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The Effect of Entrepreneurial Education and Entrepreneurial Self-Efficacy with Entrepreneurial Mindset as An Intervening Variable on Entrepreneurial Intention

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A R T I C L E I N F O

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A B S T R A C T

The lack of Vocational High School graduates who have entrepreneurial intentions and can create new businesses is where the role of entrepreneurship education is needed, which is expected to provide valuable experience to offer entrepreneurial activities; mindset and self-efficacy also significantly affect the formation of entrepreneurial behaviour. To forecast and validate the stated hypothesis, this study employs a quantitative methodology using partial least squares structural equation modeling (PLSSEM). Data about Mojokerto Regency vocational students was gathered for this study using Google Forms. 162 respondents from the three research-objective schools participated in this study. Self-efficacy, entrepreneurial attitude, and entrepreneurship education may all have an impact on entrepreneurial intention, according to the research.

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INTRODUCTION

Cueto et al. (2022), Ivanov & Dolgui (2021), and Maula et al. (2023) have all discussed the complicated effects of the economic paradigm change towards an entrepreneurial orientation in the age of globalization. This phenomenon has resulted in increased competition in global markets, widening economic gaps between countries, changes in the structure of the workforce towards freelancers, the complexity of global supply chains, and the urgency of entrepreneurship challenges. Entrepreneurship is vital to stimulating economic growth, creating jobs, and generating innovation (Hägg & Gabrielsson, 2020; Hasan et al., 2020; Lantu et al., 2022). In Indonesia, especially in the Mojokerto district, there is an increasing interest and participation in entrepreneurial activities. The potential for entrepreneurship in the Mojokerto district is reflected in the rapidly growing industrial and trade sectors and the abundance of natural resources, such as agriculture, plantations, and tourism. Mojokerto has fertile business fields with a variety of agricultural commodities such as rice, sugar cane, vegetables, and corn, which provide excellent opportunities for growth of both agribusiness and agritourism (Faizin et al., 2024; Islam et al., 2024). Ideally, with the diversity of potentials, including abundant natural resources and other potentials that can be optimized for entrepreneurship, youths, especially those at the SMK level, are expected to be highly aware of their roles and responsibilities in developing and empowering the potential around them.

Entrepreneurial intention among vocational students in the Mojokerto district is reflected in the awareness and desire of students to actively participate in the growth of company prospects, developing creative ideas, and becoming agents of change through the businesses they establish (Alam et al., 2019 Hejazinia, 2015; Nuseir et al., 2020). Factors that have the potential to influence entrepreneurial intentions include individual interests and talents, family experience in the business world, entrepreneurship education and training received at SMK, and local economic conditions that can encourage them to seek alternative employment (Rahayu et al., 2021; Sriyakul & Jermsittiparsert, 2019; Utami et al., 2021). Because it can spur local economic growth, it is crucial to increase entrepreneurial intention among vocational students in the Mojokerto area (Sulistyowati et al., 2022; Wurth et al., 2021). By creating new business opportunities, SMK learners can be key drivers in creating jobs, increasing community income, and driving the economic sector at the local level. Entrepreneurship can also be an essential tool in community empowerment (Hasan et al., 2020; Malecki, 2018; Wardana et al., 2023). Through enterprise, SMK learners create economic opportunities for themselves and empower their surrounding communities through job creation, skills training, and positive contributions to social and infrastructure development.

Unfortunately, the reality is that there needs to be more interest among students who graduated from vocational schools in the Mojokerto district in starting entrepreneurship. One of the main obstacles is the need for more understanding of the business world and the lack of entrepreneurial skills acquired during the education period at SMK (Wardana et al., 2021; Yang & Kim, 2020). Cultural aspects and social norms can also hinder turning interest into action (Polas et al., 2020; Yanto et al., 2022; Zaki et al., 2020). In some communities, there is still a negative stigma towards the entrepreneurial profession or a view that success can only be achieved through conventional employment. This can make learners reluctant to start their own business and prefer to find a job with a guaranteed fixed salary.

According to Rizqi et al. (2022), Rakib et al. (2020), and Srimulyani & Hermanto (2022), several interrelated factors, including the lack of entrepreneurial learning, The absence of entrepreneurial intention among vocational students in the Mojokerto district may be caused by low levels of entrepreneurial self-efficacy and an entrepreneurial attitude. The lack of entrepreneurial education in SMKs results in a lack of understanding and practical skills to start and manage a business. Low levels of entrepreneurial self-efficacy can also be an obstacle to developing entrepreneurial intentions. The conviction in one's own ability to do particular tasks is known as self-efficacy. (Murwani et al., 2023; Kisubi & Korir, 2021; Liguori et al., 2018). Additionally, the development of practical skills necessary for managing a firm, such as leadership, communication, negotiating, time management, and problem-solving abilities, is emphasized in entrepreneurial education. (Hasan et al., 2020; Widodo, 2021). Entrepreneurial learning focuses on fostering positive entrepreneurial attitudes, such as building self-confidence, resilience to failure, proactive and innovative attitudes, as well as ethical values and Incorporating social responsibility into commercial operations (Rizqi et al., 2022; Lee et al., 2019; Yang & Kim, 2020).

From the background described above, several research gaps can be the focus of further research. First, although there is an increase in intention and participation in entrepreneurial activities in the Mojokerto district, The best ways to encourage entrepreneurial spirit among vocational students in the Mojokerto district are still not well recognized. Further research could examine the relationship between entrepreneurial learning, entrepreneurial self-efficacy, and entrepreneurial intention, including the mediating role of self-efficacy and entrepreneurial mindset in the effect of entrepreneurial learning on entrepreneurial intention.

This study's uniqueness is in its comprehensive and integrated approach to comprehending the elements that impact vocational students' entrepreneurial purpose in the Mojokerto district. This study incorporates several vital factors, including entrepreneurial learning, self-efficacy, and mindset. Thus, it presents a comprehensive approach to analyzing the dynamics of entrepreneurial intention. It also focuses on the local context, Mojokerto district, which has rich and specific business potential.

This research is urgent because, Given Indonesia's rising economy, it is essential to comprehend the elements influencing vocational students' purpose to start their own business. in the context of a developing economy in Indonesia, it is crucial to understand the factors that influence entrepreneurial intention among vocational students. Increased entrepreneurial interest and intention at the secondary education level will contribute significantly to economic growth and reduction of the unemployment rate in the future. The study's findings should help people better understand how to increase the efficacy of SMK's entrepreneurship learning and provide direction for education policymakers to improve curriculum and teaching methods oriented towards developing students' entrepreneurial attitudes and skills.

LITERATURE REVIEW

Theory of Planned Behaviour (TPB)

This study's theoretical underpinning is the Theory of Planned Behavior (TPB), which is an evolution of the Theory of Reasoned (TRA) because it is very suitable for stimulating entrepreneurial intentions. The idea of planned behavior is the most widely applied theory for interpreting intentions and elucidating a person's mindset and actions. According to Ajzen (1991), the intention is the formation of an individual's behaviour. The formation of an individual's intention can be classified into three underlying foundation factors, specifically, perception of behavioral control, subjective norm, and attitude toward the behavior. The three underlying foundation factors can directly and jointly influence one factor and another on the intention that will create a behaviour.

Entreprenurial Education

Entrepreneurial education is part of economic education whose studies focus on how individual behaviour in dealing with consumers, managerial skills, the foresight to see opportunities, tenacity, persistence, perseverance and other behaviours in entrepreneurship (Agarwal et al., 2020; Bazkiaei et al., 2020; Gairola, 2019; Oo et al., 2018; Prabhu, 2019). Moreover, Ellis et al. (2019) define entrepreneurship education as the comprehensive training and education initiatives, encompassing both educational and non-educational institutions, that are intended to cultivate students' entrepreneurial aspirations. The actual world frequently surprises those who get theoretical entrepreneurial education, leaving them unprepared for competition and failure. Those who pursue practical-oriented entrepreneurial education, although poor in theory, are accustomed to failure, fearless in trying and ready to start again after failure. Therefore, (Lynch et al. (2021) suggest that entrepreneurship education should be theory-oriented and combine it with entrepreneurial practices. This will bring students to the real world of entrepreneurs with the knowledge capacity they already have.

Entrepreneurial Self Efficacy

Self-efficacy is a social cognitive theory based on the assumption that everyone can carry out specific tasks. Bandura first proposed this theory in Purwanto (2016: 107), emphasizing self-efficacy. According to Hidayat (2011:156), "self-efficacy" is "a self-assessment of a form of self-ability to do something both in terms of organizing, creating, and carrying out an action" that is "needed to achieve certain predetermined goals." Self-efficacy provides opportunities to improve human motivation, employee performance, and global peace. Self-efficacy, according to Ghufron and Risnawati (2014: 74), is the ability of each person to find motivation within himself, develop his cognitive abilities, and carry out the tasks needed to relieve despair.

In this study, self-efficacy is the conviction in one's own capacity to do particular activities or reach predetermined goals. (Annur, 2023; Widiawati, 2020). In mediating variables, self-efficacy functions as an intermediary or link between digital marketing literacy and entrepreneurship education are independent variables, whereas online business preparedness is the dependent variable. Self-efficacy is essential in explaining how entrepreneurship learning and digital marketing literacy affect students' online business readiness. If students have a high level of self-efficacy in their ability to manage an online business, students will be more motivated to apply the knowledge and skills gained through entrepreneurship learning and digital marketing literacy (B & Restuningdyah, 2023; Neneh, 2020). This high self-efficacy will also make students more confident in facing challenges and overcoming obstacles in developing an online business. Conversely, suppose students have a low level of self-efficacy. Students need more motivation to apply their knowledge and skills, even if they have learned entrepreneurship and digital marketing literacy well.

Entrepreneurial Mindset

Entrepreneurial mindset includes mindsets, attitudes, values, and beliefs supporting success (Caniëls et al., 2018; Shaver et al., 2020; Wardana et al., 2020). It is reflected in various indicators, such as proactivity, resilience to failure, creativity, goal orientation, independence, and willingness to take risks. First, proactivity signifies the ability to take initiative and act independently in the face of challenges. Second, resilience to failure reflects an attitude that sees failure as an opportunity to learn and develop. Third, creativity shows the ability to think innovatively when identifying business opportunities. Fourth, goal orientation describes the intrinsic motivation to achieve business success. Fifth, independence reflects an attitude ready to take responsibility for one's actions. Finally, willingness to take risks shows the readiness to face reasonable business risks. Using these indicators, research can measure the entrepreneurial mindset of vocational students in the Mojokerto district or relevant contexts to evaluate the extent to which they possess attributes that support success as entrepreneurs.

Researchers involve entrepreneurial mindset as a mediating variable. This mediating relationship is essential because it can provide a deeper understanding of how certain factors influence entrepreneurial intention. By considering the role of entrepreneurial mindset as a mediator, researchers can explore the internal mechanisms that influence how individuals shape their intentions to start and grow a business. Through in-depth research and analysis of this mediating relationship, researchers can identify interventions or strategies that effectively increase entrepreneurial intention by forming a positive entrepreneurial mindset. These include developing more focused entrepreneurship learning programs, fostering attitudes and values that support entrepreneurship, or providing more intensive support and guidance to individuals with low levels of self-efficacy (Caniëls et al., 2018; Shaver et al., 2020; Wardana et al., 2020).

Entrepreneurial Intention

Entrepreneurial intention among vocational students in Mojokerto district is reflected in the awareness and desire of students to play an active role in creating business opportunities, developing creative ideas, and becoming agents of change through their businesses (Murwani et al., 2023; Alam et al., 2019; Hejazinia, 2015; Nuseir et al., 2020). Factors potentially influencing these entrepreneurial intentions include individual interests and aptitudes, family experience in the business world, entrepreneurship education and training received at SMK, and local economic conditions that may encourage them to seek alternative employment (Rahayu et al., 2021; Sriyakul & Jermsittiparsert, 2019; Utami et al., 2021). With a deep understanding, a holistic and sustainable approach can be taken to increase the interest and readiness of SMK learners in the Mojokerto district in starting and developing businesses, creating a young generation that is independent, innovative, and highly competitive in facing future economic challenges.

METHODOLOGY

The quantitative method used in this study attempts to characterize and examine the relationship between variables. The method used is descriptive explanatory. In descriptive research, the research object is described in a methodical manner, and the degree to which the intervening variable determines the interaction connection between the independent and dependent variables is explained. Explanatory research is conducted to explain the causal relationship between hypothesis testing construct so that a conclusion can be obtained (Creswell., 2013). Four types of variables are used, including two independent construct : Entrepreneurial Education (X1) and entrepreneurial Self-efficacy (X2). One intervening construct is Entrepreneurial Mindset (Z), and one Dependent ariable is Entrepreneurial Intention (Y).

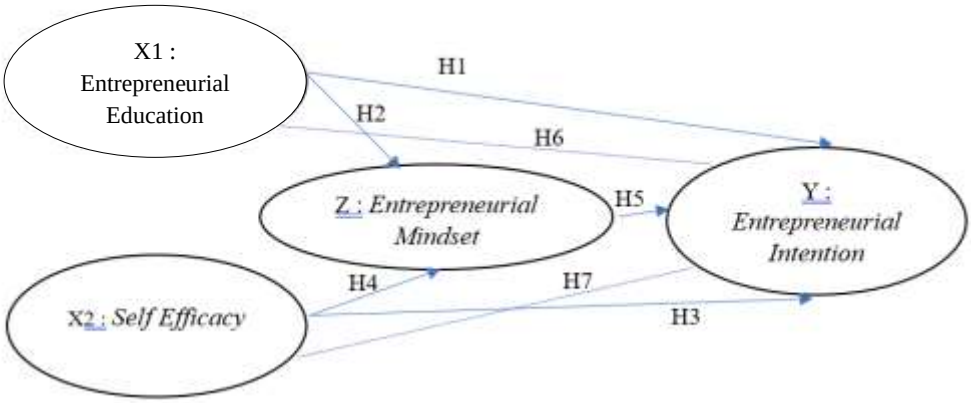

Figure 1. Conceptual Framework

An object or topic having certain quantities and features chosen by researchers to examine and then draw conclusions from is called a population. In addition, the population is the entire object researchers study, including people, objects, regions, and events. Population can also have a large or small number and can be known for its nature or variation. The population This study focuses on Mojokerto Regency vocational students, as explained in the table below.

Table 1. Research Population

No	School	Skill Competency	Population	Sample
1	SMKS Asy Syifa	TKR	17	**10**
		DKV	13	**8**
2	SMKS Bhakti Pacet	TBSM	23	**15**
		MM	9	**5**
3	SMKS Muhammadiyah 2	TBSM	15	**8**
		EEM	14	**7**
4	SMKN 1 Dlanggu	RPL	67	**22**
		TB	98	**40**
5	SMKN 1 Jatirejo	AK	68	**22**
		DPB	71	**25**
	Jumlah		**395**	**162**

The method used is purposive sampling, where the selected sources have specific criteria or conditions, namely (1) the sample is an active student enrolled in one of the vocational schools in Mojokerto Regency, and (2) Students have received or are currently taking entrepreneurship learning with technology. Researchers took all samples from class XII with a total of 162 students. The research instrument used in this study is a non-test using a questionnaire or questionnaire distributed online using Google Forms. The form of the questionnaire in this study is closed because alternative answers are already available, and also use a Linkert scale as a scoring process. Researchers use Smart PLS as software to process data in data analysis techniques.

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 research can provide an accurate description of events, people, or situations. The majority of research participants are known to (53.7%) are male, and the remaining 46.3% are female. This means that males dominate vocational students in Mojokerto Regency, with a difference that could be better. Based on the occupation of male parents, most work as entrepreneurs (54.9%), and the rest are non-entrepreneurs (45.1%). Based on the competence of the respondents in this study, most of them were in the TB department 40 (24.7%), DPB department 25 (15.4%), TBSM department 23 (14.1%), AK department 22 (13.5%), RPL department 22 (13.5%), TKR department 10 (6.1%), DKV department 8 (4.9%), EEM department 7 (4.3%) and MM department (3%).

Descriptive Statistical Analysis Based on Variables

Through descriptive statistical analysis based on variables, it is known that the mean average of all indicators contained in the entrepreneurial intention variable (Y) is 4.37. The mean of Entrepreneurial Intention (Y) is obtained from each question item consisting of the Interest dimension with a mean average of 4.204, the Aspiration dimension with a mean average of 4.630, the Entrepreneurial Start-up dimension with a mean average of 4.448, and the Learning Interest dimension with a mean average of 4.216. This demonstrates that responders comprehend every question item linked to the Entrepreneurial Intention variable in the excellent category.

Results of PLS-SEM Data Analysis

There are several stages used in testing using the SEM-PLS model (Hair et al., 2020; Khairi et al., 2021; Legate et al., 2023), namely (1) Model development; (2) Measurement model assessment (validity and reliability evaluation); (3) Structural model assessment (relationship analysis calculates R-Square value and path coefficient); (4) Model evaluation (analysis using goodness-of-fit index; and (5) Interpretation of results.

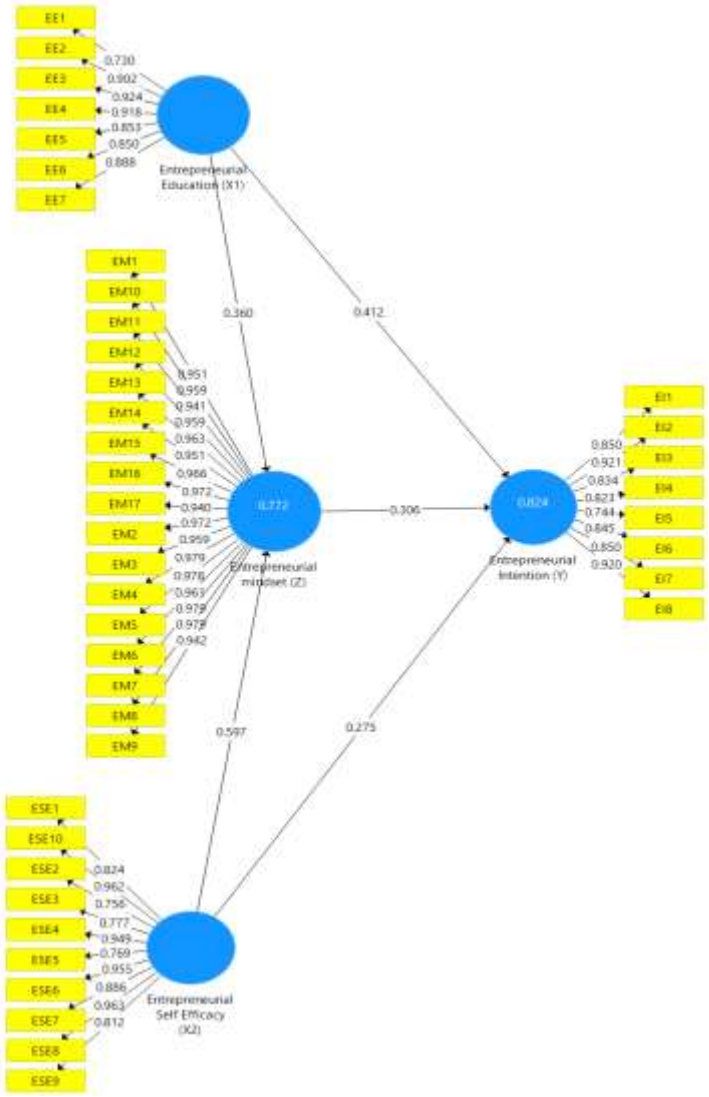

Figure 2. Hypothesis Result

Outer Model Testing

Table 2. Convergent Validity

Construct	Item	Outer Loading	α	CR	AVE
Entrepreneurial Education (EE)	EE1	0.730	0.945	0.955	0.755
	EE2	0.902			
	EE3	0.924			
	EE4	0.918			
	EE5	0.853			
	EE6	0.850			
	EE7	0.888			
Entrepreneurial Self Efficacy (ESE)	ESE1	0.824	0.963	0.968	0.755
	ESE2	0.756			
	ESE3	0.777			
	ESE4	0.949			
	ESE5	0.769			

	ESE6	0.955			
	ESE7	0.886			
	ESE8	0.963			
	ESE9	0.812			
	ESE10	0.962			
***Entrepreneurial Mindset* (EM)**	EM1	0.951	0.995	0.995	0.925
	EM2	0.972			
	EM3	0.959			
	EM4	0.979			
	EM5	0.978			
	EM6	0.961			
	EM7	0.979			
	EM8	0.979			
	EM9	0.942			
	EM10	0.959			
	EM11	0.941			
	EM12	0.959			
	EM13	0.963			
	EM14	0.951			
	EM15	0.966			
	EM16	0.972			
	EM17	0.940			
Entrepreneurial Intention (EI)	EI 1	0.850	0.945	0.954	0.723
	EI 2	0.921			
	EI 3	0.834			
	EI 4	0.823			
	EI 5	0.744			
	EI 6	0.845			
	EI 7	0.850			
	EI 8	0.920			

Each construct indicator's loading factor value displays the concurrent validity test results. 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 are said to be sufficient (Hair et al., 2019). In addition, the AVE (average variance extracted) should be at least half. Convergent validity is not met if the AVE is below 0.5. Table 2 shows that all variables have factor loadings by the referenced theory and can measure the statement indicator items, so they can be said to be valid. This validates the indicators.

Table 3. Discriminant Validity

Variabel	*Entrepreneurial Mindset* (Z)	*Entrepreneurial Self Efficacy* (X2)	*Entrepreneurial Intention* (Y)	*Entrepreneurial Education (X1)*
***Entrepreneurial Mindset* (Z)**	0.962			
***Entrepreneurial Self Efficacy* (X2)**	0.837	0.869		
***Entrepreneurial Intention* (Y)**	0.849	0.807	0.850	
Entrepreneurial Education (X1)	0.759	0.669	0.828	0.869

Table 3 shows the Fornell-Larcker criterion-based discriminant validity test result. Table 3 shows that the variables Entrepreneurial Education (XI), Entrepreneurial Self Efficacy (X2), Entrepreneurial Mindset (Z), and Entrepreneurial Intention (Y) all meet the discriminant validity requirement because their Fornell-Larcker Criterion values for each construct are higher than their correlations with other variables (Fornell, 1988; Chin, 2009; Hair et al., 2013). All of the variables may be regarded as trustworthy, according to the findings of the SmartPLS reliability test, which are displayed in Table 1 above. The value of Average Variance Extracted (AVE) obtained for each variable meets the requirement, exceeding 0.50, while the CroEIach's alpha value obtained is more significant than 0.70, even reaching up to 0.90. This means that all indicators from each variable in this study have excellent and satisfactory measurement.

Inner Model Testing

Table 3 below displays the full R2 test findings for the variables Entrepreneurial Self Efficacy (X2), Entrepreneurial Mindset (Z), and Entrepreneurial Intention (Y) :

Tabel 4. R-Square Analysis

Variable	R-Square
Entrepreneurial Mindset (Z)	0.772
Entrepreneurial Intention (Y)	0.824

Based on Table 3, The variables Entrepreneurial Education (XI), Entrepreneurial Self Efficacy (X2), and Entrepreneurial Mindset (Z) can account for 82.4 percent of the variance in Entrepreneurial Intention (Y) with a robust predictive level, according to the R2 value for the Entrepreneurial Intention variable (Y) of 0.824. Other factors beyond the scope of this study have an impact on the remaining 17.6 percent. Additionally, Entrepreneurial Education (XI) and Entrepreneurial Self Efficacy (X2) have a high predictive level, accounting for

77.2% of the variation in Entrepreneurial Mindset (Z), according to the R2 value of 0.772.

Tabel 5. Matrix F-Square Value

	Entrepreneurial Mindset (Z)	Entrepreneurial Self Efficacy (X2)	Entrepreneurial Intention (Y)	Entrepreneurial Education (XI)
Entrepreneurial Mindset (Z)			0.121	
Entrepreneurial Self Efficacy (X2)	0.864		0.128	
Entrepreneurial Intention (Y)				
Entrepreneurial Education (XI)	0.314		0.406	

Table 5 presents the results of testing each latent predictor variable's effect size (f2) on the structural model. Based on this table, the f2 value for the Entrepreneurial Mindset (Z) about With an Entrepreneurial Intention (Y) of 0.121, the impact magnitude is minimal. Next, a substantial impact size is shown by the f2 value of 0.406 for Entrepreneurial Education (XI) with respect to Entrepreneurial Intention (Y). With respect to Entrepreneurial Intention (Y), the f2 value for Entrepreneurial Self Efficacy (X2) is 0.128, suggesting a minor impact size.

Tabel 6. Hypothesis Testing Result

Hipothesis	Variable	*T-Satatistic*	t-value Sobel Test	*P-Value*	Explanation
H1	Entrepreneurial Mindset (Z) -> Entrepreneurial Intention (Y)	2.910	0.735	0.004	Received
H2	Entrepreneurial Self Efficacy (X2) -> Entrepreneurial Mindset (Z)	8.708	21.956	0.000	Received
H3	Entrepreneurial Self Efficacy (X2) -> Entrepreneurial Intention (Y)	3.221	7.712	0.001	Received

H4	Entrepreneurial Education (XI) -> Entrepreneurial Mindset (Z)	5.237	7.104	0.000	Received
H5	Entrepreneurial Education (XI) -> Entrepreneurial Intention (Y)	6.620		0.000	Received
H6	Entrepreneurial Self Efficacy (X2) -> Entrepreneurial Mindset (Z) -> Entrepreneurial Intention (Y)		2.784	0.006	Received
H7	Entrepreneurial Education (XI) -> Entrepreneurial Mindset (Z) -> Entrepreneurial Intention (Y)		2.419	0.016	Received

The way the data from the hypothesis test is presented in Table 6, hypotheses 1 to 7 are accepted or have a significant favorable influence with a p-value of less than 0.05, thus meeting the criteria or conditions for the hypotheses to be considered accepted. In addition, the t-statistic value obtained is greater than the standard set, which is 1.96. Therefore, all hypotheses are accepted.

DISCUSSION

Description of Research Variables

In this research, the description of entrepreneurial education encompasses all educational and training activities, whether formal or informal, aimed at developing students' entrepreneurial intentions. Meanwhile, entrepreneurial intention refers to a person's preference for entrepreneurship, which can stem from someone's background as an entrepreneur and their surroundings, peers, and education. Self-efficacy is a social cognitive theory based on the assumption that everyone can perform specific tasks. Lastly, the mediating variable, entrepreneurial Mindset, includes the thought patterns, attitudes, values, and beliefs that support success as an entrepreneur. A number of crucial elements can affect the entrepreneurial aspirations of Mojokerto Regency vocational high school pupils, according to the explanations of entrepreneurial education, entrepreneurial self-efficacy, and entrepreneurial mindset.

The Positive and Significant Influence of Entrepreneurial Education (XI) on Entrepreneurial Intention (Y)

Entrepreneurial intention (Y) is positively and significantly impacted by entrepreneurship education (XI), according to the data analysis results. Based on the data processing findings, the following is the t-value for the relationship between entrepreneurial intention (Y) and entrepreneurship education (XI): 6,620 > 1,645, end value p-value 0,000 < 0,050; hence, it can be said that Mojokerto Regency vocational students' entrepreneurial purpose is influenced by entrepreneurship education. Students at Mojokerto Regency's vocational schools are more likely to want to start their own business if they receive better instruction in entrepreneurship. In contrast, Mojokerto Regency vocational school students' desire to start their own business would likewise decrease if entrepreneurship education is improved. The study's findings also demonstrate that entrepreneurship education falls into the good range. Students in Mojokerto Regency's vocational schools also have incredible entrepreneurial intentions.

The results of this research align with previous studies that show that quality entrepreneurship education leads to greater awareness among students who have not yet decided which career path to take (for example, jobs versus entrepreneurship, or those who have not had experience starting their own business before diving into entrepreneurship). Good entrepreneurship education encourages students to have a stronger desire to become entrepreneurs rather than just employees (Sang & Lin, 2019; Viswanathan et al., 2008; Wardana et al., 2020). Effective entrepreneurship education enhances students' knowledge about entrepreneurship learning material, encouraging them to develop their businesses. The theories taught in entrepreneurship education should reflect the realities of today's world, making them relatable to students' daily lives and engaging enough to spark their interest in becoming entrepreneurs (Galvão et al., 2018; Lynch et al., 2021; Machali et al., 2021; Nuseir et al., 2020).

Positive and Significant Effect of Entrepreneurial Self-Efficacy (X2) on Entrepreneurial Intention (Y)

According to the information produced by the Smart PLS data processing discussed in Chapter IV, Entrepreneurial Intention (Y) is positively and significantly impacted by Entrepreneurial Self Efficacy (X2). After data processing, the t-value for the relationship between Entrepreneurial Self-Efficacy (X2) and Entrepreneurial Intention (Y) was 8,681 > 3,221, and the p-value was 0,001 < 0,050. Thus, it is known that Mojokerto Regency vocational students' business intents are influenced by their entrepreneurial self-efficacy. Vocational students in Mojokerto Regency have a greater entrepreneurial intention when their entrepreneurial self-efficacy is stronger. Conversely, among vocational students in the Mojokerto regency, the greater entrepreneurial intention, the lower their entrepreneurial self-efficacy. Additionally, the study's findings indicate that both entrepreneurial self-efficacy and entrepreneurial ambition among Mojokerto Regency vocational students fall into appropriate categories. These results are supported by Albert Bandura's Social Learning Theory, namely the idea of self-efficacy. Strong self-efficacy empowers students to create original company concepts and spot business possibilities in the market (Bandura, 1977,

2001). People who have a strong sense of self-efficacy are more inclined to take charge of their enterprises and make wise choices.

Positive and Significant Effect of Entrepreneurial Education (X1) on Entrepreneurial Mindset (Z)

This research's findings indicate that Entrepreneurial Mindset (Z) is positively and significantly impacted by Entrepreneurial Education (XI). According to the data processing results, the t-value for the relationship between Entrepreneurial Education (XI) and Entrepreneurial Mindset (Z) was 5,237 > 1,645, and the p-value was 0.0000<0,050. This suggests that entrepreneurship education has an impact on the entrepreneurial mindset of vocational students in Mojokerto Regency. In Mojokerto, vocational students' entrepreneurial mindset increases with the quality of their entrepreneurship education. Likewise, Mojokerto Regency vocational students' entrepreneurial attitude would be more pronounced the worse their entrepreneurship education is.

Students who receive a quality entrepreneurship education are more likely to think critically and spot business possibilities, according to earlier research that supports this study. According to the authors (2017), Kriewall & Mekemson (2010), and Solesvik et al. (2014), students are required to perform a strengths and weaknesses analysis as well as a risk analysis. The idea behind this theory is highly pertinent to the findings of this investigation, demonstrating that entrepreneurship education falls within the outstanding range. Likewise, vocational students at Mojokerto Regency also have a great entrepreneurial attitude.

The Effect of Entrepreneurial Self-Efficacy (X2) on Entrepreneurial Mindset (Z)

Entrepreneurial Self Efficacy (X2) has a positive and significant impact on Entrepreneurial Mindset (Z), according to the data produced by the previously stated Smart PLS data processing. After data processing, the t-value for the relationship between Entrepreneurial Self-Efficacy (X2) and Entrepreneurial Mindset (Z) was 8,708 > 1,645 and the p-value was 0,000 < 0,050. The entrepreneurial attitude of Mojokerto's vocational pupils is influenced by their level of entrepreneurial self-efficacy. Vocational students at Mojokerto Regency will have a more entrepreneurial attitude if they have a greater level of entrepreneurial self-efficacy. Likewise, the entrepreneurial mentality and self-efficacy of vocational students in Mojokerto District will be lower.

High Entrepreneurial Self-Efficacy offers students the confidence to obtain capital (money) to manage their firms, according to prior research that supports the findings of this study (Gallant, 2010; Naumann & Naumann, 2017; Scheepers, 2008). They have the ability to persuade banks to lend money to their company and persuade others to invest in it. Also, they have the ability to convince people to work for and join their company (C. et al., 2016; Ruhara & Kayitana, 2018).

The Effect of Entrepreneurial Mindset (Z) on Entrepreneurial Intention (Y)

Entrepreneurial Intention (Y) is favorably and significantly impacted by Entrepreneurial Mindset (Z), according to this study. Data processing results showed that entrepreneurial mindset influences the entrepreneurial intentions of vocational students in Mojokerto Regency. The t-value for the effect of entrepreneurial mindset (Z) on entrepreneurial intention (Y) was 2,910 > 1,645, and the p-value was 0,004 < 0,050. The more entrepreneurially minded Mojokerto vocational students are, the more entrepreneurially inclined they are. Additionally, Mojokerto Regency vocational students will have a more business mindset and goal. The findings of this study also demonstrated that Mojokerto vocational students' entrepreneurial objectives and mindset fall into the appropriate categories.

An entrepreneurial attitude inspires people to think creatively and innovatively, according to earlier research that supports the findings of this study, thereby increasing their interest in creating new and unique businesses (Krueger et al., 2000b, 2000a). An entrepreneurial mindset also helps individuals develop resilience and perseverance, preparing them to face business challenges and failures. It enhances the ability to take business risks and boosts interest in trying new things.

Indirect Effect of Entrepreneurial Education (X1) Through Entrepreneurial Mindset (Z) on Entrepreneurial Intention (Y)

The findings of the hypothesis testing indicate that there is a significant relationship between entrepreneurship education and the development of a positive entrepreneurial mindset and entrepreneurial intentions in Mojokerto Regency vocational students. The Sobel Test t-value is equal to 2,419 > 1,645, and the Sobel Test probability is 0,016—smaller than 0,050 (p< 0,050). Previous research supporting the results of this study states that good entrepreneurship education encourages students to enhance their entrepreneurial Mindset, which boosts their self-confidence, improves their creative and innovative thinking abilities, develops resilience and perseverance, and encourages them to take risks (Kim & Hunter, 1993; Lent et al., 1994; Mayes, 2012). Ultimately, this will increase students' intention to become entrepreneurs.

Indirect Effect of Entrepreneurial Education (X1) Through Entrepreneurial Mindset (Z) on Entrepreneurial Intention (Y)

The Sobel Test t-value of 2,784 > 1,645 and the Sobel Test probability of 0.006 are smaller than 0.050 (p < 0.050), according to the results of the hypothesis testing that was done. This suggests that there is a significant relationship between SMK students in Mojokerto Regency and their entrepreneurial self-efficacy, which can foster a positive entrepreneurial mindset and, in turn, an entrepreneurial intention. A strong sense of self-efficacy in entrepreneurship helps foster an entrepreneurial mentality and ambition. Between entrepreneurial self-efficacy and entrepreneurial intention, entrepreneurial mindset acts as a partial mediator.

Previous research supporting this study's findings states that an Entrepreneurial Mindset plays an influential role as a partial mediator between Entrepreneurial Self-Efficacy and Entrepreneurial Intention. Through the entrepreneurial Mindset, entrepreneurial self-efficacy enhances students' abilities to be interested in entrepreneurship and aspire to become entrepreneurs. This way, students become interested in learning about entrepreneurship and are ready to start their own business soon without fearing the risks of entrepreneurship (Hamrell, 2011; Sadek et al., 2005; Steffens & Omarova, 2019).

CONCLUSIONS

This study examines the connection between entrepreneurial education and entrepreneurial mindset-based self-efficacy toward entrepreneurial intention. The research questions are addressed by the following conclusions based on the findings and discussion of the earlier chapters:

1. The description of the variables is apparent, outlining that entrepreneurial education encompasses all educational and training activities, both formal and informal, aimed at developing students' entrepreneurial intention. Entrepreneurial intention refers to someone's desire to engage in entrepreneurship, which can arise from individuals with entrepreneurial backgrounds or family ties and their surrounding environment, peers, and education. *Self-efficacy* is a social cognitive theory based on the assumption that everyone can perform specific tasks. Finally, the mediating variable, Entrepreneurial Mindset, includes the mindset, attitudes, values, and beliefs that support success as an entrepreneur.
2. Entrepreneurial Education (X1) significantly and favorably influences Entrepreneurial Intention (Y). There is a positive and significant relationship between entrepreneurial self-efficacy (X2) and entrepreneurial intention (Y).
3. There is a positive and significant influence of Entrepreneurial Self-Efficacy (X2) on Entrepreneurial Intention (Y)Adanya pengaruh secara positif dan signifikan *Entrepreneurial Self Efficacy*(X2) terhadap Entrepreneurial Mindset (Z).
4. Entrepreneurial education (X1) has a strong and favorable impact on entrepreneurial mindset (Z).
5. There is a positive and significant influence of Entrepreneurial Self-Efficacy (X2) on Entrepreneurial Mindset (Z)
6. There is a positive and significant influence of Entrepreneurial Mindset (Z) on Entrepreneurial Intention (Y)
7. Entrepreneurial Education (X1) positively and significantly influences Entrepreneurial Intention (Y) through Entrepreneurial Mindset (Z).
8. Entrepreneurial Self Efficacy (X2) has a positive and significant impact on Entrepreneurial Intention (Y) through Entrepreneurial Mindset (Z)

ADVANCED RESEARCH

The researchers have the following suggestions for future studies and vocational schools (SMK) in Mojokerto District:

1. To enhance knowledge and entrepreneurial intention among vocational school students in Mojokerto District, there is a need for a better and more effective entrepreneurship learning design
2. Students should improve their self-learning experiences in entrepreneurship.
3. A better and more effective entrepreneurship learning design is needed to enhance knowledge and entrepreneurial intention among vocational school students in Mojokerto District.
4. Students must build confidence in increasing their material and non-material resources to run a business.
5. Students need to boost their self-confidence to implement new ideas in entrepreneurship.
6. For upcoming studies, it is hoped that further studies can be conducted with a broader scope of location and population, as well as a larger sample, to determine more practical steps in developing human resources that are more professional and competent in entrepreneurship and to reduce unemployment rates.
7. Future researchers are expected to conduct studies with other variables that could influence the entrepreneurial intention of the current generation.
8. The government hopes to use this research as a reference for determining appropriate programs to develop more professional and competent human resources in entrepreneurship and reduce unemployment rates.
9.

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