

The Effect of Self-Efficacy and Subjective Norms on Entrepreneurial Intention with Entrepreneurial Attitude as an Intervening Variable

Andi Naila Quin Azisah Alisyahbana*¹, Andika Isma²

¹Faculty of Economics, Universitas Patompo, Indonesia

²Faculty of Economics and Business, Universitas Negeri Makassar, Indonesia

*Corresponding e-mail: andinaila@unpatompo.ac.id¹

(Received: January 12, 2025; Accepted: February 15, 2025; Published: March 27, 2025)

ABSTRACT

Entrepreneurship plays a crucial role in realizing the vision of "Golden Indonesia 2045," with university students expected to act as agents of change through strong entrepreneurial intentions. This study aims to examine the effect of self-efficacy and subjective norms on entrepreneurial intention, with an entrepreneurial attitude serving as a mediating variable. The study employed a quantitative approach using path analysis. Data was collected through questionnaires distributed to 105 undergraduate students and analyzed statistically. The results reveal that self-efficacy has a positive and significant effect on entrepreneurial intention, both directly and indirectly through an entrepreneurial attitude. Although subjective norms do not directly influence entrepreneurial intention significantly, they have a positive and significant indirect effect mediated by entrepreneurial attitude. Furthermore, entrepreneurial attitude itself significantly influences entrepreneurial intention. These findings highlight the importance of developing both personal efficacy and supportive social environments to foster positive entrepreneurial attitudes, which in turn enhance entrepreneurial intention among university students. The study provides valuable insights for educational institutions and policymakers to design effective entrepreneurship education and support systems.

Keywords: entrepreneurial intention, self-efficacy; subjective norms, entrepreneurial attitude

This is an open access article under the CC BY-SA license



1. INTRODUCTION

Entrepreneurship is one of the main driving forces for building a strong and sustainable economy. In the context of Indonesia, entrepreneurship plays a vital role in achieving the national vision of "Indonesia Emas 2045." University students, as agents of change, are expected not only to become job seekers but also to emerge as innovative and competitive job creators (Hasanah & Rafsanjani, 2021). Therefore, it is essential to foster and develop an entrepreneurial mindset among students.

To realize this vision, the Indonesian government has set a target of increasing the number of entrepreneurs to at least 2% of the total population. This target aligns with the standard proposed by Schumpeter (1983) and supported by Isma et al. (2020), which asserts that a country can achieve prosperity if at least 2% of its population are entrepreneurs. Reaching this goal requires a comprehensive understanding of the factors that influence entrepreneurial intention, especially among university students. Prior studies have identified several determinants, such as self-efficacy, subjective norms, and entrepreneurial attitudes.

Self-efficacy, defined as an individual's belief in their ability to achieve desired outcomes, plays a central role in shaping entrepreneurial intention. Students with high self-efficacy are more confident in facing the inherent risks, uncertainties, and competition in the business world

(Bandura, 1977; Athaya & Kurniawan, 2022). They believe in their capacity to identify and assess opportunities, mobilize the necessary resources, and make bold and effective decisions. High self-efficacy also helps students remain resilient and focused on long-term goals despite encountering obstacles and setbacks.

The concept of self-efficacy is rooted in social cognitive theory, which emphasizes the role of personal beliefs and perceptions in influencing behavior (Bandura, 1977; Putry et al., 2020). Individuals with strong self-efficacy tend to be more motivated, persistent in the face of challenges, and optimistic about achieving their goals. In entrepreneurial contexts, self-efficacy enables individuals to initiate and manage business ventures, adapt to dynamic environments, and recover from failures by learning from experience (Nabilah & Kurniawan, 2022; Ambarwati & Fitriyani, 2021).

In addition to self-efficacy, subjective norms significantly influence entrepreneurial intention. Subjective norms refer to an individual's perception of how significant others—such as family, friends, or mentors—view entrepreneurial behavior (Ajzen, 1991; Prayoga et al., 2023). Social support and approval can reinforce confidence and motivation among students to pursue entrepreneurship. A supportive social environment encourages students to develop innovative ideas and take calculated risks in realizing their entrepreneurial aspirations (Nurdwiratno et al., 2023). This concept draws from the Theory of Reasoned Action (TRA), which explains how beliefs, attitudes, and social expectations shape behavioral intentions (Suci, 2020).

Entrepreneurial intention itself is a critical construct in understanding entrepreneurial behavior, particularly in student populations. It can be defined as a mental state that directs an individual to pursue an entrepreneurial path rather than traditional employment (Rahmadani, 2021). Entrepreneurial intention reflects a person's desire to innovate, identify business opportunities, and take necessary risks. According to the Theory of Planned Behavior (TPB), intention is the best predictor of behavior, albeit influenced by multiple internal and external factors (Prasetio et al., 2018).

Another significant factor influencing entrepreneurial intention is entrepreneurial attitude. This refers to an individual's overall evaluation—both cognitive and affective—of entrepreneurial behavior. Jaya and Seminari (2016) define entrepreneurial attitude as the tendency to respond affectively to business-related risks. A positive entrepreneurial attitude enables individuals to view risks as challenges rather than threats. Arpizal et al. (2022) argue that students with a favorable entrepreneurial attitude are often confident, result-oriented, and willing to take calculated risks. They are determined to succeed, persistent in the face of adversity, and optimistic about their entrepreneurial capabilities.

Based on the aforementioned discussion, this study aims to analyze the influence of self-efficacy and subjective norms on entrepreneurial intention, with entrepreneurial attitude as a mediating variable, among students of the Faculty of Economics and Business, Universitas Negeri Makassar. This research is expected to contribute to the theoretical development of entrepreneurship in the Indonesian student context. Furthermore, it seeks to provide practical insights for higher education institutions in designing more effective entrepreneurship programs and curricula that align with students' needs, ultimately fostering stronger entrepreneurial intentions and producing graduates who are well-prepared to become successful entrepreneurs.

2. METHOD

2.1. Research Model and Hypothesis

This research adopts a quantitative approach with several variables to be tested for their influences based on numerical data. Quantitative research is research that tests objective theories by analyzing the relationships among variables (Creswell, 2013). This type of quantitative research often involves descriptive questions regarding the dependent and independent

variables, as well as questions regarding the nature of the relationship between the dependent and independent variables (Creswell, 2013). The hypotheses are tested using Path Analysis. The design of the research is illustrated below.

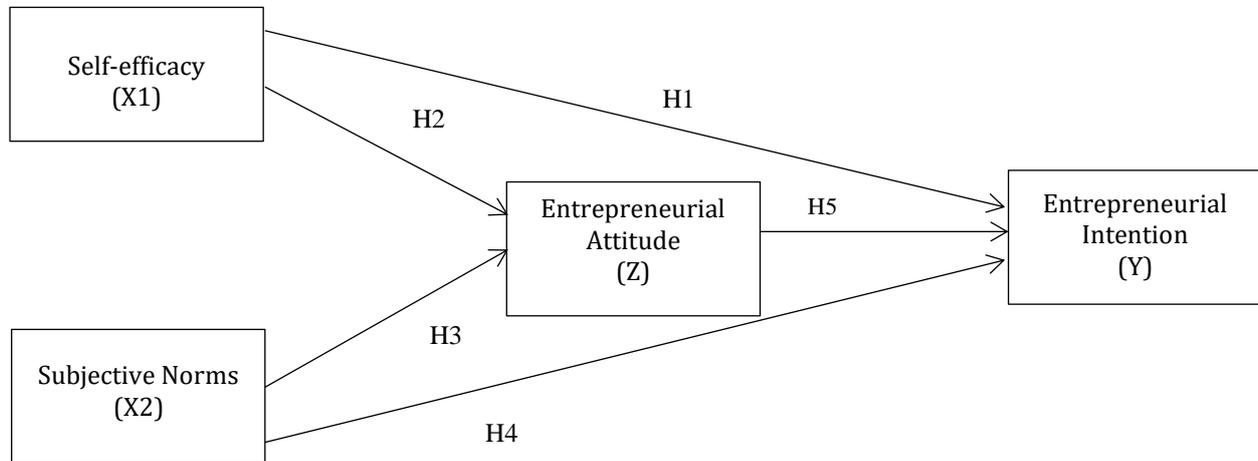


Figure 1. Research Design

Based on Figure 1 above, this research is a descriptive explanatory study, meaning it describes the influence among the researched variables. Descriptive refers to explaining and analyzing the research variables, namely self-efficacy (X1), subjective norms (X2), entrepreneurial attitudes (Z), and entrepreneurial intentions (Y). Meanwhile, explanatory means seeking causal effects among the research variables through hypotheses. The causal influences include the direct effects of self-efficacy (X1) and subjective norms (X2) on entrepreneurial attitudes (Z), as well as the indirect influences of self-efficacy (X1) and subjective norms (X2) on entrepreneurial intentions (Y) through entrepreneurial attitudes (Z) among students of the Faculty of Economics and Business at Universitas Negeri Makassar.

This research design is also based on the COR theory and JD-R theory, as well as relevant prior research. Thus, the researcher can formulate hypotheses for direct and indirect effects in this study. Further clarity can be seen in the following summary table of hypotheses.

Table1. Hypothesis Summary

Hypothesis	Description
H1	Self-efficacy has a positive direct effect on entrepreneurial intention
H2	Self-efficacy has a positive direct effect on entrepreneurial attitude
H3	Subjective norms have a positive direct effect on entrepreneurial attitude
H4	Subjective norms have a positive direct effect on entrepreneurial intention
H5	Entrepreneurial attitude has a positive direct effect on entrepreneurial intention
H6	Self-efficacy has a positive indirect effect on entrepreneurial intention through entrepreneurial attitude
H7	Subjective norms have a positive indirect effect on entrepreneurial intention through entrepreneurial attitude

Based on Table 1 above, this study has seven hypotheses. The hypotheses will test the direct effect of self-efficacy (X1) on entrepreneurial intention (Y), the direct effect of self-efficacy

(X1) on entrepreneurial attitude (Z), the direct effect of subjective norms (X2) on entrepreneurial attitude (Z), the direct effect of subjective norms (X2) on entrepreneurial intention (Y), the direct effect of entrepreneurial attitude (Z) on entrepreneurial intention (Y), the indirect effect of self-efficacy (X1) on entrepreneurial intention (Y) through entrepreneurial attitude (Z), and the indirect effect of subjective norms (X2) on entrepreneurial intention (Y) through entrepreneurial attitude (Z).

2.2. Population and Sample

The population in this study consists of all students of the Faculty of Economics and Business at Universitas Negeri Makassar (UNM). The sampling technique used is Proportional Random Sampling, calculated using Slovin's formula, resulting in a sample size of 105 respondents comprising students from each program study in the Faculty of Economics at UNM.

2.3. Data Collection

The data collection process in this study was conducted using a questionnaire distributed online. The questionnaire was created and distributed via Google Forms to all students of the Faculty of Economics and Business at Universitas Negeri Makassar. The instrument used in the questionnaire consisted of closed questions utilizing a Likert scale. The Likert scale employed has five alternative responses: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree. This scale is used to measure the research variables: self-efficacy, subjective norms, entrepreneurial attitudes, and entrepreneurial intention. Subsequently, the data obtained from the questionnaire will be processed and analyzed using SPSS version 27 to derive the necessary variable outputs for this research.

3. RESULTS AND DISCUSSION

3.1. Research Results

3.1.1. Hypothesis Testing

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

Table 2. Results of Indirect Hypothesis Testing

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.956a	.913	.910	1.88357

a. Predictors: (Constant), Entrepreneurial Attitude, Self-Efficacy, Subjective Norms

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.332	.768		.432	.667
Self-efficacy	.156	.057	.150	2.725	.008

Subjective Norms	.062	.072	.055	.864	.390
Entrepreneurial Attitude	.777	.054	.787	14.382	.000

a. Dependent Variable: Entrepreneurial Intention

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

$$e1 = 1 - R^2 = \sqrt{1 - 0,913} = 0,294$$

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = 0,150 X_1 + 0,55 X_2 + 0,787 Z + 0,294$$

The coefficient of determination of 0.294 indicates that the direct influence of self-efficacy, subjective norms, and entrepreneurial attitude on the variable Y, entrepreneurial intention, is 29.4%, while 70.6% is influenced by other variables outside this model or study.

Table 3. Results of Direct Hypothesis Testing

Model Summary		
R Square	Adjusted R Square	Std. Error of the Estimate
.712	.707	3.45237

a. Predictors: (Constant), Subjective Norms, Self-Efficacy

Model	Coefficients ^a				Sig.
	Unstandardized Coefficients		Standardized Coefficients	t	
	B	Std. Error	Beta		
1 (Constant)	2.069	1.392		1.486	.140
Self-efficacy	.258	.101	.246	2.543	.013
Subjective Norms	.722	.111	.628	6.490	.000

a. Dependent Variable: Entrepreneurial Interest

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

$$e^2 = 1 - R^2 = \sqrt{1 - 0,712} = 0,536$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,246 X_1 + 0,628 X_2 + 0,536$$

The coefficient of determination of 0.536 indicates that the direct influence of self-efficacy and subjective norms on the entrepreneurial attitude variable is 53.6%, while 46.4% is influenced by other variables outside this model or study.

Self-efficacy has a positive and significant effect on entrepreneurial intention through entrepreneurial attitude.

$$\begin{aligned} \text{Indirect influence} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_3 \times \beta_5 \\ &= 0,246 \times 0,787 \\ &= 0,193 \end{aligned}$$

Subjective norms have a positive and significant effect on entrepreneurial intention through entrepreneurial attitude.

$$\begin{aligned} \text{Indirect influence} &= X_2 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_5 \\ &= 0,628 \times 0,787 \\ &= 0,494 \end{aligned}$$

- H1: The influence of self-efficacy on entrepreneurial intention has a significance value of $0.008 < 0.05$ and a Beta value of 0.150. Based on these results, it can be concluded that H1 is accepted.
- H2: The influence of self-efficacy on entrepreneurial attitude has a significance value of $0.013 < 0.05$ and a Beta value of 0.246. Based on these results, it can be concluded that H2 is accepted.
- H3: The influence of subjective norms on entrepreneurial attitude has a significance value of $0.000 < 0.05$ and a Beta value of 0.628. Based on these results, it can be concluded that H3 is accepted.
- H4: The influence of subjective norms on entrepreneurial intention has a significance value of $0.390 > 0.05$ and a Beta value of 0.055. Based on these results, it can be concluded that H4 is rejected.
- H5: The influence of entrepreneurial attitude on entrepreneurial intention has a significance value of $0.000 < 0.05$ and a Beta value of 0.787. Based on these results, it can be concluded that H5 is accepted.
- H6: The influence of self-efficacy on entrepreneurial intention through entrepreneurial attitude has a Beta value of 0.343. Based on these results, it can be concluded that H6 is accepted.
- H7: The influence of subjective norms on entrepreneurial intention through entrepreneurial attitude has a Beta value of 0.549. Based on these results, it can be concluded that H7 is accepted.

3.1.2. 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	
Influence X1 → Y	0,150	-	0,150
Influence X1 → Z	0,246	-	0,246
Influence X2 → Z	0,628	-	0,628
Influence X2 → Y	0,055	-	0,055
Influence Z → Y	0,787	-	0,787
Influence X1 → Y → Z	0,150	0,193	0,343
Influence X2 → Y → Z	0,055	0,494	0,549

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

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = 0,150 X_1 + 0,55 X_2 + 0,787 Z + 0,294$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,246 X_1 + 0,628 X_2 + 0,536$$

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

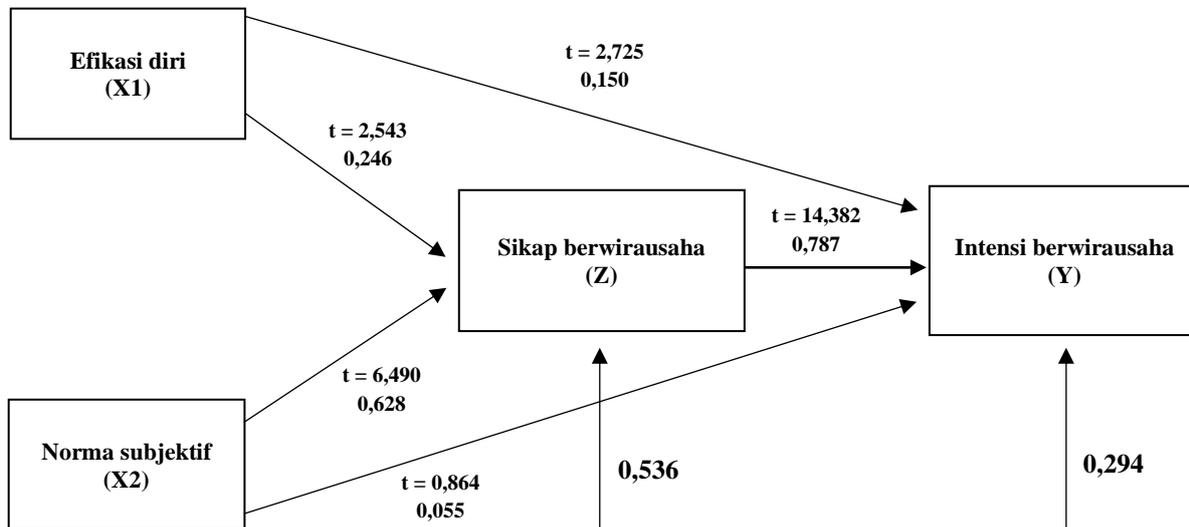


Figure 2. Path Analysis Results

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

Coefficient of determination: $Rm^2 = 1 - Pe1^2 \times Pe2^2 \dots \dots \dots Pex^2$.

Interpretation of (Rm^2) determination as follows:

$$Rm^2 = 1 - (0,294^2) (0,536^2) = 1 - 0,025 = 0,975$$

Based on the coefficient of determination above, it indicates that the direct and indirect influences amount to 0.975 or 97.5%. In other words, the information contained in the data (97.5%) is explained by this model, while (2.5%) is explained by variables outside this model or this study.

3.2. Discussion

3.2.1 The Influence of Self-Efficacy on Entrepreneurial Intention Among Students of the Faculty of Economics and Business at UNM

Based on the research results, it was found that self-efficacy has a positive and significant influence on the entrepreneurial intention of students at the Faculty of Economics and Business, Universitas Negeri Makassar (UNM). This is indicated by a Beta coefficient of 0.150 with a significance level of 0.008 (less than 0.05). This result indicates that the higher the level of self-efficacy possessed by students, the greater their intention to start entrepreneurial activities.

This finding aligns with the self-efficacy theory proposed by Athaya & Kurniawan (2022), where self-efficacy is defined as a person's belief in their ability to organize and execute the actions required to achieve certain outcomes. Students with high self-confidence tend to be more willing to take risks and have a strong intention to start a business. This research also reinforces the findings of Hasanah & Rafsanjani (2021), which state that self-efficacy significantly affects students' entrepreneurial intentions through the belief in their ability to design and manage an independent business.

Furthermore, similar research by Fitriah et al. (2023) shows consistent results. They found that self-efficacy has an effective contribution of 77.4% to students' entrepreneurial intention, with a t-test value of 2.299 and a significance level of 0.025 (< 0.05). This research also supports the idea that students with high levels of self-efficacy tend to have a greater intention to engage in entrepreneurship compared to those with lower self-efficacy levels.

Overall, these findings emphasize the importance of self-efficacy in building entrepreneurial intentions among students. This has practical implications for higher education institutions, particularly in designing entrepreneurship curricula that can enhance students' self-efficacy. For example, universities could organize entrepreneurial training and simulations that allow students to develop the skills and self-confidence needed to run a business. Thus, self-efficacy can become one of the key factors in shaping competent and confident young entrepreneurs.

3.2.2. The Influence of Self-Efficacy on Entrepreneurial Attitude Among Students of the Faculty of Economics and Business at UNM

The research results indicate that self-efficacy positively and significantly affects entrepreneurial attitudes. This is evidenced by a significance value of 0.013 (less than 0.05) and a Beta value of 0.246. This finding is consistent with the research conducted by Isma et al. (2020), which also states a positive and significant relationship between self-efficacy and entrepreneurial attitudes among students.

High self-efficacy among students is reflected in their strong belief in their ability to face challenges and achieve success in entrepreneurship. This confidence shapes positive attitudes within the students. They become more proactive and confident in taking initiatives, seeking opportunities, and exploring new ideas. The belief in their abilities makes them optimistic about achieving their goals and able to overcome obstacles. Additionally, they possess good mental resilience, are not easily discouraged when facing failure, and always strive to learn from their mistakes. High self-efficacy also encourages students to be more creative and innovative in creating new things. They are unafraid to develop different ideas and seek unique solutions.

These positive attitudes, formed by high self-efficacy, will ultimately encourage students to be better prepared and bolder in facing the entrepreneurial world. They possess high optimism and enthusiasm for realizing their dreams of becoming successful entrepreneurs.

3.2.3. The Influence of Subjective Norms on Entrepreneurial Attitudes Among Students of the Faculty of Economics and Business at UNM

The research findings show that subjective norms have a positive and significant influence on entrepreneurial attitudes. This is supported by a significance value of 0.000 (less than 0.05) and a Beta value of 0.628. This finding aligns with the research by Nurdwiratno et al. (2023:585), which states that subjective norms positively and significantly influence students' entrepreneurial attitudes.

High subjective norms, reflected in the support from the surrounding environment, shape positive attitudes among students. They become bolder in taking risks, are unafraid to try new things, and understand that risk is part of the entrepreneurial process. Such support also helps students have a clear vision and goals for the future business they want to build. They are capable of formulating objectives and developing strategies to achieve them.

Furthermore, subjective norms foster independence and responsibility. Students show initiative and independence in fulfilling their duties. They are accountable for the decisions made and ready to accept the consequences. They are also motivated to generate new ideas and find different solutions, continually striving for self-improvement to remain competitive in the entrepreneurial world. These positive attitudes are essential assets for students to develop and succeed in entrepreneurship.

3.2.4. The Influence of Subjective Norms on Entrepreneurial Intention Among Students of the Faculty of Economics and Business at UNM

The findings indicate that subjective norms do not have a significant influence on entrepreneurial intention among students at the Faculty of Economics and Business, Universitas Negeri Makassar. This is evidenced by a significance value of 0.390 (greater than 0.05) and a Beta value of 0.055.

This finding differs from the research conducted by Yusvan et al. (2024:86), which indicates that subjective norms positively and significantly influence the entrepreneurial intentions of health science students. The differences may be attributed to several factors, including variations in research samples and differences in social and cultural environments.

Although subjective norms did not significantly impact entrepreneurial intention in this study, social support remains crucial in nurturing an entrepreneurial spirit. Other studies suggest that subjective norms can influence entrepreneurial intention through other variables, such as entrepreneurial attitudes (Nurdwiratno et al., 2023) and self-efficacy (Jaya & Seminari, 2016).

3.2.5. The Influence of Entrepreneurial Attitude on Entrepreneurial Intention Among Students of the Faculty of Economics and Business at UNM

The research shows that entrepreneurial attitude has a positive and significant impact on entrepreneurial intention. The significance value is $0.000 < 0.05$, and the Beta value is 0.787. This is consistent with the research by Arpizal et al. (2022), which states that the entrepreneurial attitude variable positively and partially influences entrepreneurial intention.

A positive entrepreneurial attitude among students is reflected in their favorable views of entrepreneurship and seeing it as an opportunity to achieve success. Students with this attitude have confidence in their abilities and optimism in facing entrepreneurial challenges. They demonstrate initiative, creativity, and independence in bringing their ideas to life. They are also willing to take calculated risks and possess the mental resilience to recover from failures. These positive attitudes will encourage students to have a strong intention to become entrepreneurs, specifically the desire to start and develop their own businesses.

3.2.6. The Influence of Self-Efficacy on Entrepreneurial Intention through Entrepreneurial Attitude Among Students of the Faculty of Economics and Business at UNM

The research findings indicate that self-efficacy positively and significantly influences entrepreneurial intention through entrepreneurial attitude. This is shown by a Beta value of 0.343.

High self-efficacy in students can enhance their entrepreneurial attitudes. Students with high self-efficacy are confident in their abilities to face challenges and achieve success in entrepreneurship. This confidence motivates them to be proactive, innovative, and bold in taking entrepreneurial risks, as explained by Isma et al. (2020), where students have self-confidence in their entrepreneurial knowledge and skills.

A positive entrepreneurial attitude will subsequently enhance students' intentions to engage in entrepreneurship. Students who exhibit favorable entrepreneurial attitudes, such as having a vision, being goal-oriented, and being willing to take risks, tend to have a higher interest and readiness to start a business. They hold positive views of entrepreneurship and see it as a pathway to success, as described by Arpizal et al. (2022), stating that the entrepreneurial attitude variable positively and partially affects entrepreneurial intention.

Thus, self-efficacy indirectly influences entrepreneurial intention through entrepreneurial attitude. High self-efficacy fosters a positive entrepreneurial attitude, which ultimately increases students' intentions to engage in entrepreneurship.

3.2.7. The Influence of Subjective Norms on Entrepreneurial Intention through Entrepreneurial Attitude Among Students of the Faculty of Economics and Business at UNM

The findings from this research indicate that subjective norms have a positive and significant influence on entrepreneurial intention through entrepreneurial attitude. This is shown by a Beta value of 0.494, with significance values of $0.000 < 0.05$.

High subjective norms among students, reflected in the support from their surroundings, can enhance their entrepreneurial attitudes. Students who feel supported and motivated are likely to develop creativity, take risks, and have long-term visions in entrepreneurship. As explained by Nurdwiratno et al. (2023), high subjective norms will maximize entrepreneurial attitudes. Support from parents, friends, and lecturers will boost students' confidence and ability to face entrepreneurial challenges.

Furthermore, subjective norms may also directly influence students' entrepreneurial intentions. Support from social environments can significantly foster entrepreneurial interest, even if it is not as strong as the influence stemming from entrepreneurial attitudes. This aligns with the research by Yusvan et al. (2024:86), which indicates that subjective norms positively and significantly influence students' entrepreneurial intentions, despite perceived behavioral control not having the same effect.

The positive entrepreneurial attitudes shaped by high subjective norms subsequently increase students' intentions to engage in entrepreneurship. Students who have strong entrepreneurial attitudes, such as having visions, being goal-oriented, and being willing to take risks, are more likely to have a higher interest and readiness to start and manage their businesses. They view entrepreneurship positively and see it as an opportunity for success. This is further reinforced by the research of Arpizal et al. (2022), which states that the entrepreneurial attitude variable positively and partially influences entrepreneurial intention.

Thus, subjective norms indirectly influence entrepreneurial intention through entrepreneurial attitude. Support and encouragement from the surrounding environment will shape positive entrepreneurial attitudes, ultimately increasing students' intentions to engage in entrepreneurship.

4. CONCLUSIONS AND SUGGESTION

Based on the research results and data analysis, it can be concluded that self-efficacy has a positive and significant direct influence on entrepreneurial intention, as well as a positive and significant influence on entrepreneurial attitude. Subjective norms do not have a positive and significant direct influence on entrepreneurial intention, but they do positively and significantly influence entrepreneurial attitude. Entrepreneurial attitude positively and significantly influences entrepreneurial intention. Self-efficacy positively and significantly influences entrepreneurial intention through entrepreneurial attitude. Subjective norms positively and significantly influence entrepreneurial intention through entrepreneurial attitude.

Suggestions that can be put forward include that the Entrepreneurship Study Program at FEB UNM should pay more attention to the factors that can enhance students' self-efficacy and entrepreneurial attitudes, as the entrepreneurial attitude serves as an intervening variable in this study. Students should be more proactive in seeking information and knowledge about entrepreneurship, as well as in building high self-efficacy and subjective norms.

REFERENCES

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211.

- Ambarwati, T., & Fitriyanti, F. (2021). Efikasi Diri Terhadap Kinerja Usaha Dengan Komitmen Berwirausaha Sebagai Variabel Mediasi Pada Umkm. *Jurnal Ilmu Manajemen*, 9(4), 1430–1439. <https://doi.org/10.26740/jim.v9n4.p1430-1439>
- Arpizal, A., Puji Rahayu, S., & Sri Dwijayanti, N. (2022). Pengaruh Sikap Berwirausaha Dan Dukungan Sosial Terhadap Intensi Berwirausaha Mahasiswa Pendidikan Ekonomi Angkatan 2018-2019 Universitas Jambi. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 3(1), 80–90. <https://doi.org/10.38035/jmpis.v3i1.844>
- Bandura, A. (1977). Self-efficacy: Toward a Unifying Theory of Behavioral Change. *Psychological Review*, 84(2), 191–215.
- Creswell, J. W. (2013). *Research Design Qualitative, Quantitative and Mixed Methods Approaches*. Sage Publications.
- Fitriah, U. K., Anasrulloh, M., & Nurmaning, B. A. (2023). Pengaruh Efikasi Diri Dan Kreativitas Terhadap Intensi Berwirausaha (Studi Pada Mahasiswa Prodi Ekonomi Universitas Bhinneka PGRI Tulungagung). *ARMADA : Jurnal Penelitian Multidisiplin*, 1(8), 771–780. <https://doi.org/10.55681/armada.v1i8.728>
- Hasanah, F. A., & Rafsanjani, M. A. (2021). Pengaruh Efikasi Diri Terhadap Intensi Berwirausaha Mahasiswa Pendidikan Ekonomi Dengan Kreativitas Sebagai Variabel Mediator. *JPEK (Jurnal Pendidikan Ekonomi Dan Kewirausahaan)*, 5(1), 162–174. <https://doi.org/10.29408/jpek.v5i1.3440>
- Isma, A., Sudarmiati, & Hermawan, A. (2020). The Effect of Entrepreneurial Self Efficacy, Subjective Norm, and Locus of Control on Entrepreneurial Intention Through Entrepreneurial Attitude in Economic Faculty Students of Universitas Negeri Makassar. *International Journal of Business, Economics and Law*, 23(1), 262–272.
- Jaya, I. P. B. A., & Seminari, N. K. (2016). Pengaruh Norma Subjektif, Efikasi Diri, Dan Sikap Terhadap Intensi Berwirausaha Siswa Smkn Di Denpasar. *E-Jurnal Manajemen Unud*, 5(3), 1713–1741.
- Nabilah, A., & Yonisa Kurniawan, R. (2022). Pengaruh efikasi diri, pengetahuan kewirausahaan dan motivasi berprestasi terhadap minat berwirausaha sebagai mediasi pada siswa Kelas X IPS SMA Negeri 1 Driyorejo. *Jurnal Paradigma Ekonomika*, 17(3), 491–502. <https://doi.org/10.22437/jpe.v17i3.17577>
- Nurdwiratno, M. I., Eryanto, H., & Usman, O. (2023). Pengaruh Locus of Control Dan Norma Subjektif Terhadap Intensi Berwirausaha Melalui Sikap Berwirausaha Pada Mahasiswa Fe Unj. *SIBATIK JOURNAL: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, Dan Pendidikan*, 2(2), 583–596. <https://doi.org/10.54443/sibatik.v2i2.616>
- Prasetio, T., Hulu, D., & Barata, D. D. (2018). Analisis Intensi Kewirausahaan Pada Mahasiswa Universitas Pembangunan Jaya. *Jurnal Muara Ilmu Ekonomi Dan Bisnis*, 2(2), 433–443.
- Prayoga, B. E. S., Soetjipto, B. E., & Sumarsono, H. (2023). The Relationship Of Entrepreneurial Mindset And Entrepreneurial Passion To Entrepreneurial Intention Through Entrepreneurial Attitude As An Intervening Variable. *International Education Trend Issues*, 1(3), 516–530. <https://doi.org/10.56442/ietv1i3.337>
- Putry, N. A. C., Wardani, D. K., & Jati, D. P. (2020). Pengaruh Efikasi Diri Terhadap Minat Berwirausaha Melalui Motivasi Sebagai Variabel Intervening. *Jurnal Sosial Ekonomi Dan Humaniora*, 6(1), 14–24. <https://doi.org/10.29303/jseh.v6i1.71>
- Rahmadani, R. (2021). Intensi Kewirausahaan Mahasiswa Perguruan Tinggi Negeri Di Kota Bandung. *Jurnal Neraca: Jurnal Pendidikan Dan Ilmu Ekonomi Akuntansi*, 5(1), 32–40. <https://doi.org/10.31851/neraca.v5i1.5474>

- Schumpeter, J. A. (1983). *The Theory of Economic Development: An Inquiry Into Profits, Capital, Credit, Interest, and the Business Cycle*. Transaction Books. <https://books.google.co.id/books?id=-OZwWcOGeOwC>
- Suci, N. M. (2020). Peran Norma Subyektif Dan Motivasi Pengusaha Pada Keputusan Pembiayaan Utang UKM. *Bisma: Jurnal Manajemen*, 6(1), 68–75. <https://doi.org/10.23887/bjm.v6i1.24402>
- Yusvan, A. M., Sabara, A. R., Yasir, A., Rano, J. A., & Yusril, B. (2024). Pengaruh Sikap, Norma Subjektif dan Kontrol Perilaku terhadap Intensi Berwirausaha pada Mahasiswa Kesehatan Universitas Almarisah. *Jurnal Manajemen Dan Administrasi Antartika*, 1(3), 83–88. <https://doi.org/10.70052/juma.v1i3.461>