

Students' Emotional and Cognitive Competencies in Entrepreneurship Through Entrepreneurship Education

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ABSTRAK

Mayoritas mahasiswa hanya berfokus pada kompetensi akademik dan kurang memiliki kemampuan berwirausaha, sehingga sulit mengembangkan potensi di luar bidang akademik dan kurang siap bersaing di dunia kerja. Tujuan penelitian ini adalah untuk menganalisis peran pendidikan kewirausahaan pada tingkat sekolah menengah kejuruan dalam membentuk kompetensi emosional dan kognitif siswa untuk memasuki bidang kewirausahaan. Metode pengumpulan data yang digunakan dalam penelitian ini adalah kuesioner dengan menggunakan instrumen pengumpulan data berupa lembar kuesioner dengan skala likert. Subjek yang terlibat dalam penelitian adalah 500 siswa SMK yang diambil dari 3 sekolah. Setelah data dikumpulkan kemudian dianalisis dengan menggunakan metode analisis data model persamaan struktural digunakan untuk menganalisis kontribusi antar variabel. Hasil penelitian ini menunjukkan bahwa, pendidikan kewirausahaan mampu memberikan kontribusi yang signifikan terhadap kompetensi emosional dan kognitif siswa dalam meningkatkan minat berwirausaha siswa. Kontribusi kompetensi emosional dan kognitif siswa mempunyai pengaruh langsung terhadap sikap dan minat berwirausaha serta efikasi diri siswa. Sehingga, dapat disimpulkan bahwa, siswa yang memiliki kompetensi emosional akan memiliki minat berwirausaha yang lebih baik, sehingga dianggap lebih siap menjadi wirausaha. Penelitian ini memberikan implikasi kepada pemangku kepentingan di sekolah bahwa pendidikan kewirausahaan yang moderat dapat membentuk kompetensi dan kognisi siswa dalam bidang kewirausahaan, sehingga pendidikan kewirausahaan dapat dijadikan alternatif program di sekolah.

ABSTRACT

Most students only focus on academic competence and need more entrepreneurial skills, making it challenging to develop potential outside the educational field and less ready to compete in the world of work. The purpose of this study is to analyze the role of entrepreneurship education at the vocational high school level in shaping students' emotional and cognitive competencies to enter the field of entrepreneurship. The data collection method used in this research is a questionnaire using a data collection instrument: a questionnaire sheet with a Likert scale. The subjects involved in the study were 500 vocational high school students taken from 3 schools. After the data was collected, it was analyzed using the structural equation model data analysis method to analyze the variables' contribution. The results of this study indicate that entrepreneurship education can contribute to students' emotional and cognitive competencies by increasing and decreasing entrepreneurial interest. The contribution of students' emotional and cognitive competencies directly influences attitudes and interest in entrepreneurship and student self-efficacy. Thus, students with emotional competence will be more interested in entrepreneurship and considered more ready to become entrepreneurs. This study provides implications for school stakeholders that moderate entrepreneurship education can shape students' competencies and cognition in entrepreneurship so that entrepreneurship education can be used as an alternative program in schools.

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1. INTRODUCTION

Increasingly tight job competition encourages students to have entrepreneurial skills. However, the problem in the field is that the majority of students only focus on academic competence and do not have entrepreneurial skills. This makes it difficult for students to develop their potential other than in the academic field. Many students who are not ready to compete in the world prefer to be unemployed rather than become entrepreneurs. This is because they do not yet have the interest, skills and knowledge about entrepreneurship (Debarliev et al., 2022; Mallett, 2019). Entrepreneurship education can be an alternative in increasing students' interest in entrepreneurship. Interest in entrepreneurship is one measure of entrepreneurial behavior that is very important for students when they want to start an entrepreneur (Muñoz et al., 2020; Sherkat & Chenari, 2022). Apart from interest, cognitive ability is also an aspect that students really need to increase their interest in entrepreneurship. However, cognitive abilities alone are not enough because entrepreneurship apart from requiring cognitive aspects also requires good entrepreneurial interest. These emotional competencies have been researched in various business and entrepreneurial contexts. This emotional competency greatly influences interpersonal skills, decision making, and organizational abilities (Balachandra, 2019; Belas et al., 2019). In addition, this emotional competence influences judgment abilities and business behavior which play a very important role in understanding business situations, making decisions and actions when facing certain situations in business. There are areas of the human brain that are able to optimize cognitive abilities and emotional competence. These cognitive abilities and emotional competencies play an important role in helping individuals determine decisions or actions.

A very important variable that influences several cognitive aspects and individual behavior in entrepreneurship is emotional competence (Boysen, 2022; Kisubi et al., 2021). Emotional competence in the world of entrepreneurship is very important because the environment in the business world is an uncertain or unpredictable environment, so mature emotional competence is needed so that entrepreneurs are calm in facing various situations and consider cognition appropriately (Fretschner & Lampe, 2019; Tiberius & Weyland, 2023). This emotional and rational process has a significant impact on an individual's cognitive ability to process the information they receive so that it will greatly determine the individual's subsequent behavior. In this research, researchers used motivation theory and the theory of planned behavior to help understand the role of emotions that can influence attitudes and interest in entrepreneurship. These emotional competencies and cognitive abilities play a role in overcoming uncertainty, inappropriateness, and feasibility of business ideas. Several previous studies have examined the relationship and role of personality and emotional intelligence in carrying out individual roles as entrepreneurs (Kwong et al., 2022; Rose et al., 2019; Zhao et al., 2022). From the results of this research, a strong interest in entrepreneurship influences an individual's behavior and ability to regulate their emotions. This encourages individual emotional competence which supports individual abilities in entrepreneurship. In this study, researchers focused on emotional competence because emotional competence is not the same as intelligence and skills. Competence is an individual's potential in managing emotions to turn business ideas into reality. So, emotional competence is the practical application of emotional intelligence (Hockerts, 2018; Olutuase et al., 2023). In addition, emotional competence was chosen because this competence and its cognitive aspects can be improved practically through education or training. Several previous studies have proven that education can increase emotional competence in various contexts such as literacy and others.

The concept of emotional competence has undergone many developments. The concept of emotional competence that is currently being developed is knowledge about the rules for displaying expressions, managing emotions, and adapting emotions to the situation and the person you are talking to (Mwasijaji et al., 2022; Rose et al., 2019). Emotional competence is also understood as a person's ability to manage emotions according to culture and work situations. There are several things that must be understood regarding emotional competence, including emotional competence, social competence, and cognitive competence (Nájera-Sánchez et al., 2023; Ndofirepi, 2020). A person's emotional competence is understood as an individual's ability to understand and use their emotions so that the individual becomes a superior and effective individual in carrying out work. Social competence is an individual's ability to recognize and use other people's emotions to support superior and effective performance (Wadhvani, 2012; Zaring et al., 2021). Cognitive competence is an individual's ability to analyze information and atmosphere that can support performance to be more effective and superior (Kindel & Stevens, 2021; Wijayati et al., 2021). In this study, researchers used the concept of emotional competence which is built by several components, namely the level of self-awareness, self-regulation ability, motivation, social skills and empathy. This research is different from previous research, this research focuses on the role of entrepreneurship education and its relationship with students' emotional competence, cognitive abilities and entrepreneurial interests. Through this research, researchers want to know the role of

entrepreneurship education on emotional competence and cognitive abilities which play a role in increasing students' desire to enter the world of entrepreneurship, increasing self-confidence, and strengthening self-identity as entrepreneurs. Entrepreneurial interest is a person's desire to start a business. The urgency of this research is that knowledge about how to foster interest in entrepreneurship will be input in making decisions about implementing entrepreneurship education in schools. Apart from that, this research can also be a reference for teachers to integrate the subjects they teach with emotional, cognitive competencies and entrepreneurial interests, so that students are not only skilled in the cognitive field, but also in the entrepreneurial field. In this research, researchers used emotional-cognitive theory which was strengthened by the theory of planned behavior to determine the relationship between emotions, cognitive competence, entrepreneurial attitudes and students' entrepreneurial interest (Olutuase et al., 2023; Pirhadi et al., 2023). Apart from that, this research also tests whether entrepreneurship education can make a significant contribution to these variables. So, the purpose of this study is to analyze the role of entrepreneurship education at the vocational high school level in shaping students' emotional and cognitive competencies to enter the field of entrepreneurship.

2. METHOD

The research method used is a factorial analysis design with a quantitative approach to see the role of entrepreneurship education on students' emotional competence and cognitive abilities in the field of entrepreneurship. In addition, this research also investigates the relationship between emotional, cognitive competence, entrepreneurial attitudes, and students' interest in entrepreneurship. Vocational high schools were used as samples in this research because this level of school educates its students to be ready to work or start their own business after graduating from school, so that their character is suitable. The subjects involved in this study were 500 vocational high school students drawn from 3 schools. Researchers also examined students who had not received entrepreneurship education classes to see differences in entrepreneurial interest when students had not and had received entrepreneurship education classes. Data was collected through surveys at the beginning and end of the semester. Data collection was carried out by giving questionnaires to students and analyzing them using structural equation models for individuals and groups. Participants in this study consisted of 60% women and 40% men. The educational level of parents of participating students was 80% with a bachelor's degree and 20% with less than a bachelor's degree. To anticipate biased data in research, researchers used the Harman single factor test. In addition, factor analysis was used to analyze the five variables with results of 70.24% of the total variance. The instrument used in this study is a questionnaire sheet containing items that reveal their interest in and plans to open their own business or to start a business in the next 5-10 years. To measure entrepreneurial interest, researchers adapted a scale from Mueller (2011) using a Likert scale with a point range of 0-7 from strongly disagree to strongly agree with a total of 4 items ($\alpha = 0.959$). Furthermore, to measure students' entrepreneurial attitudes, researchers also used the same scale with a point range of 0-7 ranging from strongly disagree to strongly agree. The statements used in this instrument consist of 5 items with a value of ($\alpha = 0.914$).

Researchers used 5 items adopted from Muller (2011) to evaluate student self-efficacy. The items in this instrument are used to reveal fundamental aspects of the level of self-confidence in one's ability to open a business. The instrument for measuring self-efficacy uses a Likert scale with a range of 1-7 points ranging from strongly disagreeing with the value ($\alpha = 0.909$). Next, to measure students' subjective norms, researchers used a Likert scale with a range of 1-7 points. The instrument was adopted from Mueller (2011) starting from the statement strongly disagree to strongly agree with a total of 5 item statements with a value of ($\alpha = 0.724$). The items in this instrument are used to reveal students' relationships with other people who can support their entrepreneurial career and reveal students' motivation in following or obeying rules. Based on the survey results, students' emotional competence data was sufficient to carry out the next data processing steps ($\chi^2_{180} = 735.654$; $p = 0.00$; NNFI (TLI) = 0.921; GFI = 0.993; CFI = 0.912; RMSEA = 0.072). In this research, researchers used five components of emotional competence, namely motivation, awareness and regulation, social skills, empathy which were measured based on indicators that can be seen in table 1. The structural equation model in this research is also used to check assessment errors in variables to anticipate biased data and is also used to compare measurement results between groups. Data analysis using structural equation models conducted by researchers consists of the following steps. First, researchers conducted a confirmatory factor analysis to test the validity and reliability of the data before conducting further testing. Finally, a structural equation model was also performed to test the relationship between variables. To conclude the data, the average of the emotional competence items for each emotional competence group was calculated to obtain the average of the five emotional competence components (motivation, awareness and self-regulation, social

skills, and empathy). Based on the calculation results, each element has internal consistency that meets the criteria presented in Table 1.

Table 1. Internal Consistency and Emotional Competence Scale Indicator Variables

Latent variable	Items (IT)	R2	Cronbach's alpha	Composite reliability (CR)	Shared variance (AVE)*	
Self-awareness	I1	0.532	0.724	0.8632	0.6682	
	I2	0.541				
	I3	0.723				
Self-regulation	I5	0.631	0.767	0.9361	0.6432	
	I6	0.621				
	I7	0.589				
	I8	0.759				
Motivation	I9	0.691	0.846	0.9573	0.6825	
	I10	0.736				
	I11	0.672				
	I12	0.745				
Empathy	I13	0.631	0.724	0.9752	0.7437	
	I14	0.881				
	I15	0.752				
	I16	0.723				
	I17	0.721				
Social skills- leadership	I18	0.613	0.946	0.8241	0.7431	
	I19	0.623				
	I20	0.722				
	I21	0.942				
	I22	0.914				
Fit suitability index						
Absolute conformity index	Chi-square (χ^2)	723.421				
		(p = 0.000)				
	Degrees of freedom	179				
	NCP	534.761				
	GFI	0.872				
	SRMR	0.182				
	RMSEA	0.081				
	ECVI	1.06				
	Additional suitability index	AGFI	0.972			
		NNFI (TLI)	0.943			
Adjustment Measurement	CFI	0.921				
	Normed Chi-square (χ^2)	4.72				
	PNFI	0.842				
	PGFI	0.782				
	AIC	891.461				

The overall research procedure was carried out, namely first, the researcher tested the validity and reliability of the instrument scale created. Next, the researcher verified convergent validity by checking factor weights and overall variance. This amount of variance is recorded with a more complex variable than to determine the percentage of measurement error with a value (data variance > 0.45). Researchers limit the measurement of correlation between variables to a value of 1.0 to establish discriminant validity between each pair of variables. Next, the researcher carried out a chi-square difference test using the values obtained in the limited and unlimited models. Based on the results of the confirmation factorial analysis test, it was found that the chi-square difference was quite significant, indicating that the variables were not perfectly related.

3. RESULT AND DISCUSSION

Result

The results of the analysis are divided into two parts, namely analysis based on individuals and analysis based on multi group differences. These two analyzes were carried out so that researchers could obtain comprehensive analysis results, so that they would not be biased in drawing conclusions. These two analyzes at the individual level and group level aim to determine the relationship between the variables of entrepreneurial attitude, subjective norms, emotional competence, efficacy and entrepreneurial interest of students. Researchers use a structural equation model using the LISREL 9.1 application. Based on the results of the analysis, the resulting suitability index fully meets the criteria ($\chi^2 = 631.85$; $p = 0.00$; NNFI = 0.94; GFI = 0.95; CFI = 0.97; RMSEA = 0.06). From the results of the analysis, the percentage of variance in the following components was obtained, namely 62% entrepreneurial interest, 58% entrepreneurial attitude, and 74% self-efficacy. Researchers involve several indices to assess the suitability of the overall structural model. These suitability indices include absolute suitability, comparative suitability, and residual suitability. If the analysis results produce a large probability value with the chi-square index, the better the fit between the model and the data. The suitability indices used in this research are the non-norm conformity index (NNFI), goodness-of-fit (GFI), and comparative (CFI). If the suitability value is greater than 0.90, the suitability of the model used is very good. In addition, the Root mean squared error of approximation (RMSEA) value is smaller than 0.08, so the goodness-of-fit index is acceptable. Furthermore, based on standard parameters, subjective norms have a significant influence on entrepreneurial attitudes with values ($\gamma_{11} = 0.61$, $p < 0.001$) and self-efficacy ($\gamma_{22} = 0.40$, $p < 0.001$), but do not have a significant effect on entrepreneurial interest with value ($\gamma_{31} = -0.07$, ns). From these findings, it can be concluded that students who receive input and suggestions from other people when making decisions to become entrepreneurs will have better entrepreneurial attitudes and they tend to be confident in running their businesses. This finding answers the problem formulation that emotional competence has a significant influence on entrepreneurial attitudes with grades ($\gamma_{13} = 0.41$, $p < 0.001$) and student self-efficacy with grades ($\gamma_{23} = 0.71$, $p < 0.001$). However, students' emotional competence did not have a significant impact on entrepreneurial interest with grades ($\gamma_{32} = -0.02$, ns). So, students who have better emotional competence will have a better entrepreneurial attitude and they will be more confident when carrying out their role as entrepreneurs. This finding answers the problem formulation that entrepreneurial attitudes have a significant influence on entrepreneurial interest with value ($\beta_{32} = 0.80$, $p < 0.001$).

Apart from that, self-efficacy also has a significant effect on students' entrepreneurial interest with the SE value ($\beta_{33} = 0.20$, $p < 0.001$). To test whether there is a direct effect or not, researchers conducted a series of tests to find out more about the causal relationship between the variables in the model used. Next, the direct and indirect influences between variables are analyzed, researchers look for the results of the direct influence in the path with the total influence. The results of direct and indirect influence testing are shown in table 2. Based on the results of this test, an indirect influence was found between the relationships between variables, including subjective norms influencing entrepreneurial interest (0.524 , $p < 0.001$), but through entrepreneurial attitudes (0.634×0.657). and self-efficacy (0.380×0.187). Analysis of the direct influence was found on emotional competence on entrepreneurial interest with a value of (0.436 , $p < 0.001$). Apart from that, emotional competence also has an indirect influence on entrepreneurial attitudes (0.320×0.651) and self-efficacy (0.750×0.187). So, the overall influence of subjective norms on entrepreneurial interest is 0.524 ($p < 0.001$) and the total influence of emotional competence on entrepreneurial interest is 0.458 ($p < 0.001$). Based on this total influence, it was found that emotional competence has a very significant influence on self-efficacy and subjective norms have a very significant influence on entrepreneurial attitudes. From these findings, it can be concluded that students who have better competencies will be better able to increase their entrepreneurial interest and have a more positive entrepreneurial attitude. Apart from that, students with good emotional competence can have self-confidence in their own abilities in starting a business. The results of the structural equation model test of direct, indirect and total effect of all variables are presented in [Table 2](#).

Table 2. Structural Equation Model Test Results Direct, Indirect And Total Influence Of All Variables

The influence	to	Direct effects a	t	Indirect effects a	t	Total effectsa	t
Subjective norm	Entrepreneurial Interest	-0.061***	-1.324	0.530**	5.31	0.542***	8.42
Subjective norm	Entrepreneurial attitude	0.542***	17.536			0.762***	11.24

The influence	to	Direct effects a	t	Indirect effects a	t	Total effectsa	t
Subjective norm	Student Self-Efficacy	0.479***	13.425			0.479***	7.92
Emotional competence	Entrepreneurial Interest	-0,016	-0.373	0.541***	6.32	0.560***	7.42
Emotional competence	Entrepreneurial attitude	0.441***	7.489			0.442***	5.52
Emotional competence	Student self-efficacy	0.740***	17.462			0.835***	15.24
Entrepreneurial attitude of students	Entrepreneurial Interest	0.842***	18.235			0.862***	12.45
Student Self-Efficacy	Entrepreneurial Interest	0.192***	4.342			0.192***	4.81

To answer the problem formulation of how entrepreneurship education influences emotional competence in entrepreneurial attitudes, self-efficacy, and entrepreneurial interest, researchers use group comparisons because the entrepreneurial interest variable is the same for both students before receiving the entrepreneurship education class and those who have already received the class. Researchers compared the efficiency of the paths in each sample analyzed using separate models to check the moderating effect of entrepreneurship education. The variance in the control group (students who took the entrepreneurship class was analyzed by carrying out several steps, including: First, the researcher determined the level of equality in the measurement model to test whether the students' responses before and after the class were related to the statement proposed. Next, the path between variables in the structural model in both classes were analyzed. This method was carried out based on the variance test to compare fixed and free parameters in the structural model and the chi-quadrat difference test. Next, the researcher used the minimum requirements for the invariants of the two indicators to analyze the measurement invariants and structural differences. In addition Therefore, a partial model was used to determine the comparison of significant variables. Based on the measurement model in both groups, a fairly good agreement was found with the data, especially on data from students who have received entrepreneurship classes. By carrying out this procedure, the suitability of the measurement model and structural parameters can be ensured and the researcher then compares the structural loads. Analysis of differences and conformity indices for students before and after taking the entrepreneurship class using multi-samples presented in Table 3.

Table 3. Results of Analysis of Differences Before and After Receiving the Entrepreneurship Class and Suitability Index in the Multisample Model

	χ^2	g.l.	p	$\chi^2/g.l.$	RMSEA	NNFI	CFI	$\Delta\chi^2$	$\Delta g.l.$	p
1) Confirmation factor analysis (CFA)										
Pre-course n = 500	192.71	172	0	1.245	0.0531	0.892	0.993			
Post Course n = 500	183.82	172	0	1.156	0.0351	0.894	0.991			
2)Assessment invariant aspect										
CFA 1 (configuration)	491.13	452	0	1.145	0.0482	0.993	0.990			
CFA 2 (metric)	379.92	351	0	1.264	0.0530	0.992	0.993	32.79	22	0.04
CFA 2 (metric). Partial	381.69	350	0	1.091	0.0392	0.994	0.993	20.56	18	0.24
CFA 4 (error)	379.23	372	0	1.073	0.0334	0.980	0.990	7.72	27	1.02
3) Aspects of structural differences										
CFA 5 (variation)	382.34	358	0	1.082	0.0461	0.993	0.993	9.80	9	0.10
CFA 6 (covariance)	524.89	367	0	1.090	0.0491	0.978	0.992	27.92	16	0.03
CFA 6 (covariance) parti:	560.24	367	0	1.081	0.0462	0.992	0.995	5.30	7	0.51
4) Differences in structural paths										
Base 8 models	631.89	380	0	1.382	0.0589	0.991	0.992			
Model 9 Path invariant	653.15	370	0	1.389	0.0652	0.994	0.990	20.352	12	0.05

Based on the results of the analysis in [Table 3](#), it is found that, the influence of subjective norms on student self-efficacy is lower for students who have received entrepreneurship classes (0.31/0.24), but the influence of subjective norms on entrepreneurial attitudes in pre- and post-entrepreneurship class students is almost the same as the value (0.45 /0.44), and on entrepreneurial interest (-0.07/-0.00). Based on these results, it can be concluded that students who receive entrepreneurship education classes and receive input from other people in considering becoming entrepreneurs will have better entrepreneurial attitudes. Based on the results of the analysis, it was found that the value of the influence of emotional competence on entrepreneurial attitudes was (0.45/0.60) and the value of the influence of emotional competence on self-efficacy, namely (0.70/0.80) in the sample after receiving the entrepreneurship class. However, the effect of emotional competence on entrepreneurial interest is not significant with a value of (-0.06 ns/-0.14 ns). These findings indicate that students who have better emotional competence and receive entrepreneurship education have better entrepreneurial attitudes. Students in this sample considered that they were more confident in becoming entrepreneurs than students who had not received entrepreneurship education classes. Apart from that, it was also found that students' entrepreneurial interest was significantly influenced by entrepreneurial attitudes, but the effect on the sample of students who had not received intensive entrepreneurship classes was slightly more intensive with a value of (0.80/0.78). However, student self-efficacy has a higher influence on entrepreneurial interest with a value of (0.35/0.45).

Discussion

The findings showed that students' emotional competence is a cognitive component that has a very significant influence on students' entrepreneurial interest. Thus, stakeholders must consider entrepreneurship education to be one of the subjects that students in vocational high schools must take so that this entrepreneurship education can be more effective in facilitating students to develop their careers in the field of entrepreneurship. This research focuses on the influence of emotional competence in shaping students' self-efficacy both directly and through other cognitive components ([Kremel & Wetter-Edman, 2019](#); [Kwong et al., 2022](#)). Next, the researchers analyzed the influence of entrepreneurship education on other variables. Researchers use the configuration theory model of entrepreneurial interest and the theory of planned behavior to understand entrepreneurial interest and draw conclusions that emotional competence influences entrepreneurial interest and other cognitive abilities ([Aadland & Aaboen, 2020](#); [Azizi & Mahmoudi, 2019](#)). In this study, researchers used a framework to understand students' entrepreneurial interests and the effectiveness of entrepreneurship education in increasing entrepreneurial interests and other cognitive abilities. This research focuses on cognitive aspects, emotional competence and its relationship with other variables, and considers other variables to investigate the emotional and rational relationship in students' decision making to enter the field of entrepreneurship. This planned behavior model shows that students with good emotional competence can increase their entrepreneurial interest ([Mei & Symaco, 2022](#); [Pirhadi et al., 2023](#)).

In addition, the theory of planned behavior proves that there is an indirect influence of emotional competence on entrepreneurial interest through entrepreneurial attitudes and student self-efficacy. However, based on research findings, there was no direct relationship between emotional skills and entrepreneurial interest. The emotional competence of students cannot absolutely determine students' considerations in determining a business or business. Based on these findings, it can be concluded that the stronger the students' emotional competence, the stronger the students will be in achieving their dreams in the field of entrepreneurship because the increased components of students' cognitive abilities will be able to directly contribute to entrepreneurial interest ([Rahman et al., 2022](#); [Tiberius & Weyland, 2023](#)). This finding is in accordance with the theory that emotional competence makes a significant contribution to other cognitive aspects, such as cognitive flexibility, helping students recognize opportunities, increasing self-confidence and individual control over situations ([Kwong et al., 2022](#); [Zhao et al., 2022](#)). So, this emotional competence will facilitate students in increasing entrepreneurial interest and attitudes. This appeals to a person's emotions and can affect their cognition. This research looks at the role of these two aspects by examining the path of their influence on other variables. Researchers focus on students' processes in making decisions and look for interesting pathways between variables. The findings of this research show that emotional competence has an influence on cognitive, then cognitive influences on entrepreneurial interest are in line with previous research ([Machali et al., 2021](#); [Rahman et al., 2022](#)). The theory of planned behavior is based on good predictor determinants for increasing entrepreneurial interest, although in previous research this entrepreneurial interest model was integrated with other predictors. Based on research findings at the individual level, it was found that individuals who receive entrepreneurship education classes will change their entrepreneurial attitudes and interests, but the changes remain positive ([Fretschner & Lampe, 2019](#); [Tiberius & Weyland, 2023](#)). This entrepreneurship

education focuses on increasing the variables of entrepreneurial interest and entrepreneurial attitudes. So, entrepreneurship education must be improved and focus on students' entrepreneurial interests, especially in vocational high schools who are required to be ready to work or become entrepreneurs after finishing school. Based on the research results, researchers examined in detail the direct and indirect relationships between the variables of emotional competence, cognitive aspects, and entrepreneurial interest when students received entrepreneurship education classes to get a comprehensive picture of the influence of emotional competence on other variables and their influence on individual decision making in entrepreneurship. Research findings show that emotional competence has a positive influence on entrepreneurial attitudes and self-efficacy of students who receive entrepreneurship education classes. Changes in self-efficacy were not very significant before and after receiving entrepreneurship education. This is in accordance with previous research that self-efficacy is the weakest variable in influencing students' entrepreneurial interest (Boysen et al., 2020; Kisubi et al., 2021). Self-efficacy can be increased with the right design of entrepreneurship education. Self-efficacy can be strengthened through direct experience and modeling, for example students are given the opportunity to build a small business with their group and are evaluated at the end of the semester on the profits they obtain (Nájera-Sánchez et al., 2023; Ndofirepi, 2020). Self-efficacy can also be strengthened by intensively developing emotional competence and entrepreneurship education (Boysen, 2022; Marniati & Witcjaksono, 2020). Teachers in teaching entrepreneurship must pay attention to appropriate methods in order to increase students' emotional competence so that this emotional competence can increase self-efficacy. Referring to research findings, entrepreneurship education carried out at Haru schools has a positive effect on students' entrepreneurial interest through increasing students' self-efficacy and entrepreneurial attitudes even though this emotional competency is not a main part of the entrepreneurship education curriculum (Setiawan et al., 2022; Sherkat & Chenari, 2022). The significant impact of this research finding is that Entrepreneurship education contributes significantly to students' emotional and cognitive competence in increasing students' interest in entrepreneurship. This contribution has a direct influence on entrepreneurial attitudes and interests as well as students' self-efficacy. So, students who have emotional competence will have a better interest in entrepreneurship, so they are considered more ready to become entrepreneurs. This research also provides information to stakeholders in schools that moderate entrepreneurship education can shape students' competence and cognition in the field of entrepreneurship, so that entrepreneurship education can be used as an alternative educational program in schools to increase students' interest in entrepreneurship.

From the explanation presented, this research has several significant advantages. First, focusing on emotional competence as the primary cognitive component significantly affecting students' entrepreneurial interest is an innovative step. Thus, this study provides new insights into integrating emotional competencies into the entrepreneurship curriculum in vocational high schools. Second, this study uses the configuration theory model of entrepreneurial interest and the theory of planned behavior to understand entrepreneurial interest and shows that emotional competence influences other cognitive variables. Third, this study provides a detailed analysis of the effect of entrepreneurship education on different variables such as self-efficacy and entrepreneurial attitude. Fourth, this study emphasizes the importance of appropriate teaching methods in entrepreneurship education to improve students' emotional competence and self-efficacy. Finally, this study proves that entrepreneurship education contributes significantly to increasing students' interest in entrepreneurship, even though emotional competence has yet to be a significant part of the curriculum. By showing the positive impact of entrepreneurship education on students' attitudes and self-efficacy, this study provides a solid basis for the argument that entrepreneurship education should be improved and integrated more deeply into the curriculum of vocational high schools. This research has several limitations, including anonymous research participants which may cause bias in the research, this research focuses on students' interests and cognition which may change, and this research was conducted over a short period of time, only one semester of entrepreneurship class which allows data to be available. found to be less comprehensive, so longitudinal studies are needed. In addition, future research may be able to examine individual aspects that can increase emotional competence, such as the level of knowledge, motivation, self-management, empathy, social awareness, social abilities, and other variables that can increase students' entrepreneurial interest and other cognitive factors. This research provides information for stakeholders in designing and implementing educational or training programs to increase students' entrepreneurial interest. The implication of this research is to provide information to stakeholders in schools that moderate entrepreneurship education can shape students' competencies and cognition in the field of entrepreneurship, so that entrepreneurship education can be used as an alternative educational program in schools to increase students' entrepreneurial interest.

4. CONCLUSION

Based on the research results, it can be concluded that the research results show that entrepreneurship education is able to make a significant contribution to students' emotional and cognitive competence in increasing students' entrepreneurial interest. The contribution of students' emotional and cognitive competencies has a direct influence on students' entrepreneurial attitudes and interests and self-efficacy. So, students who have emotional competence will have a better interest in entrepreneurship, so they are considered more ready to become entrepreneurs.

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