



## **The Effect of Entrepreneurship Education and Adversity Quotient on Entrepreneurial Intentions Mediated by Entrepreneurial Attitudes on State Vocational High School Students in East Jakarta**

**Nabela Safira<sup>1</sup>, Ari Saptono<sup>2</sup>, Aditya Pratama<sup>3</sup>**

nabelasafira@gmail.com<sup>1</sup>, saptono.fe@unj.ac.id<sup>2</sup>, adityapratama@unj.ac.id<sup>3</sup>

Faculty of Economics and Business, State University of Jakarta<sup>1,2,3</sup>

### **ABSTRACT**

This study aims to determine the effect of entrepreneurship education and adversity quotient on entrepreneurial intentions through entrepreneurial attitudes. The research was conducted on state vocational high school students in East Jakarta through a survey method using a research instrument by questionnaire. The affordable population used in the study is 11th-grade students of State Vocational High School 40 and 46 Jakarta as many as 502 students with a proportionate stratified random sampling technique, which obtained a sample of 223 students. The data used in the study is quantitative data with analysis through SEM-PLS. The results showed that: (1) There is a direct effect of entrepreneurship education on entrepreneurial intention; (2) There is no direct effect of adversity quotient on entrepreneurial intention; (3) There is a direct effect of entrepreneurship education on adversity quotient; (4) There is a direct effect of entrepreneurship education on entrepreneurial attitude; (5) There is a direct effect of adversity quotient on entrepreneurial attitude; (6) There is a direct effect of entrepreneurial attitude on entrepreneurial intention; (7) Entrepreneurship education has an indirect effect on entrepreneurial intention through entrepreneurial attitude; (8) Adversity quotient has an indirect effect on entrepreneurial intention through entrepreneurial attitude. The coefficient of determination in this study amounted to 48.5% which shows the ability of entrepreneurship education, adversity quotient and entrepreneurial attitudes in influencing entrepreneurial intention while the remaining is influenced by other variables outside the study.

**Keywords:** entrepreneurship education; adversity quotient; entrepreneurial attitudes; entrepreneurial intention

### **INTRODUCTION**

The negative impact of digitalization and the challenges of the demographic bonus have led to higher unemployment in Indonesia. Therefore, to reduce the unemployment rate in Indonesia, employment is needed. One way that can be pursued to open up jobs is through entrepreneurship (Nengseh & Kurniawan, 2021). Based on the Global Entrepreneurship Index (2019) which measures a country's ability to foster entrepreneurship, Indonesia still ranks 75th out of 137 countries. The data indicates that there are not many entrepreneurs in Indonesia. This is because the growth of the new workforce is much greater than the growth of employment that can be provided each year (Doni et al., 2022). In this case, the increase in the number of productive population must be followed by an increase in the quality of the productive age population so that the productive population can get job opportunities that are in accordance with the needs of the labor market or even be able to create their own jobs (Maryati et al., 2021).

Therefore, it is very important that graduates not only think as job seekers but also have the option to be entrepreneur. Efforts to equip students with learning accompanied by practice is one way to overcome the decline in employment opportunities found in vocational high school educational institutions. Vocational high school students are expected to participate in the World of Business and Industry both as labor and to open new jobs. However, vocational high school graduates are still more vulnerable to unemployment than other education graduates. Based on the Open Unemployment Rate from BPS in February 2024 shows that vocational high school graduates remain the highest among graduates from other education levels with a percentage reaching 8.62 percent. Given Presidential Instruction No. 9 of 2016 which aims to improve the quality and competitiveness of vocational high school graduates, it is important to solve the unemployment problem for vocational high school graduates (Hermawan et al., 2023). According to Kemdikbud (2019), vocational high school graduates are encouraged to become creative entrepreneurs in addition to the majority working in industry or continuing their studies in higher education. Based on Metty & Slamet (2023), it is stated that the individual must have entrepreneurial intentions to start a new business or to become an entrepreneur. Based on the Open Unemployment Rate of Jakarta Province 2023, it was found that the highest Open Unemployment Rate was in the Kepulauan Seribu region at 8.11 percent, followed by East Jakarta at 7.24 percent, North Jakarta 7.05 percent, Central Jakarta 6.42 percent, West Jakarta 6.39 percent and South Jakarta 5.37 percent. East Jakarta occupies the second position as the city with the highest Open Unemployment Rate in Jakarta despite the fact that the East Jakarta region has great potential in business development.

In this study, researchers took factors that influence entrepreneurial intention from the Theory of Planned Behavior and factors studied by Yohana (2021). From the results of pre-research, it is found that entrepreneurial attitudes and adversity quotient are internal factors that can influence student entrepreneurial intention while entrepreneurship education is an external factor. Mardiah et al (2023) found entrepreneurship education has a positive and significant effect on entrepreneurial intention. The existence of entrepreneurship education will increase students' understanding and creativity about entrepreneurship. In contrast to the results of Wardani & Nugraha's research (2021) which found entrepreneurship education has no effect on entrepreneurial intention. The majority of students still feel lacking in terms of knowledge, skills and have a fear of facing the risks of the business world. The results of research by Nasution et al (2021) found a positive and significant effect between adversity quotient and student entrepreneurial intention. Students who have high adversity quotient have the ability to solve problems and have the ability to run a business well. However, in contrast to the results of research by Laurent & Puspitowati (2024) who found that adversity quotient has a positive but insignificant effect on entrepreneurial intention. Although adversity quotient can provide support for a person in dealing with uncertainty, in some situations, it may not have a significant influence on entrepreneurial intention especially when it comes to high levels of risk. Effendy et al (2021) found that attitude has a positive and significant effect on entrepreneurial intention. Entrepreneurial intention is mostly caused by students' attitudes regarding students' interest in seeing business opportunities, having a positive outlook on things and always being willing to take risks. The difference in research results between entrepreneurship education and adversity quotient with entrepreneurial intention makes the entrepreneurial attitude factor as a mediating variable in this study.

Based on the background that has been discussed, problems are found in the results of pre-research that has been done and there are differences in the results of previous studies. In this case, researchers want to conduct research with the title "The Effect of Entrepreneurship Education and Adversity Quotient on Entrepreneurial Intentions Mediated by Entrepreneurial

Attitudes on State Vocational High School Students in East Jakarta”.

## METHOD

This study uses a quantitative approach through a survey method with a research instrument by questionnaire. The population in this study were students of State Vocational High Schools in East Jakarta with a population that could be reached by researchers are students of State Vocational High Schools 40 and 46 Jakarta. Researchers only chose grade XI students because they had received entrepreneurship subjects and had not been preoccupied with graduation requirement exams. The affordable population in this study were 502 students with a proportionate stratified random sampling technique the sample was obtained as many as 223 students (Table 1). Data analysis techniques were carried out through descriptive statistical analysis with Microsoft Excel software and quantitative analysis (there are outer and inner model analysis) through SEM-PLS with SmartPLS 3 software.

**Table 1 Number of Population and Research Sample**

No.	Name of School	Class	Population	Sample
1.	State Vocational High School 40 Jakarta	- XI BDP	36	16
		- XI AKL	36	16
		- XI RPL	36	16
		- XI OTKP	36	16
		- XI DKV 1	36	16
		- XI DKV 2	36	16
		Amount	216	96
2.	State Vocational High School 46 Jakarta	- XI BDP 1	35	16
		- XI BDP 2	36	16
		- XI AKL 1	36	16
		- XI AKL 2	36	16
		- XI RPL	35	15
		- XI OTKP 1	36	16
		- XI OTKP 2	36	16
		- XI DKV	36	16
		Amount	286	127
Total Amount			502	223

Source: Processed by Researchers (2024)

## RESULT AND DISCUSSION

### Result

#### Outer Model Analysis

The first stage in evaluating the model is the outer model which is used to evaluate the validity and reliability of a model (Abdillah & Hartono, 2015). Table 2 shows the results of the outer model analysis:

**Table 2 Outer Model Analysis Results**

Variables	Item	Loading Factor	AVE	Cronbach's Alpha	Composite Reliability
Entrepreneurship Education (X1)	X1.1	0,796	0,710	0,954	0,961
	X1.2	0,777			
	X1.4	0,754			
	X1.5	0,873			
	X1.6	0,861			
	X1.8	0,882			

	X1.9	0,859			
	X1.10	0,870			
	X1.11	0,885			
	X1.12	0,859			
<b>Adversity Quotient (X2)</b>	X2.1	0,765			
	X2.2	0,818			
	X2.3	0,826	0,635	0,904	0,924
	X2.4	0,821			
	X2.8	0,771			
	X2.9	0,795			
	X2.10	0,779			
<b>Entrepreneurial Attitude (Z)</b>	Z1.1	0,839			
	Z1.2	0,767			
	Z1.4	0,752	0,599	0,888	0,912
	Z1.10	0,713			
	Z1.11	0,820			
	Z1.13	0,757			
	Z1.14	0,761			
<b>Entrepreneurial Intention (Y)</b>	Y1.6	0,751			
	Y1.7	0,785			
	Y1.9	0,757	0,595	0,886	0,911
	Y1.10	0,756			
	Y1.12	0,780			
	Y1.13	0,805			
	Y1.15	0,762			

Source: Processed by Researchers (2025)

Based on Hair et al (2019) the outer loading factor recommendation above 0.70 is recommended because it shows that the construct explains more than 50% of the indicator variance, thus providing acceptable item reliability. According to Ghozali & Kusumadewi (2023) convergent validity can be seen from the AVE value above 0.50. Reliability is a measure of whether respondents' answers are consistent and not random, where all Cronbach's Alpha and Composite Reliability values must be above 0.70 so that they are considered consistent (Ghozali & Kusumadewi, 2023). It can be seen from Table 2 that all variables have met the requirements of the convergent validity and reliability tests. For the results of the discriminant validity test can be seen in the following table:

**Table 3 Discriminant Validity Test Results**

Variables	Entrepreneurial Intention (Y)	Adversity Quotient (X2)	Entrepreneurship Education (X1)	Entrepreneurial Attitude (Z)
Adversity Quotient (X2)	0,503			
Entrepreneurship Education (X1)	0,659	0,582		
Entrepreneurial Attitude (Z)	0,758	0,683	0,821	

Source: Processed by Researchers (2025)

Based on Ghozali & Kusumadewi (2023), if the HTMT value on all constructs is below 0.85, it can fulfill discriminant validity well. From the table above, it can be seen that the HTMT value of each variable is below 0.85 so that the discriminant validity test is achieved.

### Inner Model Analysis

Inner Model is a structural model that is carried out to test the causal relationship between latent variables (Abdillah & Hartono, 2015). The inner model analysis in this study consists of VIF, R-Square ( $R^2$ ), F-Square ( $F^2$ ), Predictive-Relevance ( $Q^2$ ) and PLSPredict tests. The VIF value is recommended below 3.0 which indicates the absence of multicollinearity problems (Hair et al., 2020). The VIF value in this study is between 1.000 to 2.774 so that means below 3.0 which indicates there is no multicollinearity problem in the research model. R-Square ( $R^2$ ) or the coefficient of determination is a measure of prediction in the sample for all dependent variables (Hair et al., 2020).  $R^2$  value of 0.75 indicates a strong model, 0.50 is moderate and 0.25 is weak (Hamid & Anwar, 2019).  $R^2$  value of entrepreneurial intention is 0.485 in the weak category, adversity quotient is 0.297 in the weak category and entrepreneurial attitude is 0.639 in the moderate category. F-Square ( $F^2$ ) provides an estimate of the test strength for the independent variables in the model (Hair et al., 2020). If  $F^2$  has a value from 0.02 to 0.15, it means that the effect is small, the value from 0.15 to 0.35 the effect is medium and 0.35 and above the effect is large (Cohen, 1988).

The effect between entrepreneurship education on entrepreneurial intention is found to be 0.037 which is included in the small category, the effect between adversity quotient on entrepreneurial intention is obtained at 0.001 which is included in the very small category, the effect between entrepreneurial attitudes towards entrepreneurial intention is found to be 0.173 which is included in the medium category, the effect between entrepreneurship education on adversity quotient is found to be 0.423 which is included in the large category, the effect between entrepreneurship education on entrepreneurial attitudes is found to be 0.721 which is included in the large category, the effect between adversity quotient on entrepreneurial attitudes is found to be 0.158 which is included in the medium category. In calculating the F-Square ( $F^2$ ) on the mediating variable, it is done manually, which is called the effect size upsilon ( $\nu$ ) or the mediation statistic upsilon ( $\nu$ ). The magnitude of the upsilon ( $\nu$ ) statistical value refers based on Ogbeibu et al (2021) where the value of 0.01 is low mediation effect, 0.075 is medium and 0.175 is high. The results of effect size upsilon ( $\nu$ ) the role of entrepreneurial attitudes in mediating the effect of entrepreneurship education on entrepreneurial intention is obtained at 0.091 which is included in the medium category. In addition, the role of entrepreneurial attitudes in mediating the effect of adversity quotient on entrepreneurial intention is found to be 0.019 which is included in the low category. Based on Manley et al (2021), Predictive-Relevance ( $Q^2$ ) is used to assess the in-sample prediction of the dependent construct.  $Q^2$  values above 0 illustrate small prediction accuracy, 0.25 is medium and 0.50 is large (Hair et al., 2019). The  $Q^2$  value for adversity quotient is 0.184, which means that entrepreneurship education has little predictive relevance to adversity quotient, entrepreneurial attitude is 0.374 which means entrepreneurship education and adversity quotient have moderate predictive relevance to adversity quotient, entrepreneurial intention is 0.184 which means entrepreneurship education, adversity quotient and entrepreneurial attitude have moderate predictive relevance to entrepreneurial intention.

According to Shmueli et al (2019), PLSPredict is an anchoring sample-based method for predicting case rates on an item or construct. The provision is by comparing the RMSE (or MAE) value with the LM value of each indicator. Check whether the PLS-SEM analysis (compared to LM) results in lower prediction errors in terms of RMSE (or MAE) for all indicators (high predictive power), the majority of indicators (medium predictive power), the minority of indicators (low predictive power) or none of the indicators (lack of predictive power).

**Table 4 PLSPredict Test Results**

Item	PLS		LM	
	RMSE	MAE	RMSE	MAE
X2.1	<b>0,601</b>	<b>0,445</b>	0,617	0,452
X2.2	<b>0,641</b>	<b>0,516</b>	0,676	0,536
X2.3	<b>0,562</b>	<b>0,405</b>	0,579	0,414
X2.4	<b>0,565</b>	<b>0,433</b>	0,585	0,441
X2.8	<b>0,549</b>	<b>0,401</b>	0,561	0,405
X2.9	<b>0,538</b>	<b>0,395</b>	0,561	0,398
X2.10	<b>0,594</b>	0,420	0,615	<b>0,417</b>
Z1.1	<b>0,464</b>	0,328	0,467	<b>0,309</b>
Z1.2	<b>0,395</b>	0,318	0,412	<b>0,285</b>
Z1.4	<b>0,502</b>	<b>0,376</b>	0,520	0,378
Z1.10	<b>0,548</b>	<b>0,399</b>	0,569	0,415
Z1.11	<b>0,491</b>	0,377	0,499	<b>0,376</b>
Z1.13	<b>0,464</b>	<b>0,359</b>	0,484	0,369
Z1.14	<b>0,568</b>	0,425	0,571	<b>0,418</b>
Y1.6	<b>0,536</b>	<b>0,394</b>	0,578	0,419
Y1.7	<b>0,544</b>	<b>0,410</b>	0,567	0,420
Y1.9	<b>0,585</b>	0,434	0,603	<b>0,433</b>
Y1.10	<b>0,693</b>	<b>0,574</b>	0,719	0,588
Y1.12	<b>0,686</b>	<b>0,578</b>	0,722	0,605
Y1.13	<b>0,514</b>	<b>0,393</b>	0,548	0,415
Y1.15	<b>0,559</b>	<b>0,414</b>	0,569	0,416

Source: Processed by Researchers (2025)

From the table above, it is found that in the PLS model, all items have a lower RMSE value than the RMSE value in the LM model. While the MAE value in the PLS model (15 items) is mostly lower than the MAE value (6 items) in the LM model. Therefore, it can be concluded that the PLS-SEM model in this study has high predictive power.

According to Laurent & Puspitowati (2024), hypothesis testing is done through the bootstrapping method by looking at the t-statistics value and p-values. If the t-statistics value above 1.96 and p-values below 0.05, the hypothesis is accepted, but if the t-statistics value below 1.96 and p-values above 0.05, the hypothesis is rejected.

**Table 5 Hypothesis Test Results**

Hypothesis	Variable Relation	Original Sample	T Statistics	P Values	Description
<b>Dirrect Effect</b>					
<b>H1</b>	EE > EI	0,216	2,375	0,018	Accepted
<b>H2</b>	AQ > EI	0,030	0,380	0,704	Rejected
<b>H3</b>	EE > AQ	0,545	10,563	0,000	Accepted
<b>H4</b>	EE > EA	0,608	11,339	0,000	Accepted
<b>H5</b>	AQ > EA	0,284	4,873	0,000	Accepted
<b>H6</b>	EA > EI	0,497	5,814	0,000	Accepted
<b>Indirect Effect</b>					
<b>H7</b>	EE > EA > EI	0,303	5,088	0,000	Accepted
<b>H8</b>	AQ > EA > EI	0,141	3,833	0,000	Accepted

Source: Processed by Researchers (2025)

The path coefficient test results show that entrepreneurship education has a positive effect on entrepreneurial intention of 0.216. The results of the t-statistics value is 2.375 above 1.96 and p-values is 0.018 below 0.05 indicates that entrepreneurship education has a



significant effect on entrepreneurial intention so that H1 is accepted. Adversity quotient has a positive effect on entrepreneurial intention of 0.030. The results of the t-statistics value is 0.380 below 1.96 and p-values is 0.704 above 0.05 indicates that adversity quotient has an insignificant effect on entrepreneurial intention so that H2 is rejected. Entrepreneurship education has a positive effect on adversity quotient of 0.545. The results of the t-statistics value is 10.563 above 1.96 and the p-values is 0.000 below 0.05 indicates that entrepreneurship education has a significant effect on adversity quotient so that H3 is accepted. Entrepreneurship education has a positive effect on entrepreneurial attitudes of 0.608. The results of the t-statistics value is 11.339 above 1.96 and the p-values is 0.000 below 0.05 indicates that entrepreneurship education has a significant effect on entrepreneurial attitudes so that H4 is accepted. Adversity quotient has a positive effect on entrepreneurial attitudes of 0.284. The results of the t-statistics value is 4.873 above 1.96 and the p-values is 0.000 below 0.05 indicates that adversity quotient has a significant effect on entrepreneurial attitudes so that H5 is accepted. Entrepreneurial attitudes have a positive effect on entrepreneurial intention of 0.497. The results of the t-statistics value is 5.814 above 1.96 and p-values is 0.000 below 0.05 indicates that entrepreneurial attitudes have a significant effect on entrepreneurial intentions so that H6 is accepted. Entrepreneurship education has a positive effect on entrepreneurial intention through entrepreneurial attitudes of 0.303. The results of the t-statistics value is 5.088 above 1.96 and p-values is 0.000 below 0.05 indicates that entrepreneurship education has a significant effect on entrepreneurial intention through entrepreneurial attitudes so that H7 is accepted. Adversity quotient has a positive effect on entrepreneurial intention through an entrepreneurial attitude of 0.141. The results of the t-statistics value is 3.833 above 1.96 and p-values is 0.000 below 0.05 indicates that adversity quotient has a significant effect on entrepreneurial intention through entrepreneurial attitudes so that H8 is accepted.

## **Discussion**

### **The Effect of Entrepreneurship Education on Entrepreneurial Intention**

Based on the results of hypothesis testing, it is found that entrepreneurship education has a direct positive and significant effect on entrepreneurial intention. This is because in entrepreneurship subjects, students of State Vocational High School in East Jakarta gain knowledge and skills in entrepreneurship. The results of this study support research conducted by Mardiah et al (2023) which found that entrepreneurship education has a positive and significant effect on entrepreneurial intention. Students must take entrepreneurship subjects so that their entrepreneurial abilities and creativity can be honed. In addition, the results of research by Laurent & Puspitowati (2024) found that entrepreneurship education is seen as a means to gain insight and ability to understand business, identify business opportunities and manage risks. With this knowledge and skills, individuals tend to feel more confident so that they are encouraged to start a business which ultimately forms entrepreneurial intentions. Based on the results of research and relevant research, it can be concluded that the better the level of entrepreneurship education obtained by students, the higher the entrepreneurial intention of students.

### **The Effect of Adversity Quotient on Entrepreneurial Intention**

Based on the results of hypothesis testing, it is found that adversity quotient has no effect on entrepreneurial intention. Many State Vocational High School students in East Jakarta have not been able to understand the causes and effects of the difficulties they face, one example is when faced with unsold products, students have not been able to recognize the causes and how to overcome them so that students cannot fully face the challenges of entrepreneurship. This is in line with research conducted by Laurent & Puspitowati (2024) which found that adversity quotient has a positive but insignificant effect on entrepreneurial

intention. Although adversity quotient can provide support for a person in dealing with uncertainty, in some situations, it may not have a significant influence on entrepreneurial intention especially when it comes to high levels of risk. Ambarriyah & Fachrurrozie's research (2019) found that adversity quotient has no effect on entrepreneurial intention, UNNES Economic Education students who have high adversity quotient tend to be less interested in entrepreneurship but are more interested in becoming scientists, researchers and other professions. Based on the results of research and relevant research, it can be concluded that the lower the adversity quotient of students, the lower their entrepreneurial intentions.

### **The Effect of Entrepreneurship Education on Adversity Quotient**

Based on the results of hypothesis testing, it is found that entrepreneurship education has a positive and significant direct effect on adversity quotient. In the subject of entrepreneurship, students of State Vocational High School in East Jakarta gain an understanding of the characteristics of entrepreneurs such as a sense of independence, the ability to take risks and how to innovate. In addition, the practice of entrepreneurship makes students' ability to face business risks more honed so that students' adversity quotient is higher. The results of this study support research conducted by Putri & Wardana (2023) which found that entrepreneurship education has a positive and significant effect on adversity quotient. Entrepreneurship education will reflect the attitude, behavior and mindset of an entrepreneur. With a deep understanding of entrepreneurship education, individuals can think critically, manage resources and direct their actions. This will also affect the individual's ability to overcome obstacles in life and learn to take advantage of opportunities by bravely facing risks. Based on the results of research and relevant research, it can be concluded that the better entrepreneurship education students get, the higher the adversity quotient of students.

### **The Effect of Entrepreneurship Education on Entrepreneurial Attitudes**

Based on the results of hypothesis testing, it is found that entrepreneurship education has a positive and significant direct effect on entrepreneurial attitudes. With the existence of entrepreneurship subjects, students of State Vocational High School in East Jakarta gain insight into matters related to entrepreneurship such as the character of entrepreneurs, business planning, sources of funding to run a business, recognize business opportunities, how to manage a business and how to overcome business risks. Therefore, a positive student entrepreneurial attitude is formed because students believe that the overall benefits of entrepreneurial activities, such as making a profit are greater than other career choices. The results of this study support research conducted by Natasha & Puspitowati (2022) which found that entrepreneurship education has a positive and significant effect on entrepreneurial attitudes. Prospective entrepreneurs can grow their insights with entrepreneurship education so that an entrepreneurial attitude is formed within themselves to be able to design innovative ideas and creations that can be implemented in entrepreneurial activities. In addition, research by Wirawati et al (2019) also found that entrepreneurship education has a positive and significant effect on entrepreneurial attitudes. A higher level of entrepreneurship education will contribute to the development of a better entrepreneurial attitude. For example, if previously explained about the material of accounts payable and receivable, an attitude can be formed in individuals to know the risks before applying for business loans by owing. Based on the results of research and relevant research, it can be concluded that the better the entrepreneurship education program provided, the more positive the entrepreneurial attitude of students.

### **The Effect of Adversity Quotient on Entrepreneurial Attitudes**

Based on the results of hypothesis testing, it is found that adversity quotient has a positive and significant direct effect on entrepreneurial attitudes. From the results of the study, it was found that the level of control, reach and endurance of State Vocational High School



students in East Jakarta in facing difficulties was in the medium category. This shows that students have been able to take a positive attitude when facing a difficulty. The ability to turn obstacles into opportunities is very necessary for students in entrepreneurship. Having high adversity quotient can help students survive in the face of challenges and take a positive attitude to be able to solve difficulties in entrepreneurship. The results of this study support research conducted by Septiana & Nurkhin (2019) that there is an effect of adversity quotient on the entrepreneurial attitudes of vocational students. A person's entrepreneurial attitude is shaped by his ability and confidence to be able to withstand various risks and new challenges. The results of Maharani et al (2020) research also found that entrepreneurs can achieve success by developing a positive attitude through increasing the ability to withstand pressure, overcome challenges and ultimately achieve entrepreneurial success. Based on the results of research and relevant research, it can be concluded that the higher the level of adversity quotient of students, the more positive their entrepreneurial attitude.

### **The Effect of Entrepreneurial Attitude on Entrepreneurial Intention**

Based on the results of hypothesis testing, it is found that entrepreneurial attitudes have a positive and significant direct effect on entrepreneurial intentions. From the results of the study, it is found that students of State Vocational High School in East Jakarta tend to be able to think creatively and innovatively because they enjoy finding and trying new ideas and are able to create interesting businesses and have the ability to take and overcome business risks. In addition, the way students view entrepreneurship by seeing more advantages than disadvantages when becoming an entrepreneur and wanting to be an entrepreneur if they have the opportunity and capital makes students' entrepreneurial intentions higher. The results of this study support research conducted by Nurul Arifah et al (2020) which found that entrepreneurial attitudes have a positive and significant effect on entrepreneurial intentions. In this case, if someone believes that entrepreneurship is beneficial to him so that he finally has the intention to become an entrepreneur, a positive entrepreneurial attitude will emerge. Conversely, if he believes that entrepreneurship is not beneficial to him so that he does not intend to become an entrepreneur, a negative entrepreneurial attitude has emerged. In addition, research by Lopes et al (2023) found that students feel interested in becoming entrepreneurs and see it as a promising career choice, indicating a more positive attitude towards entrepreneurial intentions. Based on the research results and relevant research, it can be concluded that the more positive the entrepreneurial attitude of students, the higher their entrepreneurial intention.

### **The Effect of Entrepreneurship Education on Entrepreneurial Intention through Entrepreneurial Attitude**

Based on the results of hypothesis testing, it is found that entrepreneurship education has an indirect effect on entrepreneurial intention through entrepreneurial attitudes. In entrepreneurship subjects, students of State Vocational High School in East Jakarta get various insights into the world of entrepreneurs, one of which is the character of entrepreneurs, besides that students become aware of various business opportunities and gain insight into developing a business through analyzing existing opportunities so that students' entrepreneurial attitudes are increasingly positive and increase their entrepreneurial intentions. The results of this study support research conducted by Prawoto & Achmad (2021) who found that entrepreneurial attitudes can mediate the influence between entrepreneurship education on entrepreneurial intentions. Entrepreneurship education aims to support the growth of entrepreneurial attitudes including providing opportunities to learn and practice in real situations to improve entrepreneurial skills. A deeper understanding of entrepreneurship education will determine attitudes towards entrepreneurship positively so that it can encourage entrepreneurial intentions. Research by Yulistia & Rahyuda (2023) also states that entrepreneurship education

is very useful for shaping entrepreneurial attitudes. With a good understanding of entrepreneurship theory, a person can improve his entrepreneurial attitude through entrepreneurial values and character building to become an entrepreneur. A person with good entrepreneurship education will have a positive entrepreneurial attitude because entrepreneurship education produces an individual's mindset and attitude towards entrepreneurship. A positive attitude towards entrepreneurship has an important role to form entrepreneurial intentions. Based on the results of research and relevant research, it can be concluded that the better the entrepreneurship education obtained, the student's entrepreneurial attitude becomes positive so as to increase student entrepreneurial intention.

### **The Effect of Adversity Quotient on Entrepreneurial Intention through Entrepreneurial Attitude**

Based on the results of hypothesis testing, it is found that adversity quotient has an indirect effect on entrepreneurial intention through entrepreneurial attitudes. From the results of the study, it was found that the level of control, reach and endurance of State Vocational High School students in East Jakarta in facing difficulties was in the medium category. This shows that students are quite capable of taking a positive attitude when facing a difficulty. The business environment is a world full of risks and uncertainties, especially nowadays with digitalization making business people must be able to continue to innovate to be able to compete in the business world. Therefore, the ability to turn obstacles into opportunities is needed to make students' entrepreneurial attitudes positive so that student entrepreneurial intentions are high. The results of this study support research conducted by Septiana & Nurkhin (2019) which found that entrepreneurial attitudes can mediate the relationship between adversity quotient and entrepreneurial intention. The existence of obstacles encourages a person to take the attitude needed to survive in unpredictable situations in the entrepreneurial world. Someone with a positive attitude towards entrepreneurship tends to have strong entrepreneurial intentions. The results of Ambari et al's research (2020) also found that respondents who are happy with challenges and are positive in entrepreneurship by always looking for innovative ways to improve their business. This is because those who often experience difficulties often have strong adversity quotient in entrepreneurship so that they always think of various possibilities and never let difficulties hinder their entrepreneurial process. Based on the results of research and relevant research, it can be concluded that the higher the adversity quotient possessed by students, the student's entrepreneurial attitude becomes positive so as to increase student entrepreneurial intention.

### **CONCLUSION**

The results of this study indicate that there is a direct effect of entrepreneurship education on entrepreneurial intentions of State Vocational High School students in East Jakarta. There is no direct effect of adversity quotient on entrepreneurial intentions of State Vocational High School students in East Jakarta. There is a direct effect of entrepreneurship education on adversity quotient of State Vocational High School students in East Jakarta. There is a direct effect of entrepreneurship education on entrepreneurial attitude of State Vocational High School students in East Jakarta. There is a direct effect of adversity quotient on entrepreneurial attitudes of State Vocational High School students in East Jakarta. There is a direct effect of entrepreneurial attitude on entrepreneurial intention of State Vocational High School students in East Jakarta. Entrepreneurship education has an indirect effect on entrepreneurial intention through entrepreneurial attitudes of State Vocational High School students in East Jakarta. Adversity quotient has an indirect effect on entrepreneurial intentions through entrepreneurial attitudes of State Vocational High School students in East Jakarta. It is hoped that future

researchers can examine other variables that can affect entrepreneurial intentions both variables that affect internally and externally and increase the number of schools used as research samples so that they can better represent the population of State Vocational High School in the East Jakarta area.

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