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The Role of Self Efficacy As A Mediator In The Relationship Between Education Support and Entrepreneurial Intention

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ABSTRACT: Extreme poverty is a major problem plaguing Indonesia's economy. As a result of labor parity and employment, entrepreneurship can slow the pace of decline by creating additional job opportunities. The purpose of this study was to determine the role of self-efficacy as a moderator between entrepreneurship education and aspirational entrepreneurship. Quantitative methods are used in associative research. Questionnaires are used for data collection purposes. Of the 530 students who participated in the study, 90 were used as samples. Structural Equation Modeling (SEM) data analysis was performed using SmartPLS 3.0 devices. The findings of this study suggest that educational entrepreneurship greatly increases aspirations to start one's own business. Research shows that educational entrepreneurship increases students' confidence. affects the correlation between entrepreneurship education and aspirations to start one's own business in a very profitable way.

Keywords: entrepreneurship, entrepreneurship education, self-efficacy, entrepreneurial intention

INTRODUCTION

Indonesia is a developing country. The number of Indonesia's population continues to increase, along with the number of people looking for work. To compete with other companies, individuals who are skilled, intelligent, responsible, professional, and have a high work ethic are needed. Compared to the number of people looking for work, the available employment is insufficient. In addition, many companies are forced to use contractual agreements to outsource because the large number of job seekers exceeds the number of available vacancies. This practice undermines employee confidence in the long run and ultimately leads to unemployment.

Unemployment is one of the economic problems that needs to be overcome by many countries, including Indonesia. Lack of job opportunities for some individuals is the root cause of unemployment (Indriyani & Subowo, 2019). Lack of employment means less money coming in, which means less money to cover basic living expenses (Swaramarinda, 2014) When people's salaries are not enough to cover basic

living expenses, they become lazy to work and carry out illegal activities, among others, to make ends meet (Sabiq & Apsari, 2021). The economy will experience a slowdown in growth if the unemployment rate continues to rise unchecked. Crime, poverty, and slow economic growth are all affected by high unemployment.

College graduates continue to contribute to the unemployment rate, according to (Muliadi, 2020). This is due to college graduates who have recently sought employment in sectors such as the public sector or private sector, where job openings are very few. Therefore, improvement efforts are needed. In addition to producing goods and services that meet the needs of society, entrepreneurship can improve employment prospects and lower the unemployment rate, thus making it an important factor in fighting unemployment (Beynon et al., 2019). Higher education has an important role in fostering an entrepreneurial spirit. Students can gain entrepreneurial knowledge and skills through university-based entrepreneurship education (Kang & Xiong, 2021).

One possible solution to high unemployment is to encourage students to think like entrepreneurs. Because, after graduating, these students are believed to be able to open their own businesses and can open job opportunities for others. Students face many uncertainties when they decide to become entrepreneurs (Liu et al., 2022). Due to the autonomy and independence of its members, the entrepreneurial sector is a key factor in economic growth. (Frinces, 2011) argues that entrepreneurship is essential for the economic development of industrialized countries.

According to (Santy et al., 2017), the ability to dare to meet the needs of life and solve problems, encourage business, or start your own business is known as entrepreneurial intention. If someone has the desire and willingness to become an entrepreneur, it means having the ability to create their own jobs. It can be said that there is a long process through which the entrepreneurial intentions of society develop. Educational institutions can play a role in fostering and increasing entrepreneurial intentions. To combat economic growth and unemployment, entrepreneurship education produces a large number of entrepreneurs, which in turn can create additional jobs (Adekiya & Ibrahim, 2016). Having the belief that entrepreneurship can generate personal and social benefits is just as important as receiving a formal education in the field.

Global academic research (Liu et al., 2022) (Astiana et al., 2022) (Bukirom Haryo Indradi Andi Permana, 2016) (Samydevan et al., 2015) (D. A. L. Anggraeni & Nurcaya, 2016) affirmed that students' exposure to entrepreneurship education is positively correlated with their abilities. future plans to start their own business. Conversely, a number of studies did not find a correlation between students' entrepreneurial intentions and the entrepreneurial education they received (Astungkara & Widayanti, 2020) (Yanti, 2019) (Atmono et al., 2023).

The research gap arises due to inconsistent findings of previous studies. This leaves room for future research by including self-efficacy as a moderation variable. According to (Chen & He, 2011) and (Hoang et al., 2020), self-efficacy can

mediate the relationship between entrepreneurial intention and actual results. A person's belief in his own ability to achieve a goal, which is strengthened by past successes and failures, is called self-efficacy (Lestari & Sukirman, 2020). This inspires individuals to set up new companies.

Numerous studies have shown a positive and statistically significant association between students' self-efficacy and the entrepreneurial education they receive (Wu et al., 2022) (Lestari & Sukirman, 2020) (Costin et al., 2022) (Oyugi, 2015). These findings highlight the potential for educational programs and lessons to improve self-efficacy. In addition, many studies have linked entrepreneurial aspirations with self-efficacy. Based on research that included students as respondents, students who believed in their abilities and had strong intentions were more likely to act entrepreneurial. In addition, according to various studies (Atmono et al., 2023) (Saragih, 2022) (Puni et al., 2018) (Christina Whidya Utami, 2017) (D. A. L. Anggraeni & Nurcaya, 2016) (Sarwoko, 2011), the level of self-efficacy of a person greatly influences his intention to start his own business. The results suggest that existing levels of self-efficacy can trigger the desire for entrepreneurship.

Based on the background of the existing problem, this study aims to test and explain "THE ROLE OF SELF-EFFICACY AS A MEDIATOR IN THE RELATIONSHIP BETWEEN EDUCATION SUPPORT AND ENTREPRENEURIAL INTENTION."

Literature review

Entrepreneurship Education

According to (Neck & Greene, 2011), the purpose of entrepreneurship education is to instill in students the mindset and actions that will make them successful entrepreneurs.

Formal and informal learning opportunities such as classes, workshops, seminars, and other educational events are part of what is known as "entrepreneurship education" (Bukirom Haryo Indradi Andi Permana, 2016). According to (Bukirom Haryo Indradi Andi Permana, 2016), the following indicators can be used to measure variables related to entrepreneurship education: Principles and practices of entrepreneurship education, resources offered to students, the purpose of entrepreneurship programs in creating an entrepreneurial mindset, and ways in which it can be done. Programs increase students' awareness of potential business opportunities.

According to research by (Bukirom Haryo Indradi Andi Permana, 2016), students' intention to start their own business is positively and significantly influenced by entrepreneurship education. That is, there is empirical evidence that shows how various parties, including universities, can influence students' entrepreneurial mindsets through education, training, and motivation. Students who participate in extensive entrepreneurship programs are more likely to start their own businesses, say (Liu et al., 2022). Conversely, students' interest in entrepreneurship will be negatively correlated with the quality of their entrepreneurship education. Evidence shows a direct correlation between entrepreneurship education and

entrepreneurial interest. This is supported by the findings of (Samydevan et al., 2015), who found that students in various countries who receive entrepreneurship education are more likely to have entrepreneurial intentions and have lower unemployment rates after graduating from college. This hypothesis is supported by this statement:

H1: Education support has a significant effect on the entrepreneurial intention of Gunung Jati Swadaya University students

Educational programs and learning can offer strong incentives to improve self-efficacy, according to (Wu et al., 2022) (Costin et al., 2022) and (Atmono et al., 2023). According to research cited by (Oyugi, 2015), students' perception of their own abilities is greatly enhanced through entrepreneurship education. Those interested in starting their own business can benefit from entrepreneurship education by learning how to be more efficient in themselves. This hypothesis is supported by this statement:

H2: Education support has a significant effect on the self-efficacy of Universitas Swadaya Gunung Jati students

Self Efficacy

According to (Feist et al., 2009), self-efficacy is a belief in one's own ability to influence one's own well-being and the outcome of one's immediate environment.

Individual self-efficacy can be defined as their belief in one's own ability to plan and execute the steps necessary to achieve a goal (Bandura et al., 1999). According to Bandura, the indicators are as per Bandura's 1997 research: Subjective Factors: Past Achievements, Interpersonal Experiences, Verbal Argumentation, and Physiological and Emotional Conditions

Students who believe in their own abilities tend to want to start their own businesses, (D. A. L. Anggraeni & Nurcaya, 2016). Conversely, students' intention to start their own business is inversely proportional to the level of self-efficacy they have. Entrepreneurial intentions are positively and significantly influenced by self-efficacy which is characterized by high levels of self-confidence and mental readiness (C.W. Utami et al., 2019), (Puni et al., 2018), and (Sarwoko, 2011). The hypothesis is supported by this statement:

H3: Self-efficacy has a significant effect on the entrepreneurial intention of Universitas Swadaya GunungJati students

Researchers have shown that self-efficacy mediates the relationship between entrepreneurial intention and actual outcomes (Chen & He, 2011) (Nguyen et al., 2018). Studies on self-efficacy mediate the relationship between entrepreneurial education and business initiation (Esnard-Flavius, 2010) (Wu et al., 2022). (Oyugi, 2015) argues that self-efficacy mediates the relationship between entrepreneurship education and the desire to start a business. This hypothesis is supported by this statement:

H4: Self-efficacy has a role as a mediator in the relationship between education support and entrepreneurial intention of Universitas Swadaya Gunung Jati students.

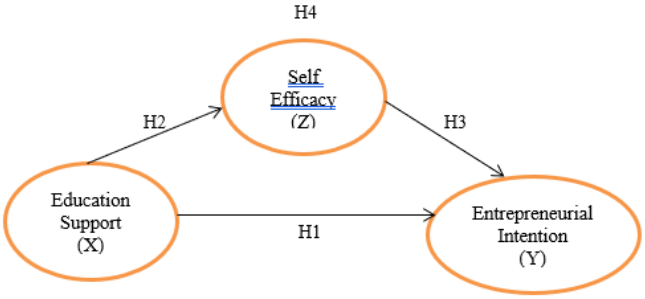
Entrepreneurial Intention

The tendency of individuals to carry out entrepreneurial activities, such as the creation of new products through the utilization of business opportunities

and risk-taking, is characterized by entrepreneurial intentions (Ramayah & Harun, 2005) The actions of an entrepreneur are largely determined by his personal goals. There are triggers that cause people to become entrepreneurs.

(Farida & Nurkhin, 2016) defines entrepreneurial intention as "the intention to work hard or have a strong will to try to meet the needs of life and create a new business without fear of the risks that will occur and always learn from failure in entrepreneurship." This includes the desire, interest, and willingness to work hard and take calculated risks to achieve goals. In entrepreneurship, there are four signs of purpose, as stated by (Farida & Nurkhin, 2016): enjoyment, curiosity, focus, and involvement.

The following research model is suggested based on the above:



RESEARCH METHODS

Quantitative research methods were used in this study. The participants were S1 students enrolled in the entrepreneurship program at Swadaya Gunung Jati University. In 2023, as many as 530 S1 students of Swadaya Gunung Jati University will take part in entrepreneurship training. This study used a sample of 90 students taken from the group using the Slovin sampling method, which is defined as n = N / [1 + (N x e)].

This study relies on primary data, that is, information collected from people who will be the subject of research. Data collection is done using a closed Google form, meaning that every answer has been provided and only a few options are available. A questionnaire with a five-point Likert scale of 1 for "strongly disagree", 2 for "disagree", 3 for "neutral", 4 for "agree", and 5 for "strongly agree" was used to collect data for the study. This study uses smartPLS 3.0 program to analyze data using Partial Least Square Structural Equation Modeling or better known as SEM PLS.

RESULTS AND DISCUSSION

Data Analysis

Outer Model

The outer model in the context of path analysis is a component of the structural equation model used in the analysis method of Partial Least Squares Path Modeling. This model aims to measure construct validity, that is, the extent to which latent variables represented by measurement indicators are observed. By utilizing variables that can be observed directly, outside models assess the accuracy of measurements of variables that are

difficult to measure. (Josep F Hair et al., 2018). The significance of this function in SEM analysis is crucial because it supports the understanding and validation of latent variable constructs which are an important aspect of research (Joseph F Hair et al., 2019). Outer model analysis in smartPLS involves three main aspects, namely outer loading, construct validity and reliability, and discriminant validity.

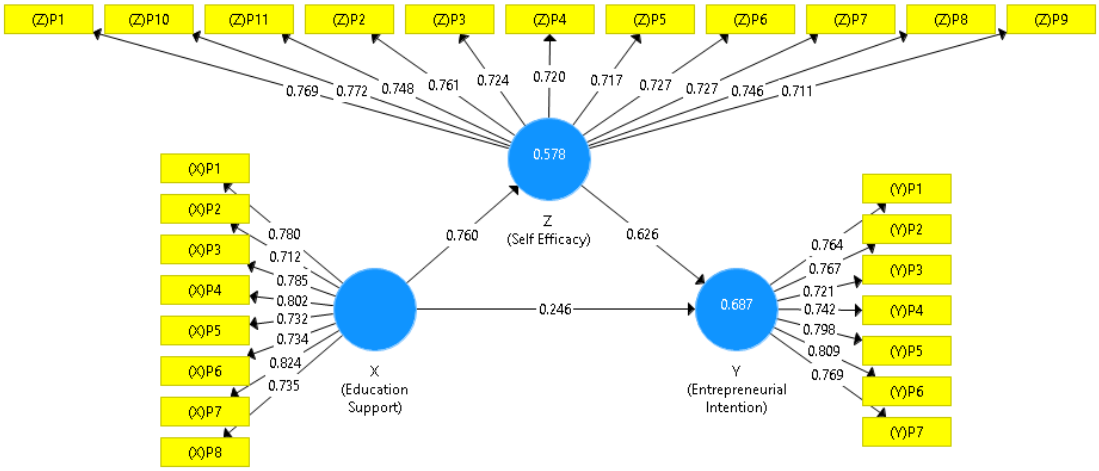


Figure 1 Outer Model Testing
Source : SmartPLS Output, (2024)

Outer Loading

Outer loading refers to a coefficient that measures the degree to which the measurement indicator represents the latent variable (construct) associated in partial path analysis. This illustrates the strong relationship between centralized indicators and shifting latent variables. Latent outer loading indicators and variables are calculated as regression coefficients, and their values range from 0 to 1. Higher values indicate that the indicator has a greater contribution in adjusting for latent variables. If its outer loading value is greater than 0.7 then it is considered good. Then from the reliability of the research model, eliminate indicators whose outer loading value is less than 0.7 (Hair et al., 2017). In the table below, you can see the outer loading value of each indicator in this study:

Table 1. Outer Loading Value of Each Indicator

No	Indicator	*Outer Loading*	Information	No	Indicator	*Outer Loading*	Information
1	(X)P1	0,780	Valid	14	(Y)P6	0,809	Valid
2	(X)P2	0,712	Valid	15	(Y)P7	0,769	Valid
3	(X)P3	0,785	Valid	16	(Z)P1	0,769	Valid
4	(X)P4	0,802	Valid	17	(Z)P10	0,772	Valid
5	(X)P5	0,732	Valid	18	(Z)P11	0,748	Valid
6	(X)P6	0,734	Valid	19	(Z)P2	0,761	Valid
7	(X)P7	0,824	Valid	20	(Z)P3	0,724	Valid
8	(X)P8	0,735	Valid	21	(Z)P4	0,720	Valid
9	(Y)P1	0,764	Valid	22	(Z)P5	0,717	Valid
10	(Y)P2	0,767	Valid	23	(Z)P6	0,727	Valid
11	(Y)P3	0,721	Valid	24	(Z)P7	0,727	Valid
12	(Y)P4	0,742	Valid	25	(Z)P8	0,746	Valid

13	(Y)P5	0,798	Valid	26	(Z)P9	0,711	Valid

Source : Output SmartPls, (2024)

The following table shows that all indicators have an outer loading value greater than 0.7. Therefore, it is not necessary to exclude any indicators from the research process; All indicators can be entered.

Construct Validity and Reability

The extent to which the indicators used in the analysis accurately reflect the desired construct is a measure of construct validity. This reflects the extent to which the measurement actually reflects the concept or nature of the latent variable to be measured. Construct validity has an important role in ensuring that the resulting model is able to correctly reflect latent variables in accordance with the theory used. (Josep F Hair et al., 2018). Meanwhile, reliability refers to the consistency of measurement results from the same indicator to measure the same construct. If an indicator has high reliability, the measurement results will tend to be consistent when repeated measurements are made in the same population. (Hair et al., 2017). Utilizing Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE), SmartPLS enables the evaluation of Construct Validity and Reliability.

Cronbach's Alpha

Cronbach's alpha in Smartpls is a ndicator coefficient used to measure the internal reliability or consistency of an ndicator ndicator measured to describe a latent construct or variable in partial path analysis. Greater reliability is indicated by Cronbach's higher alpha value, which typically ranges from 0 to 1. To check whether the indicator used to measure the construct has sufficient consistency, Cronbach's alpha is used. These indicators more consistently measure the same construct when the alpha value is higher. In quantitative analysis, Cronbach's alpha is a popular tool for determining how trustworthy a survey or other measurement tool is (Joseph F Hair et al., 2019). When deciding how to proceed with Cronbach's Alpha test, the actual scores of the test are checked. A variable is considered to meet the test reliability criteria if its value is greater than 0.7. Researchers can use it for their research(Garson, 2016). The following table presents Cronbach's Alpha values for all research variables:

Table 2 Cronbach's Alpha Value of Each Variable

Variable	***Cronbach's Alpha***
Enterpreneurial Intention	0,884
Self Efficacy	0,917
Education Support	0,898

Source : Output SmartPls, (2024)

All variables in the table above have values greater than 0.7. Thus,

there is a consistent level of measurement of all variables used in this study. Thus, all indicators can be incorporated into the study and do not need to be excluded from the research process.

Composite Reliability

Composite reliability refers to the extent to which indicators measuring a variable are significantly related and interconnected with each other. (Garson, 2016). To make a decision based on Composite Reliability, we look at whether the value of a variable is less than 0.7. If so, we know that this variable needs to be corrected because the indicators are not well correlated. It may require re-evaluation to incorporate these variables into a particular research model (Hair et al., 2017). The following table displays the research variables and their respective Composite Reliability values.

Table 3 Composite Reliability Results of Each Variable

Variable	***Composite Reliability***
Enterpreneurial Intention	0,909
Self Efficacy	0,930
Education Support	0,918

Source : Output SmartPls, (2024)

All variables used in this study meet the criteria because the Composite Reliability value is greater than 0.700. In this way, there is no need to exclude any indicators from the research process; Instead, all indicators can be included.

Average Variance Extracted (AVE)

A statistical measure known as Average Variance Extracted (AVE) is used to determine the extent to which a construct can account for variations in the indicators used to measure it. The latent variable AVE is defined as its contribution to the variance of the associated indicator (Josep F Hair et al., 2018). For latent variables, a high AVE value means the observation variable measuring it can account for most of its variance. Therefore, latent variables have strong validity. An observation variable may not be able to represent a latent variable well if the AVE value is small. Therefore, the validity of the construct may be questionable. As stated by (Garson, 2016). In making decisions based on AVE, it is important to note that a variable is not considered to have reliability problems if the AVE value is greater than 0.5. So, this variable can be used appropriately in a research setting.

Table 4 Test Results *Average Variance Extracted*

Variable	***Average Variance Extracted (AVE)***
Enterpreneurial Intention	0,589
Self Efficacy	0,546
Education Support	0,583

The Average Variance Extracted value for each variable is greater than

0.5 as shown in the table below. So that all variables in this study can really show what a latent variable is. Thus, all indicators can be incorporated into the study and do not need to be excluded from the research process.

Discriminant Validity

In SmartPLS, you can use one of the many methods to check the Validity of the Discriminant. Crossloading and Heterotrait-Monotrait (HTMT) are two popular methods.

Heterotrait-Monotrait (HTMT)

The HTMT technique determines the heterotrait-mono trait ratio, that is, the ratio of the correlation of a variable with itself to the correlation with other variables. Discriminant validity is met if this ratio is less than the threshold value of 0.90 (Garson, 2016).

Table 1 *Heterotrait-Monotrait* (HTMT)

Variable	*Education Support*	*Entrepreneurial Intention*	*Self Efficacy*
Education Support			
Entrepreneurial Intention	0,797		
Self Efficacy	0,820	0,893	

Source : Output SmartPls, (2024)

Based on the data in the table, all variables meet the HTMT requirements and are tested for Discriminant Validity because the HTMT value is less than 0.9.

Cross Loading

The phrase "cross loading" is used when an indicator has a strong correlation with some latent variable. High cross loading for a variable indicator may indicate that the indicator does not adequately capture a particular latent variable. As a result, the reliability of constructs measured from variables may be questioned (J. F. J. Hair et al., 2019). When an indicator has a high cross-load on some latent variable, it may be time to think about eliminating it. According to (Garson, 2016), this can improve model interpretation and construct validity. Latent variables have the highest correlation, and indicators with cross-loading values greater than 0.700 are considered good. You can see the cross load values for all indicators in the table below:

Table 6 Values *Cross Loading* Setiap Indikator

Indicator	*Education Support*	*Entrepreneurial Intention*	*Self Efficacy*
(X)P1	**0,780**	0,604	0,687
(X)P2	**0,712**	0,484	0,531
(X)P3	**0,785**	0,482	0,448
(X)P4	**0,802**	0,529	0,567
(X)P5	**0,732**	0,537	0,562
(X)P6	**0,734**	0,482	0,506
(X)P7	**0,824**	0,622	0,644
(X)P8	**0,735**	0,622	0,637
(Y)P1	0,541	**0,764**	0,591

Indicator	*Education Support*	*Entrepreneurial Intention*	*Self Efficacy*
(Y)P2	0,628	**0,767**	0,703
(Y)P3	0,450	**0,721**	0,585
(Y)P4	0,488	**0,742**	0,541
(Y)P5	0,579	**0,798**	0,696
(Y)P6	0,604	**0,809**	0,596
(Y)P7	0,565	**0,769**	0,630
(Z)P1	0,623	0,704	**0,769**
(Z)P10	0,605	0,649	**0,772**
(Z)P11	0,617	0,640	**0,748**
(Z)P2	0,529	0,584	**0,761**
(Z)P3	0,647	0,567	**0,724**
(Z)P4	0,434	0,515	**0,720**
(Z)P5	0,549	0,561	**0,717**
(Z)P6	0,528	0,537	**0,727**
(Z)P7	0,489	0,596	**0,727**
(Z)P8	0,573	0,608	**0,746**
(Z)P9	0,537	0,608	**0,711**

Source : Output SmartPLS, (2024)

All indicators used in this study have cross loading values greater than 0.700 which shows a strong correlation with latent variables. So, there is no need to issue indicators.

Collinearity Statistics (VIF)

The technique for determining the extent to which variables in a measurement model are multicollinary is called Collinearity Statistics, or more commonly called Variance Inflation Factor (VIF). Multicollinearity occurs when two or more variables in a model have a significant correlation between them. This situation can result in difficulties in interpreting the results, reduce the reliability of the regression coefficient, and cause instability in the model.

There is a range of 1–10 for VIF values. Variables with low VIF values (between 1 and 5) are considered acceptable in the model because they have little impact on multicollinearity. VIF values between 3 and less than 3 are considered the recommended standards in research (J. F. Hair et al., 2018). However, if the VIF value exceeds 5 or even 10, this indicates that the variable is affected by multicollinearity and needs to be addressed

Table 7 Test Results Collinearity Statistics (VIF)

No	Indicator	*VIF*	Information	No	Indicator	*VIF*	Information
1	(X)P1	2,184	Valid	14	(Y)P6	2,299	Valid
2	(X)P2	1,801	Valid	15	(Y)P7	1,843	Valid
3	(X)P3	2,988	Valid	16	(Z)P1	2,152	Valid
4	(X)P4	2,934	Valid	17	(Z)P10	2,129	Valid
5	(X)P5	1,843	Valid	18	(Z)P11	2,112	Valid
6	(X)P6	2,091	Valid	19	(Z)P2	2,216	Valid

No	Indicator	*VIF*	Information	No	Indicator	*VIF*	Information
7	(X)P7	2,792	Valid	20	(Z)P3	1,905	Valid
8	(X)P8	1,837	Valid	21	(Z)P4	1,929	Valid
9	(Y)P1	1,951	Valid	22	(Z)P5	2,167	Valid
10	(Y)P2	1,874	Valid	23	(Z)P6	2,067	Valid
11	(Y)P3	1,683	Valid	24	(Z)P7	2,351	Valid
12	(Y)P4	1,915	Valid	25	(Z)P8	2,331	Valid
13	(Y)P5	2,154	Valid	26	(Z)P9	1,871	Valid

Source : Output SmartPLS, (2024)

All indicators have a VIF value below 5 according to the data in the table above. As a result, all variables in the construct do not exhibit multicollinearity.

Inner Model

In the inner model, we are talking about how the construction of research models relates to each other. in models to test hypotheses regarding the relationship between latent variables and their statistical significance. Understanding the interdependence between research model variables is the goal of Inner Model analysis. To determine the significance of a variable to a hypothesis that has already been created, tests in the model are necessary. This study used statistical tests R Square, F Square, and T statistic / hypothesis test.

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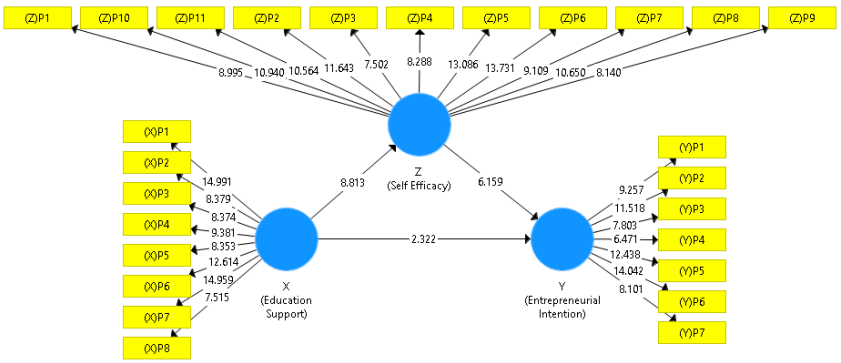

Figure 2 Inner Model Test Model

Source : Output SmartPLS, (2024)

R Square

According to Rambut et al. (2017), the R-squared value shows how well the independent variable in a research model explains the variation of the dependent variable. A perfect prediction between the independent and dependent variables is indicated by an R Squared value of 1 which can range from 0 to 1. The R Square value of each dependent variable is summarized in the table below:

Table 4 R Square Test Results

Variable	R Square	R Square Adjusted
Enterpreneurial Intention	0,687	0,679
Self Efficacy	0,578	0,573

Source: Output SmartPLS, (2024)

The results of the R Square test above show that the independent variable has an influence of 0.687 (or 68.7%) on the dependent variable, namely Entrepreneurial Interest. In addition, external variables outside the scope of this study accounted for the remaining 31.3%. While the independent variable has an influence of 0.578 (or 57.8%) on the self-efficacy variable. Other variables outside the scope of the study accounted for the remaining 42.2%.

F Square

One way to assess the influence of external factors on internal variables in a research model is through the use of F-Square (f^2) statistics, which are used in the context of Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis. Explanation of the F Square (f^2) value according to Garson (2016) are as follows:

1. $f^2 \leq 0{,}02$: Very little effect or no significant effect.
2. $0{,}02 < f^2 \leq 0{,}15$: Small effects.
3. $0{,}15 < f^2 \leq 0{,}35$: Medium effect.
4. $f^2 > 0{,}35$: Great effect.

The effect size (f^2) value of this study is detailed in the table below:

Table 9 Test Results *F Square* (f^2)

Construction	Effect Size
Self Efficacy -> Enterpreneurial Intention	0,528
Education Support -> Enterpreneurial Intention	0,082
Education Support -> Self Efficacy	1,369

Source: Output SmartPLS, (2024)

Based on the data in the table, there is a significant relationship between the self-efficacy variable and the entrepreneurial intention variable (f^2 = 0.528). Furthermore, the Education Support variable has an F Square (f^2) value against the Entrepreneurial Intention variable of 0.082, which is a small effect. For the Education Support variable on Self Efficacy has an F Square (f^2) value for the Entrepreneurial Intention variable of 1.369, which is a large effect.

Model Fit

The fit model used in this study uses SRMR values, SRMR measures the fit between the resulting path model and the observed data. SRMR serves to assess how well the resulting model is able to reflect the relationship between the variables observed in the actual data. SRMR has a range value from 0 to infinity, and the closer to zero, the better. SRMR values between 0.06 and 0.08 are considered the best values and indicate that the model has a decent degree of conformity with the observational data (Henseler et al., 2016). Here are the results of the fit model test:

Tabel 2 Output Model Fit

Indicator	*Saturated Model*	*Estimated Model*
SRMR	0,074	0,074
d_ULS	1,928	1,928
d_G	1,014	1,014
Chi-Square	444,320	444,320
NFI	0,732	0,732

Source : Output SmartPLS, (2024)

The saturated model has an SRMR value of 0.074 which is also an estimate of the SRMR value of the model (see table above), thus the model is said to meet the feasibility criteria.

Test the hypothesis

To test the hypothesis in SmartPLS, one uses path coefficients, which indicate how much and in which direction an independent variable affects the dependent variable. Testing of path coefficients yields the following results:

Table 11 Hypothesis Test Results

Construction	Original sample (O)	T statistics (|O/STDEV|)	P values	Information
Education Support -> Entrepreneurial Intention	0,246	2,322	0,021	Accepted
Education Support -> Self Efficacy	0,760	8,813	0,000	Accepted
Self Efficacy -> Enterpreneurial Intention	0,626	6,159	0,000	Accepted
Education Support -> Self Efficacy -> Enterpreneurial Intention	0,476	4,921	0,000	Accepted

Source: Output SmartPLS, (2024)

The Effect of Education Support on Entrepreneurial Intention

The intention to start a business is positively influenced by educational support. The conclusions drawn from research on the impact of educational support on entrepreneurial intentions corroborate this statement. The original sample size was 0.246, the t-statistic was 2.322, greater than 1.960, and the p value was 0.021, which is less than 0.05. Thus we can conclude that there is a positive and statistically significant relationship between educational support and entrepreneurial intention. Therefore, the null hypothesis is rejected. The findings of this study corroborate previous research showing that entrepreneurship education (Education Support) has a positive and significant effect on entrepreneurial intention, as shown by (Bukirom Haryo Indradi Andi Permana, 2016), (D. A. L. Anggraeni & Nurcaya, 2016) (Samydevan et al., 2015), (Liu et al., 2022) (Astiana et al., 2022).

The Effect of Education Support on Self-Efficacy

Self-efficacy is greatly enhanced with educational support. The impact of educational support

on self-efficacy is shown as follows: original sample value of 0.760, statistical t of 8.813 > 1.960, and P value of 0.000 < 0.05, prove this statement. Thus we can conclude that Self-Efficacy is greatly enhanced by Educational Support. Therefore, the null hypothesis is rejected. Educational support enhances individual decision-making by incorporating self-efficacy, according to (Wu et al., 2022), who discuss how education is an important factor in exploring entrepreneurial opportunities. This statement is supported by this. According to research conducted by (Costin et al., 2022), individuals can increase self-efficacy in running a business by gaining knowledge through entrepreneurship education (Education Support). The findings of this study corroborate the findings of (Oyugi, 2015) and (Atmono et al., 2023), who found that self-efficacy was positively and significantly influenced by entrepreneurial education (also known as educational support).

The Effect of Self-Efficacy on Entrepreneurial Intention

There is a positive correlation between entrepreneurial intentions and self-efficacy. This affirmation is supported by the findings of the study The Effect of Self-Efficacy on Entrepreneurial Intentions which has t-statistics of 6.159 > 1.960 and P-value of 0.000 < 0.05, and the original sample value of 0.626. Thus, it is clear that Self Efficacy greatly influences Entrepreneurial Intentions for the better. Therefore, the null hypothesis is rejected. Atmono et al. (2023) found that students' desire to become entrepreneurs is positively correlated with self-efficacy of their ability to do business. The findings of this study corroborate the findings of (Puni et al., 2018), (silvia ika Anggraeni, 2019), and (C.W. Utami et al., 2019), all of which found that self-efficacy has a significant and positive effect on the intention to start a business. (The Desire to Start a Business).

The role of Self-Efficacy as a mediator between Education Support and Entrepreneurial Intention

The original sample value of 0.476, the statistical t of 4.921 > 1.960, and the P value of 0.000 < 0.05 indicate that Self-Efficacy mediates the influence between Education Support and Entrepreneurial Intentions. The relationship of educational support with entrepreneurial intentions can be mediated by self-efficacy. Therefore, the null hypothesis is rejected. (Oyugi, 2015), (Esnard-Flavius, 2010), and (Wu et al., 2022) all found that student self-efficacy mediated the relationship between educational support and entrepreneurial intentions at Gunung Jati Swadaya University. The findings of this study corroborate these findings.

CONCLUSION

The following are the findings taken from the data analyzed and discussed in this study: Gunung Jati Swadaya University students showed a favorable correlation and statistically significant influence between entrepreneurial education (educational support) and entrepreneurial intention (Entrepreneurial Intention). Students at

Gunung Jati Swadaya University reported a good correlation and statistically significant influence between entrepreneurship education (educational support) and self-efficacy. Gunung Jati Swadaya University students who have a high level of self-efficacy are more likely to express interest in starting their own business. At Universitas Swadaya Gunung Jati, the level of student self-efficacy acts as a mediation between entrepreneurship education and entrepreneurial intentions.

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