

Entrepreneurship Education and Self-Efficacy: How Do They Affect the Entrepreneurial Readiness of Vocational Students?

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Abstract

The dearth of entrepreneurial activity in Indonesia can be attributed to the lack of requisite skills possessed by those who aspire to become entrepreneurs. It is evident that aspiring entrepreneurs lack the necessary skills to play an effective role in the country's economy. Consequently, it is of the utmost importance to implement tangible measures with the objective of enhancing the country's economic performance. In addition, it is essential to implement concrete measures with the aim of improving entrepreneurial skills among the population. One potential avenue for improvement is through educational initiatives that impart the requisite skills. The objective of this study is to assess the influence of entrepreneurial readiness on students from an early age. This study examines the effect of entrepreneurship education and self-efficacy on the entrepreneurial readiness of vocational students. The data utilized in this study were collected from primary sources. The data were processed using the structural equation modeling (SEM) partial least squares (PLS) version 4.0.2 application. The SEM-PLS Version 4.0.2 application demonstrated that entrepreneurship education has a significant effect on entrepreneurial intention. The findings indicate that entrepreneurship education plays a pivotal role in fostering vocational students' readiness for entrepreneurship. The study found that self-efficacy has a significant effect on vocational students' readiness for entrepreneurship. Furthermore, the results indicated that entrepreneurship education

Keyword: entrepreneur; vocational student; education; self efficacy

1. Introduction

The development of entrepreneurship among the younger generation, especially Vocational High School students, represents a crucial strategic step in an effort to increase economic growth and create jobs in Indonesia (Kristiawan et al., 2019). The district of Bekasi, which is one of the leading industrial areas in Indonesia, has the potential to produce creative and innovative young entrepreneurs (Wahyutomo et al., 2021). The district benefits from supportive infrastructure, access to vast markets, and a dynamic business environment, all of which can act as catalysts for entrepreneurship development.

Nevertheless, significant challenges remain. Data from the Central Bureau of Statistics (BPS) in 2021 indicates that the unemployment rate in Bekasi Regency reached 8.26%, a relatively high figure in consideration of the region's economic potential. This high unemployment rate suggests that a considerable number of Vocational High School graduates

in Bekasi Regency are inadequately prepared to enter the workforce, either as employees or as entrepreneurs. This can be attributed to a number of factors, including a dearth of practical skills aligned with industry requirements, a lack of self-efficacy, and suboptimal entrepreneurship education imparted to Vocational High School students.

It is anticipated that entrepreneurship education will prove an effective means of addressing this issue. Entrepreneurship education provides vocational students with the requisite knowledge, skills and attitudes to enable them to establish and manage their own businesses (Jones & English, 2004). Furthermore, it can enhance students' self-efficacy, defined as the belief in one's capacity to achieve specific goals, including those related to entrepreneurship (Akmaliah & Pihie, 2009).

Self-efficacy is a psychological factor that has a significant effect on an individual's readiness for entrepreneurship (Memon et al., 2019). Students who have high self-efficacy are more likely to take risks, to persevere in the face of challenges, and to pursue their business goals with greater confidence (Setiawan, 2014). Therefore, increasing self-efficacy through entrepreneurship education is crucial in preparing vocational students to become successful entrepreneurs.

This study aims to examine the effect of entrepreneurship education and self-efficacy on the entrepreneurial readiness of vocational students in Bekasi Regency. By understanding the relationship between these variables, it is hoped that an effective strategy can be found to increase the entrepreneurial readiness of vocational students, thereby contributing to a reduction in the unemployment rate and an improvement in economic welfare in Bekasi Regency. It is further anticipated that the findings of this research will inform the development of more effective and relevant entrepreneurship education programmes for vocational students, and provide valuable insights for policy makers, educators and practitioners.

2. Literature Review

2.1 Cognitivism

Cognitivism is a learning theory that places emphasis on mental processes such as thinking, memory, and problem solving (K. R. Clark, 2018). Cognitivism highlights how individuals understand, internalise, and apply the information they acquire (Strauss & Quinn, 1997). This theory is highly relevant in understanding how students process and apply the entrepreneurial knowledge they learn in school.

Entrepreneurship education, within the framework of cognitivism, serves as a guiding force in the construction of students' mental schemas pertaining to the entrepreneurial realm (Gustafsson, 2006). By means of structured and comprehensive learning, students are furnished with the requisite knowledge and understanding of a number of important aspects (Spiro et al., 2012), including the ability to identify and evaluate potential business opportunities in the surrounding environment, the capacity to develop a well-considered plan for the establishment and operation of a business, encompassing marketing, financial and operational strategies, and the ability to master the principles of business financial management in order to avoid bankruptcy and achieve profits. Additionally, students are equipped with the skills to communicate, negotiate and establish cooperation with various related parties in the business world.

This knowledge and understanding is then internalised and structured into the students' cognitive schema, thereby providing a solid mental foundation for stepping into the entrepreneurial world. By linking cognitivism with this research, it can be seen that entrepreneurship education plays an important role in building entrepreneurial knowledge, skills and attitudes through an active and reflective learning process. The enhanced self-efficacy observed in students as a consequence of this educational programme is also a reflection of the principles of cognitivism, which emphasises self-belief and the capacity to utilise knowledge effectively in diverse contexts. This indicates that an educational approach grounded in the theory of cognitivism has the potential to enhance the entrepreneurial preparedness of Vocational High School students in the Bekasi District.

2.2 Entrepreneur Education

Entrepreneurship education is an educational programme that places a strong emphasis on the importance of entrepreneurship as a key element in providing students with the necessary competencies to succeed in the modern business environment (Boldureanu et al., 2020). Agus Wibowo has stated that entrepreneurship education is an effort to instil an entrepreneurial spirit and mentality in students, both through educational institutions and other institutions such as training centres and training programmes (Wibowo et al., 2023)

Entrepreneurship education plays a role in the formation of entrepreneurial character and mentality, as well as instilling entrepreneurial competencies and values (Farhangmehr et al., 2016). The importance of providing entrepreneurship education to students who states that one of the factors that encourage the growth of entrepreneurship in a country is the role of universities in organising entrepreneurship education. Entrepreneurship education is a deliberate and practical endeavour to enhance students' knowledge, intentions and competencies in order to facilitate the realisation of their potential (Binks et al., 2006).

Entrepreneurship education is of great importance in fostering a generation that exhibits an entrepreneurial spirit, including the courage to take risks, innovation, honesty, resilience, and a drive for excellence (Envick, 2014). In addition to its benefits for children and society, entrepreneurship education also contributes to the success of national development programmes. Therefore, it is essential to prioritise entrepreneurship education in the school curriculum.

The consensus of experts is that entrepreneurship education is an educational programme that focuses on entrepreneurial aspects with the objective of instilling an entrepreneurial spirit and mentality. The aim is to provide students with a comprehensive understanding of the various competencies and knowledge associated with entrepreneurship.

2.3 Self Efficacy

As posited by (Bandura & Bandura, 2005), self-efficacy constitutes a pivotal element within the tenets of cognitive social theory. This concept may be defined as an individual's conviction in their capacity to attain the desired outcomes. (Bandura & Wessels, 1994) posits that self-efficacy is a belief in one's own ability to perform an action in order to deal with a given situation in a way that will result in the desired outcome. This self-confidence affects the type of activity chosen, the amount of effort made, and the individual's resilience in the face of difficulties.

The extent to which an individual is able to perform a given behaviour is contingent upon their self-efficacy, which in turn is influenced by the outcome of that behaviour. Success in an action will increase self-efficacy, which in turn will motivate individuals to act more persistently, especially when the goal to be achieved is clear. Furthermore, as (Baron et al., 2006) observed, self-efficacy is a person's evaluation of their ability or competence in performing a task, achieving a goal, or overcoming obstacles.

From the various definitions presented above, it can be concluded that self-efficacy is an attitude or feeling of confidence in one's own abilities. Individuals with high self-efficacy tend to exhibit lower levels of anxiety in their actions, a sense of freedom to engage in activities they enjoy, and a willingness to accept responsibility for their actions. They also display a tendency towards warmth and politeness in their interactions with others, an appreciation for the contributions of others, a drive for achievement, and an awareness of their strengths and weaknesses.

2.4 Entrepreneurial Readiness

Entrepreneurial readiness is a business activity carried out by one or several individuals with the aim of making a profit through the utilisation of opportunities, supported by their physical, mental, emotional, skills, and knowledge (Olugbola, 2017). Meanwhile, (Schillo et al., 2016) states that entrepreneurial readiness is a condition in which individuals feel ready, supported by the ability, willingness, and desire to face various situations in entrepreneurship. Yunita (2020: 453) posits that entrepreneurial readiness is a person's response to others in entrepreneurial activities based on their abilities (Markman & Baron, 2003).

The various opinions of these experts collectively indicate that entrepreneurial readiness encompasses mental conditions and individual knowledge, driven by desire and willingness, and is based on opportunities and experience. Students who are ready for entrepreneurship can run a business well when they are willing to take risks and have a sense of readiness in themselves.

3. Material and Method

3.1 Design Study

This study aims to explore the effect of entrepreneurship education and self-efficacy on entrepreneurial readiness of Vocational High School students in Bekasi Regency. This research design will use quantitative methods that collect data in the form of numbers, which will later be analyzed using statistical techniques, specifically Structural Equation Modeling (SEM). The use of Smart PLS Software will be used to describe the relationship between variables that influence and are influenced by the variables under study.

Respondents in this study will be selected from the population of Vocational High School students in Bekasi Regency who are taking entrepreneurship subjects. Sampling will be conducted using a non-probability approach with a purposive strategy. It aims to select samples that are considered representative of the population with certain characteristics, namely Vocational High School students who are taking entrepreneurship subjects. Thus, this study will investigate the effect of entrepreneurship education and the level of self-efficacy on entrepreneurial readiness of Vocational High School students in Bekasi Regency.

3.2 Data Analysis

This study employs structural equation modelling (SEM) with Smart PLS to assess the impact of entrepreneurship education and self-efficacy on the entrepreneurial readiness of vocational high school students. SEM enables the concurrent evaluation of both the outer model (measurement model) and the inner model (structural model) (Hair Jr et al., 2020).

Convergent validity, which reflects how well indicators represent the underlying construct, is evaluated through the external load and Average Variance Extracted (AVE) values (Haji-Othman & Yusuff, 2022). Although traditionally a load above 0.7 is considered acceptable, (Ghazali & Latan, 2014) suggests a range between 0.5 and 0.6 may also be sufficient.

Composite reliability, another indicator of convergent validity, is used to evaluate the internal consistency of indicators within a construct (Ab Hamid et al., 2017). A value exceeding 0.7 for composite reliability indicates good internal consistency. Furthermore, Cronbach's alpha, a commonly used measure of internal consistency reliability in traditional regression analysis, is employed to ensure construct reliability, with values over 0.7 deemed acceptable. By utilising these techniques with Smart PLS, this study seeks to establish the validity and reliability of the measurement instruments, as well as the hypothesised relationships between the variables.

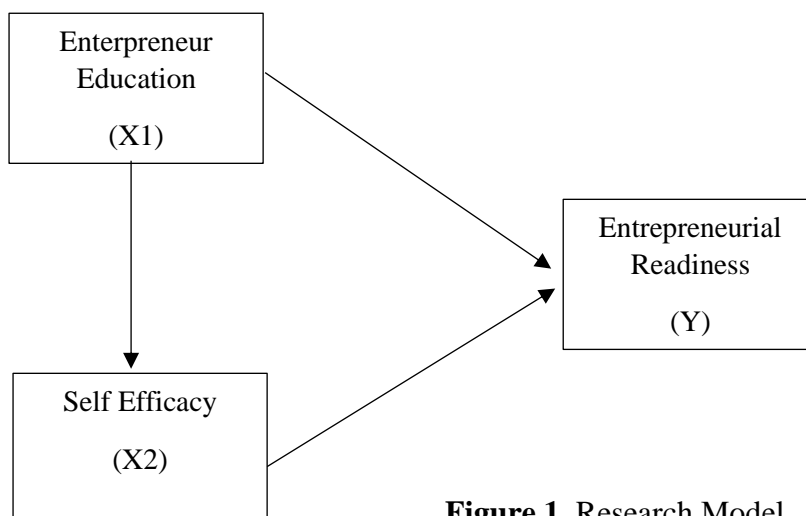


Figure 1. Research Model

4. Result

4.1. The Outer Model Prediction

There are 3 stages in the measurement model, and the first is to analyze internal consistency. Second, evaluate the validity of the construct (L. A. Clark & Watson, 2016). Furthermore, the final step is to determine discriminant validity. The internal consistency value is obtained by assessing Cronbach alpha (CA) and Composite Reliability (CR) values, as shown in Table 2. The recommended value to meet good reliability is above 0.7.

Table 1. The Respondents Profile

Characteristics	Freuquency	Precentage
Age		
16	23	18.11%
17	62	48.81%
18	42	33.07%
Asal Sekolah		
Trisima Vocational High School	42	33.07%
Gema Nusantara Vocational High School	28	22.05%
Vocational High School 1 Cikarang Selatan	12	9.45%
Vocational High School 1 Cikarang Barat	7	5.51%
Vocational High School 2 Cikarang Barat	8	6.30%
Vocational High School 3 Cikarang Barat	7	5.51%
Vocational High School 1 Cikarang Utara	6	4.72%
Vocational High School 2 Cikarang Utara	11	8.66%
Vocational High School Cibitung 1	6	4.72%
Gender		
Female	73	57.48%
Male	54	42.52%

The data indicate that the majority of respondents are 17 years old, representing 48.81% of the total respondents. The next largest age group is 18 years old, comprising 33.07% of respondents, while 16-year-olds account for 18.11%. When viewed from the perspective of the respondents' school origins, the largest proportion (33.07%) came from Trisima Vocational High School. Other schools with a notable number of respondents include Vocational High School Gema Nusantara (22.05%), Vocational High School 1 Cikarang Selatan (9.45%), and Vocational High School 2 Cikarang Utara (8.66%). Other schools, including Vocational High School 1 Cikarang Barat, Vocational High School 2 Cikarang Barat, and Vocational High School 3 Cikarang Barat, exhibited lower representation, with respective percentages of 5.51%, 6.30%, and 5.51%. Meanwhile, Vocational High School 1 Cikarang Utara and Vocational High School Cibitung 1 each demonstrated a percentage of 4.72%.

With regard to gender, the data indicates that a greater proportion of female respondents participated in the study, representing 57.48% of the total sample, while males constituted 42.52%. The findings suggest that the majority of respondents were 17-year-old students from

Trisima Vocational High School, with a higher proportion of females than males. It is notable that respondents from other schools exhibited considerable diversity, with some institutions contributing a notable number of responses.

The study confirmed the meeting of convergent validity. Moreover, the study indicated that discriminant validity was achieved when the AVE exceeded 0.50. As can be seen in Table 2, the AVE scores range from 0.589 to 0.691, indicating that this study meets the discriminant validity criteria. In addition, composite reliability is indicated by the CR score, which should be greater than 0.70 (Hair et al., 2020). As shown in the table, the CR values range from 0.895 to 0.931 and thus fulfil the composite reliability criteria.

4.2. The Structural (Inner) Model Estimation

Perhitungan awal menunjukkan bahwa model tersebut telah memenuhi uji validitas dan reliabilitas. Untuk analisis lebih lanjut, penelitian ini menggunakan Estimasi PLS untuk membangun model struktural dengan mengestimasi inner model. Hal ini dimaksudkan untuk melihat hubungan antar konstruk. Seluruh data dijalankan dengan menggunakan 127 sampel

Table 2. Structural (Inner) Model Estimation

Construct	Item	Loading	Cronbach Alpha (α)	CR	AVE
Entrepreneur Education	EE 2	0.784	0.859	0.895	0.589
	EE 3	0.725			
	EE 4	0.834			
	EE 5	0.746			
	EE 6	0.834			
Self Efficacy	SE 1	0.792	0.901	0.924	0.668
	SE 2	0.828			
	SE 3	0.827			
	SE 4	0.825			
	SE 5	0.803			
	SE 6	0.830			
Entrepreneurial Readiness	ER 1	0.783	0.910	0.931	0.691
	ER 2	0.794			
	ER 3	0.869			
	ER 4	0.850			
	ER 5	0.848			
	ER 6	0.842			

Table 3. Path Coefficients And Results Of Hypotheses Testing

Relationship	T-Value	P-Value	Decision
EE → ER	1.378	0.084	Rejected
EE → SE	10.920	0.000	Accepted
SE → ER	4.195	0.000	Accepted

EE → SE → ER	4.163	0.000	Accepted
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The direct relationship between Entrepreneurial Education (EE) and Entrepreneurial Readiness (ER) is not statistically significant, as indicated by a T-Value of 1.378 and a P-Value of 0.084. The P-Value being greater than 0.05 indicates that Entrepreneurial Education does not directly influence Entrepreneurial Readiness at the 95% confidence level. Therefore, this hypothesis is rejected.

In contrast, the relationship between Entrepreneurial Education (EE) and Self-Efficacy (SE) is highly statistically significant, with a T-Value of 10.920 and a P-Value of 0.000. The P-Value, which is much smaller than 0.05, indicates that Entrepreneurial Education has a positive and significant influence on Self-Efficacy. This hypothesis is accepted, indicating that entrepreneurial education substantially increases individuals' self-efficacy in their entrepreneurial abilities. Furthermore, the relationship between self-efficacy (SE) and entrepreneurial readiness (ER) is also highly statistically significant. With a T-value of 4.195 and a P-value of 0.000, these results indicate that self-efficacy has a positive and significant influence on entrepreneurial readiness. This hypothesis is accepted, indicating that self-belief in one's entrepreneurial ability significantly increases their readiness for entrepreneurship.

Furthermore, the mediating relationship between entrepreneurial education (EE) and self-efficacy (SE) on entrepreneurial readiness (ER) is also highly statistically significant. The results indicate that entrepreneurial education affects entrepreneurial readiness through an increase in self-efficacy, with a significant mediating effect. The T-value was 4.163, and the P-value was 0.000.

Table 4. R Square

	R Square	R Square Adjusted	Criteria
ER	0.468	0.460	Moderate
SE	0.559	0.556	Moderate

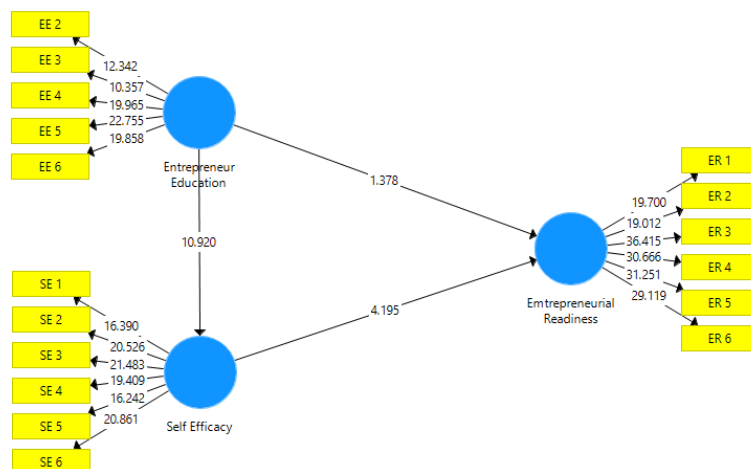


Figure 2. The Results Of The Analysis Of Entrepreneurial Readiness Vocational Students Using PLS-SEM

5. Discussion

This study demonstrates that entrepreneurial education (EE) has a significant positive influence on the self-efficacy (SE) of vocational high school students in Bekasi Regency. The T-value of 10.920 with a P-value of 0.000 indicates that the more entrepreneurial education students receive, the higher their self-efficacy towards entrepreneurial skills. This is consistent with (Bandura, 2005) theory of self-efficacy, which posits that positive learning experiences can enhance a person's confidence in carrying out specific tasks.

However, the results also show that entrepreneurship education does not have a significant direct effect on entrepreneurial readiness (ER). With a T-Value of 1.378 and a P-Value of 0.084, this relationship is not significant at the 95% confidence level. This means that relying on entrepreneurship education alone is not enough to directly improve students' entrepreneurial readiness..

In contrast, self-efficacy has a significant positive effect on entrepreneurial readiness, with a T-Value of 4.195 and a P-Value of 0.000. This suggests that students who have high confidence in their entrepreneurial abilities tend to be more prepared to start their own business. The significant mediating relationship between entrepreneurship education and entrepreneurial readiness through self-efficacy (T-Value 4.163, P-Value 0.000) serves to confirm the importance of increasing students' self-efficacy as an important step in preparing them for entrepreneurship.

This study demonstrates that entrepreneurial education (EE) and self-efficacy (SE) play a pivotal role in influencing the entrepreneurial readiness (ER) of vocational high school students in Bekasi Regency. The findings indicate that entrepreneurship education significantly enhances students' self-efficacy, yet does not exert a significant direct effect on entrepreneurial readiness. Empirically, many vocational high schools in Bekasi Regency have implemented an entrepreneurship curriculum. However, the main challenge faced is to ensure that the curriculum is more applicable and practical. Many students feel that they lack real-world experience in running a business, which is why it is important to improve the quality of education through more practical and interactive learning methods.

Moreover, the findings indicate that self-efficacy plays a pivotal role in determining students' entrepreneurial readiness. In the Bekasi District, initiatives that provide hands-on experience, such as small business projects, business simulations, and internships, have been shown to be effective in enhancing students' self-efficacy. Some vocational high schools have begun integrating these approaches, yet there is a need for further enhancements. These practical experiences are crucial for instilling confidence in students to navigate real-world business challenges.

The mediating relationship between entrepreneurship education and entrepreneurial readiness through self-efficacy confirms the importance of increasing students' self-efficacy. Support from the entrepreneurial ecosystem such as business incubators, workshops, and mentorship from local entrepreneurs in Bekasi Regency still needs to be strengthened. Some initiatives already exist, but are still limited. Broader support and access to business networks can provide students with additional insights and experiences that are important to improve their self-efficacy.

Furthermore, the participation of industry and the business community in entrepreneurship education in Bekasi District is of paramount importance. It is evident that

entrepreneurship education, in isolation, is insufficient to directly enhance entrepreneurial readiness. This is because it does not address the need for additional support to improve self-efficacy. Partnership programmes with local companies and successful entrepreneurs can facilitate a transition between theory and practice. Activities such as industry visits, lectures from business practitioners, and mentoring programmes can inspire and increase students' self-efficacy in their ability to become entrepreneurs.

Overall, the empirical conditions in the Bekasi District demonstrate that, despite the implementation of entrepreneurship education in vocational high schools, there is still considerable scope for improvement, particularly in the provision of practical experiences that can enhance students' self-efficacy. This research demonstrates that to enhance entrepreneurial readiness, entrepreneurship education should be complemented by initiatives that emphasise practical experiences and guidance from the local entrepreneurial ecosystem. This will ensure that students not only obtain theoretical knowledge but also the self-efficacy required to flourish in the business world.

6. Conclusion, Implication, and Recommendation

6.1 Conclusion

The findings of this study demonstrate that entrepreneurship education exerts a considerable influence on self-efficacy, which in turn affects the entrepreneurial readiness of vocational high school students in Bekasi Regency. While entrepreneurship education does not directly affect entrepreneurial readiness, its role in enhancing self-efficacy is of paramount importance. Self-efficacy is identified as a pivotal mediator in the relationship between entrepreneurship education and entrepreneurial readiness, indicating that self-efficacy in entrepreneurial ability is a crucial factor in preparing students to enter the business world.

6.2 Implication

The findings have significant implications for the development of curriculum and educational programmes in vocational high schools, particularly in the Bekasi District. It is imperative that the entrepreneurship curriculum places equal emphasis on theoretical and practical aspects, with the latter being of particular importance in enhancing students' self-efficacy. Programmes that provide opportunities for hands-on experience, such as business projects, internships and simulations, are invaluable in this regard. Furthermore, the involvement of the local entrepreneurial ecosystem, including mentorship from successful entrepreneurs and access to business networks, is crucial in facilitating more comprehensive and practical learning experiences.

6.3 Recommendation

The findings of this study permit the formulation of several recommendations designed to enhance the entrepreneurial readiness of vocational high school students in Bekasi Regency. Firstly, it is recommended that schools integrate more practical activities into their entrepreneurship curriculum, thus providing students with hands-on experience. Secondly, mentoring programmes and workshops with local entrepreneurs should be increased in order to provide students with real insights and inspiration about the business world. Thirdly, there is a need for collaboration between schools, industry and the business community in order to

create business incubation programmes and access to a wider business network. With these steps, it is expected that students will have higher confidence and better preparedness to start their own business.

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