



## **The Influence of Entrepreneurial Education and Entrepreneurial Mindset on Entrepreneurial Intention Throgh Self-Efficacy (Study on Business and Marketing Students in Banyuwangi)**

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### **ABSTRACT**

This study aims to examine the influence of Entrepreneurial Education and Entrepreneurial Mindset on Entrepreneurial Intention through Self-Efficacy. The goals of this study are to ascertain: (1) The direct effect of Entrepreneurial Education on Self-Efficacy, (2) The direct effect of Entrepreneurial Mindset on Self-Efficacy, (3) The direct effect of Entrepreneurial Education on Entrepreneurial Intention, (4) The direct effect of Entrepreneurial Mindset on Entrepreneurial Intention, (5) The direct effect of Self-Efficacy on Entrepreneurial Intention, (6) The indirect effect of Entrepreneurial Education on Entrepreneurial Intention through Self-Efficacy, and (7) The indirect effect of Entrepreneurial Mindset on Entrepreneurial Intention through Self-Efficacy. This study utilizes a quantitative methodology, including descriptive and explanatory research techniques. The research included a total of 293 students as participants, specifically those enrolled in Business and Marketing majors. The sample is collected accidentally by distributing questionnaires as part of a mix of purposeful and accidental sampling via Google Forms and considering criteria relevant to the research objectives. SEM-PLS and descriptive statistics are two examples of data analysis methodologies

### **Keywords:**

Entrepreneurial Education, Entrepreneurial Mindset, Self-Efficacy, Entrepreneurial Intention.

### **INTRODUCTION**

The emergence of the threat in 2019, namely Covid-19, which occurred in almost every corner of the world, has significantly impacted a number of areas, including the economy as a whole. Following the Covid-19 outbreak, many businesses have closed their operations, some temporarily, and others indefinitely, leading to temporary unemployment. Additionally, the closure of companies has resulted in layoffs of their employees (Alcover et al., 2022). The problem that emerged from the Covid-19 pandemic is the rise in unemployment. Numerous enterprises were forced to liquidate and many people were laid off as a result of Covid-19, which led to extremely high unemployment rates in a number of nations, including Indonesia. The unemployment rate caused by the Covid-19 pandemic affected 7.86 million people, either through layoffs or unemployment (Central Bureau of Statistics, 2023).

Entrepreneurship is essential to stimulate economic expansion, diversification, internationalisation, and employment generation (Al Saiqal et al., 2019). Consequently, the impact of entrepreneurial development may be seen as a different approach to addressing the unemployment problem. Entrepreneurs have a significant impact on developing countries' economies. There is a need



for knowledge and socialization to introduce entrepreneurship activities to the community to reduce unemployment problems in Indonesia. Entrepreneurship increases economic and social benefits by raising state income and serves as a means for sustainable economic growth (Mustikawati & Kurjono, 2020).

The stronger the interest in participating in entrepreneurship, the greater the likelihood of successful entrepreneurial activities. Therefore, entrepreneurial values must be instilled in the younger generation to contribute to reducing unemployment levels (Rahayu et al., 2023). The aforementioned remark is consistent with the fundamental principles of the "Theory of Planned Behaviour" (TPB). This theory is based on the compatibility principle, which considers the aim, activities done, context, and time frame of an action in relation to its behaviour of interest (Ajzen, 1991). Based on this theory, interest serves as an indicator of a general action, meaning it applies across various fields, including attempts to understand entrepreneurial behavior among students.

Entrepreneurial interest is a potential area for research, as this concept is often used to measure the sustainability of entrepreneurship in achieving economic goals. According to Ajzen, there are three indicators that determine entrepreneurial interest: 1) Attitude, which is the tendency to respond efficiently to the risks encountered in business; 2) Subjective Norms, they describe how a person's social surroundings affect their judgment while making business decisions; and 3) The term "perceived behavioural control" describes how someone perceives the difficulty or simplicity of a task (Setyawati & Ricky, 2021). A person's entrepreneurial interest is often linked to the initiation of a business and is considered a crucial factor in entrepreneurial intention (Darmawan, R.D., 2022; Rakhmadiningrum et al., 2021).

A person with self-confidence usually believes they can overcome challenges and accomplish their objectives (Rahayu et al., 2021). Individuals who decide to become entrepreneurs usually have specific perceptions about the attractiveness of entrepreneurial work, the feasibility of entrepreneurship, and assurance in their capacity to launch a successful company (self-efficacy) (Primandaru, 2019). This demonstrates that self-confidence in shaping entrepreneurial interest is a key determinant in supporting business performance. Various studies, including those by Agung & Made (2016), Anggraeni & Nurcaya (2016), Indriyani & Subowo (2019), Jiatong et al. (2021), and Setyawati & Ricky (2021), have explored the strong positive relationship between self-confidence and entrepreneurial interest.

An entrepreneurial attitude must be the foundation of all initiatives to encourage students' interest in business. An attitude and inclination that fosters critical and innovative thinking abilities is known as an entrepreneurial mentality. There is a tight relationship between the entrepreneurial attitude and psychology, specifically personality psychology. (Handayati et al., 2020). It includes personal tendencies such as risk-taking, the need for achievement, and the desire to engage in activities like developing, planning, and organizing efforts to achieve entrepreneurial goals (Bosman & Fernhaber, 2019).

In other words, the learning process is an application and initial step in entrepreneurial education. Entrepreneurial education and practice will train students





to develop their thinking further (Dewi et al., 2020). To address current issues, several formal educational institutions have provided students with understanding and practical experience in entrepreneurship to support the creation of a young generation ready to work and create new job opportunities (Muryati & Jermawinsyah, 2020). Competence in entrepreneurial learning is crucial for the confidence of graduates from schools and universities today (Baiq & Subagio, 2022).

Education serves as a medium for enhancing an individual's abilities and absorption capacity, which can be influenced by tendencies, improved by habits, and driven by media designed in a targeted manner. Thus, education is intended to help others or oneself achieve their goals (Gusnita et al., 2023). Entrepreneurial education helps individuals to have more confidence in their interest in entrepreneurship and to develop an entrepreneurial mindset. An important factor supporting the success of entrepreneurship is the intention and entrepreneurial behavior based on entrepreneurial interest (Al-Ghazali & Afsar, 2021).

There is a tight relationship between the entrepreneurial attitude and psychology, specifically personality psychology (Handayati et al., 2020). A mindset represents an individual's beliefs that influence their character and attitude to achieve their goals (Suwarso, 2019). People with an entrepreneurial attitude may make a positive difference in the world and be inspired to assist in resolving startup-related issues (Baggen et al., 2022). Furthermore, other studies have shown the presence of an entrepreneurial mentality has considerable importance effects on the interest in becoming an entrepreneur. Research by Abdelwahed & Alshaikhmubarak (2023) and Sulistyowati et al. (2022) research has shown a noteworthy association between entrepreneurial goal and attitude.

Belief and self-efficacy can encompass a person's perception that they possess the skills and abilities to perform certain actions (Rahayu et al., 2021). Enhancing the relevance of self-efficacy, especially in entrepreneurship, is crucial for researchers, educators, and policymakers (Newman et al., 2019). Furthermore, Liu et al. (2019) claim that a person's confidence is a reflection of their conviction that they have the knowledge and resources necessary to launch a company, as well as their belief that they can launch a successful venture.

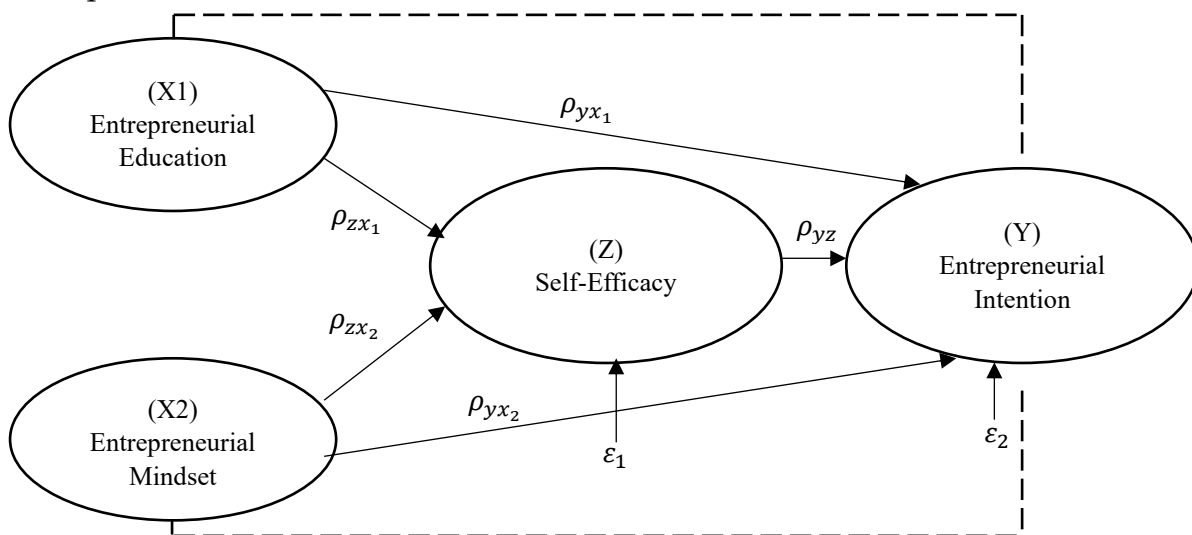
In conducting research on entrepreneurial behavior that influences entrepreneurial intention, two main theories are often used. One of them is Shapero & Sokol's "The Entrepreneurial Event Theory," which is based on three factors: perceived value (the desire to become an entrepreneur), perceived viability (the ability to manage a new business), and propensity to act (the drive to take action). This model is supported by empirical evidence developed by Krueger et al. (2000). An important factor supporting the success of entrepreneurship is the intention and entrepreneurial behavior based on entrepreneurial interest in starting a new business (Al-Ghazali & Afsar, 2021; Dinc & Hadzic, 2018). Another factor in the success of entrepreneurship is linked to each individual's interest (Elnadi & Gheith, 2021). According to Hoang et al. (2021), entrepreneurial interest is the first stage in the process of becoming an entrepreneur, along with concept formation. Additionally, entrepreneurial interest develops and becomes a focus for many people.



The following hypotheses inform this research and are based on the literature review above: (1) H1: Self-efficacy is significantly and positively impacted by entrepreneurship education. H2: An entrepreneurial mindset has a significantly and positively impact on self-efficacy; (2) H3: Entrepreneurial education has a substantial and positive impact on entrepreneurial intention; (3) H4: The entrepreneurial intention is significantly and positively influenced by an entrepreneurial mindset; (4) H5: Entrepreneurial intention is positively and significantly influenced by self-efficacy; (5) H6: Entrepreneurial education has a substantial and positive impact on entrepreneurial intention by enhancing self-efficacy; (5) H7: Entrepreneurial intention is significantly and positively influenced by an entrepreneurial mindset through self-efficacy.

### METHOD

This study makes use of quantitative techniques and both explanatory and descriptive research methodologies. An overview of the research item and a description of the variables are provided by descriptive research. In contrast, explanatory research employs hypothesis testing to establish causal relationships between variables, thereby enabling the formulation of conclusions. The aim of this research is to assess the effectiveness of using self-efficacy as a means to measure the influence of Entrepreneurship Education and Entrepreneurial Mindset on Entrepreneurial Intention.



**Figure 1.** Research Design

According to Figure 1, the factors that are being manipulated or controlled in this research include Entrepreneurial Education (X1) and Entrepreneurial Mindset (X2). Self-Efficacy (Z) serves as the intervening variable, while Entrepreneurial Intention (Y) is the dependent variable. Vocational high school pupils in grades X-XII majoring in Business and Marketing for the academic year 2023/2024 in Banyuwangi Regency comprise the population of this investigation. The Size Calculator was



employed to determine the sample size by Raosoft available at ([www.raosoft.com](http://www.raosoft.com)). A margin of error of 5%, a response distribution of 50%, and a 95% confidence level were entered in the population size box for the computation. The sampling strategy utilized in this study combines purposeful and accidental sampling. A Google Forms questionnaire is distributed to participants at random, and criteria relevant to the study's goals are taken into account. Descriptive statistical analysis and the techniques employed for data analysis are SEM-PLS. The practical definitions are given in Table 1, starting with variables and ending with an explanation of each indication. An explanation of the factors and indicators utilized in this study is provided below:

**Table 1.** Research Variables and Indicators

Variable	Indicator	Item	No. Item
<b>Entrepreneurial Education</b> (Karyaningsih et al., 2020; Wibowo et al., 2022; Carda et al., 2016; Lekoko, et al., 2012)	- Entrepreneurial knowledge	- School education provides entrepreneurial knowledge.	1
		- Enhances understanding of entrepreneurship.	2
	- Value and Motives	- School education fosters an entrepreneurial attitude.	3
		- Entrepreneurship education provides reasons for becoming an entrepreneur.	4
		- Ability to analyze business opportunities in the surrounding environment.	5
	- Social Interaction	- Entrepreneurship education equips with the necessary knowledge for entrepreneurship.	6
		- Improves skills in running a business.	7
	- Entrepreneurial skill and abilities	- Increases entrepreneurial capabilities.	8
		- Develops creative entrepreneurial ideas through school learning.	9
<b>Entrepreneurial Mindset</b> (Bernandus, et al., 2022; Jiatong et al., 2021; Wardana et al., 2020)	- Alertness to Opportunities	- Determines strategies/ plans for business.	10
		- Considers financial management in business.	11
		- Able to allocate time for entrepreneurial activities.	12
	- Risk Propensity	- Able to make decisions in uncertain situations.	13
		- Identifies ideas related to business opportunities in entrepreneurial activities.	14
		- Able to utilize entrepreneurial activities.	15
	- Tolerance for Ambiguity	- Understands obstacle in entrepreneurial activities.	16



Variable	Indicator	Item	No. Item
<b>Self-Efficacy</b> (Bandura, 1997; Kickul, <i>et al.</i> , 2010; Sarwoko, 2011; Doanh & Bernatt, 2019)		- Has a responsible attitude in entrepreneurial activities.	17
		- Identifies others' behaviors to determine comfort in starting a business.	18
		- Able to generate new ideas in entrepreneurship.	19
	- Individual Creativity	- Able to adapt to changes/ new situations.	20
		- Able to consider product quality for business innovation.	21
		- Possesses adequate skills and knowledge in business.	22
	- Confidence	- Has confidence to start a business.	23
		- Ability to identify opportunities.	24
		- Gains motivation from school learning.	25
	- Perseverance and optimism	- Confidence in the outcomes of starting a business.	26
		- Optimistic about self-potential to be applied in business.	27
		- Willing to take risk in starting entrepreneurial activities.	28
<b>Entrepreneurial Intention</b> (Suherman, 2021; Rakhmadiningrum, Putri, 2020; Zhao H., <i>et al.</i> 2010; Linan & Chen, 2009)	- Leadership and mentalitu	- Mentally prepared to face challenges.	29
		- Responsible for overcoming problems in entrepreneurship.	30
		- Maintains a professional attitude in cooperation with others.	31
	- Career as entrepreneur	- Starting and managing one's own business.	32
		- Choosing entrepreneurship over being an employee.	33
	- Individual belief	- Makes efforts to become an entrepreneur.	34
		- Determines ways to pursue entrepreneurship.	35
	- Desire	- Prepares to become an entrepreneur.	36
		- Plans to start a business in the near future.	37

Additionally, it tests whether the questionnaire items used can reflect the variables constructed using the Goodness of Fit model, which is used to measure the indicators of the questions. This measurement consists of two criteria the Inner Model and the Outer Model. Measurement criteria for the outer model and Inner Model are explained in the data analysis results.





## RESULTS AND DISCUSSION

**Table 2.** Rating Cronbach's alpha, Average Variance Extraced

Variable	Cronbach's Alpha	Average Variance Extraced (AVE)
Entrepreneurial education (X1)	0.910	0.624
Entrepreneurial Mindset (X2)	0.978	0.833
Self-Efficacy (Z)	0.904	0.581
Entrepreneurial Intention (Y)	0.899	0.543

**Table 3.** Rating Composite Reliability

Variable	Composite Reliability ( $\rho_a$ )	Reliability Construct ( $\rho_c$ )
Entrepreneurial Education (X1)	0.912	0.926
Entrepreneurial Mindset (X2)	0.985	0.983
Self-Efficacy (Z)	0.908	0.922
Entrepreneurial Intention (Y)	0.901	0.921

Based on the data analysis findings, the external representation or assessment that gauges the validity of the question indicators consists of two evaluations: it is deemed to satisfy the requirements for both convergent validity and cross-loading values if the discriminant validity  $> 0.70$  and convergent validity in the loading factor value. In the meanwhile, the question indicators' dependability is evaluated using the values of  $\rho_A$  and  $\rho_C$ . For instance, The average value of X1 is 0.624, X2 is 0.833, Y is 0.543, and Z is 0.581. The AVE (Average Variance Extracted) value is assessed as greater than 0.50. This shows that the indicators' values  $> 0.50$  satisfy the requirements for validity testing or convergent validity. Table 3 provides an explanation of the Cross Loading criterion, which are sometimes referred to as discriminant validity

**Table 4.** Rating Diskriminan Validity

	Entrepreneurial Intention	Entrepreneurial Mindset	Entrepreneurial Education	Self-Efficacy
Entrepreneurial Intention	0.790			
Entrepreneurial Mindset	0.393	0.948		
Entrepreneurial Education	0.453	0.435	0.762	
Self-Efficacy	0.521	0.531	0.528	0.737

By comparing the variables with the highest correlation values to each other, such as (X2) to (X2), (Z) to (Z), (X1) to (X1), and (Y) to (Y), the correlation values are diagonally assessed based on Table 2. These values must not be less than the other values in order to meet the assessment criterion. However, even if the loading factor value exceeds 0.70, the evaluation entails deleting the lowest value in the indicator inquiry whether there is a tangle or deficiency in the Fornell-Larcker criterion since the loading factor value is no longer the main emphasis. It is important to make sure that the AVE value stays  $> 0.50$  after deleting the lowest indication value. This guarantees that the indicator question item's tangle phenomenon yields a lower number in the diagonal analysis.

The inner model values, also known as the structural model evaluation, measure the significance of both direct and indirect relationships between variables by examining the R-Square values, path coefficients, t-statistics, and bootstrapping computations. Figure 2 and Table 2 provide the following explanation for this:

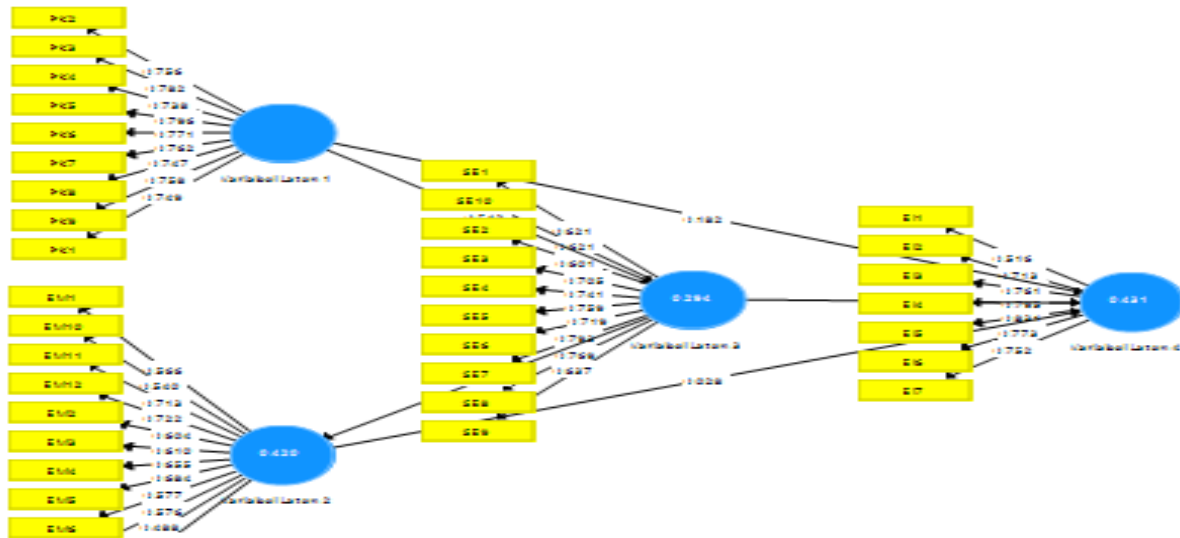


Figure 2. Result assessment of Bootstrapping of variable indicators

Table 5. Path Coefficient

Variable	Sample	Sample Mean	Standart Deviation (STDEV)	t Statistic	P Value
Entrepreneurial Mindset > Entrepreneurial Intention (H2)	0.108	0.115	0.066	1.651	0.099
Entrepreneurial Mindset > Self Efficacy (H4)	0.381	0.381	0.054	7.017	0.000
Entrepreneurial Education > Entrepreneurial Intention (H1)	0.223	0.227	0.078	2.877	0.004
Entrepreneurial Education > Self Efficacy (H3)	0.358	0.361	0.068	5.233	0.000
SelfEfficacy > Entrepreneurial Intention (H5)	0.344	0.351	0.092	3.746	0.000

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Table 6. Result Indirect Effect Test or Total Effect

Variable	Sample	t Statistic	P Value
Entrepreneurial Mindset > SelfEfficacy > Entrepreneurial Intention <sub>(H7)</sub>	0.131	3.335	0.001
Entrepreneurial Education > Self Efficacy > Entrepreneurial Intention <sub>(H6)</sub>	0.123	3.060	0.002

Table 5 suggests that entrepreneurial education and an entrepreneurial attitude have a major impact on entrepreneurial ambition via increasing self-efficacy. The indirect and combined relationship of variable X1 to Y via Z has a positive and statistically significant impact, as shown by a p-value of 0.002 and a result of 0.123. Variable X2 and Y have an indirect association mediated by Z, leading to a statistically significant positive outcome with a p-value of 0.001 and a coefficient of 0.131.. The Entrepreneurial Education and Entrepreneurial Mindset account for 39.5% of the variance in the Entrepreneurial Intention (Y) variable, according to R-squared value of 0.395. The remaining 60.5% of the variance is attributed to other factors that were not examined in this study. The self-efficacy variable's R-Square value is 0.323, meaning that entrepreneurial mindset and education account for 32.3% of the variance in self-efficacy, with the remaining 67.7% being influenced by factors outside of the research framework. As a result, a stronger structural equation model is shown by a rise in the R-Square value with the degree to which the independent factors may explain the dependent variable.

This study's initial assumption is that entrepreneurial education significantly impacts self-efficacy. The first hypothesis is accepted since the data analysis indicates that The t-value is more than 1.96, namely 5.233, indicating a significant result. Similarly, the p-value is less than 0.05, specifically 0.000, further supporting the significance of the findings. According to the second idea, self-efficacy is greatly impacted by having an entrepreneurial attitude. The second hypothesis is confirmed as the data analysis reveals a t-value of 7.017, which is more than the critical value of 1.96, and a p-value of 0.000, which is less than the significance level of 0.05. The third idea posits a notable association between entrepreneurial education and entrepreneurial inclination. The data analysis supports the third hypothesis, as shown by a t-value of 2.887, which exceeds 1.96, and a p-value of 0.004, which is below 0.05.

The fourth hypothesis of the research posits that there is no observable correlation between entrepreneurial purpose and attitude. The fourth hypothesis is rejected based on the data analysis, since the t-value of 1.651 is less than the critical value of 1.96, and the p-value is 0.099. The study of H4 indicates that the Entrepreneurial Mindset has a favorable influence on Entrepreneurial Intention, however the impact is not statistically significant. The fifth hypothesis of the research suggests that self-efficacy has a substantial impact on entrepreneurial inclination. Based on the data analysis, the fifth hypothesis is supported as the p-value is 0.000, which is below the significance level of 0.05. Additionally, the t-value of 3.746 exceeds the critical value of 1.96.

In conclusion, H4 and H7 show how the direct impact's outcomes shift to the indirect effect. Entrepreneurial Intention (Y) and Entrepreneurial Education (X1) exhibit a slight but favourable correlation, as indicated by H4. H7 also suggests that



the Entrepreneurial Mindset (X2) has a positive and significant effect on Y through Z, indicating that the presence or absence of the mediating variable Z between the X2 and Y is not a problem. H3 asserts that X1 has a positive and substantial impact on Y, while Z is the mechanism through which X1 has a positive and significant impact on Entrepreneurial

Intention (Y). This suggests that the Entrepreneurial Mindset (X2) is not necessary to influence Entrepreneurial Intention (Y); however, its existence (Z), which is derived from the Entrepreneurial Education (X1) variable, is significant.

### **The Impact of Entrepreneurial Education (X1) on Self-Efficacy (Z)**

According to the data analysis results previously presented, self-efficacy is favorably and considerably impacted by entrepreneurship education. Given that the study's initial hypothesis has a p-value of 0.000 and a path coefficient value of 0.358, it is thus accepted. This implies that there is a substantial correlation between these two variables, as the p-value is less than 0.05. This indicates that entrepreneurship education may have an impact on students' self-efficacy regarding their interest in entrepreneurship. These findings, which exhibit a standardised coefficient value of 0.642 and a significance level of less than 0.05 align with the findings of previous study conducted by Ainur Rizqi et al. (2022), which demonstrated that entrepreneurship education can provide extensive entrepreneurial experience and skills, helping to internalize confidence in starting a business.

Further research has demonstrated that self-efficacy is significantly and positively affected by entrepreneurship education (Amofah & Saladrighes, 2022; Aulia Putri et al., 2024; Hoang et al., 2021; Puni et al., 2018; Deng & Wang, 2023). According to these findings, interest in entrepreneurship and entrepreneurship education are positively and significantly correlated. Research by Li et al. (2023) provides more evidence for this, showing a favorable effect of entrepreneurship education on entrepreneurial interest (p-value < 0.005). Similarly, studies by Zhang & Chen (2024) and Nabi et al. (2018) showed that entrepreneurship education significantly and Self-efficacy serves as a moderator, as it enhances students' enthusiasm for entrepreneurship. These results are consistent with studies by Putri & Widiyanti (2023), which uncovered the level of confidence and belief in their ability to succeed as entrepreneurs among students is favorably and significantly impacted by entrepreneurship education.

Through the curriculum, particularly in vocational schools (SMK), the implementation of entrepreneurship education by Banyuwangi Regency Vocational High Schools (SMK) seeks to impart knowledge and awareness of excellent, creative, and innovative entrepreneurship. Through the practical activities offered during the learning process, several students have experienced the benefits of entrepreneurial knowledge and have applied it to the enterprises they are creating. Students' attitudes are exemplified by the experience and competencies required for future entrepreneurship. The history of entrepreneurial education in schools include cooperation with other educational institutions, student exhibits of their work, and practical laboratories as means of offering support. The frequency of student replies,





where 148 students, or 50.5% of the 293 students, agreed that the school imparts entrepreneurial expertise, further supports this.

### **The Influence of Entrepreneurial Mindset (X2) on Self-Efficacy (Z)**

The research findings indicate that the presence of an entrepreneurial attitude has a substantial and favorable influence on self-efficacy, as shown by a coefficient value of 3.81 and a p-value of 0.000. Because the p-value is  $< 0.05$ , the association between these two variables is regarded as significant. As a result, the suggested theory is validated and verified. As a result, pupils who have a greater knowledge of the entrepreneurial mentality also tend to have higher levels of confidence.

These results are consistent with other studies by Aima (2020) and Jiatong et al. (2021), Which discovered a correlation between an entrepreneurial mindset and self-efficacy. Furthermore, earlier research by Wardana et al. (2020), Mitaseva & Tomovska (2024), Li et al. (2023), Edigbonya (2023), Burnette et al. (2020), and Li et al. (2023) demonstrated that entrepreneurial self-efficacy is positively influenced by an entrepreneurial mindset which in turn can directly and moderately influence entrepreneurial interest. Additional studies conducted by Yan et al. (2023), Mukhtar et al. (2021), Li et al. (2023), and Saadat et al. (2022) revealed that an established mentality leads to confidence and entrepreneurial attitudes, which provide the insights required for an interest in entrepreneurship.

Students often come to the realization that the information they acquire about entrepreneurship during the learning process is not enough to launch a firm; additional talents or abilities that are exhibited via entrepreneurial confidence are required. A strong will to succeed, tenacity, growth potential, a deeper and wider perspective, attention to detail, and a pleasure of life are characteristics of an entrepreneurial mentality. A attitude like this is really helpful for fostering passion, perseverance, creativity, and innovation – all of which have a significant influence on entrepreneurial endeavors confidence.

### **The Impact of Entrepreneurial Education (X1) on Entrepreneurial Intention (Y)**

The study's findings suggest that entrepreneurial education has a significant and favorable effect on entrepreneurial intention, as shown by a coefficient value of 0.223 and a p-value of 0.004, which is lower than the significance level of 0.05. Consequently, the entrepreneurial interest of vocational high school (SMK) pupils in Banyuwangi is significantly and positively influenced by entrepreneurship education. As part of the program, students have opportunity to apply their theoretical knowledge of business through hands-on tasks in addition to receiving it. In addition to enhancing technical proficiency, this piques students' enthusiasm in launching their own companies. Students can discover business prospects, generate original ideas, and encounter potential obstacles in the realm of entrepreneurship through entrepreneurial education.

The findings align with the study done by Mahfudiyanto (2018), which revealed that entrepreneurial education had a substantial and beneficial impact on entrepreneurial intention. This implies that the information taught in schools can improve the abilities that convert an interest in entrepreneurship into entrepreneurial



pursuits. Students are somewhat inspired to launch their own firms by the role that education plays in demonstrating this.

The promotion of entrepreneurial education can lead to the emergence of new companies, the cultivation of entrepreneurial attitudes and behaviours, and a desire to establish a business. Entrepreneurial intention is the term used to describe the aspiration to establish a business, and it has the potential to develop into entrepreneurial intent. This is in accordance with research by Wang et al. (2023) and Gusti & Anasrulloh (2022), which found that entrepreneurship education significantly and favorably affects entrepreneurial interest ( $p < 0.05$ ).

Research by Yifan et al. (2023) demonstrated through a variety of mediating variables, the impact of entrepreneurship education on the ambition to become an entrepreneur, providing more evidence for the relationship between the two. According to studies by Hamenda (2021), Ndofirepi (2020), Suryawirawan et al. (2021), and W. Zhang et al. (2022), Entrepreneurial intention is influenced by entrepreneurship education. This is in line with their findings. The development of self-confidence, skills, and motivation entrepreneurship may be facilitated by entrepreneurship. education, which is supported by Ajzen's TPB, which connects entrepreneurship education and entrepreneurial interest through the concepts of intention and education, and Bandura's Social Cognitive Theory, which emphasizes observing and learning from the environment. These ideas offer a framework for comprehending how students' motivation in participating in entrepreneurial activities might be Impacted by the teachings and principles of entrepreneurial education.

### **The Impact of Entrepreneurial Mindset (X2) on Entrepreneurial Intention (Y)**

The findings of the research indicate that having an entrepreneurial mentality has a favorable influence on the desire to become an entrepreneur. However, it is important to note that this effect is not statistically significant, as shown by a coefficient value of 0.108 and a p-value of 0.099. Because the p-value is  $> 0.05$ , the association between these two variables is regarded as negligible. These results are consistent with the study carried out by Respati et al. (2023), which did not identify any correlation between entrepreneurial intention and mindset. These results, however, are at odds with those of Abdelwahed & Alshaikhmubarak (2023), who discovered a strong and favorable, the link between entrepreneurial intention and mindset. Thus, while the attitude that students are taught might help them develop the skills necessary to turn their interest in entrepreneurship into actual entrepreneurial endeavors, the entrepreneurial mindset by itself does not always determine whether or not students will pursue entrepreneurial goals. However, it may inspire students to launch their own companies.

It was determined by the researchers that there is no discernible relationship between the entrepreneurial attitude and entrepreneurial aim. of Banyuwangi Regency students. This is because the home setting does not provide significant support, which leaves the pupils with little inspiration or motivation. This is demonstrated by the family environment's lack of excitement for business endeavors. The fact that many students come from households where the majority of the members work for corporations or as government employees helps to explain why these





students aren't very motivated to pursue entrepreneurship. The home context does not appear to be providing much support in this case, despite the fact that the school's entrepreneurship program clearly demonstrates the pupils' interest in entrepreneurship through their inventive and creative activities. The results align with a research done by Kusmintarti et al. (2017) which concluded that there was no noticeable variation in the entrepreneurial ambitions of students who participated in entrepreneurship courses and those who did not. The lack of drive to put the school's entrepreneurial theories into practice might be caused by external causes.

The study's findings support those of Rahayu (2012), who claimed that developing an effective learning environment enables students to work with entrepreneurs to create real-world situations, thereby encouraging entrepreneurial mindsets. Hutabarat (2020), who demonstrated that although an entrepreneurial mindset often has a beneficial impact on one's goal to become an entrepreneur, it is not always significant, which corroborates these findings. These results corroborate the study of Hajer & Dellagi (2023), which found that a variety of factors, such as the entrepreneurial attitude, which may be implemented through various learning strategies, might impact entrepreneurial intention. This study supports the findings of Li et al. (2023) and Liao et al. (2022), who discovered that supportive elements including creativity, zeal, and family support may help cultivate an entrepreneurial attitude and therefore encourage entrepreneur intention.

#### **The Impact of Self-Efficacy (Z) on Entrepreneurial Intention (Y)**

The study's results demonstrate a robust and meaningful association between self-efficacy and entrepreneurial ambition, supported by a p-value below 0.05 and a coefficient value of 0.344. The results are consistent with a research done by Mahendra et al. (2022) which found a strong and positive correlation between self-efficacy and the desire to start a company.

Pupils are offered chances to increase their understanding of entrepreneurship and their self-assurance in it. Through company proposal contests supervised by instructors, school programs, and other entrepreneurial activities, they may enhance their knowledge, abilities, creativity, and confidence in an entrepreneurial setting. By producing, promoting, and showcasing their own goods, students can gain confidence. These results are consistent with Taneja et al.'s research from 2023, A study discovered that self-efficacy has a strong and positive impact on entrepreneurial intention. In the realm of students, self-efficacy plays a crucial role in determining their inclination towards entrepreneurship.

According to Bandura's theory of Self-efficacy refers to an individual's level of motivation and interest in engaging in a particular activity. are influenced indirectly by their belief in their capacity to carry out that action. This relates to students because self-efficacy is important in a business setting since entrepreneurs frequently deal with challenges and uncertainty in their pursuit of their businesses. Thus, encouraging self-efficacy is crucial to raising interest in entrepreneurship. Self-efficacy is related to an individual's level of motivation and interest in participating in a specific activity. These studies include Hoang et al. (2021), Li et al. (2023), Mitaseva & Tomovska-





Misoska (2024), Nwibe & Ogbuanya (2024), Putri & Widiyanti (2023), Sahid et al. (2024), and Rahayu et al. (2021).

### **The Indirect Impact of Entrepreneurial Education (X1) on Entrepreneurial Intention (Y) via Self-Efficacy (Z)**

The sixth hypothesis test in this research revealed that self-efficacy acts as a mediator between entrepreneurial education and entrepreneurial intention. The findings suggest that self-efficacy has a considerable impact on the connection between entrepreneurial education and entrepreneurial inclination. The third hypothesis further supports this result by showing that entrepreneurial education has a significant and positive effect on entrepreneurial interest. The link between the third and sixth hypotheses suggests that Self-Efficacy has a moderating effect on Entrepreneurial Intention as a whole. This suggests that entrepreneurial education may still have an impact on entrepreneurial intention, even if the self-efficacy component is not there.

These findings align with the outcomes of Puni et al.'s (2018) research, indicating that entrepreneurship education has a substantial and favorable influence on self-efficacy, a metric for gauging entrepreneurial aspiration. Similarly, studies done by Hassan et al. (2020), Rizqi et al. (2022), Kumar & Shukla (2022), W. Liu & Miao (2023), Mei et al. (2020), and Putri & Widiyanti (2023) provide evidence that self-efficacy plays a regulatory role in the connection between entrepreneurial drive and entrepreneurship education.

According to the researchers' observations, the Business and Marketing department at Banyuwangi Regency teaches entrepreneurship to all students in grades XI-XII and some students in grade X. This implies that students must comprehend all of the theories and information covered in entrepreneurship classes if they are interested in starting their own companies. With this understanding, students may create company plans and do market analyses. Students studying business administration are taught how to set up Google Ads accounts and generate their first search engine optimization (SEO) keywords. Thus, the ambition to launch a firm is influenced by entrepreneurial education. But entrepreneurial knowledge doesn't always translate into confidence, so students need to believe in their own abilities in order to be motivated to become entrepreneurs. These results are consistent with the study of Hoang et al. (2021), which determined that entrepreneurial education significantly influences entrepreneurial interest and that self-efficacy significantly mediates the association between entrepreneurial education and entrepreneurial interest.

### **The Indirect Impact of Entrepreneurial Mindset (X2) on Entrepreneurial Intention (Y) via Self-Efficacy (Z)**

The research examined the seventh hypothesis and found that the connection between Entrepreneurial Mindset and Entrepreneurial Intention is influenced by Self-Efficacy. The findings suggest that self-efficacy has a substantial impact on the connection between entrepreneurial aspiration and entrepreneurial mindset. The fourth hypothesis further supports this finding, suggesting that the entrepreneurial attitude has a favorable albeit statistically negligible impact on entrepreneurial desire.







The link between the fourth and seventh hypotheses indicates that self-efficacy plays a crucial role in mediating the relationship between entrepreneurial intention and attitude. The entrepreneurial desire is not affected by the entrepreneurial mindset when self-efficacy is lacking.

This outcome is consistent with the research conducted by Doanh & van Munawar in 2019, which determined that entrepreneurial intention is significantly and indirectly mediated by self-efficacy. Additional research by Yue et al. (2023), Zemlyak et al. (2022), Sahid et al. (2024), and Respati et al. (2023) also suggests a self-efficacy-mediated association between entrepreneurial intention and entrepreneurial attitude.

Students' confidence in reaching entrepreneurial success and developing a strong entrepreneurial mentality may be attributed to their self-efficacy, which, in turn, can affect the overall impact of the entrepreneurial perspective on entrepreneurial intention. Real-world actualization and confidence serve as proof of this. Having a strong entrepreneurial attitude may influence one's confidence in entrepreneurship and therefore spark enthusiasm in the establishment of one's own enterprise. An individual's inclination to establish or launch a business can be used to determine their level of entrepreneurial interest. A person's motivating elements that impact their entrepreneurial behavior and indicate their seriousness about engaging in such activities may be seen as indicative of their entrepreneurial desire (Rakhmadiningrum et al., 2021).

This study is substantiated by the research conducted by Jiatong et al. (2021) and Li et al. (2023), which demonstrated that self-efficacy serves as a mediator between entrepreneurial intention and the entrepreneurial mentality. The formulation of entrepreneurial desire within the entrepreneurial mentality is substantially influenced by self-efficacy, as further substantiated by Aboobaker et al. (2023).

## CONCLUSION

Entrepreneurial education directly influences an individual's belief in their own ability to succeed. An entrepreneurial attitude directly influences one's self-efficacy. Entrepreneurship education directly influences the inclination to create a firm. The entrepreneurial attitude has a modest but beneficial influence on the inclination to start a firm. Self-efficacy directly influences entrepreneurial intention. This research successfully investigated the role of self-efficacy in mediating the connection between entrepreneurial education and attitude on entrepreneurial intention. The test findings indicate that self-efficacy may act as a mediator between entrepreneurial education and entrepreneurial intention. Furthermore, the variable of self-efficacy serves as a partial mediator in the connection between entrepreneurial intention and the entrepreneurial mentality, thereby highlighting the significance of self-efficacy. This indicates that self-efficacy acts as a mediator between entrepreneurial ambition and entrepreneurial mentality.

This study is restricted to Banyuwangi Regency schools and solely concentrates on the business and marketing departments, which may be of interest to other scholars. As a result, it is limited to the departments of Business and Marketing that



study entrepreneurship. This investigation examines the correlation between entrepreneurial education and entrepreneurial attitude, as well as the impact of self-efficacy. Only the correlations between these factors are the subject of this study.

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