Fostering and Developing Students' Entrepreneurial Intentions Through Entrepreneurship Curriculum and Self-Efficacy: Evidence From Regression Analysis

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Abstract

Due to the increasing open unemployment rate (TPT) each year, which has negative effects on individual, societal, and national growth, the government has formulated and implemented entrepreneurship as a solution or means to address open unemployment. However, based on data reflecting the field conditions, the growth of entrepreneurship among students is still classified as low. Indonesia has a low entrepreneurship growth rate, with a percentage of 3.47% of the population. This research endeavor is designed to explore, identify, and assess the entrepreneurship curriculum, self-efficacy, and students' entrepreneurial intention. The research adopts a quantitative approach supprted by descriptive methods to evaluate the characteristics of the variables and regression analysis to determine the relationships between each research variable, involving 100 students from FIP, FS, FMIPA, and FT. The findings indicate that the entrepreneurship curriculum is classified as "Very Good," self-efficacy is also classified as "Very Good," and entrepreneurial intention is classified as "Good." Additionally, both the entrepreneurship curriculum and self-efficacy have a significant influence on entrepreneurial intention, both partially and simultaneously, highlighting the crucial role of these factors in shaping students' entrepreneurship intention.

Keywords: entrepreneurship curriculum, self efficacy, entrepreneurship intention, students.

Introduction

Due to the increasing open unemployment rate (TPT) each year, which has negative effects on individual, societal, and national growth, the government has formulated and implemented entrepreneurship as a solution or means to address open unemployment. However, based on data reflecting the field conditions, the growth of entrepreneurship among students is still classified as low. Indonesia has a low entrepreneurship growth rate, with a percentage of 3.47% of the population, whereas neighboring countries in ASEAN such as Singapore reached 8.76%, Malaysia 5%, and Thailand 4.26%. On an international level, various developed countries have reached 10-12% of the population. Another comparison is made through data obtained from the Global Entrepreneurship Index (GEI), which states that Indonesia has a score of 26, ranking 75th out of 137 countries. This index aims to measure the ability or capability of a country to produce entrepreneurs (Dihni, 2023).

Therefore, the Indonesian government formulates and designs various public policies, including strategies aimed at fostering and developing entrepreneurship for both existing and potential entrepreneurs among students. The various policies above are the result of collaboration or cooperation between the government and universities to foster and develop the entrepreneurial spirit among students (Aranditio, 2023; Arjanto et al, 2022). The entrepreneurship curriculum is one of the manifestations of government policy that plays a crucial role in optimally shaping and developing various aspects of students, encompassing three domains: (1) cognitive; (2) affective; and (3) psychomotor, with the aim of fostering and developing entrepreneurial intent to reduce the growth of open unemployment (TPT) among university graduates (Simatupang et al., 2021).

The entrepreneurship curriculum is one of various types of curricullum that contain information about sequential steps that students can utilize to identify and shape entrepreneurial opportunities, design entrepreneurial concepts, develop entrepreneurial operations, seek operational funding for entrepreneurship, and implement and manage entrepreneurship. With the presence of an entrepreneurship curriculum that provides knowledge and skills as the foundation needed to start a business, it has an influence on the improvement of students' self-efficacy. A person's self-assurance regarding their capacity or competence to design and implement entrepreneurial plans, as well as to manage and address various challenges that may arise during entrepreneurship (Wei et al., 2020). Not only does it stop there, but the increase in self-efficacy within the domain of entrepreneurship, it also affects the propensity of students to start businesses (Boubker et al., 2021).

Research encompassing the three topics or variables of entrepreneurship curriculum, self-efficacy, and entrepreneurial intention has been Carried out by various researchers with diverse research models. However, studies by Karim Karim (2016); Montes et al (2023); and Liu et al. (2022) employed research models that focus solely on examining the impact of the entrepreneurship curriculum, manifested through entrepreneurship education, on entrepreneurial intention. These studies found significant positive influence on fostering entrepreneurial intention. Nevertheless, they did not consider the psychological factors individuals possess in weighing and making decisions necessary for entrepreneurship. This partial or separate approach leaves a gap in understanding how self-efficacy serves a part in driving individuals bolster their entrepreneurial intention.

Similarly, study of self-efficacy and its influence on entrepreneurial intention has also been conducted separately, without involving the entrepreneurship curriculum. Studies by Caliendo et al (2023) & Saoula et al (2023) findings indicating that self-efficacy significantly and favorably impacts students' entrepreneurial intention. However, these studies did not consider the role of the entrepreneurship curriculum, manifested through entrepreneurship education, which in turn can influence entrepreneurial intention. Based on the explanation in the previous sentences, this research offers novelty by addressing the limitations of previous studies through the integration of various variables into a comprehensive model. It highlights how the entrepreneurship curriculum, as an external factor, and self-efficacy, as an internal factor, simultaneously influence students' entrepreneurial willingness.

In addition, studies on this topic Carried out by other researchers have shown that both the entrepreneurship curriculum and self-efficacy significantly influence entrepreneurial intention, as mentioned in the previous paragraph. However, other research, such as that carried out by Heryadi et al (2024); Lin et al (2017); and Tandra et al (2022), indicates that the entrepreneurship curriculum, manifested through Entrepreneurship education fails to exert a notable influence on entrepreneurial intention. Furthermore, studies by Osadolor et al (2021); Santoso & Oetomo (2016); and Mantik et al (2023) discovered that self-efficacy fails to exert a significant effect on entrepreneurial motivation. The novelty of this research lies in combining these three variables, which has rarely been explored, and addressing the research gaps evident in the inconsistent findings. This reflects the need for further evaluation of the topic involving these three variables. This research intends to address this inconsistency by exploring the sophisticated relationship between the entrepreneurship curriculum, self-efficacy, and entrepreneurial intention. Thus, this research is titled "Fostering and Developing Students' Entrepreneurial Intentions Through Entrepreneurship Curriculum and Self-Efficacy: Evidence From Regression Analysis".

Methodology

This research was performed utilizing a quantitative approach. The population of this study comprised students from UM, divided into two departmental groups: (1) Science and Technology (Saintek); and (2) Social Sciences and Humanities (Soshum). Saintek is represented by the Faculty of Mathematics and Natural Sciences (FMIPA) and the Faculty of Engineering (FT), while Soshum is represented by the Faculty of Education (FIP) and the Faculty of Letters (FS). The purposive random sampling technique was used to consider and determine four faculties with a total of 100 students from these four faculties completed and returned the digital research instrument, with 25 students from each faculty. Data collection for the study was carried out through a research instrument manifested as an digital questionnaire containing various questions aligned with the theory of each variable under study, created using Google Forms software. The analytical approach utilized in this study encompassed descriptive analysis to explain the condition or level of the various variables under study and multiple linear regression to explore the cause-and-repercussion across the variables both partially and simultaneously. The analytical procedure was conducted with SPSS version 24.

Result and Discussion

Result

Before the questionnaire containing research indicators was distributed to the research respondents, the research indicators used in the study were required to undergo a validity test to measure the level of validity of each research indicator. This test aims to ensure that the research indicators used are able to measure what should be measured. Therefore, the researcher utilized item validity tests to explore and determine the validity level of each research indicator (Hamid et al., 2017). The data derived from the validity appraisal are described in **Figure 1**. Validity Test Results

Variable	No.	Significance Value	Calculate R Value	Table R Values	Conclusion
X1	X1	.000	.729**	0.3494	Valid
	X2	.000	.687**	0.3494	Valid
	X3	.000	.723**	0.3494	Valid
	X4	.001	.561**	0.3494	Valid
	X5	.009	.470**	0.3494	Valid
	X6	.001	.564**	0.3494	Valid
	X7	.001	.569**	0.3494	Valid
	X8	.012	.455*	0.3494	Valid
	X9	.000	.719**	0.3494	Valid
	X10	.000	.702**	0.3494	Valid
	X11	.000	.711**	0.3494	Valid
	X12	.000	.739**	0.3494	Valid
X2	X13	.001	.569**	0.3494	Valid
	X14	.003	.530**	0.3494	Valid
	X15	.000	.710**	0.3494	Valid
	X16	.000	.601**	0.3494	Valid
	X17	.000	.635**	0.3494	Valid
	X18	.002	.544**	0.3494	Valid
	X19	.001	.595**	0.3494	Valid
	X20	.003	.523**	0.3494	Valid
	X21	.000	.574**	0.3494	Valid
	X22	.001	.595**	0.3494	Valid
	X23	.000	.602**	0.3494	Valid
	X24	.002	.541**	0.3494	Valid
Y1	Y1	.000	.787**	0.3494	Valid
	Y2	.002	.712**	0.3494	Valid
	Y3	.008	.474**	0.3494	Valid
	Y4	.001	.557**	0.3494	Valid
	Y5	.016	.435*	0.3494	Valid
	Y6	.000	.661**	0.3494	Valid
	Y7	.002	.539**	0.3494	Valid
	Y8	.005	.501**	0.3494	Valid
	Y9	.000	.829**	0.3494	Valid
	Y10	.000	.630**	0.3494	Valid
	Y11	.001	.577**	0.3494	Valid
	Y12	.004	.506**	0.3494	Valid

Figure 1. Validity
(The primary data was analyzed)

Based on **Figure 1**. Validity were obtained through the Pearson Product Moment analysis method. It is known that each question item from various research variables has a Significance measure lower than 0.05 and a correlation coefficient measure greater than 0.3494. Both results of the analysis involved a pilot test of 30 respondents outside the main research respondents but still within the main research population. Therefore, based on the analysis results from two perspectives: (1) significance value; and (2) correlation coefficient, it can be established that all the items in the questionnaire are deemed valid

In addition to the validity test, the questionnaire containing research indicators from each research variable is also required to undergo a reliability test (Cortina, 1993). This is done to evaluate the reliability level of each research indicator when placed in different situations or conditions. Therefore, the researcher utilized reliability testing with Cronbach Alpha analysis to determine the level of reliability. The analytical outcomes for each research indicator are described in **Table 1**. Cronbach Alpha.

Table 1. Cronbach Alpha

Cronbach's Alpha	N of Items	Information
.953	36	Reliable

Source: The primary data was analyzed

Based on **Table 1**. Cronbach Alpha obtained through the Cronbach Alpha analysis method show a value of 0.953. This value indicates that the research instrument is reliable, as it exceeds the threshold of > 0.70. Therefore, based on the results of the reliability test, it can be concluded that the research instrument is reliable.

Table 2. Normality

Variable	Value	Information
Entrepreneurship Curriculum (X1)	.061	Normal
Self Efficacy (X2)	.066	Normal
Entrepreneurial Intention (Y)	.128	Normal

Source: The primary data was analyzed

Based on **Table 2**. Normality through the Kolmogorov-Smirnov analysis method show values classified according to the variables used in the study: (1) entrepreneurship curriculum (X1) has an analysis result of .061; (2) self-efficacy (X2) has an analysis result of .066; and (3) entrepreneurial intention (Y) has a value of .128. Based on the analysis results, all variables show analysis results greater than or $> .05$. Therefore, it can be inferred that every variable in the research have a normal distribution of data.

This research employed linearity testing as a prerequisite for the classical assumption test. Linearity testing aims to explore and ascertain if a linear relationship exists among the study variables. The results from the linearity test are elaborated in **Table 3**. Linearity.

Table 3. Linearity

Variable	Linearity Test Results	Information
Entrepreneurship Curriculum (X1) towards Entrepreneurial Intention (Y)	.000	Linear
Self Efficacy (X2) towards Entrepreneurial Intention (Y)	.000	Linear

Source: The primary data was analyzed

Based on **Table 3**. Linearity Test Results obtained through the Means analysis method show values classified into 2 types: (1) entrepreneurship curriculum (X1) towards entrepreneurial intention (Y) has a linearity value of .000; and (2) self-efficacy (X2) towards entrepreneurial intention (Y) has a linearity value of .000. Both variables in the study show values less than or < 0.05. Consequently, it can be determined that the entrepreneurship curriculum (X1) and self-efficacy (X2) towards entrepreneurial intention (Y) variables have linear data.

This study employed multicollinearity testing as a prerequisite for the classical assumption test. Multicollinearity testing is used to explore whether there is a high or strong relationship among the research variables. The results of the multicollinearity examination are described in **Table 4**. Multicollinearity.

Table 4. Multicollinearity

Variable	Tolerance Value	VIF Value	Information
Entrepreneurship Curriculum (X1) towards Entrepreneurial Intentiona (Y)	.737	1.358	No Multicollinearity Occurs
Self Efficacy (X2) towards Entrepreneurial Intentiona (Y)	.737	1.358	No Multicollinearity Occurs

Source: The primary data was analyzed

Based on **Table 4**. Multicollinearity Test Result obtained through Collinearity Diagnostics analysis show two types of analysis outcomes: (1) the entrepreneurship curriculum (X1) towards entrepreneurial willingness (Y), and (2) self-efficacy (X2) towards entrepreneurial willingness (Y) have the same values, with a tolerance value of 0.737 and VIF of 1.358. Both variables in the study exhibit tolerance values greater than 0.100 and VIF less than 10.00. Thus, it can be determined that the entrepreneurship curriculum (X1) and self-efficacy (X2) towards entrepreneurial willingness (Y) do not indicate any multicollinearity symptoms among the variables.

This study employs the heteroskedasticity test as a prerequisite for classic assumption testing. The test is employed to ascertain whether each variable in this study exhibits a stable or constant model. The results from the test analysis are

elaborated in **Table 5**. Heteroskedasticity

Table 5. Heteroskedasticity
Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-3.957	3.716		-1.065	.290
	X1	.036	.091	.046	.397	.693
	X2	.170	.097	.201	1.749	.083

a. *Dependent Variable: ABS_RES*
Source: The primary data was analyzed

Based on **Table 5.** Heteroskedasticity obtained through the analysis of unstandardized residual regression indicate two classifications: (1) the significance value of .693 for the entrepreneurship curriculum (X1) to entrepreneurial willingness (Y), and (2) the significance value of .083 for self-efficacy (X2) to entrepreneurial willingness (Y). Both variables in the study exhibit significance values greater than .05. Hence, it can be inferred that the entrepreneurship curriculum (X1) and self-efficacy (X2) to entrepreneurial willingness (Y) do not indicate symptoms of heteroskedasticity among variables.

Entrepreneurship Curriculum at Universitas Negeri Malang
Descriptive Analysis of the Entrepreneurship Curriculum Variable (X1) in **Table 6**. Entrepreneurship Curriculum

Table 6. Entrepreneurship Curriculum

No	Interval	Classification	Frequency	Percentage	Mean	Std. Deviation
1	12 – 20	Very Bad	0	0%		4.11
2	21 – 29	Bad	0	0%		
3	30 – 38	Good	32	32%		
4	39 – 48	Very Good	68	68%	40.61	
	Total		100	100%		

Source: The primary data was analyzed

Based on **Table 6**. Entrepreneurship Curriculum analyzed descriptively involving 100 students, resulting in analysis classified into 4 interval classes: (1) no students rated "Very Bad" in the 12 - 20 interval; (2) no students rated "Bad" in the 21 - 29 interval; (3) 32 students rated "Good" in the 30 - 38 interval; and (4) 68 students rated "Very Good" in the 39 - 48 interval. With the highest number of ratings falling into classification 4, it indicates that students from FMIPA, FT, FIP, and FS assessed the entrepreneurship curriculum offered in the entrepreneurship course they took and completed as "Very Good."

Student Self-Efficacy at Universitas Negeri Malang

Descriptive Analysis of the Self-Efficacy Variable (X2) in **Table 7**. Self-Efficacy

Table 7. Self-Efficacy

No	Interval	Classification	Frequency	Percentage	Mean	Std. Deviation
1	12 – 20	Very Bad	0	0%		3.83
2	21 – 29	Bad	1	1%		
3	30 – 38	Good	43	43%		
4	39 – 48	Very Good	56	56%	39.31	
	Total		100	100%		

Source: The primary data was analyzed

Based on **Table 7**. Self-Efficacy analyzed descriptively involving 100 students indicates the analysis results classified into 4 interval classes: (1) no students provided ratings in the "Very Bad" classification or score interval of 12 - 20; (2) 1 student provided a rating in the "Bad" classification or score interval of 21 - 29; (3) 43 students provided ratings in the "Good" classification or score interval of 30 - 38; and (4) 56 students provided ratings in the "Very Good" classification or score interval of 39 - 48. Based on the highest number of ratings in classification 4, it indicates that students from FMIPA, FT, FIP, and FS rate their self-efficacy as "Very Good".

Student Entrepreneurial Intentions at Universitas Negeri Malang

Descriptive Analysis of the Entrepreneurial Intentions (Y) in **Table 8**. Entrepreneurial Intentions

Table 8. Entrepreneurial Intentions

No	Interval	Classification	Frequency	Percentage	Mean	Std. Deviation
1	12 – 20	Very Bad	0	0%		6.01
2	21 – 29	Bad	11	11%		
3	30 – 38	Good	54	54%		
4	39 – 48	Very Good	35	35%	36.74	
	Total		100	100%		

Source: The primary data was analyzed

Based on **Table 8.** Entrepreneurial Intentions analyzed through descriptive analysis involving 100 students is classified into 4 interval classes: (1) there are no students classified as "Very Bad" with a score range of 12 - 20; (2) there is 1 student classified as "Bad" with a score range of 21 - 29; (3) there are 43 students classified as "Good" with a score range of 30 - 38; and (4) there are 54 students classified as "Very Good" with a score range of 39 - 48. Based on the highest number of assessments falling under classification 3, it indicates that students from FMIPA, FT, FIP, and FS perceive their entrepreneurial intentions as "Good".

Entrepreneurship Curriculum toward Students Entrepreneurial Intention at Universitas Negeri Malang

The research utilizes regression analysis and partial t-test to explore the impact of the entrepreneurship curriculum (X1) towards entrepreneurial intention (Y) with the results described in **Table 9.** T Test X1 – Y

Table 9. T Test X1 – Y
Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.120	6.258		.658	.512
	X1	.428	.153	.293	2.803	.006

Source: The primary data was analyzed

The influence of entrepreneurship curriculum (X1) towards entrepreneurial intention (X2) analyzed using regression analysis with partial t-test at a significance level of .05 or 5% reveals, based on the findings in **Table 9.** T Test X1 – Y yielded a significance value of .006, indicating a significant impact of entrepreneurship curriculum (X1) on entrepreneurial intention (Y) among students from FMIPA, FT, FIP, and FS at UM. This implies that the null hypothesis (H0) is not supported, while the alternative hypothesis (H1) is accepted, highlighting a significant impact entrepreneurship curriculum (X1) towards entrepreneurial intention (Y).

Self-Efficacy towards Students Entrepreneurial Intention at Universitas Negeri Malang

The research utilizes regression analysis and partial t-test to explore the impact of the self efficacy (X2) towards entrepreneurial intention (Y) with the results described in **Table 10**. T Test X2 – Y

Tabel 10. T Test X2 – Y
Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.120	6.258		.658	.512
	X2	.388	.164	.247	2.371	.020

Source: The primary data was analyzed

The influence of self-efficacy (X2) towards entrepreneurial intention (X2) analyzed using regression analysis with partial t-test at a significance level of .05 or 5% reveals, based on the findings in **Table 10.** T Test X2 – Y yielded a significance value of .020, indicating a significant impact of self efficacy (X2) towards entrepreneurial intention (Y) among students from FMIPA, FT, FIP, and FS at UM. This implies that the null hypothesis (H0) is not supported, while the alternative hypothesis (H1) is accepted, highlighting a significant impact of self-

efficacy (X2) towards entrepreneurial intention (Y).

Entrepreneurship Curriculum and Self-Efficacy towards Students Entrepreneurial Intention at Universitas Negeri Malang

The research utilizes regression analysis and simultaneous f-test to explore the impact of the entrepreneurship curriculum (X1) and self efficacy variable (X2) towards entrepreneurial intention (Y) with the results described in **Table 11.** F Test X1 & X2 – Y

Table 11. F Test X1 & X2 – Y

ANOVAᵃ

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	793.150	2	396.575	13.777	.000ᵇ
Residual	2792.090	97	28.784		
Total	3585.240	99			

Source: The primary data was analyzed

The influence of entrepreneurship curriculum (X1) and self-efficacy (X2) on entrepreneurial intention (Y) was analyzed using regression analysis with a simultaneous F-test at a significance level of .05 or 5%. Based on the research analysis presented in **Table 11.** F Test X1 & X2 – Y yielded a significance value of .000, indicating a significant impact of entrepreneurship curriculum (X1) and self-efficacy (X2) on entrepreneurial intention (Y) among students from FMIPA, FT, FIP, and FS at UM. As a result, the null hypothesis (H0) is dismissed, and the alternative hypothesis (H1) is accepted, implying a significant simultaneous influence of entrepreneurship curriculum (X1) and self-efficacy (X2) towards entrepreneurial intention (Y) among UM students.

Hypothesis

Based on tables 9, 10, and 11, a conclusion can be drawn regarding the influence of each variable in accordance with the established hypotheses. These tables, which utilize regression analysis, clearly indicate the impact of each variable, supporting the validity of the hypotheses and providing a deeper understanding of their relationships within the context of the research;

1) **H1: Entrepreneurship Curriculum toward Students Entrepreneurial Intention at Universitas Negeri Malang**

The results of the analysis using the t-test at a significance level of .05 or 5% indicate, as shown in **Table 9,** that the T Test for X1 – Y yielded a significance value of .006, which is less than .05. This indicates a significant impact of the entrepreneurship curriculum (X1) on entrepreneurial intention (Y), thereby confirming that **H1 is accepted**.

2) **H2: Self-Efficacy towards Students Entrepreneurial Intention at Universitas Negeri Malang**

The results of the analysis using the t-test at a significance level of .05 or 5% reveal, based on the findings in **Table 10**, that the T Test for X2 – Y yielded

a significance value of .020, which is less than .0.05. This indicates a significant impact of self-efficacy (X2) on entrepreneurial intention (Y), thereby confirming that **H2 is accepted.**

3) **H3: Entrepreneurship Curriculum and Self-Efficacy towards Students Entrepreneurial Intention at Universitas Negeri Malang**

The results of the analysis using regression analysis with a simultaneous F-test at a significance level of .05 or 5% reveal, based on the research findings in **Table 11**, that the F Test for X1 & X2 – Y yielded a significance value of .000. This indicates a significant simultaneous impact of the entrepreneurship curriculum (X1) and self-efficacy (X2) on entrepreneurial intention (Y), thereby confirming that **H3 is accepted**.

Discussion

Based on tables 6, 7, and 8, which utilize descriptive analysis to identify, explore, and explain the condition of a particular variable in this research, it can be understood how these variables are characterized in the study. Meanwhile, tables 9, 10, and 11 provide conclusions grounded in regression analysis, supporting the hypotheses that have been established.

Entrepreneurship Curriculum at Universitas Negeri Malang

Based on the analysis results, it is known that the entrepreneurship curriculum received evaluations divided into four classifications. However, the decision-making or conclusion was made by relying on the most frequent evaluation, where 68 students rated the entrepreneurship curriculum as "Very Good". Therefore, it can be concluded that the entrepreneurship curriculum falls under the "Very Good" classification.

This research is relevant to studies Carried out by Huang et al (2020) and Husain et al (2024), which provide findings indicating that the entrepreneurship curriculum, manifested in the form of entrepreneurship education, is rated as very good among students. The entrepreneurship curriculum serves as an educational guideline in the context of entrepreneurship, systematically structured, containing various principles, knowledge, and skills required to identify, create, and implement entrepreneurial opportunities reflected in the obtained entrepreneurial design. The entrepreneurship curriculum encompasses various elements forming a system grounded in the integration of entrepreneurial theory and practice that complement each other, aiming to prepare students. Consequently, students will be equipped with the necessary theoretical knowledge and practical skills to initiate and grow entrepreneurial ventures optimally, capable of creating new job opportunities while reducing the unemployment rate, increasing income, and contributing to the country's economic growth, indirectly impacting the welfare of society (Iwu et al., 2021).

Student Self-Efficacy at Universitas Negeri Malang

Based on the analysis results, it is known that the entrepreneurship self efficacy evaluations divided into four classifications. However, the decision-making or conclusion was made by relying on the most frequent evaluation, where 56 students rated their self efficacy as "Very Good". Therefore, it can be concluded that the entrepreneurship curriculum falls under the "Very Good" classification.

This research is relevant to studies Carried out by Edwin & Widjaja (2020); Halawa, (2020); and Saoula et al (2023) which provide findings indicating that the self-efficacy possessed by students is rated as very good among them. Self-efficacy is one of the internal components of students. Self-efficacy is students' faith in their abilities or competencies to perform tasks, whether they have done them before or not. In the educational context or entrepreneurship, self-efficacy plays a supportive role in enabling students to work on and complete various tasks while achieving goals according to their own criteria (Sanna & Pusecker, 2015).

Student Entrepreneurial Intentions at Universitas Negeri Malang

Based on the analysis results, it is known that the entrepreneurship self efficacy evaluations divided into four classifications. However, the decision-making or conclusion was made by relying on the most frequent evaluation, where 54 students rated their entrepreneurship intention as "Good". Therefore, it can be concluded that the entrepreneurship intention falls under the "Good" classification.

This research is relevant to studies Carried out by Nawang (2023) and Esfandiar et al (2019), which provide findings indicating that the entrepreneurial intention possessed by students falls under the good classification. Entrepreneurial intention is an individual's awareness to focus their thoughts and behaviors on realizing their entrepreneurial aspirations by becoming entrepreneurs who operate new ventures they own. Entrepreneurial intention is one of the final steps for someone to become entrepreneurs who manage their ventures. With high entrepreneurial intention, students have a high likelihood of realizing their aspirations to become entrepreneurs capable of creating and managing their new ventures (Ratten, 2023).

Entrepreneurship Curriculum toward Students Entrepreneurial Intention at Universitas Negeri Malang

Based on this research, it can be concluded that the entrepreneurship curriculum has a significant impact on students' entrepreneurial intention. This conclusion is supported by the statistical results in Table 9, where the T Test for X1 – Y yielded a significance value of .006, which is less than .05. This indicates a significant effect of the entrepreneurship curriculum (X1) on the entrepreneurial intention (Y) of the students, reflecting that any improvement in the entrepreneurship curriculum will directly influence an increase in students' entrepreneurial intention.

This research is relevant to studies Carried out by Karim (2016); Montes et al (2023); and Liu et al. (2022), which provide evidence that entrepreneurship curriculum manifested through entrepreneurship education have significant influences on students' entrepreneurial intention. The enhancement occurs because the entrepreneurship curriculum facilitates students' acquisition of diverse knowledge and skills crucial for shaping and fostering their entrepreneurial intentions. By serving as a foundation for building self-confidence, the curriculum helps students actualize their entrepreneurial aspirations. Effective planning and implementation of the entrepreneurship curriculum can significantly influence students' entrepreneurial intention.

Self-Efficacy towards Students Entrepreneurial Intention at Universitas

Negeri Malang

Based on this research, it can be concluded that the entrepreneurship curriculum has a significant impact on students' entrepreneurial intention. This conclusion is supported by the statistical results in Table 9, where the T Test for X1 – Y yielded a significance value of .006, which is less than .05. This indicates a significant effect of the entrepreneurship curriculum (X2) on the entrepreneurial intention (Y) of the students, reflecting that any improvement in the self efficacy will directly influence an increase in students' entrepreneurial intention.

This research is relevant to studies Carried out by Ferreira-Neto et al (2023); Wardana et al (2024) and Saoula et al (2023) which provide evidence that self efficacy has significant influences on students' entrepreneurial intention. Self-efficacy is individuals' confidence in their capacity to tackle obstacles. Serves as an internal factor influencing entrepreneurial intention. Exposure to entrepreneurship education enhances students' self-efficacy, particularly in entrepreneurship, motivating them to actively engage in research to explore entrepreneurship-related aspects that influence their entrepreneurial intention (Thanh & Viet, 2023).

Entrepreneurship Curriculum and Self-Efficacy towards Students Entrepreneurial Intention at Universitas Negeri Malang

Based on this research, it can be concluded that the entrepreneurship curriculum and self efficacy together has a significant impact on students' entrepreneurial intention. This conclusion is supported by the statistical results in Table 11, where the F Test for X1 and X2 – Y yielded a significance value of .000, which is less than .05. This indicates a significant effect of the entrepreneurship curriculum and self-efficacy on the entrepreneurial intention of the students, reflecting that any simultaneous improvement in the entrepreneurship curriculum and self-efficacy will directly influence an increase in students' entrepreneurial intention.

This research is relevant to studies Carried out by Kisubi et al (2021); Martyajuarlinda & Kusumajanto (2018); and Tirtayasa et al (2021) which provide evidence that the entrepreneurship curriculum, manifested in the form of entrepreneurship education, and self-efficacy simultaneously have significant influences on students' entrepreneurial intention. The combination of both elements, entrepreneurship curriculum as an external variable and self-efficacy as an internal variable, complements each other. The entrepreneurship curriculum, as an external element, provides students with various entrepreneurial knowledge and skills. The knowledge and skills acquired by students in entrepreneurship directly influence the enhancement of their self-efficacy in the entrepreneurial context. The integration or combination of external and internal elements that complement each other creates a holistic or comprehensive unit to influence the level of entrepreneurial intention (Boubker et al., 2021).

Conclusion

This research produced several key findings. Students from FMIPA, FT, FIP, and FS rated the entrepreneurship curriculum, delivered through entrepreneurship education, as "Very Good," and similarly assessed their self-efficacy levels. Their entrepreneurial intention, however, was classified as "Good."

The results indicated that both the entrepreneurship curriculum and self-efficacy have a significant influence on students' entrepreneurial intention. When analyzed together, these two variables demonstrated a combined and notable impact, highlighting the crucial role of both the entrepreneurship curriculum and self-efficacy in shaping students' intent to engage in entrepreneurial activities.

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