



Research Paper

Factors Influencing Entrepreneurial Mindset and Entrepreneurial Intentions: An Empirical Study on Tourism Vocational Education

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Abstract: The purpose of this study is to examine and develop a model of the relationship between students' entrepreneurial intentions at South Sulawesi's state tourism secondary vocational schools and entrepreneurial learning, knowledge, and mindset. This study used a model survey method in conjunction with a quantitative research methodology. The research population was 9,532 class XII students from 42 tourism vocational schools in South Sulawesi. By applying the Slovin formula, a sample of 384 students was selected which was then obtained through proportional random sampling. The questionnaire instrument distributed by Google Form was used in the data collection procedure. The collected data was then subjected to descriptive statistical analysis and inferential SEM 23 analysis. The study's findings indicate that: (1) entrepreneurial mindset is significantly influenced by entrepreneurial learning and knowledge; and (2) entrepreneurial intentions are significantly influenced by entrepreneurial learning and entrepreneurship knowledge, (3) the mindset of an entrepreneur has a major impact on the intentions of an entrepreneur, and (4) through the mindset of an entrepreneur, the intentions of an entrepreneur are significantly influenced by entrepreneurial learning and knowledge.

Key Words: Entrepreneurial Learning, Entrepreneurial Knowledge, Entrepreneurial Mindset, Entrepreneurial Intentions

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I. INTRODUCTION

During the decade final, majority academics in country proceed and develop opinion that education entrepreneurship play role key in motivating businessman (Jena, 2020; Li & Wu, 2019; Fayolle & Gailly, 2015). More carry on, para expert agreed that entrepreneurship education involves not only information, attitude, perspective, and self-efficacy, but also the student's goal and startup business skills (Kim & Park, 2019; Barba-Sánchez & Atienza-Sahuquillo, 2018; Zhang, Duysters & Cloudt, 2014). More carry on, a number of country has propose education entrepreneurship as strategy which effective for increase amount businessman, especially through education formal (Nasrullah, Khan & Khan, 2016).

The Indonesian government has attempted to increase the entrepreneurial population in the country by changing entrepreneurship teaching at all levels of education (Sendouwa, 2019; Utomo et al., 2019; Utami, 2017). To encourage students to become entrepreneurs, policy officials in higher education are concentrating on revitalizing vocational high school curricula (Saptono & Wibowo, 2018). The Ministry of National Education (2012) states that the purpose of entrepreneurship education at vocational high schools is to encourage students to become young entrepreneurs or middle-level employees.

There is certainly room for improvement in the role that vocational high schools play in producing middle-class, skilled workers. Not every high school graduate with a vocational focus can handle the demands of the workforce in line with their area of expertise. This is due to a discrepancy in the competences required in the workplace compared to those held by graduates of vocational high schools. Vocational high school graduates still have a high unemployment rate, therefore in addition to competency, these kids are not fully prepared for the workforce.

Curriculum education entrepreneurship in vocational high schools are necessary designed repeat and assessed still not enough adequate. Where, number unemployment in Indonesia very dominated by graduate of Vocational School (BPS, 2022). More special again, according

to BPS (2022), level unemployment on February 2022 is 8.4 million, dominated by graduate of Vocational School around 10.38%. Meanwhile, the unemployment rate in South Sulawesi Province in February 2022 was 264,210 people, dominated by vocational high school graduates at 8.61% (BPS South Sulawesi, 2022).

The number of unemployed is a contribution from 275 vocational high schools in South Sulawesi Province which includes 88 state vocational high schools, including 42 state vocational high schools which develop tourism and tourism skills competency areas and 187 private vocational high schools. Unemployment occurs as a result of graduates vocational high schools are considered not enough for start business alone and register for need employee. Condition this shows necessity enhancement quality graduate of Vocational School, specifically independence and reasoning.

Additionally, Husnaini (2017) thinks that the failure of vocational schools to adequately teach entrepreneurship is a contributing factor in the rising trend of the unemployment rate. Similarly, Jabeen, Faisal, and Katsioloudes (2017) shown that the knowledge and perspective that schools provide on entrepreneurship are insufficient for launching a business. But when it's done right, entrepreneurship education increases students' desire to start their own businesses.

According to a number of studies, entrepreneurship education fosters the development of enterprising people (Utomo et al., 2019; & Block, 2016; Rauch & Huslink, 2015). Researchers in Indonesia have been studying entrepreneurship education at a very fast pace (Ana et al., 2016; Eryanto, 2019; Winarno, 2016; Saptono & Wibowo, 2018; Wibowo, et.al., 2019). Nonetheless, a number of studies have demonstrated a connection between the desire to start one's own business and having an entrepreneurial attitude. Actually, when paired with entrepreneurial goals, both variables play a significant influence (Rezaei Zadeh et al., 2017; Farani et al, 2017; Tshikovhi & Shambare, 2015). Knowledge entrepreneurship has close linkages to a number of commercial operations, including organization, identification, finance, marketing, and firm formation.

Through instruction and training in the classroom, students can learn about entrepreneurship (Bergmann, 2017; Ni & Ye, 2018; Zhao & Seibert, 2006). These findings suggest that the entrepreneurial knowledge and mindset students gain during entrepreneurship education have a beneficial impact on their entrepreneurial intentions. Furthermore, according to Roxas (2014), the relationship between the effects of entrepreneurial education and intentions is mediated by entrepreneurial knowledge and mindset.

The primary issue with this study is the students' aspirations to pursue entrepreneurship while enrolled in programs for vocational education in tourism, which are influenced by characteristics related to entrepreneurial learning, entrepreneurial knowledge, and entrepreneurial attitudes. The aim of this research is to examine and develop a model of entrepreneurial intentions of students pursuing vocational education in the tourism industry.

II. RESEARCH METHODS

This study used a model survey method in conjunction with a quantitative research methodology. This approach's primary benefit is that it facilitates understanding of the ways in which entrepreneurial learning, entrepreneurial knowledge, and entrepreneurial mentality impact the desire to start one's own business.

The research population was all class considering that state vocational schools in South Sulawesi Province carry out good teaching and learning processes and have adequate learning facilities and infrastructure compared to private vocational schools, and class businessman. Determining the number of samples in each field was carried out using the Slovin formula and sampling was carried out using a proportional random sampling technique of 384 respondents. An instrument called a questionnaire is used in the data collection process. Both descriptive and inferential statistical analysis are used in data analysis approaches.

III. RESULTS AND DISCUSSION

Results

Test hypothesis done with seemark CR (critical ratio) which there is on table output AMOS about regression weights which shown in Table 1 as following.

Table 1 .Relationship Model Between Variables

Relationship Model	Estimate	S.E	CR	P
Mindset Entrepreneurship <--- Learning Entrepreneurship	,679	,090	7,562	***
Mindset Entrepreneurship <--- Entrepreneurship Knowledge	,814	,097	8,425	***
Intention Entrepreneurship <--- Learning Entrepreneurship	,445	,062	7,218	***
Intention Entrepreneurship <--- Entrepreneurship Knowledge	,481	,068	7,059	***
Intention Entrepreneurship <--- Mindset Entrepreneurship	,366	,067	5,485	***

Source: AMOS SEM Calculation Results Ver,-23 (N=384), 2024

The results of the summary of the direct, indirect, and total impacts among the variables in the suggested model are shown in Table 2 below:

Table 2. Testing of Direct and Indirect Effects

Variable Independent	Variable Dependent	Influence (Effect)			Effect Comparison
		Direct	Indirect	Total	
Entrepreneurship Knowledge (X2)	Entrepreneurial Mindset (X3)	0 . 640	0 . 000	0,640	DE = TE
Entrepreneurship Learning (X1)	Entrepreneurial Mindset (X3)	0 . 441	0 . 000	0,441	DE = TE
Entrepreneurship Knowledge (X2)	Entrepreneurial Intention (Y)	0 . 501	0.192	0 . 693	DE <TE
Entrepreneurial Mindset (X3)	Entrepreneurial Intention (Y)	0 . 300	0 . 000	0 . 300	DE = TE
Entrepreneurship Learning (X1)	Entrepreneurial Intention (Y)	0 . 368	0 . 132	0 . 500	DE <TE

Source: Results of data processing through the Amos 23 program, 2024.

The magnitude of the direct, indirect and overall influence between variables is presented in Table 2. Comparison between the total influence and direct influence shows three channels of influence. Specifically, how an entrepreneurial mentality affects entrepreneurial learning, how entrepreneurial knowledge affects an entrepreneurial mindset, and how an entrepreneurial mindset affects entrepreneurial goals.

This channel of influence has the same total influence as direct influence. This shows that there is no indirect impact from these three channels. There are two paths that together have a bigger total influence than the direct influence: the relationship between the two factors—the impact of entrepreneurial knowledge and learning on entrepreneurial intentions. This shows that there is a greater impact through indirect channels.

The findings of testing the seven (seven) hypotheses put forward in this research will be discussed in the next section. Depending on the CR score, the research hypothesis may be accepted or rejected. If the CR value is more than 2,000 and the p-value is less than 0.05, the causal association hypothesis is accepted. On the other hand, the causal association hypothesis is rejected if the p-value is less than 0.05 and the CR value is less than 2,000.

IV. Discussions

The Influence of Entrepreneurship Learning on the Entrepreneurial Mindset

This study has demonstrated the important impact that entrepreneurship learning has on an entrepreneur's mindset and intentions. Findings from earlier studies support the notion that there is a positive correlation between learning about entrepreneurship and having an entrepreneurial attitude (Pfeifer et al., 2016; Karyaningsih et al., 2020). Learning about entrepreneurship is linked to developing one's knowledge, abilities, capacity, and character (Cui et al., 2021; Yuan and Wu, 2020), reinforced by the claim made by Günzel-Jensen et al. (2017) that an entrepreneurial attitude fosters the capacity for innovative thought and action. Furthermore, it has been demonstrated that an individual's entrepreneurial actions and attitudes are closely related to his entrepreneurial mindset by a number of researchers who have studied the entrepreneurship mindset and the elements that shape it, including knowledge, skills, and abilities as well as creative ideas and attitudes (Green et al., 2020; Rodriguez and Lieber, 2020; Saptono et al., 2020).

The findings of this study further support the claims made by Wardana et al. (2020) that entrepreneurial learning changes people's perspectives on entrepreneurship and teaches them how to recognize opportunities, which empowers them to become capable. Handayati et al. (2020) stated that there are two ways in which entrepreneurial learning encourages entrepreneurial attitudes in society. First, knowledge about entrepreneurship fosters a culture and deep understanding of entrepreneurship throughout society. Entrepreneurial learning according to Barnard et al. (2019), helps people realize that they need more experience before launching a new company. Consequently, there is a positive correlation between students' entrepreneurial mindset and their level of entrepreneurial learning.

The Influence of Entrepreneurship Knowledge on Entrepreneurial Mindset

This research has proven that Entrepreneurship Knowledge has a significant influence on the Entrepreneurial Mindset. The findings of this study are corroborated by the assertion that someone with a high level of Entrepreneurship Knowledge has a high possibility of becoming an entrepreneur (Cowling, Liu, & Zhang, 2018). To create a quality product or service that satisfies consumer preferences and market expectations, an entrepreneur can combine different types of skills and talents. These people will also be more aware of opportunities, modifications, and the most effective and efficient use of available resources.

Consistent with earlier studies' findings that entrepreneurial expertise influences the creation of start-ups and new business development (Ni & Ye, 2018; Farani et al., 2017; Tshikovhi & Shambare, 2015).

Additionally, having an entrepreneurial mindset means believing that one is capable of thinking outside the box (Nabi et al., 2018). Nasrullah, Khan, and Khan (2016) noted that one trait that is correlated with an entrepreneurial attitude is individual self-competence. A number of academics studying entrepreneurship have established a connection between the entrepreneurial attitude and a host of other variables, including experience and the courage to take risks. Furthermore, values, attitudes, and beliefs are among the personality traits that comprise the entrepreneurial mindset (Rajagopal, 2014; Solesvik et al., 2013).

The Influence of Entrepreneurship Learning on Entrepreneurial Intentions

The results of hypothesis testing have proven that Entrepreneurship Learning has a significant influence on Entrepreneurial Intentions. Entrepreneurial learning allows someone to increase their entrepreneurial potential and intentions. Stated differently, learning about entrepreneurship might enhance students' entrepreneurial mindsets, skills, and odds of success when they eventually start their own company. The research's conclusions are in line with other studies (Fayolle & Gailly, 2015; Koe, 2016), which found that an individual's ambition to become an entrepreneur is significantly influenced by their exposure to entrepreneurial learning. Similarly, the findings of studies carried out by several Indonesian scholars and researchers demonstrate that entrepreneurship education positively affects students' aspirations to start their own businesses (Purwana et al., 2019; Saptono et al., 2019; Wibowo et al., 2019).

The results of the study are in line with those of Liu et al. (2019), who found a correlation between an individual's entrepreneurial learning and their capacity to take action to support their knowledge and talents. Previous research shows that entrepreneurial learning significantly increases individual capacity to support company operations (Sun et al., 2017). Two important elements shape entrepreneurial learning, according to Yang (2014). It first enables the transfer of entrepreneurial knowledge, skills, and experience through entrepreneurial learning activities. Second, people are motivated to succeed in the future through the entrepreneurial knowledge they gain through field work. Furthermore, a study found that by exposing the community to the experiences of prosperous entrepreneurs and social networks, entrepreneurial learning helps realize entrepreneurial goals (Vod and Florea, 2019).

Entrepreneurial learning through the effective transfer of knowledge and information helps the business world obtain human resources that meet their needs. People who are interested in studying entrepreneurship are more likely to interact with other people and are more entrepreneurially oriented (Noviski et al., 2019). Understanding entrepreneurial learning can help illustrate the importance of entrepreneurial learning for those who have entrepreneurial goals (Turner and Gianiodis, 2018). Entrepreneurship learning helps students sharpen their focus and intention to become an entrepreneur in order to pursue a successful career (Kalyoncuolu et al., 2017). Expanding students' perspectives, knowledge base, and skill set is the main objective of entrepreneurship education. Students are therefore more likely to pursue an entrepreneurial career if they believe they have a high degree of entrepreneurial learning.

The Influence of Entrepreneurship Knowledge on Entrepreneurial Intentions

This study has demonstrated the strong correlation between entrepreneurial intentions and entrepreneurial knowledge. According to the Entrepreneurship Human Capital (EHC) Theory, the study's findings that a high level of specialization in entrepreneurship includes important talents and skills in various fields such as product creation, sales, negotiation, and risk assessment (Ni and Ye, 2018). According to EHC theory, someone with a high level of education has a good opportunity to start their own business (Cowling, Liu, & Zhang, 2018). Individuals who have knowledge of entrepreneurship certainly have the ability to combine all types of skills and abilities to create goods and services that best meet market needs and preferences. In addition, these individuals will be smarter in taking advantage of opportunities, making adjustments, and making maximum use of available resources.

The study's findings are consistent with previous research showing that entrepreneurial knowledge significantly influences entrepreneurial intentions, which in turn lead to business success. Knowledge is regarded as a crucial component of entrepreneurial activity and the establishment of new ventures (Oystein Widding, 2005). An individual's comprehension of business procedures, resource accessibility, opportunity discovery, exploitation, and other entrepreneurial activities is referred to as entrepreneurial knowledge. Additionally, it symbolizes the potential business owner's ability to see and exploit opportunities. Entrepreneurial knowledge also grants business owners the flexibility to assess, extrapolate, and interpret data and resources in novel ways, resulting in the creation of new goods and services with specific features (Roxas, 2014). Education, training and direct experience are sources of entrepreneurial knowledge and their impact on human resource development places greater emphasis on characteristics such as entrepreneurial intention (Turker & Sonmez Selçuk, 2009; Martin et al., 2013).

The Influence of Entrepreneurial Mindset on Entrepreneurial Intentions

This study has demonstrated the strong correlation between entrepreneurial intentions and the entrepreneurial mindset. The study's findings support the idea that an entrepreneurial mentality is a particular frame of mind that influences people to act and achieve in an entrepreneurial manner (Fayolle and Lián, 2014; Akmaliah et al. 2016). This shows that a person's tendency to be entrepreneurial is greatly influenced by the way they think (consciously or unconsciously), or the way they interpret the world. In line with the views of Hsu et al. (2019) that entrepreneurial intention is a self-recognized desire to start a new job.

Several research results in line with this research have proven that identification, assessment, mindset and taking advantage of fresh opportunities with the aid of preparation, organization, procedures and raw materials are related to entrepreneurial intentions (Barba-Sánchez and Atienza-Sahuquillo, 2018; Miranda et al., 2017). Furthermore, Cui et al., (2021) and Handayati et al., (2020) have proven that an entrepreneurial mindset is positively correlated with entrepreneurial intentions. A person's dedication to being involved in entrepreneurial activities is called having an entrepreneurial mindset (Kuratko et al., 2020). A person with an entrepreneurial mindset has a tendency to take risks, feels a drive to succeed, and is eager to start a new business. They also organize, plan, and coordinate initiatives to achieve their goals (Bosman and Fernhaber, 2019).

Handayati et al.'s (2020) study of entrepreneurship among Indonesian vocational school students revealed that having an entrepreneurial mindset positively and significantly influenced the students' willingness to pursue entrepreneurship. Additionally, Wardana et al. (2020) looked at research on entrepreneurial goals and attitudes and found a positive correlation between the two factors. Meanwhile, Jung and Lee (2020) examined research on students' entrepreneurial mindsets to estimate their tendency to launch their own businesses in South Korea. The entrepreneurial mindset takes time to develop and needs to be applied consistently (Aima et al., 2020). People must utilize their minds more efficiently every day and be more aware of their choices (Kaffka and Krueger, 2018). Thus, individuals who have an entrepreneurial attitude participate in entrepreneurial efforts at a higher level than others. The entrepreneurial mindset reflects the capacity to identify and seize opportunities in the field of entrepreneurship (Davis et al., 2016). The entrepreneurial learning function is supported by the argument that the environment around a person creates conditions for developing an entrepreneurial mindset through training or education (Zhang, 2022; Cui et al., 2021). For example, fostering an entrepreneurial environment in the classroom and offering entrepreneurship-related activities (Fayolle and Gailly, 2015). Research shows that a person's entrepreneurial mindset is closely related to their desire to start a new business (Lindberg et al., 2017). The entrepreneurial mindset is focused on the actions and results associated with entrepreneurship (Fayolle and Lián, 2014). Therefore, learning has the capacity to create an entrepreneurial mindset that will then lead to starting new businesses.

The Influence of Entrepreneurship Learning on Entrepreneurial Intentions Mediated by Entrepreneurial Mindset

This research has proven that entrepreneurial learning has a significant influence on entrepreneurial intentions, mediated by entrepreneurial mindset . A person's entrepreneurship is influenced by entrepreneurial learning, and an entrepreneurial mindset helps individuals to focus on the right career path. Furthermore, a similar view is Solesvik et al. (2013). He views that developing and improving an entrepreneurial mindset is an important aspect of entrepreneurial learning, because it stimulates the tendency to launch a new business. Apart from that, entrepreneurial learning also instills knowledge, skills and attitudes, entrepreneurial education and expertise and fosters the development of an entrepreneurial mindset so that individuals have the desire to launch new businesses.

The Influence of Entrepreneurship Knowledge on Entrepreneurial Intentions Mediated by Entrepreneurial Mindset

This research has proven that Entrepreneurship Knowledge has a significant effect on Entrepreneurial Intentions mediated by Entrepreneurship Mindset with the magnitude of the influence being 0.192. The contribution of indirect influence or through an entrepreneurial mindset is smaller than the direct influence, namely 0.501, meaning that entrepreneurship knowledge has a significant direct influence on entrepreneurial intentions. The findings of this study are consistent with those of a study conducted by Moberg (2014), which discovered that the development of entrepreneurship encompassing an individual's social, professional, and personal spheres is a long-term endeavor anticipated to arise from entrepreneurial expertise. According to Heinie et al. (2010), there is a direct link between having an entrepreneurial mindset and possessing entrepreneurial knowledge when it comes to boosting one's entrepreneurial intentions.

The TPB presents a great opportunity to increase one's knowledge and capacity in predicting entrepreneurial intentions; Empirical data shows the value of the TPB as a model because all models are important. It helps academics in better understanding and estimating entrepreneurial intentions by considering social and personal factors. TPB is frequently used in a variety of fields, such as social psychology, marketing, and the adoption of information technology, to forecast and explain intentions and actual behavior (Lin & Lee, 2004). Although many models have been used to characterize business objectives, the most influential is Ajzen's theory of planned behavior (TPB). This theory provides an overarching theoretical framework that allows understanding goals while considering social and individual factors. In the context of entrepreneurship, behavior related to attitudes is very important in building perceptions about the desire for something, which in turn forms intentions.

V. CONCLUSION

Students' entrepreneurial mindset is greatly impacted by entrepreneurial learning, and as a result of applying entrepreneurial learning, students' entrepreneurial thinking has grown. Entrepreneurial knowledge plays a major role in shaping the entrepreneurial mindset. This mindset is reinforced by measures of students' comprehension of topics such as the characteristics of entrepreneurs, how to launch a business, practical management, the importance of networking in the business world, and opportunity recognition.

The indicators of existence intention, entrepreneurial willingness, entrepreneurial efforts, and strong will that have increased as a result of entrepreneurial learning have a significant impact on entrepreneurial intentions, which are then reinforced by these indicators. Entrepreneurship knowledge has a big impact on students' intentions to start their own business. Indicators of existence intention, willingness to start a business, efforts to start a business, and strong will all increase as a result of students' increased entrepreneurial knowledge.

Entrepreneurial intentions are influenced by the entrepreneurial mindset, and the indicators of existence intention, willingness, efforts, and strong will that have increased due to students' entrepreneurial mindsets are what strengthen the intentions of entrepreneurs. Through the intermediary of an entrepreneurial mindset, entrepreneurial learning has a noteworthy and indirect impact on entrepreneurial intents. Through the mediation of an entrepreneurial mindset, entrepreneurial knowledge has a substantial and indirect impact on entrepreneurial ambitions.

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