



The influence of entrepreneurship education on entrepreneurial intention and entrepreneur readiness at High School

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ARTICLE INFO

Article history:

Received Aug 4, 2025

Revised Aug 22, 2025

Accepted Sep 2, 2025

Keywords:

Education;
Entrepreneur Readiness;
Entrepreneurial Intention;
Entrepreneurship Education;
Entrepreneurship.

ABSTRACT

Entrepreneurship education is an important strategy in fostering an entrepreneurial spirit among the younger generation, especially high school students. This study aims to analyze the effect of entrepreneurship education on the performance of entrepreneurial intention and entrepreneurial readiness of high school students. Using a quantitative approach with a survey method, data were collected through a questionnaire compiled based on indicators of entrepreneurship education, entrepreneurial intention, and readiness to run a business. The research sample consisted of high school students who had taken entrepreneurship lessons or programs. The results showed that entrepreneurship education had a positive and significant effect on both. The more effective the implementation of entrepreneurship education in terms of material, teaching methods, and practical experience, the higher the intention and readiness of students to become entrepreneurs. This finding emphasizes the importance of strengthening an applicable and contextual entrepreneurship curriculum at the high school level in order to prepare a young generation that is innovative, independent, and ready to create jobs.

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1. INTRODUCTION

In facing the challenges of the era of globalization, digitalization, and job market disruption, the world of education is required not only to produce graduates who are ready to work, but also ready to create jobs (Solikhah et al., n.d.). Economic independence is very crucial, especially for the younger generation who will be the backbone of national development (Adeniyi et al., 2024). The increasingly limited dependence on the formal employment sector has made it increasingly important to equip students with creative, innovative thinking skills and the courage to take measured risks. In this context, entrepreneurship education is one of the strategic approaches that is believed to be able to shape an entrepreneurial spirit from an early age. Entrepreneurship education at the Senior High School (SMA) level is one form of educational intervention that is important in shaping students' entrepreneurial intention and entrepreneurial readiness (Boahemaah & Xin, 2020). Entrepreneurial intention itself is an early indicator that reflects how strong an individual's desire is to start a business in the future (Georgescu & Herman, 2020). However, intention alone is not enough; it needs to be accompanied by readiness, both in terms of mentality, skills, and business understanding. Therefore, the combination of intention and readiness is very

important in producing resilient and competitive young entrepreneurs. Entrepreneurship education is not just about teaching how to build a business, but also about forming an adaptive and proactive way of thinking towards opportunities (Yan et al., 2022). Through teaching materials, experiential learning methods, and direct practice, this education is expected to shape the character of students who are independent, innovative, and have the resilience to face challenges in the business world (Trilaksono et al., 2022). In this context, high schools become strategic educational institutions because they are in a transition period of students' cognitive and affective development towards adulthood. The implementation of entrepreneurship education in Indonesian high schools still faces a number of challenges. First, not all schools have made entrepreneurship education a core part of the curriculum, so its implementation is still a formality or merely a complement (Suratno et al., 2021). Second, many schools do not yet provide practice-oriented learning methods, such as business simulations, entrepreneurship projects, or internship programs (Strampe & Rambe, 2024). Third, the limited number of teaching staff who have competence in the field of entrepreneurship and the lack of support for supporting facilities, such as business laboratories or access to the industrial world, also become obstacles in increasing the effectiveness of this education (Soomro & Shah, 2022). Several previous studies have shown that entrepreneurship education has a significant influence on the formation of entrepreneurial intentions. According to (Shofwan et al., 2023), intention is the main predictor of behavior, including in the context of entrepreneurship. This intention is formed from an individual's attitude towards entrepreneurship, subjective norms, and perceptions of control over behavior. Entrepreneurship education is believed to have a role in shaping these three aspects through a systematic and contextual learning approach (Setini et al., 2020). The performance of entrepreneurial intention can not only be measured by the strength of students' intentions to become entrepreneurs, but also by how these intentions are actualized in the form of readiness to run a business, such as through business projects at school, participation in entrepreneurship exhibitions, or initiation of simple micro-businesses (Saoula et al., 2025). Therefore, in assessing the effectiveness of entrepreneurship education, it is important to not only assess students' intentions, but also to actually assess their readiness and skills in carrying out entrepreneurial activities.

However, the gap between theory and practice in entrepreneurship education is still a serious problem. Many students who have taken entrepreneurship lessons have not shown optimal intention or readiness to start a business (Fauzia et al., n.d.). This can be caused by a less applicable learning approach, the lack of opportunities for students to practice their business ideas, and the lack of encouragement from the school or family environment (Solikhah, 2024). In addition, the influence of entrepreneurship education on students' entrepreneurial intentions cannot be separated from external factors such as family support, local cultural values, and government policies that may either strengthen or weaken students' motivation to pursue entrepreneurship. This raises an important question: to what extent is the entrepreneurship education provided really able to increase students' intention and readiness to become entrepreneurs? Therefore, it is necessary to conduct research that not only looks at the relationship between entrepreneurship education and entrepreneurial intention, but also evaluates the performance of this intention and measures students' entrepreneurial readiness as a whole (Ridha et al., 2017). This measurement includes cognitive, affective, and psychomotor dimensions. Thus, the results of the study will provide a more comprehensive picture of the influence of entrepreneurship education on the formation of young entrepreneurs who not only have the intention, but are also ready and able to become entrepreneurs.

This study is also expected to provide recommendations for schools in designing more contextual and effective entrepreneurship learning strategies. For example, by integrating project-based learning, inviting business practitioners as resource persons, conducting industrial visits, or providing mini-business mentoring for students. In addition, the results of this study are also important as input for policy makers in strengthening regulations and resource support for the implementation of higher quality entrepreneurship education at the high school level. Overall, this study sees the urgency of strengthening entrepreneurship education as an effort to form a young generation that is ready to compete in the business world. Entrepreneurship education does not only aim to produce young entrepreneurs instantly, but also to form entrepreneurial characters in

students, such as responsibility, perseverance, innovation, and leadership. High school as a secondary education level plays an important role in preparing students not only for the world of work, but also to become job creators (Ndofirepi, 2020). In the broader context, entrepreneurship education in high schools is highly relevant to the national agenda, as it contributes to reducing unemployment and fostering job creation by equipping students with the mindset and skills needed to become future entrepreneurs. By equipping students with the right entrepreneurship education, Indonesia will have a strong foundation in building an inclusive, independent, and sustainable national economy.

2. RESEARCH METHOD

Entrepreneurship education has now become a major concern in the education system, both at the national and global levels. This education is designed to equip students with knowledge, skills, attitudes, and values that support the development of entrepreneurial potential. The main goal is to foster an independent, creative, innovative character, and the ability to see and manage business opportunities (Mahmudin, 2023). In the context of secondary education, especially at the Senior High School (SMA) level, entrepreneurship education has a strategic role. High school is a phase where students begin to recognize their potential and explore career options. Therefore, the integration of entrepreneurship education into the curriculum can shape an entrepreneurial mindset and encourage their readiness to face the challenges of the world of work and business (Lose & Cheteni, 2024). Through the Craft and Entrepreneurship (PKWU) subject, students are introduced to various aspects of business such as business planning, marketing, financial management, to the production of goods or services. Not only that, the project-based learning method also allows students to be directly involved in the process of creating and running small-scale businesses (Listyaningsih et al., 2024). Thus, entrepreneurship education is not only conceptual, but also practical and applicable.

Entrepreneurial intention (Ndofirepi, 2020) is a psychological drive that describes an individual's willingness to start a business venture. This concept is an important indicator of a person's likelihood of actually carrying out entrepreneurial activities in the future. According to (Saoula et al., 2025), intention is influenced by three main factors: a) Attitude toward behavior, b) Subjective norms; c) Perceived behavioral control

Entrepreneurship education is believed to be able to influence these three aspects. Through effective learning, students gain a new understanding of the business world, form a positive attitude towards business risks and challenges, and increase their self-confidence to run a business independently (Shofwan et al., 2023). In their meta-analysis study conducted by (Soomro & Shah, 2022) concluded that entrepreneurship education has a positive effect on entrepreneurial intentions. Similar research by (Mahmudin, 2023) shows that interactive and relevant entrepreneurship programs can increase students' intentions to become entrepreneurs. At the high school level, (Suratno et al., 2021) found that students' active involvement in entrepreneurial activities encourages an increase in their intentions to become entrepreneurs.

H₁: Entrepreneur Education has a positive effect on Entrepreneurial Intention of high school students.

Student entrepreneurial readiness refers to the condition in which students have a combination of knowledge, skills, attitudes, and self-confidence to start and manage a business independently (Strampe & Rambe, 2024). This readiness reflects a further step from mere intention, namely the ability to carry out real actions in the business sector. According to (Adeniyi et al., 2024), entrepreneurial readiness is influenced by three main domains: a) Cognitive: understanding business concepts, strategies, finances, and markets; b) Affective: positive attitude towards risk, high motivation, and self-confidence; c) Psychomotor: technical skills in carrying out entrepreneurial activities.

Entrepreneurship education makes an important contribution to developing these three domains. Learning activities such as business practices, business simulations, entrepreneurship training, and product competitions can improve students' concrete skills and readiness to face the dynamics of the business world. A study conducted by (Ho et al., 2024) confirmed that an applied and experience-based entrepreneurship education program can significantly increase student readiness. Research (Istiqomah et al., 2022) on vocational high school students also showed that business practice activities increase students' technical and mental readiness to run their own businesses. The

same thing was found by (Suratno et al., 2021), where students involved in an entrepreneurship bazaar showed higher readiness in designing and implementing business plans.

H₂: Entrepreneur Education has a positive influence on the Entrepreneurial Readiness of high school students.

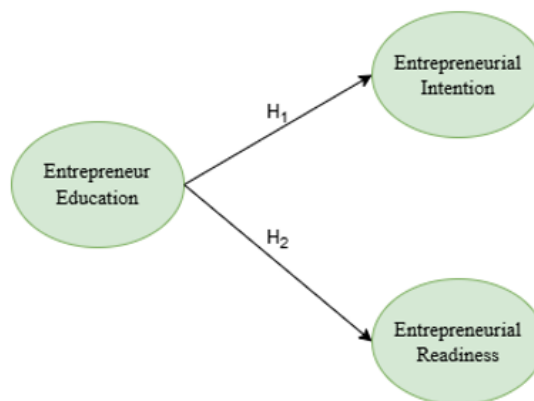


Figure 1. Mechanism of the relationship between entrepreneur education on entrepreneurial intention and entrepreneurial readiness

The effectiveness of entrepreneurship education is not only determined by the content of the curriculum, but is also greatly influenced by the learning method, the role of the teacher, and the support of the school and family environment. Research conducted by (Jafar et al., 2023) emphasizes the importance of the experiential learning approach in entrepreneurship education, namely experience-based learning that emphasizes real activities, collaboration, and reflection on the learning process. Teachers act as facilitators who encourage the exploration of ideas and contextual learning. A school environment that supports creativity, freedom of expression, and tolerance for mistakes is also the key to success. In addition, students who come from entrepreneurial families tend to have role models and higher motivation to follow in their family's footsteps. Support from the government and family is also needed in the form of an adaptive curriculum, teacher training, incentives for schools that excel in entrepreneurship, and providing access to student business financing (Georgescu & Herman, 2020).

This study is a type of quantitative research that aims to know the influence of entrepreneurship education on entrepreneurial intentions and entrepreneurial readiness of Senior High School (SMA) students. This approach was chosen because it is able to describe students' experiences, perceptions, and subjective meanings related to the entrepreneurship learning they experience, and how it affects their readiness to face the business world. The research subjects were selected through purposive sampling techniques, namely students in grades XI and XII who had participated in an entrepreneurship program for at least one academic year and were active in business practice activities (Muri, 2016).

Data analysis was carried out using SmartPLS software version 3.0 with two main stages: testing the outer model and inner model. The outer model is used to test the validity and reliability of the instrument through the loading factor indicators (>0.70), AVE (>0.50), composite reliability, and discriminant validity (Ghozali, 2008a). Meanwhile, the inner model is used to analyze the relationship between variables through R-square, f-square, and Q-square testing, as well as the significance of the influence between variables using bootstrapping to obtain t-statistic values (>1.96) and p-values (<0.05) (Ghozali, 2008b).

Table 1. Operational Definition of Variables

Variable	Definition	Indicator
Entrepreneur Education	A learning process designed to equip students with entrepreneurial knowledge, skills and attitudes.	1. Understanding the concept of entrepreneurship 2. Basic managerial skills 3. Creativity in solving problems
Entrepreneurial Intention	An individual's desire or tendency to start their own business in the future.	1. Desire to start a business 2. Commitment to a business plan 3. Interest in the business world

Variable	Definition	Indicator
Readiness for Entrepreneurship	The level of mental readiness, knowledge, and skills of students to start and run a business independently.	1. Knowledge of the steps to starting a business 2. Readiness to face business challenges 3. Ability to create a business plan

3. RESULTS AND DISCUSSIONS

Prior to analysis, validity and reliability tests were conducted on the questionnaire data. The SmartPLS 4.0 software was used to assess the factor loading values of each indicator as a tool to evaluate the data's validity in this study. According to (Haryono, 2017), indicators with factor loading values below 0.4 may be excluded from the model, while those above 0.7 are considered strong. The results of the validity test indicate that all items are valid, as each demonstrated a loading factor greater than 0.5, meaning no indicators were excluded from the model.

Table 2. Final Validity Test Results

Variable	Item	Loading Factor	Information
Entrepreneur Education	EE1	0.937	Valid
	EE2	0.793	Valid
	EE3	0.812	Valid
Entrepreneurial Intention	E11	0.700	Valid
	E12	0.837	Valid
	E13	0.863	Valid
Readiness for Entrepreneurship	KB1	0.867	Valid
	KB2	0.822	Valid
	KB3	0.824	Valid
Acceptable Limits		> 0.5	Accepted

The results of the validation test indicate that the data is valid, as all variables have loading factor values exceeding 0.5, allowing all items to advance to the next stage of analysis. Reliability is assessed by examining the composite reliability scores generated in the SmartPLS 4.0 output. According to (Ghozali, 2008a), a variable is considered highly reliable if the composite reliability exceeds 0.7 and the Cronbach's alpha is above 0.6.

Table 3. Reliability Test Results

Variable	Item	Construct Reliability	AVE
Entrepreneur Education	EE1	0.886	0.723
	EE2		
	EE3		
Entrepreneurial Intention	E11	0.844	0.645
	E12		
	E13		
Readiness for Entrepreneurship	KB1	0.876	0.702
	KB2		
	KB3		

The results of reliability testing on the research questionnaire show that the value of construct reliability for all items is ≥ 0.70 . Apart from that, the research also obtained a value for the Average Variance Extracted (AVE) for each item ≥ 0.50 . So the results of reliability testing on the research questionnaire show reliable results. Therefore, the data obtained can be processed further for model testing.

Testing Research Model Path Analysis

In Partial Least Squares (PLS) analysis, the calculation of latent variable scores is derived from both the structural (inner) model, which illustrates the relationships among latent variables, and the measurement (outer) model, which connects indicators to their underlying constructs. To

assess how well these constructs interact, a structural model evaluation is performed. The findings from this evaluation in the current study are presented below.

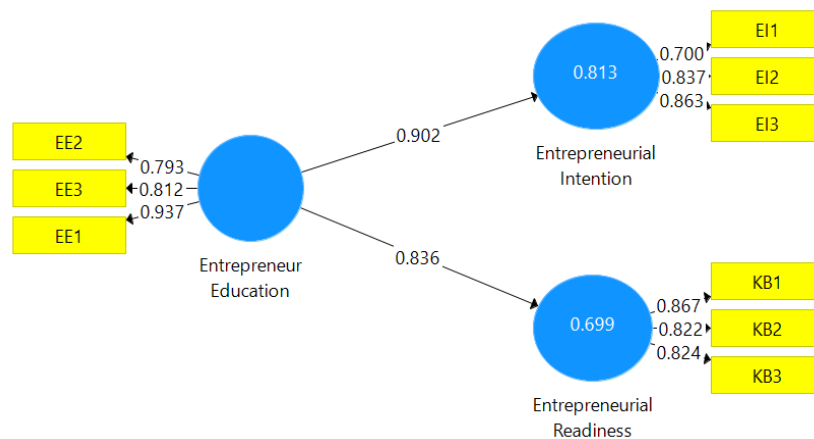


Figure 2. SmartPLS 4.0 structural model

In addition, the decision to accept or reject a hypothesis is guided by the significance probability obtained from the analysis, with the threshold for significance set at $\alpha = 5\%$ or 0.05 (Ghozali, 2008b). The outcomes of the analysis are summarized in the table below.

Table 4. Path model significance test results

Variable	Original Sample (O)	Sample average (M)	Standard Deviation (STDEV)	T-Statistic (O/STDEV)	P	Information
EE → EI	0,902	0,903	0,025	35,936	0,000	Accepted
EE → KB	0,836	0,838	0,031	27,182	0,000	Accepted

The results of the structural model analysis indicate that Entrepreneurial Education (EE) has a strong and significant positive influence on both Entrepreneurial Intention (EI) and Entrepreneurial Readiness (KB). The path coefficient from EE to EI is 0.902 with a t-statistic of 35.936 and a p-value of 0.000, indicating a highly significant relationship. Similarly, the effect of EE on KB shows a path coefficient of 0.836, with a t-statistic of 27.182 and a p-value of 0.000, also demonstrating a strong and significant impact. Since both t-values exceed the critical value of 1.96 and the p-values are below 0.05, the hypotheses are accepted. These findings suggest that entrepreneurial education plays a crucial role in shaping students' intentions to become entrepreneurs and in preparing them to start their own businesses.

Discussion

This study shows that Entrepreneurial Education has a positive influence on Entrepreneurial Intention and Entrepreneurial Readiness of high school students. This finding confirms that providing entrepreneurship material at the high school level has a real contribution in shaping students' mindsets and abilities to become entrepreneurs. The influence of entrepreneurship education on entrepreneurial intentions reflects that students who get direct entrepreneurial learning experiences, such as preparing business plans, practicing business simulations, or field visits, tend to have a stronger drive to start a business in the future (Istiqomah et al., 2022). Entrepreneurship education not only provides theoretical knowledge, but also shapes attitudes, perceptions of self-control, and understanding of business opportunities. Through entrepreneurship learning activities that are designed actively and participatively, students are

better able to assess business opportunities, recognize business challenges, and foster confidence that they are able to manage businesses independently (Listyaningsih et al., 2024).

This finding is in line with the results of previous studies, such as those conducted by (Ndofirepi, 2020), which stated that entrepreneurship education can significantly increase entrepreneurial intentions, especially if provided in a relevant and applicable learning context. At the high school level, the adolescent development period makes students more open to exploring new ideas and experiences, including orientation towards their future careers. Therefore, their involvement in entrepreneurial activities at school is an important foundation for building the intention to become entrepreneurs. In addition to influencing intentions, entrepreneurship education has also been shown to influence students' entrepreneurial readiness. This readiness includes various aspects, ranging from technical skills such as preparing business plans, marketing products, and managing finances, to non-technical aspects such as self-confidence, courage to take risks, and problem-solving skills (Jafar et al., 2023). When students are equipped with applicable material, combined with direct practice and guidance from teachers or entrepreneurs, they become more prepared to face real business challenges. Effective entrepreneurship education can transform students from merely understanding theory into individuals who have the mental readiness, skills, and strategies to start a business (Mahmudin, 2023).

This finding strengthens the view that entrepreneurship education must be seen as a long-term process that not only produces motivation but also competence. Research conducted by (Tinh et al., 2025) states that entrepreneurial readiness is not solely determined by talent or family experience, but can also be formed through systematic education and learning experiences. With the right approach, high school students are able to become active actors in creating business opportunities, not just job seekers after graduation (Shofwan et al., 2023). An important question that arises is to what extent entrepreneurial intentions identified among students can be translated into actual entrepreneurial readiness, and what barriers exist in this transition. Findings of this study indicate that the gap is often caused by limited access to practice, lack of sustained mentoring, and insufficient exposure to real business environments, which make students hesitant to actualize their business ideas.

In practice, the results of this study provide significant implications for the world of education, especially in designing a curriculum that is relevant to future needs. Schools need to integrate entrepreneurship education more seriously and in a structured manner into learning programs. The material taught must be contextual, not only focusing on theory, but also providing space for exploration of ideas, experiments, and reflection (Yan et al., 2022). In addition, teacher training in delivering innovative entrepreneurship education is the main key to the success of this program. Teachers not only act as teachers, but also as facilitators who are able to guide students in developing business ideas and designing real steps. Collaboration with industry players, MSMEs, and local entrepreneurial communities is also an important strategy in enriching students' learning experiences (Listyaningsih et al., 2024). The involvement of external parties can provide broader insights and provide real inspiration on how businesses are pioneered and run. Thus, students get a concrete picture of the world of entrepreneurship, and are able to adapt to existing challenges and dynamics. Moreover, this study highlights that among the various components of entrepreneurship education, the most decisive factors influencing intention and readiness are the relevance of content, the use of experiential learning methods, and the role of teachers as facilitators. When these three elements are optimized and supported by practical projects, students not only gain knowledge but also confidence and problem-solving skills. Therefore, these findings can be translated into practical recommendations for schools, such as strengthening project-based learning, improving teacher competencies in entrepreneurial mentoring, and expanding collaboration with entrepreneurial ecosystems to ensure students' readiness is truly realized.

4. CONCLUSION

Based on the results of the study, it can be concluded that Entrepreneur Education has a positive influence on Entrepreneurial Intention of high school students, as well as on Entrepreneurial Readiness of high school students. These findings indicate that entrepreneurship education provided at the high school level is able to foster students' interest and desire to become

entrepreneurs in the future. The materials, training, and practical experience provided through the education program have been proven to encourage creative thinking patterns, self-confidence, and orientation towards opportunities. In addition, entrepreneurship education also equips students with the basic knowledge and skills needed to start a business, thereby increasing their readiness to face the challenges of the business world. Thus, strengthening the entrepreneurship curriculum in high schools is an important strategy to foster the entrepreneurial spirit of the younger generation sustainably from an early age. The implications of these findings suggest that entrepreneurship should be integrated into the national high school curriculum as a core subject rather than an elective, ensuring that all students gain equal access to entrepreneurial knowledge and practice. This integration will not only standardize entrepreneurship education across schools but also position it as a fundamental competency in preparing students for future economic challenges. Furthermore, to ensure the sustainability of the positive effects of entrepreneurship education after students graduate, strategic recommendations include establishing linkages between high schools and higher education institutions, fostering partnerships with local industries and entrepreneurial communities, and providing continuous mentoring or incubation programs. Such initiatives will help students maintain and develop their entrepreneurial readiness beyond the school environment, thereby supporting long-term contributions to job creation and economic growth.

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