

## Determinants of Entrepreneurial Education on Entrepreneurial Intention with Entrepreneurial Mindset as a Moderating Variable on Vocational Students

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**Keywords:** *Entrepreneurship Education, Entrepreneurial Mindset, Entrepreneurial Intention*

**Abstract:** *This research to Determinants of Entrepreneurial Education on Entrepreneurial Intention with Entrepreneurial Mindset as a Moderating Variable for Students of State Vocational School in Ogan Ilir Regency. With unemployment still high, there have been efforts to develop official and unofficial education to improve the skills of productive human resources. One of the ways used is through Entrepreneurship Education, with the hope that students have the skills to become entrepreneurs and can create jobs for themselves. This research uses a quantitative approach with Partial Least Squares structural equation modeling (PLS-SEM) to predict and confirm the given hypothesis. This research uses Google Forms for data collection on State Vocational School students in Ogan Ilir. Respondents in this study were 360 respondents who were used as research objects. The results showed that Entrepreneurship Education cannot explain Entrepreneurial Intention. However, the Entrepreneurship Education variable can explain the Entrepreneurial Mindset. Furthermore, Entrepreneurship Education will provide more influence on Entrepreneurial Intention, if strengthened by Entrepreneurial Mindset as a mediator variable.*

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### Introduction

Entrepreneurship plays a pivotal role in fostering economic development, innovation, and job creation in societies. Recognizing the importance of cultivating an entrepreneurial mindset and skills among the younger generation, educational institutions have increasingly embraced entrepreneurial education as a means to prepare students for the dynamic and competitive world of business. This research aims to delve into the determinants of

entrepreneurial education and their impact on the entrepreneurial intention of students attending State Vocational Schools in Ogan Ilir Regency.

In the context of Ogan Ilir Regency, where economic conditions and opportunities may differ from urban centers, understanding the specific dynamics of entrepreneurship among State Vocational School students becomes crucial. State Vocational Schools often cater to students seeking practical skills and hands-on experiences, making them a unique demographic for studying entrepreneurial education and intention.

This study holds significance for several reasons. First, it contributes to the existing body of knowledge by examining the relationship between entrepreneurial education and entrepreneurial intention, focusing specifically on State Vocational School students. Second, it explores the potential moderating role of entrepreneurial mindset in this relationship, adding nuance to our understanding of how educational interventions may influence entrepreneurial aspirations. Third, the findings of this research can inform educational policymakers, administrators, and instructors in tailoring entrepreneurship programs that align with the needs and aspirations of students in Ogan Ilir Regency.

While previous studies have explored the impact of entrepreneurial education on entrepreneurial intention, there is a noticeable gap in the literature concerning the specific context of State Vocational School students in Ogan Ilir Regency. Understanding the factors that influence entrepreneurial intentions in this particular demographic, and the potential moderating effect of entrepreneurial mindset, can provide valuable insights for educational institutions and policymakers seeking to foster a culture of entrepreneurship. This research to examine the relationship between entrepreneurial education and entrepreneurial intention among students of State Vocational Schools in Ogan Ilir Regency. To investigate the moderating role of entrepreneurial mindset in the relationship between entrepreneurial education and entrepreneurial intention. To provide practical recommendations for enhancing entrepreneurial education programs in State Vocational Schools to better align with students' entrepreneurial aspirations.

In the subsequent sections of this research, we will explore relevant literature, develop a conceptual framework, outline the methodology employed, present and analyze the findings, and discuss the implications of the research for both academia and practitioners in the field of entrepreneurial education. With unemployment still high, there have been efforts to develop official and unofficial education to improve the skills of productive human resources. One of the ways used is through Entrepreneurship Education, with the hope that students have the skills to become entrepreneurs and can create jobs for themselves. Various studies show that entrepreneurship education has a significant role in influencing a person's desire to become an entrepreneur. (Lv et al., 2021). Formal entrepreneurship education is alleged to influence individuals' attitudes and may even influence their future career choices, which are usually more likely to be entrepreneurs. (Bauman & Lucy, 2021).

This view has encouraged countries to integrate entrepreneurship materials into their educational curricula at various levels. Entrepreneurship education is designed to equip individuals with the ability to recognize business opportunities and provide the necessary

knowledge, confidence, and skills. This includes the ability to spot opportunities, transform ideas into marketable products, manage resources to handle risks, and provide direction on how to start and grow a business, as well as stimulate creativity (Iwu et al., 2019). Entrepreneurship education is an effort to foster entrepreneurial skills through learning advice, both formally and non-formally. education in SMK graduates are middle-level workers who are expected to be productive, ready to enter the workforce, and able to develop their expertise in their vocational fields (Tangkere & Tambingon, 2022). However, the phenomenon arises if Vocational School contributes to the highest unemployment rate (Kristiawan et al., 2019), then the other most important thing is the multiplier effect of quality Vocational School, namely changes in the attitude of vocational students with the emergence of new entrepreneurs which is very beneficial for the country in alleviating unemployment and poverty (A Audu, 2022).

The confidence or belief that drives entrepreneurial behavior through the thinking process is called an entrepreneurial mindset. According to Mauer et al. (2009), the entrepreneurial mindset is one measure of the strength of an entrepreneur in holding control of the business he is running. The extent to which an entrepreneur can develop his business is also influenced by how the mindset organizes his entrepreneurial patterns. Pidduck et al. (2021) added that an entrepreneurial mindset is a set of beliefs, thought processes, and ways of looking at the world that drive entrepreneurial behavior.

Encouraging entrepreneurship at the school level is essential to prepare students for the realities of the world of work and for those who intend to start a business. That is why, while the focus of entrepreneurship education is on developing an entrepreneurial mindset, Ratten & Jones, (2021b) add that other specialized areas are needed such as how to develop skills.

This research is proposed with urgent interest because State Vocational School students in the Ogan Ilir Regency have great potential to contribute to economic development in the Ogan Ilir region. Hopefully, through digital technology-based millennial entrepreneurship, State Vocational School students in Ogan Ilir Regency can create jobs not only for themselves but also for others. Given the potential and rapid development in the Ogan Ilir area, both in terms of human resources and natural resources, there are very attractive business opportunities. Therefore, it is important to continue to develop entrepreneurship education, as well as encourage entrepreneurial mindset and intentions among State Vocational School students in Ogan Ilir Regency.

This research contributes to the State Vocational School in the Ogan Ilir Regency in rejuvenating its approach to digitally-based entrepreneurship education. Based on the latest knowledge and developments as described, this study offers innovation by complementing previous studies and thoroughly investigating the development of the TPB theory in the State Vocational School in Ogan Ilir Regency. In addition, the researcher also aims to measure the impact of entrepreneurship education and entrepreneurial mindset on entrepreneurial intention at State Vocational School in Ogan Ilir Regency.

**Research Method**

*Research design*

This study uses a quantitative approach with PLS-SEM to investigate the impact of Entrepreneurship Education on Entrepreneurial Intention and the role of Entrepreneurial mindset in mediation involvement (see Figure 1). The main benefit of PLS-SEM is its ability to maximize variance in the dependent variable and estimate data based on the dimensions of the measurement model (Hair et al., 2017).

*Respondents and data collection techniques*

State Vocational School students in Ogan Ilir participated in this study. The three SMKs were the object of research. We offered 360 respondents with a 22-question Google Form sent via WhatsApp. In November 2023, the research was conducted. The research variables are Entrepreneurship Education, Entrepreneurial mindset, and Entrepreneurial Intention.

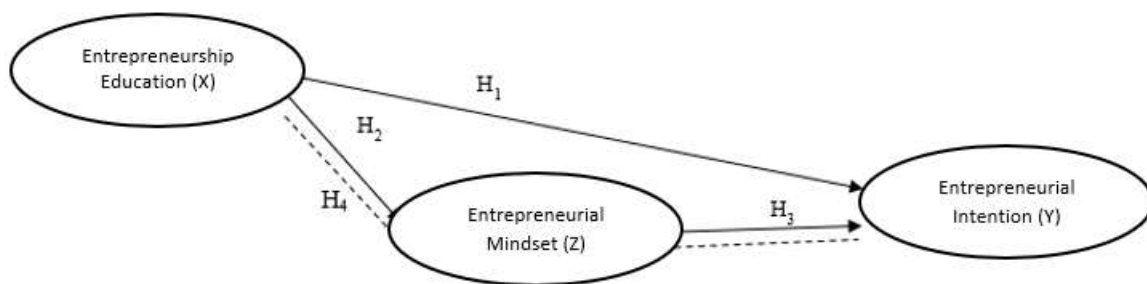


Figure 1. Research Framework

For qualitative research, hypothesis formulation may not be necessary. Instead, the author who uses the qualitative approach is requested to explain the theory in use to build the research instrument and discuss the research results.

Table 1. Characteristics of respondents

Categories		Frequency	%
Gender	Female	215	59.72
	Male	145	40.27
Age of Respondent	16 years old	158	43.88
	17 years	168	46.67
	>18 years old	34	9.44
Grade Level	XI	248	68.89
	XII	112	31.11

Source: processed by researchers (2023)

Information related to the distribution of respondents based on the categories of gender, age, and grade level. In terms of gender, most respondents were female as many as 215 people (59.72%), while male respondents were 145 people (40.27%). When looking at the age of the respondents, 158 people (43.88%) were 16 years old, 168 people (46.67%) were 17 years old, and 34 people (9.44%) were over 18 years old. Meanwhile, in terms of class level, 248 respondents (68.89%) were in class XI, while 112 respondents (31.11%) were in

class XII. This data illustrates the distribution of variations in respondent characteristics based on gender, age, and grade level, which can be an important foundation in further analysis of certain patterns or trends in the sample under study.

#### *Instrument development and data analysis*

A survey was used to study the entrepreneurial interests of State Vocational School students. The research instrument was adapted from previous studies and the literature review (Table 1). The questionnaire was translated from English to Bahasa Indonesia and modified for the Indonesian context. The questionnaire was translated from English to Bahasa Indonesia and modified for the local context. Entrepreneurship Education was measured with 7 items (Hernández-Sánchez et al., 2019). Entrepreneurial Mindset was measured with 9 items from (Cui et al., 2021). Entrepreneurial Intention measurement with 6 items adapted from (Mittal & Raghuraman, 2021) (Denanyoh et al., 2015) (Denanyoh et al., 2015) (Denanyoh et al., 2015) (Denanyoh et al., 2015) (George Lord et al., 2012) (George Lord et al., 2012) (George Lord et al., 2012), 2012)(George Lord et al., 2012)(George Lord et al., 2012)(Alakrash & Razak, 2021)(Alakrash & Razak, 2021)(Alakrash & Razak, 2021)(Alakrash & Razak, 2021)(Smith, 2012)(Smith, 2012)(Smith, 2012)(Smith, 2012)(Taiminen, H. M., & Karjaluo, 2015)(Taiminen, H. M., & Karjaluo, 2015)(Taiminen, H. M., & Karjaluo, 2015)(Taiminen, H. M., & Karjaluo, 2015)(Amanda, n.d.; Colin Angevine, 2022; Marieska et al., 2019; Mathisen & Arnulf, 1970, 2019; Mathisen & Arnulf, 1970; Susilowati et al., 2021)(Amanda, n.d.; Colin Angevine, 2022; Marieska et al., 2019; Mathisen & Arnulf, 1970; Susilowati et al., 2021)(Amanda, n.d.; Colin Angevine, 2022; Marieska et al., 2019; Mathisen & Arnulf, 1970; Susilowati et al., 2021). The questionnaire asked participants to rate each statement from 1 (strongly disagree) to 5 (strongly agree). This study used Smart PLS 3.0 for partial least squares structural equation modeling (PLS-SEM).(Corrales-Estrada et al., 2021)(Corrales-Estrada et al., 2021)(Corrales-Estrada et al., 2021)(Corrales-Estrada et al., 2021)(Corrales-Estrada et al., 2021)(Hudson et al., 2001)(Hudson et al., 2001)(Hudson et al., 2001)(Hudson et al., 2001)(Hudson et al., 2001)(Hudson et al., 2001).

## **Result and Discussion**

### *External model evaluation*

The PLS external model is determined to ensure the presence of reliable instruments. Models with determination criteria are said to be reliable when the composite reliability (CR) and Cronbach's Alpha > 0.05 (Hair et al., 2014). The results showed that the CR value of each construct was 0.919 to 0.957 for dependence (Table 2). A significant average variance extracted (AVE) > 0.50 indicates convergent validity (Hair et al., 2014). Convergent validity was achieved as all items exceeded 0.5 and the AVE of each construct ranged from 0.620 to 0.738 (>0.5). Factor cross-loading was used to test discriminant validity and convergent validity. Table 3 shows the cross-loading values for all Entrepreneurship Education (X1), Entrepreneurial Mindset (Z), and Entrepreneurial Intention (Y) variables from 0.715 to 0.924, more than 0.70, indicating discriminant validity.

*Hypothesis testing*

The model tested the hypotheses using structural equation modeling. The researchers used 360 bootstrap samples to display all t-statistics. As seen in Table 4, all seven hypotheses in this investigation met the criteria, with t-values ranging from 0.729 to 43.102 (>1.96).

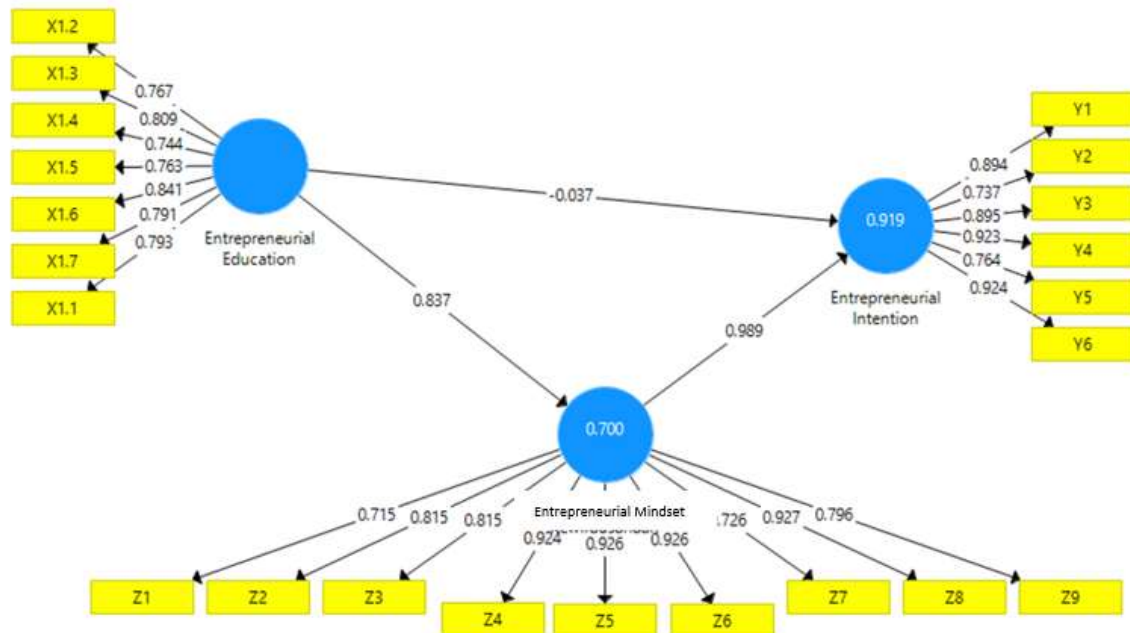


Figure 2. Calculation of Structural Equation Modeling

Source: processed by researchers (2023)

This study uses the R-square model ( $R^2$ ) to show the accuracy of the model prediction. The coefficient of determination (R Square) measures how well an exogenous construct describes an endogenous construct. Hair et al. (2020) estimate  $R^2$  to be between 0 and 1.  $R^2$  values above 0.75 are large, while 0.50 and 0.25 are small and weak (Hair et al., 2020). The calculation shows that Entrepreneurship Education, explains 70.0% of the variance of Entrepreneurial Mindset with reasonable predictability. Entrepreneurial Mindset provides 91.9% of the variance of Entrepreneurial Intention with reasonable predictability (Hair et al., 2020). Next,  $f^2$  determines whether extraneous constructs affect endogenous constructs. According to (Hair et al., 2020), external constructs have a minimal, moderate, and significant influence on endogenous constructs with  $f^2$  values of 0.02, 0.18, and 0.40. In particular, the size of the impact of Entrepreneurship Education on Entrepreneurial Mindset is quite large ( $f^2 = 0.700$ ). The magnitude of the impact of the Entrepreneurial Mindset on Entrepreneurial Intention was also significant ( $f^2 = 0.919$ ).

*Discussion*

This study answers seven hypotheses. The effect of Entrepreneurial Education on Entrepreneurial Intention in State Vocational School students in Ogan Ilir. Based on the results of the study, it is known that the proof of the first hypothesis of the study is shown by the Entrepreneurial Education variable does not have a positive and significant influence on

Entrepreneurial Intention with a p-value of 0.466 (>0.05), and the t value is 0.729 (<1.96). This is because the Entrepreneurial Education that students have taken increases Entrepreneurial Intention. This finding is not in line with previous research conducted by (Ernawati1 et al., 2021; Igwe et al., 2021; Sadewo et al., 2022; Usman & Simare Mare, 2020), with the results of their research stating that Entrepreneurial Education does not have a major influence on Entrepreneurial Intention. This result shows that the better the Entrepreneurial Education that students have, it cannot encourage students in Entrepreneurial Intention even though it is encouraged by the teacher's direction in shaping the Entrepreneurial Intention of their students.

Table 2. Outer Model Calculation

Construct	Item	$\lambda$	$\alpha$	CR	AVE
Entrepreneurship Education (X1)	X1	0,793	0,898	0,919	0,620
	X2	0,767			
	X3	0,809			
	X4	0,744			
	X5	0,763			
	X6	0,841			
	X7	0,791			
Entrepreneurial Mindset (Z)	Z1	0,715	0,948	0,957	0,714
	Z2	0,815			
	Z3	0,815			
	Z4	0,924			
	Z5	0,926			
	Z6	0,926			
	Z7	0,726			
	Z8	0,927			
	Z9	0,796			
Entrepreneurial Skill (Y)	Y1	0,894	0,927	0,944	0,738
	Y2	0,737			
	Y3	0,895			
	Y4	0,923			
	Y5	0,764			
	Y6	0,924			

Source: processed by researchers (2023)

Table 3. Discriminant Validity  
FORNELL-LARCKER CRITERIA

	Entrepreneurial Education	Entrepreneurial Intention	Entrepreneurial Mindset
Entrepreneurial Education	0,787		
Entrepreneurial Intention	0,791	0,859	
Entrepreneurial Mindset	0,837	0,959	0,845

Source: processed by researchers (2023)

Table 4. Hypothesis Testing

Relationship	$\beta$	T-value	P-values	Decision
H <sub>1</sub> Entrepreneurial Education -> Entrepreneurial Intention	-0,037	0,729	0,466	Not Confirmed
H <sub>2</sub> Entrepreneurial Education -> Entrepreneurial Mindset	0,837	43,102	0,000	Confirmed
H <sub>3</sub> Entrepreneurial Mindset -> Entrepreneurial Intention	0,989	18,836	0,000	Confirmed
H <sub>4</sub> Entrepreneurial Education -> Entrepreneurial Mindset -> Entrepreneurial Intention	0,828	17,150	0,000	Confirmed

Source: processed by researchers (2023)

Furthermore, the Second Hypothesis is known that the Entrepreneurial Education variable has a significant positive effect on Entrepreneurial Mindset, the p-value of 0.000 (<0.05) and the t-value of 43.102 (>1.96) indicates a significant relationship. These results are in line with previous research conducted by (Ainur Rizqi et al., 2022; Isma et al., 2023; Rastiti et al., 2021; and Wardana et al., 2020) with the results of their research stating that Entrepreneurial Education influences Entrepreneurial Mindset. These results indicate that the better the Entrepreneurial Education, the better the utilization of Entrepreneurial Mindset as a supporter of entrepreneurship.

The third hypothesis shows that Entrepreneurial Mindset has a positive and significant influence on Entrepreneurial Intention with a p-value of 0.000 (<0.05) and a t-value of 18.836 (>1.96). These results are in line with previous research conducted by (Padilla-Angulo, 2019; Ubfal et al., 2022; Undiyaundeye & Otu, 2021; Waldyatri et al., 2021), with the results of their research stating that Entrepreneurial Mindset has a major influence on increasing students' Entrepreneurial Intention. These results indicate that the better students utilize their Entrepreneurial Mindset, the more it can encourage students to shape their Entrepreneurial Intention.

Furthermore, the fourth hypothesis shows the results that there is a significant influence between Entrepreneurial Education on Entrepreneurial Intention through the Entrepreneurial Mindset of students with a p-value of 0.000 (<0.05) and a t value of 17.150 (>1.96). This means that encouraging good Entrepreneurial Education in students can improve their Entrepreneurial Mindset and can lead to Entrepreneurial Intention. Entrepreneurial Mindset has an effective role as a partial mediator between Entrepreneurial Education and Entrepreneurial Intention. Entrepreneurial Education is indeed very helpful in the formation of students' Entrepreneurial Intention, especially with the formation of students' Entrepreneurial Mindset, it can shape students' Entrepreneurial Intention in terms of a better mindset in entrepreneurship.

## Conclusion

Based on the research results, it can be concluded that this study reveals that while Entrepreneurial Education does not directly influence the Entrepreneurial Intention of SMKN



students in Ogan Ilir, it has a significant positive influence on the Entrepreneurial Mindset. This finding confirms that entrepreneurial mindset is an important mediator between entrepreneurial education and students' entrepreneurial intention. These results provide insight into the complexity of the relationship between entrepreneurial education, mindset, and entrepreneurial motivation among SMKN students.

This study implies that it shows that although Entrepreneurial Education does not directly influence the Entrepreneurial Intention of State Vocational School students in Ogan Ilir, it has a significant impact on the formation of an Entrepreneurial Mindset. This highlights the importance of focusing on developing an entrepreneurial mindset through entrepreneurial education. The finding that the Entrepreneurial Mindset mediates between entrepreneurship education and entrepreneurial intention emphasizes the need for a holistic approach to teaching entrepreneurship to students, including practical experiences to strengthen their understanding and application of the concept in their lives.

For the students of State Vocational School in Ogan Ilir, it is suggested for future research based on the results of this study: first, involving additional factors such as practical experience outside the classroom and interaction with experienced entrepreneurs; second, exploring qualitative aspects to understand how students apply entrepreneurial learning in their daily lives; third, conducting a longitudinal study to track the development of students' entrepreneurial intention over time; finally, considering the local social, cultural, and economic context in designing more effective entrepreneurial education programs. By investigating these issues, future research is expected to provide deeper insights and help improve entrepreneurship education programs.

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