

The Effect of Entrepreneurship Learning and Entrepreneurship Internship on Entrepreneurial Readiness with Motivation as a Mediating Variable among Students of SMKN 2 Batu Malang

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ABSTRACT : *The purpose of this study is to analyze the effect of entrepreneurship learning and entrepreneurship internship on entrepreneurial readiness, with motivation as a mediating variable among students of SMKN 2 Batu, Malang. This research employs an explanatory design with a quantitative approach. The population consists of 138 students who have participated in entrepreneurship learning and internship programs, with a total of 103 respondents determined using the Slovin formula. Data were collected through questionnaires and analyzed using WarpPLS version 8.0. The findings reveal that: (1) Entrepreneurship learning has a significant effect on entrepreneurial readiness (P.Value < 0.001, path coefficient = 0.334); (2) Entrepreneurship internship significantly affects entrepreneurial readiness (P.Value < 0.001, path coefficient = 0.292); (3) Motivation has a significant effect on entrepreneurial readiness (P.Value < 0.001, path coefficient = 0.498); (4) Entrepreneurship learning significantly affects entrepreneurial readiness through motivation (P.Value < 0.001, path coefficient = 0.294); and (5) Entrepreneurship internship significantly affects entrepreneurial readiness through motivation (P.Value < 0.001, path coefficient = 0.279). These results indicate that entrepreneurship learning and internships both contribute positively and significantly to students' entrepreneurial readiness, either directly or indirectly, through enhanced entrepreneurial motivation.*

Keywords – Entrepreneurship Learning, Entrepreneurship Internship, Motivation, Entrepreneurial Readiness.

INTRODUCTION

Vocational education in Indonesia plays a strategic role in producing competent, creative, and competitive human resources (HR) capable of facing increasingly competitive labor market challenges. However, despite increased graduate numbers, labor markets remain insufficient to absorb them, creating a need for entrepreneurship-focused education (Arruti & Paños-Castro, 2020). This situation requires the education system to focus not only on preparing students as job seekers but also on developing entrepreneurial mindsets that enable them to create their own employment opportunities (Mugiyatun & Khafid, 2020).

Entrepreneurship learning serves as an essential instrument in nurturing such capabilities. Through learning activities based on opportunity recognition, creativity, innovation, and risk-taking, students are encouraged to develop an entrepreneurial mindset (Agarwal et al., 2020). In addition to classroom learning, practical field experience through entrepreneurship internships provides students with opportunities to apply theoretical knowledge in real business contexts, interact with mentors, and strengthen managerial as well as professional skills (Azizah et al., 2019; Kurniati et al., 2025).

Besides learning and practice, entrepreneurial motivation also acts as an essential psychological factor that drives individuals to start and develop their ventures (Kurniadi, 2023). Motivation serves as an internal drive that influences students' willingness to face challenges, take risks, and pursue economic independence through entrepreneurship. However, educational practices often emphasize theoretical aspects rather than supporting students' intrinsic motivation and readiness (Ryan & Deci, 2020).

This phenomenon is also evident at SMKN 2 Batu Malang, where some students still struggle to enter the workforce and lack optimal readiness for entrepreneurship. Therefore, an integrated learning strategy combining theoretical instruction, internship experience, and motivational reinforcement is required to prepare students to become job creators rather than job seekers.

Accordingly, this study aims to analyze the effect of entrepreneurship learning and entrepreneurship internship on entrepreneurial readiness with motivation as a mediating variable among students of SMKN 2 Batu Malang. The specific objectives are; 1) To analyze the effect of entrepreneurship learning on entrepreneurial readiness; 2) To analyze the effect of entrepreneurship internship on entrepreneurial readiness; 3) To analyze the effect of entrepreneurial motivation on entrepreneurial readiness; 4) To analyze the indirect effect of entrepreneurship learning on entrepreneurial readiness through motivation; 5) To analyze the indirect effect of entrepreneurship internship on entrepreneurial readiness through motivation among students of SMKN 2 Batu Malang.

RESEARCH LITERATURE

Entrepreneurial readiness represents the mental, cognitive, and resource conditions that prepare individuals to recognize and respond to business opportunities effectively (Nastiti, 2019). Entrepreneurial readiness encompasses mental and cognitive readiness that supports opportunity recognition (Sarstedt et al., 2022). Within vocational contexts, readiness to become an entrepreneur reflects key learning outcomes measurable via PLS-SEM constructs (Hair et al., 2022). However, despite increased graduate numbers, labor markets remain insufficient to absorb them, creating a need for entrepreneurship-focused education (Arruti & Paños-Castro, 2020).

Entrepreneurship learning serves as an educational approach that combines theoretical knowledge and practical application to develop entrepreneurial attitudes, competencies, and creative problem-solving skills (Agarwal et al., 2020; Machali et al., 2021). Through structured pedagogical methods, students are encouraged to identify opportunities, innovate, and manage risks—key elements in fostering entrepreneurial orientation (Utomo, 2017; Febriyanti, 2020). Studies have shown that entrepreneurship learning significantly influences students' intention and readiness to engage in entrepreneurial activities (Jazuli et al., 2025).

Furthermore, the internship program provides experiential learning by allowing students to directly engage in real business environments, interact with professionals, and develop managerial skills (Azizah et al., 2019; Rakib et al., 2018). Research demonstrates that entrepreneurship internships effectively bridge theoretical understanding and practical application, leading to improved confidence, professional behavior, and readiness for entrepreneurship (Listria, 2022; Kurniati et al., 2025).

Motivation plays an essential mediating role in strengthening entrepreneurial readiness. It functions as an internal drive that influences an individual's persistence, creativity, and willingness to take entrepreneurial risks (Kurniadi, 2023; Utari & Sukidjo, 2020). Empirical studies reveal that higher motivation enhances the relationship between entrepreneurship learning and entrepreneurial outcomes (Pamungkas et al., 2022; Hasan et al., 2024). Thus, motivation acts as a psychological mechanism connecting learning experiences and practical readiness.

These prior studies provided theoretical and empirical inspiration for formulating the research model, as well as a comparative basis to strengthen or contrast the findings of this study with earlier research outcomes. Based on the theoretical review and previous studies, the following research hypotheses are proposed:

- H₁: Entrepreneurship Learning has a significant effect on Entrepreneurial Readiness.
- H₂: Entrepreneurship Internship has a significant effect on Entrepreneurial Readiness.
- H₃: Motivation has a significant effect on Entrepreneurial Readiness.
- H₄: Entrepreneurship Learning has a significant effect on Entrepreneurial Readiness through Motivation.
- H₅: Entrepreneurship Internship has a significant effect on Entrepreneurial Readiness through Motivation.

The research framework illustrates the relationship between Entrepreneurship Learning (X₁), Entrepreneurship Internship (X₂), Motivation (Z), and Entrepreneurial Readiness (Y) among vocational students of SMKN 2 Batu, Malang. The model proposes that Entrepreneurship Learning and Entrepreneurship Internship exert both direct and indirect influences on Entrepreneurial Readiness, with Motivation serving as a mediating variable.

In this framework, Entrepreneurship Learning represents structured educational processes aimed at developing students' cognitive understanding, creativity, and opportunity recognition related to business creation. Entrepreneurship Internship reflects the students' exposure to real business environments that provide experiential learning, mentoring, and professional skill development. These two independent variables are hypothesized to enhance Motivation, which embodies students' internal drive, persistence, and confidence to engage in entrepreneurial activities.

A higher level of motivation, in turn, strengthens Entrepreneurial Readiness, manifested through confidence, creativity, risk-taking ability, and independence in starting a business. Thus, the framework captures a holistic view of how structured entrepreneurship learning and real-world internship experiences shape vocational students' motivational and psychological readiness, ultimately fostering their capacity to become independent young entrepreneurs.

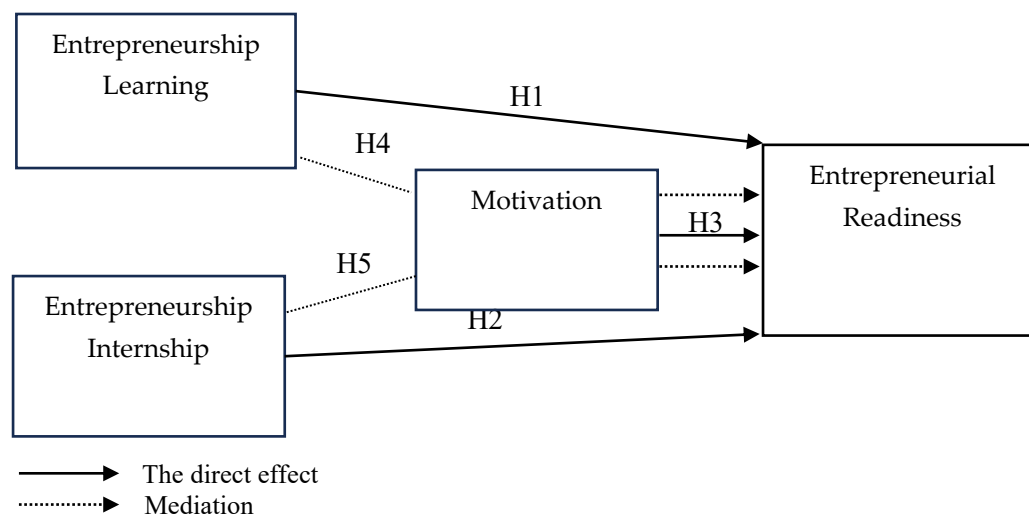


Figure 1. Conceptual Framework Model

METHOD

This research employs a quantitative approach with a survey method. The strength of this approach lies in its ability to explain how entrepreneurship learning and entrepreneurship internships affect students' entrepreneurial readiness, with motivation acting as a mediating variable.

The population in this study consisted of 138 students of SMKN 2 Batu Malang who had completed entrepreneurship learning and internship programs. From this population, the sample was determined using the Slovin formula with a margin of error of 5%, resulting in 103 respondents. The respondents were students from various majors who had participated in entrepreneurship courses and field internships within industrial and business settings.

The questionnaire designed to measure Entrepreneurial Readiness was adapted from Sarstedt et al., (2022), which conceptualize readiness as the combination of confidence, creativity, risk-taking ability, and self-management in responding to business opportunities. The Entrepreneurship Learning instrument was adapted from Agarwal et al., (2020), Utomo (2017), and Machali et al., (2021), focusing on aspects of theoretical understanding, innovation, and opportunity recognition. The Entrepreneurship Internship instrument was adapted from Azizah et al., (2019), Rakib et al., (2018), and Kurniati et al., (2025), which emphasize real business exposure, mentoring, and applied learning experiences. Finally, the Motivation questionnaire was developed based on Kurniadi (2023) and Utari & Sukidjo, (2020), defining motivation as the inner drive that leads students to pursue entrepreneurship with persistence and independence.

All instruments were measured using a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The data collection was conducted through offline and online questionnaires (Google Form).

The proposed construct was analyzed using Structural Equation Modeling (SEM). SEM provides a comprehensive analytical tool for path and factor analysis while maintaining the validity and reliability of internal consistency. This study adopted the Partial Least Squares – SEM (PLS-SEM) approach because the objective was to identify determinant variables and examine predictive

relationships among constructs. PLS-SEM is suitable for studies with relatively small sample sizes and exploratory models (Hair et al., 2022).

Data were processed using WarpPLS version 8.0, a variance-based algorithm that estimates path coefficients and model parameters by maximizing the explained variance of endogenous variables. The evaluation of the measurement model included assessments of internal consistency reliability, convergent validity, and discriminant validity. Meanwhile, the structural model was evaluated through several steps: examining multicollinearity (VIF), assessing path coefficient significance and relevance (p-values), analyzing coefficients of determination (R^2), evaluating effect size (f^2), and testing predictive relevance (Q^2) (Hair et al., 2017).

RESULT AND DISCUSSION

SMKN 2 Batu Malang is one of the leading vocational high schools in Batu City, East Java, with a vision to produce competent, independent, and work-ready graduates capable of becoming entrepreneurs. The school focuses on technical and service disciplines and actively integrates entrepreneurship programs into its curriculum. Through classroom learning and internship programs in business and industry sectors, students are equipped with practical experience, business knowledge, and guidance from teachers and industrial partners. Strong facilities and collaborations with external institutions have made the school a model in fostering entrepreneurial character among students. Therefore, SMKN 2 Batu Malang was chosen as the research site due to its structured entrepreneurship learning and internship programs, which align with the objectives of this study.

The respondents consisted of 103 twelfth-grade students from SMKN 2 Batu Malang who had participated in entrepreneurship learning and internship activities. They were asked to provide responses to statements listed in the research questionnaire.

Descriptive analysis was conducted to identify respondent characteristics and their perceptions of each questionnaire item. The statistical results are summarized as follows; 1) Distribution of Respondents' Answers on Entrepreneurship Learning (X1) Based on data analysis, the overall mean score for Entrepreneurship Learning was 4.24, categorized as good. This indicates that students had a positive perception of the effectiveness of entrepreneurship learning. The highest mean score (4.42) was obtained for the ability to identify business opportunities—specifically analyzing product marketing media. The lowest mean score (3.91) was found in items related to digital business development demands. These findings suggest that entrepreneurship learning has effectively provided theoretical understanding and practical skills—especially in market analysis and risk management—but still requires improvement in digital literacy to prepare students for technology-based business trends; 2) Distribution of Respondents' Answers on Entrepreneurship Internship (X2). The Entrepreneurship Internship variable obtained an average score of 4.25, also within the good category. This demonstrates that the internship program contributed positively to developing students' entrepreneurial readiness. The highest score (4.48) was recorded for students' enthusiasm to learn directly from entrepreneurs, while the lowest score (4.06) related to mental and emotional readiness. This implies that while students are technically and professionally prepared, they still require reinforcement in mental and emotional resilience when facing real business challenges. Therefore, schools are advised to regularly invite entrepreneurial motivators or

practitioners to strengthen students' confidence and perseverance; 3) Distribution of Respondents' Answers on Motivation (Z) The overall mean score for the Motivation variable was 4.24, indicating a high level of entrepreneurial motivation among students. This shows that students have a strong internal drive to start their own businesses after graduation. The highest mean score (4.52) was observed in items expressing pride in becoming entrepreneurs who create job opportunities. The lowest score (3.83) appeared in items about willingness to offer specialized skills independently. These findings highlight that students have a positive entrepreneurial orientation but some lack confidence in monetizing their skills independently. The school's supportive learning environment has played a key role in sustaining their motivation; 4) Distribution of Respondents' Answers on Entrepreneurial Readiness (Y) The overall mean score for Entrepreneurial Readiness was 4.08, categorized as good though slightly lower than other variables. The highest scores (4.46) were found in items such as preference for entrepreneurship over employment and having a strong work ethic and creativity. The lowest scores (3.39–3.66) were found in items related to participation in entrepreneurship seminars and business planning/communication abilities. These results show that students already possess a strong entrepreneurial mindset and motivation, but still need practical skill enhancement and real-world exposure to improve readiness for entrepreneurship.

The outer model evaluation determines whether manifest variables effectively measure the latent constructs. The analysis includes Convergent Validity, Discriminant Validity, and Construct Reliability (Hair et al., 2017).

Table 1. Convergent Validity Test Results

Indikator	Item	Outer Loading	Indicator Type	Remark
Entrepreneurship Learning (X1)	X1.1.1	0.973	Reflective	Valid
	X1.1.2	0.979	Reflective	Valid
	X1.2.1	0.976	Reflective	Valid
	X1.2.2	0.973	Reflective	Valid
	X1.3.1	0.972	Reflective	Valid
	X1.3.2	0.98	Reflective	Valid
Entrepreneurship Internship (X2)	X2.1.1	0.958	Reflective	Valid
	X2.1.2	0.962	Reflective	Valid
	X2.2.1	0.973	Reflective	Valid
	X2.2.2	0.978	Reflective	Valid
	X2.3.1	0.972	Reflective	Valid
	X2.3.2	0.965	Reflective	Valid
	X2.4.1	0.973	Reflective	Valid
	X2.4.2	0.967	Reflective	Valid
	X2.5.1	0.97	Reflective	Valid
	X2.5.2	0.971	Reflective	Valid
Motivation (Z)	Z1.1.1	0.981	Reflective	Valid
	Z1.1.2	0.977	Reflective	Valid
	Z1.2.1	0.97	Reflective	Valid
	Z1.2.2	0.96	Reflective	Valid
	Z1.3.1	0.986	Reflective	Valid
	Z1.3.2	0.981	Reflective	Valid
Entrepreneurial	Y1.1.1	0.983	Reflective	Valid

Readiness (Y)	Y1.1.2	0.983	Reflective	Valid
	Y1.2.1	0.989	Reflective	Valid
	Y1.2.2	0.98	Reflective	Valid
	Y1.3.1	0.982	Reflective	Valid
	Y1.3.2	0.987	Reflective	Valid

Source: output of warp PLS 8

The test results indicate that all indicator values are valid, as the Composite Reliability values exceeded 0.7. Therefore, all indicators within the research variables can be utilized for subsequent stages of analysis.

Table 2. Results of Discriminant Validity Evaluation

Item	Entrepreneurship Learning (X1)	Entrepreneurship Internship (X2)	Motivation (Z)	Entrepreneurial Readiness (Y)
X1.1	0.950	0.016	-0.035	0.006
X1.2	0.956	0.002	0.018	-0.017
X1.3	0.956	0.038	-0.020	-0.024
X1.4	0.952	0.016	0.106	-0.088
X1.5	0.968	-0.013	-0.018	-0.028
X1.6	0.964	0.020	-0.006	-0.051
X1.7	0.956	0.016	0.034	-0.013
X1.8	0.946	-0.109	0.110	0.020
X1.9	0.961	-0.002	-0.067	0.043
X1.10	0.957	0.060	0.028	-0.013
X1.11	0.941	-0.067	-0.076	0.186
X1.12	0.955	0.021	-0.074	-0.019
X2.1	-0.072	0.956	0.147	-0.063
X2.2	-0.033	0.961	0.090	-0.094
X2.3	-0.041	0.960	-0.023	0.033
X2.4	-0.070	0.964	-0.078	0.126
X2.5	0.086	0.965	-0.074	0.019
X2.6	-0.058	0.954	0.097	-0.025
X2.7	0.055	0.954	-0.037	0.013
X2.8	-0.078	0.956	0.010	0.083
X2.9	0.112	0.947	-0.019	-0.143
X2.10	0.038	0.961	-0.046	0.006
X2.11	0.036	0.954	-0.045	0.033
X2.12	0.026	0.951	-0.022	0.008
Z.1	-0.099	-0.037	0.897	-0.039
Z.2	0.015	-0.018	0.927	0.049
Z.3	0.012	0.002	0.922	0.009
Z.4	0.119	0.096	0.890	-0.086
Z.5	-0.021	0.021	0.880	-0.104
Z.6	0.135	0.153	0.902	-0.092
Z.7	-0.102	-0.137	0.897	0.188
Z.8	-0.011	-0.039	0.948	0.075
Z.9	0.000	0.018	0.917	-0.027

Z.10	-0.047	-0.055	0.914	0.019
Y.1	0.084	0.040	-0.173	0.892
Y.2	0.021	-0.003	-0.013	0.920
Y.3	0.061	-0.022	-0.020	0.910
Y.4	0.024	0.010	-0.014	0.941
Y.5	0.029	0.009	-0.033	0.918
Y.6	0.011	-0.030	-0.048	0.927
Y.7	-0.021	-0.098	0.047	0.936
Y.8	-0.038	0.018	0.098	0.920
Y.9	-0.099	0.023	0.051	0.927
Y.10	-0.096	0.039	0.107	0.920
Y.11	-0.032	0.039	-0.017	0.900
Y.12	0.022	0.045	-0.013	0.942
Y.13	0.084	0.018	-0.139	0.917
Y.14	-0.047	-0.086	0.157	0.936

Source: output of warp PLS 8

The test results indicate that all indicator values are valid, as the Composite Reliability values exceeded 0.7. Therefore, all indicators within the research variables can be utilized for subsequent stages of analysis.

Table 3. Construct Reliability Evaluation

Variable	Composite Reliability	Keterangan
Entrepreneurship Learning (X1)	0.992	Reliabel
Entrepreneurship Internship (X2)	0.992	Reliabel
Motivation (Z)	0.980	Reliabel
Entrepreneurial Readiness (Y)	0.988	Reliabel

Source: output of warp PLS 8

The results reveal that all Composite Reliability values for the variables are greater than 0.700, indicating that the overall measurement model exhibits good internal consistency and reliability.

Table 4. Adjusted R-Squared Values in the Research Model

Relationship	Adjusted R-Squared
Entrepreneurship Learning & Internship → Motivation	0.635
Entrepreneurship Learning & Internship → Entrepreneurial Readiness (mediated by Motivation)	0.782
Average Adjusted R-Square (AARS)	0.709

Source: output of warp PLS 8

These results indicate that 70.9% of entrepreneurial readiness can be explained by entrepreneurship learning and internship through motivation, while the remaining 29.1% is influenced by other variables outside the model.

Table 5. Results of Direct Effect Hypothesis Testing

Direct Effect	Path Coefficient	P-Values	Result
Entrepreneurship Learning → Entrepreneurial Readiness	0.334	<0.001	Significant
Entrepreneurship Internship → Entrepreneurial Readiness	0.292	<0.001	Significant

Motivation → Entrepreneurial Readiness	0.498	<0.001	Significant
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Source: output of warp PLS 8

Based on the analysis, the coefficient and p-value for each direct relationship between the exogenous and endogenous variables were obtained as follows:

The Effect of Entrepreneurship Learning on Entrepreneurial Readiness — The relationship is significant at $\alpha = 0.05$, with a p-value < 0.001 , which is smaller than 0.05. The path coefficient of 0.334 (positive) indicates a direct and significant effect, meaning that the more effective the entrepreneurship learning provided by the school, the higher the students' entrepreneurial readiness.

The Effect of Entrepreneurship Internship on Entrepreneurial Readiness — The relationship is significant at $\alpha = 0.05$, with a p-value < 0.001 , which is smaller than 0.05. The path coefficient of 0.292 (positive) shows a direct and significant relationship, meaning that the better the entrepreneurship internship implementation, the higher the students' readiness to start their own businesses.

The Effect of Motivation on Entrepreneurial Readiness — This relationship is also significant at $\alpha = 0.05$, with a p-value < 0.001 , which is smaller than 0.05. The path coefficient of 0.498 (positive) suggests a direct and significant effect, meaning that stronger motivation among students leads to greater confidence and readiness to become entrepreneurs.

Table 6. Results of Indirect Effect Hypothesis Testing

Indirect Effect	Path Coefficient	P-Values	Result
Entrepreneurship Learning → Entrepreneurial Readiness through Motivation	0.294	<0.001	Significant
Entrepreneurship Internship → Entrepreneurial Readiness through Motivation	0.279	<0.001	Significant

Source: output of warp PLS 8

The indirect effect of Entrepreneurship Learning on Entrepreneurial Readiness through Motivation shows a p-value of < 0.001 , which is smaller than $\alpha = 0.05$ (5%). Thus, there is a significant indirect relationship between Entrepreneurship Learning and Entrepreneurial Readiness mediated by Motivation, with a path coefficient of 0.294, indicating a positive effect. This means that effective entrepreneurship learning enhances students' motivation, which subsequently increases their readiness to start a business.

The indirect effect of Entrepreneurship Internship on Entrepreneurial Readiness through Motivation also shows a p-value of < 0.001 , which is smaller than $\alpha = 0.05$ (5%). This confirms a significant indirect relationship between Entrepreneurship Internship and Entrepreneurial Readiness mediated by Motivation, with a path coefficient of 0.279, showing a positive direction. This means that the better the quality of the internship experience, the higher the students' motivation to become independent entrepreneurs, which in turn increases their entrepreneurial readiness.

CONCLUSION

The results of this study conclude that entrepreneurship learning and entrepreneurship internship significantly and positively influence students' entrepreneurial readiness, both directly and indirectly through motivation. Entrepreneurship learning enhances students' cognitive understanding, creativity, and ability to identify business opportunities, while internship experiences provide practical exposure that strengthens managerial skills and confidence to start a

business. Motivation functions as a crucial mediating variable, transforming knowledge and experience into entrepreneurial drive and behavioral readiness. Overall, this study emphasizes that integrating structured entrepreneurship education with experiential learning and motivational reinforcement effectively prepares vocational students to become self-reliant entrepreneurs rather than job seekers.

Based on the research findings, schools and educators are encouraged to improve entrepreneurship learning by integrating digital business practices such as e-commerce and innovation-based projects, while providing opportunities for students to engage in real entrepreneurial simulations. Vocational institutions should enhance partnerships with industries to create more structured and mentored internship programs that bridge theory and practice. Policymakers are advised to develop entrepreneurship incubation initiatives and startup-support facilities within vocational education systems to sustain students' motivation after graduation. Meanwhile, students are encouraged to actively participate in entrepreneurship training, competitions, and community-based projects to strengthen their creativity, independence, and risk-taking behavior as future entrepreneurs.

This study is limited by its sample scope, which only includes students from SMKN 2 Batu Malang, thereby reducing generalizability to other vocational schools. In addition, the research model focuses solely on entrepreneurship learning, internship, and motivation, while other potentially influential factors such as digital competence, family support, and entrepreneurial personality were not included. The cross-sectional design also limits the ability to capture changes in entrepreneurial readiness over time. Therefore, future research should include a broader sample from multiple regions, adopt longitudinal or mixed-method approaches, and integrate additional variables such as entrepreneurial environment and institutional support to provide a more comprehensive understanding of how entrepreneurship education fosters sustainable readiness and behavior among vocational students.

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