

DETERMINANTS OF ENTREPRENEURIAL INTENTION: THE MEDIATING ROLE OF TECHNOPRENEURIAL SELF-EFFICACY AMONG SOCIAL SCIENCE EDUCATION STUDENTS

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Abstract

Entrepreneurial intention is the strongest predictor of actual entrepreneurial behavior, preceded by planned and conscious intention. According to survey data on the number of students involved in entrepreneurship in the field of social science education, Faculty of Teacher Training and Education, University of Lampung, student awareness of entrepreneurship is still low. Therefore, it is necessary to increase students' entrepreneurial intention. This study aims to examine the effect of entrepreneurial knowledge, digital literacy, and entrepreneurial motivation on entrepreneurial intention through technopreneurial self-efficacy. The population in this study consisted of 428 students from the Department of Social Science Education, Faculty of Teacher Training and Education, class of 2022, University of Lampung. The sample size was determined using the Slovin formula, resulting in 207 respondents. The sampling technique used was proportional random sampling. Data collection was carried out using a questionnaire that had been tested for validity and reliability. Data analysis techniques used included descriptive analysis, path analysis, and the Sobel test. The results of the study showed that (1) entrepreneurial knowledge, digital literacy, and entrepreneurial motivation influence technopreneurial self-efficacy; (2) entrepreneurial knowledge, digital literacy, and entrepreneurial motivation influence entrepreneurial intentions through technopreneurial self-efficacy; (3) technopreneurial self-efficacy influences entrepreneurial intentions. This research is expected to contribute to the development of scientific knowledge and test the theory of planned behavior related to entrepreneurial intentions.

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INTRODUCTION

Entrepreneurship is one of the strategic instruments in encouraging economic growth and reducing the unemployment rate, especially the educated unemployed. In the era of the Industrial Revolution 4.0 and digital transformation, entrepreneurship is not only understood as a conventional economic activity, but also develops towards the use of technopreneurship. Students as an educated group have an important role in creating new jobs through strengthening entrepreneurial intentions. Entrepreneurship education and learning are widely taught in universities, but the knowledge taught in each major is taken by students in implementing the relevant learning plan (Martini et al., 2023). Students are not required to only follow entrepreneurial knowledge but develop outside of lecture activities. Universities are the last place to mobilize entrepreneurs to ensure that they can develop their own businesses. Supporting previous research Zulfitri & Kamaruddin, (2024) that there is a positive and significant influence on students with entrepreneurial enthusiasm can increase entrepreneurial intention.

Colleges and parties other supporters are providers of student forums to contribute and provide in carrying out entrepreneurial practices Rustyawati et al., (2020) Matter Universities, are expected to be able to maintain entrepreneurship in students. In pre-research observations conducted by researchers in several FKIP departments at the University of Lampung, researchers obtained data on students who have entrepreneurship as follows:

Table 1. Data on Entrepreneurs Who Have Businesses in Every Department at FKIP University of Lampung

Majors	Number of Entrepreneurs	Number of Students	Percentage
Social Studies Education	50	259	5,18%
Science Education	30	217	7,23%
Language and Literature Education	37	158	4,27%
Education	40	385	9%
Quantity	94	1019	25,68%

Source: CCED Unila, 2025

Based on data on entrepreneurial students in the Social Studies Education program at several public universities on the island of Sumatra, the University of Lampung shows the lowest percentage of entrepreneurial students, which is 7.4% of the total 806 students. This condition is strengthened by internal data from FKIP University of Lampung which shows that Social Studies Education students who have a business are only 5.18%, lower than other majors such as Science Education (7.23%) and Education (9%). This distribution shows that entrepreneurial intentions tend to emerge from study programs that conceptually have a closeness to economic and business disciplines. On the other hand, in study programs with a social orientation in the humanities,

entrepreneurship has not yet become an identity or expertise that is considered relevant to the scientific field.

According to Nisula & Olander, (2023) entrepreneurial intention is a possibility to understand how students or organizations face and overcome challenges that arise in business journeys, while also being able to identify opportunities that arise according to the responses faced in their challenges such as risk, courage to change, and new ideas. According to Pinem et al., (2024) explains that entrepreneurship is a skill ability to maintain the world in a business. Based on low intentions to become an entrepreneur, job and entrepreneurial opportunities can be missed, and students may tend to look for jobs in other sectors to increase competition and potential unemployment.

According to Zahra & Husna, (2021) explains that entrepreneurial intention is the ability to use skills to start a new business with the ability that exists in the soul of an individual. In line with the research of Rakhmadiningrum et al., (2021) explained that entrepreneurial intention as a driving factor that provides entrepreneurial actions, shows the readiness involved in entrepreneurship and the efforts made in business planning. In line with research by Santoso et al., (2024) shows that entrepreneurship, interest, and support significantly affect entrepreneurial intentions as evidenced from the results of field-practice-based entrepreneurship projects by gaining experience from the results of designing, running, and evaluating a business. The results of the study strengthen the research of Suhartini et al., (2021) that these factors support and encourage entrepreneurial intentions in the digital realm (technopreneurship).

The first variable in this study is entrepreneurial knowledge. Through entrepreneurial knowledge, it can be understood that entrepreneurial activities are very important for developing a positive tendency towards entrepreneurial intentions (Thomas, 2023). This research is in line with Alkhalaf et al., (2022) where entrepreneurial knowledge is a provision for students through a rational and logical understanding in accordance with the entrepreneurial process, thereby reducing their fear of the unknown when involved in entrepreneurship. This is in line with research conducted by Haliman, (2023) explaining that entrepreneurial knowledge has a significant influence on entrepreneurial intentions. However, this is different from research by Agusmiati & Wahyudin, (2022) explaining that entrepreneurial knowledge has no effect on entrepreneurial intentions.

Furthermore, the factor that affects entrepreneurial intentions is digital literacy. Literacy in the digital era can be interpreted as the ability to understand, analyze, evaluate, and use information obtained from digital media wisely Swaramarinda et al., (2025), Guven, (2020) that digital literacy plays an important influence for the development of technological competencies and the development of entrepreneurial opportunities. Research conducted by Nurhadi et al., (2023) explains that digital literacy has a significant effect on entrepreneurial intentions. In line with Hutagalung, (2023), Hasanah & Setiaji, (2019) the results of the study show that digital literacy has a significant effect on entrepreneurial intention. Meanwhile, research according to

Alkhalaileh et al., (2023) Apidana, (2021), Rahmah & Gufron, (2023) explains that digital literacy does not have a significant effect on entrepreneurial intentions.

The third factor that affects entrepreneurial intentions is entrepreneurial motivation. Entrepreneurial motivation is manifested by creativity and innovation. Where creativity and innovation help win the competition in the business world. According to Kortin et al., (2020) entrepreneurial motivation is a way of exploring the motives that influence entrepreneurial engagement that includes creative and innovative drives, which have an impact on individuals to express their thoughts in entrepreneurship. In line with research by Batz Liñeiro et al., (2024), Wicaksono et al., (2024), Putra & Rusmawati, (2021) explained that motivation has a significant effect on entrepreneurial intention. Meanwhile, research by Cahya & Inggarwati, (2024), Aprilliana & Dito, (2025) explained that entrepreneurial motivation does not have a significant effect on entrepreneurial intention.

Research examining entrepreneurial intention among students in education programs, particularly Social Science Education, is still limited. This gap is critical, as Social Science Education students possess interdisciplinary competencies that potentially support the development of social, educational, and digital-based entrepreneurial ventures. Despite this potential, empirical evidence shows that the proportion of Social Science Education students who engage in entrepreneurial activities remains relatively low compared to students from other disciplines.

Based on these considerations, a clear research gap emerges there is limited empirical evidence that simultaneously examines entrepreneurial knowledge, digital literacy, and entrepreneurial motivation as antecedents of entrepreneurial intention through the mediating role of technopreneurial self-efficacy, particularly among Social Science Education students.

The novelty of this study is that technopreneurial self-efficacy is included as a mediating variable. Technopreneurial self-efficacy represents an individual's belief in his or her ability to utilize technology to create and manage businesses. Therefore, this study aims to analyze the effect of entrepreneurial knowledge, digital literacy, and entrepreneurial motivation on entrepreneurial intention, with technopreneurial self-efficacy as a mediating variable, among Social Science Education students at the Faculty of Teacher Training and Education, University of Lampung.

METHODS

This study uses a quantitative approach to determine the direct and indirect influence of independent variables, namely entrepreneurial knowledge, digital literacy, motivation of entrepreneurial intention through technopreneurial self-efficacy This quantitative research uses a non-experimental design. The population in this study of FKIP students of the University of Lampung Social Studies Education is 428 from the class of 2022. The sample in this study amounted to 207 students. The sampling

technique used is the proportional random sampling technique. This study consists of 3 variables, namely dependent variables, independent variables, and intervention variables. The dependent variables in this study are entrepreneurial intention, then the independent variables in this study are entrepreneurial knowledge (X1), digital literacy (X2) and entrepreneurial motivation (X3). Furthermore, the intervention variable in this study is Technopreneurial Self-efficacy. The data collection technique used a questionnaire through Google Form with an alternative 5 likert scale.

The testing of the instruments in this study includes validity and reliability tests. The data analysis technique used was percentage descriptive analysis. The classical assumption test used is a normality test to test whether the disruptive or residual variables in the regression model have a normal distribution or not. The multicollinearity test is used to test whether the regression model finds a correlation between independent variables or not. The heteroscedasticity test was used to test whether in the regression model there was an inequality of variance from one residual observation to another or not.

The path analysis used is an extension of gradual regression to determine the influence of independent variables on dependent variables using t-test, regression model I and regression model II, and to see the magnitude of the influence of independent variables on dependent variables through the determinant coefficient (r^2) test, while for hypothesis testing it can be done with the Sobel test.

RESULT AND DISCUSSION

Result

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

Table 2. Descriptive Statistical Analysis Results

Remarks	N	Min	Max	Average	Standard Deviation
Entrepreneurial Intention	207	21	60	47,30	6,497
Entrepreneurial Knowledge	207	27	60	47,04	6,410
Digital Literacy	207	32	60	48,02	6,538
Entrepreneurial Motivation	207	23	55	45,12	6,790
Technopreneurial Self-Efficacy	207	31	75	59,69	7,867

Source: Data processed, 2025

Based on the descriptive statistical analysis of the entrepreneurial intention variable, the highest score is 60 and the lowest score is 21 out of 12 statements given. The average value of the entrepreneurial intention variable was 47.30 or included in the good category with a standard deviation of 6.497. Thus, entrepreneurial intentions are in the very high category. The results of descriptive statistical analysis of the entrepreneurial knowledge variable showed that the highest score was 60 and the lowest score was 27 out of 12 statements given. The average score of entrepreneurial knowledge is 47.04 or included in the good category with a standard deviation of 6.410. Thus, entrepreneurial knowledge is in the very high category.

The results of the descriptive statistical analysis of the digital literacy variable showed that the highest score was 60 and the lowest score was 32 out of 12 statements given. The average value of the entrepreneurial motivation variable was 48.02 or included in the high category with a standard deviation of 6.538. Thus, digital literacy is in the high category. The results of the descriptive statistical analysis of the entrepreneurial motivation variable showed that the highest score was 55 and the lowest score was 23 out of 11 statements given. The average value of the entrepreneurial motivation variable was 45.12 or included in the very high category with a standard deviation of 6.790. Thus, entrepreneurial motivation is in a very high category.

The results of the descriptive statistical analysis of technopreneurial self-efficacy showed that the highest value for the variable was 75 and the lowest value was 31 out of 15 statements given. The mean value of the technopreneurial self-efficacy variable was 59.69 or was in the very high category with a standard deviation of 7.867. Thus, technopreneurial self-efficacy is in a very good category. The Normality Test aims to test on mixed variables with a regression model according to the criteria, namely normal distribution with a sig level of > 0.05 . The following is presented as follows:

Table 3. Results of the Normality Test with *One Sample Kolmogorov-Smirnov Test* Variables of Entrepreneurial Knowledge, Digital Literacy, and Entrepreneurial Motivation to Entrepreneurial Intention

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		207
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.74353308
Most Extreme Differences	Absolute	.057
	Positive	.028
	Negative	-.057
Test Statistic		.057
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Processed,2025

Based on the results of the statistical test in the table above with entrepreneurial intention as a dependent variable, the value of Asymp.Sig. (2-tailed) by 0.200 which means greater than the significance value of 0.05. So it can be concluded that the data of this study is normally distributed, so it is stated that the data used by the researcher is acceptable.

Table 4. Results of the One Sample Kolmogorov-Smirnov Test for Variables of Entrepreneurial Knowledge, Digital Literacy, and Entrepreneurial Motivation for Technopreneurial Self-Efficacy

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		207
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.69970108
Most Extreme Differences	Absolute	.053
	Positive	.035
	Negative	-.053
Test Statistic		.053
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Processed,2025

Based on the results of the statistical test in table with entrepreneurial intention as a dependent variable, the value of Asymp.Sig. (2-tailed) by 0.200 which means greater than the significance value of 0.05. So, it can be concluded that the data of this study is normally distributed, so it is stated that the data used by the researcher is acceptable.

The research model resulting from the path analysis can be seen in the following figure:

Table 5. The results of the Sobel Test Path Analysis conducted in this study can be seen in the following table:

Model	Sobel Test Statistics	Sig.
Entrepreneurial Knowledge	2,9970	0,001
Digital Literacy	7,7900	0,000
Entrepreneurial Motivation	9,5226	0,000

Discussion

The Influence of Entrepreneurial Knowledge on Technopreneurial Self-Efficacy

This means that entrepreneurial knowledge has a positive and significant effect on technopreneurial self-efficacy of 0.000 where the criteria for the sig value < 0.05 , so hypothesis 1 states that entrepreneurial knowledge influences technopreneurial self-efficacy in social studies education students FKIP University of Lampung is accepted. In addition, the greater the influence of entrepreneurial knowledge on technopreneurial self-efficacy, the higher the level of technopreneurial self-efficacy. On the other hand, the lower the entrepreneurial knowledge, the lower the level of technopreneurial self-efficacy. The results of this study are supported by research by Maziriri et al., (2025), Alamsyahrir & Ie, (2022), Adriani et al., (2024) showing that entrepreneurial knowledge has a positive effect on technopreneurial self-efficacy. Based on the findings of previous research, it can be concluded that entrepreneurial knowledge influences technopreneurial self-efficacy of social studies education students of FKIP University of Lampung who have higher knowledge about entrepreneurship and increasingly have broad insights into entrepreneurial technology beliefs.

The Influence of Digital Literacy on Technopreneurial Self-Efficacy

In the digital literacy variable, a significance value of 0.000 was obtained, which shows that the value of sig < 0.05 . Digital literacy has a positive and significant effect on technopreneurial self-efficacy, so hypothesis 2 states that digital literacy influences technopreneurial self-efficacy in social studies education students of FKIP University of Lampung. The greater the digital literacy variable on technopreneurial self-efficacy, the higher the technopreneurial self-efficacy. On the other hand, the lower the digital literacy, the lower the technopreneurial self-efficacy. The results of this study are supported by previous findings conducted by Triansyah, (2023), Soomro & Shah, (2021), Adininggar et al., (2025) showing significant results of the same between digital literacy and technopreneurial self-efficacy. Based on what has been explained above in line with previous research, it is concluded that digital literacy affects technopreneurial self-efficacy in social studies education FKIP University of Lampung where students' digital literacy can make maximum use of the digital world by having a digital understanding and finding concepts and evaluating information carefully.

The Effect of Motivation on Technopreneurial Self-Efficacy

In the entrepreneurial motivation variable, a significance value of 0.000 was obtained, which means that the result of the sig value < 0.05 . Hypothesis 3 which states that motivation influences technopreneurial self-efficacy in social studies education students at the University of Lampung is accepted. In addition, the greater the influence of entrepreneurial motivation on technopreneurial self-efficacy, the higher the technopreneurial self-efficacy, on the other hand, if the motivation to do entrepreneurship is low, the lower the technopreneurial self-efficacy. This is supported

by previous research by Fannya Turrohmah, (2023), (Saoula et al., 2023) stating that there is a significant relationship between motivation and technopreneurial self-efficacy. Based on what has been described above, the higher motivation to be entrepreneurial, the higher the level of a person's entrepreneurial ability, on the other hand, if the motivation decreases, there is no ability to use technology that increases for the spirit of entrepreneurship in a sustainable manner.

The Influence of Entrepreneurial Knowledge on Entrepreneurial Intentions Through Technopreneurial Self-Efficacy

The results of the sobel test for the entrepreneurial knowledge variable were obtained with a t-calculation of 2.9970 with a sig value of 0.001 where the value of t obtained was greater than the t-table which was 1.971. The results were obtained that technopreneurial self-efficacy can mediate the influence of entrepreneurial knowledge on entrepreneurial intention. Hypothesis 4 explains that entrepreneurial knowledge affects entrepreneurial intention through technopreneurial self-efficacy in social studies education students FKIP University of Lampung are accepted. This means that technopreneurial self-efficacy can mediate between entrepreneurial knowledge and entrepreneurial intentions. The direct influence on the variable of entrepreneurial knowledge on entrepreneurial intention was 1.12% while the indirect influence of entrepreneurial knowledge on entrepreneurial intention through technopreneurial self-efficacy was 8.88%. Thus, the influence of entrepreneurial knowledge through technopreneurial self-efficacy with a total of $(1.12\% + 8.88\%) = 10.00\%$. The findings of this study show a positive relationship direction which means that the higher the entrepreneurial knowledge that is strengthened by technopreneurial self-efficacy, the higher the influence on entrepreneurial intention.

This study are in accordance with previous research conducted by Nuryatimah & Dahmiri, (2021), Wijaya et al., (2023), Mortazavi, (2022) show that entrepreneurial knowledge affects entrepreneurial intentions through technopreneurial self-efficacy. By increasing technopreneurial self-efficacy and providing adequate entrepreneurial knowledge, it will increase the entrepreneurial intention of social studies students of FKIP University of Lampung. Therefore, based on the explanation of the research, it is concluded that technopreneurial self-efficacy is suspected to be able to be a mediating variable on the influence of entrepreneurial knowledge on entrepreneurial intentions in social studies education students of FKIP University of Lampung.

The Influence of Digital Literacy on Entrepreneurial Intention through Technopreneurial Self-Efficacy

The results of the sobel test for the digital literacy variable were obtained with a t-count of 7.7900 with a sig value of 0.000 where the value of t obtained was greater than

the t-table which was 1.971. Hypothesis 5 explains that digital literacy affects entrepreneurial intentions through technopreneurial self-efficacy in social studies education students FKIP University of Lampung are accepted. This means that technopreneurial self-efficacy can mediate between digital literacy and entrepreneurial intentions. The direct influence on the digital literacy variable on entrepreneurial intention was 19.80% while the indirect influence of digital literacy on entrepreneurial intention through technopreneurial self-efficacy was 29.42%. Thus, the influence of digital literacy through technopreneurial self-efficacy with a total of $(19.80\% + 29.42\%) = 49.22\%$. The findings of this study show a positive relationship direction which means that the higher the digital literacy is strengthened by technopreneurial self-efficacy, the higher the influence on entrepreneurial intentions.

Results of this study are in accordance with previous research by Nguyen et al., (2024) it is known that digital literacy has a positive effect on entrepreneurial intention, while the positive influence of the technopreneurial self-efficacy variable is the variable that mediates the influence of digital literacy on entrepreneurial intention (Donaldson et al., 2025), (Ip, 2024). Based on what has been described above, it is concluded that digital literacy affects entrepreneurial intentions through technopreneurial self-efficacy in social studies education FKIP University of Lampung.

The Effect of Motivation on Entrepreneurial Intention through Technopreneurial Self-Efficacy

The results of the Sobel test showed that the motivation variable had a significant mediating influence, with a statistical value t of 9.5226 and a significance level of 0.000. The t -value is greater than the table's t -value of 1.971, Hypothesis 5 explains that motivation affects entrepreneurial intention through technopreneurial self-efficacy in social studies education students FKIP University of Lampung is accepted. This means that technopreneurial self-efficacy can mediate between motivation and entrepreneurial intention. The direct effect on motivation variables on entrepreneurial intention was 11.90% while the indirect effect of motivation on entrepreneurial intention through technopreneurial self-efficacy was 37.19%. Thus, the effect of motivation through technopreneurial self-efficacy with a total of $(11.90\% + 37.19\%) = 49.09\%$. The findings of this study show the direction of the relationship is positively signed, which means that the higher the motivation that is strengthened by technopreneurial self-efficacy, the higher the influence on entrepreneurial intention.

The results of this study are in line with the results of research conducted by Utami, (2017), Puspitasari & Fadhli, (2024), Sanda & Sallama, (2023) which stated that motivation for entrepreneurial intentions through technopreneurial self-efficacy has a positive and significant effect. This is the basis for making the technopreneurial self-efficacy variable an intervening variable to mediate the influence of motivation on entrepreneurial intention. So that a more significant influence of motivation on

entrepreneurial intentions is produced through technopreneurial self-efficacy. Based on what has been described above, it is concluded that entrepreneurial motivation affects entrepreneurial intention through technopreneurial self-efficacy in social studies education FKIP University of Lampung.

The Influence of Technopreneurial Self-Efficacy on Entrepreneurial Intention

In the technopreneurial self-efficacy variable, a significance level of 0.000 was obtained, which means that $\text{sig} < 0.05$. It is that technopreneurial self-efficacy has a positive and significant effect on entrepreneurial intention, so hypothesis 7 explains that technopreneurial self-efficacy influences entrepreneurial intention in social studies education FKIP University of Lampung is accepted. Furthermore, the influence of technopreneurial self-efficacy on entrepreneurial intention was 48.16%. The results of this study show that the better the technopreneurial self-efficacy in FKIP University of Lampung education, the better the entrepreneurial intentions of students. If, on the other hand, the lower the technopreneurial self-efficacy, the lower the entrepreneurial intention of social studies students of FKIP University of Lampung.

Results of this study are in accordance with previous research conducted by Triansyah, (2023), Prawesti & Cahya, (2024) that the leadership role and self-confidence of individuals using entrepreneurial technology have a positive effect on entrepreneurial intentions. Other studies have also shown that technopreneurial self-efficacy has a positive and significant effect on entrepreneurial intentions according to (Alamsyahrir & Ie, 2022), (Nurhayati et al., 2020) Based on what has been described above, in line with previous research, it can be concluded that technopreneurial self-efficacy affects the entrepreneurial intention of social studies students FKIP University of Lampung, it is hoped that students will have high self-efficacy using business technology with greater business treatment and never give up, this can have a positive impact and initiatives with entrepreneurial perseverance are increasing to achieve entrepreneurial success.

CONCLUSION

Based on research, the results of the study show that entrepreneurial knowledge has a positive and significant effect on technopreneurial self-efficacy by 16.38%. Digital literacy had a positive and significant effect on technopreneurial self-efficacy by 17.98%, Entrepreneurial motivation had a positive and significant effect on technopreneurial self-efficacy by 28.73%. The influence of entrepreneurial knowledge affects entrepreneurial intentions through technopreneurial self-efficacy. Direct effect of 1.12% and indirect effect of 8.88%, total effect of 10.00%. Then digital literacy affects entrepreneurial intentions through technopreneurial self-efficacy. Direct effects are 19.80% and indirect is 29.42%, the total effect is 49.22%. Motivation affects entrepreneurial intentions

through technopreneurial self-efficacy. Direct effect of 11.90% and indirect effect of 37.19%, total effect of 49.09% Technopreneurial self-efficacy on entrepreneurial intention of 48.16%. It can be concluded that this study will increase the entrepreneurial intention, entrepreneurial knowledge, digital literacy, entrepreneurial motivation and technopreneurial self-efficacy of social studies education students FKIP University of Lampung.

For the next researcher, they want to add other variables that have the potential to affect entrepreneurial intentions such as social support, locus control and technopreneurial. In the broader research object, it will produce comprehensive research. It shows that the magnitude of the influence of entrepreneurial knowledge on entrepreneurial intentions through technopreneurial self-efficacy is higher than entrepreneurial knowledge on students' entrepreneurial intentions. Therefore, it is suggested that the Social Studies Education FKIP University of Lampung can hold seminars, workshops, and entrepreneurship training periodically to provide students with the knowledge and skills needed to start and run a business. Furthermore, social studies education students of FKIP University of Lampung can also be active in entrepreneurial competition activities, this can form business ideas and gain entrepreneurial experience.

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