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The Role of Self-Efficacy in Mediating the Influence of Entrepreneurship Education on Gen Z's Entrepreneurial Intention

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ABSTRACT

Entrepreneurial interest among Generation Z remains low, while findings on the direct effect of entrepreneurship education on it are inconsistent. This study analyzes the effect of entrepreneurship education on entrepreneurial interest with self-efficacy as an intervening variable among Generation Z students of FKIP, University of Jember. This quantitative explanatory study, grounded in Social Cognitive Theory, involved 355 students selected through proportional stratified random sampling; data were analyzed using PLS-SEM. Entrepreneurship education has a positive and significant effect on self-efficacy (β = 0.745) and entrepreneurial interest (β = 0.372), self-efficacy has a positive and significant effect on entrepreneurial interest (β = 0.477), and self-efficacy partially mediates this relationship (β = 0.355). Entrepreneurship education should be more applicative and practice-based.

INTRODUCTION

Entrepreneurship is a strategic pillar of national economic development, particularly during the demographic bonus era that Indonesia is currently experiencing. However, this potential has not yet translated into a high entrepreneurship rate; the current figure remains relatively low at approximately 3.47% of the total workforce (Ministry of Cooperatives and SMEs, 2020). This figure falls below the 5% threshold often cited by the World Bank as a characteristic of developed nations and lags behind other ASEAN countries, such as Malaysia (4.74%), Thailand (4.3%), and Singapore (8.8%). These conditions indicate that Indonesia still needs more young entrepreneurs capable of creating jobs and contributing to economic growth.

Low interest in entrepreneurship poses a serious challenge for the younger generation, particularly Generation Z, who are now beginning to dominate the working-age population. Although known for their creativity and familiarity with technology, Generation Z's actual interest in entrepreneurship still needs to be strengthened—for instance, by enhancing entrepreneurial and digital literacy (Febriani et al., 2025). At the same time, young people—including secondary and higher education graduates—continue to contribute significantly to

open unemployment figures (Statistics Indonesia, 2024). This situation underscores the need for systematic efforts to cultivate young entrepreneurs through entrepreneurship education.

Entrepreneurship education is a systematic learning process that fosters students' interest, knowledge, and awareness regarding the business world through coursework, practical entrepreneurial activities, and campus-based business programs (Falah & Marlena, 2022; Susilawaty, 2022). This education aims to shift students' orientation from mere job seekers to business creators who generate value for themselves and their communities (Wahyuningsih, 2020). However, findings from previous studies have been inconsistent. Some studies have identified a positive and significant direct influence on entrepreneurial intention (Rahayu et al., 2025; Uma & Anasrulloh, 2023; Yanti, 2021), whereas others indicate that this influence is not always direct but operates through internal psychological factors, particularly entrepreneurial self-efficacy (Wu et al., 2022; Zhang & Chen, 2024). These divergent findings point to a research gap regarding the mechanisms linking entrepreneurship education and entrepreneurial intention.

Self-efficacy is a key determinant of human behavior (Bandura,1986). Self-efficacy is an individual's belief in their ability to organize and execute the actions required to achieve specific goals (Bandura, 1997). In the context of entrepreneurship, self-efficacy determines the extent to which an individual believes in their ability to start and run a business (Sundari & Nugroho, 2022). Students with high self-efficacy tend to have a greater interest in entrepreneurship because they feel capable of facing business challenges and risks.

This phenomenon is also evident at the University of Jember. Entrepreneurship has become a compulsory course within the study programs of the Faculty of Teacher Training and Education (FKIP). However, preliminary observations of 35 FKIP students revealed that only 11 (31.4%) were interested in entrepreneurship, while 24 (68.6%) lacked such interest, preferring stable employment in the formal sector. The majority expressed a lack of confidence in their ability to handle the risks and challenges associated with entrepreneurship, and 22 students (62.9%) felt that the course material was insufficient to foster the self-confidence needed to start a business. Tracer study data presented in Table 1 further indicates that the proportion of University of Jember alumni engaged in entrepreneurship remains significantly lower than that of alumni employed as salaried workers.

Table 1. Employment Profile of University of Jember Alumni (2021–2024) (%)

Years	Not working	Working	Self-employed	Further Studies	Total
2021	18,00	63,96	6,75	11,29	2.933
2022	20,00	57,10	8,19	14,71	5.131
2023	19,65	57,03	6,71	16,61	7.868
2024	35,97	45,85	7,47	10,71	7.573
Total	**24,78**	**54,31**	**7,29**	**13,63**	**23.505**

Source: University of Jember

Table 1 shows that during the 2021–2024 period, the proportion of alumni who became entrepreneurs ranged from only 6.71% to 8.19% (averaging 7.29%)—far below the proportion of employed alumni (54.31%)—and tended to remain stagnant. As the faculty with the largest student body at the University of Jember, FKIP plays a strategic role in preparing entrepreneurially oriented graduates, as outlined in its graduate profile.

Unlike previous studies that generally examined the direct relationship between entrepreneurship education and entrepreneurial intention, this study examines a mediation model with self-efficacy as an intervening variable within the framework of Social Cognitive Theory (SCT), focusing on Generation Z students at the Faculty of Teacher Training and Education (FKIP), University of Jember. While Mulyati (2023) previously investigated the mediating role of self-efficacy, that study utilized path analysis. In contrast, the present study employs Structural Equation Modeling–Partial Least Squares (SEM-PLS), which enables the simultaneous evaluation of latent construct validity and reliability alongside the testing of direct and indirect effects within a single model (Hair et al., 2019). This study aims to analyze (1) the effect of entrepreneurship education on entrepreneurial intention, (2) the effect of entrepreneurship education on self-efficacy, (3) the effect of self-efficacy on entrepreneurial intention, and (4) the effect of entrepreneurship education on entrepreneurial intention mediated by self-efficacy among Generation Z students.

Theoretical Framework and Hypothesis Development

Social Cognitive Theory views human behavior as the result of a reciprocal interaction—known as triadic reciprocal determinism—among personal factors (cognition, motivation, and self-efficacy), environmental factors (such as learning experiences), and an individual's actual behavior (Bandura, 1986). In this study, entrepreneurship education is positioned as an environmental factor that provides experience, knowledge, and skills through learning and practice (Adeniyi, 2023). Self-efficacy is positioned as a personal factor, specifically the students' belief in their ability to launch and manage a business. Entrepreneurial intention is positioned as a behavior, representing the students' inclination to choose and pursue an entrepreneurial path (Jannesari, 2022). Thus, the learning environment fosters self-efficacy, which in turn stimulates entrepreneurial intention.

Entrepreneurship education is operationalized through three indicators: educational programs that foster entrepreneurial interest, entrepreneurial knowledge and insight, and awareness of business opportunities (Falah & Marlena, 2022). Entrepreneurial interest is understood as the desire, attraction, and willingness to work hard and independently to create business opportunities while boldly facing risks (Sutanto, 2002; Utari & Sukidjo, 2020), and it is measured via indicators such as feelings of enjoyment, interest, attention, and engagement (Sutanto, 2002). Entrepreneurial interest is influenced by several factors, including subjective norms, attitudes toward entrepreneurship, self-efficacy, locus of control, entrepreneurship education, and adversity quotient (Yohana, 2021; Sari et al., 2022). Meanwhile, entrepreneurial

self-efficacy refers to an individual's belief in their ability to perform specific entrepreneurial tasks (Chen et al., 1998) and is measured through indicators such as confidence in business management capabilities, human resource leadership, mental maturity in entrepreneurship, and the perceived ability to start a business (Khatami, 2021).

Entrepreneurship education and entrepreneurial intention. Students participating in structured learning acquire theoretical and practical business skills, as well as an understanding of business strategies, risk management, and creativity, thereby becoming motivated to pursue entrepreneurship. Rahayu et al. (2025), Efendi and Tantri (2025), and Uma & Anasrulloh (2023) report that entrepreneurship education has a positive effect on entrepreneurial intention. Based on this premise, the first hypothesis is formulated as follows.

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

Entrepreneurship education and self-efficacy. According to Social Cognitive Theory (SCT), self-efficacy is formed through successful experiences, learning from others, verbal persuasion or social support, and the ability to manage emotions (Bandura, 1986, 1997). Entrepreneurship education provides these sources through practical business activities, business simulations, case studies, and faculty mentorship. Yuliawati et al. (2023) and Putra & Nugroho (2023) have demonstrated that entrepreneurship education enhances students' self-efficacy. Thus, the second hypothesis is formulated as follows.

H2: Entrepreneurship education has a positive and significant effect on self-efficacy among Generation Z.

Self-efficacy and entrepreneurial intention. Individuals confident in their abilities tend to be bolder in planning, launching, and managing a business despite facing risks and uncertainty, whereas individuals with low self-efficacy are more prone to hesitation and delaying entrepreneurial action (Yuliati & Anwar, 2021). Putra & Nugroho (2023), Putry et al. (2020), Nabilah & Kurniawan (2022), and Efendi and Tantri (2025) report a positive relationship between self-efficacy and entrepreneurial intention. Based on this, the third hypothesis is formulated as follows.

H3: Self-efficacy has a positive and significant effect on entrepreneurial intention among Generation Z.

The mediating role of self-efficacy. Entrepreneurship education can enhance self-efficacy through learning experiences, practical activities, and business simulations, thereby fostering entrepreneurial interest. Putra & Nugroho (2023) identified a mediating effect of self-efficacy in this relationship, and Arsyad & Kasman (2024) confirmed that self-efficacy provides students with the psychological confidence to apply theory to real-world practice. Similar findings have been reported by Mulyati (2023), Wu et al. (2022), and Zhang & Chen (2024). Accordingly, the fourth hypothesis is formulated as follows.

H4: Self-efficacy mediates the influence of entrepreneurship education on the entrepreneurial intention of Generation Z.

The relationships between variables in this study are presented in Figure 1.

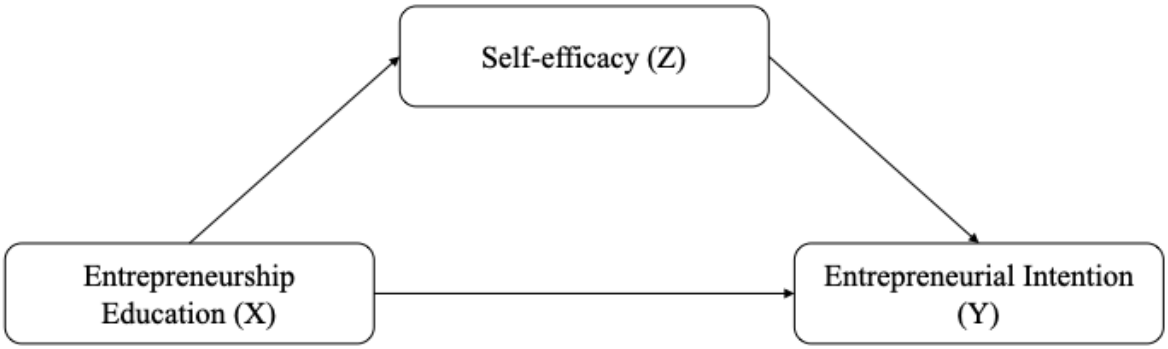


Figure 1. Research conceptual framework

RESEARCH METHODS

This study employs a quantitative approach with an explanatory research design to examine causal relationships between variables through hypothesis testing (Sugiyono, 2019). The research site was purposively selected at the Faculty of Teacher Training and Education (FKIP) of the University of Jember. This selection was based on the characteristics of FKIP students—members of Generation Z—who are currently in a stage of exploring interests and career orientations while building readiness for the workforce; thus, the setting is relevant for examining entrepreneurship education, self-efficacy, and entrepreneurial interest.

The study population consists of all students from the Faculty of Teacher Training and Education (FKIP) at the University of Jember—specifically those from the 2021, 2022, and 2023 cohorts who have completed the entrepreneurship course—totaling 3,127 students across 12 study programs. The sample was determined using proportional stratified random sampling, wherein the population was divided into strata based on study program and cohort, followed by random sampling from each stratum in accordance with its proportion. The sample size was calculated using Slovin's formula with a 5% margin of error, as follows.

$$n = N / (1 + N \cdot e^2) = 3.127 / (1 + 3.127 \times 0{,}05^2) = 354{,}63 \approx 355$$

A minimum sample of 355 respondents was obtained. The sample for each study program was calculated using the proportional allocation formula $ni = (Ni / N) \times n$, where Ni is the population of the i-th study program, N is the total population, and n is the total sample size. The distribution of the population and sample is presented in Table 2.

Table 2. Research population and sample by study program

No	Study Program	Population	Sample
1	Mathematics Education	349	40
2	English Education	314	36
3	Indonesian Language and Literature Education	317	36
4	Primary School Teacher Education	314	36
5	Early Childhood Teacher Education	232	26
6	Non-Formal Education	169	19
7	Biology Education	247	28
8	Natural Science Education	259	29
9	Physics Education	240	27
10	Economics Education	308	35
11	History Education	190	22
12	Geography Education	188	21
Total		**3.127**	**355**

Source: Processed primary data (2026)

The research variables consist of entrepreneurship education (X), self-efficacy (Z) as an intervening variable, and entrepreneurial intention (Y). Entrepreneurship education is the learning process students undergo through entrepreneurship courses to cultivate knowledge, skills, and practical experience in the business world; this variable is measured using 9 items across 3 indicators. Self-efficacy refers to a student's belief in their ability to plan, make decisions, and take action to start and manage a business; this variable is measured using 12 items across 4 indicators. Entrepreneurial intention is a student's inclination and desire to choose and pursue independent business activities, grounded in a sense of enjoyment, interest, desire, and confidence regarding the business world; this variable is measured using 12 items across 4 indicators.

Primary data were collected via a Google Form-based questionnaire distributed to FKIP students serving as respondents. Secondary data consisted of information on active FKIP students from the 2021–2023 cohorts. The items regarding entrepreneurship education were adopted from Putra & Nugroho (2023), self-efficacy from Maharani (2025), and entrepreneurial intention was adapted from Nurlela (2024). Responses were measured using a four-point Likert scale (1 = not applicable to 4 = highly applicable).

Data processing involved editing, scoring, and tabulation. Descriptive analysis was employed to describe respondent responses for each indicator and variable in terms of the percentage of achieved scores (Duryadi, 2021). Inferential analysis utilized SEM-PLS via SmartPLS 4.2.9 (Hair et al., 2019; Dijkstra & Henseler, 2015) and was conducted in two stages. First, the measurement model (outer model) was evaluated based on convergent validity (outer loading > 0.70 and average variance extracted/AVE > 0.50), discriminant validity (cross-loading and Fornell–Larcker criterion), and construct reliability (Cronbach's alpha and

composite reliability > 0.70). Second, the structural model (inner model) was evaluated based on the coefficient of determination (R^2), effect size (f^2), predictive relevance ($Q^2 > 0$), and model fit via SRMR (≤ 0.10). Hypothesis testing was performed using a bootstrapping procedure to obtain t-statistics and p-values; hypotheses were accepted if the t-statistic was ≥ 1.96 and the p-value was ≤ 0.05 (Hair et al., 2019), applicable to both direct and indirect (mediation) effects.

RESULTS AND DISCUSSION

Respondent Characteristics

The study participants consisted of 355 students distributed across 12 study programs within the Faculty of Teacher Training and Education (FKIP) (ranging from 19 to 40 respondents per program), based on proportional allocation. Respondent characteristics are presented in Table 3. The majority of respondents were female (84.5%), with a relatively balanced distribution across cohorts.

Table 3. Respondent Characteristics

Characteristic	Category	Frequency (persons)	Percentage (%)
Gender	Male	55	15,5
	Female	300	84,5
Cohort	2021	115	32,4
	2022	117	33,0
	2023	123	34,6
Total		**355**	**100,0**

Source: Processed primary data (2026)

Descriptive Analysis of Variables

The results of the descriptive analysis of respondent responses for each indicator are presented in Table 4. All variables fall into the high category, with achievement score percentages of 86.06% for entrepreneurship education, 88.01% for self-efficacy, and 88.06% for entrepreneurial intention.

Table 4. Achievement scores for research variable indicators

Variable	Indicator	Achievement score (%)
Entrepreneurship education (X)	Educational programs fostering entrepreneurial interest	85,52
	Entrepreneurial knowledge and insight	86,18
	Awareness of business opportunities	86,48
	Variable average	**86,06**
Self-efficacy (Z)	Confidence in business management ability	87,00
	Human resource leadership	88,22
	Entrepreneurial mental maturity	88,15
	Sense of capability to start a business	88,66
	Variable average	**88,01**
Entrepreneurial intention (Y)	Sense of enjoyment	87,09
	Interest	87,89
	Attention	88,05

Variable	Indicator	Achievement score (%)
	Engagement	89,20
	Variable average	**88,06**

Source: Processed primary data (2026)

Regarding the entrepreneurship education variable, the highest-scoring indicator is awareness of business opportunities (86.48%), demonstrating that entrepreneurship courses effectively enhance students' ability to identify, evaluate, and capitalize on business opportunities. The lowest-scoring indicator is the educational program's role in fostering entrepreneurial interest (85.52%); consequently, aspects such as risk readiness and the courage to launch a business require further strengthening through practice-based learning. Within the self-efficacy variable, the sense of capability to start a business ranks highest (88.66%), while confidence in the ability to manage a business ranks lowest (87.00%), indicating a need to bolster experience in managing operational aspects and business planning. For the entrepreneurial interest variable, the engagement indicator is the highest (89.20%) and the sense of enjoyment is the lowest (87.09%), suggesting that the affective aspect of the entrepreneurship learning process is relatively lower compared to other aspects.

Measurement Model Evaluation (Outer Model)

Convergent validity. All indicators exhibited outer loading values above 0.70—specifically 0.714–0.850 for entrepreneurship education, 0.722–0.801 for self-efficacy, and 0.711–0.826 for entrepreneurial intention. The AVE values for all three constructs also exceeded 0.50 (Table 5); thus, the indicators were deemed valid measures of their respective constructs (Hair et al., 2019).

Discriminant validity. The loading value of each indicator on its assigned construct was higher than its cross-loading values on other constructs. Furthermore, as shown in Table 6, the square root of the AVE for each construct (diagonal values) exceeded its correlations with other constructs, thereby satisfying the Fornell–Larcker criterion.

Reliability. Cronbach's alpha (0.909–0.938) and composite reliability (0.925–0.946) values for all constructs exceeded 0.70; consequently, the instrument was deemed reliable.

Table 5. Summary of convergent validity and construct reliability

Construct	*Outer loading range*	AVE	*Cronbach's alpha*	*Composite reliability*
Entrepreneurship education (X)	0,714–0,850	0,580	0,909	0,925
Self-efficacy (Z)	0,722–0,801	0,584	0,935	0,944
Entrepreneurial intention (Y)	0,711–0,826	0,594	0,938	0,946
Criterion threshold	> 0,700	> 0,500	> 0,700	> 0,700

Source: Processed primary data (2026)

Table 6. Discriminant validity test results

Construct	X	Z	Y
Entrepreneurship education (X)	**0,762**		
Self-efficacy (Z)	0,745	**0,764**	
Entrepreneurial intention (Y)	0,727	0,754	**0,771**

Source: Processed primary data (2026)

Structural Model Evaluation (Inner Model)

The R^2 value for self-efficacy is 0.554, indicating that entrepreneurship education explains 55.4% of the variation in self-efficacy, while the R^2 value for entrepreneurial intention is 0.630, meaning that entrepreneurship education and self-efficacy jointly explain 63.0% of its variation. According to the criteria of Hair et al. (2019), both values fall into the moderate category. The effect size (f^2) of entrepreneurship education on self-efficacy is classified as large (1.244), whereas its influence on entrepreneurial intention (0.167) and the influence of self-efficacy on entrepreneurial intention (0.274) are classified as medium. The Q^2 values for both endogenous constructs are greater than zero (0.317 and 0.369), indicating that the model possesses good predictive relevance. The SRMR value of 0.040 (< 0.10), along with an NFI of 0.904 (d_ULS = 0.895; d_G = 0.391; chi-square = 745.980), demonstrates that the model fits the data well.

Table 7. R^2, Q^2, and f^2 values

Endogenous Construct	R^2	Q^2	f^2 dari X	f^2 dari Z
Self-efficacy (Z)	0,554	0,317	1,244	–
Entrepreneurial intention (Y)	0,630	0,369	0,167	0,274

Source: Processed primary data (2026)

Hypothesis Testing

The bootstrapping results are presented in Table 8 and Figure 2. All paths have t-statistics above 1.96 and p-values below 0.05; therefore, all four hypotheses are accepted. The path coefficients are standardized coefficients indicating the direction and strength of the relationship, rather than the percentage of influence.

Table 8. Hypothesis testing results

Hypothesis	Path	Coefficient (β)	t-statistic	p-value	Decision
H1	X → Y	0,372	5,579	0,000	Accepted
H2	X → Z	0,745	22,920	0,000	Accepted
H3	Z → Y	0,477	7,564	0,000	Accepted
H4	X → Z → Y	0,355	7,194	0,000	Accepted

Source: Processed primary data (2026)

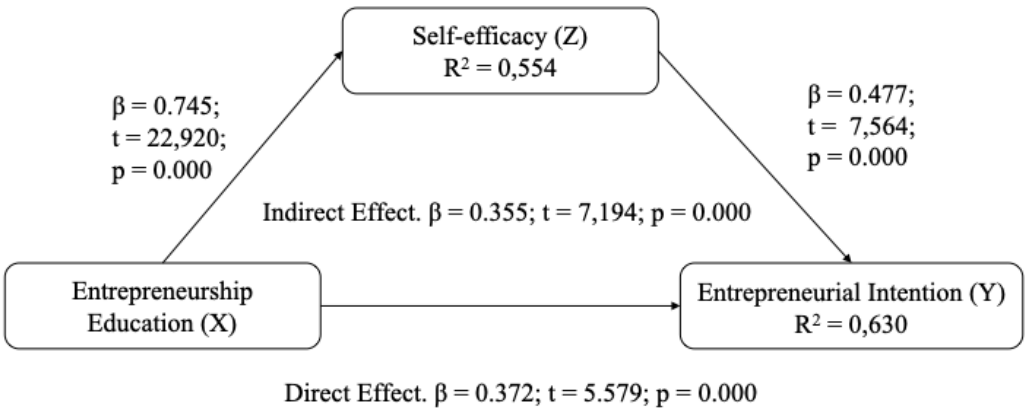


Figure 2. Structural model test results.

Both the direct effect (β = 0.372) and the indirect effect (β = 0.355) of entrepreneurship education on entrepreneurial intention are significant and positive; thus, self-efficacy acts as a partial mediator (complementary partial mediation). The total effect is 0.727, with approximately 48.8% (0.355/0.727) mediated through self-efficacy.

The Influence of Entrepreneurship Education on Entrepreneurial Intention

Entrepreneurship education has a positive and significant effect on the entrepreneurial intention of students at the Faculty of Teacher Training and Education (FKIP), University of Jember (β = 0.372; t = 5.579; p = 0.000); thus, H1 is accepted. The better the entrepreneurship education received by students, the higher their interest in entrepreneurship. These findings align with Social Cognitive Theory (SCT), which views interest and behavior as the result of interactions between personal factors, the environment, and learning experiences (Bandura, 1986). Entrepreneurship education serves as a learning environment that provides the experiences, knowledge, and cognitive stimuli that shape students' positive perceptions of entrepreneurship.

The results of the descriptive analysis reinforce these findings. The indicators for business opportunity awareness (86.48%) and entrepreneurial knowledge and insight (86.18%) received the highest scores, indicating that course materials and assignments provided adequate understanding and skills for identifying opportunities and designing business ventures. The indicator for programs fostering entrepreneurial interest scored relatively lowest (85.52%), suggesting a need to strengthen courage and risk-taking readiness through more applied learning. Interview results indicate that students experienced interactive and applied learning; beyond acquiring theoretical knowledge, they were involved in developing business ideas, simulating business activities, engaging in discussions, and presenting business concepts. This active involvement fostered initial interest and self-confidence. From an SCT perspective, these direct learning experiences (enactive learning experiences) shape students' cognitive processes

in assessing their own capabilities and the appeal of an activity, thereby reinforcing their interest in entrepreneurship.

These results are consistent with Rahayu et al. (2025), Uma & Anasrulloh (2023), and Yanti (2021), who found a positive influence of entrepreneurship education on entrepreneurial intention, as well as with Mulyati (2023), who reported a direct effect alongside a mediation pathway. These findings also help explain inconsistencies in prior research: the direct effect remains significant even when self-efficacy is included as a mediator—though it is not the sole pathway—as emphasized by Wu et al. (2022), Efendi and Tantri (2025), Efendi et al (2024), and Zhang & Chen (2024), who identify self-efficacy as a crucial mechanism.

The Influence of Entrepreneurship Education on Self-Efficacy

Entrepreneurship education has a positive and significant effect on self-efficacy (β = 0.745; t = 22.920; p = 0.000) with a large effect size (f^2 = 1.244); thus, H2 is accepted. Entrepreneurship education is a very strong predictor of students' self-efficacy, as further evidenced by the self-efficacy R^2 value of 0.554. Descriptively, self-efficacy falls into the high category (88.01%), particularly regarding the indicators of feeling capable of starting a business (88.66%), human resource leadership (88.22%), and mental maturity (88.15%), whereas confidence in managing a business independently (87.00%) could still be enhanced through more intensive practical experience.

These results reveal that entrepreneurship instruction provides a clear and systematic overview of the steps involved in starting a business. Students feel they possess a clearer knowledge base, fostering an initial confidence to attempt entrepreneurship. This indicates that entrepreneurship education shapes students' cognitive beliefs regarding their own capabilities, rather than merely imparting theoretical understanding. Encouragement, positive feedback, and guidance from lecturers during the learning process also boost student confidence; within Social Cognitive Theory (SCT), this mechanism is known as verbal persuasion—self-belief formed through environmental support and reinforcement (Bandura, 1997). These findings align with those of Yuliawati et al. (2023), Putra & Nugroho (2023), Adeniyi (2023), and Wu et al. (2022). The magnitude of the path coefficient requires cautious interpretation, as both constructs were measured simultaneously based on the same respondents' perceptions, and the margin between the X–Z correlation (0.745) and the square root of the AVE (0.762) is relatively narrow.

The Influence of Self-Efficacy on Entrepreneurial Intention

Self-efficacy has a positive and significant effect on entrepreneurial intention (β = 0.477; t = 7.564; p = 0.000) with a medium effect size (f^2 = 0.274); thus, H3 is accepted. This coefficient exceeds the direct effect of entrepreneurship education (β = 0.372), indicating that self-efficacy is a more immediate and potent predictor of entrepreneurial intention. Students with high self-efficacy tend to be committed to direct involvement in business activities; this is reflected in the engagement indicator, which received the highest score (89.20%), followed by attention (88.05%) and interest (87.89%).

These results indicate that self-confidence and belief in one's own abilities drive students' desire to attempt entrepreneurship, even in the absence of extensive business experience. Students feel more confident about starting a business incrementally because they believe in their capacity to learn about and develop the venture. Theoretically, self-efficacy shapes how individuals perceive opportunities and risks: confident students view entrepreneurship as a manageable opportunity rather than a threat to be avoided, thereby enhancing their mental readiness for entrepreneurship (Bandura, 1997). These findings align with studies by Putry et al. (2020), Putra & Nugroho (2023), Sundari & Nugroho (2022), and Utari & Sukidjo (2020), all of which demonstrate that self-efficacy stimulates entrepreneurial intention.

The Mediating Role of Self-Efficacy in the Influence of Entrepreneurship Education on Entrepreneurial Intention

Self-efficacy mediates the effect of entrepreneurship education on entrepreneurial intention ($\beta = 0.355$; $t = 7.194$; $p = 0.000$); thus, H4 is accepted. Since the direct effect remains significant, the mediation is partial. This implies that entrepreneurship education fosters entrepreneurial intention through two pathways: an indirect pathway via the strengthening of self-belief, and a direct pathway—involving knowledge, insight into business opportunities, and practical experience—that can generate interest without relying entirely on increased self-efficacy. Approximately 48.8% of the total effect of entrepreneurship education on entrepreneurial intention is channeled through self-efficacy.

These results indicate that after completing an entrepreneurship course, students possess a clearer vision and greater readiness to start a business. Applied learning experiences and an understanding of the stages involved in building a business boost self-confidence, subsequently fostering an interest in entrepreneurship. Thus, the increase in interest does not occur instantaneously but rather through the prior development of self-efficacy. This pattern aligns with SCT logic: the learning environment (entrepreneurship education) shapes personal factors (self-efficacy), which in turn drive behavior (entrepreneurial interest). These findings are consistent with Mulyati (2023)), Efendi and Tantri (2025), Efendi et al (2024), who identified the partial mediating role of self-efficacy, as well as Putra & Nugroho (2023) and Arsyad & Kasman (2024), who confirmed self-efficacy as a link between entrepreneurship education and entrepreneurial interest. The mediating contribution observed in this study (48.8% of the total effect) is lower than the 75.7% reported by Putra & Nugroho (2023), a difference likely attributable to variations in respondent contexts and research models.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that entrepreneurship education has a positive and significant impact on the entrepreneurial intention and self-efficacy of Generation Z students at the Faculty of Teacher Training and Education (FKIP), University of Jember; furthermore, self-efficacy positively and significantly influences entrepreneurial intention. Self-efficacy partially

mediates the impact of entrepreneurship education on entrepreneurial intention, with approximately 48.8% of the total effect channeled through enhanced self-confidence. Theoretically, these findings reinforce the Social Cognitive Theory framework—positing that environmental factors (entrepreneurship education) influence behavior (entrepreneurial intention) through personal cognitive processes (self-efficacy)—and help explain inconsistencies in previous research regarding the impact of entrepreneurship education.

Practically, entrepreneurship education should be designed to focus not only on theoretical delivery but also on experiential learning—such as case studies, practical business activities, project-based learning, and faculty mentoring—to strengthen self-efficacy, particularly regarding risk-taking and independent business management. Universities are advised to develop entrepreneurship curricula integrated with the business sector, for instance, through business incubators, student entrepreneur programs, and collaborations with industry players. The government is encouraged to provide training, business mentoring, and access to capital for young entrepreneurs, while students are encouraged to actively participate in real-world business projects, business simulations, and entrepreneurship training.

This study has limitations. Data were collected at a single point in time based on respondents' perceptions, meaning changes over time could not be captured and the data were susceptible to perceptual bias; the study was conducted within only one faculty at a single university; and the model included only one mediator, leaving 37.0% of the variation in entrepreneurial intention explained by factors outside the model. Future research is advised to incorporate variables such as family environment, social support, business experience, and financial literacy, as well as to employ longitudinal designs, mixed-methods approaches, or broader respondent coverage, in order to gain a deeper understanding of the process of self-efficacy formation in entrepreneurship education and to enhance the generalizability of the findings.

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