

Analysis of the Effect of Entrepreneurship Education and Entrepreneurial Mindset on Entrepreneurial Skills using use of Social Media as a Mediator Variable at SMKN & SMKS with Marketing Expertise Programs in Mojokerto Regency

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ABSTRACT

Business is often discussed in all forums and media, as evidenced by many teaching methods, and business is now a required course in many higher and basic universities (Lockma & Schirm, 2020). In this research, we use several methods using partial least squares equation modeling (PLS-SEM) to estimate and confirm the given hypotheses. This study uses Google Forms to collect information on employment and secondary school students in Mojokerto Regency. The respondents to this study are 346 respondents from three schools targeted for this study. Entrepreneurship education has therefore been shown to be incapable of explaining social media use or entrepreneurial skills. However, theories of entrepreneurship can explain social media use and entrepreneurial skills. Additionally, market perception will have a greater impact on the market if it is improved using social media as an indicator. At the same time, although business education is strong using social media as an intermediary, it does not appear to have a greater impact on the ability to do business.

INTRODUCTION

It is very important to know the company values such as creativity and the spirit of not giving up easily on problems from a young age. (Djaelani & Putra, 2021) states that entrepreneurship is independent work and effort to achieve success for the individual and the environment. Courage leads to business, which means facing risks with courage. To deal with the risk of doing business, the entrepreneur must have business skills or business skills. Entrepreneurship education is an effort to promote entrepreneurship by introducing informal and non-formal education. Training SMK graduates turns them into middle-class workers who are expected to be productive, work-ready, and able to develop skills in their jobs (Tangkere & Tambinon, 2022). However, this phenomenon occurs when the SMK contributes to the highest unemployment rate (Kristiawan et al., 2019), and another important factor is the balance of positive effects of the SMK, i.e. the change in attitude of working students due to the emergence of new entrepreneurs. This benefits the country in reducing unemployment and poverty (A Audu, 2022).

The confidence or belief that leads to trading behavior through thought is called trading thinking. Mauer et al. (2009), the concept of entrepreneurship is a measure of the power an entrepreneur has to control the business he runs. The extent to which an entrepreneur can grow their business is also influenced by their desire to be a business model. Pidduc et al. (2021) added that entrepreneurial mindset is a set of beliefs, thoughts and ways of seeing the world that determine entrepreneurial behavior.

Digitalization, which resembles the current generation of young people, is the use of social media. The presence of social networks today has yielded positive results, especially in the post-pandemic period (Obi-Ani et al., 2020). Social media is defined as a digital platform that provides all users with social agency (Aichner et al., 2021). People born in the mobile computing era, known as Generation Z, are experts at sharing information on social media and enjoy learning new things online (Din et al., 2020) , as reported by Aichner et al. (2021). 91.7% of students use social networks to communicate.

Encouraging entrepreneurship in schools is important to prepare students for the reality of the working world and those who wish to start a business. This is why the aim of sales training is to develop commercial thinking, Ratten & Jones (2021b) added, adding that other skills, such as brilliant technical development, are also in demand.

He said that this study is very urgent because SMKN and SMKS students in the Mojokerto region have a great opportunity to participate in the economic development of the Mojokerto region. Especially in the market, Mojokerto's SMKN and SMKS students employ not only themselves but also others. You can also see and market the development of the Mojokerto region, which has a lot of potential and investment in human and natural resources. It is necessary to continue developing business education and entrepreneurship among SMKN and SMKS students in the Mojokerto region.

This study contributes to providing new information on the teaching of entrepreneurship and business entrepreneurship in higher education

universities in the Mojokerto region. This study is innovative in that it widens the gap between existing research based on the above context and new technologies and comprehensive research on improving business education and entrepreneurship theory.

THEORETICAL REVIEW

Entrepreneurship Education

Entrepreneurship is often defined as a person's ability to turn an idea into a new business (Adeel et al., 2023). Meanwhile, sales training is defined by Boldureanu et al. (2020). Profitable business. Entrepreneurship education focuses on collaborative decision-making, critical thinking, positive attitudes (e.g. problem-based learning) and teamwork (Igwe et al. , 2019). Jena (2020) describes business education as one of the new and most powerful ways to determine the health of any country's competitive economy. Entrepreneurship education is an effort to create an entrepreneurial spirit that improves the country's economy through the many skills and challenges learned while starting a business.

H1: Entrepreneurship Education Improves Entrepreneurial Skill.

H2: Entrepreneurship Education has a positive effect on the Use of Social Media.

Entrepreneurial Mindset

Entrepreneurial thinking is an important element of the entrepreneurial process that promotes time recognition, business development and innovation (Pidduck et al., 2021). Individuals who want to do business are more involved in entrepreneurship than others (Jiatong et al., 2021). Business is about thinking. Naumann (2017) defines it as a pattern of behavior and inequality through which entrepreneurs exploit and connect resources to take advantage of opportunities. Entrepreneurial thinking according to Liguori & Winkler, 2020 has many aspects: (a) awareness of opportunity; (b) risk reduction; (c) resource use; (d) Communicate clearly. (e) costs of innovation; (f) diligence; (g) persistence and persistence; (h) creative problem solving; (i) Optimism; (j) resilience; (k) create and use networks; (l) adaptation; (m) Learn from failure. Meanwhile, Cui et al. (2021) proposed four aspects of entrepreneurial mindset, including time prudence, risk tolerance, uncertainty tolerance, and optimism. Similarly, (Youth, 2020) divides this into dimensions of thinking including (a) elaboration, the elaboration mindset includes likes and dislikes and wondering whether to participate in an action , and (b) obsessive thinking style and the ability to search for information. and make new connections from the opposite side to identify profitable businesses.

H3: Entrepreneurial mindset enhances Entrepreneurial Skill

H4: Entrepreneurial mindset affects the Use of Social Media.

Entrepreneurial Mindset

According to Akram and Kumar (2017), social media is an online platform that people use to create conversations or relationships with others who have similar interests, activities, backgrounds, or real-life relationships. Another concept means that relationships aim to understand and educate customers, which has become important for businesses to be competitive

(Aichner et al., 2021). Discussion is a tool that allows students to think differently about their learning environment. These social media technologies include Facebook, Instagram, Itunes, Pinterest, blogs, Reddit, Myspace, WhatsApp, and YouTube, where large amounts of information are shared with people around the world (Aichner et al., 2021; Akram & Kumar, 2017; Din et al., 2020).

H5: Use of Social Media Improves Entrepreneurial Skill

Entrepreneurial Skill

Entrepreneurial skills are the skills needed to create or create new products or services that will add value to society and generate financial results for the entrepreneur (Costin et al., 2018). According to Aliu & Aigbavboa (2021), business skills are many specific skills, including leadership, business management, time management, critical thinking, and problem solving. All the abilities necessary to face the world of work, including adaptability, critical and innovative business thinking, responsibility, goal orientation and passion, as well as the ability to work and work, have been considered a decision in the era of the 4th industrial sector. Revolution. Ready to work (Munir et al., 2022). Costin et al. (2018) stated that skills include decision making, risk management, problem solving, communication and teamwork, and future entrepreneurs must understand business management from a point of view. commercial view and the significant social benefits that can be obtained from it. help them do that, I said I would. They are entering the world of work in a more ambitious and better way.

METHODOLOGY

Research Design

This study uses multiple methods using PLS-SEM to examine the impact of business education and entrepreneurship on entrepreneurial skills and the role of social media in this impact (see Figure 1). The main advantage of PLS-SEM is its ability to differentiate between variables and predict data based on sample size (Hair et al., 2017.).

Respondents and Data Collection Techniques

SMKN and SMKS students from Mojokerto district participated in this study. The three SMKs are educational. We administered 27 Google Form questionnaires sent via WhatsApp to 346 respondents. The study was conducted from August to September 2023. Different studies focus on business training, business philosophy, social media and business skills..

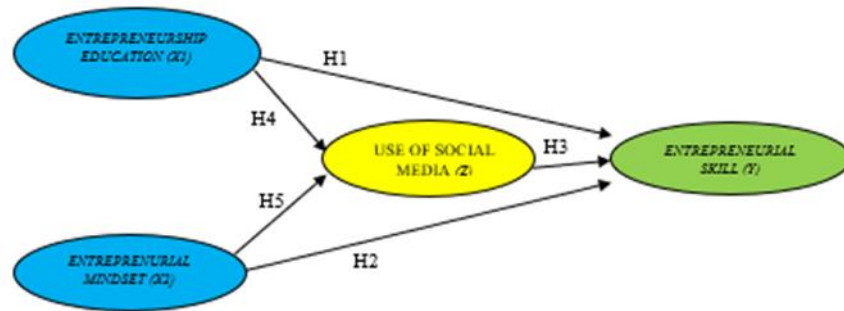


Figure 1. Research framework

Table 1. Characteristics of respondents

Categories		Frequency	%
Gender	Female	215	62.14
	Male	131	37.86
Age of Respondent	< 15 years	5	1.45
	16 years old	158	45.7
	17 years old	168	48.5
	>18 years	15	4.33
Grade Level	XI	248	73.75
	XII	98	26.25

Source: Author's Note (2023)

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Instrument Development and Data Analysis

A survey was used to investigate SMKN students' interest in entrepreneurship. The research instrument was adapted from previous studies and a literature review (Table 1). The questionnaire was translated from English to Indonesian and converted into Indonesian content.

The questionnaire was translated from English to Indonesian and converted into the original language. Entrepreneurship training is measured using products (Hernández-Sánchez et al., 2019). Business is measured with seven items from (Cui et al., 2021). Social media use is measured by seven items (Olanrewaju et al., 2020). Measure entrepreneurial skills using 7 items adapted

from (Mittal & Raghuvaran, 2021). The questionnaire asked participants to rate each statement from 1 (strongly disagree) to 5 (strongly agree). This study uses Smart PLS 3.0 for partial least squares structural equation modeling (PLS-SEM)).

RESULTS

External Model Evaluation

External PLS standards are determined to guarantee equipment reliability. A model with a decision-making process is said to be reliable when the reliability (CR) and Cronbach's Alpha > 0.05 (Hair et al., 2014). The results showed that the CR values for each construct ranged from 0.910 to 0.931 for dependence (Table 2). An average variance extracted (AVE) > 0.50 indicates a positive association (Hair et al., 2014). Convergent validity was obtained with all items above 0.5 and the AVE of each construct ranging from 0.595 to 0.659 (> 0.5). Cross-factor loadings were used to assess discriminant and convergent validity. Table 3 shows the different weights for each variable of business education (X1), entrepreneurship (X2), media use (Z) and business skills (Y), ranging from 0.720 to 0.860 and above of 0.70, indicates discriminant validity.

Hypothesis Testing

The model uses structural equation modeling to test the hypotheses. The researchers presented all t-statistics using 346 bootstrap samples. As shown in Table 4, all seven hypotheses in this study were consistent with the model, with values ranging from 0.550 to 32.625 (>1.96).).

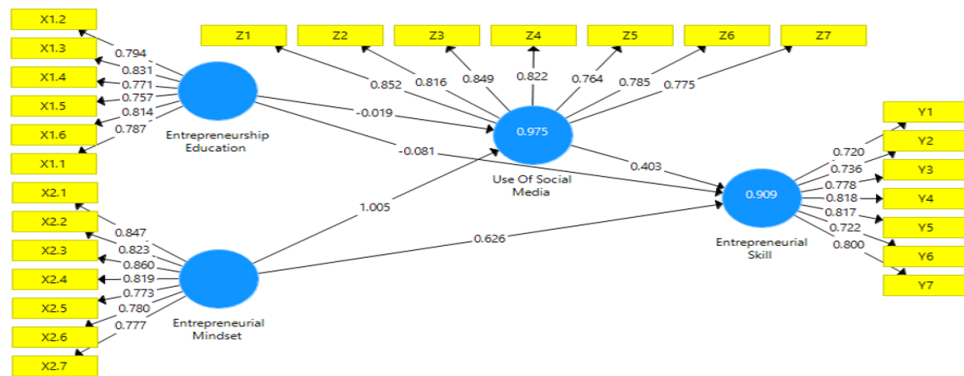


Figure 2. Calculation of Structural Equation Modeling
Source: processed by researchers (2023)

In this study, we use the R-squared (R²) test to demonstrate the prediction accuracy of the model. The coefficient of determination (R Square) measures how well the exogenous model explains the endogenous model. Hair et al. (2020) estimated R² between 0 and 1. R² values above 0.75 are large, while 0.50 and 0.25 are small and weak (Hair et al., 2020). Calculations show that business education and entrepreneurship explain 97.5% of the variance in social media use with reasonable predictability. Social media usage provides 90.9% of the variance in business intelligence with reasonable estimates (Hair et al., 2020). Next, f² determines whether the exogenous construct affects the endogenous construct. According to (Hair et al., 2020), extrinsic constructs have small, moderate, and significant effects on endogenous constructs with f²

values of 0.02, 0.18, and 0.40. In particular, the magnitude of the effect of sales training and sales thinking on social media use is very large ($f^2 = 0.975$). The magnitude of the impact of social media use for businesses is also significant ($f^2 = 0.909$).

Tabel 2. Perhitungan Outer Model

Construct	Item	λ	α	CR	AVE
Entrepreneurship Education (X1)	X1	0,787	0,88	0,910	0,628
	X2	0,794			
	X3	0,831			
	X4	0,771			
	X5	0,757			
	X6	0,814			
Entrepreneurial Mindset (X2)	X1	0,847	0,91	0,931	0,659
	X2	0,823			
	X3	0,860			
	X4	0,819			
	X5	0,773			
	X6	0,780			
	X7	0,777			
Use of social media (Z)	Z1	0,852	0,91	0,930	0,656
	Z2	0,816			
	Z3	0,849			
	Z4	0,822			
	Z5	0,764			
	Z6	0,785			
	Z7	0,775			
Entrepreneurial Skill (Y)	Y1	0,720	0,88	0,911	0,595
	Y2	0,736			
	Y3	0,778			
	Y4	0,818			
	Y5	0,817			
	Y6	0,722			
	Y7	0,800			

Source: processed by researchers (2023)

Table 3. Discriminant Validity

Criteria Fornell-Larcker	Entrepreneurial Mindset	Entrepreneurial Skill	Entrepreneurship Education	Use Of social media
Entrepreneurial Mindset	0,812			
Entrepreneurial Skill	0,951	0,771		
Entrepreneurship Education	0,912	0,852	0,793	
Use Of social media	0,987	0,949	0,897	0,810

Source: processed by researchers (2023)

Table 4. Hypothesis Testing

Relationship	β	T-value	P-values	Decision
Entrepreneurial Mindset -> Entrepreneurial Skill	0,626	3,186	0,002	Confirmed
Entrepreneurial Mindset -> Use Of Social Media	1,005	32,625	0,000	Confirmed
Entrepreneurship Education -> Entrepreneurial Skill	-0,081	1,947	0,052	Not Confirmed
Entrepreneurship Education -> Use Of Social Media	-0,019	0,550	0,583	Not Confirmed
Use Of Social Media -> Entrepreneurial Skill	0,403	2,138	0,033	Confirmed
Entrepreneurial Mindset -> Use Of Social Media -> Entrepreneurial Skill	0,405	2,113	0,035	Mediator
Entrepreneurship Education -> Use Of Social Media -> Entrepreneurial Skill	-0,008	0,482	0,630	Not Mediator

Source: processed by researchers (2023)

DISCUSSION

This study addresses seven hypotheses. The impact of entrepreneurial spirit on entrepreneurship among working students in Mojokerto Regency. According to the research results, the first hypothesis of this research was proven by showing that different companies have a positive and beneficial effect on doing business with a p-value of 0.002 (<0.05) and a t-value of 3.186 (>1.96). A. In fact, students who do business with the company will increase their turnover. This result is consistent with previous research conducted by (Brantley-Dias & Ertmer, 2013; Hos-McGrane, 2014; Puentedura, 2014) which found that entrepreneurship has a significant impact on business. These results show that students' entrepreneurial spirit is better and they can be encouraged to learn entrepreneurial skills by following the teacher's guidance when creating business theory in boys and girls. In addition, the second hypothesis is known to have a positive effect on social media usage by marketing variables, and the p-value is 0.000 (<0.05) and the t-value is 32.625 (>1.96), which shows that the market relationship. These results are consistent with previous research by researchers (Kim et al., 2018; Moiseienko et al., 2020) who found that companies used social media. These results show that the advantage of the company which is supported by the advancements in technology, especially social media for business, is more effective the more it uses social media as a marketing tool.

For the third hypothesis, the market change had no significant effect on the market, with a p-value of 0.052 (>0.05) and a t-value of 1.947 (<1.96). These results are inconsistent with previous studies conducted by (Grigoraş et al., 2014; Hamilton et al., 2016; Kim et al., 2019), which found that sales training has the greatest impact on the market. These results show that students who received better business training are less likely to benefit from improving their business skills. Indeed, entrepreneurial skills are acquired not only through entrepreneurship but also through parental support, and the environment conducive to entrepreneurship can have a positive effect on business conduct.

Then, the fourth test proved that business education has no positive effect on students' social media usage, with a p-value of 0.583 (>0.05) and a t-value of 0.550 (<1.96). The results were found to be inconsistent with previous research conducted in his research (Moiseienko et al., 2020), which found that sales training affects social media usage. These results demonstrate that better education in business and technology, particularly social media for businesses, does not have a positive impact on the use of social media according to business advisors.

The fifth hypothesis shows that the use of social media has a positive and positive effect on businesses, with a p-value of 0.033 (<0.05) and a t-value of 2.138 (>1.96). These results are consistent with previous studies conducted by (Hos-McGrane, 2014; Puentedura, 2014) which found that the use of social media has a significant impact on students' business development. These results show that the more students know how to use social media available to them, the more we can encourage them to develop their business skills. Furthermore, the sixth hypothesis shows that entrepreneurship through social media has a significant impact on students' entrepreneurship, with a p-value of 0.035 (<0.05) and a t-

value of 2.113 (> 1.96). . This means that encouraging entrepreneurship among students can increase the use of social media and increase entrepreneurial skills. The use of social media acts as a partial mediation between business thinking and business skills. Business strategy is very useful in developing students' business skills, particularly in terms of commerce, with the development of skills to encourage students to use and use social media. In the final discussion regarding the seventh hypothesis, there is no significant impact of business education on students' entrepreneurial ability through social media, with a p-value of 0.630 (>0.05) and a p-value of 0.630 (>0.05) t of 0.482 (0.482). <1.96). This means that good business training of students and promotion of the use of social media cannot affect business development. The use of social media plays an important role in mediating between sales training and sales skills. Entrepreneurship education in this study does not affect the development of students' entrepreneurial abilities, given that skill development can occur outside of school.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results, it can be concluded that there is a positive and significant relationship between entrepreneurship and media use among students working in the Mojokerto region. Research also shows that although entrepreneurship education is supported by social media use among entrepreneurship students, it does not have a significant impact on entrepreneurial skills and also weakens them. At the same time, the idea of doing business has been shown to benefit business intelligence, and the more social media is used, the more power it has.

This study shows that a good understanding of business and behavior (business mindset) can improve business skills (marketing skills), especially when promoting through the use of social media. In contrast, business training does not have a significant impact on the ability to do business and may weaken it. Therefore, business education must be combined with other elements, such as the use of social media, to be effective in improving the entrepreneurship of working students. For SMK students in the Mojokerto region, it is recommended to use business education and entrepreneurship to improve their business skills. The use of social media should be strengthened to promote businesses. For SMK schools, formal development is needed in business training and the use of social media to promote business training. Even though business training does not have a major impact on business potential, the importance of digital marketing should also be taught. Future researchers are encouraged to include more representative and larger samples to ensure that their conclusions are more general and valid.

FURTHER STUDY

For future research can develop this research deeply by using other aspects of entrepreneurial in Vocational Schools.

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