

BUKTI KORESPONDENSI

[The Impact of Entrepreneurship Education, Perceived Behavior Control, and Entrepreneurial Self-Efficacy on Pre-Service Teacher Candidates' Entrepreneurial Intention](#)

Ananda Setiawan, Annida Hafizah, Della Sapitri

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Title and Abstract


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The impact of entrepreneurship education, perceived behavior control, and self-efficacy on pre-service teacher candidates' entrepreneurial intentions

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ABSTRACT

The purpose of this study was to determine the role of entrepreneurship education (EE), perceived behavior control (PBC) and entrepreneurial self-efficacy (ESE) on entrepreneurial intentions in FKIP ULM on students of This study uses used a quantitative method with the help of SEM-PLS to determine the effect of the model under study. The development of research instruments is was based on previous research .

The instrument was filled with 239 FKIP ULM students.

The results of the study show showed that the role of entrepreneurship education has a positive impact on self-control and self-efficacy. Self-control and self-efficacy have a positive impact on entrepreneurial intentions. However, the role of entrepreneurship education has no impact on entrepreneurial intentions. This is the first step for universities to develop entrepreneurship education that needs to be improved so that it has an impact on student entrepreneurship intentions.

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1. INTRODUCTION

Entrepreneurship is recognized as a vital source of economic growth and a major factor affecting the socio-economic welfare of society (McMullan et al., 1986). Entrepreneurship is also an important concern in developing socio-economic growth and educational development in a country. Entrepreneurship can help provide many job opportunities, various consumer needs, services, and grow the welfare and level of competition in a country. As one of the pillars supporting a country's economy, it is from entrepreneurs that a country can progress and develop (Rumangkit et al., 2022). An entrepreneur is someone who has the expertise to sell, from offering ideas to commodities in the form of products or services. Entrepreneurs must be able to communicate, know the function and style of management well, master several elements of managerial ability, and know strategic selling techniques starting from product knowledge, product characteristics and product competitiveness against similar products..

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Good entrepreneurs are formed through an education system based on entrepreneurship education. Entrepreneurship education itself is an instrument used to increase entrepreneurial activity (Bischoff et al., 2018). Various countries regard entrepreneurship education as one of the most innovative and influential forces in determining economic health. Entrepreneurship education encourages students' perceptions and intentions for entrepreneurship by increasing students' skills, knowledge and confidence (Wei et al., 2019). Entrepreneurship education offers students a different view of the world, regardless of whether they choose to develop their own business or not. Entrepreneurship is an activity that requires the right mindset and entrepreneurial education. Through appropriate training, students can acquire the knowledge, skills and practical experience necessary for the entrepreneurial process, which can further enhance their entrepreneurial intentions (Jena, 2020).

Several previous studies have revealed that entrepreneurship education can increase one's entrepreneurial intentions (Pedrini et al., 2017; Puni et al., 2018). although there is still debate about the effectiveness of entrepreneurship education on entrepreneurial intentions, in recent years, the government and educational institutions have begun to increase the provision of entrepreneurship education. in particular several universities revealed that investment in entrepreneurship education is very important for the social and economic development of society. Entrepreneurship education can help to develop one's knowledge, skills and intention to start a business (Gieure et al., 2020; Simon & Boyd, 2017). Entrepreneurship education can affect the performance of entrepreneurs by increasing their profitability, entrepreneurial spirit, entrepreneurial attitude, and chances of survival (Ho et al., 2018). Entrepreneurship education can also help maintain critical skills and a positive attitude towards work so that it has an influence on entrepreneurial self-efficacy (Pihie & Bagheri, 2010; Puni et al., 2018).

Entrepreneurship education is considered as an effective way or effort to foster an entrepreneurial spirit and mentality for someone (Bazkiaei et al., 2020; Hockerts, 2018; Jena, 2020; Nowiński et al., 2019; Rumangkit et al., 2022; Saptono et al., 2020) In recent years various entrepreneurship training activities have been gradually held, this is done to make an individual have a strong desire or purpose for entrepreneurship, and increase the ability to inspire to create new things, control and pursue opportunities by participating in entrepreneurship training (Wu & Tai, 2016). The introduction of the concept of entrepreneurship in the school environment can influence students' views of entrepreneurship and their awareness of future job choices (Adekiya & Ibrahim, 2016; Akin & Demirel, 2015; Puni et al., 2018). Many countries recognize entrepreneurship as an effective way to create new jobs, increase productivity and competitiveness, and improve quality of life and achieve societal goals. However, policy makers and educators need a thorough understanding of the goals and objectives of the various entrepreneurship education courses and alternatives to be successful.

Entrepreneurship also requires self-efficacy in carrying it out. Self-efficacy is a person's self-belief in his ability to achieve certain goals in certain situations, including two parts: outcome expectations and success expectations. Self-efficacy in entrepreneurship is the key to confidence in the intention to create new businesses (Bullough et al., 2014). The impact of self-efficacy on entrepreneurial intentions is influenced by the interaction of social values, norms, and legitimacy, which are embodied in new entrepreneurs (Schmutzler et al., 2019). Entrepreneurial self-efficacy is a manifestation of self-confidence from the success of entrepreneurs in entrepreneurial behavior and their own abilities. The higher the entrepreneur's self-efficacy, the more confident the entrepreneur can influence the surrounding environment through his own abilities (Feng & Chen, 2020).

Apart from entrepreneurship education, self-confidence and behavioral control also play a role in increasing one's intention to become an entrepreneur (Baciu et al., 2020). Individual entrepreneurial behavior is an important variable for predicting their entrepreneurial behavior. Yet the literature in the past has failed to define a unique definition of an individual's entrepreneurial intention. On the one hand, referring to individual entrepreneurial intentions, some researchers have adopted similar conceptions, such as career orientation, nascent entrepreneur, and so on to determine entrepreneurial intentions. (Gunawan, 2020; Valencia-Arias et al., 2018).

Entrepreneurial intention is an individual's tendency to do business by creating new products and taking risks through opportunities. People need intention for entrepreneurship to strive for in the future

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in terms of desires, hopes, ambitions, aspirations or plans. Interest shows when people are having trouble trying and understanding a new business plan. The variable of entrepreneurial intention has five indicators adapted from Baber (2022); Gieure et al., (2020). These are entrepreneurial preferences for companies or work organizations, serious thought about starting a company, professional goals for becoming an entrepreneur, determination to create a company in the future, and readiness to do anything to become an entrepreneur.

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2. METHODS

2.1. Research design

This research was conducted at the Teaching and Education Faculty of the University of Gastric Mangkurat, South Kalimantan. In this This study using used quantitative methods with the variables EE, ESE, PBC and EI. The research technique used in data The sampling technique used was random sampling where which the researcher used an e-questionnaire which was distributed randomly to students.

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2.2. Population and Sample

The population in this study were the active students of Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat (FKIP ULM) in the 2022-2023 academic year, a total of 7810 students. Here the The researcher uses used the determination of the number of data samples based on the percentage according to Yount (1999) so that for a population of 5001-10,000 a sample size of 3% of the population studied is required.

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2.3. Development of Research Instruments

The data were collected through questionnaire. In this study, researchers used research instruments adapted from several previous studies. So, to measure Entrepreneurship Education (EE), the researcher included 5 questions from (Ahmed et al., 2020). Entrepreneurial self-efficacy (ESE) includes 5 questions modified from Bacq & Alt (2018); Ladd et al. (2019). Entrepreneurial Perceived Behavior Control (PBC) by adapting 5 questions from (Baber, 2022; Gieure et al., 2020). The Rresearchers used a questionnaire with open questions and a Likert scale on the questionnaire, which is a statement followed by columns showing levels. Using with Likert scale five alternative answers, namely 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree. The instrument that contains this scale is was filled in by the respondents by selecting one of the responses that have been provided.

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After the data was collected, the researcher analyzed the data by using SMARTPLS software.

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Table 1. Research Instruments

Construct	Code	Item
Entrepreneurship Education	EE1	Entrepreneurship courses must be taught in universities.
	EE2	I will study entrepreneurship.
	EE3	Entrepreneurship should be a compulsory subject to encourage students' entrepreneurial attitudes.
	EE4	Entrepreneurship education increased my understanding of the attitudes, values and motivations of being an entrepreneur.
	EE5	Entrepreneurship education increased my understanding of the actions one must take to start a business
Entrepreneurial Self-Efficacy	ESE1	I generate new ideas or services with Brainstorm (looking for solutions).
	ESE2	I can identify a need for a new product or service.
	ESE3	Designing products or services that will satisfy customer needs and wants.
	ESE4	Creating new products or services to solve social problems.
	ESE5	Commercialize ideas for social enterprises.
Perceived Behavior Control	PBC1	I wish to become an entrepreneur.
	PBC2	To start a business for me is easy.
	PBC3	I believe when I set up my own company, I have a great chance of business success.
	PBC4	I know what to do to grow my business.
	PBC5	I have confidence in controlling the process of setting up a new business.
Niat Berwirausaha	EI1	Having a career as an entrepreneur is interesting to me.
	EI2	If I had the opportunity and resources, I would like to start running a business.
	EI3	My parents support my intention to become an entrepreneur.
	EI4	To me being an entrepreneur implies more advantages than disadvantages.
	EI5	I prefer to be an entrepreneur

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2.4.

After the data was collected, the researcher analyzed the data by using SMARTPLS software.

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2.5.

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3. FINDINGS AND DISCUSSION

3.1. Result

3.1.1. Outer Model Prediction

Table 2 shows the total respondents from the E-questionnaire that has been distributed. Total respondents amounted to 239 answers. The e-questionnaire that ~~the researcher~~ distributed by the researcher has fulfilled the requirements of the number of samples that must be used. Based on the table Yount (1999) for a the population of 7810 students, 3% is needed to be used as a the sample, namely 234 students. The Rrespondents in this study were active students of FKIP ULM for the 2022-2023 academic year. Characteristics of respondents in this study include: gender, semester, and business ownership. The results of the respondent's description show that based on the gender of the respondents, most of the respondents were female, with semester 5, based on business ownership, there were still many respondents who did not own a business. The following table describes the results of the respondents:

Table 2 Description of Respondents

Component	Frequency	%
Gender		
- Man	76	31.8
- Female	163	68.2
Semester		
a) 1	37	13.1
b) 3	67	29.1
c) 5	89	37.8
d) 7	35	15.2
e) 9	10	4.3
f) 11	1	0.4
Own a business		
a) yes	46	19.25
b) no	193	80.75

Table 3 shows the outer loading calculation information in this study. Overall, the value of the outer loading ranges from 0.810 to 0.936 (more than 0.70). So, it can be ascertained that this research meets convergent validity so as to obtain the appropriate structural model. Then Hair et al., (2020) said that the composite reliability (CR) value given must be above 0.70. Table 2 shows CR values ranging from 0.937 to 0.951. This value indicates that CR meets the composite reliability criteria. Furthermore, Discriminant Validity, the AVE value must be above 0.50. Table 2 describes the AVE values of the constructs EE (0.748), ESE (0.775), PBC (0.797), and EI (0.756). It can be seen that the AVE value ranges from 0.748 to 0.797 (more than 0.50).

Table 3. Outer Loading

Construct	Item	Loading	Cronbach alpha	CR	AVE
Entrepreneurship	EE1	0,831	0,916	0,937	0,748
Education	EE2	0,859			
	EE3	0,873			
	EE4	0,883			
	EE5	0,877			

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Entrepreneurial Self-Efficacy	ESE1	0,814	0,927	0,945	0,775
	ESE2	0,910			
	ESE3	0,910			
	ESE4	0,889			
	ESE5	0,874			
Entrepreneurial Self-Control	PBC1	0,810	0,936	0,951	0,797
	PBC2	0,898			
	PBC3	0,936			
	PBC4	0,910			
	PBC5	0,904			
Entrepreneurial Intentions	EI1	0,877	0,919	0,939	0,756
	EI2	0,865			
	EI3	0,832			
	EI4	0,886			
	EI5	0,887			

Table 4 shows that this study also estimates using heterotraits to measure its discriminant validity. Discriminant validity is achieved when the ratio is below 0.90. The heterotrait-monotrait values ranged from 0.737 to 0.888 indicating that the discriminant validity had been confirmed.

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Table 4. Heterotrait-monotrait ratio (HTMT)

	Construct	EE	EI	ESE	PBC
1	EE				
2	EI	0,776			
3	ESE	0,888	0,871		
4	PBC	0,737	0,853	0,753	

3.1.2. Inner Structural Model Estimation

Table 5. Hypothesis Testing Results (EE, ESE, PBC, and EI)

Hypothesis	Relationship	T Statistics	P Values	Results
H1	EE -> ESE	32,186	0,000	accepted
H2	EE -> EI	0,218	0,828	rejected
H3	EE -> PBC	17,846	0,000	accepted
H4	ESE -> EI	6,341	0,000	accepted
H5	PBC -> EI	6,875	0,000	accepted

Based on the results of hypothesis testing using PLS it was found that all hypotheses were accepted with a t value greater than 1.96 and a p value for each relationship was 0.000 (<0.05). Except for Hypothesis 2 with a t value of 0.218 (<1.96; p-value = 0.094).

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3.1.3. Fit Model

This study uses a significance level of 5% and the results show the five hypotheses proposed with the results of four hypotheses being accepted and one hypothesis being rejected as shown in table 4 and figure 2. The hypotheses accepted in this model include the effect of EE on ESE and PBC as well as ESE and PBC on EI (H0=rejected; Ha=accepted). However, there is no significant effect between EE on

EI (H0= accepted; Ha= rejected). While H1, H3, H4, and H5 are accepted, H2 is rejected.

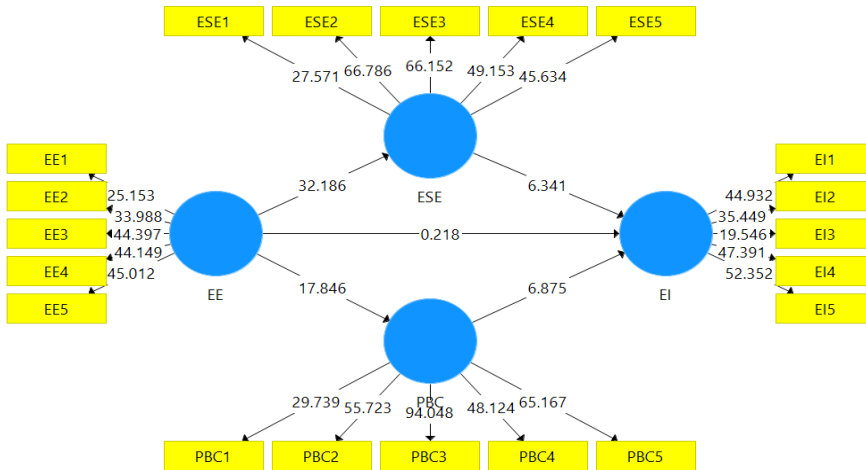


Figure 1. Measurement and estimation of structural models (EE, ESE, PBC, and EI). EE, ESE, PBC, and EI have statistical T values of more than 1.96.

3.2. Discussion

The first hypothesis aims aimed to test entrepreneurship education on student self-efficacy. This study found a positive and significant influence between entrepreneurship education on self-efficacy. In line with previous research which has also discussed the relationship of entrepreneurship education with Self-Efficacy (Ladd et al., 2019; Nowiński et al., 2019; Puni et al., 2018; Rauch & Hulsink, 2015). These findings also show that entrepreneurship education and skills training can increase profitable opportunities if developed effectively, and their confidence to succeed in the field of entrepreneurship increases high to become entrepreneurs (Bazkiaei et al., 2020; Puni et al., 2018). Further entrepreneurship education can be considered as an important resource that can be used to promote entrepreneurial behavior and activities by helping potential entrepreneurs overcome fear of failure through developing positive Self-Efficacy (Ferreira et al., 2012; Nowiński et al., 2019; Tognazzo et al., 2017). Entrepreneurship education can also optimize students' way of thinking, foster their ability to innovate, increase students' sense of self-efficacy, increase self-confidence and entrepreneurial intentions (Bian et al., 2021).

In line with the first hypothesis, the third hypothesis also found that there is was a positive and significant influence between entrepreneurship education on student behavior Control. As contained in the theory of property (Ajzen, 1991, 1999; Gieure et al., 2020; Greaves et al., 2013; Valencia-Arias et al., 2018). A newborn has significant potential to become an entrepreneur. The goal is to promote sustainable local economic and social development, it is becoming increasingly important for an entrepreneur to understand more about the drivers and constraints that shape the decision to start a business in order to stimulate entrepreneurial activity, especially in developing countries (Marques et al., 2012; Schmutzler et al., 2019).

However, in the second hypothesis the researchers found conflicting results with several previous studies. But considering that the sample we took came from teacher training students, so we might get different results from previous research which stated that entrepreneurship education can increase student enthusiasm, abilities, and entrepreneurial intentions (Ahmed et al., 2020; Bazkiaei et al., 2020; Bian et al., 2021). This research is in line with research Atmono et al., (2023); Cheng et al. (2009); Saptono et al. (2020) who also found that entrepreneurship education has not had an effective effect on

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increasing student entrepreneurship intentions. Entrepreneurship education for some people does play an important role in fostering entrepreneurial intentions, because with entrepreneurship education it can increase knowledge in becoming entrepreneurs so that it fosters entrepreneurial intentions from oneself (Peppy, 2017; Sintya, 2019; Valencia-Arias & Restrepo, 2020; Villafuerte-Godínez & Leiva, 2015).

The fourth and fifth hypotheses found that there was a positive and significant influence between self-efficacy and behavioral control on entrepreneurial intentions. This is in line with theory Ajzen, (1999) that attitudes towards entrepreneurship, self-efficacy and behavioral control are also keys to entrepreneurship (Rosado-Cubero et al., 2022). Previous research revealed that the impact of self-efficacy on entrepreneurial intentions is influenced by the interaction of social values, norms, and legitimacy, which are embodied in newborn entrepreneurs (Schmutzler et al., 2019). When someone wants to decide to become an entrepreneur, they definitely feel a phase called Entrepreneurial Perceived Behavior Control (PBC). PBC is understood as the perceived ease or difficulty of being an entrepreneur, and therefore refers to the subjective evaluation of an entrepreneur's own abilities, resources, and likelihood of entrepreneurial success. Since nascent entrepreneurs have significant potential for sustainable local economic and social development, it becomes increasingly important to understand more about the drivers and constraints that shape the decision to start a business in order to stimulate entrepreneurial activity, especially in developing countries. (Baciu et al., 2020). Other research also states that someone who does not have confidence or confidence in himself will not likely have a strong desire or motivation to become an entrepreneur (Arif., 2021; Sintya, 2019).

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4. CONCLUSION

From this study, researchers know the role of self-control and self-efficacy entrepreneurship education on entrepreneurial intentions in FKIP ULM students. The researcher tested five hypotheses, four of which were accepted and had a positive effect, namely H1, H3, H4, and H5, while H2 was rejected and had no positive effect. The results of this study indicate that the role of entrepreneurship education has a positive influence on self-control and self-efficacy. Then self-control and self-efficacy also have a positive influence on entrepreneurial intentions.

The findings in this study indicate that the role of entrepreneurship education does not have a positive impact on entrepreneurial intentions. These findings provide important input for stakeholders, especially university leaders, to focus on improving entrepreneurship education so that it has a positive impact on increasing the entrepreneurial intentions of FKIP ULM students. It is suggested that for future research it is necessary to review qualitative research, so that more detailed and detailed findings are obtained, as a reference for the development of educational institutions or higher education institutions.

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2. Tambahkan rekomendasi kepada peneliti selanjutnya mengenai topic research apa yang sebaiknya diteliti untuk mengisi research gap pada penelitian anda ini.

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VERSI AKHIR
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The Impact of Entrepreneurship Education, Perceived Behavior Control, and Entrepreneurial Self-Efficacy on Pre-Service Teacher Candidates' Entrepreneurial Intention

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ABSTRACT

The purpose of this study was to determine the role of entrepreneurship education (EE), perceived behavior control (PBC) and entrepreneurial self-efficacy (ESE) on entrepreneurial intentions on students of Faculty of Teacher Training and Education, Universitas Lambung Mangkurat. This study used a quantitative method with the help of SEM-PLS to determine the effect of the model under study. The development of research instruments was based on previous research from Ahmed et al., (2020); Bacq & Alt (2018); Ladd et al. (2019); (Baber (2022); Gieure et al., 2020) which addresses the relevant variables. Research data was collected through questionnaire via e-form which was distributed to Universitas Lambung Mangkurat students from September to December 2022. The instrument was filled with 239 students of Faculty of Teacher Training and Education Universitas Lambung Mangkurat students. Respondents were teacher training students at Universitas Lambung Mangkurat who were randomly selected. The results of the study showed that the role of entrepreneurship education has a positive impact on self-control and self-efficacy. Self-control and self-efficacy have a positive impact on entrepreneurial intentions. However, the role of entrepreneurship education has no impact on entrepreneurial intentions. This study found that entrepreneurship education has an impact on increasing entrepreneurial self-efficacy and perceived behavior control. Entrepreneurial self-efficacy and perceived behavior control have an impact on increasing entrepreneurial intentions, but entrepreneurship education does not have a significant impact on increasing entrepreneurial intentions.

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5. INTRODUCTION

Entrepreneurship is believed to be an important source of economic growth and a major factor influencing the socio-economic welfare of society (McMullan et al., 1986). Entrepreneurship is also an important concern for developing socio-economic growth and educational development in a country. Entrepreneurship can help provide many job opportunities, various consumer needs, services, as well as foster prosperity and the level of competition in a country. The economy supports a country, so that it is from entrepreneurship that a country can progress and develop (Rumangkit et al., 2022). An entrepreneur is someone who has sales skills, from offering ideas to commodities in the form of products or services. Entrepreneurs must be able to communicate, know management functions and styles well, master several elements of managerial skills, and know sales strategy techniques starting from product knowledge, product characteristics and competitiveness between similar products.

Good entrepreneurs are formed through an education system based on EE. EE itself is an instrument used to increase entrepreneurial activity (Bischoff et al., 2018). Many countries consider EE to be one of the most innovative and influential drivers in determining economic health. EE encourages students' perceptions and intentions for entrepreneurship by increasing students' skills, knowledge and confidence (Wei et al., 2019). EE gives students a different view of the world, whether they choose to develop their own business or not. Starting a business is an activity that requires good thinking and good entrepreneurial training. Through appropriate training, students can gain the knowledge, skills and practical experience necessary for the entrepreneurial process, which can further strengthen their EI (Jena, 2020).

Several previous studies found that EE can increase a person's EI (Pedrini et al., 2017; Puni et al., 2018). Increasing EI will also have an impact on student entrepreneurial behavior in the future. So further research is very important to be able to confirm this research. Although there is still debate about the effectiveness of EE on EI, in recent years, the government and educational institutions have begun to increase the provision of EE. Several universities revealed that investing in EE is very important for the social and economic development of society. EE can help develop a person's entrepreneurial knowledge, skills and intentions (Gieure et al., 2020; Simon & Boyd, 2017). EE can influence business performance through increasing profits, entrepreneurship, entrepreneurial attitudes, and survival opportunities (Ho et al., 2018). EE can also help maintain critical skills and a positive attitude towards work so that it has an influence on ESE (Pihie & Bagheri, 2010; Puni et al., 2018).

EE is considered as an effective way or effort to foster an entrepreneurial spirit and mentality for someone (Bazkiaei et al., 2020; Hockerts, 2018; Jena, 2020; Nowiński et al., 2019; Rumangkit et al., 2022; Saptono et al., 2020). In recent years various entrepreneurship training activities have been gradually held, this is done to make an individual have a strong desire or purpose for entrepreneurship, and increase the ability to inspire to create new things, control and pursue opportunities by participating in entrepreneurship training (Wu & Tai, 2016). The introduction of the concept of entrepreneurship in the school environment can influence students' views of entrepreneurship and their awareness of future job choices (Adekiya & Ibrahim, 2016; Akin & Demirel, 2015; Puni et al., 2018). Many countries recognize entrepreneurship as an effective way to create new jobs, increase productivity and competitiveness, improve quality of life, and achieve social goals. However, to be successful policymakers and educators need a comprehensive understanding of the goals and objectives of various EE courses and alternatives. Therefore, the quality of EE has a significant influence on increasing the number of entrepreneurs. So decision makers must pay attention to the implementation of EE in an educational institution.

Entrepreneurship also requires self-efficacy in carrying it out. Self-efficacy is a person's self-belief in his ability to achieve certain goals in certain situations, including two parts: outcome expectations and success expectations. Self-efficacy in entrepreneurship is the key to confidence in starting a new business (Bullough et al., 2014). The interaction of social values, norms, and legitimacy that are manifested in new entrepreneurs is the influence of self-efficacy on EI. (Schmutzler et al., 2019). ESE is a manifestation of self-confidence from the success of entrepreneurs in entrepreneurial behavior and their abilities. High ESE means that entrepreneurs are increasingly confident that they can influence the surrounding environment

through their abilities (Feng & Chen, 2020). According to this understanding, it is certain that ESE is able to increase individual entrepreneurial behavior.

Apart from EE, self-confidence and behavioral control also play a role in increasing one's intention to become an entrepreneur (Baciu et al., 2020). Entrepreneurial behavior is an important variable for predicting their entrepreneurial behavior. Previous literature has not been able to clearly define a person's EI. On the other hand, some researchers have adopted similar concepts regarding individual EI, such as: career orientation and entrepreneurial emergence to determine EI. (Gunawan, 2020; Valencia-Arias et al., 2018). Entrepreneurial intention is an important variable in determining student entrepreneurial behavior, so it is important to create programs that support increasing student EI.

An individual's tendency to do business by creating new products and taking risks through opportunities is called entrepreneurial intention. People need an interest in entrepreneurship to fight for their future in the form of desires, hopes, ambitions, goals or plans. Interest arises when people have difficulty trying and understanding a new business plan. There are five indicators of the entrepreneurial intention variable that were adapted from Baber (2022); Gieure et al., (2020). including entrepreneurial preferences for companies or work organizations, professional goals to become entrepreneurs, serious thoughts about establishing a company, determination to establish a company in the future, and readiness to do whatever it takes to become an entrepreneur.

There are previous studies with the same topic, among others Atmono et al. (2023) discusses the impact of entrepreneurship education on EI and entrepreneurial self-efficacy of college students. Mustofa & Setiawan (2022) discusses the impact of EI on entrepreneurial behavior. Then, (Esfandiar et al., 2019) regarding understanding EI through a structural integration model approach.

The tendency for teacher candidates to become civil servants or work as employees is very large. This research specifically discusses teacher training students regarding entrepreneurship. The different perspectives make this research the basis for decision-making by the leadership of the teaching and education faculties to prepare teacher candidates to become entrepreneurs. Moreover, teacher candidates who work in the formal sector as well as have entrepreneurial skills. However, most previous studies have not specifically taken prospective teacher students as a research population related to entrepreneurship.

6. METHODS

6.1. Research design

This research was conducted at Faculty of Teacher Training and Education Universitas Lambung Mangkurat, South Kalimantan. This study used quantitative methods with the variables entrepreneurship education (EE), entrepreneurial self-efficacy (ESE), perceived behavioral control (PBC) and entrepreneurial intention (EI). The sampling technique used was random sampling which the researcher used e-questionnaire which was distributed randomly to students.

6.2. Population and Sample

The population in this study were the active students of Faculty of Teacher Training and Education Universitas Lambung Mangkurat in 2022-2023 academic year, a total of 7810 students. So that for a population of 5001-10,000 a sample size of 3% of the population studied is required. Number of research respondents about 239 students of Faculty of Teacher Training and Education, Universitas Lambung Mangkurat. The following Table 1 describes the results of the respondents.

Table 1 Description of Respondents

Component	Frequency	%
Gender		
- Man	76	31.8
- Female	163	68.2
Semester		
g) 1	37	13.1
h) 3	67	29.1
i) 5	89	37.8
j) 7	35	15.2
k) 9	10	4.3
l) 11	1	0.4
Own a business		
c) yes	46	19.25
d) no	193	80.75

6.3. Development of Research Instruments

The data were collected through questionnaire. In this study, authors used research instruments adapted from several previous studies. So, to measure entrepreneurship education (EE), the researcher included 5 questions from (Ahmed et al., 2020). Entrepreneurial self-efficacy (ESE) includes 5 questions modified from Bacq & Alt (2018); Ladd et al. (2019). Entrepreneurial Perceived Behavior Control (PBC) by adapting 5 questions from (Baber, 2022; Gieure et al., 2020). The authors used open-ended question with Likert scale five alternative answers, namely 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree. The instruments developed were filled in consciously by all respondents through the e-form. Item questions amounted to 20 statements. All questionnaires used Indonesian. This aims to make it easier for respondents to understand the contents of the questionnaire. Questionnaires were distributed to respondents massively to all students.

Table 2. Research Instruments of EE, ESE, PBC, and EI

Construct	Code	Item
Entrepreneurship Education	EE1	Entrepreneurship courses must be taught in universities.
	EE2	I will study entrepreneurship.
	EE3	Entrepreneurship should be a compulsory subject to encourage students' entrepreneurial attitudes.
	EE4	I gained my understanding of attitudes, values and motivation to become an entrepreneur in entrepreneurship education.
	EE5	Entrepreneurship education increased my understanding of the actions to take to start an entrepreneurship
Entrepreneurial Self-Efficacy	ESE1	I generate new ideas or services with Brainstorm (looking for solutions).
	ESE2	I have the ability to identify the need for new services or products.
	ESE3	Designing products or services that will satisfy customer needs and wants.
	ESE4	To help solve social problems I am able to create new products or services.
	ESE5	Commercialize ideas for social enterprises.
PBC1	I wish to become an entrepreneur.	

Construct	Code	Item
Perceived Behavior Control	PBC2	To start a business for me is easy.
	PBC3	I believe when I set up my own company, I have a great chance of business success.
	PBC4	I know what to do to grow my business.
	PBC5	I have confidence in controlling the process of setting up a new business.
Entrepreneurial Intention	EI1	Having a career as an entrepreneur is interesting to me.
	EI2	I would start running a business if I had the opportunity and resources
	EI3	My parents support my intention to become an entrepreneur.
	EI4	I agree that being an entrepreneur has more advantages than disadvantages.
	EI5	I prefer to be an entrepreneur

7. FINDINGS AND DISCUSSION

7.1. Result

7.1.1. Outer Model Prediction

Table 2 shows the total respondents from the E-questionnaire that has been distributed. The number of research respondents who answered the questionnaire in full was 239 respondents. The e-questionnaire that distributed by the researcher has fulfilled the requirements of the number of samples that must be used. Based on the table Yount (1999) for the population of 7810 students, 3% is needed to be used as the sample, namely 239 students. The respondents in this study were active students of Faculty of Teacher Training and Education, Universitas Lambung Mangkurat for the 2022-2023 academic year. Characteristics of respondents in this study include: gender, semester, and business ownership.

Table 3 shows the outer loading calculation information in this study. Overall, the value of the outer loading ranges from .810 to .936 (more than .70). So, it can be ascertained that this research meets convergent validity so as to obtain the appropriate structural model. Then (Hair et al., 2020) said that the composite reliability (CR) value given must be above .70. Table 2 shows CR values ranging from .937 to .951. This value indicates that CR meets the composite reliability criteria. Furthermore, Discriminant Validity, the AVE value must be above .50. Table 2 describes the AVE values of the constructs EE (.748), ESE (.775), PBC (.797), and EI (.756). It can be seen that the AVE value ranges from 0.748 to 0.797 (more than 0.50).

Table 3. Outer Loading

Construct	Item	Loading	Cronbach alpha	CR	AVE
Entrepreneurship Education	EE1	.831	.916	.937	.748
	EE2	.859			
	EE3	.873			
	EE4	.883			
	EE5	.877			
Entrepreneurial Self-Efficacy	ESE1	.814	.927	.945	.775
	ESE2	.910			
	ESE3	.910			
	ESE4	.889			
	ESE5	.874			
	PBC1	.810	.936	.951	.797

Construct	Item	Loading	Cronbach alpha	CR	AVE
Perceived Behavior Control	PBC2	.898	.919	.939	.756
	PBC3	.936			
	PBC4	.910			
PBC5	.904				
Entrepreneurial Intentions	EI1	.877			
	EI2	.865			
	EI3	.832			
	EI4	.886			
	EI5	.887			

Table 4 shows that this study also estimates using heterotraits to measure its discriminant validity. Discriminant validity is achieved when the ratio is below 0.90 (Hair et al., 2017). The heterotrait-monotrait values ranged from .737 to 0.888 indicating that the discriminant validity had been confirmed.

Table 4. Heterotrait-monotrait ratio (HTMT)

	Construct	EE	EI	ESE	PBC
1	EE				
2	EI	.776			
3	ESE	.888	.871		
4	PBC	.737	.853	.753	

7.1.2. Inner Structural Model Estimation

Table 5. Hypothesis Testing Results (EE, ESE, PBC, and EI)

Hypothesis	Relationship	T Statistics	P Values	Results
H1	EE -> ESE	32,186	.000	accepted
H2	EE -> EI	.218	.828	rejected
H3	EE -> PBC	17,846	.000	accepted
H4	ESE -> EI	6,341	.000	accepted
H5	PBC -> EI	6,875	.000	accepted

Based on the results of hypothesis testing using PLS it was found that all hypotheses were accepted with a t value greater than 1.96 and a p value for each relationship was 0.000 (<0.05) (Hair et al., 2017). Except for Hypothesis 2 with a t value of 0.218 (<1.96; p-value = 0.094).

7.1.3. Fit Model

This research uses a significance level of 5%. As can be seen in Table 4 and Figure 2, the results show that five hypotheses were proposed, with the results being that four hypotheses were accepted and one hypothesis was rejected. The hypotheses accepted in this model include the effect of EE on ESE and PBC as well as ESE and PBC on EI (H0=rejected; Ha=accepted). However, there is no significant effect between EE on EI (H0= accepted; Ha= rejected). While H1, H3, H4, and H5 are accepted, H2 is

rejected.

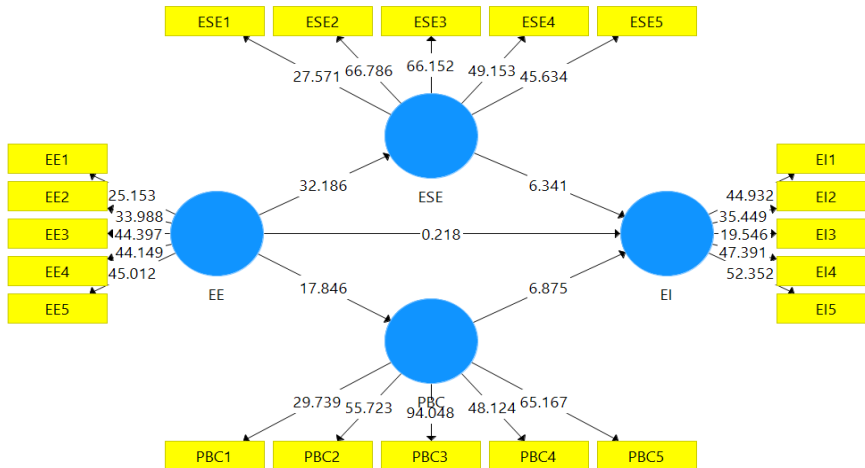


Figure 1. Measurement and estimation of structural models (EE, ESE, PBC, and EI). EE, ESE, PBC, and EI have statistical T values of more than 1.96.

7.2. Discussion

This study found that EE has an impact on increasing ESE and PBC. ESE and PBC have an impact on increasing EI, but EE does not have a significant impact on increasing EI.

The first hypothesis aimed to test EE on student self-efficacy. This study found a positive and significant influence between EE on self-efficacy. In line with previous research which has also discussed the relationship of EE with self-efficacy (Ladd et al., 2019; Nowiński et al., 2019; Puni et al., 2018; Rauch & Hulsink, 2015). These findings also describe that EE and skills training can increase profitable opportunities if developed effectively, and their confidence to succeed in the field of entrepreneurship increases high to become entrepreneurs (Bazkiaei et al., 2020; Puni et al., 2018). Further EE can be considered an important resource that can be used to encourage entrepreneurial behavior and activities by helping aspiring entrepreneurs overcome the fear of failure through the development of positive self-efficacy (Ferreira et al., 2012; Nowiński et al., 2019; Tognazzo et al., 2017). EE can also optimize students' thinking, foster their ability to innovate, increase self-confidence and EI (Bian et al., 2021).

In line with the first hypothesis, the third hypothesis also found a positive and significant influence between EE on students' behavioral control. According to the theory put forward by experts, EE has a significant influence on increasing entrepreneurial behavior (Ajzen, 1991, 1999; Gieure et al., 2020; Greaves et al., 2013; Valencia-Arias et al., 2018). A newborn has significant potential to become an entrepreneur. The goal is to promote sustainable local economic and social development, to stimulate entrepreneurial activity, particularly in developing countries, it is increasingly important for entrepreneurs to have a deeper understanding of the drivers and constraints that shape entrepreneurial decisions (Marques et al., 2012; Schmutzler et al., 2019).

However, in the second hypothesis the researchers found conflicting results with several previous studies. But considering that the sample we took came from teacher training students, so we might get different results from previous research which stated that EE can increase student enthusiasm, abilities, and EI (Ahmed et al., 2020; Bazkiaei et al., 2020; Bian et al., 2021). This study agrees with research Atmono et al., (2023); Cheng et al. (2009); Saptono et al. (2020) who also found that EE has not had an effective effect on increasing student EI. EE for some people does play an important role in fostering

EI, because with EE it can increase knowledge in becoming entrepreneurs so that it fosters EI from oneself (Peppy, 2017; Sintya, 2019; Valencia-Arias & Restrepo, 2020; Villafuerte-Godínez & Leiva, 2015).

The fourth and fifth hypotheses found that there was a positive and significant influence between self-efficacy and behavioral control on EI. This is in line with theory Ajzen, (1999) that attitudes towards entrepreneurship, self-efficacy and behavioral control are also keys to entrepreneurship (Rosado-Cubero et al., 2022). Previous research revealed that the impact of self-efficacy on EI is influenced by the interaction of social values, norms, and legitimacy, which are embodied in newborn entrepreneurs (Schmutzler et al., 2019). When someone wants to decide to become an entrepreneur, they definitely feel a phase called entrepreneurial perceived behavior control (PBC). PBC is understood as the ease or difficulty of entrepreneurship and thus refers to a subjective assessment of an entrepreneur's skills, resources, and potential for success. New entrepreneurs have great potential for sustainable regional economic and social development, so to stimulate entrepreneurial activity, especially in developing countries, we need to better understand the driving factors and constraints that shape entrepreneurial decisions (Baciu et al., 2020). Other research also states that someone who does not have confidence or confidence in himself will not likely have a strong desire or motivation to become an entrepreneur (Arif., 2021; Sintya, 2019). Based on this, it can be seen that the motivation to become an entrepreneur is strongly influenced by the individual interest in becoming an entrepreneur.

8. CONCLUSION

From this study, researchers found out the role of self-control and self-efficacy of EE on EI in Faculty of Teacher Training and Education students at Lambung Mangkurat University. The researcher tested five hypotheses, four of which were accepted and had a positive effect, namely H1, H3, H4, and H5, while H2 was rejected and had no positive effect. The results of this study indicate that the role of EE has a positive influence on self-control and self-efficacy. Then self-control and self-efficacy also have a positive influence on EI.

The findings in this study indicate that the role of EE does not have a positive impact on EI. These findings provide important input for stakeholders, especially university leaders, to focus on improving EE so that it has a positive impact on increasing the EI of Faculty of Teacher Training and Education students Lambung Mangkurat University. It is suggested that for future research, qualitative research needs to be reviewed, so that more detailed and detailed findings are obtained, as a reference for the development of educational institutions or higher education institutions. Recommendations for next researchers to examine the same variables using qualitative research. The aim is to obtain in-depth information about EE received by students of teaching and education faculties in tertiary institutions.

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