

Analysis of The Effect of Entrepreneurial Literacy And Personal Characteristics On Innovative Capability Through Entrepreneurial Inspiration As A Mediating Variable

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Abstract

This study aims to analyze the effect of entrepreneurial literacy and personal characteristics on innovative ability with entrepreneurial inspiration as a mediating variable in 11th grade students at State Vocational High Schools (SMKN) in Mojokerto Regency. A quantitative approach was used with a survey method through the distribution of questionnaires to 350 respondents selected proportionally. Data analysis was performed using the Partial Least Square Structural Equation Modeling (PLS-SEM) technique. The results showed that entrepreneurial literacy had a significant positive effect on innovative ability and entrepreneurial inspiration. Personal characteristics were also found to influence innovative ability and had a stronger effect on entrepreneurial inspiration than entrepreneurial literacy. Furthermore, entrepreneurial inspiration has a significant positive effect on innovative ability and is proven to mediate the influence of entrepreneurial literacy and personal characteristics on innovative ability. The mediation that occurs is partial, which means that entrepreneurial literacy and personal characteristics still have a direct effect on innovative ability, but this effect is strengthened through entrepreneurial inspiration. These findings indicate that developing the innovative abilities of vocational high school students requires not only improving their entrepreneurial knowledge, but also shaping their personal character and creating inspiring learning experiences. The practical implications of this study are the need for schools to strengthen practice-based curricula and build a supportive entrepreneurial ecosystem; teachers playing an active role as facilitators capable of fostering inspiration; and policy makers supporting entrepreneurial education programs that are integrated with the business and industrial world. Thus, this study contributes to strengthening theoretical and practical understanding of the relationship between entrepreneurial literacy, personal



characteristics, entrepreneurial inspiration, and innovative abilities in vocational school students.

Key words: Entrepreneurial literacy, personal characteristics, entrepreneurial inspiration, innovative abilities'

INTRODUCTION

The era of globalization has brought about major transformations in various sectors, especially in the economy and employment. The development of digital technology, automation, and artificial intelligence has not only created new opportunities, but also requires individuals to have the ability to adapt, think creatively, and act innovatively (De Clercq et al., 2022; Kurzhals et al., 2020; Salmony & Kanbach, 2022). Increasingly fierce global competition requires every country to equip its young generation with 21st-century skills, including entrepreneurship. The Global Entrepreneurship Monitor (GEM) report shows that countries with high levels of entrepreneurial literacy and strong individual creativity have superior economic competitiveness compared to other countries (Capolupo et al., 2024; LeCounte, 2022; Li et al., 2020; Satalkina & Steiner, 2020). This shows that entrepreneurship is no longer just a career choice, but an integral part of a nation's economic and social development strategy.

In line with this, education systems in various countries have begun to instill entrepreneurial values from primary to secondary education (Carayannis, 2020; Erdogan et al., 2020; Neumeyer et al., 2021; Palmié et al., 2022). The main objective is not only to produce young entrepreneurs, but also to shape a generation that is independent, creative, adaptive to change, and capable of creating solutions to social and economic challenges. In this context, entrepreneurship is seen as a transformative approach that is not only profit-oriented but also focused on character development and holistic empowerment of individuals (Khan et al., 2022; Lahiri et al., 2020; Xheneti et al., 2021).

However, efforts to foster an entrepreneurial spirit among students at State Vocational High Schools (SMKN) in Mojokerto Regency still face real challenges. Observations and interviews with productive teachers show that although vocational schools are designed as vocational education institutions that prepare graduates to be ready to work or become entrepreneurs, most students are still more oriented towards becoming employees than creating their own business opportunities (Attanasio et al., 2022; Baltazar et al., 2023; Conz et al., 2020; Georgescu & Herman, 2020). This condition indicates a gap between the objectives of vocational education and students' career orientations. One of the causes is the limited integration of entrepreneurship literacy into learning (Diaz-Moriana et

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al., 2020; Hernández-Linares et al., 2020; Karadag et al., 2023). Entrepreneurship material tends to be theoretical and lacks practical and inspirational aspects that can trigger students' enthusiasm for creativity.

In addition, students' personal characteristics, which are an important foundation for building an entrepreneurial attitude, such as self-confidence, courage to take risks, fighting spirit, and independence, have not been developed systematically (Heider et al., 2021; Leonidou et al., 2020; Mozumdar et al., 2020; Rashid & Ratten, 2020). Many students are unable to see their potential as agents of change or creators of economic solutions in their environment. As a result, students' innovative capabilities remain low, as evidenced by the fact that the products they produce tend to be repetitive, lack added value, and do not respond to actual market needs (Alkire et al., 2020; C. Chen et al., 2023; Pholphirul et al., 2024; Sharma & Kaur, 2024).

In this context, entrepreneurial inspiration becomes an important variable that needs to be explored further. Inspiration can arise from internal factors such as educational background and technological understanding, as well as external factors such as support from teachers, family, and the environment (Van Ewijk et al., 2021; Agarwal et al., 2020; Pardo-Garcia & Barac, 2020; Said Ahmad et al., 2023). Inspired students tend to be more creative, proactive, and willing to take risks, which are important dimensions of innovative ability (Vepo do Nascimento Welter et al., 2020). However, research on the extent to which entrepreneurial inspiration mediates the relationship between entrepreneurial literacy, personal characteristics, and the innovative abilities of vocational high school students, especially in Mojokerto, is still limited (Gurău et al., 2020; Rovelli et al., 2022; Suratno et al., 2021).

Therefore, this study is relevant to fill this gap by analyzing the influence of entrepreneurial literacy and personal characteristics on innovative ability through entrepreneurial inspiration as a mediating variable. The novelty of this study lies in its integrative approach that connects cognitive (knowledge), affective (character), and motivational (inspiration) aspects to creative (innovation) aspects. The findings of this study are expected to contribute to the development of a more contextual and inspiring entrepreneurship curriculum, supporting the formation of vocational school graduates who are not only ready to work but also ready to create jobs, while strengthening local and national economic competitiveness. The research hypotheses to be tested in this study are:

H1: Entrepreneurial literacy has a direct and significant effect on the innovative capability of vocational school students in Mojokerto Regency.

H2: Personal characteristics have a direct and significant effect on the innovative capability of vocational high school students in Mojokerto Regency.

H3: Entrepreneurial literacy has a direct and significant effect on the entrepreneurial inspiration of vocational high school students in Mojokerto Regency.

H4: Personal characteristics have a direct and significant effect on the entrepreneurial inspiration of vocational high school students in Mojokerto Regency.

H5: Entrepreneurial inspiration has a direct and significant effect on the innovative capability of vocational high school students in Mojokerto Regency.

H6: Entrepreneurial inspiration mediates the effect between entrepreneurial literacy and the innovative capability of vocational high school students in Mojokerto Regency.

H7: Entrepreneurial inspiration mediates the effect between personal characteristics and the innovative capability of vocational high school students in Mojokerto Regency.

LITERATURE ANALYSIS

The Theory of Planned Behavior (TPB) developed by Ajzen (1991) is an extension of the Theory of Reasoned Action (TRA) previously proposed by Fishbein and Ajzen (1975). TPB explains that individual behavior arises because of intention, which is influenced by three main factors, namely attitude toward the behavior, subjective norms, and perceived behavioral control. An individual's attitude toward behavior includes beliefs about the consequences of an action, evaluation of the results, as well as social pressure and motivation to comply (Sulistomo & Prastiwi, 2011). Thus, TPB emphasizes that entrepreneurial behavior does not arise spontaneously, but rather through a complex psychological process involving cognitive, affective, and normative aspects (Donate et al., 2022; Hossain et al., 2024; Mahfud et al., 2020).

In the context of entrepreneurship education, TPB is relevant to explain how entrepreneurial literacy and students' personal characteristics can influence their intentions and innovative abilities. Entrepreneurial intention is formed when students have a positive attitude toward business, environmental support, and a perception of control that they are capable of running a business. In line with human capital theory, entrepreneurship education makes an important contribution to shaping the skills, knowledge, and attitudes that ultimately strengthen motivation and entrepreneurial intention (Becker, 1975; Fayolle & Liñán, 2014; Wach & Wojciechowski, 2016). Therefore, TPB provides a strong theoretical foundation for understanding the relationship between entrepreneurial literacy, personal characteristics, entrepreneurial inspiration, and students' innovative abilities.

a) Innovative Capability

Innovative capability is defined as the capacity of individuals or organizations to continuously create new products, services, technologies, and business models (Lam et al., 2021). In a dynamic business environment, innovative capability is an important capability

for individuals and organizations to adapt to change and maintain competitiveness (Ilmudeen et al., 2021). Previous studies emphasize that innovation is closely related to internal factors such as creativity, risk-taking, and resource integration skills (Arregle et al., 2021; Hernandez-Perlines et al., 2021).

For vocational high school students, innovative abilities include the dimensions of autonomy, innovativeness, proactiveness, competitiveness, and risk taking (Vepo do Nascimento Welter et al., 2020). This means that innovative students not only create new ideas but also have the courage to implement them, compete healthily, and anticipate risks. In vocational education such as vocational high schools, innovative abilities are very important because they are the main provision for students to not only be ready to work but also ready to create independent business opportunities.

b) **Entrepreneurial Literacy**

Entrepreneurial literacy refers to an individual's ability to understand, analyze, and apply entrepreneurial knowledge effectively (Aydin & Erol, 2021; Z. Chen et al., 2021). This literacy not only covers cognitive aspects such as reading and writing, but also skills in identifying opportunities, managing risks, and making strategic decisions in a business context. According to Nowiński & Haddoud (2019), entrepreneurship education aims to instill an entrepreneurial spirit, values, and skills through educational institutions and non-formal training.

In the context of vocational schools, entrepreneurial literacy serves as a bridge between theoretical knowledge and practical experience, enabling students to start businesses, analyze opportunities, and face risks in a measured manner (Küttim et al., 2019; Ghina, 2019). The integration of entrepreneurial literacy into the curriculum and extracurricular activities can foster creativity, confidence, and enthusiasm for innovation. Thus, entrepreneurial literacy becomes a foundation that not only influences entrepreneurial intent but also shapes students' inspiration and innovative abilities.

c) **Entrepreneurial Inspiration**

Entrepreneurial inspiration is an emotional and cognitive drive that motivates a person to explore, start, or develop entrepreneurial activities (Thrash & Elliot, 2004). This inspiration can be triggered by internal experiences such as education, understanding of technology, and personal achievements, as well as external factors such as environmental support, the role of teachers, family, and successful entrepreneurial figures (Van Ewijk et al., 2021; Murnieks et al., 2016).

Entrepreneurial inspiration functions as a triggering mechanism that connects knowledge with concrete actions. Inspired students tend to have a greater drive to think creatively, take initiative, and create innovations (Yitshaki & Kropp, 2016; Cardon et al.,

2012). Thus, entrepreneurial inspiration can be positioned as an important mediator in the relationship between entrepreneurial literacy, personal characteristics, and students' innovative abilities.

d) **Personal Characteristics**

Personal characteristics are psychological dimensions that reflect an individual's uniqueness in responding to entrepreneurial opportunities, challenges, and risks (Robbins & Judge, 2019). These characteristics include locus of control, self-efficacy, proactivity, resilience, and personality traits such as openness to experience and conscientiousness (McClelland, 1961; Kamberidou, 2020). Individuals with strong personal characteristics tend to be more persistent, goal-oriented, and willing to take risks in uncertain situations (Ojo et al., 2021; Sulistyo & Ayuni, 2020).

In the context of vocational schools, students' personal characteristics greatly determine their success in developing business ideas and innovative abilities. Students who have self-confidence, openness to experience, and perseverance will be better prepared to face challenges and turn failure into learning opportunities. Conversely, weaknesses in personal character often cause students to be passive, easily give up, and be less responsive to opportunities. Therefore, strengthening personal characteristics through project-based learning, direct entrepreneurial practice, and mentoring are important strategies for fostering a sustainable entrepreneurial mindset.

METHODOLOGY

This study uses a quantitative approach with an explanatory design to examine the influence of entrepreneurial literacy and personal characteristics on innovative ability through entrepreneurial inspiration among 11th grade students at vocational high schools in Mojokerto Regency. The research sample consisted of 350 students selected using proportional random sampling. The research instrument was a 1–5 Likert scale questionnaire adapted from Narmaditya et al. (2023), Alves et al. (2024), Van Ewijk et al. (2021), and Vepo do Nascimento Welter et al. (2020). Data collection was conducted through an online questionnaire in June–July 2024. Data analysis used Partial Least Square – Structural Equation Modeling (PLS-SEM) with the help of SmartPLS 3.0 through the stages of outer model testing, inner model testing, mediation analysis, and effect size and predictive relevance testing to assess the feasibility of the model.

RESEARCH AND RESULTS

Table 1. Result of Respondent Characteristics

No	Characteristic	Category	Number of Respondents	Percentage (%)
1	Skills Program	Accounting and Institutional Finance	60	17,1 %
		Online Business and Marketing	55	15,7 %
		Light Vehicle Engineering	50	14,3 %
		Machining Engineering	40	11,4 %
		Computer and Network Engineering (TKJ)	45	12,9 %
		Multimedia / Visual Communication Design	30	8,6 %
		Agribusiness and Agrotechnology	35	10,0 %
		Travel and Hospitality Business	35	10,0 %
2	Old	15 years	20	5,7 %
		16 years	140	40,0 %
		17 years	150	42,9 %
		18 years	40	11,4 %
3	Gender	Male	190	54,3 %
		Female	160	45,7 %
4	Parents' Jobs	Farmer	80	22,9 %
		Laborer/Daily Worker	70	20,0 %
		Entrepreneur/SME	100	28,6 %
		Civil Servant (PNS)	30	8,6 %
		Private Employee	50	14,3 %
		Others (small traders, services, etc.)	20	5,7 %
	Total		350	100%

Source: processed by researcher, 2025

This study involved 350 grade XI vocational high school students in Mojokerto Regency with diverse backgrounds. Based on their field of expertise, the largest number of

respondents came from the Accounting and Institutional Finance department with 60 students (17.1%), followed by Online Business and Marketing with 55 students (15.7%), and Light Vehicle Engineering with 50 students (14.3%). Other majors such as Computer and Network Engineering (12.9%), Machining Engineering (11.4%), Agribusiness and Agrotechnology (10.0%), Travel/Hospitality Business (10.0%), and Multimedia/Visual Communication Design (8.6%) were also represented. This composition shows the diversity of vocational competencies possessed by respondents, with a dominance of business, finance, and technology fields that have great prospects in entrepreneurship development.

In terms of age, the majority of respondents were in the 16–17 age range, with a total of 290 students (82.9%), consisting of 140 16-year-old students (40.0%) and 150 17-year-old students (42.9%). Meanwhile, there were 20 students aged 15 (5.7%) who may have entered school early, and 40 students aged 18 (11.4%) due to late enrollment or repeating a grade. This shows that the majority of respondents were in the middle adolescent stage of development, which is an important phase in character formation, interest development, and preparation for the world of work and entrepreneurship.

In terms of gender, male students dominated the respondents with 190 people (54.3%), while female students numbered 160 (45.7%). Although the difference is not too significant, the dominance of males is in line with the tendency for male students to be more interested in engineering majors such as Light Vehicles and Machining. Conversely, majors such as Accounting, Online Business, and Hospitality are more popular among female students, so this composition reflects the distribution of learning interests in accordance with gender stereotypes in vocational education.

When viewed from the parents' occupations, the majority come from families with livelihoods in the informal sector, such as entrepreneurs/MSMEs (100 people or 28.6%), farmers (80 people or 22.9%), and laborers/daily workers (70 people or 20.0%). The rest work as private employees (14.3%), civil servants (8.6%), and others (5.7%). This data indicates that most students grew up in families with lower-middle economic conditions, where income stability tends to be uncertain. However, the background of parents who work as SMEs and entrepreneurs can also be a source of entrepreneurial inspiration for students, as they are accustomed to seeing small-scale business practices in their family environment.

Overall, the characteristics of the respondents show diversity that reflects the real conditions of vocational high school students in Mojokerto Regency. The variety of majors provides an overview of the broad entrepreneurial potential in various fields, while age and gender factors indicate the psychological readiness of students in building their career orientation. The parents' employment background confirms the influence of the family environment in shaping students' entrepreneurial mindset. This diversity is an important asset

for examining how entrepreneurial literacy, personal characteristics, and entrepreneurial inspiration can contribute to the development of innovative abilities in the younger generation at the vocational education level.

This study uses SEM-PLS to test a series of hypothetical relationships between the variables of entrepreneurial literacy (X1), personal characteristics (X2), entrepreneurial inspiration (Z), and innovative capability (Y) of vocational high school students in Mojokerto Regency. The SEM-PLS analysis steps refer to the procedures developed by Chin (1999) and Hair et al. (2020), which include: (1) evaluation of the measurement model (outer model); (2) evaluation of the structural model (inner model); (3) goodness of fit; and (4) hypothesis testing.

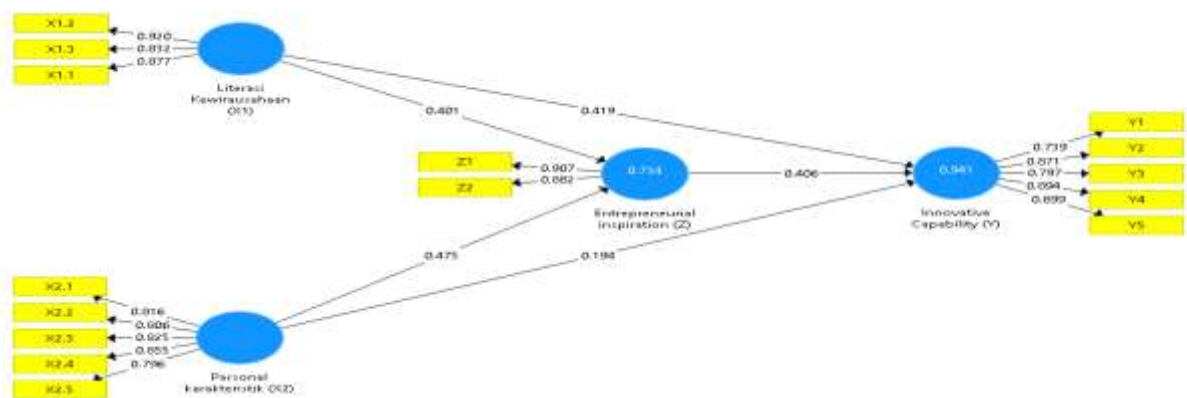


Figure 1. Data analysis results

Evaluation of Measurement Models (outer model)

Table 2. Outer Model Estimation

Variables	Item	Loading	Cronbach's Alpha	Composite Reliability	AVE
Entrepreneurship Literacy (X1)	X1.1	0,877	0,849	0,909	0,769
	X1.2	0,920			
	X1.3	0,832			
Personal Characteristics (X2)	X2.1	0,816			
	X2.2	0,806			

	X2.3	0,825			
	X2.4	0,855			
	X2.5	0,796	0,878	0,911	0,672
Innovative Capability (Y)	Y1	0,739			
	Y2	0,871			
	Y3	0,797			
	Y4	0,894			
	Y5	0,899	0,896	0,924	0,709
Entrepreneurial Inspiration (Z)	Z1	0,907			
	Z2	0,882	0,752	0,889	0,801

Source: processed by researcher, 2025

Based on the results of validity and reliability tests, all research variables showed values that met the criteria for good reliability. The Entrepreneurship Literacy variable (X1) consisted of three indicators with loading values between 0.832 and 0.920, indicating construct consistency. Cronbach's Alpha was 0.849, Composite Reliability was 0.909, and AVE was 0.769, indicating strong convergent reliability and validity. The Personal Characteristics variable (X2) had five indicators with loadings ranging from 0.796 to 0.855. The reliability test results show a Cronbach's Alpha of 0.878, Composite Reliability of 0.911, and AVE of 0.672, indicating that this construct is reliable and valid. Furthermore, the Innovative Capability variable (Y) consists of five indicators with loading values ranging from 0.739 to 0.899. Cronbach's Alpha of 0.896, Composite Reliability of 0.924, and AVE of 0.709 reinforce that this variable has excellent internal reliability. Finally, the Entrepreneurial Inspiration (Z) variable has two indicators with high loading values of 0.882 and 0.907. Cronbach's Alpha of 0.752, Composite Reliability of 0.889, and AVE of 0.801 indicate that even though there are relatively few indicators, this construct is still valid and reliable. Thus, it can be concluded that the four variables in this study have sufficient validity and reliability to be used in further analysis.

Discriminant Validity

Discriminant validity is a cross-loading factor value that is useful for determining whether a construct variable has adequate discriminants by comparing the loading value of the target construct variable, which must be greater than the loading value of other constructs (Hussein, 2015; Ghozali and Latnan, 2015). The discriminant validity test refers to

the Fornell-Larscher criteria, which indicate a cross-loading value > 0.70 , meaning that the variables meet discriminant validity (Fornell, 1988; Chin, 2009; Hair et al., 2013).

Table 3. Discriminant Validity (Fornell-Larcker Criterion)

	Entrepreneurial inspiration (Z)	Innovative Capability (Y)	Entrepreneurship Literacy (X1)	Personal characteristics (X2)
Entrepreneurial inspiration (Z)	0,895			
Innovative Capability (Y)	0,918	0,842		
Entrepreneurship Literacy (X1)	0,834	0,934	0,877	
Personal characteristics (X2)	0,840	0,916	0,909	0,820

Source: processed by researcher, 2025

Based on the results of the analysis using the Fornell-Larcker Criterion, all research variables showed good discriminant validity. This is indicated by the AVE (Average Variance Extracted) square root value on the diagonal being higher than the correlation between constructs in the rows and columns. The Entrepreneurial Inspiration (Z) variable has an AVE root value of 0.895, which is higher than its correlations with other variables (0.918; 0.834; 0.840). The Innovative Capability (Y) variable has a value of 0.842, which is also greater than its correlations with other variables (0.918; 0.934; 0.916). Furthermore, the Entrepreneurial Literacy variable (X1) shows a value of 0.877, higher than its correlation with other variables (0.834; 0.934; 0.909). Meanwhile, the Personal Characteristics variable (X2) has a value of 0.820, which is also higher than its correlation with other constructs (0.840; 0.916; 0.909). Thus, it can be concluded that each construct in this study has adequate discriminant validity, so that it is able to distinguish itself from other constructs in the research model.

Structural Model (Inner Model)

Coefficient of Determination (R²)

According to Ghazali and Latan (2015), the size of R² indicates the magnitude of the influence of exogenous variables on endogenous variables. If the R² value is 0.75, 0.50, and 0.25, it can be concluded that the model is strong, moderate, and weak, respectively.

Table 4. Result of R-Square

	R Square
Entrepreneurial inspiration (Z)	0,734
Innovative Capability (Y)	0,941

The R-Square test results show that the endogenous variables in the research model have very strong explanatory power. The Entrepreneurial Inspiration (Z) variable has an R-Square value of 0.734, which means that 73.4% of the variance in this construct can be explained by the independent variables in the model, while the remaining 26.6% is influenced by other factors outside the model. Meanwhile, the Innovative Capability (Y) variable obtained a very high R-Square value of 0.941, indicating that 94.1% of its variance is explained by the constructs that influence it. Based on Chin's (1998) criteria, an R-Square value of 0.67 is considered strong, 0.33 moderate, and 0.19 weak. Thus, it can be concluded that the two endogenous variables in this study are in the strong category, even very strong for the Innovative Capability variable, so that the research model has good predictive power.

Table 5. Size (f 2)

	Entrepreneurial inspiration (Z)	Innovative Capability (Y)	Entrepreneurship Literacy (X1)	Personal characteristics (X2)
Entrepreneurial inspiration (Z)		0,749		
Innovative Capability (Y)				
Entrepreneurship Literacy (X1)	0,105	0,469		
Personal characteristics (X2)	0,147	0,096		

Based on the results of the f-square test, it is known that Entrepreneurial Inspiration (Z) has a strong effect on Innovative Capability (Y) with a coefficient of 0.749. Entrepreneurial Literacy (X1) has a positive effect on Z (0.105) and Y (0.469), while Personal Characteristics (X2) has a relatively small effect on Z (0.147) and Y (0.096). Thus, entrepreneurial inspiration and entrepreneurial literacy are dominant factors in driving innovative capability, while personal characteristics have a limited contribution.

Hypothesis Testing

Direct and Indirect Effect Testing

Direct effect testing was used to test hypotheses 1 to 7 in this study. This test used *path coefficients*, with t-statistics values greater than the t-table (1.96) and p-values < 0.05 concluding that the hypothesis was acceptable, meaning that the direct effect was positive and significant between the variables tested.

Table 6. Direct Effect

	Relationship	β	T-value	P-values	Decision
H ₁	Entrepreneurial Literacy (X1) -> Innovative Capability (Y)	0,419	8,429	0,000	Con-firmed
H ₂	Personal Characteristics (X2) -> Innovative Capability (Y)	0,194	3,417	0,001	Con-firmed
H ₃	Entrepreneurial Literacy (X1) -> Entrepreneurial Inspiration (Z)	0,401	5,209	0,000	Con-firmed
H ₄	Personal characteristics (X2) -> Entrepreneurial inspiration (Z)	0,475	6,261	0,000	Con-firmed
H ₅	Entrepreneurial inspiration (Z) -> Innovative Capability (Y)	0,406	11,962	0,000	Con-firmed
H ₆	Entrepreneurship Literacy (X1) -> Entrepreneurial inspiration (Z) -> Innovative Capability (Y)	0,163	5,578	0,000	Con-firmed
H ₇	Personal characteristics (X2) -> Entrepreneurial inspiration (Z) -> Innovative Capability (Y)	0,193	4,902	0,000	Con-firmed

Source: processed by researcher, 2025

The results of hypothesis testing show that all relationship paths in the research model are confirmed. Entrepreneurial Literacy (X1) has a significant effect on Innovative Capability (Y) ($\beta = 0.419$; $p = 0.000$) and Entrepreneurial Inspiration (Z) ($\beta = 0.401$; $p = 0.000$). Personal Characteristics (X2) also has a significant effect on Innovative Capability ($\beta = 0.194$; $p = 0.001$) and Entrepreneurial Inspiration ($\beta = 0.475$; $p = 0.000$). Furthermore, Entrepreneurial Inspiration (Z) plays an important role in increasing Innovative Capability ($\beta = 0.406$; $p = 0.000$). In addition to direct effects, significant mediating effects were also found, namely Entrepreneurship Literacy on Innovative Capability through Entrepreneurial

Inspiration ($\beta = 0.163$; $p = 0.000$), and Personal Characteristics on Innovative Capability through Entrepreneurial Inspiration ($\beta = 0.193$; $p = 0.000$). Thus, it can be concluded that both the direct and indirect effects between variables in this study are significant.

DISCUSSION

H1: The Effect of Entrepreneurial Literacy on Innovative Capability

The results show that entrepreneurial literacy has a significant positive effect on students' innovative capabilities. This is in line with the entrepreneurial literacy indicators from Narmaditya et al. (2023), namely understanding how to start a business, analyzing opportunities, and understanding business risks. Vocational high school students who have a basic understanding of starting a business will be more confident in creating innovations. The ability to analyze opportunities also equips them to assess the feasibility of new ideas so that they are more competitive. Meanwhile, awareness of business risks makes students more prepared to make the right decisions even when faced with uncertainty. These three indicators directly contribute to the formation of the dimensions of autonomy, innovativeness, and risk taking in students' innovative abilities (Vepo do Nascimento Welter et al., 2020).

H2: The Influence of Personal Characteristics on Innovative Capability

Personal characteristics have a significant influence on innovative ability, although their contribution is smaller than that of entrepreneurial literacy. Personality indicators according to Alves et al. (2024) include extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience. Extraversion and openness to experience, for example, support the dimensions of innovativeness and proactiveness in innovative ability because students are more courageous in trying new things and actively seeking solutions. Agreeableness and conscientiousness help students work in a more organized manner and build positive relationships, which ultimately supports competitiveness. Conversely, emotional stability (low neuroticism) is necessary so that students do not easily become anxious or depressed when facing risks (risk taking). Thus, positive personal characteristics provide a strong psychological foundation for students to develop innovation.

H3: The Influence of Entrepreneurial Literacy on Entrepreneurial Inspiration

The influence of entrepreneurial literacy on entrepreneurial inspiration can be explained through indicators of entrepreneurial literacy such as understanding of starting a business, opportunity analysis, and risk awareness (Narmaditya et al., 2023). This knowledge becomes an internal source of inspiration (Van Ewijk et al., 2021), especially

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from the educational background and technological understanding that students acquire at school. Students who understand how to start a business will be more easily inspired to try it in real life. The ability to analyze opportunities encourages them to explore new businesses, while awareness of business risks inspires them to be more courageous in making decisions. Thus, entrepreneurial literacy serves as a cognitive foundation that inspires students to become entrepreneurs.

H4: The Influence of Personal Characteristics on Entrepreneurial Inspiration

The results of the study show that personal characteristics have a greater influence on entrepreneurial inspiration than entrepreneurial literacy. The indicators of extraversion, openness, and conscientiousness (Alves et al., 2024) strongly support the emergence of entrepreneurial inspiration because they are related to internal drives such as self-motivation, self-confidence, and the ability to manage experiences (Van Ewijk et al., 2021). Extraversion encourages students to be more courageous in seeking environmental support, while openness to experience enriches their sources of inspiration from various situations. In addition, emotional stability allows students to face obstacles without losing motivation. Therefore, personal characteristics play a strong psychological role in generating entrepreneurial inspiration, both from internal and external sources.

H5: The Influence of Entrepreneurial Inspiration on Innovative Capability

Entrepreneurial inspiration has been proven to have a significant positive effect on students' innovative capabilities. Entrepreneurial inspiration can come from internal factors such as education and technological understanding, as well as external factors such as environmental support and business location (Van Ewijk et al., 2021). Students who are inspired by vocational education and digital experiences are more motivated to take initiative (proactiveness) and try new ideas (innovativeness). Meanwhile, external environmental support provides more courage to take risks (risk taking) and compete healthily (competitiveness). Thus, entrepreneurial inspiration becomes a catalyst that connects learning experiences and personal encouragement with students' innovative capabilities.

H6: The Influence of Entrepreneurial Literacy on Innovative Capability through Entrepreneurial Inspiration

The indirect influence of entrepreneurial literacy on innovative capability through entrepreneurial inspiration shows that understanding how to start a business, analyze opportunities, and deal with risks (Narmaditya et al., 2023) can foster entrepreneurial inspiration, which then drives innovation. In other words, entrepreneurial literacy not only

provides technical knowledge but also ignites students' internal motivation to be creative. This inspiration becomes a link that strengthens the relationship between literacy and the dimensions of autonomy, innovativeness, and risk taking in innovative capabilities (Vepo do Nascimento Welter et al., 2020). This finding confirms that inspiration plays an important role in ensuring that literacy does not stop at the level of knowledge but can be realized in the form of real innovation.

H7: The Effect of Personal Characteristics on Innovative Capability through Entrepreneurial Inspiration

The indirect influence of personal characteristics on innovative capability through entrepreneurial inspiration is also significant. Students with extraversion, openness, and emotional stability (Alves et al., 2024) are more easily inspired by internal and external factors (Van Ewijk et al., 2021), such as teacher support, school environment, and family. This inspiration then encourages students to be more proactive, innovative, and willing to take risks (Vepo do Nascimento Welter et al., 2020). Thus, entrepreneurial inspiration acts as a link that strengthens the influence of personal characteristics on innovative capability. These results show that a positive personality supported by strong inspiration can produce students who are more creative and competitive in the business world.

CONCLUSION AND RECOMMENDATIONS

This study shows that entrepreneurial literacy and personal characteristics have a significant positive effect on the innovative abilities of vocational high school students in Mojokerto Regency, both directly and indirectly through entrepreneurial inspiration. Entrepreneurial literacy, which includes an understanding of starting a business, the ability to analyze opportunities, and risk awareness, has been proven to increase inspiration and encourage innovation. Similarly, personal characteristics such as extraversion, openness to experience, and emotional stability are important psychological factors that strengthen entrepreneurial inspiration and contribute to proactivity, creativity, and risk-taking. Entrepreneurial inspiration acts as a partial mediator that connects entrepreneurial literacy and personal characteristics with innovative abilities, thus emphasizing the importance of integrating cognitive, affective, and motivational aspects in entrepreneurial education. Thus, this study confirms that developing innovation in vocational high school students is not enough with just increasing knowledge, but also requires the formation of positive character and the creation of an inspiring learning ecosystem.

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