International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

The Effect of Entrepreneurship Education and Social Environment on The Intention to Start A Technology-Based Business Through Entrepreneurial Self-Efficacy

Huddy Iswanto[1], F. Danardana Murwani[2], Hadi Sumarsono[3]

[1,2,3] Faculty of Economics and Business, Universitas Negeri Malang, Indonesia
Corresponding Author: huddyiswanto@gmail.com

Abstract

This study aims to analyze the influence of entrepreneurship education and social environment on technology-based entrepreneurial intentions through entrepreneurial self-efficacy in vocational high school students in Mojokerto Regency. The low level of technology-based entrepreneurship among students is caused by a lack of understanding, social environmental support, and effective entrepreneurial skills development. The approach used is quantitative with a survey method, using a questionnaire distributed to 198 respondents from four schools. Data analysis was carried out using descriptive and inferential statistics with the Partial Least Square (PLS) technique through SmartPLS software to test the relationship between variables. The results show that entrepreneurship education, social environment, and self-efficacy significantly and positively influence technology-based entrepreneurial intentions, and self-efficacy acts as a mediating variable. It is recommended that educators increase innovation in entrepreneurship learning and strengthen students' social support and digital competence to increase their interest and readiness in technology-based entrepreneurship.

Keyword: Entrepreneurship Education, Social Environment, Technology Entrepreneurial Intention, Entrepreneurial Self-Efficacy

INTRODUCTION

The rapid increase in population and unemployment problems are complex problems that cannot be avoided by developing countries, one of which is Indonesia (Abd Rahim et al., 2023; Agung & Mashuri, 2022). According to the report of the UN International Labor Organization (ILO), global unemployment is projected to reach 208 million people in 2023 with an

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

unemployment rate of 5.8% (Ventura, 2023). In addition, driven by rapid technological advances in the modern era, there is an increase in technology companies that contribute to the economy, but it seems that it has not been widely utilized by people in the country (Oladejo et al., 2022). This also causes a person to have skills in using technology because of the shift in needs and workforce in companies. This incident makes some individuals apply and work in companies or places that do not match their skills and knowledge (Royan & Pahlevi, 2022).

According to the latest data from the Central Statistics Agency (BPS), which was released in May (2024), the largest unemployment rate is among students who graduated from Vocational High Schools (SMK) and High Schools (SMA). Vocational education is an educational institution that has different characteristics and objectives from other education, vocational schools prepare their students more to be able to go directly into the field as a competitive workforce (Agung & Mashuri, 2022). However, the facts that occur can be noted that unemployment does not only occur in someone who has a low education but can also occur in someone who has a higher education (Abd Rahim et al., 2023). This is due to students' decisions after graduating from school who choose to get a permanent job with a fixed salary rather than opening up a job field with high risks (Bod'a & Považanová, 2021; Chakraborty et al., 2021; Hasmiah et al., 2021; Adeniyi, 2023; Khraief et. al., 2020; Fakih et al., 2020).

Table 1. Open Unemployment According to Education

Highest Education Completed	**Open Unemployment According to Education**	
	2023	
	February	August
Never attended school	42.436	29.148
Elementary School (SD)	1.218.926	979.688
Junior High School (SMP)	1.445.701	1.246.932
Vocational High School (SMK)	1.666.493	1.780.050
Diploma	191.681	171.897
University Bachelor	753.732	787.937

Source: BPS (2024)

As one of the solutions to the problem of unemployment and the most important economic development technique as a poverty alleviator and to encourage economic growth in a country, namely through entrepreneurship (Abd Rahim et al., 2023). Entrepreneurship in Indonesia can be said to be advanced if it has reached 4% while developed countries have

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

currently reached 11-12% including ASEAN countries with an average percentage above 4%, but Indonesia is still at 3.47% (BPS, 2023). After the Covid-19 pandemic, there was a shift from traditional entrepreneurship to technological entrepreneurship, where many small businesses use e-commerce platforms. Therefore, the expertise and skills obtained by individuals to become entrepreneurs today are not enough (Alamsyahrir & Le, 2022) but also require innovation and creativity to build a successful business.

Entrepreneurship education plays a very important role in improving individual skills, creativity and understanding and instilling awareness of the importance of entrepreneurship so that it can foster a person's entrepreneurial intention (Abdulrasheed et al., 2019; Suleiman, 2021). Previous studies have shown that contextual factors such as educational programs can increase entrepreneurial intentions and entrepreneurship (Salhieh & Al-Abdallat, 2021). The facts obtained in the world of education are, although entrepreneurship education is included in the school curriculum in Indonesia as an effort to build student awareness of entrepreneurship and reduce the unemployment rate of graduates by providing the necessary training and entrepreneurial skills so that students can consider entrepreneurship as a valuable career choice, but only a few have been successfully recorded because most of the graduates are unemployed (Suleiman, 2021) to wait for a job call. In addition to entrepreneurship education, another factor that can increase the intention of individual entrepreneurship itself is the environmental factor (Ambarriyah & Fachrurrozie, 2019).

The environment that can help foster entrepreneurial intentions in students comes from the family environment, community environment, local natural conditions and social environment. The social environment also participates in determining a person's job, including choosing a job as an entrepreneur, this is also supported by Hasanah & Setiaji (2019) who said that the encouragement to form an entrepreneur can come through the social/community environment. A place of residence where the majority of people are engaged in entrepreneurship will encourage someone to do entrepreneurship (Alifia & Dwiridotjahjono, 2019). Someone who is in a business family environment or a social environment with a high level of entrepreneurship such as living in a tourist area or MSMEs, then that person has the opportunity to become an entrepreneur seeing the environment as a learning experience.

Belmonte et al., (2022) stated that increasing a person's interest and intention in entrepreneurship can be done through a high level of self-efficacy. Entrepreneurial self-efficacy can consist of considering tasks related to launching and developing new initiatives in entrepreneurship. Self-efficacy in information technology is used in terms of information systems which refers to a person's perception that they are able to use information systems and

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

master information technology skills (Kertiasih et al., 2021). In the study of Ikhwanudin et al., (2023) also stated that self-efficacy in a person has a significant effect on people's intentions to become entrepreneurs or technopreneurs. However, in fact, students' low technopreneurship intentions are due to low self-efficacy, namely the belief in students' abilities (Kertiasih et al., 2021). The research gap in this study uses the population gap from previous research. Population gap is a gap that exists in the reach of the population when collecting data for research.

Table 2. Population Gap

Name, Year, Title	Population	information
Belmonte, Z. J., Decapia, R., Tu, K. E., Lavado, M. J., Junio, M. N., & Lira, P. E. V. (2022). Impact of Information and Communications Technology on Technopreneurial Intention among Engineering Students.	Respondents in this study were engineering students from various schools and universities in the Philippines based on gender and age.	Meanwhile, researchers took samples from students as the initial planting of entrepreneurship and had criteria for filling out the questionnaire, namely "students who have taken entrepreneurship subjects" so that previous understanding of entrepreneurship has been conveyed so that it can be known if students who do not have the intention of becoming entrepreneurs certainly have other factors.
Salhieh, S. E. M., & Al-Abdallat, Y. (2021). Technopreneurial intentions the effect of innate innovativeness and academic self-efficacy.	The respondents used in this study were engineering, mechanical, electrical, computer, chemical, industrial and civil engineering students from the University of Jordan.	

Source: Belmonte et al., (2022), Salhieh & Al-Abdallat (2021).

The novelty in this study is the renewal of the entrepreneurial intention variable, researchers have focused mostly only on traditional entrepreneurial intentions but (Barba-Sánchez et al., 2022; Cui & Bell, 2022; Jena, 2020; Abd-Rahim, 2023) while in this study the researcher took technology-based entrepreneurial intention or in English technopreneurship intention as a variable and topic raised. While the urgency of this study is the high unemployment rate based on vocational high school education. In addition, the number of entrepreneurs in Indonesia is still relatively low. Therefore, this research must be carried out

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

immediately to encourage teachers to provide understanding and effective ways of learning entrepreneurship for students followed by the development of technology and digitalization. The focus of this study is the Influence of Entrepreneurship Education and the Social Environment on Technology-Based Entrepreneurial Intention Through Entrepreneurial Self-Efficacy in Vocational High School Students in Mojokerto Regency, both directly and indirectly.

LITERATURE REVIEW

Education Business

Entrepreneurship is usually defined as an individual's ability to transform an idea into a viable new venture (Adeel et al., 2023). Boldureanu et al., (2020) explain entrepreneurship education as a step in building an entrepreneurial character in a person, in entrepreneurship classes, students learn not only about how to start a business, but also about how to become a successful entrepreneur. Through the definition of experts, entrepreneurship education is the development of information, skills and understanding in business so that someone can have a sense of self-confidence and build the character of an entrepreneur. Entrepreneurship Education focuses on involving logical decision-making, critical thinking, effective action, (such as the introduction of pedagogical problems based learning) and teamwork (Igwe et al., 2019).

Entrepreneurship education needs to be directed to develop two main skills in entrepreneurship, namely being creative and having good organizational skills (Cotoi et al., 2011). Jardim et al., (2021) revealed that entrepreneurship programs have been developed and implemented on all continents as a way to prepare and enable them to face professional challenges, create 20 jobs, create original and valuable solutions to various emerging social and economic problems, such as the environment, poverty. , social exclusion, and sustainability. Entrepreneurship education is applied not only in Indonesia, almost all countries implement entrepreneurship education with various methods. The effectiveness of entrepreneurship education is not a reason for the difference in developed and developing countries (Martínez-Gregorio et al., 2021). The indicators used in this study are Mensah-Williams & Derera (2023) entrepreneurial attitudes and entrepreneurial skills and knowledge.

Social Environment

Psychologically, the environment includes all the stimulants received by individuals from the time of concession, birth to death. The stimulation, for example, is in the form of "genes" traits, tastes, desires, feelings, goals, interests, needs, wills, emotions, and intellectual capacities. Socioculturally, the environment includes all stimulation of interactions, and

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

conditions in relation to the treatment or work of others. Family lifestyle, group relationships, community lifestyle, learning exercises, education, teaching, guidance, and counseling, are included as this environment (Dalyono, 1997). According to Bryan (2018) the social environment is a social network, the influence of family and friends, role models and advisors who provide entrepreneurial motivation and present positive experiences that influence entrepreneurial intentions, which then become the individual's social environmental equipment.

The social environment is other people who are around or with whom we have social relationships (Siahaan, 2004). Conceptual definition, the social environment is characterized by problems that require the ability to interpret and change human behavior and are interested in communicating with others. In general, work situations can create a sense of self-esteem and bring status. The social environment that is mostly entrepreneurs will greatly influence a person's entrepreneurial attitude because the social environment will lead a person to build a network that can help him in the process of starting a business (Kadarsih, 2013). Through the analysis and definition of the previous social environment, in this study the social environment is one of the factors that can influence a person or group to be able to take action and change the behavior of each individual. While the indicators used in this study to measure how much social environment is obtained and owned by a person are: 1) family environment, 2) social environment, and 3) community environment.

Entrepreneurial Self-Efficacy

Several studies say that the first pioneer to discuss self-efficacy was Albert Bandura (Calicchio, 2023; Kodden & Kodden, 2020). According to Bandura as an expert on self-efficacy, self-efficacy is defined as the belief that a person has in their own ability or strength to successfully influence their environment by completing certain tasks or solving a problem (Bandura, 1997). Meanwhile, according to Neneh (2020), self-efficacy is when a person has confidence in their ability to collect and utilize the assets, talents, and skills needed to achieve or carry out an activity/job. Through the definition statement according to previous research, this study defines that self-efficacy is a person's belief in their ability to complete existing tasks or goals until they are achieved and completed. Entrepreneurial self-efficacy does not just appear, but there is a source of information that a person uses to assess their self-efficacy. These sources are performance achievement, vicarious experience, social persuasive forms, and physiological/emotional indices (Bandura, 1997; Schunk, 2012; Scunk & Dibenedetto, 2016; Scunk & Dibenedetto, 2020).

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Technology-Based Entrepreneurial Intentions

Technology entrepreneurial intention is the willingness and desire of individuals to engage in technology entrepreneurship (Abd Rahim et al., 2023). Meanwhile, according to Shamsudin et al., (2017) defines technology entrepreneurial intention as a psychological feature where people adopt a way of thinking that emphasizes opportunities to generate new value and promote their profession. Technopreneurial intention is somewhat similar to entrepreneurial intention. The only difference between the two is that the term entrepreneurship is widely used in the nature of business; While technopreneurs more specifically display technology-based entrepreneurship.

Technology-based entrepreneurial intention according to Koe et al., (2023) refers to a person's intention to have a business whose business nature focuses on technology. After 22 understanding the definition of technopreneurship intention according to previous studies, it was concluded that technopreneurship intention is a person's desire to take opportunities by creating new technological value from it so that it becomes a business and becomes a technopreneur. Interest in entrepreneurship cannot arise by itself, interest can arise starting with a person's interest in a certain type of activity. This interest will create urges in him to immediately be active. Manullang (2022) put forward factors that can influence Technopreneurship Intention, namely personal factors, environmental factors, and sociological factors.

METHOD

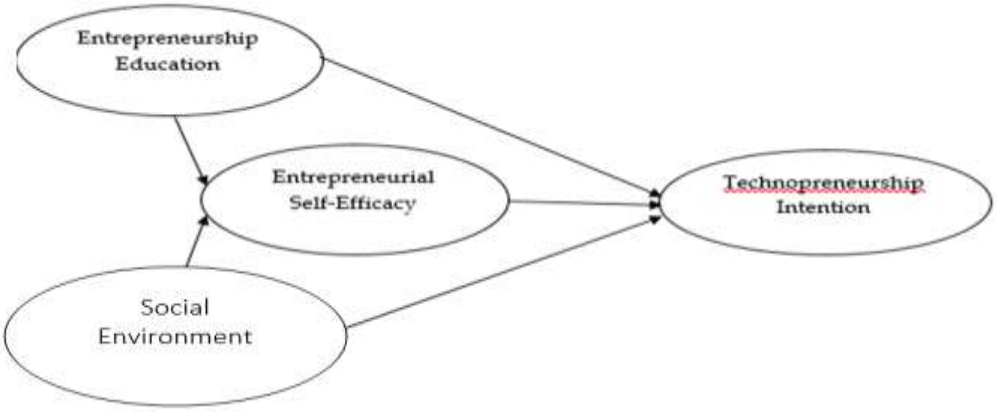
This study was processed using a quantitative research type with a descriptive survey and explanatory approach, which means using data from a questionnaire survey that was directly filled out by respondents. Quantitative methodology produces knowledge by investigating things that can be measured in a certain way (Al-Ababneh, 2020) and the data will of course be in the form of numbers and then processed and concluded with statistics (Westerlund, 2020). This study will explain the relationship between the facts of the conditions in each variable, namely entrepreneurship education and the social environment, and the intention to become a technology-based entrepreneur through entrepreneurial self-efficacy in vocational high school students throughout Mojokerto Regency. The following is a description of the conceptual framework in this study.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733



Picture 1. Conceptual Framework

The population used in this study were vocational high school students throughout Mojokerto Regency. While the sample is part of the population that will be used for this study by taking data. Non-probability sampling was used in this study which did not allow researchers to regulate or determine the probability (Pandey & Pandey, 2021). Researchers used non-probability sampling with sampling using purposive sampling, this means that the sample has provisions, namely 1) active students in class XII; 2) have taken entrepreneurship subjects and 3) active students who attend the vocational high school used in this study. Based on sample calculations using the Raosoft sample size calculator with a margin of error of 5%, the number of samples obtained and used in this study was 198 people

RESULTS AND DISCUSSION

Descriptive Statistical Analysis Based On Respondents

Descriptive analysis according to Sam et al., (2024) aims to describe and predict variables so that this analysis will describe in the form of tables, charts and others related to the influence of entrepreneurship education and entrepreneurial environment on technology-based entrepreneurial intentions driven by entrepreneurial self-efficacy. Respondents are dominated by students of SMKN 1 Jatirejo, besides that the majority of male gender is 102 students with a percentage of 52%.

Descriptive Statistical Analysis Based On Variables

In the descriptive analysis section based on this variable, all variables have an average with a high category, where entrepreneurship education has a grand mean of 3.89 with a maximum value of 4.25 on its items. While the social environment has a grand mean value of

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

3.89 with the highest value of 4.32. In addition, self-efficacy has a grand mean value of 3.70 which is still in the high category with the highest value of 4.46. Finally, the variable of technology-based entrepreneurial intention with a grand mean value of 4.21 and a high value on the variable item of 4.47.

SEM PLS Analysis

There are several stages used in testing using the SEM-PLS model (Hair et al., 2021; Khairi et al., 2021; Legate et al., 2023), namely (1) Model development; (2) Assessment of the measurement model (evaluation of validity and reliability); (3) Assessment of the structural model (analysis of relationships calculating the R-Square value and path coefficient); (4) Model evaluation (analysis using the goodness of fit index; and (5) Interpretation of results.

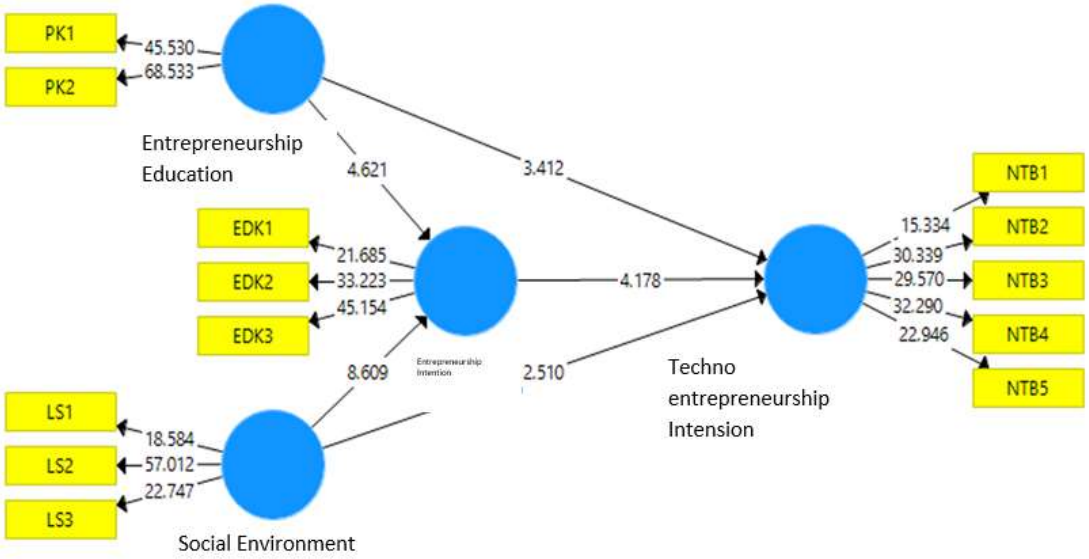


Figure 2. SEM PLS Analysis Result

Outer Model Test

Convergent Validity

Table 3. Convergent Validity Result

Construct	Item	Outer Loading	α	CR	AVE
Entrepreneurship Education (PK)	PK1	0.903	0.785	0.903	0.823
	PK2	0.911			

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Social Environment (LS)	LS1	0.800	0.793	0.879	0.708
	LS2	0.905			
	LS3	0.815			
Entrepreneurial Self Efficacy (EDK)	EDK1	0.791	0.797	0.881	0.713
	EDK2	0.856			
	EDK3	0.882			
Technopreneurship Intention (NTB)	NTB1	0.873	0.876	0.910	0.669
	NTB2	0.896			
	NTB3	0.893			
	NTB4	0.851			
	NTB5	0.804			

Source: processed by researcher, 2025

Based on the results of the outer model in table 2, it was found that all AVE values were greater than the specified threshold value, which was > 0.5, so it can be said that the confirmed convergent validity was accepted. This shows that more than 50% of the indicator variance can be explained by the construct.

Discriminant Validity

Discriminant validity analysis assesses how well the tested construct differs from other constructs (Kamis et al., 2020). This analysis can determine how much one construct correlates with another construct and how many items can represent one construct (Hair et al., 2021).

Table 4. Discriminant Validity

Variable	Entrepreneurship Education	Technopreneurship Intention	Social Environment	Entrepreneurial Self-Confidence
Entrepreneurship Education	0.907	0.770	0.768	0.743
Technopreneurship Intention		0.818	0.779	0.800
Social Environment			0.841	0.795
Entrepreneurial Self-Efficacy				0.844

Source: processed by researcher, 2025

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

It can be seen that the results of discriminant validity referring to the Fornell-Larscher criteria show that the variables Entrepreneurship Education (X1), Social Environment (X2), Entrepreneurial Self-Efficacy (Z), Technology-Based Entrepreneurial Intention (Y) meet the specified discriminant validity.

Cronbach Alpha

According to Ghozali et al., (2021) a figure is said to be credible if the Cronbach alpha is greater than 0.7. In Table 2, entrepreneurship education (X1), social environment (X2), entrepreneurial self-efficacy (Z) and technology-based entrepreneurial intentions (Y) all have Cronbach Alpha values above 0.7, namely in the range of 0.785 to 0.876, indicating very good reliability.

Inner Model Test

R-Square

The R2 value indicates the strength of the accuracy of the prediction (Hair, et al., 2017).

Table 5. R-Square Result

R-Square	
Entrepreneurial Self Efficacy	0.676
Technopreneurship Intention	0.727

Source: processed by researcher, 2025

Table 5, the R-Square value of the Entrepreneurial Self-Efficacy variable (Z) is obtained at 0.676, indicating that 67.6% can be influenced by the Entrepreneurship Education variable (X1) and Social Environment (X2), while the remaining 32.4% is influenced by other variables outside the study. In addition, the R-Square value of the Technology-Based Entrepreneurial Intention construct variable (Y) is obtained at 72.7%, indicating that the Technology-Based Entrepreneurial Intention variable (Y) can be influenced by the Entrepreneurship Education variable (X1) and Social Environment (X2) by 72.7%, while the remaining 27.3% is influenced by other variables outside those studied.

F-Square

Table 6. Matrix F-Square

Variable	F^2	Result
Entrepreneurial Self Efficacy >	0.178	Medium Effect

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Technopreneurship Intention		
Social Environment > Entrepreneurial Self Efficacy	0.379	Big Effect
Social Environment > Technopreneurship Intention	0.065	Low Effect
Entrepreneurship Education > Entrepreneurial Self Efficacy	0.132	Medium Effect
Entrepreneurship Education > Technopreneurship Intention	0.115	Medium Effect

Source: processed by researcher, 2025

The results of the F-Square test Table 6 show that the results of the F-Square test of the effect of each latent predictor variable (exogenous latent variable) on the structural model.

Goodness of Fit (GoF)

Goodness of fit is the third procedure that evaluates the measurement model (outer) and the structural model (inner). According to Hair et al. (2019), the study's criteria indicate that the model meets goodness of fit if the Cronbach's alpha (α) value is more than (>) 70, composite reliability / CR is more than (>) 0.70, and average variance extracted / AVE is more than (>) 0.50.

Table 7. GoF Evaluation Result

Variable	*α*	CR	AVE	Evaluation
Entrepreneurship Education (X1)	0.785	0.903	0.823	Fit
Social Environment (X2)	0.793	0.879	0.708	Fit
Entrepreneurial Self Efficacy (Z)	0.797	0.881	0.713	Fit
Technopreneurship Intention (Y)	0.876	0.910	0.669	Fit

Source: processed by researcher, 2025

Hypothesis Test

Hypothesis testing or significance testing is carried out to determine the influence

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

between variables (exogenous to endogenous). Significance testing is carried out using the bootstrapping procedure in SmartPLS software which is used to avoid data errors in research that may not be normal.

Table 8. Hypothesis Result

	Variabel	Original Sample	*T-Statistics*	*P-Values*	Hipotesis
H1	Entrepreneurship Education > Technopreneurship Intention	0.294	3.412	0.001	Accepted (Ha)
H2	Social Environment > Technopreneurship Intention	0.245	2.510	0.012	Accepted (Ha)
H3	Entrepreneurial Self Efficacy > Technopreneurship Intention	0.387	4.178	0.000	Accepted (Ha)
H4	Entrepreneurship Education > Entrepreneurial Self Efficacy	0.323	4.621	0.000	Accepted (Ha)
H5	Social Environment > Entrepreneurial Self Efficacy	0.547	8.609	0.000	Accepted (Ha)
H6	Entrepreneurship Education > Entrepreneurial Self Efficacy > Technopreneurship Intention	0.125	3.415	0.000	Accepted (Ha)
H7	Social Environment > Entrepreneurial Self Efficacy > Technopreneurship Intention	0.212	3.145	0.001	Accepted (Ha)

Source: processed by researcher, 2025

Table 8 shows that all hypotheses have a significant and positive influence.

DISCUSSION

The Influence Of Entrepreneurship Education On Technopreneurship Intention

The role of technological entrepreneurship in supporting economic progress is very important as has been recorded in previous studies and a number of experts agree with this (Chahal et al., 2023). The implementation of Entrepreneurship Education has been suggested and recommended as a proactive approach to increasing innovation, as recommended by Lee et al., (2019) and increasing individual awareness of the importance of entrepreneurship so that it can build entrepreneurial intentions. Through Entrepreneurship Education, it can shape attitudes, mindsets, and awareness as well as improve skills and knowledge in students

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

regarding the importance of entrepreneurship and how entrepreneurship can run and develop.

The results of previous research data related to vocational schools in Mojokerto Regency in the field of creative products and entrepreneurship are included in the good category with an average value of 84% Ridha et al., (2023). This reflects that there are good efforts in entrepreneurship education among students. The results of this hypothesis are also supported by research by Alamsyahrir & Le, (2022) which has similar results, namely that Entrepreneurship Education has a significant positive impact on growing and increasing the intention to become a technology entrepreneur. In addition, research by Jo & Puspitowati (2019) also supports the statement that Entrepreneurship Education can influence a person's intention to become a technology entrepreneur. Both theoretical and practical aspects of Entrepreneurship Education positively influence students' intentions to engage in entrepreneurial activities.

The results of the first hypothesis are supported by the theory of planned behavior proposed by Ajzen, (1991) which until now the theory is still developing and helping other research. Like the concept of the theory through the formation of entrepreneurial attitudes and characters with Entrepreneurship Education can add action and directly implement it in the form of activities.

The Influence of Social Environment on Technopreneurship Intention

Through the results of the hypothesis, it was found that Social Environment plays an important role in forming technology-based entrepreneurial intentions among SMK students in Mojokerto Regency. The t-statistic and p-value values obtained have met the significance requirements, namely more than 1.96 and p-value less than 0.05. In addition, it is supported by the R-square value obtained on Technopreneurship Intention of 0.727, which means that Social Environment has a sufficient contribution to Technopreneurship Intention of 0.727, almost approaching a value of 1, which means it is quite good.

The environment in vocational schools throughout Mojokerto Regency itself has entrepreneurial activities that support students to improve their skills and entrepreneurial intentions. The most popular major in one of the vocational schools is culinary arts, in this major students are taught to make various kinds of dishes that are suitable for serving and selling, in addition it can be supported by entrepreneurship subjects in all departments to increase entrepreneurial intentions based on technology. The families of vocational school students throughout Mojokerto District also have some entrepreneurs and teachers as teachers in schools also have businesses so that they can be role models for students. Each vocational school also has an entrepreneurship program that can significantly increase students' entrepreneurial

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

intentions (Smail et al., 2024).

In addition, the results of this study support the concept of social cognitive theory where learning can be obtained through Social Environment and developing entrepreneurial intentions in students. In addition, apart from the potential for positive influences, there is research that is not in line with the results of this study where the study states that Social Environment in Mojokerto is not always effective in increasing self-efficacy or entrepreneurial interest. This is evident from research showing that the social environment alone may not significantly influence these aspects without the support of a structured educational program (Brahmatiyo et al., 2023).

The Influence of Entrepreneurial Self Efficacy on Technopreneurship Intention

The third hypothesis is Accepted with the results of Smart PLS data processing that meets the significance requirements, namely a t-statistic value of more than 1.96 and a P-Value value of less than 0.05. The values obtained are t-statistics of 4.178 and p-values of 0.000. In addition, the R-square value of the Technopreneurship Intention variable is 0.727, which means that the self-efficacy variable can contribute as much as that value. A value that is close to one has a fairly good influence. Furthermore, the F-square value in the hypothesis is obtained at 0.178, which means that it has a medium influence and the GoF is found to be good/fit.

The curriculum at SMK Mojokerto encourages the improvement and formation of students' self-efficacy by providing training and programs related to entrepreneurship to vocational school students. Through these programs and training, increasing students' confidence in their abilities through education and social support, schools can encourage more students to pursue careers as entrepreneurs. The results of Sunardi's (2022) study support the results of this hypothesis where the study states that self-efficacy contributes positively to entrepreneurial intentions among vocational students with a significant impact on their willingness to engage in entrepreneurial activities.

The results of this hypothesis support the concept of Bandura's theory related to self-efficacy where self-efficacy is an important determinant of how individuals feel, think, motivate themselves and behave which can ultimately affect a person's entrepreneurial intentions. This concept is very relevant for vocational students who are at a critical stage in their career development.

The Influence of Entrepreneurship Education on Entrepreneurial Self Efficacy

This fourth hypothesis is stated to be Accepted with the results of Smart PLS data processing that meets the significance requirements, namely a t-statistic value of more than 1.96

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

and a P-value of less than 0.05. The values obtained are t-statistics of 4.621 and a p-value of 0.000. In addition, the R square value of the entrepreneurial self-efficacy variable is 0.672, which means that the other three variables including Entrepreneurship Education can contribute as much as that value. Furthermore, the F-square value in the hypothesis is obtained at 0.132, which means that it has a medium influence and the GoF is found to be good/fit.

Entrepreneurship Education plays an important role in improving entrepreneurial self-efficacy among students, especially those in vocational high schools (SMK). Entrepreneurship Education provided by schools and is currently included in the curriculum as a compulsory subject that must be obtained is a learning process that aims to develop the attitudes, knowledge and skills needed by students as capital to start and run a business. There is a significant and positive relationship between entrepreneurship education and student self-efficacy, effective Entrepreneurship Education can improve students' knowledge and skills which can later increase students' self-confidence and belief in their ability to run a business (Wu et al., 2022).

The Influence of Social Environment on Entrepreneurial Self Efficacy

This fifth hypothesis is stated to be Accepted with the results of Smart PLS data processing that meets the significance requirements, namely a t-statistic value of more than 1.96 and a P-value of less than 0.05. The values obtained are t-statistics of 8.609 and a p-value of 0.000. In addition, the R square value owned by the entrepreneurial self-efficacy variable is 0.672, which means that the other three variables including Social Environment can contribute as much as that value. Furthermore, the F-square value in the hypothesis is obtained at 0.379, which means that the influence between these variables has a large influence and the GoF is found to be good/fit.

The Influence of Social Environment on Entrepreneurial Self Efficacy among Vocational High School Students in Mojokerto Regency involves understanding how various social factors contribute to shaping students' beliefs in their entrepreneurial abilities. Social Environment includes family, peers, educational settings and broader social norms, all of which play an important role in developing Entrepreneurial Self Efficacy (Calicchio, 2023). A supportive Social Environment can encourage students to have high self-confidence in entrepreneurship, while a less supportive environment can hinder the development of self-efficacy. Family is the first and foremost Social Environment that provides the earliest and deepest influence on the formation of an individual's character and self-confidence. Parental support, especially in terms of finance, emotion and encouragement to do or open a business, is very important in increasing students'

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

self-efficacy (Sintya, 2019).

The Influence of Entrepreneurship Education on Technology-Based Entrepreneurial Intentions through Entrepreneurial Self Efficacy

This sixth hypothesis is stated to be Accepted with the results of Smart PLS data processing that meets the significance requirements, namely a t-statistic value of more than 1.96 and a P-value of less than 0.05. The values obtained are t-statistics of 3.415 and a p-value of 0.000. Entrepreneurship Education is currently also widely implementing technopreneurship education, a special form of Entrepreneurship Education that focuses on technology-driven businesses. Entrepreneurship Education is believed to be able to increase Entrepreneurial Self-Efficacy in vocational high school students and the intention to become technology-based entrepreneurs. This shows that Entrepreneurship Education, especially when followed by technological developments applied to students, can effectively prepare students for technology-based entrepreneurship through self-abilities that grow into self-confidence (Febriyanti et al., 2024; Dewantara & Kemalasari, 2024). In the research of Widyaningrum et al., (2024) and Vivekananth et al., (2024) stated that Entrepreneurial Self Efficacy is an important factor that mediates the relationship between Entrepreneurship Education and entrepreneurial intentions, it functions as a predictor of entrepreneurial behavior and can influence students' willingness to engage in entrepreneurial activities. In addition, Entrepreneurship Education has been shown to significantly increase Entrepreneurial Self Efficacy which is an important factor in fostering entrepreneurial intentions among students. This education can provide students with the skills and confidence needed to pursue entrepreneurial endeavors (Amin & Fajri, 2024).

The Influence of Social Environment on Technopreneurship Intention through Entrepreneurial Self Efficacy

This seventh hypothesis is stated to be Accepted with the results of Smart PLS data processing that meets the significance requirements, namely a t-statistic value of more than 1.96 and a P-value of less than 0.05. The values obtained are t-statistics of 3.145 and a p-value of 0.001. Through the family environment as social capital owned by a vocational high school student, including the presence of role models in the field of entrepreneurship, it can increase self-efficacy and entrepreneurial motivation so that it can foster technology-based entrepreneurial intentions (Nguyen & Hoa, 2024; Wicaksono et al., 2024). When individuals are in a supportive Social Environment, they may be more likely to develop positive beliefs, which will later influence their increased intentions and behavior to start a technology-based business

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

(Salhieh & Al-Abdallat, 2021). By creating a supportive ecosystem, it is hoped that vocational high school students in Mojokerto Regency can develop strong entrepreneurial intentions and be ready to face challenges in today's digital era.

This hypothesis supports Albert Bandura's theoretical concept, namely social cognitive theory. Social cognitive theory is an approach that explains how individuals learn and behave in a social context. Bandura emphasized that learning occurs not only through direct experience, but also through observation of others, known as modeling. Bandura emphasized that learning occurs not only through.

CONCLUSION

After conducting a long analysis related to the problems in the background and analyzing the data found related to Entrepreneurship Education and Social Environment on the intention to become a technology-based entrepreneur through Entrepreneurial Self Efficacy in SMK students throughout Mojokerto Regency, the following conclusions can be drawn. There is a significant and positive influence between Entrepreneurship Education and Technopreneurship Intention. Through Entrepreneurship Education, a strong understanding of business concepts can be fostered, which is very important for developing Technopreneurship Intention. There is no significant influence between technopreneurship learning and technopreneurship intention.

There is a significant and positive influence between Social Environment and Technopreneurship Intention. Social Environment that supports students from family, peers and society will help improve Technopreneurship Intention in students. There is a significant and positive influence between entrepreneurial self-confidence and technopreneurship intention.There is a significant and positive influence between Entrepreneurial Self Efficacy and Technopreneurship Intention. High self-efficacy will lead to greater confidence in overcoming challenges and seizing opportunities in entrepreneurship and make students more confident in opening technology-based businesses. There is a significant and positive influence between Entrepreneurship Education and Entrepreneurial Self Efficacy. Effective Entrepreneurship Education can improve students' knowledge and skills which can later increase students' self-confidence and belief in their abilities.

There is a significant and positive influence between Social Environment and Entrepreneurial Self Efficacy in students. Social Environment includes family, peers, educational settings and broader social norms, all of which play an important role in developing Entrepreneurial Self Efficacy. There is a significant and positive influence between Entrepreneurship Education on the intention to become a technology-based entrepreneur

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

through Entrepreneurial Self Efficacy. Entrepreneurship Education, especially when followed by the development of technology applied to students, can effectively prepare students for technology-based entrepreneurship through self-abilities that grow into self-confidence. There is a significant and positive influence between Social Environment on technology-based entrepreneurial intentions through Entrepreneurial Self Efficacy. Through the family environment as social capital owned by a vocational high school student including the presence of role models in the field of entrepreneurship can increase self-efficacy and entrepreneurial motivation so that it can foster technology-based entrepreneurial intentions

REFERENCE

Abdulrasheed, J., Suleiman, Y., Bolaji, H. O.. & Tunbosun, L. A. (2019). Assessing the impact of entrepreneurship course on entrepreneurial intention: A case study of Al-Hikmah University undergraduate students. Amity Journal of Entrepreneurship, 4(1), 1-14.

Abd Rahim, L. N., Ramlee, N. A. Z., Surin, E. F. M., & Rahim, H. L. (2023). Technology Entrepreneurship Intention among Higher Education Institutions Students: A Literature Review. Information Management and Business Review, 15(3 (SI)), 85-94.

Abu, I. (2024). Understanding the Effect of Entrepreneurship Education on Students' Entrepreneurial Intentions. Pinisi Journal of Entrepreneurship Review, 2(2), 109-119.

Adeel, S., Daniel, A. D., & Botelho, A. (2023). The effect of entrepreneurship education on the determinants of entrepreneurial behaviour among higher education students: A multi-group analysis. Journal of Innovation and Knowledge, 8(1). https://doi.org/10.1016/j.jik.2023.100324

Adeniyi, A. O. (2023). The mediating effects of entrepreneurial self-efficacy in the relationship between entrepreneurship education and start-up readiness. Humanities and Social Sciences Communications, 10(1), 1-14.

Agung, A. I. (2023). Technopreneur Intention And Strategy For Exploring Business Opportunities Among Vocational High School Students In Indonesia. Arts Educa, 36.

Ajzen, I. (1991). The Theory of planned behavior. Organizational Behavior and Human Decision Processes.

Alamsyahrir, D., & Ie, M. (2022). Technopreneurial intention Peran self-efficacy, entrepreneurship education, dan relation support. Jurnal Manajemen Maranatha, 21(2), 135-144.

Al-Ababneh, M. M. (2020). Linking ontology, epistemology and research methodology. Science & Philosophy, 8(1), 75-91.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Alifia, I. F., & Dwiridotjahjono, J. (2019). Pengaruh Motivasi Berwirausaha Dan Lingkungann Sosial Terhadap Minat Berwirausaha (Studi Kasus pada Dusun Beton Desa Tritunggal Kecamatan Babat Kabupaten Lamongan). Jurnal Bisnis Indonesia, 10(2), 139–154.

Ambarriyah, S. B., & Fachrurrozie, F. (2019). Efek efikasi diri pada pengaruh Entrepreneurship Education, lingkungan, dan kecerdasan adversitas terhadap intensi berwirausaha mahasiswa. Economic Education Analysis Journal, 8(3), 1045-1060.

Anisya, N., Mulia, F., & Sunarya, E. (2020). Minat Berwirausaha yang Ditinjau dari Pengaruh Entrepreneurship Education dan Motivasi Berwirausaha. Ekuitas: Jurnal Pendidikan Ekonomi, 8(2), 161-166.

Antonio, T., Bernardus, D., Murwani, D., Suryaman, S., Hermawan, A., & Soetjipto, B. E. (2017). Psychometric Properties of the Indonesian Version of the Academic Self-Concept and the Entrepreneurial Self-Efficacy Scales.

Bandura, A. 1997. Self-Efficacy: The Exercise of Control. New York: Freeman

Bandura, A. (2011). A social cognitive perspective on positive psychology. International Journal of Social Psychology, 26(1), 7-20.

Barba-Sánchez, V., Mitre-Aranda, M., & del Brío-González, J. (2022). The entrepreneurial intention of university students: An environmental perspective. European Research on Management and Business Economics, 28(2), 100184.

Belmonte, Z. J., Decapia, R., Tu, K. E., Lavado, M. J., Junio, M. N., & Lira, P. E. V. (2022). Impact of Information and Communications Technology on Technopreneurial Intention among Engineering Students. International Journal of Information and Education Technology, 12(8), 756-761.

Bod'a, M. & Považanová, M. (2021). Output-unemployment asymmetry in Okun coefficients for OECD countries. Economic Analysis and Policy, 69, 307-323

Boldureanu, G., Ionescu, A. M., Bercu, A. M., Bedrule-Grigoruță, M. V., & Boldureanu, D. (2020). Entrepreneurship education through successful entrepreneurial models in higher education institutions. Sustainability, 12(3), 1267.

Brahmatiyo, D., Muwarni, F. D., & Kusdiyanti, H. (2023). The Effect Of Entrepreneurship Education, And Social Environment On Entrepreneurial Interest With Self-Efficacy As A Mediating Variable. International Journal of Business, Law, and Education, 4(2), 1340-1352.

Bryan, A. (2018). Pengaruh Efikasi Diri dan Pendidikan Terhadap Intensi Kewirausahaan dengan Social Environment Sebagai Variabel Moderasi. Jurnal Manajemen Bisnis Dan Kewirausahaan, 2(3), 46–53.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Calicchio, S. (2023). Albert Bandura and the self-efficacy factor: A journey into the psychology of human potential through the understanding and development of self-efficacy and self-esteem. Stefano Calicchio.

Carpenter, A., & Wilson, R. (2021). A systematic review of experimental design studies looking at the effect of entrepreneurship education on higher education students? International Journal of Management Education, July, 100541. https://doi.org/10.1016/j.ijme.2021.100541

Carranza, R., Diaz, E., Martín-Consuegra, D., & Fernández-Ferrín, P. (2020). PLS–SEM in business promotion strategies. A multigroup analysis of mobile coupon users using MICOM. Industrial Management & Data Systems, 120(12), 2349-2374.

Casula, M., Rangarajan, N., & Shields, P. (2021). The potential of working hypotheses for deductive exploratory research. Quality & Quantity, 55(5), 1703-1725.

Chaudhry, S., Tandon, A., Shinde, S., & Bhattacharya, A. (2024). Student psychological well-being in higher education: The role of internal team environment, institutional, friends and family support and academic engagement. Plos one, 19(1), e0297508.

Cotoi, E., Bodoasca, T., Catana, L., & Cotoi, I. (2011). Entrepreneurship European development strategy in the field of education. Procedia - Social and Behavioral Sciences, 15, 3490–3494. https://doi.org/10.1016/j.sbspro.2011.04.323

Cui, J., & Bell, R. (2022). Behavioural entrepreneurial mindset: How entrepreneurial education activity impacts entrepreneurial intention and behaviour. The International Journal of Management Education, 20(2), 100639.

Cruz, A. D., Hamilton, E., & Jack, S. L. (2022). Understanding entrepreneurial opportunities through metaphors: A narrative approach to theorizing family entrepreneurship. In Families in Business (pp. 30-51). Routledge.

Deliana, M. (2023). Self-Efficacy as A Factor of Entrepreneurial Intention. Journal of Education, Humaniora and Social Sciences (JEHSS), 5(4), 2573-2580.

Dewantara, H., & Kemalasari, A. A. (2024). The Role of Technopreneurship Literacy and Entrepreneurship Education in Fostering Entrepreneurial Interest Through Self-Efficacy. Pinisi Journal of Entrepreneurship Review, 2(3), 162-174.

Fakih, A., Haimoun, N., & Kassem, M. (2020). Youth Unemployment, Gender and Institutions During Transition: Evidence from the Arab Spring. Social Indicators Research, 150(1), 311–336. https://doi.org/10.1007/s11205-020-02300-3

Febriyanti, W., Pricilia, B., Rusmewahni, R., & Dewi, K. V. V. (2024). The Effect of Technopreneur Education and Entrepreneurship Motivation on Entrepreneurial Interest with Self

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Efficacy as an Intervening Variable. EKOMBIS REVIEW: Jurnal Ilmiah Ekonomi dan Bisnis, 12(4), 3371-3382.

Franke, G., & Sarstedt, M. (2019). Heuristics versus statistics in discriminant validity testing a comparison of four procedures. Internet Research

Ghazali, I., & Latan, H. (2015). Partial Least Squares; Konsep, tekhnik dan aplikasi menggunakan program Smart PLS 3.0. Semarang: Badan Penerbit Undip.

Hair, J., & Alamer, A. (2022). Partial Least Squares Structural Equation Modeling (PLS-SEM) in second language and education research: Guidelines using an applied example. Research Methods in Applied Linguistics, 1(3), 100027.

Hair Jr, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). Partial least squares structural equation modeling (PLS-SEM) using R: A workbook (p. 197). Springer Nature.

Hasanah, U. U., & Setiaji, K. (2019). Pengaruh literasi digital, efikasi diri, lingkungan terhadap intensi berwirausaha mahasiswa dalam e-business. Economic Education Analysis Journal, 8(3), 1198-1215.

Hasmiah, J., Tahir, T., Hasan, M., & Said, I. (2021). Pengaruh Literasi Ekonomi Dan Literasi Digital Terhadap Minat Berwirausaha Mahasiswa. Indonesian Journal of Economics, Entrepreneurship, and Innovation, 2(1), 18-27.

Igwe, P. A., Okolie, U. C., & Nwokoro, C. V. (2019). Towards a responsible entrepreneurship education and the future of the workforce. International Journal of Management Education. https://doi.org/10.1016/j.ijme.2019.05.001

Ikhwanudin, G., Wahyudi, H. D., & Andriyani, W. A. (2023, February). Health of Indonesian Soe Banking in Facing the Society 5.0 Era To Support The Technopreneur Intention Program. In Proceeding Medan International Conference on Economic and Business (Vol. 1, pp. 1206-1221).

Isma, A., Halim, N., Kemalasari, A. A., Rakib, M., & Dewantara, H. (2024). The influence of entrepreneurship education and technopreneurship literacy on entrepreneurial intention with self-efficacy as an intervening variable in generation z. International Journal of Health, Economics, and Social Sciences (IJHESS), 6(3), 930-940.

Jabeen, F., Faisal, M. N., & Katsioloudes, M. I. (2017). Entrepreneurial mindset and the role of universities as strategic drivers of entrepreneurship: Evidence from the United Arab Emirates. Journal of Small Business and Enterprise Development, 24(1), 136– 157. https://doi.org/10.1108/JSBED-07-2016-0117

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Jardim, J., Bártolo, A., & Pinho, A. (2021). Towards a global entrepreneurial culture: A systematic review of the effectiveness of entrepreneurship education programs. In Education Sciences (Vol. 11, Issue 8). MDPI AG. https://doi.org/10.3390/educsci11080398

Jena, R. K. (2020). Measuring the impact of business management Student's attitude towards entrepreneurship education on entrepreneurial intention: A case study. Computers in Human Behavior, 107, 106275.

Jo, Y., & Puspitowati, I. (2019). Pengaruh educational support dan relation support terhadap minat berwirausaha mahasiswa Universitas Tarumanagara. Jurnal Manajerial dan Kewirausahaan, 1(3), 635-644.

Khairi, M. I., Susanti, D., & Sukono, S. (2021). Study on structural equation modeling for analyzing data. International Journal of Ethno-Sciences and Education Research, 1(3), 52-60.

Khraief, N., Shahbaz, M., Heshmati, A., & Azam, M. (2020). Are unemployment rates in OECD countries stationary? Evidence from univariate and panel unit root tests. The North American Journal of Economics and Finance, 51, 100838. https://doi.org/10.1016/j.najef.2018.08.021

Kirkley, W. W. (2017). Cultivating entrepreneurial behaviour: entrepreneurship education in secondary schools. Asia Pacific Journal of Innovation and Entrepreneurship, 11(1), 17–37. https://doi.org/10.1108/apjie-04-2017-018

Koe, W. L. (2020). Data on technopreneurial intention among male and female university students: A comparison. Data in brief, 33, 106423.

Kodden, B., & Kodden, B. (2020). The impact of self-efficacy. The Art of Sustainable Performance A Model for Recruiting, Selection, and Professional Development, 31-38.

Laydes, M., Vásquez, M., Cruz-Tarrillo, J., & Diaz, R. A. (2024). Business education, innovation skills as predictors of entrepreneurial self-efficacy in university students. Journal of Business Economics and Management, 25(4), 612-627.

Luo, L., Guo, M., Huang, J., & Yang, J. (2022). Research on the effect of an entrepreneurial environment on college students' entrepreneurial self-efficacy: the mediating effect of entrepreneurial competence and moderating effect of entrepreneurial education. Sustainability, 14(11), 6744.

Machmud, A., & Ahman, E. (2019). Effect of entrepreneur psychological capital and human resources on the performance of the catering industry in Indonesia. Journal of Entrepreneurship Education, 22(1), 1-7.

Mirahmadizadeh, A., Delam, H., Seif, M., & Bahrami, R. (2018). Designing, constructing, and analyzing Likert scale data. Journal of Education and Community Health, 5(3), 63-72.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Mishra, P., Pandey, C. M., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. Annals of cardiac anaesthesia, 22(1), 67.

Mohd Dzin, N. H., & Lay, Y. F. (2021). Validity and reliability of adapted self-efficacy scales in Malaysian context using PLS-SEM approach. Education Sciences, 11(11), 676. https://doi.org/10.3390/educsci11110676

Murdiana, S. (2020). Validity of Marital Conflict Resolution Scale Using Reflective Measurement Model of PLS-SEM. JP3I (Jurnal Pengukuran Psikologi dan Pendidikan Indonesia), 9 (1), 77-85.

Nadeem, W., Juntunen, M., Shirazi, F., & Hajli, N. (2020). Consumers' value co-creation in sharing economy: The role of social support, consumers' ethical perceptions and relationship quality. Technological Forecasting and Social Change, 151, 119786.

Nainggolan, R., & Harny, D. (2020). Pengaruh Pendidikan Entrepreneurship Dan Social Environment Terhadap Minat Berwirausaha (Studi Di Universitas Ciputra). Jurnal Ekonomi Pendidikan Dan Kewirausahaan, 8(2), 183. https://doi.org/10.26740/jepk.v8n2.p183-198

Nasution, M. I., Fahmi, M., & Prayogi, M. A. (2020, March). The quality of small and medium enterprises performance using the structural equation model-part least square (SEM-PLS). In Journal of Physics: Conference Series (Vol. 1477, No. 5, p. 052052). IOP Publishing.

Ndofirepi, TM (2020). Hubungan antara Entrepreneurship Education dan niat tujuan kewirausahaan: ciri-ciri psikologis sebagai mediator. Jurnal Inovasi dan Kewirausahaan, 9(1). https://doi.org/10.1186/s13731-020-0115-x

Neneh, B. N. (2020). 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

Omoyajowo, A. J. (2022). The impact of entrepreneurship education on actual entrepreneurship intentions, practices and outcomes amongst students in a university of technology in the Western Cape (Doctoral dissertation, Cape Peninsula University of Technology).

Pandey, P., & Pandey, M. M. (2021). Research methodology tools and techniques. Bridge Center.

Rahman, R. S. A. R. A., Othman, N., & Talkis, N. B. M. (2020). The influence of attitude, interest, teachers and peers on entrepreneurial career intention. Universal Journal of Educational Research, 8(11).

Ratten, V., & Jones, P. (2021a). Covid-19 and entrepreneurship education: Implications for advancing research and practice. International Journal of Management Education, 19(1), 100432. https://doi.org/10.1016/j.ijme.2020.100432

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Rashid, M. (2022). The role of Innovation, Knowledge Management and Entrepreneurial Bricolage to gain Competitive Advantage in textile industry: Moderating effect of Absorptive Capacity and Market Turbulence. THE ASIAN BULLETIN OF GREEN MANAGEMENT AND CIRCULAR ECONOMY, 2(1), 27-60.

Ridha, A. S., Kharnolis, M., Marniati, M., & Mayasari, P. (2023). Faktor Minat Berwirausaha Siswa Kelas Xi Tata Busana Terhadap Hasil Belajar Produk Kreatif Dan Kewirausahaan Di Smkn 1 Sooko Mojokerto. Jurnal Review Pendidikan dan Pengajaran (JRPP), 6(4), 2711-2719.

Salhieh, S. M., & Al-Abdallat, Y. (2021). Technopreneurial Intentions: The Effect of Innate Innovativeness and Academic Self-Efficacy. Sustainability, 14(1), 238. https://doi.org/10.3390/su14010238

Sarstedt, M., & Cheah, J. H. (2019). Partial least squares structural equation modeling using SmartPLS: a software review.

Sa'ad, M. I. (2023). Pengaruh Dukungan Teman Sebaya Terhadap Pola Pikir Berwirausaha Pada Pelaku Usaha Muda Di Kota Bontang. BEduManagers Journal: Borneo Educational Management and Research Journal, 4(2), 1-8.

Schunk, D. H. (2012). Social cognitive theory. In K. R. Harris, S. Graham, & T. Urdan (Eds.), Theories, constructs, and critical issues: Vol. 1. Educational psychology handbook (pp. 101–123). Washington, DC: American Psychological Association.

Smail, L., AlAwad, M., & Abaza, W. (2024). Exploring the influence of environmental, social and individual factors on the entrepreneurial intentions of Emirati university students. Journal of Entrepreneurship and Public Policy.

Soomro, B.A. and Shah, N. Management and Development, S (2021), "Technopreneurship intention among nonbusiness students: a quantitative assessment", World Journal of Entrepreneurship, Management and Sustainable Development, Vol. 17, pp. 502-514.

Stănciulescu, G. D., & Scarlat, C. (2021). The Role of Entrepreneurial Education in the Development (and Success) of Family-owned Technology-based Businesses in Romania. In Entrepreneurship, Institutional Framework and Support Mechanisms in the EU (pp. 39-65). Emerald Publishing Limited.

Subhaktiyasa, P. G. (2024). PLS-SEM for Multivariate Analysis: A Practical Guide to Educational Research using SmartPLS. EduLine: Journal of Education and Learning Innovation, 4(3), 353-365.

Suleiman, Y. (2021). Integrating Technopreneurship Education in Nigerian Universities Strategy for Decreasing Youth Unemployment. Journal of

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Wu, W., Wang, H., Wei, C. W., & Zheng, C. (2021). Sharing achievement and social entrepreneurial intention: The role of perceived social worth and social entrepreneurial self-efficacy. Management Decision, 59(11), 2737-2754.

Wu, L., Jiang, S., Wang, X., Yu, L., Wang, Y., & Pan, H. (2022). Entrepreneurship education and entrepreneurial intentions of college students: The mediating role of entrepreneurial self-efficacy and the moderating role of entrepreneurial competition experience. Frontiers in psychology, 12, 727826.

Yaska, M., & Nuhu, B. M. (2024). Assessment of Measures of Central Tendency and Dispersion Using Likert-Type Scale. African Journal of Advances in Science and Technology Research, 16(1), 33-45. https://doi.org/10.62154/ajastr.2024.016.010379

Yudhistira, S., Deasyanti, D., & Muzdalifah, F. (2021). Construct validity of unidimensional general self-efficacy using confirmatory factor Analysis. Jurnal Pengukuran Psikologi dan Pendidikan Indonesia, 10(1), 60-66.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.