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# SELF-EFFICACY MODERATING ENTREPRENEURIAL EDUCATION AND STUDENTS' ENTREPRENEURIAL INTENTION

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**ABSTRACT**

*This study aims to analyze the effect of entrepreneurial learning and entrepreneurial training on students' entrepreneurial intention, as well as to examine the moderating role of self-efficacy in the relationship between entrepreneurial learning, entrepreneurial training, and entrepreneurial intention among students at Universitas Cipasung Tasikmalaya. This research employed a positivism paradigm with a quantitative approach and a causal associative design. Data were collected through a survey using structured questionnaires distributed to active students who had taken entrepreneurship courses and participated in entrepreneurship training programs organized by the university. The population consisted of 1,258 active students, while the sample included 100 respondents selected using purposive sampling techniques. The data were analyzed using Moderated Regression Analysis (MRA) with SPSS version 25. The results showed that entrepreneurial learning had a positive and significant effect on entrepreneurial intention (Sig. 0.001 < 0.05), and entrepreneurial training also had a positive and significant effect on entrepreneurial intention (Sig. 0.000 < 0.05). Furthermore, self-efficacy was proven to significantly strengthen the relationship between entrepreneurial learning and entrepreneurial intention (Sig. 0.020 < 0.05), as well as the relationship between entrepreneurial training and entrepreneurial intention (Sig. 0.008 < 0.05). The coefficient of determination showed that 81.1% of entrepreneurial intention could be explained by the variables included in this study. These findings indicate that entrepreneurial learning, entrepreneurial training, and self-efficacy play important roles in increasing students' entrepreneurial intention.*

**Keywords:** *Entrepreneurial learning, entrepreneurial intention, self-efficacy*

## A. INTRODUCTION

The increasing unemployment rate among university graduates in Indonesia has become a serious structural issue. According to Badan Pusat Statistik (2024) , there were 7,465,599 unemployed people in Indonesia as of August 2024, with 11.28% or approximately 842,378 individuals being Diploma IV to doctoral graduates. This condition reflects a mismatch between graduate competencies and labor market demands, while also indicating the relatively low entrepreneurial orientation among university students. In addition, Indonesia's entrepreneurial ratio in 2024 only reached 3.35%, which remains below the national target and significantly lower than neighboring countries such as Malaysia, Singapore, and Thailand. The limited capacity of the formal labor market further aggravates this issue, as economic growth is unable to absorb the increasing number of university graduates each year. Consequently, entrepreneurship has become an important alternative solution for job creation and economic development.(Jones, 2018)

Higher education institutions hold a strategic role in fostering students' entrepreneurial intention. Entrepreneurial intention is considered one of the strongest predictors of entrepreneurial behavior and reflects an individual's readiness to engage in business activities. Based on the Theory of Planned Behavior (Ajzen, 2020), intention is the most direct antecedent of actual behavior. Therefore, strengthening entrepreneurial intention among university students is essential within the entrepreneurship education ecosystem. Two important external factors that influence entrepreneurial intention are entrepreneurial learning and entrepreneurial training. Entrepreneurial learning refers to the formal educational process aimed at developing entrepreneurial knowledge, attitudes, and intentions through academic instruction. Previous studies by Fayolle & Gailly (2015), Wardana et al. (2020a), and Wu et al. (2022a) confirmed that entrepreneurship education significantly improves entrepreneurial attitudes, self-efficacy, and entrepreneurial intention. Meanwhile, entrepreneurial

training emphasizes practical experience, simulations, and skill development, which also contribute significantly to students' entrepreneurial intention (Chitamba et al., 2025).

Besides external factors, psychological aspects such as self-efficacy also play a crucial role in shaping entrepreneurial intention. Based on Social Cognitive Theory proposed by Bandura (1977), self-efficacy refers to an individual's belief in their capability to organize and perform actions required to achieve certain goals. In the entrepreneurial context, self-efficacy not only acts as a mediating variable but also serves as a moderating factor that determines the extent to which entrepreneurial learning and training can strengthen entrepreneurial intention. Zhang & Huang (2021) revealed that entrepreneurship programs are more effective among students with high self-efficacy. Similarly, Wardana et al. (2020) demonstrated through Moderated Regression Analysis (MRA) that self-efficacy significantly strengthens the relationship between entrepreneurship education and entrepreneurial intention.(Arifin et al., 2024)

Although numerous studies have examined the relationship between entrepreneurial learning, entrepreneurial training, and entrepreneurial intention, several research gaps remain. First, most previous studies positioned self-efficacy as a mediating variable rather than a moderating variable. As a result, the role of self-efficacy as a boundary condition that determines when and how strongly entrepreneurial learning and training influence entrepreneurial intention has not been adequately explored. Second, most studies in Indonesia tend to combine entrepreneurial learning and entrepreneurial training into a single construct without distinguishing them as separate independent variables. Furthermore, studies focusing on private universities in Tasikmalaya are still very limited. Universitas Cipasung Tasikmalaya, as a private university that has integrated entrepreneurship courses and entrepreneurship training programs into its curriculum, provides a relevant context for this study. A preliminary survey conducted on 18 students indicated that entrepreneurial learning, entrepreneurial training, self-efficacy, and entrepreneurial intention were all at moderate to low levels. Entrepreneurial training obtained the lowest average score, indicating that students still perceive entrepreneurship programs as insufficient in developing practical entrepreneurial competence. These findings strengthen the urgency of conducting this research. This study is grounded in Social Cognitive Theory (Bandura, 1977) and Theory of Planned Behavior (Ajzen, 2020). Social Cognitive Theory explains that human behavior is influenced by reciprocal interactions among cognitive, environmental, and behavioral factors, while Theory of Planned Behavior emphasizes that intention is the strongest predictor of actual behavior. In this study, entrepreneurial learning and entrepreneurial training are expected to shape positive attitudes and perceived behavioral control toward entrepreneurship, whereas self-efficacy functions as a moderating factor that strengthens the relationship between those variables and entrepreneurial intention.(Febriyanti & Arifin, 2023)

Therefore, this study aims to analyze the effect of entrepreneurial learning and entrepreneurial training on entrepreneurial intention among students at Universitas Cipasung Tasikmalaya, as well as to examine the moderating role of self-efficacy in strengthening the relationship between entrepreneurial learning, entrepreneurial training, and entrepreneurial intention.

## B. RESEARCH METHOD

This study employed a quantitative approach with a causal associative research design based on the positivism paradigm. The quantitative approach was chosen because the study aimed to examine the causal relationships among entrepreneurial learning, entrepreneurial training, self-efficacy, and entrepreneurial intention through statistical analysis. The research was conducted at Universitas Cipasung Tasikmalaya. The population of this study consisted of all active students of Universitas Cipasung Tasikmalaya who had completed entrepreneurship courses and participated in entrepreneurship training programs organized by the university. Based on university data, the total population meeting these criteria was 1,258 active students. The sampling technique used in this study was purposive sampling because not all students possessed relevant experience related to the research variables. The inclusion criteria included active students who had taken entrepreneurship courses and participated in entrepreneurship training programs. The sample size was determined using the Slovin formula with a 10% margin of error, resulting in a minimum sample requirement of 93 respondents. To improve data representativeness and accuracy, this study involved 100 respondents.

The data used in this research consisted primarily of primary data collected through questionnaires distributed to respondents. The questionnaire employed a five-point Likert scale ranging

from strongly disagree to strongly agree. Entrepreneurial learning (X1) was measured through indicators of entrepreneurial knowledge, entrepreneurial attitudes, entrepreneurial skills, and entrepreneurial motivation. Entrepreneurial training (X2) was measured using indicators including training materials, training methods, instructor competence, training facilities, and training outcomes. Self-efficacy (M) was measured through self-confidence, ability to overcome obstacles, decision-making ability, perseverance and resilience, and achievement motivation. Meanwhile, entrepreneurial intention (Y) was measured through indicators of intention to start a business, entrepreneurial readiness, concrete business plans, confidence in business success, and entrepreneurial commitment.

The collected data were analyzed using Statistical Package for the Social Sciences (SPSS) version 27. The analysis procedures included validity testing, reliability testing, and classical assumption tests consisting of normality, multicollinearity, and heteroscedasticity tests. Furthermore, Moderated Regression Analysis (MRA) was employed to examine the moderating role of self-efficacy in the relationship between entrepreneurial learning, entrepreneurial training, and entrepreneurial intention among students of Universitas Cipasung Tasikmalaya.

## C. RESEARCH & DISCUSSION RESULTS

Based on the characteristics of respondents, this study involved 100 students of Universitas Cipasung Tasikmalaya. Female respondents dominated the sample, accounting for 54 respondents (54%), while male respondents consisted of 46 respondents (46%). This finding indicates that female students were slightly more active in participating in entrepreneurship-related programs and research activities within the university environment. Before conducting the main analysis, the research instruments were tested using validity and reliability tests. The results showed that all questionnaire items met the validity and reliability requirements. In addition, classical assumption tests consisting of normality, multicollinearity, and heteroscedasticity tests indicated that the regression model fulfilled the statistical assumptions and was appropriate for further analysis using Moderated Regression Analysis (MRA).

The results of the model feasibility test demonstrated that the regression model used in this study was statistically significant. The Model Summary results showed a correlation coefficient (R) of 0.901, indicating a very strong relationship between entrepreneurial learning, entrepreneurial training, self-efficacy, interaction variables, and entrepreneurial intention. The coefficient of determination (R Square) was 0.811, which means that 81.1% of the variation in students' entrepreneurial intention could be explained by entrepreneurial learning, entrepreneurial training, self-efficacy, and the interaction effects between independent and moderating variables, while the remaining 18.9% was influenced by other factors outside the model. Furthermore, the ANOVA test showed a significance value of 0.000 (<0.05), indicating that the regression model simultaneously had a significant effect on entrepreneurial intention and was suitable for hypothesis testing.

The regression coefficient analysis revealed that entrepreneurial learning had a positive and significant effect on entrepreneurial intention ($\beta = 1.315$; Sig. = $0.001 < 0.05$). Therefore, the first hypothesis (H1) was accepted. This finding indicates that better entrepreneurial learning processes increase students' entrepreneurial intention. The result supports the Theory of Planned Behavior proposed by Ajzen (2020), which explains that intention is influenced by attitudes and perceived behavioral control. Entrepreneurial learning enhances students' understanding of business opportunities, risk management, and entrepreneurial strategies, thereby increasing their confidence in pursuing entrepreneurship as a career option. This finding is consistent with previous studies conducted by Fayolle & Gailly (2015), Wardana et al. (2020a), and Wu et al. (2022a), which confirmed that entrepreneurship education positively affects entrepreneurial intention.

Entrepreneurial training also showed a positive and significant effect on entrepreneurial intention ($\beta = 1.184$; Sig. = $0.000 < 0.05$), indicating that the second hypothesis (H2) was accepted. This result demonstrates that practical experiences gained through entrepreneurship training contribute significantly to students' readiness and motivation to establish businesses. In line with Social Cognitive Theory proposed by Bandura (1977), practical learning experiences or mastery experiences can strengthen individuals' confidence and entrepreneurial behavior. Entrepreneurship training activities such as business simulations, entrepreneurship bazaars, and practical workshops provide students with direct exposure to entrepreneurial activities. These findings support the studies of Chitamba et al. (2025) and

Wu et al. (2022), which found that entrepreneurship training significantly improves entrepreneurial intention and entrepreneurial competence.

The analysis further indicated that self-efficacy had a positive and significant effect on entrepreneurial intention (β = 3.462; Sig. = 0.000 < 0.05). This finding confirms that students who possess higher confidence in their entrepreneurial abilities tend to have stronger entrepreneurial intention. Self-efficacy plays an important psychological role in encouraging students to face business challenges, make decisions, and maintain motivation in entrepreneurial activities. Regarding the moderating effect, the interaction between entrepreneurial learning and self-efficacy showed a positive and significant result (β = 2.373; Sig. = 0.020 < 0.05), meaning that the third hypothesis (H3) was accepted. This result indicates that self-efficacy strengthens the relationship between entrepreneurial learning and entrepreneurial intention. Students with high self-efficacy are more capable of transforming entrepreneurial knowledge obtained from academic learning into strong entrepreneurial intentions. This finding supports the study conducted by Wardana et al. (2020b), which demonstrated that self-efficacy acts as a moderating variable in entrepreneurship education research. Similarly, the interaction between entrepreneurial training and self-efficacy also produced a positive and significant effect (β = 2.073; Sig. = 0.008 < 0.05), indicating that the fourth hypothesis (H4) was accepted. This finding suggests that students with higher self-efficacy gain greater benefits from entrepreneurship training programs compared to students with lower self-efficacy. Students who strongly believe in their abilities tend to interpret practical entrepreneurial experiences as evidence of their capability to succeed in business activities. This result is consistent with the findings of Chitamba et al. (2025) ; (Saputri & Lestariningsih, 2021) who reported that entrepreneurship training has stronger effects on entrepreneurial intention among participants with high self-efficacy.

Overall, the findings of this study confirm that entrepreneurial learning, entrepreneurial training, and self-efficacy have complementary roles in enhancing students' entrepreneurial intention. The study also strengthens the integration of Theory of Planned Behavior and Social Cognitive Theory in explaining entrepreneurial intention among university students. Furthermore, this research contributes to the entrepreneurship literature by positioning self-efficacy as a moderating variable and by separating entrepreneurial learning and entrepreneurial training into two distinct independent variables.

## D. CONCLUSION

This study concludes that entrepreneurial learning has a positive and significant effect on the entrepreneurial intention of students at Universitas Cipasung Tasikmalaya. The findings indicate that better entrepreneurship learning processes can improve students' knowledge, attitudes, and readiness to pursue entrepreneurship as a career choice. Entrepreneurial training was also found to have a positive and significant effect on entrepreneurial intention. Practical experiences obtained through entrepreneurship training programs help students develop entrepreneurial skills, confidence, and motivation to start a business.

Furthermore, self-efficacy was proven to significantly moderate the relationship between entrepreneurial learning and entrepreneurial intention, as well as the relationship between entrepreneurial training and entrepreneurial intention. Students with higher levels of self-efficacy demonstrated stronger entrepreneurial intentions after participating in entrepreneurship learning and training programs. These findings confirm that self-efficacy strengthens the effectiveness of entrepreneurship education and training in encouraging entrepreneurial intention among university students. Overall, this study confirms that entrepreneurial learning, entrepreneurial training, and self-efficacy play complementary roles in enhancing students' entrepreneurial intention. The findings also contribute to the development of entrepreneurship education literature, particularly in explaining the moderating role of self-efficacy in the relationship between entrepreneurship education variables and entrepreneurial intention among students in private universities.

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