



Determinants of Entrepreneurial Intention

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Abstract

Entrepreneurial intention is a person's determination to become an entrepreneur or to engage in entrepreneurial activities. According to survey data regarding the number of students engaged in entrepreneurship at the Faculty of Economics and Business at Universitas Negeri Semarang, it is evident that students' awareness of entrepreneurship is still low. Therefore, there is a need to enhance students' entrepreneurial intentions. This study aims to examine the influence of entrepreneurial knowledge, entrepreneurial motivation, and digital literacy on entrepreneurial intention through *self-efficacy*. The population in this study consists of 1,227 students from the Faculty of Economics and Business, class of 2020, at Universitas Negeri Semarang. The sample size was determined using Slovin's formula, resulting in 155 respondents. The sampling technique employed was *proportionate random sampling*. Data collection was conducted using a questionnaire that had been tested for validity and reliability. The data analysis techniques included descriptive analysis, path analysis, and the sobel test. The results of the study indicate that (1) entrepreneurial knowledge, entrepreneurial motivation, and digital literacy influence *self-efficacy*; (2) entrepreneurial knowledge, entrepreneurial motivation, and digital literacy influence entrepreneurial intention through *self-efficacy*; (3) *self-efficacy* influences entrepreneurial intention. This study is expected to contribute to the development of scientific knowledge and to test *the theory of planned behavior* related to entrepreneurial intention as a basis for enhancing students' entrepreneurial intentions.

INTRODUCTION

Indonesia is a country with great economic potential due to its abundant natural resources and large population. According to data from the Central Statistics Agency as of February 2023, the working-age population was 211.59 million. Compared to February 2022, this is an increase of 3.05 million (Central Statistics Agency, 2023). The high population numbers mean the available jobs are insufficient to accommodate the entire workforce.

This has led to an increase in the number of unemployed people. Ironically, this rise is increasingly dominated by the educated unemployed. This condition is unfortunate and quite worrying because education plays an important role in the development of a nation and is a foundation for improving the quality of human resources in facing labor competition in the current era of globalization.

Higher education is expected to produce competent resources as part of the education system. Given the high number of unemployed people in Indonesia, university graduates should be able to contribute to the country by becoming entrepreneurs, as entrepreneurship allows individuals to act as a driving force in a country's economy. According to Jerni et al. (2021), students, as an educated component of society, are expected to create job opportunities by fostering the intention to become entrepreneurs. By cultivating entrepreneurial intentions among students, higher education institutions can provide an alternative solution to reduce unemployment rates. It is hoped that these students will become educated young entrepreneurs capable of starting their businesses.

One of the efforts made to prepare students to become entrepreneurs is by implementing entrepreneurship in each study program to prepare students for entrepreneurship. Colleges provide entrepreneurial knowledge to students to become entrepreneurs or do business by applying entrepreneurship courses. Apart from that, universities also provide platforms that support students to carry out entrepreneurial practices. Therefore, universities are expected to be able to

foster entrepreneurial intentions in students. However, the reality is that student intentions are still low.

This can be seen from the *tracer study data* of Universitas Negeri Semarang alumni graduating in 2021, as follows:

Table 1. Entrepreneurial data for Universitas Negeri Semarang students for the 2020-2022 class

Faculty	Number of Entrepreneurs	Number of Students	Percentage (%)
FIPP	79	3326	2.3%
FBS	155	4173	3.7%
FISIP	96	2986	3.2%
FMIPA	171	3497	4.8%
FT	309	3952	7.8%
FIK	68	1767	3.8%
FEB	143	4248	3.3%
F.H	125	2205	5.6%
Amount	1146	26,254	4.3%

Source: UNNES Student Affairs, 2023.

Based on Table 1, the average number of UNNES students who have become entrepreneurs in each faculty has not yet reached 5%. Looking further, the percentage of students at the Faculty of Economics and Business is relatively small, namely only 3.3%. Compared with the Faculty of Engineering which reached 7.8% and the Faculty of Law with 5.6%, FEB positions are classified as very few. The phenomenon that occurs in FEB is not to the university's expectations, where few FEB students are still entrepreneurs. Researchers are interested in researching entrepreneurial intentions for students at the Faculty of Economics and Business (FEB) Universitas Negeri Semarang. Ideally, Universitas Negeri Semarang FEB students have received many courses related to entrepreneurship (introductory business courses, entrepreneurship, and business feasibility studies) that are not taught in other faculties during college, which should be a provision to improve entrepreneurial intentions.

Entrepreneurship is a behavior that is based on intention or intention. Intention does not just

appear but is an interest in a relationship between oneself and something outside oneself. So this relationship indicates that there is interest in someone. The stronger the interest, the greater the intention. According to Hasanah & Nurhasikin (2019), entrepreneurial intention is the ability to have the courage to meet life's needs and solve life's problems, advance one's business, or create a new company with one's abilities. In line with research conducted by Jassin *et al* (2023) which states that *self-efficacy* partially has a positive and significant effect on entrepreneurial intentions. Researchers use mediating variables because they feel they can influence the relationship between the dependent variable and the independent variable.

The first variable in this research is entrepreneurial knowledge. Through entrepreneurial knowledge, it can be understood how to increase and develop the number of talented young entrepreneurs in their respective fields. Someone tends to be interested in entrepreneurship if they already know information about entrepreneurship and carry out direct practice in entrepreneurship. Through entrepreneurial knowledge, students are invited and directed so that they can open up their insight into how meaningful entrepreneurship is because it can be used as the potential to provide a good life in the current conditions of the world of work (Atmaja & Margunani, 2016).

This is in line with research conducted by Sintya (2019) that entrepreneurial knowledge has a positive effect on entrepreneurial intentions. However, this is different from research conducted by Agusmiati & Wahyudin (2018) which explains that the entrepreneurial knowledge factor has a negative and insignificant effect on entrepreneurial intentions.

Furthermore, the factor that influences entrepreneurial intentions is motivation. Sari & Rusdarti (2020) state that motivation is an encouragement to determine the desired goals. An entrepreneur is someone who can see an opportunity and then creates an organization to take advantage of that opportunity to start a new business (Irwan *et al.*, 2022).

Based on research results from Jonathan & Handoyo (2023), Saputri (2016), Sari & Rusdarti

(2020), Sucarita (2023) and Wardhani & Nastiti (2023) stated that motivation has a significant effect on entrepreneurial intentions. However, this is different from research conducted by Julindrastuti & Karyadi (2022) Adam *et al* (2020) and Ayunda *et al* (2023) explained that motivation factors do not affect entrepreneurial intentions.

The third factor that influences entrepreneurial intentions is digital literacy. This factor has an important role in attracting students' entrepreneurial intentions because an entrepreneurial mental attitude is not innate but rather grows and develops according to the factors that influence it. According to Anggresta *et al* (2022) digital literacy is a concept that aims to connect technology and users to practice digital technology productively. The rapid development of the digital world can accelerate the emergence of the creative economy and new businesses that play a role in creating jobs for oneself or others.

In the research of Jerni *et al.*, (2021) and Putri & Jayatri (2021), the research results show that digital literacy has a positive and significant effect on entrepreneurial intentions. In contrast to research by Usman *et al.*, (2021) that digital literacy does not have a significant effect on students' entrepreneurial readiness.

This research aims to analyze the influence of entrepreneurial knowledge on *self-efficacy*, analyze the influence of entrepreneurial motivation on *self-efficacy*, analyze the influence of digital literacy on *self-efficacy*, analyze the influence of entrepreneurial knowledge on entrepreneurial intentions through *self-efficacy*, analyze the influence of entrepreneurial motivation on entrepreneurial intentions through *self-efficacy*, analyzing the influence of digital literacy on entrepreneurial intentions through *self-efficacy* and analyzing the influence of *self-efficacy* on entrepreneurial intentions.

RESEARCH METHODS

This type of research is quantitative research. The population in this study were students from the Faculty of Economics and Business, Universitas Negeri Semarang, class of 2020. The sample in this study was 155 students.

The sampling technique used was *proportional random sampling*.

This research consists of three variables, namely the dependent variable, the independent variable, and the mediating variable. The dependent variable in this research is entrepreneurial intention, then the independent variables in this research are entrepreneurial knowledge, entrepreneurial motivation, and digital literacy, while the mediating variable in this research is *self-efficacy*.

The data collection technique uses a questionnaire via Google Form with an alternative 5 Likert scale which has a gradation from very positive to very negative. Data validity techniques include validity tests and reliability tests. The data analysis used is descriptive statistical analysis, path analysis, and Sobel test. In this research, there are three structural equations for path analysis.

First equation

$$X4 = \rho_1 X1 + \rho_2 X2 + \rho_3 X3 + e_1$$

Second equation

$$Y = \rho_1 X1 + \rho_1 X2 + \rho_1 X3 + e_2$$

Third equation

$$Y = \rho_4 X4 + e_3$$

Information:

Y = Entrepreneurial Intention

X1 = Entrepreneurship Knowledge

X2 = Entrepreneurial Motivation

X3 = Digital Literacy

X4 = *Self-efficacy*

α = Constant

ρ = Regression coefficient

e = Error coefficient or variable variance dependent Which is not explained by variables independent.

RESULTS AND DISCUSSION

Descriptive statistical analysis is used to describe the research results of the variables entrepreneurial knowledge, entrepreneurial motivation, digital literacy, and *self-efficacy*. The following is a description of each research variable:

Table 2. Results Analysis Descriptive

Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Entrepreneurial Intention	155	32	45	40.03	3,199
Entrepreneurship Knowledge	155	35	55	48.12	4,383
Entrepreneurial Motivation	155	37	55	45.71	3,838
Digital Literacy	155	32	50	42.63	3,878
<i>Self-efficacy</i>	155	30	45	39.94	2,373
Valid N (<i>listwise</i>)	155				

Source: Processed data, 2024

Based on descriptive statistical analysis of the entrepreneurial intention variable, it can be seen that the highest value is 45 and the lowest value is 32 from the 9 statements given. The average value of the entrepreneurial intention variable is 40.03 or included in the good category with a standard deviation of 3.199. Thus, entrepreneurial intentions are in the very high category.

The results of the descriptive statistical analysis of the entrepreneurial knowledge variable show that the highest value is 55 and the lowest value is 35 from the 11 statements given. The average value of entrepreneurial knowledge is 48.12 or included in the good category with a standard deviation of 4.383. Thus, entrepreneurial knowledge is in the very high category.

The results of the descriptive statistical analysis of the entrepreneurial motivation variable show that the highest value is 55 and the lowest value is 37 from the 11 statements given. The average value of the entrepreneurial motivation variable is 45.71 or included in the high category with a standard deviation of 3.838. Thus, entrepreneurial motivation is in the high category.

The results of the descriptive statistical analysis of the digital literacy variable show that the highest value is 50 and the lowest value is 32 out of the 10 statements given. The average value of the digital literacy variable is 42.63 or is included in the very high category with a standard deviation of 3.878. Thus, digital literacy is in the very high category.

The results of descriptive statistical analysis of self-efficacy show that the highest value for the variable is 45 and the lowest value is 30 from the 9 statements given. The average value of the self-efficacy variable is 39.94 or is included in the very high category with a standard deviation of 2.373. Thus, *efficacy* is in the very good category. The research model resulting from path analysis can be seen in the following picture:

Figure 1. Path Analysis Results

The Sobel test carried out in this research can be seen in the following table:

<i>Model</i>	<i>Sobel test statistics Sig.</i>	
Entrepreneurship Knowledge	9,844	,000
Entrepreneurial Motivation	9,066	,000
Digital Literacy	7,476	,000

Source: Processed data, 2024

Discussion

The Influence of Entrepreneurship Knowledge on Self-Efficacy

Entrepreneurial knowledge variable, a significance value of 0.000 was obtained, which indicates that it is significant <0.05 . This means that entrepreneurial knowledge has a positive and significant effect on *self-efficacy* so hypothesis 1 which states that entrepreneurial knowledge has an effect on *self-efficacy* at FEB Universitas Negeri Semarang is accepted. Apart from that, the greater the influence of entrepreneurial knowledge on *self-efficacy*, the higher *the self-efficacy will be*. Conversely, the lower the entrepreneurial knowledge, the lower *the self-efficacy*.

The results of this research are in line with *the theory of planned behavior* proposed by Ajzen. Entrepreneurial knowledge is a factor that encourages someone to behave (Jogiyanto, 2007). Someone who has high knowledge about entrepreneurship will increase *self-efficacy* in carrying out a task or action required to achieve certain results. *Self-efficacy* relates to the belief that one has the expected abilities. *Self-efficacy* can provide a sense of self-confidence according to one's competence to achieve success.

The results of this research are from previous research conducted, Pertiwi & Khafid (2021), and Gunawan & Utomo (2023) which concluded that entrepreneurial knowledge has a significant and positive effect on *self-efficacy*. Based on what has been described above, in line with previous research, it can be concluded that entrepreneurial knowledge influences *self-efficacy* at FEB, Universitas Negeri Semarang.

The Influence of Entrepreneurial Motivation on Self-efficacy

For the entrepreneurial motivation variable, a significance value of 0.000 was obtained, which indicates that the significant value is <0.05 . This means that entrepreneurial motivation has a positive and significant effect on *self-efficacy* so hypothesis 2 which states that motivation has an effect on *self-efficacy* at FEB Universitas Negeri Semarang is accepted. Apart from that, the greater the influence of entrepreneurial motivation on *self-efficacy*, the higher *the self-efficacy will be*. Conversely, the lower the entrepreneurial motivation, the lower *the self-efficacy*.

The results of this research are in line with *the theory of planned behavior*. Motivation represents the subjective *norm component* in *the theory of planned behavior*. Entrepreneurial motivation is motivation that encourages oneself to fulfill the needs necessary to achieve the expected performance and job satisfaction (Kartika *et al.*, 2022). With motivation, a person's actions will be directed toward the goals they want to achieve. The higher the motivation, the more confident a person will be in their abilities. Based on the results of Latifah (2018), motivation has a significant effect on *self-efficacy*. Someone who is motivated will be encouraged to work hard to achieve a desired goal and use the skills and abilities they have to achieve it.

The results of this research are from previous research conducted by, Putra & Adnyani (2021) and Kartika *et al.*, (2022) who concluded that motivation has a significant and positive effect on *self-efficacy*. Based on what has been described above, in line with previous research, it can be concluded that motivation influences *self-efficacy* at FEB, Universitas Negeri Semarang.

The Influence of Digital Literacy on Entrepreneurial Interest

For the digital literacy variable, a significance value of 0.000 was obtained, which indicates that the significant value is <0.05 . This means that digital literacy has a positive and significant effect on *self-efficacy* so hypothesis 2 which states that digital literacy has an effect on *self-efficacy* at FEB Universitas Negeri Semarang is accepted. Apart from that, the greater the influence of digital literacy on *self-efficacy*, the higher *the self-efficacy will be*. Conversely, the lower the digital literacy, the lower *the self-efficacy*.

The results of this research are in line with *the theory of planned behavior* proposed by Ajzen. Digital literacy is a factor that encourages someone's intention to behave. Digitally literate students can take advantage of various online platforms such as social media, marketplaces, and websites to reach wider customers, build a brand image, and increase sales. This ability can increase students' self-confidence and belief in their ability to start a business and compete in a competitive digital market.

The results of this research are from previous research conducted by Lian (2023) which concluded that digital literacy had a significant and positive effect on *self-efficacy*. Based on what has been described above, in line with previous research, it can be concluded that digital literacy influences *self-efficacy* at FEB, Universitas Negeri Semarang.

The Influence of Entrepreneurship Knowledge on Entrepreneurial Intention through Self-Efficacy

The results of the Sobel test on the entrepreneurial knowledge variable obtained a t_{count} of 9.844 with a significance value of 0.00 where the t value obtained is greater than the t_{table} , namely 1.986086. The results obtained show that *self-efficacy* can mediate the influence of entrepreneurial knowledge on entrepreneurial intentions. Hypothesis 4 which states that entrepreneurial knowledge influences entrepreneurial intentions through *self-efficacy* at FEB Universitas Negeri Semarang is accepted. This means that *self-efficacy*

can be a mediator between entrepreneurial knowledge and entrepreneurial intentions.

The direct influence of entrepreneurial knowledge on entrepreneurial intentions is 15.05%, while the indirect influence of entrepreneurial knowledge on entrepreneurial intentions through *self-efficacy* is 34.73%. Thus, the influence of entrepreneurial knowledge on entrepreneurial intentions through *self-efficacy* in total is $(15.05\% + 34.73\%) = 49.78\%$. The findings of this research show that the direction of the relationship is positive, meaning that the higher the entrepreneurial knowledge that is strengthened by *self-efficacy*, the higher the influence on entrepreneurial intentions.

The results of this research are from previous research conducted by Amaliah *et al* (2021) Subhaktiyasa *et al* (2024) Zhang & Chen (2024) *Self-efficacy* can mediate the influence of entrepreneurial knowledge on entrepreneurial intentions. Prastiwi *et al* (2022) also, prove that *self-efficacy* has a high influence on entrepreneurial intentions. *Self-efficacy* is proven to be an important mediator in the relationship between entrepreneurial knowledge and entrepreneurial intentions. By increasing *self-efficacy* and providing adequate entrepreneurial knowledge, FEB Semarang State University students can increase their entrepreneurial intentions.

Based on what has been described above, it can be concluded that entrepreneurial knowledge influences entrepreneurial intentions through *self-efficacy* at FEB Universitas Negeri Semarang.

The Influence of Entrepreneurial Motivation on Entrepreneurial Intention Through Self-Efficacy

The results of the Sobel test on the motivation variable obtained a t count of 9.066 with a significance value of 0.00 where the t value obtained was greater than the t_{table} , namely 1.986086. The results obtained show that *self-efficacy* can mediate the influence of motivation on entrepreneurial intentions. Hypothesis 5 which states that motivation influences entrepreneurial intentions through *self-efficacy* at FEB Universitas Negeri Semarang is accepted. This means that *self-efficacy* can be a mediator between entrepreneurial motivation and entrepreneurial intentions.

The direct influence of entrepreneurial motivation on entrepreneurial intentions is 17.39%, while the indirect influence of motivation on entrepreneurial intentions through *self-efficacy* is 36.37%. Thus, the influence of entrepreneurial motivation on entrepreneurial intentions through *self-efficacy* in total is $(17.39\% + 36.37\%) = 53.76\%$. The findings of this research show that the direction of the relationship is positive, meaning that the higher the entrepreneurial motivation which is strengthened by *self-efficacy*, the higher the influence on entrepreneurial intentions.

Self-efficacy plays an important role as a mediator between entrepreneurial motivation and entrepreneurial intentions. Students who have internal motivation will be more enthusiastic about carrying out their activities compared to students who do not have motivation. According to, Iffan (2018) and. Entrepreneurial motivation influences students' entrepreneurial intentions. Supported by *Self-Efficacy* A high level will increase students' confidence in their ability to achieve their goals. In terms of entrepreneurship, *self-efficacy* Strong motivation strengthens students' motivation to start and run a business because they are confident in their ability to overcome obstacles and achieve success.

The results of this research are from previous research conducted by Amaliah *et al* (2021) *Self-efficacy* can mediate the influence of entrepreneurial motivation on entrepreneurial intentions. Based on what has been described above, it can be concluded that entrepreneurial motivation influences entrepreneurial intentions through *self-efficacy* at FEB, Universitas Negeri Semarang.

The Influence of Digital Literacy on Entrepreneurial Intentions through Self-Efficacy

The results of the Sobel test on the digital literacy variable obtained a t count of 7.476 with a significance value of 0.00 where the t value obtained was greater than the t table, namely 1.986086. The results obtained show that *self-efficacy* can mediate the influence of digital literacy on entrepreneurial intentions. Hypothesis 6 which states that digital literacy influences entrepreneurial intentions through *self-efficacy* at FEB Universitas Negeri Semarang is accepted.

This means that *self-efficacy* can be a mediator between digital literacy and entrepreneurial intentions.

The direct influence of digital literacy on entrepreneurial intentions is 8.82%, while the indirect influence of digital literacy on entrepreneurial intentions through *self-efficacy* is 26.34%. Thus, the influence of digital literacy on entrepreneurial intentions through *self-efficacy* in total is $(8.82\% + 26.34\%) = 35.16\%$. The findings of this research show that the direction of the relationship is positive, meaning that the higher the digital literacy that strengthens *self-efficacy*, the higher the influence on entrepreneurial intentions.

Self-efficacy acts as a mediator in the relationship between digital literacy and entrepreneurial intentions. With *self-efficacy*, individuals can utilize digital literacy optimally to achieve success in entrepreneurship. If a person's digital literacy is good, then he can look for opportunities and take advantage of increasingly sophisticated digital devices and other technologies (Aghata & Dewi, 2021) . Meanwhile, *self-efficacy* can help students apply this knowledge and skills with confidence and persistence in starting and running a business.

This is in line with research by Rojoki Manullang & Waspada (2022) and Haliza (2022) which shows that *self-efficacy* mediates the relationship between digital literacy and entrepreneurial intentions. Based on what has been described above, it can be concluded that digital literacy influences entrepreneurial intentions through *self-efficacy* at FEB Universitas Negeri Semarang.

The Influence of Self-Efficacy on Entrepreneurial Intentions

For the *self-efficacy* variable, a significance level of 0.000 was obtained, which indicates that it is significant <0.05 . This means that *self-efficacy* has a positive and significant effect on entrepreneurial intentions so hypothesis 7 which states that *self-efficacy* influences entrepreneurial intentions at FEB Universitas Negeri Semarang is accepted. Apart from that, the magnitude of the influence of *self-efficacy* on entrepreneurial intentions is 61.46%. The results of this research show that the better the

self-efficacy of FEB, Universitas Negeri Semarang the better the entrepreneurial intentions. On the other hand, the lower *the self-efficacy* of FEB Universitas Negeri Semarang, the lower the entrepreneurial intention.

Self-efficacy or belief in one's abilities has a significant influence on entrepreneurial intentions. Students with high *self-efficacy* are often more confident in their abilities in starting and running a business, so they are more willing to take risks and pursue business opportunities. Students with high *self-efficacy* have high self-confidence to complete assignments and achieve their goals. *Self-efficacy* increases an individual's ability to overcome problems. This ability is important for entrepreneurs because they must be able to solve various problems that arise in the process of running their business.

The results of this research are from previous research conducted by Akhter *et al* (2022) , Fiernaningsih *et al* (2023) , Mugiyatun & Khafid (2020) , and Alshebami (2024) which proves that *self-efficacy* has a positive and significant influence on students' entrepreneurial intentions. Based on what has been described above, in line with previous research, it can be concluded that *self-efficacy* influences students' entrepreneurial intentions at FEB Universitas Negeri Semarang.

CONCLUSION

Based on the research results, entrepreneurship knowledge has a positive effect on self-efficacy, entrepreneurial motivation has a positive effect on self-efficacy, digital literacy has a positive effect on self-efficacy. The total effect of entrepreneurship knowledge on entrepreneurial intention through self-efficacy is 49,78%, entrepreneurial motivation on entrepreneurial intention through self-efficacy is 53,76%, digital literacy on entrepreneurial intention through self-efficacy is 35,16%, and self-efficacy has a positive effect on entrepreneurial intention is 61,46%.

Suggestions from this research are: The Faculty of Economics and Business, Universitas Negeri Semarang can hold seminars, workshops, and entrepreneurship training regularly to equip students with the knowledge and skills needed to

start and run a business. For students to be active in entrepreneurial competitions, this can help them hone business ideas and gain entrepreneurial experience. Future researchers should add other variables that are thought to influence entrepreneurial intentions such as social support, *locus of control*, and *technopreneurship*, and use broader research objects to produce more comprehensive research.

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