

## The Influence of Self-Efficacy on Entrepreneurship Intention Mediated by Sharia Entrepreneurship Behavior in the Context of Islamic Students' Education

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### Abstract

*This study aims to determine the effect of self-efficacy and Sharia Entrepreneurship Education on entrepreneurial intentions in Surabaya Islamic students. This study uses a quantitative method with an associative explanatory approach. The data analysis technique used is in the form of multiple linear analysis with hypothesis taking using path analysis. The results of this study are in the form of a positive and significant relationship between self-efficacy and entrepreneurial intentions with a significance value of 0.000. Furthermore, the results obtained are that Sharia Entrepreneurship Education significantly influences student entrepreneurial intentions with a significance of 0.000. That is, the higher the self-efficacy that is owned and accompanied by qualified knowledge about entrepreneurship, the more it increases the intention of Surabaya Islamic students in entrepreneurship. Then Sharia Entrepreneurship Education was significantly successful in mediating between self-efficacy and student entrepreneurial intentions with the results of the Sodel test with a tcount of 7.190 ( $t \text{ count} > t \text{ table}$ , namely 1.976). This means that  $H_0$  is rejected and  $H_a$  is accepted or it can be concluded that self-efficacy has a positive and significant influence on Entrepreneurial Intentions through Sharia Entrepreneurship Education.*

## Introduction

Currently, young people are the determinants of Indonesia's future. Globally, the dynamic energy of youth is seen as the catalyst for socio-economic transformation, where their creativity and innovation drive national progress. In Indonesia, young people represent the nation's future assets, and if these assets are properly developed, Indonesia has the potential to compete with global superpowers, especially in the economic field (Aduhene & Osei-Assibey, 2021; Rachmad, 2024; Hammond, 1998). Among these youth, students stand out as a vital segment of the educated generation poised to take on nation building (Alfiyan et al., 2019; Sirait & Sinaga, 2020; Susilawati et al., 2020), with emerging entrepreneurial spirit as a key factor in enhancing human resource development and mitigating unemployment.

Entrepreneurship plays a significant role in improving financial conditions and fostering national prosperity (Rashid et al., 2025; Apetu et al., 2024; Haque, 2024; Chowdhury et al., 2025). McClelland (1987) contends that a nation is prosperous when at least 2% of its population are entrepreneurs. Data from the Ministry of Industry reveals that while Indonesia's entrepreneurial rate stands at 3.1% of its 260 million people, countries such as Singapore (7%) and Malaysia (5%) surpass Indonesia, indicating an urgent need for improvement. Furthermore, the GTCI 2019 reports Indonesian entrepreneurship at 67th globally with an index of 38.61, far behind ASEAN peers like Singapore with a score of 77.27. This research

gap indicates that although the number of entrepreneurs meets international standards, their quality and competitiveness still need to be improved through appropriate development.

Given this situation, this study explores the variables that influence entrepreneurial intention among students, specifically through the role of entrepreneurial self-efficacy (EDB) and Sharia Entrepreneurship Education (PK) (Ferdousi et al., 2025; Ukil et al., 2024; Hassan, 2020). Previous research, such as that conducted by Santy et al. (2017), has found a positive and significant influence between entrepreneurial self-efficacy and entrepreneurial intention, as well as a simultaneous influence between entrepreneurial self-efficacy and entrepreneurial education on entrepreneurial intention. However, the state of the art in this research lies in an integrative approach that combines Sharia-based entrepreneurial principles as an alternative model for entrepreneurship education, which remains underexplored, especially among Muslim students in Surabaya.

In reality, entrepreneurial intentions are strongly influenced by students' perceptions of risks and obstacles, such as limited capital, lack of experience, and low self-efficacy (Nengomasha, 2018; Kalitanyi & Bbenkele, 2019; Ghouse et al., 2024). Although capital is often considered a major obstacle, courage and strong determination are ultimately key to entrepreneurial success. On the other hand, universities offer numerous opportunities through programs such as PMW, PKM, KBMI, KMI, and ASMI to hone students' entrepreneurial spirit. However, a gap exists between theory and practice; many students perceive entrepreneurship as too risky and requiring high qualifications, thus discouraging them from entering the business world (Puspitaningtyas, 2017; Islami, 2015). This study aimed to examine, both partially and simultaneously, the influence of self-efficacy and entrepreneurial education on entrepreneurial intentions among Muslim students in Surabaya, in order to bridge the gap between theory and the reality of entrepreneurship.

## Literature Review

### Self-Efficacy

Self-efficacy or also known as self-efficacy is known in the scientific field of psychology since the publication of a book by (Bandura et al., 1999). According to Bandura, self-efficacy is a person's belief in his own ability to organize and carry out the actions necessary to achieve his goals. According to Ormrod, (2009) self-efficacy is a belief about the ability in a person that he is capable of carrying out a certain job or achieving certain goals. In short, self-efficacy is a component of a person's overall sense of self. According to Woolfolk & Unger, (2009) that self-efficacy is also interpreted as a feeling by a person that his ability is able to complete his tasks effectively. According to Bandura et al. (1999), self-efficacy has three dimensions, including: 1) Level (Difficulty); 2) Generality (General Circumstances); 3) Strength (Strength Level).

### Sharia Entrepreneurship Education

Sharia Entrepreneurship Education has an important role in fostering entrepreneurial spirit in students. According to Yanti, (2019) that courage in forming entrepreneurs is driven by educational institutions or schools, schools that provide practical and interesting entrepreneurship subjects can foster student interest in entrepreneurship. Then according to the Ministry of National Education (2010) that Sharia Entrepreneurship Education must be able to change the mindset of students. From the opinions of the experts above, it can be concluded that Sharia Entrepreneurship Education has an important contribution in running a business because there are things that must be possessed by entrepreneurs including courage, mindset and entrepreneurial concepts (Najmudin et al., 2024; Mariyono et al., 2025). Next are the

indicators of Sharia Entrepreneurship Education according to Alfiyan et al. (2019), namely: 1) Entrepreneurial Desire; 2) Outlook; 3) Grow Awareness

### **Entrepreneurial Intention**

Intention is determination in carrying out activities that are motivated by individual motivation to act (Bandura et al., 1999). According to Chaplin (2006) defines that intention is a goal of struggle to achieve goals, the process is realized, includes cognition (feeling and receiving), conation (effort, will, desire, and desire) and feelings (like or hate). According to Theory of Planned Behavior (TPB) and Theory of Reasoned Action (TRA), intention is the antecedent of attitude, namely connecting between a person's attitude and the behavior to be performed.

Then entrepreneurship or also known as entrepreneurs are individuals who are able to create value through an introduction to risk-taking management and human mobilization, communication skills, money and raw materials so that entrepreneurship is carried out well (Sunarya & Saefullah, 2011). According to Reynolds (1992) states that determination in a person's consideration to start a business leads to entrepreneurial intentions. Entrepreneurial intention exists in any individual, including students. In addition, entrepreneurial intention is a person's belief that shows a positive outlook in overcoming various obstacles in starting a business (Ajzen & Fishbein, 2000; Lee et al., 2011). Based on the opinion above, intention is an indication of how hard a person tries and how much effort has been made so that the desired treatment can be carried out. Furthermore, Indicators of Entrepreneurial Intention according to Ajzen & Fishbein, (2000), namely: 1) Individual Beliefs; 2) Normative Beliefs; 3) Behavior Control.

According to the explanation above, there are three aspects of entrepreneurial intention according to Ajzen & Fishbein, (2000), namely normative beliefs, behavioral control and individual beliefs. Based on previous research, the three aspects put forward by Ajzen & Fishbein, (2000), were selected and suitable to be a reference that can be used in measuring entrepreneurial intentions in Surabaya Islamic students, Faculty of Economics and Business, Sunan Doe Institute of Islamic Studies.

### **Research Hypothesis**

H1: Entrepreneurial self-efficacy has a significant positive effect on the entrepreneurial intentions of Surabaya Islamic students, Faculty of Economics and Business, Sunan Doe Institute of Islamic Studies.

H2: Sharia Entrepreneurship Education has a significant positive effect on the entrepreneurial intentions of Surabaya Islamic students, Faculty of Economics and Business, Sunan Doe Institute of Islamic Studies.

H3: Sharia Entrepreneurship Education succeeds in mediating entrepreneurial self-efficacy towards entrepreneurial intentions of Surabaya Islamic students, Faculty of Economics and Business, Sunan Doe Institute of Islamic Studies in a positive significant manner.

### **Methods**

#### **Research Approach and Design**

Research to be conducted by researchers using a quantitative approach. The following research includes explanatory research with an associative level of explanation. According to Sugiyono, (2018) associative research is research that has the goal of being able to find out the relationship between two or more variables.

The research design uses multiple regression analysis combined with path analysis with the studied variables being self-efficacy (X) as the independent variable, Sharia Entrepreneurship Education (Z) as the mediating variable and entrepreneurial intention (Y) as the dependent variable. The following is an image of the conceptual framework created by the researcher:

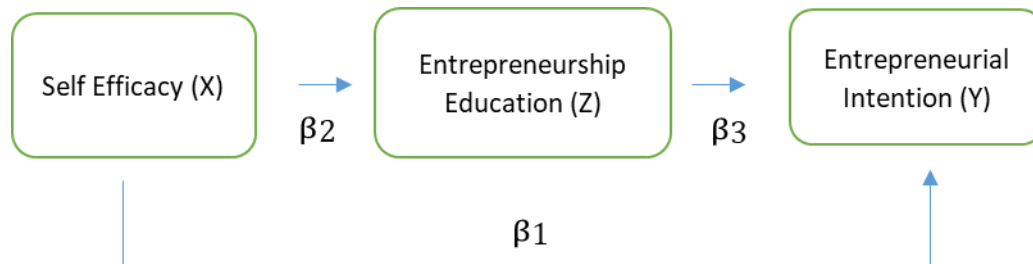


Figure 1. Research Conceptual Framework

### **Samples and Data Collection Techniques**

The population in this study was very large, namely above 10,000, so that sampling would use the Krejcie-Morgan Table, which obtained a sample size of 160. The samples would be taken randomly (Non-Probability Sampling) using gforms that were distributed online.

### **Data Analysis Technique**

Data analysis is an activity that must be carried out in a quantitative study when the primary data from respondents has been collected collectively. The method of calculation uses the SPSS 24 application. The stages of analysis are the first from the description of the data, then the classical assumption test is carried out. Furthermore, it is closed with path analysis and research hypothesis testing.

### **Data Description**

This study uses quantitative data analysis. Based on this analysis, the research instrument is useful for obtaining numerical data. Tabulation of data for each variable is carried out on the score obtained so that the average price, mode, range, maximum value, minimum value, frequency distribution, histogram and pie chart for each research variable will be obtained. The percentage indicates the category of information disclosed.

### **Prerequisite Analysis Test**

#### **Normality test**

The normality test is used to determine whether the distribution of the independent variable and the dependent variable is normal or not. A good regression model if the data on each variable is normal. This test can be done using the Kolmogorov-Smirnov test or done with the SPSS for Windows version 20.0 program. The decision-making criterion is if *KD* is more than 0.05 then the data is normally distributed and vice versa if *KD* is less than 0.05 then the data is not normally distributed.

#### **Linearity test**

The linearity test is used to see whether the model specifications used are correct or not. Should the function used in an empirical study be linear, quadratic, or cubic (Irwan Hermawan, 2019). It is said to be linear if the increase in the score of the independent variable is followed by an increase in the score of the dependent variable. This linearity test was carried out using a regression line with a significance level of 5%. If the significance value is less than the 5%

significance level then the relationship is not linear, conversely if the significance value is more than or equal to 5% then the relationship is linear.

### Heteroscedasticity Test

A good regression model is one that has homoscedasticity or does not have heteroscedasticity. By looking at the plot graph between the predicted value of the dependent variable, namely ZPRED and the residual SREID. Detect whether there is a certain pattern on the scatterplot graph between SREID and ZPRED where the Y axis is Y which has been predicted, from the X axis is residual (Irwan Hermawan, 2019). The basis for making decisions for the heteroscedasticity test is: a) If there is a certain pattern, such as the dots forming a certain regular pattern, heteroscedasticity has been identified; b) If the pattern is clear, and the points spread above and below the number 0 on the Y axis, then there is no heteroscedasticity.

### Sobel Test

Testing the mediation hypothesis can be carried out using the procedure developed by the Sobel test. The Sobel test is carried out by testing the strength of the indirect influence of the independent variable (X) on the dependent variable (Y) through the intervening variable (Z), which in this study is the effect of job satisfaction on organizational citizenship behavior through organizational commitment. The Sobel test formula is as follows:

$$Sab = \sqrt{b^2sa^2 + a^2sb^2 + sa^2 \cdot sb^2}$$

Information:

Sat : the magnitude of the standard error has no effect direct

Sa : standard error coefficient a

Sb : standard error coefficient b

b : coefficient of the mediating variable

a : coefficient of independent variable

To test the significance of the indirect effect, it is necessary to calculate the t value of the ab coefficient with the following formula:

$$t = \frac{ab}{Sab}$$

The calculated t value is compared to the t table value, if the t calculated value > t table value, it can be concluded that there is a mediation effect (Herlina & Diputra, 2018: 21).

### Path Analysis

Path analysis is used to examine the contribution shown by the path coefficient for each path coefficient of the causal relationship between the independent variables on the intervening variables and their impact on the dependent variable. Baron & Kenny (1986) categorize roles in mediation, including: 1) Perfect mediation: perfect mediation or perfect mediation occurs when the independent variable no longer has any effect when controlled by the mediating variable; 2) Partial mediation: partial mediation partial mediation means that when the independent variable is controlled by the mediating variable, the effect will be reduced on the dependent variable.

Meanwhile, Zhao et al. (2010) argue that mediating variables can be categorized in more detail than the previous categories, including: 1) Complementary mediation: Complementary

mediation or unidirectional mediation occurs when the independent variable remains significant and has a positive coefficient value when controlled by a mediating variable; 2) Competitive mediation: competitive mediation or opposite mediation occurs when the influence of the independent variable remains significant on the dependent variable but has a negative coefficient value when controlled by the mediating variable.

Indirect-only mediation: indirect-only mediation means that the independent variable no longer has any effect on the dependent variable when controlled by a mediating variable or perfect mediation.

## Results and Discussion

### Descriptive Analysis Results

Descriptive analysis is used to determine the characteristics of the variable data studied, including to determine the minimum, maximum, average and standard deviation values. The following results of the statistical descriptive analysis are shown in Table 1.

Table 1. Descriptive Statistical Results

	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
ED	160	23	48	36,48	4,541
PK	160	40	76	59,23	6,818
IB	160	35	60	49,88	5,717

Based on the results of the descriptive statistical analysis in table 1, it shows that the average value of the ED (Self-Efficacy) variable is 36.48 and the standard deviation value is 4.541. In the variable PK (Sharia Entrepreneurship Education) an average value of 59.23 is obtained and a standard deviation value of 6.818. The results of statistical descriptive analysis on the IB variable (Entrepreneurial Intention) obtained an average value of 49.88 and a standard deviation value of 5.717. Of the three variables, the highest PK value is 76 compared to IB and ED, namely 60 and 48. Then the minimum value obtained from the three variables is 40 for PK, 35 for IB and 23 for ED.

### Instrument Testing

Testing the validity of the instrument was carried out by correlating each item score (item score correlation) with the total score using the Pearson Correlation technique (Product Moment). The test criteria states that if  $r_{count} \geq r_{table}$  means that the questionnaire items that have been distributed are declared valid and able to measure the variable being measured, so that they can be used as a research data collection tool.

Testing the reliability of variables is intended to determine the reliability (consistency) of the research instrument as a tool for measuring the variables studied. Reliability testing uses Cronbach's Alpha with Cronbach's Alpha coefficient criteria  $> 0.60$ , which means that the questionnaire items are declared reliable in measuring variables. Reliability test results can be seen in Table 1. Based on the results of the instrument test (validity and reliability) in table 1 it is known that the results of the validity test for all indicator items have a correlation coefficient  $r_{count} \geq r_{table}$  ( $r_{table}$  for 160 respondents is 0.154) but several indicators show invalid values such as ED3, PK6, IB3 and IB7, so invalid data is deleted. Thus the majority of questionnaires on all variables are declared valid or able to measure these variables, so that they can be used as a data collection tool in this study. While testing the reliability of the research instrument, it is known that the variable produces a Cronbach's Alpha value  $> 0.60$ .

Thus these variables are declared reliable or consistent in measuring data, so that they can be used as a data collection tool in this study.

Table 2. Instrument Test Results (Validity and Reliability)

Item	rCount	rTable	Validity	Cronbach Alpha	Reliability
<b>Self Efficacy (ED)</b>					
ED1	0.510	0.154	Accepted	0.744	Reliabel
ED2	0.621	0.154	Accepted		
ED3	0.135	0.154	Rejected		
ED4	0.636	0.154	Accepted		
ED5	0.671	0.154	Accepted		
ED6	0.508	0.154	Accepted		
ED7	0.624	0.154	Accepted		
ED8	0.648	0.154	Accepted		
ED9	0.696	0.154	Accepted		
ED10	0.797	0.154	Accepted		
ED11	0.655	0.154	Accepted		
ED12	0.721	0.154	Accepted		
<b>Sharia Entrepreneurship Education (PK)</b>					
PK1	0.544	0.154	Accepted	0.745	Reliabel
PK2	0.481	0.154	Accepted		
PK3	0.493	0.154	Accepted		
PK4	0.589	0.154	Accepted		
PK5	0.527	0.154	Accepted		
PK6	-0.098	0.154	Rejected		
PK7	0.518	0.154	Accepted		
PK8	0.663	0.154	Accepted		
PK9	0.633	0.154	Accepted		
PK10	0.561	0.154	Accepted		
PK11	0.689	0.154	Accepted		
PK12	0.680	0.154	Accepted		
PK13	0.685	0.154	Accepted		
PK14	0.606	0.154	Accepted		
PK15	0.706	0.154	Accepted		
PK16	0.646	0.154	Accepted		
PK17	0.601	0.154	Accepted		
PK18	0.643	0.154	Accepted		
PK19	0.554	0.154	Accepted		
PK20	0.578	0.154	Accepted		
<b>Entrepreneurial Intention (IB)</b>					
IB1	0.519	0.154	Accepted	0.750	Reliabel
IB2	0.463	0.154	Accepted		
IB3	-0.030	0.154	Rejected		
IB4	0.509	0.154	Accepted		
IB5	0.663	0.154	Accepted		
IB6	0.578	0.154	Accepted		
IB7	0.139	0.154	Rejected		
IB8	0.408	0.154	Accepted		

IB9	0.603	0.154	Accepted		
IB10	0.633	0.154	Accepted		
IB11	0.517	0.154	Accepted		
IB12	0.604	0.154	Accepted		
IB13	0.606	0.154	Accepted		
IB14	0.618	0.154	Accepted		
IB15	0.640	0.154	Accepted		
IB16	0.625	0.154	Accepted		
IB17	0.679	0.154	Accepted		

## Pre-Analysis Test Results

### *Normality Test Results*

The normality assumption test aims to find out that the variable regression model has normal residual data or not in its distribution. Testing is done by looking at the Kolmogorov-Smirnov (monte carlo) value. If the probability resulting from the Kolmogorov-Smirnov test has sig.  $\geq 0.05$ , then the residuals are declared to be normally distributed. The following results of the normality test using the Kolmogorov-Smirnov method are presented in Table 3.

Based on Table 3, the normality assumption test produces a Kolmogorov Smirnov (Monte Carlo) value of 0.200. The test results show that sig.  $>0.05$ . This means that the data obtained can be said to be normally distributed and meet the normality assumption requirements.

Table 3. Kolmogorov Smirnov Normality Test Results (Monte Carlo)

	<b>Unstandardized Residual</b>	<b>Cut Off</b>	<b>Information</b>
Significance	0.200	0,05	Pass Test

### *Linearity Test*

This linearity test is carried out to determine whether the model specifications used are correct or not. It is said to be linear if the increase in the score of the independent variable is followed by an increase in the score of the dependent variable. This linearity test was carried out using a regression line with a significance level of 5%. If the significance value is less than 0.05 then the relationship is not linear, otherwise if the significance value is more than or equal to 0.05 then the relationship is linear. The results of the multicollinearity test can be seen in Table 4.

Table 4. Linearity Test Results

<b>Variable</b>	<b>Significance</b>	<b>Cut Off</b>	<b>Information</b>
ED + PK $\rightarrow$ IB	1.000	0,05	Linear relationship

Based on Table 4, the linearity test yields a significance value  $> 0.05$ , which means that the regression model is declared correct. This means that the variables of self-efficacy and Sharia Entrepreneurship Education have a linear effect on the intention to do entrepreneurship.

### *Heteroscedasticity Test Results*

The heteroscedasticity test assesses whether there is an inequality of variance from the residuals for all observations in the linear regression model with the testing criteria if the scatter plot is spread evenly, meaning that there are no symptoms of heteroscedasticity in the linear regression model, and vice versa. The results of the Heteroscedasticity Test can be seen in Figure 2.

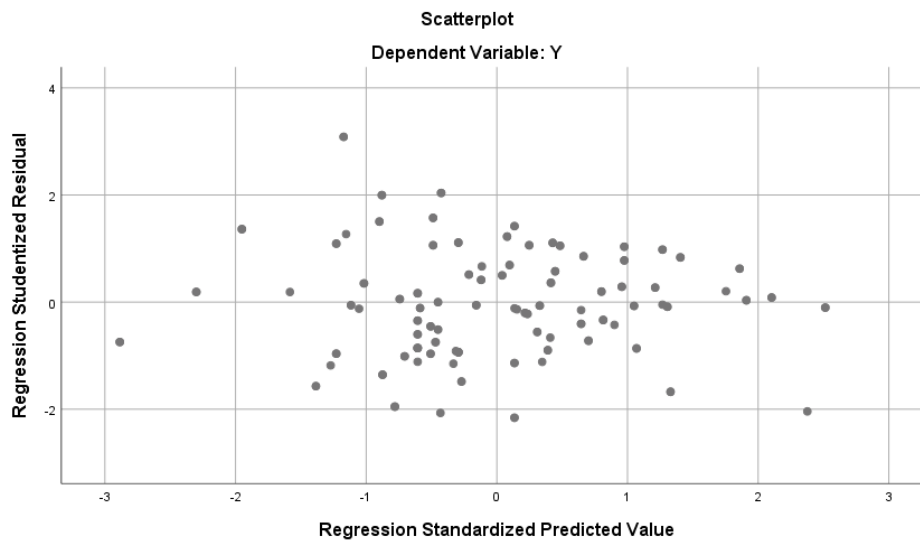


Figure 2. Heteroscedasticity Test Results

Based on the picture above, the heteroscedasticity test produces scatter plot values that are evenly distributed, which means that the regression model states that there are no heteroscedasticity symptoms.

### Path Analysis Result

#### *Analysis of the Direct Effect of ED on PK (Structural Equation 1)*

In the analysis of the first structural equation, the equation is  $Z = \beta_1 X + e_1$ . Where Z is Sharia Entrepreneurship Education (PK) and X is Self-Efficacy (ED). Referring to the output of the regression model 1 in the coefficient table, it can be seen that the significance value of the ED variable is 0.000, which is less than 0.05. These results conclude that ED has an effect on PK which can be seen in Table 5. Beta ( $\beta$ ) of 0.760, is the regression coefficient of ED which means PK can be explained by ED of 0.760. The positive direction of the relationship indicates that any increase in ED will increase PK.

Table 5. Results of Analysis of the Effect of ED on PK

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	17.616	2.857		6.166	0.000
X	1.141	0.078	0.760	14.677	0.000
Variabel Terikat	Z				
R Square	: 0.577				
Adjusted R Square	: 0.574				

The magnitude of the R square value contained in the summary model is 0.577, this indicates that the contribution of the effect of ED on PK is 57.7% while the rest is contributed by other variables not included in the study. Meanwhile the value of  $e_1$  is searched using the equation:

$$e_1 = \sqrt{(1 - Rsquare)}$$

So that the value of e is 0.655, thus the structural model path 1 can be seen in Figure 3 and Table 5.



Figure 3. Structural Path Analysis 1

### Analysis of the Direct Effect of ED and PK on IB (Structural Equation 2)

The results of the analysis of the second structural equation that has been carried out to determine the effect of ED and PK on Entrepreneurial Intentions. Based on the output of model 2 in the coefficient table section, it can be seen that the significance value of the two variables, namely ED is 0.000, and PK is 0.000, which is less than 0.05. These results conclude that ED and PK have a significant effect on AI which can be seen in Table 6.

Beta ( $\beta_1$ ) of 1.119, is the regression coefficient of the ED, which means that the IB can be explained by the ED of 1.119. The direction of a positive relationship shows that increasing ED will increase IB. Beta ( $\beta_2$ ) of 0.682, is a PK regression coefficient, which means that IB can be explained by a PK of 0.682.

Table 6. Results of Analysis of the Influence of ED and PK on IB

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	13.135	2.809		4.676	0.000
X	0.879	0.105	1.119	11.745	0.000
Z	0.572	0.070	0.682	8.147	0.000
Dependent variable	Y				
R Square	: 0.659				
Adjusted R Square	: 0.648				

The direction of a positive relationship shows that increasing PK will increase IB. The R square value contained in the summary model is 0.648, this shows that the contribution of the influence of ED and PK on AI is 64.8% while the remaining 35.2% is a contribution from other variables not included in the study. Meanwhile the value of e2 is searched using the same equation as model 1 so that the value of e2 is found to be 0.562. Thus the path structure model 2 is obtained which can be seen in Figure 4.

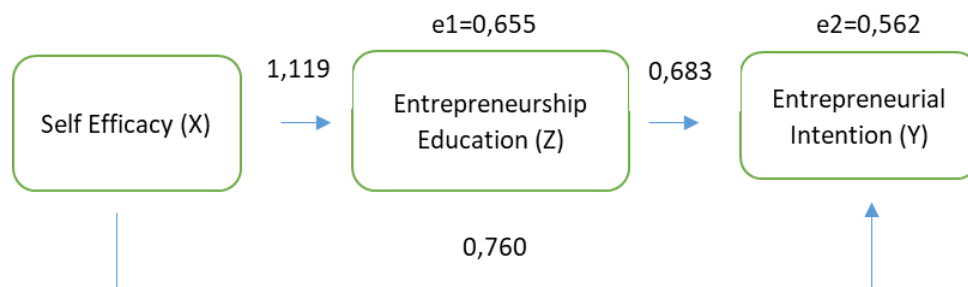


Figure 4. Structural Path Analysis

## Total Determination Coefficient

From the path analysis research model as above, a trajectory of influence model can be developed. The effect of error on each model is determined as follows.

$$Pe_1 = \sqrt{1 - R^2} = \sqrt{1 - 0,577} = 0,655$$

$$Pe_2 = \sqrt{1 - R^2} = \sqrt{1 - 0,648} = 0,562$$

$$R^2m = 1 - (0,651^2 \times 0,615^2) = 0,794$$

The variation that can be explained by the ED and PK variables on AI is 79.4%. This means that 79.4% of the information contained in the data is explained by the research model thus indicating that the independent and intervening variables provide almost all of the information needed to predict the variation of the dependent variable. While the remaining 20.6% can be explained by other variables outside the model.

## Hypothesis Test Results

Based on the results of the path analysis, the results of the hypothesis testing are as follows:

### *Self-Efficacy on Entrepreneurial Intentions*

Based on the analysis in table 6, the calculated t value and the significance value of Self-Efficacy on Entrepreneurial Intention are  $11,745 > 1,975$  and  $0.000 < 0.05$ . So it can be concluded that Self-Efficacy has a direct and significant effect on Entrepreneurial Intentions.

### *Sharia Entrepreneurship Education on Entrepreneurial Intentions*

Based on the analysis in table 6, it is obtained that the t value is calculated and the significance value of the relationship between Sharia Entrepreneurship Education on Entrepreneurial Intention is  $8,147 > 1,975$  and  $0.000 < 0.05$ . So it can be concluded that the direct influence of Sharia Entrepreneurship Education is significant on Entrepreneurial Intentions.

### *Self-Efficacy on Entrepreneurial Intentions through Sharia Entrepreneurship Education*

It is known that the direct effect of self-efficacy on entrepreneurial intentions is 0.760, while the indirect effect of self-efficacy through Sharia Entrepreneurship Education on entrepreneurial intentions is the multiplication of the beta value of self-efficacy on Sharia Entrepreneurship Education and the beta value of Sharia Entrepreneurship Education on entrepreneurial intentions, namely:  $1.119 \times 0.683 = 0.850$ , then the total effect that self-efficacy has on Sharia Entrepreneurship Education is a direct effect plus an indirect effect, namely:  $0.760 + 0.850 = 1.56$ . based on the calculation results above, it is known that the direct effect is 0.760 and the indirect effect is 0.850 which means that the value of the indirect effect is greater than the direct effect.

This shows that indirectly self-efficacy through Sharia Entrepreneurship Education has a significant influence on Entrepreneurial Intentions. In addition, from the results of the Sobel test it is known that self-efficacy has a significant indirect effect on Entrepreneurial Intentions through Sharia Entrepreneurship Education:

$$t = \frac{ab}{\sqrt{(b^2 SE_a^2) + (a^2 SE_b^2) + (SE_a^2 SE_b^2)}}$$

$$t = 7,190$$

Based on the results of the Sobel Test, it can be seen that the tcount is 7.190 (t count > t table, which is 1.976). This means that  $H_0$  is rejected and  $H_a$  is accepted or it can be concluded that

self-efficacy has a positive and significant influence on Entrepreneurial Intentions through Sharia Entrepreneurship Education. Tests show that these results support H3 in this study. So it can be concluded that Sharia Entrepreneurship Education is able to mediate significantly self-efficacy towards Entrepreneurial Intentions.

### **Self-Efficacy on Entrepreneurial Intentions**

The research results obtained that Self-Efficacy has a significant effect on Entrepreneurial Intention. This result is in line with previous research, namely Self-Efficacy has a significant effect on Entrepreneurial Intention (Anggraeni & Nurcaya, 2016; Santy et al., 2017; Sintya, 2019; Susanto, 2017; Yanti, 2019). This means that the higher the student's self-efficacy, the higher the entrepreneurial intention. Self-efficacy or self-efficacy is a feeling of confidence from the individual to be able to master certain situations and circumstances, so that the individual is able to produce things that are useful to achieve goals in his life. According to Siagian et al. (2020) states that hope can be in the form of a person's belief in starting entrepreneurship.

Self-efficacy or self-efficacy is able to influence entrepreneurial intentions because individuals believe that they are capable of going through opening new businesses in the future. Learning is obtained from processes and experiences encountered in daily activities which are then concluded into concepts or value systems that are used for future success. According to Anggraeni & Nurcaya (2016) and Ormrod (2009) it is explained that changing a person's behavior requires an introduction and knowledge of the behavior that will be formed so that individuals want and can change their behavior as expected. Learning can be seen as a process of changing and shaping the knowledge, attitudes, skills and abilities of an entrepreneur, either through training, mentoring, education and experience.

### **Sharia Entrepreneurship Education on Entrepreneurial Intentions**

Based on the research results obtained that Sharia Entrepreneurship Education has a significant effect on Entrepreneurial Intentions. This means, the higher the student's understanding of entrepreneurship, the higher the entrepreneurial intention. This result is in line with previous research, namely Sharia Entrepreneurship Education has a significant effect on Entrepreneurial Intention (Anggraeni & Nurcaya, 2016; Santy et al., 2017; Sintya, 2019; Susanto, 2017; Yanti, 2019). This means that students' knowledge, behavior and attitudes about entrepreneurship will shape their mentality and tendencies for different assignments which can affect the assessment of the ability to perform a task, namely lack of enthusiasm, passive in acting, not assertive, and the results are not optimal.

This can affect individual beliefs that are difficult to show their will in entrepreneurship. According to Ajzen & Fishbein, (2000), it is explained that changing a person's behavior requires recognition and knowledge of the behavior that will be formed so that individuals are willing and able to change their behavior as expected. Learning can be seen as a process of changing and shaping the knowledge, attitudes, skills and abilities of an entrepreneur, either through training, mentoring, education and experience.

### **Self-Efficacy on Entrepreneurial Intentions through Sharia Entrepreneurship Education**

In the results of the analysis using the Path method, it is known that the direct effect is 0.760 and the indirect effect is 0.850 which means that the value of the indirect effect is greater than the direct effect. This shows that indirectly quality self-efficacy through Sharia Entrepreneurship Education has a significant influence on entrepreneurial intentions. So it can be concluded that Sharia Entrepreneurship Education mediates significantly between self-efficacy quality and entrepreneurial intentions. That is, the higher the quality of self-efficacy

obtained by users, the more it enhances corporate Sharia Entrepreneurship Education to the point that it causes high entrepreneurial intentions. These results are consistent with the results of previous research in the form of, Sharia Entrepreneurship Education can mediate positively and significantly between self-efficacy and entrepreneurial intentions (Anggraeni & Nurcaya, 2016; Santy et al., 2017; Sintya, 2019; Susanto, 2017; Yanti, 2019). This means that the more Self-Efficacy students have accompanied by high knowledge about entrepreneurship, the more they increase their entrepreneurial intentions.

Self-efficacy must meet certain aspects in order to have a good effect on someone (Bandura et al., 1999). In self-efficacy there are three aspects namely strength (strength), level (level), and breadth (generality). Individuals who are able to complete entrepreneurial tasks will be able to apply their capabilities in managing, mastering the means of production, and producing something with good quantity and quality (Islami, 2015). According to Elvinawanty et al., (2020) states that someone who has difficulty doing everything in every situation, makes him have the determination to start a business without fear of the risk of failure. This shows that the self-efficacy variable plays a role in forming entrepreneurial intentions in students.

## Conclusion

The results of the current research prove that self-efficacy has a determinative effect on the entrepreneurial intention of students. The strong belief in personal abilities gives students the psychological preparedness necessary to face the uncertain situation, overcome challenges, and be motivated to continue the process of entrepreneurship. This highlights the fact that entrepreneurship is not entirely dependent on available extrinsic resources or opportunities but also intrinsic beliefs that create the resilience and persistence. The belief in potential therefore takes the similar position to the financial capital or institution support thus increasing the psychological aspect of entrepreneurship as a central ground in the future entrepreneurship success.

At the same time, the findings suggest that Sharia-based Entrepreneurship Education provides an indispensable system of translating confidence into tangible entrepreneurial strategies. This educational model builds competence and moral integrity by combining technical and managerial skills with such values as honesty, justice, and social responsibility. It creates a sense of orientation that goes beyond profit maximization in order to make entrepreneurial practice in line with spiritual and ethical obligations. In the case of Islamic students, the approach will not only enhance their professional capacity but will also help them establish their identity and make sure that the business is transacted along their values and ambitions. As a result, Sharia entrepreneurship education converts the self-efficacy to a social responsibility and morally-based entrepreneurial orientation.

It is also important to discover that self-efficacy and education are ineffective when operated separately but when they work together, their power is greatest. Although self-efficacy provides the motivational drive, the motivational drive is channelled into knowledge and actionable plans that are structured and made to appeal to the belief systems of the students through Sharia-oriented education. This synthesis breeds better and more enduring entrepreneurial wills, where personal confidence will be directed by morality principles and spiritualism. This means that the training of entrepreneurship should not only be done in a way that builds self-efficacy but also offer the curricula and support programmes to be inclusive of the Sharia values. By so doing, the students are prepared to launch enterprises that are not only sustainable and innovative, but also socially just and transformative, therefore becoming beneficial to the personal growth and the whole society.

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