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The Influence of Entrepreneurship Education on Students' Social Entrepreneurship Competence: The Mediating Role of Self-Efficacy

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Abstract

Indonesian university students have a low level of social entrepreneurship education, but have the highest perceptions of entrepreneurial skills and networks among young people in Asia and the Asia Pacific. Entrepreneurial vision, especially social entrepreneurship, needs to be explored by analyzing the mediating role of self-efficacy in the influence of entrepreneurship education on social entrepreneurship competency. A quantitative-explanatory research design purposively sampled 150 students from six universities who had completed five semesters and entrepreneurship courses. The university students completed the researcher-developed entrepreneurship education scale, the Indonesian version of the Generalized Self-Efficacy Scales, and the Profile of the Social Entrepreneur. Variable data were analyzed using structural equation modelling (SEM). The research findings indicate that entrepreneurship education directly influences social entrepreneurship competency; entrepreneurship education does not influence self-efficacy, and self-efficacy does not influence social entrepreneurship competency. Self-efficacy thus does not mediate the influence of entrepreneurship education on social entrepreneurship competency.

Kata kunci:
efikasi diri;
kompetensi kewirausahaan sosial;
pendidikan kewirausahaan.

Abstrak

Mahasiswa Indonesia memiliki tingkat pendidikan wirausaha sosial yang rendah, tetapi dengan persepsi keterampilan dan jaringan wirausaha generasi muda tertinggi di Asia dan Asia-Pasifik. Visi kewirausahaan, terutama kewirausahaan sosial, perlu dieksplorasi dengan menganalisis peran mediasi efikasi-diri dalam pengaruh pendidikan kewirausahaan pada kompetensi kewirausahaan sosial. Desain penelitian kuantitatif-eksplanatif secara *purposive* mengambil 150 sampel mahasiswa dari enam kampus yang telah menempuh lima semester dan telah menyelesaikan mata kuliah kewirausahaan. Mahasiswa menyelesaikan isian skala pendidikan kewirausahaan yang dikembangkan oleh peneliti, versi Bahasa Indonesia dari Generalized Self-Efficacy Scales dan Profile of the Social Entrepreneur. Data variabel dianalisis dengan *structural equation modelling* (SEM). Temuan penelitian menunjukkan bahwa pendidikan kewirausahaan berpengaruh langsung pada kompetensi kewirausahaan sosial; pendidikan kewirausahaan tidak berpengaruh pada efikasi diri, dan efikasi diri tidak berpengaruh pada kompetensi kewirausahaan sosial. Efikasi diri dengan demikian tidak memediasi pengaruh pendidikan kewirausahaan pada kompetensi kewirausahaan sosial.

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INTRODUCTION

The new millennium not only requires the younger generation to face challenges that have not been solved in previous decades, but also presents a complex reality that requires the participation of all social agents: government, business world, and civil society (United Nations Development Programme, 2022). Entrepreneurial and social innovation competencies are valuable skills for addressing local and global challenges, offering more viable solutions (Vázquez-Parra et al., 2022). Social entrepreneurship has achieved several achievements in eradicating poverty, reducing unemployment rates and improving the environment, and is expected to contribute more to solving social problems in the new era (Zhiyang et al., 2020).

Social agent theory states that each stakeholder needs to redefine their work by taking into account specific environmental issues, as indifference and delay are no longer acceptable (Bega et al., 2021). The theory of planned behavior, the entrepreneurial intention model, and social identity theory are, therefore, often used to explain social entrepreneurship. The antecedents of social entrepreneurship emphasize psychological cognitive satisfaction and self-efficacy, as well as the need to gain social identity to explore and motivate further social entrepreneurial behavior (Wang & Yee, 2023a).

Social entrepreneurship is: a market activity to achieve social goals; an innovative way to solve complex social problems, breaking down traditional boundaries between the public, private, and nonprofit sectors; a creative activity that generates and sustains social benefits through practical socioeconomic structures, relationships, institutions, organizations, and experiences; and a business operation that improves and innovates social services using commercial principles and methods to create social value. Social entrepreneurship structures can enable social enterprises to be better established, developed, and managed. There is a duality between social entrepreneurship—entrepreneurship driven by individuals or organizations that can identify and explore opportunities to create social value and take risks through innovation. Opportunity identification is the core of social entrepreneurship, which aims to create a new, better, and more balanced society. Social entrepreneurship can not only address deficiencies in government functions and bring about new social changes but also create new market opportunities (Wang & Yee, 2023a). Social entrepreneurship, in a broader sense, is sustainable, charitable, and innovative (Saebi et al., 2019). Social enterprises have an entrepreneurial model that combines a social mission with a desire to generate financial returns, while also being innovative and involving risk (Kruse, 2020). Social entrepreneurship is thus a competency, as it is a hybrid form of traditional entrepreneurship with a social mission to achieve, generate monetary returns, and self-fund social action.

Universities configure social responsibility in the form of a double spiral response. This is because, on the one hand, the university organization must face the demands of its environment and, on the other hand, the university's purpose is to produce knowledge, research and train new generations, facing the challenge of educating and providing skills and competences for future decision-makers (Vázquez-Parra et al., 2022). Apart from being centers of education, universities are also seen as environments for acquiring, training, and developing the competencies needed to address the complex realities of the world (Ali et al., 2021).

Discussions about entrepreneurship will inevitably shift the focus to people's attitudes towards planning, organizing, and proposing innovative projects (Gupta et al., 2020). The social and intellectual evolution in entrepreneurship has given rise to a broader horizon (Kumar et al., 2021).

Many educational institutions emphasize triggering socially oriented, conscious and responsible entrepreneurial proposals among their students (Hockerts, 2018). There are increasingly tough challenges in a complex world. The entrepreneurial process is no longer just about developing good

ideas with financial results; it must also consider how innovation can address environmental issues. The study by Saebi et al. (2019) demonstrates the relevance of social entrepreneurship in developing its community, particularly in promoting inclusive growth and addressing local issues. Agustina et al. (2020) also highlighted the role of social entrepreneurship in improving community quality of life.

Universities provide support through programs. The development of social entrepreneurial competencies is the fertilizer of social entrepreneurship. Competency development looks beyond community projects and considers that agents of change can be revolutionary for the environment. Universities train students' skills and capacities to take action to solve social problems, regardless of their nature (Bublitz et al., 2021).

Any institution committed to social entrepreneurship should be able to develop programs to improve and strengthen the level of performance of social entrepreneurship competencies and related skills. However, the reality is not that simple (García-González & Ramírez-Montoya, 2019). One of the biggest challenges is that not all institutions have the training, economic resources, and human resources to develop social entrepreneurial ideas and launch new projects that help them achieve specific goals and objectives.

Total Early-stage Entrepreneurial Activity (TEA) among young people in Indonesia, aged 18–34, is 18.9%, the highest in Asia and the Asia Pacific (Guellch & Bosma, 2018). Universities in Indonesia have offered independent entrepreneurship programs that focus on green-preneurs, socio-preneurs, and techno-preneurs (Wulandari, 2023). According to Global Entrepreneurship Monitor (GEM, 2023), Indonesia is at level C of countries with Gross Domestic Product/Capita < $20.000. However, the government and universities in Indonesia already have the intention and have promoted and implemented entrepreneurship study programs. Planners focus on the university environment to promote and develop entrepreneurial skills by examining different realities, because even though some countries lack formal entrepreneurship structures, students still desire to become entrepreneurs (Ndou, 2021).

According to the Global Student Entrepreneurship (GSE) 2021 report (Sieger et al., 2021), more than half of students are considered to have not had a direct formative approach to entrepreneurship (e.g., formal university lectures). Students in Indonesia, in this case, teenagers aged 18–34, already have a strong position in GEM but have a low level of social entrepreneurship education (Guellch & Bosma, 2018).

There are several problems and challenges facing entrepreneurship education in Indonesia, based on research findings in Indonesia and internationally. First, an educational orientation that is too theoretical and cognitive. According to the findings of Machmud et al. (2022) and Amalia and von Korflesch (2021), entrepreneurship education practices in Indonesia still tend to be theoretical. This results in students understanding the concept of entrepreneurship conceptually without developing strong social attitudes and values. This condition creates a gap between the objectives of entrepreneurship education and the social reality of its implementation. Prioritizing knowledge transfer (knowledge-based learning) over experiential learning results in students understanding the entrepreneurship concept without corresponding development of the attitudes, values, and social skills needed to become social entrepreneurs capable of creating solutions for society.

Second, there is a weakness in fostering social values and orientation. This lack of ethical and social dimensions leads students to view entrepreneurship as a means of seeking profit rather than creating public good (Guritno et al., 2019; Faadhilah & Kurjono, 2023). Third, international studies show that students are rarely involved in community engagement projects, social venture labs, or collaborations with social institutions that can foster social empathy and problem-solving skills

(Shahin et al., 2021). Fourth, international studies show that students lack inspirational figures and mentors who demonstrate tangible success in social entrepreneurship. Institutional support, such as social incubators, access to funding, and community networks, remains limited. Without a conducive ecosystem, entrepreneurship education becomes merely an academic activity without the process of internalizing values and sustainable motivation (Makai & Dőry, 2023). Fifth, the achievement of entrepreneurship education is often measured by the number of business proposals or startups created, rather than by changes in affective and social competencies such as empathy, social responsibility, creativity, and the courage to take risks for humanitarian purposes (Ganefri et al., 2024).

Recent empirical literature also shows that existing research focuses only on general entrepreneurship data. For example, entrepreneurship course lecturers provide stimulation and support for students' development of social entrepreneurial competencies and foster positive emotions that strengthen students' feelings of self-reliance (self-efficacy). This is supported by several research findings showing that students' positive academic emotions influence lecturer support and general self-efficacy. That general self-efficacy mediates the relationship between lecturer support and students' positive academic emotions (Chen et al., 2022). Students' perceptions of university support in the form of entrepreneurship education were also found to influence entrepreneurial intentions, and self-efficacy, as a form of psychological capital, plays a mediating role (Chen & Huang, 2023). Early-semester students also reported feeling they had better entrepreneurial and social skills. Final-semester students felt they could make judgments about the competencies needed in entrepreneurship and focused more on practical skills, such as the economic and administrative aspects of entrepreneurship (Cruz-Sandoval et al., 2023). Entrepreneurship education positively influences students' entrepreneurial intentions through the mediation of social entrepreneurial networks (Hassan et al., 2022).

There are theoretical explanations and empirical support that show the self-efficacy mechanism linking entrepreneurship education to social entrepreneurship competencies. Self-efficacy, as explained by Bandura (1986), relates to an individual's belief in their ability to achieve performance goals. Educational experiences have been shown to enhance self-efficacy. Entrepreneurship education has the potential to influence entrepreneurial self-efficacy, given that individuals with strong self-efficacy tend to be intrinsically motivated toward entrepreneurship (Ohene Afriyie et al., 2025). Students are confident in their ability to start and develop their own social enterprises. Entrepreneurial self-efficacy also fully mediates the relationship between entrepreneurship education and entrepreneurial self-competence (Opuni et al., 2022). Entrepreneurial knowledge has been shown to have no effect on entrepreneurial intentions but to have a positive effect on self-efficacy. Self-efficacy positively affects entrepreneurial intentions. Self-efficacy mediates the relationship between attitudes toward entrepreneurship and entrepreneurial intentions (Wibowo & Khan, 2024).

Self-efficacy in the context of entrepreneurship education influences students' belief in their ability to design, lead, and implement valuable business or social ideas (Chen & Greene, 1998). Self-efficacy enhances entrepreneurs' ability to face uncertainty, adapt to social change, and solve societal problems. Self-efficacy is at the core of social entrepreneurship competencies (Hmieleski & Corbett, 2008). Newman et al. (2019) conducted a meta-analysis of 143 international studies. They found that self-efficacy is the most powerful psychological mediator linking entrepreneurship education to entrepreneurial outcomes (competence, intention, actual behavior). Albert Bandura's social-cognitive theory explains that entrepreneurship education involving real-life projects, incubators, pitching, and fieldwork provides students with successful experiences in handling entrepreneurial tasks. This success strengthens entrepreneurial self-efficacy. Learning experiences that provide opportunities for

success, observation of models, social persuasion, and physiological/emotional states are key sources of self-efficacy formation. Entrepreneurship education rich in experiences (experiential learning, project-based learning, mentoring) theoretically results in increased entrepreneurial self-efficacy. Entrepreneurship education that trains students to cope with failure reduces anxiety related to social/operational risks, enabling students to be more courageous in taking actions with social impact (Bandura, 1997). Observing successful mentors/social entrepreneurs (in classes/incubators) broadens the belief "if they can do it, I can too." This enhances entrepreneurial self-efficacy (Wu et al., 2022). Institutional guidance and support strengthen students' confidence in their ability to undertake socio-entrepreneurial actions (Soelaiman et al., 2024).

Once entrepreneurial self-efficacy increases, concrete impacts on social entrepreneurship competencies emerge through the following mechanisms: Initiative and proactivity. High entrepreneurial self-efficacy encourages taking the initiative to explore social problems; Persistence and resilience. Confidence in one's abilities enables students to persist when social efforts encounter obstacles; Creativity and problem-solving. Entrepreneurial self-efficacy supports the experimentation of innovative solutions to public problems, and networking and influence. Entrepreneurial self-efficacy encourages collaborative engagement, essential for social ventures (Wu et al., 2022). The theoretical explanation and empirical findings show that entrepreneurship education increases self-efficacy and, in turn, increases the intention to develop social entrepreneurial competencies.

The empirical literature has documented the lack of a concrete analysis of the social entrepreneurship vision in terms of its competency dimensions. As a novelty, this study incorporates the social competency dimension into the measurement of entrepreneurship to address the lack of factual data to reference. This study examines social entrepreneurship competency through entrepreneurship education and self-efficacy. This study proposes the following hypotheses: (1) entrepreneurship education directly influences social entrepreneurship competency (H_1); (2) entrepreneurship education does not influence self-efficacy (H_2); (3) self-efficacy influences social entrepreneurship competency (H_3); and (4) self-efficacy partially mediates the effect of entrepreneurship education on social entrepreneurship competency (H_4).

METHODS

This study uses a quantitative-explanatory research design. The study population consisted of students from six universities in Jombang, East Java, including three universities, one institute, and two colleges that teach entrepreneurship courses across each faculty and study program. The student population has completed five semesters of entrepreneurship courses. The sample was taken using a purposive sampling technique. Following the suggestion from Kline (2016), purposive sampling was discontinued when the researcher felt it was sufficient to obtain a sample of 150 students, as the analysis used a simple approach across three variables. The sample comprised 92 male and 58 female students aged 20 to 22 years.

The research data were obtained from the Entrepreneurship Education (EntEdu) Scale, the Profile of the Social Entrepreneur (PSE), and the Generalized Self-Efficacy Scales (GSES). Favorable statements were presented in a 5-point Likert-type scale from *strongly agree* to *strongly disagree*. The survey used the in-home/in-office distribution method, in which data are gathered through face-to-face interactions with respondents at their workplace, campus, or home (Khan, 2022).

Analysis of Moment Structure (AMOS) was used to test the construct validity of the measuring instrument using the confirmatory factor analysis (CFA), and structural equation modeling (SEM) to test the hypothesis. CFA and SEM use the Root Mean Square Error of Approximation (RMSEA) criterion. RMSEA is highly recommended by MacCallum and Austin (2000) for several reasons: (1)

it adequately reveals sensitivity to undetailed models; (2) it can be used as a precise guideline for interpreting model quality conclusions; and (3) it provides a confidence interval that provides important information about the accuracy of model fit estimates that is not available in almost all other fit indices. According to Browne and Cudeck (1993), an RMSEA estimate should ideally be less than .05, with the upper bound of the confidence interval not exceeding .08.

Researchers developed 31 items for the EntEedu scale. The scale was compiled based on four dimensions of entrepreneurship education from the perspective of students from Wong and Chan (2024): education on how to start and run a business (10 indicators), motivation to become an entrepreneur (9 indicators), education to develop entrepreneurial individuals (8 indicators), and relevance of entrepreneurship education for students (4 indicators). Item analysis showed that corrected item–total correlations ranged from .370 to .682, and the scale demonstrated acceptable reliability (α = .742). An example of an item in the Indonesian version of the discipline relevance indicator is, "*Mahasiswa perlu menghubungkan disiplin ilmu dengan pendidikan kewirausahaan* (Students need to connect academic disciplines with entrepreneurship education)". Given the number of scale items is too many, and to achieve good CFA and SEM results, eight items were selected that have corrected-item-total correlations greater than .50 for all dimensions. The CFA results for the 8-item scale indicated a good model fit (RMSEA = .062). Factor loadings and error variances for each item are presented in Figure 1.

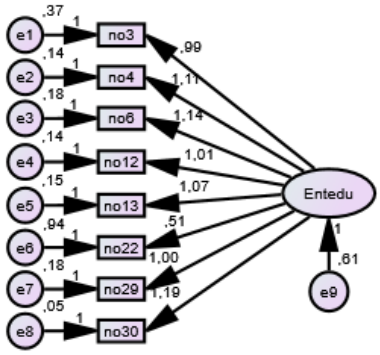

Figure 1.
CFA of EntEdu Scale, RMSEA = .062

Social entrepreneurship competency (Socenco) is measured using 22 statements from the PSE's perception of achievement scale. The PSE consists of five dimensions: personal competence (5 indicators), leadership competence (3 indicators), social innovation competence (7 indicators), social value competence (4 indicators), and entrepreneurial management competence (3 indicators; García-González et al., 2020). Researchers translated the PSE into Indonesian because the research subjects were Indonesian students, and conducted an item validity test using the corrected-item-total-correlation method. The validity indices for the Indonesian version ranged from .379 to .610, and the reliability was acceptable (α = .734). An example item of the motivation indicator is, "*Ketika saya bersemangat terhadap sesuatu, saya melakukan apa yang saya bisa untuk mencapai tujuan saya* (When I am passionate about something, I do what I can to achieve my goals)". Given the number of scale items is too many, and to achieve good CFA and SEM results, 10 items with corrected item-total correlations greater than .45 across all dimensions were selected. The CFA results for the 10-item PSE indicated good model fit (RMSEA = .059). Factor loadings and error variances for each item are presented in Figure 2.

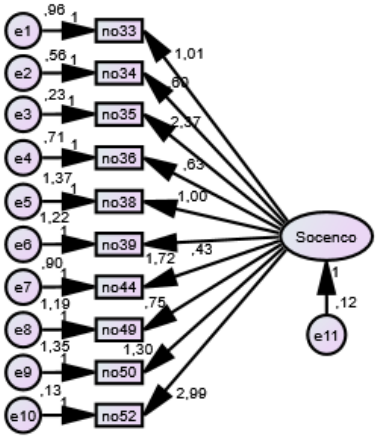

Figure 2.
CFA of PSE, RMSEA = .059

The GSES measured self-efficacy (Schwarzer & Jerusalem 1995; Schwarzer, 2021). The GSES is unidimensional and consists of 10 items that assess an individual's belief in their ability to respond to new or difficult situations and to deal with any obstacles or setbacks that accompany them. Researchers translated the GSES into Indonesian because the research subjects were Indonesian students and conducted an item validity test using the corrected-item-total-correlation method. The validity indices of the Indonesian version of the GSES items range from .334 to .538, and the reliability is acceptable (α = .714). An example item is, "*Saya dapat memecahkan masalah sulit dengan berusaha keras* (I can solve difficult problems by trying hard)." The CFA results for the 10-item GSES indicate good model fit (RMSEA = .071). Factor loadings and error variances for each item are presented in Figure 3.

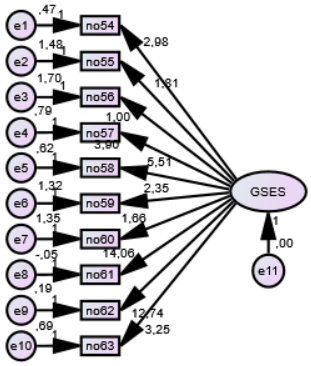

Figure 3.
CFA of GSES, RMSEA = .071

RESULTS

SEM estimation can be adequately obtained through assumption tests, including tests of normality and collinearity for two independent variables, and tests of multicollinearity when more than two independent variables are involved. Normally distributed data will have an estimate of the generalization of research results to the population. The critical ratio (CR) values for skewness or kurtosis between −2.58 and 2.58 at the 1% significance level (p = .01) are considered the cut-off for assessing normality (Byrne, 2016). The normality assessment showed the smallest CR for kurtosis was

−.930 and the largest was .853, with $p < .01$. Because the CR values (−.930 to .853) fall within the acceptable range, the data are considered normally distributed.

The multicollinearity assumption states that there is no perfect multicollinearity among two or more independent variables. Collinearity occurs when one component of a variable is highly correlated with another component, as indicated by a very high index. Multicollinearity occurs when the components (items) of an independent variable are highly correlated with one another. An inter-item correlation of less than .85 indicates no serious collinearity (Kline, 2016). The covariance table shows that, for the 8-item entrepreneurship education scale and the 10-item GSES, the correlations range from $r = .011$ to .055, which are far below 1.00 and indicate no collinearity concerns.

SEM produced the following computation of degrees of freedom (*df*): the number of distinct sample moments was 406, and the number of distinct parameters to be estimated was 59, yielding $df = 406 - 59 = 347$. The model yielded $\chi^2 = 968.946$ with $p = .000$. The exogenous and endogenous latent variables demonstrated unidimensionality, and the goodness-of-fit criteria were then evaluated.

Table 1.
SEM Standardized Direct Effects

Path (Exogenous → Endogenous)	**Standardized Estimate (β)**	**Unstandardized Estimate (B)**	
		CR	*p*-value
Entrepreneurship Education → Self-Efficacy	0.140	1.808	.071
Self-Efficacy → Social Entrepreneurship Competency	–0.023	–0.910	.363
Entrepreneurship Education → Social Entrepreneurship Competency	0.707	5.599	< .01

The SEM hypothesis test results (see Table 1) show that entrepreneurship education significantly influences social entrepreneurship competency ($\beta = 0.707$, $p < .01$), so H_1 is supported. However, entrepreneurship education does not significantly influence self-efficacy ($\beta = 0.140$, $p = .071$), so H_2 is not supported. Similarly, self-efficacy does not significantly influence social entrepreneurship competency ($\beta = –0.023$, $p = .363$), leading to the rejection of H_3. Because both pathways involving self-efficacy are non-significant, self-efficacy does not mediate the effect of entrepreneurship education on social entrepreneurship competency, and H_4 is therefore rejected. Finally, the SEM model shown in Figure 4 demonstrates acceptable model fit, with RMSEA = 0.523 indicating that the empirical data support the proposed theoretical model.

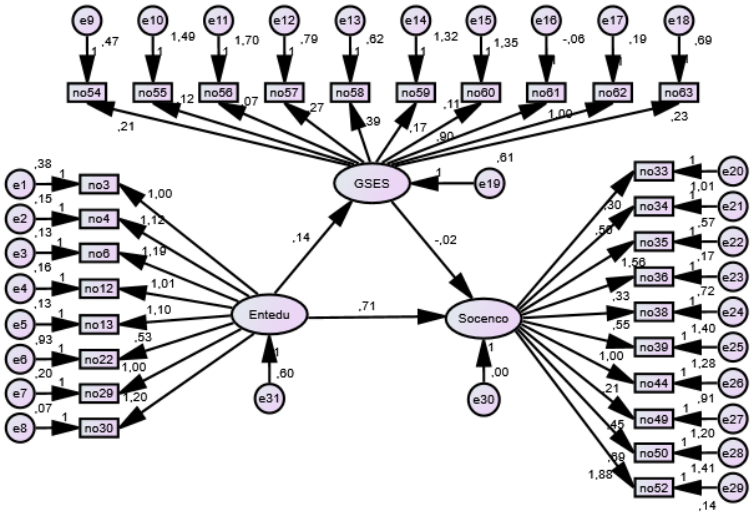

Figure 4.
SEM of entrepreneurship education, self-efficacy, and social entrepreneurship competency, RMSEA = .053

DISCUSSION

Research findings show that entrepreneurship education has a positively influence on students' university entrepreneurial competence. Entrepreneurship education teaches students how to start and run a business. This education teaches that entrepreneurs face many risks, that entrepreneurs start businesses with little experience, and that the decision to become an entrepreneur is unlikely to be supported by parents. It also includes considering working alone as an entrepreneur or working for a business organization owned by someone else with a high salary offer, the challenge of lack of financial capital, the challenge of lack of interest, the challenge of lack of knowledge, considering the problem of responsibility to the family, the value of life goals, and reinforcing those who have started a business. Entrepreneurship education also motivates students to become entrepreneurs, including pursuing dreams, becoming their own boss, making independent decisions, achieving high profits, gaining self-knowledge and self-confidence, wanting to do something different, gaining family support, and doing something for the community. Entrepreneurship education equips students to develop as entrepreneurial individuals with decision-making skills, risk-taking capacity, communication skills, creativity, the ability to prepare a business plan, negotiation skills, sales techniques, and financial knowledge. Entrepreneurship education provides students with insight into the relevance of entrepreneurship as a career choice, ethics, values and critical thinking, the idea of value creation, and disciplines (Wong & Chan, 2024).

Entrepreneurship education can shape students' social entrepreneurship competencies with five competencies: personal, leadership, social innovation, social values, and entrepreneurial management. Personal competencies include self-motivation, knowledge of others, persistence, communication, and persuasion. Leadership competencies include human resource management practices, time management, and collaborative work. Social innovation competencies include the ability to identify new opportunities, learning and adaptability, encouraging creative ideas, tolerance of uncertainty and ambiguity, social engagement, assessing ideas, results, and impacts, and managing limited resources and risk models. Social value competencies include empathy for the unmet needs of others, ethical guidelines and understanding, sustainability orientation and ecological behavior, and passion for entrepreneurial identity. Entrepreneurial management competencies include

management based on generating value in social organizations; financing and administration, and strategic development (García-González et al., 2020).

Previous studies have identified an empirical correlation between entrepreneurship education and social entrepreneurship competency, as a person's level of education is related to intelligence, competence, self-confidence, and problem-solving abilities (Baier-Fuentes et al., 2018). Entrepreneurs with a strong business studies background are more likely to lead consumer-focused companies (Ganotakis & Love, 2012). The perception and evaluation of students' entrepreneurial intentions require special attention to the design of effective academic programs in entrepreneurship and business growth (Do Paço et al., 2011). Research by Mohamad et al. (2015) suggests that entrepreneurship education, both formal and informal, should be included in the study curriculum to foster entrepreneurial intentions.

Entrepreneurship education plays an important role in shaping entrepreneurial drive and intention, enhancing entrepreneurial ability and orientation among students (Ferreira & Trusko, 2018). Entrepreneurship education has gained more exposure, reputation, and ownership than ever before. Various studies have shown a strong influence of entrepreneurship education on entrepreneurship. Entrepreneurship education has received much attention from universities, policymakers, and entrepreneurship researchers (Martínez & Torrejon-Martin, 2019; Naveed et al., 2021). Unlike other fields of knowledge, entrepreneurship education offers a potential means to guide individuals in coping with crises (Ratten & Jones, 2021). Academic institutions in the teaching and learning process are shifting to online-based entrepreneurship education by adopting technology to ensure a higher level of student readiness for contextual and situational conditions (Rahmat et al., 2022).

Higher education focused on entrepreneurship requires students to gain entrepreneurial insight and skills, and to eventually start a business and/or establish a business entity after graduating from university. Entrepreneurship education plays a vital role in fostering entrepreneurship, and university support is essential to its development (Sidratulmunthah et al., 2018). Social entrepreneurship education for students can generate social entrepreneurial intentions (Hassan et al., 2022), foster a sense of social responsibility (Wang & Yee, 2023b), and stimulate an entrepreneurial spirit (Wang & Yee, 2023b).

Research findings indicate that entrepreneurship education does not increase students' self-efficacy. Entrepreneurship education does not foster a sense of self-efficacy among students. Entrepreneurship education courses empirically do not enable students to develop a sense of being able to solve difficult problems and strive for it, find ways to get what they want from someone who opposes them, stick to goals and achieve them, be confident in handling unexpected events efficient, be resourceful in handling unexpected situations, solve most problems with the necessary capital effort, remain calm by relying on their abilities when facing difficulties, be able to find multiple solutions when facing problems, be able to think of solutions when faced with difficulties, and be able to handle anything that stands in their way.

The findings of this study are inconsistent with those of Lestari et al. (2022), who found that entrepreneurship education significantly strengthens students' self-efficacy, which ultimately shapes their entrepreneurial intentions. Entrepreneurship education can improve perceived feasibility by increasing students' knowledge, building self-confidence, and fostering entrepreneurial self-efficacy to start new businesses. Entrepreneurship programs at universities and related support can play a significant role in fostering students' entrepreneurial self-efficacy. Developing self-efficacy strengthens students' entrepreneurial intentions.

Self-efficacy development creates a positive business ecosystem. University support in the form of entrepreneurship education will help students access various tangible and intangible business resources, as well as develop skills that increase their confidence and enthusiasm for doing business and making entrepreneurship a career choice (Trivedi, 2016). Entrepreneurship education, development of entrepreneurial concepts, and business development are the forms of university support that have the most influence on students' ability and confidence to become entrepreneurs. Educational support, teaching about knowledge, skills, and entrepreneurial abilities, will increase interest in becoming entrepreneurs (Saeed et al., 2015).

The findings of this study are inconsistent with those of Trivedi (2016), who found that developing self-efficacy creates a positive business ecosystem. University support for entrepreneurship education will help students acquire tangible and intangible business resources, as well as a range of skills that will increase their confidence and enthusiasm for business and make entrepreneurship a career choice. The findings of this study also do not support the research of Saeed et al. (2015), which showed that entrepreneurship education, development of entrepreneurial concepts, and business development are the forms of university support that most influence students' ability and confidence to become entrepreneurs. Educational support and teaching about entrepreneurial knowledge, skills, and abilities will increase interest in becoming an entrepreneur.

Students' intention to start a business can be developed by implementing practical aspects in entrepreneurship education. Business development support can be facilitated by providing students with opportunities to run a prototype company on campus to build strong interest in entrepreneurial behavior (Nasiru et al., 2015). Universities can facilitate students in developing and validating business concepts, especially in the early stages (Mustafa et al., 2016). Entrepreneurship education, as a form of university support for students, has a positive effect on self-efficacy, one of the psychological capitals. University entrepreneurship support, such as teaching knowledge and skills related to entrepreneurship, fostering students' ability to identify entrepreneurial opportunities, helping students with business plans, and providing students with entrepreneurship resources and internships (Maslakcı et al., 2020; Saeed et al., 2015). Entrepreneurship education is an environmental factor that provides students with important resources and assistance in student entrepreneurship. Entrepreneurship education provides students with comprehensive knowledge and skills in entrepreneurship. Entrepreneurship education will improve students' ability to access entrepreneurial resources, thereby increasing self-confidence in entrepreneurial activities (Lu et al., 2021). Entrepreneurship education, as a form of university support, has a positive effect on self-efficacy, a component of psychological capital. Students who feel supported through entrepreneurship education exhibit a high level of psychological capital, specifically self-efficacy (Cui, 2021). The findings of this study do not empirically support these studies. The findings of this study thus serve as a turning point for evaluation. It is time for entrepreneurship education taught by university lecturers to incorporate self-efficacy as an element of entrepreneurial success. Integrating entrepreneurship education with self-efficacy should not be confined to lectures; it should also be incorporated into student training and internships.

The absence of an effect of entrepreneurship education on self-efficacy is actually a sign of the absence of an effect of self-efficacy on students' social entrepreneurship competencies. This research finding confirms that self-efficacy does not predict students' social entrepreneurial competency. This finding does not support the research study by Lestari et al. (2022), which indicates that self-efficacy is related to social entrepreneurship competency. Self-efficacy is one of the personality traits that influences an individual's ability to create a business. Self-efficacy is indicated by an individual's

belief in the quality and ability to carry out various business activities effectively. Individuals with a strong sense of self-efficacy will show high resilience when facing problems. The concept of self-efficacy is highly valuable for understanding the intention behind planned, deliberate behavior, such as entrepreneurship. Entrepreneurial self-efficacy is one of the main prerequisites for prospective entrepreneurs. Self-efficacy affects an individual's ability to acquire skills, increase effort, and demonstrate the level of persistence in facing problems. Self-efficacy also affects an individual's motivation to achieve something. Individuals with high self-confidence will be more resilient and make greater efforts to face problems.

Integration of self-efficacy into entrepreneurship lecture, training, and internship materials to foster social entrepreneurship competencies in the current social media era, in accordance with Albert Bandura's hierarchy of needs theory. According to Bandura (as cited in Wang & Yee, 2023b), although practical skills influence behavior, this influence is not complete. Self-efficacy is an important factor influencing motivation and behavior. Entrepreneurial self-efficacy is widely recognized as a major prerequisite for establishing a new business. Based on the theory of the entrepreneurial process, self-efficacy is considered the belief that entrepreneurs can complete various entrepreneurial tasks and play entrepreneurial roles. Self-efficacy is the basis of entrepreneurial intention and is an important characteristic of entrepreneurs. Self-efficacy is significantly related to entrepreneurship (Harp et al., 2017). Students can create greater value after their sense of self-efficacy increases (Wang & Yee, 2023b). Entrepreneurial self-efficacy is a significant predictor of entrepreneurial intention among female students (Sidratulmunthah et al., 2018).

Research findings indicate that self-efficacy does not mediate the influence of entrepreneurship education on social entrepreneurship competency. Entrepreneurship education directly influences social entrepreneurship competencies. Entrepreneurship education does not influence self-efficacy. Self-efficacy does not influence social entrepreneurship competency. Self-efficacy does not strengthen the influence of entrepreneurship education on students' social entrepreneurship competencies. These findings indicate that self-efficacy does not play a role in determining whether students interested in social entrepreneurship succeed in meeting the demands and challenges of the field. Entrepreneurship has been shown, theoretically and empirically, to require the ability and self-confidence that the business will achieve success. Self-confidence motivates business actors to start a business. Individuals who lack self-confidence are reluctant to become entrepreneurs. It is time to integrate self-efficacy into entrepreneurship through lecture materials, training, and student internships. This integration has great potential to encourage students to develop competency or pursue competency in the field of social entrepreneurship.

The idea of integration has a strong theoretical basis and empirical findings from previous research. Self-efficacy is a motivational construct that influences individual choices about activities, goal-achievement processes, persistence, and performance across various life contexts, including entrepreneurship. Several previous studies indicate that self-efficacy serves as a mediating variable in the relationship between entrepreneurship education and students' entrepreneurial competence. Self-efficacy is a mediating variable of several factors that influence the formation of individual intentions to become entrepreneurs (Lestari et al., 2022). Setiawan and Lestari (2021) show that entrepreneurship education has a significant effect on entrepreneurial self-efficacy and entrepreneurial intention. Entrepreneurial self-efficacy positively affects entrepreneurial intention. Entrepreneurial self-efficacy partially mediates the relationship between entrepreneurship education and students' entrepreneurial intention. The study's partial mediation analysis shows that the direct effect of entrepreneurship education on entrepreneurial intention is smaller than the effect of self-

efficacy. The direct effect shows that, without self-efficacy, entrepreneurship education still positively affects entrepreneurial intention. The indirect effect shows that entrepreneurship education positively affects self-efficacy and entrepreneurial intention, and that self-efficacy positively affects entrepreneurial intention. The effect of entrepreneurship education on entrepreneurial intention will be strengthened through self-efficacy.

Self-efficacy, as one of the psychological capitals, positively affects students' intention to become entrepreneurs. The higher the psychological capital, the higher the students' intention to become entrepreneurs (Ephrem et al., 2019). Psychological capital, specifically self-efficacy, is an individual factor that lies between environmental conditions and entrepreneurial intentions among students (Cui, 2021; Maslakcı et al., 2020; Mahfud et al., 2020). Students with high levels of psychological capital show greater persistence when faced with entrepreneurial challenges, actively seek solutions to problems, and have higher entrepreneurial intentions (Mahfud et al., 2020).

Students with positive psychological capital not only effectively manage unexpected obstacles in entrepreneurship but also demonstrate adaptability in overcoming entrepreneurial challenges, thereby ensuring the efficient implementation of entrepreneurial efforts and achieving success in entrepreneurship (Chen & Huang, 2023). Entrepreneurship education initially increases self-efficacy and subsequently enhances social entrepreneurial competence through self-efficacy as a mediating factor.

CONCLUSION

Entrepreneurship education has a positive effect on students' social entrepreneurship competency. However, it does not affect self-efficacy, and self-efficacy also does not affect social entrepreneurship competency. This means self-efficacy does not strengthen the social entrepreneurship competencies that lecturers aim to develop through entrepreneurship education courses. The findings of this study show that lecturers have been successful in teaching entrepreneurship education. However, the results also highlight that the success of entrepreneurship education on campus most likely comes from students' knowledge of entrepreneurship education and knowledge of social entrepreneurship competencies. Competence is an adjective of knowledge. Without facing real challenges, competence will not develop into practical abilities and skills tested through self-efficacy. There is an urgency to integrate self-efficacy into course materials, training, and internships to enhance students' social entrepreneurship competencies in the current social media era. Further research would be beneficial if it involved a larger sample of students across a wider, more diverse range of campuses. This research is still general in nature; a more specific analysis is needed to highlight the research variables from the perspectives of gender, differences, and campus status, as well as the experience and background of practicing and non-practicing lecturers in the field of entrepreneurship.

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