

## Influence of Entrepreneurship Education and Orientation on Entrepreneurial Intention Through Locus of Control in Vocational High School

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**Keywords:** *Entrepreneurship Education, Entrepreneurial Orientation, Entrepreneurial Intention, Locus of Control.*

**Abstract:** *This study aims to further investigate the influence of vocational students' entrepreneurial education and entrepreneurial orientation on entrepreneurial intention mediated by locus of control, especially among private vocational students in Mojokerto district. This study uses an explanatory research design using a quantitative descriptive analysis approach. The sample of this study consisted of 250 private SMK students from Mojokerto district, and data analysis was performed using the partial least squares (PLS) method. The results show that entrepreneurial education has a direct effect on locus of control, entrepreneurial orientation has a direct effect on locus of control, and entrepreneurial education has a direct effect on entrepreneurial intention. It was shown that there is a direct impact on entrepreneurship and entrepreneurship.*

*The influence of Entrepreneurial orientation indirectly influences entrepreneurial intention through locus of control, Entrepreneurial orientation indirectly influences entrepreneurial intention through locus of control, Entrepreneurial orientation indirectly influences entrepreneurial intention through locus of control influence entrepreneurial intention indirectly through.*

### Introduction

Entrepreneurship education is not only based on theory but also shapes the attitude, mindset, and behavior of an entrepreneur (Thomassen et, al 2020). Thus, providing students with an understanding of starting a new business requires the integration of sufficient experience, entrepreneurial intention or good business performance, and knowledge of theory to develop and expand knowledge about the business world. To increase students'

interest in the business world as the achievement of a career, all students need an understanding of the theory or basic concepts of entrepreneurship through compulsory subjects that have been given by schools before, namely entrepreneurship education. Since the implementation of entrepreneurship education until now, various elements of the education model have often been discussed in business education. Therefore, there is no doubt that a school includes entrepreneurship subjects for all students. Entrepreneurial attitudes, values, and success are measured by entrepreneurial behavior. External factors and internal factors will affect entrepreneurial behavior. Internal factors include property rights, and competence, while external factors include the environment, opportunities, and competitors (Nurmalia et, al 2019).

Starting entrepreneurship must be prepared to face risks and uncertainties from customers, but there are several goals, one of which is to make a profit by understanding the basic value of entrepreneurship education followed by entrepreneurial orientation because these two variables can be used as opportunities to utilize and create superior human resources. Superior which can be interpreted as being able to contribute to the success of entrepreneurship by maximizing entrepreneurial intention in every activity (Diaz et, al 2021). Something that can be categorized as performance, is if the achievements they make can realize targets and goals that are in line with the vision and mission written in the strategic planning of a company (George et, al 2019). Without a target or goal, the performance of an employee or team will be difficult to measure, nowadays there are many opportunities to become an entrepreneur, one of which must have great ambition and determination in the business world, an entrepreneurial career also brings benefits to a person in supporting the welfare of society by creating jobs for a handful of people. The expansion of the world of entrepreneurs among young people, especially students in recent decades, has increased dramatically, coupled with the development of technology & information, the number of seminars or trainings that facilitate entrepreneurial activities has made some students plunge into the world of entrepreneurship, even though in their daily activities students are busy with various school activities and assignments that must be done. This does not make students less interested in the business world, on the contrary, the business world is increasingly mushrooming among students today. Some students utilize technology to apply to their business, for example in the field of marketing which can be done on social media platforms such as Shopee, lazada, tokopedia, and others (Achmad et, al 2020). For now, social media platforms make it easy for users to market their business products so that many people know and market according to the target market.

The success of a business cannot be separated from the existence of basic knowledge about entrepreneurship education, entrepreneurial orientation, entrepreneurial intention, and attitudes in entrepreneurship, it is a unity that must be interrelated for the creation of an ideal business. An ideal business can be seen from how capable a company can minimize risk and increase profit in its business activities. This is also supported based on previous research conducted by (Cho and Lee, 2018) the results of this study show that the success of a business

is influenced by business performance and entrepreneurship education in government and business colleges in South Korea.

Based on the statement from the background that has been described above, the researcher wants to know the extent of the influence of Entrepreneurship Education and Entrepreneurial Orientation on Entrepreneurial Intention through Locus of Control. Therefore, researchers want to conduct research with the title "The Effect of Entrepreneurship Education and Entrepreneurial Orientation on Entrepreneurial Intention through Locus of Control on Private Vocational School Students in Mojokerto Regency".

## Research Method

This research uses an explanatory research design with a quantitative description analysis approach. This descriptive research is to explain, interpret, analyze, and present data from research variables which include Entrepreneurship Education, Entrepreneurial Orientation, Locus of Control, and Entrepreneurial Intention.

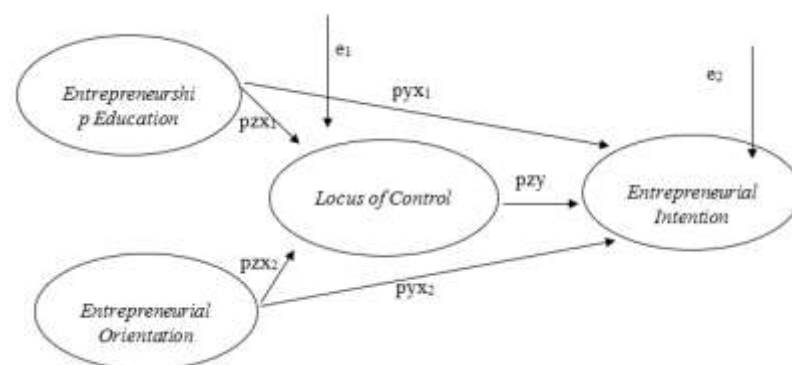


Figure 1. Conceptual Framework  
(source: Processed by Researchers, 2023)

The population in this study were all students in Mojokerto Regency, namely a population that cannot be determined exactly how many to sample. Researchers limited the sample in this study to 250 private high school students in Mojokerto Regency, but in anticipation of incomplete data in filling out the questionnaire, the researchers increased the sample size by 10% to 275 respondents. The instrument used in this research is a questionnaire or questionnaire.

Primary data obtained by researchers is a questionnaire regarding Entrepreneurship Education ( $X_1$ ), Entrepreneurial Orientation ( $X_2$ ), Entrepreneurial Intention ( $Y$ ), and Locus of Control ( $Z$ ). The type of questionnaire used by researchers is a closed questionnaire type, where each question or statement has an alternative answer provided.

Table 1. Research Instrument Grid

No.	Variable	Indicator	Reference	Number
1.	<i>Entrepreneurship Education</i>	1. Entrepreneurial Desire 2. Entrepreneurship skills 3. Entrepreneurship knowledge 4. Student career decision	Jena, R.K. (2020)	1,2,3,4,5
2.	<i>Entrepreneurial Orientation</i>	1. Entrepreneurial decision-making 2. Entrepreneurial innovation 3. Entrepreneurial proactive behavior	Covin, J.G & Miller, D. (2013)	6,7,8,9,10
3.	<i>Entrepreneurial Intention</i>	1. Enjoyment Of Entrepreneurship, 2. Readiness For Entrepreneurship, 3. Careful Consideration For Entrepreneurship, 4. Deciding To Become An Entrepreneur.	Yohana (2021) & Do & Muslohpour (2020)	11,12,13,14,15
4.	<i>Locus of Control</i>	<b>1. Belief in one's abilities</b> 2. Believe in the result of effort.	Ayuni (2020) & Andani (2019)	16,17,18,19, 20

(Source: processed by researchers, 2023)

## Result and Discussion

### *Evaluasi Outer Model or Testing of Research Instruments*

Outer model evaluation is carried out to assess the validity and reliability of the model. Outer model tests used in this study include convergent validity, discriminant validity, composite reliability, Cronbach alpha, and Average Variance Extracted (AVE).

Table 2. Result of Outer Loading Convergent Validity Hasil Outer Loading Convergent Validity

Variable	Indicator	Outer Loading	Standard Deviation (STDEV)	P Values	Description
Entrepreneurship Education (X1)	EE1	0,781	0,029	0,000	Valid
	EE2	0,730	0,042	0,000	Valid
	EE3	0,825	0,019	0,000	Valid
	EE4	0,834	0,018	0,000	Valid
	EE5	0,771	0,030	0,000	Valid
Entrepreneurial Orientation (X2)	EO1	0,812	0,026	0,000	Valid
	EO2	0,731	0,036	0,000	Valid
	EO3	0,852	0,017	0,000	Valid
	EO4	0,859	0,019	0,000	Valid
	EO5	0,824	0,025	0,000	Valid
Locus of Control (Z)	LOC1	0,847	0,016	0,000	Valid
	LOC2	0,849	0,019	0,000	Valid

Variable	Indicator	Outer Loading	Standard Deviation (STDEV)	P Values	Description
Entrepreneurial Intention (Y)	LOC3	0,857	0,018	0,000	Valid
	LOC4	0,830	0,025	0,000	Valid
	LOC5	0,825	0,030	0,000	Valid
	EI1	0,790	0,031	0,000	Valid
	EI2	0,707	0,050	0,000	Valid
	EI3	0,805	0,024	0,000	Valid
	EI4	0,723	0,041	0,000	Valid
	EI5	0,834	0,020	0,000	Valid

(Source: Data processed by researchers, 2023)

The value of factor loading  $> 0.7$  can be said to be valid. From this table, it is known that all factor loading values of Entrepreneurship Education (X1), Entrepreneurial Orientation (X2), Locus of Control (Z), and Entrepreneurial Intention (Y) indicators are greater than 0.7. This indicates that the indicators are valid.

If the correlation of the construct with the main measurement (each indicator) is greater than the size of the other constructs, then the latent construct predicts its indicators better than other constructs.

Table 3. Result of Cross-Loading

	Entrepreneurship Education (X1)	Entrepreneurial Orientation (X2)	Locus of Control (Z)	Entrepreneurial Intention (Y)
EE1	0,781	0,497	0,417	0,477
EE2	0,730	0,290	0,313	0,351
EE3	0,825	0,506	0,533	0,519
EE4	0,834	0,547	0,566	0,519
EE5	0,771	0,425	0,512	0,473
EO1	0,539	0,812	0,530	0,584
EO2	0,370	0,731	0,484	0,427
EO3	0,485	0,852	0,562	0,558
EO4	0,526	0,859	0,594	0,570
EO5	0,463	0,824	0,592	0,574
LOC1	0,558	0,626	0,847	0,631
LOC2	0,548	0,592	0,849	0,571
LOC3	0,510	0,534	0,857	0,515
LOC4	0,469	0,508	0,830	0,475
LOC5	0,463	0,579	0,825	0,563
EI1	0,518	0,572	0,572	0,790
EI2	0,342	0,402	0,422	0,707
EI3	0,436	0,568	0,559	0,805
EI4	0,452	0,453	0,411	0,723
EI5	0,552	0,558	0,557	0,834

(Source: Data processed by researchers, 2023)

It is known that each loading value of each indicator of a latent variable has the largest loading value with other loading values on other latent variables. So, it can be concluded that the model has good discriminant validity.

### Research Hypothesis Testing

In the SmartPLS application, the significance value can be determined by looking at the parameter coefficient value and the significance value of the t statistic. The criteria for accepting or rejecting a hypothesis is if the significance value of  $t\text{-value} > 1.96$  and or  $p\text{-value} < 0.05$  at the 5% significance level ( $\alpha 5\%$ ) then  $H_a$  is accepted and  $H_o$  is rejected, otherwise if the  $t\text{-value} < 1.96$  and or  $p\text{-value} > 0.05$  at the 5% significance level ( $\alpha 5\%$ ) then  $H_a$  is rejected and  $H_o$  is accepted. The following are the results of hypothesis testing obtained in the study through path coefficients in SmartPLS output

Table 3. Hypothesis Testing

Exogenous	Intervening	Endogenous	Path Coefficient	Indirect Coefficient	T Statistics	P Values	Description
<i>Entrepreneurship Education (X1)</i>		<i>Locus of Control (Z)</i>	0,321		4,870	0,000	H1- Accepted
<i>Entrepreneurial Orientation (X2)</i>		<i>Locus of Control (Z)</i>	0,490		6,738	0,000	H2- Accepted
<i>Entrepreneurship Education (X1)</i>		<i>Entrepreneurial Intention (Y)</i>	0,225		2,933	0,004	H3- Accepted
<i>Entrepreneurial Orientation (X2)</i>		<i>Entrepreneurial Intention (Y)</i>	0,336		4,355	0,000	H4- Accepted
<i>Locus of Control (Z)</i>		<i>Entrepreneurial Intention (Y)</i>	0,294		3,672	0,000	H5- Accepted
<i>Entrepreneurship Education (X1)</i>	<i>Locus of Control (Z)</i>	<i>Entrepreneurial Intention (Y)</i>		0,095	3,761	0,000	H6- Accepted
<i>Entrepreneurial Orientation (X2)</i>	<i>Locus of Control (Z)</i>	<i>Entrepreneurial Intention (Y)</i>		0,144	3,761	0,000	H7- Accepted

(Source: Data processed by researchers, 2023)

H1 is a positive and significant influence between Entrepreneurship Education on Locus of Control on private vocational students in Mojokerto Regency. Based on Table 3, it is explained that the path coefficient is 0.321 with a p-value of  $0.000 < 0.05$  and t statistics  $4.870 > 1.96$ . Thus, H1 is accepted. H2 is a positive and significant influence between Entrepreneurial Orientation on Locus of Control on private vocational students in Mojokerto Regency. Based on Table 3, it is explained that the path coefficient is 0.490 with a P value of

0.000 <0.05 and t statistics 6.738> 1.96. Thus, H2 is accepted. H3 is a positive and significant influence between Entrepreneurship Education on Entrepreneurial Intention on private vocational school students in Mojokerto Regency. Based on Table 3, it is explained that the path coefficient is 0.225 with a P value of 0.004 <0.05 and t statistics 2.933> 1.96. Thus, H3 is accepted. H4 is a positive and significant influence between Entrepreneurial Orientation on Entrepreneurial Intention on private vocational students in Mojokerto Regency. Based on Table 3, it is explained that the path coefficient is 0.336 with a p-value of 0.000 <0.05 and t statistics of 4.355> 1.96. Thus, H4 is accepted. H5 is a positive and significant influence between Locus of Control on Entrepreneurial Intention on private vocational students in Mojokerto Regency. Based on Table 3, it is explained that the path coefficient is 0.294 with a P value of 0.000 <0.05 and t statistics 3.672> 1.96. Thus, H5 is accepted. Locus of Control mediates the relationship between Entrepreneurship Education and Entrepreneurial Intention (H6). The results of testing the sixth hypothesis show that the relationship between Entrepreneurship Education variables with Entrepreneurial Intention through Locus of Control shows an indirect path coefficient value of 0.095 with a statistical t-value of 3.761. The calculated t value is greater than the t table (1.960) or p (0.000) <0.05. This result means that Locus of Control has a significant influence in bridging Entrepreneurship Education to Entrepreneurial Intention. The above results show that H0 is rejected, this means that Hypothesis 6 is accepted. Locus of Control mediates the relationship between Entrepreneurial Orientation and Entrepreneurial Intention (H7). The seventh hypothesis testing results show that the relationship between the Entrepreneurial Orientation variable and Entrepreneurial Intention through Locus of Control shows an indirect path coefficient value of 0.144 with a statistical t-value of 3.761. The calculated t value is greater than the t table (1.960) or p (0.000) <0.05. This result means that Locus of Control has a significant influence in bridging Entrepreneurial Orientation to Entrepreneurial Intention. The above results show that H0 is rejected, this means that Hypothesis 7 is accepted.

## **Conclusion**

Based on the problems that have been formulated, the results of the analysis, and hypothesis testing that have been carried out in the previous chapter, it can be concluded that there is a direct effect of entrepreneurship education on locus of control, there is a direct effect of entrepreneurial orientation on locus of control, there is a direct effect of entrepreneurship education on entrepreneurial intention, there is a direct effect of entrepreneurial orientation on entrepreneurial intention, there is a direct effect of locus of control on entrepreneurial intention, there is an indirect effect of entrepreneurship education on entrepreneurial intention through locus of control, there is an indirect effect of entrepreneurial orientation on entrepreneurial intention through locus of control.

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