Journal of Finance and Business Digital (JFBD)
Vol. 3, No.4 2024: 403-420

The Influence of Entrepreneurship Education on Entrepreneurial Readiness Mediated by Entrepreneurial Skills and Entrepreneurial Mindset

Fransisca Ucik Pudjiastuti[1*], Ludi Wishnu Wardana[2], Agus Sumanto[3]
Universitas Negeri Malang
Corresponding Author: Fransisca Ucik Pudjiastuti
fransisca.ucik.2304158@students.um.ac.id

A R T I C L E I N F O

Keywords: Entrepreneurial Mindset, Entrepreneurship Education, Entrepreneurial Readiness, Entrepreneurial Skill

Received : 24, October
Revised : 26, November
Accepted: 28, December

A B S T R A C T

Entrepreneurship development is now a significant focus in various countries as one of the solutions to reduce unemployment rates, especially in developing countries. This study aims to analyze the influence of entrepreneurship education on the entrepreneurial readiness of vocational high school students in Pujon District, with entrepreneurial skills and mindset as mediating variables. The results of the study indicate that entrepreneurship education positively influences entrepreneurial readiness and improves students' entrepreneurial skills through the Creative Entrepreneurship Product (PKK) subject. In addition, entrepreneurship education also positively impacts changes in entrepreneurial mindset, although this mindset has yet to increase entrepreneurial readiness directly. Entrepreneurial skills have been shown to improve students' readiness to start a business. These findings indicate the importance of entrepreneurship education in preparing a workforce ready to become entrepreneurs.

DOI prefik: https://doi.org/10.55927/jfbd.v3i4.12421
ISSN-E: 2964-8688
https://journal.formosapublisher.org/index.php/jfbd

INTRODUCTION

Entrepreneurship development is now a significant focus in various countries as one of the solutions to reduce unemployment rates, especially in developing countries. Entrepreneurship is recognized as one of the essential pillars in creating new jobs, reducing dependence on the formal sector, and accelerating economic growth. In many cases, the formal sector, such as large companies and government industries, can only absorb part of the workforce. At the same time, entrepreneurship provides opportunities for individuals to create new businesses that can absorb the workforce. With the development of small and medium enterprises, many people who were previously unemployed can get jobs, either in the businesses they build themselves or in the supply chain of those businesses. Entrepreneurship education is also crucial in overcoming the problem of unemployment because it not only teaches business theory but also the practical skills needed to run a business. By preparing the younger generation with entrepreneurial knowledge and skills, it is hoped that they will be better prepared to face the challenges of the world of work and be able to create business opportunities that are not only personally profitable but also beneficial to the broader community.

In addition, entrepreneurship also teaches individuals to innovate, take risks, and develop new ideas that can drive economic growth and increase the country's competitiveness in the global market. However, although entrepreneurship has excellent potential to reduce unemployment, significant challenges remain, such as limited access to business capital, lack of adequate infrastructure support, and a mindset that needs to support an entrepreneurial culture fully. Therefore, for entrepreneurship to be an effective solution to overcoming unemployment, collaborative efforts are required between the government, education, and the private sector to create an ecosystem that supports entrepreneurship development. However, the unemployment rate in Indonesia is still high, especially among vocational high school graduates, which reaches 8.62% (BPS, 2023). This unemployment is caused by limited employment opportunities and the need for more individual readiness to become entrepreneurs. One solution to overcome this problem is to increase entrepreneurship through entrepreneurship education that can foster entrepreneurial skills and mindsets in the younger generation.

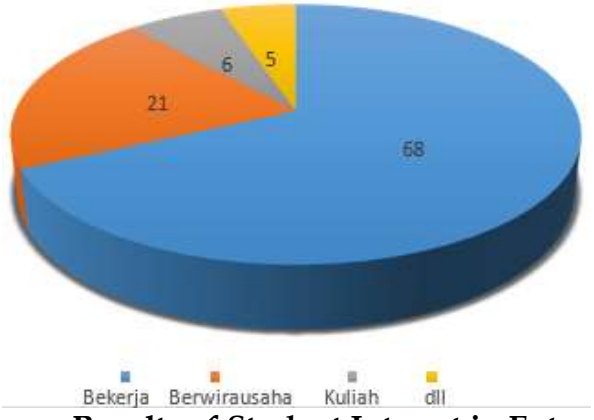

Figure 1. Survey Results of Student Interest in Entrepreneurship

Entrepreneurship education is critical in shaping the entrepreneurial spirit and behavior. However, the education system in Indonesia tends to produce graduates who are more focused on finding work than creating jobs. This is due to the curriculum and teaching methods that could be more optimal for developing entrepreneurial skills (Hasmiah et al., 2021). In addition to skills, an entrepreneurial mindset is essential to entrepreneurial readiness. However, many vocational high school students prefer to become civil servants or work in large companies because they need more courage and confidence to start their businesses. This study examines entrepreneurship education's effect on the entrepreneurial readiness of vocational high school students, with entrepreneurial skills and entrepreneurial mindset as mediating variables. This study also highlights the importance of mental readiness, knowledge, and skills in establishing a new business. In vocational high schools throughout Pujon District, located in rural areas, awareness of the importance of entrepreneurship still needs to be improved, so this study is expected to contribute to the development of entrepreneurship education in the area. The novelty of this study is the focus on entrepreneurial readiness, which has not been widely studied in previous studies that focused more on entrepreneurial intentions and interests. This research is expected to provide a new understanding of the factors that influence entrepreneurial readiness and contribute to the literature on entrepreneurship in Indonesia.

LITERATURE REVIEW

Entrepreneurial Readiness

Entrepreneurial readiness refers to an individual's ability and inclination to start a business and the attitudes and skills needed to face business challenges in various conditions. Psychological factors such as perception, attitude, and beliefs are essential in increasing the number of entrepreneurs in society (Kumar et al., 2021). This entrepreneurial readiness can be seen from an individual's readiness to analyze opportunities and challenges in the external environment and their ability to respond to these changes effectively. Entrepreneurial readiness is not innate but can be developed through education and training. Entrepreneurship education programs are essential in developing student competencies and preparing them with the knowledge, skills, and motivation to start and manage a business.

This level of readiness is influenced by various factors, such as critical thinking skills, a person's level of maturity, and support from the surrounding environment (Fatimah et al., 2020). The characteristics of individuals who are ready to become entrepreneurs include the ability to think rationally and critically, have the skills and willingness to work together, be responsible, adapt quickly to technological developments, and have the ability to update information (Wulandari et al., 2021). Based on research by Wahyuni and Elida (2023), indicators of entrepreneurial readiness include mental readiness, knowledge, and entrepreneurial skills, all of which contribute to success in entrepreneurship.

Entrepreneurship Education

Entrepreneurship education is a learning process that aims to improve a person's knowledge, skills, attitudes, and entrepreneurial mentality and equip individuals with the ability to start and manage a business. This education teaches practical skills and instills the values, attitudes, and mindsets needed to become a successful entrepreneur (Kakouris & Liargovas, 2020; Ratten & Jones, 2020). The main focus of entrepreneurship education is to develop creativity, innovation, and the desire to start their own business and to improve students' understanding of essential aspects of running a business, such as planning, management, and decision-making. Entrepreneurship education is a systematic, conscious, and goal-oriented process in which individuals with the potential to become entrepreneurs are trained to understand entrepreneurship, develop an entrepreneurial mindset, and acquire the skills needed to start a business. The entrepreneurial knowledge provided includes personal values, attitudes, business skills, and social interactions that are important in creating and running a business (Wibowo et al., 2022).

Through this education, students are trained to think creatively and take risks, adapt to a dynamic environment, and learn from real-life experiences. Entrepreneurship education has great potential to improve students' entrepreneurial skills and motivation, which can drive economic growth, create jobs, and reduce unemployment rates. It also contributes to developing the small and medium-sized business sector, an essential economic driver. With the increasing importance of the role of entrepreneurship in many countries, entrepreneurship education is also getting more attention as a way to prepare the younger generation to become competent entrepreneurs who are ready to face future challenges (Carpenter & Wilson, 2021).

Entrepreneurial Mindset

Mindset, which originates from cognitive psychology, is not an innate trait but something that can be learned and influenced by an individual's experiences and interactions with their environment. An entrepreneurial mindset refers to recognizing and exploiting business opportunities despite limited resources. Individuals with an entrepreneurial mindset tend to be more active in entrepreneurial activities, create new businesses, and pursue business opportunities (Cui et al., 2021; Pidduck et al., 2021). This mindset is essential in the entrepreneurial process, encouraging opportunity recognition and new business development. In addition, an entrepreneurial mindset is also related to how a person identifies opportunities and takes action to capitalize on them (Jiatong et al., 2021).

Entrepreneurial mindset can be divided into two primary forms: elaboration mindset and implementation mindset. The elaboration mindset focuses on the question "why" (e.g., why should I start my own business?), while the implementation mindset focuses more on the "how" (e.g., how can I start my own business?) (Daspit et al., 2023). In general

Entrepreneurial Skills

Entrepreneurial skills refer to an individual's ability to identify and exploit business opportunities and create something new and different. These skills include innovation, creativity, and the ability to make risky business decisions. In the face of rapid business development, the entrepreneurial skills needed include technical and managerial aspects, such as leadership, communication, and problem-solving, which are the basis for individuals who want to start and develop a successful business (Ratten & Jones, 2020; Galvao et al., 2020). Personal and environmental factors play an essential role in developing entrepreneurial skills. Personal factors include education, experience, vision, commitment, courage to take risks, and age, while environmental factors include sociology, organization, family, opportunities, competitors, investors, and government policies (Sariwulan et al., 2020).

Entrepreneurial skills can be learned and developed and are very important in the era of the Industrial Revolution 4.0, where skills such as adaptability, critical thinking, and innovation are highly valued in the workplace (Aliu & Aigbavboa, 2021; Munir et al., 2022). Individuals with educational backgrounds and work experience tend to have better skills in entrepreneurship and can make business progress than those without these skills (Almahri et al., 2019). Entrepreneurial skills are also related to entrepreneurial attitudes and behaviors, where individuals with a higher entrepreneurial spirit are more active and more likely to succeed in the business world (Mittal & Raghuvaran, 2021). According to Mittal and Raghuvaran (2021), entrepreneurial skills among students include interpersonal skills, time management, presentation skills, and information and communication technology (ICT) skills. A case-based or project-based educational approach can encourage the development of these entrepreneurial skills by encouraging students to think critically in completing their tasks.

METHODOLOGY

This study uses a quantitative approach with a descriptive, explanatory design, which means that data is obtained through a questionnaire survey filled out directly by respondents and then explained in detail. This quantitative method aims to produce knowledge that can be measured through statistical analysis, with the data obtained as numbers and analyzed to reach conclusions (Al-Ababneh, 2020; Westerlund, 2020). The main focus of this study is to explain the relationship between various variables, namely the effect of entrepreneurship education on the entrepreneurial readiness of vocational high school students, which is mediated by entrepreneurial skills and entrepreneurial mindsets. This study also identifies how the three variables influence students' entrepreneurial readiness. As a next step, the conceptual framework of this study will be explained further.

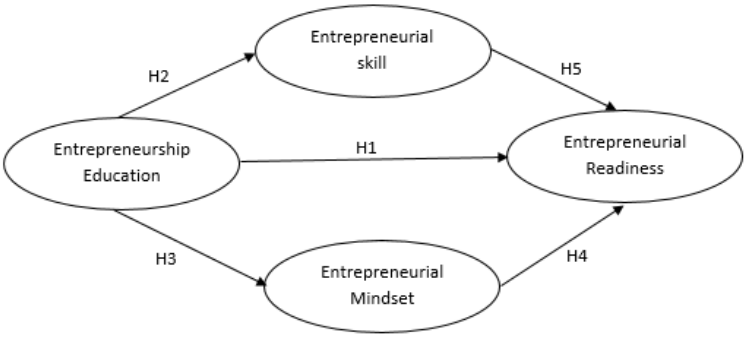

Figure 2. Conceptual Framework

The population used in this study were vocational high school students in Pujon District consisting of 3 schools, namely SMKN 1 Pujon, SMK Haromain, and SMK Alam, with five areas of expertise, namely Ruminant Livestock Agribusiness (ATR), Agricultural Product Processing Agritechnology (APHP), Fashion Design (TABUS), Computer Network Engineering (TKH) and Light Vehicle Engineering (TKR). The sampling technique in this study used non-probability sampling, namely a data or sample collection technique where each element of the population has a different probability of being selected as a research sample (Purwohedi, 2022). The method used is purposive sampling, where the selected sources have specific criteria or provisions, namely (1) the sample is an active student registered at one of the vocational schools in Pujon District, and (2) Students who have received or are currently studying entrepreneurship with technology. The researcher took all samples from class XI with 190 students. The research instrument used in this study was non-test, namely using a questionnaire or questionnaire distributed online using Google Forms. The questionnaire form for this study is closed because alternative answers are already available. In the data analysis technique, the researcher uses Smart PLS as software to process data. Three stages need to be done, namely (1) outer model test, (2) inner model test, and (3) hypothesis test.

RESULT AND DISCUSSION

Descriptive Statistical Analysis Based on Respondents

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

Descriptive Statistical Analysis Based on Variables

This study observed four main variables: two exogenous variables (independent variables), namely digital literacy (X1) and entrepreneurship education (X2); one endogenous variable (dependent), namely entrepreneurial readiness (Y); and one moderating variable, namely self-efficacy (Z). The analysis technique used is descriptive, with a frequency distribution to describe the data for each variable. The researchers processed the data through a Likert scale, consisting of five categories ranging from "Strongly Disagree" to "Strongly Agree," with an average value calculated for each question item in the questionnaire. Based on a survey of 192 respondents, the entrepreneurship education variable showed an average value of 3.63, which is included in the "Good" category. The indicator with the highest value is students' confidence in starting a business with their skills (PK4, mean 4.10). In contrast, the lowest value is in information on how to start a business provided by the school (PK1.2, mean 3.45). For the entrepreneurial skills variable, measured by indicators of interpersonal and communication skills, time management, presentation skills, and ICT skills, the survey results showed an average value of 3.27, with the "Enough" category. The indicator with the highest value is the ability to improve business (KB2, mean 3.52), while the lowest is found in public speaking skills (KB3, mean 3.06). Furthermore, for an entrepreneurial mindset, measured through opportunity awareness, risk propensity, tolerance for ambiguity, and dispositional optimism, an average value of 3.41 was obtained, with the category "Good." The item with the highest value sought information about the advantages and disadvantages of carrying out entrepreneurial activities (PPB2, mean 3.56), while the lowest value was considering the time to engage in entrepreneurship (PPB1, mean 3.17). Finally, the entrepreneurial readiness variable, measured through mental, knowledge, and skill readiness, obtained an average value of 3.53 with the category "Good." The item with the highest value was the importance of learning self-competence (KSB2.4, mean 3.78), while the lowest value was found in skills or talents related to business and management (KSB3.3, mean 3.28). Overall, the results of the study indicate that entrepreneurship education, entrepreneurial skills, and entrepreneurial mindset positively influence students' entrepreneurial readiness, with self-efficacy acting as a factor that moderates the relationship.

SEM PLS Data Analysis Results

Data analysis in this study used SmartPLS with the Structural Equation Model - Partial Least Square (SEM-PLS) approach. This technique is used to check the entire dataset's feasibility and ensure no problems in the analysis (Hair et al., 2018). SEM-PLS is suitable for testing the mediation and moderation relationship between variables (Matthew et al., 2018). This study aims to test the relationship between variables, namely Entrepreneurship Education (X1), Entrepreneurial Skills (Z1), Entrepreneurial Mindset (Z2), and Entrepreneurial Readiness (Y) in SMK students in Pujon District. The stages of SEM-PLS analysis in this study follow the procedures developed by Hair et al. (2022), which include four main steps: (1) Evaluation of the Measurement Model (outer model), (2) Evaluation of the Structural Model (inner model), (3) Goodness of Fit, and (4)

Hypothesis Testing. These steps ensure that the model used fits the data and can test the research hypothesis validly.

Outer Model Test

Table 1. Convergent Validity Result

Construct	Item	Outer Loading	*a*	CR	AVE
Entrepreneurship Education (EE)	EE1	0.866	0.832	0.887	0.665
	EE2	0.709			
	EE3	0.833			
	EE4	0.844			
Entrepreneurial Skill (ES)	ES1	0.787	0.833	0.889	0.666
	ES2	0.840			
	ES3	0.833			
	ES4	0.803			
Entrepreneurial Mindset (EM)	EM1	0.819	0.715	0.822	0.540
	EM2	0.751			
	EM3	0.561			
	EM4	0.779			
Entrepreneurial Readiness (ER)	ER1	0.873	0.865	0.918	0.788
	ER2	0.896			
	ER3	0.893			

Determine whether the items in the study are valid or not can be seen through the Average Variance Extracted (AVE) value of each latent variable evaluated (Wong, 2013). Convergent validity can be tested through three stages, namely: 1) assessment of outer loading> 0.5; 2) composite reliability (CR)> 0.7; and 3) Average Variance Extracted (AVE)> 0.5 (Kamis et al., 2020). Based on the results of the analysis of the outer model listed in Table 4.9, it was found that all AVE values were more significant than the set threshold (> 0.5). Thus, it can be concluded that convergent validity is accepted, which means that more than 50% of the indicator variance can be explained by the construct being tested.

Table 2. Discriminant Validity

Variable	Entrepreneurship Education (X1)	Entrepreneurial Skill (Z1)	Entrepreneurial Mindset (Z2)	Entrepreneurial Readiness (Y)
Entrepreneurship Education (X)	0.815	0.531		0.553
Entrepreneurial Skill (Z1)		0.816		0.708
Entrepreneurial Mindset (Z2)	0.465	0.533	0.735	0.465
Entrepreneurial Readiness (Y)				0.888

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

Table 2 shows that the discriminant validity results referring to the Fornell-Larscher criteria show that the variables Entrepreneurship Education (X1), Entrepreneurial Skills (Z1), Entrepreneurial Mindset (Z2), and Entrepreneurial Readiness (Y) meet the specified discriminant validity.

Table 3. R-Square Analysis Result

Variable	*R-Square*
Entrepreneurial Skills	0.282
Entrepreneurial Readiness	0.512
Entrepreneurial Mindset	0.217

Based on Table 3, the R-Square value for the Entrepreneurial Skills variable (Z1) is 0.282, which indicates that 28.2% of the variable is influenced by the Entrepreneurship Education variable (X). In comparison, other factors outside this study influence 77.8%. For the Entrepreneurial Mindset variable as the second mediating variable, the R-Square value is 0.217, which means 21.7% is influenced by entrepreneurship education (X), and other variables influence the remaining 78.3%. Meanwhile, the R-Square value for the Entrepreneurial Readiness variable (Y) is 0.512, which indicates that 51.2% of the variable is influenced by entrepreneurship education (X), and other variables outside this study influence the remaining 48.8%. Although the R-Square value obtained in this study is relatively low, especially for the Entrepreneurial Skills and Entrepreneurial Mindset variables, the Entrepreneurial Readiness (Y) variable shows a pretty good influence from entrepreneurship education, with an R-

Square value approaching 1, which indicates a substantial and more significant influence.

Table 5. F-Square Result

Variabel	f^2	Hasil
Entrepreneurship Education > Entrepreneurial Skills	0.393	Big Influence
Entrepreneurship Education > Entrepreneurial Mindset	0.277	Half Influence
Entrepreneurial Skills > Entrepreneurial Readiness	0.605	Big Influence
Entrepreneurial Mindset > Entrepreneurial Readiness	0.022	Little Influence

The results of the F-Square test in Table 5 show the effect of each exogenous latent variable (predictor) on the structural model. Based on the test results, the effect of entrepreneurship education on entrepreneurial skills has an f-square value of 0.393, indicating a significant effect. Meanwhile, the effect of entrepreneurship education on entrepreneurial mindset has an f-square value of 0.277, indicating a medium effect. The effect of entrepreneurial skills on entrepreneurial readiness has an f-square value of 0.605, indicating a significant effect. Meanwhile, the effect of entrepreneurial mindset on entrepreneurial readiness has an f-square value of 0.022, indicating a small effect.

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

Hypothesist Test

Tabel.6 Hypothesist Test

	Variable	Original Sample	*T-Statistics*	*P-Values*	Hypothesis
H1	Entrepreneurship Education (X) > Entrepreneurial Readiness (Y)	0.398	6.845	**0.000**	Accepted
H2	Entrepreneurship Education (X) > Entrepreneurial Skills (Z1)	0.531	8.563	**0.000**	Accepted
H3	Entrepreneurship Education (X) > Entrepreneurial	0.465	6.585	**0.000**	Accepted

	Mindset				
H4	Entrepreneurial Mindset (Z2) > Entrepreneurial Readiness (Y)	0.122	1.714	**0.087**	Rejected
H5	Entrepreneurial Skills (Z1) > Entrepreneurial Readiness (Y)	0.643	9.029	**0.000**	Accepted
H6	Entrepreneurship Education (X) > Entrepreneurial Skills (Z1) > Entrepreneurial Readiness (Y)	0.341	5.416	**0.000**	Accepted
H7	Entrepreneurship Education (X) > Entrepreneurial Mindset (Z2) > Entrepreneurial Readiness (Y)	0.057	1.550	**0.122**	Rejected

The Influence of Entrepreneurship Education on Entrepreneurial Readiness

Based on the hypothesis testing analysis results, the first hypothesis was accepted with significant results. The influence of entrepreneurship education on entrepreneurial readiness showed an original sample value of 0.398, t-statistic 6.845 (greater than 1.96), and p-value 0.000 (less than 0.05). This indicates that entrepreneurship education implemented in SMK Se Kecamatan Pujon has increased students' entrepreneurial readiness to start new businesses. Entrepreneurship education has been proven to improve students' skills, attitudes, and self-confidence needed for entrepreneurship. Most vocational high school students in Pujon District come from families with agriculture or animal husbandry businesses, which supports the implementation of entrepreneurship education in schools. These results align with research by Rindrayani et al. (2024), which shows that entrepreneurship education positively contributes to students' readiness for entrepreneurship, especially in the industrial era 4.0. In addition, Rodriguez & Lieber's (2020) research also confirmed that entrepreneurship education can build students' readiness to develop their entrepreneurial careers

The Positive and Significant Influence of Entrepreneurship Education on Entrepreneurial Skills

Based on the results of the hypothesis testing analysis, the second hypothesis was accepted with significant results. The effect of entrepreneurship education on entrepreneurial skills shows an original sample value of 0.531, a t-statistic of 9.029 (greater than 1.96), and a p-value of 0.000 (less than 0.05). This means that entrepreneurship education has a significant influence on improving students' entrepreneurial skills at SMK Se Kecamatan Pujon. Each department in SMK provides Creative Entrepreneurship Products (PKK) subjects, which integrate the development of expertise competencies with entrepreneurship so that students are prepared to become workers and open up employment opportunities. Entrepreneurship education significantly improves entrepreneurial skills by equipping students with important competencies, fostering innovative thinking, and building self-efficacy. This aligns with research findings showing that entrepreneurship education can promote creativity, systematic thinking, and problem-solving skills, essential to adapting to the dynamic business world (Laydes et al., 2024).

Positive and Significant Influence of Entrepreneurship Education on Entrepreneurial Mindset

Based on the results of the hypothesis testing analysis that have been carried out and presented in the previous chapter, it was found that the third hypothesis was accepted. With the processing results that meet the requirements and are confirmed to be accepted, the original sample for the influence of entrepreneurship education on entrepreneurial mindsets in Table 4.15 is 0.465 with a t-statistic value of 6.585> 1.96 and a p-value of 0.000 <0.05. This means that entrepreneurship education can develop and influence entrepreneurial mindsets in students. Entrepreneurship education equips and assists students with critical skills and attitudes, such as creativity, resilience, and risk-taking, which are the basis for developing an entrepreneurial mindset (Firdaus & Rush, 2023).

Entrepreneurship education not only provides a theoretical basis related to the entrepreneurial mapping framework but also shapes the character and mindset of an entrepreneur (Fatimah et al., 2020). The mindset of vocational high school students in Pujon District in the past before entrepreneurship was that students preferred to become employees or staff after graduating and did not want to open their businesses because they needed more capital and courage. However, after entrepreneurship education was taught in the PKK subject and practiced by creating businesses and products in the lab, students' mindsets also developed. Students' choices after graduation are increasing; the first is to continue the family business, and the second is to open their own business with existing capital. The results of this study are supported by research by Rodriguez and Lieber (2020), which found a positive relationship between educational interventions and mindset. Entrepreneurship education can positively and significantly change a person's thinking and behavior to increase the ability to take advantage of opportunities in uncertain conditions (Cui et al., 2021). 4)

The Effect of Entrepreneurship Education on Entrepreneurial Mindsets

Based on the results of the hypothesis testing analysis, the fourth hypothesis was accepted with an original sample value of 0.465, a t-statistic of 6.585 (greater than 1.96), and a p-value of 0.000 (less than 0.05), which indicates that entrepreneurship education significantly influences students' entrepreneurial mindset. Entrepreneurship education helps develop critical skills and attitudes, such as creativity, resilience, and risk-taking, which are the basis for students' entrepreneurial mindset (Firdaus & Rush, 2023). Entrepreneurship education not only provides theoretical knowledge about entrepreneurship but also shapes the character and mindset of an entrepreneur (Fatimah et al., 2020). Before the entrepreneurship subject, many vocational high school students in Pujon District preferred to become employees after graduating due to a lack of capital and fear of starting a business. However, after taking entrepreneurship education, students began to change their mindset.

They now prefer to continue the family business or start their own business with the existing capital. These results are supported by research by Rodriguez and Lieber (2020), which shows a positive relationship between entrepreneurship education and entrepreneurial mindset. Entrepreneurship education can change the way of thinking and behaving and help individuals take advantage of opportunities in uncertain situations (Cui et al., 2021). Albert Bandura's social cognitive theory supports the results of this study, which emphasizes the importance of experience, entrepreneurial activities, and learning in developing an entrepreneurial mindset. Entrepreneurship education provides experiences and knowledge that accelerate the formation of an entrepreneurial mindset, as expected in this theory.

The Influence of Entrepreneurial Skills on Entrepreneurial Readiness

Based on the results of the hypothesis testing analysis, the fifth hypothesis was accepted with an original sample value of 0.643, a t-statistic of 9.029 (greater than 1.96), and a p-value of 0.000 (smaller than 0.05), which indicates that entrepreneurial skills have a significant influence on entrepreneurial readiness. This means that a person's skills can increase their readiness to start a business. SMKN 1 Pujon has facilities such as an entrepreneurial, creative product laboratory, where students practice cooking and selling their products, giving them direct experience in entrepreneurship. Entrepreneurial skills acquired through entrepreneurship education are essential for entrepreneurial readiness because they help students develop character, understanding of situations, and the ability to take business opportunities. The F-square analysis results show that entrepreneurial skills' influence on entrepreneurial readiness is quite significant, with a value of 0.605. Entrepreneurial practices such as workshops and seminars that invite successful entrepreneurs also play a role in improving students' skills and knowledge, encouraging them to dare to start a business after graduation. Albert Bandura's social cognitive theory supports this finding, stating that skills, competencies, and creativity learned through entrepreneurship education help individuals to perform better and more professionally in entrepreneurship, including the ability to read opportunities and handle risks better.

The Effect of Entrepreneurship Education on Entrepreneurial Readiness Through Entrepreneurial Skills

Based on the hypothesis testing analysis results, the sixth hypothesis was accepted with an original sample value of 0.341, t-statistic 5.416 (greater than 1.96), and p-value 0.000 (less than 0.05), indicating that entrepreneurial skills have a significant effect on entrepreneurial readiness. Entrepreneurial skills, which include decision-making, communication, strategic thinking, negotiation, leadership, and marketing, play an essential role in helping individuals survive and compete in a risky business environment (Shabbir et al., 2017; Kumar et al., 2021). The entrepreneurship education curriculum in vocational schools has met the goal of preparing the workforce and entrepreneurs by developing entrepreneurial skills. Through the PKK subject, which involves activities such as bazaars and workshops, students are given practical experiences that strengthen their entrepreneurial skills. These results align with research

Positive and Significant Influence of Entrepreneurship Education on Entrepreneurial Readiness Through Entrepreneurial Mindset

Based on the results of the hypothesis testing analysis that has been carried out and presented in the previous chapter, it was found that the seventh hypothesis was rejected. The processing results that did not meet the requirements and were confirmed to accept H0, namely the original sample for the hypothesis of the influence of entrepreneurial skills on entrepreneurial readiness in table 4.15 of 0.057 with a t-statistic value of 1,550 <1.96 and a p-value of 1,550> 0.05. These results align with the results of the fourth hypothesis test, where the entrepreneurial mindset does not have a significant effect on entrepreneurial readiness. Entrepreneurship education can improve the entrepreneurial mindset, which can indirectly affect the intention to start a business but does not directly correlate with readiness (Juwairia et al., 2024).

In fact, in this study, most students had a mindset that needed to be advanced, where they could not read opportunities well, and the environment was still less supportive. The students stated that working as employees has a more certain salary and does not take many risks than becoming an entrepreneur; besides, they are afraid of failure. This happens because some points in entrepreneurship education are not deep enough and practical enough to equip students. Another factor that causes the entrepreneurial mindset to be still not integrated is the lack of adequate support and direct experience.

DISCUSSION

This study analyzes the relationship between entrepreneurship education and entrepreneurial readiness through entrepreneurial skills and entrepreneurial mindset. From the results of the analysis and discussion of the research in the previous chapter, the following conclusions were obtained that answer the formulation of the problem:

1. Entrepreneurship education significantly influences students' entrepreneurial readiness. This means that entrepreneurship education implemented in SMK Se Kecamatan Pujon has succeeded in providing entrepreneurial readiness for students to start new businesses, as per the vision, mission, and objectives of SMK itself, namely to prepare students as workers or even to be able to open their own jobs.
2. There is a significant and positive influence between entrepreneurship education and students' entrepreneurial skills. This means that entrepreneurship education significantly influences SMK students in Kecamatan Pujon and helps them improve their skills and abilities in entrepreneurship. Each department has a Creative Entrepreneurship Product (PKK) subject so that every department, whatever the development of expertise competency, will be accompanied by entrepreneurship so that the output after graduation can be a good worker and can also open their own jobs.
3. Entrepreneurship education significantly and positively influences students' entrepreneurial mindset. The mindset of SMK students in Pujon District before entrepreneurship was that they preferred to become employees or staff after graduating and did not want to open their businesses because they needed capital and courage. However, students' mindsets developed after entrepreneurship education was taught in the PKK subject and practiced by creating businesses and products in the lab
4. There is no influence between entrepreneurial mindsets and students' entrepreneurial readiness. This means that students' entrepreneurial mindset, as respondents in this study, still needs to encourage their entrepreneurial readiness.
5. There is a significant and positive influence between entrepreneurial skills and students' entrepreneurial readiness. This explains that the entrepreneurial skills that are obtained and possessed by someone can increase entrepreneurial readiness through skill capital. SMKN 1 Pujon itself has a special lab for creative entrepreneurial products such as cooking practices, and the results are sold so that students have the experience and skills to start a business.
6. There is a significant and positive influence between entrepreneurship education and entrepreneurial readiness through entrepreneurial skills. The learning curriculum provided by the school in this study has been appropriate and achieved its vision and mission to prepare the workforce and entrepreneurs through entrepreneurship education and entrepreneurial skills.
7. There is no influence between entrepreneurship education and entrepreneurial readiness through an entreprene

ADVANCED RESEARCH

The researcher's suggestions for further research and SMK in Pujon District.

1. For further research, factors from other variables are needed to encourage more effective and better entrepreneurial readiness.
2. For schools, it is necessary to improve the entrepreneurial mindset of students in SMK in Pujon District by providing further understanding regarding entrepreneurship and its positive impacts on students. This can build the mindset and character of an entrepreneur in students.
3. For further research, it is hoped that it can expand the sample or research object so that its reach is more comprehensive and increase the relevance of the findings.
4. For educators as teachers, it is hoped that they can provide teaching methods that are easy for students to understand and followed by actual practice so that students understand better and have experience so that they can foster readiness in students.

REFERENCE

Adeniyi, A. O., Derera, E., & Gamede, V. (2022). Entrepreneurial self-efficacy for entrepreneurial readiness in a developing context: A survey of exit level students at TVET Institutions in Nigeria. Sage Open, 12(2), 21582440221095059.

Al-Ababneh, M. M. (2020). Linking ontology, epistemology and research methodology. Science & Philosophy, 8(1), 75-91.

Al-Ghazali, B. M., Shah, S. H. A., & Sohail, M. S. (2022). The role of five big personality traits and entrepreneurial mindset on entrepreneurial intentions among university students in Saudi Arabia. Frontiers in Psychology, 13, 964875.

Alieksieieva, S., Yershova, L., Kravets, S., Lapshyna, O., & Odnoroh, H. (2021). Self-education and self-management to develop entrepreneurship competence in future professionals. In SHS Web of Conferences (Vol. 104, p. 03002). EDP Sciences.

Aliu, J., Aigbavboa, C., & Thwala, W. (2021). A 21st century employability skills improvement framework for the construction industry. Routledge.

Almahari, S. A., Harb, Z., & Alshaikh, S. (2019). Evaluation of thyroid nodules classified as Bethesda category III on cytology and their malignancy rate: an institutional experience. Cytojournal, 16.

Almi, S. N., & Rahmi, E. (2020). Pengaruh Digital Literacy Terhadap Kesiapan Berwirausaha di Era-digital Mahasiswa Fakultas Ekonomi Universitas Negeri Padang. Jurnal Ecogen, 3(2), 242-249.

Ayeni, D. O., & Killian, O. T. P. (2023). Technopreneurship Education, Occupational Counselling, and Sustainable Development in Nigeria. British Journal of Multidisciplinary and Advanced Studies, 4(4), 34-43.

Badan Pusat Statistik (BPS). (2024). Tingkat Pengangguran Terbuka (TPT). Diakses dari https://www.bps.go.id/indicator/6/1179/1/tingkat-pengangguran-terbuka-berdasarkan-tingkat-pendidikan.html, diakses pada tanggal 7 Mei 2024.

Baroncelli, A., & Landoni, M. (2019). Imitation and entrepreneurial learning: Insights from academic spinoffs. Industry and Higher Education, 33(4), 233-245.

Bazkiaei, H. A., Heng, L. H., Khan, N. U., Saufi, R. B. A., & Kasim, R. S. R. (2020). Do entrepreneurial education and big-five personality traits predict entrepreneurial intention among universities students?. Cogent business & management, 7(1), 1801217.

Carpenter, A., & Wilson, R. (2022). A systematic review looking at the effect of entrepreneurship education on higher education student. The International Journal of Management Education, 20(2), 100541.

Chatterjee, N.; Das, N. A study on the impact of key entrepreneurial skills on business success of Indian micro-entrepreneurs: A case of Jharkhand region. Glob. Bus. Rev. 2016, 17, 226–237.

Colombelli, A., Loccisano, S., Panelli, A., Pennisi, O. A. M., & Serraino, F. (2022). Entrepreneurship education: the effects of challenge-based learning on the entrepreneurial mindset of university students. Administrative Sciences, 12(1), 10.

Farradinna, S., Syafitri, N., Herawati, I., & Jayanti, W. (2023). An exploratory factor analysis of entrepreneurship psychological readiness (EPR) instrument. Journal of Innovation and Entrepreneurship, 12(1), 66.

Fatimah, I., Syam, A., Rakib, M., Rahmatullah, R., & Hasan, M. (2020). Pengaruh Literasi Kewirausahaan dan Peran Orang Tua Terhadap Kesiapan Berwirausaha Mahasiswa Pendidikan Ekonomi Fakultas Ekonomi Universitas Negeri Makassar. Indonesian Journal of Social and Educational Studies, 1(1), 83-93.

Firdaus, M. I. N., & Rush, D. I. (2023). Peran Orientasi Kewirausahaan Pada Pembelajaran Dalam Meningkatkan Kreativitas Lulusan. JURNAL ILMIAH EDUNOMIKA, 8(1).

Galvão, A., Marques, C., & Ferreira, J. J. (2020). The role of entrepreneurship education and training programmes in advancing entrepreneurial skills and new ventures. European Journal of Training and Development, 44(6–7), 595–614.

Ghazali, A. S., Ham, J., Barakova, E., & Markopoulos, P. (2020). Persuasive robots acceptance model (PRAM): roles of social responses within the acceptance model of persuasive robots. International Journal of Social Robotics, 12(5), 1075-1092.

Hahn, D., Minola, T., Bosio, G., & Cassia, L. (2020). The impact of entrepreneurship education on university students' entrepreneurial skills a family embeddedness perspective. Small Business Economics, 55, 257-282.

Hair Jr, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). Partial least squares structural equation modeling (PLS-SEM) using R A workbook (p. 197). Springer Nature.

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2018). When to use and how to report the results of PLS-SEM.

Hair, J. F., Sarstedt, M., & Ringle, C. M. (2019). Rethinking some of the rethinking of partial least squares. European journal of marketing, 53(4), 566-584.

Hair, J., & Alamer, A. (2022). Partial Least Squares Structural Equation Modeling (PLS-SEM) in second language and education research: Guidelines using an applied example. Research Methods in Applied Linguistics, 1(3), 100027.

Hasmiah, J., Tahir, T., Hasan, M., & Said, I. (2021). Pengaruh Literasi Ekonomi Dan Literasi Digital Terhadap Minat Berwirausaha Mahasiswa. Indonesian Journal of Economics, Entrepreneurship, and Innovation, 2(1), 18-27.

Hikmah, M. G. N. (2023). Pengaruh Pendidikan Kewirausahaan terhadap Kesiapan Berwirausaha dengan Mediasi Pengetahuan dan Pola Pikir Kewirausahaan. EKOMABIS: Jurnal Ekonomi Manajemen Bisnis, 4(02), 215-230.

Huang X, Chau KY, Tang YM, Iqbal W (2022) Business ethics and irrationality in SME during COVID-19: does it impact on sustainable business resilience? Front Environ Sci 10:275. https:// doi.org/10.3389/fenvs.2022.870476

Huang, S. N., & Yang, C. H. (2022). Exploring the impact of entrepreneurship education for service start-ups: Perspective from the experiential learning Theory. Journal of Service Science and Management, 15(3), 129-152.

Husin, N. A., Ghazali, A. S. M., & Rasli, S. (2021). Smartpls Approach In Investigating The Determinants Of Unemployment Crisis Among Gen Y. International Journal of Accounting, 6(38), 172-182.

Juwairia, J., Wardana, L. W., & Maharani, S. N. (2024). Determinants of Entrepreneurial Education on Entrepreneurial Intention with Entrepreneurial Mindset as a Moderating Variable on Vocational Students. Journal of Applied Business, Taxation and Economics Research, 3(4), 343-353.

Kakouris, A., & Liargovas, P. (2021). On the about/for/through framework of entrepreneurship education: A critical analysis. Entrepreneurship Education and Pedagogy, 4(3), 396-421.

Kamis, A., Saibon, R. A., Yunus, F., Rahim, M. B., Herrera, L. M., & Montenegro, P. (2020). The SmartPLS analyzes approach in validity and reliability of graduate marketability instrument. Social Psychology of Education, 57(8), 987-1001.

Kouakou, K. K. E., Li, C., Akolgo, I. G., & Tchamekwen, A. M. (2019). Evolution view of entrepreneurial mindset theory. International Journal of Business and Social Science, 10(6), 116-129.

Krivokuća, M., Ćoćkalo, D., & Bakator, M. (2021). The potential of digital entrepreneurship in Serbia. Anali Ekonomskog Fakulteta u Subotici, 57(45), 97–115. https://doi.org/10.5937/aneksub2145097k

Kumar, S., Paray, Z. A., Sharma, N., & Dwivedi, A. K. (2021). Influence of Entrepreneurship Education and University Ecosystem on Individual's Entrepreneurship Readiness. Entrepreneurship and regional development: Analyzing growth models in emerging markets, 305-322.

Laydes, M., Vásquez, M., Cruz-Tarrillo, J., & Diaz, R. A. (2024). Business education, innovation skills as predictors of entrepreneurial self-efficacy in university students. Journal of Business Economics and Management, 25(4), 612-627.

Lu G, Song Y, Pan B (2021) How university entrepreneurship support afects college students' entrepreneurial intentions: an empirical analysis from China. Sustain 13:3224. https://doi.org/10.3390/ su13063224