

Fostering Social Entrepreneurship from the Classroom: The Role of Entrepreneurial Attitude as a Mediator of Entrepreneurship Education

Kurjono^{1*}, Sulthan Yusuf Abdullah², Ali Usman³

^{1,3}Faculty of Economics and Business Education, Universitas Pendidikan Indonesia, West Java, Indonesia

²Sekolah Tinggi Ilmu Ekonomi Fajar, West Java, Indonesia

*Corresponding Author, ✉kurjono@upi.edu

ARTICLE HISTORY

Received 06 December 2025

Revised 27 December 2025

Accepted 28 December 2025

KEYWORDS

Social Entrepreneurship Intention; Entrepreneurial Education; Attitude; Vocational High School

ABSTRACT

This study aims to examine the effect of entrepreneurship education on social entrepreneurship intention, with entrepreneurial attitude as a mediating variable, among vocational high school students in Cirebon City, Indonesia. The population of this study consisted of vocational high school students in Cirebon City, and a simple random sampling technique was used to obtain 195 respondents. Data were collected using a questionnaire and analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) to examine the relationships among entrepreneurship education, entrepreneurial attitude, and social entrepreneurship intention. The results indicate that entrepreneurship education has a positive effect on social entrepreneurship intention (H1), entrepreneurial attitude positively influences social entrepreneurship intention (H2), and entrepreneurship education has a positive impact on entrepreneurial attitude (H3). Furthermore, entrepreneurial attitude partially mediates the relationship between entrepreneurship education and social entrepreneurship intention. This study contributes to the literature by highlighting the mediating role of entrepreneurial attitude in linking entrepreneurship education to social entrepreneurship intention among vocational high school students, particularly in the context of social entrepreneurship. Practically, the findings suggest the importance of integrating social entrepreneurship values into vocational high school entrepreneurship curricula, along with implementing applied learning programs such as internships and entrepreneurship incubators to strengthen students' social entrepreneurial attitudes.

INTRODUCTION

Entrepreneurship education is widely recognized as an important instrument for fostering students' entrepreneurial intentions by developing relevant knowledge, skills, and mindsets oriented toward opportunity recognition and value creation. In Indonesia, entrepreneurship education has been extensively implemented across educational institutions; however, its effectiveness in stimulating students' entrepreneurial intentions remains inconclusive. Empirical studies report mixed findings: while several studies confirm a positive effect of entrepreneurship education on entrepreneurial intention (Duong, 2023; Naiborhu, 2021; Nunfam et al., 2022; Ratten & Usmanij, 2021; Risakotta & Sapulette, 2023; Sienatra, 2020; Soomro & Shah, 2022; Wibowo et al., 2022), others indicate insignificant or weak effects (Auliadara et al., 2024; Chalim et al., 2023; Hartono et al., 2021; Rizkia Yustian & Astuty, 2021).

These inconsistent results suggest that entrepreneurship education alone may not be sufficient to encourage entrepreneurial career intentions. To address this inconsistency, previous studies have introduced various mediating variables, such as self-efficacy (Hatammimi & Rosniawati, 2023; Naiborhu, 2021; Soelaiman



et al., 2024), entrepreneurial motivation (Indra, 2024) entrepreneurial attitude (Dude & Mulyadi, 2024; Huang & Kee, 2024), attitude and creativity (Amofah, 2025; Y. Li et al., 2023; Wiryadi & Wijaya, 2023), and self-efficacy (Mirawati & Subagio, 2022; Srianggraeni, 2020; Widayawati, 2021), as well as behavioral control (Aga, 2023; Kuswanti & Margunani, 2020).

Among these factors, entrepreneurial attitude has been frequently examined as a key behavioral mechanism. However, existing empirical evidence regarding its mediating role remains fragmented and inconclusive. While some studies report a partial mediating effect of entrepreneurial attitude, others fail to confirm its significance or report divergent results across different educational contexts. Despite the growing body of literature, two important research gaps remain. First, prior studies predominantly focus on higher education students, leaving vocational high school students underexplored, particularly in developing country contexts. Second, limited research has explicitly examined the mediating role of entrepreneurial attitude in explaining the inconsistent relationship between entrepreneurship education and entrepreneurial intention within vocational education settings. Consequently, the underlying behavioral mechanism through which entrepreneurship education shapes students' entrepreneurial intentions remains insufficiently understood.

This study aims to address these gaps by examining the effect of entrepreneurship education on entrepreneurial intention with entrepreneurial attitude as a mediating variable among vocational high school students in Cirebon City, Indonesia. Cirebon represents a relevant context due to its strong craft-based creative industry, which provides substantial opportunities for vocational graduates to engage in entrepreneurial activities. By focusing on this context, the study offers empirical evidence on how entrepreneurship education translates into entrepreneurial intention through attitudinal mechanisms, thereby contributing to the entrepreneurship education literature and providing practical implications for vocational education policy and curriculum design.

The Ministry of Education and Culture of the Republic of Indonesia states that entrepreneurship education must be able to change students' mindsets. A mindset that is always oriented towards becoming an employee can be turned into one that is oriented towards seeking employees. Thus, entrepreneurship education can be taught by instilling entrepreneurial values that shape the character and behavior of entrepreneurs, enabling students to become independent in their work or self-sufficient in their businesses. Several previous studies examined the value and impact of entrepreneurship education programs on entrepreneurial intentions at various levels of education, such as elementary and middle schools (Ni & Ye, 2018; Sanchez, 2013), high schools (Handayati et al., 2020) and universities (Amjad et al., 2020; Nowinski & Haddoud, 2019). Fayolle et al. (2006) reported that entrepreneurship education plays a crucial role in increasing entrepreneurial intentions, as it equips students with relevant skills, knowledge, and techniques for starting a business, thereby enhancing individual motivation for entrepreneurship. Based on this theoretical and empirical foundation, the following hypothesis is proposed:

H1 Entrepreneurship education has a positive effect on social entrepreneurship intentions.

Research examining the relationship between entrepreneurial attitudes and entrepreneurial intentions has yielded mixed results. Suharti & Sirine (2012) study demonstrated the significance of attitudinal factors, namely autonomy and authority, self-realization, confidence, and security, in influencing students' entrepreneurial intentions. Kusmintarti et al. (2014) also suggested that students with positive attitudes toward entrepreneurship tend to desire to establish new businesses in the future. In this sense, according to the TPB (Ajzen, 1991), personal attitudes depend on a person's positive or negative assessment of the possibility of developing an entrepreneurial project. Indeed, several studies have found a positive relationship between attitudes and entrepreneurial intentions (Liñán et al., 2011; Rodríguez et al., 2013). In our case, analyzing social entrepreneurship assessments will help determine their relationship with social entrepreneurial intentions, hence the proposed hypothesis:

H2 Entrepreneurial attitudes have a positive effect on social entrepreneurship intentions

This study defines entrepreneurship education as the teaching and learning of entrepreneurship, encompassing the development of knowledge, personal character, skills, and attitudes. Entrepreneurship education fosters and unleashes an entrepreneurial spirit within an individual (De Jorge-Moreno et al., 2012; Kailer et al., 2016). The attributes that support an individual's approach to the entrepreneurial process also shape their readiness for entrepreneurship (Harvey, M. and Evans, 1995). Similarly, Turker & Sonmez (2009) found that factors influencing students' entrepreneurial intentions are beliefs about the current state and prospects of entrepreneurship. Liñán et al. (2011) stated that entrepreneurship education is one factor that can improve entrepreneurial attitudes. Based on this research, the following hypothesis is proposed:

H3 Entrepreneurship education has a positive effect on social entrepreneurial attitudes

Based on the Theory of Planned Behavior (TPB) and an extensive review of the literature on entrepreneurship education, social entrepreneurial attitudes, and social entrepreneurial intentions, this study proposes a research model that illustrates the hypothesized relationships among the variables. The proposed conceptual framework is presented in Figure 1.

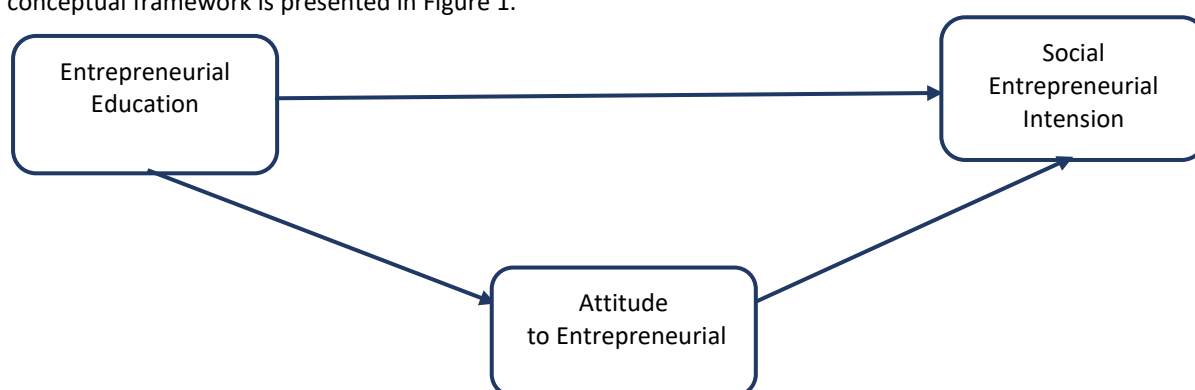


Figure 1. Proposed research model

Based on the presented explanation, this research is expected to provide implications for the world of research in the field of entrepreneurship, complementing existing studies and offering a new perspective on the role of entrepreneurial attitudes as an intermediary between entrepreneurship education and intention. Practically, this research has implications as a basis for consideration in the preparation of entrepreneurship learning designs that take into account attitudes towards entrepreneurship in the learning process, to foster social entrepreneurial intentions. Ultimately, this research underscores the importance of a strategic approach in vocational education to prepare a young generation that is responsive to social challenges and capable of creating sustainable value.

METHODS

This study employed a quantitative descriptive and verification approach to examine the effect of entrepreneurship education on social entrepreneurship intention, with entrepreneurial attitude as a mediating variable. This approach is appropriate for testing statistical hypotheses and explaining causal relationships among variables. The study was conducted among vocational high school students in Cirebon City, Indonesia. Data collection was carried out from March to May 2024.

The population of this study consisted of all vocational high school students in Cirebon City. Simple random sampling was used because the population is relatively homogeneous in terms of curriculum structure, age range, and exposure to entrepreneurship education. A total of 250 questionnaires were distributed, of which 195 valid responses were obtained and analyzed. Data were collected using a structured questionnaire distributed online via Google Forms through email and WhatsApp. All measurement items were assessed using

a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Tables should be presented clearly and

Table 1. Operational Definition of Variables

Variable	Definition	Indicators	Source
Entrepreneurship Education (EE)	Students' perception of entrepreneurship learning outcomes	Knowledge of business environment, entrepreneurial skills, opportunity recognition, entrepreneurial preference, intention stimulation, positive perception of entrepreneurs (6 items)	Keat et al. (2011)
Entrepreneurial Attitude (EA)	Students' positive or negative evaluation toward becoming a social entrepreneur	Advantages, interest, satisfaction (3 items)	Liñán & Chen (2009)
Social Entrepreneurship Intention (SEI)	Students' intention to establish a social enterprise	Career goal, determination, willingness to start a social venture (3 items)	Armitage & Conner (2001)

The data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS version 3.2.7. PLS-SEM was selected due to its ability to handle latent variables, non-normal data distributions, relatively small sample sizes, and complex mediation models (Ghozali, 2014; Hair et al., 2022). Model evaluation followed a two-stage procedure: (1) Outer model evaluation, including factor loadings, Average Variance Extracted (AVE), Cronbach's Alpha, Composite Reliability, and discriminant validity; (2) Inner model evaluation, including R², f², Q², model fit, and path coefficient testing.

RESULTS AND DISCUSSION

Respondent Demographic Profile

The demographic characteristics of the respondents are presented in Table 3. This table provides an overview of the research participants based on gender, age, and family background, which are relevant for describing the profile of the sample used in this study.

Table 2. Respondent Demographic Data

No	Characteristics	Total	%
1	Gender		
	Male	84	43,07 %
	Female	111	56,92 %
2	Age		
	16-17 years	88	45,12 %
	17-18 years	107	54,87 %
3	Family Background		
	Entrepreneurial families	78	40 %
	Non-entrepreneurial families	117	60 %
Total Respondents		195	100%

Source: Processed Data, 2024

Outer Model Evaluation

Table 3. Summary of Validity and Reliability Testing

Variable	Loading Factor	Cronbach's Alpha	Composite Reliability	AVE
Entrepreneurship Education	> 0.70	> 0.70	> 0.70	> 0.50
Entrepreneurial Attitude	> 0.70	> 0.70	> 0.70	> 0.50

Social Entrepreneurship Intention	> 0.70	> 0.70	> 0.70	> 0.50
-----------------------------------	--------	--------	--------	--------

Source: Processed Data, 2024

The evaluation of the outer model further confirms the robustness of the measurement model. All retained indicators display loading values above 0.70, indicating a strong association between observed variables and their respective latent constructs. Specifically, the indicator loadings for Entrepreneurship Education range from 0.865 to 0.906, reflecting a consistent and substantial representation of students’ entrepreneurial knowledge, skills, and opportunity recognition.

Additional support for convergent validity is provided by the AVE values, which exceed the minimum threshold of 0.50 as suggested by Chin et al. (2008). This indicates that each latent construct explains more than half of the variance of its indicators. Following the elimination of indicators with insufficient loading values, the AVE scores for Entrepreneurship Education (EE), Entrepreneurial Attitude (ATE), and Social Entrepreneurship Intention (SEI) meet the required standards, thereby confirming satisfactory convergent validity across all constructs.

Discriminant validity was assessed using the Fornell–Larcker criterion (Hair et al., 2022). The results show that the square root of the AVE for each construct is greater than its correlations with other constructs, indicating that each construct is empirically distinct and captures unique aspects of the model (Garson, 2016). Therefore, the measurement model satisfies the criteria for discriminant validity.

Construct reliability was evaluated using Cronbach’s alpha and composite reliability (CR). According to Ghozali (2014), values above 0.70 indicate satisfactory reliability. Although Cronbach’s alpha may underestimate reliability in some cases, composite reliability provides a more robust assessment. As suggested by (Yamin & Kurniawan, 2011), constructs can still be considered reliable when CR values exceed 0.70, even if Cronbach’s alpha is below 0.50. As shown in Figure 2 and Table 4, all constructs in this study exhibit CR values above the recommended threshold, indicating that the measurement instruments are reliable for predicting the research variables.

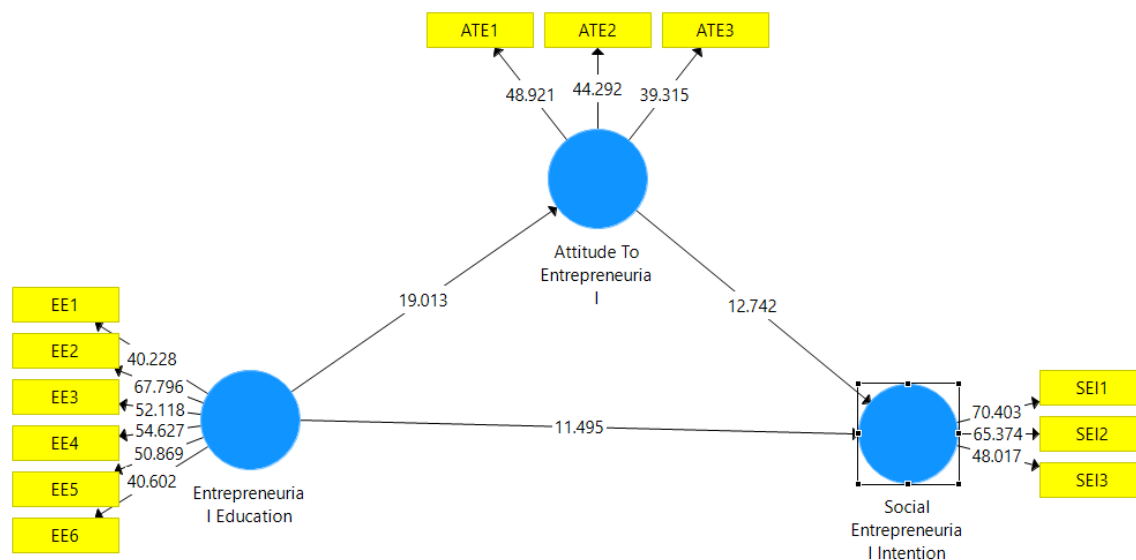


Figure 2. PLS-SEM Result of the Proposed Research Framework

The following is a summary of the indicator conditions for each variable, including loading factors, composite reliability, and AVE, as explained in table 4.

Table 4. Variable Indicators

Variable		Loading Factor	CR	AVE
Entrepreneurial Education			0.955	0.778
EE1	Knowledge of the business environment	0.865		
EE2	Positive recognition of social entrepreneurs	0.906		
EE3	Choice to become a social entrepreneur	0.879		
EE4	Skills to become a social entrepreneur	0.885		
EE5	Cultivating the intention to become a social entrepreneur	0.888		
EE6	Detecting social business opportunities	0.869		

Table 4 (Continued)

Variable		Loading Factor	CR	AVE
Attitude To Entrepreneurship			0.909	0.769
ATE1	Satisfaction with being a social entrepreneur	0.900		
ATE2	A career in social entrepreneurship is interesting to me	0.856		
ATE3	Social entrepreneurship is satisfying to me	0.875		
Social Entrepreneurial Intention			0.918	0.789
SEI1	Willing to do anything for social entrepreneurship	0.901		
SEI2	My professional goal is to become a social entrepreneur	0.894		
SEI3	Determination to create future social enterprises	0.869		

Next, the author presents discriminant validity, which was conducted to ensure that each concept in each latent model differs from the other variables. Validity testing is conducted to determine the accuracy with which a measuring instrument performs its measurement function (Chen & Chen, 2010). The results of data processing using the Smart PLS 3 application are presented in Table 5. as follows:

Table 5. Discriminant Validity

	ATE	EE	SEI
ATE	0.877		
EE	0.722	0.882	
SEI	0.851	0.847	0.888

Source: Processed Data, 2024

Assessing the Significance of the Structural Model

In this study, Table 6. is used to display the measurements in the structural model required to evaluate the R-squared value. This model is used to understand the extent to which the R-squared value for the dependent variable provides a clear picture. Table 6 presents the R-squared value for the ATE of 0.518 and the SEI of 0.835. Based on the guidelines of (Ghozali & Latan, 2015), several value categories are available for assessing R-squared. A value of 0.75 is considered strong, a value of 0.50 is considered moderate, and a value of 0.25 is often considered a weak research model. Therefore, in this study, the ATE and SEI variables are declared as having moderate and vigorous research models. The R-square results are explained in Table 6. below.

Table 6. R-square

	R Square	R Square Adjusted
ATE	0.521	0.518
SEI	0.837	0.835

Source: Processed Data, 2024

Furthermore, this study conducted a predictive relevance test using the blindfolding procedure to assess the robustness of the model by examining the Q^2 values. The results show that the Q^2 value for entrepreneurship education (EE) is 0.000, indicating that EE functions as an exogenous variable in the model. Meanwhile, entrepreneurial attitude (ATE) and social entrepreneurship intention (SEI) demonstrate Q^2 values of 0.395 and 0.654, respectively, which indicate good and strong predictive relevance.

In terms of explanatory power, the R^2 value for entrepreneurial attitude (0.518) indicates that entrepreneurship education explains approximately 51.8% of the variance in students' entrepreneurial attitudes, reflecting a moderate level of explanatory strength. Meanwhile, the R^2 value for social entrepreneurship intention (0.835) suggests a strong model, indicating that entrepreneurship education and entrepreneurial attitude jointly explain 83.5% of the variance in students' social entrepreneurship intentions.

Table 7. Q-Square

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
ATE	585.000	353.643	0.395
EE	1.170.000	1.170.000	0,000
SEI	585.000	202.215	0.654

Source: Processed Data, 2024

The results of this study confirm that entrepreneurship education has a significant positive effect on social entrepreneurship intention. This finding suggests that structured entrepreneurship learning not only enhances students' technical knowledge and entrepreneurial skills but also encourages them to perceive social entrepreneurship as a viable and attractive career option.

Entrepreneurial attitude is also found to have a strong and significant positive effect on social entrepreneurship intention. This result supports the Theory of Planned Behavior (Ajzen, 2005), which posits that attitude toward behavior is a key determinant of intention. Students who perceive social entrepreneurship as meaningful, beneficial, and personally satisfying are more likely to develop a strong intention to pursue it in the future.

Furthermore, the findings reveal that entrepreneurial attitude partially mediates the relationship between entrepreneurship education and social entrepreneurship intention. This indicates that entrepreneurship education influences students' intentions both directly and indirectly by shaping positive entrepreneurial attitudes. The presence of partial mediation suggests that, while entrepreneurship education can directly stimulate students' intentions, its effectiveness is enhanced when it succeeds in fostering favorable attitudes toward social entrepreneurship. Therefore, educational programs that emphasize values, social impact, and mindset development play a crucial role in promoting social entrepreneurship, particularly at the vocational education level.

Hypothesis testing was conducted to examine the significance of the relationships among the variables. A one-tailed test was employed, as all hypothesized relationships were expected to be positive and directional. At a 95% confidence level, a T-statistic value greater than 1.65 and a p-value below 0.05 were used as the criteria for statistical significance. Structural equation modeling using the PLS approach was applied to test the direct effect hypotheses (H1, H2, and H3). The results, as presented in Table 8., indicate that all hypothesized relationships among entrepreneurship education (EE), entrepreneurial attitude (ATE), and social entrepreneurship intention (SEI) are statistically significant.

Table 8. Results of Direct Effect Hypothesis Testing

	Original Sample (O)	T Statistics ($ O/STDEV $)	P Values
ATE--> SEI	0.500	12.359	0.000
EE --> ATE	0.722	19.998	0.000

EE--> SEI	0.486	11.100	0.000
-----------	-------	--------	-------

Source: Processed Data, 2024

The following presents the structural equation path analysis used to test the proposed mediation hypothesis (H4). The results from Table 9 are presented below.

Table 9. Results of Mediation Hypothesis Testing

	Original Sample (O)	T Statistics (O/STDEV)	P Values
EE--> ATE--> SEI	0.361	8.931	0.000

Source: Processed Data, 2024

The results in Table 9. indicate that entrepreneurial attitude significantly mediates the relationship between entrepreneurship education and social entrepreneurship intention. The indirect effect of entrepreneurship education on social entrepreneurship intention through entrepreneurial attitude is positive and statistically significant ($\beta = 0.361$; $t = 8.931$; $p < 0.001$). This finding confirms Hypothesis 4 (H4) and suggests that entrepreneurship education enhances students' social entrepreneurship intentions not only directly but also indirectly by fostering positive entrepreneurial attitudes.

Discussion

This study provides empirical evidence supporting the relationship between entrepreneurship education, entrepreneurial attitudes, and social entrepreneurship intentions among vocational high school students in Cirebon. The results in Table V indicate that H1, H2, and H3 have a significant influence on social entrepreneurship intentions. The discussion of the findings for each hypothesis is as follows:

Results of the test between ATE and SEI (H1). The research findings indicate that entrepreneurship education has a significant positive effect on entrepreneurial intentions, with a coefficient of 0.500 at a p-value of 0.00. A positive path coefficient indicates that entrepreneurship education is directly related to students' entrepreneurial intentions, and the effect of entrepreneurship education on these intentions is significant. Based on the loading estimate, all indicators of the entrepreneurship education variable contribute to explaining the entrepreneurship education variable. This aligns with the theory that entrepreneurship education plays a crucial role in increasing entrepreneurial intentions, as it equips students with relevant skills, knowledge, and techniques for starting a business, thereby enhancing individual motivation and entrepreneurial ability. This research finding aligns with Chen et al. (2010), {Citation}who found that students who developed various technical skills and received training were more confident in becoming entrepreneurs. This also aligns with research by (Hoang et al., 2020; L. Li & Wu, 2019; Sriangraeni, 2020; Widyawati, 2021).

Furthermore, the research findings indicate that entrepreneurial attitudes have a positive and significant effect on entrepreneurial intentions, with a coefficient of 0.722. A positive path coefficient indicates that entrepreneurial attitudes are directly proportional to the level of entrepreneurial intentions. These results align with the theory of planned behavior, which posits that attitudes are a function of intentions. They also support the research findings of (Kusmintarti et al., 2014; Lüthje & Franke, 2003), which found that students with positive attitudes toward entrepreneurship are more likely to establish new businesses in the future.

Furthermore, the research findings suggest that entrepreneurial attitudes serve as a partial mediator of the influence of entrepreneurship education on entrepreneurial intentions, indicating that the effect of entrepreneurship education on entrepreneurial attitudes is significant. The influence of entrepreneurial attitudes on entrepreneurial intentions is significant. Similarly, the impact of entrepreneurship education on entrepreneurial intentions is substantial. This finding explains that the influence of entrepreneurship education on entrepreneurial intentions is not only explained by entrepreneurial attitudes, but is also directly influenced. This means that students' entrepreneurial intentions increase when both entrepreneurship education is directly related to and students' entrepreneurial attitudes are positive towards entrepreneurship. Increasing students' knowledge of the concept of entrepreneurship, as well as their entrepreneurial character and business management skills, achieved through participation in entrepreneurship education in the form of classroom

learning, attending entrepreneurship training, and seminars, can shape students' positive mindsets towards entrepreneurship. This finding is consistent with the research results of (Duong, 2023; Naiborhu, 2021; Nunfam et al., 2022; Ratten & Usmanij, 2021; Risakotta & Sapulette, 2023; Sienatra, 2020; Soomro & Shah, 2022; Wibowo et al., 2022). In general, entrepreneurship education aims to increase awareness of entrepreneurship as a career choice and improve understanding of the process of establishing and managing a new business venture. It also strengthens Ajzen's Theory of Planned Behavior (Ajzen, 2005), which states that attitudes towards behavior are predictors of intentions.

This study contributes to the entrepreneurship literature in several ways. First, it extends prior research by focusing on social entrepreneurship intention, rather than general entrepreneurial intention. Second, it examines this relationship at the vocational high school level, a context that remains underexplored in developing countries. Third, the study empirically confirms the mediating role of entrepreneurial attitude within the Theory of Planned Behavior framework in the context of social entrepreneurship. These findings provide practical insights for vocational education policymakers in designing entrepreneurship curricula that emphasize social value creation and sustainability.

CONCLUSION

This study provides a deeper understanding of the influence of entrepreneurship education on social entrepreneurship intentions, with entrepreneurial attitudes serving as a mediator among vocational high school students in Cirebon City. Based on the analysis, it can be concluded that entrepreneurship education has a significant positive impact on students' intentions to engage in social entrepreneurship. This indicates that entrepreneurship education not only provides the knowledge and skills necessary for entrepreneurship but also stimulates students' interest and motivation to engage in socially oriented entrepreneurship. Furthermore, this study found that entrepreneurial attitudes also play a significant role in increasing social entrepreneurship intentions. Students with positive entrepreneurial attitudes are more likely to have a firm intention to start a social enterprise. These results support the Theory of Planned Behavior (TPB), which posits that attitudes toward behavior are a primary predictor of intention. Furthermore, entrepreneurial attitudes were shown to be a partial mediator between entrepreneurship education and social entrepreneurship intentions. This means that in addition to its direct impact, entrepreneurship education also influences social entrepreneurship intentions through changes in students' attitudes. Thus, increased entrepreneurial knowledge and skills acquired through classroom education, training, and entrepreneurship seminars can shape students' positive mindsets toward social entrepreneurship.

This research has important implications for the development of entrepreneurship education curricula in vocational high schools. It is hoped that entrepreneurship education curricula can better integrate social entrepreneurship values, so that students are not only trained to become successful entrepreneurs but also entrepreneurs who care about social and environmental issues. Furthermore, these findings also encourage the development of more applicable learning programs, such as internships and entrepreneurship incubator activities, which can strengthen students' social entrepreneurial attitudes. Overall, the results of this study contribute to enriching the literature on social entrepreneurship and entrepreneurship education, providing new insights into how entrepreneurial attitudes can bridge the gap between entrepreneurship education and social entrepreneurial intentions. It is hoped that these findings can inform more strategic educational policies and pave the way for further research in this area.

REFERENCES

- Aga, M. K. (2023). The mediating role of perceived behavioral control in the relationship between entrepreneurship education and entrepreneurial intentions of university students in Ethiopia. *Journal of Innovation and Entrepreneurship*, 12(1), 32. <https://doi.org/10.1186/s13731-023-00297-w>
- Ajzen, I. (1991). The theory of Planned Behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Ajzen, I. (2005). *Attitudes, personality, and behavior* (2nd ed.). Milton-Keynes: Open University Press/McGraw-Hill.

- Ambariyah, S. B. F. (2019). Efek Efikasi Diri Pada Pengaruh Pendidikan Kewirausahaan, Lingkungan, dan Kecerdasan Adversitas terhadap Intensi Berwirausaha Mahasiswa. *Economic Education Analysis Journal*, *EEAJ*, 8(3), 1045–1060. <https://doi.org/10.15294/eeaj.v8i3.35720>
- Amjad, T., Rani, S. H. B. A., & Sa'atar, S. B. (2020). Entrepreneurship development and pedagogical gaps in entrepreneurial marketing education. *The International Journal of Management Education*, 18. <https://doi.org/10.1016/j.ijme.2020.100379>
- Amofah, K. (2025). Creativity disposition on entrepreneurial attitude and intentions: A comparison between regular and distance (blended) learning university students. *Industry and Higher Education*, 39(6), 616–629. <https://doi.org/10.1177/09504222241297001>
- Armitage, C. J., & Conner, M. (2001). Efficacy of the Theory of Planned Behaviour: A meta-analytic review. *British Journal of Social Psychology*, 40(4), 471–499. <https://doi.org/10.1348/014466601164939>
- Auliadara, N., Sojanah, J., & Purnamasari, I. (2024). THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION, DIGITAL ENTREPRENEURSHIP AND GENDER ON ENTREPRENEURIAL INTEREST. *Jurnal Pendidikan Ilmu Sosial*, 34(2), 259–275. <https://doi.org/10.23917/jpis.v34i2.6132>
- Chalim, A., Fadloli, Hudiari, S., & Akbarina, F. (2023). The Drivers of Entrepreneurship Intention among University Students in Yogyakarta: Moderating Role of Entrepreneurship Education on Islamic Values. *Journal of Multidisciplinary Global*, 1(1), 33–47.
- Chin, W. W., Peterson, R. A., & Brown, S. P. (2008). Structural Equation Modeling in Marketing: Some Practical Reminders. *Journal of Marketing Theory and Practice*, 16(4), 287–298. <https://doi.org/10.2753/MTP1069-6679160402>
- De Jorge-Moreno, J., Laborda Castillo, L., & Sanz Triguero, M. (2012). The effect of business and economics education programs on student's entrepreneurial intention. *European Journal of Training and Development*, 36(4), 409–425. <https://doi.org/10.1108/03090591211220339>
- Dude, S. A., Mulyadi, H., & Kurjono (2024). The Mediating Role Of Entrepreneurial Attitude On The Effect Of Propensity To Take Risks On Entrepreneurial Intention By Using Family's Background As A Control Variable. *Jurnal Pendidikan Ilmu Sosial*, 34(1), 73-91. <https://doi.org/10.23917/jpis.v34i1.4896>
- Duong, D. C. (2023). The impact of entrepreneurship education on entrepreneurial intention: The mediating role of perceived behavioral control. *Education + Training*, 65(3), 276–292.
- Fayolle, A., Gailly, B., & Lassas-Clerc, N. (2006). Assessing the impact of entrepreneurship education programmes: A new methodology. *Journal of European Industrial Training*, 30(9), 701–720. <https://dx.doi.org/10.1108/03090590610715022>
- Garson, G. D. (2016). *Partial Least Squares*. Statistical Publishing Associates, USA.
- Ghazali, I. (2014). *Struktural equal modeling metode alternatif dengan patrial least square (PLS)*. Badan Penerbit Universitas Diponegoro Semarang.
- Ghozali, I. (2014). *Struktural Equation Modeling Metode Alternatif dengan Partial Least Squares (PLS)*. Badan Penerbit Universitas Diponegoro.
- Ghozali, I., & Latan, H. (2015). *Partial Least Squares: Konsep, Teknik dan Aplikasi Menggunakan Program SmartPLS 3.0*. Badan Penerbit Undip.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). *A primer on partial least squares structural equation modeling (PLS-SEM) (Third edition)*. SAGE Publications, Incorporated.
- Handayati, P., Wulandari, D., Soetjipto, B. E., Wibowo, A., & Narmaditya, B. S. (2020). Does entrepreneurship education promote vocational students' entrepreneurial mindset? *Heliyon*, 6(11), e05426. <https://doi.org/10.1016/j.heliyon.2020.e05426>
- Hartono, C., Hartono, W., Hongdiyanto, C., & Ongkowiyo, G. (2021). The influence of entrepreneurship education towards entrepreneurial intention mediated by attitude, subjective norms, and perceived behavioral control of business management students at Universitas Ciputra Surabaya. *Proceeding of the International Conference on Family Business and Entrepreneurship*, 2(1). <https://doi.org/10.33021/icfbe.v2i1.3581>
- Harvey, M. and Evans, R. (1995). Strategic windows in the entrepreneurial process. *Journal of Business Venturing*, 10, 331–471. [https://doi.org/10.1016/0883-9026\(95\)00037-9](https://doi.org/10.1016/0883-9026(95)00037-9)

- Hatammimi, J., & Rosniawati, D. (2023). The Influence Of Entrepreneurial Education On Entrepreneurial Intentions By The Mediation Of Self Efficacy: Study Of A Vocational School. 12(02). <https://doi.org/10.54209/ekonomi.v12i02>
- Hoang, G., Le, T. T. T., Tran, A. K. T., & Du, T. (2020). Entrepreneurship education and entrepreneurial intentions of university students in Vietnam: The mediating roles of self- efficacy and learning orientation. *Education & Training*, 63(1), 115–133. <http://dx.doi.org/10.1108/ET-05-2020-0142>
- Huang, Z., & Kee, D. M. H. (2024). Exploring entrepreneurial intention: The roles of proactive personality, education, opportunity and Planned Behavior. *Heliyon*, 10(11), e31714. <https://doi.org/10.1016/j.heliyon.2024.e31714>
- Indra, K. (2024). ENTREPRENEURIAL INTENTION DEVELOPMENT MODEL ON STUDENTS. *Eksis: Jurnal Riset Ekonomi Dan Bisnis*, 18(1), 7–18. <https://doi.org/10.26533/eksis.v18i1.1203>
- Kailer, N., Wimmer-Wurm, B., Maresch, D., & Harms, R. (2016). The impact of entrepreneurship education on the entrepreneurial intention of students in science and engineering versus business studies university programs. *Technological Forecasting and Social Change*, 104, 172–179. <https://doi.org/10.1016/j.techfore.2015.11.006>
- Keat, O. Y., Selvarajah, C., & Meyer, D. (2011). Inclination towards Entrepreneurship among University Students: An Empirical Study of Malaysian University Students. *International Journal of Business and Social Science*, 2, 206-220.
- Kusmintarti, A., Thoyib, A., Ashar, K., & Maskie, G. (2014). The Relationship among Entrepreneurial Characteristics, Entrepreneurial Attitude, and Entrepreneurial Intention. *Journal of Business and Management*, 16(2), 25–32.
- Kuswanti, H., & Margunani. (2020). Pengaruh Jaringan Sosial dan Pendidikan Kewirausahaan terhadap Niat Berwirausaha dengan Persepsi Kontrol Perilaku sebagai Variabel Moderasi. *Economic Education Analysis Journal*, EEAJ, 9(1), 150–165.
- Li, L., & Wu, D. (2019). Entrepreneurial education and students' entrepreneurial intention: Does team cooperation matter? *Journal of Global Entrepreneurship Research*, 9(35), 1–13.
- Li, Y., Cao, K., & Jenatabadi, H. S. (2023). Effect of entrepreneurial education and creativity on entrepreneurial intention in college students: Mediating entrepreneurial inspiration, mindset, and self-efficiency. *Frontiers in Psychology*, 14, 1240910. <https://doi.org/10.3389/fpsyg.2023.1240910>
- Liñán, F., & Chen, Y. (2009). Development and Cross-Cultural Application of a Specific Instrument to Measure Entrepreneurial Intentions. *Entrepreneurship Theory and Practice*, 33(3), 593–617. <https://doi.org/10.1111/j.1540-6520.2009.00318.x>
- Liñán, F., Rodríguez-Cohard, J. C., & Rueda-Cantucho, J. M. (2011). Factors affecting entrepreneurial intention levels: A role for education. *International Entrepreneurship and Management Journal*, 7(2), 195–218.
- Lüthje, C., & Franke, N. (2003). the 'making' of an entrepreneur: Testing a model of entrepreneurial intent among engineering students at MIT. *R&D Management*, 33(2), 135–147. <https://doi.org/10.1111/1467-9310.00288>
- Mirawati, B., & Subagio. (2022). Efek Pendidikan Kewirausahaan Terhadap Sikap Wirausaha Mahasiswa Pendidikan Biologi : Moderasi Self Efficacy. *Ioscientist : Jurnal Ilmiah Biologi*, 10(2), 1236–1248.
- Naiborhu, I. K. (2021). Pengaruh Pendidikan Kewirausahaan, Marketplace, Kecerdasan Adversitas Terhadap Intensi Berwirausaha Mahasiswa Pendidikan Akuntansi Unesa Melalui Efikasi Diri. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 9(2), 107–124.
- Ni, H., & Ye, Y. (2018). Entrepreneurship education matters: Exploring secondary vocational school students' entrepreneurial intention in China. *He Asia-Pacific Education Research*, 27, 409–418.
- Nowinski, W., & Haddoud, M. Y. (2019). The role of inspiring role models in enhancing entrepreneurial intention. *Journal of Business Research*, 96, 183–193.
- Nunfam, V. F., Asitik, A. J., & Afrifa-Yamoah, E. (2022). Personality, Entrepreneurship Education and Entrepreneurial Intention Among Ghanaian Students. *Entrepreneurship Education and Pedagogy*, 5(1), 65–88. <https://doi.org/10.1177/2515127420961040>

- Ratten, V., & Usmanij. (2021). Entrepreneurship education: Time for a change in research direction. *The International Journal of Management Education*, 19(1).
- Risakotta, K. A., & Sapulette, S. G. (2023). Pengaruh Pendidikan Kewirausahaan dan Lingkungan Keluarga Terhadap Minat Berwirausaha dengan Self Efficacy sebagai Variabel Pemoderasi. *JURNAL RISET MAHASISWA AKUNTANSI (JRMA)*, XI(1). <https://doi.org/10.21067/jrma.v10i2.xxxx>
- Rizkia Yustian, O., & Astuty, E. (2021). The Effect of Entrepreneurship Education to The Number of Entrepreneur: A Cross-Sectional Study from Indonesia. *Jurnal Pendidikan Progresif*, 11(3), 640–649. <https://doi.org/10.23960/jpp.v11.i3.202115>
- Rodríguez, F. J. G. ;, Gil Soto, E. ;, Rosa, I. R. ;, & Sene, P. M. (2013). Entrepreneurial intentions in diverse development contexts: A cross-cultural comparison between Senegal and Spain. *Int. Entrep. Manag. J.*, 2013(11), 511–527.
- Sanchez, J. C. (2013). The impact of an entrepreneurship education program on entrepreneurial competencies and intention. *Journal of Small Business Management*, 51(3), 447–465.
- Sienatra, K. B. (2020). Pemoderasian Efikasi Diri Dalam Pendidikan Kewirausahaan Dan Dukungan Relasi Terhadap Intensi Berwirausaha Siswa Sma Di Surabaya. *Parsimonia*, 7(1 AGUSTUS 2020), 37–52.
- Soelaiman, L., Keni Keni, & Puspitowati, I. (2024). Empowering Entrepreneurial Intentions: Educational Support And Self-Efficacy In MBKM Context. *Jurnal Manajemen*, 28(1), 23–44. <https://doi.org/10.24912/jm.v28i1.1760>
- Soomro, B. A., & Shah, N. (2022). Entrepreneurship education, entrepreneurial self-efficacy, need for achievement and entrepreneurial intention among commerce students in Pakistan. *Education + Training*, 64(1), 107–125. <https://doi.org/10.1108/ET-01-2021-0023>
- Srianggraeni. (2020). Pengaruh Moderasi Self Efficacy Pada Hubungan Pengetahuan Kewirausahaan Terhadap Minat Berwirausaha Di Universitas Pendidikan GANESHA. *Jurnal Manajemen Dan Bisnis*, 2(1). <https://doi.org/10.23887/pjmb.v2i1.26183>
- Suharti, L., & Sirine, H. (2012). Faktor-Faktor yang Berpengaruh Terhadap Niat Kewirausahaan. *Jurnal Manajemen Dan Kewirausahaan*, 13(2), 124–134.
- Turker, D., & Sonmez, S. S. (2009). Which factors affect entrepreneurial intention of university students? *Journal of European Industrial Training*, 33(2), 142–159. <https://doi.org/10.1108/03090590910939049>
- Wibowo, A., Widjaja, S. U. M., Utomo, S. H., Kusumojanto, D. D., Wardoyo, C., Wardana, L. W., & Narmaditya, B. S. (2022). Does Islamic values matter for Indonesian students' entrepreneurial intention? The mediating role of entrepreneurial inspiration and attitude. *Journal of Islamic Accounting and Business Research*, 13(2), 242–263. <https://doi.org/10.1108/JIABR-03-2021-0090>
- Widyawati. (2021). Pengaruh Pendidikan Kewirausahaan Terhadap Minat Kewirausahaan Dengan Efikasi Diri Kewirausahaan Sebagai Variabel Pemoderasi. *E-Jurnal Manajemen*, 10(11). <https://doi.org/10.24843/EJMUNUD.2021.v10.i11.p04>
- Wirjadi, J. E., & Wijaya, A. (2023). Pengaruh efikasi diri terhadap minat berwirausaha dengan sikap dan kreativitas kewirausahaan sebagai mediasi. *Jurnal Manajerial Dan Kewirausahaan*, 5(2), 540–548 <https://doi.org/10.24912/jmk.v5i2.23425>
- Yamin, S., & Kurniawan, H. (2011). Generasi baru mengolah data penelitian dengan partial least square path modeling: Aplikasi dengan software XLSTAT, SmartPLS, dan Visual PLS. Salemba Infotek.