

## **Analysis of The Effect of Entrepreneurship Education and Motivation on Increasing Female Entrepreneurial Intention Mediated by Self-Efficacy at Binus Alam Sutera**

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### **Abstract**

This study aims to analyze the relationship between entrepreneurship education, entrepreneurial motivation, and entrepreneurial intention among university students in Indonesia, with a particular focus on the mediating role of self-efficacy. Entrepreneurship is widely recognized as a key driver of national economic growth and social transformation; however, Indonesia continues to experience a relatively low level of entrepreneurial activity, particularly among women and youth. This study employs a quantitative approach to examine the relationships between entrepreneurship education and motivation. Data were collected through a structured online survey using a questionnaire. The analysis focuses on hypothesis testing by measuring specific variables through statistical methods. The results indicate that entrepreneurship education has a significant positive effect on entrepreneurial motivation and self-efficacy, both of which contribute to stronger entrepreneurial intentions. Self-efficacy was found to partially mediate the relationship between entrepreneurship education and entrepreneurial intention, confirming that confidence in one's entrepreneurial abilities serves as a crucial psychological bridge between learning and action. These findings highlight the importance of integrating experiential learning, mentorship, and digital entrepreneurship modules into university curricula to strengthen entrepreneurial self-efficacy and motivation. The study contributes to the growing body of literature on entrepreneurship education in developing countries and provides actionable insights for policymakers, educators, and universities in designing programs that cultivate entrepreneurial mindsets and promote inclusive economic empowerment.

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**Keywords:** Entrepreneurship, reneurial motivation, entrepreneurial intention

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### **INTRODUCTION**

Indonesia is witnessing a growing interest in entrepreneurship, particularly among young people and university students (Anggadwita, Luturlean, Ramadani, & Ratten, 2017). In recent years, the government and educational institutions have promoted entrepreneurship education as a strategy to drive economic growth and innovation (Apostu, Mukli, Panait, Gigauri, & Hysa, 2022). However, despite various initiatives, female entrepreneurial participation remains relatively low, primarily due to psychological barriers such as low self-efficacy and lack of motivation (Solesvik, Iakovleva, & Trifilova, 2019).

According to data from the Ministry of Women Empowerment and Child Protection, many women in Indonesia still perceive entrepreneurship as a male-dominated domain, and a significant number of female students feel less confident in their ability to start and manage a business. This lack of confidence often hinders their willingness to pursue entrepreneurial careers, even though they may have access to resources and entrepreneurial training (St-Jean & Mathieu, 2015). Self-efficacy, or an individual's belief in their ability to execute specific tasks, plays a central role in determining whether female students choose to become entrepreneurs (Liu, Lin, Zhao, & Zhao, 2019). Additionally, motivation—both intrinsic and extrinsic—is a crucial factor that drives entrepreneurial behavior (Vuorio, Puumalainen, &

Fellnhofer, 2018). Meanwhile, entrepreneurship education is believed to be an effective tool to equip individuals with the knowledge and confidence needed to overcome psychological and practical barriers in the entrepreneurial process (Boldureanu, Ionescu, Bercu, Bedrule-Grigoruță, & Boldureanu, 2020).

Previous research in recent years has deepened our understanding of how entrepreneurship education, motivation, and self-efficacy interact, but gaps remain, especially in gendered and localized contexts (Schmutzler, Andonova, & Diaz-Serrano, 2019). For instance, a recent *Frontiers* study on the mediating role of entrepreneurial self-efficacy among college students in China used a sample of 804 respondents and confirmed that entrepreneurship education significantly increases self-efficacy and entrepreneurial intention, with self-efficacy fully mediating the effect (Wu et al., 2022). Another study in Indonesia by Dharmanegara et al. (2022) demonstrated that self-efficacy also mediates the impact of entrepreneurship education and financial support on entrepreneurial behavior among students, highlighting that educational programs foster confidence, which in turn drives entrepreneurial action (Santoso, Hendar, Zaenudin, & Haron, 2023). However, these studies do not specifically focus on female students in private university settings, nor do they integrate motivational constructs within the same mediated model (Doménech-Betoret, Abellán-Roselló, & Gómez-Artiga, 2017).

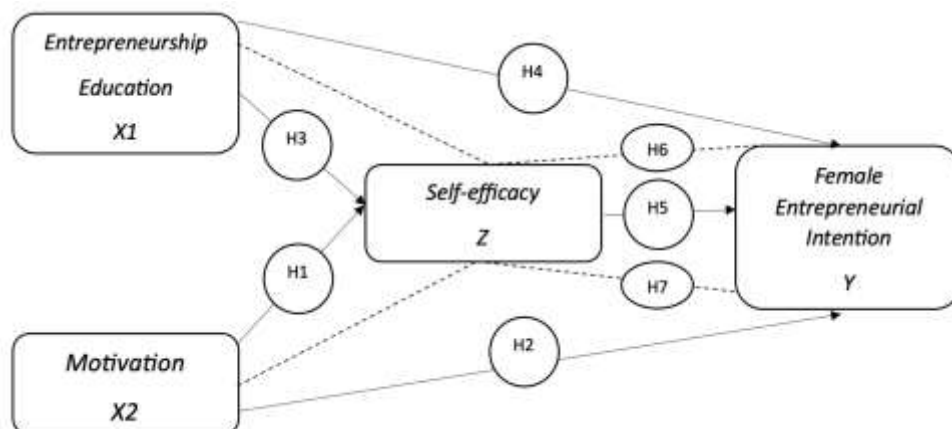
While previous studies have examined the direct effects of entrepreneurship education and motivation on entrepreneurial intention, limited research has explored how self-efficacy mediates these relationships, especially among female students in Indonesia (Wardana et al., 2020). Furthermore, studies focusing on private universities, such as BINUS Alam Sutera, are still scarce (Anis & Islam, 2019). To fill this gap, the study aims to examine the influence of entrepreneurship education and motivation on female entrepreneurial intention, with self-efficacy acting as a mediating variable (Nowiński, Haddoud, Lančarič, Egerová, & Czeglédi, 2019). By focusing on female students at BINUS Alam Sutera, this research provides insights into how educational interventions and motivational factors can be leveraged to enhance entrepreneurial intentions among women in higher education (Yanamandra & Indiran, 2023).

This study is expected to contribute both theoretically and practically by enriching the literature on female entrepreneurship and providing actionable recommendations for universities and policymakers to design effective entrepreneurship programs that foster self-efficacy and motivation (Kakeesh, 2024).

## RESEARCH METHOD

This study utilized a quantitative research design aimed at examining the influence of entrepreneurship education and motivation on female entrepreneurial intention, with self-efficacy as a mediating variable. The study was conducted among female students at BINUS University, Alam Sutera Campus. The sampling method adopted Hair et al.'s (2019) guideline, which recommends a sample size between 5 to 10 times the number of indicators. The total number of valid respondents obtained was 337, all of whom were women engaged in or interested in entrepreneurship programs. Data collection was conducted via an online questionnaire using Google Forms, and responses were measured using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). To analyze the data, the study employed Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS

version 4.0. This method is appropriate for testing complex models with multiple variables and allows both measurement and structural model evaluation.



**Figure 1. Research Framework**

This research framework discusses the direct effect between entrepreneurship education and self-efficacy (H1) and female entrepreneurial intention (H4), the direct effect between motivation and self-efficacy (H2) and female entrepreneurial intention (H3), the direct effect between self-efficacy and female entrepreneurial intention (H5), the mediating effect of self-efficacy on the relationship between entrepreneurship education and female entrepreneurial intention (H6), and the mediating effect of self-efficacy on the relationship between motivation and female entrepreneurial intention (H7).

## RESULTS AND DISCUSSION

### Validity and Reliability Result

All indicators have met the validity requirements, with each factor loading value exceeding 0.50. In addition, all variables have also satisfied the AVE criteria, with values above the established threshold of 0.50. Therefore, all instruments used in this study can be considered valid.

**Table 1. Cronbach's Alpha and Composite Reliability**

Variable	Cronbach's Alpha	Composite Reliability
Female Entrepreneurial Intention	0.924	0.935
Entrepreneurial Education	0.947	0.953
Self-Efficacy	0.962	0.965
Motivation	0.954	0.96

Source: Processed data

Based on the reliability test results presented in Table 1, all variables are deemed reliable, as they meet the required criteria with Cronbach's Alpha and Composite Reliability values exceeding 0.60.

### Structural Model Test (Inner Model) Result

**Table 2. Direct Effect**

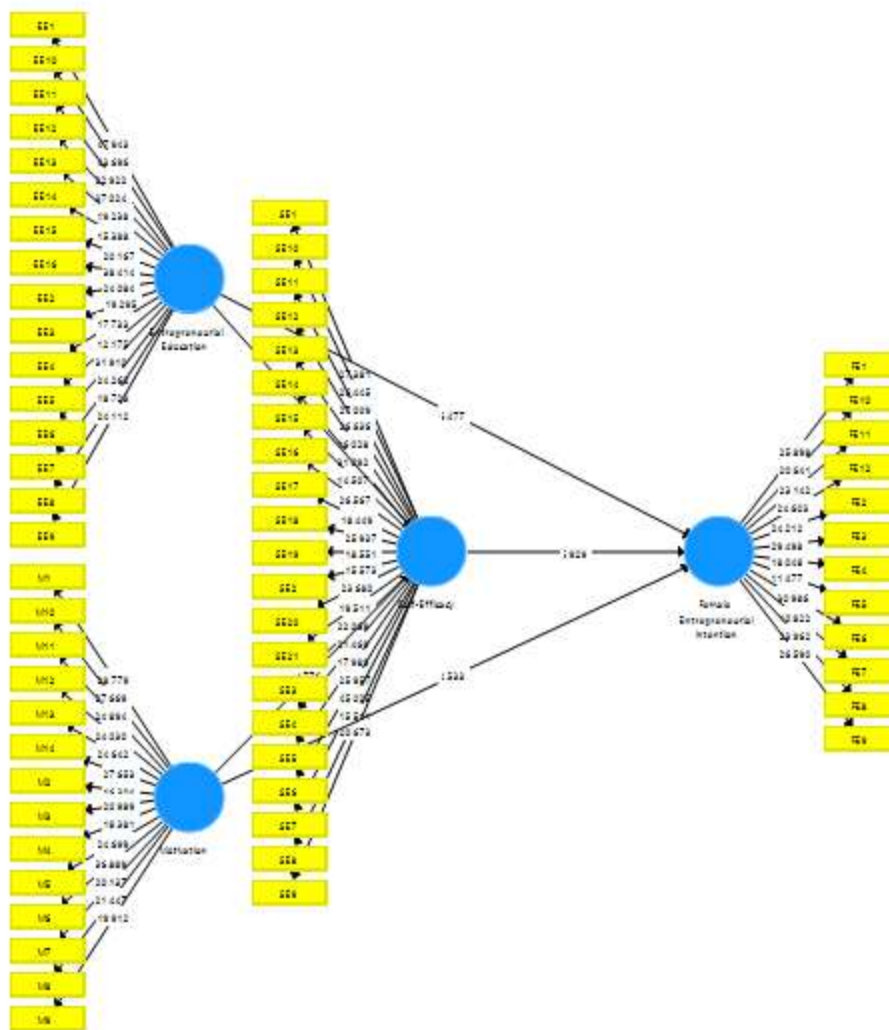
	<b>Direct Effect</b>	<b>Original Sample</b>	<b>Sample Mean</b>	<b>Standard Deviation</b>	<b>T Statistics</b>	<b>P Values</b>
H1	Motivation -> Self-Efficacy	0.31	0.31	0.035	8.776	0
H2	Motivation -> Female Entrepreneurial Intention	0.114	0.118	0.045	2.533	0.011
H3	Entrepreneurial Education -> Self-Efficacy	0.699	0.7	0.032	22.063	0
H4	Entrepreneurial Education -> Female Entrepreneurial Intention	0.432	0.432	0.067	6.477	0
H5	Self-Efficacy -> Female Entrepreneurial Intention	0.424	0.421	0.071	5.929	0

Source: Processed data

**Table 3. Specific Indirect Effect**

	<b>Specific Indirect Effect</b>	<b>Original Sample</b>	<b>Sample Mean</b>	<b>Standard Deviation</b>	<b>T Statistics</b>	<b>P Values</b>
H6	Entrepreneurial Education -> Self-Efficacy -> Female Entrepreneurial Intention	0.296	0.295	0.054	5.521	0
H7	Motivation -> Self-Efficacy -> Female Entrepreneurial Intention	0.131	0.13	0.024	5.375	0

Source: Processed data



**Figure 2. SEM PLS**  
Source: Processed data

The above presents the results of the Partial Least Squares (PLS) analysis, which include values such as the Path Coefficient and R Square, representing the Inner Model and Constructs.

This study rejected hypotheses H2 and H4, indicating that motivation and entrepreneurship education do not significantly influence female entrepreneurial intention directly. These findings contrast with previous studies by Karimi et al. (2014) and Nabi et al. (2017), which demonstrated a positive influence of motivation and entrepreneurial education on entrepreneurial intention among students. On the other hand, the study supported H1 and H3, highlighting the crucial role of motivation and entrepreneurship education in enhancing self-efficacy.

These results are consistent with the findings of Zhao et al. (2005) and Barbosa et al. (2007), which emphasized that entrepreneurial learning and internal drivers improve an individual's belief in their entrepreneurial abilities. Additionally, H5 was supported, indicating that self-efficacy positively contributes to female entrepreneurial intention, aligning with the findings of Wilson et al. (2007) and Chen et al. (1998). However, H6 was rejected, suggesting that self-efficacy does not significantly mediate the relationship between entrepreneurship

education and female entrepreneurial intention, which contradicts Fayolle & Gailly (2015) who found that entrepreneurial education influences intention through cognitive belief mechanisms. Finally, H7 was supported, emphasizing the significant influence of motivation on female entrepreneurial intention mediated by self-efficacy, which aligns with the findings of Yusof et al. (2017), reinforcing that internal motivation coupled with belief in one's capability leads to entrepreneurial action, especially among female students.

## CONCLUSION

Based on the findings, this study concludes that entrepreneurship education and motivation do not have a significant direct effect on female entrepreneurial intention, yet both strongly influence self-efficacy, which in turn significantly predicts entrepreneurial intention. This confirms that self-efficacy acts as a psychological bridge linking motivation and actual entrepreneurial decision-making among female students. However, entrepreneurship education alone, without fostering confidence, does not necessarily lead to entrepreneurial intention. These findings highlight the need for entrepreneurship education that goes beyond theoretical learning to emphasize experiential activities, mentorship, and psychological empowerment. Female students play an essential role in developing new ventures and should be equipped not only with knowledge but also resilience and confidence to make independent business decisions. Thus, universities like BINUS Alam Sutera are encouraged to design entrepreneurship curricula that cultivate self-efficacy through real-world practice, simulations, and role modeling. For policymakers, programs focusing on women's entrepreneurial empowerment and self-efficacy enhancement should be prioritized as part of inclusive economic growth strategies. Despite its contributions, this study is limited by its focus on a single institution and lack of cross-faculty comparison. Future research should expand to multiple universities and include moderating factors such as entrepreneurial experience, family background, or access to funding. Additionally, incorporating psychological constructs like risk tolerance and mindset may deepen understanding of female entrepreneurial intention dynamics. This study provides theoretical insights and practical guidance for developing more effective, confidence-based entrepreneurship education tailored to women in higher education. (≈295 words)

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