



Transformation Of Entrepreneurial Intention Through Entrepreneurship Education And Digital Literacy Among Students Of State Vocational Schools In Mojokerto City

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Abstract

*In the era of globalization, the ability to be an entrepreneur has become an important skill that supports the development of one's economic potential. This situation indicates the need for further investigation to understand the elements that can influence entrepreneurial intention. This study aims to explore the impact of entrepreneurship education on entrepreneurial intention through digital literacy and entrepreneurial attitude among vocational high school students in Mojokerto City. 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) There is a positive and significant effect of entrepreneurship education (X) on digital literacy (Z1), (2) There is a positive and significant effect of entrepreneurship education (X) on entrepreneurial attitudes (Z2), (3) There is a direct positive and significant effect of entrepreneurship education (X) on Entrepreneurial Intention (Y), (4) There is no positive and significant direct effect between the Digital Literacy (Z1) variable on Entrepreneurial Intention (Y), (5) There is a positive and significant direct effect of Entrepreneurial Attitude (Z2) on Entrepreneurial Intention (Y), (6) There is no direct positive and significant influence between Entrepreneurship Education (X) on Entrepreneurial Intention (Y) through Digital Literacy (Z1), (7) There is a direct positive and significant influence between Entrepreneurship Education (X1) on Entrepreneurial Intention (Y) through Entrepreneurial Attitude (Z2). **The importance of this result lies in the synergy between education (academics), industry/digital world, government, and entrepreneurial communities** so that entrepreneurial learning not only improves digital literacy but also truly*





*shapes **entrepreneurial attitudes that encourage entrepreneurial intent**. These findings are expected to serve as a reference for schools and policymakers in developing entrepreneurship learning strategies that emphasize the formation of entrepreneurial attitudes, while also strengthening digital literacy to support an increase in the entrepreneurial intentions of vocational school students.*

Keywords: Entrepreneurship Education, Entrepreneurial Intentions, Digital Literacy, Entrepreneurial Attitudes

INTRODUCTION

Education plays a very important role in shaping individual character and skills, especially in developing entrepreneurial potential. In the era of globalization, the ability to be an entrepreneur is an important skill that supports the development of one's economic potential. Entrepreneurship is not only a profitable career choice, but also a solution to reduce unemployment and improve the economy at the local and national levels. Based on data from the Central Statistics Agency (BPS) 2024, the number of workers has continued to increase over the last five years, indicating that more people are involved in economic activities, both as workers and job seekers (). Increasing entrepreneurial intention among the younger generation will prepare them to create their own jobs (BPS, 2024).

Vocational high schools (SMK) have the potential to produce skilled and innovative entrepreneurs who can utilize the practical skills they acquire during their education (Lorz & Wennekers, 2020). Based on the results of interviews with PKWU teachers, it was found that the interest of vocational high school students in entrepreneurship is quite diverse. Some students have been interested and enthusiastic from the start. Usually, they are already accustomed to helping their parents' businesses, participating in online sales, or even already have their own small businesses. They are active in asking questions, dare to try, and are quick to respond in entrepreneurial practices at school. However, there are also many students who are still passive or do not yet see the importance of entrepreneurship. Some of them are more focused on wanting to work directly in a company after graduation, or even do not have a clear picture of their future. There are also those who feel less confident due to limited capital, lack of support from their surroundings, or fear of failure.

Students who have a high intention to become entrepreneurs tend to be more willing to take risks, think creatively, and be motivated to innovate, all of which are important qualities in the ever-evolving business world (Rizzo & Saporito, 2021). Increasing entrepreneurial intent will





also have a positive impact on shaping an independent mindset and reducing dependence on conventional jobs, thereby creating a generation that is more proactive in facing economic challenges (Fayolle & Gailly, 2019). Vocational schools, as educational institutions that focus on skills development, play a very important role in preparing students to enter the workforce or even create jobs through entrepreneurship (Zhao & Seibert, 2021). Entrepreneurship education in vocational schools needs to be strengthened to encourage students to have the competencies, courage, and proactive attitude necessary to become successful entrepreneurs.

Entrepreneurship education in vocational schools provides a foundation of knowledge about the business world, including how to start, manage, and develop a business. Business knowledge such as financial management, marketing, and business planning can strengthen students' confidence that they can become entrepreneurs (Lorz & Wennekers, 2020). A practice-based entrepreneurship education curriculum allows students to not only understand theory, but also directly apply business concepts in real situations, thereby creating a more contextual and applicable learning experience (Souitaris et al, 2022).

Entrepreneurship education focuses not only on theory but also on shaping entrepreneurial attitudes. Students who receive good entrepreneurship education tend to have more positive attitudes toward risk, creativity, and initiative, which are essential for entrepreneurship (Zhao & Seibert, 2021). Entrepreneurship education helps students see entrepreneurship as a real and potential career choice, not just an alternative option (Rizzo & Saporito, 2021). The more information they receive about the potential of entrepreneurship, the more likely they are to consider entrepreneurship as an attractive career choice (Lorz & Wennekers, 2020). Entrepreneurship education in vocational schools is often accompanied by practical activities, such as internships in companies, business projects, or case studies that involve students in the entrepreneurial decision-making process (Lorz & Wennekers, 2020).

Entrepreneurial intention is a psychological factor that strongly predicts future entrepreneurial behavior. According to Ajzen (1991) in the Theory of Planned Behavior, intention is the main indicator that drives a person to take concrete action, including starting a business. Entrepreneurial intention is a very important initial stage before students actually enter the business world. Entrepreneurial attitude is a mindset and behavior that reflects a person's readiness to face challenges, take initiative, and create opportunities in the business world (Zhao & Seibert, 2021). This attitude includes the courage to take risks, the desire to continue learning and innovating, and the ability to see opportunities amid challenges (Lorz & Wennekers, 2020).





An entrepreneurial attitude also involves the ability to work independently, lead, and make the right decisions in running a business (Lorz & Wennekers, 2020). This positive attitude is very important because it can motivate someone not only to start a business but also to face it with a high fighting spirit until the business develops and succeeds (Rizzo & Saporito, 2021). A strong entrepreneurial attitude, such as confidence, courage to take risks, creativity, and perseverance, will encourage students to face challenges and failures in the business world more positively (Lorz & Wennekers, 2020). Without a good attitude, students will feel hesitant or give up when facing difficulties, which can prevent them from achieving their entrepreneurial goals (Fayolle & Gailly, 2019).

In today's digital era, entrepreneurial skills do not only depend on traditional skills, but are also greatly influenced by the level of digital literacy. Digital literacy includes the ability to access, understand, manage, and utilize information technology to support business activities (Ng, 2021). According to Ab Wahab & Mustapa (2022), digital literacy contributes significantly to the development of creativity, innovation, and effectiveness in running a business, especially amid market competition that is increasingly shifting to the digital realm. For vocational high school students, digital literacy is not just an additional skill, but an important requirement to be able to adapt to technology-based business models and take advantage of business opportunities through digital platforms (Mugiono et al., 2020).

Research by Suryani & Harmon (2023) emphasizes that good digital literacy can improve students' ability to utilize technology in identifying and creating business opportunities. Digital literacy is not limited to the use of technological devices, but also includes the ability to use various digital platforms for marketing, sales, and business management.

Research by Mugiono et al. (2020) shows that integrating entrepreneurship education with digital literacy in vocational schools can accelerate the emergence of business ideas that are relevant to the needs of today's digital market. Students with good digital literacy skills tend to be more creative in developing innovative products and services and are better prepared to compete in an increasingly technology-based global market. This condition is highly relevant to the situation in Mojokerto City, where the local government continues to encourage the development of the younger generation's potential through various vocational education programs. Therefore, improving digital literacy among vocational high school students in Mojokerto is a strategic step to produce graduates who are not only technically skilled but also able to recognize and take advantage of digital-based business opportunities.

The reality on the ground shows that many vocational school graduates in Mojokerto City still prefer to work in the industrial sector, especially in factories that are widely established in





the region. Based on data from the Mojokerto Central Statistics Agency (BPS) in 2023, around 65% of vocational school graduates choose to work in the industrial sector, while only around 20% are interested in starting their own business. This choice is generally driven by the hope of obtaining a steady income and job stability. Unfortunately, the high number of job seekers is not proportional to the availability of jobs in the industrial sector, so not all graduates can be absorbed properly. This condition shows the importance of strengthening entrepreneurship education in vocational schools so that students have broader career alternatives, including the ability to create independent business opportunities based on digital literacy.

Based on research conducted by Triadi A (2016), small business owners in Mojokerto show high entrepreneurial motivation, mainly driven by the desire to achieve income security and financial success. This shows that many individuals in Mojokerto choose entrepreneurship as an alternative to achieve economic stability and independence, compared to working in the formal sector such as factories. Factors such as the desire to have control over one's own destiny and dissatisfaction with income from previous jobs are the main drivers in choosing entrepreneurship. In addition, Mursidah's (2019) research shows that training courses organized by the Mojokerto Vocational Training Center (BLK), such as training for clothing sewing operators, also play a role in increasing entrepreneurial motivation among students. These training programs not only provide technical skills but also encourage participants to start their own businesses so that they can achieve economic independence and not depend on factory jobs. These two studies can motivate vocational high school students in Mojokerto City to become entrepreneurs.

With the right entrepreneurial skills, students will not only depend on the industrial sector, but can also create new jobs, which in turn can reduce dependence on a limited job market and boost the local economy. In addition, a strong entrepreneurial intention, driven by a proactive and innovative entrepreneurial attitude, is very important for starting a sustainable business. A positive entrepreneurial attitude, such as the courage to take risks, perseverance, and the ability to adapt to change, can shape students' mindset to see challenges as opportunities. On the other hand, digital literacy also plays an important role in opening up new business opportunities in this technological era. With the ability to access, understand, and utilize information technology, students can develop digital-based businesses, utilizing e-commerce platforms, social media, and various applications that support business operations. This study focuses on testing the mediating role of digital literacy and entrepreneurial attitudes in the relationship between entrepreneurship education and entrepreneurial intentions at the vocational high school level, which is still rarely done in



Indonesia, especially in the city of Mojokerto. This study is important to understand the extent to which entrepreneurship education can increase students' entrepreneurial intentions through improving digital literacy and shaping entrepreneurial attitudes.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Entrepreneurship Education

Within the framework of the *Theory of Planned Behavior* (TPB) developed by Ajzen (1991), behavioral intention is determined by attitudes toward behavior, subjective norms, and perceived behavioral control. Entrepreneurship education plays an important role in shaping these three determinants through knowledge, skills, and experiences that can foster positive attitudes, strengthen social norms, and increase students' confidence in entrepreneurial . Nabi & Liñán (2021) emphasize that entrepreneurship education not only increases knowledge but also readiness and intention to start a business. Fayolle & Gailly (2019) add that an appropriate curriculum design can strengthen the psychological aspects of TPB, particularly attitude and *perceived behavioral control*. Additionally, Kolb's (1984) *Experiential Learning Theory* emphasizes learning based on concrete experiences, reflection, conceptualization, and active experimentation. This model has proven effective when applied to entrepreneurship education because it directly involves students in entrepreneurial practices, as evidenced by Prastawa et al. (2020) and Lantu et al. (2022), who found a significant increase in students' entrepreneurial competencies through this approach.

Entrepreneurship education is a learning process to develop entrepreneurial attitudes, skills, and knowledge so that individuals are able to create business opportunities and innovate. Lorz & Wennekers (2019) mention that entrepreneurship education transfers knowledge and values relevant to creating new businesses, while Fayolle & Gailly (2019) emphasize the importance of education in shaping creative attitudes, initiative, and the courage to take risks. Furthermore, Rizzo & Saporito (2021) explain that entrepreneurship education also builds entrepreneurial intent by strengthening understanding of the entrepreneurial process and reducing psychological barriers. The main objective of entrepreneurship education is to produce individuals who are not only ready to manage new businesses but also capable of developing existing businesses (Fayolle & Gailly, 2019).

The benefits can be seen in improved skills in business planning, financial management, marketing, and communication (Lorz & Wennekers, 2019). Its success can be measured by an increase in the number of entrepreneurs, business growth, and entrepreneurial attitudes such as the courage to innovate and resilience in the face of failure (Rizzo & Saporito, 2021).



Entrepreneurial Intentions

In the *Theory of Planned Behavior* (TPB) developed by Ajzen (1991), entrepreneurial intention is seen as the main predictor of actual entrepreneurial behavior, which is influenced by attitude, subjective norms, and *perceived behavioral control*. Lestari et al. (2022) show that these three factors have a significant effect on the entrepreneurial intention of vocational high school students, especially through self-confidence and social support. In line with this, Rizzo & Saporito (2021) emphasize that understanding the dynamics of entrepreneurial intention is important in designing effective entrepreneurship education. Additionally, Kolb's *Experiential Learning Theory* (1984) complements TPB by emphasizing learning through concrete experiences, reflection, conceptualization, and active experimentation. This approach has proven effective, as research by Motta & Galina (2023) and Lestari et al. (2022) found that experiential learning significantly increases entrepreneurial intention.

Entrepreneurial intention is defined as a person's intention or desire to start and manage a business, which is influenced by individual, psychological, and social factors (Nabi & Liñán, 2021). Fayolle & Liñán (2015) emphasize that entrepreneurial intention is closely related to positive attitudes, perceptions of opportunity, and self-confidence to start a business. Rizzo & Saporito (2021) add that intention is also influenced by perceptions of risk and challenges. To measure entrepreneurial intention, Liñán & Fayolle (2015) identified indicators such as self-confidence, plans to start a business, perception of market opportunities, commitment to the business, and intrinsic motivation. Souitaris et al. (2020) showed that well-designed entrepreneurship education can strengthen these intentions while preparing skills relevant to the business world.

Digital Literacy

The *Technology Acceptance Model* (TAM) developed by Davis (1989) explains that technology acceptance is influenced by *perceived usefulness* and *perceived ease of use*. Digital literacy can act as an external variable that influences these perceptions, because individuals with high digital literacy find it easier to understand the benefits of technology and use it effectively (Venkatesh & Davis, 2000). Teo & Noyes (2014) add that digital literacy increases confidence in the use of technology so that strengthening user intent. In addition, Kolb's *Experiential Learning Theory* (1984) emphasizes the importance of concrete experience-based learning in shaping applicable skills. Research by Damayanti & Herlina (2021) and Toding et al. (2023) shows that experiential learning in digital learning improves students' strategic skills in using technology.





Digital literacy encompasses the ability to access, understand, evaluate, and utilize digital information effectively and ethically (Ng, 2021). Suryani & Chaniago (2023) emphasize that digital literacy is not only a technical skill but also a critical ability to assess information, while Oktaviani & Meidiyustiani (2024) highlight its role in communication, collaboration, and innovation. Digital literacy aims to equip individuals to actively participate in the digital economy and make smart decisions (Ab Wahab & Mustapa, 2022), as well as encourage creativity and efficiency in entrepreneurship (Ganefri et al., 2024; Saadah et al., 2024). In a business context, digital literacy expands access to global markets through e-commerce (Mugiono et al., 2020), strengthens branding strategies (Onwubuya & Odogwu, 2023), and encourages technology-based social enterprise innovation (Ip, 2024). The level of digital literacy is influenced by factors such as education, access to technology, digital self-efficacy, and environmental support (Inanna et al., 2023; Asdar et al., 2024; Novita et al., 2023).

Entrepreneurial Attitude

The Theory of Planned Behavior (TPB) developed by Ajzen (1991) asserts that a person's intention to perform an action is influenced by three main factors, one of which is attitude toward the behavior. In the context of entrepreneurship, entrepreneurial attitude reflects an individual's evaluation of entrepreneurship, whether it is considered beneficial, attractive, or personally valuable. Research by Arpizal & Dwijayanti (2022) proves that a positive attitude towards entrepreneurship significantly increases students' entrepreneurial intentions, while Lorz & Wennekers (2020) emphasize that education and a supportive social environment play an important role in shaping this attitude.

Entrepreneurial attitudes can be understood as individuals' perceptions, beliefs, and positive evaluations of entrepreneurship, which play an important role in shaping entrepreneurial intentions and behavior. According to Lorz & Wennekers (2020), this attitude includes confidence in the ability to deal with risk and manage uncertainty, while Zhao & Seibert (2021) add that a positive attitude encourages high motivation to start and manage a business. Fayolle & Gailly (2019) also assert that a positive attitude is directly related to the ability to persevere in the face of business challenges. Indicators include self-confidence, willingness to take risks, long-term goal orientation, intrinsic motivation, and commitment to entrepreneurship.

The Influence of Entrepreneurship Education on Digital Literacy

Entrepreneurship education plays an important role in equipping individuals with the





knowledge, skills, and attitudes to identify business opportunities, manage resources, and deal with business risks effectively (Fayolle & Gailly, 2019), while encouraging the development of creativity, innovation, and independence among vocational school students amid the uncertainty of the job market (Lorz & Wennekers, 2020). In line with this, digital literacy, which includes the ability to access, understand, and utilize information technology for business activities, has become a mandatory competency in the digital era (Ng, 2021). The integration of entrepreneurship education with digital literacy through the use of e-commerce, social media, financial applications, and other technological devices has been proven to strengthen students' readiness to face the modern business world (Ganefri et al., 2024). Various studies confirm the relationship between the two, where entrepreneurship education combined with digital-based learning can improve students' digital literacy, strengthen their abilities in online marketing, business management, and entrepreneurial readiness in the technology-based era (Mugiono et al., 2020).

H1: Entrepreneurship Education Influences Digital Literacy

The Influence of Entrepreneurship Education on Entrepreneurial Attitudes

Entrepreneurship education plays an important role in shaping entrepreneurial attitudes, namely mindsets and behaviors that include risk-taking, creativity, initiative, and the ability to adapt to change (Lorz & Wennekers, 2020). Through a learning process that emphasizes knowledge, skills, and mentality formation, entrepreneurship education helps vocational high school students to be better prepared to face business challenges, be proactive, and have the confidence to start a business (Rizzo & Saporito, 2021). In addition, this education broadens students' horizons in recognizing opportunities, encourages perseverance in the face of failure, and fosters a solution-oriented innovative attitude (Zhao & Seibert, 2021). Student involvement in entrepreneurial practices such as internships or business projects also strengthens real-world experience, allowing entrepreneurial attitudes to develop in a more resilient and applicable manner (Lorz & Wennekers, 2020).

H2: Entrepreneurship Education Influences Entrepreneurial Attitudes

The Influence of Entrepreneurship Education on Entrepreneurial Intentions

ship education plays an important role in equipping students with knowledge and practical skills, ranging from financial management, marketing, to innovation, which makes them better prepared to identify opportunities and face business challenges (Lorz & Wennekers, 2020). Entrepreneurial intent, which is an individual's intention to start a business, is a key





predictor of entrepreneurial action and is greatly influenced by internal factors such as attitude, motivation, and self-confidence (Zhao & Seibert, 2021). Through entrepreneurship education, students not only gain technical insights but also develop positive attitudes such as risk-taking, proactivity, and innovation, which strengthen their intention to become entrepreneurs (Rizzo & Saporito, 2021).

H3: Entrepreneurship Education Influences Entrepreneurial Intentions

The Influence of Digital Literacy on Entrepreneurial Intentions

Digital literacy is an individual's ability to access, understand, evaluate, and critically utilize digital information for productive needs, including in the context of entrepreneurship (Ng, 2021). Mastery of digital skills, such as the use of social media, e-commerce platforms, and financial applications, encourages students' confidence in managing technology-based businesses (Oktaviani & Meidiyustiani, 2024). This is closely related to entrepreneurial intent, which is an individual's intention to start a business, which according to Ajzen (1991) is influenced by attitudes, subjective norms, and perceptions of self-control. Recent research shows that digital literacy has a positive and significant relationship with entrepreneurial intention, as digital skills expand market opportunities, increase motivation, and strengthen students' confidence to actually enter the business world (Saadah et al., 2024).

H4: Digital Literacy Influences Entrepreneurial Intentions

The Influence of Entrepreneurial Attitude on Entrepreneurial Intentions

Entrepreneurial attitudes reflect mindsets and behaviors that include risk-taking, creativity, perseverance, and readiness to face challenges and opportunities in the business world (Lorz & Wennekers, 2020). This positive attitude has a direct effect on entrepreneurial intention because individuals who are confident, dare to innovate, and are open to change are more motivated to start a business (Zhao & Seibert, 2021). Rizzo & Saporito (2021) emphasize that self-confidence, courage, and innovation orientation are important factors that drive entrepreneurial intent. In addition, entrepreneurship education plays a role in strengthening this attitude through learning that fosters a positive mindset, so that students are better prepared to take concrete steps in business (Fayolle & Gailly, 2019).

H5: Entrepreneurial Attitude Influences Entrepreneurial Intentions

The Influence of Entrepreneurship Education on Entrepreneurial Intentions Through Digital Literacy

Entrepreneurship education plays an important role in equipping students with the





knowledge, skills, and attitudes needed to build independent businesses, including the ability to think creatively, take risks, and innovate (Lorz & Wennekers, 2020). In the digital age, entrepreneurial success is also largely determined by digital literacy, which is the ability to access, understand, evaluate, and utilize information technology in business activities, from marketing to technology-based business management (Ng, 2021). These two factors influence entrepreneurial intention, which reflects an individual's desire, readiness, and determination to start a new business (Ajzen, 1991; Zhao & Seibert, 2021). A number of studies show that entrepreneurship education strengthens self-efficacy and digital literacy, which ultimately increases students' entrepreneurial intention, especially among the younger generation who face technology-based competition (Asdar et al., 2024; Novita et al., 2023; Inanna et al., 2023; Ganefri et al., 2024).

H6: Entrepreneurship Education Influences Entrepreneurial Intentions Through Digital Literacy

The Influence of Entrepreneurship Education on Entrepreneurial Intentions Through Entrepreneurial Attitudes

Entrepreneurship education plays an important role in shaping the entrepreneurial intentions of vocational high school students, with entrepreneurial attitudes as a mediator that strengthens the relationship between the two. This education not only provides knowledge about management, marketing, finance, and business planning, but also fosters entrepreneurial attitudes such as risk-taking, creativity, self-confidence, and perseverance (Fayolle & Gailly, 2019). These positive attitudes encourage students to be more confident, innovative, and courageous in facing business challenges, thereby increasing their entrepreneurial intentions (Zhao & Seibert, 2021). Through practical experiences in entrepreneurship education, such as internships and business projects, students can develop confidence and real skills that strengthen their entrepreneurial attitudes (López-Nicolás & Meroño-Cerdán, 2020; Mwasalwiba & Hillebrand, 2019).

H7: Entrepreneurship Education Influences Entrepreneurial Intentions Through Entrepreneurial Attitudes

RESEARCH METHOD

This study uses a quantitative approach because the independent and dependent variables are measured in numerical form. The type of research used is descriptive correlative. The research design used can be explained as follows:



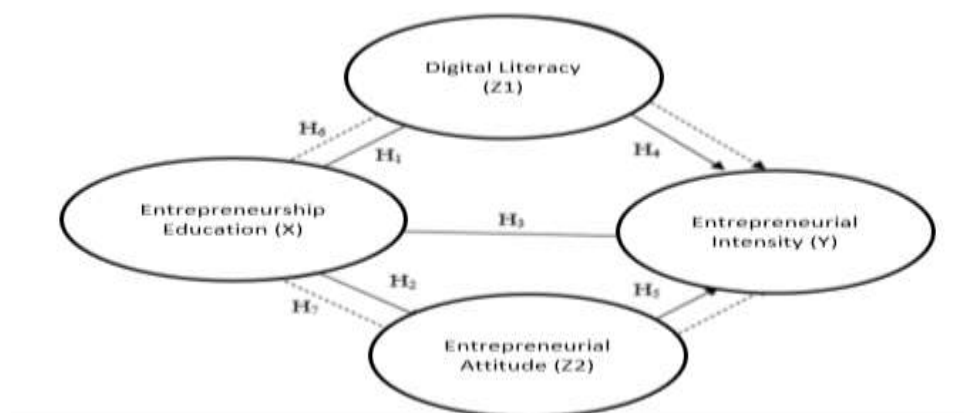


Figure 1. Research Design

Source: Processed by the Researcher (2025)

The location of this research was at a public vocational school in Mojokerto City, with a population consisting of all students from SMKN 1 Mojokerto City majoring in DPIB, TKR, TSM, TKJ, and DKV, as well as SMK 2 Mojokerto City majoring in DKV, Culinary Arts, LPS, RPL APHP who are taking entrepreneurship education courses, with a total population of 912 students. The research sample used *probability sampling*. The type used in this study was *Proportional Random Sampling*, resulting in a sample of 271 students.

In this research process, data collection was conducted using primary data sources. Primary data was obtained from questionnaires or information surveys collected via , , and , which were designed using a Likert scale. This study employed descriptive statistics using distribution tables. The analysis technique used in this study was SEM PLS. Hypothesis testing (β , γ , ρ , and λ) in this study was conducted using the *Bootstrap resampling* method developed by Geisser and Stone.

RESULTS AND DISCUSSION

Description of Respondent Data

The research sample consisted of vocational high school students in Mojokerto City who had taken the Entrepreneurship Education subject () and were interested in entrepreneurship, totaling 271 respondents. This included 149 students from SMKN 1 Mojokerto City and 122 students from SMKN 2 Mojokerto City. The gender distribution was 133 males and 138 females. The number of students in each department was as follows: 20 students in the APHP department, 49 students in the DKPV department, 31 students in the DPIB department, 28 students in the Culinary department, 21 students in the LPS department,

33 students in the RPL department, 30 students in the TKJ department, 30 students in the TKR department, and 29 students in the TSM department. The results of the average calculation of the entrepreneurial education variable were classified as good. The digital literacy variable was classified as good. The entrepreneurial attitude variable was classified as good. The entrepreneurial intention variable was classified as good.

Next, SEM-PLS testing was conducted with outer models and inner models. 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*.

Figure 1: Results of the Outer Model Loading Factor Test in Smart PLS 3.0

Variable	IB (Y)	LD (Z1)	PK (X)	SB (Z2)
IB 1	0.711			
IB 2	0.745			
IB 3	0.767			
IB 4	0.778			
IB 5	0.795			
IB 6	0.817			
LD 1		0.727		
LD 2		0.762		
LD 3		-0.051		
LD 4		0.728		
LD 5		0.733		
LD 6		0.806		
LD 7		0.741		
PK 1			0.723	
PK 2			0.737	
PK 3			0.802	
PK 4			0.727	
PK 5			0.718	
PK 6			0.733	
PK 7			0.757	
SB 1				0.764
SB 2				0.804

SB 3				-0.041
SB 4				0.709
SB 5				0.778

Source: Processed by the 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.

Figure 2: Discriminant Validity Values (Cross Loading)

Variable	IB (Y)	LD(Z1)	PK (X)	SB (Z2)
IB 1	0.711	0.405	0.476	0.502
IB 2	0.745	0.280	0.434	0.500
IB 3	0.767	0.323	0.485	0.532
IB 4	0.778	0.344	0.404	0.552
IB 5	0.795	0.416	0.507	0.604
IB 6	0.817	0.393	0.421	0.596
LD 1	0.334	0.727	0.475	0.360
LD 2	0.311	0.762	0.349	0.342
LD 4	0.281	0.728	0.280	0.334
LD 5	0.350	0.733	0.364	0.383
LD 6	0.450	0.806	0.427	0.449
LD 7	0.357	0.741	0.366	0.393
PK 1	0.459	0.335	0.723	0.461
PK 2	0.434	0.393	0.737	0.387
PK 3	0.463	0.329	0.802	0.393
PK 4	0.410	0.378	0.727	0.401
PK 5	0.447	0.440	0.718	0.421
PK 6	0.427	0.418	0.733	0.447
PK 7	0.427	0.355	0.757	0.354
SB 1	0.508	0.437	0.454	0.764
SB 2	0.561	0.465	0.404	0.804
SB 4	0.545	0.289	0.433	0.709
SB 5	0.566	0.360	0.401	0.778

Source: Processed by the researcher (2025)

Based on Table 2, it can be seen that the *cross-loading* indicators of the latent variables have higher *cross-loading* values compared to other variables. Therefore, it can be concluded that the latent variables have good *discriminant validity*.

Table 3. Composite Reliability Values

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Entrepreneurial Intensity (Y)	0.862	0.864	0.897	0.592
Digital Literacy (Z1)	0.785	0.844	0.844	0.481
Entrepreneurship Education (X)	0.864	0.864	0.896	0.552
Entrepreneurial Attitude (Z2)	0.762	0.762	0.849	0.585

Source: Processed primary data, 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 construct has good reliability.

After evaluating the measurement model or outer model, the next step is to evaluate the inner model, also known as the 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 the $f^{(2)}$ size; and 5) testing the relevant prediction of Q^2

Table 4. VIF Measurement Results

	Entrepreneurial Intention (Y)	Digital Literacy (Z1)	Entrepreneurship Education (X)	Entrepreneurial Attitude (Z2)
Entrepreneurial Intention (Y)				
Digital Literacy (Z1)	1,515			
Entrepreneurship Education (X)	1,618	1,000		1,000
Entrepreneurial Attitude (Z2)	1,598			

Source: Primary data processed, 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 6. R-Square

Variable	R-Square	Adjusted R-Square
Entrepreneurial Intention (Y)	0.568	0.563
Digital literacy (Z1)	0.262	0.259
Entrepreneurial attitude (Z2)	0.307	0.304

Source: Primary data processed, 2025

Based on the data in Table 6, it can be seen that the R-Square value of the digital literacy variable is 0.269 or equivalent to 26.9%. This indicates that the variables of digital literacy, entrepreneurial attitude, and entrepreneurial education contribute 26.9% to the influence of entrepreneurial intention, while the remaining 73.1% is influenced by other variables not explained in this study.

Based on the predictive relevance (Q^2) calculation results, the values are 0.035, 0.050 and 0.314. In this research model, the endogenous latent variable has a predictive relevance (Q^2) 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 Z1 (digital literacy) and Z2 (entrepreneurial attitude) or, in other words, proving that this model is considered to have good *predictive relevance*.

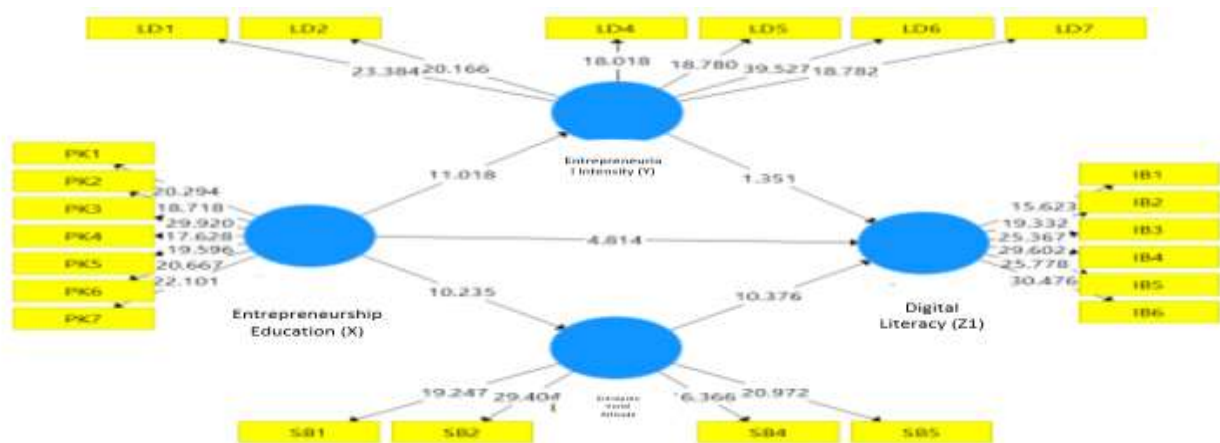


Figure 2. Structural Model Testing Results

Source: Primary data processed, 2025

Furthermore, 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

Variable	β	t-value	P-values	
Entrepreneurship education (X) > Digital literacy (Z1) (H1)	0.512	10.989	0.000	H ₀ accepted
Entrepreneurship education (X) > Entrepreneurial attitude (Z2) (H2)	0.554	9.696	0.000	H ₀ accepted
Entrepreneurship education (X) > Entrepreneurial intent (Y) (H3)	0.261	4.973	0	H ₀ accepted
Digital literacy (Z1) > Entrepreneurial intent (Y) (H4)	0.065	1.322	0.187	H ₀ rejected
Entrepreneurial attitude (Z2) > Entrepreneurial intention (Y) (H5)	0.537	11.107	0.000	H ₀ accepted
Entrepreneurship education (X) > Digital literacy (Z1) > Entrepreneurial intention (Y) (H6)	0.033	1.292	0.197	H ₀ rejected
Entrepreneurship education (X1) > Entrepreneurial attitude (Z2) > Entrepreneurial intention (Y) (H7)	0.297	7.038	0.000	H ₀ accepted

Source: Primary data processed, 2025

Table 6 shows that there is a positive and significant effect of entrepreneurship education (X) on digital literacy (Z1), where the original sample (O) value is significantly positive at 0.512, indicating that the relationship between variables X and Z is accepted with a T-statistics value of 10.989 and a P-value of 0.000. Therefore, in this study, H1 is accepted.

There is a positive and significant effect of entrepreneurship education (X) on entrepreneurial attitude (Z2), where the original sample (O) value is significantly positive at 0.554, indicating that the relationship between variables X and Z is accepted with a T-statistics value of 9.696 and a P-value of 0.000. Thus, in this study, H2 is accepted.

There is a direct positive and significant effect of entrepreneurship education (X) on

entrepreneurial intention (Y), where the original sample (O) value is positive at 0.261, indicating that the relationship between variables X and Y is positive and significant with a T-statistics value of 4.973 and a P-value of 0.000. Therefore, in this study, H3 is accepted.

There is no direct positive and significant effect between the variable of digital literacy (Z1) and entrepreneurial intention (Y), where the original sample (O) value is positive at 0.065, indicating that the relationship between variables X and Y is positive and insignificant with a T-statistics value of 1.322 and a P-value of 0.177. Therefore, in this study, H4 is rejected.

There is a direct positive and significant effect of Entrepreneurial Attitude (Z2) on Entrepreneurial Intention (Y), where the original sample (O) value is 0.537, indicating that the relationship between variables Z and Y is positive and significant with a T-statistics value of 11.107 and a P-value of 0.000. Therefore, in this study, H5 is accepted.

There is no direct positive and significant effect of Entrepreneurship Education (X) on Entrepreneurial Intention (Y) through Digital Literacy (Z1), where the Original Sample value is 0.033, indicating that the relationship between X1, Y, and Z1 is positive and insignificant with a T-statistic value of 1.292 and a P-value of 0.197. Therefore, in this study, H6 is rejected.

There is a direct, positive, and significant effect of entrepreneurship education (X) on entrepreneurial intention (Y) through entrepreneurial attitude (Z2), where the original sample value is positive at 0.297, indicating that the relationship between X, Y, and Z2 is positive and significant with a T-statistic value of 7.038 and a P-value of 0.000. Therefore, in this study, H7 is accepted.

DISCUSSION

The Influence of Entrepreneurship Education on Digital Literacy

The results show that entrepreneurship education has a significant effect on the digital literacy of vocational high school students in Mojokerto City. This can be seen from the learning process, which not only emphasizes entrepreneurship theory but also real-world technology-based practices, such as creating digital promotional content, utilizing social media for marketing, and using digital finance applications in business simulations. Through this practice-based approach, students become more skilled in accessing information, processing data, and using various digital platforms to support their business ideas. This condition confirms that entrepreneurship education in vocational schools can encourage the mastery of digital literacy as a core competency that strengthens students' readiness to face business competition in the digital era.

These findings are in line with the research by Asdar et al. (2024), Novita et al. (2023),



and Inanna et al. (2023), which confirms that the integration of entrepreneurship education with digital technology improves students' digital skills while fostering an adaptive entrepreneurial mindset. This relationship can be understood through the Theory of Planned Behavior (Ajzen, 1991), which explains that entrepreneurship education shapes attitudes, subjective norms, and perceptions of self-control towards the use of technology, as well as the Technology Acceptance Model (Davis, 1989), which emphasizes that digital literacy develops when students perceive the ease of use and usefulness of technology. Thus, entrepreneurship education not only strengthens entrepreneurial mindsets but also accelerates the mastery of digital literacy, which is an important asset in technology-based entrepreneurship.

The relevance of these research results to grand theory can be explained through the Technology Acceptance Model (TAM) proposed by Davis (1989). This theory explains that individuals' acceptance and use of technology are greatly influenced by two main factors, namely perceived usefulness and perceived ease of use. Entrepreneurship education plays an important role in improving these two perceptions through learning activities that directly utilize technology, such as digital promotion, the use of financial applications, and social media-based business management. When students feel that technology is easy to use and useful for developing their businesses, their digital literacy increases significantly. This shows that entrepreneurship education can foster positive acceptance of technology, so that students not only understand the technical functions of technology, but are also able to use it strategically in entrepreneurial activities. Thus, in accordance with the TAM framework, the improvement of digital literacy through entrepreneurship education reflects an effective technology adoption process, which ultimately strengthens students' readiness to become entrepreneurs in the digital economy era.

An interesting finding from this study is that entrepreneurship education can significantly improve the digital literacy of vocational high school students through practice-based learning that utilizes technology, such as digital promotion, e-commerce management, and the use of financial applications. This applied learning process makes students more skilled and confident in using technology to support their business ideas.

The Influence of Entrepreneurship Education on Entrepreneurial Attitudes

The results of the study show that entrepreneurship education has a significant effect on the entrepreneurial attitudes of vocational high school students in Mojokerto City. The learning process not only emphasizes business theory but also involves hands-on practice through entrepreneurial projects, business simulations, and internships. These experiences make students more confident, willing to take risks, and have a positive view of entrepreneurship as a





career choice. The entrepreneurship curriculum, which is integrated with product manufacturing practices, digital promotion, and real sales, allows students to become accustomed to facing real challenges and fosters an independent mindset and perseverance as part of an entrepreneurial attitude.

These findings are supported by research from Fayolle & Gailly (2019), Rizzo & Saporito (2021), Zhao & Seibert (2021), and Lorz & Wennekers (2020), which confirms that entrepreneurship education plays an important role in shaping students' courage, creativity, and proactive attitudes. Theoretically, this relationship is explained through the Theory of Planned Behavior (Ajzen, 1991), in which attitude is the main determinant in shaping entrepreneurial intent. Thus, the results of this study emphasize that applied and contextual entrepreneurship education is key to strengthening the entrepreneurial attitudes of vocational high school students, thereby producing an independent young generation that is ready to create new business opportunities.

The **Theory of Planned Behavior (TPB)** proposed by Ajzen (1991) explains that a person's behavior is influenced by three main components, namely **attitude towards behavior**, **subjective norms**, and **perceived behavioral control**. In the context of this study, entrepreneurship education plays a role in shaping these three components simultaneously. Through entrepreneurial practice activities, business simulations, and internships, **students** gain direct experience that shapes **positive attitudes toward entrepreneurship**, making them feel that entrepreneurship is interesting and valuable. In addition, support from teachers, the school environment, and peers strengthens **the subjective norms** that encourage students to view entrepreneurship as a viable career option. Meanwhile, project-based learning and real-world experiences increase **perceived behavioral control**, as students feel capable and confident to start their own businesses. Thus, in line with the TPB framework, entrepreneurship education has been proven to strengthen students' attitudes and beliefs, which are the main foundations for the formation of entrepreneurial intentions and behaviors in the future.

An interesting finding from this study is that the influence of entrepreneurship education on students' entrepreneurial attitudes does not only come from knowledge or theory, but mainly from practical and contextual learning experiences. Students who are directly involved in business projects, business simulations, and internships show a change in mindset from simply understanding the concept of entrepreneurship to having the confidence and courage to act as entrepreneurs. In addition, social support from teachers, peers, and the school environment strengthens subjective norms that encourage students to view entrepreneurship as a realistic and prestigious profession. Interestingly, many students stated that the experience of



interacting directly with the business world increased their self-confidence and perceived behavioral control.

The Influence of Entrepreneurship Education on Entrepreneurial Intentions

The results of the study show that entrepreneurship education has a significant effect on the entrepreneurial intentions of vocational high school students in Mojokerto City. The learning process not only provides business theory, but also practical experiences such as entrepreneurial projects, business simulations, and collaboration with MSMEs. This makes students more confident, mentally prepared, and see entrepreneurship as a realistic career choice. With the business management, marketing strategy, and financial management skills they acquire, students feel capable of managing their own businesses. These findings reinforce the role of entrepreneurship education as an important factor in increasing the entrepreneurial intentions of the younger generation.

In line with these findings, Fayolle & Gailly (2019), Kraus & Reschke (2019), Zhao & Seibert (2021), and Mwasalwiba & Hillebrand (2019) emphasize that entrepreneurship education directly contributes to increased entrepreneurial intent through a combination of knowledge, skills, and practical experience. Theoretically, this relationship is understood through the Theory of Planned Behavior (Ajzen, 1991), in which entrepreneurship education shapes students' positive attitudes, supportive norms, and perceptions of control toward entrepreneurship. Thus, the results of this study reinforce that practice-based entrepreneurship education is an effective strategy in fostering entrepreneurial intentions among vocational high school students in Mojokerto.

This is in line with the Theory of Planned Behavior (TPB) developed by Ajzen (1991). This theory asserts that the intention to perform a behavior is influenced by three main factors, namely attitude toward behavior, subjective norms, and perceived behavioral control. Entrepreneurship education acts as a mechanism that shapes these three factors in an integrated manner. Through practice-based learning, students gain experiences that foster a positive attitude toward entrepreneurship because they see the tangible benefits of running a business. Interaction with teachers, peers, and local MSME actors builds supportive subjective, so that students feel that their social environment encourages them to become entrepreneurs. Meanwhile, training in managerial and business management skills increases perceived behavioral control, which is students' confidence in their ability to start and run a business. Thus, in line with the TPB framework, entrepreneurship education has been proven to strengthen entrepreneurial intention through the formation of positive attitudes, norms, and



perceptions of control towards entrepreneurial activities.

An interesting finding from this study is that entrepreneurship education is able to shape students' entrepreneurial intentions not only through increased knowledge, but mainly through direct experiences that create self-confidence and positive perceptions of entrepreneurship. Students who participated in business projects, business simulations, and collaborations with MSMEs showed a change in their attitudes, not only understanding the concept of entrepreneurship, but also beginning to view it as a realistic and attractive career. Teacher support and the learning environment also reinforce social norms that encourage students to dare to start their own businesses. Additionally, training in managerial, marketing, and financial skills enhances students' perceived behavioral control in managing a business.

The Influence of Digital Literacy on Entrepreneurial Intentions

The results of the study show that digital literacy does not have a significant effect on the entrepreneurial intentions of vocational high school students in Mojokerto City. Although students have skills in using social media and digital applications, these skills are more directed towards entertainment or social interaction than towards developing entrepreneurial intentions. Other factors such as entrepreneurship education, school environment support, and the formation of an entrepreneurial attitude are proven to have a more dominant influence on entrepreneurial intentions. This condition is in line with the findings of Inanna et al. (2023), which emphasize that digital literacy is only a supporting factor supporting factor, although this differs from the research by Saadah et al. (2024) and Ganefri et al. (2024), which found a positive influence.

Theoretically, these results can be explained through the Theory of Planned Behavior (Ajzen, 1991), which places attitude, subjective norms, and perceived control as the main determinants of entrepreneurial intention. Digital literacy is not included as a core factor, so it is reasonable that its influence is not directly significant. On the other hand, the Technology Acceptance Model (Davis, 1989) explains that even though students find technology useful and easy to use, it does not automatically foster entrepreneurial intent without the support of positive attitudes and self-confidence. Thus, digital literacy remains important to develop, but its effectiveness in encouraging entrepreneurial intent will be more optimal if combined with applicable entrepreneurship education and the formation of a strong entrepreneurial attitude.

An interesting finding from this study is that digital literacy, although an important competency in the technological era, does not necessarily encourage entrepreneurial intent among vocational high school students in Mojokerto City. Students' ability to use social media





and digital applications has not been followed by an entrepreneurial orientation, as most of its use is still for entertainment and social purposes, not business. These results indicate that mastery of technology without the formation of entrepreneurial attitudes and motivation is insufficient to foster entrepreneurial intent.

The Influence of Entrepreneurial Attitude on Entrepreneurial Intentions

Based on data analysis, it shows that entrepreneurial intention can be significantly influenced by entrepreneurial attitudes. These findings provide evidence that the more positive students' attitudes toward entrepreneurial activities are, the greater their desire to become entrepreneurs after completing their education. Positive attitudes toward entrepreneurship have grown among students, especially after they received practice-based entrepreneurial learning. Students who have experience in school business projects and digital entrepreneurship training show a stronger tendency to become entrepreneurs than those who only receive theoretical learning. This shows that the formation of entrepreneurial attitudes is a crucial factor in fostering entrepreneurial intentions among the younger generation.

Findings in the field show that most vocational high school students in Mojokerto City have a positive view of entrepreneurial careers, as reflected in indicators of entrepreneurial attitudes and intentions. Most respondents stated that *becoming an entrepreneur would give them great satisfaction*, because entrepreneurial activities are considered to provide freedom, independence, and opportunities to express creative ideas. They also showed a strong desire *to start their own business if they had the opportunity and resources*. Among various career options, most students admitted *that they would prefer to become entrepreneurs*, because they considered that *entrepreneurship offered more advantages than disadvantages*. In addition, many students expressed *their readiness to do various things to become entrepreneurs*, such as participating in training, internships, and business project activities at school. The questionnaire results also showed that most students had *professional goals to become entrepreneurs* in the future, and they *were determined and worked hard to start and run their own companies*. Quite a few students *have also seriously considered and have a strong intention to start a small online business*, especially in the culinary, fashion, and digital services sectors. These findings show that the positive attitudes formed in students have developed into concrete and realistic intentions to become entrepreneurs in the future.

The findings of this study are in line with various previous studies. Lorz and Wennekers (2019) emphasize that entrepreneurship education plays an important role in shaping entrepreneurial attitudes, which ultimately increase students' entrepreneurial intentions in





Germany. Similarly, Rizzo and Saporito (2021) found that for both Italian and German students, entrepreneurial attitudes are the main predictor of entrepreneurial intentions, even stronger than external environmental factors. Fayolle & Gailly (2019), through their meta-analytic study, also confirmed that the effect of entrepreneurship education on entrepreneurial intention is largely mediated by entrepreneurial attitudes. Research by Kusumojanto et al. (2021) and Kusmintarti et al. (2014) also confirms that entrepreneurial attitudes play an important role in bridging the relationship between entrepreneurial characteristics and entrepreneurial intentions among students. Thus, the results of this study confirm the empirical consistency that a positive attitude toward entrepreneurship is an important determinant in the formation of entrepreneurial intention, both in the national and international contexts.

Theoretically, the results of this study reinforce the Theory of Planned Behavior (TPB) framework proposed by Ajzen (1991). In TPB, attitude toward behavior is one of the main factors that influence a person's intention to perform a certain action. Entrepreneurial attitudes reflect the extent to which students view entrepreneurial activities as interesting, profitable, and positive. When students have positive beliefs and evaluations of entrepreneurship, their tendency to develop entrepreneurial intentions also becomes stronger.

Based on the research results and theoretical support, it can be concluded that entrepreneurial attitudes have a significant effect on the entrepreneurial intentions of vocational high school students in Mojokerto City. Positive attitudes toward the entrepreneurial profession, such as the view that being an entrepreneur provides satisfaction, profit, and pride, can foster a strong desire to start and run one's own business. Thus, strengthening entrepreneurial attitudes through contextual learning, providing business practice experiences, and forming an entrepreneurial mindset from an early age are strategic steps in fostering a young generation that is brave, opportunity-oriented, and ready to contribute to creating new jobs.

The Influence of Entrepreneurship Education on Entrepreneurial Intentions Through Digital Literacy

The results of the study indicate that digital literacy does not act as a mediator in the relationship between entrepreneurship education and the entrepreneurial intentions of vocational high school students in Mojokerto City

Mojokerto. Although students acquire entrepreneurial knowledge from school, this does not automatically increase their entrepreneurial intentions through digital literacy because digital skills are more often used for entertainment and social interaction than for business activities.





This finding differs from Saadah et al. (2024) and Ganefri et al. (2024), who assert that digital literacy can strengthen the influence of entrepreneurship education, but is in line with Inanna et al. (2023), who state that digital literacy is not always a strong mediator without the support of an entrepreneurial attitude. Theoretically, the Theory of Planned Behavior (Ajzen, 1991) emphasizes that entrepreneurial intention is more influenced by attitudes, subjective norms, and perceived behavioral control. Meanwhile, the Technology Acceptance Model (Davis, 1989) explains that technology use is influenced by perceived usefulness and ease of use, but does not necessarily lead to entrepreneurial intention. Thus, digital literacy has not functioned optimally as a mediator. To be more effective, digital literacy needs to be integrated into entrepreneurial practices, for example through digital business projects, e-commerce, or digital marketing, so that it is relevant and able to encourage students' entrepreneurial intentions.

The relevance of this research to grand theory can be explained through the Theory of Planned Behavior (TPB) proposed by Ajzen (1991). Within the TPB framework, entrepreneurial intention is shaped by three main components, namely attitude towards behavior, subjective norm, and perceived behavioral control. Digital literacy is not included as a core factor in shaping intention, but rather acts as a supporting factor that can strengthen these components when integrated appropriately. The results of the study show that although entrepreneurship education has increased students' knowledge and skills, digital literacy has not been able to become an effective mediator because it has not formed positive attitudes or self-confidence towards the application of technology in entrepreneurship. This is in line with the TPB assumption that intention will not increase without changes in attitudes, norms, and perceived behavioral control. Therefore, for digital literacy to play a significant mediating role, entrepreneurship education needs to be directed towards the contextual application of technology—for example, through digital business projects, e-commerce simulations, and digital marketing training—so that students not only understand technology but also have the confidence and motivation to utilize it in entrepreneurial activities.

An interesting finding from this study is that digital literacy has not been able to serve as a bridge between entrepreneurship education and the entrepreneurial intentions of vocational high school students in Mojokerto City. Although students have digital skills and have acquired entrepreneurial knowledge at school, the two have not been effectively connected to form entrepreneurial intentions. Digital literacy is still mostly used for entertainment and social communication rather than for productive activities such as promotion or digital business management.





The Influence of Entrepreneurship Education on Entrepreneurial Intentions Through Entrepreneurial Attitudes

The results of the study indicate that entrepreneurial intention is significantly influenced by entrepreneurship education through entrepreneurial attitudes. Entrepreneurship education at SMK Kota Mojokerto not only provides knowledge, but also shapes mindsets, motivation, and courage in facing business risks. Through practical activities such as business projects and business simulations, students develop confidence, innovation, and perseverance, which then encourage a strong desire to become entrepreneurs.

These findings are in line with Fayolle & Gailly (2019) and Zhao & Seibert (2021), who emphasize the role of entrepreneurial attitudes in strengthening intentions, and are reinforced by the grand theory that can be explained through the Theory of Planned Behavior (TPB) proposed by Ajzen (1991). Within the TPB framework, attitudes toward behavior are the main determinants that influence the emergence of entrepreneurial intentions. Entrepreneurship education plays an important role in shaping these attitudes through a learning process that provides real experiences, an understanding of entrepreneurial values, and increased self-confidence and self-control over business risks. When students have positive experiences in entrepreneurial practices, they develop the belief that entrepreneurship is an attractive and feasible career choice. It is this positive attitude that then strengthens their intention to become entrepreneurs. Thus, in accordance with the TPB framework, entrepreneurship education not only increases knowledge and skills but also serves as a means of forming a positive attitude that becomes the main bridge towards increasing entrepreneurial intention among vocational high school students.

An interesting finding from this research is that entrepreneurial attitudes have proven to be an important bridge connecting entrepreneurship education with the entrepreneurial intentions of vocational high school students in Mojokerto City. Practice-based entrepreneurship learning processes, such as business projects and simulations, not only increase knowledge but also shape positive mindsets, self-confidence, and the courage to take risks.

CONCLUSION

After conducting the research, it can be concluded that (1) The results show that there is a positive and significant effect of entrepreneurship education on digital literacy, (2) The results show that there is a positive and significant effect of entrepreneurship education on entrepreneurial attitudes, (3) The results show that there is a direct positive and significant





effect of entrepreneurship education on entrepreneurial intentions. (4) The results show that there is no direct positive and significant effect between the variables of digital literacy and entrepreneurial intention. (5) The results show that there is a direct, positive, and significant effect of entrepreneurial attitude on entrepreneurial intention. (6) The results show that there is no effect of entrepreneurship education on entrepreneurial intention through digital literacy. (7) The results show that there is an effect of entrepreneurship education on entrepreneurial intention (Y) through entrepreneurial attitude.

These findings contribute theoretically to strengthening **the Theory of Planned Behavior (Ajzen, 1991)** and **the Technology Acceptance Model (Davis, 1989)**. TPB emphasizes that attitudes toward behavior, subjective norms, and perceived behavioral control are the main determinants of entrepreneurial intention, while TAM explains that technology acceptance and utilization are influenced by perceptions of the ease and usefulness of the technology. Entrepreneurship education not only shapes positive attitudes toward entrepreneurship but also increases students' perceptions of the benefits and ease of using digital technology in business activities. In terms of practical contributions, the results of this study provide important implications for educational institutions, particularly vocational schools, to design a more applicable and technology-based entrepreneurship curriculum through digital business projects, e-commerce training, and collaboration with MSMEs. Thus, entrepreneurship education can foster positive attitudes, improve digital literacy, and strengthen students' entrepreneurial intentions so that they are ready to face the challenges of the digital economy independently and innovatively.

Recommendations

Based on the findings of this study, there are several recommendations for schools and future researchers. Schools are expected to strengthen the implementation of entrepreneurship education by emphasizing practical activities, such as digital business projects, business incubation, and collaboration with local MSMEs. Students' digital literacy also needs to be directed to support entrepreneurship through training in e-commerce, digital marketing, and application-based financial management. In addition, schools need to build a learning environment that fosters positive attitudes such as risk-taking, creativity, and innovation. For future research, it is recommended to expand the scope of study to different regions or schools to obtain a more comprehensive picture. Researchers can also add other variables, such as self-efficacy, entrepreneurial motivation, social support, and business environment factors, to see a more significant influence on entrepreneurial intention.





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