

The Relationship Between Entrepreneurship Learning and Entrepreneurial Creativity in Vocational School Students in Jombang Regency: The Role of Social Support as A Mediating Variable

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Abstract: Entrepreneurship plays an important role in solving complex problems such as poverty, inequality and economic instability. Young people equipped with entrepreneurial skills are not only drivers of economic growth, but also agents of change who can address the major challenges faced by society and the global environment. The importance of creativity in this context is because innovation is a key driver in business and technological development. Creativity allows new ideas to emerge, provides more effective and efficient solutions, and creates significant added value for society. 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 form for data collection on grade XI students in the Digital Business Department of SMKN in Jombang Regency. Respondents in this study were 136 respondents from the three schools used as research objects. The results of the research analysis show that social support has a significant influence on entrepreneurial creativity, showing a strong and positive relationship. Entrepreneurship learning also has a significant effect in increasing social support. However, the direct relationship between entrepreneurial learning and entrepreneurial creativity is negative and insignificant. Thus, social support plays an important role as a mediator in enhancing entrepreneurial creativity.

Introduction

Entrepreneurship has become the key to dealing with the increasingly complex dynamics of the global economy. Creativity is the driving force of business innovation. In this context, the development of entrepreneurship in the younger generation, especially at the Vocational High

School (SMK) level, is very important (Alnazly et al., 2021; El-Zoghby et al., 2020; Xiao et al., 2020). This study focuses on the role of social support in linking entrepreneurship learning with creativity of vocational students in Jombang Regency.

This research aims to understand how social support from family, teachers, and community can increase students' motivation, confidence, and ability to develop creative ideas into successful ventures (Alsafadi et al., 2020; Juliana et al., 2021; Qi et al., 2020). By analyzing the relationship between social support, entrepreneurial learning, and student creativity, this research is expected to make a significant contribution to the development of more effective entrepreneurial learning (Anjum et al., 2021; Ferreira-Neto et al., 2023; Jiatong et al., 2021). Although there have been many studies conducted on entrepreneurial learning and entrepreneurial creativity, there is a significant knowledge gap related to the role of social support as a mediating variable in vocational learning environments such as SMKN, especially in the context of Jombang Regency.

Existing research tends to focus more on the technical aspects and learning curriculum, while the role of social support from the surrounding environment, such as family, teachers, and community, has not received adequate attention (Juliana et al., 2021; Kumar & Shukla, 2022; Muthumeena & Yogeswaran, 2022; Syed et al., 2020). This is important because social support has great potential to strengthen students' motivation, confidence, and creativity in developing business ideas and facing challenges in the entrepreneurial world (Abdelfattah et al., 2022; Ferreira et al., 2020; Mehmood et al., 2020). However, a deeper understanding of how social support can be a mediating factor affecting creativity and entrepreneurial ability of students in SMKN Jombang still needs to be further explored through more in-depth and focused research.

Jombang district was chosen as the research object because it has great potential in entrepreneurship development and has a number of SMKs with digital business majors. SMKs majoring in digital business are considered relevant because their curriculum supports the development of entrepreneurial skills (ARIEF et al., 2021; Lackéus, 2020; Lin et al., 2023; Muthumeena & Yogeswaran, 2022).

The results of this study are expected to provide guidance in designing more effective and relevant Learning programs, and contribute to building a sustainable entrepreneurial ecosystem (Huang et al., 2021; Kumar & Shukla, 2022; F. Li et al., 2021). By understanding the role of social support, we can create a more conducive learning environment for students to develop their creativity and entrepreneurial skills.

Entrepreneurship learning is a growing field with an emphasis on developing the skills and attitudes needed to become a successful entrepreneur. Theories in entrepreneurship learning include a variety of approaches, ranging from project-based learning that allows students to experience first-hand the challenges and decisions faced in the business world, to business simulations that present a realistic environment to test business strategies and decisions (Afshan et al., 2021; Giones et al., 2020; Huang et al., 2021; F. Li et al., 2021; Muthumeena & Yogeswaran, 2022). In addition, theories on entrepreneurial learning also involve collaboration between Learning institutions and the industrialized world, allowing students to gain deep insight into the needs and opportunities in the marketplace.

The theoretical study of social support is a broad and diverse field of research, which explores various aspects of social interactions and their influence on individual well-being. Social support can be defined as help, emotional support, information, or approval provided by others

in an individual's social network (Anjum et al., 2021; ARIEF et al., 2021; Lin et al., 2023; Syed et al., 2020). This theory notes that social support can come from various sources, such as family, friends, coworkers, community, or even virtual support through social media.

Entrepreneurial creativity is an interesting area of research in understanding how creativity contributes to success and innovation in business (X. Li et al., 2022; Mahfud et al., 2020, 2020; Wang et al., 2020; Xie et al., 2020). The theory explores various factors that influence the level of entrepreneurial creativity, ranging from internal factors such as personality and attitude towards risk, to external factors such as business environment and social support. One of the main focuses in the study of this theory is to understand how entrepreneurs can develop and utilize their creativity to create new solutions, innovative products, or unique business models.

Research Method

This study uses a quantitative approach with PLS-SEM to investigate the effect of entrepreneurial learning (X) on entrepreneurial creativity (Y) and the role of social support (Z) in mediating engagement (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).

Students in grade XI in the Digital Business Department of State Vocational Schools in Jombang Regency participated in this study. The six state vocational schools in Jombang Regency as the object of research. We researched 136 respondents with 30 Google Form questions sent via WhatsApp. The criteria for respondents in this study are to have a business that is managed digitally (online). From July to August 2024, research was conducted. The research variables are independent variables, namely entrepreneurial learning (X), intervening variables, namely social support (Z), and entrepreneurial creativity (Y) as the dependent variable.

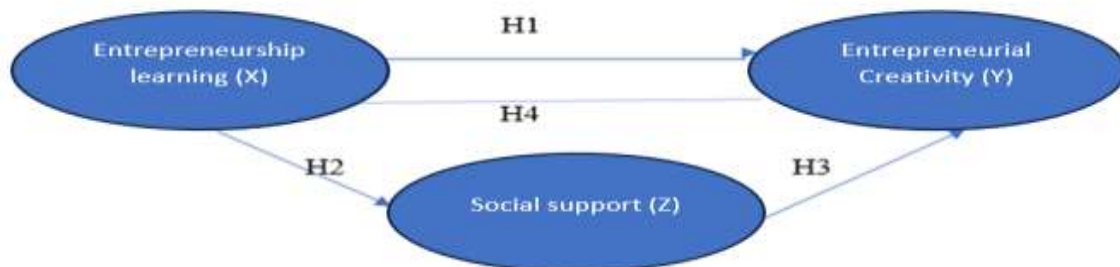


Table 1. Characteristics of respondents

Categories		Frequency	%
Gender	Female	102	75
	Male	34	25
Age of Respondent	16 years old	89	65.4
	17 years old	47	34.6

Source: processed by researcher (2024)

The respondents of this study are listed in Table 1. Most of the respondents were dominated by female students, while only a few were students aged 17 years old, namely 34.6% of students.

Instrument development and data analysis

A survey was used to study the entrepreneurial creativity of public vocational school students. The research instrument was adapted from previous studies and 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. Entrepreneurial learning was measured with 8 items (Mahendra et al., 2017). Social support was measured with 10 items from (Nadeem et al., 2020). Entrepreneurial creativity is measured by 12 items from (Juliana et al., 2021). The questionnaire used 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).

Results 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 0.979 to 0.991 for dependence. While the Cronbach's Alpha value of each construct is 0.975 to 0.990. 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 construction ranged from 0.853 to 0.917 (>0.5). Factor cross-loading was used to test discriminant validity and convergent validity. The cross-loading values for all variables Entrepreneurial learning (X), Social support (Z), and Entrepreneurial creativity (Y) were from 0.834 to 0.986, more than 0.70, indicating discriminant validity.

Hypothesis testing

The model tests hypotheses using structural equation modeling. The researchers used 136 bootstrap samples to display all t-statistics. As seen in Table 4, all four hypotheses in this investigation met the criteria, with t values ranging from 1,772 to 33,994 (>1.96).

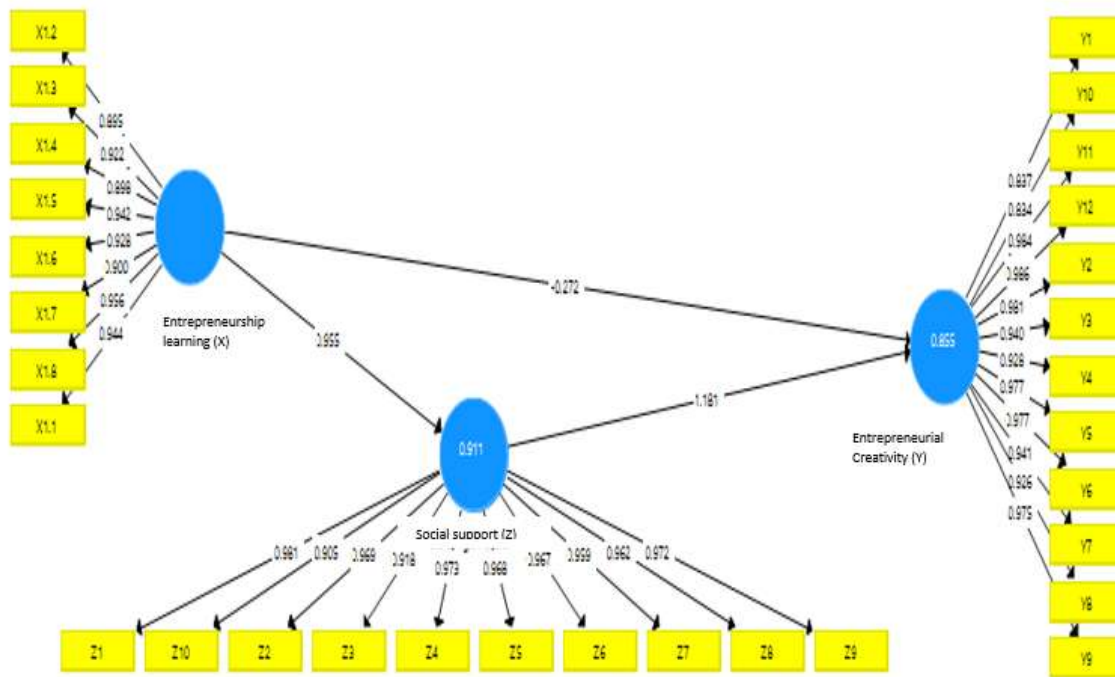


Figure 2. Calculation of Structural Equation Modeling
 Source: processed by researcher (2024)

This study uses the R-square (R^2) model to show the accuracy of the model prediction. The coefficient of determination (R Square) measures how well an exogenous construction describes an endogenous construction. (Hair et al., 2019) estimates R^2 to be between 0 and 1. An R^2 value above 0.75 means large, while 0.50 and 0.25 means small and weak (Hair et al., 2019). The R-square for the social support variable (Z) is obtained at 0.911, indicating that 91.1% can be influenced by the entrepreneurial learning variable while the remaining 9.9% is influenced by other variables outside the study. The R-square value of the entrepreneurial creativity variable (Y) obtained is 0.855, indicating that the entrepreneurial creativity variable (Y) can be influenced by the entrepreneurial learning variable (X), social support (Z), by 85.5% while the remaining 14.5% is influenced by other variables outside the study. The higher the R-Square value, the greater the ability of the independent variable to explain the dependent variable so that the better the structural equation.

Table 2. Outer Model Calculation

Construct	Item	λ	α	CR	AVE
Entrepreneurship learning (X)	X.1	0,944	0,975	0,979	0,853
	X.2	0,895			
	X.3	0,922			
	X.4	0,898			
	X.5	0,942			
	X.6	0,928			
	X.7	0,900			
	X.8	0,956			

Social support (Z)	Z1	0,867	0,991	0,991	0,917
	Z2	0,924			
	Z3	0,978			
	Z4	0,962			
	Z5	0,902			
	Z6	0,959			
	Z7	0,795			
	Z8	0,795			
	Z9	0,795			
	Z10	0,795			
entrepreneurial creativity (Y)	Y1	0,837	0,988	0,989	0,887
	Y2	0,981			
	Y3	0,940			
	Y4	0,928			
	Y5	0,977			
	Y6	0,977			
	Y7	0,941			
	Y8	0,926			
	Y9	0,975			
	Y10	0,834			
	Y11	0,984			
	Y12	0,986			

Source: processed by researcher (2024)

Table 3. Validaties Discriminant
Criteria Fornell-Larcker

	Social Support	Entrepreneurial Creativity	Entrepreneurial Learning
Social Support	0,958		
Entrepreneurial Creativity	0,921	0,942	
Entrepreneurial Learning	0,955	0,855	0,923

Source: processed by researcher (2024)

Table 4. Hypothesis Testing

	Relationship	β	T-value	P-values	Decision
H ₁	Entrepreneurial Learning -> Entrepreneurial Creativity	-0,272	1,772	0,077	Not Confirmed
H ₂	Entrepreneurial Learning -> Social Support	0,955	33,994	0,000	Confirmed
H ₃	Social Support -> Entrepreneurial Creativity	1,181	8,214	0,000	Confirmed

H ₄	Entrepreneurial Learning -> Social Support -> Kreativitas wirausaha	1,127	7,508	0,000	Mediator
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Source: processed by researcher (2024)

Discussion

Entrepreneurship Learning Has No Effect on Entrepreneurial Creativity

Research shows that while many entrepreneurship programs in vocational schools attempt to instill basic business skills, some studies suggest that overly theoretical approaches often do not have a direct impact on improving students' entrepreneurial creativity. (Ángeles López-Cabarcos et al., 2022; Giones et al., 2020; Markowska & Wiklund, 2020; Mugiono et al., 2020; Nadeem et al., 2020; Pratomo et al., 2021; Williams Middleton et al., 2020) highlight that in the context of entrepreneurship learning in Jombang, the focus on theory and basic concepts without involving students in practical activities makes it difficult for students to develop their creativity. Students only receive information passively and are not given the opportunity to hone their skills in designing creative ideas or conducting real business experiments.

Moreover, entrepreneurial creativity demands freedom of thought and experimentation, which is not always facilitated by rigid classroom-based teaching methods. In this case, entrepreneurship learning that is less interactive and does not provide space for students to apply the concepts they learn to a real context stifles their creativity (Gray et al., 2020; Lechner et al., 2020; F. Li et al., 2021; Markowska & Wiklund, 2020; Saltzman et al., 2020). Therefore, to encourage creativity, entrepreneurship learning approaches need to focus more on experiential learning methods, such as real business projects or business simulations that give students the freedom to develop innovative ideas.

Entrepreneurship Learning Affects Social Support

Entrepreneurial learning has great potential to create a climate of positive social support from teachers, family and peers. Learning approaches that encourage collaboration and active student engagement can strengthen social relationships between students and between students and teachers. In studies conducted by (Alnazly et al., 2021; Anjum et al., 2021; Ferreira-Neto et al., 2023; Jiatong et al., 2021; Kumar & Shukla, 2022; Liu et al., 2021), it was found that students' involvement in entrepreneurial activities facilitated by schools can increase social interactions, which then lead to a sense of mutual support among them.

Effective social support from teachers also plays an important role in providing motivation for students to take risks and experiment in the business world. Teachers who actively encourage students to try different business ideas and provide constructive feedback can increase students' confidence in developing their ventures (Juliana et al., 2021; Qi et al., 2020; Zhao et al., 2021). Similarly, family involvement in the entrepreneurial learning process, such as providing emotional and material support, helps students to feel more valued and supported in their entrepreneurial journey.

Social Support Affects Entrepreneurial Creativity

Social support is not only important in terms of motivation, but also highly relevant in facilitating students' creativity in running a business. (Abdelfattah et al., 2022; Ferreira et al., 2020; Huang et al., 2021; Syed et al., 2020) revealed that students who get high social support,

whether from teachers, family, or friends, tend to be more creative in formulating new ideas and finding innovative solutions to the business problems they face. This is because social support provides a sense of emotional security, which reduces students' anxiety when they try something new and face risks in business.

Good social support helps create an environment that fosters self-confidence, which is a key element in the development of creativity. When students feel supported by their environment, they are more encouraged to think out-of-the-box and explore unconventional ideas (ARIEF et al., 2021; Huang et al., 2021; Lin et al., 2023). For example, teachers who provide moral support or families who assist in the logistical aspects of the business can reduce students' mental burden, allowing them to focus more on developing creative ideas.

Entrepreneurship Learning Affects Entrepreneurial Creativity Through Social Support

Research conducted on students majoring in digital disciplines in class XI of State Vocational Schools in Jombang, showed that the relationship between entrepreneurship learning and entrepreneurial creativity is not direct, but mediated by social support. (Kumar & Shukla, 2022; Mahfud et al., 2020, 2020; Nadeem et al., 2020) showed that social support is an important mediating variable in this relationship. This means that good entrepreneurial learning will increase social support, which in turn contributes to increased student creativity.

This process occurs because interactive and participatory entrepreneurship learning provides opportunities for students to gain support from their surrounding environment. Teachers who actively provide guidance, peers who share experiences and ideas, and supportive families all play an important role in shaping an environment conducive to creativity. When this social support is established, students are more likely to dare to think creatively and create new innovations based on the entrepreneurial knowledge and skills they learn (Grey et al., 2020; Lechner et al., 2020; F. Li et al., 2021; Markowska & Wiklund, 2020; Nadeem et al., 2020). Therefore, it can be said that the mechanism of how entrepreneurship learning affects creativity through social support highlights the importance of a holistic approach in entrepreneurship education. Strengthening social support is one of the key elements that can bridge the gap between the theory taught and its application in a real context, so that students are better able to develop their creativity in the business world.

Conclusion

Based on the results of research and discussion, it can be concluded: Entrepreneurship Learning Indirectly Improves Entrepreneurial Creativity. Entrepreneurship learning approaches that are too theoretical and do not involve students in practical activities tend to be ineffective in developing student creativity. To encourage creativity, an experiential learning-based approach is needed that gives students the freedom to apply concepts in a real context. Interactive entrepreneurship learning can create a climate of positive social support from teachers, family and peers. This support helps students collaborate, share ideas, and provide motivation and security in undergoing the entrepreneurial process. High social support allows students to be more confident in exploring creative ideas. A supportive environment, whether from teachers, friends or family, helps students to think out-of-the-box and overcome business challenges in innovative ways. The relationship between entrepreneurial learning and entrepreneurial creativity is mediated by social support. Strong social support amplifies the

positive impact of entrepreneurial learning, encouraging students to think creatively and develop innovations based on the knowledge they learn.

This research implies that the entrepreneurship learning system in SMK needs to transform from a theoretical approach to a more experiential and collaborative approach. Schools, especially teachers, should encourage stronger social interaction and support among students as well as from families. Thus, students' creativity can be enhanced through a supportive environment, so that the entrepreneurial skills they learn can be effectively applied in real business practices. Entrepreneurship education programs should consider the role of social support as one of the important elements to encourage entrepreneurial creativity. Based on the results and discussion of the study, the researcher provides input in the form of suggestions to 1) Schools need to adopt experiential learning methods in entrepreneurship learning, such as real business projects, business simulations, or entrepreneurial practices in the surrounding environment, so that students can apply the theory learned to real situations and develop creativity. 2) Teachers need to encourage a collaborative atmosphere in the classroom, by increasing social interaction between students and between students and teachers, as well as involving parents in supporting students' entrepreneurial process. As well as policies and programs that support family involvement in entrepreneurship learning at school, for example through workshops or family mentoring programs, to create broader support for students in developing their entrepreneurial creativity.

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