



**SYSTEMATIC LITERATURE REVIEW (SLR): THE INFLUENCE OF
ENTREPRENEURSHIP EDUCATION AND SELF-EFFICACY ON
ENTREPRENEURIAL INTENTION**

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ABSTRACT

The high unemployment rate and low level of entrepreneurship in Indonesia are the main challenges in achieving developed country status. One of the strategies that can be taken is to encourage entrepreneurial intentions, especially among the younger generation. This study aims to examine the effect of entrepreneurship education and self-efficacy on entrepreneurial intention through the Systematic Literature Review (SLR) approach. Entrepreneurship education is considered capable of fostering entrepreneurial knowledge, skills and mindset, especially if it is designed in a practical and applicable manner. Meanwhile, self-efficacy, which is an individual's belief in their ability to face challenges and take risks, plays an important role in shaping one's intention to start a business. A review of the literature shows that both factors have a positive and significant influence on entrepreneurial intentions. Hands-on education and a supportive environment can strengthen self-efficacy and prepare individuals to become resilient and independent entrepreneurs. These findings provide an important basis for the development of more effective and sustainable entrepreneurship education strategies.

Keywords: *Entrepreneurship Education, Self-Efficacy, and Entrepreneurial Intention*

A. INTRODUCTION

Indonesia will be called a developed country if the number of entrepreneurs exceeds 4% of the total population. While Indonesia has only obtained a figure of 3.4% so that it is still less than the standard set (Kemenkop and UKM, 2024). However, in the midst of increasing global competition and increasingly complex labor market dynamics, entrepreneurial intentions have become a strategic focus in efforts to drive economic growth and reduce unemployment, especially among the younger generation. This intention reflects an individual's psychological readiness and commitment to start and manage a business independently. One approach that is considered effective in shaping these intentions is through entrepreneurship education, which not only transfers business knowledge, but also forms an entrepreneurial mindset, proactive attitude, and confidence in taking risks (Amenah et al., 2024). Numerous studies have shown that educational interventions in the form of both formal curricula and practical training contribute to developing the motivation, achievement orientation, and basic skills needed to start and run a business sustainably.

Various studies have proven that entrepreneurship education plays an important role in fostering entrepreneurial intention among students and college students. However, the influence of this education is not always consistent across all contexts. According to (Privana & Kamalia, 2022) entrepreneurship education can provide a broader understanding of the character, knowledge, and skills needed in managing a business. Through this learning process, students not only get to know the business world theoretically, but also gain practical provisions that can foster interest and readiness for entrepreneurship. Some studies also show that formal education alone is not enough, and a more practical approach is needed such as incubation programs,

project-based training, and extracurricular activities. For example, research by (Dewi & Barkah, 2025) revealed that students involved in experiential entrepreneurship programs showed higher entrepreneurial intentions than those who only received theory in class. This shows that the effectiveness of entrepreneurship education is strongly influenced by its learning methods and direct involvement of students in the business world.

In addition to entrepreneurship education, self-efficacy also plays an important role in influencing one's entrepreneurial intention. Self-efficacy is a person's belief in their ability to complete tasks, including overcoming challenges and risks when running a business. This belief makes a person more courageous to start action, actively act, and remain enthusiastic despite facing difficulties in entrepreneurship (Lee & Ie, 2024). According to Bandura and Watts (1999), self-efficacy is defined as a person's belief in their ability to mobilize motivation, cognitive resources, and a series of actions needed to face situational demands (Manesi, 2022). In the context of entrepreneurship, individuals with high self-efficacy tend to have a stronger intention to start a business because they feel capable of managing and developing a business well.

A person's intention to become an entrepreneur is strongly influenced by two main factors, namely self-efficacy and entrepreneurship education. Self-efficacy provides internal encouragement in the form of individual confidence in their ability to face business challenges and risks, while entrepreneurship education equips individuals with knowledge, skills and practical insights in running a business. To gain a deeper understanding of the role of these two factors, this research uses a Systematic Literature Review (SLR) approach, which is carried out through a process of collecting, analyzing and synthesizing relevant scientific literature. This approach is expected to provide a comprehensive picture of the influence of self-efficacy and entrepreneurship education on entrepreneurial intention, as well as a basis for designing more effective, sustainable and innovative entrepreneurship development strategies.

B. RESEARCH METHOD

This research method uses the Systematic Review (SR) method or more commonly known as *Systematic Literature Review* (SLR). *Systematic Literature Review* (SLR) is a structured and systematic research approach, used to identify, select, critically evaluate, and synthesize findings from various previous studies related to certain topics or research questions (Triandini et al., 2019). This method aims to provide a comprehensive and objective picture of existing knowledge, in order to find patterns, research gaps, and future research directions. The implementation process begins with the literature search stage, namely by tracing various scientific sources such as journals, articles, and publications that are relevant and in accordance with the focus of the study. Each article found will be filtered through certain inclusion and exclusion criteria, before being further analyzed to produce a meaningful synthesis.

In conducting this study, the researcher used the keywords "Entrepreneurship Education," "Self-Efficacy," and "Entrepreneurial Intention" as the basis for searching relevant articles for further analysis. These keywords were chosen specifically so that the literature search was in accordance with the focus of the research topic. The search process was conducted through several trusted databases, such as Google Scholar, Google Scholar, and various reputable national and international journals. To maintain the relevance and currency of the data, researchers set a deadline for the publication of articles from 2021 to 2025. Through the Systematic Literature Review (SLR) approach, each article found was then identified and systematically reviewed. The steps taken followed a predetermined research protocol, ensuring that the literature selection and analysis process was objective, structured and reliable.

C. RESULTS AND DISCUSSION

Research Results

The results of the literature search show that Entrepreneurship Education has an influence on Entrepreneurial Intention. As in the findings of (Darman et al., 2025) which has research results showing that entrepreneurship education has a positive and significant effect on entrepreneurial self-efficacy (H1 accepted). Entrepreneurship education consists of three main components, namely direct practical activities in entrepreneurship, achieving entrepreneurship learning objectives, and developing critical thinking skills. These three aspects are designed to shape and improve student self-efficacy in the entrepreneurial world, especially for XII grade vocational students in Malang City. Through this education, students feel more prepared and confident to start a business because they have been equipped with appropriate knowledge and skills that can be directly applied. They also realize that the learning experience gained during the education process is very helpful in facing the challenges of entrepreneurship in the future. According to (Mardiah et al., 2023) also suggests that there is a positive and significant relationship between Entrepreneurship Education and Entrepreneurial Orientation on Entrepreneurial Intention at SMAN 27 Garut. Entrepreneurship Education and Entrepreneurial Orientation have a strong influence, so that it can directly increase one's intention to become an entrepreneur. When these two aspects are well instilled, the students' drive to enter the entrepreneurial world will naturally increase. Every high school student actually has great potential to become an entrepreneur after completing their secondary education. However, current facts show that high school graduates are more directed to continue their education to the university level rather than developing potential in the field of entrepreneurship. In fact, becoming an entrepreneur is a promising career choice, not only in terms of income, but also in its contribution to the creation of new jobs, reducing unemployment, and alleviating poverty in society.

According to (Umami, 2024) also has the results of this study indicate that entrepreneurship education has a significant influence on a person's intention or intention to become an entrepreneur. Through this program, students are equipped with various important knowledge about the business world, including how to develop business plans, manage finances, carry out marketing strategies, and manage business operations efficiently. Not only limited to theory, entrepreneurship education also includes hands-on learning from lecturers, practical training, as well as support from higher education institutions, all of which help students understand the business world more tangibly. In addition, the program also encourages the development of important skills such as critical thinking, decision-making, and leadership. More than just knowledge and skills, entrepreneurship education also shapes students' mindset, attitude and confidence to take risks and start their own business. Thus, entrepreneurship education plays an important role in increasing students' readiness and desire to become entrepreneurs in the future. This is also in line with research from (Aprilia et al., 2024), (Pancasari & Pradikto, 2024), (Natasha & Puspitowati, 2022), (Sriarianie et al., 2024), and (Sholihah et al., 2023) which also shows that entrepreneurship education has an influence on entrepreneurial intention.

The results of the literature search show that Self-Efficacy has an influence on Entrepreneurial Intention. According to (Nur Achmada et al., 2024) which has the results of this study states that self-efficacy has a significant effect on entrepreneurial intensity. Based on the partial analysis results, it is known that the significance value of 0.000 is smaller than the alpha value of 0.05. This indicates that self-efficacy has a significant effect on entrepreneurial intensity. Self-efficacy refers to a person's belief in their ability to carry out and complete tasks or work well. This belief plays an important role in determining how a person responds to challenges and makes decisions, including in the world of entrepreneurship. In relation to attribution theory, entrepreneurial intention is seen as an internal factor that strengthens an individual's self-confidence. That is, the stronger a person's intention to become an entrepreneur, the higher his or

her belief that he or she is able to carry out this role effectively. According to (Imami & Iswandari, 2024) also suggests that Self-Efficacy has a significant effect on Entrepreneurial Intention in Management Study Program Students Class of 2020, Universitas Cendekia Mitra Indonesia. This can happen because self-efficacy in students is very good, which reflects a strong belief in their ability to face challenges and run a business. Students with high self-efficacy generally have greater motivation to achieve success than those who lack confidence. This belief not only encourages courage in taking risks, but also increases readiness in managing various aspects of the business, such as planning, decision-making, and problem-solving. In addition, high self-efficacy is also reflected in leadership, which is the ability to start and direct a business with responsibility and initiative. Thus, self-efficacy is an important factor that strengthens students' intention to become independent and resilient entrepreneurs.

According to (Silvia Janna Vingki & Ranto, 2023) which also has the results of this study is that self-efficacy is proven to have a positive and significant effect on student entrepreneurial intention. This means that the higher a person's level of confidence in his own abilities, the greater the encouragement in him to start and run a business. Students who believe they can overcome challenges, complete tasks, and achieve results as expected tend to have greater determination and courage in taking entrepreneurial steps. This belief does not just appear, but develops through positive experiences they have had before, such as success in completing projects, leading activities, or developing business plans. When someone has gone through the process and experienced success, their perception of their own abilities will be stronger. This makes them better prepared, more confident, and more motivated to make entrepreneurial decisions in the future. This is also in line with research (Arsyad & Kasman, 2024), (Muhammad Fauzan et al., 2024), (Fitriah et al., 2023), (Latief et al., 2024), (Isma et al., 2024), and (Hermayanty Saragih et al., 2022) which also shows that self-efficacy has an influence on entrepreneurial intentions.

Discussion

SLR results show that entrepreneurship education has a positive and significant influence on entrepreneurial intention. A systematically designed educational approach, accompanied by practical training and the provision of comprehensive entrepreneurial knowledge, can encourage a person to have the readiness and confidence to start a business independently. Through a learning process that emphasizes not only theory, but also hands-on experience in designing and running a business, individuals can understand the real challenges in the business world and develop relevant skills. According to (Tumangger et al., 2024) various learning methods to increase entrepreneurial intention through entrepreneurship education such as seminars, workshops, as well as business simulations provide an opportunity for a person to learn directly through practical experience and real practice. Through this learning approach, one not only learns the basic theory of entrepreneurship, but also hones practical skills relevant to the business world. Such experience can help one understand business challenges more concretely, so that they are better prepared to face real situations when starting and running their own business. In addition, comprehensive education also strengthens the entrepreneurial mindset, so that one is more motivated to see opportunities, take measured risks, and make entrepreneurship a promising career choice.

SLR results on self-efficacy show that self-efficacy has a positive and significant influence on entrepreneurial intention. Self-efficacy is a psychological factor that plays an important role in shaping a person's intention to become an entrepreneur. Individuals with high self-efficacy show strong confidence in their ability to face challenges, make decisions, and manage their business independently. This belief encourages courage to act and increases motivation to achieve success in the world of entrepreneurship (Indahsari & Puspitowati, 2021). Generally, self-efficacy is formed from positive experiences such as successfully completing tasks, leading activities, or

executing plans well. These experiences strengthen individuals' perceptions of their abilities, thus fostering a strong intention to start a business. Therefore, the development of self-efficacy through learning, training, direct experience, and environmental support is very important to form a person who is ready, confident, and resilient in facing the business world.

The main difference between the studies referenced in this review lies in the variety of subjects and research locations used, such as the background of the participants or the geographical context in which the research was conducted. Nevertheless, all of these studies still have similarities in terms of the focus of the study, namely the independent and dependent variables studied, which allows for a more in-depth and systematic synthesis. By maintaining the consistency of the variables but expanding the context through different subjects and locations, the results of this Systematic Literature Review (SLR) study become more comprehensive and accurate. This provides a more complete picture of the relationship between the variables studied, while strengthening the validity of the findings because they cover a wider range of settings.

D. CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the Systematic Literature Review (SLR) study, it can be concluded that entrepreneurship education and self-efficacy have a positive and significant effect on entrepreneurial intention. Entrepreneurship education that is systematically designed, with practical learning methods such as seminars, workshops, and business simulations, is able to improve the knowledge, skills, and entrepreneurial mindset of individuals. This approach not only strengthens understanding of the business concept, but also fosters readiness and motivation for entrepreneurship. Meanwhile, self-efficacy is an important internal factor in shaping one's intention to start a business. Individuals with high self-efficacy believe in their ability to face challenges and manage their business independently. This belief is usually formed from positive experiences, such as successfully completing tasks or leading activities, which strengthen motivation and courage to act. Thus, the development of self-efficacy through learning, training, direct experience, and environmental support, as well as comprehensive entrepreneurship education, is very important in shaping individuals who are confident, ready, and resilient in facing the business world.

Suggestion

Based on the findings of this literature review, it is recommended that entrepreneurship education be developed in a practical and contextual manner through methods such as business simulations, training, and workshops in order to improve entrepreneurial skills and mindsets. On the other hand, strengthening self-efficacy through direct experience, success in tasks, and environmental support is also important for building confidence in entrepreneurship. Further research is recommended to examine other factors, such as social environment or personal motivation, to provide a more comprehensive understanding of entrepreneurial intent.

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