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AN ANALYSIS OF VOCATIONAL SCHOOL GOALS ACHIEVEMENT: CASE STUDY IN WEST JAVA

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ABSTRACT
Most secondary school students in developing countries have difficulty accessing higher Education after completing secondary Education, especially in Indonesia. The limited number of new job opportunities and the absence of a link and match between the competencies possessed by the workforce and employment have triggered the high Open Unemployment Rate (TPT) of VHS graduates, especially in West Java.This research uses mixed methods where data collection is carried out quantitatively and qualitatively. In collecting quantitative data, respondents to this study used data from 341 vocational students at six vocational schools in 5 districts/cities in West Java. Then strengthened by qualitative methods by conducting interviews. First, the thing that most influences the low quality of competitiveness of VHS students is that 21.07% of VHS students in West Java have a low VHS objective score. Second, the Quality of Education, Entrepreneurial Mindset, and Entrepreneurial Intentions simultaneously influence the goals of VHS in West Java Vocational School students, with an F count of 135,773 with a significance level of 0.000. Third, 54.7% of the goals of VHS students in West Java are influenced by the Quality of Education, Entrepreneurial Mindset, and Entrepreneurial Intentions. At the same time, 45.3% is influenced by other variables not analyzed in this study. to increase the competitiveness of VHS students, it is necessary to carry out various intervention efforts starting from the stages of input, process, output, and long-term results in the learning process in schools.

Keywords: vocational school, vocational school graduates' competitiveness, entrepreneurial intentions, entrepreneurial mindset, quality of education, vocational goals.

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INTRODUCTION

Some developing countries make the need for the provision of educational services that prepare their students for work an absolute necessity. Most secondary students in developing countries have difficulty accessing higher Education after completing secondary Education (Ali, 2017). This is shown by the School Participation Rate (APM) data in Indonesia of 31.19% (Barat, n.d.). This APM number states that the ability of universities to absorb high school graduates is only as big as the APM number from the total existing graduates. This leaves 68.81% of Secondary Education graduates to have other options, namely being ready to work or becoming entrepreneurs. Based on various sources of study and business practices, it is necessary to develop a vocational education curriculum that follows the era of the industrial revolution 4.0 and is relevant to answering the need for new skills (Wardina et al., 2019). Indonesia has six strategic issues that are priorities for vocational revitalization namely the alignment and updating of the curriculum; learning innovation; fulfilment and improvement of the professionalism of teachers and education personnel; and school partnerships with the business/industrial world and universities; standardization of primary facilities and infrastructure; and structuring/institutional management (Rahayu et al., 2020).

Based on the regulation of vocational Education in Indonesia, it can be concluded that most of the vocational education rules are quite comprehensive. Still, the Open Unemployment Rate (TPT) in Indonesia comes from vocational school graduates with the highest value (Basuki, 2022). This is shown by Central Bureau of Statistics (BPS) data TPT of Vocational High Schools (VHS) reached 11.16% as of February 2022. This condition does not follow Government Regulation (PP) No. 17/2010, which states that vocational Education aims to create ready graduates. Based on the analysis of several experts, one of the causes of the problem is the relatively weak entrepreneurial ability and vocational identity of vocational school students. This shows that the technical skills provided in vocational learning are not enough to equip vocational students in the face of competition when working. Therefore, previous studies stated that one of the best ways to improve the ability of vocational goals VHS students is to provide a more focused portion of entrepreneurship learning.

In Appendix 1 point B to The Regulation of The Minister of Education and Culture (PERMENDIKBUD) no. 34/2018 concerning the national standard for VHS states that to realize the goals of vocational Education, one of the competency standards for VHS graduates is to have productive abilities following their fields of expertise either for work or entrepreneurship (Addawiyah, n.d.). There are nine areas of competence of VHS graduates, one of which is entrepreneurship. In the area of entrepreneurial competence, there are three graduate competency standards, namely: having the ability to identify and take advantage of opportunities, consider & take risks, and having a strong desire and ability to manage businesses by utilizing knowledge and skills in certain skills.

Vocational School in West Java

West Java, with an area of 3,609,528.44 Ha consisting of 18 districts, nine cities, 627 districts, 645 villages, and 5312 villages, has a population per the year 2018 of 48,683,861 people consisting of 24.6 million men and 24 million women of which 64.70% are of productive age between the ages of 15-60 years with high schools (SMA/VHS/SLB) as many as 1655 high schools, 2908 VHS, 382 SLB where 846 of them are public schools with a total of 1,533,248 students. In the Expected Years of Schooling (HLS), West Java province's achievement has been increasing over the past three years. Achievements in 2017 amounted to 12.42 and experienced growth until 2019 amounted to 12.48. Average annual growth of 0.24%. Likewise, with the RLS achievement, in 2017, it reached 8.14, experiencing growth until the 2019 achievement of 8.37. The average annual growth is 1.4% (West Java provincial government Education Office, 2019).

VHS graduates dominate the Open Unemployment Rate due to mismatches with industry or company needs, and in August 2021, it was 11.16%. The limited new job opportunities and the absence of a link and match between the competencies possessed by the workforce and the job market triggered a high Open Unemployment Rate from VHS graduates, especially in West Java; the Open Unemployment Rate for VHS reached 16.71% in August 2021 (Statistik, 2022). The limited availability of job opportunities, many layoffs, and lack of interest in independent businesses trigger high unemployment in West Java (Nuraini & Puspitasari, 2022).

Business Issue

Based on data from BPS, the total labour force in February 2022 was 24.82 million people, an increase of 0.32 million people compared to February 2021. The Labour Force Participation Rate

(TPAK) rose by 1.48 percentage points. The working population is 22.75 million, up by 0.44 million from February 2021. TPT in February 2022 was 8.35 per cent, down by 0.57 percentage points compared to February 2021. The job opportunities that experienced the largest percentage increase were in the agriculture, forestry & fisheries sector, as well as the provision of accommodation and food and drink sectors (each by 0.56 percentage points) (Indonesia, 2021). Meanwhile, the largest decline in employment was in the other service sector (1.20 percentage points), from 1.41 million people in February 2021 to 1.16 million people in February 2022.

Based on West Java Open Data in 2020, the number of vocational school graduates in 2019 amounted to 311,892 students from public and private vocational schools. This total number of graduates is not comparable to the value of open jobs in the 2019 period. Based on data from BPS West Java in 2019, there were 10,068 registered vacancies and vacancies by business fields (industry, trade, transportation, services, and other finance) amounted to 3,141 vacancies. So that the total of these vacancies amounted to 13,209 job vacancies; this total job vacancy can only be met by 4.2% of total VHS graduates; even VHS graduates must compete with graduates from other levels of Education.

VHS graduates dominate TPT due to a mismatch (inappropriate) with the industry or company's needs, and TPT in August 2021 amounted to 11.16%. The limitation of new job opportunities and the absence of a link and match between the competencies of the workforce and the job market triggered high TPT from VHS graduates, especially in West Java the TPT number of VHS reached 16.71% in August 2021 (Statistik, 2022). The limited availability of jobs, many layoffs, and the lack of interest of job seekers for independent business are the factors triggering the high TPT in West Java (West Java Education Office, 2021).

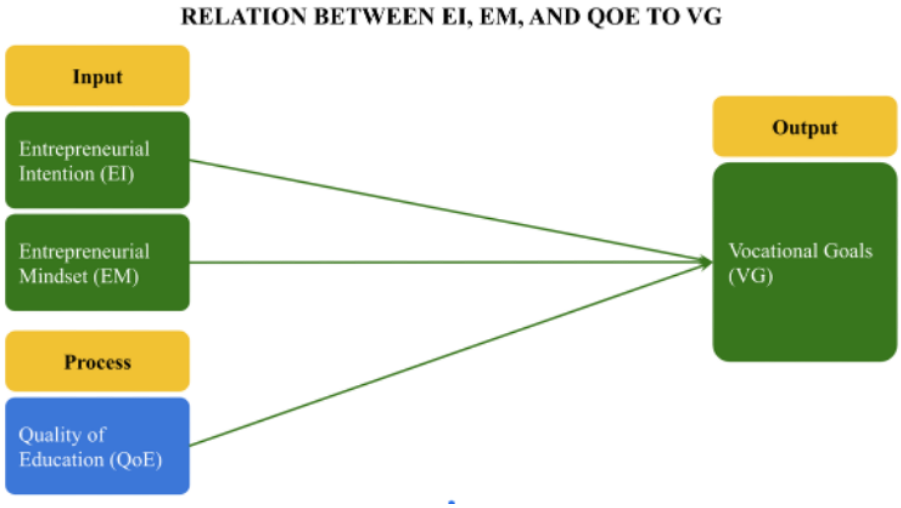

Figure 1. Conceptual Framework in Achieving Vocational School Goals

The framework of this study, individual competitiveness, will be confined to the variables of entrepreneurial intention and entrepreneurial mindset and supported by the quality of Education obtained so that students can achieve their vocational education goals. The limited new job opportunities and the absence of a link and match between the competencies possessed by the workforce and the job market triggered high Open Unemployment Rate (OUR) from Vocational High School (VHS) graduates, especially in West Java, the OUR for VHS reached 16.71% and 11,13% for

Indonesian scope. Lack of opportunities for VHS graduates in the industrial world because the needs are not aligned, the government must be able to open other opportunities for VHS graduates, not only to become ready-to-work graduates. VHS graduates need to have other options when they are not absorbed in the industrial world, namely entrepreneurship. Research purpose on this study is to find the cause of the low competitiveness of VHS students after graduation compared to other equivalent levels; measuring relationship of quality of education, entrepreneurial mindset, and entrepreneurial intention in achieving the goals of vocational goals; and give the recommendations for improving the competitiveness of VHS students in West Java.

METHOD

This is a mixed-method research in which data collection is carried out quantitatively and qualitatively. The mixed method research method is a research approach that involves collecting quantitative and qualitative data, combining two forms of data, and using different designs, which can involve philosophical assumptions and theoretical frameworks (Creswell, 2014). The population in the quantitative study involved students of public and private VHS in West Java in five districts/cities, namely Kab. Bogor, Kab. Tasikmalaya, Kab. Garut, Kab. Indramayu, and Cimahi City. The sample consisted of students who were in classes XII and XIII. The population in this study were students of public and private VHS in five districts/cities of West Java province who were sitting in classes, XII and XII. Cimahi city was chosen because it became the largest TPT contributor in West Java with 13.07% (Indonesia, 2021), followed by Bogor City in second place with 12.22%. Indramayu Regency was chosen because there is a mismatch between the availability of VHS and the region's potential; in Indramayu Regency, the availability of fisheries and marine vocational schools is only 2 out of 138 vocational schools.

To conduct this study, researchers calculated the needs of respondents based on the number of VHS student population in West Java amounted to 1,089,865 students from 2,908 public and private VHSs, with a level of confidence to achieve 95%. A margin of error of 5% is required total sample following the theory is 385 students. Based on that, the authors distributed 400 survey sheets for students to fill out. In the survey data collection process, only 341 survey sheets were filled out by students. One person represents the total sample of participants in the qualitative method from each of the 6 VHS to conduct structured interviews regarding the information on VHS graduates and curriculum. After the data has been collected from the questionnaire, this study will conduct data analysis using descriptive statistics and PLS-SEM using Smart PLS for Windows. The details of the data analysis will be further explained in the following sections.

RESULTS AND DISCUSSION

Validity Test

Validity is based on how far an empirical measure is sufficient to describe the true meaning of the concept under study (Morissan & Andy Corry, 2012). Decision-making based on the calculated r-value (Corrected Item-Total Correlation) > r table as 0,106, for df = 341–2 = 339; α = 0,05, so the items/ questions/ on the research are valid and vice versa.

a. Entrepreneurial Intention (X1) Variable Validity Test

Table 1. Entrepreneurial Intention Variable Validity Test Results

Entrepreneurial Intention	r count	Sig.	Criteria
El1	0.874	0.00	Valid
El2	0.855	0.00	Valid
El3	0.853	0.00	Valid

Source: Data Processing Result (2022

b. Entrepreneurial Mindset (X2) variable Validity Test

Table 2. Entrepreneurial Mindset Variable Validity Test Results

Entrepreneurial Mindset	rcount	Sig.	Criteria
EM1	0.654	0.000	Valid
EM2	0.692	0.000	Valid
EM3	0.649	0.000	Valid
EM4	0.652	0.000	Valid
EM5	0.703	0.000	Valid
EM6	0.750	0.000	Valid
EM7	0.763	0.000	Valid
EM8	0.777	0.000	Valid
EM9	0.700	0.000	Valid
EM10	0.557	0.000	Valid
EM11	0.427	0.000	Valid
EM12	0.710	0.000	Valid
EM13	0.580	0.000	Valid
EM14	0.544	0.000	Valid
EM15	0.681	0.000	Valid
EM16	0.701	0.000	Valid
EM17	0.702	0.000	Valid
EM18	0.644	0.000	Valid
EM19	0.649	0.000	Valid
EM20	0.581	0.000	Valid
EM21	0.678	0.000	Valid
EM22	0.568	0.000	Valid
EM23	0.718	0.000	Valid
EM24	0.702	0.000	Valid
EM25	0.755	0.000	Valid

Source: Data Processing Result (2022)

c. Quality of Education (X3) Variable Validity Test

Table 3. Quality of Education Variable Validity Test Results

Quality of Education	r count	Sig.	Criteria
QOE1	0.705	0.000	Valid
QOE2	0.757	0.000	Valid
QOE3	0.804	0.000	Valid
QOE4	0.788	0.000	Valid
QOE5	0.775	0.000	Valid
QOE6	0.774	0.000	Valid
QOE7	0.718	0.000	Valid
QOE8	0.762	0.000	Valid
QOE9	0.718	0.000	Valid
QOE10	0.626	0.000	Valid

Source: Data Processing Result (2022)

d. Vocational Goals (Y) Variable Validity Test

Table 4. Vocational Goals Variable Validity Test Results

Vocational Goals	r count	Sig.	Criteria
VG1	0.611	0.000	Valid
VG2	0.656	0.000	Valid
VG3	0.682	0.000	Valid
VG4	0.747	0.000	Valid
VG5	0.761	0.000	Valid
VG6	0.750	0.000	Valid
VG7	0.706	0.000	Valid
VG8	0.668	0.000	Valid
VG9	0.754	0.000	Valid
VG10	0.687	0.000	Valid

Source: Data Processing Result (2022)

Reliability

Reliability indicates the level of reliability or trust in a measurement result (Morissan & Andy Corry, 2012). Alpha Cronbach Coefficient (Cα) is the most used statistic to test the reliability of a research instrument. A research instrument is indicated to have an adequate level of reliability if Cronbach's Alpha coefficient is greater or equal to 0.700. Statement reliability calculations were carried out with the help of the Smart PLS for the windows application program. Testing was carried out using the Cronbach Alpha technique. If the Cronbach Alpha number is close to 1, the higher the level of reliability. Based on the results of the calculations, the reliability results are as follows:

Tabel 5. X_1, X_2, X_3 dan Y Variables Reliability Test Result

Variable	Cronbach's Alpha	N of Items
Entrepreneurial Intention (X_1)	0.825	3
Entrepreneurial Mindset (X_2)	0.947	25
Quality of Education (X_3)	0.910	10
Vocational Goals (Y)	0.886	10

Source: Data Processing Result (2022)

Multiple Linear Regression Analysis

Multiple linear regression analysis was used to determine the functional relationship between Entrepreneurial Intention, Entrepreneurial Mindset, and Quality of Education to Vocational Goals. The findings of multiple linear regression resulted from the results of data processing using SPSS 26 software, as shown in the following table:

Table 6. Multiple Linear Regression Test Result

Model		Unstandardized Coefficient		Standardized Coefficient Beta	t	Sig
		B	Std. Error			
1	(Constant)	6.473	2.114		3.062	.002
	Quality of Education	.074	.050	.073	1.479	.140
	Entrepreneurial Mindset	.260	.025	.588	10.559	.000
	Enterpreneurial Intention	.393	.152	.135	2.579	.010
	a. Dependent Variable: Vocational Goals					

Source: Data Processing Result (2022)

On the unstandardized coefficients (B) values contained in the table, the regression equation is formulated as follows:

Y = 6.473 + 0.393X1 + 0.260X2 + 0.074X3

Information:

Y = Vocational Goals
X1 = Entrepreneurial Intention
X2 = Entrepreneurial Mindset
X3 = Quality of Education

In this equation, the regression coefficient of the Entrepreneurial Intention variable (X1) is positive, meaning that the higher the EI in vocational high schools in West Java, the higher the chance for students to achieve vocational goals and vice versa. Then Entrepreneurial Mindset (X2) also has a positive sign coefficient, which means that the better the EM of students will increase the chances of achieving higher vocational goals, and vice versa. Furthermore, Quality of Education (X3) also has a positive coefficient, meaning that the higher the QoE in students will increase the chances of achieving vocational goals, and vice versa.

Hypothesis Test (F-count)

This study has 1 (one) hypothesis to be tested. Testing the hypothesis aims to determine the effect of the independent variables simultaneously on the dependent variable using the simultaneous test (F-count). Testing the hypothesis, namely the effect of X1, X2, and X3 simultaneously on Y. To prove whether Entrepreneurial Intention, Entrepreneurial Mindset, and Quality of Education simultaneously affect Vocational Goals, testing is carried out with the following statistical hypotheses:

H0: Entrepreneurial Intention, Entrepreneurial Mindset, and Quality of Education simultaneously do not affect Vocational Goals in West Java Vocational School Students.

Ha: Entrepreneurial Intention, Entrepreneurial Mindset, and Quality of Education simultaneously influence Vocational Goals in West Java Vocational High School Students.

The F-test aims to test the significance of the effect of the independent variables on the dependents together. The significance level used by the authors in this F test is at the 5% level (0.05). If the significance value is <0.05, it can be concluded that the independent variable influences the dependent variable; preferably, if the significance value is > 0.05, it can be concluded that the independent variable does not affect the dependent.

To determine the value of F, it is necessary to have degrees of freedom in the numerator and degrees of freedom in the denominator with the following formula:

1. Error rate (α) = 5% and degrees of freedom (df)= (k-1) ;(n-k)
2. Degrees of freedom quantifier = k-1 = 4-1 = 3
3. Denominator degrees of freedom = n-k-1 = 341-4-1 = 366
4. Then Ftable is 2.63

Simultaneous test through the F test obtained from the ANOVA table as presented in the following table:

Table 7. F-Test Result (Simultant)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10916.716	3	3638.905	135.773	.000[b]
	Residual	9032.082	337	26.801		
	Total	19948.798	340			

a. Dependent Variable: Vocational Goals
b. Predictors: (Constant), Entrepreneurial Intention, Quality of Education, Entrepreneurial Mindset

Source: Data Processing Results (2022)

In the table above, Fcount is 135.773 with a significance level of 0.000. Therefore, in both calculations, namely Fcount > Ftable (135.773 > 2.63) and the significance level is 0.000 <0.05. This shows that Ho is rejected and Ha is accepted, meaning that Entrepreneurial Intention, Entrepreneurial Mindset, and Quality of Education affect Vocational Goals in West Java Vocational High School students.

Determination Coefficient

The coefficient of determination will be calculated to determine how much influence Entrepreneurial Intention, Entrepreneurial Mindset, and Quality of Education simultaneously have on Vocational Goals in West Java Vocational High School students. SPSS 26 for windows software used by researchers to process the value of the coefficient of determination as presented in the following table:

Table 8. Determination Coefficient

Model Summary

Model	R	R Square	Adjusted R Square	Std. An Erroe in the Estimate
1	.740[a]	.547	.543	5.177

a. Predictors: (Constant), Entrepreneurial Intention, Quality of Education, Entrepreneurial Mindset
b. Dependent Variable: Vocational Goals

Source: Data Processing Result (2022)

Based on the table above shows that the R-value is 0.740 and the R square (R2) is 0.547. The magnitude of the influence of Entrepreneurial Intention, Entrepreneurial Mindset, and Quality of Education on Vocational Goals is indicated by the coefficient of determination (CD) by calculating using the following formula:

CD = R2 x 100%
= 0.547 x 100%
= 54.7%

The value of the coefficient of determination (CD) above shows that 54.7% of Vocational Goals are influenced by Entrepreneurial Intention, Entrepreneurial Mindset, and Quality of Education. At the same time, the remaining 45.3% is influenced by other variables not examined in this study.

Quantitative analysis based on Data Survey

In the profile of respondents to West Java VHS students, based on gender, it showed that the most respondents were female, 205 people (60.1%) and 136 men (39.9%), with respondents who occupied class XII as many as 227 (66.6%) respondents and class XIII as many as 114 (33.4%) respondents. A total of 341 respondents came from five districts and six VHS through various expertise programs, which consisted of Office Governance Automation, Computer Network Engineering, Hospitality Accommodation, Catering, Software Engineering, Accounting, Pharmacist,

Multimedia, Fashion Design, Nursing, Office Management & Business Services, Automotive, and Motorcycle Engineering & Business.

Based on the descriptive analysis of respondents' responses regarding the Quality of Education variable, a score percentage of 82.21 was obtained. This value was included in the high category, meaning that it can be concluded that the quality of Education in West Java Vocational Schools is in good condition based on measurements of Curriculum, Teachers, Learning Methods, and School Facilities. Of the 10 statement items submitted regarding Quality of Education, the highest score was the 9th statement item with a score of 1788 or 87.39%. This 9th statement item relates to schools that teach their students about entrepreneurship and starting a business. This shows that students feel that the quality of their school education is of good quality.

Meanwhile, the lowest score is the 10th statement item, with a total percentage of 75.71%. This 10th statement item relates to the provision of special rooms (incubators) and entrepreneurship teachers (mentors) assigned to develop student businesses already running in schools. This shows that the availability of special rooms and teaching entrepreneurship is not optimal in the eyes of students. This finding is in line with the opinion of (Usman & Raharjo, 2012), which states that the development of VHS is expected to create graduates who are capable of entrepreneurship, but the implementation has not been carried out synergistically. Hence, the level of efficiency is still low.

Furthermore, based on the descriptive analysis of students' responses regarding the Entrepreneurial Mindset variable, a score percentage of 81.33 was obtained. This value was included in the high category, meaning that it can be concluded that the entrepreneurial mindset of West Java VHS students is in good condition based on Beliefs About, Collaborate, Innovative, Internal Locus of Control, Motivation, Resilience, Self-Efficacy, and Take a Risk. Of the 25 statement items submitted regarding Entrepreneurial Mindset, the highest score was the 22nd statement item, with a score of 1789 or 87.44%. The 22nd statement item relates to the inspiration for student success from others. This shows that most students are inspired to see or measure success from the success of others. Entrepreneurial interest is influenced by internal and external factors; the influence of other people (external) can encourage them to follow in their footsteps and provide inspiration to open their businesses (Widianingrum, 2020).

Meanwhile, the lowest score is the 4th statement item, with a 1479 or 72.29%. This 4th statement item relates to the student's ability to direct others. Although this statement shows that the level of students' ability to direct their co-workers is in high condition, it is the lowest compared to other statement items on the Entrepreneurial Mindset variable, so it is necessary to increase students' interpersonal skills in terms of directing or influencing others. Directing behaviour and getting people to adopt plans that aim at the future are entrepreneurial abilities that students need to have (Widianingrum, 2020).

Based on the results of the descriptive analysis of student's responses regarding the Entrepreneurial Intention variable, a score percentage of 80.75 was obtained, and this value was included in the high category, meaning that it can be concluded that students' entrepreneurial interest in West Java VHS is in good condition. Of the 3 statement items submitted regarding Entrepreneurial Intention, the highest score was the 3rd statement item, with a score of 1692 or 82.70%. This 3rd statement item relates to students' beliefs in exerting all efforts to start and run their businesses. This shows that students feel confident in their ability to seriously build a business.

According to Thompson, the entrepreneurial intention is a self-recognized belief that they have a great interest in establishing a new business and will consciously realize their interest in the future (Kurnia et al., 2018).

Meanwhile, the lowest score is the 2nd statement item, with a 1598 or 78.10%. This second statement item relates to students' professional career goals to become entrepreneurs. Although this statement shows that the professional career goals of entrepreneurship VHS students are in high condition, it is still the lowest compared to other statement items on the Entrepreneurial Intention variable. According to research, the low ability of students to seize opportunities, and the courage to start a business and make decisions, more followers become followers, the less creative and low initiative can hinder interest in entrepreneurship (Marini & Hamidah, 2014).

Finally, based on the descriptive analysis of students' responses regarding the Vocational Goals variable, a score percentage of 78.93 was obtained. This value was included in the high category, meaning that it can be concluded that the vocational goals of students at VHS West Java are in good condition based on measurements of Career Interests, Goals, Roles, and Values. Of the 10 statement items submitted regarding Vocational Goals, the highest scores were the 1st and 7th statement items with the same score of 1659 or 81.09%. Item 1 of this statement relates to the compatibility of students' interests with vocational goals, and item 7 relates to students' views of certain vocational goals they want to pursue when they leave school. This shows that students have a high level of compatibility regarding their interests with vocational goals and already have goals when students graduate from school later.

Meanwhile, the lowest score is the 3rd statement item, with a 1533 or 74.93%. Item 3 of this statement relates to a good understanding of what kind of career one wants when students leave school. Although this statement shows that the career understanding that will be carried out when students graduate is in high condition, it is still the lowest compared to other statement items on the Vocational Goals variable. Schools need to prepare careers from an early age class X so that students have sufficient opportunities to determine clear career goals, have plans and carry out plans to achieve career goals (Widyastuti & Widyowati, 2015).

CONCLUSION

Based on the above discussion, entrepreneurship education in VHS is considered good. However, the number of VHS graduates, which still has the potential of 17% resulting in unemployment, needs to be addressed to increase the competitiveness of VHS graduates, which focuses on entrepreneurship education. This is stated as the best effort in several studies as an improvement in the quality of VHS graduates after completing their Education. The results of this study can be concluded that: 1) Why VHS students are not able to compete at the level of acceptance in the industry on a massive scale because 21.07% of vocational students have low vocational goals, as evidenced by the results of quantitative research on career interest points, only 77.85% of vocational students have who can play a role in a career by 79.34%, and values in choosing a career are detected by 78.07% in VHS students. 2) The abilities of VHS students analyzed from two different units (students and teachers/principals) and using mixed methods stated mutually supportive results. Based on this study's determinant coefficient, 54.7% of Vocational Goals are influenced by Quality of Education, Entrepreneurial Mindset, and Entrepreneurial Intention. At the same time, the

remaining 45.3% is influenced by other variables not examined in this study. The quantitative analysis stated that the calculated F result was 135,773 with a significance level of 0.000. This indicates that Quality of Education, Entrepreneurial Mindset, and Entrepreneurial Intention simultaneously affect Vocational Goals in West Java Vocational High School students. 3)The recommendations for increasing the competitiveness of VHS students following the Vocational Goals is to improve the Entrepreneurial Mindset and Entrepreneurial Intention and direct the process of improving the Quality of Education in schools. Recommendations that can be made are described in the input-process-output-outcome matrix to increase the competitiveness of VHS students.

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