

The Influence of Entrepreneurship Education and Digital Entrepreneurship on Entrepreneurial Intention among Vocational Students in Indonesian Vocational Higher Education

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ABSTRACT

This study examines the effects of Entrepreneurship Education and Digital Entrepreneurship on vocational students' Entrepreneurial Intention. A quantitative survey involved 400 active students of the Department of Business Administration at Politeknik Negeri Pontianak selected through purposive sampling. Questionnaire data were analyzed using multiple linear regression in SPSS. Entrepreneurship Education had a positive and significant effect ($B = 0.433$; $t = 5.572$; $p < 0.001$), as did Digital Entrepreneurship ($B = 0.488$; $t = 5.496$; $p < 0.001$). Both predictors were simultaneously significant ($F = 174.008$; $p < 0.001$). The model produced $R = 0.683$ and $R^2 = 0.467$. The findings support integrating practice-oriented entrepreneurship education with stronger digital competencies in vocational higher education.

Keyword: Digital Entrepreneurship; Entrepreneurial Intention; Vocational Students;

Vocational Higher Education.**INTRODUCTION**

Entrepreneurship plays an important role in job creation, economic self-reliance, and competitiveness. For higher education institutions, this orientation broadens the educational mandate from merely producing graduates who are ready to enter the labor market to developing graduates who are also capable of creating employment. In Indonesian higher education, attention to entrepreneurship is reflected in the inclusion of entrepreneurship courses and various student business development schemes, including the Student Entrepreneurship Program. The presence of these programs indicates that entrepreneurship education is increasingly viewed as part of shaping students' career choices rather than as an additional topic in the curriculum.

This need is even more relevant in vocational higher education. Vocational learning emphasizes applied skills, practical experience, and close links with the needs of the labor market and business sector. Vocational students therefore have strong opportunities to connect entrepreneurship learning with real activities such as product development, business projects, marketing, competitions, and incubation. In this study, students who had completed an entrepreneurship course and had digital experience during entrepreneurship practice were selected as respondents. This focus is important because entrepreneurial intention among vocational students is related not only to the desire to own a business, but also to their readiness to apply competencies acquired during the learning process.

At the same time, digital transformation has changed how businesses are initiated and operated. Entrepreneurial activity no longer depends entirely on physical locations because marketplaces, social commerce, social media, digital payments, and business applications allow students to test markets with greater flexibility in terms of cost and scale. Nambisan et al. (2019) explain that digital transformation changes innovation and entrepreneurship processes, while Kraus et al. (2019) show that digital technologies create new business models, platforms, and ecosystems. More recent work also positions digital entrepreneurship as a growing field that requires a more integrated understanding of technology, opportunity, and entrepreneurial behavior (Paul et al., 2023). Thus, the ability to use digital technology is no longer merely a supporting skill but an increasingly central part of venture creation.

Entrepreneurship education remains an important determinant of entrepreneurial intention. It does more than communicate business concepts; it can also develop students' knowledge, skills, attitudes, project experience, and confidence in their ability to run a business. Mukhtar et al. (2021) show that entrepreneurial mindset helps bridge entrepreneurship education and entrepreneurial intention, while Kusumojanto et al. (2021) emphasize the role of entrepreneurial attitude. The meta-analysis by Martínez-Gregorio et al. (2021) likewise shows that entrepreneurship education is associated with entrepreneurial intention and related psychological outcomes. In the Indonesian vocational context, Herdiansyah et al. (2025) also report a relationship between entrepreneurship education and entrepreneurial interest. Together, these findings suggest that the quality of learning, particularly practice-oriented learning, can help students view entrepreneurship as a more attainable career option.

Readiness to participate in the digital ecosystem can also shape entrepreneurial intention. Sahut et al. (2021) emphasize that digital entrepreneurship develops alongside the use of digital

technologies for value creation. Wibowo and Narmaditya (2022) find that digital entrepreneurship education predicts digital entrepreneurial intention through knowledge and inspiration. Wibowo et al. (2023a) highlight the roles of social media and entrepreneurial intuition, while Wibowo et al. (2023b) emphasize entrepreneurial alertness in the relationship between digital entrepreneurship education and digital intention. Bachmann et al. (2024) also demonstrate the importance of digital competencies for entrepreneurial intention. Among Indonesian students, Wardoyo et al. (2025) show that readiness for digital business is related to education, self-efficacy, and entrepreneurial attitude. Auliadara et al. (2024) further support the relationship between entrepreneurship education, digital entrepreneurship, and entrepreneurial interest. This literature indicates that the closer students are to digital platforms and practices, the more realistic entrepreneurship may appear as a viable career path.

Conceptually, these relationships can be interpreted through the Theory of Planned Behavior (TPB). Ajzen (1991) explains that behavioral intention is shaped by attitude toward the behavior, subjective norms, and perceived behavioral control. This study does not directly measure all TPB components; therefore, the theory is used as a conceptual foundation rather than as a fully tested structural model. Entrepreneurship education can help students develop more positive evaluations of entrepreneurship and stronger beliefs in their ability to manage a business. At the same time, digital entrepreneurship can strengthen perceptions that market access, promotion, transactions, and customer relationships can be managed more feasibly through technology. Findings by Nowiński et al. (2019) and Zhang et al. (2022) show that self-efficacy and attitude are important mechanisms linking entrepreneurship education and entrepreneurial intention, which makes TPB relevant for explaining why learning experiences and digital readiness may be associated with students' intentions.

Although the literature on entrepreneurship education and entrepreneurial intention is extensive, an important gap remains in vocational higher education. Many entrepreneurship education studies focus on general entrepreneurial intention, whereas digital studies often treat digital entrepreneurial intention as a separate outcome. In practice, however, student entrepreneurship is increasingly hybrid: a business may begin through digital channels and later expand offline, or vice versa. Studies that simultaneously position Entrepreneurship Education and Digital Entrepreneurship as predictors of Entrepreneurial Intention among vocational students remain relatively limited. This gap matters because vocational education has a practice-oriented learning character that differs from more general academic education.

The novelty of this study lies in three related emphases. First, it focuses on vocational students as a group whose learning experience is strongly practice-oriented. Second, Digital Entrepreneurship is positioned as an independent variable that is tested directly against Entrepreneurial Intention, rather than merely as an additional context of Entrepreneurship Education. Third, the two predictors are tested simultaneously, allowing their contributions to be assessed within a single regression model. This approach provides empirical evidence that is relevant for evaluating how entrepreneurship education and digital readiness can be jointly positioned to strengthen the entrepreneurial ecosystem of vocational students.

Based on this framework, the study aims to analyze the effect of Entrepreneurship Education on Entrepreneurial Intention, analyze the effect of Digital Entrepreneurship on Entrepreneurial Intention, and test the simultaneous effect of both variables. Empirically, three main hypotheses are examined: Entrepreneurship Education has a positive effect on Entrepreneurial Intention (H1), Digital Entrepreneurship has a positive effect on Entrepreneurial Intention (H2), and

Entrepreneurship Education and Digital Entrepreneurship simultaneously affect Entrepreneurial Intention (H3).

RESEARCH METHOD

Research Design

This study uses a quantitative cross-sectional design to test the relationships among Entrepreneurship Education (X1), Digital Entrepreneurship (X2), and Entrepreneurial Intention (Y). The empirical model is analyzed using multiple linear regression because two independent variables are tested against one dependent variable. The analysis was conducted using SPSS at a 5% significance level.

Population and Sample

The population consisted of 1,678 active students in the Department of Business Administration at Politeknik Negeri Pontianak in the 2025/2026 academic year, distributed across four study programs: Diploma III Business Administration (501 students), Applied Bachelor in Public Administration (729 students), Applied Bachelor in Automotive Business Administration (334 students), and Applied Bachelor in Recreation Business Management (114 students). An initial Slovin calculation at a 5% margin of error yielded a minimum sample requirement of 320 respondents. In implementation, the study obtained 400 responses that met the criteria and all were included in the analysis. Purposive sampling was used, with respondents required to have completed an entrepreneurship course and to have experience using digital technology during entrepreneurship practice.

Instrument and Data Collection

Primary data were collected using a closed-ended questionnaire with a five-point Likert scale ranging from strongly disagree to strongly agree. The instrument measured three constructs. Entrepreneurial Intention covered the tendency to choose entrepreneurship as a career, plans to start a business, readiness to face risk, and seriousness in seeking opportunities. Entrepreneurship Education measured students' perceptions of material relevance, practice- or project-based learning, lecturer or mentor support, access to networks or incubation, and improvement in knowledge and skills. Digital Entrepreneurship measured readiness to use marketplaces or social commerce, social media for promotion, digital transactions, perceived benefits of technology, and the ability to identify digital business opportunities. The questionnaire was distributed through the media used during the study, and responses were screened for completeness and consistency before analysis.

Data Analysis Technique

The analysis was conducted in several stages. First, instrument quality was evaluated through validity and reliability tests. Second, the regression model was examined using classical assumption tests covering residual normality, multicollinearity, heteroscedasticity, and autocorrelation information through the Durbin-Watson statistic. Third, hypotheses were tested using the t-test for partial effects, the F-test for simultaneous effects, and correlation and determination coefficients to assess the strength of relationships and the explanatory power of the model. The estimated equation was $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon$.

RESULTS AND DISCUSSION

Validity and Reliability Tests

Validity was assessed by comparing item correlations with the critical r value. With 400 respondents and the degrees of freedom used in the research draft, the r -table value was 0.098. All retained items met the validity criterion used in the study. After validity was established, the internal consistency of the constructs was evaluated using Cronbach's Alpha.

Table 1. Reliability test results

Variable	Number of items	Cronbach Alpha	Interpretation
Entrepreneurship Education (X1)	8	0.946	Reliable
Digital Entrepreneurship (X2)	7	0.922	Reliable
Entrepreneurial Intention (Y)	8	0.956	Reliable

Source: SPSS output, 2026

Cronbach's Alpha values ranged from 0.922 to 0.956, well above the minimum threshold used in the draft. These results indicate strong internal consistency among the items within each variable. High reliability is important because subsequent regression interpretation depends on the ability of the instrument to measure each construct consistently.

Classical Assumption Tests

Residual Normality

The normality assessment provides two pieces of information that should be interpreted carefully. Visually, the residual histogram forms a pattern that approaches a bell-shaped curve, and the Normal P-P Plot shows that most points follow the direction of the diagonal line. This pattern indicates that residual deviations do not form an extreme pattern that is entirely inconsistent with a normal distribution.

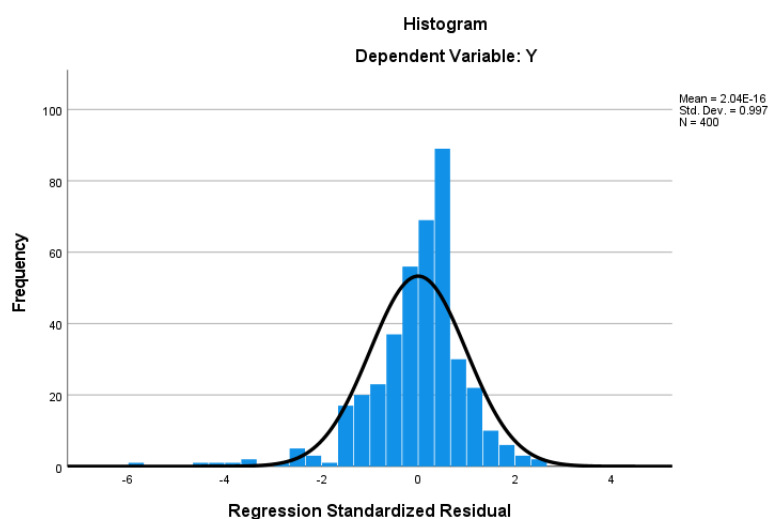
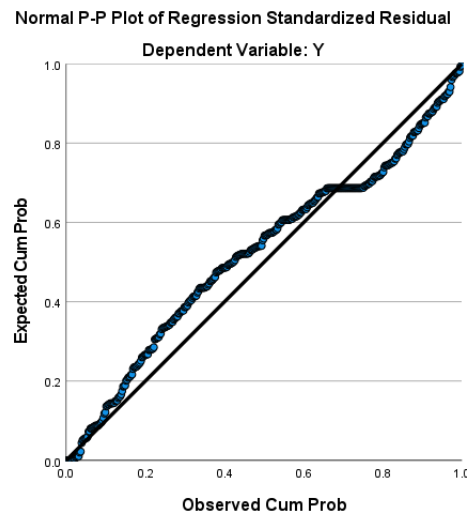


Figure 1. Histogram of residual normality

**Figure 2.** Normal P-P Plot**Table 2.** Kolmogorov-Smirnov normality test results

Parameter	Unstandardized Residual
N	400
Mean	0.0000000
Std. Deviation	5.15136496
Most Extreme Differences - Absolute	0.098
Most Extreme Differences - Positive	0.075
Most Extreme Differences - Negative	-0.098
Test Statistic	0.098
Asymp. Sig. (2-tailed)	< 0.001
Monte Carlo Sig. (2-tailed)	0.000

Source: SPSS output, 2026

The Kolmogorov-Smirnov test produced a Test Statistic of 0.098 with Asymp. Sig. < 0.001. Statistically, therefore, the residuals show a deviation from normality. The K-S result should not be presented as evidence that the residuals are fully normal. However, the study uses 400 observations and the visual residual pattern does not show an extremely severe deviation. On this basis, regression analysis was continued with more cautious interpretation, particularly by not treating normality as the sole criterion for evaluating model adequacy.

Multicollinearity and Heteroscedasticity

Table 3. Multicollinearity test results

Variable	VIF	Tolerance	Interpretation
Entrepreneurship Education (X1)	3.115	0.321	No multicollinearity
Digital Entrepreneurship (X2)	3.115	0.321	No multicollinearity

Source: SPSS processing results, 2026

The VIF value for both variables was 3.115 with a tolerance of 0.321. These values are within the limits used in the study and therefore do not indicate multicollinearity that would interfere with estimation. In other words, Entrepreneurship Education and Digital Entrepreneurship are related as parts of students' entrepreneurial experiences, but they still contain sufficiently distinct variation to be tested as predictors in the same model.

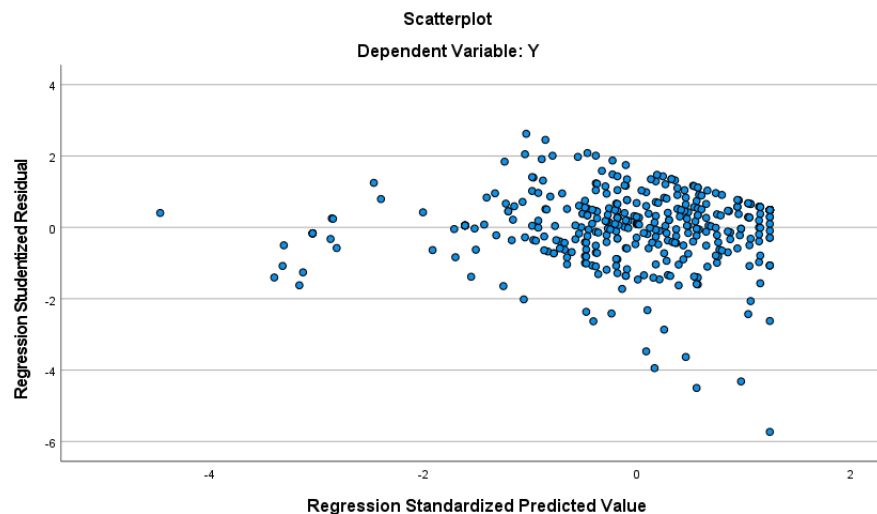


Figure 3. Scatterplot

The scatterplot shows residual points dispersed without a clear systematic pattern. This distribution supports the conclusion that no dominant heteroscedasticity pattern is visible in the model. Thus, residual variation does not show a regular increasing or decreasing pattern across predicted values.

Correlation and Determination Coefficients

Table 4. Correlation and determination coefficients

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.683	0.467	0.464	5.16432	1.861

Source: SPSS processing results, 2026

The R value of 0.683 indicates a moderately strong relationship between the combination of Entrepreneurship Education and Digital Entrepreneurship and Entrepreneurial Intention. The R Square value of 0.467 means that the two variables explain 46.7% of the variation in

Entrepreneurial Intention, while the remaining 53.3% lies outside the model. The Adjusted R Square of 0.464 indicates that the explanatory power remains relatively stable after accounting for the number of predictors. The Durbin-Watson value of 1.861 also falls within the range used in the draft as an indication of no meaningful autocorrelation problem.

The magnitude of R^2 also requires substantive interpretation. A value of 46.7% shows that education and digital readiness are important components in shaping entrepreneurial intention, but they are not the only determinants. This is consistent with TPB, which views intention as the result of several psychological and social mechanisms rather than a single source (Ajzen, 1991). Prior literature also demonstrates the roles of self-efficacy, attitude, mindset, environment, and entrepreneurial alertness in explaining intention (Nowiński et al., 2019; Mukhtar et al., 2021; Kusumojanto et al., 2021; Zhang et al., 2022; Wibowo et al., 2023b). Therefore, the unexplained 53.3% reinforces the view that developing entrepreneurial intention among vocational students requires a broader ecosystem than learning and technology alone.

Simultaneous Effect of Entrepreneurship Education and Digital Entrepreneurship

Table 5. F-test results (simultaneous effect)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	9281.662	2	4640.831	174.008	< 0.001
Residual	10588.088	397	26.670		
Total	19869.750	399			

Source: SPSS processing results, 2026

The F-test produced $F = 174.008$ with $p < 0.001$. This result shows that Entrepreneurship Education and Digital Entrepreneurship jointly have a significant effect on Entrepreneurial Intention. Therefore, H3 is supported. This finding is important because it shows that entrepreneurship learning and digital readiness should not be treated as competing agendas. Instead, they can be understood as complementary sources of experience that jointly shape students' readiness to choose an entrepreneurial career path.

In vocational higher education, Entrepreneurship Education provides foundations in the form of knowledge, mindset, skills, project experience, and feedback from lecturers or mentors. Digital Entrepreneurship, meanwhile, provides tools that allow such knowledge to be tested through more open markets, digital promotion, transactions, customer interaction, and opportunity exploration. This integration is consistent with Kraus et al. (2019), Nambisan et al. (2019), and Paul et al. (2023), who position digital technology as an element that transforms venture creation and management. For vocational students, combining applied learning with digital platforms can make entrepreneurship feel closer to real experience rather than an abstract career option.

Partial Effects of Entrepreneurship Education and Digital Entrepreneurship

Table 6. t-test and regression coefficient results

Variable	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
Constant	3.078	1.547		1.990	0.047		
Entrepreneurship Education	0.433	0.078	0.360	5.572	< 0.001	0.321	3.115
Digital Entrepreneurship	0.488	0.089	0.355	5.496	< 0.001	0.321	3.115

Source: SPSS processing results, 2026

Based on the unstandardized coefficients, the regression equation is $Y = 3.078 + 0.433X_1 + 0.488X_2$. The Entrepreneurship Education coefficient of 0.433 means that a one-unit increase in X_1 is expected to be followed by a 0.433-unit increase in Entrepreneurial Intention when X_2 is held constant. The Digital Entrepreneurship coefficient of 0.488 indicates that a one-unit increase in X_2 is expected to be followed by a 0.488-unit increase in Y when X_1 is held constant. Meanwhile, the standardized beta is 0.360 for X_1 and 0.355 for X_2 , showing that their relative strengths are very close. Therefore, the difference in unstandardized B values should not be interpreted directly as evidence that Digital Entrepreneurship is substantially more dominant; the scale and variation of each construct should also be considered.

Discussion of H1: Entrepreneurship Education and Entrepreneurial Intention

Entrepreneurship Education has a positive and significant effect on Entrepreneurial Intention, with $B = 0.433$, $t = 5.572$, and $p < 0.001$; therefore, H1 is supported. This finding indicates that the more positively students perceive their entrepreneurship learning experience, the stronger their tendency to consider entrepreneurship as a career choice. In vocational education, this relationship is plausible because relevant and practice-oriented learning, supported by projects, mentoring, and network access, enables students not only to understand business concepts but also to gain early experience of how a venture is planned and operated.

This result is consistent with Mukhtar et al. (2021), who demonstrate the role of entrepreneurial mindset in linking entrepreneurship education and entrepreneurial intention, and with Kusumojanto et al. (2021), who emphasize entrepreneurial attitude. The meta-analysis by Martínez-Gregorio et al. (2021) also reports effects of entrepreneurship education on entrepreneurial intention and related outcomes. In student contexts, Nowiński et al. (2019) and Zhang et al. (2022) identify self-efficacy and attitude as important mechanisms, while Herdiansyah et al. (2025) provide relevant evidence from vocational higher education. The consistency of these findings suggests that entrepreneurship education is most meaningful when students experience entrepreneurship as an actionable process rather than only as theoretical content.

Viewed through TPB, this finding can be linked conceptually to attitude and perceived behavioral control. Learning that provides practical experience may help students evaluate entrepreneurship more positively and feel more capable of starting a business. However, this study does not measure attitude or perceived behavioral control as separate variables. The relationship should therefore be treated as a theoretical explanation that helps interpret the

finding, not as evidence of mediation. Practically, strengthening Entrepreneurship Education should focus on authentic experiences such as project-based learning, business case studies, venture-planning simulations, mentoring, incubation, and project-outcome-based assessment.

Discussion of H2: Digital Entrepreneurship and Entrepreneurial Intention

Digital Entrepreneurship also has a positive and significant effect on Entrepreneurial Intention, with $B = 0.488$, $t = 5.496$, and $p < 0.001$; therefore, H2 is supported. This finding indicates that readiness to use digital platforms, social media, digital transactions, and technology-based opportunities is associated with stronger entrepreneurial intention. For students, digital channels can reduce the distance between an idea and market testing. Products can be promoted without opening a physical store, customers can be reached through social media, and payments can be facilitated through digital systems. These conditions make the process of starting a business more accessible.

This finding is consistent with Wibowo and Narmaditya (2022), who show the importance of knowledge and inspiration in digital entrepreneurial intention. Wibowo et al. (2023a) demonstrate that social media and entrepreneurial intuition can support intention formation, whereas Wibowo et al. (2023b) emphasize entrepreneurial alertness. Bachmann et al. (2024) position digital competence as an important element for future entrepreneurs, and Wardoyo et al. (2025) show its relevance among Indonesian students. Auliadara et al. (2024) also support the relationship among education, digital entrepreneurship, and entrepreneurial interest. The present findings extend this interpretation by showing that Digital Entrepreneurship remains significant when Entrepreneurship Education is entered simultaneously into the model.

From a TPB perspective, digital readiness may increase perceived feasibility and conceptually strengthen perceived behavioral control. Students who can use marketplaces, social media, digital payments, or digital marketing tools have more ways to start and manage business activities. However, this study does not measure perceived behavioral control directly. This explanation should therefore be treated as a theoretically consistent interpretation rather than as a causal relationship that has been empirically tested. For vocational education, the implication is that digital training should not stand alone as technical instruction but should be integrated into the business process, from opportunity recognition and market validation to promotion, transactions, and customer relationship management.

Discussion of H3 and Integrative Implications

Support for H3 shows that Entrepreneurship Education and Digital Entrepreneurship jointly explain Entrepreneurial Intention. The nearly identical standardized beta values—0.360 for Entrepreneurship Education and 0.355 for Digital Entrepreneurship—indicate that both have similar relative contributions in the model. This finding is important because student entrepreneurship development strategies do not need to choose between strengthening entrepreneurship learning and strengthening digital competence. Entrepreneurship Education provides knowledge, mindset, skills, confidence, and experience, while Digital Entrepreneurship expands tools, platforms, market access, and opportunities for identifying and testing digital business opportunities.

This combination is highly relevant to the learning-by-doing character of vocational education. Entrepreneurship projects can be designed so that students do not merely prepare business plans, but also conduct market experiments through marketplaces and social commerce, create promotional content, use digital payments, interpret customer responses, and refine their offerings. In this approach, digital skills are not separated from the entrepreneurial

process but are used to strengthen the learning experience. This idea is consistent with Sahut et al. (2021), Nambisan et al. (2019), and Paul et al. (2023), who argue that digital entrepreneurship changes how opportunities, resources, and value creation are managed.

The R^2 value of 46.7% also provides an important boundary for interpretation. Although both predictors are significant, more than half of the variation in Entrepreneurial Intention remains outside the model. Curriculum development should therefore not assume that learning and technology automatically produce new entrepreneurs. Factors such as self-efficacy, family environment, social support, access to capital, creativity, innovation, and actual business experience may still play important roles. This limitation in explanatory power is consistent with literature showing that entrepreneurial intention is formed through multiple psychological and contextual mechanisms (Ajzen, 1991; Nowiński et al., 2019; Zhang et al., 2022; Wardoyo et al., 2025).

Practical Implications

For Politeknik Negeri Pontianak and other vocational higher education institutions, the findings point to the need to integrate entrepreneurship learning and digital practice within a single learning experience. Project-based entrepreneurship can be developed with more concrete targets, for example by asking students to build a venture prototype, test the market through marketplaces, develop digital content, responsibly use AI for ideation and preliminary analysis, and measure consumer responses. Business incubation, practitioner mentoring, business matching, and funding networks can be positioned as continuations of classroom learning. Such a pattern provides students with a clearer pathway from knowledge to practice.

For lecturers, entrepreneurship learning can focus on feedback regarding students' business processes and decisions rather than only on assessing proposals. For managers of student entrepreneurship programs, the findings support the importance of facilities that connect academic experience, mentor support, digital access, and business networks. For students, the results indicate that entrepreneurial readiness needs to be developed on two fronts simultaneously: understanding fundamental business principles and mastering the use of technology to identify opportunities, market products, conduct transactions, and manage customer relationships.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This study shows that Entrepreneurship Education and Digital Entrepreneurship are two relevant predictors of Entrepreneurial Intention among vocational students. Entrepreneurship Education has a positive and significant effect with $B = 0.433$, $t = 5.572$, and $p < 0.001$, while Digital Entrepreneurship has a positive and significant effect with $B = 0.488$, $t = 5.496$, and $p < 0.001$. Simultaneously, both variables are also significant, with $F = 174.008$ and $p < 0.001$. The model produces $R = 0.683$ and $R^2 = 0.467$, meaning that 46.7% of the variation in Entrepreneurial Intention is explained by the two predictors included in this study.

These findings emphasize that entrepreneurship learning in vocational higher education becomes more relevant when it is accompanied by stronger digital competence. Learning provides the foundations of knowledge, skills, mindset, and experience, while digital capability expands students' means to identify, test, and develop business opportunities. Developing entrepreneurial intention therefore requires more than adding theoretical material; it should be

translated into applied business experiences that make genuine use of digital platforms and tools.

Research Limitations

This study has several limitations. Respondents came from a single institution, Politeknik Negeri Pontianak, so generalization to all vocational students in Indonesia should be made cautiously. Purposive sampling also limits the probability that each member of the population could be selected. In addition, the model includes only two predictors and uses a cross-sectional design; therefore, it cannot explain changes in intention over time or all psychological and contextual factors that may influence it. The statistical normality test also indicates deviation from normality even though the visual residual pattern is relatively close to normal, so the regression results should be interpreted with methodological caution.

Recommendations

Vocational higher education institutions are encouraged to strengthen practice-based entrepreneurship learning, project-based learning, mentoring, and business incubation while incorporating digital marketing, marketplaces, social commerce, digital payments, and emerging technologies into student business projects. Collaboration with business and industry can be expanded through mentoring, entrepreneurship internships, startup incubation, business matching, and access to funding networks. Future studies may involve more vocational institutions, use broader sampling techniques, and add variables such as self-efficacy, family support, social support, financial literacy, creativity, innovation, and access to capital. Longitudinal designs or more comprehensive models may also be used to understand changes in Entrepreneurial Intention more deeply.

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