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THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION AND GOVERNMENT POLICY ON ENTREPRENEURIAL INTENTIONS WITH ATTITUDE AS AN INTERVENING VARIABLE
(STUDY ON ISLAMIC BOARDING SCHOOL STUDENTS IN BANYUWANGI)

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ABSTRACT
The phenomenon of students in Islamic boarding schools having an independent character has become a very interesting discussion in recent weeks. The santripreneur program is the realization of the Indonesian government's strategic efforts to develop entrepreneurial character while increasing the number of new entrepreneurs graduating from Islamic boarding schools. The urgency of this research is the development of Islamic boarding schools which have quite a big opportunity to develop an economic system in the Banyuwangi area. This research is a novelty and innovative since it conducts a thorough investigation to close the gaps left by earlier studies. The study's foundation is the Darul Anwar Banyuwangi Islamic Boarding School. This study uses a quantitative approach. Number of students at Business and Marketing Vocational Schools in Banyuwangi. The research sample consisted of (1) santri who had taken an entrepreneurship course and (2) santri who had lived in the boarding school for more than two years. The sample size is 275. The results of the research show that entrepreneurship education can increase the desire for entrepreneurship, attitudes towards entrepreneurship, and government policies can increase the desire for entrepreneurship. The Variance Based SEM method, sometimes referred to as Partial Least Square (PLS), employs the Structural Equation Model (SEM)

Keywords:
Entrepreneurship Education, Government Policy, Entrepreneurial Attitude, Entrepreneurial Interest

INTRODUCTION

The phenomenon of students in Islamic boarding schools having an independent character has become a very interesting discussion in recent weeks. This is reinforced by the fact that students in Islamic boarding schools fulfill their needs largely without the help of other people. The result of the education of students who have lived in Islamic boarding schools for years is self-management skills and meeting their daily needs independently. Through government policy, students in various Islamic boarding schools are expected to not only be experts in the religious field (Islam) but also have an entrepreneurial character. The santripreneur program is the realization of the Indonesian government's strategic efforts to develop entrepreneurial character while increasing the number of new entrepreneurs graduating from Islamic boarding schools. Like entrepreneurship education, studies related to the implementation of entrepreneurship education in Islamic boarding schools are also experiencing very rapid development. Based on the description in the paragraphs above, Islamic boarding schools are thought to be able to foster entrepreneurial intentions and support the santripreneur program launched by the government to increase the number of new entrepreneurs. To control business behavior by providing a stimulus for entrepreneurial intentions through entrepreneurial attitudes as a mediating determinant of entrepreneurial intentions.

The expansion of Islamic boarding schools, which the public finds fascinating, presents a significant chance to contribute to the development of the Banyuwangi

area's economic structure, which highlights the significance of this research. state of the art as previously mentioned, this research is innovative because it fills in the gaps left by other investigations and conducts an extensive analysis, which is the basis for the choice of the Darul Anwar Banyuwangi Islamic Boarding School as the research subject. First, this Islamic boarding school carries out entrepreneurial activities, is even well-known for being advanced, and has collaboration with the government through the OPOP program. If you look at the facts as described, it indicates that at the Islamic boarding school, entrepreneurship education has been implemented for the students.

Several research findings were discovered in earlier studies that were connected to this one, including: He, AJ, & Ma, L. 2018. Cross-border tactics and corporate policy entrepreneurship: How can a private company support mobile healthcare payment innovation in China? Using Variables: Public sector, private institution, healthcare, innovation, and policy entrepreneur According to our findings, corporate entrepreneurs in China were at the forefront of the mobile healthcare payment innovation. They expertly employed several cross-border techniques, which eventually helped the innovation gain traction not only in China but also around the world. nationally quickly (H7). O'Connor, A. 2020. A theoretical framework for policy on entrepreneurship education: Fulfilling political and financial objectives with variables Entrepreneurship education, Enterprise, Government policy The results of the research show that establishing arguments, starting from economic theory, to provide entrepreneurship education goals and propose policies framework supported by analysis of the Australian government's policy context (H6). Zaidatol, ALP & Afsaneh, B, 2010. The study examined the relationship between technical secondary school students' entrepreneurial efficacy and attitude, taking into account the influence of both technical and entrepreneurial factors. Self-esteem cognition, achievement cognition, and achievement affect are components of an entrepreneurial attitude. On the other hand, the student's average entrepreneurial self-efficacy score ranges from moderate to high (H5). evaluating, integrating, and emphasizing several policy domains inside an official vertical organization (H4). Faling, M., & Biesbroek, R. 2019. Cross-boundary policy entrepreneurship for Entrepreneur Intention agriculture in Kenya with variables Policy entrepreneurship, Entrepreneur Intention Advocacy coalition framework (ACF) Research results show that policy entrepreneurs target various ideas, interests, and institutions across borders to build cross-border relationships, but this requires additional resources including connections, funding, and time (H3). Ellis, V., Steadman, S., & Trippestad, TA 2018. Teacher Education and the GERM: Disruptive Innovation, Policy Entrepreneurship, and Variable-Related Reform Rhetorics Disruptive innovation, GERM, Teacher Education, Entrepreneurship Policy, and Reform Rhetoric outcomes of This study looks at how IFT came to be as an example of entrepreneurial policy, using the concept of travel policy to open up a market for the supply of teacher preparation programs that are "practice" based. (H2).Menzies Teresa, V., & Paradi Joseph, C (2003). Engineering students' career paths and business performance to entrepreneurship education International Journal of Innovation and Entrepreneurship 34 (3), 212-324. Variables Entrepreneurship Education Engineering Student Entrepreneurship pedagogy, Entrepreneurial Intention Results show that significantly more of the IEES group owns a business, 48% compared to the comparison group, 26% (H1).

Theoretical Review

Middle Theory of Planned Behavior (TPB)

Fishbein and Ajzen's 1975 Theory of Reasoned Action (TRA) evolved into the Theory of Planned Behavior (TPB). Ajzen claims that TPB is a commonly used method for examining the distinctions between attitudes and intentions as well as between action and intentions. To overcome some of the challenges encountered in earlier research and offer a means of understanding the significant discrepancy between attitudes and behavior, attempts have been made to apply the TPB to the explanation of whistleblowing. TPB is the designation given to the Theory of Reasoned Action (TRA), which was improved upon by Ajzen and Fishben (1988). According to the Theory of Planned conduct (TPB), a person's intention affects the conduct they carry out, and intention is influenced by some internal and external circumstances.

Entrepreneurship Education (X1)

Entrepreneurship education is an important part of economic education. In summary, entrepreneurship education is part of economic education, and its study focuses on how people act toward consumers, how they are managerial, how they look for opportunities, are tenacious, persistent, never give up, and other actions. According to Ellis et al. (2019), entrepreneurship education includes all educational and training activities aimed at fostering students' desire to become entrepreneurs. Knowledge, mindset, inspiration, attitude, desire, and entrepreneurial skills are some of the components that influence intention. The aim of entrepreneurship education is also to improve all these elements. Entrepreneurship education includes all educational programs, or procedures, designed to foster students' entrepreneurial attitudes and skills.

Government policy

To get support from the government, communities, and businesses must work together. Through the use of skills, experience, and resources, cooperation in coordinating various interests based on a regional approach becomes an important component of business management (Beck & Brooks, 2019). To achieve community participation, it is necessary to balance the role of the social model in helping the community in a place. By strengthening social relations in society, there will be opportunities for institutions to be created that can contribute to society and leave a legacy. However, community-based entrepreneurship is a business organization owned by the community to improve community welfare. The goal of the organization is to create values that include political, social, and economic aspects.

Entrepreneurial Attitude

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Entrepreneurial Intention

Intention is the urge to do something. A feeling of preference and interest in a thing or activity without direction is also called intensity. According to this definition, interest is when someone feels more like and is interested in something that triggers action. This action is done to learn or show that someone likes something. An essential component of any nation's economy is entrepreneurship. By developing new businesses, processing new raw materials, or marketing new products or services, they alter the economic system. Together, they create concepts and combine resources to find opportunities.

METHODS

This study uses a quantitative approach. All vocational school students in Banyuwangi majoring in Business and Marketing are the subjects of this research. However, the sample criteria for this research are as follows: (1) students who have taken entrepreneurship or crafts courses; and (2) students who have lived in the boarding school for more than two years. A total of 275 samples were used in this study, which was based on these hypotheses and criteria. This study makes use of the Variance SEM (also known as Partial Least Square) technique, SmartPLS 3.3.3, statistical software for structural equation modeling (SEM)

Four variables are used. Two predictor variables are entrepreneurship education (X1) and government policy (X2), one intervention variable is entrepreneurial attitude (Z), and one criterion is entrepreneurial intensity (Y). The description of the research design to be studied is as follows:

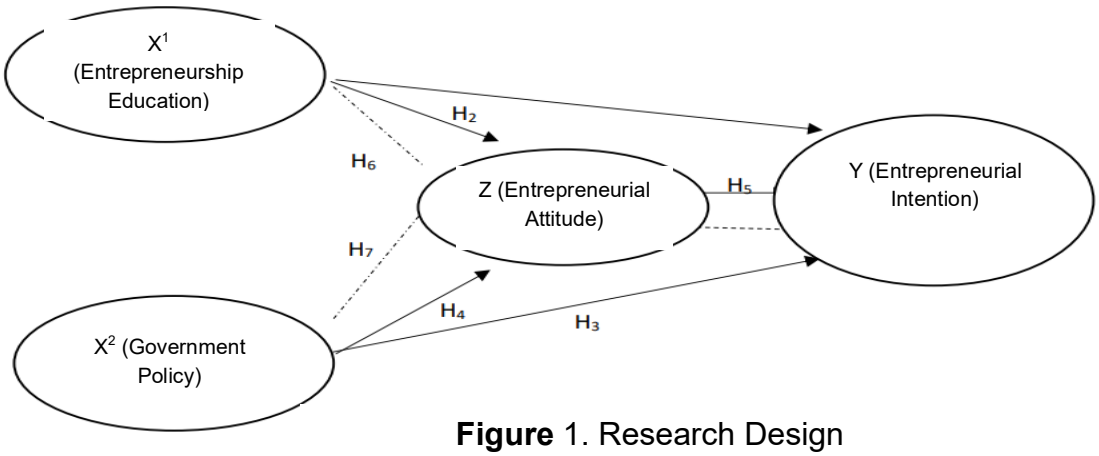

Figure 1. Research Design

RESULT AND DISCUSSION

Evaluation of the Measurement Model (Outer Model)

The measurement model evaluation, also known as an outer model test, was used to evaluate the validity and reliability of the research tool. An explanation of the outer model test findings on this research instrument is provided below.

Validity test

Validity is measured by assessing the ability of the measuring instrument used to measure research variables (Sekaran & Bougie, 2016). All concepts included in the conceptual definition represented by the research instruments used are also explained through this validity test. For this research, SmartPLS 3.3.3 software was used. The

validity test consists of convergent validity by looking at the table-filling factor values and discriminant validity by looking at the table cross-loading values.

Convergent Validity

The convergent validity value is the factor loading value on the latent variable and its indicators. If there is a correlation with the construct in question of more than 0.70, the measure of individual reflexivity is considered high. A filling value between 0.50 and 0.60 is still sufficient (Chin, 1998) in Ghozali (2011). Table 4.10 shows the external loading results for each exogenous and endogenous latent variable obtained through SmartPLS data processing.

Table 1. Validity Test Results Using Loading Factor Values

Variable	Indicator	*Outer Loading*	Decision
X1 (Entrepreneurship Education)	X1.1	0.838	Valid
	X1.2	0.800	Valid
	X1.3	0.711	Valid
	X1.4	0.798	Valid
	X1.5	0.859	Valid
	X1.6	0.765	Valid
	X1.7	0.849	Valid
	X1.8	0.805	Valid
X2 (Government Policy)	X2.1	0.838	Valid
	X2.2	0.783	Valid
	X2.3	0.836	Valid
	X2.4	0.768	Valid
	X2.5	0.775	Valid
	X2.6	0.766	Valid
	X2.7	0.755	Valid
	X2.8	0.859	Valid
Y (Entrepreneurial Intention)	Y1	0.820	Valid
	Y2	0.905	Valid
	Y3	0.868	Valid
	Y4	0.812	Valid
	Y5	0.773	Valid
	Y6	0.897	Valid
	Y7	0.883	Valid
	Y8	0.919	Valid
Z (Entrepreneurial Attitude)	Z1	0.875	Valid
	Z2	0.740	Valid
	Z3	0.805	Valid
	Z4	0.802	Valid
	Z5	0.872	Valid
	Z6	0.872	Valid
	Z7	0.777	Valid
	Z8	0.776	Valid
	Z9	0.708	Valid
	Z10	0.767	Valid

Source: Data Processing With SmartPLS 3.3.3, 2023

The convergent validity value for each indicator is shown in Table 1. A holding factor value greater than 0.7 is considered valid. This shows that the indicators of Entrepreneurship Education (X1), Government Policy (X2), Entrepreneurial

Intentions (Y), and Entrepreneurial Attitudes (Z) all have loading factor values greater than 0.7. This shows that the indicator is valid.

Discriminant Validity

Table 2. Entrepreneurship Education Validity Test Results Using Cross-Loading

	X1 (Entrepreneurship Education)	X2 (Government Policy)	Y (Entrepreneurial Intention)	Z (Entrepreneurial Attitude)
X1.1	0.838	0.669	0.686	0.577
X1.2	0.800	0.400	0.662	0.539
X1.3	0.711	0.464	0.623	0.524
X1.4	0.798	0.592	0.627	0.483
X1.5	0.859	0.648	0.625	0.569
X1.6	0.765	0.447	0.536	0.455
X1.7	0.849	0.601	0.691	0.489
X1.8	0.805	0.595	0.656	0.448

Source: Data Processing with PLS, 2023

Government policy, entrepreneurial attitudes, and entrepreneurial aspirations are ranked lower in Table 2 than entrepreneurship education in terms of factor loading value. Since the entrepreneurship education variable's indicators do not significantly correlate with the other constructs that this research uses to measure—government policy, entrepreneurial attitudes, and entrepreneurial intentions—it can be concluded that each indicator in the variable is discriminantly valid.

Table 3. Government Policy Validity Test Results Using Cross-Loading

	X1 (Entrepreneurship Education)	X2 (Government Policy)	Y (Entrepreneurial Intention)	Z (Entrepreneurial Attitude)
x2.1	0.440	0.838	0.622	0.470
x2.2	0.497	0.783	0.477	0.475
x2.3	0.497	0.836	0.672	0.523
x2.4	0.579	0.768	0.463	0.490
x2.5	0.647	0.775	0.634	0.544
x2.6	0.703	0.766	0.633	0.609
x2.7	0.533	0.755	0.450	0.472
x2.8	0.488	0.859	0.667	0.506

Source: Data Processing with PLS, 2023

Government policy has a greater loading factor value than entrepreneurship education, entrepreneurship attitudes, and entrepreneurship goals, as Table 3 demonstrates. Since none of the construct indicators in the government policy variable significantly correlates with the other constructs (entrepreneurship education, entrepreneurial attitudes, and entrepreneurial intentions) that were used to measure this research, it can be concluded that all of the indicators in the government policy variable are discriminantly valid.

Table 4. Validity Test Results of Entrepreneurial Intentions Using Cross Loading

	X1 (Entrepreneurship Education)	X2 (Government Policy)	Y (Entrepreneurial Intention)	Z (Entrepreneurial Attitude)
Y1	0.554	0.400	0.820	0.467
Y2	0.699	0.569	0.905	0.610
Y3	0.775	0.717	0.868	0.672
Y4	0.651	0.583	0.812	0.617
Y5	0.596	0.738	0.773	0.554
Y6	0.727	0.718	0.897	0.638
Y7	0.697	0.555	0.883	0.652
Y8	0.741	0.708	0.919	0.650

Source: Data Processing with PLS, 2023

It can be concluded that each indicator in the entrepreneurial intention variable is discriminantly valid, meaning that each construct indicator is not highly correlated with other constructs (policies), based on Table 4 above, which shows that entrepreneurial intention has a higher loading factor value than entrepreneurial education, government policy, and entrepreneurial attitudes. This study's metrics included the government, entrepreneurship education, and entrepreneurial attitudes.

Table 5. Validity Test Results for Entrepreneurial Attitudes Using Cross-Loading

	X1 (Entrepreneurship Education)	X2 (Government Policy)	Y (Entrepreneurial Intention)	Z (Entrepreneurial Attitude)
Z1	0.564	0.646	0.673	0.875
Z2	0.473	0.466	0.539	0.740
Z3	0.487	0.489	0.487	0.805
Z4	0.474	0.447	0.578	0.802
Z5	0.583	0.615	0.710	0.872
Z6	0.521	0.498	0.613	0.872
Z7	0.480	0.512	0.527	0.777
Z8	0.516	0.449	0.567	0.776
Z9	0.347	0.348	0.386	0.708
Z10	0.598	0.607	0.533	0.767

Source: Data Processing with PLS, 2023

The loading factor value of entrepreneurial attitudes is larger than that of entrepreneurial education, government policies, and ambitions, as Table 5 above demonstrates. Since the construct indicators do not significantly correlate with the other constructs (entrepreneurship education, government policy, and entrepreneurial intentions) used to measure this research, it can be concluded that each construct indicator in the entrepreneurial attitude variable is discriminantly valid.

Reliability Test

Table 6. Reliability Test Results

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)	Information
X1 (Entrepreneurship Education)	0.921	0.923	0.936	0.647	Reliable
X2 (Government Policy)	0.919	0.923	0.933	0.637	Reliable
Y (Entrepreneurial Intention)	0.950	0.954	0.958	0.741	Reliable
Z (Entrepreneurial Attitude)	0.938	0.944	0.947	0.642	Reliable

Source: Data Processing with PLS, 2023

Inner Model Test (Structural Model Evaluation)

Ghozali and Latan (2015) state that internal model evaluation, sometimes referred to as structural model evaluation, is done to forecast the latent variable association. According to theoretical studies and the findings of earlier research, this study illustrates the relationship between the variables. A model's internal evaluation can be evaluated using a variety of indicators, including the Goodness of Fit Index (GoF), Predictive Relevance (Q2), and Coefficient of Determination (R2).

Coefficient of Determination (R2)

Table 7. Coefficient of Determination Value

	R Square	R Square Adjusted
Y (Entrepreneurial Intention)	0.733	0.731
Z (Entrepreneurial Attitude)	0.486	0.482

Source: Data Processing with PLS, 2023

The R-square value for the Entrepreneurial Attitude variable (Z) is 0.486, as Table 7 demonstrates. The entrepreneurial mindset variable's R-square value is 0.486, meaning that government policy (X2) and the entrepreneurial education variable (X1) can have an impact on 48.6% of the population. Meanwhile, factors not included in the study had an impact on the remaining 51.4%. The Entrepreneurial Intention variable (Y) has an R-square value of 0.733, meaning that it can be influenced by the following variables: government policy (X2), entrepreneurial attitude (Z), and entrepreneurial education (X1) by 73.30%, with the remaining 26.70% being influenced by variables not included in the study. The better the structural equation, the more the independent variable may explain the dependent variable, as indicated by a higher R-squared value. Predictor relevance, or Q2, gauges how well the model produces the observed values.

Predictive Relevance (Q2)

The degree to which the model and its parameter estimates can produce the observed values is measured by predictive relevance or Q2. A model is considered predictively relevant if its Q2 value is greater than 0; if it is less than 0 then the model is not predictively relevant. Q2 serves as the basis for the model's strength and weakness criteria, which are 0.35 for a strong model, 0.15 for a moderate model, and

0.02 for a weak model (Ghozali and Latan, 2015). The following Q2 calculation will indicate how well the prediction value generated by the model and parameter estimates in this study is:

Q2 value = 1 – (1 – R2) x (1 – R2)
= 1 – (1 – 0.486) x (1 – 0.733)
= 1 – (0.514) x (0.267)
Q2 value = 0.863

According to the computation results, the Q2 value is 0.863, which indicates that 86.3% of the variability in the research data can be explained by the structural model, with the remaining 13.7% being explained by factors other than the model. These findings indicate that the structural model used in the study has a good goodness of fit index.

Hypothesis test

The outer model and inner model have satisfied the conditions for hypothesis testing, according to the outcomes of the tests that have been conducted on them. via computations using the SmartPLS 3.0 program. We obtain the following model. The hypothesis testing in this study was done in two stages: bootstrapping in Smart PLS 3.3.3 software was used for the indirect impact testing, and direct influence testing was done initially. The research's path diagram is shown in Figure 4.3 below.

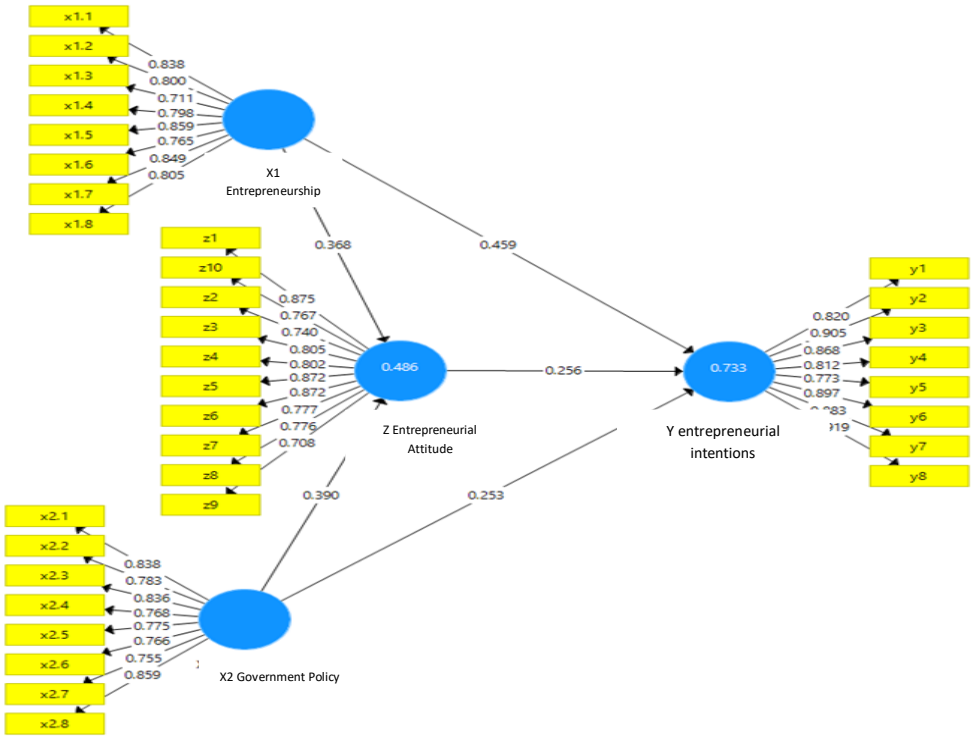

Figure 2. Path Diagram From Theoretical Research Model
Source: Data Processing with PLS, 2023

Direct Effect Testing

The following theories were investigated in this study: 1, 2, 3, 4, and 5. This test makes use of the path coefficient value, paying attention to the t-statistics value, which is greater than the t-table (1.96) and the p-value <0.05, to assess whether the

hypothesis can be accepted and whether there is a positive and significant direct influence between the variables involved. The direct influence hypothesis was tested using the values in the path coefficients, which are displayed in Table 8 below.

Table 8. Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X1 (Entrepreneurship Education) -> Y (Entrepreneurial Intention)	0.459	0.463	0.084	5,471	0,000
X1 (Entrepreneurship Education) -> Z (Entrepreneurial Attitude)	0.368	0.368	0.075	4,885	0,000
X2 (Government Policy) -> Y (Entrepreneurial Intention)	0.253	0.247	0.065	3,881	0,000
X2 (Government Policy) -> Z (Entrepreneurial Attitude)	0.390	0.392	0.069	5,679	0,000
Z (Entrepreneurial Attitude) -> Y (Entrepreneurial Intention)	0.256	0.257	0.068	3,789	0,000

Source: Data Processing with PLS, 2023

Indirect Effect Testing

Table 9. Indirect Effect Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X1 (Entrepreneurship Education) -> Z (Entrepreneurial Attitude) -> Y (Entrepreneurial Intention)	0.094	0.094	0.032	2,963	0.003
X2 (Government Policy) -> Z (Entrepreneurial Attitude) -> Y (Entrepreneurial Intention)	0.100	0.102	0.035	2,855	0.004

Source: Data Processing with PLS, 2023

Hypothesis Test Results

Based on the outcomes of the influence tests, both indirect and direct, that were conducted for this study. The overall results of the hypothesis test, which are shown in Table 10, are summarized as follows.

Table 10. Hypothesis Test Results

	Path Coefficient	***t-Statistics***	***P-Value***	**Information**	**Significance**	**Types of Mediation**
H1	0.459	5,471	0,000	Accepted	Significant	-
H2	0.368	4,885	0,000	Accepted	Significant	-
H3	0.253	3,881	0,000	Accepted	Significant	-
H4	0.390	5,679	0,000	Accepted	Significant	-
H5	0.256	3,789	0,000	Accepted	Significant	-
H6	0.094	2,963	0.003	Accepted	Significant	Partial Mediation
H7	0.100	2,855	0.004	Accepted	Significant	Partial Mediation

Source: Data Processing with PLS, 2023

Both indirect influence coefficients are lower than the direct path coefficient (0.094 < 0.459), indicating that a higher level of entrepreneurial education will lead to higher entrepreneurial intentions and attitudes. Both indirect influence coefficients are lower than the direct path coefficient (0.0100 < 0.253), indicating that a higher level of government policy will lead to higher entrepreneurial intentions and attitudes.

Discussion

Seven hypotheses derived from structural equation modeling (SEM-PLS) are examined in this study. It's interesting to notice that this research supports the seven put-forth ideas. More specifically, the first hypothesis demonstrates that students majoring in business and marketing at Banyuwangi Vocational Schools can have higher entrepreneurial intents; that is, the more entrepreneurial education received, the higher the aspirations. According to the second hypothesis, students majoring in business and marketing at Banyuwangi Vocational Schools can develop more entrepreneurial attitudes through entrepreneurship education. This suggests that more entrepreneurship education can lead to an improvement in entrepreneurial attitudes.

The third hypothesis shows that government policy can increase the entrepreneurial intentions of students majoring in Business and Marketing at Vocational Schools in Banyuwangi, so the better the government policy, the higher the entrepreneurial intentions. The fourth hypothesis shows that government policy can improve the entrepreneurial attitude of students majoring in Business and Marketing at Vocational Schools in Banyuwangi so that better government policy can increase entrepreneurial attitudes. The fifth hypothesis shows that an entrepreneurial attitude can increase the entrepreneurial intentions of students majoring in Business and Marketing at Vocational Schools in Banyuwangi so that a higher entrepreneurial attitude can increase entrepreneurial intentions.

The sixth hypothesis shows that entrepreneurship education can increase entrepreneurial intentions through the entrepreneurial attitude of students majoring in Business and Marketing at SMK in Banyuwangi. Entrepreneurial intentions can be increased by providing good quality entrepreneurship education supported by good entrepreneurial attitudes. The seventh hypothesis shows that government policy can increase entrepreneurial intentions through the entrepreneurial attitudes of students majoring in Business and Marketing at SMK in Banyuwangi. Entrepreneurial intentions can be increased by the existence of good quality government policies supported by good entrepreneurial attitudes.

CONCLUSION

This study looked at the goals and entrepreneurial attitudes of students majoring in business and marketing at Banyuwangi Vocational Schools concerning government policies and entrepreneurship education. The following conclusions have been drawn from the investigations that have been carried out: At vocational schools in Banyuwangi, it is recognized that entrepreneurship education can boost the entrepreneurial ambitions of students majoring in business and marketing. In other words, the more entrepreneurial education, the higher the entrepreneurial aspirations. It is known that entrepreneurship education can improve the entrepreneurial attitude of students majoring in Business and Marketing at vocational schools in Banyuwangi so that better entrepreneurship education can improve entrepreneurial attitudes. It is known that government policies can increase the entrepreneurial intentions of

students majoring in Business and Marketing at SMK throughout Banyuwangi, so the better the government policies, the higher the entrepreneurial intentions.

It is known that government policies can improve the entrepreneurial attitude of students majoring in Business and Marketing at SMK throughout Banyuwangi so that better government policies can improve entrepreneurial attitudes. It is known that an entrepreneurial attitude can increase the entrepreneurial intentions of students majoring in Business and Marketing at Vocational Schools in Banyuwangi so a higher entrepreneurial attitude can increase entrepreneurial intentions. It is known that entrepreneurship education can increase entrepreneurial intentions through the entrepreneurial attitude of students majoring in Business and Marketing at vocational schools in Banyuwangi. Entrepreneurial intentions can be increased by providing good quality entrepreneurship education supported by good entrepreneurial attitudes. It is well known that government initiatives can boost the aspirations of entrepreneurs by fostering an entrepreneurial mindset among Business and Marketing majors at Banyuwangi's SMK schools. The presence of high-quality legislation backed by positive entrepreneurial mindsets might boost the intent of entrepreneurs.

Based on the findings from this research, researchers provide suggestions to several parties as follows: Educators are expected to improve entrepreneurship education by teaching entrepreneurship theories that follow realities in the field. The government needs to increase cooperation from companies/government agencies with business actors. Students from the Business and Marketing Department of Vocational Schools in Banyuwangi are expected to be more open to new things. For future research, it is hoped that they can choose a different research object from this research with the same research variables so that they can study more widely the influence between variables.

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