



THE EFFECT OF ENTREPRENEURIAL EDUCATION AND EXPERIENTIAL LEARNING ON ENTREPRENEURIAL INTENTION MEDIATED BY TEACHING FACTORY (TEFA)

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ABSTRACT

The purpose of this research is to look at students' entrepreneurial intentions. The focus of this research is to examine the influence of entrepreneurial education and experiential learning on students' entrepreneurial intentions. In this research, the teaching factory is positioned as a mediator of the relationship between entrepreneurial education, experiential learning, and entrepreneurial intention. This research uses a descriptive design using quantitative research methods. The respondents of this research are students from State Middle Schools throughout Mojokerto Regency with Fashion Design Departments, namely SMKN 1 Sooko and SMKN Jatirejo, and have received entrepreneurship lessons and have implemented the Teaching Factory Learning Model, namely classes XI and XII majoring in fashion design. The research sample consisted of 237 students who underwent an online survey and calculated using structural equation modeling (SEM). The findings from this study show that there is a direct and significant positive effect between Entrepreneurial Education towards Teaching Factory (Tefa), as well as there effect positive directly and significantly between Experiential Learning to Teaching Factory(Tefa). However, there is a direct and significant negative influence between Teaching Factory(Tefa) to Entrepreneurial Intention. Apart from that, there is a direct and significant positive effect between Entrepreneurial Education on Entrepreneurial Intention, And there is a direct and significant effect between Experiential Learning on Entrepreneurial Intention. However The research results indirectly show that Teaching Factory(Tefa) failed to play a role in mediating the relationship between entrepreneurial Education, experiential learning toward entrepreneurial intention

Keywords:

Entrepreneurial Education, Experiential Learning, Teaching Factory, Entrepreneurial Intention

INTRODUCTION

Entrepreneurship is an important part of any country that is oriented to compete in the global market based on knowledge and education, this is because entrepreneurship is generally seen as a method of promoting the economy (Boldureanu et al., 2020). The current phenomenon is that the number of people who need work continues to increase while job opportunities are increasingly narrow. Vocational school graduates who were unemployed reached 10.42% in 2019, increasing to 11.24% in August 2018.(Ambarsari & Yulistiana, 2020), Meanwhile, the data obtained by researchers in the initial survey of researchers through the BKK (Special Job Exchange) survey of vocational high schools in Mojokerto Regency which has a fashion design department based on the alumni tracer study stated that 10% of the alumni went on to college, 30% of the alumni worked, 25% were entrepreneurs and the remaining 35% are still looking for work, have not been identified, etc. From the



data obtained by the author, it can be concluded that there are still 35% of vocational school alumni who contribute to unemployment in Mojokerto Regency.

Imbalance the number of unemployed increases every year as a result of the comparison between the number of job seekers and the number of jobs available. One method to overcome it is with multiple fieldwork or becoming an entrepreneur (Rastiti et al., 2021). According to Voda & Florea (2019), This entrepreneurship is an alternative to improving the economy and a better standard of living where most of those interested in starting this business come from young people such as young people, students, and school students. Therefore, to be able to run a business, an entrepreneur must be motivated by many things, one of which is Entrepreneurial Intention. Wardana (2020) also emphasized that Entrepreneurial Education is an appropriate teaching approach for entrepreneurship education that allows students to gain direct and practical business experience.

At the Vocational High School (SMK) level, the application of a prototype curriculum based on students and projects is strongly encouraged and one of the most appropriate learning models to meet students' needs is the experiential learning model in entrepreneurship education, which has been proposed by Lackéus (2018) namely that students must be involved in entrepreneurial activities to develop entrepreneurial competence and must be involved in the entrepreneurial process to gain experiential knowledge. A learning model that also supports student involvement in gaining experiential knowledge is the application of the experiential learning (learning by doing) and Teaching Factory (tefa) learning models. The purpose of the model *Teaching Factory*(Tefa) is to produce products that are capable and meet available standards (Sari Miladiah et al., 2021).

The difference in this research compared to previous research findings is that this research will discuss in more detail whether or not there is an influence of entrepreneurial education activities (Entrepreneurial Education) and the application of the Experiential Learning learning model (direct experience) on students' entrepreneurial interest (Entrepreneurial Intention) through Teaching Factory learning. (learning by doing) which is implemented in State Vocational High Schools (SMK) throughout Mojokerto Regency in the fashion department.

Several previous studies related to this research found several research results that showed gaps in empirical phenomena, namely according to Ainur Rizqi et al (2022) All variables are studied, both directly and indirectly. Even though some students continue to think that entrepreneurship is not enough to arouse interest in becoming an entrepreneur. Where Mahendra et al., (2017) in his research stated that the relationship between all variables showed a significant influence, but the relationship between entrepreneurship education and entrepreneurial intentions showed that it was not significant. Bernardus, D., et al. (2023) state that there is a positive relationship between experiential learning and elaboration mindset, and between experiential learning and implementation mindset of entrepreneurial intentions. Kozlinska et al., (2023) stated that experiential entrepreneurship pedagogy can be more effective in increasing knowledge, skills, and attitudes related to entrepreneurship, but in this research, the results also show that considering the student's initial entrepreneurial profile factors (a person's entrepreneurial attitude.





And Permata et al., (2021) state There is an indirect influence from implementing the teaching factory on work readiness through competency.

Based on previous research in several studies, differences in the gaps in the empirical phenomena above emerged, the urgency of this research is to examine and raise issues regarding phenomena that occur related to the influence of Entrepreneurial Education, Experiential Learning, and Teaching Factory (Tefa) on Entrepreneurial Intention with a focus object. The main research was carried out on students of SMKN in Mojokerto Fashion Design Regency who had carried out entrepreneurship learning (Entrepreneurial Education), Experiential Learning, and Teaching Factory (Tefa) in their educational units to obtain research results that could explore the problems that occurred.

Theoretical Review

Grand Theory of Planned Behavior (TPB)

According to the Grand Theory of Planned Behavior (TPB), attitudes toward entrepreneurship, subjective norms, and control over behavior are three components that influence a person's entrepreneurial intentions (Ajzen, 1991). Theory of Planned Behavior (TPB) or "Theory of planned behavior" according to Ajzen (1991) in research by Krueger et al (2000) Following the initial ideas this theory can be linked to attitudes, which are centered on theoretically grounded intentions and can predict various types of planned behavior. The only effective conceptual and empirical predictor of such behavior is intention. Intention formation depends on our attitude toward the target behavior. This attitude shows confidence and self-perception.

Entrepreneur education

The theory of Planned Behavior (TPB) also states that three (3) factors influence a person's entrepreneurial intentions, namely attitudes toward entrepreneurship, subjective norms, and control over behavior. This outlook has led to growing interest in developing educational programs that encourage and enhance entrepreneurship (Boldureanu et al., 2020). Entrepreneurial education is learning values, abilities, and attitudes in facing different challenges to pursue opportunities and overcome various problems that may arise. Therefore, entrepreneurial education will develop students to act as entrepreneurs and answer future challenges. However, according to Utami (2020), entrepreneurship education is defined as a series of educational and training activities carried out in an education system that aims to foster everyone's interest in carrying out entrepreneurial behavior or several factors that influence this interest, such as knowledge, entrepreneurship, the desire to carry out entrepreneurial activities, or suitability for entrepreneurship. (Liñán, 2011).

Experiential Learning

Experiential Learning describes how students learn directly from their own experiences by combining all the knowledge they currently have. Jones (2019) in research Arnita & Hilmiyatun (2020) learning is a process that combines four main components: lived experiences, opportunities to do them, embedding those experiences into long-term memory, conversations and interactions with others, and reflection. Therefore, knowledge generated through the transformation of experience is created through experiential learning. Understanding and transforming experience



is the result of experiential learning, as Kolb stated in his research. (Agung & Made, 2016).

Teaching Factory

Teaching Factory is a learning model that uses the basic structure of the school curriculum to create an industrial atmosphere in schools, which helps students acquire productive and effective subjects (Maryanti et al., 2020). Meanwhile, according to RS Purnami & Rohayati, (2016) Developing entrepreneurial skills in the school environment is one of the objectives of the teaching factory program. By using the teaching factory learning model, activities in the practice room and classroom are arranged according to the stages and standards of work in the real world of work. The teaching factory learning model leads to a series of management activities in practice rooms and classrooms based on the stages and standards of work in the real world of work (Yusri & Sulistyowati, 2020). The aim of implementing the Teaching Factory Learning Model is to improve students' abilities through an industry-based school environment. This is supported by entrepreneurial learning practices that build students' entrepreneurial mentality.

Entrepreneurial Intention

Entrepreneurial Intentions are the motivation to take action and create new business principles and concepts through entrepreneurship (Abdi, et.al. 2021). According to Peng et al (2015), a person's intention in taking action and making decisions shows their drive and goals. Three aspects shape business desires, according to Sampurna (2015): (1) the desire to choose entrepreneurship as a career or profession, (2) preferring to be an entrepreneur rather than working for someone else, and (3) having plans to start a business in the future.

METHODS

The research method in this research uses quantitative methods with the Explanatory Research type. This aims to obtain a detailed picture or in-depth understanding of the phenomenon that occurs in the field, especially among SMKN students in Mojokerto Regency majoring in Fashion Design, is related to the influence of Entrepreneurial Education and Experiential Learning on Entrepreneurial Intention through the Teaching Factory (see Figure 1).

This research uses non-probability sampling using a purposive sampling technique. In total, around 376 students constituted the population of this study however, this research took 237 respondents with certain considerations regarding respondents who met the criteria (having received entrepreneurship lessons and also having implemented the innovative Teaching Factory learning model, namely at SMKN 1 Sooko and SMKN Jatirejo starting from class XI and XII majoring in fashion design).

The first few questions were designed to understand students' entrepreneurship education (EE) by adopting three indicators with ten questions from Iwu et al (2021). Apart from that for measuring *Experiential Learning* (EL), The researcher adopted three indicators with fifteen questions from Bernardus (2023). And two indicators to measure Teaching Factory (TF) in which there are four question terms adapted from Firdaus et al (2021). Meanwhile, it is explained by four questions from the indicators-





indicators to measure Entrepreneurial Intention (EI) adopted from Setiawan, et al (2021). Next, respondents were asked to respond to questions from the questionnaire using a 4-point Likert scale ranging from 1, which indicates "strongly disagree" to 4, which indicates "strongly agree".

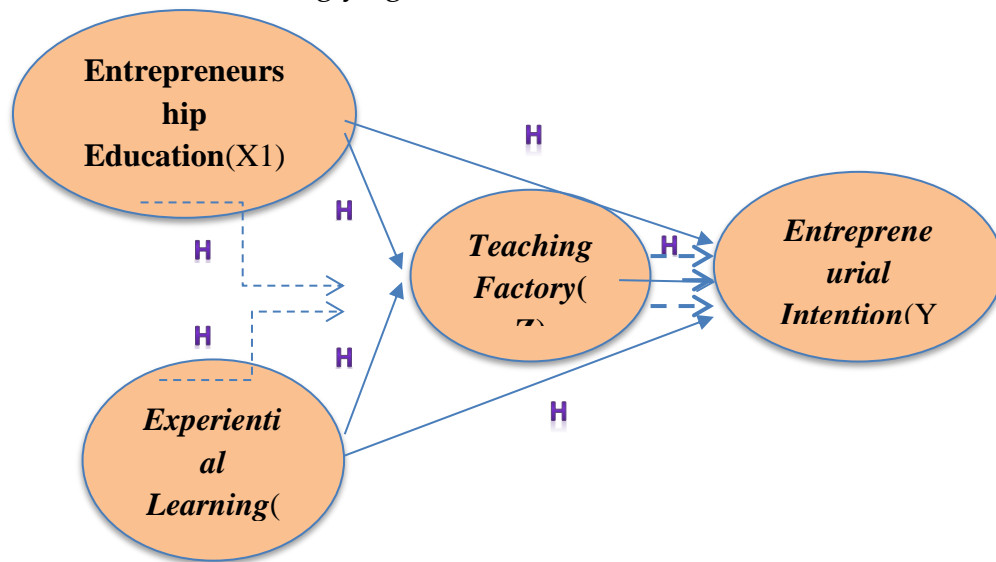


Figure 1 Research Conceptual Framework (Source: Researcher, 2023)

In this research, Structural Equation Modeling Partial Least Squares (SEM-PLS) with the Smart PLS 4.0 application was used to carry out the analysis. The first analysis aims to ensure that the data is valid by using convergent and discriminant validity tests. Next, a reliability test is carried out, where the data is considered reliable if the composite reliability value is > 0.70 , and the Cronbach's Alpha (α) value is > 0.70 (Hair et al., 2019). The SEM-PLS steps in this research refer to procedures developed by Hair et al (2019) include: 1. evaluation of the measurement model (outer model), 2. evaluation of the structural model (inner model), 3. Goodness of Fit, and 4. Hypothesis testing.

RESULTS AND DISCUSSION

Evaluation of the Measurement Model (Outer Model)

The results of the analysis of the Validity Test (Convergent Validity and Discriminant Validity) and the Reliability Test (Composite Reliability) studied are presented in Table 1. The results of the analysis show that in general all questions totaling 34 from 4 variables, including 1. *Entrepreneurial Education*(EE), 2. *Experiential Learning*(EL), 3. *Entrepreneurial Intention*(EI), and 4. *Teaching Factory*(TF) it can be seen that all variable questions have a value Loading factor > 0.70 , AVE (Average Variance Extracted) > 0.50 , and Cross loading (Fornell-Larcker criterion) > 0.70 . while the value of Cronbach's alpha and *Composite Reliability* ranges between 0.879 up to 0.943 then all question indicators are stated for each indicator. All constructs have convergent validity, discriminant validity, and reliability. In other words, it can be concluded that all questions submitted are valid and reliable for further analysis.



Table 1 Validity Test Results (Convergent Validity and Discriminant Validity) and Reliability Test (*Composite Reliability*)

	<i>Loading Factor</i>	AVE	Cronbach's Alpha (α)	CR (<i>rho-a</i>)	(<i>rho-c</i>)
Ee1 <- Entrepreneurial Education (X1)	0.719	0.569	0.915	0.916	0.929
Ee2 <- Entrepreneurial Education (X1)	0.724				
Ee3 <- Entrepreneurial Education (X1)	0.708				
Ee4 <- Entrepreneurial Education (X1)	0.713				
Ee5 <- Entrepreneurial Education (X1)	0.796				
Ee6 <- Entrepreneurial Education (X1)	0.832				
Ee7 <- Entrepreneurial Education (X1)	0.741				
Ee8 <- Entrepreneurial Education (X1)	0.762				
Ee9 <- Entrepreneurial Education (X1)	0.772				
Ee10 <- Entrepreneurial Education (X1)	0.764				
El1 <- Experiential Learning (X2)	0.733	0.733	0.879	0.879	0.917
El2 <- Experiential Learning (X2)	0.718				
El3 <- Experiential Learning (X2)	0.708				
El4 <- Experiential Learning (X2)	0.704				
El5 <- Experiential Learning (X2)	0.782				
El6 <- Experiential Learning (X2)	0.797				
El7 <- Experiential Learning (X2)	0.720				
El8 <- Experiential Learning (X2)	0.752				
El9 <- Experiential Learning (X2)	0.742				
El10 <- Experiential Learning (X2)	0.756				
El11 <- Experiential Learning (X2)	0.782				
El12 <- Experiential Learning (X2)	0.767				
El13 <- Experiential Learning (X2)	0.781				
El14 <- Experiential Learning (X2)	0.711				
El15 <- Experiential Learning (X2)	0.730				
Tf1 <- Teaching Factory (Z)	0.835	0.557	0.943	0.943	0.950
Tf2 <- Teaching Factory (Z)	0.818				
Tf3 <- Teaching Factory (Z)	0.782				
Tf4 <- Teaching Factory (Z)	0.814				
Tf5 <- Teaching Factory (Z)	0.826				
Ei1 <- Entrepreneurial Intention (Y)	0.861	0.665	0.874	0.874	0.908
Ei2 <- Entrepreneurial Intention (Y)	0.869				
Ei3 <- Entrepreneurial Intention (Y)	0.830				
Ei4 <- Entrepreneurial Intention (Y)	0.865				

Source: SmartPLS 4.0 (Data processed by researchers 2023)



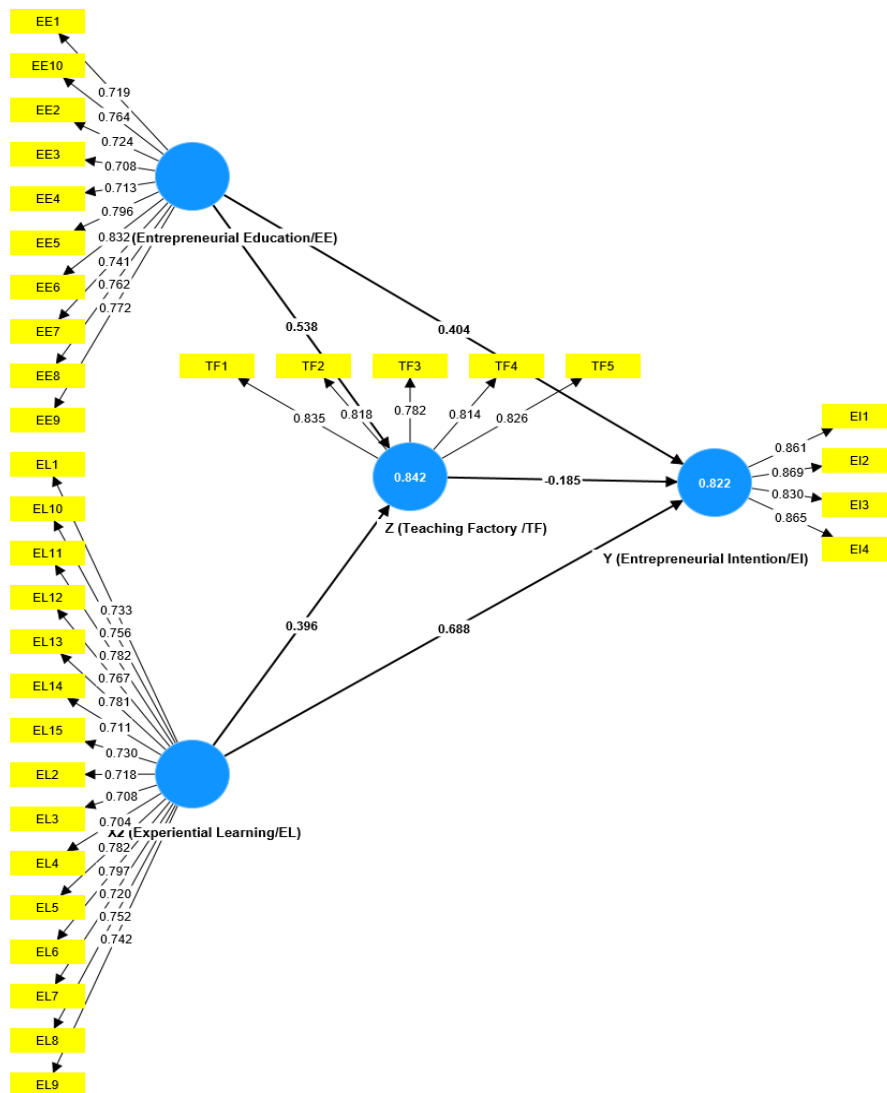


Figure 2 Path Path Analysis (PLS Algorithm)
(Source: SmartPLS 4.0 (Data processed by researchers 2023))

Structural Model Evaluation (Inner Model)

Hair et al (2019) recommend the procedure to be carried out, namely by (1) collinearity test, (2) R-squared test, and (3) F-square test.

(1) Collinearity test

Table 2 Results Collinearity Test (Variance Inflation Factor (VIF) coefficient)

Variable	VIF
X1 (Entrepreneurial Education/EE)	
EE1	1,982
EE2	2,093
EE3	1,874
EE4	2,011
EE5	4,290
EE6	4,792
EE7	1,951



Variable	VIF
EE8	2,354
EE9	2,411
EE10	2,229
Variable X2 (Experiential Learning/EL)	
EL1	2,363
EL2	2,020
EL3	1,936
EL4	1,891
EL5	2,383
EL6	3,578
EL7	2,633
EL8	2,271
EL9	2,109
EL10	2,491
EL11	2,471
EL12	2,643
EL13	3,248
EL14	1,943
EL15	2,180
Variable Z (Teaching Factory/TF)	
TF1	2,242
TF2	2,062
TF3	1,801
TF4	2,006
TF5	2,114
Variable Y (Entrepreneurial Intention/EI)	
EI1	2,356
EI2	2,453
EI3	2,018
EI4	2,333

Source: SmartPLS 4.0 (Data processed by researchers in 2023)

Based on Table 2 Results The Collinearity test (Variance Inflation Factor (VIF) coefficient above can be concluded that the Variance Inflation Factor (VIF) coefficient values are lower (< 5.00) so that between variables there is no collinearity Hair et al (2019) there are more exogenous constructs or independent variables that have low correlation, which results in good model predictive ability.



(2) R-squared test

Table 3 R-squared test results

Variable	R-square	R-square adjusted
ENTREPRENEURIAL INTENTION (Y)	0.822	0.820
TEACHING FACTORY (Z)	0.842	0.840

Source: SmartPLS 4.0 (Data processed by researchers in 2023)

Based on the results of Table 2 Results *R-Squared Test* Below it can be seen that the value *R-Square* (R^2) variable *Entrepreneurial Intention* (Y) as big as 0.822 show strength of accuracy with the level of prediction strong, mark *R-Square* (R^2) of variables *Teaching Factory* (Z) of 0.842 show strength of accuracy with the level of prediction strong.

(3) F-square test

Table 4 Results *F-Square Test*

VARIABLES	ENTREPRENEURIAL EDUCATION (X1)	ENTREPRENEURIAL INTENTION (Y)	EXPERIENTIAL LEARNING (X2)	TEACHING FACTORY (Z)
ENTREPRENEURIAL EDUCATION (X1)		0.102		0.254
ENTREPRENEURIAL INTENTION (Y)				
EXPERIENTIAL LEARNING (X2)		0.325		0.137
TEACHING FACTORY (Z)		0.031		

Source: SmartPLS 4.0 (Data processed by researchers 2023)

Based on Table 4 Results *F-Square Test* It can be seen that the results of the F-Square Test effect test each predictor latent variable (Exogenous latent variable) on the structural model. Based on the table above, this research uses the rule of thumb developed by Hair et al (2013). The values 0.02, 0.15, and 0.35 indicate the influence of small, medium, and large sizes.

Goodness of Fit

According to Hair et al. (2019) provides criteria that the model meets goodness of fit if the Cronbach's Alpha (α) value is > 0.70 , composite reliability or rho-a (CR) > 0.70 , and Average Variance Extracted (AVE) > 0.50 .

Table 5 Goodness of Fit Evaluation Results

VARIABLES	Cronbach's Alpha (α)	rho-c (CR)	AVE	EVALUATION
ENTREPRENEURIAL EDUCATION (X1)	0.916	0.929	0.569	Good/Fit
ENTREPRENEURIAL INTENTION (Y)	0.874	0.908	0.665	Good/Fit
EXPERIENTIAL LEARNING (X2)	0.879	0.917	0.733	Good/Fit
TEACHING FACTORY (Z)	0.943	0.950	0.557	Good/Fit

Source: SmartPLS 4.0 (Data processed by researchers 2023)

The results of Table 5 in this study show that the results of this study have a Cronbach's Alpha (α) value > 0.70 , composite reliability or CR > 0.70 , and Average



Variance Extracted (AVE) > 0.50 and it can be concluded that this research has met goodness of fit.

Hypothesis Test

Testing the Direct Effect Hypothesis

Table 6 Results *Direct Effects Path Coeffisients Resampling Bootstrap*

	Direct Influence (Direct Effect)	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Decision
H1	(X1) -> (Z)	0.538	0.533	0.097	5,561	0,000	Not Rejected
H2	(X2) -> (Z)	0.396	0.401	0.099	3,997	0,000	Not Rejected
H3	(Z) -> (Y)	-0.185	-0.189	0.093	2,001	0.046	Not Rejected
H4	(X1) -> (Y)	0.404	0.404	0.107	3,786	0,000	Not Rejected
H5	(X2) -> (Y)	0.688	0.692	0.109	6,298	0,000	Not Rejected

Source: SmartPLS 4.0 (Data processed by researchers 2023)

Based on Table 6 above, it can be seen that all hypotheses 1,2,3,4,5 shows value T statistics > 1.96 and value, *Pvalue*<0.05 so it can be concluded that Hypotheses 1,2,3,4 and 5 are accepted and have a positive effect except for hypothesis 3, the value of Path Coefficients (The original sample (O) is negative so that is the 3rd hypothesis acceptable and have a negative effect.

Indirect Effect Hypothesis Testing

Table 7 Results *Indirect Effects Path Coeffisients Resampling Bootstrap*

	Indirect Effect	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Decision
H6	(X1) -> (Z) -> (Y)	-0.100	-0.101	0.055	1,814	0.070	Rejected
H7	(X2) -> (Z) -> (Y)	-0.073	-0.075	0.041	1,784	0.075	Rejected

Source: SmartPLS 4.0 (Data processed by researchers 2023)

Based on Table 7 above, it can be seen that all hypotheses 6 and 7 show value T statistics < 1.96 and value, *Pvalue*> 0.05 so it can be concluded that Hypotheses 6 and 7 are not accepted and the Intervening Variable (*Teaching Factory*) does not play a role in mediating the relationship between an exogenous variable (*Entrepreneurial Intention And Experiential Learning*) to the endogenous variable (*Entrepreneurial Education*). This is reinforced by the results of the Path Coefficients value (The original sample (O) is negative so hypotheses 6 and 7 were rejected in a negative direction or with the presence of intervening variables not affecting the endogenous variables.



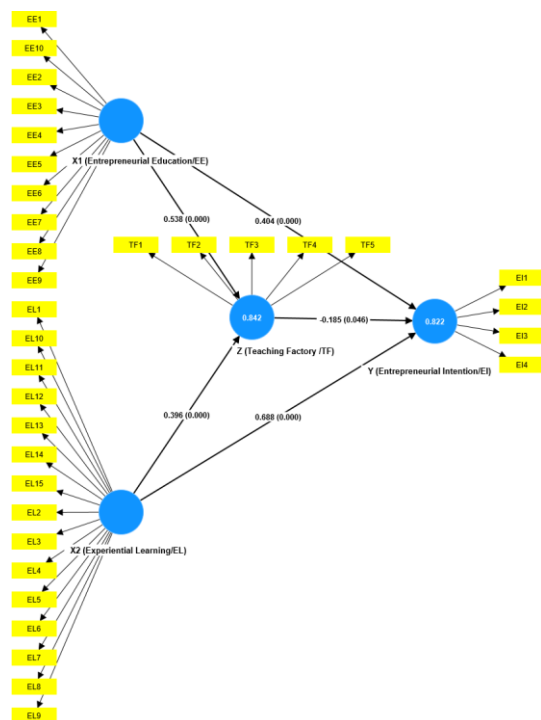


Figure 3 Bootstrap Resampling Results

Source: SmartPLS 4.0 (Data processed by researchers 2023)

Discussion

This research discusses seven hypotheses proposed through structural equation modeling (SEM-PLS). This research is very interesting to note that this research confirms the seven hypotheses proposed and rejects two hypotheses. In more detail, the first hypothesis of this research shows that *Entrepreneurial Education*(X1) has a direct and significant positive influence on the Teaching Factory (Tefa). The findings of this study are in line with previous studies by Tjiptady (2020), Muttaqien (2020), Permata et al (2021), Ambarsari & Yulistiana (2020), And Puspita et al (2020) argue that some of these studies generally conclude that there is a positive correlation between *Entrepreneurial Education* to *Teaching Factory* which makes the application of entrepreneurial learning more effective then implementation on *Teaching Factory* also more effective. Teaching Factory used as a means to spread entrepreneurial knowledge in two directions because it is a real-world learning concept that bridges the gap between entrepreneurial skills and knowledge provided by schools and the needs of companies.

The second hypothesis states that there is a direct and significant positive effect between *experiential Learning*(X2) to *Teaching Factory*(Tefa) (Z). Previous research has shown that this method is in line with this idea, namely according to Mehmood et al (2019), Siswanto (2011), Tjiptady et al. (2020) which states that Implementation *Teaching factory* can make a contribution that can improve the competence of vocational school students by providing and conditioning direct practice based on the student experience to produce high-quality products. From several of these findings which are in line with the results of this research, it can be concluded that the results



of this research illustrate that there is a positive and significant relationship between *experiential Learning*(X2) to *Teaching Factory*(Tefa) (Z).

The third hypothesis gets results There is a direct influence, but the influence is negative and significant at -0.185 between *Teaching Factory*(Tefa) (Z) to *Entrepreneurial Intention*(Y). In other words, the more *Teaching Factory* (Tefa) is implemented, the more it will have the effect of reducing *Entrepreneurial Intention*. This is due to the possibility that students still think that the facilities provided by the school are minimal in sufficient for this learning so they do not provide support in terms of equipment used for the production process in the teaching factory program. They also still think they are constrained by the pressure of work orders at the teaching factory (tefa) along with the burden of learning other subjects which clash with the production process. The findings of this research are supported by several previous study findings which are following this research, namely according to Dwijayanthi & Rijanto (2022) And Purnomo, et al (2020) In this research, we analyze the influence of teaching factory implementation on students' work readiness and the obstacles that cause teaching factories to not work well. This causes students to not be able to create new business ideas.

The fourth hypothesis in this study states There is a direct and significant positive effect between *Entrepreneurial Education* (X1) on *Entrepreneurial Intention* (Y). The findings of this research are in line with the findings of several previous researchers according to Boldureanu et al.(2020), Mahendra et al (2017), Farhangmehr et al (2016), Wardana et al (2020) And Khezrabadi & Hassani (2023) believes that several of these studies generally conclude that effective and efficient entrepreneurship teaching can be accepted by students so that it can stimulate the growth of entrepreneurial motivation and attitudes. This has a positive impact on the entrepreneurial mindset of students who can consider the positive and negative aspects of business activities.

The fifth hypothesis states that there is a direct and significant influence between *Experiential Learning* (X2) on *Entrepreneurial Intention* (Y). This is supported by several previous research findings that experiential learning (learning by doing) is considered very effective in entrepreneurship education. Cui et al (2021), (Ferreira, 2020), (Lackéus, 2018), Bell & Bell (2020), Bernardus et al (2023), Arnila & Hilmiyatun (2020), And Kozlinska et al (2023) state that there is a positive relationship between experiential learning and an elaboration mindset, and between experiential learning and an implementation mindset. There is a possibility that students' entrepreneurial abilities can be improved by applying the *Experiential learning* model in entrepreneurship.

Testing the sixth Hypothesis revealed a surprising finding that the researcher found a non-significant moderating effect of *Entrepreneurial Education* (X1) on *Entrepreneurial Intention* (Y) Through *Teaching Factory*(Tefa) (Z) so there is no indirect influence. It is possible that the variable *Teaching Factory*(Tefa) failed to mediate the relationship between the exogenous variable (*Entrepreneurial Education*) and the endogenous variable (*Entrepreneurial Intention*) because the Path coefficient value is (-). So it can be said that the increasing value of the teaching factory (Z) will reduce *Entrepreneurial Education* (X1) to *Entrepreneurial Intention*(Y).





This is because in the field it is possible that students at the school being researched still think that the facilities provided by the school are still minimal in sufficient for this learning so they do not provide support in terms of equipment used for the production process in the teaching factory program. They may also still think that they are constrained by students who are still experiencing problems in processing orders at the teaching factory (TEFA), the pressure of order work is accompanied by the obligation to carry out their learning load in other subjects, including entrepreneurship subjects and other subjects. This finding is in line with the research findings Rayyan, M. (2019), Dwijayanthi & Rijanto (2022), Purnomo et al (2020) As well as Anwar & Wailanduw (2018) In several previous research findings, it was stated that entrepreneurial principles were not applied in the teaching factory because entrepreneurial learning was only obtained through an adaptive learning approach. As a result, most students do not see teaching factories as a factor that influences their desire to become entrepreneurs.

Finally, the results of this study show that the seventh hypothesis is an intervening variable *Teaching Factory*(Tefa) failed to mediate the relationship between *Experiential Learning*(X2) to *Entrepreneurial Intention* (Y). So it can be concluded that *Teaching Factory*(Tefa) successfully moderated and influenced *Experiential Learning*(X2) to *Entrepreneurial Intention* (Y). This does not follow the initial assumption which stated that there was an indirect influence of *Experiential Learning*(X2) towards *Entrepreneurial Intention* (Y) through *Teaching Factory* (Tefa) (Z).

The results of this research found that in the two SMKNs studied in this research (SMKN 1 Sooko and SMKN 1 Jatirejo) the results did not follow the initial assumption which stated that there was an indirect influence. *Experiential Learning*(X2) towards *Entrepreneurial Intention*(Y) through *Teaching Factory* (Tefa) (Z) so that different research results were obtained. This is due to the possibility that the conditions of supporting infrastructure and facilities are not optimal at these two SMKNs. The implementation of the teaching factory with learning time for other subjects clashes with the production process so students feel overwhelmed in dividing their time and feel bored in the teaching factory production process making students unable to create new business ideas. However, these findings are supported by several previous research findings that are relevant to the results of this research, namely Purnomo et al (2020) and Sinaga et al. (2022) where several of these studies found findings that the implementation of learning involved students' experiences and after the teaching factory program was running, not all students were able to participate optimally, making students less motivated to create independent businesses.

CONCLUSION

This research aimed to investigate the impact of *Entrepreneurial Education* And *Experiential Learning* on *Entrepreneurial Intention* and understand the mediating role of the teaching factory. From this research, it can be confirmed that *Entrepreneurial Education* can affect *teaching factories* *Entrepreneurial Education* can affect *Entrepreneurial Intention*. However, *teaching factories* have a negative influence on *Entrepreneurial Intention*. This is different from the results which explain that There is a direct positive and significant effect between *Experiential Learning* and the teaching factory And



Experiential Learning can affect *Entrepreneurial Intention*. Although on the other hand, *Teaching Factory* does not play a role in mediating the relationship between an exogenous variable (*Entrepreneurial Education And Experiential Learning*) to the endogenous variable (*Entrepreneurial Intention*). strengthened by the results of the Path Coefficients value (The original sample (O) is negative the direction of the relationship is negative or the presence of an intervening variable has no effect on the endogenous variable.

These findings suggest that schools should improve and perfect facilities and infrastructure to ensure the continuity of the production process. As well as increasing the effectiveness of *Teaching Factory* learning by synchronizing it with other subjects including *Entrepreneurial Education* and the existence of a cooperative and compatibility relationship between the school and the business world (DUDI) so that *Teaching Factory* learning can be applied to learning that involves direct experience of students (*Experiential Learning*) so that can be maximized during implementation with the hope of increasing students' intentions to start a business later.

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