

The Effect of Role Models and Entrepreneurship Education on Entrepreneurial Intention with Internship Program as a Mediation Variable (Study on Students of BDP Department in Bojonegoro)

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ABSTRACT

This study aims to analyze the impact of internship and entrepreneurship education on entrepreneurship of Boyonegoro Vocational High School students by considering the role of different role models. The method used is a quantitative data analysis method using SmartPLS 3.0, covering 191 online business students. The research results show that internship and entrepreneurship education have a positive impact on entrepreneurship and role models play a mediating role in this relationship. The study recommends that vocational schools should strengthen their cooperation with industry, provide more internship opportunities and integrate more business education into the curriculum, develop students' interest and prepare them to become entrepreneurs in the future. It is expected that this study will contribute to a good business education at the vocational high school level.

INTRODUCTION

In an era of global climate change challenges, awareness of the importance of sustainable development has become a priority of global attention. From climate change mitigation to climate change adaptation, various measures have been taken worldwide to combat the adverse effects of climate change and build resilience for the future (Gao et al., 2018; Kano et al., 2020; Steffens & Omarova), Summer 2019, 2019; (Zenker & Kock, 2020). Boyonegoro is not sitting idle as the world grapples with the climate change problem. Boyonegoro Vocational High School (SMK) High schools are increasingly aware of the importance of security, but important steps need to be taken to apply these principles to modern life. (SMK) In particular, online business students have made significant contributions to students' ability to become entrepreneurs. Most of SMK Bojonegoro's courses are designed to provide students with a practical understanding of business and economics. Students are given training in the fields of business, business management and business communication (Education et al., 2021; Fida et al., 2020; Irman et al., 2021; Resmi et al., 2021). Thus, students have a solid foundation in many aspects of establishing and managing their own businesses.

Ideally, this outcome should be significant in building the entrepreneurial mindset of Boyonegoro BDP students. Because vocational high school (SMK) business students have a great opportunity to develop the business skills needed in today's working world. By participating in entrepreneurship, students can develop innovation, time management, leadership, communication, and problem-solving skills (Almahry et al., 2019; Sang and Lin, 2020; Seters, 2020). This not only prepares students to be more successful in their future careers, but also gives students the freedom they need to take control of their lives. br>The market also provides university students with the opportunity to work as agents of social change (Gumilar, 2019; Lechuga Sancho et al., 2020; Sriyakul and Jermisittiparsert, 2019 (Buffart et al., 2020; Faling and Biesbroek, 2020; Putro et al., 2022). By starting their own businesses, students can not only increase their personal income, but also support the growth of the local economy and reduce unemployment by creating new jobs (Pihie and Bagheri, 2013). 2018; Narmaditya and Ali, 2022; Soomro et al., 2021). In addition, entrepreneurship allows university students to work to discover and develop their potential. Students can find their interests and talents, create new solutions to the problems they face, and create their own path to success. Therefore, entrepreneurship not only provides personal benefits to university students, but also has the potential to have a positive impact on society and the economy as a whole.

Therefore, the importance of entrepreneurship among university students cannot be ignored because it has a great impact on the future development of students and the village economy. When university students work with an entrepreneurial mindset, students will be motivated to innovate and will be creative to create solutions around them (Burchi et al., 2021; Polas et al., 2020; Voronkova et al., 2019); Lyons et al., 2021; Wang et al., 2019; In addition, entrepreneurship aims to provide students with the skills and

attitudes needed to compete in the competitive business world (Polas et al., 2020; Wardana et al., 2021; Alam et al., 2019; Obschonka and Aldredge, 2020). Through the development of entrepreneurship, university students learn to take risks, overcome failure, and constantly seek new developments. (Maharani et al., 2020; Maula et al., 2019; Sang and Lin, 2019; Sriyakul and Jermisittiparsert, 2019)

But in fact, secondary schools (SMK) still lack students who have the desire to study and do business. There are many factors that contribute to this, such as culture and ideology that tend to prioritize long-term employment as a priority (Agarwal et al., 2020; Neneh, 2020; Wardana et al., 2019; Murphy et al., 2020). business is seen as an attractive alternative. Lack of understanding and guidance on the importance of entrepreneurship in the educational environment and among people makes students less capable and does not realize the benefits of entrepreneurship. Thirdly, there are not enough resources and support to start and grow businesses, such as capital, business training, and business networks (Barba-Sánchez and Atienza-Sahuquillo, 2018; Prabhu, 2019; Bahena-álvarez, 2019; Fragoso et al., 2019). In addition, job uncertainty and job risk are also important factors affecting Boyonegoro Vocational School students. Therefore, only a few students have the goal of starting a business, while most students prefer to find traditional jobs after graduation. Therefore, it is important to identify and overcome these problems in order to create interest and desire in establishing a business among Boggionegoro Vocational School students.

Focusing on current realities, this study will provide ideas to improve the relationship between internship, business education, standards and entrepreneurial aspirations of boys and girls studying in Boyonegoro vocational schools. Internships for students majoring in online business (BDP) in business schools are an important step for students to enter the evolving business world (Cheung et al., 2023; Hanifah et al., 2023; Nasir et al., 2023). (Kiyabo and Isaga, 2020; Maharani et al., 2020; Purwanto, 2019). This is achieved through the collaboration established by SMK and various companies or organizations working in the field of online business (Lantu et al., 2022; Manaksia and Hartono, 2021; Tusyanah et al., 2020; Al-Kwifi et al., 2020; NowiÅski et al., 2019). Regarding business objectives, there are not many studies that focus on mediating the role of internships in the specific context of online commerce. This study uses ways to improve the economy of Boyonegoro students. College. Specializes in online marketing (BDP). This study focuses on specific aspects of BDP's work on economic development. By emphasizing the importance of internships, this study demonstrates how direct experience can prepare students for the changing world of work. It is also interesting to focus on the role of teachers as role models because there are not many studies that have examined this role specifically in the context of Internet business education. This study also presents practical education and teacher models to explain how these two factors affect students' overall entrepreneurial mindset.

LITERATURE REVIEW

Theory of Planned Behavior (TPB)

Theory of Planned Behavior (TPB) was proposed by Fishbein and Ajzen in 1975 and is a variation of the Theory of Action (TRA). Ajzen said that TPB is often used to examine the differences between thoughts and behaviors, attitudes and intentions. In this context, using TPB to explain messaging may help overcome some of the limitations of previous research and provide a way to understand the large differences observed between attitudes and behaviors (Park and Blenkinsopp 2009). Ajzen and Fishben (1988) named it TPB and revised the theory of decision making (TRA). TPB states that a person's thinking behavior and many internal and external factors contribute to this behavior.

Role Model

In this study, teachers were selected as the sample. The role of teachers as role models in developing students' entrepreneurial mindset can be realized in many ways, one of which is to provide guidance and discussions to help students develop their personality, social skills, academic records, and future career prospects (Ao and Liu, 2014); 2015; Marsh et al., 2016). Teachers should provide the best service to students according to their needs so that students can choose a career in the industry. In addition, entrepreneurs who have successfully established a business can be invited as role models to conduct business research to develop students' entrepreneurial mindset.

Entrepreneurship Education

Business education is an important part that cannot be separated from financial education. In short, business education is a part of financial education and its research focuses on how people interact with customers, management skills, timely understanding, patience, perseverance, not giving up and other behaviors in business (Agarwal et al., 2020). The purpose of ensuring that girls learn business and technology; Entrepreneurship education also focuses on the development of many aspects related to these emotions such as knowledge, thinking, motivation, attitude, desire and entrepreneurial skills (Hägg and Gabrielsson, 2020; Machali et al., 2021).

Internship Program

The Online Business Student Internship Program (BDP) at Boyonegoro is an academic program designed to provide students with real-world application of theories and concepts learned in the classroom (Cheung et al., 2017). The program is designed to help students develop skills, a deep understanding of business, and strong teamwork, preparing them to enter a competitive and dynamic workforce. This internship provides students with the opportunity to expand their horizons in the business world by entering a work environment that is consistent with their studies, especially in online businesses, which are an important part of today's business world.

Entrepreneurial Intention

A goal is a feeling of liking and attachment to something or an activity that no one tells you about, so this feeling affects what you want when you do the same. Students and young people have less entrepreneurial desire and need motivation.

METHODOLOGY

This study is a multifaceted study aimed at explaining and analyzing the effects of variables. The method used is descriptive translation. Scientific explanation is the description or explanation of the objects examined in a study and explains the effects of the interactions of predictions, differences and changes. Descriptive studies are conducted to explain the relationship between variables in decision making. Four types of variables were used, including two predictor variables (X1), one intervention variable such as business education (X2) and internship (Z) and one variable, work intention (Y).

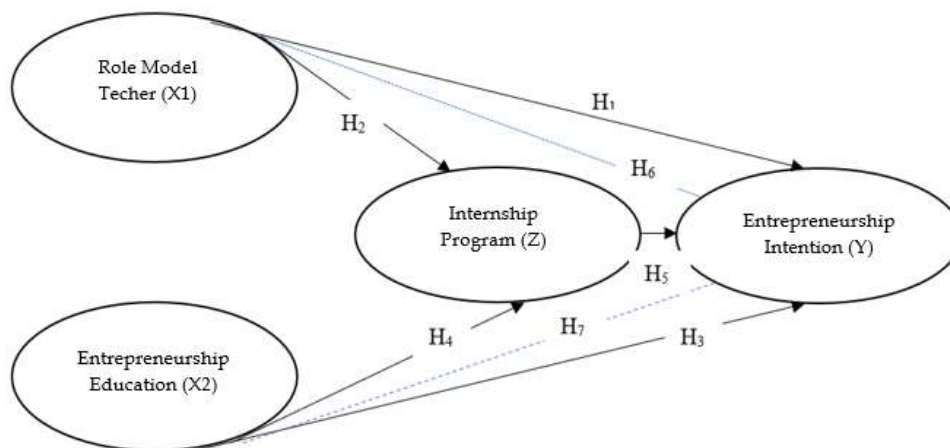


Figure 1. Conceptual Framework

Population is a general area that includes objects/subjects with certain numbers and characteristics that the researcher determines to study and draw conclusions. In addition, the population is all the objects that the researcher studies, whether they are people, objects, places or events. The groups can be large or small and their status or changes can be known.

The subject of this study is a total of 294 people, including high school students at BDP SMK in Bojonegoro. The samples used in this study are: (1) students studying business (2) students who choose online business and business administration department. Based on this process, the sample size of this study, which includes the use of a large calculator with a 5% margin of error and a 50% population rate, is 191 samples. Studies that contribute to the next research process (Sekaran and Bougie, 2016). Two data collection methods were used in this study: survey and data research.

RESEARCH RESULT

Descriptive Statistical Analysis Based on Respondents

Descriptive analysis aims to gather information about the current situation of the phenomenon through description, this research can provide a true description of a situation, a person or a situation. This study was conducted on 191 students studying at BDP SMK in Boyonegoro. The majority of the participants in this study (66.5%) were female, while the remaining 33.5% were male. This means that in Bojonegoro, females outnumber BDP SMK students by 2 to 1.

Descriptive Statistical Analysis Based on Variables

Response scores use Likert scale to measure the level of agreement in answering the questions. Scores range from 1 (strongly disagree) to a maximum of 5 (strongly agree). When statistics are explained based on the difference, it is seen that the average of all indicators included in the market desire for change (Y) is 4.323. The average business intention (Y) value obtained from each question, which includes the average interest of 4.144, the average height of 4.620, the average job dimension of 4.380 and the average satisfaction dimension of the education dimension, is 4.147. This shows that the participants understand all the questions related to business strategy in different categories.

Results of PLS-SEM Data Analysis

There are several stages in the experiment using the SEM-PLS model (Hair et al., 2020; Khairi et al., 2021; Legate et al., 2023), namely (1) model development (2) evaluation of evaluation criteria (Validity) and reliability assessment).

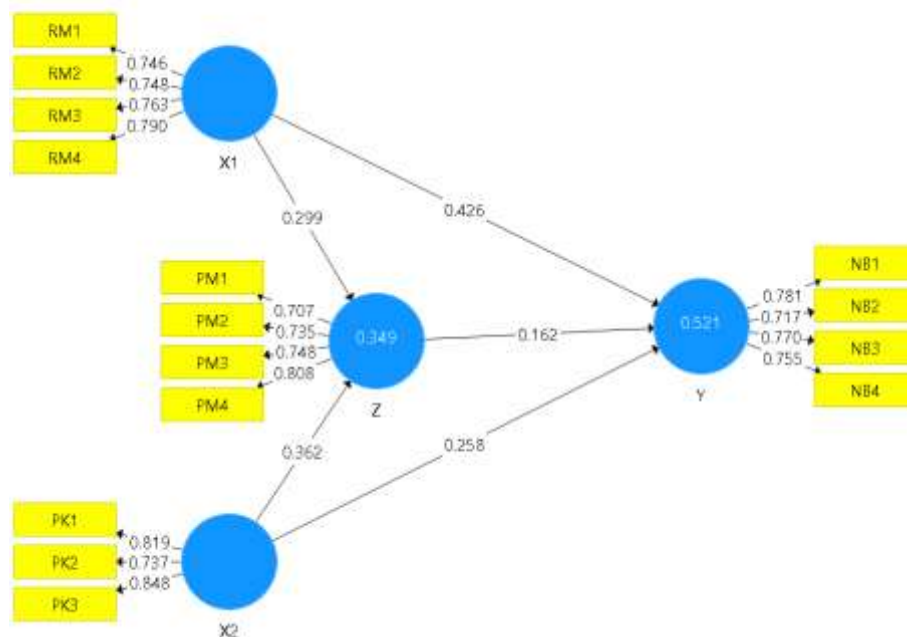


Figure 2. Hypothesis Analysis

Outer Model Evaluation

The test model, also known as the external standard, is designed to measure the validity and reliability of the model. The evaluation of the test model is done by evaluating the convergent, discriminant and similar validity.

Table 1. Outer Model Evaluation

Construct	Code	Loading Factor	Cronbach's Alpha	CR	AVE
Role Model	RM1	0.847	0.972	0.976	0.838
	RM2	0.958			
	RM3	0.810			
	RM4	0.963			
	RM5	0.917			
	RM6	0.972			
	RM7	0.869			
	RM8	0.971			
Entrepreneurship Education	EE1	0.718	0.935	0.949	0.758
	EE2	0.904			
	EE3	0.920			
	EE4	0.923			
	EE5	0.874			
	EE6	0.869			
Internship Program	IP1	0.978	0.990	0.992	0.936
	IP2	0.975			
	IP3	0.975			
	IP4	0.969			
	IP5	0.954			
	IP6	0.969			
	IP7	0.956			
	IP8	0.963			
Entrepreneurship Intention	EI1	0.899	0.945	0.955	0.727
	EI2	0.920			
	EI3	0.810			
	EI4	0.797			
	EI5	0.729			
	EI6	0.818			
	EI7	0.898			
	EI8	0.927			

Source: processed by researcher, 2024

SmartPls 3.0 software was used as a practical test and the 8 items of business sentiment (Y) were variable and their loadings ranged from 0.729 to 0.927 > 0.70. Therefore, see Chin (1998), Chin (2010) and hair et al. (2013) The eight indicators of marketing strategy (Y) differ in effectiveness.

Table 2. Discriminant Validity Fornell-Larscher

	Entrepreneurship Intention	Entrepreneurshi Education	Internship Program	Role Model
Entrepreneurship Intention	0.852			
Entrepreneurshi Education	0.893	0.871		
Internship Program	0.845	0.782	0.967	
Role Model	0.788	0.635	0.805	0.915

Source: processed by researcher, 2024

Table 2 shows the results of the negative test according to the Fornell-Larscher model. According to Table 4.17, for the standard variable (X1), business education (X2), work experience (Z) and work intention (Y), the Fornell-Larcker value of each structure has more correlation than the other variables; this means that these variables can be distinguished (Fornell, 1988; Chin, 2009; Hair, et al. et al., 2013).

According to the SmartPLS reliability results shown in Table 1 above, it can be said that all variables are reliable. Because the average inference (AVE) value for each variable is obtained as required, that is, it exceeds 0.50 and the CroElach alpha value obtained is > 0.70 or even goes up to 0.90, which means that the indicators of all variables are in this situation. The studies are good and satisfactory.

Evaluasi Model Struktural (Inner Model)

After evaluating the standard or external standard, the researcher evaluates the internal standard, also known as the evaluation of the standard model. Hair and other things. (2013, 2020) proposed a five-step process to test the model (internal model), which includes: (1) Crash test; 4) Evaluate the estimated effect of the 2nd quarter.) and entrepreneurship (Y) are both below 5.00, so there is no relationship (Hair et al., 2013). Therefore, all the measurements of the test model are valid.

Table 3. Variance Inflation Factor (VIF)

	Entrepreneurship Intention	Entrepreneurshi Education	Internship Program	Role Model
Entrepreneurship Intention			1.688	1.550
Entrepreneurshi Education			1.750	1.550
Internship Program				
Role Model			1.535	

Source: processed by researcher, 2024

This study tests the R-squared or R2 level to see if each endogenous latent variable has predictive power for the model. In short, the R2 value indicates the strength of predictive accuracy (Hair et al., 2013). Table 8:

Table 4. R- Square (R2)

Variable	R Square
Entrepreneurship Intention	0.521
Internship Program	0.349

Source: processed by researcher, 2024

According to Table 4, it is seen that the R2 value of the marketing objective (Y) variable is 0.521, which means that 52.1% of the variation in marketing objective (Y) can be explained by business model (X1), business model. training. (X2) and internship programs. The togetherness (Z) variable has a strong predictive level. The remaining 47.9% was affected by other variables that are not part of this study. In addition, the R2 value of the implementation (Z) variable is 0.349, which means that 34.9% of the variation in implementation (Z) can be explained by model (X1) and business learning (X2) variables. strong predictive power), the study uses the rule of thumb developed by Hair et al. (2013) and Chin (1998), where the values of 0.02, 0.15 and 0.35 represent small, medium and large effects, respectively. The full results of the parameter size (f2) for each possible predictor variable are shown in Table 9 below:

Table 5. F-Square Evaluation

	Entrepreneurship Intention	Entrepreneurshi Education	Internship Program	Role Model
Entrepreneurship Intention			0.225	0.088
Entrepreneurshi Education			0.080	0.130
Internship Program				
Role Model			0.036	

Source: processed by researcher,2024

This study also conducted an evaluation on Q2 to evaluate the effectiveness and evaluation of the analysis produced by the model. Q2 value > 0 (zero) indicates that the model has a relevant value. Q2 value < 0 indicates that the model has no predictive value. The example used in this study is as follows:

$$Q^2 = 1 - (1 - R^2).$$

$$Q^2 = 1 - (1 - R1^2) (1 - R2^2)$$

$$Q2 = 1 - (1 - 0,827) (1 - 0,770)$$

$$Q2 = 0,960 > 0$$

From the test results, it can be seen that the difference between Q2 values of business education (X1), business education (X2), career planning (Z) and wanting to do business (Y) are all greater than 0, which indicates that the model has an approximate correlation value. This test is done by Research t or t test (t number should be > 1.645) and p value (required) should be less than (<) 0.050. If the data reaches the desired results, the research proposal can be accepted. The evaluation of the research hypotheses will be discussed step by step according to the proposed assumptions. This study presents seven hypotheses, the discussion of which is explained in the next section.

Table 6. Hypothesis Analysis Result

Direct Effect	T Statistics	t-value Sobel Test	P Values
Role Model > Entrepreneurship Intention	6.081		0.000
Role Model > Internship Program	3.514		0.000
Entrepreneurship Education > Entrepreneurship Intention	3.099		0.000
Entrepreneurship Education > Internship Program	3.775		0.000
Internship Program > Entrepreneurship Intention	2.462		0.014
Indirect Effect			
Role Model > Internship Program > Entrepreneurship Intention		2.952	0.003
Entrepreneurship Education > Internship Program > Entrepreneurship Intention		2.720	0.007

Source: processed by researcher,2024

DISCUSSION

The Influence of Role Models (X1) on Entrepreneurial Intentions (Y)

The first hypothesis of this research is that the model (X1) has a positive and positive effect on the market (Y). All data are shown in Table 4.24. The value of the effect of business education (X1) on business intention (Y) is $6.081 > 1.645$ and the p value is $0.000 < 0.050$. It can be said that the first hypothesis of this research is accepted. This means that according to statistics, the model (X1) has a positive and positive effect on the market (Y). Teachers being role models will encourage students' entrepreneurship. Entrepreneurial teachers can monitor and motivate students to achieve their entrepreneurial goals. The role of teachers as role models in creating students' interest and motivation to do business. Teachers' role models play an important role in creating students' interest and motivation to become entrepreneurs. Parents who have been successful in starting a business can encourage their children to follow in their footsteps. Encouraging and encouraging teachers can help children gain self-confidence and have the courage to try their hand at business.

The Influence of Role Models (X1) on Internship Programs (Z)

The second hypothesis of this study is that Entrepreneurship Education (X1) has a positive and significant effect on the Internship Program (Z). The results of data processing obtained a t-value on the effect of Entrepreneurship Education (X1) on the Internship Program (Z) in Table 4.24 of $3.514 > 1.645$, and a p-value of $0.000 < 0.050$. Thus, it can be concluded that the second hypothesis of this study is accepted. This means that statistically Role Model (X1) has a positive and significant effect on the Internship Program (Z) tested.

Having good role models influences students in internship programs. Teachers who are always active in organizations inspire students to actively engage in practical activities that are relevant to their field of study during the internship program. Students are taught the importance of participation, responsibility, and collaboration with faculty members in various organizations. This can encourage students to seek work experience to enhance their knowledge and skills in the field of study they learned during their internship. Participating in organizations also helps students form business partnerships, which can lead to internships and future careers. Real examples from teachers help students understand that participation in these activities can be the foundation for the success of their own businesses. Teachers working in organizations provide students with inspiration and role models to follow during their internships, providing them with practical and useful information.

The Influence of Entrepreneurship Education (X2) on Entrepreneurial Intentions (Y)

The third hypothesis of this study is that entrepreneurship education (X2) has a good and positive effect on entrepreneurship (Y). The completed data shows that the t value of Table 4.24 The effect of business education (X2) on business intention (Y) is $3.009 > 1.645$ and the p value is $0.000 < 0.050$. It can be said that the third hypothesis of this study is also accepted. This means that according to statistics, business education (X2) has a good and positive effect on business theory test (Y). This will make students more interested in the business world. Using real case studies in teaching can help students understand how to apply theory to real businesses. Students can see firsthand how a business operates and the challenges involved when visiting a business. Students should find work that requires them to start and run a small business to gain work experience. Successful entrepreneurs can also be invited to share their experiences and provide mentorship, providing students with inspiration and insight into the business world. Working with companies to provide internships or internships can give students firsthand experience in the business world. Finally, students can become interested and motivated in doing work by seeing the impact of the concepts they learn on the reality of the field.

The Influence of Entrepreneurship Education (X2) on Internship Programs (Z)

The fourth proposition of this study is that business education (X2) has a positive and favorable effect on internship (Z). The complete data is shown in Table 4.24. The t-value of the effect of business education (X2) on internship (Z)

is $3.775 > 1.645$ and the p-value is $0.000 < 0.050$. Four ideas are seen to be developed in this research. This means that business education (X2) has a positive and favorable effect on practical experience (Z).

This study revealed that business education has an effect on the internship experience of BDP SMK students in Bojonegoro. The better the business education, the higher the education of Bojonegoro BDP SMK students. Similarly, the business education of BDP SMK students in Bojonegoro is not good, nor is employment. The results of this study also show that business education, such as internships for BDP SMK students in Bojonegoro, falls into the positive category. Business education provides students with knowledge that allows them to better understand the business and understand the needs of the business. This is reinforced by the knowledge students receive during the internship that is relevant to the needs of the industry. The theory taught in the classroom is complemented by practical work, giving students a first-hand look at how these concepts apply to the real world. Internship programs that are tied to business needs allow students to learn how to identify business opportunities and develop strategies to implement them. Through the internship program, students can learn about business economics, consumer behavior, and evolving business needs. Internships give students the opportunity to develop skills that cannot be taught in the classroom, such as time management, communication, and teamwork. Internships allow students to build relationships with industry professionals that can be beneficial in their future careers.

The Influence of Internship Program (Z) on Entrepreneurial Intention (Y)

The fifth hypothesis of this study is that internship (Z) has a positive effect on business (Y). All data are shown in Table 4.24. The value of the effect of internship (Z) on entrepreneurial intention (Y) is $2.462 > 1.645$ and p-value is $0.014 < 0.050$. It is seen that the fifth hypothesis of this study is established. This means that according to statistics, the application (Z) has a positive and positive effect on business goal (Y) test. educational and business needs. This will make students interested in doing business. Through co-ops, students gain first-hand insight into the business world, understand business economics, and develop highly sought-after skills. Internships allow students to apply the concepts they learn in class to real-life situations and deepen their understanding of business and entrepreneurship. Interaction with industry professionals can inspire students to pursue entrepreneurship because it gives them a first-hand view of the business world and the challenges they face. Let the internship develop students' knowledge and skills, and increase their confidence in starting their own businesses.

Indirect Influence of Role Models (X1) Through Internship Programs (Z) on Entrepreneurial Intentions (Y)

The sixth hypothesis of this study is that entrepreneurship education (X1) has a positive and indirect effect on entrepreneurship (Y) through internship (Z). Testing the direct effect of business education (X1) on business intentions (Y) through internship (Z) shows that the Sobel test t value in Table

4.24 is $2.378 > 1.645$ and the Sobel test probability is 0.048 less than 0.050 ($p < 0.050$). It is seen that the sixth hypothesis of this study is established. This means that business education (X1) is positively and negatively defined for business (Y) as tested by internship (Z). Increase participation in internship programs so that they can have more knowledge about the business being done. Students have many opportunities to increase their knowledge and skills in the field they study. Finally, the combination of the teacher's example and the internship experience will make students eager to become entrepreneurs. With the knowledge and skills needed to start a business, they will be more confident and ready to compete in the business world. In addition, the possibility of becoming an entrepreneur offers university students attractive career options not only as employees but also as people who create jobs for others (NowiÅski et al., 2019; Thomas and Okunbanjo, 2021 Yi and Duval). -Couetil). 2018; Kiyabo and Isaga, 2019; Universities can support the local economy by creating new businesses and promoting prosperity in their local areas thanks to the efforts of students. Therefore, the desire to become an entrepreneur is important not only for the personal success of working students, but also for improving the work and health of surrounding communities.

Indirect Influence of Entrepreneurship Education (X2) Through Internship Program (Z) on Entrepreneurial Intention (Y)

The ninth hypothesis of this study is that entrepreneurship education (X2) has a positive and significant direct effect on entrepreneurship (Y) through internship (Z). Testing the direct effect of business education (X2) on business intentions (Y) through internship (Z) shows that the Sobel test t-value in Table 4.24 is $2.336 > 1.645$ and the Sobel test probability is 0.058 less than 0.050 ($p < 0.050$). It is seen that seven ideas are developed in this research. This means that there is an analysis of the quality and importance of entrepreneurship education (X2) on entrepreneurship (Y) as tested through application (Z). . These theories are applied to important tasks during the study, allowing students to better understand the theoretical concepts. By combining concepts taught in class with hands-on experience on the job, students see how these concepts can be applied to real-life situations. This will help them understand the theory and give them practical skills. Through the combination of practical and hands-on experience during the internship, students will be better prepared to face the challenges of the global economy and gain the confidence to start their own business..

CONCLUSIONS AND RECOMMENDATIONS

Based on the research and discussion in the previous section, the following conclusions can be drawn: Model (X1) has a positive impact on the market (Y). The higher the standard (X1), the greater the expected market value (Y). Entrepreneurship education (X2) has a positive impact on entrepreneurship (Y). The higher the entrepreneurship education (X2), the higher the entrepreneurial intention (Y). Model (X1) has a good and useful application (Z). The higher the standard (X1), the higher the application (Z). Entrepreneurship

training (X2) is beneficial for internship (Z). The higher the Business Education (X2), the higher the Employment Training (Z). The internship program (Z) has a positive effect on entrepreneurship (Y). The higher the internship (Z), the higher the chance of becoming an entrepreneur (Y). The model (X1) has a positive and beneficial effect on the goal of becoming an entrepreneur (Y) through internship (Z). The higher the standard (X1), the higher the goal of becoming an entrepreneur (Y) through internship (Z). Entrepreneurship education (X2) is useful and beneficial for the goal of becoming an entrepreneur (Y) through internship (Z). The higher the business education (X2), the higher the chance of becoming a businessman through internship (Y).

ADVANCED RESEARCH

Based on the explanation of the above results and implications, the researcher can make the following recommendations: Teachers should be motivated to the organization as role models, be an example to students, help students establish their own organizations, and also prepare for the organization. students. . Be successful in your job. Students should increase their efforts through their own knowledge/own work. Combining job-specific technical training with self-learning can develop a deeper understanding and broader skills through internships, which can help start a business. Schools should establish partnerships with the companies/organizations where students work. Strong collaboration between schools and the companies or organizations where students intern is important to ensure that students gain an educational experience that impacts their job needs. Internships should be included in the curriculum to develop the entrepreneurial mindset of students. A more effective and efficient business model is needed to prepare students to face the challenges of the growing global economy.

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