



Self-efficacy as a mediator of the influence of education and entrepreneurial motivation on students' entrepreneurial interest

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Abstrak

Tujuan dari penelitian ini adalah untuk menguji pengaruh Pendidikan Kewirausahaan dan Motivasi Berwirausaha terhadap Minat Berwirausaha serta menguji Efikasi Diri sebagai mediasi dalam pengaruh Pendidikan Kewirausahaan dan Motivasi Berwirausaha terhadap Minat Berwirausaha. Populasi dari penelitian ini adalah Mahasiswa di Universitas daerah Tangerang. Populasi yang digunakan dalam penelitian ini sebanyak 182 responden. Penelitian ini menggunakan metode Non-Probability Sampling dengan metode Purposive Sampling dalam mengumpulkan secara online melalui g-form lalu diolah menggunakan smartPLS-SEM. Hasil dari penelitian ini adalah Pendidikan Kewirausahaan dan Motivasi Berwirausaha dapat mempengaruhi Minat Berwirausaha, Pendidikan Kewirausahaan dan Motivasi Berwirausaha dapat mempengaruhi Efikasi Diri dan Efikasi Diri dapat memediasi Pendidikan Kewirausahaan dan Motivasi Berwirausaha terhadap Minat Berwirausaha.

Kata Kunci: Pendidikan Kewirausahaan, Motivasi Berwirausaha, Minat Berwirausaha, Efikasi Diri

Abstract

The purpose of this research is to examine effect Entrepreneurship Education and Entrepreneur Motivation on Entrepreneurial Interest and examine Self Efficacy as a mediator of Entrepreneurship Education and Entrepreneur Motivation on Entrepreneurial Interest. The population of this research is Student At The University Of Tangerang. The population used in this research was 182 valid respondents. This research uses the Non-Probability Sampling method with the Purposive Sampling method to collect online via g-form and then process using smartPLS-SEM. The results of this research are that Entrepreneurship Education and Entrepreneur Motivation can affect Entrepreneurial Interest, Entrepreneurship Education and Entrepreneur Motivation can affect Self Efficacy and Self Efficacy can mediate Entrepreneurship Education and Entrepreneur Motivation on Entrepreneurial Interest..

Keywords: Entrepreneurship Education, Entrepreneurial Motivation, Entrepreneurial Intention, Self Efficacy.

Research Background

The unemployment rate in Indonesia remains considerably high, primarily due to persistent economic challenges, with poverty being a major contributing factor. Unemployment exacerbates poverty, thereby diminishing the overall quality of life—most notably through reduced purchasing power among the population—which, in turn, impedes

the nation's economic development. Access to education and vocational training is vital for enhancing workforce competencies and securing gainful employment. However, limited dissemination of information, particularly among impoverished communities, significantly hinders their ability to access these opportunities (Indahsari & Puspitowati, 2021).

Entrepreneurship plays a pivotal role in fostering innovation and enhancing the economic

well-being of society (Dewi Lestari, 2023). It serves as a means to demonstrate to younger generations that entrepreneurial potential can be cultivated through various strategies. A fundamental prerequisite in this process is the development of entrepreneurial knowledge and interest (Marfuah, 2021). Moreover, entrepreneurship functions as a strategic instrument for reducing unemployment by creating new job opportunities. To increase the number of entrepreneurs, it is essential to promote entrepreneurship education and raise awareness, particularly at the university level. Such efforts are expected to facilitate the successful establishment and sustainability of enterprises—both financially and structurally—thereby continuously contributing to job creation (Steven & Widjaja, 2023).

Consequently, entrepreneurship education holds significant importance as it aims to instil a deep understanding of entrepreneurship and to shape attitudes that influence entrepreneurial interest and intention (Ekawarna et al., 2022). Given its relevance, it is imperative that all educational institutions incorporate entrepreneurship into their curricula, enabling students to explore creative ideas and develop innovative solutions. The presence of entrepreneurship education can thus contribute positively to Indonesia's economic development.

In the context of entrepreneurship, motivation also plays a critical role in nurturing entrepreneurial interest. Motivation refers to the internal drive that inspires and propels human actions—essentially, any factor that encourages individuals to take initiative (Djulianti Melinda et al., 2023). It can inspire students to study more diligently and adapt effectively to the dynamic demands of the marketplace. Motivated students are typically more proactive in seeking information, building networks, and acquiring the skills necessary to navigate entrepreneurial challenges.

Therefore, motivation is not only a source of inspiration at the initial stages of the entrepreneurial journey but also a critical factor that influences the success and sustainability of a business. In addition to entrepreneurial motivation, self-efficacy is essential; entrepreneurs with a high level of self-efficacy are more likely to achieve long-term business sustainability. Individuals with strong self-

efficacy tend to make sound decisions and possess the confidence to take calculated risks.

However, in the modern era, a high unemployment rate presents a significant challenge to initiating or expanding entrepreneurial ventures. Economic constraints, limited access to capital, and insufficient entrepreneurial skills further exacerbate the situation. Accordingly, this research aims to offer valuable insights and comprehensive solutions to address these challenges, thereby contributing to the development of a more supportive and sustainable business environment.

Problem Formulation

Based on the background described above, the formulation of the problems in this study is as follows:

1. Does entrepreneurship education influence self-efficacy among university students in the Tangerang area?
2. Does entrepreneurial motivation influence self-efficacy among university students in the Tangerang area?
3. Does entrepreneurship education influence entrepreneurial interest among university students in the Tangerang area?
4. Does entrepreneurial motivation influence entrepreneurial interest among university students in the Tangerang area?
5. Does self-efficacy influence entrepreneurial interest among university students in the Tangerang area?
6. Does entrepreneurship education influence entrepreneurial interest through the mediation of self-efficacy among university students in the Tangerang area?
7. Does entrepreneurial motivation influence entrepreneurial interest through the mediation of self-efficacy among university students in the Tangerang area?

Research Objectives

Based on research problem described above, the objectives of the problems in this study is as follows:

1. To examine the influence of entrepreneurship education on self-efficacy among university students in the Tangerang area.
2. To investigate the influence of entrepreneurial motivation on self-efficacy among university students in the Tangerang area.
3. To analyse the influence of entrepreneurship education on entrepreneurial interest among university students in the Tangerang area.
4. To determine the influence of entrepreneurial motivation on entrepreneurial interest among university students in the Tangerang area.
5. To assess the influence of self-efficacy on entrepreneurial interest among university students in the Tangerang area.
6. To explore the mediating role of self-efficacy in the relationship between entrepreneurship education and entrepreneurial interest among university students in the Tangerang area.
7. To explore the mediating role of self-efficacy in the relationship between entrepreneurial motivation and entrepreneurial interest among university students in the Tangerang area.

Theoretical Reviews

The Theory of Planned Behaviour (TPB) is a framework that explains individual behaviour as being influenced by perceived behavioural control (Ajzen, 1991). TPB serves as a fundamental theoretical foundation for this research, as it provides a lens to understand how entrepreneurship education, entrepreneurial motivation, and self-efficacy—as a mediating variable—can influence students' entrepreneurial interest, particularly among university students in the Tangerang region.

According to TPB, an individual's intention to engage in a specific behavior, such as entrepreneurship, is shaped by three key components: attitudes toward the behaviour, subjective norms, and perceived behavioural control. By applying this theory, the study aims to explore how entrepreneurship education fosters positive attitudes toward entrepreneurship, how entrepreneurial motivation and self-efficacy contribute as

mediators, and how social norms and students' perceptions of their own knowledge and abilities in starting a business can enhance their entrepreneurial interest.

The Relationship between Entrepreneurship Education and Self-Efficacy

In the context of entrepreneurship education, individuals with high self-efficacy are generally capable of making sound decisions and are confident in taking risks. This aligns with the findings of Ryan Aditya Chandra and Herlina Budiono (2024), which indicate that entrepreneurship education has a significant influence on self-efficacy.

The relationship between Entrepreneurial Motivation and Self-Efficacy

Having strong motivation can enhance self-confidence in overcoming challenges. This is supported by the study conducted by Galuh Mayang Arie Andini, Eka Farida, and Ratna Tri Hardaningtyas (2024), which found that entrepreneurial motivation has a significant influence on self-efficacy.

The Relationship between Entrepreneurship Education and Entrepreneurial Interest

Entrepreneurship education plays a crucial role in fostering an understanding of entrepreneurship and shaping attitudes that influence interest and intention (Ekawarna et al., 2022). This is consistent with the findings of Dwinoor Rembulan and Fensi (2017), which indicate that entrepreneurship education has a significant positive effect on entrepreneurial interest.

The relationship between Entrepreneurial Motivation and Entrepreneurial Interest

In entrepreneurship, motivation is also needed to develop interests in entrepreneurship (Djulianti Melinda et al., 2023). This is in line with research (Nurikasari, 2016) which states that Entrepreneurial Motivation has a significant positive influence on Entrepreneurial Intention.

The Relationship between Self-Efficacy and Entrepreneurial Interest

The high level of self-efficacy in beliefs makes a person confident in their desire to become an entrepreneur. This is in line with the research (Yunia Puji Lestari & Sukirman, 2020) which

states that self-efficacy has a positive and significant influence on entrepreneurial interest.

The relationship of self-efficacy as a mediation in entrepreneurship education towards the interest in entrepreneurship

Entrepreneurship education can provide significant knowledge and strengthen self-confidence in building a business. This is in line with the researchers (Ryan Aditya Chandra & Herlina Budiono, 2024) stating that Self-Efficacy can mediate Entrepreneurship Education towards Entrepreneurial Interest.

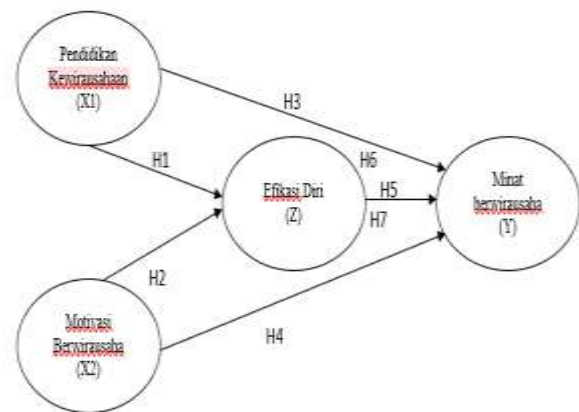
The relationship of self-efficacy as a mediator in entrepreneurial motivation towards interest in entrepreneurship

Strong motivation in enhancing self-confidence in building a business. This is in line with research (Galuh Mayang Arie Andini, Eka Farida & Ratna Tri Hardaningtyas, 2024) which states that Self-Efficacy can mediate Entrepreneurial Motivation towards Entrepreneurial Intention/Interest.

Methods

This research uses a quantitative method. The population in this study is targeted at students studying at Tangerang University who are concentrating in entrepreneurship and are interested in entrepreneurship. The researcher uses a non-purposive sampling method where the respondents are only students from universities in the Tangerang area as respondents in this study. Data was collected through a questionnaire created in Google Forms and distributed to students studying at universities in the Tangerang area, resulting in 182 respondents. This study uses 4 operational variables with a total of 32 indicators: 8 indicators for Entrepreneurship Education, 8 indicators for Entrepreneurial Motivation, 8 indicators for Self-Efficacy, and 8 indicators for Entrepreneurial Interest, which are measured using an ordinal scale ranging from a score of 1 (Strongly Disagree) to a score of 5 (Strongly Agree).

Picture 1 Research Model



Note:

Pendidikan Kewirausahaan = Entrepreneurship education

Motivasi Berwirausaha = Entrepreneurship Motivation

Efikasi Diri = Self-efficacy

Minat Berusaha = Entrepreneurship Interest

Table 1 Indicator Research Variabel

VARIABLE	INDICATOR
Entrepreneurship Education	1. The presence of Entrepreneurship Education can broaden students' knowledge about entrepreneurship
	2. Entrepreneurship Education makes students interested in building businesses
	3. Entrepreneurship Education is necessary for students to provide experience and interest in entrepreneurship
	4. Entrepreneurship education can create awareness of business opportunities among students
	5. Learning about entrepreneurship in class provides the knowledge needed to engage in entrepreneurship
	6. The theories about the entrepreneurship course taught in college are very interesting
	7. Entrepreneurship education on campus encourages skills and abilities related to entrepreneurship. 8. In my opinion, the opportunity for entrepreneurship can be enhanced through entrepreneurship education activities
	8. In my opinion, the opportunity for entrepreneurship can be enhanced through entrepreneurship education activities
Entrepreneurship Motivation	1. I have motivation and interest in entrepreneurship
	2. The motivation for entrepreneurship makes me optimistic about achieving success in business
	3. The prospect of large profits motivates me to pursue entrepreneurship
	4. I am motivated to become a successful entrepreneur so that I can create job opportunities for others
	5. I feel happy when attending seminars about entrepreneurship held at the campus
	6. I am confident that entrepreneurship can improve my economic situation
	7. I have the desire to become a successful entrepreneur
	8. No matter how difficult the work I do is, I will always strive to complete it

Continued Table 1

Indicator Research Variable

VARIABLE	INDICATOR
Self-Efficacy	1. I believe that entrepreneurial success requires enduring a long and demanding process
	2. I am confident that the efforts and struggles to start a business will not be in vain.
	3. I am highly confident in my ability to build a business.
	4. Someone else's failure in entrepreneurship doesn't shake my resolve to become an entrepreneur.
	5. I am confident in my ability to successfully discover new business opportunities
	6. I am confident that I can successfully create innovative new products
	7. I firmly believe that every endeavor pursued with hard work will yield rewarding results
	8. I am confident in my ability to generate creative ideas
Entrepreneurial Interest	1. I choose to pursue entrepreneurship after completing my studies.
	2. I have a strong interest in starting a business in the near future
	3. I am interested in entrepreneurship because I have seen others succeed in running their businesses.
	4. I feel a sense of joy when engaging in entrepreneurial activities.
	5. I am willing to do whatever it takes to become an entrepreneur.
	6. I have given serious thought to starting my own company.
	7. I am interested in entrepreneurship so that I do not have to depend on others.
	8. I have a strong desire to become an entrepreneur in order to achieve my goal of becoming a successful business owner.

Instrument Validation

Validity Test

This study employs the Structural Equation Modeling (SEM) technique, which includes two types of validity analyses: **Convergent Validity** and **Discriminant Validity**. A **Validity Test** is used to assess the extent of the correlation between variables and their indicators (Hair et al., 2019). The results of

Variable	AVE
Self-efficacy	0.534
Entrepreneurship Interest	0.572
Entrepreneurship Motivation	0.525
Entrepreneurship Education	0.557

Variable	AVE
Self-efficacy	0.534
Entrepreneurship Interest	0.572
Entrepreneurship Motivation	0.525
Entrepreneurship Education	0.557

Table 3 Validity Test Loading Factor

Variable	Loading Factor	Outcome
EF1	0.705	Valid
EF2	0.722	Valid
EF7	0.777	Valid
EF8	0.717	Valid
MB4	0.747	Valid
MB5	0.771	Valid
MB7	0.725	Valid
MB8	0.782	Valid
MoB1	0.725	Valid
MoB2	0.752	Valid
MoB6	0.705	Valid
MoB7	0.715	Valid
PK2	0.800	Valid
PK4	0.732	Valid
PK6	0.700	Valid
PK7	0.749	Valid

The reliability test in this study was conducted using **Cronbach's Alpha** and **Composite Reliability**. If the **Cronbach's Alpha** value exceeds 0.60 (>0.60), it is considered valid. Similarly, **Composite Reliability** is deemed valid if the result is 0.70 or higher (>0.70). Although the ideal value for Composite Reliability is above 0.70, a result of 0.60 is still considered acceptable (Hair et al., 2014).

Variable	Cronbach's Alpha	Composite Reliability	Outcome
Entrepreneurship Education	0,734	0,834	Reliable
Entrepreneurship Motivation	0,698	0,815	Reliable
Self-efficacy	0,751	0,842	Reliable
Entrepreneurship Interest	0,709	0,821	Reliable

Hypothesis Testing

Figure 2 Path Coefficient Test Results

Hypothesis testing is conducted to determine whether a hypothesis can be accepted or rejected. This process can be carried out by examining the **t-statistic values**, obtained through the **bootstrapping process**. A t-statistic value greater than **1.96** indicates validity, or alternatively, if the **p-value** obtained is less than **0.05**, the hypothesis is considered statistically significant.

Table 4 Hypotesis Testing

Hypothesis	Variable	Path Coefficient	T-Statistic	P-Values	Outcome
H1	Entrepreneurship Education → Self efficacy	0,496	7.997	0.000	Accepted
H2	Entrepreneurship Motivation → Self efficacy	0,34	5.200	0.000	Accepted
H3	Entrepreneurship Education → Entrepreneurship Interest	0,327	4.186	0.000	Accepted
H4	Entrepreneurship Motivation → Entrepreneurship Interest	0,273	3.305	0.001	Accepted
H5	Self-efficacy → Entrepreneurship Interest	0,258	2.730	0.007	Accepted
H6	Entrepreneurship Education → Self-efficacy → Entrepreneurship Interest	0.128	2.461	0.012	Accepted
H7	Entrepreneurship Motivation → Self-efficacy → Entrepreneurship Interest	0.088	2.527	0.014	Accepted

H1: The results of the path coefficient test show a value of 0.496. The t-statistic value is greater than 1.96, specifically 7.997, with a p-value less than 0.05, which is 0.000. These results indicate that Hypothesis 1 is accepted, consistent with previous research by Oyugi (2015), which found that Entrepreneurship Education has a positive effect on Self-Efficacy.

H2: The results of the path coefficient test show a value of 0.340. The t-statistic value is greater than 1.96, specifically 5.200, with a p-value less than 0.05, which is 0.000. These results indicate that Hypothesis 2 is accepted, in line with previous research by Yuwinda et al. (2022), which found that Entrepreneurial Motivation has a positive effect on Self-Efficacy.

H3: The results of the path coefficient test show a value of 0.327. The t-statistic value is greater than 1.96, specifically 4.186, with a p-value less than 0.05, which is 0.000. These results indicate that Hypothesis 3 is accepted, consistent with the study by Salam et al. (2021), which found that Entrepreneurship Education has a positive effect on Entrepreneurial Interest.

H4: The results of the path coefficient test show a value of 0.273. The t-statistic value is greater than 1.96, specifically 3.305, with a p-value less than 0.05, which is 0.001. These results indicate

that Hypothesis 4 is accepted, in line with the study by Andini et al. (2024), which found that Entrepreneurial Motivation has a positive effect on Entrepreneurial Interest.

H5: The results of the path coefficient test show a value of 0.258. The t-statistic value is greater than 1.96, specifically 2.730, with a p-value less than 0.05, which is 0.007. These results indicate that Hypothesis 5 is accepted, consistent with the study by Dwi Agustin & Trisnawati (2021), which found that Entrepreneurial Motivation has a positive effect on Entrepreneurial Interest.

Mediation Test (Partial Mediation or Full Mediation)

Mediation testing is conducted to determine whether the mediation in this study is classified as full mediation or partial mediation, using the bootstrapping technique.

H6: The test results show a t-statistic value greater than 1.96, specifically 2.461, and a path coefficient of 0.128. The Entrepreneurship Education variable has a significant effect on Entrepreneurial Interest through Self-Efficacy, with a p-value of 0.012. The mediation analysis results indicate that Hypothesis 6 represents Partial Mediation. This hypothesis is consistent with previous research by Anggraeni & Nurcaya (2016).

H7: The test results show a t-statistic value greater than 1.96, specifically 2.527, and a path coefficient of 0.088. The Entrepreneurial Motivation variable has a significant effect on Entrepreneurial Interest through Self-Efficacy, with a p-value of 0.014. The mediation analysis results indicate that Hypothesis 7 represents Partial Mediation. This hypothesis is consistent with previous research by Nengseh & Kurniawan (2021).

Conclusion

Entrepreneurship Education and Entrepreneurial Motivation each have a positive and significant influence on Self-Efficacy and Entrepreneurial Interest at universities in the Tangerang area. Self-Efficacy also plays a positive role in enhancing Entrepreneurial

Interest. In addition, Entrepreneurship Education and Entrepreneurial Motivation influence Entrepreneurial Interest through the mediation of Self-Efficacy.

Theoretically, it is recommended that future researchers use new variables and test the same theory in different regions to observe potential differences in the results. Practically, to enhance Entrepreneurship Education, engaging programs and real case studies should be implemented. Entrepreneurial Motivation can be

improved by inviting influencers or company executives to speak at seminars. For Self-Efficacy, students are encouraged to learn from failure and continue to innovate. Lastly, to foster Entrepreneurial Interest, students should begin developing business plans and enhancing their entrepreneurial skills.

Simpulan dapat bersifat generalisasi temuan sesuai permasalahan penelitian, dapat pula berupa rekomendatif untuk langkah selanjutnya.

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Curriculum Vitae

Profil singkat berupa narasi data kelahiran; pendidikan dari jenjang sarjana sampai pendidikan terakhir yang berisi prodi, dan tahun kelulusan serta pekerjaan/aktivitas yang dilakukan sampai saat ini.