

ENTREPRENEURIAL EDUCATION AND IT'S IMPACT ON ENTREPRENEURIAL INTENTION: ENTREPRENEURIAL SELF-EFFICACY AS MEDIATING VARIABLE

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Abstract

University graduates contribute to the unemployment rate of 13.33 percent in Indonesia. Entrepreneurship is one of the solutions for a country, not only to overcome the problem of unemployment, but also to increase the country's economic growth. Entrepreneurial intention is able to encourage students to have the desire to start a business. To foster that desire, entrepreneurial education is given to students as a prefix to their introduction to the world of entrepreneurship. The higher the development of student knowledge in entrepreneurship, the faster the decline in unemployment in a country, so that economic growth is achieved. The purpose of this study is to analyze the effect of entrepreneurial education on entrepreneurial intention through entrepreneurial self-efficacy as a mediating variable. This research was conducted in the Faculty of Agricultural Technology, Udayana University-Denpasar-Bali-Indonesia with a sample of 85 students who were determined purposively. Data were collected using Google Form questionnaires. Data analysis techniques used were descriptive and inferential analysis. The results show that entrepreneurial education and entrepreneurial self-efficacy have a positive and significant effect on entrepreneurial intention, entrepreneurial education has a positive and significant effect on entrepreneurial self-efficacy, and entrepreneurial self-efficacy mediates the effect of entrepreneurial education on entrepreneurial intention. The theoretical implications of this research are the findings confirm the theory referred to in this study-Theory of Planned Behavior. In addition, practically, this research is able to be a consideration for the Faculty management in developing the potential of students to become young entrepreneurs through programs related to increasing entrepreneurial intentions.

Keywords: Entrepreneurial Intention; Entrepreneurial Education; Entrepreneurial Self-Efficacy.

INTRODUCTION

Population growth has increased the number of unemployed in Indonesia by 7.86 million people (<https://www.bps.go.id>). Based on data on the level of educated unemployment as of February 2023, college graduates contributed to the

unemployment status of 13.33 percent. This is because graduates prefer to focus on finding a job (job seekers), even delaying graduation to get a job that fits their desires and goals, rather than creating their own jobs (job creators). The government expects students to be a driving force in the nation's economic growth to be able to create jobs, especially for people who have not pursued higher education or people who do not have qualified academic skills (<https://www.detik.com>).

Entrepreneurship is one of the solutions for a country to overcome the problem of unemployment and increase the national's economic growth. The more entrepreneurs in a country, the more wealthy, prosperous, and developed the country will be. Thus, it has an impact on improving the standard of living and quality of life in the country (Dainuri, 2019). Presidential Regulation of the Republic of Indonesia Number 2 of 2022 concerning National Entrepreneurship Development for 2021-2024, aims to accelerate the growth and ratio of entrepreneurship in the country. The Presidential Regulation of the Republic of Indonesia on National Entrepreneurship Development has a role in increasing the number of entrepreneurs in Indonesia, which has only reached 3.47 percent. The Indonesian government aims to increase the rate of entrepreneurship to 3.95 percent by 2024. This is to strengthen the national economic structure (<https://setkab.go.id>).

Universities play an important role in increasing entrepreneurial intentions by graduating graduates who are ready to carry out entrepreneurial activities which have an effect on increasing the entrepreneurship ratio in Indonesia (Soelaiman et al., 2022). Educational institutions should provide knowledge about education and career aspirations in entrepreneurship to university graduates early on, in an effort to support the creation of young entrepreneurs (Khalid et al., 2022). To produce graduates who can create jobs, universities need to develop activities that foster entrepreneurial insights and encourage students' desire, spirit, and behavior, ultimately leading to an intention to pursue a career as an entrepreneur (Hutami & Maharani, 2019).

Entrepreneurial intention is an important factor influencing students' decisions to pursue a career as entrepreneurs. It refers to the tendency of an individual to take risks, desire to create their own business based on creative and innovative ideas, and develop that business using management concepts such as planning, controlling, actuating, and organizing, all of which are expected to help achieve goals in business development (Shoimah, 2019). According to Hartini (2019), students' entrepreneurial intentions increase after taking entrepreneurial education compared to those who have not. Students who have taken entrepreneurial education exhibit a higher awareness of opportunities than their peers who have not participated in such programs.

Entrepreneurial education provided by universities is a primary source for

students to gain the knowledge and skills necessary to improve the quality of entrepreneurship, which is a major factor in entrepreneurial success. The higher the development of students' knowledge in entrepreneurship, the faster the decline in unemployment in a country which is directly able to achieve economic growth. Students can improve their entrepreneurship through appropriate training to acquire abilities, attitudes, norms, and experiences to support entrepreneurial skills (Sampene, et al., 2022). Being fully aware of business opportunities after taking entrepreneurial education and taking risks are forms of influence from entrepreneurial education on entrepreneurial intentions (Widyawati & Mujiati, 2021). Students with self-readiness for entrepreneurial knowledge obtained through an entrepreneurial lecture, self-confidence, being able to see opportunities and create business ideas can influence their intention to become entrepreneurs (Setiawan & Lestari, 2021).

Theory of planned behavior was chosen to explain the effect of entrepreneurial education and entrepreneurial intentions (Liu, et al., 2019). In the theory of planned behavior developed by Ajzen, a person's intention to take action or behavior can be influenced by three factors, namely attitude toward behavior, subjective norms, and perceived behavioral control (Ajzen, 1991). Attitude toward behavior refers to a person's ability to evaluate an action or behavior positively or negatively. Subjective norms indicate that a person experiences pressure from their social environment, which can influence their decision to take a specific action. The support and opinions received from the surrounding environment tend to determine the direction of individuals who aspire to pursue a career as entrepreneurs. Perceived behavioral control refers to an individual's perception of their ability to perform certain actions. This perception is shaped by their inner beliefs about the opportunities and availability of resources that can either encourage or hinder the achievement of that behavior (Ajzen, 2020).

The Udayana University Business Strategic Plan 2020-2024 outlines a strategic goal of increasing the number of student entrepreneurs. However, this goal has not been met, with a target of 60 percent, while the achievement in 2022 was only 42.34 percent compared to the end of the strategic plan period in 2024 (<https://laporan-kinerja.unud.ac.id>). The role of the faculties at Udayana University is to enhance the number of young entrepreneurs to achieve these strategic goals. According to data from the Entrepreneurship Development Center (EDC) of Udayana University in 2020, 2 out of the 13 faculties have not succeeded in producing young entrepreneurs, one of which is Faculty of Agricultural Technology.

An initial survey conducted using the interview method revealed that 10 out of 12 students in the Faculty of Agricultural Technology preferred to become job seekers rather than create jobs through entrepreneurship. This indicates that the entrepreneurial intentions of these students are low. To enhance students'

entrepreneurial intentions and encourage job creation, it is essential to foster a deep understanding of entrepreneurship and build self-confidence through entrepreneurship education and entrepreneurial self-efficacy. Therefore, a relevant activity program is necessary to improve performance and achieve the specified targets.

The research by Mahayasa, et al. (2022) states that entrepreneurship education courses that have been taken by students are able to encourage the enthusiasm and desire of students to become young entrepreneurs. According to Supriyanto and Meilita (2017), the higher the entrepreneurial education, the higher the intention of students to become entrepreneurs. The clearer the direction of the learning objectives of entrepreneurial education, the more effective the learning methods, the more entrepreneurial material provided to students, the higher the intention of students in entrepreneurship (Darmayanti & Suasana, 2018). According to Privana and Kamalia (2022) that entrepreneurial education can have a significant influence on entrepreneurial intentions because the more often they deal with the topic of entrepreneurship, making someone interested in entering the world of entrepreneurship. Entrepreneurial education through introductory entrepreneurship and advanced entrepreneurship courses greatly influences a person's readiness to set up a business (Susilawaty, 2022).

H1: Entrepreneurial education has a positive and significant effect on entrepreneurial intention.

Research by Lestari and Sukirman (2020) states that entrepreneurial education partially affects entrepreneurial self-efficacy. According to the theory of planned behavior, a person tends to take a certain action, if he believes that most people who are considered important and expect to be able to take that action. Entrepreneurial self-efficacy plays a very important role as a driver of courage and enthusiasm in a person to achieve something they want to achieve. Obstacles that may arise and difficulties that may be encountered when engaging in entrepreneurship, will be easy to overcome with the confidence they have, (Widyawati & Mujjati, 2021). In accordance with research from Prastyaningtyas, et al. (2019) that entrepreneurial education helps a person to increase self-efficacy, thus making someone more responsible for completing the work or task he starts.

H2: Entrepreneurial education has a positive and significant effect on entrepreneurial self-efficacy.

Entrepreneurial self-efficacy affects entrepreneurial intention positively and significantly. In line with research conducted by Setiawan and Lestari (2021) which shows that entrepreneurial self-efficacy has a significant influence on entrepreneurial intention. Belief in one's ability to implement and manage a business can encourage students towards entrepreneurship. Research by Darmayanti and Suasana (2018) and Chandra and Budiono (2019) found that the

higher the self-efficacy in terms of entrepreneurial success, the more open the individual's mind to entrepreneurship. The stronger the individual's beliefs regarding their abilities, the stronger the perception will be to realize this. According to Shoimah (2019), the higher the self-efficacy of students, the higher the intention of students to become entrepreneurs because the majority of students who have high self-efficacy, already know the specific business field thoroughly.

H3: Entrepreneurial self-efficacy has a positive and significant effect on entrepreneurial intention.

The study conducted by Sarassina (2020) shows that self-efficacy successfully mediates the effect of entrepreneurial education on entrepreneurial intention positively. This means that to increase the possibility of students having a career in entrepreneurship, factors such as entrepreneurial education can be chosen as a trigger to increase entrepreneurial self-efficacy in students, which then also increases their desire to become entrepreneurs. Entrepreneurial education will help students become more confident in their ability to carry out entrepreneurial activities. This will ultimately affect their intention to become entrepreneurs, (Chandra & Budiono, 2019). Agreeing with this statement, research conducted by Prastyaningtyas, et al. (2019) states that entrepreneurial self-efficacy succeeds in becoming a mediating variable in the effect of entrepreneurial education on entrepreneurial intention. Entrepreneurial education can develop an entrepreneurial self-efficacy attitude that is popular among students by creating awareness and confidence in their abilities to increase entrepreneurial intentions.

H4: Entrepreneurial self-efficacy mediates the effect of entrepreneurial education on entrepreneurial intention.

Figure 1 shows the conceptual framework of this research.

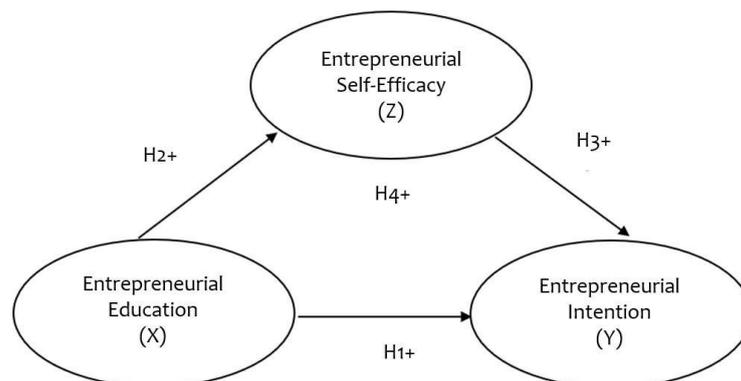


Figure 1 Conceptual Framework

RESEACRH METHODS

This research is quantitative research using a causality associative approach that aims to determine the relationship on the influence of entrepreneurial education variables (X) on entrepreneurial intentions (Y) mediated by entrepreneurial self-efficacy (Z). The research location was conducted at the Faculty of Agricultural Technology, Udayana University, Denpasar-Bali-Indonesia. The reason for choosing this research location is because there are problems regarding the low entrepreneurial intention of students. The objects in this study are entrepreneurial intention, entrepreneurial education, and entrepreneurial self-efficacy. Indicators from research by Linan and Chen (2009), used to measure entrepreneurial intention (Y). Indicators used to measure entrepreneurial education (X) and entrepreneurial self-efficacy (Z) are adapted from Dharmanegara, et al., (2021).

The population in this study were active students of the Undergraduate study program at the Faculty of Agricultural Technology, Udayana University who had taken Entrepreneurship courses totaling 451 students. The sampling method used was purposive sampling with the determination of the number of samples using the Hair formula, so that the sample used amounted to 85 students. The data collection method in this study was questionnaires through Google Form. Each statement item on each variable is tested for validity and reliability. Data analysis techniques in this study, namely descriptive statistical analysis and inferential statistical analysis, such as path analysis and Sobel Test.

RESULTS AND DISCUSSION

In 2004, the Faculty of Agricultural Technology became one of the 13 faculties in Udayana University. The Faculty has three undergraduate study programs, namely the Agricultural and Biosystem Engineering Study Program, Food Technology Study Program, and Agricultural Industrial Technology Study Program. Table 1 shows the characteristics of respondents according to gender, age, generation, and study program.

Table 1 shows that most student is female (63.5 %). With the highest age range being 21 - 23 years which is a combination of the class cluster of 2020 and 2021. Respondents based on class were dominated by the 2021 class by 40 percent, because 2021 students are still active in lecture activities on campus and already understand the lecture systematics as a whole, so their understanding of the questionnaires is clear. The number of respondents was dominated by students in the Bachelor of Food Technology study program, because the Bachelor of Food Technology study program has the largest number of students at Faculty of Agricultural Technology.

Table 1. Respondent Characteristics

No.	Characteristic	Classification	Number of Respondent	Percentage
1	Gender	Male	31	36.5
		Female	54	63.5
		Total	85	100
2	Age	18 – 20 years old	41	48.2
		21 – 23 years old	42	49.4
		> 23 years old	2	2.4
		Total	85	100
3	Class	2020	18	21.2
		2021	34	40
		2022	33	38.8
		Total	85	100
4	Study Program	Agricultural Industrial Technology	26	30.6
		Food Technology	30	35.3
		Agricultural and Biosystem Engineering	29	34.1
		Total	85	100

The results of the validity test in this study indicate that all instruments on entrepreneurial intention, entrepreneurship education, and entrepreneurial self-efficacy have a correlation coefficient value with the total score of all statement items above 0.3. The results of the reliability test in this study show that each variable produces a Cronbach's Alpha bigger than 0.6 with entrepreneurial intentions of 0.922, entrepreneurial education of 0.860, and entrepreneurial self-efficacy of 0.837. So, it can be concluded that each statement item in the research instrument is valid and has met the reliability requirements, so it can be used as a research instrument.

The results of respondents' responses to the entrepreneurial intention variable show that respondents' perceptions of entrepreneurial intentions on the statement “I have the business intention to start a business someday” have an average value of 4.38 which is included in the “Very High” criteria and is classified as the highest compared to other statements. Meanwhile, the statement “My professional goal is to become an entrepreneur” has an average value of 3.88 which is included in the “High” criteria and is classified as the lowest compared to other statements. This means that in general, respondents have a very high intention to

start a business someday.

The results of respondents' responses to the entrepreneurial education variable show that respondents' perceptions of entrepreneurial education in the statement "Entrepreneurship courses in my opinion are important for starting a business" have an average value of 4.38 which is included in the "Very High" criteria and is classified as the highest compared to other statements. In the statement "I like reading stories about the successful entrepreneur" has an average value of 3.86 which is included in the "High" criteria and is classified as the lowest compared to other statements, which means that in general respondents are not interested in reading stories about the success of entrepreneurs.

The results of respondents' responses to the entrepreneurial self-efficacy variable indicated the statement "I am optimistic to be a successful entrepreneur" has an average value of 4.40 which is included in the "Very High" criteria and is classified as the highest. Meanwhile, the statement "I have high confidence when doing business" has an average value of 3.82 which is included in the "High" criteria and is classified as the lowest. This means that in general, respondents are very optimistic that they can become successful entrepreneurs.

Table 2 shows the results of the normality test in this study.

Table 2 Normality Test (One-Sample Kolmogorov-Smirnov)

Equation	Asymp.Sig. Kolmogorov-Smirnov
Substructure 1	0.167
Substructure 2	0.200

Based on the normality test results in Table 2, it shows that the Asymp. Sig. Kolmogorov-Smirnov value for the equation in substructure 1 is 0.167 and the equation in substructure 2 is 0.200. This means that the value of Asymp. Sig. > 0.05, it can be concluded that the data used in this study are normally distributed, so it can be concluded that the assumption of normality has been fulfilled in this model.

Table 3 shows the results of the multicollinearity test in this study.

Table 3 Multicollinearity Test (Tolerance and Variance Inflation Factor)

Variable	Collinearity Statistic	
	Tolerance	VIF
Entrepreneurial Education (X)	0.531	1.883
Entrepreneurial Self-Efficacy (Z)	0.531	1.883

Based on the multicollinearity test results in Table 3 that there are no variables that have a tolerance value > 0.1 and there are no variables that have a VIF value < 10, so it can be concluded that the regression model in this study is free from

multicollinearity symptoms. Table 4 shows the results of the heteroscedasticity test in this study.

Table 4 Heteroscedasticity Test

Equation	Model	T	Sig
Substructure 1	Entrepreneurial Education	-1.834	0.070
Substructure 2	Entrepreneurial Education	0.702	0.485
	Entrepreneurial Self-Efficacy	0.061	0.952

Based on the results of the heteroscedasticity test shown in Table 4 that each model has a significance value above 0.05 which is the equation for substructure 1 of 0.070, the equation for substructure 2 of 0.485 and 0.952. This means that the independent variables used in this study do not significantly affect the dependent variable, namely the absolute error. So, this study is free from symptoms of heteroscedasticity. Table 5 shows the results of the path analysis test of sub-structural 1 in this study.

Table 5 Path Analysis of Sub-structural 1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5.674	1.295		4.381	0.000
Entrepreneurial Education	0.448	0.052	0.685	8.562	0.000
R²	:	0.469			

According to the results of the structure 1 path analysis test shown in Table 5 to calculate the effect of entrepreneurial education on entrepreneurial self-efficacy, the structure 1 equation is formulated as follows.

$$Z = \beta_2 X + e_1$$

$$Z = 0.685X$$

Table 6 shows the results of the path analysis test of sub-structural 2 in this study.

Table 6 Path Analysis of Sub-structural 2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.094	2.387		1.715	0.090
Entrepreneurial Education	0.425	0.119	0.357	3.558	0.001
Entrepreneurial Self-Efficacy	0.830	0.182	0.457	4.551	0.000

R² : 0.561

According to the results of the structure 2 path analysis test shown in Table 6 to calculate the effect of entrepreneurial education and entrepreneurial self-efficacy on entrepreneurial intention, the structure 2 equation is formulated as follows.

$$Y = \beta_1X + \beta_3Z + e_2$$

$$Y = 0,357X + 0,457Z$$

According to the results in Table 6, it shows that entrepreneurial education has a Beta value of 0.357. That is, the effect of entrepreneurial education on entrepreneurial intentions, with a t of 3.558 and a probability of 0.001 (Sig < 0.05), it is concluded that Ho is rejected and H1 is accepted. Thus, the hypothesis that entrepreneurial education has a positive and significant effect on entrepreneurial intentions is accepted. The direction of a positive relationship indicates that if the higher the entrepreneurial education obtained through entrepreneurship courses, the higher the entrepreneurial intention of students. Supported by the results of respondents' answers to the statement "Entrepreneurship courses in my opinion are important for starting a business". This means that it is important for students as prospective young entrepreneurs to get entrepreneurial education in the form of Entrepreneurship courses taken in college before starting a business. The higher the entrepreneurial education obtained through entrepreneurship courses, the higher the intention to become an entrepreneur.

According to the results in Table 5, it shows that entrepreneurial education has a Beta value of 0.685. That is, the effect of entrepreneurial education on entrepreneurial self-efficacy, with a t of 8.562 and a probability of 0.000 (Sig < 0.05), it is concluded that Ho is rejected and H2 is accepted. Thus, the hypothesis that entrepreneurial education has a positive and significant effect on entrepreneurial self-efficacy is accepted. The positive direction of the relationship indicates that if the higher the entrepreneurial education obtained, the higher the entrepreneurial self-efficacy of students. Having a good understanding of entrepreneurship through entrepreneurial education helps students be more confident because they already have basic knowledge about entrepreneurship, (Setiawan & Lestari, 2021). Entrepreneurial education can increase student confidence to succeed in realizing activities in the entrepreneurial field, (Chandra & Budiono, 2019). Agree with research from Prastyaningtyas, et al., (2019) that entrepreneurship education helps a person to increase his self-efficacy, thus making someone more responsible for completing the work or task that is started.

According to the results in Table 6, it shows that entrepreneurial self-efficacy has a Beta value of 0.457. That is, the effect of entrepreneurial self-efficacy on

entrepreneurial intentions, with a t of 4.551 and a probability of 0.000 (Sig < 0.05), it is concluded that H_0 is rejected and H_3 is accepted. Thus, the hypothesis that entrepreneurial self-efficacy has a positive and significant effect on entrepreneurial intentions is accepted. The positive direction of the relationship indicates that if the higher the entrepreneurial self-efficacy of students, the higher the entrepreneurial intention of students of the Faculty of Agricultural Technology, Udayana University. Research by Darmayanti and Suasana (2018) and Chandra and Budiono (2019) agree that the higher the self-efficacy in terms of entrepreneurial success, the more open the individual's insight into entrepreneurship. The stronger a person's belief in his ability to undergo and face challenges in entrepreneurship, the stronger the perceived behavior control of his business, (Lestari & Sukirman, 2020). Similar to entrepreneurial intention, a person also needs entrepreneurial self-efficacy. Self-efficacy will help someone to be more responsible in completing the task or work that is started, (Prastyaningtyas, et al. 2019).

According to the results of the sobel test shows a z value of 2.504 which is greater than z_{table} or $z = 2.504 > 1.96$. This means that H_4 is accepted, so that entrepreneurial self- efficacy is a variable that is indicated to be able to mediate the effect of entrepreneurial education on entrepreneurial intentions. The stronger the entrepreneurial education that students have, the stronger the entrepreneurial self-efficacy. Strong entrepreneurial self- efficacy will be able to increase the intention of students of the Faculty of Agricultural Technology, Udayana University (FTP Unud) to become entrepreneurs. If someone has high entrepreneurial self-efficacy, they tend to show higher intrinsic intentions in entrepreneurial activities, (Setiawan & Lestari, 2021). Entrepreneurial self-efficacy is so important in shaping student entrepreneurial intentions. In triggering student entrepreneurial intentions, entrepreneurial education is also needed whose activities focus on increasing self-efficacy which is considered effective in forming student entrepreneurial intentions, (Arief, 2021).

CONCLUSIONS AND SUGGESTIONS

Entrepreneurial education has a positive and significant influence on the entrepreneurial intentions of students. The results show that the higher the entrepreneurial education, the higher the entrepreneurial intention of students. Entrepreneurial education has a positive and significant effect on entrepreneurial self-efficacy, the higher the entrepreneurial education obtained, the higher the entrepreneurial self-efficacy of students. Entrepreneurial self-efficacy has a positive and significant effect on entrepreneurial intention. The positive direction of the relationship indicates that if the higher the entrepreneurial self-efficacy of students, the higher the entrepreneurial intention of students. Entrepreneurial self-efficacy is a variable that is indicated to be able to mediate the effect of entrepreneurial

education on entrepreneurial intention. The stronger the entrepreneurial education that students have, the stronger the entrepreneurial self-efficacy.

The theoretical implications of this research are able to strengthen previous research, develop knowledge in the field of human resources, and prove empirically the theory referred to in this study, namely Theory of Planned Behavior. In addition, practically, this research is able to be a consideration for the Faculty of Agricultural Technology, Udayana University in developing the potential of students to become young entrepreneurs through programs related to increasing entrepreneurial intentions. The results indicate that students' intention to pursue a career as an entrepreneur tends to be quite low. Thus, the Faculty of Agricultural Technology, Udayana University is expected to consider and improve factors that can increase entrepreneurial intentions, such as the provision of entrepreneurship programs, a more interactive and practical learning process by presenting entrepreneurial practitioners so that students have a career overview as entrepreneurs, procuring books about entrepreneurial success stories, and supporting, guiding, providing direction, and motivation related to entrepreneurship to increase student confidence. For future researchers to expand the research location, level of education, and consider other factors to increase student entrepreneurial intentions.

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