

The Effect of Entrepreneurial Creative Projects and Locus of Control on Entrepreneurial Intention with Entrepreneur Passion

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ABSTRACT

This study aims to analyze the impact of strategic business plans and management areas on the compatibility of entrepreneurial desire and entrepreneurial interests of Boyonegoro vocational high school students. In this study, a quantitative and descriptive interpretation method was adopted by selecting 159 out of 268 students through stratified random sampling method. Data were collected from an online survey and analyzed using SmartPLS. The research results show that creative business projects and locus of control positively affect entrepreneurial intentions. Entrepreneurial enthusiasm also plays a mediating role and strengthens the relationship between the two variables and desire to do business.

INTRODUCTION

Nowadays, finding a job has become a common problem in many countries around the world, including Indonesia. Although the number of graduates from various schools, including vocational schools (SSC), is increasing, the available jobs are not very good compared to the people who are looking for a job. This makes the job market more competitive, making it difficult for graduates to find jobs that match their skills and interests. High unemployment is directly related to hard work. Many graduates are forced to remain unemployed for a long time after graduation because they cannot find a suitable job. This not only affects people's economic life, but also reduces their self-confidence and health (Agarwal et al., 2020; Maroufkhani et al., 2019; Trivedi, 2019). Quite a bit. Vocational schools provide more education focused on business skills, including those required to become entrepreneurs. Vocational schools can provide students with the opportunity to develop business ideas, learn about business management, and learn about small businesses through entrepreneurship and collaboration with local businesses (Listiningrum et al., 2020; Purbasari et al., 2020) Wardana et al., 2023). Considering these results, the business world is very important for Vocational School Students in Boyonegoro to create a better future for themselves and all students in the society. Therefore, vocational schools should develop students' entrepreneurship because it is important in many aspects that affect the development of students and society as a whole (Machali et al., 2021; Vyas and Vyas, 2019). The increasing entrepreneurial spirit of working-class students can be an important driving force in the development of entrepreneurship (Malmström et al., 2020; Wurth et al., 2021).

Unfortunately, SMK Bojonegoro students do not actually buy businesses. One of the main reasons for this is that students do not understand the potential and benefits of entrepreneurship (Björklund et al., 2020; Metallo et al., 2021; Nguyen & Nguyen, 2023; Wibowo et al., 2023). Due to the lack of information and support to become an entrepreneur, many students prefer to find regular jobs after graduation rather than starting a business. Lack of support and accommodation at school can also hinder the development of students' entrepreneurship (Dakung et al., 2019; Nuseir et al., 2020).

Increasing the importance of entrepreneurial creativity among Bojonegoro Vocational High School students is very important in influencing the entrepreneurial mindset of students. The Creative Business Program provides students with the business knowledge and practices needed to fully understand the business world (Fonseca Da Costa Guterresa et al., 2020; Winarno and Wijijayanti, 2019).

With a good understanding of various aspects of business such as management, marketing, finance and entrepreneurship, students will have more self-confidence and motivation to start a business. The Creative Entrepreneurship Program also provides students with the skills necessary to manage a business. On the other hand, even success, innovation and business education do not guarantee complete job satisfaction for university students. Çayırdağ (2019) argued that students' entrepreneurial intentions can be affected

by personality factors, which are the control environment. In this study, the locus of control served as a mediator in controlling the students' willingness to do business, which expressed people's feelings about success and failure. People with a high level of management will have a clear vision and long-term business plans. The higher the locus of control, the higher the person's interest in starting a business. Locus of control as self-regulation is related to behavioral problems. According to (Ajzen, 2002), people with locus of control believe that the success and failure in their lives depend on them.

It is also important for schools to see the entrepreneurial spirit in all students. The impact of entrepreneurial motivation (students' interests/interests) on the entrepreneurial intentions of Bojonegara Vocational School students is significant and is key to creating incentives for entrepreneurship (Neneh, 2020; Sriyakul & Jermisittiparsert, 2019; Trefvers, 2020). Students who are passionate about the field are often motivated to start a career related to their interests or hobbies (Eriyana et al., 2020; Lyons et al., 2021). This interest encourages them to face the problems that may arise in the business and development process with focus, enthusiasm and passion. In addition, commercial interests can also help students find businesses that match their interests and skills (Nguyen & Nguyen, 2023; Souitaris et al., 2018). When someone does something they love, they will understand the market and customer needs in that area very well. Therefore, they can create new business ideas that fit the needs of the business, thus ensuring the success of the business. Support the local economy. By understanding the impact of high school students' entrepreneurial intentions, this study can provide suggestions to schools, governments, and other stakeholders on developing creative business plans in high school. This research can also form the basis for creating better courses that will provide students with the knowledge and skills they need to start a business.

LITERATURE REVIEW

Entrepreneurial Creative Projects

Entrepreneurship Program is an educational program that combines creativity, entrepreneurship and practical skills to create new products or services. This approach not only provides students with theoretical knowledge but also encourages them to be creative, innovative and independent problem solvers. Gerba (2015) pointed out that creative business planning is the desire of the person to understand the business. Entrepreneurial planning is an important factor in the growth and development of the entrepreneurial spirit, soul and behavior of young people because education is the basis of all attitudes and goals to be a successful business in the future (Fatoki, 2014). It is taught as an independent discipline because: Business is complete knowledge and real knowledge, that is, it has thoughts, concepts and research methods. Entrepreneurship has two concepts; new business and business growth; this means that it is not included in management education, which separates management from business ownership. Entrepreneurship is a discipline with unique goals and the ability to create new and different things.

Locus of Control

The basic concept of location control, first introduced by Rotter (a social studies expert), is the beliefs that people have based on their actions or characteristics (as in their lives). A person makes decisions based on various existing behaviors. A person will learn to make decisions according to their own abilities and opportunities. Locus of control is one of the behavioral variables defined as a person's belief in their ability to control their own destiny. An event affects a person's needs in their life. A person's expectation is the probability of various situations that a person will encounter. The value of incentives lies in the choice of various incentives that can provide many other incentives that may arise in similar situations. Psychological climates are a type of internal and external motivation that a person receives over a period of time, which can increase or decrease the expectation of the desired results. The focus is the level of control a person has over his life. Internal locus of control refers to the person's belief that his decisions control his life.

Entrepreneur Passion

The operational definition of entrepreneurial passion refers to a concept that It has been explained that university students' critical thinking, business acumen, and connection to a particular field or sector are the focus of their goals or interests (Jena, 2020; Neneh, 2020; Rakib et al., 2020). The importance of students' interests/interests in influencing the entrepreneurial intentions of Boyonegoro Vocational High School students is the key to creating motivation for entrepreneurship (Neneh, 2020; Sriyakul & Jermsittiparsert, 2019; Trevers, 2017). Students who are passionate about a particular field are often motivated to start a business related to their passion or interest (Eliana et al., 2020; Lyons et al., 2021). This interest encourages them to face the challenges they may face while starting and growing a business with more determination, enthusiasm, and patience. Interest can also help students find jobs that are relevant to their goals and skills (Nguyen & Nguyen, 2023; Souitaris et al., 2018). When someone does something they love, they will have a good understanding of the market and customer needs in that field. This will allow the development of many new business ideas that meet the needs of the business and therefore ensure the success of the business. It is not only about entertainment or hobbies, but also about identifying business opportunities related to this goal (Hidayat et al., 2020; Moudrí and Thaichon, 2020; Xing et al., 2019). Passionate about technology and the ability to create new digital applications or services. Students have an interest in cooking and want to open a restaurant or catering business. Entrepreneurial passion is an incentive for students to run their own business because they feel a connection with this activity and see it as a manifestation test of their own thoughts and feelings (Jena, 2020; Winarno and Wijijayanti, 2018).

Entrepreneurial Intention

Passion is the feeling of liking and being attached to something or an activity that no one tells you. Therefore, thinking affects the formation of desire for a certain object. The problem of low entrepreneurship among students and

young people should be taken seriously, and now is the time for us to start understanding and encourage students and students to start a business or develop their business goals. Interest can come not only from business background or children, but also from the environment, friends and education. A person's business strategy can affect a person to become an entrepreneur: (1) The impact of high risk on business, the business person decides by clarifying the role of risk. The difference between the incomes of freelancers (entrepreneurs) is three times greater than that of freelancers, and concludes that risk tolerance is the reason for independent workers (entrepreneurs). (2) The impact of personal entrepreneurial success on business goals. Entrepreneurial success is the driving force behind a person's desire to become an entrepreneur, as success is seen as the positive or desired outcome of achieving a goal or business objective. This means that a person will be considered successful if they achieve desired business goals through execution. The true measure of success is not what is achieved, but how it is felt. (3) The impact of labor market freedom on entrepreneurial intentions. A 1991 study of small businesses found that 38% of people who left their jobs at another company did so because they wanted to be leaders of their own company. Some entrepreneurs enjoy the freedom to change their personal lives and work habits. In fact, many entrepreneurs do not simply switch sides. They value the freedom to do things, such as running their own business, collecting their own profits, and setting their own schedules. (4) Parents' past business experiences lead to differences in entrepreneurial intentions. This study will also investigate differences in entrepreneurial intentions based on parental occupation.

METHODOLOGY

This study is a multi-method study aimed at identifying and analyzing the impact of variables. The method used is descriptive translation. A scientific explanation is a description or explanation of the research object in the study and explains the impact of the interaction of different models with the prediction

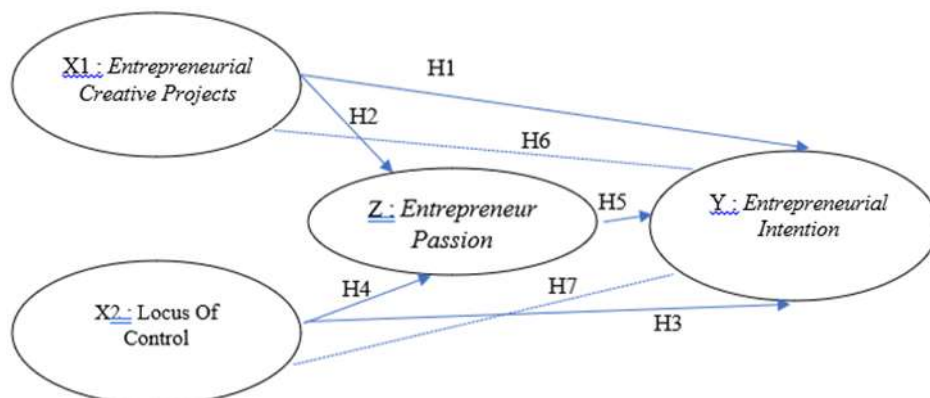


Figure 1. Conceptual Framework

The demographic characteristics used in this study are: (1) students taking creative business courses and (2) eleventh grade students. The number of students in this study is 268. This study adopted stratified random sampling based on the model developed by Cresswel (2013). Based on the total sample,

the sample size used to calculate the sample size of this study is 159 samples with a 5% margin of error and a 50% population ratio. The answer is already there. The distribution of online surveys was done by creating online surveys with the help of Google Form. While SmartPLS data analysis software is used in the data analysis process in this study, Semi Analysis Model (SEM) has a difference based on SEM method known as Partial Least Squares.

RESEARCH RESULT

Descriptive Statistical Analysis Based on Respondents

It was determined that the majority of the participants in the survey were women, 54% of the 86 participants, and the rest were men. In addition, the largest number of respondents to the survey were between the ages of 16-18, with 110 people. The most important of these was Computer and Network Engineering (TKJ), with 56 participants. Some students had no history of participating in the competition, 145 participants. In addition, most people had never tried to start a business, 136.

Results of PLS-SEM Data Analysis

This study uses SEM-PLS to evaluate the simultaneous relationship among the variables of entrepreneurial creativity (X1), control environment (X2), entrepreneurial interests (Z), and business intentions (Y). The steps of SEM-PLS analysis refer to the programs developed by Chin (1999) and Hair et al. (2013, 2020) include: (1) evaluation of the measurement model (external model).

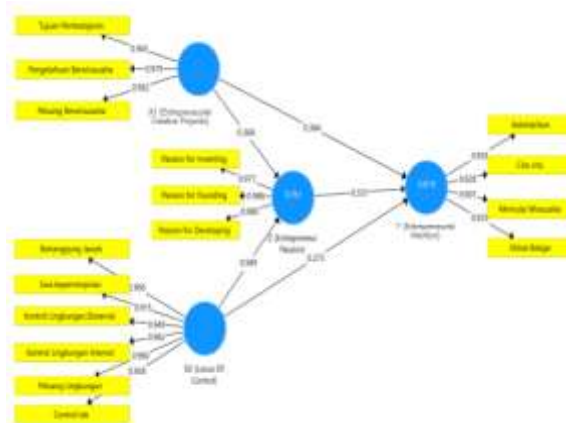


Figure 2. Hypothesis Analysis

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. Entrepreneurial Creative Projects Evaluation

Code	Variable and Indicator	Loading Factor	Cronbach's Alpha	CR	AVE
ECP1	So far I have been following the Entrepreneur Creative Project to be able to develop	0.907	0.950	0.960	0.801

	my business.	
ECP2	So far, the theories I have learned from Entrepreneurial Creative Projects are in accordance with reality.	0.932
ECP3	I have a business from my own experience/self-taught	0.862
ECP4	So far I can analyze the risks.	0.925
ECP5	With the provision of Entrepreneurial Creative Projects, I can read business opportunities more widely	0.855
ECP6	With Entrepreneurial Creative Projects I can understand Market Needs	0.886

Table 1 shows the values of convergent validity, discriminant validity, and composite reliability of the Locus Of Control variable (X2).

Table 2. Locus Of Control Evaluation

Code	Variable and Indikator	Loading Factor	Cronbach's Alpha	CR	AVE
LC1	I can always get the job done	0.812			
LC2	I don't like to postpone work	0.896			
LC3	I dare to take responsibility for every work error	0.965			
LC4	I always coordinate in a team work	0.828			
LC5	I can give leadership decisions	0.749			
LC6	My environment is supportive in my work	0.790	0.974	0.977	0.771
LC7	My family supports my work	0.947			
LC8	My current job is relevant to education	0.956			
LC9	The resources around me are adequate at work	0.894			
LC10	I can think creatively	0.968			
LC11	I can make business products	0.832			
LC12	I can lobby for	0.762			

	jobs/business partners	
LC13	I can commercialize new ideas or developments	0.966

According to the validity test of SmartPLS 3.0 software, the loading amount of 13 indicators of the index (X2) variable is 0.749-0.968 > 0.70. Therefore, see Chin (1998), Chin (2010) and hair et al. (2013), 10 points of the control point (X2) change are met for practical use.

Table 3 Entrepreneur Passion Evaluation

Code	Variable and Indicator	Loading Factor	Cronbach's Alpha	CR	AVE
EP1	I feel very excited when I create a new product or service for my business.	0.963	0.985	0.987	0.928
EP2	I feel excited when I find innovative ideas for my business.	0.980			
EP3	I am highly motivated to start and build a new business.	0.976			
EP4	I feel satisfied when I set up a new business.	0.948			
EP5	I am fully dedicated to developing and expanding my business.	0.963			
EP6	I am very passionate about improving my business operations and growth.	0.950			

SmartPLS 3.0 software was used to perform the validity test and obtained 0.948-0.980 with >0.70 loading for the work motivation (Z) variable index. Therefore, see Chin (1998), Chin (2010) and hair et al. (2013), happiness (Z) varies according to the efficiency of bringing products to market.

Table 4 Entrepreneurial Intention Evaluation

Code	Variable and Indicator	Loading Factor	Cronbach's Alpha	CR	AVE
EI1	I have a desire to become an entrepreneur.	0.850			
EI2	I am more interested in being an entrepreneur than an employee	0.920	0.945	0.954	0.724
EI3	My ambition is to become an entrepreneur in the future.	0.836			
EI4	I have an interest in	0.825			

	becoming an entrepreneur.	
EI5	I will dare to start a business in the near future	0.742
EI6	I am willing to work hard without fear of risks in entrepreneurship	0.847
EI7	I have an interest in learning entrepreneurship	0.850
EI8	When I am wrong I am ready to learn.	0.922

In addition to using the above criteria for conflict analysis, this study also referred to the criteria summarized by Fornell-Larscher (1988). Table 5 shows the results of the negative test according to the Fornell-Larscher model. According to Table 4.20, it can be seen that the Fornell-Larcker value of each construct for the difference of job creative design (X1), control point (X2), job passion (Z) and job goal (Y) is greater. Its relationship with other variables, meaning that these variables can be distinguished (Fornell, 1988; Chin, 2009; Hair, et al., 2013).

Table 5. Discriminant Validity Fornell-Larscher

	X1 (<i>Entrepreneurial Creative Projects</i>)	X2 (Locus Of Control)	Y (<i>Entrepreneurial Intention</i>)	Z (<i>Entrepreneur Passion</i>)
X1 (<i>Entrepreneurial Creative Projects</i>)	0.895			
X2 (Locus Of Control)	0.656	0.878		
Y (<i>Entrepreneurial Intention</i>)	0.811	0.809	0.851	
Z (<i>Entrepreneur Passion</i>)	0.749	0.835	0.850	0.964

In this study, the model developed by Fornell-Larscher (1988) as well as Henseler et al. (2014) tested discrimination. According to Table 6, the heterosexual-monosexual ratio (HTMT) value of each variable is <0.90. It is seen that variables such as entrepreneurial creativity (X1), control point (X2), entrepreneurial enthusiasm (Z), entrepreneurial mindset (Y) are subject to discrimination..

Table 6. Discriminant Validity Heterotrait-Monotrait (HTMT) Ratio

	X1 (<i>Entrepreneurial Creative Projects</i>)	X2 (Locus Of Control)	Y (<i>Entrepreneurial Intention</i>)	Z (<i>Entrepreneur Passion</i>)
X1 (<i>Entrepreneurial Creative Projects</i>)				
X2 (Locus Of Control)	0.671			
Y (<i>Entrepreneurial Intention</i>)	0.849	0.839		
Z (<i>Entrepreneur Passion</i>)	0.773	0.846	0.881	

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; f2, 4) to evaluate the predicted effect on Q2. Interest (Z), business intention (Y).

Table 7. Variance Inflation Factor (VIF) Value

	X1 (<i>Entrepreneurial Creative Projects</i>)	X2 (Locus Of Control)	Y (<i>Entrepreneurial Intention</i>)	Z (<i>Entrepreneur Passion</i>)
X1 (<i>Entrepreneurial Creative Projects</i>)			2.291	1.754
X2 (Locus Of Control)			3.321	1.754
Y (<i>Entrepreneurial Intention</i>)				
Z (<i>Entrepreneur Passion</i>)			4.307	

In this study, R-square or R² level is tested to see whether each latent endogenous variable has predictive power for the model. In short, R² value shows the strength of prediction accuracy (Hair et al., 2013). Table 8:

Table 8. R- Square (R2)

Variable	R Square
Y (<i>Entrepreneurial Intention</i>)	0.818
Z (<i>Entrepreneur Passion</i>)	0.768

According to Table 8, it is seen that the R2 value of the business goal (Y) variable is 0.818, which means that 81.8% of the business strategy (Y) variable is explained by business creativity (X1), trajectories, control Voluntary. (X2) and entrepreneurs Passion (Z) variable has predictive power. The remaining 18.2% is affected by other variables that are not part of this study. In addition, the R2 value of the market satisfaction (Z) variable is 0.768, which means that 76.8% of the variation in market satisfaction (Z) can be explained by business creativity (X1) and control point (X2) being different. strong predictive level. (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 9. F-Square Result

	X1 (<i>Entrepreneurial Creative Projects</i>)	X2 (Locus Of Control)	Y (<i>Entrepreneurial Intention</i>)	Z (<i>Entrepreneur Passion</i>)
X1 (<i>Entrepreneurial Creative Projects</i>)			0.342	0.306
X2 (Locus Of Control)			0.139	0.893
Y (<i>Entrepreneurial Intention</i>)				
Z (<i>Entrepreneur Passion</i>)			0.135	

In this study, evaluations regarding Q2 were also made in order to evaluate the quality of the observations and the measurement model created. If the Q2 value is > 0 (zero), it indicates that the model has high predictive accuracy. If the Q2 value is less than 0, it indicates that the model does not have predictive value. The models used in this study are as follows::

$$Q2 = 1 - (1 - R2).$$

$$Q2 = 1 - (1 - R12) (1 - R22)$$

$$Q2 = 1 - (1 - 0.768) (1 - 0.818)$$

$$Q2 = 0.957 > 0$$

The test results showed that the second quartile significance of the variables business creativity (X1), business management (X2), business excitement (Z) and business strategy (Y) is greater than 0, indicating that this

model exists. estimated correlation values. Hypothesis testing The research was conducted by t or t-test (t-score should be > 1.645) and the p-value (probability) should be less than ($<$) 0.050. The research proposal can be accepted if the data processing results meet the requirements. We will consider the evaluation of the research hypotheses step by step as the hypotheses are put forward. This study presents seven hypotheses, which will be discussed in the next section.

Table 10. Hypothesis Analysis Result

Direct Effect	T Statistics	t-value Sobel Test	P Values
X1 (<i>Entrepreneurial Creative Projects</i>) -> Y (<i>Entrepreneurial Intention</i>)	5.835		0.000
X1 (<i>Entrepreneurial Creative Projects</i>) -> Z (<i>Entrepreneur Passion</i>)	5.147		0.000
X2 (<i>Locus Of Control</i>) -> Y (<i>Entrepreneurial Intention</i>)	3.100		0.002
X2 (<i>Locus Of Control</i>) -> Z (<i>Entrepreneur Passion</i>)	8.806		0.000
Z (<i>Entrepreneur Passion</i>) -> Y (<i>Entrepreneurial Intention</i>)	2.924		0.004
Inderect Effect			
X1 (<i>Entrepreneurial Creative Projects</i>) -> Z (<i>Entrepreneur Passion</i>) -> Y (<i>Entrepreneurial Intention</i>)		2.631	0.009
X2 (<i>Locus Of Control</i>) -> Z (<i>Entrepreneur Passion</i>) -> Y (<i>Entrepreneurial Intention</i>)		2.688	0.007

DISCUSSION

The Influence of Entrepreneurial Creative Projects (X1) on Entrepreneurial Intention (Y)

The first hypothesis of this research is that business planning (X1) has a positive and positive effect on business thinking (Y). The complete data is shown in Table 10. The value of the effect of entrepreneurial creativity (X1) on entrepreneurial intention (Y) is $5.835 > 1.645$ and the p-value is $0.000 < 0.050$. It is seen that the first hypothesis of this research is established. This means that the identification of creative job position (X1) is very useful and the test has a positive effect on business goal (Y). Disorganization. The better the business plan, the higher the entrepreneurial spirit of Boyonegoro Vocational High School students. Similarly, the worse the entrepreneurial creativity of Boyonegoro Vocational High School students, the worse their entrepreneurial mindset. The results of this study also show that creative business plans, like the businesses of Boyonegoro Vocational High School students, fall into the good category.

The Influence of Entrepreneurial Creative Projects (X1) on Entrepreneur Passion (Z)

The second hypothesis of this study is that entrepreneurial creativity (X1) has a positive and positive effect on entrepreneurial happiness (Z). The complete data is shown in Table 10. The value of the effect of entrepreneurial creativity (X1) on entrepreneurial passion (Z) is $5.147 > 1.645$ and the p-value is $0.000 < 0.050$. It is seen that the second hypothesis of this study is established. This means that according to the statistics of Market Potential (X1), the test has a positive and positive effect on Market Activity (Z). Students can create products or services that customers really want, thus increasing their chances of success. Students who understand the business will be able to change their minds quickly, helping them stay and compete, and encouraging them to continue learning and innovating. Understanding the market helps students build relationships with customers. They can provide more personalized service and respond to customer feedback. These strong relationships can build customer trust and create a strong foundation for long-term business.

The Influence of Locus of Control (X2) on Entrepreneurial Intention (Y)

The third hypothesis of this research is that the management environment (X2) has a positive effect on business performance (Y). The completed data in Table 10 showed that the effect of control point (X2) on business intention (Y) has a t value of $3.100 > 1.645$, and the p value is $0.002 < 0.050$. It is seen that the third hypothesis of this research is established. This means that the analysis of control point (X2) has a positive and positive effect on the business goal (Y) of the test. Self-efficacy and business environment have a significant effect on entrepreneurial intentions. Age and gender do not affect entrepreneurial intention. The concept of locus of control was first introduced by Rotter (an expert in the field of leadership). Locus of control is the belief of individuals that outcomes (events in their lives) depend on their actions or characteristics.

The Influence of Locus of Control (X2) on Entrepreneur Passion (Z)

The fourth hypothesis of this research is that the control environment (X2) is effective and has a positive effect on job satisfaction (Z). The data processing results show in Table 10 that the effect of the control point (X2) on market motivation (Z) has a t-value of $8.806 > 1.645$, and a p-value of $0.000 < 0.050$. It can be seen that four ideas are developed in this research. This means that the analysis of the control center (X2) has a positive and positive effect on the test of business interest (Z). This will increase the students' interest in business. Students will be motivated to start and create new businesses and will gain the motivation to start a new company. The ability to market new ideas or improvements has a positive effect on students' motivation to start and develop new businesses. The ability to market new ideas allows students to believe that the idea is useful and can be accepted by the business and encourages students to see a real opportunity to succeed and capitalize on the idea.

The Influence of Entrepreneurial Passion (Z) on Entrepreneurial Intention (Y)

The fifth hypothesis of this study is that market satisfaction (Z) has a positive and positive effect on market performance (Y). The complete data is shown in Table 10. The value of the effect of work motivation (Z) on work intention (Y) is $2.924 > 1.645$, and the p-value is $0.004 < 0.050$. It can be seen that the fifth hypothesis of this study is established. This means that work excitement (Z) has a positive and positive effect on the work goal (Y) of the test force. This makes them more competitive and can offer unique products in the market. Enthusiastic students are also motivated to collaborate and explore new opportunities. They become more involved in the market, meet business people and form partnerships. This provides many opportunities for the business to grow and develop.

Indirect Influence of Entrepreneurial Creative Projects (X1) Through Entrepreneurial Passion (Z) on Entrepreneurial Intention (Y)

The sixth hypothesis of this research states that business strategy (X1) has a positive and indirect effect on business (Y) through business happiness (Z). The test results of the direct effect of entrepreneurial creativity (X1) on entrepreneurial intention (Y) through entrepreneurial happiness (Z) show that the Sobel test t value in Table 10 is $2.631 > 1.645$ and the Sobel test probability is 0.009 less than 0.050 ($p < 0.050$). It is seen that the sixth hypothesis of this research is established. This means that the determination of marketing strategy (X1) has a positive effect and is directly related to the marketing objective (Y) through marketing happiness (Z). thus increases the ability to create new products or services and find new business ideas. Ultimately, it will make students willing to be entrepreneurs. Students with good business ideas will be encouraged to create new, innovative products or services. We encourage them to be creative and find unique solutions that meet the needs of the business. A creative business activity can improve students' ability to analyze and evaluate business.

Indirect Influence of Locus of Control (X2) Through Entrepreneurial Passion (Z) on Entrepreneurial Intention (Y)

The seventh proposition of this research states that the management environment (X2) has a positive and indirect effect on the business (Y) through job happiness (Z). The direct effect of the control point (X2) from work motivation (Z) to work intention (Y) shows that the Sobel test t value in Table 10 is $2.688 > 1.645$ and the Sobel test probability is 0.007 less than 0.050 ($p < 0.050$). Seven ideas are developed in this research. This means that the determination of the control center (X2) has a positive and negative effect on the market excitement (Z) of the target (Y) to be marketed. There is a significant effect on the resources that can create entrepreneurial excitement and therefore entrepreneurial spirit in Boyonegoro vocational high school students. This means that a good management place can increase the interest in the business and create business interest. Entrepreneurial passion has a partial effect on the relationship between locus of control and entrepreneurship.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research and discussion in the previous section, the following conclusions can be drawn:). The higher the creative market activity (X1), the greater the creative market (Y). Location management (X2) has a positive effect on business objectives (Y). The higher the locus of control (X2), the greater the expected market value (Y). A creative business activity (X1) is highly effective and has a positive effect on job happiness (Z). The higher the job creativity (X1), the higher the job happiness (Z). The locus of control (X2) has a positive and positive effect on job happiness (Z). The higher the regulatory space (X2), the greater the market excitement (Z). A happy market (Z) has a positive effect on the market (Y). The higher the market sentiment (Z), the higher the market sentiment (Y). The creative business plan (X1) has a good and profitable business (Y) through a happy business (Z). The higher the marketing creativity (X1), the marketing strategy (Y) will also increase with marketing excitement (Z). The locus of control (X2) has a positive and positive effect on the business (Y) from the job pleasure (Z). The higher the level of control (X2), the target market's (Y) market happiness (Z) will also increase.

ADVANCED RESEARCH

Based on the above results and conclusions, the researcher can make the following recommendations: Schools should help expand business understanding How can creativity have a positive impact on business development and university support? Students should develop their own/demonstration business skills by trying small businesses such as selling products from home or running school sales. It is recommended that further research expand the study and try other research using other methods or modifications to develop students' entrepreneurial thinking. For businesses, it is recommended to continue training to encourage employees' entrepreneurial attitude and spirit.

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