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Original Article

Contribution of Entrepreneurial Education and Entrepreneurial Attitude to Entrepreneurial Intention Through Self-Efficacy in Undergraduate Students

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Abstract: *This study investigates the influence of entrepreneurship education and attitudes on students' entrepreneurial intentions, with self-efficacy acting as a mediating variable. The sample comprised 106 undergraduate students from a private university in West Jakarta, Indonesia, selected through purposive sampling. Data were gathered using an online questionnaire and analyzed with Smart PLS 4.00. The results indicate that entrepreneurship education and positive attitudes significantly increase students' self-efficacy, thereby strengthening their entrepreneurial intentions. Furthermore, self-efficacy mediates the relationships between education, attitudes, and entrepreneurial intention. These findings underscore the importance of comprehensive entrepreneurship education and a supportive academic environment in fostering students' confidence and motivating them to pursue entrepreneurial careers in the current competitive business landscape.*

Keywords: *Entrepreneurship Education, Entrepreneurial Attitudes, Entrepreneurial Self-efficacy, Entrepreneurial Intention.*

I. INTRODUCTION

In today's economy, entrepreneurship plays a pivotal role in national growth. February 2024 data from the Central Statistics Agency reported approximately 56.56 million entrepreneurs, comprising 37.86% of the 149.38 million national workforce. Of these, 51.55 million (34.51%) are young entrepreneurs, while only 5.01 million (3.35%) are established entrepreneurs. This data indicates that the majority of entrepreneurs are still in the early stages and have not yet achieved business stability. Consequently, fostering entrepreneurial intent is essential to equip the younger generation for upcoming business challenges.

Entrepreneurial intention is important for explaining how ready someone is to start a business. According to the Theory of Planned Behavior [1], intention links psychological, educational, and environmental factors to entrepreneurial behavior. Research by Kaur and Chawla [2] found that entrepreneurial education can improve attitude and encourage entrepreneurial intention among engineering undergraduates in India. Sun, Shi, and Zhang [3] found similar results in China. Their study showed that entrepreneurial education affects intention both directly and indirectly by shaping entrepreneurial thinking.

Research by Le et al. [4] in Vietnam found that entrepreneurial intention strengthens perceived desirability and perceived feasibility among undergraduate students. This process can help develop entrepreneurial intention. Research by Otache, Edopkolor, Sani, and Umar [5] in Nigeria showed that entrepreneurial intention is the main outcome. It results from improved self-efficacy, entrepreneurial attitude, and opportunity recognition after undergraduate students complete entrepreneurial education programs.

Similar results were also reported by Wang et al. [6] in China. This research showed that entrepreneurial education has a positive and significant influence on entrepreneurial intention through entrepreneurial self-efficacy. Studies by Le et al. [4], Kaur and Chawla [2], Sun, Shi and Zhang [3], Wang et al. [6], and Otache, Edopkolor, Sani and Umar [5] also support these findings. Their research showed that entrepreneurial education can improve entrepreneurial knowledge, attitudes, mindsets, perceived desirability, and perceived feasibility, thereby enhancing undergraduate students' self-efficacy. This strengthens the formation of entrepreneurial intention.

Entrepreneurial attitudes significantly shape intentions, as they reflect positive evaluations of entrepreneurship. Entrepreneurial self-efficacy mediates the effect of education and attitudes on students' intentions to start a business.

Limited research exists on how entrepreneurship education, attitudes, and self-efficacy influence intentions among private university students in West Jakarta. Local cultural, social, and educational differences mean findings from other countries may not be directly applicable.

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This study addresses the gap by analyzing how entrepreneurship education and attitudes influence intentions through self-efficacy among private university undergraduates in West Jakarta.

Based on the background, identify the problem and the limitations of the problem. The formulation of the problem in this study is:

1. Do entrepreneurship education and entrepreneurial attitudes affect the self-efficacy of private undergraduate students in West Jakarta?
2. Does self-efficacy affect the entrepreneurial intentions of private undergraduate students in West Jakarta?
3. Do entrepreneurship education and entrepreneurial attitudes affect entrepreneurial intentions, through self-efficacy, for private undergraduate students in West Jakarta?

Therefore, the research model used is as follows:

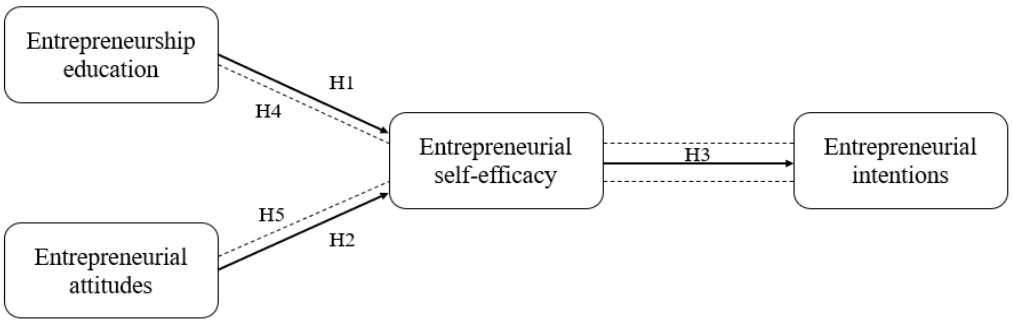

Figure 1. Research Model

II. LITERATURE REVIEW

A) Theory of Planned Behavior (TPB)

The basis of this research is the Theory of Planned Behavior (TPB) developed by Ajzen [1]. TPB states that intention is the main factor determining behavior. Stronger intentions make a behavior more likely. Intention has three main components: attitude toward behavior, subjective norms, and perceived behavioral control. Attitude reflects an individual's positive or negative view of an action. Subjective norms describe the influence of the immediate environment. Perceived behavioral control relates to a belief about the ease or difficulty of an action.

An entrepreneurial attitude reflects an attitude toward behavior. Entrepreneurial self-efficacy relates to perceived behavioral control. Entrepreneurship education can strengthen self-perception by providing knowledge and skills. Together, entrepreneurship education, attitude, and self-efficacy explain how students form entrepreneurial intentions.

B) Entrepreneurship Education

According to Hisrich, Peters, and Shepherd [7], entrepreneurship education is essential in shaping and educating entrepreneurs. Manimala and Thomas [8] add that it focuses on identifying and developing entrepreneurial qualities, skills, and competencies, while providing a basic understanding of management.

In addition, Sawang [9] stated that entrepreneurship education provides managerial and entrepreneurial skills that can influence entrepreneurial intentions. Thus, entrepreneurship education equips individuals with key entrepreneurial qualities, skills, and competencies, thereby encouraging the development of entrepreneurial intentions.

C) Entrepreneurial Attitude

According to Acs, Szerb and Autio [10], entrepreneurial attitude is the community's general feeling toward entrepreneurship. This includes recognizing opportunities, knowing entrepreneurs personally, giving entrepreneurs high status, accepting business risks, and running a business well. Santos et al. [11] add that entrepreneurial attitudes are a tendency to view entrepreneurship positively, shaped by personal values and beliefs. Singh and Gupta [12] define these attitudes as individual traits or qualities that shape entrepreneurial views and actions. In summary, entrepreneurial attitudes are personal qualities or feelings that shape how people identify opportunities, manage risks, and start and run businesses.

D) Entrepreneurial Self-Efficacy

According to Weick [13], entrepreneurial self-efficacy is an individual's belief in his or her ability to understand and carry out entrepreneurial tasks, which can be improved through training programs. According to Hisrich, Peters, and Shepherd [7], entrepreneurial self-efficacy is the belief that individuals have in their ability to successfully carry out entrepreneurial processes. Meanwhile, Ujwary-Gil [14] states that entrepreneurial self-efficacy is an individual's belief in his or her ability to carry out

entrepreneurial activities, which can be increased through the support or approval of important people in his or her life. Thus, entrepreneurial self-efficacy is an individual's belief in his or her ability to understand, implement, and complete entrepreneurial activities and processes effectively, which can develop through training, experience, and support from the surrounding environment.

E) Entrepreneurial Intention

According to Hisrich, Peters and Shepherd [7], entrepreneurial intentions are motivational factors that influence individuals to achieve entrepreneurial goals. Then, Brannback and Carsrud [15] stated that entrepreneurial intention is a person's intention to start and run entrepreneurial activities, which is currently increasingly the main concern in the development of the entrepreneurial field. Furthermore, according to Zhan et al. [16], entrepreneurial intention is a psychological state that focuses an entrepreneur's attention, energy, and behavior on achieving certain goals. So, it can be concluded that entrepreneurial intention is a psychological state or motivation that encourages individuals to start and pursue entrepreneurial activities with a specific goal.

The Relationship between Entrepreneurship Education and Entrepreneurial Self-Efficacy:

Research by Wang et al. [6] shows that entrepreneurship education can improve students' self-efficacy. Building on this, Otache, Edopkolor, Sani, and Umar [5] found that the knowledge, skills, and practical experience gained through entrepreneurship education make students more confident in managing businesses. Taken together, these findings suggest that entrepreneurship education can increase students' confidence in understanding and carrying out entrepreneurial activities.

H1: Entrepreneurship education has a positive influence on the self-efficacy of entrepreneurship of undergraduate students of private universities in West Jakarta.

The Relationship between Entrepreneurial Attitudes and Entrepreneurial Self-Efficacy:

A positive entrepreneurial attitude demonstrably enhances entrepreneurial self-efficacy. Kaur and Chawla [2] find that education-driven entrepreneurial attitudes foster students' confidence in pursuing entrepreneurship. These findings align with Sun, Shi, and Zhang [3], who note that a positive entrepreneurial mindset boosts entrepreneurial confidence. Otache, Edopkolor, Sani, and Umar [5] further assert that entrepreneurial attitudes and orientations are key psychological drivers of students' self-belief. Collectively, these findings suggest that entrepreneurial attitudes can significantly increase students' confidence in engaging in entrepreneurial activities.

H2: Entrepreneurial attitude has a positive influence on the self-efficacy of entrepreneurship of undergraduate students of private universities in West Jakarta.

The Relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Intention:

Research by Wang et al. [6] shows that entrepreneurial self-efficacy is the main predictor of entrepreneurial intention. Individuals with high self-efficacy feel better able to face obstacles, so they are more determined to start a business. Similar findings from Otache, Edopkolor, Sani and Umar [5] confirm that self-efficacy encourages students to develop their interest and commitment to becoming entrepreneurs. This research is also supported by Isabel and Puspitowati [17], who found that entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention. In addition, Winata and Handoyo [18] found that self-efficacy positively and significantly influences entrepreneurial intention. Based on these findings, it can be assumed that entrepreneurial self-efficacy can increase entrepreneurial intention, as an individual's belief in his or her abilities can encourage the courage to take risks and increase confidence in designing and managing a business.

H3: Entrepreneurial self-efficacy has a positive influence on the entrepreneurial intention of students of undergraduate programs at private universities in West Jakarta.

The Relationship between the Role of Entrepreneurial Self-Efficacy Mediation in the Influence of Entrepreneurship Education and Entrepreneurial Intention:

Research by Wang et al. [6] shows that entrepreneurship education does not have a direct effect on entrepreneurial intentions, but works through increasing entrepreneurial self-efficacy. Similar findings by Otache, Edopkolor, Sani and Umar [5] also confirm that entrepreneurship education increases students' self-efficacy, which then strengthens sensitivity to opportunities, the ability to recognize opportunities, and ultimately increases entrepreneurial intention. Therefore, entrepreneurial self-efficacy serves as a mediating factor in the relationship between entrepreneurial education and entrepreneurial intention. Entrepreneurship education not only provides knowledge and skills but also fosters self-confidence, helping students be more sensitive to opportunities, bolder in decision-making, and more determined to start a business.

H4: Entrepreneurial self-efficacy mediates the relationship between entrepreneurial education and entrepreneurial intention.

The Relationship between the Role of Entrepreneurship Self-Efficacy Mediation in the Influence of Entrepreneurial Attitudes and Entrepreneurial Intentions:

A positive attitude towards entrepreneurship fosters confidence in one's own abilities, which strengthens entrepreneurial

intentions. Kaur and Chawla [2] found that entrepreneurial attitudes increase students' confidence to start a business, while high self-efficacy increases the likelihood of forming entrepreneurial intentions. Similar findings were shown by Sun, Shi and Zhang [3], who stated that a positive entrepreneurial mindset fosters self-efficacy and strengthens students' intention to be entrepreneurial. Based on these findings, entrepreneurial self-efficacy acts as a mediator between entrepreneurial attitude and entrepreneurial intention: entrepreneurial attitude first builds confidence in facing challenges, which then encourages entrepreneurial intention.

H5: Entrepreneurial self-efficacy mediates the relationship between entrepreneurial attitudes and entrepreneurial intentions.

III. RESEARCH METHOD

The population assigned to conduct this study was a response from undergraduate students of private universities in West Jakarta. This study was designed using a quantitative, descriptive approach, with cross-sectional data collection. The sampling method is non-probability, and the technique is purposive sampling. The sampling technique uses a Google Form questionnaire, administered online. The research sample consisted of undergraduate students at four private universities in West Jakarta, selected based on consideration of the large number of students in each institution. This study uses a data collection method with an interval scale in the form of a 5-point Likert scale and analyzed using the SmartPLS 4.0 application.

The study included 106 participants: 63 (59.4%) female and 43 (40.6%) male. By age, 1 (0.9%) was under 18 years, 86 (81.1%) were 18-21 years old, and 19 (17.9%) were over 21 years. By study program, 53 (50%) were in Management, 14 (13.2%) in Accounting, 4 (3.8%) in Psychology, 3 (2.8%) in Communication Science, and 32 (30.2%) in other programs. By semester, 5 (4.7%) were in semester 1, 3 (2.8%) in semester 3, 26 (24.5%) in semester 5, and 72 (67.9%) in semester 7 or above. Based on parents' work background, 71 (67%) had entrepreneur parents, and 35 (33%) had non-entrepreneur parents.

Table 1 contains the statements used to measure the variables:

Table 1: Statement for Each Research Variable

Variable	Code	Statement	Source
Entrepreneurship Education	PK1	My university education helped me develop entrepreneurial initiatives.	Le et al. [4]
	PK2	My university education helped me to better understand the role of entrepreneurship in society.	
	PK3	My university education made me interested in becoming an entrepreneur.	
	PK4	My university education gave me the skills and knowledge that allowed me to run a business.	
Entrepreneurial Attitude	SK1	A career as an entrepreneur is interesting to me.	Awal, Alam and Husain [19]
	SK2	Being an entrepreneur for me gives more profit than loss.	
	SK3	Among the various options, I prefer to become an entrepreneur.	
	SK4	If I had the opportunity and the resources, I would be an entrepreneur.	
	SK5	Being an entrepreneur will give me great satisfaction.	
Entrepreneurial Self-Efficacy	EDK1	If I start a business, I am confident that I can solve the problems that arise at that time.	Ye and Kang [21]
	EDK2	If I start a business, I am confident that I can make the necessary decisions at that moment.	
	EDK3	If I start a business, I am confident that I can raise and manage the funds needed at that time.	
	EDK4	If I start a business, I am sure I will be able to be creative at that time.	
	EDK5	If I start a business, I am confident that I can convince others to support my ideas.	
	EDK6	If I start a business, I am confident that I will be able to become a leader.	
Entrepreneurial Intention	IB1	I have considered becoming an entrepreneur someday.	Le et al. [4]
	IB2	I always saw myself as going to be an entrepreneur.	
	IB3	I've always thought about starting a business.	
	IB4	When the opportunity arises, I will become an entrepreneur.	

IV. RESULTS AND DISCUSSION

The outer model was analyzed using SmartPLS 4 with the PLS Algorithm, and the test results are presented in **Figure 2**

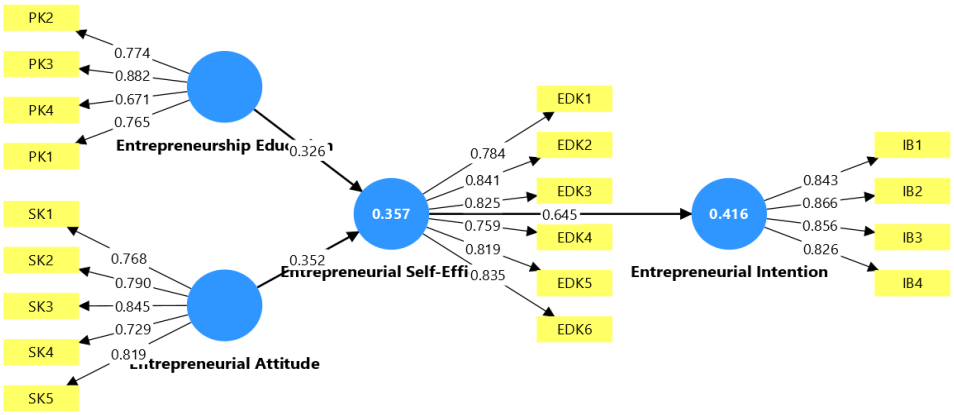

Figure 2. Outer Loadings Diagram

According to Chin [20], the loading factor is in the range of 0 to 1. A loading factor value between 0.5 and 0.6 is considered quite adequate, while a value above 0.7 is considered good. Thus, an indicator is valid if the loading factor is greater than the error variance. All indicators in the variables of entrepreneurship education, entrepreneurial attitude, entrepreneurial self-efficacy, and entrepreneurial intention have loadings greater than 0.6. Thus, all indicators used are valid. According to Hair, Ringle, and Sarstedt [22], convergent validity is met if the AVE value of each variable is more than 0.5. Based on **Table 2**, all variables in this study have AVEs above 0.5, indicating they meet the criteria for convergent validity.

Table 2: Output Average Variances Extracted (AVE)

Variable	Average Variances Extracted (AVE)
Entrepreneurship Education	0.603
Entrepreneurial Attitude	0.626
Entrepreneurial Self-Efficacy	0.658
Entrepreneurial Intention	0.719

According to Hair, Ringle, and Sarstedt [22], cross-loading meets the criteria if the indicator value is higher in the variable it is measured than in other variables. Based on Table 3, all indicators have the highest values in their respective variables, so that discriminant validity is declared fulfilled.

Table 3: Output Cross Loading

	Entrepreneurship Education	Entrepreneurial Attitude	Entrepreneurial Self-Efficacy	Entrepreneurial Intention
PK1	0.765	0.419	0.387	0.468
PK2	0.774	0.327	0.413	0.386
PK3	0.882	0.549	0.463	0.564
PK4	0.671	0.404	0.343	0.356
SK1	0.531	0.768	0.434	0.645
SK2	0.432	0.790	0.446	0.494
SK3	0.495	0.845	0.465	0.623
SK4	0.303	0.729	0.351	0.564
SK5	0.385	0.819	0.393	0.677
EDK1	0.483	0.469	0.784	0.491
EDK2	0.466	0.463	0.841	0.510
EDK3	0.392	0.404	0.825	0.507
EDK4	0.379	0.380	0.759	0.522
EDK5	0.407	0.412	0.819	0.547
EDK6	0.399	0.454	0.835	0.559
IB1	0.364	0.556	0.494	0.843
IB2	0.539	0.715	0.634	0.866
IB3	0.570	0.665	0.540	0.856
IB4	0.465	0.614	0.499	0.826

According to Hair, Ringle, and Sarstedt [22], the validity of the discriminator through the Fornell-Larcker criterion is met if the AVE value of a construct is greater than its highest correlation square value with another construct. Based on **Table 4**, all variables have higher AVEs than their correlations with other variables. Thus, all variables meet the Fornell-Larcker criteria for discriminant validity.

Table 4: Fornell-Larcker output

	Entrepreneurial Self-Efficacy	Entrepreneurial Intention	Entrepreneurship Education	Entrepreneurial Attitude
Entrepreneurial Self-Efficacy	0.811			
Entrepreneurial Intention	0.645	0.848		
Entrepreneurship Education	0.520	0.577	0.777	
Entrepreneurial Attitude	0.532	0.757	0.550	0.791

According to Ghozali and Latan [23], a variable is considered reliable if its Cronbach's alpha and composite reliability are greater than 0.60. Based on **Table 5**, all variables in this study had Cronbach's alpha and composite reliability values above 0.60. Thus, all variables meet the reliability criteria, and the measurement tool is deemed reliable.

Table 5: Cronbach's Alpha and Composite Reliability Outputs

Variable	Cronbach's Alpha	Composite Reliability (rho_a)
Entrepreneurial Self-Efficacy	0.896	0.896
Entrepreneurial Intention	0.870	0.880
Entrepreneurship Education	0.777	0.793
Entrepreneurial Attitude	0.850	0.856

According to Hair et al. [24], values of the determination coefficient > 0.75 indicate a strong model, 0.50–0.75 indicate a quite strong model, and < 0.25 indicate an inadequate model. Based on **Table 6**, the R-square value of 0.416 shows a fairly strong model in explaining entrepreneurial intentions. The R-square value of 0.357 also indicates a fairly strong model for explaining self-efficacy in entrepreneurship.

Table 6: Determination Coefficient Test Results

Variable	R-square
Entrepreneurial Self-Efficacy	0.357
Entrepreneurial Intention	0.416

According to Hair et al. [24], values> 0.35 indicate a large effect, 0.15–0.35 indicate a moderate effect, and < 0.15 indicate a small effect. Based on **Table 7**, the entrepreneurial self-efficacy variable (0.712) has a strong effect on the dependent variable. Meanwhile, the variables of entrepreneurship education (0.116) and entrepreneurial attitude (0.135) were classified as small effects.

Table 7: Effect Size Test Results

	Entrepreneurial Self-Efficacy	Entrepreneurial Intention
Entrepreneurial Self-Efficacy		0.712
Entrepreneurial Intention		
Entrepreneurship Education	0.116	
Entrepreneurial Attitude	0.135	

According to Hair et al. [24], the path coefficient value is in the range of –1 to +1, and getting closer to +1 indicates a stronger relationship. Based on **Table 8**, the bootstrapping results show that the variables of entrepreneurial self-efficacy on entrepreneurial intention, as well as the variables of entrepreneurial education and entrepreneurial attitudes towards entrepreneurial self-efficacy, have a positive relationship with path coefficient values of 0.645, 0.326, and 0.352, respectively.

Table 8: Path Coefficient Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-Statistics	P Values
Self-Efficacy of Entrepreneurship - > Entrepreneurial Intention	0.645	0.650	0.066	9.735	0.000
Entrepreneurship Education - > Entrepreneurial Self-Efficacy	0.326	0.332	0.091	3.574	0.000
Entrepreneurial Attitude - > Entrepreneurial Self-Efficacy	0.352	0.360	0.097	3.627	0.000

According to Wetzels et al.[25], the Goodness of Fit (GOF) value of 0.10 is considered small, 0.25 medium, and 0.36 large. Based on the calculation of GOF = $\sqrt{(AVE \times R^2)} = \sqrt{(0.6515 \times 0.3865)} = 0.5017$, the model in this study has great feasibility because the value exceeds 0.36. Following this assessment of model fit, it is relevant to discuss the mediation analysis. According to Hair et al. [24], the mediation test assesses the indirect influence of independent variables on dependent variables via mediating variables. Based on Table 9, entrepreneurship education and entrepreneurial attitudes have a positive indirect influence on entrepreneurial intentions through entrepreneurial self-efficacy, with indirect effect values of 0.211 and 0.227, respectively.

Table 9: Indirect Effect Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-Statistics	*P* Values
Entrepreneurship Education -> Entrepreneurship Self-Efficacy -> Entrepreneurial Intention	0.211	0.217	0.067	3.155	0.002
Entrepreneurial Attitude -> Self-Efficacy of Entrepreneurship -> Entrepreneurial Intention	0.227	0.238	0.079	2.894	0.004

Based on the results of the hypothesis test, entrepreneurship education has a positive and significant effect on the self-efficacy of entrepreneurship. These findings align with Wang et al. [6] and Otache et al. [5], who show that entrepreneurship education can increase self-efficacy through knowledge, skills, and practical experience. This is consistent with the Theory of Planned Behavior [1], where entrepreneurship education strengthens perceived behavioral control through increasing students' self-confidence.

The study also shows that entrepreneurial attitudes positively and significantly affect entrepreneurial self-efficacy. These findings are supported by Kaur and Chawla [2], Sun, Shi, and Zhang [3], and Otache, Edopkolor, Sani, and Umar [5]. They state that a positive entrepreneurial attitude can increase student confidence. This also aligns with the SDGs, where attitudes toward behaviour shape an individual's belief in their entrepreneurial ability.

The test results show that entrepreneurial self-efficacy mediates the relationship between education and entrepreneurial attitudes towards intentions. Entrepreneurship education increases self-efficacy, which encourages entrepreneurial intentions. This aligns with Wang et al. [6] and Otache et al. [5]. Similarly, a positive entrepreneurial attitude increases self-efficacy and strengthens entrepreneurial intentions, as found by Kaur and Chawla [2] and Sun, Shi, and Zhang [3]. These findings are consistent with the Theory of Planned Behavior [1], which states that increasing knowledge, experience, and self-confidence through education and positive attitudes strengthens perceived behavioral control and encourages entrepreneurial intentions.

V. CONCLUSION

The analysis results show that entrepreneurship education and entrepreneurial attitudes positively affect students' self-efficacy. Entrepreneurial self-efficacy also positively influences entrepreneurial intentions. In addition, entrepreneurial self-efficacy is a mediator between entrepreneurial education and intentions, and between attitudes and intentions, among undergraduate students at private universities in West Jakarta.

To increase accuracy, further research should expand the sample and include variables such as motivation, entrepreneurial experience, and social support, which may influence entrepreneurial intention. Self-efficacy has been shown to be important for student confidence, motivation, and readiness, and it mediates the link between education, attitudes, and intentions. Universities should therefore develop programs to boost self-efficacy, such as case studies, competitions, or mentoring by business practitioners. These measures are expected to enhance students' entrepreneurial intentions and increase the effectiveness of entrepreneurship education.

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