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ANALYSIS OF THE INFLUENCE OF ENTREPRENEURSHIP LEARNING ON ENTREPRENEURIAL READINESS OF CULINARY MANAGEMENT STUDENTS

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Abstract. Entrepreneurship education plays a crucial role in preparing vocational graduates not only to become job seekers but also to become job creators. This study aims to analyze the effect of entrepreneurship learning on the entrepreneurial readiness of students in the Culinary Management Study Program. A quantitative method was employed using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) approach, involving 22 students enrolled in the Entrepreneurship course. The research instrument was a structured questionnaire comprising valid and reliable indicators, tested through outer loading analysis, Average Variance Extracted (AVE), and Composite Reliability (CR). The results show that entrepreneurship learning has a very strong and significant influence on students' entrepreneurial readiness, with a path coefficient of 0.921 and an R-square value of 0.848. These findings indicate that a contextual, experience-based, and practical learning approach is effective in shaping students' preparedness to initiate culinary businesses. The study concludes that well-designed and well-implemented entrepreneurship education significantly contributes to students' readiness to enter the business world. This research recommends enhancing the quality of entrepreneurship learning through industry collaboration, real business projects, and sustainable mentoring programs.

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INTRODUCTION

In the era of globalization and technological disruption, higher education institutions are increasingly expected to produce graduates who are not only prepared for employment but also equipped to create job opportunities (Qur'ani et al., 2024). This expectation highlights the growing importance of entrepreneurship education, particularly in vocational study programs that emphasize practical skills, such as Culinary Management. This program holds significant potential to develop future entrepreneurs in the culinary field—a sector that is part of the rapidly growing creative industry and a notable contributor to Indonesia's Gross Domestic Product (GDP). In this context, the creative economy plays a crucial role in enhancing creativity and innovation in tourism-related products from an entrepreneurial perspective (Lubis et al., 2025). It enables students to go beyond understanding market needs by empowering them to generate added value through innovative ideas (Manilang et al., 2025). However, this potential cannot be fully realized without an educational process that effectively instills entrepreneurial values, knowledge, and skills in students. Previous studies have shown that entrepreneurship education, combined with adversity intelligence and creativity, significantly influences students' interest in becoming entrepreneurs (Putra & Sakti, 2023). These findings underscore that strengthening entrepreneurship education must involve not only the transfer of knowledge but also the development of character and creative thinking skills—key foundations for students to innovate and thrive in today's competitive business environment.

Ideally, entrepreneurship education should be able to foster entrepreneurial readiness, which includes mental, emotional, skill-based, and attitudinal preparedness to face the challenges of starting and managing a business (Herlina et al., 2024). However, field observations suggest that not all students who have completed entrepreneurship courses feel

confident or prepared to launch their own ventures. This raises a key research question: To what extent does entrepreneurship learning influence the entrepreneurial readiness of students in the Culinary Management program? This question is essential because if no significant relationship is found between entrepreneurship learning and actual readiness, it may indicate the need to re-evaluate the methods, content, and teaching strategies currently in use. Entrepreneurial readiness is shaped not only by understanding business concepts but also by the willingness to take risks, the ability to innovate, and persistence in overcoming business challenges—traits that are best developed through experience-based and practice-oriented learning. In this regard, the integration of technology into entrepreneurship education is also increasingly important. Studies have shown that technology-based learning is relevant to culinary business education, especially in light of rapid digital developments that are transforming patterns of consumption, production, and marketing in the culinary industry (Simeru & Lubis, 2022; Nasution et al., 2022). Incorporating technology into the learning process not only broadens access to information but also enriches students' learning experiences, preparing them for a digital and highly competitive business environment. Furthermore, prior research has shown that entrepreneurship education can foster creativity, independence, and resilience, contributing to the development of a new generation capable of creating future employment opportunities (Putri & Nawawi, 2024). Other studies have found that entrepreneurship education and motivation positively influence students' entrepreneurial spirit, although the practical application of learned theories and skills tends to be limited to a small group of students (Meliani & Panduwinata, 2022). These findings suggest that beyond providing knowledge and motivation, the success of entrepreneurship education depends significantly on implementation strategies that actively encourage students to transform their learning into real-world action.

Furthermore, the effectiveness of entrepreneurship education largely determined by the specific learning components employed in the teaching process (Siregar et al., 2023). Based on this, the second research question addressed in this study is: Which components of entrepreneurship learning have the most significant impact on shaping students' entrepreneurial readiness? This question is important to explore, as in actual classroom settings, students engage with a variety of learning interventions, such as lectures, real business case studies, business plan simulations, mentorship from industry professionals, and project-based entrepreneurial activities led by the students themselves. However, not all of these components have the same level of influence on students' readiness to become entrepreneurs. In this context, the Project-Based Learning (PBL) model is particularly relevant as an effective pedagogical approach for improving learning outcomes in higher education (Nasution & Lubis, 2022). This model emphasizes active, collaborative, and experiential learning, which has been found to be more effective in developing entrepreneurial attitudes and skills, especially in vocational education settings (Lubis et al., 2019). By identifying the most impactful components of entrepreneurship learning, educational institutions can design more focused, efficient, and outcome-oriented curricula and instructional strategies—ultimately preparing graduates who are well-equipped to enter and succeed in the entrepreneurial world.

Theoretically, this study is grounded in empirical findings which suggest that ntrepreneurial interest is influenced by two main factors: behavioral factors and contextual factors (Rahmawati & Mawardi, 2017). Behavioral factors refer to an individual's attitudes, motivation, and prior experiences, while contextual factors include the social environment, institutional support, and access to resources. Both of these factors can be developed and strengthened through structured and relevant entrepreneurship education interventions that address the specific needs of students. In practice, research also shows that an experiential learning approach can significantly improve student learning outcomes by promoting active participation, direct engagement, and reflection on real experiences, which in turn lead to a deeper understanding through iterative learning cycles (Zohrani et al., 2022). This approach

has been proven effective in enhancing student readiness and academic performance, particularly within classroom-based learning environments.

By critically examining the gap between the ideal goals of entrepreneurship education and its practical implementation, and by thoroughly analyzing the issues based on the three main areas of focus outlined above, this study aims to offer innovative contributions to the development of entrepreneurship education within vocational contexts. This research not only evaluates the effectiveness of entrepreneurship learning through quantitative methods but also explores the learning process and student experiences in greater depth. The findings are expected to provide valuable insights for improving curriculum design, enhancing instructional models, and formulating policies in vocational higher education that are more aligned with the demands of the business world.

This study supports previous findings that highlight how the success of entrepreneurship education is strongly influenced by its context and the pedagogical approaches used (Utojmo et al., 2016). Not all entrepreneurship courses are able to effectively foster students' entrepreneurial intentions and readiness, particularly when the learning approach is predominantly theoretical (Nasrianti et al., 2023). This issue is especially relevant for students in culinary vocational programs, who require practical and experience-based learning methods. Research indicates that 87% of students who have taken entrepreneurship courses express an interest in becoming entrepreneurs, with culinary business being the most preferred field (33%), followed by livestock (22%) and agriculture (16%) (Arisandi et al., 2024). These findings are consistent with other studies showing that Practical Entrepreneurship courses have a significant and positive influence on students' interest in entrepreneurship (Sari & Rosy, 2022). Moreover, Wardhani & Nastiti (2023) found that integrating entrepreneurship education into coursework through a combination of theoretical instruction and practical application can help shape an entrepreneurial mindset, enhance skills, broaden perspectives, and build motivation and mental readiness to start a business. These findings further emphasize the importance of applying contextual learning strategies in vocational education—especially in the culinary field, which demands high levels of practical skill and creativity. In addition, a study by Salam et al. (2021) found that project-based learning significantly contributes to entrepreneurial intention, although it did not specifically focus on the culinary sector or identify which aspects of the learning experience have the most impact on entrepreneurial readiness. This study seeks to address that gap by focusing on culinary vocational education and analyzing the specific learning components that most influence readiness to become an entrepreneur. Furthermore, Suparno & Saptono (2018) emphasized the importance of learning environments, lecturer support, and business practice in shaping entrepreneurial character. However, their study did not explore in depth the challenges students face in applying what they have learned to actual business planning. Unlike previous research, this study not only examines the influence of entrepreneurship learning on the entrepreneurial readiness of Culinary Management students, but also explores the most impactful learning components and the contextual barriers encountered by vocational students in the culinary sector. The goal is to provide more practical and targeted strategic recommendations based on real field conditions.

This study aims to analyze the influence of entrepreneurship learning on the entrepreneurial readiness of students in the Culinary Management Study Program, with particular attention to the cognitive (knowledge), affective (motivation), and psychomotor (skills) dimensions. It also seeks to identify the specific learning components that most significantly contribute to entrepreneurial readiness, including teaching methods, active student engagement, the use of case studies, business plan simulations, industry mentorship, and student-led entrepreneurship projects. In addition, the study intends to develop strategic recommendations that are both practical and applicable for enhancing the effectiveness of entrepreneurship education, especially within the context of vocational culinary programs. These recommendations will focus on strengthening the integration of theory and practice, promoting collaboration with industry partners, establishing student business incubators, and

utilizing social media as a digital marketing tool aligned with current technological advancements (Lubis & Afriani, 2025).

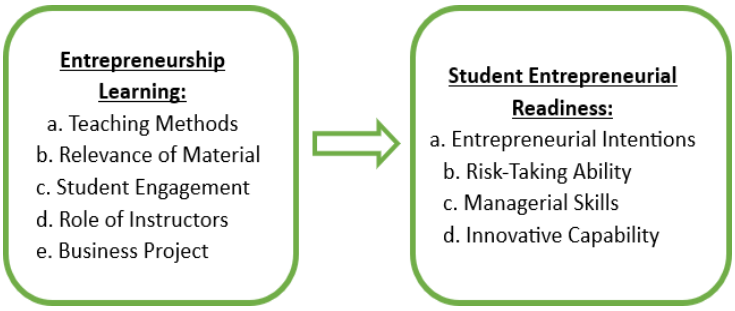

Figure 1. Research Framework

As shown in Figure 1, this study illustrates how entrepreneurship learning—which includes teaching methods, relevance of learning materials, student engagement, the role of lecturers, and practical business projects—is expected to influence students' entrepreneurial readiness. This readiness is reflected in several key indicators, such as entrepreneurial intention, willingness to take risks, managerial competence, and the ability to innovate. This relationship serves as the foundation for the analysis in this study, aiming to evaluate the extent to which various learning components contribute to the actual entrepreneurial readiness of vocational students, particularly those in the culinary field, as they prepare to enter the business world.

The results of this study are expected to provide empirical contributions to the development of a contextual entrepreneurship curriculum that aligns with the real needs of vocational students in the culinary field. The findings will also be valuable for lecturers responsible for entrepreneurship courses, helping them design learning strategies that are more interactive, relevant, and responsive to industry dynamics. More broadly, this study supports the implementation of the Merdeka Belajar–Kampus Merdeka (MBKM) policy by promoting experiential learning outside the classroom, including the establishment of real business ventures (Yanuarsari et al., 2021). Therefore, the outcomes of this research can serve as a key reference for educational institutions in evaluating and enhancing the quality of entrepreneurship education, with the aim of effectively bridging the gap between academic learning and the professional business environment.

This study highlights the importance of analyzing the influence of entrepreneurship learning on the entrepreneurial readiness of students in the Culinary Management Study Program, while taking into account the distinctive characteristics of the culinary field. To date, many existing studies have employed general measurement instruments that do not sufficiently capture the specific competencies required for culinary entrepreneurship—such as food product innovation, raw material management, quality control in taste and service, and digital marketing skills. In reality, these elements are critical in shaping students' preparedness to enter the culinary business sector. This emphasis is in line with the evolving dynamics of the tourism industry, where the culinary sector represents one of the most dynamic and high-potential areas for development (Lubis et al., 2024). Accordingly, this study aims to provide a more precise empirical understanding of how different learning components influence student readiness, and to offer practical recommendations for vocational education institutions in designing learning strategies that are better aligned with the demands of the culinary industry.

RESEARCH METHODS

This study adopts an associative quantitative approach to examine the influence of entrepreneurship learning variables on students' entrepreneurial readiness. This approach was selected to obtain objective and measurable results through the collection of numerical data using a structured research instrument. The hypothesis testing for associative correlation was carried out using Structural Equation Modeling with the Partial Least Squares (SEM-PLS)

method to ensure accurate and applicable analysis (Akbar et al., 2023). The research was conducted during the odd semester, in alignment with the implementation of the Entrepreneurship course within the Culinary Management Study Program. The study involved 22 morning-class students, selected through total sampling due to the small and manageable population size. The research instrument was a questionnaire developed based on indicators drawn from established theories and prior studies. A five-point Likert scale (1=strongly disagree to 5=strongly agree) was used to measure students' perceptions of entrepreneurship learning and their readiness to engage in the culinary business sector. Following the guidance of (Simamora, 2022), special attention was given to ensuring the proper use of the Likert scale to generate valid ordinal data. Content validity was assessed through the involvement of two expert lecturers in entrepreneurship and research methodology, in accordance with the principle that valid data must originate from well-validated instruments (Puspitasari & Febrinita, 2021). Based on their feedback, minor revisions were made to several questionnaire items to improve clarity and reduce ambiguity.

After the instrument was validated, the questionnaire was distributed directly to 22 students from the morning class, who served as respondents. The survey was completed in a controlled and conducive environment, with the researcher providing assistance throughout the process. The completion took approximately 30 minutes, and no personal identifying information was collected to ensure respondent confidentiality. The questionnaire consisted of 35 closed-ended items, covering five indicators related to entrepreneurship learning and four indicators of entrepreneurial readiness. Validity and reliability testing was conducted using SmartPLS, with the results meeting established standards (loading factor > 0.7; Cronbach's Alpha > 0.6). Data were collected through a structured survey and analyzed using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) approach. The analysis involved two main stages: evaluation of the outer model (to assess the validity and reliability of the instrument) and the inner model (to test the research hypotheses). This analytical method is considered suitable for studies with small sample sizes and non-normally distributed data. The significance of relationships between variables was assessed using t-statistics and p-values.

RESULTS AND DISCUSSION

This study employs a quantitative approach using Partial Least Squares–Structural Equation Modeling (PLS-SEM), which is well-suited for small sample sizes and non-normally distributed data. PLS-SEM enables the analysis of relationships between latent constructs while also testing the validity and reliability of measurement indicators. This method distinguishes between the analysis of the outer model (measurement model) and the inner model (structural model), allowing for a more focused and structured interpretation of the results. The presentation of research findings follows several stages. It begins with a description of the respondents' characteristics, which reflect the background of students enrolled in the entrepreneurship course. This is followed by an assessment of the outer model to confirm the validity and reliability of the indicators using loading factor values, Average Variance Extracted (AVE), and Cronbach's Alpha. The inner model analysis is then conducted to examine the influence of entrepreneurship learning on students' entrepreneurial readiness, using path coefficients, t-statistics, and p-values. Finally, the results are discussed by linking them to relevant theories, previous studies, and the vocational context of the Culinary Management Study Program. This aims to offer meaningful contributions toward improving entrepreneurship learning strategies that are both relevant and applicable to the needs of vocational education.

The respondents in this study consisted of 22 students from the morning class of the Culinary Management Study Program who were actively enrolled in the Entrepreneurship course during the odd semester of the current academic year. The selection of the morning class as the study population was based on the homogeneity of the group and the alignment between their learning activities and relevant academic experiences within the course context. A statistical overview of the respondents' characteristics is presented in Table 1.

Table 1. Respondent Characteristics

Description	Frequency	Percentage (%)
Gender:		
Male	10	45,45%
Female	12	54,55%
Age:		
< 19 - 20 years	6	27,27%
21 – 22 years	13	59,09%
23 – 24 years	3	13,63%
Entrepreneurial Experience:		
Ever	6	27,3%
Never	16	72,7%

Based on Table 1, which presents the characteristics of the respondents, it can be observed that the total number of participants in this study was 22 students from the Culinary Management Study Program. In terms of gender, the majority were female, with 12 students (54.55%), while male students accounted for 10 individuals (45.45%). This indicates that female participation in entrepreneurship learning was slightly more prominent in this group. Regarding age, most respondents were between 21 and 22 years old, totaling 13 individuals (59.09%). This was followed by students aged 19–20 years, comprising 6 individuals (27.27%), and 3 individuals (13.63%) aged between 23 and 24 years. These figures suggest that the majority of respondents were mid-program students, positioned in a productive stage for beginning to explore entrepreneurship. In terms of entrepreneurial experience, 16 respondents (72.7%) reported having no prior business experience, while 6 respondents (27.3%) had previously engaged in entrepreneurial activities, either on a small scale or independently. This finding is important, as it indicates that most students are still in the early stages of understanding and engaging with entrepreneurship. Therefore, the effectiveness of the learning process becomes critical in developing their entrepreneurial readiness. Analyzing these characteristics is essential, as they may influence students' perceptions and preparedness to start a business. These factors also serve as a foundation for interpreting the effectiveness of the entrepreneurship learning model applied in the study.

Respondents were then asked to evaluate the Entrepreneurship Learning variable (X), which consists of several assessment indicators. The evaluation was conducted using a Likert scale with a value range of 3 to 5, where a score of 3 indicates a neutral or sufficient perception, a score of 4 indicates agreement, and a score of 5 indicates strong agreement with the given statement. This scoring range reflects the degree of positive perception students hold toward the entrepreneurship learning process they have experienced. The results of this assessment serve as the basis for measuring the effectiveness of the implemented learning approach in shaping students' readiness to face the realities of the business world. These results are presented in the Table 2.

Table 2. Questionnaire Scores for Entrepreneurship Learning Variables (X)

Indicator	Answers for X Variable					
	Strongly Agree		Agree		Less Agree	
	Frequency	%	Frequency	%	Frequency	%
Learning Methods	7	32%	8	36%	7	32%
Material Relevance	5	23%	13	59%	4	18%
Student Involvement	5	23%	11	50%	6	27%
Lecturer Role	5	23%	11	50%	6	27%
Practical Business Project	5	23%	10	45%	7	32%

Based on Table 2, which presents the questionnaire scores for the Entrepreneurship Learning variable (X), it can be observed that students' perceptions of the five main indicators are generally positive, although some respondents expressed disagreement. For the Teaching Methods indicator, 32% of respondents strongly agreed, 36% agreed, and 32% disagreed, suggesting that perceptions of teaching methods remain relatively divided. In contrast, the Relevance of Material indicator received predominantly positive evaluations, with 59% of

respondents agreeing and 23% strongly agreeing, while only 18% disagreed. For the Student Engagement indicator, 50% of respondents agreed, 23% strongly agreed, and 27% disagreed, indicating that a majority of students felt actively involved in the learning process. Similar trends were observed for the Lecturer's Role, with 50% agreeing, 23% strongly agreeing, and 27% disagreeing. Meanwhile, responses to the Practical Business Project indicator were more evenly distributed: 23% strongly agreed, 45% agreed, and 32% disagreed. This suggests that while practical entrepreneurial activities have been incorporated into the learning process, their implementation may still require enhancement. Overall, the data indicate that students perceive entrepreneurship learning as fairly effective—particularly in terms of material relevance, student engagement, and lecturer involvement—though there remains room for improvement, especially in teaching methods and the execution of practical business projects.

In addition, respondents were asked to evaluate variable Y, namely Entrepreneurial Readiness, which reflects the extent to which students feel prepared to start and manage a business independently after completing entrepreneurship learning. This assessment consists of several indicators that represent key aspects of entrepreneurial readiness, including the intention to become an entrepreneur, willingness to take risks, basic managerial skills, and the ability to innovate. The data collected from respondents' evaluations of this variable are presented in the Table 3, which illustrates students' overall attitudes and tendencies regarding their readiness to engage in the real business world.

Table 3. Questionnaire Scores for Entrepreneurial Readiness Variable (Y)

Indicator	Answers for Y Variable					
	Strongly Agree		Agree		Less Agree	
	Frequency	%	Frequency	%	Frequency	%
Entrepreneurial Intention	5	23%	14	64%	3	14%
Courage to Take Risks	6	27%	11	50%	5	23%
Managerial Skills	3	14%	12	55%	7	32%
Innovative Ability	6	27%	7	32%	9	41%

Based on Table 3, which presents the questionnaire scores for the Entrepreneurial Readiness variable (Y), it is evident that the majority of respondents provided positive evaluations of the indicators related to their readiness to start a business. For the Entrepreneurial Intention indicator, 64% of respondents agreed and 23% strongly agreed, while only 14% disagreed. This indicates that most students have a strong desire to pursue entrepreneurship. Similarly, the Risk-Taking indicator received favorable responses, with 50% agreeing and 27% strongly agreeing, and only 23% disagreeing. These results suggest that many students feel mentally prepared to face the uncertainties of running a business. For the Managerial Skills indicator, 55% agreed and 14% strongly agreed; however, 32% disagreed, indicating that a significant number of students still lack confidence in their basic managerial competencies. Regarding the Innovative Capability indicator, 27% strongly agreed and 32% agreed, while 41% disagreed. This suggests that although there is potential for innovation among students, greater support and encouragement are needed to strengthen their creativity in generating business ideas. Overall, the data indicate that students demonstrate strong entrepreneurial intentions and a willingness to take risks. However, there is still a need to further develop their managerial skills and innovative capacities to fully support their entrepreneurial readiness.

The outer model is used to assess how well the indicators represent the latent variables under study—in this case, Entrepreneurship Learning (X) and Student Entrepreneurial Readiness (Y). The outer loading value indicates the strength of the correlation between each indicator and its corresponding construct. An ideal outer loading value is greater than 0.70; however, in exploratory research, values between 0.60 and 0.70 are still considered acceptable. The outer loading values for each indicator are presented in the Table 4.

Based on Table 4, which presents the outer loading results, it can be concluded that most indicators in this study demonstrate a strong contribution to their respective latent variable constructs. For variable X (Entrepreneurship Learning), all five indicators show outer loading values exceeding the minimum threshold of 0.70, indicating strong convergent validity.

Specifically, indicators X1 and X3 have outer loading values of 0.842 and 0.814, which are categorized as very strong. Meanwhile, indicators X2, X4, and X5 have values of 0.723, 0.750, and 0.720, which are also considered valid and reliable. For variable Y (Entrepreneurial Readiness), three out of four indicators—Y2, Y3, and Y4—also demonstrate very strong outer loading values of 0.835, 0.816, and 0.836, respectively. However, indicator Y1 has a loading value of 0.614, which, while lower, remains acceptable in the context of exploratory research. Nonetheless, this indicator may require further evaluation to ensure the clarity of the measured construct or to consider refinement of the questionnaire item. Overall, the outer loading results indicate that the measurement instrument used in this study meets the criteria for convergent validity and is therefore appropriate for use in the subsequent structural model analysis.

Table 4. Outer Loading

Indicator	Latent Variables	Outer Loading	Interpretation
X1	X	0.842	Very Strong
X2	X	0.723	Valid
X3	X	0.814	Very Strong
X4	X	0.750	Valid
X5	X	0.720	Valid
Y1	Y	0.614	Adequate, Needs Evaluation
Y2	Y	0.835	Very Strong
Y3	Y	0.816	Very Strong
Y4	Y	0.836	Very Strong

Next, discriminant validity was assessed using cross-loading analysis to ensure that each indicator is more strongly associated with the construct it is intended to measure than with any other construct in the model. This analysis involves comparing the Average Variance Extracted (AVE) value of each latent variable with the correlation values between constructs. If the AVE value is greater than the correlation with other constructs, it indicates that the construct has good discriminant validity—meaning that the indicators are distinct and do not significantly overlap in measuring other variables. The complete results of the discriminant validity test are presented in the Table 5.

Table 5. Discriminant Validity

Indicator	X	Y
X1	0,842	0,790
X2	0,723	0,666
X3	0,814	0,797
X4	0,750	0,679
X5	0,720	0,594
Y1	0,628	0,614
Y2	0,707	0,835
Y3	0,661	0,816
Y4	0,847	0,836

Based on Table 5, which presents the results of the discriminant validity test using cross-loading analysis, it is evident that each indicator has a stronger correlation with its corresponding latent variable than with other variables in the model. This confirms that each indicator has good discriminant validity in measuring its intended construct. For example, indicator X1 shows a correlation of 0.842 with variable X (Entrepreneurship Learning), compared to only 0.790 with variable Y (Entrepreneurial Readiness). Similarly, indicator X3 has a correlation of 0.814 with X and 0.797 with Y, while X4 shows a correlation of 0.750 with X and 0.679 with Y. These results indicate that indicators for variable X consistently correlate more strongly with their own construct. The same pattern is observed for the indicators under variable Y. For instance, indicator Y2 has a correlation of 0.835 with Y and only 0.707 with X, and Y3 has a correlation of 0.816 with Y and 0.661 with X. These findings demonstrate that each indicator more accurately represents its respective construct than other constructs in the model. Overall, the results confirm that the model has good discriminant validity, thereby strengthening the reliability of the measurement model used in this study.

A reliability test was subsequently conducted using the Construct Reliability and Validity approach to ensure that the instruments used in this study demonstrate adequate internal consistency in measuring the latent variable constructs. This test consists of two key components: Average Variance Extracted (AVE), which assesses convergent validity, and Composite Reliability (CR), which evaluates the degree to which the indicators within a construct consistently measure the same concept. According to standard interpretation criteria, an AVE value of ≥ 0.50 indicates that the construct can explain more than 50% of the variance in its indicators, while a CR value of ≥ 0.70 suggests that the construct has good and stable reliability. The results of the AVE and CR calculations for each variable are presented in the Table 6.

Table 6. Validity and Reliability Test Results

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
X	0,829	0,838	0,880	0,595
Y	0,781	0,797	0,861	0,610

Based on Table 6, which presents the results of the Construct Reliability and Validity test, it is evident that both research variables—X (Entrepreneurship Learning) and Y (Entrepreneurial Readiness)—meet the reliability and validity criteria required in the SEM-PLS model. The Cronbach's Alpha values for variable X and Y are 0.829 and 0.781, respectively, both exceeding the minimum threshold of 0.70. This indicates that the indicators used exhibit good internal consistency in measuring their respective constructs. Furthermore, the Composite Reliability (rho_c) values are 0.880 for variable X and 0.861 for variable Y, while the Composite Reliability (rho_a) values are 0.838 and 0.797, respectively. These values confirm that both constructs demonstrate strong reliability. Additionally, the Average Variance Extracted (AVE) values are 0.595 for variable X and 0.610 for variable Y, indicating that more than 50% of the variance in the indicators is explained by their respective constructs—thus meeting the criteria for convergent validity. In conclusion, all constructs in this research model have been shown to be both reliable and valid, and are therefore appropriate for use in the subsequent structural model analysis.

Multicollinearity testing was conducted by analyzing the Collinearity Statistics (Variance Inflation Factor or VIF) in the measurement model (outer model) to assess the potential presence of multicollinearity among indicators within the same latent construct. This test is essential to ensure that each indicator contributes independently and does not exhibit excessive statistical overlap with other indicators in explaining its respective construct. High levels of multicollinearity can distort parameter estimates, reduce the validity of the model, and hinder accurate interpretation of the results. In the context of SEM-PLS analysis, a VIF value of less than 5 is generally considered acceptable. A VIF value ≤ 5 indicates that there is no problematic correlation among indicators, suggesting that the model is free from serious multicollinearity issues. The VIF results obtained in this study are presented in the Table 7 and are used as a basis for evaluating the adequacy of the indicators in representing the measured constructs.

Table 7. Multicollinearity Test Results

Variable	VIF Score	Description
X1	3,368	Moderate Multicollinearity
X2	2,250	Moderate Multicollinearity
X3	2,264	Moderate Multicollinearity
X4	2,829	Moderate Multicollinearity
X5	3,526	Moderate Multicollinearity
Y1	1,429	Moderate Multicollinearity
Y2	2,003	Moderate Multicollinearity
Y3	2,219	Moderate Multicollinearity
Y4	2,433	Moderate Multicollinearity

Based on Table 7, which presents the results of the multicollinearity test using Variance Inflation Factor (VIF) analysis, all indicators for variable X (Entrepreneurship Learning) and

variable Y (Entrepreneurial Readiness) show VIF values below the critical threshold of 5. This indicates that there are no signs of problematic multicollinearity within the model. The highest VIF value was observed for indicator X5 at 3.526, while the lowest was for indicator Y1 at 1.429. Although the VIF values suggest moderate levels of multicollinearity, none exceed the threshold that would threaten the stability of model estimations. Therefore, it can be concluded that each indicator contributes independently and that there is no significant redundancy of information among indicators within the same construct. These findings reinforce the validity of the measurement model and ensure that the estimation of relationships between latent variables can be interpreted accurately, without bias from multicollinearity. As a result, all indicators are considered appropriate to retain and contribute positively to the overall quality of the measurement model.

The next test conducted is the F^2 (F-Square) test, which is used to assess the magnitude of the effect that one latent variable has on another within the structural model. This test is important for understanding the substantive impact of the independent variable on the dependent variable, beyond its statistical significance. The interpretation of F^2 values in this study follows the criteria outlined by Sofyani (2025), as follows: an F^2 value greater than 0.15 indicates a small effect; a value between 0.15 and 0.35 indicates a medium effect; and a value greater than 0.35 indicates a large effect. Conversely, an F^2 value close to zero suggests that removing the construct from the model would have little to no impact on the model's overall predictive power. In this study, the F^2 test is used to evaluate the contribution of the Entrepreneurship Learning variable (X) to the Entrepreneurial Readiness variable (Y). The results are presented in the following table and provide insight into the substantive strength of the relationship between these two constructs within the structural model.

Table 8. F-Square Matrix

Variable	X	Y
X		5,598
Y		

Based on Table 8, which presents the results of the F-Square (F^2) test, it is evident that variable X (Entrepreneurship Learning) has a very strong influence on variable Y (Entrepreneurial Readiness), with an F^2 value of 5.598. This value significantly exceeds the threshold for a large effect, as defined by Sofyani (2025), which is 0.35. This finding indicates that construct X makes a substantial contribution to explaining the variance in construct Y. In other words, removing the Entrepreneurship Learning variable from the model would lead to a significant decrease in the model's predictive ability for Entrepreneurial Readiness. These results also support the findings of the R-Square test and path coefficient analysis, which demonstrated that entrepreneurship learning is a key factor in shaping students' readiness to become entrepreneurs. Therefore, Entrepreneurship Learning not only holds theoretical importance but also has a significant practical impact in developing entrepreneurial competencies among vocational students—particularly those in the Culinary Management Study Program.

The next analysis is the Coefficient of Determination (R-Square), which is used to measure the extent to which the independent variable explains the variation in the dependent variable within the structural model. This test serves as an important indicator for evaluating the predictive power of the model. A higher R-Square value indicates a greater proportion of the dependent variable's variance that can be explained by the independent variable. The interpretation of R-Square values in this study follows the guidelines proposed by (Ghozali, 2016a), where a value of 0.75 is considered strong, 0.50 is moderate, and 0.25 is weak. In other words, a high R-Square value suggests that the model has strong explanatory capability for the phenomenon under investigation. In the context of this research, the R-Square test is used to assess the extent to which the Entrepreneurship Learning variable (X) influences the Entrepreneurial Readiness variable (Y). The results of this test are presented in the following table and provide important insight into the contribution of the construct in predicting students' readiness to engage in entrepreneurial activities.

Table 9. R-Square Matrix

	R-Square	R-Square Adjusted
Y	0,848	0,841

Based on Table 9, which presents the results of the Coefficient of Determination (R-Square) test, the R-Square value for the dependent variable Y (Entrepreneurial Readiness) is 0.848, while the Adjusted R-Square value is 0.841. This means that 84.8% of the variation in students' entrepreneurial readiness can be explained by the Entrepreneurship Learning variable (X), with the remaining 15.2% influenced by other factors not included in the model. This high R-Square value indicates that the structural model has excellent predictive power, surpassing the threshold for a strong category as defined by Ghozali (2016b), where values ≥ 0.75 are considered to demonstrate high predictive strength. In addition, the minimal difference between the R-Square and Adjusted R-Square values (only 0.007) suggests that the model does not suffer from overfitting and remains stable even after adjusting for the number of predictors. These findings further support previous results, confirming that Entrepreneurship Learning is a dominant factor in shaping students' entrepreneurial readiness. Therefore, it is recommended that this component continue to be strengthened within the framework of vocational education curricula.

Subsequently, hypothesis testing was conducted to determine the path coefficient values derived from the developed structural model. This analysis aims to evaluate the magnitude of the direct effect between latent variables in the model and to verify whether these relationships are statistically significant. The resulting path coefficients indicate both the direction and strength of the relationships between the independent and dependent variables and serve as the primary basis for testing the validity of the proposed hypotheses. The general interpretation of path coefficients considers values closer to ±1 as indicating stronger relationships. In addition, the t-statistic and p-value are used to assess the statistical significance of these relationships. A p-value of less than 0.05 is typically considered statistically significant, indicating that the relationship between variables is not due to chance. The results of the hypothesis testing in this study are presented in the following path coefficient diagram, which visually illustrates the direction and estimated strength of the relationships among the constructs that form the core of the structural model analysis.

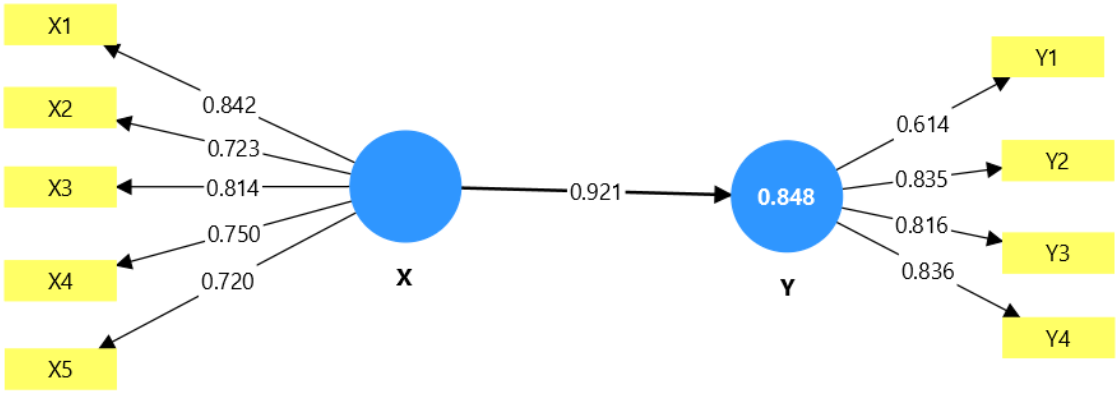

Figure 2. Output of the Relationship Graph Between Variables

Figure 2 presents the structural model (path coefficient diagram) generated from the SEM-PLS analysis, illustrating the relationship between variable X (Entrepreneurship Learning) and variable Y (Students' Entrepreneurial Readiness), along with their respective indicators. Variable X is measured by five indicators (X1–X5), with loading values ranging from 0.720 to 0.842. All indicators demonstrate valid levels of contribution, with several categorized as very strong—for example, X1 = 0.842 and X3 = 0.814. Similarly, variable Y is measured by four indicators (Y1–Y4). The highest loading values are observed in Y4 (0.836) and Y2 (0.835), while the lowest loading value is found in Y1 (0.614). Although Y1 is comparatively lower, it still meets the acceptable threshold for indicator validity in exploratory research.

The path coefficient from variable X to Y is 0.921, indicating that Entrepreneurship Education has a very strong and positive influence on students' Entrepreneurial Readiness. This suggests that the higher the quality of entrepreneurship education received by students, the greater their preparedness to independently start and manage a business. Additionally, the value of 0.848 shown within the Y variable circle represents the R-Square value, meaning that 84.8% of the variation in entrepreneurial readiness can be explained by entrepreneurship education. The remaining 15.2% is attributed to other external factors not included in the model. Overall, the structural model demonstrates excellent predictive power and provides strong support for the main hypothesis of this study.

Hypothesis testing was also conducted using the bootstrapping method, a statistical resampling technique used to more accurately assess the significance of relationships between latent variables in the structural model. This method involves repeatedly drawing random samples from the original dataset to estimate the distribution of key statistical values, such as the t-statistic and p-value. The main purpose of this test is to determine whether the relationships between constructs in the model are statistically significant, rather than occurring by random chance within the sample. The criteria for interpreting the bootstrapping results are as follows: a t-statistic value of ≥ 1.96 (at a 5% significance level) indicates a statistically significant relationship, and a p-value less than 0.05 further supports the significance of the relationship between variables. The results of the bootstrapping procedure serve as a strong basis for accepting or rejecting the proposed hypotheses, as shown in the Table 10.

Table 10. Path Coefficient

Correlation	Original Sampel (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X → Y	0,921	0,929	0,017	52,965	0,000

Based on Table 10, which presents the results of the path coefficient test using the bootstrapping method, it was found that the relationship between variable X (Entrepreneurship Learning) and variable Y (Students' Entrepreneurial Readiness) has an original sample value of 0.921, indicating a very strong and positive influence. The sample mean value of 0.929 further confirms the consistency of this estimate. Additionally, the very small standard deviation of 0.017 suggests that the estimation results are stable and show minimal deviation from the average value. Moreover, the t-statistic value of 52.965—far exceeding the threshold of 1.96 at the 5% significance level—and the p-value of 0.000 (less than 0.05) indicate that the effect of variable X on variable Y is statistically significant. This confirms that the hypothesis stating that entrepreneurship learning has a significant influence on students' entrepreneurial readiness can be confidently accepted. Therefore, this study not only demonstrates the strength of the relationship but also provides robust empirical evidence supporting the structural model and the relationship between the examined variables.

The next test was conducted to examine the correlation between latent variables in the research model. The purpose of this analysis is to assess the degree of linear association between latent constructs, ensuring that these variables are not only structurally related but also statistically correlated. Understanding the correlations between constructs can provide additional insights into the strength of associations and potential conceptual linkages within the theoretical framework. The general guideline for interpreting correlation coefficients is as follows: values approaching ±1 indicate a very strong relationship; values between ±0.50 and ±0.70 indicate a moderate relationship; and values below ±0.30 suggest a weak relationship. High correlations that remain below the threshold for multicollinearity are considered beneficial and indicate consistency within the model structure. The detailed results of the correlation test among latent variables in this study are presented in the Table 11.

Table 11. Latent Variable Correlation

Variable	X	Y
X	1,000	0,921
Y	0,921	1,000

Based on Table 11, which presents the results of the correlation analysis between latent variables, a correlation coefficient of 0.921 was found between variable X (Entrepreneurship Learning) and variable Y (Students' Entrepreneurial Readiness). This value indicates a very strong and positive linear relationship between the two constructs. In other words, the higher the quality of entrepreneurship learning received by students, the greater their readiness to start and manage a business independently. The correlation coefficient of 0.921 also aligns with the results of the previous path coefficient analysis, which demonstrated a direct and statistically significant effect of variable X on variable Y. This correlation value exceeds the threshold for a moderate relationship (≥ 0.70) and remains within an acceptable range that does not suggest multicollinearity, as confirmed by the earlier VIF analysis. Therefore, it can be concluded that the relationship between these two latent variables is not only structurally significant but also statistically strong in terms of correlation, thereby reinforcing the validity of both the theoretical framework and the empirical model employed in this study.

The results of this study support previous findings suggesting that entrepreneurship education, when implemented using appropriate approaches, can enhance students' entrepreneurial readiness (Maharani & Nugraha, 2022). In the context of vocational education—such as the Culinary Management Study Program—the integration of theoretical knowledge with practical experience is essential. Students must not only understand business concepts but also actively participate in simulations, projects, and real-world experiences to develop and apply entrepreneurial ideas effectively.

This finding is consistent with the research of Hidayah & Ghofur (2023), which states that the intention to become an entrepreneur is shaped by a combination of attitudes, subjective norms, and perceived behavioral control. Quality entrepreneurship education can effectively stimulate the development of these three components. This is further supported by the experiential learning approach proposed by Zamroni et al. (2023), which emphasizes that effective learning occurs through a cycle involving direct experience, reflection, conceptualization, and active experimentation.

The fact that indicator Y1 has a lower loading value compared to other indicators provides an opportunity for reflection, suggesting that not all aspects of students' entrepreneurial readiness can be fully explained by classroom learning alone. External factors—such as family environment, community support, access to business capital, and self-confidence shaped through personal experiences—also play a significant role. These factors may need to be considered as additional variables in future research models to provide a more comprehensive understanding of entrepreneurial readiness.

In the Structural Equation Modeling (SEM) approach, relationships between latent variables can be expressed mathematically to describe the direction, strength, and overall structure of the interactions within the model. The SEM framework consists of two main components: the measurement model and the structural model. Based on the results of the SEM-PLS analysis, this study focuses on a primary relationship, namely the relationship between: (1) Variable X – Entrepreneurship Learning, and (2) Variable Y – Student Entrepreneurial Readiness. The relationship between these variables can be formulated as: $Y=0.921X+\varepsilon$.

The coefficient of 0.921 indicates that the influence of entrepreneurship learning on entrepreneurial readiness is very strong and positive. This finding is consistent with previous studies conducted at the vocational high school level (Pratomo et al., 2018). It implies that for every one-unit increase in students' perception of entrepreneurship learning, there is a corresponding increase of 0.921 units in their entrepreneurial readiness, assuming all other variables remain constant.

This study has broad implications from theoretical, practical, and policy perspectives. Theoretically, the findings support the framework of attitudes, subjective norms, and perceived behavioral control (Masu'mah & Pujiati, 2018) within the context of vocational entrepreneurship education. The discovery that entrepreneurship learning has a highly significant influence on entrepreneurial readiness emphasizes the essential role of the learning process in shaping students' intentions, attitudes, and perceptions of control in preparing to

enter the business world. Moreover, the experiential learning approach (Dewi & Barkah, 2025) is confirmed to be both relevant and effective in entrepreneurship education. This approach encourages students to learn through real-life experiences, simulations, and hands-on practice, rather than relying solely on theoretical instruction. Practically, the results of this study offer concrete recommendations for vocational education institutions to design entrepreneurship learning strategies that are more applicable, contextual, and focused on developing competencies in culinary entrepreneurship. The very high path coefficient (0.921) and strong R^2 value (0.848) provide compelling evidence that well-structured entrepreneurship education significantly enhances students' readiness to start a business. These findings call on lecturers, curriculum developers, and educational institutions to strengthen project-based learning, invite real entrepreneurs as guest speakers, and foster an entrepreneurial ecosystem that supports student initiatives. From a policy standpoint, the results of this study can serve as a foundation for enhancing institutional policies related to student entrepreneurship development. Recommended initiatives include providing entrepreneurship grant programs, establishing culinary business incubators, integrating the Merdeka Belajar–Kampus Merdeka (MBKM) program, and building strategic partnerships with industry stakeholders.

CONCLUSION AND SUGGESTIONS

Based on the results of this study, it can be concluded that entrepreneurship learning has a very strong and significant influence on the entrepreneurial readiness of students in the Culinary Management Study Program, as evidenced by a path coefficient value of 0.921 and an R-square value of 0.848. This indicates that a substantial portion of students' readiness to start a business is directly influenced by the learning experiences provided through the entrepreneurship course. All indicators for the Entrepreneurship Learning variable (X1–X5) demonstrated high levels of convergent validity. Similarly, most indicators for the Entrepreneurial Readiness variable (Y2–Y4) were valid and strongly contributive, although indicator Y1 showed a comparatively lower loading and may require further refinement in future studies. This research highlights the critical importance of experiential and practice-based learning methods in fostering students' entrepreneurial readiness—particularly in the culinary sector, which requires a combination of managerial competence, creativity, and willingness to take risks. Therefore, it is recommended that vocational education institutions, especially those offering entrepreneurship courses, strengthen experiential learning through business project activities, simulations, and direct collaboration with industry practitioners. Institutional support should also be enhanced by providing access to mentoring programs, student business incubators, and other entrepreneurship resources. These efforts will help ensure that students are not only academically prepared but also mentally and operationally equipped to succeed in a competitive business environment. This study is expected to serve as a valuable reference for developing a more relevant and contextual entrepreneurship curriculum, and as a foundation for future research exploring additional variables that may influence entrepreneurial readiness within the vocational education context.

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