Journal of Finance and Business Digital (JFBD)
Vol. 3, No. 4 2024: 367-382

The Effect of Entrepreneurship Learning and Mindset Elaboration with Mindset Implementation as a Mediating Variable on Entrepreneurial Confidence of Vocational High School Students in Mojokerto

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A R T I C L E I N F O

Keywords: Entrepreneurship Learning, Mindset Elaboration, Entrepreneurial Mindset, and Mindset Implementation

Received : 23, October
Revised : 25, November
Accepted: 27, December

A B S T R A C T

Entrepreneurship has become an essential pillar of the global economy in the era of globalization and the Industrial Revolution 4.0 because it can reduce local unemployment. In Mojokerto Regency, vocational schools strive to equip students to be ready to work or become entrepreneurs. However, there are still obstacles to building entrepreneurial confidence, especially the need for more support for education, capital, technology, and mentors. This study uses a quantitative approach with Partial Least Squares structural equation modelling (PLS-SEM) to predict and confirm the given hypothesis. This study uses Google Forms to collect data from vocational school students in Mojokerto. The respondents in this study were 201 respondents. The results of this study indicate that entrepreneurial learning and the elaboration of mindsets have a positive and significant effect on entrepreneurial confidence. The higher the Entrepreneurship Learning, the higher the Entrepreneurial Confidence.

DOI prefik: https://doi.org/10.55927/jfbd.v3i4.12361
ISSN-E: 2964-8688
https://journal.formosapublisher.org/index.php/jfbd

INTRODUCTION

According to data from the Central Statistics Agency (BPS), the open unemployment rate among Vocational High School (SMK) graduates is the highest compared to graduates of other levels of education. In the era of globalization and the Industrial Revolution 4.0, the development of technology and information has changed various aspects of human life, including the world of work. Entrepreneurship is an essential pillar of the global economy (Luo et al., 2022; Neneh, 2020; Nowiński & Haddoud, 2019). The city of Mojokerto, located in East Java, has several vocational schools that strive to prepare their students to become ready-to-use workers or entrepreneurs (Gumilar, 2019; Kusa et al., 2021; Ratten, 2019). Mojokerto has various economic potentials, including the industrial, trade, and service sectors. This condition presents an opportunity to continue increasing the number of young entrepreneurs, especially vocational school graduates, who must be given an understanding of entrepreneurial beliefs.

Entrepreneurial confidence can increase by having the potential of natural and human resources that can be empowered. Because entrepreneurial confidence is essential for vocational high school students in Mojokerto, several main reasons can contribute to improving the quality of life of individuals and regional economic progress (Caniëls et al., 2018; Wardana et al., 2020). Entrepreneurial confidence equips students with creative and innovative thinking skills. In addition, with entrepreneurial confidence, students are better prepared to face challenges and uncertainties in the world of work. Students learn to take measured risks, adapt to change, and are not afraid to fail (Kaluza et al., 2021; Shaver et al., 2020; Tomljenović & Dukić, 2018). These traits are essential in a dynamic and competitive business world and help reduce unemployment by creating new jobs through independent businesses.

To answer these challenges, this study provides several strategies in the form of improving entrepreneurial learning; improving entrepreneurial learning in vocational schools is very important in influencing the emergence of entrepreneurial beliefs among vocational school students in Mojokerto (Gumilar, 2019; Prabhu, 2019; Sang & Lin, 2019). Mindset elaboration is also essential in fostering entrepreneurial beliefs in vocational school students (Li et al., 2018; Yucel-aybat & Hsieh, 2021; Zeeb et al., 2020). Mindset elaboration in vocational school students is an essential process in developing entrepreneurial potential. This process involves deepening understanding of entrepreneurial concepts and developing critical and creative skills essential for success in the field. In addition, activities such as brainstorming, and business simulations encourage students to generate innovative ideas that can be implemented in real business contexts. This practical experience is significant in forming a mindset ready to face various dynamic situations in entrepreneurship.

Reflection and self-evaluation are also integral components in student mindset elaboration. Through writing learning journals, students can record the development of their ideas and reflect on the learning process that has been passed (Li et al., 2018; Yucel-aybat & Hsieh, 2021). Thus, mindset elaboration is not only limited to cognitive aspects and technical skills but also includes the development of psychological aspects that support beliefs and motivation for entrepreneurship. Effective mindset implementation due to this elaboration process is expected to be a vital bridge towards solid entrepreneurial beliefs in vocational high school students in Mojokerto. In addition to improving entrepreneurial learning and increasing mindset elaboration, mindset implementation is essential in fostering entrepreneurial beliefs in vocational high school students in Mojokerto. This study uses mindset implementation as a mediating variable. The importance of mindset implementation (Huđek et al., 2021; Narmaditya et al., 2023; Prayitno et al., 2020). Mindset implementation as a mediating variable is crucial in linking entrepreneurial learning with students' entrepreneurial beliefs. In this context, mindset implementation refers to how students apply the ways of thinking and skills they have developed through the entrepreneurship learning process in real action (Dessyana & Dwi Riyanti, 2017; Fragoso et al., 2020; Wardi et al., 2019).

This study identified several gaps to deepen understanding of the formation of entrepreneurial beliefs in vocational high school students in Mojokerto. First, it is necessary to explore further the influence of curriculum design and learning methods in supporting entrepreneurial beliefs, including evaluating existing entrepreneurship programs. Second, the role of school and community support needs to be measured, and strategies for improving it need to be developed. Third, technical and infrastructure challenges in implementing entrepreneurship learning and mindset development in vocational high schools in Mojokerto need to be evaluated. Fourth, methods for measuring and evaluating existing entrepreneurship programs' impact must be studied to find their weaknesses or strengths. Deepening these gaps will help develop more effective programs and policies to support entrepreneurship and the local economy.

The results of this study are expected to deepen understanding of the challenges and opportunities in creating an educational environment that supports entrepreneurship. The implications include designing a more relevant curriculum, integrating practical learning with theory, and developing effective entrepreneurship training programs. Understanding the factors that shape entrepreneurial beliefs can be a basis for schools, government, industry, and local communities to formulate strategies and policies that support entrepreneurship. The impact is strengthening the entrepreneurial ecosystem in Mojokerto, increasing the work readiness of vocational school students and the potential for economic growth and quality of life in the area.

LITERATURE REVIEW

Entrepreneurship Learning

Entrepreneurship learning is essential and must be connected to economic education. In short, entrepreneurship learning is part of economic education whose study focuses on how individuals behave when dealing with consumers, managerial skills, insight into opportunities, tenacity, persistence, never giving up and other behaviours in entrepreneurship (Agarwal et al., 2020; Bazkiaei et al., 2020; Gairola, 2019; Oo et al., 2018; Prabhu, 2019). Furthermore, according to Ellis et al. (2019), entrepreneurship education is all educational and training activities in the education and non-education systems to develop students' entrepreneurial intentions.

Mindset Elaboration

Mindset Elaboration is developing and deepening ways of thinking that encourage deep understanding and mastery of concepts, skills, and strategies relevant to entrepreneurship (Kisubi & Korir, 2021; Prabhu, 2019). In the context of vocational high school students, mindset elaboration includes activities aimed at improving conceptual understanding, critical and creative skills, self-reflection, and evaluation related to entrepreneurship (Narmaditya & Ali, 2022; Xing et al., 2019). This process aims to equip students with the knowledge, skills, and attitudes needed to succeed in business.

Mindset Implementation

Mindset implementation in vocational high school students is defined as the application of entrepreneurial thinking that has been learned in real and concrete actions, including developing, implementing, and evaluating entrepreneurial activities. This involves applying the knowledge, skills, and attitudes gained from entrepreneurship learning in practical situations, such as running business projects, participating in business simulations, and working in teams.

Entrepreneurial Beliefs

Entrepreneurial beliefs include mindsets, attitudes, values, and beliefs that support success as an entrepreneur (Caniëls et al., 2018; Shaver et al., 2020; Wardana et al., 2020). These beliefs are reflected in various indicators, such as proactivity, resilience to failure, creativity, goal orientation, independence, and willingness to take risks.

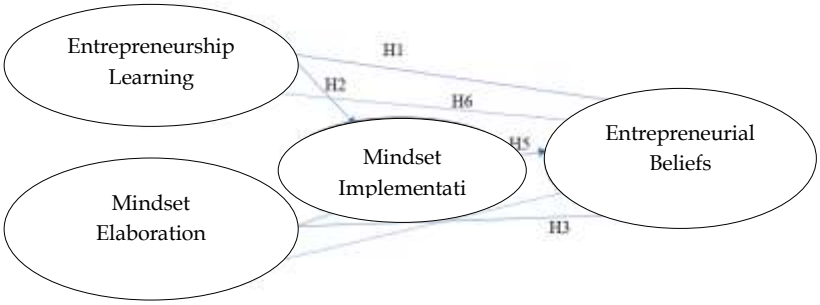

Figure 1. Conceptual Framework

METHODOLOGY

This study is a quantitative approach study with PLS-SEM to investigate the effect of Entrepreneurship Learning (X1) and Mindset Elaboration (X2) with Mindset Implementation (Z) as an intervening variable on Entrepreneurial Confidence (Y). The main benefit of PLS-SEM is its ability to maximize variance in dependent variables and estimate data based on Vocational high school students in Mojokerto participated in this study. We examined 201 respondents with 29 Google Form questions sent via WhatsApp. The respondent criteria in this study were students in grade XI (2) who had taken entrepreneurship subjects. The study was conducted from June to November 2024. The research variables are 2 independent variables, namely Entrepreneurship Learning (X1) Mindset Elaboration (X2), intervening variables, namely Mindset Implementation (Z) and Entrepreneurial Beliefs (Y). as dependent variables.

RESEARCH RESULT

Descriptive results show that as many as 90 people (56.5%) were male, and 74 (43.5%) were female. Based on age, respondents aged 16 years were 25 people (14.7%), 17 years were 55 people (32.4%), 18 years were 56 people (32.9%), and 19 years were 34 people (20.0%). Regarding parental occupation, the majority of respondents have parents who are entrepreneurs, namely 93 people (54.7%), while the remaining 77 people (45.3%) of their parents work in the non-entrepreneurial sector. Based on class level, most respondents are in grade 11, namely 93 people (54.7%), followed by grade 10, as many as 50 people (29.4%) and grade 12, as many as 27 people (15.9%). In terms of entrepreneurial experience, 92 respondents (54.1%) had never been entrepreneurs, 47 respondents (27.6%) were currently entrepreneurs, and 31 respondents (18.2%) had had entrepreneurial experience.

The survey was used to study the Entrepreneurial Beliefs of Vocational High School students. The research instrument was adapted from previous studies. The questionnaire was translated from English to Indonesian and modified for the Indonesian context. The questionnaire was translated from English to Indonesian and modified according to the local context. Entrepreneurial learning was measured by six items (Wardana et al., 2020). Mindset elaboration was measured by eight items from (Indriyani & Subowo 2019). Mindset implementation was measured by six items (Hendrayanti & Fauziyanti, 2021). Entrepreneurial Beliefs were measured using nine items. The questionnaire asked participants to rate each statement from 1 (strongly disagree) to 5 (strongly agree). This study uses Smart PLS 3.0 for partial least squares structural equation modelling (PLS-SEM).(Corrales-Estrada et al., 2021)(Corrales-Estrada et al., 2021)(Corrales-Estrada et al., 2021)

External Model Evaluation

The external PLS model is determined to ensure the presence of a reliable instrument. A model with determination criteria is said to be reliable if the composite reliability (CR) and Cronbach's Alpha> 0.05 (Hair et al., 2019). The results showed that the CR value of each construct was 0.70 to 0.95 for dependence. A significant average variance extracted (AVE)> 0.50 indicates convergent validity (Hair et al., 2019). Convergent validity was achieved because all items exceeded 0.5, and the AVE of each construct ranged from 0.747 to 0.962 (> 0.5). The cross-loading factor was used to test discriminant validity and convergent validity. The cross-loading values for all variables of Entrepreneurship Learning (X1), Mindset Elaboration (X2), Mindset Implementation (Z), and Entrepreneurial Belief (Y) range from 0.747 to 0.962, more than 0.70, indicating discriminant validity.

Hypothesis Testing

The model tests the hypotheses using a structural equation model. The researchers used 201 bootstrap samples to display all t-statistics. As seen in Table 4, all four hypotheses in this investigation met the criteria, with t-values ranging from 2.909 to 6.240 (> 1.645).

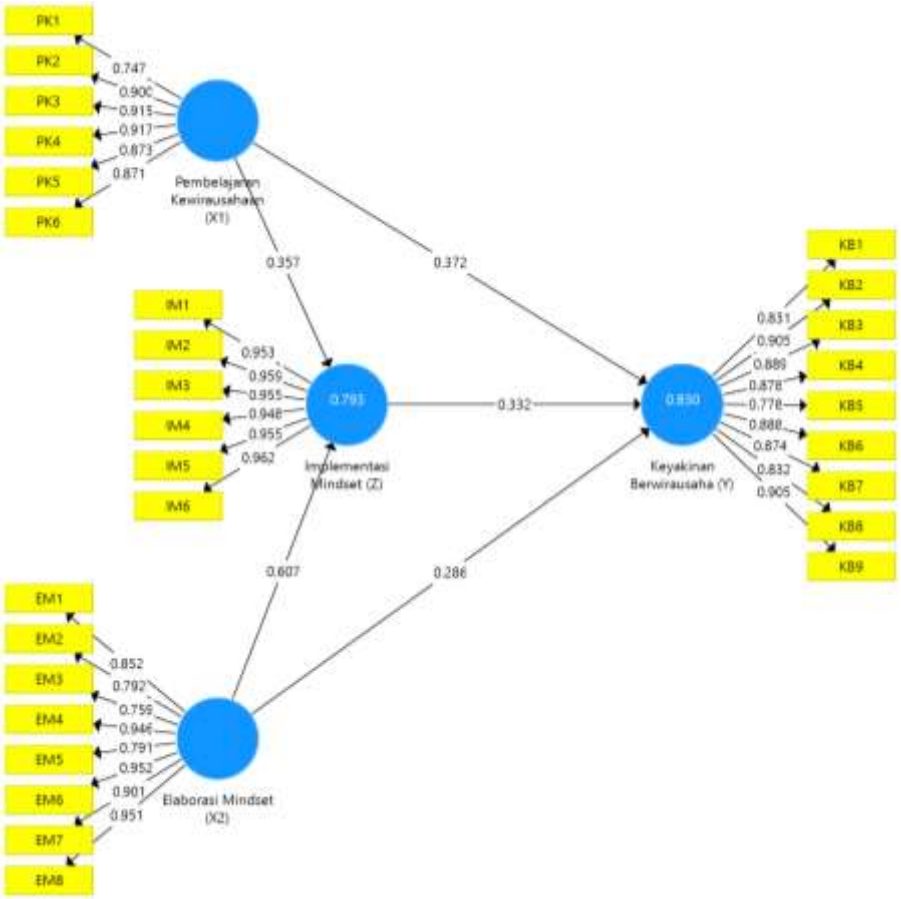

Figure 2. Structural Equation Modeling Calculations

This study uses the R-square Model (R2) to show the accuracy of the model's predictions. The coefficient of determination (R Square) measures how well an exogenous construct describes an endogenous construct. (Hair et al., 2019) estimates R2 to be between 0 and 1. An R2 value above 0.75 means large, while 0.50 and 0.25 mean small and weak (Hair et al., 2019). The R-square for the Entrepreneurial Beliefs (Y) variable is 0.830, which means that 83.0 per cent of the Entrepreneurial Beliefs (Y) variance can be explained by the Entrepreneurial Learning (X1), Mindset Elaboration (X2), and Mindset Implementation (Z) variables with a strong prediction level. The remaining 17.0 per cent is influenced by other variables not part of this study. Furthermore, the R2 value of the Mindset Implementation variable (Z) is 0.793, which means that 79.3% of the variance in Mindset Implementation (Z) can be explained by the Entrepreneurship Learning (X1) and Mindset Elaboration (X2) variables with a strong prediction level.

Table 1. Entrepreneurship Learning Outer Model Calculation (X1)

Code	Variable and Indicator	Loading Factor	Cronbach's Alpha	CR	AVE
PK1	So far I have been following entrepreneurship education to be able to develop my business.	0.747	0.936	0.950	0.761
PK2	So far, the theories I have learned in Entrepreneurship Education are in accordance with reality.	0.900			
PK3	I have a business from my own experience/self-taught	0.915			
PK4	So far I have been able to analyze risks.	0.917			
PK5	With the provision of entrepreneurial learning, I can read business opportunities more widely	0.873			
PK6	With Entrepreneurship Education I can understand Market Needs	0.871			

Table 2. The Measurement Results of the Mindset Elaboration Model (X2)

Code	Variable and Indicator	Loading Factor	Cronbach's Alpha	CR	AVE
EM1	I can clearly explain what entrepreneurship is and why it is important in the business world.	0.852	0.954	0.962	0.759
EM2	I understand the main purpose of being an entrepreneur	0.792			
EM3	I regularly record my experiences and learnings in a reflective journal about entrepreneurship.	0.759			
EM4	I re-evaluate and refine my business ideas based on reflection and feedback.	0.946			
EM5	I believe I can find innovative solutions to complex business problems.	0.791			
EM6	I feel capable of generating new, creative business ideas.	0.952			
EM7	I feel confident to pitch my business idea in front of the class or business competition.	0.901			
EM8	I am motivated to continue developing my entrepreneurial skills despite the challenges I face.	0.951			

Table 3. Results of Measuring the Mindset Implementation Model (Z)

Code	Variable and Indicator	Loading Factor	Cronbach's Alpha	CR	AVE
IM1	I was actively involved in developing business ideas and implementing business projects during entrepreneurship lessons at school.	0.953	0.981	0.984	0.913
IM2	I regularly participate in business simulation activities held at school.	0.959			
IM3	I actively use the marketing strategies learned to promote products or services in business projects.	0.955			

IM4	I am able to conduct market research to identify potential business opportunities.	0.948			
IM5	I work closely with classmates in developing business ideas and making decisions together to move our business projects forward.	0.955			
IM6	I actively contribute in work groups to complete tasks and achieve business project goals.	0.962			

Table 4. Measurement Results of Entrepreneurial Confidence Model (Y)

Code	Variable and Indicator	Loading Factor	Cronbach's Alpha	CR	AVE
KB1	I am confident that I can identify good business opportunities.	0.831	0.958	0.964	0.749
KB2	I am confident in developing innovative business ideas.	0.905			
KB3	I am confident that I can develop an effective business plan.	0.889			
KB4	I have a strong desire to start my own business.	0.878			
KB5	I am passionate about taking on the challenges of running a business.	0.778			
KB6	I am motivated to achieve success in entrepreneurship.	0.888			
KB7	I am optimistic that the business I run will be successful.	0.874			
KB8	I am confident that my business will grow and make a profit.	0.832			
KB9	I believe I can overcome all obstacles and failures in business.	0.905			

Table 5. Discriminant Validity

	Mindset Elaboration (X2)	Mindset Implementation (Z)	Entrepreneurial Belief (Y)	Entrepreneurship Learning (X1)
Mindset Elaboration (X2)	0.871			
Mindset Implementation (Z)	0.852	0.956		
Entrepreneurial Belief (Y)	0.824	0.864	0.865	
Entrepreneurship Learning (X1)	0.686	0.773	0.825	0.873

Table 6. Smart PLS Hypothesis

Direct Influence	**T Statistics**	**t-value Sobel Test**	**P Values**
Mindset Elaboration (X2) -> Mindset Implementation (Z)	9.698		0.000
Mindset Elaboration (X2) -> Entrepreneurial Belief (Y)	3.459		0.001
Mindset Implementation (Z) -> Entrepreneurial Belief (Y)	3.196		0.001
Entrepreneurship Learning (X1) -> Mindset Implementation (Z)	5.747		0.000
Entrepreneurship Learning (X1) -> Entrepreneurial Belief (Y)	6.240		0.000
Indirect Effect			
Mindset Elaboration (X2) -> Mindset Implementation (Z) -> Entrepreneurial Belief (Y)		2.909	0.004
Entrepreneurship Learning (X1) -> Mindset Implementation (Z) -> Entrepreneurial Belief (Y)		2.982	0.003

DISCUSSION

Entrepreneurship learning is considered necessary in shaping entrepreneurial beliefs; the study results show that entrepreneurship learning has a positive and significant effect on entrepreneurial beliefs. This means that the better the entrepreneurship learning, the higher the entrepreneurial beliefs of vocational high school students in Mojokerto will be. Likewise, the worse the entrepreneurship learning, the worse the entrepreneurial beliefs of vocational high school students in Mojokerto. The results of this study also show that entrepreneurship learning is in the excellent category, and the entrepreneurial beliefs of vocational high school students in Mojokerto are also in the exceptional category.

This finding aligns with previous research by (Saadat et al., 2022), which concluded that entrepreneurship learning significantly affects entrepreneurial alertness and mindset. The study results show that entrepreneurship learning provides technical knowledge and forms an innovative, creative, and resilient mindset in facing business risks and challenges. Students who receive relevant and applicable learning tend to have a stronger belief in entrepreneurship because they can identify business opportunities, plan business strategies, and adapt to the dynamics of the business world.

The results of the second study showed that mindset elaboration influenced the entrepreneurial beliefs of vocational high school students in Mojokerto. The better the mindset elaboration, the higher the entrepreneurial beliefs of vocational high school students in Mojokerto. Likewise, the worse the mindset elaboration, the worse the entrepreneurial beliefs of vocational high school students in Mojokerto. The results of this study also show that mindset elaboration is in the good category, and the entrepreneurial beliefs of vocational high school students in Mojokerto are also in the good category. Batz Liñeiro et al. (2024) and Jiatong et al. (2021) argue that effective entrepreneurship education, including developing an entrepreneurial mindset, is positively related to entrepreneurial intentions. They found that students with an excellent entrepreneurial mindset tend to have higher intentions to start their businesses. The study found that increasing entrepreneurial knowledge and skills through education can form a supportive mindset, improving students' beliefs in entrepreneurship. Furthermore, a survey by Handayati et al. (2020) showed that entrepreneurial mindset, creativity, and entrepreneurship education contribute to developing entrepreneurial intentions among students. This study emphasizes the importance of creating a supportive learning environment so students can develop a positive mindset, which can serve as a foundation for success in the business world.

The results of the third study showed that entrepreneurship learning affected the implementation of the mindset of vocational high school students in Mojokerto. The better the entrepreneurship learning, the higher the implementation of the mindset of vocational high school students in Mojokerto. Likewise, the worse the entrepreneurship learning, the worse the implementation of the mindset of vocational high school students in Mojokerto. The results of this study also show that entrepreneurship learning is in the excellent category, and the implementation of the mindset of vocational high school students in Mojokerto is also in the excellent category. This aligns with research (Mawson et al., 2023), which shows that entrepreneurship education programs designed to develop specific skills and competencies can significantly improve students' entrepreneurial mindset. Good education increases knowledge and helps students apply a creative and innovative entrepreneurial mindset. In addition, research (Tan et al., 2020) also argues that entrepreneurship learning that focuses on practice and direct experience positively impacts the development of students' entrepreneurial mindset. Students involved in interactive learning are better able to apply an entrepreneurial mindset in their daily lives.

The results of testing the fourth hypothesis show that mindset elaboration affects the implementation of the mindset of vocational high school students in Mojokerto. The better the mindset elaboration, the higher the mindset implementation of vocational high school students in Mojokerto. Likewise, the worse the mindset elaboration, the worse the mindset implementation of vocational high school students in Mojokerto. The results of this study also show that mindset elaboration is in the good category, and mindset implementation of vocational high school students in Mojokerto is in the good category. This is supported by research conducted by (Konwar et al., 2023), which states that students who can elaborate their understanding of entrepreneurship subject matter show a higher level of engagement, contributing to better mindset implementation. This also aligns with research (Zhao et al., 2020) that states that high-mindset elaboration gives students the confidence to find innovative solutions to complex business problems. In addition, it also increases the ability to generate creative new business ideas. This will improve the implementation of students' mindsets. Students learn to work with classmates to develop business ideas and make joint decisions to advance business projects. Students actively contribute to work groups to complete tasks and achieve business project goals.

The results of testing the fifth hypothesis show that implementing a mindset affects the entrepreneurial beliefs of vocational high school students in Mojokerto. The better the mindset implementation, the higher the entrepreneurial beliefs of vocational high school students in Mojokerto. Likewise, the worse the mindset implementation, the worse the entrepreneurial beliefs of vocational high school students in Mojokerto. The results of this study also show that the implementation of mindset is in the good category, and the entrepreneurial beliefs of vocational high school students in Mojokerto are also in the good category. This is supported by research conducted by (Ngek, 2019), which found that entrepreneurial beliefs show that entrepreneurial mindset plays a vital role in increasing self-efficacy in entrepreneurship. A study conducted by (Jabeen et al., 2017) also found that implementing an entrepreneurial mindset, which includes critical thinking and risk-taking skills, is closely related to increased student confidence in facing business challenges. This self-efficacy then strengthens entrepreneurial intentions, encouraging students to be more confident in carrying out business projects at school and in competitions.

The results of the sixth test show a significant influence between entrepreneurship learning that can create a positive mindset implementation to create entrepreneurial beliefs for vocational high school students in Mojokerto. Good entrepreneurship learning can improve Mindset Implementation and create entrepreneurial beliefs. Mindset implementation has an influential role as a partial mediation between entrepreneurship learning and entrepreneurial beliefs. Research (Saadat et al., 2022) supports this hypothesis that entrepreneurship learning significantly affects the implementation of a positive mindset, which in turn increases entrepreneurial beliefs. Research (Gianeta & Layman, 2023) also shows that entrepreneurship education significantly mediates through self-efficacy on students' entrepreneurial intentions. This

aligns with the finding that good entrepreneurship learning strengthens students' competence and confidence in running a business, mainly when the entrepreneurial mindset is well formed.

The results of the seventh test show that mindset elaboration significantly influences positive mindset implementation, which can create entrepreneurial beliefs for vocational high school students in Mojokerto. Good mindset elaboration can improve mindset implementation and create entrepreneurial beliefs. Mindset implementation has an influential role as a partial mediation between mindset elaboration and entrepreneurial beliefs. This is in line with research conducted by (Burnette et al., 2020), which found that effective entrepreneurship education can improve students' ability to develop an entrepreneurial mindset, increasing entrepreneurial self-efficacy and intentions to start a business. This study supports the theory that a good mindset can mediate between entrepreneurship education and entrepreneurial beliefs. In addition, (Santos and Liguori, 2020) also found that a growth mindset encourages persistence and self-efficacy, especially in challenging situations. When students have a growth mindset, they are better able to face difficulties and tend to have higher beliefs in their entrepreneurial abilities. These results align with the findings of other studies showing that mindset acts as a mediator between outcome expectations and entrepreneurial intentions. Research by (Mei et al., 2020) shows that outcome expectations and subjective norms can strengthen the relationship between entrepreneurial self-efficacy and entrepreneurial intentions, confirming that a positive mindset can encourage students' confidence to pursue a career in entrepreneurship. These findings support the conclusion that mindset elaboration through mindset implementation increases self-confidence in entrepreneurial abilities and motivates students to become entrepreneurs so that students have optimism about business success and can overcome all obstacles and failures and do business.

Based on the research results, several important implications can be identified to improve the entrepreneurial confidence of vocational high school students in Mojokerto through entrepreneurship learning, mindset elaboration, and mindset implementation: Entrepreneurship learning should emphasize the importance of understanding market needs. The analysis results show that students' ability to understand market needs scored the lowest, which means that students need to be equipped with more about market research and consumer needs analysis. This can be done through case studies, business simulations, and collaboration with business practitioners who directly help students learn market trends. Practical mindset elaboration fosters students' confidence in finding innovative solutions to complex business problems. Students need to be trained to think critically and creatively through approaches such as problem-based learning (PBL) or project-based learning, where they are faced with real problems to be solved innovatively. This ability will strengthen their confidence in facing the challenges of the business world.

In the mindset implementation variable, improvements should focus on students' ability to conduct market research to identify business opportunities. Good market research will help students recognize potential opportunities, which can ultimately improve their entrepreneurial skills. Training programs that use simple analytical tools can help students better map business opportunities. Students' entrepreneurial confidence should be enhanced by providing more real-world experiences through entrepreneurial projects conducted in schools.With hands-on experience managing business ideas, students will be better able to identify good business opportunities and have stronger confidence in running their businesses in the future. These steps together will strengthen students' confidence in entrepreneurship through more relevant and practice-based learning.

CONCLUSIONS

Based on the study's results, it was concluded that Entrepreneurship Learning (X1) has a positive and significant influence on Entrepreneurial Belief (Y), so the higher the level of entrepreneurship learning received by students, the stronger their belief in entrepreneurship. In addition, Mindset Elaboration (X2) also showed a positive and significant influence on Entrepreneurial Belief (Y), meaning that when students can explore and develop an entrepreneurial mindset, their confidence to enter the business world increases. Furthermore, Entrepreneurship Learning (X1) was found to have a positive and significant influence on Mindset Implementation (Z), indicating that the more intensive the entrepreneurship learning process, the better the implementation of the students' entrepreneurial mindset. The same applies to Mindset Elaboration (X2), which also positively and significantly influences Mindset Implementation (Z); the higher the students' ability to explore the entrepreneurial mindset, the better they are at implementing the mindset. Mindset Implementation (Z) was also proven to have a positive and significant influence on Entrepreneurial Belief (Y), so the better the implementation of the entrepreneurial mindset, the higher the students' confidence in starting and managing a business. Furthermore, Entrepreneurship Learning (X1) and Mindset Elaboration (X2) each have a positive and significant influence on Entrepreneurial Belief (Y) through Mindset Implementation (Z) as a mediating variable. This shows that entrepreneurship learning and mindset elaboration not only play a direct role but also strengthen students' entrepreneurial beliefs through internalization and implementation of the entrepreneurial mindset.

ADVANCED RESEARCH

Based on the description of the conclusions and implications that have been explained previously, the researcher provides several suggestions that are expected to support the improvement of the quality of entrepreneurship learning: In entrepreneurship learning, students must improve their ability to understand market needs because this is the key to identifying relevant and sustainable business opportunities. In addition, students are advised to increase their self-confidence to find innovative solutions to complex business problems, considering that creativity and problem-solving are very important in the world of entrepreneurship.

The ability to conduct market research needs to be improved so that students can identify potential business opportunities more precisely and focussedly. Students are expected to be more active in identifying good business opportunities, which will increase their chances of success in starting and developing a business in the future. By improving these abilities, students can be better prepared to face the challenges of the ever-growing business world.

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