

Self-Efficacy and Social Support as Predictors of Entrepreneurial Intention with Entrepreneurial Motivation as a Mediator

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ABSTRACT

High unemployment rates in Indonesia necessitate creative solutions, with entrepreneurship being a key driver of job creation. University students, as prospective graduates, have a crucial role to play in this endeavor. This study investigates the influence of self-efficacy and social support on entrepreneurial intention among students, with entrepreneurial motivation as a mediating variable. Employing a quantitative approach with an explanatory descriptive design, the study population comprised all students (128) in the 2023 Entrepreneurship Study Program at the Faculty of Economics and Business, Universitas Negeri Makassar. A sample of 118 students was selected through proportional random sampling. Data were collected using an online questionnaire via Google Form and analyzed using SPSS version 27. The results indicate that self-efficacy significantly influences entrepreneurial motivation but not entrepreneurial intention directly. Social support did not significantly influence either entrepreneurial intention or motivation. Entrepreneurial motivation significantly influenced entrepreneurial intention. Furthermore, self-efficacy had a significant indirect effect on entrepreneurial intention through entrepreneurial motivation, while social support did not.

Keywords: *Self-Efficacy, Social Support, Entrepreneurial Intention, Entrepreneurial Motivation*

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1. INTRODUCTION

The unemployment rate in Indonesia remains a serious concern, especially among the youth. Data from the Central Statistics Agency (BPS) shows that the Open Unemployment Rate (TPT) in February 2022 reached 5.83%, a slight decrease from the previous year's rate of 6.26%. This situation is exacerbated by the tendency of Indonesian society to prefer being job seekers rather than job creators (Rahayu & Kurniawan, 2022). The low interest in entrepreneurship is one of the factors contributing to the high unemployment rate (Septiawati, 2017). Therefore, systematic and continuous efforts are required to foster interest and entrepreneurial intentions among the younger generation.

Entrepreneurship is one of the strategic solutions to address unemployment issues and promote economic growth (Wijaya & Handoyo, 2022). Entrepreneurs not only play a role as job creators but also as drivers of innovation and renewal, according to Schumpeter (in Blegur & Handoyo, 2020). The presence of entrepreneurs is crucial in driving economic growth and creating a prosperous society (Hasanah & Rafsanjani, 2021).

The government has established various strategies to increase the number of entrepreneurs in Indonesia, one of which is through education (Blegur & Handoyo, 2020). Entrepreneurship education is expected to cultivate an entrepreneurial spirit, provide the necessary knowledge and skills, and shape a mindset

and attitude that support successful entrepreneurship (Suhartini, 2020). Additionally, entrepreneurship education also aims to raise awareness about the importance of entrepreneurship in economic development (Wijaya & Handoyo, 2022).

The development of entrepreneurship is not only the responsibility of the government but also requires the active involvement of various parties, including educational institutions (Daniel & Handoyo, 2021). According to Rahayu & Kurniawan (2022), higher education institutions play a vital role in creating a generation of young people who possess an entrepreneurial spirit and are ready to become successful entrepreneurs. Therefore, higher education institutions need to continually improve the quality of entrepreneurship education and create a conducive environment for entrepreneurship development (Arpizal et al., 2022).

Higher education, particularly programs focused on entrepreneurship, has a crucial role in shaping young, competent, and competitive entrepreneurs. The Entrepreneurship Study Program at the Faculty of Economics and Business, State University of Makassar (UNM), is one such program aimed at producing graduates with knowledge, skills, and entrepreneurial spirit. This program equips students with various comprehensive entrepreneurship knowledge and skills, including creative idea development, prototype creation, and marketing strategies (Septiawati, 2017).

This study focuses on the 2023 cohort of Entrepreneurship students. Initial observations indicate that the majority of students receive full support from their families for entrepreneurship. Arpizal et al. (2022) state that social support, especially from family and friends, is an important factor that can influence individuals in building a business. Although most students do not yet have businesses and some have not even planned to start one, they show a high interest in the world of entrepreneurship.

This research will examine the influence of self-efficacy and social support on entrepreneurial intentions among students. Self-efficacy refers to an individual's belief in their capability to manage and perform the actions necessary to achieve certain outcomes (Bandura in Suhartini, 2020). High self-efficacy will encourage individuals to be more confident, persistent, and optimistic when facing challenges in entrepreneurship. Meanwhile, social support refers to assistance provided by close individuals, such as family and friends, which can take the form of emotional support, affirmation, instrumental aid, and information (Sarafino in Suhartini, 2020). Strong social support can enhance motivation and entrepreneurial intentions (Septiawati, 2017).

Through this research, it is expected to reveal how self-efficacy and social support can influence students' entrepreneurial intentions, thus contributing to the development of the entrepreneurship study program and improving the quality of graduates. The results of this study are also anticipated to provide recommendations for stakeholders, such as educational institutions and students, in formulating strategies to enhance interest and entrepreneurial intentions. Furthermore, this study seeks to explore the underlying mechanisms through which self-efficacy and social support shape entrepreneurial intentions among students. By examining the interplay between these factors, the research aims to identify key motivators and potential barriers that influence students' decision-making processes in pursuing entrepreneurship. Understanding these dynamics will not only help refine the curriculum and teaching approaches within entrepreneurship programs but also enable institutions to design targeted interventions that foster an entrepreneurial mindset. Additionally, insights from this study can serve as a valuable reference for policymakers and educators in developing supportive ecosystems that encourage innovation and business creation among graduates.

Self-efficacy is the individual's belief in their ability to manage and perform the necessary actions to achieve specific outcomes (Efendi, 2013:62). It is not just about the skills one possesses, but rather the confidence in their ability to effectively utilize those skills. Self-efficacy is dynamic and can change with individual experiences and learning. Moreover, self-efficacy plays a crucial role in shaping an individual's motivation and perseverance when faced with challenges in entrepreneurship. A strong sense of self-efficacy enables individuals to take initiative, remain resilient in overcoming obstacles, and persist in achieving their goals despite uncertainties. It is influenced by various factors, including personal experiences, social encouragement, and observational learning from role models. By fostering a high level of self-efficacy among students, educational institutions can enhance their readiness to embark on entrepreneurial ventures and develop innovative solutions in the business landscape.

There are three dimensions of self-efficacy: Magnitude, Strength, and Generality. Individuals with high self-efficacy are confident that they can overcome challenges and achieve their goals; they tend to be optimistic and take responsibility for their actions. They are also capable of viewing situations objectively and making rational decisions (Mahawati and Sulistiyani, 2021:64).

Robaiyani et al. (2024) identify several important aspects of self-efficacy, including the task difficulty level, the generality of self-efficacy across various domains, and the strength of self-efficacy. Furthermore, Mahasari (2021:120) mentions four main sources that shape self-efficacy: successful experiences, experiences of others, social persuasion, and physiological and emotional conditions. Self-efficacy significantly influences entrepreneurial intentions. Individuals with high self-efficacy are generally more confident in facing uncertainty, more innovative in seeking solutions, persistent in achieving goals, and self-reliant in developing their businesses.

Social support is the individual's perception that they have reliable people who are willing to provide assistance and support when needed (Kusrini & Prihartanti, 2014; Nurhidayati and Utari, 2018). It is not merely the presence of people around them but rather the belief in having a supportive network ready to offer various forms of support. Nurhidayati and Utari (2018) argue that social support includes four aspects: emotional support, esteem support, instrumental support, and informational support. Sources of social support can come from various parties, such as family, peers, mentors, and professional networks. Social support serves various functions that contribute to an individual's well-being, both psychologically and physically. Individuals who feel supported tend to experience lower stress levels, greater happiness, and higher life satisfaction. In the context of entrepreneurship, social support plays a crucial role in influencing entrepreneurial intentions. Support from close individuals provides validation and reinforces the beliefs of prospective entrepreneurs. Social support also serves as a source of motivation and encouragement, while helping to reduce stress and anxiety.

Entrepreneurial intention is a concept that describes the desire and tendency of an individual to engage in entrepreneurial activities. Handaru et al. (2015) define entrepreneurial intention as an individual's inclination to perform specific behaviors, which reflect their interest and influence their future choices and actions. The greater the interest one feels towards entrepreneurship, the stronger their entrepreneurial intention becomes. In other words, entrepreneurial intention is a strong indicator of how likely someone is to choose the path of entrepreneurship and take concrete steps to realize it.

There are several indicators that can be used to measure entrepreneurial intention. These indicators include an individual's readiness to make sacrifices and work hard to become an entrepreneur, the establishment of professional goals to become an entrepreneur, active efforts to start and run a business, the decision to own a business in the future, seriousness in planning and developing a business, and having a clear intention to start a business later on (Liñán & Chen, 2006; Prastiwi et al., 2022).

Entrepreneurial motivation is the internal drive of individuals to start and manage their businesses (Abdullah & Septiany, 2019:320). Factors such as the desire for financial freedom, the urge to create something new, or the ambition to be one's own boss prompt individuals to venture into the entrepreneurial world. Indicators of entrepreneurial motivation include the need for achievement, risk-taking, tolerance for uncertainty, trust in oneself and others, self-confidence, independence, strong desire, and creativity (Wanto, 2014; Abdullah & Septiany, 2019). This motivation is influenced by internal factors such as personality and values, as well as external factors such as the environment and economic conditions. Strong motivation encourages individuals to be more persistent, creative, and optimistic in achieving entrepreneurial success.

In light of these discussions, this study aims to examine the role of entrepreneurial motivation as a mediating variable in the relationship between self-efficacy, social support, and entrepreneurial intention. While self-efficacy and social support are known to significantly influence entrepreneurial intention, their impact may be further strengthened by the presence of strong entrepreneurial motivation. By investigating this mediating effect, this research seeks to provide a more comprehensive understanding of the factors driving entrepreneurial intention among students. The findings are expected to contribute to the development of more effective strategies in entrepreneurship education, ensuring that students not only possess the confidence and support needed to pursue entrepreneurship but are also highly motivated to take concrete steps toward establishing their own ventures.

2. RESEARCH METHODS

2.1 Research Model and Hypothesis

In This study uses a quantitative approach with several variables that will be tested for their effects using data in the form of numbers. Quantitative research is research that tests objective theories by analyzing the relationships between variables (Creswell, 2018). This type of quantitative research always involves descriptive questions about the dependent and independent variables, as well as questions about the relationship between the dependent and independent variables (Creswell, 2018). Hypotheses are tested using Path Analysis. The following is the research design.

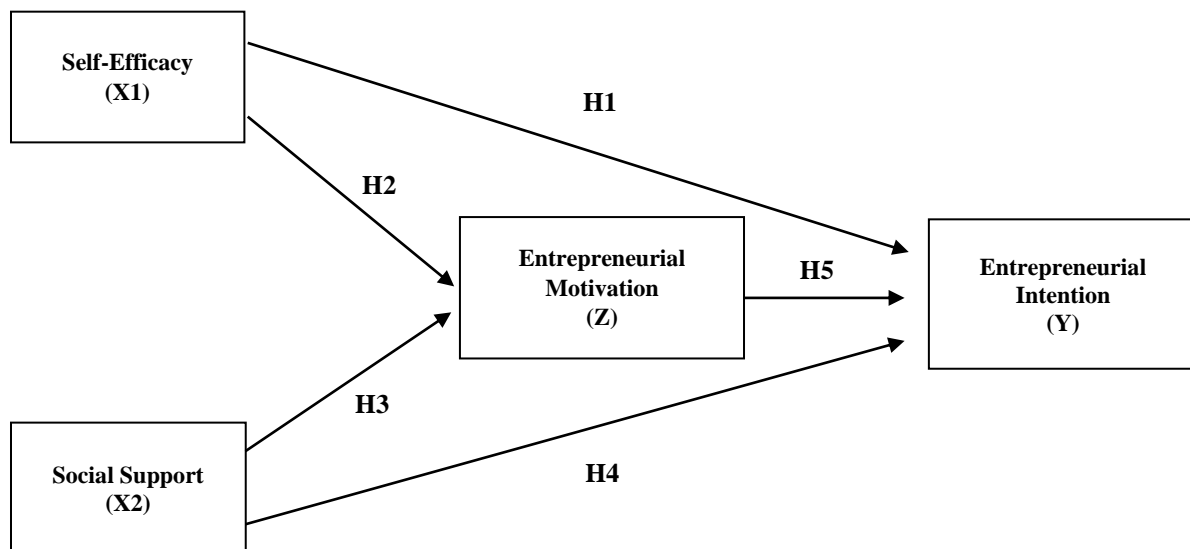


Figure 1. Research Design

Based on Figure 1 above, this research is a descriptive explanatory study, meaning to describe the effects between variables investigated. Descriptive means explaining and analyzing research variables, namely the variables of self-efficacy (X1), social support (X2), entrepreneurial motivation (Z), and entrepreneurial intention (Y). Explanatory means searching for the causal effect between research variables through a hypothesis. The causal effect is a direct effect between self-efficacy (X1), social support (X2) on entrepreneurial motivation (Z), as well as an indirect effect of self-efficacy (X1), social support (X2) on entrepreneurial intention (Y) through entrepreneurial motivation (Z) of entrepreneurship students in 2023 at the Faculty of Economics of State University of Makassar. This research design is also based on the COR and JD-R theories and previous relevant research. Therefore, the researcher can make hypotheses about the direct and indirect effects in this study. For more details, see the summary of hypothesis table below.

Table 1. Hypothesis Summary

Hypothesis	Information
H1	Self-Efficacy has a positive and direct effect on Entrepreneurial Intention
H2	Self-Efficacy has a positive and direct effect on Entrepreneurial Motivation
H3	Social Support has a positive and direct effect on Entrepreneurial Motivation
H4	Social Support has a positive and direct effect on Entrepreneurial Intention
H5	Entrepreneurial Motivation has a positive and direct effect on Entrepreneurial Intention
H6	Self-Efficacy has a positive and indirect effect on Entrepreneurial Intention through Entrepreneurial Motivation
H7	Social Support has a positive and indirect effect on Entrepreneurial Intention through Entrepreneurial Motivation.

Source: Primary data processed, 2024.

Based on Table 1 above, this study has 7 hypotheses. These hypotheses will test the direct effect of self-efficacy (X1) on entrepreneurial intention (Y), the direct effect of self-efficacy (X1) on entrepreneurial motivation (Z), the direct effect of social support (X2) on entrepreneurial motivation (Z), the direct effect of social support (X2) on entrepreneurial intention (Y), the direct effect of entrepreneurial motivation (Z) on entrepreneurial intention (Y), the indirect effect of self-efficacy (X1) on entrepreneurial intention (Y) through entrepreneurial motivation (Z), and the indirect effect of social support (X2) on entrepreneurial intention (Y) through entrepreneurial motivation (Z).

2.2 Population and Sample

The population in this study consists of all students of Entrepreneurship Class of 2023 at the Faculty of Economics and Business of Universitas Negeri Makassar, totaling 128 individuals, distributed across 4 classes: Class A (34 individuals), Class B (31 individuals), Class C (31 individuals), and Class D (32 individuals). To determine a representative sample size from this population, the Slovin formula was used with a margin of error of 5%. The calculation is as follows:

$$\begin{aligned}n &= N / (1 + (N \times e^2)) \\n &= 128 / (1 + (128 \times 0.05^2)) \\n &= 128 / (1 + (128 \times 0.0025)) \\n &= 128 / (1 + 0.32) \\n &= 128 / 1.32 \quad n = 96.97\end{aligned}$$

Based on this calculation, the ideal sample size is found to be 97 students. However, this study successfully collected data from 118 students who participated by filling out the research questionnaire. Using a sample larger than this calculated number ($118 > 97$) enhances the sample's representation of the population and can provide more accurate results.

2.3 Data Collection

The data collection process in this study was conducted using a questionnaire distributed online. The questionnaire was created and distributed via the Google Form platform to all students of Entrepreneurship Class of 2023 at the Faculty of Economics and Business of Universitas Negeri Makassar. The instrument used in the questionnaire consists of closed-ended questions with a Likert scale. The Likert scale used has 5 alternative responses, namely: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Neutral (N), 2 = Disagree (D), and 1 = Strongly Disagree (SD). This scale is used to measure the research variables, namely Self-Efficacy, Social Support, Entrepreneurial Motivation, and Entrepreneurial Intention. Furthermore, the data obtained from the questionnaire will be processed and analyzed using SPSS version 27 to obtain the statistical results needed for this research.

3. RESULTS AND DISCUSSION

3.1 Hypothesis Testing

Hypothesis testing is used to examine the influence of exogenous variables directly and indirectly on endogenous variables. A hypothesis is accepted or rejected based on the criterion that if the $p\text{-value} < 0.05$, then H_0 is accepted, which indicates that the obtained regression coefficient is significant. The results of the hypothesis testing for direct and indirect effects can be seen in the following table:

Table 2. Results of Indirect Hypothesis Testing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.935 ^a	.875	.872	1.75562

a. Predictors: (Constant), Entrepreneurial Motivation, Social Support, Self-Efficacy

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.449	.943		.476	.635
1 Entrepreneurial Motivation	.136	.074	.124	1.829	.070
Social Support	.074	.043	.073	1.735	.085

Self-Efficacy	.596	.051	.780	11.789	.000
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a. Dependent Variable: Entrepreneurial Intention

To obtain the error influence (e1), the following formula is used:

$$e1 = 1 - R^2 = \sqrt{(1 - 0,875)} = 0,353$$

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e1$$

$$Y = 0,124 X_1 + 0,073 X_2 + 0,780 Z + 0,353$$

The coefficient of determination of 0.353 indicates that the direct influence of self-efficacy, social support, and entrepreneurial motivation on the variable Y (entrepreneurial intention) is 35.3% while 64.7% is influenced by other variables outside of this model or study.

Table 3. Results of Direct Hypothesis Testing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.866 ^a	.750	.745	3.23567

a. Predictors: (Constant), Social Support, Self-Efficacy

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.216	1.725		1.284	.202
1 Social Support	1.155	.084	.809	13.693	.000
Self-Efficacy	.116	.078	.087	1.479	.142

a. Dependent Variable: Entrepreneurial Motivation

To obtain the error influence (e2), the following formula is used:

$$e2 = 1 - R^2 = \sqrt{(1 - 0,750)} = 0,5$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e2$$

$$Z = 0,809 X_1 + 0,087 X_2 + 0,5$$

The coefficient of determination of 0.5 indicates that the direct influence of self-efficacy and social support on the entrepreneurial motivation variable is 50%, while 50% is influenced by other variables outside of this model or study.

Self-efficacy has a positive and significant influence on entrepreneurial intention through entrepreneurial motivation.

$$\begin{aligned} \text{Indirect Influence} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_3 \times \beta_5 \\ &= 0,809 \times 0,780 \\ &= 0,631 \end{aligned}$$

Social support has a positive but not significant influence on entrepreneurial intention through entrepreneurial motivation.

$$\begin{aligned} \text{Indirect Influence} &= X_2 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_5 \\ &= 0,087 \times 0,780 \\ &= 0,067 \end{aligned}$$

H1: The influence of self-efficacy on entrepreneurial intention has a significance value of $0.070 > 0.05$ and a Beta value of 0.124. Based on these results, it can be concluded that H1 is rejected.

H2: The influence of self-efficacy on entrepreneurial motivation has a significance value of $0.000 < 0.05$ and a Beta value of 0.809. Based on these results, it can be concluded that H2 is accepted.

H3: The influence of social support on entrepreneurial motivation has a significance value of $0.142 > 0.05$ and a Beta value of 0.087. Based on these results, it can be concluded that H3 is rejected.

H4: The influence of social support on entrepreneurial intention has a significance value of $0.085 > 0.05$ and a Beta value of 0.073. Based on these results, it can be concluded that H4 is rejected.

H5: The influence of entrepreneurial motivation on entrepreneurial intention has a significance value of $0.000 < 0.05$ and a Beta value of 0.780. Based on these results, it can be concluded that H5 is accepted.

H6: The influence of self-efficacy on entrepreneurial intention through entrepreneurial motivation has a Beta value of 0.755. Based on these results, it can be concluded that H6 is accepted.

H7: The influence of social support on entrepreneurial intention through entrepreneurial motivation has a Beta value of 0.14. Based on these results, it can be concluded that H7 is rejected.

3.2 Path Analysis

The following is the interpretation of the path analysis results, which can be seen in Table 4 below.

Table 4. Results of Path Analysis

Influence between variables	Influence		Total
	Direct	Indirect	
Influence of X1 → Y	0,124	-	0,124
Influence of X2 → Y	0,073	-	0,073
Influence of X1 → Z	0,809	-	0,809
Influence of X2 → Z	0,087	-	0,087
Influence of Z → Y	0,780	-	0,780
Influence of X1 → Z → Y	0,124	0,631	0,755
Influence of X2 → Z → Y	0,073	0,067	0,14

Source: Primary data processed, 2024.

Based on the structure of this research model, the empirical equation can be formulated as follows.

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = 0,124 X_1 + 0,073 X_2 + 0,780 Z + 0,353$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,809 X_1 + 0,087 X_2 + 0,5$$

The following is the result of the path analysis in the form of a diagram.

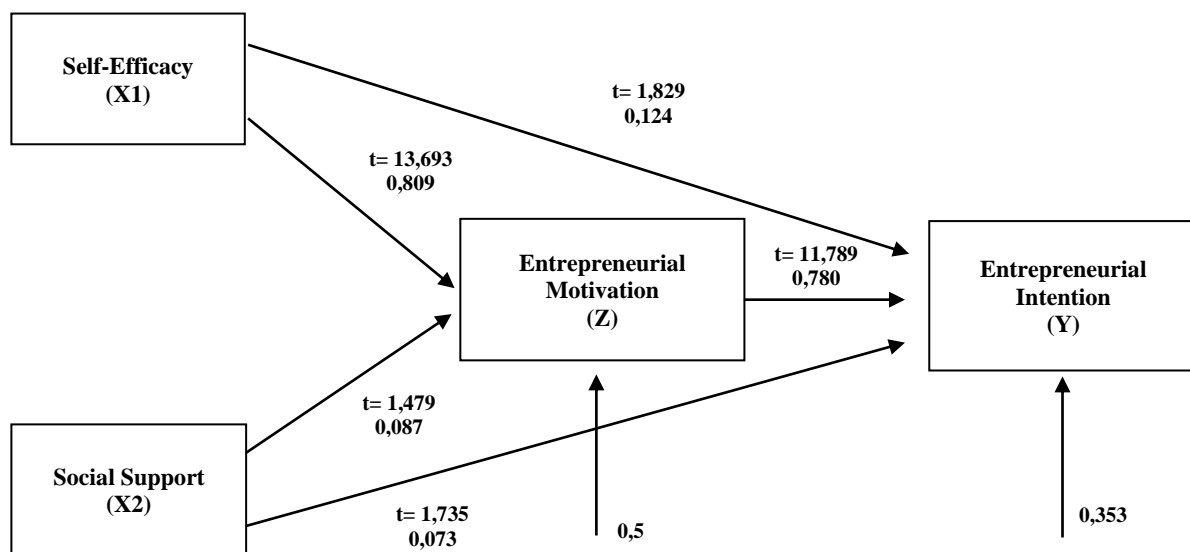


Figure 2. Model Results of Path Analysis

Figure 2 above explains the standardized beta and the magnitude of both the indirect and direct effects of each variable.

Coefficient of Determination: $R^2 = 1 - P_{e1}^2 \times P_{e2}^2 \dots P_{en}^2$.

The interpretation of the coefficient of determination (R^2) is as follows:

$$R^2 = 1 - (0,353^2) (0,5^2) = 1 - 0,031 = 0,969$$

Based on the above coefficient of determination, it shows that the direct and indirect effects amount to 0.969 or 96.9%. In other words, the information contained in the data (96.9%) is explained by the model. Meanwhile, 3.1% is explained by variables outside of this model or study.

3.3 Discussion

The Influence of Self-Efficacy on Entrepreneurial Intention Among Entrepreneurship Study Program Students

The results of this study indicate that self-efficacy does not have a positive and direct influence on entrepreneurial intention among students. This is evidenced by a significance value of $0.070 > 0.05$ and a Beta value of 0.124. These findings are inconsistent with the research conducted by Blegur & Handoyo (2020:54), which states that self-efficacy positively and significantly influences students' entrepreneurial intentions. The difference in results may be attributed to several factors.

First, there is a difference in research samples. Blegur and Handoyo (2020) used a sample of students from the Faculty of Economics at Tarumanagara University, whereas this study used students from the Faculty of Economics and Business at Makassar State University. The differing characteristics and backgrounds of students at these two universities could affect their entrepreneurial intentions. Second, there is a difference in the operational definitions of the variables. Blegur and Handoyo (2020) measured self-efficacy using the indicator "Starting a business and keeping it running will be easy for me," while this study employed different indicators: confidence in self-capabilities, optimistic attitude, objectivity, responsibility, rationality, and realism. This difference in indicators may lead to differing research results.

Additionally, other unexamined factors may exist. It is possible that students' entrepreneurial intentions are influenced by other variables not investigated in this study, such as social support, family environment, or previous entrepreneurial experience. These factors could indirectly affect students' entrepreneurial intentions. As explained by Hasanah and Rafsanjani (2021:167), students with high self-efficacy or confidence in their abilities tend to have higher entrepreneurial intentions compared to those with low self-efficacy. Therefore, although self-efficacy does not directly encourage students to engage in entrepreneurship, it remains crucial for fostering motivation and confidence in their entrepreneurial abilities.

The Influence of Self-Efficacy on Entrepreneurial Motivation Among Entrepreneurship Study Program Students

The research results show that self-efficacy positively and significantly influences entrepreneurial motivation. The significance value is $0.000 < 0.05$, and the Beta value is 0.809. This aligns with several previous studies. Suhartini (2020:42) states that high self-efficacy will enhance entrepreneurial motivation. Syahrudin (2022:88) also reveals that self-efficacy can influence a person's motivation to engage in entrepreneurship.

High self-efficacy among students is reflected in their confidence in their abilities, optimistic attitudes, objectivity, responsibility, rationality, and realism. These indicators motivate students to be more driven in entrepreneurship. They believe they can achieve accomplishments, are willing to take risks, tolerate uncertainty, and have a strong desire to become entrepreneurs. Rahayu and Kurniawan (2022:836) explain that the more confident someone is in their abilities, the greater their inspiration to achieve goals and have effective work. This suggests that self-efficacy is an important factor in fostering entrepreneurial motivation.

The Influence of Social Support on Entrepreneurial Motivation Among Entrepreneurship Study Program Students

The results indicate that social support does not have a positive and significant influence on students' entrepreneurial motivation. This is indicated by a significance value of $0.142 > 0.05$ and a Beta value of 0.087. This result differs from the findings of Septiawati (2017:79), who stated that social support positively influences entrepreneurial motivation.

In this study, social support was measured by indicators of emotional support, informational support, instrumental support, and appreciation support. The low influence of social support on entrepreneurial motivation may be attributed to several factors.

One influencing factor is students' perception of the risks of failure in entrepreneurship. Even with support from their environment, students may still feel concerned about the risk of failure and their lack of ability to face challenges. This can reduce their motivation to engage in entrepreneurship, even if they receive social support. Septiawati (2017:79) explains that social support is essential for anyone in community life because humans are created as social beings. However, this social support needs to be directed toward

increasing confidence and reducing perceptions of risk in order to have a significant influence on entrepreneurial motivation.

The Influence of Social Support on Entrepreneurial Intention Among Entrepreneurship Study Program Students

The research findings show that social support does not positively and significantly influence students' entrepreneurial intention. The significance value is $0.085 > 0.05$, and the Beta value is 0.073. This differs from several previous studies. Wijaya and Handoyo (2022:550) state that social support significantly positively influences the social entrepreneurial intention of students. Nurhidayati and Utari (2018:112) reveal that social support is an important measure in building entrepreneurial intention.

In this study, social support was measured by indicators of emotional, informational, instrumental support, and appreciation. The low influence of social support on entrepreneurial intention may be due to students' perceptions of that support. Even with support, students may not consider social support an important factor in determining their entrepreneurial intentions.

Moreover, other factors such as self-efficacy, entrepreneurial motivation, and previous entrepreneurial experience could also affect entrepreneurial intention. These factors may interact with social support and influence how students perceive that support.

The Influence of Entrepreneurial Motivation on Entrepreneurial Intention Among Entrepreneurship Study Program Students

The results indicate that entrepreneurial motivation positively and significantly influences students' entrepreneurial intention. The significance value is $0.000 < 0.05$, and the Beta value is 0.780. This is consistent with the findings of Daniel and Handoyo (2021:950), who state that entrepreneurial motivation positively and significantly influences students' entrepreneurial intention.

Entrepreneurial motivation among students is reflected in their drive to achieve accomplishments, willingness to take risks, tolerance for uncertainty, and strong desire to engage in entrepreneurship. Students with high motivation tend to have a stronger determination to realize their entrepreneurial ambitions. They have a strong internal drive to become entrepreneurs and achieve their set goals.

Additionally, entrepreneurial motivation can also enhance students' optimism and confidence when facing challenges and starting businesses. They are more willing to take risks, develop creativity, and seek new opportunities. As explained in the Theory of Planned Behavior (Ajzen, 1991; Arpizal et al., 2022), motivation is one of the factors influencing an individual's intention to perform certain behaviors, including the intention to engage in entrepreneurship.

The Influence of Self-Efficacy on Entrepreneurial Intention through Entrepreneurial Motivation Among Entrepreneurship Study Program Students

The results of this study show that self-efficacy positively and significantly influences entrepreneurial intention through entrepreneurial motivation. This is indicated by a Beta value of 0.631, with respective significance values of $0.000 < 0.05$.

High self-efficacy in students can enhance their motivation in entrepreneurship. Students with high self-efficacy have confidence in their abilities to face challenges and achieve success in entrepreneurship. This confidence encourages them to have high motivation in starting and running businesses. As explained by Syahrudin (2022:88), self-efficacy in entrepreneurship can motivate someone to engage in business.

The high entrepreneurial motivation will subsequently enhance students' intentions to engage in entrepreneurship. Students with high motivation have a strong internal drive to realize their entrepreneurial wishes. They have a strong desire to achieve accomplishments, are willing to take risks, and possess independence in entrepreneurship. Daniel and Handoyo (2021:950) state that entrepreneurial motivation positively and significantly influences students' entrepreneurial intention.

Thus, self-efficacy indirectly influences entrepreneurial intention through entrepreneurial motivation. High self-efficacy will foster entrepreneurial motivation, which ultimately enhances students' intentions to engage in entrepreneurship.

The Influence of Social Support on Entrepreneurial Intention through Entrepreneurial Motivation Among Entrepreneurship Study Program Students

The results of this study indicate that social support does not significantly influence entrepreneurial intention through entrepreneurial motivation. This is indicated by a Beta value of 0.067 and a Sobel test result of $0.061 < 1.96$, which shows that the mediation of entrepreneurial motivation is not significant.

This finding aligns with the results in H3, which show that social support does not significantly influence entrepreneurial motivation (significance $0.142 > 0.05$). Because social support (X2) does not significantly influence entrepreneurial motivation (Z), there is no mediating effect. This means that even though entrepreneurial motivation (Z) significantly influences entrepreneurial intention (Y) (significance $0.000 < 0.05$), it does not mediate the relationship between social support (X2) and entrepreneurial intention (Y).

In this study, social support was measured by indicators of emotional support, informational support, instrumental support, and appreciation support. The low influence of social support on entrepreneurial intention, both directly and through entrepreneurial motivation, may be due to students' perceptions of that support.

As explained by Nurhidayati and Utari (2018:112), social support is an important measure in building entrepreneurial intention. However, this social support needs to be directed toward increasing confidence and students' belief in their capabilities to engage in entrepreneurship in order to enhance their motivation and entrepreneurial intention.

This finding supports the statement by Wijaya and Handoyo (2022:550) that social support can enhance an individual's confidence in being able to achieve their goals. Although this study found that social support does not significantly influence motivation and entrepreneurial intention, social support remains important in fostering students' interest and confidence in entrepreneurship, as explained by Septiawati (2017:79), who states that social support is essential in community life. Even with support, students may not view social support as an important factor in determining their entrepreneurial intention.

4. CONCLUSIONS AND SUGGESTION

Based on the research results and data analysis, it can be concluded that self-efficacy does not have a positive and significant direct effect on entrepreneurial intention but does have a positive and significant effect on entrepreneurial motivation. Social support does not have a positive and significant effect on both entrepreneurial motivation and intention. Entrepreneurial motivation positively and significantly influences entrepreneurial intention. Self-efficacy positively and significantly influences entrepreneurial intention through entrepreneurial motivation. Social support does not significantly influence entrepreneurial intention through entrepreneurial motivation.

Suggestions that can be delivered are that the Entrepreneurship Study Program at FEB UNM should pay more attention to factors that can enhance self-efficacy and entrepreneurial motivation among students. Students should be more proactive in seeking information and knowledge about entrepreneurship and building high self-efficacy.

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