

The Effect Of Entrepreneurship Training And Entrepreneurship Education On Entrepreneurial Motivation With Entrepreneurial Intention As A Mediating Variable (Case Study of High School Students in Mojokerto City)

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Abstract

This study aims to analyze the direct influence of Entrepreneurship Training and Entrepreneurship Education on Entrepreneurial Motivation, and to examine the mediating role of Entrepreneurial Intention in this relationship among high school students in Mojokerto City. The research employed a quantitative approach with a causal associative design. Data were collected from 344 student respondents and analyzed using the Partial Least Square-Structural Equation Modeling (PLS-SEM) method. The findings indicate that both Education and Training have a strong, positive, and significant influence on both Entrepreneurial Motivation and Entrepreneurial Intention. Entrepreneurial Intention was also found to positively and significantly influence Entrepreneurial Motivation. However, a key finding revealed a paradoxical mediation path: Entrepreneurial Intention negatively and significantly mediates the influence of Entrepreneurship Training (Indirect Coefficient: -0.196; p-value: 0.001) and Entrepreneurship Education (Indirect Coefficient: -0.189; p-value: 0.001) on Entrepreneurial Motivation. The study concludes that although education and training are effective in fostering strong intention, this intention does not always successfully translate into sustained entrepreneurial motivation. Strengthening the entrepreneurship ecosystem outside the classroom, such as continuous mentoring programs and adequate practical facilities, is necessary to ensure the formed intention develops into a solid motivation for action.

Keyword: Entrepreneurship Training, Entrepreneurship Education, Entrepreneurial Intention, Entrepreneurial Motivation, PLS-SEM



INTRODUCTION

Although Indonesia's economic growth in 2012 managed to slightly reduce poverty rates (BPS, 2012), the number of people still living below the poverty line remains significant. This condition underscores the urgency of sustained efforts from various elements of the nation, including the crucial role of students as agents of change and guardians of morality (Ridarmin). Education and training that equip them with knowledge and skills are an important foundation for optimizing this role. Ironically, BPS data from 2011 shows that college graduates contribute to a fairly high open unemployment rate of 7.6%. The government recognizes the importance of entrepreneurship and education for the younger generation (Hatta Rajasa), but limited resources require collaboration and contributions from other parties. Entrepreneurship is now a major driving force for global economic growth, innovation, and job creation (Fayolle & Gailly, 2015). Entrepreneurship education plays a vital role in preparing individuals to face the ever-changing dynamics of the job market (Hidayat et al., 2021), offering flexibility, independence, and opportunities for self-development (Meyanti et al., 2024), and making a significant contribution to reducing unemployment and overall economic growth (Ruiz-Alba et al., 2021). The urgency of this research is further emphasized by the limited number of specific studies examining the impact of entrepreneurship education on the formation of entrepreneurial interests and competencies. The phenomenon of low entrepreneurial interest among students (kopertis5.org) and high educated unemployment rates (BPS, 2011) indicates an urgent need to find alternative solutions by fostering entrepreneurial motivation through education and training (Mulyadi, 2013). This study aims to analyze the influence of entrepreneurship education and training on entrepreneurial motivation among high school students in Mojokerto City, considering their potential in transitioning to the world of work or entrepreneurship after completing their education.

The uniqueness of this study lies in several innovative aspects. First, this study has a contextual focus on high school students. Unlike other studies that generally examine university students, this study specifically investigates the impact of entrepreneurship education on vocational high school students, a group with different educational orientations and career prospects. Second, this study places special emphasis on entrepreneurial motivation. It thoroughly examines how entrepreneurship education and training influence individuals' internal drive to become entrepreneurs, an aspect that is often under-explored in other studies. Third, this study uses a local case study in the city of Mojokerto. This geographical context allows for the identification of findings that are specific and relevant to the unique characteristics of the region, which could potentially serve as a basis for the development of more effective





entrepreneurship programs at the local level. Finally, this study conducts an integrative analysis of the combined influence of education (theoretical aspects) and training (practical aspects) on entrepreneurial motivation, providing important insights into the most effective learning approaches for fostering entrepreneurship.

The Influence of Education

The education sector is a fundamental pillar in supporting development and improving the quality of a country's human resources, which has been proven to directly drive economic growth and prosperity (in accordance with Human Capital Theory). Investment in education results in increased skills and labor productivity, making it a major determinant of a nation's economic growth. Despite the crucial role of education, Indonesia's economy has shown volatility, with growth fluctuating from 5.17% in 2018 and falling sharply to -2.07% in 2020 due to the COVID-19 pandemic, before recovering to 3.70% in 2021. These fluctuations underscore the need for a resilient workforce.

Nationally, human resource management in Indonesia faces significant challenges amid global competition, with the quality of human resources still lagging behind regional countries such as Singapore and Malaysia. The government has allocated an education budget for human development; however, research shows that large public expenditures alone are not enough to guarantee optimal results. The fundamental issues lie in the quality, distribution, and effectiveness of educational resource allocation. The varying and poor quality of schools, especially those accessed by the poor, limits their future income opportunities and widens inequality. Therefore, empirical consensus affirms that improving human resource quality through effective education is an absolute prerequisite for achieving sustainable economic growth and community welfare.

Entrepreneurship Training

The impact of the COVID-19 pandemic has been significant in Indonesia, demanding adaptation and innovation in the economic and business sectors. In this situation, the Millennial Generation plays a vital role as agents of change and drivers of economic recovery. Known as digital natives, this generation has great potential to be pioneers by utilizing information technology to create new things, rather than simply following trends. Entrepreneurship is defined as dynamic, risk-taking, and creative behavior, and is a key factor in increasing economic growth and job creation. Therefore, encouraging the younger generation, especially students, to become entrepreneurs is urgent and in line with the national development agenda.





However, there is a gap where many millennials have not optimally utilized technology for business. Entrepreneurship training is presented as a solution to overcome this problem. This training aims to: 1) increase capacity, motivation, and confidence, 2) foster business ideas, and 3) equip participants with practical skills in utilizing social media and online platforms as effective business tools, especially during times of crisis. Community service programs that focus on entrepreneurship training during this pandemic are *a strategic step toward creating young entrepreneurs who are proactive and adaptive*.

Entrepreneurial Motives

The rate of entrepreneurship in Indonesia is still relatively low. In 2015, it only reached 19.2% of the workforce in the informal sector and has tended to decline, partly due to suboptimal management quality. For entrepreneurial students who play a dual role—pursuing academic and business success—resource management is crucial. Therefore, education on resource management, particularly time management (for work effectiveness) and financial management (for asset management and setting future goals), must accompany the development of an entrepreneurial spirit. In addition to management, entrepreneurial motivation is also an important psychological predictor that determines business success and growth. The main motivational factors that encourage business establishment include business achievements, freedom, intrinsic factors, and job/income security.

This situation creates a unique challenge: students are required to achieve business growth (increased production, sales, and profits) while maintaining high academic achievement. Based on this background, it is important to conduct research to analyze in depth the characteristics (individual, family, business), entrepreneurial motivation, and time and financial management as predictors of business success and academic achievement of entrepreneurial students.

Conceptual Framework and Hypotheses

Entrepreneurship education is an effort to internalize the spirit and mentality of entrepreneurship through educational institutions, with the main objective of motivating and shaping an entrepreneurial mindset in individuals. This program not only provides a theoretical foundation but also focuses on shaping the attitudes, behaviors, and mindset of an entrepreneur, directly motivating students to choose entrepreneurship as a career path. The high level of motivation generated by entrepreneurship education will produce young entrepreneurs with high creativity and innovation. To that end, entrepreneurship education in



higher education is implemented holistically, covering both theory and practice, such as training in business plan development and the practice of establishing and managing a business (student company program).

These practical activities are crucial because they equip students with the experience and skills needed to manage a business independently. Thus, entrepreneurship education serves as a catalyst that increases student motivation and skills, producing qualified young entrepreneurs who are ready to create new business opportunities.

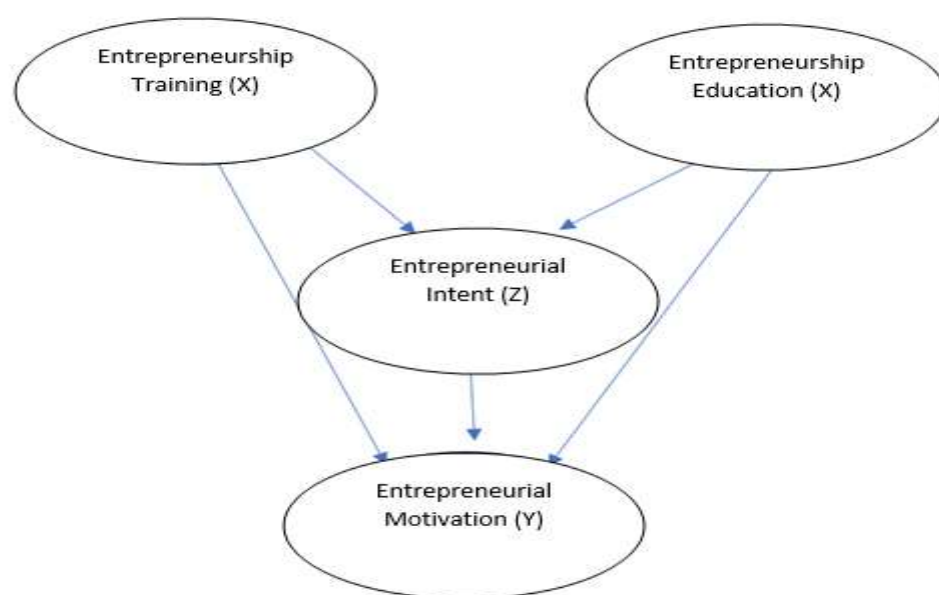


Figure 1. Research Framework

The following are the research hypotheses:

H1: Entrepreneurship training has a positive and significant effect on entrepreneurial motivation.

H2: Entrepreneurship education has a positive and significant effect on entrepreneurial motivation.

H3: Entrepreneurship training has a positive and significant effect on entrepreneurial intention.

H4: Entrepreneurship education has a positive and significant effect on entrepreneurial intention.

H5: Entrepreneurial intention has a positive and significant effect on entrepreneurial motivation.

H6: Entrepreneurial intention mediates the effect of entrepreneurship training on entrepreneurial motivation.

H7: Entrepreneurial intention mediates the effect of entrepreneurship education on entrepreneurial motivation.

METHOD

This study uses a quantitative approach with a causal associative research type (cause-and-effect relationship), which is based on positivism philosophy. Data analysis was performed using statistics to test the effect of Entrepreneurship Education and Entrepreneurship Training (independent variables) on Entrepreneurial Motivation (dependent variable), as well as the mediating role of Entrepreneurial Intent. The research population consisted of all high school students in Mojokerto City who had taken entrepreneurship courses, with a total of students. The sample was determined based on the sample size calculator calculation with a confidence level, resulting in respondents. The sampling technique used was Proportional Random Sampling to ensure proportional and random representation.

The main data analysis used Partial Least Squares-Structural Equation Modeling (PLS-SEM), supported by SmartPLS 3.3.3 software. PLS-SEM was chosen because of its focus on prediction and its ability to model complex relationships between latent variables. The analysis stages included:

1. Descriptive Statistics: Describing each variable with percentage analysis and average scores, classified into 5 interval categories.
2. Measurement Model Evaluation (Outer Model): Testing the validity (Convergent Validity and Discriminant Validity) and reliability (Composite Reliability, Average Variance Extracted/AVE, and Cronbach's Alpha) of the research instruments.
3. Structural Model Evaluation (Inner Model): Measuring the predictive power of the model through the Coefficient of Determination (R^2), Predictive Relevance (Q^2), and Goodness of Fit (GoF).
4. Hypothesis Testing: Using the bootstrapping method with tests and significance values (p-values) to determine the acceptance or rejection of research hypotheses.

RESULTS AND DISCUSSION

This study was conducted on students at public high schools in Mojokerto City, consisting of 344 students. The research was conducted from July to September 2025. To facilitate and expedite this research, the questionnaire results were collected online via Google Forms.

Table 1. Respondent Characteristics

Gender of Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Male	111	32.3%	32.3%	32.3%
Female	233	67.7%	67.7%	100.0%
Total	344	100.0%	100.0%	

Based on the characteristics of respondents by gender, it can be seen that of the 344 students who were respondents, the majority were male, numbering 111 (32.3%), while females numbered 233 (67.7%). This shows that the number of female respondents was more dominant than males.

This condition reflects the composition of high school students, which is generally dominated by females, especially in majors related to technical skills and entrepreneurship.

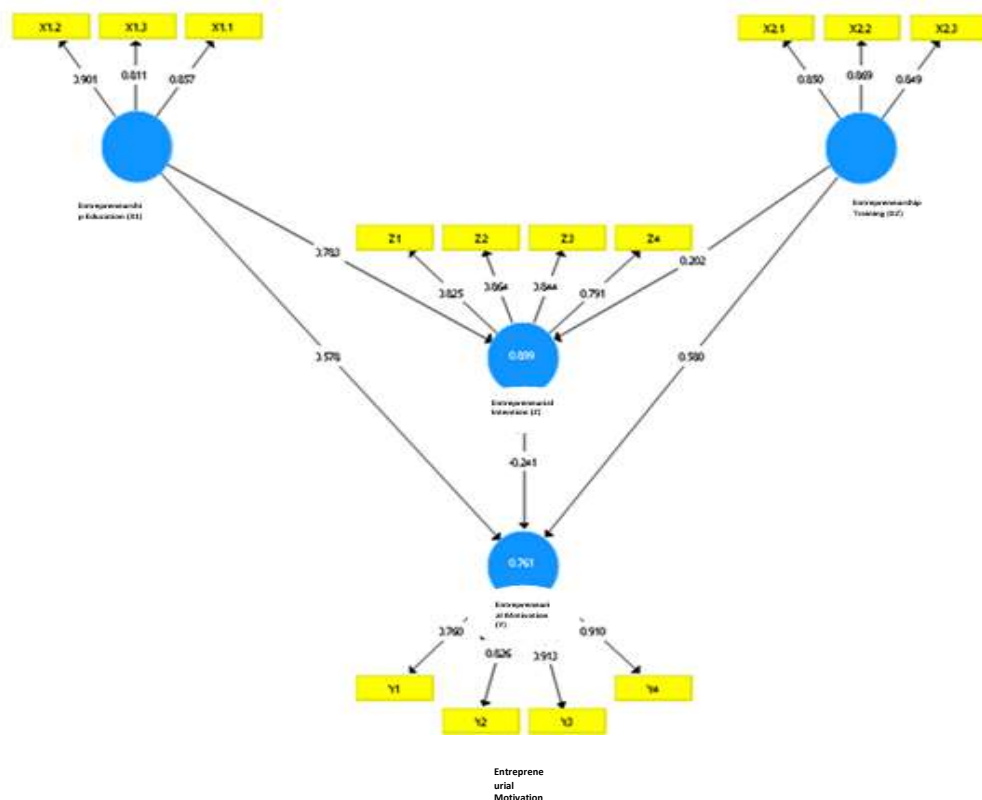

Figure 1. Data analysis results

Table 2: Fornell-Larcker Criteria Fornell-Larcker

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Entrepreneurial Motivation (Y)	0,852	0,853	0,900	0,693
Entrepreneurial Intent (Z)	0,849	0,849	0,893	0,625
Entrepreneurship Training (X2)	0,814	0,816	0,889	0,728
Entrepreneurship Education (X1)	0,817	0,819	0,892	0,735

Based on the results of the Fornell-Larcker Criterion in the table above, it can be explained that this criterion is used to test discriminant validity, which is the extent to which a construct is truly different from other constructs in the research model. According to Hair et al. (2021), discriminant validity is fulfilled if the square root value of the Average Variance Extracted (AVE) (listed on the diagonal) is greater than the correlation between other constructs in the same row and column.

From the table results, the AVE root values (diagonal values) are as follows:

- Entrepreneurial Motive (Y) = 0.854
- Entrepreneurial Intention (Z) = 0.831
- Entrepreneurship Training (X2) = 0.856
- Entrepreneurship Education (X1) = 0.857

These diagonal values are all higher than the correlation values between constructs. For example, the Entrepreneurial Motive (Y) construct has a value of 0.854, which is greater than its correlation with Entrepreneurial Intention (0.772), Entrepreneurial Training (0.834), and Entrepreneurial Education (0.802). Similarly, Entrepreneurial Intentions (Z) has an AVE value of 0.831, which is higher than its correlation with Entrepreneurial Training (0.810) and Entrepreneurship Education (0.940) — although the value of 0.940 is close to the limit, but is generally still acceptable in the context of social research if the indicators show strong consistency and there is no multicollinearity.

Entrepreneurship Training (X2) has an AVE root value of 0.856, which is higher than its correlation with Entrepreneurship Education (0.777), and Entrepreneurship Education (X1) also shows a value of 0.857, which is higher than all other correlations between constructs. Thus, it

can be concluded that the Fornell-Larcker Criterion results meet the discriminant validity requirement, which means that each construct in the model has its own uniqueness and does not overlap in measuring different concepts. This confirms that the instruments used in the study have good discriminant accuracy, so that the measurement model can be declared valid..

Hypothesis Testing

Direct Effect Testing

Table 3: Testing the Direct Effect

Path Coefficients

Mean, STDEV, T-Values, P-Values					
	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Intention to become an entrepreneur (Z) -> Motivation to become an entrepreneur (Y)	-0,241	-0,242	0,067	3,577	0,000
Entrepreneurship training (X2) -> Motivation to become an entrepreneur (Y)	0,580	0,578	0,059	9,908	0,000
Entrepreneurship training (X2) -> Intention to become an entrepreneur (Z)	0,202	0,201	0,023	8,709	0,000
Entrepreneurship Education (X1) -> Entrepreneurial Motivation (Y)	0,578	0,582	0,090	6,455	0,000
Entrepreneurship Education (X1) -> Entrepreneurial Intent (Z)	0,783	0,784	0,020	39,253	0,000

Overall, the results of this Path Coefficients analysis show that entrepreneurship education (X1) has the greatest influence on entrepreneurial intention (Z), followed by entrepreneurship training (X2), which also contributes significantly to increasing entrepreneurial motivation and intention. Thus, the combination of entrepreneurship education and training plays an important role in shaping the entrepreneurial attitudes of high school students. It shows a path coefficient of -0.241 with a T-statistic value of 3.577 and a p-value of 0.000. These results indicate that the influence of entrepreneurial intention on entrepreneurial motivation is

negative and significant. This means that the higher the entrepreneurial intention of students, it is not always followed by an increase in entrepreneurial motivation, because there may be psychological or external factors that influence their motivational orientation. It has a coefficient of 0.580, with a T-statistic = 9.908 and a p-value = 0.000.

This value indicates a positive and significant effect, which means that the more intensive and higher quality the entrepreneurship training received by students, the higher their motivation to become entrepreneurs. This shows that direct experience in training plays a major role in building entrepreneurial spirit and confidence. It has a coefficient value of 0.202, with a T-statistic = 8.709 and a p-value = 0.000.

These results show a positive and significant effect, indicating that entrepreneurship training not only fosters motivation but also strengthens the intention to actually enter the business world. It shows a coefficient of 0.578, with a T-statistic = 6.455 and a p-value = 0.000. This result indicates a positive and significant effect, meaning that the better the quality of entrepreneurship education implemented, the higher the students' motivation to become entrepreneurs. Structured and applicable entrepreneurship learning is able to foster internal motivation to be creative and independent. It has a coefficient value of 0.783, with a T-statistic = 39.253 and a p-value = 0.000. This result shows a very strong and significant effect, indicating that entrepreneurship education is a dominant factor in increasing students' intention to become entrepreneurs. The more effective the entrepreneurship learning process, the greater the students' confidence and readiness to become entrepreneurs.

Indirect Influence

Specific Indirect Effects

Table 4: Indirect Effects

Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Entrepreneurship Training (X2) -> Intention to Become an Entrepreneur (Z) -> Motive to Become an Entrepreneur (Y)	-0,049	-0,049	0,014	3,599	0,000
Entrepreneurship Education (X1) -> Intention to Become an	-0,189	-0,190	0,054	3,481	0,001



Entrepreneur (Z) -> Motive to Become an Entrepreneur (Y)					
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Based on the Specific Indirect Effects results in the table above, two indirect influence paths involving the mediating variable of Entrepreneurial Intentions (Z) on Entrepreneurial Motives (Y) were obtained. The analysis can be explained as follows:

Entrepreneurship Training (X2) → Entrepreneurial Intentions (Z) → Entrepreneurial Motives (Y)

This path shows an indirect effect coefficient of -0.049, with a T-statistic = 3.599 and a p-value = 0.000. These results indicate that the indirect effect of Entrepreneurship Training on Entrepreneurial Motives through Entrepreneurial Intentions is negative and significant. This means that even though entrepreneurship training directly increases entrepreneurial intention, this increase in intention does not necessarily encourage an increase in entrepreneurial motive; in fact, it can even decrease it in certain contexts. This may be due to factors such as saturation, overly high expectations, or the challenges of entrepreneurial reality, which make some students less motivated after having strong intentions.

Entrepreneurship Education (X1) → Entrepreneurial Intentions (Z) → Entrepreneurial Motives (Y)

This path shows an indirect coefficient value of -0.189, with a T-statistic = 3.481 and a p-value = 0.001. This result also shows a negative and significant effect, which means that Entrepreneurship Education indirectly influences Entrepreneurial Motives through Entrepreneurial Intentions in a negative direction. Although entrepreneurship education can directly increase entrepreneurial intentions, this increase is not always followed by an increase in entrepreneurial motives. This can happen if students have high intentions but lack environmental support or appropriate practical opportunities, thereby reducing their internal drive to become entrepreneurs.

Based on consistent and relevant findings, the analysis results show that the quality of entrepreneurship education and entrepreneurship training has a very strong, positive, and significant effect on both the entrepreneurial motives and entrepreneurial intentions of high school students in Mojokerto. These findings confirm that improving the quality and effectiveness of a structured, applicable Entrepreneurship Education curriculum that focuses on practice in all SMAN schools in Mojokerto will proportionally increase students' internal drive (motivation) to be creative and independent, rather than just looking for a job. In addition, intensive and high-quality training programs not only foster general motivation, but more crucially, also significantly strengthen students' intentions to take concrete steps in the business world, turning aspirations into solid and planned commitments. Therefore, investing in





strengthening the quality of entrepreneurship education and training programs is a highly effective strategy that has been proven to increase entrepreneurial intent and motivation among Mojokerto High School students.

However, there is an important caveat from the mediation analysis results, which show a significant negative indirect effect of both Entrepreneurship Education and Entrepreneurship Training on Entrepreneurial Motives when mediated by Entrepreneurial Intentions. This paradoxical phenomenon underscores that even though education and training successfully foster a strong intention to become an entrepreneur, an overly intense increase in intention has the potential to trigger a psychological backlash that can reduce students' sustained motivation (motive). In practical terms, this condition can occur when Mojokerto high school students who already have strong intentions become overwhelmed, experience burnout, face unrealistic expectations, or lack environmental support (such as mentorship or start-up capital) to translate their intentions into action. Therefore, in the design and implementation of programs in Mojokerto, the relevant parties must not only focus on strengthening intentions but also include psychological management strategies and adequate external support so that students' entrepreneurial motives remain high, sustainable, and solid when faced with the realities of the business world.

Overall, the results of this analysis show that Entrepreneurial Intentions (Z) play a significant but negative mediating role in the relationship between entrepreneurship education and training and entrepreneurial motivation. Thus, although entrepreneurship education and training contribute significantly to the formation of intention, efforts to increase students' entrepreneurial motivation need to focus on strengthening real-world experience, mentoring, and psychological support so that the intention formed can develop into a strong motivation to actually become an entrepreneur.

CONCLUSION

Entrepreneurship education and training have been proven to have a very strong positive and significant influence on increasing students' entrepreneurial motivation and intention, a finding that is consistently in line with the main principles of the Theory of Planned Behavior (TPB). The effectiveness of this program lies in its ability to increase Perceived Behavioral Control (PBC), or self-efficacy, through practice-based and applied learning. Entrepreneurship education plays a dominant role in instilling entrepreneurial philosophy, ethics, and mentality, converting knowledge into sustainable internal motivation, and must be explicitly integrated into cross-subject curricula (such as Crafts or Economics) with a focus on challenging but achievable





projects (e.g., managing a bazaar stand). Meanwhile, training serves as a direct intervention to build PBC by providing relevant technical skills (such as digital marketing) and requiring students to produce action plans or real prototypes, which transform aspirations into solid commitments to action (Intent). However, there are paradoxical findings showing that an increase in Intention driven by Education or Training can ironically decrease Motivation if students face the harsh realities of entrepreneurship, burnout, or a lack of environmental support. Therefore, the key to ensuring sustainable motivation is to manage expectations realistically, add mental resilience modules, and most crucially, establish Mini Business Incubators in schools to provide adequate environmental support (Subjective Norms) and channels for real-world practice, ensuring that high Intent can be converted back into strong and sustainable Motives.

To optimize the program's impact and address paradoxical findings, educational institutions and training providers in Mojokerto are advised to transform towards a holistic and practice-based entrepreneurial ecosystem. First, the quality of Entrepreneurship Education must be improved by transforming subjects (such as Crafts) to be 100% Project-Based Learning, producing real products or services, and integrating entrepreneurial elements into cross-curricular subjects (for example, creating business proposals in Indonesian) to ensure sustainable Motives. Second, training should focus on practical experience and relevant technical skills (such as digital marketing for Mojokerto MSMEs) and should end with follow-up mentoring sessions and the preparation of action plans to ensure that entrepreneurial intent is maintained and implemented. Third, there needs to be periodic measurement of students' self-efficacy (PBC) and intentions using simple surveys to identify and intervene with students who are highly knowledgeable but have low self-confidence. Fourth, to overcome post-intention motivation decline, the program must manage expectations realistically by adding modules on mental resilience and failure management. Finally, a key recommendation is to expand the entrepreneurial ecosystem beyond the classroom by establishing "Mini-Business Incubators" in schools and facilitating participation in local MSME bazaars, as well as inviting entrepreneurial alumni as role models and mentors. This is a crucial step to provide tangible environmental support (Subjective Norms), ensuring that the strong Intentions generated do not fade and are truly translated into action and sustainable Motivation.





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