



Development of Business Knowledge Sharing Program for Increasing Entrepreneurial Intention Realize Young Generation Towards a Golden Indonesia

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Abstract

This study aims to know how influence Entrepreneurship education and visiting program variables industry on entrepreneurial intention which is moderated by the MSME business knowledge sharing variable among State Vocational School students in the district Jombang. The study focuses on State Vocational School students in Jombang Regency, with a sample of 155 respondents drawn from five different schools in the region. The sampling technique employed was non-probability sampling, specifically purposive sampling, ensuring that the selected participants were involved in entrepreneurship education and industry visit programs relevant to the research. Data was collected through a questionnaire consisting of 21 questions, which was distributed directly to respondents. The data analysis was carried out using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the aid of Smart PLS 3.0 software, allowing for an in-depth examination of the relationships between entrepreneurship education, industry visit programs, and entrepreneurial intention, moderated by the MSME business knowledge sharing variable. Research result This show that entrepreneurship education and industry visit programs have an influence to entrepreneurial intention. On the side Others, entrepreneurship education and industry visit programs have an influence to entrepreneurial intention which is moderated by MSME business knowledge sharing. Conclusion of study This is an influential entrepreneurship education and industry visit program to entrepreneurial intention. MSME business knowledge sharing is capable moderate's entrepreneurship education and industry visit programs with entrepreneurial intention.

How to Cite

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INTRODUCTION

In the era of globalization and development technology information, challenges economy the more complex with exists intense global competition. This matter demand exists readiness generation young For enter the world of work with own skills and interests strong entrepreneurship (Wahyuni et al., 2023). Regency Jombang, though own MSMEs have great potential, still face problem in matter lack interest and involvement inner vocational school students field businessman. This matter influence growth economy local and create challenge in create field Work for generation young (Onjewu et al., 2021). Ideally, vocational school students in the district Jombang must own good understanding about the world of entrepreneurship, having relevant skills, and high motivation For start and develop business Alone (Dahlstedt & Fejes, 2019).

However, in reality Still Lots less vocational high school students own sufficient understanding about the world of business and less exposed with practice real business in the field (Mei et al., 2020; Suprianto et al., 2020). Visiting Program Development Integrated industry with the MSME Business Knowledge Sharing Program to become solution innovative For overcome gap the with give experience direct and relevant knowledge to vocational school students (Secundo et al., 2021; Usman & Simare Mare, 2020). With increasing interest and involvement inner vocational school students entrepreneurship, hopefully can create impact positive in growth economy local, upgrade field work, as well development community more business strong and sustainable in the Regency Jombang.

For overcome problem, Researcher compile strategy smart and inclusive learning. Learning must be No only informative, but also empowering, enabling student For feel experience direct in apply skills entrepreneurship and awareness environment in context life real (Raharjo et al., 2023; Sillat et al., 2021; Tseng et al., 2022). Learning entrepreneurship help improve the Visitation Program

Industry student with method confront them on various challenge in implementation start entrepreneurship (Noerhartati et al., 2019; Ratten & Usmanij, 2021). In face risk market failure and uncertainty, students Study For still tough, take measurable risk, and looking for solution creative (Atmono et al., 2023; Hägg & Kurczewska, 2021; Sulistyowati et al., 2023). This process develop ability student For overcome difficulty with attitude positivity and flexibility high, which is the essence of the Visitation Program Industry (Brüne & Lutz, 2020; Ghafar, 2020; Jardim et al., 2021).

Participation in the Visitation Program Industry, also has potential big For influence interest entrepreneurship student (Handayati et al., 2020; Hardie et al., 2020). Visitation Program Industry own role important in increase interest entrepreneurship vocational school students in the district Jombang. Through experience directly in industry, students obtain understanding practical about the world of business, developing skills essential, and inspired For operate business Alone (Jiatong et al., 2021; Thomassen et al., 2020). This program is also constructive network with perpetrator business local, improve motivation, and potential give contribution to growth economy local as well as creation field Work new (Anwar & Abdullah, 2021; Menon & Suresh, 2020; Muthumeena & Yogeswaran, 2022).

Meanwhile, the Knowledge Program is Haring MSME businesses have role key in strengthen interest entrepreneurship vocational school students in the district Jombang. Through this program, students can obtain deep knowledge about practice MSME business, strategy marketing, management finance, and other important skills For succeed in the world of entrepreneurship (Indriyani et al., 2020; Sonmez Cakir & Adiguzel, 2020). Besides that, this program facilitate exchange experience and knowledge between students, MSME entrepreneurs, and experts business, creating environment collaborative and supportive learning. With However, the MSME Business Knowledge Sharing Program does

not only give knowledge practical, but also constructive valuable and inspiring connections student For design and develop innovative business ideas (Hueso et al., 2021; Kristiana et al., 2021).

From the description that has been given mentioned above, there is enough gap significant, though own MSMEs have great potential, still face problem in matter lack interest and involvement inner vocational school students field businessman. This matter influence growth local economy and creating challenge in create field Work for generation young. For fill this research gap, though There is various education and training programs Entrepreneur, still there is gap in matter access vocational school students against practice business real and engagement they in ecosystem business local.

With explore the research gap, research This can bring up The novelty lies in the approach holistic in inspect Visiting Program Development Integrated industry with the MSME Business Knowledge Sharing Program to become solution innovative For overcome gap the with give experience direct and relevant knowledge to vocational school students. With a focus on State Vocational School students in the Regency Jombang, research This bridge gap in understanding about How learning This in a way specific influence interest entrepreneurship student.

Study This will give outlook new profound about role entrepreneurship, visiting program industry, and the MSME business knowledge sharing program in strengthen mental resilience and ability adaptation student in increase interest entrepreneurship. Study This give contribution significant for literature about education entrepreneurship, and development personal students, as well give guide practical for development more curriculum inclusive and effective.

The novelty of this study lies in its holistic approach to examining the role of the Industry Visitation Program and the MSME Business Knowledge Sharing Program in enhancing vocational students' entrepreneurial interest in Jombang Regency. While previous

research has explored entrepreneurship education, there remains a gap in access to practical business experience and active student involvement in the local business ecosystem. By integrating direct industry exposure and real-world business practices, this research offers new insights into how these programs foster entrepreneurial intention and motivation (Handayati et al., 2020; Hardie et al., 2020).

Furthermore, by applying the Theory of Reasoned Action (TRA) as a framework, this study provides a novel perspective on how students' attitudes toward entrepreneurship education and industry visits influence their entrepreneurial intentions and actions. According to TRA, students' attitudes and intentions, shaped by exposure to entrepreneurial challenges and real business practice, drive their entrepreneurial behavior (Binsaeed et al., 2023; Gautam et al., 2022). The MSME Business Knowledge Sharing Program serves as a mediator, connecting learning experiences with increased entrepreneurial interest, reinforcing students' mental resilience and adaptability.

This study contributes significantly to the literature on entrepreneurship education by offering practical guidance for the development of a more inclusive and effective curriculum. The focus on vocational school students in Jombang Regency offers valuable insights into how hands-on, industry-integrated programs can directly impact entrepreneurial interest, leading to enhanced local economic growth and job creation.

METHODS

This study uses a quantitative approach with PLS-SEM to investigate the impact of Entrepreneurship Education and Visitation Program Industry on Entrepreneurial Intention and the role of MSME Business Knowledge Sharing in mediation involvement, The main advantage of PLS-SEM is its ability to maximize variance in dependent variables and estimate data based on the dimensions of the measurement model (Hair et al., 2019).

Table 1. Respondents' Characteristics

Category		Frequency	%
Gender	Female	115	74.20
	Male	40	25.80
Respondents' Age	< 15 years	5	3.23
	16 years	25	16.13
	17 years	74	47.74
	>18 years	51	32.90
Grade Level	XI	89	57.42
	XII	66	42.58

Source: Processed Primary Data, 2024

This study involved students from five State Vocational Schools in Regency Jombang, namely SMKN 1 Jombang, SMKN Gudo, SMKN Kudu, SMKN Wonosalam, and SMKN Kabuh. A total of 155 students were selected as the study sample with 21 Google Form questions sent via WhatsApp. In June to July 2024 Data collection techniques use questionnaire. The questionnaire used asked participants to rate each statement from 1 (strongly disagree) to 5 (strongly agree). By using PLS-SEM with Smart PLS 3.0, you're ensuring that your study can effectively model the relationships between entrepreneurship education, industry visits, and entrepreneurial intention, while also considering the mediating role of MSME business knowledge sharing. This approach supports both predictive and explanatory research objectives, offering insights that can inform both academic and practical applications.

The respondents of this study are listed in Table 1. Most of the respondents are female students, while only a few are students under 15 years old, namely 5 students. This table shows that 57.42% of students as respondents are in grade XI of SMKN in Jombang Regency.

RESULTS AND DISCUSSION

The output of the results of the validity test, reliability test and variants extracted test -

ting can be seen in Table 2.

The results of the discriminant validity test can be seen in Table 3. The table presents the results of the discriminant validity test using the Fornell-Larcker criterion. Each diagonal value represents the square root of the Average Variance Extracted (AVE) for each construct, which should be greater than the correlations between the constructs to confirm discriminant validity. The construct Entrepreneur Education has a square root AVE of 0.935, with correlations of 0.371 with Entrepreneurial Intention, 0.846 with the Industrial Visit Program, and 0.356 with Knowledge Sharing of MSME Business, demonstrating that while Entrepreneur Education is highly correlated with the Industrial Visit Program, it still meets the discriminant validity requirement.

The construct Entrepreneurial Intention shows a high square root AVE of 0.958, with correlations of 0.734 with the Industrial Visit Program and 0.980 with Knowledge Sharing of MSME Business, indicating a strong relationship between these constructs. However, the AVE value is higher than any of the correlations, confirming discriminant validity. For the Industrial Visit Program, the square root AVE is 0.824, with a high correlation of 0.846 with Entrepreneur Education and 0.753 with Knowledge Sharing of MSME Business, but still maintaining discriminant validity as the AVE is the highest value in its column.

Table 2. Validity, Reliability and Variance Extracted Testing

Constructs	Indicators	Loading Factor	Composite Reliability	Average Variance Extracted (AVE)
Entrepreneurship Education	The school develops entrepreneurial skills	0.960	0.977	0.875
	Schools provide knowledge about entrepreneurship	0.924		
	Entrepreneurship learning provides creative ideas for becoming an entrepreneur	0.930		
	Entrepreneurship learning provides an understanding of entrepreneurial character	0.927		
	Entrepreneurship education provides an understanding of the steps to starting a business	0.941		
	Entrepreneurship education provides the ability to identify business opportunities	0.930		
Industrial Visit Program	Industrial visits increase the clarity of business management concepts	0.764	0.911	0.674
	Industrial visits help identify prospective areas of work life	0.834		
	Industrial visits improve interpersonal skills	0.881		
	Industrial visits develop an understanding of real business experiences	0.865		
	Learning through industrial visits sticks in my mind	0.752		
Knowledge Sharing of UMKM Business	Learning through industrial visits sticks in my mind	0.980	0.988	0.943
	When I need business knowledge, I ask to be taught about it	0.964		
	I want to know what business journeys other people have had	0.975		
	I asked about their ability to manage a business.	0.980		
	Technology utilization When someone is an expert in entrepreneurship, I ask them to teach me how to do it	0.956		
Entrepreneurial Intention	To become an entrepreneur, I am willing to do anything	0.984	0.982	0.918
	Becoming an entrepreneur is my most important goal	0.952		
	I am willing to start and continue a business in the future	0.914		
	To start a business, I have thought about it very seriously	0.965		
	I prefer to be an entrepreneur rather than a company employee	0.975		

Note. Factor loading >.60; Reliability >.70; AVE >.50

Source: Processed Primary Data, 2024

Finally, Knowledge Sharing of MSME Business exhibits the strongest AVE square root at 0.971, with the highest correlation of 0.980 with Entrepreneurial Intention, yet the AVE value is sufficiently larger than any of its correlations, confirming discriminant validity. Overall, the table confirms that each construct is distinct from the others, as evidenced by the AVE square roots being greater than the inter-

construct correlations.

In the internal model which includes model fit tests, coefficients lane, and R2. In the model fit test there are 3 test indices, namely average path coefficient (APC), average R-squared (ARS) and average variance factor (AVIF) with APC and ARS criteria are accepted with conditions $p\text{-value} < 0.05$ and $AVIF < 5$.

Table 3. Validity Discriminant Criteria Fornell-Larcker

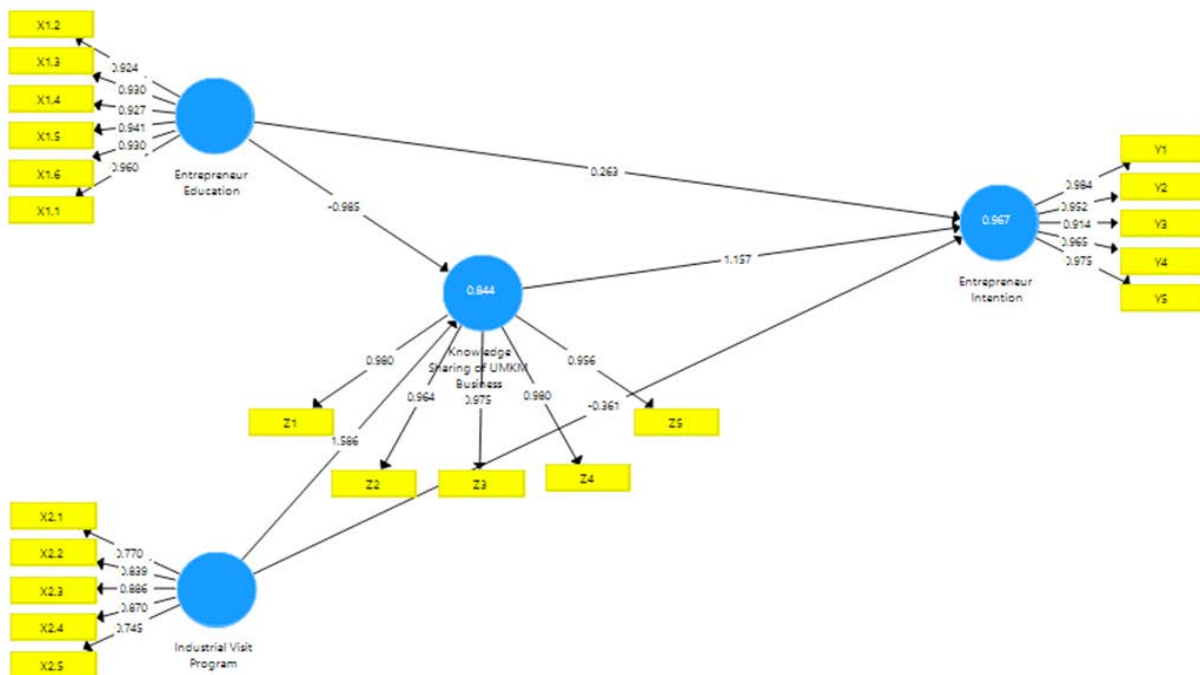
	Entrepreneur Education	Entrepreneurial Intention	Industrial Visit Program	Knowledge Sharing of MSME Business
Entrepreneur Education	0.935			
Entrepreneurial Intention	0.371	0.958		
Industrial Visit Program	0.846	0.734	0.824	
Knowledge Sharing of MSME Business	0.356	0.980	0.753	0.971

Source: Processed Primary Data, 2024

Table 4. Model Fit and Quality Indices

Model Fit and Quality Indices	Results	Fit Criteria	Representation
Average path coefficient (APC)	0.242	P=0.001	Good
Average R-squared (ARS)	0.229	P<0.001	Good
Average adjusted R-squared (AARS)	0.159	P<0.001	Good
Average blocks VIF (AVIF)	1.038	acceptable if ≤ 5 , ideally ≤ 3.3	Ideal
Average full collinearity VIF (AFVIF)	1.197	acceptable if ≤ 5 , ideally ≤ 3.3	Ideal
Tenenhaus GoF (GoF)	0.272	small ≥ 0.1 , medium ≥ 0.25 , large ≥ 0.36	Ideal
Simpson's paradox ratio (SPR)	1	acceptable if ≥ 0.7 , ideally =1	Ideal
R-squared contribution ratio (RSCR)	1	acceptable if ≥ 0.9 , ideally =1	Ideal
Statistics suppression ratio (SSR)	1	acceptable if ≥ 0.7	Ideal
Nonlinear bivariate causality direction ratio (NLBCDR)	1	acceptable if ≥ 0.7	Ideal

Source: Processed Primary Data, 2024



Figures 1. Results of the Hypothesis Test Model

Model fit and quality indices testing explains that APC has index of 0.242 with p value < 0.001. Temporary that, ARS has index of 0.229 with p value < 0.001. Based on criteria said, APC already fulfil criteria Because

own p value < 0.001. Likewise with ARS p value, namely p < 0.001. The AVIF value which should be < 5 has been fulfilled Because based on data, the AVIF value is 1.038. With Thus, the inner model is accepted.

Table 5. Hypothesis Test Results

Results of the Hypothesis Test Model	Sample Original (O)	T Statistics (O/STDEV)	P Values
Entrepreneur Education -> Entrepreneurial Intention	0.263	2.539	0.011
Entrepreneur Education -> Knowledge Sharing of MSME Business	-0.985	6.275	0.000
Industrial Visit Program -> Entrepreneur Intention	-0.361	2.426	0.016
Industrial Visit Program -> Knowledge Sharing of MSME Business	1.586	9.858	0.000
Knowledge Sharing of UMKM Business -> Entrepreneurial Intention	1.157	13.945	0.000
Entrepreneur Education -> Knowledge Sharing of MSME Business -> Entrepreneur Intention	-1.140	5.950	0.000
Industrial Visit Program -> Knowledge Sharing of MSME Business -> Entrepreneur Intention	1.836	8.862	0.000

Source: Processed Primary Data, 2024

The influence of entrepreneurial education on entrepreneurial intention

The research findings indicate that entrepreneurship education has a positive and significant influence on entrepreneurial intention, with a path coefficient of 0.263 and a p-value of less than 0.011, showing a strong relationship between the two variables. According to the Theory of Reasoned Action (TRA), intention is shaped by two key factors: attitudes toward the behavior and subjective norms. Entrepreneurship education plays a crucial role in shaping both. By providing individuals with the necessary knowledge and skills to start and run a business, entrepreneurship education influences their attitudes towards entrepreneurship, making them more likely to view entrepreneurial endeavors positively. Moreover, these programs often incorporate practical learning, business simulations, and case studies, helping students develop critical thinking and innovative abilities that are essential in the business world (Anjum et al., 2021; Games et al., 2022; Setini et al., 2020). This practical exposure fosters a strong entrepreneurial mindset, enhancing confidence and motivation to pursue entrepreneurship.

From a TRA perspective, entrepreneurship education also affects subjective norms by creating an environment that normalizes entrepreneurial behavior. Individuals exposed to entrepreneurship education are more likely to perceive entrepreneurship as a viable and socially supported career option, further increasing their intention to start a business. Studies consistently show that individuals who have received entrepreneurship education tend to have a stronger entrepreneurial intention compared to those who have not (Bazan et al., 2020; Mohammed et al., 2020; Wegner et al., 2020). Therefore, entrepreneurship education significantly contributes to the formation of positive attitudes and supportive subjective norms, both of which are key components in driving entrepreneurial intention according to the TRA.. This matter confirm that education entrepreneurship is factor key in push growth amount entrepreneur new to society.

The influence of entrepreneur education on knowledge sharing in MSME businesses

Research result state that entrepreneurship education influential positive and significant towards knowledge sharing of MSME businesses with mark coefficient track of -0.985 and p value <0.000.

Entrepreneurship education influential positive and significant towards business knowledge sharing among people MSME actors. Through education entrepreneurship, actors business micro, small and medium enterprises (MSMEs) get understanding deep about importance share knowledge in environment business (Brüne & Lutz, 2020; Hägg & Gabriellsson, 2020; Handayati et al., 2020; Martínez-Gregorio et al., 2021; Mohammed et al., 2020) . this education No only equip they with skills managerial and innovation, but also emphasizes effective collaboration and communication. Knowledge gained through education entrepreneurship enables MSME actors to more open in share experience, strategy, and practice best with colleagues they.

Sharing process knowledge This important For speed up growth and power competitiveness of MSMEs, because possible business For Study from the successes and failures of others. Besides that 's education entrepreneurship push creation network solid business, where MSME players can each other supports and enriches outlook them, so increase efficiency and innovation in business them (Anwar & Abdullah, 2021; Hägg & Kurczewska, 2021; Hardie et al., 2020; Lin & Huang, 2020; Rodríguez-Aceves et al., 2023) . The result is strong knowledge sharing between MSME players contribute to sustainability and growth more economic wide.

The impact of visiting programs industry to intention entrepreneurship

Research result state that visiting program industry influential positive and significant to intention entrepreneurship with mark coefficient track of -0.361 and p value <0.016.

Visiting program industry own influence positive and significant to intention entrepreneurship

reneurship, especially among pupils and students. Through this program, participants get chance For observe in a way direct operations and dynamics industry, as well understand challenges and opportunities faced by entrepreneurs (Binsaeed et al., 2023; Castaneda & Cuellar, 2020; Games et al., 2022; Sonmez Cakir & Adiguzel, 2020; Zamir & Kim, 2022) . Experience This give outlook Practical ones don't can obtained from theory just, so capable awaken interest and trust self For start business Alone.

Interaction with practitioners industry during visits also open opportunity for participant For build network and get inspiration from story success real, which in turn strengthen motivation they For chase career as entrepreneurs (Ceballos et al., 2021; Gautam et al., 2022; Hernandez-de-Menendez et al., 2020; Kristiana et al., 2021) . With Thus, the visiting program industry No only enrich knowledge participant about the world of business, but also in general significant increase intention they For entrepreneurship with give description concrete about what is needed For success in the business world.

The impact of visiting programs industry towards knowledge sharing of MSME businesses

Research result state that visiting program industry influential positive and significant towards knowledge sharing of MSME businesses with mark coefficient track of 1.586 and p value <0.000.

Visit industry has proven give influence positive and significant towards internal knowledge sharing context MSME business. Through visit This, MSME actors get chance For observe direct operational company, understand practice best, as well Study from experience and innovation that has been implemented by the company visited. Interaction This encourage effective knowledge transfer, where participants visit can bring outlook new to in business them and share them with other MSME communities (Binsaeed et al., 2023; Ghafar, 2020; Zamir & Kim, 2022) .

Experience practically obtained during visit industry No only enrich knowledge individual, but also facilitate discussion collaborative between MSME actors, so created environment dynamic and mutual learning support. With there is intensive knowledge sharing MSMEs can get this more fast adapt with market changes, developing innovation, and improving Power competitive they in a way overall (Ahmed et al., 2020; Bazan et al., 2020; Castaneda & Cuellar, 2020; Menon & Suresh, 2020) . Therefore that's a visit industry be one effective tool in strengthen capacity MSME business through increase quality of knowledge sharing.

The influence of knowledge sharing on MSME business intention entrepreneurship

Research result state that knowledge sharing in MSME businesses has an influence positive and significant to intention entrepreneurship with mark coefficient track of 1.157 and p value <0.000.

Knowledge sharing in MSME businesses have influence positive and significant to intention entrepreneurship, especially in push motivation and readiness individual For start business new. Through share knowledge, MSME actors can each other exchange information about strategy business, management risk, innovation products, and experiences face challenge in entrepreneurship (Anwar & Abdullah, 2021; Castaneda & Cuellar, 2020; Jiatong et al., 2021; Moscardo, 2022) . This process No only enrich knowledge individual but also constructive trust self and mental readiness for facing the business world.

When knowledge This disseminated in MSME community, its members can more understand existing opportunities and challenges, as well get inspiration from success and failure colleagues they. This matter push emergence intention more entrepreneurial strong, because individual feel more ready and believe self For start and develop business they itself (Ahmed et al., 2020; Anjum et al., 2021; Binsaeed et al., 2023; Gautam et al., 2022) . With However, knowledge sharing does not only

strengthen network business, but also plays a role important in grow Spirit entrepreneurship among MSME actors, ultimately contribute to growth economy and innovation in sector the.

The Influence of Entrepreneurship Education on Entrepreneurial Intentions with the Mediation of MSME Business Knowledge Sharing

The results of the study stated that Entrepreneurship Education has a positive and significant effect on entrepreneurial intentions mediated by MSME business knowledge sharing with a path coefficient value of -1.140 and a p value <0.000.

Entrepreneurship education has a positive and significant effect on entrepreneurial intentions, and this effect is strengthened through the mediation of business knowledge sharing among MSME actors. Entrepreneurship education not only provides the basic skills and knowledge needed to start and run a business, but also encourages a culture of knowledge sharing among entrepreneurs (Games et al., 2022; Mohmmmed et al., 2020; Thomassen et al., 2020; Wegner et al., 2020). Through the knowledge sharing process, MSME actors can exchange experiences, strategies, and innovations that have been proven effective in developing their businesses.

This not only enriches individual insight, but also increases self-confidence and motivation to start a new business. Knowledge sharing facilitated by entrepreneurship education allows participants to learn from the successes and challenges faced by others, thereby strengthening their entrepreneurial intentions (Ahmed et al., 2020; Anjum et al., 2021; Anwar & Abdullah, 2021; Castaneda & Cuellar, 2020; Tomy & Pardede, 2020). Thus, entrepreneurship education not only directly increases entrepreneurial intentions but also strengthens this influence through increased knowledge sharing activities among MSME actors, creating a more dynamic and collaborative business ecosystem.

The impact of visiting programs industry to intention entrepreneurship with mediating knowledge sharing for MSME businesses

Research result state that visiting program industry influential positive and significant to intention entrepreneurship with mediated knowledge sharing MSME businesses have mark coefficient track of 1.836 and p value <0.000.

Visiting program industry own influence positive and significant to intention entrepreneurship, with increasing influence strong when mediated by business knowledge sharing among MSMEs. Through visit industry, participants get outlook practical about How business operations, challenges faced, and innovations implemented in the real world (Hägg & Kurczewska, 2021; Indriyani et al., 2020; Mei et al., 2020; Rodríguez-Aceves et al., 2023; Sonmez Cakir & Adiguzel, 2020). Experience direct This trigger interests and beliefs participant For plunge into the world of entrepreneurship. However, impact positive from this program become more significant when combined with knowledge sharing among MSMEs.

After following visit industry, participants involved in activity share knowledge with other MSME actors can deepen understanding they, adopt practice best, and avoid error common frequently happen in doing business (Ceballos et al., 2021; Hägg & Gabriellsson, 2020; Handayati et al., 2020; Hueso et al., 2021). This process No only enrich knowledge and skills participants, but also improve intention they For start business Alone with more confidence big. With Thus, the visiting program industry, mediated by knowledge sharing, creates environment learn more collaborative and supportive, strengthening determination participant For become entrepreneur success.

CONCLUSION

The study concludes that entrepreneurship education and industry visit programs sig-

nificantly influence the entrepreneurial intention of vocational school students in Jombang Regency, with MSME business knowledge sharing acting as a moderator that strengthens this effect. Practical recommendations include enhancing entrepreneurship curricula with real-world experiences, fostering partnerships between schools and MSMEs, and encouraging local government policies to support these programs. Future research could explore longitudinal designs, comparative studies across regions, and additional mediating factors like entrepreneurial passion. The study's limitations include the cross-sectional design, limited geographic scope, and reliance on self-reported data. Expanding the sample and exploring more diverse contexts could provide deeper insights into fostering entrepreneurial intention.

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