The Influence of Entrepreneurship Education and Entrepreneurial Environment on Entrepreneurial Intentions Through Entrepreneurial Motivation in Private Vocational School Students in Mojokerto Regency

Sinda Octin Aryati
Ludi Wishnu Wardana
Heny Kusdiyanti

Faculty of Economics and Business, Universitas Negeri Malang, Indonesia

ARTICLE INFO

ISSN: 2798-2688

Research Aims: The purpose of this study was to determine the influence of entrepreneurship education and entrepreneurial environment on entrepreneurial intentions through entrepreneurial motivation in private vocational school students in Mojokerto Regency.

Design/methodology/approach: The population in this study was 233 students of Private Vocational School in Mojokerto Regency. Data collection using closed questionnaires. Data analysis techniques use descriptive statistics and Structural Equation Modelling Partial Least Squares (SEM-PLS).

Research Findings: The results showed that 1. There is a direct influence of entrepreneurship education on entrepreneurial motivation; 2. There is an influence of the entrepreneurial environment on entrepreneurial motivation; 3. There is a direct influence of entrepreneurship education on entrepreneurial intentions; 4. There is a direct influence of the entrepreneurial environment on entrepreneurial intentions; 5. There is a direct influence of entrepreneurial motivation on entrepreneurial intentions; 6. There is an indirect influence of entrepreneurship education on entrepreneurial intentions through entrepreneurial motivation; 7. There is an indirect influence of the entrepreneurial environment on entrepreneurial intentions and entrepreneurial motivation.

Theoretical Contribution/Originality: Based on the search results, it seems that the question is asking for a contribution to theory and originality regarding the influence of entrepreneurship education and entrepreneurial environment on entrepreneurial intentions through entrepreneurial motivation in private vocational school students in Mojokerto Regency.

Keywords: Entrepreneurship Education; Entrepreneurial Environment; Entrepreneurial Intention; Entrepreneurial Motivation

Introduction

The challenge that the Indonesian nation currently has is to reduce unemployment (Suhendra & Wicaksono, 2020). As is known, unemployment can cause problems both in social life and the development of the Indonesian economy. There is even a paradigm that develops in society that unemployment causes poverty.
and vice versa; poverty causes unemployment (Rahmalia et al., 2019). The right solution to overcome this problem is to create jobs or entrepreneurship (Noventri et al., 2022).

Entrepreneurship is essential in advancing the country's economy (Soto-Simeone & Kautonen, 2021). The benefit of entrepreneurship is that it can reduce unemployment and reduce poverty (Zainea et al., 2020). This is what Indonesia needs today, namely entrepreneurship. However, entrepreneurship in Indonesia still needs to be more valued due to the many unemployed.

Based on data from the Central Statistics Agency (Central Statistics Agency, 2022) in November 2022, the open unemployment rate based on education level can be seen in the table as follows:

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Open Unemployment Rate by Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020</td>
</tr>
<tr>
<td>No / Never Been to School / Not Finished &amp;; Graduated from Elementary School</td>
<td>3.61</td>
</tr>
<tr>
<td>JUNIOR</td>
<td>6.46</td>
</tr>
<tr>
<td>Public High School</td>
<td>9.86</td>
</tr>
<tr>
<td>Vocational High School</td>
<td>13.55</td>
</tr>
<tr>
<td>Diploma I/II/III</td>
<td>8.08</td>
</tr>
<tr>
<td>University</td>
<td>7.35</td>
</tr>
</tbody>
</table>

Source: BPS, 2023

Based on Table 1, it can be seen that unemployment has the highest percentage at the vocational level, with 9.4 percent. Unemployment exists among educated people such as SMK, which is quite significant because being a graduate of SMK is not a guarantee that you can immediately get the desired job. This means there are still many vocational-level workforces that have yet to be absorbed in the world of work.

This is quite concerning; all SMK graduates are expected to get more decent jobs because they have been equipped with skills according to their majors (Apriana et al., 2019). When viewed from the ongoing problems regarding unemployment, one solution is the creation of jobs independently (Handayati et al., 2020). This can be done by growing graduates to become entrepreneurs or entrepreneurs because there will be many benefits generated in reducing the unemployment rate.

Someone who will start entrepreneurship must foster an interest in entrepreneurship; this is one of the drivers of someone's realization of entrepreneurship (Santika et al., 2022). According to Jena (2020), intention is the sincerity of a person's intention to do an action or bring up a specific behavior. Entrepreneurial intention can be interpreted as the process of searching for
information that can be used to achieve the goals of forming a business. Meanwhile, according to Tan et al. (2020), entrepreneurial intention is the ability to dare to meet the needs of life and solve life problems, advance the business, or create a new business with strength in oneself. Entrepreneurial intentions can be concluded as psychological symptoms to focus attention and do something about the entrepreneur with a feeling of pleasure because it benefits himself (Hueso et al., 2021).

However, in addition to the intention, motivation is needed in various areas of life, one of which is to become an entrepreneur or an entrepreneur. The topic of motivation in the entrepreneurship literature has developed along the way that it relates to the field of one's psychology. In addition, Hassan et al. (2021) proposed two explanations related to entrepreneurial motivation, namely the "push" theory and the "pull" theory. The "pushing" theory argues that individuals are driven into entrepreneurship by hostile forces outside themselves, such as job dissatisfaction, difficulty finding work, insufficient pay, or inflexible work schedules. Meanwhile, the "Tarik" theory argues that individuals are attracted to entrepreneurial activities because they seek independence, self-fulfillment, wealth, and desired results. From the description above, it can be concluded that motivation is a driving force in a person that provides energy and directs one's actions to achieve a goal, namely entrepreneurship (Aima et al., 2020).

The influence of entrepreneurship education has been considered one of the essential factors in growing and developing entrepreneurial passion, spirit, and behavior among the younger generation (Boubker et al., 2021). Related to the influence of entrepreneurship education, an understanding of how to develop and encourage the birth of potential young entrepreneurs while they are in education (May 2020). The school has a role in educating students and providing motivation so that they dare to be entrepreneurial (Hasan et al., 2017). Education makes individuals more confident and able to choose and make the right decisions.

Environmental support also contributes to entrepreneurs (Barba-Sánchez, 2022). In general, the environment is everything around the object and can affect or be influenced by the subject. Furthermore, the entrepreneurial environment combines several factors that cause the entrepreneurial process to occur—environmental factors in the form of family environment and community environment (Martínez-Fierro, 2020). Entrepreneurs are required to create competitiveness in their industrial environment through the creation of unique abilities as a result of their creativity and innovation. Thus, the entrepreneurial environment must be dynamic.

The spirit of opening a business must be cultivated since school. With the increasing promotion of entrepreneurship education at the vocational level, both integrated into the curriculum and student activities, it is hoped that it can prepare graduates who dare to be independent and no longer focused on becoming job seekers when they graduate later (Saptono et al., 2020). Karyaningsih (2020) stated that one of the supporting factors for entrepreneurial growth in a country lies in organizing entrepreneurship education and a conducive entrepreneurial environment. Therefore, schools must create a positive environment to grow entrepreneurship. Private vocational schools majoring in marketing in Mojokerto
Regency are no exception, contributing to unemployment in East Java Province (Mukhlason et al., 2020).

Creating entrepreneurial activities by SMK graduates can indirectly reduce unemployment in Indonesia. Of course, with entrepreneurship, there will be an opening of ease in working and employment opportunities for others (Wibowo et al., 2022). Entrepreneurship will be realized by the courage of an individual in developing new businesses and ideas (Wardana et al., 2020). Marketing majors with entrepreneurship subjects are offered as excellent programs to attract students at these Private Vocational schools. So, the marketing study program and the Entrepreneurship Subject Teacher Deliberation Team (MGMP) of Mojokerto Regency have formulated entrepreneurship teaching and learning activities very educationally. The hope is to foster the entrepreneurial spirit of students so that after graduation, they will not become unemployed. The efforts made have yet to be carried out correctly. It is known that entrepreneurship has not become a student's interest as a career choice.

Literature Review
Entrepreneurial Intentions

Ajzen (1991), in the Theory of Planned Behavior, explains that actions and behaviors carried out by a person are intentional activities where the action is preceded by the intention built to perform the action and behavior. Some things that need to be considered in the intention variable are: 1) Intention is considered as an intermediary of motivational factors that have an impact on a behavior. 2) Intention shows how hard one dares to try. 3) Intention also indicates how much effort a person plans to make. 4) Intention is closely related to the following behavior (Tan et al., 2020).

Intentions are hopes, desires, ambitions, goals, plans, or something a person must strive for in the future (Barba-Sánchez et al., 2022). Intention is also one of the physical aspects of humans that drives them to obtain something to achieve a goal, so intention contains an element of desire to know and learn from something they want (Anwar & Abdullah, 2021). In this case, it can be interpreted that measuring intention is measuring a person's likelihood of performing a specific behavior.

The word entrepreneur comes from the French entrepreneur, which means adventurer, risk taker, contractor, entrepreneur (people who work on a specific job), and creators who sell their creations (Elnadi & Gheith, 2021). Entrepreneurship is the equivalent of Entrepreneurship in Indonesian. Entrepreneurship is a person's spirit, attitude, and behavior or ability to see opportunities and handle business (Anjum et al., 2021). Tomy and Pardeed (2020) stated that entrepreneurship is an expression of human creation talent manifested in various areas of individual life, the business, social, and institutional world through various management thinking. Entrepreneurship refers to the mental attitude that an entrepreneur has in carrying out a business or activity (Khayru et al., 2021).

Mei et al. (2020) stated that entrepreneurship is a process related to creativity and innovation to understand opportunities by organizing and managing the resources available to create a business. Entrepreneurship is a person's ability to
organize, manage, innovate, dare to take risks, and recognize existing opportunities to create new businesses.

Entrepreneurial intention is a person's determination to become an entrepreneur or to become an entrepreneur (Jiatong et al., 2021). Entrepreneurial intention is the sincerity of a person's intention to bring out the ability of individuals to handle business, which leads to efforts to create jobs (Alshebami et al., 2020). Ruiz-Rosa et al. (2020) stated that entrepreneurial intentions are the ability to dare to meet the needs of life and solve life problems. So, entrepreneurial intentions are a person's determination and sincerity to do a business, with the act of daring to take risks by creating innovative products and services so that they have economic value.

Entrepreneurship Education
Entrepreneurship education is a conscious effort to change one's spirit, attitude, behavior, and ability to handle activities that lead to efforts to find, create, and implement new ways of working, technology, and products efficiently to provide better services or obtain greater profits (Nowiński et al., 2019). Entrepreneurship education can facilitate the understanding of new knowledge, ultimately giving a person a better ability to see more opportunities and help a person adapt to new situations (Shah et al., 2020).

Entrepreneurship education is the learning process of a student through formal and informal educational activities, training, workshops, seminars, workshops, and others about entrepreneurship (Lv et al., 2021). Boubker et al. (2021) stated that there are five levels of learning in entrepreneurship education, including why to be entrepreneurial (values, motivation), what to have (science), how to do it (ability), who we should know (social network ability), and finally when to act (experience and intuition). Entrepreneurship education is an essential component and stimulates individuals to make career choices, thereby increasing new venture creation and economic growth (May et al., 2020).

H1: Entrepreneurship Education has a direct and significant impact on Entrepreneurial Motivation
H3: Entrepreneurship Education has a direct and significant impact on Entrepreneurial Intentions

Entrepreneurial Environment
The environment is an atmosphere/situation or place where social interaction occurs and influences both mindsets and views and directly or indirectly influences the development of the soul and attitudes of individuals (Bazan et al., 2020). Both entrepreneurs and businesses feel environmental reactions; this is because neither acts in a vacuum (Bazan et al., 2019). Entrepreneurs and businesses must relate in one way or another through exchanging goods and services, human capital, and resources with the larger society. The entrepreneurial environment, according to Yi (2021), is divided into five categories, namely, government policies and procedures, social and economic conditions, entrepreneurial and business skills, financial assistance, and non-financial assistance. Entrepreneurship and business skills improvement programs are tailored to the problems faced by entrepreneurs so that
they can help solve the problems faced and increase motivation for prospective entrepreneurs to start new businesses.

One of the entrepreneurial environments is the family environment, which plays a vital role in determining the future, mainly a student who wants to start a business (Urbano et al., 2020). Especially if students have a family business, it is supported for entrepreneurship (Gagne et al., 2021). Because they can learn entrepreneurship from the family business environment. A family business is owned or managed by several people who have family relationships, both husband and wife and their descendants, including fraternal relationships (Krueger et al., 2021). As a business owned and controlled by the family, the management and performance of the company, both small and large scale, are much influenced by the vision and mission of the family. However, family businesses certainly do not escape from various problems that are sometimes difficult to solve. For example, there is distrust or distrust among family members, conflicts in leadership succession, conflicts in decision making, issues of the crown prince (successor to the throne in the company), differences in managerial mindset between the first generation and the next generation, and so on. As a result, it is not uncommon for family businesses to experience a slump, even forced to close, due to prolonged conflicts within the family. It is challenging to run a family company because the succession process is complex (Qazi et al., 2020).

In addition, the entrepreneurial community also supports the formation of an entrepreneurial mentality. The formation of the community is expected to provide more value (value added) to all members. The community is expected to be a forum that plays a role in improving the ability to start and run a business (Li & Islam, 2021). Dana et al. (2021) define a community as a group of individuals who care about each other more than they should. In addition, in a community, there is a close personal relationship between community members because of similar interests or values. The joining of a person into the community is one of the characteristics that can strengthen individuals in running a business and become an external environment that can affect the entrepreneurial spirit (Siswanto & Gusneli, 2021). It is known that communities can provide understanding, knowledge, and skills for community members (Spiegel & Harrison, 2018); in addition, it can also motivate in managing a business, having knowledge and skills to increase productivity and expand access according to their potential (Naushad et al., 2018).

**H2: Entrepreneurial Environment has a direct and significant influences on Entrepreneurial Motivation**

**H4: Entrepreneurial Environment has a direct and significant influences on Entrepreneurial Intentions**

**Entrepreneurial Motivation**

*Entrepreneurship* is an essential issue in the economy of a developing nation. The existence of Entrepreneurs largely determines the progress or decline of a nation's economy. One of the things that makes entrepreneurs successful is the intention and motivation that everyone has. The relationship of motivating factors is very close to intention. Intention is assumed to capture the motivational factors that influence
behavior (Jena, 2020). These motivational factors are influential because there is a drive of intention from within a person to take action to start or achieve his business goals.

Entrepreneurial motivation is a person's attraction and belief in entrepreneurship to become rich (Kusa et al., 2021). The topic of motivation in the entrepreneurship literature has developed along the way that it relates to the field of one's psychology (Murnieks & Shepherd, 2020). Entrepreneurial motivation is the energy that drives individuals to carry out activities that lead to the achievement of needs satisfaction and reduce imbalances by opening a company or business (Özsungur). There are two explanations related to entrepreneurial motivation, namely the theory of "push" and the theory of "pull" (Murnieks & Shepherd, 2020). The "push" theory argues that individuals are driven into entrepreneurship by hostile forces outside themselves, such as job dissatisfaction, difficulty finding work, insufficient pay, or inflexible work schedules. Meanwhile, the "pull" theory argues that individuals are attracted to entrepreneurial activities because they seek independence, self-fulfillment, wealth, and desired results. The hierarchy of needs is the main factor underlying motivation in a person (Solesvik et al., 2019).

From the description above, motivation is a driving force in a person that can provide energy and direct one's actions to achieve a goal. This is followed by feelings of pleasure and a tendency to look for enjoyable activities to foster high self-confidence to get something someone wants.

H5: Entrepreneurial Motivation has a direct and significant influence on Entrepreneurial Intentions
H6: Entrepreneurial Motivation has a significant influence in linking Entrepreneurship Intentions with Entrepreneurial Education
H7: Entrepreneurial Motivation has a significant influence in linking the Entrepreneurial Environment to Entrepreneurial Intention

Methods
This research uses a quantitative approach with descriptive, explanatory research methods. The population in this study is students majoring in marketing who have taken entrepreneurship subjects at SMK Swasta se Kab. Mojokerto with a total of 505 students. Then, samples are taken from several students in each class with a sample size based on Slovin's formula. Based on the results of the sample size calculation, the number of samples was 223 respondents. Data analysis techniques use descriptive statistics and Structural Equation Modelling Partial Least Squares (SEM-PLS).

Results and Discussion
Based on descriptive analysis, respondents were dominated by female respondents with a total of 220 students and already had 80 students' businesses. The average calculation of the Entrepreneurship Education variable is classified as good. Entrepreneurial Environment variables are classified as good. The variable of
Entrepreneurial Motivation is classified as good. The variable of Entrepreneurial Intention is classified as good.

Based on the results of outer model measurements on convergent validity, all loading factor values from the indicators of Entrepreneurship Education, Entrepreneurial Environment, Entrepreneurial Motivation (Z), and Entrepreneurial Intention (Y) are more significant than 0.7. This indicates that the indicators are valid.

Based on the cross-loading value, it can be seen that all indicators that make up each variable in this study (bolded values) have met discriminant validity because they have the most significant outer loading value for the variables formed and not on other variables. Thus, all indicators in each variable in this study have met discriminant validity.

Table 4. Reliability

<table>
<thead>
<tr>
<th></th>
<th>Cronbach's Alpha</th>
<th>Composite Reliability</th>
<th>Average Variance Extracted (AVE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>0.922</td>
<td>0.936</td>
<td>0.646</td>
</tr>
<tr>
<td>X2</td>
<td>0.867</td>
<td>0.900</td>
<td>0.601</td>
</tr>
<tr>
<td>Y</td>
<td>0.923</td>
<td>0.937</td>
<td>0.650</td>
</tr>
<tr>
<td>Z</td>
<td>0.869</td>
<td>0.902</td>
<td>0.604</td>
</tr>
</tbody>
</table>

Source: Data processing with PLS, 2023

The AVE value for the four constructs is more significant than 0.5, so it can be concluded that the era of the model measurement area has good discriminant validity. In addition to construct validity tests, construct reliability tests are also carried out, measured by criteria tests, namely composite reliability and Cronbach alpha from indicator blocks that measure constructs. The construct is declared reliable if the value of composite reliability or Cronbach alpha is above 0.70. So, it can be concluded that the construct has good reliability.

Table 5. R-Square Values

<table>
<thead>
<tr>
<th>Variable</th>
<th>R Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z</td>
<td>0.592</td>
</tr>
<tr>
<td>Y</td>
<td>0.646</td>
</tr>
</tbody>
</table>

Source: Data processing with PLS, 2023

Based on the results of the inner model measurement, the results of the R-square value for the Entrepreneurial Motivation variable were obtained at 0.592. The R-square value shows that the variables of Entrepreneurship Education and entrepreneurial Environment can influence 59.2% of the Entrepreneurial Motivation (Z) variable. At the same time, other variables outside the study influenced the remaining 40.8%. The R-square value of Entrepreneurial Intention of 0.646 shows that the variable of Entrepreneurial Intention (Y) is influenced by the variables of Entrepreneurship Education, Entrepreneurial Environment, and Entrepreneurial Motivation (Z) of 64.6%, while other variables outside the studied influence the remaining 35.4%. From the results of these calculations, it is known that the value of Q2 is 0.8554, meaning that the magnitude of data diversity from research that can be
explained by the structural model designed is 85.54%, while other factors outside the model explain the remaining 14.46%. Based on these results, the structural model in this study can be tied quite well because it is closer to the value of 1.

![Figure 1. Structural Model](image)

The results of testing the hypothesis of the variable of Entrepreneurship Education on Entrepreneurial Motivation obtained a path coefficient of 0.275 and a t count of 2.859. Because the calculated t value is more significant than tablet (1.960) or p (0.004) ≤ 0.05. So the results of H0 are rejected, and H1 is accepted, so Entrepreneurship Education has a direct and significant influence on Entrepreneurial Motivation. This means that the first hypothesis is accepted.

Based on the study's results, it was found that entrepreneurial education affects entrepreneurial motivation in private vocational school students in Mojokerto Regency. Entrepreneurship education is a conscious effort to change one's spirit, attitude, behavior, and ability to handle activities that lead to efforts to find, create, and implement new ways of working, technology, and products efficiently to provide better services or obtain greater profits (Nowiński et al., 2019). Entrepreneurship education is an essential component and stimulates individuals to make career choices, thereby increasing new venture creation and economic growth (May et al., 2020). Entrepreneurship education for Private Vocational School Students in Mojokerto Regency is equipped with a curriculum that contains theories about entrepreneurship and direct practice in entrepreneurship. This entrepreneurship education fosters entrepreneurial motivation in Private Vocational School Students in Mojokerto Regency.
Entrepreneurial motivation is the energy that drives individuals to carry out activities that lead to the achievement of needs and satisfaction and reduce imbalances by opening a company or business (Özsungur). There are two explanations related to entrepreneurial motivation, namely the theory of "push" and the theory of "pull" (Murnieks & Shepherd, 2020). The "push" theory argues that individuals are driven into entrepreneurship by hostile forces outside themselves, such as job dissatisfaction, difficulty finding work, insufficient pay, or inflexible work schedules. Meanwhile, the "pull" theory argues that individuals are attracted to entrepreneurial activities because they seek independence, self-fulfillment, wealth, and desired results. One of the keys to one's success and success to become an entrepreneur is a solid inner motivation for entrepreneurship (Rusdiana, 2013).

The results of testing the hypothesis of the Entrepreneurial Environment variable on Entrepreneurial Motivation obtained a path coefficient of 0.571 and a t count of 6.562. Because the calculated t value is more significant than tablet (1.960) or p (0.000) ≤ 0.05. So the results of H0 are rejected, and H1 is accepted, so the Entrepreneurial Environment has a direct and significant influence on Entrepreneurial Motivation. This means that the second hypothesis is accepted.

Based on the study's results, it was found that the entrepreneurial environment affects entrepreneurial motivation in private vocational school students in Mojokerto Regency. The entrepreneurial environment is a combination of several factors that cause the entrepreneurial process to occur that can form entrepreneurship (Koranti, 2013). The entrepreneurial environment, according to Yi (2021), is divided into five categories, namely, government policies and procedures, social and economic conditions, entrepreneurial and business skills, financial assistance, and non-financial assistance. Entrepreneurship and business skills improvement programs are tailored to the problems entrepreneurs face so they can help solve the problems faced and increase motivation for prospective entrepreneurs to start new businesses. In the school environment, students of Private Vocational Schools in Mojokerto Regency can learn to be entrepreneurs as they can identify what businesses are trending at that time among students; besides that, they can also learn how to solve the problems faced so that an entrepreneurial environment at school can foster entrepreneurial motivation in them.

Entrepreneurial motivation is a person's attraction and belief in entrepreneurship to become wealthy (Kusa et al., 2021). Entrepreneurial motivation is a person's motivation to carry out entrepreneurial activities to achieve entrepreneurial goals (Koranti, 2013: 1862). Entrepreneurial motivation or entrepreneurship motivation includes motivation that is in line with business goals (goals involve understanding and utilizing business opportunities) (Wibowo & Ardianti, 2014, p. 726). The concept of entrepreneurial motivation is a driver of entrepreneurs who create entrepreneurial activities, ensure the continuity of entrepreneurial activities, and show the direction of entrepreneurial activities to achieve the desired goals (Venesaar, 2006, p. 854). Entrepreneurial motivation is followed by feelings of pleasure and a tendency to look for activities that foster high self-confidence to get something that someone wants.
The results of testing the hypothesis of the variable of Entrepreneurship Education on Entrepreneurial Intentions obtained a path coefficient of 0.321 and a t count of 3.433. Because the calculated t value is more significant than tablet (1.960) or p (0.001) < 0.05. So, the results of H0 were rejected, so Entrepreneurship Education has a direct and significant influence on Entrepreneurial Intentions. This means that the third hypothesis is accepted.

Based on the study's results, it was found that entrepreneurial education affects entrepreneurial intention in private vocational school students in Mojokerto Regency. Entrepreneurship education can facilitate the understanding of new knowledge, ultimately giving a person a better ability to see more opportunities and help a person adapt to new situations (Shah et al., 2020). Entrepreneurship education in SMK aims so that students, after graduation, in addition to having competencies by their majors, students also have entrepreneurial education competencies. So, SMK graduates are independent of job applications, but they can create their own jobs. Entrepreneurship education has two main features. First, through entrepreneurial learning actions, individuals can transfer knowledge and skills and share entrepreneurial experiences. Second, entrepreneurship education through field studies motivates individuals to become successful people in the future (Li & Wu, 2019). An appropriate curriculum, entrepreneurial knowledge, values and motives, and entrepreneurial practices have supported Private Vocational School students in Mojokerto Regency in learning entrepreneurship education. Effective entrepreneurship education can grow students' entrepreneurial intentions.

Entrepreneurial intention is an interest in becoming an entrepreneur willing to work hard and diligently to achieve business progress (Garaika et al., 2019). Entrepreneurial intentions are not carried from birth but grow and develop according to the factors influencing them. Factors that influence the growth of the decision to become an entrepreneur result from several factors, including a person's personality, character, and environment (Hsu, 2019). The existence of entrepreneurship education in students will affect entrepreneurial intentions because, in entrepreneurship education, there is a process of transferring various knowledge and insights about the world of entrepreneurship. According to the theory of Purwana and Wibowo (2017: 28), the learning outcome of entrepreneurship education is to create entrepreneurs who can empower the economy for themselves and the surrounding community. So, entrepreneurship education is the entire educational activity with the ultimate goal of developing entrepreneurial intentions (Li & Wu, 2019).

The results of testing the hypothesis of the Entrepreneurial Environment variable on Entrepreneurial Intentions obtained a path coefficient of 0.192 and t calculated of 2.120. Because the calculated t value is more significant than tablet (1.960) or p (0.034) < 0.05. So, the results of H0 are rejected so that the Entrepreneurial Environment has a direct and significant influence on Entrepreneurial Intentions. This means that the fourth hypothesis is accepted.

Based on the study’s results, it was found that the entrepreneurial environment affects entrepreneurial intention in private vocational school students in Mojokerto Regency. The environment is the atmosphere/situation or place where social
interaction occurs and has an influence both on the mindset outlook and directly or indirectly on the development of the soul and individual attitudes (Bazan et al., 2020). According to research by Barral et al. (2018), environmental factors are essential in determining the likelihood of individuals becoming entrepreneurs. According to Pietrzak et al. (2017), entrepreneurs prefer obtaining information from personal sources through informal channels. The closer the assessment, the more likely there will be more excellent knowledge of the entrepreneurial environment. The entrepreneurial environment at school will allow students of Private Vocational Schools in Mojokerto Regency to identify what business to run, the ability to lead, and the ability to solve problems. With a supportive entrepreneurial environment, their entrepreneurial intentions will grow in him.

Entrepreneurial intention is the subjective attitude of a potential entrepreneur about the desire to engage in entrepreneurial activity. It predates entrepreneurship (Maâlej & Cabagnols, 2020) and is a necessary condition for entrepreneurship to occur. To measure the intentions of an entrepreneur, data uses desire, self-prediction, and behavioral intentions (Linan & Chen, 2006). Previous research supporting this research conducted by Pilkova et al. (2014) found a strong correlation between the environment and entrepreneurial intentions. They argue that a supportive environment will help people think about becoming entrepreneurs.

The results of testing the hypothesis of the variable Entrepreneurial Motivation on Entrepreneurial Intention obtained a path coefficient of 0.399 and t calculated of 4.352. Because the calculated t value is more significant than table t (1.960) or p (0.000) ≤ 0.05. So the results of H0 are rejected, and H1 is accepted, so that Entrepreneurial Motivation has a direct and significant influence on Entrepreneurial Intentions. This means that the fifth hypothesis is accepted.

Based on the results of the study, it was found that entrepreneurial motivation affects entrepreneurial intention in private vocational school students in Mojokerto Regency. Entrepreneurial motivation is the energy that drives individuals to carry out activities that lead to the achievement of needs and satisfaction and reduce imbalances by opening a company or business (Zimmerer et al., 2008). The hierarchy of needs is the main factor underlying motivation in a person (Solesvik et al., 2019). Motivation is a driving force in a person that can provide energy and direct one's actions to achieve a goal, namely entrepreneurship. Private Vocational School students in Mojokerto Regency have the entrepreneurial motivation to be independent, financially sufficient, and excel in entrepreneurship. This entrepreneurial motivation can foster entrepreneurial intentions.

Entrepreneurial intention is an individual's decision to become an entrepreneur can be made if they are willing and conscious (Krueger et al., 2000 in Linan & Chen, 2009). If someone intends to start, it will undoubtedly be a good start for entrepreneurship (Fayolle et al., 2006 in Linan & Chen, 2009). So, with strong awareness and intention, someone will become an entrepreneur if they have a firm intention and determination to be entrepreneurial. This is evidenced in relevant previous research conducted by researchers (Schoenfeld et al., 2005). This study proposes a new model of entrepreneurial motivation, which is also related to entrepreneurial intentions. The two are stated to be significantly related. This
research study develops what motivates a person to become an entrepreneur by developing a model of the motivational process stated by Ajzen (1991), Shapero (1982), and others who have explored entrepreneurial intentions.

The results of testing the sixth hypothesis showed that the relationship between the variable of Entrepreneurship Education and Entrepreneurial Intention (Y) through Entrepreneurial Motivation showed an indirect path coefficient value of 0.110 with a statistical t-value of 2.238. The calculated t value is more significant than table t (1.960) or p (0.026) < 0.05. These results mean that Entrepreneurial Motivation has a significant influence in bridging Entrepreneurship Education to Entrepreneurial Intentions. The above results show that H0 is rejected; this means that Hypothesis 6 is accepted.

Based on the results of the study, it was found that there was no interaction between entrepreneurial education and entrepreneurial intention through entrepreneurial motivation in private vocational school students in Mojokerto Regency. Education has a significant impact on existing individuals. Entrepreneurship education is a conscious effort to change one's spirit, attitude, behavior, and ability to handle activities that lead to efforts to find, create, and implement new ways of working, technology, and products efficiently to provide better services or obtain greater profits (Nowiński et al., 2019). Entrepreneurship education is an essential component and stimulates individuals to make career choices, thereby increasing new venture creation and economic growth (May et al., 2020). Entrepreneurship education can foster entrepreneurial intentions. Entrepreneurial intention is a person's determination to become an entrepreneur or to become an entrepreneur (Jiatong et al., 2021). Entrepreneurial intention is the sincerity of one's intention to bring out the ability of individuals to handle businesses that lead to efforts to create jobs (Alshebami et al., 2020). Deng.

Entrepreneurship education can be a tool to shape entrepreneurial character and improve entrepreneurial competence, skills, and knowledge. One of the factors driving entrepreneurial growth in a country lies in the role of educators through the implementation of entrepreneurship education. Education makes individuals more confident and able to choose and make the right decisions.

The results of testing the seventh hypothesis showed that the relationship between the Entrepreneurial Environment variable and Entrepreneurial Intention (Y) through Entrepreneurial Motivation showed an indirect path coefficient value of 0.228 with a statistical t-value of 3.905. The calculated t value is more significant than table t (1.960) or p (0.000) < 0.05. These results mean that Entrepreneurial Motivation has a significant influence in bridging the Entrepreneurial Environment to Entrepreneurial Intentions. The above results show that H0 is rejected; this means that Hypothesis 7 is accepted.

Based on the results of the study, it was found that there was no interaction between entrepreneurial environment and entrepreneurial intention through entrepreneurial motivation in private vocational school students in Mojokerto Regency. The entrepreneurial environment, according to Yi (2021), is divided into five categories, namely, government policies and procedures, social and economic conditions, entrepreneurial and business skills, financial assistance, and non-
financial assistance. An effective entrepreneurial environment can form a community of communities expected to provide more value (value added) to all members. The community is expected to be a forum that plays a role in improving the ability to start and run a business (Li & Islam, 2021). It is known that communities can provide understanding, knowledge, and skills for community members (Spiegel & Harrison, 2018); in addition, it can also motivate in managing a business, having knowledge and skills to increase productivity and expand access according to their potential (Naushad et al., 2018).

An entrepreneurial environment that can create a community for students as a place to channel the desire to become entrepreneurs can foster entrepreneurial intentions in these students. Entrepreneurial intention can foster entrepreneurial intention. Intention is one of the physical aspects of humans that encourages them to obtain something to achieve a goal, so intention contains an element of desire to know and learn from something they want as their needs (Anwar & Abdullah, 2021), Ruiz-Rosa et al. (2020) stated that entrepreneurial intentions are the ability to dare to meet the needs of life and solve life problems

Conclusion

Based on the problems formulated, the results of analysis, and hypothesis testing that have been carried out in the previous chapter, then from the research carried out, it can be concluded that all hypotheses are accepted, and there is an influence both directly and indirectly. The contribution of this research is that it is hoped that vocational school students as prospective young entrepreneurs must develop entrepreneurial motivation as a basis for starting a business, and a strong intention so that they do not easily give up on the challenges they face. Based on the conclusions above, several suggestions can be put forward that are expected to be helpful for the company and other parties. The suggestions given, among others: (1) It is hoped that the school can improve entrepreneurship lessons accompanied by various kinds of entrepreneurial practices in the school environment because the variables of entrepreneurship lessons have a significant influence on entrepreneurial intentions through entrepreneurial motivation so that entrepreneurial intentions will increase in students; (2) Given that the independent variable in this study is significant in influencing Entrepreneurial Intentions, it is hoped that the results of this study can be used as a reference for further researchers to develop this research by considering other variables which are other variables outside the variables that have been included in this study

References


education and students' entrepreneurial mindset: the mediating role of attitude and self-efficacy. *Heliyon*, 6(9), e04922.

