

The Influence of Entrepreneurial Knowledge and ICT Self Efficacy on Technopreneurial Intention Mediated Entrepreneurial Motivation



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ABSTRACT: Indonesia's jobless rate is highest among graduates with vocational training. One of these is purportedly because pupils still have poor technologically preeminent intentions even when they are enrolled in vocational school. The purpose of this study is to ascertain how entrepreneurial motivation, through a mediation of entrepreneurship knowledge and ICT self-efficacy, affects students' technopreneurial intention at the SMK TJKT Department in Wonosobo Regency. This study uses a quantitative technique and is verifiable descriptive in nature. Proportional random sampling is the method used for sampling. Methods of gathering data that include questionnaires for ICT factors including self-efficacy, technopreneurial intention, and entrepreneurial motivation, as well as tests for entrepreneurial knowledge variables. The path analysis technique is the data analysis method that is employed. The study's findings indicate that: 1) Students' motivation to pursue entrepreneurship is positively and significantly influenced by their entrepreneurial expertise. 2) ICT self-efficacy positively and significantly affects students' motivation to pursue entrepreneurship. 3) Technopreneurial intention is positively and significantly influenced by entrepreneurial knowledge. 4) Technopreneurial intention is positively and significantly impacted by ICT self-efficacy. 5) Students' entrepreneurial motivation has a positive and significant impact on their intention to become technopreneurials. 6) Students' entrepreneurial motivation acts as a mediating factor between the positive and significant influence of entrepreneurial knowledge on technopreneurial intention. 7) ICT self-efficacy has a favorable and significant impact on technopreneurial intention, which is mediated by students' entrepreneurial motivation.

KEYWORDS: ICT Self-Efficacy, Entrepreneurial Motivation, Entrepreneurial Knowledge, and Technopreneurial Intention

I. INTRODUCTION

For Wonosobo Regency in particular, where the unemployment rate for graduates of vocational and technical schools is still very high, the number of unemployed presents a challenge to the administration because it would exacerbate other issues like poverty and social injustice (Basmar & Sugeng, 2020). Giving SMK graduates extra soft skills like creativity, leadership, and communication as well as encouraging them to have an entrepreneurial spirit while they are still students is one way to combat unemployment among this group of graduates. Students studying entrepreneurship must be able to think freely and adaptably about the field of entrepreneurship. Technopreneurship is one of the subfields of entrepreneurship.

A technopreneur, according to, is an entrepreneur that bases his company on knowledge of science and technology in order to create novel products that benefit him, other people, and the welfare of his country (Hartono, 2011; Nasution et al., 2007). A few studies related to the goal of technopreneurship have been conducted, including research (Fathonah et al., 2020; Nurhayati et al., 2020; Tran & Von Korflesch, 2016). An internal source of motivation is also necessary for technopreneurs. Motivation can be defined as an individual's desire to perform a task as well as possible and accomplish personal objectives through accomplishments (Munawar & Supriatna, 2018). Numerous studies have already examined the connection between student motivation and technopreneurial aim ((Fathonah et al., 2020; Koe et al., 2018; Mursityo et al., 2017).

Many SMK graduates still haven't found employment, according to observations given to the head of SMKS Wiratama 45 2 Wonosobo. This provides insight into the graduates' low level of technological entrepreneurship or, alternatively, their lack of faith that entrepreneurship or becoming an entrepreneur is necessary, as evidenced by their lack of a more substantial company plan following their graduation from SMK. Technopreneurial purpose is influenced by a number of elements, including

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entrepreneurial knowledge (Bae et al., 2014). It is an investment in human capital to provide SMK students with the experience, abilities, and knowledge necessary to launch and grow a new company (Atmaja & Margunani, 2016). SMK students' insights about entrepreneurship will be more receptive the more entrepreneurial information they possess (Laia, 2022; Widiyaastuti & Syuhad, 2022; Wijaya, 2019).

Self-efficacy is another aspect that influences the aim of technopreneurs. The four primary information sources that form the basis of this self-efficacy hypothesis are mastery experience, vicarious experience, social persuasion, and physiological and emotional variables that either directly or indirectly contribute to increased self-ability (Alahakoon & Somaratne, 2018). strong self-efficacy mastery ICT can assist people in acquiring the technical know-how and resources required to launch and run a profitable business (Fathonah et al., 2020; Marti'ah, 2017; Pirdaus & Kusnendi, 2022; Savalia et al., 2011; Wiklund & Shepherd, 2005). In light of the background information and other studies, the author is eager to revisit the subject and is conducting study on "The Effect of Entrepreneurial Knowledge and ICT Self-Efficacy on Technopreneurial Intention Mediated by Entrepreneurial Motivation in SMK Department of TJKT Wonosobo Regency".

II. METHOD

This study uses a quantitative technique and is verifiable descriptive in nature. An overview of students' entrepreneurial knowledge, ICT self-efficacy, entrepreneurial motivation, and technopreneurial purpose was obtained by descriptive study. Propotional random sampling is the sampling strategy employed in this study since each participant has an equal probability of being sampled in accordance with their proportions (Sugiyono, 2019). 155 students used as the unit of analysis in this study after the number of samples was determined using the Slovin formula.

Likkert scale questionnaires for entrepreneurial knowledge variables and self-efficacy, technopreneurial intention, and entrepreneurial motivation questionnaires for ICT variables were used as data collection procedures. The path analysis technique is the data analysis method that is employed. Pathway analysis was used in this study to assess the extent to which independent variables of ICT self-efficacy (X2) and entrepreneurial knowledge (X1) indirectly influenced dependent variables of technopreneurial intention (Y) through intervening variables (students' entrepreneurial motivation) (M). In addition, to determine whether or not exogenous variables have a substantial impact.

III. RESULTS AND DISCUSSION

The analysis test results are used to determine whether direct influence or indirect influence has a higher impact and to determine whether the presence of this mediating variable can increase or decrease the influence of the independent variable on the dependent variable (Ghozali, 2016). Once descriptive analysis was performed on the data gathered for this investigation, the following table displays the findings.

Result

A. Description of Entrepreneurial Knowledge Variables

The Entrepreneurship Knowledge variable was measured using 20 question items that had a true score of 5 and a false score of 0. The test questions were given to the respondents. The Entrepreneurship Knowledge variable got the maximum score of 100 and the lowest score of 60, according to the study's results. The Entrepreneurial Knowledge variable's descriptive analysis yielded the following results: a mean of 78.71, a median of 80, a mode of 65, and a standard deviation of 12.15. Additionally, the data on entrepreneurial knowledge variable is categorized into three groups: high, medium, and poor. The table below shows how entrepreneurial knowledge is categorized.

Table 1. Categorization of Entrepreneurial Knowledge Tendencies

Interval	Category	F	%
$X \geq 86$	Tall	80	48,4
$72 \leq X < 86$	Medium	75	51,6
$X < 12$	Low	0	0,0

B. Description of ICT Self-Efficacy Variables

Data on the self-efficacy ICT variable were gathered from surveys given to participants. These questionnaires had eight statement items, with a maximum score of five and a minimum score of one. The ICT Self-Efficacy variable got the maximum score of 30 and the lowest score of 16 according to the study's findings. The ICT Self-Efficay variables' descriptive analysis yielded the following results: a mean of 21.71, a median of 21, a mode of 18, and a standard deviation of 1.87. In addition, there are three

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categories for the ICT Self Efficacy variable data: high, medium, and low. The following table displays the ICT Self Efficacy classification:

Table 2. Categorization of ICT Self-Efficacy Tendencies

Interval	Category	F	%
$X \geq 22$	Tall	66	42,6
$14 < X < 22$	Medium	89	57,4
$X < 12$	Low	0	0,0

C. Description of Entrepreneurial Motivation Variables

Eight statement items in questionnaires that were given to respondents were used to collect data on entrepreneurial motivation factors. A modified Likert scale with five alternative answer values was used to create the questionnaire. a minimum of one and a maximum of five points. The study's findings revealed that the entrepreneurial motivation variable had the maximum score of 40 and the lowest score of 19. Descriptive analysis of the entrepreneurial motivation factors yielded the following results: a mean of 31.86, a median of 32, a mode of 32, and a standard deviation of 2.89. Moreover, there are three categories into which the variable data on entrepreneurial motivation is divided: high, medium, and low. The table below shows how entrepreneurial motivation is categorized:

Table 3. Categorization of Entrepreneurial Motivation Tendencies

Interval	Category	F	%
$X \geq 29,3$	Tall	111	71,6
$18,7 \leq X < 29,3$	Medium	44	28,4
$X < 18,7$	Low	0	0,0

D. Description of Technopreneurial Intention Variables

Technopreneurial intention factors were measured using nine statement items on questionnaires, where a response might be as low as one and as high as five. The technopreneurial intention variable obtained the maximum score of 43 and the lowest score of 22, according to the study's results. The findings revealed that the technopreneurial intention had a standard deviation of 4.01, a mean of 35.29, a median of 33, and a mode of 33. Additionally, there are three categories for the technopreneurial intention variable: high, medium, and low. The table below shows how technopreneurial intention is categorized:

Table 4. Categorization of Technopreneurial Intention

Interval	Category	F	%
$X \geq 33$	Tall	73	47,1
$21 \leq X < 33$	Medium	82	52,9
$X < 21$	Low	0	0,0

E. Normality Test

Following computations, the findings of the normality test on the variables measuring entrepreneurial knowledge, ICT self-efficacy, entrepreneurial motivation, and technopreneurial intention are compiled in the following table:

Table 5. Normality Test Results

Variable	Asymp. Sig. (2 tailed)	Information
Entrepreneurial Knowledge	0,053	Normal
ICT Self Efficacy	0,060	Normal
Entrepreneurial Motivation	0,210	Normal
Technopreneurial Intention	0,261	Normal

The regression model's model normality requirements have been satisfied since the significance value of Asymp.Sig (2-tailed) for each of the four variables is larger than 0.05, as can be seen from the above table.

F. Hypothesis Test

The direct and indirect effects of the independent variable on the dependent variable were ascertained using the path diagram in the hypothetical test of this study (Ghozali, 2016). These are the outcomes of the path analysis exam.

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Table 6. Path Analysis Test Results

Variable	Direct	Indirect	Total
Entrepreneurial Knowledge → Entrepreneurial Motivation	0,212		0,212
ICT Self-Efficacy → Entrepreneurial Motivation	0,293		0,293
Entrepreneurial Knowledge → Technopreneurial Intention	0,134	0,101	0,235
ICT Self-Efficacy → Technopreneurship Intention	0,162	0,140	0,302
Entrepreneurial Motivation → Technopreneurial Intention	0,478		0,478

Technopreneurial intention mediated by entrepreneurial motivation was found to be positively influenced by ICT self-efficacy, with a direct influence of 0.293 and an indirect influence of 0.140 (0.293 > 0.140) in the computation of the analysis. Thus, it can be said that the theory that claims that "entrepreneurial motivation mediates a positive and significant influence of ICT self-efficacy on Technopreneurial intention" is false. The calculation can then be completed following analysis. Three influences are computed: total influence, indirect influence, and direct influence (Ghozali, 2016).

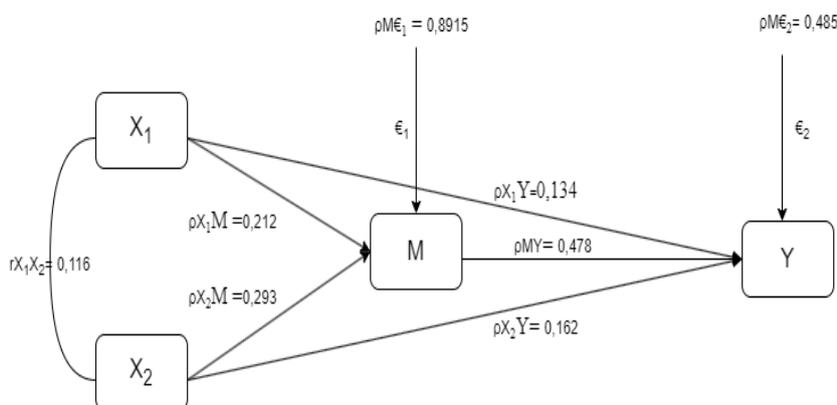


Figure 1. Sub Structure

To calculate the direct influence, the following formula is used:

- a. The influence of entrepreneurial knowledge variables on *technopreneurial intention*.

$$X1 \rightarrow Y = \rho_{X1Y} \times \rho_{X1M} = (0,134 \times 0,212) = 0,0284 = 2,84\%$$

- b. Effect of *ICT Self-efficacy* variable on *technopreneurial intention*.

$$X2 \rightarrow Y = \rho_{X2Y} \times \rho_{X2M} = (0,162 \times 0,293) = 0,0475 = 4,75\%$$

- c. The influence of learner motivation variables on *technopreneurial intention*.

$$M \rightarrow Y = \rho_{MY} \times \rho_{MY} = (0,478 \times 0,478) = 0,2285 = 22,85\%$$

To calculate indirect influence, the following formula is used:

- a. The influence of entrepreneurial knowledge variables on *technopreneurial intention* through entrepreneurial motivation.

$$X1 \rightarrow M \rightarrow Y = 0,212 \times 0,478 = 0,1013 = 10,13\%$$

- b. The effect of *ICT Self-efficacy* variables on *technopreneurial intention* through entrepreneurial motivation.

$$X2 \rightarrow M \rightarrow Y = 0,293 \times 0,478 = 0,1401 = 14,01\%$$

Total Effect

- a. The influence of entrepreneurial knowledge variables on *technopreneurial intention*.

$$\text{Direct influence} + \text{indirect influence} = 0,01796 + 0,1013 = 0,1193 = 11,93\%$$

- b. Effect of *ICT Self-efficacy* variable on *technopreneurial intention*.

$$\text{Direct influence} + \text{indirect influence} = 0,0262 + 0,1401 = 0,1663 = 16,63\%$$

- c. The total influence on *technopreneurial intention* from the three variables, namely: entrepreneurial knowledge, *ICT self-efficacy* and entrepreneurial motivation was = 0.1193 + 0.1672 + 0.2285 = 0.515 = 51.5%

- d. The effect of other variables on M beyond Variables X1 and X2 (Residue ϵ_1 on M) can be determined through: $1 - 0.515 = 0.485 = 48.5\%$.

DISCUSSION

Based on the path analysis as above, hypothesis testing in this study can be described as follows.

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A. Test the First Hypothesis: Entrepreneurial knowledge affects students' entrepreneurial motivation

Based on the findings of multiple linear regression analysis, which indicate that the regression coefficient value is 0.071, the first hypothesis test is conducted. This demonstrates the positive relationship between entrepreneurial knowledge and motivation, i.e., greater entrepreneurial knowledge will lead to greater drive for entrepreneurship and vice versa. With a significance level of 0.006 (sig. $0.006 < 0.05$), it can be concluded that entrepreneurial motivation and knowledge are significantly influenced. Therefore, it can be said that the theory states "Entrepreneurial knowledge has a positive and significant effect on entrepreneurial motivation" is accepted.

The study's findings indicate that Wonosobo Regency's SMK TJKT Department has strong entrepreneurship knowledge. Learning about entrepreneurship has the ability to greatly boost students' motivation to pursue their own ventures. They feel more comfortable seeking business prospects and have a greater understanding of business and entrepreneurship as a result of this expertise. Thus, the growth of driven and prosperous entrepreneurs can be greatly aided by a robust and comprehensive entrepreneurship education. The findings of this investigation are consistent with studies carried by Puspitaningsih (2014) which found that motivation is influenced by entrepreneurial knowledge. Additionally, studies carried out by Widiyaastuti & Syuhad (2022) asserts that entrepreneurial motivation is directly influenced by entrepreneurial expertise. Also endorsing the study's conclusions by Laia (2022) studies showing that entrepreneurial motivation is positively and significantly impacted by entrepreneurial expertise.

B. Test the Second Hypothesis: ICT self-efficacy affects students' entrepreneurial motivation

Multiple linear regression analysis testing revealed a regression coefficient value of 0.385 and a calculated t value of 3.884. These results indicate a positive relationship between ICT self-efficacy and entrepreneurial motivation, meaning that higher ICT self-efficacy will lead to higher levels of motivation for entrepreneurship and vice versa. And the significance value of 0.000 (sig. $0.000 < 0.05$) means that there is a significant effect, so it can be concluded that the hypothesis stating "ICT self-efficacy has a positive and significant effect on entrepreneurial motivation" is accepted.

The study's findings indicate that Wonosobo Regency's SMK TJKT Department students have high ICT self-efficacy. However, as ICT self-efficacy can boost students' entrepreneurial motivation, it is important to work toward raising ICT self-efficacy by providing them with more advanced ICT equipment and enhancing their ability to manage technology-based firms successfully. To become successful entrepreneurs in the current digital era, individuals with high entrepreneurial motivation can be formed through education and training that involves the development of ICT self-efficacy. The findings of this investigation are consistent with studies carried by Techatassanasoontorn & Tanvisuth (2008) which suggests that ICT Self-Efficacy has a positive effect on entrepreneurial motivation. This finding is supported by Fathonah et al., (2020) which suggests that ICT Self-Efficacy has a positive effect on entrepreneurial motivation.

C. Test the Third Hypothesis: Entrepreneurial knowledge affects technopreneurial intention

The multiple linear regression analysis test results revealed a regression coefficient value of 0.043 and a calculated t value of 1.987. This indicates a positive relationship between entrepreneurial knowledge and technopreneurial intention, meaning that greater entrepreneurial knowledge will lead to higher technopreneurial intention and vice versa. And the significance value of 0.049 (sig. $0.049 < 0.05$) means that there is a significant influence, so it can be concluded that the hypothesis that states "entrepreneurial knowledge has a positive and significant effect on technopreneurial intention" is accepted.

The study's findings indicate that Wonosobo Regency's SMK TJKT Department students have solid entrepreneurship understanding. Through greater technopreneurial intention, learners who possess entrepreneurial knowledge are more likely to succeed in becoming technopreneurs. This aids students in creating cutting-edge technologies as well as successful business management. Students that possess strong entrepreneurial understanding are already well-positioned to become technopreneurs. The findings of this investigation are similarly consistent with studies carried out by Manullang (2022) which claims that the intention to pursue technopreneurship is positively and significantly impacted by entrepreneurial expertise. This conclusion is further validated by Wijaya (2019) which shows that entrepreneurial knowledge has a positive and significant effect on entrepreneurial intentions.

D. Test Fourth Hypothesis: ICT self-efficacy affects technopreneurial intention

Multiple linear regression analysis testing revealed a regression coefficient value of 0.206 and a calculated t value of 2.356. These results indicate a positive relationship between ICT self-efficacy and technopreneurial intention, meaning that higher ICT self-efficacy will lead to higher technopreneurial intention and vice versa. And the significance value of 0.020 (sig. $0.020 < 0.05$) means that there is a significant effect, so it can be concluded that the hypothesis stating "ICT self-efficacy has a positive and significant effect on technopreneurial intention" is accepted.

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The study's findings indicate that the ICT self-efficacy of Kabuapaten Wonosobo's SMK TJKT Department is high. A technopreneurial aim might gain a competitive edge in managing a firm in a digital world that is changing quickly by increasing their ICT self-efficacy. The degree of confidence a person has in handling information and technology can have an impact on a number of factors of their business's success and performance. Consequently, a key tactic in facilitating the effective growth of technopreneurism is the enhancement and development of ICT self-efficacy. It can be ingrained and have a beneficial impact if students have high ICT self-efficacy and already possess the means to become technopreneurial intentions. The findings of this investigation are similarly consistent with studies carried out by Wiklund & Shepherd (2005) which shows ICT self-efficacy has a positive relationship with technopreneurship intention. Furthermore, research by Fathonah et al., (2020) revealed that ICT self-efficacy has a positive and significant effect on technopreneurship intention. The findings of this study are also supported by Pirdaus & Kusnendi (2022) research that ICT self-efficacy has a positive and significant effect on technopreneurship intentions.

E. Test the Fifth Hypothesis: Learning motivation affects technopreneurial intention

The results of multiple linear regression analysis testing showed that a regression coefficient value of 0.463 and a calculated t value of 6.782 were obtained, this shows that the influence of entrepreneurial motivation on technopreneurial intention is positive which means that the better the entrepreneurial motivation, the technopreneurial intention will increase, and vice versa. And the significance value of 0.000 (sig. 0.000 < 0.05) means that there is a significant influence, so it can be concluded that the hypothesis stating "entrepreneurial motivation has a positive and significant effect on technopreneurial intention" is accepted.

According to the study's findings, Kabuapaten Wonosobo's SMK Department of TJKT exhibits strong entrepreneurial motivation. The path to effective technopreneurship can be significantly influenced by the entrepreneurial motivation of learners. This drive may encourage the growth of abilities, mindsets, and conduct that enhance their propensity to integrate technology and business to produce significant breakthroughs in the field of technopreneurship. Thus, promoting entrepreneurial motivation through education and initiatives can be crucial to helping the next generation of technopreneurs grow. It can be ingrained and have a beneficial impact if students have strong entrepreneurial motivation and the means to become technopreneurs. The findings of this investigation are similarly consistent with studies carried out by Marti'ah (2017) It demonstrated that students' intention to pursue technology entrepreneurship increased with their level of entrepreneurial motivation. Furthermore, research by Bhardwaj (2021) states that there is a positive and significant influence of entrepreneurial motivation on entrepreneurial intentions.

F. Test the Sixth Hypothesis: Entrepreneurial knowledge affects technopreneurial intention mediated by student motivation in entrepreneurship

The calculated t value is 2.621 and the p value is 0.008 (p value < 0.05), so the hypothesis stating "Entrepreneurial knowledge has a positive and significant effect on technopreneurial intention mediated by entrepreneurial motivation" is accepted. The study's findings indicate that Wonosobo Regency's SMK TJKT Department students have solid entrepreneurship understanding. Learning about entrepreneurship via the lens of entrepreneurial motivation can be crucial in helping students become successful technopreneurs. While entrepreneurial desire serves as the engine that propels people to take specific activities in growing technology enterprises and producing important breakthroughs, entrepreneurial knowledge offers a strong foundation. Thus, incorporating these two elements throughout education and training can improve the outcomes for developing future technopreneurs. The results of this study strengthen research conducted by Puspitaningsih (2014) This shown how motivation acts as a moderator between entrepreneurial interest and entrepreneurial expertise. Then research conducted by Fernanda & Ibrahim (2022) demonstrated that, with entrepreneurial motivation acting as a mediating factor, entrepreneurship education has a favorable and significant impact on entrepreneurial intentions.

G. Seventh Hypothesis Test: ICT self-efficacy affects technopreneurial intention mediated by student motivation in entrepreneurship

The calculated t value is 3.377 and the p value is 0.001 (p value < 0.05), so the hypothesis that states "ICT self-efficacy has a positive and significant effect on technopreneurial intention mediated by entrepreneurial motivation" is accepted. Based on the results of the study, SMK TJKT Department in Wonosobo Regency has good ICT self-efficacy. It's critical to realize that the positive effects of ICT self-efficacy on learners' roles in the technopreneurship environment can be amplified by entrepreneurial motivation. In the constantly changing digital era, technopreneurs can become more successful and powerful by combining their faith in technology with their entrepreneurial spirit to build and run technology companies. Thus, future technopreneurs can benefit substantially from education and training that integrates these two aspects. Entrepreneurial motivation can be fostered and have a favorable effect if students have excellent ICT self-efficacy, meaning they already have the means to become an entrepreneur. The results of this study also strengthen research conducted by Savalia et al., (2011) This demonstrates how technopreneurship intention and motivation are positively and significantly influenced by ICT self-efficacy as mediation variables. Research conducted by Marti'ah

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(2017) claims that, through motivation, ICT Self-Efficacy influences Technopreneurship Intention. Then research conducted by Fathonah et al., (2020) demonstrated that technopreneurship intention is positively and significantly influenced by ICT self-efficacy, and that this link is mediated by motivation.

V. CONCLUSIONS

According to the problem formulation, the study's hypothesis testing and data analysis results indicated that students' entrepreneurial motivation acted as a mediating factor between the positive and significant influence of entrepreneurial knowledge on technopreneurial intention. Therefore, the stronger the entrepreneurial motivation that influences students' intention to pursue technopreneurial endeavors, the better the students' entrepreneurial knowledge, as measured by their mastery of actualizing entrepreneurial attitudes and behaviors and planning micro small businesses of SMK TJKT Department in Wonosobo Regency. The hypothetical test's results support the notion that ICT self-efficacy has a positive and significant impact on learners' entrepreneurial motivation through technopreneurial intention. Therefore, the more the entrepreneurial motive that influences students' intention to pursue technopreneurial endeavors, the better the ICT self-efficacy—that is, computer and internet self-efficacy—that they master in Wonosobo Regency's SMK TJKT Department. The findings demonstrated that the category's entrepreneurial knowledge was excellent, but students needed to concentrate more on learning how to identify business opportunities that matched their information and technology expertise because the questions pertaining to analyzing business opportunities had the lowest value. One way to boost technopreneurial intent is to boost confidence in technology use as well as raise technopreneurial intent. As a result, it is envisaged that educational institutions will organize and host conferences, exhibitions, and trainings on entrepreneurship. The school should employ school facilities since they play a significant role in encouraging pupils to pursue entrepreneurial endeavors.

VI. ACKNOWLEDGMENT

The author would like to thank several parties who have supported the completion of this research: (1) Dean of the Faculty of Economics and Business, Yogyakarta State University, (2) Study Program Coordinator of the Department of Economic Education, Yogyakarta State University, (3) Supervisor who has taken the time to guide me in writing this article.

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