

Effectiveness Of Entrepreneurship Education and Demographic Environment on Entrepreneurial Interest Through Entrepreneurial Attitude as An Intervening Variable

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Abstract: It is time for the younger generation to change their perspective, do not just think about becoming an employee after graduating from college, let alone a public servant, becoming an entrepreneur needs to be considered as an option. The hope of being accepted into the world of work is certainly not a mistake, but it cannot be denied that job opportunities are very limited and not directly proportional. This study uses a quantitative approach with Partial Least Squares structural equation modeling (PLS-SEM) to predict and confirm the hypothesis given. This study uses Google Forms to collect data on private vocational students in Mojokerto Regency. Respondents in this study were 319 respondents who were used as research objects. The results showed that entrepreneurship education cannot explain entrepreneurial attitudes. Likewise, the demographic environment variable cannot explain entrepreneurial interest. Furthermore, the demographic environment will have more influence on entrepreneurial interest, if reinforced by entrepreneurial attitude as a mediator variable. While entrepreneurship education will not have a greater influence on entrepreneurial interest, although strengthened by entrepreneurial attitude as a mediator variable.

Introduction

The younger generation is the time to change their perspective, don't just think about becoming an employee after graduating from college, let alone a public servant, becoming an entrepreneur needs to be considered as an option. The hope of being accepted into the world of work is certainly not a mistake, but it cannot be denied that job opportunities are very limited and not directly proportional to graduates of higher education institutions (Usman &

Simare Mare, 2020). In addition, the government is expected to make efforts through educational policies to change the paradigm so that students are more prepared for entrepreneurship and graduates do not only focus on becoming employees (Khayru et al., 2021; Steyn, 2020). Entrepreneurship is a choice to overcome the increasing unemployment problem. In addition, entrepreneurship can also be useful in improving the welfare and foreign exchange of the country.

The growth of entrepreneurial interest is influenced by various factors, including internal factors and external factors (Anjum et al., 2021; Chairat Rais & Ayu Rachmawati, 2019; Küttim et al., 2019). Internal factors that come from within the entrepreneur can be in the form of personal traits, attitudes, or personality, motivation, willingness, and individual abilities that can give individuals the strength to become entrepreneurs. External factors come from outside the entrepreneur which can be elements of the surrounding environment such as family environment, business environment, physical environment, and socio-economic environment. Theory of Planned Behavior (TPB) is one of the models that can be used to assess a person's interest, and this theory has been recognized as the best model for understanding behavior change and is suitable for assessing entrepreneurial interest (Abbasianchavari & Moritz, 2021; GEETHA et al., 2020; Hopp & Sonderegger, 2019).

The social cognitive theory developed (Mi'rajatinnor et al., 2022) is based on the proposition that both social and cognitive processes are central to the understanding of human motivation, emotion, and action. Cognitive processes are not just emergent brain activities; they also exert a determining influence. The human mind is generative, creative, proactive, and self-reflective rather than merely reactive (Atmono et al., 2023; Usman & Simare Mare, 2020; Yusuf et al., 2022). People operate as thinkers of thoughts that serve a decisive function. They construct thoughts about future courses of action according to a changing situation, assess the functional value of their possibilities, organize, and strategize the selected options, evaluate the adequacy of their thoughts based on the impact of their actions, and make any changes that may be necessary. According to (Anjum et al., 2021) social cognitive theory argues that people are at least partly in control.

The ability of humans to think gives them the ability to motivate and direct their actions. Social cognitive theory is essentially a theory of human agency, a theory of psychological systems that allows people to play an active role in the process of developing themselves. Social cognitive theory highlights the importance of self-beliefs and self-thought in fostering individuals' motivation and then guiding their behavior. Several factors have been identified that can influence entrepreneurial interest, including environmental factors, self-esteem factors, opportunity factors, personality factors, vision factors, income factors, confidence factors, innovation and creativity factors, technological environment, income expectations, family environment, entrepreneurship education, personality, motivation, family encouragement, environment and association and school environment (Aldi et al., 2019; Anjum et al., 2021; Kayabaşı et al., 2021).

The urgency of this research is proposed because private vocational students in Mojokerto Regency have a considerable opportunity to participate in building the economic system in the Mojokerto area. Through self-employment, Mojokerto private vocational students not only employ themselves but also others. Moreover, seeing the development of the Mojokerto area which has a lot of potential and a lot of capital both human resources and natural resources to be used as a business. Therefore, entrepreneurial knowledge and demographic environment need to be improved continuously by the students of private vocational schools in the Mojokerto district.

This research contributes to educational institutions, especially private vocational schools in Mojokerto district to keep up to date in providing entrepreneurship education in entrepreneurship practices. Based on the background and state of the art as described, this research has novelty by completing the gaps in previous studies, conducting a comprehensive study of the development of SDG theory at the SMK education level as measured by Entrepreneurial Knowledge and Demographic Environment as a determinant of Entrepreneurial Interest through Entrepreneurial Attitude in private SMK students in Mojokerto Regency.

Research Method

Research design

This study utilizes a quantitative approach with PLS-SEM to investigate the impact of entrepreneurship education and demographic environment on entrepreneurial intention and the role of entrepreneurial attitude in mediating involvement (see Figure 1). And the role of entrepreneurial attitude 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., 2019).

Respondents and data collection techniques

Students of private vocational schools in the Mojokerto district participated in this study. The three SMKs were the object of the study. We offered 319 respondents with a 21-question Google Form sent via WhatsApp. In October 2023, the research was conducted. The research variables are entrepreneurship education, demographic environment, entrepreneurial attitude, and entrepreneurial interest.

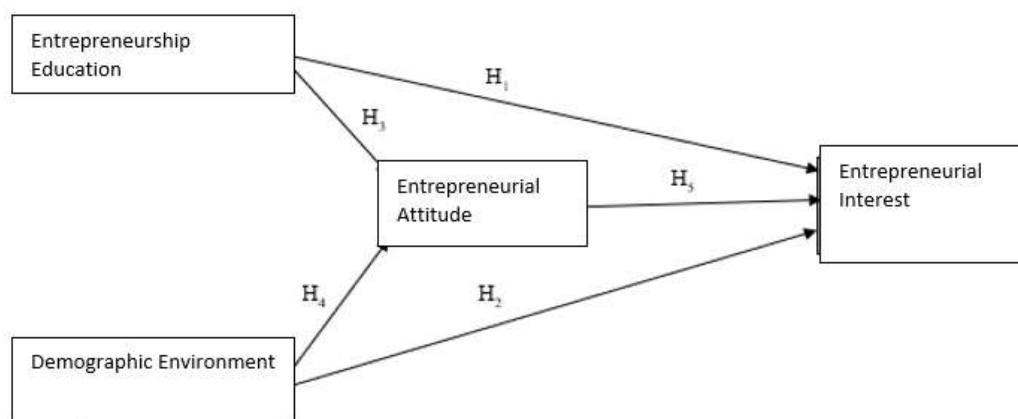


Figure 1. Research Framework

Table 1. Characteristics of respondents

Categories		Frequency	%
Gender	Female	215	67.40
	Male	104	32.60
Age of Respondent	<16 years	158	49.53
	>17 years old	161	50.47
Grade Level	XI	319	100

Source: processed by researchers (2023)

The respondents of this study are listed in Table 1. Most of the respondents were female students, while only a few students were under the age of 16, namely 158 students. This table

shows that the students as respondents were at the grade XI level of public vocational schools in the Mojokerto district.

Instrument development and data analysis

A survey was used to study the entrepreneurial interest of SMKN 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). Demographic environment was measured with 4 items from (Cui et al., 2021). Entrepreneurial attitude is measured by 5 items (Olanrewaju et al., 2020). Entrepreneurial Interest measurement with 5 items adapted from (Mittal & Raghuvaran, 2021) (Denanyoh et al., 2015) (Denanyoh et al., 2015) (Denanyoh et al., 2015) (Denanyoh et al., 2015) (Denanyoh et al., 2015) (Denanyoh et al., 2015) (Denanyoh et al., 2015). 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).

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., 2019). The results showed that the CR value of each construct was 0.921 to 0.952 for dependence (Table 2). A significant average variance extracted (AVE) > 0.50 indicates convergent validity (Hair et al., 2019). Convergent validity was achieved as all items exceeded 0.5 and the AVE of each construct ranged from 0.626 to 0.800 (>0.5). Factor cross-loading was used to test discriminant validity and convergent validity. Table 3 shows the cross-loading values for all variables of Entrepreneurship Education, Demographic Environment, Entrepreneurial Attitude, and Entrepreneurial Interest from 0.750 to 0.961, more than 0.70, indicating discriminant validity.

Hypothesis testing

The model tested the hypotheses using structural equation modeling. The researchers used 319 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 0.500 to 19.411 (>1.96).

This study uses the R-square model (R²) 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., 2019) estimates R² to be between 0 and 1. R² values above 0.75 mean large, while 0.50 and 0.25 mean small and weak (Hair et al., 2019). The calculation shows that Entrepreneurship education and demographic environment explain 71.2% of the variance of Entrepreneurial attitude with reasonable predictability. Entrepreneurial attitude provides 92% of the variance in Entrepreneurial Interest with reasonable predictability (Hair et al., 2019). Next, f² determines whether extraneous constructs affect endogenous constructs. According to (Hair et al., 2019), external constructs have a minimal, moderate, and significant influence on endogenous constructs with f² values of 0.02, 0.18, and 0.40. In particular, the size of the impact of entrepreneurship education, and demographic environment on entrepreneurial attitude is quite large (f² = 0.712). The

magnitude of the impact of Entrepreneurial Attitude on Entrepreneurial Interest is also significant ($f^2 = 0.920$).

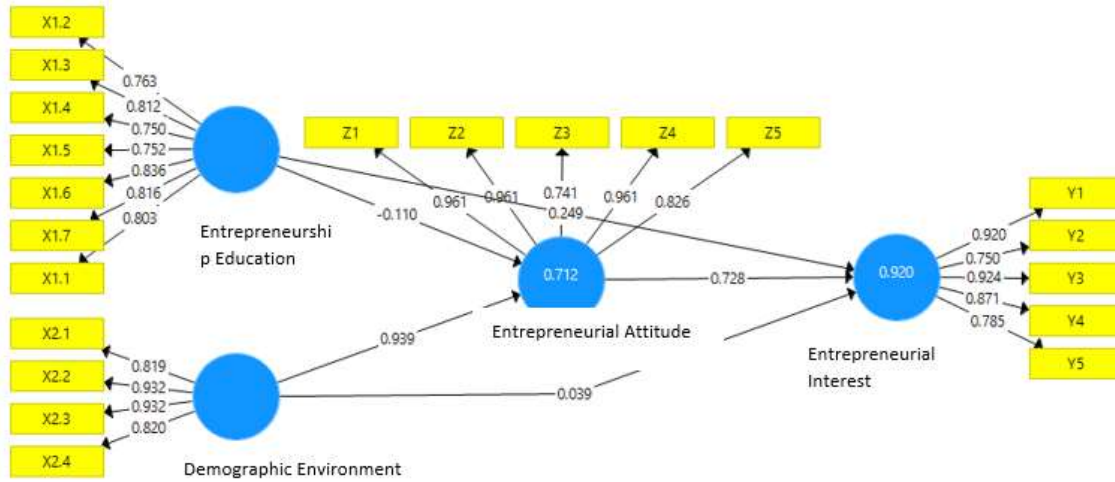


Figure 2. Calculation of Structural Equation Modeling
Source: processed by researchers (2023)

Table 2. Outer Model Calculation

Construct	Item	λ	α	CR	AVE
Entrepreneurship education (X1)	X1	0,803	0,900	0,921	0,626
	X2	0,763			
	X3	0,812			
	X4	0,750			
	X5	0,752			
	X6	0,836			
	X7	0,816			
Demographic Environment (X2)	X1	0,819	0,900	0,930	0,770
	X2	0,932			
	X3	0,932			
	X4	0,820			
Entrepreneurial attitude (Z)	Z1	0,961	0,935	0,952	0,800
	Z2	0,961			
	Z3	0,741			
	Z4	0,961			
	Z5	0,826			
Entrepreneurial Interest (Y)	Y1	0,920	0,904	0,930	0,728
	Y2	0,750			
	Y3	0,924			
	Y4	0,871			
	Y5	0,785			

Source: processed by researchers (2023)

Table 3. Validitas Discriminan
Criteria Fornell-Larcker

	Entrepreneurship Education	Entrepreneurial Attitude	demographic environment	interest in entrepreneurship
Entrepreneurship Education	0,791			
Entrepreneurial Attitude	0,722	0,895		
demographic environment	0,885	0,842	0,878	
interest in entrepreneurship	0,809	0,941	0,872	0,853

Source: processed by researchers (2023)

Table 4. Hypothesis Testing
Entrepreneurship education, Demographic environment, Entrepreneurial attitude,
Entrepreneurial interest

	Relationship	β	T-value	P-values	Decision
H ₁	Entrepreneurship Education -> Entrepreneurial Attitude	-0,110	1,227	0,220	Not Confirmed
H ₂	Entrepreneurship Education -> Entrepreneurial interest	0,249	3,639	0,000	Confirmed
H ₃	entrepreneurial attitude -> entrepreneurial interest	0,728	19,411	0,000	Confirmed
H ₄	demographic environment -> entrepreneurial attitude	0,939	12,789	0,000	Confirmed
H ₅	demographic environment -> entrepreneurial interest	0,039	0,500	0,617	Not Confirmed
H ₆	entrepreneurship education -> entrepreneurial attitude -> entrepreneurial interest	-0,080	1,215	0,225	Not Mediator
H ₇	demographic environment -> Entrepreneurial Attitude -> entrepreneurial interest	0,684	10,327	0,000	Mediator

Source: processed by researchers (2023)

Discussion

This study answers seven hypotheses. The effect of entrepreneurship education on entrepreneurial attitudes of vocational students in Mojokerto district. Based on the results of the study it is known that the proof of the first hypothesis of the study is shown by the variable Entrepreneurship education does not have a positive and significant effect on entrepreneurial attitude with a p-value is 0.220 (>0.05), and the value of t is 1.227 (<1.96). This is because the entrepreneurship education that students have taken has not had an impact on increasing entrepreneurial attitudes. This finding contradicts previous research conducted by (Brantley-Dias & Ertmer, 2013; Hos-McGrane, 2014; Puentedura, 2014), with the results of his research stating that entrepreneurship education has a major influence on entrepreneurial attitudes.

These results indicate that the better the entrepreneurship education that students have, it has not been able to encourage students to form an entrepreneurial attitude.

Furthermore, the Second Hypothesis is that the entrepreneurship education variable has a significant positive effect on entrepreneurial interest, the p-value of 0.000 (<0.05) and the t-value of 3.639 (>1.96) indicate a significant relationship. These results are in line with previous research conducted by (Kim et al., 2018; Moiseienko et al., 2020) with the results of his research stating that entrepreneurship education influences entrepreneurial interest. These results indicate that the better the entrepreneurship education provided by the teacher, the better it is in fostering entrepreneurial interest as an entrepreneur.

For the Third Hypothesis, it is evidenced that the entrepreneurial attitude variable has a significant positive effect on entrepreneurial interest, the p-value of 0.000 (<0.05) and the t-value of 19.411 (>1.96) indicate a significant relationship. These results are in line with research previously conducted by (Rastiti et al., 2021; Yosephine Berlanda Christi et al., 2021) with the results of their research which states that entrepreneurial attitudes influence entrepreneurial interest. These results indicate that the better entrepreneurial attitude of students shows that students have a high entrepreneurial interest as entrepreneurs.

Then the fourth hypothesis test that has been done shows that the Demographic Environment variable has a significant positive effect on entrepreneurial attitudes, the p-value of 0.000 (<0.05) and the t-value of 12.789 (>1.96) indicates a significant relationship. These results are in line with previous research conducted by (Ainur Rizqi et al., 2022; Yusuf et al., 2022) with the results of his research which states that the Demographic Environment influences entrepreneurial attitudes. These results indicate that the better the Demographic Environment that students have, the better it is in shaping entrepreneurial attitudes as entrepreneurs and the need for support from people around them.

The fifth hypothesis shows that the Demographic Environment does not have a positive and significant effect on Entrepreneurial Interest with a p-value of 0.617 (>0.05) and a t-value of 0.500 (>1.96). These results are not in line with previous research conducted by (Hos-McGrane, 2014; Puentedura, 2014), with the results of his research stating that the Demographic Environment has little effect on increasing student entrepreneurial interest. These results indicate that the better the support of the Demographic Environment that students have, it has not had the major impact on students shaping students' entrepreneurial interests.

Furthermore, the sixth hypothesis shows the results that there is no significant influence between entrepreneurship education on entrepreneurial interest through the entrepreneurial attitude of the students with a p-value of 0.225 (>0.05) and a t value of 1.215 (<1.96). This means that encouraging good entrepreneurship education in students does not influence increasing entrepreneurial attitudes and entrepreneurial interest. Entrepreneurial attitude has a less effective role as a partial mediation between entrepreneurship education and entrepreneurial interest. Entrepreneurship education is very helpful in shaping students' entrepreneurial interest but in this study, it does not have an effect even though it is mediated by entrepreneurial attitudes.

The last discussion related to the seventh hypothesis that has been done shows that there is a significant influence between the Demographic Environment on Entrepreneurial Interest through the entrepreneurial attitudes of students with a p-value of 0.000 (<0.05) and a t-value of 10.327 (>1.96). This means that the implementation of a good Demographic Environment for students driven by an entrepreneurial attitude can have an impact on increasing entrepreneurial interest. Entrepreneurial attitude has an effective role as a partial

mediator between Demographic Environment and Entrepreneurial Interest. The Demographic Environment in the study has an impact on the formation of students' Entrepreneurial Interest, given the encouragement of entrepreneurial attitudes as mediation.

Conclusion

Based on the results of the study, it can be concluded that this study reveals that Entrepreneurship Education does not have a significant effect on the Entrepreneurial Attitudes of vocational students in Mojokerto Regency, in contrast to previous studies. However, Entrepreneurship Education plays a role in increasing Entrepreneurial Interest. Entrepreneurial Attitude also contributes to students' Entrepreneurial Interest. While the Demographic Environment has no direct effect on Entrepreneurial Interest, it affects Entrepreneurial Attitude. There is no significant relationship between Entrepreneurship Education, Entrepreneurial Attitude, and Entrepreneurial Interest simultaneously. The complexity of the interaction of these variables affects the entrepreneurial interest and attitude of vocational students.

This study implies that Entrepreneurship Education does not affect the Entrepreneurial Attitude of vocational students in Mojokerto Regency. However, Entrepreneurship Education has an important role in increasing Entrepreneurial Interest. Entrepreneurial Attitude also significantly affects Entrepreneurial Interest. In addition, the Demographic Environment does not directly affect Entrepreneurial Interest but has an impact on Entrepreneurial Attitude. These findings highlight the need to increase the effectiveness of Entrepreneurship Education to focus on developing Entrepreneurial Interests as well as the importance of environmental support that triggers positive Entrepreneurial Attitudes. In this context, more focused efforts on aspects of Entrepreneurial Attitude and environmental support can be a strategic step in encouraging the entrepreneurial interest of vocational students.

This study provides some suggestions for future research on Entrepreneurship Education and its effect on SMK students in the Mojokerto district. There is a need for long-term research that follows the development of students' Entrepreneurial Attitudes after they complete this educational program. Outside factors such as environment and social support also need to be considered for students' Entrepreneurial Attitude and Entrepreneurial Interest. This opens up opportunities to understand the mediating role of Entrepreneurial Attitude in this relationship.

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