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INTERNSHIP, SOCIAL VALUATION, AND SELF-EFFICACY AS DRIVERS OF ENTREPRENEURIAL INTENTION AMONG VOCATIONAL STUDENTS: A STRUCTURAL MODEL APPROACH

[1]LYDIAWATI SOELAIMAN*
[2]KENI
[3]FAJRI ADRIANTO
[4]TAY LEE CHIN

[1,2]Universitas Tarumanagara, Jl. Tanjung Duren Utara, DKI Jakarta, Indonesia
[3]Universitas Andalas, Padang, Indonesia
[4]Tunku Abdul Rahman University of Management and Technology, Kuala Lumpur, Malaysia
lydiawatis@fe.untar.ac.id*

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Abstract**:** *High unemployment among Indonesian Vocational High School (VHS) graduates highlights a persistent gap between school-acquired competencies and labour market demands. To address this, fostering entrepreneurial intention during early education is essential. This study research expands the entrepreneurial intention framework to the vocational education context in Indonesia, where empirical evidence on the psychological and contextual factors influencing entrepreneurial intention among VHS students remains limited. Specifically, the study examines how internship experience and social valuation influence entrepreneurial intention, with self-efficacy as a mediating variable and entrepreneur education support as a moderating variable. Employing a quantitative design, data were obtained from 160 VHS students in DKI Jakarta who had completed internship programs. The analysis usedPartial Least Squares-Structural Equation Modelling (PLS-SEM) with SmartPLS 4.0. The results show that internship experience and social valuation both increase self-efficacy, which has a strong effect on entrepreneurial intention. While internship experience does not directly lead to entrepreneurial intention, it influences it indirectly through self-efficacy. Social valuation affects entrepreneurial intention both directly and indirectly. The study also finds that entrepreneurial education support strengthens the effect of social valuation on entrepreneurial intention, but not the effect of internship experience or self-efficacy. The findings underscore the significance of social support and practical experience as essential components of entrepreneurial learning in vocational education to strengthen entrepreneurial intention among students.*

Keywords**:** Entrepreneur Education Support, Entrepreneurial Intention, Internship Experience, Self-Efficacy, Social Valuation, Vocational High School

INTRODUCTION

The unemployment challenge in Indonesia has become a deeply rooted issue, particularly among graduates of Vocational High Schools, posing a serious problem that demands strategic intervention. Although VHS is designed to equip students with practical skills aligned with industry needs, data show that VHS graduates consistently record the highest unemployment rates. According to Indonesia's Central Statistics Agency (BPS 2025), as of August 2024, there were 7.47 million unemployed individuals in the

country, with an open unemployment rate of 9.01% among VHS graduates, which is the highest compared to other educational

Several factors contribute to the persistently high unemployment rates among Vocational High School (VHS) graduates, notably the misalignment between school-based competencies and evolving industry demands, the insufficient cultivation of soft skills, and the suboptimal impact of internship programs that are often implemented without systematic oversight (Supriyanto et al. 2022). Disparities in school quality further exacerbate these challenges, widening the gap in graduates' competitiveness and employability (Tempo 2024).

Internship programs are widely recognized as a vital to vocational education, enhancing students' practical competencies and career readiness. Moreover, although internship programs are ostensibly designed to bridge the divide between theoretical instruction and practical application, they frequently fall short of their potential due to the limited scope of tasks assigned to students, coupled with students' low self-confidence and inadequate preparedness for workplace demands (Kapareliotis et al. 2019; Supriyanto et al. 2022).

As a strategic response, entrepreneurship education in VHSs is seen as a strategic pathway to reduce unemployment rates. Cultivating an entrepreneurial spirit among VHS graduates can strengthen students' entrepreneurial capabilities, enabling them to create independent employment opportunities (Kemendikbud 2024). Pudjiastuti et al. (2024) emphasize that entrepreneurship education support integrated into vocational education significantly shapes students' entrepreneurial mindset and readiness to entrepreneurship. Ni and Ye (2018) similarly assert that effective entrepreneurship education in vocational schools enhances students' entrepreneurial competence and motivation, particularly when embedded within experiential and competence-based learning models.

Understanding the determinants of entrepreneurial intention is essential to optimizing vocational entrepreneurship education. This study focuses on three pivotal variables: internship experience, social valuation, and self-efficacy. Positive internship experiences have been linked to better practical knowledge and stronger readiness to engage in business ventures (Fawaid et al. 2022). Social valuation, reffering to the perceived support from one's surrounding environment, plays an important role in motivating students to pursue entrepreneurial ventures (Pham et al. 2023). It also acts as a form of social pressure, motivating individuals to act in line with prevailing norms and fostering entrepreneurial enthusiasm (Farrukh et al. 2018; Fawaid et al. 2022; Nawang 2023).

However, not all students can fully capitalize on the potential of their internship experiences or the social valuation they receive. Furthermore, self-efficacy has been shown to be a decisive internal driver of entrepreneurial behavior (Doanh and Bernat 2019; Wang et al. 2020). Developing students' self-efficacy is also crucial for enabling them to understand how businesses can replace outdated processes and products with innovative solutions to enhance competitiveness and achieve sustainable growth (Mujahid et al. 2025).

This study aims to analyze how internship experience, social valuation, and self-efficacy influence entrepreneurial intention among vocational high school (VHS) students, with entrepreneurial educational support examined as a potential moderating factor. While previous studies have primarily focused on university-level students, this research highlights vocational students as a high-risk yet underrepresented population in entrepreneurship literature. By proposing an integrative model, the study seeks to contribute theoretically and practically to the designing more effective entrepreneurship education strategies tailored to vocational education contexts.

This study fills the gap by extending the entrepreneurial intention model to the vocational education context, particularly in Indonesia, where empirical evidence on the psychological and contextual factors influencing entrepreneurial intention among VHS students is still limited. Unlike university students, VHS students are exposed to structured internship programs earlier in their education. However, these programs are primarily designed to enhance job readiness and centered on preparing students for technical skill acquisition rather than to cultivate entrepreneurial mindsets (Ramadhani et al. 2025). This focus contrasts with practices in many developed countries, where vocational internship programs often integrate entrepreneurial elements through business simulations, industry mentorship, and market-oriented student projects (Agarwal and Mani 2025). These initiatives are designed to foster both employability and entrepreneurial capabilities, including opportunity recognition and business planning. In Indonesia, by contrast, internships largely prepare students for employment, with limited exposure to entrepreneurial practices (Yulianti and Fitriansyah 2024). Consequently, students' practical experiences are often disconnected from entrepreneurship learning outcomes (Sunyoto and Setiyawan 2021). Given the rapid changes in labor market demands driven by technology and globalization, understanding the entrepreneurial dimensions of internships in Indonesia is crucial. Strengthening these aspects could better equip vocational graduates to compete while addressing persistent issues of unemployment and skills mismatches.

Moreover, studies show that family and social expectations tend to reinforce the perception of VHS as a pathway to employment, not venture creation (Ramadhani et al. 2025). By exploring the mediating role of self-efficacy and the moderating influence of entrepreneurial educational support, this study provides a contextually relevant insights into how internship experience and social valuation shape entrepreneurial intention among Indonesian vocational students.

This research contributes to theoretical insights by explaining interaction between internal (self-efficacy) and external (social valuation and internship experience). It also offers practical recommendations for redesigning internship programs and entrepreneurship curricula to cultivate entrepreneurial mindsets among the younger generation more effectively.

Internship Experience Towards Self-Efficacy

Internship experience represents a form of structured practical learning designed to provide students with opportunities to gain direct exposure within professional environments aligned with their areas of expertise or career aspirations (Supriyanto et al. 2022). This activity enables students to develop technical skills and fosters a deeper conceptual understanding of the world of work. Active engagement in real work settings allows students to acquire competencies that strengthen self-efficacy because challenging work situations stimulate an individual's confidence in independently managing professional tasks (Kapareliotis et al. 2019).

Botha and Bignotti (2016) assert that internship programs function as learning laboratories that bridge theory and practice within the dynamics of real business environments, thereby enhancing students' self-confidence. Furthermore, Oberman et al. (2021) found that internship experience can be crucial in shaping a more explicit vocational self-concept, reducing confusion in career path selection, and boosting confidence in entrepreneurial endeavors. Developing work skills, communication abilities, and collaboration during internships provides strategic preparation that strengthens self-efficacy for entering the business world. Internship experience can be a transformative phase that shapes individuals' psychological readiness and competencies in facing entrepreneurial challenges.

H_1: Internship experience positively affects self-efficacy.

Social Valuation Towards Self-Efficacy

Social valuation refers to individuals' perception of the level of support or approval they receive from their surrounding environment toward pursuing entrepreneurship. Strong moral support can serve as a motivator in strengthening a person's self-efficacy (Muliadi et al. 2021).

Social valuation provides a normative framework regarding the roles and expectations of entrepreneurial activities. Social norms regard entrepreneurship as a valuable choice, strengthening an individual's self-efficacy to engage in entrepreneurial endeavors (Listyawati 2017). A supportive social environment creates a psychological climate that encourages, motivates, and guides individuals to believe in their ability to independently manage and develop a business (Muliadi and Mirawati 2020).

H_2: Social valuation positively affects self-efficacy.

Self-Efficacy Towards Entrepreneurial Intention

Self-efficacy reflects a person's belief regarding how enabling or constraining factors affect their capacity to achieve desired outcomes (Ajzen 2020). Self-efficacy is a pivotal psychological construct in entrepreneurship, fundamentally shaping one's intention by anchoring perceptions of personal competence and the motivation required to embark on entrepreneurial endeavors (Balder et al. 2020). Empirical evidence consistently suggests that individuals exhibiting higher levels of self-efficacy demonstrate a correspondingly stronger entrepreneurial intention (Vamvaka et al. 2020).

A strong sense of self-efficacy, reflected in individuals' positive perceptions of their capabilities, significantly enhances their confidence in engaging in entrepreneurial activities (Puni et al. 2018; Osadolor et al. 2021). In this regard, self-efficacy among students is considered a fundamental determinant in recognizing entrepreneurial opportunities and comprehending the essential dimensions of entrepreneurial practice (Soelaiman et al. 2024).

H_3: Self-efficacy positively affects entrepreneurial intention.

Internship Experience Towards Entrepreneurial Intention

Internships in the context of entrepreneurship not only provide field experience but also shape an individual's entrepreneurial orientation, mindset, and motivation (Thi et al. 2022; Madigan et al. 2019). The internship experience facilitates the acquisition of knowledge to recognize and seize opportunities, strengthens mental readiness, and broadens market awareness (Botha 2020; Sahinidis et al. 2021). Compelling internship experiences provide deep practical knowledge, shaping perceptions of the feasibility of starting a new venture (Nguyen 2018).

Individuals with prior entrepreneurial experience tend to exert greater effort in activities leading to the creation of new ventures (Malebana and Mothibi 2023). Bignotti and Roux (2020) further add that previous entrepreneurial experience enhances confidence in starting and managing a business. Thus, work experience increases individuals' likelihood of entrepreneurship (Zhang et al. 2019).

H_4: Internship experience positively affects entrepreneurial intention.

Social Valuation Towards Entrepreneurial Intention

Social valuation influences an individual's career choice, including entrepreneurship, through the effects of social norms and pressure to meet the expectations of close others (Ajzen 2020). Social support provided by important people around the individual affects their confidence in taking entrepreneurial risks (Nawang 2023; Farrukh et al. 2018). Positive views and social pressure from family members, friends, and specific

communities significantly shape entrepreneurial intention (Amofah and Saladrigues 2022).

Personal tendencies may include internal factors such as motivations, needs, attitudes, prior knowledge, and expectations, all of which shape one's entrepreneurial orientation (Kusumawardhani et al. 2023). When an individual receives positive views regarding entrepreneurship, it strengthens their commitment to entrepreneurial activities (Banerjee and Ho 2020; Wijayati et al. 2021). The higher the supportive social valuation, the greater the potential to foster a strong entrepreneurial spirit and increase confidence in engaging in entrepreneurial activities (Alin and Dil 2022).

H_5: Social valuation positively affects entrepreneurial intention.

Self-Efficacy as a Mediator between Internship Experience and Entrepreneurial Intention

Through internship experiences, individuals acquire extensive knowledge, skills, and practical insights that strengthen their self-efficacy. The greater the intensity and quality of the internship experience, the more likely students' self-efficacy will increase, ultimately positively impacting their readiness to initiate and engage in entrepreneurial activities (Renaningtyas et al. 2021).

Internships that promote autonomy, challenge, and constructive feedback significantly enhance this belief. Thus, self-efficacy functions as a psychological bridge between experience and intention. Furthermore, Azimmah and Mahmud (2019) emphasize that self-efficacy is not only a byproduct of effective internships but also a key predictor of entrepreneurial intention and motivation. Without sufficient belief in their entrepreneurial ability, students may not act on the knowledge or inspiration gained during internships.

H_6: Self-efficacy mediates the relationship between internship experience and entrepreneurial intention.

Self-Efficacy as a Mediator between Social Valuation and Entrepreneurial Intention

Positive social valuation creates a psychological climate that supports the development of strong self-efficacy (Pham et al. 2023). When individuals feel socially supported in their entrepreneurial aspirations, their perception of competence also increases. This confidence ultimately shapes entrepreneurial intention (Santos and Liguori 2020).

Liguori et al. (2019) emphasize that interpersonal experiences and a supportive environment influence self-efficacy, which in turn affects career-related decisions and behavior. Self-efficacy is not only relevant to task performance but also impacts broader psychological factors such as well-being and motivation.

H_7: Self-efficacy mediates the relationship between social valuation and entrepreneurial intention.

Entrepreneurial Educational Support (EES) as Moderator

Entrepreneurial educational support plays a crucial moderating role in enhancing the effects of key antecedents of entrepreneurial intention, including internship experience, self-efficacy, and social valuation. This support includes institutional efforts such as entrepreneurship-focused curricula, experiential learning, mentoring by practitioners, and a learning environment that fosters creativity and innovation (Nabi et al. 2017).

When students operate in such enriched academic contexts, they are more likely to interpret internship experiences through an entrepreneurial lens, recognize opportunities, and develop confidence in their entrepreneurial abilities (Mensah et al. 2023; Martín-Lara et al. 2019). Furthermore, even students with strong self-efficacy are more capable of translating their confidence into entrepreneurial intention when

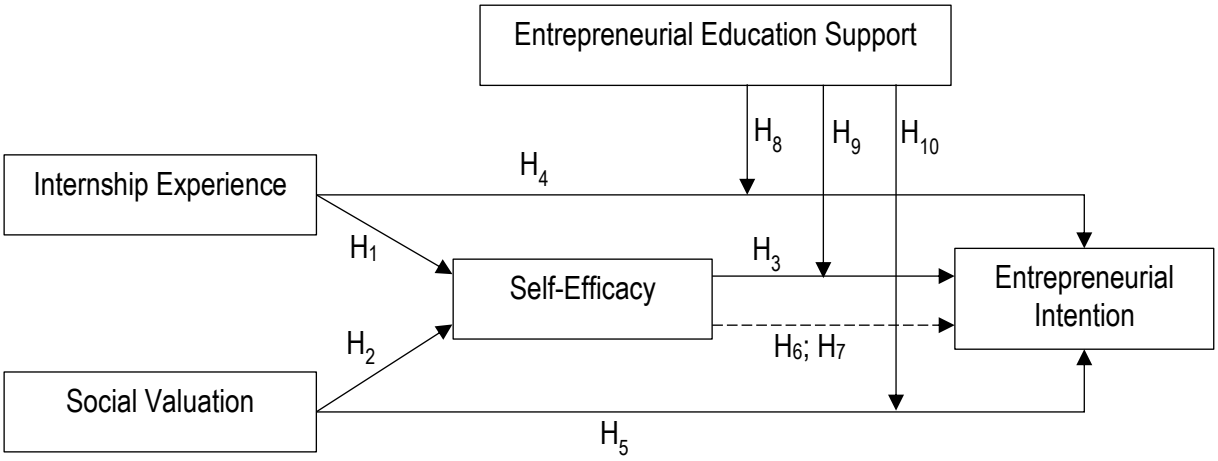

Figure 1. Hypothesized Model

they receive structured support, guidance, and practical training (Shah et al. 2020; Fayolle and Gailly 2015).

In addition, entrepreneurship education amplifies the role of social valuation—students who perceive strong encouragement and recognition from their social environment are more likely to pursue entrepreneurship when backed by a supportive educational framework that reinforces motivation and equips them with relevant skills (Taha et al. 2017). Thus, entrepreneurial educational support provides both the cognitive and psychological scaffolding necessary to maximize the impact of experiential, personal, and social drivers of entrepreneurial intention.

H_8: EES moderates internship experience on entrepreneurial intention.

H_9: EES moderates self-efficacy on entrepreneurial intention.

H_{10}: EES moderates social valuation on entrepreneurial intention.

METHOD

This research adopts a quantitative survey approach, designed to measure variables numerically and objectively through data collection in numbers derived from respondents' responses to structured statements (Bougie and Sekaran 2020). Such a design enables statistical examination of relationships among variables, allowing conclusions to be drawn with a degree of generalizability.

The target population comprised vocational high school students in DKI Jakarta, chosen for its status as Indonesia's capital city, which features diverse social and economic conditions and a relatively high concentration of vocational education institutions. The participant selection process was guided by purposive sampling, with the inclusion criterion focused on vocational students who had undertaken internship programs. Primary data were collected through digitally administered questionnaires distributed via the google forms platform. To ensure data quality and validity, a series of data screening procedures were conducted, including completeness checks, detection of unengaged responses, and outlier analysis using standardized scores. Furthermore, construct validity was assessed through reliability testing and convergent validity evaluation during the measurement model assessment.

In addition, as the capital city, Jakarta possesses numerous supporting factors for fostering an entrepreneurial ecosystem, which can contribute to achieving the national entrepreneurship ratio target of 3.95% (ekon.go.id 2022).

The participant selection process was guided by purposive sampling, with the inclusion criterion focused on vocational students who had undertaken internship programs. Primary data acquisition was facilitated by disseminating digitally administered questionnaires via the Google Forms platform.

Sample size determination followed Hair et al. (2017) guideline, which recommends a minimum number of ten observations per structural paths directed toward each latent variable. Based on this criterion, the study successfully secured 160 valid responses, satisfying the minimum sample adequacy threshold.

The instrument consisted of four main constructs: internship experience is measured by four indicators, social valuation by three indicators, self-efficacy by five indicators, and entrepreneurial intention by six indicators. All items used a five-point Likert scale (1 = strongly disagree to 5 = strongly agree).

To assess the initial validity and reliability, expert judgment was conducted involving academics in entrepreneurship and education fields, followed by a pretest with 40 samples of vocational students to evaluate item clarity, consistency, and reliability prior to the main data collection.

Table 1 presents the operationalization of the five variables employed in this study, as outlined below.

Table 1. Operational Variables

Variable	Code	Statements	Source
Internship Experience	IE-1	I understand the duties and responsibilities during the internship	Supriyanto et al. (2022)
	IE-2	During the internship, I received materials that helped me enhance my knowledge of entrepreneurship	
	IE-3	The skills I learned during the internship align with the industry's current needs	
	IE-4	I received sufficient support from my mentor during the internship	
Social Valuation	SV-1	I get supports from my family to start a business	Bazkiaei et al. (2021)
	SV-2	I feel that my friends believe I can succeed in running a business	
	SV-3	My colleagues demonstrate confidence in my ability to succeed in entrepreneurship	
Self-Efficacy	S-E1	I feel that I have strong creativity and innovation skills when engaging in entrepreneurship	Pham et al. (2023)
	S-E2	I feel confident in my ability to lead and solve problems when engaging in entrepreneurship	
	S-E3	I feel capable of maintaining good relationships with customers when engaging in entrepreneurship	
	S-E4	I feel capable of identifying new market opportunities when engaging in entrepreneurship	
	S-E5	I feel capable of trying new things when deciding to engage in entrepreneurship	
	EES-1	My education encouraged me to think creatively and innovatively	Soelaiman et al. (2024)

Variable	Code	Statements	Source
Entrepreneurial Educational Support	EES-2	I developed the skills and competencies that motivated me to consider becoming an entrepreneur	
	EES-3	The lessons provided by my school offered opportunities to explore and engage in entrepreneurship	
	EES-4	I gained valuable knowledge that enhanced my understanding of how businesses operate	
Entrepreneurial Intention	EI-1	I am willing to do whatever it takes to become an entrepreneur	Bazkiaei et al. (2021)
	EI-2	My professional goal is to become an entrepreneur	
	EI-3	I will make every effort to start and run my own business	
	EI-4	I have a strong determination to establish a business in the future	
	EI-5	I have considered starting a business	
	EI-6	I have a firm intention to start a business	

The data analysis utilized Partial Least Squares–Structural Equation Modeling (PLS-SEM) as the primary analytical technique. This method was chosen instead of covariance-base SEM (CB-SEM) because it is suitability for predictive and exploratory purposes, especially when the main objective is to explain variance in key constructs such as entrepreneurial intention. This approach is more appropriate for complex models involving moderation effects and constructs measured with adapted or less-established indicators. PLS-SEM is also robust

Table 2. Description of Research Subjects

Gender	Total	Percentages
Male	46	28.75%
Female	114	71.25%
Major	**Total**	**Percentages**
Accounting and Institutional Finance	27	16.88%
Visual Communication Design	6	3.75%
Culinary	49	30.63%
Office Management and Business Services	15	9.38%
Multimedia	12	7.5%
Marketing	8	5%
Fashion Design	27	16.88%
Computer Engineering and Networking	9	5.62%
Others (Automotive, Tourism)	7	4.38%
Domiciles	**Total**	**Percentages**
West Jakarta	70	43.75%
Central Jakarta	19	11.88%
South Jakarta	34	21.25%
East Jakarta	10	6.25%
North Jakarta	6	3.75%
Thousand Islands	21	13.13%

Source: Data processed by the author (2025)

Table 3. The Mean and Standard Deviation

No.	Variables	Mean	Standard Deviation
1	Internship Experience	4.250	0.843
2	Social Valuation	4.113	1.018
3	Self-Efficacy	4.060	0.934
4	Entrepreneurial Educational Support	4.375	0.729
5	Entrepreneurial Intention	4.041	1.018

Source: Results of data analysis using SmartPLS version 4 (2025)

to violations of multivariate normality, making it preferable when data exhibit non-normal distribution. Additionally, it performs well with relatively moderate sample sizes (Hair et al. 2021). The analytical process consisted of two main steps. First, the outer model to ensure discriminant validity and constructs reliability (Hair et al. 2021). In the second step, the inner model to empirically test the proposed research hypotheses (Bougie and Sekaran 2020).

RESULTS

Research Subjectives

This study was conducted among vocational high school students in the DKI Jakarta Province. Based on descriptive analysis, most respondents were female, totaling 114 students (71.25%), while male students numbered 46 (28.75%). Regarding majors, most respondents came from the Culinary major, with 49 students (30.63%). Meanwhile, most respondents' domiciles were in West Jakarta, totaling 70 students (43.75%). Table 2 summarizes the respondents' characteristics based on gender, major, and domicile area.

Data Analysis Results

The descriptive statistics, including the mean and standard deviation, for the five primary variables assessed in this study are presented in table 3. Among these, entrepreneurial educational support recorded the highest mean score (M = 4.375, SD = 0.729), indicating that students generally perceive a strong level of support from their vocational schools in promoting entrepreneurial learning. Entrepreneurial intention, while the lowest among the five (M = 4.041, SD = 1.018), still exceeded the scale's midpoint, implying an overall positive, albeit more varied, inclination toward pursuing entrepreneurial careers. The standard deviations reflect moderate variability in student responses, with social valuation and entrepreneurial intention exhibiting the greatest dispersion, indicating differing levels of personal and social support experienced by students across the sample.

The next phase focused on evaluating the outer measurement model to ascertain the validity, reliability, and predictive capability of the constructs derived from the dataset are detailed in Table 4.

Table 4 illustrates that all measurement indicators demonstrate validity, evidenced by outer loading values exceeding the 0.7 threshold. Additionally, Table 5 provides the constructs' reliability and convergent validity.

Thus, based on the construct validity and reliability results in Table 5, it is confirmed that the data obtained from the 18 research indicators are valid and reliable. Indicator validity is substantiated by Average Variance Extracted (AVE) values exceeding 0.5, whereas reliability is confirmed through Cronbach's alpha and composite reliability coefficients surpassing the 0.7 benchmark. The next test is discriminant validity, which refers to the cross-loading values in Table 6. The cross-loading results in Table 6 demonstrate that each indicator exhibits a higher loading on its intended construct compared to any other construct, thereby confirming the fulfillment of discriminant validity.

Table 4. Outer Loadings

Codes	Internship Experience	Social Valuation	Self-Efficacy	Entrepreneurial Educational Support	Entrepreneurial Intention
IE-1	0.813				
IE-2	0.816				
IE-3	0.838				
IE-4	0.868				
SV-1		0.877			
SV-2		0.873			
SV-3		0.887			
S-E1			0.830		
S-E2			0.708		
S-E3			0.859		
S-E4			0.793		
S-E5			0.801		
EES-1				0.777	
EES-2				0.774	
EES-3				0.817	
EES-4				0.737	
EI-1					0.838
EI-2					0.868
EI-3					0.748
EI-4					0.717
EI-5					0.858
EI-6					0.852

Source: Results of data analysis using SmartPLS version 4 (2025)

Consequently, the dataset meets both validity and reliability criteria, allowing the analysis to proceed to evaluating the strength of relationships among variables, as shown in Table 7.

Based on Table 7, the coefficient of determination values (R^2) indicate that self-efficacy is influenced by internship experience and social valuation by 69.7%. In contrast, entrepreneurial intention is influenced by internship experience, social valuation, and self-efficacy by 73%. According to Hair et al. (2021), a coefficient of determination (R^2) value between 0.5 and 0.74 signifies a moderate level of predictive power. Therefore, the value of 69% reflects a moderate predictive effect.

Table 5. Construct Validity and Reliability

Variable	AVE	Cronbach's Alpha	Composite Reliability
IE	0.696	0.854	0.856
SV	0.773	0.853	0.853
SE	0.640	0.858	0.867
EES	0.567	0.763	0.798
EI	0.665	0.899	0.909

Source: Results of data analysis using SmartPLS version 4 (2025)

Table 6. Cross Loadings

Codes	Internship Experience	Social Valuation	Self-Efficacy	Entrepreneurial Educational Support	Entrepreneurial Intention
IE-1	0.813	0.449	0.551	-0.008	0.434
IE-2	0.816	0.443	0.495	-0.030	0.391
IE-3	0.838	0.509	0.570	0.034	0.417
IE-4	0.868	0.457	0.526	-0.086	0.446
SV-1	0.538	0.877	0.732	0.043	0.659
SV-2	0.479	0.873	0.694	-0.119	0.693
SV-3	0.453	0.887	0.692	-0.112	0.656
S-E1	0.557	0.711	0.830	0.055	0.671
S-E2	0.521	0.481	0.708	0.126	0.523
S-E3	0.496	0.691	0.859	-0.061	0.717
S-E4	0.496	0.600	0.793	0.056	0.583
S-E5	0.513	0.694	0.801	-0.076	0.728
EES-1	-0.044	-0.086	0.001	0.777	-0.056
EES-2	0.088	-0.000	0.098	0.774	-0.022
EES-3	-0.072	-0.092	-0.032	0.817	-0.065
EES-4	0.038	0.023	0.054	0.737	-0.039
EI-1	0.396	0.650	0.694	-0.016	0.838
EI-2	0.392	0.590	0.642	-0.041	0.868
EI-3	0.439	0.507	0.602	-0.088	0.748
EI-4	0.403	0.469	0.539	-0.057	0.717
EI-5	0.414	0.720	0.717	-0.061	0.858
EI-6	0.443	0.735	0.752	-0.069	0.852

Source: Results of data analysis using SmartPLS version 4 (2025)

The f^2 values reveal that internship experience moderately influences self-efficacy, reflected by a value of 0.185. Conversely, social valuation strongly impacts entrepreneurial intention, with an f^2 value of 0.957. Likewise, self-efficacy moderately affects entrepreneurial intention, indicated by an f^2 of 0.346. In contrast, the direct influence of internship experience on entrepreneurial intention is minimal, as evidenced by an f^2 value of 0.002. Finally, social valuation's effect on self-efficacy is relatively weak, with an f^2 value of 0.134

Table 8 presents the effect size values used to examine the strength of the direct influence of each variable employed in this study, as follows.

Afterward, the GoF (Goodness of Fit) value will be calculated in this study to demonstrate the performance between the outer model and the inner model. According to Wetzels et al. (2009), the GoF value is interpreted based on three criteria: a value of 0.10 indicates a small level of model adequacy,

Table 7. Coefficient of Determination

Variable	R^2	Conclusions
SE	0.697	moderate effect
EI	0.730	moderate effect

Source: Results of data analysis using SmartPLS version 4 (2025)

Table 8. Effect Size

Relationships	f^2	Effect Size
Internship Experience → Self-Efficacy	0.185	medium
Social Valuation → Self-Efficacy	0.957	high
Self-Efficacy → Entrepreneurial Intention	0.346	medium
Internship Experience → Entrepreneurial Intention	0.002	-
Social Valuation → Entrepreneurial Intention	0.134	small

Source: Results of data analysis using SmartPLS version 4 (2025)

a value of 0.25 indicates a medium level, and a value of 0.36 indicates a large level of model adequacy.

Table 9 presents the GoF value, which serves to assess the overall performance of the research model, as follows.

Thus, the value of 0.6905 far exceeds the threshold for a large GoF, indicating that the combination of independent variables (internship experience and social valuation), the mediating variable (self-efficacy), and the moderating variable (entrepreneurial educational support) contributes strongly to the prediction of entrepreneurial intention in this research model.

Based on table 10 summarizes, internship experience has a positive effect on self-efficacy, as indicated by β = 0.284, and this effect is statistically significant (t-stat = 3.592; p-value = 0.000), meaning that the first hypothesis is accepted. This finding suggests that practical experience in the workplace provides students with opportunities to actualize themselves and enhance their confidence in their abilities (Supriyanto et al. 2022; Kapareliotis et al. 2019). Direct participation in professional settings facilitates the acquisition of decision-making, problem-solving, and responsibility skills (Botha and Bignotti 2016). These results align with Oberman et al. (2021), who found that internship experience contributes to forming a vocational self-concept and strengthens self-efficacy as a psychological capital for entrepreneurship.

Furthermore, this study revealed that social valuation significantly and positively influences self-efficacy as proposed in the second hypothesis (β = 0.645) and statistically significant (t-stat = 8.731; p-value = 0.000). That means support, recognition, and expectations from family, friends, and the school environment substantially enhance students' confidence in pursuing entrepreneurial endeavors (Muliadi et al. 2021). This finding supports earlier research by Santi et al. (2017), which emphasized that social valuation can motivate individuals and shape a positive self-perception. Thus, social valuation creates a supportive social atmosphere and strengthens self-efficacy as a psychological basis for students' entrepreneurial preparedness (Muliadi and Mirawati 2020).

Table 9. GoF Value

Variabel	AVE	R^2
Internship Experience	0.696	-
Social Valuation	0.773	-
Self-Efficacy	0.640	0.697
Entrepreneurial Educational Support	0.567	-
Entrepreneurial Intention	0.665	0.730
$\overline{\text{AVE}}$ dan $\overline{R^2}$	0.6682	0.7135

$$\text{GoF} = \sqrt{\overline{\text{AVE}} \times \overline{R^2}} = \sqrt{0.6682 \times 0.7135} = 0.6905$$

Source: Results of data analysis using SmartPLS version 4 (2025)

Table 10. Hypothesis Test Results

Codes	Hypothesis	Path Coefficients	t-statistics	p-values	Conclusions
H1	IE → SE	0.284	3.592	0.000	Supported
H2	SV → SE	0.645	8.731	0.000	Supported
H3	SE → EI	0.596	5.300	0.000	Supported
H4	IE → EI	-0.050	0.593	0.553	Not Supported
H5	SV → EI	0.645	3.226	0.001	Supported
H6	IE → SE → EI	0.169	2.670	0.008	Supported
H7	SV → SE → EI	0.384	5.578	0.000	Supported
H8	EES * IE → EI	-0.053	0.683	0.495	Not Supported
H9	EES * SE → EI	-0.153	1.234	0.217	Not Supported
H10	EES * SV → EI	0.289	2.133	0.033	Supported

Source: Results of data analysis using SmartPLS version 4 (2025)

Note: IE (Internship Experience); SV (Social Valuation); SE (Self-Efficacy); EES (Entrepreneurial Educational Support); EI (Entrepreneurial Intention)

The third hypothesis is also supported, confirming that self-efficacy has positive (β = 0.596) and statistically significant (t-stat = 5.300; p-value = 0.000) on entrepreneurial intention. This aligns with the Theory of Planned Behavior (Ajzen 2020), in which perceived behavioral control as a key predictor of intention. Higher confidence enables students to navigate business risks and challenges (Bazkiaei et al. 2021; Vamvaka et al. 2020). Confidence in personal abilities also facilitates better decision-making and greater motivation to engage in entrepreneurship (Banerjee and Ho 2020; Osadolor et al. 2021).

Nevertheless, the study revealed that internship experience does not exert a significant direct influence on entrepreneurial intention. This indicates that the fourth hypothesis is not supported (β = -0.050; t-stat = 0.593; p-value = 0.553). This finding suggests that the internships students undertaken by vocational students may not be effectively designed to stimulate entrepreneurial intention. This is likely because the internship program design focuses more on improving job readiness within companies rather than fostering entrepreneurial orientation. This contrast with theoretical expectations in experiential learning theory, which posits that internship experience should promote individual involvement in entrepreneurial activities, particularly through understanding the market and business opportunities relevant to entrepreneurial contexts (Sahinidis et al. 2021; Nguyen 2018). The limited exposure to entrepreneurial practices during internships weakens this influence. These findings recommend that schools and industry partners integrate entrepreneurial elements into student internship activities.

Subsequently, the fifth hypothesis is accepted, indicating that the effect of social valuation on entrepreneurial intention is positive (β = 0.645) and statistically significant (t-stat = 3.226; p-value = 0.001). Supporting hypothesis five, socially supportive environment fosters positive perceptions toward entrepreneurship and motivates individuals to start a business (Farrukh et al. 2018; Amofah and Saladrigues 2022). Expectations from close social circles are a normative force that motivates individuals to meet social expectations (Ajzen 2020).

In line with the sixth hypothesis, which states that self-efficacy mediates the relationship between internship experience and entrepreneurial intention, this study shows that self-efficacy fully mediates the effect of internship experience on entrepreneurial intention (β = 0.169; t-stat = 2.670; p-value = 0.008). This indicates that internship experience

does not directly impact entrepreneurial intention without first shaping an individual's self-efficacy. This finding aligns with Renaningtyas et al. (2021) and Azimmah and Mahmud (2019), who highlight that quality internships strengthen students' belief in their capabilities, which in turn prepares them for entrepreneurial pursuits.

Furthermore, the seventh hypothesis is also accepted. Self-efficacy positively mediates the relationship between social valuation and entrepreneurial intention, as indicated by (β = 0.384), and is statistically significant (t-stat = 5.578; p-value = 0.000). This mediation is classified as partial, referring to the fifth hypothesis, which found a significant and positive direct effect of social valuation toward entrepreneurial intention. Means that social support reinforces students' self-perception as capable entrepreneurs (Pham et al. 2023; Santos and Liguori 2020). This finding reinforces previous research by Liguori et al. (2019), who emphasize the role of self-efficacy in career decision-making. In this context, self-efficacy is an important psychological mechanism that bridges external influences and internal entrepreneurial drive (Ajzen 2020).

This study also examined the role of entrepreneurial educational support as a moderating variable within the proposed model. The findings for hypothesis eight indicate that entrepreneurial educational support does not moderate the relationship between internship experience and entrepreneurial intention as evidenced by t-stat = 0.683 and p-value = 0.495. The findings for hypothesis eight indicate that entrepreneurial educational support does not moderate the relationship between internship experience and entrepreneurial intention. This contradicts Mensah et al. (2023) and Martín-Lara et al. (2019), who found that structured and integrated entrepreneurship education enables students to interpret internship experiences through an entrepreneurial lens.

In the Indonesian vocational education system, internships are mandated by national regulations and positioned as a core component of the curriculum, yet their design and implementation vary greatly across schools and industries. This result also challenges the assumptions of human capital and experiential learning theories, which suggest that contextual learning should enhance the effects of experiential activities. The absence of a moderating effect in this context implies that entrepreneurship education at vocational school has not yet been effectively implemented to contextualize internship experiences within an entrepreneurial framework. The primary focus of vocational education in Indonesia centered on preparing students for technical skill acquisition rather than cultivating entrepreneurial mindsets (Ramadhani et al. 2025). Most vocational high school internship programs designed to train students for specific job roles, with minimal integration of entrepreneurial components such as business planning, market analysis, or innovation development. As a result, many students view internships as mere job training rather than as opportunities to explore business creation. Consequently, the lack of a moderating effect may stem from a misalignment between curriculum intent and the lived educational realities of Indonesian vocational students.

Similarly, the results of Hypothesis nine show that entrepreneurial educational support does not significantly moderate self-efficacy and entrepreneurial intention (t-stat = 1.234; p-value = 0.217). This outcome contradicts prior research by Shah et al. (2020) and Fayolle and Gailly (2015), which found that a supportive entrepreneurial education environment can enhance individuals' self-efficacy in pursuing entrepreneurial activities.

From a theoretical perspective, this contradicts social cognitive theory, which suggests that learning environments and contextual support can shape an individual's belief in their ability to succeed in entrepreneurial endeavors. In the Indonesian vocational education system, entrepreneurship classes are treated as secondary to technical skills training, and assessment tends to focus on memorization

rather than problem-solving or innovation. This structural emphasis on job readiness over entrepreneurial readiness limits the extent to which educational support can strengthen self-efficacy. This makes it less effective in building applied entrepreneurial skills and confidence. The absence of moderating effect observed in this study may be attributed to the predominantly theoretical and less practical nature of entrepreneurship education at the vocational high school level, which fail to reinforce students' confidence in their entrepreneurial capabilities sufficiently. This highlights a potential limitation in current entrepreneurship curricula in Indonesian vocational education context, where many students face structural and institutional challenges during their transition to the workforce. As evidenced by the experiences of vocational high school graduates in Indonesia (Ramadhani et al. 2025), a lack of alignment between classroom learning and labor market expectations contributes to students' limited confidence. These findings also imply that VHS student self-efficacy is more of an intrinsic personal construct than one heavily influenced by external educational factors. Therefore, there is an urgent need to incorporate more experiential, feedback-driven, and personalized learning approaches to meaningfully affect students' confidence and entrepreneurial aspirations.

In contrast, the results of Hypothesis ten reveal demonstrates that entrepreneurial educational support positively moderates the effect of social valuation on entrepreneurial intention (β = 0.289; t-stat = 2.133; p-value = 0.033). This is consistent with the findings of Shah et al. (2020) and Taha et al. (2021), who emphasized that entrepreneurship education can act as a critical catalyst in bridging external social aspirations with internal decision-making processes related to entrepreneurship. Social valuation reflects the normative support from influential figures in students' lives, such as family, peers, and teachers. However, such social encouragement may not automatically translate into entrepreneurial intention unless it is accompanied by a learning environment that enables individuals to constructively understand, process, and respond to this support. In this regard, entrepreneurial education provides the necessary conceptual framework, practical skills, and access to resources that help students transform social encouragement into tangible entrepreneurial action. Entrepreneurial educational support not only validates but also operationalizes social encouragement into action-oriented entrepreneurial behavior.

CONCLUSIONS

This study investigated how internship experience and social valuation shape the entrepreneurial intentions of vocational high school students, with self-efficacy serving as a mediator and entrepreneurial educational support acting as a moderator. The results demonstrates that the variables of internship experience and social valuation contribute to the formation of self-efficacy, significantly influencing students' intention to start a business. While internship experience does not exert a direct influence on entrepreneurial intention, its indirect contribution through self-efficacy underscores the value of hands-on learning in strengthening entrepreneurial confidence and preparedness. Conversely, social valuation impacts entrepreneurial intention both directly and an indirectly through self-efficacy, highlighting the importance of supportive social environments in inspiring and sustaining entrepreneurial ambitions.

However, the findings also indicate that entrepreneurial educational support does not consistently strengthen these relationships. Its role appears to be more effective in amplifying the influence of social valuation rather than enhancing the impact of internal psychological factors or practical experience. These insights suggest that while entrepreneurship education can reinforce the influence of social norms, it must be more intentionally and systematically y embedded across learning processes to

effectively support students' entrepreneurial development in vocational settings.

This study has some limitation such as the geographical limitation (focus on DKI Jakarta), the constraints of using a quantitative design that may not capture the nuanced experiences of students, and potential biases arising from the use of online questionnaires.

The suggestion to explore additional variables such as risk perception, creativity, and institutional support is appropriate. However, it would be more compelling if supported by theoretical or practical justifications for their relevance. The recommendation to use qualitative approaches is commendable, but it could be strengthened by suggesting specific designs such as case studies or phenomenological approaches to provide and more context specific insights.

The implications of these findings suggest the necessity of social support and practical experience as integral elements in entrepreneurial learning strategies within vocational education. It is recommended that vocational school administrators collaborate with local businesses and industry partners to redesign internship programs that incorporate entrepreneurial tasks such as business planning, opportunity identification, and real-world problem-solving. In addition, teachers and curriculum developers should be trained to implement experiential entrepreneurship education, ensuring that the classroom environment nurtures entrepreneurial mindset and self-efficacy through project-based and collaborative learning.

For future research, other variables that may influence entrepreneurial intention, such as risk perception, creativity, and institutional support, can be explored. A qualitative approach could also be employed to gain a deeper understanding of forming entrepreneurial intentions among Indonesia vocational students.

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