

The Effect of Entrepreneurship Learning with Proactiveness Attitude as a Mediation Variable on Entrepreneurial Intention

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ABSTRACT

Entrepreneurship is a significant pillar in global economic development, including in Mojokerto, where entrepreneurship is increasingly prominent among vocational high school graduates. This study aims to investigate the effect of entrepreneurship learning on the entrepreneurial intentions of vocational high school students in Mojokerto. With a quantitative descriptive, explanatory approach, this study used a questionnaire to collect data that was analyzed statistically. The results showed that entrepreneurship learning positively and significantly affects entrepreneurial intentions, both directly and through students' proactive attitudes. This study also considers local factors such as the economic, social, and cultural conditions of Mojokerto to provide recommendations for strategies to improve entrepreneurship learning that are more appropriate to the local context.

INTRODUCTION

Amidst the dynamics of the global economy, entrepreneurship has become an essential pillar of economic development, and various countries are now encouraging entrepreneurship education in schools (Hadjichristodoulou et al., 2020; Sariwulan et al., 2020). In Mojokerto, which is known as an industrial center in East Java, there is great potential in the small and medium enterprise (SME) sector. Encouraging entrepreneurial intentions in vocational schools is expected to improve students' business skills, motivate them to become entrepreneurs, and strengthen the local economy (Sari et al., 2021).

School entrepreneurship programs provide students with the foundations of business planning, financial management, and marketing. It also develops students' managerial skills and self-confidence through small business management, collaborative learning, and field experience. In addition, students learn to manage risk and failure as part of the learning process. The opportunity to develop their own business encourages financial independence and contributes to the surrounding community by creating new jobs (Apidana, 2021; Sari et al., 2021). However, implementing entrepreneurship in vocational schools faces challenges such as limited resources, lack of support from schools and communities, and lack of student understanding (Mayasari et al., 2019). Students' proactive attitude is also an essential factor in overcoming these obstacles. Therefore, entrepreneurship learning needs to be improved through a structured curriculum, practical training, collaboration with business actors, and examples of successful local entrepreneurs. With this holistic approach, Mojokerto vocational school students are expected to be better prepared to face the business world and become agents of change in the local economy (Sari et al., 2021).

This study highlights the importance of a proactive attitude in fostering creativity, self-confidence, and independence of vocational school students in Mojokerto to develop entrepreneurial intentions (Aini & Oktafani, 2020). Proactive students are more innovative, persistent, and brave in facing challenges and can learn from experience. This study identified several obstacles, such as the need for more support for an effective entrepreneurship curriculum, limited stakeholder support, and low student proactive attitudes (I Kade Aris Friatnawan Dusak, 2016; Karen Hapuk et al., 2020). In addition, challenges such as fear of failure and limited facilities, such as business incubators and coworking spaces, also influence students' entrepreneurial intentions.

This study offers a comprehensive approach with innovative strategies, including developing an entrepreneurship curriculum, stakeholder support, inspiring role models from alums, and integrating theory with field practice. The implications include improving educational policies and support from various parties to build a supportive entrepreneurial environment for vocational high school students. This study aims to encourage students to become independent and competitive job creators who contribute to the local economy in Mojokerto.

LITERATURE REVIEW

Entrepreneurship Learning

Entrepreneurship learning is the entire educational and training activities, both in the educational and non-educational systems, aiming to develop students' entrepreneurial intentions. Entrepreneurship learning also aims to develop several factors influencing these intentions, such as knowledge, mindset, inspiration, attitude, desire, and entrepreneurial skills (Hägg & Gabrielsson, 2020; Machali et al., 2021). Entrepreneurship education comprises all pedagogical programs or educational processes that shape students' entrepreneurial attitudes and skills. Several researchers (Bazkiaei et al., 2020; Ellis et al., 2019; Gairola, 2019; Hägg & Gabrielsson, 2020; Hasan et al., 2020; Hernández-Sánchez et al., 2019; Prabhu, 2019) classify entrepreneurship education into four types, namely awareness education, education for start-ups, education for entrepreneurial dynamism, and continuing education for entrepreneurs. In addition, there are two types of entrepreneurship education, namely entrepreneurship education that focuses on theory and entrepreneurship education with a practical orientation (Oo et al., 2018).

Proactiveness Attitude

Proactiveness, or proactive attitude, is an individual's tendency to take the initiative in anticipating and dealing with change and creating opportunities before problems arise (Van Ness et al., 2020). In education and entrepreneurship, especially for Vocational High School (SMK) students in Mojokerto, a proactive attitude plays a vital role in building entrepreneurial intentions. According to the Theory of Planned Behavior by Ajzen, entrepreneurial intentions are influenced by attitudes toward behavior, subjective norms, and perceived behavioral control. A proactive attitude strengthens perceived behavioral control and positive attitudes toward entrepreneurship because proactive individuals can control and direct their actions to achieve goals (Alam et al., 2019).

Entrepreneurial Intention

Entrepreneurial intention is a person's liking to become an entrepreneur, where the intention to become an entrepreneur does not only come from someone whose background or descent is an entrepreneur but can also come from someone through the surrounding environment, peers, and education ('Azmi et al., 2022; Agung & Made, 2016). A person's entrepreneurial intention can influence someone to become an entrepreneur: (1) The influence of risk tolerance on entrepreneurial intention, explicitly considering the role of risk in a person's decision-making to become an entrepreneur.

METHODOLOGY

Research Design

This study uses a quantitative approach, PLS-SEM, to investigate the effect of Entrepreneurship Learning (X1) and Mindset Elaboration (X2) with Mindset Implementation (Z) as an intervening variable on Entrepreneurial Beliefs (Y). The main benefit of PLS-SEM is its ability to maximize variance in dependent variables and estimate data based on the dimensions of the measurement model (Hair et al., 2019).

Respondents and Data Collection Techniques

Vocational high school students in Mojokerto participated in this study. We studied 201 respondents with 29 Google Form questions sent via WhatsApp. The respondent criteria in this study were grade XI (2) students 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) and Mindset Elaboration (X2), and intervening variables, namely Mindset Implementation (Z) and Entrepreneurial Beliefs (Y), as a dependent variable.

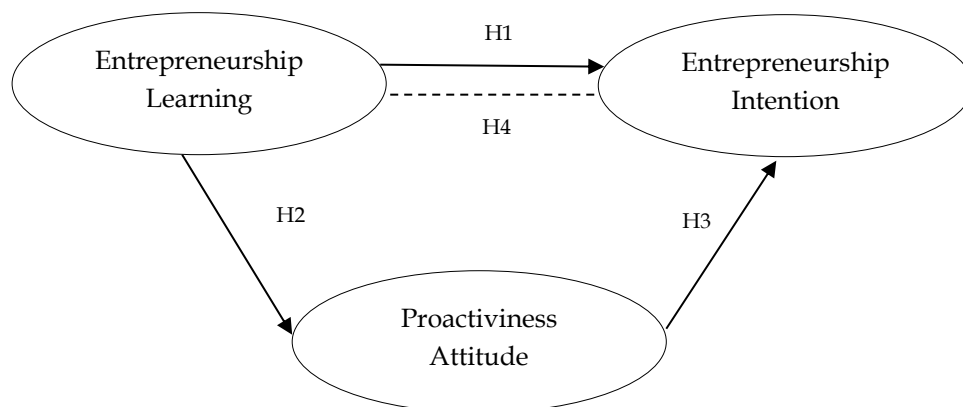


Figure 1. Conceptual Framework

Instrument Development And Data Analysis

A survey was used to study the Entrepreneurial Intention of Vocational High School students. The research instrument was adapted from previous studies and literature reviews (Table 1). 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 (Bazkiaei et al., 2020). Proactiveness attitude was measured by six items from (Hertel et al., 2021). Implementation of Entrepreneurial Intention was measured by eight items (Lechuga Sancho et al., 2020). The questionnaire asked participants to rate each statement from 1 (strongly disagree) to 5 (strongly agree). This study uses Smart PLS 3.0 for partial least squares structural equation modeling (PLS-SEM).

RESEARCH RESULT

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 0.939 to 0.988 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), Proactiveness Attitude (Z), and Entrepreneurial Intention (Y), from 0.721 to 0.920, are more than 0.70, indicating discriminant validity.

Hypothesis Testing

The model tests the hypotheses using a structural equation model. The researchers used 213 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 5.409 to 21 382 (> 1.645).

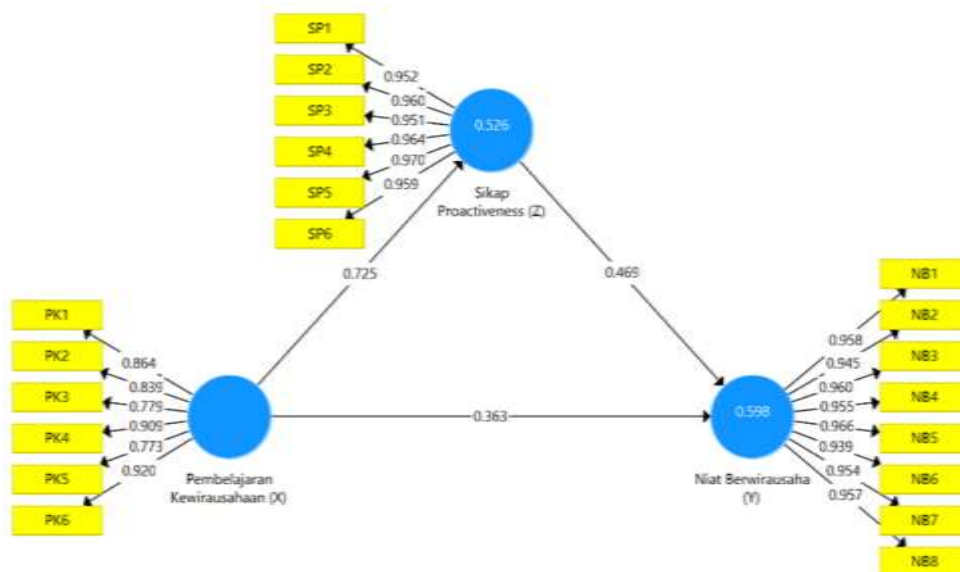


Figure 2. Hypothesis Test Result

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 Intention (Y) variable is 0.598, which means that 59.8 percent of the Entrepreneurial Intention (Y) variance can be explained by the Entrepreneurial Learning (X1) and Proactiveness Attitude (Z) variables with a strong prediction level. The remaining 40.2 percent is influenced by other

variables not part of this study. Furthermore, the R2 value of the Proactiveness Attitude variable (Z) is 0.526, which means that 52.6% of the variance in the Proactiveness Attitude (Z) can be explained by the Entrepreneurship Learning variable (X1) with a strong prediction level.

Table 1. Measurement results of the Entrepreneurship Learning model (X)

Code	Variable and Indicator	Loading Factor	Cronbach's Alpha	CR	AVE
PK1	So far I have been following Business Education to be able to develop my business.	0.864	0.923	0.939	0.721
PK2	So far, the theories I have learned in Business Education are in accordance with reality.	0.839			
PK3	I have a business from my own experience/self-taught	0.779			
PK4	So far I can analyze the risks.	0.909			
PK5	With the provision of entrepreneurial learning, I can read business opportunities more widely	0.773			
PK6	With Entrepreneurship Education I can understand Market Needs	0.920			

Table 2. Measurement results of the Proactiveness Attitude model (Z)

Code	Variable and Indicator	Loading Factor	Cronbach's Alpha	CR	AVE
SP1	I often take the first step to solve a problem or achieve a goal.	0.952	0.983	0.986	0.920
SP2	I don't wait for instructions to start a task that needs to be done.				
SP3	I tend to plan the next steps to deal with changes that may occur in my environment.				
SP4	I can usually see new opportunities that may arise before anyone else does				
SP5	I believe that I can complete a task or problem without significant external assistance.				
SP6	I feel comfortable making important decisions on my own, without asking for much input from others.				

Table 3. Measurement Results of Entrepreneurial Intention Model (Y)

Code	Variable and Indicator	Loading Factor	Cronbach's Alpha	CR	AVE
NB1	I have a desire to become an entrepreneur.	0.958	0.986	0.988	0.911
NB2	I am more interested in being an entrepreneur than an employee	0.945			
NB3	My ambition is to become an entrepreneur in the future.	0.960			
NB4	I have an interest in becoming an entrepreneur.	0.955			
NB5	I will dare to start a business in the near future	0.966			
NB6	The availability of your brother to work hard without fear of risks in entrepreneurship	0.939			
NB7	You have an interest in learning entrepreneurship	0.954			
NB8	When I am wrong I am ready to learn.	0.957			

Table 4. Discriminant Validity

	Entrepreneurship Intention (Y)	Entrepreneurship Learning (X)	Proactiveness Attitude (Z)
Entrepreneurship Intention (Y)			
Entrepreneurship Learning (X)	0.719		
Proactiveness Attitude (Z)	0.743	0.744	

Table 5. Hypothesis Test

Direct Influence	T Statistics	t-value Sobel Test	P Values
Entrepreneurship Learning (X) -> Entrepreneurship Intention (Y)	5.409		0.000
Entrepreneurship Learning (X) -> Proactiveness Attitude (Z)	21.382		0.000
Proactiveness Attitude (Z) -> Entrepreneurship Intention (Y)	6.492		0.000
Indirect Influence			
Entrepreneurship Learning (X) -> Proactiveness Attitude (Z) -> Entrepreneurship Intention (Y)		5.917	0.000

DISCUSSION

The study's results on the first hypothesis test found that entrepreneurship learning affects the entrepreneurial intention of SMK students majoring in BDP in Mojokerto. The better the entrepreneurship learning, the higher the entrepreneurial intention of SMK students majoring in BDP in Mojokerto. Likewise, the worse the entrepreneurship learning, the worse the entrepreneurial intention of SMK students majoring in BDP in Mojokerto. The results of this study also show that entrepreneurship learning is in the excellent category, and the entrepreneurial intention of SMK students majoring in BDP in Mojokerto is also in the exceptional category. This is supported by research conducted by (Hafizhah et al., 2019). Researchers examined the effect of entrepreneurship learning and entrepreneurial motivation on entrepreneurial intention in class XI students of SMK N 2 Bandung, and the results showed that both variables contributed significantly to students' intention to become entrepreneurs. Students who receive good entrepreneurship learning show higher entrepreneurial intentions, emphasizing the importance of a practical and motivational approach in teaching entrepreneurship in SMK.

The results of the study on the second hypothesis show that entrepreneurship learning positively affects the proactive attitude of BDP SMK students in Mojokerto, where the better the entrepreneurship learning, the higher the students' proactive attitude. This aligns with previous research (Ekawarna & Putra, 2018), which shows that entrepreneurship education significantly shapes students' proactive, innovative, and self-confident attitudes. Effective entrepreneurship education increases students' initiative, encourages them to solve problems, start tasks independently, and identify business opportunities. This education also develops independence, where students learn to make decisions without relying on external assistance. According to research (Cempaka et al., 2021), entrepreneurship education supported by adequate facilities such as business laboratories helps students be more independent, proactive, and ready to face the challenges of the business world.

The results of the third study showed that the proactive attitude influenced the entrepreneurial intention of SMK students majoring in BDP in Mojokerto. The better the proactive attitude, the higher the entrepreneurial intention of SMK students majoring in BDP in Mojokerto. Likewise, the worse the proactive attitude, the worse the entrepreneurial intention of SMK students majoring in BDP in Mojokerto. The results of this study also show that the proactive attitude is in the excellent category, and the entrepreneurial intention of SMK students majoring in BDP in Mojokerto is also in the excellent category. In several recent studies, students' proactive attitudes have indeed been found to influence entrepreneurial intentions significantly. For example, a study by (Cempaka et al., 2021) showed that the proactive attitude of SMK students majoring in marketing has a positive and significant relationship with entrepreneurial intentions. Through the perception of desire as a mediating variable, students with a proactive attitude tend to have higher entrepreneurial intentions. The proactive attitude shown by students contributes to increasing their interest in taking steps in the world of entrepreneurship in the future.

Another study by (Mirawati et al., 2019) also supports this relationship, finding that proactive attitudes and skill mastery are essential in encouraging entrepreneurial intentions of vocational high school students. Students who are proactive and interested in taking the initiative are considered more confident and enthusiastic about starting their businesses. This study emphasizes that effective entrepreneurship learning programs can strengthen proactive attitudes and entrepreneurial skills, ultimately encouraging students' intentions to become entrepreneurs. Thus, these results strengthen the findings of this study, which show that proactive attitudes can directly contribute to entrepreneurial intentions in vocational high school students.

The results of the fourth study showed a significant influence on entrepreneurship learning, which could create a positive, proactive attitude and entrepreneurial intentions for SMK students majoring in BDP in Mojokerto. Good entrepreneurship learning can improve proactive attitudes and create entrepreneurial intentions. Proactive attitudes are influential as a partial mediation between entrepreneurship learning and entrepreneurial intentions. Several recent studies have shown that entrepreneurship learning significantly impacts students' proactive attitudes and entrepreneurial intentions. One of them is a study by (Terhadap & Berwirausaha, 2020), which found that entrepreneurship learning contributes positively to entrepreneurial intentions, with motivation as the main supporting factor. This study emphasizes the importance of entrepreneurship education in preparing students to face the world of work better and fostering an entrepreneurial spirit from an early age. Another study conducted by (Jayanti et al., 2023) shows that entrepreneurship education can help students develop attitudes of independence and initiative, increasing their intentions to become entrepreneurs. By providing practical knowledge and skills, this education not only teaches theory but also provides essential hands-on experience for students. In addition, (Cempaka et al., 2021) also emphasized that entrepreneurship education is critical in preparing graduates to become entrepreneurs and can serve as a solution to reduce unemployment rates. This study shows that vocational high school graduates trained in entrepreneurship have a greater chance of starting their businesses than just becoming employees. The overall results of this study support the finding that good entrepreneurship learning can create a positive, proactive attitude, which further contributes to increasing entrepreneurial intentions of vocational high school students, including in the BDP Department in Mojokerto.

CONCLUSIONS

The results of this study indicate that entrepreneurial learning has a positive and significant influence on entrepreneurial intention among vocational high school students. This means that the better the quality of entrepreneurship learning students receive, the higher their intention to become entrepreneurs. In addition, entrepreneurial learning positively and significantly impacts students' proactive attitudes. Thus, an increase in entrepreneurship learning increases the intention to become an entrepreneur and forms a proactive attitude that is important for the business world. Proactive Attitude itself has been proven to

have a positive and significant influence on Entrepreneurial Intention. Students with a proactive attitude tend to be more enthusiastic and motivated to pursue business opportunities because they act without waiting for direction or orders from others.

Furthermore, this study reveals that entrepreneurial learning indirectly affects entrepreneurial intention through a proactive attitude. This means that effective entrepreneurship learning can improve students' proactive attitudes, ultimately increasing their intention to become entrepreneurs. Overall, entrepreneurship learning directly impacts students' intention to become entrepreneurs and forms a proactive attitude as an additional determining factor in building that intention.

ADVANCED RESEARCH

Based on the conclusions and implications of this study, several suggestions can be made to support the development of entrepreneurial intentions of vocational high school students:

Students need to enrich their entrepreneurial experience independently. This can be done by learning independently through various sources such as articles, videos, or entrepreneurship books and observing and imitating successful entrepreneurial practices around them. This independent experience will equip students with a broader practical understanding of the business world, which helps shape entrepreneurial character and skills.

Students need to improve their ability to recognize new business opportunities. You are training yourself to see market potential and consumer needs before others, giving students a competitive advantage in the business world. This ability can be improved by getting used to conducting simple market research, following trends, and thinking critically about problems faced by society.

Students need to develop the courage to start a business shortly. By growing self-confidence to take the first step in entrepreneurship, students can feel firsthand the challenges and opportunities in the field. This courage will help students overcome doubts and increase their motivation to run a business. By instilling this courage and initiative, students will be better prepared to face risks and adapt to the ever-changing dynamics of business.

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