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Empowering Entrepreneurial Intentions: Educational Support And Self-Efficacy In MBKM Context

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Abstract: Realizing the importance of entrepreneurship for Indonesia's development, the Indonesian government keeps increasing the entrepreneurship ratio. One is by launching the "Merdeka Belajar-Kampus Merdeka (MBKM)" policy to encourage the development of students' entrepreneurial intentions. This research aimed to empirically test the impact of MBKM-based entrepreneurial educational support on entrepreneurial self-efficacy and entrepreneurial intention through self-efficacy. Data was collected from 300 students of HEIs in Jakarta and Bandung. Data was processed by using PLS-SEM. The findings confirm that entrepreneurial educational support significantly and positively predicts entrepreneurial self-efficacy and intention. Moreover, the study validates that entrepreneurial self-efficacy mediates entrepreneurial educational support and intention. This research is expected to guide educators and policy-makers to understand better the factors that form the students' entrepreneurial intention, which can contribute to the growth of the Indonesian economy.
Keywords: Entrepreneurial Education; Entrepreneurial Self-Efficacy; Entrepreneurial Intention; Entrepreneurial MBKM Program.

Abstrak: Menyadari pentingnya kewirausahaan bagi pembangunan Indonesia, maka Pemerintah terus berupaya untuk meningkatkan rasio kewirausahaan yang salah satunya dengan meluncurkan kebijakan Merdeka Belajar-Kampus Merdeka (MBKM) untuk diterapkan di Perguruan Tinggi. Penelitian ini bertujuan untuk menguji secara empiris dukungan pendidikan kewirausahaan berbasis MBKM terhadap efikasi diri berwirausaha dan juga pengaruh pendidikan kewirausahaan terhadap intensi berwirausaha melalui efikasi diri. Data dikumpulkan pada 300 responden yang merupakan mahasiswa aktif di Jakarta dan Bandung. Data diolah menggunakan PLS-SEM dan diperoleh hasil dukungan pendidikan kewirausahaan dapat memprediksi secara positif dan signifikan efikasi diri berwirausaha dan juga intensi berwirausaha. Penelitian ini juga membuktikan bahwa efikasi diri berwirausaha mampu menjadi menjadi mediator antara dukungan pendidikan kewirausahaan terhadap intensi berwirausaha. Penelitian ini diharapkan dapat menjadi acuan para akademisi dan pembuat kebijakan untuk memiliki pemahaman yang lebih baik tentang faktor-faktor yang membentuk intensi berwirausaha mahasiswa guna berkontribusi pada kemajuan perekonomian Indonesia.intensi berwirausaha mahasiswa guna berkontribusi pada kemajuan perekonomian Indonesia.
Kata Kunci: Pendidikan Kewirausahaan; Efikasi Diri Berwirausaha; Intensi Berwirausaha; MBKM Kewirausahaan.

INTRODUCTION

Indonesia is predicted to experience a demographic bonus between 2025 and 2045. This demographic bonus will peak in 2030, with the number of productive workforces being approximately 70 per cent of the total population (Rusiana, 2021). The ratio of entrepreneurs before the demographic bonus, which originates from the younger

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generations, becomes essential because they play a role as job creators (Saputra, 2022). In recent decades, entrepreneurship has attracted much attention from academicians and public policy-makers because it is considered a critical factor that positively impacts economic growth (Hoang et al., 2021; Trongtorsak et al., 2021). The rate of entrepreneurial growth varies among countries, but the entrepreneurship ratio is believed to have a positive and significant impact on economic growth. This is evidenced by the economic facts from developed countries, which result from entrepreneurship (Zewudu & Alamnie, 2017).

Realizing the importance of this phenomenon, The Indonesian President has issued Presidential Regulation Number 2 Year 2022 about The Development of National Entrepreneurship, which aims to enhance the ratio of entrepreneurs to strengthen the national economy. This is because the level of entrepreneurship in Indonesia has yet to achieve the ideal number and is still low compared to those in surrounding countries (Sutrisno, 2022). As a developing country, Indonesia continues to campaign for the growth of entrepreneurs, especially among the youth. According to the Global Entrepreneurship Index (GEI) data, Indonesia is still ranked 94 out of 137 countries. This rank is significantly low compared to Singapore (27), Brunei Darussalam (53), and Malaysia (58) (Kusumojanto et al., 2021).

Growing the spirit of entrepreneurs among students of higher educational institutions becomes one of the efforts to prepare the younger Indonesian generations to welcome the era of demographic bonuses. The students with an entrepreneurial spirit will be the triggers of entrepreneurial activities and job creators in the future. Producing graduates ready to perform such activities is highly necessary because most students plan to start entrepreneurship after job experience (Soelaiman et al., 2022). Therefore, synergy from various parties is needed to provide the educational system and facilities as the right policy for this generation.

Higher educational Institutions (HEI) are considered part of the educational system of the entrepreneurial ecosystem, which plays a vital role in reducing the obstacles to envisioning entrepreneurial careers (Soria-Barreto et al., 2017). HEIs must be able to design and implement an innovative learning process so that students can achieve learning outcomes optimally and relevantly, covering the aspects of attitude, knowledge, and skill. The Indonesian government is making continuous efforts, including the revitalization of entrepreneurship education in HEIs envisioned at the beginning of 2020 by applying the policy of ‘Merdeka Belajar-Kampus Merdeka (MBKM)’, which encourages the development of students' entrepreneurial intention by using relevant learning programs. The concept of learning in the MBKM program provides opportunities and challenges for students to learn freely, fostering their creativity and abilities, thereby enhancing their independence in developing knowledge based on their gained experiences (Supriati et al., 2022). This can be part of the solution to the students' tendency to be job-seekers instead of job creators (Soelaiman et al., 2022). This MBKM Program has a similar paradigm to the link-and-match policy that prioritizes field practice, so through this program, the student's readiness (soft skills and hard skills) will be set when entering the workplace or creating new jobs (Kodrat, 2021).

The Regulation from the Ministry of Education and Culture Number 3 Year 2020 states that entrepreneurship is part of MBKM programs that HEIs must implement. Through the MBKM entrepreneurial program, students are given opportunities to express and develop entrepreneurial and business innovation spirit, thus expanding job fields in

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Indonesia. This is because students are part of educated communities expected to open new job fields (Soelaiman et al., 2023). The learning model in MBKM Entrepreneurship is the curriculum of entrepreneurial education, which is performed systematically, starting from learning the theories in entrepreneurship and arranging and presenting business plans into actual practice (Supriati et al., 2022). This learning model aims to enhance students' competence and build entrepreneurial spirit. The experiential learning method has been proven effective as a framework for developing the learning-centred method and curriculum (Ikhtiagung & Soedihono, 2018). As a form of support to develop the students' entrepreneurial behaviour, almost all HEIs have implemented entrepreneurial learning in the curriculum, which is converted into a semester credit unit (Hia et al., 2022).

The students' entrepreneurial ecosystem starts from HEIs that provide academic support through acceleration and incubation through entrepreneurial education (Yordanova et al., 2020). HEIs facilitate the development of entrepreneurial skills and competencies to enhance the students' entrepreneurial potency (Othman et al., 2020). Entrepreneurial education should be applied to prepare individuals to start their new businesses by integrating experience, skills, and knowledge (Bazkiaei et al., 2021). Academic support in the form of syllabi and entrepreneurship programs that can cultivate entrepreneurial spirit must be implemented to enhance students' entrepreneurial intentions (Alshebami et al., 2020). The entrepreneurial academic support HEIs provide can be through lecture materials, workshops, seminars, implementing the learning-by-doing curriculum, internships in start-up businesses, and opportunities to practice developing business plans (Sihwinarti et al., 2022). These kinds of support from HEIs will strengthen the attitude toward entrepreneurship, subjective norms, and entrepreneurial self-efficacy, finally affecting entrepreneurial intention (Liu et al., 2022). Several previous researches stated that entrepreneurial education can be the most effective approach to entrepreneurial intention (Bazkiaei et al., 2021; Jiatong et al., 2021; Puni et al., 2018).

Having conducted a thorough literature review, the researchers have identified a notable research gap concerning integrating entrepreneurship curriculum into the MBKM program. However, assessing how the MBKM program's implementation impacts students' proclivity toward entrepreneurship is imperative. To address this, we will employ Bandura's Social Cognitive Theory framework to forecast students' entrepreneurial behaviours. This study will examine environmental aspects by examining the MBKM-based entrepreneurship education component and personal elements by exploring self-efficacy. The significance of this research is underscored by the fact that each of these variables contributes to establishing a robust foundation for imparting the essential skills required for entrepreneurship. Consequently, this study will play a pivotal role in enhancing the successful execution of the MBKM program.

Entrepreneurial education provides opportunities for individuals to move forward in business strategies by conducting feasibility studies and contributing to business realization, leading to the growth of self-efficacy in such individuals (Yousaf et al., 2020). Self-efficacy is an individual's confidence in his/her efforts to act, think and behave to generate an outcome (Capron Puozzo & Audrin, 2021). More specifically, entrepreneurial self-efficacy is an individual's confidence toward entrepreneurial ability by performing specific actions to achieve the goals (Saoula et al., 2023). Self-efficacy can shape an individual's identity, capabilities, creativity, and personal identity. Individuals with high self-efficacy in entrepreneurship can enhance innovation and creativity in business by

perceiving opportunities and prospects for new product ideas. Someone with self-efficacy can utilize existing methods or tools as an appropriate problem-solving approach and implement innovative ideas (Shahab et al., 2019). An individual will start entrepreneurial action whenever he/she has high confidence to be involved in such an opportunity (Bazkiaei et al., 2021). An individual having entrepreneurial self-efficacy has high confidence in his/her efforts to start and run an entrepreneurial business (Wang & Huang, 2019). Individuals with high self-efficacy are often more capable of achieving success in entrepreneurial business by taking advantage of opportunities and their surrounding social environment (Caliendo et al., 2023). The higher an individual's self-efficacy is, the higher the individual will intend to perform such behaviour (Nguyen, 2017). Several previous researches stated that self-efficacy can be the most effective approach to entrepreneurial intention (Alshebami et al., 2020; Soomro & Shah, 2020).

Several types of research also show that entrepreneurial education indirectly affects entrepreneurial intention. Thus, it is suggested that a mediation variable be used (Hoang et al., 2021). The research performed by (Jiatong et al., 2021) revealed that the existence of self-efficacy can make entrepreneurial education have a more significant impact on students' entrepreneurial intention. An individual's self-efficacy is highly sensitive to the indications obtained from entrepreneurship education. Entrepreneurship education, which offers students the opportunity to strategize in entrepreneurship and conduct feasibility studies, ultimately leads to the growth of self-efficacy in individuals. Self-efficacy is a critical factor that can help entrepreneurs overcome challenges in the entrepreneurial process and significantly influences students' entrepreneurial intentions (Yousaf et al., 2020). Hence, this research aims to further test the test of self-efficacy as a mediating variable in the effect of entrepreneurial educational support on entrepreneurial intention.

Although entrepreneurial intention has been researched in much literature, there is still a necessity for further empirical research to find out how the implementation of MBKM-entrepreneurship-based subjects that had been stipulated in 2020 can enhance the students' entrepreneurial intention through self-efficacy.

THEORETICAL REVIEW

This research uses Social Cognitive Theory to predict an individual's intention. Intention is a component of behavior that can be strengthened over time. (Bandura, 1986) argued that three powers interact: environment, behaviour, and mind. The interaction among these three factors is called the triadic reciprocal determinism. SCT explains that a human has a cognitive ability contributes to motivation, affection, and action that will impact the individual's behavioural outcomes. SCT can be used to learn the students' entrepreneurial intention that may be affected by the interactions among environmental input, personal factors, and behavioural outcomes (Nwosu et al., 2022).

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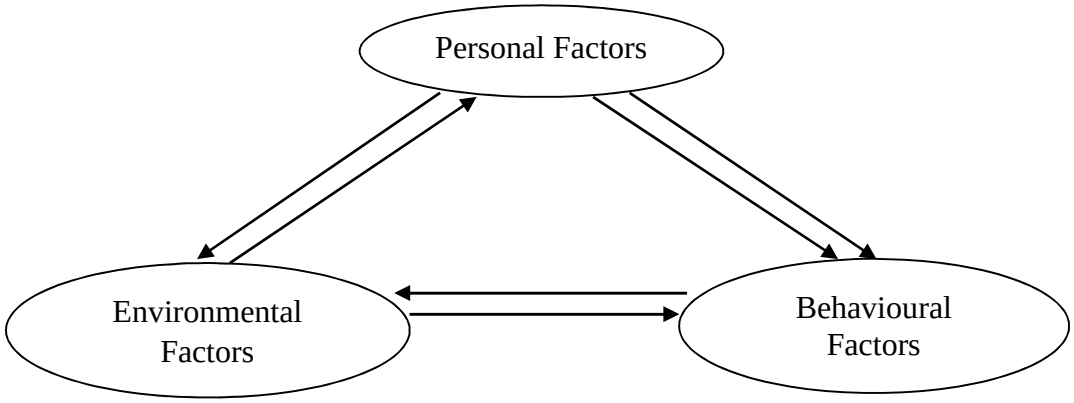

Figure 1 Triadic Reciprocal Determinism Model
Source: (Bandura, 1986)

The causality and reciprocal relationship between personal factors and behaviour reflect the interactions between confidence and intention toward behaviour. This interactive relationship between personal factors and the environment is a cognitive ability developed by the environmental impact that delivers information through modelling and social persuasion. Last, the relationship between behavioural and environmental factors is reciprocal. The behaviour will determine which environmental effect is potential. The environmental effect, in turn, will determine the form of developed behaviour. The effect between factors may vary depending on the activities of behaviour, individuals, and situations (Bandura, 1986).

This research adapted the concept from Social Cognitive Theory by including environmental factors through the variables of entrepreneurial educational support and personal factors through self-efficacy. In the context of behavioural results, this research used the entrepreneurial intention variable. The focus of this research will be on the relationship between entrepreneurial educational support and entrepreneurial intention, with the role of mediating variable, which is entrepreneurial self-efficacy, as the fundamental of analysis.

Entrepreneurial intention. Intention refers to an individual's readiness to perform specific actions and is considered the most consistent predictor of behaviour. In entrepreneurship, entrepreneurial intention is a state of mind that directs and guides one's attention, experiences, actions, goal-setting, communication, commitment, organization, and various activities to execute entrepreneurial behaviour (Vamvaka et al., 2020). This phenomenon is supported by most literature viewing entrepreneurial intention as the most accurate antecedent of entrepreneurship (Hoang et al., 2021). Measuring an individual's intention about what he/she will do is better than observing an individual's character to determine his/her behaviour. The entrepreneurial intention is vital in adopting the entrepreneurial behaviour of an individual who wants to start a business. Entrepreneurial intention is expected to be the primary and strongest predictor for investigating the planned behaviour of entrepreneurship, which starts from idea creation to business creation (Bignetti et al., 2021). The intention has been a consistent indicator in measuring entrepreneurial behaviour in starting a business (Bazkiaei et al., 2021). An individual may

have sufficient capability to be an entrepreneur, but such capability cannot directly affect entrepreneurial behaviour without intention (Shahzad et al., 2021).

Entrepreneurial intention reflects an individual's interest in starting his/her own business instead of working for another employer. Entrepreneurial intention is the confidence realized and acknowledged by such individuals to develop a business and consciously manage it in the future (Soria-Barreto et al., 2017). Entrepreneurial intention begins a business establishment process in the long run (Ikhtiagung & Soedihono, 2018). An individual with knowledge, skills, and capital cannot utilize his/her potency without entrepreneurial intention (Wang et al., 2019). The entrepreneurial intention will direct an individual's mind to attention, experience, and action to establish and form a business concept (Awotoye & Singh, 2018). Hence, entrepreneurial intention needs to be formed from the beginning so that the idea to start a business can happen in reality (Mamun et al., 2017).

Enterpreneurial education. Entrepreneurial education is a set of individual knowledge given by HEI related to entrepreneurial ability, including the ability to detect business opportunities, thus enhancing entrepreneurial confidence (Soria-Barreto et al., 2017). Entrepreneurship education imparts theoretical knowledge related to entrepreneurship. It also encourages students to engage directly in entrepreneurial activities by applying the knowledge they have acquired at the university (Alshebami et al., 2020). According to (Wang et al., 2019), entrepreneurial education is a method in which students are equipped with knowledge about general business knowledge areas, including economic, political, regulatory, legal, technological, management, financial, marketing, accounting, production/ operations, supply chains, group and individual behaviours as well as the skills to identify the opportunity. In addition to theory, entrepreneurship education fosters student competencies, such as leadership, communication skills, presentation, planning and organizing, decision-making, delegation, control, and leadership.

HEIs can play an essential role in providing entrepreneurial programs to embed the entrepreneurial way of thinking in the future. Academic support in the form of entrepreneurial education is needed as a learning model to enhance competence and build the entrepreneurial spirit among the students. The learning model should be arranged so that the students can have the experience to develop their entrepreneurial capability and achieve their competence (Ikhtiagung & Soedihono, 2018). Students should be fully supported with entrepreneurial education to make them conduct their entrepreneurial activities professionally and with lower risk. Therefore, the curriculum should be updated to substantially impact students' tendency to perform entrepreneurship (Shahverdi et al., 2018).

In the rapidly competitive business world, entrepreneurial education is critical in growing the entrepreneurial spirit among university graduates in the future. Entrepreneurial education can affect an individual's career choice, which enables him/her to start his/her own business (Baubonienė et al., 2018). The learning process related to all entrepreneurial activities HEIs perform for their students will form a more creative way of thinking among them in arranging their business plans (Bazkiaei et al., 2021).

Self-efficacy. Self-efficacy is the main component in Social Cognitive Theory that encourages an individual's will to perform a task to achieve his/her expectation (Nwosu et al., 2022). Self-efficacy is an individual's confidence to conduct specific behaviour based

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on his/her ability to do so (Alim & Dil, 2022). If an individual is confident in his/her ability to conduct specific behaviour, then such an individual will be interested in being involved in it. An individual who has achieved better performance in a task will encourage his/her self-efficacy to grow higher, and vice versa; an individual with low self-efficacy will ignore a task due to the fear of failure (Kundu, 2020). Specifically, self-efficacy is related to the trust and confidence of an individual regarding his/her ability to perform, thus will affect the cognitive level, which can impact the efforts and diligence in facing the challenge coming from the decision related to the action that will be performed (Hoang et al., 2021). The impact of self-efficacy within an individual can be in the form of learning and entrepreneurial self-efficacy (Alshebami et al., 2020).

According to entrepreneurial conceptualization, self-efficacy can be defined as how far an individual perceives his/her skill and ability to perform the role and task of an entrepreneur (Aga & Singh, 2022). This phenomenon includes an individual's confidence in his/her ability to organize and run a business. Self-efficacy can help an entrepreneur identify new opportunities and behave proactively due to self-confidence, management capability, and the courage to take risks (Hoang et al., 2021).

Entrepreneurial educational support and self-efficacy. The support from entrepreneurial education will allow students to start entrepreneurial activities, thus enhancing their self-efficacy through their achievements (Hoang et al., 2021). Entrepreneurship education will assist in individuals' social cognition, thus influencing entrepreneurial mindset and actions to become more direct, logical, and significant. Consequently, increasing knowledge about entrepreneurship will enhance someone's entrepreneurial self-efficacy (Jiatong et al., 2021). Psychologically, individuals will avoid a task if they do not have sufficient knowledge to perform it. Conversely, individuals will have higher self-efficacy if they possess relevant knowledge and skills to perform the task (Yousaf et al., 2020). Entrepreneurial training will positively impact individuals' perceptions of how they can start new businesses. In this case, Entrepreneurial education can support the development of entrepreneurial knowledge and skills so that self-efficacy will increase gradually and significantly (Alshebami et al., 2020; Puni et al., 2018). (L. Wu et al., 2022) revealed a significant impact of formal learning on entrepreneurial self-efficacy. Thus, entrepreneurial education can play an essential role in developing entrepreneurial self-efficacy.

H1: Entrepreneurial educational support positively and significantly affects entrepreneurial self-efficacy.

Self-efficacy and entrepreneurial intention. Self-efficacy is a strong antecedent in forming entrepreneurial intention (Krueger et al., 2000). This phenomenon refers to an individual's confidence in the ease or difficulty experienced when performing entrepreneurial activities (Vamvaka et al., 2020). Self-efficacy will impact a person's choice of activities, the goals they aim to achieve, and the performance they produce (Alshebami et al., 2020). Such confidence in self-capability to organize and perform an entrepreneurial project can affect an individual's confidence to start a business. The better the individual's perception of self-efficacy toward entrepreneurship is, the stronger the individual's entrepreneurial intention will be to start a business (Bazkiaei et al., 2021; Nguyen, 2017; Zewudu & Alamnie, 2017). Individuals intending to start a business are

strongly influenced by their beliefs in the abilities required to initiate a new venture and their confidence in their ability to establish it successfully (Ebewo et al., 2017). Students who already have entrepreneurial education may develop their entrepreneurial self-efficacy greater. Students will develop strong confidence in overcoming the challenges related to entrepreneurship (Nwosu et al., 2022). (Otache, 2019) found that self-efficacy positively impacts entrepreneurial intention among students who have undergone entrepreneurial education.

H2: Entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention.

Entrepreneurial educational support and entrepreneurial intention. Entrepreneurial education has a significant role in promoting entrepreneurial intention. Entrepreneurial education has provided much dedication to enhancing the necessity of an individual's entrepreneurship in forming the attitude, behaviour, way of thinking, and intention to be an entrepreneur (Alshebami et al., 2020). Therefore, if entrepreneurial education can be provided effectively, it will encourage the students to be entrepreneurs (Bazkiaei et al., 2021). Entrepreneurship education significantly predicts entrepreneurial intention, encompassing human capital theory and self-efficacy theory. The integration of these theories explains that individuals will acquire skills and knowledge that can encourage entrepreneurial behaviour (Anwar et al., 2022). Entrepreneurial education can enhance entrepreneurial intention even for students with non-business educational backgrounds. The knowledge and skills about entrepreneurship delivered to students in theory and practice will help and motivate them to start new businesses (Yousaf et al., 2020). Students with more excellent entrepreneurship knowledge will show higher intention to start their businesses (Brush et al., 2017). (Soria-Barreto et al., 2017) it is stated that there is a strong relationship between entrepreneurial education and entrepreneurial intention.

H3: Entrepreneurial education positively and significantly affects entrepreneurial intention.

The mediating role of self-efficacy in the relationship between entrepreneurial educational support and entrepreneurial intention. Entrepreneurial education can help develop the skills and positive attitudes toward entrepreneurial activities (Puni et al., 2018). This phenomenon can increase an individual's perception of his/her ability, ultimately affecting self-efficacy (Zhang et al., 2019). Many researchers have introduced self-efficacy as a mediator in the relationship between entrepreneurial education and entrepreneurial intention (Nwosu et al., 2022; Puni et al., 2018). Entrepreneurial self-efficacy can strengthen entrepreneurial intention so that, in the future, this can predict an individual's career choice. (Jiatong et al., 2021). They revealed that with self-efficacy as a mediator, entrepreneurship education becomes more influential on entrepreneurial intention. Individuals with high self-efficacy toward their abilities may achieve higher goals and experience benefits, social acknowledgement, and personal satisfaction (Nwosu et al., 2022). Self-efficacy helps the students consider that they can perform entrepreneurial activities, leading to entrepreneurial intention.

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H4: Entrepreneurial self-efficacy mediates the relationship between entrepreneurial educational support and intention.

The hypotheses in this research can be seen in the research model, as shown in **Figure 2**. This research model shows that entrepreneurial educational support can increase self-efficacy (H1) and intention (H3). This model also shows the positive impact of entrepreneurial self-efficacy on entrepreneurial intention (H3) and the role of self-efficacy as a mediator between entrepreneurial educational support and entrepreneurial intention (H4).

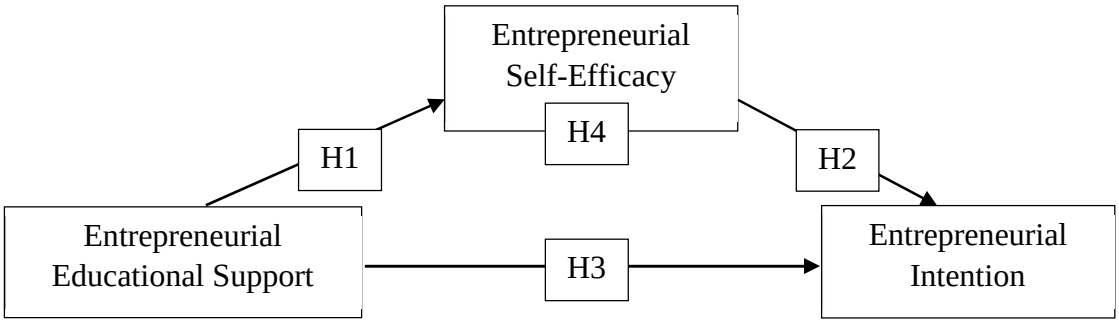

Figure 2. Research Model
Source: Author's Personal Conception (2023)

METHODS

This research is descriptive research covering the quantitative data analysis. In addition, this research used cross-sectional data collected only once during a specific period to answer the research question (Sekaran & Bougie, 2020).

The target population in this research was active students studying in universities in Jakarta and Bandung City. Samples were taken through purposive sampling with the qualification of respondents who were active students undergoing the entrepreneurial MBKM curriculum. Data was collected by distributing questionnaires, and 300 samples that met the qualifications were acquired. The survey was conducted for four months.

In arranging the questionnaire, there were seventeen statements referring to previous studies. The details of each indicator in each variable can be seen in Table 1. This study adopted measurement scales tested and validated by previous researchers. We used a 5-point Likert scale, in which 1 means Disagree, 2 means Disagree, 3 means Neutral, four means Agree, and five means Agree.

The acquired data was then analyzed using PLS-SEM (Partial Least Square-Structural Equation Modelling) to test the model stated in the research design. PLS-SEM is an SEM statistics modelling technique based on variance to perform inter-construct prediction, measured indirectly by several indicators (Hair et al., 2021). Several reasons become the primary consideration for using PLS-SEM in testing the hypotheses, such as no strong assumptions needed regarding data distribution, sample size, and measurement scale. This phenomenon needs particular attention because survey data collection is often not normally distributed. Second, concerning the small sample size, PLS-SEM possesses higher statistical power. Last, PLS-SEM is a suitable method to analyze multivariate

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regression due to error-free measurement between latent variables and indicators and between latent variables (Hair et al., 2021). In performing data analysis, SmartPLS version 4 software was used.

Table 1 explains the variables and indicators used for the research. From Table 1, seven indicators to measure entrepreneurial educational support were adopted (Jiatong et al., 2021; Saoula et al., 2023); five indicators to measure self-efficacy were adopted (Puni et al., 2018); and then five indicators to measure entrepreneurial intention were adopted from (Bacq & Alt, 2018).

Table 1. Variables and Indicators

Variable	Indicator	Code
Entrepreneurial Educational Support	1. HEIs provide a curriculum that supports entrepreneurial knowledge and skills.	ES1
	2. HEIs deliver the knowledge to develop a business idea into a business plan.	ES2
	3. I have a chance to present my business idea.	ES3
	4. I have a chance to envision my business idea.	ES4
	5. HEIs provide support to participate in various competitions related to entrepreneurship.	ES5
	6. HEIs organize seminars or workshops which invite successful entrepreneurs.	ES6
	7. HEIs provide facilities that support entrepreneurial activities.	ES7
Entrepreneurial Self-Efficacy	1. I can contribute to the community through entrepreneurship.	EE1
	2. I can identify a business opportunity.	EE2
	3. I understand the proper practice to run a business.	EE3
	4. I can always think creatively.	EE4
	5. I can build a business.	EE5
Entrepreneurial Intention	1. I am ready to start a business.	EI1
	2. I will try hard to run my own business.	EI2
	3. I plan to start a business shortly.	EI3
	4. I am considering starting a business.	EI4
	5. My professional goal is to be an entrepreneur.	EI5

Source: Adopted from previous research

Table 2 presents an overview of the respondents' characteristics. Among the valid responses, 57.667 per cent were male students, with 42.333 per cent female students. Most participants (66.667 per cent) were enrolled in educational institutions in Jakarta, while the remaining 33.333 per cent were based in Bandung. This disparity in geographical distribution necessitated the inclusion of students from five different Jakarta universities, whereas only students from three Bandung universities were incorporated into the study.

Furthermore, 46.667 per cent of respondents had a background in economics and business, whereas the remaining 53.333 per cent possessed educational backgrounds in various fields outside of economics and business. This distribution does not exhibit significant disparities, especially considering the random data collection approach, which ensured a diverse pool of respondents with various academic backgrounds. It is worth mentioning that a substantial portion of the respondents (44 per cent) fell within the 19^{+} to 20-year age range, indicating that a majority were in their second or third year of study,

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reflecting a certain degree of academic progression. Finally, it is essential to emphasize that 61 per cent of participants had a familial history connected to entrepreneurship. This highlights the potential impact of family experiences and exposure on students' attitudes and predispositions towards entrepreneurship. In contrast, 39 per cent of the respondents hailed from non-entrepreneurial family backgrounds, suggesting a confluence of factors shaping the participants' viewpoints.

Table 2. Respondents' Demographic

	Frequency	Per centage
Gender		
Male	173	57.667
Female	127	42.333
University Origin		
Jakarta	200	66.667
Bandung	100	33.333
Educational Background		
Economic and Business	140	46.667
Non-Economic and Business	160	53.333
Age		
Over 21 years old	28	9.333
20^{+} to 21 years old	43	14.333
19^{+} to 20 years old	132	44.000
18 to 19 years old	97	32.333
Family Background in Entrepreneurship		
Yes	183	61
No	117	39

Source: Generated from 300 Respondents (2023)

RESULTS

Data collected in this research was then analyzed using Partial Least Square-Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS version 4 software. Data analysis in PLS-SEM was divided into an outer model, including validity and reliability tests, and an inner model to acquire the results of hypotheses tests.

(Sekaran & Bougie, 2020) Explained that validity is a tool to test how well a research instrument is measured in a particular concept. Moreover, reliability is a measurement that shows how far the measurement can be performed consistently without bias.

Convergent validity was tested using outer loadings and average variance extraction (AVE). The measurement of indicator-loading must have a minimum value of 0.700 (Hair et al., 2021), and the Average Variance Extracted (AVE) must be greater than 0.500 for the indicators to be valid (Hair et al., 2019). Discriminant validity was tested using the Heterotrait-Monotrait Ratio (HTMT) and the fornell-lacker criterion. HTMT must be less than 0.900, and the assumption of the Fornell-lacker criterion uses the square root of AVE generated by its construct, which must be greater than those of other constructs, which means that the diagonal value must be more significant (Hair et al., 2019).

Reliability analysis used Cronbach's Alpha (α) and the composite reliability (CR). An indicator is considered reliable if the value is greater than 0.600 to 0.700. However, if

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the value reaches 0.800 to 0.900, the research variable is considered very good and reliable (Hair et al., 2019). The model's results can be seen in **Table 3** and **Table 4**.

Table 3. The Results of Convergent Validity and Reliability Analysis

Variable	Indicator	AVE	Outer Loadings	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)
Entrepreneurial Educational Support	ES1	0.655	0.837	0.868	0.878	0.904
	ES2		0.858			
	ES3		0.819			
	ES4		0.741			
	ES5		0.785			
Self-Efficacy	EE1	0.680	0.795	0.843	0.846	0.894
	EE2		0.843			
	EE3		0.836			
	EE4		0.822			
Entrepreneurial Intention	EI1	0.620	0.748	0.846	0.852	0.890
	EI2		0.852			
	EI3		0.794			
	EI4		0.702			
	EI5		0.831			

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of the outer model analysis in **Table 3**, it can be concluded that these variables do not have any problems related to their validity and reliability. Based on the calculations, this research has met the convergent validity and reliability criteria, producing outer loadings above 0.700 and AVE above 0.500. Similarly, the reliability measurements have resulted in Cronbach's alpha, composite reliability rho_a, and rho_c above 0.800, indicating excellent and reliable results.

Table 4. The Results of the HTMT Test

Variable	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy			
Entrepreneurial Intention	0.668		
Entrepreneurial Educational Support	0.586	0.666	

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of the outer-model analysis in **Table 4**, it can be concluded that each variable has a Heterotrait-Monotrait Ratio (HTMT) value of less than 0.900 in terms of discriminant validity. The variables in this research have passed the test of discriminant validity through Heterotrait-Monotrait Ratio (HTMT) test.

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Table 5. The Results of Discriminant Validity Analysis

Variable	Self-Efficacy	Entrepreneurial Intention	Entrepreneurial Educational Support
Self-Efficacy	**0.824**	-	-
Entrepreneurial Intention	0.548	**0.787**	
Entrepreneurial Educational Support	0.476	0.568	**0.809**

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the results of the outer-model analysis in **Table 5**, it can be concluded that based on the Fornell-Larcker criterion, the square root of the AVE for each construct is greater than that of other constructs. Therefore, the variables in this research have passed the test of discriminant validity through the Fornell-Larcker criterion test.

Therefore, the next step, inner-model analysis, can be performed. According to (Hair et al., 2020), inner-model analysis aims to reveal the relationship between variables in the research. Several analyses can be used in inner-model (structural model) analysis, which are the coefficient of determination (R^2) test, predictive relevance (Q^2) test, effect-size (f^2) test, path-coefficients test, hypothesis test, and mediation test. The results of the coefficient of determination (R^2) test can be seen in **Table 6**.

Table 6. Coefficient of Determination (R^2)

Variable	R^2
Self-Efficacy	0.227
Entrepreneurial Intention	0.423

Source: Data Processed by Using SmartPLS Version 4 (2023)

Based on the Coefficient of Determination (R^2) analysis in **Table 6**, the coefficient of determination (R^2) test shows that the R^2 value of self-efficacy is 0.227. This means that as much as 22.700 per cent variation of self-efficacy can be explained by entrepreneurial educational support, and other variables explain the remaining 77.300 per cent out of the scope of this research. Next, the R^2 value of entrepreneurial intention is 0.423, which means that entrepreneurial educational support and self-efficacy can explain as much as 42.300 per cent variation of entrepreneurial intention. In comparison, the remaining 57.700 per cent is explained as other variables out of the scope of this research. The value of R^2 relies upon its underlying rule of thumb, with 0.670, 0.330, and 0.190 representing the strong, moderate, and weak levels of the endogenous construct (Fauzi, 2022). Based on such categorization, entrepreneurial educational support must improve to moderate capability in explaining entrepreneurial self-efficacy. However, the effect of entrepreneurial educational support and self-efficacy can moderately explain entrepreneurial intention.

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Table 7. Predictive Relevance (Q^2)

Variable	Q^2
Self-Efficacy	0.147
Entrepreneurial Intention	0.253

Source: Data Processed by Using SmartPLS Version 4 (2023)

(Fauzi, 2022) stated that there are three criteria to conclude the value of predictive relevance, which are: 1) If the value of Q^2 is between 0.020 and 0.140, then the construct has a negligible effect size; 2) If Q^2 is between 0.150 and 0.340, then the construct has medium effect-size; and 3) If Q^2 is greater than 0.350, then the construct has large effect-size. Based on the results of the Predictive Relevance (Q^2) analysis in **Table 7**, the Q^2 of self-efficacy and entrepreneurial intention are 0.147 and 0.253, respectively. This means that the constructs have a medium effect size as research measurements.

Table 8. Effect Size (f^2)

	Effect Size **(f^2)**	**Description**
Entrepreneurial Educational Support => Self-Efficacy	0.293	Medium Effect
Entrepreneurial Self-Efficacy => Entrepreneurial Intention	0.172	Medium Effect
Entrepreneurial Educational Support => Entrepreneurial Intention	0.212	Medium Effect

Source: Data Processed by Using SmartPLS Version 4 (2023)

As depicted in **Table 8**, the three variables exhibit a medium effect consistent with the guidelines outlined by (Hair et al., 2021). According to these guidelines, values more than 0.150 signify moderate influence. This moderate effect size indicates that the relationship identified in the study has practical significance, indicating meaningful associations between the variables under investigation. Thus, it reflects that the identified relationship is not merely a statistical artifact but holds practical significance within the research context. Furthermore, a higher effect size value corresponds to more robust and meaningful relationships between the variables.

According to (Hair et al., 2019), bootstrapping can be used to conduct the hypothesis test. The hypothesis is accepted if the t-statistics exceed 1.960 or p-values less than 0.050. On the contrary, if the t-statistics is less than 1.960 or p-values greater than 0.050, then the hypothesis is rejected. The result of the bootstrapping method used in hypotheses testing in this research is displayed in **Table 9**.

Table 9. The Results of Path Analysis and Significance Tests

	Hypothesis	**Path Coeff.**	**t-stats**	**p-values**	**Result**
H1	Entrepreneurial Education → Self-Efficacy	0.476	8.998	0.000	Significant
H2	Self-Efficacy → Entrepreneurial Intention	0.359	5.497	0.000	Significant
H3	Entrepreneurial education → Entrepreneurial Intention	0.397	6.493	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

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Table 9 shows that it can be known that the first hypothesis, stating that there is a positive and significant effect of entrepreneurial educational support on self-efficacy, can be accepted (β of 0.476 and ρ lower than 0.050). This result can be empirical evidence to support H1. Next, the second hypothesis (H2) is also accepted (β of 0.359 and ρ lower than 0.050). This means that self-efficacy positively and significantly affects entrepreneurial intention. Last, the third hypothesis is also accepted (β of 0.397 and ρ lower than 0.050), which means that entrepreneurial educational support positively and significantly affects entrepreneurial intention.

Table 10. The result of the Mediation Test

	Hypothesis	Path Coeff.	t-stats	p-values	Result
H4	Entrepreneurial Education → Self-Efficacy → Entrepreneurial Intention	0.171	4.507	0.000	Significant

Source: Data Processed by Using SmartPLS Version 4 (2023)

Next, **Table 10** shows the result of the mediation test. Based on **Table 10**, the fourth hypothesis statistically can be accepted (β of 0.171 and ρ lower than 0.050), which means that self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. In this research, self-efficacy can mediate partially because it is known that the effect of an exogenous variable on the endogenous variable (direct effect) is significant, and the effect of an exogenous variable on the endogenous variable through mediation (indirect effect) is also significant (Hair et al., 2019).

The conclusion of all hypotheses testing is summarized in **Table 11.** Based on the summary, it is explained that the research has accepted the four formulated hypotheses. These are: entrepreneurial education has a positive and significant influence on self-efficacy, self-efficacy has a positive and significant effect on entrepreneurial intention, entrepreneurial education has a positive and significant effect on entrepreneurial intention, and finally, self-efficacy significantly mediates the effect of entrepreneurial education on entrepreneurial intention.

Table 11. The Summary of Hypotheses Testing Results

	Hypothesis	Result
H1	Entrepreneurial Education → Self-Efficacy	Accepted
H2	Self-Efficacy → Entrepreneurial Intention	Accepted
H3	Entrepreneurial education → Entrepreneurial intention	Accepted
H4	Entrepreneurial Education → Self-Efficacy → Entrepreneurial Intention	Accepted

Source: Data Processed by Authors (2023)

DISCUSSION

The findings of this research have proven that entrepreneurial educational support and self-efficacy positively and significantly affect entrepreneurial intention. This research also proves that entrepreneurial self-efficacy can mediate the effect of MBKM-based

entrepreneurial educational support on entrepreneurial intention among university students in Jakarta and Bandung City.

The first hypothesis, which states that entrepreneurial education positively and significantly affects entrepreneurial self-efficacy, is empirically supported by the result of this research. This result has similarities with those of previous studies (Anwar et al., 2022; Puni et al., 2018; Yousaf et al., 2020). This finding proves that whenever a student is given knowledge and skills, they will have the self-confidence to be successful in the field of entrepreneurship. Entrepreneurial education is one of the essential resources that can encourage the student's confidence to overcome the fear of failure when starting a business. Self-efficacy plays a more significant role in enhancing entrepreneurial intention whenever there is an accurate and sufficient entrepreneurial educational program (Hassan et al., 2020). MBKM's entrepreneurial curriculum is expected to enhance the students' self-efficacy to perform entrepreneurial activities. The research findings show that HEIs have successfully implemented an entrepreneurial-based MBKM curriculum. HEIs have provided a curriculum to support the students' entrepreneurial knowledge and abilities to turn their business ideas into more established business plans. This can provide students with practical knowledge, enhancing their self-efficacy for business.

Moreover, the second hypothesis in this research states that self-efficacy can increase entrepreneurial intention. This hypothesis can be accepted, which means that self-efficacy positively and significantly affects entrepreneurial intention. This result aligns with previous research (Bazkiaei et al., 2021; Shahverdi et al., 2018; Zewudu & Alamnie, 2017). Self-efficacy is an influential factor in explaining an individual's intention to behave. A strong self-efficacy will create a tendency for the students to be more confident. Having confidence in the possessed abilities, a student will put more effort into developing his/her business plan. Individuals with a positive perception of their competence in entrepreneurship will feel more confident performing entrepreneurial activities (Puni et al., 2018). According to the research findings, the indicators portray the students' self-efficacy to enhance their entrepreneurial intention. The students' self-confidence is most valuable in identifying business opportunities and understanding business practices.

Based on the third hypothesis test result, entrepreneurial educational support positively and significantly affects entrepreneurial intention. This is in line with several previous researches (Alshebami et al., 2020; Bazkiaei et al., 2021; Puni et al., 2018) stating that the implementation of entrepreneurial education provides basic knowledge related to entrepreneurship that can enhance an individual's knowledge and abilities to perform entrepreneurship, which finally encourages such individual's will to get involved in entrepreneurial activities. Entrepreneurial education is vital in inspiring students to perform entrepreneurship (Bazkiaei et al., 2021). According to the research findings, HEIs have the potential to nurture students' entrepreneurial abilities by integrating the customized MBKM entrepreneurial curriculum. This curriculum caters to their needs and provides individuals with an enriched knowledge base, enhanced skills, and competencies that cultivate a more resilient entrepreneurial mindset. By offering students opportunities to explore entrepreneurship within their academic journey, HEIs can further bolster their capabilities and inspire them to identify business opportunities while promoting creative thinking. This can result in a heightened inclination to apply innovative concepts in establishing new businesses.

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This research also empirically supports the fourth hypothesis, which states that entrepreneurial self-efficacy can mediate the effect of entrepreneurial education on entrepreneurial intention. Self-efficacy is an important mechanism that utilizes entrepreneurial education in entrepreneurial intention. This is in line with several research that have been conducted previously (Hoang et al., 2021; Jiatong et al., 2021; Yousaf et al., 2020). Entrepreneurial education is essential in exploring entrepreneurship and can also strengthen an individual's decision to perform entrepreneurial activities if self-efficacy is included (Shahab et al., 2019). This phenomenon shows that MBKM-based entrepreneurial education has facilitated the students to be more skilful in performing entrepreneurial activities, thus growing their attitudes and self-confidence, which can lead to higher self-efficacy. Individuals with higher entrepreneurial self-efficacy will have a more excellent entrepreneurial way of thinking. Hence, he/she will be more interested in performing entrepreneurial activities.

CONCLUSION

This research aimed to reveal the impact of MBKM-based entrepreneurial curriculum implementation in predicting self-efficacy and entrepreneurial intention among HEIs in Jakarta and Bandung City students. Research on entrepreneurial intention has become essential nowadays because individuals with entrepreneurial intentions have a higher tendency to start their businesses. This research contributes to the existing literature studies regarding the role of entrepreneurial education. Specifically, implementing the MBKM entrepreneurial curriculum has positively and significantly increased the students' entrepreneurial intention.

Besides, this research also proves that entrepreneurial education positively and significantly affects entrepreneurial self-efficacy among students. Entrepreneurial education is perceived to increase an individual's self-confidence and faith in an entrepreneurial context, which finally can increase his/her entrepreneurial intention.

This research also proves that entrepreneurial self-efficacy positively and significantly affects entrepreneurial intention. Students who positively perceive their capabilities will feel more confident performing entrepreneurial activities. Therefore, developing students' self-efficacy through knowledge and skills in entrepreneurship becomes a vital aspect to pay attention to.

Entrepreneurial self-efficacy can mediate the effect of entrepreneurial educational support on entrepreneurial intention. This research provides information about the importance of developing the student's entrepreneurial self-efficacy through entrepreneurship learning, thus increasing their intention to be entrepreneurs in the future.

Based on the findings from this study, we offered some helpful advice for educators and policy-makers. HEIs must cultivate an entrepreneurial mindset among students and enhance their self-efficacy to achieve a more significant impact. This research has proven that entrepreneurial educational MBKM is essential in increasing the students' capabilities and competencies. The entrepreneurial teaching method should include more than class-lecturing but also be able to deliver field competence to the students through entrepreneurial practices and internships. Essential facility support to the students in the form of business incubation provided by the university can help them start their entrepreneurial activities. The students' entrepreneurial interest will help build their

entrepreneurial behaviour so HEIs can generate graduates who can create job opportunities rather than seeking jobs. This phenomenon is expected to contribute positively to solving unemployment problems and lead to the growth of the Indonesian economy.

This study provides a few limitations that should be considered in future research opportunities. First, data were gathered only from HEI students in Jakarta and Bandung. In order to generate more significant results, subsequent research should consider using a larger sample size to predict better the impact of implementing an MBKM-based entrepreneurial curriculum on entrepreneurial intention among students in Indonesia in general. Further studies also need to examine other variables as predictors or mediators of entrepreneurship intention to add more contributions to entrepreneurship.

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