

## The Impact of Entrepreneurship Education and Entrepreneurial Mindset on Entrepreneurial Intention: The Mediation Role of Digital Literacy

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### ABSTRACT

This study examines the impact of entrepreneurship education and entrepreneurial mindset on entrepreneurial intention through digital literacy among vocational high school (SMK) students in the Praya Tengah area, Central of Lombok. Using the theory of planned behavior as a theoretical basis, this quantitative study involved 199 students selected through proportional random sampling. Data were collected through questionnaires and analyzed using SEM-PLS 4.0. The results showed that entrepreneurship education and entrepreneurial mindset had a significant effect on entrepreneurial intention, with digital literacy as a mediating variable. These findings indicate that strengthening digital literacy can improve students' entrepreneurial readiness, thus requiring entrepreneurship education programs that are integrated with digital competencies in vocational students.

## **INTRODUCTION**

Entrepreneurship plays an important role in driving economic growth, creating jobs, and improving community welfare (Çela et al., 2024; Denanyoh et al., 2015; Lin et al., 2023). The Global Entrepreneurship Monitor (GEM, 2025) report shows that global entrepreneurial activity continues to increase in line with advances in digital technology, which expand market access and open up new business opportunities in various sectors. In Indonesia, the number of Micro, Small, and Medium Enterprises (MSMEs) has reached more than 64 million units (Indonesian Coordinating Ministry for Economic Affairs, 2025). However, the national entrepreneurship ratio has only reached 3.47%, which is still below the minimum standard for developed countries of 4% (Hasan et al., 2024; Ministry of Cooperatives and SMEs, 2025; IDX Channel, 2025). The findings of Handayati et al., (2020) show that one of the reasons for the low contribution of entrepreneurship in Indonesia is the lack of effective entrepreneurship education.

The Central Statistics Agency (2024) noted that the highest open unemployment rate in Indonesia comes from vocational high school (SMK) graduates at 9.10%. This shows that SMK graduates still tend to be oriented towards becoming job seekers rather than job creators (Saptono et al., 2020; Suryati et al., 2023). In fact, the main objective of vocational education is to produce a competent, independent workforce with an entrepreneurial spirit. Therefore, the government is striving to strengthen entrepreneurship education through various programs to shape a young generation that is creative, innovative, and able to adapt to global changes (Handayati et al., 2020; Yuldinawati, 2024).

Entrepreneurship education plays an important role in building students' entrepreneurial knowledge, skills, and attitudes (Ripollés & Blesa, 2023). Through learning and practical activities, students can understand the process of starting, managing, and developing a business. Previous studies have shown that entrepreneurship education has a positive effect on entrepreneurial intention (Mulyono et al., 2023; Sun et al., 2023; Zhang et al., 2019). However, some studies show different results, namely that entrepreneurship education does not have a significant impact on entrepreneurial intention if it is not accompanied by practical experience, environmental encouragement, and adequate digital technology skills (J. Li et al., 2021; Nájera-Sánchez et al., 2023). In addition to entrepreneurship education, entrepreneurial mindset is also an important factor in shaping entrepreneurial intention. This mindset describes an individual's ability to think creatively, innovate, and take risks to achieve success (Mirhabibi et al., 2025; Saptono et al., 2020). Individuals with a strong entrepreneurial mindset have high self-confidence and perseverance in creating business opportunities (Sun et al., 2023; Wardana et al., 2020). Therefore, strengthening the entrepreneurial mindset in schools is an important step in fostering entrepreneurial intent among students.

In the digital era, entrepreneurial success is highly dependent on digital literacy, which is the ability to access, understand, manage, and use digital technology effectively (Suryani & Chaniago, 2023). Digital literacy helps individuals recognize business opportunities, innovate, and market products through digital platforms (Mugiono et al., 2020; Lemańska & Okręglicka, 2024). Research by Ganefri et al. (2025) confirms that improving digital literacy skills encourages entrepreneurial interest because students can more easily find business ideas and utilize technology in the business process. Thus, digital literacy has a strategic role in strengthening the relationship between entrepreneurship education and entrepreneurial mindset towards entrepreneurial intention.

This study was conducted on vocational high school students in Praya Tengah City, Central Lombok Regency, which has great economic potential through the tourism sector and the Mandalika Special Economic Zone (Firmansyah, 2023). Despite having vast economic opportunities,, the highest unemployment rate was among vocational school graduates, with 8,270 people (Central Statistics Agency, 2025).Based on the results of the August 2022 national labor force survey, the unemployment rate was 3.02 percent, up from 2.33 percent in 2021. The number of unemployed people in Central Lombok in 2022 was 16,344, consisting of 14,097 men and 2,247 women. Therefore, the researcher were interested in conducting research at vocational schools in the Praya Tengah area of Central Lombok, West Nusa Tenggara. This condition indicates a gap between the region's economic potential and the readiness of human resources in facing the challenges of the digital-based world of work.

Although many previous studies have discussed the relationship between entrepreneurship education, entrepreneurial mindset, and entrepreneurial intention, there is still a significant research gap. First, most previous studies have focused on university students (Andi Syahriana Asdar et al., 2024; Cui & Bell, 2022; Liang et al., 2025; Mirhabibi et al., 2025; Yan et al., 2022; Zhang et al., 2019), while studies on vocational high school students are still limited. In fact, vocational high schools are an educational level aimed at preparing skilled workers as well as young entrepreneurs. Second, previous research findings on the influence of entrepreneurship education on entrepreneurial intention are still inconsistent. Several studies (Handayati et al., 2020; Saptono et al., 2020) found a positive influence, but (J. Li et al., 2021; Nájera-Sánchez et al., 2023) found no significant relationship between the two. Third, the role of digital literacy also shows varying results. Abaddi (2024) states that digital literacy mediates the influence of entrepreneurship education on entrepreneurial intention, while (Islami, 2019; Mulyono et al., 2023) found a negative influence of digital literacy on entrepreneurial intention. Fourth, most previous studies have not integrated these four variables into a comprehensive theoretical model.

To fill this gap, this study attempts to examine the influence of entrepreneurship education and entrepreneurial mindset on entrepreneurial intention with digital literacy as a mediating variable, using the TPB theoretical framework. This approach not only explains the direct relationship between variables but also the indirect mechanism through digital literacy as a connecting factor that strengthens the relationship between education and entrepreneurial mindset on entrepreneurial intention.

The novelty of this study lies in three main points. First, this study places digital literacy as a mediating variable that explains the mechanism of the relationship between entrepreneurship education and entrepreneurial mindset on entrepreneurial intention, unlike previous studies that only placed it as an independent or dependent variable (Abaddi, 2024; Mulyono et al., 2023). Second, this study was conducted in a unique context, namely vocational high school students in Praya Tengah, Central Lombok – an area with high economic potential but a significant unemployment rate, thus providing new empirical contributions to the study of vocational education entrepreneurship. Third, this study expands the Theory of Planned Behavior by adding a digital dimension as a form of modern behavioral control, thereby contributing theoretically to the enrichment of the entrepreneurial intention model in the digital economy era.

This study is expected to provide two main contributions. Theoretically, this study strengthens the understanding of the mechanism of the relationship between entrepreneurship education, entrepreneurial mindset, digital literacy, and entrepreneurial intention within the TPB framework. Practically, the results of this study can be used as a basis for vocational schools, educators, and policymakers to design an integrative entrepreneurship curriculum that is adaptive to technological developments and capable of fostering an entrepreneurial spirit among the younger generation. Through the strengthening of digital-based entrepreneurship education and the development of a creative mindset, vocational high school students are expected to transform from job seekers to job creators in the digital economy era.

## **LITERATURE REVIEW**

### ***Entrepreneurship Education and Entrepreneurial Intention***

Ripollés and Blesa (2023) define entrepreneurship education as a learning process that aims to improve entrepreneurial knowledge, skills, and attitudes through various forms of learning activities. Furthermore, Ripollés and Blesa (2023) explain that entrepreneurship education is not limited to the transfer of formal knowledge but also includes practical experience. It can be concluded that entrepreneurship education plays a role in shaping and influencing mindsets, increasing relevant knowledge, and fostering entrepreneurial intentions for the creation of successful businesses.

This is in line with the results of studies by Mulyono et al. (2023), Sun et al. (2023), Zhang et al. (2019), and Li and Wu (2019), which explain that entrepreneurship education shapes entrepreneurial intention by equipping students with the knowledge, skills, and attitudes to pursue entrepreneurship. From the above explanation, the researchers formulated the following research hypothesis:

H<sub>1</sub>: *Entrepreneurship Education has a Positive and Significant Effect on Entrepreneurial Intention.*

### ***Entrepreneurial Mindset and Entrepreneurial Intention***

Entrepreneurial mindset is related to an individual's ability to think creatively, seek opportunities, and take risks (Saptono et al. 2020; Mirhabibi et al. 2025). This means that individuals with an entrepreneurial mindset who are motivated, creative, and innovative, and are not afraid of risks tend to have higher entrepreneurial intentions and greater confidence in their ability to engage in entrepreneurial activities and create something new in the world of entrepreneurship.

According to Handayati et al. (2020), entrepreneurial mindset is an individual's tendency to use creative and critical thinking skills. This mindset plays an important role in helping individuals solve problems, find business opportunities, and foster confidence to start a business (Sun et al. 2023). Several studies show that entrepreneurial mindset has a positive effect on entrepreneurial intention (Cui 2021; Saadat et al. 2022; Sun et al. 2023; Wardana et al. 2020). This is because entrepreneurial mindset involves cognitive aspects that encourage individuals to be oriented towards entrepreneurial action (Mawson 2023; Oulhou and Ibourk 2023; Saadat et al. 2022). From the above explanation, the researchers presented the following hypothesis:

H<sub>2</sub>: *Entrepreneurial Mindset has a Positive and Significant Effect on Entrepreneurial Intention.*

### ***Entrepreneurship education and Digital Literacy***

Entrepreneurship education plays an important role not only in shaping knowledge and entrepreneurial intention, but also in increasing digital literacy (Mugiono et al. 2020; Zeynalov and Doğantan 2025). Furthermore, (Hasan et al. 2024) revealed that from an entrepreneurial perspective in the digital era, entrepreneurship education is considered a driving factor in shaping digital literacy.

Research by Mugiono et al. (2020) shows that entrepreneurship education combined with digital-based learning can increase students' digital literacy in the fields of marketing and business management. Furthermore, research by Novita et al. (2023) shows that digital-based entrepreneurship education significantly encourages an increase in digital literacy, which ultimately strengthens students' readiness for entrepreneurship. From the above explanation, the researchers formulated the following hypotheses:

H<sub>3</sub>: *Entrepreneurship Education Has a Positive and Significant Effect on Entrepreneurial Digital Literacy.*

### ***Entrepreneurial Mindset and Digital Literacy***

Students with an entrepreneurial mindset are generally open to change and technology. An open mindset and curiosity encourage students to utilize digital technology in realizing entrepreneurship. The higher the awareness of business opportunities, the better the digital literacy of students (Sutiadiningsih et al. 2025). Several studies highlight the interaction between digital literacy and entrepreneurial success. For example, a study (Ganefri et al. 2025) shows a strong positive relationship between digital literacy and business success. Digital literacy changes critical thinking and adaptability, which are important traits for navigating the digital landscape, thereby increasing entrepreneurial intention. Therefore, it is important to improve digital literacy.

The significant influence of entrepreneurial mindset in supporting the formation of digital literacy has been extensively researched by previous researchers, such as (Young 2020; Ganefri et al. 2024; Mirhabibi et al. 2025; Sutiadiningsih et al. 2025; Ganefri et al. 2025; Novita et al. 2023). Based on the above explanation, the researchers present the following hypothesis:

H<sub>4</sub>: *Entrepreneurship Mindset has a Positive and Significant Effect on Digital Literacy.*

### ***Digital Literacy and Entrepreneurial Intention***

Research (Suryani and Chaniago 2023; Mustain et al. 2023; Ip 2024; Ganefri et al. 2024) shows that digital literacy competence contributes significantly to entrepreneurial intention through its influence on cognitive factors of entrepreneurial attitude, subjective norms in the form of individual perceptions of social support, and perceived behavioral control in the form of individual beliefs about their ability to run a business. Ganefri et al. (2024) argue that the better the students' digital literacy, the higher their entrepreneurial intention will be

This is also in line with the theory of planned behavior (TPB), which explains how intention is formed through three components, namely attitude, subjective norms, and perceived behavioral control (Maheshwari and Kha 2022). Thus, digital literacy is not only a technical skill, but also shapes the cognitive abilities that increase the likelihood of students having entrepreneurial intention to the point of being ready to start a business. From the above explanation, the researchers formulated the following hypotheses:

H<sub>5</sub>: *Digital Literacy has a Positive and Significant Effect on Entrepreneurial Intention.*

### ***Entrepreneurship Education on Entrepreneurial Intention through Digital Literacy***

Entrepreneurship education plays an important role not only in shaping knowledge and entrepreneurial intention, but also in improving digital literacy (Mugiono et al. 2020; Zeynalov and Doğantan 2025). Furthermore, (Hasan et al. 2024) revealed that from an entrepreneurial perspective in the digital era, entrepreneurship education is considered a driving factor in shaping digital literacy.

Research by Mugiono et al. (2020) shows that entrepreneurship education combined with digital-based learning can increase students' digital literacy in the fields of marketing and business management. Furthermore, research by Novita et al. (2023) shows that digital-based entrepreneurship education significantly encourages an increase in digital literacy, which ultimately strengthens students' readiness for entrepreneurship. From the above explanation, the researchers formulated the following hypotheses:

H<sub>6</sub>: *Entrepreneurship Education has a Positive and Significant Effect on Entrepreneurial Intention Through Digital Literacy*

### ***Entrepreneurship Mindset on Entrepreneurial Intention through Digital Literacy***

Research (Cui and Bell 2022; Oulhou and Ibourk 2023; Sun et al. 2023) has proven that individuals with a strong entrepreneurial mindset are more likely to demonstrate higher levels of entrepreneurial intention, as they are more inclined to pursue entrepreneurial ventures (Wardana et al. 2020).

Research has shown that proficiency in digital tools can encourage an entrepreneurial mindset (Oggero et al. 2020; Suryati et al. 2023). In the context of technological development, digital literacy is an important factor that strengthens the relationship between entrepreneurial mindset and entrepreneurial intention. Digital literacy is not just the ability to use digital devices, but also includes the skills to access, evaluate, and utilize digital information to support business processes and innovation (Ip., 2024).

Studies show that digital literacy has a direct positive effect on entrepreneurial intention (Sutiadiningsih et al. 2025; Young 2020). Individuals with high levels of digital literacy are better able to identify technology-based business opportunities, utilize digital platforms for marketing, and adapt to increasingly rapid market changes. From the above explanation, the researchers formulated the following hypotheses:

H<sub>7</sub>: *Entrepreneurship Mindset has a Positive and Significant Effect on Entrepreneurial Intention through Digital Literacy.*

## **METHODOLOGY**

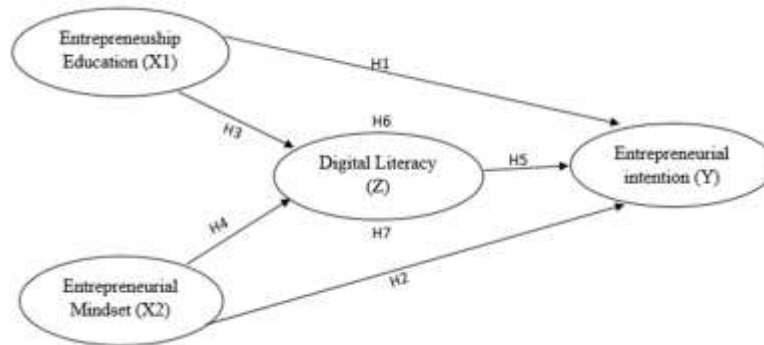
### ***Respondents and Data Collection Techniques***

For this study, the research design is quantitative, which means that it uses numerical data and statistical techniques to test hypotheses and draw conclusions. The quantitative approach is suitable for this study because it allows the researcher to measure the strength and direction of the causal relationships among the variables based on the answers of the school students.

The study population consisted of 410 vocational high school students in the central Lombok, Indonesia, namely SMKN 1 Praya Tengah and SMKN 1 Praya Pariwisata. Using proporsional random sampling, questionnaires were sent online to the population. A total of 39 questionnaires were returned and valid. The majority of respondents in this study were male, with 112 respondents or 56%. Meanwhile, there were 87 female respondents or 44%. From these results, it can be concluded that this study will discuss and analyze entrepreneurial intention among males.

### ***Instrument Development and Data Analysis***

This study uses Smart PLS 4.0 for least squares structural equation modelling (PLS-SEM) to investigate the effect of entrepreneurship education and entrepreneurial mindset on entrepreneurial intention through digital literacy (figure 1). This study was conducted in two stages: first, construct validity and reliability to determine the quality of the instrument; second, model structure evaluation to evaluate the hypothesis.



**Figure 1. Conceptual Framework**

This study tool was modified from earlier studies and a survey of the literature. The questionnaire was adapted for the Indonesian setting after being translated from English to Indonesian. The questionnaire was adapted for the local environment and translated from English to Indonesian. Four items from (Ahmed et al., 2020; Handayati et al., 2020; Oulhou & Ibourk, 2023; Zeynalov & Dođantan, 2025) were used to measure entrepreneurship education. Four items from (Cao & Ngo, 2019; Cui, 2021; Handayati et al., 2020; Saptono et al., 2020) are used to measure entrepreneurial attitude. Entrepreneurial intention is measured by 3 items from (Bilgiseven & Kasimođlu, 2019; Lińńńń & Chen, 2009). and digital literacy is measured by 3 items from (Ng, 2012; Perera Muthupoltotage & Gardner, 2018; Tang & Chaw, 2016). To calculate the respondents' reactions to entrepreneurship education, the researcher adapted four scales from (Zeynalov & Dođantan, 2025). The questionnaire used asked participants to rate each statement from 1 (strongly disagree) to 5 (strongly agree).

## **RESEARCH RESULT**

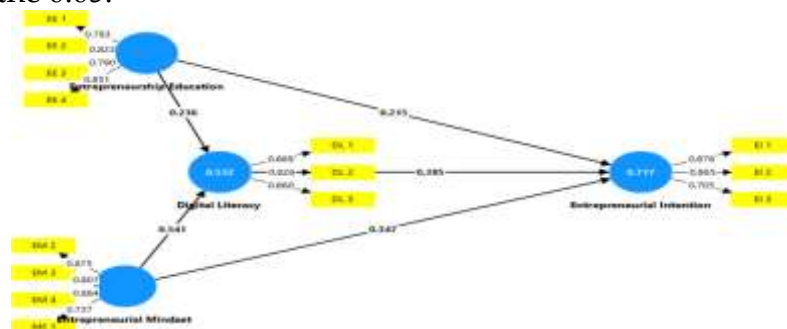
### ***Validity and Reliability***

Before conducting an in-depth SEM PLS test, researchers must ensure that all construct measurement models meet the requirements of reliability, convergent validity, and discriminant validity (J. Hair et al., 2017). This test is also known as the outer model test, which aims to determine the quality of an instrument and whether there is any error data in the instrument through validity and reliability tests. The following are the results of the measurement model or outer model test that has been processed using SmartPLS.

The SEM-PLS external model is determined to ensure the existence of reliable instruments. Models with determination criteria are said to be reliable when the composite reliability (CR) and Cronbach's Alpha > 0.05 (J. F. Hair et al., 2019). The results of this study indicate that the CR value of each construct is 0.911 to 0.938 for dependence. A significant average variance extracted (AVE) > 0.50 indicates convergent validity (J. F. Hair et al., 2019). Convergent validity in this study was achieved as all items exceeded 0.50 and the AVE of each construct ranged from 0.632 to 0.715. Cross-load factors were used to test discriminant validity and convergent validity. The cross loading values for all entrepreneurship education variables, entrepreneurial mindset, entrepreneurial intention and digital literacy ranged from 0.663 to 0.916 > 0,60 (J. F. Hair et al., 2019) indicating discriminant validity.

### Hypothesis Testing

This model tests the hypotheses using structural equation modelling (SEM-PLS). The researchers used 152 bootstrap samples to display all t-statistics. The statistical test used in this study is the t-test, where the calculated t-value must be greater than or equal to 1.96 with a significance level of 5% and a P-value less than 0.05. If the calculated t-value is  $\geq 1.96$  and the P-value is  $< 0.05$ , then the research hypothesis is accepted. Conversely, if the calculated t-value  $< 1.96$  and the P-value  $> 0.05$ , the research hypothesis is rejected (J. Hair et al., 2017). As seen in Table 1 and 2, seven hypotheses in this study met the criteria, with t-values ranging from 2.662 to 7.370, which exceeded 1.96 and P-Value less the 0.05.



**Figure 2. Calculation of Structural Equation Modeling**

*Source: Processed by Researcher, (2025)*

For R-squared, F-squared, and Q-squared measurements, use the measurement criteria or rule of thumb from (J. Hair et al., 2017). Based on the analysis results, the R<sup>2</sup> value for the entrepreneurial intention variable is 0.717, which means that 71.7% of the variation in students' entrepreneurial intentions can be explained by the variables of entrepreneurial education and entrepreneurial mindset. This shows that these two variables have a significant contribution to the formation of students' entrepreneurial intentions. Meanwhile, the R<sup>2</sup> value for the digital literacy variable is 0.532, which indicates that 53.2% of the variation in students' digital literacy can be explained by entrepreneurial education, entrepreneurial mindset, and entrepreneurial intention. These results indicate that the influence of these three variables is quite strong, but not yet optimal due to limitations such as limited technological

facilities and unstable internet connections. The remaining 46.8% is influenced by other factors outside the scope of this research model.

the F-Square ( $f^2$ ) test results show the level of influence between variables in the model. The  $f^2$  value for the influence of entrepreneurship education on entrepreneurial intention is 0.074 and on digital literacy is 0.057, both of which are classified as small. Meanwhile, the influence of entrepreneurial mindset on entrepreneurial intention is 0.157, which is classified as moderate, and on digital literacy is 0.300, which is classified as large. The influence of digital literacy on entrepreneurial intention, at 0.244, is also classified as large. These findings indicate that entrepreneurial mindset and digital literacy play a dominant role in increasing students' entrepreneurial intention, while the contribution of entrepreneurial education is still relatively small in encouraging the application of acquired knowledge towards entrepreneurial action.

the results of the Q-Square ( $Q^2$ ) test used to assess the predictive relevance of the model show positive values for all variables, namely entrepreneurship education at 0.434, entrepreneurial mindset at 0.456, entrepreneurial intention at 0.355, and digital literacy at 0.432. Since all  $Q^2$  values are greater than zero, this research model can be said to have good predictive relevance. This proves that the indicators used are able to adequately explain the endogenous variables and support the validity of the structural model constructed in this study.

**Table 1. Hypothesis Test Results of Direct Effect**

	Original sample	T- statistics	P-values	Description
Digital Literacy (DL) -> Entrepreneurial Intention (EI)	0.385	6.298	0.000	Aceppetd
Entrepreneurial Mindset (EM) -> Digital Literacy (DL)	0.541	7.370	0.000	Aceppetd
Entrepreneurial Mindset (EM) -> Entrepreneurial Intention (EI)	0.347	5.303	0.000	Aceppetd
Entrepreneurship Education (EE)-> Digital Literacy (DI)	0.236	2.667	0.008	Aceppetd
Entrepreneurship Education (EE) -> Entrepreneurial Intention (EI)	0.215	3.808	0.000	Aceppetd

*Source: Primary Data Processed by Researchers, (2025)*

**Table 2. Hypothesis Tes Results of Indirect Influence**

	Variable	Original Sample	T-statistics	P-Values	Description
H6	Entrepreneurship Education (EE) > Entrepreneurial Intention (EI) > Digital Literacy (DL)	0.091	2.662	0.008	Partial Mediation
H7	Entrepreneurial Mindset (EM) > Entrepreneurial Intention (EI) > Digital Literacy (DL)	0.208	4.437	0.000	Partial Mediation

*Source: Primary Data Processed by Researchers, (2025)*

## DISCUSSION

The first hypothesis's findings demonstrate that entrepreneurial ambition is positively and significantly impacted by entrepreneurship education (H1 accepted). Through entrepreneurship education, individuals acquire knowledge and mindsets that lead to entrepreneurial intention. With knowledge and skills, students can build the confidence needed to design and manage their own businesses, as well as encourage them to consider a future career as an entrepreneur. According to research (Oulhou & Ibourk, 2023; Yan et al., 2022; Zeynalov & Dođantan, 2025; Ganefri et al. 2024) individuals have a greater impact on entrepreneurial intention if they receive entrepreneurship education.

When linked to the theory of planned behavior (TPB), entrepreneurship education plays a role in shaping attitudes and subjective norms towards entrepreneurial behavior (Prabandari & Sholihah, 2015). According to research by Lavelle, (2021), through education, students gain knowledge and understanding that increases positive evaluation of entrepreneurship (attitude) and feel social pressure or support from the environment (subjective norms) to become entrepreneurs. Furthermore (Yan et al., 2022; Zhang et al., 2019) explain the same thing that through entrepreneurship learning, students acquire knowledge, understanding, skills, and experience regarding entrepreneurship. This shapes a positive attitude towards entrepreneurial activities and improves perceptions of self-efficacy, such as the courage to take risks, creativity, and self-confidence and belief that entrepreneurship is beneficial and feasible and can be a future career. Thus, entrepreneurship education can increase entrepreneurial intention because students feel more prepared and supported to engage in entrepreneurship.

These results are consistent with research (Bulad & Dülger Taşkin, 2023; Handayati et al., 2020; L. Li & Wu, 2019; Liang et al., 2025; Oulhou & Ibourk, 2023; Sun et al., 2023; Yan et al., 2022) which found a positive and significant relationship between entrepreneurship education and entrepreneurial intention.

The results of the study on the second hypothesis prove that entrepreneurial mindset has a positive and significant effect on entrepreneurial intention (H2 accepted). Students with an entrepreneurial mindset tend to see challenges as opportunities, have resilience in facing failure, and are willing to learn and adapt to a dynamic environment (Cao & Ngo, 2019; Cui & Bell, 2022; Sun et al., 2023). Furthermore, Cui, (2021) explains that entrepreneurial mindset refers to a high level of entrepreneurial motivation, sensitivity to opportunities, creativity and innovation, and fearlessness of risk. This encourages students to develop innovative ideas, expand their networks, and take the necessary actions to realize their business vision and goals without fear of risk.

When linked to the theory of planned behavior (TPB), entrepreneurial mindset plays an important role in shaping entrepreneurial intention through attitude (Ajzen, 2020; Hong et al., 2020; Yan et al., 2022). Students who have a positive mindset towards entrepreneurship tend to have a stronger intention to become entrepreneurs because they view entrepreneurship as something positive. In addition, perceived behavior control or confidence in entrepreneurial abilities also shapes entrepreneurial intention (Hong et al., 2020). Thus, entrepreneurial mindset has a positive influence in improving students' attitudes and confidence in starting a business.

The following are some research results that are in line with this study (Cui & Bell, 2022; Ganefri et al., 2025; Oulhou & Ibourk, 2023; Purwanti et al., 2024; Sun et al., 2023; Sutiadiningsih et al., 2025) found that a high entrepreneurial mindset can manage the fear of failure, which often hinders entrepreneurial intention.

The results of the study prove that entrepreneurship education has a positive and significant effect on digital literacy (H3 accepted). Entrepreneurship education plays an important role not only in shaping knowledge and entrepreneurial intention, but also in increasing digital literacy. This is in line with the opinion of Hasan et al., (2024) who reveal that from an entrepreneurial perspective in the digital era, entrepreneurship education is considered a driving factor in shaping digital literacy. Digital literacy is becoming an increasingly important element today. With digital literacy, students will have the ability to use, understand, evaluate, and create entrepreneurial information through digital technology (Abaddi, 2024; Andi Syahriana Asdar et al., 2024). Entrepreneurship education directs students to learn what can be applied as preparation for running a business, while digital literacy provides the ability and convenience of using digital technology to search for information or insights as widely as possible.

When linked to the theory of planned behavior (TPB), digital literacy increases perceived behavioral control (Abaddi, 2024; Liang et al., 2025). Digital literacy provides students with greater knowledge resources and opportunities to start a business, especially in today's digital era (Ganefri et al. 2024). With good digital literacy, students feel more capable of managing businesses, accessing information, and utilizing technology, thereby increasing their perceived control over entrepreneurial behavior and ultimately increasing their entrepreneurial intention.

Several previous researchers are in line with the results of this study (Abaddi, 2024; Andi Syahriana Asdar et al., 2024; Hasan et al., 2024; Liang et al., 2025; Mugiono et al., 2020; Novita et al., 2023; Zeynalov & Doğantan, 2025) found that entrepreneurial intention influences the improvement and formation of digital literacy.

Hypothesis four proves that entrepreneurial mindset has a positive and significant effect on digital literacy (H4 accepted). Entrepreneurial mindset refers to the mindset that successful entrepreneurs must have (Ganefri et al., 2025). This way of thinking combines creativity, the ability to take calculated risks, persistence, optimism, and flexibility (Ganefri et al., 2025). According to Baggen, (2022) someone with an entrepreneurial mindset views technology as a means to increase the ease of running a business and foster entrepreneurial intention. In addition, an entrepreneurial mindset influences the perception of locus of control (Oulhou & Ibourk, 2023). An entrepreneurial mindset influences the perception of locus of control by shaping a person's belief in their ability to control the results of their actions, which enables entrepreneurs to find opportunities amid difficulties.

Students with an entrepreneurial mindset generally think openly about change and technology. An open mindset and curiosity encourage students to utilize digital technology in realizing entrepreneurship. The higher the awareness of business opportunities, the better the digital literacy of students. Several studies highlight the interaction between digital literacy and entrepreneurial success. As shown in a study Ganefri et al., (2025) there is a strong positive relationship between digital literacy and business success. Digital literacy changes critical thinking and adaptability, which are important traits for navigating the digital landscape, thereby increasing entrepreneurial intention. Therefore, it is important to improve digital literacy.

These results are consistent with studies (Ganefri et al., 2025; Mirhabibi et al., 2025; Sutiadiningsih et al., 2025; Young, 2020; Ganefri et al. 2024; Novita et al. 2023) that found a positive and significant relationship between entrepreneurial mindset and digital literacy.

The results of this study prove that digital literacy has a positive and significant effect on digital literacy (H5 accepted). Digital literacy skills have emerged as an important factor in the digital age, influencing entrepreneurial intent and behavior. Studies have shown that digital competencies, such as information and data literacy, communication, problem solving, and safety and security, have a significant impact on entrepreneurial intentions (Bachmann, 2024; Duong et al., 2025). Furthermore, research Oggero et al., (2020) indicates that digital skills have a positive influence on success in establishing and running a business.

Research (Ip, 2024; Mustain et al., 2023; Suryani & Chaniago, 2023; Ganefri et al. 2024) shows that digital literacy competence contributes significantly to entrepreneurial intention through its influence on cognitive factors of attitudes toward entrepreneurship, subjective norms in the form of individual perceptions of social support, and perceived behavioral control in the form of individual beliefs about their ability to run a business. This is also in line with the theory of planned behavior (TPB), which explains how intention is formed through three components, namely attitude, subjective norms, and perceived behavioral control (Maheshwari & Kha, 2022). Thus, digital literacy is not only a technical skill but also shapes cognition, which increases the likelihood of students having entrepreneurial intention to the point of being ready to start a business.

Ganefri et al. (2024) argue that the better the students' digital literacy, the higher their entrepreneurial intention will be. This is because digital literacy provides broader access to information and resources that can help students in designing, developing, and managing a business. These results are consistent with the research (Abimanyu et al., 2024; Ganefri et al., 2025; Ip, 2024; Lemańska & Okręglicka, 2024; Mustain et al., 2023; Suryani & Chaniago, 2023; Zeynalov & Doğantan, 2025).

The study's findings demonstrate that entrepreneurship education significantly and favorably influences entrepreneurial intention through digital literacy (H6 approved). In addition to influencing knowledge and entrepreneurial intention, entrepreneurship education is crucial for raising digital literacy (Mugiono et al., 2020; Zeynalov & Doğantan, 2025). Additionally, according to Hasan et al. (2024), entrepreneurship education is seen as a key component in forming digital literacy from an entrepreneurial standpoint in the digital age.

Because it gives students the abilities they need to adapt and engage in today's digital entrepreneurial environment, digital literacy is a crucial component of entrepreneurship education. This entails mastering the effective use of digital gadgets, social media, the internet, and other digital platforms for corporate objectives. Higher education's teaching of entrepreneurship is impacted by digital literacy (Ganefri et al., 2024).

Entrepreneurship education has the potential to improve students' digital literacy, as the current entrepreneurship curriculum integrates the use of digital information technology as part of its learning strategy. Research by Liang et al., (2025) found that an experience-based entrepreneurship curriculum that integrates digital skills development and meaningful social media engagement fosters entrepreneurial readiness in the digital age.

Through entrepreneurship education, students are not only taught business concepts, but also introduced to digital tools and competencies. Thus, the more intensive the entrepreneurship education that students receive, the more their digital literacy will increase. Research by Mugiono et al., (2020) shows that entrepreneurship education combined with digital-based learning can increase students' digital literacy in the fields of marketing and business management. Furthermore, research by Novita et al., (2023) shows that digital-

based entrepreneurship education significantly encourages an increase in digital literacy, which ultimately strengthens students' readiness to become entrepreneurs.

Entrepreneurship education provides the attitudes, knowledge, understanding, skills, and mindset necessary to understand and carry out entrepreneurial activities. A person's behavior and abilities can influence and direct them to choose a career as an entrepreneur. When students receive high-intensity entrepreneurship education, their entrepreneurial intention increases. The education a person receives will improve their understanding of entrepreneurship, and it is hoped that with this increased understanding, they will be more interested in entrepreneurship than in seeking other job opportunities (Hasan et al., 2024).

These results are in line with the results of research (Abaddi, 2024; Andi Syahriana Asdar et al., 2024; Hasan et al., 2024; Liang et al., 2025; Mugiono et al., 2020; Zeynalov & Doğantan, 2025) which prove that there is a significant influence of entrepreneurship education on entrepreneurial intention through digital literacy.

The results of this study prove that entrepreneurial mindset has a positive and significant effect on entrepreneurial intention through digital literacy (H7 accepted). Entrepreneurial mindset helps entrepreneurial intention, a view supported by research (Novita et al., 2023). Entrepreneurial mindset includes traits such as productivity, risk tolerance, and creativity, which are important for identifying and exploiting business opportunities (Fayolle & Liñán, 2014). Research (Cui & Bell, 2022; Oulhou & Ibourk, 2023; Sun et al., 2023) has proven that individuals with a strong entrepreneurial mindset are more likely to exhibit higher levels of entrepreneurial intention, as they are more inclined to pursue entrepreneurial ventures (Wardana et al., 2020).

In the context of technological development, digital literacy is an important factor that strengthens the relationship between entrepreneurial mindset and entrepreneurial intention. Digital literacy is not only the ability to use digital devices, but also includes the skills to access, evaluate, and utilize digital information to support business processes and innovation (Ip, 2024). Individuals with high digital literacy are better able to identify technology-based business opportunities, utilize digital platforms for marketing, and adapt to increasingly rapid market changes.

Entrepreneurial mindset and digital literacy complement each other in shaping entrepreneurship intention. According to research by Ganefri et al., (2025) entrepreneurial mindset provides internal motivation to innovate and take risks, while digital literacy provides the practical skills needed to implement these ideas in the digital age. When students possess both of these aspects, they not only have a strong intention to become entrepreneurs, but also have the ability to realize this intention into concrete actions. Previous studies are in line with the results of this study (Ganefri et al., 2025; Mirhabibi et al., 2025; Novita et al., 2023; Sutiadiningsih et al., 2025; Young, 2020; Ganefri et al., 2024).

## **CONCLUSIONS AND RECOMMENDATIONS**

The findings of this study demonstrate that entrepreneurship education has a positive and significant impact on the entrepreneurial intention of vocational high school students in the Praya Tengah area; that is, students' intention to become entrepreneurs increases with the quality of their entrepreneurship education. Additionally, entrepreneurial intention is positively and significantly impacted by entrepreneurial mentality, suggesting that students' entrepreneurial attitude might boost their drive to launch a firm. The association between entrepreneurship education and entrepreneurial attitude on entrepreneurial intention is significantly mediated by digital literacy abilities. This suggests that both factors on entrepreneurial ambition are strengthened by digital literacy abilities. Overall, this study model demonstrates that the entrepreneurial intention of vocational high school students in the Praya Tengah area may be increased by the development of entrepreneurship education and an entrepreneurial attitude, bolstered by enhanced digital literacy abilities.

The results of this study make an important contribution to the development of knowledge and practice in the field of education and entrepreneurial behavior, particularly at the vocational high school (SMK) level. Theoretically, these findings reinforce the application of the Theory of Planned Behavior (TPB) by showing that entrepreneurial education, entrepreneurial mindset, and digital literacy are interrelated in shaping students' entrepreneurial intentions. The addition of digital literacy as a mediating variable is a new contribution that enriches the study of entrepreneurship in the digital age, where technological capabilities function not only as tools but also as psychological factors that influence entrepreneurial thinking and behavior.

In addition, the results of this study provide a theoretical understanding of the importance of strengthening an entrepreneurial mindset in vocational school education. A creative, innovative, and risk-taking mindset has been proven to be the basis for the formation of sustainable entrepreneurial intent. This broadens the view that the development of an entrepreneurial spirit in vocational schools is not only through knowledge or training but also through the formation of a mindset that is in line with the challenges of the modern business world.

This study also emphasizes the importance of experience-based and technology-based learning approaches in entrepreneurship education. Theoretically, this provides a basis for the development of a more adaptive entrepreneurship learning model in line with digital advances, placing digital literacy as a key element in shaping students' entrepreneurial behavior.

In addition, these findings can be used as consideration for the government and policymakers in strengthening entrepreneurship programs in vocational schools, especially in the form of digital-based teacher training and the development of a young entrepreneurial ecosystem in vocational education. For future researchers, these results can be used as empirical and theoretical references to examine other factors such as family support, social environment,

or work experience that have the potential to strengthen students' entrepreneurial intentions.

### **ADVANCED RESEARCH**

Further research is recommended to expand the location and population of the study so that the results are more representative, as well as to use a longitudinal or mixed-method approach to explore psychological and entrepreneurial behavior aspects in greater depth. In addition, the addition of other variables related to the Theory of Planned Behavior (TPB), such as self-efficacy and technological readiness, can provide a more comprehensive understanding of the formation of entrepreneurial intentions in the digital era.

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