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**The Influence of Entrepreneurship Education, Self-Efficacy, and
Motivation on Students' Social Entrepreneurship Intentions**

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Abstract: This study aims to analyze the influence of entrepreneurship education, entrepreneurial self-efficacy, and entrepreneurial motivation on social entrepreneurship intentions among university students in Indonesia. Although the unemployment rate has decreased, Indonesia still shows the highest level of concern about social inequality. Social entrepreneurship is seen as a potential solution to address this problem. This study used a quantitative method with a causal design. Data were collected from 30 university students through online and face-to-face surveys, then analyzed using multiple regression with the help of SPSS software. The results showed that simultaneously, all three independent variables had a significant effect on social entrepreneurship intentions. Partially, entrepreneurship education and entrepreneurial motivation had a significant effect, while self-efficacy showed a weaker effect. Entrepreneurship education was the most dominant factor in shaping social entrepreneurship intentions. These findings emphasize the importance of entrepreneurship education in encouraging social entrepreneurship behavior among university students. The limitations of this study are the small sample size and limited to university students. Therefore, further research is recommended to reach a wider population outside the academic environment.

Keywords: Entrepreneurial Self-Efficacy, Entrepreneurship Education, Entrepreneurial Motivation, Social Entrepreneurship Intention.

A. Introduction

The problem is that the unemployment rate in Indonesia has decreased by 7.9 million people, or 0.41% lower than in 2022 (Ahdiat, 2023). However, this figure still needs to be improved considering progress in addressing unemployment in countries with large populations. Currently, Indonesia uses the open unemployment rate as an indicator of social

problems or inequality. The level of concern among Indonesians about social inequality is the highest compared to other countries (Table 1). As a result, this has the potential to cause negative impacts, such as social discrimination, social jealousy, crime, and social conflict (Noviana & Simanjuntak, 2022). High social inequality can hinder access to education and suppress public self-confidence.

Table 1. Level of Social Inequality

No	Country	%
1	Indonesia	44
2	Hungary	42
3	Thailand	42
4	Brazil	41
5	Dutch	40
6	Argentina	40
7	Colombia	40
8	German	35
9	Belgium	34
10	Türkiye	33

Source: (Ipsos , 2022)

Social entrepreneurship is a source of social value creation to shape positive change for the development and change of social problems (M. Ibanez, 2022) . Interest in social entrepreneurship can arise from motives and cognitions, such as self-efficacy (Urban, 2020) . Entrepreneurship education is crucial in increasing interest in social entrepreneurship (Rakicevic et al., 2023) . Indonesia has a very high potential for social inequality compared to other countries. This problem should not be ignored because it will cause negative impacts of social inequality, such as social discrimination, jealousy, crime, and conflict. Therefore, serious efforts are needed to prevent these negative things from happening. These reasons make researchers interested in identifying entrepreneurship education and self-efficacy as predictors of social entrepreneurial intentions.

This study aims to analyze the influence of entrepreneurship education, entrepreneurial self-efficacy, entrepreneurial motivation and social entrepreneurial intentions specifically on an entrepreneurship major student who is also starting a business.

1. Social Entrepreneurship Intention and Entrepreneurship Education

The intention to become an entrepreneur is a reflection of a person's seriousness in planning and preparing themselves to enter into entrepreneurial activities (Ekawarna et al., 2022) . Establishing a social enterprise requires

understanding the extent to which an individual believes in social entrepreneurship and their entrepreneurial intentions (Fareed et al., 2021) . The social value created by a company's social activities determines the importance of the type of entrepreneurship, the intention to launch a social enterprise, and, consequently, the incentives behind an individual's decision to become a social entrepreneur (Yamini et al., 2022) . Entrepreneurial intention describes each person's persistence in starting an action in starting a business, entrepreneurial intention is very important in the process of starting a business (Fransisca et al., 2021) . Previous research shows that entrepreneurship education influences social entrepreneurial intentions. (Hasan et al., 2021) .

Dimensions of interest in social entrepreneurship are parental support, opportunity recognition, and relationships (Nurhalliza & Firdaus, 2024) . Empathy refers to the ability to subjectively experience and share another person's psychological state, emotions, or inner feelings. Psychological capital is a state of positive individual psychological development characterized by four psychological factors: self-efficacy, self-confidence, hope, and resilience. As variables, interest in entrepreneurship in this study was measured using indicators of having a dream, finding opportunities, having a will, and having hope. Having a dream indicator means having a target to become or obtain what one desires in the future. The finding opportunity indicator is a person's analytical ability to read and find opportunities in situations. Having a will indicator is an attitude that drives an individual to obtain or have what they desire. The hope indicator means having something to aim for, achieve, or possess. The social value created by a company's social activities determines the importance of the type of entrepreneurship, the intention to launch a social enterprise, and, consequently, the incentives behind an individual's decision to become a social entrepreneur (Yamini et al., 2022) .

As a predictor of entrepreneurial intention, entrepreneurship education is defined as an

educational process for entrepreneurial attitudes and skills (Breznitz & Zhang, 2022) . Entrepreneurship education teaches how to start and run a business and encourages creative thinking, innovation, and a strong sense of self-worth and discipline (Gervase et al., 2021) . Entrepreneurship education acts as a tool to address unemployment and poverty, and is a way for people to achieve financial independence, create personal prosperity, and contribute to social welfare (Cahayani et al., 2022) . Entrepreneurship education has become a significant development priority to overcome uncertainty and address various social, economic, and technological issues related to health, living conditions, education systems, employment, and economic growth (Ndou, 2021) . Entrepreneurship education can provide direct support to entrepreneurs (Sansone et al., 2021) . Entrepreneurship education is a structured process to equip individuals with entrepreneurial knowledge, skills, and mindset, both through formal and non-formal training, to improve and develop business activities. (Putri & Trisnowati, 2021) . Entrepreneurial skills will strengthen an individual's confidence in becoming an entrepreneur and equip them with the skills necessary for entrepreneurship, such as creativity, innovation, and self-efficacy (Shekarian & Parast, 2021) . The ability to design a business plan is considered by many to be the most fundamental entrepreneurial skill. (Brammantio et al., 2023) . Entrepreneurial skills are also considered important in today's education (Sari et al., 2022) .

As variables, entrepreneurship education in this study was measured using indicators of leadership skills, creativity, innovation, and identification (Dana et al., 2021) . Leadership skills are an individual's actions or attitudes in making decisions and solving problems professionally. Creativity is an individual's attitude or actions capable of creating or generating new things and ideas. Innovation is an idea that can be renewed and updated by an individual through experience and learning. Identification is the process of clarifying or proving something in detail.

2. Social Entrepreneurship Intention and Entrepreneurial Self-Efficacy

Besides being influenced by entrepreneurship education, interest in social entrepreneurship can be shaped by entrepreneurial self-efficacy (Hasan et al., 2021) . Other findings indicate a positive relationship between self-efficacy and desire and interest in social entrepreneurship. (Kayabaşı et al., 2021) . Self-efficacy is an individual's belief or confidence in their ability to organize, carry out tasks, achieve goals, produce something, and take action to achieve certain skills. (Ambarwati & Fitriasari, 2021) . Self-efficacy is closely related to entrepreneurial interest, because starting a business requires strong confidence in one's ability to run and manage the business. (Tumbelaka & Wijaya, 2025) . Self-efficacy influences one's beliefs and ways of thinking, acting, and feeling. More specifically, self-efficacy indicates an individual's belief in their ability to complete a task (Sulistiyani & Suhariadi, 2022) . Self-efficacy plays a vital role in determining an individual's choices, as well as their level of effort and persistence (Sulistiyani & Suhariadi, 2022) . Self-efficacy is the self-perception of one's ability to do something well.

The variables used to measure self-efficacy in this study were training, priorities, skills and abilities, and determination (Zhang et al., 2021) . Training is intended for individuals who consider entrepreneurship a desirable career, particularly those with training. Priorities are intended for individuals who aspire to be entrepreneurs. Skills and abilities are intended for individuals who aspire to be entrepreneurs. Determination is indicated for individuals who aspire to become adaptive entrepreneurs in the future.

3. Social Entrepreneurship Intention and Entrepreneurial Motivation

Besides being influenced by entrepreneurial self-efficacy, interest in social entrepreneurship can be shaped by entrepreneurial motivation (Jadmiko et al., 2022) . Entrepreneurial motivation is influenced by benefits, limitations,

dreams, and the desire for independence. In general, this motivation is a drive to develop potential through creative and innovative thinking to create value-added products. (Septianti & Putri, 2023) . Entrepreneurial motivation is an internal drive that drives someone to continue pursuing entrepreneurial activities sustainably. This motivation provides direction and purpose for every business step, enabling desired goals to be achieved more effectively. (Ismanto et al., 2023) . Entrepreneurial motivation is a desire within a person to develop potential through creativity and innovation, which aims to produce new products that are beneficial to society (Ekonomi et al., 2025) . Entrepreneurial motivation is a desire that arises within a person to encourage someone to carry out entrepreneurial activities creatively, confidently, and focused on the business targets they want to achieve (Ilmiah et al., 2024) .

The variables used to measure entrepreneurial motivation in this study are profit, freedom, personal dreams, and independence (Pesta Gultom, 2021) . Entrepreneurial motivation in this study was measured using profit, freedom, personal dreams, and independence. The profit indicator refers to an individual's drive to gain financial or material benefits from entrepreneurial activities. The freedom indicator refers to an individual's desire to be free from formal employment constraints, to have control over time and decisions, and to create a workspace that suits their preferences. Personal dreams, as an indicator, reflect the aspirations or ideals that an individual wishes to realize through their efforts, whether in the form of life achievements, self-actualization, or long-term goals. Meanwhile, the independence indicator refers to an individual's ability to stand alone in running their business, without relying on others, and to demonstrate full initiative and responsibility for business decisions and risks. (Gupron et al., 2023) .

B. Materials and Methods

1. Hypothesis

The research design used is to solve the research problem. Specifically, Indonesia ranks first in public awareness and concern regarding social inequality, surpassing other countries. The research design used is a casual design. This design is designed to collect information and compile analysis patterns to understand the causal relationship between research variables (Pan, 2024) . The objectives of casual research are: 1) Understanding independent and dependent variables in the phenomenon of entrepreneurship, 2) Determining the relationship between causal variables, and 3) Testing the hypothesis of causal variable relationships. According to the literature review, this research was conducted based on the grand theory of entrepreneurship, social entrepreneurial intention, entrepreneurship education , entrepreneurial self-efficacy and entrepreneurial motivation as shown in Figure 1.

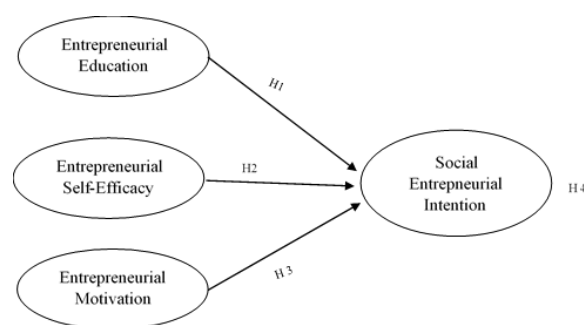


Figure 1. Relationship between entrepreneurship education, entrepreneurial self-efficacy, entrepreneurial motivation and social entrepreneurial intention.

Source: (Batz Liñeiro et al., 2024; Hasan et al., 2021)

Figure 1 shows the relationship between entrepreneurship education, entrepreneurial self-efficacy, and entrepreneurial motivation on social entrepreneurship intentions. These three variables are believed to play a significant role in shaping an individual's intention to engage in social entrepreneurship activities.

Education provides knowledge and skills, self-efficacy reflects an individual's belief in their abilities, and motivation is the primary driver of action. This model draws on previous research. (Batz Liñeiro et al., 2024; Hasan et al., 2021) which shows the significant influence of each variable on social entrepreneurial intentions.

- H1: Entrepreneurship education has a positive influence on social entrepreneurial intentions.
- H2: Entrepreneurial self-efficacy has a positive effect on social entrepreneurial intention.
- H3: Entrepreneurial motivation has a positive effect on social entrepreneurial intention.
- H4: Entrepreneurship education, entrepreneurial self-efficacy and entrepreneurial motivation influence social entrepreneurship intention.

2. Sample and Data Collection

The population in this study were students domiciled with Indonesian citizenship, at least students enrolled in public and private universities. The researcher limited the population to the unit of analysis, where students are individuals. The survey was sent randomly via email and face-to-face to 30 people . Thus, individuals had an equal chance of being selected from the population and represented the sample. This study had a response rate of 0.05 with a total of 30 respondents registered with the Ministry of Education and Culture of the Republic of Indonesia. Approximately 5.2 % of respondents had the same assessment for all items. Thus, the sample of this study was 30 respondents who provided varying assessments for all items.

The data analysis technique in this quantitative research uses a statistical approach. The data analysis technique in this research is multiple regression . Multiple regression is a versatile and powerful analytical method that can be used to model the influence of more than one independent variable on the dependent variable. Research Methods. Regression analysis can combine two main objectives: 1) Predicting the dependent variable based on the independent variables and 2) Understanding the relationship

between the dependent and independent variables.

The program used to analyze the data using the regression method is Statistical Product and Service Solution (SPSS). An interval scale is used to meet the criteria for data analysis using regression. This allows researchers to perform arithmetic calculations on data collected from respondents. The measurement does not have a zero value because the measurement of entrepreneurial behavior in entrepreneurship research is a Likert scale. This is a scale that asks respondents whether they agree or disagree with a perceived object. To avoid misunderstandings in analyzing and interpreting the title sentence and research variables, these variables are referred to as entrepreneurship education (the first independent variable), entrepreneurial self-efficacy (the second independent variable), entrepreneurial motivation (the third independent variable) , and social entrepreneurial intention (the dependent variable).

3. Results and Discussion

A review of entrepreneurship education in public and private universities is based on four dimensions : leadership skills, creativity, innovation, and identification . Entrepreneurship education is at a very satisfactory level. The average score obtained by students in public and private universities is 4.3. The analysis of each research variable can be interpreted through the following descriptive analysis.

Table 1. Descriptive Statistics

	N	Min	Max	Means	St. Dev.
Entrepreneurship Education	30	8.00	20.00	14.6667	2.97499
Entrepreneurial Self-Efficacy	30	11.00	20.00	16.5667	2.38795
Entrepreneurship Motivation	30	at 2:00 PM	at 7:00 PM	17.0667	1.17248
Social Entrepreneurship Intention	30	11.00	20.00	17.2333	2.11209
Valid N (based on list)	30				

Based on descriptive analysis with average values of x1 14.6, x2 16.56, x3 17.06, and x4 17.23, the first analysis was conducted to determine the regression coefficient value of each entrepreneurship education variable on social entrepreneurship intention. The results of the analysis can be seen in Table 2. The following Model Summary:

Table 2. Summary Item Statistics

	Means	Minimum	Maximum	Reac h	Maximum / Minimum	Difference	N Item
Correlation Between Items	.337	.202	.527	.324	2,603	.013	4

Based on Table 2 , it can be seen that all independent variables have an influence on the dependent variable with a variance of 0.013 based on statistical results that obtained an R-squared value of 0.337. This finding indicates an influence that can be categorized as quite high, where 46.5% of interest in social entrepreneurship is influenced by other variables outside this study. Further analysis was conducted using a correlation test as described in the following table.

Table 3. ANOVA

		Sum of Squares	df	Mean Square	F	Signatu re.
Entrepreneurship Education	Intergroup	61,450	7	8,779	.989	.464
	In Group	195,217	22	8,873		
	Total	256,667	29			
Entrepreneurial Self-Efficacy	Intergroup	96,983	7	13,855	4,457	.003
	In Group	68,383	22	3,108		
	Total	165,367	29			
Entrepreneurship Motivation	Intergroup	8,650	7	1,236	.871	.544
	In Group	31,217	22	1,419		
	Total	39,867	29			

Based on Table 3, the influence of each independent variable in this study where the significance value is $0.00 < 0.05$, the results are the findings in this study all independent variables

simultaneously influence the dependent variable in this case entrepreneurship education, entrepreneurial self-efficacy, and entrepreneurial motivation on social entrepreneurship intentions. This is interpreted through the significance value of entrepreneurship education $0.04 < 0.05$ as the alpha value of Crobach. Interpreted through the significance value of entrepreneurial self-efficacy $0.03 < 0.05$ as the alpha value of Crobach. And interpreted through the significance value of entrepreneurial motivation $0.05 = 0.05$ as the alpha value of Crobach.

Table 4. Correlation

		Entrepreneurship Education	Entrepreneurial Self-Efficacy	Entrepreneurship Motivation	Social Entrepreneurship Intention
Entrepreneurship Education	Pearson Correlation	1	.406 *	.362 *	.254
	Signature (2-tails)		.026	.049	.175
	N	30	30	30	30
Entrepreneurial Self-Efficacy	Pearson Correlation	.406 *	1	.269	.527 **
	Signature (2-tails)	.026		.150	.003
	N	30	30	30	30
Entrepreneurship Motivation	Pearson Correlation	.362 *	.269	1	.202
	Signature (2-tails)	.049	.150		.284
	N	30	30	30	30
Social Entrepreneurship Intention	Pearson Correlation	.254	.527 **	.202	1
	Signature (2-tails)	.175	.003	.284	
	N	30	30	30	30
*. Significant correlation at the 0.05 level (2-tailed).					
**. Significant correlation at the 0.01 level (2-tailed).					

Based on Table 4, the coefficient of the relationship between each independent variable can be seen that only X1 (Entrepreneurship Education) has a significance value of $0.01 < 0.05$. Based on these results, hypothesis 1 is accepted, meaning that entrepreneurship education has a

positive and significant effect on the intention to become a social entrepreneur. Meanwhile, the other variable X2 (Entrepreneurial Self-Efficacy) has a significance value of $0.026 < 0.05$. Based on these results, hypothesis 2 is accepted, meaning that entrepreneurial self-efficacy does not have a significant effect on the intention to become a social entrepreneur. Another variable X3 (Entrepreneurial Motivation) has a significance value of $0.020 < 0.05$, so hypothesis 3 is accepted. This means that entrepreneurial motivation has a significant effect on social entrepreneurship intention. Based on the ANOVA test table, the significance value obtained is $0.00 < 0.05$. Thus, hypothesis 4 is accepted.

The analysis of the findings above can be concluded that optimal entrepreneurship education can play a role in encouraging entrepreneurial intentions, this is driven by a competent understanding in instilling learning about entrepreneurship that can foster intentions on how to start a good business. Meanwhile, the analysis of the findings of the rejection of the hypothesis from the independent variables also provides the basis for the conclusion that not all factors can influence entrepreneurial intentions, depending on how each individual interprets each opportunity to become a source of entrepreneurship through education that encourages entrepreneurship.

Based on the findings of this study, a significant influence was identified between variables on the dependent variable. This finding aligns with previous research showing that entrepreneurship education influences social entrepreneurial intentions. (Hasan et al., 2021) . Furthermore, these results are also supported by research showing that entrepreneurial self-efficacy influences social entrepreneurial intentions (Hasan et al., 2021) . Furthermore, entrepreneurial motivation influences social entrepreneurial intentions (Batz Liñeiro et al., 2024) .

C. Conclusion

This study focuses on the relationship between entrepreneurship education,

entrepreneurial self-efficacy, entrepreneurial motivation, and social entrepreneurship intention among university students in Indonesia. The results show that all three independent variables—entrepreneurship education, self-efficacy, and motivation—have a positive and significant influence on students' intention to engage in social entrepreneurship. Specifically, entrepreneurship education has the strongest influence, indicating that the provision of knowledge and skills through education plays a significant role in shaping entrepreneurial intention.

Self-efficacy and motivation also contributed positively, although their effects varied depending on how students perceived opportunities and challenges in their environment. These results align with previous research and emphasize the importance of strengthening entrepreneurship education programs at public and private universities to encourage social entrepreneurship among students.

However, this study has limitations because it only involved university students, so the results cannot be generalized to individuals outside of formal academic settings. Therefore, it is recommended that further research involve young people outside of universities and students from various majors to gain a broader understanding of the factors influencing social entrepreneurship intentions.

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