syntax in Phase 3 can be explained by the formed factors, and so on.

4) Total Variance Explained: The following Table V indicates the Total Variance Explained analysis results to determine the number of factors formed from the factor analysis.

TABLE V
TOTAL VARIANCE EXPLAINED SCORE OF FACTOR ANALYSIS

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	6.053	67.258	67.258	6.053	67.258	67.258
2	.966	10.737	77.996			
3	.707	7.859	85.855			
4	.537	5.971	91.826			
5	.365	4.061	95.887			
6	.186	2.070	97.957			
7	.151	1.680	99.637			
8	.024	.269	99.907			
9	.008	.093	100.000			

Extraction Method: Principal Component Analysis.

Based on Table 5, it can be explained that the factor that is formed is only 1 factor that has Eigenvalues> 1. In Table V above, the factors formed with eigenvalues 6.053, explaining the model by 67.25% whole.

5) Scree Plot: Based on Figure 3, the Scree Plot can explain the nine components (phases) tested. There was only one component that had an Eigenvalue number of more than 1.

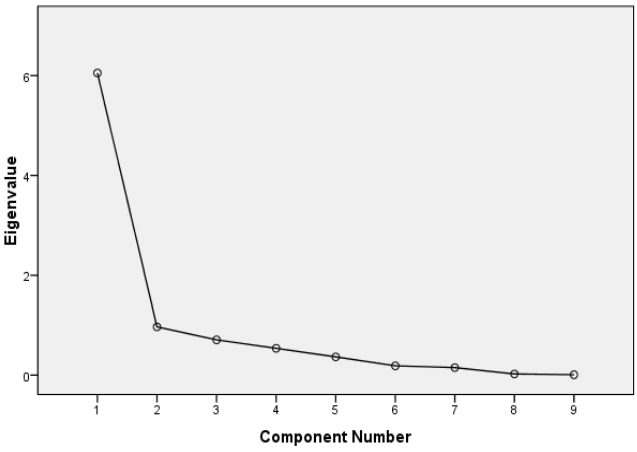

Fig. 3 Scree Plot 9 Phase of SEM

It was stated that the nine existing components had formed one factor. If it is related to the formation of phases in this learning model's trial, it can be concluded that the 9 phases tested have formed a complete unified model. Thus, the SEM entrepreneurship training model is valid based on factor analysis. One phase is formed from phases that have a unified form in the eigenvalue data.

6) Component Matrix: Based on the formation of factors in the Total Variance Explained, it is obvious that a learning model consisting of nine phases has been formed. Thus, there is no factor rotation because there is only 1 component of the formation. This can be seen in the following Table VI:

TABLE VI
TOTAL COMPONENT MATRIX

Component Matrix

	Component
	1
Phase1	.757
Phase2	.833
Phase3	.774
Phase4	.863
Phase5	.900
Phase6	.852
Phase7	.616
Phase8	.900
Phase9	.847

Extraction Method: Principal Component Analysis.

Table VI presents the figures indicating the loading factors or the correlation between indicators with only one component. As no indicator has a significant difference from the other indicators and there is no correlation < 0.5, the indicator can be included into a factor or component depending on the degree of its correlation. Based on the result of this analysis, only one component formed from the phases; thus, factor rotation was not needed

7) Rotated Component Matrix: From the results of the Component Matrix described above, it is obvious that there are no components that can be rotated because only one factor is formed. The following statistical analysis result confirms that the rotation data does not have a component to rotate.

Rotated Component Matrix[a]

a. Only one component was extracted. The solution cannot be rotated.

Rotated Component Matrix is the result of the rotation of matrix components. This aims to show a clearer and more significant distribution of components than if no rotation was performed, with a limiting number of more than 0.5. Because of that, there was no component to be rotated because there was only one component was formed.

8) Component Transformation Matrix: The data of the component transformation matrix serves to show whether the factors formed are no longer correlated with each other. Because the data formed had no more than one component, the data could not be read diagonally. It means that the phases proposed in the trial are valid into one component of the formation. The rotation varimax method was used at the matrix transformation component to minimize the number of variables with high loading in one factor or component. This makes interpretation easier because the variable in the factor can be seen clearly. Only one component was formed in the matrix transformation component so that the nine phases were correlated with the component. This suggests that the nine phases proposed as the steps to apply the SEM training model

are valid and cannot be separated from each other, as shown in Table VII.

TABLE VII
COMPONENT TRANSFORMATION MATRIX

Component Score Coefficient Matrix

	Component
	1
Phase1	.125
Phase2	.138
Phase3	.128
Phase4	.143
Phase5	.149
Phase6	.141
Phase7	.102
Phase8	.149
Phase9	.140

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Based on the analysis previously described, the results of this factor analysis are valid because of the 9 phases tested. There is only one component that has an Eigenvalue number of more than 1. Thus, it can be stated that the 9 phases have formed one factor. In terms of the formation of phases in this learning model's trial, it can be concluded that the 9 phases tested have formed a complete unified model. The SEM entrepreneurship training model is valid based on the Exploratory Factor Analysis. One phase is formed from phases that have a unified form in the eigenvalue data. These results used EFA- exploring empirical data to detect characteristics and relationships between variables without determining the model on the data [10, 14]. In short, the SEM model helps shape students' entrepreneurial character and competence in entrepreneurship. In line with this, this entrepreneurial training and learning model and learning activities produce products that have commercial potential in higher education [33-37].

Furthermore, this training model, similar to a Learning Model, aims to improve students' ability to carry out entrepreneurial activities [17, 38, 39]. The training and learning model is also expected to positively impact students' entrepreneurial interest, entrepreneurial character, and entrepreneurial readiness [40-42]. The development of this SEM training model is deemed necessary to facilitate the training process for students of Universitas Negeri Padang. They are members of the Entrepreneurial Student Program (ESP) established by the Directorate General of Engineering Education to address the unsuccessful ESP activities at the UNP student level.

IV. CONCLUSION

This research reveals that the development of the SEM training model has the phases that have been attested valid. Training can be run in nine phases. Smart Entrepreneur Model is worth using as a guideline by a university that sets up a program to produce graduates who can develop themselves to be independent entrepreneurs in the advancement of technology and globalization according to their psychometric index. The model can be adjusted to the mentor selection, the needs of the training participants- which is a flexible feature of this model. In short, through Exploratory Factor analysis, it can be argued that the entrepreneurial training model is suitable for university students in Indonesia to support the PMW program by the Indonesian government.

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