

# How Do Entrepreneurship Education, Innovation, and Subjective Norms Influence Entrepreneurial Interest Through Self-Confidence Among University Students?

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(Received: February 12, 2025; Accepted: March 15, 2025; Published: March 30, 2025)

## ABSTRACT

In today's complex global environment, entrepreneurship plays a crucial role in driving economic growth and creating job opportunities. Recent trends show that young generation, particularly university students, hold significant potential to become future entrepreneurs. However, in Indonesia, the level of entrepreneurial interest among students remains relatively low compared to that in developed countries. This highlights the urgency to develop a supportive entrepreneurial ecosystem, especially within higher education. This study aims to investigate the direct and indirect effects of entrepreneurship education, innovation, and subjective norms on entrepreneurial interest, with self-confidence as a mediating variable. A quantitative explanatory approach was used, involving 103 students selected through proportional random sampling from a public university. Data was collected via an online structured questionnaire and analyzed using path analysis techniques. The results indicate that entrepreneurship education, innovation, and subjective norms significantly influence entrepreneurial interest both directly and indirectly through self-confidence. Self-confidence also demonstrates a significant mediating role, enhancing the pathway from psychological and contextual factors to entrepreneurial interest. These findings provide actionable insights for educators and policymakers to design more comprehensive entrepreneurship programs that foster innovation and psychological readiness. Encouraging self-confidence among students could be a key strategy to bridge the gap between entrepreneurial potential and interest in higher education.

**Keywords:** entrepreneurship education, innovation, subjective norms, self-confidence, entrepreneurial interest

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## 1. INTRODUCTION

In an increasingly complex era of globalization, entrepreneurship has become one of the main pillars in driving economic growth and job creation. Young people, especially students, have great potential as pioneers of entrepreneurial activities. According to the Global Entrepreneurship Monitor (GEM, 2023) report, the contribution of young entrepreneurs to the global economy shows an increasing trend. However, the level of entrepreneurial interest among Indonesian students remains relatively low compared to developed countries. This condition indicates the need for systematic efforts to build a supportive entrepreneurial ecosystem, particularly through interventions in higher education.

One strategic step taken by the government to increase the number of entrepreneurs is by integrating entrepreneurship courses into the higher education curriculum. The Faculty of Economics at Makassar State University (UNM) is one of the educational institutions implementing this policy. Entrepreneurship courses are taught from the beginning of the semester, focusing on the development of critical thinking skills, identification of business

opportunities, and business risk management. This education is designed to equip students with practical skills to create prototypes and market their products. Drucker (1994) and Eksi & Novi (2020) state that entrepreneurship education is an innovative practice that requires knowledge, skills, and the courage to act.

Entrepreneurship education not only prepares students cognitively but also shapes entrepreneurial attitudes and behaviors. According to Anggraeni and Harnanik (2015), entrepreneurship education trains the courage to take risks in starting and running a business. Ermawati et al. (2017) add that this education aims to build life skills through an integrated curriculum. Budi Wahyono et al. (2022) mention that this learning instills entrepreneurial values and behaviors through the educational process.

In addition to education, innovation is also a crucial element in entrepreneurship. Innovation enables students to face business challenges amid technological advancements and changing consumer behaviors. Schumpeter (1942) describes innovation as the core of entrepreneurship, creating a process of "destructive creation," where old methods are replaced by newer, more efficient approaches. Zimmerer et al. (2008) define innovation as the ability to apply creative solutions to problems and opportunities, while Suryana (2006) and Kuswantoro (2014) emphasize that innovation is the application of creativity to enrich life and resolve issues. Thus, innovation in this research context is understood as an individual's ability to create new things through their inherent creativity.

Another factor influencing students' entrepreneurial interest is subjective norms. Subjective norms refer to an individual's perception of the social expectations from their immediate environment, such as family, friends, or lecturers, regarding specific behavioral choices (Ajzen, 1991). These norms can encourage students to feel motivated or pressured in making entrepreneurial decisions. Amelia and Sulistyowatie (2022) add that subjective norms also reflect an individual's beliefs about the norms and expectations of those around them. The stronger the perceived social support, the greater the likelihood of students being interested in starting a business (Wijaya, 2008; Karali & Thurik, 2013).

Entrepreneurial interest itself is a form of internal motivation for individuals to engage in entrepreneurial activities. Pangestuti (2017) describes it as the motivation to take action toward business opportunities. Anggraini (2010) explains that this interest is formed by personal interests, willingness, and a supportive environment. Therefore, entrepreneurial interest in this context is understood as a desire to engage in entrepreneurial activities influenced by internal and external factors.

In developing entrepreneurial interest, self-confidence or self-efficacy is a personal factor that determines the outcome. According to Bandura (2001), self-confidence is the belief in one's ability to control personal development and the environment. Longenecker et al. (2001) reinforce this notion by stating that individuals who are self-confident will feel capable of facing challenges and making decisions accurately. Self-confidence is also correlated with entrepreneurial spirit and the interest in becoming an entrepreneur (Suryana, 2013; Yusuf, 2016).

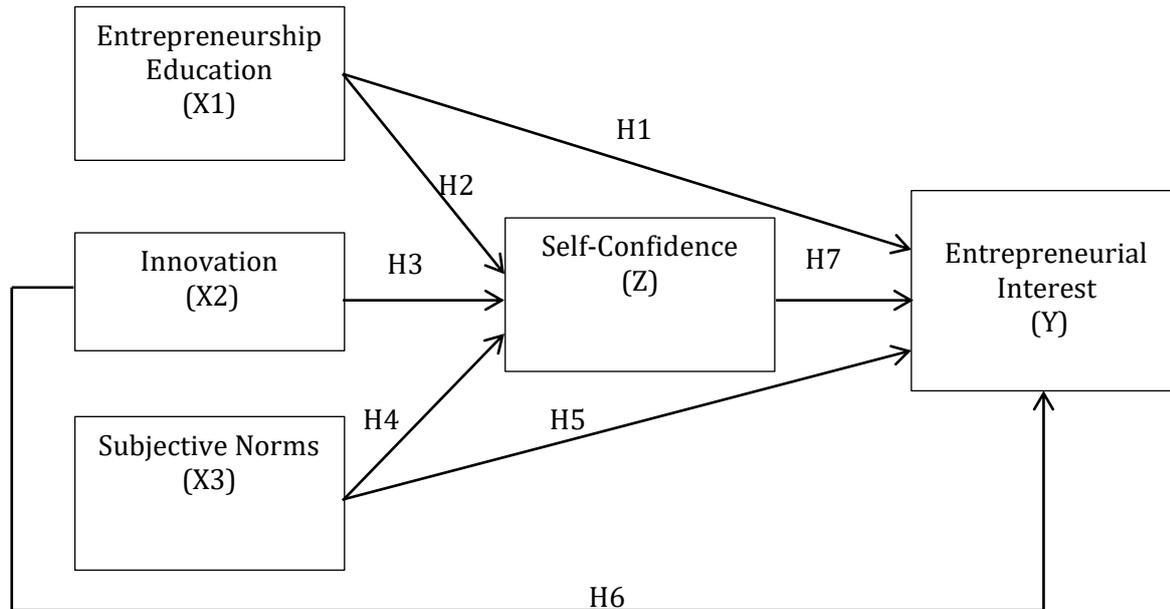
In this context, self-confidence acts not only as a motivator but also as a mediator that strengthens the influence of entrepreneurship education, innovation, and subjective norms on entrepreneurial interest. Research by Tanjung and Amelia (2017) shows that self-efficacy plays an important role in bridging external factors with an individual's intention to start a business. Students who have self-confidence are more willing to take risks and realize their business ideas.

Based on the above description, this research is designed with the title: "The Influence of Entrepreneurship Education, Innovation, and Subjective Norms on Entrepreneurial Interest Through Self-Confidence Among Students of the Faculty of Economics at Makassar State University." This study aims to examine the direct and indirect effects of entrepreneurship education, innovation, and subjective norms on entrepreneurial interest, with self-confidence as a mediating variable. The findings of this research are expected to provide conceptual and practical contributions to building an entrepreneurial ecosystem within higher education.

## 2. METHOD

### 2.1. Research Model and Hypothesis

This study uses a quantitative approach with several variables that will be tested for their effects through numerical data. Quantitative research is research that tests objective theories by analyzing the relationships between variables (Creswell, 2013). This type of quantitative research always poses descriptive questions regarding dependent and independent variables, as well as questions about how the dependent and independent variables are related (Creswell, 2013). The hypotheses are tested using Path Analysis. Below is the research design.



**Figure 1.** Research Design

Based on Figure 1 above, this research is a descriptive explanatory study, which means it describes the effects among the variables being studied. Descriptive means explaining and analyzing the research variables, namely, Entrepreneurship Education (X1), Innovation (X2), Subjective Norms (X3), Self-Confidence (Z), and Entrepreneurial Interest (Y). Explanatory means seeking causal influences among the research variables through hypotheses. The causal influence is the direct influence of Entrepreneurship Education (X1), Innovation (X2), and Subjective Norms (X3) on Self-Confidence (Z), as well as the indirect influence of Entrepreneurship Education (X1), Innovation (X2), and Subjective Norms (X3) on Entrepreneurial Interest (Y) through Self-Confidence (Z) among students of the Faculty of Economics at Makassar State University.

This research design is also based on the COR theory and JD-R theory, along with relevant prior research. Thus, the researcher can formulate hypotheses regarding both direct and indirect effects in this study. More clearly, this can be seen in the following summary table of hypotheses.

**Table1.** Hypothesis Summary

Hypothesis	Description
H1	Entrepreneurship education positively and directly affects entrepreneurial interest.
H2	Entrepreneurship education positively and directly affects self-confidence.
H3	Innovation positively and directly affects self-confidence.
H4	Subjective norms positively and directly affect self-confidence.

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H5	Subjective norms positively and directly affect entrepreneurial interest.
H6	Innovation positively and directly affects entrepreneurial interest.
H7	Self-confidence positively and directly affects entrepreneurial interest.
H8	Entrepreneurship education positively and indirectly affects entrepreneurial interest through self-confidence.
H9	Innovation positively and indirectly affects entrepreneurial interest through self-confidence.
H10	Subjective norms positively and indirectly affect entrepreneurial interest through self-confidence.

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Based on Table 1 above, this study has 10 hypotheses. These hypotheses will examine the direct influence of entrepreneurship education (X1) on entrepreneurial interest (Y), the direct influence of entrepreneurship education (X1) on self-confidence (Z), the direct influence of innovation (X2) on self-confidence (Z), the direct influence of subjective norms (X3) on self-confidence (Z), the direct influence of subjective norms (X3) on entrepreneurial interest (Y), and the direct influence of innovation (X2) on entrepreneurial interest (Y), the direct influence of self-confidence (Z) on entrepreneurial interest (Y), as well as the indirect influence of entrepreneurship education (X1) on entrepreneurial interest (Y) through self-confidence (Z), the indirect influence of innovation (X2) on entrepreneurial interest (Y) through self-confidence (Z), and the indirect influence of subjective norms (X3) on entrepreneurial interest (Y) through self-confidence (Z).

## 2.2. Population and Sample

The population in this study consists of all active students of the Faculty of Economics and Business at Makassar State University (UNM) who have taken and passed the Entrepreneurship course, including students from 8 study programs. The sampling technique used is Proportional Random Sampling, with the Slovin formula to calculate the sample, resulting in a sample size of 103 respondents, which is deemed representative of the population.

## 2.3. Data Collection

Data collection was conducted by determining the subjects of the study, namely all students of the Faculty of Economics at Makassar State University, using a questionnaire. The questionnaire used is a closed questionnaire that utilizes a digital medium, commonly referred to as Google Forms, with the scale applied being the Likert scale. Scoring is done using a Likert scale with 5 alternative responses: Strongly Disagree: 1, Disagree: 2, Neutral: 3, Agree: 4, and Strongly Agree: 5. Subsequently, the data were analyzed using the Statistical Package for the Social Sciences, or more commonly known as Statistical Product and Service Solutions (SPSS) version 26. The data analysis used in this study consists of descriptive statistical analysis, classical assumption testing, and path analysis.

## 3. RESULTS AND DISCUSSION

### 3.1. Research Results

#### 3.1.1. Hypothesis Testing

Hypothesis testing is used to examine the direct and indirect effects of exogenous variables on endogenous variables. A hypothesis is accepted or rejected based on the criterion that if  $p\text{-value} < 0.05$ , then  $H_0$  is accepted, or it is stated that the obtained regression coefficient is significant. The results of hypothesis testing for both direct and indirect influences can be seen in the following tables:

**Table 2.** Indirect Hypothesis Testing Results

Variable	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	,280	1,241		,226	,822
Entrepreneurship Education	,071	,076	,065	,926	,357
Innovation	,090	,072	,094	1,252	,213
Subjective Norms	,330	,139	,136	2,381	,019
Self-Confidence	,488	,041	,714	11,799	,000
R square	0,869				
e1	0,361				

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

$$e1 = 1 - R^2 = \sqrt{1 - 0,869} = 0,361$$

$$Y = \beta_4 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = 0,065 X_1 + 0,094 X_2 + 0,136 X_3 + 0,714 Z + 0,361$$

The coefficient of determination of 0.361 indicates that the direct influence of Entrepreneurship Education, Innovation, Subjective Norms, and Self-Confidence on the variable Y (Entrepreneurial Interest) is 36.1%, while 63.9% is influenced by other variables outside this model or study.

**Table 3.** Direct Hypothesis Testing Results

Variable	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	2,316	3,010		,770	,443
Entrepreneurship Education	,262	,184	,164	1,424	,158
Innovation	,259	,173	,186	1,501	,136
Subjective Norms	1,944	,275	,547	7,069	,000
R square	0,635				
e1	0,604				

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

$$e2 = 1 - R^2 = \sqrt{1 - 0,635} = 0,604$$

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

$$Z = 0,164 X_1 + 0,186 X_2 + 0,547 X_3 + 0,604$$

The coefficient of determination of 0.604 indicates that the direct influence of Entrepreneurship Education, Innovation, and Subjective Norms on the variable Self-Confidence is 60.4%, while 39.6% is influenced by other variables outside this model or study.

Entrepreneurship Education has a positive and significant impact on Entrepreneurial Interest through Self-Confidence.

$$\begin{aligned} \text{Indirect influence} &= X1 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_7 \\ &= 0,164 \times 0,714 \\ &= 0,117 \end{aligned}$$

Innovation has a positive and significant impact on Entrepreneurial Interest through Self-Confidence.

$$\begin{aligned} \text{Indirect influence} &= X2 \rightarrow Z \rightarrow Y \\ &= \beta_5 \times \beta_7 \\ &= 0,186 \times 0,714 \\ &= 0,132 \end{aligned}$$

Subjective Norms have a positive and significant impact on Entrepreneurial Intentions through Entrepreneurial Attitude.

$$\begin{aligned} \text{Indirect influence:} &= X3 \rightarrow Z \rightarrow Y \\ &= \beta_6 \times \beta_7 \\ &= 0,547 \times 0,714 \\ &= 0,390 \end{aligned}$$

H1: The effect of Entrepreneurship Education on Entrepreneurial Interest has a significance value of  $0.357 > 0.05$  and a Beta value of 0.065. Based on these results, it can be concluded that H1 is accepted.

H2: The effect of Entrepreneurship Education on Self-Confidence has a significance value of  $0.158 > 0.05$  and a Beta value of 0.164. Based on these results, it can be concluded that H2 is accepted.

H3: The effect of Innovation on Self-Confidence has a significance value of  $0.136 > 0.05$  and a Beta value of 0.186. Based on these results, it can be concluded that H3 is accepted.

H4: The effect of Subjective Norms on Self-Confidence has a significance value of  $0.000 < 0.05$  and a Beta value of 0.547. Based on these results, it can be concluded that H4 is accepted.

H5: The effect of Subjective Norms on Entrepreneurial Interest has a significance value of  $0.019 < 0.05$  and a Beta value of 0.136. Based on these results, it can be concluded that H5 is accepted.

H6: The effect of Innovation on Entrepreneurial Interest has a significance value of  $0.213 > 0.05$  and a Beta value of 0.094. Based on these results, it can be concluded that H6 is accepted.

H7: The effect of Self-Confidence on Entrepreneurial Interest has a significance value of  $0.000 < 0.05$  and a Beta value of 0.714. Based on these results, it can be concluded that H7 is accepted.

H8: The effect of Entrepreneurship Education on Entrepreneurial Interest through Self-Confidence has a Beta value of 0.182. Based on these results, it can be concluded that H8 is accepted.

H9: The effect of Innovation on Entrepreneurial Interest through Self-Confidence has a Beta value of 0.226. Based on these results, it can be concluded that H9 is accepted.

H10: The effect of Subjective Norms on Entrepreneurial Interest through Self-Confidence has a Beta value of 0.526. Based on these results, it can be concluded that H10 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	0,065	-	0,065
Influence X2 → Y	0,094	-	0,094
Influence X3 → Y	0,136	-	0,136
Influence X1 → Z	0,164	-	0,164
Influence X2 → Z	0,186	-	0,186
Influence X3 → Z	0,547	-	0,547
Influence Z → Y	0,714	-	0,714
Influence X1 → Z → Y	0,065	0,117	0,182
Influence X2 → Z → Y	0,094	0,132	0,226
Influence X3 → Z → Y	0,136	0,390	0,526

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

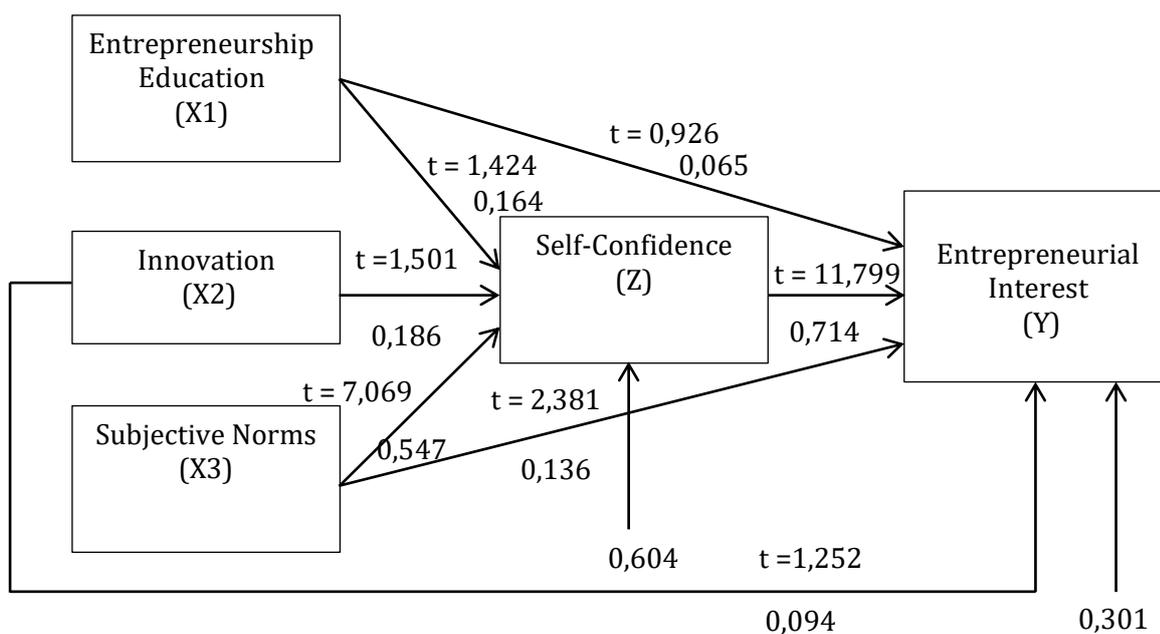
$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = 0,065 X_1 + 0,094 X_2 + 0,136 X_3 + 0,714 Z + 0,301$$

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

$$Z = 0,164 X_1 + 0,186 X_2 + 0,547 X_3 + 0,604$$

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:

$$Rm^2 = 1 - (0,301^2) (0,604^2) = 1 - 0,033 = 0,967$$

Based on the coefficient of determination above, it indicates a direct and indirect influence of 0.967 or 96.7%. In other words, the information contained in the data (96.7%) is explained by the model. Meanwhile, (3.3%) is explained by variables outside of this model or study.

### 3.2. Discussion

### **3.2.1 The Influence of Entrepreneurship Education on Entrepreneurial Intention in Students of the Faculty of Economics and Business at Universitas Negeri Makassar**

This study finds a positive and significant relationship between Entrepreneurship Education and Entrepreneurial Intention among students of the Faculty of Economics and Business at Universitas Negeri Makassar. This finding is supported by Hattab (2014), who found a positive relationship between entrepreneurship education and students' entrepreneurial intentions. Buchari (2013) also asserts that the courage to engage in entrepreneurship is driven by teachers; schools providing entrepreneurship courses can stimulate interest in entrepreneurship, similar to what happens in higher education. Likewise, Budi et al. (2012) emphasize that students who have taken entrepreneurship courses will possess core values and characteristics of entrepreneurship, thus increasing their interest in the entrepreneurial world.

The researcher found that students from the Faculty of Economics and Business at Universitas Negeri Makassar can not only learn the basics of entrepreneurship but are also better prepared to face the challenges of the business world, ultimately encouraging them to develop an interest in entrepreneurship. This is because students are confronted with real challenges in starting a business through their education.

### **3.2.2. The Influence of Entrepreneurship Education on Self-Confidence in Students of the Faculty of Economics and Business at Universitas Negeri Makassar**

This study reveals a positive and significant relationship between Entrepreneurship Education and Self-Confidence among students of the Faculty of Economics and Business at Universitas Negeri Makassar. Students participating in entrepreneurship education programs tend to have higher self-confidence compared to those who do not. Bandura (1997) and Kardiana and Melati (2019) state that self-efficacy can increase when individuals gain positive experiences and relevant learning. This self-confidence is also driven by interactive and experiential teaching methods, like case study groups and projects. Students not only acquire theory but also practice developing communication skills, decision-making, and risk management, all contributing to their heightened self-efficacy. Thus, the findings show that entrepreneurship education can serve as a strategic tool to build students' confidence in their abilities.

### **3.2.3. The Influence of Innovation on Self-Confidence in Students of the Faculty of Economics and Business at Universitas Negeri Makassar**

The results indicate a positive and significant correlation between Innovation and Self-Confidence among students of the Faculty of Economics and Business at Universitas Negeri Makassar. The ability of students to generate creative new ideas gives them confidence that they can provide innovative solutions to various business challenges. Schumpeter (1942) and Wardani and Dewi (2021) argue that innovation is at the core of entrepreneurship because it allows individuals to create new values through different approaches.

Within the university context, students are encouraged to think innovatively through collaborative projects that require them to find new ways to solve problems. Successfully creating new relevant products or services increases their confidence in their ability to compete in a dynamic market. This innovation also builds an adaptive mentality among students, empowering them to face changes and challenges in the business world.

### **3.2.4. The Influence of Subjective Norms on Self-Confidence in Students of the Faculty of Economics and Business at Universitas Negeri Makassar**

This study shows a positive and significant relationship between Subjective Norms and Self-Confidence among students of the Faculty of Economics and Business at Universitas Negeri Makassar. Social support from family, friends, and the academic environment has been shown to enhance their belief in their abilities. Ajzen (1991), through the Theory of Planned Behavior, explains that subjective norms influence an individual's behavior through perceptions of social

expectations. Students who feel supported by those around them tend to have higher self-confidence to start businesses. Additionally, Ajzen (in Amelia and Sulistyowatie, 2022) states that subjective norms measure the extent to which individuals feel that important people in their lives want or do not want them to start a business.

### **3.2.5. The Influence of Subjective Norms on Entrepreneurial Intention in Students of the Faculty of Economics and Business at Universitas Negeri Makassar**

The results reveal a positive and significant relationship between Subjective Norms and Entrepreneurial Intention among students of the Faculty of Economics and Business at Universitas Negeri Makassar. Subjective norms also exert a direct influence on entrepreneurial intention. When students perceive moral and social support from their environment, they tend to be more motivated to pursue a career as entrepreneurs. This finding aligns with the opinions of Karali and Roy Thurik (2013), Vemmy (2013), and Jaya and Seminari (2016), which state that social pressure can influence an individual's intention to act. A supportive environment, including mentors, like-minded peers, and family encouraging financial independence, creates a strong psychological drive to enter the entrepreneurial world. Within the university environment, positive subjective norms are fostered through initiatives actively involving the campus community in promoting student entrepreneurship.

### **3.2.6. The Influence of Innovation on Entrepreneurial Intention in Students of the Faculty of Economics and Business at Universitas Negeri Makassar**

Empirical results indicate a significant influence of Innovation on Entrepreneurial Intention among students of the Faculty of Economics and Business at Universitas Negeri Makassar. The capacity for innovation can enhance the success prospects of a business. According to Wardani and Dewi (2021), implementing innovation is crucial for converting ideas into more realistic outcomes. Thus, if students wish to succeed in entrepreneurship, they must apply effective innovations in their ventures.

The research findings indicate that students from the Faculty of Economics and Business at Universitas Negeri Makassar who are highly creative feel more confident in seizing market opportunities. This trait becomes one of the core competencies that motivate students to view business opportunities as exciting challenges rather than obstacles.

### **3.2.7. The Influence of Self-Confidence on Entrepreneurial Intention in Students of the Faculty of Economics and Business at Universitas Negeri Makassar**

Self-confidence significantly influences entrepreneurial intention. Students who believe in their ability to face risks and business challenges tend to have greater motivation to start a business. Once an individual has an entrepreneurial interest, the first step is to cultivate strong self-confidence, enabling them to capture and seize existing opportunities for profit. Therefore, self-confidence is essential in entrepreneurship; the higher the confidence, the greater the potential for success in entrepreneurial endeavors (Ulfa, 2019). In this context, confident students feel better prepared to harness business opportunities amid market competition. Moreover, a supportive academic environment, such as business training and entrepreneurship simulations, further enhances their confidence, thus fostering true entrepreneurial intention.

### **3.2.8. The Influence of Entrepreneurship Education on Entrepreneurial Intention through Self-Confidence in Students of the Faculty of Economics and Business at Universitas Negeri Makassar**

Entrepreneurship education not only provides technical knowledge but also boosts students' self-confidence, ultimately impacting their interest in entrepreneurship. Individuals with an entrepreneurial interest tend to desire to learn about entrepreneurship-related topics

without coercion (Kardiana and Melati, 2019). The entrepreneurship curriculum at the Faculty of Economics at Universitas Negeri Makassar is designed to integrate theory and practice, including business simulations and entrepreneurship projects. This helps students understand business processes firsthand and boosts their confidence in facing entrepreneurial challenges. The self-confidence gained through this education acts as a mediator that strengthens the influence of entrepreneurship education on entrepreneurial intention. Students who believe in their abilities after completing this educational program are more motivated to start their businesses, as they feel they possess sufficient skills and experience for success.

### **3.2.9. The Influence of Innovation on Entrepreneurial Intention through Self-Confidence in Students of the Faculty of Economics and Business at Universitas Negeri Makassar**

Innovation plays a crucial role in building entrepreneurial intention through self-confidence. Students who can generate creative and innovative ideas feel more assured in seizing business opportunities. Previous research by Espíritu-Olmos and Sastre-Castillo (2015) identified a relationship between personality traits and entrepreneurial intention among students in Madrid, Spain. The findings indicate that personality traits, particularly innovation and self-confidence, significantly affect entrepreneurial intention (Nathasia & Rodhiah, 2020). In this study, innovation significantly contributes to students' self-confidence, as success in creating new products or services enhances their confidence to compete in the market. This self-confidence, in turn, encourages students' interest in starting businesses, as they feel they possess the competitive edge necessary for success.

### **3.2.10. The Influence of Subjective Norms on Entrepreneurial Intention through Self-Confidence in Students of the Faculty of Economics and Business at Universitas Negeri Makassar**

Subjective Norms, such as support from family, friends, and social environments, have an indirect influence on entrepreneurial intention through self-confidence. This social support provides additional motivation for students to believe in their capabilities. Isaksen and Kolvereid (2004) emphasize the extent to which individuals are committed and willing to sacrifice to become entrepreneurs as opposed to being employees. This premise predicts that the stronger the attitude and subjective norms regarding behavior, combined with strong self-confidence, the greater the intent to perform a particular behavior—in this case, entrepreneurial behavior (Jaya and Seminari, 2016). Within the university environment, for example, students who feel supported by their surroundings tend to have higher self-confidence to confront entrepreneurial challenges. This self-confidence acts as a mediator that strengthens the relationship between subjective norms and entrepreneurial intention. Students who are confident in their abilities, bolstered by social support, are more driven to take concrete steps in the entrepreneurial world.

## **4. CONCLUSIONS AND SUGGESTION**

Based on the research findings and discussion, it can be concluded that both directly and indirectly, Entrepreneurship Education, Innovation, Subjective Norms, and Self-Confidence significantly influence Entrepreneurial Intention among students of the Faculty of Economics and Business at Universitas Negeri Makassar. Overall, the results of this study indicate a direct and indirect influence of 0.967 or 96.7%, which means that the information contained in the data is explained by 96.7% in this research model. Meanwhile, 3.3% is explained by variables outside this model or research. This indicates that the higher the level of entrepreneurship education, innovation, and subjective norms among students, the greater the impact on self-confidence as a mediating variable, which in turn shapes the entrepreneurial intention of students at the Faculty of Economics and Business at Universitas Negeri Makassar.

Based on the results of this study, the researcher provides the following recommendations: this study can serve as a source of information or reference for educators or lecturers to guide and mentor students in developing their entrepreneurial skills. Students are encouraged to deepen their skills related to business management, not only focusing on the products produced but also being capable of carrying out marketing activities and making decisions based on business evaluations with the aim of developing their businesses. Finally, for future researchers, it is suggested to further explore and expand this study both in terms of variables and the development of research methods.

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