

Building Entrepreneurial Intentions and Behavior among High School Students: Integrating Entrepreneurship Education, Digital Culture, and Social Norms

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ABSTRACT

Objective: This study was conducted to develop a broader model to explain the formation of entrepreneurial character among young people in the digital era. This study aims to analyze the influence of entrepreneurship education and digital culture on entrepreneurial intentions and entrepreneurial behavior among high school students, with social norms as a mediating variable. **Method:** This study used a quantitative approach with an explanatory design. Data were collected through a survey of 369 high school students in West Kalimantan, recruited using convenience sampling. The research instrument was a questionnaire with a five-point Likert scale. Data analysis was performed using Partial Least Squares-Structural Equation Modeling (PLS-SEM) with the assistance of the SmartPLS 4 application. **Results:** The findings indicate that entrepreneurship education has a positive and significant effect on entrepreneurial intentions, entrepreneurial behavior, and social norms. Digital culture also has a positive and significant effect on social norms and entrepreneurial behavior. Furthermore, social norms have a positive effect on entrepreneurial intentions and entrepreneurial behavior. Furthermore, this study demonstrates that social norms significantly mediate the relationship between entrepreneurship education and digital culture and students' entrepreneurial intentions and behavior. **Novelty:** This study provides specific empirical evidence regarding the mediating role of social norms in linking entrepreneurship education and digital culture to entrepreneurial intentions and behaviors among secondary school students. By examining entrepreneurial intentions and behaviors simultaneously, the study elucidates how social norms underpin the relationship between educational and digital experiences and entrepreneurial outcomes within the secondary school context.

INTRODUCTION

Entrepreneurship has become a crucial factor in economic growth, innovation, and job creation in various countries (Gupta & Varshney, 2020; Shukla et al., 2025). Amidst digital transformation and changes in the global economic structure, developing entrepreneurial capacity in young people is becoming increasingly important (Mouloudj et al., 2024). Young people, especially students at the secondary level, are seen as a strategic group with great potential to generate innovative ideas and become the driving force behind future business opportunities. Young people are leveraging technology to drive business innovation (de Klerk et al., 2025; Stamboulis & Barlas, 2014). However, understanding the factors shaping entrepreneurial intentions and entrepreneurial behavior among young people still shows several research gaps, particularly in the context of developing countries (Bhardwaj et al., 2025; Hassan et al., 2022; Samah et al., 2018).

Previous studies consistently confirm that entrepreneurship education plays a significant role in fostering entrepreneurial intentions and influencing entrepreneurial

behavior (Alakaleek et al., 2023; Kryeziu et al., 2024; Mothibi & Malebana, 2025). Formal education programs provide a platform for students to recognize their potential, learn business concepts, and develop creative thinking and problem-solving skills (Ivanova, 2016; Reimer, 2024). However, the success of entrepreneurship education in shaping behavior is not always linear, as it is influenced by the social and cultural factors of the student's environment (Freitas et al., 2025; Jaén et al., 2017). Furthermore, although international literature has extensively highlighted the contribution of entrepreneurship education, debate remains regarding the mechanisms connecting entrepreneurial knowledge to students' actual actions.

On the other hand, the emergence of digital culture has also changed the way young people learn, interact, and perceive business opportunities (Padmanabhan, 2023). Access to business information, the presence of digital role models, and the development of the creative economy and digital platforms have opened up new opportunities for students to experiment and innovate in the world of entrepreneurship (Kamoun-Chouk, 2019; Mir et al., 2023). However, the role of digital culture as a factor influencing students' entrepreneurial intentions and behavior is not yet fully understood, particularly in the context of secondary education. The limitations of previous research related to the integration of digital culture into entrepreneurial behavior models create an important and still largely unexplored research area.

One key variable that has the potential to mediate the influence of entrepreneurship education and digital culture is social norms. Social norms can influence how students evaluate entrepreneurship, determine their risk-taking intentions, and shape their perceptions of support from their environment (Brandão Farias et al., 2024; Pinheiro et al., 2023; Vodă et al., 2019). Numerous studies have shown that support from family, peers, and the school environment can strengthen students' confidence in pursuing entrepreneurial activities (Duong et al., 2025; Haque et al., 2025; Rafsanjani et al., 2025). However, the role of social norms as an intervening variable in the relationship between education, digital culture, entrepreneurial intentions, and entrepreneurial behavior remains understudied, particularly among student populations in developing regions such as West Kalimantan.

The context of Indonesia, and West Kalimantan in particular, offers a relevant setting for examining this phenomenon. As a region with socio-cultural diversity and rapid technological development, students in West Kalimantan face unique dynamics in education, digital access, and social norms (Abdullah & Herlambang, 2024; Ismiyani & Timmis, 2024). This presents an opportunity to develop entrepreneurial intentions and behaviors that can explain how the integration of entrepreneurship education, digital culture, and social norms can shape entrepreneurial intentions and behaviors among high school students.

While previous studies have expanded the Theory of Planned Behavior by incorporating entrepreneurship education, culture, and social norms, few have simultaneously examined the role of social norms in linking entrepreneurship education and the digital cultural context to the entrepreneurial intentions and behaviors of high school students. Consequently, this study investigates the mediating role of social norms among high school students in West Kalimantan, Indonesia. The study contributes empirical evidence regarding how entrepreneurship education and the digital cultural

context shape entrepreneurial intentions and behaviors through the social support perceived by students.

Theoretical Framework

Theory of Planned Behavior

The Theory of Planned Behavior (TPB) serves as a primary framework for explaining entrepreneurial intention and behavior. This theory posits that an individual's intention to perform an action is influenced by their attitude toward the behavior, subjective norms, and perceived behavioral control (Boucif et al., 2025; Lopes et al., 2023; Phong et al., 2020). In an educational context, entrepreneurial intention can be understood as a student's willingness and readiness to consider entrepreneurship as a future educational or career option (Borozan et al., 2025; Huang et al., 2024; Leiva et al., 2021). Numerous studies indicate that this intention can be influenced by entrepreneurship education, cultural conditions, and social norms (Aslan et al., 2025; Bagheri, 2018; Barrero et al., 2024; Engle et al., 2011).

Meanwhile, entrepreneurial behavior refers to actions associated with the ability to recognize opportunities, take risks, innovate, and manage resources to conduct business activities (McAdam & Cunningham, 2019; Moghadam & Salamzadeh, 2018). Among students, such behavior does not necessarily manifest as an established business; it can also be observed through creativity, problem-solving skills, initiative, a willingness to try new things, and participation in school projects or simple business activities (Bi & Collins, 2022; Bustos et al., 2022; Kim-Soon et al., 2022). Thus, the TPB provides a relevant framework for understanding how educational experiences and the social environment shape entrepreneurial intention and subsequently drive it toward actual behavior.

Entrepreneurship Education and Entrepreneurial Intention

Entrepreneurship education plays a crucial role in shaping students' mindsets, knowledge, skills, and self-confidence regarding entrepreneurship (Aslan et al., 2025; Pringgabayu et al., 2025). Through this education, students are not only introduced to business concepts but are also guided to develop creativity, recognize opportunities, build self-confidence, and understand how to take calculated risks. Effective entrepreneurship education generally goes beyond the mere delivery of theory; it integrates practical experience, project-based learning, case studies, and interactions with entrepreneurs (Atsu et al., 2022; Colombelli et al., 2022; Shekhar et al., 2017).

Such learning experiences can strengthen entrepreneurial intention because students acquire more concrete knowledge, gain a better understanding of business opportunities, and develop confidence in their own abilities (Bian et al., 2021; Farashah, 2013; Thomas, 2023). From the perspective of the Theory of Planned Behavior (TPB), entrepreneurship education can foster a more positive attitude toward entrepreneurship while enhancing students' perceptions of their own capability to engage in entrepreneurial activities. In other words, the higher the quality of the entrepreneurship education experience students receive, the more likely they are to view entrepreneurship as an attractive and realistic option. Based on this explanation, the first hypothesis is formulated as follows:

Hypothesis 1: Entrepreneurship education has a positive and significant effect on entrepreneurial intention.

Entrepreneurship Education and Entrepreneurial Behavior

Entrepreneurship education is also expected to influence entrepreneurial behavior. Through the learning process, students can develop practical competencies, perseverance, innovation capabilities, market orientation, and the ability to transform ideas into business-related activities. However, knowledge acquired through education does not always automatically translate into entrepreneurial behavior. Research findings have been mixed; therefore, the relationship between education and behavior must be understood by considering the accompanying environmental conditions (Mei et al., 2022; Qudsia Yousaf et al., 2022; Villegas-Mateos et al., 2021).

Students may understand entrepreneurial concepts but may not necessarily possess the opportunities, courage, resources, or support to put them into practice. Consequently, the transition from knowledge to behavior can be influenced by social norms, cultural conditions, opportunities for practice, and support from the surrounding environment. Practical activities, mentoring, and the experience of running business projects can help students test their ideas firsthand and gradually build the courage to take action. Beyond influencing behavior, entrepreneurship education can also shape students' perceptions of social norms. Learning activities, teacher guidance, business practices, and school support can convey the message that entrepreneurship is an accepted and valued activity. Thus, entrepreneurship education is expected to be linked to both entrepreneurial behavior and social norms. The proposed hypotheses are as follows:

Hypothesis 2: Entrepreneurship education has a positive and significant effect on entrepreneurial behavior.

Hypothesis 3: Entrepreneurship education has a positive and significant effect on social norms.

Digital Culture and Social Norms

Digital culture refers to the ways individuals use digital technology in their daily lives—including for learning, communicating, interacting, and seeking information about business opportunities (Ting et al., 2023; Zoltán et al., 2020). For the younger generation, the digital space has become an integral part of daily life. Through social media, learning platforms, and various applications, students can observe business examples, keep up with trends, and acquire information on how to create and market products. Exposure to the digital environment also introduces students to various entrepreneurial figures, business information, content creation, e-commerce, and app-based business models (Grzeslo, 2020; Zhang et al., 2022). From an entrepreneurial perspective, digital culture can foster creativity, expand social networks, and support independent learning (Park et al., 2025; F. Zhao et al., 2023). Students can learn from the experiences of others, compare business models, and gain inspiration without relying solely on formal classroom instruction.

Beyond providing information, the digital environment can also shape social norms. Repeated exposure to success stories of entrepreneurs, business tutorials, online communities, and interactions with entrepreneurial figures can influence how students

perceive entrepreneurship (Chandna & Salimath, 2020; Schou et al., 2022; C. Zhao et al., 2023). Entrepreneurship may come to be viewed as relevant, socially accepted, and suitable for young people. At the same time, access to digital knowledge, networks, online markets, and various business tools can encourage students to utilize technology in entrepreneurial activities. Based on this explanation, the following hypotheses are proposed:

Hypothesis 4: Digital culture has a positive and significant effect on social norms.

Hypothesis 5: Digital culture has a positive and significant effect on entrepreneurial behavior.

Social Norms and Entrepreneurial Outcomes

Social norms reflect an individual's perception of the extent to which significant others support or approve of entrepreneurial activities (John et al., 2024; Nguyen, 2020). Among secondary school students, these norms can be shaped by family support, peer encouragement, societal views on entrepreneurship, and a school culture that fosters creativity and innovation (Adisa, 2023; Tan, 2025).

Within the Theory of Planned Behavior (TPB) framework, subjective norms influence entrepreneurial intention through students' beliefs regarding whether entrepreneurship is viewed positively, deemed worthwhile, and supported by their social environment (Boucif et al., 2025). When families, friends, teachers, and schools provide support, students are more likely to feel confident in considering entrepreneurship as a future option. Conversely, if entrepreneurship is perceived as lacking security or prestige, or if it lacks support, students' intentions may weaken. Social norms can also be linked to entrepreneurial behavior. Support, recognition, mentorship, and access to resources from family, friends, teachers, and schools can help students translate ideas and intentions into action. In this context, the social environment not only influences what students wish to do but also helps determine whether they possess the courage and opportunity to actually pursue it. Therefore, the following hypotheses are formulated:

Hypothesis 6: Social norms have a positive and significant effect on entrepreneurial intention.

Hypothesis 7: Social norms have a positive and significant effect on entrepreneurial behavior.

The Mediating Role of Social Norms

The influence of entrepreneurship education and digital culture on entrepreneurial outcomes is unlikely to be entirely direct. Previous research indicates that social norms can mediate the relationship between entrepreneurship education and entrepreneurial outcomes (Asimakopoulos et al., 2019; Nasri, 2024; Tewari et al., 2025). This mediation process occurs when students interpret entrepreneurship education as a signal that entrepreneurial activity is legitimate, valuable, and supported by both their school and their social environment. For instance, entrepreneurship instruction that incorporates practical application, guidance, and teacher support can enable students not only to acquire knowledge but also to perceive that the school provides a space for them to expe-

ment. Such perceptions can subsequently reinforce social norms and foster the formation of entrepreneurial intentions and behaviors.

A similar dynamic can occur through digital culture. Interactions in online spaces, digital communities, entrepreneurial content, and exposure to contemporary business figures can reinforce the view that entrepreneurship is a relevant choice for the younger generation. While students may gain knowledge and inspiration from education and digital media, social support remains essential for translating that knowledge, belief, and skill set into actual intentions and actions (Sharma & Sahoo, 2025; Tan, 2025). Thus, social norms can function as a psychosocial mechanism linking entrepreneurship education and digital culture to entrepreneurial intentions and behaviors. Social norms serve not merely as an isolated factor but also as a means to explain how learning experiences and the digital environment influence students' entrepreneurial outcomes. Although various studies have examined these variables in isolation, the indirect relationship mediated by social norms warrants further investigation, particularly among secondary school students in the Indonesian context. Based on this rationale, the following hypotheses are proposed:

Hypothesis 8: Entrepreneurship education has a positive and significant indirect effect on entrepreneurial intention through social norms.

Hypothesis 9: Entrepreneurship education has a positive and significant indirect effect on entrepreneurial behavior through social norms.

Hypothesis 10: Digital culture has a positive and significant indirect effect on entrepreneurial intention through social norms.

Hypothesis 11: Digital culture has a positive and significant indirect effect on entrepreneurial behavior through social norms.

RESEARCH METHOD

This study employed a quantitative survey method with an explanatory design. This design was chosen to examine causal relationships between variables and empirically test the relationship model using structural equation modeling (SEM) techniques. This study involved 369 high school students in West Kalimantan. Respondents were recruited from selected schools in four administrative regions: Singkawang City (n = 102), Bengkayang Regency (n = 82), Kubu Raya Regency (n = 80), and Pontianak City (n = 105). These locations were selected to cover both urban and regency geographic areas. In these selected schools, students were recruited using convenience sampling. While 46.6% of respondents' parents were entrepreneurs, parental entrepreneurial background was recorded only as a demographic characteristic and was not used as an inclusion or sampling criterion.

West Kalimantan was chosen because it provides a relevant context for examining the relationship between digital culture, social norms, and student entrepreneurial outcomes. This region is characterized by socio-cultural diversity and differences in digital access between urban and rural communities. Official statistics show that internet access among residents aged five years and older is higher in urban areas (83.78%) than in rural areas (64.02%), reflecting a significant digital access gap (BPS, 2025). Therefore, it was deemed appropriate to include two cities and two provinces. The district study provides an opportunity to examine entrepreneurial intentions and behaviors across different geographic settings.

Data were collected using a structured questionnaire based on theoretical indicators of each research variable using a Likert scale of 1–5 (strongly disagree–strongly agree).

Table 1. Operational Variables

Variable	Indicator	Measurement Scale
Entrepreneurial Intention (Acuña-Duran et al., 2025; Cuong, 2025; Freitas et al., 2025; Goslin et al., 2021; Zaman et al., 2024)	1. Personal Desirability 2. Entrepreneurial Readiness 3. Self-Efficacy 4. Entrepreneurial Orientation 5. Opportunity Recognition 6. Outcome Expectations	5-point Likert
Entrepreneurial Behavior (Al Deir et al., 2023; Mushketova et al., 2024; Rincón et al., 2023; Sutrisno et al., 2024)	1. Initiative and Self-Confidence 2. Understanding and Interpersonal Collaboration 3. Discipline and Information Seeking 4. Competence and Service Orientation 5. Risk-Taking and Creativity 6. Interpersonal Cooperation	5-point Likert
Entrepreneurship Education (Aboobaker et al., 2023; Kang & Park, 2024; Kicova et al., 2025; Kubberød & Pettersen, 2018; Nogueira et al., 2022)	1. Financial Literacy 2. Business Management 3. Business Planning 4. Entrepreneurial Practice 5. Business Mentoring	5-point Likert
Digital Cultural Context (Prokhorova et al., 2024; Sharipova, 2025; Trindade et al., 2022; Yuen et al., 2017)	1. Digital Literacy and Security 2. Engagement and Interaction 3. Authenticity and Integrity in Digital Dissemination 4. Contextual Information 5. Cultural Communication Entropy 6. Socioeconomic Status 7. Digital Equity	5-point Likert
Social Norms (Bizer et al., 2014; Riley et al., 2025; Sood et al., 2020)	1. Social Attitudes 2. Normative Beliefs 3. Social Expectations 4. Family Support 5. Environmental Support	5-point Likert

Source: Author compilation, 2025

Construct Validity and Reliability Test using Confirmatory Factor Analysis (CFA) through PLS-SEM, where Convergent Validity is reviewed from the loading factor value ≥ 0.7 and AVE ≥ 0.5 and Reliability is evaluated with Composite Reliability ≥ 0.7 and Cronbach Alpha ≥ 0.7 . Data analysis was carried out using Partial Least Squares – Structural Equation Modeling (PLS-SEM) with the help of the SmartPLS Version 4 application. The analysis stages include: 1) Evaluation of the Measurement Model (Outer Model): testing convergent and discriminant validity, evaluating construct reliability, and examining multicollinearity between indicators; 2) Structural Model Evaluation (Inner Model): Testing the relationship between variables using path coefficient and p-

value, Measuring predictive power using R-square and f-square, Testing the mediation effect of social norms using bootstrapping, and Evaluation of Goodness of Fit using SRMR, NFI, and Q-square predictive value.

RESULTS AND DISCUSSION

Results

Factor Loading Test (Outer model)

Validity Test (Convergent validity). The results of the outer model test show the contribution of each indicator in measuring the construct. Higher factor loading values indicate that the indicator more strongly represents the related variable. In PLS, reflective indicators are assessed through outer loadings, while formative indicators are assessed through outer weights.

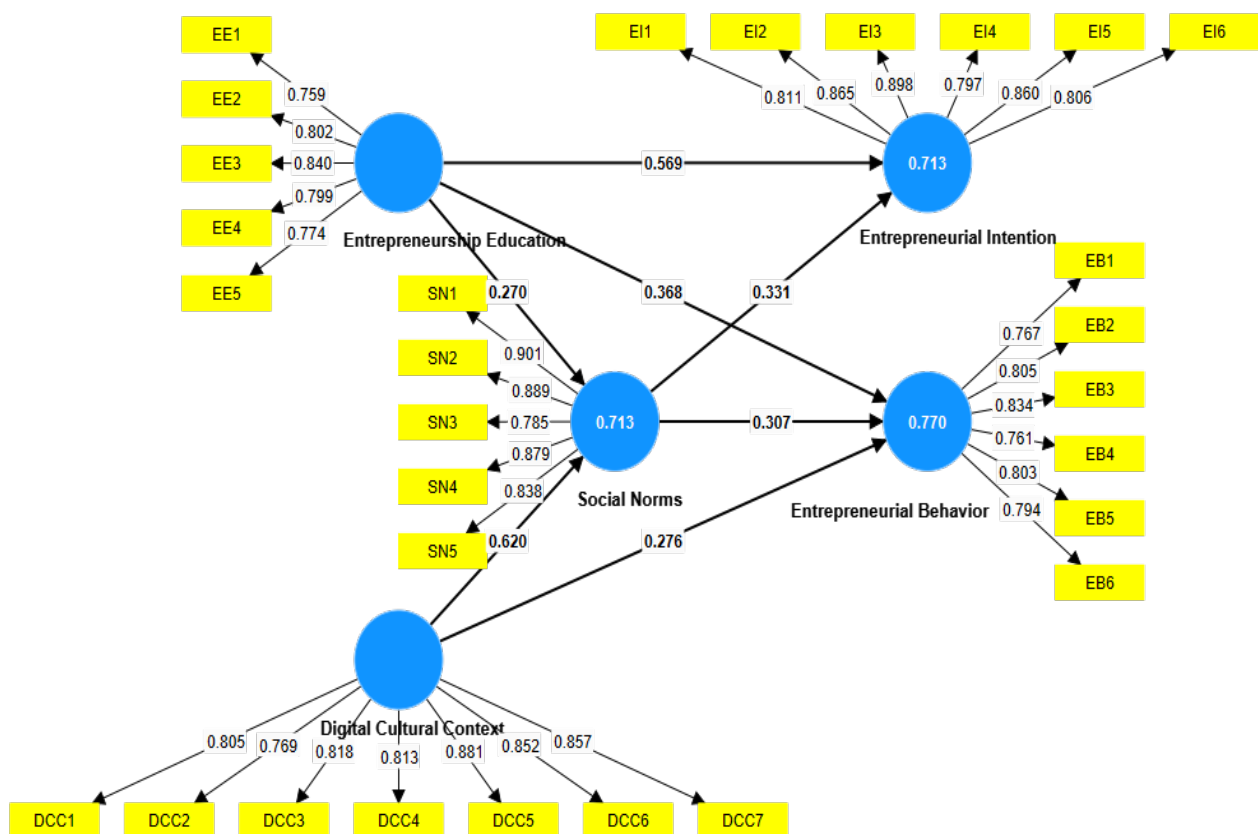


Figure 1. Structural Model Path Diagram

Source: Data processed, 2025

Based on the convergent validity results, all indicators met the criteria—loading factor ≥ 0.7 and AVE > 0.5 —which indicates a very strong similarity between the indicators within the construct. The loading factor and AVE values for each indicator are presented as follows:

Table 2. Reflective Construct Validity Test

Variable	Indicator	Loading Factor	Description	Average Variance Extracted (AVE)
Digital Cultural Context	DCC1	0.805	Valid	0.686
	DCC2	0.769	Valid	
	DCC3	0.818	Valid	
	DCC4	0.813	Valid	
	DCC5	0.881	Valid	
	DCC6	0.852	Valid	
	DCC7	0.857	Valid	
Entrepreneurial Behavior	EB1	0.767	Valid	0.631
	EB2	0.805	Valid	
	EB3	0.834	Valid	
	EB4	0.761	Valid	
	EB5	0.803	Valid	
	EB6	0,794	Valid	
Entrepreneurship Education	EE1	0.759	Valid	0.632
	EE2	0.802	Valid	
	EE3	0.840	Valid	
	EE4	0.799	Valid	
	EE5	0.774	Valid	
Entrepreneurial Intention	EI1	0.811	Valid	0.706
	EI2	0.865	Valid	
	EI3	0.898	Valid	
	EI4	0.797	Valid	
	EI5	0.860	Valid	
	EI6	0.806	Valid	
Social Norms	SN1	0.901	Valid	0.739
	SN2	0.889	Valid	
	SN3	0.785	Valid	
	SN4	0.879	Valid	
	SN5	0.838	Valid	

Source: Data processed, 2025

Discriminant Validity

Discriminant validity assesses the uniqueness of a construct and ensures that it differs from other constructs. In the reflective model, this validity is tested through the cross-loading value, which must exceed 0.70. The results of discriminant validity are presented in Table 3 below:

Table 3. Cross Loading Value

	Digital Cultural Context	Entrepreneurial Behavior	Entrepreneurial Intention	Entrepreneurship Education	Social Norms
DCC1	0.805	0.643	0.551	0.639	0.655
DCC2	0.769	0.621	0.592	0.608	0.600
DCC3	0.818	0.656	0.565	0.603	0.618

	Digital Cultural Context	Entrepreneurial Behavior	Entrepreneurial Intention	Entrepreneurship Education	Social Norms
DCC4	0.813	0.656	0.581	0.623	0.601
DCC5	0.881	0.750	0.670	0.674	0.810
DCC6	0.852	0.666	0.608	0.644	0.721
DCC7	0.857	0.699	0.629	0.635	0.753
EB1	0.563	0.767	0.596	0.629	0.566
EB2	0.641	0.805	0.580	0.626	0.655
EB3	0.724	0.834	0.598	0.657	0.719
EB4	0.667	0.761	0.538	0.585	0.670
EB5	0.616	0.803	0.621	0.679	0.608
EB6	0.644	0.794	0.599	0.670	0.627
EE1	0.544	0.590	0.562	0.759	0.533
EE2	0.499	0.593	0.635	0.802	0.461
EE3	0.623	0.666	0.688	0.840	0.606
EE4	0.557	0.626	0.663	0.799	0.537
EE5	0.769	0.712	0.677	0.774	0.771
EI1	0.665	0.670	0.811	0.664	0.757
EI2	0.636	0.616	0.865	0.693	0.676
EI3	0.637	0.646	0.898	0.719	0.661
EI4	0.532	0.536	0.797	0.640	0.496
EI5	0.630	0.643	0.860	0.724	0.611
EI6	0.543	0.614	0.806	0.666	0.576
SN1	0.809	0.750	0.683	0.673	0.901
SN2	0.722	0.707	0.644	0.631	0.889
SN3	0.656	0.666	0.607	0.599	0.785
SN4	0.713	0.708	0.670	0.665	0.879
SN5	0.638	0.638	0.632	0.623	0.838

Source: Data processed, 2025

The results in Table 3 indicate that each indicator has a higher correlation with its construct than with other constructs, and all cross-loading values meet the minimum threshold of 0.70. Thus, the data is considered to have good discriminant validity.

Evaluating Average Variance Extracted (AVE)

Construct validity and reliability are evaluated through reliability and AVE values. A construct is considered reliable if reliability is ≥ 0.70 and AVE is greater than 0.50. Based on the test results, all variables are declared valid. The AVE root values for all variables and the results of the discriminant validity test are presented in Table 4 below:

Table 4. AVE value

Variable	Average variance extracted (AVE)	Description
Digital Cultural Context	0.686	Valid
Entrepreneurial Behavior	0.631	Valid
Entrepreneurial Intention	0.706	Valid

Entrepreneurship Education	0.632	Valid
Social Norms	0.739	Valid

Source: Data processed, 2025

Reliability Test

Reliability testing ensures that the instrument measures the construct accurately and consistently. Reliability is evaluated using Cronbach's Alpha and Composite Reliability, with a minimum Cronbach's Alpha limit of >0.7 . The results of the Cronbach's Alpha measurements are shown in Table 5 below:

Tabel 5. Cronbach's Alpha value

Variable	Cronbach's alpha	Composite reliability	Description
Digital Cultural Context	0.924	0.928	Reliabel
Entrepreneurial Behavior	0.883	0.884	Reliabel
Entrepreneurial Intention	0.916	0.919	Reliabel
Entrepreneurship Education	0.855	0.859	Reliabel
Social Norms	0.911	0.914	Reliabel

Source: Data processed, 2025

To complement the reliability test, composite reliability was also analyzed, with a minimum threshold of >0.7 . All constructs had composite reliability values above 0.7, with the lowest value being 0.859 for the Entrepreneurship Education variable. Thus, all constructs were declared reliable.

Inner Model Testing (Structural Model)

After the outer model was deemed adequate, the next step was to evaluate the inner model. This stage assessed the fit of the theoretical model to the data and tested the relationship between the exogenous and endogenous constructs to ensure that the theoretical relationship was empirically reflected.

R-Square Value (Coefficient of Determination)

The R-square value indicates the ability of the exogenous construct to explain the endogenous variable and is the main indicator of the model's predictive power. In general, an R-square of 0.75 is categorized as strong, 0.50 as moderate, and 0.25 as weak. The complete R-square values are presented in Table 6 below:

Table 6. R-Square Values

Variable	R-square	R-square adjusted
Entrepreneurial Behavior	0.770	0.768
Entrepreneurial Intention	0.713	0.712
Social Norms	0.713	0.711

Source: Data processed, 2025

This study included three endogenous variables—Entrepreneurial Behavior, Entrepreneurial Intention, and Social Norms. The R-squared value indicates that Entrepreneurial Behavior is explained by 0.770 by entrepreneurship education, social norms, and digital culture; Entrepreneurial Intention by 0.713 by entrepreneurship

education and social norms; and Social Norms by 0.713 by entrepreneurship education and digital culture. These three values indicate that the inner model has strong explanatory power.

Goodness of Fit Test

The Goodness of Fit (GoF) test on the inner model is used to assess the fit and predictive validity of the structural model to the underlying theory. This test ensures that the relationships between latent constructs are well represented, thus ensuring reliable analysis results. The GoF results are presented in Table 7 below:

Table 7. Goodness of Fit (GoF) Test Results

GoF Indicators	Saturated Model	Estimated model
SRMR	0.064	0.064
d_ULS	1.794	1.800
d-G	0.700	0.700
Chi-square	1490.315	1490.088
NFI	0.836	0.836

Source: Data processed, 2025

The PLS model fit evaluation showed that the model had a good fit to the data. The SRMR value of 0.064 was below the 0.08 threshold, indicating a good fit. The d_ULS (1.794–1.800) and d_G (0.700) values were relatively small and stable, reflecting model consistency. The chi-square values for the saturated and estimated models were nearly identical, indicating no significant deviation. The NFI of 0.836 also indicated an acceptable fit. Overall, all indicators indicated that the model was sound and suitable for further analysis.

Hypothesis Testing

Hypothesis testing was conducted to assess the direct and indirect influences between variables based on their significance levels. The analysis was conducted using path coefficients using a bootstrapping procedure, and the results were evaluated using the T-statistic.

Hypothesis testing is conducted to assess both direct and intervening effects, thus determining whether the relationships in the model are empirically supported. The results of data processing related to this testing are presented in the next section.

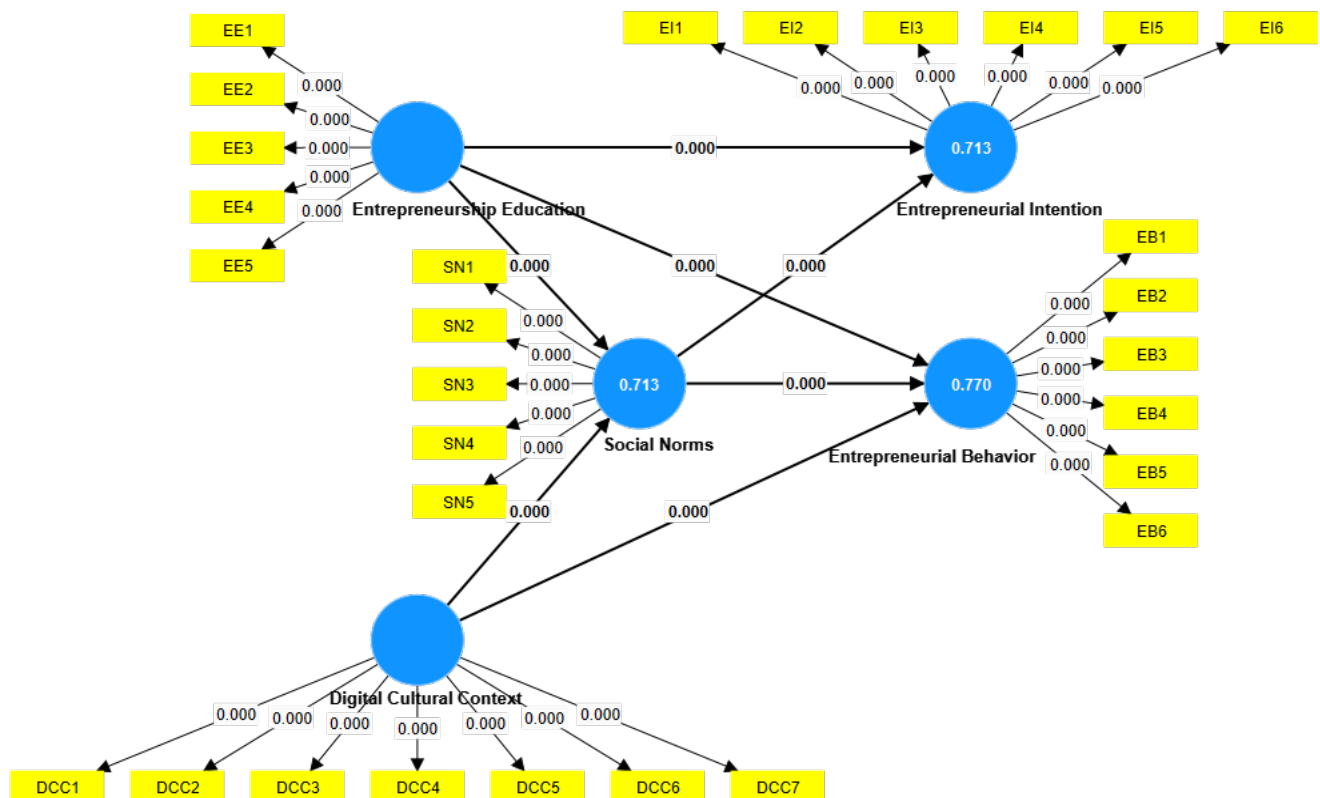


Figure 2. Bootstrapping Test Results
Source: Data processed, 2025

Hypothesis Testing: Direct Effects

The analysis of direct effects was conducted using path coefficient analysis. This method examines the direction and strength of relationships based on original sample values, while statistical significance is determined using T-statistics. At a 5% significance level (two-tailed) and a 95% confidence level, a relationship is considered significant if the T-statistic value exceeds 1.96. This value allows for the assessment of the extent to which independent variables directly influence the dependent variable. Details regarding these direct effect results are presented in Table 8 below.

Table 8. Direct Effect Results

	Hypothesis	Original sample (Coefficient Path)	T-Statistics	P-values	Description
Hypothesis 1	Entrepreneurship Education -> Entrepreneurial Intention	0.569	11.328	0.000	Positive, Significant
Hypothesis 2	Entrepreneurship Education -> Entrepreneurial Behavior	0.368	7.646	0.000	Positive, Significant

	Hypothesis	Original sample (Coefficient Path)	T-Statistics	P-values	Description
Hypothesis 3	Entrepreneurship Education -> Social Norms	0.270	5.253	0.000	Positive, Significant
Hypothesis 4	Digital Cultural Context -> Social Norms	0.620	12.085	0.000	Positive, Significant
Hypothesis 5	Digital Cultural Context -> Entrepreneurial Behavior	0.276	5.148	0.000	Positive, Significant
Hypothesis 6	Social Norms -> Entrepreneurial Intention	0.331	6.052	0.000	Positive, Significant
Hypothesis 7	Social Norms -> Entrepreneurial Behavior	0.307	5.752	0.000	Positive, Significant

Source: Data processed, 2025

Overall, the research findings in the table above support Hypotheses 1–7 and demonstrate that entrepreneurship education, digital culture, and social norms play distinct yet complementary roles in shaping students' entrepreneurial outcomes.

Hypothesis Testing: Indirect Effects

The analysis of indirect effects was conducted to evaluate hypotheses involving mediating variables by examining the indirect effect values presented in Table 9. This evaluation demonstrates the extent to which the mediator variables transmit the effects between variables within the model.

Table 9. Indirect Effect Results

	Hypothesis	Original sample (Coefficient Path)	T-Statistics	P-Values	Description
Hypothesis 8	Entrepreneurship Education -> Social Norms -> Entrepreneurial Intention	0.089	4.346	0.000	Positive, Significant
Hypothesis 9	Entrepreneurship Education -> Social Norms -> Entrepreneurial Behavior	0.083	3.833	0.000	Positive, Significant
Hypothesis 10	Digital Cultural Context -> Social Norms -> Entrepreneurial Intention	0.205	4.937	0.000	Positive, Significant
Hypothesis 11	Digital Cultural Context -> Social Norms -> Entrepreneurial Behavior	0.190	5.097	0.000	Positive, Significant

Source: Data processed, 2025

The results of the indirect effect testing indicate that all mediation hypotheses are accepted, as the T-statistic values for each exceed 1.9794. Thus, all mediated relationships are statistically significant.

Discussion

Research findings indicate that entrepreneurship education, the digital cultural context, and social norms collectively play a role in shaping the entrepreneurial intentions and behaviors of secondary school students. Entrepreneurship education proves more potent in fostering entrepreneurial intentions, whereas the digital cultural context exerts the strongest influence on social norms. Findings regarding indirect effects also reveal that entrepreneurship education and the digital cultural context do not automatically lead to entrepreneurial behavior; rather, both are mediated by how students perceive the social support and acceptance surrounding them. Thus, social norms can be considered a crucial psychosocial mechanism linking students' entrepreneurship education and digital cultural context to their entrepreneurial intentions and behaviors.

The relationship between entrepreneurship education and entrepreneurial intentions appears to be stronger than the relationship with entrepreneurial behavior. These findings indicate a gap between intentions and behavioral actions. Entrepreneurship education can indeed increase students' knowledge, self-confidence and interest in the world of business. However, these changes do not necessarily immediately encourage students to actually carry out entrepreneurial activities. To carry out entrepreneurial activities, students still need opportunities to practice, access to resources, mentoring, and support from their families and schools.

Viewed from the perspective of the Theory of Planned Behavior, entrepreneurship education can form a more positive attitude towards entrepreneurship while increasing students' confidence that they are capable of carrying out entrepreneurial activities (Jianyou et al., 2025; Tsaknis et al., 2024). Meanwhile, Social Cognitive Theory explains that entrepreneurial behavior develops through a reciprocal relationship between personal abilities, practical experience, examples from other people, and environmental support (Alexander & Zafar, 2025; Schunk & DiBenedetto, 2022). Thus, entrepreneurship education will have a greater chance of producing real behavior if classroom learning is accompanied by practical activities, mentoring and supported by a social environment that encourages students to try.

Furthermore, the results of testing the third hypothesis found that entrepreneurship education also positively influences perceptions of social norms, indicating that entrepreneurship learning in schools can create a psychological and social environment that supports entrepreneurial behavior. When students receive entrepreneurship lessons, mentoring, and experiences from schools, they perceive entrepreneurship as an activity that is accepted, supported, and valued by their environment. This reinforces the Theory of Planned Behavior, which states that subjective norms can be formed through experience and social interactions, including through education (Boucif et al., 2025; Chang & Wannamakok, 2019; Tsai & Tan, 2022).

The relationship between digital culture and social norms ($\beta = 0.620$) proved stronger than its relationship with entrepreneurial behavior ($\beta = 0.276$). These findings can be explained by the context of students' digital media usage. Digital platforms do not merely provide business-related information; they also introduce students to successful

entrepreneurs, the activities of peers, online business communities, and inspiring stories of entrepreneurial success. Repeated exposure to these elements can gradually shape students' perceptions, leading them to view entrepreneurship as a modern, socially acceptable, and valuable career choice.

This is particularly relevant to the situation in West Kalimantan, where digital access remains unevenly distributed between urban and rural areas (BPS, 2025). Furthermore, the economic status of parents in rural areas—which is generally lower than that of their urban counterparts—limits access to the necessary digital devices (such as smartphones) and internet connectivity; notably, the poverty rate in rural West Kalimantan exceeds that of urban areas (Saputra, 2024). Students with better internet access may have more opportunities to observe business examples, join business communities, or learn how to start a business via digital media. Thus, the digital culture context shapes students' understanding of entrepreneurship before they are actually driven to engage in entrepreneurial activities. However, this explanation remains interpretive and limited, as the study did not directly or deeply measure the specific types of entrepreneurial content accessed by students or the frequency of their exposure to such content.

The results of Hypothesis 6 testing found that social norms have a positive and significant effect on entrepreneurial intentions, with a path coefficient value of 0.331, indicating that social norms are one of the important variables in shaping entrepreneurial intentions. This finding means that the higher the social support felt by students in their school environment, family, peers, teachers, and in the community, the greater the desire to choose entrepreneurship as their career choice. Social norms function in creating self-confidence, increasing confidence, strengthening the decision to choose entrepreneurship. This finding is in line with several research results (Milohnić & Licul, 2025; Yang et al., 2024; Zainol et al., 2025). In addition, social norms not only influence entrepreneurial intentions but also influence entrepreneurial behavior, as the findings of this study (Hypothesis 7) prove that social norms have a positive and significant effect on entrepreneurial behavior (path coefficient 0.307). Students who receive social support are more likely to dare to take risks and implement their business ideas. Therefore, it is said that with social support in their environment, students will be more likely to make business decisions. The results of this study align with research that reveals that social norms can significantly influence individual behavior in starting a business (Hayat et al., 2025). Social norms are an important and strategic factor in shaping the entrepreneurial process, both in the intention-formation stage and towards the behavioral implementation stage.

The results of Hypothesis 8 testing found that social norms positively and significantly mediated the influence between entrepreneurship education and entrepreneurial intentions ($\beta = 0.089$; $p = 0.000$). This finding indicates that entrepreneurship education not only directly increases entrepreneurial intentions but also shapes students' perceptions of the social support provided by family, friends, lecturers, and the academic environment for the choice to become entrepreneurs. Therefore, it can be said that the better the entrepreneurial learning experience obtained by students, the more positive the social norms they feel, which can ultimately increase entrepreneurial intentions. Although the results of the indirect effect value are smaller than the direct effect of entrepreneurship education on entrepreneurial intentions (0.569),

this result indicates the existence of partial mediation, which also means that social norms function as a variable that strengthens the effectiveness of entrepreneurship education in shaping entrepreneurial intentions.

These findings align with the Theory of Planned Behavior (TPB) proposed by Icek Ajzen, which states that subjective norms are a key determinant of behavioral intention formation (Fischer & Karl, 2025; Jingyi & Ali, 2025). In the context of the findings of this study, entrepreneurship education can improve the quality of social norms through the learning process in schools, discussions, mentoring, business practices, and teacher interactions. The findings of this study are also consistent with various previous studies that found that entrepreneurship education has a significant influence on entrepreneurial intentions when individuals receive positive social support (social norms) from the surrounding environment in which they live (Munir et al., 2024; Nasri, 2024; Tewari, 2026; Tewari, Ahmad, & Arya, 2026; Tewari, Ahmad, Nisa, et al., 2026). Therefore, the effectiveness of entrepreneurship education is not only determined by the quality of learning materials in schools, but also by the ability of the school institution to build a school culture that supports the formation of entrepreneurial intentions.

The research findings on hypothesis 9 prove that social norms positively and significantly mediate the influence of entrepreneurship education on entrepreneurial behavior ($\beta = 0.083$; $p = 0.000$). This finding confirms that changes in entrepreneurial behavior are not only influenced by increased literacy gained through education, but also by the existence of social norms regarding entrepreneurial behavior. Students who feel that the social environment in their school and family environment provides appreciation and support for entrepreneurial activities are more likely to dare to implement business ideas, increase business insight, innovate, and start a real business. Because the direct influence of entrepreneurship education on entrepreneurial behavior remains significant ($\beta = 0.368$), so that social norms again play a role as a partial mediator, which strengthens the change in knowledge into behavior.

The results of this study align with Albert Bandura's Social Cognitive Theory perspective, which explains that behavior is the result of reciprocal interactions between personal factors, the environment, and individual actions (reciprocal determinism) (Alexander & Zafar, 2025; Schunk & DiBenedetto, 2022). Entrepreneurship education can enhance individual abilities, while social norms can create an environment that stimulates the psychological drive to actualize these abilities in the form of entrepreneurial behavior. Lack of family or community support can be a barrier to entrepreneurial efforts, highlighting the importance of a conducive social environment. These findings also reinforce previous research that social norms and family support are considered important in shaping entrepreneurial behavior (Ferdousi et al., 2025). The role of social norms is crucial both directly and as an intermediary variable in entrepreneurial behavior (Huang et al., 2024; Yesmin et al., 2024). It can be said that the success of entrepreneurship education will be more optimal if supported by a positive social environment, so that students not only have knowledge but also the courage to act as prospective entrepreneurs in the future.

The results of the hypothesis 10 test in this study indicate that social norms positively and significantly mediate the influence of the digital cultural context on entrepreneurial intention ($\beta = 0.205$; $p = 0.000$). This indirect effect is the largest compared to other mediation pathways in this study, indicating that the digital cultural context

shapes entrepreneurial intention primarily through the social norms prevailing in the students' environment. Digital culture enables students to acquire literacy, for example, about entrepreneurial success stories, digital business communities, professional networks, e-commerce business applications, and entrepreneurial content disseminated through social media. This exposure builds the perception that entrepreneurship is a modern, contemporary, attractive activity, and one that garners social recognition. Therefore, the digital cultural context functions not only as a medium for providing information but also as a constructor of social norms that positively influence students' entrepreneurial intention.

These findings are relevant to the development of entrepreneurship theory in the digital era, which emphasizes the importance of the Digital Entrepreneurial Ecosystem (DEE), a digital ecosystem capable of building social networks, knowledge, and creating a culture of innovation (Fu et al., 2024; Vargas-Hernandez et al., 2025). In addition to supporting the Theory of Planned Behavior, this study's findings broaden the understanding that subjective norms in the digital cultural context are no longer solely shaped by family or peers, but also by virtual communities, business influencers, and social media platforms. Digital contexts, including digital literacy, social media, and technology orientation, play a role in shaping entrepreneurial intentions, although there are often intervening mediating variables (Al-Mamary et al., 2025; Anwar & Herayono, 2024; Nishtha & Sheelam, 2025). This study also strengthens research suggesting that cultural factors significantly shape the role of social norms in entrepreneurial intentions (Cassol et al., 2022).

The findings from the analysis of Hypothesis 11 demonstrate that social norms positively and significantly mediate the influence of the digital cultural context on entrepreneurial behavior ($\beta = 0.190$; $p = 0.000$). The findings of this study indicate that the digital cultural context does not directly influence entrepreneurial behavior, but its influence will be stronger if social norms contribute to controlling the use of digital technology in entrepreneurial activities. Students who have been exposed to environments that utilize digital platforms, such as social media, marketplaces, digital payments, and others, will be encouraged to apply these digital technologies in their entrepreneurial activities or behaviors. Social norms act as a reinforcement and control, thus, the digital cultural context has a significant impact on changes in entrepreneurial behavior.

This finding confirms the notion that the success of digital transformation in entrepreneurship is highly dependent on social support among the younger generation (Huynh & Khoa, 2026). This finding also aligns with Social Cognitive Theory, which explains that the social environment influences individuals to adopt and implement behavior through observation, social learning, and reinforcement from the environment (Alexander & Zafar, 2025; Mangal et al., 2024). This aligns with previous research stating that the digital environment will shape entrepreneurial behavior (da Fonseca et al., 2023), where social norms also influence entrepreneurial behavior (Lubis & Lubis, 2025). Digital culture among high school students can have a significant impact on their entrepreneurial behavior, supported by prevailing social norms within the student's environment, such as support from family, school, teachers, and others.

Holistically, the findings of this study indicate that entrepreneurial behavior is shaped by the interaction between entrepreneurship education, the digital cultural

context, and social norms among high school students. Entrepreneurship education is positioned as the foundation for developing student competency and literacy through school learning, while the digital cultural context provides a supportive learning environment, building entrepreneurial literacy, providing inspiration and knowledge of business opportunities, and providing access to business networks. On the other hand, social norms act as a psychosocial mechanism that strengthens the influence of both factors on entrepreneurial intentions and behavior. Therefore, efforts to increase entrepreneurship among high school students should not only focus on improving the curriculum and learning models, but also be directed at developing a positive digital ecosystem, strengthening social communities, and creating a school culture that provides social support for entrepreneurial activities. Within the student context, schools believe this integrated approach can produce graduates who not only possess entrepreneurial intentions but also develop sustainable entrepreneurial behavior.

CONCLUSION

Fundamental Finding: The findings of this study demonstrate that entrepreneurship education, digital culture, and social norms are important variables shaping high school students' entrepreneurial intentions and behavior. Entrepreneurship education has been shown to have a positive and significant influence on entrepreneurial intentions, entrepreneurial behavior, and social norms. Furthermore, digital culture also positively influences social norms and entrepreneurial behavior. The most important finding of this study is that social norms act as a significant mediator in the relationship between entrepreneurship education and digital culture on entrepreneurial intentions and behavior. These findings indicate that the success of entrepreneurship education and the use of digital culture in developing entrepreneurial behavior depends not only on improving students' knowledge and skills, but also on the social support they receive from family, peers, and their school environment. Therefore, a model that combines entrepreneurship education, digital culture, and social norms can more deeply explain the formation of students' entrepreneurial intentions and behavior. **Implication:** Theoretically, these findings support and extend the application of the Theory of Planned Behavior (TPB) by highlighting the importance of social norms as a mediator in explaining the influence of entrepreneurship education, digital culture, entrepreneurial intention, and entrepreneurial behavior. The findings of this study have also enriched the entrepreneurship literature by incorporating the relevant digital cultural context for today's young generation. Practically, schools need to develop more applicable entrepreneurship learning models, for example through project-based learning, experiential learning, business mentoring, and the use of digital platforms. Furthermore, support from families, communities, and the school environment needs to be strengthened to create social norms that support students' entrepreneurial activities related to business ethics. The government and educational stakeholders (universities, the Department of Education) can also utilize the results of this study as a basis for designing policies and programs for developing digital-based entrepreneurship for the younger generation. **Limitation:** This study has several limitations. First, the cross-sectional research design captures conditions only at a specific point in time, preventing a longitudinal or long-term analysis of changes in students' entrepreneurial intentions and behaviors; furthermore, the use of convenience sampling introduces selection bias

regarding the choice of respondents. Second, the study involved secondary school students from only one province—limited to specific regencies and cities—meaning that generalizing the findings to other regions of Indonesia requires caution. Third, the research model is limited to the variables of entrepreneurship education, digital culture, and social norms, while other factors shaping entrepreneurial intentions and behaviors—such as self-efficacy, family support, personality traits, and economic conditions—have not been analyzed in depth. **Future Research:** It is recommended that future studies employ a longitudinal design to observe the development of students' entrepreneurial intentions and behavior over time, as well as a mixed-methods design for greater depth. It is also necessary to expand the research area to include various provinces and different levels of education to obtain a more representative picture. Future studies can also integrate other variables such as entrepreneurial self-efficacy, family support, creativity, financial literacy, and digital competence to produce a more comprehensive model, especially in regions outside Kalimantan.

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