

THE MEDIATING ROLE OF INDUSTRIAL WORK PRACTICE ON THE INFLUENCE OF SELF-EFFICACY AND TEACHER SUPPORT ON ENTREPRENEURIAL INTENTIONS AT VOCATIONAL HIGH SCHOOLS IN SEMARANG CITY

Euis Rachmawati Azizah,^{1✉} Rusdarti², Amir Mahmud³

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^{1, 2, 3}Economics Education Study Program, Faculty of Economics and Business, Universitas Negeri Semarang

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Abstract

The high unemployment rate of vocational high school graduates in Semarang City proves that students' entrepreneurial intentions have not developed optimally, so it is necessary to understand the factors that influence it, especially self-efficacy, teacher support, and Industrial Internship experience. This study aims to analyze the influence of self-efficacy and teacher support on vocational high school students' entrepreneurial intentions, with Industrial Internship as a mediating variable. This study aims to analyze the impact of self-confidence (self-efficacy) and teacher support on vocational high school students' entrepreneurial interests, by placing Industrial Internship (Prakerin) experience as a mediating variable. The method used is a non-experimental quantitative approach, where data were collected through distributing questionnaires to 216 respondents from grade XII students at SMKN Semarang City. Statistical analysis was carried out using path analysis techniques, supported by t-tests, coefficients of determination, and Sobel tests using SPSS software. The research findings reveal that both self-efficacy and teacher support have a positive and significant influence in shaping entrepreneurial intentions, both directly and indirectly. Furthermore, Industrial Internships were shown to function as a mediator, strengthening the relationship between the two independent variables and entrepreneurial intentions. The implications of this study emphasize the need to improve students' personal competencies, optimize the role of educators, and provide quality industrial internship experiences to foster an entrepreneurial spirit among SMKN students in Semarang City, particularly in the areas of Online Business and Marketing.

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✉ Correspondence address:

Jl Raya Sekaran-Gunungpati, Semarang City,
Central Java 50229
E-mail: Azizahraral7@students.unnes.ac.id

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INTRODUCTION

Education plays a crucial role in enhancing human knowledge and behavior and shaping intelligent, skilled, and moral individuals. However, the high population density results in a disproportionate supply of jobs, resulting in high unemployment, particularly among educated individuals (Prabawati & Santoso, 2024). In Central Java, high school and vocational high school graduates remain the highest contributors to the open unemployment rate, at 8.53% in 2023, a situation also reflected in Semarang. Despite declining annually, Semarang still has the highest unemployment rate among other cities. The low number of entrepreneurs among vocational high school graduates indicates that students' entrepreneurial intentions remain low, exacerbated by the mismatch between graduate competencies and the needs of the workforce.

Entrepreneurship is a crucial solution to reduce unemployment, especially for vocational high school graduates. The government is encouraging an increase in the number of young entrepreneurs so that Indonesia can compete globally, considering that the percentage of young entrepreneurs is still 3.4%, far below that of neighboring countries. In this context, entrepreneurial intention is a key concept based on the Entrepreneurial Event Theory by Shapero and Sokol (1982), with the main factors being interest, confidence, and the willingness to start. Various factors such as self-efficacy, teacher support, family environment, entrepreneurship education, and work experience also influence this intention.

There are marked inconsistencies in the results obtained from previous studies. Self-efficacy has been shown to have a positive effect in some studies (Muchayatin, 2022), but not significantly in others (Al-Qadasi et al., 2023). A similar finding applies to teacher support, which has a significant effect in some studies (Boldureanu et al., 2020) but not in others (Lu et al., 2021). This inconsistency indicates the presence of potential mediating variables, one of which is Industrial Internship (Prakerin). Prakerin has been shown to play a role in strengthening students' competencies, real-world work experience, and entrepreneurial interest (Falah & Marlina, 2022), and is a key component of the Dual System Education.

Various studies support the mediation of self-efficacy and teacher support on entrepreneurial intentions (Oberman et al., 2021; Tafakur et al., 2024). Based on these empirical phenomena and the research gap, this study aims to analyze the role of Prakerin as a mediator in the relationship between self-efficacy and teacher support on entrepreneurial intentions among vocational high school students. Therefore, this study aims to provide empirical solutions to improve the quality of vocational education and contribute to efforts to reduce unemployment by strengthening entrepreneurial intentions.

METHODS

This study employed a non-experimental hypothesis testing design without treatment. The research was conducted through the distribution of questionnaires as the primary instrument for obtaining primary data. The instrument, containing a Likert scale, was used to collect data on self-efficacy, teacher support, Industrial Internships, and entrepreneurial intentions. After data collection, analysis was conducted using path analysis using descriptive analysis techniques, t-tests, coefficient of determination tests, and Sobel tests using SPSS software.

The population in this study consisted of 216 12th-grade students in the Online Business and Marketing (BDP) expertise program from two vocational high schools (SMKN) in Semarang City. This population was selected because the 12th-grade students had completed the Industrial Work Practice (IWP) activities. The sample determination used the Proportional Random Sampling technique, so that each class received a randomly selected sample portion but still according to its proportion. The sample size was calculated using the Slovin formula. The collected data were then analyzed to identify direct and indirect influences, with the IWP as a mediating variable.

RESULT AND DISCUSSION

Research Result

Multiple Regression Analysis

Multiple regression is a development of simple linear regression techniques that function to predict future conditions based on previous data patterns. In this study, this method is used to examine the influence of self-efficacy and teacher support on students' entrepreneurial interest, with Industrial Work Practice placed as a variable that mediates the relationship in grade XII students of SMKN Kota Semarang majoring in Online Business and Marketing. Data processing was carried out through multiple linear regression tests using SPSS version 27 software, and a summary of the analysis results can be seen in the following table.

Table 1. Multiple Linear Regression Output for Self-Efficacy, Teacher Support, and Industrial Work Practices Variables on Entrepreneurial Intention

Model Summary					
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	
1	.748a	.559	.549	5,119	
a. Dependent Variable: Y					
b. Predictors: (Constant), M, X2, X1					
Coefficientsa					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	1,144	5,718	.200	.842
	X1	.244	.063	.303	.000
	X2	.263	.064	.285	.000
	M	.486	.098	.415	.000

a. Dependent Variable: Y

Source: Processed Primary Data, 2025

Based on the results of the multiple linear regression test in table 4.20, the following regression equation is obtained:

$$Y = 0.303X_1 + 0.285X_2 + 0.415X_3 + e_1$$

$$\text{The value of } e_1 = \sqrt{1 - R^2} = \sqrt{1 - 0.549} = 0.671$$

so that the first regression equation is obtained as follows:

$$Y = 0.303X_1 + 0.285X_2 + 0.415X_3 + 0.671$$

The results of multiple regression analysis show that self-efficacy has a positive contribution to entrepreneurial intention, with a coefficient value of 0.303. Meanwhile, support from teachers also plays a role in increasing entrepreneurial interest, indicated by a coefficient of 0.285. The Industrial Work Practice variable is the factor that provides the strongest influence, with a coefficient of 0.415. The residual value of 0.671 indicates that the three variables simultaneously are able to explain 67.1% of the variation in entrepreneurial intention, while the remaining 32.9% comes from other factors outside this study.

Table 2. Results of Multiple Linear Regression Analysis of Self-Efficacy, Teacher Support, and Industrial Work Practice Variables

Model Summary						
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate		
1	.733a	.538	.531	4,460		
a. Dependent Variable: M						
b. Predictors: (Constant), X2, X1						
Coefficientsa						
Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta		
1	(Constant)	.791	4,981		.159	.874
	X1	.432	.040	.627	10,710	.000
	X2	.367	.046	.465	7,939	.000
a. Dependent Variable: M						

Source: Processed Primary Data, 2025

Based on the results of the multiple linear regression test in table 4.21, the following regression equation is obtained:

$$M = 0.627X1 + 0.465X2 + e2$$

$$\text{The value of } e1 = \sqrt{1 - R^2} = \sqrt{1 - 0.531} = 0.685$$

so that the first regression equation is obtained as follows:

$$M = 0.627X1 + 0.465X2 + 0.685$$

The results of the multiple regression analysis, listed in the coefficient column, reveal that the self-efficacy variable has a coefficient of 0.607. This indicates that any increase in the level of self-efficacy or individual confidence in their abilities contributes positively and significantly to changes in the dependent variable being studied, which can cause an increase in Industrial Work Practice by 0.607, assuming consistent self-efficacy in students.

The coefficient of the teacher support regression results is 0.465, which means that an increase in teacher support can lead to an increase in Industrial Work Practice by 0.468, assuming that teacher support for students is consistent. The residual (error) of the self-efficacy and teacher support variables for Industrial Work Practice is 0.685, or 68.5%. Industrial Work Practice is influenced by other variables not tested in this study by 31.5%.

The following is an illustration of the path analysis model as shown in the following figure:

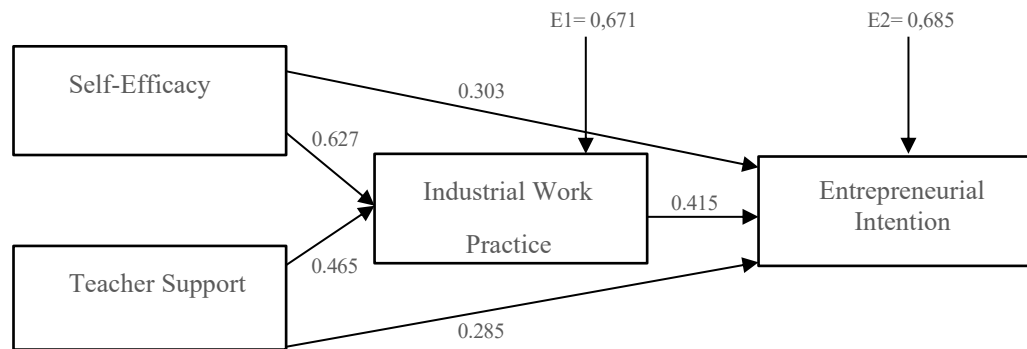


Figure 1. Path Analysis Model Results Intervening Variable (Mediation) Industrial Work Practices

Hypothesis Testing

1. Self-Efficacy Influences Entrepreneurial Intention

From statistical testing with the t-test, it can be concluded that self-confidence (self-efficacy) has a significant impact in forming entrepreneurial intentions. This confirmation is supported by a significance value of 0.00, which is below the critical limit of 0.05. Therefore, the first research hypothesis is declared valid, indicating a positive relationship between students' self-confidence levels and their interest in entrepreneurship, especially in students majoring in online business and marketing at SMKN Semarang City. Based on the path coefficient obtained of 0.303, it can be calculated that the contribution of the effect of self-efficacy on entrepreneurial intentions reaches 9.18% (calculated from $0.303^2 \times 100\%$).

2. Teacher Support Influences Entrepreneurial Intention

With a significance value of 0.00, well below the 0.05 threshold, the observed relationship is statistically significant. Thus, hypothesis 2 is accepted, namely that teacher support has an effect on entrepreneurial intention in online business and marketing class students at Semarang City State Vocational High Schools. The path coefficient of 0.285 indicates that the magnitude of the influence of teacher support on entrepreneurial intention is $(0.285)^2 \times 100\% = 8.12\%$.

3. Industrial Work Practices Influence Entrepreneurial Intentions

Through statistical testing of the t-test, it can be confirmed that Industrial Work Practice has a significant influence on entrepreneurial intention. This is supported by a significance value of 0.000, which is below the critical limit of 0.05. Therefore, the third hypothesis is declared valid. The path coefficient of 0.415 indicates that this variable contributes 17.22% to the variation in entrepreneurial intention, after calculating the square of the coefficient and multiplying it by 100%.

4. Self-Efficacy Influences Industrial Work Practices

The findings from statistical testing indicate that self-efficacy has a significant influence on the success of the Industrial Internship implementation. The significance

value obtained is 0.00, smaller than the critical value of 0.05, so the fourth hypothesis is declared valid. The path coefficient of 0.627 indicates that the contribution of self-efficacy to Industrial Internship reaches 39.31%, which is calculated from the square of the coefficient and then converted into a percentage.

5. Teacher Support Influences Industrial Work Practices

The test results prove that teacher support significantly influences the implementation of Industrial Work Practice. A significance value of 0.00 (<0.05) supports the acceptance of the fifth hypothesis. The magnitude of this influence, based on the path coefficient of 0.465, is 21.62% of the variability in Industrial Work

6. Industrial Internships Play a Mediating Role in the Influence of Self-Efficacy on Entrepreneurial Intention

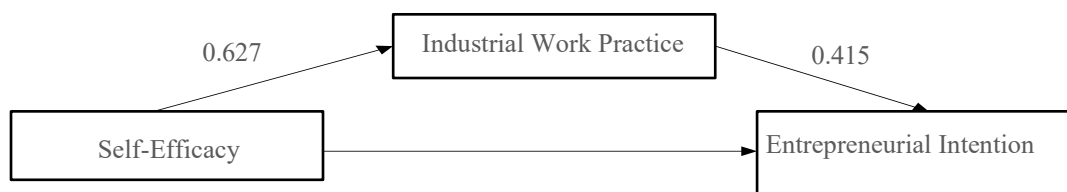


Figure 2. Test of Self-Efficacy Pathways to Entrepreneurial Intention through Industrial Work Practice

Based on the path analysis shown in the figure above, we can identify the magnitude of the influence, both direct and indirect, of self-efficacy on entrepreneurial intentions. This influence is mediated by an intermediary variable, Industrial Work Experience, which was studied among students taking online business and marketing classes at SMKN Semarang City.

Direct influence	= (0.303) (0.303)	= 0.0918 or 9.18%
Indirect influence	= (0.627) (0.415)	= 0.2602 or 26.02%
Total influence	= 0.3520	or 35.20%

The impact of self-efficacy on an individual's intention to start a business through Industrial Internship (IP) was 35.20%, greater than its direct effect of only 9.18%. This finding confirms that self-efficacy has a positive impact on entrepreneurial intentions, both directly and indirectly through the IP experience, particularly among students majoring in online business and marketing at SMKN Semarang City.

7. Industrial Internships Play a Mediating Role in the Influence of Teacher Support on Entrepreneurial Intentions

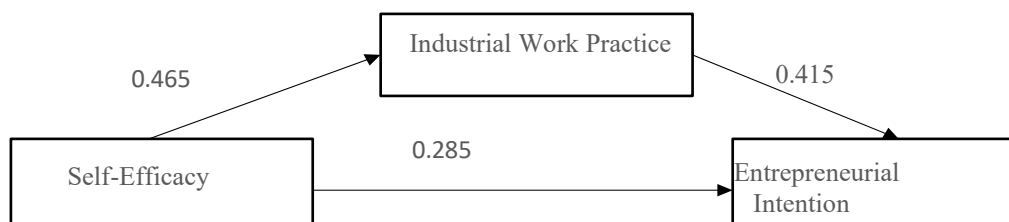


Figure 3: Test of Teacher Support Pathways for Entrepreneurial Intentions through Industrial Work Experience

Based on the path analysis results visualized in Figure 4.3 above, we can identify the significant direct and indirect influence of teacher support on students' entrepreneurial intentions. This influence occurs through an intermediary variable, namely Industrial Work Practice, in a study conducted on online business and marketing class students at SMKN Semarang City.

Direct influence	= (0.285) (0.285)	= 0.0812 or 8.12%
Indirect influence	= (0.465) (0.415)	= 0.1929 or 19.29%
Total influence	= 0.2741 or 27.41%	

The effect of teacher support on entrepreneurial intentions through Industrial Internships was 27.41%, greater than its direct effect of only 8.12%. This indicates that teacher support on entrepreneurial intentions of SMKN Semarang students is positively influenced, both directly and indirectly, through the Industrial Internship experience mediated by online business and marketing classes.

Determinant Coefficient (R²)

The coefficient of determination functions as a statistical indicator that measures the proportion of variation in the dependent variable that can be explained by the regression model. The value of this coefficient ranges from 0 to 1. A low Adjusted R² value indicates that the independent variable's information on changes in the dependent variable is still limited. Conversely, the closer the Adjusted R² value is to one, the more comprehensive the information provided by the independent variable in predicting fluctuations in the dependent variable.

Table 3. R² Test Results of Self-Efficacy, Teacher Support, and Industrial Work Practice Variables on Entrepreneurial Intention

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.748a	.559	.549	5,119

a. Dependent Variable: Y

b. Predictors: (Constant), M, X2, X1

Source: Processed Primary Data, 2025

From the table, the result shows that the R² value is 0.549, or if used in percentage, $0.549 \times 100\% = 54.9\%$. Therefore, it can be concluded that this confirms that the independent variables of self-efficacy, teacher support, and Industrial Work Practice can only explain the dependent variable of entrepreneurial intention by 54.9%, while 45.1% is explained through factors from the model outside the regression being studied.

Table 4. R² Test Results of Self-Efficacy and Teacher Support Variables for Industrial Work Practices

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.733a	.538	.531	4,460

a. Dependent Variable: M

b. Predictors: (Constant), X2, X1

Source: Processed Primary Data, 2025

Based on Table 4 above, the result shows that the R² value is 0.531, or if used in percentage, $0.531 \times 100\% = 53.1\%$. Therefore, it can be concluded that this confirms that

the independent variables of self-efficacy and teacher support can only explain the dependent variable of Industrial Work Practice by 53.1%, while 46.9% is explained through factors from the model outside the regression being studied.

Testing Mediating Variables with the Sobel Test

The influence of self-efficacy and teacher support on entrepreneurial intentions through Industrial Internships was tested using the Sobel test. Involving 140 12th-grade students of SMKN Semarang City, specializing in online business and marketing, the data met the assumption of residual normality. The Sobel test was then used to measure the indirect influence of these two variables on Industrial Internships.

Based on the Sobel Test statistical analysis, the calculated t-value was 4.0789, which far exceeds the t-table value of 1.976 at a significance level of 0.000 (<0.05). This finding clearly confirms that Industrial Work Practice functions as a significant mediator in linking the relationship between self-efficacy and entrepreneurial intention. Thus, hypothesis 6 is accepted.

Similar calculation results show a t-value of 3.8978, which is also greater than the t-table of 1.976 with a significance level of 0.000 (<0.05). This finding proves that Industrial Work Practice significantly mediates the influence of teacher support on entrepreneurial intentions. Thus, hypothesis 7 is accepted.

DISCUSSION

Self-efficacy has a direct influence on entrepreneurial intention of 9.18%. This is in line with the Entrepreneur Event theory, namely perceived feasibility, which is the feeling that students have the confidence to start a business in the future so that entrepreneurial intention can be built within students (Rumangkit et al., 2022). Self-efficacy refers to a person's belief in their ability to solve problems they are facing and their confidence in carrying out tasks with varying degrees of difficulty, both in specific fields and in various domains of work (Nabilah & Ulya, 2025). Self-efficacy in entrepreneurship can be seen in individuals who have the ability to identify opportunities and take the initiative to change their environment, so that individuals with this ability tend to have the confidence to carry out creative activities, thereby increasing their confidence in performing entrepreneurial roles and tasks effectively and efficiently (Amanda et al., 2020). In line with Nursito et al. (2021), self-efficacy allows individuals to measure their strength to successfully carry out tasks and roles in entrepreneurial activities. Self-efficacy in entrepreneurship is also a person's belief in their ability to make choices by taking action to carry out entrepreneurial activities, so that later it will be seen that the person has carried out entrepreneurial activities (Chen et al., 1998).

Teacher support has a direct influence on entrepreneurial intention of 8.12%. This is in line with the Entrepreneur Event theory, namely perceived desirability, which is the enthusiasm within students that is encouraged through teacher support as a personal attraction to start a business in the future so that entrepreneurial intention can arise in students (Rumangkit et al., 2022). According to Ardiawati & Aliyyah, (2024), teacher support plays a very important role in cognitive psychology and motivation in learning. In this case, cognitive psychological motivation creates learning motivation. In this case, the motivation referred to is the role of teachers in increasing entrepreneurial intention. According to Angggraeni & Estu Harsiwi, (2024), teacher support can provide encouragement and emotional support through verbal encouragement and positive attitudes to increase student motivation in the classroom so that students' feelings of self-

doubt can be eliminated through a process. This is in line with Misky et al. (2021), who stated that providing motivational support to students can influence behavioral changes in the future.

Industrial Work Practice has a direct influence on entrepreneurial intention of 39.31%. This is in line with the Entrepreneur Event theory, namely propensity to act, which is an individual's tendency to implement business activities that can trigger entrepreneurial intention (Rumangkit et al., 2022). Industrial Work Practice is also a form of Dual Education System (PSG). This program integrates vocational learning in accordance with the field with the business world and industry that have established cooperation and partnerships with schools (Wibowo et al., 2020). The location of the Industrial Work Practice must be in line with the students' expertise program, so schools must continue to collaborate with industries so that the recommended industries can master the competency standards and basic competencies learned by students so that students gain more benefits and master their expertise competencies more quickly. The government has also included entrepreneurship education as a compulsory subject in Vocational High Schools (SMK) as part of another initiative to advance the nation. The purpose of entrepreneurship education is to provide students with the opportunity to utilize their knowledge and take advantage of self-employment opportunities when they graduate from school (Nilam et al., 2024). In line with Pratiwi & Marlina (2020), Industrial Work Practice is one way for students to increase their mastery of material related to their field of expertise. Effective Industrial Work Practice activities can provide direct understanding of the workplace and entrepreneurial activities. This can be done to provide direct experience as a means of continuous self-development, increase students' confidence in their abilities, and improve their professional skills in the world of work. Therefore, Industrial Work Practice activities are expected to produce vocational school graduates who have quality and understanding of the entrepreneurial process (Yusadinata et al., 2021).

Self-efficacy has a direct influence on entrepreneurial intention of 21.62%. This is in line with the Entrepreneur Event theory, namely perceived feasibility, which is the feeling of individuals that students have the confidence to start a business in the future so that entrepreneurial intention in students can be built (Rumangkit et al., 2022). Self-efficacy can influence a person's success in doing work by focusing their mind on the behavior needed to achieve targets, so that the higher the self-efficacy, the higher the results that will be obtained (Hidayatussholihah, 2025). Self-efficacy in entrepreneurship is also demonstrated by the belief in each person or individual in their own quality and ability to carry out business activities effectively and efficiently (Dwi Lestari et al., 2022). Self-efficacy is also defined as something that can change and be obtained through successful experiences in completing tasks or challenges, thereby increasing confidence in solving problems and challenges in the future (Listianti & Astuti, 2025). In line with Barba-Sánchez et al., (2022), who state that individuals who have confidence in their abilities and competencies in completing their work are referred to as having self-efficacy. Someone who has high self-efficacy will have a high intention for self-improvement in entrepreneurship. Self-efficacy in entrepreneurship can be seen in individuals who have the ability to identify opportunities and take the initiative to change their environment. Individuals with this ability tend to have the confidence to carry out creative activities, which can increase their confidence in performing entrepreneurial roles and tasks effectively and efficiently (Amanda et al., 2020). In line with Nursito et al. (2021), self-

efficacy allows individuals to measure their strength to successfully carry out tasks and roles in entrepreneurial activities.

Teacher support has a direct influence on entrepreneurial intention of 17.22%. This is in line with the Entrepreneur Event theory, namely perceived desirability, which is the enthusiasm within students that is encouraged through teacher support as a personal attraction to start a business in the future so that entrepreneurial intention can arise in students (Rumangkit et al., 2022). Teacher support is used to consider students' abilities with various learning characteristics, levels of readiness, and also as a form of motivational support for students. (Ayık & Gül, 2025). Teacher support is also beneficial in encouraging entrepreneurial intent and the success of students' Industrial Work Practices. This support can be emotional, informational, and instrumental, helping students build self-confidence, self-efficacy, and relevant skills to face challenges in the world of work. Teacher support is beneficial in fostering students' interest and readiness for entrepreneurship. Teachers not only provide academic material but also build students' awareness of entrepreneurial opportunities. In Industrial Work Practices, teacher support serves as a guide that helps students face practical challenges. This is in line with the findings of Rojaki et al (2024), which state that the role of vocational teachers is not only as facilitators of learning but also as mentors in shaping students' practical skills so that students' motivation to become entrepreneurs will grow in the future.

The mediating effect found in this study is a form of partial mediation, which means that in this study, Industrial Work Practice mediates the effect of self-efficacy on entrepreneurial intention, although not perfectly. This is because Industrial Work Practice is a mandatory activity recommended by the Education Office for Vocational High Schools (SMK) so that students have the opportunity to engage in entrepreneurial activities directly in the field to gain experience. However, self-efficacy also plays an important role in increasing entrepreneurial intention, as evidenced by its greater total influence compared to the direct influence of Industrial Work Practice on entrepreneurial intention, which is only 9.13%.

Good industrial work experience activities can provide direct insight into the world of work and entrepreneurial activities. Successful industrial work experience enables students to gain both theoretical and practical experience, develop themselves through engagement with others, and increase their confidence to become entrepreneurs in the future (Sari & Wahyono, 2020). This can be done to provide direct experience as a means of continuous self-development, increase students' confidence in their abilities, and improve their professional skills in the world of work. Thus, industrial work experience activities are expected to produce vocational school graduates who have quality and understanding of the entrepreneurial process (Yusadinata et al., 2021). Based on several previous studies, it can be concluded that Industrial Work Practice is a form of students' understanding of real learning that has been carried out by students together with DU/DI in Industrial Work Practice activities that have been carried out, so that it can increase knowledge, skills, and good attitudes in the business world.

This is in line with the Entrepreneur Event theory, namely perceived feasibility, which is the feeling of individuals that students have the confidence to start a business in the future so that the intention to become an entrepreneur in students can be built, which is realized through self-efficacy. Efficacy plays an important role in achieving entrepreneurial goals because with self-efficacy, a person tends to be able to start and manage a business, as well as have the confidence to succeed as an entrepreneur (Kurjonoy & Sulthan, 2024). This is in line with Miran et al. (2023), who state that high

self-efficacy can increase learning motivation and produce better achievements by honing the potential of each student, one of which is their entrepreneurial potential, so that their entrepreneurial intention will increase in the future. In the Entrepreneur Event theory, propensity to act is an individual's tendency to implement business activities, which can trigger entrepreneurial intentions that can be realized through Industrial Work Practices (Rumangkit et al., 2022). Connectionism theory also supports this by emphasizing that learning occurs through the formation of connections between experiences, responses, and results obtained (Nurliasari & Gumiandari, 2020). Through active involvement in Industrial Work Practices, students form strong connections between their skills and their achievements, thereby strengthening their self-efficacy and ultimately increasing their entrepreneurial intentions. This is reinforced by Qomariya & Andriansyah (2025), who state that entrepreneurial interest is related to enthusiasm, as well as individual skills and behavior, values, and emotions formed in the environment. Therefore, with the industrial work practice program, students obtain an environment that suits their potential, one of which is entrepreneurship.

The mediating effect observed in this study is a form of partial mediation, which means that in this study, Industrial Work Practice mediates the effect of teacher support on entrepreneurial intention, although not perfectly. This is because teacher support is an important aspect in education, especially in the implementation of Industrial Work Practice (Prakerin). With teacher support, students are expected to be able to participate in Prakerin activities to the fullest, gain meaningful experiences, and develop skills and confidence. This support can take the form of guidance, motivation, and facilities that help students face challenges in the real world of work. After participating in Industrial Work Practice, students have the opportunity to develop entrepreneurial intentions, because they have directly experienced the work process, seen opportunities, and honed their entrepreneurial skills. Successful implementation of industrial work practice provides students with both theoretical and practical experience, enables them to develop themselves through involvement with other parties, and boosts their confidence to become entrepreneurs after graduation. This can motivate students and encourage them to become young entrepreneurs after graduation (Widiyaningrum et al., 2020).

This is in line with the Entrepreneur Event theory, namely perceived desirability, which is the desire felt as an attraction for someone to start a business through intrapersonal and extrapersonal factors, which are realized through the support of teachers. This theory also includes propensity to act, which is an individual's tendency to implement business activities that can trigger entrepreneurial intentions that can be realized through Industrial Work Practices (Rumangkit et al., 2022). The industrial work practice program is a curricular activity carried out by students to gain direct experience so that they can develop their competencies in accordance with their fields (Widiyaningrum et al., 2020). This is reinforced by Connectionism Theory, which states that learning occurs through the formation of associations between experiences and the results obtained (Nurliasari & Gumiandari, 2020). Through Industrial Work Practice, students gain direct experience that allows them to form connections between the knowledge learned at school, their experiences in the field, and the small successes they experience. Teacher support in this process serves as reinforcement that helps students interpret these experiences positively, thereby contributing to increased self-efficacy and entrepreneurial intention.

This is in line with research conducted by Budi & Hairunisya (2020), which shows that teacher support has a positive influence on entrepreneurial intentions. Meanwhile, in

the research by Minarsih et al., (2022), the results show that teacher support can stimulate students' intentions to become entrepreneurs. This is reinforced by research conducted by Boldureanu et al. (2020), which shows that entrepreneurship education based on entrepreneurial role models can influence the emergence of attitudes and interest in entrepreneurship, in other words, the existence of motivation and teacher support. In line with the research by L. Huang et al. (2023) and Suyudi et al. (2020), the results show that teacher support in guiding students can influence entrepreneurial intention.

CONCLUSION

The findings in this study reveal that both self-confidence (self-efficacy) and the mentoring role of teachers increase students' entrepreneurial intentions, both directly and through the intermediary of industrial work practices among vocational school students in Semarang City. Self-efficacy gives students the confidence to start a business, teacher support facilitates student motivation and psychological readiness, while industrial work practices provide real-world experience that strengthens the relationship between the two and entrepreneurial intent. The role of industrial work practices as a partial mediator proves that contextual learning experiences in the field can strengthen the psychological and pedagogical effects built in school. This study contributes scientifically by enriching the Entrepreneurial Event theory, especially regarding the connection between perceived feasibility, perceived desirability, and propensity to act in the context of vocational education in Indonesia. It also provides empirical evidence that the integration of psychological, pedagogical, and industrial experience factors is an effective model for increasing entrepreneurial intention among vocational high school students in Semarang City majoring in online business and marketing. The limitations of this study lie in the scope of the sample, which only covers vocational high school students in Semarang, the use of self-report questionnaires that have the potential to cause subjectivity bias, and the cross-sectional design that is unable to describe the development of entrepreneurial intention in the long term. Based on these limitations, further research is recommended to expand the coverage of the region and types of schools, use a longitudinal design, combine quantitative and qualitative approaches, and add other variables such as family support, social environment, or school entrepreneurial climate to enrich the study of entrepreneurial intention.

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