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The Effect of Entrepreneurship Education on Entrepreneurial Intention by Entrepreneurial Self-Efficacy

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ABSTRACT

Entrepreneurship education is considered an important factor in preparing individuals to become entrepreneurs by providing the necessary knowledge and skills. This study aims to analyze how entrepreneurship education affects entrepreneurial self-confidence which then impacts the intention to start a business. Data was collected using quantitative research to test the relationship between variables through purposive sampling technique with a sample of 45 respondents, namely students who have taken entrepreneurship courses at the University of North Sumatra, Faculty of Social and Political Sciences, Business Administration Study Program. The results showed that entrepreneurship education has a significant positive influence on entrepreneurial self-efficacy, which in turn contributes to increasing entrepreneurial intention. This finding confirms the importance of entrepreneurship education programs in shaping students' entrepreneurial mentality and attitude, as well as providing a strong foundation for them to face the challenges of the business world. Therefore, entrepreneurship education needs to be strengthened to better prepare individuals for their entrepreneurial journey.

Keywords: Entrepreneurship Education, Entrepreneurial Intention, Entrepreneurial Self-Efficacy, Entrepreneurship

ABSTRAK

Pendidikan kewirausahaan dianggap sebagai faktor penting dalam mempersiapkan individu untuk menjadi wirausahawan dengan memberikan pengetahuan dan keterampilan yang diperlukan. Penelitian ini bertujuan untuk menganalisis bagaimana pendidikan kewirausahaan mempengaruhi keyakinan diri kewirausahaan yang kemudian berdampak pada niat untuk memulai usaha. Data dikumpulkan dengan menggunakan penelitian kuantitatif untuk menguji hubungan antarvariabel melalui teknik purposive sampling dengan sampel 45 responden yaitu mahasiswa yang telah mengikuti matakuliah kewirausahaan di Universitas Sumatera Utara Fakultas Ilmu Sosial dan Ilmu Politik, Program Studi Ilmu Administrasi Bisnis. Hasil penelitian menunjukkan bahwa pendidikan kewirausahaan memiliki pengaruh positif yang signifikan terhadap entrepreneurial self-efficacy, yang selanjutnya berkontribusi pada peningkatan entrepreneurial intention. Temuan ini menegaskan pentingnya program pendidikan kewirausahaan dalam membentuk mentalitas dan sikap kewirausahaan mahasiswa, serta memberikan dasar yang kuat untuk mereka dalam menghadapi tantangan dunia usaha. Oleh karena itu, pendidikan kewirausahaan perlu diperkuat untuk lebih mempersiapkan individu dalam perjalanan kewirausahaannya.

Kata Kunci: Pendidikan Kewirausahaan, Niat Kewirausahaan, Efikasi Diri Kewirausahaan, Kewirausahaan.



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1. Introduction

Entrepreneurship education has become a global focus as its vital role in economic growth is recognised. More than just teaching practical business skills, it seeks to instill an entrepreneurial mindset oriented towards creativity and innovation (Fayolle & Gailly, 2015). In this context, research on how entrepreneurship education affects entrepreneurial intention, particularly through entrepreneurial self-efficacy (ESE), is crucial. ESE, as a cognitive trait that triggers entrepreneurial behavior (Nguyen, 2020), is an important bridge to understanding the impact of entrepreneurship education. Entrepreneurial intention itself is a strong predictor of success in starting a new venture (Ajzen, 1991). An individual's belief in entrepreneurial ability, according to Shapero and Sokol (1982), can influence the decision to go into business. Therefore, identifying the factors driving entrepreneurial intention, especially among Business Administration students who have been exposed to entrepreneurship education since the beginning of the lecture, is relevant to the purpose of this study. This study aims to examine more deeply how entrepreneurship education affects students' entrepreneurial intention through ESE.

One of the main factors contributing to entrepreneurial intention is entrepreneurial self-efficacy, which reflects individuals' belief in their ability to perform entrepreneurial tasks (Bandura, 1997). This self-efficacy includes beliefs in various aspects, such as identifying business opportunities, developing innovative ideas, managing resources, facing challenges, and taking measured risks. Research by Zhao et al. (2005) proved that self-efficacy has a significant influence on entrepreneurial intentions. Individuals with high levels of confidence in their entrepreneurial abilities tend to have stronger intentions to start a business. This underscores the importance of fostering and strengthening entrepreneurial self-efficacy as an integral part of entrepreneurship education. Effective entrepreneurship education should not only provide technical knowledge and skills, but also build students' self-efficacy to realize their ideas.

The research specifically examines how entrepreneurship education received by Business Administration students affects their entrepreneurial intention through the intermediary of ESE. In other words, this study wants to see whether entrepreneurship education can increase students' ESE, and whether this increase in ESE then has an impact on increasing entrepreneurial intention. The focus on Business Administration students is based on the fact that they have received entrepreneurship education since the first year of college, making it possible to analyze the long-term impact of such education. This research is expected to contribute to the development of a more effective entrepreneurship education curriculum, which focuses not only on knowledge transfer, but also on building strong character and confidence for aspiring entrepreneurs. The findings from this study are expected to provide new insights for educators, policy makers, and practitioners in the field of entrepreneurship.

While the relationship between entrepreneurship education and entrepreneurial intention has been widely researched, there are still areas that have not been explored in depth. Many previous studies tend to assess the effect of entrepreneurship education directly on entrepreneurial intention, without considering the mediating role of entrepreneurial self-efficacy (Mohd et al., 2018). In fact, self-efficacy, which is an individual's belief in his or her ability to succeed in entrepreneurial tasks, is believed to be an important factor that bridges the relationship between education and intention. This research comes to fill the gap by comprehensively analyzing how entrepreneurship education can enhance students' self-efficacy, and how this enhanced self-efficacy ultimately affects their entrepreneurial intention. As such, this study makes an important contribution to understanding the mechanisms underlying the impact of entrepreneurship education. It also seeks to provide a deeper understanding of how entrepreneurship education can effectively foster entrepreneurial spirit among university students.

In educational contexts, identifying the type of program that is most effective in facilitating the development of entrepreneurial self-efficacy is crucial. Several studies have shown that experiential learning approaches, such as business simulations, case studies, and entrepreneurial projects, are more effective in enhancing learners' self-efficacy compared to traditional lecture-centered learning methods (Rae, 2006). Experiential learning provides opportunities for students to practice entrepreneurial skills in a controlled environment, thus increasing their confidence in their abilities. This emphasizes the importance of innovation and diversification in the entrepreneurship education curriculum. An innovative and interactive curriculum is expected to provide a more meaningful and relevant learning experience for students, so as to foster their interest and confidence in entrepreneurship. Therefore, this study also examines the practical implications of its findings for the design of a more effective entrepreneurship education curriculum.

Furthermore, this research also considers the influence of cultural differences and local context in moderating the relationship between entrepreneurship education and entrepreneurial intention. The social, economic and political environment in each country may exert different influences on individuals' perceptions

and attitudes towards entrepreneurship. For example, in some countries, government policies that support entrepreneurship and the availability of adequate infrastructure may encourage individuals to take more risks and start businesses (Liñán & Fayolle, 2015). Conversely, in other countries, lack of government support and inadequate infrastructure can be barriers to entrepreneurship development. Therefore, this study seeks to provide contextual insights to educators, policy makers and practitioners in the field of entrepreneurship, by considering contextual factors that may influence the effectiveness of entrepreneurship education programs. The research is expected to provide recommendations that are relevant and applicable in various cultural and economic contexts.

In the era of rapid globalization, entrepreneurship education is one of the main factors in driving economic growth and creating jobs. This article aims to explore the effect of entrepreneurship education on entrepreneurial intention through the role of entrepreneurial self-efficacy. By understanding this relationship, it is expected to provide deeper insights into how entrepreneurship education can shape students' attitudes and beliefs in starting a business. This research is expected to be an important reference for the development of a more effective and relevant entrepreneurship education curriculum.

2. Literature Review

2.1 The Effect of Entrepreneurship Education on Entrepreneurial Intention

Entrepreneurship development in young people has become a major focus in higher education in many countries. Entrepreneurship education not only provides practical skills in managing a business, but also instills the entrepreneurial mindset needed to start a business (Fayolle & Gailly, 2015). According to Mwasalwiba (2010), an educational curriculum designed to increase entrepreneurial awareness can significantly increase entrepreneurial intentions among university students.

Some cases have shown that effective entrepreneurship education programs can change students' attitudes towards entrepreneurship. Jain and Mor (2005) found that students involved in entrepreneurship programs reported an increase in positive attitudes towards entrepreneurship compared to those who were not involved. Research by Rideout and Gray (2013) also shows that practical learning experiences, such as internships at start-ups, can increase entrepreneurial intentions. The importance of entrepreneurship education is also supported by research that shows a positive relationship between entrepreneurship education and entrepreneurial intentions. Luthje and Franke (2003) state that individuals who have received entrepreneurship education are more likely to start a business compared to those who have not. This is in line with the findings of Linan et al. (2008) who identified that entrepreneurial intentions can be predicted through entrepreneurship education.

However, although many researchers support the importance of entrepreneurship education, there are still challenges in its implementation. Selon et al. (2016) suggested that lack of resources and institutional support can be a barrier to the effectiveness of entrepreneurship education programs. Therefore, further research is needed to explore the factors that can improve entrepreneurship education programs to make them more effective in motivating entrepreneurial intention.

2.2 The Role of Entrepreneurial Self-efficacy in Entrepreneurial Intention

Entrepreneurial self-efficacy is a concept that emerged from Bandura's (1997) self-efficacy theory and has been shown to be an important predictor of entrepreneurial intention. According to Zhao et al. (2005), individuals who have high self-efficacy tend to have greater confidence to face entrepreneurial challenges, thus increasing their intention to start a business. This study suggests that self-efficacy plays a mediating role between entrepreneurship education and entrepreneurial intention.

A study conducted by McGee et al. (2009), it was found that entrepreneurial self-efficacy has a significant impact on entrepreneurial intention among college students. This finding is supported by research by Chen et al. (1998), which states that individuals with high levels of self-efficacy are more likely to take positive steps towards entrepreneurship. This suggests the importance of building self-efficacy in the context of entrepreneurship education. The literature also suggests that educational interventions can enhance entrepreneurial self-efficacy. For example, research by Nabi et al. (2010) showed that practical experiences, such as entrepreneurship competitions, can increase students' belief in their entrepreneurial abilities. In addition, research by Zopiatis and Krassou (2019) indicated that training designed to improve entrepreneurial skills can contribute not only to increased self-efficacy but also to entrepreneurial intentions.

However, there are few studies that specifically explore the relationship between entrepreneurship education, entrepreneurial self-efficacy, and entrepreneurial intention simultaneously. The research by Hsu et

al. (2015) suggested the need for further studies to understand the mechanisms underlying this relationship and how best practices can be implemented in entrepreneurship education curriculum. Therefore, this study aims to further examine this relationship and provide recommendations that can be implemented in the entrepreneurship education curriculum.

3. Method

This research used a type of research with a quantitative approach. Quantitative research is a method to test certain theories by examining the relationship between variables. This study was conducted to determine the effect of Entrepreneurship Education on Entrepreneurial Intention with moderator variable Entrepreneurial Self-Efficacy. The research was conducted on students who have taken Entrepreneurship courses at the University of North Sumatra, Faculty of Social and Political Sciences, Business Administration Study Program. The purposive sampling technique was determined and a sample of 45 respondents was used. The data collection method in this study uses a survey method using a research instrument, namely a questionnaire. Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer (Sugiyono, 2012). Questionnaires are used in data collection by providing questions or written statements to obtain the necessary information.

4. Result and Discussion

Entrepreneurship education has been shown to be an important factor in fostering entrepreneurial intention among college students, especially through strengthening entrepreneurial self-efficacy (ESE). ESE, defined as an individual's belief in his or her ability to succeed in entrepreneurial tasks, plays an important mediating role between entrepreneurship education and entrepreneurial intentions. It means that entrepreneurship education not only directly motivates students to become entrepreneurs, but also increases their belief in their ability to succeed. This study using the SmartPLS method on 45 Business Administration students of the University of North Sumatra aims to provide empirical evidence on this matter (Figure 1).

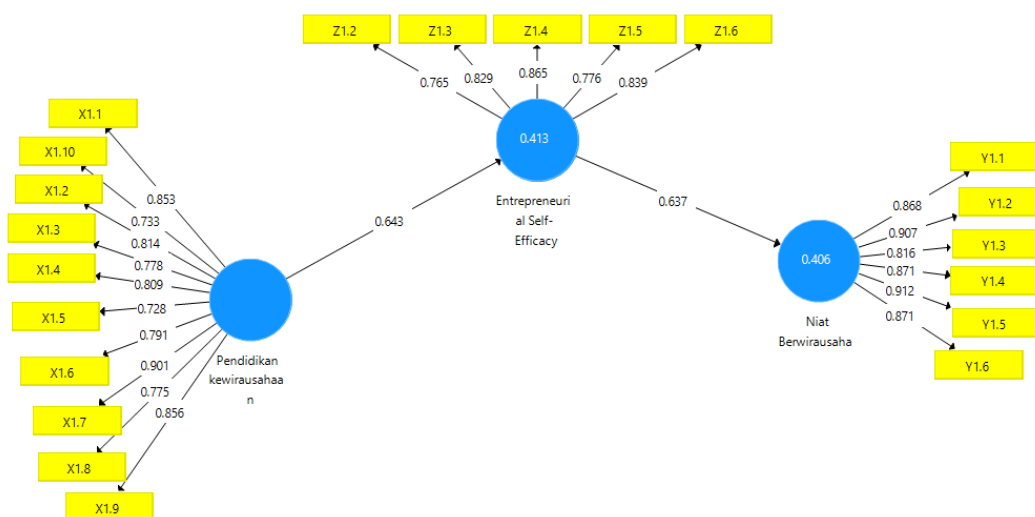


Figure 1. Outer Loading

Table 1 shows the results of the calculation of the effect value between variables which is useful for finding the value of direct influence between variables. The results of research using Path Analysis are shown in table 1 below:

Table 1. Path Analyzed

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Entrepreneurial Self-Efficacy -> Entrepreneurial Intention	0.637	0.649	0.079	8.105	0.000
Entrepreneurship Education -> Entrepreneurial Self-Efficacy	0.643	0.664	0.113	5.683	0.000

Source: Research Results (2025)

The results of hypothesis 1 shown in Table 1 indicate a significant relationship between entrepreneurship education and entrepreneurial self-efficacy. With a statistical t-value of 5.683 which is greater than 1.960, it can be concluded that entrepreneurship education exerts a positive influence on entrepreneurial self-efficacy. This finding underscores the importance of entrepreneurship education as a factor influencing the development of self-efficacy among Business Administration students of FISIP USU. In this context, entrepreneurship education not only provides theoretical knowledge, but also essential practical experience. As stated by Pedrini et al. (2017), increasing self-efficacy through practical experience is crucial in fostering entrepreneurial intentions among students. Innovative forms of learning that facilitate the application of skills in real-world situations are necessary to strengthen students' entrepreneurial confidence.

The role of entrepreneurship education in increasing self-efficacy cannot be underestimated. In addition, research by Iswari et al. (2022) shows that the field of education can moderate the relationship between entrepreneurship education and entrepreneurial intention. This emphasizes the contextual factors that influence the dynamics of entrepreneurship education. In this case, the learning experiences that occur during the educational process will shape students' attitudes and beliefs to enter the world of entrepreneurship. Therefore, efforts to optimize entrepreneurship education should involve methods that support experiential learning. Thus, comprehensive self-development can be achieved for prospective student entrepreneurs. The skills acquired through entrepreneurship education, combined with real-world experiences, will increase students' readiness to face the challenges of entrepreneurship. Overall, the importance of entrepreneurship education and its influence on entrepreneurial self-efficacy is highly relevant in the context of creating future generations of entrepreneurs.

The results of hypotheses 2 contained in Table 1 indicate a positive and significant relationship between entrepreneurial self-efficacy and entrepreneurial intention among Business Administration students of FISIP USU. With a t-statistic value of 8.105, which is greater than 1.960, this finding underscores the importance of self-efficacy in determining the direction of students' entrepreneurial intentions. A number of previous studies have proven that there is a strong relationship between entrepreneurship education and self-efficacy, which in turn influences students' intention to engage in entrepreneurial activities. Thus, building confidence in entrepreneurial ability is not an easy task, but rather involves a deep and thorough learning process.

Furthermore, a research by Hou et al. (2019) showed that entrepreneurial self-efficacy acts as a fully mediating variable between entrepreneurship education and entrepreneurial intention. This finding suggests that entrepreneurship education programs equip students with important knowledge and skills that contribute to their increased confidence in entrepreneurial ability. Therefore, it is important for educational institutions to design curricula that not only focus on theoretical aspects, but also make room for practical experiences that can increase self-efficacy. This is in line with the concept that hands-on experience can have a more significant impact on the development of entrepreneurial attitudes among students.

In addition, a research by Lv et al. (2021) highlighted the importance of various aspects of entrepreneurship education, such as practical support and participation in competitions, in promoting self-efficacy. Participation in such activities not only improves technical skills, but also provides valuable experience in competing and collaborating with others. Similar findings were also proposed by Hoang et al. (2020), who emphasized the mediating role of self-efficacy in the relationship between entrepreneurship education and entrepreneurial intention in the Vietnamese context. In other words, to increase students' entrepreneurial intention, universities need to focus on the aspect of self-efficacy development through comprehensive and integrated entrepreneurship education programs. Overall, improving self-efficacy among university students is an important step in creating a generation of entrepreneurs who are ready to face the challenges and opportunities in the real world.

The relationship between Self-Efficacy and entrepreneurial intention is reinforced by research that emphasizes the role of Self-Efficacy in shaping entrepreneurial attitudes. For example, previous research confirms that entrepreneurial Self-Efficacy contributes significantly to positive entrepreneurial attitudes, which are closely related to the intention to engage in entrepreneurial activities (Kusumojanto et al., 2020). This relationship is important, as it suggests that increased Self-Efficacy may lead to more favorable attitudes towards entrepreneurship, thereby increasing the likelihood of entrepreneurial intention formation. Existing evidence strongly supports the assertion that entrepreneurial Self-Efficacy is positively related to entrepreneurial intention. This relationship underscores the importance of developing Self-Efficacy through targeted educational programs and experiential learning opportunities, which can significantly increase an individual's intention to engage in entrepreneurial activities.

Table 2. The Indirect Effect of Entrepreneurship Education on Entrepreneurial Intention by Entrepreneurial Self-Efficacy

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Entrepreneurship Education -> Entrepreneurial Self-Efficacy -> Entrepreneurial Intention	0.410	0.433	0.100	4.088	0.000

Source: Research Results (2025)

The research results listed in Table 2 show a positive and significant relationship between entrepreneurship education and entrepreneurial intention through entrepreneurial self-efficacy among Business Administration students of the FISIP USU. The t-statistic value of 4.088, which is greater than 1.960, indicates that hypothesis 3-which claims that entrepreneurship education affects entrepreneurial intention through entrepreneurial self-efficacy-is accepted. This finding emphasizes that entrepreneurship education plays a crucial role in shaping entrepreneurial intention, especially through increasing confidence in entrepreneurial ability. This important aspect becomes even more relevant when we consider how education can influence not only students' knowledge, but also their motivation and attitude towards entrepreneurship.

Educational entrepreneurial self-efficacy (ESE) is defined as an individual's belief in their ability to succeed in performing entrepreneurial tasks. This psychological construct plays an important mediating role in the relationship between entrepreneurship education and entrepreneurial intention. Research suggests that ESE can significantly influence entrepreneurial intention (EI). ESE includes not only the cognitive aspects of what one can do, but also the emotional and attitudinal connections associated with entrepreneurship. Therefore, improving ESE is a priority in entrepreneurship education programs as part of the effort to encourage students to develop stronger entrepreneurial intentions.

A number of studies have shown a strong relationship between ESE and EI, where higher levels of self-efficacy correlate with more substantial entrepreneurial intentions. Research by Hou et al. (2019) indicated that entrepreneurial self-efficacy acts as a full mediator between entrepreneurship education and entrepreneurial intention. This suggests that a well-designed entrepreneurship education program can effectively increase self-efficacy, which in turn increases students' desire to engage in entrepreneurial activities. With the right approach in education, students not only gain theoretical knowledge, but also confidence in applying it.

Furthermore, the findings revealed by Duong (2021) confirm that entrepreneurship education not only improves business-related knowledge and skills, but also serves to foster entrepreneurial motivation and self-efficacy. This is important to note, as motivation can be a key driver in taking steps towards entrepreneurship. Moreover, supporting the development of self-efficacy can provide a significant impetus for students to take concrete actions in pursuing entrepreneurial opportunities. This implies that entrepreneurship education needs to be designed with a holistic approach that integrates knowledge, skills and motivation.

Lv et al. (2021) also emphasized that entrepreneurship education should focus on developing entrepreneurial competencies, which can lay a solid foundation for future entrepreneurial intentions. Even for students who may not aspire to start a business today, the emphasis on developing such competencies can help them understand and prepare for the world of entrepreneurship in the future. In this way, entrepreneurship education not only serves as a tool to prepare future entrepreneurs, but also shapes students' character and ability to adapt in an ever-changing environment. Overall, this research reflects the importance of integrating elements of confidence and competence in entrepreneurship education to achieve the greater

goal of creating a generation of entrepreneurs who are able to face the challenges of the times.

The importance of self-efficacy in this context is further supported by the work of Wang et al., which highlights that entrepreneurial self-efficacy fully mediates the relationship between entrepreneurship education and entrepreneurial intention. Their study indicates that different demographic factors, such as gender and family business experience, significantly influence entrepreneurial intentions, reinforcing the need for tailored educational approaches (Wang et al., 2023). Similarly, the findings of Mahendra et al. suggest that entrepreneurship education can effectively influence students' awareness and intention to engage in entrepreneurial activities, primarily through the development of self-efficacy and motivation (Mahendra et al., 2017).

5. Conclusion

The results of this research provide strong evidence of the positive and significant effect of entrepreneurship education on entrepreneurial self-efficacy (ESE) of Business Administration students of FISIP USU. The t-statistic value of 5.683, which far exceeds the critical value of 1.960, convincingly supports the first hypothesis. This finding indicates that the entrepreneurship education program followed by students is effective in increasing their confidence in their ability to succeed in entrepreneurship. This increase in ESE includes confidence in various aspects of entrepreneurship, such as identifying business opportunities, developing ideas, managing resources, and facing challenges. Thus, entrepreneurship education plays an important role in fostering students' confidence to enter the entrepreneurial world.

Furthermore, this study also confirmed the positive and significant relationship between ESE and students' entrepreneurial intention. The very high t-statistic value of 8.105 (also > 1.960) strengthens the second hypothesis. This shows that the higher the level of ESE, the greater their entrepreneurial intention. This means that a strong belief in one's ability to succeed in entrepreneurship is the main driver for students to realize this intention. Finally, this study successfully proved that entrepreneurship education has a positive and significant effect on entrepreneurial intention through the mediation of ESE. The t-statistic value of 4.088 (> 1.960) supports the third hypothesis, which indicates that entrepreneurship education not only directly increases entrepreneurial intention, but also indirectly through increasing ESE. In other words, entrepreneurship education fosters students' self-confidence, which in turn encourages them to take entrepreneurial steps. These findings reinforce the importance of entrepreneurship education in preparing future generations of entrepreneurs.

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