

The Effect of Entrepreneurship Education on Entrepreneurial Intention of Vocational High School Students in the City of Malang: Entrepreneurial Self-Efficacy and Entrepreneurial Mindset as Mediating Variables

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ABSTRACT

This study examines the impact of entrepreneurship education on students' entrepreneurial intention, with entrepreneurial self-efficacy and entrepreneurial mindset as mediating variables. Using a quantitative survey approach with SEM-PLS analysis, data were collected from 182 SMK class XII students in Malang City. The findings reveal that entrepreneurship education significantly influences entrepreneurial self-efficacy, entrepreneurial mindset, and entrepreneurial intention. Additionally, entrepreneurial mindset positively mediates the relationship between entrepreneurship education and entrepreneurial intention. However, entrepreneurial self-efficacy has no significant effect on entrepreneurial intention and does not function as a mediator. These results highlight the need for vocational education institutions to enhance entrepreneurship programs to align with market demands and business trends.

INTRODUCTION

Entrepreneurship has become an increasingly interesting research topic in recent years for both developed and developing countries (Jiatong et al., 2021; Sun et al., 2023). Entrepreneurship is understood by various countries as a means of improving economic and social welfare for society (Welsh et al., 2016). The problems of unemployment, poverty, and living standards of a country's people can be overcome through entrepreneurial activity (Xu et al., 2023a). The example of China, which had 55.75 poor people in 2015, has changed with large economic growth and prosperity in 2020 (Wang & Chen, 2019). According to the results of Wang & Chen (2019), China's economy grew 12 times from 7.7 billion US dollars to 90.9 billion US dollars every year. Economic growth and prosperity occurred in China because entrepreneurship education received serious attention from the government and educational institutions (Adeel et al., 2023). Entrepreneurship education has the potential to enhance student learning and encourage the acquisition of entrepreneurial knowledge, skills and behaviors (Raghunath et al., 2020; Tseng et al., 2022; Ver Steeg, 2022).

In the Indonesian context, the government needs to work with educational institutions to optimize entrepreneurship education for students (Purwanti et al., 2024). The government and educational institutions design entrepreneurship education programs that are in accordance with the development of the current business world (George et al., 2021). The entrepreneurship education program consists of integrated work learning and student business competitions that increase students' entrepreneurial intentions (Wardana et al., 2020). The results of the program encourage the improvement of students' skills, character, and mentality to have entrepreneurial intentions (Tseng et al., 2022; Welsh et al., 2016). Increasing students' entrepreneurial intentions is a serious concern considering that the unemployment rate of vocational students in Indonesia increases every year. According to the results of research from the International Monetary Fund (IMF) found that only 3.47% of the Indonesian population are entrepreneurs and 5.45% of the Indonesian population are unemployed or underemployed (Junaidi et al., 2023). Meanwhile, other Asean countries such as Singapore, Thailand and Malaysia grew entrepreneurs by an average of 4.5% to 8.5% in 2022 (Junaidi et al., 2023; Wibowo et al., 2023).

Based on the Central Bureau of Statistics, (2023), SMK graduates have a higher unemployment rate, which is 9.42 percent nationally. Unemployment of SMK student graduates is greater in Indonesia because the number of SMK graduates each year is not matched by the amount of labor absorption needed by companies (Saptono et al., 2020). The same thing also happens to new SMK graduates in the Malang City area, where the unemployment rate increases every year. Based on data from the Central Bureau of Statistics (BPS) of Malang City, SMK graduates have a greater number of unemployed people, namely 13.72% and high school graduates (SMA) of 10.21% (Rahma, 2021). The unemployment rate for SMK graduates is high in Malang City because SMK graduates only rely on labor absorption from companies. Survey results from Owens, (2018), SMK graduates are said to lack innovative and creative thinking

to create their own jobs (Amorós et al., 2021; Douglas & Prentice, 2019). Therefore, entrepreneurship education not only focuses on improving entrepreneurial skills, but education needs to build students' self-efficacy and mindset to open their own business to reduce unemployment (Fan et al., 2024; Lang & Liu, 2019; Walmsley & Wraae, 2022).

Entrepreneurial self-efficacy is the belief of vocational students in their entrepreneurial ability to carry out tasks and roles in achieving results (Memon et al., 2019; Newman et al., 2019). The results of previous research (Elnadi & Gheith, 2021; Neneh, 2022; Saptono et al., 2021) explain that entrepreneurial self-efficacy has an influence on the development of entrepreneurial intentions. Meanwhile, entrepreneurial mindset is defined as the tendency of vocational students to apply creative and critical thinking skills (Handayati et al., 2020). Entrepreneurial mindset guides vocational students to solve problems, find new opportunities, and the confidence to start entrepreneurship (Sun et al., 2023). The role of entrepreneurial self-efficacy and entrepreneurial mindset in entrepreneurship education is supported by social cognitive theory and theory of planned behavior. The theory of planned behavior and social cognitive theory become a bridge in explaining the effect of entrepreneurship education through entrepreneurial self-efficacy and entrepreneurial mindset on increasing entrepreneurial intentions of vocational students (Beauchamp et al., 2019; Oulhou & Ibourk, 2023).

The research gap of this study lies in the aspect that there are still many previous studies that find insignificant or negative research gaps from the effect of entrepreneurship education on entrepreneurial self-efficacy, entrepreneurial mindset, entrepreneurial intention. The results of research by Xu et al., (2023b) & Zhang et al., (2022) show that entrepreneurship education does not directly affect the improvement of students' entrepreneurial self-efficacy. Students with no previous business experience cannot increase entrepreneurial self-efficacy with entrepreneurship education (Zhang et al., 2022). The results of Kaur & Chawla, (2023) found that entrepreneurship education does not always show a positive influence on students' entrepreneurial mindset. This happens because the entrepreneurship education curriculum is not well designed to facilitate changes in students' mindsets (Cui et al., 2021; Jiatong et al., 2021; Kaur & Chawla, 2023). Research from Chen et al., (2021); de Sousa et al., (2022); Nájera-Sánchez et al., (2023) showed negative results of the effect of entrepreneurship education on students' entrepreneurial intention. The negative effect occurs because entrepreneurship education is not supported by students' business experience (de Sousa et al., 2022).

The novelty offered in this study is research to fill the gap that occurs in the differences in research results on the effect of entrepreneurship education on entrepreneurial self-efficacy, entrepreneurial mindset and entrepreneurial intention. The independent variable (entrepreneurship education), dependent variable (entrepreneurial intention), and control variables (entrepreneurial self-efficacy and entrepreneurial mindset) will be tested again on XII grade vocational students in Malang City. Validation of the relationship between these variables is very important for the readiness to start entrepreneurship for

vocational students in Malang City. This research also offers to increase the cognitive value (entrepreneurial traits) through the theory of planned behavior and social cognitive theory in vocational students through entrepreneurship education that is relevant to the current practical environment of entrepreneurship. The implications of this research can contribute to: (a) The research indicators encourage entrepreneurial intention of vocational students and help policy makers to develop effective programs to encourage entrepreneurial intention of vocational students and economic growth. (b) The results of this study help vocational education institutions to refine their entrepreneurship education programs and ensure that the education programs are aligned with the market needs and goals of today's entrepreneurial world. (c) Understanding the relationship between the effectiveness of entrepreneurship education and mediated by entrepreneurial self-efficacy and entrepreneurial mindset can help vocational education institutions allocate resources to increase students' entrepreneurial intention.

LITERATURE REVIEW

Entrepreneurship Education

Entrepreneurship education is a key element for all countries to promote economic growth, entrepreneurial creativity and innovation (Boldureanu et al., 2020). Many countries require students from all levels of education to receive entrepreneurship education. The general standards of entrepreneurship education content include the actualization of entrepreneurial attitudes and behaviors, application of skills, business planning, and business management (Djazilan & Darmawan, 2022). Entrepreneurship education is a way for students to find business opportunities and how to take advantage of these opportunities (Thomassen et al., 2020). Mota et al. (2019) revealed three basic objectives of entrepreneurship education, namely; (a) creating new awareness for vocational students in forming skills, (b) encouraging vocational students to be entrepreneurial, and (c) facilitating vocational students with new knowledge.

Entrepreneurial Self-Efficacy

Entrepreneurial self-efficacy is a concept related to individual behavior, the level of effort made by individuals, and individual strength in running a business (Elnadi & Gheith, 2021; Neneh, 2022; Saptono et al., 2021). Entrepreneurial self-efficacy shapes individuals to have confidence in their ability to face challenges and opportunities when starting a new business (Şahin et al., 2019). Praswati et al. (2022) defines entrepreneurial self-efficacy as an individual's belief in his or her ability to carry out tasks as an entrepreneur. According to De Noble, Jung, and Ehrlich (1999), there are 6 dimensions as a tool to measure the level of entrepreneurial self-efficacy development in an individual (Matos et al., 2020), namely: (a) The dimension of developing new products or market opportunities. (b) The dimension of building an innovative environment. (c) The dimension of relations with investors. (d) The dimension of developing the main purpose of the business. (e) Dimension of defense against unexpected challenges. (f) Human resource development dimension.

Entrepreneurial Mindset

Entrepreneurial mindset is the ability of individuals to see opportunities, develop new ideas and find new ways or solutions in solving problems and utilizing business opportunities (Cui et al., 2021). Entrepreneurial mindset can be formed from entrepreneurship education and individual entrepreneurial experiences in the environment. Vuorio et al. (2023) identified three aspects in individuals who have an entrepreneurial mindset, namely cognitive, emotional, and behavioral. The cognitive aspect studies the individual's ability to adapt to the new business environment as well as the motivation within the individual (Bernardus et al., 2020). The emotional aspect emphasizes the success and failure experiences of entrepreneurs. The last aspect is the behavioral aspect which studies how entrepreneurs act in the midst of a new business environment (Lv et al., 2021). These three aspects need to be instilled in the mindset of vocational students so that they are able to run a business in a new environment.

Entrepreneurial Intention

Entrepreneurial intention is a state of conscious mind that directs individual attention to a business object and looks for ways to achieve it (Djazilan & Darmawan, 2022). Vocational students are given encouragement to entrepreneurship both conceptually and empirically through entrepreneurship education. Conceptual strategies to SMK students allow them to have a clear understanding of the business process to success. While empirical strategies can show problem-solving techniques in helping vocational students know how to work towards a successful business (Mei et al., 2020). Entrepreneurial intention will equip students to have the drive to develop abilities and recognize business opportunities and have the skills to act on these opportunities (Akhtar et al., 2022; Xu et al., 2023b). Entrepreneurial intention encourages vocational students to create to learn about new business ideas, commercialize businesses, and learn to assume risks in business (Abdullahi et al., 2021; Vodă & Florea, 2019).

METHODOLOGY

This study uses a quantitative research type that is analyzed using SEM-PLS to investigate the effect of entrepreneurship education (X) on entrepreneurial intention (Y) through entrepreneurial self-efficacy (Z1) and entrepreneurial mindset (Z2) (see Figure 1). The benefit of SEM-PLS is the ability to maximize the variance of the dependent and estimate data based on the dimensions of the measurement model (Hair et al., 2019).

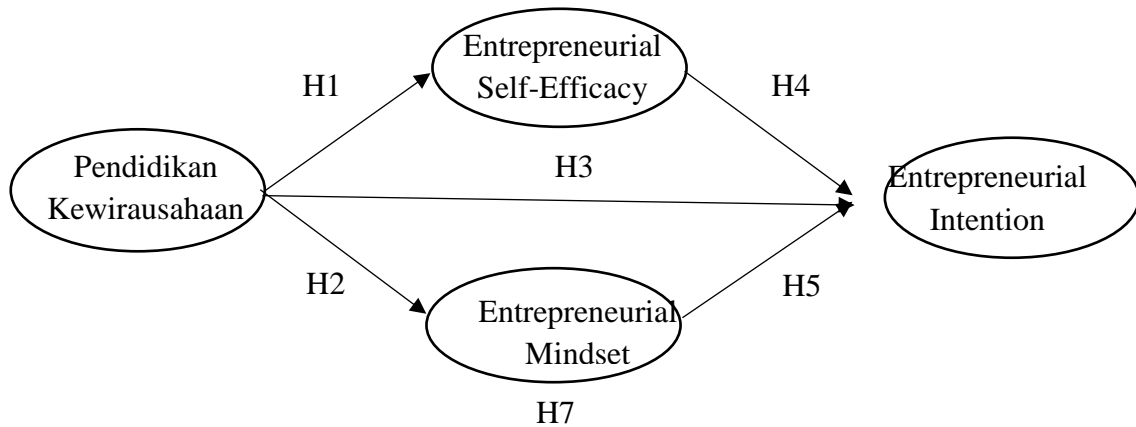


Figure 1. Research framework design

Respondents and Data Collection Techniques

Students majoring in Digital Business and Retail Business at public and private vocational schools in Malang City participated in this study. Ten public and private SMKs were the object of the study. We surveyed a total of 343 respondents with a 30-question Google Form sent via WhatsApp. The criteria for respondents in this study were students who have received full Digital Business and Retail Business lessons (students who have received entrepreneurship theory and practice). This research was conducted from September to November 2024. The variables of this study are entrepreneurship education (X), entrepreneurial self-efficacy (Z1), entrepreneurial mindset (X2), and entrepreneurial intention (Y).

Table 1. Respondent Characteristics

| No | Gender | Total | Percentage |
|-------|--------|-------|------------|
| 1 | Man | 27 | 14,8% |
| 2 | Woman | 155 | 85,2% |
| Total | | 182 | 100% |

Source: Primary Data Processed by Researchers, (2024)

Through Table. Table 1 above shows that the majority of respondents in this study were dominated by the female gender with a total of 155 respondents (85.2%), while the male gender amounted to 27 respondents (14.8%). From these results it can be conveyed that this research discusses and analyses a lot about the entrepreneurial intentions of the female gender.

Instrument Development and Data Analysis

This research instrument was adapted from previous research and literature review. The questionnaire was translated from English to Indonesian and modified for the Indonesian context. The questionnaire was translated from English to Indonesian and modified for the local context. Entrepreneurship education was measured with three items from (Wardana et al., 2020).

Entrepreneurial self-efficacy was measured with three items from (Saptono et al., 2021). Entrepreneurial mindset is measured by four items from (Bernardus et al., 2022; Cui et al., 2021). Entrepreneurial intention is measured by three items from (Montes et al., 2023). The questionnaire used asked participants to rate each statement from 1 (strongly disagree) to 5 (strongly agree). This study uses Smart PLS 3.0 for least squares structural equation modelling (PLS-SEM).

RESEARCH RESULT

External Model Evaluation

The PLS external model is determined to ensure the existence of reliable instruments. Models with determination criteria are said to be reliable when the composite reliability (CR) and Cronbach's Alpha > 0.05 (Hair et al., 2019). The results of this study indicate that the CR value of each construct is 0.925 to 0.951 for dependence. A significant average variance extracted (AVE) > 0.50 indicates convergent validity (Hair et al., 2019). Convergent validity in this study was achieved as all items exceeded 0.50 and the AVE of each construct ranged from 0.606 to 0.737. Cross-load factors were used to test discriminant validity and convergent validity. The cross-loading values for all entrepreneurship education variables (X), entrepreneurial self-efficacy (Z1), entrepreneurial mindset (Z2), and entrepreneurial intention ranged from 0.906 to 0.940 > 0.70, indicating discriminant validity.

Hypothesis Testing

This model tests the hypotheses using structural equation modelling (SEM-PLS). The researchers used 152 bootstrap samples to display all t-statistics. As seen in Table 2, five of the seven hypotheses in this study met the criteria, with t-values ranging from 4.036 to 30.303, which exceeded 1.96. Two t-values did not meet the criteria, with t-values ranging from 0.867 and 0.868, which are less than 1.96.

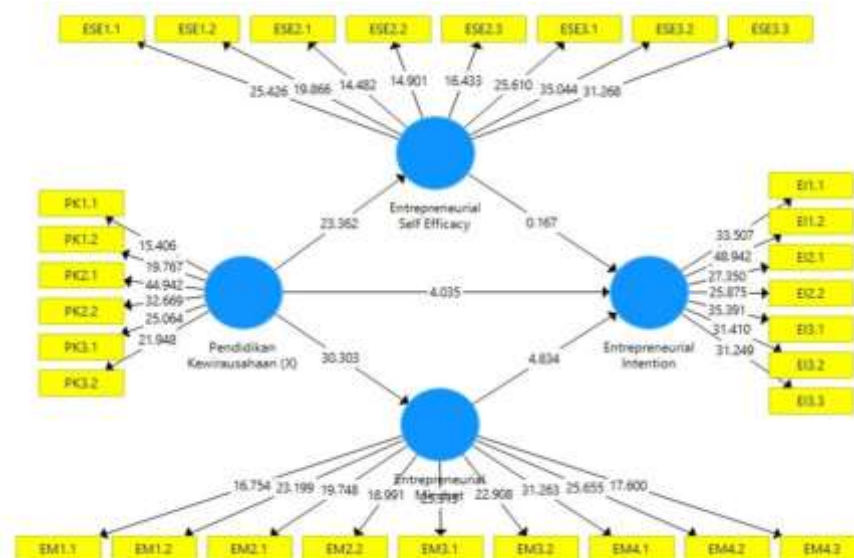


Figure 2. Calculation of Structural Equation Modeling

Source: Processed by researcher (2024)

This study uses the R-Square (R^2) model to show the accuracy of the model prediction. The coefficient of determination is used to determine the accuracy of prediction and shows the size of the influence of exogenous variables on endogenous variables. If the model fulfills 100% data with the value obtained approaching the value of 1, it can be said that the model explains the variation in endogenous variables (Fisher et al., 1995). The following are the results of the coefficient of determination based on data processing using SmartPLS.

Table 2. R-Square value (R^2)

| Variable | R-Square |
|-------------------------------|----------|
| Entrepreneurial Intention | 0.732 |
| Entrepreneurial Mindset | 0.667 |
| Entrepreneurial Self-Efficacy | 0.641 |

Source: Primary Data Processed by Researchers, (2024)

For each variable, there are different R-Square values. The entrepreneurial intention variable has an R-Square value of 0.732. This means that 73.2% of the variation in interest in becoming an entrepreneur can be explained by the model variables. The entrepreneurial mindset variable has an R-Square value of 0.667. This means that 66.7% of the variation in entrepreneurial mindset can be explained by the entrepreneurship education variable. While the R-Square value of the entrepreneurial self-efficacy variable is 0.641. This means that 64.1% of the variation in self-confidence to run a business can be explained by the entrepreneurship education variable. So, entrepreneurship education as an exogenous variable makes a significant contribution in shaping students' intentions, mindset and self-efficacy.

Tabel 3. Outer Model Estimation

| Construct | Item | Outer Loading | α | CR | AVE |
|-------------------------------------|--------|---------------|----------|-------|-------|
| Entrepreneurship Education (EE) | PK1.1 | 0.764 | 0.907 | 0.928 | 0.684 |
| | PK1.2 | 0.789 | | | |
| | PK2.1 | 0.889 | | | |
| | PK2.2 | 0.864 | | | |
| | PK3.1 | 0.817 | | | |
| | PK3.2 | 0.836 | | | |
| Entrepreneurial Self-Efficacy (ESE) | ESE1.1 | 0.783 | 0.906 | 0.925 | 0.606 |
| | ESE1.2 | 0.770 | | | |
| | ESE2.1 | 0.712 | | | |
| | ESE2.2 | 0.736 | | | |
| | ESE2.3 | 0.741 | | | |
| | ESE3.1 | 0.785 | | | |
| | ESE3.2 | 0.845 | | | |
| Entrepreneurial Mindset (EM) | ESE3.3 | 0.846 | | | |
| | EM1.1 | 0.758 | 0.925 | 0.937 | 0.624 |
| | EM1.2 | 0.808 | | | |
| | EM2.1 | 0.767 | | | |
| | EM2.2 | 0.784 | | | |

| | | | | | |
|--------------------------------|-------|-------|-------|-------|-------|
| | EM3.1 | 0.793 | | | |
| | EM3.2 | 0.826 | | | |
| | EM4.1 | 0.822 | | | |
| | EM4.2 | 0.810 | | | |
| | EM4.3 | 0.738 | | | |
| Entrepreneurial Intention (EI) | EI1.1 | 0.863 | | | |
| | EI1.2 | 0.909 | | | |
| | EI2.1 | 0.841 | | | |
| | EI2.2 | 0.803 | 0.940 | 0.951 | 0.737 |
| | EI3.1 | 0.883 | | | |
| | EI3.2 | 0.845 | | | |
| | EI3.3 | 0.864 | | | |

Source: Primary Data Processed by Researchers, (2024)

Table 4. Discriminant Validity Value

| Variable | Entrepreneurship Education (EE) (X) | Entrepreneurial Self-Efficacy (Z ₁) | Entrepreneurial Mindset (Z ₂) | Entrepreneurial Intention (Y) |
|---|-------------------------------------|---|---|-------------------------------|
| Entrepreneurship Education (X) | 0.827 | | | |
| Entrepreneurial Self-Efficacy (Z ₁) | 0.801 | 0.779 | | |
| Entrepreneurial Mindset (Z ₂) | 0.823 | 0.884 | 0.790 | |
| Entrepreneurial Intention (Y) | 0.807 | 0.755 | 0.826 | 0.859 |

Source: Primary Data Processed by Researchers, (2024)

Table 5. Hypothesis Test Results of Direct Effect

| | Variable | Original Sampel | T-Statistics | P-Values | Description |
|----------------|---|-----------------|--------------|----------|-------------|
| H ₁ | Entrepreneurship Education (EE) > Entrepreneurial Self-Efficacy (ESE) | 0.801 | 23.362 | 0.000 | Accepted |
| H ₂ | Entrepreneurship Education (EE) > Entrepreneurial Mindset (EM) | 0.823 | 30.303 | 0.000 | Accepted |
| H ₃ | Entrepreneurship Education (EE) > Entrepreneurial Intention (EI) | 0.397 | 4.035 | 0.000 | Accepted |
| H ₄ | Entrepreneurial Self-Efficacy (ESE) > Entrepreneurial Intention (EI) | -0.017 | 0.167 | 0.867 | Rejected |
| H ₅ | Entrepreneurial Mindset (EM) > Entrepreneurial Intention (EI) | 0.515 | 4.834 | 0.000 | Accepted |

Source: Primary Data Processed by Researchers, (2024)

Table 6. Hypothesis Test Results of Indirect Influence

| | Variable | Original Sampel | T-Statistics | P-Values | Description |
|----------------|---|-----------------|--------------|----------|-------------|
| H ₆ | Entrepreneurship Education (EE) > Entrepreneurial Self-Efficacy > Entrepreneurial | -0.014 | 0.166 | 0.868 | Rejected |

| | Intention | | | | |
|----------------|--|-------|-------|-------|----------|
| H ₇ | Entrepreneurship Education (EE) > Entrepreneurial Mindset (EM) > Entrepreneurial Intention | 0.424 | 4.670 | 0.000 | Aceppted |

Source: Primary Data Processed by Researchers, (2024)

DISCUSSION

The results showed that entrepreneurship education has a positive and significant effect on entrepreneurial self-efficacy (H1 accepted). Entrepreneurship education sets three indicators, namely entrepreneurial practice, entrepreneurship education goals, and critical thinking to influence entrepreneurial self-efficacy of class XII vocational students in Malang City. Students feel that the entrepreneurship education they have received is able to equip students with relevant skills and knowledge for entrepreneurship. The research results in this first hypothesis are consistent with the findings of (Matos et al., 2020; Pertiwi & Khafid, 2021; Saptono et al., 2020) which state that entrepreneurship education is an effective strategy to increase entrepreneurial self-efficacy in students. Entrepreneurship education can be an effective strategy in increasing student confidence for economic sustainability by providing new jobs (Amofah & Saladrignes, 2022). In addition, entrepreneurship education as an external factor, proven in this study can affect the entrepreneurial self-efficacy of students of SMK class XII in Malang City area. Entrepreneurial self-efficacy can be considered as one of the main components in the theory of planned behavior, namely perceived behavioral control (Anjum et al., 2021).

The research results in the second hypothesis prove that entrepreneurship education has a positive and significant effect on entrepreneurial mindset (H2 accepted). The measurement results found that there was a positive influence on increasing students' entrepreneurial mindset, such as analytical skills, creativity and innovation, and the courage to take risks. With that, the researcher suggests that entrepreneurship education should not only teach technical skills, but also change the way students think. The results of this study are in line with the results of previous research from Cui et al. (2021), which showed a strong relationship between entrepreneurship education and entrepreneurial mindset. The strength of this relationship has an impact on choosing the right business career as well as a valuable resource for students' future business success (Cui et al., 2021). The results of research from Handayati et al., (2020) explain that entrepreneurship education in schools can affect students' cognitive factors such as developing a mindset in entrepreneurship. The significant and positive effect of entrepreneurship education on entrepreneurial mindset contributes to the theory of cognitive described by Bandura (1989). According to (Bandura, 1989), the role of the social environment such as entrepreneurship education lessons at school is very helpful in improving students' social cognition in running a business. Social cognition serves as a regulator of students' entrepreneurial mindset

continuously and makes individual entrepreneurial actions more directed, logical and improved over time (Praswati et al., 2022).

The third hypothesis of this study wants to prove the role of entrepreneurship education on entrepreneurial intention in class XII vocational students in Malang City area. The results of this study indicate that entrepreneurship education is one of the important factors in encouraging the emergence of new entrepreneurs. Entrepreneurship education has a positive and significant effect on entrepreneurial intention (H3 accepted). By providing relevant knowledge, skills and experience, entrepreneurship education can encourage students to have an interest in starting their own business. This is in line with the research of Deng & Wang, (2023), entrepreneurship education is very important to promote entrepreneurial interest in reducing unemployment and poverty and increasing economic development. Vodă & Florea, (2019) added that entrepreneurship education that encourages entrepreneurial interest is a very important asset. Entrepreneurial interest is always correlated with the growth of new jobs, competitiveness, and has an impact on regional or national economic growth (Vodă & Florea, 2019).

The results prove that entrepreneurial self-efficacy does not have a significant and negative effect on entrepreneurial intention (H4 is rejected). The results showed that entrepreneurial self-efficacy on entrepreneurial intention has no effect because the value is very small, even tends to be absent. The results of entrepreneurial self-efficacy research on entrepreneurial intention are insignificant and negative may be influenced by other more dominant factors. Economic conditions, family support, and availability of resources may be more appropriate to influence students' entrepreneurial intention than entrepreneurial self-efficacy. The results of this study certainly contradict the results of research from several previous researchers which show a positive influence between entrepreneurial self-efficacy on entrepreneurial intention. Research by Gregori et al. (2024) shows that entrepreneurial self-efficacy has a positive and significant effect on entrepreneurial intention in economics and business students in Austria.

The results of this study prove that entrepreneurial mindset has a significant and positive effect on entrepreneurial intention (H5 accepted). Entrepreneurial mindset makes students have the ability to find opportunities, dare to face risks, be creative and innovative to run a business. Students understand that an entrepreneurial mindset paves the way for students to see the entrepreneurial profession as a promising career for the future. The results of the above study are in line with some of the results of previous researchers who showed the effect of entrepreneurial mindset on entrepreneurial intention. Research by Cui & Bell, (2022b) found that students who have a high entrepreneurial mindset have the ability to adapt, be creative, execute, be able to utilize resources, have a wide business network, and become good leaders.

This study proves that entrepreneurial self-efficacy does not mediate entrepreneurship education on entrepreneurial intention (H6 rejected). That is, increasing entrepreneurship education does not significantly increase entrepreneurial intention through increasing entrepreneurial self-efficacy.

Entrepreneurial self-efficacy cannot explain the relationship between entrepreneurship education and entrepreneurial intention. Entrepreneurial self-efficacy may be replaced with economic conditions, family support, and availability of resources to influence students' entrepreneurial intention. The results of this study are certainly not in line with the results of previous studies which state the effect of entrepreneurship education on entrepreneurial intention through entrepreneurial self-efficacy. The results of research from Jiatong et al., (2021) show a significant and positive effect of entrepreneurship education on entrepreneurial intention through the mediation of entrepreneurial self-efficacy. Entrepreneurship education can foster entrepreneurial intention in a business that is helped by positive and significant entrepreneurial self-efficacy (Saoula et al., 2023).

This study aims to determine the effect of entrepreneurship education on entrepreneurial intention through entrepreneurial mindset in class XII vocational students in Malang City. The results of this study indicate that entrepreneurial mindset can mediate entrepreneurship education on entrepreneurial intention (H7 accepted). This means that increasing entrepreneurship education can increase entrepreneurial intention through entrepreneurial mindset. In other words, entrepreneurship education programs need to be designed to foster entrepreneurial mindset in students, such as belief in self-ability, opportunity orientation, and proactivity in taking risks. In addition, students also have creative and innovative skills in running a business if the entrepreneurial mindset is developed through the right entrepreneurship education. The results of the study are in line with the findings of Yan et al. (2023), which explain that entrepreneurial mindset plays a role in increasing innovation, execution, resource utilization, networking and encouraging students to show interest in entrepreneurship.

CONCLUSIONS AND RECOMMENDATIONS

The results of this study indicate that entrepreneurship education has a significant and positive influence on entrepreneurial self-efficacy, entrepreneurial mindset, and entrepreneurial intention. Similarly, entrepreneurial mindset has a significant and positive influence on entrepreneurial intention. This study also successfully performs the mediator role of entrepreneurial mindset on the relationship between entrepreneurship education and entrepreneurial intention. With that, entrepreneurship education plays an important role so far in shaping the entrepreneurial intentions of vocational students in the Malang City area. Entrepreneurship education provides theoretical and practical knowledge through business projects, industrial work practices, and internships run by students. However, entrepreneurial self-efficacy does not significantly affect entrepreneurial intention. Negative results occur when entrepreneurial self-efficacy is used as a mediating variable in the relationship between entrepreneurship education and entrepreneurial intention in class XII vocational students in Malang City. Entrepreneurial self-efficacy is a concern for vocational teachers in Malang City

in the future. Students need to build confidence so that they are ready to run a business independently.

This finding has very significant implications for the development of entrepreneurship education, especially in the context of vocational high schools (SMK). Entrepreneurship education is proven to be very effective in increasing entrepreneurial self-efficacy, entrepreneurial mindset, and entrepreneurial intention in vocational students in Malang City. Entrepreneurial mindset acts as a strong bridge between entrepreneurship education and entrepreneurial intention. Entrepreneurship education is able to shape students' mindset in supporting entrepreneurial behavior. Although entrepreneurship education is effective, entrepreneurial self-efficacy does not show a significant effect on entrepreneurial intention when used as a mediator. This indicates that there needs to be further efforts to build students' confidence so that they start to venture into business independently. Students are given opportunities through mentoring programs, coaching and opportunities for various ideas and experiences to increase self-confidence..

ADVANCED RESEARCH

Future researchers can analyze factors that influence entrepreneurial intention with other variables such as family background, access to capital, and social networks. Future researchers can analyze the correlation between family background that has a business and entrepreneurial interest through self-efficacy. The availability of capital (both financial and non-financial capital) is very important in influencing students' decisions to start running a business independently.

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