

The Role of Entrepreneurial Self-Efficacy in Measuring the Entrepreneurial Motivation of Vocational High School Students in Lumajang Regency

Ahmad Andrianto^{1*}, Cipto Wardoyo², Satia Nur Maharani³

^{1,2,3} Faculty of Economics and Business, Universitas Negeri Malang, Indonesia

e-mail: ahmad.andrianto.2404158@students.um.ac.id, cipto.wardoyo.fe@um.ac.id,
satia.nur.fe@um.ac.id

Abstract

This study aims to analyze the influence of creative projects and entrepreneurial mindset on entrepreneurial motivation, considering the role of entrepreneurial self-efficacy as a mediating variable. This study uses a quantitative approach with a survey method through hypothesis testing. The sample for this study involved 156 vocational high school students in grade XII in Lumajang Regency. Data analysis was performed using the Structural Equation Modeling-Partial Least Square (SEM-PLS) method. The results of this study indicate that creative projects have a significant positive effect on entrepreneurial self-efficacy and entrepreneurial motivation. In addition, entrepreneurial mindset has a significant and positive effect on entrepreneurial self-efficacy, but does not have a significant and negative effect on entrepreneurial motivation. Self-efficacy plays an important role in this study in mediating the significant and positive effect of creative projects and entrepreneurial mindset on entrepreneurial motivation. Self-efficacy also has a significant and positive effect on the entrepreneurial motivation of vocational high school students in Lumajang Regency. The implications of this study can help vocational high school educational institutions in Lumajang Regency to improve their entrepreneurship programs by directing them towards the development of creative projects to realize entrepreneurial motivation.

Key words: entrepreneurial education, role model, entrepreneurial intention, entrepreneurial action, high school students.

INTRODUCTION

Entrepreneurship is a strategic management paradigm that is very important for driving economic growth in various countries, especially in developed countries (Hassan et al., 2020). Entrepreneurs in various countries contribute to economic prosperity by developing entrepreneurial ideas (de Sousa et al., 2022). Entrepreneurial ideas are vital for creating jobs, encouraging innovation, and improving efficiency in many economic sectors (Durac & Moga, 2023). Several empirical studies have shown the importance of entrepreneurial motivation in driving innovation, employment, and economic growth (Jiatong et al., 2021). Countries with high levels of entrepreneurial motivation tend to experience greater economic growth (Welsh et al., 2016). In addition, the population in these countries is more successful and contributes to an increase in the number of jobs needed each year (Xu et al., 2023). Therefore, entrepreneurial motivation plays a very important role in finding entrepreneurial opportunities and being able to act on them (Lang & Liu, 2019; Raghunath et al., 2020).

Indonesia, with its large population and vast natural resources, should have the potential for economic growth from year to year. However, according to statistical data, Indonesia's economy reached \$77 billion in 2022, an increase of 22% from the previous year (Central Statistics Agency, 2023). The main factor behind the slow economic growth in Indonesia is that many Indonesians lack entrepreneurial motivation. According to research from the International Monetary Fund (IMF), only 3.47% of Indonesians are entrepreneurs and 5.45% of Indonesians are unemployed (Junaidi et al., 2023). The entrepreneurial motivation of Indonesians is still below that of other ASEAN countries, such as Singapore, where 8.5% of the population are entrepreneurs (Junaidi et al., 2023).

The urgency of this research raises the issue of high unemployment among vocational school graduates in Lumajang Regency. According to the Central Statistics Agency (2024), the workforce of vocational school graduates is included in the three highest levels of open unemployment (TPT) in 2024, which is 6.77%. The three highest TPT levels consist of vocational school graduates, high school graduates, and diploma graduates in Lumajang Regency. The high TPT rate is due to students' skills not matching the available jobs, as well as students' tendency to wait for jobs that match their interests. This is unfortunate considering that vocational schools are educational institutions that focus on preparing their graduates to enter the workforce. Vocational school graduates do not have sufficient competence to start their own businesses. Vocational school graduates expect to find employment in companies. Junaidi (2023) explains that the main problem with school graduates today is their lack of skills and inability to accept risks and pressures in the workplace (Junaidi et al., 2023).

To address the above issues, Jiatong et al., (2021) emphasized entrepreneurial self-efficacy through creative projects and entrepreneurial mindsets in entrepreneurship education. Entrepreneurial self-efficacy is a concept related to individual behavior, the level of effort made by individuals, and the strength of individuals in running a business (Elnadi & Gheith, 2021; Neneh, 2022; Saptono et al., 2021). Entrepreneurial self-efficacy shapes individuals to have confidence in their ability to face challenges and opportunities when starting a new business (Şahin et al., 2019). Creative projects are co-curricular school activities with an entrepreneurial theme to foster an entrepreneurial spirit, increase interest, aspirations, achievements, and motivation for entrepreneurship among students (Ayub et al., 2023). The creative project learning system emphasizes a learning by doing approach (Ayub et al., 2023). Students will be introduced to entrepreneurship in a real-world context. Meanwhile, an entrepreneurial mindset is the ability of students to see opportunities, develop new ideas, and find new ways or solutions to solve problems and take advantage of business opportunities (Cui et al., 2021). An entrepreneurial mindset does not usually develop naturally in students. An entrepreneurial mindset can be formed from entrepreneurial education and students' entrepreneurial experiences in the school environment.

The novelty offered in this study is a theoretical approach using Entrepreneurial Event Theory to encourage the motivation of vocational school students. Entrepreneurial Event Theory explains how creative projects and an entrepreneurial mindset can act as triggers that encourage students' motivation to become entrepreneurs (Cui et al., 2021). Therefore, this study uses Entrepreneurial Event Theory to understand the role of creative projects and entrepreneurial mindset on entrepreneurial motivation through self-efficacy (Kuvshinikov & Kuvshinikov, 2023). Entrepreneurial Event Theory explains that entrepreneurial motivation is often influenced by an event or experience that changes students' way of thinking (Lerman et al., 2020). Entrepreneurial motivation is formed from a combination of creative projects and entrepreneurial mindset, which is reinforced through the mediation of self-efficacy.

LITERATURE ANALYSIS

Creative Projects

Creative projects are skills for developing ideas that individuals have to produce products or services (Zheng, 2024). Skills, emotional intelligence, and spirituality play an important role in fostering creative projects among students.

Creative projects involve creativity from individuals, creativity from school programs, and creativity that grows within families (Wang et al., 2022). Creativity influences students to

complete creative projects at school. Sun & Kim (2022) explain four main dimensions in creative project-based education so that students have cognitive skills and maturity.

Entrepreneurial Mindset

Entrepreneurial mindset is defined as an individual's ability to survive and thrive in a rapidly changing business environment (Cui et al., 2021). Individual abilities focus on adaptability, innovation, and effectively utilizing business opportunities. Vocational high school students are expected to have entrepreneurial skills in the midst of a dynamic business environment (Maziriri et al., 2023). Changes in the world of entrepreneurship require students to have innovation skills and new business actions. Innovation and action are manifested as the result of the development or growth of an entrepreneurial mindset. An entrepreneurial mindset enables students to come up with new ideas, solve problems, produce creative solutions, and take action to pursue opportunities (Zulkarnain et al., 2024). Thus, an entrepreneurial mindset is the ability of students to see opportunities, develop new ideas, and find new ways or solutions to solve problems and take advantage of business opportunities (Cui et al., 2021). Kuratko (2021) explains three aspects of an entrepreneurial mindset that can strengthen students. The three aspects consist of cognitive aspects, behavioral aspects, and emotional aspects.

Entrepreneurial Self-Efficacy

Entrepreneurial self-efficacy is the ability to master the cognitive facilities, memory processing, and behavior necessary to deal with the entrepreneurial environment effectively (Drnovšek et al., 2010). Entrepreneurial self-efficacy includes beliefs about an individual's ability to achieve desired results and beliefs about an individual's ability to complete tasks (Kurniawan & Sutanto, 2020). Thus, the survival of a business depends not only on the completion of planned tasks, but also on the achievement of the desired results of those tasks (Darman et al., 2024). Saoula et al. (2023) describe entrepreneurial self-efficacy as self-confidence in carrying out the entrepreneurial process effectively. Self-efficacy plays a role in influencing motivation, effort, persistence, and the intention to start a business.

Entrepreneurial Motivation

Entrepreneurial motivation is a type of force that drives a series of behaviors performed by individuals, both internally and externally (Su et al., 2020). Entrepreneurial motivation is influenced by the external environment, such as unemployment, previous work experience, entrepreneurial opportunities, availability of resources, and government influence (Hassan et al., 2021). Meanwhile, entrepreneurial motivation is influenced

internally by factors such as self-confidence in the values that one wishes to realize through entrepreneurial behavior (Oosterbeek et al., 2010). With that, scholars have tried to explain the triggers of entrepreneurial motivation from two perspectives, namely economic and non-economic (psychological) motivation (Su et al., 2020). Economic motivation is a driving force behind economic behavior influenced by factors to pursue wealth and economic gain. Meanwhile, non-economic motivation is caused by an individual's desire to increase their economic income.

METHODOLOGY

This study uses quantitative research analyzed using SEM-PLS to investigate the effect of creative projects (X₁) and entrepreneurial mindset (X₂) on entrepreneurial motivation (Y) through entrepreneurial self-efficacy (Z) (see Figure 1). The benefit of SEM-PLS is its ability to maximize the variance of the dependent variable and estimate data based on the dimensions of the measurement model (Hair et al., 2019).

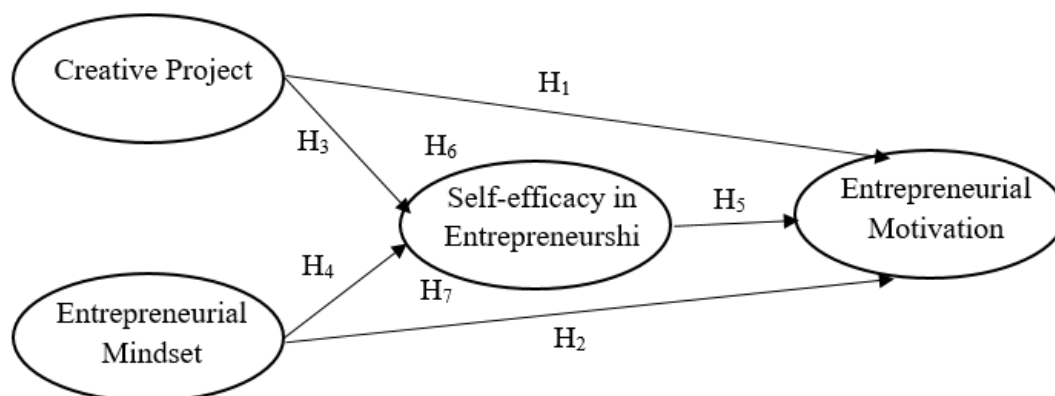


Figure 1. Research Framework Design

Respondents and Data Collection Techniques

Vocational high school students in Lumajang Regency participated in this study. Vocational high schools in Lumajang Regency were the objects of this study. We conducted a survey of 156 respondents with 64 Google Form questions sent via WhatsApp. The criteria for respondents in this study were 12th grade vocational high school students who had taken Digital Business courses and participated in creative projects. This study was conducted from June to August 2025. The variables in this study were creative projects (X₁),

entrepreneurial mindset (X2), entrepreneurial self-efficacy (Z), and entrepreneurial motivation (Y).

Table 1. Respondent Characteristics

No	Gender	Total	Percentage
1	Female	97	62,1%
2	Male	59	37,9%
Total		156	100%

Source: Primary Data Processed by Researchers, 2025

Table 1 above shows that the majority of respondents in this study were female, with 97 respondents (62.1%), while male respondents numbered 59 (37.9%). From these results, it can be concluded that this study discusses and analyzes entrepreneurial behavior among women.

Instrument Development and Data Analysis

The research instrument was adapted from previous studies and literature reviews. The questionnaire was translated from English into Indonesian and modified for the Indonesian context. The questionnaire was translated from English into Indonesian and modified for the local context. Creative projects were measured using four items from (Sun & Kim, 2022). Entrepreneurial mindset was measured using four items (Cui et al., 2021) (Bernardus et al., 2022). Entrepreneurial self-efficacy was measured using three items from (Saptono et al., 2021). Entrepreneurial motivation is measured using three items from (Hassan et al., 2021). The questionnaire used asks participants to rate each statement from 1 (strongly disagree) to 5 (strongly agree). This study uses Smart PLS 4.0 for least squares structural equation modeling (PLS-SEM).

RESEARCH AND RESULTS

Evaluation of External Models

The PLS external model was determined to ensure the reliability of the instruments. Models with determination criteria are considered reliable when composite reliability (CR) and Cronbach's Alpha > 0.05 (Hair et al., 2019). The results of this study show that the CR value for each construct is 0.798 to 0.818 for dependence. The average extracted variance (AVE) > 0.50 indicates convergent validity (Hair et al., 2019). Convergent validity in this study was achieved because all items exceeded 0.50 and the AVE of each construct ranged from 0.525 to 0.601. Cross-loadings were used to test discriminant validity and convergent validity. The cross-loading values for all variables of creative projects (X1), entrepreneurial

mindset (X2), entrepreneurial self-efficacy (Z), and entrepreneurial motivation ranged from 0.621 to 0.700 > 0.60, indicating discriminant validity.

Hypothesis Testing

This model tests hypotheses using structural equation modeling (SEM-PLS). The researchers used 156 bootstrap samples to display all t-statistics. As shown in Table 2, six of the seven hypotheses in this study met the criteria, with t-values ranging from 2.503 to 3.598, which exceeded 1.96. One t-value did not meet the criteria, with a t-value of 1.708, which was less than 1.96.

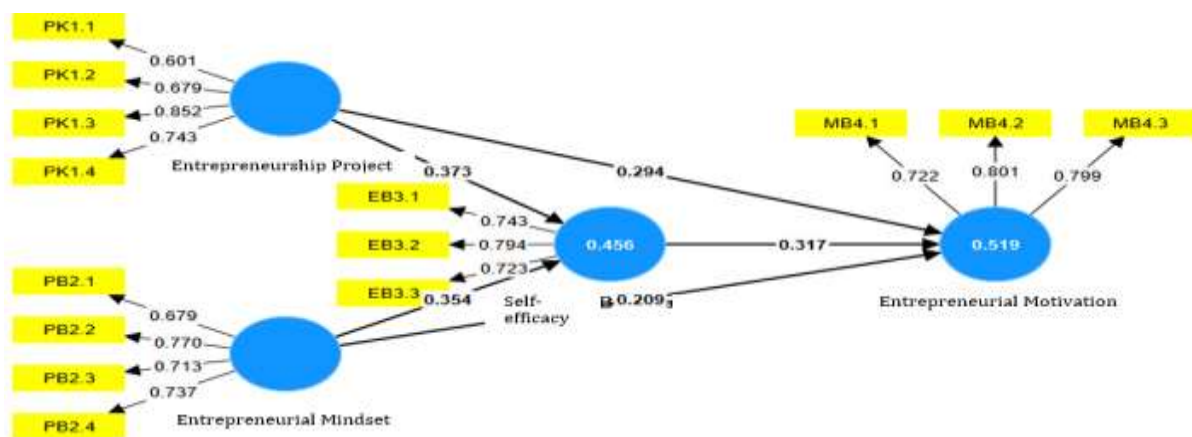


Figure 2. SEM-PLS Calculation Results

This study uses the R-Square (R^2) model to show the accuracy of the model's predictions. The coefficient of determination is used to determine the accuracy of the prediction and shows the magnitude of the influence of exogenous variables on endogenous variables. If the model meets 100% of the data with a value close to 1, it can be said that the model explains the variation in the endogenous variable (Fisher et al., 1995). The following are the results of the coefficient of determination based on data processing using SmartPLS.

Table 2. R-Square Analysis Results

Variables	R-Square
Entrepreneurial Motivation	0.456
Entrepreneurial Self-Efficacy	0.519

Source: Primary Data Processed by Researchers, 2025

For each variable, each R -Square for the entrepreneurial motivation variable (Y) was obtained at 0.456, indicating that 45.6% can be influenced by the creative project variable (X1), the entrepreneurial mindset variable (X2), and the entrepreneurial self-efficacy variable (Z), while the remaining 58.4% is influenced by other variables outside the study. The R-Square value of the entrepreneurial self-efficacy variable (Z) was 0.519, indicating that 51.9% can be influenced by the creative project variable (X1) and entrepreneurial mindset variable (X2), while the remaining 48.1% is influenced by other variables outside the study. Thus, the higher the R-Square value, the greater the ability of the independent variable to explain the dependent variable, resulting in a better structural equation.

Table 3. Outer Model Estimation

Construct	Item	Outer Loading	α	CR	AVE
Creative Project (CP)	PK1.1	0.601	0.694	0.813	0.525
	PK1.2	0.679			
	PK1.3	0.852			
	PK1.4	0.745			
Entrepreneurial Mindset (PB)	PB2.1	0.679	0.700	0.816	0.527
	PB2.2	0.770			
	PB2.3	0.713			
	PB2.4	0.737			
Self-efficacy in Entrepreneurship (EB)	EB3.1	0.743	0.621	0.798	0.569
	EB3.2	0.794			
	EB3.3	0.723			
Entrepreneurial Motivation (EM)	MB4.1	0.722	0.668	0.818	0.601
	MB4.2	0.801			
	MB4.3	0.799			

Source: Primary Data Processed by Researchers, 2025

Table 4. Direct Effect Test

	Variable	Original Sample	T-Statistics	P-Values	Description
H ₁	Creative Projects > Entrepreneurial Motivation	0.294	2.561	0.010	Accepted
H ₂	Entrepreneurial Mindset > Entrepreneurial Motivation	0.209	1.708	0.088	Rejected

H₃	Creative Projects > Entrepreneurial Self-Efficacy	0.373	4.030	0.000	Accepted
H₄	Entrepreneurial Mindset > Entrepreneurial Self-Efficacy	0.354	3.596	0.000	Accepted
H₅	Entrepreneurial Self-Efficacy > Entrepreneurial Motivation	0.317	3.393	0.000	Accepted

Source: Primary Data Processed by Researchers, 2025

Table 5. Indirect Effect Test

	Variable	Original Sampel	T-Statistics	P-Values	Description
H₆	Creative Projects > Self-efficacy in Entrepreneurship > Motivation for Entrepreneurship	0.118	2.053	0.012	Accepted
H₇	Entrepreneurial Mindset > Self-efficacy in Entrepreneurship > Motivation for Entrepreneurship	0.112	2.543	0.011	Accepted

Source: Primary Data Processed by Researchers, 2025

DISCUSSION

The first hypothesis in this study shows that creative projects have an effect on entrepreneurial motivation, with an original sample value of 0.294, a t-statistic of 2.561, and a p-value of 0.000, indicating that it is significant and valid. Thus, creative projects have a significant and positive effect on entrepreneurial motivation. Creative projects can increase entrepreneurial motivation in students in various ways. Entrepreneurial motivation can be developed by students by exploring ideas in real life through various entrepreneurial projects. Exploring these ideas can build confidence and improve students' skills. For this reason, during the entrepreneurial education process, students not only gain theoretical knowledge but also practical knowledge (Pertiwi & Khafid, 2021). Practical knowledge encourages students to develop creative projects. These results are in line with the results of a study by Murniati (2022), who conducted research on creative projects and entrepreneurial motivation among students in the Culinary Arts study program at Yogyakarta State University. The results of

the study explain that practical product development in entrepreneurship courses has a positive and significant effect of 28% on students' entrepreneurial motivation.

The entrepreneurial mindset in the second hypothesis did not have a significant and negative effect on entrepreneurial motivation. The original sample value was 0.209, the t-statistic was $1.708 < 1.96$, and the p-value was 0.088. Students felt that the theories taught in entrepreneurship education could not encourage their entrepreneurial motivation. An entrepreneurial mindset tends to seek opportunities, encourage innovation, and create added value in business (Zulkarnain et al., 2024). The results of this study are not in line with previous studies which say that an entrepreneurial mindset plays an important role in motivating students to become entrepreneurs, develop their own businesses, and contribute to economic growth (Mawson et al., 2023). According to the results of research by Shetty G, (2024), entrepreneurial mindset is considered an innovative approach in fostering student entrepreneurial motivation.

The third hypothesis found that creative projects have a significant and positive effect on entrepreneurial self-efficacy. Creative projects are significant for entrepreneurial self-efficacy with a t-statistic value of $4.030 > 1.96$. This means that practical involvement encourages students to be more confident in running a business. Students will learn how to make decisions and how to face difficult challenges in business. More importantly, creative projects teach students to create added value, ways to get out of difficult situations, and economic growth (Akbari et al., 2021). This is in line with Bandura's social cognitive theory (1986), which states that student achievement in strong self-confidence is influenced by experience and information (Beauchamp et al., 2019). Thus, Bandura (1986) states that creative projects are a strong predictor of self-efficacy (Mozahem, 2022). Students with high self-efficacy will naturally improve in various entrepreneurial projects.

An entrepreneurial mindset also has a significant and positive effect on students' entrepreneurial self-efficacy, with an original sample value of 0.354, a t-statistic of $3.596 > 1.96$, and a p-value of $0.000 < 0.050$. An entrepreneurial mindset can help increase students' self-efficacy in facing problems or challenges in business. Students who have a high entrepreneurial mindset and self-efficacy tend to see challenges as opportunities to create new innovations (Febyanti et al., 2022). Self-efficacy makes students believe that problems can be solved effectively. Wardana (2020) explains that an entrepreneurial mindset can increase students' entrepreneurial self-efficacy. Increased self-efficacy in students can encourage entrepreneurial attitudes.

Entrepreneurial self-efficacy also has a significant and positive effect on entrepreneurial motivation with a t-statistic value of $3.393 > 1.96$, a p-value of $0.000 < 0.050$, and an original sample of 0.317. This means that students always believe in themselves that they

have the motivation and skills to successfully complete entrepreneurial tasks. Entrepreneurial self-efficacy is considered to be students' self-confidence in successfully carrying out entrepreneurial actions. Taneja et al. (2024) found that entrepreneurial self-efficacy is described as being related to entrepreneurial motivation, such as developing new products, identifying opportunities, thinking creatively, and commercializing new ideas.

Oulhou & Ibourk (2023) also found that entrepreneurial self-efficacy grows and influences students' entrepreneurial motivation because students are directly involved in entrepreneurial actions. Entrepreneurial self-efficacy in the sixth and seventh hypotheses can also mediate the influence of creative projects and entrepreneurial mindset on entrepreneurial motivation.

The t-statistic values for each hypothesis are 2.053 and 2.453, which are greater than 1.96. Self-efficacy can strengthen creative projects for students to create a business that has value. Self-efficacy makes students more confident in their ability to become successful entrepreneurs and overcome problems in business (Brüne & Lutz, 2020). Similarly, entrepreneurial self-efficacy acts as a mediator between entrepreneurial mindset and entrepreneurial motivation in students. Entrepreneurial mindset provides the confidence and skills needed to increase self-efficacy, which ultimately increases motivation to become an entrepreneur for students (Wardana et al., 2020).

CONCLUSION AND RECOMMENDATIONS

Conclusion

The results of this study indicate that creative projects have a significant positive effect on entrepreneurial self-efficacy and entrepreneurial motivation. In addition, entrepreneurial mindset has a significant and positive effect on entrepreneurial self-efficacy, but does not have a significant and negative effect on entrepreneurial motivation. Self-efficacy plays an important role in this study in mediating the significant and positive influence of creative projects and entrepreneurial mindset on entrepreneurial motivation. Self-efficacy also has a significant and positive effect on the entrepreneurial motivation of vocational high school students in Lumajang.

The results of this study indicate that entrepreneurial education and training programs should not only focus on shaping mindsets. Educational institutions and policy makers need to develop other more effective strategies to increase entrepreneurial motivation, such as direct practical experience, providing supporting facilities, presenting inspirational mentors or role models, and creating a learning environment that encourages creativity and risk-taking. Thus, entrepreneurial motivation can be increased through a more comprehensive approach, not only focusing on the mindset aspect.

Recommendations

Future researchers are advised to add other variables that may influence entrepreneurial motivation, such as family support, business experience, and environmental factors. In addition, this study could use qualitative methods to gain a deeper understanding of why mind-set does not significantly influence entrepreneurial motivation.

REFERENCES

- Akbari, M., Bagheri, A., Imani, S., & Asadnezhad, M. (2021). Does Entrepreneurial Leadership Encourage Innovation Work Behavior? The Mediating Role Of Creative Self-Efficacy And Support For Innovation. *European Journal Of Innovation Management*, 24(1), 1–22. <https://doi.org/10.1108/Ejim-10-2019-0283>
- Ayub, S., Rokhmat, J., Busyairi, A., & Tsuraya, D. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) Sebagai Upaya Menumbuhkan Jiwa Kewirausahaan. *Jurnal Ilmiah Profesi Pendidikan*, 8(1b), 1001–1006. <https://doi.org/10.29303/Jipp.V8i1b.1373>
- Badan Pusat Statistik. (2020). Catalog : 1101001. *Statistik Indonesia 2020*, 1101001, 790. <https://www.bps.go.id/publication/2020/04/29/E9011b3155d45d70823c141f/statistik-indonesia-2020.html>
- Badan Pusat Statistik. (2023). *Statistik Pendidikan 2023*. Badan Pusat Statistik, 12, 1–242. <https://www.bps.go.id/publication/2022/11/25/A80bdf8c85bc28a4e6566661/statistik-pendidikan-2022.html>
- Beauchamp, M. R., Crawford, K. L., & Jackson, B. (2019). Social Cognitive Theory And Physical Activity: Mechanisms Of Behavior Change, Critique, And Legacy. *Psychology Of Sport And Exercise*, 42(November), 110–117. <https://doi.org/10.1016/j.psychsport.2018.11.009>
- Bernardus, D., Murwani, F. D., Aji, I. D. K., Radianto, W. E. D., Padmawidjaja, L., Jatiperwira, S. Y., Hitipeuw, I., & Jacob, G. H. (2022). Psychometric Properties Of The Indonesian Adaptation Of The Entrepreneurial Mindset Scale. *Academic Journal Of Interdisciplinary Studies*, 11(3), 310–334. <https://doi.org/10.36941/Ajis-2022-0069>
- Brüne, N., & Lutz, E. (2020). The Effect Of Entrepreneurship Education In Schools On Entrepreneurial Outcomes: A Systematic Review. *Management Review Quarterly*, 70(2), 275–305. <https://doi.org/10.1007/S11301-019-00168-3>
- Cui, J., Sun, J., & Bell, R. (2021). The Impact Of Entrepreneurship Education On The Entrepreneurial Mindset Of College Students In China: The Mediating Role Of Inspiration And The Role Of Educational Attributes. *International Journal Of Management Education*, 19(1). <https://doi.org/10.1016/J.Ijme.2019.04.001>

- Darman, A., Suprianto, A., Wati, A. P., Murwani, F. D., & Wardana, L. W. (2024). Digital Innovation In E-Commerce Education Towards Industry 5.0: Improving Student Competencies And Insights A Systematic Literature Review. *Journal Of Applied Business, Taxation And Economics Research*, 3(6), 652–662. <https://doi.org/10.54408/Jabter.V3i6.313>
- De Sousa, M. M., De Almeida, D. A. R., Mansur-Alves, M., & Huziwar, E. M. (2022). Characteristics And Effects Of Entrepreneurship Education Programs: A Systematic Review. In *Trends In Psychology* (Issue 0123456789). Springer International Publishing. <https://doi.org/10.1007/S43076-022-00197-0>
- Drnovšek, M., Wincent, J., & Cardon, M. S. (2010). Entrepreneurial Self-Efficacy And Business Start-Up: Developing A Multi-Dimensional Definition. *International Journal Of Entrepreneurial Behaviour And Research*, 16(4), 329–348. <https://doi.org/10.1108/13552551011054516>
- Durac, L., & Moga, L. M. (2023). Applications Of Decomposed Theory Of Planned Behaviour In Making Decision To Adopt A Career In Social Entrepreneurship. *European Journal Of Interdisciplinary Studies*, 15(1), 16–30. <https://doi.org/10.24818/Ejis.2023.02>
- Elnadi, M., & Gheith, M. H. (2021). Entrepreneurial Ecosystem, Entrepreneurial Self-Efficacy, And Entrepreneurial Intention In Higher Education: Evidence From Saudi Arabia. *International Journal Of Management Education*, 19(1), 100458. <https://doi.org/10.1016/J.Ijme.2021.100458>
- Febiyanti, A. T., Saroh, S., & Hardati, R. N. (2022). The Effect Of Self-Efficacy, Family Environment And Entrepreneurship Education On Entrepreneurial Intentions (Study On Students Of The Islamic University Of Malang). *Journal Of Humanities, Social Sciences And Business (Jhssb)*, 1(3), 161–172. <https://ojs.transpublika.com/index.php/Jhssb/>
- Fisher, D., Fraser, B., & Cresswell, J. (1995). Using The “Questionnaire On Teacher Interaction” In The Professional Development Of Teachers. *Australian Journal Of Teacher Education*, 20(1). <https://doi.org/10.14221/Ajte.1995v20n1.2>
- Hair, J. F., Sarstedt, M., & Ringle, C. M. (2019). Rethinking Some Of The Rethinking Of Partial Least Squares. *European Journal Of Marketing*, 53(4), 566–584. <https://doi.org/10.1108/Ejm-10-2018-0665>
- Hassan, A., Anwar, I., Saleem, I., Islam, K. M. B., & Hussain, S. A. (2021). Individual Entrepreneurial Orientation, Entrepreneurship Education And Entrepreneurial Intention: The Mediating Role Of Entrepreneurial Motivations. *Industry And Higher Education*, 35(4), 403–418. <https://doi.org/10.1177/09504222211007051>



- Hassan, A., Saleem, I., Anwar, I., & Hussain, S. A. (2020). Entrepreneurial Intention Of Indian University Students: The Role Of Opportunity Recognition And Entrepreneurship Education. *Education And Training*, 62(7-8), 843-861. <https://doi.org/10.1108/Et-02-2020-0033>
- Jiatong, W., Murad, M., Bajun, F., Tufail, M. S., Mirza, F., & Rafiq, M. (2021). Impact Of Entrepreneurial Education, Mindset, And Creativity On Entrepreneurial Intention: Mediating Role Of Entrepreneurial Self-Efficacy. *Frontiers In Psychology*, 12(August). <https://doi.org/10.3389/fpsyg.2021.724440>
- Junaidi, J., Anwar, S. M., & Sahrir, S. (2023). The Role Of Religion And Social Capital On Entrepreneurship Self-Efficacy And Motivation Among Students In Indonesia. *Cogent Business And Management*, 10(3). <https://doi.org/10.1080/23311975.2023.2265091>
- Kuratko, D. F., Fisher, G., & Audretsch, D. B. (2021). Unraveling The Entrepreneurial Mindset. *Small Business Economics*, 57(4), 1681-1691. <https://doi.org/10.1007/S11187-020-00372-6>
- Kurniawan, H., & Sutanto, P. (2020). The Effect Of Entrepreneurship Education And Entrepreneurial Self-Efficacy On Entrepreneurial Intention Of Vocational School Students. *Journal Of Entrepreneurship Education*, 23(2), 1-11.
- Kuvshinikov, P. J., & Kuvshinikov, J. T. (2023). Forecasting Entrepreneurial Motivations And Actions: Development And Validation Of The Entrepreneurial Trigger Scale. *Journal Of Small Business And Enterprise Development*, 31(8), 1-21. <https://doi.org/10.1108/Jsbed-06-2022-0274>
- Lang, C., & Liu, C. (2019). The Entrepreneurial Motivations, Cognitive Factors, And Barriers To Become A Fashion Entrepreneur: A Direction To Curriculum Development For Fashion Entrepreneurship Education. *International Journal Of Fashion Design, Technology And Education*, 12(2), 235-246. <https://doi.org/10.1080/17543266.2019.1581844>
- Lerman, M. P., Munyon, T. P., & Carr, J. C. (2020). Stress Events Theory: A Theoretical Framework For Understanding Entrepreneurial Behavior. *Research In Occupational Stress And Well Being*, 18(February), 35-63. <https://doi.org/10.1108/S1479-355520200000018003>
- Mawson, S., Casulli, L., & Simmons, E. L. (2023). A Competence Development Approach For Entrepreneurial Mindset In Entrepreneurship Education. *Entrepreneurship Education And Pedagogy*, 6(3), 481-501. <https://doi.org/10.1177/25151274221143146>
- Maziriri, E. T., Nyagadza, B., & Chuchu, T. (2023). Key Innovation Abilities On Capability And The Performance Of Women Entrepreneurs: The Role Of Entrepreneurial Education





- And Proactive Personality. *Business Analyst Journal*, 44(2), 53–83.
<https://doi.org/10.1108/Baj-02-2023-0044>
- Mozahem, N. A. (2022). Social Cognitive Theory And Women's Career Choices: An Agent—Based Model Simulation. *Computational And Mathematical Organization Theory*, 28(1), 1–26. <https://doi.org/10.1007/S10588-020-09317-6>
- Murniati, D. E., Purwanti, S., Handayani, T. H. W., Harsana, M., Razzaq, A. R., & Rohiat, M. A. (2022). The Influence Of Final Project Product Development On Students' Entrepreneurial Motivation. *Journal Of Technical Education And Training*, 14(2 Special Issue), 119–132. <https://doi.org/10.30880/Jtet.2022.14.02.011>
- Neneh, B. N. (2022). Entrepreneurial Passion And Entrepreneurial Intention: The Role Of Social Support And Entrepreneurial Self-Efficacy. *Studies In Higher Education*, 47(3), 587–603. <https://doi.org/10.1080/03075079.2020.1770716>
- Oosterbeek, H., Van Praag, M., & Ijsselstein, A. (2010). The Impact Of Entrepreneurship Education On Entrepreneurship Skills And Motivation. *European Economic Review*, 54(3), 442–454. <https://doi.org/10.1016/J.Euroecorev.2009.08.002>
- Oulhou, H., & Ibourk, A. (2023). Perceived Effectiveness Of Entrepreneurship Education, Entrepreneurial Mindset, Entrepreneurial Self-Efficacy And Entrepreneurial Intention Among Moroccan University Students: A Correlational Study. *Social Sciences And Humanities Open*, 8(1), 100719. <https://doi.org/10.1016/J.Ssaho.2023.100719>
- Pertiwi, U. R., & Khafid, M. (2021). The Effect Of Entrepreneurship Education, Personality, And The Role Of Parents Through Self Efficacy On Interest In Entrepreneurship. *Economic Education Analysis Journal*, 10(3), 416–431. <https://doi.org/10.15294/Eeaj.V10i3.50479>
- Raghunath, N., Koronis, G., & Silva, A. (2020). Creativity, Entrepreneurship, Innovation, Leadership And Professional Motivations: Comparing Design Students In Different Levels Of Undergraduate Education. *Proceedings Of 2020 Ieee International Conference On Teaching, Assessment, And Learning For Engineering, Tale 2020*, 77–82. <https://doi.org/10.1109/Tale48869.2020.9368467>
- Şahin, F., Karadağ, H., & Tuncer, B. (2019). Big Five Personality Traits, Entrepreneurial Self-Efficacy And Entrepreneurial Intention: A Configurational Approach. *International Journal Of Entrepreneurial Behaviour And Research*, 25(6), 1188–1211. <https://doi.org/10.1108/Ijebbr-07-2018-0466>
- Saoula, O., Shamim, A., Ahmad, M. J., & Abid, M. F. (2023). Do Entrepreneurial Self-Efficacy, Entrepreneurial Motivation, And Family Support Enhance Entrepreneurial Intention? The Mediating Role Of Entrepreneurial Education. *Asia Pacific Journal Of*





- Innovation And Entrepreneurship, 17(1), 20–45. <https://doi.org/10.1108/Apije-06-2022-0055>
- Saptono, A., Wibowo, A., Widyastuti, U., Narmaditya, B. S., & Yanto, H. (2021). Entrepreneurial Self-Efficacy Among Elementary Students: The Role Of Entrepreneurship Education. *Heliyon*, 7(9), E07995. <https://doi.org/10.1016/j.heliyon.2021.E07995>
- Shetty G, S., Baliga, V., & Thomas Gil, M. (2024). Impact Of Entrepreneurial Mindset And Motivation On Business Performance: Deciphering The Effects Of Entrepreneurship Development Program (Edps) On Trainees. *Cogent Business And Management*, 11(1). <https://doi.org/10.1080/23311975.2024.2314733>
- Su, X., Liu, S., Zhang, S., & Liu, L. (2020). To Be Happy: A Case Study Of Entrepreneurial Motivation And Entrepreneurial Process From The Perspective Of Positive Psychology. *Sustainability (Switzerland)*, 12(2). <https://doi.org/10.3390/Su12020584>
- Sun, X., & Kim, E. (2022). Improving Student Creativity Through Project-Based Learning: A Case Study Of Integrating Innovation And Entrepreneurship Education Within Product Design Courses. *Journal Of Positive School Psychology*, 2022(4), 6295 – 6307–6295 – 6307. <http://mail.journalppw.com/index.php/jpsp/article/view/4525>
- Taneja, M., Kiran, R., & Bose, S. C. (2024). Relating Entrepreneurial Self-Efficacy With Entrepreneurial Success: Perception-Based Analysis Of Students Of Higher Educational Institutions. *Economic Research-Ekonomska Istrazivanja*, 37(1). <https://doi.org/10.1080/1331677x.2024.2317145>
- Wang, C., Mundorf, N., & Salzarulo-Mcguigan, A. (2022). Entrepreneurship Education Enhances Entrepreneurial Creativity: The Mediating Role Of Entrepreneurial Inspiration. *International Journal Of Management Education*, 20(2), 100570. <https://doi.org/10.1016/j.ijme.2021.100570>
- Wardana, L. W., Narmaditya, B. S., Wibowo, A., Mahendra, A. M., Wibowo, N. A., Harwida, G., & Rohman, A. N. (2020). The Impact Of Entrepreneurship Education And Students' Entrepreneurial Mindset: The Mediating Role Of Attitude And Self-Efficacy. *Heliyon*, 6(9), E04922. <https://doi.org/10.1016/j.heliyon.2020.E04922>
- Welsh, D. H. B., Tullar, W. L., & Nemati, H. (2016). Entrepreneurship Education: Process, Method, Or Both? *Journal Of Innovation And Knowledge*, 1(3), 125–132. <https://doi.org/10.1016/j.jik.2016.01.005>
- Xu, J., Fu, Y., & Zhang, X. (2023). Does Entrepreneurship Education In China Develop Entrepreneurial Intention? The Role Of Self-Efficacy And Experience. *Plos One*, 18(7 July), 1–24. <https://doi.org/10.1371/journal.pone.0286090>
- Zheng, X. (2024). Construction Of An Innovative Entrepreneurship Project Learning Platform Introducing A Group Recommendation Algorithm For College Students.





Entertainment Computing, 51(April), 100666. <https://doi.org/10.1016/j.ent-com.2024.100666>

Zulkarnain, A. M., Alam, S., Teknologi, I., Makassar, N. I., & Zulkarnain, A. M. (2024). (Management & Business Challenges In Digital Era) Innovation , And Product Knowledge On Msmes Business Development E-Commerce Based. 2(1), 48–60.

