# The Role Of Self-Efficacy As An Effect Mediator Entrepreneurship Education For Entrepreneurship Interest Students In Bali

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| Keywords | Abstract |
|---|---|
| *Entrepreneurship education, self-efficacy, interest in entrepreneurship* | The increasingly fierce economic competition and the world of work make unemployment one of the main challenges, including in Indonesia. Although higher education is expected to increase job opportunities, many graduates still need help finding jobs that match their qualifications. Entrepreneurship education has emerged as a potential solution to reduce unemployment by encouraging students to be interested in entrepreneurship. However, the effectiveness of this program is often influenced by students' self-efficacy, namely their belief in their ability to succeed.<br><br>This study examines self-efficacy as a mediator between entrepreneurship education and students' interest in entrepreneurship in Bali. Using an associative quantitative approach, 110 respondents were randomly selected from universities in Bali. Data was collected through questionnaires and analyzed using path analysis, Sobel test, and Variance Accounted For (VAF).<br><br>The study's results show that entrepreneurship education positively and significantly influences self-efficacy and entrepreneurial interest. Self-efficacy has also been proven to mediate entrepreneurship education's influence on entrepreneurial interest significantly. These findings show that strengthening self-efficacy is the key to increasing the effectiveness of entrepreneurship education.<br><br>This research implores the importance of a holistic approach in entrepreneurship education programs, which focuses on technical skills and the development of students' psychological aspects. Educational institutions and policymakers are expected to design more comprehensive programs to encourage the younger generation to become confident and innovative entrepreneurs. |

## 1  Introduction

In an era of globalization characterized by technological developments and fierce economic competition, entrepreneurship has become one of the keys to driving economic growth and creating new jobs (Hisrich et al., 2017). Around the world, universities have adopted entrepreneurship education programs to encourage the younger generation to be able to adapt to global economic changes. However, the effectiveness of these programs often depends on psychological factors, such as self-efficacy, which play an important role in shaping an individual's intention and interest in starting a new venture (Bandura, 1997; Barry et al., 2013; Schunk, 2001).

The issue of entrepreneurship is increasingly relevant amid technological disruption, where traditional jobs are being replaced by digital innovation. In this context, entrepreneurship education aims to provide knowledge and build students' self-confidence to face the uncertainties and take risks inherent in the business world (Schunk, 2012).

Entrepreneurship Education in Bali and Challenges of Entrepreneurial Interest As one of the international tourism destinations, Bali has great potential to develop locally-based entrepreneurship. However, reality shows that most students in Bali still need to choose conventional career paths rather than becoming entrepreneurs (Dewa A, 2016). Entrepreneurship education has been integrated into the curriculum of various higher education institutions in Bali.

Several studies show that more than entrepreneurship education is needed to encourage entrepreneurial interest if it is supported by strong self-efficacy (Rahayu N & Yonisa K, 2021); Hapuk et al., 2020). In the Balinese context, collectivist culture and the tendency to seek career stability are additional challenges in building entrepreneurial intentions (Laurent & Puspitowati, 2024).

Bandura (1997) defines self-efficacy as an individual's belief in their ability to achieve a specific goal. Self-efficacy has proven to be an important mediator in the relationship between entrepreneurial education and entrepreneurial intention (Jocelin N, 2022). Without adequate self-efficacy, students may know about entrepreneurship but are hesitant to take concrete steps due to a lack of confidence in their abilities (Gist & Mitchell, 1992).

In the Balinese context, self-efficacy is becoming increasingly important, considering the cultural and structural challenges students face in pursuing the entrepreneurial path (Sari & Pratama, 2021). Effective entrepreneurship education should equip students with technical skills and help them build the self-confidence to start and manage a business.

Lack of Research on Self-Efficacy as a Mediator in Bali: Although many studies have explored the relationship between entrepreneurship education and entrepreneurial intention, only some have focused on the role of self-efficacy as a mediator, particularly in Bali. Previous studies such as those by (Anggraeni, 2016) and Lestari & Wijaya (2020) have highlighted the importance of self-efficacy. However, this research needs to pay more attention to the specific context of Bali, including local cultural and economic factors.

Furthermore, existing research often needs to include additional variables, such as adversity intelligence or digital literacy, which can affect the relationship between entrepreneurship education and entrepreneurial interest (Mulyati, 2023); (Laurent & Puspitowati, 2024). This gap shows the need for more in-depth study to understand the role of self-efficacy in the context of entrepreneurship education in Bali.

This study aims to investigate the role of self-efficacy as a mediator in the relationship between entrepreneurship education and students' interest in entrepreneurship in Bali. Specifically, this study aims to Evaluate the influence of entrepreneurship education on students' self-efficacy, Analyze the impact of self-efficacy on students' interest in entrepreneurship, and Identify additional factors that can affect this relationship, such as local culture and individual motivation.

This research focuses on students in Bali who have participated in entrepreneurship education programs. It will explore how self-efficacy can mediate the influence of entrepreneurship education on entrepreneurial interest. In this case, research is not only limited to the quantitative aspect but also includes qualitative insights to understand the psychological and cultural dynamics that influence these relationships.

This research is expected to make theoretical and practical contributions. From a theoretical perspective, this research will expand the literature on the role of self-efficacy in entrepreneurship education, especially in the context of local cultures such as Bali (Nely H, 2023). From a practical perspective, the results of this study can help higher education institutions and policymakers to design more effective entrepreneurship education programs by paying attention to the importance of building student self-efficacy.

Furthermore, this research can provide insights for local entrepreneurs and the Balinese community to

understand how to encourage the younger generation to be more courageous in entrepreneurship. By integrating psychological, cultural, and educational aspects, this research is expected to be a reference in developing sustainable entrepreneurship policies in Bali.

## 2   Materials and Method

This study uses an associative quantitative approach to analyze the relationship between entrepreneurship education, self-efficacy, and entrepreneurial interest in students in Bali. This approach aims to find direct and indirect influence through the mediator variable, namely self-efficacy. Here are the details of the methods used:

**Research Location**

The research was conducted at various universities in Bali that have implemented entrepreneurship education programs in their curriculum. The locations were chosen to provide specific cultural and geographical contexts relevant to understanding the dynamics of entrepreneurial interest in the region.

**Population and Sample**

This study's population is university students in Bali who have taken entrepreneurship courses. The sample size was determined using a formula of five to ten times the number of research indicators (Hair et al., 2010). With 11 indicators measured, the minimum number of samples is 55, and the maximum is 110. This study involved 110 respondents who were selected using the proportional random sampling technique, taking into account the even distribution between universities.

Data was collected through the **Questionnaire.** The main research instrument was a closed questionnaire with a Likert scale of 5 points (1 = strongly disagree, 5 = strongly agree). The questions included three main variables: Entrepreneurship education (4 indicators), self-efficacy (4 indicators), entrepreneurial interest (3 indicators), and **structured** interviews, which were used to supplement quantitative data and provide context to the research findings.

**Research Instruments**

The instruments used in this study have gone through validity and reliability tests:

a. Validity Test: Conducted using correlation analysis with a minimum validity criterion of r > 0.30.

b. Reliability Test: Conducted using Cronbach's Alpha with a minimum score of 0.70 to ensure the instrument's consistency.

**Data Analysis Techniques**

a. Path Analysis: To examine the direct and indirect influence between entrepreneurship education, self-efficacy, and entrepreneurial interest.

b. Sobel Test: To test the significance of self-efficacy mediation in the relationship between entrepreneurship education and entrepreneurial interest. VAF (Variance et al.) Test: To determine the percentage of the influence of self-efficacy mediation on the relationship between independent and dependent variables.

c. Normality and Multicollinearity Test: The normality test was performed using Kolmogorov-Smirnov to ensure normal data distribution. The multicollinearity test

was carried out with Tolerance and Variance Inflation Factor (VIF) to ensure no multicollinearity between independent variables.

## Research Model

The research model uses the following analytical framework: Independent Variable: Entrepreneurship education. Dependent Variable: Entrepreneurial interest. Mediator Variable: Self-efficacy.

## Analysis Steps

Direct Hypothesis Testing:

**H1**: Entrepreneurship education has a positive effect on entrepreneurial interest.

**H2**: Entrepreneurship education has a positive effect on self-efficacy.

**H3**: Self-efficacy has a positive effect on entrepreneurial interest.

Mediation Testing:

**H4**: Self-efficacy mediates the influence of entrepreneurship education on entrepreneurial interest.

## 3  Results and Discussions

### Table 1. Characteristics of Respondents

| Not | Variable | Classification | Number of people) | Percentage (%) |
|---|---|---|---|---|
| 1 | Age | 21-25 Years | 27 | 24.5% |
| | | 26-30 Years | 63 | 57.3% |
| | | >30 Years | 20 | 18.2% |
| | **Sum** | | **110** | **100%** |
| 2 | Gender | Man | 80 | 72.7% |
| | | Woman | 30 | 27.3% |
| | **Sum** | | **110** | **100%** |
| 3 | **Last education** | **Senior High School / Vocational School** | **69** | **62.7%** |
| | | **Diploma** | **23** | **20.9%** |
| | **Sum** | **Bachelor** | **18** | **16.4%** |
| | | | **110** | **100%** |

*Source: processed primary data, 2024*

Table 1. Explain the characteristics of the respondent. Characteristics by age show that respondents aged 26-30 years dominate with a percentage of 57.3 percent. When viewed by gender, men dominate with a percentage of 72.7 percent. Based on respondents' education data, it was dominated by respondents with high school/vocational school final education, which was 62.7 percent.

The correlation coefficient is ≥ 0.3, which indicates that the instrument is valid. All indicators of entrepreneurship education, self-efficacy, and entrepreneurial interest obtained a correlation coefficient of validity test results above 0.3, which means that they have met the validity criteria and are suitable for measuring variables in this study. The Cronbach Alpha value of all variables is more than 0.60, indicating that the measuring tool is consistent and reliable.

Entrepreneurial interest has an average score of 3.69 and is included in the high category. The variable indicator of entrepreneurial interest with the highest average is "I feel happy when I think about entrepreneurship," with an average of 4.12. Meanwhile, the indicator with the lowest average is "I am actively involved in activities related to entrepreneurship," with an average of 3.25.

*The entrepreneurship education variable* averages 3.83, which is a good score category. The variable indicators *of entrepreneurship education* with the highest average are the statements "The existence of entrepreneurship education courses makes me want to become an entrepreneur" and "The material taught in entrepreneurship education increases my insight into the world of entrepreneurship," with an average of 3.87. Meanwhile, the indicator with the lowest average was "Entrepreneurship education helps me in reading business opportunities around me," with an average of 3.75.

The average score of 3.97 possessed by *self-efficacy* is included in the high category. *The self-efficacy variable indicator* with the highest average was "I feel confident in completing challenging tasks," with an average of 4.09. Meanwhile, the indicator with the lowest average is the statement "I feel able to adapt to various situations in the business world," with an average of 3.90.

The Kolmogorov-Smirnov One-Sample Test was used to assess whether the study data were distributed normally. (2 Tails) The Kolmogorov-Smirnov value of 0.200 for sub-structures 1 and 2 was above the alpha value of 0.05, indicating that the data in the research model had a normal distribution and passed the normality test. The multicollinearity test shows that the regression model is free of multicollinearity with a tolerance value of ≥ 0.10 and VIF ≤ 10. The results of the heteroscedasticity test showed that each model had a Sig— value above 0.05, meaning that the variable independent of the absolute residual was free from heteroskedaness symptoms.

This study uses a pathway analysis technique to examine the influence of the causal relationship of each exogenous variable, namely *entrepreneurship education*, on the endogenous variable, namely interest in entrepreneurship. It also examines the role of mediation variables, namely *self-efficacy, in* mediating the relationship between *entrepreneurship education variables* and interest in entrepreneurship.

**Table 2. Results of Regression Analysis on Sub-Structural 1**

| Pattern | Coefficients understood | | Standard Coefficient | t | Sig. |
|---|---|---|---|---|---|
| | B | STD error. | Beta | | |
| ( *Constant* ) | 3,800 | 0.868 | | 4,377 | 0,000 |
| *Entrepreneurship Education* | 0.704 | 0.075 | 0.672 | 9,438 | 0,000 |
| Length: 0.452 | | | | | |
| a. *Dependent Variable: Self-efficacy* | | | | | |
| a. *Predictor: (constant) Entrepreneurship Education* | | | | | |

*Source: processed primary data, 2024*

Based on the analysis results in Table 2, the structural equation can be formulated as follows.

Z = β2X + e1
Z = 0.672X + e1

The structural equation, if interpreted, means that the *variable of entrepreneurship education* has a coefficient of 0.672, meaning that *entrepreneurship* education positively influences *self-efficacy*.

**Table 3. Results of Regression Analysis on Sub-Structure 2**

| Pattern | Coefficients understood | | Standard Coefficient | t | Sig. |
|---|---|---|---|---|---|
| | B | STD error. | Beta | | |

| ( *Constant* ) | 0.309 | 1,212 | | 0.255 | 0.799 |
|---|---|---|---|---|---|
| *Entrepreneurship Education* | 0.274 | 0.130 | 0.151 | 2,110 | 0.037 |
| *Self-efficacy* | 1,258 | 0.124 | 0.727 | 10,156 | 0,000 |

**R²: 0.699**

a. *Dependent Variable*: **Interest in Entrepreneurship**

a. *Predictors: (Constant), Entrepreneurship Education, Self-efficacy*

*Source: processed primary data, 2024*

The structural equations formed, based on the analysis results in Table 3, can be formulated as follows.

$$Y= β1X + β3Z + e2$$
$$Y= 0.151 + 0.727 + e2$$

Based on the results of the analysis of the influence *of entrepreneurship education* on entrepreneurial interest, a beta coefficient value of 0.151 was obtained. This means that *entrepreneurship* education has a positive effect on *self-efficacy*. *Self-efficacy* has a beta coefficient value of 0.727. These results mean that *self-efficacy* has a significant effect on entrepreneurial interest.

**Table 4. Direct and Indirect Influence of Research Variables**

| Influence of Variables | Direct Influence | Indirect Influence | Total Influence |
|---|---|---|---|
| XY | 0.151 | 0.489 | 0.64 |
| XZ | 0.672 | - | 0.672 |
| ZY | 0.727 | - | 0.727 |

*Source: processed primary data, 2024*

Table 4 summarizes the path analysis techniques used to obtain the results of each path in each structural equation. Based on these findings, *entrepreneurship education* has a direct effect on entrepreneurial interest with a value of 0.151; *Entrepreneurship education* has a direct effect on *self-efficacy* with a score of 0.672; *self-efficacy* had a direct influence of 0.462 on entrepreneurial interest; *Entrepreneurship education* about entrepreneurial interest has an indirect influence with a score of 0.727. The total influence *of entrepreneurship* education on entrepreneurial interest is 0.64, greater than the direct influence, meaning that the influence *of entrepreneurship education* on entrepreneurial interest will be better if using the self-efficacy mediation variable.
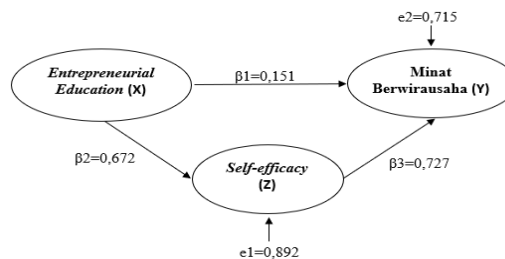


**Figure 1. Path Analysis Model**
*Source: processed primary data, 2024*

A total determination value of 0.593 means that entrepreneurship education and self-efficacy influence *59.3 percent of the entrepreneur*ial interest variables. In comparison, other factors not included in the model explain the remaining 40.7 percent.

Based on the results of the hypothesis testing of the influence *of entrepreneurship education* on entrepreneurial interest, a beta coefficient value of 0.151 was obtained with a significance level of $0.037 \leq 0.05$, which means that $H_0$ was rejected and $H_1$ was accepted. This value shows that *entrepreneurship education* positively and significantly influences entrepreneurial interest.

Based on the results of the hypothesis testing of the influence *of entrepreneurship education* on *self-efficacy*, a beta coefficient value of 0.672 was obtained with a significance level of $0.000 \leq 0.05$, which means that $H_0$ was rejected and $H_1$ was accepted. These results show that *entrepreneurship education* positively and significantly influences *self-efficacy*.

Based on the results of testing the hypothesis of the effect *of self-efficacy* on entrepreneurial interests, a beta coefficient value of 0.727 was obtained with a significance level of $0.000 \leq 0.05$, which means that $H_0$ is rejected and $H_1$ is accepted. This shows that *self-efficacy* has a positive and significant influence on entrepreneurial interest.

The hypothesis testing of the influence *of entrepreneurship education* on entrepreneurial interest mediated by *self-efficacy using the Sobel test obtained a Z value of 4.906 > 1.96. The results show that the self-efficacy variable* is considered to be able to mediate the influence *of entrepreneurship education* on entrepreneurial interest.

The VAF test calculated a value of 0.764, or 76.4%, which is between 20% and 80%. Thus, it can be concluded that *self-efficacy* partially mediates the influence of *entrepreneurship education* on entrepreneurial interest.

Theoretical implications are those related to the contribution of research to concepts in science. This study's implications can strengthen previous research and become a reference regarding the relationship between *entrepreneurship education* and entrepreneurial interest mediated by *self-efficacy* through the perspective of Social Cognitive Theory. This study hypothesizes that *entrepreneurship education* and *self-efficacy* can significantly influence entrepreneurial interest.

## 4 Conclusion

This study shows that job placement, workload, and work facilities significantly influence the job satisfaction of nurses at Jombang Hospital. The analysis showed that work facilities had the greatest influence on job satisfaction, followed by workload, while job placement had a moderate influence. Placements that match nurses' skills can increase their effectiveness and motivation, while a well-managed workload can prevent burnout and improve nurses' well-being. Adequate work facilities, such as well-equipped medical equipment and a comfortable environment, contribute directly to nurses' comfort and work efficiency, thereby increasing job satisfaction. Therefore, hospitals need to pay attention to these three factors to create a supportive work environment, increase nurses' job satisfaction, and improve the quality of service to patients. This study suggests that hospital management should improve job placement, balance workload, and improve available facilities to maintain nurse satisfaction and loyalty. The implications of this study are important for policies to improve the quality of nurses' work that focus on improving facilities and optimal workload management.

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