

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

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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 ekonomi 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 originates 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 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 & Alammie, 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 (Ikhtiaigung & 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., 2010). Entrepreneurial education should be applied to prepare individuals starting their new businesses by integrating experience, skills, and knowledge (Bazkiae 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 (Bazkiae 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 parting 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 an 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 an 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 (Bazkiae 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 of 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).

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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

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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 with 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).

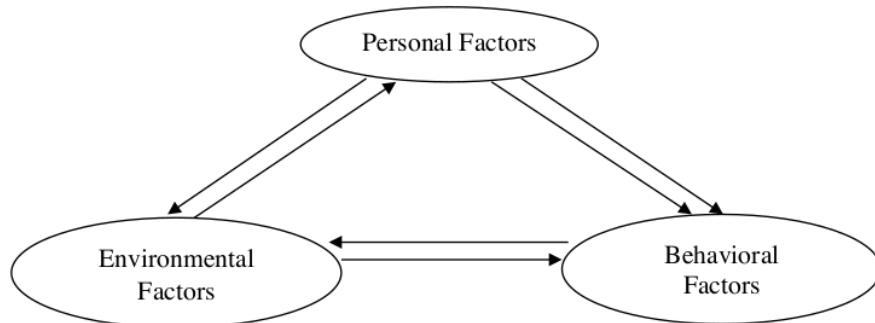


Figure 1 Triadic Reciprocal Determinism Model

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 (Bazkiae 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 (Ikhtiagung & 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 (Ikhtiagung & 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). 3

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 (Bazkiae et al., 2020).

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). 15

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 ⁶ positively and significantly affects entrepreneurial self-efficacy.

Self-efficacy and entrepreneurial intention. Self-efficacy is a strong ³³ecedent 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 (Bazkiae 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 ⁵¹ectively, it will encourage the students to be entrepreneurs (Bazkiae 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 ⁴⁷ention 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 attitude⁷⁴ 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 (Zha⁶³ 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 predictor¹² 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 students³⁵ 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 52**. 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).

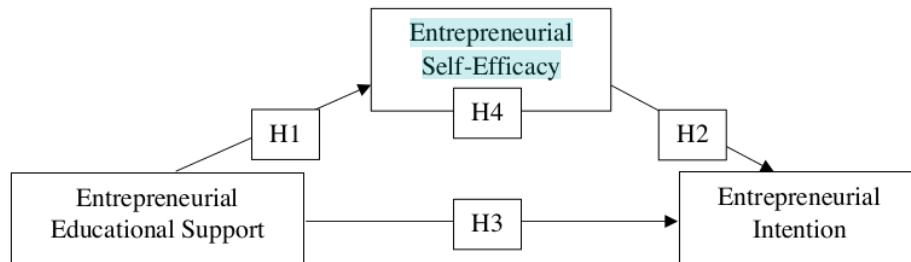


Figure 2. Research Model
Source: Author's Personal Conception (2023)

METHODS

This research is descriptive research covering the quantitative data analysis. In addition, this research uses⁷³ 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	<ol style="list-style-type: none"> 1. HEIs provide curriculum that supports entrepreneurial knowledge and skills. 2. HEIs deliver the knowledge to develop business idea into business plan. 3. I have a chance to present my business idea. 4. I have a chance to envision my business idea. 5. HEIs provide the support to participate in various competitions related to entrepreneurship. 6. HEIs organize the seminars or workshops which invite successful entrepreneurs. 7. HEIs provide the facilities that support entrepreneurial activities. 	ES1 ES2 ES3 ES4 ES5 ES6 ES7
Entrepreneurial Self-Efficacy	<ol style="list-style-type: none"> 1. I believe that I can contribute to community through entrepreneurship. 2. I can identify business opportunity. 3. I understand the right practice to run a business. 4. I can always think creatively. 5. I believe that I can build a business. 	EE1 EE2 EE3 EE4 EE5
Entrepreneurial Intention	<ol style="list-style-type: none"> 1. I am ready to start a business. 2. I will try hard to run my own business. 3. I plan to start a business shortly. 31. I have a serious thinking to start a business. 5. My professional goal is to be an entrepreneur. 	EI1 EI2 EI3 EI4 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.

Table 2. Respondents' Demographic

	Frequency	Percentage
Gender		
Male	173	57.667
Female	127	42.333
University Origin		
Jakarta	200	66.667
Bandung	100	33.333
Educational Background		
Economic and Business	140	46.667
Non-Economic and Business	160	53.333
Age		
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
Family Background in Entrepreneurship		
Yes	183	61
No	117	39

Source: Generated from 300 Respondents (2023)

RESULTS

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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 at the diagonal value must be greater (Hair et al., 2019).

Reliability analysis used Cronbach's Alpha (α) 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		0.837			
	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		0.843			
	EE3	0.680	0.836	0.843	0.846	0.894
	EE4		0.822			
	EI1		0.748			
Entrepreneurial Intention	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	14 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)

22 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 0.78. 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	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)

22 29 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 0.75 than 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)

1 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 to 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 ¹³ 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 (β of 0.476 and p lower than 0.050). This result can be empirical evidence to support H1. Next, the second ¹³ hypothesis (H2) is also accepted (β 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 (β 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 (β 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.

¹⁰
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. 55

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 provided 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 increases 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 (Bazkiae et al., 2021; Shahverdi et al., 2018; Zewudu & Alammie, 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 in 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; Bazkiae 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 (Bazkiae 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.

¹⁷ This research also empirically supports the fourth hypothesis, which states that entrepreneurial self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. ⁴Self-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.

⁶ CONCLUSION

This research aimed to reveal the ⁵⁶impact 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. ⁶

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 Indonesia's economic.

2 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.

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

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