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The Influence of Entrepreneurial Education, Entrepreneurial Self-Efficacy on Entrepreneurial Intention Mediated by Entrepreneurial Attitude in Students of Bengkulu University

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A B S T R A C T

The role of entrepreneurship contributes significantly to driving the economic development of a country and can be one of the solutions to reduce unemployment in Indonesia. This study aims to determine the effect of entrepreneurial education and entrepreneurial self-efficacy on entrepreneurial intention with entrepreneurial attitude mediation in students of the University of Bengkulu. The sample used Slovin formula was 392 respondents who had taken entrepreneurship courses using nonprobability sampling techniques and the sampling technique used was purposive sampling. The data collection tool in this study was an online questionnaire for students of the University of Bengkulu. The tests carried out were validity, reliability and hypothesis testing with the help of SEM PLS (Partial Least Square) 4 software. Based on field research, the following results were obtained: (1) the effect of entrepreneurial education on entrepreneurial intention is not significant; (2) the effect of entrepreneurial self-efficacy on entrepreneurial intention is significantly positive; (3) the effect of entrepreneurial attitude on entrepreneurial intention is significantly positive; (4) The effect of entrepreneurial education on entrepreneurial attitude is significantly positive; (5) entrepreneurial self-efficacy on entrepreneurial attitude is significantly positive; (6) entrepreneurial attitude can mediate the influence of entrepreneurial education on entrepreneurial intention; (7) entrepreneurial attitude can mediate the influence of entrepreneurial self-efficacy on entrepreneurial intention.

INTRODUCTION

A country with the fourth largest population in the world, Indonesia faces challenges in providing sufficient employment, which is evident from the rising open unemployment rate (Sumaryoto et al., 2020). The issue of unemployment is a complex issue that has a significant impact on political and social order, this condition is predicted to tend to increase in the future (O'Halloran et al., 2018). According to Statistik (2022) Badan Pusat Statistik, the composition of the labor force in August 2024 consisted of 144.64 million working people and 7.47 million unemployed people. In August 2024, the male open unemployment rate was 4.90 percent, while the female open unemployment rate was 4.92 percent. The open unemployment rate of the population in the young age group (15-24 years) is the highest level of open unemployment, reaching 14.32 percent.

Kaijun & Ichwatus Sholihah (2015) say that Indonesia and China as two countries with rapid growth in Asia, which are faced with the challenge of unemployment among highly educated youth. The need for solutions so that college graduates in both countries are able to transform from job seekers to job creators, by instilling an entrepreneurial spirit is one of the effective strategies to reduce unemployment.

Poverty and unemployment are two interrelated problems, which can reduce people's quality of life and hinder the country's economic growth (Amar et al., 2022). The role of entrepreneurs is now the main driver in improving people's welfare (Zhang et al., 2015). In order to create new jobs and increase innovation, it is necessary to fully support entrepreneurial activities, which play a significant role in the economic progress and welfare of the people in the area (Barba-Sánchez et al., 2022)

Has been proven in many developed countries that the role of entrepreneurship has successfully become a key factor in achieving social welfare and stability (Jena, 2020). The impact of the current economic situation and policies has encouraged students to become entrepreneurs (Liu et al., 2019). This approach is needed to minimize the unemployment rate through the role of entrepreneurship and encourage entrepreneurial intentions for students who will graduate (Svotwa et al., 2022). Entrepreneurial intention is a state of mind of individuals who have personal experience and attention to planned entrepreneurial behavior (Do & Dadvari, 2017). Individuals who have entrepreneurial intentions tend to be able to take risks that have been analyzed, and plan the use of resources to build their own business (Karabulut, 2016).

Entrepreneurship education in Chinese universities has gradually increased, and entrepreneurship education has also shifted from the early stages of entrepreneurship performance, teacher training, classroom teaching, and knowledge delivery to focus on entrepreneurial ability development, entrepreneurial quality improvement, and diversified education models (Weiming et al., 2016). After the development of internet access and technology, there has been an increase in entrepreneurial activities among Chinese university

students. This trend is further reinforced by the government's support for the 'mass entrepreneurship and innovation' movement and efforts to create a conducive environment and sustainable services to increase the participation rate of students in the world of work and entrepreneurship (Liu et al., 2019).

In the Indonesian context, the importance of entrepreneurship education in higher education is further strengthened by government policy. The government has realized that entrepreneurship development has a strategic role in driving economic growth and helping to reduce unemployment (Siregar et al., 2023). The entrepreneurship education curriculum generally contains materials and activities related to building an entrepreneurial mental attitude, practicing communication skills, building networks and developing profit-oriented business plans (Susilaningsih, 2015).

This study raises a similar title to the study conducted by Liu et al. (2019) entitled "Research on the Effects of Entrepreneurial Education and Entrepreneurial Self-Efficacy on College Students' Entrepreneurial Intention". However, the main difference lies in the location and population of the study. Study Liu et al. (2019) used a population of students from various colleges in China, with a typical Chinese cultural approach and educational context.

Meanwhile, this study focused on students of Bengkulu University, Indonesia, as the object of research. The differences in cultural background, education system, and government policies in encouraging entrepreneurship between China and Indonesia make this research important to provide a contextual and local picture of the influence of entrepreneurship education and self-efficacy on student entrepreneurial intentions.

The Entrepreneurship Education course at Bengkulu University is a compulsory course, especially in the Faculty of Economics and Business, Management study program. This course aims to equip students with entrepreneurial knowledge and skills. The focus of this course is on developing students' entrepreneurial spirit, including the ability to see opportunities, take risks, and innovate. In addition to providing entrepreneurship education courses, Bengkulu University provides a program for students who want to start entrepreneurship with the Entrepreneurial Student Assistance Program (BMW). This program is a funding allowance program for students who want to open a business provided by Bengkulu University, both for individuals and in the form of groups, by prioritizing creativity and innovation which is encouraged by training, mentorship and coaching programs so as to increase students' ability to conduct and develop their business.

This study uses the Theory of Planned Behavior which provides a conceptual framework in dealing with the complexity of human social behavior. The theoretical basis for understanding the relationship between attitudes, intentions, and behavior is based on Azjen's Theory of Planned Behavior (TPB), which provides a framework for estimating behavioral intentions or entrepreneurial intentions. According to TPB, intentions to perform a wide variety of behaviors can be predicted with a high degree of accuracy through attitudes toward behavior, subjective

norms, and perceptions of behavioral control, because intentions influenced by these factors are able to explain striking differences in actual actions (Ajzen, 1991).

The study Liu et al. (2019) was conducted in the social, cultural, and economic context of China, where government policies are very proactive in supporting the entrepreneurial ecosystem through national programs such as "mass entrepreneurship and innovation." This encourages the availability of entrepreneurial infrastructure and an innovative culture that may not be equivalent in Indonesia, especially in regions such as Bengkulu. This has led to an entrepreneurial infrastructure and innovative culture that may not be comparable in Indonesia, especially in regions such as Bengkulu.

Not many studies have examined the relationship between entrepreneurship education, self-efficacy and entrepreneurial intention in the context of students at regional universities such as Bengkulu University. In addition, the study Liu et al. (2019) used a quantitative approach with a sample from one province representing the higher education system in China, while the characteristics of Indonesian students, especially in the regions may differ in terms of access, exposure, and entrepreneurial motivation.

In the research results of (Lv et al. (2021) entrepreneurship education encourages students' entrepreneurial intentions with practical experience. (Maheshwari et al., 2023)explain that there are components that play a role in influencing entrepreneurial intentions in students, such as educational components, contextual factors, situation factors, psychological factors, and personality factors. Research conducted by (Yousaf et al., 2020) shows that the entrepreneurship education received by students does not directly affect their intention to become entrepreneurs. As for the research results of (Lubada et al., 2021) this study did not succeed in describing the role of entrepreneurship education and family education in shaping entrepreneurial intentions. The same thing was found in the study of (Montes et al., 2023)stated that entrepreneurship education is not a determining factor in entrepreneurial intention among Latin American university students. Based on the above analysis, this study proposes the following hypotheses: Hypothesis 1: Entrepreneurial Education has an influence on Entrepreneurial Intention.

Based on the results of (Elnadi & Gheith, 2021) shows that self-efficacy is the most significant factor in shaping students' entrepreneurial intentions due to its strong direct and indirect associations with intentions. In the results of research by (Tsai et al., 2016) proved that entrepreneurial self-efficacy affects entrepreneurial intentions through entrepreneurial creativity and attitudes towards entrepreneurship. Likewise, the results of research by (Svotwa et al., 2022) shows that the ability to start a business in Botswana youth is influenced by factors such as funding accessibility, self-efficacy, and their skill attitudes to become entrepreneurs. In contrast to the results of (Kurczewska & Białek, 2014) which states that self-efficacy is not the main factor shaping entrepreneurial intentions. Research by (Osadolor et al., 2021) proves entrepreneurial self-efficacy is not a reason that can explain the intention of young graduates to become

entrepreneurs, This implies that in order for a person's self-efficacy to produce a set of intentions to start a business, it means that the individual must first develop an interest in becoming independent. Based on the above analysis, this study proposes the following hypotheses: Hypothesis 2: Entrepreneurial Self-Efficacy has an influence on Entrepreneurial Intention.

Research conducted by (Jena, 2020; Kusmintarti, 2017) shows that entrepreneurial attitudes contribute positively and significantly in encouraging entrepreneurial intention. In the research of (Ayalew & Zeleke, 2018) it has been shown that becoming an entrepreneur requires certain attitudes, commitment, and positive thinking, then also requires confidence in personal abilities and skills. In contrast to the research of (Dzulfikri & Kusworo, 2017) which states that the variables of attitude, motivation and interest do not have a significant effect on students' intention to start a business. Based on this analysis, the researcher proposes a hypothesis: Hypothesis 3: Entrepreneurial Attitude has an influence on Entrepreneurial Intention.

Based on the analysis of (Wardana et al., 2020; Agarwal et al., 2020) entrepreneurship education has a positive impact on influencing entrepreneurial attitudes. (Boldureanu et al., 2020) Entrepreneurship education using excellent entrepreneurial role models is able to influence students' entrepreneurial intentions and their attitudes towards entrepreneurship in a positive sense. In contrast to the results of research (Liu et al., 2019) proving that entrepreneurship education has no significant effect on entrepreneurial attitudes. Based on this analysis, the researcher proposes the following hypothesis: Hypothesis 4: Entrepreneurial Education has an influence on Entrepreneurial Attitude.

Based on the analysis of (Tiwari et al., 2017) self-efficacy has a significant relationship to attitudes, subjective norms, and intentions. Similarly, the results of the analysis of (Fenech et al., 2019) students who have confidence in their knowledge and skills are able to act correctly and according to their capacity. In contrast to the research of (Begum & Gogoi, 2023) which states that self-efficacy does not show a significant relationship to student attitudes regarding entrepreneurship. Based on this analysis, the researcher proposes the following hypothesis: Hypothesis 5: Entrepreneurial Self-Efficacy has an influence on Entrepreneurial Attitude.

Based on the findings of (Anwar et al., 2021) entrepreneurial attitudes and self-efficacy are the strongest predictors of entrepreneurial intentions. (Mahendra et al., 2017) motivation and attitude together become mediating variables between entrepreneurship education and entrepreneurial interest. (Dewangga Pramudita, 2021) attitude towards entrepreneurship is proven to play a significant role in strengthening the positive relationship between entrepreneurial self-efficacy and entrepreneurial intention. In the research results of (Lubada et al., 2021) entrepreneurial self-efficacy mediates the effect of entrepreneurship education on entrepreneurial intention. Based on the above analysis, this study proposes the following hypothesis:

Hypothesis 6: Entrepreneurial Education has an influence on Entrepreneurial Intention mediated by Entrepreneurial Attitude.

Hypothesis 7: Entrepreneurial Self-Efficacy has an influence on Entrepreneurial Intention mediated by Entrepreneurial Attitude.

Based on the formulation of the hypothesis, the researcher proposes a research structure as shown in Figure 1.

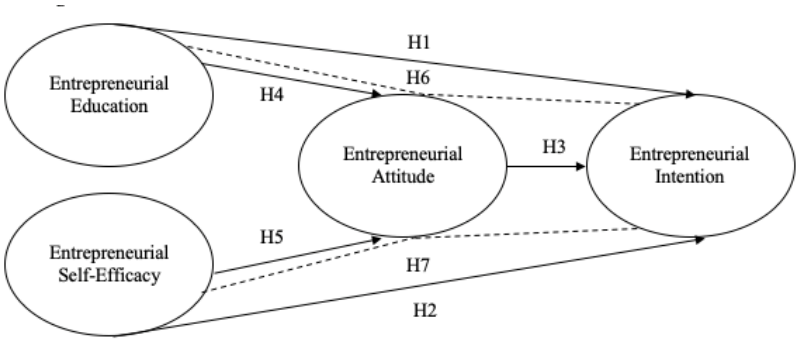

Figure 1. Research Framewor

The research framework used is the findings of previous research, namely research (Liu et at., 2019) which is the basis for replication in this research framework. In this study, using a sample of Bengkulu University students who have taken entrepreneurship education courses. This research was conducted to examine the influence of entrepreneurial education and entrepreneurial self-efficacy factors in influencing Bengkulu University students towards entrepreneurial intention through entrepreneurial attitudes.

RESEARCH METHODS

This research is a quantitative study directed at Bengkulu University students who take entrepreneurship education courses. The total number of Bengkulu University students in 2024 is 20,500 students. Sampling was conducted using nonprobability sampling method, and purposive sampling. Purposive sampling was used in this study because the researcher wanted to specifically examine Bengkulu University students who had received entrepreneurship education, either through formal courses, training, seminars, or other campus entrepreneurship activities. This technique allows researchers to select respondents who are considered the most relevant and have information that is in accordance with the focus of the study, namely the relationship between entrepreneurship education, self-efficacy, attitudes, and entrepreneurial intentions. The number of samples was determined using the Slovin formula, resulting in 392 respondents as the required sample size. Data were analysed by adopting the Structural Equation Modeling (SEM) version 4 approach.

The questionnaire was adapted and adopted from scientific articles based on previous research. The entrepreneurial education variable is measured using a measurement instrument according to (Liu et al., 2019) which consists of 4 measurement items, one of which is “I have received some entrepreneurial education or training”. The entrepreneurial self-efficacy variable is measured using a measurement instrument according to (Zhao et al., 2005) which consists of 5 items, one of which is “I am confident in my ability to identify new business opportunities”. The

entrepreneurial intention variable is measured using a measurement instrument according to (Thompson, 2009) which consists of 4 items, one of which is "I think I will start my own business in the future". And the variable is "I think I will start my own business in the future". And the entrepreneurial attitude variable is measured using a measurement instrument according to (Peter B. Robinson et al., 1991) which consists of 5 items, one of which is "I am highly motivated to achieve career success". The number of indicators used in this study were 18 items. The measurement instrument in this study will be measured using a 5 (five) point Likert scale with score (1) stating strongly disagree, score (2) stating disagree, score (3) stating moderately agree, score (4) stating agree, and score (5) stating strongly agree. Table 1 shows the number of active students at Universitas Bengkulu from all faculties.

Table 1. Bengkulu University Student Data

Faculties	**Amount**
Teacher Training and Education	4.505
Law	2.170
Economics & Business	2.304
Social and Political Sciences	2.547
Agriculture	3.148
Mathematics and Natural Sciences	3.201
Engineering	2.403
Medicine and Health Sciences	258
TOTAL	**20.500**

Source: Bengkulu University, 2024

RESULTS & DISCUSSION

The complete structural model from the results of data processing using SmartPLS 4 software is shown in Figure 2.

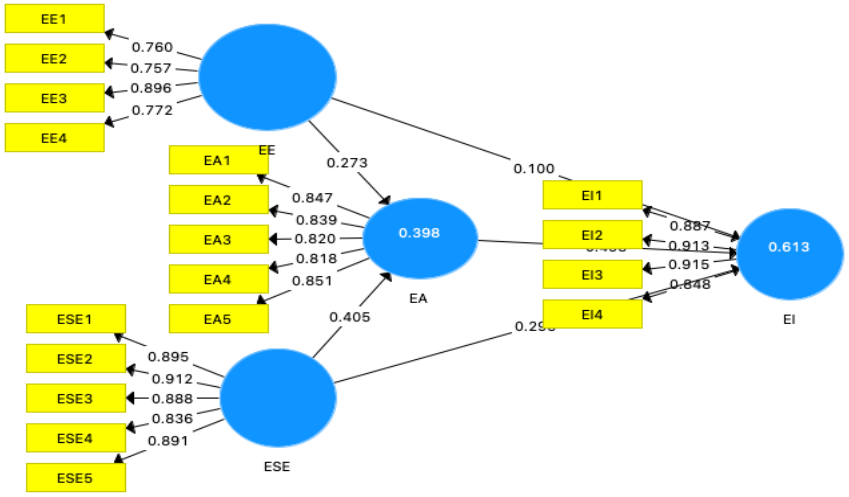

Figure 2: Measurement Model

Source: SmartPLS Processed Data (2025)

The measurement model for the relationship between the influence of entrepreneurial education, entrepreneurial self-efficacy on entrepreneurial intention mediated by entrepreneurial attitude on the students of Bengkulu University is shown in Figure 2.

Respondent Characteristics. Table 2 shows the characteristics of respondents including gender, age, semester, and study program.

Table 2. Respondent Characteristics

No	Characteristics	Category	Frequency	Percentage
1.	Gender	Male	90	23%
		Female	302	77%
	Total		**392**	**100%**
2.	Age	19 - 22 years	371	95%
		23- 24 years	21	5%
	Total		**392**	**100%**
3.	Semester	4-8	361	92%
		10-12	31	8%
	Total		**392**	**100%**
4.	Study Program	Teacher Training and Education	86	22%
		Law	41	10%
		Economics & Business	44	11%
		Social and Political Sciences	49	13%
		Agriculture	60	15%
		Mathematics and Natural Sciences	61	16%
		Engineering	46	12%
		Medicine and Health Sciences	5	1%
	Total		**392**	**100%**

Source: Data processed, 2025

Table 2 illustrates the results of distributing questionnaires that of the 392 respondents in this study, the number of female respondents dominated, namely 77% (302 students) compared to the number of male respondents only 23% (90 students). The majority of Bengkulu University students who filled out the research questionnaire, namely the Teacher Training and Education faculty were 86 people (22%). This it can be concluded that the level of entrepreneurial inten-

tion of students based on filling out questionnaires is dominated by the faculty of teacher training and education this situation may be due to the number of students of the teacher training and education faculty more than from other faculties.

Quantitative Analysis. This research testing using the outer model testing and the inner model testing. **Outer Model Testing Result.** Table 3 shows the results of outer model measurements carried out to assess convergent validity, discriminant validity through PLS Algorithm testing.

Table 3. Convergent Validity

	EA	EE	EI	ESE
EA1	0.847			
EA2	0.839			
EA3	0.820			
EA4	0.818			
EA5	0.851			
EE1		0.760		
EE2		0.757		
EE3		0.896		
EE4		0.772		
EI1			0.887	
EI2			0.913	
EI3			0.915	
EI4			0.848	
ESE1				0.895
ESE2				0.912
ESE3				0.888
ESE4				0.836
ESE5				0.891

Source: Data output processed with SmartPLS 4.0, 2025

(Sihombing & Arsani, 2022) this validity is assessed by the extent of the correlation between the item score/compound score and the construct score calculated using PLS. A reflective indicator is considered to have high validity if the correlation value is more than 0.60.

Discriminant Validate Test Results, he five indicators that measure entrepreneurial attitudes (EA1 to EA5) show high loading factor values, each amounting to: EA1: 0.847, EA2: 0.839, EA3: 0.820, EA4: 0.818, EA5: 0.851. This shows that all indicators strongly represent the construct of entrepreneurial attitudes. Four indicators on the entrepreneurship education construct (EE1 to EE4) also show a fairly high loading factor value, namely: EE1: 0.760, EE2: 0.757, EE3: 0.896, EE4: 0.772. This indicates that the indicator is valid in measuring the EE construct. Four indicators on the entrepreneurial intention construct (EI1 to EI4) have high loading factors,

namely: EI1: 0.887, EI2: 0.913, EI3: 0.915, EI4: 0.848 This confirms that the EI construct is strongly measured by these four indicators. The entrepreneurial self-efficacy (ESE) construct is measured by five indicators with loading factor values as follows: ESE1: 0.895, ESE2: 0.912, ESE3: 0.888, ESE4: 0.836, ESE5: 0.891. These values indicate the validity of the indicators in representing the ESE construct.

Reliability Test Results. Table 3, the results of the construct reliability test are analyzed using the composite reliability and Cronbach's alpha values of the set of indicators that measure each construct.

Table 3. Reliability Test

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average Variance Extracted (AVE)
Entrepreneurial Education	0.808	0.818	0.875	0.637
Entrepreneurial Self-Efficacy	0.931	0.932	0.974	0.783
Entrepreneurial Attitude	0.892	0.894	0.920	0.697
Entrepreneurial Intention	0.913	0.914	0.939	0.749

Source: Data output processed with SmartPLS 4.0, 2025

Based on table 3. shows that the value of the entrepreneurial education variable has a Cronbach's Alpha value of 0.808, and a Composite Reliability of 0.818. These values are > 0.7, which indicates that the indicators in this variable are very consistent in measuring the concept of entrepreneurial education. In addition, the AVE value of 0.637 indicates that more than 63.7% of the variance in this construct can be explained by its indicators. The entrepreneurial self-efficacy variable has good reliability, as evidenced by Cronbach's Alpha of 0.931 and Composite Reliability (rho_a) = 0.932 and (rho_c) = 0.974. In addition, the AVE value of 0.783 of this variable highest among all variables, indicating that students' high self-efficacy beliefs towards entrepreneurship. The entrepreneurial attitude variable shows excellent reliability, with Cronbach's Alpha of 0.892 and Composite Reliability (rho_a) = 0.894 and (rho_c) = 0.920. With an AVE value of 0.697, which shows that students have an entrepreneurial attitude in themselves. The entrepreneurial Intention variable has good reliability, with Cronbach's Alpha 0.913 and Composite Reliability (rho_a) = 0.914 and (rho_c) = 0.939. The AVE value of 0.749 indicates that the indicators in this construct are very strong in explaining the concept of students' intention to start entrepreneurship.

Inner Model Testing Results. Table 4 show the result R-square, (Sihombing & Arsani, 2022) Structural model evaluation is carried out using the R-square value for the dependent variable and the path coefficient value for the independent variable, where its significance is assessed based on the t-statistic value of each path.

Table 4. R-square

	R-square	R-square adjusted
EA	0.398	0.395
EI	0.613	0.610

Source: Data output processed with SmartPLS 4.0, 2025

Table 4 shows that the adjusted R-square value of the entrepreneurial attitude variable is 0.398, indicating that the entrepreneurial education and entrepreneurial self-efficacy variables are able to explain the entrepreneurial attitude variable by 39.8%, while the remaining 60.2% is influenced by factors not measured in the model. With R-square adjust which slightly decreased after adjusting for the number of predictors in the model which became 0.395 which is considered moderate. While the R-square value of the entrepreneurial Intention variable is 0.613, this indicates that the entrepreneurial education, entrepreneurial self-efficacy, and entrepreneurial attitude variables are able to explain the entrepreneurial intention variable by 61.3%, while the remaining 38.7% is influenced by factors not measured in the model. With an adjusted R-square value of 0.610 after adjustment, the model is considered strong/moderate.

Hypothesis Test Results. Table 5 shows the results of hypothesis testing, findings from hypothesis testing reveal that.

Table 5. Hypothesis Test Results

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
EE -> EI	0.100	0.100	0.060	1.677	0.094
ESE -> EI	0.295	0.296	0.062	4.729	0.000
EA -> EI	0.493	0.492	0.051	9.625	0.000
EE -> EA	0.273	0.278	0.079	3.440	0.000
ESE -> EA	0.405	0.401	0.077	5.278	0.000
EE -> EA -> EI	0.135	0.137	0.043	3.153	0.001
ESE -> EA -> EI	0.200	0.197	0.043	4.602	0.000

Source: Data output processed with SmartPLS 4.0, 2025

The results of data analysis H1, Entrepreneurship education (EE) does not have a significant direct effect on entrepreneurial intention (EI). Although the direction of the relationship is positive, the level of significance is insufficient. The original sample (O) 0.100 or 10.0% with a t-statistic value of 1.677 < t-table (1.96), which identifies a positive effect.. However, the P-value of 0.094> 0.05 strengthens that there is no statistically significant relationship between the two variables. Based on Ajzen's (1991) TPB theory, TPB proposes that the intention to develop a particular behavior can be predicted by adopting attitudes toward the behavior, subjective norms, and perceived behavior control (self-efficacy). This suggests that simply providing direct entrepreneurship education is not strong enough to drive students' entrepreneurial intentions. This may be because most of the survey respondents were students who only took one

entrepreneurship course during their studies. Although the frequency of responses between the EE and EI variables is high, EE is not the primary driver of intention. EE does not directly influence intention, but rather through entrepreneurial attitudes (EA). In general, students from the Faculty of Economics have an advantage in starting a business because they are already familiar with business, management, finance, marketing, and entrepreneurship. The education and direct experience they gain equips them with a strong foundation for entrepreneurship. However, based on data testing using SmartPLS, it was found that there are differences in perception among students, especially those not from the Faculty of Economics. Students from non-economics majors feel that the entrepreneurship education they receive has not been able to fully develop their entrepreneurial skills optimally. This is due to several factors, one of which is the limited number of credit units (SKS) for entrepreneurship courses. This minimal number of credits makes the material presented tend to be general and lack depth, making it insufficient in equipping students to actually develop and start a real business. One of the unexpected findings in this study is that entrepreneurship education does not have a significant direct effect on students' entrepreneurial intention (H1 rejected). This result is different from the initial hypothesis based on theory and previous research results, which generally state that entrepreneurship education can increase entrepreneurial intention directly. (Lv et al, 2021; Maheshwari et al, 2023). This result could be due to the fact that the majority of respondents who completed the survey were students who only took entrepreneurship courses once during their studies. This is in line with the main reference article of (Liu et al., 2019) found that the characteristics of the students who were sampled were not much different from the students sampled in the reference article, this could be due to the fact that the respondents who filled out the questionnaire were at an equivalent level of education (university level) and similarity in the age group of the respondents.

The results of data analysis H2 show that the Entrepreneurial Self-Efficacy variable has an influence on Entrepreneurial Intention, and the hypothesis is accepted. The original sample (O) value of 0.295 or 29.5%, with the t-statistic result of 4.729> t-table (1.96) indicating that there is an effect of the hypothesis can be accepted and has a positive and significant influence between entrepreneurial self-efficacy variables on entrepreneurial intention. The P-value of 0.000 <0.05 reinforces that the relationship is significant. Based on (Ajzen's 1991) TPB theory in the context of this study, our findings show that perceived behavior affects entrepreneurial intention. This suggests that the belief in students to find new business ideas and create products/services is a factor in fostering entrepreneurial intentions. This finding supports the results of research by (Svotwa et al., 2022) which concluded that the ability to start a business in Botswana youth is influenced by factors such as funding accessibility, self-efficacy, and their skill attitudes to become entrepreneurs.

The results of data analysis H3 show that the Entrepreneurial Attitude variable has an influence on Entrepreneurial Intention, and the hypothesis is accepted. The original sample (O) value of 0.493 or 49.3% and the t-statistic result of 9.625 > t-table (1.96) indicate that the effect of the

hypothesis can be accepted and has a significant positive effect between the Entrepreneurial Education variable has an influence on Entrepreneurial Attitude. The P-value of 0.0020 < 0.05 reinforces that the relationship is significant. Based on (Ajzen's, 1991) TPB theory in the context of this study, our findings show that entrepreneurial attitudes influence entrepreneurial intention among students. This suggests that students who have a strong motivation to achieve career success can foster entrepreneurial intentions. This finding supports the results of research by (Jena, 2020; Kusmintarti, 2017) shows that entrepreneurial attitudes have a positive and significant influence in increasing the intention to do entrepreneurship.

The results of data analysis H4 show that the Entrepreneurial Education variable has an influence on Entrepreneurial Attitude, and the hypothesis is accepted. The original sample (O) value is 0.273 or 27.3% and the t-statistic result of 3.440 > t-table (1.96) shows that the hypothesis of the influence of the hypothesis can be accepted and has a significant influence between the entrepreneurial education variable on entrepreneurial attitude. The P-value of 0.000 <0.05 reinforces that the relationship is significant. This shows that the knowledge and skills of students gained during lectures both in theory and practice can be a factor in influencing entrepreneurial attitudes in students. This finding supports the research results of (Wardana et al., 2020; Agarwal et al., 2020) entrepreneurship education has a positive impact on influencing entrepreneurial attitudes.

The results of data analysis H5 show that the Entrepreneurial Self-Efficacy variable has an influence on Entrepreneurial Attitude, and the hypothesis is accepted. The original sample (O) value of 0.405 or 40.5% and the t-statistic result of 5.278> t-table (1.96) indicate that the hypothesis of the influence of the hypothesis can be accepted and has a significant influence between the entrepreneurial self-efficacy variable on entrepreneurial attitude. The P-value of 0.000 < 0.05 reinforces that the relationship is significant. This shows that the ability of students to identify new business opportunities in the future can be one of the factors to foster entrepreneurial attitudes. This finding supports the research results of (Tiwari et al., 2017) self-efficacy has a significant relationship with attitudes, subjective norms, and intentions.

The results of data analysis H6 show that the Entrepreneurial Education variable has an influence on Entrepreneurial Intention mediated by Entrepreneurial Attitude, and the hypothesis is accepted. The original sample (O) value of 0.135 or 13.5% and the t-statistic result of 3.153 > t-table (1.96) indicate that the hypothesis is acceptable and has a significant influence between the entrepreneurial education variable on entrepreneurial intention through entrepreneurial attitude. The P-value of 0.001 <0.05 reinforces that the relationship is significant. This shows that students who already have knowledge about entrepreneurial management and students who have confidence during hard work can produce maximum results to become a link in fostering entrepreneurial intentions. This finding supports the research results of (Mahendra et al., 2017) motivation and attitude together act as mediating variables between entrepreneurship education and entrepreneurial interest.

The results of data analysis H7 shows the variable Entrepreneurial Self-Efficacy has an influence on Entrepreneurial Intention mediated Entrepreneurial Attitude, and the hypothesis is accepted. The original sample (O) value of 0.200 or 20.0% and the t-statistic result of 4.602 > t-table (1.96) indicate that the hypothesis of the influence of the hypothesis can be accepted and has a significant influence between the entrepreneurial self-efficacy variable on entrepreneurial intention through entrepreneurial attitude. The P-value of 0.000 <0.05 reinforces that the relationship is significant. This shows that students who have confidence in themselves to think creatively and be able to market business ideas and have an attitude that wants to continue to look for new methods that can improve performance in themselves become a factor in fostering entrepreneurial intentions. This finding supports the research results of (Dewangga Pramudita's research 2021) that attitude towards entrepreneurship is proven to play a significant role in the relationship between entrepreneurial self-efficacy and entrepreneurial interest.

CONCLUSION & SUGGESTION

The results showed that entrepreneurial self-efficacy and entrepreneurial attitudes have an important role in shaping students' entrepreneurial intentions. Therefore, it is not enough for the entrepreneurship curriculum to convey knowledge, but it should be geared towards building students' confidence in their ability to run a business. The results showing that entrepreneurship education does not directly influence entrepreneurial intention indicate that overly theoretical teaching methods may be less effective.

University play an important role as a place that enriches entrepreneurial mindedness by enabling the development of entrepreneurial thinking, providing a variety of locations and giving opportunities for planning business strategies. University of Bengkulu is still lacking in building entrepreneurship education in increasing the entrepreneurial intentions of its students, in the future Bengkulu University should further increase the implementation of entrepreneurship education.

Limitations & Suggestions for Further Research This study has several limitations that need to be considered and can be a direction for future studies. First, the use of purposive sampling method at one university limits the generalizability of the results to a wider population of Indonesian students. Therefore, future research is recommended to use random sampling techniques and include several universities with different characteristics, for example, public universities with private universities, in big cities with regions. The variables studied are still limited to the components of Theory of Planned Behavior. Future studies can expand the theoretical model by adding external variables such as family support, the role of the media, access to capital, or the dynamics of the social environment that influence entrepreneurial intention.

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