

## The Influence of Entrepreneurship Education and Internship Programs on Entrepreneurial Attitudes as Intervening Variables on Entrepreneurial Intentions

Siti Rahayuningsih<sup>1\*</sup>, Hadi Sumarsono<sup>2</sup>, Agus Hermawan<sup>3</sup>  
Faculty of Economics and Business, Universitas Negeri Malang

**Corresponding Author:** Siti Rahayuningsih  
[siti.rahayuningsih.2304158@students.um.ac.id](mailto:siti.rahayuningsih.2304158@students.um.ac.id)

---

### ARTICLE INFO

*Keywords:* Entrepreneurship Education, Internship Program, Entrepreneurial Attitude, and Entrepreneurial Intention

*Received :* 10, January

*Revised :* 25, January

*Accepted:* 26, February

©2025 Rahayuningsih, Sumarsono, Hermawan : This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



### ABSTRACT

Examining the effects of internships and entrepreneurship education on students' entrepreneurial attitudes and intents is the aim of this research at SMK Negeri Nganjuk. A descriptive explanatory design and quantitative methodology were employed, with 331 students chosen using proportional stratified random sampling procedures. SmartPLS software's Structural Equation Model (SEM) was used to evaluate the data that was gathered via surveys. The results showed that entrepreneurship education significantly influenced students' entrepreneurial intentions and attitudes. Internship programs also contributed positively to entrepreneurial attitudes, although they did not directly affect entrepreneurial intentions. These findings imply the need for integration of entrepreneurship education and internship programs in the curriculum to prepare students to meet the demands of the business world and to help advance the field of entrepreneurship education. policies at the national and local levels.

---

## **INTRODUCTION**

Amidst the dynamics of the ever-growing global economy, one of the prominent phenomena is the increasing unemployment problem in various countries around the world (Setyawati et al., 2023; Utami et al., 2021; Yusuf & Mujahidin, 2022). The high unemployment trend has become a serious concern for many governments and international organizations due to its broad impact on social and economic stability. The phenomenon of global unemployment creates additional pressure on individuals to pursue alternatives to finding a livelihood. Along with the increasing awareness of job uncertainty and limited opportunities in the traditional job market, many individuals are starting to consider the option of becoming entrepreneurs (Maula et al., 2019; Wardana, Narmaditya et al., 2021; Zhao et al., 2021).

At the national level, Indonesia faces similar challenges. In the face of global economic dynamics and structural changes in the domestic economy, the Indonesian government has identified entrepreneurship development as one of the main priorities in the education system. The phenomenon of strengthening entrepreneurship in vocational schools has become an important part of vocational education efforts in Indonesia. Amid increasing awareness of the limited employment opportunities in the formal sector, developing entrepreneurial skills is one way to produce a young generation that is ready to create jobs (Badzinska, 2021; R Purbasari et al., 2020; Ratten, 2020). Through the creation of school business units or partnerships with the corporate community, entrepreneurship programs are often implemented in vocational schools as a structured, practice-based curriculum. By strengthening technical competencies and soft skills, such as leadership, management, and communication, vocational schools play an active role in preparing students to be more confident and able to innovate when entering the business world.

The importance of entrepreneurial intention in vocational high school students is very significant because it has a broad impact, both on students personally and on society and the economy as a whole (Sang & Lin, 2019; Yi & Duval-Couetil, 2018). Entrepreneurial intention helps students to develop independence and courage in facing challenges. By having the determination to become entrepreneurs, students learn to take risks, overcome failure, and continue to find solutions to problems; these skills are very valuable in preparing them for a dynamic and competitive world of work (Fragoso et al., 2020; Maharani et al., 2020; Nowiński et al., 2019). However, in reality, there is still a gap between ideal goals and actual achievements. Many vocational high school students do not fully understand the importance of entrepreneurship or do not have enough intention to start their own business after graduation. Several factors can hinder entrepreneurial intentions in vocational high school students (Wang & Huang, 2019; Wardana, Mukhtar, et al., 2021; Wibowo et al., 2022). One of them is the lack of awareness of business opportunities. Students do not have a sufficient understanding of how to identify business opportunities, so they are not motivated to run their businesses. In addition, the fear of failure is also a significant obstacle. Some students may be afraid to try new things because they are worried about failing, and this can prevent

students from taking steps towards entrepreneurship (Polas et al., 2020; Tentama & Abdussalam, 2020).

Unsupportive school and family environments can also be inhibiting factors. If schools and families do not provide a sufficient understanding of the importance of entrepreneurship or do not provide active support to encourage students to develop business ideas, then students feel unmotivated to continue their entrepreneurial intentions (Barba-Sánchez & Atienza-Sahuquillo, 2018; Sriyakul & Jermstiparsert, 2019). In addition, limited resources and access, such as initial capital, infrastructure, or access to information and entrepreneurship training, can also be obstacles to students' entrepreneurial intentions (Ali et al., 2019; Chee, Wei-Loon; Nordin, 2020). Without sufficient support in terms of resources and access, students find it challenging to start and develop student businesses. Factors such as a lack of understanding of entrepreneurship and a lack of practical experience through internship programs may be the leading causes of this inability (Barba-Sánchez & Atienza-Sahuquillo, 2018; Neneh, 2020; Wardana et al., 2024). To address this gap, it is necessary to design effective strategies to improve entrepreneurship education in vocational schools, as well as to strengthen internship programs that are relevant to the needs of the labour market (Nguyen & Nguyen, 2023; Ratih Purbasari et al., 2020).

Given the importance of entrepreneurship to regional and national economic growth, this study is urgently needed. The government, educational institutions, and business community can better educate the next generation of entrepreneurs to be successful and creative by knowing what influences students' entrepreneurial views. It is anticipated that the study's findings will make a substantial contribution to the creation of national and local policies pertaining to entrepreneurship education. They will also offer useful advice to businesses and educational institutions on how to create successful initiatives that will raise the entrepreneurial mindsets of vocational high school students. Therefore, by expanding the pool of possible entrepreneurs, this research is anticipated to provide a long-term contribution to Indonesia's economic growth.

## **LITERATURE REVIEW**

### ***Theory of Planned Behaviour (TPB)***

The Theory of Planned Behavior (TPB) was based on Fishbein and Ajzen's 1975 Theory of Reasoned Action (TRA). According to Ajzen, TPB is well recognized as a technique for analyzing the differences between attitudes and intentions as well as between intents and conduct.. According to Park and Blenkinsopp (2009), attempts to explain whistleblowing using TPB may assist get beyond some of the drawbacks of earlier studies and provide a way to comprehend the significant discrepancy between attitudes and behavior. In 1988, Ajzen and Fishbein improved the Theory of Reasoned Action (TRA) and dubbed it TPB. According to TPB, a person's purpose to act determines the behavior they engage in, and several internal and external variables influence this intention.

This research uses the theory of planned behavior to explain the factors affecting motivation, interest, and behavioral intentions toward action. Based on Fishbein and Ajzen's 1975 Theory of Reasoned Action (TRA), the Theory of Planned Behavior was developed. Three factors—1. Attitude toward the activity, (2)—determine an individual's motivation to conduct, as explained by TPB (Fishbein and Ajzen, 1975). standard that is subjective (3). The sense of behavioral control.

### ***Social Learning Theory***

Core Components: Learning through observation, imitation, and modelling. Application: Internships and education programs often provide role models and practical experiences that shape entrepreneurial attitudes and intentions. Observing successful entrepreneurs and engaging in entrepreneurial activities during an internship can inspire and motivate students to pursue entrepreneurship.

### ***Attitude Behavior Context (ABC) Theory***

Core Components are the interaction of attitudes, behaviours, and contextual factors. Application: Individual views and life experiences, including those acquired from schooling and internships, influence entrepreneurial mindsets. Contextual factors, including the supportive environment provided by educational institutions and internship opportunities, also play an important role in shaping entrepreneurial intentions.

### ***Entrepreneurship Education***

It is impossible to separate economic education from entrepreneurship education. Entrepreneurship education, to put it briefly, is a branch of economic education that studies how people behave when interacting with customers, managerial abilities, opportunity perception, perseverance, never giving up, and other entrepreneurship-related behaviors. Furthermore, any training and educational activities, both inside and outside of the educational system, that are intended to foster students' entrepreneurial ambitions are considered entrepreneurship education, according to Ellis et al. (2019). The development of a number of elements that impact these intents, including information, motivation, inspiration, attitudes, wants, and entrepreneurial abilities, is another goal of entrepreneurship education (Hägg & Gabrielsson, 2020; Machali et al., 2021). All pedagogical initiatives or educational procedures that seek to mold students' entrepreneurial attitudes and abilities are collectively referred to as entrepreneurship education.

Entrepreneurship education is applying entrepreneurial qualities, behaviors, and competencies to the advancement of economic, social, or cultural ideals, claim Sang and Lin (2019). Developing students' active competences via the manifestation of entrepreneurs, starting new companies, or expanding and growing portions of already-existing firms is the goal of entrepreneurship education. Students that possess entrepreneurial skills can also use them in a variety of settings, such as social enterprises, the public sector, and new or existing firms. According to Bazkiaei et al. (2020), Ghina

(2014), and Schwarz et al. (2009), students can gain greater knowledge and insights into the business process through entrepreneurship education while still adhering to the ethical and legal requirements of their community.

### ***Internship Program***

Internship programs are arranged as part of the school curriculum, where students are given the opportunity to undergo an internship at a particular company or organization for a certain period, such as several weeks or months. During this program, students can observe and be involved in the daily activities carried out by professionals in the related industry (Hanifah et al., 2023; Tindowen et al., 2019). The primary purpose of the internship program is to provide students with practical experience that can improve their understanding of the world of work and prepare them to enter the job market after graduation (Kapareliotis et al., 2019; Pratama, 2022). During the internship, students can develop practical skills that cannot be learned in the classroom, such as communication, teamwork, problem-solving, and responsibility.

In addition, internship programs also provide opportunities for students to explore various fields of work and industries, helping students decide on their desired career path (Yusuf & Mujahidin, 2022). During the internship, students can also build valuable professional networks, which can help students in finding jobs in the future. A supervising instructor or mentor at the workplace often oversees internship programs, helping students understand their roles and responsibilities while also offering guidance and comments. Overall, internship programs for vocational high school students are an important part of education that aims to improve student's skills and knowledge, prepare them for the world of work, and help them explore the various career options available.

### ***Entrepreneurial Attitude***

Three elements determine intention: attitude toward conduct, subjective standards, and perceived behavioral control, according to the Theory of Planned Conduct (TPB), which was created by Ajzen (1987) and (2011). An individual's inclination to accept something and react either favorably or unfavorably is their attitude. There are a variety of items that make up attitude, such as specific individuals, locations, objects, activities, events, mental conceptions, cognitive orientations, lifestyles, or even a mix of these (Shaver et al., 2020). The term "tripartite modal" refers to a method used in attitude theory (Schwarz et al., 2009). The first is the cognitive component, which consists of an individual's ideas and opinions on a certain subject.

The emotional component, which includes both good and negative emotions about something, comes in second. Lastly, the behavioral element is in a certain manner. The propensity to respond well to the dangers that a firm may encounter is known as an entrepreneurial mentality. An entrepreneurial attitude, according to Winarno (2011:91), is the propensity for people to think (cognitive), feel (affective), and behave (conative) when performing tasks that are focused on attempts to discover, develop, and implement new working

methods, technologies, and products by increasing efficiency by providing excellent service in order to obtain greater profits.

### ***Entrepreneurial Intention***

Intention is a feeling of preference and attachment to something or an activity, without anyone telling you to". Thus, intention influences what is desired for a particular object. The low entrepreneurial intention among students and young people needs attention. It now is our opportunity to encourage students and students to start recognizing and opening businesses or fostering entrepreneurial intentions.

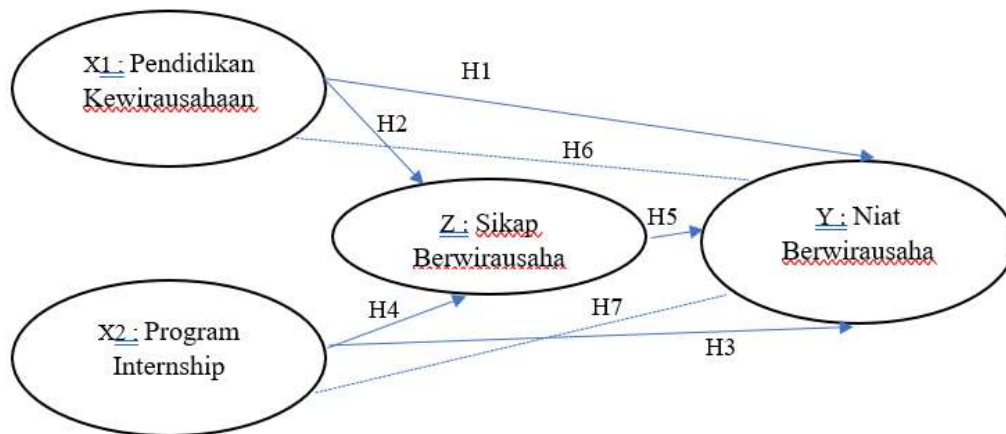
Intention is a feeling of preference and attachment to something or an activity without anyone telling you to. "Thus, intention influences what is desired for a particular object. The low entrepreneurial intention among students and young people needs attention. Now is our opportunity to encourage students to start recognizing and opening businesses or fostering entrepreneurial intentions. Entrepreneurial intention is a person's desire to become an entrepreneur, where the intention to become an entrepreneur comes not only from someone whose background or descendant is an entrepreneur but can also come from someone through the surrounding environment, peers, and education. A person's entrepreneurial intention can influence someone to become an entrepreneur: (1) How risk influences a person's decision to launch their own firm, and the connection between risk tolerance and entrepreneurial ambition. It is possible that risk tolerance has a role in the choice to work for oneself, since independent contractors (entrepreneurs) earn three times as much as those who work for others. (2) How entrepreneurial intention is affected by entrepreneurial self-success. Entrepreneurial success is a driver of a person's desire to become an entrepreneur because of the perception of success as a profitable result or hope to end through achieving the goals of his business. This means that if someone achieves the desired business goals through achievement, he will be considered successful. The accurate indicator of success is not what is achieved but what is felt. (3) The influence of feeling freedom at work on entrepreneurial intentions.

According to the findings of a 1991 survey of small enterprises, 38% of respondents quit their positions at other organizations in order to become their own boss. Some business owners make flexible use of their flexibility to arrange their personal and professional life. In actuality, a lot of business owners give flexibility more than one priority. They do, however, like the independence that comes with being an entrepreneur, including running their own company, keeping their earnings, and determining their own hours. (4) The employment experiences of each parent influence their entrepreneurial aspirations. The variations in their parents' work-related entrepreneurial goals will also be covered in this study. Because their parents have vast business expertise, successful entrepreneurs tend to have parents who are themselves entrepreneurs. Staw went on to say that there is compelling evidence that parents of entrepreneurs are either self-employed or have their own business. From early life, children inherit their parents' independence and adaptability.

They are then encouraged to start their own firms by the nature of independence.

## METHODOLOGY

This study uses a quantitative methodology to characterize and examine the relationship between variables. The descriptive explanatory approach is employed. The goal of descriptive research is to provide a thorough explanation of the subject being studied and to clarify the degree to which the intervening variable determines the interaction connection between the predictor and criterion variables. In order to draw a conclusion, explanatory research is done to clarify the causal link between the variables under test.



**Figure 1. Conceptual Framework**

In this study, 2,375 pupils from Nganjuk's State Vocational High School make up the population. Proportionate stratified random sampling is used in this study in accordance with the Cresswell (2013) model. Students who have completed Creative Project and Entrepreneurship courses and those who have or are interning are the sample criteria used in this study. The number of samples in this study is 331 samples, as determined by these parameters using the sample size calculator with a 5% margin of error and a 50% population percentage.

Because the data gathering method employs a closed questionnaire, the responses are already known. To distribute the questionnaires online, an online questionnaire is created using Google Forms. This study used the Variance SEM strategy, also known as Partial Least Square (PLS), in conjunction with the Structural Equation Model (SEM) statistical software, SmartPLS.

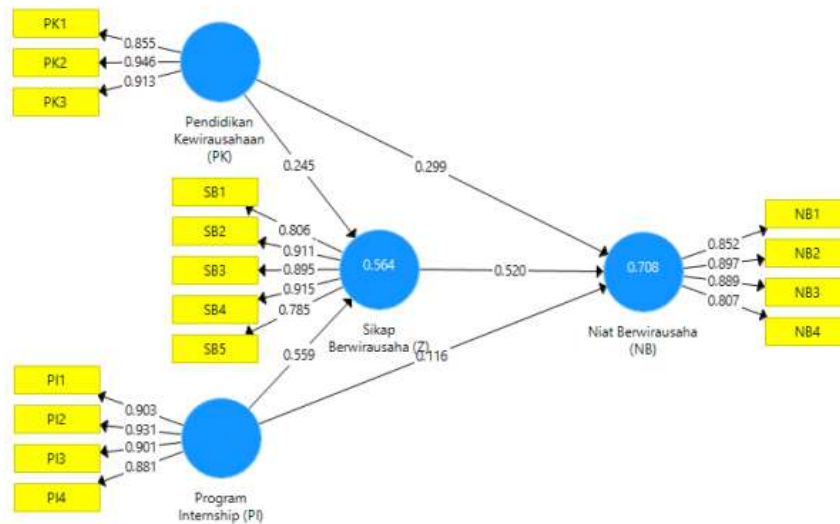
## RESEARCH RESULT

### *Descriptive Statistical Analysis Based on Respondents*

It was found that most of the respondents were male, with a percentage of 68%, and the rest were female. At the same time, the majority of the respondents' classes were class XI, with as many as 94 respondents from 176 samples. The major that dominated was audio video engineering with a frequency of 98 respondents, and the most significant number of respondents came from SMK Negeri 1 Nganjuk with a percentage of 44%.

**Results of PLS-SEM Data Analysis**

As previously described, this study uses SEM-PLS to test a series of simultaneous relationships between the variables of Entrepreneurship Learning (X1), Internship Program (X2), Z and Y stand for entrepreneurial attitude and intention, respectively. The steps of SEM-PLS analysis were developed by Chin (1999) and Hair et al. (2013, 2020). They include (1) assessing the measurement model (outer model), (2) assessing the structural model (inner model), and (3) assessing the degree of fit. and (4) testing hypotheses.



**Figure 2. Hypothesis Result**

The following shows the values of convergent validity, discriminant validity, and composite reliability of the variables Entrepreneurial Attitude, Entrepreneurial Intention, Entrepreneurial Education and Internship Program.

**Table 1. Outer Model Estimation**

Construct	Item	Outer Loading	<i>a</i>	CR	AVE
Entrepreneurship Education (EE)	EE1	0.855	0.890	0.932	0.820
	EE2	0.946			
	EE3	0.913			
Internship Program (IP)	IP1	0.903	0.925	0.947	0.817
	IP2	0.931			
	IP3	0.901			
	IP4	0.881			
Entrepreneurial Attitude (EA)	EA1	0.806	0.915	0.936	0.747
	EA2	0.911			
	EA3	0.895			
	EA4	0.915			
	EA5	0.785			
Entrepreneurial Intention (EI)	EI1	0.852	0.884	0.920	0.743
	EI2	0.897			

EI3	0.889
EI4	0.807

Furthermore, all indicators have values that satisfy the criteria to be considered legitimate, as Table 4.1 demonstrates. The indicators of each variable are considered legitimate if their Cronbach alpha value is better than 0.7 and their AVE value is higher than the specified limit of 0.5. The outer loading on each indicator item has a value of > 0.7.

Along with the criteria outlined in this study, the discriminant validity test also makes use of the criteria created by Fornell-Larscher (1988). Table 2 displays the results of the discriminant validity test according to the Fornell-Larscher criteria. Programs for internships (X2), entrepreneurial education (X1), entrepreneurial attitude (Z), and entrepreneurial intention (Y) all have Fornell-Larcker Criterion values that are more significant than their correlation with other variables, according to Table 2

Table 2. Fornell-Larcker Discriminant Validity Results

	Entrepreneurial Intention	Entrepreneurial Education	Internship Program	Entrepreneurial Attitude
Entrepreneurial Intention	0.862			
Entrepreneurial Education	0.711	0.906		
Internship Program	0.705	0.699	0.904	
Entrepreneurial Attitude	0.795	0.636	0.731	0.864

This study tests discriminant validity utilizing the criteria created by Henseler et al. (2014) in addition to the Fornell-Larscher (1988) criteria. Table 3 indicates It is less than 0.90 for each variable's heterotrait-monotrait ratio (HTMT) value. Thus, the variables Entrepreneurial Learning (X1), Entrepreneurial Attitude (Z), Entrepreneurial Intention (Y), and Internship Program (X2) all meet the criteria for discriminant validity.

Tabel 3. Heterotrait-Monotrait (HTMT) Result

	Entrepreneurial Intention	Entrepreneurial Education	Internship Program	Entrepreneurial Attitude
Entrepreneurial Intention				
Entrepreneurial Education	0.779			
Internship Program	0.771	0.769		
Entrepreneurial Attitude	0.867	0.682	0.785	

Values below 0.85 or 0.9 are generally considered to be an indication of adequate discriminant validity (Sarstedt et al., 2020; Al-Emran et al., 2019). Through the presentation of the results of data processing using SmartPSL in Table 3. the values obtained meet the specified threshold requirements, meaning that each construct has a good model.

**Structural Model Evaluation (Inner Model)**

Once the measurement model or outside model has been evaluated, the researcher proceeds to examine the interior model, also referred to as the structural model evaluation. In order to assess the structural model (inner model), Hair et al. (2013, 2020) suggest five steps: (1) to test for collinearity; 2) to test for R-Square or R<sup>2</sup>; 3) to test for the effect size of f<sup>2</sup>; and 4) to test for the pertinent predictions of Q<sup>2</sup>.

Table 4, below are the complete results of the collinearity test for the variables Entrepreneurship Education (X1), Internship Program (X2), Entrepreneurial Attitude (Z), and Entrepreneurial Intention (Y).

Table 4. Collinearity Test Results

	Entrepreneurial Intention	Entrepreneurial Education	Internship Program	Entrepreneurial Attitude
Entrepreneurial Intention				
Entrepreneurial Education	2.096			1.958
Internship Program	2.676			1.958
Entrepreneurial Attitude	2.295			

The inner model then evaluates each endogenous latent variable's predictive potential on the model at the R-Square or R<sup>2</sup> level.

Table 5. R-Square (R<sup>2</sup>) Result

Variable	R-Square
Entrepreneurial Intention	0.708
Entrepreneurial Attitude	0.564

The Entrepreneurial Intention (Y) variable's R<sup>2</sup> value is 0.733, as shown in Table 5. This indicates that the Entrepreneurial Education (X1), Internship Program (X2), and Entrepreneurial Attitude (Z) variables have an excellent prediction level and explain 70.8% of the variation in the Entrepreneurial Intention (Y) variable. There are other variables that affect the remaining 29.3% that are not included in this study. Furthermore, based on the variable's R<sup>2</sup> value of 0.564, the Entrepreneurial Education (X1) and Internship Program (X2) variables moderately predict 56.4% of the Entrepreneurial Attitude (Z) variance.

Next, conduct identify the extent to which the latent predictor variable (exogenous latent variable) influences the structural model. This is done using a preparatory test called the test of the effect/influence of size (f<sup>2</sup>). According to the rule of thumb established by Hair et al. (2013) and Chin (1998), the influences of small, medium, and large sizes are indicated by values of 0.02, 0.15, and 0.35 in the test of the effect/influence of size (f<sup>2</sup>).

Table 6. F-Square Result

	Entrepreneurial Intention	Entrepreneurial Education	Internship Program	Entrepreneurial Attitude
Entrepreneurial Intention				
Entrepreneurial Education	0.146			0.070
Internship Program	0.017			0.366
Entrepreneurial Attitude	0.404			

Furthermore, predictive relevance is used to measure how accurate the construct predictions are, this predictive strength assessment uses PLSpredict (Shmueli et al., 2019; Memon et al., 2021).

$$\begin{aligned}
 \text{Value Q2} &= 1 - (1 - R2) \times (1 - R2) \\
 &= 1 - (1 - 0.708) \times (1 - 0.564) \\
 &= 1 - (0.292) \times (0.436) \\
 &= 1 - 0.127 \\
 &= 0.873
 \end{aligned}$$

The Q2 score, which is 0.873 according to the computational findings, indicates that 87.3% of the variance in study data can be described by the structural model, with the remaining 12.7% coming from elements not included in the model.

These models have satisfied the criteria for hypothesis testing, according on the outcomes of the tests conducted on the outer and inner models. Calculations using the SmartPLS 3.0 software provide the following model.

Table 7. Hypothesis Result

	Variable	Original Sample	T-Statistics	P-Values	Hypothesis
H1	Entrepreneurship Education (X) > Entrepreneurial Intention (Y)	0.299	5.035	0.000	Accepted
H2	Entrepreneurship Education (X) > Entrepreneurial Attitude (Z1)	0.245	3.009	0.003	Accepted
H3	Internship Program (X) > Entrepreneurial Intention (Y)	0.116	1.464	0.144	Rejected
H4	Internship Program (Z2) > Entrepreneurial Attitude (Y)	0.559	6.595	0.000	Accepted
H5	Entrepreneurial Attitude (Z1) > Entrepreneurial Intention (Y)	0.520	7.060	0.000	Accepted
H6	Entrepreneurship Education (X) > Entrepreneurial Attitude (Z) > Entrepreneurial Intention (Y)	0.127	2.593	0.010	Accepted

H7	Internship Program (X) > Entrepreneurial Attitude (Z) > Entrepreneurial Intention (Y)	0.291	5.389	0.000	Accepted
----	---	-------	-------	-------	----------

## DISCUSSION

### *The Influence of Entrepreneurship Education (X1) on Entrepreneurial Intentions (Y)*

Entrepreneurship education includes an understanding of business theory and practice, which encourages students to recognize opportunities in their environment and encourages their desire to take advantage of them. This education not only teaches how to set up a new business but also techniques for developing existing businesses. According to research by Gianiodis & Meek, (2020); Hägg & Gabrielsson, (2020); Hernández-Sánchez et al., (2019) entrepreneurship education significantly increases individuals' perceptions and desires to go into business by building self-confidence and awareness of the opportunities around them. Furthermore, entrepreneurship education provides students with the basics of risk management and innovation. In research by Bazkiaei et al. (2020), it was found that education that teaches risk and innovation directly contributes to students' mental readiness to face business challenges. They become more prepared to adapt to market changes and face various business obstacles.

This means that students feel more trained to start and manage their businesses with a deep understanding of the challenges they may face. Entrepreneurship education also instills the belief that students have the ability to succeed in business. When students learn marketing strategies, financial management, and business planning, they develop practical skills that enable them to design and run a business with confidence. This is in accordance with the findings of Wibowo and Saptono (2018), which show that entrepreneurship education increases readiness and confidence in entrepreneurship.

### *Entrepreneurship Education (X1) Towards Entrepreneurial Attitude (Z)*

This study shows that entrepreneurship education has a strong influence on the entrepreneurial attitudes of vocational high school students in Nganjuk. Good entrepreneurship education includes not only theory but also relevant practical skills, such as market opportunity analysis and risk understanding, which can improve students' positive and adaptive attitudes towards the business world.

For example, research conducted by Doanh and Bernat (2020) shows that a practical approach in entrepreneurship education significantly increases students' self-confidence and entrepreneurial attitudes through the skills instilled in the educational process. In entrepreneurship education, students not only learn theory but are also encouraged to identify and evaluate business opportunities around them. This practical approach encourages critical and innovative thinking in students, which is the basis for a proactive attitude in entrepreneurship. According to a study by Fayolle and Toutain (2019), practice-

based education can increase students' awareness of business opportunities, which has a positive impact on their entrepreneurial attitudes. *Pengaruh*

### ***Internship Program (X2) on Entrepreneurial Intention (Y)***

Internship programs in schools often do not significantly affect entrepreneurial intentions due to several factors related to the structure and focus of these programs. While internship-based learning is designed to provide practical experience, it may not align with key determinants of an individual's entrepreneurial intention, such as personal motivation, perceived feasibility, and entrepreneurial mindset. These programs may lack the components needed to foster strong entrepreneurial intentions among students, as they often focus more on skill acquisition than on cultivating entrepreneurial mindsets and intentions. Below are the main reasons why internship programs may not effectively influence entrepreneurial intentions.

Through field facts at SMK Negeri Nganjuk Regency and most schools in other areas have a vision or goal to provide internship programs for students so that they have experience and skills to prepare themselves when they graduate later and have job readiness. In addition, through the internship, students can become employees at the company where they are placed for the internship, so that most of them feel satisfied with the work they get and end up not having an entrepreneurial mindset, awareness or intention to start entrepreneurship. Although the desire or vision and mission of all Vocational High Schools (SMK) is to reduce the unemployment rate after graduation, the goal is not only to become entrepreneurs but mostly to get a job.

This is also supported by the results of the study (Binyanya & Wandolo, 2022) which states that internships do not significantly affect entrepreneurial involvement, indicating that while internships provide valuable insight or experience in the industry, they do not always translate into entrepreneurial activities. In the study, Ikhsan et al., (2021) agreed with this statement that although there were some students who showed interest in entrepreneurship after the internship, many of them did not have a strong interest in entrepreneurship. This shows that internship programs are not always successful in increasing students' overall entrepreneurial intentions.

### ***The Influence of Internship Program (X2) on Entrepreneurial Attitude (Z)***

This research demonstrates how the internship program significantly affects students' entrepreneurial attitudes at Nganjuk's State Vocational High Schools. The findings support the notion that students' entrepreneurial attitudes improve with the quality of the internship program's execution. Students have the chance to get priceless real-world experience via the internship program, which links academia and business. A research by Wang et al. (2019) found that students' participation in the internship program helps to foster the growth of positive entrepreneurial attitudes, as they learn directly from a real work environment.

The partnership between schools and industry in the internship program creates a synergy that enriches students' learning process. Through this collaboration, students can access various resources, including guidance from

experienced professionals. Research by Maritz and Donovan (2020) shows that involvement in the internship program increases students' access to professional networks, which is important for their future career development.

#### ***The Influence of Entrepreneurial Attitude (Z) on Entrepreneurial Intention (Y)***

The results of this research demonstrate that the entrepreneurial attitudes of Nganjuk vocational high school students significantly impact their entrepreneurial ambitions. This finding shows that when students' entrepreneurial attitudes increase, their intentions to become entrepreneurs also increase. Conversely, poor entrepreneurial attitudes will result in low intentions to become entrepreneurs. The results of this study are consistent with previous findings by Schlaegel and Koenig (2019), which showed that positive attitudes contribute significantly to individual entrepreneurial intentions.

A good entrepreneurial attitude includes several important characteristics that shape the mentality of an entrepreneur. A positive attitude is the foundation that allows students to remain optimistic, even when facing challenges. Research by Fadaei et al. (2020) confirms that an optimistic attitude can encourage individuals to seek new solutions and opportunities in the face of difficulties, which is very important in a competitive business world. In addition, an attitude of never giving up and being persistent in learning ensures that students continue to try to find a way out of the problems they face. This is in line with research by Wilson and Hallowell (2020), which shows that persistence is one of the key factors in achieving entrepreneurial goals. This perseverance also encourages students to stay focused on their vision and mission, even when facing many obstacles.

#### ***Indirect Influence of Entrepreneurship Education (X1) Through Entrepreneurial Attitude (Z) on Entrepreneurial Intention (Y)***

The study's findings show that entrepreneurship education (X1) significantly affects students' entrepreneurial inclination (Y) at Nganjuk State Vocational High Schools, with entrepreneurial attitudes (Z) functioning as a partial mediator. This study is in line with the findings of Nabi et al. (2020) which emphasizes that entrepreneurship education not only facilitates theoretical knowledge but also forms a positive attitude that is crucial in building entrepreneurial intentions. Quality entrepreneurship education can improve students' entrepreneurial attitudes, including increasing self-confidence, resilience, and the ability to adapt to change.

According to a study by Hmoud et al. (2020), good education teaches students not only to understand entrepreneurial theory but also to apply it in real contexts, so that they are better prepared to face challenges in the business world. A positive entrepreneurial attitude includes various important characteristics, such as the ability to remain optimistic in difficult situations. This is in line with the findings of Fadaei et al. (2020), which states that optimism can help individuals identify opportunities amidst adversity. When students have an optimistic attitude, they are more likely to start a business and develop new ideas. In addition, entrepreneurship education also teaches an attitude of never giving up. Research by Wilson and Hallowell (2020)

emphasizes that perseverance is an important factor in achieving entrepreneurial success. When students are trained to keep trying despite failure, they learn to find solutions and not give up easily, which in turn will increase their intention to become entrepreneurs.

***Indirect Influence of Internship Program (X2) Through Entrepreneurial Attitude (Z) on Entrepreneurial Intention (Y)***

Nganjuk, with entrepreneurial The results of the study indicate that the internship program (X2) has a significant influence on the entrepreneurial intention (Y) of vocational high school students in attitude (Z) functioning as a partial mediator. Previous research by Al-Jabri et al. (2021) also emphasized that internship experience can improve students' practical skills and positive attitudes towards entrepreneurship. Internship programs provide students with the opportunity to apply the theoretical knowledge they learn in class in real-world situations. According to the results of research by Tasnim et al. (2020), students involved in internship programs tend to have a better understanding of business dynamics.

This helps them develop the skills needed to start and run their own businesses. The practical experience gained during the internship program helps students feel more confident in their abilities. According to Hmoud et al. (2019), self-confidence is a key factor in decision-making to start a business. Students who have undergone internships feel more prepared to face the challenges of entrepreneurship, because they have experienced firsthand various aspects of business operations. Guidance from professional mentors during the internship also contributes to the development of students' entrepreneurial attitudes. Research by Wilson and Hallowell (2020) shows that good mentors can provide constructive feedback and help students identify strengths and areas for improvement. This allows students to make continuous improvements in their entrepreneurial skills and attitudes.

**CONCLUSIONS**

The following conclusion may be drawn from the study's findings and the topic that was covered in the earlier chapters:

- 1) Entrepreneurship education has a significant influence on the entrepreneurial intentions of students at SMK Nganjuk.
- 2) Entrepreneurship education has a significant influence on the entrepreneurial attitudes of students at SMK Nganjuk.
- 3) The internship program does not have a significant influence on the entrepreneurial intentions of students at SMK Nganjuk.
- 4) The internship program has a significant influence on the entrepreneurial attitudes of students at SMK Nganjuk.
- 5) Entrepreneurial attitudes have a significant influence on the entrepreneurial intentions of SMK Nganjuk students.
- 6) Entrepreneurship education has a significant influence on intentions indirectly driven by entrepreneurial attitudes.

- 7) Internship programs have a significant influence on entrepreneurial intentions through students' entrepreneurial attitudes.

### ADVANCED RESEARCH

Based on the descriptions of the conclusions and implications above, the following suggestions can be submitted by the researcher:

1. Students need to increase their courage to start a business from a small scale. This allows students to learn and adapt in the business world without great risk, thus adding to their self-taught experience.
2. Students need to increase their activeness in getting involved in practical activities that are relevant to their field of study during the internship program. Students need to be actively involved so that the practical experience they gain during the internship can help them understand theoretical concepts better
3. Students need to increase their fearless attitude when they see competitors. A fearless attitude helps to stay focused on their own business goals and strategies, not just on what competitors are doing.
4. Students need to increase their aspirations to become entrepreneurs. Students must understand that aspiring to become entrepreneurs helps them develop important skills, drive local economic growth, bring innovation, provide financial stability, and can be an inspiration to others.

### REFERENCES

- Ajzen, I. (1991). The Theory of Planned Behavior. *Organizational Behavior and Human Decision Processes*, 211, 179–211.
- Ajzen, Icek. (1987). Attitudes, traits and actions: dispositional prediction of behaviour in social psychology. *Advances in Experimental Social Psychology*, 20, 63.
- Ajzen, Icek. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Ajzen, Icek. (2011). The theory of planned behaviour: Reactions and reflections. *Psychology and Health*, 26(9), 1113–1127. <https://doi.org/10.1080/08870446.2011.613995>
- Ali, I., Ali, M., & Badghish, S. (2019). Symmetric and asymmetric modeling of entrepreneurial ecosystem in developing entrepreneurial intentions among female university students in Saudi Arabia. *International Journal of Gender and Entrepreneurship*, 11(4), 435–458. <https://doi.org/10.1108/IJGE-02-2019-0039>
- Badzińska, E. (2021). Providing a nurturing environment for start-up incubation: an explorative study of a university-based entrepreneurial ecosystem.
- Barba-Sánchez, V., & Atienza-Sahuquillo, C. (2018). Entrepreneurial intention among engineering students: The role of entrepreneurship education. *European Research on Management and Business Economics*, 24(1), 53–61. <https://doi.org/10.1016/j.iedeen.2017.04.001>

- Bawica, I. M. (2021). The Effects of Internship Program on the Employability Readiness. *International Journal of Academe and Industry Research*, 2(3), 86–101.
- Chee, Wei-Loon; Nordin, N. (2020). International Journal of Industrial Management ( Ijim ) Green Entrepreneurial Intention of Mba Students : a Malaysian Study. 5, 38–55.
- Fragoso, R., Rocha-Junior, W., & Xavier, A. (2020). Determinant factors of entrepreneurial intention among university students in Brazil and Portugal. *Journal of Small Business and Entrepreneurship*, 32(1), 33–57. <https://doi.org/10.1080/08276331.2018.1551459>
- Ghina, A. (2014). Effectiveness of Entrepreneurship Education in Higher Education Institutions. *Procedia - Social and Behavioral Sciences*, 115, 332–345. <https://doi.org/10.1016/j.sbspro.2014.02.440>
- Hägg, G., & Gabrielsson, J. (2020). A systematic literature review of the evolution of pedagogy in entrepreneurial education research. *International Journal of Entrepreneurial Behaviour and Research*, 26(5), 829–861. <https://doi.org/10.1108/IJEER-04-2018-0272>
- Hanifah, R. D., Arafah, W., Rahmanita, M., & Hadi, P. (2023). Did the Internship Program Successfully Build Work Readiness in Tourism Students? Medan International Conference Economics and Business, 1(January), 937–950.
- Jaryono, J., Indrayanto, A., Tohir, T., & Krisnaresanti, A. (2021). Educational Internship Analysis Using CIPP Model in the Economic Education Study Program. *Economic Education Analysis Journal*, 10(3), 497–507. <https://doi.org/10.15294/eeaj.v10i3.51440>
- Kapareliotis, I., Voutsina, K., & Patsiotis, A. (2019). Internship and employability prospects: assessing student's work readiness. *Higher Education, Skills and Work-Based Learning*, 9(4), 538–549. <https://doi.org/10.1108/HESWBL-08-2018-0086>
- Machali, I., Wibowo, A., Murfi, A., & Narmaditya, B. S. (2021). From teachers to students creativity? the mediating role of entrepreneurial education. *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2021.1943151>
- Maharani, D. F., Indrawati, A., & Saraswati, T. T. (2020). The Influence of Adversity Quotient, Need for Achievement, and Entrepreneurial Attitude on Entrepreneurial Intentionns. *Jurnal Entrepreneur Dan Entrepreneurship*, 9(1), 9–16. <https://doi.org/10.37715/jee.v9i1.1316>
- Maula, F. I., Wardana, L. W., & Wibowo, A. (2019). Does Entrepreneurship Education Have Impact on Opening and Maintaining a Garment Business Strategy? *Jurnal Entrepreneur Dan Entrepreneurship*, 8(2), 46–53. <https://doi.org/10.37715/jee.v8i2.1124>
- McGowan, B. S., Ekeigwe, A., & Clase, K. (2022). Designing and assessing a data literacy internship program for graduate health sciences students. *Journal of the Medical Library Association*, 110(4), 501–506. <https://doi.org/10.5195/jmla.2022.1498>

- Neneh, B. N. (2020). Entrepreneurial passion and entrepreneurial intention: the role of social support and entrepreneurial self-efficacy. *Studies in Higher Education*, 0(0), 1-17. <https://doi.org/10.1080/03075079.2020.1770716>
- Nguyen, Q. Do, & Nguyen, H. T. (2023). Entrepreneurship education and entrepreneurial intention: The mediating role of entrepreneurial capacity. *International Journal of Management Education*, 21(1), 100730. <https://doi.org/10.1016/j.ijme.2022.100730>
- Nowiński, W., Haddoud, M. Y., Lančarič, D., Egerová, D., & Czeglédi, C. (2019). The impact of entrepreneurship education, entrepreneurial self-efficacy and gender on entrepreneurial intentions of university students in the Visegrad countries. *Studies in Higher Education*, 44(2), 361-379. <https://doi.org/10.1080/03075079.2017.1365359>
- Park, H., & Blenkinsopp, J. (2009). Whistleblowing as planned behavior—A survey of South Korean police officers. *Journal of business ethics*, 85, 545-556.
- Polas, M. R. H., Hossain, M. I., Tabash, M. I., Karim, A. M., Dad, A., & Ong, T. S. (2020). Does Green Entrepreneurial Intention Persuade an Individual to Contribute to the Sustainable Green Economy? *Talent Development & Excellence*, 12(2), 1142-1157.
- Purbasari, R., Wijaya, C., & Rahayu, N. (2020). Most Roles Actors Play in Entrepreneurial Ecosystem : a Network Theory Perspective. *Journal of Entrepreneurship Education*, 23(2), 1.
- Ratten, V. (2020). Coronavirus disease (COVID-19) and sport entrepreneurship. *International Journal of Entrepreneurial Behavior & Research*, 26(6), 1379-1388.
- Sang, D., & Lin, J. (2019). How does entrepreneurial education influence the entrepreneurial intention of college students: The moderating and mediating effects of entrepreneurial alertness. *International Journal of Emerging Technologies in Learning*, 14(8), 139-157. <https://doi.org/10.3991/ijet.v14i08.10408>
- Schwarz, E. J., Wdowiak, M. A., Almer-Jarz, D. A., & Breitenecker, R. J. (2009). The effects of attitudes and perceived environment conditions on students' entrepreneurial intent: An Austrian perspective. *Education and Training*, 51(4), 272-291. <https://doi.org/10.1108/00400910910964566>
- Setyawati, A., Sugangga, R., Maula, F. I., & Rahma, A. (2023). Digital Marketing Business Strategy to MSME Performance in the Industrial Revolution 4.0 Era. *Jurnal Entrepreneur Dan Entrepreneurship*, 12(1), 19-26. <https://doi.org/10.37715/jee.v12i1.3459>
- Sriyakul, T., & Jermsittiparsert, K. (2019). The mediating role of entrepreneurial passion in the relationship between entrepreneur education and entrepreneurial intention among university students in Thailand. *International Journal of Innovation, Creativity and Change*, 6(10), 193-212.
- Tentama, F., & Abdussalam, F. (2020). Internal locus of control and entrepreneurial intention: A study on vocational high school students.

- Journal of Education and Learning (EduLearn), 14(1), 97.  
<https://doi.org/10.11591/edulearn.v14i1.13999>
- Tindowen, D. J., Bangi, J., & Parallag, C. (2019). Pre-service teachers' evaluation on their student internship program. *International Journal of Learning, Teaching and Educational Research*, 18(10), 279–291.  
<https://doi.org/10.26803/IJLTER.18.10.18>
- Utami, C. W., Tambunan, D., & Padmalia, M. (2021). Analysis of Innovation, Proactive, and Risk Taking as Presentations of Entrepreneurial Orientation towards Business Success of Second and Third Generation Family Business in Indonesia. *Jurnal Entrepreneur Dan Entrepreneurship*, 10(1), 1–22. <https://doi.org/10.37715/jee.v10i1.1553>
- Wang, L. Y., & Huang, J. H. (2019). Effect of entrepreneurial self-efficacy on the entrepreneurial intentions of students at a university in Hainan province in China: Taking social support as a moderator. *International Journal of Learning, Teaching and Educational Research*, 18(9), 183–200.  
<https://doi.org/10.26803/ijlter.18.9.10>
- Wardana, L. W., Ahmad, Indrawati, A., Maula, F. I., Mahendra, A. M., Fatihin, M. K., Rahma, A., Nafisa, A. F., Putri, A. A., & Narmaditya, B. S. (2023). Do digital literacy and business sustainability matter for creative economy? The role of entrepreneurial attitude. *Heliyon*, 9(1), e12763.  
<https://doi.org/10.1016/j.heliyon.2022.e12763>
- Wardana, L. W., Handayati, P., Narmaditya, B. S., Wibowo, A., Patma, T. S., & Suprajan, S. E. (2020). Determinant factors of young people in preparing for entrepreneurship: Lesson from Indonesia. *Journal of Asian Finance, Economics and Business*, 7(8), 555–566.  
<https://doi.org/10.13106/jafeb.2020.vol7.no8.555>
- Wardana, L. W., Martha, J. A., Wati, A. P., Narmaditya, S., Setyawati, A., Maula, F. I., & Martha, A. (2024). Does entrepreneurial self-efficacy really matter for entrepreneurial intention? Lesson from covid-19. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2317231>
- Wardana, L. W., Mukhtar, S., Wibowo, A., Shandy, B., Suprajan, S. E., & Patma, T. S. (2021). Does the Environment Impact Entrepreneurial Business Intention? 2021, 140–162. <https://doi.org/10.18502/kss.v5i8.9355>
- Wardana, L. W., Narmaditya, B. S., Wibowo, A., Fitriana, Saraswati, T. T., & Indriani, R. (2021). Drivers of entrepreneurial intention among economics students in Indonesia. *Entrepreneurial Business and Economics Review*, 9(1), 61–74.  
<https://doi.org/10.15678/EBER.2021.090104>
- Wibowo, A., Widjaja, S. U. M., Utomo, S. H., Kusumojanto, D. D., Wardoyo, C., Wardana, L. W., & Narmaditya, B. S. (2022). Does Islamic values matter for Indonesian students' entrepreneurial intention? The mediating role of entrepreneurial inspiration and attitude. *Journal of Islamic Accounting and Business Research*, 13(2), 242–263. <https://doi.org/10.1108/JIABR-03-2021-0090>

- Yi, S., & Duval-Couetil, N. (2018). What Drives Engineering Students To Be Entrepreneurs? Evidence of Validity for an Entrepreneurial Motivation Scale. *Journal of Engineering Education*, 107(2), 291–317. <https://doi.org/10.1002/jee.20199>
- Yusuf, E., & Mujahidin, E. (2022). Sharia Entrepreneur Internship Method In Building Marhamism Character In Islamic Boarding Schools. *Nazhruna: Jurnal Pendidikan Islam*, 5(1), 206–217. <https://doi.org/10.31538/nzh.v5i1.2056>
- Zhao, H., O'Connor, G., Wu, J., & Lumpkin, G. T. (2021). Age and entrepreneurial career success: A review and a meta-analysis. *Journal of Business Venturing*, 36(1), 106007. <https://doi.org/10.1016/j.jbusvent.2020.106007>