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## A MODEL FOR INCREASING VOCATIONAL STUDENT ENTREPRENEURIAL INTENTION: THE MEDIATING ROLE OF SOCIAL MEDIA AND MODERATING ROLE OF FAMILY ENVIRONMENT

Resa Nurjanah<sup>1)</sup>, Koen Hendrawan<sup>2)</sup>

<sup>1)</sup>Fakultas Ekonomi dan Bisnis, University Budi Luhur Jakarta, Indonesia

### Abstract

This study examines the drivers of entrepreneurial intention (EI) among Vocational High School (SMK) students in Indonesia, given the high unemployment rate among its graduates. It tests a moderated mediation model explaining how Entrepreneurship Education influences EI through the mediating role of Social Media while also considering the conditional (moderating) role of the Family Environment. The study utilized a quantitative cross-sectional design. Data were obtained from 165 SMK students in Tangerang City, Indonesia, with sample adequacy confirmed via a priori power analysis (G\*Power). The statistical method involved Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS 4 to test the hypotheses. The study's findings suggest that entrepreneurship education significantly strengthens entrepreneurial intention. Social media was a meaningful mediator, translating formal learning into entrepreneurial motivation. Furthermore, the family environment negatively moderates the relationship between social media and entrepreneurial intention ( $p = 0.023$ ), indicating that social media becomes more influential in shaping EI when family support for entrepreneurship is low. This study extends entrepreneurial intention literature by identifying social media as an informal learning mechanism within a moderated mediation model. Limitations of this study include the cross-sectional design, which limits causal inference, and a sample concentrated in one city (Tangerang), which may affect generalizability. This study provides a comprehensive understanding by jointly analyzing digital learning (social media) and family dynamics (family environment) in a developing country context, where such research remains scarce. The findings offer practical insights for vocational education stakeholders, emphasizing that curricula should be enhanced by integrating social media as a complementary learning platform, especially for students with limited family support.

**Kata kunci:** Entrepreneurial Intention; Entrepreneurship Education; Social Media; Family Environment; Vocational Students

### INTRODUCTION

Labour challenges in Indonesia are increasingly exacerbated by a paradox within the vocational education system, where Vocational High School (SMK) graduates consistently register the highest Open Unemployment Rate (TPT). This phenomenon is not only occurring at the national level; the situation is acutely felt in Banten Province, the location of this research. Banten, despite being one of Indonesia's most significant industrial hubs, ironically holds the record as the province with the highest national TPT (7.02% as of February 2024) (Minitry of Public Works, 2024). This situation indicates a chronic mismatch between graduate competencies and the dynamic needs of the business and industrial world (DUDI). In Tangerang City itself, although the general TPT has been successfully reduced (to 6.76% in 2023), the local government explicitly acknowledges the challenge of absorbing SMK graduates. It actively promotes entrepreneurship programs as a solution (Tangerang, 2024).

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Entrepreneurship, therefore, shifts from being merely a choice to a strategic solution for transforming graduates from *job seekers* into job creators.

BPS Banten Province specifically highlights that SMK graduates are one of the highest contributors to unemployment reaching 12.85% in February 2024 (Biro Pusat Statistik, 2024). This strengthens the argument that traditional interventions are no longer sufficient. The focus must shift to students' internal factors, where entrepreneurship studies affirm that Entrepreneurial Intention is the strongest cognitive antecedent and predictor of the actual behaviour of starting a business (Doanh, 2021; Rehman et al., 2023). Therefore, identifying effective psychological and social mechanisms to cultivate this intention beginning with formal educational interventions in the classroom becomes an urgent research priority for the local context.

In response to this challenge, Entrepreneurship Education has been massively implemented within the SMK curriculum. However, its impact on fostering intention is often suboptimal when it stands alone, as it must now compete and collaborate with the informal learning ecosystem dominated by Social Media. Formal education provides the foundation of theoretical knowledge (e.g., how to create a business plan), yet social media supplies what is often lacking in the classroom: relevant inspiration, the visualisation of success, and identifiable role models, such as local business influencers or successful alums. This phenomenon is highly relevant in Indonesia, one of the nations with the highest internet and social media penetration rates globally. A recent report indicates that 79.5% of the Indonesian population are active internet users (Mukhlis et al., 2025), with the majority spending hours daily on social media platforms (Hunt et al., 2021). Social media, therefore, potentially functions as a vital "bridge" that translates abstract knowledge from school into more concrete and actionable career aspirations. Previous literature has confirmed that education positively influences intention (Amofah & Saladrigues, 2022). However, recent studies focusing on Generation Z increasingly highlight the dominant role of social media in shaping their perceptions, norms, and career aspirations, sometimes even exceeding the influence of teachers or textbooks (Juvonen & Toom, 2023). Thus, it becomes crucial to empirically test whether social media does not merely influence, but specifically *mediates* (bridges) the relationship between the formal education students receive and the entrepreneurial intention that is formed.

This mediation process by social media, bridging education and intention, likely does not occur uniformly among all students. Instead, it is highly dependent on their primary social context: the Family Environment. The family acts as the gatekeeper of subjective norms and the most potent source of validation for an adolescent (Qu et al., 2024). Family support can manifest in various forms, from verbal validation That is a good idea, social permission We support you, to the provision of initial resources (capital or facilities). This support is expected to amplify the inspiration students gain from social media. Conversely, in a social context like Tangerang City, which is an industrial enclave Prabowo & Hartanti, (2022), family pressure for children to seek a safe path is exceptionally high. This family disapproval can effectively neutralise or even nullify the positive influence derived from formal education and digital inspiration. Although the Theory of Planned Behaviour Ajzen, (2011) and numerous studies have long acknowledged the Family Environment (subjective norm) as a direct predictor of intention, its role as a contextual variable remains significantly under-researched. Therefore, a clear research gap exists in understanding how the Family Environment dynamically interacts with other factors specifically, when and how the Family Environment moderates the inspirational influence of Social Media on Entrepreneurial Intention.

To fill these theoretical and practical gaps, this study proposes and tests a comprehensive moderated mediation model. The primary originality of this research lies in the simultaneous testing of the entire model, moving beyond simple causal analysis. This study has two main

objectives: (1) to confirm the mediating role of Social Media in the relationship between Entrepreneurship Education and Entrepreneurial Intention (H4), and (2) to analyse *whether* this mediation path is contingent upon the conditions of the Family Environment (H5 and H6). This model tests the mechanism and the boundary conditions within a single integrated framework. Using quantitative data from 165 SMK students in Tangerang City and analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM) Hair et al., (2022), this model will simultaneously test six hypotheses to validate the proposed framework. The findings are expected to provide two main contributions. Theoretically, this research validates a more nuanced model of entrepreneurial intention formation. Practically, these findings will offer an evidence-based recipe for educators on how to integrate the curriculum with social media and parents on their crucial role to synergistically create an effective ecosystem, foster young entrepreneurs, and address the unemployment problem among SMK graduates.

## **2. LITERATURE REVIEW**

### **2.1. Entrepreneurial Intention (Dependent Variable)**

The central construct in this research is Entrepreneurial Intention. In social psychology and entrepreneurship literature, intention is consistently identified as the single most important and most proximal cognitive antecedent to actual Behaviour (Antoncic et al., 2022). Intention is not merely a passive desire but a planned mental commitment and readiness to exert effort in performing a behaviour in this case, starting a business. Ajzen, (2011), within the framework of the Theory of Planned Behaviour, defines it as an indication of how hard someone is willing to try to perform the Behaviour. In the context of SMK students, who are at a crucial intersection between continuing education, seeking formal employment, or pursuing entrepreneurship Biney, (2021), this intention becomes the first cognitive filter. Without a firm intention, mere exposure to education or inspiration will not convert into tangible action. Therefore, understanding the factors that shape this intention is a fundamental step before designing effective interventions (Valkengoed et al., 2022).

### **2.2. Theoretical Foundation**

Theory of Planned Behaviour, to dissect the mechanism of Entrepreneurial Intention formation, this research is anchored in the Theory of Planned Behaviour framework Ajzen, (2011). TPB is one of the most robust models for explaining human decision-making and has been widely validated in the entrepreneurial context (Rasool et al., 2023). This theory posits that the intention to perform a behavior is shaped by three main antecedents: (1) Attitude toward the Behavior, the individual's positive or negative evaluation of entrepreneurship; (2) Subjective Norms, the individual's perception of social pressure or support from significant others to become an entrepreneur; and (3) Perceived Behavioral Control (PBC), the individual's perception of the ease or difficulty (self-efficacy) of performing the Behavior. This research model operationalises the TPB framework: Entrepreneurship Education and exposure to Social Media directly contribute to forming a more positive *Attitude* and higher *PBC*. Meanwhile, the Family Environment serves as the most concrete manifestation of *Subjective Norms*. TPB provides a solid theoretical foundation for validating why the variables selected in this study are crucial.

### **2.3. The Effect of Entrepreneurship Education on Entrepreneurial Intention (H1)**

The most formal and deliberate intervention to cultivate entrepreneurial intention is through Entrepreneurship Education, which in Indonesia is embodied in the PKK subject. Theoretically, this education is designed to influence two of the three main antecedents of TPB: *Attitude* and *Perceived Behavioural Control (PBC)* (Kumilachew Aga & Singh, 2022). Through the transfer of managerial knowledge (e.g., composing a business plan) and practical skills (e.g., business simulations), education enhances students' self-efficacy and *PBC* they feel more capable, and their risk perception diminishes (Tan et al., 2022). Concurrently, by exposing students to success stories and the positive aspects of entrepreneurship, education shapes a more

positive *Attitude* (Jun Cui, 2019). A large body of empirical studies and meta-analyses has confirmed a significant positive relationship between participation in entrepreneurship education and an increase in entrepreneurial intention across various contexts (Tsou et al., 2023). Although some studies show mixed results, the consensus is that formal education provides an essential cognitive foundation. Based on this firm theoretical and empirical grounding, the first hypothesis is formulated:

*H1: Entrepreneurship Education has a positive and significant effect on Entrepreneurial Intention.*

#### **2.4. The Role of Entrepreneurship Education in Triggering Social Media Use (H2)**

In the current digital era, the learning process is no longer confined within classroom walls. This study proposes the argument that one important yet often overlooked impact of Entrepreneurship Education is its role in triggering entrepreneurial alertness (Kumilachew Aga & Singh, 2022). Students who have been exposed to entrepreneurial knowledge in class become more aware and attuned to opportunities, concepts, and business information in their environment. As a logical consequence, they proactively seek further information to satisfy this curiosity. For Generation Z, the primary platform for information seeking, validation, and inspiration is Social Media. Students no longer use social media merely for passive entertainment; they actively *curate* their feeds: following business influencers, joining entrepreneurial communities, and seeking practical tutorials (Miguel et al., 2022). Thus, formal education acts as a catalyst that transforms students' social media consumption patterns from entertainment-based to a focus on self-development and entrepreneurship.

*H2: Entrepreneurship Education has a positive and significant effect on Social Media use.*

#### **2.5. The Effect of Social Media Use on Entrepreneurial Intention (H3)**

Social Media has evolved from a mere social networking platform into a massive and influential informal learning ecosystem. In the context of entrepreneurship, social media offers two crucial elements that the formal curriculum cannot provide: inspiration and relevant role models. Social Learning Theory Bandura, (1969) explains that individuals learn and form preferences through observation. Students as Generation Z are now exposed to countless entrepreneurial narratives, ranging from business influencers, from zero success stories of their alumni, to practical tutorials on platforms like TikTok and Instagram. This exposure directly shapes their perceptions of the *feasibility* and *desirability* of entrepreneurship, which are pillars of TPB (Al-Mamary et al., 2020). Unlike formal education, which builds *knowledge*, social media ignites the fire of *inspiration* and *motivation* (El-Awad et al., 2024). Various recent studies consistently find a strong positive correlation between the intensity of social media use for entrepreneurial purposes and an increase in entrepreneurial intention (Susanto et al., 2023).

*H3: Social Media use has a positive and significant effect on Entrepreneurial Intention.*

#### **2.6. The Mediating Role of Social Media (H4)**

Combining the arguments for H2 and H3, this study positions Social Media as a crucial mediation mechanism that bridges the gap between formal knowledge and practical aspirations. The main argument is that the influence of Entrepreneurship Education on Entrepreneurial Intention is incomplete if it does not pass through this digital inspiration bridge. Education in the classroom provides knowledge and triggers alertness (H2) (Susanto et al., 2023). This alertness encourages students to actively seek validation and inspiration on Social Media. It is this exposure to inspiration on Social Media that then effectively crystallises that theoretical knowledge into a strong Entrepreneurial Intention (H3). In other words, social media functions as a positive echo chamber that translates abstract knowledge what is a business into personally relevant aspirations I can also build a business like them. Because the direct effect (H1) is also predicted to be significant, this mediation is predicted to be partial, where both pathways contribute simultaneously.

*H4: Social Media significantly mediates the relationship between Entrepreneurship Education and Entrepreneurial Intention.*

### **2.7. The Moderating Role of Family Environment (H5)**

The path of influence from Social Media to Entrepreneurial Intention does not occur in a social vacuum. This influence is highly likely to be conditioned by the student's primary social context, namely the Family Environment. Returning to the Theory of Planned Behaviour Ajzen, (2011), Subjective Norms the perception of what significant others think is a crucial determinant of intention (Ham et al., 2015). The family is the most potent and influential source of subjective norms for adolescents (Kumilachew Aga & Singh, 2022). When a student gains inspiration from social media, a supportive family is expected to act as a catalyst: they will validate, encourage, provide social legitimacy, and perhaps offer initial resources. This support is hypothesised to significantly strengthen the conversion from digital inspiration into a serious intention. Conversely, an unsupportive or sceptical family is expected to act as an inhibitor: they will disparage the aspiration deeming it a dream or risky, thus effectively weakening or neutralising the positive influence of Social Media. Therefore, the effectiveness of social media is hypothesised to be highly dependent on the permission and support of the family.

*H5: Family Environment significantly moderates the relationship between Social Media and Entrepreneurial Intention.*

### **2.8. The Moderated Mediation Model (H6)**

Combining the overall arguments (H4 and H5), this study proposes a comprehensive moderated mediation model. This hypothesis is the logical conclusion of the entire framework. H4 argues that Entrepreneurship Education influences Entrepreneurial Intention through Social Media. H5 argues that this through Social Media path is contingent upon the Family Environment. By combining both, H6 argues that the overall strength of the mediation path ( $X \rightarrow M \rightarrow Y$ ) is dependent on the level of Family Environment support. This is the most sophisticated test in this model, simultaneously examining how and when Entrepreneurship Education can effectively foster Entrepreneurial Intention.

*H6: The mediating effect of social media is contingent upon the level of support for the family environment.*

## **3. METHODOLOGY**

### **3.1. Research Design**

This study employs an explanatory-quantitative approach, aiming to test and explain the causal relationships between variables as formulated in the hypotheses. The research design used is cross-sectional, where data were collected from all respondents within the same timeframe. This approach is appropriate for testing the validity of the proposed theoretical model and analysing the simultaneous influence of various variables on Entrepreneurial Intention.

### **3.2. Sample and Data Collection Procedure**

The target population for this study was Vocational High School (SMK) students in Tangerang City, Indonesia. Sampling was conducted using a convenience sampling technique with specific criteria: (1) must be active 12th-grade students, and (2) must have received the Creative Products and Entrepreneurship (PKK) subject, to ensure respondents had contextual understanding of the Entrepreneurship Education variable. The sample size determination was based on an a priori power analysis using G\*Power 3.1. By setting parameters of a medium effect size ( $f^2 = 0.15$ ),  $\alpha=0.05$ , three predictors, and a very high statistical power (power  $1-\beta$ ) = 0.99, a minimum sample size of 161 respondents was obtained. To anticipate incomplete data, a digital survey was distributed, successfully gathering 165 valid and complete questionnaires for analysis.

### **3.3. Measurement (Operational Variables)**

All variables in this study were measured using validated multi-item instruments, adapted from previous literature to ensure content validity. The instrument for the dependent variable, Entrepreneurial Intention, was adapted from the entrepreneurial intention scale developed by Liñán and Chen (Liñán & Chen, 2009), which is firmly rooted in the Theory of Planned Behaviour. For the Entrepreneurship Education variable, items were developed to measure student perceptions of the PKK curriculum's effectiveness, referencing prior studies on the impact of entrepreneurship education (Pakpahan & Yulhendri, 2025). The Social Media variable was measured using items adapted from research on social media use for vicarious learning and entrepreneurial inspiration (Sokolova et al., 2024). Finally, the Family Environment variable was measured by adapting scales that evaluate perceptions of parental support and family subjective norms towards an entrepreneurial career choice (Moussa & Kerkeni, 2021). All items were translated into Indonesian, subjected to a readability test with 10 students, and measured using a 5-point Likert Scale (1=Strongly Disagree to Agree 5=Strongly). Following the outer model evaluation, two items (MS4 and MS5) were removed from the initial 17 items, resulting in a total of 15 valid and reliable items used for the final analysis (detailed in Table 1).

### **3.4. Data Analysis Technique**

The selection of the Partial Least Squares Structural Equation Modelling (PLS-SEM) method, using SmartPLS 4 software Hair et al., (2022), was based on specific methodological considerations. Unlike Covariance-Based SEM (CB-SEM), which focuses on confirmation and model fit, PLS-SEM is superior for prediction and explaining the variance of dependent variables (Hair et al., 2019). This choice is supported by three factors: (1) the primary goal of this research is predictive, aiming to identify key factors that can predict Entrepreneurial Intention; (2) the research model being tested is complex, as it simultaneously involves mediation and moderation effects Hair et al., (2022); and (3) PLS-SEM does not require the assumption of normal data, making it ideal for perception-based survey data like that in this study.

Data were analysed following the recommended two-stage procedure. The first stage was the evaluation of the measurement model to ensure validity and reliability. Construct reliability was measured using Composite Reliability with a recommended value  $> 0.70$ . Convergent validity was assessed using the Average Variance Extracted with a minimum value of 0.50. The evaluation of *outer loadings* followed flexible guidelines Hair et al., (2022): indicators with loadings below 0.50 were removed. In contrast, indicators with loadings between 0.50 and 0.70 were retained as long as the construct's AVE value met the criterion ( $> 0.50$ ). Discriminant validity was confirmed using the Heterotrait-Monotrait Ratio criterion with a threshold of  $< 0.90$ .

The second stage was the evaluation of the structural model to test the hypotheses. A Bootstrapping procedure with 5,000 resamples was executed to obtain path coefficients, T-statistics, and P-Values. A hypothesis was considered supported if the P-value  $< 0.05$ . Specifically, the mediation hypothesis (H4) was tested by analysing the Specific Indirect Effects. The moderation hypothesis (H5) was tested by examining the significance of the *interaction term* on Entrepreneurial Intention. Finally, the moderated mediation hypothesis (H6) was evaluated by confirming the significance of both the mediation effect (H4) and the moderation effect (H5) simultaneously.

## **4. RESULTS AND DISCUSSION**

This section presents the empirical findings of the study, starting with the demographic profile of respondents, followed by the evaluation of the measurement model, and the evaluation of the structural model to test the proposed hypotheses.

**4.1. Respondent Demographic Profile**

The total respondents in this study was 165 Vocational High School (SMK) students in Tangerang City who met the criteria. Based on demographic characteristics, the sample was dominated by female respondents, numbering 106 students (64.2%). Meanwhile, male respondents numbered 59 students (35.8%). Other demographic profiles, such as age, are not detailed, as the respondents were relatively homogeneous, i.e., 12th-grade students.

**4.2. Measurement Model Evaluation (Outer Model)**

Data analysis in this study followed the recommended two-stage procedure (Hair et al., 2022). The first stage is the evaluation of the outer model to ensure instrument validity and reliability. Prior to the evaluation, a Common Method Bias test was conducted by examining the Variance Inflation Factor values from the whole model. The results show that all indicator VIF values were well below the 3.3 threshold, with the highest value being only 2.631. This finding indicates that multicollinearity and CMB were not serious issues in this data.

Next, construct reliability and convergent validity tests were performed. Reliability was evaluated using Composite Reliability ( $\rho_C$ ) and convergent validity using Average Variance Extracted. The complete results are presented in Table 1.

Table 1: Validity and reliability Results

	Outer loadings	Cronbach's alpha	Composite reliability ( $\rho_c$ )	Average variance extracted (AVE)
LK1 <- Family Environment	0.784	0.678	0.805	0.510
LK2 <- Family Environment	0.682			
LK3 <- Family Environment	0.761			
LK4 <- Family Environment	0.617			
MB1 <- Entrepreneurial Intention	0.721	0.849	0.893	0.626
MB2 <- Entrepreneurial Intention	0.761			
MB3 <- Entrepreneurial Intention	0.808			
MB4 <- Entrepreneurial Intention	0.869			
MB5 <- Entrepreneurial Intention	0.788			
MS1 <- Social Media	0.743	0.669	0.815	0.595
MS2 <- Social Media	0.829			
MS3 <- Social Media	0.740			
PK1 <- Entrepreneurship Education	0.825	0.789	0.875	0.700
PK2 <- Entrepreneurship Education	0.822			
PK3 <- Entrepreneurship Education	0.863			

Table 1 shows that all constructs have met the recommended criteria (Chin, 1998; Hair et al., 2022). All Composite Reliability ( $\rho_C$ ) values are above the 0.70 threshold, and all AVE values are above the 0.50 threshold. Although the Cronbach's Alpha values for Family Environment (0.678) and Social Media (0.669) are slightly below 0.70, this is acceptable. This is because the Composite Reliability which is the preferred and superior measure of reliability in PLS-SEM was met very well (0.805 and 0.815), confirming the constructs' internal reliability.

Finally, discriminant validity was tested to ensure that each construct is unique and does not overlap with other constructs. This study uses the Heterotrait-Monotrait Ratio (HTMT) criterion, presented in Table 2.

**Table 2. Heterotrait-Monotrait Ratio (HTMT) Results**

	Family Environment	Entrepreneurial Intention	Social Media
Entrepreneurial Intention	0.768		
Social Media	0.486	0.626	
Entrepreneurship Education	0.594	0.684	0.539

The results in Table 2 show that all HTMT values are below the strict 0.90 threshold. The highest value was only 0.768, which confirms that discriminant validity has been robustly achieved. Overall, the evaluation results for VIF, reliability, convergent validity, and discriminant validity demonstrate that the outer model in this study is robust, valid, and reliable.

#### 4.3. Structural Model Evaluation

After the measurement model was confirmed as valid and reliable, the second stage was the evaluation of the inner model (structural model). This evaluation began by examining the coefficient of determination (R-Square) to assess the model's explanatory power. The results (Table 3) show the R<sup>2</sup> value for the Social Media variable is 0.180. This indicates that Entrepreneurship Education can explain 18.0% of the variance in Social Media. The R<sup>2</sup> value for the primary dependent variable, Entrepreneurial Intention, is 0.514. This value indicates that entrepreneurial education, social media, family environment, and the moderating interaction effect collectively explain 51.4% of the variance in entrepreneurial intention. Based on the criteria Hair et al., (2022), an R<sup>2</sup> value of 0.514 can be categorised as substantial.

**Table 3. R-Square (R<sup>2</sup>) Results**

	R-square	R-square adjusted
	0.507	0.498
	0.180	0.175

Next, to test the model's predictive relevance, the PLS Predict procedure was run (Table 4). This method works by comparing the prediction error from the PLS model (PLS loss) with the prediction error from a simple benchmark model (IA loss). A model is considered to have good predictive power if its PLS loss value is significantly lower than the IA loss. The results for the primary construct, Entrepreneurial Intention, show that the PLS loss value (0.405) is substantially lower than the IA loss value (0.556). The CVPAT (Cross-Validated Prediction Ability Test) analysis then confirmed that this difference (Average loss difference = -0.152) is highly statistically significant ( $t = 4.945$ ,  $p = 0.000$ ). This finding proves that this research model not only explains the sample data but also possesses valid and superior predictive power for new data.

**Table 4. PLS Predict and CVPAT Results**

PLS loss	IA loss	Average loss difference	t value	p value
0.405	0.556	-0.152	4.945	0.000
0.638	0.698	-0.059	2.054	0.042
0.492	0.609	-0.117	4.820	0.000

**4.4. Hypothesis Testing** Hypothesis testing was conducted by running the Bootstrapping procedure (5,000 resamples) on the structural model that included the moderation effect. Hypothesis decisions were based on the P-Values (< 0.05). A complete summary of the hypothesis test results is presented in Table 5.

**Table 5. Hypothesis Test Results**

Hypothesis	Research Path	Path coefficients	T statistics	P values	Decision
H1	Entrepreneurship Education -> Entrepreneurial Intention	0.446	6.680	0.000	Supported
H2	Entrepreneurship Education -> Social Media	0.424	6.536	0.000	Supported
H3	Social Media -> Entrepreneurial Intention	0.261	4.368	0.000	Supported
H4	Entrepreneurship Education -> Social Media -> Entrepreneurial Intention	0.111	3.242	0.001	Supported
H5	Family Environmen x Social Media -> Entrepreneurial Intention	-0.127	2.267	0.023	Supported
H6 (Control)	Konsep H4 + H5 Family Environment -> Entrepreneurial Intention	0.340	5.185	0.000	Supported Significant

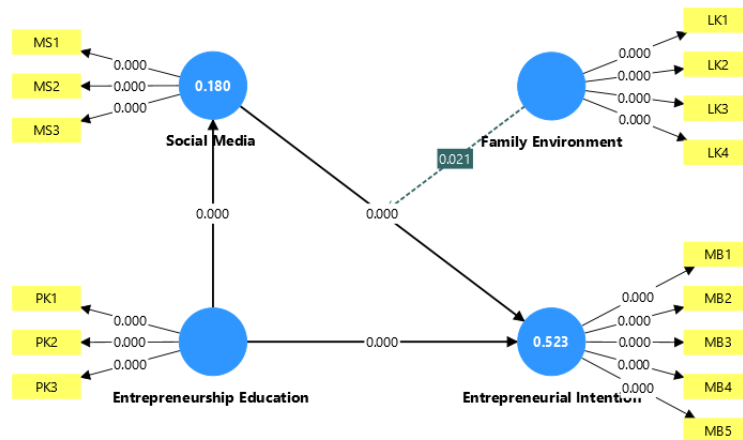


Figure 1 Path Coefficients

The hypothesis test results (Table 5) show that all six hypotheses are supported.

- **H1, H2, and H3:** All three direct influence paths were found to be positive and significant (P-Value < 0.05). This confirms that Entrepreneurship Education (PK) significantly influences Entrepreneurial Intention (Y) and Social Media (M), and Social Media (M) also influences Entrepreneurial Intention (Y).
- **H4 (Mediation):** The Specific Indirect Effects test showed a P-Value of 0.001, which is less than 0.05. This proves that social media (M) significantly mediates the relationship between entrepreneurial education (X) and entrepreneurial intention (Y). Because H1 is also significant (P=0.000), this type of mediation is partial mediation.

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- **H5 (Moderation):** The interaction effect test showed a P-Value of 0.023 ( $< 0.05$ ). This finding proves that the Family Environment (Z) significantly moderates the influence of Social Media (M) on Entrepreneurial Intention (Y).
- **H6 (Moderated Mediation):** Hypothesis H6 is conceptually supported because both of its prerequisites were met: the mediation effect (H4) was proven significant, and the moderation effect (H5) was also proven significant.

## **5. DISCUSSION**

The findings of this research provide a deep understanding of the mechanisms of entrepreneurial intention formation among SMK students, which are discussed in detail as follows:

### **5.1. The Foundation of Education and the Power of Digital Inspiration (H1, H2, H3)**

The research results confirm all three direct influence hypotheses (H1, H2, H3) that form the model's foundation, providing a clear picture of the current learning ecosystem for SMK students. The support for H1 ( $P=0.000$ ) that Entrepreneurship Education positively affects Entrepreneurial Intention is an important finding. It indicates that the formal curriculum is not failing; it successfully provides a foundation of knowledge and enhances students' self-efficacy, consistent with the consensus in the literature (El-Awad et al., 2024; Maczulskij & Viinikainen, 2023). However, the H1 finding should not be read in isolation. The simultaneous support for H2 ( $P=0.000$ ) and H3 ( $P=0.000$ ) reveals a new reality. Education triggers entrepreneurial alertness Amofah & Saladrighes, (2022), which encourages students to seek inspiration (H2) proactively. This is where Social Media enters as a dominant force. In line with Social Learning Theory (Susanto et al., 2023), students engage in vicarious learning. They learn not only from teachers but from business influencers and digital role models whom they deem more relevant. Exposure to tangible success narratives if they can do it, so can I on social media (H3) proves to provide the motivational spark that textbooks often fail to deliver.

### **5.2. The Meaning of Partial Mediation by Social Media (H4)**

The finding for H4 ( $P=0.001$ ) proves that Social Media significantly mediates the relationship between Entrepreneurship Education and Entrepreneurial Intention. Because the direct path (H1) also remains significant ( $P=0.000$ ), this finding indicates partial mediation. This is a crucial finding with practical implications: Entrepreneurship Education is indeed important, but its influence is insufficient on its own. The influence of education on intention operates through two pathways: (1) a direct path via cognitive learning in the classroom, and (2) an indirect inspiration bridge path. Social media serves as this vital bridge, translating theoretical knowledge from school into practical beliefs and aspirations. For optimal results, formal education must be supported by informal inspiration from social media.

### **5.3. Key Finding: Antagonistic Moderation of Family Environment (H5 & H6)**

The most significant and nuanced finding in this study is the support for H5 ( $P=0.023$ ), which proves that the Family Environment significantly moderates the influence of Social Media on Entrepreneurial Intention. However, the most challenging finding is that the path coefficient for this interaction is negative ( $O = -0.127$ ). This indicates antagonistic moderation, which challenges the simple initial assumption that the family only plays a strengthening role. This negative coefficient implies that the positive influence of Social Media on Entrepreneurial Intention is actually felt most strongly by students who have low family support. Conversely, for students who already have high family support, the additional inspiration from social media no longer provides a significant impact. The support for H6 locks in this finding, proving that the entire model wherein the mediation path through Social Media is contingent upon the Family Environment is statistically valid.

#### **5.4. Interpretation of the Moderation Finding**

The Substitution Effect This adverse moderation finding (-0.127) can be explained as a substitute effect, a phenomenon far more nuanced than a simple amplification effect. The psychological interpretation is as follows: students from unsupportive Family Environments experience a *void* of validation and inspiration in their primary environment. In line with theory, they will actively seek external sources of support to fill this void. In this context, Social Media becomes a surrogate family or a vital source of substitutional inspiration. Exposure to digital role models Sokolova et al., (2024) provides the validation they do not receive at home, thus making the impact of Social Media on Entrepreneurial Intention very strong and significant. Conversely, for students from highly supportive Family Environments, their cup of motivation and subjective norms (Ham et al., 2015; Kumilachew Aga & Singh, 2022) is already full. Their family has already become the primary role model. Consequently, when they are exposed to inspiration from Social Media, the information is either redundant or serves only as minor reinforcement. Therefore, the additional impact of Social Media on Intention becomes weak or no longer significant. This phenomenon is highly relevant in an industrial city context like Tangerang, where family pressure to find safe jobs is very high. Social media, for some students, becomes the only window to see other career possibilities.

#### **5.5. Practical Implications**

The findings of this study offer actionable practical implications for two main stakeholders: schools (educators) and parents. For schools and vocational education policymakers, the mediation finding (H4) confirms that the formal PKK curriculum should not stand alone. To maximize its impact, educators must proactively integrate social media into learning, for example, by teaching digital literacy to identify authentic entrepreneurial role models and dissecting them as case studies. The adverse moderation finding (H5) also serves as a critical signal for school counsellors to recognize that students from non-supportive family backgrounds will be heavily dependent on external validation; for them, social media and teacher support can become a critical motivational safety net. For parents, the H5 finding is a powerful reminder of their influence. Parents must be made aware that their support has a direct impact on the effectiveness of other sources of inspiration, and that they are the primary role models who can cultivate or extinguish their child's entrepreneurial interest.

#### **5.5. Theoretical Implications**

This research provides several significant theoretical contributions. First, this study enriches the entrepreneurship education literature (Amofah & Saladrignes, 2022; Biney, 2021) by validating a more comprehensive model. The findings empirically prove that the impact of education is not only direct (H1) but also significantly mediated (H4) by informal learning on social media (Jun Cui, 2022.) This shifts the focus from a simple causal model (Entrepreneurship Education → Entrepreneurial Intention) to a more nuanced model, which better reflects the reality of Generation Z. Second, this study adds an important nuance to the Theory of Planned Behaviour. TPB traditionally positions subjective norms as a direct predictor (Rehman et al., 2023). Our findings (H5) confirm that the Family Environment also functions as a crucial contextual variable, which determines how strongly other external factors can influence intention. The third and most unique theoretical contribution is the finding of antagonistic moderation. This substitution effect finding challenges the standard linear view in the literature that all support factors are additive. This finding demonstrates that social resources can be substitutive, where social media can act as a motivational safety net for students who lack support in their home environment.

#### **5.6. Practical Implications for Educators and School Institutions**

The study's findings offer a straightforward recipe for vocational education policymakers, principals, and teachers. The support for H4 is a strong signal that the formal curriculum should no longer operate in a silo. To maximize its impact, educators must proactively integrate social

media into their teaching methodology. This is not merely about allowing device use, but about teaching entrepreneurial digital literacy: training students to identify authentic role models on platforms like TikTok or Instagram, analyze their business models, and dissect them as relevant case studies, replacing outdated textbook examples. Furthermore, the H5 finding is an urgent call for school counsellors. Counsellors must realize that students from non-supportive family backgrounds will be heavily dependent on external validation. For these students, teachers and counsellors at school, along with social media, may be the only motivational safety net they have. Therefore, schools must create career guidance programs that proactively identify and validate the entrepreneurial aspirations of these specific students.

### **5.7. Practical Implications for Parents and the Family Environment**

The negative moderation finding is a powerful reminder of the family's profound influence. This finding empirically shows that family support is the primary role model and source of validation, far more potent than external inspiration. When the family is supportive, their influence is so dominant that it can crowd out or neutralize other inspirations, as the student's intention is already strongly formed at home. Conversely, when the family is unsupportive, the finding shows that students will seek validation elsewhere. Parents must realize they have the power to validate or extinguish their child's entrepreneurial interest from an early age. Rather than rigidly directing their children to a safe path as an industrial worker which is ironically the sector with the highest SMK unemployment rate Pakpahan & Yulhendri, (2025) parents are encouraged to create a home environment that is open to new ideas and actively validates the entrepreneurial aspirations their child acquires, whether from school or from social media.

### **CONCLUSION**

This study aimed to test a moderated mediation model to understand the factors shaping the entrepreneurial intention of SMK students. Based on data analysis from 165 respondents, this research draws three main conclusions. First, entrepreneurship education proved to be an essential foundation that directly and positively influences entrepreneurial intention. Second, this educational influence is not only direct; social media has been proven to act as a crucial partial mediator, functioning as a bridge that translates formal knowledge from school into practical inspiration. Third, and this is the most significant finding, the Family Environment acts as an antagonistic moderator. This indicates a substitution effect, where the inspirational influence of social media is actually felt most strongly by students who do not receive entrepreneurial support at home. This finding affirms that to cultivate young entrepreneurs, interventions cannot focus solely on the school curriculum. Instead, one must understand the complex synergy between formal education, digital inspiration, and the support from the family environment.

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