

## The Influence of Entrepreneurial Education and Entrepreneurial Skills on Entrepreneurial Intentions through the Internship Program as an Intervening Variable for Vocational School Students in Banyuwangi Regency

Najimul Baldan<sup>1\*</sup>, Agus Hermawan<sup>2</sup>, Makaryanawati<sup>3</sup>  
Faculty of Economics and Business, Universitas Negeri Malang

**Corresponding Author:** Najimul Baldan

[najimul.baldan.2204158@students.um.ac.id](mailto:najimul.baldan.2204158@students.um.ac.id)

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### ARTICLE INFO

*Keywords:*  
Entrepreneurship  
Education,  
Entrepreneurial Skills,  
Internship,  
Entrepreneurial Intentions

*Received : 20, November*

*Revised : 21, December*

*Accepted: 25, January*

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### ABSTRACT

This research entrepreneurial knowledge through educational curricula, entrepreneurial learning, and practical experience via internship programs. The quality of these programs is key, as better internship experiences positively affect both entrepreneurial learning and skills. Consequently, an integrated approach that combines effective entrepreneurship education, practical skills development, and impactful internship experiences is recommended. In conclusion, this research provides valuable insights into the dynamics of entrepreneurship education, skills development, and internship experiences in shaping the entrepreneurial intentions of vocational school students. The results offer a basis for refining entrepreneurship curricula and designing more effective internship programs, contributing to the broader goal of nurturing a robust entrepreneurial ecosystem in Indonesia.

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## **INTRODUCTION**

One of the goals of the formation of a country is to prosper the community, the measure of people's welfare can be seen from the amount of per capita income of a country that cannot be separated from the number and growth of the country's entrepreneurs (Agunawan, 2020). The Global Entrepreneur Index notes that the top 10 countries with the largest capita income are countries with entrepreneurial growth. Global Entrepreneur Index (2015) also noted that Indonesia only ranks 120 out of 130 countries with an index number of only 21.0. This shows that entrepreneurial growth in Indonesia has lagged behind other countries in the world. Economic conditions that are quite poor can turn out to be one of the drivers of the development of entrepreneurial spirit in some circles. With the increasing socialization, it can be independent. The more developed a country is, the more educated people and many people who interfere, the more important the world of entrepreneurial entrepreneurs is felt (Agung & Made, 2016). SMK is also expected to be able to create reliable entrepreneurs, SMK as an education provider, is expected to produce graduates who are relevant to the needs of IDUKA or can be entrepreneurial.

Various efforts have been made by the government to motivate the public to be interested in entrepreneurship such as providing financial assistance and low-cost credit with various schemes, both for entrepreneurs, prospective entrepreneurs and for students as a young generation who are expected to become seeds for prospective entrepreneurs in the future. However, until now the number of entrepreneurs in Indonesia as a whole has not experienced a significant increase (Atmoko, 2021). The importance of motivating someone to have entrepreneurial intentions. Because according to Chairunisa Muchtar et al., (2018); Krueger et al., (2000); Treffers, (2017) Entrepreneurial intention is someone who feels interest or likes for a business by daring to take risks and has a maturity of vision and mission born from experience or observations that have been made around.

If studied more deeply, the low intention of entrepreneurship is not only the responsibility of the government but also the responsibility of educational institutions. Educational institutions have an important role as the first forum that can introduce entrepreneurship to students (Baskoro & Maulidian, 2019). One of the efforts of Educational Institutions to introduce entrepreneurship by providing Entrepreneurship Education learning. Further Eniola, (2021); S. Wang et al., (2019); Wardana et al., (2020) conveyed that to produce productive graduates in accordance with their fields of expertise, then have entrepreneurial abilities and are relevant to changes that occur in the world of work or society, the concept of vocational education should be able to adapt the pattern of educational development based on knowledge and technology and entrepreneur, which is one of the solutions to face increasingly competitive global challenges, and the development of vocational education in synergy with entrepreneurial development patterns is also an anticipation of facing the challenges of increasingly rapid change.

In fact, SMK graduates are graduates who become the largest job seekers in Indonesia. Therefore, a solution is needed that can reduce the number of open unemployment due to the increasing number of SMK graduates. One of these solutions is to increase the intensity of students' entrepreneurial intentions at the school level (Hernández-Sánchez et al., 2019; Neneh, 2020; Wardi et al., 2019). To increase entrepreneurial intentions in students, it is necessary to increase entrepreneurial knowledge that up to date (Hernández-Sánchez et al., 2019; Jabeen et al., 2017; Neneh, 2020; Nowiński et al., 2019). Efforts to increase entrepreneurial intentions can be done through Entrepreneurship Education. Through entrepreneurship education, students are expected to continue to develop their entrepreneurial knowledge. Because entrepreneurship education is a person's understanding of entrepreneurship with various positive, creative, and innovative characters in developing business opportunities into business opportunities that benefit himself and the community or consumers. While Cho & Lee, (2018); Hernández-Sánchez et al., (2019); Hasan et al., (2020); Kisubi & Korir, (2021) Provide a statement that entrepreneurship education is a competitive and productive understanding possessed by someone to produce new products or services, produce new added value, start new businesses, do new processes / techniques, develop new organizations. Entrepreneurial knowledge is obtained and possessed by an individual through entrepreneurship education which can later help an individual innovate and survive in the field of entrepreneurship (Henrekson & Sanandaji, 2017; Prabhu, 2019; Agarwal et al., 2020; Wardana et al., 2020; Yang & Kim, 2020)

Wei et al., (2019) explained that entrepreneurship education should be taught as a separate discipline that is independent of other sciences. Entrepreneurship education contains a whole and real field of knowledge, in which there are complete theories, concepts and scientific methods. In its implementation, entrepreneurship education has two concepts, namely the starting position and general management education that separates management and business ownership. Entrepreneurship education not only provides a theoretical foundation regarding the concept of entrepreneurship but shapes attitudes, behaviors, and mindsets (Mindset) an entrepreneur (entrepreneur). It is an investment in human capital to prepare students to start a new business through the integration of experience, skills, and knowledge essential to develop and expand a business. Entrepreneurship education can also increase students' interest in choosing entrepreneurship as one of the career choices in addition to career choices to become private employees, civil servants, or SOE employees where it can significantly direct attitudes, behaviors, and interests towards entrepreneurship (Trihudyatmanto, 2019).

Next Entrepreneur Skill or Entrepreneurship Skills also play an important role in fostering entrepreneurial intentions in Students. (Al Mamun et al., 2019) argues that entrepreneurial skills is a learning process, which in turn affects the characteristics possessed by entrepreneurs. Entrepreneur Skill It is also a skill that is implemented into practice, carries out a job correctly and can

manage and manage the company well and can operate the company to achieve its goals and have new ideas or innovations to advance its business (Listiningrum et al., 2020). Entrepreneurial skills Needed in running a business, because an entrepreneur is the heart of the business being run. The skills possessed by entrepreneurs will make the business they run develop and succeed. Entrepreneurial skills are also one of the determining factors for business success. This is supported by the statements put forward by Gieure et al., (2020) That the factors that influence success in the long run are the personal characteristics and skills that entrepreneurs have in managing their business.

According to Akhmetshin et al., (2019) ; Kristiawan et al., (2019) ; Sariwulan et al., (2020) There are a few things Entrepreneurial skills What an entrepreneur must have starts from (1) Inter control, namely the entrepreneurial ability to control themselves or self-discipline in carrying out business activities, (2) Risk taker, which is a skill in taking risks, (3) Innovative, which is an important trait of an entrepreneur characterized by behaviors that lead to the discovery of new things or new ways, (4) Change oriented, which has the meaning of a change orientation where entrepreneurs do not like stagnation or mere routine, (5) Human relations, which is where an entrepreneur is required to be able to relate to other people, (6) Marketing or marketing, is a skill that entrepreneurs must have in order to introduce and attract consumers or customers, and much more Skills that an entrepreneur should have.

All Entrepreneurial skills that have been described above can be included in the Entrepreneurship Education learning curriculum so that Entrepreneurship Education in Educational Institutions not only provides theory but indirectly can also grow Entrepreneurial skills in each student. In addition to only doing classroom learning, cultivating entrepreneurial intentions in students can be directly applied through Entrepreneurial Practices which are usually carried out in the form of internship activities. Internship Or internship is a learning program while practicing working directly at a company for some time. Companies that accept interns have the right to give assignments and are required to provide guidance during the program time. Then, at the end of the program, interns will then receive an assessment from the company, especially from the leaders of the place where they carry out the internship (Kapareliotis et al., 2019).

Tusyanah et al., (2020) mentions that General purpose of the activity Internship or Internship is so that students gain direct experience from the company as an effort to improve the managerial abilities of the students. This ability can be used to provide entrepreneurship, after the students complete their studies later. The implementation of the Internship has achieved the objectives that have been set, namely: 1) increasing knowledge, attitudes and skills in the field of business for students, 2) improving managerial skills, communicating and socializing with employees and industry, 3) motivating students to become entrepreneurs, and 4) reminding closer cooperation between educational institutions, industry, and also the Company.

After the students follow and complete the internship program, it is expected that this activity will increase their knowledge and also Skills Students are related to entrepreneurship so that this internship activity is also expected to cause entrepreneurial intentions. The internship students are also expected to create productive and sustainable jobs and business opportunities both independently and in partnership with the company (Anjum, 2020; Hadjichristodoulou et al., 2020; Huda, 2020). Furthermore, researchers involved the theory of planned behavior (TPB) Ajzen (1991), to review this research. In fact, until now TPB Ajzen is still a strong reference for many researchers in various parts of the world, because it is able to explain how entrepreneurship education affects entrepreneurial intentions. In the context of variable relationships that include Entrepreneurship Education, Entrepreneurship Skills, Apprenticeships, and Entrepreneurial Intentions, the Theory of Planned Behavior (TPB) provides an in-depth psychological view. The TPB presents a useful framework for understanding and predicting human behavior based on three main factors: Attitudes, Subjective Norms, and Behavioral Control.

Thus, the TPB provides a holistic understanding of how these factors are interrelated and interact in shaping a person's intentions and likelihood to engage in entrepreneurship. Through education, skill development, and internship experience, a person can build a strong foundation for taking on the role of an entrepreneur. The distinguishing element of the results of previous research is that educational activities increase the intention to carry out entrepreneurial behavior, or one of the variables that determine the intention (Anggadwita et al., 2021; Purwanto, 2019; Wardi et al., 2019).

According to Bae, et al. (2014), the theory of Ajzen (1991), Shapero & Sokol (1982), and human capital or HC (Becker, 1975), is a very strong theory in explaining the positive influence of entrepreneurship education on entrepreneurial intentions. HC theory views that human capital is a determinant of entrepreneurial intentions (Davidsson & Honig, 2003). This human capital according to Bae, et al. (2014), is the skills and knowledge that individuals acquire through investment in schools, on-the-job training, and other types of experience. Entrepreneurship education can encourage students' attitudes, intentions, as well as the establishment of new businesses (Liñán, 2008). Martin, et al., (2013) found a statistically significant relationship, both directly and indirectly, between entrepreneurship education and human capital outcomes, such as knowledge and skills related to entrepreneurship.

The urgency of this research was proposed because the Internship program given to students plays an important role in improving entrepreneurial skills and raises the intention of students to become entrepreneurs. Because through entrepreneurship, by having entrepreneurial knowledge, it is hoped that it can stand alone to have an independent economy, it not only provides employment for yourself but also others. Especially seeing the development of regions that have great potential and have a lot of capital, both human resources and natural resources, to be used as a business.

Knowledge of entrepreneurship education with Internship or Internship experience really needs to be improved continuously to vocational schools. This research contributes to the world of education, especially vocational to continue to be up to date in providing entrepreneurship education and facilities in entrepreneurial practice.

## **THEORETICAL REVIEW**

### **Entrepreneurship Education**

Entrepreneurship Education is a learning process designed to develop knowledge, skills, and entrepreneurial attitudes in students. This definition is operationalized through the implementation of a curriculum that includes aspects such as creativity development, critical thinking skills, risk management, communication skills, and understanding of the business market. In addition, entrepreneurship education also involves practical experience, business simulation, and introduction to the business world and industry. The operational objective of Entrepreneurship Education is to equip learners with in-depth knowledge of various aspects of entrepreneurship, motivate them to become entrepreneurs, and provide the necessary skills to manage businesses effectively and innovatively (Fabeil et al., 2020; Nowiński et al., 2019; Prabhu, 2019; Sang & Lin, 2019; Sriyakul & Jermsittiparsert, 2019).

### **Entrepreneur Skill**

Entrepreneurial Skill is a set of skills possessed and developed by individuals to understand, manage, and develop a business or business initiative (Steffens & Omarova, 2019; Thomas & Okunbanjo, 2021; L. Y. Wang & Huang, 2019; Yanto et al., 2022). This definition is operationalized through the identification of several essential aspects of skills, including:

- **Creativity and Innovation:** The ability to generate new ideas, create innovative solutions, and see business opportunities all around.
- **Managerial Skills:** The ability to effectively plan, organize, and manage resources, including time, financial, and human management.
- **Critical Thinking Skills:** Skills in analyzing situations, making decisions based on available information, and evaluating risks rationally.
- **Communication Skills:** The ability to communicate effectively with a variety of parties, including teams, customers, and potential business partners.
- **Adaptability:** Flexibility to adapt to changing business environments and be able to cope with emerging challenges.
- **Network Development:** Skills in building and maintaining mutually beneficial relationships with stakeholders such as business partners, investors, and customers.
- **Verification Ability:** Skills in testing and testing business concepts or products, as well as being able to identify and overcome weaknesses.

Entrepreneurial Skills are operationalized as a harmonious combination of these skills, which are dynamic and constantly updated according to developments in the business world and the economy.

### **Internship**

The Internship Program is a learning opportunity structured to provide practical experience to interns. In this program, students or interns are placed in a work environment that is appropriate to their field of study or expertise. The program has clear learning objectives, which include the application of academic concepts, the development of practical skills, and an in-depth understanding of a particular industry or profession (Anjum, 2020; Comunian & England, 2020; Kapareliotis et al., 2019; Kim, 2019; Tusyanah et al., 2020).

During the program, interns will receive guidance and supervision from practitioners or professionals experienced in the industry. This mentor is tasked with providing guidance and guidance so that internal participants can optimize their experience. Internal participants will also be given assignments and projects relevant to their field of study or expertise, so that they can apply their knowledge and skills. The continuous evaluation process becomes an integral part of the Internship Program. It aims to measure the progress of internal participants and provide constructive feedback. In addition, continuous mentoring is provided to help interns overcome challenges and improve their performance throughout the program.

Internal participants are also given the opportunity to be involved in organizational or team activities in the work environment. It aims to provide an understanding of the dynamics of group work and build valuable professional networks for future careers. Overall, the Internship Program is operationalized as a holistic whole. Each component of the programme is designed to provide a well-rounded and relevant learning experience tailored to the industry needs and career progression of interns. The programme serves as a bridge between academic theory and practice in the world of work, equipping interns with skills and knowledge that can be applied in their upcoming careers.

### **Entrepreneurial Intention**

Entrepreneurial Intention reflects one's determination and tendency to engage in the world of entrepreneurship with the aim of establishing and managing a business. This is reflected in a number of attitudes and beliefs that shape an individual's view towards entrepreneurship (Maharani et al., 2020; Polas et al., 2020; Sang & Lin, 2019; Sriyakul & Jermittiparsert, 2019; Winterstorm Värlander et al., 2020). First of all, Interest in Innovation indicates an individual's level of interest and openness to new ideas and innovative business concepts. Then, Business Opportunity Perception reflects an individual's ability to identify surrounding business opportunities and evaluate the potential for success in taking entrepreneurial steps.

Self-Confidence plays a crucial role in Entrepreneurial Intention, describing an individual's confidence in his or her own ability to overcome challenges and risks that may arise during the entrepreneurial journey. Risk Orientation includes an individual's readiness to take risks and the ability to manage those risks effectively in order to achieve business objectives (Abbasianchavari & Moritz, 2021; Huđek et al., 2021; Nowiński et al., 2019; Seyb et al., 2019). The drive to be independent reflects the individual's desire to have control over the course of his or her own career and economic life, implying dissatisfaction with conventional occupational alternatives.

## METHODOLOGY

This research uses quantitative methods. The population in this research subject were all students majoring in business and marketing at vocational schools in Banyuwangi. Meanwhile, the sample criteria used in this research are: (1) students who have taken entrepreneurship/craft courses (2) students who have carried out field practice at the Business Center/Business Incubator. Based on these theories and criteria, it is known that the number of samples for this research is 250 samples. Data, both primary and secondary, are collected through questionnaires and literature surveys. The Likert scale is utilized for measurement, and data analysis involves Structural Equation Modeling (SEM) using SmartPLS 3.3.3. The research evaluates the outer and inner models, tests hypotheses, and explores mediation variables. The significance of this research lies in its potential contributions to curriculum development and insights into factors influencing students' readiness for online businesses. It aims to not only fill existing knowledge gaps but also provide valuable guidance for enhancing students' preparedness for the evolving landscape of online entrepreneurship.

## RESEARCH RESULT

Table 1. Frequency Distribution for Entrepreneurial Learning Variables

Items	Statement	Mean	Standard Deviation
x1.1	I gained entrepreneurial knowledge from formal education	4.13	0.72
x1.2	I understand well about entrepreneurship subjects	4.32	0.83
x1.3	My teacher had a good knowledge of entrepreneurship	4.10	0.92
x1.4	I understand well the entrepreneurship material taught by Master	4.14	0.71
x1.5	I feel enthusiastic about participating in entrepreneurship subjects	4.23	0.86
x1.6	Entrepreneurship practice is a fun course	4.04	0.70

x1.7	Entrepreneurship learning always runs conductively	4.09	0.85
x1.8	I never skipped class while studying entrepreneurship	4.15	0.84
x1.9	I am not enthusiastic about taking entrepreneurship practicum courses	4.15	0.91
x1.10	The method used is in accordance with the material to be delivered	4.06	0.84
x1.11	My school's entrepreneurship lab is adequate enough to increase my entrepreneurial interest	4.16	0.88
x1.12	Libraries help improve knowledge and skills.	4.25	0.89
x1.13	The direct practice of entrepreneurship is my preferred method of learning entrepreneurship	4.19	0.94
x1.14	The school provides facilities and infrastructure for entrepreneurial practice	4.24	1.05
x1.15	The school completes educational facilities to make it easier for students to learn entrepreneurship	4.05	1.05
x1.16	Having an entrepreneurship education on campus can encourage and stir my heart to think about becoming an entrepreneur after graduating from school	4.16	1.04
x1.17	Teachers set an example for instilling entrepreneurial values to students	4.01	0.85
x1.18	The teacher directs students to practice entrepreneurship directly according to students' abilities	4.08	0.87
x1.19	The entrepreneurial practice carried out at school can develop my full potential	4.20	1.07
x1.20	Entrepreneurial practices such as selling or other practices are very useful and provide a lot of experience	4.28	1.08
Mean Total		4.15	0.89

Source: Processed Primary Data, 2023

Based on Table it can be seen that from 171 respondents, respondents' assessments were obtained about the variables of Entrepreneurial Learning. The average calculation of the Entrepreneurship Learning variable is 4.15. These results show that the Entrepreneurship Learning variable has a good research category. The statement item of the Entrepreneurship Learning indicator (X1) that has the highest average value is the item "I understand well about entrepreneurial learning" with an average of 4.32. This shows that respondents already understand well about entrepreneurial learning.

Table 2. Frequency Distribution for Entrepreneurial Skill Variables

Items	Statement	Mean	Standard Deviation
x2.1	I thought about the effort I was going to put in	4.22	0.66
x2.2	I read a book about the basics of business management	4.32	0.89
x2.3	I opened a reference about a business that is being favored by the market	4.27	0.87
x2.4	I find out about the basics of business management information	4.18	0.65
x2.5	I try to be consistent with the effort I make	4.30	0.91
x2.6	I think carefully in building a business	4.12	0.82
x2.7	Before deciding to open a business, I calculated the capital I needed	4.29	0.81
x2.8	I have reserve capital as an alternative when my business condition is declining	4.24	0.74
x2.9	I learned about managing finances effectively and efficiently	4.16	0.78
x2.10	I manage finances based on the basics of existing guidelines	4.32	0.79
x2.11	I try to provide the best service for customers	4.12	0.81
x2.12	I maintain the quality of my products	4.16	0.83
x2.13	I choose the best raw materials that will be used by my products	4.12	0.81
x2.14	I'm always thinking of new business ideas	4.08	0.92
x2.15	I often encounter possibilities to improve the product	4.14	0.94
x2.16	I always try to improve the quality of the products I sell	4.33	0.94
x2.17	I always make sure consumers get the highest quality products from my business	4.15	0.89
x2.18	I never thought about the quality of my products	4.15	0.84
x2.19	I never try to maintain the quality of my products	4.11	0.79
x2.20	I act ordinary when consumers are not satisfied with the products I sell	4.14	1.00
Mean Total		4.20	0.84

Source: Processed Primary Data, 2023

Based on Table, it can be seen that from 171 respondents, respondents' assessments were obtained about the Entrepreneurial Skill variable. The average calculation of the Entrepreneurial Skill variable is 4.20. These results show that the Entrepreneurial Skill variable has a good research category. The statement item of the Entrepreneurial Skill indicator (X2) that has the highest average value is the item "I always try to improve the quality of the products I sell" with an average of 4.33. This shows respondents have tried to improve the quality of the products they sell. The lowest average was in the statement "I'm always thinking of new business ideas" with an average of 4.08. This shows that respondents are still lacking in thinking about new business ideas.

Table 3. Frequency Distribution for Internship Program Variables

Items	Statement	Mean	Standard Deviation
Z1	During the internship program, I put into practice the theory I had learned in school	4.26	0.89
z2	The internship program added insight into knowledge that I didn't understand when I was in school	4.18	0.84
Z3	I gained knowledge of good work attitude during the internship program	4.23	0.88
Z4	A supportive internship environment for working learning	4.19	0.84
Z5	The internship program trains how to communicate well with all staff	4.23	1.01
Z6	The internship program trains how to solve problems appropriately	4.13	0.93
Z7	The internship program shapes the attitude of professionalism in work	4.13	0.95
Z8	During the internship program I was always responsible for the assigned tasks	4.17	0.76
Z9	The internship program added to my skills in starting a business	4.20	0.91
Z10	I did some Techniques in doing business during the internship program	3.99	0.73
Z11	The internship program teaches about the importance of establishing good teamwork, to make work easier	4.14	0.86
Z12	During the internship program I often worked closely with the staff.	4.16	0.89
Z13	During the internship program, I was able to practice my ability to serve guests	4.19	0.92
Z14	The internship program trained me to communicate well	4.01	0.92
Z15	The internship program trained me to establish cooperation with relations	3.98	1.04
Z16	After the internship program, I was trained to solve problems with the staff	4.11	0.96
Z17	During the internship program, I often interacted with many people	4.19	0.94
Z18	I don't like interacting with other staff in the internship area	4.24	0.95
Z19	I prefer to work alone rather than cooperate with other staff	4.25	1.02
Z20	I don't want to listen to other people's opinions	4.09	1.05
Mean Total		4.15	0.91

Source: Processed Primary Data, 2023

Based on Table it can be seen that from 171 respondents, respondents' assessments were obtained about the variables of the Internship Program. The average calculation of the Internship Program variable is 4.15. These results show that the variable Internship Program has a good research category. The statement item from the Internship Program (Z) indicator that has the highest average score is the item "During the internship program, I put into practice the theory I have learned in school" with an average of 4.26. This shows that SMK students in Banyuwangi Regency have practiced the theory that has been learned in school.

The lowest average was found in the statement "The internship program trains me to establish cooperation with relationships" with an average of 3.99. This shows that SMK students in Banyuwangi Regency still lack cooperation with relations during the internship program.

Table 4. Frequency Distribution for Entrepreneurial Intention Variables

Items	Statement	Mean	Standard Deviation
Y1	I have plans for entrepreneurship	4.13	1.07
y2	I always follow news about entrepreneurship	3.94	0.95
Y3	I pay attention to tips / tips - tips from people who succeed in entrepreneurship	4.23	0.98
Y4	I really want to set up my own business or become an entrepreneur	4.09	0.98
Y5	Psychic factors drive me to entrepreneurship	4.02	1.10
Y6	I wanted to become an entrepreneur after graduating from school	4.23	0.81
Y7	I pay a lot of attention about entrepreneurial activities	4.19	1.12
y8	I have confidence that I will succeed in entrepreneurship	4.19	0.95
y9	I am convinced that I have the skills to start an entrepreneur	4.18	0.88
Y10	I didn't have the confidence to be an entrepreneur	4.19	1.08
Y11	I receive a lot of input from others for entrepreneurship	4.15	0.96
Y12	I feel happy when someone invites me to do entrepreneurship	4.15	0.91
Y13	I want to be entrepreneurial because many people are successful with entrepreneurship	4.20	0.92
Y14	The support of people around me made me want to open a business	4.11	1.02
Y15	I want to be entrepreneurial because my family and friends are entrepreneurs	3.99	0.91
Y16	I was motivated to become an entrepreneur because of the large number of young entrepreneurs	4.11	1.07

Y17	My parents' economic circumstances encouraged me to become an entrepreneur.	3.98	1.07
Y18	My parents educated me since childhood so that I would become an entrepreneur.	3.93	0.82
Y19	My parents never forced me when it came to choosing a profession.	4.15	1.03
y20	I feel happy if I can set up a business with my own ability.	4.11	1.17
Mean Total		4.11	0.99

Source: Processed Primary Data, 2023

Based on Table 4, it can be seen that from 171 respondents, respondents' assessments were obtained about the variable of Entrepreneurial Intention. The average calculation of the Entrepreneurial Intention variable is 4.11. These results show that the variable of Entrepreneurial Intention has a very good research category. The statement item from the Entrepreneurial Intention indicator (Y) that has the highest average value is the item "I have the will to become an entrepreneur after graduating from school" with an average of 4.23. This shows that SMK students in Banyuwangi Regency are more interested in becoming entrepreneurs after graduating from school. The lowest average was found in the statement "My parents educated me from childhood so that I became an entrepreneur." with an average of 3.93. This shows that parents of students lack education since childhood so that their children become entrepreneurs.

### Data Analysis

Table illustrates the value of the loading factor (convergent validity) of each indicator. The value of the loading factor  $> 0.7$  can be said to be valid. This shows that all loading factor values of the indicators of Entrepreneurship Education (X1), Entrepreneurial Skill (X2), Entrepreneurial Intention (Y) and Internship Program (Z) are greater than 0.7. This indicates that the indicators are valid.

Table 5. Results of Entrepreneurship Education Validity Test Using Cross Loading

Entrepreneurial Skill (X2)		Entrepreneurial	Entrepreneurship	Internship
		Intention (Y)	Education (X1)	Program (Z)
x1.1	0.358	0.628	0.824	0.651
x1.10	0.357	0.530	0.750	0.581
x1.11	0.299	0.507	0.811	0.558
x1.12	0.335	0.609	0.834	0.601

x1.13	0.397	0.654	0.862	0.661
x1.14	0.362	0.604	0.867	0.636
x1.15	0.334	0.573	0.806	0.562
x1.16	0.405	0.605	0.848	0.600
x1.17	0.367	0.509	0.741	0.490
x1.18	0.392	0.622	0.853	0.682
x1.19	0.381	0.651	0.761	0.653
x1.2	0.381	0.654	0.841	0.657
x1.20	0.452	0.713	0.859	0.695
x1.3	0.423	0.674	0.792	0.701
x1.4	0.463	0.704	0.852	0.747
x1.5	0.427	0.721	0.815	0.744
x1.6	0.298	0.545	0.730	0.524
x1.7	0.433	0.721	0.857	0.730
x1.8	0.467	0.711	0.854	0.754
x1.9	0.343	0.635	0.857	0.646

Source: Data Processing With PLS, 2023

Based on Table above, Entrepreneurship Education has a higher loading factor value than Entrepreneurial Skill, Internship Program and Entrepreneurial Intention so that it can be said that each indicator in the Entrepreneurship Education variable is discriminantly valid, that is, each construct indicator is not highly correlated with other constructs (Entrepreneurial Skill, Internship Program and Entrepreneurial Intention) used in measuring this study.

Table 6. Results of Entrepreneurial Skill Validity Test Using Cross Loading

	Entrepreneurial Skill (X2)	Entrepreneurial Intention (Y)	Entrepreneurship Education (X1)	Internship Program (Z)
x2.1	0.776	0.381	0.261	0.333
x2.10	0.814	0.495	0.372	0.457
x2.11	0.817	0.340	0.354	0.353
x2.12	0.853	0.408	0.375	0.375
x2.13	0.846	0.360	0.330	0.309
x2.14	0.851	0.449	0.432	0.408

x2.15	0.794	0.411	0.320	0.348
x2.16	0.818	0.584	0.469	0.505
x2.17	0.821	0.465	0.390	0.409
x2.18	0.791	0.464	0.397	0.431
x2.19	0.792	0.319	0.299	0.306
x2.2	0.879	0.590	0.500	0.531
x2.20	0.798	0.486	0.410	0.464
x2.3	0.846	0.507	0.426	0.483
x2.4	0.797	0.331	0.284	0.298
x2.5	0.845	0.622	0.533	0.545
x2.6	0.770	0.454	0.345	0.432
x2.7	0.844	0.473	0.372	0.456
x2.8	0.809	0.451	0.354	0.409
x2.9	0.832	0.316	0.273	0.286

Source: Data Processing With PLS, 2023

Based on Table 6 above, Entrepreneurial Skill has a higher loading factor value than Entrepreneurship Education, Internship Program and Entrepreneurial Intention so it can be said that each indicator on the Entrepreneurial Skill variable is discriminantly valid, that is, each construct indicator is not highly correlated with other constructs (Entrepreneurship Education, Internship Program and Entrepreneurial Intention) used in measuring this study.

Table 7. Test Results of Validity of Entrepreneurial Intention Using Cross Loading

	Entrepreneurial Skill (X2)	Entrepreneurial Intention (Y)	Entrepreneurship Education (X1)	Internship Program (Z)
Y1	0.462	0.826	0.592	0.684
Y10	0.498	0.926	0.724	0.766
Y11	0.537	0.880	0.661	0.673
Y12	0.472	0.848	0.682	0.731
Y13	0.452	0.816	0.630	0.684
Y14	0.542	0.872	0.683	0.693
Y15	0.350	0.779	0.578	0.584
Y16	0.541	0.862	0.634	0.626

Y17	0.511	0.811	0.596	0.664
Y18	0.357	0.783	0.676	0.629
Y19	0.549	0.867	0.667	0.675
Y2	0.414	0.735	0.474	0.505
Y20	0.511	0.900	0.659	0.713
Y3	0.476	0.831	0.595	0.612
Y4	0.481	0.812	0.633	0.676
Y5	0.431	0.856	0.595	0.632
Y6	0.435	0.823	0.728	0.831
Y7	0.506	0.919	0.671	0.712
Y8	0.474	0.861	0.735	0.785
Y9	0.475	0.865	0.744	0.790

Source: Data Processing With PLS, 2023

Based on Table 7 above, Entrepreneurial Intention has a higher loading factor value than Entrepreneurship Education, Entrepreneurial Skill and Internship Program so that it can be said that each indicator in the variable Entrepreneurial Intention is discriminantly valid, that is, each construct indicator is not highly correlated with other constructs (Entrepreneurial Skill, Entrepreneurship Education and Internship Program) used in measuring on this research.

Table 8. Results of Internship Program Validity Test Using Cross Loading

	Entrepreneurial Skill (X2)	Entrepreneurial Intention (Y)	Entrepreneurship Education (X1)	Internship Program (Z)
Z1	0.434	0.714	0.639	0.857
Z10	0.453	0.599	0.603	0.777
Z11	0.474	0.687	0.675	0.860
Z12	0.462	0.710	0.680	0.858
Z13	0.383	0.572	0.528	0.813
Z14	0.329	0.518	0.499	0.714
Z15	0.388	0.665	0.657	0.765
Z16	0.339	0.582	0.559	0.805
Z17	0.373	0.570	0.495	0.804
Z18	0.350	0.611	0.589	0.840
Z19	0.382	0.546	0.453	0.794

Z2	0.469	0.759	0.805	0.867
Z20	0.317	0.562	0.469	0.744
Z3	0.418	0.733	0.712	0.826
Z4	0.423	0.759	0.804	0.858
Z5	0.459	0.780	0.766	0.835
Z6	0.407	0.729	0.797	0.814
Z7	0.499	0.697	0.619	0.796
Z8	0.500	0.684	0.703	0.882
Z9	0.471	0.721	0.673	0.862

Source: Data Processing With PLS, 2023

Based on Table above, the Internship Program has a higher loading factor value than Entrepreneurship Education, Entrepreneurial Skill and Entrepreneurial Intention so that it can be said that each indicator in the Internship Program variable is discriminantly valid, namely each construct indicator is not highly correlated with other constructs (Entrepreneurship Education, Entrepreneurial Skill and Entrepreneurial Intention) used in measuring on this research.

Table 9. Reliability Test Results

	Cronbach's rho_A	Composite Reliability	Average Variance Extracted (AVE)	Information	
Entrepreneurial Skill (X2)	0.974	0.979	0.976	0.673	Reliable
Entrepreneurial Intention (Y)	0.979	0.980	0.980	0.714	Reliable
Entrepreneurship Education (X1)	0.975	0.976	0.976	0.675	Reliable
Internship Program (Z)	0.974	0.977	0.976	0.672	Reliable

Source: Data Processing With PLS, 2023

Table 10. Value of Coefficient of Determination

	R Square	R Square Adjusted
Entrepreneurial Intention (Y)	0.728	0.723
Internship Program (Z)	0.651	0.647

Source: Data Processing With PLS, 2023

This study uses 2 variables that are influenced by other variables, namely the Internship Program variable (Z) which is influenced by the variables of Entrepreneurship Education (X1), Entrepreneurial Skill (X2) and the variable of Entrepreneurial Intention (Y) which is influenced by the variables of Entrepreneurship Education (X1), Entrepreneurial Skill (X2) and Internship Program (Z).

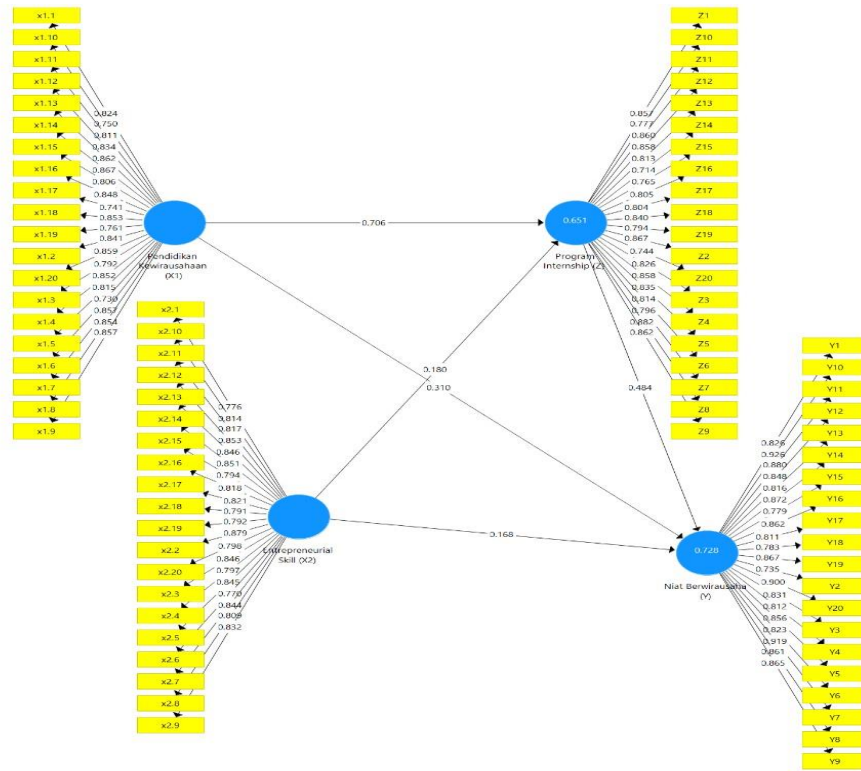


Figure 1. Path Diagram of the Research Theoretical Model  
Source: Data Processing With PLS, 2023

Table 11. Hypothesis Test Results

	Path Coefficient	t-Statistics	P-Value	Information	Significance	Types of Mediation
H1	0.310	3.260	0.001	Accepted	Significant	-
H2	0.706	12.410	0.000	Accepted	Significant	-
H3	0.168	2.819	0.005	Accepted	Significant	-
H4	0.180	3.069	0.002	Accepted	Significant	-
H5	0.484	4.601	0.000	Accepted	Significant	-
H6	0.087	2.191	0.029	Accepted	Significant	Partial Mediation
H7	0.342	4.742	0.000	Accepted	Significant	Partial Mediation

Source: Data Processing With PLS, 2023

Information:

- H1 :P Entrepreneurship Education (X1) has a significant effect on Entrepreneurial Intention (Y).
- H2 : Entrepreneurship Education (X1) has a significant effect on the Internship Program (Z).
- H3 :Entrepreneurial Skill (X2) has a significant effect on Entrepreneurial Intention (Y).
- H4 : Entrepreneurial Skill (X2) has a significant effect on the Internship Program (Z).
- H5 : Internship Program (Z) has a significant effect on Entrepreneurial Intention (Y).
- H6 : Entrepreneurship Education (X1) has a significant effect on Entrepreneurial Intention (Y) mediated by the Internship Program (Z).
- H7 : Entrepreneurial Skill (X2) has a significant effect on Entrepreneurial Intention (Y) mediated by the Internship Program (Z).

This research shows that Entrepreneurship Education (X1) has a significant effect on the Internship Program (Z), the Internship Program (Z) has a significant effect on Entrepreneurial Intention (Y), and Entrepreneurship Education (X1) has a significant effect on Entrepreneurial Intention (Y). The results of the examination to determine the nature or type of mediation variables of the Internship Program in the influence of Entrepreneurship Education on Entrepreneurial Intention are partial mediation. The mediating role of the Internship Program which is influenced by Entrepreneurship Education on Entrepreneurial Intention has a partial mediation influence, the first reason is because both the influence of Entrepreneurial Intention directly and indirectly shows a significant influence. Both indirect coefficients of influence have a value smaller than the direct path coefficient ( $0.087 < 0.310$ ). This states that the higher the Entrepreneurship Education, the Entrepreneurial Intention will increase with the increase in the Internship Program.

This research shows that Entrepreneurial Skill (X2) has a significant effect on the Internship Program (Z), the Internship Program (Z) has a significant effect on Entrepreneurial Intention (Y), and Entrepreneurial Skill (X2) has a significant effect on Entrepreneurial Intention (Y). The results of the examination to determine the nature or type of mediation variables of the Internship Program in the influence of Entrepreneurial Skills on Entrepreneurial Intention are partial mediation. The mediating role of the Internship Program which is influenced by Entrepreneurial Skills on Entrepreneurial Intention has a partial mediating influence, the first reason is because both the influence of Entrepreneurial Intention directly and indirectly shows a significant influence. Both indirect coefficients of influence have a smaller value than the direct path coefficients ( $0.168 < 0.342$ ). This states that the higher the Entrepreneurial Skill, the Entrepreneurial Intention increases with the increase in the Internship Program.

## **DISCUSSION**

### **The Effect of Entrepreneurship Learning (X1) on Entrepreneurial Intention (Y) in Vocational Students in Banyuwangi Regency**

From the results of testing using SmartPLS software in the first hypothesis shows that entrepreneurial learning variables have a significant positive influence on Entrepreneurial Intention. The better the entrepreneurship learning, the better the entrepreneurial intention. The results of this study show that entrepreneurship education has a direct influence on attitude. Entrepreneurship through entrepreneurial interest through entrepreneurial interest with a value of 0.571. The results of this study show that the better the entrepreneurship learning so that the higher the Entrepreneurial Intention of Vocational Students in Banyuwangi Regency. The most instrumental indicator of entrepreneurship learning is that SMK students in Banyuwangi Regency already understand well about entrepreneurship learning. Entrepreneurship education becomes an important factor in cultivating and developing students' entrepreneurial desires and interests, because education is a source of overall attitudes and intentions to become successful entrepreneurs in the future. Therefore, entrepreneurship education must begin to be introduced and practiced from adolescence, so that they can later make the choice that entrepreneurship or entrepreneurship is important to support their lives.

Entrepreneurship Education has been proven to have a significant influence on entrepreneurial interest. This has been explained in research by (Hajrah, 2016) the results of the study show that entrepreneurship education has a direct influence on entrepreneurial attitudes through entrepreneurial interest through entrepreneurial interest with a value of 0.571. Gerba (2015) stated that entrepreneurship education is a conscious effort made by individuals to increase insight into entrepreneurship. Entrepreneurship education is an important factor in cultivating and developing the desire, spirit and entrepreneurial behavior among the younger generation because education is the source of overall attitudes and intentions to become successful entrepreneurs in the future Fatoki (2014). Interest in entrepreneurship arises because of the drive to prove directly what is obtained from knowledge and information. In addition, entrepreneurial interest is also based on feelings of pleasure and the desire to engage in business activities.

Entrepreneurship education will encourage students to try to become entrepreneurs and carry out activities to increase understanding and knowledge about entrepreneurship. Entrepreneurship education encourages students to learn to understand entrepreneurship, learn to have an entrepreneurial spirit, and learn to be entrepreneurs. So that finally students have a liking or interest in entrepreneurship. Entrepreneurial intentions are not carried from birth but grow and develop through education and training and can be influenced by various factors, such as motivation, attitude, environment, and others. Most SMK students in Banyuwangi Regency have participated in

entrepreneurship learning well so that interest in doing business has also increased.

### **The Effect of Entrepreneurship Learning (X1) on the Internship Program (Z) for Vocational Students in Banyuwangi Regency**

The results of testing the second hypothesis show that entrepreneurial learning variables have a significant positive influence on the internship program. The better the entrepreneurship learning, the higher the internship program. By increasing entrepreneurial learning, it will encourage students to practice theories that have been learned in school so as to add insight into knowledge that has not been understood in school. With the internship program, students gain knowledge of good work attitudes, a supportive environment for learning to work. Students also practice how to communicate well and train how to solve problems appropriately.

Further Gozali et al., (2015); Jamil & Management, (2015) business internship program was first implemented in New York where a building was initially used to incubate chickens and then changed its use to incubate start-up companies. The concept of this internship program is then adopted by a country and expanded to various countries as a medium to take a sustainable business approach with the hope of becoming a high business potential. While Dahms & Kingkaew, (2016); and Lutfiani et al., (2020) dephysical Business internship programs are organizations that accelerate and systematize processes to create successful companies by providing a comprehensive and integrated range of support, including: internship program space, business support services, and clustering and networking opportunities.

The use of internship programs to drive local economic development (PEL) has been tested in various countries. Germany is noted as one of the first countries to initiate the development of internship programs in encouraging and accelerating local economic growth. The success of Germany in implementing an internship program was shown in Adlershof-Berlin (Gozali et al., 2015, 2020). The success of the development of the internship program in Germany cannot be separated from the role of: (1) Support and commitment from local governments in providing land/infrastructure, facilitating credit/banking services, subsidies, (2) Construction of technology parks built in line with the internship program, (3) Support for research institutions (especially universities) in providing innovation and energy, (4) Support for complete information technology facilities and infrastructure for tenants of the internship program, and (5) Being in an integrated area that not only functions as a marketing tool and business growth, but also innovation.

### **The Effect of Entrepreneurial Skill (X2) on Entrepreneurial Intention (Y) in Vocational Students in Banyuwangi Regency**

From the results of testing using SmartPLS software in the first hypothesis shows that entrepreneurial skill variables have a significant positive

influence on entrepreneurial intentions. The better the entrepreneurial skills, the better the entrepreneurial intentions. The results of this study show that the entrepreneurial skills of SMK students in Banyuwangi Regency are relatively good. The most instrumental indicator of entrepreneurial skills is that SMK students in Banyuwangi Regency always try to improve the quality of the products I sell. Entrepreneurial skills are the ability to translate knowledge into practice, operate a job carefully, and influence the personal characteristics of entrepreneurs to stay grounded in management functions and the business carried out can succeed. Entrepreneurial skills in SMK students in Banyuwangi Regency are relatively good, characterized by students always thinking about the business they will do. Students also like to read books about the basics of business management and references about businesses that are being favored by the market, find out about information about the basics of business management, try to be consistent and think carefully in building a business. Students also like to learn about managing finances effectively and efficiently based on the basics of existing guidelines.

Entrepreneurial skills are related to the ability to change something into something better. Thus, an entrepreneur must remain based on his ability to implement management functions so that the business carried out can succeed well. Entrepreneurial skills have a significant influence on business competitiveness. Omrel (2008) said this indicates that entrepreneurs in the region have not begun to optimize entrepreneurial skills as someone who can apply management functions, believe in their own strength and dare to take risks. Littunen (2001) shows that entrepreneurial skills are a learning process, which in turn affects the personal characteristics of entrepreneurs. The combination of talent and education or training will form a leader as a strategist and manager.

### **The Influence of Entrepreneurial Skill (X2) on the Internship Program (Z) for Vocational Students in Banyuwangi Regency**

The results of the second hypothesis test show that entrepreneurial skill variables have a significant positive influence on the internship program. The better the entrepreneurial skills, the higher the internship program. With good entrepreneurial skills, it will encourage students to learn about the importance of establishing good teamwork, to facilitate work, train to communicate well, train to collaborate with relationships and interact more often with many people. Entrepreneurial skill is a learning process, which affects the personality of entrepreneurs. Talent and knowledge will make a strategic and managerial leader. Good entrepreneurial skills are characterized by efforts to provide the best service for customers. In terms of products, quality is always maintained by choosing the best raw materials to be used. They always try to improve products to improve product quality so that consumers get the best quality products. In line with this Humanities et al., (2020); Pudianti et al., (2018) Incubation is a process of coaching, mentoring, and development provided by the entrepreneurial internship program to incubation participants. Tenant

business activities can be carried out in the internship program building as an inwall tenant by renting a room provided by the internship program. If the tenant conducts its business activities outside the internship program, it is referred to as a tenant outwall.

Education, which is one of the main factors to improve self-efficacy, is considered important by people, especially the higher level of education can explain social economic status because of the broad insight it has so that it can lead children to be more open-minded in matters of work. This type of work is a form of activity that a person does to meet the needs of his life. Having an established type of work will also improve the social economic status of the individual in the surrounding environment. The type of work that is established will also be linear with the amount of income it earns. This is one of the supporting factors to increase interest in entrepreneurship. High income will encourage children to explore more new knowledge and experience and arouse interest in opening new businesses because they are supported by capital while low income will affect the opposite, not daring to open a new business but working for others.

### **The Effect of the Internship Program (Z) on Entrepreneurial Intentions (Y) in Vocational Students in Banyuwangi Regency**

Testing the fifth hypothesis shows that the variables of the internship program have a significant positive influence on entrepreneurial intentions. The higher the internship program, the higher the entrepreneurial intention of SMK students in Banyuwangi Regency. Increasing the internship program will increase students' desire for entrepreneurship. The internship program is one of the extrinsic factors that influence entrepreneurial interest. Students' entrepreneurial interest is obtained from direct experience in the field through internships. Entrepreneurship can also be learned and taught both in school and through experience in the field. So that students recognize their potential and learn to develop it to seize opportunities and organize efforts to realize their goals. Therefore, being a successful entrepreneur requires not only passion but also knowledge of all aspects of business. Internship programs usually provide programs to budding entrepreneurs Early stage or Startup, which is designed to foster and accelerate the success of business development through a series of capital programs followed by partnership support or coaching other business elements with the aim of turning the business into a company that profitable, have proper organizational and financial management, and become a company that Sustainable, until finally having a positive impact on society (Hasbullah et al., 2015; Humanities et al., 2020; Pudianti et al., 2018).

Most SMK students in Banyuwangi Regency have a good internship program so that interest in trying is also in a good category. Students have practiced the theories they get in school and applied them in the world of work through internship programs so as to increase entrepreneurial intentions. According to Alma. B (2013: 24) entrepreneurship is a person who breaks the

existing economic system by introducing new goods or services, by creating new forms of organization or processing new raw materials. Meanwhile, according to Suryana (2010: 6) entrepreneurship is a person who makes creative and innovative efforts by developing ideas, and concocting resources to find opportunities and improvements (Preparation) life. As for according to Kasmir (2011: 19), entrepreneurs are people who dare to take risks to open a business on various occasions. From some of the understandings above, it can be concluded that entrepreneurship is a person who has the ability to seize opportunities and dare to take risks running a business with the aim of making a profit. An entrepreneur is required to have a creative and innovative nature.

### **The Influence of Entrepreneurship Learning (X1) on Entrepreneurial Intentions (Y) Through the Internship Program (Z) for Vocational School Students in Banyuwangi Regency**

Based on the results of the hypothesis test that has been carried out, it shows that there is a significant influence between entrepreneurial learning that can create a positive internship program so as to create Entrepreneurial Intentions of Vocational Students in Banyuwangi Regency. This means that good entrepreneurial learning can improve the internship program and can create entrepreneurial intentions. Entrepreneurship Education is a learning process designed to develop knowledge, skills, and entrepreneurial attitudes in students. This definition is operationalized through the implementation of a curriculum that includes aspects such as creativity development, critical thinking skills, risk management, communication skills, and understanding of the business market. In addition, entrepreneurship education also involves practical experience, business simulation, and introduction to the business world and industry. The operational objective of Entrepreneurship Education is to equip learners with indepth knowledge of various aspects of entrepreneurship, motivate them to become entrepreneurs, and provide the necessary skills to manage businesses effectively and innovatively (Fabeil et al., 2020; Nowiński et al., 2019; Prabhu, 2019; Sang & Lin, 2019; Sriyakul & Jermsittiparsert, 2019).

Vocational students in Banyuwangi Regency must improve entrepreneurial learning so as to increase the internship program and ultimately increase entrepreneurial intentions. Students are expected to have the ability to understand well about entrepreneurial learning. Meanwhile, teachers are expected to set an example for instilling entrepreneurial values to students. Good entrepreneurial learning can create a positive internship program so that entrepreneurial intentions arise with the ability to see opportunities and take risks to run a business for profit, creatively and innovatively.

## **The Influence of Entrepreneurial Skill (X2) on Entrepreneurial Intention (Y) through the Internship Program (Z) for Vocational School Students in Banyuwangi Regency**

Based on the results of the hypothesis test that has been carried out, it shows that there is a significant influence between entrepreneurial skills that can create a positive internship program so as to create entrepreneurial intentions for vocational students in Banyuwangi Regency. This means that good entrepreneurial skills can improve the internship program and can create entrepreneurial intentions. Entrepreneurial Intention reflects one's determination and tendency to engage in the world of entrepreneurship with the aim of establishing and managing a business. This is reflected in a number of attitudes and beliefs that shape an individual's view towards entrepreneurship (Maharani et al., 2020; Polas et al., 2020; Sang & Lin, 2019; Sriyakul & Jermstiparsert, 2019; Winterstorm Värlander et al., 2020). First of all, Interest in Innovation indicates an individual's level of interest and openness to new ideas and innovative business concepts. Then, Business Opportunity Perception reflects an individual's ability to identify surrounding business opportunities and evaluate the potential for success in taking entrepreneurial steps.

Self-Confidence plays a crucial role in Entrepreneurial Intention, describing an individual's confidence in his or her own ability to overcome challenges and risks that may arise during the entrepreneurial journey. Risk Orientation includes an individual's readiness to take risks and the ability to manage those risks effectively in order to achieve business objectives (Abbasianchavari & Moritz, 2021; Huđek et al., 2021; Nowiński et al., 2019; Seyb et al., 2019). The drive to be independent reflects the individual's desire to have control over the course of his or her own career and economic life, implying dissatisfaction with conventional occupational alternatives.

Vocational students in Banyuwangi Regency must improve entrepreneurial skills so as to improve the internship program and ultimately increase entrepreneurial intentions. Students are expected to have the ability to think of new business ideas that are in accordance with the development and needs of consumers. Students are also expected to always try to improve the quality of the products they sell. Through the internship program, students will train students to collaborate with relationships. Good entrepreneurial skills can create a positive internship program so that entrepreneurial intentions arise with the ability to introduce new products or services, create new organizations, or find new materials. In addition, the ability to use creative and innovative ways to develop ideas and find opportunities and prepare for life later.

## **CONCLUSIONS AND RECOMMENDATIONS**

The research findings indicate a positive correlation between entrepreneurship learning, entrepreneurial skills, and internship programs

among vocational school students in Banyuwangi Regency. Improved entrepreneurship learning enhances entrepreneurial intentions, while enhanced entrepreneurial skills positively impact entrepreneurial intentions. Additionally, a well-structured internship program contributes to higher entrepreneurial intentions. The synergy between entrepreneurship learning, skills, and internship programs highlights the potential for increased entrepreneurial intentions among vocational school students in Banyuwangi Regency. Overall, fostering quality entrepreneurship education and skills development, coupled with effective internship programs, can significantly boost entrepreneurial intentions in this context.

### **FURTHER STUDY**

Future research endeavors should focus on comparing various pedagogical approaches in entrepreneurship education among vocational school students in Banyuwangi Regency. This includes investigating the effectiveness of traditional classroom instruction, experiential learning, case studies, and interactive workshops to identify the most impactful methods. A suggested longitudinal study could track students over an extended period, shedding light on the lasting effects of entrepreneurship education on intentions beyond the immediate educational setting.

To ensure curriculum relevance, future research should delve into industry-specific entrepreneurial skills, addressing the distinctive challenges faced by different sectors in Banyuwangi Regency. Examining internship programs in greater detail is crucial. Researchers should evaluate the role of mentorship, task nature, and industry exposure in shaping entrepreneurial aspirations. Expanding the research scope beyond Banyuwangi Regency would enable a comparative analysis, unveiling regional nuances and best practices in diverse economic and cultural contexts. An exploration of gender differences in program impact would provide valuable insights for interventions promoting gender equality. Moreover, investigating the role of technology in enhancing entrepreneurship education and internships, conducting policy impact analyses, and fostering cross-disciplinary collaboration will contribute to optimizing strategies for fostering entrepreneurial growth among vocational school students not only in Banyuwangi Regency but also in other regions.

### **ACKNOWLEDGMENT**

We would like to thank for all people in finishing this paper.

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