



DETERMINATION FACTORS AFFECTING ENTREPRENEURIAL INTENTION AMONG VOCATIONAL SCHOOL STUDENTS IN JAKARTA

Rizka Zakiah^{1(*)}, Adi Artino², Annisa Lutfia³, Daru Putri Kusumaningtyas⁴,
Kurjono⁵, Farij Ibadil Maula⁶

Universitas Negeri Jakarta, Jakarta, Indonesia¹³⁴

Universitas Indraprasta PGRI, Jakarta, Indonesia²

Universitas Pendidikan Indonesia, Bandung, Indonesia⁵

Universitas Negeri Surabaya, Surabaya, Indonesia⁶

rizkazakiah@unj.ac.id¹, adiartino29@gmail.com²

Abstract

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Entrepreneurship is important in preparing human resources to have entrepreneurial intentions (EI). Formal education currently plays a role in the field of entrepreneurship, especially in vocational schools. This study examines several socio-cultural factors including entrepreneurship education (EE) and family support (FS). While other factors related to personal support include entrepreneurial leadership (EL) and entrepreneurial passion (EP). This study shows the role of entrepreneurial orientation (EO) as intervening variable to support EI. The data in this study were analyzed using SEM-PLS with a total sample of 608. The result show that EL, EO, EP affect the EI directly. EO successfully mediating EE, EL, EP to EI but not in mediating FS to EI. However, FS no connection on EI because of the social condition in several families have no financial and insufficient knowledge to support entrepreneurship. This study contributing in developing TBP theory, showing how entrepreneurial element contributes to SDGs, and helping policy makers to formulate an entrepreneurial climate.

Keywords: Entrepreneurial Intention; Entrepreneurial Orientation; Entrepreneurial Education; Family Support; Entrepreneurial Leadership; Entrepreneurial Passion

(*) Corresponding Author: Zakiyah, rizkazakiah@unj.ac.id

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INTRODUCTION

Entrepreneurship plays a crucial role in advancing the Sustainable Development Goals (SDGs), particularly SDG 4 on Quality Education and SDG 8 on Decent Work and Economic Growth, within vocational education. Embedding entrepreneurial competencies into vocational curricula equips students with practical knowledge, creativity, and problem-solving abilities, preparing them for either employment or entrepreneurial ventures. Entrepreneurial literacy programs have been shown to significantly enhance students' entrepreneurial competence (Wang & Mangmeechai, 2022)

In vocational schools, entrepreneurship education encourages innovation and self-reliance, enabling students to generate job opportunities rather than solely seeking them. Partnerships between vocational institutions and industry also help ensure that curricula

reflect labor market demands, thus producing graduates with relevant skills for sustainable economic progress. Higher vocational colleges consider the preparation of technically skilled professionals as their primary mission, with governments placing strong emphasis on vocational education development through supportive policies (Kuang & Li, 2022).

Although vocational schools provide students with specialized skills to meet workplace challenges, there is often a gap between the intended learning outcomes and the actual teaching practices. Common issues include the dominance of theoretical instruction, insufficient program planning, and limited collaboration among institutions to facilitate graduate transitions into the workforce (Suharno et al., 2020). Addressing these shortcomings requires better curriculum alignment. Since entrepreneurial literacy courses alone may not sufficiently build entrepreneurial skills, vocational institutions should increase practice-oriented entrepreneurship programs to strengthen students' entrepreneurial competencies.

Currently, Indonesia is implementing an independent curriculum which is seen as being able to improve the quality of education according to the conditions of students and their environment. The innovation contained in the independent curriculum is P5 (Pancasila Student Profile Strengthening Project) which is a means of achieving the target of the Pancasila student profile by providing opportunities for students to gain experience in strengthening character and learning concretely from their social environment.

At the vocational high school level, the P5 themes include sustainable lifestyles, local wisdom, national unity (Bhinneka Tunggal Ika), personal and physical development, democratic participation, engineering and technology for nation-building, entrepreneurship, employment, and work culture. Among these nine focus areas, it is evident that one of the key objectives of the independent curriculum is to nurture students' entrepreneurial mindset from an early stage through structured entrepreneurship programs.

Entrepreneurship has become an increasingly significant area of study for students, making its inclusion in curricula from schools to universities unsurprising. The growing interest in this field stems not only from its engaging nature but also from its relevance as a foundation for future careers. Through entrepreneurship education, it is expected that new entrepreneurs will emerge who can contribute to strengthening Indonesia's economy. Entrepreneurs are individuals capable of generating innovative business ideas through market research, creating productive employment opportunities, and taking on leadership roles within the ventures they establish (Omar, 2019). From this perspective, entrepreneurship is a crucial subject that should be introduced early to equip students with the expertise necessary for entrepreneurial success. This aligns with the objectives of the P5 program, which seeks to foster entrepreneurial intentions among students. Entrepreneurial Intention (EI) is strongly connected to the Theory of Planned Behavior (TPB), which emphasizes the role of personal attitudes toward entrepreneurship, perceived self-efficacy, and social norms (Zovko et al., 2020).

Beyond these factors, EI is also influenced by education, the need for achievement, and an individual's willingness to take risks. Previous studies highlight that higher levels of entrepreneurship education enhance students' decision-making abilities and strengthen their entrepreneurial intentions. This underscores the importance of entrepreneurship education, which encompasses both academic and practical training aimed at developing entrepreneurial intentions as well as supporting factors such as knowledge, motivation, and perceived feasibility (Li & Wu, 2019). Furthermore, family support emerges as another critical determinant, as it shapes emotional well-being and can significantly influence a person's entrepreneurial drive (Bataraoa et al., 2020).

The family is also the first environment where someone learns about values and norms in life, so it has a strong influence in fostering motivation in a person in behaving. The family support that students have varies depending on the culture of the region or country (Cardella et al., 2020). Another factor that is considered to be related to fostering entrepreneurial intentions is having a leadership attitude in entrepreneurship (entrepreneurial leadership). Previous research shows that entrepreneurs.

LITERATURE REVIEW

Entrepreneurial intention (EI) is also defined as a person's intention to start a business related to entrepreneurial orientation. This is because the dimensions of entrepreneurial orientation include innovation, passion, risk taking, perseverance, and proactivity (Manik & Kusuma, 2021). EI as external factors that also influence EO, as stated in the results of previous studies that environmental aspects have a significant positive impact on entrepreneurial orientation so that it also has a positive impact on individual entrepreneurial intentions (Sahoo & Panda, 2019) (Sahoo & Panda, 2019). In addition to external factors, entrepreneurial orientation is also influenced by internal factors originating from the individual. As the results of previous studies showed that male gender showed higher perseverance results towards entrepreneurial orientation and entrepreneurial intentions. Other findings show that management and entrepreneurship students have higher entrepreneurial intentions when compared to science and engineering students (Kumar et al., 2021).

Entrepreneurial Education (EE) is one of the factors that is closely related to students' tendencies in entrepreneurship. In addition, entrepreneurship education is also influenced by several other external factors, such as family background. (Kadiyono et al., 2023). The initial factor that can influence a person's performance competence in entrepreneurship is entrepreneurship education. Because entrepreneurship education is seen as being able to develop a person's financial and non-financial business performance, this can reduce the possibility of someone experiencing business failure which has an impact on increasing the country's economy (Kanaan et al., 2022). Entrepreneurship education plays a role in determining the entrepreneurial mindset that has an impact on students' entrepreneurial preparation (Saptono et al., 2020)

Family support is a socio-cultural factor that can influence a person's actions or behavior. Especially in entrepreneurial intentions, family support is a moderating variable in implementing entrepreneurial intentions to entrepreneurial actions (Baluku et al., 2020). The role of the family is considered important because the family is the main external environment for a person in determining values and simple rules early in life. This is in line with the results of previous studies which state that someone who has good family support is able to start a business independently compared to someone who does not have family support (Tammu et al., 2023). In addition to positive support, family conflict also contributes to putting negative pressure on a person. Research conducted in Japan shows that conflict between work and family can affect women's business results in managing their businesses which has an impact on job satisfaction (Kawai et al., 2023)

Entrepreneurial leadership plays a role in overcoming problems in an organization or business system. In other words, a person's ability of entrepreneurship can have an impact on increasing or decreasing organizational performance. Various organizations are provided by the government or non-government to foster leadership characteristics, especially in entrepreneurship. The results of previous studies have shown that there is a significant relationship between a person's motivation and entrepreneurial leadership. In

addition, entrepreneurial leadership also has an impact on the performance of individual employees or in teams, especially in the ability to be creative at work (Sandybayev, 2019). A person's entrepreneurial ability also has an impact on the performance of sustainable development in a business or business. This is because there is a relevance between entrepreneurial leadership and organizational performance in three hierarchies, namely: individuals, groups, and organizations (Pauceanu et al., 2021). The results of this study are supported by the results of other studies which show that ethical behavior is part of entrepreneurial leadership behavior that can improve organizational performance. So, it can be said that ethical entrepreneurial leadership is very important in organizational management (Widyani et al., 2020).

Passion refers to aspects related to emotional support and individual competence in entrepreneurship. Previous research results show that entrepreneurial passion does not moderate the relationship between entrepreneurial attitudes, behavioural control, subjective norms, and entrepreneurial intentions (Hieu & Loan, 2022). This is also in line with subsequent research which states that entrepreneurial passion can mediate the relationship between creativity and entrepreneurial intentions (Murad et al., 2021). In addition to its relationship with creativity, EP entrepreneurial passion also has relevance to a person's ability to make decisions in entrepreneurship. So that entrepreneurial passion is considered the first step in developing a comprehensive business system (Schwarte et al., 2023).

Entrepreneurial orientation has several related dimensions, namely innovation, risk taking, and proactiveness. These three dimensions are influenced by several factors, one of which is education. The results of previous studies indicate that there are significant differences in entrepreneurial orientation in students who have experience in entrepreneurship education with those who do not have no experience in entrepreneurship education (Kadiyono et al., 2023). This is also reinforced by the results of other studies which show the results of the analysis that the entrepreneurship module has a positive impact on students' entrepreneurial orientation. So that this information can provide recommendations for policy makers to advance education entrepreneurship Entrepreneurial orientation (EO) is an essential strategic resource. (Theoneste & Etim, 2021)

Family support factors play an important role in shaping a person's entrepreneurial orientation, because the family can provide encouragement, interest, and motivation for a person in entrepreneurship (Gautam et al., 2020). Entrepreneurial orientation is also closely related to company growth, especially in the type of entrepreneurial leadership and market orientation. This shows that there is a relationship between entrepreneurial leadership and entrepreneurial orientation. In sharia business, entrepreneurial orientation is influenced by entrepreneurial passion for Muslim entrepreneurs. This is reinforced by the results of research that entrepreneurial passion and entrepreneurial alertness have an important role in shaping the entrepreneurial orientation of Muslim entrepreneurs (Karimi et al., 2021). Based on the explanation above, it can be seen the relationship between entrepreneurial education, family support, entrepreneurial leadership, and entrepreneurial passion on entrepreneurial orientation.

Some of the above explanations strengthen the construct of this study, namely that individual entrepreneurial intentions are thought to be influenced by entrepreneurial orientation. In line with this, entrepreneurial orientation has external and internal factors that influence it. The external factors used in this study are socio-cultural factors that include entrepreneurial education and family support. Meanwhile, the internal factors used in this study include entrepreneurial passion and entrepreneurial leadership. The

following describes the research model based on the explanation about the relationship of the constructs to form the hypotheses.

METHODS

This research is quantitative research used to test a particular theory using research instruments. The analysis technique used in this study uses SEM (Structural Equation Model) which is included in the multivariate statistical technique to test the relationship model between research variables. In addition, this technique is also used to test hypotheses and validate the models built.

The research stages with SEM use the stages of data collection, modelling, and data analysis to test the variables used. This study aims to determine the factors that influence entrepreneurial intention with entrepreneurial orientation as a mediating variable. The population in this study were all vocational school students in Jakarta totalling 56,768 students. While the sample in this study used the provisions of the Slovin formula with a real level of 5%, so that the number of samples obtained was 608 vocational school students.

The data in this study are primary data collected using 6 questionnaires, namely the Entrepreneurial intention questionnaire, Entrepreneurial orientation (Nawang, 2023) (Bolton & Lane, 2012), Entrepreneurial education (Bismala et al., 2022) (Othman et al., 2020), entrepreneurial leadership (Pauceanu et al., 2021), entrepreneurial passion (Murad et al., 2021) and family support in entrepreneurship (Tjandra & Ardianti, 2013). The scale used is a Likert scale with 5 scales. The questionnaire was formulated online using Google Form. The questionnaire was filled out at special allocated hours by vocational high school students with supervision by the class teacher so that the data collected is expected to represent the actual conditions. Validity and reliability analysis were carried out before using this instrument.

RESULTS & DISCUSSION

Results

There are several steps to analysing data using SEMPLS, namely measuring validity, reliability, structural model, and testing the hypotheses.

Measurement Model

At this stage, the model assessment involves three steps. The first is analyzing internal consistency, followed by evaluating construct validity, and finally determining discriminant validity. Internal consistency is assessed using Cronbach's Alpha (CA) and Composite Reliability (CR), with a threshold value above 0.6 generally considered acceptable for demonstrating adequate reliability (Hair Jr et al., 2014).

Table 1.
Validity and Reliability

Construct	Outer Loading	CR	AVE	CA
Entrepreneurial Education (EE)				
EE1	0.775	0.953	0.649	0.946
EE10	0.807			

EE11	0.800			
EE2	0.758			
EE3	0.774			
EE4	0.859			
EE5	0.768			
EE6	0.832			
EE7	0.843			
EE8	0.843			
EE9	0.793			
Entrepreneurial Leadership (EL)				
EL1	0.727			
EL10	0.649			
EL11	0.794			
EL12	0.835	0.917	0.552	0.898
EL13	0.697			
EL3	0.751			
EL5	0.766			
EL7	0.776			
EL9	0.672			
Entrepreneurial Passion (EP)				
EP1	0.804			
EP2	0.821			
EP5	0.782	0.923	0.666	0.899
EP7	0.778			
EP8	0.871			
EP9	0.834			
Family Support (FS)				
FS1	0.824	0.875	0.700	0.790
FS3	0.823			
FS4	0.862			
Entrepreneurial Intention (EI)				
EI1	0.845	0.865	0.682	0.769
EI2	0.863			
EI3	0.767			
Entrepreneurial Orientation (EO)				
EO1	0.750			
EO2	0.770	0.887	0.612	0.841
EO5	0.789			
EO6	0.773			
EO7	0.826			

Source: Researcher

The results indicate that the highest Composite Reliability (CR) value is found in EE (CR = 0.953), while the lowest is in EI (CR = 0.865). Similarly, the highest Average Variance Extracted (AVE) is observed in FS (AVE = 0.700), whereas the lowest is in EL (AVE = 0.552). Since all constructs surpass the recommended threshold of 0.70, it can be concluded that EE, EL, EP, FS, EI, and EO exhibit strong internal consistency.

Construct validity was assessed through outer loadings and AVE. Outer loading values reflect the relationship between constructs and their respective indicators. The highest outer loading is identified in the EP construct, specifically for indicator EP8,

while the lowest appears in the EL construct for indicator EL10. All outer loadings exceed 0.60, confirming acceptable construct validity. Additionally, AVE values were examined, with FS recording the highest (AVE = 0.700) and EO the lowest (AVE = 0.552). As all AVE values are greater than 0.50, the constructs demonstrate adequate convergent validity.

Discriminant validity was evaluated using cross-loadings and the Fornell–Larcker criterion. Cross-loading results (Table 2) show that all indicators for each construct load higher on their corresponding construct than on others, thereby fulfilling the discriminant validity requirement. Furthermore, the Fornell–Larcker assessment (Table 3) reinforces these findings, confirming that the constructs are empirically distinct from one another.

Table 2.
 Cross Loading

	EE	EI	EL	EO	EP	FS
EE1	0.775	0.359	0.425	0.481	0.456	0.359
EE10	0.807	0.405	0.490	0.605	0.546	0.436
EE11	0.800	0.397	0.451	0.565	0.522	0.410
EE2	0.758	0.318	0.428	0.514	0.482	0.426
EE3	0.774	0.368	0.405	0.495	0.479	0.383
EE4	0.859	0.459	0.512	0.613	0.578	0.445
EE5	0.768	0.459	0.447	0.544	0.515	0.409
EE6	0.832	0.412	0.439	0.556	0.529	0.411
EE7	0.843	0.455	0.493	0.568	0.556	0.441
EE8	0.843	0.382	0.464	0.538	0.500	0.384
EE9	0.793	0.352	0.446	0.508	0.521	0.367
EI1	0.409	0.845	0.526	0.513	0.564	0.447
EI2	0.480	0.863	0.594	0.560	0.653	0.464
EI3	0.319	0.767	0.462	0.423	0.416	0.298
EL1	0.473	0.462	0.727	0.573	0.662	0.454
EL10	0.262	0.387	0.649	0.407	0.404	0.300
EL11	0.490	0.523	0.794	0.583	0.656	0.498
EL12	0.459	0.513	0.835	0.614	0.619	0.508
EL13	0.372	0.438	0.697	0.502	0.504	0.382
EL3	0.448	0.548	0.751	0.564	0.623	0.424
EL5	0.411	0.444	0.766	0.565	0.519	0.401
EL7	0.473	0.546	0.776	0.570	0.622	0.503
EL9	0.349	0.416	0.672	0.454	0.472	0.408
EO1	0.541	0.415	0.523	0.750	0.513	0.372
EO2	0.554	0.519	0.534	0.770	0.578	0.428
EO5	0.499	0.492	0.588	0.789	0.583	0.383
EO6	0.510	0.481	0.559	0.773	0.533	0.387
EO7	0.550	0.474	0.640	0.826	0.596	0.472
EP1	0.544	0.516	0.623	0.571	0.804	0.487
EP2	0.553	0.535	0.642	0.620	0.821	0.472
EP5	0.464	0.596	0.589	0.552	0.782	0.495
EP7	0.533	0.547	0.605	0.583	0.778	0.482
EP8	0.543	0.555	0.653	0.613	0.871	0.556
EP9	0.513	0.540	0.646	0.572	0.834	0.583
FS1	0.490	0.486	0.548	0.510	0.639	0.824
FS3	0.352	0.336	0.404	0.340	0.387	0.823

FS4	0.401	0.398	0.490	0.431	0.502	0.862
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Resource: Researcher

The Fornell–Larcker criterion assesses discriminant validity by comparing the square root of each construct’s AVE with its correlations to other latent variables. For validity to be established, the square root of the AVE should be greater than the inter-construct correlations. As presented in Table 4, the diagonal values represent the square root of each construct’s AVE, while the correlations are displayed below. The Entrepreneurial Intention (EI) construct records a value of 0.826, which is higher than its correlations with other constructs. Similarly, EE (0.805), EL (0.743), EO (0.782), EP (0.816), and FS (0.837) all exceed their corresponding correlation values. These results confirm that all constructs satisfy the discriminant validity requirement.

Table 3.
 Fornell-Larcker Criterion

	EE	EI	EL	EO	EP	FS
EE	0.805					
EI	0.496	0.826				
EL	0.566	0.644	0.743			
EO	0.679	0.610	0.728	0.782		
EP	0.644	0.672	0.768	0.718	0.816	
FS	0.506	0.498	0.586	0.524	0.628	0.837

Resource: Researcher

Structural Model

The subsequent stage involves analyzing the structural model, which includes examining effect size, R² values, and predictive relevance. The R² statistic reflects the extent to which exogenous constructs explain the variance of endogenous constructs, with thresholds of 0.75, 0.50, and 0.25 indicating substantial, moderate, and weak explanatory power, respectively. In this study, the R² value for EO is 0.652, suggesting that the related constructs (EE, EL, EP, and FS) explain 65.2% of its variance, which falls within the moderate range. Similarly, the R² value for EI is 0.507, indicating that its associated constructs (EE, EL, EP, FS, and EO) account for 50.7% of its variance, also reflecting a moderate level of explanatory power.

Table 4.
 R Square

	R Square	R Square Adjusted	Criteria
EI	0.507	0.503	Moderate
EO	0.652	0.649	Moderate

The effect size (f²) analysis is conducted to determine the extent to which each construct meaningfully influences the endogenous constructs. According to Hair Jr. et al. (2014), effect sizes can be classified as small (0.02), medium (0.15), or large (0.35). As presented in Table 6, the strongest effect is observed in the relationship between Entrepreneurial Education and Entrepreneurial Orientation (f² = 0.169), which falls within the medium category. Conversely, the weakest effects are found in the paths from EE to EI (f² = 0.000), FS to EO (f² = 0.000), and FS to EI (f² = 0.005), all of which indicate negligible impact. Several other relationships demonstrate small effect sizes, including

EL on EI ($f^2 = 0.033$), EO on EI ($f^2 = 0.020$), EP on EI ($f^2 = 0.070$), and EP on EO ($f^2 = 0.045$).

Table 5.
f square

	EE	EI	EL	EO	EP	FS
EE		0.000		0.169		
EI						
EL		0.033		0.155		
EO		0.020				
EP		0.070		0.045		
FS		0.005		0.000		

Resource: Researcher

The subsequent stage involves assessing predictive relevance (Q^2), which evaluates the model's capacity to generate accurate predictions. A Q^2 value greater than zero indicates that the model possesses predictive relevance. As shown in Table 7, the Q^2 values for EI (0.336) and EO (0.394) are both positive, suggesting that the model demonstrates satisfactory predictive capability for these constructs. Consequently, it can be concluded that all constructs in this study exhibit adequate predictive relevance.

Table 6.

Predictive Relevance Q^2

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
EE	6.688.000	6.688.000	
EI	1.824.000	1.211.617	0.336
EL	5.472.000	5.472.000	
EO	3.040.000	1.842.433	0.394
EP	3.648.000	3.648.000	
FS	1.824.000	1.824.000	

Resource: Researcher

Hypotheses Testing

The final step is evaluating the hypothesis by comparing the t statistic and the table. The other step to evaluate the hypothesis can be done by comparing the p-value with the specified error rate (5%). The table below showed the output of the hypothesis testing.

Table 7.

Hypothesis Testing

	Original Sample	T statistic	P-Values
EE -> EI	0.008	0.158	0.874
EE -> EO	0.324	7.482	0.000
EL -> EI	0.221	4.039	0.000
EL -> EO	0.374	7.839	0.000
EO -> EI	0.169	3.139	0.002
EP -> EI	0.335	5.717	0.000
EP -> EO	0.221	4.805	0.000
FS -> EI	0.065	1.395	0.164

FS -> EO	0.002	0.049	0.961
EE -> EO -> EI	0.055	2.768	0.006
EL -> EO -> EI	0.063	3.071	0.002
EP -> EO -> EI	0.037	2.438	0.015
FS -> EO -> EI	0.000	0.047	0.963

Resource: Researcher

Table 7 explain the relationship between the magnitude of the influence between construct and the result of the hypothesis. The 3 constructs in this study have a significant relationship to EI, namely EL (0.221 or 22.1%), EO (0.169 or 16.9%), and EP (0.335 or 33.5%). Meanwhile, the 2 construct in this study have not significant relationship to EI, namely EE (0.008 or 0.8%) and FS (0.065 or 6.5%). Based on that data the biggest relationship to EI is in EP (33.5%). Meanwhile the smallest relationship to EI is FS (6.5%). That table also show the 3 constructs have a significant relationship to EO, namely EE (0.324 or 32.4%), EL (0.374 or 37.4%), EP (0.221 or 22.1%). Meanwhile, the 1 construct in this study have not significant relationship with EO, namely FS (0.002 or 0.2%). Based on that data, the biggest relationship to EO is in EL (37.4%) and the smallest relationship to EO is FS (0.2%).

This result obtained by comparing the p value and the error rate (5%). In the EE to EI the p-value is 0.000. It means that the p-value smaller than the error rate (0.05). Thus, hypothesis 2 is accepted. Likewise, the EL to EI (p-value = 0.000 < 0.05), EL to EO (p-value = 0.000 < 0.05), EO to EI (p-value = 0.002 < 0.05), EP to EI (p-value = 0.000 < 0.05), EP to EO (p-value = 0.000 < 0.05), EE -> EO -> EI (p-value = 0.006 < 0.05), EL -> EO -> EI (p-value = 0.002 < 0.05), and EP -> EO -> EI (p-value = 0.015 < 0.05). The information showed that for direct and indirect effect the total hypotheses which accepted is 9 hypotheses. Meanwhile, hypothesis 1 show that in EE to EI (p-value = 0.874 > 0.05). It means that the p-value is greater than the error rate (0.05). Thus, Hypothesis 1 is rejected. Likewise, the FS to EI (p-value = 0.164 > 0.05), FS to EO (p-value = 0.961 > 0.05), and FS -> EO -> EI (p-value = 0.963 > 0.05). So, the decision for that case, the hypothesis is rejected.

Discussion

Entrepreneurial education has been recognized as a crucial factor in shaping individuals' entrepreneurial intentions. Previous research has shown that perceived educational support, such as concept development, business development, and institutional support, can significantly impact entrepreneurial self-efficacy, which in turn influences entrepreneurial intention (Saeed et al., 2015). Moreover, entrepreneurship education has been found to foster the development of essential skills and competencies necessary for entrepreneurial success, thereby enhancing individuals' confidence and willingness to pursue entrepreneurial ventures (Bauman & Lucy, 2021).

Entrepreneurial passion has been identified as a key driver of entrepreneurial intention. Entrepreneurial passion is a strong positive emotional attachment to activities associated with entrepreneurial roles and tasks. Individuals who possess high levels of entrepreneurial passion are more likely to engage in goal-directed cognitions and behaviors that are aligned with their salient entrepreneurial role identities, ultimately influencing their entrepreneurial intention.

Entrepreneurial leadership is another important factor that can shape entrepreneurial intention. Entrepreneurial leaders possess the ability to inspire and motivate others, foster a culture of innovation, and facilitate the identification and

exploitation of entrepreneurial opportunities. By cultivating an environment that supports and encourages entrepreneurial activities, entrepreneurial leaders can contribute to the development of entrepreneurial intention among individuals.

Family support, particularly in terms of emotional and financial backing, can play a significant role in shaping entrepreneurial intention. Individuals who receive strong support from their families are more likely to perceive entrepreneurship as a viable career option and are more confident in their ability to succeed as entrepreneurs. Interestingly, emerging evidence suggests that entrepreneurial orientation, which encompasses an individual's propensity to be innovative, proactive, and risk-taking, may serve as a crucial mediating mechanism between the aforementioned factors and entrepreneurial intention.

Advancing the Sustainable Development Goals (SDGs) requires the integration of key entrepreneurial dimensions, including entrepreneurial intention, orientation, education, family support, leadership, and passion, as these factors substantially contribute to the achievement of SDG 8 (Decent Work and Economic Growth) and SDG 9 (Industry, Innovation, and Infrastructure). Among these, entrepreneurial education is particularly critical, as it strengthens entrepreneurial literacy and equips learners with sustainability-oriented business competencies. Prior studies highlight that entrepreneurship education is positively associated with entrepreneurial outcomes and thereby supports sustainable development, particularly SDG 4 (Quality Education) (Rashid, 2019). These findings suggest meaningful implications for enhancing curricula and pedagogical approaches. Furthermore, qualitative inquiry into these issues can provide deeper insights to improve entrepreneurship education, aligning with broader policy aspirations (Ashari et al., 2022). Such efforts also advance SDG 5 (Gender Equality), especially by expanding opportunities for underrepresented groups and recognizing the significant contributions of women entrepreneurs to the realization of the SDGs (Sunil & K, 2024).

Family support plays a pivotal role in nurturing individuals' confidence and preparedness to engage in entrepreneurial activities. Active involvement of families, particularly through positive parenting practices, can complement global and local policy initiatives aimed at promoting inclusivity and equity (Sanders et al., 2022). Such support contributes directly to SDG 1 (No Poverty) and SDG 4 (Quality Education) by enhancing both educational attainment and household economic stability. Moreover, entrepreneurial leadership (EL) fosters environmentally and socially sustainable outcomes through the promotion of social innovation and collaborative partnerships (Nor-Aishah et al., 2020). Equally important, entrepreneurial passion acts as a primary catalyst for the development of sustainability-oriented business solutions. Empirical evidence demonstrates that students' entrepreneurial passion, when supported by relevant skills, equips them to establish new ventures (Sulistiyowati et al., 2024). Collectively, these components—family support, leadership, and passion—position entrepreneurship as a vital mechanism for advancing the SDGs by driving innovation, generating employment, and reinforcing social and environmental resilience.

CONCLUSION

The Theory of Planned Behaviour (TPB) is used in this research, especially in integrated the individual self-identity and behavioural intentions or plans. This study provides the factual information were applying the TPB to asses the factor that impact entrepreneurial intention of vocational school students. The biggest effect on entrepreneurial intention is on the internal factor of the students, namely entrepreneurial

orientation, entrepreneurial leadership, and entrepreneurial passion. However, the external factors do not significant effect to entrepreneurial intention, namely entrepreneurial education and family support. In this context, students from the Gen Z consider that the families have no financial and insufficient knowledge to support entrepreneurship. So, the families give the motivation but no supporting in financial. They can also give any advice to the students when they build the new business. That condition it need more than family support to affecting the entrepreneurial intention among students. The other factor that has no significant effect to the entrepreneurial intention is entrepreneurial education. Based on the descriptive analysis the students state that the learning method, entrepreneurial climate in school, and the introduction to the real situations in entrepreneurship are the several aspects that they need to supporting in entrepreneurial intention. In fact, that component have no significant effect. So, it needs the other factor from the internal student to supporting the entrepreneurial intention, namely entrepreneurial orientation. Based on the hypothesis testing the entrepreneurial education has the positive significant effect by the entrepreneurial orientation as the intervening variable.

This research contributes to the TPB, especially on the factor that effect the entrepreneurial intention, which include EP, EL, EO, EE, and FS. The result of this study illustrated that the EO has the important role to mediating the factors in affecting the entrepreneurial intention. However, it needs the improvement to component of entrepreneurial education to affected the entrepreneurial intention students, namely the learning methods, entrepreneurial climate, and the experience. The other information is that vocational school students not only need moral support from family but also material, financial support and advice in starting a business. So, having the sufficient knowledge to support entrepreneurship is one of the keys of family support in entrepreneurial intention of the students. This finding is also important for the research perspective as part of the main contribution that the measurement scale in this research has been tested validity and reliably. So that questionnaire can be adapted for the future researchers. Second, although in this result of the study the construct of FS is not significant. So, previous research can adopt the result of this study by reviewing the previous literature more fully. Third, this study is also an improvement of the entrepreneurial cases specially for assessing the factor that impact the entrepreneurial intention among students and its effect to contribute in several indicator of SDGs especially to supporting the quality of education that effect in economics growth. It is hoped that policy makers will be able to formulate an entrepreneurial climate that is able to foster entrepreneurial interest among vocational school students who are currently part of vocational school students by considering internal and external factors included in EE, EO, EL, EP, and FS.

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