http://ejournal.seaninstitute.or.id/index.php/Ekonomi
Jurnal Ekonomi, Volume 12, No 02, 2023
ISSN: 2301-6280 (print) ISSN: 2721-9879 (online)

THE INFLUENCE OF ENTREPRENEURIAL EDUCATION ON ENTREPRENEURIAL INTENTIONS BY THE MEDIATION OF SELF EFFICACY: STUDY OF A VOCATIONAL SCHOOL

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ARTICLEINFO

Keywords:
Entrepreneurship Education,
Entrepreneurship Self-Efficacy,
Entrepreneurial Intention,
Vocational High School

ABSTRACT

Despite the low ratio between the total population and the number of businesses, Indonesia has a huge possibility to develop entrepreneurs in the digital age. Implementing the Vocational School 4.0 competency curriculum, which focuses on fostering the entrepreneurial aim of vocational students, is one method to improve this situation. However, this program hasn't yet been able to yield any notable outcomes. With self-efficacy serving as the mediating variable, this study aims to evaluate the impact of entrepreneurship education on the entrepreneurial intention of students majoring in online business and marketing at a state vocational school. The study employs a quantitative methodology, and the eleventh and twelfth grades were given online questionnaires to complete. In the meanwhile, a structural equation model and partial least squares are used to analyze the data. The findings of this study show that entrepreneurship education positively and significantly affects entrepreneurial intention and entrepreneurial self-efficacy, entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention, and entrepreneurial self-efficacy mediates entrepreneurship education and entrepreneurial intention. It is advised to undertake a qualitative analysis to identify the most important aspects of entrepreneurial education, entrepreneurial intention, and entrepreneurial self-efficacy for further research.

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1. INTRODUCTION

Indonesia can potentially produce entrepreneurs in the digital era through the utilization of technologies. The amount of entrepreneurs in Indonesia has increased from 3.1 percent to 3.47 percent of the whole population (Statistics Indonesia, 2022). The amount of entrepreneurs is deemed a factor in a country's development. Hence, at least 2 percent of a country's total population are ought to be entrepreneurs (Ministry of Communication and Informatics, 2022). Millennials are thought to be able to become entrepreneurs with ease, which is proven by the entrepreneurship programs designed by the Ministry of Cooperatives and SMEs along with several stakeholders by using technology in adapting to the needs of entrepreneurs in the digital era. This utilization of technology is certainly profitable to establish new businesses and increase the number of entrepreneurs. As mentioned by Hatammimi and Wulandari (2014), youth, as a dominant group that follows the advancement of Information and Communication Technology (ICT), has been taking the opportunity to establish a business by utilizing ICT. Specifically, social media also influences in establishment of new businesses by college students (Hatammimi and Sharif, 2015). Meanwhile, if seen based on gender among students, most of the users of online businesses are female (Safitri and Hatammimi, 2014).

Based on the information obtained from Katadata (2022), most entrepreneurs in Indonesia are high school graduates (38.6 percent), followed by graduates with Diploma/Bachelor's degree (28 percent), junior high school graduates (10.8 percent), elementary school graduates (6.9 percent) and vocational school graduates (5.5 percent). Although vocational schools have their own curriculum and majors which allow the students to focus their study on business the number of graduates who become entrepreneurs is still low, especially if compared to the graduates from the other educational institutions mentioned above. Therefore, the Ministry of Education and Culture forms a competency development for the students at vocational schools in the context of industry 4.0. The development of entrepreneurial intention in the

students at vocational schools is deemed as a good strategy to prepare the future generation to be a generation that has good character, is productive, and excels at work, as well as to encourage them to be entrepreneurs.

It is known that the Indonesian population is much larger than its neighbour countries, such as Malaysia, Singapore, and Thailand. However, when the number of entrepreneurs, based on educational background, is compared to the population, Indonesia is still left behind them. Therefore, there is an issue when it comes to the population and the number of entrepreneurs in Indonesia (Statistics Indonesia, 2022). In specific, the authors found that only 10 percent of the alumni of vocational schools which becomes the object of this study become entrepreneurs. Moreover, the lack of interest in entrepreneurship, both in the national context and the vocational school observed, motivates the authors to conduct this research. Furthermore, this research also tries to study the variables from Puni et al. (2018)'s research by targeting respondents that have different characteristics. Finally, this study aims to determine the influence of entrepreneurship education on entrepreneurial intention and entrepreneurial self-efficacy, determine the effect of entrepreneurial self-efficacy on entrepreneurship education, as well as to determine the relationship between entrepreneurial self-efficacy which mediates entrepreneurship education and entrepreneurial intention. The research also includes the following hypotheses:

1. H-1: Entrepreneurship education positively and significantly affects entrepreneurial intention.
2. H-2: Entrepreneurship education positively and significantly affects entrepreneurial self-efficacy.
3. H3: Entrepreneurial self-efficacy positively and significantly affects entrepreneurship education.
4. H4: Entrepreneurial self-efficacy mediates entrepreneurship education and entrepreneurial intentions

2. LITERATURE RIVIEW

Kabir (2019) argues that entrepreneurship refers to the invention of products and services for a business established by an entrepreneur. Its principle refers to the characteristics of entrepreneurs, where they can think actively, and innovatively, as well as can minimize risks. It has several traits, such as goals, strategies, tips, processes, resources, and results, and each serves as an embodiment of value in entrepreneurship behavior (Rusdiana, 2018). In addition, according to Eurydice (2016), entrepreneurship education refers to the way students innovate creative ideas by developing their skills and mindset, as well as by altering them to entrepreneurial activities. It is one of the most important factors for economic growth and development (Mathew et al., 2017).

Moreover, the entrepreneurial intention is an information-search activity related to several things, one of which is being able to fulfil the establishment and development of businesses based on pre-determined goals (Wilbard, 2009). Meanwhile, Stiegler & Thanhäuser (2016) state that entrepreneurial intention is related to the beliefs of an individual when he or she establishes a new business. This means that a person with entrepreneurial intention tends to be open to his or her desire to establish a new business.

Furthermore, entrepreneurial self-efficacy refers to a person's belief in his or her own ability to complete tasks and activities (Suhartanto, 2022). It will depend on the person's judgments of their ability to perform and organize the activities, as well as related to the actions in achieving their goal (Ding, 2022).

2. METHOD

This study is quantitative research since that method can develop science and technology through the data in the form of numbers, as well as can analyse them through statistical analysis (Balaka, 2022). Moreover, this research is done through a survey via online questionnaires, in the form of Google forms. Sekaran & Bougie (2017) consider a survey as a process of collecting data and information which are related to an individual to identify and compare their traits and behaviour. Furthermore, the questionnaires implement 5 points Likert Scale. Indrawati (2015) states that the latter can measure an individual through "strongly disagree" - "strongly agree" options on several statements. The research population consists of students at a state vocational school who are majoring in online business and marketing. It is recorded that the population is 214 people.

Moreover, the samples are taken by using probability sampling. Leavy (2017) argues that with this technique, the sample selected will share the same chance of being selected by the researcher. Specifically, simple random sampling is a method that has satisfied the requirements for population data (Sugiyono, 2017). This research also utilises the Slovin Formula to determine the number of samples. 140 students at the state vocational school who were majoring in online business and marketing were selected as the samples. The data in this study were collected by the authors from the beginning to the end of November 2022. Later, the data of this study were analysed with SEM-PLS, while the measurement model and

hypothesis testing are done by using bootstrapping via Smart PLS v.3.2.9 software. Sholihin and Ratmono (2021) argue that the former can work efficiently with small sample sizes and complex models.

3. RESULT AND DISCUSSION

The respondents of this research are the students at a state vocational school who are majoring in Online Business and Marketing that have received entrepreneurship subjects. The respondents obtained were 140 students. They are consist of 79.5 percent female students (110 students) and 20.5 percent male students (30 students). These respondents were dominated by 63 percent of the twelfth graders (90 students) and 37 percent of the eleventh graders (50 students).

1. Assessment of the Measurement Model

Hair et al. (2013) state that outer loading is used to count a construct model in measuring the models in PLS. Meanwhile, Ghozali & Latan (2015) argue that the outer model is used to assess the validity and reliability of the constructed model in research. It will show how the observed variable can represent the latent variable to be measured. Ghozali and Latan (as quoted in Hamid & Anwar, 2019) also state that the rule of thumb in assessing convergent validity is that the loading factor value must be bigger than 0.7 (for confirmatory research) and between 0.6 – 0.7 (for exploratory research) and that the average variance inflation factor (AVE) value must be bigger than 0.5. The measurement model of this research involves three variables, which are entrepreneurship education (as the exogenous variable), entrepreneurial intention (as the endogenous variable), as well as entrepreneurial self-efficacy (as the intervening variable). The detail can be seen in figure 1 below. For this figure and later tables, Entrepreneurship Education is coded as EE, Entrepreneurial Intention is coded as EI, and Entrepreneurial Self-Efficacy is coded as SE

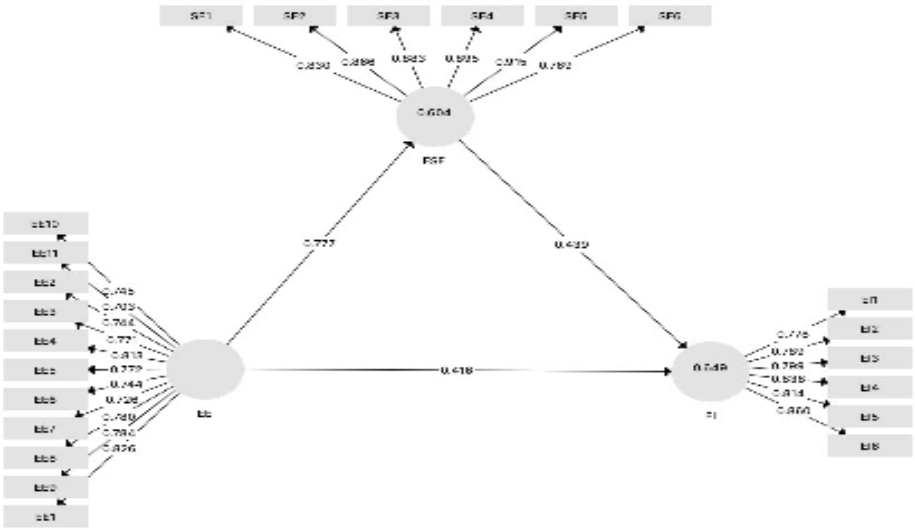

Figure 1. Research Outer Model
Source: Own Elaboration

Based on the results of the outer model shown in Figure 1 the whole construct satisfies the characteristics of convergent validity. The test for the latter includes the outer loading and average variance extracted (AVE) tests.

Convergent Validity

Jogiyanto & Abdillah (2009) state that in their measurement, convergent validity must possess a highly correlated construct. Table 1 below explains the outer loading test:

Table 1. Outer Loading Test

	EE	EI	ESE
EE1	0.826		

	EE	EI	ESE
EE2	0.744		
EE3	0.771		
EE4	0.813		
EE5	0.772		
EE6	0.744		
EE7	0.726		
EE8	0.780		
EE9	0.784		
EE10	0.745		
EE11	0.703		
EI1		0.778	
EI2		0.789	
EI3		0.799	
EI4		0.838	
EI5		0.814	
EI6		0.860	
ESE1			0.830
ESE2			0.866
ESE3			0.883
ESE4			0.895
ESE5			0.915
ESE6			0.769

Source: Own Elaboration

The validity test on SmartPLS concerns the outer loading value of all sub-variables, in which the outer loading value of each variable will be considered valid if the outer loading value is bigger than 0.7. Based on the tests done on SmartPLS software, all sub-variables of this research (which consist of Entrepreneurship Education, Entrepreneurial Intention, and Entrepreneurial Self-Efficacy) have fulfilled the validity test, since all the outer loading values are bigger than 0.7.

Average Variance Extracted (AVE)

Ghozali & Latan (2015) also mention that besides outer loading, convergent validity also concerns the AVE value, in which each variable must possess an AVE value that is bigger than 0.5. The following values shown in Table 2 are the AVE results from this research.

Table 2. Average Variance Extracted (AVE)

Variables	Average Variance Extracted (AVE)
Entrepreneurial Education	0.585
Entrepreneurial Intention	0.662
Entrepreneurial Self Efficacy	0.741

Based on table 2, the overall AVE value of entrepreneurship education is 0.585, the overall AVE value of entrepreneurial intention is 0.662, and the overall AVE value of entrepreneurial self-efficacy is 0.741. These three values have satisfied the acceptance criteria for the AVE test since each of them is bigger than 0.5.

Discriminant Validity

Hair et al. (2013) argue that discriminant validity is how a test of a particular construct must be different from the other constructs. The cross-loading value will be accepted and considered valid if in each construct indicator, it is higher than the correlation value of the other construct indicators. Table 3 shows the results of the cross-loading test in this research:

Table 3. Cross-Loading Test

	EE	EI	ESE
EE1	0.826	0.625	0.640
EE2	0.744	0.593	0.561
EE3	0.771	0.582	0.553
EE4	0.813	0.617	0.615
EE5	0.772	0.575	0.680
EE6	0.744	0.563	0.587
EE7	0.726	0.494	0.533
EE8	0.780	0.588	0.609
EE9	0.784	0.626	0.638
EE10	0.745	0.612	0.605
EE11	0.703	0.463	0.485
EI1	0.518	0.778	0.495
EI2	0.572	0.789	0.603
EI3	0.595	0.799	0.543
EI4	0.629	0.838	0.600
EI5	0.650	0.814	0.743
EI6	0.701	0.860	0.688
ESE1	0.671	0.579	0.830
ESE2	0.698	0.625	0.866
ESE3	0.624	0.558	0.883
ESE4	0.632	0.652	0.895
ESE5	0.697	0.739	0.915
ESE6	0.673	0.745	0.769

Based on the output results tested with SmartPLS software, Entrepreneurship Education has 11 sub-variables and their overall cross-loading value is greater than the construct indicators of the other variables. As for Entrepreneurial Intention, it only has six sub-variables and their overall cross-loading value is greater than the construct indicators of the other variables. Finally, Entrepreneurial Self-Efficacy has six sub-variables and their overall cross-loading value is also greater than the construct indicators of the other variables.

Reliability Testing

There are two tests in reliability testing, which are composite reliability and Cronbach alpha tests. It is known that the former can give a higher estimation of the true reliability (Garson, 2014). A variable will be accepted and considered valid (in the reliability test of the measurement model on SmartPLS) if the reliability value of the measurement model sufficient for exploratory purposes is greater than or similar to 0.6. Meanwhile, a sufficient model for confirmatory purposes must be greater than or similar to 0.70. Finally, the value of each Cronbach's alpha for each variable must be greater than 0.7. The following Table 4 shows the results of this research's model reliability test:

Table 4. Research's Model Reliability Test

Variables	Cronbach's alpha	Composite reliability
Entrepreneurial Education	0.929	0.931
Entrepreneurial Intention	0.898	0.904
Entrepreneurial Self Efficacy	0.929	0.931

Based on the results in table 4 all research variables, which are entrepreneurship education, entrepreneurial intention, and entrepreneurial self-efficacy, have Cronbach's alpha value greater than 0.7. Furthermore, the composite reliability value of each variable is also greater than 0.7. Therefore, it is safe to say that this research model has satisfied the reliability test, hence indicating that the measurement model has good accuracy, precision, and consistency.

2. Inner Model Test

R-Square is used in this research to determine and measure the level of variation changes between the independent and dependent variables (Jogiyanto & Abdillah, 2009). Ghozali & Latan (2015) say that the recommended R-Square values are 0.75; 0.50 and 0.25 - where each represents strong, moderate, and weak R-Square values. The following Table 5 shows the results of this research's R-Square values:

Table 5. R-Square Value

Variables	R-square	R-square adjusted
Entrepreneurial Intention	0.649	0.644

Source: Own Elaboration

Based on table 5, the R-Square values for entrepreneurial intention is 0.649, meaning that 64.9 percent of this variable is influenced by entrepreneurship education and the remaining 35.1 percent is influenced by other-external factors or variables.

3. Hypothesis Testing

Muhtarom et al. (2022) state that comparing the original sample values, t-statistics and p-values can be done during the hypothesis testing. The acceptance criteria in that particular testing is: if the t-statistic value is greater than the t-table value, and if the p-value is smaller than 0.05. In testing the direct effect (one-tailed) with a significance level of 5 percent, a t-statistic of 1.65 is used whereas in testing the indirect effect (two-tailed), a t-statistic of 1.96 is used (Ghozali & Latan, 2015).

Direct Effect

The measurement of the direct effect between variables are shown in Table 6 below.

Table 6 Direct Effect Hypothesis Test

Hypothesis	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Results
H1 = EE+ -> EI	0.416	0.416	0.129	3.216	0.001	Accepted
H2 = EE+ -> ESE	0.777	0.780	0.043	18.159	0.000	Accepted
H3 = ESE+ -> EI	0.439	0.441	0.113	3.869	0.000	Accepted

The Influence of Entrepreneurship Education on Entrepreneurial Intention

Based on the H-1 test, it is proven that entrepreneurship education affects entrepreneurial intention, since the p-value is smaller than 0.05. To examine the direction of influence considering that the original sample value is 0.416, therefore it can be said that entrepreneurship education positively affects entrepreneurial intention. Entrepreneurship-based teaching for the eleventh and twelfth graders has succeeded in shaping entrepreneurial intention in the students at the State Vocational High School who are majoring in online business and marketing. They are equipped with knowledge of creativity and basic ideas to be entrepreneurs. Moreover, they also comprehend business solutions from various environmental conditions and are prepared with knowledge of the characteristics of a successful and independent entrepreneur that each of them must possess. Therefore, after understanding and applying various values and knowledge from their education, these particular students can develop an intention on becoming entrepreneurs, since they want to establish and run a new business. It is believed that in possessing this type of intention, they must have a good understanding, be ready for the risks, as well as be serious about the idea of running a business.

The Influence of Entrepreneurship Education on Entrepreneurial Self-Efficacy

Based on the results of the H-2 test, it can be proven that entrepreneurship education affects entrepreneurial self-efficacy since the p-value is smaller than 0.005. To examine the direction of influence considering that the original sample value is 0.777, it is safe to say that entrepreneurship education positively affects entrepreneurial self-efficacy in the students at the State Vocational School who are majoring in online business and marketing. This is similar to the questionnaire items from Puni et al. (2018) research, where they indicate that entrepreneurship-based teaching has been executed effectively and interactively, hence all goals contained in the curriculum (concerning one's comprehension of the characteristics of the basic idea of developing a business, recognizing entrepreneurial-based jobs, understanding opportunities and challenges in the environment, as well as provide solutions to conditions in the environment to make students understand the characteristics of independent and successful entrepreneurs) are achieved. This particular success will invoke self-efficacy in the students who have understood the beliefs to establish and run a business, as well as to find various conveniences in establishing and running a business since they will be familiar with the knowledge through the entrepreneurship education provided in the major of online business and marketing - hence producing candidates to be successful entrepreneurs.

The Influence of Entrepreneurial Self-Efficacy on Entrepreneurial Intention

Based on the H-3 hypothesis test, it is proven that entrepreneurial self-efficacy affects entrepreneurial intention, since the p-value is smaller than 0.05. To see the direction of influence considering that the original sample value is 0.439, it is safe to say that entrepreneurial self-efficacy positively affects entrepreneurial intention. The students at the State Vocational School who are majoring in online business and marketing (the eleventh and twelfth graders who have received entrepreneurship subjects) are found to possess a positive relationship between entrepreneurship self-efficacy and entrepreneurial intention which are embedded in each of them. Therefore, in the future, they might be able to develop entrepreneurial business projects, understand practical things in establishing a business, as well as run their businesses smoothly. Good self-efficacy will also give them entrepreneurial intention, as well as directly motivates them in wanting to be entrepreneurs who are prepared for various risks in the future.

Indirect Effect

The measurement of the indirect effect between variables is shown in Table 7 below.

Table 7. Indirect Effect Hypothesis Test

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Results
H4 = EE -> ESE -> EI	0.341	0.344	0.092	3.715	0.000	Accepted

The Influence of Entrepreneurship Education, which is mediated by Entrepreneurial Self-Efficacy, on Entrepreneurial Intention

Based on the H-4 test, it is proven that entrepreneurial self-efficacy mediates entrepreneurship education and entrepreneurial intention in the students at the State Vocational School who are majoring in online business and marketing. Entrepreneurial self-efficacy is found to positively mediate entrepreneurship education and entrepreneurial intention, since the result of the p-value is smaller than 0.05 and the original sample value is 0.341. Moreover, the reason that entrepreneurial education has a positive relationship is probably that the students at the State Vocational School who are majoring in online business and marketing (the eleventh and twelfth graders) have received entrepreneurship education that is based on the curriculum hence possessing good self-efficacy. According to Bandura & Walters (1963), good self-efficacy is the knowledge of what to do, as well as the confidence in performing entrepreneurial activities properly - thus developing entrepreneurial intention which can be applied to entrepreneurial projects.

DISCUSSION

Based on the results of the analysis, the result of this research indicates that entrepreneurship education positively and significantly affects entrepreneurial intention. This supports and is similar to Puni et al., (2018); Hoang et al., (2021); and Adu et al., (2020) research. Moreover, entrepreneurship education also positively and significantly affects entrepreneurial self-efficacy. This supports and is similar to Puni et al., (2018); Hassan (2020); and Mozahem & Adlouni (2021) research. Furthermore, entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention. This supports and is similar to Puni et al., (2018) and Shi et al., (2020) research. Finally, entrepreneurial self-efficacy mediates entrepreneurship education and entrepreneurial intention. This supports and is similar to Puni et al., (2018) research.

4. CONCLUSION

Based on the results of the hypothesis testing, it is clear that all of the hypotheses have been proven. Entrepreneurship education positively and significantly affects entrepreneurial intention, entrepreneurship education significantly and positively affects entrepreneurial self-efficacy, entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention, and entrepreneurial self-efficacy mediates entrepreneurship education on entrepreneurial intention. The researchers suggest that the research object must also consider the influence of entrepreneurship education on entrepreneurial intention, to help the State Vocational School to upgrade their entrepreneurship-teaching in an effort to facilitate the students in increasing their ability through self-efficacy. In addition, this school can also give motivational development programs for the students in order for them to apply the teaching provided. Therefore, entrepreneurial self-efficacy can be utilised as an extra value for school accreditation. For further research, it is suggested to explore entrepreneurship education, entrepreneurial intention, and entrepreneurial self-efficacy to give the stakeholders more effective and efficient consideration in policy making. Most significant factors from these three variables can be found as well as the reason behind their selection.

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