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THE EFFECT OF ENTREPRENEURSHIP EDUCATION ON RESULT AGILITY AMONG PUBLIC VOCATIONAL HIGH SCHOOL STUDENTS IN SURAKARTA

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ABSTRAK

Pendidikan vokasi diharapkan dapat membekali siswa dengan kemampuan adaptif yang dibutuhkan untuk merespons perubahan lingkungan kewirausahaan dan dunia kerja. Namun, bukti empiris yang menjelaskan apakah pendidikan kewirausahaan berkontribusi terhadap pengembangan *result agility* pada siswa sekolah menengah kejuruan masih terbatas. Penelitian ini menguji pengaruh pendidikan kewirausahaan terhadap *result agility* siswa sekolah menengah kejuruan (SMK) negeri di Surakarta. Responden penelitian terdiri dari 319 siswa kelas XI yang dipilih menggunakan teknik *proportionate random sampling* dari tiga SMK negeri. Data diperoleh melalui kuesioner terstruktur dan dianalisis menggunakan *Partial Least Squares Structural Equation Modeling* (PLS-SEM) dengan perangkat lunak SmartPLS 4. Hasil analisis menunjukkan bahwa pendidikan kewirausahaan berpengaruh positif dan signifikan terhadap *result agility* siswa ($\beta = 0.568$, $t = 11.622$, $p < 0.001$). Selain memperkuat pengetahuan dan kompetensi kewirausahaan, pendidikan kewirausahaan juga meningkatkan kemampuan adaptif siswa dalam mencapai hasil yang diharapkan pada situasi yang dinamis. Temuan ini mengidentifikasi *result agility* sebagai salah satu luaran penting dari pendidikan kewirausahaan serta menegaskan pentingnya penguatan pembelajaran kewirausahaan berbasis pengalaman (*experiential learning*) dalam pendidikan vokasi.
Kata Kunci: *pendidikan kewirausahaan, pembelajaran berbasis pengalaman, result agility*

ABSTRACT

Vocational education is expected to equip students with the adaptive capabilities needed to respond to changing entrepreneurial and workplace environments. However, limited empirical evidence explains whether entrepreneurship education contributes to the development of result agility among vocational high school students. This study investigated the effect of entrepreneurship education on result agility among public vocational high school students in Surakarta. The participants comprised 319 Grade XI students selected through proportionate random sampling from three public vocational high schools. Data were obtained through a structured questionnaire and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4. The analysis showed that entrepreneurship education positively and significantly influenced students' result agility ($\beta = 0.568$, $t = 11.622$, $p < 0.001$). In addition to strengthening entrepreneurial knowledge and competencies, entrepreneurship education enhanced students' adaptive capabilities to achieve desired outcomes in dynamic situations. These findings identify result agility as a key educational outcome of entrepreneurship education and emphasize the importance of strengthening experiential entrepreneurship learning in vocational education.
Keywords: *entrepreneurship education, experiential learning, result agility*

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INTRODUCTION

Vocational High Schools (SMKs) play an important role in preparing students for employment or entrepreneurial careers (Walidayni et al., 2023). Despite this objective, Statistics Indonesia (BPS) reported that SMK graduates recorded the highest open unemployment rate among all educational levels throughout 2023–2025 (BPS, 2025). The persistence of this condition indicates that vocational education faces a challenge in ensuring that the competencies developed during schooling are sufficient to support students' transition into employment and entrepreneurial activities. Beyond technical competencies, students need to develop entrepreneurial and transferable skills, including problem solving, communication, creativity, and the ability to respond to changing demands (Mack et al., 2024). These capabilities are particularly relevant because the transition from school to the world of work requires students to apply what they have learned in situations that may differ from those encountered during formal learning. Research in higher vocational education has also examined career adaptability in relation to educational-environment factors, reinforcing the relevance of adaptability within vocational learning settings (Jiang et al., 2024). This condition suggests that vocational graduates require not only technical expertise but also broader competencies, including the ability to identify opportunities, adapt to change, and respond effectively to evolving labor market demands (Löfgren et al., 2023). In this context, entrepreneurship education is relevant to vocational education because it can support the development of students' entrepreneurial capacities alongside preparation for the workforce (Supardi et al., 2021; Swaramarinda et al., 2025). Entrepreneurship education can also contribute to the development of students' adaptive capabilities, which are important for responding to dynamic entrepreneurial environments (Homer & Chuen, 2025).

Entrepreneurship education is intended to provide students with entrepreneurial knowledge, skills, and attitudes, while also offering practical learning experiences that support the development of entrepreneurial competencies (Göksen-Olgun et al., 2025). These learning experiences can develop students' ability to solve problems, make decisions, and respond effectively to real-world business situations (Motta & Galina, 2023). Experiential and contextual learning are important approaches to strengthening entrepreneurial competencies because they encourage students to apply theoretical concepts in authentic learning environments (Brausch-Böger & Förster, 2024; Udeozor et al., 2026). Within entrepreneurship education, experiential activities such as entrepreneurial projects, teaching factory programs, and internships provide students with opportunities to apply knowledge, solve problems, and adapt their actions in authentic contexts (Suherman et al., 2024). The value of these experiences, however, does not depend solely on students' exposure to practical activities. What students gain from an experience may also depend on how they engage with the learning situation, respond to problems, and use previous experience when dealing with new tasks. Practical activities may therefore provide similar learning opportunities while producing different responses among students. Students who are able to reflect on their experiences, adjust their actions, and remain focused when encountering difficulties may obtain greater adaptive value from entrepreneurial learning. Therefore, students exposed to similar entrepreneurship programs may still demonstrate different levels of performance when facing entrepreneurial challenges. This variation suggests that the effects of entrepreneurship education may differ depending on individual and contextual factors that shape students' responses to entrepreneurial learning (Bahaw et al., 2024).

Kolb (2015) conceptualizes learning as an adaptive process in which experience is transformed into knowledge through continuous interaction with changing situations. The

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theory further explains that learning involves more than acquiring knowledge, as performance, learning, and development function as interconnected adaptive responses to environmental demands. From this perspective, learning develops through the integration of different ways of engaging with experience. Individuals do not simply receive knowledge from an experience but progressively develop more complex ways of observing, conceptualizing, and acting in response to what they encounter. The integration of these learning modes enables individuals to broaden their responses to situations and develop greater capacity to deal with changing demands (Kolb, 2015). Within entrepreneurship education, experiential activities such as entrepreneurial projects, teaching factory programs, and internships provide students with opportunities to apply knowledge, solve problems, and adapt their actions in authentic contexts (Suherman et al., 2024). As a result, entrepreneurship education can strengthen the adaptive capabilities needed to respond effectively to dynamic entrepreneurial situations.

Result agility has recently emerged as an important concept in entrepreneurship education research. It is grounded in the broader concept of learning agility, which emphasizes learning from experience and adapting behavior when facing new and changing situations (De Meuse & Harvey, 2022). Learning agility involves more than acquiring knowledge, as individuals are expected to try new approaches, reflect on their experiences, and adjust their actions based on what they learn. These characteristics make learning agility closely related to experiential learning, particularly because both emphasize learning through experience, reflection, and adaptation (De Meuse & Harvey, 2022). Wardhani et al. (2022) conceptualize learning agility through four dimensions: people agility, mental agility, change agility, and result agility. Among these dimensions, result agility focuses on the ability to achieve results under difficult conditions and maintain effective performance when facing new and challenging situations. Hasan et al. (2025) similarly describe result agility as the ability to remain focused on achieving goals, make decisions under pressure, and sustain performance despite uncertainty and changing circumstances. In the context of entrepreneurship education, this capability is relevant because students may encounter tasks that require them to remain focused on goals while responding to uncertainty, obstacles, and changing conditions. In this context, result agility provides a relevant perspective for understanding students' ability to translate learning experience into goal-oriented performance.

Previous research has demonstrated that entrepreneurship education positively affects result agility among Generation Z university students (Hasan et al., 2025). These findings indicate that entrepreneurial learning experiences can enhance students' adaptive capabilities and strengthen their ability to perform effectively in uncertain situations. Previous studies have also examined entrepreneurship education among secondary and vocational students, particularly in relation to entrepreneurial intentions and career orientations (Dinis, 2024). However, empirical evidence on the relationship between entrepreneurship education and result agility among vocational high school students remains scarce. Compared with university students, vocational students are educated under different educational objectives, curricula, and learning environments that emphasize practical training, workplace preparation, and competency-based learning. These contextual differences raise the question of whether the positive relationship identified in higher education also applies to vocational education. Consequently, findings obtained from university students cannot be directly generalized to vocational high school students, highlighting the need to examine this relationship within the vocational education context. Therefore, further research is needed to investigate whether entrepreneurship education likewise contributes to the development of result agility among vocational high school students.

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To address this research gap, the present study investigates the relationship between entrepreneurship education and result agility in the context of Indonesian public vocational high schools. The study focuses on students whose learning experiences are practice-oriented and closely aligned with workplace preparation, providing a relevant context for examining how entrepreneurship education may contribute to the development of adaptive capabilities. By examining vocational high school students, this study extends the existing entrepreneurship education literature to an educational context that has received limited empirical attention. Understanding this relationship may provide valuable insights into how entrepreneurship education supports students in developing adaptive capabilities that are relevant not only for entrepreneurial activities but also for future workplace demands. Accordingly, this study aims to examine the effect of entrepreneurship education on result agility among public vocational high school students in Surakarta. The findings are expected to provide empirical evidence on the role of entrepreneurship education in fostering result agility among vocational high school students while offering practical implications for entrepreneurship learning. Based on the preceding discussion, the study proposes the following hypothesis: entrepreneurship education positively affects result agility among public vocational high school students.

RESEARCH METHODS

This study employed a quantitative survey design to examine the effect of entrepreneurship education on result agility among public vocational high school students in Surakarta. The population consisted of Grade XI students from three public vocational high schools, namely SMK Negeri 1 Surakarta, SMK Negeri 3 Surakarta, and SMK Negeri 6 Surakarta, with a total population of 913 students. Grade XI students were selected because they had received entrepreneurship education as part of their learning. The minimum sample size was determined using the Isaac and Michael formula at a 5% error level, resulting in 270 respondents. Proportionate random sampling was used to allocate the minimum sample across the three schools according to their respective population sizes. The proportional allocation resulted in 103 students from SMK Negeri 1 Surakarta, 83 from SMK Negeri 3 Surakarta, and 84 from SMK Negeri 6 Surakarta. During data collection, 319 students provided valid responses, and all responses were included in the analysis.

Data were collected using a structured online questionnaire administered through Google Forms. The questionnaire employed a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Two constructs were measured in this study: entrepreneurship education and result agility. Entrepreneurship education was operationalized through four indicators covering learning methods, teaching materials, entrepreneurial intention development, and problem-solving. Result agility was measured through three indicators, namely goal achievement, persistence in completing tasks, and performance consistency. The measurement items were adapted from Hasan et al. (2025) and adjusted to suit the characteristics of vocational high school students and the educational setting. The wording was refined to improve clarity and contextual relevance while maintaining the intended meaning of the original indicators.

The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) through SmartPLS 4. The analysis consisted of evaluating the measurement and structural models. The measurement model was examined through indicator reliability, convergent validity, internal consistency reliability, and discriminant validity. The structural model was subsequently assessed using the path coefficient to determine the relationship

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between entrepreneurship education and result agility. The analysis was conducted using the responses that fulfilled the predetermined sampling criteria.

RESULTS AND DISCUSSION

Results

A total of 319 valid questionnaires were collected from Grade XI students across three public vocational high schools in Surakarta. Although the formula established a minimum sample requirement of 270 respondents, all 319 completed questionnaires satisfied the sampling criteria and were retained for statistical computation. Because every participant had undertaken entrepreneurship coursework, the sample possessed adequate experiential background to evaluate the educational variables under investigation. The demographic composition of the sample, categorized by institution and academic program, is presented in Table 1.

Table 1. Respondent Characteristics

Characteristics	Category	n	Percentage (%)
School	SMKN 1 Surakarta	105	32.9
	SMKN 3 Surakarta	111	34.8
	SMKN 6 Surakarta	103	32.3
Study Program	Marketing	123	38.6
	Office Management	102	32.0
	Accounting	94	29.5
Total		**319**	**100.0**

As shown in Table 1, the sample distribution across SMKN 1 Surakarta (32.9%), SMKN 3 Surakarta (34.8%), and SMKN 6 Surakarta (32.3%) was relatively balanced. Regarding study programs, Marketing constituted the largest proportion (38.6%), followed by Office Management (32.0%) and Accounting (29.5%). This balanced distribution across institutions and commercial disciplines indicates that the respondents adequately represent the target population of business and management vocational students in Surakarta. Consequently, the demographic structure supports the generalizability of the findings within the specified vocational school context.

Evaluation of the measurement model was conducted to establish construct validity and reliability before structural testing. Indicator reliability was assessed through outer loadings, while convergent validity was determined using the Average Variance Extracted (AVE). Internal consistency was examined using Cronbach's alpha and composite reliability (CR), with the threshold set at 0.70 for reliability and 0.50 for AVE (Hair & Alamer, 2022). The measurement model parameters for entrepreneurship education and result agility are detailed in Table 2.

Table 2. Measurement Model Evaluation

Construct and Indicators	Outer Loading	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Entrepreneurship Education		**0.902**	**0.919**	**0.532**
EE 1	0.741			
EE 2	0.716			
EE 3	0.669			
EE 4	0.745			
EE 5	0.754			

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EE 6	0.698			
EE 7	0.707			
EE 8	0.699			
EE 9	0.795			
EE 10	0.762			
Result Agility		**0.894**	**0.913**	**0.569**
RA 1	0.721			
RA 2	0.773			
RA 3	0.755			
RA 4	0.746			
RA 5	0.812			
RA 6	0.745			
RA 7	0.755			
RA 8	0.754			
RA 9	0.703			
RA 10	0.772			

The measurement results summarized in Table 2 confirm that all construct metrics met the recommended psychometric criteria. Both entrepreneurship education and result agility exhibited Cronbach's alpha values above 0.89 and composite reliability coefficients exceeding 0.91, demonstrating high internal consistency. The AVE values were 0.532 for entrepreneurship education and 0.569 for result agility, satisfying the benchmark for convergent validity. Although three items (EE 3, EE 6, and EE 8) had outer loadings slightly below 0.708, they were retained because their loadings exceeded 0.60 and the overall AVE remained comfortably above 0.50 (Hair & Alamer, 2022).

Discriminant validity was evaluated using the Heterotrait-Monotrait Ratio (HTMT) of correlations to confirm that the two latent constructs were empirically distinct. According to Hair and Alamer (2022), an HTMT ratio below 0.85 or 0.90 confirms adequate discriminant validity between reflective constructs. The HTMT computation between entrepreneurship education and result agility is presented in Table 3.

Table 3. Discriminant Validity (HTMT)

Latent Construct Pair	Heterotrait-Monotrait Ratio (HTMT)	Statistical Threshold	Conclusion
Entrepreneurship Education ↔ Result Agility	0.620	< 0.850	Discriminant Validity Established

As detailed in Table 3, the observed HTMT value between entrepreneurship education and result agility was 0.620, which is below the conservative ceiling of 0.850. This confirms that the two variables are empirically distinct constructs in the measurement model. With indicator reliability, convergent validity, internal consistency, and discriminant validity established, the evaluation proceeded to structural model analysis.

The structural model was evaluated using a bootstrapping procedure with 5,000 resamples in SmartPLS 4 to determine path coefficients, significance levels, collinearity, explanatory power (R^2), effect size (f^2), and predictive relevance (Q^2). Collinearity among indicators was examined using the Variance Inflation Factor (VIF), with values below 3.0

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indicating an absence of multicollinearity (Hair et al., 2021). The hypothesis testing parameters are summarized in Table 4.

Table 4. Hypothesis Testing and Structural Model Results

Structural Path	Path Coefficient (β)	t-Value	p-Value	VIF	f2	R2	Q2	Empirical Decision
Entrepreneurship Education → Result Agility	0.568	11.622	0.000	1.000	0.476	0.322	0.179	Hypothesis Supported

The structural estimates displayed in Table 4 reveal that entrepreneurship education exerted a positive and statistically significant effect on result agility ($\beta = 0.568$, $t = 11.622$, $p < 0.001$). The VIF value of 1.000 indicates that the model was completely free from collinearity bias. Furthermore, the model yielded an R^2 value of 0.322, indicating that entrepreneurship education explains 32.2% of the variance in students' result agility. The effect size ($f^2 = 0.476$) was large, and the predictive relevance ($Q^2 = 0.179$) was greater than zero, confirming the predictive validity of the structural model.

Discussion

The empirical findings confirm that entrepreneurship education has a positive and significant effect on result agility among public vocational high school students in Surakarta. Students who experienced structured, practice-oriented entrepreneurship learning demonstrated greater adaptability in achieving target outcomes when encountering academic obstacles. This relationship aligns with Kolb's Experiential Learning Theory, which posits that learning is an adaptive cycle whereby concrete experiences are translated into cognitive frameworks through reflection and active experimentation (Kolb, 2015). In vocational classrooms, exposure to real business projects and market simulations trains students to maintain focus on goal attainment despite operational disruptions. Consequently, experiential entrepreneurship coursework serves as a developmental platform for cultivating agility in achieving results.

These results are consistent with previous investigations that identified positive linkages between experiential entrepreneurship training and learner adaptability. Hasan et al. (2025) found that entrepreneurship education strengthened adaptive capabilities and result-oriented performance among higher education students. Similarly, Ismanto et al. (2025) observed that experiential learning environments allow vocational learners to transform practical problem-solving into durable cognitive competencies. The present findings extend this evidence to secondary vocational education, where workplace readiness is an explicit curricular objective. Vocational students who engage in authentic business simulations learn to adjust operational tactics and maintain performance standards under pressure. Such experiential exposure also appears to cultivate the emotional and motivational resources that sustain venture-related effort, as learners who repeatedly confront the uncertainties of venture creation develop greater self-belief in their capabilities (Arend et al., 2025; Cabañas et al., 2025; Fauchald et al., 2023; Gabrielsson et al., 2024; Lackéus, 2020; Renko et al., 2020).

From a pedagogical perspective, the findings emphasize that vocational entrepreneurship education must prioritize experiential learning over passive knowledge transmission. Didactic approaches centered solely on theoretical memorization are insufficient for developing transferable behavioral capabilities such as result agility (Passarelli & Bongiorno, 2025). Instead, vocational programs should embed interactive business challenges, school-based enterprise ventures, and teaching factory initiatives that expose students to genuine market uncertainties (Motta & Galina, 2023; Suherman et al., 2024). When students

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are given autonomy to navigate operational bottlenecks and reflect on their managerial decisions, they develop resilience and cognitive flexibility (Udeozor et al., 2026). Integrating reflective exercises into vocational projects helps students critically evaluate their problem-solving approaches, reinforcing their capacity to deliver expected outcomes in evolving workplace environments.

Theoretically, this investigation contributes to the vocational education literature by validating result agility as an outcome of secondary entrepreneurship instruction. Previous vocational research has primarily examined entrepreneurial intentions, career choices, or discrete technical proficiencies (Bahaw et al., 2024; Dinis, 2024). By positioning result agility as a focal educational outcome, this study broadens the scope of entrepreneurship education research to encompass dynamic performance capabilities. The large effect size ($f^2 = 0.476$) indicates that entrepreneurship learning is a substantial predictor of students' adaptability and persistence in achieving goals. Demonstrating that entrepreneurship coursework fosters result agility provides empirical support for curriculum initiatives that blend commercial literacy with general adaptive skills, helping vocational graduates navigate dynamic labor markets.

CONCLUSION

This study demonstrates that entrepreneurship education positively and significantly influences result agility among public vocational high school students in Surakarta. The structural equation model confirmed that students' engagement in entrepreneurship learning accounted for 32.2% of the variance in their capacity to achieve target results under changing conditions. Experiential instructional activities, such as hands-on project work, creative problem-solving, and practical business simulations, provide vocational students with the adaptive capabilities needed to sustain goal-oriented performance. These empirical findings address the research gap regarding the outcomes of entrepreneurship education in secondary vocational schools, confirming that entrepreneurial coursework fosters behavioral adaptability alongside technical and commercial knowledge.

Based on these conclusions, vocational school administrators and curriculum developers should expand experiential entrepreneurship programs by incorporating project-based ventures, teaching factory collaborations, and business incubators. Teachers should incorporate structured reflective sessions following practical business assignments to help students analyze operational setbacks and refine their problem-solving strategies. For education policymakers, strengthening school-industry partnerships and providing grants for student-led commercial projects would offer realistic environments for developing entrepreneurial agility. Future research should address the cross-sectional and geographical limitations of this study by employing longitudinal designs and tracking students' performance transitions into the workforce across broader regional contexts.

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