

No Social Recognition Needed? What Drives Entrepreneurial Intention Among Indonesian University Students

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Abstract: *This study aims to identify the factors influencing entrepreneurial intentions among Indonesian university students. Specifically, it examines the roles of personality traits, entrepreneurial training and education, social recognition, self-efficacy, and entrepreneurial attitudes. The research employs a quantitative approach using an online questionnaire distributed to 250 active students from the Faculty of Economics and Business across major Indonesian cities. Data analysis was conducted using Partial Least Squares-Structural Equation Modeling (PLS-SEM). The findings suggest universities should enhance the effectiveness of entrepreneurship education and training programs by incorporating practical activities such as business simulations, mentoring, and incubators to foster positive attitudes and self-confidence among students. The study recommends that universities improve the quality and effectiveness of entrepreneurship education, while policymakers should support initiatives that encourage entrepreneurial development and promote positive social recognition of entrepreneurship as a viable and rewarding career path.*

INTRODUCTION

Entrepreneurship is a crucial component of any country's growth, including Indonesia. It is an economic driver that drives innovation and increases productivity. In Indonesia, the government aims to encourage entrepreneurship through several measures, including facilitation, incentives, ease of business licensing, and certification. The Indonesian government targets an entrepreneurship ratio of 4% by the end of 2024, up from 3.47% in 2023. However, the entrepreneurship ratio in developed countries ranges from 10% to 12% (MPR RI, 2024).

The Misk Foundation released its 2024 Global Youth Index (GYI) survey on countries with the highest entrepreneurship and employment performance scores. Indonesia scored 58.3 on the entrepreneurship and employment index, based on indicators such as legal frameworks, government programs supporting business innovation, and the labor market. This score ranks tenth, behind the United Arab Emirates, the United States, Sweden, Australia, Canada, the United Kingdom, China, Saudi Arabia, Denmark, and France. Despite its tenth-place score, Indonesia holds significant potential for entrepreneurship development (Hakiki, 2025).

Entrepreneurs who operate their businesses stably and sustainably over a period of time, generally more than three years, are referred to as established entrepreneurs. Based on data collected by the Indonesian Central Statistics Agency (BPS) regarding the Number of Established Entrepreneurs in Indonesia from February 2020 to February 2024, the number of established entrepreneurs shows a positive trend or increase in Indonesia. Although it decreased in 2020 due to the impact of the pandemic, it has consistently increased since then, from approximately 4,900,000 to approximately 5,300,000 established entrepreneurs (BPS, 2025).

The results of the 2020 population census conducted by the Indonesian Central Statistics Agency (BPS) explained that the Indonesian population is dominated by the productive age generation, namely Generation Z and millennials, amounting to 75.49 million or 27.94% of the total population of 270.20 million in Indonesia (Kristianus, 2025). However, it is very unfortunate that the number of entrepreneurs in Indonesia by age group in 2023 is dominated by the age group 60 years and above, with a number of 11.4 million people or 20.25% of the total national entrepreneurs in Indonesia. Meanwhile, the number of productive age groups, namely 15-59 years old, is 79.75% of the total national entrepreneurs in Indonesia (Ahdiat, 2023). This phenomenon shows that although the productive age group dominates the population, not many of them are actively involved in entrepreneurial activities. This condition is an important basis for examining the factors that encourage entrepreneurial intentions among the younger generation, especially Generation Z, which is the productive age group that dominates in Indonesia.

The Theory of Planned Behavior (TPB) proposed by Ajzen (1985) explains that intention is the main predictor of actual behavior, which is influenced by attitude, perceived behavioral control, and subjective norm (Sampene *et al.*, 2023). The TPB reveals that entrepreneurial intentions can drive proactive planning and the commitment necessary for an individual's entrepreneurial journey (Pham *et al.*, 2024). In the context of entrepreneurship, the stronger a person's intention to become an entrepreneur, the greater the likelihood that the individual will actually enter the business world (Fragoso *et al.*, 2020).

Higher education is a key pillar in developing prospective entrepreneurs or new entrepreneurs (Adriansyah & Rimadiaz, 2023). Universities can provide entrepreneurship training and education to equip students with knowledge and skills (Wasim *et al.*, 2023). Students are assessed as educated individuals who are capable of developing critical thinking, innovation, and building businesses (Rimadiaz, 2025), so that students can be encouraged to have entrepreneurial intentions.

Previous research has attempted to uncover the factors that influence students' entrepreneurial intentions. Research conducted by (Fragoso *et al.*, 2020) explains that entrepreneurship training, personality traits, self-efficacy, and entrepreneurial attitudes are the strongest factors predicting entrepreneurial intentions among students in Brazil and Portugal. Meanwhile, several Spanish campuses have found growth in entrepreneurship centers as a result of entrepreneurial awareness, business incubators, seminars, business forums, and business clubs (Barba-Sánchez *et al.*, 2022). Furthermore, previous research that reviewed the entrepreneurial interest of students in China explained that entrepreneurship education for students from various institutions was able to increase their entrepreneurial intentions (Mei *et al.*, 2020). Meanwhile, attitudes toward entrepreneurship, subjective norms, and perceived behavioral control were found to play a role in shaping entrepreneurial intentions among university students in Poland (Wach & Wojciechowski, 2016).

Previous research on entrepreneurial intentions among college students has been conducted in developed countries, such as Brazil, Portugal, Spain, China, and Poland. This study was

conducted in Indonesia, an emerging country, on active college students who are part of Generation Z, which dominates the country. Furthermore, unlike previous research that highlighted the role of training and entrepreneurial education in general, this study focuses on training and entrepreneurial education interventions conducted by universities to shape entrepreneurial intentions in students. Therefore, the study focuses on active college students who have received training and entrepreneurial education provided by universities. When examining previous research on factors influencing entrepreneurial intentions using the Theory of Planned Behavior (TPB), many studies only used classic variables such as attitude, subjective norm, and perceived behavioral control. This study uses entrepreneurial attitude, self-efficacy, social recognition, personality traits, and training and education. Finally, Indonesia has a collectivist culture where societal norms, social support, and family influence play a significant role in decision-making (Mok *et al.*, 2021). A country's culture can shape individual characteristics in engaging in entrepreneurial activities (Brzozowski, 2017). This differs from other countries that uphold individualistic principles. This research provides strategic recommendations for universities in developing an entrepreneurial spirit.

LITERATURE REVIEW

Theory of Planned Behaviour and Entrepreneurship

The Theory of Planned Behavior (TPB) concept was proposed by Ajzen (1985), which is one of the most popular concepts for understanding individual entrepreneurial intentions (Wach & Wojciechowski, 2016). This theory explains that individual behavior is directly influenced by behavioral intention and perceived behavioral intention (Cao *et al.*, 2022). Individual behavior can be in the form of entrepreneurial behavior in this case, which is explained by the Theory of Planned Behavior (Yuriev *et al.*, 2020). Entrepreneurial behavior is influenced by entrepreneurial intentions. Intentions are formed from three main factors, including attitude toward the behavior, subjective norms, and perceived behavioral control (Aschwanden *et al.*, 2021; Li *et al.*, 2023; Md Nor *et al.*, 2023). Attitude toward behavior explains the extent to which someone views entrepreneurial behavior as positive or negative. For example, if someone feels that entrepreneurship can provide financial freedom, their attitude is positive, and their intention to become an entrepreneur increases. Entrepreneurial attitude, in this case, is part of the attitude toward behavior.

Subjective norm explains social pressure or support from important people around them (Barbera & Ajzen, 2020). For example, if family or friends encourage someone to become an entrepreneur, this social encouragement strengthens their entrepreneurial intentions. Social recognition is part of subjective norm because it is related to social encouragement and influence (Huang *et al.*, 2021). Furthermore, perceived behavioral control explains a person's belief in their ability to perform the behavior, also known as self-efficacy. For example, if someone feels they have business skills, capital, and self-confidence, their entrepreneurial intentions will be stronger (Hiranrat *et al.*, 2021). TPB identifies perceived behavioral control as conceptually equivalent to self-efficacy and defines this concept as beliefs about resources (Yeh *et al.*, 2021).

This research is based on the Theory of Planned Behavior (TPB), which explains that entrepreneurial intentions are influenced by social recognition, self-efficacy, and entrepreneurial attitude. Furthermore, the study also discusses personality traits, training, and education.

Training and Entrepreneurial Education, Self-efficacy and Entrepreneurial Intention.

Entrepreneurship training and education refer to pedagogical programs or educational

processes to enhance entrepreneurial knowledge, attitudes, and skills (Xu *et al.*, 2023; Yeh *et al.*, 2021). Training and Entrepreneurial Education can address economic and social issues, where individuals are encouraged to have the knowledge, skills, and independent behavior in job creation (Bazyl *et al.*, 2024). Training and entrepreneurial education are processes of increasing entrepreneurial knowledge and skills in students (Yousaf *et al.*, 2020). Entrepreneurship education interventions carried out by universities shape students' understanding of entrepreneurial theory, practice, and techniques, thereby increasing their intention to become entrepreneurs (Saoula *et al.*, 2023). In human capital theory, it is explained that increasing entrepreneurial ability through education is a determinant of the intention to become an entrepreneur (Saoula *et al.*, 2023; Yeh *et al.*, 2021).

Attitude is a strong predictor of the formation of intention, so in the context of entrepreneurship, entrepreneurial attitude is a strong predictor of entrepreneurial intention (Lee *et al.*, 2022). Entrepreneurial attitude can be said to be the mental readiness of an entrepreneur to build a new business (Kusumojanto *et al.*, 2021; Yousaf *et al.*, 2020). Furthermore, individuals' attitudes in providing positive evaluations of entrepreneurial actions are also aided by entrepreneurship training (Aboobaker & D, 2020). Consequently, by being provided with training and entrepreneurial education, students are able to think critically and are encouraged to create new businesses or enterprises (Mei *et al.*, 2020). In this case, entrepreneurial attitude also mediates the relationship between training and entrepreneurial education and entrepreneurial intention (Kusumojanto *et al.*, 2021).

Self-efficacy refers to an individual's belief in their competence and skills to achieve specific goals. An individual's perception of their ability to create a new, valuable venture can be fostered through training and entrepreneurial education (Yeh *et al.*, 2021). Individuals who have high self-confidence in becoming entrepreneurs will ultimately increase their intention to become entrepreneurs (Xu *et al.*, 2023). Increasing self-efficacy will encourage increasing entrepreneurial intention (Yousaf *et al.*, 2020).

Previous research conducted in Brazil demonstrated a positive relationship between self-efficacy and the effectiveness of training in the education sector. This finding suggests that individuals with high self-efficacy will achieve higher performance. This suggests that, in the context of entrepreneurship, the effectiveness of entrepreneurial training and education will increase self-efficacy (Goulart *et al.*, 2022). Previous research confirms that increased knowledge and skills gained from entrepreneurship education can increase self-efficacy in individuals (Saoula *et al.*, 2023; Soomro & Shah, 2022).

Furthermore, training and entrepreneurial education can influence entrepreneurial intention through self-efficacy (Yousaf *et al.*, 2020). Self-efficacy in the context of entrepreneurship can help analyze the influence of training and entrepreneurial education on entrepreneurial intention (Yeh *et al.*, 2021). A study conducted in the education sector of an African country explained that self-efficacy was proven to mediate the relationship between entrepreneurship education and entrepreneurial intention (Liu *et al.*, 2019).

H1: Training and entrepreneurial education have a positive influence on entrepreneurial attitude.

H2: Training and entrepreneurial education have a positive influence on self-efficacy.

H3: Entrepreneurial attitude has a positive influence on entrepreneurial intention.

H4: Training and entrepreneurial education have a positive influence on entrepreneurial intention.

H5: Self-efficacy has a positive influence on entrepreneurial intention.

H6: Training and entrepreneurial education have a positive influence on entrepreneurial intention through entrepreneurial attitude.

H7: Training and entrepreneurial education have a positive influence on entrepreneurial intention through self-efficacy.

Personality traits on Entrepreneurial Intention.

The results of previous research explain that personality traits have a positive influence on entrepreneurial intention, where extroverts, pleasant people, and independent people who continue to seek new opportunities and take financial risks have stronger entrepreneurial intentions (Fragoso *et al.*, 2020). Personality traits such as internal self-control, drive to achieve, courage in taking risks, and sensitivity to business opportunities are factors that encourage someone to have the intention to become an entrepreneur (Karabulut, 2016). The difference between entrepreneurs and non-entrepreneurs lies in their sensitivity to business opportunities, where entrepreneurs are able to process information into potential business success (Cao *et al.*, 2022).

H8: Personality traits have a positive influence on entrepreneurial intention.

Social Recognition on Entrepreneurial Intention.

Social recognition can be defined as the extent to which an individual feels that their social environment values and respects the decisions they make (Ip, 2024). Social environments include family, friends, lecturers, or the community (Huang *et al.*, 2021). Some individuals may be more interested in the social dimension, where entrepreneurship is valued as a matter of prestige (Golik, 2024). An individual's social environment influences entrepreneurial culture and attitudes (Kusumojanto *et al.*, 2021). Social recognition is as important as financial motives in influencing entrepreneurial intentions (Lee *et al.*, 2022). Entrepreneurship can elevate an individual's status in the eyes of society. In a cultural context, individuals who successfully establish a business are viewed as independent and innovative (Zurainah & Shaheen, 2017). Social environmental conditions can influence an individual's decision to start a business. Success stories, recognition, and social pressure can encourage individuals to pursue entrepreneurial intentions (Vargas-Zeledon & Lee, 2025).

H9: Social recognition has a positive influence on entrepreneurial intention.

The following is the conceptual framework compiled from the theoretical explanation and hypothesis development above:

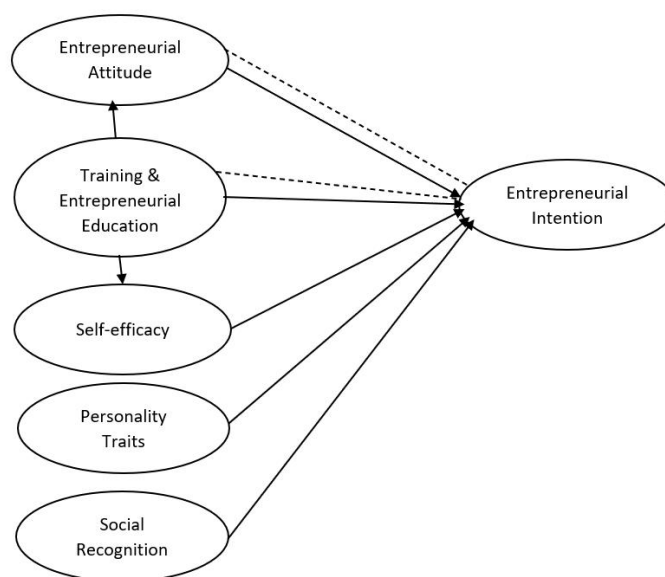


Figure 1. The Conceptual Framework

METHOD

This study aims to reveal the factors driving entrepreneurial intention among Indonesian university students from the Faculty of Economics and Business who have received entrepreneurship training and education. The research applies a quantitative survey design with cross-sectional data collection. The Analytical approach involves Partial Least Squares - Structural Equation Modeling (PLS-SEM), guided by the 10-times rule approach introduced by (Hair *et al.*, 2019), which states that the minimum sample size should be ten times the largest number of structural paths pointing at a latent variable in the model. The questionnaire instrument was adopted and adapted from validated scales developed by (Yousaf *et al.*, 2020) and (Fragoso *et al.*, 2020). Constructs including Entrepreneurial Attitude (EA), Entrepreneurial Intention (EI), and Self-efficacy (SE) were adopted from (Yousaf *et al.*, 2020), while Personality Traits (PT), Social Recognition (SR), and Training and Entrepreneurial Education (TEE) were adopted from (Fragoso *et al.*, 2020). The questionnaire was translated and subjected to a pilot test to ensure clarity and cultural appropriateness before distribution. Responses were measured on a six-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). The instrument's validity and reliability were assessed using Cronbach's alpha, composite reliability, and confirmatory factor analysis.

The sampling method employed was purposive sampling, targeting active students who had participated in entrepreneurship training and education at their university. A total of 289 questionnaires were distributed, exceeding the recommended minimum sample size, with 250 valid and usable responses after data cleaning. The demographic profile of respondents showed 68% female and 32% male participation, with respondents residing predominantly in major Indonesian cities: Jakarta (54.4%), Bekasi (12.8%), Depok (8.8%), Tangerang (7.2%), and Bogor (6.8%).

Data collection followed ethical research principles, including informed consent from participants and confidentiality assurance. Data analysis began with evaluating measurement models for validity and reliability, followed by the structural model assessment using PLS-SEM with bootstrapping procedures to test hypotheses. The analysis included assessment of direct and indirect effects among LATENT variables in the model. Limitations of this methodology include the purposive sampling limiting generalizability, and self-reported data potentially introducing

bias. Future research may extend sampling to other faculties and employ longitudinal designs for causal inference.

Data analysis was conducted in two stages using Partial Least Squares – Structural Equation Model (PLS-SEM), namely the first stage analyzing the measurement model, and the second stage with the structural model. According to (Hair *et al.*, 2019), PLS-SEM can be used because of its strong predictive ability, low sensitivity to problems with data normality, appropriate indices for goodness-of-fit testing, and exploratory nature as a model, which complements metrics for evaluating the robustness of the results (Salinero *et al.*, 2022).

The measurement model (Outer Model) explains the relationship between latent variables and manifest variables (Hair *et al.*, 2019). Evaluation of the measurement model (outer model) was carried out to ensure that the indicators measure the latent variables, namely by analyzing convergent validity, discriminant validity, and construct reliability (Cheung *et al.*, 2024). Convergent validity indicates that indicators that should be correlated are actually highly correlated within a construct. Convergent validity criteria include the outer loading value > 0.7 , dan Average Variance Extracted (AVE) value > 0.5 (Cheah *et al.*, 2018). Discriminant validity shows that the constructs actually measure different concepts, not the same thing. There are three methods for evaluating discriminant validity, including the Fornell-Lacker criterion, cross-loading, and HTMT (Heterotrait-Monotrait Ratio) (Afthanorhan *et al.*, 2021). On the fornell-lacker criterion, $\sqrt{\text{the AVE of each construct}}$ must be greater than the correlation between constructs, meaning that the construct represents itself more than other constructs. In cross-loading, the indicator loading on its own construct must be higher compared to other constructs (Haenlein & Kaplan, 2004). In HTMT (Hetero-Monoroit Ratio), the ratio value is between < 0.85 < 0.90 ; this ratio indicates the extent to which the constructs differ from each other (Henseler *et al.*, 2016).

Furthermore, construct reliability is carried out to assess how stable and consistent the measurement results of the indicators used in a construct are. Construct reliability is met if the Cronbach's alpha value > 0.7 and the composite reliability value > 0.7 .

The structural model (inner model) explains the relationships between latent constructs in the research model. In the inner model, the path coefficient is evaluated, which indicates the direction and strength of the influence between constructs in the model. The path coefficient value indicates the direction of the relationship, whether positive or negative (Haenlein & Kaplan, 2004). Meanwhile, the $p\text{-value} < 0.05$ indicates significance, or the hypothesis is supported by the data. Evaluation of the coefficient of determination (R^2) shows how much the endogenous construct is explained by the endogenous construct (Hair *et al.*, 2019). An R^2 value of 0.75 is strong, an R^2 value of 0.50 is moderate and an R^2 value of 0.25 is weak, approved by the Ethical Committee on Social Studies and Humanities, National Research and Innovation Agency, Indonesia, with decree number 157/KE.01/SK/02/2024 on 26 February 2024. All guidelines and regulations stipulated by both the committee and the Declaration of Helsinki were complied with. Before each interview, written informed consent was obtained from all participants after verbally explaining the purpose of the study.

RESULT AND DISCUSSION

Convergent validity indicates that indicators that should be correlated are actually highly correlated within a single construct. All convergent validity criteria in this study were met, where all outer loading values showed positive results > 0.7 across all indicators in all constructs, and all Average Variance Extracted (AVE) values across all constructs > 0.5 (Table 1). All indicators

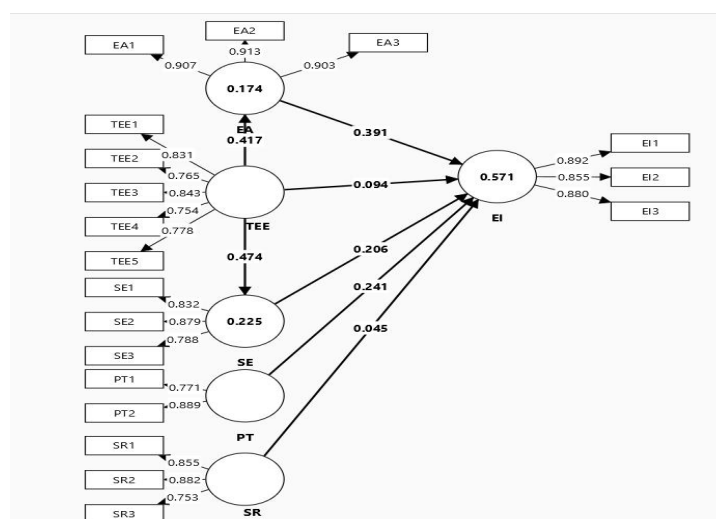
have an outer loading value > 0.7 , also shown in Figure 1. It can be concluded that convergent validity is met in this study. If you look at Table 1, all Cronbach's alpha values for each construct are > 0.7 , and the composite reliability value is > 0.7 , so it can be concluded that in this study, the measurement results of the indicators used in each construct are stable and consistent.

Table 1. Convergent Validity and Reliability of Reflective Construct

Constructs	Outer Loadings	Cronbach's Alpha (α)	Rho-A	Composite Reliability	AVE
Entrepreneurial Attitude (EA)	0.907 0.913 0.903	0.893	0.895	0.934	0.824
Entrepreneurial Intention (EI)	0.892 0.855 0.880	0.848	0.848	0.908	0.767
Personality Traits (PT)	0.771 0.889	0.765	0.704	0.817	0.692
Self-efficacy (SE)	0.832 0.879 0.788	0.781	0.793	0.872	0.695
Social Recognition (SR)	0.855 0.882 0.753	0.775	0.784	0.870	0.692
Training and Entrepreneurial Education (TEE)	0.831 0.765 0.843 0.754 0.778	0.854	0.863	0.895	0.632

Source: SmartPLS (2025)

Figure 2. Path Model



Source: SmartPLS (2025)

There are three methods for evaluating discriminant validity, including the Fornell-Lacker criterion, cross-loading, and HTMT (Heterotrait-Monotrait Ratio). In the research conducted, the AVE on the Fornell-Lacker criterion (Table 2) of each construct is greater than the correlation between constructs, meaning that the construct represents itself more than other constructs.

Table 2. Fornell-Larcker Criterion

	EA	EI	PT	SE	SR	TEE
EA	0.908					
EI	0.658	0.876				
PT	0.382	0.532	0.832			
SE	0.527	0.582	0.438	0.834		
SR	0.615	0.515	0.401	0.454	0.832	
TEE	0.417	0.459	0.358	0.474	0.426	0.795

Source: SmartPLS (2025)

In cross-loading, an indicator's loading on its own construct must be higher than on other constructs. Table 3 shows that all indicator loadings are higher on their own construct than on other constructs.

Table 3. Cross Loadings

	EA	EI	PT	SE	SR	TEE
EA1	0.907	0.639	0.350	0.534	0.546	0.369
EA2	0.913	0.588	0.337	0.400	0.544	0.345
EA3	0.903	0.561	0.353	0.497	0.584	0.421
EI1	0.580	0.892	0.487	0.468	0.403	0.369
EI2	0.621	0.855	0.431	0.568	0.493	0.340
EI3	0.523	0.880	0.480	0.489	0.453	0.501
PT1	0.182	0.364	0.771	0.264	0.205	0.245
PT2	0.420	0.505	0.889	0.442	0.431	0.340
SE1	0.418	0.556	0.347	0.832	0.320	0.404
SE2	0.475	0.480	0.359	0.879	0.388	0.433
SE3	0.428	0.402	0.400	0.788	0.448	0.340
SR1	0.531	0.458	0.303	0.360	0.855	0.311
SR2	0.564	0.437	0.392	0.423	0.882	0.445
SR3	0.431	0.386	0.305	0.350	0.753	0.305
TEE1	0.329	0.434	0.277	0.406	0.304	0.831
TEE2	0.271	0.333	0.241	0.361	0.274	0.765
TEE3	0.332	0.405	0.276	0.410	0.316	0.843
TEE4	0.292	0.248	0.285	0.295	0.358	0.754
TEE5	0.416	0.373	0.339	0.391	0.440	0.778

Source: SmartPLS (2025)

In the HTMT (Hetero-Monoroit Ratio), which is a ratio value between <0.85 <0.90 , this ratio indicates the extent to which the constructs differ from each other. In Table 4, it can be concluded that all HTMT values are below <0.85 , so that each construct can be said to be different from one another.

Table 4. HTMT (Heterotrait-Monotrait Ratio)

	Heterotrait-monotrait Ratio (HTMT)
Entrepreneurial Intention <-> Entrepreneurial Attitude	0.753
Personality Traits <-> Entrepreneurial Attitude	0.508
Personality Traits <-> Entrepreneurial Intention	0.754
Self-efficacy <-> Entrepreneurial Attitude	0.629
Self-efficacy <-> Entrepreneurial Intention	0.704
Self-efficacy <-> Personality Traits	0.642
Social Recognition <-> Entrepreneurial Attitude	0.736
Social Recognition <-> Entrepreneurial Intention	0.633
Social Recognition <-> Personality Traits	0.577
Social Recognition <-> Self-efficacy	0.594
Training & Entrepreneurial Education <-> Entrepreneurial Attitude	0.472
Training & Entrepreneurial Education <-> Entrepreneurial Intention	0.531
Training & Entrepreneurial Education <-> Personality Traits	0.503
Training & Entrepreneurial Education <-> Self-efficacy	0.570
Training & Entrepreneurial Education <-> Social Recognition	0.523

Source: SmartPLS (2025)

The output presented in Table 4, explains that the Fornell-Lacker criterion, cross-loading, and HTMT (Heterotrait-Monotrait Ratio) are met, or in other words, discriminant validity is met in testing the outer model.

Figure 2 explains the analysis of the R-Square value (R^2). Analysis of R^2 on each endogenous latent variable was carried out as an initial step to evaluate the predictive ability of the structural model in the PLS approach. In Figure 2, it can be observed that 57.10% of the variance in entrepreneurial intentions can be explained by the influence of entrepreneurial attitude, training & entrepreneurial education, self-efficacy, personality traits, and social recognition. In addition, 17.40% of the variance in entrepreneurial attitude is influenced by training & entrepreneurial education. Finally, 22.5% of the variance in self-efficacy is explained by training & entrepreneurial education. Thus, further studies are needed to explore other constructs besides those presented in the conceptual framework that have the potential to influence entrepreneurial intention.

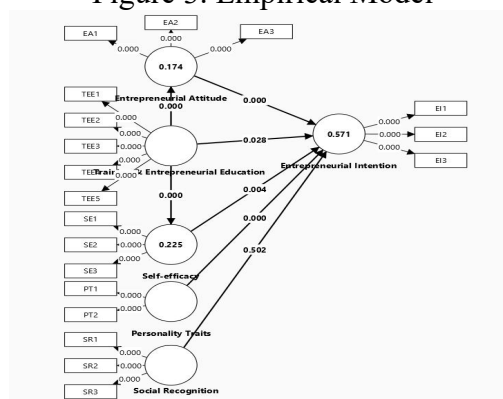
Hypothesis testing was conducted using path analysis. Path analysis was used to determine the causal relationship between latent constructs and other constructs in the inner model (Table 5). Using the bootstrapping technique in PLS-SEM, the p-value was analyzed. If the p-value shows a value < 0.05 , the causal relationship between the latent construct and other constructs is said to be significant. The original sample values presented in Table 5 indicate the magnitude of the influence between constructs based on the data sample in this study.

Table 5. Summary of research hypotheses verification

	Original sample (β)	P values	Remarks
H1: Training and Entrepreneurial Education -> Entrepreneurial Attitude	0.417	0.000	Supported
H2: Training and Entrepreneurial Education -> Self-efficacy	0.474	0.000	Supported
H3: Entrepreneurial Attitude -> Entrepreneurial Intention	0.391	0.000	Supported
H4: Training and Entrepreneurial Education -> Entrepreneurial Intention	0.094	0.028	Supported
H5: Self-efficacy -> Entrepreneurial Intention	0.206	0.004	Supported
H6: Training and Entrepreneurial Education -> Entrepreneurial Attitude -> Entrepreneurial Intention	0.163	0.000	Supported
H7: Training and Entrepreneurial Education -> Entrepreneurial Attitude -> Entrepreneurial Intention	0.097	0.004	Supported
H8: Personality Traits -> Entrepreneurial Intention	0.241	0.000	Supported
H9: Social Recognition -> Entrepreneurial Intention	0.045	0.502	Unsupported

Source: SmartPLS (2025)

Figure 3. Empirical Model



Source: SmartPLS (2025)

Training and entrepreneurial education → entrepreneurial attitude.

The results of the path analysis (Table 5) explain that training and entrepreneurial education provided by universities have been proven to have a positive effect on entrepreneurial attitudes (p-value $0.000 < 0.05$; β of 0.417). This finding explains that if training and entrepreneurial practices are increasingly improved effectively, students' attitudes towards entrepreneurship will become more positive. This research finding is in line with previous research which explains that increasing entrepreneurial knowledge, attitudes, and skills driven by training and entrepreneurial education provided by universities is able to increase positive attitudes towards entrepreneurship among students (Bazyl *et al.*, 2024; Saoula *et al.*, 2023; Xu *et al.*, 2023; Yeh *et al.*, 2021; Yousaf *et al.*, 2020). In the context of efforts to encourage young entrepreneurs in Indonesia, these findings are highly relevant. Universities strive to promote training and entrepreneurial education through business simulations, entrepreneurship training, specialized entrepreneurship studies, and

business incubators (Adriansyah & Rimadiah, 2023; Fragoso *et al.*, 2020). The Indonesian government is also striving to encourage aspiring young entrepreneurs to develop themselves through the Independent Entrepreneurship program (Kemdiktisaintek, 2024).

Training and entrepreneurial education → self-efficacy.

The results of the path analysis in Table 5 explain that training and entrepreneurial education have been proven to have a positive effect on self-efficacy (p-value $0.000 < 0.05$; β of 0.474). In the context of universities in Indonesia, the more effective the training and entrepreneurial education provided by universities to students, the more it will increase students' self-confidence in starting and developing businesses. The findings of this study align with previous research that explains that training and entrepreneurial education can encourage increased self-efficacy (Yeh *et al.*, 2021; Yousaf *et al.*, 2020). Universities can encourage entrepreneurial lectures from successful business owners, business training, business simulations, mentoring, or business idea competitions to increase students' confidence in entrepreneurship.

Entrepreneurial attitude → entrepreneurial intention.

The results of the path analysis show that entrepreneurial attitude has a positive effect on entrepreneurial intention (p-value $0.000 < 0.05$; β of 0.391). In the Indonesian context, this finding explains that the more positive an individual's entrepreneurial attitude, where entrepreneurship is seen as an interesting, challenging, and incredibly satisfying field, the more it will increase the entrepreneurial intention of students. The findings of this study are in line with previous research, which explains that a person's positive mental attitude towards entrepreneurship is able to increase entrepreneurial intentions (Aboobaker & D, 2020; Mei *et al.*, 2020). Furthermore, the results of the path analysis explain that entrepreneurial attitude is the main construct that dominantly directly influences the formation of entrepreneurial intention (β value, 0.391 is the largest against EI).

Training and entrepreneurial education → entrepreneurial intention.

The results of the path analysis explain that training and entrepreneurial education have been proven to have a positive influence on entrepreneurial intention (p-value $0.028 < 0.05$; β of 0.094). This finding explains that the more effective the training and entrepreneurial education provided by universities for students, such as entrepreneurship courses, business seminars, startup workshops, or business incubators, the more it will increase students' intention to become entrepreneurs. This research finding is in line with previous research, which explains that entrepreneurship education interventions carried out by universities provide students with an understanding of entrepreneurial theory, skills, and techniques, thereby increasing their intention to become entrepreneurs (Fragoso *et al.*, 2020; Saoula *et al.*, 2023; Yeh *et al.*, 2021; Yousaf *et al.*, 2020).

Self-efficacy → entrepreneurial intention.

The results of the path analysis explain that self-efficacy has been proven to have a positive influence on entrepreneurial intention (p-value $0.004 < 0.05$; β of 0.206). The research findings explain that the more an individual has confidence or self-confidence in entrepreneurship, the more it will increase entrepreneurial intention. This means that students who have a strong belief in finding business opportunities, have good skills to develop new products and services, and are able to establish professional relationships with others tend to increase their intention to become entrepreneurs. The results of this study are in line with previous research, which explained that students' confidence in their ability to create new businesses that have value can encourage increased intentions to become entrepreneurs (Xu *et al.*, 2023; Yousaf *et al.*, 2020).

Personality traits → entrepreneurial intention.

The path analysis results show that personality traits have a positive effect on entrepreneurial intention ($p\text{-value } 0.004 < 0.05$; β of 0.241). This means that certain personality traits, such as the courage to take risks in seeking new opportunities and creativity, can increase entrepreneurial intentions among Indonesian students. This finding is supported by previous research, which explains that people with certain personality traits, such as courage in taking risks, self-control, creativity, and fun, are able to encourage entrepreneurial intentions (Cao *et al.*, 2022; Fragoso *et al.*, 2020; Karabulut, 2016).

Social recognition $\rightarrow$ entrepreneurial intention.

The path analysis revealed that social recognition did not significantly influence entrepreneurial intention ($p\text{-value } 0.502 > 0.05$; β of 0.045). This means that recognition, appreciation, or positive views from others or society are not factors that motivate students to become entrepreneurs. In the context of the social environment in Indonesia, being an employee is still considered one of the best career choices because it is considered more stable and prosperous compared to young entrepreneurs who have just started a business. The findings of previous studies on students in Indonesia showed that the civil servant sector had the highest percentage of student interest (38%), followed by NGOs (26%), social entrepreneurs (22%), and tutors/instructors of non-formal education (14%). As a result, students are more likely to choose careers that offer stability or even financial opportunities, while the non-formal education sector is somewhat reduced due to the lack of perceptions of career stability and financial stability (Najwa *et al.*, 2025).

Training and entrepreneurial education $\rightarrow$ entrepreneurial attitude $\rightarrow$ entrepreneurial intention.

The path analysis results also explain the indirect effect, where this study proved that training and entrepreneurial education positively influence entrepreneurial intention, through entrepreneurial attitude ($p\text{-value } 0.000 < 0.05$; β of 0.163). The training and entrepreneurial education provided by universities to students not only impact entrepreneurial intention but also indirectly increase entrepreneurial attitude, which ultimately leads to increased entrepreneurial intention. This finding is in line with previous research explaining that entrepreneurial attitude also mediates the relationship between training and entrepreneurial education and entrepreneurial intention (Kusumojanto *et al.*, 2021).

Training and entrepreneurial education $\rightarrow$ self-efficacy $\rightarrow$ entrepreneurial intention.

The path analysis results explain that in this study, training and entrepreneurial education have been proven to positively influence entrepreneurial intention, through self-efficacy ($p\text{-value } 0.004 < 0.05$; β of 0.097). This finding explains that training and entrepreneurial education can encourage individuals' confidence and belief that they are capable of carrying out entrepreneurial activities, ultimately leading to an increase in entrepreneurial intention. This research is in line with previous research explaining that self-efficacy has been proven to mediate the relationship between entrepreneurship education and entrepreneurial intention (Liu *et al.*, 2019).

CONCLUSION

This study confirms that entrepreneurial attitude is the most dominant construct influencing entrepreneurial intention among students in the Faculty of Economics and Business in Indonesia. Training and entrepreneurial education provided by universities effectively increase students' positive entrepreneurial attitudes and self-efficacy, ultimately driving their entrepreneurial intention. Personality traits also influence entrepreneurial intention, while social recognition has no significant effect in the Indonesian context. These findings provide important insights for

policymakers and educational institutions to focus efforts on training and fostering positive entrepreneurial attitudes and student self-confidence.

This study has limitations: the respondents were only active students from the Faculty of Economics and Business in a large urban area who had received entrepreneurship training. Therefore, the results may not be generalizable to other faculties or student groups in other regions. Data were collected cross-sectionally through an online questionnaire, thus not capturing the dynamics of changes in entrepreneurial intentions over time. Furthermore, other variables outside the model, such as broader social environmental factors, social capital, and business market conditions, were not included in the analysis, which could provide a more comprehensive picture.

Further research is recommended to include more diverse samples, such as students from faculties other than Economics and Business, as well as recent graduates who have entered the workforce. Longitudinal studies will help understand changes in entrepreneurial intentions and their supporting factors over time. The addition of contextual variables such as family support, access to capital, and entrepreneurial culture can also deepen understanding of the factors influencing entrepreneurial intentions. Furthermore, qualitative research can broaden insights into the barriers and actual motivations behind students' decisions to become entrepreneurs.

This conclusion provides a clear direction for universities and policymakers to improve entrepreneurship education programs more effectively and strengthen students' attitudes and confidence in order to produce more and better young entrepreneurs in Indonesia.

This research was conducted by targeting specific respondents: active students of the Faculty of Economics and Business who had received training and entrepreneurial education from their universities in Indonesia. The research findings indicate that entrepreneurial attitude is the most dominant construct directly influencing students' entrepreneurial intentions. Students' positive attitudes toward entrepreneurial activities are driven by training and entrepreneurial education.

This study demonstrated that effective training and entrepreneurial education can improve students' positive attitudes toward entrepreneurship and their confidence in starting new businesses. Therefore, universities need to ensure the effectiveness of their entrepreneurship education curriculum. Universities can provide not only an understanding of entrepreneurial theory but also training, business simulations, and business incubator programs, as well as the provision of entrepreneurship lab facilities. Business competitions, mentoring by practitioners, and collaboration with industry can support the development of positive entrepreneurial attitudes among students.

Limitations and Recommendations for Future Research

In the future, universities also need to facilitate students to get training and entrepreneurial education programs from the government, so that ultimately it will increase self-confidence and a positive attitude towards entrepreneurship, which will have an impact on the intention to become entrepreneurs.

Furthermore, personality traits have also been shown to influence entrepreneurial intentions among Indonesian students. Therefore, universities need to encourage the development of positive personality traits in students, such as risk-taking, a love of challenges, and creativity. Universities can provide training to foster the development of soft skills necessary for entrepreneurship.

This study also illustrates that social recognition, such as recognition, respect, and appreciation for the entrepreneurial profession, does not influence interest in entrepreneurship.

This is suspected because many in Indonesia still perceive being an employee as safer, more stable, and more prosperous than being an entrepreneur. Therefore, educational and outreach programs are needed, along with synergy between the government and universities, to shape the social perception that becoming an entrepreneur is a viable and promising choice.

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