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The Effect of Entrepreneurship Education and Opportunity Recognition On Entrepreneurial Intention Mediated by Entrepreneurial Skills in Double Track Program Students in Lamongan Regency

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Abstrct

Indonesia is a developing country with the fourth largest population in the world, thus having enormous human resource potential. However, this potential has not been fully utilised because many high school graduates do not continue their education, work, or participate in training. One way to prepare high school students in Lamongan Regency to face these challenges is through entrepreneurship education, which is expected to strengthen skills, recognise opportunities, and foster entrepreneurial intent. The research method used is the Structural Equation Model (SEM) approach based on Partial Least Square (PLS). Data analysis techniques use descriptive statistics. The results of the analysis show that: (1) The results of the study indicate that there is a positive and significant effect of entrepreneurial education on entrepreneurial skills, (2) The results of the study indicate that there is no positive and significant effect of opportunity recognition on entrepreneurial skills, (3) The results of the study indicate that there is a direct positive and significant effect of entrepreneurial education on entrepreneurial intention. (4) The results show that there is a direct positive and significant effect between the variables of opportunity recognition and entrepreneurial intention, (5) The results show that there is a direct positive and significant effect of entrepreneurial skills on entrepreneurial intention, (6) The results show that entrepreneurial education has an effect on entrepreneurial intention through entrepreneurial skills. (7) The results show that opportunity recognition does not have an effect on entrepreneurial intention through entrepreneurial skills. The results of this study are expected to encourage schools to strengthen the implementation of entrepreneurial education by providing more practical activities, such as business projects, business incubation programmes,

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or collaboration with local MSMEs.

Keywords: Entrepreneurial Education, Oppurtunity Recognition, Entrepreneurial Intention, Entrepreneurial Skill

INTRODUCTION

Indonesia is a developing country with the fourth largest population in the world, giving it enormous human resource potential. However, this potential has not been fully utilised because many high school graduates do not continue their education, work or participate in training. Data shows that 9.9 million young people aged 15–24 fall into the NEET (Not in Employment, Education, and Training) category, requiring serious solutions from the government (bps.go.id, 2023).

Entrepreneurial intent is a person's intention or motivation to enter the business world in the future. This intention is an important factor that influences students' readiness to face challenges and opportunities in business. With strong intent, students will be more enthusiastic about preparing the skills needed to achieve success (Krueger, 2017).

Entrepreneurial skills are the abilities that enable a person to manage and develop a business effectively. These skills include the ability to recognise opportunities, make business plans, and make the right decisions. With good skills, students will be better prepared to face competition in the world of work and build new businesses (Chaurasia, 2022).

Entrepreneurship education plays an important role in shaping creative, innovative, and independent attitudes in students. This process also helps instil a spirit of perseverance and practical skills needed in the business world. With practice-based learning methods, entrepreneurship education can encourage the emergence of a young generation that is ready to become entrepreneurs (Saptono & Najah, 2018).

The East Java government has developed a Double Track programme to equip high school students with additional skills. Through this programme, students have the opportunity to learn vocational skills so that they are better prepared to enter the world of work. However, even though the open unemployment rate in Lamongan declined in 2024, high school and vocational school graduates still face major challenges in terms of labour absorption (Cholis et al., 2022).

Given these conditions, research on the entrepreneurial intentions of Double Track programme students in Lamongan Regency is crucial. This study aims to provide insights into how entrepreneurship education and recognition of opportunities contribute to enhancing entrepreneurial intentions. Consequently, the research findings can support efforts to reduce

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unemployment and promote regional economic growth (Cholidah et al., 2024).

LITERATURE REVIEW

Entrepreneurial Intention

Intention is an internal drive within an individual that refers to the desire to perform a certain behaviour and is influenced by positive attitudes and social support (Karimi et al., 2016). In the context of entrepreneurship, entrepreneurs are viewed as individuals who organise, manage, and dare to take risks to create new businesses (BarNir et al., 2011). Entrepreneurship not only reflects the ability to manage a business, but also mental attitude, creativity, and innovation to seek opportunities and face challenges (Bae et al., 2014).

Entrepreneurial intention is defined as a state of mind that directs a person's attention, experience, and behaviour towards entrepreneurial activities (Wach & Wojciechowski, 2016). Many studies show that entrepreneurial intention is the strongest predictor of entrepreneurial behaviour because individuals with strong intentions tend to be more prepared to run a business (Ngoc Khuong & Huu An, 2016). Intention has been proven to be the most appropriate basic approach to understanding who will become an entrepreneur in the future (Potishuk & Kratzer, 2017; Van Gelderen et al., 2015). Therefore, entrepreneurial intention can be seen as a bridge between belief in entrepreneurship and actual behaviour in creating a business (Rajh et al., 2017).

Entreprenurial Skill

Entrepreneurial skills are a set of technical, managerial, and interpersonal abilities required by individuals to effectively start, manage, and develop a business. These skills play an important role in helping entrepreneurs respond to market changes, manage risks, and create value through innovation so that they are able to face increasingly complex competition. Yousaf et al. (2021) emphasise that entrepreneurial skills are essential in overcoming business challenges, while López-Núñez et al. (2020) add that a combination of soft skills and hard skills shapes resilient entrepreneurs in an era of technological disruption. Furthermore, practice-based education and training have proven effective in strengthening entrepreneurial skills, as explained by Aydiner et al. (2022), who found that direct experience is more influential than theoretical learning alone.

Moreover, entrepreneurial skills are closely related to the ability to recognise business opportunities (opportunity recognition). Individuals who are skilled in conducting market research, analysing trends, and formulating marketing strategies tend to be more successful in

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capitalising on opportunities. Santos et al. (2017) show that skills in market analysis improve an individual's ability to recognise opportunities, while Hou et al. (2022) emphasise the importance of entrepreneurial alertness in accelerating the identification of business opportunities. Contextual factors such as entrepreneurial ecosystem support, government policies, and technology availability also strengthen the development of these skills, as explained by Shirokova et al. (2021). Thus, entrepreneurial skills supported by education, experience, and a conducive ecosystem are essential factors for building the competitiveness of entrepreneurs in the era of globalisation and digital transformation.

Opportunity Recognition

Opportunity recognition is an important element in entrepreneurship because it relates to an individual's ability to identify potential business opportunities amid market dynamics, consumer needs, and changes in the external environment (Shane, 2003; Dimov, 2007). This process not only involves the creation of new ideas, but also an understanding of innovative ways to solve problems and create added value (Gaglio & Katz, 2001). Creativity and critical thinking play a major role in helping individuals recognise opportunities that are not visible to others (Shahzad et al., 2021), while entrepreneurial skills enable them to assess and exploit these opportunities effectively (Hou et al., 2022).

The process of recognising opportunities generally goes through the stages of preparation, incubation, and evaluation (Ardichvili et al., 2003). In the preparation stage, individuals gather market information, build networks, and enrich their experiences. Ideas then begin to form in the incubation stage, before finally being evaluated to assess the feasibility of the venture. In the digital age, this process has become increasingly dynamic as technology accelerates access to information and strengthens the ability to analyse opportunities (Tian et al., 2022; Shirokova et al., 2021). In addition to technological factors, knowledge, experience, and social networks also have a significant influence in accelerating the process of recognising opportunities (Vega-Gómez et al., 2020). Therefore, the ability to recognise opportunities is the main foundation of effective entrepreneurship, because the right business idea from the outset will greatly determine the long-term success of the business (Murad et al., 2024).

Entrepreneurship Education

Entrepreneurship education is an important strategy for nurturing individuals' potential to become entrepreneurs by equipping them with knowledge, attitudes, skills, and an entrepreneurial mindset (Do Nguyen & Nguyen, 2023;). This education encourages innovation,

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creativity, and risk-taking (Olutuase et al., 2023), which can be delivered through formal channels such as school and university curricula or non-formal channels such as training and business incubators (Murad et al., 2024). The goal is to shape an entrepreneurial mindset, which is a mindset that is open to change and ready to face uncertainty (Liu et al., 2021), which ultimately contributes to an increase in students' entrepreneurial intentions (Susetyo & Lestari, 2021). Research also confirms that experience-based approaches, such as business simulations, business projects, and entrepreneurship competitions, are effective in improving students' practical skills, confidence, and problem-solving abilities (Ho et al., 2022).

In addition to fostering entrepreneurial intent, entrepreneurship education also improves opportunity recognition skills, which are a key factor in starting a new business. Research shows that good entrepreneurship education strengthens individuals' ability to recognise business opportunities, thereby having a positive impact on entrepreneurial intent (Zulkieflimansyah et al., 2021). However, the effectiveness of entrepreneurship education is influenced by the quality of the curriculum, the competence of the teachers, and a supportive academic environment (Nabi et al., 2017). Support in the form of access to mentors, start-up capital, and business networks is also an important factor, especially for students who want to start a business early on (Bae et al., 2014).

The Influence of Entrepreneurship Education on Entrepreneurial Skills

Entrepreneurship education plays an important role in equipping individuals with the technical, managerial, and interpersonal skills needed to start and manage a business, while also facilitating the process of identifying and exploiting business opportunities (Nabi et al., 2017). Through experience-based approaches such as business projects, business incubators, and practical training, this education not only emphasises theory but also develops relevant real-world skills, including leadership and measured risk-taking (Ho et al., 2022). Thus, entrepreneurship education has a significant impact on strengthening the entrepreneurial skills that support individuals' success in creating innovative and competitive businesses (Aydiner et al., 2022)

H1: Entrepreneurship Education Influences Entrepreneurial Skills

The Influence of Opportunity Recognition on Entrepreneurial Skills

Opportunity recognition is an important skill in entrepreneurship because it enables individuals to identify relevant business opportunities, design business strategies, and manage resources effectively (Shane & Venkataraman, 2000). Individuals who are skilled in opportunity

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recognition tend to have better entrepreneurial skills, including creativity, innovation, and managerial abilities to develop a business sustainably (Shirokova et al., 2021). Thus, opportunity recognition is not only related to finding business ideas, but also acts as a catalyst in the application of entrepreneurial skills needed to manage and develop a business effectively.
H2: Opportunity Recognition and Entrepreneurial Skill

The Influence of Entrepreneurship Education on Entrepreneurial Intention

Entrepreneurship education is a systematic effort to foster entrepreneurial understanding, skills, and attitudes through formal and non-formal channels with the aim of equipping individuals to think creatively, recognize opportunities, take calculated risks, and manage resources effectively (Fayolle & Gailly, 2015). One important outcome of entrepreneurship education is the formation of entrepreneurial intention, which according to the Theory of Planned Behavior is a major predictor of actual behavior, so that the stronger a person's intention, the more likely they are to actually start a business (Ajzen, 1991). A number of studies show that entrepreneurship education can increase entrepreneurial intention by forming positive attitudes, increasing self-confidence, and strengthening the ability to recognize opportunities, so that its effectiveness contributes significantly to increasing entrepreneurial intention in various contexts (Nabi et al., 2017).
H3: Entrepreneurship Education Affects Entrepreneurial Intention

The Influence of Opportunity Recognition on Entrepreneurial Intention

Opportunity recognition is an important element in entrepreneurship because it is the first step in identifying, analyzing, and exploiting business opportunities to create a successful business (Sarasvathy, 2001). This ability is closely related to entrepreneurial intention, which is the intention to become an entrepreneur that reflects an individual's motivation to start a business and is often considered a major predictor of entrepreneurial action (Ajzen, 1991). A number of studies show that good opportunity recognition can strengthen entrepreneurial intention, because individuals who are able to see opportunities that match their interests and competencies will be more confident and motivated to start a new business (Ngoc Khuong & Huu An, 2016). Thus, the better a person is at recognizing opportunities, the higher their entrepreneurial intention will be, so that opportunity recognition can be considered a major driver in shaping entrepreneurial intention (Zulkieflimansyah et al., 2021).
H4: Opportunity Recognition Influences Entrepreneurial Intention

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The Influence of Entrepreneurial Skill on Entrepreneurial Intention

Entrepreneurial skill is an individual's ability in technical, managerial, and interpersonal aspects that are necessary to manage a business effectively and face business challenges (Hisrich et al., 2017). These skills play an important role because they can increase self-confidence, facilitate decision making, and strengthen individuals' ability to recognize and manage business opportunities, which ultimately encourages the formation of entrepreneurial intention (Ajzen, 1991; Miao, 2015). Research shows that good entrepreneurial skills make individuals more prepared to take risks, more effective in managing resources, and more courageous in starting new businesses, so these skills contribute directly to an increase in entrepreneurial intention (Bae et al., 2014). Thus, entrepreneurial skills can be seen as a key factor that not only influences business success but also strengthens a person's determination to enter the world of entrepreneurship (Solesvik et al., 2013).

H5: Entrepreneurial Skill Influences Entrepreneurial Intention

The Influence of Entrepreneurship Education on Entrepreneurial Intention Through Entrepreneurial Skill

Entrepreneurship education focuses on developing the skills, knowledge, and attitudes needed to establish and manage a business, while also directly influencing entrepreneurial intention (Nabi et al., 2017). Through a theory- and practice-based learning process, entrepreneurship education equips individuals with entrepreneurial skills such as business planning, risk management, communication, and decision-making, which play an important mediating role in shaping entrepreneurial intention (Van der Sijde et al., 2009). Individuals who have mastered entrepreneurial skills tend to be more confident, ready to face business challenges, and more motivated to start new businesses, so that entrepreneurial education can be seen as a strategic foundation in strengthening entrepreneurial intention through the improvement of relevant skills (Bae et al., 2014).

H6: Entrepreneurial Education Influences Entrepreneurial Intention Through Entrepreneurial Skill

The Influence of Opportunity Recognition on Entrepreneurial Intention and Entrepreneurial Skill

Opportunity recognition is an individual's ability to identify untapped business opportunities, which is an important aspect in starting and developing a business, as well as encouraging the formation of entrepreneurial intention (Shane, 2003). Individuals who are able

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to recognize market opportunities well tend to have stronger motivation to start a business because the opportunities they see form the basis for their entrepreneurial intention (Krueger et al., 2000). In addition, opportunity recognition is also closely related to the development of entrepreneurial skills, such as planning, risk management, and resource management, which strengthen confidence and the ability of individuals to realize business ideas into successful ventures (Gartner, 1985). Thus, opportunity recognition not only serves as a driver of entrepreneurial intention but also as a means of learning that can continuously improve entrepreneurial skills.

H7: Opportunity Recognition Affects Entrepreneurial Intention Towards Entrepreneurial Skill

METHOD

This study uses a quantitative approach. The type of research is cross-sectional design. The research design used can be explained as follows:

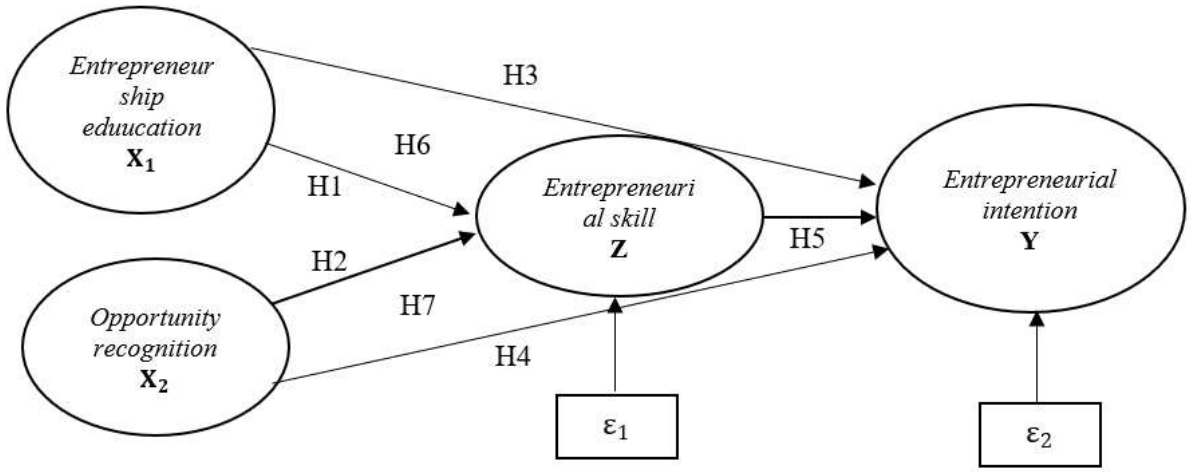


Figure 1. Research Design

Source: Processed by the researcher (2025)

The location of this study was at public high schools in Lamongan Regency that participated in the double track program and had taken entrepreneurship education courses, with a population consisting of all students from SMAN 1 Ngimbang (90 students), SMAN 1 Bluluk (60 students), SMAN 1 Kedungpring (60 students), SMAN 1 Mantup (60 students), and SMAN 1 Kembangbahu (60 students), with a total population of 330 students. The research sample used probability sampling. The type used in this study was proportional sampling, resulting in a sample of 178 students.

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In this research process, the instrument used was a questionnaire. Data collection was in the form of a questionnaire using a Likert scale. Data collection in this study used primary data sources. The analysis technique used Structural Equation Modeling Partial Least Squares (SEM-PLS). Hypothesis testing (β, γ, and λ) in this study was conducted using the Bootstrap resampling method.

RESULT AND DISCUSSION

Respondent Data Description

The research subjects were high school students in Lamongan Regency who had taken the entrepreneurship education course in grade XII, consisting of 47 students and 131 students. The research locations were in five public high schools, namely SMAN 1 Ngimbang with 48 students, SMAN 1 Bluluk with 32 students, SMAN 1 Kedungping with 33 students, SMAN 1 Mantup with 32 students, and SMAN 1 Kembangbahu with 33 students, consisting of 29 males and 149 females. The average calculation results for the entrepreneurial education variable were classified as very good. The opportunity recognition variable was classified as good. The entrepreneurial intention variable was classified as good. The entrepreneurial skill variable was classified as good.

Next, SEM-PLS testing was conducted with an outer model and an inner model. The measurement model, also known as the outer model, aims to assess the validity and reliability of the model. The data analysis technique using SmartPLS to assess the outer model is through Convergent Validity, Discriminant Validity, and Composite Reliability.

Table 1. Results of the Outer Model Smart PLS 3.0 Loading Factor Test

Variable	EI (Y)	ES (Z)	ED (X1)	OR (X2)
Entrepreneurial Education X1.1			0.750	
Entrepreneurial Education X1.2			0.870	
Entrepreneurial Education X1.3			0,829	
Entrepreneurial Education X1.4			0,767	
Oppurtunity recognition X2.1				0,799
Oppurtunity recognition X2.2				0,728
Oppurtunity recognition X2.3				0,747
Oppurtunity recognition X2.4				0,814
Oppurtunity recognition X2.5				0,806
Entrepreneurial Intention Y.1	0,846			

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Entrepreneurial Intention Y.2	0,717			
Entrepreneurial Intention Y.3	0,757			
Entrepreneurial Intention Y.4	0,770			
Entrepreneurial Intention Y.5	0,873			
Entrepreneurial Intention Y.6	0,778			
Entrepreneurial Skill Z.1		0,869		
Entrepreneurial Skill Z.2		0,774		
Entrepreneurial Skill Z.3		0,788		
Entrepreneurial Skill Z.4		0,905		
Entrepreneurial Skill Z.5		0,918		
Entrepreneurial Skill Z.6		0,783		
Entrepreneurial Skill Z.7		0,913		

Source: processed by researcher, 2025

Based on Table 1, it can be concluded that overall, the research variable indicators have an outer loading >0.7. Therefore, all indicators are declared valid.

Table 2. Discrimination validity value (cross-loading)

Variable	DL (Z2)	EE(X)	EI (Y)	IN (Z1)
Digital Literacy Z2.1	0,769	0,344	0,465	0,404
Digital Literacy Z2.2	0,893	0,375	0,462	0,373
Digital Literacy Z2.3	0,904	0,380	0,484	0,376
Digital Literacy Z2.4	0,888	0,394	0,531	0,355
Entrepreneurial Education X.1	0,378	0,805	0,530	0,408
Entrepreneurial Education X.2	0,341	0,812	0,472	0,360
Entrepreneurial Education X.3	0,339	0,837	0,513	0,362
Entrepreneurial Education X.4	0,289	0,793	0,474	0,320
Entrepreneurial Education X.5	0,350	0,752	0,458	0,367
Entrepreneurial Education X.6	0,373	0,814	0,701	0,439
Entrepreneurial Intention Y.1	0,542	0,446	0,778	0,436
Entrepreneurial Intention Y.2	0,436	0,454	0,797	0,446
Entrepreneurial Intention Y.3	0,373	0,814	0,701	0,439
Entrepreneurial Intention Y.4	0,414	0,422	0,766	0,383

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Entrepreneurial Intention Y.5	0,431	0,399	0,800	0,341
Entrepreneurial Intention Y.6	0,414	0,402	0,808	0,358
Innovation Z1.1	0,333	0,333	0,383	0,717
Innovation Z1.2	0,346	0,369	0,379	0,809
Innovation Z1.3	0,317	0,434	0,460	0,843
Innovation Z1.4	0,383	0,351	0,434	0,785

Source: processed by researcher, 2025

Based on Table 2, it can be seen that the cross loading indicators of the latent variables have greater cross loading values than the other variables. Therefore, it can be concluded that the latent variables have good discriminant validity..

Table 3. Results of CR, Cronbach's Alpha, and AVE Measurements

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Entrepreneurial Intention	0,880	0,883	0,910	0,627
Entrepreneurial Skill	0,936	0,939	0,949	0,726
Entrepreneurship Education	0,818	0,830	0,880	0,648
Opportunity Recognition	0,838	0,841	0,885	0,608

Source: processed by researcher, 2025

The AVE values for the four constructs are greater than 0.5, so it can be concluded that the model measurement evaluation has good discriminant validity. In addition to the construct validity test, a construct reliability test was also conducted, measured using the criteria test, namely composite reliability and Cronbach's alpha from the indicator block measuring the construct. A construct is considered reliable if the composite reliability and Cronbach's alpha values are above 0.70. Therefore, it can be concluded that the constructs have good reliability.

After evaluating the measurement model or outer model, the next step is to evaluate the inner model, also known as structural model evaluation. The structural model testing procedure includes: 1) Testing collinearity; 2) Testing the level of R-Square or R^2; 4) Testing the effect of f^2; and 5) Testing the relevant predictions of Q^2.

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Table 4. VIF Measurement Results

	Entrepreneurial Intention	Entrepreneurial Skill	Entrepreneurship Education	Opportunity Recognition
Entrepreneurial Intention				
Entrepreneurial Skill	8,012			
Entrepreneurship Education	18,292	11,869		
Opportunity Recognition	11,883	11,869		

Source: processed by researcher, 2025

Based on the VIF measurement results in Table 5, it can be seen that all research variables have a VIF value < 5. This means that the structural model can be considered good or that there is no multicollinearity.

Table 5. R-Square

Variabel	R-Square	Adjusted R-Square
Entrepreneurial Intention (Y)	0,966	0,965
Entrepreneurial Skill (Z)	0,875	0,874

Source: processed by researcher, 2025

Based on the data in Table 5, it can be seen that the R-Square value of the Entrepreneurial Intention variable is 0.966 or equivalent to 96.6%. This shows that the Entrepreneurial Education and Opportunity Recognition variables contribute 96.6% to the influence of Entrepreneurial Intention, while the remaining 4.4% is influenced by other variables not explained in this study.

Based on the predictive relevance (Q2) calculation results, the values are 0.933 and 0.766. In this research model, the endogenous latent variables have a predictive relevance (Q2) value that is greater than 0 (zero), so that the exogenous latent variables as explanatory variables are able to predict the endogenous variables, namely Y (Entrepreneurial Intention) and Z (Entrepreneurial Skill), or in other words, prove that this model is considered to have good predictive relevance.

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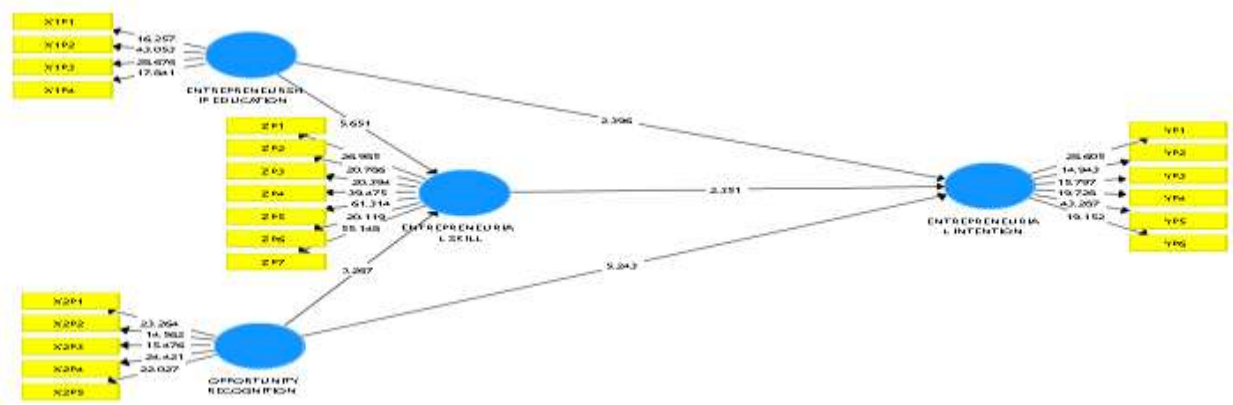


Figure 2. Bootstrapping Results

Source: Processed by researcher, 2025

Next, hypothesis testing was conducted using t-statistical analysis or t-test (calculated t must be ≥ 1.96), and the P-value (probability) must be less than 0.05. If the research results meet these requirements, then the proposed research hypothesis can be declared accepted. The results of hypothesis testing in this study are described as follows:

Table 6. Hypothesis Testing Results

Hypothesis	Variable	β	*t-value*	*P-values*	Decision
H1	Entrepreneurial Education (X1) > Entrepreneurial Skill (Z)	0,895	5,651	0,000	Supported
H2	Oppurtunity Recognition (X2) > Entrepreneurial Skill (Z)	0,042	0,267	0,790	Not Supported
H3	Entrepreneurial Education (X1) > Entrepreneurial Intention (Y)	0,328	2,396	0,017	Supported
H4	Oppurtunity Recognition (X2) > Entrepreneurial Intention (Y)	0,485	5,243	0,000	Supported
H5	Entrepreneurial Skill (Z) > Entrepreneurial Intention (Y)	0,190	2,351	0,019	Supported
H6	*Entrepreneurial Education* (X1) > Entrepreneurial skill (Z) > *Entrepreneurial Intention* (Y)	0,170	2,246	0,025	Supported
H7	*Oppurtunity recognition* (X2) >	0,008	0,252	0,802	Not

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	Entrepreneurial skill (Z) > *Entrepreneurial Intention* (Y)				Supported

Source: processed by researcher, 2025

Pada Tabel 6 menujukkan Ada pengaruh secara positif dan signifikan Entrepreneurial Education (X1) on Entrepreneurial Skill (Z), where the original sample (O) value is significantly positive at 0.895, indicating that the relationship between variables X and Z is accepted with a T-statistics value of 5.651 and a P-value of 0.000. Therefore, in this study, H1 is accepted.

There is no positive and significant effect of Opportunity Recognition (X2) on Entrepreneurial Skill (Z), where the original sample (O) value is positive and insignificant at 0.042, indicating that the relationship between variables X and Z is accepted with a T-statistics value of 0.267 and a P-value of 0.790. Thus, in this study, H2 is rejected.

There is a direct positive and significant effect of Entrepreneurial Education (X.1) on Entrepreneurial Intention (Y), where the original sample (O) value is positive at 0.328, indicating that the relationship between variables X and Y is positive and significant with a T-statistics value of 2.396 and a P-value of 0.017. Therefore, in this study, H3 is accepted.

There is a direct, positive, and significant influence between the Opportunity Recognition (X2) variable and Entrepreneurial Intention (Y), where the original sample (O) value is positive at 0.485, indicating that the relationship between variables X and Y is positive and significant with a T-statistics value of 5.243 and a P-value of 0.000. Therefore, in this study, H4 is accepted.

There is a direct, positive, and significant influence of Entrepreneurial Skill (Z) on Entrepreneurial Intention (Y), where the original sample (O) value is 0.190, indicating that the relationship between variables Z and Y is positive and significant with a T-statistic value of 2.351 and a P-value of 0.019. Therefore, in this study, H5 is accepted.

There is a direct, positive, and significant influence of Entrepreneurial Education (X1) on Entrepreneurial Intention (Y) through Entrepreneurial Skill (Z), where the original sample value is positive at 0.170, indicating that the relationship between X1, Y, and Z is positive and significant with a T-statistic value of 2.246 and a P-value of 0.025. Therefore, in this study, H6 is accepted.

There is no positive and significant effect of Opportunity Recognition (X2) on Entrepreneurial Intention (Y) through Entrepreneurial Skill (Z), where the Original Sample value is positive at 0.008, indicating that the relationship between X2, Y, and Z is positive and insignificant with a T-statistic value of 0.252 and a P-value of 0.802. Therefore, in this study, H7 is rejected.

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DISCUSSION

The Influence of Entrepreneurial Education on Entrepreneurial Skills

The results of the study show that entrepreneurial skills have an impact on entrepreneurial education. High school students in Lamongan Regency who participated in entrepreneurship education through a double track program had better entrepreneurial skills than students who did not receive such education. They were able to develop simple business plans, manage small amounts of capital, and design digital marketing strategies. In addition, students also showed increased confidence in starting business ideas, were accustomed to working together in groups, and were more skilled at dealing with risks and making measured decisions through entrepreneurial practices at school.

These findings are in line with the research by Nabi et al. (2017), which emphasizes that entrepreneurship education focuses on developing business skills. Kolvereid (1996) also explains that entrepreneurship education can increase entrepreneurial intent through the provision of practical skills, while Van der Sijde et al. (2009) emphasize that entrepreneurial skills acquired through education play an important role in the readiness to start a business. Furthermore, Shane (2003) and Wiklund & Shepherd (2003) emphasize that skills developed through education and recognition of business opportunities will strengthen entrepreneurial intention. Thus, the results of this study confirm that applied and contextual entrepreneurship education can strengthen students' practical skills while fostering an entrepreneurial spirit from an early age.

The Influence of Opportunity Recognition on Entrepreneurial Skills

The results of the study indicate that entrepreneurial skills do not influence opportunity recognition. This suggests that the ability of high school students in Lamongan Regency to recognize business opportunities does not automatically improve their entrepreneurial skills. Although some students are able to identify business ideas, this has not yet transformed into practical skills such as business management, creativity, innovation, or risk-taking. These findings also show that opportunity recognition emphasizes cognitive aspects, while mastering entrepreneurial skills requires real experience, training, and practice-based education.

Theoretically, these results differ from Krueger's (2007) view, which emphasizes that opportunity recognition can be the basis for developing entrepreneurial skills. However, the findings of this study are more in line with Dimov (2007), who states that opportunity recognition often stops at the idea stage and does not automatically result in skills without real action. Furthermore, Shane & Venkataraman (2000) assert that opportunity recognition is only the

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entry point in the entrepreneurial process, while mastering skills requires practice and repeated experience. Thus, this study confirms that recognizing opportunities alone is not enough; it needs to be supported by practice-based entrepreneurial education so that students' entrepreneurial skills can truly develop.

The Effect of Entrepreneurial Education on Entrepreneurial Intention

The results of the study show that entrepreneurial intention has an effect on entrepreneurial education. High school students in Lamongan Regency who participated in entrepreneurial education through a double track program had a higher entrepreneurial intention than other students. They not only understood basic business concepts, but were also encouraged to apply them in the form of real businesses. This can be seen from the increased interest, self-confidence, and courage of students to start small businesses, such as snacks and handicraft products, after participating in practice-based entrepreneurial learning.

Theoretically, these research results are in line with the findings of Nabi et al. (2017), which confirm that entrepreneurial education plays an important role in shaping entrepreneurial intention through the improvement of entrepreneurial skills and attitudes. Kolvereid (1996) also states that entrepreneurship education provides practical understanding that can encourage individuals to engage in business, while Liñán et al. (2011) emphasize the importance of practical experience in increasing students' readiness for entrepreneurship. In addition, Piperopoulos & Dimov (2015), Bae et al. (2014), and Fayolle et al. (2006) also emphasize that entrepreneurial education increases self-confidence, risk-taking ability, and shapes stronger entrepreneurial intentions compared to purely theoretical learning. Thus, this study reinforces the evidence that entrepreneurial education plays a strategic role in fostering students' entrepreneurial intention.

The Influence of Opportunity Recognition on Entrepreneurial Intention

The results of the study show that entrepreneurial intention influences opportunity recognition. High school students in Lamongan Regency who are able to recognize business opportunities are proven to have higher entrepreneurial intentions than students who are less able to identify opportunities. This can be seen from how they assess business potential in their surroundings, such as selling local products, utilizing digital technology for marketing, and reading trends in community needs. Field findings also show that students who actively participate in entrepreneurial activities are better able to see realistic opportunities, such as marketing local snacks online or selling handicrafts to meet local and regional demand.

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Theoretically, these findings are in line with Shane (2003), who asserts that individuals with high opportunity recognition abilities are quicker to take advantage of opportunities and therefore have stronger entrepreneurial intentions. Zampetakis et al. (2011) also emphasize that the more opportunities are recognized, the greater the chance that business ideas will develop into concrete actions. Krueger et al. (2000) add that opportunity recognition is the main driver of entrepreneurial intention, as individuals who are able to see opportunities are more prepared to start a business. Similar support comes from Solesvik et al. (2013), López-Núñez et al. (2020), and Zulkieflimansyah et al. (2021), who emphasize that the ability to recognize business opportunities can strengthen entrepreneurial intention. Thus, this study is consistent with theory and empirical evidence that opportunity recognition is one of the key factors in shaping the entrepreneurial intentions of the younger generation.

The Influence of Entrepreneurial Skills on Entrepreneurial Intention

The results of the study show that entrepreneurial intention influences entrepreneurial skills. High school students in Lamongan Regency who have entrepreneurial skills have been proven to show a higher intention to become entrepreneurs. These skills include the ability to manage simple finances, develop business plans, utilize digital media for promotion, and communicate in offering products. In the field, students who frequently participate in entrepreneurship training or business practices are more motivated to start a business because the skills they acquire can be directly applied. For example, students who are proficient in digital marketing tend to open online businesses, while those with simple managerial skills show seriousness in designing long-term businesses.

Theoretically, these findings are in line with Miao (2015), who explains that entrepreneurial skills foster confidence in facing business challenges. Bae et al. (2014) also found that individuals with good entrepreneurial skills are more courageous in making decisions and facing risks, thereby encouraging entrepreneurial intent. Liñán and Fayolle (2015) added that skills help individuals plan and assess business opportunities more effectively. These results are also in line with Solesvik et al. (2013), Wach and Wojciechowski (2016), and Gartner (1985), who emphasize that entrepreneurial skills acquired through education and real-world experience are important factors in strengthening entrepreneurial intention. Thus, this study confirms that the higher the entrepreneurial skills of students, the greater their intention to start a real and sustainable business.

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The Effect of Entrepreneurial Education on Entrepreneurial Intention Through Entrepreneurial Skills

The results of the study show that entrepreneurial education affects entrepreneurial intention through entrepreneurial skills. This means that high school students in Lamongan Regency who participate in entrepreneurship education not only gain theoretical knowledge, but also develop relevant practical skills, such as managing a business, utilizing digital technology, and making business decisions. These skills then build students' confidence and readiness to translate their learning into entrepreneurial intentions.

These findings are in line with Liñán et al. (2011), Piperopoulos & Dimov (2015), and Fayolle et al. (2006), who emphasize that entrepreneurial education can improve skills that strengthen entrepreneurial intention. Support also comes from Solesvik et al. (2013), López-Núñez et al. (2020), and Zulkieflimansyah et al. (2021), who show that entrepreneurial skills play an important mediating role in connecting education with entrepreneurial intention. Thus, it can be concluded that entrepreneurship education plays a strategic role in shaping students' mindsets, skills, and beliefs to start a business.

The Effect of Opportunity Recognition on Entrepreneurial Intention Through Entrepreneurial Skill

The results of the study indicate that opportunity recognition does not influence entrepreneurial intention through entrepreneurial skill. This shows that the ability of high school students in Lamongan Regency to recognize business opportunities is not strong enough to foster entrepreneurial intention when not supported by adequate practical skills. In other words, even though students are able to identify business ideas, limitations in managerial, innovation, and communication skills prevent these opportunities from automatically encouraging the formation of entrepreneurial intention.

This finding is in line with Krueger (2007), Dimov (2007), and Shane & Venkataraman (2000), who emphasize that opportunity recognition often stops at the idea stage and can only develop into entrepreneurial intention when followed by the skills and confidence to execute it. Thus, the research results show that although opportunity recognition is important, it cannot play a significant role without mature skills. Therefore, entrepreneurship education at Lamongan High School needs to place greater emphasis on strengthening practical skills so that the opportunities recognized by students can truly connect with entrepreneurial intent.

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CONCLUSION

After conducting the research, it can be concluded that (1) The results show that there is a positive and significant effect of entrepreneurial education on entrepreneurial skills, (2) The results show that there is no positive and significant effect of opportunity recognition on entrepreneurial skills, (3) The results show that there is a direct positive and significant effect of entrepreneurial education on entrepreneurial intention. (4) The results show that there is a direct positive and significant effect between the variables of opportunity recognition and entrepreneurial intention. (5) The results show that there is a direct, positive, and significant effect of entrepreneurial skills on entrepreneurial intention, (6) The results show that entrepreneurial education has an effect on entrepreneurial intention through entrepreneurial skills, (7) The results show that opportunity recognition does not have an effect on entrepreneurial intention through entrepreneurial skills. The suggestion from this study is that schools are expected to strengthen the implementation of entrepreneurial education by providing more practices, such as business projects, business incubation programs, or collaboration with local MSMEs. Further research is recommended to develop this study by adding other variables, such as family support factors, social environment, or personal motivation.

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