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Analysis of the Relationship Between Technopreneurship Learning and Technopreneurship Intention through Entrepreneurship Self-Confidence

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A B S T R A C T

This study analyzes the relationship between technopreneurship learning and technopreneurship intention by encouraging entrepreneurial self-confidence in vocational high school students in the Pujon District. The method used is quantitative research with descriptive and explanatory design. The data collection technique was purposive sampling, with 190 active students registered in three vocational high schools. Data were collected using questionnaires distributed online. The data analysis technique used Smart PLS, which includes outer model testing, inner model testing, and hypothesis testing. The study results indicate that hypotheses 2 to 4 are accepted, which means a significant positive effect exists between technopreneurship learning and entrepreneurial self-confidence and technopreneurship intention. However, the first hypothesis needs to be accepted, indicating that technopreneurship learning does not significantly affect technopreneurship intention.

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INTRODUCTION

The development of the era that constantly gives rise to something new, both in terms of problems and findings, has certainly happened in every country. Indonesia experiences an increase in population every year; in mid-2023, the population of Indonesia will reach 278 million people (BPS, 2023). Unemployment and poverty are complex problems that cannot be avoided and often occur in developing countries, including Indonesia (Lubis et al., 2024). The causes of unemployment are several things, namely the imbalance between the existing workforce and the low absorption of employment (Lubis et al., 2024; Agung & Madhuri, 2022; Kertiasih et al., 2021). Second, the mindset of students to prefer to become employees or workers rather than young entrepreneurs, with a guaranteed income and low risk (Bod'a & Považanová, 2021; Chakraborty et al., 2021; Abd Rahim et al., 2023). Third, there is a gap between job seekers' competencies and the work skills required by companies that do not match the skills possessed by the workforce (Lubis et al., 2024). Fourth, as the last cause, namely currently entering the era of technology, human resources will increasingly decrease and disappear in several sectors that are replaced by technology, such as robots and artificial intelligence (Kertiasih et al., 2021). The solution that can be done to reduce unemployment and overcome poverty is to open up employment opportunities as widely as possible, namely through entrepreneurship.

Amid globalization accompanied by rapid advances in information technology, the role of entrepreneurs has become one of the central components driving a nation's economy (Sutrisno et al., 2022; Sutrisno et al., 2023; Sutrisno, 2023). Therefore, entrepreneurship is currently shifting to technopreneurship. Technopreneurship is the creation of new businesses to utilize technological innovation and discovery for commercialization and industrialization toward global marketing (Ayeni & Killian, 2023). However, the fact is that technological advances and support provided by the government have yet to be able to increase the intensity of graduates to become technopreneurs. This can be seen from the fact that the number of technopreneurs in Indonesia still needs to be improved (Alamsyahrir & Le, 2022). Prior to this, researchers conducted a survey related to entrepreneurship and career continuation after graduating from school among vocational high school students and collected 62 respondents; the following is the survey link: https://shorturl.at/DFC06, and the results of the survey showed only 13% chose to become entrepreneurs.

According to the latest Central Statistics Agency (2024) released in April, vocational high school graduates' unemployment based on education in August 2023 reached 1,780,095. Therefore, job creation must begin to be instilled at the vocational high school level and provide training to become a technology-based entrepreneur or technopreneur (Hartini & Maradita, 2022; Anggraini & Handayati, 2023). However, looking at the causes that have been explained previously, the fact is that the intention of technopreneurship and participation in entrepreneurial activities of graduates still need to be considered low (Abd Rahim et al., 2023; Koe et al., 2024) To start a digital technology-based business,

the individual must have the intention of technopreneurship; this intention can be developed through insight, learning, and technopreneurship education.

Technopreneurship learning can provide students with diverse learning experiences and skills to identify and exploit opportunities, formulate problems, think creatively, and work collaboratively (Ayeni & Killian, 2023). The role of technopreneurship learning to improve entrepreneurial skills in Generation Z has not been widely studied. However, there are several previous studies on technopreneurship learning, such as technopreneur-ship with a cooperative learning model that is effectively used in vocational high school students (Perwita & Hadi, 2023). Although technology-based entrepreneurship learning has been implemented with various models and programs and included in the school curriculum through practice and theory, there has yet to be much success in fostering entrepreneurial intentions because graduates are unemployed (Suleiman, 2021). Not only that, but the problem of minimal knowledge about technopreneurship is also an obstacle in technopreneur-ship (Winarni et al., 2021), and through research by Krisnaresanti et al. (2020), there are obstacles faced by an entrepreneur when they want to start a new business, namely self-confidence.

Pirdaus and Kusnendi (2022) stated that becoming a technopreneur requires high self-confidence in using computers and the internet. Self-confidence is one of the capitals of a person that can be a strong influence in growing a person's intention to build a new business (Machmud et al., 2020). A person's self-confidence in facing a situation will influence him to take action even when facing great difficulties (Nowiÿski et al., 2019). The importance of growing self-confidence in students' abilities to master information technology to increase technopreneurship readiness (Kertiasi et al., 2024). However, the intention of technopreneurship in students is still low due to low self-confidence in their abilities (Kertiasih et al., 2021).

The novelty in this study is that several studies still raise the theme of traditional entrepreneurial intentions (Anjum et al., 2020; Ashari et al., 2021; Aliedan et al., 2022; Koe et al., 2021) while this study raises the theme of technopreneurship which has a gap, namely the lack of literature. Second, there are several studies related to technopreneurship intentions with other variables (Belmonte et al., 2022; Rahim et al., 2020; Soomro & Shahn, 2021), but no study links technopreneurship intentions with the two variables in this study at once. Third, little literature or research raises the factors that influence entrepreneurial intentions, especially in the context of technological entrepreneurship.

Meanwhile, the urgency of this research is that Technopreneurship is helpful in developing large and sophisticated industries and provides benefits for people with weak economic capabilities (Lubis et al., 2024). Although global interest in technopreneurship is increasing, research in this field is still limited because of its relatively new emergence (Nikraftar et al., 2022). This research will also add to the literature related to technopreneurship and help provide solutions to reduce unemployment rates among education graduates.

LITERATURE REVIEW

Theory of Planned Behaviour (TPB)

The theoretical basis used in this study is the Theory of Planned Behavior (TPB), which is a development of the Theory of Reasoned (TRA) because it is very suitable for stimulating technopreneurship intentions, especially among young people by approaching and understanding the conditions and situations felt by young people (Saragih, 2023). The theory of planned Behavior is the most commonly used theory to understand intentions and explain an individual's attitude toward behaving. According to Ajzen (1991), the intention is the formation of individual Behavior. The formation of an individual's intention can be classified into three underlying foundation factors, namely attitude toward the Behavior, subjective norms, and perceived behavioral control. Of the three underlying foundation factors, they can directly influence, or together between one factor and another, the intention that will create a behavior.

The concept in this theory of technopreneurship learning applied in schools plays a role in being transferred to students and is one factor influencing technopreneurship intentions. Knowledge, skills, and experience in learning will raise interest and Behavior to start a business well. Technopreneurship learning is included in one of the background factors, namely experience and knowledge. While entrepreneurial self-confidence (ESC), which is increased through learning and the environment in vocational schools, will help accelerate the increase in technopreneur-ship intentions, this is included in one of the background factors in TPB, namely personality or personality in students.

Technopreneurship Learning

Entrepreneurial learning is often described as a continuous process that facilitates the development of knowledge needed to create and manage new ventures effectively (Paiva et al., 2019). According to Kolb (1984), technopreneurs' learning can be considered an experiential process where technopreneurs develop knowledge through four different learning abilities: experiencing, reflecting, thinking, and acting. The indicators used to measure technopreneurs learning in this study use indicators that refer to research conducted by Belmonte et al. (2022): 1) Contextual Learning is a mental process of acquiring, storing, and using entrepreneurial knowledge in the long term, which in turn is influenced by motivation, emotions, attitudes, and personality.; 2) Personal and social Emergence is an interactive exchange of ideas and goals with other individuals in a business context.; and 3) Negotiated Enterprise is the development of an entrepreneurial identity, including early life and family experiences, education and career formation, and social relationships.

Entrepreneurial Self Confidence

Entrepreneurial self-confidence (ESC) is the basis for all stages of the entrepreneurial process, from business conception to the development and management of the resulting business. In addition, several studies have shown that ESC has a positive relationship with the tendency to take risks, innovation, tolerance for ambiguity, proactivity, and locus of control, which are essential qualities as personal attributes in individuals who are starting or are currently entrepreneurs (Garaika et al., 2019; Martins et al., 2018). Otache (2020) defines

self-confidence as "a person's ability to have complete confidence in the feeling that he or she can complete a given task."

Several factors influence a person's self-confidence, such as daring to start something new or doing something that they think is foreign. According to Pangestu (2020), internal factors come from the individual, and external factors come from outside the individual. Internal factors include 1) Self-concept, the development of self-concept obtained through group interaction. 2) Self-esteem: individuals with high self-esteem have a favorable view of themselves and easily relate to others. 3) Changes also influence physical condition self-confidence in physical condition. 4) Life experiences life experiences, especially those full of disappointment, are often the root of feelings of inferiority. The indicators used in the research of Nurpalah & Setyawidianingsih (2019) are four indicators as follows: 1) Confidence in one's abilities; 2) Optimistic; 3) Dare to express opinions; 4) Responsible and dare to make decisions.

Technopreneurship Intention

Entrepreneurial intention is influenced by internal, external, and contextual factors (Karimi et al., 2017; Wibowo & Sulartopo, 2022). Internal factors that originate from within can be character, nature, personality traits (self-ability), daring to take risks, need for achievement, entrepreneurial attitudes, behavioral control, and sociodemographic factors, while external factors come from within oneself. External factors include elements from the surrounding environment and contextual conditions (Hoque et al., 2017; Rosique-Blasco et al., 2017). Technopreneurship talks about combining creativity, innovation, entrepreneurship, and technology. At the same time, technopreneurs have expertise in mastering technology to see business opportunities in the technology sector (Irene, 2019; Machmud et al., 2020).

The technopreneur's intention indicators used in this study are those of Vamvaka et al. (2020): technopreneurs' intention, perceived behavioral control, attitude toward entrepreneurship, and subjective norms. a. Technopreneurial Intention; b. Perceived Behavior; c. Attitude towards Entrepreneurship; and d. Subjective Norms subjective norms refer to a person's beliefs about whether a particular individual or group approves or disapproves of an individual performing a particular behavior and the extent to which an individual is motivated to conform to others (Hamdah et al., 2020).

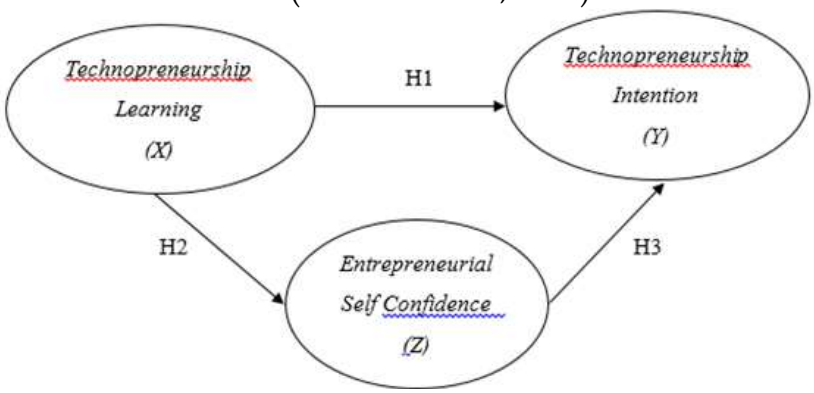

Figure 1. Conceptual Framework

METHODOLOGY

This study uses quantitative research methods to obtain a more detailed and detailed understanding (Wardana et al., 2020) regarding how technopreneurship learning can have an impact on technopreneurship intention and understand the role of entrepreneurial self-confidence in strengthening or weakening technology-based entrepreneurial intentions in students. Referring to the formulation of the problem and hypothesis explained in the previous chapter, this research design chooses a descriptive and explanatory research type to determine the influence between variables (Saraswati, 2021). The explanatory research type is used to explain the magnitude of the direct and indirect influence between variables. The conceptual framework of this study is described as follows.

The population used in this study were vocational high school students in Pujon District consisting of 3 schools, namely SMKN 1 Pujon, SMK Haromain, and SMK Alam, with five areas of expertise, namely Ruminant Livestock Agribusiness (ATR), Agricultural Product Processing Agritechnology (APHP), Fashion Design (TABUS), Computer Network Engineering (TKJ) and Light Vehicle Engineering (TKR). The sampling technique in this study used non-probability sampling, namely a data or sample collection technique where each element of the population has a different probability of being selected as a research sample (Purwohedi, 2022). The method used is purposive sampling, where the selected sources have specific criteria or provisions, namely (1) the sample is an active student registered at one of the vocational schools in Pujon District, and (2) Students who have received or are currently studying entrepreneurship with technology. The researcher took all samples from class XI with 190 students.

The research instrument used in this study is non-test, namely a questionnaire distributed online using Google Forms. The questionnaire form in this study is closed because alternative answers are already available. In the data analysis technique, the researcher uses Smart PLS as software to process data. There are three stages that need to be done: (1) outer model test, (2) inner model test, and (3) hypothesis test.

RESEARCH RESULT

Descriptive Statistical Analysis Based On Respondents

Descriptive analysis aims to collect information about the current state of the phenomenon; through descriptive analysis, this study can provide an accurate picture of events, people, or situations (Rashid et al., 2021). Most respondents were dominated by SMKN 1 Pujon, with 99 people (51%). In this study, men were the majority of questionnaire respondents, totaling 127 (66%). In addition, of the five existing expertise competencies, the majority of respondents were dominated by ATR, with 63 respondents (33%).

Descriptive Statistical Analysis Based On Variables

A descriptive statistical analysis based on variables found that the technopreneur-ship learning variable has an average frequency distribution of 4.05 with an effective category. In contrast, the average frequency distribution of the technopreneurship intention variable was found to be 2.98, which is quite effective. In addition, the grand mean of the entrepreneurial self-confidence variable is 3.86, which is an effective category.

SEM PLS Analysis

There are several stages used in testing using the SEM-PLS model (Hair et al., 2021; Khairi et al., 2021; Legate et al., 2023), namely (1) Model development; (2) Assessment of the measurement model (evaluation of validity and reliability); (3) Assessment of the structural model (analysis of relationships calculating the R-Square value and path coefficient); (4) Model evaluation (analysis using the goodness of fit index; and (5) Interpretation of results.

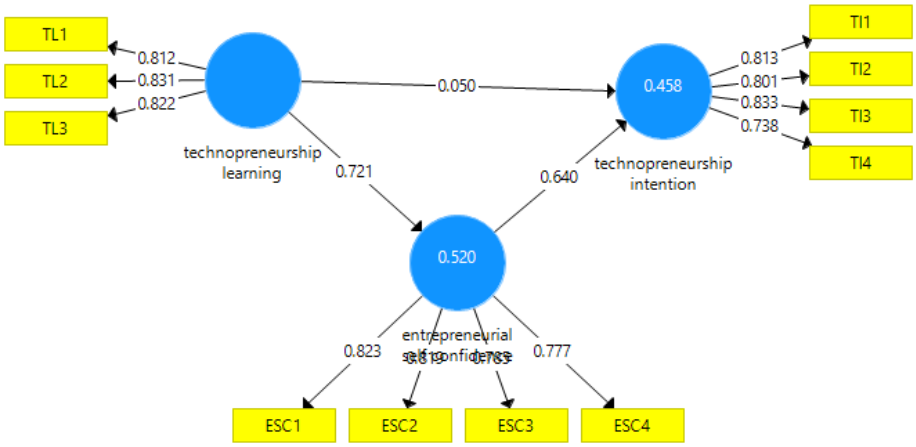

Figure 2. SEM PLS Analysis Result

Outer Model Test

Convergent Validity

Table 1. Convergent Validity Result

Construct	Item	Outer Loading	α	CR	AVE
Technopreneurship Learning (TL)	TL1	0.812	0.766	0.862	0.675
	TL2	0.831			
	TL3	0.822			
Technopreneurship Intention (TI)	TI1	0.813	0.810	0.874	0.635
	TI2	0.801			
	TI3	0.833			
	TI4	0.728			
Entrepreneurial Self Confidence (ESC)	ESC1	0.823	0.820	0.878	0.642
	ESC2	0.819			
	ESC3	0.785			
	ESC4	0.777			

The loading factor value for each construct indicator shows the results of the concurrent validity test of the reflection indicator with the SmartPLS application. Generally, this study uses a loading factor> 0.70, but for the initial measurement experience, the values of 0.5 and 0.6 are still acceptable and said to be quite adequate (Hair et al., 2019). In addition, AVE (average variance extracted) must be at least half. Convergent validity is not met if AVE is below 0.5. Table 1 shows that all variables have loading factors by the theory referred to and can measure the statement indicator items, so they can be said to be valid. This validates these indicators.

Discriminant Validity

Discriminant validity analysis assesses how well the tested construct differs from other constructs (Kamis et al., 2020). This analysis can determine how much one construct correlates with another build and how many items can represent one construct (Hair et al., 2021).

Table 2. Discriminant Validity

Variable	Technopreneurship Learning (X)	Technopreneurship Intention (Y)	Entrepreneurial Self Confidence (Z)
Technopreneurship Learning (X)	0.822	0.511	0.721
Technopreneurship Intention (Y)		0.797	0.676
Entrepreneurial Self Confidence (Z)			0.801

Based on Table 2, it can be seen that the results of discriminant validity referring to the Fornell-Larcker criteria show that the variables technopreneurship learning (X), technopreneurship intention (Y), and entrepreneurial self-confidence (Z) meet the specified discriminant validity.

Based on the results of the reliability test using SmartPLS presented in Table 1 above, it is concluded that all variables can be said to be reliable. Because the Average Variance Extracted (AVE) value obtained by each variable has met the requirements, namely exceeding 0.50, while the Cronbach alpha value obtained is > 0.70 even up to 0.90, meaning that all indicators of each variable in this study have excellent and satisfactory measurements.

Inner Model Test

R-Square

The R2 value indicates the strength of the accuracy of the prediction (Hair, et al., 2017).

Table 3. R-Square Result

R-Square	
Entrepreneurial Self Confidence	0.520
Technopreneurship Intention	0.458

Based on Table 3, the R-Square value of the entrepreneurial self-confidence (Z) variable is obtained at 0.563, indicating that 52.0% can be influenced by the technopreneurship learning (X) variable. In comparison, other variables outside the study affect the remaining 48.0%. The R-Square value of the technopreneurship intention (Y) variable is obtained at 0.446, indicating that the technopreneur-ship intention (Y) variable can be influenced by the technopreneur-ship learning (X) and entrepreneurial self-confidence (Z) variables by 45.8%. In comparison, other variables outside those studied influence the remaining 54.2%. So, the higher the R-Square value, the greater the ability of the independent variable to explain the dependent variable, so the better the structural equation.

F-Square

Table 4. Matrix F-Square

	Technopreneurship Learning	Technopreneurship Intention	Entrepreneurial Self Confidence
Technopreneurship Learning		0.002	1.288
Technopreneurship Intention			
Entrepreneurial Self Confidence		0.392	

Table 5. F-Square Result

Variable	F-Square	Result
Technopreneurship Learning > Entrepreneurial Self Confidence	1.288	Big influence
Entrepreneurial Self Confidence > Technopreneurship Intention	0.392	Big influence
Technopreneurship Learning > Technopreneurship Intention	0.002	Little influence

Through the results of data processing using SmartPLS, the f-square results were found, as presented in Table 5. It is known that the f-square value of technopreneurship learning on entrepreneurial self-confidence is 1.288, which shows that it has a considerable influence. In contrast, the influence of entrepreneurial self-confidence on technopreneurship intention has an f-square value of 0.392, which means it has a significant impact. In addition, the influence of technopreneurship learning on technopreneurship learning has an f-square value of 0.002; this shows that the construct has a minor influence.

Goodness of Fit (GoF)

Goodness of fit is the third procedure that evaluates the measurement model (outer) and the structural model (inner). According to Hair et al. (2019), the study's criteria indicate that the model meets goodness of fit if the Cronbach's alpha (α) value is more than (>) 70, composite reliability / CR is more than (>) 0.70, and average variance extracted / AVE is more than (>) 0.50.

Table 6. GoF Evaluation Result

Variable	*a*	CR	AVE	Evaluation
Technopreneurship Learning (X)	0.766	0.862	0.675	Good/fit
Technopreneurship Intention (Y)	0.810	0.874	0.635	Good/fit
Entrepreneurial Self Confidence (Z)	0.820	0.878	0.642	Good/fit

Hypothesis Test

Table 7. Hypothesis Result

	Variable	*Original Sample*	*T-Satatistic*	*P-Value*	Information
Ha1	Technopreneurship Learning (X) > Technopreneurship Intention (Y)	0.050	0.735	**0.463**	Rejected
Ha2	Technopreneurship Learning (X) > Entrepreneurial Self Confidence (Z)	0.721	21.956	**0.000**	Accepted
Ha3	Entrepreneurial Self Confidence (Z) > Technopreneurship Intention (Y)	0.640	7.712	**0.000**	Accepted
Ha4	Technopreneurship Learning (X) > Entrepreneurial Self Confidence (Z) > Technopreneurship Intention (Y)	0.461	7.104	**0.000**	Accepted

Based on the presentation of the hypothesis testing data in Table 7, it was found that hypotheses 2 to 4 were said to be accepted or had a significant favorable influence with a p-value of less than 0.05 so that they met the criteria or requirements of the hypothesis that could be said to be accepted. In addition, the t-statistic value obtained was more than the specified standard, 1.96. So, all hypotheses are accepted. While hypothesis one has the result of accepting H0 and rejecting Ha, it does not significantly influence.

DISCUSSION

Description of Research Variable

In this study, the technopreneur-ship learning variable describes the stage of absorbing knowledge and applying it through practice to obtain entrepreneurial skills and attitudes that are provisions for becoming a technopreneur. In contrast, the technopreneur-ship intention variable as an endogenous variable is the belief and desire within an individual to find opportunities and build a technology-based business. Finally, the mediating variable, entrepreneurial self-confidence, is a mental or psychological condition within a person that creates a belief in their ability to build a business to assess themselves as a whole and carry out their goals. Through the description related to the variables of technopreneurship learning, technopreneurship intention, and entrepreneurial self-confidence, a comprehensive general picture is obtained regarding the factors that can influence entrepreneurial intentions in vocational school students in Pujon District.

Positive and Significant Influence of Technopreneurship Learning on Technopreneurship Intention

As the results of the data analysis that have been carried out and described in the previous chapter, it is known that the t-statistic in this hypothesis test gets a value of 0.735 <1.96 and a p-value of 0.463 > 0.005. So, it can be concluded that the first hypothesis (Ha) is rejected, and conversely, H0 is accepted. Thus, the proposed hypothesis has been tested and proven to have no direct influence on technopreneurship learning and technopreneurship intention. Through entrepreneurship learning followed by technological knowledge that supports the current era, it still cannot be accepted and understood by students at SMK Se Kecamatan Pujon, so this does not increase students' awareness of technology-based entrepreneurial intentions. Mustakim et al. (2024) found that learning that provides insight related to technopreneur-ship does not have a significant correlation to increasing and fostering technology-based entrepreneurial intentions in students.

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Positive and Significant Influence of Technopreneurship Learning on Entrepreneurial Self-Confidence

Based on the results of hypothesis testing using SmarPLS, it was found that Ha2 was accepted, and conversely, H0 was rejected. This is evidenced by the discovery of t-statistics and p-values that meet the requirements; the p-value obtained is 0.000 <0.005, and t-statistics is 25.779> 1.96. Thus, it can be said that entrepreneurship learning with technology can increase students' confidence in becoming entrepreneurs. The knowledge and experience gained through entrepreneurship learning followed by this technology will help raise awareness and eliminate doubts in students about doing something and starting it because they feel they already have some capital to start a business. The research theory that supports the results of this study is Albert Bandura's Social Learning Theory, which places motivation, reinforcement, and past experiences as key components to increasing self-confidence. Technology-based entrepreneurship learning can support and motivate students to increase their self-confidence, open new businesses as opportunities, and channel their ideas.

Positive and Significant Influence of Entrepreneurial Self-Confidence on Technopreneurship Intention

Based on the presentation of the results of the hypothesis analysis test in the previous chapter iv, it was found that this third hypothesis was accepted (Ha3) or had a significant influence, and H0 was rejected. The t-statistic results found in this hypothesis were 7.712> 1.96 and a p-value of 0.000 <0.005, which means that this hypothesis meets the requirements and criteria to be said to have a significant and positive influence. Thus, entrepreneurial self-confidence in students can increase the intention to open a technology-based business. Because through the self-confidence that is possessed when starting a business is considered an important asset owned by students as a provision to help achieve personal success (Gelaidan & Abdullateef, 2017).

The theory that supports the relationship between entrepreneurial self-confidence can increase a person's intention to open a business even based on technology is the theory of self-efficacy proposed by Albers Bandura (1997). The concept of this theory is very relevant to understanding how a student can develop existing ideas and opportunities into the intention to open a new business. Therefore, entrepreneurial self-confidence in students is considered a critical factor in encouraging entrepreneurial intentions.

Positive and Significant Influence of Technopreneurship Learning on Technopreneurship Intention Through Entrepreneurial Self-Confidence

Through the presentation of data processing results through SmartPLS, analyzed and presented in Chapter iv, hypothesis four has good results. The fourth hypothesis of this study is that technopreneurship learning has a positive and significant effect on technopreneurship intention through entrepreneurial self-confidence. The results of data processing obtained an original sample value of 0.461; the t-statistics value found has been presented in Table 7, namely 7.104> 1.96 and p-value 0.000 <0.005. Through this data processing, all values have met the significance requirements. So, it can be said that the fourth hypothesis of this

study can be accepted (Ha4), and H0 is rejected. Although initially, the second hypothesis was rejected because there was no influence related to technology-based entrepreneurial learning on technology-based entrepreneurial intentions. However, with the encouragement of self-confidence, technology-based entrepreneurial learning becomes more effective and can influence technology-based entrepreneurial intentions with the help and encouragement of entrepreneurial self-confidence in students.

CONCLUSIONS AND RECOMMENDATIONS

This study analyzes the relationship between technopreneurship learning and technopreneurship intention through entrepreneurial self-confidence. From the results of the analysis and discussion of the research in the previous chapter, the following conclusions were obtained that answer the formulation of the problem:

1. Description of each variable is apparent. Namely, the technopreneur-ship learning variable is the stage of absorbing knowledge and applying it through practice to obtain entrepreneurial skills and attitudes necessary for becoming a technopreneur. At the same time, the technopreneur-ship intention variable as an endogenous variable is the belief and desire within an individual to find opportunities and build a technology-based business. Finally, the mediating variable, entrepreneurial self-confidence, is a mental or psychological condition within a person that creates a belief in their ability to build a business to assess themselves as a whole and carry out their goals.
2. There is no significant influence between technopreneurship learning and technopreneurship intention.
3. Technopreneurship learning has a significant and positive influence on entrepreneurial self-confidence.
4. There is a significant and positive influence between entrepreneurial self-confidence and technopreneurship intention.
5. A positive and significant influence exists between technopreneurship learning and technopreneurship intention through entrepreneurial self-confidence.

ADVANCED RESEARCH

As for the researcher's suggestions for further research and vocational schools throughout Pujon District,

1. A better and more effective technopreneurship-based entrepreneurship learning design is needed to improve vocational school students' knowledge and entrepreneurial intentions in the Pujon District.
2. Increasing student awareness: students need to be given a greater understanding of the importance of technopreneurship and its positive impacts on the economy and society. This can be done through seminars, workshops, and educational programs that involve students.
3. In addition, the researcher suggests that further research should try to use other variables as new factors that support the development and growth of technopreneurship intention in students.

4. Further research can expand the population and sample to broaden the scope of the study further and increase the relevance and practical application of the findings.

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