
The Effect of Entrepreneurship Education on Students' Entrepreneurship Intention in Vocational School

AHMAD ABDUN SALAM¹, IBNU SISWANTO², AND MAR'ATUS SHOLIKAH³

Abstract

Entrepreneurship education is crucial for students to learn knowledge around entrepreneurial skills, attitudes, and stimulates entrepreneurial intentions. This study aims to analyze the influence of entrepreneurship education program on student's entrepreneurship intention in vocational schools with gender as moderation. There were 198 respondents from seven vocational schools in Yogyakarta province participated in this quantitative study. The analysis technique used is PLS-SEM with the help of SmartPLS software. The result revealed that entrepreneurship education programs are positively related to student's entrepreneurship inspiration and intention. Extracurricular entrepreneurship activity is also positively related to entrepreneurship education inspiration and student's entrepreneurship intention. However, the result displayed that gender insignificantly moderates the relationship between entrepreneurship education program and student's entrepreneurship intention in vocational high school. Besides, schools and teachers need to present learning programs and extracurricular activities that can inspire and intend to generate interest in student entrepreneurship in the future.

Keywords

Entrepreneurship education, entrepreneurship intention, extracurricular entrepreneurship activity, gender

¹. Graduate Student in Educational Management, Faculty of Education, Universitas Negeri Yogyakarta, Indonesia; Corresponding author: ahmadabdun.2019@student.uny.ac.id.

². Lecturer in Automotive Engineering Education, Faculty of Engineering, Universitas Negeri Yogyakarta, Indonesia.

³. Graduate Student in the Economic Education Department, Faculty of Economics, Universitas Negeri Yogyakarta, Indonesia

Introduction

Previous studies show that entrepreneurship is a vital factor influencing economic development (Galvão et al., 2020; McMullan et al., 1986; Tödttling & Trippel, 2005). Entrepreneurship is considered as an innovative and creative process, which has a potential role in enhancing the value and quality of goods, upgrading productivity, creating new employment opportunities, revitalizing and diversifying markets, increasing social welfare, and developing the country's economy (Guerrero et al., 2008). Furthermore, Wilson et al. (2007) revealed that women have a crucial role in entrepreneurship around the world. In an advanced market economy, women entrepreneurs hold 25% of all businesses and extend speedily over time in Africa, Latin America, Eastern Europe and even in Asia (Jalbert, 2000). However, the present trends indicate that women are more passive in entrepreneurship than men worldwide (Wilson et al., 2007). Recent data showed that there was a significant distance among men and women from the Global Entrepreneurship Monitor in entrepreneurship. Specifically, 33% of men are more active in entrepreneurship in high-income states, 41% in low-income states, and 75% in middle-income states (Langowitz et al., 2005). It shows that gender has a big impact on entrepreneurship. Gender is an individual characteristic to give several explanations of the different effects on results (Indartono & Chen, 2010).

Many aspects definitely influence the distinction among men and women to attract their intention to become entrepreneurs (Wilson et al., 2007). In particular, entrepreneurship education, extracurricular entrepreneurship activity, and entrepreneurial inspiration create entrepreneurial intentions in a person in the beginning. Entrepreneurship education is very crucial for students to learn knowledge about entrepreneurial skills, attitudes, and stimulates entrepreneurial intentions (Cui et al., 2019). Moreover, Entrepreneurship education is an activity that involves a mindset, influences a person's attitudes, beliefs, and values to trigger and hone entrepreneurial intentions (Iwu et al., 2019). This mindset, attitude, belief, and values possessed by a person create entrepreneurial intentions and influence new ideas and new business (Fayolle & Klandt, 2006). Furthermore, entrepreneurship education also provides real experiences by involving a successful entrepreneur to become a speaker or by providing real case studies in entrepreneurship arranged to inspire learners and to offer entrepreneurship's positive aspects as their future career (Ahmed et al., 2020). Entrepreneurship education can reinforce or drive student inspiration to be entrepreneurs (Vaizler B, 2011). So, we can take the hypothesis from all studies explained that entrepreneurship education is affected the student's entrepreneurial inspiration and intentions.

Moreover, there were several studies that entrepreneurship education has a different effect on both men's and women's intentions to become entrepreneurs in their future. The researchers found that women need more entrepreneurship education than men to increase entrepreneurial intentions (Wilson et al., 2007). Like Scherer et al. (1990) argued, women participating in business need more confidence and expectations for success than men. In addition, empirical evidence indicates that women tend to have lower expectations of success at work than men (Eccles, 1994). Other studies directly state that the entrepreneurial

intention is identical to the men (Ahl, 2006; T. Gupta, 2009; Lewis, 2006). Moreover, Ratten and Usmanij (2020) said that future studies must explain that there are different gender impacts in entrepreneurship education, especially if female students are more likely than men to become entrepreneurs. We are motivated to explore different gender, entrepreneurship education, educational inspiration, and entrepreneurial intentions. We believe that there is an interrelated relationship between these variables. Is there an effect of entrepreneurship education on student's entrepreneurial inspiration and intention? Are there differences in the effect of entrepreneurship education between male and female students on the intention to become entrepreneurs? This article explores the role of entrepreneurship education in vocational schools. We took vocational schools because they have special courses for entrepreneurship education to prepare students to become entrepreneurs. In addition, entrepreneurship education in vocational schools is the main gate to shape students to become entrepreneurs in the future (Wilson et al., 2007). This is very crucial for vocational schools, especially those that prioritize practice in their learning. It leads to the following hypothesis:

1. Hypothesis 1.1: Entrepreneurship education program (EEP) is positively related to entrepreneurship education inspiration (EEI)
2. Hypothesis 1.2: Entrepreneurship education program (EEP) is positively related to entrepreneurship intention (EI)
3. Hypothesis 1.3: Extracurricular entrepreneurship activity (EEA) is positively related to entrepreneurship education inspiration (EEI)
4. Hypothesis 1.4: Extracurricular entrepreneurship activity (EEA) is positively related to entrepreneurship intention (EI)
5. Hypothesis 1.5: Entrepreneurship education inspiration (EEI) is positively related to entrepreneurship intention (EI)
6. Hypothesis 1.6: Gender moderates entrepreneurship education and entrepreneurship intention in a vocational school

Literature Review

Entrepreneurship education program and entrepreneurship intentions

The entrepreneurship education program has established rapidly, with many studies conducted in that field (Ratten & Usmanij, 2020). Previous studies revealed that entrepreneurship education has a positive impact on entrepreneurial outcomes. Peterman and Kennedy (2003) declared that students who attended entrepreneurship education had a stronger desire and were worthy of pursuing a career as entrepreneurs. In addition, student participation in class has been observed to develop entrepreneurial abilities and increase opportunity recognition of entrepreneurship (DeTienne & Chandler, 2004). The research was done by Galloway and Brown (2002) also found that students who have taken entrepreneurship education have a higher intention of entrepreneurship than those who haven't taken it yet. Moreover, Kolvereid and Moen (1997) observed that students who had taken entrepreneurship education classes were much better prepared to start their business

than those who had not. Presently, schools and colleges have encouraged entrepreneurship education program to support students start an entrepreneurial career (Ilonen & Heinonen, 2018).

In accordance with the Consortium of Entrepreneurship Education (2013), entrepreneurship education aims to set up graduates to become entrepreneurs and assist in their sustainable economic development. Besides, Entrepreneurship education educates students to think creatively, be innovative, confident, and have strong discipline in starting and running their business. Mapfaira and Setibi (2014) also confirm that entrepreneurship education forces students to start a business. Palalić et al. (2017) conclude that entrepreneurship education might increase the intention of prospective entrepreneurs.

Moreover, there were some methods in entrepreneurship education to amplify students' entrepreneurial intentions (Nabi et al., 2017). In the first method, students are offered the opportunity to be involved repeatedly in an entrepreneurial task such as arranging market analysis, creating ideas, or making a business plan as part of entrepreneurship education (Ahmed et al., 2020). This aims to develop a stronger self-efficacy and self-confidence in students so that they are accustomed to running a business and equipping them to become successful entrepreneur in the future. The second method, entrepreneurship education, must be designed by involving role model like a successful entrepreneur as a guest speaker to share their inspirational journey in starting a business in order that students get positive experiences to become entrepreneurs in the future (Ahmed et al., 2020). This method also increases self-efficacy for students to overcome their obstacles and difficulties when starting their business.

Additionally, entrepreneurship education programs are classified into two forms, firstly, classroom learning that has been arranged in the curriculum and focus on theoretical, and the second is extracurricular activities that give students the freedom to develop themselves and learn from real experiences such as starting a small business, internships in industry, participating in entrepreneurial competitions and so on (Cui et al., 2019). This extracurricular activity helps strengthen the knowledge and skills of entrepreneurship education programs taught in the classroom. So, more extracurricular activities that are held, such as industry visits, internships in companies, selling directly, will direct real experiences for students to be entrepreneurial. Besides, extracurricular activities by presenting speakers from successful entrepreneurs, participating in business plan competitions, following business projects will further motivate students to become entrepreneurs (Souitaris et al., 2007). This has been proven by previous researchers that extracurricular activities have a significant impact on the learning process if applied correctly (Claudia, 2014). Furthermore, Arranz et al. (2017) found that entrepreneurship education and entrepreneurship extracurricular activities have a role in bridging entrepreneurial student's intentions and competencies in schools.

Entrepreneurship education and gender

Preceding researches represented that men perform higher entrepreneurial intentions than women (Kelley et al., 2013). Studies have presented that in the US, entrepreneurial intentions gives a positive orientation in men (Ozaralli & Rivenburgh, 2016). Related

research also argued that men are more open in choosing their careers than women because women feel a lack of confidence in their abilities (Bandura, 1997) and women, especially, avoided becoming entrepreneurs because they felt a lack of skills in that field (Chen et al., 1998). Several researchers recognized that the gender stereotypes differentiate between men and women in entrepreneurship and effecting society's cognition and behavior (V. K. Gupta et al., 2005). Entrepreneurship is conservatively assumed a men's job, so women tend to have lower intentions in pursuing careers as entrepreneurs (Nan Langowitz & Maria Minniti, 2007). From those studies, we can indicate that there were gender differences that affected entrepreneurial intention between men and women.

To promote entrepreneurial intention for men and women, the government and academics in Spain designed an entrepreneurship education program that is claimed to increase the intention and performance of entrepreneurship (Liñán et al., 2011). Entrepreneurship education is regarded as a critical approach for stimulating both young men and women in entrepreneurship. This approach provides changes for students to equip themselves with the knowledge, attitudes, and skills to start and run their business in the future. Many students argued that entrepreneurship education is the key to encourage entrepreneurial intentions (Dutta et al., 2011; Solomon et al., 2008). From this study, it was concluded that entrepreneurship education is considered very crucial things to encourage students, males and females, to become entrepreneurs in the future. From several existing types of research, it seems very relevant if gender differences get more attention from researchers, especially in the effect of entrepreneurship education on entrepreneurial intention (Nowiński et al., 2017). Besides, Contreras-Barraza et al. (2021) argued that gender is basic elements of the sociocultural, and it can possibly determine entrepreneurship more broadly and entrepreneurship intention especially.

Methodology

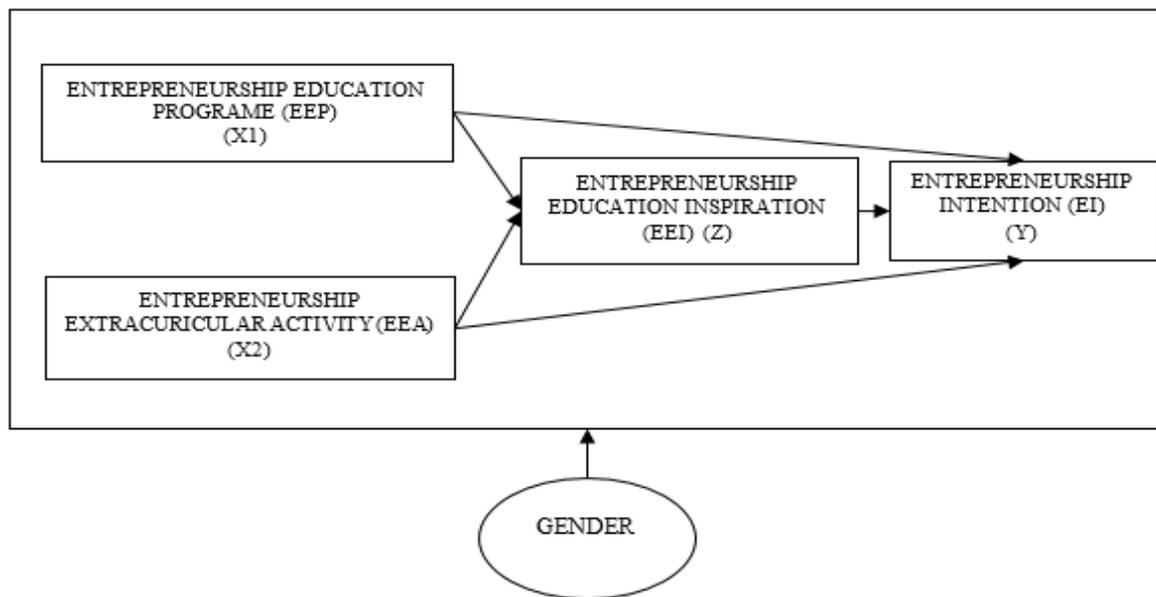
Research design, site, and participants

This study occupied a quantitative method by means of a survey approach. The data were in the form of students' perceptions about the impact of entrepreneurial education both in learning and through extracurricular activities on entrepreneurial inspiration and intentions with gender as a moderating variable in vocational students. Data were collected from 7 vocational schools in Yogyakarta Province, Indonesia. Data were collected from students during the implementation of learning with the permission of the subject teacher. This research is voluntary and confidential, so students can fill in freely without coercion and the data that has been collected is well preserved. This was conveyed to students before the questionnaire was distributed.

The sample for this research consisted of 198 vocational students enrolled in any majors from 7 vocational schools in Yogyakarta. Respondents were students in the vocational schools who have received entrepreneurship education subjects consisting of 5 students from 10th grade (2, 52%), nine students from 11th grade (4, 54%), and 184 students from 12th grade (92, 9%). There are four public schools and three private schools and three schools in the city and four schools in the countryside. 122 of 198 respondents were male

(61, 6%), and 76 were female (38, 4%). Furthermore, Respondents were from various majors, 27 students from office administration (13, 63%), 28 students from the technical light vehicle (14, 14%), seven students majoring in hospitality, 28 students majoring in culinary art (14, 14 %), 29 students majoring in the technical business of motorcycle (14, 64%), and 79 students majoring in network and computer engineering (39, 89%).

Figure 1. *Research model*



Data collection and analysis

Ten items of entrepreneurship education program were adjusted from questionnaires developed and validated by Iwu et al. (2019) and were used to measure students' perceptions of how entrepreneurship education can attract student's entrepreneurial intention in their future, such as "Entrepreneurship education promotes self-employment among people.". Ten Items of extracurricular entrepreneurship activity were adopted and validated by Cui et al. (2019) and were used to measure student participation in entrepreneurship extracurricular activities, such as joining entrepreneurship clubs, internships in industry, competition for business plan, and entrepreneurship conferences, etc. Three Items of entrepreneurship education inspiration were used to measure where students get entrepreneurial inspiration from, such as from teachers, visiting entrepreneur, motivator of entrepreneurship and was adopted and validated by Ahmed et al. (2020) and five items of entrepreneurship intention were used to measure how much students want to be entrepreneurs in the future, such as "My goal is to become an entrepreneur" and was adopted form questionnaire developed by Iwu et al., (2019). The research used a five-point rating scale.

Findings

Questionnaire result and measurement model

There were 198 questionnaires analyzed, and the results of respondents' answers to the questionnaire showed that each variable used influenced one another. Furthermore, we analyzed the statistical data on the results of the questionnaire that had been distributed. Statistical analysis in this study uses the measurement model (outer model) and the structural model (inner model) contained in PLS.

The outer model implies how each indicator relates to its latent variable. In the data analysis technique using SmartPLS, there are three criteria for analyzing the outer model. The first criterion is convergent validity. The second criterion is discriminant validity or using the average variant extracted. The third criterion is the construct reliability measured using CR and Cronbach's Alpha.

Convergent validity

Convergent validity is believed to be basic processes in measuring the survey instrument. Testing validity is performed to determine whether all research instruments proposed to measure research variables are valid. The validity test in PLS is assessed by assessing the convergent validity of each indicator. Convergent validity can be evaluated in three steps; indicators of validity, construct reliability, and the value of average variance extracted (AVE). The validity indicator can be seen from the loading factor value. The loading factor is the correlation between these indicators and their constructs. The higher the correlation, the higher the validity is. If the loading factor of an indicator is more than 0.5 and the t-statistic value is more than 2.0, it is said to be valid. Each item loads of the factor should exceed the 0.50 value to achieve convergent validity (Sun & Teng, 2012). Convergent validity is also determined by the value of Average Variance Extracted (AVE) and composite reliability (CR). To obtain the convergent validity, the AVE value should be > 0.50 , and CR has to be > 0.7 (Bagozzi & Youjae Yi, 1988; Hair et al., 2017) or exceed 0.80 (Guo et al., 2011). The processed data results to see the validity and reliability of research using SmartPLS software can be checked in table 2 and figure 2. Table 2 displays the results of the analysis:

Table 1. *The convergent validity results*

Construct	Items	Loadings	CR	AVE
Entrepreneurship extracurricular activity	EEA01	0.850	0.954	0.677
	EEA02	0.870		
	EEA03	0.846		

	EEA04	0.776		
	EEA05	0.794		
	EEA06	0.811		
	EEA07	0.804		
	EEA08	0.857		
	EEA09	0.839		
	EEA10	0.772		
Entrepreneurship education inspiration	EEI1	0.872	0.904	0.758
	EEI2	0.884		
	EEI3	0.856		
Entrepreneurship education program	EEP01	0.716	0.940	0.611
	EEP02	0.729		
	EEP03	0.787		
	EEP04	0.882		
	EEP05	0.873		
	EEP06	0.728		
	EEP07	0.749		
	EEP08	0.756		
	EEP09	0.777		
	EEP10	0.800		
Entrepreneurship intention	EI1	0.758	0.901	0.649
	EI2	0.782		
	EI3	0.702		
	EI4	0.887		
	EI5	0.881		

Gender	Gender	1.000	1.000	1.000
Gender* Entrepreneurship education program	gender * EEP01	0.851	0.950	0.658
	gender * EEP02	0.772		
	gender * EEP03	0.856		
	gender * EEP04	0.944		
	gender * EEP05	0.937		
	gender * EEP06	0.794		
	gender * EEP07	0.798		
	gender * EEP08	0.826		
	gender * EEP09	0.846		
	gender * EEP10	0.836		

The loading factor values were surpassed more than 0.70 for all items. The AVE for all items exceeded more than 0.60, and the composite reliability (CR) were above 0.80, which is more than the minimum level of the CR (>0.70). From this, we can take the conclusion that all indicators meet convergent validity and have sufficient validity.

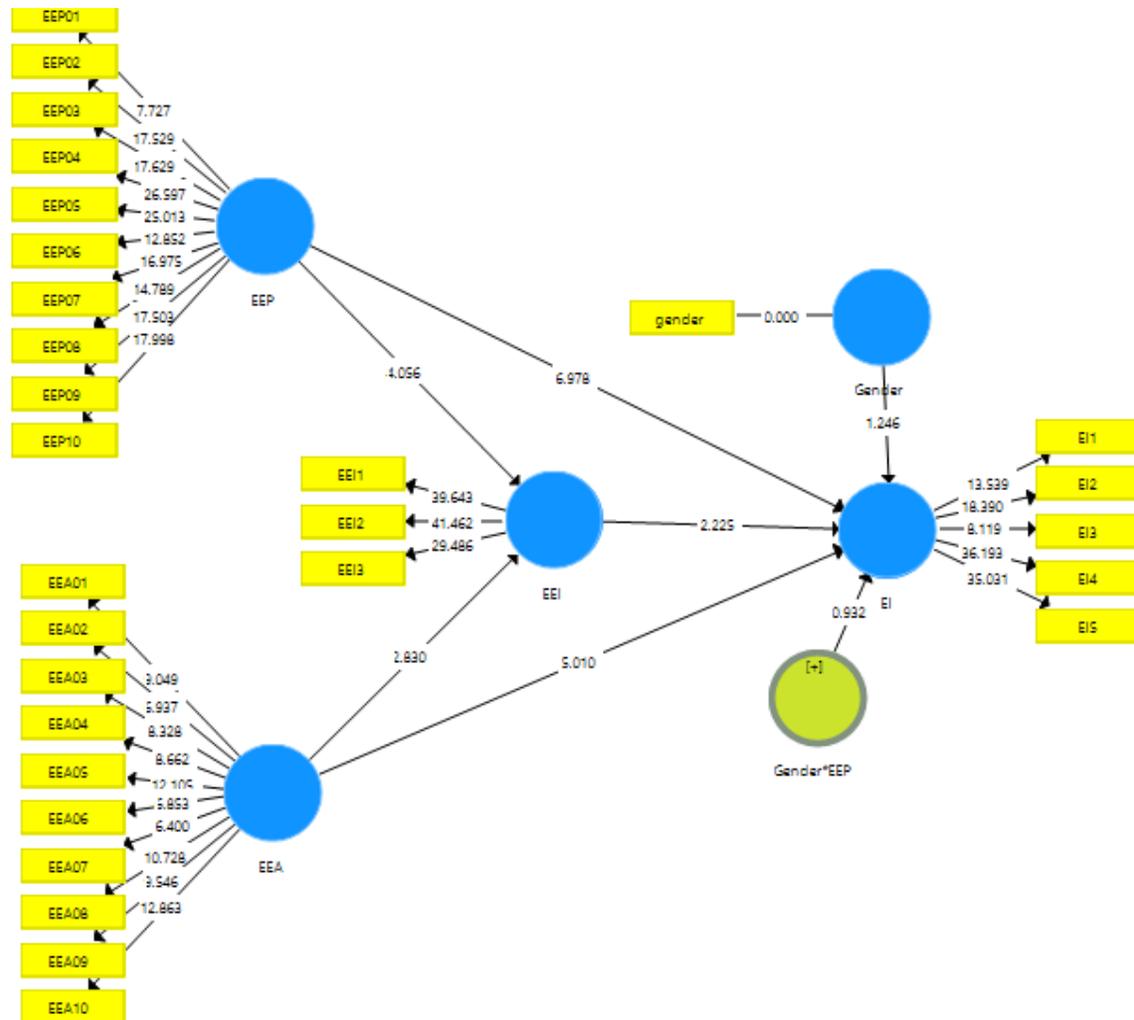
Discriminant validity

Discriminant validity is the degree to which measurement items of a specific factor reflect this factor instead of other factors in the specific model (Hulland, 1999). The discriminant validity test can be identified by comparing the root of *the average variance extracted* (AVE) for every construct on the correlation between one construct and the other constructs in the research model. Suppose the AVE roots for each construct are more significant than the correlation between constructs and other constructs in the research model. In that case, it is called that the model has good discriminant validity. Discriminant validity in this study is shown in table 3. Table 3 shows that the AVE value for all variables is above 0.500, so it can be said that all variables are valid.

Table 2. *Fit index of latent variables and fornell-larcker criterion*

	AVE	EEA	EEI	EEP	EI	Gender	Gender*EEP
EEA	0.677	0.823					
EEI	0.758	0.578	0.871				
EEP	0.611	0.709	0.517	0.782			
EI	0.649	0.709	0.512	0.752	0.805		
Gender	1.000	0.104	0.049	0.021	0.107	1.000	
Gender*EEP	0.658	0.459	0.299	0.352	0.299	-0.012	0.811

Figure 2. Loading factor results



Constructability (CR)

CR is the indicator’s consistency if the scale measurements are carried out at different times, locations, and populations. CR is measured by composite reliability and Cronbach alpha (internal consistency reliability) of indicators measuring constructs. The construct is declared reliable if the CR value is more significant than 0.7 and Cronbach’s alpha is above 0.6 (Ghozali, 2014; Nunnally et al., 1967). Based on table 4. The value of CR and Cronbach’s Alpha exceeds the standard to be valid and highly reliable.

Table 3. CR and Cronbach's Alpha results

Variable	Composite Reliability (CR)	Cronbach's Alpha
EEA	0.954	0.947
EEI	0.904	0.841
EEP	0.940	0.928
EI	0.901	0.862
Gender	1.000	1.000
Gender*EEP	0.950	0.942

Structural model (inner model)

The structural model represents the construct relationship between the independent variable and the dependent variable, which is formulated in the model hypothesis (Kline, 2011). This analysis aims to receive or reject the proposed hypotheses. Furthermore, (Hair et al., 1998) explained that the involvement of the set of relationships between the hypothesized factors is emphasized in this analysis. The structural model establishes the direct and indirect connections among the factors and explores the amount of (explained/unexplained) variance in the model (Wang, 2003). To evaluate the structural model, four assessment procedures have been employed below;

1. Assess the R2 Coefficient of determination values or R Square: (Guo et al., 2011) explored that R2 represent the productiveness of the theoretical model. Three levels were suggested to gauge the power of R2: above 0.67 high, from (0.33 to 0.67) medium, and less than 0.33 low (Chin, 1998).
2. Assess the path coefficient: this measure shows the strength of the relationships between independent and dependent variables (Guo et al., 2011). (Sridharan et al., 2010) suggested three levels to measure the path coefficient: when path coefficient less than or equal to 0.2, weak; between (0.2 and 0.5), moderate; > 0.5 then path coefficient is strong.
3. Evaluate the effect size (f2): This indicator measure of the changing in the R2 value when a particular factor is deleted from the model. The cut-off of effect size (f2) is: 0.02 and above = small; 0.15 and above = medium; and 0.35 and above is considered large effects (Henseler et al., 2009). The criteria for the structural model are displayed in table 5.19.

Coefficient of determination (R Square)

The Coefficient of determination (R2) is considered one of the main indicators that utilize to evaluate the paths in PLS structural model; R2 indicates the amount of variance explained by the dependent variables. The R Square value of the dependent variable used in the model can be checked in Table 5. Table 5 presents that the R-Square value is weak and medium. Thus, the structural equation that exists is getting better.

Table 4. *The values R Square*

Construct	Relationship	R square	Result (R Square)
Entrepreneurship Education Inspiration (EEP)	EEP -> EEI	0.292	low
Entrepreneurship Intention (EI)	EEA -> EEI	0.644	Medium
	EEP -> EI		
	EEA -> EI		
	EEI -> EI		

According to table 5, the R square for entrepreneurship education program is 0.292, which means that all of the two factors: entrepreneurship education program and entrepreneurship extracurricular activity explain 29.2% of the variance in entrepreneurship education inspiration. The value of R square less than 0.33 recommended the low model (Chin, 1998). Besides, the R square value for entrepreneurship intention is 0.644, between (0.67 and 0.33), so it suggested the moderate model for three factors: entrepreneurship education program, extracurricular entrepreneurship activity, and entrepreneurship education inspiration. All of these factors are explaining 64.4% of the variance in entrepreneurship intention.

Path coefficients (Hypothesis test)

Path coefficients or hypothesis test is performed by looking at the value of p-values using a significance level of 0.05. It is said to be influential if the p-value is less than 0.05. The results of hypotheses testing can be checked in Table 6.

Table 5. *Path coefficient*

No.	Hypothesis	β value	Standard Error	t-statistic	p-value	Status	
H1	EEP	EEI	0.363	0.088	4.056	0,000	Received
H2	EEP	EI	0.467	0.469	6.978	0,000	Received
H3	EEA	EEI	0.210	0.079	2.830	0.005	Received
H4	EEA	EI	0.331	0.068	5.010	0,000	Received
H5	EEI	EI	0.123	0.055	2.225	0.027	Received
	Gender	EI	-0.057	0.045	1.246	0.213	Rejected
H6	Gender*EEP	EI	-0.052	0.061	0.932	0.352	Rejected

Referring to Table 6, the variable independent of entrepreneurship education inspiration are: entrepreneurship education program ($\beta = 0.363$, $p = 0.000 < 0.05$) and entrepreneurship extracurricular activity ($\beta = 0.210$, $p = 0.005 < 0.05$) were all significantly related to entrepreneurship education inspiration. Hence, the hypotheses (H1 and H3) were received in this study. Furthermore, the variable independents of entrepreneurship intention are: entrepreneurship education program ($\beta = 0.467$, $p = 0.000 < 0.05$), entrepreneurship extracurricular activity ($\beta = 0.331$, $p = 0.000 < 0.05$), and entrepreneurship education inspiration ($\beta = 0.123$, $p = 0.027 < 0.05$), were all significantly related to entrepreneurship

intention. So, the hypotheses (H2, H4, and H5) were received. While the gender to entrepreneurship intention ($\beta = -0.057$, $p = 0.213 > 0.05$) and gender as variable moderation between entrepreneurship education program and entrepreneurship intention ($\beta = -0.052$, $p = 0.352 > 0.05$), were insignificantly related to entrepreneurship intention, so these hypotheses were rejected.

Effect sizes (f²)

Effect size (f²) is utilized to assess the change in the R² value when a particular factor is removed from the model. The cut-off values of effect size: 0.02: small; 0.15: medium; 0.35: large (Henseler et al., 2009). Table 7 shows the results of the effect size analysis.

Table 6. *Effect size (f²) results*

Hypotheses	Relationship	Effect sizes (f ²)	Effect sizes
H1	EEP -> EEI	0.090	Small
H2	EEP -> EI	0.278	Medium
H3	EEA -> EEI	0.035	Small
H4	EEA -> EI	0.151	Medium
H5	EEI -> EI	0.030	Small
H6	Gender -> EI	0.009	Not Effect
	Gender*EEP -> EI	0.008	Not Effect

According to the Table 7, the effect sizes of H2 (f² = 0.278) and H4 (f² = 0.151) had a medium relationship which much higher than the other factors. This indicate that entrepreneurship education program and entrepreneurship extracurricular activity best related to the entrepreneurship intention. While the effect sizes for H1 EEP-> EEI (f² = 0.090), H3 EEA-> EEI (f² = 0.035) had relationships with small effect sizes. Nevertheless, the effect size for H6 gender as variable moderation between entrepreneurship education program and entrepreneurship intention (f² = 0.008) had no effect sizes.

Discussion

The entrepreneurial intention must be grown from an early age because it will determine the number of entrepreneurs in a country in the future. Entrepreneurship intention can be grown in many aspects. One of which is by holding entrepreneurship education. One of the special school taught entrepreneurship lessons is a vocational school because one of the visions of vocational schools is to create entrepreneurs who are ready for work. Besides, vocational schools are also a starting point for students to get inspiration in entrepreneurship (Wilson et al., 2007). Entrepreneurial inspiration can be obtained from knowledge gained informal entrepreneurship education, inspiration from entrepreneurial extracurricular activities such as internships, visiting victory, meeting with successful entrepreneurs, and obtained by attending various entrepreneurship seminars. Therefore, it

can be deduced that there is a positive effect between entrepreneurship education and entrepreneurial extracurricular activities on entrepreneurial inspiration, forming a person's intention in entrepreneurship.

In this study, it was found that there was a positive influence between entrepreneurship education, entrepreneurial extracurricular activities, and entrepreneurial inspiration on the entrepreneurship intention in vocational school students. This result is referring to the hypotheses test and shows that the p-value of each variable of entrepreneurship education (0.000), entrepreneurial extracurricular activities (0.000), and entrepreneurial inspiration (0.027) < 0.05 . Previous research has also shown a positive influence between entrepreneurship education (Iwu et al., 2019), entrepreneurial extracurricular activities (Cui et al., 2019), and entrepreneurial inspiration (Ahmed et al., 2020) on entrepreneurial intention. So, this research strengthens the results of previous research and is also consistent with past research. Besides, in this study found that entrepreneurship education program and entrepreneurship extracurricular activity have best related to the entrepreneurship intention, by reason of the variables had a medium relationship which much higher than the other factors.

Previous research also shows differences in entrepreneurship education's effect on entrepreneurial intention in schools between males and females to become entrepreneurs in the future. Research shows that women need more entrepreneurial education than men to foster entrepreneurship (Wilson et al., 2007). Another research shows that female students have a lower intention in entrepreneurship than male students (Kelley et al., 2013). However, this study shows that there is a insignificant gender effect between entrepreneurship education and entrepreneurship intention. It shows from the result of the hypotheses test that the p-value of gender as variable moderation between entrepreneurship education program and entrepreneurship intention ($\beta = -0.052$, $p = 0.352 > 0.05$). Hence, we can conclude that males and females in vocational schools have the same entrepreneurial intention to become an entrepreneur. Thus, it contradicts previous research that there is no gender effect between entrepreneurship education on entrepreneurship intention.

Conclusions

Entrepreneurship education is one of the programs that cannot be seen directly because it is a long-term investment. Entrepreneurship education is also the basis for a person to choose an entrepreneurial career in the future. Therefore, schools and teachers need to present learning programs and extracurricular activities that can inspire and intend to generate interest in student entrepreneurship in the future. Real activities that are theoretical will also provide inspiration and a great intention to become entrepreneurial. Nevertheless, there is an insignificant influence between entrepreneurship education on entrepreneurship intention with gender as a moderation variable in the study's findings; schools must present all male and female student activities.

Disclosure Statement

No potential conflict of interest was reported by the authors of this manuscript

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Biographical notes

AHMAD ABDUN SALAM is a graduate student in Educational Management, Faculty of Education, Universitas Negeri Yogyakarta, Indonesia; email: ahmadabdun.2019@student.uny.ac.id

IBNU SISWANTO, Ph.D. works at The Department of Automotive Engineering Education, Faculty of Engineering, Universitas Negeri Yogyakarta, Indonesia.

MAR'ATUS SHOLIKAH is a graduate student in the Economic Education Department, Faculty of Economics, Universitas Negeri Yogyakarta, Indonesia.