

## How Entrepreneurship Education and Entrepreneurial Skills Shape Entrepreneurial Motivation Through Self-Efficacy?

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### ABSTRACT

This study examines the direct and indirect effects of entrepreneurship education and entrepreneurial skills on entrepreneurial motivation through self-efficacy in the higher education context. The study was motivated by the importance of entrepreneurship development as a strategic response to employment challenges and the need to encourage students to become job creators. A quantitative descriptive explanatory approach was employed to analyze the relationships among the variables. The population consisted of 600 students, and 102 respondents were selected using proportional random sampling. Data were collected through a structured questionnaire and analyzed to assess the direct and indirect relationships between entrepreneurship education, entrepreneurial skills, self-efficacy, and entrepreneurial motivation. The findings indicate that entrepreneurship education and entrepreneurial skills have significant effects on self-efficacy and entrepreneurial motivation. Self-efficacy also has a significant positive effect on entrepreneurial motivation and plays an important mediating role in explaining how entrepreneurship education and entrepreneurial skills strengthen students' entrepreneurial motivation. These results suggest that entrepreneurship learning should not only emphasize conceptual understanding but also develop practical skills and confidence in managing, marketing, evaluating, and sustaining business activities. The study highlights the importance of strengthening entrepreneurship-oriented education to foster stronger entrepreneurial motivation among students.

**Keywords:** Entrepreneurship Education, Entrepreneurial Skills, Self-Efficacy, Entrepreneurial Motivation

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### 1. INTRODUCTION

Economic problems in developing countries like Indonesia cannot be separated from the high unemployment rate. This happens because Indonesia is a country with a fairly high population growth rate. This high population growth impacts competition for jobs. The labor force exceeds job opportunities, and the imbalanced growth rates of both have resulted in many productive-age people being unemployed.

Based on data from the Central Statistics Agency (BPS), in the last 5 years, the number of unemployed in Indonesia has tended to decrease. However, in February 2024, the unemployment rate rose again by 790,000 people, from 7.2 million in February 2023 to 7.86 million a year later.

The workforce in 2024 also increased to 144.64 million, with 3.44 million of them employed. The decline in employment came from the agriculture, trade, and other service sectors.

One method considered quite effective in addressing unemployment is creating or increasing the number of entrepreneurs (Athia et al., 2018; Budy 2017; Lubis 2018; Nalling & Jannah 2018). Economic growth in developing countries like Indonesia is highly dependent on entrepreneurship. This aligns with Schumpeter's theory that entrepreneurs play a crucial role in economic growth. Harvard sociologist David McClelland, in his book "The Achieving Society," stated that a nation's prosperity can be measured by the number of entrepreneurs, which represents at least 2% of the population. This echoes David Osborne's opinion in his book "Reinventing Government," which states that a nation prospers if it has at least 2% entrepreneurs. With the increase in new entrepreneurs, it provides many job opportunities for the workforce, thereby reducing the number of unemployed and expanding employment opportunities.

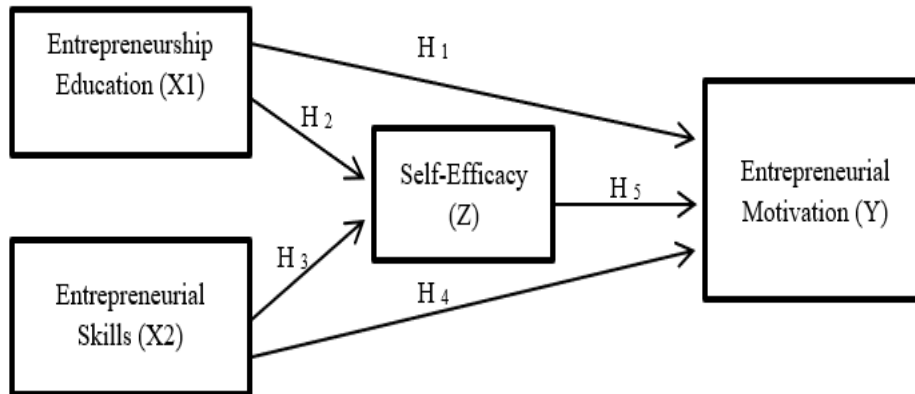
The government has implemented various strategies to increase the number of entrepreneurs in Indonesia, one of which is by including Entrepreneurship courses in the education curriculum, especially at the tertiary level. The Faculty of Economics, Makassar State University (UNM), is one of the educational institutions implementing this curriculum, where entrepreneurship courses are taught starting at the preparatory level (the beginning of the semester). The Entrepreneurship course taught at the Faculty of Economics, Makassar State University (UNM), equips students with entrepreneurial skills in the real world, enabling them not only to generate creative ideas but also to produce prototypes and market them.

Two main theories are used as the basis by researchers to conduct research on entrepreneurial intentions as predictors of entrepreneurial behavior, including The Entrepreneurial Event Theory (Shapero and Sokol, 1982; Bartha et al., 2019) and Theory of Planned Behavior (Ajzen, 2005; Turnera'fiatul, 2019). The Shapero and Sokol model was developed based on three basic elements, namely, perceived desirability (the desire to become an entrepreneur), perceived feasibility (a person's perception of having the ability to manage resources) to build a new business, and propensity to act (the urge to act). This model has received empirical support, for example from (Kruger et al. 2000; Miralles et al., 2016). On the other hand, the Ajzen model explains and predicts the culture and social environment that influence human behavior. The focus is on a person's intention, with three determining factors: attitude toward behavior (individual evaluation), subjective norms (social pressure), and perceived behavioral control (the ability to control behavior) (Ajzen, 2005; Turnera'fiatul, 2019). This theory has received support from many entrepreneurship researchers, including Kolvereid (1996); Guo et al., 2020).

Entrepreneurial intention has been shown to be a major predictor of future entrepreneurial behavior (Katz, 1992; Vijayasingham & Mairami, 2018). This study was designed to analyze how background factors such as Entrepreneurial Education, Entrepreneurial Skills, and Self-Efficacy influence Entrepreneurial Motivation. This effect is not only examined directly but also studied through mediation through Entrepreneurial Motivation (indirectly) in accordance with the concept of developing the theory of planned behavior.

Therefore, investigating the factors that determine Self-Efficacy or Self-Ability is an important issue in entrepreneurship research. Based on the real conditions in the description above, the researcher will conduct a study with the title "The Influence of Entrepreneurship Education and Entrepreneurial Skills on Entrepreneurial Motivation Through Self-Efficacy in Students of the Faculty of Economics and Business, Makassar State University. This study aims to determine the direct and indirect influence of Entrepreneurship Education, Entrepreneurial Skills, Self-Efficacy on Entrepreneurial Motivation.

## 2. METHOD



**Figure 1. Research Design**

Based on Figure 1 above, this research is a Descriptive Explanatory Research which means it describes the influence between the variables studied. Descriptive means explaining and analyzing research variables, namely Entrepreneurship Education (X1), Entrepreneurial Skills (X2), Self-Efficacy (Z), Entrepreneurial Motivation (Y). Meanwhile, explanation means seeking causal influences between research variables through hypotheses. The causal influence is the direct influence between Entrepreneurship Education (X1), Entrepreneurial Skills (X2), on Self-Efficacy (Z) and the indirect influence of Entrepreneurship Education (X1), Entrepreneurial Skills (X2), on Entrepreneurial Motivation (Y) through Self-Efficacy (Z) of students of the Faculty of Economics, Makassar State University.

This research design is also based on COR theory and JD-R theory as well as relevant previous research. So that researchers can make hypotheses of direct and indirect influences in this study. More details can be seen in the following hypothesis summary table.

**Table 1. Summary of Hypotheses**

Hypothesis	Information
H1	Entrepreneurship education has a positive and direct influence on entrepreneurial motivation
H2	Entrepreneurship education has a positive and direct impact on self-efficacy
H3	Entrepreneurial skills have a positive and direct influence on entrepreneurial motivation
H4	Entrepreneurial skills have a positive and direct influence on self-efficacy
H5	Self-efficacy has a positive and direct influence on entrepreneurial motivation
H6	Entrepreneurship education has a positive and indirect effect on entrepreneurial motivation through self-efficacy.
H7	Entrepreneurial skills have a positive and indirect influence on entrepreneurial motivation through self-efficacy.

Based on table 1 above, this study has 7 hypotheses. These hypotheses will test the direct effect of entrepreneurship education (X1) on entrepreneurial motivation (Y), the direct effect of entrepreneurship education (X1) on self-efficacy (Z), the direct effect of entrepreneurial skills (X2) on self-efficacy (Z), entrepreneurial skills (X2) on entrepreneurial motivation (Y), the direct

effect of self-efficacy (Z) on entrepreneurial motivation (Y), the indirect effect of entrepreneurship education (X1) on entrepreneurial motivation (Y) through self-efficacy (Z), and the indirect effect of entrepreneurial skills (X2) on entrepreneurial motivation (Y) through self-efficacy (Z).

## 2.1 Population and Sample

The population in this study was all 600 students from six study programs at the Faculty of Economics, Makassar State University (UNM) in the 2023 intake who were actively enrolled in the Entrepreneurship course. The sampling technique used was Proportional Random Sampling, calculated using Slovin's method, resulting in a sample size of 102 respondents, or 15 % of the population.

## 2.2 Data collection

Data collection was carried out by determining the research subjects, namely all students of the Faculty of Economics, Makassar State University, using a questionnaire. The questionnaire used was a closed questionnaire using digital media or often called Google Form while the scale used was a Likert scale. Scoring used a Likert scale with 5 alternative answers, namely: Strongly Disagree: 1, Disagree: 2, Quite Agree: 3, Agree: 4, and Strongly Agree: 5. Furthermore, the data was analyzed using the Statistical Package for The Social Science application or what is now better known as Statistical Product And Service Solutions (SPSS) version 26. Data analysis used in this study consisted of descriptive statistical data analysis, classical assumption tests, and path analysis.

## 3. RESULTS AND DISCUSSION

### 3.1 Hypothesis Testing

Hypothesis testing is used to test the influence of exogenous variables. directly and indirectly on endogenous variables. The hypothesis is accepted or rejected based on the criteria: if the p-value <0.05, then H0 is accepted, or the regression coefficient obtained is stated to be significant. The results of the direct and indirect influence hypothesis testing can be seen in the following table:

**Table 2. Results of Indirect Hypothesis Testing**

Variables	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	2,922	,862		3,390	,001
Entrepreneurship Education	,153	,081	,239	1,888	,062
Entrepreneurial Skills	,177	,082	,069	2,150	,034
Self-Efficacy	,412	,080	,432	5,179	<,001
R square	0.792				
e1	0.456				

To obtain the influence of error (e1), the formula used is:

$$e1 = 1 - R^2 = \sqrt{1 - 0,792} = 0,456$$

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_2$$

$$Y = 0,239 X_1 + 0,069 X_2 + 0,432 Z + 0,456$$

The coefficient of determination ( $R^2$ ) of 0.456 indicates that Entrepreneurship Education, Entrepreneurial Skills, and Self-Efficacy collectively explain 45.6% of the variation in the dependent variable, namely Self-Motivation. This means that nearly half of the changes in individuals' self-motivation levels can be directly attributed to these three factors within the scope of this research model. Such a result highlights the important role of educational exposure, practical skills, and personal belief in shaping an individual's motivation to act entrepreneurially. Meanwhile, the remaining 54.4% of the variance in Self-Motivation is influenced by other factors

not included in this study. These may include external variables such as environmental support, family background, access to resources, social influence, or psychological aspects beyond self-efficacy.

**Table 3. Results of Direct Hypothesis Testing**

Variables	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	3,909	1,016		3,847	<,001
Entrepreneurship Education	,306	,098	,454	3,123	,002
Entrepreneurial Skills	,273	,100	,395	2,720	,008
R square	0.694				
e1	0.553				

To obtain the influence of error (e2), the formula used is:

$$e2 = 1 - R^2 = \sqrt{1 - 0,694} = 0.553$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_1$$

$$Z = 0.454 X_1 + 0.395 X_2 + 0.553$$

The coefficient of determination (R<sup>2</sup>) of 0.553 indicates that Entrepreneurship Education and Entrepreneurial Skills together contribute 55.3% to the variation in the Self-Efficacy variable. This means that more than half of an individual's level of self-efficacy can be explained by the extent of their entrepreneurial education and the skills they possess. These findings emphasize the importance of both formal learning and practical competence in building confidence in one's ability to perform entrepreneurial tasks. On the other hand, the remaining 44.7% of the variation in Self-Efficacy is influenced by other factors not included in this research model. These may involve elements such as personal experience, social support, personality traits, or environmental conditions. Therefore, further studies are recommended to incorporate additional variables in order to provide a more comprehensive understanding of the factors that shape self-efficacy.

Entrepreneurship Education has a positive and significant influence on Self-Motivation through Self-Efficacy .

$$\begin{aligned} \text{Indirect effect:} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_3 \times \beta_5 \\ &= 0.454 \times 0.432 \\ &= 0.196 \end{aligned}$$

Entrepreneurial Skills have a positive and significant influence on Entrepreneurial Motivation through Self-Efficacy .

$$\begin{aligned} \text{Indirect effect:} &= X_2 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_5 \\ &= 0.395 \times 0.432 \\ &= 0.170 \end{aligned}$$

H1: The Influence of Entrepreneurship Education on Entrepreneurial Motivation, has a significance value of 0.062 > 0.05 and a Beta value of 0.239. Based on these results, it can be concluded that H1 is rejected.

H2: The Influence of Entrepreneurship Education on Self-Efficacy, has a significance value of 0.002 < 0.05 and a Beta value of 0.454. Based on these results, it can be concluded that H2 is accepted.

H3: The Influence of Entrepreneurial Skills on Dri Efficacy, has a significance value of 0.008 < 0.05 and a Beta value of 0.395. Based on these results, it can be concluded that H3 is accepted.

H4: The Influence of Entrepreneurial Skills on Entrepreneurial Motivation, has a significance value of 0.034 > 0.05 and a Beta value of 0.069. Based on these results, it can be concluded that H4 is rejected.

H5: The Influence of Self-Efficacy on Entrepreneurial Motivation, has a significance value of  $0.001 < 0.05$  and a Beta value of 0.432. Based on these results, it can be concluded that H5 is accepted.

H6: The effect of Entrepreneurship Education on Entrepreneurial Motivation through Self-Efficacy has a beta value of 0.435. Based on these results, it can be concluded that H6 is accepted.

H7: The influence of entrepreneurial skills on entrepreneurial motivation through self-efficacy has a beta value of 0.239. Based on these results, it can be concluded that H7 is accepted.

### 3.2 Path Analysis

The following are the results of the interpretation of the path analysis which can be seen in table 4 below.

**Table 4: Path Analysis Results**

Influence between variables	Influence		Total
	Direct	Indirect	
Effect of X1 → Y	0.239	-	0.239
Effect of X2 → Y	0.069	-	0.069
Effect of X1 → Z	0.454	-	0.454
Effect of X2 → Z	0.395	-	0.395
The effect of Z → Y	0.432	-	0.432
Effect of X1 → Z → Y	0.239	0.196	0.435
Effect of X2 → Z → Y	0.069	0.170	0.239

Based on the structure of this research model, the following empirical equation can be made.

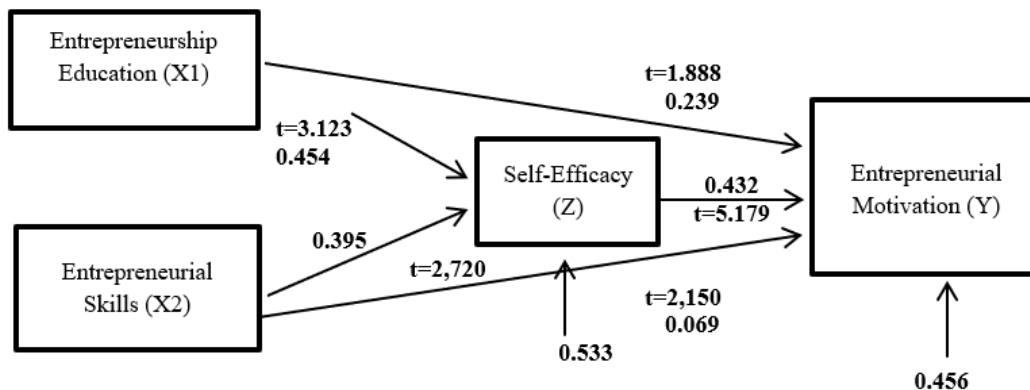
$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = 0,239 X_1 + 0,069 X_2 + 0,432 Z + 0,456$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = 0.454 X_1 + 0.395 X_2 + 0.533$$

The following are the results of path analysis in diagram form.



**Figure 2. Path Analysis Result**

Figure 2 above explains the standardized beta and the magnitude of the indirect and direct influence of each variable.

Coefficient of determination:  $R^2 = 1 - P_e^2 = 1 - 0.059 = 0.941$

Interpretation ( $R^2$ ) determination as follows:

$$R^2 = 1 - ((0.456)^2 + (0.533)^2) = 1 - 0.059 = 0.941$$

Based on the determination coefficient above, it shows a direct and indirect influence of 0.941 or 94.1%. In other words, the information contained in the data ( 94.1 %) is explained by the model. Meanwhile, ( 5.9 %) is explained by variables outside the model or this research.

### **3.3 DISCUSSION**

#### **3.3.1 The Influence of Entrepreneurship Education on Entrepreneurial Motivation of Students of the Faculty of Economics, Makassar State University**

The results indicate that Entrepreneurship Education has no positive and direct influence on entrepreneurial motivation among students of the Faculty of Economics and Business. This result is supported by a significance value of  $0.062 > 0.05$  and a Beta value of 0.239. However, this research is inconsistent with previous research by Asiva Noor Rachmayani (2015) which states that the relationship between Entrepreneurship Education and Entrepreneurial Motivation has a positive influence. The differences in these research results could be influenced by several factors.

First, the difference in the place or sample of Asiva Noor Rachmayani's research (2015) aimed at students of the Faculty of Islamic Economics and Business, UIN Walisongo Semarang, while this research was conducted at the Faculty of Economics and Business, UNM. The differences in the characteristics of these two different universities could have affected the results of this research. Second, the difference in research indicators where Asiva Noor Rachmayani (2015) has an indicator of Entrepreneurship Education research "creating entrepreneurial desire, increasing insight, and being sensitive to business opportunities" and an indicator of Entrepreneurial Motivation "the existence of passion and desire to succeed, the existence of encouragement and needs, and the existence of appreciation and entrepreneurship" while the research we conducted has Entrepreneurship Education Indicators "Courage to take risks, Leadership, Future-oriented and Originality" and Entrepreneurial Motivation "Need for achievement, Risk taking, Tolerance of uncertainty, Self-confidence, Strong desire and Creativity" this can also affect the results of the study. Thus, even though Entrepreneurship Education does not directly encourage students and motivate students to become entrepreneurs, Entrepreneurship Education remains important in fostering students' entrepreneurial motivation.

#### **3.3.2 The Influence of Entrepreneurship Education on Self-Efficacy in Students of the Faculty of Economics, Makassar State University**

The results of the study stated that there is a relationship between Entrepreneurship Education and Self-Efficacy in Students of the Faculty of Economics, Makassar State University, with a significance value of  $0.002 < 0.05$  and a Beta value of 0.454. These results are in line with previous research by Chandra & Budiono (2019), which stated that Entrepreneurship Education has an influence on students' self-confidence to succeed in carrying out Entrepreneurial activities.

Entrepreneurship Education can help increase self-confidence, Courage to take risks, Leadership, Future-oriented and Originality these indicators that help in developing students' Self-Efficacy, Students can Confidence in their abilities Optimistic, Objective, Responsible and Rational and Realistic. From the results of our research and supported by previous research so that it can be known the effect of Entrepreneurship Education on Entrepreneurial Motivation.

#### **3.3.3 The Influence of Entrepreneurial Skills on Self-Efficacy in Students of the Faculty of Economics, Makassar State University**

The results of the study stated that there is a relationship between Entrepreneurial Skills on Self-Efficacy with a positive effect with a significance value of  $0.008 < 0.05$  and a Beta value of 0.395. This is in line with previous research conducted by Iskandar & Safrianto (2020) which stated that Entrepreneurial Skills are able to raise students' self-confidence in carrying out entrepreneurial activities. Support from the results of this study regarding Entrepreneurial Skills "creative thinking, time management, effective communication, critical thinking, leadership and management skills, communication and interaction skills and technical skills of the business to be carried out" these indicators can help students in Self-Efficacy.

### **3.3.4 The Influence of Entrepreneurial Skills on Entrepreneurial Motivation in Students of the Faculty of Economics, Makassar State University**

The research results indicate that the relationship between Entrepreneurial Skills and Entrepreneurial Motivation among students of the Faculty of Economics and Business does not have a positive and direct influence on entrepreneurial motivation. This result is proven by the research with a significance value of  $0.034 > 0.05$  and a Beta value of 0.069. The results of this study certainly differ from previous research (Widiyaastuti et al., 2022) which showed that Entrepreneurial Skills have a positive influence on Entrepreneurial Motivation. Of course, the results of this study may experience differences because the previous researcher (Widiyaastuti et al., 2022) conducted research on vocational high school students, while this research is aimed at students of the Faculty of Economics and Business, Makassar State University.

### **3.3.5 The Influence of Self-Efficacy on Entrepreneurial Motivation in Students of the Faculty of Economics, Makassar State University**

The results state that there is a relationship between Self-Efficacy on Entrepreneurial Motivation with a positive effect with a significance value of  $0.001 < 0.05$  and a Beta value of 0.432. These results are in line with previous research by Syahrudin (2022) which states that Self-Efficacy has a partial effect on entrepreneurial motivation, if self-efficacy in entrepreneurship is higher, then the entrepreneurial motivation is higher; conversely, the lower the self-confidence, the lower the entrepreneurial motivation. In Self-Efficacy " Confidence in one's abilities, Optimistic, Objective, Responsible, and Rational and Realistic" these indicators have an influence on Entrepreneurial Motivation.

### **3.3.6 The Influence of Entrepreneurship Education on Entrepreneurial Motivation through Self-Efficacy in Students of the Faculty of Economics, Makassar State University**

The results of the study state that there is a relationship between Entrepreneurship Education and Entrepreneurial Motivation through Self-Efficacy with a positive effect with a Beta value of 0.435. Where the results of this study have the same results as previous researchers by (Ekawarna et al., 2022) who said that the direct influence of Entrepreneurship Education on Entrepreneurial Motivation through Self-Efficacy will greatly impact students' entrepreneurial motivation, with Entrepreneurship Education students can be driven by enthusiasm and knowledge in carrying out Entrepreneurial activities while Self-Efficacy possessed by students will be a motivation in entrepreneurship.

### **3.3.7 The Influence of Entrepreneurial Skills on Entrepreneurial Motivation through Self-Efficacy in Students of the Faculty of Economics, Makassar State University**

The results show that there is a relationship between Entrepreneurial Skills and Entrepreneurial Motivation through Self-Efficacy, with a positive effect indicated by a Beta value of 0.239. This finding suggests that entrepreneurial skills not only have a direct impact, but also indirectly influence motivation by strengthening students' self-efficacy. The results are consistent with previous research (Sabella et al., 2022), which found that entrepreneurial skills play an important role in motivating students to engage in entrepreneurial activities. When students possess adequate skills, they tend to feel more capable and confident in their ability to succeed in business.

Furthermore, high self-efficacy in students can significantly increase their motivation to become entrepreneurs. Self-efficacy fosters confidence in one's ability to face challenges, take risks, and achieve success in entrepreneurship. This confidence then develops into a strong internal drive to start and manage a business. However, this confidence must be supported by relevant skills that align with students' expertise. The combination of strong self-belief and appropriate entrepreneurial skills will help students achieve the necessary competencies and increase their readiness to establish and sustain new business ventures.

## 4. CONCLUSIONS AND SUGGESTION

### 4.1 CONCLUSION

Based on the results of the research and discussion, it can be concluded that directly and indirectly Entrepreneurship Education, Entrepreneurial Skills, Self-Efficacy have a significant influence on Entrepreneurial Intention in students of the Faculty of Economics. Makassar State University. Overall, the results of this study show a direct and indirect influence of 0.941 or 91.4 %, which means the information contained in the data is 94.1 %. explained in this research model. Meanwhile, (5.9%) is explained by variables outside the model or this research. This shows that the higher a student's entrepreneurial education and entrepreneurial skills, the more it will influence self-efficacy as an intermediary variable and become a shaper of the student's entrepreneurial motivation. faculty of Economics Makassar State University.

### 4.2 SUGGESTIONS

Based on the results of this study, the researcher provides suggestions, namely that this study can be a source of information or reference for teaching staff or lecturers to later direct and guide students regarding the development of student skills in entrepreneurship. Students are expected to deepen their skills related to business management so that they do not only focus on the products produced, but must be able to carry out product marketing activities and make decisions regarding business evaluations with the aim of developing the business. Finally, for future researchers, they should try to deepen and expand this research both in terms of variables and development of research methods.

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