



The Effect of Self-Efficacy Mediation on Entrepreneurship Education and Entrepreneurial Intention

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Abstract

This study aims to investigate the effect of entrepreneurship education on entrepreneurial intention mediated by self-efficacy. It employed a quantitative approach with a sample of 175 students majoring in economics at Universitas Negeri Gorontalo (UNG). The study used primary and secondary data from observation, questionnaire, and documentation methods. The data analysis technique uses SEM-PLS 4 to test the relationship between variables. The study findings signify that entrepreneurship education's effect is significant to entrepreneurial self-efficacy and intention. Entrepreneurial self-efficacy is significantly and positively related to entrepreneurial intention and completely mediates between entrepreneurial education and intention. Theoretically, this study contributes to education and entrepreneurial intentions. Then, this study provides practical implications for teachers to focus on creating entrepreneurial opportunities and platforms for students to improve their experiences.

Abstrak

Penelitian ini bertujuan untuk menginvestigasi pengaruh pendidikan kewirausahaan terhadap entrepreneurial intention yang dimediasi oleh self-efficacy. Pendekatan kuantitatif digunakan dengan jumlah sampel sebanyak 175 mahasiswa jurusan pendidikan ekonomi Universitas Negeri Gorontalo. Data yang digunakan meliputi data primer dan sekunder yang diambil melalui metode observasi, kuesioner, dan dokumentasi. Teknik analisis data menggunakan SEM-PLS 4 untuk menguji hubungan pengaruh antara variabel. Hasil penelitian menunjukkan bahwa pendidikan kewirausahaan signifikan dengan efikasi diri berwirausaha dan niat berwirausaha. Efikasi diri berwirausaha berhubungan secara signifikan dan positif dengan niat berwirausaha serta memainkan peran mediasi yang lengkap antara pendidikan kewirausahaan dan niat berwirausaha. Secara teoritis studi ini berkontribusi pada pendidikan dan niat wirausaha. Implikasi praktis bagi guru untuk berfokus kepada penciptaan peluang dan platform kewirausahaan bagi siswa dalam meningkatkan pengalaman.

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INTRODUCTION

Entrepreneurship education (EE) is defined as an educational program focused on aspects of entrepreneurship as an essential part of debriefing the competence of students so that it not only provides a theoretical foundation for concepts in entrepreneurship but also shapes a person's attitude, behavior, and mindset to become an entrepreneur (Budi et al., 2012; Saroni & Meita, 2012). To create business independence, EE contributes to the formation of individual character that leads them to choose entrepreneurship as a livelihood (Hassan et al., 2021; Margunani et al., 2016; Uddin et al., 2022). As an educated young generation, students are expected to build a better Indonesian nation and overcome current problems. One of the problems faced today is employment, where the number of job seekers is more than the number of existing jobs. This condition has led to an increasing number of unemployed. Badan Pusat Statistik (BPS) recorded the highest number of open unemployment according to education completed in February 2022, reaching 884,769 university graduates (Badan Pusat Statistik, 2021). This shows that university graduates who have the highest level of education do not guarantee that they can have a job. On the other hand, the rise in graduates intensifies competitiveness in the job market, rendering the founding of businesses an attainable way for higher education graduates to pursue their career advancement through the promotion of EE in colleges while also building connections with the industry and changing their talent training patterns.

The role of universities in implementing EE is one of the factors driving entrepreneurial growth (Ardiyani & Kusuma, 2016; Watson & McGowan, 2019). Universitas Negeri Gorontalo (UNG) is one of the formal educational institutions that applies the entrepreneurship curriculum in the learning process. This effectuation is expected to foster entrepreneurial interest in students and produce successful graduates in entrepreneurship. One of the important factors in creating entrepreneurship is intention. Intention is defined as a person's sincerity in doing something (Darmanto, 2013; Devi & Hadi, 2018; Wibowo & Pramudana, 2016). Ajzen (2005) states that intention indicates one's belief in attempting something, including to what extent the efforts to do it. So, a person's likelihood of entrepreneurship can be measured by entrepreneurial intention (EI). Previous studies by Santy et al. (2017), Dusak & Sudiksa (2016), Supriyanto & Meilita (2017), and Devi & Hadi (2018) have proven the positive effect of EI on entrepreneurial intentions. However, on the other hand, the study by Mahendra et al. (2017), Yanti (2019), and Khalifa and Dhiaf (2016) find the opposite result

On the other hand, an important factor that students must obtain in entrepreneurship is self-efficacy (SE). SE entrepreneurship relates to the belief that a person has a goal-oriented confidence to succeed and can do something to be more likely to act well (Barbaranelli et al., 2019; Ciptono et al., 2023; Hisrich & Peters, 2002). An entrepreneur must be confident and have strong conviction in the success of his business (Handaru et al., 2015). According to Şahin et al. (2019) and Urban (2020) Entrepreneurs with a good SE tend to be more successful in entrepreneurial activities. Several research findings show the positive role of SE in student EI (Puspitaningtyas, 2017; Santy et al., 2017; Schmutzler et al., 2019; Wijaya et al., 2015). Therefore, the SE factor can be an important indicator to realize entrepreneurial intentions in EE. In recent years, researchers have paid more attention to the SE of entrepreneurs. Many studies show that EE positively affects entrepreneurial SE (Kusumojanto et al., 2020; Wardana et al., 2020) thereby increasing individual EI. Meanwhile, several studies depict that entrepreneurial SE can positively mediate EE and EI (Fuller et al., 2018; Mei et al., 2020; Wardana et al., 2020). However, a study from Ferreira et al. (2017) signified no significant influence between SE and EI. Based on these facts, entrepreneurial SE can mediate positively between EE and EI.

This present study uses the Planned Behavior Theory approach (TPB) as a basis for designing a research model. The SDGs are founded on three conceptual paradigms: attitudes, perceptions of social norms, and perceived behavioral control. Social norms impact human behavior by shaping the social context, whereas a person's intentions correlate with their willingness to exert effort, strategize, and aspire to take action (Ajzen, 1991, 2020). According to the TPB, the intention to perform a behavior is the strongest predictor of the occurrence of the behavior (Ajzen, 1991). EI tends to develop based on certain individual attitudes and behaviors (Jena, 2020). In general, a new

business is planned, and it is impossible to start without thinking beforehand. Thus, entrepreneurship through the lens of TPB is a planned behavior predicted by EI. In addition, the latest research also claims that EE is an essential element of SE that encourages an entrepreneurial attitude to develop a profitable EI (Yousaf et al., 2021).

EE relies on various factors that must be taken into account to develop a stronger understanding of EI. Several recent studies have measured EI through several indicators (Sahid et al., 2024; Saoula et al., 2023; Yousaf et al., 2021). In addition, several prior studies on entrepreneurship have examined the role of SE to predict EI (Hsu et al., 2017; Liu et al., 2019) and which links it to other factors such as the environment (Elnadi & Gheith, 2021), Entrepreneurial attitude (Setiawan et al., 2022) or business creation (Caliendo et al., 2023). However, few studies have linked EE, SE, and EI, especially since the dominance of previous studies has been carried out more in developed countries where the level of education is more advanced, while research in developing countries is very limited. Therefore, this paper addressed the theoretical and empirical gap by employing SE mediation

This present study analyzes the effect of EE on EI mediated by SE students of economic education. This research offers novelty by making SE an intermediary between the correlation of EE and EI, so this research is crucial to finding different perspectives on theoretical developments, especially in the concept of SE related to the deepening of the subject of EE and EI. In addition, the significance of the study is to elaborate effective methods to increase students' EI through EE.

METHOD

This study applied a quantitative approach by analyzing the causal relationship or effect of the variables used: EE as an independent variable, EI as a dependent variable, and SE as a mediating variable. The research involved students at the Department of Economics Education, Faculty of Economics (FE), UNG, as the subject. Data are gathered through observation, documentation, questionnaires, and interviews, while data sources are primary and secondary data. Primary data were obtained by meeting directly with respondents at the research site; respondents filled out a questionnaire in the form of questions that had been prepared. Secondary data are obtained from agencies related to research problems for comparison. In addition, in-depth interviews were conducted to explore more accurate data related to research data. The study population was 175 students, of which the sample was determined through stratified random sampling (Arnab, 2017). The research sample of 175 people was determined based on special criteria: students who had completed entrepreneurship lectures. The samples were determined through the total sampling method, in which the entire populations are involved as samples (Sugiyono, 2019). The study applies statistical methods as its data analysis because data collection, conclusions drawn, and decision-making are carried out systematically. This study applies statistical data analysis using the SEM-PLS 4 method with the prerequisite of instrument validation through convergent and discriminant validity stages. Measure the degree of significance of the relationship between independent, dependent and mediating variables using SEM-PLS bootstrapping.

RESULTS AND DISCUSSION

Convergent Validity

Table 1 informs that the tolerance value of 0,6. Thus, their respective indicators have formed or explained the variables of EE, SE, and EI well. In other words, they are valid convergently on these indicators. Thus, the entire indicators are declared feasible or valid for this research and further analysis. The following data in Table I are the outer loading values of all research variables' indicators.

Table 1. Outer Loading Results

Variable	Indicator	Outer Loading	Standard	Status
Entrepreneurship education (EE)	X.1	0.863	0.6	Valid
	X.2	0.928	0.6	Valid
	X.3	0.880	0.6	Valid
	X.4	0.908	0.6	Valid
Self-efficacy (SE)	Z.1	0.917	0.6	Valid
	Z.2	0.874	0.6	Valid
	Z.3	0.936	0.6	Valid
	Z.4	0.923	0.6	Valid
Entrepreneurial intention (EI)	Y.1	0.848	0.6	Valid
	Y.2	0.893	0.6	Valid
	Y.3	0.885	0.6	Valid

Source: PLS Process, 2023

Discriminant Validity

The results of the discriminant validity analysis are elaborated below.

Table 2. Discriminant Validity Results

Variable	AVE	Standard	Status
EE	0.801	0.5	Valid
SE	0.833	0.5	Valid
EI	0.767	0.5	Valid

Source: PLS Process, 2023

Table 2 reveals the results of AVE scores for EE variables, SE, and EI > 0.5. Thus, it is identifiable that each variable possesses good discriminant validity.

Composite Reliability

The following table elucidates Composite Reliability test results.

Table 3. Composite Reliability Results

Variable	Composite Reliability	Standard	Status
EE	0.942	0.6	Reliable
SE	0.952	0.6	Reliable
EI	0.908	0.6	Reliable

Source: PLS Process, 2023

The data processing above indicates that the value of Cronbach's *alpha* of all variables is higher than 0,6, which confirms that they have met the requirements of Cronbach's alpha value. Thus, to conclude, the overall variable is highly reliable.

Cronbach's alpha

The Cronbach's alpha testing results from each variable are elaborated in the following Table 4. Per the previous data processing results (see table 4), it is obvious that the composite reliability value of all research variables is > 0,6, indicating that each variable has met Cronbach's alpha test, or in other words, all variables are highly reliable.

Table 4. Cronbach's alpha Result

Variable	Cronbach's Alpha	Standard	Status
EE	0.917	0.6	Reliable
SE	0.933	0.6	Reliable
EI	0.848	0.6	Reliable

Source: PLS Process, 2023

Value of Coefficient of Effect (Inner Model)

The analysis results regarding the level of R Square for the whole equation are presented in Figure 1.

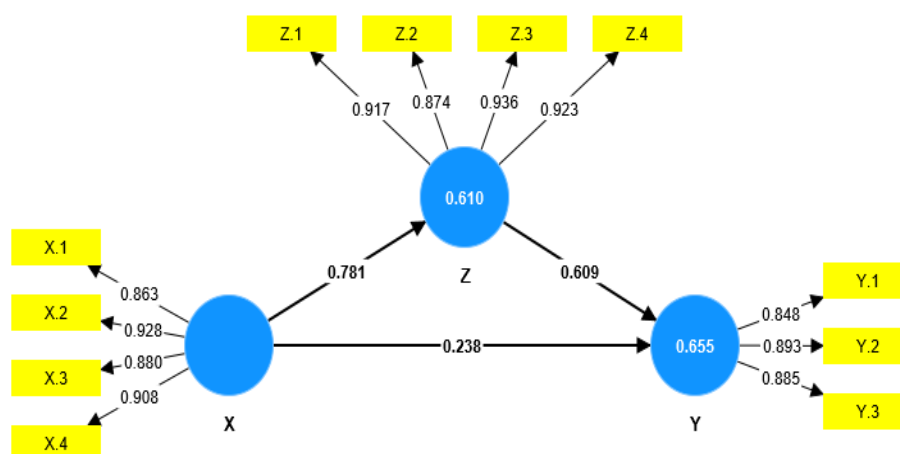


Figure 1. Partial Least Square (PLS)

Based on Figure 1, the results of the determination can be described as follows:

The effect of entrepreneurship education on self-efficacy

To sum up, the R Square value was 0,610, confirming 61.00% of the effect of EE on SE. While other variables outside this research model affected the remaining 39.00%. In addition, the coefficient of determination was 61.00%, signifying that the effect of EE on SE is substantial, which means that EE significantly affects SE. Suppose the value of the coefficient of determination is associated with the testing of the prerequisites of analysis (inner model). In that case, the SE equation meets the test of goodness of the model (Goodness of Fit).

The effect of EE and self-efficacy on EI

Overall, the R Square value was 0.655, which confirms 65.50% of the effect of EE and SE on EI. Meanwhile, other variables outside this addressed model affected the remaining 34.50%. Additionally, the coefficient of determination of 65.50% denoted that the effect of EE and SE on EI was substantial. Put differently, it indicated the simultaneous emergence of a significant effect from both variables on EI. Subsequently, the results for each variable showed that the most dominant variable effect on EI was SE by 60.90%. Then, the variable of EE was 23.80%. Suppose the value of the coefficient of determination is associated with testing the prerequisites of analysis (inner model). In that case, the EI equation meets the test of goodness of the model (Goodness of Fit).

Model Fit Analysis

This current testing is related to the Goodness of Fit (GOF) analysis, which evaluates whether the model is fit. In this case, the matching results of the Structural Equation Modeling

(SEM) equation model are elucidated in Table 5.

Table 5. Structural Equations

GOF Measurement Results	Reception Parameters	Information
Chi-Square = 157,151	The smaller, the better	Good Fit
SRMR = 0,050	< 0.08	Good Fit
d_ ULS = 2,165	> 2,000	Good Fit
d_ G = 1,151	> 0,900	Good Fit
NFI = 0,910	> 0,9	Good Fit
HTMT = 0.803; 0.842; 0.889	< 0.9	Good Fit

Source: PLS Process, 2023

Table 5 reveals that the model is in a Good Fit state, indicating that structural equations can be performed to assess the value of its path coefficient and for hypothesis testing.

Hypothesis Testing Results

The data results obtained were used to address the hypothesis in this study, which was performed by observing the calculated t-statistic and P-values. More detailed results are shown in the following table.

Table 6. Hypothesis Test Results

Type of Effect	Effect	t -value	p-value
Direct	X->Z	22.157	0.000
	X->Y	2.626	0.009
	Z->Y	6.414	0.000
Indirect	X->Z->Y	5.988	0.000

Source: PLS Process, 2023

Entrepreneurship Education and Self-Efficacy

The results of descriptive testing found that the EE variable scored 81.79%, which was a fairly good criterion. This shows that the EE program has positively contributed to equipping students with the knowledge and skills required in entrepreneurship. A good EE program usually has a comprehensive curriculum covering various important aspects of entrepreneurship, such as business planning, financial management, marketing, innovation, and interpersonal skills. Then, an interactive teaching approach involving case studies, simulations, and group discussions can help students understand and practically apply entrepreneurial concepts.

The success of EE also depends on the competence and experience of the lecturers who teach. Qualified lecturers can provide good guidance and real experience in entrepreneurship to students. Universities with adequate facilities, such as creative spaces, access to libraries and online resources, and support from entrepreneurial institutions or centers, can be conducive to developing student entrepreneurial ideas and projects. A good entrepreneurship education program can also offer extracurricular activities, such as seminars, workshops, or business competitions, that involve industry participation and provide practical opportunities for students to develop entrepreneurial skills. With a fairly good assessment of EE, it is expected that students of the Department of Economics Education, FE, UNG, can gain a solid foundation in developing students' entrepreneurial interests and abilities and increasing opportunities for success in the business world. The hypothesis test results found that EE positively and significantly affected SE in students, denoting that the more ideal the EE, the better the impact on the student's SE to become future entrepreneurs. Individuals are introduced to relevant knowledge and skills in developing and managing businesses through EE. This process helps individuals feel more confident as students have a broader

foundation of knowledge and the necessary skills to deal with the challenges associated with entrepreneurship. EE provides an opportunity for individuals to learn and deal with real situations that an entrepreneur often faces. In this process, individuals develop student confidence through an increased understanding of students' potential to face and overcome obstacles, make the right decisions, and manage the business well.

During EE, individuals can be inspired by entrepreneurial success stories, listen to the experiences of business practitioners, or interact with mentors experienced in entrepreneurship. This role model can affect an individual's SE by providing a concrete example that success in entrepreneurship is achievable. Through EE, individuals can engage in practical experiences such as case studies, business simulations, internships, or business projects. This hands-on experience helps individuals feel more confident because students can apply the knowledge and skills they learn in real situations. These results are in line with the statements expressed by Adnyana & Purnami (2016), Wardoyo et al., (2025) and Alfarizi & Herdiansyah, (2024) EE is crucial in fostering the desire, mindset, and behavior of entrepreneurship among the younger generation, as it serves as the foundation for their general attitudes and aspirations to achieve entrepreneurial success. In addition, it conforms with the statement by Lesmana et al. (2018) that EE is knowledge that is taught to increase knowledge of intentions in developing one's potential to think more creatively and innovatively in entrepreneurial activities. Learning methods are also very important to create entrepreneurial interest in students. Education will form independent learners through mindset and provision of competencies and skills. So, EE will develop students' entrepreneurial behavior and help them to answer future challenges. In a broader meaning, self-efficacy can affect a person's interest in something they believe in. In this case, for instance, initiating a business necessitates confidence in one's capabilities for success; this will encourage an individual to start a business.

A supportive and collaborative EE environment can also affect an individual's SE. Support from lecturers, fellow students, and business practitioners in developing business ideas, providing positive feedback, and providing emotional support can strengthen individual confidence in students' ability to achieve entrepreneurial goals. Overall, EE provides a foundation of knowledge, skills, practical experience, and social support that can enhance an individual's SE in an entrepreneurial context. With increased SE, individuals tend to be more confident in facing challenges and taking risks associated with business ventures and have higher motivation to realize student EI.

Entrepreneurship Education and Entrepreneurial Intention

The results of descriptive testing found that the value of the EI variable was 80.54%, which was a fairly good criterion. This condition shows that the Department of Economics Education, Faculty of Economics, UNG students are highly interested and motivated to engage in entrepreneurial activities. Students who begin to have a high awareness of business opportunities in certain economic sectors or industries will feel inspired to run their businesses and develop creative ideas in the context of entrepreneurship, especially when students have been exposed to examples of successful entrepreneurs, whether through case studies, industry visits, or lectures from business practitioners, this can affect students' intentions to become entrepreneurs.

A supportive environment that provides the resources and guidance needed to start a business venture can enhance students' EI. Support from lecturers, EI, or business incubators can encourage and strengthen students' EI. Students who are confident in their capabilities to face challenges and manage businesses and are intrinsically motivated to succeed in entrepreneurship tend to have higher EI. With a fairly good EI assessment, the Department of Economics Education, Faculty of Economics, UNG students are expected to have strong motivation and high intention to be involved in entrepreneurial chores. This state can positively contribute to building an entrepreneurial ecosystem within the university and encourage job creation and innovation in the region.

In the meantime, the subsequent results found that EE positively and significantly affected EI in students. Through EE, individuals are introduced to a deep knowledge and understanding of entrepreneurship, including related concepts, principles, and best practices. This condition helps

individuals develop a clear picture of entrepreneurship and the business's potential. EE involves developing the skills to plan, manage, and develop business ventures. Skills such as business planning, market analysis, marketing, financial management, innovation, interpersonal skills, and leadership can be acquired through effective EE (Yanti, 2019). EE helps increase an individual's confidence in facing challenges and overcoming entrepreneurship-related obstacles. With a better understanding of the business aspects and skills mastered, individuals feel more confident in realizing a student's business idea.

These results align with statements from Pamungkas & Indah (2018) that a higher EE will lead to a higher interest in entrepreneurship. EE assists individuals in recognizing business opportunities and developing insight into how to identify and evaluate those opportunities. With the knowledge gained through EE, individuals can see business opportunities missed by others, which can increase students' EI. EE can affect an individual's interest and motivation to engage in entrepreneurial activities. Through inspiring teaching, practical experience, and interaction with successful business practitioners, individuals can be inspired and motivated to turn student business ideas into real ventures. EE provides access to networks and support from lecturers, mentors, and fellow students who share similar interests and goals in entrepreneurship. It can provide an environment that supports and encourages individuals to translate students' EI into concrete actions. Through effective EE, individuals can gain the knowledge, skills, confidence, and motivation necessary to realize students' EI and succeed in business.

Self-Efficacy and EI

The results of descriptive testing found that the SE variable scored 80.61% on a fairly good criterion. This shows that students of the Department of Economic Education, FE, UNG have individual confidence in their ability to achieve goals and overcome challenges faced or, in this case, a strong belief to be successful entrepreneurs. Students who have received adequate education in economics and entrepreneurship tend to be more confident in dealing with challenges in the business context. Students of the Department of Economic Education have been provided with relevant skills and knowledge in business and entrepreneurship during the study period. This can help build students' confidence in running future business ventures.

An educational environment that supports and encourages self-confidence can affect SE assessments. Students with social support from lecturers, peers, or family in developing entrepreneurial abilities tend to have better SE. Students who have achieved or succeeded in previous business or entrepreneurial activities have higher confidence in their ability to achieve entrepreneurial goals. Students who have faced challenges in a business context and successfully overcome them tend to have better SE assessments. The ability to overcome obstacles and solve problems in an entrepreneurial context is an important factor in building self-confidence. With a fairly good SE assessment, it is expected that students of the Department of Economics Education, FE, UNG, strongly believe in students' ability to become successful entrepreneurs and face challenges in the business world. This condition can be an important capital in achieving success and achieving entrepreneurial goals in the future.

The results of hypothesis testing found that SE had a positive and significant effect on EI in students of the Department of Economic Education, Faculty of Economics, UNG. Positive and significant results show that strong SE from students will encourage optimal entrepreneurial intention of the students. SE reflects an individual's belief in a student's ability to organize, organize, and execute actions necessary in entrepreneurship. Persons (students) with high self-efficacy are known to have strong confidence to overcome challenges and deal with risks associated with entrepreneurship. High SE can increase individual motivation to take concrete actions in realizing students' EI. Confidence in one's ability to achieve goals and overcome obstacles provides a strong impetus to take risks, try new ideas, and take concrete steps in developing a business venture. High SE affects how individuals face and overcome obstacles in the entrepreneurial journey. Individuals with high SE are more likely to be creative in finding solutions, evaluating alternatives, and taking necessary actions to overcome emerging obstacles. Students see obstacles as challenges they can overcome with their abilities and skills.

These findings align with statements from Rachmawan et al. (2015) and Arilla et al., (2023) that high SE is also related to the tendency of individuals to persevere in dealing with difficulties and challenges in the entrepreneurial journey. A strong belief in one's abilities encourages one to continue the business and not give up easily when faced with failure or obstacles. Individuals with high SE are likelier to remain committed to achieving student entrepreneurial goals. SE has a positive effect on the development of EI. Confidence to have a successful entrepreneurship encourages individuals to develop interest and motivation in running a business venture. High SE increases the belief that individuals can achieve student entrepreneurial goals, thus strengthening EI. Individual confidence in one's ability to overcome obstacles, take concrete actions, and succeed in entrepreneurship motivates students to engage in entrepreneurial activities and realize EI. The development of SE through EE and practical experience can be an important factor in stimulating and strengthening the EI of a prospective entrepreneur.

Role of Self-efficacy in Mediating the Relationship of Entrepreneurship Education and Entrepreneurial Intention

The findings and data analysis results found that EE through SE positively and significantly affected EI in students. This condition shows that SE can increase EE's effect on students' EI (SE can be a good mediation). An effective EE approach in the Department of Economics Education can help improve students' knowledge and skills related to business and entrepreneurship. Through EE, students learn about business planning, market analysis, innovation, financial management, and relevant interpersonal skills. With this enhanced knowledge and skills, students can develop confidence in managing and running a business. Through in-depth EE, students can develop a strong SE in entrepreneurship. Students can better understand their entrepreneurship challenges and how to overcome them. Thus, students' SE in organizing, managing, and carrying out the necessary actions in business can increase. High SE will strengthen students' confidence in their ability to achieve success in entrepreneurship.

This result aligns with the statement of Jiatong et al. (2021) that SE has a pivotal role in business and entrepreneurship. Entrepreneurship often involves taking high risks. High SE gives individuals confidence that students can manage risk, make informed decisions, and deal with the consequences of those decisions. With strong SE, individuals tend to be more willing to take risks and explore new opportunities in one's business ventures. Strong SE can be highly influential in running a business and entrepreneurship. Individual confidence in students' ability to overcome obstacles, take risks, and succeed in business is an important factor that affects the motivation, resilience, initiative, and creativity needed in entrepreneurship.

High SE, developed through EE, affects students' EI positively and significantly. Students' confidence in the ability to overcome obstacles and manage businesses increases their motivation to engage in entrepreneurship. Strong SE gives students high confidence to achieve their entrepreneurial goals (Wardana et al., 2020; Wu et al., 2022). High SE can mediate the correlation between EE and EI students. With increasing SE through EE, students become more motivated and have a stronger intention to participate in entrepreneurial activities, start a business, and succeed in running a business.

The current study has thoroughly examined the internal mechanism of EE on EI deeply by mediating entrepreneurial SE. To a certain degree, the findings have enhanced and refined the theoretical system of EE and the EI model. In particular, this study demonstrates that entrepreneurial SE fully mediates EE and EI. Consequently, EE can enhance entrepreneurial SE by providing the necessary entrepreneurial knowledge and techniques, which may further impact EI (Farashah, 2013). Concerning its practical implications, first of all, it is indispensable to carry out more effective educational methods to enhance the SE ability of student entrepreneurs to increase their entrepreneurial intentions. In addition, we found that entrepreneurship education affects EI, especially through entrepreneurial SE. Therefore, EE can specifically create practical and better entrepreneurial opportunities platforms to aid students in gathering experience. Thus, educators must urge them (students) to delve into entrepreneurship competitions to increase their confidence, courage, and EI, encompassing previous experience with valuable resources, regardless

of its final results.

CONCLUSIONS AND SUGGESTION

The current research has deeply explored the internal mechanism of EE on EI through the mediator of entrepreneurial SE. The following conclusions are drawn based on the findings that EE positively and significantly impacts self-efficacy and EI. Self-efficacy contributes positively to entrepreneurship. In addition, EE through self-efficacy positively and significantly affects students' EI. The findings confirm that self-efficacy can increase the influence of EI on EI in students (self-efficacy can be a good mediation). This research provides empirical and theoretical contributions and scientific information related to the influence of EE on self-efficacy mediated by the EI of economics education students. These findings have enriched the theoretical system of EE and the EI model to some extent. In particular, this study shows that entrepreneurial SE completely mediates between EE and EI. Therefore, EE can increase entrepreneurial SE by emphasizing the needed entrepreneurial knowledge and techniques to influence EI further. Therefore, considering its practical implications, there must be an attainable educational measure performed to improve the ability of students, especially to compete in entrepreneurship events, not only to boost their confidence and courage but also their EI, as previous experience, is a valuable resource regardless of success or failure.

However, this study has limitations where it only focuses on the scope of students majoring in economics education; For this reason, as a recommendation for future studies, it can be analyzed in different scopes to expand the findings produced. Similar studies linking to the realm of green entrepreneurship and the digital and institutional environment can be interesting recommendations for further study. In addition, future research may also test other factors, such as entrepreneurial vigilance and creativity, to develop models that contribute to entrepreneurial intentions. Millennial entrepreneurs are expected to develop new ideas to help realize the potential benefits of new technologies. In addition, entrepreneurs must have confidence and vigilance to identify opportunities and build entrepreneurial ventures. Therefore, creativity and vigilance are important factors to consider as the focus of further research.

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