Analysis of the Entrepreneurial Readiness of Vocational High School Students in Pinrang Regency

Hamsina[1], Romansyah Sahabuddin[2], Muhammad Rakib[3], Muh. Ichwan Musa[4], Rahmatullah[5]

Doctoral Program in Economic Education, Postgraduate Program, Universitas Negeri Makassar
Corresponding Email : hamsinasina819@gmail.com

HOW TO CITE:
Hamsina, Romansyah Sahabuddin, Muhammad Rakib, Muh. Ichwan Musa, Rahmatullah (2026). Analysis of the Entrepreneurial Readiness of Vocational High School Students in Pinrang Regency. International Journal of Special Education, 41(18s), 1355-1385

ABSTRACT:
This study aims to analyze the influence of entrepreneurship education and social support on entrepreneurial readiness among vocational high school students in Pinrang Regency, both directly and indirectly through entrepreneurial skills and motivation as mediating variables. This research employed a quantitative approach using Structural Equation Modeling (SEM) with AMOS analysis. The research sample consisted of vocational high school students in Pinrang Regency selected through proportional sampling techniques. Data were collected using questionnaires and analyzed through validity, reliability, construct reliability, variance extracted, and hypothesis testing. The results showed that entrepreneurship education has a positive and significant effect on entrepreneurial skills, motivation, and entrepreneurial readiness. Social support also has a positive and significant effect on entrepreneurial skills, motivation, and entrepreneurial readiness. Furthermore, entrepreneurial skills and motivation significantly influence entrepreneurial readiness. Mediation testing revealed that entrepreneurial skills and motivation successfully mediate the influence of entrepreneurship education on entrepreneurial readiness. Motivation also mediates the effect of social support on entrepreneurial readiness, while entrepreneurial skills were not proven to significantly mediate the relationship between social support and entrepreneurial readiness. These findings indicate that entrepreneurship education, social support, entrepreneurial skills, and motivation are important factors in improving students' entrepreneurial readiness. Therefore, schools are expected to strengthen practice-based entrepreneurship learning, enhance supportive social environments, and foster students' motivation and entrepreneurial competencies to prepare competitive and independent young entrepreneurs.

COPYRIGHT STATEMENT:
Copyright: © 2026 Authors. Open access publication underthe terms and conditions of the Creative CommonsAttribution (CC BY) license (http://creativecommons.org/licenses/by/4.0/).

Keywords: Entrepreneurship Education, Social Support, Entrepreneurial Skills, Motivation, Entrepreneurial Readiness, Vocational High School Students, Structural Equation Modeling (SEM).

INTRODUCTION

In recent years, entrepreneurial orientation has received considerable attention from researchers and practitioners. The aim is to understand how the process of formulating entrepreneurial strategies takes place (Shan et al., 2016). In the current era of globalization, individuals around the world are becoming increasingly aware of the potential of entrepreneurship as a means of realizing their dreams (Bauman & Lucy, 2021). Entrepreneurship is not only about creating a business, but also a journey that encourages individuals to explore creativity, innovation, and courage. Many people are inspired to start their own businesses, whether in the form of small enterprises, technology startups, or social businesses, with the hope of making a positive impact on society. Through entrepreneurship, individuals have the opportunity to design the life they desire, manage their time and resources according to their vision.

Entrepreneurship has an important role in economic development and serves as capital for the social environment. The existence of entrepreneurship is expected to improve economic development and prepare a generation capable of creating businesses (E. Lestari et al., 2024).

Today, as the era of globalization continues to advance, the challenges of the working world are becoming increasingly complex and require individuals who possess abilities beyond mere technical skills. Entrepreneurial readiness has become one of the alternatives for vocational high school (SMK) students to face the highly competitive job market.

Schools are the initial place for developing children's personalities in entrepreneurship education (Zaini et al., 2022). In the school environment, children not only learn academic subjects, but are also taught values such as creativity, cooperation, and responsibility. Entrepreneurship education in schools provides students with opportunities to understand the basic concepts of business, such as planning, management, and marketing. With guidance from teachers and support from the school environment, children can explore their interests and talents, while also building the self-confidence needed to become entrepreneurs in the future. Therefore, entrepreneurship education in schools becomes a crucial first step in preparing the younger generation to face an increasingly competitive world.

The implementation of entrepreneurship education in Indonesia has still not reached an optimal level (Saqib et al., 2022). Vocational high schools (SMK) have a very important role in producing graduates who are work-ready and possess skills relevant to industry needs. In addition, SMKs are also expected to prepare students to become resilient entrepreneurs. However, in reality, there are still many SMK students who do not yet possess adequate entrepreneurial skills. In fact, entrepreneurship is expected to become an alternative career choice that can improve their standard of living. In this context, entrepreneurial readiness needs to be examined more deeply to determine the extent of the influence of entrepreneurship education received by students during their education in SMK.

According to (Khardin et al., 2022), entrepreneurship education can improve understanding of entrepreneurship. Entrepreneurship education is a teaching and learning activity about entrepreneurship that includes the development of knowledge, skills, personal character, and attitudes.

Entrepreneurship education plays an important role in preparing the younger generation to face the increasingly complex challenges of the global economy (Mahmudin, 2023). A real example of one of the challenges faced by developing countries is the high unemployment rate among the productive-age population (Lutfi et al., 2024). The unemployment occurring today is not only caused by low levels of education, but the increase in unemployment also occurs because the number of graduates is not proportional to the available job opportunities (Rahmatullah et al., 2024). Due to Indonesia's large population, finding decent employment can be a challenge in itself. As a result, many of them prefer to remain unemployed (Inanna et al., 2023).

In a constantly changing world, where innovation and creativity are key, entrepreneurship education encourages students to think critically and adapt

quickly to change. Through a curriculum designed to develop an entrepreneurial spirit, students are not only taught to seek jobs, but also to create job opportunities for themselves and others. Thus, entrepreneurship education contributes to reducing unemployment and improving economic welfare. In addition, this education also instills values such as courage, perseverance, and responsibility, which are very important in facing challenges in the workplace. By preparing the younger generation to become independent and innovative entrepreneurs, entrepreneurship education serves as a pillar of sustainable and competitive economic development.

Entrepreneurship education can support entrepreneurship and innovation through the development of entrepreneurial skills and competencies (Bell & Bell, 2023). By facilitating practical experiences, such as internships and real business projects, this education helps students apply the theories they have learned in real-world situations. This not only increases their self-confidence, but also expands professional networks that can support their future ventures. In addition, entrepreneurship education also contributes to job creation and economic growth by encouraging individuals to take risks and invest in new ideas. Entrepreneurship education not only equips individuals with the necessary skills, but also serves as a driver of innovation that can bring positive change to society.

Table 1 Population of Pinrang Aged 15 Years and Over Who Worked During the Previous Week by Gender and Main Employment Sector, 2024

Gender	Main Employment Sector			
	Agriculture	Manufacturing	Services	
Male	81.15%	76.47%	47%	66,787 (P)
Female	18.85%	23.53%	53%	37,211 (M)
Total	100%	100%	100%	96,915 (J)

Source: Statistics Indonesia of Pinrang Regency

Based on data obtained from the Statistics Indonesia of Pinrang Regency in 2024, the majority of the population aged 15 years and over who are employed are still dominated by the agricultural sector, with a proportion of 81.15% for males and 18.85% for females. Meanwhile, the manufacturing sector absorbs 76.47% of male workers and 23.53% of female workers, while the service sector has a distribution of 47% male workers and 53% female workers. Out of a total of 200,913 workers in Pinrang Regency, the dominance of the agricultural sector indicates that the community's economic environment still depends on agrarian activities. This has implications for the entrepreneurial readiness of vocational high school (SMK) students, where agriculture-, manufacturing-, and service-based business opportunities become potential sectors to be developed.

The entrepreneurial readiness of vocational high school (SMK) students in Pinrang Regency needs to take into account the trends in the evolving employment sectors. With the dominance of the agricultural sector, SMK graduates can be directed to develop agribusiness-based ventures, such as food production, agricultural technology, or processed agricultural products. The relatively large manufacturing sector also provides opportunities for SMK students to engage in entrepreneurship in the field of goods production, both on a small and medium industrial scale. Meanwhile, the service sector, which has a significant role especially for female workers, can become an attractive alternative for SMK students to develop businesses in service fields, such as digital businesses, automotive workshops, or culinary services. Therefore, the entrepreneurial readiness of SMK students in Pinrang Regency needs to be strengthened through skills-based training and education that are aligned with local market needs.

Table 2 Population of Pinrang Aged 15 Years and Over Who Worked During the Previous Week by Gender and Main Employment Status, 2024

Gender	Main Employment Status			
	Self-employed	Self-employed assisted by temporary/unpaid workers	Self-employed assisted by permanent/paid workers	
	(1)	(2)	(3)	54,078 (1)
Male	75.2%	75.6%	69.6%	33,525 (2)
Female	24.8%	24.4%	30.4%	10,159 (3)
Total	100%	100%	100%	97,762 (4)

Source: Statistics Indonesia of Pinrang Regency

Based on the data presented in Table 2, viewed from the percentage of main employment status, the majority of the population of Pinrang Regency in 2024 who were employed were included in the categories of self-employed and self-employed assisted by temporary/unpaid workers, both male and female. In the "self-employed" category, males accounted for 75.2% and females 24.8%, indicating that the majority of individuals who independently run businesses are male. A nearly similar pattern can be seen in the category of "self-employed assisted by temporary/unpaid workers," with males at 75.6% and females at 24.4%. These figures indicate the dominance of males in economic activities that are individual or family-based without the support of permanent workers.

Meanwhile, in the category of "self-employed assisted by permanent/paid workers," there is a slight shift in composition where the proportion of females increases to 30.4%, while males account for 69.6%. This may indicate that women are more involved in business activities that have a more stable and formal work structure compared to the previous two categories. Overall, this percentage pattern illustrates that although males still dominate almost all types of main employment, female participation is beginning to appear stronger in business sectors that employ permanent workers and provide more formal employment opportunities.

The encouragement to engage in entrepreneurship still needs to be expanded to all groups, including the younger generation at the vocational secondary education level. Vocational high school (SMK) students, both male and female, are expected to take advantage of this opportunity by developing entrepreneurial skills and motivation in order to contribute to increasing the proportion of entrepreneurs in the region. With vocational competencies and support from a social environment that is beginning to show positive changes, SMK students in Pinrang Regency have the potential to become drivers of new competitive entrepreneurs who contribute to the local economy.

Along with developments in the world of education, the government has introduced various programs, one of which is the Teaching Factory (TEFA) Program aimed at supporting entrepreneurship education, including at the vocational high school (SMK) level (Susilowati et al., 2024). However, the effectiveness of these programs still needs to be evaluated, considering that many students still experience difficulties in developing businesses despite having received entrepreneurship-related materials. Another obstacle is the lack of internalization of entrepreneurship learning among students. They are often only technically involved in projects without understanding the essence of entrepreneurship, which involves creativity, innovation, and the courage to take risks. This is caused by various factors, such as limited infrastructure support and the less-than-optimal integration of entrepreneurship materials with the local context. As a result, students have not fully implemented entrepreneurial values in real life.

The increasingly complex workforce demands in various occupations make vocational education a relevant platform for providing skills and competencies that align with the needs of the workforce (Pratama et al., 2025). The purpose of vocational schools is to build competencies and develop knowledge, abilities, and skills.

This system prepares students to enter the workforce with knowledge and expertise. Thus, they are able to apply their knowledge and expertise within society. The competencies developed and taught must refer to the competencies required by industry or the world of work (Nofrita & Idrus, 2022).

Several factors that can influence the entrepreneurial readiness of vocational high school (SMK) students include the entrepreneurship education they receive (Hasan, Hutamy, et al., 2024), the skills they possess (Putra et al., 2021), social support from family and friends (Tentama & Riskiyana, 2020), as well as students' motivation to engage in entrepreneurship (Muspawi & Yunita, 2024). This study will attempt to identify the extent to which these factors influence the entrepreneurial readiness of students in Pinrang Regency. In addition, external factors such as regional economic conditions, access to capital, and market opportunities will also be considered in this analysis.

In the context of Pinrang Regency, the local economic sector, which largely depends on agriculture and small-scale trade, presents its own challenges for SMK students in developing their businesses. Therefore, understanding entrepreneurial readiness must take into account local resources and how students can utilize the resources available around them. In addition, it is also important to examine the role of the local government in supporting young entrepreneurs in Pinrang Regency, whether through training programs, the provision of facilities, or policies that support the growth of new businesses.

Table 3 Percentage of the Working and Open Unemployed Population in Pinrang by Gender and Labor Force, 2024

	Employed	Open Unemployment	Total
Male	63.8%	38.6%	200,913 (B)
Female	36.2%	61.4%	6,470 (P)
Total	100%	100%	207,383

Source: Statistics Indonesia of Pinrang Regency

Based on Table 3, it is known that out of the total labor force in Pinrang Regency in 2024, 63.8% of the population was included in the employed category, while the remaining 38.6% were categorized as openly unemployed. This figure indicates that the majority of the population has been absorbed into employment sectors; however, the unemployment rate is still quite significant and requires attention. The percentage of the employed population shows that there is considerable economic potential in the region, although improvements in job creation are still needed in order to further reduce unemployment levels.

Sem Meanwhile, the open unemployment percentage, which reached 38.6%, illustrates that there are still challenges in labor absorption, both in terms of the availability of employment opportunities and the readiness of the workforce itself. This condition can serve as an indicator that efforts are needed to develop skills, improve the quality of human resources, and support productive economic sectors capable of creating more employment opportunities. Overall, the balance between the number of employed and unemployed individuals reflects the importance of more effective workforce planning in Pinrang Regency.

These data indicate that the challenge of obtaining employment is still quite significant, especially for males who have a higher unemployment rate. Therefore, entrepreneurship can become a strategic solution for vocational high school (SMK) graduates in facing labor market competition. Male

students can be directed to develop businesses in fields that align with local economic conditions, such as the agricultural, manufacturing, and technical service sectors. Meanwhile, for females, entrepreneurial opportunities in the service, trade, and creative industry sectors can become attractive options, considering that female workers tend to be more absorbed in these fields.

The entrepreneurial readiness of secondary school students, including SMK alumni, is still insufficient. This is caused by the absence of a specific and structured entrepreneurship model within secondary school environments. The implementation of entrepreneurship education in schools remains inconsistent and not yet comprehensive, making it unable to optimally develop entrepreneurial mental readiness, skills, and attitudes. The lack of systematic support from policies, mentors, and infrastructure also weakens alumni readiness in facing the business world independently (Saifuddin et al., 2022).

Entrepreneurial readiness greatly influences the increase in the number of entrepreneurs within society. With entrepreneurial readiness, individuals are able to take action despite various risks in the future (Wulandari et al., 2021). Proactive attitudes and possessed skills enable individuals to plan and manage businesses more effectively. Thus, this readiness not only encourages individuals to start businesses, but also creates a more dynamic entrepreneurial ecosystem. In turn, this can contribute to economic growth and job creation within society.

The entrepreneurial readiness of vocational high school (SMK) students in Pinrang Regency is highly dependent on skills provision, both in technical and managerial aspects. Schools need to provide training oriented toward the business world, such as business management, digital marketing, and product innovation so that graduates possess optimal readiness in creating their own employment opportunities. Thus, entrepreneurship not only becomes an alternative for SMK graduates who face difficulties in obtaining jobs, but also becomes a solution for reducing unemployment rates and encouraging economic growth in Pinrang Regency.

This research will focus on vocational high school (SMK) students in Pinrang Regency. This is because SMK students with this background are expected to have a basic understanding of the business world; however, in reality, many of them are not yet ready to engage in entrepreneurship. Therefore, this study also aims to provide policy recommendations that can help improve the entrepreneurial readiness of SMK students in the region.

The unequal distribution of labor and the underdeveloped entrepreneurial mindset of both SMK and non-SMK graduates require serious solutions (Isma et al., 2024). One of the solutions pursued to overcome unemployment in Indonesia is by creating entrepreneurs (Sari et al., 2019). The importance of entrepreneurial readiness can also be seen from the need to reduce unemployment rates in Indonesia, especially in regions with relatively lower economic growth rates. By preparing a younger generation with entrepreneurial capabilities, it is expected that they will be able to create new job opportunities and reduce dependence on the formal sector, which tends to be limited. Therefore, this research is expected to contribute to understanding and overcoming the obstacles that exist in the process of entrepreneurial readiness in vocational high schools (SMK).

Meanwhile, the open unemployment percentage, which reached 38.6%, illustrates that there are still challenges in labor absorption, both in terms of the availability of employment opportunities and the readiness of the workforce itself. This condition can serve as an indicator that efforts are needed to develop skills, improve the quality of human resources, and support productive economic sectors capable of creating more employment opportunities. Overall, the balance between the number of employed and unemployed individuals reflects the importance of more effective workforce planning in Pinrang Regency.

Table 4 Number of Vocational High School (SMK) Students in Pinrang Regency

No.	School Name	Number of Students
1	UPT SMKN 1 Pinrang	1,249
2	UPT SMKN 2 Pinrang	1,402
3	UPT SMKN 3 Pinrang	568
4	UPT SMKN 4 Pinrang	424
5	UPT SMKN 5 Pinrang	259
6	UPT SMKN 6 Pinrang	135
7	UPT SMKN 7 Pinrang	339
8	UPT SMKN 8 Pinrang	367
9	UPT SMKN 9 Pinrang	278
10	UPT SMKN 10 Pinrang	160
Total		

Source: Statistics Indonesia of Pinrang Regency

Although many previous studies have discussed entrepreneurial readiness among vocational high school (SMK) students, most of these studies tend to be limited to the aspects of the influence of entrepreneurship education and technical skills on students' entrepreneurial interest. Several studies have also focused more on the analysis of entrepreneurship in urban areas, without considering the local context in regions with different economic potentials, such as Pinrang Regency. In addition, there is still a lack of research that specifically examines socio-economic factors, such as support from family and friends, as well as the challenges faced by SMK students in more remote areas in starting businesses.

Furthermore, there is a gap in the literature linking the entrepreneurial readiness of SMK students with local economic conditions, as well as how external factors such as social support and motivation can influence their readiness to start businesses. This gap indicates that further research is still needed, which not only focuses on students' internal factors, but also examines broader external factors that may affect the entrepreneurial readiness of SMK students in regions with specific economic characteristics, such as Pinrang Regency.

This study has several aspects of novelty that distinguish it from previous research. First, this study integrates the analysis of internal factors (entrepreneurship education and skills) with external factors (social support and motivation) in measuring the entrepreneurial readiness of SMK students in Pinrang Regency. This allows for a more comprehensive understanding of the entrepreneurial readiness of students in regions that have different economic and social characteristics from urban areas.

Second, this study is expected to produce a model of entrepreneurial readiness that is more relevant to local conditions in Pinrang Regency, which can be used by stakeholders, such as local governments, schools, and educational institutions, to design entrepreneurship programs that are more adaptive and effective. The resulting policy recommendations can also provide guidance for schools in other regions with similar economic conditions to improve the entrepreneurial readiness of their students.

Based on these phenomena, this study will examine the entrepreneurial readiness of vocational high school (SMK) students in Pinrang Regency from various perspectives, ranging from education and skills to social and economic factors. It is hoped that

the results of this study will provide a clear picture of the entrepreneurial readiness of SMK students and serve as a reference for the development of more effective educational policies, particularly in creating independent and creative young entrepreneurs.

With the existence of this study, it is expected to make a significant contribution to improving the quality of entrepreneurship education in vocational high schools (SMK), as well as provide input for related parties such as local governments, schools, and educational institutions in designing programs that are more relevant and supportive of achieving the desired entrepreneurial goals.

RESEARCH METHOD

Research Design

This study uses an explanatory research design with a survey approach. The explanatory design is used because the study aims to explain the relationships of influence among variables, both direct and indirect effects. The independent variables in this study consist of entrepreneurship education (X1) and social support (X2), the intervening variables consist of skills (Y1) and motivation (Y2), while the dependent variable is entrepreneurial readiness (Z).

The research model was designed to examine the effect of entrepreneurship education on skills and entrepreneurial readiness, the effect of social support on motivation, the effect of skills and motivation on entrepreneurial readiness, as well as the indirect effect of entrepreneurship education and social support through intervening variables. The relationships among variables were analyzed using Structural Equation Modelling (SEM).

Research Location and Time

The research was conducted in Pinrang Regency. The research location was focused on three State Vocational High Schools, namely SMKN 1 Pinrang, SMKN 2 Pinrang, and SMKN 3 Pinrang. The selection of these schools was based on the consideration that the three schools have a large number of students, more diverse areas of expertise, and are considered capable of representing the characteristics of State Vocational High School students in Pinrang Regency.

The implementation of the research was carried out after the researcher obtained research permission from the relevant parties and after all stages of academic administration had been completed. The research period was adjusted to the school conditions and the readiness of respondents during the data collection process.

Population and Sample

The population in this study consisted of all students from the three State Vocational High Schools in Pinrang Regency, totaling 3,219 students. The sample was determined using the proportional simple random sampling technique, which is a random sampling technique that considers the proportion of students in each school. This technique was used so that each member of the population had an equal opportunity to become a respondent while also being able to proportionally represent the characteristics of the population.

The number of research samples was determined using the Slovin formula with an error rate of 5%, resulting in a sample size of 356 respondents. The sample distribution consisted of 138 students from SMKN 1 Pinrang, 155 students from SMKN 2 Pinrang, and 63 students from SMKN 3 Pinrang. This sample size was considered sufficient to meet the SEM analysis requirements, which require an adequate sample size so that the research model can be analyzed optimally.

Research Variables

The variables in this study consist of independent variables, intervening variables, and dependent variables. The independent variables include entrepreneurship education and social support. Entrepreneurship education is a learning process aimed at developing students' entrepreneurial knowledge, skills, and attitudes. This variable was measured through indicators of creating entrepreneurial desire, increasing entrepreneurial insight, and sensitivity to business opportunities. Meanwhile, social support is defined as emotional support, appreciation, instrumental assistance, and information obtained by students from their surrounding environment such as family, friends, and teachers.

The intervening variables in this study consist of skills and motivation. Skills refer to students' abilities in carrying out entrepreneurial activities effectively, which include personal entrepreneurial skills, business management skills, and technical skills. Meanwhile, motivation refers to the internal drive that influences students to start and develop businesses. Motivation was measured through indicators of willingness to do something, desire or encouragement to engage in entrepreneurship, and the strength of entrepreneurial motives.

The dependent variable in this study is entrepreneurial readiness. Entrepreneurial readiness is the condition of students' readiness to start and run businesses, which is indicated through self-confidence, future orientation, and courage in facing business risks. This variable was measured through indicators of self-confidence, future orientation, and risk-taking courage.

Types and Sources of Data

The type of data used in this study is quantitative data derived from primary and secondary sources. Primary data were obtained directly from respondents through the distribution of questionnaires to vocational high school students. Meanwhile, secondary data were obtained from school documents, reports from related institutions, and other sources relevant to the research. The use of primary data aims to obtain empirical information regarding respondents' conditions according to the research variables, while secondary data are used as supporting data to strengthen the research findings.

Data Collection Techniques

The data collection techniques in this study used questionnaires and documentation. Questionnaires were used as the main instrument for obtaining research data. The preparation of statement items was adjusted to the indicators of each research variable. The research instrument used a five-level Likert scale, namely strongly disagree, disagree, somewhat disagree, agree, and strongly agree. The use of the Likert scale aims to measure respondents' perceptions, attitudes, and responses toward each statement provided.

The distribution of questionnaires was conducted online so that the data collection process would become more effective and facilitate the processing of research data. In addition to questionnaires, this study also used documentation techniques to obtain supporting data such as the number of students, school profiles, and other documents related to the research. Documentation techniques were used to complement and strengthen the research data so that the research results would become more accurate and accountable.

Prosedur Penelitian Research Procedures

The implementation of the research was carried out through three main stages, namely the preparation stage, the research implementation stage, and the data analysis stage. At the preparation stage, the researcher conducted problem identification, preparation of the literature review, formulation of research objectives and hypotheses, determination of the research design, and preparation of research instruments. Subsequently, the research instruments were validated through expert judgement to ensure the suitability of the statement items with the indicators of the research variables.

At the research implementation stage, the researcher distributed questionnaires to respondents, collected data, checked the completeness of respondents' answers, and tabulated the research data. After all data had been collected and met the minimum sample size requirement, the study proceeded to the data analysis stage.

The data analysis stage was conducted using the Structural Equation Modeling (SEM) method with the assistance of the AMOS 24 application. The analysis was conducted to examine the structural relationships among the research variables, both direct and indirect relationships.

Research Instrument Testing

The research instrument used was a questionnaire prepared based on the indicators of each research variable. Before being used in the data collection process, the instrument was first tested for validity and reliability.

Validity testing was conducted to determine the ability of statement items to measure the research variables. Instrument validity was analyzed through

expert judgement and statistical testing using factor loading values in SEM analysis. Meanwhile, reliability testing was conducted to determine the consistency of the research instrument. The instrument was declared reliable if it met the construct reliability values according to the provisions in SEM analysis.

Data Analysis Techniques

Data analysis was conducted using the Structural Equation Modeling (SEM) method with the assistance of the AMOS 24 application. The use of SEM aims to examine both direct and indirect relationships among variables in the research model. SEM analysis was conducted through several stages, namely theory-based model development, path diagram preparation, structural equation preparation, selection of input matrices and model estimation, evaluation of model identification, goodness of fit testing, and model interpretation.

The feasibility of the model was tested using several goodness of fit indices such as Chi-Square, Probability, CMIN/DF, RMSEA, TLI, and CFI. The research model was declared feasible if it met the cut-off values recommended in SEM analysis. Furthermore, interpretation of the model testing results was conducted to determine the influence among the research variables.

This study used a significance level of 5% with a confidence level of 95%. The research hypotheses were declared accepted if the probability value (p-value) was smaller than 0.05. The entire process of data processing and analysis was conducted using the AMOS 24 (Analysis of Moment Structures) software.

RESULTS AND DISCUSSIONS

Validity Test

Table 5 Validity Test Results

Indicator	Pearson Correlation	r-table	Description
X1.1	0.635	0.104	Valid
X1.2	0.735	0.104	Valid
X1.3	0.707	0.104	Valid
X1.4	0.726	0.104	Valid
X1.5	0.699	0.104	Valid
X1.6	0.651	0.104	Valid
X1.7	0.695	0.104	Valid
X1.8	0.773	0.104	Valid
X1.9	0.662	0.104	Valid
X1.10	0.767	0.104	Valid
X1.11	0.729	0.104	Valid
X1.12	0.690	0.104	Valid
X1.13	0.721	0.104	Valid
X1.14	0.759	0.104	Valid
X1.15	0.728	0.104	Valid
X2.1	0.651	0.104	Valid

X2.2	0.722	0.104	Valid
X2.3	0.661	0.104	Valid
X2.4	0.760	0.104	Valid
X2.5	0.680	0.104	Valid
X2.6	0.707	0.104	Valid
X2.7	0.751	0.104	Valid
X2.8	0.789	0.104	Valid
X2.9	0.714	0.104	Valid
X2.10	0.789	0.104	Valid
X2.11	0.717	0.104	Valid
X2.12	0.779	0.104	Valid
X2.13	0.721	0.104	Valid
X2.14	0.748	0.104	Valid
X2.15	0.756	0.104	Valid
X2.16	0.727	0.104	Valid
X2.17	0.736	0.104	Valid
X2.18	0.750	0.104	Valid
X2.19	0.740	0.104	Valid
X2.20	0.706	0.104	Valid
Y1.1	0.718	0.104	Valid
Y1.2	0.701	0.104	Valid
Y1.3	0.739	0.104	Valid
Y1.4	0.777	0.104	Valid
Y1.5	0.772	0.104	Valid
Y1.6	0.739	0.104	Valid
Y1.7	0.796	0.104	Valid
Y1.8	0.810	0.104	Valid
Y1.9	0.732	0.104	Valid
Y1.10	0.775	0.104	Valid
Y1.11	0.751	0.104	Valid
Y1.12	0.742	0.104	Valid
Y1.13	0.746	0.104	Valid
Y1.14	0.792	0.104	Valid
Y1.15	0.753	0.104	Valid

Y2.1	0.678	0.104	Valid
Y2.2	0.816	0.104	Valid
Y2.3	0.763	0.104	Valid
Y2.4	0.802	0.104	Valid
Y2.5	0.832	0.104	Valid
Y2.6	0.803	0.104	Valid
Y2.7	0.810	0.104	Valid
Y2.8	0.775	0.104	Valid
Y2.9	0.796	0.104	Valid
Y2.10	0.743	0.104	Valid
Y2.11	0.780	0.104	Valid
Y2.12	0.744	0.104	Valid
Y2.13	0.745	0.104	Valid
Y2.14	0.796	0.104	Valid
Y2.15	0.798	0.104	Valid
Z1	0.715	0.104	Valid
Z2	0.767	0.104	Valid
Z3	0.743	0.104	Valid
Z4	0.786	0.104	Valid
Z5	0.763	0.104	Valid
Z6	0.796	0.104	Valid
Z7	0.760	0.104	Valid
Z8	0.788	0.104	Valid
Z9	0.773	0.104	Valid
Z10	0.779	0.104	Valid
Z11	0.773	0.104	Valid
Z12	0.746	0.104	Valid
Z13	0.806	0.104	Valid
Z14	0.763	0.104	Valid
Z15	0.696	0.104	Valid

Source: SEM AMOS Output, 2026

The data in the table above indicate that all indicators used to measure the variables in this study have correlation coefficients or corrected item-total correlation values greater than the r-table value (0.104). Therefore, it can be concluded that all indicators of the research variables are valid.

Reliability Test

Table 6 Reliability Test Results

Variable	Cronbach's Alpha	Description
Entrepreneurship Education	0.930 > 0.600	Reliable
Social Support	0.954 > 0.600	Reliable
Entrepreneurial Skills	0.946 > 0.600	Reliable
Motivation	0.953 > 0.600	Reliable
Entrepreneurial Readiness	0.949 > 0.600	Reliable

Source: SEM AMOS Output, 2026

The reliability testing in the table above shows that all variables in the study have sufficiently large alpha coefficients, namely > 0.600, so it can be stated that all measurement concepts for each variable from the questionnaire in this study are reliable. This means that the questionnaire used in this study is dependable.

Reliability Test and Variance Extracted (VE)

Table 7 Construct Reliability and Variance Extracted Testing

No	Variable	Indicator	Std Loading (Loading Factor)	Standard Loading²	Measurement Error (1-Std Loading²)	Construct Reliability	Variance Extracted
1	Entrepreneurship Education	X1_P1	0.781	0.610	0.390	0.959	0.608
		X1_P2	0.738	0.545	0.455		
		X1_P3	0.732	0.536	0.464		
		X1_P4	0.783	0.613	0.387		
		X1_P5	0.835	0.697	0.303		
		X1_P6	0.793	0.629	0.371		
		X1_P7	0.722	0.521	0.479		
		X1_P8	0.809	0.654	0.346		
		X1_P9	0.798	0.637	0.363		
		X1_P10	0.841	0.707	0.293		
		X1_P11	0.775	0.601	0.399		
		X1_P12	0.781	0.610	0.390		
		X1_P13	0.764	0.584	0.416		
		X1_P14	0.781	0.610	0.390		
		X1_P15	0.755	0.570	0.430		
		∑	11.688	9.124	5.876		
		∑²	136.609				
2	Social Support	X2_P1	0.735	0.540	0.460	0.958	0.604
		X2_P2	0.719	0.517	0.483		
		X2_P3	0.751	0.564	0.436		
		X2_P6	0.730	0.533	0.467		
		X2_P7	0.819	0.671	0.329		
		X2_P8	0.792	0.627	0.373		
		X2_P11	0.824	0.679	0.321		

No	Variable	Indicator	Std Loading (Loading Factor)	Standard Loading²	Measurement Error (1-Std Loading²)	Construct Reliability	Variance Extracted
		X2_P12	0.821	0.674	0.326		
		X2_P13	0.800	0.640	0.360		
		X2_P14	0.798	0.637	0.363		
		X2_P15	0.822	0.676	0.324		
		X2_P16	0.779	0.607	0.393		
		X2_P17	0.733	0.537	0.463		
		X2_P19	0.772	0.596	0.404		
		X2_P20	0.750	0.563	0.438		
		∑	11.645	9.060	5.940		
		∑²	135.606				
3	Entrepreneurial Skills	Y1_P1	0.824	0.679	0.321	0.947	0.690
		Y1_P2	0.827	0.684	0.316		
		Y1_P3	0.838	0.702	0.298		
		Y1_P5	0.816	0.666	0.334		
		Y1_P7	0.774	0.599	0.401		
		Y1_P10	0.875	0.766	0.234		
		Y1_P12	0.836	0.699	0.301		
		Y1_P15	0.852	0.726	0.274		
		∑	6.642	5.521	2.479		
		∑²	44.116				
4	Motivation	Y2_P1	0.785	0.616	0.384	0.951	0.684
		Y2_P2	0.919	0.845	0.155		
		Y2_P4	0.876	0.767	0.233		
		Y2_P6	0.873	0.762	0.238		
		Y2_P8	0.830	0.689	0.311		
		Y2_P10	0.725	0.526	0.474		
		Y2_P11	0.872	0.760	0.240		
		Y2_P13	0.749	0.561	0.439		
		Y2_P14	0.795	0.632	0.368		
		∑	7.424	6.158	2.842		
		∑²	55.116				
5	Entrepreneurial Readiness	Z_P1	0.800	0.640	0.360	0.941	0.638
		Z_P2	0,782	0,612	0,388		
		Z_P3	0,818	0,669	0,331		
		Z_P5	0,764	0,584	0,416		
		Z_P6	0,806	0,650	0,350		
		Z_P8	0,838	0,702	0,298		
		Z_P10	0,732	0,536	0,464		
		Z_P11	0,857	0,734	0,266		
		Z_P13	0,784	0,615	0,385		
		∑	7,181	5,741	3,259		
		∑²	51,567				

Source: SEM AMOS Output, 2026

Based on the reliability calculation results above, it shows that the construct reliability values of the variables Entrepreneurship Education, Social Support, Entrepreneurial Skills, Motivation, and Entrepreneurial Readiness are 0.959, 0.958, 0.947, 0.951, and 0.941 respectively, meeting the required cut-off value criterion of > 0.70. Likewise, the variance extracted values for the variables Entrepreneurship Education, Social Support, Entrepreneurial Skills, Motivation, and Entrepreneurial Readiness are 0.608, 0.604, 0.690, 0.684, and 0.638 respectively, meeting the required cut-off value criterion of > 0.50. Therefore, it can be concluded that each latent variable meets the reliability criteria.

Causality Test

Table 8 Regression Weight of Full Model Hypothesis Testing

Direct Effect			Estimate	S.E.	C.R.	P	Label
X1 ---> Z1	0.715	0.064	11.187	0.000	Significant	X1 ---> Z1	0.715
X2 ---> Z2	0.343	0.055	6.258	0.000	Significant	X2 ---> Z2	0.343
X1 ---> Z2	0.493	0.064	7.708	0.000	Significant	X1 ---> Z2	0.493
X2 ---> Z1	0.086	0.039	2.172	0.030	Significant	X2 ---> Z1	0.086
X1 ---> Y	0.318	0.070	4.550	0.000	Significant	X1 ---> Y	0.318
X2 ---> Y	0.198	0.046	4.305	0.000	Significant	X2 ---> Y	0.198
Z1 ---> Y	0.217	0.061	3.563	0.000	Significant	Z1 ---> Y	0.217
Z2 ---> Y	0.367	0.055	6.708	0.000	Significant	Z2 ---> Y	0.367

Source: SEM AMOS Output, 2026

The empirical model testing was conducted by testing the hypotheses developed from the model. If the critical ratio (CR) value > 1.96 or the p-value < 0.05, then H0 is rejected, and H0 is accepted if the critical ratio value < 1.96 or the p-value > 0.05. The complete results of the hypothesis testing are presented as follows:

The Influence of Entrepreneurship Education on Entrepreneurial Skills

The results of this study indicate that entrepreneurship education has a positive and significant effect on the entrepreneurial skills of vocational high school (SMK) students in Pinrang Regency. This finding shows that the better the entrepreneurship learning process received by students, the higher the entrepreneurial skills they possess. Entrepreneurship education that is structured, applicable, and supported by direct practice is able to develop students' abilities in identifying opportunities, making decisions, and managing businesses independently.

These findings are consistent with the study conducted by Nofrita & Idrus (2022), which emphasized that entrepreneurship education in vocational schools plays an important role in shaping students' character and competencies so that they are prepared to face the challenges of the workforce and business world. In addition, the studies of Bauman & Lucy (2021) and Syamiya (2024) also revealed that entrepreneurship learning methods integrating theory and practice are proven to be more effective in developing entrepreneurial competencies, particularly soft skills such as communication, teamwork, problem-solving, and decision-making.

This indicates that entrepreneurship education does not merely function as the delivery of theoretical material, but also as a process of developing practical competencies relevant to the business world. According to Heryadi et al. (2024), when students receive learning experiences emphasizing practical exercises, entrepreneurial projects, and real problem-solving activities, they tend to have better abilities in designing businesses, managing resources, and dealing with business risks. The more effective the implementation of entrepreneurship education in schools, the higher the level of

entrepreneurial skills possessed by students. Therefore, the relationship between these two variables is positive, significant, and mutually reinforcing, as supported by the findings of this study (Uemura & Vasconcellos, 2022).

In line with this, Gedeon (2022) emphasized that entrepreneurship education is oriented toward developing entrepreneurial behaviour, such as creativity, decision-making under uncertain conditions, and the ability to manage risks and opportunities. Entrepreneurship education is viewed as a learning process that shapes adaptive ways of thinking and acting toward business dynamics (Jayanto et al., 2024). This perspective provides a theoretical foundation that entrepreneurial skills are a logical outcome of entrepreneurship education designed in an applicable and contextual manner.

Based on the explanation above, it can be understood that entrepreneurship education has a strategic role in developing students' entrepreneurial capacity from an early stage in school. The skills formed through the learning process become initial capital in preparing students to face the challenges of a competitive business world. Therefore, strengthening the quality of entrepreneurship education implementation becomes an important factor in ensuring that students not only understand entrepreneurial concepts.

The Influence of Social Support on Motivation

The results of this study indicate that social support has a positive and significant effect on the motivation of vocational high school (SMK) students in Pinrang Regency. These findings indicate that the presence of a supportive social environment is a determining factor in shaping and strengthening students' internal drive. In other words, strong motivation can encourage students not only to participate in entrepreneurship learning but also to apply it in real life, which ultimately contributes directly to their entrepreneurial readiness.

This finding is in line with various studies showing that social support from teachers, peers, and parents has a positive influence on students' achievement motivation. (Felipus & Amseke, 2024; Rahmadani & Nio, 2025) emphasized that differences in students' motivation levels in secondary schools are strongly influenced by the social support they receive and also found that peer social support positively correlates with students' academic motivation. Similar findings were also presented by Mufidah and Fadilah (2023), who stated that a supportive social environment contributes to improving the learning motivation of first-semester university students.

The relationship between social support and motivation can be explained through the perspective of need and social motivation theory, which emphasizes the importance of feeling accepted, valued, and recognized within an environment (Lixing & Caiga, 2024). Social support creates psychological safety that enables individuals to develop self-confidence and courage to take action (Sofhi Subhi et al., 2023). When students perceive that their families, peers, and teachers provide positive support for their efforts, their self-efficacy increases, which in turn strengthens their intrinsic motivation.

In line with this, Syahdad Faturrohman et al. (2025) explained that social support, which includes emotional, instrumental, informational, and appraisal support, has both protective and reinforcing functions on an individual's psychological condition. Emotional support provides a sense of being valued and understood, instrumental support provides tangible assistance, informational support helps in decision-making, while appraisal support enhances feelings of competence. These four forms of support simultaneously contribute to increasing individuals' motivation to keep striving and not give up easily when facing challenges.

Overall, it can be understood that social support has a strategic role in motivating entrepreneurial interest among vocational high school students. With consistent support from families, peers, and schools, students tend to become more resilient in facing obstacles and more proactive in pursuing their goals. Therefore, creating a conducive and supportive social environment is an important part of efforts to continuously improve students' motivation, particularly in building their readiness for entrepreneurship.

The Influence of Entrepreneurship Education on Motivation

The results of this study indicate that entrepreneurship education has a positive and significant effect on the motivation of vocational high school (SMK) students in Pinrang Regency. These findings indicate that entrepreneurial motivation can grow along with students' increasing understanding of available business opportunities and how to achieve them. Through entrepreneurship learning, students not only gain knowledge but also develop greater self-confidence, courage to take risks, and the ability to creatively explore new ideas.

Various studies have shown that entrepreneurship education plays a significant role in increasing student motivation. Yang et al. (2024) explained that entrepreneurship learning aligned with students' personal needs and interests can foster motivation to develop businesses through strengthening practical knowledge and innovative mindsets. In line with this, (Geria et al., 2023; Tamba et al., 2024; Yulianti Putri et al., 2025) found that entrepreneurship education positively influences students' entrepreneurial interest, reflecting increased motivation to engage in business activities. Furthermore, Rahayu & Kurniawan (2022) stated that entrepreneurship education enhances students' self-efficacy, which ultimately strengthens entrepreneurial motivation.

This indicates that entrepreneurship education plays a role beyond merely delivering classroom material. According to Bismala (2021), learning processes involving practice, discussion, and direct experience are capable of encouraging students to participate actively. When students feel capable of preparing business plans and understanding how to implement them, a sense of confidence in their own abilities emerges (Elbadri, 2024). This confidence then develops into motivation to continue learning and experimenting in the field of entrepreneurship.

Theoretically, Enzel & Fadil (2024) explained through Self-Determination Theory that motivation grows strongly when individuals feel competent and have the freedom to act based on what they have learned through education. Entrepreneurship education that provides opportunities for students to explore, express opinions, and engage in direct practice can fulfill these needs (Yang et al., 2024). This implies that students' motivation does not emerge because of external pressure, but rather from internal encouragement formed through meaningful learning experiences.

Based on these empirical findings, it can be understood that entrepreneurship education has a strategic role in shaping motivation as the main foundation of entrepreneurial behavior. Motivation formed through effective learning processes becomes a driving force for students to continue learning, innovating, and preparing themselves to face future business challenges.

The Influence of Social Support on Entrepreneurial Skills

The results of this study indicate that social support has a positive and significant effect on the entrepreneurial skills of vocational high school (SMK) students in Pinrang Regency. These findings indicate that a supportive social environment plays an important role in shaping students' practical entrepreneurial abilities. Support from parents, teachers, and peers can provide both moral encouragement and tangible assistance that help students become more confident in developing business ideas and improving their entrepreneurial skills.

Various studies have shown that social support positively affects students' entrepreneurial skills and entrepreneurial development. Alimaningtyas et al. (2025) found that social support can enhance the entrepreneurial creativity of vocational high school students and strengthen the relationship between entrepreneurship learning and creativity. Arthur and Peprah (2024) also stated that support from family and peers encourages the growth of entrepreneurial intentions. Furthermore, studies by Tanumihardja and Slamet (Khusna & Ulya, 2024; Tanumihardja & Slamet, 2023) emphasized that the higher the level of social support received by students, the greater their entrepreneurial intentions and aspirations.

This indicates that entrepreneurial skills are not only formed through formal learning processes but are also influenced by social interactions surrounding students. According to Rico Septia (2023), when students receive support in the form of motivation,

advice, and opportunities to try, they tend to become more active in practicing skills such as business planning, business communication, simple financial management, and product marketing. A supportive environment makes students more willing to take risks and less likely to give up when facing obstacles (Huang et al., 2024).

In line with this, Adisa (2023) explained that social support, including emotional, instrumental, informational, and appraisal support, contributes to the development of individual capacities. Emotional support fosters self-confidence, instrumental support provides tangible assistance, informational support helps in decision-making, and appraisal support strengthens feelings of competence. These four forms of support can create a conducive environment for students to develop their entrepreneurial skills more optimally.

Based on these findings, it can be understood that social support is an external factor that strengthens the process of developing entrepreneurial skills. When students are in an environment that provides trust, guidance, and opportunities to grow, their skills become more refined. Therefore, collaboration between families, schools, and the surrounding community is important in supporting students to develop mature entrepreneurial abilities that are ready to be applied in the future.

The Influence of Entrepreneurship Education on Entrepreneurial Readiness

The results of this study indicate that entrepreneurship education has a positive and significant effect on the entrepreneurial readiness of vocational high school (SMK) students in Pinrang Regency. These findings indicate that the better the quality of entrepreneurship learning received by students, the higher their level of readiness to start and run a business. Entrepreneurship education provides students with an understanding of business planning, resource management, and risk management strategies, enabling them to have a clearer picture of the steps that must be taken when entering the business world.

Various studies have shown that entrepreneurship education has a positive and significant influence on entrepreneurial readiness. (Haspiyani et al., 2025; Siti Neno Muawiyah et al., 2025) explained that entrepreneurship education can improve students' readiness through strengthening self-efficacy as a mediating variable. Herlina et al. (2024) also emphasized that entrepreneurship education significantly influences vocational students' readiness to enter the business world. Findings by Rosmiati et al. (2025) further showed that entrepreneurship education significantly affects students' entrepreneurial interest, which ultimately reflects readiness to engage in business activities. Overall, these studies reinforce that entrepreneurship education is a key factor in building individuals' readiness for entrepreneurship.

This indicates that entrepreneurial readiness does not emerge spontaneously but is formed through a structured and continuous learning process. According to Hikmah & Lia (2024), when students are equipped with knowledge, skills, and practical experiences such as business proposal preparation or business simulations, they tend to feel more mentally and technically prepared. A comprehensive understanding of business processes makes students more confident in making decisions and facing challenges (Aras, 2022).

Ajzen in (Dong & Chang, 2024), through the Theory of Planned Behavior, explained that readiness or intention to behave is influenced by attitudes, subjective norms, and perceived behavioral control. Entrepreneurship education can shape positive attitudes toward entrepreneurship, strengthen beliefs in environmental support, and improve individuals' perceptions of their own abilities (perceived behavioral control). These three aspects contribute to building individuals' readiness to actually engage in entrepreneurial actions.

Based on these empirical findings and theoretical support, it can be understood that entrepreneurship education has a strategic role in preparing students to face the business world. Readiness formed through effective learning becomes an important foundation for students to confidently start businesses independently and adapt to the dynamics of future competition.

The Influence of Social Support on Entrepreneurial Readiness

The results of this study indicate that social support has a positive and significant effect on the

entrepreneurial readiness of vocational high school (SMK) students in Pinrang Regency. These findings indicate that the stronger the support received by students from family, teachers, and peers, the higher their level of readiness to enter the business world. Social support provides a sense of security, confidence, and moral encouragement that helps students feel more prepared to face the challenges of starting a business.

Various studies have shown that support received by students from family, teachers, and peers has a strong relationship with their readiness to enter the business world. In particular, family support has been proven to significantly influence entrepreneurial intentions, where the greater the support provided, the higher the students' motivation to choose an entrepreneurial career path (Indri Hastuti Listyawati & Deniyati Zufriah, 2024). This finding is reinforced by Arthur & Peprah (2024), who stated that family and peer support contribute to fostering students' entrepreneurial aspirations. Therefore, social support becomes an important factor in shaping both students' intentions and readiness to engage in business activities.

This indicates that entrepreneurial readiness is not only determined by knowledge and skills but also by strengthening social environmental factors. According to Rohman et al. (2022), when students receive support in the form of advice, motivation, small financial assistance, and appreciation for their business ideas, self-confidence and courage to take concrete actions emerge. This implies that a supportive environment makes students more optimistic and less hesitant in planning their future as entrepreneurs (Syahdad Faturrohman et al., 2025).

In line with this, Lixing & Caiga (2024) explained that social support, including emotional, instrumental, informational, and appraisal support, functions as reinforcement for individuals' psychological conditions. Emotional support builds self-confidence, instrumental support provides tangible assistance, informational support helps in planning and decision-making, while appraisal support increases feelings of competence. The combination of these forms of support creates conditions that are conducive to the growth of individuals' readiness to face new roles or challenges, including in the field of entrepreneurship.

Based on these findings, it can be understood that social support is an external factor that strengthens students' entrepreneurial readiness. When students feel supported and appreciated by their environment, they become more confident in preparing business plans and more prepared to face possible risks. Therefore, synergy between family, school, and the surrounding community is very important in shaping mature and sustainable entrepreneurial readiness.

The Influence of Entrepreneurial Skills on Entrepreneurial Readiness

The results of this study indicate that entrepreneurial skills have a positive and significant effect on the entrepreneurial readiness of vocational high school (SMK) students in Pinrang Regency. These findings confirm that the better students' abilities in planning businesses, managing resources, marketing products, and making business decisions, the higher their level of readiness to directly enter the business world. The skills possessed by students not only serve as technical provisions but also build self-confidence in facing business challenges.

Research by Sulistyowati et al. (2022) emphasized that entrepreneurship education significantly improves students' entrepreneurial readiness, especially when supported by an adequate entrepreneurial ecosystem. Similar findings were also presented by Saqib et al. (2022), who stated that entrepreneurial competence has a direct and significant influence on students' entrepreneurial readiness. In addition, Wulandari et al. (2021) found that entrepreneurial abilities, motivation, and opportunity identification positively contribute to individuals' readiness to engage in business activities. Overall, these studies reinforce that the higher the entrepreneurial skills and competencies possessed by individuals, the higher their readiness to start and manage businesses.

Substantively, entrepreneurial readiness is a condition in which individuals feel capable, confident, and prepared to take action (Ogbary, 2023). Skills that have been developed through

learning and practical experience provide students with real-world exposure, so they not only understand concepts but also know how to implement them (Irham et al., 2022). This implies that mastery of these skills reduces doubt and uncertainty, which ultimately strengthens students' readiness to start businesses independently.

This indicates that entrepreneurial skills function not only as instrumental competencies but also as psychological factors that strengthen students' mental readiness in facing business risks and uncertainties. According to Hikmah & Lia (2024), students who are trained in preparing business plans, conducting market analysis, and managing simple finances tend to have a more structured orientation in starting businesses. Such practical experiences shape a more adaptive and solution-oriented mindset when facing business problems.

The implications of these findings emphasize the importance of strengthening entrepreneurship learning based on practice and direct experience (experiential learning) in vocational high schools. Schools need to provide broader opportunities for students to engage in business simulations, entrepreneurial projects, and collaborations with local entrepreneurs so that the skills acquired become more contextual and applicable.

The Influence of Motivation on Entrepreneurial Readiness

The results of this study indicate that motivation has a positive and significant effect on the entrepreneurial readiness of vocational high school (SMK) students in Pinrang Regency. These findings indicate that the higher the students' internal drive to become entrepreneurs, the higher their level of readiness to start and manage a business. Motivation becomes a driving force that directs students to set goals, prepare plans, and commit to realizing their business ideas.

This finding is in line with various studies that place motivation as an important determinant in fostering entrepreneurial readiness. Research by Hakim et al. (2024) explained that motivation not only encourages students to establish entrepreneurial goals but also influences their seriousness in planning and maintaining commitment to the businesses they intend to run. Furthermore, Qomariya and Andriansyah (2025) found that entrepreneurial motivation contributes 39.7% to the variation in students' entrepreneurial interest, highlighting the important role of schools in fostering such internal motivation through contextual learning and supporting activities. These findings are consistent with the results of this study, indicating that the stronger the students' motivation, the higher their readiness to start and develop businesses in practice.

This indicates that entrepreneurial readiness is influenced not only by technical abilities but also by psychological factors that encourage individuals to take action. According to Alviony et al. (2025), students with strong motivation tend to be more active in seeking information, practicing, and preparing themselves to face business risks. Their drive for achievement and economic independence makes them more serious in building readiness, both mentally and in business planning (Geria et al., 2023).

High motivation also plays a role in building students' resilience when facing obstacles in the process of starting a business. According to Badawi et al. (2025), students who have a strong desire to succeed tend not to give up easily when experiencing initial failures but instead use them as learning experiences to improve their business strategies. Persistence, goal orientation, and willingness to continue learning are manifestations of intrinsic motivation that strengthen entrepreneurial readiness sustainably (Elbadri, 2024). In other words, motivation not only triggers the intention to start a business but also maintains the consistency and sustainability of such efforts.

Based on these findings, it can be understood that motivation is a psychological foundation in shaping students' entrepreneurial readiness. The stronger the motivation students possess, the stronger their readiness to take real steps into the business world. Therefore, efforts to increase motivation through learning, mentoring, and providing positive experiences become important strategies in preparing resilient and self-confident young entrepreneurs.

The Influence of Entrepreneurship Education on Entrepreneurial Readiness through Entrepreneurial Skills

The results of this study indicate that entrepreneurship education has a positive and significant effect on entrepreneurial readiness through the entrepreneurial skills of vocational high school students in Pinrang Regency. These findings confirm that entrepreneurial skills act as a mediating variable linking the entrepreneurship learning process with students' readiness to enter the business world. This means that the more effective the entrepreneurship education implemented in schools, the higher the entrepreneurial skills possessed by students, which in turn will enhance their readiness to engage in entrepreneurship independently.

This is supported by various empirical studies collectively showing that entrepreneurship education significantly improves entrepreneurial readiness through the development of entrepreneurial skills. One study by Syamiya (2024) found a strong positive correlation between entrepreneurship education and students' entrepreneurial skills, with a coefficient of +0.707 and a significance value of 0.000, indicating that the better the quality of entrepreneurship learning, the higher the students' skills. Muawiyah et al. (2025) also revealed that entrepreneurship education, together with entrepreneurial mindset and peer influence, positively affects vocational students' entrepreneurial readiness, with self-efficacy playing a crucial mediating role.

Entrepreneurship education designed systematically and applicatively is capable of shaping students' entrepreneurial mindset. According to Yulianti Putri et al. (2025), learning activities emphasizing direct practice, case studies, and business simulations not only help students understand business concepts theoretically, but also develop skills such as identifying opportunities, preparing business plans, making decisions, and managing risks. In line with Saadat et al. (2022) through self-efficacy theory, practical learning experiences can increase individuals' confidence in facing challenges. When students feel capable of carrying out entrepreneurial activities, their readiness to enter the business world becomes stronger.

The improvement of entrepreneurial skills obtained through entrepreneurship education also contributes to shaping independent, creative, and innovative attitudes among vocational students in Pinrang Regency. These skills not only help students understand operational aspects of business but also build the courage to take initiative and compete in the market (Hikmah & Lia, 2024). In vocational education environments oriented toward practice, the integration of theory and direct experience becomes an important factor in strengthening students' readiness to create their own employment opportunities after graduation.

Entrepreneurial skills as a mediating variable indicate that entrepreneurial success is not only measured by conceptual understanding, but also by the extent to which learning can improve students' real competencies. Amid increasingly competitive job market challenges, schools that optimize entrepreneurship education through practical skills development will be more effective in preparing graduates who are ready to become entrepreneurs. Therefore, the synergy between entrepreneurship education and skill development is key to improving students' entrepreneurial readiness sustainably.

The Influence of Entrepreneurship Education on Entrepreneurial Readiness through Motivation

The results of this study indicate that entrepreneurship education has a positive and significant effect on entrepreneurial readiness through the motivation of vocational high school students in Pinrang Regency. These findings confirm that motivation acts as a mediating variable bridging the relationship between the entrepreneurship learning process and students' readiness to start a business. This means that the more effective the entrepreneurship education implemented, the higher the students' entrepreneurial motivation, which in turn increases their readiness to face business challenges.

This finding is in line with the study of Nengseh & Kurniawan (2021), which indicated that increasing entrepreneurial interest in vocational schools requires strengthening self-efficacy and motivation

in the learning process. Similarly, Putri et al. (2025) highlighted that entrepreneurship education and motivation are very important in fostering entrepreneurial interest among students, showing a strong correlation between the level of entrepreneurship education and motivation. Furthermore, Tamba et al. (2024) supported this view by demonstrating that entrepreneurship education develops essential entrepreneurial skills and attitudes, which are also influenced by personal motivation and external support.

This is consistent with the findings of Nengseh and Kurniawan (2021), who stated that increasing entrepreneurial interest among vocational students should be supported by strengthening self-efficacy and motivation through the learning process. Likewise, Putri et al. (2025) emphasized that entrepreneurship education and motivation play a significant role in fostering entrepreneurial interest among students, showing a strong relationship between the level of entrepreneurship education and students' motivation. In addition, Tamba et al. (2024) stated that entrepreneurship education can develop essential entrepreneurial skills and attitudes, whose growth is also influenced by personal motivation and external support.

Entrepreneurship education functions not only as a means of knowledge transfer but also as a psychological stimulus capable of encouraging students' internal drive for achievement and independence (Yang et al., 2024). Relevant and inspiring learning materials, supported by direct practices such as business projects or business simulations, can foster entrepreneurial enthusiasm (Safitri & Nugraha, 2022). Individuals with achievement motivation tend to have a strong drive to achieve success and take calculated risks. Effective entrepreneurship education can cultivate these characteristics, making students more prepared for entrepreneurship (Khusna & Ulya, 2024).

Motivation as a mediating variable indicates that the success of entrepreneurship education lies not only in cognitive aspects but also in affective aspects that shape students' internal drive. Amid increasingly intense economic challenges and job competition, schools that can foster entrepreneurial motivation through inspiring and practical learning will be more effective in producing graduates who are ready to become entrepreneurs. Therefore, entrepreneurship education oriented toward strengthening motivation becomes a strategic factor in improving students' entrepreneurial readiness sustainably.

The Influence of Social Support on Entrepreneurial Readiness through Entrepreneurial Skills

The results of this study indicate that social support does not have a significant effect on entrepreneurial readiness through entrepreneurial skills. These findings suggest that support provided by family, peers, and the school environment may not necessarily improve students' entrepreneurial skills in a meaningful way, and therefore is not strong enough to enhance their readiness to start a business. In other words, entrepreneurial skills do not function as an effective mediating variable in bridging the influence of social support on entrepreneurial readiness.

Social support can indeed provide emotional encouragement and self-confidence to individuals; however, the development of entrepreneurial skills requires a more concrete learning process such as direct practice and involvement in business activities (Hewen & Omar, 2025). Without practical experience, social support tends to remain psychological in nature and cannot yet be translated into the technical and managerial competencies needed in entrepreneurship (Darmawan, 2023).

This indicates that students' entrepreneurial readiness is more strongly influenced by factors that directly shape abilities and real experiences rather than environmental support alone. According to Rico Septia (2023), although social support remains important as a supporting factor, improving entrepreneurial readiness should focus more on strengthening skills through practice-based entrepreneurship education and direct experience.

The findings of this study emphasize that improving entrepreneurial readiness cannot rely solely on social support but must also be balanced with learning strategies focused on developing practical skills. Schools still need to create a supportive environment; however, strengthening competencies through business practice, entrepreneurial projects,

and intensive training becomes a more decisive factor in sustainably improving students' entrepreneurial readiness.

The Influence of Social Support on Entrepreneurial Readiness through Motivation

The results of this study indicate that social support has a positive and significant effect on entrepreneurial readiness through the motivation of vocational high school students in Pinrang Regency. These findings confirm that motivation acts as a mediating variable linking social support with entrepreneurial readiness. This means that the stronger the social support received by students from family, peers, and the school environment, the higher the entrepreneurial motivation formed, which ultimately increases their readiness to start a business independently.

This finding has been supported by various research studies. One study by Wulandari et al. (2021) highlighted that motivation, along with opportunity identification and resources, is very important for entrepreneurial readiness, indicating that social support can enhance these motivational factors. Cheah et al. (2023) also identified motivational mechanisms, including social support, as important mediators between personality traits and social entrepreneurial intentions, emphasizing the importance of a supportive environment in fostering entrepreneurial readiness.

Motivation in this context becomes a driving force that strengthens entrepreneurial readiness. According to Khusna & Ulya (2024), individuals who receive social support tend to have clearer goals and expectations, as well as a stronger desire to achieve economic independence. Such support not only increases enthusiasm but also strengthens students' commitment in preparing themselves to face business risks and challenges (Salmareta Tukan et al., 2025).

According to Tanumihardja & Slamet (2023), increased motivation influenced by social support further affects students' mental, emotional, and behavioral readiness in entrepreneurship. Motivated students tend to be more active in seeking business opportunity information, more confident in preparing business plans, and more persistent in facing obstacles (L Tarigan & Priana Sukmawaty, 2024). Thus, motivation becomes an important mechanism bridging the influence of social support on entrepreneurial readiness.

These findings confirm that social support and motivation are two interrelated factors in improving the entrepreneurial readiness of vocational high school students in Pinrang Regency. A supportive social environment is capable of fostering strong internal motivation, which ultimately shapes entrepreneurial readiness in a more mature and sustainable manner. Therefore, synergy among family, schools, and the social environment needs to be continuously strengthened to create a conducive ecosystem for the growth of young entrepreneurs.

CONCLUSSION

Based on the research findings, the conclusions of this study are as follows:

1. Entrepreneurship education has a positive and significant effect on the entrepreneurial skills of vocational high school students in Pinrang Regency. This means that entrepreneurship education is a determining factor in increasing or decreasing students' entrepreneurial skills.

2. Social support has a significant effect on the motivation of vocational high school students in Pinrang Regency. This means that social support is a determining factor in increasing or decreasing students' motivation.

3. Entrepreneurship education has a significant effect on the motivation of vocational high school students in Pinrang Regency. This means that entrepreneurship education is a determining factor in increasing or decreasing students' motivation.

4. Social support has a significant effect on the entrepreneurial skills of vocational high school students in Pinrang Regency. This means that social support is a determining factor in increasing or decreasing students' entrepreneurial skills.

5. Entrepreneurship education has a significant effect on the entrepreneurial readiness of vocational high school students in Pinrang Regency. This means that entrepreneurship education is a determining factor in increasing or decreasing students' entrepreneurial readiness.

6. Social support has a significant effect on the entrepreneurial readiness of vocational high school students in Pinrang Regency. This means that social support is a determining factor in increasing or decreasing students' entrepreneurial readiness.

7. Entrepreneurial skills have a significant effect on the entrepreneurial readiness of vocational high school students in Pinrang Regency. This means that entrepreneurial skills are a determining factor in increasing or decreasing students' entrepreneurial readiness.

8. Motivation has a significant effect on the entrepreneurial readiness of vocational high school students in Pinrang Regency. This means that motivation is a determining factor in increasing or decreasing students' entrepreneurial readiness.

9. Entrepreneurship education has a significant effect on the entrepreneurial readiness of vocational high school students in Pinrang Regency through the improvement of entrepreneurial skills. This means that entrepreneurial skills are able to mediate the influence of entrepreneurship education on students' entrepreneurial readiness.

10. Entrepreneurship education has a significant effect on entrepreneurial readiness through the motivation of vocational high school students in Pinrang Regency. This means that motivation is able to mediate the influence of entrepreneurship education on students' entrepreneurial readiness.

11. Social support does not have a significant effect on entrepreneurial readiness through the entrepreneurial skills of vocational high school students in Pinrang Regency. This means that entrepreneurial skills have not been able to mediate the influence of social support on students' entrepreneurial readiness.

12. Social support has a significant effect on the entrepreneurial readiness of vocational high school students in Pinrang Regency through increased motivation. This means that motivation is able to mediate the influence of social support on students' entrepreneurial readiness.

REFFERENCE

Acquah, A., Takyi Kwabena Nsiah, Elizabeth Naa Akushia Antie, & Benjamin Otoo. (2021). Literature Review On Theories Motivation. *EPRA International Journal Of Economic And Business Review*, *9*(5), 25–29. Https://Doi.Org/10.36713/Epra6848

Adeniyi, A. O., Gamede, V., & Derera, E. (2024). Individual Entrepreneurial Orientation For Entrepreneurial Readiness. *Humanities And Social Sciences Communications*, *11*(1), 1–10. Https://Doi.Org/10.1057/S41599-024-02728-9

Adisa, O. (2023). *Appraising The Influence Of Social Support On Entrepreneurial Success And Sustainability* (Pp. 286–314). Https://Doi.Org/10.4018/978-1-6684-8748-8.Ch011

Afriantu, R., Burhanuddin, Natsir, U. D., Musa, C. I., & Sahabuddin, R. (2025). The Role Of School Principal Leadership In Teacher Motivation The Work Of Honorary Teachers At Vocational High School Kartika XX-I Makassar. *Netizen: Journal Of Society And Bussiness*, *2*(5), 45–51.

Ahmad, I. S., & Khan, Z. J. Y. (2023). English Language Skills And Becoming A Global Entrepreneur: Lessons For Entrepreneurship Education. *International Journal Of Learning, Teaching And Educational Research*, *22*(6), 195–211. Https://Doi.Org/10.26803/Ijlter.22.6.11

Ahuja, V., Akhtar, A., & Wali, O. P. (2019). Development Of A Comprehensive Model Of Social Entrepreneurial Intention Formation Using A Quality Tool. *Journal Of Global Entrepreneurship Research*, *9*(41), 2.

Al Balushi, S., Al Balushi, H., Al Shukaili, N., Rao Naidu, V., Reales, L., & Jesrani, K. (2023). The Influence Of Higher Education Curriculum On Entrepreneurship Education. *IJAEDU- International E-Journal Of Advances In Education*, *9*(26), 92–99. Https://Doi.Org/10.46529/Socioint.202331

Alberico, T. R., Raimundo, R. J., & Cruz, S. P. (2022). Sustainable Entrepreneurship: A Literature Review. *International Journal Of Business Research*, *14*(5556), 1–25.

Alimaningtyas, D., Wardana, L. W., & Sumanto, A. (2025). The Relationship Between Entrepreneurship Learning And Entrepreneurial Creativity In Vocational School Students In Jombang Regency: The Role Of Social Support As A Mediating Variable. *Journal Of Applied Business, Taxation And Economics Research*, *4*(4), 617–628. Https://Doi.Org/10.54408/Jabter.V4i4.395

Almousawy, H. A. A., & Saed, A. A. L. (2020). Measuring Performance Using Educational Indicators. *International Journal Of Research In Social Sciences And Humanities*, *10*(3), 405–415. Https://Doi.Org/10.37648/Ijrssh.V10i03.034

Alviony, D. Z., Meirani, M., & Sazili, S. (2025). Pengaruh Motivasi Terhadap Minat Berwirausaha Siswa Jurusan Pemasaran Di SMKN 01 Kota Bengkulu. *Eklektik : Jurnal Pendidikan Ekonomi Dan Kewirausahaan*, *8*(1), 27. Https://Doi.Org/10.24014/Ekl.V8i1.36776

Aras, M. M. (2022). Pengaruh Pendidikan Kewirausahaan Terhadap Niat Berwirausaha Mahasiswa. *Movere Journal*, *4*(1), 67–75. Https://Doi.Org/10.53654/Mv.V4i1.234

Arbain, A., Gunawan, F., Al Haddar, G., & Sitinjak, C. (2024). Commanding And Requesting: Teachers' Speech Acts In Indonesian Vocational English Schools. *Forum For Linguistic Studies*, *6*(5), 678–697. Https://Doi.Org/10.30564/Fls.V6i5.6989

Arifin, M., Arismunandar, Azis, M., & Rakib, M. (2024). Exploring The Entrepreneurial Readiness Of Tourism Vocational Education Students In Indonesia. *Migration Leters*, *21*(3), 441–449.

Arthur, S., & Peprah, W. K. (2024). Correlation Between Social Support And Entrepreneurial Intentions: Evidence From Private And Public Universities In Ghana. *Pan-African Journal Of Education And Social Sciences*, *5*(1), 71–86. Https://Doi.Org/10.56893/Pajes2024v05i01.06

Azim, M. T. (2020). Approaches To Entrepreneurship Development : A Literature Survey. *Entrepreneurship Review (Non SSCI)*, *1*(1), 22–48.

Azzaakiyyah, H. K. (2023). An Entrepreneur'S Character From Professor Musa Asy'arie's Perspective. *Apollo: Journal Of Tourism And Business*, *1*(1), 6–13.

Bacolod, D. B. (2023). Constructs In The Institutional E-Learning Readiness Models: A Literature Review. *Journal Of Research In Didactical Sciences*, *2*(1), 14204. Https://Doi.Org/10.51853/Jorids/14204

Badawi, Sylvani, & Wahid Mulyana. (2025). Pengaruh Pendidikan Kewirausahaan Dan Motivasi Wirausaha Terhadap Mindset Bisnis Siswa (Studi Kasus Di SMK Yami Waled – Cirebon). *Jurnal Semesta Ilmu Manajemen Dan Ekonomi*, *2*(1), 1756–1775. Https://Doi.Org/10.71417/J-Sime.V2i1.937

Banha, F., Coelho, L. S., & Flores, A. (2022). Entrepreneurship Education: A Systematic Literature Review And Identification Of An Existing Gap In The Field. *Education Sciences*, *12*(5), 1–21. Https://Doi.Org/10.3390/Educsci12050336

Barella, Y., Fergina, A., Mustami, M. K., Rahman, U., & Alajaili, H. M. A. (2024). Quantitative Methods In Scientific Research. *Jurnal Pendidikan Sosiologi Dan Humaniora*, *15*(1), 281–287. Https://Doi.Org/10.26418/J-Psh.V15i1.71528

Bauman, A., & Lucy, C. (2021). Enhancing Entrepreneurial Education: Developing Competencies For Success. *The International Journal Of Management Education*, *19*(1), 1–10. Https://Doi.Org/10.1016/J.Ijme.2019.03.005

Bell, R., & Bell, H. (2023). Entrepreneurship Education In The Era Of Generative Artificial Intelligence. *Entrepreneurship Education*, *6*(3), 229–244. Https://Doi.Org/10.1007/S41959-023-00099-X

Binsaeed, R. H., Grigorescu, A., Yousaf, Z., Radu, F., Nassani, A. A., & Tabirca, A. I. (2023). Harnessing Big Data Analytics To Accelerate Innovation: An Empirical Study On Sport-Based Entrepreneurs. *Sustainability (Switzerland)*, *15*(13), 1–13. Https://Doi.Org/10.3390/Su151310090

Bismala, L. (2021). THE ROLE OF ENTREPRENEURSHIP EDUCATION IN IMPROVING STUDENT COMPETENCY. *Jurnal Entrepreneur Dan Entrepreneurship*, *10*(1), 35–42. Https://Doi.Org/10.37715/Jee.V10i1.1576

Chahine, Y. (2020). The Impact Of Entrepreneurship On Economic And Social Development. *Journal Of Public Administration And Governance*, *10*(2), 297–310. Https://Doi.Org/10.5296/Jpag.V10i2.17206

Cheah, J. S. S., Loh, S., & Gunasekaran, A. (2023). Motivational Catalysts: The Dominant Role Between Prosocial Personality And Social Entrepreneurial Intentions Among University Students. *Social Enterprise Journal*, *19*(5), 555–574. Https://Doi.Org/10.1108/SEJ-04-2023-0036

Coardos, I., Pinter, I., Ciovirnache, V., & Robescu, D. F. (2019). Facts On Sustainable Entrepreneurship. *Scientific Bulletin Of The Politehnica University Of Timişoara Transactions On Engineering And Management*, *5*(1), 7–13. Https://Doi.Org/10.59168/Msmw5100

Cucu Herlina, Krisna Sujaya, & Ismail Yusuf. (2024). Peran Pendidikan Kewirausahaan Terhadap Kesiapan Berwirausaha Pada Peserta Didik SMKN Sukaresik. *El-Mal: Jurnal Kajian Ekonomi & Bisnis Islam*, *5*(8). Https://Doi.Org/10.47467/Elmal.V5i8.4736

Darmawan, D. (2023). Model Peran Wirausaha Dan Dukungan Sosial Untuk Membentuk Minat Berwirausaha Di Kalangan Mahasiswa Fakultas Hukum Dan Sosial. *ARBITRASE: Journal Of Economics And Accounting*, *3*(3), 586–593. Https://Doi.Org/10.47065/Arbitrase.V3i3.516

Dong, S., & Chang, Y. (2024). The Theory Of Planned Behavior Explored In Entrepreneurial Intentions Among University Students In Shandong Province, China. *Journal Of Infrastructure Policy And Development*, *8*(10), 7186. Https://Doi.Org/10.24294/Jipd.V8i10.7186

Dyantyi, N., Ncanywa, T., & Nguza-Mduba, B. (2024). Entrepreneurship Education As A Catalyst For Sustainable Development In Higher Education Institutions. *E-Journal Of Humanities, Arts And Social Sciences*, *5*(8), 1483–1493. Https://Doi.Org/10.38159/Ehass.2024584

Elbadri, H. O. (2024). Pedagogical Approaches To Teaching Entrepreneurship To Higher Education Students: A Literature Review. *Pedagogical Approaches To Teaching Entrepreneurship To Higher Education Students: A Literature Review*, 12–21. Https://Doi.Org/10.69481/PED06172024

Elice, D., Maseleno, A., & Pahrudin, A. (2023). Formal, Informal And Non Formal Education Systems. *Journal Of Learning And Educational Policy*, *4*(1), 30–35. Https://Doi.Org/10.55529/Jlep.41.30.35

Elmobayed, M. G., Al-Hattami, H. M., Al-Hakimi, M. A., Mraish, W. S., & Al-Adwan, A. S. (2023). Effect Of Marketing Literacy On The Success Of Entrepreneurial Projects. *Arab Gulf Journal Of Scientific Research*, *42*(4), 1590–1608. Https://Doi.Org/10.1108/AGJSR-06-2023-0266

Engelen, A., Gupta, V., Strenger, L., & Brettel, M. (2015). Entrepreneurial Orientation, Firm Performance, And The Moderating Role Of Transformational Leadership Behaviors. *Journal Of Management*, *41*(4), 1069–1097. Https://Doi.Org/10.1177/0149206312455244

Enzel D. S. Situmorang, & Muh. Fadil Nugraha. (2024). Understanding Investment Motivation In The Young Generation Using Self-Determination Theory. *Fundamental And Applied Management Journal*, *2*(2). Https://Doi.Org/10.61220/Famj.V2i2.2245

Erfiani, Ramli, A., Musa, M. I., Haeruddin, M. I. M., & Haeruddin, M. I. W. (2022). The Effect Of Leadership Style On Work Motivation Of Pasimaranu Village, Sinjai Timur District, Sinjai Regency. *Cross-Border Journal Of Businees Management*, *2*(2), 125–135.

Fauzi, A., Widiastuti, I., & Suharno. (2022). Analysis Of Enterpreneurial Intent In Vocational High School Students Based On A Review On Contextual, Background, And Personal Characteristics. *Jurnal Ilmiah Pendidikan Teknik Dan Kejuruan*, *15*(1), 28–36. Https://Doi.Org/10.20961/Jiptek.V15i1.64951

Felipus, I., & Amseke, F. V. (2024). PENGARUH DUKUNGAN SOSIAL DAN SCHOOL WELL-BEING TERHADAP MOTIVASI BERPRESTASI SISWA. *Al-Qalbu: Jurnal Pendidikan, Sosial Dan Sains*, *2*(1), 14–20. Https://Doi.Org/10.59896/Qalbu.V2i1.61

Fischer, S., Rosilius, M., Schmitt, J., & Bräutigam, V. (2022). A Brief Review Of Our Agile Teaching Formats In Entrepreneurship Education. *Sustainability (Switzerland)*, *14*(1), 1–18. Https://Doi.Org/10.3390/Su14010251

Friska, Budiyanti, H., Kurniawan, A. W., Musa, M. I., & Hamka, R. A. (2025). The Influence Of Compensation And Work Motivation On Employee Performance At TVRI South Sulawesi Station. *JEBI: Jurnal Ekonomi Dan Bisnis*, *3*(2), 444–454.

Gable, P. A., & Dreisbach, G. (2021). Approach Motivation And Positive Affect. *Current Opinion In Behavioral Sciences*, *39*, 203–208. Https://Doi.Org/10.1016/J.Cobeha.2021.03.030

Gedeon, S. A. (2022). Empowering Students For Future Work And Productive Citizenry Through Entrepreneurship Education. *Public Affairs Quarterly*, *36*(3), 197–210. Https://Doi.Org/10.5406/21520542.36.3.03

Geria, A. A. G. O., Agung, A. A. G., & Parwata, I. G. L. A. (2023). Effect Of Entrepreneurial Education On Work Motivation And Polytechnic Student Entrepreneurial Career Intentions In Pariwisata Polytechnic Bali. *International Journal Of Social Sciences And Humanities*, *7*(2), 142–154. Https://Doi.Org/10.53730/Ijssh.V7n2.14491

Ghanad, A. (2023). An Overview Of Quantitative Research Methods. *International Journal Of Multidisciplinary Research And Analysis*, *6*(8), 3794–3803. Https://Doi.Org/10.47191/Ijmra/V6-I8-52

Hakim, S. R., Ekohariadi, Suparji, Harmanto, & Wiwin, E. (2024). Item Test Analyze Of Entrepreneurship Readiness Instrument For Vocational School Students In East Java Indonesia. *Studies In Philosophy Of Science And Education*, *5*(1), 41–47. Https://Doi.Org/10.46627/Sipose.V5i1.330

Hammad, A. (2015). *Analysis Of Timmon's Model For Entrepreneurial Process : A Critical Examination*. Papers.Ssrn.Com.

Hardy, R. J. (2022). *Understanding Quantitative Research*. *12*(27), 52–57. Https://Doi.Org/Https://Doi.Org/10.7748/Ns2012.12.27.15.52.C9485

Hasan, M., Hutamy, E. T., Supatminingsih, T., Ahmad, M. I. S., Aeni, N., & Dzhelilov, A. A. (2024). The Role Of Entrepreneurship Education In The Entrepreneurial Readiness Of Generation Z Students: Why Do Digital Business Literacy And Financial Literacy Matter? *Cogent Education*, *11*(1), 1–16. Https://Doi.Org/10.1080/2331186X.2024.2371178

Hasan, M., Tiara Hutamy, E., Supatminingsih, T., Ahmad, M. I. S., Aeni, N., & Dzhelilov, A. A. (2024). The Role Of Entrepreneurship Education In The Entrepreneurial Readiness Of Generation Z Students: Why Do Digital Business Literacy And Financial Literacy Matter? *Cogent Education*, *11*(1). Https://Doi.Org/10.1080/2331186X.2024.2371178

Haspiyani, H., Agustina, T., & Nurhikmah, N. (2025). The Effect Of Entrepreneurship Education On Entrepreneurial Readiness With Self-Efficacy As An Intervening Variable In The Islamic Perspective. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE AND EDUCATION RESEARCH STUDIES*, *05*(09). Https://Doi.Org/10.55677/Ijssers/V05I09Y2025-06

Hendrayanti, S., & Fauziyanti, W. (2021). Entrepreneurship Readiness Towards The Industrial Revolution 4.0. *Journal Of International Conference Proceedings*, *4*(2), 7–18. Https://Doi.Org/10.32535/Jicp.V4i2.1220

Herison, R., Sahabuddin, R., Azis, M., Rahmatullah, & Ramli, A. (2024). The Impact Of Creativity, Work Motivation, And Entrepreneurial Commitment On Business Performance In Indonesian Specialty Food Industry. *Futurity Economics&Law*, *4*(1), 87–107. Https://Doi.Org/10.57125/Fel.2024.03.25.06

Heryadi, D. Y., Amruddin, A., Mardizal, J., Syamsuri, S., & Judijanto, L. (2024). The Effect Of Entrepreneurship Education And Sociological On Student's Entrepreneurial Intention : The Perspective Of Entrepreneurial Skills Theory And Social Capital Theory. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, *10*(1), 157. Https://Doi.Org/10.33394/Jk.V10i1.10463

Hewen, Y., & Omar, A. R. C. (2025). The Catalytic Role Of Social Support In Entrepreneurial Intention: A Systematic Literature Review. *International Journal Of Innovative Research And Scientific Studies*, *8*(6), 180–190. Https://Doi.Org/10.53894/Ijirss.V8i6.9523

Hikmah, M. G. N., & Lia, D. A. Z. (2024). Pengaruh Pendidikan Kewirausahaan Terhadap Kesiapan Berwirausaha Dengan Mediasi Pengetahuan Dan Pola Pikir Kewirausahaan. *EKOMABIS: Jurnal Ekonomi Manajemen Bisnis*, *4*(02), 215–230. Https://Doi.Org/10.37366/Ekomabis.V4i02.961

Hjorth, D., Holt, R., & Steyaert, C. (2015). Entrepreneurship And Process Studies. *International Small Business Journal*, *33*(6), 559–611.

Huang, M., Wang, J., & Su, X. (2024). The Impact Of Social Support On Entrepreneurial Well-Being: The Role Of Entrepreneurial Passion And Entrepreneurial Efficacy. *Sage Open*, *14*(4). Https://Doi.Org/10.1177/21582440241297232

Hysa, F., & Jakupaj, R. (2023). Education Is A Key Tool In The Development Of Society And Educational Leadership And Is A Key Element For Effective School And Education. *Educational Administration: Theory And Practice*, *29*(4), 1509–1520. Https://Doi.Org/10.53555/Kuey.V30i4.1007

Ilevbare, F. M., Ilevbare, O. E., Adelowo, C. M., & Oshorenua, F. P. (2022). Social Support And Risk-Taking Propensity As Predictors Of Entrepreneurial Intention Among Undergraduates In Nigeria. *Asia Pacific Journal Of Innovation And Entrepreneurship*, *16*(2), 90–107. Https://Doi.Org/10.1108/Apjie-02-2022-0010

Inanna, Rahmatullah, Dinar, M., Supatminingsih, T., Hasan, M., & Nurtrida, N. (2023). Influence Digital Literacy And Efficacy Self To Intention Entrepreneurship Generation Millenials. *Quest Journals Journal Of Research In Business And Management*, *11*(5), 38–48.

Indri Hastuti Listyawati, & Deniyati Zufriah. (2024). PENGARUH ACADEMIC SUPPORT DAN LINGKUNGAN KELUARGA TERHADAP NIAT BERWIRAUSAHA MAHASISWA. *EKOBIS : Jurnal Ilmu Manajemen Dan Akuntansi*, *12*(1), 71–78. Https://Doi.Org/10.36596/Ekobis.V12i1.1319

Irham, Harnawati, & Purnamawati. (2022). Kontribusi Kewirausahaan Terhadap Pengembangan Sikap Keterampilan Berwirausaha Peserta Didik. *ACADEMIA : Jurnal Inovasi Riset Akademik*, *2*(1), 35–40.

Isma, A., Halim, N., Kemalasari, A. A., Rakib, M., & Dewantara, H. (2024). The Influence Of Entrepreneurship Education And Technopreneurship Literacy On Entrepreneurial Intention With Self-Efficacy As An Intervening Variable In Generation Z. *International Journal Of Health, Economics, And Social Sciences (IJHESS)*, *6*(3), 932–940.

Isma, A., Rakib, M., Yahya, M., & Alisyahbana, A. N. Q. A. (2023). Student Entrepreneurial Readiness With Self-Efficacy As An Intervening Variable. *Isma, A., Rakib, M., Yahya, M., & Alisyahbana, A. N. Q. A. (2023). Student Entrepreneurial Readiness With Self-Efficacy As An Intervening Variable. 6(March), 231–242.*, *6*(2), 231–242.

Jafar, M., Ramli, A., Rakib, M., & Azis, M. (2023). The Influence Of Entrepreneurial Learning, Internship Experience And Informal Education On Entrepreneurial Readiness Through Entrepreneurial Literacy (Study On Vocational School Students In Pangkep District). *International Journal Of Social Science, Education, Communication And Economic*, *2*(5), 1285–1300. Https://Doi.Org/10.54443/Sj.V2i5.224

Jayanto, S. A. D., Mubarokah, R. T., Magwin, D. I., Husnah, E. M., Narmaditya, B. S., & Wardana, L. W. (2024). BUSINESS CHANGE ADAPTATION: ENHANCING STUDENTS' ENTREPRENEURIAL ACTION THROUGH DYNAMIC ENTREPRENEURSHIP EDUCATION: A SYSTEMATIC LITERATURE REVIEW. *Nusantara Economics And Entrepreneurships Journals*, 51–59. Https://Doi.Org/10.59971/Necent.V2i1.31

Kah, S., O'Brien, S., Kok, S., & Gallagher, E. (2022). Entrepreneurial Motivations, Opportunities, And Challenges: An International Perspective. *Journal Of African Business*, *23*(2), 380–399. Https://Doi.Org/10.1080/15228916.2020.1838835

Kertiasih, N. K., Kustono, D., Purnomo, & Sutiaji, E. (2024). Analysis On Clout Of Tri Hita Karana, Technological Competence, And Entrepreneurship Drive Toward Technopreneurship Readiness On Vocational High School Students. *Multidisciplinary Science Journal*, *6*(10). Https://Doi.Org/10.31893/Multiscience.2024167

Khardin, A., Giatman, M., & Yuliana. (2022). The Role Of Entrepreneurship Education In Increasing Entrepreneurial Motivation. *Enrichment : Journal Of Management*, *12*(3), 1629–1638.

Khusna, L. A., & Ulya, L. L. (2024). Growing Young Entrepreneurs: Does Social Support Affect Their Entrepreneurial Intention? *Psikostudia : Jurnal Psikologi*, *13*(3), 339. Https://Doi.Org/10.30872/Psikostudia.V13i3.15106

Killingberg, N. M., Kubberød, E., & Blenker, P. (2020). Preparing For A Future Career Through Entrepreneurship Education: Towards A Research Agenda. *Industry And Higher Education*, *20*(10), 1–12. Https://Doi.Org/Https://Doi.Org/10.1177/0950422220969635

Krisnanti, & Inggarwati, K. (2023). Examining How Entrepreneurial Motivation, Family Environment, And Entrepreneurship Education Affect Students' Desire To Become Entrepreneurs, With Instrumental Readiness Serving As A Moderating Factor. *Jurnal Manajemen Bisnis*, *10*(2), 704–719. Https://Doi.Org/10.33096/Jmb.V10i2.647

L Tarigan, N. L., & Priana Sukmawaty, W. E. (2024). MOTIVASI MAHASISWA BERWIRAUSAHA SELAMA BERKULIAH. *Jurnal Socia Akademika*, *10*(2), 114–119. Https://Doi.Org/10.63864/Jsa.V10i2.347

Lestari, E., Rakib, M., & Said, M. I. (2024). Creating Sustainable Businesses Through Integrating Entrepreneurial Values: Case Study Of Culinary Businesses In Makassar City. *Journal Of Research In Business And Management*, *12*(2), 52–58.

Lestari, H. D., & Johan, S. A. (2021). Academic Support, Social Support, Environmental Support And Entrepreneurship Education Sebagai Faktor Kontekstual Yang Mempengaruhi Minat Berwirausaha Mahasiswa. *Majalah Ilmiah Manajemen Dan Bisnis*, *17*(1), 38–52.

Lixing, M., & Caiga, B. (2024). Social Support, Achievement Goal Orientation And Learning Motivation Among Chinese College Students. *Asia Pacific Journal Of Management And Sustainable Development*, *12*(2), 100–112. Https://Doi.Org/10.70979/YWRS3933

Lutfi, Amir, N. A., Irfan, M., Sahabuddin, R., & Zahir, A. (2024). Internalization Of Entrepreneurial Character In Biology Learning Through Environmental Approach. *Journal Of Biology Education*, *5*(2), 90–96.

Mahmudin, T. (2023). The Importance Of Entrepreneurship Education In Preparing The Young Generation To Face Global Economic Challenges. *Journal Of Contemporary Administration And Management (ADMAN)*, *1*(3), 187–192. Https://Doi.Org/10.61100/Adman.V1i3.78

Mardiani, E., Syamsulbahri, S., Ilhamiwati, M., Surahmi, M., & Cahyani, L. (2024). Bibliometric Exploration Of Publication Development In Entrepreneurship Education. *West Science Journal Economic And Entrepreneurship*, *2*(1), 28–35. Https://Doi.Org/10.58812/Wsjee.V2i01.663

Mohamad, N., & Mohamad, N. M. (2023). Exploring Understanding Of Entrepreneurship Education Towards Secondary School. *International Journal Of Academic Research In Progressive Education And Development*, *12*(4), 62–69. Https://Doi.Org/10.6007/Ijarped/V12-I4/19552

Mufidah, V. N., & Fadilah, N. N. (2023). HUBUNGAN DUKUNGAN SOSIAL TERHADAP MOTIVASI BELAJAR MAHASISWA. *Mozaic : Islam Nusantara*, *9*(2), 119–126. Https://Doi.Org/10.47776/Mozaic.V9i2.850

Munawar, A., & Supriatna, N. (2018). Pengaruh Sikap Dan Motivasi Terhadap Minat Berwirausaha Siswa. *Oikos : Jurnal Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, *2*(1), 14–23. Https://Doi.Org/10.51826/Fokus.V17i2.358

Muspawi, M., & Yunita, D. (2024). Entrepreneurial Readiness Assessment Of Students Based On Creativity, Self-Efficacy, And Motivation. *Academia (Greece)*, *34*, 42–60. Https://Doi.Org/10.26220/Aca.4649

Mwanzu, A., & Wendo, D. R. (2021). Developing Entrepreneurial Potential In Information Science Students: A Critical Review Of LIS Training Programs In Kenya. *Library Philosophy And Practice*, *4*.

Nengseh, R. R., & Kurniawan, R. Y. (2021). Efikasi Diri Sebagai Mediasi Pengaruh Pendidikan Kewirausahaan Dan Motivasi Berwirausaha Terhadap Minat Berwirausaha Mahasiswa. *Edunomic Jurnal Pendidikan Ekonomi*, *9*(2), 156–167. Https://Doi.Org/10.33603/Ejpe.V9i2.5157

Ngah, R., Lajin, N. F. M., Rahim, H. L., & Kadir, M. A. B. A. (2024). Exploring Entrepreneurial Personality Traits, Motivation, And Entrepreneurial Success In The Urban Poor Community. *International Journal Of Applied Economics, Finance And Accounting*, *19*(3), 16–20. Https://Doi.Org/10.33094/Ijaefa.V18i3.1484

Nofrita, M., & Idrus, A. (2022). Entrepreneurship Education To Shape The Character Of Vocational Students In Facing The Challenges Of 4.0 Era. *Erudio: Journal Of Educational Innovation*, *9*(1), 33–42. Https://Doi.Org/10.18551/Erudio.9-1.4

Ogbary, M. E. (2023). Exploring The Influence Of Entrepreneurial Abilities On Graduates' Risk-Taking Readiness. *Journal Of Entrepreneurial And Business Diversity*, *1*(1), 59–71. Https://Doi.Org/10.38142/Jebd.V1i1.56

Pan, L. Y., Tsai, I. C., Popan, S. H., & Chang, S. C. (2022). Entrepreneurial Business Start-Ups And Entrepreneurial Failure: How To Stand Up After A Fall? *Frontiers In Psychology*, *13*, 1–13. Https://Doi.Org/10.3389/Fpsyg.2022.943328

Paoki, R., & Evinita, L. (2022). Introduction Of Interactive Science Learning In Community Service At Kasih Ende Orphanage. *Abdi Dosen: Jurnal Pengabdian Pada Masyarakat*, *6*(4), 1041–1045.

Pardiman, & ABS, M. K. (2020). Entrepreneurial Readiness: What Are The Roles Of (Entrepreneurial Education, Environment And Student's Mindset? *Technium Social Sciences Journal*, *11*, 339–354.

Porfírio, J. A., Carrilho, T., Jardim, J., & Wittberg, V. (2022). Fostering Entrepreneurship Intentions: The Role Of Entrepreneurship Education. *Journal Of Small Business Strategy*, *32*(1), 1–10. Https://Doi.Org/10.53703/001c.32489

Pratama, G. N. I. P., Triyono, M. B., Setiadi, B. R., Wibawa, E. A., Milansari, I. L., Dinata, C., & Prihandini, T. F. (2025). A Systematic Literature Review On Implementation Of Teaching Factory Model In Vocational Education. *WSEAS Transactions On Business And Economics*, *22*, 708–718. Https://Doi.Org/10.37394/23207.2025.22.62

Priya, S. S. (2024). Influence On Entrepreneurship Ability. *Shanlax International Journal Of Management*, *11*, 119–124. Https://Doi.Org/10.34293/Management.V11iis1-Jan.7152

Putra, R. A., Widiyanti, W., Sutadji, E., & Nurhadi, D. (2021). Work And Entrepreneurship Readiness Through 21st Century Skills In Vocational School Students. *Universal Journal Of Educational Research*, *9*(3), 497–503. Https://Doi.Org/10.13189/Ujer.2021.090309

Rahayu, M. P., & Kurniawan, R. Y. (2022). Analisis Pengaruh Pendidikan Kewirausahaan Dan Efikasi Diri Sebagai Motivasi Berwirausaha Pada Mahasiswa Pendidikan Ekonomi Universitas Negeri Surabaya. *Jurnal Paedagogy*, *9*(4), 834. Https://Doi.Org/10.33394/Jp.V9i4.5465

Rahmadani, I. N., & Nio, S. R. (2025). Hubungan Antara Dukungan Sosial Teman Sebaya Dengan Motivasi Akademik Mahasiswa Tingkat Akhir Dalam Menyelesaikan Skripsi Di Universitas Negeri Padang. *TSAQOFAH*, *5*(3), 2654–2667. Https://Doi.Org/10.58578/Tsaqofah.V5i3.5975

Rahmatullah, Inanna, Supatminingsih, T., Sahade, & Mustari. (2024). Exploring The Influence Of Parental Occupation And Student Creativity On Entrepreneurial Interest Among Vocational Students. *Kne Social Sciences: The 3rd International Conference On Humanities Education, Lawand Social Sciences*, 487–502. Https://Doi.Org/10.18502/Kss.V9i2.14873

Ratten, V. (2023). Entrepreneurship: Definitions, Opportunities, Challenges, And Future Directions. *Global Business And Organizational Excellence*, *42*(5), 79–90. Https://Doi.Org/10.1002/Joe.22217

Rico Septia B. (2023). Pengaruh Dukungan Sosial Dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha. *Jurnal Penelitian Ekonomi Manajemen Dan Bisnis*, *2*(4), 291–298. Https://Doi.Org/10.55606/Jekombis.V2i4.2667

Rodrigues, A. L. (2023). Entrepreneurship Education Pedagogical Approaches In Higher Education. *Education Sciences*, *13*(9), 1–13. Https://Doi.Org/10.3390/Educsci13090940

Rohimah, R., Pudjiono, & Guntari, D. (2023). The Role Of School Management In Implementing The Pancasila Student Profile From The Perspective Of Islamic Religious Education At MAN 9 Jakarta. *Al-Hijr: Journal Of Adulearn World*, *2*(3), 201–216. Https://Doi.Org/10.55849/Alhijr.V2i3.571

Rohman, M., . M., Sudjimat, D. A., & Sugandi, R. M. (2022). Dukungan Keluarga Dan Kesiapan Kerja Di Kalangan Siswa SMK Di Indonesia: Efek Mediasi Dari Wawasan Dunia Kerja. *Jurnal Pendidikan Teknik Mesin Undiksha*, *10*(1), 1–9. Https://Doi.Org/10.23887/Jptm.V10i1.43409

Rosmiati, N., Rema Mulyani, Ilhamsyah, Rahman, A., Gusyaeri, M., Nadhira, E., Siva S, N., & Adam M, M. C. (2025). CURRICULUM VS REALITY : MEASURING THE EFFECTIVENESS OF ENTREPRENEURSHIP EDUCATION IN CREATING ASPIRING ENTREPRENEURS. *Indonesian Journal Of Social Science And Education (IJOSSE)*, *1*(2), 1–12. Https://Doi.Org/10.62567/Ijosse.V1i2.999

Rudianto, Y. L. (2019). Entrepreneurship Theory. *Jurnal Ilmu Ekonomi Dan Manajemen*, *5*(3), 19–34.

Rufaidah, D., Andayani, & Wardani, N. E. (2025). Multiliteracy-Based Differentiated Instruction For Language Learning In The Center Of Excellence Vocational High Schools. *World Journal Of English Language*, *15*(3), 90–102. Https://Doi.Org/10.5430/Wjel.V15n3p90

Saadat, S., Aliakbari, A., Alizadeh Majd, A., & Bell, R. (2022). The Effect Of Entrepreneurship Education On Graduate Students' Entrepreneurial Alertness And The Mediating Role Of Entrepreneurial Mindset. *Education + Training*, *64*(7), 892–909. Https://Doi.Org/10.1108/ET-06-2021-0231

Safitri, A. N., & Nugraha, J. (2022). The Effect Of Entrepreneurship Motivation And Subjective Norms On Entrepreneurship Intention Through Entrepreneurship Education. *Jurnal Ekonomi Dan Bisnis*, *25*(2), 295–320. Https://Doi.Org/10.24914/Jeb.V25i2.4440

Saifuddin, S. A., Janudin, S. E., & Salleh, M. I. (2022). The Development Of Entrepreneurial School In Malaysia: A Proposed Schoolpreneur Model. *International Journal Of Academic Research In Economics And Management Sciences*, *11*(4), 90–106. Https://Doi.Org/10.6007/Ijarems/V11-I4/15541

Salami, Segun, S., Ademiluyi, L. F., Nwabufo, N. B., & Oladunjoye, G. T. (2019). Perceived Relational Support As Determinant Of Entrepreneurial Readiness Of Business Education Students In Colleges Of Education South-West, Nigeria. *Al-Hikmah: Journal Of Education*, *6*(1), 105–114.

Salmareta Tukan, K. V., Benu, J. M. Y., & Ratu, F. M. Y. (2025). An Overview Of Social Support And Resilience Among Volcanic Eruption Survivors. *Journal Of Health And Behavioral Science*, *7*(2), 734–747. Https://Doi.Org/10.35508/Jhbs.V7i2.21476

Saqib, A., Nazir, S., & Moulvi, A.-M. (2022). The Study Of Entrepreneurial Readiness In The Student Of Indonesia. *Journal Of Positive School Psychology*, *6*(1), 40–46.

Sarah, R. (2023). Understanding Quantitative Research: Part 2. *Learning Zone Continuing Professional Development*, *27*(18), 48–55.

Sari, A. I., Listiorini, & Minan, K. (2019). Social Entrepreneurs And Innovation For The Unemployment. *International Journal Of Economics And Management*, *1*(3), 72–79.

Semrau, T., Ambos, T., & Kraus, S. (2016). Entrepreneurial Orientation And SME Performance Across Societal Cultures: An International Study. *Journal Of Business Research*, *69*(5), 1928–1932. Https://Doi.Org/10.1016/J.Jbusres.2015.10.082

Shan, P., Song, M., & Ju, X. (2016). Entrepreneurial Orientation And Performance: Is Innovation Speed A Missing Link? *Journal Of Business Research*, *69*(2), 1–8. Https://Doi.Org/10.1016/J.Jbusres.2015.08.032

Shofwan, I., Sunardi, S., Gunarhadi, G., & Rahman, A. (2023). Entrepreneurship Education: Encouraging Entrepreneurial Intentions For Equality Education Students In Semarang. *International Journal Of Learning, Teaching And Educational Research*, *22*(6), 175–194. Https://Doi.Org/10.26803/Ijlter.22.6.10

Siti Neno Muawiyah, Prof. Dr. Dedi Purwana, E.S., M. B., & Dr. Agus Wibowo, S.Pd.I, S.Pd., M. P. (2025). The Influence Of Entrepreneurship Education, Entrepreneurial Mindset And Peer Groups On Entrepreneurial Readiness Of SMK Students Through Mediation Of Entrepreneurial Self-Efficacy. *Journal Of Digital Business And Global Economy*, *1*(2). Https://Doi.Org/10.64243/JODIGBI.01.2.03

Sofhi @ Subhi, A. H., Rasul, M. S., Mohd Matore, E., Mansor, A. Z., & Omar, M. (2023). Social Environmental Support Influencing Motivation Among Students. *International Journal Of Academic Research In Progressive Education And Development*, *12*(2). Https://Doi.Org/10.6007/IJARPED/V12-I2/17539

Su, Y., Chen, Z., Teng, Z., Liu, M., Yang, Y., Chen, J., Liu, X., & Huang, J. (2024). The Relationship Between Childhood Trauma And Mental Health Status Among Chinese Vocational High School Adolescents: The Mediating Effect Of Poor Self-Control And Internet Addiction. *BMC Public Health*, *24*(1), 1–11. Https://Doi.Org/10.1186/S12889-024-20271-9

Sugihartono, A., Indah K, L. N., Wati, A. P., Murwani, F. D., & Wardana, L. W. (2024). The Influence Of Creative Projects Through Entrepreneurship Education On Entrepreneurial Motivation In Vocational High School Students: A Systematic Literature Review. *Journal Of Applied Business, Taxation And Economics Research*, *3*(6), 699–706. Https://Doi.Org/10.54408/Jabter.V3i6.319

Suharno, Pambudi, N. A., & Harjanto, B. (2020). Vocational Education In Indonesia: History, Development, Opportunities, And Challenges. *Children And Youth Services Review*, *115*, 1–8. Https://Doi.Org/10.1016/J.Childyouth.2020.105092

Sulistyowati, R., Djatmika, E. T., Hermawan, A., & Rahayu, W. P. (2022). The Linkage Of Entrepreneurship Education And Students' Entrepreneurial Readiness: The Mediating Role Of Entrepreneurship Ecosystem. *Journal Of Higher Education Theory And Practice*, *22*(14), 28–35. Https://Doi.Org/10.33423/Jhetp.V22i14.5532

Susilowati, S., Evawati, D., Karyanto, Y., & Asmaul, R. (2024). Quick Analysis Of The Applied Teaching Factory In The Independent Learning Curriculum Towards The Readliness Of Enterpreneurship. *Jurnal Penelitian Pendidikan IPA*, *10*(11), 9087–9096. Https://Doi.Org/10.29303/Jppipa.V10i11.9256

Sya'diah, S. D., Joeliaty, & Wijayabrana, C. (2024). Unleashing Entrepreneurial Potential: How Non-Economics Students Dive Into The World Of Business. *The Muttaqien Journal Of Economic And Business*, *13*(4), 489–503.

Syahdad Faturrohman, Fardan Afif, Elthon Muhammad Ray Alexis, & Lucky Purwantini. (2025). Pengaruh Dukungan Sosial Dan Self Esteem Terhadap Motivasi Kerja Pada Mahasiswa Yang Sudah Bekerja. *Observasi : Jurnal Publikasi Ilmu Psikologi*, *3*(1), 306–316. Https://Doi.Org/10.61132/Observasi.V3i1.987

Syamiya, E. N. (2024). PENGARUH PENDIDIKAN KEWIRAUSAHAAN TERHADAP MINAT DAN KETERAMPILAN BERWIRAUSAHA SISWA. *Journal Of Business Education And Social*, *4*(2), 70–83. Https://Doi.Org/10.33592/Jbes.V4i2.4456

Szőköl, I., & Kováč, O. (2024). Education Of Future Entrepreneurs. *R&E-Source*, 281–282. Https://Doi.Org/10.53349/Resource.2024.Is1.A1261

Tamba, J., Naibaho, D. T., Ingtyas, F. T., & Ginting, L. (2024). Meta Analysis Of The Influence Of Entrepreneurship Education On Students' Entrepreneurial Interest. *Journal Corner Of Education, Linguistics, And Literature*, *4*(001), 23–28. Https://Doi.Org/10.54012/Jcell.V4i001.358

Tanumihardja, J., & Slamet, F. (2023). Pengaruh Pendidikan Kewirausahaan, Dukungan Sosial, Dan Efikasi Diri Terhadap Intensi Berwirausaha Mahasiswa Di Jakarta. *Jurnal Manajerial Dan Kewirausahaan*, *5*(2), 419–428. Https://Doi.Org/10.24912/Jmk.V5i2.23412

Tentama, F., & Riskiyana, E. R. (2020). The Role Of Social Support And Self-Regulation On Work Readiness Among Students In Vocational High School. *International Journal Of Evaluation And Research In Education (IJERE)*, *9*(4), 826–832. Https://Doi.Org/10.11591/Ijere.V9i4.20578

Uemura, M., & Vasconcellos, L. (2022). Effects Of Entrepreneurship Education On Entrepreneurial Skills Of Young High School Students. *Academy Of Management Proceedings*, *2022*(1). Https://Doi.Org/10.5465/AMBPP.2022.13946abstract

Urhahne, D., & Wijnia, L. (2023). Theories Of Motivation In Education: An Integrative Framework. In *Educational Psychology Review* (Vol. 35, Issue 2). Springer US. Https://Doi.Org/10.1007/S10648-023-09767-9

Venkataraman, S. (2019). The Distinctive Domain Of Entrepreneurship Research. *Advances In Entrepreneurship, Firm Emergence And Growth*, *21*, 5–20. Https://Doi.Org/Https://Doi.Org/10.1108/S1074-754020190000021009

Vera, K. J. C., Urribarri, A. C., Velita, J. J. A., Illa, G. P., & Chirinos, A. A. N. (2024). Influence Of The Development Of Entrepreneurial Skills On The Confidence To Undertake In University Students. *Journal Of Infrastructure, Policy And Development*, *8*(9), 1–18. Https://Doi.Org/10.24294/Jipd.V8i9.6463

Vu, T. V., Nguyen-Vu, N. H., Tran-Thien, G. P., Duong-Vo, T. L., & Tran-Chi, V. L. (2024). Entrepreneurial Readiness Of Vietnamese Pedagogical Student Females. *Multidisciplinary Science Journal*, *6*(7). Https://Doi.Org/10.31893/Multiscience.2024106

Wahidatul Qomariya, & Eka Hendi Andriansyah. (2025). Pengaruh Kompetensi Wirausaha, Motivasi Berwirausaha, Dan Lingkungan Sosial Terhadap Minat Berwirausaha. *Jurnal Pendidikan Ekonomi (JUPE)*, *13*(2), 138–152. Https://Doi.Org/10.26740/Jupe.V13n2.P138-152

Wales, W. J., Corbett, A. C., Marino, L. D., & Kreiser, P. M. (2021). The Future Of Entrepreneurial Orientation (Eo) Research. *Advances In Entrepreneurship, Firm Emergence And Growth*, *22*, 1–16. Https://Doi.Org/10.1108/S1074-754020210000022001

Wulandari, A., Hermawan, A., & Mukhlis, I. (2021). Exploring Determinants Of Entrepreneurial Readiness On Sukses Berkah Community's Member. *Journal Of Business And Management Review*, *2*(4), 303–317. Https://Doi.Org/10.47153/Jbmr24.1332021

Yang, J., Liu, Y., Arifani, Y., & Junaidi, J. (2024). The Influence Of Entrepreneurial Education On Students' Business Innovation And Motivation. *International Journal Of Learning, Teaching And Educational Research*, *23*(11), 268–286. Https://Doi.Org/10.26803/Ijlter.23.11.14

Yulianti Putri, M., Faridah, A., Yuliana, Y., Elida, E., Yulastri, A., Nor Aishah, B., & Kumala Dewi, F. (2025). THE IMPACT OF ENTREPRENEURIAL EDUCATION, VOCATIONAL SKILLS AND ENTREPRENEURIAL MOTIVATION TOWARD ENTREPRENEURIAL INTEREST. *Jurnal Pendidikan Ilmu Sosial*, *35*(1), 100–117. Https://Doi.Org/10.23917/Jpis.V35i1.10214

Zaini, M. S., Masnan, A. H., Zain, A., & Dzainuddin, M. (2022). A Systematic Review: Entrepreneurship Education For Kindergarten Children In Malaysia. *International Journal Of Academic Research In Progressive Education And Development*, *11*(2), 1019–1027. Https://Doi.Org/10.6007/IJARPED/V11-I2/14045

Zarea, F., Burgers, J. H., Obschonka, M., & Davidsson, P. (2024). Imprinting Parental Signals: A Key Driver Of Network Status For New Spinoff Firms. *Small Business Economics*, *63*(4), 1555–1583. Https://Doi.Org/10.1007/S11187-024-00871-W

Zee, K. S., Cavallo, J. V., Flores, A. J., Bolger, N., & Higgins, E. T. (2018). Motivation Moderates The Effects Of Social Support Visibility. *Journal Of Personality And Social Psychology*, *114*(5), 735–765. Https://Doi.Org/10.1037/Pspi0000119

Zulmi, N., & Tentama, F. (2024). The Effect Of Entrepreneurial Readiness, Adversity Quotient, And Social Intelligence On Employability Students. *Journal Of Education And Learning (Edulearn)*, *18*(1), 26–36. Https://Doi.Org/10.11591/Edulearn.V18i1.20770