

The Influence of Entrepreneurship Education in Improving Entrepreneurial Mindset of Vocational School Students

Nur Endang Pitria Pratiwi Isti¹, Krisna Sujaya², Azizah Fauziyah³

¹⁻³ Entrepreneurship Study Program, Universitas Pendidikan Indonesia, Tasikmalaya Campus, Indonesia

Correspondence: E-mail: nurendang@student.upi.edu

ABSTRACT

The condition is that there are still many unemployed people from vocational schools who are not yet in line with programs and policies that prepare vocational school graduates to become workers and entrepreneurs. Entrepreneurship can be an alternative in reducing unemployment and orientation towards business and forming thought patterns, attitudes, and behavior in the future. This research aimed to determine the influence of entrepreneurship education on the entrepreneurial mindset of PUI Cikijing Vocational School students. The object of this research is PUI Cikijing Vocational School. This research method used quantitative methods with descriptive and verification approaches. The data used in this research was primary data obtained from distributing questionnaires to respondents via Google Forms and secondary data obtained through observation and interviews in collecting data. The sample used in this research was 70 students. The results of this research showed that entrepreneurship education positively affects the entrepreneurial mindset of PUI Cikijing Vocational School students by 85%. This research paves the way for schools to improve and optimize and is a breakthrough in creating more conducive entrepreneurship learning. Suggests that teachers can make learning instruments that can support students in training and developing their entrepreneurial potential.

ARTICLE INFO

Article History:

Received 1 July 2025

Revised 1 Aug 2025

Accepted 1 Oct 2025

Available online 20 Oct 2025

Keyword:

*Entrepreneurial Education,
Entrepreneurial Mindset,
Vocational Students,
Entrepreneurship*

1. INTRODUCTION

The existence of a student competency development program through entrepreneurship education for vocational high school students with the hope of changing the mindset of vocational high school graduates so that they are not only graduates ready to work but also graduates ready to become entrepreneurs and independent, but it is not optimal (Adnyana et al., 2016; Ajzen, 1991; Ajzen, 2002; Bandura, 2012). The reason for the still large number of unemployed vocational high school graduates and the still small number of entrepreneurs from vocational high school graduates is due to several factors, including: The still small number of entrepreneurship teachers who truly possess entrepreneurial skills because some entrepreneurship teachers are graduates who lack teaching hours in schools rather than teachers who have entrepreneurial competencies (Bappeda Jabar, 2023; Biduri et al., 2019; Bosman & Fernhaber, 2018; Colombelli et al., 2022; Commarmond, 2017; Cui, 2021; Cui et al., 2019). Then, entrepreneurship teachers do not have businesses that result in a decline in the entrepreneurial spirit of students who require real learning, not just theory (Daniel, 2016; Dhliwayo & Vuuren, 2007; Doye & Bwisa, 2015; Dweck, 2006; Farida & Mahmud, 2015; Fatoni, 2017; Ghozali, 2013). Furthermore, the still low commitment of teachers to entrepreneurship where there is still a lack of seriousness of teachers in mentoring for entrepreneurship because they underestimate the culture of entrepreneurship and finally, the limited hours of entrepreneurship lessons in student learning activities at school (Fatoni, 2017). Based on the explanation, it can be seen that the factors causing the small number of vocational high school graduates who are entrepreneurs, is the lack of formation of a mindset of students who are creative, innovative and brave to take risks and opportunities for entrepreneurship in

students. An entrepreneurial mindset is needed to improve students' adaptability and can also be a valuable asset in an era of uncertainty and fluctuation in the future workplace. Therefore, fostering an entrepreneurial mindset in students can prepare them to adapt to the world of work. Furthermore, even before finding employment, graduating students have the ability to start businesses, create creative and innovative things according to their potential (Jung & Lee, 2020). Similarly, Mulyadi (2007) states that a mindset is a stable mental attitude that can be formed or developed through education, experience, and prejudice. Furthermore, Iskandar (2008) explains that seven factors influence a person's mindset: parents, family environment, social interactions, school or education, friends, mass media, and self. Of these factors, education is considered the best solution for developing a superior mindset (Handayati et al., 2020). Based on the explanation above, cultivating an entrepreneurial mindset can be trained and implemented in students starting in school through entrepreneurship learning within the curriculum. In Indonesia, entrepreneurship education is included in the 2013 curriculum. The 2013 curriculum aims to prepare Indonesians to develop the skills to live as individuals and citizens who are faithful, productive, creative, innovative, and affective, and able to contribute to society, the nation, the state, and world civilization. This is contextualized within schools, as part of society, providing learning experiences that enable students to apply what they learn in school to the community and utilize the community as a learning resource (Ministry of Education and Culture, 2019).

Incorporating entrepreneurship education into the curriculum is an effort to encourage entrepreneurial attitudes, develop skills, provide managerial training, and foster an entrepreneurial mindset in students (Kirby, 2004). This mindset focuses not only on each

individual's personal abilities but also on other factors such as knowledge, education, experience, creative thinking, problem-solving, opportunity-seeking, attitudes, and beliefs (Rimadani & Murniawaty, 2018). Of the many vocational schools (SMK) that use the 2013 curriculum, which includes entrepreneurship learning, spread across various sub-districts in Majalengka Regency, SMK PUI Cikijing is one of the vocational schools that uses the 2013 curriculum. Based on interviews with teachers at SMK PUI Cikijing, the use of the 2013 curriculum was used in the 2017/2018 academic year, meaning the use of this curriculum is still relatively new. The existence of entrepreneurship learning is an effort by the government to shape students' personalities who are productive, creative, innovative and affective. As used at SMK PUI Cikijing, which has the potential to produce graduates who are not only ready for work but also able to independently become entrepreneurs. However, unfortunately, there are still few students who think about choosing entrepreneurship.

Furthermore, based on the results of interviews with PKWU subject teachers, the learning is still not optimal, where there is no serious mentoring to direct students to entrepreneurship, entrepreneurship education lessons are included in local content. Considered merely a complement to grades, there is still a lack of real-world practice, limited to bazaars held during special events such as farewell parties, school anniversaries, and national or Islamic holidays. This lack of practice results in low student creativity and innovation in entrepreneurship (Ghozali, 2018; Griffin & Ronald, 2006; Gold & Rodriguez, 2022; Hamzah, 2009; Handayati et al., 2020; Hasan, 2020; Haynie & Shepherd, 2007; Haynie et al., 2010; Hidayati & Rosmita, 2022)

Based on the explanation above, the researcher took the research title "The Influence of Entrepreneurship Education in Improving Entrepreneurial Mindset in SMK PUI Cikijing Students". Entrepreneurship education as a means for students to become entrepreneurs through practice and the knowledge obtained since attending school is expected to shape students' entrepreneurial mindset so they can become entrepreneurs independently.

2. LITERATURE REVIEW

An entrepreneurial mindset is defined as a feeling that fosters critical thinking skills (Nabi et al., 2017). Similarly, Mathushan (2020) suggests that an entrepreneurial mindset is the ability to perceive, act, and navigate uncertain conditions. He also states that an entrepreneurial mindset is understood in terms of traits, skills, and knowledge. Furthermore, an entrepreneurial mindset is a way of thinking or the ability to seize entrepreneurial opportunities in uncertain future situations (Hussain & Norashidah, 2015; Irwansyah, 2021; Iskandar, 2008; Jones & English, 2004; Jung & Lee, 2020; Kemdikbud, 2019). An entrepreneurial mindset can develop over time and requires practice. Furthermore, an entrepreneurial mindset refers to an individual's general abilities and attitudes, as well as concrete behaviors manifested through their actions (Jung & Lee, 2020). Experts' explanations suggest that an entrepreneurial mindset encompasses not only the ability to create a business or enterprise but also a mentality capable of adapting and growing in uncertain and diverse environments (Kirby, 2004; Koivumaa & Belt, 2016; Kuratko et al., 2021; Maharani & Bernard, 2018; Mathushan, 2020; Mcgrath & Macmillan, 2000; Mukhtar et al., 2021; Mulyadi, 2007; Nabi et al., 2017). An entrepreneurial mindset is a way of thinking that enables individuals to overcome

challenges, be assertive, and accept responsibility for outcomes. This mindset reflects a constant need to improve skills, learn from mistakes, and take action on ideas. There are four main components of an entrepreneurial mindset:

1) Intuitive cognitive style, the tendency to take a broad perspective on problems and to draw conclusions and take action quickly even with little information; 2) Entrepreneurial alertness, the ability to seek and identify new information, connect with previous information, and evaluate whether information represents an opportunity; 3) Entrepreneurial metacognition, the ability to see things from multiple perspectives and holistically, goal-oriented, metacognitive knowledge, metacognitive experience, metacognitive choice, and self-monitoring; 4) Resources, resource acquisition, resource maintenance, and existing resource development (Doye & Bwisa, 2015). Thus, it can be concluded that an entrepreneurial mindset is related to the way of forming an individual's mindset that has high responsibility, independence, skills, responsiveness in obtaining information, the ability to see opportunities and the ability to utilize and empower existing resources to be more productive and an entrepreneurial mindset can be built through developing habits in each individual.

Entrepreneurship education is a method for preparing individuals to recognize commercial opportunities and develop the insight, self-esteem, knowledge, and skills to act based on their own ideas (Nasution, 2002; Naumann, 2017; Ningsih, 2017; Novandri, 2010). Entrepreneurship education not only provides theory on entrepreneurial concepts but also fosters entrepreneurial attitudes, behaviors, and mindsets. Entrepreneurship education can help students prepare to start a business. Providing essential skills, knowledge, and integrating experiences can help them develop and expand their businesses in the

future. Entrepreneurship education can also guide students' attitudes, behaviors, interests, motivations, and mindsets to become true entrepreneurs (Ningsih, 2017). Griffin and Ronald (2006) state that entrepreneurship education not only provides a theoretical foundation for entrepreneurial concepts but also shapes the attitudes, behaviors, and mindset of an entrepreneur, preparing students to start new businesses through the integration of experiences, skills, and knowledge essential for business development and expansion.

Entrepreneurship education is a training process for students to face an uncertain future by providing them with the ability to create businesses (Hasan, 2020). Similarly, Usman et al. (2010) stated that entrepreneurship education and training will provide opportunities for the growth and development of students' creativity and innovation potential. The entrepreneurial values imparted will shape students' characteristics in interacting and socializing within their environment. Entrepreneurship education can reduce students' mindsets about the purpose and orientation of education solely to become employees. Furthermore, entrepreneurship education can prepare students to develop an entrepreneurial attitude, enabling them to develop their full potential to face the future and the challenges they face (Open Data Jabar, 2023; Oshinowo et al., 2015; Padaniah & Haryono, 2021; Pfeifer et al., 2016; Pihie & Bagheri, 2013; Pramesti, 2016; Putri, 2017; Ramaditya, 2021; Rimadani & Murniawaty, 2018; Robbins, 1996). From the above explanation, it can be concluded that entrepreneurship education not only focuses on theory but also guides students to develop creativity, be courageous in taking risks, and be able to transform ideas into concrete actions. In addition to shaping students' mindsets, entrepreneurship education can also strengthen self-efficacy, which is a person's belief in their ability to succeed in certain situations or perform

certain tasks. This is as explained by Wirandana (2017), who stated that there are several ways to strengthen self-efficacy, including:

1. Entrepreneurship education offers opportunities for repeated engagement in tasks and develops confidence in students' abilities to perform tasks and succeed in the future. For example, by conducting market analysis, proposing ideas, or writing business plans as part of entrepreneurship course assignments, students can indirectly develop confidence in their ability to carry out these entrepreneurial tasks (Rosmiati et al., 2022; Saadat et al., 2021; Saptono et al., 2020; Sarwoko, 2011)
2. Entrepreneurship education involves the presentation of role models through guest speakers or case studies of real entrepreneurs, such as in training sessions or seminars (Shane, 2004; Susetyo, 2010)
3. Entrepreneurship education also provides social persuasion through feedback from others (instructors or peers) during class discussions or on assignment performance (Usman et al., 2010; Wardana et al., 2020; Wirandana, 2017; Zupan et al., 2018).

3. METHOD

A research method is essentially a scientific way to obtain data for a specific purpose (Sugiyono, 2017). The method used in this study is a descriptive and verification quantitative method. The descriptive method is a study conducted to describe independent variables, either only on one variable or more (stand-alone variables) without making comparisons and looking for variables with other variables. Meanwhile, the verification method is defined as research conducted on a specific population or sample with the aim of testing a predetermined hypothesis (Sugiyono, 2017). In this study, the descriptive method aims to

determine the description of entrepreneurship education and the improvement of entrepreneurial mindsets in SMK PUI Cikijing students. The verification method in this study aims to determine the effect of entrepreneurship education and the improvement of entrepreneurial mindsets in SMK PUI Cikijing students. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2017). The sample taken in this study was a portion of students who had been divided into two classes. In one class there were 35 students, so the total sample was 70 students.

4. RESULTS AND DISCUSSION

The results of the normality test using the Kolmogorov-Smirnov test obtained a significance value of $0.200 > 0.05$, thus concluding that the residual data in this study are normally distributed.

The results of the multicollinearity test showed a tolerance value of 1.000, where $1.000 > 0.10$, indicating no multicollinearity. Furthermore, the VIF value was found to be $1.000 < 10.00$, indicating no multicollinearity. Therefore, it can be concluded that there is no multicollinearity in this study, and therefore, the regression model is considered good because there is no correlation between the independent and dependent variables.

The results of the heteroscedasticity test using the Glejser test obtained a significance value of $0.394 > 0.05$, thus concluding that there is no heteroscedasticity in this study, thus the regression model is considered good.

The regression results above show a constant value (α) of 12.446, while the regression coefficient is 0.892. Because the regression coefficient is not negative, it can be concluded that the relationship between

entrepreneurship education and entrepreneurial mindset is as follows:

a. A constant value of 12.446, meaning that if the entrepreneurship education variable (X) is 0, then the entrepreneurial mindset (Y) value in vocational high school students is 12.446.

b. The regression coefficient value of entrepreneurship education is 0.892. This means that for every 1% increase in the level of entrepreneurship education (X), the entrepreneurial mindset (Y) will increase by 0.892. With a positive regression coefficient value, it can be concluded that the direction of the effect of variable X on Y is positive. Therefore, it can be concluded that the better the entrepreneurship education, the greater the entrepreneurial mindset in vocational high school students.

The t-test results in Table 4.10 show a significance value of $0.000 < 0.05$, and a calculated t-value of $19.525 > t\text{-table of } 1.994$. Therefore, H_0 is rejected and H_a is accepted. Thus, a significant influence between the variable (X) of entrepreneurship education and the variable (Y) of entrepreneurial mindset is accepted.

The coefficient of determination, based on the R-square, is 0.849. This indicates that the entrepreneurship education variable's ability to explain the entrepreneurial mindset variable is 0.849, with the remaining 85% explained by other variables not discussed in this study. The researcher focused on only three variables in entrepreneurship education: creating entrepreneurial desire, increasing entrepreneurial insight, and being sensitive to business opportunities. Other variables not discussed in this study that can be used by future researchers examining similar variables include family environment, social interactions, and belief systems.

The results of this study indicate a positive and significant influence between entrepreneurship education and the

entrepreneurial mindset of students at SMK PUI Cikijing. This means that better entrepreneurship education will improve students' entrepreneurial mindset. Furthermore, this study found that, based on the description of entrepreneurship education variables among SMK PUI Cikijing students, the highest score was found in the indicator of increasing entrepreneurial insight, and the lowest score was found in the indicator of fostering entrepreneurial desire.

The low level of entrepreneurial desire in students is due to low student motivation to create businesses, minimal training or hands-on practice in the field to foster student creativity and innovation, and less than optimal teacher commitment in fostering and mentoring students in entrepreneurship. As we know, teachers and schools play a crucial role in creating conducive learning environments to foster students' entrepreneurial capacity and abilities. As stated by Usman et al. (2010) found that teachers can create learning situations that foster creative thinking and action by providing challenging assignments that encourage new work and provide opportunities for students to apply their ideas.

Meanwhile, regarding the entrepreneurial mindset variable among SMK PUI Cikijing students, it was found that the achievement of the entrepreneurial mindset indicator at the school achieved the highest scores for the attitude and belief indicators, while the lowest scores were for the creative and innovative thinking indicators. The low level of creative and innovative thinking among students at the school is due to their limited ability to generate ideas to solve problems when faced with opportunities. Furthermore, the students' low ability to transform opportunities into marketable ideas is due to the limited local subject learning that complements the learning process and is not integrated with other learning and activities at the school, such as extracurricular

activities or other learning activities. As stated by Usman et al. (2010) stated that schools can implement entrepreneurship education and enable students to implement it in their daily lives through various aspects, including integrating entrepreneurship education into all subjects, integrating entrepreneurship education into extracurricular activities, and developing self-esteem as a way to build character, including entrepreneurial character and student personality. This is achieved through counseling services related to personal and social issues, learning activities, career development, and extracurricular activities.

In line with this, entrepreneurship education can be continuously improved as an effort to optimize existing learning to prepare and equip students for graduation. This is supported by Putri (2017), who stated that entrepreneurship education is an effort undertaken by educational institutions to instill knowledge, values, spirit, and attitudes in students to equip them to become independent, creative, and innovative individuals in entrepreneurship.

The theory used in this study demonstrates a relationship and interconnection between entrepreneurship education and an entrepreneurial mindset. Entrepreneurship education can help shape an entrepreneurial mindset. Furthermore, entrepreneurship education is an educational process that applies principles and methodologies to develop life skills in students through an integrated curriculum developed in schools (Putri, 2017). This is supported by Hussain and Norashidah (2015) who state that entrepreneurship education is a learning activity that addresses the improvement of knowledge, skills, attitudes, and personal character related to entrepreneurship. Furthermore, the growing popularity of entrepreneurship education among the public requires the educational sector to play

an active role in preparing human resources capable of facing various challenges. Education not only produces knowledge but also trains skills applied in socio-economic life (Hidayati & Rosmita, 2022). This is further reinforced by the theory of Jones and English (2004) who state that entrepreneurship education is a way to prepare individuals with the ability to recognize commercial opportunities as well as insight, self-esteem, knowledge, and skills to act based on their own thoughts. The thoughts that emerge will be related to entrepreneurship, which forms into an entrepreneurial mindset.

5. CONCLUSION

Based on the results of the research and discussion, it can be drawn several conclusions that the description of the entrepreneurial mindset of SMK PUI Cikijing students based on entrepreneurship education is in the good category, with the highest achievement of entrepreneurial mindset indicators in attitudes and beliefs, while the lowest indicators are in creativity and innovation which can be optimized by the existence of entrepreneurship education learning. Entrepreneurship education has a positive and significant effect on the entrepreneurial mindset of SMK PUI Cikijing students. This means that when entrepreneurship education increases, the entrepreneurial mindset that is formed will also increase. Conversely, when entrepreneurship education decreases, the entrepreneurial mindset that is formed will also decrease.

REFERENCE

Adnyana, I., G., L, A., & Purnami, N., M. (2016). Pengaruh pendidikan kewirausahaan, self efficacy dan locus of control pada niat berwirausaha. *E- Jurnal Manajemen Unud*, 5(2), 160-188.

- Ajzen, I. (1991). *The theory of planned behavior*. Academic Press.
- Ajzen, I., (2002). Perceived behavioral control, self-efficacy, locus of control, dan the teori perilaku terencana. *Journal of Applied Social Psychology*, 32 (4), 665–683.
- Bandura, A. (2012). Pada sifat fungsional dari self-efficacy yang dirasakan ditinjau kembali. *Jurnal Manajer*, 38 (1), 9–44.
- Bappeda Jabar. (2023, Juni 8). Hari jadi majalengka ridwan kamil: Majalengka potensial jadi pusat ekonomi baru di jawa barat [Press release]. <https://bappeda.jabarprov.go.id/>
- Biduri, S., Rahayu, R. A., & Andriani, F. D. (2019, April 24-25). Pengaruh theory of planned behavior, pengetahuan, dan motivasi terhadap niat mahasiswa untuk berkarir sebagai chartered accountant. [Paper presentation]. Konferensi Regional Akuntansi VI, Surabaya, Indonesia.
- Bosman, L., & Fernhaber, S. (2018). *Teaching the entrepreneurial mindset to engineers*. Springer International Publishing.
- Colombelli, A., Loccisano, S., Panelli, A., Antonino, O., Pennisi, M., & Serraino, F. (2022). Entrepreneurship education :The effects of challenge based learning on the entrepreneurial mindset of university students. *MDPI Administrative Sciences*, 12(10), 1-12.
- Commarmond, I. (2017, September 3). Dalam mengejar pemahaman dan ukuran yang lebih baik untuk isi pola pikir wirausaha. *Allangray Orbis*. www.allangrayorbis.org.
- Cui, J. (2021). The impact of entrepreneurship curriculum with teaching models on sustainable development of entrepreneurial mindset among higher education students in china : The moderating role of the entrepreneurial climate at the institution. *MDPI Sustainability*, 13(7950), 1-16.
- Cui, J., Sun, J., & Bell, R. (2019). The impact of entrepreneurship education on the entrepreneurial mindset of college students in china : The mediating role of inspiration and the role of educational attributes. *International Journal of Management Education*, 19(1), 100-296.
- Daniel, A., D. (2016). Fostering an entrepreneurial mindset by using a design thinking approach in entrepreneurship education. *Industry and Higher Education*, 30 (3), 215–223.
- Dhliwayo, S., & Vuuren, J., V. (2007). The strategic entrepreneurial thinking imperative. *Acta Commercii*, 7(1), 123-134.
- Doye, N. C., & Bwisa, M. (2015). The relationship between entrepreneurial behavior and performance of camel rearing enterprises in turkana county, kenya. *International Journal of Technology Enhancements and Emerging Engineering Research*, 3(9), 149-157.
- Dweck, C., S. (2006). *Mindset changing the way you think to fulfil your potential*. Robinson.
- Farida, I., & Mahmud. (2015). Pengaruh theory planned of behavior terhadap intensi berwirausaha mahasiswa. *Jurnal Ilmiah STIE MDP*, 5(1), 37–46.
- Fatoni, M. (2017, Mei 6). Pendidikan kewirausahaan di smk gagal? fakta atau mitos? [Press release]. <https://jogja.tribunnews.com>
- Ghozali, I. (2013). *Aplikasi analisis multivariate dengan program IBM SPSS 23*. Badan Penerbit Universitas Diponegoro.
- Ghozali, I. (2018). *Aplikasi analisis multivariate dengan program IBM SPSS*

25. Badan Penerbit Universitas Diponegoro.
- Griffin, R., W., & Ronald, L., E. (2006). *Business essentials*. Prentice Hall.
- Gold, T., & Rodriguez, S. (2022, September 12). Pola pikir untuk sukses. *Psychology Today*. <https://www-psychologytoday-com>
- Hamzah, A. (2009, Juni 20). Evaluasi kesesuaian model keperilakuan dalam penggunaan teknologi sistem informasi di Indonesia. [Paper presentation]. Seminar Nasional Aplikasi Teknologi Informasi (SNATI), Yogyakarta, Indonesia.
- Handayati, P., Wulandari, D., Soetjipto, B. E., Wibowo, A., & Narmaditya, B. S. (2020). Does entrepreneurship education promote vocational students' entrepreneurial mindset?. *Heliyon*, 6 (11), 1-7.
- Hasan, A., H. (2020). Pendidikan kewirausahaan: Konsep, karakteristik dan implikasi dalam memandirikan generasi muda. *Jurnal Pilar : Jurnal Kajian Islam Kontemporer*, 11(1), 99-111.
- Haynie, J., M., & Shepherd, D., A. (2007). Exploring the entrepreneurial mindset: Feedback and adaptive decision-making. *Frontiers: A Journal of Women Studies*, 27(6), 1-15.
- Haynie, J. M., Shepherd, D., Mosakowski, E., Earley, P. C. (2010). A situated metacognitive model of the entrepreneurial mindset. *Journal Business Venture*, 25(2), 217-229.
- Hidayati, N., A., & Rosmita. (2022). Pengaruh pendidikan kewirausahaan terhadap membangun minat berwirausaha mahasiswa (studi kasus mahasiswa Universitas Islam Riau). *Valuta*, 8(1), 53-67.
- Hussain, A., & Norashidah, D. (2015). Dampak pendidikan kewirausahaan terhadap niat kewirausahaan siswa Pakistan. *Jurnal Pengusaha; Bisnis Berinovasi*, 2 (1), 43-53.
- Irwansyah, R. (2021). *Perilaku organisasi*. Widina Bhakti Persada.
- Iskandar. (2008). *Metodologi penelitian pendidikan dan sosial (kualitatif dan kuantitatif)*. Gaung Persada Press.
- Jones, C., & English, J. (2004). A contemporary approach to entrepreneurship education. *Education + Training*, 46(9), 416-423.
- Jung, E., & Lee, Y. (2020). College students' entrepreneurial mindset: Educational experiences override gender and major. *Sustainability*, 12(19), 1-28.
- Kemdikbud. (2019, Maret 21). Mendikbud dorong siswa SMK jadi wirausaha di era industri 4.0 [Press release]. <https://www.kemdikbud-dorong-siswa-smk-jadi-wirausaha-di-era-industri-40>.
- Kirby, D. (2004). Entrepreneurship education: Can business schools meet the challenge?. *Education Training*, 46(8), 510-519.
- Koivumaa, S., M., & Belt, P. (2016). About for in or through entrepreneurship in engineering education. *European Journal of Engineering Education*, 41(5), 512- 529.
- Kuratko, D., F., Fisher, G., & Audretsch, D., B. (2021). Unraveling the entrepreneurial mindset. *Small Business Economics*, 57(4), 1681-1691.
- Maharani, S., & Bernard, M. (2018). Analisis hubungan resiliensi matematik terhadap kemampuan pemecahan masalah siswa pada materi lingkaran. *Jurnal Pembelajaran Matematika Inovatif*, 1(5), 8-19.

- Mathushan, P. (2020). Instilling entrepreneurial mind-set through entrepreneurship education: A systematic review of literature. *Sabaragamuwa University Journal*, 18(1), 43-54.
- Mcgrath, R., G., & Macmillan, I. (2000). *The entrepreneurial mindset*. Harvard Business school Press.
- Mukhtar, S., Wardana, L., W., Wibowo, A., & Shandy, B. (2021). Does entrepreneurship education and culture promote students' entrepreneurial intention? The mediating role of entrepreneurial mindset. *Cogent Education*, 8(1), 1-25.
- Mulyadi. (2007). *Kekuatan pola pikir*. Gramedia Indonesia.
- Nabi, N., Islam, M., Dip, T., M., & Hossain, A., A. (2017). Impact of motivation of employee performance: A case study karmasangsthan bank limited, Bangladesh. *Arabian Journal of Bussiness and Management*, 5(4), 57-78.
- Nasution, S. (2002). *Metode research*. Bumi Aksara.
- Naumann, C. (2017). *Entrepreneurial mindset: A synthetic literature review*. *Entrepreneurial Business and Economics Review*, 5(3), 149-172.
- Ningsih, R. (2017). Peranan pendidikan kewirausahaan dalam meningkatkan motivasi berwirausaha bagi mahasiswa. *Prosiding LPPM Universitas Indraprasta PGRI*, 2(3), 60-69.
- Novandri, M. (2010). Analisis pengaruh kualitas produk, harga, dan iklan terhadap kepuasan pembelian sepeda motor yamaha pada harpindo jaya cabang Ngaliya. [Skripsi Sarjana, Universitas Diponegoro Semarang]. *UNDIP Respository*. <http://eprints.undip.ac.id>
- Open Data Jabar. (2023, Februari 16). Jumlah pengangguran terbuka berdasarkan pendidikan dan kabupaten/kota di Jawa Barat. *Open Data JABAR*. <https://opendata.jabarprov.go.id/id/data set/>
- Oshinowo, W., B., Raimi, L., Olarewaju, A., & Mbah, S. (2015). Entrepreneurship education and student entrepreneurial mindset : A study of students in federal government tertiary institutions in lagos, Nigeria. *UNILAG Journal of Humanities*, 6(1), 194-214.
- Padaniah, N., Y., & Haryono. (2021). Perspektif sosiologi ekonomi dalam keputusan hubungan kerja karyawan perusahaan di masa pandemi COVID-19. *Jurnal Ekonomi dan Manajemen*, 3(1), 1–14.
- Pfeifer, S., Sarlija, N., & Zeki, M. (2016). Shaping the entrepreneurial mindset: Entrepreneurial intentions of business students in Croatia. *Journal Small Business Management*, 54 (1), 102–117.
- Pihie, Z., A., L., & Bagheri, A. (2013). Self-efficacy dan niat kewirausahaan: Mediasi efek pengaturan diri. *Panggilan dan Pembelajaran*, 6(3), 385–401.
- Pramesti, G. (2016). *Statistika lengkap secara teori dan aplikasi dengan SPSS 23*. Elex Media Komputindo.
- Putri, N., L., W., W. (2017). Pengaruh pendidikan kewirausahaan terhadap minat mahasiswa untuk berwirausaha pada mahasiswa pendidikan ekonomi Universitas Pendidikan Ganesha. *Jurnal Pendidikan Ekonomi Undiksha*, 9(1), 137-148.
- Ramaditya, M. (2021). *Perilaku organisasi*. Widina Bhakti Persada.
- Rimadani, F., & Murniawaty, I. (2018). Pengaruh pendidikan kewirausahaan, business center dan kreativitas siswa terhadap jiwa berwirausaha siswa.

- Economic Education Analysis Journal, 7(3), 976–991.
- Robbins, S., P. (1996). Perilaku organisasi. Prehallindo.
- Rosmiati, R., Siregar, N., & Efni, N. (2022). Pola pikir kewirausahaan. Edukatif : Jurnal Ilmu Pendidikan, 4(4), 5668–5673.
- Saadat, S., Aliakbari, A., Alizadeh Majd, A., & Bell, R. (2021). The effect of entrepreneurship education on graduate students' entrepreneurial alertness and the mediating role of entrepreneurial mindset. *Education + Training*, 64(7), 892-909.
- Saptono, A., Wibowo, A., Narmaditya, B., S., Dewi, R., P., & Yanto, H. (2020). Does entrepreneurial education matter for Indonesian students' entrepreneurial preparation : The mediating role of entrepreneurial mindset and knowledge does entrepreneurial education matter for Indonesian students entrepreneurial preparation : The med. *Cogent Education*, 7(1), 1-17.
- Sarwoko, E. (2011). Kajian empiris entrepreneur intention mahasiswa. *Jurnal Ekonomi Bisnis*, 16(2), 126–135.
- Shane, S. (2004) . Perencanaan pasar : Perencanaan bisnis sebelum pemasaran dan kelanjutan dari upaya pengorganisasian, *Journal Business Venture*, 19(6), 767–785.
- SMK PUI Cikijing. (2023, Agustus 2). Album kategori logo. Website Resmi SMK PUI Cikijing. <https://smkpuicikijing.sch.id/album/kategori/logo>
- Sugiyono. (2017). Metode penelitian kuantitatif, kualitatif, dan R&D. CV Alfabeta. Sugiyono. (2018). Metode penelitian kuantitatif. CV Alfabeta.
- Susetyo, B. (2010). Statistika untuk analisis data penelitian. Relika Aditama.
- Usman, H., Ani, E., Suharyadi, Sejati, V. S., Sistaningrum, W., Winarno, G., Gunawan, A. S., Priyono, S. A., Kartini, Setyowati, I., & Wulandari, A. (2010). Pengembangan pendidikan kewirausahaan. Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum.
- Wardana, L., W., Narmaditya, B., S., Wibowo, A., Mahendra, A. M., Wibowo, N., A., Harwida, G., & Rohman, A., N. (2020). The impact of entrepreneurship education and students' entrepreneurial mindset : The mediating role of attitude and self-efficacy. *Heliyon*, 6 (9), 1-7.
- Wirandana, S., H. (2017). Pengaruh pendidikan kewirausahaan terhadap niat berwirausaha. *EDUKA : Jurnal Pendidikan, Hukum, dan Bisnis*, 2(2), 56–65.
- Zupan, B., Cankar, F., Setnikar, C. S. (2018). The development of an entrepreneurial mindset in primary education. *Journal Education*, 53(3), 427– 439.