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The Effect of Entrepreneurship Education and Curriculum on Student Entrepreneurial Intention moderated by Student Entrepreneurial Mindset

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Aims: This study aims to analyze the impact of entrepreneurship education and entrepreneurship curriculum on entrepreneurial intention among students, moderated by entrepreneurial mindset in Vocational High Schools.
Study Design: This research employs a quantitative research design.
Place and Duration of Study: The study was conducted among students of the Center of Excellence Vocational High School in Banyuwangi, with a population of 7249 students (N). The sample size was determined using a Sample Size Calculator, resulting in a sample of 365 participants.
Methodology: The research instrument utilized in this study was a questionnaire employing a Likert scale. Data analysis was conducted using the Partial Least Squares (PLS) technique implemented through SmartPLS version 3.

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Results: Entrepreneurship education provides practical knowledge and shapes students' entrepreneurial mindsets, whereas the Entrepreneurship Curriculum offers theoretical foundations and stimulates entrepreneurial enthusiasm. Although the Entrepreneurial Mindset does not moderate the impact of Entrepreneurship Education, it moderates the effect of the Entrepreneurship Curriculum, highlighting the need to align the Curriculum with the development of an entrepreneurial mindset. These findings serve as a basis for improving entrepreneurial education strategies at the vocational high school level.
Conclusion: This study concludes that Entrepreneurship Education, Entrepreneurship Curriculum, and Entrepreneurial Mindset positively contribute to Entrepreneurial Intention among outstanding Vocational High School students in Banyuwangi. These findings illustrate the moderating role of the Entrepreneurial Mindset in mitigating the negative impact of the Curriculum on students' entrepreneurial intention.

Keywords: Entrepreneurship; curriculum; entrepreneurial intentions; entrepreneurial mindset.

1. INTRODUCTION

Entrepreneurial intention among students requires more attention in the education sector, particularly at the Senior High School level. According to the August 2021 report from the Central Statistics Agency (Badan Pusat Statistik), approximately 248.05 thousand individuals in East Java were unemployed or had not yet secured employment, indicating a lack of motivation towards entrepreneurship. The Open Unemployment Rate in the province was 9.54%, primarily among Vocational High School graduates. The data indicates that graduates from Senior High Schools or equivalent dominate at 14.78%. In 2022, the unemployment rate was 4.33%. This trend is evident in Banyuwangi Regency, where the unemployment rate from 2021 to 2022 consistently remained below 5%. According to a survey of 2023 graduates from Vocational High Schools, such as State Vocational High School Darul Ulum Muncar and State Vocational High School 1 Banyuwangi, approximately 1.68% and 2.07%, respectively, engaged in entrepreneurship. Entrepreneurship is widely recognized as a crucial factor in a country's economic growth [1]. In 2020, the growth of businesses in Indonesia remained notably slow. This is evident from the ratio of entrepreneurs to the Indonesian population, which stands at a mere 3.47%. This is the smallest among peers such as Singapore at 8.76%, Malaysia and Thailand at 4.5%. In developed countries, the ratio is around 10-12% of the population (Ministry of Cooperatives and Small and Medium Enterprises, 2020). Entrepreneurship plays an increasingly significant role in the national economy, particularly in Indonesia. It holds the potential to enhance a country's competitiveness, living standards, and job opportunities for its citizens [2]. With the advancement of globalization, entrepreneurship has become a crucial factor in addressing global challenges, particularly in enhancing global economic competitiveness through creativity and innovation [2,3]. The Theory of Planned Behavior suggests that an individual's intention, which directly influences behavior [4,5], is shaped by factors such as their attitude and perceived representative norms. Therefore, an individual's desire to become an entrepreneur, also known as entrepreneurial intention, may reflect their inclination to genuinely establish a business [6].

Boldureanu et al., [7] argued that education plays a crucial role in economic growth, as skilled individuals contribute to higher national income [7,8]. The Ministry of Education and Culture, the Directorate of Vocational Schools, and the Directorate General of Vocational Education are continuously striving to improve the quality of education and human resources for Vocational High School students, in order to combat the high unemployment rates associated with these institutions [9]. Curriculum development, especially in the area of entrepreneurship education, is a priority for Vocational High Schools. The Directorate of Vocational Education has emphasized the need for these schools to produce successful entrepreneurs (source: https://vokasi.kemdikbud.go.id, accessed on December 15, 2023). This effort aims to improve education, enhance entrepreneurial intention, and cultivate entrepreneurial mindsets among students. Schools can involve students in entrepreneurial activities to increase their interest in entrepreneurship. Education has been shown to be a crucial factor in students' success in entrepreneurial activities [10]. Entrepreneurship education can help teachers better prepare their students for the workforce, demonstrate their

abilities to society, foster independence, and lay the groundwork for developing entrepreneurial traits [11,12]. Entrepreneurial skills should be integrated into the curriculum at all levels of education, starting from primary schools and continuing through higher education. The success of this program requires coordinated and sustainable efforts across all education departments [13].

According to Iwu et al. Centers of Excellence Vocational High Schools have broad goals of enhancing the quality of human resources through comprehensive vocational education. The intended outcomes of these schools are to integrate their graduates into the workforce or to encourage entrepreneurship [14]. Therefore, these Centers of Excellence Vocational High Schools are referred to by the government to implement entrepreneurship curriculum and serve as reference schools. They are prepared to disseminate this curriculum to other schools within their regions, work placement partners, and other stakeholders, producing students ready for both employment and entrepreneurship.

Recent research has revealed the factors that influence students' inclination to start a business in South Africa. Jojor and Sihotang emphasized the respondent group's agreement on the benefits of entrepreneurship education in economic development, with a focus on the role of entrepreneurship at the macro level [15]. The findings indicated a positive correlation between the perceived competence of the lecturer team and student entrepreneurship. Handayati et al. emphasized that entrepreneurship education in East Java motivates vocational students to start businesses [16]. The policy implications of this study suggest expanding the entrepreneurship curriculum in Indonesia to shape students' competencies and entrepreneurial spirit. Additionally, Jojor and Sihotang conducted research on the barriers and efforts involved in implementing the independent learning policy in the Vocational High School curriculum [17], The study found that increased teacher competence and improved infrastructure were necessary.. Similar research conducted by [18] evaluated the implementation of the Freedom of Learning Independent Campus (Merdeka Belajar Kampus Merdeka or MBKM) curriculum in the Primary School Teacher Education study program. The study found that the MBKM program has been successfully implemented, resulting in positive performance indicators and improved graduate learning. Therefore, researchers focus on entrepreneurship education and Vocational Centers of Excellence to meet the demands of the Directorate of Vocational Education and produce successful entrepreneurs. This approach serves as a foundation for improving education, increasing entrepreneurial intentions, and shaping students' entrepreneurial mindset.

Based on the study findings and the problems that have been mentioned the author investigated that the current facts are different from the state of the field in previous studies. However, previous research studies have shown that vocational students are well-equipped to enter the workforce after graduation. However, the number of available positions does not match the current demand, leading to an increasing number of unemployed vocational graduates. The current business environment provides a wider range of offerings and support to encourage entrepreneurial activities, including government programs such as School of Entrepreneurship, financing and assistance for learners to start businesses, and external and internal school programs to encourage the Vocational High School graduates to become successful business owners. The purpose of this study is to analyze entrepreneurial education and entrepreneurial curriculum that affect entrepreneurial intention in students with the moderation of entrepreneurial mindset in the Vocational High School students. Furthermore, the presence or absence of entrepreneurial attitude as a mediator variable will reveal whether the relationship between these variables strengthens or weakens. By analyzing the correlation between these characteristics, thus, finding realistic ways to inspire students to pursue their entrepreneurial intentions according to current conditions can be achieved. Through SEM-PLS, this research has theoretical and practical value, and its design is based on the field situation with the title *"Entrepreneurship Education and Curriculum Affect Student Entrepreneurial Intention through Moderation of Entrepreneurial Mindset in Center of Excellence Vocational High School."*

2. MATERIALS AND METHODS

This study employs a quantitative approach, which aims to provide a comprehensive explanation of the available data and facts regarding the social phenomena under investigation. The quantitative approach is explained by Rezaei Soufi et al. [19]. The

selection of quantitative methods is based on numerical analysis, starting from data collection and interpretation, and concluding with presentation of findings [19]. Correlational analysis is the chosen method for this study. The study population consisted of 7249 students from the Vocational High School Center of Excellence in Banyuwangi (N). A sample size of 365 was calculated using the Sample Size Calculator. The research instruments used were a Likert scale questionnaire with a 1-5 interval scale (strongly disagree, disagree, neutral, agree, strongly agree), as well as literature review and observation. The study employs the Partial Least Squares (PLS) technique for data analysis and applies it using SmartPLS version 3. The data analysis includes measuring the outer and inner models [20]. The outer model is analyzed for validation and reliability tests. An item in the question is considered valid if its average value (AVE) is greater than 0.5, and it is considered reliable if the composite reliability value is greater than or equal to 0.7. Furthermore, combining the inner and outer measurement tests in one series will produce hypothesis testing results. If the T statistical value is greater than 1.96 from the T table (α 5%), the hypothesis is considered accepted.

This research design is organized in the chart below:

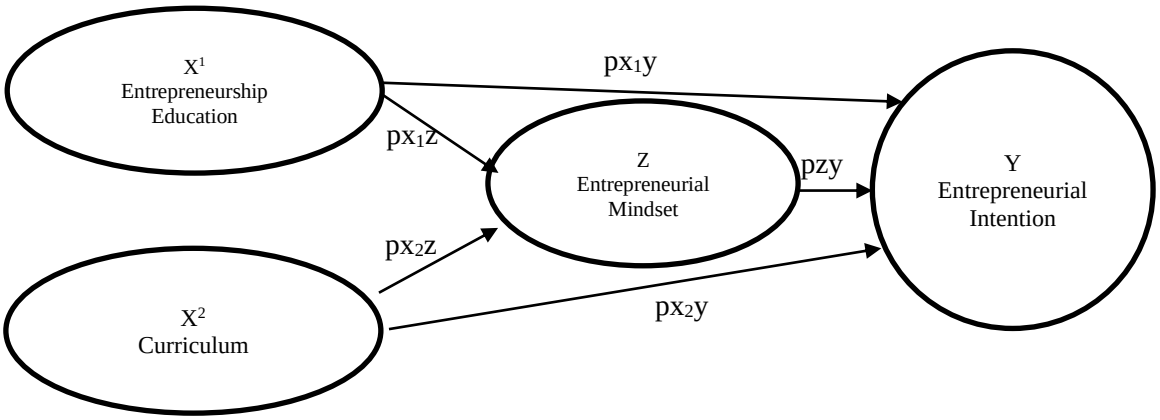

Fig. 1. Chart of research design
Source: processed by researchers

3. RESULTS AND DISCUSSION

3.1 Characteristics of Respondents

This study describes the characteristics of the respondents, including age, class, gender, and school. The results of the data analysis related to the respondents' characteristics are presented below.

Table 1. Characteristics of respondents by age

Age	Total
16 Years old	42
17 Years old	181
18 Years old	159
19 Years old	13
Total	395

Source: Primary data processed (2023)

According to the table of respondent characteristics based on age, the majority of respondents are 17 years old, with 181 respondents. 159 respondents are 18 years old, while 42 respondents are 16 years old. The remaining 13 respondents are 19 years old.

Table 2. Characteristics of respondents by class

Class	Total
XI	96
XII	299
Total	395

Source: Primary data processed (2023)

According to the table of respondent characteristics based on class, the majority of respondents are in grade XII, with 299 respondents. The remaining 96 respondents are in class XI.

Table 3. Characteristics of respondents based on gender

Gender	Total
Male	153
Female	242
Total	395

Source: Primary data processed (2023)

According to the table of respondent characteristics by gender, the majority of respondents were female (245), while the remaining 153 were male.

Table 4. Characteristics of respondents based on school

School	Total
State Vocational High School 1 Banyuwangi	106
State Vocational High School 1 Glagah	120
State Vocational High School Kalibaru	61
State Vocational High School Darul Ulum Muncar	108
Total	395

The table of characteristics of respondents based on school origin shows that the majority of respondents come from State Vocational High School 1 Glagah, with 120 respondents. State Vocational High School 1 Banyuwangi had 106 respondents, while Darul Ulum Muncur State Vocational High School had 108 respondents. Meanwhile, the remaining 61 respondents were from Kalibaru State Vocational High School.

3.2 Partial Least Square Analysis

3.2.1 Outer measurement

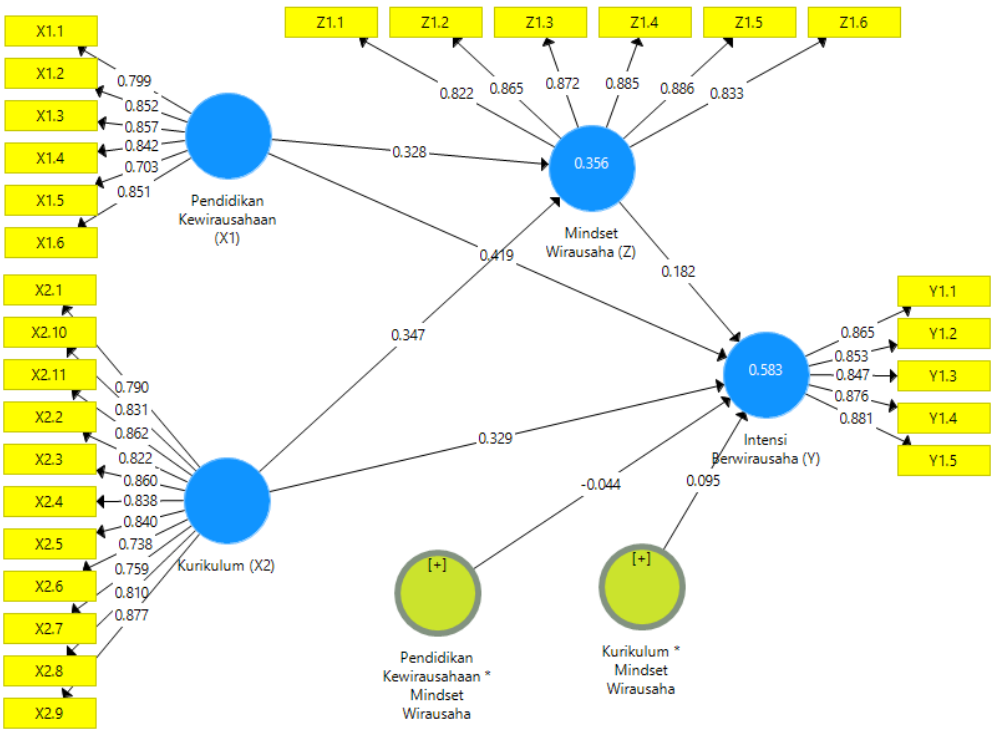

Fig. 2. Outer measurement of the research model

3.2.2 Convergent validity

Table 5. Outer loading value of research indicators

	Entrepreneurial Intention (Y)	Curriculum (X2)	Curriculum * Entrepreneurial Mindset	Entrepreneurial Mindset (Z)	Entrepreneurship Education (X1)	Entrepreneurship Education * Entrepreneurial Mindset
Curriculum (X2) * Entrepreneurial Mindset (Z)			1.661			
Entrepreneurship Education (X1) * Entrepreneurial Mindset (Z)						1.440
X1.1					0.799	
X1.2					0.852	
X1.3					0.857	
X1.4					0.842	
X1.5					0.703	
X1.6					0.851	
X2.1		0.790				
X2.10		0.831				
X2.11		0.862				
X2.2		0.822				
X2.3		0.860				
X2.4		0.838				
X2.5		0.840				
X2.6		0.738				
X2.7		0.759				
X2.8		0.810				
X2.9		0.877				
Y1.1	0.865					
Y1.2	0.853					
Y1.3	0.847					
Y1.4	0.876					
Y1.5	0.881					
Z1.1				0.822		
Z1.2				0.865		
Z1.3				0.872		
Z1.4				0.885		
Z1.5				0.886		
Z1.6				0.833		

Source: Primary Data Processed (2022)

Based on the results of the measurement of the external loadings of the reflective measures, it can be seen that all of the research measures meet the criteria for use as variable measures by having external loadings above 0.7 (external loadings>0.7). The data above shows that there are no variable indicators with an outer loading value below 0.7, indicating that all indicators are valid for research use and can be used for further analysis.

3.2.3 Discriminat validity

Table 6. Cross loading measurement results

	Entrepreneurial Intention (Y)	Curriculum (X2)	Curriculum * Entrepreneurial Mindset	Entrepreneurial Mindset (Z)	Entrepreneurship Education (X1)	Entrepreneurship Education * Entrepreneurial Mindset
Curriculum (X2) * Entrepreneurial Mindset (Z)	-0.078	-0.295	1.000	-0.124	-0.151	0.831
Entrepreneurship Education (X1) * Entrepreneurial Mindset (Z)	-0.039	-0.174	0.831	-0.109	-0.072	1.000
X1.1	0.521	0.487	-0.244	0.431	0.798	-0.174
X1.2	0.599	0.477	-0.154	0.421	0.854	-0.070
X1.3	0.569	0.496	-0.217	0.434	0.857	-0.114
X1.4	0.563	0.442	-0.112	0.426	0.842	-0.037
X1.5	0.526	0.360	0.079	0.398	0.704	0.053
X1.6	0.555	0.482	-0.086	0.452	0.849	-0.011
X2.1	0.482	0.792	-0.189	0.354	0.418	-0.111
X2.10	0.536	0.831	-0.237	0.459	0.432	-0.094
X2.11	0.554	0.862	-0.288	0.458	0.462	-0.138
X2.2	0.497	0.820	-0.264	0.465	0.494	-0.143
X2.3	0.511	0.857	-0.274	0.529	0.496	-0.186
X2.4	0.517	0.839	-0.202	0.407	0.468	-0.162
X2.5	0.506	0.840	-0.284	0.439	0.445	-0.169
X2.6	0.418	0.737	-0.235	0.386	0.408	-0.181
X2.7	0.486	0.762	-0.199	0.362	0.480	-0.145
X2.8	0.579	0.812	-0.245	0.454	0.508	-0.136
X2.9	0.542	0.877	-0.247	0.457	0.440	-0.120
Y1.1	0.865	0.501	-0.016	0.473	0.556	0.001
Y1.2	0.853	0.493	-0.109	0.464	0.603	-0.093
Y1.3	0.847	0.575	-0.010	0.560	0.550	0.042
Y1.4	0.876	0.545	-0.085	0.451	0.586	-0.049
Y1.5	0.881	0.583	-0.113	0.484	0.639	-0.067
Z1.1	0.472	0.438	-0.098	0.824	0.417	-0.099
Z1.2	0.487	0.480	-0.076	0.866	0.413	-0.058
Z1.3	0.483	0.432	-0.060	0.873	0.427	-0.065
Z1.4	0.458	0.455	-0.106	0.882	0.489	-0.086
Z1.5	0.535	0.486	-0.125	0.888	0.457	-0.099
Z1.6	0.469	0.441	-0.177	0.830	0.494	-0.157

Source: Primary Data Processed (2023)

Based on the data presented in the table above, it is evident that each indicator in the research variable has the highest cross-loading value on the variable it represents compared to the cross-loading value on other variables. The results indicate that the indicators used in this study have good discriminant validity in compiling their respective variables.

Another way to measure discriminant validity is to look at the square root value of the average variance extracted (AVE). The recommended value is above 0.5 [21]. The following is the AVE value in the research produced in Table 7.

Table 7. Average variance extracted (AVE)

	Average Variance Extracted (AVE)
Entrepreneurial Intention (Y)	0.747
Curriculum (X2)	0.675
Curriculum * Entrepreneurial Mindset	1.000
Entrepreneurial Mindset (Z)	0.741
Entrepreneurship Education (X1)	0.671
Entrepreneurship Education * Entrepreneurial Mindset	1.000

Source: Primary data processed (2022)

Based on Table 7, it is known that all research variables have met the AVE standard value above 0.5 (AVE> 0.5). The Entrepreneurial Intention variable has an AVE value of 0.747, the Curriculum variable (X2) has an AVE value of 0.675, the Entrepreneurial Mindset variable (Z) has an AVE value of 0.741, the Entrepreneurship Education variable (X1) has an AVE value of 0.671, the Entrepreneurial Mindset Curriculum variable has an AVE value of 1.000, and the Entrepreneurial Mindset Entrepreneurship Education variable has an AVE value of 1.000. Based on the consideration of the AVE value owned by each variable, it can be concluded that all variables meet the Discriminant Validity value because they have an AVE value greater than 0.5. Thus, it can be stated that each variable has good discriminant validity.

3.2.4 Composite reliability dan Cronbach Alpha

Table 8. Composite reliability

	Composite Reliability
Entrepreneurial Intention (Y)	0.937
Curriculum (X2)	0.958
Curriculum * Entrepreneurial Mindset	1.000
Entrepreneurial Mindset (Z)	0.945
Entrepreneurship Education (X1)	0.924
Entrepreneurship Education * Entrepreneurial Mindset	1.000

Table 9. Cronbach's Alpha

	Cronbach's Alpha
Entrepreneurial Intention (Y)	0.915
Curriculum (X2)	0.952
Curriculum * Entrepreneurial Mindset	1.000
Entrepreneurial Mindset (Z)	0.930
Entrepreneurship Education (X1)	0.901
Entrepreneurship Education * Entrepreneurial Mindset	1.000

Source: Primary Data (2023)

Based on the table above, it can be seen that the Cronbach alpha value of each research variable is> 0.7. Thus, these results can show that each research variable has met the requirements of the Cronbach alpha value, so it can be concluded that all variables have a high level of reliability.

3.2.5 Inner measurement

Table 10. Value of the coefficient of determination (R2)

	R Square	R Square Adjusted
Entrepreneurial Intention (Y)	0.583	0.578
Entrepreneurial Mindset (Z)	0.356	0.353

Source: Primary Data (2022)

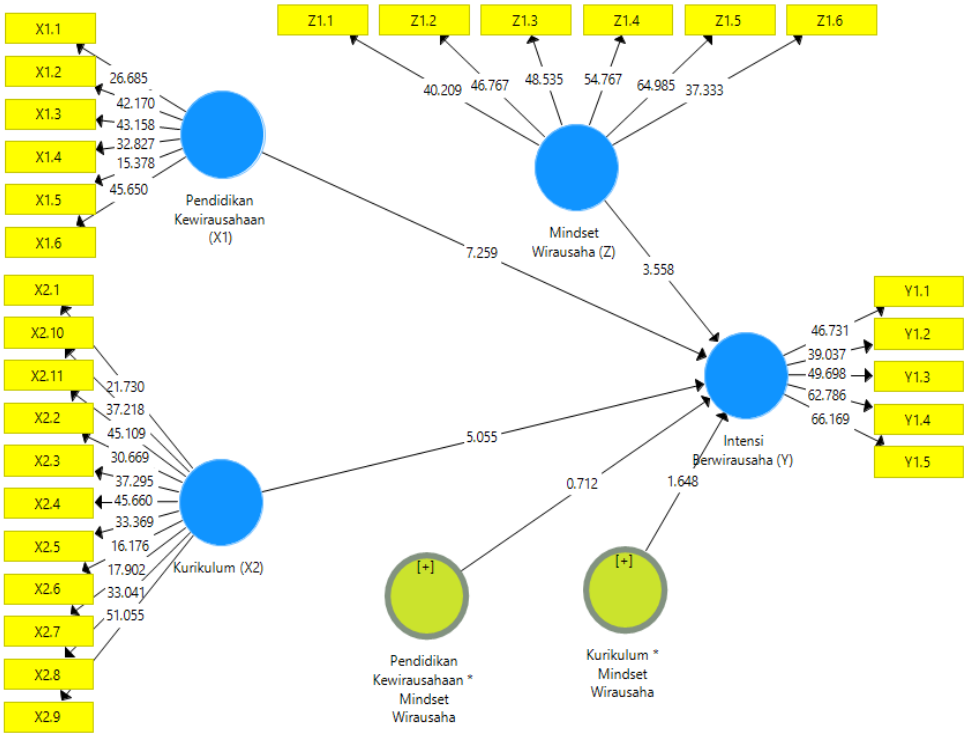

Fig. 3. Measurement of the inner model of research

Based on the value of R Square on the model of Entrepreneurial Intention (Y), an R Square value of 0.583 was obtained. These results indicate that the variables of entrepreneurship education, entrepreneurship curriculum, and entrepreneurial mindset are able to explain the variable entrepreneurial intention of 58.3%, while the rest is 41.7%, explained by variables not included in the research model. Based on the R Square value on the Entrepreneurial Mindset model (Z), the R Square value is 0.356. These results indicate that the variables of entrepreneurship education and entrepreneurship curriculum are able to explain the entrepreneurial mindset variable by 35.6%, while the remaining 64.4% is explained by variables not included in the research model.

Table 11. Research hypothesis test

	Original sample (O)	T Statistics (|O/STDEV|)	P Values
Curriculum (X2) -> Entrepreneurial Intention (Y)	0.329	4.880	**0.000**
Curriculum (X2) -> Entrepreneurial Mindset (Z)	0.347	5.706	**0.000**
Curriculum * Entrepreneurial Mindset -> Entrepreneurial Intention (Y)	0.095	1.721	**0.043**
Entrepreneurial Mindset (Z) -> Entrepreneurial Intention (Y)	0.182	3.324	**0.000**
Entrepreneurship Education (X1) -> Entrepreneurial Intention (Y)	0.419	7.231	**0.000**
Entrepreneurship Education (X1) -> Entrepreneurial Mindset (Z)	0.328	5.113	**0.000**
Entrepreneurship Education * Entrepreneurial Mindset -> Entrepreneurial Intention (Y)	-0.044	0.733	**0.232**

Source: Primary Data (2023)

3.3 Discussion

3.3.1 The effect of entrepreneurship education on entrepreneurial intention

Entrepreneurship Education (X1) on Entrepreneurial Intention has a path coefficient of 0.419, a T-statistic value of 7.231, and a P-value of 0.000. The T statistic value is greater than the T table (7.231>1.996), and the P value is 0.000 or smaller than the 5% alpha standard (0.000 <0.05), meaning that the first hypothesis (H1) is accepted. In other words, entrepreneurship education is able to increase the entrepreneurial intent of superior vocational students in Banyuwangi. Entrepreneurship Education is a crucial element in equipping students with essential knowledge and skills to understand business aspects, business planning, and entrepreneurial elements. With this understanding, students can develop the confidence necessary to plan, execute, and manage their own businesses, encouraging them to consider self-employment as a career option. Entrepreneurship education programs also provide inspiration through case studies and success stories, motivating students to pursue an entrepreneurial career. Previous research, such as that conducted by Yanti, [22]. Also, Hapuk, Suwatno, and Machmud, confirmed that entrepreneurship education can increase students' entrepreneurial intentions through understanding business opportunities and developing creative ideas [23].

3.3.2 The effect of curriculum on entrepreneurial intention

Entrepreneurship Curriculum (X1) on Entrepreneurial Intention has a path coefficient of 0.329, a T statistic value of 4.880, and a P-value of 0.000. The T statistic value is greater than the T table (4.880> 1.996), and the P value is 0.000 or smaller than the 5% alpha standard (0.000 <0.05), meaning that the second hypothesis (H2) is accepted. In other words, the Entrepreneurship Curriculum can increase the Entrepreneurial Intention of superior vocational students in Banyuwangi. The Entrepreneurship Curriculum acts as an important tool that provides essential knowledge and skills in understanding business, business planning, and managerial concepts. Interesting and applicable curriculum materials stimulate students' interest in business, while practical and simulation activities provide hands-on experience to increase entrepreneurial intentions. These findings support the view that the Entrepreneurship Curriculum not only provides an academic foundation but also stimulates students' enthusiasm and exploration of entrepreneurial opportunities. Previous research by Mariani provides empirical support for the effectiveness of an entrepreneurship-focused curriculum, highlighting the positive impact on students' entrepreneurial motivation and intentions [24].

3.3.3 The effect of entrepreneurship education on entrepreneurial mindset

Entrepreneurship Education (X1) on entrepreneurial mindset has a path coefficient value of 0.328. It has a T statistic value of 5.113 and a P-value of 0.000. The T statistic value is greater than the T table (5.113>1.996). The P value is 0.000 or smaller than the 5% alpha standard (0.000 <0.05), meaning that the third hypothesis (H3) is accepted. In other words, Entrepreneurship Education can increase the entrepreneurial mindset of superior vocational students in Banyuwangi. Entrepreneurship education in Vocational High Schools has proven to have a positive and significant impact on the development of students' entrepreneurial mindset. Research by Wibowo, at the leading vocational school in Banyuwangi shows that this program positively influences the formation of students' entrepreneurial mindset [25]. Entrepreneurship education participants tend to have a proactive attitude, enthusiasm for challenges, and high self-confidence in developing their own businesses. In addition to providing practical knowledge, the program shapes the entrepreneurial mindset, enabling students to see business opportunities, develop innovative ideas, and cope with business risks. The results show that entrepreneurship education in Banyuwangi's flagship vocational schools is effective in improving student's readiness to enter the entrepreneurial world with a positive mental attitude, playing a key role in equipping the younger generation with the skills and attitudes needed to succeed in business.

3.3.4 The effect of curriculum on entrepreneurial mindset

The curriculum (X2) on entrepreneurial mindset has a path coefficient value of 0.182. It has a T statistic value of 3.324 and a P-value of 0.000. The T statistic value is greater than the T table (3.324> 1.996), and the P value is 0.000 or smaller than the 5% alpha standard (0.000 <0.05), meaning that the fourth hypothesis (H4)

is accepted. In other words, the curriculum is able to increase the entrepreneurial mindset of superior vocational students in Banyuwangi. The curriculum is designed to provide an in-depth understanding of business concepts, risk management, and marketing strategies that are essential for aspiring entrepreneurs. Research shows that students who follow this curriculum have the ability to see business opportunities, develop creative ideas, and manage risks wisely. The curriculum not only provides theoretical knowledge but also engages students in practical situations, stimulating the development of mental attitudes necessary for success as entrepreneurs. Sabekti, Harini, and Sabandi emphasized that the curriculum can shape students into reliable innovators and problem solvers [26]. With these findings, it can be concluded that the curriculum at the flagship vocational schools in Banyuwangi has a positive and significant influence on students' entrepreneurial mindset, preparing the younger generation with a solid knowledge base and resilient mental attitude to face challenges in entrepreneurship.

3.3.5 The effect of entrepreneurial mindset on entrepreneurial intention

Entrepreneurial Mindset (Z) on Entrepreneurial Intention has a path coefficient value of 0.419. It has a T statistic value of 0.330 and a P-value of 0.000. The T statistic value is greater than the T table (5.055>1.996), and the P value is 0.000 or smaller than the 5% alpha standard (0.000 <0.05), meaning that the fifth hypothesis (H5) is accepted. In other words, the Entrepreneurial Mindset is able to increase the Entrepreneurial Intention of superior vocational students in Banyuwangi. Research on superior vocational students in Banyuwangi shows a positive and significant effect of Entrepreneurial Mindset on Entrepreneurial Intention. These findings illustrate the importance of psychological factors, such as entrepreneurial attitudes and intentions, in shaping students' interest in engaging in entrepreneurial activities. Previous research by Sanusi, supports these findings, highlighting the role of entrepreneurial mindset in the context of secondary education [27]. An entrepreneurial mindset involves not only business knowledge but also attitudes, beliefs, and mindsets that support a positive outlook toward business risks and challenges. The practical implications of this study emphasize the need for the development of educational programs that facilitate the development of an entrepreneurial mindset in vocational students, focusing on the development of curriculum and teaching methods that stimulate the growth of an entrepreneurial mindset at the secondary education level.

3.3.6 The effect of entrepreneurship education moderated by entrepreneurial mindset on entrepreneurial intention

Entrepreneurial Mindset on the Effect of Entrepreneurship Education on Entrepreneurial Intentions shows that the path coefficient value is -0.044 and has a T statistic value of 0.733 and a P-value of 0.238. The T statistic value is smaller than the T table (0.733 < 1.984), and the P value is 0.232 or greater than the 5% alpha standard (0.238> 0.05), meaning that the sixth hypothesis (H6) is rejected. This shows that the Entrepreneurial Mindset is not able to moderate the effect of Entrepreneurship Education on Entrepreneurial Intention. Previous research by Naiborhu and Susanti and Fauziah provide a foundation of understanding for this finding, exploring the moderating role of Entrepreneurial Mindset in the relationship between Entrepreneurship Education and Entrepreneurial Intention at the secondary education level [28,29]. Although these findings may differ, the results suggest that the effectiveness of Entrepreneurship Education is not entirely dependent on the level of individual Entrepreneurial Mindset. The practical implications include adjusting the approach in the development of Entrepreneurship Education programs at the secondary education level while still incorporating aspects of entrepreneurial mentality development in the curriculum for holistic integration. Overall, this study provides a more complete picture of the interaction of Entrepreneurial Mindset, Entrepreneurship Education, and Entrepreneurial Intention, providing a basis for the improvement and development of entrepreneurship education strategies.

3.3.7 The effect of curriculum moderated by entrepreneurial mindset on entrepreneurial intention

Entrepreneurial Mindset on the Effect of Curriculum on Entrepreneurial Intention shows that the path coefficient value is 0.095 and has a T statistic value of 1.721 and a P-value of 0.043. The T statistic value is greater than the T table (1.721>1.984), and the P value of 0.043 or smaller than the 5% alpha standard (0.043 <0.05) indicates that there is a significant

interaction effect between the Curriculum, Entrepreneurial Mindset on Entrepreneurial Intention. The path coefficient value is positive (0.095), meaning that the seventh hypothesis (H7) is accepted. In other words, students who have a good entrepreneurial mindset tend to have entrepreneurial intentions that are strengthened by the entrepreneurship curriculum at their school. The findings of this study reveal the moderating role of Entrepreneurial Mindset in reducing the negative impact of the Curriculum on Entrepreneurial Intention in students. The results showed that individuals with a positive Entrepreneurial Mindset can mitigate the adverse effects that may arise from the curriculum related to entrepreneurship. Previous research by Kania & Februadi, A and Sabekti, Harini, and Sabandi supports the hypothesis that entrepreneurial Mindset provides a significant moderating influence on the relationship between entrepreneurship curriculum and entrepreneurial intention [30,26]. The findings emphasize the importance of aligning the entrepreneurship curriculum with entrepreneurial mindset development, highlighting that having a positive entrepreneurial mindset is critical to enhancing the positive impact of the curriculum on students' entrepreneurial intentions. The practical implication is the need for education providers to pay attention to the integration of entrepreneurial mindset-building elements in the teaching and learning process to design a holistic and integrated strategy for shaping students' positive mindset and entrepreneurial skill development.

4. CONCLUSION

The results showed that Entrepreneurship Education (X1) and Entrepreneurship Curriculum (X2) have a positive and significant effect on Entrepreneurial Intention (Y) in superior vocational high school students in Banyuwangi. Similarly, Entrepreneurial Mindset (Z) also has a positive and significant influence on Entrepreneurial Intention. However, when running the moderation test, the findings show that there is no significant interaction relationship between Entrepreneurial Mindset and Entrepreneurship Education on Entrepreneurial Intention (H4 rejected). On the other hand, there is a significant interaction effect between Entrepreneurial Mindset and Entrepreneurship Curriculum on Entrepreneurial Intention (H5 accepted). These results indicate that the Entrepreneurial Mindset plays a moderating role in weakening the negative effect of Curriculum on Entrepreneurial Intention.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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