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HOW ENTREPRENEURSHIP EDUCATION AND SOCIAL SUPPORT AFFECT STUDENTS' ENTREPRENEURIAL INTENTIONS IN JAKARTA VOCATIONAL SCHOOLS: MODERATION BY SELF-EFFICACY

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Abstract

This study aims to analyze the influence of Entrepreneurship Education and Social Support on Entrepreneurial Intention, moderated by Self-Efficacy, among students of SMK Negeri 44 Jakarta, SMK Negeri 14 Jakarta, and SMK Negeri 31 Jakarta. The research employs a quantitative approach with data analysis using the Structural Equation Modeling (SEM) method via the SmartPLS application, involving 187 student respondents. The results show that Entrepreneurship Education has a positive and significant effect on Entrepreneurial Intention (H1), and Social Support also positively influences Entrepreneurial Intention (H2). Self-Efficacy is proven to positively moderate the relationship between Entrepreneurship Education and Entrepreneurial Intention (H3). Conversely, Self-Efficacy negatively moderates the relationship between Social Support and Entrepreneurial Intention (H4).

1. INTRODUCTION

Entering the year 2025, Indonesia's economy is under severe pressure, as indicated by the growing number of layoffs across various industrial sectors. According to the Center of Economics and Law Studies (Celios), this wave of job cuts serves as a warning sign that the national economy is currently in a "yellow light" condition. Labor-intensive industries, particularly the textile and textile product (TPT) sectors, are among the most affected due to a decline in export demand and the surge of imported goods, especially from China. The government's trade policies, which have eased the entry of imported products, further exacerbate the situation faced by domestic industries. As a result, the country's economic growth is no longer capable of absorbing the workforce as effectively as before, leading to a potential rise in unemployment and poverty in the medium to long term.

This macroeconomic condition has a significant impact on the education sector, especially vocational schools (Sekolah Menengah Kejuruan or SMK), which are designed to produce job-ready graduates. In times of economic instability and limited formal job opportunities, the employability of vocational graduates becomes a serious concern. Data from the Central Statistics Agency (Badan Pusat Statistik, BPS) consistently show that SMK graduates contribute the highest proportion to the open unemployment rate in Indonesia. This indicates a persistent gap between vocational education and the actual demands of the labor market. Consequently, it becomes crucial to create alternative pathways that can reduce unemployment and foster the economic independence of young people.

Promoting entrepreneurship among SMK graduates represents one of the most strategic responses to the current employment crisis. Entrepreneurship education, which has been incorporated into the SMK curriculum, plays an essential role in nurturing an entrepreneurial mindset characterized by independence, creativity, and problem-solving skills. In particular, students in the *Business Daring and Marketing* (BDP) program are equipped with

comprehensive competencies in business planning, marketing, online business, product innovation, and digital communication. These learning experiences aim to prepare students not only for employment but also for self-employment through the creation of new ventures. Entrepreneurship education thus serves as a bridge between theoretical understanding and practical application in the real business world.

In the modern context, entrepreneurship is no longer limited to the pursuit of profit. It has evolved into a more responsible form known as sustainable entrepreneurship, which integrates economic profitability with environmental and social sustainability. Sustainable entrepreneurs strive to create value not only for themselves but also for society and the planet. This paradigm shift aligns with the growing awareness of environmental issues and the urgent need for sustainable economic practices. Young entrepreneurs, in particular, hold tremendous potential as change agents in this movement. They bring energy, creativity, and a willingness to take risks qualities that are essential for driving innovation and sustainability (Fanny, 2020).

Recent data from BPS (February 2024) show that approximately 56.56 million people, or 37.86% of Indonesia's total workforce, are engaged in entrepreneurial activities. However, a vast majority of them—around 51.55 million or 34.51% are classified as beginner entrepreneurs. This indicates that most entrepreneurs in Indonesia are still at an early stage, facing challenges in achieving stability, scalability, and long-term growth. Nevertheless, young and beginner entrepreneurs play a vital role in economic transformation through their capacity for innovation and problem-solving. They often adopt sustainable approaches, such as renewable energy initiatives, improved waste management systems, and eco-friendly products (Purwati et al., 2023). These tendencies reflect the fact that younger generations tend to be more open to sustainability-oriented ideas and possess greater awareness of environmental issues.

Preliminary findings from a pre-research survey conducted among 29 students at several public vocational schools (SMK Negeri) in Jakarta reveal that although nearly half of the respondents express an intention to become entrepreneurs after graduation, more than half (51.7%) remain uncertain or have no intention of pursuing entrepreneurship. Specifically, 34.5% reported being unsure, while 17.2% stated they did not plan to start a business. This suggests that entrepreneurial intention among vocational students particularly those in the BDP program is still relatively weak and inconsistent.

This condition is concerning, especially amid the current economic challenges, such as widespread layoffs, declining labor absorption, and a shrinking contribution of the manufacturing sector to national GDP. Ideally, these challenges should motivate young people to view entrepreneurship as a viable and promising career alternative. Strengthening their entrepreneurial intention, however, requires the interaction of multiple factors. Among them, entrepreneurship education and social support play pivotal roles. Entrepreneurship education serves as a platform to impart the necessary knowledge, skills, and values for starting and managing a business, while social support—from family, peers, and communities provides emotional, motivational, and even financial encouragement to take entrepreneurial action.

However, external factors such as entrepreneurship education and social support may not be sufficient on their own. Their effectiveness is largely determined by an individual's internal psychological resources—particularly self-efficacy. Self-efficacy reflects one's confidence in organizing and executing the actions necessary to achieve desired outcomes. Individuals with strong entrepreneurial self-efficacy are more likely to take initiative, remain persistent in the face of difficulties, and transform their entrepreneurial intentions into concrete behavior. They also tend to be more innovative, adaptable, and proactive in identifying opportunities amid uncertainty.

Based on these considerations, this study aims to examine the influence of entrepreneurship education and social support on entrepreneurial intention, while exploring the mediating role of self-efficacy among SMK students in Jakarta. Understanding the relationship among these variables is crucial in developing educational strategies and policy interventions that can effectively promote sustainable youth entrepreneurship. By empowering young people with the right knowledge, social environment, and self-belief, vocational education can serve not only as a pathway to employment but also as a catalyst for sustainable economic growth.

2. LITERATURE REVIEW

A paragraph should explain the purpose and approach of the review.

2.1 Theoretical and Conceptual Background

Entrepreneurial studies emphasize that intention plays a pivotal role in understanding entrepreneurial behavior. According to Ajzen's Theory of Planned Behavior (1991), intention is the most immediate predictor of actual behavior. In the entrepreneurial context, intention reflects a person's conscious decision and readiness to start a business venture. However, intention is shaped by various internal and external factors, including education, social environment, and personal beliefs in one's capabilities (self-efficacy). Understanding these relationships is crucial for strengthening entrepreneurship development among vocational school students.

2.1.1 Entrepreneurial Intention (Z)

Entrepreneurial intention refers to an individual's deliberate and conscious desire, determination, and plan to start a business in the future. It represents a person's readiness and psychological commitment to engage in

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entrepreneurial activity. This construct serves as the cognitive stage preceding actual entrepreneurial behavior, reflecting both motivation and perceived feasibility. Entrepreneurial intention is also influenced by factors such as perceived opportunities, attitudes toward entrepreneurship, and confidence in managing business risks.

Entrepreneurial intention is measured using primary data obtained through a questionnaire employing a five-point Likert scale. The construct is assessed through nine indicators, namely:

1. Positive feelings toward business opportunities,
2. Positive perception of failure,
3. Willingness to face challenges and take risks,
4. Family support in starting a business,
5. Influence of peers or colleagues,
6. Perceived community support for entrepreneurship,
7. Perceived ability to initiate a business,
8. Self-confidence, and
9. Mental readiness or maturity.

These indicators collectively capture the respondent's level of intention and motivation to engage in entrepreneurial activities.

2.1.2 Entrepreneurship Education (X_1)

Entrepreneurship education is a structured learning process designed to equip individuals with the knowledge, skills, and attitudes necessary to identify opportunities, create business ideas, and manage ventures successfully. It not only focuses on theoretical understanding but also emphasizes creativity, innovation, and problem-solving in practical contexts. In vocational education, entrepreneurship education aims to nurture students' entrepreneurial mindsets, encourage independence, and prepare them to adapt to rapid technological and economic changes.

Entrepreneurship education is measured through primary data collected via a questionnaire with a five-point Likert scale. It is evaluated using five indicators, which generally include:

1. Knowledge of entrepreneurship principles,
2. Skills in business planning and management,
3. Creativity and innovation in business ideas,
4. Ability to recognize and seize opportunities, and
5. Entrepreneurial motivation and attitude.

These indicators assess how effectively students internalize entrepreneurial learning outcomes through the curriculum.

2.1.3 Social Support (X_2)

Social support refers to the emotional, motivational, and instrumental assistance provided by people in one's social environment such as family members, peers, teachers, or the community. It creates a sense of security, increases self-confidence, and provides encouragement to face challenges. In entrepreneurship, social support can significantly influence one's decision to start a business by providing moral encouragement, advice, networking opportunities, and sometimes financial assistance.

Social support is measured using primary data from a questionnaire with a five point Likert scale. It is assessed through five indicators, including:

1. Emotional encouragement from family,
2. Support and motivation from friends or peers,
3. Guidance and advice from mentors or teachers,
4. Financial or material assistance, and
5. Community support and acceptance of entrepreneurship.

These indicators capture how social relationships contribute to an individual's willingness and confidence to engage in entrepreneurial activity.

2.1.4 Self-Efficacy (Y)

Self-efficacy, as introduced by Bandura (1997), refers to an individual's belief in their ability to organize, plan, and execute actions required to achieve specific goals. It determines how individuals approach challenges, make decisions, and persist in the face of adversity. In entrepreneurship, self-efficacy reflects one's confidence in managing business tasks, solving problems, and achieving success. High entrepreneurial self-efficacy strengthens resilience, motivation, and persistence, making it a vital internal factor that influences entrepreneurial intention.

Self-efficacy is measured using primary data collected through a five-point Likert scale questionnaire. It is assessed through five indicators, namely:

1. Confidence in handling business challenges,
2. Belief in one's problem-solving abilities,
3. Initiative in making decisions,
4. Persistence when facing difficulties, and
5. Confidence in achieving entrepreneurial goals.

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These indicators measure the respondent's perceived ability to perform tasks associated with entrepreneurship effectively.

2.2 Empirical Review and Hypothesis

2.2.1 Entrepreneurship Education → Entrepreneurial Intention (H1)

Entrepreneurship education is one of the most influential internal factors shaping individuals' entrepreneurial intention. According to Ajzen's (1991) Theory of Planned Behavior (TPB), entrepreneurship education enhances attitudes toward entrepreneurship, subjective norms, and perceived behavioral control, which together increase the likelihood of entrepreneurial intention.

Empirical evidence supports this theoretical framework. (Fayolle & Gailly, 2015) found that entrepreneurship education positively affects entrepreneurial intention by improving students' entrepreneurial knowledge, skills, and attitudes. (Bux & Van Vuuren, 2019) reported that students who participate in entrepreneurship education programs show higher levels of entrepreneurial self-efficacy, which leads to stronger intentions to start a business.

In addition, (Naiborhu & Susanti, 2021) revealed that entrepreneurship education influences entrepreneurial intention both directly and indirectly through self-efficacy. Studies by (Tanumihardja, 2023) and (Blegur & Handoyo, 2020) also confirmed that exposure to entrepreneurship courses enhances students' motivation and readiness to engage in business activities.

However, other studies such as (Metty & Slamet, 2023) and (Mahbubah & Kurniawan, 2022) found that entrepreneurship education does not always produce a significant effect on entrepreneurial intention, especially when the learning process is more theoretical and lacks practical experience. Despite these mixed results, the majority of empirical findings support the view that entrepreneurship education strengthens entrepreneurial intention through the development of relevant knowledge, attitudes, and competencies.

H1: Entrepreneurship education has a positive and significant effect on entrepreneurial intention.

2.2.2 Social Support → Entrepreneurial Intention (H2)

Social support is an external factor that contributes to individuals' entrepreneurial decision-making by providing emotional, informational, and instrumental resources. Support from family, peers, mentors, and the broader community can build psychological confidence and reduce the perceived risks of starting a business.

(Amankwah & Sesen, 2021) found that individuals with higher levels of social support demonstrate stronger entrepreneurial intentions due to encouragement and reassurance from their environment. Similarly, (Seyoum et al., 2021) emphasized that social networks help aspiring entrepreneurs recognize opportunities and gain access to resources essential for launching a business.

Classic research by (Brüderl & Preisendörfer, 1998) also showed that social capital manifested through supportive relationships positively influences entrepreneurial success rates. More recent studies, such as those by (Tanumihardja, 2023) and (Marco, 2022), affirmed that family and institutional support are critical determinants of students' willingness to start new ventures.

Further, (Ardhaneswari & Sabandi, 2024) and (Marta & Kurniasari, 2019) found that social support not only affects entrepreneurial intention directly but also strengthens the relationship between psychological factors (such as self-efficacy) and intention. These findings underline that social support acts as both a motivational and enabling force in the entrepreneurship process.

H2: Social support has a positive and significant effect on entrepreneurial intention.

2.2.3 Entrepreneurship Education → Entrepreneurial Intention Moderated by Self-Efficacy (H3)

Self-efficacy refers to one's belief in their ability to execute specific actions required to achieve desired outcomes. In the entrepreneurial context, self-efficacy enhances persistence, resilience, and confidence in facing business challenges. It can thus strengthen or moderate the relationship between entrepreneurship education and entrepreneurial intention.

(Widyawati & Mujiati, 2021) found that students with high self-efficacy show stronger entrepreneurial interest after participating in entrepreneurship courses compared to those with lower self-efficacy. Likewise, (Mirawati & Subagio, 2022) reported that entrepreneurship education and self-efficacy jointly exert a significant effect on entrepreneurial attitudes and behavioral intentions.

(Bux & Van Vuuren, 2019) emphasized that experiential learning within entrepreneurship education enhances students' self-efficacy, which subsequently mediates or amplifies their entrepreneurial intention. (Luo et al., 2022) and (Hussain et al., 2021) further demonstrated that self-efficacy serves as a psychological driver that boosts the translation of entrepreneurial knowledge into actual intention.

Nevertheless, (Naiborhu & Susanti, 2021) and (Kartika, 2024) found that the moderating role of self-efficacy may vary depending on contextual factors such as learning environment and personality traits. Despite this, the majority of empirical research concludes that self-efficacy reinforces the positive influence of entrepreneurship education on entrepreneurial intention.

H3: Entrepreneurship education positively and significantly affects entrepreneurial intention, moderated by self-efficacy.

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2.2.4 Social Support → Entrepreneurial Intention Moderated by Self-Efficacy (H4)

Social support affects entrepreneurial intention not only directly but also through the enhancement of self-efficacy. When individuals receive encouragement and guidance from family, peers, or mentors, they tend to develop stronger confidence in their ability to start and sustain a business.

(Neneh, 2022) revealed that social support indirectly increases entrepreneurial intention through self-efficacy, particularly among university students. Similarly, (Hossain et al., 2024) and (Maheshwari & Kha, 2022) found that individuals with high self-efficacy are more capable of transforming social support into motivation and proactive entrepreneurial behavior.

(Marta & Kurniasari, 2019) and (Muhammed & Ringi, 2020) further emphasized that self-efficacy acts as a psychological enhancer that allows individuals to maximize the benefits of social support in their entrepreneurial journey. In contrast, individuals with low self-efficacy tend to underutilize external support due to self-doubt and fear of failure.

Therefore, self-efficacy plays a critical moderating role by strengthening the positive influence of social support on entrepreneurial intention. A supportive social environment, when combined with strong self-belief, creates a conducive condition for entrepreneurial motivation and action.

H4: Social support positively and significantly affects entrepreneurial intention, moderated by self-efficacy.

No	Hypothesis	Statement
H1	Entrepreneurship Education → Entrepreneurial Intention	Entrepreneurship education has a positive and significant effect on entrepreneurial intention.
H2	Social Support → Entrepreneurial Intention	Social support has a positive and significant effect on entrepreneurial intention.
H3	Entrepreneurship Education → Entrepreneurial Intention (moderated by Self-Efficacy)	Self-efficacy moderates the effect of entrepreneurship education on entrepreneurial intention.
H4	Social Support → Entrepreneurial Intention (moderated by Self-Efficacy)	Self-efficacy moderates the effect of social support on entrepreneurial intention.

Table 1. Hypothesis
Source: Authors (2025)

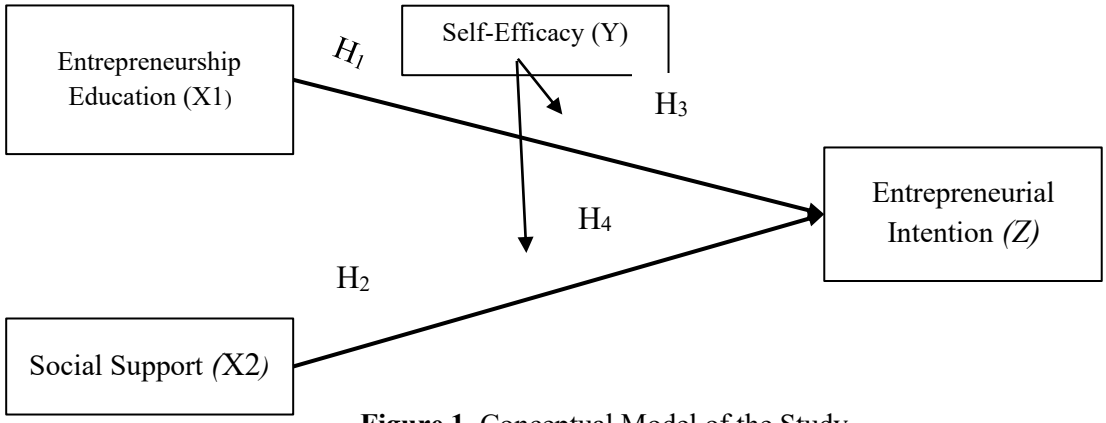


Figure 1. Conceptual Model of the Study
Source: Authors (2025)

As shown in Figure 1, the conceptual framework of this study proposes that entrepreneurship education (X_1) and social support (X_2) positively influence entrepreneurial intention (Z), and these relationships are moderated by self-efficacy (Y).

3. RESEARCH METHODOLOGY

3.1 Research Design

This study employs a quantitative research approach using the Structural Equation Modeling (SEM) method with the SmartPLS application. SEM was selected due to its ability to analyze complex relationships among variables simultaneously and test mediation models. SmartPLS, as a variance-based SEM technique, is appropriate for

exploratory and predictive modeling, especially when the data distribution is non-normal or the sample size is relatively small.

This study aims to analyze the influence of entrepreneurship education and social support on entrepreneurial intention, with self-efficacy acting as a mediating variable. The SEM-PLS approach enables the researcher to explore both direct and indirect effects, offering a deeper understanding of the mechanism and strength of relationships among the examined variables.

3.2 Population and Sample

The population in this study consists of students enrolled in Vocational High Schools (SMK) majoring in Business Daring and Marketing (BDP) in Jakarta. The sampling technique employed is purposive sampling, based on specific criteria such as:

1. Students who have completed entrepreneurship-related courses.
2. Students who have participated in entrepreneurial activities or projects within the school.
3. The sample size follows the minimum requirement for SEM-PLS analysis, which is 10 times the number of indicators in the most complex construct (Hair et al., 2021).

3.3 Data Collection Method

Data were collected using a structured questionnaire distributed to respondents. The questionnaire consisted of closed-ended questions measured using a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

1. The questionnaire was designed to measure four main constructs:
2. Entrepreneurship Education, adapted from Liñán (2008) and Souitaris et al. (2007).
3. Social Support, adapted from Turner and Marino (1994).
4. Self-Efficacy, adapted from Chen, Greene, and Crick (1998).
5. Entrepreneurial Intention, adapted from Ajzen's (1991) Theory of Planned Behavior.
6. Before data collection, a pilot test was conducted to ensure the reliability and validity of the instruments.

3.4 Data Analysis Technique

After data collection, data analysis was conducted using the Partial Least Squares (PLS) method via SmartPLS 4.0 software. The PLS-based SEM technique is suitable for this research because it can model latent variables using multiple indicators and evaluate both measurement and structural models simultaneously. The analysis consists of two main models: the Measurement Model (Outer Model) and the Structural Model (Inner Model).

3.4.1 Measurement Model (Outer Model)

The measurement model explains the relationship between observed indicators and latent constructs. According to Ghozali and Latan (2020), this model is used to test construct validity and instrument reliability. Three types of tests were conducted:

a. Convergent and Discriminant Validity

Convergent validity assesses whether indicators that measure the same construct are highly correlated. Indicators are considered valid if their factor loading values exceed 0.70, and the Average Variance Extracted (AVE) value is greater than 0.50, indicating that more than half of the variance is explained by the construct.

1. Discriminant validity ensures that each construct is distinct from others. This is tested using two methods:
2. Fornell-Larcker Criterion, where the square root of AVE for each construct must be greater than its correlation with other constructs.
3. Cross Loading Analysis, where each indicator must load higher on its intended construct than on others.
4. If both criteria are met, the model is considered valid both convergently and discriminantly.

b. Reliability Test

Reliability measures the internal consistency of indicators for each construct. It is assessed using Cronbach's Alpha and Composite Reliability (CR). A construct is considered reliable if both values exceed 0.70. This ensures that the indicators consistently measure the same latent construct.

3.4.2 Structural Model (Inner Model)

The structural model examines the relationships among latent variables, including direct, indirect, and moderating effects. Model quality is evaluated using several criteria:

R-Square (R^2): Measures the explanatory power of exogenous variables on endogenous variables.

1. $R^2 \geq 0.75$ = substantial
2. $R^2 \approx 0.50$ = moderate

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3. $R^2 \approx 0.25$ = weak

Q-Square (Q^2): Tests predictive relevance of the model. A positive Q^2 value (>0) indicates that the model has predictive relevance, while $Q^2 \leq 0$ indicates poor predictive ability.

3.5 Hypothesis Testing

Hypothesis testing in SmartPLS involves evaluating path coefficients and p-values to determine the significance of relationships among variables.

Path Coefficient:

1. A positive coefficient indicates a direct and positive relationship between variables.
2. A negative coefficient indicates an inverse relationship.

P-Value:

1. If $p < 0.05$, the relationship is significant.
2. If $p > 0.05$, the relationship is not significant.

Both direct effects (entrepreneurship education → entrepreneurial intention) and indirect effects (mediated through self-efficacy) are analyzed using the bootstrapping technique in SmartPLS.

3.6 Moderation Analysis

Moderation occurs when a moderator variable alters the strength or direction of the relationship between an independent and a dependent variable. In this study, self-efficacy is tested as a mediating (not purely moderating) variable, but the moderating mechanism is also analyzed to examine its conditional effect.

The interaction effect is evaluated based on the F-Square (f^2) effect size, following Hair et al. (2021):

1. 0.02 = weak effect
2. 0.15 = moderate effect
3. 0.35 = strong effect

If the F-square value is below 0.02, the moderating effect is considered negligible. The significance of the moderation effect is assessed using the Total Effect table rather than the Path Coefficient table, as moderation involves interaction.

4. RESULT AND DISCUSSION

4.1 Result

This study involved 187 respondents who were 10th- and 11th-grade students from three vocational high schools (SMK) in Jakarta: SMKN 44, SMKN 31, and SMKN 14. All respondents were enrolled in the Business, Online Marketing, and Sales program, which equips students with skills in marketing, digital trade, sales, customer service, and business management. Respondents were selected based on their participation in entrepreneurship courses, aligning with the research focus on the influence of entrepreneurship education and social support on entrepreneurial intention, with self-efficacy as a moderating variable. Data collection was conducted from March 2025 until completion.

The distribution of respondents was relatively balanced: 39% from SMKN 14, 31% from SMKN 44, and 30% from SMKN 31, ensuring diverse school representation. In terms of gender, 66% were female and 34% male, reflecting the predominance of female students in the studied program. Regarding age, most respondents were 17 years old (41%), followed by 16 years old (37%), 15 years old (13%), and a few aged 18 or older (9%). This age range (15–17 years) represents a critical developmental stage for shaping identity and future aspirations, including entrepreneurial intentions.

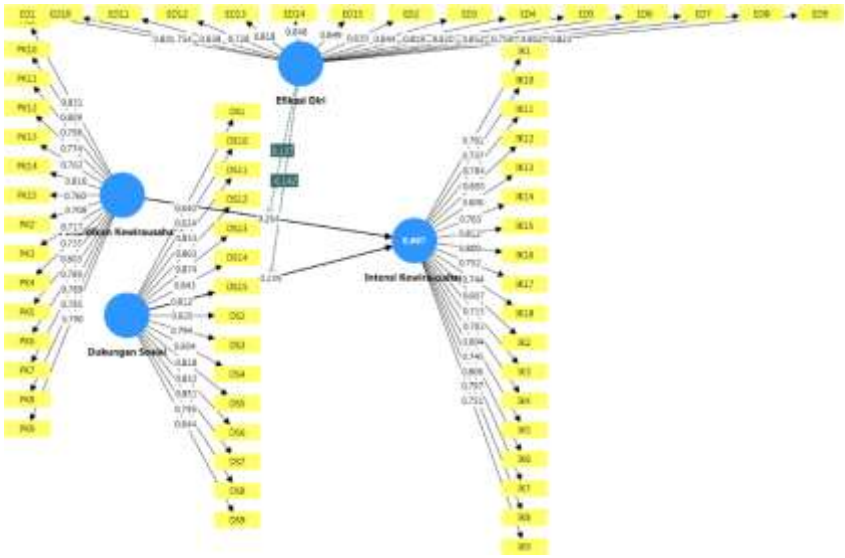


Figure 2. Outer Loading Evaluation

Source: Authors (2025)

The results of the outer loading test using SmartPLS indicate that all indicators in the research model demonstrated satisfactory performance. For the Entrepreneurship Education construct, 15 indicators (PK1–PK15) showed loading values ranging from 0.708 to 0.831, suggesting that each indicator strongly represents the construct. Similarly, the Social Support construct (DS1–DS15) had outer loading values between 0.794 and 0.863, exceeding the minimum threshold of 0.7. The Self-Efficacy construct (ED1–ED15) displayed loadings between 0.728 and 0.854, and the Entrepreneurial Intention construct (IK1–IK18) ranged from 0.715 to 0.812. These results confirm that all indicators are valid and reflect their respective constructs well.

The convergent validity test using the Average Variance Extracted (AVE) further supports the reliability of the measurement model. All constructs achieved AVE values above the acceptable limit of 0.5, demonstrating good convergent validity. Specifically, the AVE values were 0.691 for Social Support, 0.666 for Self-Efficacy, 0.603 for Entrepreneurial Intention, and 0.606 for Entrepreneurship Education. This indicates that more than 60% of the variance in each construct is explained by its indicators, meaning the constructs are well-defined and internally consistent.

The construct reliability test using Cronbach's Alpha and Composite Reliability also produced excellent results. All constructs exceeded the recommended minimum value of 0.7, confirming high internal consistency. Social Support recorded Cronbach's Alpha = 0.968 and Composite Reliability = 0.969, Self-Efficacy scored 0.964 and 0.966, Entrepreneurial Intention reached 0.961 and 0.962, while Entrepreneurship Education obtained 0.954 and 0.956. These values clearly indicate that all constructs are highly reliable and can be used confidently in further analysis.

In addition, the discriminant validity test was conducted using two approaches: HTMT ratio and Fornell-Larcker criterion. The HTMT values among all constructs were below 0.85, such as between Social Support and Self-Efficacy (0.783), and between Self-Efficacy and Entrepreneurial Intention (0.819), demonstrating that each construct is empirically distinct from the others. Similarly, the Fornell-Larcker criterion confirmed discriminant validity, as the square roots of AVE values (e.g., 0.831 for Social Support, 0.816 for Self-Efficacy) were higher than the correlations between constructs.

Overall, the results of the outer loadings, AVE, reliability, and discriminant validity tests confirm that all constructs in this study are valid, reliable, and suitable for further structural model analysis. The measurement model has met all statistical criteria, ensuring that the subsequent structural analysis can be conducted with confidence in the quality and consistency of the data.

The discriminant validity test using the Fornell-Larcker Criterion confirmed that all indicators had the highest loadings on their respective constructs, showing they accurately represented their intended variables. Indicators for Social Support (DS1–DS15), Self-Efficacy (ED1–ED15), Entrepreneurial Intention (IK1–IK18), and Entrepreneurship Education (PK1–PK15) all met this criterion, indicating strong discriminant validity and a reliable measurement model.

The inner model evaluation showed that the R-Square (R^2) value for Entrepreneurial Intention was 0.697 (adjusted R^2 = 0.689), meaning that 69.7% of its variance is explained by Social Support, Self-Efficacy, and

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Entrepreneurship Education. According to Chin (1998), this indicates a strong explanatory power, suggesting the model effectively captures factors influencing students' entrepreneurial intentions.

The F-Square (f^2) test showed small to moderate effects: Self-Efficacy × Social Support (0.099), Entrepreneurship Education (0.080), Social Support (0.074), and Self-Efficacy × Entrepreneurship Education (0.047). These results highlight meaningful contributions from all variables, particularly the moderating role of self-efficacy.

Relationship Between Variables	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Social Support → Entrepreneurial Intention	0.239	0.248	0.084	2.839	0.005
Entrepreneurship Education → Entrepreneurial Intention	0.264	0.275	0.097	2.738	0.006

Table 2. Relationship Between Variables 1

Source: Authors (2025)

The results show that both Social Support and Entrepreneurship Education have a significant positive effect on Entrepreneurial Intention. Social Support has a path coefficient of 0.239 ($t = 2.839$, $p = 0.005$), while Entrepreneurship Education has a coefficient of 0.264 ($t = 2.738$, $p = 0.006$). Since both p-values are below 0.05, it can be concluded that higher levels of social support and entrepreneurship education significantly increase students' entrepreneurial intentions.

Hasil Uji Moderasi

Relationship Between Variable	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Self Efficacy x Social Support → Entrepreneurial Intention	-0.142	-0.131	0.058	2.468	0.014
Efikasi Diri x Pendidikan Kewirausahaan→ Intensi Kewirausahan	0.137	0.128	0.058	2.364	0.018

Table 3. Relationship Between Variables 2

Source: Authors (2025)

Table 3 show the results of the moderation test, showing that self-efficacy acts as a moderating variable influencing the relationship between social support and entrepreneurship education on entrepreneurial intention. The interaction between self-efficacy and entrepreneurship education has a positive and significant effect (coefficient = 0.137; $p = 0.018$), indicating that higher self-efficacy strengthens the impact of entrepreneurship education on entrepreneurial intention. In contrast, the interaction between self-efficacy and social support shows a negative and significant effect (coefficient = -0.142; $p = 0.014$), meaning that self-efficacy weakens the influence of social support on entrepreneurial intention. These results suggest that the moderating effect of self-efficacy varies, enhancing the effect of entrepreneurship education while diminishing the effect of social support.

4.2 Discussion

1. The Influence of Entrepreneurship Education on Entrepreneurial Intention

Entrepreneurship education has a positive and significant effect on students' entrepreneurial intention (path coefficient = 0.264; $p = 0.006$). This means that the more students are exposed to entrepreneurship education, the stronger their intention to start a business. Theoretically, this relationship is explained through constructivist theory, which emphasizes that knowledge is actively built through experience and engagement. Experiential learning methods such as business projects, simulations, and field visits help students develop understanding, confidence, and a sense of capability to start their own businesses. Previous studies have consistently confirmed that entrepreneurship education fosters entrepreneurial intention.

2. The Influence of Social Support on Entrepreneurial Intention

Social support also has a positive and significant effect on entrepreneurial intention (path coefficient = 0.239; p = 0.005). Supportive networks such as family, peers, teachers, and communities help strengthen students' motivation and confidence to pursue entrepreneurship. According to social capital theory, social relationships provide emotional, informational, and material resources that enhance entrepreneurial intention. This finding aligns with both national and international studies showing that a supportive social environment encourages entrepreneurial motivation and risk-taking.

3. The Moderating Role of Self-Efficacy on the Relationship between Entrepreneurship Education and Entrepreneurial Intention

Self-efficacy positively and significantly moderates the effect of entrepreneurship education on entrepreneurial intention (moderation coefficient = 0.137; p = 0.018). In other words, the higher a student's self-efficacy, the stronger the influence of entrepreneurship education on their intention to start a business. Based on theory of planned behavior and self-efficacy theory, belief in one's own ability enhances perceived behavioral control, making entrepreneurship education more effective in shaping intentions. Students with high self-efficacy can translate entrepreneurial learning into real action.

4. The Moderating Role of Self-Efficacy on the Relationship between Social Support and Entrepreneurial Intention

Self-efficacy negatively and significantly moderates the relationship between social support and entrepreneurial intention (moderation coefficient = -0.142; p = 0.014). This means that the higher an individual's self-efficacy, the weaker the influence of social support on entrepreneurial intention. Highly self-efficacious individuals tend to be more independent and less reliant on external support. Conversely, for those with low self-efficacy, social support plays a crucial role in building confidence and entrepreneurial motivation.

5. CONCLUSION

The findings of this study confirm that both entrepreneurship education and social support have a positive and significant influence on students' entrepreneurial intention. These results support the proposed hypotheses and emphasize the importance of educational exposure and supportive social environments in fostering entrepreneurial mindsets. The moderating effect of self-efficacy was found to be partially proven: it strengthens the relationship between entrepreneurship education and entrepreneurial intention but weakens the influence of social support. This indicates that while education and social networks are vital external drivers, self-efficacy plays a decisive internal role in shaping how these factors translate into entrepreneurial intention. The study contributes to the scientific literature by revealing the dual moderating role of self-efficacy, offering new insights into the interplay between internal beliefs and external influences. The integration of constructivist theory, social capital theory, and the theory of planned behavior into a unified framework provides a theoretical advancement linking educational, psychological, and environmental determinants of entrepreneurship.

However, several limitations must be acknowledged. The use of self-reported data and a cross-sectional design may limit the generalizability and causal interpretation of the results. Future research should adopt longitudinal or mixed-method approaches and include diverse populations such as university students or young entrepreneurs to capture the evolving nature of entrepreneurial intention. From an institutional and policy perspective, the findings underscore the need for experiential and contextual entrepreneurship education, as well as strong support ecosystems that align with students' varying levels of self-efficacy. Schools and policymakers should develop tailored interventions providing mentorship and community engagement for those with lower self-confidence, while offering challenge-based and independent learning opportunities for those with higher self-efficacy. Such strategies can strengthen entrepreneurship education as a foundation for sustainable economic growth and youth empowerment.

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