

Analysis of Entrepreneurial Competency, Family Support For Entrepreneurial Interest Among Vocational High School Students In Mojokerto With Social Environment As A Mediating Variables

Eko Mety Setyowati^{1 *}, Eka Ananta Sidharta², Agus Sumanto³

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

*Corresponding Author: eko.mety.2404158@students.um.ac.id

Abstract

This study aims to analyze the influence of entrepreneurial competence and family support on entrepreneurial interest among vocational high school (SMK) students in Mojokerto, with social environment as a mediating variable. The background of this study is based on the importance of fostering entrepreneurial interest from an early age to encourage the creation of an independent and innovative young generation, as referred to in the Theory of Planned Behavior (TPB). The research method used a quantitative approach with Partial Least Square-Structural Equation Modeling (PLS-SEM) analysis technique. The research sample consisted of 356 vocational high school students in Mojokerto who were selected purposively. The data collection instrument was a questionnaire with a Likert scale that measured the variables of entrepreneurial competence, family support, social environment, and entrepreneurial interest. The results of the analysis showed that entrepreneurial competence had a positive and significant effect on entrepreneurial interest. Family support was also proven to have a positive and significant effect on entrepreneurial interest. In addition, the social environment acts as a mediating variable that strengthens the influence of entrepreneurial competence and family support on students' interest in entrepreneurship. These findings confirm that a combination of internal factors (entrepreneurial competence), external factors (family support), and social interaction (social environment) are important elements in building interest in entrepreneurship among vocational high school students. The practical implications of this study are the need to strengthen entrepreneurship learning programs in schools, tangible support from families, and the creation of a conducive social environment to encourage the growth of an entrepreneurial spirit among the younger generation.



Keyword: entrepreneurial competence, family support, social environment, interest in entrepreneurship

INTRODUCTION

Entrepreneurship occupies a strategic position as the main driver of inclusive and sustainable economic growth. Amid global uncertainty due to the energy crisis, inflation, and geopolitical turmoil, many countries have positioned entrepreneurship, particularly Micro, Small, and Medium Enterprises (MSMEs), as a pillar of economic resilience (Bazkiaei et al., 2020; Derera et al., 2020; Suriyankietkaew et al., 2022). MSMEs contribute significantly to GDP and employment, while developed countries such as Finland, Singapore, and South Korea place entrepreneurship as an indicator of innovation-based development. In the era of the Fourth Industrial Revolution and Society 5.0, entrepreneurship is understood not only as an economic activity but also as a creative process for generating innovation and solving social problems (Boldureanu et al., 2020; Gieure et al., 2020; Lüdeke-Freund, 2020). Entrepreneurship education has also been integrated into the curriculum from elementary to high school to produce an independent and adaptive generation.

In the local context of Indonesia, which is a developing country, it is certainly important to increase entrepreneurship to advance the economy, especially in East Java province as one of the largest provinces. One of the regencies that has an influence on the economy, Mojokerto Regency, has great potential in developing entrepreneurship through the creative sector, modern agriculture, and tourism. However, vocational high school students' interest in entrepreneurship is still low because they are oriented towards permanent jobs, which are considered safer. The lack of entrepreneurial role models, lack of family support, and social pressure reinforce this tendency. In fact, family support has been proven to play an important role in fostering courage, creativity, and interest in entrepreneurship (Setiawan, 2020; Riyanti, 2021). This support synergizes with the social environment, such as friends and communities, in building a positive mindset towards entrepreneurship (Putra & Nurhayati, 2022).

Previous studies have emphasized the direct influence of entrepreneurial competence on entrepreneurial intention, but few have discussed the mediating role of the social environment (Maheshwari et al., 2023; Nguyen & Tran, 2022). In fact, social interactions have a significant influence on shaping students' beliefs in choosing the entrepreneurial path (Chowdhury et al., 2022). This study offers novelty by placing the social environment as a mediator of the relationship between entrepreneurial competence and entrepreneurial interest, particularly among vocational high school students in Mojokerto. This focus is important



because competence alone is not enough without conducive social support. Thus, the results of this study are expected to contribute to schools, families, and local governments in designing contextual and adaptive entrepreneurship education policies that can produce a young generation that is not only ready to work but also create jobs through entrepreneurship. The research hypotheses to be tested in this study are

Table 1. Hypothesis

No	Hypothesis	Reference
H1	Entrepreneurial competence has a positive and significant effect on entrepreneurial interest among vocational high school students in Mojokerto.	(Bazkiaei et al., 2020; Boldureanu et al., 2020; Derera et al., 2020; Li et al., 2023; Maharana & Chaudhury, 2022; Pulka et al., 2021)
H2	Family support has a positive and significant effect on entrepreneurial interest among vocational high school students in Mojokerto.	(Barbosa et al., 2020; Hendra et al., 2021; Lindeberg et al., 2022; Lüdeke-Freund, 2020; Ndofirepi, 2020)
H3	Entrepreneurial competence has a positive and significant effect on the social environment of vocational high school students in Mojokerto.	(Agu et al., 2021; Cunha et al., 2020; Eesley & Lee, 2021; Nikolaev et al., 2020; Rădulescu et al., 2020; Urban, 2020)
H4	Family support has a positive and significant effect on the social environment of vocational high school students in Mojokerto.	(Fischer et al., 2021; Jena, 2020; Neumann, 2021; Srimulyani & Hermanto, 2022; Urbano et al., 2020)
H5	The social environment has a positive and significant effect on entrepreneurial interest among vocational high school students in Mojokerto.	(Barbosa et al., 2020; Hendra et al., 2021; Lindeberg et al., 2022)
H6	The social environment mediates the influence of entrepreneurial competence on entrepreneurial interest among vocational high school students in Mojokerto.	(Neumann, 2021; Srimulyani & Hermanto, 2022; Urbano et al., 2020)
H7	The social environment mediates the effect of family support on entrepreneurial interest among vocational high school students in Mojokerto.	(Srimulyani & Hermanto, 2022; Urbano et al., 2020)



The Theory of Planned Behavior (TPB) developed by Ajzen (1991) explains that an individual's intention to perform an action is determined by three main factors, namely attitude toward behavior, subjective norms, and perceived behavioral control. In the context of entrepreneurship, attitude reflects an individual's view of entrepreneurship as something positive or challenging, subjective norms relate to social support from family, friends, and the surrounding environment, while perceived behavioral control relates to an individual's belief in their ability to manage a business (Ajzen, 1991; Ajzen, 2005).

Previous studies confirm that TPB is a robust framework for predicting entrepreneurial intentions and behavior (Kautonen et al., 2015; Liñán & Fayolle, 2015; Schlaegel & Koenig, 2014). Intentions formed from positive attitudes, social support, and high behavioral control can increase the likelihood of individuals actually starting a business. Thus, TPB is an important theoretical basis for understanding the factors that influence entrepreneurial interest.

Entrepreneurial competence encompasses a combination of knowledge, skills, and attitudes that support individuals in starting and managing a business. These competencies include an understanding of entrepreneurial concepts, practical skills such as financial management and marketing strategies, and the attitude of taking risks and innovating (Al-Mamary et al., 2020; Hermann & Bossle, 2020; Agu et al., 2021). Good entrepreneurship education not only teaches theory but also provides practical experience through business simulations, internships, or real business projects (Capella-Peris et al., 2020; Vasilev et al., 2020).

Research shows that entrepreneurial competencies can increase students' confidence and motivation to become entrepreneurs (Cunha et al., 2020; Dencker et al., 2021). With good competencies, vocational school students are better prepared to face the challenges of the business world after graduation.

Interest in entrepreneurship is an important factor that determines whether someone has the desire to start a business. According to TPB (Ajzen, 1991), this interest is influenced by attitudes, subjective norms, and perceptions of behavioral control. In addition, Bandura's (1997) self-efficacy theory emphasizes that an individual's belief in their abilities greatly influences their intention to become an entrepreneur. Individuals with high self-efficacy are more confident in facing business risks (Feng & Chen, 2020; Rosca et al., 2020).

Social support also plays an important role in shaping entrepreneurial interest, whether through motivation, emotional encouragement, or practical resources (Morris et al., 2020; Busch & Barkema, 2022). Therefore, students' interest in entrepreneurship is not only shaped by internal factors such as self-confidence but is also influenced by external factors in the form of social support that strengthens their motivation.





Family support plays a major role in encouraging someone to become an entrepreneur. Families can provide moral encouragement, motivation, resources, and serve as role models that shape an entrepreneurial mindset. Krueger's (2015) research shows that families influence entrepreneurial intent by affecting perceptions of opportunities and obstacles. This support includes emotional motivation, practical advice, and even initial capital (Dweck, 2017; Neck et al., 2018; Ries, 2011).

In addition, the mindset formed from family support can encourage courage to take risks, creativity, and resilience in facing business challenges (Suryana, 2013). Thus, family support is not only a supporting factor but also an important foundation in building the entrepreneurial intentions of vocational high school students.

The social environment, which includes family, friends, and community, functions as a mediating variable that strengthens or weakens entrepreneurial interest. Bandura's Social Cognitive Theory (1997) explains that social interaction can increase self-efficacy, which impacts entrepreneurial decisions. Social support has also been shown to significantly influence entrepreneurial intention, especially among adolescents and young adults (Anjum et al., 2021; Tien et al., 2023).

In addition, social capital theory (Coleman, 1990) emphasizes that social networks provide access to important resources such as information, business opportunities, and capital. Recent research shows that a supportive social environment can foster confidence, motivation, and courage among vocational school students to start a business (Srimulyani & Hermanto, 2022; Hofmann & Jaeger-Erben, 2020; Neumann, 2021). Therefore, the social environment not only acts as a supporter but also becomes an important mediator in the relationship between entrepreneurial competence, family support, and interest in entrepreneurship

METHOD

This study used a quantitative approach with an explanatory research method to analyze the influence of entrepreneurial competence and family support on the entrepreneurial interest of vocational high school students in Mojokerto with the social environment as a mediating variable. The research population was grade XI students of public vocational high schools in Mojokerto, with a sample of 356 respondents selected using proportional random sampling. Data were collected through a Google Form-based questionnaire with a five-point Likert scale, then tested for validity and reliability before use. The research variables included entrepreneurial competence, family support, social environment, and entrepreneurial interest. Data analysis was performed using SEM-PLS with outer model and inner model tests, as well as



mediation tests through bootstrapping to determine the direct and indirect effects between variables.

RESULTS AND DISCUSSION

Table 1. Result of Characteristics

Characteristics	Category	Frequency	Percentage
Department	Accounting & Finance Institutions	72	20.2
	Online Business & Marketing	68	19.1
	Computer Engineering & Networks	65	18.3
	Light Vehicle Engineering	61	17.1
	Electrical Engineering	45	12.6
	Culinary Arts	45	12.6
Total		356	100

Based on Table 1, the respondents in this study consisted of 356 grade XI students from public vocational schools in Mojokerto Regency and City with quite diverse characteristics. In terms of majors, the respondents were spread across six fields of expertise, with Accounting & Institutional Finance having the largest number of students, namely 72 students (20.2%), followed by Online Business & Marketing with 68 students (19.1%) and Computer & Network Engineering with 65 students (18.3%). The Light Vehicle Engineering major came next with 61 students (17.1%), while Electrical Engineering and Culinary Arts each had 45 students (12.6%). This distribution shows that the majority of respondents came from business and technology majors, which are relevant to the research context of entrepreneurial interest.

This composition reflects that male students still dominate public vocational schools in Mojokerto, especially in technical majors such as Light Vehicle Engineering, Electrical Engineering, and Computer & Network Engineering. Conversely, non-engineering majors such as Accounting, Online Business & Marketing, and Culinary Arts are relatively more popular among women. These variations in characteristics are important to provide a comprehensive picture of the respondents' backgrounds, so that the analysis of entrepreneurial interest can be viewed from the perspectives of major, age, and gender. This study uses SEM-PLS to test a series of hypothetical relationships between the variables of entrepreneurial competence (X1), family support (X2), social environment (Z), and entrepreneurial interest (Y) among 11th grade students

at public vocational schools in Mojokerto Regency and City. The SEM-PLS analysis steps refer to the procedures developed by Chin (1999) and Hair et al. (2020), which include: (1) evaluation of the measurement model (outer model); (2) evaluation of the structural model (inner model); (3) goodness of fit; and (4) hypothesis testing

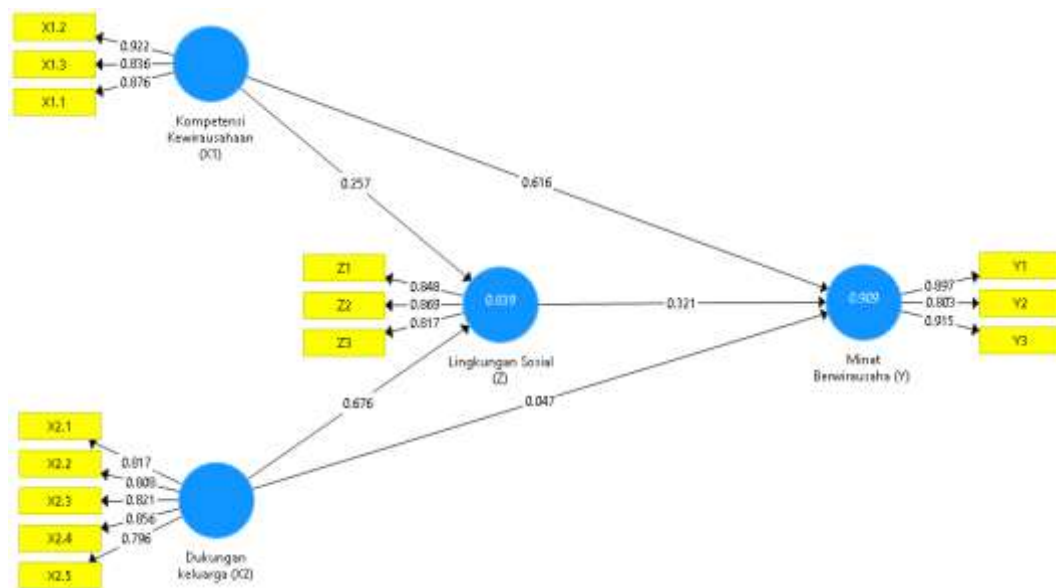


Figure 2. Data analysis results

Evaluation of the Measurement Model (outer model)

Table 2. Result of Outer Model Estimation

Variable	Item	Factor Loading	Cronbach's Alpha	CR	AVE
Entrepreneurial Competence (X1)	X1.1	0.876	0.852	0.910	0.772
	X1.2	0.922			
	X1.3	0.836			
Family Support (X2)	X2.1	0.817	0.878	0.911	0.672
	X2.2	0.808			
	X2.3	0.821			
	X2.4	0.856			
	X2.5	0.796			

Variable	Item	Factor Loading	Cronbach's Alpha	CR	AVE
Social Environment (Z)	Z1	0.848	0.800	0.882	0.715
	Z2	0.869			
	Z3	0.817			
Interest in Entrepreneurship (Y)	Y1	0.897	0.842	0.905	0.762
	Y2	0.803			
	Y3	0.915			

The outer loading test results show that all indicators of each variable have values above 0.70, so they can be declared convergent valid. For example, the indicators of the Entrepreneurship Competence variable (X1) have the highest factor loading of 0.922 (X1.2) and the lowest of 0.836 (X1.3), both of which still meet the minimum criteria. This means that all items are able to reflect the construct well. Similarly, for the Family Support variable (X2), where the factor loadings range from 0.796 to 0.856, this shows that support in the form of moral and material assistance is equally relevant to the construct.

Furthermore, in terms of construct reliability, the Cronbach's Alpha value for all variables was above 0.70, ranging from 0.800 to 0.878. This indicates that the instrument has good internal consistency. The Composite Reliability (CR) value is also above 0.70, ranging from 0.882 to 0.911, so the instrument can be considered reliable. In terms of Average Variance Extracted (AVE), all variables show values above 0.50 (0.672–0.772), which means that each construct is able to explain more than 67% to 77% of the variance of its indicators. The highest AVE value was found in the Entrepreneurship Competence variable (0.772), indicating that this construct is the strongest in explaining its indicators. Meanwhile, the lowest AVE value was found in Family Support (0.672), although it still meets the validity requirements. Overall, these results indicate that the four variables of Entrepreneurial Competence (X1), Family Support (X2), Social Environment (Z), and Interest in Entrepreneurship (Y) have met the validity and reliability requirements, so that the instrument used is suitable for further analysis with PLS-SEM.

Discriminant Validity

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

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

Table 3. Discriminant validity

**Fornell-Larcker
Criterion**

	Family Support (X2)	Entrepreneurial Competence (X1)	Social Environment (Z)	Interest in Entrepreneurship (Y)
Family support (X2)	0.820			
Entrepreneurial Competence (X1)	0.910	0.879		
Social Environment (Z)	0.910	0.872	0.845	
Interest in Entrepreneurship (Y)	0.899	0.939	0.901	0.873

Results of discriminant validity analysis using the Fornell-Larcker Criterion. The results of the Fornell-Larcker Criterion test are used to evaluate discriminant validity, which is the extent to which one construct differs from other constructs. The rule used is that the AVE square root value for each construct must be greater than the correlation of that construct with other constructs.

In the table above, the bold diagonal values for each variable are: Family Support (0.820), Entrepreneurial Competence (0.879), Social Environment (0.845), and Interest in Entrepreneurship (0.873). All of these values are higher than the correlations between constructs in the same row/column. For example, for the Entrepreneurship Competence variable (X1), the AVE value is 0.879, which is higher than its correlation with Family Support (0.910), Social Environment (0.872), and Interest in Entrepreneurship (0.939). Similarly, for other variables, each AVE value is greater than the correlation with other constructs. This shows that all constructs in this study have met the discriminant validity criteria. In other words, each latent variable (X1, X2, Z, and Y) is able to explain its respective indicators well, while being conceptually different from other variables. This fulfilled discriminant validity confirms that the instruments used in the study can be trusted to measure the relationships between variables precisely and accurately.

Structural Model (Inner Model)

Coefficient of Determination (R^2)

According to Ghazali and Latan (2015), the size of R^2 indicates the magnitude of the influence of exogenous variables on endogenous variables. If the value of R^2 is 0.75, 0.50, and 0.25, it can be concluded that the model is strong, moderate, and weak, respectively.

Table 4. Coefficient of Determination (R^2)

	R Square
Social Environment (Z)	0.839
Interest in Entrepreneurship (Y)	0.909

The R-Square test results (R^2) show that the Social Environment (Z) variable has a value of 0.839. This means that 83.9% of the variation in the students' social environment can be explained by the variables of Entrepreneurship Competence (X1) and Family Support (X2), while the remaining 16.1% is influenced by other factors outside the research model. This value is very high, so it can be concluded that entrepreneurship competence and family support play a dominant role in shaping a social environment that supports entrepreneurship.

Furthermore, the Entrepreneurial Interest (Y) variable has an R-Square value of 0.909. This means that 90.9% of the variation in students' entrepreneurial interest can be explained by the variables of Entrepreneurial Competence (X1), Family Support (X2), and Social Environment (Z) together. The remaining 9.1% is influenced by other variables outside the model. This very high value indicates that the research model has excellent predictive power in explaining entrepreneurial interest.

Overall, the R-Square values obtained for both the mediation construct (Z) and the main dependent construct (Y) indicate that this research model is substantively strong. Thus, these findings provide confidence that the integration of individual competence, family support, and social environment are the main factors that determine the entrepreneurial interest of vocational school students in Mojokerto.

Tabale 5. Size Effect (f²)

	Family Support (X2)	Entrepreneurial Competence (X1)	Social Environment (Z)	Interest in Entrepreneurship (Y)
Family support (X2)			0.489	0.003
Entrepreneurial Competence (X1)			0.070	0.674
Social Environment (Z)				0.183
Interest in Entrepreneurship (Y)				

The results of the analysis based on the effect size (f^2) value show that the effect size (f^2) test results indicate that the Family Support (X2) variable has a significant influence on the Social Environment (Z) with a value of 0.489, which according to Cohen's criteria (1988) is classified as strong. However, the direct effect of Family Support on Entrepreneurial Interest (Y) is very small, with a value of only 0.003, which can be categorized as weak or almost insignificant. This reinforces the previous finding that family support is more effective in influencing entrepreneurial interest indirectly through the creation of a conducive social environment.

Meanwhile, the Entrepreneurship Competence (X1) variable shows a relatively small effect on Social Environment (Z) with an f^2 value of 0.070, which is in the weak category. However, the effect of entrepreneurship competence on Entrepreneurial Interest (Y) is very dominant with a value of 0.674, which is in the strong category. This finding confirms that entrepreneurial competence is the most significant factor in directly increasing students' interest in entrepreneurship.

The Social Environment (Z) has a moderate influence on Entrepreneurial Interest (Y) with an f^2 value of 0.183, making its role as a mediating variable quite important. This shows that in addition to individual (competence) and family factors, the factors surrounding students also contribute significantly to fostering entrepreneurial interest.

Overall, these results show that Entrepreneurial Competence is the strongest predictor of students' interest in entrepreneurship, while Family Support plays a greater role in building the Social Environment, which in turn influences interest in entrepreneurship. Thus, this

research model emphasizes the need to strengthen students' entrepreneurial competence as well as family support aimed at creating a social environment that supports entrepreneurship.

Testing Direct and Indirect Effects

Direct and indirect effect testing was used to test hypotheses 1 to 7 in this study. This test used *path coefficient* values, taking into account t-statistics values greater than the t-table (1.96) and p-values < 0.05, concluding that the hypothesis could be accepted, meaning that the direct effect was positive and significant between the variables tested.

Table 6. Direct Effect

I.	Relationship	β	T-value	P-values	Decision
II. H1	III. Entrepreneurial Competence (X1) -> Interest in Entrepreneurship (Y)	IV. 0.616	V. 9.914	VI. 0.000	VII. Confirmed
VIII. H2	IX. Family support (X2) -> Interest in entrepreneurship (Y)	X. 0.047	XI. 0.587	XII. 0.557	XIII. Not Confirmed
XIV. H3	XV. Entrepreneurship Competence (X1) -> Social Environment (Z)	XVI. 0.257	XVII. 3.817	XVIII. 0	XIX. Confirmed
XX. H4	XXI. Family support (X2) -> Social environment (Z)	XXII. 0.676	XXIII. 10.837	XXIV. 0.000	XXV. Confirmed
XXVI. H5	XXVII. Social Environment (Z) -> Interest in	XXVIII. .321	XXIX. 5.946	XXX. 0.000	XXXI. Confirmed

	Entrepreneurship (Y)				
XXXII. 6	XXXIII. Ent repreneurial Competence (X1) -> Social Environment (Z) - > Interest in Entrepreneurship (Y)	XXXIV. .082	XXXV. .275	XXXVI. .001	XXXVII. C onfirmed
XXXVIII. 7	XXXIX. Fa mily support (X2) -> Social environment (Z) - > Interest in entrepreneurship (Y)	XL. 0.21 7	XLI. 5.09 9	XLII. 0.00 0	XLIII. Confir med

The hypothesis testing results show that entrepreneurial competence has a significant effect on entrepreneurial interest ($\beta = 0.616$; $T = 9.914$; $p < 0.001$), so H1 is accepted. This means that the higher the students' entrepreneurial competence, the greater their interest in entering the business world. However, family support does not have a significant direct effect on entrepreneurial interest ($\beta = 0.047$; $T = 0.587$; $p = 0.557$), so H2 is rejected. In other words, although family support is important, its effect does not directly encourage students' entrepreneurial interest without going through other factors. Furthermore, entrepreneurial competence was proven to have a positive effect on the social environment ($\beta = 0.257$; $T = 3.817$; $p < 0.001$), so H3 was accepted. Family support also has a strong influence on the social environment ($\beta = 0.676$; $T = 10.837$; $p < 0.001$), so H4 is accepted. This indicates that both competence and family support are able to create a social environment conducive to the development of students' entrepreneurial interest. The social environment itself has a significant effect on entrepreneurial interest ($\beta = 0.321$; $T = 5.946$; $p < 0.001$), so H5 is accepted. Furthermore, mediation analysis shows that the social environment mediates the influence of entrepreneurial competence on entrepreneurial interest ($\beta = 0.082$; $T = 3.275$; $p = 0.001$), thus accepting H6. Similarly, the social environment mediates the relationship between family



support and entrepreneurial interest ($\beta = 0.217$; $T = 5.099$; $p < 0.001$), thus accepting H7. Overall, the results of this study confirm that entrepreneurial competence is the main factor that directly increases entrepreneurial interest, while family support can only contribute through the role of the social environment. Thus, the social environment is proven to be a key variable that strengthens the influence of competence and family support on the entrepreneurial interest of vocational high school students in Mojokerto.

DISCUSSION

H1: Entrepreneurial competence influences entrepreneurial interest among vocational high school students in Mojokerto.

The research results showing a positive and significant effect of entrepreneurial competence on entrepreneurial interest indicate that entrepreneurial knowledge, practical skills, and attitudes (e.g., the ability to design a business, financial management, marketing) shape students' self-efficacy so that they are more interested in starting a business. Theoretically, this is consistent with the *self-efficacy* and TPB frameworks, which place individual capacity (*perceived behavioral control/ability*) as a driver of intention (Ajzen, 1991; Bandura, 1997). Empirically, many vocational studies show similar patterns: competence increases readiness and intention to become an entrepreneur (Cunha et al., 2020; Dencker et al., 2021; Capella-Peris et al., 2020). In the context of Mojokerto vocational schools, school-based practices (bazaars, internships, simulations) play a role in actualizing competencies, thereby triggering interest (Lindeberg et al., 2022). The practical implication is to strengthen experiential learning pedagogy and measurable competency modules so that competencies are not only absorbed but also result in real interest.

H2: Family support does not affect entrepreneurial interest among vocational high school students in Mojokerto.

The insignificant results of the direct influence of family support on interest indicate that family support, although valuable, does not automatically trigger interest if it is not accompanied by competency capital or a supportive social context. Theoretical explanations show that social support, including subjective norms in TPB, can influence intentions, but the effect depends on how the support is manifested (Ajzen, 1991; Krueger, 2015). Previous studies have found that family support plays a greater role when it takes the form of practical involvement (mentoring, access to capital, networking) rather than just moral encouragement (Maharana & Chaudhury, 2022; Astuti, 2021). In Mojokerto, many families provide moral support but are limited



financially or in terms of direct involvement, which explains the weak direct effect. Practical policy: direct family support toward concrete forms (facilitating internships, access to networks, opportunities to participate in bazaars) so that its influence on interest becomes tangible.

H3: Entrepreneurial Competence influences the Social Environment of vocational high school students in Mojokerto.

Student competencies encourage the creation of a more pro-entrepreneurial social environment because competent students tend to become role models, find it easier to build collaborations, and initiate entrepreneurial activities (e.g., business groups, exhibitions). *Social Cognitive Theory* and social network literature explain that actors with competencies play a role in activating social capital (Bandura, 1997; Coleman, 1990). Empirical evidence shows that competent students become centers of influence in the school community, attracting the participation of friends and the community (Singh et al., 2023; Putri, 2021). In the field, competent students at SMK Mojokerto often invite friends to join business projects and engage with local MSMEs to build a social atmosphere that supports entrepreneurship. Recommendation: facilitate a platform for students to share experiences so that competencies are disseminated and the social environment becomes more conducive.

H4: Family support influences the social environment of vocational school students in Mojokerto.

Family support significantly strengthens the social environment of students because families can open up access to networks, give permission to participate in school/community activities, and be a source of entrepreneurial practices (e.g., family businesses) that involve students. The *social capital* perspective emphasizes that the family is one of the initial sources of social capital that enables the formation of supportive networks (Coleman, 1990; Aldrich & Cliff, 2003). Local studies show that family involvement (introduction to MSMEs, business mentoring) makes it easier for students to build relationships outside of school and gain peer support (Kusuma & Pratiwi, 2021; Indrawan, 2020). In Mojokerto, students whose parents are actively involved in providing practical access find it easier to connect with the business community. Therefore, school-parent collaboration efforts (parent orientation, alumni/MSME partner programs) are very strategic in strengthening the social environment.



H5: The social environment influences entrepreneurial interest among vocational high school students in Mojokerto.

A supportive social environment (friends, teachers, MSME communities) encourages entrepreneurial interest through the mechanisms of social motivation, role model imitation, and access to information/resources. *Social Cognitive Theory* and empirical evidence state that social interaction increases self-efficacy and intention to act (Bandura, 1997; Autio et al., 2001). Research on adolescent populations shows that peer support often has a greater influence on intentions than family support because peer influence is very strong during secondary school age (Maharana & Chaudhury, 2022; Fitriani, 2021). Observations at SMK Mojokerto show that students who are actively involved in the school's entrepreneurship community are more willing to try both offline and online businesses. Practical implications: schools should increase peer-learning forums, mentoring from alumni/MSMEs, and collaborative activities that foster an entrepreneurial culture.

H6: The social environment mediates the influence of entrepreneurial competence on entrepreneurial interest among vocational high school students in Mojokerto.

The mediation results indicate that competency alone does not fully drive interest if the social environment is not supportive; conversely, competency increases interest more strongly when students share, collaborate, and receive recognition in a supportive social environment. This is in line with the mediation mechanism whereby competency enhances students' ability to become agents of social change (role models), which then triggers social support and ultimately fosters intention (Singh et al., 2023; Nugroho & Hidayat, 2020). International studies also show that skills programs must be accompanied by networking activities so that their impact on entrepreneurial intent is optimal (Torres & Rojas, 2021). For SMK Mojokerto, this means that curriculum strengthening must be combined with community activities, competitions, and MSME cooperation so that competence can be converted into real interest.

H7: The social environment mediates the influence of family support on entrepreneurial interest among vocational high school students in Mojokerto.

The mediation results show that family support has an impact on entrepreneurial interest largely through its role in forming access to a supportive social environment (permission to participate in activities, networking introductions, participation in family businesses). Literature on family embeddedness and social capital reinforces these results: families expand social networks that become channels for practical resources and motivation (Aldrich & Cliff,



2003; Coleman, 1990). Local research shows that family support is effective when it facilitates student involvement in the community, field practice, or small capital acquisition so that the student's social environment becomes rich in sources of support (Kusuma & Pratiwi, 2021; Handayani, 2022). At the practical level in Mojokerto, school programs that invite parents and MSME partners to collaborate can maximize the role of families so that the effect on entrepreneurial interest becomes significant.

CONCLUSION

Based on the research results, it can be concluded that entrepreneurial competence has a positive and significant influence on the entrepreneurial interest of vocational high school students in Mojokerto. Although family support plays an important role, it has been proven not to have a direct effect on entrepreneurial interest but rather plays a role through the formation of a conducive social environment. Furthermore, entrepreneurial competence and family support both have a positive effect on the social environment, which ultimately increases students' interest in entrepreneurship. The results of this study also confirm that the social environment plays a significant role in encouraging entrepreneurial interest, both directly and as a mediating variable between entrepreneurial competence and family support with entrepreneurial interest. Thus, the success of fostering entrepreneurial interest in vocational high school students is not only determined by individual competence, but also by the quality of social support they receive from family, friends, school, and community.

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