students, with only 35% expressing entrepreneurial interest while 65% demonstrated no such inclination (Widiaastuti et al., 2022).

Several factors influence vocational students' entrepreneurial motivation. Slamet et al. (2016) identified three primary factors: self-efficacy, perception of aspirations, and background influences on entrepreneurial character formation. Putri et al. (2024) additionally identified independence, environment, creativity, and entrepreneurship education as influential factors.

Entrepreneurship education emerges as a potentially significant factor, with previous research demonstrating positive and significant direct effects on motivation (Suciviana et al., 2025). This education develops students' cognitive, affective, and psychomotor entrepreneurial skills, directing them toward entrepreneurship as a career choice (Sari et al., 2021). The block system represents an innovative learning approach focused on developing students' productive

competencies aligned with industry needs (Salam et al., 2025). Block system entrepreneurship education combines organized educational approaches in intensive learning periods to implement school-industry linkages, particularly in entrepreneurship (Angelina et al., 2023).

This block system approach has gained attention in vocational education. Previously, entrepreneurship education occurred regularly across multiple weeks; since 2024, SMK Negeri 1 Surakarta implemented the block system. This approach enables students to learn intensively and focus within specific timeframes, creating deeper, more applicative, and contextual learning experiences. This study examines whether block system implementation in entrepreneurship education enhances students' entrepreneurial motivation.

Self-efficacy represents another factor potentially influencing entrepreneurial motivation. Originally defined by Bandura and Schunk (1981) as individuals' beliefs in their capabilities to organize and execute actions necessary to achieve specific outcomes, self-efficacy influences entrepreneurial motivation. Higher self-efficacy correlates with increased entrepreneurial motivation (Ekawarna et al., 2022). Research by Caliendo et al. (2020) demonstrated that self-efficacy generally positively influences motivational persistence by enhancing entrepreneurs' confidence in their ability to overcome challenges and achieve entrepreneurial success.

SMK Negeri 1 Surakarta implemented block system entrepreneurship education in its curriculum to encourage student entrepreneurial motivation. The block system consolidates intensive entrepreneurship learning hours into one full month, rotating among classes. To assess students' entrepreneurial motivation, the researcher conducted preliminary testing with 30 Grade XI Office Management and Business Services students. Results indicated low entrepreneurial motivation: 98.3% felt uncertain about starting their own business, 83.3% believed substantial capital was necessary to begin, 86.7% more frequently feared failure than felt willing to take entrepreneurial risks, 80% felt more secure with salaried employment than starting businesses, and 80% felt they required external encouragement to initiate entrepreneurial ventures. These findings suggest that either block system entrepreneurship education implementation remains ineffective or students' self-efficacy requires development.

This research addresses the need to enhance vocational students' entrepreneurial motivation as an economic development factor in Indonesia. Further research examining entrepreneurship education effectiveness, particularly block system implementation, is necessary. Previous research by Rahayu and Kurniawan (2022) examined entrepreneurship education and self-efficacy effects on entrepreneurial motivation but focused on general entrepreneurship education without specifically addressing block system learning. Additionally, gaps exist in understanding how self-efficacy and block system entrepreneurship education jointly influence entrepreneurial motivation. This study contributes importantly to vocational education research by providing both theoretical contributions to entrepreneurship learning models and supporting governmental efforts to prepare adaptive, independent, employment-creating vocational graduates.

Research Methods

This quantitative study employed survey methodology to examine the effects of block system entrepreneurship education and self-efficacy on entrepreneurial motivation. The study focused on Grade XI Office Management and Business Services students at SMK Negeri 1 Surakarta in the 2024/2025 academic year. The research proceeded with official approval and support from school administration, with voluntary participation requiring no intervention or coercion from researchers or school personnel. The study was conducted from November 2024 to July 2025.

The population comprised 105 students, from which 83 participants were sampled using Slovin's formula with a 5% margin of error. Sample selection employed probability sampling via simple random sampling using Microsoft Excel's RAND() function. This function assigned sequential numbers to all population members, then generated random numbers, ensuring equal selection probability for each population member.

Data collection utilized preliminary observation to assess students' initial motivation levels and closed questionnaires. Recognizing potential bias from data collection at the researcher's affiliated institution, questionnaire completion occurred via Google Forms, enabling respondents to

answer more freely. Google Form data remained accessible only to researchers for research purposes. Closed questionnaires were selected to avoid biased responses and standardize answers. Following recommendations for student assessment (Sandjaja et al., 2020), the study employed a 4-point Likert scale (1-4) rather than including a neutral midpoint, as students tend toward neutral responses. According to Machali (2021), response options for 4-point Likert scale questionnaires are Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Instrument validity was established through pilot testing with 22 students outside the research sample. From the 105-student population, 83 were designated as research sample and 22 as validity test respondents, ensuring distinct respondent groups. Validity test participants were determined after selecting the 83-member research sample, with remaining population members serving as instrument test subjects. Following pilot testing, instruments underwent validity and reliability testing using IBM SPSS Version 26. Pilot testing results informed statement revision, invalid item elimination, and instrument comprehensibility verification.

Validity testing employed bivariate correlation analysis with product-moment correlation, correlating each item with its variable's total score. Reliability testing utilized Cronbach's alpha coefficient via IBM SPSS Version 26. Instruments were considered reliable when Cronbach's alpha values reached or exceeded .70, indicating high reliability. Conversely, Cronbach's alpha values below .70 indicated insufficient reliability, requiring revision or improvement.

Data analysis employed multiple linear regression analysis using IBM SPSS Version 26. Analysis included classical assumption tests: normality, linearity, multicollinearity, and heteroscedasticity tests. Hypothesis testing utilized t-tests (partial effects), F-tests (simultaneous effects), multiple linear regression analysis, and effective and relative contribution calculations.

Results and Discussion

Results

Instrument validation yielded 13 valid items for entrepreneurial motivation, 14 valid items for block system entrepreneurship education, and 10 valid items for self-efficacy. Reliability testing using Cronbach's alpha at 5% significance level produced results presented in Table 1.

Table 1
Reliability Test Results

Variable	Cronbach Alpha	R Table	Explanation
Entrepreneurial Motivation (Y)	0,878	0,423	Reliable
Block System Entrepreneurship Education (X_1)	0,918	0,423	Reliable
Self-Efficacy (X_2)	0,946	0,423	Reliable

Source: Data processed by researchers (2025)

The research instrument comprised questionnaires with 13 items for entrepreneurial motivation (Y), 14 items for block system entrepreneurship education (X_1), and 10 items for self-efficacy (X_2). The sample consisted of 83 students randomly selected from three classes. Descriptive statistics are presented in Table 2.

Table 2
Descriptive Statistics

Variable	N	Min	Max	Mean	Std. Deviation
Entrepreneurial Motivation	83	29	52	41,77	5,030
Block System Entrepreneurship Education	83	30	56	44,53	5,686
Self-Efficacy	83	21	40	30,04	4,570
Valid N (listwise)	83				

Source: Data processed by researchers (2025)

Table 3
Linearity Test Results

Variable	Sig. Deviation from Linierity	Linierity	Explanation
Block System Entrepreneurship Education	0,701	0,000	Linear
Self-Efficacy	0,748	0,000	Linear

Source: Data processed by researchers (2025)

Residual normality test results using the Kolmogorov-Smirnov formula revealed that the significance value was .200. Therefore, it can be concluded that data are normally distributed because the significance value (.200) > .05. Linearity test results in Table 3 demonstrate that the relationship between block system entrepreneurship education variable and entrepreneurial motivation possesses a linear relationship, as shown in Table 3. Multicollinearity test results indicated that the VIF value for each variable was 2.213, or it can be concluded < 10.00. Meanwhile, the obtained tolerance value was .452, or it can be stated that no multicollinearity symptoms occurred because the value > .10. Based on heteroscedasticity test results above using scatterplots between residual values (ZRESID) and standard predictive values (ZPRED), it is evident that residual points scatter randomly and do not form specific patterns. This indicates that the regression model does not experience heteroscedasticity problems, so the classical regression assumption regarding homoscedasticity has been fulfilled.

Table 4
T-test Results

Variable	T_{count}	t_{table}	Sig.
Block System Entrepreneurship Education	3,598	1,990	0,001
Self-Efficacy	2,215	1,990	0,030

Source: Data processed by researchers (2025)

Partial t-test results are shown in Table 4, t-test analysis of data calculations examined significance values and also $t_{count} > t_{table}$. In this study, t_{table} used a 5% significance level (2-tailed/two-tailed = .025) and df = 80 (df = n - k - 1, so df = 83 - 2 - 1), yielding t_{table} of 1.990. Simultaneous F-test analysis indicated a significant joint effect between block system entrepreneurship education (X_1) and self-efficacy (X_2) on entrepreneurial motivation (Y). This occurred because the F_{count} value in this study was 32.802, or in other words, greater than F_{table} of 3.11 with significance level .000 < .05. In multiple linear regression analysis, the equation is written as demonstrating that in this regression model, only the block system entrepreneurship education variable (X_1) significantly influences entrepreneurial motivation (Y), whereas self-efficacy (X_2) does not provide significant influence. In coefficient of determination (R^2) analysis, it can be determined that the coefficient of determination result in this study was .451. This can be interpreted that block system entrepreneurship education and self-efficacy jointly can influence students' entrepreneurial motivation by 45.1%. Consequently, there exists 54.9% other variation influenced by factors outside this research model, such as parental support, school environment, peer factors, internship, and so forth.

Effective contribution calculations were performed by multiplying the regression coefficient and correlation coefficient of each variable, producing a total value of 45.03%, which approximates the R^2 value of 45.1% from SPSS output. This small difference is caused by rounding of decimal result numbers performed automatically by SPSS. Manual calculations retain more decimal digits; however, this does not affect substantive research result interpretation. Based on calculation results for each respective variable, it can be observed that the effective contribution for the block system entrepreneurship education variable to students' entrepreneurial motivation is 28.62%, while the effective contribution value for the self-efficacy variable to students' entrepreneurial motivation is

16.41%. From these results, it can be concluded that block system entrepreneurship education possesses more dominant influence on students' entrepreneurial motivation. Meanwhile, the relative contribution for the block system entrepreneurship education variable to students' entrepreneurial motivation is 63%. Furthermore, the relative contribution for the self-efficacy variable to entrepreneurial motivation is 36%.

Discussion

Analysis results demonstrated that block system entrepreneurship education significantly influences entrepreneurial motivation, evidenced by significance value .001 < .05 and t_{count} value 3.598 > t_{table} 1.990. Therefore, H_0 was rejected while H_1 was accepted, concluding that block system entrepreneurship education (X_1) influences entrepreneurial motivation (Y). Furthermore, based on multiple linear regression analysis in Table 4, the regression coefficient value for the block system entrepreneurship education variable was obtained at .392, meaning that each one-unit increase in block system entrepreneurship education will increase entrepreneurial motivation by .392. This occurs due to good material comprehension, student engagement in learning, environmental support, student experience and skills, and high student confidence. This demonstrates that the better the block system entrepreneurship education, the higher the entrepreneurial motivation of Grade XI MPLB students at SMK Negeri 1 Surakarta in Academic Year 2024/2025.

This is reinforced by research from Prawiranegara et al. (2018), which argued that practice-based learning methods are effective in enhancing entrepreneurial motivation and retaining excellent students for development and goals. Furthermore, according to Widyawati et al. (2022), it also shows that the more intensive entrepreneurship education provided, the higher students' motivation to start their own business. Entrepreneurship education plays a role in shaping entrepreneurial motivation through its influence in increasing entrepreneurial interest (Al Affan & Harpain, 2025). This research is also strengthened by the opinions of Savitri et al. (2024) and Yanti et al. (2024), who stated that entrepreneurship education has a significantly positive effect on students' entrepreneurial motivation. The existence of the block system will help increase students' entrepreneurial motivation through entrepreneurship education; this is reinforced by several previous studies. In Wibowo et al. (2019), it was stated that the block system increases student interest in learning to very high (52.05%) and high (47.95%) levels. In line with research by Mawardi and Sutopo (2019), which shows that the block system increases learning effectiveness very well.

Analysis results indicated that self-efficacy significantly influences entrepreneurial motivation, evidenced by significance value .030 < .05 and t_{count} value 2.215 > t_{table} 1.990. Therefore, H_0 was rejected while H_2 was accepted, concluding that self-efficacy (X_2) influences entrepreneurial motivation (Y). Furthermore, based on multiple linear regression analysis in Table 4, the regression coefficient value for the self-efficacy variable was obtained at .301, meaning that each one-unit increase in self-efficacy will increase entrepreneurial motivation by .301. This occurs due to curiosity, good planning, gathering and building relationships, implementing confidence, and management. In previous research, self-efficacy was shown to positively influence entrepreneurial motivation. In cognitive processes, self-efficacy can influence student motivation; when students trust their cognitive abilities, they will be motivated to work seriously because they believe their efforts will produce achievement (Sukatin et al., 2023). In Putry et al. (2020), it is explained that self-efficacy positively influences entrepreneurial interest through motivation because the higher a person's self-efficacy, the higher their entrepreneurial motivation. In line with research by Sa'adah and Mahmud (2019), which shows that there is an effect of self-efficacy on entrepreneurial motivation, it can be concluded that in previous research, high entrepreneurial self-efficacy is proven to enhance motivation, which ultimately affects individual goals.

Analysis results proved that block system entrepreneurship education and self-efficacy jointly influence the entrepreneurial motivation of Grade XI MPLB students at SMK Negeri 1 Surakarta; this was demonstrated by ANOVA F-test calculation values producing F_{count} value of 32.802, where this result is greater than F_{table} for 83 respondents of 3.11. Furthermore, the resulting significance value is .000, where this value is smaller than .050. Therefore, H_0 was rejected while H_3 was accepted, concluding that there is a significantly positive joint effect of block system

entrepreneurship education (X_1) and self-efficacy (X_2) on entrepreneurial motivation (Y) among Grade XI MPLB students at SMK Negeri 1 Surakarta in Academic Year 2024/2025. These analysis results strengthen research previously conducted by Rahayu and Kurniawan (2022). This research shows that entrepreneurship education and self-efficacy have a positive and significant simultaneous effect on entrepreneurial motivation. Based on analysis result evidence and previous research, it can be stated that block system entrepreneurship education and self-efficacy positively and significantly influence entrepreneurial motivation. This will affect the increase in students' entrepreneurial motivation, demonstrated when the block system entrepreneurship education variable and self-efficacy also experience increases.

Conclusion

There exists a significantly positive effect of block system entrepreneurship education (X_1) on entrepreneurial motivation (Y) among Grade XI MPLB students at SMK Negeri 1 Surakarta in the 2024/2025 cohort. Research results have demonstrated that block system entrepreneurship education and self-efficacy variables, both partially and jointly, influence the entrepreneurial motivation variable. This can be determined from research results proving that the better the quality of block system entrepreneurship education and the better students' self-efficacy levels, the more it can enhance students' entrepreneurial motivation. These research results align with research by Rahayu and Kurniawan (2022), stating that entrepreneurial motivation forms the basis for developing entrepreneurial spirit and intention. Intention serves as a trigger for motivational emergence. Without intention that subsequently becomes motivation, a person cannot suddenly become an entrepreneur. It can also be stated that entrepreneurial motivation represents an internal drive from individuals to begin entrepreneurship. Implications from this research include research results that can be used as reference material for subsequent research. These research results can provide knowledge contributions, perspectives with facts, and direction to principals and also teachers in evaluating block system entrepreneurship education implementation, thereby supporting and enhancing students' entrepreneurial motivation. Furthermore, self-efficacy also provides important implications for teachers and schools to design learning programs or training aimed at enhancing students' confidence and independence, thus supporting students' entrepreneurial motivation. This research provides information that block system entrepreneurship education and self-efficacy variables influence entrepreneurial motivation by 45.1%. This indicates that entrepreneurial motivation can be influenced by other variables not examined in this study. However, this research possesses limitations in location scope and respondent numbers limited to one school, so these findings may not necessarily be generalized to other schools with different conditions. This research has several limitations: research was conducted at only one school, so result generalization remains limited; variables used only encompassed block system and self-efficacy, while other factors such as family support and industrial practice experience have not been analyzed; and research methods employed surveys that heavily depend on respondent perceptions, so subjective bias is possible. These limitations can become considerations for subsequent research to expand samples, add other variables such as parental support, school environment, peer factors, internships, and so forth. Future research can also combine quantitative methods with qualitative methods..

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