

The Role of Self-Efficacy in Mediating the Effect of Entrepreneurship Education on Entrepreneurial Intention

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ABSTRACT

In the Central Bureau of Statistics (Statistics Indonesia), the unemployment rate in February 2024 reached 8.34%. This high unemployment rate is partly due to the perception that employment is limited to office-based jobs, while individuals can also create employment opportunities through entrepreneurship. This study aimed to examine the effect of entrepreneurship education on entrepreneurial intention among undergraduate students at Universitas Pelita Bangsa who were enrolled in the entrepreneurship concentration. This research was conducted at Universitas Pelita Bangsa with a sample of 40 respondents, selected using a purposive sampling technique. Data were analyzed using path analysis and the Sobel test. The findings indicate that entrepreneurship education had a positive and significant effect on entrepreneurial intention. Furthermore, self-efficacy mediated the correlation between entrepreneurship education and entrepreneurial intention.

Keywords: entrepreneurship education, self-efficacy, entrepreneurial intention

INTRODUCTION

Education is a fundamental foundation for developing high-quality human resources. The success of educational implementation

is largely determined by the extent to which students can develop their potential, comprehend the knowledge they acquire, and gain valuable learning experiences that enable them to perform meaningful actions in their lives. Students who learn more effectively will actively analyze, apply theories, and engage dynamically, thereby fostering a deeper understanding of economic (entrepreneurial) knowledge in a broader context.

The low level of entrepreneurial intention among university graduates deserves serious attention. Entrepreneurial intention can be reflected in the willingness to work hard and persistently for business progress. According to Fuadi (2009), entrepreneurial intention refers to one's desire, interest, and readiness to work hard. Intention serves as an essential first step in starting a business. Rasli et al. (in Agung & Made, 2016) define entrepreneurial intention as a mental state that drives individuals to create business ventures.

Entrepreneurial intention was first conceptualized by Ajzen (1991) in the Theory of Planned Behavior (TPB). This theory suggests that an individual's actual behavior in undertaking specific activities is directly affected by behavioral intention, which in turn is shaped by attitudes, subjective norms, and perceived behavioral control (Fayolle & Linan, 2014). Given that entrepreneurial capacity plays a crucial role

in driving economic growth, strong synergy between government and society is required to nurture new entrepreneurs.

Entrepreneurship education comprises five components: know-what (entrepreneurial knowledge), know-why (values and motives), know-who (social interaction), know-how (entrepreneurial skills and abilities), and know-when (institutional context and the right timing to start a venture) (Johannisson, 1991). Indriyani (2018) emphasizes that entrepreneurship education has a significant effect on entrepreneurial intention. Uddin and Bose (2012) similarly conclude that entrepreneurship education has positive effects on entrepreneurial intention in Bangladesh. Thus, a positive correlation exists between entrepreneurship education and entrepreneurial intention.

Bandura (1997) explains that self-efficacy consists of three dimensions: magnitude (difficulty level), strength, and generality. Self-efficacy fosters confidence and conviction in one's capabilities, serving as a crucial asset for starting a business. An individual's level of self-efficacy reflects their career choices and ability to adapt to them. Therefore, higher self-efficacy in relation to business activities strengthens entrepreneurial intention.

Ayodele (2013) found that self-efficacy significantly affects entrepreneurial intention. Likewise, Alfoso (2012), Santos et al. (2019), and Soula et al. (2022) concluded that self-efficacy has a significant positive effect on entrepreneurial intention. Moriano et al. (2011) also revealed that components of the TPB partially affect entrepreneurial intention, with self-efficacy being one of the key determinants. However, other studies have reported that self-efficacy does not significantly affect entrepreneurial intention (Shionar et al., 2014) and that gender differences moderate this correlation. Such contradictions create ambiguity in understanding the role of self-efficacy in shaping entrepreneurial intention. Bloemen-Bekx et al. (2019), Zakaria and Nordin (2020), and Elliot et al.

(2020) further highlight that self-efficacy within entrepreneurship education has not received adequate attention. Ndofirepi et al. (2022) stress the need for deeper insights into how self-efficacy can be integrated and managed to strengthen students' intentions to become entrepreneurs.

The effect of entrepreneurship education and self-efficacy on entrepreneurial intention becomes effective when supported by strong student attitudes toward entrepreneurship. Entrepreneurial attitude refers to individuals' cognitive, affective, and conative tendencies in their work, which orient them toward seeking, creating, and applying new methods, technologies, and products while improving efficiency, delivering quality services, and generating greater profit. Individuals who demonstrate a positive attitude toward entrepreneurship are more likely to become entrepreneurs and believe that entrepreneurship is not merely a means of survival but also a pathway to self-actualization. Reasi et al. (2013) argue that if individuals are not fully aware of entrepreneurship as a viable career, they will not develop positive attitudes toward it and instead pursue alternative careers they perceive as more familiar.

This study is considered timely and important because student participation in entrepreneurial activities shows a declining trend. If left unaddressed, this will reduce the number of young entrepreneurs and exacerbate unemployment, especially considering the growing population. According to global economic standards, Indonesia should ideally have at least 2 percent of its population engaged in entrepreneurial activities. However, achieving this benchmark remains challenging due to students' consumerist lifestyle, where spending is often prioritized over entrepreneurial endeavors, thereby weakening entrepreneurial intention.

Enhancing students' entrepreneurial intention has significant implications, not only for their immediate environment but also for the country as a whole. By fostering entrepreneurial intention, students can

establish new businesses, create job opportunities, absorb labor, and ultimately reduce unemployment, contributing to broader societal welfare. The distinct contribution of this study lies in its examination of entrepreneurship education and self-efficacy as mediating variables. The primary objective is to analyze the effect of entrepreneurship education on students' entrepreneurial intention, with self-efficacy serving as a mediating factor.

METHOD

This study employed an explanatory research design to identify the correlations between two or more variables to explain the phenomenon under investigation. The sampling technique used was purposive sampling, a method for selecting research samples based on predetermined criteria (Sugiyono, 2008). The sample criteria included students who had completed the Entrepreneurship course, as this group was considered suitable for measuring all variables in the study, particularly entrepreneurial intention. Students of Universitas Pelita Bangsa in 2022 were deemed appropriate as the research sample,

as they had already undertaken the Entrepreneurship course. The sample size was determined using the Slovin formula. From a total population of 65 respondents, a sample of 40 students was selected.

For the classical assumption tests, three stages were conducted: the normality test, the linearity test, and the heteroscedasticity test, all performed using SPSS. To examine the statistical significance of the independent variables, regression analysis with SPSS was applied, specifically the t-test for partial effects. Furthermore, path analysis was conducted using SPSS, followed by the Sobel test performed through an online tool (Danielsoper.com). To assess the indirect (mediating) effect, path analysis was first conducted to evaluate the direct effect. The indirect effect was then tested using the Sobel test via Danielsoper.com. The decision criterion for the Sobel test was that if the z-value exceeded 1.96, mediation was confirmed to exist in the correlation between variables.

RESEARCH FINDING

1. Classical Assumption Test

Table: 1 Classical assumption test results

	Sig.	Description
Normality Test	0.781	Normal
Linearity Test	0.680	Linear
Heteroscedasticity Test	0.421 & 0.814	Homoscedasticity

Based on the Kolmogorov-Smirnov normality test, the significance value was $0.781 > 0.05$, indicating that the data in this study were normally distributed. The linearity test showed a significance value of $0.680 > 0.05$, confirming the existence of a linear correlation between the variables. Meanwhile, the heteroscedasticity test (Glejser) yielded significance values of 0.421 and 0.814 for self-efficacy and entrepreneurship education, respectively,

both greater than 0.05, which indicates the absence of heteroscedasticity. Therefore, it can be concluded that all data met the classical assumption criteria.

2. Hypothesis Testing

T-Test

H1. The Effect of Entrepreneurship Education on Entrepreneurial Intention among 2022 Cohort Students of Universitas Pelita Bangsa

Table: 2 T-test results of entrepreneurship education on entrepreneurial intention

	T	Sig.
Entrepreneurship Education	2.808	0.102

Based on the statistical test results, it can be concluded that entrepreneurship education had an effect on entrepreneurial intention, as indicated by a significance value of $0.102 < 0.05$ and a t-value of $2.808 > t\text{-table} (2.014)$. A study by Jonathan and Handoyo (2023) similarly found that entrepreneurship education had a positive and significant effect on entrepreneurial intention among students at Universitas Tarumanagara. Likewise, research by Fauziati and Suryani (2020) revealed that entrepreneurship education was the most dominant variable affecting entrepreneurial intention among students at Universitas Bung Hatta, Padang. Self-efficacy enables individuals to develop

confidence in their business plans, increasing the likelihood of becoming entrepreneurs or exhibiting entrepreneurial intentions. Conversely, without self-efficacy, individuals are more likely to avoid entrepreneurship and prefer to work under someone's leadership.

Mediation Test

H2. Self-Efficacy Mediates the Effect of Entrepreneurship Education on Entrepreneurial Intention among Students of Universitas Pelita Bangsa

Direct Effect

Table: 3 Direct effects of self-efficacy on entrepreneurship education

Unstandardized Coefficients		
	B	Std. Error
Self-Efficacy	2.101	0.343

Table: 4 Direct effects of self-efficacy and entrepreneurship education on entrepreneurial intention

Unstandardized Coefficients		
	B	Std. Error
Self-Efficacy	0.540	0.209
Entrepreneurship Education	0.520	0.103

As shown in Tables 3 and 4, the value of A was 2.101, and the value of B was 0.520, while SEA was 0.540 and SEB was 0.209.

These values were subsequently tested using the Sobel test to examine the indirect effect.

Indirect Effect

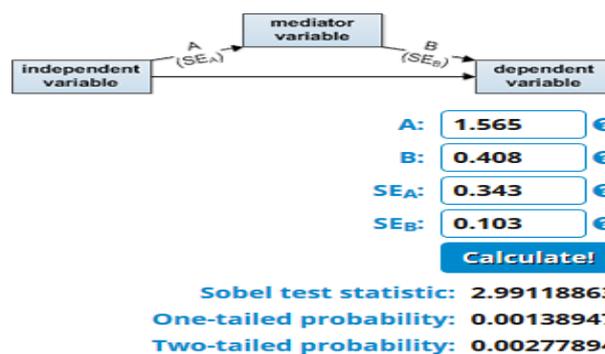


Figure 2. Indirect effect of entrepreneurship education on entrepreneurial intention through self-efficacy as a mediating variable

Based on the Sobel test results, $Z = 2.99 > 1.96$, indicating that self-efficacy mediated the correlation between entrepreneurship education and entrepreneurial intention. In other words, entrepreneurship education had

an indirect effect on entrepreneurial intention through self-efficacy.

This finding aligns with prior studies. For instance, Ghozali and Sahrah (2017) demonstrated that self-efficacy had a positive and significant effect on

entrepreneurial intention among students of the Faculty of Economics, Universitas Bangka Belitung. Similarly, Putri and Handoyo (2024) confirmed the positive and significant role of self-efficacy in shaping entrepreneurial intention. Darmawan (2019) also found that self-efficacy significantly had an effect on entrepreneurial intention among students in four private universities in Surabaya and Mojokerto. Students with higher levels of entrepreneurship education tend to develop stronger self-efficacy, subsequently enhancing their entrepreneurial intention. Conversely, students with lower levels of entrepreneurship education are often more hesitant to start new ventures due to a lack of confidence in their abilities, ultimately suppressing creative ideas and reducing entrepreneurial activity and the intention to become entrepreneurs.

CONCLUSION

The findings of this study indicate that self-efficacy mediated the correlation between entrepreneurship education and students' entrepreneurial intention. In other words, entrepreneurship education had an indirect effect on entrepreneurial intention through the presence of self-efficacy. This result demonstrates that students with higher levels of entrepreneurship education tend to be more confident in starting new initiatives. Such confidence, in turn, stimulates the development of creative ideas, which naturally enhances entrepreneurial activities and strengthens the intention to become entrepreneurs. For future research, it is recommended to examine additional variables that may affect entrepreneurial intention and to expand the scope of study subjects across more diverse populations and broader geographical areas.

Declaration by Authors

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