

## Original Research Article

# Entrepreneurship Education and Curriculum Affect Student Entrepreneurial Intention through Moderation of Entrepreneurial Mindset in Center of Excellence Vocational High School

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### ABSTRACT

**Aims:**This study aims to analyze the impact of entrepreneurship education and entrepreneurship curriculum on entrepreneurial intention among students, moderated by entrepreneurial mindset in Vocational High Schools.

**Study design:**This research employs a quantitative research design

**Place and Duration of Study:**The study was conducted among students of the Center of Excellence Vocational High School in Banyuwangi, with a population of 7249 students (N). The sample size was determined using a Sample Size Calculator, resulting in a sample of 365 participants.

**Methodology:**The research instrument utilized in this study was a questionnaire employing a Likert scale ranging from 1 to 5: strongly disagree, disagree, neutral, agree, and strongly agree. Data analysis was conducted using the Partial Least Squares (PLS) technique implemented through SmartPLS version 3.

**Results:**Entrepreneurship education provides practical knowledge and shapes students' entrepreneurial mindsets, whereas the Entrepreneurship Curriculum offers theoretical foundations and stimulates entrepreneurial enthusiasm. Although the Entrepreneurial Mindset does not moderate the impact of Entrepreneurship Education, it moderates the effect of the Entrepreneurship Curriculum, highlighting the need to align the Curriculum with the development of an entrepreneurial mindset. These findings serve as a basis for improving entrepreneurial education strategies at the vocational high school level.

**Conclusion:**This study concludes that Entrepreneurship Education, Entrepreneurship Curriculum, and Entrepreneurial Mindset positively contribute to Entrepreneurial Intention among outstanding Vocational High School students in Banyuwangi. While there is no significant interaction between Entrepreneurship Education and Entrepreneurial Mindset, a significant interaction exists between the Entrepreneurship Curriculum and Entrepreneurial Mindset concerning Entrepreneurial Intention. These findings illustrate the moderating role of the Entrepreneurial Mindset in mitigating the negative impact of the Curriculum on students' entrepreneurial intention.

*Keywords: Entrepreneurship, Curriculum, Entrepreneurial Intentions, Entrepreneurial Mindset*

### 1. INTRODUCTION

Entrepreneurial intention among students still needs attention in the education sector, especially at the Senior High School level. According to the Central Statistics Agency (Badan

Pusat Statistik) report in August 2021, around 248.05 thousand individuals in East Java were jobless or yet to secure employment, indicating a lack of motivation towards entrepreneurship. The Open Unemployment Rate in the province stood at 9.54%, primarily among Vocational High School graduates. In 2022, it was 4.33%, with data indicating graduates from Senior High Schools or equivalent dominating at 14.78%. This trend is evident in Banyuwangi Regency, where the unemployment rate from 2021 to 2022 remained consistently below 5%. A survey of graduates in 2023 from the Vocational High Schools, such as the State Vocational High School Darul Ulum Muncar, showed approximately 1.68% engaging in entrepreneurship, while the State Vocational High School 1 Banyuwangi recorded 2.07% involved in entrepreneurial activities. Entrepreneurship has long been an essential component of a country's economic growth [1]. In 2020, business growth in Indonesia was still notably slow, evident from the ratio of entrepreneurs to the Indonesian population, standing at a mere 3.47%, the smallest among peers like Singapore at 8.76%, Malaysia and Thailand at 4.5%, whereas in developed countries, it is around 10-12% of the population (Ministry of Cooperatives and Small and Medium Enterprises, 2020). This underscores the increasingly significant role played by the entrepreneurial sector in the national economy, particularly in Indonesia. Entrepreneurship holds the potential to enhance a country's competitiveness, living standards, and available job opportunities for its citizens [2]. On the other hand, with the advancement of globalization, entrepreneurship has become a pivotal factor in addressing global challenges, particularly in global economic competitiveness through creativity and innovation [2],[3]. According to the Theory of Planned Behavior, factors such as one's attitude and perceived representative norms shape an individual's intention, which subsequently directly influences behavior [5]. Hence, an individual's ambition to become an entrepreneur (entrepreneurial intention), also known as entrepreneurship intention, may reflect one's inclination to establish a business genuinely [6].

Boldureanu et al., (2020) stated that the function of education is an immensely crucial part of economic growth as having skilled individuals contributes to generating a higher national income [7][8]. Vocational High Schools, being one of the institutions contributing to the highest unemployment rates, the government under the auspices of the Ministry of Education and Culture, the Directorate of Vocational Schools, and the Directorate General of Vocational Education, continuously strive to improve and implement numerous strategies to enhance the quality of education and human resources for Vocational High Schools students [9]. Curriculum development, particularly emphasizing entrepreneurship education and the demands from the Directorate of Vocational Education stating that Vocational High Schools should produce successful entrepreneurs (<https://vokasi.kemdikbud.go.id/> accessed on December 15, 2023), requires the Vocational High Schools to perceive this as an effort to improve education, enhance entrepreneurial intention, and cultivate entrepreneurial mindsets among students. Schools can engage students in entrepreneurial activities to elevate their intention towards entrepreneurship since education has been proven to play a pivotal role in students' success in entrepreneurial activities [10]. With the aid of entrepreneurship education, it is hoped that teachers will better prepare their students for the workforce, help them demonstrate their abilities to society, foster independence, and lay the groundwork for developing entrepreneurial traits [11][12].

The development of entrepreneurial skills should be integrated into the curriculum at all levels of education, commencing from primary schools and continuing through higher education. The success of implementing this program requires coordinated, sustainable efforts across departments in all aspects of education [13].

Centers of Excellence Vocational High Schools have overarching goals, as broadly explained by Iwu et al. (2021), aiming to become hubs for enhancing the quality of human resources by aligning with comprehensive vocational education. Thus, the outputs from

these Centers of Excellence Vocational High Schools are intended to integrate into the workforce or become entrepreneurs [14]. Therefore, it can be said that these Centers of Excellence Vocational High Schools are referred to by the government in implementing entrepreneurship curriculum implementations and are prepared to be reference schools. They are ready to disseminate this curriculum to other schools within their regions, work placement partners, and other stakeholders, thereby producing students ready for both employment and entrepreneurship.

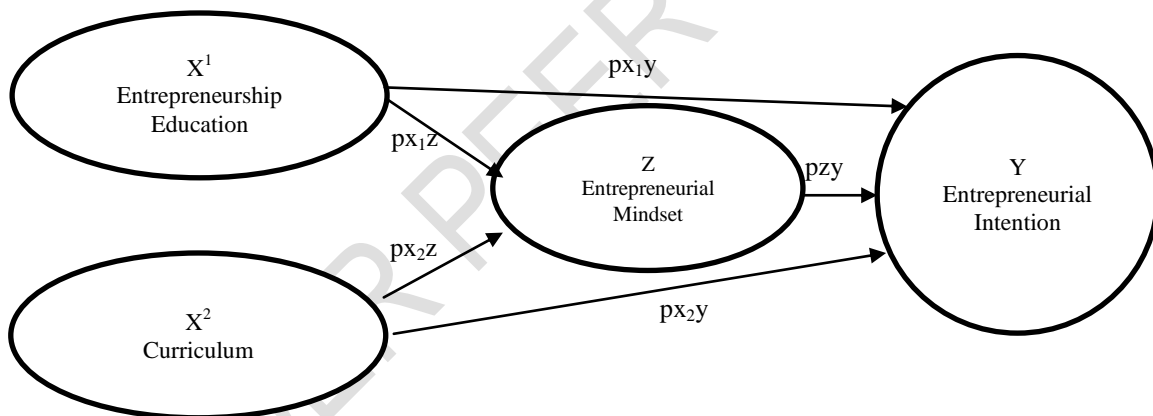
Recent research has shed light on the factors that influence students' propensity to start a business in South Africa. Jojor and Sihotang (2022) highlighted the respondent group's agreement on the benefits of entrepreneurship education in economic development, with an emphasis on the role of entrepreneurship at the macro level [15]. Findings showed a positive correlation between the perceived competence of the lecturer team and student entrepreneurship. Handayati et al. (2020) strengthened this argument by emphasizing that entrepreneurship education in East Java motivates vocational students to start businesses [16]. Policy implications include the expansion of the entrepreneurship curriculum in Indonesia to shape students' competencies and entrepreneurial spirit. Furthermore, research by Jojor and Sihotang (2022) uncovered barriers and efforts in implementing the independent learning policy in the Vocational High School curriculum [17], including increased teacher competence and improved infrastructure. Similar research by [18] evaluates the implementation of the Freedom of Learning Independent Campus ("Merdeka Belajar Kampus Merdeka" / MBKM) curriculum in the Primary School Teacher Education study program, finding that the MBKM program has been implemented successfully, with positive results on performance indicators and graduate learning. Therefore, researchers focus on entrepreneurship education and Vocational Centers of Excellence, considering the demands of the Directorate of Vocational Education to produce successful entrepreneurs. This is a foothold for improving education and increasing entrepreneurial intentions, as well as shaping students' entrepreneurial mindset.

Based on the study findings and the problems that have been mentioned the author investigated that the current facts are different from the state of the field in previous studies. However, previous research studies have shown that vocational students are well-equipped to enter the workforce after graduation. However, the number of available positions does not match the current demand, leading to an increasing number of unemployed vocational graduates. The current business environment provides a wider range of offerings and support to encourage entrepreneurial activities, including government programs such as School of Entrepreneurship, financing and assistance for learners to start businesses, and external and internal school programs to encourage the Vocational High School graduates to become successful business owners. The purpose of this study is to analyze entrepreneurial education and entrepreneurial curriculum that affect entrepreneurial intention in students with the moderation of entrepreneurial mindset in the Vocational High School students. Furthermore, the presence or absence of entrepreneurial attitude as a mediator variable will reveal whether the relationship between these variables strengthens or weakens. By analyzing the correlation between these characteristics, thus, finding realistic ways to inspire students to pursue their entrepreneurial intentions according to current conditions can be achieved. Through SEM-PLS, this research has theoretical and practical value, and its design is based on the field situation with the title **"Entrepreneurship Education and Curriculum Affect Student Entrepreneurial Intention through Moderation of Entrepreneurial Mindset in Center of Excellence Vocational High School."**

## 2. MATERIAL AND METHODS / EXPERIMENTAL DETAILS / METHODOLOGY

This study uses a type of quantitative approach, this method aims to provide a comprehensive explanation of the available data and facts regarding the social phenomena that are the problem in this study. The quantitative approach is explained by (Rezaei Soufi et al., 2022). The selection of quantitative methods is based on numerical analysis, starting from data collection and data interpretation and then presenting conclusions [19]. Correlational analysis is the method of choice for this study. The population in this study is 7249 students of the Vocational High School Center of Excellence in Banyuwangi (N). The sample in this study with the calculation of the Sample Size Calculator was 365 samples. The research instrument used in this study is a questionnaire or survey using a Likert measuring scale, namely an interval scale of 1-5, strongly disagree, disagree, doubt, agree, and strongly agree. The next instrument is literature study and observation. Data analysis in this study uses the Partial Least Squares (PLS) technique to analyze data and apply with SmartPLS version 3. The data analysis consists of measuring the outer model and inner model [20]. The outer model analyzes related to validation and reliability tests, provided that if the average value (AVE) of each item in the question is greater than 0.5, it is said to be valid, and if the composite reliability value is greater than or equal to 0.7, it is said to be reliable. Furthermore, the inner and outer measurement tests together in one series will produce hypothesis testing results, provided that if the T statistical value > from the T table 1.96 ( $\alpha$  5%), the hypothesis is considered accepted.

This research design is organized in the chart below:



**Figure 1 Chart of Research Design**  
Source: processed by researchers

## 3. RESULTS AND DISCUSSION

### 3.1 Characteristics of Respondents

The characteristics of respondents are described in this study, namely by age, class, gender, and school. The following are the results of data analysis related to the characteristics of respondents in this study:

Table 1 Characteristics of Respondents by Age

Age	Total
16 Years old	42

17 Years old	181
18 Years old	159
19 Years old	13
<b>Total</b>	<b>395</b>

Source: Primary data processed (2023)

Based on the table of respondent characteristics based on age, it is known that the majority of respondents are dominated by respondents aged 17 years, as many as 181 respondents. Respondents aged 18 years were 159 respondents. Furthermore, respondents 16 years of age were 42 respondents. In contrast, the other 13 respondents were respondents aged 19 years.

Table 2. Characteristics of Respondents by class

<b>Class</b>	<b>Total</b>
XI	96
XII	299
<b>Total</b>	<b>395</b>

Source: Primary data processed (2023)

Based on the table of respondent characteristics based on class, it is known that the majority of respondents are dominated by respondents with grade XII, as many as 299 respondents. While the rest, 96 respondents, were respondents with class XI.

Table 3. Characteristics of Respondents Based on Gender

<b>Gender</b>	<b>Total</b>
Male	153
Female	242
<b>Total</b>	<b>395</b>

Source: Primary data processed (2023)

Based on the table of respondent characteristics based on gender, it is known that the majority of respondents are dominated by respondents with female gender, namely 245 respondents. While the remaining 153 respondents were male respondents.

Table 4. Characteristics of Respondents Based on School

<b>School</b>	<b>Total</b>
State Vocational High School 1 Banyuwangi	106
State Vocational High School 1 Glagah	120
State Vocational High School Kalibaru	61
State Vocational High School Darul UlumMuncar	108
<b>Total</b>	<b>395</b>

Based on the table of characteristics of respondents based on school origin, it is known that the majority of respondents are dominated by respondents from the State Vocational High School 1 Glagah, with as many as 120 respondents. Respondents with State Vocational High School 1 Banyuwangi as many as 106 respondents. Furthermore, respondents with Darul Ulum Muncur State Vocational High School were 108 respondents. Meanwhile, the

remaining 61 respondents were respondents with the origin of the Kalibaru State Vocational High School.

### 3.2 Partial Least Square Analysis

#### Outer Measurement

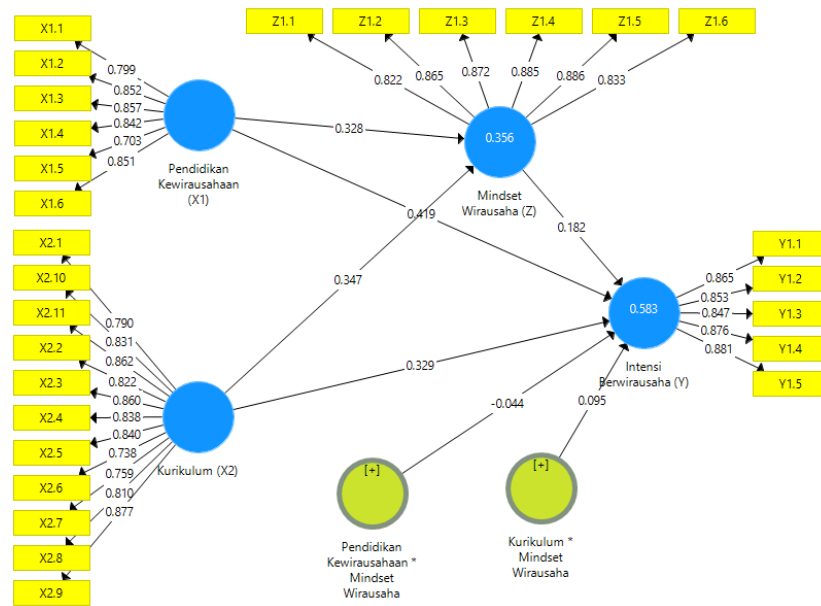


Figure 2. Outer measurement of the research model

#### 3.3.1 Convergent validity

Table 5. Outer Loading Value of Research Indicators

	Entrepreneurial Intention (Y)	Curriculum (X2)	Curriculum * Entrepreneurial Mindset	Entrepreneurial Mindset (Z)	Entrepreneurship Education (X1)	Entrepreneurship Education * Entrepreneurial Mindset
Curriculum (X2) * Entrepreneurial Mindset (Z)			1.661			
Entrepreneurship Education (X1) * Entrepreneurial Mindset (Z)						1.440
X1.1					0.799	
X1.2					0.852	
X1.3					0.857	
X1.4					0.842	
X1.5					0.703	
X1.6					0.851	
X2.1		0.79				
X2.10		0.83				

X2.11	0.862	
X2.2	0.822	
X2.3	0.860	
X2.4	0.838	
X2.5	0.840	
X2.6	0.738	
X2.7	0.759	
X2.8	0.810	
X2.9	0.877	
Y1.1	0.865	
Y1.2	0.853	
Y1.3	0.847	
Y1.4	0.876	
Y1.5	0.881	
Z1.1		0.822
Z1.2		0.865
Z1.3		0.872
Z1.4		0.885
Z1.5		0.886
Z1.6		0.833

Source: Primary Data Processed (2022)

Based on the results of measuring outer loading on reflective indicators, it is known that all research indicators have met the criteria for use as variable measurement indicators because they have an outer loading value greater than 0.7 (outer loading > 0.7). The data above shows that there are no variable indicators whose outer loading value is below 0.7, so all indicators are declared feasible or valid for research use and can be used for further analysis.

### 3.3.2 Discriminat validity

Table 6. Cross Loading Measurement Results

	Entrepreneurial Intention (Y)	Curriculum (X2)	Curriculum * Entrepreneurial Mindset	Entrepreneurial Mindset (Z)	Entrepreneurship Education (X1)	Entrepreneurship Education * Entrepreneurial Mindset
Curriculum (X2) *		-				
Entrepreneurial Mindset (Z)	-0.078	0.295	1.000	-0.124	-0.151	0.831
Entrepreneurship Education (X1) * Entrepreneurial	-0.039	0.174	0.831	-0.109	-0.072	1.000

Mindset (Z)						
X1.1	0.521	0.48 7	-0.244	0.431	0.798	-0.174
X1.2	0.599	0.47 7	-0.154	0.421	0.854	-0.070
X1.3	0.569	0.49 6	-0.217	0.434	0.857	-0.114
X1.4	0.563	0.44 2	-0.112	0.426	0.842	-0.037
X1.5	0.526	0.36 0	0.079	0.398	0.704	0.053
X1.6	0.555	0.48 2	-0.086	0.452	0.849	-0.011
X2.1	0.482	0.79 2	-0.189	0.354	0.418	-0.111
X2.10	0.536	0.83 1	-0.237	0.459	0.432	-0.094
X2.11	0.554	0.86 2	-0.288	0.458	0.462	-0.138
X2.2	0.497	0.82 0	-0.264	0.465	0.494	-0.143
X2.3	0.511	0.85 7	-0.274	0.529	0.496	-0.186
X2.4	0.517	0.83 9	-0.202	0.407	0.468	-0.162
X2.5	0.506	0.84 0	-0.284	0.439	0.445	-0.169
X2.6	0.418	0.73 7	-0.235	0.386	0.408	-0.181
X2.7	0.486	0.76 2	-0.199	0.362	0.480	-0.145
X2.8	0.579	0.81 2	-0.245	0.454	0.508	-0.136
X2.9	0.542	0.87 7	-0.247	0.457	0.440	-0.120
Y1.1	0.865	0.50 1	-0.016	0.473	0.556	0.001
Y1.2	0.853	0.49 3	-0.109	0.464	0.603	-0.093
Y1.3	0.847	0.57 5	-0.010	0.560	0.550	0.042
Y1.4	0.876	0.54 5	-0.085	0.451	0.586	-0.049
Y1.5	0.881	0.58 3	-0.113	0.484	0.639	-0.067
Z1.1	0.472	0.43 8	-0.098	0.824	0.417	-0.099
Z1.2	0.487	0.48 0	-0.076	0.866	0.413	-0.058
Z1.3	0.483	0.43 2	-0.060	0.873	0.427	-0.065
Z1.4	0.458	0.45 5	-0.106	0.882	0.489	-0.086

<b>Z1.5</b>	0.535	0.48 6	-0.125	0.888	0.457	-0.099
<b>Z1.6</b>	0.469	0.44 1	-0.177	0.830	0.494	-0.157

Source: Primary Data Processed (2023)

Based on the data presentation in the table above, it can be seen that each indicator in the research variable has the largest cross-loading value on the variable it forms compared to the cross-loading value on other variables. Based on the results obtained, it can be stated that the indicators used in this study have good discriminant validity in compiling their respective variables.

Another way to measure discriminant validity is to look at the square root value of the average variance extracted (AVE). The recommended value is above 0.5 [21]. The following is the AVE value in the research produced in Table 7.

Table 7. Average Variance Extracted (AVE)

	Average Variance Extracted (AVE)
<b>Entrepreneurial Intention(Y)</b>	<b>0.747</b>
<b>Curriculum (X2)</b>	<b>0.675</b>
<b>Curriculum * Entrepreneurial Mindset</b>	<b>1.000</b>
<b>Entrepreneurial Mindset (Z)</b>	<b>0.741</b>
<b>Entrepreneurship Education (X1)</b>	<b>0.671</b>
<b>Entrepreneurship Education * Entrepreneurial Mindset</b>	<b>1.000</b>

Source: Primary data processed (2022)

Based on Table 7, it is known that all research variables have met the AVE standard value above 0.5 (AVE > 0.5). The Entrepreneurial Intention variable has an AVE value of 0.747, the Curriculum variable (X2) has an AVE value of 0.675, the Entrepreneurial Mindset variable (Z) has an AVE value of 0.741, the Entrepreneurship Education variable (X1) has an AVE value of 0.671, the Entrepreneurial Mindset Curriculum variable has an AVE value of 1.000, and the Entrepreneurial Mindset Entrepreneurship Education variable has an AVE value of 1.000. Based on the consideration of the AVE value owned by each variable, it can be concluded that all variables meet the Discriminant Validity value because they have an AVE value greater than 0.5. Thus, it can be stated that each variable has good discriminant validity.

### 3.3.3 Composite Reliability dan Cronbach Alpha

Table 8. Composite Reliability

	Composite Reliability
<b>Entrepreneurial Intention (Y)</b>	<b>0.937</b>
<b>Curriculum (X2)</b>	<b>0.958</b>
<b>Curriculum * Entrepreneurial Mindset</b>	<b>1.000</b>

<b>Entrepreneurial Mindset (Z)</b>	<b>0.945</b>
<b>Entrepreneurship Education (X1)</b>	<b>0.924</b>
<b>Entrepreneurship Education * Entrepreneurial Mindset</b>	<b>1.000</b>

Table 9. Cronbach's Alpha

	<b>Cronbach's Alpha</b>
<b>Entrepreneurial Intention (Y)</b>	<b>0.915</b>
<b>Curriculum (X2)</b>	<b>0.952</b>
<b>Curriculum * Entrepreneurial Mindset</b>	<b>1.000</b>
<b>Entrepreneurial Mindset (Z)</b>	<b>0.930</b>
<b>Entrepreneurship Education (X1)</b>	<b>0.901</b>
<b>Entrepreneurship Education * Entrepreneurial Mindset</b>	<b>1.000</b>

Source: Primary Data (2023)

Based on the table above, it can be seen that the Cronbach alpha value of each research variable is > 0.7. Thus, these results can show that each research variable has met the requirements of the Cronbach alpha value, so it can be concluded that all variables have a high level of reliability.

### Inner Measurement

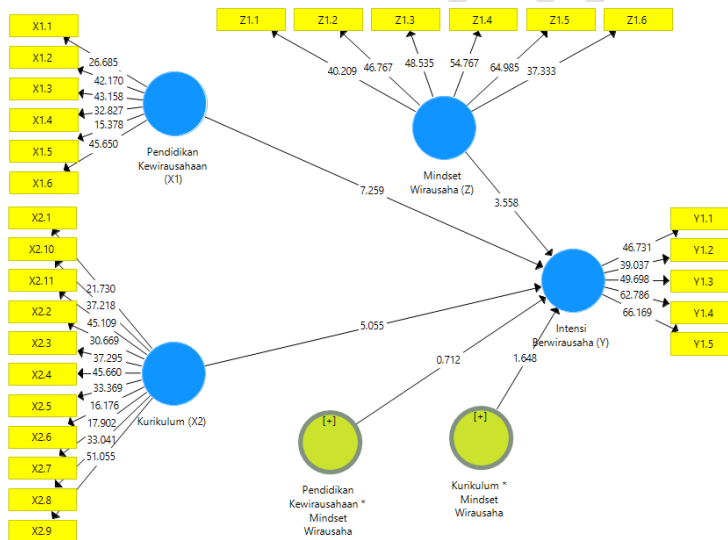


Figure 3. Measurement of the Inner Model of Research

Table 10. Value of the Coefficient of Determination (R<sup>2</sup>)

	<b>R Square</b>	<b>R Square Adjusted</b>
<b>Entrepreneurial Intention (Y)</b>	0.583	0.578
<b>Entrepreneurial Mindset (Z)</b>	0.356	0.353

Source: Primary Data (2022)

Based on the value of R Square on the model of Entrepreneurial Intention (Y), an R Square value of 0.583 was obtained. These results indicate that the variables of entrepreneurship education, entrepreneurship curriculum, and entrepreneurial mindset are able to explain the variable entrepreneurial intention of 58.3%, while the rest is 41.7%, explained by variables not included in the research model. Based on the R Square value on the Entrepreneurial Mindset model (Z), the R Square value is 0.356. These results indicate that the variables of entrepreneurship education and entrepreneurship curriculum are able to explain the entrepreneurial mindset variable by 35.6%, while the remaining 64.4% is explained by variables not included in the research model.

Table 11. Research Hypothesis Test

	Original Sample (O)	T Statistics ( O/STDEV)	P Values
Curriculum (X2) -> Entrepreneurial Intention (Y)	0.329	4.880	<b>0.000</b>
Curriculum (X2) -> Entrepreneurial Mindset (Z)	0.347	5.706	<b>0.000</b>
Curriculum * Entrepreneurial Mindset -> Entrepreneurial Intention (Y)	0.095	1.721	<b>0.043</b>
Entrepreneurial Mindset (Z) -> Entrepreneurial Intention (Y)	0.182	3.324	<b>0.000</b>
Entrepreneurship Education (X1) -> Entrepreneurial Intention (Y)	0.419	7.231	<b>0.000</b>
Entrepreneurship Education (X1) -> Entrepreneurial Mindset (Z)	0.328	5.113	<b>0.000</b>
Entrepreneurship Education * Entrepreneurial Mindset -> Entrepreneurial Intention (Y)	-0.044	0.733	<b>0.232</b>

Source: Primary Data (2023)

## DISCUSSION

H1 : Entrepreneurship Education (X1) -> Entrepreneurial Intention (Y)

Entrepreneurship Education (X1) on Entrepreneurial Intention has a path coefficient of 0.419, a T-statistic value of 7.231, and a P-value of 0.000. The T statistic value is greater than the T table ( $7.231 > 1.996$ ), and the P value is 0.000 or smaller than the 5% alpha standard ( $0.000 < 0.05$ ), meaning that the first hypothesis (H1) is accepted. In other words, entrepreneurship education is able to increase the entrepreneurial intent of superior vocational students in Banyuwangi. Entrepreneurship Education is a crucial element in

equipping students with essential knowledge and skills to understand business aspects, business planning, and entrepreneurial elements. With this understanding, students can develop the confidence necessary to plan, execute, and manage their own businesses, encouraging them to consider self-employment as a career option. Entrepreneurship education programs also provide inspiration through case studies and success stories, motivating students to pursue an entrepreneurial career. Previous research, such as that conducted by Yanti, A. (2019) [22]. Also, Hapuk, M. S. K., Suwatno, S., & Machmud, A. (2020) confirmed that entrepreneurship education can increase students' entrepreneurial intentions through understanding business opportunities and developing creative ideas [23].

## **H2 : Curriculum (X2) -> Entrepreneurial Intention (Y)**

Entrepreneurship Curriculum (X1) on Entrepreneurial Intention has a path coefficient of 0.329, a T statistic value of 4.880, and a P-value of 0.000. The T statistic value is greater than the T table ( $4.880 > 1.996$ ), and the P value is 0.000 or smaller than the 5% alpha standard ( $0.000 < 0.05$ ), meaning that the second hypothesis (H2) is accepted.

In other words, the Entrepreneurship Curriculum is able to increase the Entrepreneurial Intention of superior vocational students in Banyuwangi. The Entrepreneurship Curriculum acts as an important tool that provides essential knowledge and skills in understanding business, business planning, and managerial concepts. Interesting and applicable curriculum materials stimulate students' interest in business, while practical and simulation activities provide hands-on experience to increase entrepreneurial intentions. These findings support the view that the Entrepreneurship Curriculum not only provides an academic foundation but also stimulates students' enthusiasm and exploration of entrepreneurial opportunities. Previous research by Mariani (2020) provides empirical support for the effectiveness of an entrepreneurship-focused curriculum, highlighting the positive impact on students' entrepreneurial motivation and intentions[24].

## **H3: Entrepreneurship Education (X1) -> Entrepreneurial Mindset (Z)**

Entrepreneurship Education (X1) on entrepreneurial mindset has a path coefficient value of 0.328. It has a T statistic value of 5.113 and a P-value of 0.000. The T statistic value is greater than the T table ( $5.113 > 1.996$ ). The P value is 0.000 or smaller than the 5% alpha standard ( $0.000 < 0.05$ ), meaning that the third hypothesis (H3) is accepted.

In other words, Entrepreneurship Education is able to increase the entrepreneurial mindset of superior vocational students in Banyuwangi. Entrepreneurship education in Vocational High Schools has proven to have a positive and significant impact on the development of students' entrepreneurial mindset. Research by Wibowo, A. (2021) at the leading vocational school in Banyuwangi shows that this program positively influences the formation of students' entrepreneurial mindset [25]. Entrepreneurship education participants tend to have a proactive attitude, enthusiasm for challenges, and high self-confidence in developing their own businesses. In addition to providing practical knowledge, the program shapes the entrepreneurial mindset, enabling students to see business opportunities, develop innovative ideas, and cope with business risks. The results show that entrepreneurship education in Banyuwangi's flagship vocational schools is effective in improving student's readiness to enter the entrepreneurial world with a positive mental attitude, playing a key role in equipping the younger generation with the skills and attitudes needed to succeed in business.

## **H4 : Curriculum (X2) -> Entrepreneurial Mindset (Z)**

The curriculum (X2) on entrepreneurial mindset has a path coefficient value of 0.182. It has a T statistic value of 3.324 and a P-value of 0.000. The T statistic value is greater than the T

table (3.324 > 1.996), and the P value is 0.000 or smaller than the 5% alpha standard (0.000 < 0.05), meaning that the fourth hypothesis (H4) is accepted. In other words, the curriculum is able to increase the entrepreneurial mindset of superior vocational students in Banyuwangi. The curriculum is designed to provide an in-depth understanding of business concepts, risk management, and marketing strategies that are essential for aspiring entrepreneurs. Research shows that students who follow this curriculum have the ability to see business opportunities, develop creative ideas, and manage risks wisely. The curriculum not only provides theoretical knowledge but also engages students in practical situations, stimulating the development of mental attitudes necessary for success as entrepreneurs. Sabekti, A. I., Harini, H., & Sabandi (2023) emphasized that the curriculum can shape students into reliable innovators and problem solvers [26]. With these findings, it can be concluded that the curriculum at the flagship vocational schools in Banyuwangi has a positive and significant influence on students' entrepreneurial mindset, preparing the younger generation with a solid knowledge base and resilient mental attitude to face challenges in entrepreneurship.

#### **H5 : Entrepreneurial Mindset (Z) -> Entrepreneurial Intention (Y)**

Entrepreneurial Mindset (Z) on Entrepreneurial Intention has a path coefficient value of 0.419. It has a T statistic value of 0.330 and a P-value of 0.000. The T statistic value is greater than the T table (5.055 > 1.996), and the P value is 0.000 or smaller than the 5% alpha standard (0.000 < 0.05), meaning that the fifth hypothesis (H5) is accepted. In other words, the Entrepreneurial Mindset is able to increase the Entrepreneurial Intention of superior vocational students in Banyuwangi. Research on superior vocational students in Banyuwangi shows a positive and significant effect of Entrepreneurial Mindset on Entrepreneurial Intention. These findings illustrate the importance of psychological factors, such as entrepreneurial attitudes and intentions, in shaping students' interest in engaging in entrepreneurial activities. Previous research by Sanusi, I. (2022) supports these findings, highlighting the role of entrepreneurial mindset in the context of secondary education [27]. An entrepreneurial mindset involves not only business knowledge but also attitudes, beliefs, and mindsets that support a positive outlook toward business risks and challenges. The practical implications of this study emphasize the need for the development of educational programs that facilitate the development of an entrepreneurial mindset in vocational students, focusing on the development of curriculum and teaching methods that stimulate the growth of an entrepreneurial mindset at the secondary education level.

#### **H6: Entrepreneurship Education \* Entrepreneurial Mindset -> Entrepreneurial Intention (Y)**

Entrepreneurial Mindset on the Effect of Entrepreneurship Education on Entrepreneurial Intentions shows that the path coefficient value is -0.044 and has a T statistic value of 0.733 and a P-value of 0.238. The T statistic value is smaller than the T table (0.733 < 1.984), and the P value is 0.232 or greater than the 5% alpha standard (0.238 > 0.05), meaning that the sixth hypothesis (H6) is rejected. This shows that the Entrepreneurial Mindset is not able to moderate the effect of Entrepreneurship Education on Entrepreneurial Intention. Previous research by Naiborhu, I. K., & Susanti, S. (2021) and Fauziah, Y. N. (2023) provide a foundation of understanding for this finding, exploring the moderating role of Entrepreneurial Mindset in the relationship between Entrepreneurship Education and Entrepreneurial Intention at the secondary education level [28][29]. Although these findings may differ, the results suggest that the effectiveness of Entrepreneurship Education is not entirely dependent on the level of individual Entrepreneurial Mindset. The practical implications include adjusting the approach in the development of Entrepreneurship Education programs at the secondary education level while still incorporating aspects of entrepreneurial mentality development in the curriculum for holistic integration. Overall, this study provides a more

complete picture of the interaction of Entrepreneurial Mindset, Entrepreneurship Education, and Entrepreneurial Intention, providing a basis for the improvement and development of entrepreneurship education strategies.

#### **H7: Curriculum \* Entrepreneurial Mindset -> Entrepreneurial Intention (Y)**

Entrepreneurial Mindset on the Effect of Curriculum on Entrepreneurial Intention shows that the path coefficient value is 0.095 and has a T statistic value of 1.721 and a P-value of 0.043. The T statistic value is greater than the T table ( $1.721 > 1.984$ ), and the P value of 0.043 or smaller than the 5% alpha standard ( $0.043 < 0.05$ ) indicates that there is a significant interaction effect between the Curriculum, Entrepreneurial Mindset on Entrepreneurial Intention. The path coefficient value is positive (0.095), meaning that the seventh hypothesis (H7) is accepted. In other words, students who have a good entrepreneurial mindset tend to have entrepreneurial intentions that are strengthened by the entrepreneurship curriculum at their school. The findings of this study reveal the moderating role of Entrepreneurial Mindset in reducing the negative impact of the Curriculum on Entrepreneurial Intention in students. The results showed that individuals with a positive Entrepreneurial Mindset can mitigate the adverse effects that may arise from the curriculum related to entrepreneurship. Previous research by Kania, R., & Februdi, A. (2021) and Sabekti, A. I., Harini, H., and Sabandi, M. (2023) supports the hypothesis that entrepreneurial Mindset provides a significant moderating influence on the relationship between entrepreneurship curriculum and entrepreneurial intention [30][26]. The findings emphasize the importance of aligning the entrepreneurship curriculum with entrepreneurial mindset development, highlighting that having a positive entrepreneurial mindset is critical to enhancing the positive impact of the curriculum on students' entrepreneurial intentions. The practical implication is the need for education providers to pay attention to the integration of entrepreneurial mindset-building elements in the teaching and learning process to design a holistic and integrated strategy for shaping students' positive mindset and entrepreneurial skill development.

#### **4. CONCLUSION**

The results showed that Entrepreneurship Education (X1) and Entrepreneurship Curriculum (X2) have a positive and significant effect on Entrepreneurial Intention (Y) in superior vocational high school students in Banyuwangi. Similarly, Entrepreneurial Mindset (Z) also has a positive and significant influence on Entrepreneurial Intention. However, when running the moderation test, the findings show that there is no significant interaction relationship between Entrepreneurial Mindset and Entrepreneurship Education on Entrepreneurial Intention (H4 rejected). On the other hand, there is a significant interaction effect between Entrepreneurial Mindset and Entrepreneurship Curriculum on Entrepreneurial Intention (H5 accepted). These results indicate that the Entrepreneurial Mindset plays a moderating role in weakening the negative effect of Curriculum on Entrepreneurial Intention.

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