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# Empowering Entrepreneurial Intention: The Role of Entrepreneurial Educational Support and Self-Efficacy in MBKM Context

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**Abstract:** Entrepreneurship has been successfully attracting much attention from academicians and public-policy makers, because it is considered as one of the elements that positively impact the economic growth. Realizing the importance of entrepreneurship, Indonesian government keeps trying to increase the entrepreneurship ratio, of which one of them is by launching “Merdeka Belajar-Kampus Merdeka (MBKM)” policy in order to encourage the development of students’ entrepreneurial intention. Higher Educational Institutions (HEIs) as part of students’ entrepreneurial ecosystem are expected to implement the entrepreneurial MBKM program in forms of acceleration and incubation through entrepreneurial education. This research aimed to empirically test the impact of MBKM-based entrepreneurial educational support on entrepreneurial self-efficacy, and the impact of entrepreneurial education on entrepreneurial intention through self-efficacy. Data was collected through questionnaire from 300 respondents who were active students of HEIs in Jakarta and Bandung City. Data was processed by using PLS-SEM and the result showed that entrepreneurial educational support can predict entrepreneurial self-efficacy positively and significantly. Another result showed that student’s entrepreneurial intention can be predicted positively and significantly by both variables. This research also proved that entrepreneurial self-efficacy can be a mediator in the relationship between entrepreneurial educational support and entrepreneurial intention. This research is expected to be a guidance for educators and policy-makers to have better understanding about the factors that form the students’ entrepreneurial intention, which can contribute to the growth of Indonesian economic.

**Keywords:** Entrepreneurial Education, Entrepreneurial Self-Efficacy, Entrepreneurial Intention, Entrepreneurial MBKM Program.

**Abstrak:** Kewirausahaan telah banyak menarik perhatian dari para akademisi dan pembuat kebijakan publik karena dianggap sebagai salah satu kunci yang berdampak positif bagi pertumbuhan ekonomi. Menyadari pentingnya kewirausahaan, Pemerintah Indonesia terus berupaya untuk dapat meningkatkan rasio kewirausahaan yang salah satunya dengan meluncurkan kebijakan Merdeka Belajar-Kampus Merdeka (MBKM) agar mendorong pengembangan minat wirausaha mahasiswa. Perguruan tinggi sebagai bagian dari ekosistem entrepreneurial mahasiswa diharapkan untuk menerapkan MBKM kewirausahaan berupa akselerasi dan inkubator melalui pendidikan kewirausahaan. Penelitian ini bertujuan untuk menguji secara empiris dukungan pendidikan kewirausahaan berbasis MBKM terhadap efikasi diri berwirausaha dan juga pengaruh pendidikan kewirausahaan terhadap intensi berwirausaha melalui efikasi diri. Data dikumpulkan dengan kuesioner terhadap 300 responden yang merupakan mahasiswa aktif yang berkuliah pada perguruan tinggi di Jakarta dan Bandung. Data diolah menggunakan PLS-SEM dan diperoleh hasil dukungan pendidikan kewirausahaan dapat memprediksi efikasi diri berwirausaha secara positif dan signifikan. Hasil yang sama juga dibuktikan pada intensi berwirausaha mahasiswa yang dapat diprediksi secara positif dan signifikan oleh kedua variabel tersebut. Penelitian ini juga membuktikan bahwa efikasi diri berwirausaha mampu menjadi mediator antara dukungan pendidikan kewirausahaan terhadap intensi berwirausaha. Penelitian ini diharapkan dapat menjadi acuan para pendidik dan pembuat kebijakan untuk memiliki pemahaman yang lebih baik tentang faktor-faktor yang membentuk intensi berwirausaha mahasiswa guna berkontribusi pada kemajuan perekonomian Indonesia.

**Kata kunci:** Pendidikan Kewirausahaan, Efikasi Diri Berwirausaha, Intensi Berwirausaha, MBKM Kewirausahaan

## INTRODUCTION

Indonesia is predicted to experience demography bonus during the years between 2025 to 2045. The peak of this demographic bonus will occur in the year 2030, with the number of productive workforces is approximately 70% of total population (Rusiana,

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2021). The ratio of entrepreneurs prior to demography bonus, which especially origins from the younger generations, becomes important because it plays a role as job-creators (Saputra, 2022). In recent decades, entrepreneurship has already attracted attentions from academicians and public-policy makers, because it is considered as one among the key-factors that have positive impacts on economic growth (Hoang et al., 2021; Rasli et al., 2013; Trongtorsak et al., 2021). Realizing the importance of this phenomenon, The Indonesian President has issued the Presidential Regulation Number 2 Year 2022 about The Development of National Entrepreneurship which aims to enhance the ratio of entrepreneurs to strengthen the national economic. This is because the level of entrepreneurship in Indonesia currently has not achieved the ideal number and is still low compared to those in surrounding countries (Sutrisno, 2022).

Growing the spirit of entrepreneurs among the higher educational institution students becomes one of the efforts to prepare the Indonesian younger generations to welcome the era of demography bonus. The students with entrepreneurial spirit will be the triggers of entrepreneurial activities and job-creators in the future (Rasli et al., 2013). Producing the graduates who are ready to perform such activities is highly necessary, because currently most students plan to start the entrepreneurship after having job experience (Soelaiman et al., 2022). Therefore, the synergy from various parties is needed in order to provide the educational system, facilities, as well as the right policy for this generation.

Higher Educational Institution (HEI) is considered as part of the educational system of entrepreneurial ecosystem which plays a vital role to reduce the obstacles in envisioning the entrepreneurial careers (Yeng Keat et al., 2011). HEIs are demanded to be able to design and implement the innovative learning process so that students can achieve learning outcomes covering the aspects of attitude, knowledge, and skill optimally and relevantly. The importance of students' entrepreneurial programs in HEIs has been realized by government and had been envisioned in the beginning of 2020 by applying the policy of 'Merdeka Belajar-Kampus Merdeka (MBKM)' which encouraging the development of students' entrepreneurial intention by using relevant learning programs. This can be part of the solutions of the students' tendency to be job-seeker instead of job-creator (Dzulfikri & Kusworo, 2017). This MBKM Program has similar paradigm to the link-and-match policy that prioritize field practice, so that through this program, the students' readiness (soft-skills and hard-skills) will be set when entering the workplace or when creating new jobs (Aswita, 2022).

The Regulation from Ministry of Education and Culture Number 3 Year 2020 stating that entrepreneurship is part of MBKM programs that must be implemented by HEIs. Through the MBKM entrepreneurial program, students are given opportunities to express and develop entrepreneurial and business innovation spirit, thus can expand job fields in Indonesia. This is because students are part of educated communities, who are expected to open new job fields (Soelaiman et al., 2023). The learning model in MBKM Entrepreneurship is the curriculum of entrepreneurial education which is performed systematically, starting from learning the theories in entrepreneurship, as well as arranging and presenting business plan, into real practice (Setyawati et al., 2021). This learning model aims to enhance the competence and build entrepreneurial spirit of the students. The experiential learning method has been proven effective as a framework to develop the learning-centered method and curriculum (Ikhtiangung & Soedihono, 2018). As a form of support to develop the students' entrepreneurial behavior, almost all HEIs have implemented entrepreneurial learning in the curriculum, which is converted into semester credit unit (Hia et al., 2022).

The students' entrepreneurial ecosystem starts from HEIs that provides academic

support on forms of acceleration and incubation through entrepreneurial education (Yordanova et al., 2020). HEIs facilitates the development of entrepreneurial skills and competences to enhance the students' entrepreneurial potency (Maresch et al., 2016; Othman et al., 2020). Entrepreneurial education should be applied to prepare individuals starting their new businesses by integrating experience, skills, and knowledge (Bazkiaei et al., 2021). The entrepreneurial academic support provided by HEIs can be in forms of lecture materials, workshops, seminar, implementing the learning-by-doing curriculum, internship in startup business, and providing the opportunities to practice developing business plan (Saeed et al., 2015). These kinds of supports from HEIs will strengthen the attitude toward entrepreneurship, subjective norms, and entrepreneurial self-efficacy, which finally will affect the entrepreneurial intention (Liu et al., 2022). Several previous researches stated that entrepreneurial education can be the most effective approach to entrepreneurial intention (Maresch et al., 2016).

Entrepreneurial education provides opportunities to individuals to move forward in business strategies, by conducting feasibility studies and contributing in business realization leading to the growth of self-efficacy in such individuals (Yousaf et al., 2020). Self-efficacy is a individual's confidence in his/her own efforts to perform an action through the way of thinking and behaving in order to generate an outcome (Bandura, 1997). More specifically, entrepreneurial self-efficacy is a individual's confidence toward entrepreneurial ability by performing certain actions to achieve the goals (Lamanepa & Sidharta, 2019). An individual will start entrepreneurial action whenever he/she has high confidence to involve in such opportunity (Rasli et al., 2013). Self-efficacy affects entrepreneurial intention through cognitive process, motivation, and emotional state (Zhao et al., 2005). An individual having entrepreneurial self-efficacy has high confidence toward his/her own efforts to start and run the entrepreneurial business (Wang & Huang, 2019). Individuals with high self-efficacy are often more capable to achieve the success in entrepreneurial business by taking advantage from the opportunities and their surrounding social environment (Travis, 2017). The higher the self-efficacy of an individual is, the higher the individual's intention will be to perform such behavior (Nguyen, 2017).

Several researches also show that entrepreneurial education also indirectly affects the entrepreneurial intention, thus it is suggested to use a mediation variable (Hoang et al., 2021; Krueger et al., 2000). The research performed by Jiatong et al. (2021) revealed that the existence of self-efficacy can make the entrepreneurial education to have more significant impact on students' entrepreneurial intention. Hence, this research aims to conduct further test about the existence of self-efficacy as a mediating variable, in the effect of entrepreneurial educational support on entrepreneurial intention.

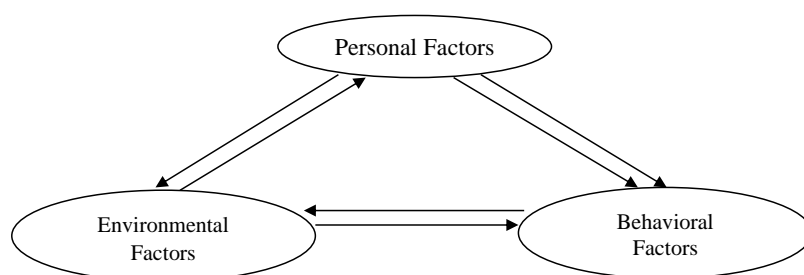
Although entrepreneurial intention has been researched in many literatures (Farooq et al., 2018; Mahmood et al., 2020; Maresch et al., 2016; Travis, 2017), there is still a necessity of further empirical research to find out how the implementation of MBKM-entrepreneurship-based subjects that had been stipulated in 2020, can enhance the students' entrepreneurial intention through self-efficacy.

## THEORETICAL REVIEW

This research is based on Social Cognitive Theory to predict an individual's intention. Intention is a component of behavior that can be strengthened anytime. Bandura (1986) argued that there are three kinds of powers that interact each other, which are environment, behavior, and mind. The interaction among these three factors is called the triadic reciprocal determinism. SCT explained that a human being has cognitive ability

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that contributes to the process of motivation, affection, and action that will impact the individual's behavioral outcomes. SCT can be used to learn the students' entrepreneurial intention that may be affected by the interactions among environmental input, personal factors, and behavioral outcomes (Nwosu et al., 2022).



**Figure 1** Triadic Reciprocal Determinism Model

Source: Bandura (1986)

The causality and reciprocal relationship between personal factors and behavior reflects the interactions between confidence and intention toward behavior. This interactive relationship between personal factors and environment is cognitive ability developed by environmental impact that delivers information through modeling and social persuasion. Last, the relationship between behavioral and environmental factors is reciprocal. Behavior will determine which environmental effect is potential. The environmental effect in turn, will determine the form of developed behavior. The effect between factors may vary which depends on the activities of behavior, individual, and also a set of different situation (Bandura, 1986).

This research adapted the concept from Social Cognitive Theory by including environmental factors through the variables of entrepreneurial educational support, and personal factors through self-efficacy. In the context of behavioral results, this research used entrepreneurial intention variable. The focus of this research will be on the relationship between entrepreneurial educational support and entrepreneurial intention, with the role of mediating variable, which is entrepreneurial self-efficacy as the fundamental of analysis.

**Entrepreneurial intention.** Intention refers to an individual's readiness to perform certain action and is considered as the most consistent predictor of behavior (Krueger et al., 2000). This phenomenon is supported by most literatures viewing entrepreneurial intention as the most accurate antecedent of entrepreneurship (Hoang et al., 2021). Measuring an individual's intention about what he/she will do, is better than observing an individual's character to find out his/her behavior. Entrepreneurial intention has an important role in adopting an individual's entrepreneurial behavior who wants to start a business. Entrepreneurial intention is expected to be the main and the strongest predictor to investigate the planned behavior of entrepreneurship, which starts from idea creation to business creation (Bignetti et al., 2021; Krueger et al., 2000; Travis, 2017). Intention has been proven as a consistent indicator in measuring the entrepreneurial behavior to start a business (Bazkiaei et al., 2021). An individual may have the sufficient capability to be an entrepreneur, but such capability cannot directly affect the entrepreneurial behavior without intention (Kautonen et al., 2013).

Entrepreneurial intention reflects an individual's mind who is interested to start his/her own business instead of working for another employer. Entrepreneurial intention

is the confidence realized and acknowledge by such individual to develop a business and consciously will manage it in the future (Thompson, 2009). Entrepreneurial intention is the beginning process of a set of business establishment process in long-run (Ikhtiangung & Soedihono, 2018). An individual with knowledge, skills, and capital, cannot utilize his/her own potence without entrepreneurial intention (Ordu, 2019). The existence of entrepreneurial intention will direct an individual's mind to attention, experience, and action, in order to establish and form a business concept (Awotoye & Singh, 2018). Hence, entrepreneurial intention needs to be formed from the beginning so that the idea to start a business can happen in the reality (Mamun et al., 2017).

**Entrepreneurial education.** Entrepreneurial education is a set of individual's knowledge given by HEI related to entrepreneurial ability including the ability to detect business opportunity, thus can enhance the entrepreneurial confidence (Soria-Barreto et al., 2017). According to Jones & English (2004), entrepreneurial education is a method in which students are equipped with the knowledge about marketing, accounting, management, information technology, and etc, as well as the skills to identify the opportunity.

HEIs can play an important role in providing entrepreneurial program in order to embed the entrepreneurial way of thinking in the future. Academic support in form of entrepreneurial education is needed as a learning model to enhance the competence and build the entrepreneurial spirit among the students. The learning model should be arranged so that the students can have the experience to develop their entrepreneurial capability and achieve their competence (Ikhtiangung & Soedihono, 2018). Students should be fully support with entrepreneurial education to make them conduct their entrepreneurial activities professionally along with lower risk. Therefore, the curriculum should be updated in order to have stronger impact on students' tendency to perform the entrepreneurship (Shahverdi et al., 2018).

In the rapidly-competitive business world, the role of entrepreneurial education is highly important in growing the entrepreneurial spirit among university graduates in the future. Entrepreneurial education can affect an individual's career choice that enables him/her to start his/her own business (Baubonienė et al., 2018). The learning process related to all entrepreneurial activities performed by HEIs to their students, will form a more-creative way of thinking among them in arranging their business plans (Bazkiaei et al., 2021).

**Self-efficacy.** Self-efficacy is the main component in Social Cognitive Theory that encourages an individual's will to perform a task, in order to achieve his/her expectation (Bandura, 1986). Self-efficacy is an individual's confidence to conduct certain behavior based on his/her level of ability to do so (Alim & Dil, 2022). If an individual is confident in his/her own ability to conduct certain behavior, then such individual will be interested to be involved in it (Zewudu & Alamnie, 2017). An individual who has achieved better performance in a task, will encourage his/her self-efficacy to grow higher, and vice versa, an individual with low self-efficacy will ignore a task due to the fear of failure (Piperopoulos & Dimov, 2015). Specifically, self-efficacy is related to the trust and confidence of an individual regarding his/her ability to perform, thus will affect the cognitive level, which can impact the efforts and diligence in facing the challenge coming from the decision related to the action that will be performed (Hoang et al., 2021).

According to the entrepreneurial conceptualization, self-efficacy can be defined as how far an individual perceives his/her own skill and ability to perform the role and task as an entrepreneur (Aga & Singh, 2022). This phenomenon includes an individual's confidence in his/her personal ability to organize and run a business. Self-efficacy can help an entrepreneur identify new opportunity and behave proactively due to self-



confidence in facing the challenge, management capability, and the courage to take the risk (Hoang et al., 2021).

**Entrepreneurial educational support and self-efficacy.** The support from entrepreneurial education will provide opportunity to students to start the entrepreneurial activities, thus can enhance their self-efficacy through their achievements (Krueger et al., 2000). Psychologically, individuals will avoid a task if they feel that they do not have sufficient knowledge to perform it. On the opposite, individuals will have higher self-efficacy if they possess relevant knowledge and skills to perform the task (Yousaf et al., 2020). Entrepreneurial training will have positive impact on individuals' perception on how they can start new businesses. In this case, Entrepreneurial education can support the development of entrepreneurial knowledge and skills, so that self-efficacy will increase gradually and significantly (Puni et al., 2018). Zhao et al. (2005) revealed a significant impact of formal learning on entrepreneurial self-efficacy. Thus, entrepreneurial education can play an important role in developing entrepreneurial self-efficacy.

**H1:** Entrepreneurial educational support positively and significantly affects entrepreneurial self-efficacy.

**Self-efficacy and entrepreneurial intention.** Self-efficacy is the most important antecedent in forming entrepreneurial intention. This phenomenon refers to an individual's confidence toward the ease or difficulty experienced when performing entrepreneurial activities (Vamvaka et al., 2020). Such confidence on self-capability to organize and perform an entrepreneurial project can affect an individual's confidence to start a business. The better the individual's perception on self-efficacy toward entrepreneurship is, the stronger the individual's entrepreneurial intention will be to start a business (Bazkiaei et al., 2021; Nguyen, 2017b; Zewudu & Alamnie, 2017). Students who already have entrepreneurial education may develop their entrepreneurial self-efficacy greater. Students will develop strong confidence in overcoming the challenges related to entrepreneurship (Nwosu et al., 2022). Otache (2019) found that self-efficacy positively impacts entrepreneurial intention among the students who have undergone entrepreneurial education.

**H2:** Entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention.

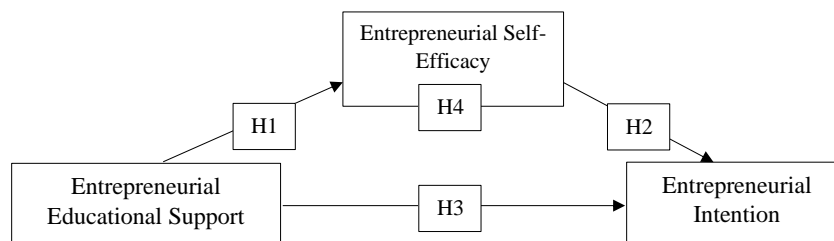
**Entrepreneurial educational support and entrepreneurial intention.** Entrepreneurial education has a significant role in promoting entrepreneurial intention. Entrepreneurial education has provided a lot of dedication to enhance the necessity of an individual's entrepreneurship in forming the attitude, behavior, way of thinking, and the intention to be an entrepreneur (Alshebami et al., 2020). Therefore, if entrepreneurial education can be provided effectively, it will encourage the students to be entrepreneurs (Bae et al., 2014). Entrepreneurial education can enhance entrepreneurial intention even for the students with non-business educational background. The knowledge and skills about entrepreneurship delivered to students in forms of theory and practice will help and motivate them to start new businesses (Yousaf et al., 2020). Students who have greater knowledge on entrepreneurship will show higher intention to start their businesses (Wu & Wu, 2008). Soria-Barreto et al. (2017) stated that there is a strong relationship between entrepreneurial education and entrepreneurial intention.

**H3:** Entrepreneurial education positively and significantly affects entrepreneurial intention.

**The mediating role of self-efficacy in the relationship between entrepreneurial educational support and entrepreneurial intention.** Entrepreneurial education can help develop the skills and positive attitudes toward entrepreneurial activities (Puni et al., 2018). This phenomenon can increase an individual's perception on his/her own ability, which finally can affect self-efficacy (Zhao et al., 2005). Many researches have introduced self-efficacy as a mediator in the relationship between entrepreneurial education and entrepreneurial intention (Nwosu et al., 2022; Puni et al., 2018). Entrepreneurial self-efficacy can strengthen entrepreneurial intention, so that in the future, this can be a predictor of an individual's career choice. An individual with high self-efficacy toward his/her ability may be able to achieve higher goals, as well as experiencing the benefits, social acknowledgement, and personal satisfaction (Nwosu et al., 2022). Self-efficacy helps the students consider themselves that they can perform entrepreneurial activities which leads to entrepreneurial intention.

**H4:** Entrepreneurial self-efficacy mediates the relationship between entrepreneurial educational support and entrepreneurial intention.

The hypotheses in this research can be seen in the research model as shown in **Figure 2**. This research model shows that entrepreneurial educational support can increase entrepreneurial intention (H1) and entrepreneurial self-efficacy (H2). This model also shows the positive impact of entrepreneurial self-efficacy on entrepreneurial intention (H3), as well as the role of self-efficacy as a mediator between entrepreneurial educational support and entrepreneurial intention (H4).



**Figure 2.** The Conceptual Model of Entrepreneurial Education Support, Entrepreneurial Self-Efficacy, and Entrepreneurial Intention

## METHODS

This research is descriptive research covering the quantitative data analysis. In addition, this research used cross-sectional data, in which data was collected only once during a certain period in order to answer the research question (Sekaran & Bougie, 2016).

The population in this research was active students studying in universities located in Jakarta and Bandung City. Samples were taken through purposive sampling technique with the qualification of respondents who were active students undergoing the entrepreneurial MBKM curriculum. Data was collected by distributing questionnaires and finally 300 samples that met the qualifications were acquired.

In arranging the questionnaire, there were 17 items of statements referring to previous studies, which are: 7 indicators to measure entrepreneurial educational support were adopted from (Duval-Couetil et al., 2012; Ordu, 2019); 5 indicators to measure self-

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This figure is more accurately called the Research Model.

efficacy were adopted from Puni et al. (2018); and then 5 indicators to measure entrepreneurial intention were adopted from Bacq & Alt (2018). The details of each indicator in each variable can be seen in Table 1. Each statement is measured by 5-point Likert-scale, in which: 1 means Really Disagree; 2 means Disagree; 3 means Neutral; 4 means Agree; and 5 means Really Agree.

The acquired data was then analyzed using PLS-SEM (Partial Least Square-Structural Equation Modelling) in order to test the model stated in research design. PLS-SEM is a SEM statistics modeling technique based on variance to perform inter-construct prediction, which is measured by several indicators indirectly (Hair et al., 2021). There are several reasons that become the basic consideration to use PLS-SEM in testing the hypotheses, such as no strong assumptions needed regarding data distribution, sample size, and measurement scale (Vinzi et al., 2010). This phenomenon needs special attention, because the collection of survey data is often not normally-distributed. Second, related to small sample-size, PLS-SEM possesses higher statistical power (Lu et al., 2011). Last, PLS-SEM is a suitable method to analyze multivariate regression due to the existence of error-free measurement between latent variable and indicators, as well as between latent variables. In performing data analysis, the software of SmartPLS version 4 was used.

**Table 1.** Variables and Indicators

Variable	Indicator	Code
Entrepreneurial Educational Support	1. HEIs provide curriculum that supports entrepreneurial knowledge and skills.	X11
	2. HEIs deliver the knowledge to develop business idea into business plan.	X12
	3. I have a chance to present my business idea.	X13
	4. I have a chance to envision my business idea.	X14
	5. HEIs provide the support to participate in various competitions related to entrepreneurship.	X15
	6. HEIs organize the seminars or workshops which invite successful entrepreneurs.	X16
	7. HEIs provide the facilities that support entrepreneurial activities.	X17
Entrepreneurial Self-Efficacy	1. I believe that I can contribute to community through entrepreneurship.	X21
	2. I can identify business opportunity.	X22
	3. I understand the right practice to run a business.	X23
	4. I can always think creatively.	X24
	5. I believe that I can build a business.	X25
Entrepreneurial Intention	1. I am ready to start a business.	Y1
	2. I will try hard to run my own business.	Y2
	3. I plan to start a business shortly.	Y3
	4. I have a serious thinking to start a business.	Y4
	5. My professional goal is to be an entrepreneur.	Y5

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The respondents' characteristics can be seen in Table 2. The respondents' descriptive statistics indicates that 57.67 percent of respondents is male students and 42.33 percent is female students. As much as 66.67 percent of respondents was studying in Jakarta and 33.33 percent was studying in Bandung. As much as 46.67 percent of respondents had economic-and-business educational background, while the remaining 53.33 percent had non-economic-and-business educational background. Most respondents aged between 19+ to 20 years old, which was 44 percent. Last, 61 percent of

respondents had family background in the field of entrepreneurship, while the remaining 39 percent came from non-entrepreneurship family background.

**Table 2.** Respondents' Demographic

	Frequency	Percentage
<b>Gender</b>		
Male	173	57.67
Female	127	42.33
<b>University Origin</b>		
Jakarta	200	66.67
Bandung	100	33.33
<b>Educational Background</b>		
Economic and Business	140	46.67
Non Economic and Business	160	53.33
<b>Age</b>		
Over 21 years old	28	9.3
20+ to 21 years old	43	14.33
19+ to 20 years old	132	44
18 to 19 years old	97	32.33
<b>Family Background in Entrepreneurship</b>		
Yes	183	61
No	117	39

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## RESULTS

Data collected in this research was then analyzed by using Partial Least Square-Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS version 4 software. Data analysis in PLS-SEM was divided into: 1) Outer model including validity and reliability tests; and 2) Inner model to acquire the results of hypotheses tests.

**Sekaran & Bougie (2016)** explained that validity is a tool to test how well a research instrument is measured in certain concept. Moreover, reliability is a measurement that shows how far the measurement can be performed consistently without bias.

Convergent validity was tested by using outer-loadings and Average Variance Extracted (AVE) (**Henseler et al., 2009**). The measurement of indicator-loading must have the minimum value of **0.7** (**Hair et al., 2021**) and Average Variance Extracted (AVE) must be greater than **0.5** for the indicators to be valid (**Hair et al., 2019**). Discriminant validity was tested by using Heterotrait-Monotrait Ratio (HTMT) and Fornell-Larcker criterion. HTMT must be less than **0.9** and the assumption of Fornell-Larcker criterion uses square root of AVE generated by its own construct, that must be greater than those of other constructs, which means that the diagonal value must be greater (**Hair et al., 2019**).

Reliability analysis used Cronbach's Alpha ( $\alpha$ ) and the composite reliability (CR). An indicator is considered reliable if the value is greater than **0.6** to **0.7**. However, if the

value reaches 0.8 to 0.9, then the research variable is considered very good and reliable (Hair et al., 2019). The results of outer-model can be seen in Table 3 and 4.

Table 3. The Results of Convergent Validity and Reliability Analysis

Variable	Indicator	AVE	Outer Loadings	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)
Entrepreneurial Educational Support	X11	0.655	0.837	0.868	0.878	0.904
	X12		0.858			
	X13		0.819			
	X14		0.741			
	X15		0.785			
Self-Efficacy	X21	0.680	0.795	0.843	0.846	0.894
	X22		0.843			
	X24		0.836			
	X25		0.822			
	Y1		0.748			
Entrepreneurial Intention	Y2	0.620	0.852	0.846	0.852	0.890
	Y3		0.794			
	Y4		0.702			
	Y5		0.831			

Source: Data Processed by Using SmartPLS Version 4 (2023)

Table 4. The Results of HTMT Test

Variable	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy			
Entrepreneurial Intention	0.668		
Entrepreneurial Educational Support	0.586	0.666	

Source: Data Processed by Using SmartPLS Version 4 (2023)

Table 5. The Results of Discriminant Validity Analysis

Variable	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy	0.824	-	-
Entrepreneurial Intention	0.548	0.787	
Entrepreneurial Educational Support	0.476	0.568	0.809

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in Table 3, Table 4, and Table 5, it can be concluded that these variables do not have any problem related to their validity dan reliability. Based on the calculations, this research has met the criteria for convergent validity and reliability, as it has produced outer loadings above 0.7 and AVE above 0.5. Similarly, the reliability measurements have resulted in Cronbach's alpha, composite reliability rho\_a, and rho\_c above 0.8, indicating very good and reliable results. In terms

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of discriminant validity, each variable has a Heterotrait-Monotrait Ratio (HTMT) value less than **0.9**, and based on the Fornell-Larcker criterion, the square root of the AVE for each construct is greater than that of other constructs. Therefore, the variables in this research have passed the test of discriminant validity.

Therefore, the next step can be performed, which is the inner-model analysis. According to (Hair et al., 2014) inner-model analysis aims to reveal the relationship between variables contained in the research. There are several analyses that can be used in inner-model (structural model) analysis, which are: coefficient of determination ( $R^2$ ) test, predictive relevance ( $Q^2$ ) test, effect-size ( $f^2$ ) test, path-coefficients test, hypothesis test, and mediation test. The results of coefficient of determination ( $R^2$ ) test and the predictive relevance ( $Q^2$ ) test can be seen in Tabel 6 below.

**Table 6.** Coefficient of Determination ( $R^2$ ) and Predictive Relevance ( $Q^2$ )

Variable	$R^2$	$Q^2$
Self-Efficacy	0.227	0.147
Entrepreneurial Intention	0.423	0.253

Source: Data Processed by Using SmartPLS Version 4 (2023)

The result of coefficient of determination ( $R^2$ ) test shows that the  $R^2$  value of self-efficacy is 0.227. This means that as much as **22.7** percent variation of self-efficacy can be explained by entrepreneurial educational support, and the remaining **77.3** percent is explained by other variables out of the scope of this research. Next, the  $R^2$  value of entrepreneurial intention is 0.423, which means that as much as 42.3 percent variation of entrepreneurial intention can be explained by entrepreneurial educational support and self-efficacy, while the remaining **57.7** percent is explained other variables out of the scope of this research. Further analysis according to Chin (1998) regarding the three criteria in the coefficient of determination is as follow: 1) If  $R^2$  ranges between 1 to **0.67**, then the effect is strong / substantial; 2) If  $R^2$  ranges between **0.66** to **0.33**, then the effect is moderate / medium; and 3) If  $R^2$  ranges between **0.32** to **0.19**, then the effect is weak. Based on such categorization, it can be concluded that the entrepreneurial educational support has weak capability in explaining the entrepreneurial self-efficacy. However, the effect of entrepreneurial educational support and self-efficacy have moderate capability in explaining the entrepreneurial intention.

Next, Garson (2016) stated that there are three criteria to conclude the value of predictive relevance, which are: 1) If the value of  $Q^2$  is between **0.02** and **0.14**, then the construct has small effect-size; 2) If  $Q^2$  is between **0.15** and **0.34**, then the construct has medium effect-size; and 3) If  $Q^2$  is greater than **0.35**, then the construct has large effect-size. Based on the result of Table 6, the  $Q^2$  of self-efficacy and entrepreneurial intention are 0.147 and 0.253. This means that the constructs have medium effect-size as research measurements.

Table 7 shows the results of effect size ( $f^2$ ) analysis in this research.

**Table 7.** Effect Size ( $f^2$ )

	Effect Size ( $f^2$ )	Description
Entrepreneurial Educational Support => Self-Efficacy	0.293	Medium Effect
Entrepreneurial Self-Efficacy => Entrepreneurial Intention	0.172	Medium Effect
Entrepreneurial Educational Support => Entrepreneurial Intention	0.212	Medium Effect

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on **Table 7**, the three variables have medium effect. This suits the reference from (Hair et al., 2021), in which the value of **0.02**, **0.15**, and **0.35** represents the effects of small, medium, and large.

According to **Hair et al. (2014)**, bootstrapping can be used to conduct the hypothesis test. If the t-statistics is greater than **1.96** or p-values less than **0.05**, then the hypothesis is accepted. On contrary, if the t-statistics is less than **1.96** or p-values greater than **0.05**, then the hypothesis is rejected. The result of bootstrapping method used in hypotheses testing in this research is displayed in **Table 8**.

**Table 8.** The Results of Path Analysis and Significance Tests

	Hypothesis	Path Coeff.	t-stats	p-values	Result
H1	Entrepreneurial Education → Self-Efficacy	0.476	8.998	0.000	Significant
H2	Self-Efficacy → Entrepreneurial Intention	0.359	5.497	0.000	Significant
H3	Entrepreneurial Education → Entrepreneurial Intention	0.397	6.493	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on **Table 8**, it can be known that the first hypothesis, stating that there is a positive and significant effect of entrepreneurial educational support on self-efficacy, can be accepted ( $\beta$  of 0.476 and  $\rho < 0.05$ ). This result can be empirical evidence to support H1. Next, the second hypothesis (H2) is also accepted ( $\beta$  of 0.359 and  $\rho < 0.05$ ). This means that self-efficacy positively and significantly affects entrepreneurial intention. Last, the third hypothesis is also accepted ( $\beta$  of 0.397 and  $\rho < 0.05$ ), which means that entrepreneurial educational support positively and significantly affects entrepreneurial intention.

Next, **Table 9** shows the result of mediation test. Based on **Table 9**, the fourth hypothesis statistically can be accepted ( $\beta$  of 0.171 and  $\rho < 0.05$ ), which means that self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. In this research, self-efficacy can mediate partially, because it can be known that the effect of exogenous variable on endogenous variable (direct effect) is significant, and the effect of exogenous variable on endogenous variable through mediation (indirect effect) is also significant (**Hair et al., 2014**).

**Table 9.** The Result of Mediation Test

	Hypothesis	Path Coeff.	t-stats	p-values	Result
H4	Entrepreneurial Education → Self-Efficacy → Entrepreneurial Intention	0.171	4.507	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

The conclusion of all hypotheses testing is summarized in **Table 10**.

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**Table 10.** The Summary of Hypotheses Testing Results

	Hypothesis	Result
H1	Entrepreneurial Education → Self-Efficacy	Accepted
H2	Self-Efficacy → Entrepreneurial Intention	Accepted
H3	Entrepreneurial Education → Entrepreneurial Intention	Accepted
H4	Entrepreneurial Education → Self-Efficacy → Entrepreneurial Intention	Accepted

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## DISCUSSION

The findings of this research have proven that entrepreneurial educational support and entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention. This research also proves that entrepreneurial self-efficacy can mediate the effect of MBKM-based entrepreneurial educational support on entrepreneurial intention among the students actively studying in universities in Jakarta and Bandung City.

The first hypothesis, which states that entrepreneurial educational positively and significantly affects entrepreneurial self-efficacy, is empirically supported by the result of this research. This result has similarity with those of previous studies (Anwar et al., 2022; Puni et al., 2018; Yousaf et al., 2020). This finding proves that whenever a student is given knowledge and skills, they will have self-confidence to be successful in the field of entrepreneurship. Entrepreneurial education is considered as one of important resources that can encourage the student's confidence to overcome the fear of failure when starting a business. Self-efficacy plays greater role in enhancing entrepreneurial intention whenever there is an accurate and sufficient entrepreneurial educational program (Hassan et al., 2020). In this case, MBKM entrepreneurial curriculum is expected to enhance the students' self-efficacy to perform entrepreneurial activities.

Moreover, the second hypothesis in this research states that self-efficacy can increase entrepreneurial intention. This hypothesis can be accepted, which means that self-efficacy positively and significantly affects entrepreneurial intention. This result is in line with those of previous researches conducted by (Bazkiaei et al., 2021; Shahverdi et al., 2018; Zewudu & Alamnie, 2017). Self-efficacy is an influential factor in explaining an individual's intention to behave. A strong self-efficacy will create a tendency for the students to be more confident. Having confidence to the possessed abilities, a student will deliver more efforts to develop his/her business plan. An individual, who has positive perception of his/her competence on entrepreneurship, will feel more confident to perform entrepreneurial activities (Puni et al., 2018).

Based on the result of the third hypothesis test, entrepreneurial educational support positively and significantly affects entrepreneurial intention. This is in line with several previous researches (Alshebami et al., 2020; Bazkiaei et al., 2021; Puni et al., 2018) stating that the implementation of entrepreneurial education provides basic knowledge related to entrepreneurship, that can enhance an individual's knowledge and abilities to perform entrepreneurship, which finally encourages such individual's will to get involved in entrepreneurial activities. Entrepreneurial education has an important role in inspiring the students to perform the entrepreneurship (Bazkiaei et al., 2021). HEIs can help develop the students' entrepreneurial potency, of which one of them, is by implementing the MBKM entrepreneurial curriculum in order to fulfil their needs. An individual with greater knowledge, skills, and competence, can build greater entrepreneurial attitudes. Providing the opportunities to the students to explore about entrepreneurship during their



study in HEI, can develop their skills and abilities to identify business opportunities, and makes them familiar with creative thinking, thus the will and idea to create new business can appear.

This research also empirically supports the fourth hypothesis, which states that entrepreneurial self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. Self-efficacy has an important mechanism that utilizes entrepreneurial education in entrepreneurial intention. This is in line with several research that have been conducted previously (Hoang et al., 2021; Jiatong et al., 2021b; Yousaf et al., 2020). Entrepreneurial education is an important factor in exploring entrepreneurship and can also strengthen an individual's decision to perform entrepreneurial activities, if the element of self-efficacy is included (Shahab et al., 2019). This phenomenon shows that MBKM-based entrepreneurial education has facilitated the students to be more skillful to perform entrepreneurial activities, thus growing their attitudes and self-confidence, which finally can lead to higher self-efficacy. An individual with higher entrepreneurial self-efficacy will have greater entrepreneurial way of thinking, hence he/she will be more interested to perform entrepreneurial activities.

## CONCLUSION

This research aimed to reveal the impact of MBKM-based entrepreneurial curriculum implementation in predicting self-efficacy and entrepreneurial intention among the students in HEIs in Jakarta and Bandung City. The research related to entrepreneurial intention becomes important nowadays, because individuals who have entrepreneurial intention have higher tendency to start their own business. This research's results contribute to the existing literature studies regarding the role of entrepreneurial education. Specifically, the implementation of MBKM entrepreneurial curriculum has proven to have positive and significant impact in increasing the entrepreneurial intention among the students.

Besides, this research also proves that entrepreneurial education positively and significantly affects entrepreneurial self-efficacy among the students. Entrepreneurial education is perceived to be able to increase an individual's self-confidence and faith in entrepreneurial context, which finally can increase his/her entrepreneurial intention.

This research also proves that entrepreneurial self-efficacy also positively and significantly affects entrepreneurial intention. Students who have positive perception on their capabilities, will feel more confident in performing entrepreneurial activities. Therefore, the development of students' self-efficacy in forms of knowledge and skills in the field of entrepreneurship, becomes an important aspect to be paid attention to.

Entrepreneurial self-efficacy can mediate the effect of entrepreneurial educational support on entrepreneurial intention. This research provides the information about the importance of developing the student's entrepreneurial self-efficacy through the implementation of entrepreneurship learning, thus can increase their intention to be entrepreneurs in the future.

Based on the findings in this research, several practical suggestions can be provided. This research has proven that entrepreneurial educational support plays an important role in increasing the students' capabilities and competences. The entrepreneurial teaching method should not be limited to class-lecturing only, but also be able to deliver field competence to the students through entrepreneurial practices and internship. Basic facility support to the students in forms of business incubation provided by university, can help them start their own entrepreneurial activities. The students' entrepreneurial interest will help build their entrepreneurial behavior so that HEIs can generate their graduates who

can create job opportunities rather than seeking for the jobs. This phenomenon is expected to provide positive contribution to solve the problems of unemployment and lead to the growth of Indonesian economic.

In order to generate greater results, next research should consider the use of larger sample size in order to better predict the impact of the implementation of MBKM-based entrepreneurial curriculum on entrepreneurial intention among the students in Indonesia in general.

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## **ACKNOWLEDGEMENTS**

Author would like to express deep gratitude to The General Directorate of Higher Education, Research, and Technology - The Ministry of Education, Culture, Research, and Technology -The Republic of Indonesia, for the year 2023 (Number: 1438/LL3/AL.04/2023) and The Institute of Research and Community Engagement (LPPM) of Universitas Tarumanagara, due to financial support for conducting this research as well as for publishing this scientific article.

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# Empowering Entrepreneurial Intentions: Educational Support and Self-Efficacy in MBKM Context

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**Abstract:** Realizing the importance of entrepreneurship for Indonesia's development, Indonesian government keeps trying to increase the entrepreneurship ratio, of which one of them is by launching "Merdeka Belajar-Kampus Merdeka (MBKM)" policy in order to encourage the development of students' entrepreneurial intention. This research aimed to empirically test the impact of MBKM-based entrepreneurial educational support on entrepreneurial self-efficacy, and entrepreneurial intention through self-efficacy. Data was collected from 300 students of HEIs in Jakarta and Bandung. Data was processed by using PLS-SEM. The findings confirm that entrepreneurial educational support significantly and positively predicts both entrepreneurial self-efficacy and intention. Moreover, the study validates that entrepreneurial self-efficacy serves as a mediator between entrepreneurial educational support and intention. This research is expected to be a guidance for educators and policy-makers to have better understanding about the factors that form the students' entrepreneurial intention, which can contribute to the growth of Indonesian economic.

**Keywords:** Entrepreneurial Education, Entrepreneurial Self-Efficacy, Entrepreneurial Intention, Entrepreneurial MBKM Program.

**Abstrak:** Menyadari pentingnya kewirausahaan bagi pembangunan Indonesia, maka Pemerintah terus berupaya untuk meningkatkan rasio kewirausahaan yang salah satunya dengan meluncurkan kebijakan Merdeka Belajar-Kampus Merdeka (MBKM) untuk diterapkan di Perguruan Tinggi. Penelitian ini bertujuan untuk menguji secara empiris dukungan pendidikan kewirausahaan berbasis MBKM terhadap efikasi diri berwirausaha dan juga pengaruh pendidikan kewirausahaan terhadap intensi berwirausaha melalui efikasi diri. Data dikumpulkan pada 300 responden yang merupakan mahasiswa aktif di Jakarta dan Bandung. Data diolah menggunakan PLS-SEM dan diperoleh hasil dukungan pendidikan kewirausahaan dapat memprediksi secara positif dan signifikan efikasi diri berwirausaha dan juga intensi berwirausaha. Penelitian ini juga membuktikan bahwa efikasi diri berwirausaha mampu menjadi menjadi mediator antara dukungan pendidikan kewirausahaan terhadap intensi berwirausaha. Penelitian ini diharapkan dapat menjadi acuan para akademisi dan pembuat kebijakan untuk memiliki pemahaman yang lebih baik tentang faktor-faktor yang membentuk intensi berwirausaha mahasiswa guna berkontribusi pada kemajuan perekonomian Indonesia.intensi berwirausaha mahasiswa guna berkontribusi pada kemajuan perekonomian Indonesia.

**Kata kunci:** Pendidikan Kewirausahaan, Efikasi Diri Berwirausaha, Intensi Berwirausaha, MBKM Kewirausahaan

## INTRODUCTION

Indonesia is predicted to experience demography bonus during the years between 2025 to 2045. The peak of this demographic bonus will occur in the year 2030, with the number of productive workforces is approximately 70 percent of total population (Rusiana, 2021). The ratio of entrepreneurs prior to demography bonus, which especially origins from the younger generations, becomes important because it plays a role as job-creators (Saputra, 2022). In recent decades, entrepreneurship has already attracted attentions from academicians and public-policy makers, because it is considered as one among the key-factors that have positive impacts on economic growth (Hoang et al., 2021; Trongtorsak et al., 2021). The rate of entrepreneurial growth varies among countries, but the entrepreneurship ratio is believed to have a positive and significant impact on economic growth. This is evidenced by the economic facts of developed countries, which are a result of entrepreneurship (Zewudu & Alamnie, 2017).

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Realizing the importance of this phenomenon, The Indonesian President has issued the Presidential Regulation Number 2 Year 2022 about The Development of National Entrepreneurship which aims to enhance the ratio of entrepreneurs to strengthen the national economic. This is because the level of entrepreneurship in Indonesia currently has not achieved the ideal number and is still low compared to those in surrounding countries (Sutrisno, 2022). As a developing country, Indonesia continues to campaign for the growth of entrepreneurs, especially among the youth. According to the Global Entrepreneurship Index (GEI) data, Indonesia is still ranked 94 out of 137 countries. This rank is significantly lower compared to Singapore (27), Brunei Darussalam (53), and Malaysia (58) (Kusumojanto et al., 2021).

Growing the spirit of entrepreneurs among the higher educational institution students becomes one of the efforts to prepare the Indonesian younger generations to welcome the era of demography bonus. The students with entrepreneurial spirit will be the triggers of entrepreneurial activities and job-creators in the future. Producing the graduates who are ready to perform such activities is highly necessary, because currently most students plan to start the entrepreneurship after having job experience (Soelaiman et al., 2022). Therefore, the synergy from various parties is needed in order to provide the educational system, facilities, as well as the right policy for this generation.

Higher Educational Institution (HEI) is considered as part of the educational system of entrepreneurial ecosystem which plays a vital role to reduce the obstacles in envisioning the entrepreneurial careers (Soria-Barreto et al., 2017). HEIs are demanded to be able to design and implement the innovative learning process so that students can achieve learning outcomes covering the aspects of attitude, knowledge, and skill optimally and relevantly. Indonesian government is making continuous efforts, including the revitalization of entrepreneurship education in HEIs has been envisioned in the beginning of 2020 by applying the policy of 'Merdeka Belajar-Kampus Merdeka (MBKM)' which encouraging the development of students' entrepreneurial intention by using relevant learning programs. This can be part of the solutions of the students' tendency to be job-seeker instead of job-creator (Soelaiman et al., 2022). This MBKM Program has similar paradigm to the link-and-match policy that prioritize field practice, so that through this program, the students' readiness (soft-skills and hard-skills) will be set when entering the workplace or when creating new jobs (Kodrat, 2021).

The Regulation from Ministry of Education and Culture Number 3 Year 2020 stating that entrepreneurship is part of MBKM programs that must be implemented by HEIs. Through the MBKM entrepreneurial program, students are given opportunities to express and develop entrepreneurial and business innovation spirit, thus can expand job fields in Indonesia. This is because students are part of educated communities, who are expected to open new job fields (Soelaiman et al., 2023). The learning model in MBKM Entrepreneurship is the curriculum of entrepreneurial education, which is performed systematically, starting from learning the theories in entrepreneurship, as well as arranging and presenting business plan, into real practice (Setyawati et al., 2021). This learning model aims to enhance the competence and build entrepreneurial spirit of the students. The experiential learning method has been proven effective as a framework to develop the learning-centered method and curriculum (Ikhtiangung & Soedihono, 2018). As a form of support to develop the students' entrepreneurial behavior, almost all HEIs have implemented entrepreneurial learning in the curriculum, which is converted into semester credit unit (Hia et al., 2022).

The students' entrepreneurial ecosystem starts from HEIs that provides academic support on forms of acceleration and incubation through entrepreneurial education (Yordanova et al, 2020). HEIs facilitates the development of entrepreneurial skills and

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competences to enhance the students' entrepreneurial potency (Othman et al., 2020). Entrepreneurial education should be applied to prepare individuals starting their new businesses by integrating experience, skills, and knowledge (Bazkiaei et al., 2021). The entrepreneurial academic support provided by HEIs can be in forms of lecture materials, workshops, seminar, implementing the learning-by-doing curriculum, internship in startup business, and providing the opportunities to practice developing business plan (Sihwinarti et al., 2022). These kinds of supports from HEIs will strengthen the attitude toward entrepreneurship, subjective norms, and entrepreneurial self-efficacy, which finally will affect the entrepreneurial intention (Liu et al., 2022). Several previous researches stated that entrepreneurial education can be the most effective approach to entrepreneurial intention (Bazkiaei et al., 2021; Hoque et al., 2017).

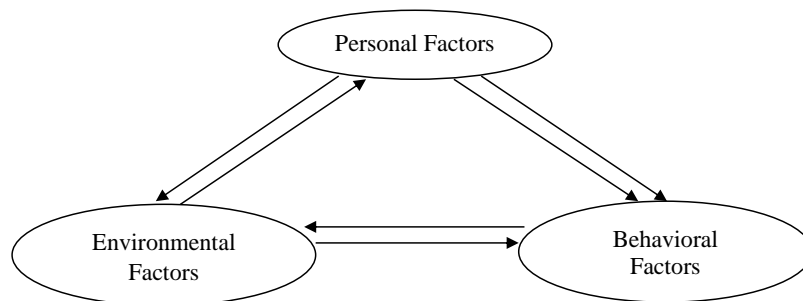
Entrepreneurial education provides opportunities to individuals to move forward in business strategies, by conducting feasibility studies and contributing in business realization leading to the growth of self-efficacy in such individuals (Yousaf et al., 2020). Self-efficacy is a individual's confidence in his/her own efforts to perform an action through the way of thinking and behaving in order to generate an outcome (Capron Puzozzo & Audrin, 2021). More specifically, entrepreneurial self-efficacy is a individual's confidence toward entrepreneurial ability by performing certain actions to achieve the goals (Lamanepa & Sidharta, 2019). Self-efficacy can shape an individual's identity, capabilities, creativity, and personal identity. Individuals with high self-efficacy in entrepreneurship can enhance innovation and creativity in business as they are capable of perceiving opportunities and prospects for new ideas in products. Someone with self-efficacy is able to utilize existing methods or tools as an appropriate problem-solving approach, as well as implement innovative ideas (Shahab et al., 2019). An individual will start entrepreneurial action whenever he/she has high confidence to involve in such opportunity (Bazkiaei et al., 2021). An individual having entrepreneurial self-efficacy has high confidence toward his/her own efforts to start and run the entrepreneurial business (L. Y. Wang & Huang, 2019). Individuals with high self-efficacy are often more capable to achieve the success in entrepreneurial business by taking advantage from the opportunities and their surrounding social environment (Travis, 2017). The higher the self-efficacy of an individual is, the higher the individual's intention will be to perform such behavior (Nguyen, 2017).

Several researches also show that entrepreneurial education also indirectly affects the entrepreneurial intention, thus it is suggested to use a mediation variable (Hoang et al., 2021). The research performed by Jiatong et al. (2021) revealed that the existence of self-efficacy can make the entrepreneurial education to have more significant impact on students' entrepreneurial intention. An individual's self-efficacy is highly sensitive to the indications obtained from entrepreneurship education. Entrepreneurship education, which offers students the opportunity to strategize in entrepreneurship and conduct feasibility studies, ultimately leads to the growth of self-efficacy in individuals. Self-efficacy is a key factor that can help entrepreneurs overcome challenges in the entrepreneurial process and has a significant influence on students' entrepreneurial intentions (Yousaf et al., 2020). Hence, this research aims to conduct further test about the existence of self-efficacy as a mediating variable, in the effect of entrepreneurial educational support on entrepreneurial intention.

Although entrepreneurial intention has been researched in many literatures (Farooq et al., 2018; Mahmood et al., 2020; Travis, 2017), there is still a necessity of further empirical research to find out how the implementation of MBKM-entrepreneurship-based subjects that had been stipulated in 2020, can enhance the students' entrepreneurial intention through self-efficacy.

## THEORETICAL REVIEW

This research is based on Social Cognitive Theory to predict an individual's intention. Intention is a component of behavior that can be strengthened anytime. Bandura (1986) argued that there are three kinds of powers that interact each other, which are environment, behavior, and mind. The interaction among these three factors is called the triadic reciprocal determinism. SCT explained that a human being has cognitive ability that contributes to the process of motivation, affection, and action that will impact the individual's behavioral outcomes. SCT can be used to learn the students' entrepreneurial intention that may be affected by the interactions among environmental input, personal factors, and behavioral outcomes (Nwosu et al., 2022).



**Figure 1** Triadic Reciprocal Determinism Model

Source: Bandura (1986)

The causality and reciprocal relationship between personal factors and behavior reflects the interactions between confidence and intention toward behavior. This interactive relationship between personal factors and environment is cognitive ability developed by environmental impact that delivers information through modeling and social persuasion. Last, the relationship between behavioral and environmental factors is reciprocal. Behavior will determine which environmental effect is potential. The environmental effect in turn, will determine the form of developed behavior. The effect between factors may vary which depends on the activities of behavior, individual, and also a set of different situation (Bandura, 1986).

This research adapted the concept from Social Cognitive Theory by including environmental factors through the variables of entrepreneurial educational support, and personal factors through self-efficacy. In the context of behavioral results, this research used entrepreneurial intention variable. The focus of this research will be on the relationship between entrepreneurial educational support and entrepreneurial intention, with the role of mediating variable, which is entrepreneurial self-efficacy as the fundamental of analysis.

**Entrepreneurial intention.** Intention refers to an individual's readiness to perform certain action and is considered as the most consistent predictor of behavior. In the context of entrepreneurship, the general definition of entrepreneurial intention is a state of mind that directs and guides one's attention, experiences, actions, goal-setting, communication, commitment, organization, and various activities towards the execution of entrepreneurial

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behavior (Vamvaka et al., 2020). This phenomenon is supported by most literatures viewing entrepreneurial intention as the most accurate antecedent of entrepreneurship (Hoang et al., 2021). Measuring an individual's intention about what he/she will do, is better than observing an individual's character to find out his/her behavior. Entrepreneurial intention has an important role in adopting an individual's entrepreneurial behavior who wants to start a business. Entrepreneurial intention is expected to be the main and the strongest predictor to investigate the planned behavior of entrepreneurship, which starts from idea creation to business creation (Bignetti et al., 2021; Travis, 2017). Intention has been proven as a consistent indicator in measuring the entrepreneurial behavior to start a business (Bazkiaei et al., 2021). An individual may have the sufficient capability to be an entrepreneur, but such capability cannot directly affect the entrepreneurial behavior without intention (Shahzad et al., 2021).

Entrepreneurial intention reflects an individual's mind who is interested to start his/her own business instead of working for another employer. Entrepreneurial intention is the confidence realized and acknowledged by such individual to develop a business and consciously will manage it in the future (Soria-Barreto et al., 2017). Entrepreneurial intention is the beginning process of a set of business establishment process in long-run (Ikhtiangung & Soedihono, 2018). An individual with knowledge, skills, and capital, cannot utilize his/her own potency without entrepreneurial intention (Ordu, 2019). The existence of entrepreneurial intention will direct an individual's mind to attention, experience, and action, in order to establish and form a business concept (Awotoye & Singh, 2018). Hence, entrepreneurial intention needs to be formed from the beginning so that the idea to start a business can happen in the reality (Mamun et al., 2017).

**Entrepreneurial education.** Entrepreneurial education is a set of individual's knowledge given by HEI related to entrepreneurial ability including the ability to detect business opportunity, thus can enhance the entrepreneurial confidence (Soria-Barreto et al., 2017). Entrepreneurship education imparts theoretical knowledge related to entrepreneurship. It also practically encourages students to engage directly in entrepreneurial activities by applying the knowledge they have acquired at the university (Alshebami et al., 2020). According to S. M. Wang et al. (2019) entrepreneurial education is a method in which students are equipped with the knowledge about general business knowledge areas include economic, political, regulatory, legal, technological, management, financial, marketing, accounting, production/ operations, supply chains, group and individual behaviors as well as the skills to identify the opportunity. In addition to theory, entrepreneurship education also fosters competencies among students, such as leadership, communication skills, presentation, planning and organizing, decision-making, delegation and control, and also leadership.

HEIs can play an important role in providing entrepreneurial program in order to embed the entrepreneurial way of thinking in the future. Academic support in form of entrepreneurial education is needed as a learning model to enhance the competence and build the entrepreneurial spirit among the students. The learning model should be arranged so that the students can have the experience to develop their entrepreneurial capability and achieve their competence (Ikhtiangung & Soedihono, 2018). Students should be fully support with entrepreneurial education to make them conduct their entrepreneurial activities professionally along with lower risk. Therefore, the curriculum should be updated in order to have stronger impact on students' tendency to perform the entrepreneurship (Shahverdi et al., 2018).

In the rapidly-competitive business world, the role of entrepreneurial education is highly important in growing the entrepreneurial spirit among university graduates in the

future. Entrepreneurial education can affect an individual's career choice that enables him/her to start his/her own business (Baubonienė et al., 2018). The learning process related to all entrepreneurial activities performed by HEIs to their students, will form a more-creative way of thinking among them in arranging their business plans (Bazkiaei et al., 2021).

**Self-efficacy.** Self-efficacy is the main component in Social Cognitive Theory that encourages an individual's will to perform a task, in order to achieve his/her expectation (Nwosu et al., 2022). Self-efficacy is an individual's confidence to conduct certain behavior based on his/her level of ability to do so (Alim & Dil, 2022). If an individual is confident in his/her own ability to conduct certain behavior, then such individual will be interested to be involved in it. An individual who has achieved better performance in a task, will encourage his/her self-efficacy to grow higher, and vice versa, an individual with low self-efficacy will ignore a task due to the fear of failure (Kundu, 2020). Specifically, self-efficacy is related to the trust and confidence of an individual regarding his/her ability to perform, thus will affect the cognitive level, which can impact the efforts and diligence in facing the challenge coming from the decision related to the action that will be performed (Hoang et al., 2021).

According to the entrepreneurial conceptualization, self-efficacy can be defined as how far an individual perceives his/her own skill and ability to perform the role and task as an entrepreneur (Aga & Singh, 2022). This phenomenon includes an individual's confidence in his/her personal ability to organize and run a business. Self-efficacy can help an entrepreneur identify new opportunity and behave proactively due to self-confidence in facing the challenge, management capability, and the courage to take the risk (Hoang et al., 2021).

**Entrepreneurial educational support and self-efficacy.** The support from entrepreneurial education will provide opportunity to students to start the entrepreneurial activities, thus can enhance their self-efficacy through their achievements (Hoang et al., 2021). Entrepreneurship education will assist in the social cognition of individuals, thus influencing entrepreneurial mindset and actions to become more directed, logical, and significant. Consequently, increasing knowledge about entrepreneurship will enhance someone's entrepreneurial self-efficacy (Jiatong et al., 2021). Psychologically, individuals will avoid a task if they feel that they do not have sufficient knowledge to perform it. On the opposite, individuals will have higher self-efficacy if they possess relevant knowledge and skills to perform the task (Yousaf et al., 2020). Entrepreneurial training will have positive impact on individuals' perception on how they can start new businesses. In this case, Entrepreneurial education can support the development of entrepreneurial knowledge and skills, so that self-efficacy will increase gradually and significantly (Puni et al., 2018). L. Wu et al. (2022) revealed a significant impact of formal learning on entrepreneurial self-efficacy. Thus, entrepreneurial education can play an important role in developing entrepreneurial self-efficacy.

**H1:** Entrepreneurial educational support positively and significantly affects entrepreneurial self-efficacy.

**Self-efficacy and entrepreneurial intention.** Self-efficacy is the most important antecedent in forming entrepreneurial intention. This phenomenon refers to an individual's confidence toward the ease or difficulty experienced when performing entrepreneurial activities (Vamvaka et al., 2020). Such confidence on self-capability to organize and perform an entrepreneurial project can affect an individual's confidence to

start a business. The better the individual's perception on self-efficacy toward entrepreneurship is, the stronger the individual's entrepreneurial intention will be to start a business (Bazkiaei et al., 2021; Nguyen, 2017; Zewudu & Alamnie, 2017). Individuals intending to start a business are strongly influenced by their beliefs in the abilities required to initiate a new venture creation and their confidence in their ability to successfully establish it (Ebewo et al., 2017). Students who already have entrepreneurial education may develop their entrepreneurial self-efficacy greater. Students will develop strong confidence in overcoming the challenges related to entrepreneurship (Nwosu et al., 2022). Otache (2019) found that self-efficacy positively impacts entrepreneurial intention among the students who have undergone entrepreneurial education.

**H2:** Entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention.

**Entrepreneurial educational support and entrepreneurial intention.**

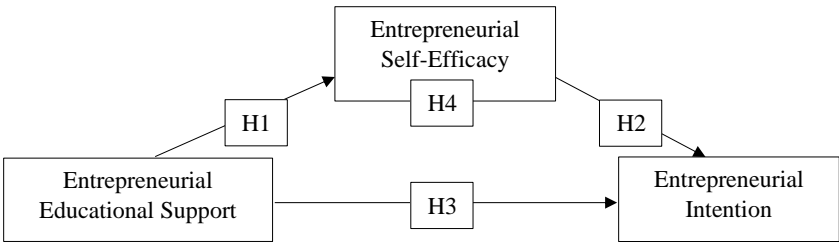
Entrepreneurial education has a significant role in promoting entrepreneurial intention. Entrepreneurial education has provided a lot of dedication to enhance the necessity of an individual's entrepreneurship in forming the attitude, behavior, way of thinking, and the intention to be an entrepreneur (Alshebami et al., 2020). Therefore, if entrepreneurial education can be provided effectively, it will encourage the students to be entrepreneurs (Bazkiaei et al., 2021). Entrepreneurship education is a significant predictor of entrepreneurial intention, as it encompasses two theories, namely the human capital theory and the self-efficacy theory. The integration of these theories explains that individuals will acquire skills and knowledge that can encourage entrepreneurial behavior (Anwar et al., 2022). Entrepreneurial education can enhance entrepreneurial intention even for the students with non-business educational background. The knowledge and skills about entrepreneurship delivered to students in forms of theory and practice will help and motivate them to start new businesses (Yousaf et al., 2020). Students who have greater knowledge on entrepreneurship will show higher intention to start their businesses (Brush et al., 2017). Soria-Barreto et al. (2017) stated that there is a strong relationship between entrepreneurial education and entrepreneurial intention.

**H3:** Entrepreneurial education positively and significantly affects entrepreneurial intention.

**The mediating role of self-efficacy in the relationship between entrepreneurial educational support and entrepreneurial intention.** Entrepreneurial education can help develop the skills and positive attitudes toward entrepreneurial activities (Puni et al., 2018). This phenomenon can increase an individual's perception on his/her own ability, which finally can affect self-efficacy (Zhang et al., 2019). Many researches have introduced self-efficacy as a mediator in the relationship between entrepreneurial education and entrepreneurial intention (Nwosu et al., 2022; Puni et al., 2018). Entrepreneurial self-efficacy can strengthen entrepreneurial intention, so that in the future, this can be a predictor of an individual's career choice. Jiatong et al. (2021) revealed that with the presence of self-efficacy as a mediator, entrepreneurship education becomes more influential on entrepreneurial intention. An individual with high self-efficacy toward his/her ability may be able to achieve higher goals, as well as experiencing the benefits, social acknowledgement, and personal satisfaction (Nwosu et al., 2022). Self-efficacy helps the students consider themselves that they can perform entrepreneurial activities which leads to entrepreneurial intention.

**H4:** Entrepreneurial self-efficacy mediates the relationship between entrepreneurial educational support and entrepreneurial intention.

The hypotheses in this research can be seen in the research model as shown in **Figure 2**. This research model shows that entrepreneurial educational support can increase entrepreneurial self-efficacy (H1) and entrepreneurial intention (H3). This model also shows the positive impact of entrepreneurial self-efficacy on entrepreneurial intention (H2), as well as the role of self-efficacy as a mediator between entrepreneurial educational support and entrepreneurial intention (H4).



**Figure 2.** Research Model  
Source: Author's Personal Conception (2023)

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**METHODS**

This research is descriptive research covering the quantitative data analysis. In addition, this research used cross-sectional data, in which data was collected only once during a certain period in order to answer the research question (Sekaran & Bougie, 2020).

The population in this research was active students studying in universities located in Jakarta and Bandung City. Samples were taken through purposive sampling technique with the qualification of respondents who were active students undergoing the entrepreneurial MBKM curriculum. Data was collected by distributing questionnaires and finally 300 samples that met the qualifications were acquired.

In arranging the questionnaire, there were 17 items of statements referring to previous studies. The details of each indicator in each variable can be seen in Table 1. Each statement is measured by 5-point Likert-scale, in which: 1 means Really Disagree; 2 means Disagree; 3 means Neutral; 4 means Agree; and 5 means Really Agree.

The acquired data was then analyzed using PLS-SEM (Partial Least Square-Structural Equation Modelling) in order to test the model stated in research design. PLS-SEM is a SEM statistics modeling technique based on variance to perform inter-construct prediction, which is measured by several indicators indirectly (Hair et al., 2021). There are several reasons that become the basic consideration to use PLS-SEM in testing the hypotheses, such as no strong assumptions needed regarding data distribution, sample size, and measurement scale. This phenomenon needs special attention, because the collection of survey data is often not normally-distributed. Second, related to small sample-size, PLS-SEM possesses higher statistical power. Last, PLS-SEM is a suitable method to analyze multivariate regression due to the existence of error-free measurement between latent variable and indicators, as well as between latent variables (Hair et al., 2021). In performing data analysis, the software of SmartPLS version 4 was used.



Table 1 explain variables and indicators has been used for the research. From Table 1 known 7 indicators to measure entrepreneurial educational support were adopted from (Ordu, 2019); 5 indicators to measure self-efficacy were adopted from Puni et al. (2018); and then 5 indicators to measure entrepreneurial intention were adopted from Bacq & Alt (2018).

**Table 1. Variables and Indicators**

Variable	Indicator	Code
Entrepreneurial Educational Support	1. HEIs provide curriculum that supports entrepreneurial knowledge and skills.	ES1
	2. HEIs deliver the knowledge to develop business idea into business plan.	ES2
	3. I have a chance to present my business idea.	ES3
	4. I have a chance to envision my business idea.	ES4
	5. HEIs provide the support to participate in various competitions related to entrepreneurship.	ES5
	6. HEIs organize the seminars or workshops which invite successful entrepreneurs.	ES6
	7. HEIs provide the facilities that support entrepreneurial activities.	ES7
Entrepreneurial Self-Efficacy	1. I believe that I can contribute to community through entrepreneurship.	EE1
	2. I can identify business opportunity.	EE2
	3. I understand the right practice to run a business.	EE3
	4. I can always think creatively.	EE4
	5. I believe that I can build a business.	EE5
Entrepreneurial Intention	1. I am ready to start a business.	EI1
	2. I will try hard to run my own business.	EI2
	3. I plan to start a business shortly.	EI3
	4. I have a serious thinking to start a business.	EI4
	5. My professional goal is to be an entrepreneur.	EI5

Source: Adopted from previous research

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The respondents' characteristics can be seen in **Table 2**. The respondents' descriptive statistics indicates that 57.667 percent of respondents is male students and 42.333 percent is female students. As much as 66.667 percent of respondents was studying in Jakarta and 33.333 percent was studying in Bandung. As much as 46.667 percent of respondents had economic-and-business educational background, while the remaining 53.333 percent had non-economic-and-business educational background. Most respondents aged between 19<sup>+</sup> to 20 years old, which was 44 percent. Last, 61 percent of respondents had family background in the field of entrepreneurship, while the remaining 39 percent came from non-entrepreneurship family background.

**Table 2. Respondents' Demographic**

	Frequency	Percentage
<b>Gender</b>		
Male	173	57.667
Female	127	42.333
<b>University Origin</b>		
Jakarta	200	66.667
Bandung	100	33.333

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<b>Educational Background</b>		
Economic and Business	140	46.667
Non Economic and Business	160	53.333
<b>Age</b>		
Over 21 years old	28	9.333
20+ to 21 years old	43	14.333
19+ to 20 years old	132	44.000
18 to 19 years old	97	32.333
<b>Family Background in Entrepreneurship</b>		
Yes	183	61
No	117	39

Source: Generated from 300 Respondents (2023)

## RESULTS

Data collected in this research was then analyzed by using Partial Least Square-Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS version 4 software. Data analysis in PLS-SEM was divided into outer model including validity and reliability tests and inner model to acquire the results of hypotheses tests.

Sekaran & Bougie (2020) explained that validity is a tool to test how well a research instrument is measured in certain concept. Moreover, reliability is a measurement that shows how far the measurement can be performed consistently without bias.

Convergent validity was tested by using outer-loadings and Average Variance Extracted (AVE). The measurement of indicator-loading must have the minimum value of 0.700 (Hair et al., 2021) and Average Variance Extracted (AVE) must be greater than 0.500 for the indicators to be valid (Hair et al., 2019). Discriminant validity was tested by using Heterotrait-Monotrait Ratio (HTMT) and Fornell-Larcker criterion. HTMT must be less than 0.900 and the assumption of Fornell-Larcker criterion uses square root of AVE generated by its own construct, that must be greater than those of other constructs, which means that the diagonal value must be greater (Hair et al., 2019).

Reliability analysis used Cronbach's Alpha ( $\alpha$ ) and the composite reliability (CR). An indicator is considered reliable if the value is greater than 0.600 to 0.700. However, if the value reaches 0.800 to 0.900, then the research variable is considered very good and reliable (Hair et al., 2019). The results of outer-model can be seen in **Table 3** and **4**.

**Table 3.** The Results of Convergent Validity and Reliability Analysis

Variable	Indicator	AVE	Outer Loadings	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)
Entrepreneurial Educational Support	ES1	0.655	0.837	0.868	0.878	0.904
	ES2		0.858			
	ES3		0.819			
	ES4		0.741			
	ES5		0.785			
Self-Efficacy	EE1	0.680	0.795	0.843	0.846	0.894
	EE2		0.843			
	EE3		0.836			
	EE4		0.822			

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<b>Entrepreneurial Intention</b>	<b>EI1</b>		0.748			
	<b>EI2</b>		0.852			
	<b>EI3</b>	0.620	0.794	0.846	0.852	0.890
	<b>EI4</b>		0.702			
	<b>EI5</b>		0.831			

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 3**, it can be concluded that these variables do not have any problem related to their validity and reliability. Based on the calculations, this research has met the criteria for convergent validity and reliability, as it has produced outer loadings above 0.700 and AVE above 0.500. Similarly, the reliability measurements have resulted in Cronbach's alpha, composite reliability rho\_a, and rho\_c above 0.800, indicating very good and reliable results.

**Table 4.** The Results of HTMT Test

<b>Variable</b>	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy			
Entrepreneurial Intention	0.668		
Entrepreneurial Educational Support	0.586	0.666	

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 4**, it can be concluded that in terms of discriminant validity, each variable has a Heterotrait-Monotrait Ratio (HTMT) value less than 0.900. The variables in this research have passed the test of discriminant validity through Heterotrait-Monotrait Ratio (HTMT) test.

**Table 5.** The Results of Discriminant Validity Analysis

<b>Variable</b>	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy	<b>0.824</b>	-	-
Entrepreneurial Intention	0.548	<b>0.787</b>	
Entrepreneurial Educational Support	0.476	0.568	<b>0.809</b>

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 5**, it can be concluded that based on the Fornell-Larcker criterion, the square root of the AVE for each construct is greater than that of other constructs. Therefore, the variables in this research have passed the test of discriminant validity through Fornell-Larcker criterion test.

Therefore, the next step can be performed, which is the inner-model analysis. According to Hair et al. (2020) inner-model analysis aims to reveal the relationship between variables contained in the research. There are several analyses that can be used in inner-model (structural model) analysis, which are: coefficient of determination ( $R^2$ ) test, predictive relevance ( $Q^2$ ) test, effect-size ( $f^2$ ) test, path-coefficients test, hypothesis test, and mediation test. The results of coefficient of determination ( $R^2$ ) test can be seen in **Tabel 6** below.

**Table 6.** Coefficient of Determination ( $R^2$ )

Variable	$R^2$
Self-Efficacy	0.227
Entrepreneurial Intention	0.423

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of Coefficient of Determination ( $R^2$ ) analysis in **Table 6**, the result of coefficient of determination ( $R^2$ ) test shows that the  $R^2$  value of self-efficacy is 0.227. This means that as much as 22.700 percent variation of self-efficacy can be explained by entrepreneurial educational support, and the remaining 77.300 percent is explained by other variables out of the scope of this research. Next, the  $R^2$  value of entrepreneurial intention is 0.423, which means that as much as 42.300 percent variation of entrepreneurial intention can be explained by entrepreneurial educational support and self-efficacy, while the remaining 57.700 percent is explained other variables out of the scope of this research. The value of  $R^2$  relies upon its underlying rule of thumb, with 0.67, 0.33, and 0.19 representing the strong, moderate, and weak levels of the endogenous construct (Fauzi, 2022). Based on such categorization, it can be concluded that the entrepreneurial educational support has weak to moderate capability in explaining the entrepreneurial self-efficacy. However, the effect of entrepreneurial educational support and self-efficacy have moderate capability in explaining the entrepreneurial intention.

**Table 7.** Predictive Relevance ( $Q^2$ )

Variable	$Q^2$
Self-Efficacy	0.147
Entrepreneurial Intention	0.253

Source: Data Processed by Using SmartPLS Version 4 (2023)

Fauzi (2022) stated that there are three criteria to conclude the value of predictive relevance, which are: 1) If the value of  $Q^2$  is between 0.020 and 0.140, then the construct has small effect-size; 2) If  $Q^2$  is between 0.150 and 0.340, then the construct has medium effect-size; and 3) If  $Q^2$  is greater than 0.350, then the construct has large effect-size. Based on the results of Predictive Relevance ( $Q^2$ ) analysis in **Table 7**, the  $Q^2$  of self-efficacy and entrepreneurial intention are 0.147 and 0.253. This means that the constructs have medium effect-size as research measurements.

**Table 8.** *Effect Size* ( $f^2$ )

	<i>Effect Size</i> ( $f^2$ )	Description
Entrepreneurial Educational Support => Self-Efficacy	0.293	Medium Effect
Entrepreneurial Self-Efficacy => Entrepreneurial Intention	0.172	Medium Effect
Entrepreneurial Educational Support => Entrepreneurial Intention	0.212	Medium Effect

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on **Table 8**, the three variables have medium effect. This suits the reference from (Hair et al., 2021), in which the value more than 0.150 represents the effects of medium.

According to (Hair et al., 2019), bootstrapping can be used to conduct the hypothesis test. If the t-statistics is greater than 1.960 or p-values less than 0.050, then the hypothesis is accepted. On contrary, if the t-statistics is less than 1.960 or p-values greater than 0.050, then the hypothesis is rejected. The result of bootstrapping method used in hypotheses testing in this research is displayed in **Table 9**.

**Table 9.** The Results of Path Analysis and Significance Tests

	Hypothesis	Path Coeff.	t-stats	p-values	Result
H1	Entrepreneurial Education → Self-Efficacy	0.476	8.998	0.000	Significant
H2	Self-Efficacy → Entrepreneurial Intention	0.359	5.497	0.000	Significant
H3	Entrepreneurial Education → Entrepreneurial Intention	0.397	6.493	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on **Table 9**, it can be known that the first hypothesis, stating that there is a positive and significant effect of entrepreneurial educational support on self-efficacy, can be accepted ( $\beta$  of 0.476 and  $p$  lower than 0.050). This result can be empirical evidence to support H1. Next, the second hypothesis (H2) is also accepted ( $\beta$  of 0.359 and  $p$  lower than 0.050). This means that self-efficacy positively and significantly affects entrepreneurial intention. Last, the third hypothesis is also accepted ( $\beta$  of 0.397 and  $p$  lower than 0.050), which means that entrepreneurial educational support positively and significantly affects entrepreneurial intention.

**Table 10.** The Result of Mediation Test

	Hypothesis	Path Coeff.	t-stats	p-values	Result
H4	Entrepreneurial Education → Self-Efficacy → Entrepreneurial Intention	0.171	4.507	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

Next, **Table 10** shows the result of mediation test. Based on **Table 10**, the fourth hypothesis statistically can be accepted ( $\beta$  of 0.171 and  $p$  lower than 0.050), which means that self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. In this research, self-efficacy can mediate partially, because it can be known that the effect of exogenous variable on endogenous variable (direct effect) is significant, and the effect of exogenous variable on endogenous variable through mediation (indirect effect) is also significant (Hair et al., 2019).

The conclusion of all hypotheses testing is summarized in **Table 11**. Based on the summary, it is explained that the research have accepted the four formulated hypotheses. These are: entrepreneurial education has a positive and significant influence on self-efficacy, self-efficacy has a positive and significant effect on entrepreneurial intention, entrepreneurial education has a positive and significant effect on entrepreneurial

intention, and finally, self-efficacy significantly mediates the effect of entrepreneurial education on entrepreneurial intention.

**Table 11.** The Summary of Hypotheses Testing Results

	Hypothesis	Result
H1	Entrepreneurial Education → Self-Efficacy	Accepted
H2	Self-Efficacy → Entrepreneurial Intention	Accepted
H3	Entrepreneurial Education → Entrepreneurial Intention	Accepted
H4	Entrepreneurial Education → Self-Efficacy → Entrepreneurial Intention	Accepted

Source: Data Processed by Authors (2023)

## DISCUSSION

The findings of this research have proven that entrepreneurial educational support and entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention. This research also proves that entrepreneurial self-efficacy can mediate the effect of MBKM-based entrepreneurial educational support on entrepreneurial intention among the students actively studying in universities in Jakarta and Bandung City.

The first hypothesis, which states that entrepreneurial educational positively and significantly affects entrepreneurial self-efficacy, is empirically supported by the result of this research. This result has similarity with those of previous studies (Anwar et al., 2022; Puni et al., 2018; Yousaf et al., 2020). This finding proves that whenever a student is given knowledge and skills, they will have self-confidence to be successful in the field of entrepreneurship. Entrepreneurial education is considered as one of important resources that can encourage the student's confidence to overcome the fear of failure when starting a business. Self-efficacy plays greater role in enhancing entrepreneurial intention whenever there is an accurate and sufficient entrepreneurial educational program (Hassan et al., 2020). In this case, MBKM entrepreneurial curriculum is expected to enhance the students' self-efficacy to perform entrepreneurial activities.

Moreover, the second hypothesis in this research states that self-efficacy can increase entrepreneurial intention. This hypothesis can be accepted, which means that self-efficacy positively and significantly affects entrepreneurial intention. This result is in line with those of previous researches conducted by (Bazkiaei et al., 2021; Shahverdi et al., 2018; Zewudu & Alamnie, 2017). Self-efficacy is an influential factor in explaining an individual's intention to behave. A strong self-efficacy will create a tendency for the students to be more confident. Having confidence to the possessed abilities, a student will deliver more efforts to develop his/her business plan. An individual, who has positive perception of his/her competence on entrepreneurship, will feel more confident to perform entrepreneurial activities (Puni et al., 2018).

Based on the result of the third hypothesis test, entrepreneurial educational support positively and significantly affects entrepreneurial intention. This is in line with several previous researches (Alshebami et al., 2020; Bazkiaei et al., 2021; Puni et al., 2018) stating that the implementation of entrepreneurial education provides basic knowledge related to entrepreneurship, that can enhance an individual's knowledge and abilities to perform entrepreneurship, which finally encourages such individual's will to get involved in entrepreneurial activities. Entrepreneurial education has an important role in inspiring the students to perform the entrepreneurship (Bazkiaei et al., 2021). HEIs can help

develop the students' entrepreneurial potency, of which one of them, is by implementing the MBKM entrepreneurial curriculum in order to fulfil their needs. An individual with greater knowledge, skills, and competence, can build greater entrepreneurial attitudes. Providing the opportunities to the students to explore about entrepreneurship during their study in HEI, can develop their skills and abilities to identify business opportunities, and makes them familiar with creative thinking, thus the will and idea to create new business can appear.

This research also empirically supports the fourth hypothesis, which states that entrepreneurial self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. Self-efficacy has an important mechanism that utilizes entrepreneurial education in entrepreneurial intention. This is in line with several research that have been conducted previously (Hoang et al., 2021; Jiatong et al., 2021; Yousaf et al., 2020). Entrepreneurial education is an important factor in exploring entrepreneurship and can also strengthen an individual's decision to perform entrepreneurial activities, if the element of self-efficacy is included (Shahab et al., 2019). This phenomenon shows that MBKM-based entrepreneurial education has facilitated the students to be more skillful to perform entrepreneurial activities, thus growing their attitudes and self-confidence, which finally can lead to higher self-efficacy. An individual with higher entrepreneurial self-efficacy will have greater entrepreneurial way of thinking, hence he/she will be more interested to perform entrepreneurial activities.

## CONCLUSION

This research aimed to reveal the impact of MBKM-based entrepreneurial curriculum implementation in predicting self-efficacy and entrepreneurial intention among the students in HEIs in Jakarta and Bandung City. The research related to entrepreneurial intention becomes important nowadays, because individuals who have entrepreneurial intention have higher tendency to start their own business. This research's results contribute to the existing literature studies regarding the role of entrepreneurial education. Specifically, the implementation of MBKM entrepreneurial curriculum has proven to have positive and significant impact in increasing the entrepreneurial intention among the students.

Besides, this research also proves that entrepreneurial education positively and significantly affects entrepreneurial self-efficacy among the students. Entrepreneurial education is perceived to be able to increase an individual's self-confidence and faith in entrepreneurial context, which finally can increase his/her entrepreneurial intention.

This research also proves that entrepreneurial self-efficacy also positively and significantly affects entrepreneurial intention. Students who have positive perception on their capabilities, will feel more confident in performing entrepreneurial activities. Therefore, the development of students' self-efficacy in forms of knowledge and skills in the field of entrepreneurship, becomes an important aspect to be paid attention to.

Entrepreneurial self-efficacy can mediate the effect of entrepreneurial educational support on entrepreneurial intention. This research provides the information about the importance of developing the student's entrepreneurial self-efficacy through the implementation of entrepreneurship learning, thus can increase their intention to be entrepreneurs in the future.

Based on the findings in this research, several practical suggestions can be provided. This research has proven that entrepreneurial educational support plays an important role in increasing the students' capabilities and competences. The entrepreneurial teaching method should not be limited to class-lecturing only, but also be able to deliver field

competence to the students through entrepreneurial practices and internship. Basic facility support to the students in forms of business incubation provided by university, can help them start their own entrepreneurial activities. The students' entrepreneurial interest will help build their entrepreneurial behavior so that HEIs can generate their graduates who can create job opportunities rather than seeking for the jobs. This phenomenon is expected to provide positive contribution to solve the problems of unemployment and lead to the growth of Indonesian economic.

In order to generate greater results, next research should consider the use of larger sample size in order to better predict the impact of the implementation of MBKM-based entrepreneurial curriculum on entrepreneurial intention among the students in Indonesia in general.

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## ACKNOWLEDGEMENTS

Author would like to express deep gratitude to The General Directorate of Higher Education, Research, and Technology - The Ministry of Education, Culture, Research, and Technology -The Republic of Indonesia, for the year 2023 (Number: 1438/LL3/AL.04/2023) and The Institute of Research and Community Engagement (LPPM) of Universitas Tarumanagara, due to financial support for conducting this research as well as for publishing this scientific article.

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Messages	
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<p>Thank you for your revision. But, we still found some mistakes, especially your reference and article page. Please repair it. We await your article after revision by at least October 24, 2023. We will be forced to reject it if we do not receive it by the due date.</p> <p> <a href="#">Review Editor_JM 1760_1.docx</a></p>	<p>ecoadmin 2023-10-17 11:11 AM</p>
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## Empowering Entrepreneurial Intentions: Educational Support and Self-Efficacy in MBKM Context

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**Abstract:** Realizing the importance of entrepreneurship for Indonesia's development, Indonesian government keeps trying to increase the entrepreneurship ratio, of which one of them is by launching "Merdeka Belajar-Kampus Merdeka (MBKM)" policy in order to encourage the development of students' entrepreneurial intention. This research aimed to empirically test the impact of MBKM-based entrepreneurial educational support on entrepreneurial self-efficacy, and entrepreneurial intention through self-efficacy. Data was collected from 300 students of HEIs in Jakarta and Bandung. Data was processed by using PLS-SEM. The findings confirm that entrepreneurial educational support significantly and positively predicts both entrepreneurial self-efficacy and intention. Moreover, the study validates that entrepreneurial self-efficacy serves as a mediator between entrepreneurial educational support and intention. This research is expected to be a guidance for educators and policy-makers to have better understanding about the factors that form the students' entrepreneurial intention, which can contribute to the growth of Indonesian economic.

**Keywords:** Entrepreneurial Education, Entrepreneurial Self-Efficacy, Entrepreneurial Intention, Entrepreneurial MBKM Program.

**Abstrak:** Menyadari pentingnya kewirausahaan bagi pembangunan Indonesia, maka Pemerintah terus berupaya untuk meningkatkan rasio kewirausahaan yang salah satunya dengan meluncurkan kebijakan Merdeka Belajar-Kampus Merdeka (MBKM) untuk diterapkan di Perguruan Tinggi. Penelitian ini bertujuan untuk menguji secara empiris dukungan pendidikan kewirausahaan berbasis MBKM terhadap efikasi diri berwirausaha dan juga pengaruh pendidikan kewirausahaan terhadap intensi berwirausaha melalui efikasi diri. Data dikumpulkan pada 300 responden yang merupakan mahasiswa aktif di Jakarta dan Bandung. Data diolah menggunakan PLS-SEM dan diperoleh hasil dukungan pendidikan kewirausahaan dapat memprediksi secara positif dan signifikan efikasi diri berwirausaha dan juga intensi berwirausaha. Penelitian ini juga membuktikan bahwa efikasi diri berwirausaha mampu menjadi mediator antara dukungan pendidikan kewirausahaan terhadap intensi berwirausaha. Penelitian ini diharapkan dapat menjadi acuan para akademisi dan pembuat kebijakan untuk memiliki pemahaman yang lebih baik tentang faktor-faktor yang membentuk intensi berwirausaha mahasiswa guna berkontribusi pada kemajuan perekonomian Indonesia. intensi berwirausaha mahasiswa guna berkontribusi pada kemajuan perekonomian Indonesia.

**Kata kunci:** Pendidikan Kewirausahaan, Efikasi Diri Berwirausaha, Intensi Berwirausaha, MBKM Kewirausahaan

## INTRODUCTION

Indonesia is predicted to experience demography bonus during the years between 2025 to 2045. The peak of this demographic bonus will occur in the year 2030, with the number of productive workforces is approximately 70 percent of total population (Rusiana, 2021). The ratio of entrepreneurs prior to demography bonus, which especially origins from the younger generations, becomes important because it plays a role as job-creators (Saputra, 2022). In recent decades, entrepreneurship has already attracted attentions from academicians and public-policy makers, because it is considered as one among the key-factors that have positive impacts on economic growth (Hoang et al., 2021; Trongtorsak et al., 2021). The rate of entrepreneurial growth varies among countries, but the entrepreneurship ratio is believed to have a positive and significant impact on economic growth. This is evidenced by the economic facts of developed countries, which are a result of entrepreneurship (Zewudu & Alamnie, 2017).

Realizing the importance of this phenomenon, The Indonesian President has issued the Presidential Regulation Number 2 Year 2022 about The Development of National Entrepreneurship which aims to enhance the ratio of entrepreneurs to strengthen the national economic. This is because the level of entrepreneurship in Indonesia currently has not achieved the ideal number and is still low compared to those in surrounding countries (Sutrisno, 2022). As a developing country, Indonesia continues to campaign for the growth of entrepreneurs, especially among the youth. According to the Global Entrepreneurship Index (GEI) data, Indonesia is still ranked 94 out of 137 countries. This rank is significantly lower compared to Singapore (27), Brunei Darussalam (53), and Malaysia (58) (Kusumojanto et al., 2021).

Growing the spirit of entrepreneurs among the higher educational institution students becomes one of the efforts to prepare the Indonesian younger generations to welcome the era of demography bonus. The students with entrepreneurial spirit will be the triggers of entrepreneurial activities and job-creators in the future. Producing the graduates who are ready to perform such activities is highly necessary, because currently most students plan to start the entrepreneurship after having job experience (Soelaiman et al., 2022). Therefore, the synergy from various parties is needed in order to provide the educational system, facilities, as well as the right policy for this generation.

Higher Educational Institution (HEI) is considered as part of the educational system of entrepreneurial ecosystem which plays a vital role to reduce the obstacles in envisioning the entrepreneurial careers (Soria-Barreto et al., 2017). HEIs are demanded to be able to design and implement the innovative learning process so that students can achieve learning outcomes covering the aspects of attitude, knowledge, and skill optimally and relevantly. Indonesian government is making continuous efforts, including the revitalization of entrepreneurship education in HEIs has been envisioned in the beginning of 2020 by applying the policy of 'Merdeka Belajar-Kampus Merdeka (MBKM)' which encouraging the development of students' entrepreneurial intention by using relevant learning programs. This can be part of the solutions of the students' tendency to be job-seeker instead of job-creator (Soelaiman et al., 2022). This MBKM Program has similar paradigm to the link-and-match policy that prioritize field practice, so that through this program, the students' readiness (soft-skills and hard-skills) will be set when entering the workplace or when creating new jobs (Kodrat, 2021).

The Regulation from Ministry of Education and Culture Number 3 Year 2020 stating that entrepreneurship is part of MBKM programs that must be implemented by HEIs. Through the MBKM entrepreneurial program, students are given opportunities to express and develop entrepreneurial and business innovation spirit, thus can expand job fields in Indonesia. This is because students are part of educated communities, who are expected to open new job fields (Soelaiman et al., 2023). The learning model in MBKM Entrepreneurship is the curriculum of entrepreneurial education, which is performed systematically, starting from learning the theories in entrepreneurship, as well as arranging and presenting business plan, into real practice (Setyawati et al., 2021). This learning model aims to enhance the competence and build entrepreneurial spirit of the students. The experiential learning method has been proven effective as a framework to develop the learning-centered method and curriculum (Ikhtiangung & Soedihono, 2018). As a form of support to develop the students' entrepreneurial behavior, almost all HEIs have implemented entrepreneurial learning in the curriculum, which is converted into semester credit unit (Hia et al., 2022).

The students' entrepreneurial ecosystem starts from HEIs that provides academic support on forms of acceleration and incubation through entrepreneurial education (Yordanova et al, 2020). HEIs facilitates the development of entrepreneurial skills and



competences to enhance the students' entrepreneurial potency (Othman et al., 2020). Entrepreneurial education should be applied to prepare individuals starting their new businesses by integrating experience, skills, and knowledge (Bazkiaei et al., 2021). The entrepreneurial academic support provided by HEIs can be in forms of lecture materials, workshops, seminar, implementing the learning-by-doing curriculum, internship in startup business, and providing the opportunities to practice developing business plan (Sihwinarti et al., 2022). These kinds of supports from HEIs will strengthen the attitude toward entrepreneurship, subjective norms, and entrepreneurial self-efficacy, which finally will affect the entrepreneurial intention (Liu et al., 2022). Several previous researches stated that entrepreneurial education can be the most effective approach to entrepreneurial intention (Bazkiaei et al., 2021; Hoque et al., 2017).

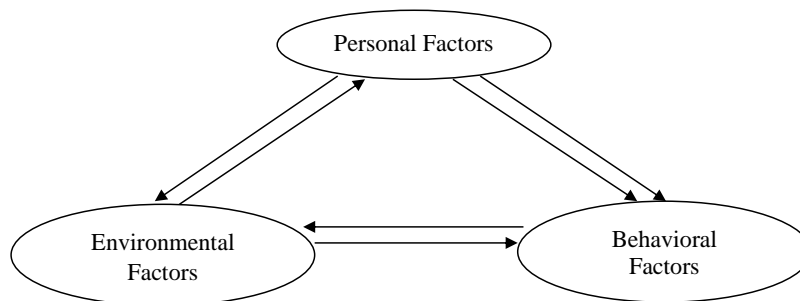
Entrepreneurial education provides opportunities to individuals to move forward in business strategies, by conducting feasibility studies and contributing in business realization leading to the growth of self-efficacy in such individuals (Yousaf et al., 2020). Self-efficacy is a individual's confidence in his/her own efforts to perform an action through the way of thinking and behaving in order to generate an outcome (Capron Puccio & Audrin, 2021). More specifically, entrepreneurial self-efficacy is a individual's confidence toward entrepreneurial ability by performing certain actions to achieve the goals (Lamanepa & Sidharta, 2019). Self-efficacy can shape an individual's identity, capabilities, creativity, and personal identity. Individuals with high self-efficacy in entrepreneurship can enhance innovation and creativity in business as they are capable of perceiving opportunities and prospects for new ideas in products. Someone with self-efficacy is able to utilize existing methods or tools as an appropriate problem-solving approach, as well as implement innovative ideas (Shahab et al., 2019). An individual will start entrepreneurial action whenever he/she has high confidence to involve in such opportunity (Bazkiaei et al., 2021). An individual having entrepreneurial self-efficacy has high confidence toward his/her own efforts to start and run the entrepreneurial business (L. Y. Wang & Huang, 2019). Individuals with high self-efficacy are often more capable to achieve the success in entrepreneurial business by taking advantage from the opportunities and their surrounding social environment (Travis, 2017). The higher the self-efficacy of an individual is, the higher the individual's intention will be to perform such behavior (Nguyen, 2017).

Several researches also show that entrepreneurial education also indirectly affects the entrepreneurial intention, thus it is suggested to use a mediation variable (Hoang et al., 2021). The research performed by Jiatong et al. (2021) revealed that the existence of self-efficacy can make the entrepreneurial education to have more significant impact on students' entrepreneurial intention. An individual's self-efficacy is highly sensitive to the indications obtained from entrepreneurship education. Entrepreneurship education, which offers students the opportunity to strategize in entrepreneurship and conduct feasibility studies, ultimately leads to the growth of self-efficacy in individuals. Self-efficacy is a key factor that can help entrepreneurs overcome challenges in the entrepreneurial process and has a significant influence on students' entrepreneurial intentions (Yousaf et al., 2020). Hence, this research aims to conduct further test about the existence of self-efficacy as a mediating variable, in the effect of entrepreneurial educational support on entrepreneurial intention.

Although entrepreneurial intention has been researched in many literatures (Farooq et al., 2018; Mahmood et al., 2020; Travis, 2017), there is still a necessity of further empirical research to find out how the implementation of MBKM-entrepreneurship-based subjects that had been stipulated in 2020, can enhance the students' entrepreneurial intention through self-efficacy.

## THEORETICAL REVIEW

This research is based on Social Cognitive Theory to predict an individual's intention. Intention is a component of behavior that can be strengthened anytime. Bandura (1986) argued that there are three kinds of powers that interact each other, which are environment, behavior, and mind. The interaction among these three factors is called the triadic reciprocal determinism. SCT explained that a human being has cognitive ability that contributes to the process of motivation, affection, and action that will impact the individual's behavioral outcomes. SCT can be used to learn the students' entrepreneurial intention that may be affected by the interactions among environmental input, personal factors, and behavioral outcomes (Nwosu et al., 2022).



**Figure 1** Triadic Reciprocal Determinism Model

Source: Bandura (1986)

The causality and reciprocal relationship between personal factors and behavior reflects the interactions between confidence and intention toward behavior. This interactive relationship between personal factors and environment is cognitive ability developed by environmental impact that delivers information through modeling and social persuasion. Last, the relationship between behavioral and environmental factors is reciprocal. Behavior will determine which environmental effect is potential. The environmental effect in turn, will determine the form of developed behavior. The effect between factors may vary which depends on the activities of behavior, individual, and also a set of different situation (Bandura, 1986).

This research adapted the concept from Social Cognitive Theory by including environmental factors through the variables of entrepreneurial educational support, and personal factors through self-efficacy. In the context of behavioral results, this research used entrepreneurial intention variable. The focus of this research will be on the relationship between entrepreneurial educational support and entrepreneurial intention, with the role of mediating variable, which is entrepreneurial self-efficacy as the fundamental of analysis.

**Entrepreneurial intention.** Intention refers to an individual's readiness to perform certain action and is considered as the most consistent predictor of behavior. In the context of entrepreneurship, the general definition of entrepreneurial intention is a state of mind that directs and guides one's attention, experiences, actions, goal-setting, communication, commitment, organization, and various activities towards the execution of entrepreneurial behavior (Vamvaka et al., 2020). This phenomenon is supported by most literatures

viewing entrepreneurial intention as the most accurate antecedent of entrepreneurship (Hoang et al., 2021). Measuring an individual's intention about what he/she will do, is better than observing an individual's character to find out his/her behavior. Entrepreneurial intention has an important role in adopting an individual's entrepreneurial behavior who wants to start a business. Entrepreneurial intention is expected to be the main and the strongest predictor to investigate the planned behavior of entrepreneurship, which starts from idea creation to business creation (Bignetti et al., 2021; Travis, 2017). Intention has been proven as a consistent indicator in measuring the entrepreneurial behavior to start a business (Bazkiaei et al., 2021). An individual may have the sufficient capability to be an entrepreneur, but such capability cannot directly affect the entrepreneurial behavior without intention (Shahzad et al., 2021).

Entrepreneurial intention reflects an individual's mind who is interested to start his/her own business instead of working for another employer. Entrepreneurial intention is the confidence realized and acknowledged by such individual to develop a business and consciously will manage it in the future (Soria-Barreto et al., 2017). Entrepreneurial intention is the beginning process of a set of business establishment process in long-run (Ikhtiangung & Soedihono, 2018). An individual with knowledge, skills, and capital, cannot utilize his/her own potency without entrepreneurial intention (Ordu, 2019). The existence of entrepreneurial intention will direct an individual's mind to attention, experience, and action, in order to establish and form a business concept (Awotoye & Singh, 2018). Hence, entrepreneurial intention needs to be formed from the beginning so that the idea to start a business can happen in the reality (Mamun et al., 2017).

**Entrepreneurial education.** Entrepreneurial education is a set of individual's knowledge given by HEI related to entrepreneurial ability including the ability to detect business opportunity, thus can enhance the entrepreneurial confidence (Soria-Barreto et al., 2017). Entrepreneurship education imparts theoretical knowledge related to entrepreneurship. It also practically encourages students to engage directly in entrepreneurial activities by applying the knowledge they have acquired at the university (Alshebami et al., 2020). According to S. M. Wang et al. (2019) entrepreneurial education is a method in which students are equipped with the knowledge about general business knowledge areas include economic, political, regulatory, legal, technological, management, financial, marketing, accounting, production/ operations, supply chains, group and individual behaviors as well as the skills to identify the opportunity. In addition to theory, entrepreneurship education also fosters competencies among students, such as leadership, communication skills, presentation, planning and organizing, decision-making, delegation and control, and also leadership.

HEIs can play an important role in providing entrepreneurial program in order to embed the entrepreneurial way of thinking in the future. Academic support in form of entrepreneurial education is needed as a learning model to enhance the competence and build the entrepreneurial spirit among the students. The learning model should be arranged so that the students can have the experience to develop their entrepreneurial capability and achieve their competence (Ikhtiangung & Soedihono, 2018). Students should be fully support with entrepreneurial education to make them conduct their entrepreneurial activities professionally along with lower risk. Therefore, the curriculum should be updated in order to have stronger impact on students' tendency to perform the entrepreneurship (Shahverdi et al., 2018).

In the rapidly-competitive business world, the role of entrepreneurial education is highly important in growing the entrepreneurial spirit among university graduates in the future. Entrepreneurial education can affect an individual's career choice that enables him/her to start his/her own business (Bauboniené et al., 2018). The learning process

related to all entrepreneurial activities performed by HEIs to their students, will form a more-creative way of thinking among them in arranging their business plans (Bazkiaei et al., 2021).

**Self-efficacy.** Self-efficacy is the main component in Social Cognitive Theory that encourages an individual's will to perform a task, in order to achieve his/her expectation (Nwosu et al., 2022). Self-efficacy is an individual's confidence to conduct certain behavior based on his/her level of ability to do so (Alim & Dil, 2022). If an individual is confident in his/her own ability to conduct certain behavior, then such individual will be interested to be involved in it. An individual who has achieved better performance in a task, will encourage his/her self-efficacy to grow higher, and vice versa, an individual with low self-efficacy will ignore a task due to the fear of failure (Kundu, 2020). Specifically, self-efficacy is related to the trust and confidence of an individual regarding his/her ability to perform, thus will affect the cognitive level, which can impact the efforts and diligence in facing the challenge coming from the decision related to the action that will be performed (Hoang et al., 2021).

According to the entrepreneurial conceptualization, self-efficacy can be defined as how far an individual perceives his/her own skill and ability to perform the role and task as an entrepreneur (Aga & Singh, 2022). This phenomenon includes an individual's confidence in his/her personal ability to organize and run a business. Self-efficacy can help an entrepreneur identify new opportunity and behave proactively due to self-confidence in facing the challenge, management capability, and the courage to take the risk (Hoang et al., 2021).

**Entrepreneurial educational support and self-efficacy.** The support from entrepreneurial education will provide opportunity to students to start the entrepreneurial activities, thus can enhance their self-efficacy through their achievements (Hoang et al., 2021). Entrepreneurship education will assist in the social cognition of individuals, thus influencing entrepreneurial mindset and actions to become more directed, logical, and significant. Consequently, increasing knowledge about entrepreneurship will enhance someone's entrepreneurial self-efficacy (Jiatong et al., 2021). Psychologically, individuals will avoid a task if they feel that they do not have sufficient knowledge to perform it. On the opposite, individuals will have higher self-efficacy if they possess relevant knowledge and skills to perform the task (Yousaf et al., 2020). Entrepreneurial training will have positive impact on individuals' perception on how they can start new businesses. In this case, Entrepreneurial education can support the development of entrepreneurial knowledge and skills, so that self-efficacy will increase gradually and significantly (Puni et al., 2018). L. Wu et al. (2022) revealed a significant impact of formal learning on entrepreneurial self-efficacy. Thus, entrepreneurial education can play an important role in developing entrepreneurial self-efficacy.

**H1:** Entrepreneurial educational support positively and significantly affects entrepreneurial self-efficacy.

**Self-efficacy and entrepreneurial intention.** Self-efficacy is the most important antecedent in forming entrepreneurial intention. This phenomenon refers to an individual's confidence toward the ease or difficulty experienced when performing entrepreneurial activities (Vamvaka et al., 2020). Such confidence on self-capability to organize and perform an entrepreneurial project can affect an individual's confidence to start a business. The better the individual's perception on self-efficacy toward entrepreneurship is, the stronger the individual's entrepreneurial intention will be to start a business (Bazkiaei et al., 2021; Nguyen, 2017; Zewudu & Alamnie, 2017). Individuals intending to start a business are strongly influenced by their beliefs in the abilities

required to initiate a new venture creation and their confidence in their ability to successfully establish it (Ebewo et al., 2017). Students who already have entrepreneurial education may develop their entrepreneurial self-efficacy greater. Students will develop strong confidence in overcoming the challenges related to entrepreneurship (Nwosu et al., 2022). Otache (2019) found that self-efficacy positively impacts entrepreneurial intention among the students who have undergone entrepreneurial education.

**H2:** Entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention.

**Entrepreneurial educational support and entrepreneurial intention.**

Entrepreneurial education has a significant role in promoting entrepreneurial intention. Entrepreneurial education has provided a lot of dedication to enhance the necessity of an individual's entrepreneurship in forming the attitude, behavior, way of thinking, and the intention to be an entrepreneur (Alshebami et al., 2020). Therefore, if entrepreneurial education can be provided effectively, it will encourage the students to be entrepreneurs (Bazkiaei et al., 2021). Entrepreneurship education is a significant predictor of entrepreneurial intention, as it encompasses two theories, namely the human capital theory and the self-efficacy theory. The integration of these theories explains that individuals will acquire skills and knowledge that can encourage entrepreneurial behavior (Anwar et al., 2022). Entrepreneurial education can enhance entrepreneurial intention even for the students with non-business educational background. The knowledge and skills about entrepreneurship delivered to students in forms of theory and practice will help and motivate them to start new businesses (Yousaf et al., 2020). Students who have greater knowledge on entrepreneurship will show higher intention to start their businesses (Brush et al., 2017). Soria-Barreto et al. (2017) stated that there is a strong relationship between entrepreneurial education and entrepreneurial intention.

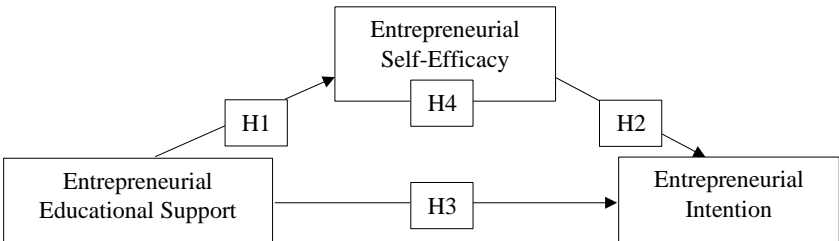
**H3:** Entrepreneurial education positively and significantly affects entrepreneurial intention.

**The mediating role of self-efficacy in the relationship between entrepreneurial educational support and entrepreneurial intention.** Entrepreneurial education can help develop the skills and positive attitudes toward entrepreneurial activities (Puni et al., 2018). This phenomenon can increase an individual's perception on his/her own ability, which finally can affect self-efficacy (Zhang et al., 2019). Many researches have introduced self-efficacy as a mediator in the relationship between entrepreneurial education and entrepreneurial intention (Nwosu et al., 2022; Puni et al., 2018). Entrepreneurial self-efficacy can strengthen entrepreneurial intention, so that in the future, this can be a predictor of an individual's career choice. Jiatong et al. (2021) revealed that with the presence of self-efficacy as a mediator, entrepreneurship education becomes more influential on entrepreneurial intention. An individual with high self-efficacy toward his/her ability may be able to achieve higher goals, as well as experiencing the benefits, social acknowledgement, and personal satisfaction (Nwosu et al., 2022). Self-efficacy helps the students consider themselves that they can perform entrepreneurial activities which leads to entrepreneurial intention.

**H4:** Entrepreneurial self-efficacy mediates the relationship between entrepreneurial educational support and entrepreneurial intention.

The hypotheses in this research can be seen in the research model as shown in **Figure 2**. This research model shows that entrepreneurial educational support can

increase entrepreneurial self-efficacy (H1) and entrepreneurial intention (H3). This model also shows the positive impact of entrepreneurial self-efficacy on entrepreneurial intention (H3), as well as the role of self-efficacy as a mediator between entrepreneurial educational support and entrepreneurial intention (H4).



**Figure 2.** Research Model  
Source: Author’s Personal Conception (2023)

**METHODS**

This research is descriptive research covering the quantitative data analysis. In addition, this research used cross-sectional data, in which data was collected only once during a certain period in order to answer the research question (Sekaran & Bougie, 2020).

The population in this research was active students studying in universities located in Jakarta and Bandung City. Samples were taken through purposive sampling technique with the qualification of respondents who were active students undergoing the entrepreneurial MBKM curriculum. Data was collected by distributing questionnaires and finally 300 samples that met the qualifications were acquired.

In arranging the questionnaire, there were 17 items of statements referring to previous studies. The details of each indicator in each variable can be seen in Table 1. Each statement is measured by 5-point Likert-scale, in which: 1 means Really Disagree; 2 means Disagree; 3 means Neutral; 4 means Agree; and 5 means Really Agree.

The acquired data was then analyzed using PLS-SEM (Partial Least Square-Structural Equation Modelling) in order to test the model stated in research design. PLS-SEM is a SEM statistics modeling technique based on variance to perform inter-construct prediction, which is measured by several indicators indirectly (Hair et al., 2021). There are several reasons that become the basic consideration to use PLS-SEM in testing the hypotheses, such as no strong assumptions needed regarding data distribution, sample size, and measurement scale. This phenomenon needs special attention, because the collection of survey data is often not normally-distributed. Second, related to small sample-size, PLS-SEM possesses higher statistical power. Last, PLS-SEM is a suitable method to analyze multivariate regression due to the existence of error-free measurement between latent variable and indicators, as well as between latent variables (Hair et al., 2021). In performing data analysis, the software of SmartPLS version 4 was used.

**Table 1** explain variables and indicators has been used for the research. From Table 1 known 7 indicators to measure entrepreneurial educational support were adopted from (Ordu, 2019); 5 indicators to measure self-efficacy were adopted from Puni et al. (2018); and then 5 indicators to measure entrepreneurial intention were adopted from Bacq & Alt (2018).

**Table 1.** Variables and Indicators

Variable	Indicator	Code
Entrepreneurial Educational Support	1. HEIs provide curriculum that supports entrepreneurial knowledge and skills.	ES1
	2. HEIs deliver the knowledge to develop business idea into business plan.	ES2
	3. I have a chance to present my business idea.	ES3
	4. I have a chance to envision my business idea.	ES4
	5. HEIs provide the support to participate in various competitions related to entrepreneurship.	ES5
	6. HEIs organize the seminars or workshops which invite successful entrepreneurs.	ES6
	7. HEIs provide the facilities that support entrepreneurial activities.	ES7
Entrepreneurial Self-Efficacy	1. I believe that I can contribute to community through entrepreneurship.	EE1
	2. I can identify business opportunity.	EE2
	3. I understand the right practice to run a business.	EE3
	4. I can always think creatively.	EE4
	5. I believe that I can build a business.	EE5
Entrepreneurial Intention	1. I am ready to start a business.	EI1
	2. I will try hard to run my own business.	EI2
	3. I plan to start a business shortly.	EI3
	4. I have a serious thinking to start a business.	EI4
	5. My professional goal is to be an entrepreneur.	EI5

Source: Adopted from previous research

The respondents' characteristics can be seen in **Table 2**. The respondents' descriptive statistics indicates that 57.667 percent of respondents is male students and 42.333 percent is female students. As much as 66.667 percent of respondents was studying in Jakarta and 33.333 percent was studying in Bandung. As much as 46.667 percent of respondents had economic-and-business educational background, while the remaining 53.333 percent had non-economic-and-business educational background. Most respondents aged between 19+ to 20 years old, which was 44 percent. Last, 61 percent of respondents had family background in the field of entrepreneurship, while the remaining 39 percent came from non-entrepreneurship family background.

**Table 2.** Respondents' Demographic

	Frequency	Percentage
<b>Gender</b>		
Male	173	57.667
Female	127	42.333
<b>University Origin</b>		
Jakarta	200	66.667
Bandung	100	33.333
<b>Educational Background</b>		
Economic and Business	140	46.667
Non Economic and Business	160	53.333
<b>Age</b>		
Over 21 years old	28	9.333

20+ to 21 years old	43	14.333
19+ to 20 years old	132	44.000
18 to 19 years old	97	32.333
<b>Family Background in Entrepreneurship</b>		
Yes	183	61
No	117	39

Source: Generated from 300 Respondents (2023)

## RESULTS

Data collected in this research was then analyzed by using Partial Least Square-Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS version 4 software. Data analysis in PLS-SEM was divided into outer model including validity and reliability tests and inner model to acquire the results of hypotheses tests.

Sekaran & Bougie (2020) explained that validity is a tool to test how well a research instrument is measured in certain concept. Moreover, reliability is a measurement that shows how far the measurement can be performed consistently without bias.

Convergent validity was tested by using outer-loadings and Average Variance Extracted (AVE). The measurement of indicator-loading must have the minimum value of 0.700 (Hair et al., 2021) and Average Variance Extracted (AVE) must be greater than 0.500 for the indicators to be valid (Hair et al., 2019). Discriminant validity was tested by using Heterotrait-Monotrait Ratio (HTMT) and Fornell-Larcker criterion. HTMT must be less than 0.900 and the assumption of Fornell-Larcker criterion uses square root of AVE generated by its own construct, that must be greater than those of other constructs, which means that the diagonal value must be greater (Hair et al., 2019).

Reliability analysis used Cronbach's Alpha ( $\alpha$ ) and the composite reliability (CR). An indicator is considered reliable if the value is greater than 0.600 to 0.700. However, if the value reaches 0.800 to 0.900, then the research variable is considered very good and reliable (Hair et al., 2019). The results of outer-model can be seen in **Table 3** and **4**.

**Table 3.** The Results of Convergent Validity and Reliability Analysis

Variable	Indicator	AVE	Outer Loadings	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)
Entrepreneurial Educational Support	ES1	0.655	0.837	0.868	0.878	0.904
	ES2		0.858			
	ES3		0.819			
	ES4		0.741			
	ES5		0.785			
Self-Efficacy	EE1	0.680	0.795	0.843	0.846	0.894
	EE2		0.843			
	EE3		0.836			
	EE4		0.822			
Entrepreneurial Intention	EI1	0.620	0.748	0.846	0.852	0.890
	EI2		0.852			
	EI3		0.794			
	EI4		0.702			
	EI5		0.831			

Source: Data Processed by Using SmartPLS Version 4 (2023)



Based on the results of outer-model analysis in **Table 3**, it can be concluded that these variables do not have any problem related to their validity and reliability. Based on the calculations, this research has met the criteria for convergent validity and reliability, as it has produced outer loadings above 0.700 and AVE above 0.500. Similarly, the reliability measurements have resulted in Cronbach's alpha, composite reliability rho\_a, and rho\_c above 0.800, indicating very good and reliable results.

**Table 4.** The Results of HTMT Test

Variable	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy			
Entrepreneurial Intention	0.668		
Entrepreneurial Educational Support	0.586	0.666	

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 4**, it can be concluded that in terms of discriminant validity, each variable has a Heterotrait-Monotrait Ratio (HTMT) value less than 0.900. The variables in this research have passed the test of discriminant validity through Heterotrait-Monotrait Ratio (HTMT) test.

**Table 5.** The Results of Discriminant Validity Analysis

Variable	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy	<b>0.824</b>	-	-
Entrepreneurial Intention	0.548	<b>0.787</b>	
Entrepreneurial Educational Support	0.476	0.568	<b>0.809</b>

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 5**, it can be concluded that based on the Fornell-Larcker criterion, the square root of the AVE for each construct is greater than that of other constructs. Therefore, the variables in this research have passed the test of discriminant validity through Fornell-Larcker criterion test.

Therefore, the next step can be performed, which is the inner-model analysis. According to Hair et al. (2020) inner-model analysis aims to reveal the relationship between variables contained in the research. There are several analyses that can be used in inner-model (structural model) analysis, which are: coefficient of determination ( $R^2$ ) test, predictive relevance ( $Q^2$ ) test, effect-size ( $f^2$ ) test, path-coefficients test, hypothesis test, and mediation test. The results of coefficient of determination ( $R^2$ ) test can be seen in **Tabel 6**.

**Table 6.** Coefficient of Determination ( $R^2$ )

Variable	$R^2$
Self-Efficacy	0.227
Entrepreneurial Intention	0.423

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of Coefficient of Determination ( $R^2$ ) analysis in **Table 6**, the result of coefficient of determination ( $R^2$ ) test shows that the  $R^2$  value of self-efficacy is 0.227. This means that as much as 22.700 percent variation of self-efficacy can be explained by entrepreneurial educational support, and the remaining 77.300 percent is explained by other variables out of the scope of this research. Next, the  $R^2$  value of entrepreneurial intention is 0.423, which means that as much as 42.300 percent variation of entrepreneurial intention can be explained by entrepreneurial educational support and self-efficacy, while the remaining 57.700 percent is explained other variables out of the scope of this research. The value of  $R^2$  relies upon its underlying rule of thumb, with 0.67, 0.33, and 0.19 representing the strong, moderate, and weak levels of the endogenous construct (Fauzi, 2022). Based on such categorization, it can be concluded that the entrepreneurial educational support has weak to moderate capability in explaining the entrepreneurial self-efficacy. However, the effect of entrepreneurial educational support and self-efficacy have moderate capability in explaining the entrepreneurial intention.

**Table 7.** Predictive Relevance ( $Q^2$ )

Variable	$Q^2$
Self-Efficacy	0.147
Entrepreneurial Intention	0.253

Source: Data Processed by Using SmartPLS Version 4 (2023)

Fauzi (2022) stated that there are three criteria to conclude the value of predictive relevance, which are: 1) If the value of  $Q^2$  is between 0.020 and 0.140, then the construct has small effect-size; 2) If  $Q^2$  is between 0.150 and 0.340, then the construct has medium effect-size; and 3) If  $Q^2$  is greater than 0.350, then the construct has large effect-size. Based on the results of Predictive Relevance ( $Q^2$ ) analysis in **Table 7**, the  $Q^2$  of self-efficacy and entrepreneurial intention are 0.147 and 0.253. This means that the constructs have medium effect-size as research measurements.

**Table 8.** Effect Size ( $f^2$ )

	Effect Size ( $f^2$ )	Description
Entrepreneurial Educational Support => Self-Efficacy	0.293	Medium Effect
Entrepreneurial Self-Efficacy => Entrepreneurial Intention	0.172	Medium Effect
Entrepreneurial Educational Support => Entrepreneurial Intention	0.212	Medium Effect

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on **Table 8**, the three variables have medium effect. This suits the reference from (Hair et al., 2021), in which the value more than 0.150 represents the effects of medium.

According to (Hair et al., 2019), bootstrapping can be used to conduct the hypothesis test. If the t-statistics is greater than 1.960 or p-values less than 0.050, then the hypothesis is accepted. On contrary, if the t-statistics is less than 1.960 or p-values greater than 0.050, then the hypothesis is rejected. The result of bootstrapping method used in hypotheses testing in this research is displayed in **Table 9**.

**Table 9.** The Results of Path Analysis and Significance Tests

	Hypothesis	Path Coeff.	t-stats	p-values	Result
H1	Entrepreneurial Education → Self-Efficacy	0.476	8.998	0.000	Significant
H2	Self-Efficacy → Entrepreneurial Intention	0.359	5.497	0.000	Significant
H3	Entrepreneurial Education → Entrepreneurial Intention	0.397	6.493	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on **Table 9**, it can be known that the first hypothesis, stating that there is a positive and significant effect of entrepreneurial educational support on self-efficacy, can be accepted ( $\beta$  of 0.476 and  $p$  lower than 0.050). This result can be empirical evidence to support H1. Next, the second hypothesis (H2) is also accepted ( $\beta$  of 0.359 and  $p$  lower than 0.050). This means that self-efficacy positively and significantly affects entrepreneurial intention. Last, the third hypothesis is also accepted ( $\beta$  of 0.397 and  $p$  lower than 0.050), which means that entrepreneurial educational support positively and significantly affects entrepreneurial intention.

**Table 10.** The Result of Mediation Test

	Hypothesis	Path Coeff.	t-stats	p-values	Result
H4	Entrepreneurial Education → Self-Efficacy → Entrepreneurial Intention	0.171	4.507	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

Next, **Table 10** shows the result of mediation test. Based on **Table 10**, the fourth hypothesis statistically can be accepted ( $\beta$  of 0.171 and  $p$  lower than 0.050), which means that self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. In this research, self-efficacy can mediate partially, because it can be known that the effect of exogenous variable on endogenous variable (direct effect) is significant, and the effect of exogenous variable on endogenous variable through mediation (indirect effect) is also significant (Hair et al., 2019).

The conclusion of all hypotheses testing is summarized in **Table 11**. Based on the summary, it is explained that the research have accepted the four formulated hypotheses. These are: entrepreneurial education has a positive and significant influence on self-efficacy, self-efficacy has a positive and significant effect on entrepreneurial intention, entrepreneurial education has a positive and significant effect on entrepreneurial intention, and finally, self-efficacy significantly mediates the effect of entrepreneurial education on entrepreneurial intention.

**Table 11.** The Summary of Hypotheses Testing Results

	Hypothesis	Result
H1	Entrepreneurial Education → Self-Efficacy	Accepted
H2	Self-Efficacy → Entrepreneurial Intention	Accepted
H3	Entrepreneurial Education → Entrepreneurial Intention	Accepted

## DISCUSSION

The findings of this research have proven that entrepreneurial educational support and entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention. This research also proves that entrepreneurial self-efficacy can mediate the effect of MBKM-based entrepreneurial educational support on entrepreneurial intention among the students actively studying in universities in Jakarta and Bandung City.

The first hypothesis, which states that entrepreneurial educational positively and significantly affects entrepreneurial self-efficacy, is empirically supported by the result of this research. This result has similarity with those of previous studies (Anwar et al., 2022; Puni et al., 2018; Yousaf et al., 2020). This finding proves that whenever a student is given knowledge and skills, they will have self-confidence to be successful in the field of entrepreneurship. Entrepreneurial education is considered as one of important resources that can encourage the student's confidence to overcome the fear of failure when starting a business. Self-efficacy plays greater role in enhancing entrepreneurial intention whenever there is an accurate and sufficient entrepreneurial educational program (Hassan et al., 2020). In this case, MBKM entrepreneurial curriculum is expected to enhance the students' self-efficacy to perform entrepreneurial activities.

Moreover, the second hypothesis in this research states that self-efficacy can increase entrepreneurial intention. This hypothesis can be accepted, which means that self-efficacy positively and significantly affects entrepreneurial intention. This result is in line with those of previous researches conducted by (Bazkiaei et al., 2021; Shahverdi et al., 2018; Zewudu & Alamnie, 2017). Self-efficacy is an influential factor in explaining an individual's intention to behave. A strong self-efficacy will create a tendency for the students to be more confident. Having confidence to the possessed abilities, a student will deliver more efforts to develop his/her business plan. An individual, who has positive perception of his/her competence on entrepreneurship, will feel more confident to perform entrepreneurial activities (Puni et al., 2018).

Based on the result of the third hypothesis test, entrepreneurial educational support positively and significantly affects entrepreneurial intention. This is in line with several previous researches (Alshebami et al., 2020; Bazkiaei et al., 2021; Puni et al., 2018) stating that the implementation of entrepreneurial education provides basic knowledge related to entrepreneurship, that can enhance an individual's knowledge and abilities to perform entrepreneurship, which finally encourages such individual's will to get involved in entrepreneurial activities. Entrepreneurial education has an important role in inspiring the students to perform the entrepreneurship (Bazkiaei et al., 2021). HEIs can help develop the students' entrepreneurial potency, of which one of them, is by implementing the MBKM entrepreneurial curriculum in order to fulfil their needs. An individual with greater knowledge, skills, and competence, can build greater entrepreneurial attitudes. Providing the opportunities to the students to explore about entrepreneurship during their study in HEI, can develop their skills and abilities to identify business opportunities, and makes them familiar with creative thinking, thus the will and idea to create new business can appear.

This research also empirically supports the fourth hypothesis, which states that entrepreneurial self-efficacy can mediate the effect of entrepreneurial education on

entrepreneurial intention. Self-efficacy has an important mechanism that utilizes entrepreneurial education in entrepreneurial intention. This is in line with several research that have been conducted previously (Hoang et al., 2021; Jiatong et al., 2021; Yousaf et al., 2020). Entrepreneurial education is an important factor in exploring entrepreneurship and can also strengthen an individual's decision to perform entrepreneurial activities, if the element of self-efficacy is included (Shahab et al., 2019). This phenomenon shows that MBKM-based entrepreneurial education has facilitated the students to be more skillful to perform entrepreneurial activities, thus growing their attitudes and self-confidence, which finally can lead to higher self-efficacy. An individual with higher entrepreneurial self-efficacy will have greater entrepreneurial way of thinking, hence he/she will be more interested to perform entrepreneurial activities.

## CONCLUSION

This research aimed to reveal the impact of MBKM-based entrepreneurial curriculum implementation in predicting self-efficacy and entrepreneurial intention among the students in HEIs in Jakarta and Bandung City. The research related to entrepreneurial intention becomes important nowadays, because individuals who have entrepreneurial intention have higher tendency to start their own business. This research's results contribute to the existing literature studies regarding the role of entrepreneurial education. Specifically, the implementation of MBKM entrepreneurial curriculum has proven to have positive and significant impact in increasing the entrepreneurial intention among the students.

Besides, this research also proves that entrepreneurial education positively and significantly affects entrepreneurial self-efficacy among the students. Entrepreneurial education is perceived to be able to increase an individual's self-confidence and faith in entrepreneurial context, which finally can increase his/her entrepreneurial intention.

This research also proves that entrepreneurial self-efficacy also positively and significantly affects entrepreneurial intention. Students who have positive perception on their capabilities, will feel more confident in performing entrepreneurial activities. Therefore, the development of students' self-efficacy in forms of knowledge and skills in the field of entrepreneurship, becomes an important aspect to be paid attention to.

Entrepreneurial self-efficacy can mediate the effect of entrepreneurial educational support on entrepreneurial intention. This research provides the information about the importance of developing the student's entrepreneurial self-efficacy through the implementation of entrepreneurship learning, thus can increase their intention to be entrepreneurs in the future.

Based on the findings in this research, several practical suggestions can be provided. This research has proven that entrepreneurial educational support plays an important role in increasing the students' capabilities and competences. The entrepreneurial teaching method should not be limited to class-lecturing only, but also be able to deliver field competence to the students through entrepreneurial practices and internship. Basic facility support to the students in forms of business incubation provided by university, can help them start their own entrepreneurial activities. The students' entrepreneurial interest will help build their entrepreneurial behavior so that HEIs can generate their graduates who can create job opportunities rather than seeking for the jobs. This phenomenon is expected to provide positive contribution to solve the problems of unemployment and lead to the growth of Indonesian economic.

In order to generate greater results, next research should consider the use of larger sample size in order to better predict the impact of the implementation of MBKM-based

entrepreneurial curriculum on entrepreneurial intention among the students in Indonesia in general.

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## ACKNOWLEDGEMENTS

Author would like to express deep gratitude to The General Directorate of Higher Education, Research, and Technology - The Ministry of Education, Culture, Research, and Technology -The Republic of Indonesia, for the year 2023 (Number: 1438/LL3/AL.04/2023) and The Institute of Research and Community Engagement (LPPM) of Universitas Tarumanagara, due to financial support for conducting this research as well as for publishing this scientific article.

# Empowering Entrepreneurial Intentions: Educational Support and Self-Efficacy in MBKM Context

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**Abstract:** Realizing the importance of entrepreneurship for Indonesia's development, Indonesian government keeps trying to increase the entrepreneurship ratio, of which one of them is by launching "Merdeka Belajar-Kampus Merdeka (MBKM)" policy in order to encourage the development of students' entrepreneurial intention. This research aimed to empirically test the impact of MBKM-based entrepreneurial educational support on entrepreneurial self-efficacy, and entrepreneurial intention through self-efficacy. Data was collected from 300 students of HEIs in Jakarta and Bandung. Data was processed by using PLS-SEM. The findings confirm that entrepreneurial educational support significantly and positively predicts both entrepreneurial self-efficacy and intention. Moreover, the study validates that entrepreneurial self-efficacy serves as a mediator between entrepreneurial educational support and intention. This research is expected to be a guidance for educators and policy-makers to have better understanding about the factors that form the students' entrepreneurial intention, which can contribute to the growth of Indonesian economic.

**Keywords:** Entrepreneurial Education, Entrepreneurial Self-Efficacy, Entrepreneurial Intention, Entrepreneurial MBKM Program.

**Abstrak:** Menyadari pentingnya kewirausahaan bagi pembangunan Indonesia, maka Pemerintah terus berupaya untuk meningkatkan rasio kewirausahaan yang salah satunya dengan meluncurkan kebijakan Merdeka Belajar-Kampus Merdeka (MBKM) untuk diterapkan di Perguruan Tinggi. Penelitian ini bertujuan untuk menguji secara empiris dukungan pendidikan kewirausahaan berbasis MBKM terhadap efikasi diri berwirausaha dan juga pengaruh pendidikan kewirausahaan terhadap intensi berwirausaha melalui efikasi diri. Data dikumpulkan pada 300 responden yang merupakan mahasiswa aktif di Jakarta dan Bandung. Data diolah menggunakan PLS-SEM dan diperoleh hasil dukungan pendidikan kewirausahaan dapat memprediksi secara positif dan signifikan efikasi diri berwirausaha dan juga intensi berwirausaha. Penelitian ini juga membuktikan bahwa efikasi diri berwirausaha mampu menjadi mediator antara dukungan pendidikan kewirausahaan terhadap intensi berwirausaha. Penelitian ini diharapkan dapat menjadi acuan para akademisi dan pembuat kebijakan untuk memiliki pemahaman yang lebih baik tentang faktor-faktor yang membentuk intensi berwirausaha mahasiswa guna berkontribusi pada kemajuan perekonomian Indonesia. intensi berwirausaha mahasiswa guna berkontribusi pada kemajuan perekonomian Indonesia.

**Kata kunci:** Pendidikan Kewirausahaan, Efikasi Diri Berwirausaha, Intensi Berwirausaha, MBKM Kewirausahaan

## INTRODUCTION

Indonesia is predicted to experience demography bonus during the years between 2025 to 2045. The peak of this demographic bonus will occur in the year 2030, with the number of productive workforces is approximately 70 percent of total population (Rusiana, 2021). The ratio of entrepreneurs prior to demography bonus, which especially origins from the younger generations, becomes important because it plays a role as job-creators (Saputra, 2022). In recent decades, entrepreneurship has already attracted attentions from academicians and public-policy makers, because it is considered as one among the key-factors that have positive impacts on economic growth (Hoang et al., 2021; Trongtorsak et al., 2021). The rate of entrepreneurial growth varies among countries, but the entrepreneurship ratio is believed to have a positive and significant impact on economic growth. This is evidenced by the economic facts of developed countries, which are a result of entrepreneurship (Zewudu & Alamnie, 2017).

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Realizing the importance of this phenomenon, The Indonesian President has issued the Presidential Regulation Number 2 Year 2022 about The Development of National Entrepreneurship which aims to enhance the ratio of entrepreneurs to strengthen the national economic. This is because the level of entrepreneurship in Indonesia currently has not achieved the ideal number and is still low compared to those in surrounding countries (Sutrisno, 2022). As a developing country, Indonesia continues to campaign for the growth of entrepreneurs, especially among the youth. According to the Global Entrepreneurship Index (GEI) data, Indonesia is still ranked 94 out of 137 countries. This rank is significantly lower compared to Singapore (27), Brunei Darussalam (53), and Malaysia (58) (Kusumojanto et al., 2021).

Growing the spirit of entrepreneurs among the higher educational institution students becomes one of the efforts to prepare the Indonesian younger generations to welcome the era of demography bonus. The students with entrepreneurial spirit will be the triggers of entrepreneurial activities and job-creators in the future. Producing the graduates who are ready to perform such activities is highly necessary, because currently most students plan to start the entrepreneurship after having job experience (Soelaiman et al., 2022). Therefore, the synergy from various parties is needed in order to provide the educational system, facilities, as well as the right policy for this generation.

Higher Educational Institution (HEI) is considered as part of the educational system of entrepreneurial ecosystem which plays a vital role to reduce the obstacles in envisioning the entrepreneurial careers (Soria-Barreto et al., 2017). HEIs are demanded to be able to design and implement the innovative learning process so that students can achieve learning outcomes covering the aspects of attitude, knowledge, and skill optimally and relevantly. Indonesian government is making continuous efforts, including the revitalization of entrepreneurship education in HEIs has been envisioned in the beginning of 2020 by applying the policy of 'Merdeka Belajar-Kampus Merdeka (MBKM)' which encouraging the development of students' entrepreneurial intention by using relevant learning programs. The concept of learning in the MBKM program is to provide opportunities and challenges for students to learn freely, fostering their creativity and abilities, thereby enhancing their independence in developing knowledge based on their gained experiences (Supriati et al., 2022). This can be part of the solutions of the students' tendency to be job-seeker instead of job-creator (Soelaiman et al., 2022). This MBKM Program has similar paradigm to the link-and-match policy that prioritize field practice, so that through this program, the students' readiness (soft-skills and hard-skills) will be set when entering the workplace or when creating new jobs (Kodrat, 2021).

The Regulation from Ministry of Education and Culture Number 3 Year 2020 stating that entrepreneurship is part of MBKM programs that must be implemented by HEIs. Through the MBKM entrepreneurial program, students are given opportunities to express and develop entrepreneurial and business innovation spirit, thus can expand job fields in Indonesia. This is because students are part of educated communities, who are expected to open new job fields (Soelaiman et al., 2023). The learning model in MBKM Entrepreneurship is the curriculum of entrepreneurial education, which is performed systematically, starting from learning the theories in entrepreneurship, as well as arranging and presenting business plan, into real practice (Supriati et al., 2022). This learning model aims to enhance the competence and build entrepreneurial spirit of the students. The experiential learning method has been proven effective as a framework to develop the learning-centered method and curriculum (Ikhtiangung & Soedihono, 2018). As a form of support to develop the students' entrepreneurial behavior, almost all HEIs have implemented entrepreneurial learning in the curriculum, which is converted into semester credit unit (Hia et al., 2022).

The students' entrepreneurial ecosystem starts from HEIs that provides academic support on forms of acceleration and incubation through entrepreneurial education (Yordanova et al., 2020). HEIs facilitates the development of entrepreneurial skills and competences to enhance the students' entrepreneurial potency (Othman et al., 2020). Entrepreneurial education should be applied to prepare individuals starting their new businesses by integrating experience, skills, and knowledge (Bazkiaei et al., 2021). Academic support in the form of syllabi and entrepreneurship programs that can cultivate entrepreneurial spirit needs to be implemented to enhance students' entrepreneurial intentions (Alshebami et al., 2020). The entrepreneurial academic support provided by HEIs can be in forms of lecture materials, workshops, seminar, implementing the learning-by-doing curriculum, internship in startup business, and providing the opportunities to practice developing business plan (Sihwinarti et al., 2022). These kinds of supports from HEIs will strengthen the attitude toward entrepreneurship, subjective norms, and entrepreneurial self-efficacy, which finally will affect the entrepreneurial intention (Liu et al., 2022). Several previous researches stated that entrepreneurial education can be the most effective approach to entrepreneurial intention (Bazkiaei et al., 2021; Jiatong et al., 2021; Puni et al., 2018).

Entrepreneurial education provides opportunities to individuals to move forward in business strategies, by conducting feasibility studies and contributing in business realization leading to the growth of self-efficacy in such individuals (Yousaf et al., 2020). Self-efficacy is a individual's confidence in his/her own efforts to perform an action through the way of thinking and behaving in order to generate an outcome (Capron Puozzo & Audrin, 2021). More specifically, entrepreneurial self-efficacy is a individual's confidence toward entrepreneurial ability by performing certain actions to achieve the goals (Saoula et al., 2023). Self-efficacy can shape an individual's identity, capabilities, creativity, and personal identity. Individuals with high self-efficacy in entrepreneurship can enhance innovation and creativity in business as they are capable of perceiving opportunities and prospects for new ideas in products. Someone with self-efficacy is able to utilize existing methods or tools as an appropriate problem-solving approach, as well as implement innovative ideas (Shahab et al., 2019). An individual will start entrepreneurial action whenever he/she has high confidence to involve in such opportunity (Bazkiaei et al., 2021). An individual having entrepreneurial self-efficacy has high confidence toward his/her own efforts to start and run the entrepreneurial business (Wang & Huang, 2019). Individuals with high self-efficacy are often more capable to achieve the success in entrepreneurial business by taking advantage from the opportunities and their surrounding social environment (Caliendo et al., 2023). The higher the self-efficacy of an individual is, the higher the individual's intention will be to perform such behavior (Nguyen, 2017). Several previous researches stated that self-efficacy can be the most effective approach to entrepreneurial intention (Alshebami et al., 2020; Soomro & Shah, 2020).

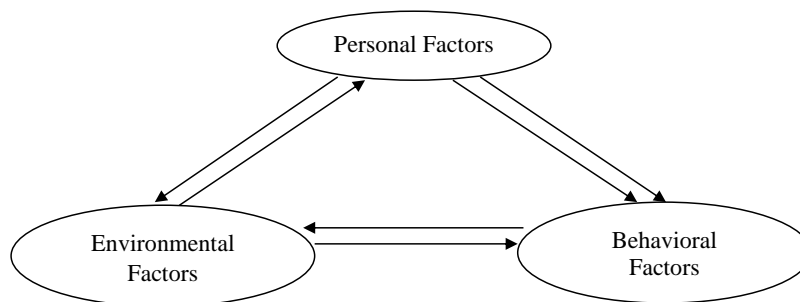
Several researches also show that entrepreneurial education also indirectly affects the entrepreneurial intention, thus it is suggested to use a mediation variable (Hoang et al., 2021). The research performed by Jiatong et al. (2021) revealed that the existence of self-efficacy can make the entrepreneurial education to have more significant impact on students' entrepreneurial intention. An individual's self-efficacy is highly sensitive to the indications obtained from entrepreneurship education. Entrepreneurship education, which offers students the opportunity to strategize in entrepreneurship and conduct feasibility studies, ultimately leads to the growth of self-efficacy in individuals. Self-efficacy is a key factor that can help entrepreneurs overcome challenges in the entrepreneurial process and has a significant influence on students' entrepreneurial intentions (Yousaf et al.,

2020). Hence, this research aims to conduct further test about the existence of self-efficacy as a mediating variable, in the effect of entrepreneurial educational support on entrepreneurial intention.

Although entrepreneurial intention has been researched in many literatures, there is still a necessity of further empirical research to find out how the implementation of MBKM-entrepreneurship-based subjects that had been stipulated in 2020, can enhance the students' entrepreneurial intention through self-efficacy.

## THEORETICAL REVIEW

This research is based on Social Cognitive Theory to predict an individual's intention. Intention is a component of behavior that can be strengthened anytime. Bandura (1986) argued that there are three kinds of powers that interact each other, which are environment, behavior, and mind. The interaction among these three factors is called the triadic reciprocal determinism. SCT explained that a human being has cognitive ability that contributes to the process of motivation, affection, and action that will impact the individual's behavioral outcomes. SCT can be used to learn the students' entrepreneurial intention that may be affected by the interactions among environmental input, personal factors, and behavioral outcomes (Nwosu et al., 2022).



**Figure 1** Triadic Reciprocal Determinism Model

Source: Bandura (1986)

The causality and reciprocal relationship between personal factors and behavior reflects the interactions between confidence and intention toward behavior. This interactive relationship between personal factors and environment is cognitive ability developed by environmental impact that delivers information through modeling and social persuasion. Last, the relationship between behavioral and environmental factors is reciprocal. Behavior will determine which environmental effect is potential. The environmental effect in turn, will determine the form of developed behavior. The effect between factors may vary which depends on the activities of behavior, individual, and also a set of different situation (Bandura, 1986).

This research adapted the concept from Social Cognitive Theory by including environmental factors through the variables of entrepreneurial educational support, and personal factors through self-efficacy. In the context of behavioral results, this research used entrepreneurial intention variable. The focus of this research will be on the relationship between entrepreneurial educational support and entrepreneurial intention,

with the role of mediating variable, which is entrepreneurial self-efficacy as the fundamental of analysis.

**Entrepreneurial intention.** Intention refers to an individual's readiness to perform certain action and is considered as the most consistent predictor of behavior. In the context of entrepreneurship, the general definition of entrepreneurial intention is a state of mind that directs and guides one's attention, experiences, actions, goal-setting, communication, commitment, organization, and various activities towards the execution of entrepreneurial behavior (Vamvaka et al., 2020). This phenomenon is supported by most literatures viewing entrepreneurial intention as the most accurate antecedent of entrepreneurship (Hoang et al., 2021). Measuring an individual's intention about what he/she will do, is better than observing an individual's character to find out his/her behavior. Entrepreneurial intention has an important role in adopting an individual's entrepreneurial behavior who wants to start a business. Entrepreneurial intention is expected to be the main and the strongest predictor to investigate the planned behavior of entrepreneurship, which starts from idea creation to business creation (Bignetti et al., 2021). Intention has been proven as a consistent indicator in measuring the entrepreneurial behavior to start a business (Bazkiaei et al., 2021). An individual may have the sufficient capability to be an entrepreneur, but such capability cannot directly affect the entrepreneurial behavior without intention (Shahzad et al., 2021).

Entrepreneurial intention reflects an individual's mind who is interested to start his/her own business instead of working for another employer. Entrepreneurial intention is the confidence realized and acknowledge by such individual to develop a business and consciously will manage it in the future (Soria-Barreto et al., 2017). Entrepreneurial intention is the beginning process of a set of business establishment process in long-run (Ikhtiangung & Soedihono, 2018). An individual with knowledge, skills, and capital, cannot utilize his/her own potency without entrepreneurial intention (Wang et al., 2019). The existence of entrepreneurial intention will direct an individual's mind to attention, experience, and action, in order to establish and form a business concept (Awotoye & Singh, 2018). Hence, entrepreneurial intention needs to be formed from the beginning so that the idea to start a business can happen in the reality (Mamun et al., 2017).

**Entrepreneurial education.** Entrepreneurial education is a set of individual's knowledge given by HEI related to entrepreneurial ability including the ability to detect business opportunity, thus can enhance the entrepreneurial confidence (Soria-Barreto et al., 2017). Entrepreneurship education imparts theoretical knowledge related to entrepreneurship. It also practically encourages students to engage directly in entrepreneurial activities by applying the knowledge they have acquired at the university (Alshebami et al., 2020). According to Wang et al. (2019) entrepreneurial education is a method in which students are equipped with the knowledge about general business knowledge areas include economic, political, regulatory, legal, technological, management, financial, marketing, accounting, production/ operations, supply chains, group and individual behaviors as well as the skills to identify the opportunity. In addition to theory, entrepreneurship education also fosters competencies among students, such as leadership, communication skills, presentation, planning and organizing, decision-making, delegation and control, and also leadership.

HEIs can play an important role in providing entrepreneurial program in order to embed the entrepreneurial way of thinking in the future. Academic support in form of entrepreneurial education is needed as a learning model to enhance the competence and build the entrepreneurial spirit among the students. The learning model should be arranged so that the students can have the experience to develop their entrepreneurial capability and achieve their competence (Ikhtiangung & Soedihono, 2018). Students

should be fully support with entrepreneurial education to make them conduct their entrepreneurial activities professionally along with lower risk. Therefore, the curriculum should be updated in order to have stronger impact on students' tendency to perform the entrepreneurship (Shahverdi et al., 2018).

In the rapidly-competitive business world, the role of entrepreneurial education is highly important in growing the entrepreneurial spirit among university graduates in the future. Entrepreneurial education can affect an individual's career choice that enables him/her to start his/her own business (Baubonienė et al., 2018). The learning process related to all entrepreneurial activities performed by HEIs to their students, will form a more-creative way of thinking among them in arranging their business plans (Bazkiaei et al., 2021).

**Self-efficacy.** Self-efficacy is the main component in Social Cognitive Theory that encourages an individual's will to perform a task, in order to achieve his/her expectation (Nwosu et al., 2022). Self-efficacy is an individual's confidence to conduct certain behavior based on his/her level of ability to do so (Alim & Dil, 2022). If an individual is confident in his/her own ability to conduct certain behavior, then such individual will be interested to be involved in it. An individual who has achieved better performance in a task, will encourage his/her self-efficacy to grow higher, and vice versa, an individual with low self-efficacy will ignore a task due to the fear of failure (Kundu, 2020). Specifically, self-efficacy is related to the trust and confidence of an individual regarding his/her ability to perform, thus will affect the cognitive level, which can impact the efforts and diligence in facing the challenge coming from the decision related to the action that will be performed (Hoang et al., 2021). The impact of self-efficacy within an individual can be in the form of learning self-efficacy and entrepreneurial self-efficacy (Alshebami et al., 2020).

According to the entrepreneurial conceptualization, self-efficacy can be defined as how far an individual perceives his/her own skill and ability to perform the role and task as an entrepreneur (Aga & Singh, 2022). This phenomenon includes an individual's confidence in his/her personal ability to organize and run a business. Self-efficacy can help an entrepreneur identify new opportunity and behave proactively due to self-confidence in facing the challenge, management capability, and the courage to take the risk (Hoang et al., 2021).

**Entrepreneurial educational support and self-efficacy.** The support from entrepreneurial education will provide opportunity to students to start the entrepreneurial activities, thus can enhance their self-efficacy through their achievements (Hoang et al., 2021). Entrepreneurship education will assist in the social cognition of individuals, thus influencing entrepreneurial mindset and actions to become more directed, logical, and significant. Consequently, increasing knowledge about entrepreneurship will enhance someone's entrepreneurial self-efficacy (Jiatong et al., 2021). Psychologically, individuals will avoid a task if they feel that they do not have sufficient knowledge to perform it. On the opposite, individuals will have higher self-efficacy if they possess relevant knowledge and skills to perform the task (Yousaf et al., 2020). Entrepreneurial training will have positive impact on individuals' perception on how they can start new businesses. In this case, Entrepreneurial education can support the development of entrepreneurial knowledge and skills, so that self-efficacy will increase gradually and significantly (Alshebami et al., 2020; Puni et al., 2018). L. Wu et al. (2022) revealed a significant impact of formal learning on entrepreneurial self-efficacy. Thus, entrepreneurial education can play an important role in developing entrepreneurial self-efficacy.



**H1:** Entrepreneurial educational support positively and significantly affects entrepreneurial self-efficacy.

**Self-efficacy and entrepreneurial intention.** Self-efficacy is a strong antecedent in forming entrepreneurial intention (Krueger et al., 2000). This phenomenon refers to an individual's confidence toward the ease or difficulty experienced when performing entrepreneurial activities (Vamvaka et al., 2020). Self-efficacy will impact a person's choice of activities, the goals they aim to achieve, and the performance they produce (Alshebami et al., 2020). Such confidence on self-capability to organize and perform an entrepreneurial project can affect an individual's confidence to start a business. The better the individual's perception on self-efficacy toward entrepreneurship is, the stronger the individual's entrepreneurial intention will be to start a business (Bazkiaei et al., 2021; Nguyen, 2017; Zewudu & Alamnie, 2017). Individuals intending to start a business are strongly influenced by their beliefs in the abilities required to initiate a new venture creation and their confidence in their ability to successfully establish it (Ebewo et al., 2017). Students who already have entrepreneurial education may develop their entrepreneurial self-efficacy greater. Students will develop strong confidence in overcoming the challenges related to entrepreneurship (Nwosu et al., 2022). Otache (2019) found that self-efficacy positively impacts entrepreneurial intention among the students who have undergone entrepreneurial education.

**H2:** Entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention.

**Entrepreneurial educational support and entrepreneurial intention.** Entrepreneurial education has a significant role in promoting entrepreneurial intention. Entrepreneurial education has provided a lot of dedication to enhance the necessity of an individual's entrepreneurship in forming the attitude, behavior, way of thinking, and the intention to be an entrepreneur (Alshebami et al., 2020). Therefore, if entrepreneurial education can be provided effectively, it will encourage the students to be entrepreneurs (Bazkiaei et al., 2021). Entrepreneurship education is a significant predictor of entrepreneurial intention, as it encompasses two theories, namely the human capital theory and the self-efficacy theory. The integration of these theories explains that individuals will acquire skills and knowledge that can encourage entrepreneurial behavior (Anwar et al., 2022). Entrepreneurial education can enhance entrepreneurial intention even for the students with non-business educational background. The knowledge and skills about entrepreneurship delivered to students in forms of theory and practice will help and motivate them to start new businesses (Yousaf et al., 2020). Students who have greater knowledge on entrepreneurship will show higher intention to start their businesses (Brush et al., 2017). Soria-Barreto et al. (2017) stated that there is a strong relationship between entrepreneurial education and entrepreneurial intention.

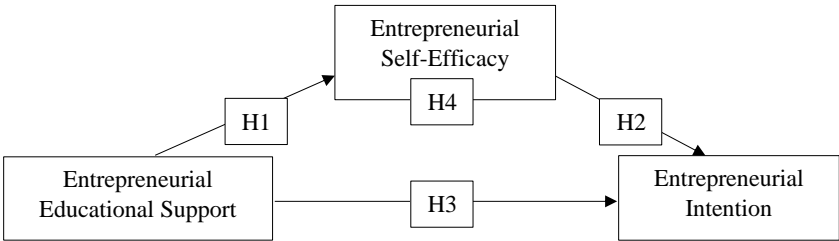
**H3:** Entrepreneurial education positively and significantly affects entrepreneurial intention.

**The mediating role of self-efficacy in the relationship between entrepreneurial educational support and entrepreneurial intention.** Entrepreneurial education can help develop the skills and positive attitudes toward entrepreneurial activities (Puni et al., 2018). This phenomenon can increase an individual's perception on his/her own ability, which finally can affect self-efficacy (Zhang et al., 2019). Many researches have introduced self-efficacy as a mediator in the relationship between entrepreneurial education and entrepreneurial intention (Nwosu et al., 2022; Puni et al., 2018).

Entrepreneurial self-efficacy can strengthen entrepreneurial intention, so that in the future, this can be a predictor of an individual's career choice. Jiatong et al. (2021) revealed that with the presence of self-efficacy as a mediator, entrepreneurship education becomes more influential on entrepreneurial intention. An individual with high self-efficacy toward his/her ability may be able to achieve higher goals, as well as experiencing the benefits, social acknowledgement, and personal satisfaction (Nwosu et al., 2022). Self-efficacy helps the students consider themselves that they can perform entrepreneurial activities which leads to entrepreneurial intention.

**H4:** Entrepreneurial self-efficacy mediates the relationship between entrepreneurial educational support and entrepreneurial intention.

The hypotheses in this research can be seen in the research model as shown in **Figure 2**. This research model shows that entrepreneurial educational support can increase entrepreneurial self-efficacy (H1) and entrepreneurial intention (H3). This model also shows the positive impact of entrepreneurial self-efficacy on entrepreneurial intention (H2), as well as the role of self-efficacy as a mediator between entrepreneurial educational support and entrepreneurial intention (H4).



**Figure 2.** Research Model  
Source: Author's Personal Conception (2023)

**METHODS**

This research is descriptive research covering the quantitative data analysis. In addition, this research used cross-sectional data, in which data was collected only once during a certain period in order to answer the research question (Sekaran & Bougie, 2020).

The target population in this research was active students studying in universities located in Jakarta and Bandung City. Samples were taken through purposive sampling technique with the qualification of respondents who were active students undergoing the entrepreneurial MBKM curriculum. Data was collected by distributing questionnaires and finally 300 samples that met the qualifications were acquired. Survey was conducted for four months.

In arranging the questionnaire, there were seventeen items of statements referring to previous studies. The details of each indicator in each variable can be seen in Table 1. This study adopted measurement scales that had been tested and validated by the previous researchers. We used 5-point Likert-scale, in which: 1 means Really Disagree; 2 means Disagree; 3 means Neutral; 4 means Agree; and 5 means Really Agree.

The acquired data was then analyzed using PLS-SEM (Partial Least Square-Structural Equation Modelling) in order to test the model stated in research design. PLS-SEM is a SEM statistics modeling technique based on variance to perform inter-construct

prediction, which is measured by several indicators indirectly (Hair et al., 2021). There are several reasons that become the basic consideration to use PLS-SEM in testing the hypotheses, such as no strong assumptions needed regarding data distribution, sample size, and measurement scale. This phenomenon needs special attention, because the collection of survey data is often not normally-distributed. Second, related to small sample-size, PLS-SEM possesses higher statistical power. Last, PLS-SEM is a suitable method to analyze multivariate regression due to the existence of error-free measurement between latent variable and indicators, as well as between latent variables (Hair et al., 2021). In performing data analysis, the software of SmartPLS version 4 was used.

**Table 1** explain variables and indicators has been used for the research. From Table 1 known seven indicators to measure entrepreneurial educational support were adopted from (Jiatong et al., 2021; Saoula et al., 2023); five indicators to measure self-efficacy were adopted from Puni et al. (2018); and then five indicators to measure entrepreneurial intention were adopted from Bacq & Alt (2018).

**Table 1.** Variables and Indicators

Variable	Indicator	Code
Entrepreneurial Educational Support	1. HEIs provide curriculum that supports entrepreneurial knowledge and skills.	ES1
	2. HEIs deliver the knowledge to develop business idea into business plan.	ES2
	3. I have a chance to present my business idea.	ES3
	4. I have a chance to envision my business idea.	ES4
	5. HEIs provide the support to participate in various competitions related to entrepreneurship.	ES5
	6. HEIs organize the seminars or workshops which invite successful entrepreneurs.	ES6
	7. HEIs provide the facilities that support entrepreneurial activities.	ES7
Entrepreneurial Self-Efficacy	1. I believe that I can contribute to community through entrepreneurship.	EE1
	2. I can identify business opportunity.	EE2
	3. I understand the right practice to run a business.	EE3
	4. I can always think creatively.	EE4
	5. I believe that I can build a business.	EE5
Entrepreneurial Intention	1. I am ready to start a business.	EI1
	2. I will try hard to run my own business.	EI2
	3. I plan to start a business shortly.	EI3
	4. I have a serious thinking to start a business.	EI4
	5. My professional goal is to be an entrepreneur.	EI5

Source: Adopted from previous research

The respondents' characteristics can be seen in **Table 2**. Among the valid responses, indicates that 57.667 percent of respondents is male students and 42.333 percent is female students. As much as 66.667 percent of respondents was studying in Jakarta and 33.333 percent was studying in Bandung. As much as 46.667 percent of respondents had economic-and-business educational background, while the remaining 53.333 percent had non-economic-and-business educational background. Most respondents aged between 19+ to 20 years old, which was 44 percent. Last, 61 percent of respondents had family background in the field of entrepreneurship, while the remaining 39 percent came from non-entrepreneurship family background.

**Table 2.** Respondents' Demographic

	Frequency	Percentage
<b>Gender</b>		
Male	173	57.667
Female	127	42.333
<b>University Origin</b>		
Jakarta	200	66.667
Bandung	100	33.333
<b>Educational Background</b>		
Economic and Business	140	46.667
Non Economic and Business	160	53.333
<b>Age</b>		
Over 21 years old	28	9.333
20+ to 21 years old	43	14.333
19+ to 20 years old	132	44.000
18 to 19 years old	97	32.333
<b>Family Background in Entrepreneurship</b>		
Yes	183	61
No	117	39

Source: Generated from 300 Respondents (2023)

## RESULTS

Data collected in this research was then analyzed by using Partial Least Square-Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS version 4 software. Data analysis in PLS-SEM was divided into outer model including validity and reliability tests and inner model to acquire the results of hypotheses tests.

Sekaran & Bougie (2020) explained that validity is a tool to test how well a research instrument is measured in certain concept. Moreover, reliability is a measurement that shows how far the measurement can be performed consistently without bias.

Convergent validity was tested by using outer-loadings and Average Variance Extracted (AVE). The measurement of indicator-loading must have the minimum value of 0.700 (Hair et al., 2021) and Average Variance Extracted (AVE) must be greater than 0.500 for the indicators to be valid (Hair et al., 2019). Discriminant validity was tested by using Heterotrait-Monotrait Ratio (HTMT) and Fornell-Larcker criterion. HTMT must be less than 0.900 and the assumption of Fornell-Larcker criterion uses square root of AVE generated by its own construct, that must be greater than those of other constructs, which means that the diagonal value must be greater (Hair et al., 2019).

Reliability analysis used Cronbach's Alpha ( $\alpha$ ) and the composite reliability (CR). An indicator is considered reliable if the value is greater than 0.600 to 0.700. However, if the value reaches 0.800 to 0.900, then the research variable is considered very good and reliable (Hair et al., 2019). The results of outer-model can be seen in **Table 3** and **4**.

**Table 3.** The Results of Convergent Validity and Reliability Analysis

Variable	Indicator	AVE	Outer Loadings	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)
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Entrepreneurial Educational Support	ES1		0.837			
	ES2		0.858			
	ES3	0.655	0.819	0.868	0.878	0.904
	ES4		0.741			
	ES5		0.785			
Self-Efficacy	EE1		0.795			
	EE2	0.680	0.843	0.843	0.846	0.894
	EE3		0.836			
	EE4		0.822			
Entrepreneurial Intention	EI1		0.748			
	EI2		0.852			
	EI3	0.620	0.794	0.846	0.852	0.890
	EI4		0.702			
	EI5		0.831			

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 3**, it can be concluded that these variables do not have any problem related to their validity and reliability. Based on the calculations, this research has met the criteria for convergent validity and reliability, as it has produced outer loadings above 0.700 and AVE above 0.500. Similarly, the reliability measurements have resulted in Cronbach's alpha, composite reliability rho\_a, and rho\_c above 0.800, indicating very good and reliable results.

**Table 4.** The Results of HTMT Test

Variable	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy			
Entrepreneurial Intention	0.668		
Entrepreneurial Educational Support	0.586	0.666	

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 4**, it can be concluded that in terms of discriminant validity, each variable has a Heterotrait-Monotrait Ratio (HTMT) value less than 0.900. The variables in this research have passed the test of discriminant validity through Heterotrait-Monotrait Ratio (HTMT) test.

**Table 5.** The Results of Discriminant Validity Analysis

Variable	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy	<b>0.824</b>	-	-
Entrepreneurial Intention	0.548	<b>0.787</b>	-
Entrepreneurial Educational Support	0.476	0.568	<b>0.809</b>

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 5**, it can be concluded that based on the Fornell-Larcker criterion, the square root of the AVE for each construct is

greater than that of other constructs. Therefore, the variables in this research have passed the test of discriminant validity through Fornell-Larcker criterion test.

Therefore, the next step can be performed, which is the inner-model analysis. According to Hair et al. (2020) inner-model analysis aims to reveal the relationship between variables contained in the research. There are several analyses that can be used in inner-model (structural model) analysis, which are: coefficient of determination ( $R^2$ ) test, predictive relevance ( $Q^2$ ) test, effect-size ( $f^2$ ) test, path-coefficients test, hypothesis test, and mediation test. The results of coefficient of determination ( $R^2$ ) test can be seen in **Tabel 6**.

**Table 6.** Coefficient of Determination ( $R^2$ )

Variable	$R^2$
Self-Efficacy	0.227
Entrepreneurial Intention	0.423

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of Coefficient of Determination ( $R^2$ ) analysis in **Table 6**, the result of coefficient of determination ( $R^2$ ) test shows that the  $R^2$  value of self-efficacy is 0.227. This means that as much as 22.700 percent variation of self-efficacy can be explained by entrepreneurial educational support, and the remaining 77.300 percent is explained by other variables out of the scope of this research. Next, the  $R^2$  value of entrepreneurial intention is 0.423, which means that as much as 42.300 percent variation of entrepreneurial intention can be explained by entrepreneurial educational support and self-efficacy, while the remaining 57.700 percent is explained other variables out of the scope of this research. The value of  $R^2$  relies upon its underlying rule of thumb, with 0.67, 0.33, and 0.19 representing the strong, moderate, and weak levels of the endogenous construct (Fauzi, 2022). Based on such categorization, it can be concluded that the entrepreneurial educational support has weak to moderate capability in explaining the entrepreneurial self-efficacy. However, the effect of entrepreneurial educational support and self-efficacy have moderate capability in explaining the entrepreneurial intention.

**Table 7.** Predictive Relevance ( $Q^2$ )

Variable	$Q^2$
Self-Efficacy	0.147
Entrepreneurial Intention	0.253

Source: Data Processed by Using SmartPLS Version 4 (2023)

Fauzi (2022) stated that there are three criteria to conclude the value of predictive relevance, which are: 1) If the value of  $Q^2$  is between 0.020 and 0.140, then the construct has small effect-size; 2) If  $Q^2$  is between 0.150 and 0.340, then the construct has medium effect-size; and 3) If  $Q^2$  is greater than 0.350, then the construct has large effect-size. Based on the results of Predictive Relevance ( $Q^2$ ) analysis in **Table 7**, the  $Q^2$  of self-efficacy and entrepreneurial intention are 0.147 and 0.253. This means that the constructs have medium effect-size as research measurements.

**Table 8.** Effect Size ( $f^2$ )

	Effect Size ( $f^2$ )	Description
Entrepreneurial Educational Support => Self-Efficacy	0.293	Medium Effect

Entrepreneurial Self-Efficacy => Entrepreneurial Intention	0.172	Medium Effect
Entrepreneurial Educational Support => Entrepreneurial Intention	0.212	Medium Effect

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on **Table 8**, the three variables have medium effect. This suits the reference from (Hair et al., 2021), in which the value more than 0.150 represents the effects of medium.

According to (Hair et al., 2019), bootstrapping can be used to conduct the hypothesis test. If the t-statistics is greater than 1.960 or p-values less than 0.050, then the hypothesis is accepted. On contrary, if the t-statistics is less than 1.960 or p-values greater than 0.050, then the hypothesis is rejected. The result of bootstrapping method used in hypotheses testing in this research is displayed in **Table 9**.

**Table 9.** The Results of Path Analysis and Significance Tests

	Hypothesis	Path Coeff.	t-stats	p-values	Result
H1	Entrepreneurial Education → Self-Efficacy	0.476	8.998	0.000	Significant
H2	Self-Efficacy → Entrepreneurial Intention	0.359	5.497	0.000	Significant
H3	Entrepreneurial Education → Entrepreneurial Intention	0.397	6.493	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on **Table 9**, it can be known that the first hypothesis, stating that there is a positive and significant effect of entrepreneurial educational support on self-efficacy, can be accepted ( $\beta$  of 0.476 and  $p$  lower than 0.050). This result can be empirical evidence to support H1. Next, the second hypothesis (H2) is also accepted ( $\beta$  of 0.359 and  $p$  lower than 0.050). This means that self-efficacy positively and significantly affects entrepreneurial intention. Last, the third hypothesis is also accepted ( $\beta$  of 0.397 and  $p$  lower than 0.050), which means that entrepreneurial educational support positively and significantly affects entrepreneurial intention.

**Table 10.** The Result of Mediation Test

	Hypothesis	Path Coeff.	t-stats	p-values	Result
H4	Entrepreneurial Education → Self-Efficacy → Entrepreneurial Intention	0.171	4.507	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

Next, **Table 10** shows the result of mediation test. Based on **Table 10**, the fourth hypothesis statistically can be accepted ( $\beta$  of 0.171 and  $p$  lower than 0.050), which means that self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. In this research, self-efficacy can mediate partially, because it can be known that the effect of exogenous variable on endogenous variable (direct effect) is significant, and the effect of exogenous variable on endogenous variable through mediation (indirect effect) is also significant (Hair et al., 2019).

The conclusion of all hypotheses testing is summarized in **Table 11**. Based on the summary, it is explained that the research have accepted the four formulated hypotheses. These are: entrepreneurial education has a positive and significant influence on self-efficacy, self-efficacy has a positive and significant effect on entrepreneurial intention, entrepreneurial education has a positive and significant effect on entrepreneurial intention, and finally, self-efficacy significantly mediates the effect of entrepreneurial education on entrepreneurial intention.

**Table 11.** The Summary of Hypotheses Testing Results

	Hypothesis	Result
H1	Entrepreneurial Education → Self-Efficacy	Accepted
H2	Self-Efficacy → Entrepreneurial Intention	Accepted
H3	Entrepreneurial Education → Entrepreneurial Intention	Accepted
H4	Entrepreneurial Education → Self-Efficacy → Entrepreneurial Intention	Accepted

Source: Data Processed by Authors (2023)

## DISCUSSION

The findings of this research have proven that entrepreneurial educational support and entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention. This research also proves that entrepreneurial self-efficacy can mediate the effect of MBKM-based entrepreneurial educational support on entrepreneurial intention among the students actively studying in universities in Jakarta and Bandung City.

The first hypothesis, which states that entrepreneurial educational positively and significantly affects entrepreneurial self-efficacy, is empirically supported by the result of this research. This result has similarity with those of previous studies (Anwar et al., 2022; Puni et al., 2018; Yousaf et al., 2020). This finding proves that whenever a student is given knowledge and skills, they will have self-confidence to be successful in the field of entrepreneurship. Entrepreneurial education is considered as one of important resources that can encourage the student's confidence to overcome the fear of failure when starting a business. Self-efficacy plays greater role in enhancing entrepreneurial intention whenever there is an accurate and sufficient entrepreneurial educational program (Hassan et al., 2020). In this case, MBKM entrepreneurial curriculum is expected to enhance the students' self-efficacy to perform entrepreneurial activities.

Moreover, the second hypothesis in this research states that self-efficacy can increase entrepreneurial intention. This hypothesis can be accepted, which means that self-efficacy positively and significantly affects entrepreneurial intention. This result is in line with those of previous researches conducted by (Bazkiaei et al., 2021; Shahverdi et al., 2018; Zewudu & Alamnie, 2017). Self-efficacy is an influential factor in explaining an individual's intention to behave. A strong self-efficacy will create a tendency for the students to be more confident. Having confidence to the possessed abilities, a student will deliver more efforts to develop his/her business plan. An individual, who has positive perception of his/her competence on entrepreneurship, will feel more confident to perform entrepreneurial activities (Puni et al., 2018).

Based on the result of the third hypothesis test, entrepreneurial educational support positively and significantly affects entrepreneurial intention. This is in line with several



previous researches (Alshebami et al., 2020; Bazkiaei et al., 2021; Puni et al., 2018) stating that the implementation of entrepreneurial education provides basic knowledge related to entrepreneurship, that can enhance an individual's knowledge and abilities to perform entrepreneurship, which finally encourages such individual's will to get involved in entrepreneurial activities. Entrepreneurial education has an important role in inspiring the students to perform the entrepreneurship (Bazkiaei et al., 2021). HEIs can help develop the students' entrepreneurial potency, of which one of them, is by implementing the MBKM entrepreneurial curriculum in order to fulfil their needs. An individual with greater knowledge, skills, and competence, can build greater entrepreneurial attitudes. Providing the opportunities to the students to explore about entrepreneurship during their study in HEI, can develop their skills and abilities to identify business opportunities, and makes them familiar with creative thinking, thus the will and idea to create new business can appear.

This research also empirically supports the fourth hypothesis, which states that entrepreneurial self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. Self-efficacy has an important mechanism that utilizes entrepreneurial education in entrepreneurial intention. This is in line with several research that have been conducted previously (Hoang et al., 2021; Jiatong et al., 2021; Yousaf et al., 2020). Entrepreneurial education is an important factor in exploring entrepreneurship and can also strengthen an individual's decision to perform entrepreneurial activities, if the element of self-efficacy is included (Shahab et al., 2019). This phenomenon shows that MBKM-based entrepreneurial education has facilitated the students to be more skillful to perform entrepreneurial activities, thus growing their attitudes and self-confidence, which finally can lead to higher self-efficacy. An individual with higher entrepreneurial self-efficacy will have greater entrepreneurial way of thinking, hence he/she will be more interested to perform entrepreneurial activities.

## CONCLUSION

This research aimed to reveal the impact of MBKM-based entrepreneurial curriculum implementation in predicting self-efficacy and entrepreneurial intention among the students in HEIs in Jakarta and Bandung City. The research related to entrepreneurial intention becomes important nowadays, because individuals who have entrepreneurial intention have higher tendency to start their own business. This research's results contribute to the existing literature studies regarding the role of entrepreneurial education. Specifically, the implementation of MBKM entrepreneurial curriculum has proven to have positive and significant impact in increasing the entrepreneurial intention among the students.

Besides, this research also proves that entrepreneurial education positively and significantly affects entrepreneurial self-efficacy among the students. Entrepreneurial education is perceived to be able to increase an individual's self-confidence and faith in entrepreneurial context, which finally can increase his/her entrepreneurial intention.

This research also proves that entrepreneurial self-efficacy also positively and significantly affects entrepreneurial intention. Students who have positive perception on their capabilities, will feel more confident in performing entrepreneurial activities. Therefore, the development of students' self-efficacy in forms of knowledge and skills in the field of entrepreneurship, becomes an important aspect to be paid attention to.

Entrepreneurial self-efficacy can mediate the effect of entrepreneurial educational support on entrepreneurial intention. This research provides the information about the importance of developing the student's entrepreneurial self-efficacy through the

implementation of entrepreneurship learning, thus can increase their intention to be entrepreneurs in the future.

On the basis of the study's findings, we offered some useful advice for educators and policy-makers. HEIs need to cultivate an entrepreneurial mindset among students and enhance their self-efficacy to achieve a more significant impact. This research has proven that entrepreneurial educational MBKM plays an important role in increasing the students' capabilities and competences. The entrepreneurial teaching method should not be limited to class-lecturing only, but also be able to deliver field competence to the students through entrepreneurial practices and internship. Basic facility support to the students in forms of business incubation provided by university, can help them start their own entrepreneurial activities. The students' entrepreneurial interest will help build their entrepreneurial behavior so that HEIs can generate their graduates who can create job opportunities rather than seeking for the jobs. This phenomenon is expected to provide positive contribution to solve the problems of unemployment and lead to the growth of Indonesian economic.

This study provides a few limitations that should be taken into consideration in future research opportunities. First, data were gathered only from HEIs students in Jakarta and Bandung. In order to generate greater results, next research should consider the use of larger sample size in order to better predict the impact of the implementation of MBKM-based entrepreneurial curriculum on entrepreneurial intention among the students in Indonesia in general. Further studies also need to examine other variables as predictor or mediator to entrepreneurship intention to add more contributions in the field of entrepreneurship.

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References coloured red are caused by (1). Does not have a DOI, (2). DOI is not active, and (3). Inaccessible.

Correct and recheck all references so that they meet the requirements.

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## ACKNOWLEDGEMENTS

Author would like to express deep gratitude to The General Directorate of Higher Education, Research, and Technology - The Ministry of Education, Culture, Research, and Technology -The Republic of Indonesia, for the year 2023 (Number: 1438/LL3/AL.04/2023) and The Institute of Research and Community Engagement (LPPM) of Universitas Tarumanagara, due to financial support for conducting this research as well as for publishing this scientific article.

Round 1 Status


Submission accepted.

Notifications

<a href="#">[JM] Editor Decision</a>	2023-11-06 08:08 PM
<a href="#">[JM] Editor Decision</a>	2023-10-27 01:38 PM

Reviewer's Attachments

Q Search

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Revisions

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## Empowering Entrepreneurial Intentions: Educational Support and Self-Efficacy in MBKM Context

**Abstract:** Realizing the importance of entrepreneurship for Indonesia's development, Indonesian government keeps trying to increase the entrepreneurship ratio, of which one of them is by launching "Merdeka Belajar-Kampus Merdeka (MBKM)" policy in order to encourage the development of students' entrepreneurial intention. This research aimed to empirically test the impact of MBKM-based entrepreneurial educational support on entrepreneurial self-efficacy, and entrepreneurial intention through self-efficacy. Data was collected from 300 students of HEIs in Jakarta and Bandung. Data was processed by using PLS-SEM. The findings confirm that entrepreneurial educational support significantly and positively predicts both entrepreneurial self-efficacy and intention. Moreover, the study validates that entrepreneurial self-efficacy serves as a mediator between entrepreneurial educational support and intention. This research is expected to be a guidance for educators and policy-makers to have better understanding about the factors that form the students' entrepreneurial intention, which can contribute to the growth of Indonesian economic.

**Keywords:** Entrepreneurial Education, Entrepreneurial Self-Efficacy, Entrepreneurial Intention, Entrepreneurial MBKM Program.

**Abstrak:** Menyadari pentingnya kewirausahaan bagi pembangunan Indonesia, maka Pemerintah terus berupaya untuk meningkatkan rasio kewirausahaan yang salah satunya dengan meluncurkan kebijakan Merdeka Belajar-Kampus Merdeka (MBKM) untuk diterapkan di Perguruan Tinggi. Penelitian ini bertujuan untuk menguji secara empiris dukungan pendidikan kewirausahaan berbasis MBKM terhadap efikasi diri berwirausaha dan juga pengaruh pendidikan kewirausahaan terhadap intensi berwirausaha melalui efikasi diri. Data dikumpulkan pada 300 responden yang merupakan mahasiswa aktif di Jakarta dan Bandung. Data diolah menggunakan PLS-SEM dan diperoleh hasil dukungan pendidikan kewirausahaan dapat memprediksi secara positif dan signifikan efikasi diri berwirausaha dan juga intensi berwirausaha. Penelitian ini juga membuktikan bahwa efikasi diri berwirausaha mampu menjadi mediator antara dukungan pendidikan kewirausahaan terhadap intensi berwirausaha. Penelitian ini diharapkan dapat menjadi acuan para akademisi dan pembuat kebijakan untuk memiliki pemahaman yang lebih baik tentang faktor-faktor yang membentuk intensi berwirausaha mahasiswa guna berkontribusi pada kemajuan perekonomian Indonesia. intensi berwirausaha mahasiswa guna berkontribusi pada kemajuan perekonomian Indonesia.

**Kata kunci:** Pendidikan Kewirausahaan, Efikasi Diri Berwirausaha, Intensi Berwirausaha, MBKM Kewirausahaan

### INTRODUCTION

Indonesia is predicted to experience demography bonus during the years between 2025 to 2045. The peak of this demographic bonus will occur in the year 2030, with the number of productive workforces is approximately 70 percent of total population (Rusiana, 2021). The ratio of entrepreneurs prior to demography bonus, which especially origins from the younger generations, becomes important because it plays a role as job-creators (Saputra, 2022). In recent decades, entrepreneurship has already attracted attentions from academicians and public-policy makers, because it is considered as one among the key-factors that have positive impacts on economic growth (Hoang et al., 2021; Trongtorsak et al., 2021). The rate of entrepreneurial growth varies among countries, but the entrepreneurship ratio is believed to have a positive and significant impact on economic growth. This is evidenced by the economic facts of developed countries, which are a result of entrepreneurship (Zewudu & Alamnie, 2017).

Realizing the importance of this phenomenon, The Indonesian President has issued the Presidential Regulation Number 2 Year 2022 about The Development of National Entrepreneurship which aims to enhance the ratio of entrepreneurs to strengthen the national economic. This is because the level of entrepreneurship in Indonesia currently has not achieved the ideal number and is still low compared to those in surrounding countries (Sutrisno, 2022). As a developing country, Indonesia continues to campaign for

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the growth of entrepreneurs, especially among the youth. According to the Global Entrepreneurship Index (GEI) data, Indonesia is still ranked 94 out of 137 countries. This rank is significantly lower compared to Singapore (27), Brunei Darussalam (53), and Malaysia (58) (Kusumojanto et al., 2021).

Growing the spirit of entrepreneurs among the higher educational institution students becomes one of the efforts to prepare the Indonesian younger generations to welcome the era of demography bonus. The students with entrepreneurial spirit will be the triggers of entrepreneurial activities and job-creators in the future. Producing the graduates who are ready to perform such activities is highly necessary, because currently most students plan to start the entrepreneurship after having job experience (Soelaiman et al., 2022). Therefore, the synergy from various parties is needed in order to provide the educational system, facilities, as well as the right policy for this generation.

Higher Educational Institution (HEI) is considered as part of the educational system of entrepreneurial ecosystem which plays a vital role to reduce the obstacles in envisioning the entrepreneurial careers (Soria-Barreto et al., 2017). HEIs are demanded to be able to design and implement the innovative learning process so that students can achieve learning outcomes covering the aspects of attitude, knowledge, and skill optimally and relevantly. Indonesian government is making continuous efforts, including the revitalization of entrepreneurship education in HEIs has been envisioned in the beginning of 2020 by applying the policy of 'Merdeka Belajar-Kampus Merdeka (MBKM)' which encouraging the development of students' entrepreneurial intention by using relevant learning programs. The concept of learning in the MBKM program is to provide opportunities and challenges for students to learn freely, fostering their creativity and abilities, thereby enhancing their independence in developing knowledge based on their gained experiences (Supriati et al., 2022). This can be part of the solutions of the students' tendency to be job-seeker instead of job-creator (Soelaiman et al., 2022). This MBKM Program has similar paradigm to the link-and-match policy that prioritize field practice, so that through this program, the students' readiness (soft-skills and hard-skills) will be set when entering the workplace or when creating new jobs (Kodrat, 2021).

The Regulation from Ministry of Education and Culture Number 3 Year 2020 stating that entrepreneurship is part of MBKM programs that must be implemented by HEIs. Through the MBKM entrepreneurial program, students are given opportunities to express and develop entrepreneurial and business innovation spirit, thus can expand job fields in Indonesia. This is because students are part of educated communities, who are expected to open new job fields (Soelaiman et al., 2023). The learning model in MBKM Entrepreneurship is the curriculum of entrepreneurial education, which is performed systematically, starting from learning the theories in entrepreneurship, as well as arranging and presenting business plan, into real practice (Supriati et al., 2022). This learning model aims to enhance the competence and build entrepreneurial spirit of the students. The experiential learning method has been proven effective as a framework to develop the learning-centered method and curriculum (Ikhtiangung & Soedihono, 2018). As a form of support to develop the students' entrepreneurial behavior, almost all HEIs have implemented entrepreneurial learning in the curriculum, which is converted into semester credit unit (Hia et al., 2022).

The students' entrepreneurial ecosystem starts from HEIs that provides academic support on forms of acceleration and incubation through entrepreneurial education (Yordanova et al, 2020). HEIs facilitates the development of entrepreneurial skills and competences to enhance the students' entrepreneurial potency (Othman et al., 2020). Entrepreneurial education should be applied to prepare individuals starting their new businesses by integrating experience, skills, and knowledge (Bazkiaei et al., 2021).

Academic support in the form of syllabi and entrepreneurship programs that can cultivate entrepreneurial spirit needs to be implemented to enhance students' entrepreneurial intentions (Alshebami et al., 2020). The entrepreneurial academic support provided by HEIs can be in forms of lecture materials, workshops, seminar, implementing the learning-by-doing curriculum, internship in startup business, and providing the opportunities to practice developing business plan (Sihwinarti et al., 2022). These kinds of supports from HEIs will strengthen the attitude toward entrepreneurship, subjective norms, and entrepreneurial self-efficacy, which finally will affect the entrepreneurial intention (Liu et al., 2022). Several previous researches stated that entrepreneurial education can be the most effective approach to entrepreneurial intention (Bazkiaei et al., 2021; Jiatong et al., 2021; Puni et al., 2018).

Entrepreneurial education provides opportunities to individuals to move forward in business strategies, by conducting feasibility studies and contributing in business realization leading to the growth of self-efficacy in such individuals (Yousaf et al., 2020). Self-efficacy is a individual's confidence in his/her own efforts to perform an action through the way of thinking and behaving in order to generate an outcome (Capron Puozzo & Audrin, 2021). More specifically, entrepreneurial self-efficacy is a individual's confidence toward entrepreneurial ability by performing certain actions to achieve the goals (Saoula et al., 2023). Self-efficacy can shape an individual's identity, capabilities, creativity, and personal identity. Individuals with high self-efficacy in entrepreneurship can enhance innovation and creativity in business as they are capable of perceiving opportunities and prospects for new ideas in products. Someone with self-efficacy is able to utilize existing methods or tools as an appropriate problem-solving approach, as well as implement innovative ideas (Shahab et al., 2019). An individual will start entrepreneurial action whenever he/she has high confidence to involve in such opportunity (Bazkiaei et al., 2021). An individual having entrepreneurial self-efficacy has high confidence toward his/her own efforts to start and run the entrepreneurial business (Wang & Huang, 2019). Individuals with high self-efficacy are often more capable to achieve the success in entrepreneurial business by taking advantage from the opportunities and their surrounding social environment (Caliendo et al., 2023). The higher the self-efficacy of an individual is, the higher the individual's intention will be to perform such behavior (Nguyen, 2017). Several previous researches stated that self-efficacy can be the most effective approach to entrepreneurial intention (Alshebami et al., 2020; Soomro & Shah, 2020).

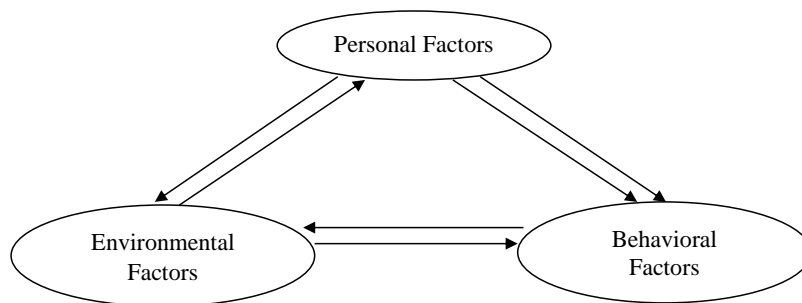
Several researches also show that entrepreneurial education also indirectly affects the entrepreneurial intention, thus it is suggested to use a mediation variable (Hoang et al., 2021). The research performed by Jiatong et al. (2021) revealed that the existence of self-efficacy can make the entrepreneurial education to have more significant impact on students' entrepreneurial intention. An individual's self-efficacy is highly sensitive to the indications obtained from entrepreneurship education. Entrepreneurship education, which offers students the opportunity to strategize in entrepreneurship and conduct feasibility studies, ultimately leads to the growth of self-efficacy in individuals. Self-efficacy is a key factor that can help entrepreneurs overcome challenges in the entrepreneurial process and has a significant influence on students' entrepreneurial intentions (Yousaf et al., 2020). Hence, this research aims to conduct further test about the existence of self-efficacy as a mediating variable, in the effect of entrepreneurial educational support on entrepreneurial intention.

Although entrepreneurial intention has been researched in many literatures, there is still a necessity of further empirical research to find out how the implementation of MBKM-entrepreneurship-based subjects that had been stipulated in 2020, can enhance

the students' entrepreneurial intention through self-efficacy.

## THEORETICAL REVIEW

This research is based on Social Cognitive Theory to predict an individual's intention. Intention is a component of behavior that can be strengthened anytime. Bandura (1986) argued that there are three kinds of powers that interact each other, which are environment, behavior, and mind. The interaction among these three factors is called the triadic reciprocal determinism. SCT explained that a human being has cognitive ability that contributes to the process of motivation, affection, and action that will impact the individual's behavioral outcomes. SCT can be used to learn the students' entrepreneurial intention that may be affected by the interactions among environmental input, personal factors, and behavioral outcomes (Nwosu et al., 2022).



**Figure 1** Triadic Reciprocal Determinism Model

Source: Bandura (1986)

The causality and reciprocal relationship between personal factors and behavior reflects the interactions between confidence and intention toward behavior. This interactive relationship between personal factors and environment is cognitive ability developed by environmental impact that delivers information through modeling and social persuasion. Last, the relationship between behavioral and environmental factors is reciprocal. Behavior will determine which environmental effect is potential. The environmental effect in turn, will determine the form of developed behavior. The effect between factors may vary which depends on the activities of behavior, individual, and also a set of different situation (Bandura, 1986).

This research adapted the concept from Social Cognitive Theory by including environmental factors through the variables of entrepreneurial educational support, and personal factors through self-efficacy. In the context of behavioral results, this research used entrepreneurial intention variable. The focus of this research will be on the relationship between entrepreneurial educational support and entrepreneurial intention, with the role of mediating variable, which is entrepreneurial self-efficacy as the fundamental of analysis.

**Entrepreneurial intention.** Intention refers to an individual's readiness to perform certain action and is considered as the most consistent predictor of behavior. In the context of entrepreneurship, the general definition of entrepreneurial intention is a state of mind that directs and guides one's attention, experiences, actions, goal-setting, communication, commitment, organization, and various activities towards the execution of entrepreneurial

behavior (Vamvaka et al., 2020). This phenomenon is supported by most literatures viewing entrepreneurial intention as the most accurate antecedent of entrepreneurship (Hoang et al., 2021). Measuring an individual's intention about what he/she will do, is better than observing an individual's character to find out his/her behavior. Entrepreneurial intention has an important role in adopting an individual's entrepreneurial behavior who wants to start a business. Entrepreneurial intention is expected to be the main and the strongest predictor to investigate the planned behavior of entrepreneurship, which starts from idea creation to business creation (Bignetti et al., 2021). Intention has been proven as a consistent indicator in measuring the entrepreneurial behavior to start a business (Bazkiaei et al., 2021). An individual may have the sufficient capability to be an entrepreneur, but such capability cannot directly affect the entrepreneurial behavior without intention (Shahzad et al., 2021).

Entrepreneurial intention reflects an individual's mind who is interested to start his/her own business instead of working for another employer. Entrepreneurial intention is the confidence realized and acknowledged by such individual to develop a business and consciously will manage it in the future (Soria-Barreto et al., 2017). Entrepreneurial intention is the beginning process of a set of business establishment process in long-run (Ikhtiangung & Soedihono, 2018). An individual with knowledge, skills, and capital, cannot utilize his/her own potency without entrepreneurial intention (Wang et al., 2019). The existence of entrepreneurial intention will direct an individual's mind to attention, experience, and action, in order to establish and form a business concept (Awotoye & Singh, 2018). Hence, entrepreneurial intention needs to be formed from the beginning so that the idea to start a business can happen in the reality (Mamun et al., 2017).

**Entrepreneurial education.** Entrepreneurial education is a set of individual's knowledge given by HEI related to entrepreneurial ability including the ability to detect business opportunity, thus can enhance the entrepreneurial confidence (Soria-Barreto et al., 2017). Entrepreneurship education imparts theoretical knowledge related to entrepreneurship. It also practically encourages students to engage directly in entrepreneurial activities by applying the knowledge they have acquired at the university (Alshebami et al., 2020). According to Wang et al. (2019) entrepreneurial education is a method in which students are equipped with the knowledge about general business knowledge areas include economic, political, regulatory, legal, technological, management, financial, marketing, accounting, production/ operations, supply chains, group and individual behaviors as well as the skills to identify the opportunity. In addition to theory, entrepreneurship education also fosters competencies among students, such as leadership, communication skills, presentation, planning and organizing, decision-making, delegation and control, and also leadership.

HEIs can play an important role in providing entrepreneurial program in order to embed the entrepreneurial way of thinking in the future. Academic support in form of entrepreneurial education is needed as a learning model to enhance the competence and build the entrepreneurial spirit among the students. The learning model should be arranged so that the students can have the experience to develop their entrepreneurial capability and achieve their competence (Ikhtiangung & Soedihono, 2018). Students should be fully support with entrepreneurial education to make them conduct their entrepreneurial activities professionally along with lower risk. Therefore, the curriculum should be updated in order to have stronger impact on students' tendency to perform the entrepreneurship (Shahverdi et al., 2018).

In the rapidly-competitive business world, the role of entrepreneurial education is highly important in growing the entrepreneurial spirit among university graduates in the future. Entrepreneurial education can affect an individual's career choice that enables

him/her to start his/her own business (Baubonienè et al., 2018). The learning process related to all entrepreneurial activities performed by HEIs to their students, will form a more-creative way of thinking among them in arranging their business plans (Bazkiaei et al., 2021).

**Self-efficacy.** Self-efficacy is the main component in Social Cognitive Theory that encourages an individual's will to perform a task, in order to achieve his/her expectation (Nwosu et al., 2022). Self-efficacy is an individual's confidence to conduct certain behavior based on his/her level of ability to do so (Alim & Dil, 2022). If an individual is confident in his/her own ability to conduct certain behavior, then such individual will be interested to be involved in it. An individual who has achieved better performance in a task, will encourage his/her self-efficacy to grow higher, and vice versa, an individual with low self-efficacy will ignore a task due to the fear of failure (Kundu, 2020). Specifically, self-efficacy is related to the trust and confidence of an individual regarding his/her ability to perform, thus will affect the cognitive level, which can impact the efforts and diligence in facing the challenge coming from the decision related to the action that will be performed (Hoang et al., 2021). The impact of self-efficacy within an individual can be in the form of learning self-efficacy and entrepreneurial self-efficacy (Alshebami et al., 2020).

According to the entrepreneurial conceptualization, self-efficacy can be defined as how far an individual perceives his/her own skill and ability to perform the role and task as an entrepreneur (Aga & Singh, 2022). This phenomenon includes an individual's confidence in his/her personal ability to organize and run a business. Self-efficacy can help an entrepreneur identify new opportunity and behave proactively due to self-confidence in facing the challenge, management capability, and the courage to take the risk (Hoang et al., 2021).

**Entrepreneurial educational support and self-efficacy.** The support from entrepreneurial education will provide opportunity to students to start the entrepreneurial activities, thus can enhance their self-efficacy through their achievements (Hoang et al., 2021). Entrepreneurship education will assist in the social cognition of individuals, thus influencing entrepreneurial mindset and actions to become more directed, logical, and significant. Consequently, increasing knowledge about entrepreneurship will enhance someone's entrepreneurial self-efficacy (Jiatong et al., 2021). Psychologically, individuals will avoid a task if they feel that they do not have sufficient knowledge to perform it. On the opposite, individuals will have higher self-efficacy if they possess relevant knowledge and skills to perform the task (Yousaf et al., 2020). Entrepreneurial training will have positive impact on individuals' perception on how they can start new businesses. In this case, Entrepreneurial education can support the development of entrepreneurial knowledge and skills, so that self-efficacy will increase gradually and significantly (Alshebami et al., 2020; Puni et al., 2018). L. Wu et al. (2022) revealed a significant impact of formal learning on entrepreneurial self-efficacy. Thus, entrepreneurial education can play an important role in developing entrepreneurial self-efficacy.

**H1:** Entrepreneurial educational support positively and significantly affects entrepreneurial self-efficacy.

**Self-efficacy and entrepreneurial intention.** Self-efficacy is a strong antecedent in forming entrepreneurial intention (Krueger et al., 2000). This phenomenon refers to an individual's confidence toward the ease or difficulty experienced when performing entrepreneurial activities (Vamvaka et al., 2020). Self-efficacy will impact a person's choice of activities, the goals they aim to achieve, and the performance they produce

(Alshebami et al., 2020). Such confidence on self-capability to organize and perform an entrepreneurial project can affect an individual's confidence to start a business. The better the individual's perception on self-efficacy toward entrepreneurship is, the stronger the individual's entrepreneurial intention will be to start a business (Bazkiaei et al., 2021; Nguyen, 2017; Zewudu & Alamnie, 2017). Individuals intending to start a business are strongly influenced by their beliefs in the abilities required to initiate a new venture creation and their confidence in their ability to successfully establish it (Ebewo et al., 2017). Students who already have entrepreneurial education may develop their entrepreneurial self-efficacy greater. Students will develop strong confidence in overcoming the challenges related to entrepreneurship (Nwosu et al., 2022). Otache (2019) found that self-efficacy positively impacts entrepreneurial intention among the students who have undergone entrepreneurial education.

**H2:** Entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention.

**Entrepreneurial educational support and entrepreneurial intention.**

Entrepreneurial education has a significant role in promoting entrepreneurial intention. Entrepreneurial education has provided a lot of dedication to enhance the necessity of an individual's entrepreneurship in forming the attitude, behavior, way of thinking, and the intention to be an entrepreneur (Alshebami et al., 2020). Therefore, if entrepreneurial education can be provided effectively, it will encourage the students to be entrepreneurs (Bazkiaei et al., 2021). Entrepreneurship education is a significant predictor of entrepreneurial intention, as it encompasses two theories, namely the human capital theory and the self-efficacy theory. The integration of these theories explains that individuals will acquire skills and knowledge that can encourage entrepreneurial behavior (Anwar et al., 2022). Entrepreneurial education can enhance entrepreneurial intention even for the students with non-business educational background. The knowledge and skills about entrepreneurship delivered to students in forms of theory and practice will help and motivate them to start new businesses (Yousaf et al., 2020). Students who have greater knowledge on entrepreneurship will show higher intention to start their businesses (Brush et al., 2017). Soria-Barreto et al. (2017) stated that there is a strong relationship between entrepreneurial education and entrepreneurial intention.

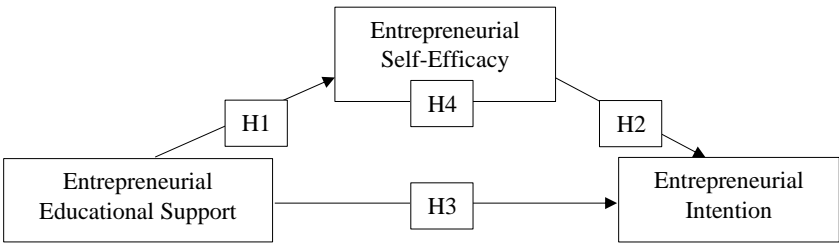
**H3:** Entrepreneurial education positively and significantly affects entrepreneurial intention.

**The mediating role of self-efficacy in the relationship between entrepreneurial educational support and entrepreneurial intention.** Entrepreneurial education can help develop the skills and positive attitudes toward entrepreneurial activities (Puni et al., 2018). This phenomenon can increase an individual's perception on his/her own ability, which finally can affect self-efficacy (Zhang et al., 2019). Many researches have introduced self-efficacy as a mediator in the relationship between entrepreneurial education and entrepreneurial intention (Nwosu et al., 2022; Puni et al., 2018). Entrepreneurial self-efficacy can strengthen entrepreneurial intention, so that in the future, this can be a predictor of an individual's career choice. Jiatong et al. (2021) revealed that with the presence of self-efficacy as a mediator, entrepreneurship education becomes more influential on entrepreneurial intention. An individual with high self-efficacy toward his/her ability may be able to achieve higher goals, as well as experiencing the benefits, social acknowledgement, and personal satisfaction (Nwosu et

al., 2022). Self-efficacy helps the students consider themselves that they can perform entrepreneurial activities which leads to entrepreneurial intention.

**H4:** Entrepreneurial self-efficacy mediates the relationship between entrepreneurial educational support and entrepreneurial intention.

The hypotheses in this research can be seen in the research model as shown in **Figure 2**. This research model shows that entrepreneurial educational support can increase entrepreneurial self-efficacy (H1) and entrepreneurial intention (H3). This model also shows the positive impact of entrepreneurial self-efficacy on entrepreneurial intention (H2), as well as the role of self-efficacy as a mediator between entrepreneurial educational support and entrepreneurial intention (H4).



**Figure 2.** Research Model  
Source: Author's Personal Conception (2023)

## METHODS

This research is descriptive research covering the quantitative data analysis. In addition, this research used cross-sectional data, in which data was collected only once during a certain period in order to answer the research question (Sekaran & Bougie, 2020).

The target population in this research was active students studying in universities located in Jakarta and Bandung City. Samples were taken through purposive sampling technique with the qualification of respondents who were active students undergoing the entrepreneurial MBKM curriculum. Data was collected by distributing questionnaires and finally 300 samples that met the qualifications were acquired. Survey was conducted for four months.

In arranging the questionnaire, there were seventeen items of statements referring to previous studies. The details of each indicator in each variable can be seen in Table 1. This study adopted measurement scales that had been tested and validated by the previous researchers. We used 5-point Likert-scale, in which: 1 means Really Disagree; 2 means Disagree; 3 means Neutral; 4 means Agree; and 5 means Really Agree.

The acquired data was then analyzed using PLS-SEM (Partial Least Square-Structural Equation Modelling) in order to test the model stated in research design. PLS-SEM is a SEM statistics modeling technique based on variance to perform inter-construct prediction, which is measured by several indicators indirectly (Hair et al., 2021). There are several reasons that become the basic consideration to use PLS-SEM in testing the hypotheses, such as no strong assumptions needed regarding data distribution, sample size, and measurement scale. This phenomenon needs special attention, because the collection of survey data is often not normally-distributed. Second, related to small sample-size, PLS-SEM possesses higher statistical power. Last, PLS-SEM is a suitable

method to analyze multivariate regression due to the existence of error-free measurement between latent variable and indicators, as well as between latent variables (Hair et al., 2021). In performing data analysis, the software of SmartPLS version 4 was used.

**Table 1** explain variables and indicators has been used for the research. From Table 1 known seven indicators to measure entrepreneurial educational support were adopted from (Jiatong et al., 2021; Saoula et al., 2023); five indicators to measure self-efficacy were adopted from Puni et al. (2018); and then five indicators to measure entrepreneurial intention were adopted from Bacq & Alt (2018).

**Table 1.** Variables and Indicators

Variable	Indicator	Code
Entrepreneurial Educational Support	1. HEIs provide curriculum that supports entrepreneurial knowledge and skills.	ES1
	2. HEIs deliver the knowledge to develop business idea into business plan.	ES2
	3. I have a chance to present my business idea.	ES3
	4. I have a chance to envision my business idea.	ES4
	5. HEIs provide the support to participate in various competitions related to entrepreneurship.	ES5
	6. HEIs organize the seminars or workshops which invite successful entrepreneurs.	ES6
	7. HEIs provide the facilities that support entrepreneurial activities.	ES7
Entrepreneurial Self-Efficacy	1. I believe that I can contribute to community through entrepreneurship.	EE1
	2. I can identify business opportunity.	EE2
	3. I understand the right practice to run a business.	EE3
	4. I can always think creatively.	EE4
	5. I believe that I can build a business.	EE5
Entrepreneurial Intention	1. I am ready to start a business.	EI1
	2. I will try hard to run my own business.	EI2
	3. I plan to start a business shortly.	EI3
	4. I have a serious thinking to start a business.	EI4
	5. My professional goal is to be an entrepreneur.	EI5

Source: Adopted from previous research

The respondents' characteristics can be seen in **Table 2**. Among the valid responses, indicates that 57.667 percent of respondents is male students and 42.333 percent is female students. As much as 66.667 percent of respondents was studying in Jakarta and 33.333 percent was studying in Bandung. As much as 46.667 percent of respondents had economic-and-business educational background, while the remaining 53.333 percent had non-economic-and-business educational background. Most respondents aged between 19+ to 20 years old, which was 44 percent. Last, 61 percent of respondents had family background in the field of entrepreneurship, while the remaining 39 percent came from non-entrepreneurship family background.

**Table 2.** Respondents' Demographic

	Frequency	Percentage
<b>Gender</b>		
Male	173	57.667
Female	127	42.333

**Commented [A2]:** Try to provide an interpretation of the results from the table, not just rewrite the numbers in the table. But it should give meaning to the numbers.



<b>University Origin</b>		
Jakarta	200	66.667
Bandung	100	33.333
<b>Educational Background</b>		
Economic and Business	140	46.667
Non Economic and Business	160	53.333
<b>Age</b>		
Over 21 years old	28	9.333
20+ to 21 years old	43	14.333
19+ to 20 years old	132	44.000
18 to 19 years old	97	32.333
<b>Family Background in Entrepreneurship</b>		
Yes	183	61
No	117	39

Source: Generated from 300 Respondents (2023)

## RESULTS

Data collected in this research was then analyzed by using Partial Least Square-Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS version 4 software. Data analysis in PLS-SEM was divided into outer model including validity and reliability tests and inner model to acquire the results of hypotheses tests.

Sekaran & Bougie (2020) explained that validity is a tool to test how well a research instrument is measured in certain concept. Moreover, reliability is a measurement that shows how far the measurement can be performed consistently without bias.

Convergent validity was tested by using outer-loadings and Average Variance Extracted (AVE). The measurement of indicator-loading must have the minimum value of 0.700 (Hair et al., 2021) and Average Variance Extracted (AVE) must be greater than 0.500 for the indicators to be valid (Hair et al., 2019). Discriminant validity was tested by using Heterotrait-Monotrait Ratio (HTMT) and Fornell-Larcker criterion. HTMT must be less than 0.900 and the assumption of Fornell-Larcker criterion uses square root of AVE generated by its own construct, that must be greater than those of other constructs, which means that the diagonal value must be greater (Hair et al., 2019).

Reliability analysis used Cronbach's Alpha ( $\alpha$ ) and the composite reliability (CR). An indicator is considered reliable if the value is greater than 0.600 to 0.700. However, if the value reaches 0.800 to 0.900, then the research variable is considered very good and reliable (Hair et al., 2019). The results of outer-model can be seen in **Table 3** and **4**.

**Table 3.** The Results of Convergent Validity and Reliability Analysis

Variable	Indicator	AVE	Outer Loadings	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)
Entrepreneurial	ES1	0.655	0.837	0.868	0.878	0.904
	ES2		0.858			
Educational Support	ES3		0.819			
	ES4		0.741			
	ES5		0.785			
Self-Efficacy	EE1	0.680	0.795	0.843	0.846	0.894

Entrepreneurial Intention	EE2		0.843			
	EE3		0.836			
	EE4		0.822			
	EI1		0.748			
	EI2		0.852			
	EI3	0.620	0.794	0.846	0.852	0.890
	EI4		0.702			
	EI5		0.831			

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 3**, it can be concluded that these variables do not have any problem related to their validity and reliability. Based on the calculations, this research has met the criteria for convergent validity and reliability, as it has produced outer loadings above 0.700 and AVE above 0.500. Similarly, the reliability measurements have resulted in Cronbach's alpha, composite reliability rho\_a, and rho\_c above 0.800, indicating very good and reliable results.

**Table 4.** The Results of HTMT Test

Variable	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy			
Entrepreneurial Intention	0.668		
Entrepreneurial Educational Support	0.586	0.666	

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 4**, it can be concluded that in terms of discriminant validity, each variable has a Heterotrait-Monotrait Ratio (HTMT) value less than 0.900. The variables in this research have passed the test of discriminant validity through Heterotrait-Monotrait Ratio (HTMT) test.

**Table 5.** The Results of Discriminant Validity Analysis

Variable	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy	<b>0.824</b>	-	-
Entrepreneurial Intention	0.548	<b>0.787</b>	
Entrepreneurial Educational Support	0.476	0.568	<b>0.809</b>

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 5**, it can be concluded that based on the Fornell-Larcker criterion, the square root of the AVE for each construct is greater than that of other constructs. Therefore, the variables in this research have passed the test of discriminant validity through Fornell-Larcker criterion test.

Therefore, the next step can be performed, which is the inner-model analysis. According to Hair et al. (2020) inner-model analysis aims to reveal the relationship between variables contained in the research. There are several analyses that can be used in inner-model (structural model) analysis, which are: coefficient of determination ( $R^2$ ) test, predictive relevance ( $Q^2$ ) test, effect-size ( $f^2$ ) test, path-coefficients test, hypothesis

test, and mediation test. The results of coefficient of determination ( $R^2$ ) test can be seen in **Tabel 6**.

**Table 6.** Coefficient of Determination ( $R^2$ )

Variable	$R^2$
Self-Efficacy	0.227
Entrepreneurial Intention	0.423

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of Coefficient of Determination ( $R^2$ ) analysis in **Table 6**, the result of coefficient of determination ( $R^2$ ) test shows that the  $R^2$  value of self-efficacy is 0.227. This means that as much as 22.700 percent variation of self-efficacy can be explained by entrepreneurial educational support, and the remaining 77.300 percent is explained by other variables out of the scope of this research. Next, the  $R^2$  value of entrepreneurial intention is 0.423, which means that as much as 42.300 percent variation of entrepreneurial intention can be explained by entrepreneurial educational support and self-efficacy, while the remaining 57.700 percent is explained other variables out of the scope of this research. The value of  $R^2$  relies upon its underlying rule of thumb, with 0.67, 0.33, and 0.19 representing the strong, moderate, and weak levels of the endogenous construct (Fauzi, 2022). Based on such categorization, it can be concluded that the entrepreneurial educational support has weak to moderate capability in in explaining the entrepreneurial self-efficacy. However, the effect of entrepreneurial educational support and self-efficacy have moderate capability in explaining the entrepreneurial intention.

**Table 7.** Predictive Relevance ( $Q^2$ )

Variable	$Q^2$
Self-Efficacy	0.147
Entrepreneurial Intention	0.253

Source: Data Processed by Using SmartPLS Version 4 (2023)

Fauzi (2022) stated that there are three criteria to conclude the value of predictive relevance, which are: 1) If the value of  $Q^2$  is between 0.020 and 0.140, then the construct has small effect-size; 2) If  $Q^2$  is between 0.150 and 0.340, then the construct has medium effect-size; and 3) If  $Q^2$  is greater than 0.350, then the construct has large effect-size. Based on the results of Predictive Relevance ( $Q^2$ ) analysis in **Table 7**, the  $Q^2$  of self-efficacy and entrepreneurial intention are 0.147 and 0.253. This means that the constructs have medium effect-size as research measurements.

**Table 8.** *Effect Size* ( $f^2$ )

	<i>Effect Size</i> ( $f^2$ )	Description
Entrepreneurial Educational Support => Self-Efficacy	0.293	Medium Effect
Entrepreneurial Self-Efficacy => Entrepreneurial Intention	0.172	Medium Effect
Entrepreneurial Educational Support => Entrepreneurial Intention	0.212	Medium Effect

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on **Table 8**, the three variables have medium effect. This suits the reference from (Hair et al., 2021), in which the value more than 0.150 represents the effects of medium.

According to (Hair et al., 2019), bootstrapping can be used to conduct the hypothesis test. If the t-statistics is greater than 1.960 or p-values less than 0.050, then the hypothesis is accepted. On contrary, if the t-statistics is less than 1.960 or p-values greater than 0.050, then the hypothesis is rejected. The result of bootstrapping method used in hypotheses testing in this research is displayed in **Table 9**.

**Commented [A3]:** Give meaning to the effects of this "medium", especially for the research results that you obtained.

**Table 9.** The Results of Path Analysis and Significance Tests

	Hypothesis	Path Coeff.	t-stats	p-values	Result
H1	Entrepreneurial Education → Self-Efficacy	0.476	8.998	0.000	Significant
H2	Self-Efficacy → Entrepreneurial Intention	0.359	5.497	0.000	Significant
H3	Entrepreneurial Education → Entrepreneurial Intention	0.397	6.493	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on **Table 9**, it can be known that the first hypothesis, stating that there is a positive and significant effect of entrepreneurial educational support on self-efficacy, can be accepted ( $\beta$  of 0.476 and  $p$  lower than 0.050). This result can be empirical evidence to support H1. Next, the second hypothesis (H2) is also accepted ( $\beta$  of 0.359 and  $p$  lower than 0.050). This means that self-efficacy positively and significantly affects entrepreneurial intention. Last, the third hypothesis is also accepted ( $\beta$  of 0.397 and  $p$  lower than 0.050), which means that entrepreneurial educational support positively and significantly affects entrepreneurial intention.

**Table 10.** The Result of Mediation Test

	Hypothesis	Path Coeff.	t-stats	p-values	Result
H4	Entrepreneurial Education → Self-Efficacy → Entrepreneurial Intention	0.171	4.507	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

Next, **Table 10** shows the result of mediation test. Based on **Table 10**, the fourth hypothesis statistically can be accepted ( $\beta$  of 0.171 and  $p$  lower than 0.050), which means that self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. In this research, self-efficacy can mediate partially, because it can be known that the effect of exogenous variable on endogenous variable (direct effect) is significant, and the effect of exogenous variable on endogenous variable through mediation (indirect effect) is also significant (Hair et al., 2019).

The conclusion of all hypotheses testing is summarized in **Table 11**. Based on the summary, it is explained that the research have accepted the four formulated hypotheses. These are: entrepreneurial education has a positive and significant influence on self-efficacy, self-efficacy has a positive and significant effect on entrepreneurial intention, entrepreneurial education has a positive and significant effect on entrepreneurial

intention, and finally, self-efficacy significantly mediates the effect of entrepreneurial education on entrepreneurial intention.

**Table 11.** The Summary of Hypotheses Testing Results

	Hypothesis	Result
H1	Entrepreneurial Education → Self-Efficacy	Accepted
H2	Self-Efficacy → Entrepreneurial Intention	Accepted
H3	Entrepreneurial Education → Entrepreneurial Intention	Accepted
H4	Entrepreneurial Education → Self-Efficacy → Entrepreneurial Intention	Accepted

Source: Data Processed by Authors (2023)

**DISCUSSION**

The findings of this research have proven that entrepreneurial educational support and entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention. This research also proves that entrepreneurial self-efficacy can mediate the effect of MBKM-based entrepreneurial educational support on entrepreneurial intention among the students actively studying in universities in Jakarta and Bandung City.

The first hypothesis, which states that entrepreneurial educational positively and significantly affects entrepreneurial self-efficacy, is empirically supported by the result of this research. This result has similarity with those of previous studies (Anwar et al., 2022; Puni et al., 2018; Yousaf et al., 2020). This finding proves that whenever a student is given knowledge and skills, they will have self-confidence to be successful in the field of entrepreneurship. Entrepreneurial education is considered as one of important resources that can encourage the student’s confidence to overcome the fear of failure when starting a business. Self-efficacy plays greater role in enhancing entrepreneurial intention whenever there is an accurate and sufficient entrepreneurial educational program (Hassan et al., 2020). In this case, MBKM entrepreneurial curriculum is expected to enhance the students’ self-efficacy to perform entrepreneurial activities.

Moreover, the second hypothesis in this research states that self-efficacy can increase entrepreneurial intention. This hypothesis can be accepted, which means that self-efficacy positively and significantly affects entrepreneurial intention. This result is in line with those of previous researches conducted by (Bazkiaei et al., 2021; Shahverdi et al., 2018; Zewudu & Alamnie, 2017). Self-efficacy is an influential factor in explaining an individual’s intention to behave. A strong self-efficacy will create a tendency for the students to be more confident. Having confidence to the possessed abilities, a student will deliver more efforts to develop his/her business plan. An individual, who has positive perception of his/her competence on entrepreneurship, will feel more confident to perform entrepreneurial activities (Puni et al., 2018).

Based on the result of the third hypothesis test, entrepreneurial educational support positively and significantly affects entrepreneurial intention. This is in line with several previous researches (Alshebami et al., 2020; Bazkiaei et al., 2021; Puni et al., 2018) stating that the implementation of entrepreneurial education provides basic knowledge related to entrepreneurship, that can enhance an individual’s knowledge and abilities to perform entrepreneurship, which finally encourages such individual’s will to get involved in entrepreneurial activities. Entrepreneurial education has an important role in inspiring the students to perform the entrepreneurship (Bazkiaei et al., 2021). HEIs can help

**Commented [A4]:** You need to provide the meaning of the research results in a description. At least in your discussion, you must reveal the role of indicators for each construct in understanding the relationship between constructs.

develop the students' entrepreneurial potency, of which one of them, is by implementing the MBKM entrepreneurial curriculum in order to fulfil their needs. An individual with greater knowledge, skills, and competence, can build greater entrepreneurial attitudes. Providing the opportunities to the students to explore about entrepreneurship during their study in HEI, can develop their skills and abilities to identify business opportunities, and makes them familiar with creative thinking, thus the will and idea to create new business can appear.

This research also empirically supports the fourth hypothesis, which states that entrepreneurial self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. Self-efficacy has an important mechanism that utilizes entrepreneurial education in entrepreneurial intention. This is in line with several research that have been conducted previously (Hoang et al., 2021; Jiatong et al., 2021; Yousaf et al., 2020). Entrepreneurial education is an important factor in exploring entrepreneurship and can also strengthen an individual's decision to perform entrepreneurial activities, if the element of self-efficacy is included (Shahab et al., 2019). This phenomenon shows that MBKM-based entrepreneurial education has facilitated the students to be more skillful to perform entrepreneurial activities, thus growing their attitudes and self-confidence, which finally can lead to higher self-efficacy. An individual with higher entrepreneurial self-efficacy will have greater entrepreneurial way of thinking, hence he/she will be more interested to perform entrepreneurial activities.

## CONCLUSION

This research aimed to reveal the impact of MBKM-based entrepreneurial curriculum implementation in predicting self-efficacy and entrepreneurial intention among the students in HEIs in Jakarta and Bandung City. The research related to entrepreneurial intention becomes important nowadays, because individuals who have entrepreneurial intention have higher tendency to start their own business. This research's results contribute to the existing literature studies regarding the role of entrepreneurial education. Specifically, the implementation of MBKM entrepreneurial curriculum has proven to have positive and significant impact in increasing the entrepreneurial intention among the students.

Besides, this research also proves that entrepreneurial education positively and significantly affects entrepreneurial self-efficacy among the students. Entrepreneurial education is perceived to be able to increase an individual's self-confidence and faith in entrepreneurial context, which finally can increase his/her entrepreneurial intention.

This research also proves that entrepreneurial self-efficacy also positively and significantly affects entrepreneurial intention. Students who have positive perception on their capabilities, will feel more confident in performing entrepreneurial activities. Therefore, the development of students' self-efficacy in forms of knowledge and skills in the field of entrepreneurship, becomes an important aspect to be paid attention to.

Entrepreneurial self-efficacy can mediate the effect of entrepreneurial educational support on entrepreneurial intention. This research provides the information about the importance of developing the student's entrepreneurial self-efficacy through the implementation of entrepreneurship learning, thus can increase their intention to be entrepreneurs in the future.

On the basis of the study's findings, we offered some useful advice for educators and policy-makers. HEIs need to cultivate an entrepreneurial mindset among students and enhance their self-efficacy to achieve a more significant impact. This research has proven that entrepreneurial educational MBKM plays an important role in increasing the

students' capabilities and competences. The entrepreneurial teaching method should not be limited to class-lecturing only, but also be able to deliver field competence to the students through entrepreneurial practices and internship. Basic facility support to the students in forms of business incubation provided by university, can help them start their own entrepreneurial activities. The students' entrepreneurial interest will help build their entrepreneurial behavior so that HEIs can generate their graduates who can create job opportunities rather than seeking for the jobs. This phenomenon is expected to provide positive contribution to solve the problems of unemployment and lead to the growth of Indonesian economic.

This study provides a few limitations that should be taken into consideration in future research opportunities. First, data were gathered only from HEIs students in Jakarta and Bandung. In order to generate greater results, next research should consider the use of larger sample size in order to better predict the impact of the implementation of MBKM-based entrepreneurial curriculum on entrepreneurial intention among the students in Indonesia in general. Further studies also need to examine other variables as predictor or mediator to entrepreneurship intention to add more contributions in the field of entrepreneurship.

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## ACKNOWLEDGEMENTS

Author would like to express deep gratitude to The General Directorate of Higher Education, Research, and Technology - The Ministry of Education, Culture, Research, and Technology -The Republic of Indonesia, for the year 2023 (Number: 1438/LL3/AL.04/2023) and The Institute of Research and Community Engagement (LPPM) of Universitas Tarumanagara, due to financial support for conducting this research as well as for publishing this scientific article.

## RESPONSE TO REVIEWER

No	Sugesstion from Editor	Improvement Made in the Manuscript	Note
1.	Try to make a separate paragraph to explain the novelty of your article. Because after I read it, this article was only limited to explaining the variables to be studied, but there was no explanation related to the novelty of this article and what the reasons were if it was a novelty.	Paragraph to explain the novelty of the research already add.	
2.	Try to provide an interpretation of the results from the table, not just rewrite the numbers in the table. But it should give meaning to the numbers.	Interpretation of the results from table already add.	
3.	Give meaning to the effects of this "medium", especially for the research results that you obtained.	The explanation about the medium effects from the result already done.	
4.	You need to provide the meaning of the research results in a description. At least in your discussion, you must reveal the role of indicators for each construct in understanding the relationship between constructs	The research results in the discussion section have been presented as suggestions.	

## Empowering Entrepreneurial Intentions: Educational Support and Self-Efficacy in MBKM Context

**Abstract:** Realizing the importance of entrepreneurship for Indonesia's development, the Indonesian government keeps trying to increase the entrepreneurship ratio, which one of them is by launching the "Merdeka Belajar-Kampus Merdeka (MBKM)" policy in order to encourage the development of students' entrepreneurial intention. This research aimed to empirically test the impact of MBKM-based entrepreneurial educational support on entrepreneurial self-efficacy, and entrepreneurial intention through self-efficacy. Data was collected from 300 students of HEIs in Jakarta and Bandung. Data was processed by using PLS-SEM. The findings confirm that entrepreneurial educational support significantly and positively predicts both entrepreneurial self-efficacy and intention. Moreover, the study validates that entrepreneurial self-efficacy serves as a mediator between entrepreneurial educational support and intention. This research is expected to be a guidance for educators and policy-makers to have better understanding about the factors that form the students' entrepreneurial intention, which can contribute to the growth of Indonesian economic.

**Keywords:** Entrepreneurial Education, Entrepreneurial Self-Efficacy, Entrepreneurial Intention, Entrepreneurial MBKM Program.

**Abstrak:** Menyadari pentingnya kewirausahaan bagi pembangunan Indonesia, maka Pemerintah terus berupaya untuk meningkatkan rasio kewirausahaan yang salah satunya dengan meluncurkan kebijakan Merdeka Belajar-Kampus Merdeka (MBKM) untuk diterapkan di Perguruan Tinggi. Penelitian ini bertujuan untuk menguji secara empiris dukungan pendidikan kewirausahaan berbasis MBKM terhadap efikasi diri berwirausaha dan juga pengaruh pendidikan kewirausahaan terhadap intensi berwirausaha melalui efikasi diri. Data dikumpulkan pada 300 responden yang merupakan mahasiswa aktif di Jakarta dan Bandung. Data diolah menggunakan PLS-SEM dan diperoleh hasil dukungan pendidikan kewirausahaan dapat memprediksi secara positif dan signifikan efikasi diri berwirausaha dan juga intensi berwirausaha. Penelitian ini juga membuktikan bahwa efikasi diri berwirausaha mampu menjadi mediator antara dukungan pendidikan kewirausahaan terhadap intensi berwirausaha. Penelitian ini diharapkan dapat menjadi acuan para akademisi dan pembuat kebijakan untuk memiliki pemahaman yang lebih baik tentang faktor-faktor yang membentuk intensi berwirausaha mahasiswa guna berkontribusi pada kemajuan perekonomian Indonesia. intensi berwirausaha mahasiswa guna berkontribusi pada kemajuan perekonomian Indonesia.

**Kata kunci:** Pendidikan Kewirausahaan, Efikasi Diri Berwirausaha, Intensi Berwirausaha, MBKM Kewirausahaan

### INTRODUCTION

Indonesia is predicted to experience a demographic bonus during the years between 2025 to 2045. The peak of this demographic bonus will occur in the year 2030, with the number of productive workforces is approximately 70 percent of total population (Rusiana, 2021). The ratio of entrepreneurs prior to demographic bonus, which especially origins from the younger generations, becomes important because it plays a role as job-creators (Saputra, 2022). In recent decades, entrepreneurship has already attracted a lot of attention from academicians and public-policy makers, because it is considered as one among the key-factors that have positive impacts on economic growth (Hoang et al., 2021; Trongtorsak et al., 2021). The rate of entrepreneurial growth varies among countries, but the entrepreneurship ratio is believed to have a positive and significant impact on economic growth. This is evidenced by the economic facts from developed countries, which are a result of entrepreneurship (Zewudu & Alamnie, 2017).

Realizing the importance of this phenomenon, The Indonesian President has issued the Presidential Regulation Number 2 Year 2022 about The Development of National Entrepreneurship which aims to enhance the ratio of entrepreneurs to strengthen the national economic. This is because the level of entrepreneurship in Indonesia currently has not achieved the ideal number and is still low compared to those in surrounding countries (Sutrisno, 2022). As a developing country, Indonesia continues to campaign for

the growth of entrepreneurs, especially among the youth. According to the Global Entrepreneurship Index (GEI) data, Indonesia is still ranked 94 out of 137 countries. This rank is significantly low compared to Singapore (27), Brunei Darussalam (53), and Malaysia (58) (Kusumojanto et al., 2021).

Growing the spirit of entrepreneurs among the higher educational institution students becomes one of the efforts to prepare the Indonesian younger generations to welcome the era of demographic bonus. The students with entrepreneurial spirit will be the triggers of entrepreneurial activities and job-creators in the future. Producing the graduates who are ready to perform such activities is highly necessary, because currently most students plan to start the entrepreneurship after having job experience (Soelaiman et al., 2022). Therefore, the synergy from various parties is needed in order to provide the educational system, facilities, as well as the right policy for this generation.

Higher Educational Institution (HEI) is considered as part of the educational system of entrepreneurial ecosystem which plays a vital role to reduce the obstacles in envisioning the entrepreneurial careers (Soria-Barreto et al., 2017). HEIs are demanded to be able to design and implement the innovative learning process so that students can achieve learning outcomes covering the aspects of attitude, knowledge, and skill optimally and relevantly. Indonesian government is making continuous efforts, including the revitalization of entrepreneurship education in HEIs has been envisioned in the beginning of 2020 by applying the policy of 'Merdeka Belajar-Kampus Merdeka (MBKM)' which encouraging the development of students' entrepreneurial intention by using relevant learning programs. The concept of learning in the MBKM program is to provide opportunities and challenges for students to learn freely, fostering their creativity and abilities, thereby enhancing their independence in developing knowledge based on their gained experiences (Supriati et al., 2022). This can be part of the solutions of the students' tendency to be job-seeker instead of job-creator (Soelaiman et al., 2022). This MBKM Program has similar paradigm to the link-and-match policy that prioritize field practice, so that through this program, the students' readiness (soft-skills and hard-skills) will be set when entering the workplace or creating new jobs (Kodrat, 2021).

The Regulation from Ministry of Education and Culture Number 3 Year 2020 states that entrepreneurship is part of MBKM programs that must be implemented by HEIs. Through the MBKM entrepreneurial program, students are given opportunities to express and develop entrepreneurial and business innovation spirit, thus can expand job fields in Indonesia. This is because students are part of educated communities, who are expected to open new job fields (Soelaiman et al., 2023). The learning model in MBKM Entrepreneurship is the curriculum of entrepreneurial education, which is performed systematically, starting from learning the theories in entrepreneurship, as well as arranging and presenting business plan, into real practice (Supriati et al., 2022). This learning model aims to enhance the competence and build entrepreneurial spirit of the students. The experiential learning method has been proven effective as a framework to develop the learning-centered method and curriculum (Ikhtiangung & Soedihono, 2018). As a form of support to develop the students' entrepreneurial behavior, almost all HEIs have implemented entrepreneurial learning in the curriculum, which is converted into semester credit unit (Hia et al., 2022).

The students' entrepreneurial ecosystem starts from HEIs that provides academic support on forms of acceleration and incubation through entrepreneurial education (Yordanova et al, 2020). HEIs facilitates the development of entrepreneurial skills and competences to enhance the students' entrepreneurial potency (Othman et al., 2020). Entrepreneurial education should be applied to prepare individuals starting their new businesses by integrating experience, skills, and knowledge (Bazkiaei et al., 2021).

Academic support in the form of syllabi and entrepreneurship programs that can cultivate entrepreneurial spirit needs to be implemented to enhance students' entrepreneurial intentions (Alshebami et al., 2020). The entrepreneurial academic support provided by HEIs can be in forms of lecture materials, workshops, seminar, implementing the learning-by-doing curriculum, internship in startup business, and providing the opportunities to practice developing business plan (Sihwinarti et al., 2022). These kinds of supports from HEIs will strengthen the attitude toward entrepreneurship, subjective norms, and entrepreneurial self-efficacy, which finally will affect the entrepreneurial intention (Liu et al., 2022). Several previous researches stated that entrepreneurial education can be the most effective approach to entrepreneurial intention (Bazkiaei et al., 2021; Jiatong et al., 2021; Puni et al., 2018).

Having conducted a thorough literature reviews, the researches have identified a notable research gap concerning the integration of entrepreneurship curriculum into the MBKM program. However, it's imperative to assess how the MBKM program's implementation impacts students' proclivity toward entrepreneurship. To address this, we will employ Bandura's Social Cognitive Theory framework to forecast students' entrepreneurial behaviors. This study will encompass environmental aspects through an examination of the MBKM-based entrepreneurship education component and personal elements by exploring self-efficacy. The significance of this research is underscored by the fact that each of these variables contributes to establishing a robust foundation for imparting the essential skills required for entrepreneurship. Consequently, this study will play a pivotal role in enhancing the successful execution of the MBKM program.

Entrepreneurial education provides opportunities to individuals to move forward in business strategies, by conducting feasibility studies and contributing in business realization leading to the growth of self-efficacy in such individuals (Yousaf et al., 2020). Self-efficacy is a individual's confidence in his/her own efforts to perform an action through the way of thinking and behaving in order to generate an outcome (Capron Puccio & Audrin, 2021). More specifically, entrepreneurial self-efficacy is a individual's confidence toward entrepreneurial ability by performing certain actions to achieve the goals (Saoula et al., 2023). Self-efficacy can shape an individual's identity, capabilities, creativity, and personal identity. Individuals with high self-efficacy in entrepreneurship can enhance innovation and creativity in business as they are capable of perceiving opportunities and prospects for new ideas in products. Someone with self-efficacy is able to utilize existing methods or tools as an appropriate problem-solving approach, as well as implement innovative ideas (Shahab et al., 2019). An individual will start entrepreneurial action whenever he/she has high confidence to involve in such opportunity (Bazkiaei et al., 2021). An individual having entrepreneurial self-efficacy has high confidence toward his/her own efforts to start and run the entrepreneurial business (Wang & Huang, 2019). Individuals with high self-efficacy are often more capable to achieve the success in entrepreneurial business by taking advantage from the opportunities and their surrounding social environment (Caliendo et al., 2023). The higher the self-efficacy of an individual is, the higher the individual's intention will be to perform such behavior (Nguyen, 2017). Several previous researches stated that self-efficacy can be the most effective approach to entrepreneurial intention (Alshebami et al., 2020; Soomro & Shah, 2020).

Several researches also show that entrepreneurial education also indirectly affects the entrepreneurial intention, thus it is suggested to use a mediation variable (Hoang et al., 2021). The research performed by Jiatong et al. (2021) revealed that the existence of self-efficacy can make the entrepreneurial education to have more significant impact on students' entrepreneurial intention. An individual's self-efficacy is highly sensitive to the

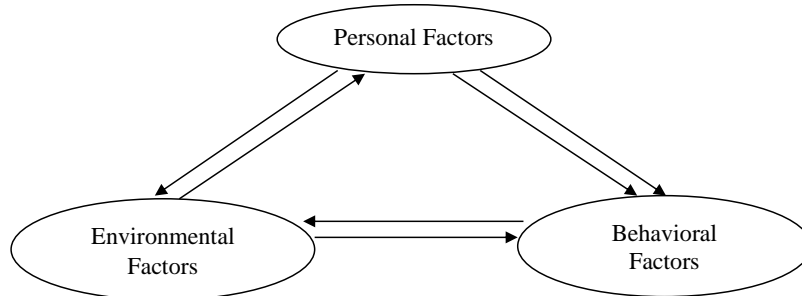
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indications obtained from entrepreneurship education. Entrepreneurship education, which offers students the opportunity to strategize in entrepreneurship and conduct feasibility studies, ultimately leads to the growth of self-efficacy in individuals. Self-efficacy is a key factor that can help entrepreneurs overcome challenges in the entrepreneurial process and has a significant influence on students' entrepreneurial intentions (Yousaf et al., 2020). Hence, this research aims to conduct further test about the existence of self-efficacy as a mediating variable, in the effect of entrepreneurial educational support on entrepreneurial intention.

Although entrepreneurial intention has been researched in many literatures, there is still a necessity of further empirical research to find out how the implementation of MBKM-entrepreneurship-based subjects that had been stipulated in 2020, can enhance the students' entrepreneurial intention through self-efficacy.

## THEORETICAL REVIEW

This research is based on Social Cognitive Theory to predict an individual's intention. Intention is a component of behavior that can be strengthened anytime. Bandura (1986) argued that there are three kinds of powers that interact each other, which are environment, behavior, and mind. The interaction among these three factors is called the triadic reciprocal determinism. SCT explained that a human being has cognitive ability that contributes to the process of motivation, affection, and action that will impact the individual's behavioral outcomes. SCT can be used to learn the students' entrepreneurial intention that may be affected by the interactions among environmental input, personal factors, and behavioral outcomes (Nwosu et al., 2022).



**Figure 1** Triadic Reciprocal Determinism Model

Source: Bandura (1986)

The causality and reciprocal relationship between personal factors and behavior reflects the interactions between confidence and intention toward behavior. This interactive relationship between personal factors and environment is cognitive ability developed by environmental impact that delivers information through modeling and social persuasion. Last, the relationship between behavioral and environmental factors is reciprocal. Behavior will determine which environmental effect is potential. The environmental effect in turn, will determine the form of developed behavior. The effect between factors may vary which depends on the activities of behavior, individual, and also a set of different situations (Bandura, 1986).



This research adapted the concept from Social Cognitive Theory by including environmental factors through the variables of entrepreneurial educational support, and personal factors through self-efficacy. In the context of behavioral results, this research used entrepreneurial intention variable. The focus of this research will be on the relationship between entrepreneurial educational support and entrepreneurial intention, with the role of mediating variable, which is entrepreneurial self-efficacy as the fundamental of analysis.

**Entrepreneurial intention.** Intention refers to an individual's readiness to perform certain action and is considered as the most consistent predictor of behavior. In the context of entrepreneurship, the general definition of entrepreneurial intention is a state of mind that directs and guides one's attention, experiences, actions, goal-setting, communication, commitment, organization, and various activities towards the execution of entrepreneurial behavior (Vamvaka et al., 2020). This phenomenon is supported by most literatures viewing entrepreneurial intention as the most accurate antecedent of entrepreneurship (Hoang et al., 2021). Measuring an individual's intention about what he/she will do, is better than observing an individual's character to find out his/her behavior. Entrepreneurial intention has an important role in adopting an individual's entrepreneurial behavior who wants to start a business. Entrepreneurial intention is expected to be the main and the strongest predictor to investigate the planned behavior of entrepreneurship, which starts from idea creation to business creation (Bignetti et al., 2021). Intention has been proven as a consistent indicator in measuring the entrepreneurial behavior to start a business (Bazkiaei et al., 2021). An individual may have the sufficient capability to be an entrepreneur, but such capability cannot directly affect the entrepreneurial behavior without intention (Shahzad et al., 2021).

Entrepreneurial intention reflects an individual's mind who is interested to start his/her own business instead of working for another employer. Entrepreneurial intention is the confidence realized and acknowledge by such individual to develop a business and consciously will manage it in the future (Soria-Barreto et al., 2017). Entrepreneurial intention is the beginning process of a set of business establishment process in long-run (Ikhtiangung & Soedihono, 2018). An individual with knowledge, skills, and capital, cannot utilize his/her own potence without entrepreneurial intention (Wang et al., 2019). The existence of entrepreneurial intention will direct an individual's mind to attention, experience, and action, in order to establish and form a business concept (Awotoye & Singh, 2018). Hence, entrepreneurial intention needs to be formed from the beginning so that the idea to start a business can happen in the reality (Mamun et al., 2017).

**Entrepreneurial education.** Entrepreneurial education is a set of individual's knowledge given by HEI related to entrepreneurial ability including the ability to detect business opportunity, thus can enhance the entrepreneurial confidence (Soria-Barreto et al., 2017). Entrepreneurship education imparts theoretical knowledge related to entrepreneurship. It also practically encourages students to engage directly in entrepreneurial activities by applying the knowledge they have acquired at the university (Alshebami et al., 2020). According to Wang et al. (2019) entrepreneurial education is a method in which students are equipped with the knowledge about general business knowledge areas include economic, political, regulatory, legal, technological, management, financial, marketing, accounting, production/ operations, supply chains, group and individual behaviors as well as the skills to identify the opportunity. In addition to theory, entrepreneurship education also fosters competencies among students, such as leadership, communication skills, presentation, planning and organizing, decision-making, delegation, and control, and also leadership.

HEIs can play an important role in providing entrepreneurial program in order to embed the entrepreneurial way of thinking in the future. Academic support in form of entrepreneurial education is needed as a learning model to enhance the competence and build the entrepreneurial spirit among the students. The learning model should be arranged so that the students can have the experience to develop their entrepreneurial capability and achieve their competence (Ikhtiangung & Soedihono, 2018). Students should be fully support with entrepreneurial education to make them conduct their entrepreneurial activities professionally along with lower risk. Therefore, the curriculum should be updated in order to have stronger impact on students' tendency to perform the entrepreneurship (Shahverdi et al., 2018).

In the rapidly-competitive business world, the role of entrepreneurial education is highly important in growing the entrepreneurial spirit among university graduates in the future. Entrepreneurial education can affect an individual's career choice that enables him/her to start his/her own business (Baubonienė et al., 2018). The learning process related to all entrepreneurial activities performed by HEIs to their students, will form a more-creative way of thinking among them in arranging their business plans (Bazkiaei et al., 2021).

**Self-efficacy.** Self-efficacy is the main component in Social Cognitive Theory that encourages an individual's will to perform a task, in order to achieve his/her expectation (Nwosu et al., 2022). Self-efficacy is an individual's confidence to conduct certain behavior based on his/her level of ability to do so (Alim & Dil, 2022). If an individual is confident in his/her own ability to conduct certain behavior, then such individual will be interested to be involved in it. An individual who has achieved better performance in a task, will encourage his/her self-efficacy to grow higher, and vice versa, an individual with low self-efficacy will ignore a task due to the fear of failure (Kundu, 2020). Specifically, self-efficacy is related to the trust and confidence of an individual regarding his/her ability to perform, thus will affect the cognitive level, which can impact the efforts and diligence in facing the challenge coming from the decision related to the action that will be performed (Hoang et al., 2021). The impact of self-efficacy within an individual can be in the form of learning self-efficacy and entrepreneurial self-efficacy (Alshebami et al., 2020).

According to the entrepreneurial conceptualization, self-efficacy can be defined as how far an individual perceives his/her own skill and ability to perform the role and task as an entrepreneur (Aga & Singh, 2022). This phenomenon includes an individual's confidence in his/her personal ability to organize and run a business. Self-efficacy can help an entrepreneur identify new opportunity and behave proactively due to self-confidence in facing the challenge, management capability, and the courage to take the risk (Hoang et al., 2021).

**Entrepreneurial educational support and self-efficacy.** The support from entrepreneurial education will provide opportunity to students to start the entrepreneurial activities, thus can enhance their self-efficacy through their achievements (Hoang et al., 2021). Entrepreneurship education will assist in the social cognition of individuals, thus influencing entrepreneurial mindset and actions to become more directed, logical, and significant. Consequently, increasing knowledge about entrepreneurship will enhance someone's entrepreneurial self-efficacy (Jiatong et al., 2021). Psychologically, individuals will avoid a task if they feel that they do not have sufficient knowledge to perform it. On the opposite, individuals will have higher self-efficacy if they possess relevant knowledge and skills to perform the task (Yousaf et al., 2020). Entrepreneurial training will have positive impact on individuals' perception on how they can start new businesses. In this case, Entrepreneurial education can support the development of

entrepreneurial knowledge and skills, so that self-efficacy will increase gradually and significantly (Alshebami et al., 2020; Puni et al., 2018). L. Wu et al. (2022) revealed a significant impact of formal learning on entrepreneurial self-efficacy. Thus, entrepreneurial education can play an important role in developing entrepreneurial self-efficacy.

**H1:** Entrepreneurial educational support positively and significantly affects entrepreneurial self-efficacy.

**Self-efficacy and entrepreneurial intention.** Self-efficacy is a strong antecedent in forming entrepreneurial intention (Krueger et al., 2000). This phenomenon refers to an individual's confidence toward the ease or difficulty experienced when performing entrepreneurial activities (Vamvaka et al., 2020). Self-efficacy will impact a person's choice of activities, the goals they aim to achieve, and the performance they produce (Alshebami et al., 2020). Such confidence on self-capability to organize and perform an entrepreneurial project can affect an individual's confidence to start a business. The better the individual's perception on self-efficacy toward entrepreneurship is, the stronger the individual's entrepreneurial intention will be to start a business (Bazkiaei et al., 2021; Nguyen, 2017; Zewudu & Alammie, 2017). Individuals intending to start a business are strongly influenced by their beliefs in the abilities required to initiate a new venture creation and their confidence in their ability to successfully establish it (Ebewo et al., 2017). Students who already have entrepreneurial education may develop their entrepreneurial self-efficacy greater. Students will develop strong confidence in overcoming the challenges related to entrepreneurship (Nwosu et al., 2022). Otache (2019) found that self-efficacy positively impacts entrepreneurial intention among the students who have undergone entrepreneurial education.

**H2:** Entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention.

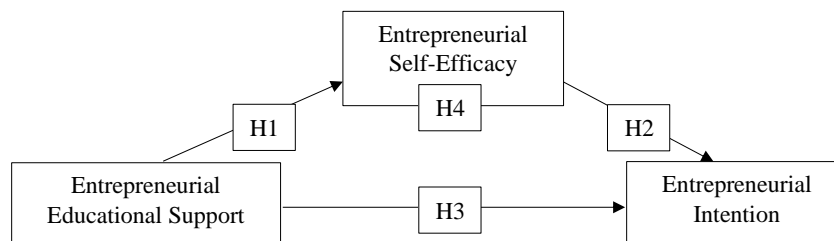
**Entrepreneurial educational support and entrepreneurial intention.** Entrepreneurial education has a significant role in promoting entrepreneurial intention. Entrepreneurial education has provided a lot of dedication to enhance the necessity of an individual's entrepreneurship in forming the attitude, behavior, way of thinking, and the intention to be an entrepreneur (Alshebami et al., 2020). Therefore, if entrepreneurial education can be provided effectively, it will encourage the students to be entrepreneurs (Bazkiaei et al., 2021). Entrepreneurship education is a significant predictor of entrepreneurial intention, as it encompasses two theories, namely the human capital theory and the self-efficacy theory. The integration of these theories explains that individuals will acquire skills and knowledge that can encourage entrepreneurial behavior (Anwar et al., 2022). Entrepreneurial education can enhance entrepreneurial intention even for the students with non-business educational background. The knowledge and skills about entrepreneurship delivered to students in forms of theory and practice will help and motivate them to start new businesses (Yousaf et al., 2020). Students who have greater knowledge on entrepreneurship will show higher intention to start their businesses (Brush et al., 2017). Soria-Barreto et al. (2017) stated that there is a strong relationship between entrepreneurial education and entrepreneurial intention.

**H3:** Entrepreneurial education positively and significantly affects entrepreneurial intention.

**The mediating role of self-efficacy in the relationship between entrepreneurial educational support and entrepreneurial intention.** Entrepreneurial education can help develop the skills and positive attitudes toward entrepreneurial activities (Puni et al., 2018). This phenomenon can increase an individual's perception on his/her own ability, which finally can affect self-efficacy (Zhang et al., 2019). Many researches have introduced self-efficacy as a mediator in the relationship between entrepreneurial education and entrepreneurial intention (Nwosu et al., 2022; Puni et al., 2018). Entrepreneurial self-efficacy can strengthen entrepreneurial intention, so that in the future, this can be a predictor of an individual's career choice. Jiatong et al. (2021) revealed that with the presence of self-efficacy as a mediator, entrepreneurship education becomes more influential on entrepreneurial intention. An individual with high self-efficacy toward his/her ability may be able to achieve higher goals, as well as experiencing the benefits, social acknowledgement, and personal satisfaction (Nwosu et al., 2022). Self-efficacy helps the students consider themselves that they can perform entrepreneurial activities which leads to entrepreneurial intention.

**H4:** Entrepreneurial self-efficacy mediates the relationship between entrepreneurial educational support and entrepreneurial intention.

The hypotheses in this research can be seen in the research model as shown in **Figure 2**. This research model shows that entrepreneurial educational support can increase entrepreneurial self-efficacy (H1) and entrepreneurial intention (H3). This model also shows the positive impact of entrepreneurial self-efficacy on entrepreneurial intention (H2), as well as the role of self-efficacy as a mediator between entrepreneurial educational support and entrepreneurial intention (H4).



**Figure 2.** Research Model  
Source: Author's Personal Conception (2023)

## METHODS

This research is descriptive research covering the quantitative data analysis. In addition, this research used cross-sectional data, in which data was collected only once during a certain period in order to answer the research question (Sekaran & Bougie, 2020).

The target population in this research was active students studying in universities located in Jakarta and Bandung City. Samples were taken through purposive sampling technique with the qualification of respondents who were active students undergoing the entrepreneurial MBKM curriculum. Data was collected by distributing questionnaires and finally 300 samples that met the qualifications were acquired. Survey was conducted for four months.

In arranging the questionnaire, there were seventeen items of statements referring to previous studies. The details of each indicator in each variable can be seen in Table 1. This study adopted measurement scales that had been tested and validated by the previous researchers. We used 5-point Likert-scale, in which: 1 means Really Disagree; 2 means Disagree; 3 means Neutral; 4 means Agree; and 5 means Really Agree.

The acquired data was then analyzed using PLS-SEM (Partial Least Square-Structural Equation Modelling) in order to test the model stated in research design. PLS-SEM is a SEM statistics modeling technique based on variance to perform inter-construct prediction, which is measured by several indicators indirectly (Hair et al., 2021). There are several reasons that become the basic consideration to use PLS-SEM in testing the hypotheses, such as no strong assumptions needed regarding data distribution, sample size, and measurement scale. This phenomenon needs special attention, because the collection of survey data is often not normally-distributed. Second, related to small sample-size, PLS-SEM possesses higher statistical power. Last, PLS-SEM is a suitable method to analyze multivariate regression due to the existence of error-free measurement between latent variable and indicators, as well as between latent variables (Hair et al., 2021). In performing data analysis, the software of SmartPLS version 4 was used.

**Table 1** explain variables and indicators has been used for the research. From Table 1 known seven indicators to measure entrepreneurial educational support were adopted from (Jiatong et al., 2021; Saoula et al., 2023); five indicators to measure self-efficacy were adopted from Puni et al. (2018); and then five indicators to measure entrepreneurial intention were adopted from Bacq & Alt (2018).

**Table 1.** Variables and Indicators

Variable	Indicator	Code
Entrepreneurial Educational Support	1. HEIs provide curriculum that supports entrepreneurial knowledge and skills.	ES1
	2. HEIs deliver the knowledge to develop business idea into business plan.	ES2
	3. I have a chance to present my business idea.	ES3
	4. I have a chance to envision my business idea.	ES4
	5. HEIs provide the support to participate in various competitions related to entrepreneurship.	ES5
	6. HEIs organize the seminars or workshops which invite successful entrepreneurs.	ES6
	7. HEIs provide the facilities that support entrepreneurial activities.	ES7
Entrepreneurial Self-Efficacy	1. I believe that I can contribute to community through entrepreneurship.	EE1
	2. I can identify business opportunity.	EE2
	3. I understand the right practice to run a business.	EE3
	4. I can always think creatively.	EE4
	5. I believe that I can build a business.	EE5
Entrepreneurial Intention	1. I am ready to start a business.	EI1
	2. I will try hard to run my own business.	EI2
	3. I plan to start a business shortly.	EI3
	4. I have a serious thinking to start a business.	EI4
	5. My professional goal is to be an entrepreneur.	EI5

Source: Adopted from previous research

**Table 2** presents an overview of the respondents' characteristics. Among the valid responses, 57.667 percent were male students, with 42.333 percent being female students. The majority of participants (66.667 percent) were enrolled in educational institutions in Jakarta, while the remaining 33.333 percent were based in Bandung. This disparity in geographical distribution necessitated the inclusion of students from five different Jakarta universities, whereas only students from three Bandung universities were incorporated into the study. Furthermore, 46.667 percent of respondents had a background in economics and business, whereas the remaining 53.333 percent possessed educational backgrounds in various fields outside of economics and business. This distribution doesn't exhibit significant disparities, especially considering the random data collection approach, which ensured a diverse pool of respondents with a wide array of academic backgrounds. It's worth mentioning that a substantial portion of the respondents (44 percent) fell within the 19+ to 20-year age range, indicating that a majority were in their second or third year of study, reflecting a certain degree of academic progression. Finally, it's essential to emphasize that 61 percent of participants had a familial history connected to entrepreneurship. This highlights the potential impact of family experiences and exposure on students' attitudes and predispositions towards entrepreneurship. In contrast, 39 percent of the respondents hailed from non-entrepreneurial family backgrounds, suggesting a confluence of factors shaping the participants' viewpoints.

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**Table 2.** Respondents’ Demographic

	Frequency	Percentage
<b>Gender</b>		
Male	173	57.667
Female	127	42.333
<b>University Origin</b>		
Jakarta	200	66.667
Bandung	100	33.333
<b>Educational Background</b>		
Economic and Business	140	46.667
Non-Economic and Business	160	53.333
<b>Age</b>		
Over 21 years old	28	9.333
20+ to 21 years old	43	14.333
19+ to 20 years old	132	44.000
18 to 19 years old	97	32.333
<b>Family Background in Entrepreneurship</b>		
Yes	183	61
No	117	39

Source: Generated from 300 Respondents (2023)

**RESULTS**

Data collected in this research was then analyzed by using Partial Least Square-Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS version 4 software. Data analysis in PLS-SEM was divided into outer model including validity and reliability tests and inner model to acquire the results of hypotheses tests.

Sekaran & Bougie (2020) explained that validity is a tool to test how well a research instrument is measured in certain concept. Moreover, reliability is a measurement that shows how far the measurement can be performed consistently without bias.

Convergent validity was tested by using outer-loadings and Average Variance Extracted (AVE). The measurement of indicator-loading must have the minimum value of 0.700 (Hair et al., 2021) and Average Variance Extracted (AVE) must be greater than 0.500 for the indicators to be valid (Hair et al., 2019). Discriminant validity was tested by using Heterotrait-Monotrait Ratio (HTMT) and Fornell-Larcker criterion. HTMT must be less than 0.900 and the assumption of Fornell-Larcker criterion uses square root of AVE generated by its own construct, that must be greater than those of other constructs, which means that the diagonal value must be greater (Hair et al., 2019).

Reliability analysis used Cronbach's Alpha ( $\alpha$ ) and the composite reliability (CR). An indicator is considered reliable if the value is greater than 0.600 to 0.700. However, if the value reaches 0.800 to 0.900, then the research variable is considered very good and reliable (Hair et al., 2019). The results of outer-model can be seen in **Table 3** and **Table 4**.

**Table 3.** The Results of Convergent Validity and Reliability Analysis

Variable	Indicator	AVE	Outer Loadings	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)
Entrepreneurial Educational Support	ES1	0.655	0.837	0.868	0.878	0.904
	ES2		0.858			
	ES3		0.819			
	ES4		0.741			
	ES5		0.785			
Self-Efficacy	EE1	0.680	0.795	0.843	0.846	0.894
	EE2		0.843			
	EE3		0.836			
	EE4		0.822			
Entrepreneurial Intention	EI1	0.620	0.748	0.846	0.852	0.890
	EI2		0.852			
	EI3		0.794			
	EI4		0.702			
	EI5		0.831			

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 3**, it can be concluded that these variables do not have any problem related to their validity and reliability. Based on the calculations, this research has met the criteria for convergent validity and reliability, as it has produced outer loadings above 0.700 and AVE above 0.500. Similarly, the reliability measurements have resulted in Cronbach's alpha, composite reliability rho\_a, and rho\_c above 0.800, indicating very good and reliable results.

**Table 4.** The Results of HTMT Test

Variable	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy			
Entrepreneurial Intention	0.668		
Entrepreneurial Educational Support	0.586	0.666	

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 4**, it can be concluded that in terms of discriminant validity, each variable has a Heterotrait-Monotrait Ratio (HTMT) value less than 0.900. The variables in this research have passed the test of discriminant validity through Heterotrait-Monotrait Ratio (HTMT) test.

**Table 5.** The Results of Discriminant Validity Analysis

Variable	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy	<b>0.824</b>	-	-
Entrepreneurial Intention	0.548	<b>0.787</b>	
Entrepreneurial Educational Support	0.476	0.568	<b>0.809</b>

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 5**, it can be concluded that based on the Fornell-Larcker criterion, the square root of the AVE for each construct is greater than that of other constructs. Therefore, the variables in this research have passed the test of discriminant validity through Fornell-Larcker criterion test.

Therefore, the next step can be performed, which is the inner-model analysis. According to Hair et al. (2020) inner-model analysis aims to reveal the relationship between variables contained in the research. There are several analyses that can be used in inner-model (structural model) analysis, which are: coefficient of determination ( $R^2$ ) test, predictive relevance ( $Q^2$ ) test, effect-size ( $f^2$ ) test, path-coefficients test, hypothesis test, and mediation test. The results of coefficient of determination ( $R^2$ ) test can be seen in **Table 6**.

**Table 6.** Coefficient of Determination ( $R^2$ )

Variable	$R^2$
Self-Efficacy	0.227
Entrepreneurial Intention	0.423

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of Coefficient of Determination ( $R^2$ ) analysis in **Table 6**, the result of coefficient of determination ( $R^2$ ) test shows that the  $R^2$  value of self-efficacy is 0.227. This means that as much as 22.700 percent variation of self-efficacy can be explained by entrepreneurial educational support, and the remaining 77.300 percent is explained by other variables out of the scope of this research. Next, the  $R^2$  value of entrepreneurial intention is 0.423, which means that as much as 42.300 percent variation of entrepreneurial intention can be explained by entrepreneurial educational support and



self-efficacy, while the remaining 57.700 percent is explained other variables out of the scope of this research. The value of  $R^2$  relies upon its underlying rule of thumb, with 0.67, 0.33, and 0.19 representing the strong, moderate, and weak levels of the endogenous construct (Fauzi, 2022). Based on such categorization, it can be concluded that the entrepreneurial educational support has weak to moderate capability in in explaining the entrepreneurial self-efficacy. However, the effect of entrepreneurial educational support and self-efficacy have moderate capability in explaining the entrepreneurial intention.

**Table 7.** Predictive Relevance ( $Q^2$ )

Variable	$Q^2$
Self-Efficacy	0.147
Entrepreneurial Intention	0.253

Source: Data Processed by Using SmartPLS Version 4 (2023)

Fauzi (2022) stated that there are three criteria to conclude the value of predictive relevance, which are: 1) If the value of  $Q^2$  is between 0.020 and 0.140, then the construct has small effect-size; 2) If  $Q^2$  is between 0.150 and 0.340, then the construct has medium effect-size; and 3) If  $Q^2$  is greater than 0.350, then the construct has large effect-size. Based on the results of Predictive Relevance ( $Q^2$ ) analysis in **Table 7**, the  $Q^2$  of self-efficacy and entrepreneurial intention are 0.147 and 0.253. This means that the constructs have medium effect-size as research measurements.

**Table 8.** *Effect Size* ( $f^2$ )

	<i>Effect Size</i> ( $f^2$ )	Description
Entrepreneurial Educational Support => Self-Efficacy	0.293	Medium Effect
Entrepreneurial Self-Efficacy => Entrepreneurial Intention	0.172	Medium Effect
Entrepreneurial Educational Support => Entrepreneurial Intention	0.212	Medium Effect

Source: Data Processed by Using SmartPLS Version 4 (2023)

As depicted in **Table 8**, the three variables exhibit medium effect consistent with the guidelines outlined by (Hair et al., 2021). According of these guidelines, values more than 0.150 signify a moderate level of influence. This moderate effect size indicates that the relationship identified in the study has practical significance, indicating meaningful associations between the variables under investigation. Thus, it reflects that the identified relationship is not merely a statistical artifact, but holds practical significance within the research context. Furthermore, a higher effect size value corresponds to more robust and meaningful relationships between the variables.

According to (Hair et al., 2019), bootstrapping can be used to conduct the hypothesis test. If the t-statistics is greater than 1.960 or p-values less than 0.050, then the hypothesis is accepted. On contrary, if the t-statistics is less than 1.960 or p-values greater than 0.050, then the hypothesis is rejected. The result of bootstrapping method used in hypotheses testing in this research is displayed in **Table 9**.

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The explanation about the medium effects from the result already done.

**Table 9.** The Results of Path Analysis and Significance Tests

	Hypothesis	Path Coeff.	t-stats	p-values	Result
H1	Entrepreneurial Education → Self-Efficacy	0.476	8.998	0.000	Significant
H2	Self-Efficacy → Entrepreneurial Intention	0.359	5.497	0.000	Significant
H3	Entrepreneurial Education → Entrepreneurial Intention	0.397	6.493	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on **Table 9**, it can be known that the first hypothesis, stating that there is a positive and significant effect of entrepreneurial educational support on self-efficacy, can be accepted ( $\beta$  of 0.476 and  $p$  lower than 0.050). This result can be empirical evidence to support H1. Next, the second hypothesis (H2) is also accepted ( $\beta$  of 0.359 and  $p$  lower than 0.050). This means that self-efficacy positively and significantly affects entrepreneurial intention. Last, the third hypothesis is also accepted ( $\beta$  of 0.397 and  $p$  lower than 0.050), which means that entrepreneurial educational support positively and significantly affects entrepreneurial intention.

**Table 10.** The Result of Mediation Test

	Hypothesis	Path Coeff.	t-stats	p-values	Result
H4	Entrepreneurial Education → Self-Efficacy → Entrepreneurial Intention	0.171	4.507	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

Next, **Table 10** shows the result of mediation test. Based on **Table 10**, the fourth hypothesis statistically can be accepted ( $\beta$  of 0.171 and  $p$  lower than 0.050), which means that self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. In this research, self-efficacy can mediate partially, because it can be known that the effect of exogenous variable on endogenous variable (direct effect) is significant, and the effect of exogenous variable on endogenous variable through mediation (indirect effect) is also significant (Hair et al., 2019).

The conclusion of all hypotheses testing is summarized in **Table 11**. Based on the summary, it is explained that the research has accepted the four formulated hypotheses. These are: entrepreneurial education has a positive and significant influence on self-efficacy, self-efficacy has a positive and significant effect on entrepreneurial intention, entrepreneurial education has a positive and significant effect on entrepreneurial intention, and finally, self-efficacy significantly mediates the effect of entrepreneurial education on entrepreneurial intention.

**Table 11.** The Summary of Hypotheses Testing Results

	Hypothesis	Result
H1	Entrepreneurial Education → Self-Efficacy	Accepted
H2	Self-Efficacy → Entrepreneurial Intention	Accepted
H3	Entrepreneurial Education → Entrepreneurial Intention	Accepted

H4

Entrepreneurial Education → Self-Efficacy →  
Entrepreneurial Intention

Accepted

Source: Data Processed by Authors (2023)

## DISCUSSION

The findings of this research have proven that entrepreneurial educational support and entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention. This research also proves that entrepreneurial self-efficacy can mediate the effect of MBKM-based entrepreneurial educational support on entrepreneurial intention among the students in universities in Jakarta and Bandung City.

The first hypothesis, which states that entrepreneurial educational positively and significantly affects entrepreneurial self-efficacy, is empirically supported by the result of this research. This result has similarity with those of previous studies (Anwar et al., 2022; Puni et al., 2018; Yousaf et al., 2020). This finding proves that whenever a student is given knowledge and skills, they will have self-confidence to be successful in the field of entrepreneurship. Entrepreneurial education is considered as one of important resources that can encourage the student's confidence to overcome the fear of failure when starting a business. Self-efficacy plays greater role in enhancing entrepreneurial intention whenever there is an accurate and sufficient entrepreneurial educational program (Hassan et al., 2020). MBKM entrepreneurial curriculum is expected to enhance the students' self-efficacy to perform entrepreneurial activities. According to the research findings, HEIs have successfully implemented an entrepreneurial-based MBKM curriculum. HEIs have provide curriculum to support the students' entrepreneurial knowledge and abilities to turn their business ideas into more established business plans. This can provide students with practical knowledge, enhancing their self-efficacy for business.

Moreover, the second hypothesis in this research states that self-efficacy can increase entrepreneurial intention. This hypothesis can be accepted, which means that self-efficacy positively and significantly affects entrepreneurial intention. This result is in line with those of previous researches conducted by (Bazkiaei et al., 2021; Shahverdi et al., 2018; Zewudu & Alamnie, 2017). Self-efficacy is an influential factor in explaining an individual's intention to behave. A strong self-efficacy will create a tendency for the students to be more confident. Having confidence to the possessed abilities, a student will deliver more efforts to develop his/her business plan. An individual, who has positive perception of his/her competence on entrepreneurship, will feel more confident to perform entrepreneurial activities (Puni et al., 2018). According to the research findings, the indicators portray the students' self-efficacy to enhance their entrepreneurial intention. The students' self-confidence has the most value in the ability to identify business opportunities and to understand business practices.

Based on the result of the third hypothesis test, entrepreneurial educational support positively and significantly affects entrepreneurial intention. This is in line with several previous researches (Alshebami et al., 2020; Bazkiaei et al., 2021; Puni et al., 2018) stating that the implementation of entrepreneurial education provides basic knowledge related to entrepreneurship, that can enhance an individual's knowledge and abilities to perform entrepreneurship, which finally encourages such individual's will to get involved in entrepreneurial activities. Entrepreneurial education has an important role in inspiring the students to perform the entrepreneurship (Bazkiaei et al., 2021). According to the research findings, HEIs have the potential to nurture students' entrepreneurial abilities by

**Commented [Is4]:** Response 4: The research results in the discussion section have been presented as suggestions.

integrating the customized MBKM entrepreneurial curriculum. This curriculum is designed to cater to their specific needs and provides individuals with an enriched knowledge base, enhanced skills, and competencies that cultivate a more resilient entrepreneurial mindset. By offering students opportunities to explore entrepreneurship within their academic journey, HEIs can further bolster their capabilities and inspire them to identify business opportunities, all the while promoting creative thinking. This, in turn, can result in a heightened inclination to apply innovative concepts in the establishment of new businesses.

This research also empirically supports the fourth hypothesis, which states that entrepreneurial self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. Self-efficacy has an important mechanism that utilizes entrepreneurial education in entrepreneurial intention. This is in line with several research that have been conducted previously (Hoang et al., 2021; Jiatong et al., 2021; Yousaf et al., 2020). Entrepreneurial education is an important factor in exploring entrepreneurship and can also strengthen an individual's decision to perform entrepreneurial activities, if the element of self-efficacy is included (Shahab et al., 2019). This phenomenon shows that MBKM-based entrepreneurial education has facilitated the students to be more skillful to perform entrepreneurial activities, thus growing their attitudes and self-confidence, which finally can lead to higher self-efficacy. An individual with higher entrepreneurial self-efficacy will have greater entrepreneurial way of thinking, hence he/she will be more interested to perform entrepreneurial activities.

## CONCLUSION

This research aimed to reveal the impact of MBKM-based entrepreneurial curriculum implementation in predicting self-efficacy and entrepreneurial intention among the students in HEIs in Jakarta and Bandung City. The research related to entrepreneurial intention becomes important nowadays, because individuals who have entrepreneurial intention have higher tendency to start their own business. This research's results contribute to the existing literature studies regarding the role of entrepreneurial education. Specifically, the implementation of MBKM entrepreneurial curriculum has proven to have positive and significant impact in increasing the entrepreneurial intention among the students.

Besides, this research also proves that entrepreneurial education positively and significantly affects entrepreneurial self-efficacy among the students. Entrepreneurial education is perceived to be able to increase an individual's self-confidence and faith in entrepreneurial context, which finally can increase his/her entrepreneurial intention.

This research also proves that entrepreneurial self-efficacy also positively and significantly affects entrepreneurial intention. Students who have positive perception on their capabilities, will feel more confident in performing entrepreneurial activities. Therefore, the development of students' self-efficacy in forms of knowledge and skills in the field of entrepreneurship, becomes an important aspect to be paid attention to.

Entrepreneurial self-efficacy can mediate the effect of entrepreneurial educational support on entrepreneurial intention. This research provides the information about the importance of developing the student's entrepreneurial self-efficacy through the implementation of entrepreneurship learning, thus can increase their intention to be entrepreneurs in the future.

Based on the findings from this study, we offered some useful advice for educators and policy-makers. HEIs need to cultivate an entrepreneurial mindset among students and enhance their self-efficacy to achieve a more significant impact. This research has proven

that entrepreneurial educational MBKM plays an important role in increasing the students' capabilities and competences. The entrepreneurial teaching method should not be limited to class-lecturing only, but also be able to deliver field competence to the students through entrepreneurial practices and internship. Basic facility support to the students in forms of business incubation provided by university, can help them start their own entrepreneurial activities. The students' entrepreneurial interest will help build their entrepreneurial behavior so that HEIs can generate their graduates who can create job opportunities rather than seeking for the jobs. This phenomenon is expected to provide positive contribution to solve the problems of unemployment and lead to the growth of Indonesian economic.

This study provides a few limitations that should be taken into consideration in future research opportunities. First, data were gathered only from HEIs students in Jakarta and Bandung. In order to generate greater results, next research should consider the use of larger sample size in order to better predict the impact of the implementation of MBKM-based entrepreneurial curriculum on entrepreneurial intention among the students in Indonesia in general. Further studies also need to examine other variables as predictor or mediator to entrepreneurship intention to add more contributions in the field of entrepreneurship.

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## ACKNOWLEDGEMENTS

Author would like to express deep gratitude to The General Directorate of Higher Education, Research, and Technology - The Ministry of Education, Culture, Research, and Technology - The Republic of Indonesia, for the year 2023 (Number: 1438/LL3/AL.04/2023) and The Institute of Research and Community Engagement (LPPM) of Universitas Tarumanagara, due to financial support for conducting this research as well as for publishing this scientific article.

## Editor's Comments



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## Messages

Note

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# Empowering Entrepreneurial Intentions: Educational Support and Self-Efficacy in MBKM Context

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**Abstract:** Realizing the importance of entrepreneurship for Indonesia's development, the Indonesian government keeps trying to increase the entrepreneurship ratio, which one of them is by launching the "Merdeka Belajar-Kampus Merdeka (MBKM)" policy in order to encourage the development of students' entrepreneurial intention. This research aimed to empirically test the impact of MBKM-based entrepreneurial educational support on entrepreneurial self-efficacy, and entrepreneurial intention through self-efficacy. Data was collected from 300 students of HEIs in Jakarta and Bandung. Data was processed by using PLS-SEM. The findings confirm that entrepreneurial educational support significantly and positively predicts both entrepreneurial self-efficacy and intention. Moreover, the study validates that entrepreneurial self-efficacy serves as a mediator between entrepreneurial educational support and intention. This research is expected to be a guidance for educators and policy-makers to have better understanding about the factors that form the students' entrepreneurial intention, which can contribute to the growth of Indonesian economic.

**Keywords:** Entrepreneurial Education, Entrepreneurial Self-Efficacy, Entrepreneurial Intention, Entrepreneurial MBKM Program.

**Abstrak:** Menyadari pentingnya kewirausahaan bagi pembangunan Indonesia, maka Pemerintah terus berupaya untuk meningkatkan rasio kewirausahaan yang salah satunya dengan meluncurkan kebijakan Merdeka Belajar-Kampus Merdeka (MBKM) untuk diterapkan di Perguruan Tinggi. Penelitian ini bertujuan untuk menguji secara empiris dukungan pendidikan kewirausahaan berbasis MBKM terhadap efikasi diri berwirausaha dan juga pengaruh pendidikan kewirausahaan terhadap intensi berwirausaha melalui efikasi diri. Data dikumpulkan pada 300 responden yang merupakan mahasiswa aktif di Jakarta dan Bandung. Data diolah menggunakan PLS-SEM dan diperoleh hasil dukungan pendidikan kewirausahaan dapat memprediksi secara positif dan signifikan efikasi diri berwirausaha dan juga intensi berwirausaha. Penelitian ini juga membuktikan bahwa efikasi diri berwirausaha mampu menjadi menjadi mediator antara dukungan pendidikan kewirausahaan terhadap intensi berwirausaha. Penelitian ini diharapkan dapat menjadi acuan para akademisi dan pembuat kebijakan untuk memiliki pemahaman yang lebih baik tentang faktor-faktor yang membentuk intensi berwirausaha mahasiswa guna berkontribusi pada kemajuan perekonomian Indonesia.intensi berwirausaha mahasiswa guna berkontribusi pada kemajuan perekonomian Indonesia.

**Kata kunci:** Pendidikan Kewirausahaan, Efikasi Diri Berwirausaha, Intensi Berwirausaha, MBKM Kewirausahaan

## INTRODUCTION

Indonesia is predicted to experience a demographic bonus during the years between 2025 to 2045. The peak of this demographic bonus will occur in the year 2030, with the number of productive workforces is approximately 70 percent of total population (Rusiana, 2021). The ratio of entrepreneurs prior to demographic bonus, which especially origins from the younger generations, becomes important because it plays a role as job-creators (Saputra, 2022). In recent decades, entrepreneurship has already attracted a lot of attention from academicians and public-policy makers, because it is considered as one among the key-factors that have positive impacts on economic growth (Hoang et al., 2021; Trongtorsak et al., 2021). The rate of entrepreneurial growth varies among countries, but the entrepreneurship ratio is believed to have a positive and significant impact on economic growth. This is evidenced by the economic facts from developed countries, which are a result of entrepreneurship (Zewudu & Alamnie, 2017).

Realizing the importance of this phenomenon, The Indonesian President has issued the Presidential Regulation Number 2 Year 2022 about The Development of National Entrepreneurship which aims to enhance the ratio of entrepreneurs to strengthen the national economic. This is because the level of entrepreneurship in Indonesia currently has not achieved the ideal number and is still low compared to those in surrounding countries (Sutrisno, 2022). As a developing country, Indonesia continues to campaign for the growth of entrepreneurs, especially among the youth. According to the Global Entrepreneurship Index (GEI) data, Indonesia is still ranked 94 out of 137 countries. This rank is significantly low compared to Singapore (27), Brunei Darussalam (53), and Malaysia (58) (Kusumojanto et al., 2021).

Growing the spirit of entrepreneurs among the higher educational institution students becomes one of the efforts to prepare the Indonesian younger generations to welcome the era of demographic bonus. The students with entrepreneurial spirit will be the triggers of entrepreneurial activities and job-creators in the future. Producing the graduates who are ready to perform such activities is highly necessary, because currently most students plan to start the entrepreneurship after having job experience (Soelaiman et al., 2022). Therefore, the synergy from various parties is needed in order to provide the educational system, facilities, as well as the right policy for this generation.

Higher Educational Institution (HEI) is considered as part of the educational system of entrepreneurial ecosystem which plays a vital role to reduce the obstacles in envisioning the entrepreneurial careers (Soria-Barreto et al., 2017). HEIs are demanded to be able to design and implement the innovative learning process so that students can achieve learning outcomes covering the aspects of attitude, knowledge, and skill optimally and relevantly. Indonesian government is making continuous efforts, including the revitalization of entrepreneurship education in HEIs has been envisioned in the beginning of 2020 by applying the policy of 'Merdeka Belajar-Kampus Merdeka (MBKM)' which encouraging the development of students' entrepreneurial intention by using relevant learning programs. The concept of learning in the MBKM program is to provide opportunities and challenges for students to learn freely, fostering their creativity and abilities, thereby enhancing their independence in developing knowledge based on their gained experiences (Supriati et al., 2022). This can be part of the solutions of the students' tendency to be job-seeker instead of job-creator (Soelaiman et al., 2022). This MBKM Program has similar paradigm to the link-and-match policy that prioritize field practice, so that through this program, the students' readiness (soft-skills and hard-skills) will be set when entering the workplace or creating new jobs (Kodrat, 2021).

The Regulation from Ministry of Education and Culture Number 3 Year 2020 states that entrepreneurship is part of MBKM programs that must be implemented by HEIs. Through the MBKM entrepreneurial program, students are given opportunities to express and develop entrepreneurial and business innovation spirit, thus can expand job fields in Indonesia. This is because students are part of educated communities, who are expected to open new job fields (Soelaiman et al., 2023). The learning model in MBKM Entrepreneurship is the curriculum of entrepreneurial education, which is performed systematically, starting from learning the theories in entrepreneurship, as well as arranging and presenting business plan, into real practice (Supriati et al., 2022). This learning model aims to enhance the competence and build entrepreneurial spirit of the students. The experiential learning method has been proven effective as a framework to develop the learning-centered method and curriculum (Ikhtiangung & Soedihono, 2018). As a form of support to develop the students' entrepreneurial behavior, almost all HEIs have implemented entrepreneurial learning in the curriculum, which is converted into semester credit unit (Hia et al., 2022).

The students' entrepreneurial ecosystem starts from HEIs that provides academic support on forms of acceleration and incubation through entrepreneurial education (Yordanova et al, 2020). HEIs facilitates the development of entrepreneurial skills and competences to enhance the students' entrepreneurial potency (Othman et al., 2020). Entrepreneurial education should be applied to prepare individuals starting their new businesses by integrating experience, skills, and knowledge (Bazkiaei et al., 2021). Academic support in the form of syllabi and entrepreneurship programs that can cultivate entrepreneurial spirit needs to be implemented to enhance students' entrepreneurial intentions (Alshebami et al., 2020). The entrepreneurial academic support provided by HEIs can be in forms of lecture materials, workshops, seminar, implementing the learning-by-doing curriculum, internship in startup business, and providing the opportunities to practice developing business plan (Sihwinarti et al., 2022). These kinds of supports from HEIs will strengthen the attitude toward entrepreneurship, subjective norms, and entrepreneurial self-efficacy, which finally will affect the entrepreneurial intention (Liu et al., 2022). Several previous researches stated that entrepreneurial education can be the most effective approach to entrepreneurial intention (Bazkiaei et al., 2021; Jiatong et al., 2021; Puni et al., 2018).

Having conducted a thorough literature reviews, the researches have identified a notable research gap concerning the integration of entrepreneurship curriculum into the MBKM program. However, it's imperative to assess how the MBKM program's implementation impacts students' proclivity toward entrepreneurship. To address this, we will employ Bandura's Social Cognitive Theory framework to forecast students' entrepreneurial behaviors. This study will encompass environmental aspects through an examination of the MBKM-based entrepreneurship education component and personal elements by exploring self-efficacy. The significance of this research is underscored by the fact that each of these variables contributes to establishing a robust foundation for imparting the essential skills required for entrepreneurship. Consequently, this study will play a pivotal role in enhancing the successful execution of the MBKM program.

Entrepreneurial education provides opportunities to individuals to move forward in business strategies, by conducting feasibility studies and contributing in business realization leading to the growth of self-efficacy in such individuals (Yousaf et al., 2020). Self-efficacy is a individual's confidence in his/her own efforts to perform an action through the way of thinking and behaving in order to generate an outcome (Capron Puozzo & Audrin, 2021). More specifically, entrepreneurial self-efficacy is a individual's confidence toward entrepreneurial ability by performing certain actions to achieve the goals (Saoula et al., 2023). Self-efficacy can shape an individual's identity, capabilities, creativity, and personal identity. Individuals with high self-efficacy in entrepreneurship can enhance innovation and creativity in business as they are capable of perceiving opportunities and prospects for new ideas in products. Someone with self-efficacy is able to utilize existing methods or tools as an appropriate problem-solving approach, as well as implement innovative ideas (Shahab et al., 2019). An individual will start entrepreneurial action whenever he/she has high confidence to involve in such opportunity (Bazkiaei et al., 2021). An individual having entrepreneurial self-efficacy has high confidence toward his/her own efforts to start and run the entrepreneurial business (Wang & Huang, 2019). Individuals with high self-efficacy are often more capable to achieve the success in entrepreneurial business by taking advantage from the opportunities and their surrounding social environment (Caliendo et al., 2023). The higher the self-efficacy of an individual is, the higher the individual's intention will be to perform such behavior (Nguyen, 2017). Several previous researches stated that self-efficacy can be the most effective approach to entrepreneurial intention (Alshebami et al., 2020;

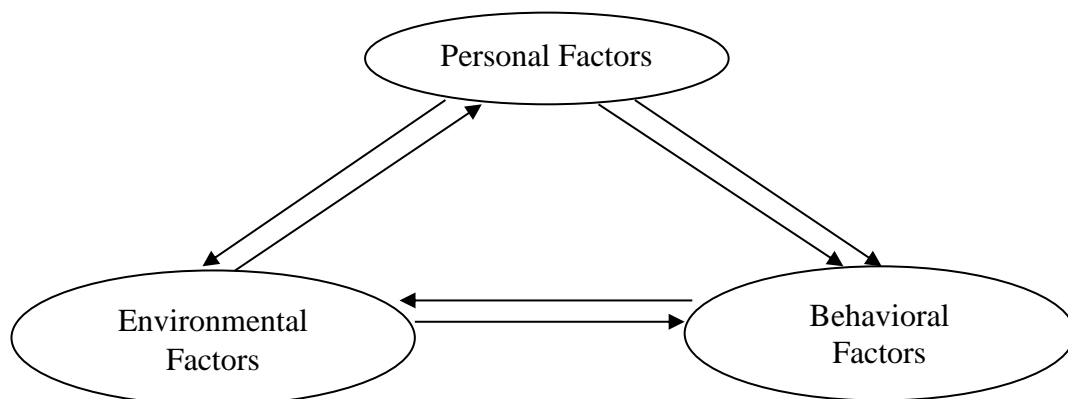
Soomro & Shah, 2020).

Several researches also show that entrepreneurial education also indirectly affects the entrepreneurial intention, thus it is suggested to use a mediation variable (Hoang et al., 2021). The research performed by Jiatong et al. (2021) revealed that the existence of self-efficacy can make the entrepreneurial education to have more significant impact on students' entrepreneurial intention. An individual's self-efficacy is highly sensitive to the indications obtained from entrepreneurship education. Entrepreneurship education, which offers students the opportunity to strategize in entrepreneurship and conduct feasibility studies, ultimately leads to the growth of self-efficacy in individuals. Self-efficacy is a key factor that can help entrepreneurs overcome challenges in the entrepreneurial process and has a significant influence on students' entrepreneurial intentions (Yousaf et al., 2020). Hence, this research aims to conduct further test about the existence of self-efficacy as a mediating variable, in the effect of entrepreneurial educational support on entrepreneurial intention.

Although entrepreneurial intention has been researched in many literatures, there is still a necessity of further empirical research to find out how the implementation of MBKM-entrepreneurship-based subjects that had been stipulated in 2020, can enhance the students' entrepreneurial intention through self-efficacy.

## THEORETICAL REVIEW

This research is based on Social Cognitive Theory to predict an individual's intention. Intention is a component of behavior that can be strengthened anytime. Bandura (1986) argued that there are three kinds of powers that interact each other, which are environment, behavior, and mind. The interaction among these three factors is called the triadic reciprocal determinism. SCT explained that a human being has cognitive ability that contributes to the process of motivation, affection, and action that will impact the individual's behavioral outcomes. SCT can be used to learn the students' entrepreneurial intention that may be affected by the interactions among environmental input, personal factors, and behavioral outcomes (Nwosu et al., 2022).



**Figure 1** Triadic Reciprocal Determinism Model

Source: Bandura (1986)

The causality and reciprocal relationship between personal factors and behavior reflects the interactions between confidence and intention toward behavior. This interactive relationship between personal factors and environment is cognitive ability developed by environmental impact that delivers information through modeling and

social persuasion. Last, the relationship between behavioral and environmental factors is reciprocal. Behavior will determine which environmental effect is potential. The environmental effect in turn, will determine the form of developed behavior. The effect between factors may vary which depends on the activities of behavior, individual, and also a set of different situations (Bandura, 1986).

This research adapted the concept from Social Cognitive Theory by including environmental factors through the variables of entrepreneurial educational support, and personal factors through self-efficacy. In the context of behavioral results, this research used entrepreneurial intention variable. The focus of this research will be on the relationship between entrepreneurial educational support and entrepreneurial intention, with the role of mediating variable, which is entrepreneurial self-efficacy as the fundamental of analysis.

**Entrepreneurial intention.** Intention refers to an individual's readiness to perform certain action and is considered as the most consistent predictor of behavior. In the context of entrepreneurship, the general definition of entrepreneurial intention is a state of mind that directs and guides one's attention, experiences, actions, goal-setting, communication, commitment, organization, and various activities towards the execution of entrepreneurial behavior (Vamvaka et al., 2020). This phenomenon is supported by most literatures viewing entrepreneurial intention as the most accurate antecedent of entrepreneurship (Hoang et al., 2021). Measuring an individual's intention about what he/she will do, is better than observing an individual's character to find out his/her behavior. Entrepreneurial intention has an important role in adopting an individual's entrepreneurial behavior who wants to start a business. Entrepreneurial intention is expected to be the main and the strongest predictor to investigate the planned behavior of entrepreneurship, which starts from idea creation to business creation (Bignetti et al., 2021). Intention has been proven as a consistent indicator in measuring the entrepreneurial behavior to start a business (Bazkiaei et al., 2021). An individual may have the sufficient capability to be an entrepreneur, but such capability cannot directly affect the entrepreneurial behavior without intention (Shahzad et al., 2021).

Entrepreneurial intention reflects an individual's mind who is interested to start his/her own business instead of working for another employer. Entrepreneurial intention is the confidence realized and acknowledge by such individual to develop a business and consciously will manage it in the future (Soria-Barreto et al., 2017). Entrepreneurial intention is the beginning process of a set of business establishment process in long-run (Ikhtiangung & Soedihono, 2018). An individual with knowledge, skills, and capital, cannot utilize his/her own potence without entrepreneurial intention (Wang et al., 2019). The existence of entrepreneurial intention will direct an individual's mind to attention, experience, and action, in order to establish and form a business concept (Awotoye & Singh, 2018). Hence, entrepreneurial intention needs to be formed from the beginning so that the idea to start a business can happen in the reality (Mamun et al., 2017).

**Entrepreneurial education.** Entrepreneurial education is a set of individual's knowledge given by HEI related to entrepreneurial ability including the ability to detect business opportunity, thus can enhance the entrepreneurial confidence (Soria-Barreto et al., 2017). Entrepreneurship education imparts theoretical knowledge related to entrepreneurship. It also practically encourages students to engage directly in entrepreneurial activities by applying the knowledge they have acquired at the university (Alshebami et al., 2020). According to Wang et al. (2019) entrepreneurial education is a method in which students are equipped with the knowledge about general business knowledge areas include economic, political, regulatory, legal, technological, management, financial, marketing, accounting, production/ operations, supply chains,

group and individual behaviors as well as the skills to identify the opportunity. In addition to theory, entrepreneurship education also fosters competencies among students, such as leadership, communication skills, presentation, planning and organizing, decision-making, delegation, and control, and also leadership.

HEIs can play an important role in providing entrepreneurial program in order to embed the entrepreneurial way of thinking in the future. Academic support in form of entrepreneurial education is needed as a learning model to enhance the competence and build the entrepreneurial spirit among the students. The learning model should be arranged so that the students can have the experience to develop their entrepreneurial capability and achieve their competence (Ikhtiangung & Soedihono, 2018). Students should be fully support with entrepreneurial education to make them conduct their entrepreneurial activities professionally along with lower risk. Therefore, the curriculum should be updated in order to have stronger impact on students' tendency to perform the entrepreneurship (Shahverdi et al., 2018).

In the rapidly-competitive business world, the role of entrepreneurial education is highly important in growing the entrepreneurial spirit among university graduates in the future. Entrepreneurial education can affect an individual's career choice that enables him/her to start his/her own business (Baubonienė et al., 2018). The learning process related to all entrepreneurial activities performed by HEIs to their students, will form a more-creative way of thinking among them in arranging their business plans (Bazkiaei et al., 2021).

**Self-efficacy.** Self-efficacy is the main component in Social Cognitive Theory that encourages an individual's will to perform a task, in order to achieve his/her expectation (Nwosu et al., 2022). Self-efficacy is an individual's confidence to conduct certain behavior based on his/her level of ability to do so (Alim & Dil, 2022). If an individual is confident in his/her own ability to conduct certain behavior, then such individual will be interested to be involved in it. An individual who has achieved better performance in a task, will encourage his/her self-efficacy to grow higher, and vice versa, an individual with low self-efficacy will ignore a task due to the fear of failure (Kundu, 2020). Specifically, self-efficacy is related to the trust and confidence of an individual regarding his/her ability to perform, thus will affect the cognitive level, which can impact the efforts and diligence in facing the challenge coming from the decision related to the action that will be performed (Hoang et al., 2021). The impact of self-efficacy within an individual can be in the form of learning self-efficacy and entrepreneurial self-efficacy (Alshebami et al., 2020).

According to the entrepreneurial conceptualization, self-efficacy can be defined as how far an individual perceives his/her own skill and ability to perform the role and task as an entrepreneur (Aga & Singh, 2022). This phenomenon includes an individual's confidence in his/her personal ability to organize and run a business. Self-efficacy can help an entrepreneur identify new opportunity and behave proactively due to self-confidence in facing the challenge, management capability, and the courage to take the risk (Hoang et al., 2021).

**Entrepreneurial educational support and self-efficacy.** The support from entrepreneurial education will provide opportunity to students to start the entrepreneurial activities, thus can enhance their self-efficacy through their achievements (Hoang et al., 2021). Entrepreneurship education will assist in the social cognition of individuals, thus influencing entrepreneurial mindset and actions to become more directed, logical, and significant. Consequently, increasing knowledge about entrepreneurship will enhance someone's entrepreneurial self-efficacy (Jiatong et al., 2021). Psychologically, individuals will avoid a task if they feel that they do not have sufficient knowledge to



perform it. On the opposite, individuals will have higher self-efficacy if they possess relevant knowledge and skills to perform the task (Yousaf et al., 2020). Entrepreneurial training will have positive impact on individuals' perception on how they can start new businesses. In this case, Entrepreneurial education can support the development of entrepreneurial knowledge and skills, so that self-efficacy will increase gradually and significantly (Alshebami et al., 2020; Puni et al., 2018). L. Wu et al. (2022) revealed a significant impact of formal learning on entrepreneurial self-efficacy. Thus, entrepreneurial education can play an important role in developing entrepreneurial self-efficacy.

**H1:** Entrepreneurial educational support positively and significantly affects entrepreneurial self-efficacy.

**Self-efficacy and entrepreneurial intention.** Self-efficacy is a strong antecedent in forming entrepreneurial intention (Krueger et al., 2000). This phenomenon refers to an individual's confidence toward the ease or difficulty experienced when performing entrepreneurial activities (Vamvaka et al., 2020). Self-efficacy will impact a person's choice of activities, the goals they aim to achieve, and the performance they produce (Alshebami et al., 2020). Such confidence on self-capability to organize and perform an entrepreneurial project can affect an individual's confidence to start a business. The better the individual's perception on self-efficacy toward entrepreneurship is, the stronger the individual's entrepreneurial intention will be to start a business (Bazkiaei et al., 2021; Nguyen, 2017; Zewudu & Alammie, 2017). Individuals intending to start a business are strongly influenced by their beliefs in the abilities required to initiate a new venture creation and their confidence in their ability to successfully establish it (Ebewo et al., 2017). Students who already have entrepreneurial education may develop their entrepreneurial self-efficacy greater. Students will develop strong confidence in overcoming the challenges related to entrepreneurship (Nwosu et al., 2022). Otache (2019) found that self-efficacy positively impacts entrepreneurial intention among the students who have undergone entrepreneurial education.

**H2:** Entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention.

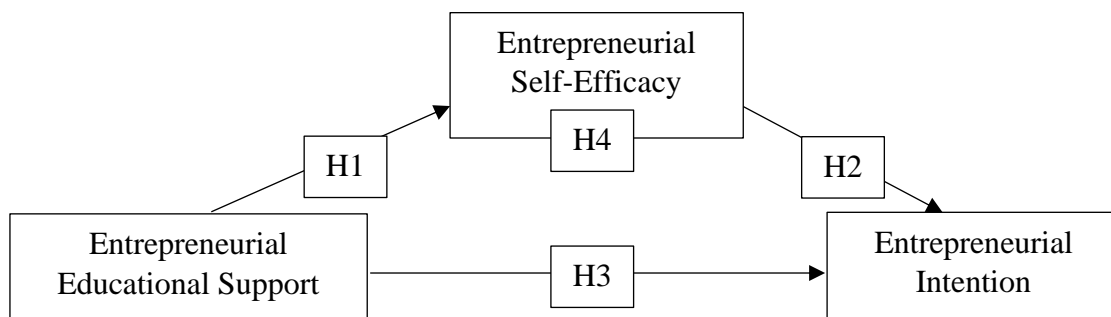
**Entrepreneurial educational support and entrepreneurial intention.** Entrepreneurial education has a significant role in promoting entrepreneurial intention. Entrepreneurial education has provided a lot of dedication to enhance the necessity of an individual's entrepreneurship in forming the attitude, behavior, way of thinking, and the intention to be an entrepreneur (Alshebami et al., 2020). Therefore, if entrepreneurial education can be provided effectively, it will encourage the students to be entrepreneurs (Bazkiaei et al., 2021). Entrepreneurship education is a significant predictor of entrepreneurial intention, as it encompasses two theories, namely the human capital theory and the self-efficacy theory. The integration of these theories explains that individuals will acquire skills and knowledge that can encourage entrepreneurial behavior (Anwar et al., 2022). Entrepreneurial education can enhance entrepreneurial intention even for the students with non-business educational background. The knowledge and skills about entrepreneurship delivered to students in forms of theory and practice will help and motivate them to start new businesses (Yousaf et al., 2020). Students who have greater knowledge on entrepreneurship will show higher intention to start their businesses (Brush et al., 2017). Soria-Barreto et al. (2017) stated that there is a strong relationship between entrepreneurial education and entrepreneurial intention.

**H3:** Entrepreneurial education positively and significantly affects entrepreneurial intention.

**The mediating role of self-efficacy in the relationship between entrepreneurial educational support and entrepreneurial intention.** Entrepreneurial education can help develop the skills and positive attitudes toward entrepreneurial activities (Puni et al., 2018). This phenomenon can increase an individual's perception on his/her own ability, which finally can affect self-efficacy (Zhang et al., 2019). Many researches have introduced self-efficacy as a mediator in the relationship between entrepreneurial education and entrepreneurial intention (Nwosu et al., 2022; Puni et al., 2018). Entrepreneurial self-efficacy can strengthen entrepreneurial intention, so that in the future, this can be a predictor of an individual's career choice. Jiatong et al. (2021) revealed that with the presence of self-efficacy as a mediator, entrepreneurship education becomes more influential on entrepreneurial intention. An individual with high self-efficacy toward his/her ability may be able to achieve higher goals, as well as experiencing the benefits, social acknowledgement, and personal satisfaction (Nwosu et al., 2022). Self-efficacy helps the students consider themselves that they can perform entrepreneurial activities which leads to entrepreneurial intention.

**H4:** Entrepreneurial self-efficacy mediates the relationship between entrepreneurial educational support and entrepreneurial intention.

The hypotheses in this research can be seen in the research model as shown in **Figure 2**. This research model shows that entrepreneurial educational support can increase entrepreneurial self-efficacy (H1) and entrepreneurial intention (H3). This model also shows the positive impact of entrepreneurial self-efficacy on entrepreneurial intention (H2), as well as the role of self-efficacy as a mediator between entrepreneurial educational support and entrepreneurial intention (H4).



**Figure 2. Research Model**  
Source: Author's Personal Conception (2023)

## METHODS

This research is descriptive research covering the quantitative data analysis. In addition, this research used cross-sectional data, in which data was collected only once during a certain period in order to answer the research question (Sekaran & Bougie, 2020).

The target population in this research was active students studying in universities located in Jakarta and Bandung City. Samples were taken through purposive sampling technique with the qualification of respondents who were active students undergoing the entrepreneurial MBKM curriculum. Data was collected by distributing questionnaires and

finally 300 samples that met the qualifications were acquired. Survey was conducted for four months.

In arranging the questionnaire, there were seventeen items of statements referring to previous studies. The details of each indicator in each variable can be seen in Table 1. This study adopted measurement scales that had been tested and validated by the previous researchers. We used 5-point Likert-scale, in which: 1 means Really Disagree; 2 means Disagree; 3 means Neutral; 4 means Agree; and 5 means Really Agree.

The acquired data was then analyzed using PLS-SEM (Partial Least Square-Structural Equation Modelling) in order to test the model stated in research design. PLS-SEM is a SEM statistics modeling technique based on variance to perform inter-construct prediction, which is measured by several indicators indirectly (Hair et al., 2021). There are several reasons that become the basic consideration to use PLS-SEM in testing the hypotheses, such as no strong assumptions needed regarding data distribution, sample size, and measurement scale. This phenomenon needs special attention, because the collection of survey data is often not normally-distributed. Second, related to small sample-size, PLS-SEM possesses higher statistical power. Last, PLS-SEM is a suitable method to analyze multivariate regression due to the existence of error-free measurement between latent variable and indicators, as well as between latent variables (Hair et al., 2021). In performing data analysis, the software of SmartPLS version 4 was used.

**Table 1** explain variables and indicators has been used for the research. From Table 1 known seven indicators to measure entrepreneurial educational support were adopted from (Jiatong et al., 2021; Saoula et al., 2023); five indicators to measure self-efficacy were adopted from Puni et al. (2018); and then five indicators to measure entrepreneurial intention were adopted from Bacq & Alt (2018).

**Table 1.** Variables and Indicators

Variable	Indicator	Code
Entrepreneurial Educational Support	1. HEIs provide curriculum that supports entrepreneurial knowledge and skills.	ES1
	2. HEIs deliver the knowledge to develop business idea into business plan.	ES2
	3. I have a chance to present my business idea.	ES3
	4. I have a chance to envision my business idea.	ES4
	5. HEIs provide the support to participate in various competitions related to entrepreneurship.	ES5
	6. HEIs organize the seminars or workshops which invite successful entrepreneurs.	ES6
	7. HEIs provide the facilities that support entrepreneurial activities.	ES7
Entrepreneurial Self-Efficacy	1. I believe that I can contribute to community through entrepreneurship.	EE1
	2. I can identify business opportunity.	EE2
	3. I understand the right practice to run a business.	EE3
	4. I can always think creatively.	EE4
	5. I believe that I can build a business.	EE5
Entrepreneurial Intention	1. I am ready to start a business.	EI1
	2. I will try hard to run my own business.	EI2
	3. I plan to start a business shortly.	EI3
	4. I have a serious thinking to start a business.	EI4
	5. My professional goal is to be an entrepreneur.	EI5

Source: Adopted from previous research

**Table 2** presents an overview of the respondents' characteristics. Among the valid responses, 57.667 percent were male students, with 42.333 percent being female students. The majority of participants (66.667 percent) were enrolled in educational institutions in Jakarta, while the remaining 33.333 percent were based in Bandung. This disparity in geographical distribution necessitated the inclusion of students from five different Jakarta universities, whereas only students from three Bandung universities were incorporated into the study.

Furthermore, 46.667 percent of respondents had a background in economics and business, whereas the remaining 53.333 percent possessed educational backgrounds in various fields outside of economics and business. This distribution doesn't exhibit significant disparities, especially considering the random data collection approach, which ensured a diverse pool of respondents with a wide array of academic backgrounds. It's worth mentioning that a substantial portion of the respondents (44 percent) fell within the 19<sup>+</sup> to 20-year age range, indicating that a majority were in their second or third year of study, reflecting a certain degree of academic progression. Finally, it's essential to emphasize that 61 percent of participants had a familial history connected to entrepreneurship. This highlights the potential impact of family experiences and exposure on students' attitudes and predispositions towards entrepreneurship. In contrast, 39 percent of the respondents hailed from non-entrepreneurial family backgrounds, suggesting a confluence of factors shaping the participants' viewpoints.

**Table 2.** Respondents' Demographic

	Frequency	Percentage
<b>Gender</b>		
Male	173	57.667
Female	127	42.333
<b>University Origin</b>		
Jakarta	200	66.667
Bandung	100	33.333
<b>Educational Background</b>		
Economic and Business	140	46.667
Non-Economic and Business	160	53.333
<b>Age</b>		
Over 21 years old	28	9.333
20 <sup>+</sup> to 21 years old	43	14.333
19 <sup>+</sup> to 20 years old	132	44.000
18 to 19 years old	97	32.333
<b>Family Background in Entrepreneurship</b>		
Yes	183	61
No	117	39

Source: Generated from 300 Respondents (2023)

## RESULTS

Data collected in this research was then analyzed by using Partial Least Square-Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS version 4 software. Data analysis in PLS-SEM was divided into outer model including validity and reliability tests and inner model to acquire the results of hypotheses tests.

Sekaran & Bougie (2020) explained that validity is a tool to test how well a research instrument is measured in certain concept. Moreover, reliability is a measurement that shows how far the measurement can be performed consistently without bias.

Convergent validity was tested by using outer-loadings and Average Variance Extracted (AVE). The measurement of indicator-loading must have the minimum value of 0.700 (Hair et al., 2021) and Average Variance Extracted (AVE) must be greater than 0.500 for the indicators to be valid (Hair et al., 2019). Discriminant validity was tested by using Heterotrait-Monotrait Ratio (HTMT) and fornell-larcker criterion. HTMT must be less than 0.900 and the assumption of fornell-larcker criterion uses square root of AVE generated by its own construct, that must be greater than those of other constructs, which means that the diagonal value must be greater (Hair et al., 2019).

Reliability analysis used Cronbach's Alpha ( $\alpha$ ) and the composite reliability (CR). An indicator is considered reliable if the value is greater than 0.600 to 0.700. However, if the value reaches 0.800 to 0.900, then the research variable is considered very good and reliable (Hair et al., 2019). The results of outer-model can be seen in **Table 3** and **Table 4**.

**Table 3.** The Results of Convergent Validity and Reliability Analysis

Variable	Indicator	AVE	Outer Loadings	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)
Entrepreneurial Educational Support	ES1	0.655	0.837	0.868	0.878	0.904
	ES2		0.858			
	ES3		0.819			
	ES4		0.741			
	ES5		0.785			
Self-Efficacy	EE1	0.680	0.795	0.843	0.846	0.894
	EE2		0.843			
	EE3		0.836			
	EE4		0.822			
	EI1		0.748			
Entrepreneurial Intention	EI2	0.620	0.852	0.846	0.852	0.890
	EI3		0.794			
	EI4		0.702			
	EI5		0.831			

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 3**, it can be concluded that these variables do not have any problem related to their validity and reliability. Based on the calculations, this research has met the criteria for convergent validity and reliability, as it has produced outer loadings above 0.700 and AVE above 0.500. Similarly, the reliability measurements have resulted in Cronbach's alpha, composite reliability rho\_a, and rho\_c above 0.800, indicating very good and reliable results.

**Table 4.** The Results of HTMT Test

Variable	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy			
Entrepreneurial Intention	0.668		
Entrepreneurial Educational Support	0.586	0.666	

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 4**, it can be concluded that in terms of discriminant validity, each variable has a Heterotrait-Monotrait Ratio (HTMT) value less than 0.900. The variables in this research have passed the test of discriminant validity through Heterotrait-Monotrait Ratio (HTMT) test.

**Table 5.** The Results of Discriminant Validity Analysis

Variable	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy	<b>0.824</b>	-	-
Entrepreneurial Intention	0.548	<b>0.787</b>	
Entrepreneurial Educational Support	0.476	0.568	<b>0.809</b>

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of outer-model analysis in **Table 5**, it can be concluded that based on the Fornell-Larcker criterion, the square root of the AVE for each construct is greater than that of other constructs. Therefore, the variables in this research have passed the test of discriminant validity through Fornell-Larcker criterion test.

Therefore, the next step can be performed, which is the inner-model analysis. According to Hair et al. (2020) inner-model analysis aims to reveal the relationship between variables contained in the research. There are several analyses that can be used in inner-model (structural model) analysis, which are: coefficient of determination ( $R^2$ ) test, predictive relevance ( $Q^2$ ) test, effect-size ( $f^2$ ) test, path-coefficients test, hypothesis test, and mediation test. The results of coefficient of determination ( $R^2$ ) test can be seen in **Table 6**.

**Table 6.** Coefficient of Determination ( $R^2$ )

Variable	$R^2$
Self-Efficacy	0.227
Entrepreneurial Intention	0.423

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of Coefficient of Determination ( $R^2$ ) analysis in **Table 6**, the result of coefficient of determination ( $R^2$ ) test shows that the  $R^2$  value of self-efficacy is 0.227. This means that as much as 22.700 percent variation of self-efficacy can be explained by entrepreneurial educational support, and the remaining 77.300 percent is explained by other variables out of the scope of this research. Next, the  $R^2$  value of entrepreneurial intention is 0.423, which means that as much as 42.300 percent variation of entrepreneurial intention can be explained by entrepreneurial educational support and

self-efficacy, while the remaining 57.700 percent is explained other variables out of the scope of this research. The value of  $R^2$  relies upon its underlying rule of thumb, with 0.67, 0.33, and 0.19 representing the strong, moderate, and weak levels of the endogenous construct (Fauzi, 2022). Based on such categorization, it can be concluded that the entrepreneurial educational support has weak to moderate capability in explaining the entrepreneurial self-efficacy. However, the effect of entrepreneurial educational support and self-efficacy have moderate capability in explaining the entrepreneurial intention.

**Table 7.** Predictive Relevance ( $Q^2$ )

Variable	$Q^2$
Self-Efficacy	0.147
Entrepreneurial Intention	0.253

Source: Data Processed by Using SmartPLS Version 4 (2023)

Fauzi (2022) stated that there are three criteria to conclude the value of predictive relevance, which are: 1) If the value of  $Q^2$  is between 0.020 and 0.140, then the construct has small effect-size; 2) If  $Q^2$  is between 0.150 and 0.340, then the construct has medium effect-size; and 3) If  $Q^2$  is greater than 0.350, then the construct has large effect-size. Based on the results of Predictive Relevance ( $Q^2$ ) analysis in **Table 7**, the  $Q^2$  of self-efficacy and entrepreneurial intention are 0.147 and 0.253. This means that the constructs have medium effect-size as research measurements.

**Table 8.** Effect Size ( $f^2$ )

	Effect Size ( $f^2$ )	Description
Entrepreneurial Educational Support => Self-Efficacy	0.293	Medium Effect
Entrepreneurial Self-Efficacy => Entrepreneurial Intention	0.172	Medium Effect
Entrepreneurial Educational Support => Entrepreneurial Intention	0.212	Medium Effect

Source: Data Processed by Using SmartPLS Version 4 (2023)

As depicted in **Table 8**, the three variables exhibit medium effect consistent with the guidelines outlined by (Hair et al., 2021). According of these guidelines, values more than 0.150 signify a moderate level of influence. This moderate effect size indicates that the relationship identified in the study has practical significance, indicating meaningful associations between the variables under investigation. Thus, it reflects that the identified relationship is not merely a statistical artifact, but holds practical significance within the research context. Furthermore, a higher effect size value corresponds to more robust and meaningful relationships between the variables.

According to (Hair et al., 2019), bootstrapping can be used to conduct the hypothesis test. If the t-statistics is greater than 1.960 or p-values less than 0.050, then the hypothesis is accepted. On contrary, if the t-statistics is less than 1.960 or p-values greater than 0.050, then the hypothesis is rejected. The result of bootstrapping method used in hypotheses testing in this research is displayed in **Table 9**.

**Table 9.** The Results of Path Analysis and Significance Tests

	Hypothesis	Path Coeff.	t-stats	p-values	Result
H1	Entrepreneurial Education → Self-Efficacy	0.476	8.998	0.000	Significant
H2	Self-Efficacy → Entrepreneurial Intention	0.359	5.497	0.000	Significant
H3	Entrepreneurial Education → Entrepreneurial Intention	0.397	6.493	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on **Table 9**, it can be known that the first hypothesis, stating that there is a positive and significant effect of entrepreneurial educational support on self-efficacy, can be accepted ( $\beta$  of 0.476 and  $p$  lower than 0.050). This result can be empirical evidence to support H1. Next, the second hypothesis (H2) is also accepted ( $\beta$  of 0.359 and  $p$  lower than 0.050). This means that self-efficacy positively and significantly affects entrepreneurial intention. Last, the third hypothesis is also accepted ( $\beta$  of 0.397 and  $p$  lower than 0.050), which means that entrepreneurial educational support positively and significantly affects entrepreneurial intention.

**Table 10.** The Result of Mediation Test

	Hypothesis	Path Coeff.	t-stats	p-values	Result
H4	Entrepreneurial Education → Self-Efficacy → Entrepreneurial Intention	0.171	4.507	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

Next, **Table 10** shows the result of mediation test. Based on **Table 10**, the fourth hypothesis statistically can be accepted ( $\beta$  of 0.171 and  $p$  lower than 0.050), which means that self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. In this research, self-efficacy can mediate partially, because it can be known that the effect of exogenous variable on endogenous variable (direct effect) is significant, and the effect of exogenous variable on endogenous variable through mediation (indirect effect) is also significant (Hair et al., 2019).

The conclusion of all hypotheses testing is summarized in **Table 11**. Based on the summary, it is explained that the research has accepted the four formulated hypotheses. These are: entrepreneurial education has a positive and significant influence on self-efficacy, self-efficacy has a positive and significant effect on entrepreneurial intention, entrepreneurial education has a positive and significant effect on entrepreneurial intention, and finally, self-efficacy significantly mediates the effect of entrepreneurial education on entrepreneurial intention.

**Table 11.** The Summary of Hypotheses Testing Results

	Hypothesis	Result
H1	Entrepreneurial Education → Self-Efficacy	Accepted
H2	Self-Efficacy → Entrepreneurial Intention	Accepted
H3	Entrepreneurial Education → Entrepreneurial Intention	Accepted



## DISCUSSION

The findings of this research have proven that entrepreneurial educational support and entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention. This research also proves that entrepreneurial self-efficacy can mediate the effect of MBKM-based entrepreneurial educational support on entrepreneurial intention among the students in universities in Jakarta and Bandung City.

The first hypothesis, which states that entrepreneurial educational positively and significantly affects entrepreneurial self-efficacy, is empirically supported by the result of this research. This result has similarity with those of previous studies (Anwar et al., 2022; Puni et al., 2018; Yousaf et al., 2020). This finding proves that whenever a student is given knowledge and skills, they will have self-confidence to be successful in the field of entrepreneurship. Entrepreneurial education is considered as one of important resources that can encourage the student's confidence to overcome the fear of failure when starting a business. Self-efficacy plays greater role in enhancing entrepreneurial intention whenever there is an accurate and sufficient entrepreneurial educational program (Hassan et al., 2020). MBKM entrepreneurial curriculum is expected to enhance the students' self-efficacy to perform entrepreneurial activities. According to the research findings, HEIs have successfully implemented an entrepreneurial-based MBKM curriculum. HEIs have provide curriculum to support the students' entrepreneurial knowledge and abilities to turn their business ideas into more established business plans. This can provide students with practical knowledge, enhancing their self-efficacy for business.

Moreover, the second hypothesis in this research states that self-efficacy can increase entrepreneurial intention. This hypothesis can be accepted, which means that self-efficacy positively and significantly affects entrepreneurial intention. This result is in line with those of previous researches conducted by (Bazkiaei et al., 2021; Shahverdi et al., 2018; Zewudu & Alamnie, 2017). Self-efficacy is an influential factor in explaining an individual's intention to behave. A strong self-efficacy will create a tendency for the students to be more confident. Having confidence to the possessed abilities, a student will deliver more efforts to develop his/her business plan. An individual, who has positive perception of his/her competence on entrepreneurship, will fell more confident to perform entrepreneurial activities (Puni et al., 2018). According to the research findings, the indicators portray the students' self-efficacy to enhance their entrepreneurial intention. The students' self-confidence has the most value in the ability to identify business opportunities and to understand business practices.

Based on the result of the third hypothesis test, entrepreneurial educational support positively and significantly affects entrepreneurial intention. This is in line with several previous researches (Alshebami et al., 2020; Bazkiaei et al., 2021; Puni et al., 2018) stating that the implementation of entrepreneurial education provides basic knowledge related to entrepreneurship, that can enhance an individual's knowledge and abilities to perform entrepreneurship, which finally encourages such individual's will to get involved in entrepreneurial activities. Entrepreneurial education has an important role in inspiring the students to perform the entrepreneurship (Bazkiaei et al., 2021). According to the research findings, HEIs have the potential to nurture students' entrepreneurial abilities by

integrating the customized MBKM entrepreneurial curriculum. This curriculum is designed to cater to their specific needs and provides individuals with an enriched knowledge base, enhanced skills, and competencies that cultivate a more resilient entrepreneurial mindset. By offering students opportunities to explore entrepreneurship within their academic journey, HEIs can further bolster their capabilities and inspire them to identify business opportunities, all the while promoting creative thinking. This, in turn, can result in a heightened inclination to apply innovative concepts in the establishment of new businesses.

This research also empirically supports the fourth hypothesis, which states that entrepreneurial self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. Self-efficacy has an important mechanism that utilizes entrepreneurial education in entrepreneurial intention. This is in line with several research that have been conducted previously (Hoang et al., 2021; Jiatong et al., 2021; Yousaf et al., 2020). Entrepreneurial education is an important factor in exploring entrepreneurship and can also strengthen an individual's decision to perform entrepreneurial activities, if the element of self-efficacy is included (Shahab et al., 2019). This phenomenon shows that MBKM-based entrepreneurial education has facilitated the students to be more skillful to perform entrepreneurial activities, thus growing their attitudes and self-confidence, which finally can lead to higher self-efficacy. An individual with higher entrepreneurial self-efficacy will have greater entrepreneurial way of thinking, hence he/she will be more interested to perform entrepreneurial activities.

## **CONCLUSION**

This research aimed to reveal the impact of MBKM-based entrepreneurial curriculum implementation in predicting self-efficacy and entrepreneurial intention among the students in HEIs in Jakarta and Bandung City. The research related to entrepreneurial intention becomes important nowadays, because individuals who have entrepreneurial intention have higher tendency to start their own business. This research's results contribute to the existing literature studies regarding the role of entrepreneurial education. Specifically, the implementation of MBKM entrepreneurial curriculum has proven to have positive and significant impact in increasing the entrepreneurial intention among the students.

Besides, this research also proves that entrepreneurial education positively and significantly affects entrepreneurial self-efficacy among the students. Entrepreneurial education is perceived to be able to increase an individual's self-confidence and faith in entrepreneurial context, which finally can increase his/her entrepreneurial intention.

This research also proves that entrepreneurial self-efficacy also positively and significantly affects entrepreneurial intention. Students who have positive perception on their capabilities, will feel more confident in performing entrepreneurial activities. Therefore, the development of students' self-efficacy in forms of knowledge and skills in the field of entrepreneurship, becomes an important aspect to be paid attention to.

Entrepreneurial self-efficacy can mediate the effect of entrepreneurial educational support on entrepreneurial intention. This research provides the information about the importance of developing the student's entrepreneurial self-efficacy through the implementation of entrepreneurship learning, thus can increase their intention to be entrepreneurs in the future.

Based on the findings from this study, we offered some useful advice for educators and policy-makers. HEIs need to cultivate an entrepreneurial mindset among students and enhance their self-efficacy to achieve a more significant impact. This research has proven

that entrepreneurial educational MBKM plays an important role in increasing the students' capabilities and competences. The entrepreneurial teaching method should not be limited to class-lecturing only, but also be able to deliver field competence to the students through entrepreneurial practices and internship. Basic facility support to the students in forms of business incubation provided by university, can help them start their own entrepreneurial activities. The students' entrepreneurial interest will help build their entrepreneurial behavior so that HEIs can generate their graduates who can create job opportunities rather than seeking for the jobs. This phenomenon is expected to provide positive contribution to solve the problems of unemployment and lead to the growth of Indonesian economic.

This study provides a few limitations that should be taken into consideration in future research opportunities. First, data were gathered only from HEIs students in Jakarta and Bandung. In order to generate greater results, next research should consider the use of larger sample size in order to better predict the impact of the implementation of MBKM-based entrepreneurial curriculum on entrepreneurial intention among the students in Indonesia in general. Further studies also need to examine other variables as predictor or mediator to entrepreneurship intention to add more contributions in the field of entrepreneurship.

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## ACKNOWLEDGEMENTS

Author would like to express deep gratitude to The General Directorate of Higher Education, Research, and Technology - The Ministry of Education, Culture, Research, and Technology - The Republic of Indonesia, for the year 2023 (Number: 1438/LL3/AL.04/2023) and The Institute of Research and Community Engagement (LPPM) of Universitas Tarumanagara, due to financial support for conducting this research as well as for publishing this scientific article.