

Analysis of the Effect of Entrepreneurial Passion and Entrepreneurial Education on Entrepreneurial Intention Through Entrepreneurial Skills as an Intervening Variable in Online Business and Marketing Vocational High School Students in Mojokerto

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ABSTRACT

This study examines the impact of entrepreneurship education, entrepreneurial skills, and entrepreneurial passion on students' entrepreneurial intentions in public and private vocational schools in Mojokerto district. Using a quantitative approach with PLS-SEM analysis, data were collected from 346 respondents via Google Forms. The findings show that entrepreneurship education significantly influences entrepreneurial intentions, while entrepreneurial skills have a weaker direct effect. However, students actively engaged in practical activities, projects, and internships develop confidence, indirectly shaping their entrepreneurial intentions. Entrepreneurial passion plays a crucial role, as students with high enthusiasm and motivation are more committed to starting a business. Overall, entrepreneurship education and passion contribute significantly to fostering entrepreneurial intentions among vocational students.

INTRODUCTION

Entrepreneurship plays a vital role in a country's economy by generating employment, fostering innovation and creativity, driving positive social change, and promoting economic growth (Audet et al., 2019; Ghina, 2019; Hamilton, 2021). The integration of digital technology and the internet has led to the emergence of the digital economy, offering new opportunities for economic expansion (Hopp & Sonderegger, 2019). In this era, digital readiness and transformation capabilities are essential for enhancing entrepreneurial performance and competitiveness (Farny et al., 2020). The digital economy not only influences the dynamics and development of entrepreneurial activities but also provides new avenues for improving entrepreneurial competencies (Küttim et al., 2019). To seize these opportunities, entrepreneurs must possess strong entrepreneurial skills. As highlighted by Green-Weir et al. (2021), launching and growing a successful business requires highly specialized skills, which are crucial for entrepreneurial success.

Plunging into becoming an entrepreneur must have qualified skills (Mi'rajatinnor et al., 2022). In line with (Sariwulan et al., 2020) that an entrepreneur must also have more skills, because it is related to business consistency. (Hahn et al., 2020) also explains about skills, where entrepreneurs Individuals who recognize their own skills and capabilities and identify themselves as entrepreneurs are more likely to implement effective strategies. Entrepreneurial skills can be obtained through various paths such as, attending entrepreneurship training classes, development programs, seminars, workshops, and others (Steyn, 2020).

Entrepreneurship education is an effort to foster entrepreneurial skills through learning advice, both formally and non-formally. education in SMK graduates are mid-level professionals expected to be productive, prepared to enter the workforce, and capable of enhancing their expertise in their respective vocational fields. (Küttim et al., 2019). However, the phenomenon arises that if SMK contributes to the highest unemployment rate (Isma et al., 2023), then the other most important thing is the multiplier effect of quality SMK, namely the change in the attitude of vocational students with the emergence of new entrepreneurs which is very beneficial for the country in alleviating unemployment and poverty (Martínez-Gregorio et al., 2021). (Yosephine Berlinda Christi et al., 2021) added that with the high unemployment rate of vocational graduates, people assume that vocational graduates are graduates who do not have competence. This challenge is answered in research (Pihie, 2019) which presents Creative Projects and Entrepreneurship (PKK) lessons that are integrated with productive subjects so that they can internalize entrepreneurial values into learning. That way, entrepreneurial character will be formed and the habituation of entrepreneurship education in students' daily behavior through the learning process.

Encouraging entrepreneurship at the school level is very important to prepare students to face the realities in the world of work and for those who intend to start a business. That is why, the focus of entrepreneurship education is on developing an entrepreneurial mindset, (Piwowar-Sulej, 2021) adding the

need for other specialized areas such as how to develop skills. As in the results of previous studies which reveal that entrepreneurship education can provide motivation, skills and mindset to start a business (Bécharde & Grégoire, 2020; Omar et al., 2020; Rahimah et al., 2023; Waluyo et al., 2022; Yacob et al., 2020). However, according to (Aydin & Erol, 2021), evidence of the effectiveness of entrepreneurship education in improving employment outcomes in the medium and long term is lacking. Entrepreneurial Intention is presented in the theory of behavior, namely the Theory of Planned Behavior from Ajzen and Fishbein which states that the intention to perform behavior can be predicted from attitude towards the behavior, subjective norms and perceived behavioral control (Ajzen, 1991). Entrepreneurial intention can be influenced by internal and external factors (Isma et al., 2023). Internal factors, entrepreneurial intention can be influenced by an individual's ability to utilize a passion or passion for a career in entrepreneurship (BILAL et al., 2021), while externally entrepreneurial intention can be influenced by entrepreneurial education that encourages individuals to become entrepreneurs (Zahra & Anoraga, 2021).

This study addresses a research gap in several key areas. While many studies have examined the relationship between entrepreneurial passion and entrepreneurial intention, as well as entrepreneurial education and intention, few have integrated these factors with entrepreneurial skills as an intervening variable, particularly among vocational students. This research contributes to vocational secondary education in Mojokerto district by enhancing the understanding of how entrepreneurial passion and education influence entrepreneurship in practice. The novelty of this study lies in its comprehensive analysis model, which combines three key variables – entrepreneurial passion, entrepreneurial education, and entrepreneurial skills – while positioning entrepreneurial skills as an intervening factor. This approach offers a more holistic perspective on the determinants of entrepreneurial intention. Additionally, by focusing on students in Online Business and Marketing Vocational Schools in Mojokerto, this study fills a gap in entrepreneurship research, which often centers on university students or adult entrepreneurs. Beyond theoretical contributions, this research provides practical insights for improving entrepreneurship education in vocational schools (SMK), particularly in Mojokerto. The findings can support the development of more relevant and effective policies and programs tailored to vocational students' entrepreneurial growth.

LITERATURE REVIEW

Entrepreneurial passion

Entrepreneurial passion refers to a deeply felt, positive emotional connection that arises when engaging in entrepreneurial activities that hold significance for an entrepreneur's self-identity. This concept includes two key aspects: (1) the presence of strong positive emotions and (2) their emergence from participation in activities linked to the entrepreneurial role. According to Anjum, Heidler, et al. (2021), entrepreneurial passion is characterized by intensely positive feelings that are consciously recognized and stem from

involvement in meaningful entrepreneurial pursuits that align with an entrepreneur's identity.

Entrepreneurship Education

Entrepreneurship education is defined (Wardana et al., 2020) as a step in building entrepreneurial character in a person, through entrepreneurship classes, students learn not only about how to start a business, but also about how to become a successful entrepreneur. Entrepreneurship Education focuses on engaging the logic of decision-making, critical thinking, effective action, (such as the introduction of problem-pedagogic based learning) and teamwork (Secundo et al., 2020). (Kakouris & Liargovas, 2021) describes entrepreneurship education as one of the most innovative and influential forces that determine the health of a competitive economy in any country. Entrepreneurship education is a conscious effort to encourage the entrepreneurial spirit in order to improve the country's economy with various soft skills and hard skills possessed through the entrepreneurial process. Likewise, what was conveyed (Martínez-Gregorio et al., 2021) entrepreneurship education is one of the subjects of management education that is in great demand because of the ability to connect practice with theory that encourages skills with entrepreneurship.

Entrepreneurial Intention

Entrepreneurial intention, as defined by Usman & Simare Mare (2020), refers to an individual's natural preference and interest in an activity without external influence. Similarly, Khayru et al. (2021) describe intention as an intrinsic feeling of interest or connection to something without being directed by others. From these perspectives, intention can be understood as an internal motivation and genuine interest in something that arises voluntarily, without coercion. Entrepreneurship, according to Yusof et al. (2018), involves the ability to think creatively and act innovatively as a foundation for identifying and seizing opportunities for success. At its core, entrepreneurship is about generating something new and unique through creative thinking and innovation, ultimately transforming ideas into opportunities.

Entrepreneurial skill

Entrepreneurial skills refer to the ability to develop or create new products and services that provide value to society while generating financial benefits for entrepreneurs (Sariwulan et al., 2020). According to Hahn et al. (2020), these skills encompass various competencies, including leadership, business management, time management, creative thinking, and problem-solving. In the era of the Industrial Revolution 4.0, essential workplace skills have been identified as key determinants for success. These include adaptability, critical thinking, an innovative entrepreneurial mindset, accountability, goal orientation, passion, and other relevant competencies needed for employment and career readiness (Sariwulan et al., 2020). Yacob et al. (2020) further highlight essential skills such as decision-making, risk management, communication, teamwork, and problem-solving. For students aspiring to become entrepreneurs, understanding business management from

an entrepreneurial perspective and recognizing important social dynamics are crucial in preparing them for the workforce in a more informed and effective manner.

METHODOLOGY

This research employs a quantitative approach using PLS-SEM to analyze the influence of entrepreneurial passion (X1) and entrepreneurial education (X2) on entrepreneurial intention (Y), while also examining the mediating role of entrepreneurial skills (Z) (see Figure 1). PLS-SEM is particularly beneficial for its ability to maximize variance in the dependent variable and estimate data based on the dimensions of the measurement model (Hair et al., 2019).

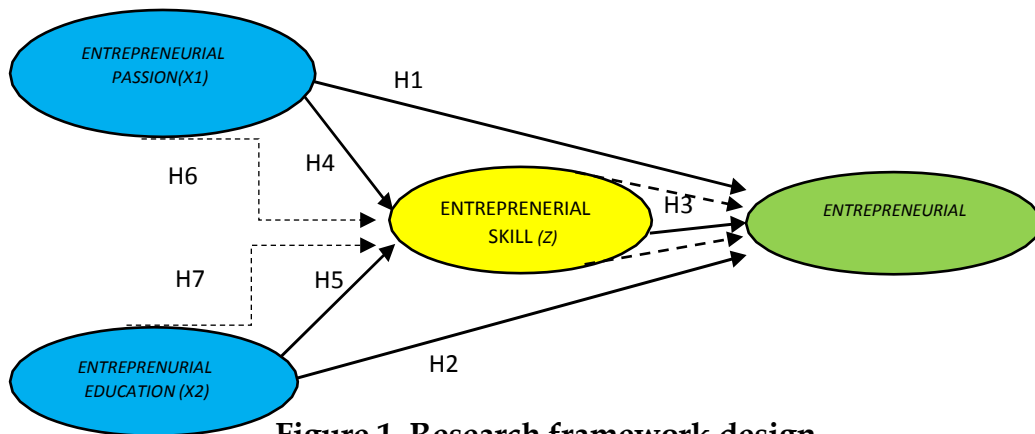


Figure 1. Research framework design

Respondents and data collection techniques

This study involved students from the Online Business and Marketing Department of public and private vocational schools in Mojokerto district. Five vocational schools (SMKs) served as the research objects, with a total of 346 respondents. Data collection was conducted through a Google Form containing 50 questions, distributed via WhatsApp. The respondents were selected based on the criterion of managing a digitally operated business (online). The research was carried out from June to July 2024, focusing on four key variables: entrepreneurial passion (X1), entrepreneurial education (X2), entrepreneurial intention (Y), and entrepreneurial skills (Z).

Table 1. Characteristics of respondents

Categories		Frequency	%
Gender	Perempuan	248	72.47
	Pria	98	27.53
Age of Respondent	16 years old	148	44.4
	17 years old	168	47.2
	18 years old	30	8.4

Source: processed by researcher (2024).

The respondent demographics for this study are presented in Table 1. The majority of participants were female students, while only a small number – 30 students – were 18 years old.

Instrument development and data analysis

This study employed a survey to examine the entrepreneurial intentions of students from public and private vocational schools. The research instrument was adapted from previous studies and a literature review. The questionnaire, originally in English, was translated into Bahasa Indonesia and modified to suit the local context. Entrepreneurial Passion was assessed using four items from Cui et al. (2021), while Entrepreneurship Education was measured with six items from Din et al. (2020). Entrepreneurial Skills were evaluated using ten items from Mittal & Raghuvaran (2021), and Entrepreneurial Intention was measured with three items adapted from Olanrewaju et al. (2020). Participants rated each statement on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Data analysis was conducted using Smart PLS 3.0 for partial least squares structural equation modeling (PLS-SEM).

RESULT AND DISCUSSION

External model evaluation

The PLS external model is used to confirm the reliability of the research instruments. A model is considered reliable when the composite reliability (CR) and Cronbach's Alpha exceed 0.05 (Hair et al., 2019). The findings revealed that the CR values for each construct ranged from 0.886 to 0.944, indicating strong reliability.

Convergent validity is established when the average variance extracted (AVE) is greater than 0.50 (Hair et al., 2019). In this study, all item loadings exceeded 0.5, and the AVE values for each construct ranged from 0.629 to 0.812, confirming convergent validity. Discriminant validity was assessed using factor cross-loading, with values for entrepreneurial passion (X1), entrepreneurial education (X2), entrepreneurial intention (Y), and entrepreneurial skills (Z) ranging from 0.709 to 0.945 – exceeding the 0.70 threshold – thereby confirming discriminant validity.

Hypothesis testing

The model was evaluated using structural equation modeling to test the hypotheses. A bootstrap resampling method with 346 samples was applied to generate t-statistics. As shown in Table 2, all seven hypotheses in this study met the required criteria, with t-values ranging from 0.348 to 14.995, exceeding the threshold of 1.96.

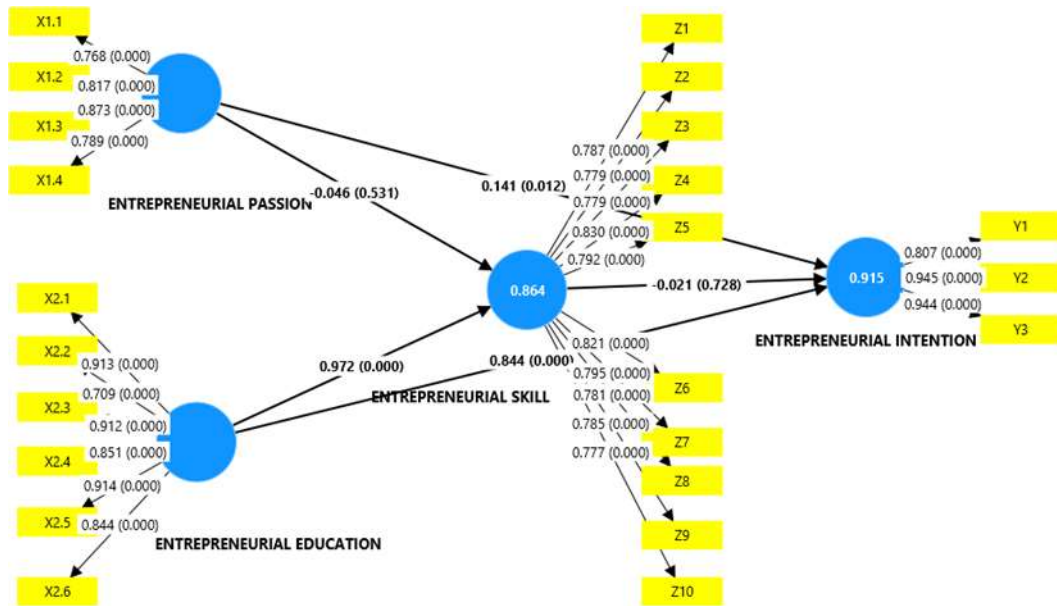


Figure 2. Calculation of Structural Equation Modeling
 Source: Processed by researcher (2024)

This study utilizes the R-square (R^2) model to assess the accuracy of model predictions. The coefficient of determination (R^2) evaluates how well an exogenous construct explains an endogenous construct (Hair et al., 2019). The R^2 value ranges from 0 to 1, with values above 0.75 considered strong, while 0.50 and 0.25 indicate moderate and weak predictive power, respectively (Hair et al., 2019). The R^2 value for the entrepreneurial skills variable (Z) is 0.864, meaning that 86.4% of its variance is explained by entrepreneurial passion and entrepreneurial education, while the remaining 14.6% is influenced by other factors outside the study. Meanwhile, the R^2 value for entrepreneurial intention (Y) is 0.914, indicating that entrepreneurial passion, entrepreneurial education, and entrepreneurial skills collectively explain 91.4% of its variance, with the remaining 8.6% attributed to external factors. A higher R^2 value signifies a stronger explanatory power of the independent variables, leading to a more robust structural equation model.

Table 2. Outer Model Calculation

Construct	Item	λ	α	CR	AVE
entrepreneurial passion (X1)	X1.1	0,768	0,830	0,886	0,660
	X1.2	0,817			
	X1.3	0,873			
	X1.4	0,789			
entrepreneurial education (X2)	X2.1	0,913	0,928	0,944	0,740
	X2.2	0,709			
	X2.3	0,912			
	X2.4	0,851			
	X2.5	0,914			

	X2.6	0,844			
entrepreneur skill (Z)	Z1	0,787	0,937	0,944	0,629
	Z2	0,779			
	Z3	0,779			
	Z4	0,830			
	Z5	0,792			
	Z6	0,821			
	Z7	0,795			
	Z8	0,781			
	Z9	0,785			
	Z10	0,777			
entrepreneurial intention (Y)	Y1	0,807	0,881	0,928	0,812
	Y2	0,945			
	Y3	0,944			

Source: processed by researcher (2024)

Table 3. Validates Discriminant Criteria Fornell-Larcker

	Entrepreneurship Education	Entrepreneurial Intention	Entrepreneurial Skill	Entrepreneurial Passion
Entrepreneurship Education	0,860			
Entrepreneurial Intention	0,955	0,901		
Entrepreneurial Skill	0,929	0,884	0,793	
Entrepreneurial Passion	0,924	0,903	0,852	0,813

Source: processed by researcher (2024)

Table 4. Hypothesis Testing

Relationship	β	T-value	P-values	Decision
H ₁ Entrepreneurship Education -> Entrepreneurial Intention	0,844	12,164	0,000	Confirmed
H ₂ Entrepreneurship Education -> Entrepreneurial Skill	0,972	14,995	0,000	Confirmed
H ₃ Entrepreneurial Skill -> Entrepreneurial Intention	-0,021	0,348	0,728	Not Confirmed

H ₄	Entrepreneurial Passion -> Entrepreneurial Intention	0,141	2,709	0,007	Confirmed
H ₅	Entrepreneurial Passion -> Entrepreneurial Skill	-0,046	0,645	0,519	Not Confirmed
H ₆	Entrepreneurship Education -> Entrepreneurial Skill -> Entrepreneurial Intention	0,181	2,804	0,009	Mediator
H ₇	Entrepreneurial Passion -> Entrepreneurial Skill -> Entrepreneurial Intention	0,684	12,054	0,000	Mediator

Source: processed by researcher (2024)

DISCUSSION

Entrepreneurship education has a significant influence on entrepreneurial intention among students of public and private vocational schools in Mojokerto district. This education not only equips students with business knowledge, but also encourages the development of practical skills, creativity and an independent attitude required in the business world. Through curriculum integrated with entrepreneurship programs, such as real business projects and industrial practice activities, students better understand the process of starting and running a business (Green-Weir et al., 2021; Juricic et al., 2021; Martínez-Gregorio et al., 2021; Wishnu Wardana et al., 2021). This experience strengthens their belief in entrepreneurship. In public and private vocational schools in Mojokerto district, entrepreneurship education plays an important role because students are trained to be ready to enter the workforce or open an independent business after graduation. With the right guidance, including project-based learning, digital mentoring, and support from the school environment, students' entrepreneurial intention can be significantly enhanced.

Entrepreneurship education has a profound impact on the entrepreneurial skills of students in public and private vocational schools in Mojokerto district. An effective entrepreneurship education program integrates theory and practice, providing students with an in-depth understanding of business principles as well as the practical skills required to run a business. In both public and private SMKs, the entrepreneurship curriculum often involves business simulations, case studies, and hands-on practice that allow students to

develop skills such as business planning, financial management, marketing, and operational management. The differences between public and private SMKs may lie in resources and teaching methods, but both contribute to improving students' entrepreneurial skills. Public SMKs may have more support from government and local industries, while private SMKs often have more flexible and innovative curricula. Both, however, provide valuable experiences that equip students with practical skills that can be directly applied in an enterprise context (Fernandes et al., 2021; Kakouris & Liargovas, 2021; Kostikova et al., 2021; Ubfal et al., 2022; Wardana et al., 2020). With good entrepreneurship education, students from both types of schools can significantly improve their entrepreneurial skills, preparing them to face the challenges of the business world and capitalize on opportunities more effectively.

Entrepreneurial skills do not have a strong influence on the entrepreneurial intention of public and private vocational school students in Mojokerto district. Students who do not have good entrepreneurial skills, such as abilities in business planning, risk-taking, financial management, and problem solving, are less likely to have a higher intention to start their own business. In SMK, both public and private, students who are actively involved in practical activities, entrepreneurship projects, or internship programs (PRAKERIN) develop practical skills that directly increase their confidence in running a business. In public SMKs, support from the government and connections with industry often help students gain real-world experience, while in private SMKs, flexibility in learning approaches often allows for greater innovation and creativity in entrepreneurial activities. The development of these skills shapes their belief that they are able to overcome business challenges, which in turn increases their entrepreneurial intention (Caeiro-Rodriguez et al., 2021; Jardim et al., 2021; Mahendra et al., 2017; Rukman et al., 2023). In other words, the lower the level of entrepreneurial skills students have, the less likely they are to have a strong intention to run a business after graduation.

Entrepreneurial Passion has a significant influence on entrepreneurial intention among students of public and private vocational schools in Mojokerto district. This passion arises when students have a deep interest in the business world, which is characterized by enthusiasm, motivation, and high dedication to start and run a business. Students who are passionate about entrepreneurship tend to be more committed and confident in realizing their business ideas. In public SMKs, support in the form of facilities from the government and local industries often help foster this passion through various entrepreneurial activities, such as internship programs, business competitions, and student product exhibitions. In private SMKs, a more flexible and innovative approach to entrepreneurship learning often provides more space for students to explore creative business ideas, thus strengthening their passion in this field. A strong entrepreneurial passion makes students more motivated to realize their entrepreneurial intentions as they feel emotionally connected to the entrepreneurial process and goals (Hirudayaraj et al., 2021; Kukah et al.,

2022; Martínez-Gregorio et al., 2021; Semenets-Orlova et al., 2021). Therefore, the higher the level of entrepreneurial passion that students have, the greater their intention to enter the business world and start their own business.

Entrepreneurial Passion does not have a strong influence on the development of entrepreneurial skills among students of public and private vocational schools in Mojokerto district. High entrepreneurial passion encourages students to be more passionate in honing skills such as business planning, risk management, product innovation, as well as communication and negotiation skills. In public SMKs, students are often supported with access to internship programs and industry partnerships that allow them to practice these skills in real-life situations. Their passion for entrepreneurship motivates them to take this opportunity to learn and hone their skills more seriously.

On the other hand, private vocational schools, which often have a more flexible and creative approach to education, allow students to further explore their interest in entrepreneurship, so they are more encouraged to develop skills that are relevant to the field of business they are interested in. High passion makes students more focused and dedicated in developing entrepreneurial skills as they feel emotionally connected to the process (Green-Weir et al., 2021; Igwe et al., 2021; Juricic et al., 2021; Secundo et al., 2020). Thus, entrepreneurial passion not only motivates students to learn new skills, but also accelerates the improvement of their skills, which ultimately helps them be better prepared to enter the business world. However, this study shows contradictory results, namely that there is no influence between the two variables.

Entrepreneurship education has a significant influence on entrepreneurial intention of public and private vocational school students in Mojokerto district, with entrepreneurial skills acting as an important mediator in this relationship. Effective entrepreneurship education not only provides theoretical knowledge, but also builds practical skills such as business planning, financial management, and problem-solving abilities. Students who have mastered entrepreneurial skills feel more confident and able to manage the risks and challenges of starting a business, which in turn strengthens their entrepreneurial intention (Guffey & Loewy, 2022; Kostikova et al., 2021; Krén & Séllei, 2021; Ubfal et al., 2022; Wardana et al., 2020). In other words, entrepreneurial skills act as a bridge connecting entrepreneurship education with entrepreneurial intention. The better the skills that students acquire through this education, the more likely they are to have strong entrepreneurial intentions. This is true for both public SMK students who get support from industry, as well as private SMK students who often have access to innovative approaches in entrepreneurship learning.

Entrepreneurial passion has a significant influence on entrepreneurial intention of public and private vocational students in Mojokerto district, with entrepreneurial skills acting as a mediator. Students who have a high passion for entrepreneurship tend to be encouraged to develop entrepreneurial skills such as risk management, innovation, business planning, and resource management. This passion becomes a strong internal driver, motivating

students to learn more deeply about the business world and improve their abilities. The skills they acquire then increase their confidence and readiness in running a business, strengthening their intention to become entrepreneurs (Anjum, Farrukh, et al., 2021; Ernawati et al., 2022; Mi'rajatinnor et al., 2022; Suherman & Yusuf, 2021). Thus, entrepreneurial skills mediate the effect of entrepreneurial passion on entrepreneurial intention, where students with high passion develop better skills, which in turn increase their entrepreneurial intention. The higher the entrepreneurial passion and the more honed their skills, the more likely the students are to have a strong intention to go into business.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion, it can be concluded that entrepreneurship education plays an important role in shaping entrepreneurial intention among students of public and private vocational schools in Mojokerto district. This education provides theoretical knowledge as well as practical experience through activities such as real business projects, industrial work practices (PRAKERIN), business simulations, and internships. Students involved in entrepreneurship education acquire entrepreneurial skills such as business planning, risk management and innovation, which increases their confidence to start a business. In addition, entrepreneurial passion also has a significant influence on entrepreneurial intention, with entrepreneurial skills acting as a mediator. Students who have a high passion for business tend to be more motivated to develop relevant practical skills. In both public vocational schools with industry support and private vocational schools with innovative approaches, entrepreneurship education and passion contribute to preparing students for future business challenges.

The implication of the findings of this study is that a well-structured entrepreneurship education in SMK can prepare students to face challenges in the business world, either by opening their own business or contributing to a company. Intensive development of entrepreneurial skills through hands-on approaches, such as real business projects and internships, will increase students' confidence and readiness for entrepreneurship. In addition, a supportive school environment, including digital mentoring programs and collaboration with industry, can strengthen students' entrepreneurial passion and skills. Differences between public and private SMKs, such as access to resources and curriculum flexibility, show that a varied approach remains effective in creating positive outcomes.

As a suggestion, public and private vocational schools in Mojokerto district are advised to emphasize practical approaches in entrepreneurship education through project-based activities and internships in the industrial world, so that students gain real experiences that can improve their skills and passions. Government and private schools need to collaborate to provide greater support in the form of training, facilities and access to local industry networks to help students gain relevant business experience. Digital mentorship and technology-based learning need to be expanded to strengthen

the development of entrepreneurial skills and interests among students, especially with the rapid development of technology in the business world. Further research is needed to examine the impact of various entrepreneurship education models on long-term outcomes, such as students' success in starting a business or a career in business.

ADVANCED RESEARCH

This study examines the impact of entrepreneurial passion and entrepreneurial education on entrepreneurial intention, with entrepreneurial skills serving as an intervening variable. Conducted among vocational high school (SMK) students in Mojokerto, specifically in the online business and marketing sector, the research reveals that both entrepreneurial passion and education significantly influence entrepreneurial intention, both directly and through the enhancement of entrepreneurial skills. These findings emphasize the crucial role of hands-on learning experiences and personal motivation in fostering students' entrepreneurial aspirations.

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