

The Effect of Experiential Learning on Entrepreneurial Intention Through Entrepreneurial Self-Efficacy of Vocational School Students in Mojokerto, East Java

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ABSTRACT

Business strategy is the best indicator of true personality. Therefore, understanding the entrepreneurial process of creating a business idea is very important to develop one's entrepreneurial spirit. The purpose of this study is to determine the impact of entrepreneurship education on students of Mojokerto National Vocational School using their own experiences as motivation for business theory. The research was conducted on 150 students of Mojokerto National Vocational School. Closed-ended questions were used to collect data. Data analysis methods used descriptive statistics and structural equation modeling partial least squares method (SEM-PLS). The results show that: (1) education (X1) has an effect on entrepreneurship (Y); has an effect on the desire to do business (Y); Self-employment (Z) is not affected; Market knowledge supports entrepreneurial thinking.

INTRODUCTION

Indonesia is an archipelago country with a population of over 200 million. Due to the large population, there are many problems such as poverty, crime, conflict, and unemployment (Wisman, 2020). According to a report by the Central Bureau of Statistics (BPS), Indonesia's unemployment rate (TPT) reached 14.826 million people in August 2023, accounting for 5.32% of the total population. The partners are all high school (SMK) graduates, including two consecutive years of open unemployment, 11.13% and 9.42% (bps.go.id). To promote growth, create entrepreneurial spirit, and encourage young entrepreneurs to be innovative and competitive in the digital economy. The government offers many programs to potential entrepreneurs, including student workers, to support their business ideas through the incubation process, which includes education, training, technical training, networking, mentoring, access to financing, and support to start a business. Utilization, certification, licensing and other aspects of the success of science and technology (Fitrayanti et al., 2024). Therefore, working students should consider entrepreneurship as a career option (Aggarwal and Shrivastava, 2021).

Entrepreneurial intentions are the best indicator of actual behavior (Tan et al., 2020). Therefore, understanding the process of creating business goals is important to support one's desire to become an entrepreneur (Liguori et al., 2020). Choosing to become an entrepreneur has many benefits for the individual. Therefore, a goal and values will affect the desire to do business through many strategies (Meoli et al., 2020). One is to analyze various ideas from the perspective of business creation (Fragoso et al., 2020). confident. Neneh (2022) believes that entrepreneurial self-efficacy is an individual's belief in his or her ability to plan and prepare resources for entrepreneurial needs to manage future events. In other words, business self-esteem refers not to the skills a person possesses, but to an individual's self-assessment of his or her ability to successfully use these skills to achieve business goals (Diputra and Aismunandar, 2021). Developing entrepreneurial self-efficacy will promote entrepreneurial growth. Liu et al. (2019) defined entrepreneurial self-efficacy as the entrepreneur's confidence in his or her ability to start a business and the belief that he or she has the ability to start a business, that is, the person's confidence to complete certain activities related to starting a business. The origin of the concept of self-reliant business is based on the human-environment approach. (2020). Zan et al. (2015) stated that learning experience is important in gaining knowledge through experience and in applying and connecting knowledge to problems that exist in the real world. Spangard et al. (2018) stated that authentic learning experiences can increase students' self-efficacy and make them more confident when handling real-world tasks.

Wurdinger and Rudolph (2009) stated that the learning process will help motivate and encourage students to learn, make students' learning interesting and learn. This technical education can be achieved through various new teaching methods such as active learning, work-based learning, service learning, problem-based learning, and site-based learning. Students' participation in the learning process has a positive and positive effect on

students' thinking, especially their entrepreneurial skills. Usually, the parents of business students are also businessmen, so they know how to manage their own business (Ljubotina, 2020). The definition of a family business refers to the situation in which family members control the business (Porfirio et al., 2020). Based on family business knowledge, students immediately learn how to manage a business under various risks. These family businesses not only take on the role of the family business, which is the most representative of business organization, but also encourage the emergence of entrepreneurs (Hadri et al., 2023). Mojokerto District and Mojokerto Regency autonomous government. Mojokerto City area is part of Mojokerto Regency. Today, both districts have their own centers and work together to support the development of their work. In order to achieve Indonesia's rice planting target in 2045, Mojokerto City and Mojokerto District provide courses at universities and support quality education. The government is doing this to reduce poverty by increasing the number of new entrepreneurs. It is known that the poverty rate in Mojokerto Region and Regency will remain at 5.98% in 2022 and 6.39% in 2021 (kominformojokerto.go.id). Students seek to become independent graduates and choose careers as new entrepreneurs based on their family business background and business confidence.

LITERATURE REVIEW

Experiential Learning

Learning theory provides two theories: The first is the learning theory of Dewey, Lewin and Piaget, that is, how the basis of learning is related to work and other activities in life. The second provides important information based on the theory of education, thought and knowledge. This theory also emphasizes that learning is not based on the knowledge of thinking and reasoning, but on learning to know. Kolb, (1984). Technical education can also be defined as "the role of education in the market". This can help create a knowledge process through change. The idea of learning has been around for decades, its roots date back to 400 BC, and Sophocles often said: "One must learn by doing things, even if you think you know it, you do not have the truth until you try it" (Gentry, 1990). Knowledge is also of four types, namely knowledge based on knowledge and knowledge problem solving, knowledge-based learning, observation and experimentation (Bernardus et al., 2023), he said that first of all, people must understand the knowledge and be able to think about how education affects everything in their lives.

Second, personal education is more than seeing, hearing, acting or touching in other words, the student's thoughts must be integrated into the results, and learning is the process of adapting to changes, trends and situations that allow the person to have knowledge (Leal-Rodríguez and Albort-Morant, 2019). Pamungkas et al. (2019) say that learning comes from experience. Technical education is the key to gaining knowledge through experience and practical materials and being able to connect knowledge to real-world problems. This has been proven through real-world applications as an experiential learning experience that increases student self-efficacy and gives students more confidence to work in the real world. Kolb's learning model

encourages students to make learning choices and allows them to feel challenged to develop critical thinking and problem-solving skills. The benefits of science education will help motivate and encourage students to learn, making students more interested and engaged in learning. This technical education can be realized through various new teaching methods such as active learning, work-based learning, service learning, problem-based learning and site-based learning. Student participation in the learning process is quite effective and has a positive effect on students' thinking, especially their expectations. It also improves students' thinking skills.

Entrepreneurial Intention

The process of creating and selecting options to create a new business idea is called business thinking. An important part of the business process is business thinking. It is based on the characteristics, needs, values, business and beliefs of the entrepreneur. This confirms that the nature of business is a subject that can be learned and has nothing to do with magic and competition. Ajzen (1991) believes that although entrepreneurship is a skill that can be learned, no amount of training can guarantee business success for those who do not have "entrepreneurship". It is an activity that can be expected according to the behavior and attitude of entrepreneurs. According to Subandi et al. (2023), goals are internal and do not need to be taught or forced by anyone. Entrepreneurial behavior increases in line with the goal, and behavioral thinking can be expanded by introducing a positive behavioral model that makes self-efficacy a habit. According to the theory of planning behavior, there is a connection between thinking about business and entrepreneurship, which indicates the strength of the intention to participate in business planning (e.g., starting a new business), the better. However, the power of entrepreneurial intentions to influence entrepreneurial behavior differs from previous studies. Bernardus et al.'s meta-analysis. (2020) The results showed that the average percentage of behavior change based on explanation was 36%, 40.96%, 29.16%, 12.25%, 30%, and 9.85%, respectively. Show that someone focuses on happy things and can make anything happy. Motivation can also be created by being honest and remembering experiences and knowledge that provide people with opportunities to practice ideas and good results. While the creation of business ideas and decision-making processes are the result of thinking, the attitude of time is the result of the entrepreneur's creation before starting the business. Willingness to do business is an important factor in doing business.

Entrepreneurial Self-efficacy

According to Wardana et al. (2024), Self-efficacy is a belief that affects a person's ability to complete tasks and succeed in the future. Entrepreneurial self-efficacy is the belief that people can start their own business and run it until it becomes profitable. A confident entrepreneur can always spot opportunities and build relationships. They should also be able to manage their own business and finances. According to some previous studies, self-employment makes people more capable of identifying and seizing jobs and opportunities. Entrepreneurship will occur when people are confident in their ability to

identify and seize opportunities. Self-efficacy allows people to evaluate opportunities, make informed decisions, and cope with the pressures of doing business. Self-efficacy is another factor that influences entrepreneurial intention. According to Ajzen (1991), self-efficacy is a person's confidence in their ability to do something specific. The concept of entrepreneurial ability is entrepreneurial self-efficacy, which refers to the strength of one's belief in one's ability to fulfill one's duties and responsibilities. According to Isma et al. (2020). Develop a business plan and raise capital (money) to run the business. Invite others to invest in the business. Convince banks to give loans to global companies and convince others to work in the industry. He runs (manages) the business. He can also develop the business to the point of success.

Own Business Experience

According to Heffer et al. (2015), small business owners are important for many businesses. However, the truth is that very little is known about these companies. It all starts with large companies and again a few small companies grow into large companies. Therefore, the difference between SMEs needs to be clarified. There is no universal definition for either type of business. For example, the United States defines a small business as "a business that is owned and operated, profitable, and has no control over its territory." In the business sector, the standard is based on the average number of employees in the first twelve. Later, according to Barkema et al. (1996), firms with experience can influence a firm's position in its field. There are also two types of knowledge. The first type of knowledge is geographic knowledge, which refers to the company's knowledge of other foreign companies. The second part of the knowledge is business knowledge about the company's business customs and regulations, regardless of the field of customers and suppliers. For some companies, the need to change sales strategies for foreign markets is still small; that is, not only about products, but also about customers and correct interactions. Therefore, business knowledge is one of the main drivers of success in business. Other companies may use very different approaches to distribution because there are great differences in business models, distribution and customer behavior depending on the user's geographical location. Therefore, a company with international knowledge is the key to successful business, especially export business. Companies must also learn how to behave in different markets, so international knowledge is important (Gomes-classes, 1989).

METHODOLOGY

This study adopted a quantitative and descriptive and descriptive research method. The subjects of this study are a total of 331 students studying business administration at Mozokoto State Vocational School. Then, use a size calculator and Raosof method to create a sample of several students from each class and determine the sample size. A total of 150 respondents were taken according to the sample size. Data analysis techniques using descriptive statistics and structural equation modeling as partial least squares (SEM-PLS).

RESEARCH RESULT

According to descriptive analysis, the majority of the participants were female with 78 students from grades XI and XII of SMKN Sooko and SMKN 2 Mojokerto City. The most successful results achieved by the participants are in the field of online marketing and marketing. The results obtained from the middle of the learning curve were classified as positive. The entrepreneurial self-efficacy variable was classified as positive. Different marketing objectives are classified as good.

Next, perform SEM-PLS analysis of the external sample and internal sample. The test model, also known as the external standard, is designed to measure the validity and reliability of the model. Use SmartPLS data analysis techniques to evaluate the external models with convergent validity, univariate discrimination, and reliability.

Table 1. Outer Loadings

	Entrepreneurial Intention (Y)	Entrepreneurial Self-efficacy (Z)	Experiential learning (X1)	Own business experience (X2)
X1P1			0.849	
X1P10			0.710	
X1P11			0.713	
X1P12			0.791	
X1P13			0.730	
X1P14			0.810	
X1P15			0.806	
X1P2			0.835	
X1P3			0.799	
X1P4			0.860	
X1P5			0.874	
X1P6			0.888	
X1P7			0.786	
X1P8			0.742	
X1P9			0.720	
X2				1.000
YP1	0.865			
YP2	0.864			
YP3	0.887			
YP4	0.892			
YP5	0.770			
YP6	0.825			
ZP1		0.832		
ZP2		0.841		
ZP3		0.797		
ZP4		0.867		
ZP5		0.867		
ZP6		0.794		
ZP7		0.830		

Source: data processed by researcher, 2024

Based on the results of the outer model measurement on convergent validity, the results show that all indicators have a loading factor value of > 0.7 . This means that all indicators in this study have met the convergent validity

Table 2. Cross Loading

	Entrepreneurial Intention (Y)	Entrepreneurial Self-efficacy (Z)	Experiential learning (X1)	Own business experience (X2)
X1P1	-0.165	-0.034	0.849	-0.009
X1P10	-0.096	-0.036	0.710	0.020
X1P11	-0.097	-0.019	0.713	-0.044
X1P12	-0.186	-0.139	0.791	-0.004
X1P13	-0.108	-0.013	0.730	0.091
X1P14	-0.172	-0.073	0.810	-0.062
X1P15	-0.177	-0.091	0.806	-0.172
X1P2	-0.155	-0.052	0.835	0.021
X1P3	-0.160	-0.049	0.799	0.008
X1P4	-0.176	-0.036	0.860	-0.129
X1P5	-0.185	-0.061	0.874	-0.091
X1P6	-0.208	-0.096	0.888	-0.029
X1P7	-0.109	-0.028	0.786	-0.041
X1P8	-0.068	0.008	0.742	-0.043
X1P9	-0.092	0.009	0.720	-0.086
X2	0.191	0.145	-0.053	1.000
YP1	0.865	0.687	-0.114	0.088
YP2	0.864	0.574	-0.208	0.299
YP3	0.887	0.568	-0.209	0.208
YP4	0.892	0.636	-0.165	0.170
YP5	0.770	0.651	-0.088	0.102
YP6	0.825	0.467	-0.234	0.110
ZP1	0.615	0.832	-0.068	0.180
ZP2	0.622	0.841	-0.050	0.047
ZP3	0.489	0.797	-0.064	0.160
ZP4	0.593	0.867	-0.012	0.103
ZP5	0.615	0.867	-0.098	0.192
ZP6	0.619	0.794	-0.089	0.117
ZP7	0.562	0.830	-0.043	0.051

Source: data processed by researcher, 2024

Based on the cross-loading value, it can be seen that all indicators that make up each variable in this study (the value in bold) have met the discriminant validity because they have the most considerable outer loading value for the variable they form and not for the other variables. Thus, all indicators in each variable in this study have met the discriminant validity.

Table 4. Measurement Results CR, Cronbach's Alpha dan AVE

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Entrepreneurial Intention (Y)	0.924	0.927	0.940	0.725

Entrepreneurial Self- efficacy (Z)	0.926	0.929	0.941	0.694
Experiential learning (X1)	0.959	0.975	0.963	0.634
Own business experience (X2)	1.000	1.000	1.000	1.000

Source: data processed by researcher, 2024

All AVE values of four constructs are greater than 0.5, so it can be concluded that the test model has good discrimination. In addition to the construct validity test, the construct reliability test, which is measured by the test model, which is reliability and Cronbach alpha in the test to measure the construct, was also conducted. If the reliability is mixed or the Cronbach α value is above 0.70, the construct is considered reliable. Therefore, it can be said that this construct has good reliability. Standard test methods include 1) cointegration test, 2) R-squared or R2 test, 4) f2 effect size test, and 5) test control for Q2 correlation estimation.

Table 5. Measurement Results VIF

	Entrepreneurial Intention (Y)	Entrepreneurial Self-efficacy (Z)	Experiential learning (X1)	Own business experience (X2)
Entrepreneurial Intention (Y)				
Entrepreneurial Self-efficacy (Z)	1.026			
Experiential learning (X1)	1.007	1.000		
Own business experience (X2)	1.024			

Source: data processed by researcher, 2024

Based on the results of VIF measurements in Table 5, it can be seen that all research variables have a VIF value of < 5 . That is, the structural model can be said to be good or not multicollinearity.

Table 6. R-Square Value

	R Square	R Square Adjusted
Entrepreneurial Intention (Y)	0.531	0.521
Entrepreneurial Self-efficacy (Z)	0.005	-0.001

Source: data processed by researcher, 2024

According to the R2 level test results, it can be concluded that 53.1% of entrepreneurial intention (Y) will be affected by learning (X1), entrepreneurial personality (Z) and individual economic (X4) variables. The remaining 46.9% was affected by other variables outside the study. The R2 value shows that the model is average, and the R2 value is higher than 0.33. The following R2 results are 0.5% entrepreneurial self-efficacy (Z) affected by the learning experience (X1) variable. The remaining 99.5%. It is affected by other variables outside this study. R2 value is below 0.25, representing a weak model. In this research model, the internal latent variable has a large estimated correlation (Q2) value and since it is 0 (zero), the external latent variable can be used as a different

explanatory variable to predict the internal variables which are Y (entrepreneurship preparation) and Z (business self-efficacy) or in other words, it is proven that the model is accepted to have a positive effect.

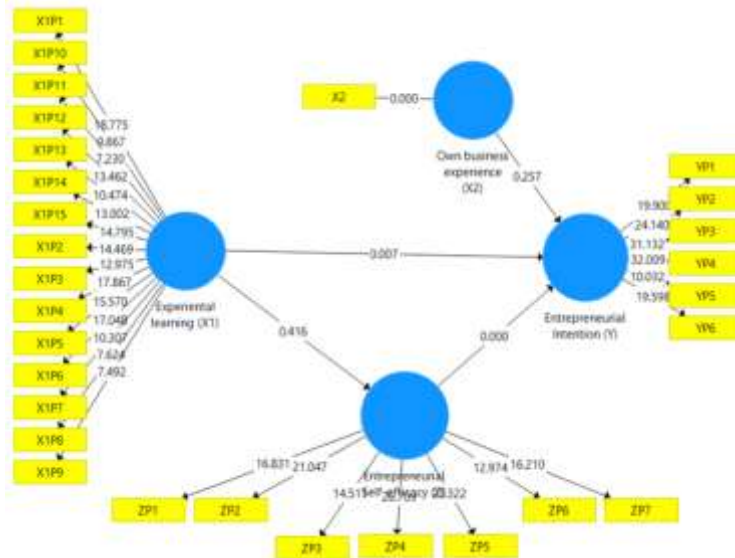


Figure 1. Results of Structural Model Testing

Source: Source: data processed by researcher, 2024

Also, if the test is assumed to be done by statistical analysis of t or t test (t number should be ≥ 1.96), P value (probability) should be less than 0.05. If the research meets these conditions, the conditions can be accepted. The hypothesis tests of this study are explained below:

Table 7. Results of Hypothesis Testing

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Keterangan
Entrepreneurial Self-efficacy (Z) → Entrepreneurial Intention (Y)	0.687	6.236	0.000	H ₀ Rejected
Experiential learning (X1) → Entrepreneurial Intention (Y)	-0.140	2.711	0.007	H ₀ Rejected
Experiential learning (X1) → Entrepreneurial Self-efficacy (Z)	-0.073	0.814	0.416	H ₀ Accepted
Own business experience (X2) → Entrepreneurial Intention (Y)	0.084	1.135	0.257	H ₀ Accepted
Experiential learning (X1) → Entrepreneurial Self-efficacy (Z) → Entrepreneurial Intention (Y)	-0.050	0.803	0.422	H ₀ Accepted

Source: data processed by researcher, 2024

Table 7 shows that technical education (X1) is related to entrepreneurial intention (Y); The first coefficient estimate is negative, that is -0.140, indicating that the direction of learning experience (X1) to business goals (Y) is negative. Therefore, hypothesis 1 of this research is established. Technical education (X1) affects entrepreneurial intentions (Y). This shows that technical education offered by Mojokerto SMKN students is related to entrepreneurship. t statistic is

6.236 > t table (1.960) and p value is 0.000 < 0.05. The first coefficient estimate is positive (0.687), indicating that the effect of entrepreneurial self-efficacy (Z) on entrepreneurial sentiment (Y) is positive. Therefore, the 2nd hypothesis of this study is accepted. Entrepreneurial self-efficacy (Z) affects entrepreneurial intentions (Y). This means that the effectiveness of self-employment among SMKN students in Mojokerto is expected to be high level of entrepreneurship. (1.960), p-value is 0.416 > 0.05. The first sample estimate is negative, i.e. -0.073, indicating that the direction of the effect of education (X1) on self-employment (Z) is negative. Therefore, hypothesis number 3 of this study is rejected. Education (X1) does not affect self-employment (Z). This means that the self-employment activities carried out by SMKN students in Mojokerto do not improve business strategy. The effect is; t-value 0.803 < t table (1.960), p-value 0.422 < 0.05. The first sample estimate is negative, i.e. -0.050, which means that the direction of learning (X1) from the job itself (Z) to the business goal (Y) is negative. Therefore, hypothesis number 4 of this study is rejected. Education (X1) does not affect entrepreneurship (Y) through self-employment (Z). This means that personal entrepreneurship of SMKN students in Mojokerto is not related to the learning experience of entrepreneurship. 0.257 a. Entrepreneurial mindset is negatively related to entrepreneurial ambitions. This means that most of the entrepreneurial experiences that SMKN students have in Mojokerto Regency are not related to their entrepreneurial aspirations.

DISCUSSION

The Effect of Experiential Learning on Entrepreneurial Intention

The findings show that learning experiences have both negative and positive effects on entrepreneurial intentions. This means that learning can be very effective in influencing students' business interests and developing skills through insight-based understanding. Critical education is related to business goals by providing students with practical knowledge to enhance their business understanding and develop important skills. This course emphasizes the importance of integrating theoretical knowledge into real life by enabling students to apply it to practice. Liu et al. (2023) also stated that technical education has a positive effect on entrepreneurship, indicating that practical skills can support students' entrepreneurial abilities. This is consistent with the findings of Arroyo et al. (2021) argue that universities can increase entrepreneurial mindset by integrating technical education into their courses, especially technology courses. Furthermore, technical education goes beyond experience; the impact of learning on entrepreneurial thinking can be attributed to many factors. A blended learning model can improve the business goals of college students. The study conducted by Iftayani and Nursidiq (2020) presented their findings based on the claim that education improves business performance and is beneficial to the business environment around the school. Higgins and Elliott added that entrepreneurship is learned through experience and trial and error, suggesting that the nature of work-based learning helps students gain a deeper understanding of business processes (Higgins and Elliott Ott, 2011). It provides students with the skills needed to develop business ideas

and thoughts by providing practical experience, creating educational support, and stimulating students on many intellectual and emotional levels.

The Effect of Entrepreneurial Self-efficacy on Entrepreneurial Intention

Studies have shown that self-employment is beneficial and has a positive impact on job performance. This means that self-efficacy can affect students' entrepreneurship in terms of motivation and confidence to run their own business. They can develop knowledge, skills, creativity and confidence in a business environment by competing as business teachers, school projects etc. Students can gain confidence from production to marketing and selling their products. The results of this study are consistent with the study of Taneja et al. (2023) shows that entrepreneurial self-efficacy has a positive effect on entrepreneurial intentions. Entrepreneurial self-efficacy is the main determinant of students' entrepreneurial intentions. This also applies to students, self-efficacy is important in business life because business people often face problems and uncertainty when doing business. Therefore, improving self-efficacy is very important for job satisfaction. The results of this study are consistent with the previous findings of Jiatong et al. (2021) proved that self-employment has an effect on business education, thinking, and business thinking with a path coefficient of 0.302 and a p value of <0.005. The results of this study are consistent with the research of Mahendra et al. (2022) pointed out that there is a significant relationship between job satisfaction and personal performance. Next in line is Putri and Widiyanti (2023) who stated that self-efficacy becomes a predictor of entrepreneurial interest and that people with high self-efficacy may have business interests. This means that the role of self-efficacy in the formation of business interests can be affected by many factors, especially business education and business interests.

The Effect of Experiential Learning on Entrepreneurial Self-efficacy

The results of the data analysis described in the previous section show that education has no effect on self-employment. This finding suggests that the learning experience at SMK (Sekolah Menengah Kejuruan) cannot affect students' entrepreneurship. The results of this study are not consistent with the previous findings of Bernardus et al. (2020) pointed out that business plans based on learning experience have an effect on self-employment. The program gives students confidence in their ability to become entrepreneurs. The impact of the environment, especially in school studies in Mozokoto. An important aspect of educational technology is the role of environment and structure in creating student outcomes at Mozokoto Vocational School. However, education cannot support and provide environmental control. In contrast, informal experiences can lead to a lot of learning because students' situations are unpredictable. In addition, cooperation with the enterprise requires educational knowledge, which is important in developing the ability to do business. Preddy et al. (2020) added that technical education is an important part of business education because it allows people to apply theoretical knowledge to practical concepts, thereby increasing self-efficacy. It encompasses many factors that affect the way people learn from their experiences. Important non-learning

factors include learning styles, integration of technology, content of the learning environment, and application requirements. Understanding these variables is important for educators who want to create effective learning programs that meet the diverse needs of students and increase meaningful learning outcomes. Contrary to the theory (ELT) that states that knowledge is created through a cyclical process that includes experience, intuition, abstract thinking, and experimentation (Passarelli and Kolb, 2012). The results of this study are also not consistent with Kolb's educational technology theory (ELT), which believes that learning is a process of creating knowledge through the transfer of known knowledge or experience through education. , this was. This ELT model can recognize images from two types of direct understanding speech, cognitive and abstract, and two types of knowledge transfer, observation and experimental study. Experiential learning involves a rigorous creativity of the four types of learning that people achieve through the cycle of knowing, thinking, thinking, and doing. This cycle defines learning as a spiral process in which students continually rotate between these four modes in response to the learning situations and contexts they encounter.

This finding is also not consistent with the findings of Bernardus et al. (2020) pointed out that entrepreneurship programs based on experiential learning improved students' entrepreneurial self-efficacy. At the end of the program, there was a significant difference in terms of self-employment between the two groups; the performance of the group that participated in entrepreneurship training was better than the control group. The mean score of self-employed individuals increased from 34.42 to 41.80 after the program. These findings are consistent with those of Allison et al. (2024) reported that this study showed that learning skills can be a simple tool for learning skills related to self-efficacy. However, factors such as fairness in its use and the use of reports should be taken into account to achieve good results. Discussions showed that technical training was very effective in producing good results, with a positive change in learning outcomes of 95%. The use of high or low intensity simulations can be equally effective in teaching non-mental skills, depending on the level of interest chosen according to the learning objectives.

The Effect of Experiential Learning Through Entrepreneurial Self-efficacy on Entrepreneurial Intention

The results of this study show that entrepreneurial self-efficacy does not mediate the relationship between educational achievement and entrepreneurial intentions. The first hypothesis explains these results and suggests that technical education has a positive and positive effect on entrepreneurial intentions.

Education plays an important role in the formation of business ideas, especially from a self-employment perspective. Entrepreneurial self-efficacy refers to a person's belief in his or her ability to do business, which in turn affects his or her willingness to participate in business. The relationship between learning experience and entrepreneurial intention is mediated by entrepreneurial self-efficacy, which indicates the importance of academic achievement. The process by which learning skills influence self-employment

and entrepreneurial thinking can be understood from Kolb's theory of education, which believes that education is a process of transforming knowledge into information (Passarelli and Kolb, 2012). This change is necessary to build the skills and confidence needed to start a business. In fact, experiential learning activities such as internships or project-based learning allow students to apply theoretical knowledge to real-world situations and thus improve themselves.

The relationship between technical education, self-employment, and entrepreneurship is an important research topic in business education. Technical education, defined as technical education, improves entrepreneurial self-efficacy and affects entrepreneurial intentions. Technical education draws students into the real business world and enables them to succeed. Liu et al. (2023) showed that entrepreneurial self-efficacy can mediate the relationship between different types of entrepreneurship education, including learning experience and entrepreneurial intention. Later, the findings of Aulia and Badawi Aulia and Badawi (2023) showed that business education positively affects students' interest in business, while self-efficacy creates change. Therefore, the more students are involved in learning, the more likely they are to be successful, and therefore their desire to do business will increase. In short, the interaction between learning skills, entrepreneurship and entrepreneurship is a dynamic process. Participating in technical education can increase self-efficacy and encourage a more entrepreneurial mindset. Many studies support this relationship by showing the importance of technical education in building the confidence and competence required for entrepreneurship.

CONCLUSIONS AND RECOMMENDATIONS

Based on the questions asked in the previous section, the results of the analysis and the testing of hypotheses, it can be concluded from the study that knowledge (X1) affects the business (Y). This means that the technical education of Mojokerto SMKN students affects the market. Entrepreneurial self-efficacy (Z) affects entrepreneurial intentions (Y). This means that the better the self-employment rate of Mojokerto SMKN students, the higher the entrepreneurial goal. Education (X1) does not affect self-employment (Z). This means that Mojokerto SMKN students' self-employment performance does not develop entrepreneurial mindset. Education (X1) does not affect entrepreneurship (Y) through self-employment (Z). This means that Mojokerto SMKN students' entrepreneurial self-efficacy is not related to the learning experience of entrepreneurial intention. The proposed recommendations include: (1) It is hoped that schools can increase students' interest in entrepreneurship through entrepreneurial knowledge that provides thought and practice. Then, the results of this study can also be used as a tool to evaluate graduates' business performance. Let students seize the opportunity in their own happy environment, let the business choose the right business; Recommendations that will form the basis for future researchers Recommendations for conducting this study considering the variables included in this study as well as other variables.

ADVANCED RESEARCH

Future research should explore additional factors influencing entrepreneurial intentions, such as industry exposure, mentorship, and psychological resilience. Longitudinal and comparative studies can assess the long-term impact of technical education on business success, providing deeper insights into best practices for fostering entrepreneurship among vocational students.

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