THE EFFECT OF ATTITUDE, SUBJECTIVE NORMS, AND PERCEPTIONS OF PERSONALITY CONTROL ON STUDENTS' ENTREPRENEURSHIP INTEREST STATE VOCATIONAL SCHOOL 1 KOTAMOBAGU

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Article history:		Abstract:
		The purpose of this study was to gain knowledge about the influence of attitudes, subjective norms, and perceptions of personality control on students' interest in entrepreneurship. The research method used in this research is using a quantitative approach. The place of research used by researchers is SMK Negeri 1 Kotamobagu is a public school. The samples used were 180 samples from 6 classes. The results of the study are that there is a significant influence on attitudes towards students' interest in entrepreneurship, there is an influence of subjective norms on students' interest in entrepreneurship and there is an influence of perception of personality control on students' interest in entrepreneurship and there is an influence between attitudes, subjective norms and perceptions of personality control with student interest in entrepreneurship of 92 %

INTRODUCTION

Indonesia is a developing country, which is characterized by people who have lower per capita incomes than developed countries. Developing countries have high population growth while employment is low, especially in Indonesia. This causes the unemployment rate to increase.

Based on what was stated by the Institute for Development of Economics and Finance (INDEF), which is an independent and autonomous research institution that conducts research and expertise in public policies, mainly in the economic and financial fields, it is stated that the government still has not paid attention to the needs of the industrial world for workers in accordance with current conditions so that it is still considered to be the cause of the slow rate of decline in the unemployment rate in the last few years since 2012.

It can be seen in 2021, the unemployment rate in Indonesia is recorded at 9.10 million people or 6.49%. This number decreased slightly compared to the previous year's open rate which reached 9.77 million people or 7.07%. The same thing happened consecutively, which can be found if you trace the unemployment rate for the last 6 years. The slow rate of decline in the number of unemployed is also followed by an ever-increasing number of unemployed workers with vocational high school and college education backgrounds. In other words, that for both categories it has become a permanent case in terms of what causes the slow rate of decline.

Based on data from the Central Statistics Agency (BPS) it can be seen from the level of education in February 2019-2020, the Open Unemployment Rate (TPT) for Vocational High Schools (SMK) still dominates among other education levels, which is 8.63 percent. The next highest TPT is in high school (SMA) at 6.77 percent. In other words, there is an unabsorbed labor supply, especially at the vocational and high school education levels.

On the other hand, those with low education tend to only want to accept any job, it can be seen from the TPT SD down to the smallest among all levels of education, which is 2.34 percent. Compared to the condition a year ago, the increase in TPT only occurred at the university education level, while the TPT at other educational levels decreased. From the facts of the data that have been described, this can be proven from the data published by BPS regarding the open unemployment rate according to the highest education level in Indonesia completed.

One of the reasons for the increase in the number of unemployed is the increase in the number of the workforce in Indonesia. The number of incoming labor force reaches 3 million people per year causing the composition of workers and unemployment to continue to rise along with the population. However, what still needs to be a concern is the high level of Open Employment (TPT) which are SMK graduates who are actually prepared to work immediately. Whereas ideally, SMK graduates are prepared to be able to directly enter the world of work.

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Therefore, the more developed a country is, the more educated people, and the more unemployed people, the more important the entrepreneurial world is felt. Development will be more successful if it is supported by entrepreneurs who can create jobs due to the limited capacity of the government. In 2019 the number of entrepreneurs in Indonesia penetrated 3.1% of the total population of around 260 million, then in 2020 it increased to 3.47%, and in 2021 the entrepreneurship ratio in Indonesia increased again to 3.74%.

According to BPS data, North Sulawesi Province in 2020 has approximately 297,137 businesses/companies and the city of Manado is still in first place, namely 21.27% or 63,196 businesses/companies, while Kotamobagu is only 5.07%, still bigger than Bolaang Mongondow Regency by contributing 6.94% of businesses or companies in North Sulawesi.

The problems above can be minimized by entrepreneurship and becoming an entrepreneur is the right alternative to overcome unemployment. It can be seen that the data above shows that in Indonesia alone the number of entrepreneurs is very small, therefore if the number of entrepreneurs increases, the economy will be better. Entrepreneurship is a person's effort to create their own jobs, either opening a business or creating something new to improve the economy for themselves and others. Entrepreneurship demands a willingness to take risks with full calculation so that they can overcome obstacles to achieve the expected success.

Competition is getting tougher, not only university graduates are competing. However, vocational high school graduates have to deal directly with the world of work, unlike high school graduates who go on to college. In principle, SMK is an institution that produces graduates or skilled workers in order to shape and prepare students for quality Human Resources (HR), thus schools should organize excellent programs to provide excellent service for students.

Many SMK graduates do not understand about the skills they have mastered or have and are not used properly, SMK has entrepreneurship subjects to help students motivate their graduates. However, not many students lack knowledge of entrepreneurship so that it is not optimal and applicable in its application, because the level of student entrepreneurship knowledge is different. Vocational High School is an educational institution that aims to prepare students to become skilled workers and prioritize the ability to carry out certain jobs. In realizing the goal of SMK, cooperation between the school and students is very important, the school plays an important role in realizing students to fulfill their responsibilities as students by having high learning achievement, having interests and talents. Students who already have a lot of knowledge about entrepreneurship subjects will definitely determine the attitude to obtain achievements that are grown by confidence in themselves.

Efforts to foster entrepreneurial interest in SMK students have several obstacles. The obstacle faced in connection with efforts to develop entrepreneurial interest in vocational students is that there are still many vocational students who have the assumption that to get a better future it is only determined by the opportunity to get a higher education and there are still many who depend their future on educational degrees and diplomas. -school certificates without equipping them with the self-reliance that is needed to enter the business world. This situation is also seen in SMK Negeri 1 Kotamobagu.

SMK Negeri 1 Kotamobagu is a public school having its address at Jalan H. Zakaria Imban, Molinow Village, Kec. West Kotamobagu, Kotamobagu City, Prov. North Sulawesi. SMK Negeri 1 Kotamobagu has 5 skill programs namely Finance, Office Management, Computer Engineering and Information Technology, Nursing, and Renewable Energy Technology. Based on the results of observations made by the author at SMK Negeri 1 Kotamobagu, it shows that alumni of SMK Negeri 1 Kotamobagu in 2018/2019 alumni who work are 80% and those who continue to college are 3% of alumni who are entrepreneurship as many as 10% who are not traced as much as 7%, In 2019/2020, 75% of alumni who work and those who continue to study at universities are 3% who are entrepreneurship, while as many as 12% are not traced. In 2020/2021, 85% of alumni who work are continuing to study 3% who entrepreneurship as much as 5% which is not traced as much as 7%.

Based on these data, there are still not many Alumni of SMK Negeri 1 Kotamobagu who are entrepreneurs, according to them entrepreneurship must have a lot of capital and prefer to work as shop employees, restaurant employees, and work in companies. There are not many students who want to be entrepreneurs but there are some students who try to go to school and sell but it only lasts for a short time. Students are required to participate in managing the canteen and production business. It is hoped that with their participation, students can generate interest in entrepreneurship as early as possible, but there are still students who do not participate in managing the canteen and production business.

There are several factors that can influence in increasing his interest in doing an entrepreneurial venture. Some of these factors are internal and external factors which will determine how students react and act. Internal factors are found in the students themselves and are also supported by external factors.

Based on the author's observations that have been carried out in Class XI and XII Office Governance Automation (OTKP), several factors that cause low interest in entrepreneurship include students feeling not supported by families who want their children to work formally, students feeling they don't have the drive to compete in entrepreneurship together other competitors, students feel that if they open a business they are not confident in their abilities in entrepreneurship, students have the influence of family backgrounds, and students feel that they still lack the knowledge gained at school.

RESEARCH METHODS

This study uses a quantitative approach and according to Sugiyono (2018) quantitative research is a research method based on positivistic (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem being studied to produce a conclusion. The research hypothesis was tested using the Structural Equation Model (SEM) based on Partial Least Square (PLS).

This research will be carried out from March 2022 to June 2022. The samples taken in this study were all students of class XI and XII OTKP at SMK Negeri 1 Kotamobagu, totaling 180 students.

As stated by Sugiyono (2011: 137), data collection can be done in various settings, various sources and various ways. When viewed from the setting, data can be collected in natural settings/surveys or others. When viewed from data sources, data collection can use primary and secondary sources. Furthermore, when viewed in terms of data collection methods or techniques, data collection techniques can be carried out by interviews, questionnaires, observations, and a combination of the three.

RESEARCH RESULT

This section describes the results of the research and analysis of the data that has been collected through the distribution of questionnaires that the author conducted during March 2022. The author will analyze the data that has been collected in accordance with the main problems described at the beginning of the chapter. The results of data processing are information that will later indicate whether the formulated hypothesis can be accepted or not.

The results of the analysis of the characteristics of respondents based on the Class of Respondents can be shown in Figure
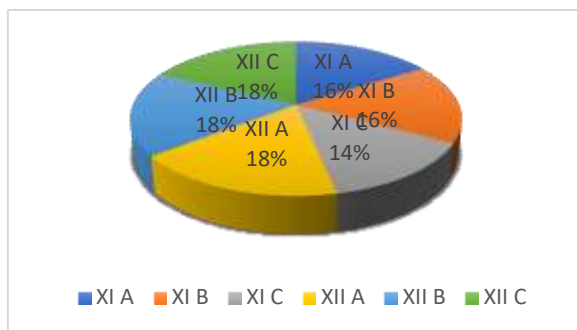

Figure Number of Respondents Per Class

Based on Figure 4.1, it can be seen that from 180 respondents, class XII A, B and C had 32 students or 18% students and Class XI B had 30 students or 16%, XI A had 29 students or 16% and Class XI C with 25 students or 14%

ATTITUDE

Based on Table 4.1, it can be seen that most of the respondents gave an S scale or stated Agree with the indicators on the Attitude variable (S). The overall average value of the variable is 3.77, indicating that the average respondent observed gave a positive assessment of the attitude variable as a whole when viewed from the dimensions Interested in Business Opportunities (X1.1), Creative and Innovative Thinking (X1.2), Positive View of Business Failure (X1.3), Have leadership and responsibility (X1.4) and Like to face risks and challenges (X1.5).

Based on the overall assessment of respondents, it can be concluded that the majority of respondents have a good attitude. This illustrates that the attitude that reflects the student's interest in entrepreneurship through the dimensions of Interest in Business Opportunities (X1.1), Creative and Innovative Thinking (X1.2), Positive View of Business Failure (X1.3), Having leadership and responsibility (X1.3). X1.4) and Likes to face risks and challenges (X1.5) have been rated as good by the respondents. Respondents' results about attitudes can be seen in Table 4.1 below:

Table Description of Attitude Variables (S)

Dimension	Items	Answer Scale					Average
		STS	TS	N	S	SS	
Interested in Business Opportunities (X1.1	S1	7	34	59	32	48	3.44
	S2	10	17	64	44	45	3.54
	S3	24	18	30	63	45	3.48
	S4	11	12	42	75	40	3.67
	Average Interested in Business Opportunities (X1)1						3.53
Creative and innovative thinking (X1.2)	S5	5	24	35	75	41	3.68
	S6	9	8	34	84	45	3.82
	Positive View of Business Failure (X1)2						3.75
	S7	4	11	22	52	91	4.19
	S8	6	12	28	74	60	3.94

Positive View of Business Failure (X1.3)	Average Positive View of Failure Usaha (X1)3					4.07
Have leadership and responsibility (X1.4)	S9	4	20	53	42	61	3.76
	S10	5	14	33	77	51	3.86
	Have leadership and responsibility (X1)4					3.81
Likes to take risks and challenges (X1.5)	S11	10	12	39	66	53	3.78
	S12	19	8	23	56	74	3.88
	Average Likes to face risks and challenges (X1)5					3.83
Overall Average						3.77

Recapitulation processed in 2022

SUBJECTIVE NORMS

The subjective norm variable is measured by two indicators, namely: Normative Belief (X2.1) and Compliance Motivation (X2.2). Respondents' results about attitudes can be seen in the table below.

Subjective Norm Description Table (NS)

Dimension	Items	Answer Scale					Average
		STS	TS	N	S	SS	
Normative Beliefs (X2.1)	NS13	18	10	18	56	78	3.92
	NS14	4	14	32	86	44	3.84
	NS15	1	26	40	48	65	3.83
	NS16	2	19	59	54	46	3.68
	NS17	5	4	67	53	51	3.78
	Normative Confidence Average (X2)1						3.81
Motivation Comply (X2.2	NS18	9	9	44	68	50	3.78
	NS19	5	26	69	46	34	3.43
	NS20	3	29	72	43	33	3.41
	NS21	14	12	52	53	49	3.62
	Average Motivation Comply (X2)2						3.56
Overall Average							3.70

Recapitulation processed in 2022

Based on Table 4.2, it can be seen that most of the respondents gave the S scale or stated Agree and SS or strongly agreed with the indicators on the Subjective Norm (NS) variable. The overall average value of the variables is 3.70, indicating that the average respondent observed gives a positive assessment of the Subjective Norm variable as a whole when viewed from the dimensions of Normative Belief (X2.1) and Motivation to Comply (X2.2). Overall respondents' assessment can be concluded that the majority of respondents already have a good Subjective Norm.

The results showed that the normative belief that is always listening to what is said by parents has the highest average value of 3.92; while the smallest average value is indicated by verbal indicators of Compliance Motivation, namely My friends want me to become an entrepreneur of 3.41. These results reflect that students' subjective norms measured from verbal normative beliefs can be maintained and continuously improved so that students' interest in entrepreneurship is getting better.

PERSONALITY CONTROL PERCEPTION

Personality control perception variable is measured by five indicators, namely Self discipline (X3.1), Deliberate/Non-impulsive (X3.2), Health Habits (X3.3), Work Ethic (X3.4) and Reliability (X3.5). . Respondents' results about the perception of personality control can be seen in the table below:

Table Description of Personality Control Perception (PKK)

Dimension	Items	Answer Scale					Average
		STS	TS	N	S	SS	
Self discipline(X3.1)	PKK22	19	24	33	76	28	3.39
	PKK23	8	10	53	86	23	3.59
	Rerata Self discipline						3.49
Deliberate/Non-impulsive (X3.2)	PKK24	6	14	22	99	39	3.84
	PKK25	10	18	23	95	34	3.69

	Average Deliberate/Non-impulsive indikator indicator					3.77
Healty Habits (X3.3)	PKK26	20	31	35	60	34	3.32
	PKK27	6	20	19	59	76	3.99
	PKK28	8	21	25	32	94	4.02
	Rerata Healty Habits					3.78
Work Ethic (X3.4)	PKK29	6	9	22	82	61	4.02
	PKK30	7	8	30	80	55	3.93
	PKK31	3	20	28	73	56	3.88
	Rerata Work Ethic					3.94
Reliability (X3.5	PKK32	6	7	59	59	49	3.77
	PKK33	4	10	47	61	58	3.88
	PKK34	7	7	51	53	62	3.87
	PKK35	14	10	46	49	61	3.74
	Rerata Reliability					3.82
Overall Average							3.78

Recapitulation processed in 2022

Based on the results of the recapitulation of the control perception data, the indicator with the highest average value is the Work Ethic indicator with a value of 3.95. This is caused by the determination of students' hard work and the ability of students to work in an organized manner will determine the results to be achieved. So, students should be able to maintain and improve work ethic so that students can develop student interest in entrepreneurship. Meanwhile, the PKK variable with the least average value is Self-discipline of 3.39. This is because students are not ready to solve problems without a leader and student experience in solving problems in conflict conditions.

ENTREPRENEURIAL STUDENT INTEREST

Personality control perception variable is measured by five indicators, namely Making Work Choices (Y)1 Feeling interested in entrepreneurship (Y)2, Dare to take risks to achieve success (Y)3, Feeling happy to be entrepreneurship (Y)4 and Desire to be entrepreneurship (Y))5. Respondents' results about students' interest in entrepreneurship can be seen in the table below.

**Tabel Deskripsi Minat Siswa Berwirausaha (MSB)**

Dimension	Items	Answer Scale					Average
		STS	TS	N	S	SS	
Making Work Choices (Y)1	MSB36	14	13	28	71	54	3.77
	MSB37	12	17	40	71	40	3.61
	Average of Making Work Choices						3.69
Feeling interested in entrepreneurship (Y)2	MSB38	9	13	53	50	55	3.72
	MSB39	9	13	42	54	54	3.82
	Average of Making Work Choices						3.77
Dare to take risks to achieve success (Y)3	MSB40	7	16	37	58	62	3.84
	MSB41	8	21	36	78	37	3.64
	MSB42	5	14	58	66	37	3.64
	MSB43	3	10	65	67	35	3.67
	Average Dare to take risks to achieve success						3.70
Feel happy to be an entrepreneur (Y)4	MSB44	4	12	45	61	58	3.87
	MSB45	4	19	45	75	37	3.68
	MSB46	10	9	72	56	33	3.52
	Average Feel good about entrepreneurship						3.69
Desire to be entrepreneurship (Y)5	MSB47	7	14	54	62	43	3.67
	MSB48	23	12	48	47	50	3.49
	Average Desire for entrepreneurship						3.58

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Overall Average	3.69

Recapitulation processed in 2022

ATTITUDE

The measurement of the attitude variable is reflected through five indicators, namely: Interested in Business Opportunities (X1.1), Creative and Innovative Thinking (X1.2), Positive View of Business Failure (X1.3), Having leadership and responsibility (X1.4)) and likes to face risks and challenges (X1.5). Evaluation of the outer model or measurement model can be seen from the outer loading value of each attitude variable indicator. The following is the value of the outer loading of the entrepreneurial orientation construct in the table.

Table of Outer Loading Measurement Results for Attitude Constructs (S)

indicator	outer Loading	t-statistik	t-table = 5%
X1.1 <- S	0.894	69.623	0.1463
X1.2 <- S	0.909	69.210	0.1463
X1.3 <- S	0.895	64.233	0.1463
X1.4 <- S	0.894	55.145	0.1463
X1.5 <- S	0.875	49.087	0.1463
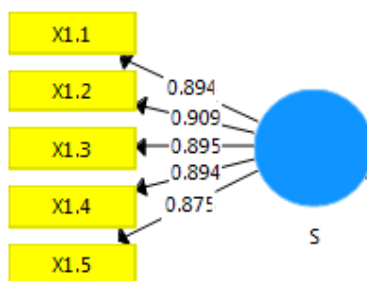
Picture of Outer Loading Test Results Attitude Variables

Based on the table above, it shows that the outer loading of all indicators is greater than 0.700. The results obtained are the maximum score on the X1.2 indicator of 0.909 and the smallest score on X1.1 of 0.875. and all indicators have a t-statistic value that is greater than the t-table (0.146) with a significant level at the 95% confidence level. Thus the Attitude variable (X1) has been able to be formed or explained well by the indicators interested in business opportunities, thinking creatively and innovatively, having a positive view of business failure, having a leadership spirit and being responsible and like to face risks can be said to be convergently valid on these indicators. .

Based on the results of data analysis, when viewed from the estimated value on the outer loading for each indicator, the indicators of creative and innovative thinking are the most important in reflecting the attitude variable. The results of the analysis show that the highest loading factor is found in the X1.2 indicator, which is a risk indicator of 0.909. Furthermore, the loading factor of the indicators interested in business opportunities is 0.894, a positive view of business failure is 0.894, has a leadership spirit and is responsible for 0.894 and a positive view of business failure is 0.894. the smallest indicator likes to face risk of 0.875.

SUBJECTIVE NORMS

The measurement of the Subjective Norm variable is reflected through two indicators, namely: Normative Belief (X2.1) and Motivation to Comply (X2.2). The evaluation of the outer model or measurement model can be seen from the outer loading value of each indicator of the Subjective Norm variable. In the following table, the outer loading value of the subjective norm construct is presented.

Table of Outer Loading Measurement Results of Subjective Norm Constructs (NS)

indicator	outer Loading	t-statistik	t-table 5%
X2.1 <- NS	0.968	224.394	0.1463
X2.2 <- NS	0.965	180.207	0.1463

Picture of Outer Loading Test Results Subjective Norm Variables
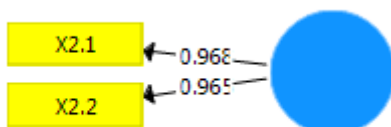
Based on the table above, it shows that the outer loading of all indicators is greater than 0.700. The results obtained are the maximum score on the X2.1 indicator of 0.968 and the smallest score on X2.2 of 0.965. and all

indicators have a t-statistic value that is greater than the t-table (0.146) with a significant level at the 95% confidence level. Thus the subjective norm variable (X2) has been able to be formed or explained well by the indicators of Normative Belief (X2.1) and Motivation to Comply (X2.2) can be said to be convergently valid on these indicators.

Based on the results of data analysis, when viewed from the estimated value on the outer loading for each indicator, the normative belief indicator is the most important in reflecting the subjective norm variable. The results of the analysis show that the highest loading factor is found in the X2.1 indicator, namely normative belief of 0.968, so that the indicator is able to explain the subjective norm variable (X2) better than other indicators and the smallest indicator of motivation to comply is 0.965.

PERCEPTION OF PERSONAL CONTROL

The measurement of the perception of personal control variables is reflected through five indicator indicators, namely: Self discipline (X3.1), Deliberate/Non-impulsive (X3.2), Health Habits (X3.3), Work Ethic (X3.4) and Reliability (X3 .5). Evaluation of the outer model or measurement model can be seen from the outer loading value of each indicator of the perception of personality control variables. In the following table, the outer loading value of the personality control perception construct is presented.

Table of Outer Loading Measurement Results Personal control perception construct (PKK)

indicator	outer Loading	t-statistik	t-table = 5%
X3.1 <- PKK	0.893	64.838	0.1463
X3.2 <- PKK	0.866	46.796	0.1463
X3.3 <- PKK	0.877	45.804	0.1463
X3.4 <- PKK	0.908	63.169	0.1463
X3.5 <- PKK	0.890	72.172	0.1463
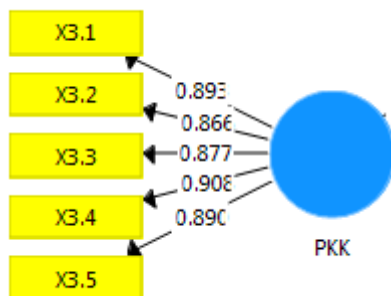
Picture of Outer Loading Test Results Personal Control Perception Variable

Based on the table above, it shows that the outer loading of all indicators is greater than 0.700. The results obtained are the maximum score on the X3.4 indicator of 0.908 and the smallest score on X3.3 of 0.877. and all indicators have a t-statistic value that is greater than the t-table (0.146) with a significant level at the 95% confidence level. Thus, the variable perception of personal control (X3) has been able to be formed or explained well by the indicators of Self discipline (X3.1), Deliberate/Non-impulsive (X3.2), Health Habits (X3.3), Work Ethic (X3. 4) and Reliability (X3.5) can be said to be convergently valid on these indicators.

Based on the results of data analysis, when viewed from the estimated value on the outer loading for each indicator, the Work Ethic indicator is the most important in reflecting the variable perception of personal control. The results of the analysis show that the highest loading factor is found in the X3.4 indicator, namely Work Ethic of 0.908, the second highest factor is found in the X3.1 indicator, namely Self discipline of 0.893, the third highest factor is found in the X3.5 indicator, namely Reliability of 0.890 and the fourth indicator. the highest is X3.3 of 0.877 and the smallest is the Deliberate/Non-impulsive indicator of 0.866.

ENTREPRENEURIAL STUDENT INTEREST

The measurement of student interest in entrepreneurship variables is reflected through five indicator indicators, namely: Making Work Choices (Y)1 Feeling interested in entrepreneurship (Y)2, Dare to take risks to achieve success (Y)3, Feeling happy to be entrepreneurship (Y)4 and Desire to entrepreneurship (Y)5. Evaluation of the outer model or measurement model can be seen from the outer loading value of each varible indicator of student interest in entrepreneurship. In the following table, the outer loading value of the construct of student interest in entrepreneurship is presented

Tabel Hasil Pengukuran *Outer Loading* Konstruk Minat Siswa Berwirausaha (MSB)

Indicator	outer Loading	t-statistik	t-table = 5%
Y1 <- MSB	0.847	35.709	0.1463
Y2 <- MSB	0.868	44.728	0.1463
Y3 <- MSB	0.917	65.391	0.1463
Y4 <- MSB	0.920	83.760	0.1463
Y5 <- MSB	0.909	62.747	0.1463
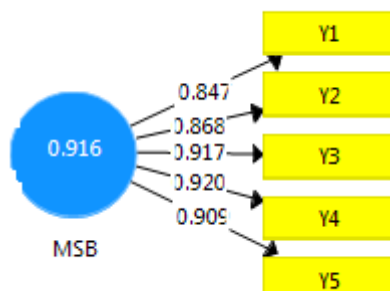
Picture of Outer Loading Test Results Variable Student Interest in Entrepreneurship

Based on the table above, it shows that the outer loading of all indicators is greater than 0.700. The results obtained are the maximum score on indicator Y4 of 0.920 and the smallest score on Y1 of 0.847. and all indicators have a t-statistic value that is greater than the t-table (0.146) with a significant level at the 95% confidence level. Thus the variable of student interest in entrepreneurship (Y) has been able to be formed or explained well by the indicators of Making Work Choices (Y)1 Feeling interested in entrepreneurship (Y)2, Dare to take risks to achieve success (Y)3, Feeling happy to be entrepreneurship (Y)4 and Desire for entrepreneurship (Y)5 can be said to be convergently valid on these indicators.

Based on the results of data analysis, if it is seen from the estimated value on the outer loading for each indicator, the indicator Feeling happy for entrepreneurship is the most important in reflecting the variable of student interest in entrepreneurship. The results of the analysis show that the highest loading factor is found in the Y4 indicator, namely Feeling happy to be an entrepreneur at 0.920, the second highest factor is found in Y3 indicator, namely Dare to take risks to achieve success at 0.917, the third highest factor is found in Y5 indicator, namely Desire to become an entrepreneur at 0.909 and indicator the 4th highest is Y2 Dare to take risks to achieve success of 0.868 and the smallest indicator of Making Work Choices of 0.847.

VARIABLE DISCRIMINANT

Discriminant Validity is done by looking at the cross loading value of the construct measurement. The cross loading value shows the magnitude of the correlation between each construct and its indicators and indicators from other block constructs. A measurement model has good discriminant validity if the correlation between the construct and its indicators is higher than the correlation with indicators from other block constructs. After processing the data using SmartPLS 3.0 the results of the cross loading can be shown in Table

Cross Loading Results Table

	MSB	NS	PKK	S
X1.1	0.851	0.716	0.732	**0.894**
X1.2	0.837	0.698	0.693	**0.909**
X1.3	0.789	0.698	0.658	**0.895**
X1.4	0.799	0.681	0.683	**0.894**
X1.5	0.774	0.679	0.646	**0.875**
X2.1	0.858	**0.968**	0.779	0.770
X2.2	0.822	**0.965**	0.715	0.732
X3.1	0.769	0.691	**0.893**	0.675
X3.2	0.694	0.596	**0.866**	0.616
X3.3	0.732	0.681	**0.877**	0.676
X3.4	0.806	0.705	**0.908**	0.730
X3.5	0.796	0.748	**0.890**	0.687
Y1	**0.847**	0.730	0.692	0.754
Y2	**0.868**	0.797	0.743	0.794

Y3	**0.917**	0.814	0.818	0.838
Y4	**0.920**	0.773	0.810	0.821
Y5	**0.909**	0.763	0.762	0.840

Source: Primary Data Processed, 2022

From the results of the cross loading in the table above, it shows that the correlation value of the construct with its indicators is greater than the correlation value with other constructs. Thus, all constructs or latent variables already have good discriminant validity, where the indicators in the construct indicator block are better than indicators in other blocks.

The next evaluation is to compare the root value of the Average Variance Extracted (AVE) with the correlation between the constructs. The recommended result is that the root value of the Average Variance Extracted must be higher than the correlation between the constructs (Yamin and Kurniawan, 2011). The model has better discriminant validity if the square root of the Average Variance Extracted for each construct is greater than the correlation between the two constructs in the model. A good Average Variance Extracted value is required to have a value greater than 0.50. In this study, the value of the Average Variance Extracted and the square root of the Average Variance Extracted for each construct can be shown in the table:

Table of Average Variance Extracted and Square Root of Average Variance Extracted

Variable	*Average Variance Extracted (AVE)*	*Square root Average Variance Extracted (AVE)*
Entrepreneurial Student Interest	0.797	0.893
Subjective Norms	0.934	0.967
Personality Control Perception	0.786	0.887
Attitude	0.798	0.894

Source: Primary Data Processed, 2022

Based on the table above, all constructs show the Average Variance Extracted value which is greater than 0.50, with the smallest value of 0.786 for the Student Interest in Entrepreneurship (MSB) variable and the largest 0.934 for the Subjective Norm (NS) variable. This value has met the requirements in accordance with the specified minimum value limit for Average Variance Extracted, which is 0.50. After knowing the value of the square root of the Average Variance Extracted for each construct, the next step is to compare the square root of the Average Variance Extracted with the correlation between the constructs in the model. In this study, the results of the correlation between constructs with the square root value of Average Variance Extracted can be shown in the following table:

Table Correlation value between constructs with the value of the square of Average Variance Extracted

	MSB	NS	PKK	S
MSB	**0.893**			
NS	0.869	**0.967**		
PKK	0.858	0.774	**0.887**	
S	0.808	0.777	0.764	**0.894**

Source: Primary Data Processed, 2022

The table above shows that the value of the square root of the Average Variance Extracted for each construct is greater than the correlation value, so that the construct in this research model can still be said to have good discriminant validity.

DISCUSSION

This section will explain the results of research analysis on the influence of attitudes, subjective norms, and perceptions of personality control on students' entrepreneurial interests. A total of three hypotheses were developed and tested using the Structural Equation Modeling (SEM) method and assisted by SmartPLS 3.0 software, the results of this study show as follows: following:

First, the demographic characteristics of the respondents are summarized using descriptive statistics. The majority of respondents in this study were women with 103 students spread across 6 classes at SMK N 1 Kotamobagu and 77 male students. From the observations of researchers at SMK N 1 Kotamobagu it is indeed dominated by women compared to men.

The second is testing the hypothesis between attitudes that affect students' interest in entrepreneurship. The stronger the student's attitude, the higher the student's interest in entrepreneurship will be. Based on the results of

hypothesis testing, attitudes have a significant effect on student interest in entrepreneurship at SMK Negeri 1 Kotamobagu. Entrepreneurial attitude is an important factor in determining entrepreneurial success. The attitude of an entrepreneur reveals his personality. The spirit of leadership in a business will continue to form a positive attitude towards things, such as people, events, and information. It will create jobs for others and bring positive results if one can properly supervise or lead other individuals or their members in a company. Otherwise, the company will go out of business. Attitude According to Damiati, et al (2017:36), attitude is an expression of one's feelings that reflects his likes or dislikes towards an object. The results of this study are in accordance with previous research conducted by Munawar, et al (2018) which found that there was a positive influence between attitudes towards students' interest in entrepreneurship.

Third, the hypothesis testing of this study proves that subjective norms have a significant positive influence on students' interest in entrepreneurship. Students increasingly have subjective norms will increase the desire or interest of students in entrepreneurship. Based on the results obtained, subjective norms prove that there is a significant positive influence on students' interest in entrepreneurship, so this hypothesis is accepted. The views or support of people around have a good impact on increasing students' interest in entrepreneurship. According to Jogiyanto (2007:42). Subjective norm (subjective norm) is a person's perception or view of the beliefs of others that will affect the intention to perform or not perform the behavior under consideration. This study is similar to that studied by Dermawan et al (2016) in its findings that subjective norms have a positive and significant effect on entrepreneurial interest. This indicates that every increase in subjective norms will have an impact on increasing entrepreneurial interest.

The fourth is testing the hypothesis between the perception of personality control that affects students' interest in entrepreneurship. The ability to control students' personality will increase students' interest in high entrepreneurship. Based on the results of hypothesis testing, the perception of personality control has a significant effect on students' interest in entrepreneurship. Perception of control Personality is determined by individual beliefs about the availability of resources in the form of equipment, compatibility, competencies and opportunities that support the behavior that will be predicted in realizing the behavior. According to Ramayah, Lee & Lim (2012:11) Perception of Personality control is an individual's perception of the control that the Personal has in relation to certain behavior and self-control which is a belief about the presence or absence of factors that facilitate and prevent individuals from carrying out a behavior. . A student's behavior and student self-control can encourage students' interest in entrepreneurship. This is similar to the results of previous research conducted by Atiningsih, (2018). Perception of personality control has a very significant influence on interest in entrepreneurship.

The fifth is testing on the influence of attitudes, subjective norms, perceptions of personality control on students' interest in entrepreneurship. From the results of the analysis conducted, there is a very significant influence between attitudes, subjective norms and perceptions of personality control on students' interest in entrepreneurship at SMK N 1 Kotamobagu by 92%.

Furthermore, this study found that in increasing students' interest in entrepreneurship, it is necessary to have a strong attitude towards students, there needs to be subjective norms and have a strong perception of personality control. So that in forming students who are competent in entrepreneurship, schools must pay attention to attitudes, subjective norms and personality control.

CONCLUSION

Based on the results of the description in the previous chapter, the conclusions in this study are as follows:
1. Attitudes have an effect on students' interest in entrepreneurship. Based on the results of hypothesis testing, attitudes have a significant effect on student interest in entrepreneurship at SMK Negeri 1 Kotamobagu by 44%.
2. Subjective norms have a significant positive effect on students' interest in entrepreneurship. Based on the results obtained, subjective norms prove that there is a significant positive influence on student interest in entrepreneurship at SMK Negeri 1 Kotamobagu by 26%,
3. Perception of personality control that influences students' interest in entrepreneurship. Based on the results of hypothesis testing, the perception of personality control has a significant effect on student interest in entrepreneurship at SMK Negeri 1 Kotamobagu by 33%.
4. The influence of attitudes, subjective norms and perceptions of personality control simultaneously affect students' interest in entrepreneurship by 92%.

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