



Entrepreneurial Intentions from an Entrepreneurial Knowledge Perspective, Mediating Subjective Norms Moderates Self-Efficacy

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Abstract

This research aims to determine the influence of entrepreneurial knowledge on entrepreneurial intentions with the mediation of subjective norms and moderation of self-efficacy. This research is quantitative, analyzing responses to questionnaires distributed to 218 accounting education students at seven universities in Indonesia. Verify the data by hypothesis testing, then the collected data is analyzed using Partial Least Square -Structural Equation Modeling (PLS-SEM). The results of this research are that subjective norms perfectly mediate the influence of entrepreneurial knowledge on entrepreneurial intentions, but self-efficacy does not moderate the influence of entrepreneurial knowledge on entrepreneurial intentions. These results have implications to increase students' entrepreneurial intentions, the authorities should create course programs recommended by the business and industrial world, whether run by the government or the private sector. In addition, it is necessary to evaluate the entrepreneurship learning curriculum in order to increase the content of attitudes and capable beliefs. The originality of this research explores the entrepreneurial intentions of accounting education students in Indonesia. This research combines a mediation model and a moderation model.

How to Cite

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INTRODUCTION

The problem of unemployment is not only a big concern for the government and society, but is also a catalyst for other serious problems such as increasing poverty and social inequality (Maryati, 2015) (Basmar & Sugeng, 2019). Based on BPS data for 2023, West Java is ranked as the second highest unemployment rate in Indonesia after Banten. In February, the unemployment rate was 7.89%, and although it decreased slightly, it remained high at 7.44% in August. Therefore, cultivating an entrepreneurial spirit is very important because it can help reduce unemployment, encourage innovation, and support social and economic development (Coo & Wong, 2006). Due to the significant benefits of entrepreneurship, such as increased innovation, job creation, productivity, and creation of social and economic wealth, governments around the world are prioritizing increasing entrepreneurship (Karimi et al., 2016). Studies on entrepreneurship usually focus on the low level of interest and risk taking in starting new businesses (Liñán, 2008). Researchers around the world are investigating why entrepreneurial intentions are generally low. Entrepreneurial intention refers to an individual's aspiration to create jobs by changing less valuable goods into more valuable goods (Suratno et al., 2020). It is this awareness and motivation that directly inspires individuals to launch business ventures (Santoso & Handoyo, 2019).

Research by (Arokiasamy et al., 2022) identified various factors that influence the intention to become an entrepreneur, including cognitive, personality, environmental, social, educational, contextual and demographic factors. One area that is widely researched is the impact of entrepreneurship education, which emphasizes the importance of entrepreneurial knowledge. According to (Isrososiawan, 2013), entrepreneurship education includes teaching and learning activities designed to develop students' knowledge, skills, attitudes and personal character, adjusted to their age and stage of development. Ajzen (1991) highlights that entrepreneurial behavior is shaped

by many factors, especially entrepreneurial knowledge. Therefore, acquiring technical knowledge and skills in an academic environment is very important and beneficial because it can foster attitudes that are conducive to an entrepreneurial culture in the future.

Many researchers utilize the theory of planned behavior (TPB) as a theoretical framework to explain various cognitive variables that impact an entrepreneur's business management (Krueger et al., 2000; Linan, 2004; Liñán, 2008). The TPB consists of three main components that form behavioral intentions: attitudes, subjective norms, and perceived behavioral control. In addition, individual background factors, which can be categorized into personal, social, and informational factors, also influence intentions (Ajzen, 2005). The acquisition of entrepreneurial knowledge occurs through a process that involves these background factors.

A number of theoretical and experimental studies have explored the importance of entrepreneurial knowledge education in increasing students' intention to start new projects (Barnard et al., 2019; Kuratko, 2005; Rauch, 2012). However, several studies present inconsistent, weak, or ambiguous findings regarding the impact of entrepreneurship education on students' entrepreneurial intentions (Bae et al., 2014; Fayolle, 2006; Souitaris et al., 2007). In addition, some studies, such as those conducted by (Mentoor & Friedrich, 2007; Oosterbeek et al., 2010), as well as (Aronsson, 2004), reveal apparently negative results. With these inconsistencies. For example, entrepreneurial attitude mediation (Buana et al., 2017) notes that individuals with greater entrepreneurial knowledge show more positive entrepreneurial attitudes. Social norms mediation (Roxas, B. G., Cayoca-Panizales, R. & Jesus, 2008) and (Gilaninia et al., 2013) shows that entrepreneurial knowledge and learning practices encourage positive identification with social norms related to entrepreneurial behavior (Gilaninia et al., 2013). As well as self-efficacy mediation (Puni et al., 2018) argue that entrepreneurship education should have a significant impact on self-efficacy.

According to (Suryana, 2013), the success of an entrepreneur is not only determined by his will, but also by the knowledge and abilities he has. Without knowledge and ability, will alone is not enough to achieve success in entrepreneurship. On the other hand, even though they have knowledge and ability, without a strong will a person will not be able to become an entrepreneur. According to the Theory of Planned Behavior, the decision to become an entrepreneur is influenced by various internal factors, including learning. Entrepreneurial knowledge can be gained through various forms of learning, both inside and outside the classroom. (Hendrawan & Sirine, 2017) supports this theory by showing that entrepreneurial knowledge has an influence on the entrepreneurial interest of students at the Faculty of Economics and Business, Satya Wacana Christian University (FEB SWCU) with a concentration in entrepreneurship. Other research conducted by (Nugrahaningsih & Muslim, 2016) also found that knowledge influences interest in entrepreneurship among students at the Faculty of Economics, University of 17 August 1945 Jakarta. However, research by (Puspitaningsih, 2014) and (Trisnawati, 2017) did not find any influence of entrepreneurial knowledge on entrepreneurial interest.

Subjective norms play an important role in influencing entrepreneurial activity, measuring the extent of entrepreneurial action (Zhang et al., 2015). Subjective norms represent the social pressures associated with engaging in or rejecting entrepreneurial activities. These norms are very important in forming the initial beliefs of individuals who have no previous entrepreneurial experience. Budding entrepreneurs are often influenced by their social environment, including the opinions of family and friends, which can support or hinder the potential of entrepreneurial ventures (Phong et al., 2020). Subjective norms are closely related to entrepreneurship because these norms help explain differences in interactions that influence individuals to act entrepreneurially. Individuals who choose to become ent-

repreneurs can be influenced by the characteristics and norms that exist in that society (Al-Jubari et al., 2019). Therefore, subjective norms can be an effective predictor of entrepreneurial intentions.

According to (Roxas, B. G., Cayoca-Panizales, R. & Jesus, 2008) the relationship between entrepreneurial knowledge and social evaluation is very important. Research shows that positive experiences in environments that support entrepreneurial learning can lead to positive identification with the social environment, thereby increasing entrepreneurial intentions (Gilaninia et al., 2013). Intention to carry out entrepreneurial behavior is influenced by the individual's understanding of his own desires (personal attitudes and subjective norms), confidence in his ability to run a business, and level of self-efficacy (Linan, 2004). Various studies have confirmed the important role of personal attitudes, subjective norms, and self-efficacy in forming entrepreneurial intentions (Miralles et al., 2016) by applying the Theory of Planned Behavior to the study of entrepreneurship.

Self-confidence or self-efficacy plays an important role in achieving entrepreneurial goals. Self-efficacy is defined as an individual's belief in his ability to start and manage a business, as well as his belief in succeeding as an entrepreneur. Research shows that self-efficacy has a significant effect on entrepreneurial interest and intentions (Ekpe & Mat, 2012; Owoseni, 2014; Puspitaningsih, 2014; Wiyanto, 2014). Therefore, it can be concluded that self-efficacy has a positive effect on entrepreneurial intentions.

Growing entrepreneurial intentions can be done by providing basic knowledge about entrepreneurship. Entrepreneurial intention is a person's desire and interest to enter the business world without fear of facing possible risks (D. Anggraeni; Nurcaya, 2016). However, someone who is interested in entrepreneurship will not be able to realize their desires if they do not have adequate knowledge about entrepreneurship. This knowledge is needed to understand how to look for business opportu-

nities, understand various aspects of business, and get a real picture of the business world. According to (Mustofa, 2014), entrepreneurial knowledge includes a person's ability to create innovation and opportunities through creative thinking to gain profits. By having entrepreneurial knowledge, skills in creating opportunities, and strong motivation, an entrepreneur can usually achieve success (Putu et al., 2017). To realize the desire to become an entrepreneur, a person needs to have self-confidence, belief and optimism to start a business. (Daryanto, 2012) believes that an entrepreneur who has self-efficiency will be more optimistic and have strong confidence in his ability to achieve business success. Entrepreneurs with high self-efficacy tend to be confident in managing their business, able to lead a team, have a strong will to start a business, and are confident in the success of their business (Andika & Madjid, 2012). Ekpe & Mat (2012) research also shows that someone with high self-efficacy is more likely to achieve success in entrepreneurship. Entrepreneurial intentions can be created through experience and information about entrepreneurship. According to (Roxas, B. G., Cayoca-Panizales, R. & Jesus, 2008), entrepreneurial knowledge is initial information received as capital to achieve success in entrepreneurship. Someone who has broad insight and experience in entrepreneurship will be able to increase self-efficacy or self-confidence. Research by (D. Anggraeni; Nurcaya, 2016) shows that entrepreneurial knowledge can have a positive influence on interest in entrepreneurship. This opinion is in line with (Suryana, 2016) who states that the entrepreneurial interest of someone who has entrepreneurial knowledge is influenced by the level of self-confidence as a strong basis for starting a business.

Several studies have investigated how the relationship between entrepreneurial knowledge and entrepreneurial intention may be mediated by psychological factors such as attitudes, beliefs, and self-efficacy (Roxas, 2014). Roxas (2014) research results found that entrepreneurial knowledge had a positive

effect on students' entrepreneurial intentions, with factors such as attitudes, beliefs, subjective norms and self-efficacy acting as the main mediators in this relationship. In addition, (Linan, 2004) proposed a model that combines entrepreneurial knowledge and behavioral factors, including personal attitudes, subjective norms, and self-efficacy, to predict entrepreneurial intentions. This research validates that changes in entrepreneurial intentions can be explained by considering these behavioral factors. Therefore, modifying the social interaction learning model to improve student character is considered very important (Winata & Hasanah, 2021). Through changes in learning models in higher education, it is hoped that a learning environment that is full of the essence of business can be fostered not only in the school environment but also in the context of the family and community

This article explores the direct and mediating influence of entrepreneurial knowledge on the entrepreneurial intentions of accounting education students who start taking entrepreneurship programs through entrepreneurship lectures. Specifically, this paper examines how entrepreneurial knowledge gained through education impacts self-efficacy, which is a key component of the Theory of Planned Behavior. The research question is: To what extent does entrepreneurial knowledge increase students' entrepreneurial intentions? Do subjective norms mediate the relationship between entrepreneurial knowledge and entrepreneurial intention?

There are two aims of this research. First, it aims to integrate entrepreneurial knowledge into the Theory of Planned Behavior framework, enabling direct measurement of the impact of entrepreneurial knowledge on subjective norms. Second, this research seeks to determine the role of subjective norms in mediating the relationship between entrepreneurial knowledge and students' entrepreneurial intentions. In addition, this research tests whether self-efficacy moderates the influence of entrepreneurial knowledge on entrepreneurial intentions.

METHODS

This research uses descriptive quantitative research methods and involves all active students of the Accounting Education Study Program throughout Indonesia who are currently or have taken entrepreneurship courses. The population is 512 students from seven universities in Indonesia. The sample size was 218 students using the Simple Random Sampling technique. The independent variable in this research is entrepreneurial knowledge, which consists of four indicators adapted from (Miralles et al., 2016): The mediating variable is subjective norm, with three indicators taken from (Liñán & Chen, 2011), The moderator variable is self-efficacy referring to (Liñán & Chen, 2011) with 6 indicators.

The dependent variable is entrepreneurial intention (Y) using 8 indicators, referring to an Entrepreneurial Intent Questionnaire (EIQ) item with a total of six items (1975) while two items were adopted from (Liñán & Chen, 2011).

Data analysis used Smart Partial Least Square (PLS) software version 3.00. Model evaluation is carried out in two stages, namely external model evaluation and internal model evaluation. External model evaluation includes Loading Factor, Cross Loading, Fornell-Larcker Criterion, Average Variances Extracted, Chronbach's Alpha test and Composite Reliability. Meanwhile, the inner model evaluation includes the R-Square Test (R²), Model Fit Test and Path Coefficient Test.

RESULT AND DISCUSSION

The following empirical demographic conditions can be presented in the Table 1.

This study assessed the validity (convergent and discriminant) and reliability of the constructs to evaluate the suitability of the model. Convergent validity which tests the relationship between variables and research instruments is evaluated using factor loadings and Average Variance Extracted (AVE). According to Chin et al. (2008), convergent vali-

Table 1. Respondent Profile

Gender	F	Percentage
Man	24	11.10 %
Woman	194	88.90 %
Age	F	Percentage
< 18 years	2	0.10 %
18 years	12	5.50 %
19 years	53	24.31 %
20 years	74	33.94 %
21 years	46	21.10 %
> 21 years	31	14.22 %
Family Background	F	Percentage
Entrepreneur	135	61.92 %
Non-Entrepreneur	83	38.07 %

Source: Processed Primary Data (2024)

dity is acceptable if factor loadings exceed 0.6 and AVE is above 0.5. The findings indicate that indicators SE5, EI6, and EI8 should be removed due to their low loading factors. However, the AVE values for entrepreneurial knowledge, subjective norms, self-efficacy, and entrepreneurial intentions meet the specified criteria, thus showing their validity. Discriminant validity assessed using the Fornell-Lacker Criteria (Sarstedt et al., 2017) shows that all variables have adequate discriminant validity because the correlation between constructs is greater than the correlation between different constructs. This shows that there is a strong relationship between the reflective construct and the indicators.

To evaluate the consistency of instrument scores in measuring variables, Cronbach's alpha and composite reliability (CR) were used. Although Cronbach's alpha is commonly used, it may cause some problems. Alternatively, CR is used for reliability evaluation. (Ghazali, 2014) stated that if the CR and Cronbach's alpha values both exceed 0.70, then the research is free from reliability problems. However, (Yamin & Kurniawan,

2011) argue that if Cronbach's alpha is less than 0.50 but the CR is more than 0.70 then the construct can still be trusted. The research results show that all CR values meet the mini-

imum requirements, thus ensuring the reliability of the research instrument in predicting variables.

Table 2. Variable Indicators

Le Variables		Loading Factors	CR	AVE
Entrepreneurship Knowledge (EK)			0.901	0.695
EK1	Start a viable business	0.850		
EK2	Understand client problems	0.843		
EK3	Recognize business opportunities	0.801		
EK4	Know how to do business	0.840		
			1.000	1.000
EK*SE		1.016		
Subjective Norm (SN)			0.928	0.812
SN1	My closest family members	0.877		
SN2	My closest friends	0.915		
SN3	Important person	0.911		
Self-Efficacy (SE)			0.924	0.710
SE1	Of course you can do business	0.841		
SE2	Able to control new businesses	0.890		
SE3	Defend the company	0.772		
SE4	Will have a chance of success	0.794		
SE6	Know how to start a business	0.908		
Entrepreneurial Intention (EI)			0.944	0.738
EI1	Ready to become an entrepreneur	0.835		
EI2	The goal is to become an entrepreneur	0.911		
EI3	Try starting and running	0.885		
EI4	Create a business	0.815		
EI5	Thinking about Starting a business	0.825		
EI7	Starting a business in the near future	0.880		

Source: Processed Primary Data (2024)

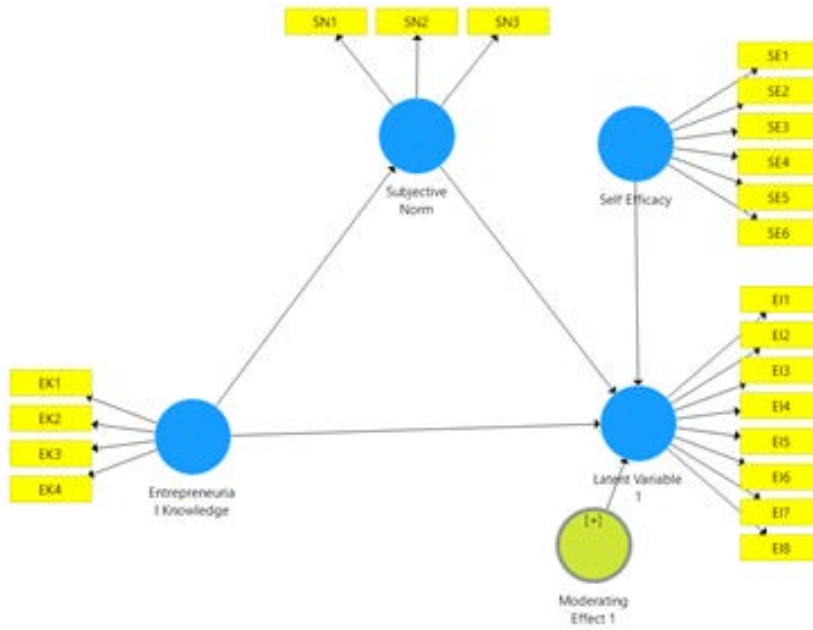


Figure 1. Initial Model Before Validity Test

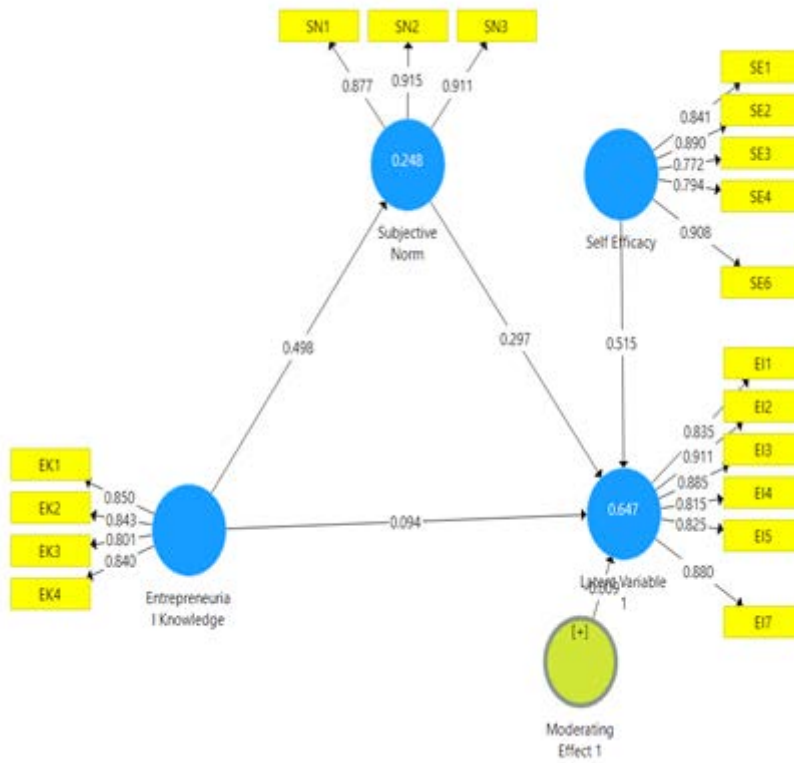


Figure 2. Model After Validity Test

After SE5, EI6 and EI8 were removed because they did not meet the criteria, the model images that met the requirements for further data processing were explained in Figure 2.

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Table 3. Discriminant Validity

	EK	EI	ME1	SE	SN
EK	0.834				
EI	0.508	0.859			
ME1	-0.093	-0.070	1.000		
SE	0.515	0.763	-0.045	0.843	
SN	0.498	0.691	-0.099	0.672	0.901

Source: Processed Primary Data (2024)

Note: EK= Entrepreneurial knowledge; EI= Entrepreneurial Intention; ME1= Moderating Effect; SE = Self-Efficacy; SN = Subjective Norm

In this research, Table 4 is used to display measurements in the structural model that are important for evaluating R Square. The aim of this model is to understand the extent to which the R Square value of the dependent variable provides a clear picture. Table 5 shows that IB has an R Square value of 0.647 and SN has an R Square value of 0.248. According to the guidelines provided by (Ghozali & Latan, 2020), assessing the R Square value involves several categories. A value of 0.75 is considered strong, a value of 0.50 is considered moderate, and a value of 0.25 is often considered an indication of a weak research model. Therefore, in this study the IB variable is considered a strong research model, while the SN variable is considered a weak research model. Further explanation regarding the R Square results can be seen in Table 4.

Table 4. R-Square Results

	R Square	R Square Adjusted
IB	0.647	0.640
S.N	0.248	0.245

Source: Processed Primary Data (2024)

To assess the suitability of the model, researchers used several indicators, including Standardized Root Mean Square Resi-

dual (SRMR), Normed Fit Index (NFI), and RMS theta. For a model to be considered appropriate, the indicator values must meet certain thresholds; i.e. SRMR should be below 0.08, NFI above 0.09, and RMS theta close to zero.

Table 5. Model Fit Test

	Saturated Model	Estimated Model
SRMR	0.059	0.127
d_ULS	0.586	2.746
d_G	0.449	0.578
Chi-Square	535.876	608.553
NFI	0.833	0.811
rms Theta	0.172	

Source: Processed Primary Data (2024)

Based on the results of the analysis, it can be concluded that the model formed meets the desired suitability criteria, showing reliability and effectiveness in explaining the relationship between variables. Next, a hypothesis test is carried out to find out whether these variables have a significant influence on the relationship between variables. Hypothesis testing uses a one-party hypothesis which shows that there is a positive and significant direct influence between variables. In this test, the T-statistic value, which should exceed 1.65 at the 95% significance level, and the p value, which should be less than 0.05 to indicate significance, are used. The results of hypothesis testing presented in Table 6.

Path analysis in structural equation modeling assesses direct and indirect relationships between variables. In this research, path analysis is used to test the proposed hypotheses, especially hypothesis six, which relates to indirect effects. The findings presented in Table 7 highlight self-efficacy as a main factor in the Theory of Planned Behavior (TPB), in addition to an additional factor, namely knowledge about entrepreneurship.

Table 6. Direct Effect Hypothesis

Hypothesis	Direction of Influence	Original Sample (O)	T Statistics (O/STDEV)	P Value	Decision
H ₁	EK---->IB	0.094	1.886	0.060	Not Significant
H ₂	SN ---->IB	0.297	4.916	0.000	Significant
H ₃	EK ----> SN	0.498	9.736	0.000	Significant
H ₄	SE ----->IB	0.515	9.140	0.000	Significant
H ₅	ME1---->IB	-0.009	0.191	0.848	Not Significant

Source: Processed Primary Data (2024)

Table 7. Testing the Indirect Effect Hypothesis

Hypothesis	Direction of Influence	Original Sample (O)	T Statistics (O/STDEV)	P Value	Decision
H ₆	EK->SN->IB	0.148	3.812	0.000	Significant

Source: Processed Primary Data (2024)

The findings of this research yield several important conclusions. First, although the influence of entrepreneurial knowledge on entrepreneurial intentions tends to be positive, it is not statistically significant. This finding is in line with the research results of (Puspitaningsih, 2014) and (Trisnawati, 2017). However, in contrast to several previous studies conducted by (D. Anggraeni; Nurcaya, 2016; Hendrawan & Sirine, 2017; Miralles et al., 2016; Nugrahaningsih & Muslim, 2016; Srianggareni et al., 2020; Yaghoubi Farani et al., 2017) who found a positive and significant relationship between entrepreneurial knowledge and supporting entrepreneurial intentions. This finding raises questions about the Theory of Planned Behavior which states that entrepreneurial knowledge influences the decision to become an entrepreneur which is obtained through learning. Rejection of this hypothesis is in line with (Suryana, 2013) statement that entrepreneurship is impossible to succeed without the necessary knowledge, ability and will. Lack of will despite having knowledge and ability or vice versa can hinder entrepreneurial success. There are several reasons why entrepreneurial knowledge may

not have a significant effect. First, internal factors where individuals may have strong motivation for entrepreneurship originating from other sources, such as financial needs, personal aspirations, or inspiration from role models, which can be more dominant than entrepreneurial knowledge. Likewise, practical experience in the business world is sometimes more influential than theoretical knowledge. Direct experience can provide greater insight and confidence in starting a business. Second, external factors, where the external environment such as government policies, access to capital, and overall economic conditions also play an important role in influencing entrepreneurial intentions. Entrepreneurial knowledge may not be enough if these external factors are not supportive. Likewise, social support, where support from family, friends and professional networks can be more influential than entrepreneurial knowledge. If individuals feel supported and have a supportive network, they may be more inclined to start a business.

Second, the findings reveal that subjective norms have a positive and significant influence on entrepreneurial intentions. This consistency with recent research by (Liao

et al., 2022) is different from several previous studies, such as (Yaghoubi Farani et al., 2017). This finding is in line with the perspective of (Phong et al., 2020), which shows that the perspective and support from family and friends can influence an individual's decision to become an entrepreneur. This is in line with the Theory of Planned Behavior, which emphasizes the important role of the environment in shaping entrepreneurial decisions.

Third, knowledge about entrepreneurship has a positive and significant influence on subjective norms. This is in line with the research findings of (Liao et al., 2022) and (Roxas, B. G., Cayoca-Panizales, R. & Jesus, 2008) who suggest that an individual's knowledge can influence his or her perception of social assessments of certain behavior. However, this finding contradicts the research results of (Yaghoubi Farani et al., 2017) which shows there is no correlation between entrepreneurial knowledge and social perception. Positive experiences in entrepreneurial learning in a conducive environment can form positive perceptions of entrepreneurial behavior. This finding is in line with research by (Buana et al., 2017).

Fourth, self-efficacy has a positive and significant effect on entrepreneurial intentions, in accordance with research conducted by (Ekpe & Mat, 2012; Owoseni, 2014; Srianggareni et al., 2020; Violeta & Serly, 2020; Wiyanto, 2014). This finding is in line with the views of (Daryanto, 2012) who stated that self-confidence has an impact on a person's optimism and confidence in achieving business success.

Fifth, self-efficacy does not moderate the relationship between entrepreneurial knowledge and entrepreneurial intention. Although these results are in accordance with the findings of (Srianggareni et al., 2020), they are different from the research of (D. Anggraeni; Nurcaya, 2016; Kurniawan et al., 2016) which shows that self-efficacy can moderate this relationship.

Because the direct influence of self-efficacy on entrepreneurial intentions is not significant, self-efficacy automatically does

not moderate the influence of entrepreneurial knowledge on entrepreneurial intentions, this is because external factors such as support from family, friends or mentors can play a bigger role in shaping entrepreneurial intentions, thereby reducing the role of self-efficacy.

Sixth, subjective norms function as a mediator between entrepreneurial knowledge and entrepreneurial intentions. These results are in line with research by (Liao et al., 2022; Linan, 2004), but these findings contradict the findings of other studies such as (Yaghoubi Farani et al., 2017). This means that a person's entrepreneurial knowledge can influence their entrepreneurial intentions through subjective norms, which is an individual's perception of social support or approval from important people in their life, such as family, friends, or mentors. In other words, subjective norms can act as a bridge between entrepreneurial knowledge and entrepreneurial intentions, by converting knowledge into social support which then motivates individuals to act.

Based on research findings, subjective norms show full mediation, which implies that students' entrepreneurial intentions increase as entrepreneurial knowledge and subjective norms increase.

This research refines and enriches the Theory of Planned Behavior by showing that subjective norms function as a mediator in the relationship between entrepreneurial knowledge and entrepreneurial intentions. Additionally, this research provides support to cognitive theory by highlighting the important role of entrepreneurial knowledge. These findings emphasize the importance of holding regular training courses at all levels of school so that provision for higher education is more optimal. These courses can help individuals develop entrepreneurial knowledge from basic to advanced levels. Topics covered may include the basics of business planning, finance, manufacturing, marketing, and basic legal aspects, managing small and medium businesses. Therefore, entrepreneurship training is not just a formality, but also fosters a culture of innovation in entrepreneurship.

Based on the research framework developed, we argue that entrepreneurial knowledge obtained through education and the like encourages enthusiasm for individuals to fulfill their entrepreneurial intentions. This research also adds to the literature by examining the moderating influence of self-efficacy variables on the relationship between cognitive mediators and entrepreneurial intentions. Drawing from previous research (Bae et al., 2014; Martin et al., 2013), we explore the moderating influence of self-efficacy on the relationship between entrepreneurial knowledge and entrepreneurial intention through cognitive antecedents. Our findings suggest that self-efficacy does not moderate the relationship between entrepreneurial knowledge and entrepreneurial intention. Therefore, relying solely on self-confidence is not enough to strengthen this relationship. This underscores the need for future researchers to identify and investigate additional aspects that could potentially influence these dynamics.

CONCLUSION

Findings from hypothesis testing show that entrepreneurial knowledge contributes to increasing entrepreneurial interest in Accounting Education students in Indonesia. The findings of this research have a significant impact on how entrepreneurship education is taught so that it can enrich it.

These findings have significant implications for entrepreneurship education, because they direct attention to additional aspects of the Theory of Planned Behavior, such as increasing awareness of entrepreneurship based on the empirical conditions of the social environment and encouraging acceptance of entrepreneurship as a viable career option. When individuals interested in entrepreneurship realize the feasibility of building a successful business, their commitment will become stronger, and their intention to become an entrepreneur stronger.

Additionally, subjective norms and entrepreneurial knowledge emerge as important

factors in motivating entrepreneurial action (Tshikovhi & Shambare, 2015). The test results show that subjective norms mediate the influence of entrepreneurial knowledge on entrepreneurial intentions. On the other hand, self-efficacy does not moderate the influence of entrepreneurial knowledge on entrepreneurial intentions. This underlines the importance of entrepreneurship education, especially in instilling self-confidence, because self-confidence plays an important role in the ability to take risks. This indicates the need for a re-evaluation of entrepreneurship education, which emphasizes not only graduation but also the internalization of optimal self-confidence skills.

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