



Examining the Mediating-Moderating Role of Entrepreneurial Orientation and Digital Competence on Entrepreneurial Intention in Vocational Education

Mochamad Bruri Triyono^{1*}, Farid Mutohhari¹, Nur Kholifah¹, Muhammad Nurtanto², Hani Subakti³, Kiftian Hady Prasetya⁴

¹Department of Vocational and Technology Education,
Yogyakarta State University, INDONESIA

²Department of Mechanical Vocational Engineering Education,
Sultan Ageng Tirtayasa University, INDONESIA

³Department of Primary Teacher Education,
Widya Gama Mahakam Samarinda University, INDONESIA

⁴Department of Primary Teacher Education,
Balikpapan University, INDONESIA

*Corresponding Author

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Abstract: The rapid development of technology and digitalization in today's era has affected many aspects of life, including business and entrepreneurship. On the other hand, vocational education also has an essential role in preparing reliable and qualified human resources in this field. However, the main problem is the absence of entrepreneurial orientation and digital competency support in vocational education. In addition, low social and psychological capital results from this problem. This research aims to measure the role of social capital (SC) and psychological capital (PC) on entrepreneurial orientation (EO). Together they influence entrepreneurial intention (EI). In addition, entrepreneurial orientation (EO) was tested for its role as a mediator and tested for the moderating effect of digital competence (DC). This study used a quantitative research method with an ex post facto approach involving 757 vocational education student respondents. Data was collected through an Entrepreneurial Intentions questionnaire with a Likert scale of 1-5 (strongly disagree to agree strongly). SEM analysis tests the direct effect based on the path coefficient and the mediating and moderating effect based on the bootstrap results. The study results reveal that social capital (SC) and psychological capital (PC) and entrepreneurial orientation (EO) are significant in entrepreneurial intentions (EI). Entrepreneurial orientation (EO) is essential in mediating social and psychological capital's influence in determining intentions. Digital competence (DC) can prove its moderating role significantly in its interaction with entrepreneurial orientation (EO) in determining intentions. In addition, social capital (SC) and psychological capital (PC) and entrepreneurial orientation (EO) as the basis for forming entrepreneurial intentions (EI) in vocational education students. The recommendation from the study is that vocational education providers need to increase the use of technology in learning, provide entrepreneurship education and training programs and build networks with local business communities.

Keywords: Entrepreneurial intention, entrepreneurial orientation, digital competencies, social and psychological capital

1. Introduction

In the last decade, entrepreneurship has become essential in overcoming several unemployment problems among vocational education students, including in Pakistan, Europe, Nigeria, Egypt, Ghana, Africa, Tunisia, Turkey, Indonesia, and other countries (Abo-Shabana et al., 2018; Alareeni et al., 2021; Chigunta, 2016; Dabbous & Boustani, 2023; Kum & Karacaoglu, 2012; Okoro et al., 2022; Padi et al., 2022). The cause of the ongoing problem is the lack of availability of jobs, contrary to the number of students who have completed their studies. In Indonesia, graduates of vocational education students are oriented toward three types of opportunities: working in the industry, continuing at a higher level, and entrepreneurship (Nurtanto et al., 2020). However, until now, entrepreneurship has not become a priority orientation for the government. The contributing factors are a lack of understanding, resources, and coordination between agencies. Meanwhile, technological developments that disrupt various fields of work require new entrepreneurs with their latest innovations to overcome these problems (Astuti et al., 2022; Mutohhari et al., 2021; Sopotan, 2017). However, the Indonesian government is trying to increase students' interest in entrepreneurship through various programs to drive entrepreneurship in the future, including student entrepreneurship programs, vocational entrepreneurship programs, vocational business incubation programs, and family economic empowerment programs (Sendouwa et al., 2019). Vocational education was chosen as a target by considering its essence in equipping students with work competencies, so it is highly relevant to the program (Arifin et al., 2020; Billett, 2011). Ideally, vocational education graduates have sufficient skills and knowledge to create and develop their businesses. However, the realization of this program has not been felt effectively by vocational education graduates to date. Entrepreneurial intention (EI) is the main factor in the problems of vocational education graduates in the entrepreneurship (Boldureanu et al., 2020; Handayati et al., 2020; Yıldırım et al., 2016). EI is the desire or tendency to start and develop a new business (Anjum et al., 2022). EI plays an important role because it is the first step in forming an entrepreneur, and even EI is a requirement for starting a business. In the study (Kong et al., 2020), EI plays a role in influencing future business performance. Therefore, EI is called the core heart of entrepreneurship.

Entrepreneurial intention is predicted to strongly influence a person's desire to innovate, seek business opportunities, and take risks, referred to as entrepreneur orientation (EO). EO affects EI by strengthening one's interest and desire to venture into the business (Lee et al., 2022). However, several studies have analyzed deficiencies in entrepreneurship learning which are only oriented toward knowledge and understanding accompanied by skills in that field (Amalia & von Korfflesch, 2021; Purusottama & Trilaksono, 2019). Meanwhile, (Baum et al., 2007) state that success in producing someone who intends to become an entrepreneur is not just a matter of knowledge and skills. More than that, an innovative approach is needed to stimulate the formation of entrepreneurial character (Schmitt-Rodermund, 2004). Building an inner orientation is one of the most critical aspects that contribute to forming entrepreneurial intentions in students' Fields (Mei et al., 2017). This was also confirmed through a literature review from Abbasiachavari & Moritz (2021); Liñán & Fayolle (2015), who concluded that most studies identify entrepreneurial orientation as the factor that stimulates the growth of intention in a person. In education, EO is an individual's tendency to be innovative, proactive, and courageous in starting or managing a business (Abbasiachavari & Moritz, 2021). The rise in the orientation of students makes them have a high intention to make entrepreneurial decisions (Şahin et al., 2019). In other words, students' EI can also be referred to as a positive consequence when they have an EO.

Instilling a strong EO and EI in students is determined by various fundamental factors influencing it. Several studies in the last three years analyzed the importance of social capital (SC) embedded in students' fields (Mahfud et al., 2020; Obschonka et al., 2019; Sarwar et al., 2021). They highlight social circumstances and environment as a basis for stimulating students to behave like entrepreneurs. In addition, they also agreed and believed that the growing desire and determination to entrepreneurship in students could not be separated from the social conditions they had (Cheng & Liao, 2020). As reported, SC acts as a social investment in the form of values that support and strengthen one's determination to make decisions (Cohen et al., 2019). In addition to the social capital factor, previous research has highlighted the psychological capital (PC) factor, which has become a new paradigm that triggers the growth of personality and intentions from within (Ephrem et al., 2019). Although not many have examined this factor in entrepreneurship, its essence is fundamental for forming entrepreneurial orientation and intentions. Research in several countries determines that psychological conditions can encourage someone to develop entrepreneurial behaviour. As also researched by Baluku et al. (2020); Kholifah et al. (2022); Mahfud et al. (2020); Welter & Scrimshire (2021), Psychological capital can make a very significant contribution to influencing students' EI. Even more profoundly, some of the contributions of SC and PC) in shaping EI are mediated by EO (Jaedun et al., 2022; Mei et al., 2017). In other words, the direct influence of the two factors is not maximized, so a strong orientation is needed first, which then stimulates the emergence of intention.

Researchers also examine other factors that have the potential to strengthen the contribution of the above factors in forming EI, which are considered very important. The primary consideration is the inseparable entrepreneurship from the role of technology. Currently, digitalization has dominated all types of work Martín-Rojas et al. (2013) reported that a person's digital competence (DC) contributes to its influence in supporting the entrepreneurial process. This finding is reinforced by the fact that digital ability contributes to supporting the entrepreneurial process in a person, both in increasing entrepreneurial intention or the desire to become an entrepreneur, as well as in increasing entrepreneurial success (Mir et al., 2022; Singh & Dwivedi, 2022). Social capital (SC), psychological capital (PC), and entrepreneurial

orientation (EO) are thought to interact positively in increasing their role in forming entrepreneurial intentions. Although similar research is still minimal, the primary consideration is the results of research from Martín-Rojas et al. (2017), who succeeded in testing the significance of the interaction of social support and psychological reinforcement with the ability to use DC in influencing students' career decisions. In addition, an entrepreneurial orientation can be stimulated through technology in building a business so that its orientation will also strengthen the intention to develop a business (García-Morales et al., 2014). Given the importance of these factors, the researcher intends to examine the important role of SC, PC, and EO in forming EI's in vocational education students. In more depth, we also examine EO as a mediator and DC as a moderator of SC and PC influence on EI. Figure 1 presents the conceptual framework for this study. The hypothesis based on the theoretical study is as follows:

- H₁: SC plays a significant role in determining EO.
- H₂: PC plays a significant role in determining EO.
- H₃: EO plays a significant role in determining EI.
- H₄: SC plays a significant role in determining EI.
- H₅: Psychological capital plays a significant role in determining EI.
- H₆: DC plays a significant role in determining EI.
- H₇: EO significantly mediates the role of SC in determining EI.
- H₈: EO significantly mediates the role of PC in determining EI.
- H₉: DC significantly moderates the role of SC in determining EI.
- H₁₀: DC significantly moderates the role of EO in determining EI.
- H₁₁: DC significantly moderates the role of PC in determining EI.

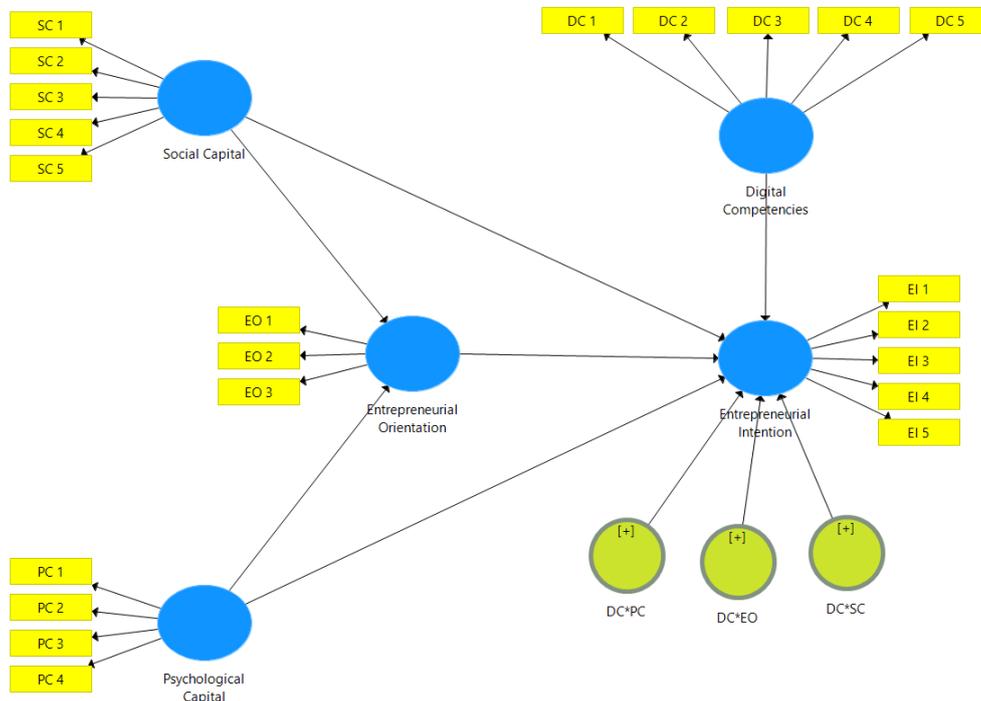


Fig. 1 - Conceptual framework

2. Methods

2.1 Research Design

This research is quantitative research with an ex-post facto research approach adapting the research design of Cohen et al. (2011). The data in this study were collected through a questionnaire designed with statements based on existing parameters. Following the existing conceptual framework and theoretical studies, direct influence, mediation, and moderation are measured based on the actual data that occurs. Researchers ensure the research direction by considering the orientation of entrepreneurship education policies in developing the potential for expanding employment in Indonesia so that this research focuses on vocational schools that intensify entrepreneurship programs. The data analyzed reflects the role of each variable in fostering students' entrepreneurial intentions in vocational education.

2.2 Research Participants

Researchers ensure that the main parameters considered in determining participants are those who have attended entrepreneurship classes for over a year. Departing from this, the participants are currently taking their final semester in vocational education (upper class). The population in this study are vocational schools in Indonesia that administer the entrepreneurship curriculum. The sampling technique (Handwerker, 2004) is a probability sample with gender representation, and the discipline of expertise aims to obtain differences in student characteristics. This technique minimizes bias in sampling and ensures population reliability. A total of 757 vocational student respondents participated in filling out the questionnaire. Based on gender grouping, 52% were female vocational students, and 48% were male vocational students. In addition, grouping based on areas of expertise: Technology and Engineering (41%), Information and Communication Technology (32%), and Tourism (27%). Overall, the average age of the respondents was 17 years ($SD = 4.62$). Most participants (58%) reported that their parents worked with another person or agency, and the remainder reported that their parents were entrepreneurs.

2.3 Questionnaires

2.3.1 Entrepreneurial intention

The entrepreneurial intention (EI) was adapted from a study conducted by Atitsogbe et al. (2019); Nguyen and Duong (2021) developed into an instrument to suit characteristics in Indonesia. The measuring parameter consists of five items of a person's intention to decide on entrepreneurship: desire, stability, preferences, plans, and behavioural expectations. This instrument adopts a 5-point Likert Scale type ranging from a score of 1 (strongly disagree) to 5 (strongly agree). The outer loadings (OL) and Cronbach's alpha (α) values of these indicators: desire (OL=0.902; $\alpha=0.918$), stability (OL=0.926; $\alpha=0.907$), preference (OL=0.906; $\alpha=0.928$), plan (OL=0.833; $\alpha=0.896$); and behavioural expectations (OL=0.838; $\alpha=0.871$).

2.3.2 Entrepreneurial Orientation

Entrepreneurial orientation (EO) is measured using the main dimensions adapted from Kurniawan et al. (2019) and Charfen (2019). EO representatives chose three indicators: the level of innovation for entrepreneurship, risk-taking orientation, and being proactive in running entrepreneurship. This instrument adopts a 5-point Likert Scale type ranging from a score of 1 (strongly disagree) to 5 (strongly agree). The outer loadings (OL) and Cronbach's alpha (α) values of these indicators: innovation for entrepreneurship (OL=0.856; $\alpha=0.841$), the level of decision-making orientation (OL=0.903; $\alpha=0.913$), and proactiveness in managing entrepreneurship (OL=0.858; $\alpha=0.899$).

2.3.3 Digital Competence

The digital competence (DC) in question is a competency that refers to the level of maturity in using digital technology to support their work. DC adapts the five indicators developed (Astuti et al., 2022; Fawaid et al., 2022; Mutohhari et al., 2021), including digital technology awareness, digital technology literacy, digital technology capacity, digital technology creativity, and digital technology critical. This instrument adopts a 5-point Likert Scale type ranging from a score of 1 (strongly disagree) to 5 (strongly agree). The outer loadings (OL) and Cronbach's alpha (α) values of these indicators: digital technology awareness (OL=0.807; $\alpha=0.881$), digital technology literacy (OL=0.813; $\alpha=0.892$), digital technology capacity (OL=0.707; $\alpha=0.848$), digital technology creativity (OL=0.865; $\alpha=0.905$), and digital technology critical (OL=0.850; $\alpha=0.921$).

2.3.4 Social Capital

Social Capital (SC) adapts five indicators from research (Mahfud et al., 2020; Pérez Fernández et al., 2021) including interaction intensity, trust capital, self-understanding of the social environment, shared values, and social networks. The fixed measurement scale uses a Likert Scale of 1-5 (Almost never to Very often). The outer loadings (OL) and Cronbach's alpha (α) values of these indicators: interaction intensity (OL=0.762; $\alpha=0.832$), trust capital (OL=0.737; $\alpha=0.894$), understanding of and with the social environment (OL=0.806; $\alpha=0.903$), shared values (OL=0.846; $\alpha=0.833$), and social networks (OL=0.734; $\alpha=0.871$).

2.3.5 Psychological Capital

Psychological capital (PC) is a condition owned by an individual that can generate enthusiasm to carry out an activity. PC is measured using four. The indicators adapted from (Zhao et al., 2020) include emotion, hope, optimism, and trust. The fixed measurement scale uses a Likert Scale of 1-5 (Almost never to Very often). The outer loadings (OL) and Cronbach alpha (α) values of these indicators: emotional (OL=0.879; $\alpha=0.916$), hope (OL=0.898; $\alpha=0.924$), optimism (OL=0.901; $\alpha=0.897$), and trust (OL=0.843; $\alpha=0.901$).

Table 1 - Questionnaire for measuring entrepreneurial intentions, entrepreneurial orientation, digital competence, social capital, and psychological capital in vocational education students.

No	Variables	Indicator	Item Statement
1	Entrepreneurial Intention	Desire	I want to start my own business in the future.
		Stability	I am confident that I will remain committed to my business plan in the long term.
		Preferences	I prefer to work in a creative and innovative environment rather than a monotonous and routine one.
		Plans	I have considered the risk factors associated with the business and developed a strategy to address them.
		Behavioral expectations	I hope to take concrete action in realizing my desire to start my own business.
2	Entrepreneurial orientation	Innovation for entrepreneurship	I have creative ideas that I can implement in my future entrepreneur
		Risk-taking orientation	Taking risks can bring significant benefits to the entrepreneur
		Being proactive in running entrepreneurship	I like to try new things and dare to take actions that are considered risky for in an entrepreneur
3	Digital competence	Digital technology awareness	I realized the need to improve my knowledge of digital technology continuously.
		Digital technology literacy	I can access digital applications or programs for work or daily activities.
		Digital technology capacity	I can develop and manage social media for business or personal activities.
		Digital technology creativity	I can develop innovative new products or services using digital technology.
		Digital technology critical	I can evaluate and analyze information from various digital sources.
4	Social capital	Interaction Intensity	How often do you interact with friends or colleagues at or outside school?
		Trust Capital	How trusting are you with friends or colleagues at or outside of school?
		Self-Understanding of the Social Environment	How well do you understand the social norms and rules that apply in your environment?
		Shared Values	How often do you feel you share values with your friends or peers at or outside school?
		Social Networks	How often do you interact with friends or colleagues who can help expand your social network?
5	Psychological capital	Emotion	How often do you feel stressed or anxious in challenging situations at school or outside of school?
		Hope	How much do you hope to achieve success in the future?
		Opttimism	How optimistic are you in facing difficulties or obstacles at or outside school?
		Trust	How much do you believe in yourself to achieve the goals you want to achieve?

2.4 Statistical Analysis

Structural Equation Modeling (SEM) analysis was used to test the hypothesis of direct influence between variables and the role of mediation and moderation through path analysis and bootstrap methods (Gunzler et al., 2013). Path analysis measures the direct effect of social capital (SC), psychological capital (PC), entrepreneurial orientation (EO), and digital competence (DC) on entrepreneurial intentions (EI). In comparison, the bootstrap method is used to measure the role of entrepreneurial orientation (EO) in mediating digital competence (DC) in moderating the influence of social capital (SC) and psychological capital (PC) on the growth of entrepreneurial intentions (EI). Bootstrap was adopted considering its accuracy, considering it to be the most reasonable method and capable of obtaining confidence limits for specific indirect effects in most conditions (Preacher & Hayes, 2008). Data analysis in this study used the SmartPLS 3.0 supporting software.

3. Results

3.1 Model Fit Index

The model that has been developed refers to the construction stage, and repeated tests have been carried out until the final model is produced, according to Fig. 2. Testing this model justifies the suitability of the standard structural model so that it can explain the correlation coefficient between variables and the role of mediation and moderation. The third fit index is presented to guide the analysis, as shown in Table 2. The results state that all aspects of fit in the basic model through a good index according to the existing critical value criteria. The expected small chi-square value was confirmed through analytical evidence. The substantial probability value ($p\text{-value} \geq .50$) justifies the data used to test the model so that the predictive ability tested on the observed value is extraordinary. GFI, AGFI, TLI, and NFI were all realized according to the threshold value ($\geq .90$). SRMR values $< .05$ and RMSEA < 0.08 also mean high suitability, and structural model analysis can be carried out (Westland, 2019).

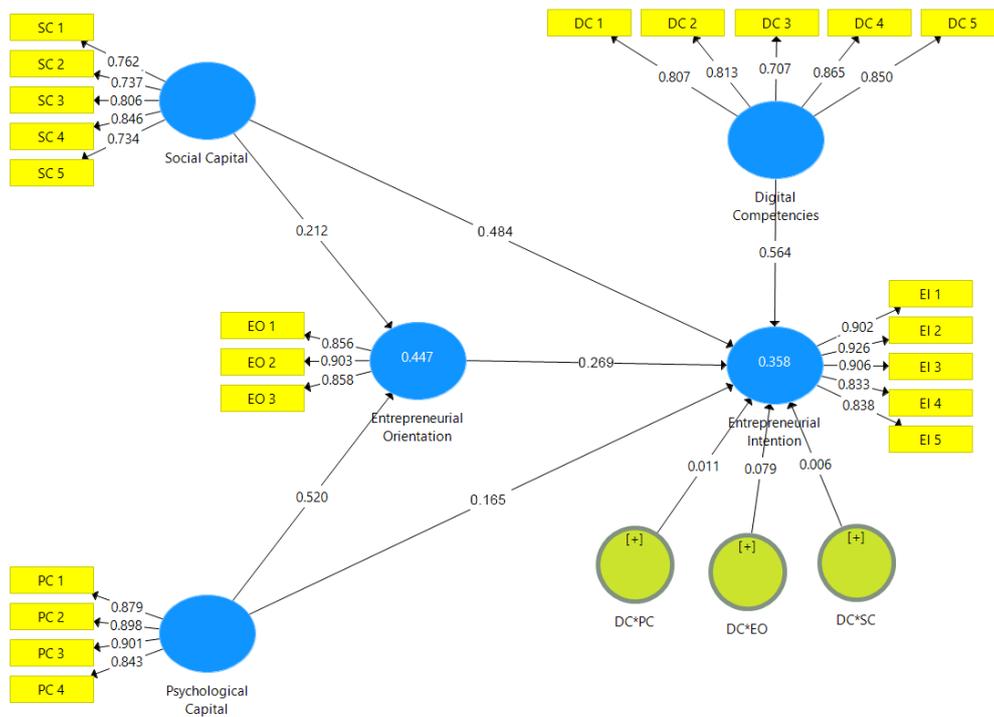


Fig. 2 - Structural model

Table 1 - Model fit index

Goodness of fit index	Desired level	Result	Evaluation
Chi-square	Expected to be small	32.916	Small
Probability	$\geq .50$	.219	Good
Goodness of fit index (GFI)	$\geq .90$	.943	Good
Adjusted goodness of fit index (AGFI)	$\geq .90$	.922	Good
Tucker lewis index (TLI)	$\geq .90$	.931	Good
Normal fit index (NFI)	$\geq .90$	.902	Good
Standardized root mean squared residual (SRMR)	$< .05$	.041	Good
Root mean square error of approximation (RMSEA)	$< .08$	.065	Good

3.2 Direct Effect Test Results

The results of the direct effect test show the role of social capital (SC) and psychological capital (PC) in determining entrepreneurial orientation (EO), and social capital (SC), psychological capital (PC), entrepreneurial orientation (EO), and digital competence (DC) in determining entrepreneurial intentions (EI) in students at vocational education. This refers to the estimated coefficient of the path effect in the original sample and the p-value at the 5% significance level. See Table 3. Presenting the results of the path analysis with the estimated value of the correlation coefficient for all paths above the minimum significant limit ($p < .050$). The estimated path coefficient between social capital and entrepreneurial orientation SC and EO is .212, and the p-value is .000***, so H_1 is supported. The second consideration differs from the

previous one in that the path coefficient value between PC and EO is .520, and the p-value is .000***, so H₂ is also supported.

Furthermore, the estimated value of the correlation coefficient is .269, and the p-value is .000 *** on the path of EO and EI to support H₃. Likewise, H₄ is supported by considering the estimated value of the correlation coefficient of .484 and the p-value of .000 *** on the path of social capital and entrepreneurial intentions. This also applies to the path coefficient between PC and EI, obtained at .165 and a p-value of .000***, so that H₅ is supported. In line with this, the correlation coefficient between DC and EI obtained is .564, and a p-value of .000*** also supports H₆.

Table 3 - Direct effect test result

Path	Estimate	SE	p	Evaluation
Social capital → entrepreneurial orientation (H ₁)	.212	.038	***	Supported
Psychological capital → entrepreneurial orientation (H ₂)	.520	.020	***	Supported
Entrepreneurial orientation → entrepreneurial intention (H ₃)	.269	.034	***	Supported
Social capital → entrepreneurial intention (H ₄)	.484	.018	***	Supported
Psychological capital → entrepreneurial intention (H ₅)	.165	.024	***	Supported
Digital competencies → entrepreneurial intention (H ₆)	.564	.028	***	Supported

Notes: ***p<.00

3.3 The Mediating Role of The Entrepreneurial Orientation

The mediation role test considers the results of bootstrapping with a 97.55% confidence interval using 500 iterations. The mediation role tested is the role of mediation from entrepreneurial orientation (EO) to social capital (SC) and psychological capital (PC) in determining the growth of entrepreneurial intentions(EI) in students vocational education. Bootstrap analysis obtains results that support its mediating role for all variables. For consideration of the support for the hypothesis, see Table 4, which presents the mediating role of EO in bridging the indirect effects of SC and PC. The estimated mediating coefficient of EO towards SC is .188 with a p-value of .000 ***, so H₇ is supported. Likewise, EO has proven its mediating role significantly in the effect of PC on EI with the acquisition of an estimated coefficient of .090 and a p-value of .032*, so H₈ is also supported.

Table 4 - Mediating role of entrepreneurial orientation (EI)

Standardized	Analysis	Bootstrapping BC 95% CI				
		SC → EO	SC → EI	PC → EO	PC → EI	EO → EI
Direct effect	Estimate	.212	.484	.520	.165	.269
	Sig	***	***	***	***	***
Indirect effect	Estimate		.188	.090		
	Sig		***	.032*		
Total effect	Estimate	.212	.672	.610	.165	.269
	Sig	***	***	***	***	***

Notes: *p<.05 and **p<.00

3.4 The Mediating Role of The Technological Competencies

Testing the hypothesis that refers to the moderating effect considers the influence test results from the interaction of social capital (SC), psychological capital (PC), and entrepreneurial orientation (EO) with digital competence (DC) in determining entrepreneurial intentions (EI). Bootstrapping using 500 iterations only proves the acquisition of results supporting one moderating effect hypothesis. The first consideration looks at Table 5, which presents the moderating role of digital competence. The coefficient for the influence of digital competence in moderating social capital is .006 with a p-value of .108, so H₉ is not supported. Meanwhile, digital competence (DC) can significantly moderate the effect of entrepreneurial orientation (EO) on entrepreneurial intentions (EI) by acquiring an estimated value of .079 and a p-value of .037*so that H₁₀ is supported. Finally, digital competence does not prove its significant role in moderating the influence of psychological capital (PC) on entrepreneurial intentions (EI), with a coefficient of only .011 and a p-value of .097, so H₁₁ is not supported.

Table 5 - Moderating role of digital competencies (DC)

Outcome variable	Variable Interaction	F	R	R ²	Estimate	p
Entrepreneurial intention (EI)		86.4612	.358	.128		
	SC → EI				.484	***
	SC*DC → EI				.006	.108
	PC → EI				.165	***
	PC*DC → EI				.011	.0097
	EO → EI				.269	***
	EO*DC → EI				.079	.037*

Note: SC = social capital, PC = psychological capital, EO = entrepreneurial orientation, EI = entrepreneurial intention, and DC = digital competence

Notes: *p<.05 and **p<.00

4. Discussion

During the transformation of science and technology, the intention remains consistently seen by various researchers as a determining factor in one's career choice for entrepreneurship (Fawaid et al., 2022; Handayati et al., 2020, 2021; Meoli et al., 2020). This is also confirmed by (Porcar & Soriano, 2018), that intention has high consistency as a trigger for someone's willingness to take entrepreneurial steps so that this aspect is not time-bound at all. In vocational education, which also prepares graduates for entrepreneurship, the intention theory has been extensively studied to be built through various factors to stimulate it. Therefore, before and after the theory of entrepreneurship develops, efforts to construct intentions through various important factors continue to be made. Long before the theory of entrepreneurship developed in vocational education, many theoretically convincing theories stated that entrepreneurial intentions were innate and hereditary. Not infrequently, research reports such as family background conditions, entrepreneurial knowledge, and skills are key aspects in building one's intention to become an entrepreneur. However, the narrative has changed significantly, as researchers in this field argue that entrepreneurs emerge due to various external and internal factors from individuals (Purusottama & Trilaksono, 2019; Sawang, 2020; Sendouwa et al., 2019). Following the type of human being as a social being, aspects related to socializing become a crucial approach that continues to be developed to foster individual intentions (Handayati et al., 2021). Then, from the inner side, psychological conditions are important to build so that an individual's mentality is formed Larijani & Saravi-Moghadam (2018). A person's social and psychological conditions will determine how far he is oriented toward something that reflects his condition, mainly if it is supported by the conveniences that are felt because of the help of existing technology (Ephrem et al., 2019).

This research further confirms that social capital (SC) and psychological capital (PC) are important aspects to consider amid the government's intensified entrepreneurship training programs. Social capital (SC) is very much needed considering the social values that develop in individuals will give confidence in doing work (Boldureanu et al., 2020). Most people have an orientation and intention to become an entrepreneur after socializing with people around them who have experience in entrepreneurship (Ha et al., 2020). Therefore, the quality of social capital possessed by individuals in determining the extent of their orientation and intention to grow for entrepreneurship is very important. As an educational institution, VE has a role in fostering students' awareness to socialize in building capital through social networks, self-confidence, and social values that are much needed in entrepreneurship (Pérez Fernández et al., 2021). Likewise, the conditions within students, which include mental and emotional, will trigger stimulation to build orientation and intentions according to their psychological state (Larijani & Saravi-Moghadam, 2018). Previous research reinforces that psychological conditions must be built to adapt to a job that has the potential to be done, such as entrepreneurship (De Carolis & Saporito, 2006). On the other hand, entrepreneurial intentions that arise from within students are an important consequence of awakening orientation from within themselves (Hassan et al., 2021). So it is not surprising that if the orientation is strong, then the intention will also follow it, as has been reported by several previous studies.

Furthermore, we also prove the significant mediating role of entrepreneurial orientation (EO) on the influence of social capital (SC) and psychological capital (PC) on intention. This means that social capital (SC) and psychological capital (PC) that is significantly built determines the entrepreneurship orientation (EO) so that it becomes a consequence of the growth of intention. In the same vein, research from Mahfud et al. (2020); Ndungu et al. (2017) also reveals the crucial role of entrepreneurship orientation (EO) as the construction of self-capital in the form of social and psychological, which ultimately indirectly affects students' intentions. However, research from Baluku et al. (2020) provides clarification that psychological capital tends to be an aspect to directly stimulate the growth of entrepreneurial intentions so that orientation is only partially constructed. Nevertheless, the underlying reasons were also clarified by García-Morales et al. (2014); Martín-Rojas et al. (2013), which reveal the importance of building internal conditions first to stimulate the emergence of an orientation that leads to the emergence of intention.

On the other hand, even though we only found a moderating effect of digital competition (DC) on the entrepreneurial orientation (EO) toward intention, this reflects that currently developing technology needs to be integrated into entrepreneurship learning (Nambisan, 2017). The aim is to strengthen the entrepreneurial orientation (EO) that has been

built previously within students (Alareeni et al., 2021). In other words, the interaction between orientation and digital competency maturity further strengthens individual determination to make decisions and totality in entrepreneurship (S. H. Singh et al., 2021). This is consistent with several studies that agree with this and provide confirmation that individual intentions grow because of competence in them. Moreover, these technological competencies support activities requiring high intention (Ji & Goo, 2021; Martín-Rojas et al., 2013; Nambisan, 2017).

This research implies that follow-up research is urgently needed to focus on the variables mentioned to test and strengthen the existing results so that practitioners concerned have clear solutions to increase entrepreneurial intentions in individuals. Social capital (SC) and psychological capital (PC) are fundamental needs that vocational education institutions must strengthen to foster entrepreneurial intentions in their students (Ephrem et al., 2019; Ha et al., 2020). Strengthening trust, relationships, and shared values through social interaction with the environment and society is an important key to strengthening social capital in students (De Carolis & Saporito, 2006). Meanwhile, to strengthen psychological capital, counseling is needed related to students' emotional conditions related to entrepreneurship (Ephrem et al., 2019). Then furthermore, vocational education is also recommended to reinforce entrepreneurial orientation (EO) by strengthening problem-solving skills and improving the entrepreneurial work ethic accompanied by strengthening entrepreneurial orientation in students (Condom-Vilà, 2020; Nadelson et al., 2018). Finally, it is also important to improve technical competencies that support entrepreneurship to strengthen the entrepreneurial capital and spirit within students and strengthen their intentions (Martín-Rojas et al., 2013; Schmitt-Rodermund, 2004).

5. Conclusion

This research has proven the effect of social capital, psychological capital, entrepreneurial orientation, and digital competence on the growth of entrepreneurial intentions of vocational education students. Although digital competence does not play a significant role in mediating social and psychological capital, it is very important and needed to strengthen entrepreneurial orientation to determine entrepreneurial intentions. The findings in this study indicate the importance of strengthening social and psychological capital to construct an entrepreneurial orientation which ultimately increases the intensity of intention. On the other hand, both are also very important to be strengthened as an effort to increase intention directly. Furthermore, entrepreneurship orientation requires interaction, from strengthening digital competence to fostering intention. These results indicate the importance of vocational education in strengthening the values included in social capital and psychological capital. Going deeper, constructing entrepreneurship orientation and digital competence is important to build an important bridge for social and psychological capital in stimulating intentions.

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