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The determinants of Udayana University students' entrepreneurial intention: The moderating role of family environment

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Abstract--This study investigates the low entrepreneurial intention among students amid the increasing demand for job creation. Despite the integration of entrepreneurship education into higher education curricula, a significant disparity remains in students' motivation to pursue entrepreneurial careers. Consequently, this research aims to elucidate the influence of entrepreneurial attitude, entrepreneurial self-efficacy, and entrepreneurship education on entrepreneurial intention. Furthermore, it examines the mediating roles of entrepreneurial attitude and self-efficacy, along with the moderating effect of the family environment, among students at Udayana University. Employing a quantitative approach with a cross-sectional design, this study involved 200 student respondents who had completed entrepreneurship coursework. Participants were selected via non-probability sampling with a purposive sampling technique. Data were collected through structured questionnaires and analyzed using SEM-PLS with SmartPLS 4.0 software. The findings reveal that entrepreneurial attitude, entrepreneurial self-efficacy, and entrepreneurship education exert positive and significant effects on students' entrepreneurial intention. Moreover, entrepreneurship education significantly influences both entrepreneurial attitude and self-efficacy. Mediation analysis confirms that entrepreneurial attitude and self-efficacy mediate the relationship between entrepreneurship

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education and entrepreneurial intention. While the family environment does not demonstrate a direct effect on intention, it functions as a pure moderator; it significantly strengthens the impact of entrepreneurial self-efficacy and entrepreneurship education on intention, yet attenuates the influence of entrepreneurial attitude. This research contributes to the empirical strengthening of the Theory of Planned Behavior and provides practical implications for enhancing the entrepreneurial ecosystem within higher education institutions.

Keywords--Entrepreneurial Attitude, Entrepreneurial Self-Efficacy, Entrepreneurship Education, Family Environment, Entrepreneurial Intention.

INTRODUCTION

Entrepreneurial intention among university students has emerged as a primary focus for national economic development amidst the current era of globalization and digital transformation. This focus is prompted by intensifying labor market challenges, particularly those encountered by higher education graduates. Entrepreneurship represents a viable vocational pathway that enables individuals to secure employment while simultaneously establishing a long-term career trajectory. This is attributed to the pivotal role of entrepreneurship in fostering economic self-reliance and generating employment, thereby significantly aiding in the reduction of national unemployment rates (Atiningsih & Kristanto, 2018). This development has been supported by various government policies and programs, including those from the Ministry of National Education and the Ministry of Research, Technology, and Higher Education, designed to cultivate graduates capable of creating new jobs, rather than simply seeking employment (Puspitaningsih, 2016).

Despite Udayana University, one of Bali's oldest and most prominent institutions, possessing significant potential and integrated entrepreneurship programs, performance data from the 2024 University-Dikti Performance Agreement reveals a critical gap: out of 5,562 graduates in 2023, only 344 individuals (6.18%) chose entrepreneurship, a figure markedly lower than those who secured employment or pursued further studies. Preliminary survey results from 20 respondents indicate that only 35% possess entrepreneurial intentions, while 40% aspire to become entrepreneurs post-graduation. Furthermore, only 30% of participants had previously engaged in campus-based entrepreneurship training. Despite these figures, 65% of students expressed confidence in their entrepreneurial self-efficacy, and an equal percentage (65%) reported receiving familial support. These findings suggest that while entrepreneurial intention remains low among Udayana University students, the high level of social support provides a significant foundation. Consequently, further empirical research is warranted to investigate the factors influencing entrepreneurial intention within this institution.

Technopreneurship education is considered an essential vehicle for equipping students with knowledge and triggering entrepreneurial intention, as its concept integrates entrepreneurship with the utilization of technological innovation,

exemplified by app-based online business models such as Shopee, Tokopedia, and other marketplaces (Febriyanti et al., 2024). The escalating sophistication of information technology and the intense level of competition across various industrial sectors present unavoidable challenges for all industry participants (Ayu & Giantari, 2021). Entrepreneurial intention itself is defined as an attraction that motivates individuals to learn, demonstrate a strong desire for self-proof, and possess significant curiosity about entrepreneurial activities (Mulyani, 2024). Fundamentally, this intention contributes to enhancing creative and innovative thinking abilities, developing self-reliance, fostering innovation, and securing environmental support (Meyanti et al., 2023). Within the framework of the Theory of Planned Behavior, Ajzen (1991) asserts that a positive attitude toward behavior, the extent to which a behavior is positively evaluated is a primary determinant of intention, which subsequently becomes a vital factor in stimulating national economic growth. Consequently, higher education institutions play a strategic role in cultivating entrepreneurial intention among the younger generation.

Various studies consistently indicate that entrepreneurial attitude positively influences entrepreneurial intention, where a student's positive attitude correlates with a higher intention to engage in business (Oktarina & Gunawan, 2024), accounting for up to 82.8% of the variance in intention (Ukufah et al., 2024). In addition to attitude, entrepreneurial self-efficacy is also a critical determinant, as it enhances students' confidence and belief in their capabilities to launch a business and manage risks (Kurniawan et al., 2016; Amin & Fajri, 2024). In fact, self-efficacy combined with a positive attitude towards entrepreneurship education has been proven to significantly influence students' intent to pursue entrepreneurial activities (Al-Qadasi et al., 2024). Greater competitive advantage attained is associated with improved entrepreneurial performance among industry entrepreneurs (Medhika et al., 2018). Furthermore, entrepreneurship education plays a crucial role in cultivating necessary skills, self-efficacy, and an entrepreneurial mindset (Tamba et al., 2024; Suwandana & Saputra, 2024), thereby indirectly mediating and strengthening the relationship between these factors and students' entrepreneurial intention (Amin & Fajri, 2024).

Entrepreneurship education has been demonstrated to significantly impact students' entrepreneurial intention, owing to its role in not only enhancing skills and mindset but also cultivating the self-efficacy that is crucial for business creation (Tamba et al., 2024; Suwandana & Saputra, 2024). Furthermore, drawing upon the Theory of Planned Behavior (Ajzen, 1991), entrepreneurship education is essential in shaping a positive attitude toward behavior, by instilling the understanding that entrepreneurship represents a valuable and realistic career option (Fan, 2024). As demonstrated in the research by Wedayanti & Giantari (2016), a significant positive relationship exists between entrepreneurship education and the entrepreneurial intentions of students. Despite this strong educational role, some studies note that its influence on entrepreneurial intention is not always consistent, often being moderated by external factors, such as family support (Suprapti et al., 2024; Tian et al., 2025).

Beyond technical skill transfer, entrepreneurship education significantly shapes internal psychological factors (Fan, 2024; Rustiana, 2025). Current research suggests its impact on entrepreneurial intention is often mediated by attitude and

self-efficacy; thus, educational success depends on fostering these specific psychological constructs (Al-Qadasi et al., 2024; Amin & Fajri, 2024; Tamba et al., 2024). Entrepreneurial self-efficacy represents an individual's confidence in identifying opportunities, managing risks, and scaling ventures (Kurniawan et al., 2016; Amin & Fajri, 2024). Research indicates that experiential, practice-based entrepreneurship education enhances entrepreneurial self-efficacy, thereby fostering the confidence necessary for entrepreneurial decision-making (Rustiana, 2025). Consequently, entrepreneurial self-efficacy serves as a critical mediator: high-quality education bolsters self-belief, which in turn drives the formation of entrepreneurial intention (Al-Qadasi et al., 2024; Amin & Fajri, 2024).

Alongside self-efficacy, entrepreneurial attitude serves as a pivotal psychological determinant of intention (Fan, 2024; Wang et al., 2021). This construct reflects an individual's evaluation of entrepreneurship as either a promising opportunity or a high-risk endeavor (Ajzen, 1991; Rustiana, 2025). By internalizing values of innovation and independence, entrepreneurship education fosters positive attitudes that significantly correlate with stronger entrepreneurial intentions (Fan, 2024; Ukufah et al., 2024). Recent studies confirm that entrepreneurial attitude functions as a key mediator, transforming educational inputs into a favorable professional worldview that drives intention (Fan, 2024; Rustiana, 2025). Under the Theory of Planned Behavior (TPB), attitude toward the behavior and perceived behavioral control are primary determinants of individual intention (Ajzen, 1991). In this study, entrepreneurial attitude and self-efficacy operationalize these constructs, reflecting an individual's evaluation and perceived capability, respectively (Ajzen, 1991; Amin & Fajri, 2024). Utilizing these variables as mediators strengthens the theoretical framework and provides a comprehensive understanding of the psychological mechanisms driving students' entrepreneurial career choices (Al-Qadasi et al., 2024; Fan, 2024).

The family environment is a crucial social factor significantly influencing an individual's career orientation and decisions, serving as a form of social capital that enhances the effectiveness of entrepreneurship education on entrepreneurial intention (Nguyen et al., 2022). Students from entrepreneurial family backgrounds tend to possess more positive views and higher confidence in starting a business, whereas those from conventional employment backgrounds may show less inclination toward entrepreneurship despite receiving education (Hendrawan & Kusumawardani, 2023). Entrepreneurs' proficiency in recognizing customer needs, competitor analysis, and market insights positively influences the strategic formulation process (Krisna et al., 2020).

Furthermore, the family environment has been shown to moderate the influence of both attitude and self-efficacy on entrepreneurial intention, with a supportive family context amplifying the positive impact of self-efficacy on entrepreneurial aspirations (Risakotta & Sapulette, 2023; Nasution et al., 2024). Specifically, the effect of entrepreneurship education on entrepreneurial intention is stronger among students who receive family support for business activities (Tian et al., 2025). The family environment serves as a primary social sphere that shapes students' values and career orientations (Hendrawan & Kusumawardani, 2023). Empirical evidence suggests that familial support, encompassing motivation, role modeling, and material resources, significantly bolsters entrepreneurial intention

(Nguyen et al., 2022; Nasution et al., 2024). However, findings regarding this relationship remain inconsistent, with some studies reporting negligible effects (Hastuti et al., 2024; Febyanti et al., 2022). Such discrepancies are often attributed to varying socio-cultural contexts (Tian et al., 2025). Consequently, investigating the direct impact of the family environment is crucial, particularly within the distinct cultural setting of Udayana University (Suwandana & Saputra, 2024).

This study proposes a conceptual model that positions entrepreneurial self-efficacy and attitude as mediating variables in the relationship between entrepreneurship education and intention. Furthermore, it examines the direct influence of the family environment on students' entrepreneurial aspirations (Al-Qadasi et al., 2024; Fan, 2024). This integrated approach aims to elucidate the mechanisms of intention formation while extending the theoretical application of the Theory of Planned Behavior within higher education (Ajzen, 1991; Rustiana, 2025). Given the observed phenomena and existing research gaps, this study at Udayana University is essential to determine the impact of education, attitude, and self-efficacy on intentions, while specifically analyzing the potential moderating role of the family environment.

RESEARCH METHODS

This study employs a causal associative research design, which aims to explain the influence and relationship among two or more variables (Sugiyono, 2019: 55). Specifically, the study is designed to examine the direct influence of entrepreneurial attitude, entrepreneurial self-efficacy, and entrepreneurship education on students' entrepreneurial intention. Furthermore, the research also tests the causal relationship of entrepreneurship education on both entrepreneurial attitude and self-efficacy. Another crucial objective is to test the role of the family environment as a moderating variable in the relationship between entrepreneurial attitude, self-efficacy, and entrepreneurship education on entrepreneurial intention. All indicators used to measure each variable are adapted from several previous research sources and specifically adjusted for the research subjects, namely students at Udayana University.

The population for this study comprises all students at Udayana University. The sampling method employed is non-probability sampling, a technique where not every element or member of the population has an equal chance of being selected as a sample. The criteria established for the respondents are: (1) currently enrolled as a student at Udayana University, (2) having completed the Entrepreneurship course, and (3) willingly consenting to participate by completing the questionnaire. Based on the guideline proposed by Hair et al. (2019), which suggests a minimum sample size of five times the number of indicators in the research model, and given that this study involves 20 indicators, the acceptable sample size ranges between 100 and 200 respondents. Accordingly, the total number of respondents selected for this study is set at 200.

Data for this study were collected using a survey method in the form of a questionnaire. The questionnaire utilizes a Likert scale for measurement, where respondents are asked to indicate their opinion on each statement using a five-

point rating scale (1 = Strongly Disagree to 5 = Strongly Agree). The collection was conducted online via the Google Forms platform. This Likert scale is employed to effectively measure individuals' attitudes, opinions, and perceptions regarding the phenomena under study (Sugiyono, 2021: 146). Respondents determined their level of agreement with the provided statements by selecting one of the five alternative responses on the scale. The sources for the questionnaire's indicators are presented in Table 1.

Table 1 Source of Questionnaire Indicators

Construct	Number of Items	Source
Entrepreneurial intention (Y)	4	(Puspasari et al., 2024; Indriyani & Subowo, 2019)
Entrepreneurial attitude (X ₁)	4	(Yanling & Hock, 2023; Anam et al., 2021; Tian et al., 2025)
Entrepreneurial self-efficacy (X ₂)	4	(Silviana et al., 2023; Nugroho et al., 2024; Al-Qadasi et al., 2024; Huang et al., 2024)
Entrepreneurship education (X ₃)	4	(Yang et al., 2024; William & Rodhiah, 2024; Gerić & Katanec, 2024; Priambodo, 2024)
Family environment (M)	4	(Indriyani & Subowo, 2019; Giantari & Ramantha, 2019)

The research is quantitative analysis using the PLS SEM statistical method with the SmartPLS software analysis tool. The first step is the validity and reliability test of the measurement indicators of questioner, then enter the SEM PLS analysis stage which are evaluate the measurement model's validity, evaluate the structural model, and hypothesis testing. Based on the preceding hypothesis formulation, the conceptual framework for this study can be illustrated as follows:

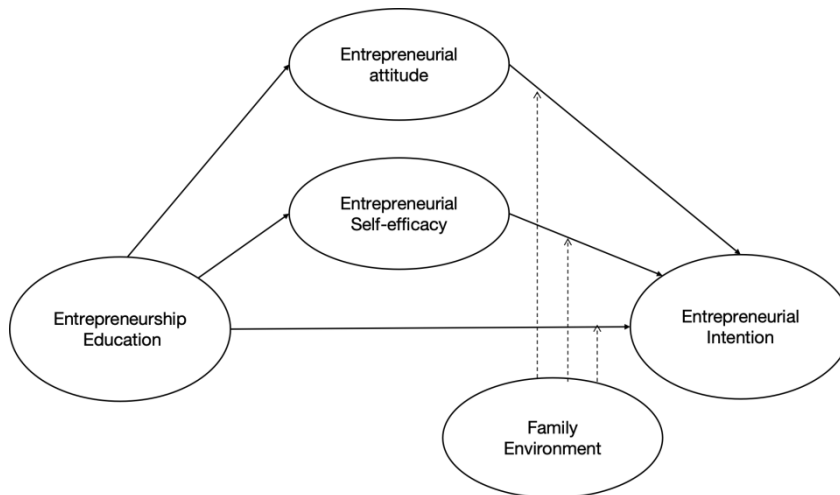


Figure 1. Research Framework

RESULTS AND DISCUSSION

Validity and Reliability Results

Validity testing was performed on an initial sample of **30 data**. The correlation results indicated that the r-values for all indicators ranged from 0.545 to 0.847, which **exceeded the r-table value** for n=30 specifically exceeded 0.3. Consequently, all indicators in this study are considered **valid** and sufficiently accurate to represent the intended constructs. Subsequently, reliability testing revealed that the **Cronbach's Alpha** coefficients for all variables ranged from 0.661 to 0.804, **exceeding the acceptable threshold of 0.6**. This confirmed the **reliability** of all variables included in the research model. Since the questionnaire instrument was proven both valid and reliable, data collection proceeded to obtain the full sample.

Demographic Profiles of Respondents

A descriptive analysis was conducted on the 200 Udayana University student respondents who participated in this study. Based on gender, the sample was predominantly female (141 individuals, 70.5%), while male respondents totaled 59 individuals (29.5%). In terms of age, all participants fell within the 18–24 age range, indicating that the respondents are active students in the early adulthood phase. The majority of respondents (95.5%) were graduates of Senior High School or Vocational High School (SMA/SMK), demonstrating a general secondary education background. Furthermore, the distribution of respondents was relatively uniform across various faculties at Udayana University, confirming that entrepreneurial interest has broadened and is not confined to a single academic discipline.

Descriptive Analysis

Data for this study were collected by distributing a questionnaire to students at Udayana University. The instrument comprised a series of statements formulated to measure the key variables under investigation: entrepreneurial attitude, entrepreneurial self-efficacy, entrepreneurship education, and the family environment. The objective was to capture the perceptions of Udayana University students regarding these variables. The collected data were subsequently converted and categorized into specific measurement scales. The scoring criteria for each indicator item utilized a mathematically calculated criterion range (Sugiyono, 2019: 134). Based on these interval ranges, the measurement criteria for construct results are as follows:

Table 2. Variable Description Criteria

		Criteria				
		Entrepreneurial Intention	Entrepreneurial Attitude	Entrepreneurial Self-Efficacy	Entrepreneurship Education	Family Environment
1,00	–	Very Low	Very Poor	Very Poor	Very Poor	Very Poor
1,80						
1,81	–	Low	Poor	Poor	Poor	Poor

		Criteria				
		Entrepreneurial Intention	Entrepreneurial Attitude	Entrepreneurial Self-Efficacy	Entrepreneurship Education	Family Environment
2,61						
2,62–3,42	Medium	Fair	Fair	Fair	Fair	Fair
3,43–4,23	High	Good	Good	Good	Good	Good
4,24–5,04	Very High	Very Good	Very Good	Very Good	Very Good	Very Good

The average value of each variable is presented in Table 3 below:

Table 3. Average of Research Variable Values

Variable	Average Value
Entrepreneurial Intention	4.56
Entrepreneurial Attitude	4.56
Entrepreneurial Self-Efficacy	4.48
Entrepreneurship Education	4.46
Family Environment	4.48

Overall, the results of the descriptive analysis indicate that Udayana University students' entrepreneurial intention falls into the very strong category, suggesting a positive supportive academic and social environment. This high level of intention is reinforced by the finding that all variables are also rated as Very High. This includes: Entrepreneurial Self-Efficacy, which demonstrates excellent levels of confidence, commitment, and resilience in facing challenges; Entrepreneurial Attitude, reflecting good competence in opportunity recognition and business planning; the effectiveness of entrepreneurship education, confirming the crucial role of the university in enhancing students' skills, experience, and knowledge; and the level of family support, which is also very high, indicating that family endorsement, motivation, and belief strongly influence students' readiness to enter the business world.

SEM-PLS Analysis

The data collected from respondents via questionnaires were analyzed using the Structural Equation Modeling (SEM) approach with Partial Least Squares (PLS), employing the SmartPLS 4.0 software package. The bootstrapping method was utilized to test the path coefficients and determine their significance. This research evaluated the measurement model's validity and reliability by conducting Convergent Validity, Discriminant Validity, and Composite Reliability tests. The results for convergent validity and discriminant validity are presented in Table 4.

Table 4. Convergent Validity Test

	Variable	Outer Loading	Criteria	Explanation
	Convergent Validity	Entrepreneurial intention (Y)	0.756 0.844	- > 0.5
Entrepreneurial attitude (X ₁)		0.727 0.841	- > 0.5	Valid
Entrepreneurial self-efficacy (X ₂)		0.735 0.843	- > 0.5	Valid
Entrepreneurship education (X ₃)		0.711 0.793	- > 0.5	Valid
Family environment (M)		0.762 0.827	- > 0.5	Valid
Variable		AVE	Criteria	Explanation
Discriminant Validity	Entrepreneurial intention (Y)	0.805	> 0.5	Valid
	Entrepreneurial attitude (X ₁)	0.799	> 0.5	Valid
	Entrepreneurial self-efficacy (X ₂)	0.779	> 0.5	Valid
	Entrepreneurship education (X ₃)	0.749	> 0.5	Valid
	Family environment (M)	0.804	> 0.5	Valid

The evaluation of convergent validity, as presented in Table 4, yielded strong results. All outer loading values for the variable indicators were found to exceed the 0.50 threshold, confirming that each reflective indicator strongly correlates with its respective latent variable score. This consistency is further supported by AVE values for all variables, which also surpassed the recommended threshold of 0.50, indicating good convergent validity within the research data.

Furthermore, the reliability of the variables was also assessed using two criteria: Composite Reliability and Cronbach's Alpha for the indicator block measuring the variables. A variable is considered reliable if both its Composite Reliability and Cronbach's Alpha values are above 0.70. The result is shown in Table 5 below.

Table 5. Composite Reliability Test

Variable	Cronbach Alpha	Composite Reliability	Criteria	Explanation
Entrepreneurial intention (Y)	0.817	0.818	> 0.7	Reliable
Entrepreneurial attitude (X ₁)	0.818	0.863	> 0.7	Reliable
Entrepreneurial self-efficacy (X ₂)	0.785	0.786	> 0.7	Reliable
Entrepreneurship education (X ₃)	0.739	0.746	> 0.7	Reliable
Family environment (M)	0.818	0.819	> 0.7	Reliable

The output results for Composite Reliability and Cronbach's Alpha for all variables were all above 0.70. This collectively confirms that all variables in the research model exhibit good reliability. Next step is to conduct the Inner Model assessment. The coefficient of determination (R^2) and Q^2 values for each dependent variable are presented in Table 6.

Table 6. Evaluation Result of Goodness of Fit Model

Structure Model	Endogen Variable	R^2
1	Entrepreneurial intention	0,798
Qualification:	$Q^2 = 1 - (1 - R_1^2)$ $Q^2 = 1 - (1 - 0.798)$ $Q^2 = 0.798$	

The evaluation of the structural model, presented in Table 6, revealed strong predictive relevance with a Q^2 value of 0.798. This value approaches 1, indicating that the research model possesses excellent explanatory power, capable of explaining 79.8% of the information variability within the data. The remaining 20.2 that is unexplained is attributed to variables or errors outside the model. Overall, the outcomes of this model assessment affirm that the constructs utilized in the study are both valid and reliable, thus allowing for the continuation of hypothesis testing.

Hypotheses Testing

This study utilized the Partial Least Squares (PLS) analytical approach to test the research hypotheses proposed previously. The results of the empirical model analysis, conducted using the Partial Least Squares (PLS) method, are presented in Figure 2 below.

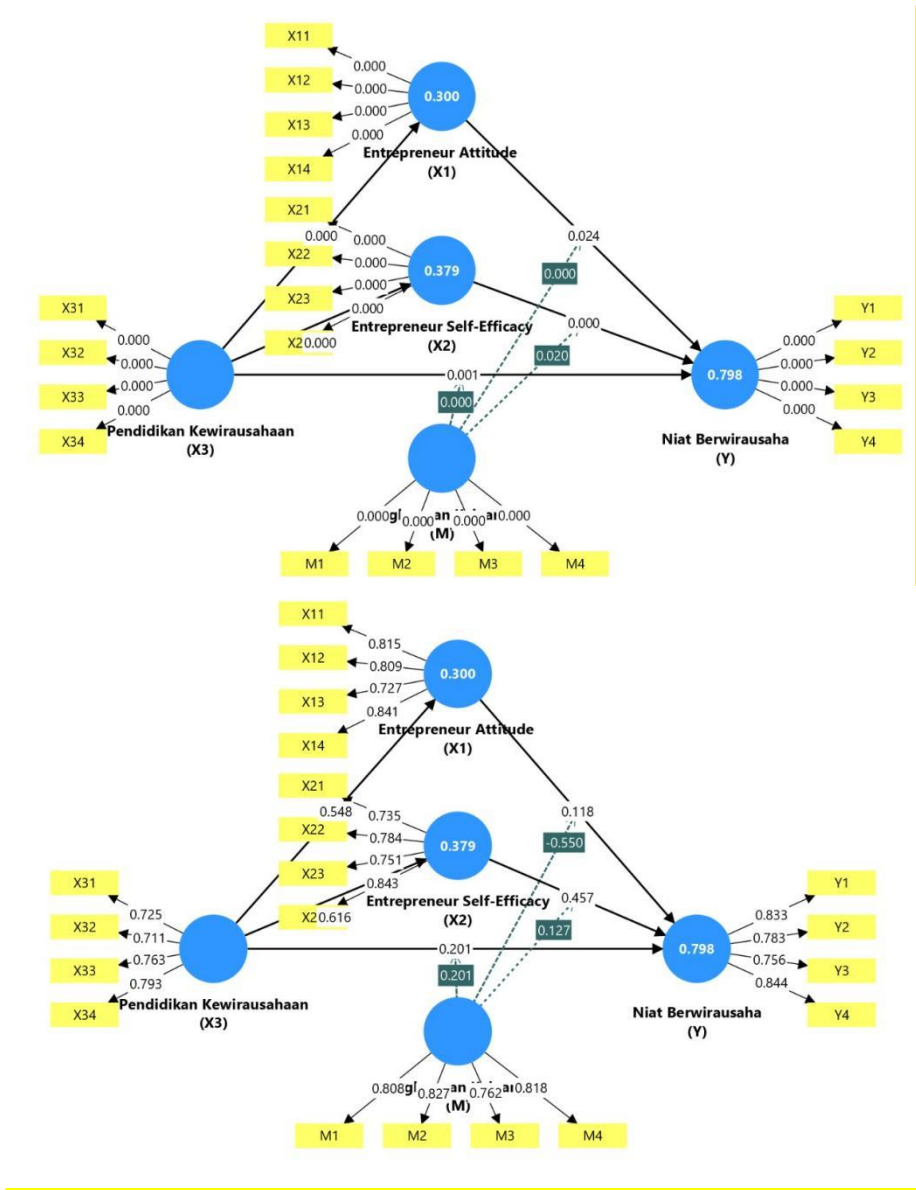


Figure 2. Outer and Inner Model

For the hypothesis testing, the criteria for accepting (H_a) if the T-statistic exceeded 1.96, or the P-value was less than or equal to 0.05. The results indicate that all hypotheses (H1, H2, H3, H4, H5, H6, H7, H8) were accepted and a summary of these findings is presented in Table 7.

Table 7. Summary of Hypothesis Testing

Hypotheses	Original Sample	T statistic	P values	Explanation
Entrepreneurial Attitude -> Entrepreneurial intention	0,118	2,261	0,024	Accepted
Entrepreneurial Self-Efficacy -> Entrepreneurial intention	0,457	10,715	0,000	Accepted
Entrepreneurship education -> Entrepreneurial intention	0,201	3,476	0,001	Accepted
Entrepreneurship education -> Entrepreneurial Attitude	0,548	8,572	0,000	Accepted
Entrepreneurship education -> Entrepreneurial Self-Efficacy	0,616	9.064	0,000	Accepted
Entrepreneurship education -> Entrepreneurial Attitude -> Entrepreneurial intention	0.064	2.133	0.033	Accepted
Entrepreneurship education -> Entrepreneurial Self-Efficacy -> Entrepreneurial intention	0.281	7.854	0.000	Accepted
Family environment X Entrepreneurial Attitude -> Entrepreneurial intention	-0.550	7.248	0.000	Accepted
Family environment X Entrepreneurial Self-Efficacy -> Entrepreneurial intention	0.127	2.336	0.020	Accepted
Family environment X Entrepreneurship education -> Entrepreneurial intention	0.201	4.152	0.000	Accepted

DISCUSSION

The Influence of Entrepreneurial Attitude on Entrepreneurial Intention among Udayana University Students

The hypothesis testing results indicate that the influence of Entrepreneurial Attitude on Entrepreneurial Intention is significantly accepted, evidenced by a t-Statistic value of $2.261 > 1.96$ and a p-value of $0.024 < 0.050$. Theoretically, this finding aligns with the Theory of Planned Behavior (Ajzen, 1991), which positions a positive attitude as the core component driving intention. This result directly supports previous studies conducted by Oktarina & Gunawan (2024) and Inai et al. (2025), which similarly found that a favorable attitude toward entrepreneurship significantly enhances students' intention to pursue entrepreneurial activities. Furthermore, the findings by Al-Qadasi et al. (2024) are also consistent with the TPB framework, supporting the direct influence of attitude on intention.

The Influence of Entrepreneurial Self-efficacy on Entrepreneurial Intention among Udayana University Students

Entrepreneurial Self-Efficacy proved to be the variable with the most significant and largest influence on students' Entrepreneurial Intention, demonstrated by a high path coefficient of 0.457 and a highly significant statistical result ($t = 10.715$; $p = 0.000$). This finding holds considerable importance both theoretically and practically, as it aligns with Bandura's (1997) concept, which defines self-efficacy as an individual's belief in their capability to execute specific tasks. In a business context, this encompasses the ability to recognize opportunities, manage risks, and overcome failure. Theoretically, self-efficacy is considered to provide the necessary psychological strength for individuals to take risks and persist when facing adversity (Newman et al., 2025). Similarly, research by Gerić & Katanec (2024) asserts that students with high levels of self-efficacy exhibit superior mental readiness, adaptability, and solution orientation. Within the context of this study's results, the dominant path coefficient indicates that Udayana University students who believe in their capacity to become entrepreneurs possess a significantly stronger intention to launch a venture. This reinforces the conclusion that strong intention requires more than just a positive attitude or motivation; it must be accompanied by the psychological and technical capacity to be convinced that the venture is feasible. Furthermore, self-efficacy was shown to be strongly influenced by entrepreneurship education, signaling that learning experiences, business simulations, and projects play a vital role in building student confidence. Therefore, fostering self-efficacy must be a primary focus in the design of entrepreneurship curriculum programs.

The Influence of Entrepreneurship Education on Entrepreneurial Intention among Udayana University Students

The research results indicate that Entrepreneurship Education has a positive and significant influence on students' Entrepreneurial Intention, evidenced by a path coefficient of 0.201 and strong statistical significance ($t = 3.476$; $p = 0.001$). This influence is not only statistically robust but also practically relevant, given the role of education in instilling business knowledge, fostering practical understanding, and shaping creative and innovative mindsets. Conceptually, this finding aligns with Amani et al. (2024), who emphasize the importance of experiential learning in modern entrepreneurship education for strengthening intention. In the context of this research model, Entrepreneurship Education plays a dual role: it indirectly strengthens Entrepreneurial Intention through two main paths, by enhancing Self-Efficacy and by shaping Entrepreneurial Attitude, while simultaneously exhibiting a significant direct influence.

The Influence of Entrepreneurship Education on Entrepreneurial Attitude among Udayana University Students

The research results confirm that Entrepreneurship Education has a positive and significant influence on Udayana University students' Entrepreneurial Attitude, as shown by a remarkably high path coefficient of 0.548 ($t = 8.572$; $p = 0.000$). This finding is supported by the literature (Li & Chen, 2024) emphasizing that a solid attitude is formed through practical experience, case studies, and field projects,

which have been implemented at Udayana University through project-based tasks and business simulations. This process successfully contributes to the development of positive attitudes such as courage, creativity, and commitment. Nevertheless, despite this strong influence on attitude, attitude itself is not the most dominant predictor of entrepreneurial intention. This suggests a potential gap, indicating that while education is effective in forming the attitude cognitively, the implementation might still be too conceptual or insufficiently intensive to completely transform perception into strong intention. Consequently, to optimize the results, entrepreneurship education needs to be further geared toward real-world experience and deeper experiential learning.

The Influence of Entrepreneurship Education on Entrepreneurial Self-efficacy among Udayana University Students

The research results affirm that Entrepreneurship Education exhibits a highly significant and strong direct influence on Entrepreneurial Self-Efficacy, demonstrated by the highest path coefficient in the research model, 0.616 ($t = 9.064$; $p = 0.000$). This value provides strong evidence of education's effectiveness in building students' confidence in their ability to engage in entrepreneurship. This finding is supported by Bandura's (1997) theory, which defines self-efficacy as an individual's perception of their capability to organize and execute actions, encompassing crucial business aspects such as opportunity identification, risk management, and networking. This significant influence indicates that learning experiences, such as project-based and business presentation models applied at Udayana University, are effective in fulfilling Bandura's four sources of self-efficacy. Success in navigating these academic challenges not only imparts knowledge but also builds strong self-confidence and conviction. This underscores that Entrepreneurship Education plays a strategic role in fostering entrepreneurial intention indirectly through the enhancement of self-efficacy. Consequently, education is proven effective not only in adding knowledge but also in building the foundational confidence essential for an entrepreneur's success.

Entrepreneurial Attitude mediates the Influence of Entrepreneurship Education on Entrepreneurial Intention among Udayana University Students

The empirical results demonstrate that entrepreneurial attitude significantly mediates the relationship between entrepreneurship education and student intention. This suggests that education does not merely influence intention directly but operates through a psychological mechanism of attitude formation. In accordance with the Theory of Planned Behavior (Ajzen, 1991), entrepreneurship education serves as a stimulus that shapes cognitive and affective evaluations of business activities. Experiential learning, including case analysis and simulations, fosters a perception of entrepreneurship as a viable career trajectory, consistent with the findings of Wang et al. (2021) and Fan et al. (2024). Furthermore, this study corroborates the assertion by Yanling & Hock (2023) that entrepreneurial attitude is a primary conduit through which educational inputs are manifested as entrepreneurial intent.

Entrepreneurial Self-efficacy mediates the Influence of Entrepreneurship Education on Entrepreneurial Intention among Udayana University Students

The empirical evidence supports that entrepreneurial self-efficacy significantly mediates the relationship between entrepreneurship education and intention. In accordance with the Theory of Planned Behavior (Ajzen, 1991), specifically the construct of perceived behavioral control, these results affirm that an individual's conviction regarding their behavioral mastery is a fundamental determinant of intention. Within the context of Udayana University, applied curricula, incorporating business simulations and experiential learning, function as critical mechanisms for cultivating this psychological readiness. Furthermore, the analysis reveals that the mediating role of entrepreneurial self-efficacy is more pronounced than that of entrepreneurial attitude. This suggests a pragmatic orientation among students, where the transition to intention is predicated more on perceived competence than on favorable evaluation alone. This observation aligns with Tian et al. (2025), who posit that self-efficacy possesses superior predictive validity for entrepreneurial intent compared to attitude. Consequently, entrepreneurship education at Udayana University acts as a transformative catalyst, shifting from mere knowledge transfer to a mechanism that bolsters psychological confidence. To optimize this impact, the integration of mentorship and authentic business practice remains essential for converting pedagogical inputs into concrete professional commitments.

Family Environment Moderates the Influence of Entrepreneurial Attitude on Entrepreneurial Intention among Udayana University Students

The moderation test results reveal that the Family Environment significantly strengthens the influence of Entrepreneurial Attitude on Entrepreneurial Intention among Udayana University students. This finding is highly significant as it demonstrates that students' positive attitude toward entrepreneurship does not develop in a vacuum. Students with a positive attitude will possess a significantly stronger entrepreneurial intention when they receive support from their family, the primary source of emotional, financial, role modeling, and social legitimacy. This moderating function suggests that students' entrepreneurial attitude might be raw or underdeveloped, thus requiring external support to fully transform into strong intention. Interestingly, the Family Environment acts as a pure moderator, meaning it does not have a direct influence on intention but crucially affects how attitude is converted into intention. In other words, a positive attitude only translates into strong intention when family support is provided. These research findings align with the study by Giantari & Ramantha (2019), confirming that the Family Environment has a positive and significant influence on students' entrepreneurial intention, supported by the evidence that a family background in entrepreneurship increases the child's intention to start a business. Furthermore, the Family Environment was found to be a significant moderator that strengthens the influence of entrepreneurial attitude on entrepreneurial interest/intention, particularly among students originating from entrepreneurial family backgrounds (Mulya et al., 2023; Maulidya & Patrikha, 2022; Amofah et al., 2024).

Family Environment Moderates the Influence of Entrepreneurial Self-efficacy on Entrepreneurial Intention among Udayana University Students

The research results indicate that the Family Environment significantly moderates the relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Intention among students. This finding is crucial as it affirms that although Self-Efficacy is the strongest predictor of entrepreneurial intention in this model, its transformative power into concrete intention is still heavily contingent upon external support. Conceptually, while Self-Efficacy is an internal component (Bandura, 1997), its conversion into strong intention is profoundly influenced by external factors, namely the family. This aligns with Newman et al.'s (2025) assertion that self-efficacy's influence is not maximized without social support to mitigate uncertainty. Furthermore, Gerić & Katanec (2024) suggest that family support contributes to positive emotional arousal, indirectly reinforcing self-efficacy. The significant moderating role also reflects the collectivist cultural characteristics of Indonesia, where long-term decisions highly rely on social validation. Therefore, Udayana students' self-efficacy is not autonomous; their strong belief requires social endorsement to successfully translate into genuine intention. This implies a need for educational institutions to integrate family-based approaches into entrepreneurship programs to secure parental support and thereby strategically facilitate the manifestation of student self-efficacy into entrepreneurial action.

Family Environment Moderates the Influence of Entrepreneurship Education on Entrepreneurial Intention among Udayana University Students

The moderation analysis results demonstrate that the Family Environment significantly strengthens the influence of Entrepreneurship Education on students' Entrepreneurial Intention. This finding indicates that the quality of entrepreneurship education received, when combined with strong family support, results in the highest level of entrepreneurial intention. This is crucial because, within collectivist cultures like Indonesia, entrepreneurship education does not operate in a sterile environment but is heavily influenced by immediate social dynamics. Theoretically, while education provides the cognitive aspects, skills, and experience, the family functions as a catalyst, providing moral and psychological validation, access to real-world role models, family resources/networks, and a realistic perspective on risk. This aligns with Agu et al. (2021), who state that education is more effective when the social environment is supportive. The Family Environment acts as a pure moderator, meaning it is not the source of the intention itself but crucially reinforces the intention formation process derived from education. Therefore, the success of entrepreneurship education is highly dependent on the student's social context, implying that universities must integrate family engagement to make entrepreneurship education more comprehensive and effective.

CONCLUSION

Based on the structural model analysis, the entrepreneurial intention of Udayana University students is significantly determined by entrepreneurial attitude, entrepreneurial self-efficacy, and entrepreneurship education, with

entrepreneurial self-efficacy emerging as the most potent predictor of students' intent. The empirical evidence demonstrates that both entrepreneurial attitude and self-efficacy serve as significant mediating mechanisms through which pedagogical interventions are manifested as intention; specifically, education acts as a transformative catalyst that reshapes students' cognitive evaluations and bolsters their perceived behavioral mastery. Furthermore, the family environment functions as a pure moderator, significantly amplifying the influence of these internal and academic factors. This suggests that while educational inputs and psychological constructs provide the foundation for intention, their conversion into tangible entrepreneurial career choices is contingent upon the moral and social reinforcement provided by the family unit, a finding that extends the Theory of Planned Behavior to better reflect the collectivist cultural dynamics of Southeast Asia. Consequently, stakeholders must adopt an integrated approach that complements experiential learning and mentorship with the active involvement of the family as a strategic partner in fostering a resilient entrepreneurial ecosystem.

Theoretical implications of this study affirm the Theory of Planned Behavior (Ajzen, 1991), confirming that entrepreneurial attitude and self-efficacy significantly determine intention. Notably, self-efficacy emerged as the dominant predictor, suggesting that in Indonesia's collectivist, risk-averse culture, perceived task mastery is more pivotal than attitude alone. This demonstrates that self-belief acts as a stronger driver of career choice than favorable evaluation. Furthermore, the study characterizes entrepreneurship education as a multilayered determinant that serves as a cognitive and motivational catalyst, reshaping internal psychological constructs to foster entrepreneurial readiness. A primary contribution is the identification of the family environment as a pure moderator rather than a direct antecedent. By establishing that familial validation significantly amplifies the impact of education and individual self-belief, this research refines the role of the family as social reinforcement. Consequently, the study extends the TPB framework by integrating external social dynamics, providing a model tailored to the cultural characteristics of Southeast Asia.

Practical implications of this study provide a strategic framework for Udayana University to bolster entrepreneurial intention through integrated educational and social interventions. To capitalize on students' high levels of commitment and mental resilience, the university should transition toward experiential learning models that incorporate business incubators, resiliency training, and case-based simulations. These programs should move beyond theoretical knowledge, emphasizing direct practice through startup internships and risk management workshops to convert psychological readiness into adaptive business competencies. Furthermore, as direct experience and familial moral support emerged as critical indicators, institutional efforts must include robust mentorship from practitioners and the active involvement of students' families. By organizing family-oriented entrepreneurship seminars and showcases, the university can foster a supportive emotional ecosystem that validates entrepreneurship as a prestigious career path. Ultimately, these integrated efforts—combining institutional resources with social reinforcement are essential to bridge the gap between cognitive intention and concrete entrepreneurial action.

Limitations of this study are primarily characterized by its specific institutional scope and temporal design. First, the sample was exclusively comprised of students from Udayana University, whose unique socio-cultural and institutional environment may constrain the generalizability of the findings to broader higher education contexts. Second, the research utilized a cross-sectional approach, which facilitates the analysis of variables at a single point in time but precludes the observation of longitudinal dynamics or the evolution of entrepreneurial intentions.

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