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Explaining Entrepreneurial Intention through the Theory of Planned Behavior: Evidence from Indonesia's Wirausaha Merdeka Program

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Abstract: Entrepreneurial intention has emerged as a fundamental consequence of entrepreneurship education, since it serves as the most significant predictor of future entrepreneurial action. Despite the growing implementation of experiential entrepreneurship education, empirical evidence on how entrepreneurial competence, entrepreneurial motivation, and environmental support jointly shape entrepreneurial intention remains limited, particularly within structured entrepreneurship programs. Grounded in the Theory of Planned Behavior (TPB), this study examines the effects of entrepreneurial competence, entrepreneurial motivation, and environmental support on entrepreneurial intention among students participating in the 2024 Wirausaha Merdeka Program at Universitas Amikom Yogyakarta. A quantitative cross-sectional survey was conducted using purposive sampling, resulting in 115 valid responses. The data were evaluated by multiple linear regression after the verification of the validity, reliability, and classical assumptions of the regression model. The findings reveal that entrepreneurial motivation and environmental support exert positive and significant effects on entrepreneurial intention, whereas entrepreneurial competence does not have a statistically significant effect. The three factors together account for 45.1% of the variation in entrepreneurial ambition. The results indicate that entrepreneurial intention in experiential entrepreneurship education is more significantly impacted by motivational and contextual variables than by entrepreneurial ability alone. This study enhances the entrepreneurship education literature by expanding the Theory of Planned Behavior through the incorporation of entrepreneurial competence, motivation, and environmental support as indicators of perceived behavioral control, entrepreneurial attitude, and subjective norms, respectively. The results have practical implications for universities and politicians in developing entrepreneurship education programs that enhance students' entrepreneurial drive and cultivate supportive entrepreneurial environments.



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Keywords: Entrepreneurial competence; Entrepreneurial motivation; Environmental support; Entrepreneurial intention; Theory of Planned Behavior

A. Introduction

Entrepreneurship has become one of the primary drivers of economic growth, innovation, and employment generation worldwide. In an increasingly dynamic and uncertain business environment characterized by rapid technological advancement, digital transformation, and global competition, entrepreneurial activities are recognized as essential mechanisms for enhancing economic resilience and sustainable development. Consequently, governments, universities, and international organizations have intensified efforts to cultivate entrepreneurial ecosystems capable of producing innovative entrepreneurs who create employment opportunities rather than merely seeking jobs (Audretsch et al., 2022; Nabi et al., 2017).

Higher education institutions play a strategic role in this agenda because universities are expected not only to develop academic knowledge but also to foster entrepreneurial competencies, innovative mindsets, and entrepreneurial intentions among students. Entrepreneurship education has therefore evolved from conventional classroom instruction toward experiential learning approaches involving business incubation, mentoring, project-based learning, and direct engagement with entrepreneurial ecosystems (Fayolle & Gailly, 2015). Such educational transformation is expected to strengthen students' readiness to establish new ventures after graduation.

The importance of entrepreneurship is equally evident in Indonesia. As one of the largest emerging economies in Southeast Asia, Indonesia considers entrepreneurship an important strategy for reducing unemployment, increasing economic competitiveness, and accelerating inclusive economic development. Government statistics indicate that Indonesia's entrepreneurship ratio has shown gradual improvement during the last five years. As presented in Figure 1, the national entrepreneurship ratio declined slightly from 2.93% in 2020 to 2.86% in 2022, before increasing to 3.04% in 2023, 3.08% in 2024, and reaching 3.29% in 2025. Despite this positive trend, the current ratio remains below the government's target of 3.60% by 2029, indicating that

Indonesia still requires substantial efforts to strengthen entrepreneurial capacity, particularly among young people and university graduates.



Figure 1. Indonesia's Entrepreneurship Ratio, 2020–2025

The upward trend shown in Figure 1 reflects encouraging progress in entrepreneurship development. Nevertheless, the relatively low entrepreneurship ratio suggests that creating new entrepreneurs remains a national challenge. Universities are therefore expected to become key actors in preparing students with the knowledge, competencies, motivation, and supportive environments necessary to encourage entrepreneurial careers. Since entrepreneurial intention has consistently been found to be the biggest predictor of future entrepreneurial action, it is especially vital to strengthen it among university students (Krueger et al., 2000; Liñán & Chen, 2009).

Among the theoretical frameworks explaining entrepreneurial intention, the Theory of Planned Behavior (TPB) developed by Ajzen (1991) remains the most influential model. According to TPB, three psychological antecedents—attitude toward the activity, subjective norms, and perceived behavioral control—determine an individual's intention to carry out a specific conduct. In the context of entrepreneurship, students who have positive views about entrepreneurship, experience support from their surroundings, and feel capable of becoming entrepreneurs are more likely to acquire entrepreneurial intention. Building upon TPB, this study conceptualizes its independent

variables as direct representations of the three fundamental TPB constructs. Entrepreneurial competence reflects students' perceived behavioral control, representing their confidence in recognizing business opportunities, managing resources, solving problems, and operating new ventures. Students who perceive themselves as capable entrepreneurs are generally more confident in pursuing entrepreneurial careers (Man et al., 2002). Entrepreneurial motivation corresponds to attitude toward entrepreneurship, reflecting individuals' intrinsic desire to achieve independence, personal accomplishment, and economic success through entrepreneurial activities (Collins et al., 2004). Meanwhile, environmental support represents subjective norms, encompassing encouragement received from universities, mentors, peers, families, and entrepreneurial communities that shape students' perceptions regarding the social desirability of becoming entrepreneurs (Nabi et al., 2017). This theoretical integration provides a stronger conceptual explanation of how individual and environmental factors jointly influence entrepreneurial intention.

In Indonesia, one of the government's flagship initiatives for strengthening entrepreneurship education is the Wirausaha Merdeka (WMK) Program under the Merdeka Belajar–Kampus Merdeka (MBKM) policy. Unlike conventional entrepreneurship courses, the WMK program emphasizes experiential learning by integrating entrepreneurship training, mentoring, business incubation, product development, industrial collaboration, and real business projects. Through these activities, students gain practical entrepreneurial experience while developing competencies required to establish sustainable businesses. Consequently, students participating in the WMK program provide an appropriate empirical setting for investigating entrepreneurial intention because they have already been exposed to structured entrepreneurial learning experiences beyond traditional classroom education.

Despite the substantial literature on entrepreneurial intention, several research gaps remain. First, empirical findings regarding the influence of entrepreneurial competence on entrepreneurial intention remain inconsistent. While several studies report significant positive

relationships, others suggest that entrepreneurial competence alone is insufficient to explain students' entrepreneurial intention, indicating that contextual factors may influence this relationship. Second, previous studies have primarily investigated general university students or vocational education settings, whereas empirical evidence focusing specifically on students participating in structured entrepreneurship intervention programs such as Wirausaha Merdeka remains scarce. Third, although entrepreneurial competence, entrepreneurial motivation, and environmental support have individually received considerable attention, limited studies have integrated these three variables within the TPB framework to explain entrepreneurial intention in the context of experiential entrepreneurship education.

Accordingly, this study addresses these gaps by integrating entrepreneurial competence, entrepreneurial motivation, and environmental support into the Theory of Planned Behavior to explain entrepreneurial intention among students participating in the Wirausaha Merdeka Program at Universitas Amikom Yogyakarta. Unlike previous studies that treated these variables independently, this research explicitly positions entrepreneurial competence as an antecedent of perceived behavioral control, entrepreneurial motivation as an antecedent of attitude toward entrepreneurship, and environmental support as an antecedent of subjective norms. This theoretical integration extends the application of TPB by providing a more comprehensive explanation of entrepreneurial intention in an experiential entrepreneurship education setting.

Therefore, the objective of this study is to examine the effects of entrepreneurial competence, entrepreneurial motivation, and environmental support on entrepreneurial intention among students participating in the Wirausaha Merdeka Program at Universitas Amikom Yogyakarta. The findings are expected to contribute theoretically by extending the application of the Theory of Planned Behavior in entrepreneurship education and practically by providing recommendations for universities and policymakers in designing more effective entrepreneurship development programs that strengthen students' entrepreneurial intentions.

B. Literature Review

1. Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB) proposed by Ajzen (1991) has become one of the most influential theoretical frameworks for explaining entrepreneurial intention because it links individuals' psychological beliefs to their behavioral intentions and subsequent actions. According to TPB, entrepreneurial intention is determined by three cognitive antecedents: attitude toward the behavior, subjective norms, and perceived behavioral control. Individuals are more likely to engage in entrepreneurial activities when they perceive entrepreneurship as desirable, receive encouragement from significant others, and believe that they possess the capability required to establish and manage a business successfully.

Among the competing theories explaining entrepreneurial intention, TPB consistently demonstrates superior explanatory power across different countries, educational settings, and entrepreneurial ecosystems (Krueger et al., 2000; Liñán & Chen, 2009). Meta-analytic evidence further indicates that perceived behavioral control is often the strongest predictor of entrepreneurial intention, followed by attitude toward entrepreneurship and subjective norms (Schlaegel & Koenig, 2014). Consequently, TPB has become the dominant theoretical foundation in entrepreneurship education research.

Rather than treating entrepreneurial competence, entrepreneurial motivation, and environmental support as independent constructs, this study integrates them within the TPB framework. Entrepreneurial competence represents perceived behavioral control, reflecting students' confidence in recognizing opportunities, solving business problems, and managing entrepreneurial activities. Entrepreneurial motivation corresponds to attitude toward entrepreneurship, indicating students' positive evaluation of entrepreneurship as an attractive career. Environmental support represents subjective norms, capturing social expectations and institutional encouragement provided by universities, mentors, families, and entrepreneurial communities. This theoretical integration provides a stronger explanation of entrepreneurial intention than examining each variable independently.

2. Entrepreneurial Competence

Entrepreneurial competence is widely recognized as one of the most fundamental determinants of entrepreneurial success because it reflects an individual's ability to identify opportunities, mobilize resources, make strategic decisions, and create value under uncertain business conditions. Man et al. (2002) conceptualized entrepreneurial competence as a multidimensional construct comprising opportunity competency, relationship competency, conceptual competency, organizing competency, strategic competency, and commitment competency. These competencies enable entrepreneurs not only to recognize business opportunities but also to transform entrepreneurial ideas into sustainable ventures.

Within entrepreneurship education, entrepreneurial competence is no longer viewed solely as technical knowledge acquired through classroom learning. Instead, it develops through experiential learning, business simulations, mentoring, project-based learning, and direct interaction with entrepreneurial ecosystems (Fayolle & Gailly, 2015; Nabi et al., 2017). Such learning experiences strengthen students' confidence in applying entrepreneurial knowledge to real business situations, thereby enhancing their entrepreneurial readiness.

From the perspective of TPB, entrepreneurial competence strengthens perceived behavioral control, which reflects an individual's belief that entrepreneurial tasks can be successfully performed. Students possessing higher entrepreneurial competence generally perceive fewer barriers to establishing businesses because they believe they have the necessary knowledge, skills, and capabilities. Consequently, entrepreneurial competence is expected to strengthen entrepreneurial intention through increased entrepreneurial self-confidence (Barba-Sánchez & Atienza-Sahuquillo, 2018).

However, empirical findings remain inconsistent. Several studies report significant positive effects of entrepreneurial competence on entrepreneurial intention, whereas others demonstrate weak or insignificant relationships after motivational and contextual variables are simultaneously considered (Botha & Taljaard, 2021; Lau et al., 2025). These inconsistencies suggest

that entrepreneurial competence alone may be insufficient to stimulate entrepreneurial intention unless accompanied by motivational and environmental support.

3. Entrepreneurs Motivation

Entrepreneurial motivation represents the psychological force that encourages individuals to initiate entrepreneurial careers and persist despite uncertainty. Drawing upon McClelland's Achievement Motivation Theory, entrepreneurial motivation reflects the desire to achieve excellence, independence, personal accomplishment, and economic success (McClelland, 1961). Collins et al. (2004) further demonstrated that individuals possessing stronger achievement motivation are significantly more likely to engage in entrepreneurial activities than those with lower motivational levels.

Within the TPB framework, entrepreneurial motivation closely corresponds to attitude toward entrepreneurship because motivated individuals perceive entrepreneurial careers as desirable, rewarding, and personally meaningful. Positive attitudes toward entrepreneurship encourage students to view entrepreneurial challenges as opportunities for personal growth rather than obstacles.

Recent entrepreneurship education research consistently confirms entrepreneurial motivation as one of the strongest predictors of entrepreneurial intention. Experiential learning, entrepreneurial mentoring, business incubation, entrepreneurial role models, and opportunity recognition activities significantly strengthen students' intrinsic motivation and willingness to establish new ventures (Adeel et al., 2023; Nabi et al., 2017). Consequently, entrepreneurship education should focus not only on competency development but also on strengthening students' intrinsic entrepreneurial motivation.

4. Environmental support

Environmental support refers to the external resources, institutional conditions, and social encouragement facilitating entrepreneurial development. Such support may originate from universities, entrepreneurial mentors, families, peers, entrepreneurial communities, and government institutions. Rather than functioning merely as contextual background, environmental

support shapes students' entrepreneurial perceptions by reducing uncertainty and increasing access to entrepreneurial resources.

Within TPB, environmental support represents subjective norms, reflecting students' perceptions regarding whether important people and institutions encourage entrepreneurial careers. Supportive social environments strengthen entrepreneurial confidence because students perceive entrepreneurship as socially accepted, institutionally supported, and practically feasible. Previous studies consistently demonstrate that supportive university environments, mentoring systems, entrepreneurship incubation programs, and institutional assistance positively influence entrepreneurial intention (Turker & Selcuk, 2009; Bazan, 2022; Makai & Dory, 2023). In the Indonesian context, the Wirausaha Merdeka Program constitutes a unique entrepreneurial ecosystem by integrating mentoring, industrial collaboration, business incubation, and experiential learning. Therefore, examining environmental support within this context contributes to extending existing entrepreneurship education literature.

5. Entrepreneurial Intention.

Entrepreneurial intention refers to an individual's conscious commitment and willingness to establish a new business venture in the future. It represents the immediate antecedent of entrepreneurial behavior because entrepreneurial actions generally emerge following deliberate cognitive planning rather than spontaneous decisions (Ajzen, 1991).

Besides TPB, entrepreneurial intention is also explained by the Entrepreneurial Event Model (EEM) proposed by Shapero and Sokol (1982), which argues that entrepreneurial intention develops when entrepreneurship is simultaneously perceived as desirable and feasible. The integration of TPB and EEM suggests that entrepreneurial intention is influenced by both psychological readiness and contextual feasibility.

Recent empirical evidence consistently validates entrepreneurial intention as the strongest predictor of future entrepreneurial behavior across different educational and cultural contexts (Liñán & Chen, 2009; Schlaegel & Koenig, 2014). Consequently, entrepreneurial intention has become the most widely adopted dependent variable in entrepreneurship education research because it

captures students' readiness to transform entrepreneurial learning into entrepreneurial action.

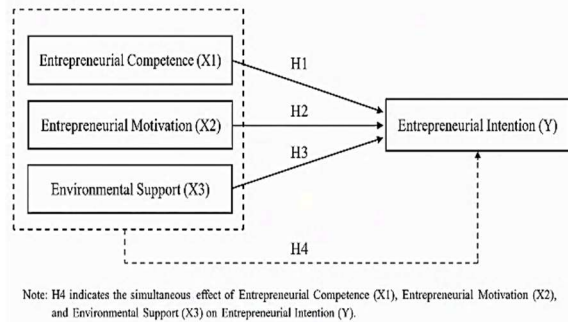


Figure 1. Hypothesis Model

The framework models entrepreneurial competence (X1), entrepreneurial motivation (X2), and environmental support (X3) as direct predictors of entrepreneurial intention (Y), both partially and simultaneously. Based on an integration of theory and previous research findings, this study develops three main hypotheses. Entrepreneurial competence is viewed as increasing perceived behavioral control, which is expected to strengthen entrepreneurial intention. Entrepreneurial motivation reflects a positive attitude toward entrepreneurship and is expected to encourage students to choose a career as an entrepreneur. Meanwhile, environmental support reinforces subjective norms through support from family, the university, mentors, and the community, thereby increasing students' confidence in starting a business.

Therefore, the research hypotheses are formulated as follows.

H1: Entrepreneurial competence positively influences entrepreneurial intention.

H2: Entrepreneurial motivation positively influences entrepreneurial intention.

H3: Environmental support positively influences entrepreneurial intention.

H4: Entrepreneurial competence, entrepreneurial motivation, and environmental support simultaneously influence entrepreneurial intention.

C. Methods

1. Research Design

This research utilized a quantitative methodology featuring a cross-sectional survey design to

investigate the impact of entrepreneurial competence, motivation, and environmental support on students' entrepreneurial intentions in the 2024 Wirausaha Merdeka Program at Universitas Amikom Yogyakarta. A quantitative method was deemed suitable as it allows for objective evaluation of connections between variables and supports hypothesis testing through statistical methods. The conceptual framework was established according to the Theory of Planned Behavior (TPB), suggesting that entrepreneurial competence, entrepreneurial motivation, and environmental support serve as precursors to entrepreneurial intention.

2. Population and Sample

The target population consisted of 176 students enrolled in the 2024 Wirausaha Merdeka Program at Universitas Amikom Yogyakarta. Respondents were selected using purposive sampling because only students who had actively participated in the program and completed all research instruments were considered eligible for inclusion. After the data screening process, 115 valid questionnaires were retained for statistical analysis.

The sample size was considered adequate for multiple regression analysis because it exceeded the minimum sample recommendation suggested by Hair et al. (2019), which recommends at least 15–20 observations per predictor variable to obtain stable regression estimates. Given that this study employed three independent variables, the final sample of 115 respondents was sufficient to ensure acceptable statistical power.

3. Measurement

The study investigated four constructs: entrepreneurial competence, entrepreneurial motivation, environmental support, and entrepreneurial intention. Measurement items were adapted from well-established instruments reported in previous entrepreneurship studies to ensure construct validity.

Entrepreneurial competence was measured using indicators adapted from Man et al. (2002), including opportunity recognition, relationship development, resource management, and strategic decision-making capability. Entrepreneurial motivation was measured based on McClelland's (1961) achievement motivation theory, capturing

students' desire for achievement, independence, innovation, and willingness to face entrepreneurial challenges. Environmental support was operationalized using indicators adapted from Turker and Selcuk (2009), reflecting perceived support from family, universities, lecturers, mentors, entrepreneurial communities, and the Wirausaha Merdeka ecosystem. Entrepreneurial intention was measured using indicators derived from the Theory of Planned Behavior developed by Ajzen (1991), emphasizing students' willingness and commitment to establish a business after participating in the program. All items in the questionnaire utilized a five-point Likert scale, with 1 indicating strong disagreement and 5 indicating strong agreement. Table 1 displays the operational definitions for each construct.

Table 1. Operational Definition of Variables

Variable	Theoretical basis	Key operational indicators
Entrepreneurial competence (X1)	Entrepreneurial Competency Theory by Man et al. (2002)	Opportunity identification; relationship development; human resource management; decision-making
Entrepreneurial motivation (X2)	Achievement Motivation Theory by McClelland (1961)	Drive to become an entrepreneur; drive for financial independence; drive to create innovation; drive to improve self-potential
Environmental support (X3)	Perceived University Support and Environment by Turker & Selcuk (2009).	Family support; campus support; Wirausaha Merdeka Program support; access to information
Entrepreneurial intention (Y)	Theory of Planned Behavior by Ajzen (1991)	Desire and interest to start and develop a business after participating in Wirausaha Merdeka

Primary data were gathered via a structured questionnaire handed out directly to students involved in the Wirausaha Merdeka Program during the 2024 academic year. Before data collection, participants were made aware of the study's goals and guaranteed that their involvement was

optional and confidential. Only questionnaires that were completely filled out were included in the final analysis to maintain data quality.

4. Validity and Reliability

The measurement tool underwent validity and reliability assessments prior to hypothesis testing. Item validity was evaluated using Pearson Product-Moment correlation coefficients by comparing the correlation coefficient of each item with the critical value. Every measurement item surpassed the necessary threshold and was thus deemed valid.

The reliability of internal consistency was evaluated with Cronbach's Alpha. As per Hair et al. (2019), Cronbach's Alpha values exceeding 0.70 suggest satisfactory reliability. The results section reveal that all constructs exhibited Cronbach's Alpha values between 0.761 and 0.802, indicating adequate reliability.

5. Data Analysis

Data analysis was performed utilizing IBM SPSS Statistics. Before hypothesis testing, various classical assumption tests were conducted to assess the appropriateness of the regression model, such as tests for normality, multicollinearity, and heteroscedasticity. These diagnostic methods confirmed that the assumptions foundational to multiple linear regression were sufficiently met. Descriptive statistics were then created to summarize the demographic traits of the respondents. The coefficient of determination (R^2) was computed to evaluate the percentage of variance in entrepreneurial intention clarified by the independent variables. The t-test was used to assess partial effects, and the overall explanatory capability of the regression model was analyzed with the F-test at a 5% significance level.

6. Multiple Regression Analysis

Multiple linear regression analysis was utilized to examine the proposed hypotheses, as the research sought to investigate both the individual and combined effects of three independent variables on one dependent variable

The regression model is specified as follows:

$$EI = \beta_0 + \beta_1 EC + \beta_2 EM + \beta_3 ES + \varepsilon$$

where:

- EI = Entrepreneurial Intention
- EC = Entrepreneurial Competence

- c. EM = Entrepreneurial Motivation
- d. ES = Environmental Support
- e. β_0 = Intercept
- f. β_1 – β_3 = Regression coefficients
- g. ε = Error term

The hypotheses were accepted when the significance value (p-value) was below 0.05. Additionally, the coefficient of determination (R^2) was used to evaluate the explanatory capability of the proposed regression model.

D. Result and Discussion

1. Respondent Characteristics

A total of 115 valid questionnaires were retained after the data screening process and included in the final analysis. The respondents consisted of students who participated in the 2024 Wirausaha Merdeka Program at Universitas Amikom Yogyakarta.

The demographic profile indicates that most respondents were 21–22 years old (68.70%), followed by students aged 19–20 years, 23–24 years, and above 25 years. Female students represented 66.69% of the respondents, while male students accounted for 33.04%. Most participants (93.04%) were students of Universitas Amikom Yogyakarta, whereas the remainder were enrolled at partner universities participating in the Wirausaha Merdeka Program. Entrepreneurship students comprised the largest proportion of respondents, followed by students from Communication Science, Accounting, and several other disciplines. Furthermore, most respondents belonged to the 2022 cohort, reflecting the primary target participants of the entrepreneurship program.

Overall, these demographic characteristics indicate that the respondents adequately represent students who had participated in experiential entrepreneurship education through the Wirausaha Merdeka Program and therefore provide an appropriate basis for examining entrepreneurial intention.

2. Measurement Model Assessment

Prior to hypothesis testing, the measurement instrument was evaluated to ensure its validity and reliability. The validity test showed that all questionnaire items produced Pearson correlation coefficients exceeding the critical value, indicating that every indicator adequately

measured its intended construct. Consequently, no measurement items were excluded from subsequent analyses. The results of these assessments are presented in Table 2.

Table 2. Validity and Reliability

Variable	Validity summary	Cronbach's Alpha	Result
Entrepreneurial competence (X1)	All items valid	0.761	Reliable
Entrepreneurial motivation (X2)	All items valid	0.769	Reliable
Environmental support (X3)	All items valid	0.802	Reliable
Entrepreneurial intention (Y)	All items valid	0.789	Reliable

As shown in Table 2, all measurement items met the validity criterion, indicating that each indicator adequately represented its respective construct. Furthermore, the Cronbach's Alpha coefficients ranged from 0.761 to 0.802, exceeding the recommended threshold of 0.70 (Hair et al., 2019). These findings demonstrate satisfactory internal consistency across all constructs, confirming that the measurement instrument was appropriate for subsequent regression analysis.

3. Regression Model Assessment

Prior to evaluating the regression model, the fundamental assumptions of multiple linear regression were assessed. The findings showed that the regression model met the criteria for normality, multicollinearity, and homoscedasticity. Normal probability plots indicated that the residuals displayed a distribution close to normality. Moreover, tolerance values surpassed the suggested limit of 0.10, whereas all Variance Inflation Factor (VIF) values remained under 10, signifying no multicollinearity among the independent variables. Additionally, the scatterplot of standardized residuals showed no consistent pattern, indicating that the heteroscedasticity assumption remained intact. These findings validate that the suggested regression model is statistically suitable for testing the hypothesis.

4. Multiple Regression Results

A multiple linear regression analysis was performed to investigate the effect of entrepreneurial competence, entrepreneurial motivation, and environmental support on entrepreneurial intention. The regression model

demonstrated statistical significance ($F = 30.449$, $p < 0.001$), suggesting that the independent variables collectively accounted for entrepreneurial intention.

A multiple linear regression analysis was conducted to investigate the impact of entrepreneurial competence, entrepreneurial motivation, and environmental support on entrepreneurial intention. The regression model was estimated once it was verified that the conditions for multiple linear regression were met. Table 3 displays the results

Table 3. Multiple Regression Results

Predictor	B	Standardized β	t-value	p-value
Constant	2.811	—	1.178	0.241
Entrepreneurial Competence	0.121	0.121	1.314	0.192
Entrepreneurial Motivation	0.534	0.534	4.901	<0.001
Environmental Support	0.168	0.168	2.246	0.027

Table 4. Multiple Regression Summary

R	R ²	Adjusted R ²	F	Sig.
0.672	0.451	0.437	30.449	<0.001

As presented in Table 3, the overall regression model was statistically significant ($F = 30.449$, $p < 0.001$), indicating that entrepreneurial competence, entrepreneurial motivation, and environmental support jointly explained entrepreneurial intention. The model achieved an R^2 value of 0.451 and an Adjusted R^2 of 0.437, suggesting that approximately 45.1% of the variance in entrepreneurial intention was explained by the proposed predictors, while the remaining variance may be attributed to factors not included in the present model.

Among the independent variables, entrepreneurial motivation demonstrated the strongest standardized regression coefficient ($\beta = 0.534$), followed by environmental support ($\beta = 0.168$). Entrepreneurial competence also exhibited a positive coefficient ($\beta = 0.121$); however, its contribution did not reach statistical significance. These findings suggest that motivational and environmental factors exert greater influence on entrepreneurial intention

than entrepreneurial competence within the context of the Wirausaha Merdeka Program.

5. Hypothesis Testing

The hypothesis testing results are summarized in Table 3. Entrepreneurial competence did not significantly influence entrepreneurial intention ($\beta = 0.121$, $p = 0.192$); therefore, H1 was not supported. On the other hand, entrepreneurial motivation significantly and positively influenced entrepreneurial intention ($\beta = 0.534$, $p < 0.001$), confirming H2. Environmental support showed a notable positive effect on entrepreneurial intention ($\beta = 0.168$, $p = 0.027$), validating H3.

Furthermore, the overall regression model was statistically significant ($F = 30.449$, $p < 0.001$), indicating that entrepreneurial competence, entrepreneurial motivation, and environmental support collectively influenced entrepreneurial intention. Accordingly, H4 was supported.

Table 5. Hypothesis Testing

Hypothesis	β	t-value	p-value	Decision
H1	0.121	1.314	0.192	Not Supported
H2	0.534	4.901	<0.001	Supported
H3	0.168	2.246	0.027	Supported
H4	—	$F = 30.449$	<0.001	Supported

Table 5 summarizes the results of hypothesis testing. The results indicate that entrepreneurial motivation and environmental support had positive and statistically significant impacts on entrepreneurial intention, thereby confirming H2 and H3. Conversely, the influence of entrepreneurial competence on entrepreneurial intention was positive yet statistically insignificant, resulting in the dismissal of H1. Moreover, the overall regression model validated that entrepreneurial competence, entrepreneurial motivation, and environmental support together impacted entrepreneurial intention, offering empirical validation for H4. These results suggest that students' intention to engage in entrepreneurship is influenced mainly by motivational and environmental factors rather than solely by their entrepreneurial skills.

6. The Effect of Entrepreneurial Competence on Entrepreneurial Intention

The findings indicate that entrepreneurial competence did not have a significant effect on entrepreneurial intention among students participating in the Wirausaha Merdeka Program. Although entrepreneurial competence demonstrated a positive regression coefficient, its influence was not statistically significant, indicating that entrepreneurial competence alone was insufficient to stimulate students' intention to become entrepreneurs.

According to the Theory of Planned Behavior (TPB), entrepreneurial competence signifies perceived behavioral control, indicating an individual's self-assurance in executing entrepreneurial tasks (Ajzen, 1991). TPB indicates that people who see themselves as capable are typically more inclined to form entrepreneurial intentions. Nonetheless, the current results indicate that having entrepreneurial knowledge and abilities does not automatically lead to a greater desire to start a business.

One possible explanation is that most respondents were university students who were still in the learning stage and had limited experience in operating real businesses. Although participation in the Wirausaha Merdeka Program improved their entrepreneurial competence, many students may still perceive substantial uncertainty regarding financial risk, market competition, and business sustainability. Consequently, competence alone may not be sufficient to encourage entrepreneurial career choices without stronger motivational and contextual support.

This result differs from research by Man et al. (2002) and Barba-Sánchez and Atienza-Sahuquillo (2018), which indicated a notable positive correlation between entrepreneurial competence and entrepreneurial intention. However, it is consistent with studies suggesting that competence alone is insufficient to influence entrepreneurial intention when psychological and environmental factors are considered simultaneously. These findings imply that entrepreneurial competence should be complemented by interventions that strengthen students' entrepreneurial motivation and provide supportive entrepreneurial ecosystems.

7. The Effect of Entrepreneurial Motivation on Entrepreneurial Intention

The results suggest that entrepreneurial motivation had the greatest positive influence on entrepreneurial intention. This finding indicates that students with higher entrepreneurial motivation were more likely to express intentions to establish their own businesses after engaging in the Wirausaha Merdeka Program. This result corresponds with the Theory of Planned Behavior, indicating that the drive for entrepreneurship reflects an individual's perspective on it. Students who perceive entrepreneurship as fulfilling, meaningful, and capable of achieving their objectives are more likely to develop greater entrepreneurial intentions. Positive perspectives increase the attractiveness of entrepreneurial journeys and inspire students to pursue business opportunities despite existing uncertainties.

The findings further support previous studies highlighting entrepreneurial motivation as a crucial factor affecting entrepreneurial intention (Collins et al., 2004; Nabi et al., 2017). Experiential entrepreneurship education, such as mentoring, business incubation, and project-based learning provided by the Wirausaha Merdeka Program, can improve students' intrinsic motivation by allowing direct engagement in entrepreneurial endeavors. These experiences help students see entrepreneurship as an attractive and feasible career option.

The significance of entrepreneurial motivation in this research suggests that entrepreneurship education should focus on improving not only entrepreneurial skills but also on fostering students' intrinsic motivation, entrepreneurial goals, and confidence in pursuing entrepreneurial ventures.

8. The Effect of Environmental Support on Entrepreneurial Intention

Environmental support was also discovered to have a positive and significant impact on entrepreneurial intention. This discovery indicates that students who received greater assistance from universities, lecturers, mentors, peers, and entrepreneurial groups were more inclined to form entrepreneurial intentions.

Within the TPB framework, environmental support represents subjective norms, reflecting perceived encouragement from significant others. Supportive environments reduce uncertainty, enhance students' confidence and

strengthen the belief that entrepreneurship is a valued career option.

This finding is consistent with previous studies demonstrating that entrepreneurship education becomes more effective when combined with institutional support, mentoring, and entrepreneurial ecosystems (Turker & Selcuk, 2009; Nabi et al., 2017). The Wirausaha Merdeka Program provides an environment that integrates entrepreneurship training, mentoring, networking, and business incubation, thereby creating favourable conditions for strengthening entrepreneurial intention.

These findings highlight the importance of building sustainable entrepreneurial ecosystems within higher education institutions. Universities should not only provide entrepreneurship courses but also support mentoring, networking chances, incubation initiatives, and partnerships with entrepreneurs and industry allies to maintain students' entrepreneurial goals.

9. Theoretical Implications

This research enhances the entrepreneurship literature by broadening the use of the Theory of Planned Behavior in the framework of experiential entrepreneurship education in Indonesia. In contrast to numerous earlier studies that analyzed entrepreneurial competence, motivation, and environmental support as separate predictors, this study specifically integrates these variables into the three fundamental dimensions of the Theory of Planned Behavior: perceived behavioral control, attitude toward entrepreneurship, and subjective norms.

The results indicate that not all dimensions of the TPB equally influence entrepreneurial intention. Although attitude towards entrepreneurship and subjective norms greatly impact entrepreneurial intention, perceived behavioral control, indicated by entrepreneurial competence, does not have a substantial effect in this scenario. This finding suggests that psychological preparedness and encouraging environments might have a greater influence than competence alone for university students engaged in entrepreneurship education programs.

10. Practical Implications

The findings provide several practical implications for universities and policymakers. First, entrepreneurship education should move beyond competency-based instruction by incorporating activities that strengthen students' entrepreneurial motivation, such as mentoring by successful entrepreneurs, experiential learning, business competitions, and venture creation projects.

Second, universities should strengthen entrepreneurial ecosystems by expanding access to business incubation, networking opportunities, industry collaboration, and financial support. Such initiatives are likely to enhance students' perceptions of environmental support and encourage entrepreneurial career choices.

Finally, policymakers responsible for the Wirausaha Merdeka Program should continue promoting experiential entrepreneurship education while integrating post-program mentoring and business development support. Sustained institutional support may enable students to transform entrepreneurial intention into actual entrepreneurial behaviour after graduation.

E. Conclusion and Recommendation

This study examined the effects of entrepreneurial competence, entrepreneurial motivation, and environmental support on entrepreneurial intention among students participating in the 2024 Wirausaha Merdeka Program at Universitas Amikom Yogyakarta. The findings reveal that entrepreneurial motivation and environmental support positively and significantly influence entrepreneurial intention, whereas entrepreneurial competence does not exert a statistically significant effect. Furthermore, the regression model confirms that the three predictors collectively explain a substantial proportion of the variance in entrepreneurial intention. These findings suggest that, within the context of structured entrepreneurship education, students' entrepreneurial intention is influenced more strongly by motivational and environmental factors than by entrepreneurial competence alone.

This research theoretically expands the use of the Theory of Planned Behavior (TPB) in entrepreneurship education by showing that the three

TPB dimensions do not equally impact entrepreneurial intention. Entrepreneurial motivation, reflecting the attitude towards entrepreneurship, along with environmental support, indicating subjective norms, were identified as key factors influencing entrepreneurial intention. Conversely, entrepreneurial competence, viewed as perceived behavioral control, did not notably forecast entrepreneurial intention in this situation. This discovery indicates that having entrepreneurial knowledge and skills by themselves might not be enough to foster entrepreneurial intention without robust intrinsic motivation and a conducive entrepreneurial ecosystem.

The findings also provide important practical implications for higher education institutions and policymakers. Universities should design entrepreneurship programs that move beyond competency-based training by incorporating activities that strengthen students' entrepreneurial motivation through mentoring, entrepreneurial role models, experiential learning, and venture creation projects. At the same time, universities should cultivate supportive entrepreneurial ecosystems by expanding access to business incubation, networking opportunities, industry collaboration, and market exposure. Such initiatives are expected to reinforce students' entrepreneurial aspirations and facilitate the transition from entrepreneurial intention to entrepreneurial action. Despite these contributions, several limitations should be acknowledged. First, the study was conducted using a sample of 115 students from the Wirausaha Merdeka Program at Universitas Amikom Yogyakarta, which may limit the generalizability of the findings to other universities or entrepreneurship education programs. Second, the cross-sectional research design captures entrepreneurial intention at a single point in time and therefore does not reflect how entrepreneurial intention may evolve throughout or after participation in entrepreneurship programs. Third, the study relied exclusively on self-reported questionnaire data, which may be subject to common method bias. Finally, the proposed model focused on three antecedent variables, leaving other potentially relevant determinants of entrepreneurial intention unexplored.

Future research is therefore encouraged to validate the proposed model using larger and more

diverse samples drawn from multiple universities and different cohorts of the Wirausaha Merdeka Program. Researchers may also consider incorporating additional psychological, social, and contextual variables, such as entrepreneurial self-efficacy, risk-taking propensity, financial literacy, entrepreneurial education quality, family entrepreneurial background, entrepreneurial mindset, or perceived behavioral support, to develop a more comprehensive understanding of entrepreneurial intention. Furthermore, longitudinal studies are recommended to examine how entrepreneurial intention develops before, during, and after participation in structured entrepreneurship education. Complementing quantitative findings with qualitative approaches, such as interviews or case studies, would also provide richer insights into why entrepreneurial competence alone may not be sufficient to foster entrepreneurial intention among university students.

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