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The Influence of Internal Factors of South Sulawesi Students on Entrepreneurial Intention with Self-Efficacy as a Moderating Variable

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Abstract: *This study aims to examine the influence of students' internal factors, namely entrepreneurial knowledge, entrepreneurial motivation, and family environment on entrepreneurial intentions (entrepreneurial intentions) among students in South Sulawesi, with self-ability as a moderating variable. The methodology of this study uses a quantitative approach with primary data collection through questionnaires distributed to students of the Faculty of Economics in South Sulawesi. Data analysis techniques use descriptive statistics and Partial Least Square (PLS). The results of the study indicate that knowledge, motivation, and family factors have a significant effect on students' entrepreneurial intentions. Self-efficacy was found to moderate the relationship between family and entrepreneurial intentions, indicating that students with high self-efficacy tend to have entrepreneurial intentions.*

Keyword: Knowledge, Motivation, Family, Self Efficacy, Entrepreneurial Intention

INTRODUCTION

Economic globalization has influenced human lifestyles. From an economic perspective, technological advancements have impacted growth and development since the industrial revolution, suggesting that entrepreneurship and globalization significantly affect economic development (Coulibaly et al., 2018). Hartini et al. (2022) state that the era of globalization in Indonesia is marked by the growth of small, medium, and micro enterprises (SMEs). Considering the current situation, the scale of entrepreneurship in Indonesia is only around 3.01%, which is

much lower than in Singapore and Malaysia, where it ranges from 5% to 7% (Sapirtri, 2018). SMEs play an important role in the people's economic system to alleviate poverty, reduce income inequality, and decrease unemployment rates, especially in Makassar (Abbas, 2018). Additionally, Hisrich et al. (2008) argue that increasing the number of entrepreneurs can help create new jobs, foster innovation, and enhance economic competitiveness.

In Indonesia, entrepreneurship has become an increasingly important topic, especially in the context of higher education. The government and educational institutions are trying to foster an entrepreneurial spirit among students, hoping they will become successful entrepreneurs who can contribute to the national economy (Ministry of Education and Culture, 2020). The growth of entrepreneurial spirit can be influenced by students' knowledge. Knowledge of entrepreneurship is one of the key factors that affect students' entrepreneurial intentions. This knowledge includes understanding how to start and manage a business, as well as the ability to identify and exploit business opportunities (Fayolle & Gailly, 2015). Moreover, entrepreneurial motivation also plays a crucial role. This motivation can come from various sources, including the desire to achieve financial freedom, the wish to realize personal ideas or dreams, and the influence of the family environment (Shane et al., 2003). The family environment can provide emotional and financial support that is essential for aspiring entrepreneurs. Families with a business background tend to encourage and inspire their members to venture into entrepreneurship (Carr & Sequeira, 2007).

However, the entrepreneurial intention of students is not only influenced by these external factors. Self-efficacy, or the confidence in one's ability to run a business, also serves as an important moderating variable (Bandura, 1997). Students with high self-efficacy are more likely to have entrepreneurial intentions because they feel confident in facing the challenges and obstacles in entrepreneurship. This study aims to examine the influence of entrepreneurial knowledge, entrepreneurial motivation, and family environment on students' entrepreneurial intentions, with self-efficacy as a moderating variable. A deeper understanding of these factors is expected to provide insights for educational institutions and policymakers in designing more effective programs to support the development of entrepreneurship among students. Research on entrepreneurial intention in South Sulawesi has been conducted. Sapitri (2018) revealed that the use of e-commerce and technology affects entrepreneurial intention. Furthermore, Hartini et al. (2022) found that knowledge and self-efficacy directly influence entrepreneurial intention, but self-efficacy does not mediate the relationship between knowledge and entrepreneurial intention. Nursita (2021) stated that entrepreneurship education encourages the enhancement of students' knowledge and soft skills, which affects entrepreneurial intention.

Lutfi (2020) studied the impact of the family environment and social support on entrepreneurial intention among students in Makassar and found that a supportive family environment significantly increases students' interest in becoming entrepreneurs. On the other hand, Prasetio (2020) emphasized the importance of students' intrinsic motivation, such as the desire for independence and success, in shaping entrepreneurial intention. However, these studies have not included the role of self-efficacy as a moderating variable, which could potentially strengthen or weaken the relationship between motivation and entrepreneurial intention. Furthermore, Iskandar and Putri (2021) showed that self-efficacy significantly affects entrepreneurial intention, but no strong evidence was found that self-efficacy moderates the relationship between the family environment and entrepreneurial intention. These inconsistent findings were observed in Makassar, so this study attempts to expand the coverage area to Generation Z in South Sulawesi. This study is considered important as it will contribute to the growing literature on entrepreneurship in South Sulawesi, particularly in examining the role of self-efficacy as a moderating variable in the relationship between factors and entrepreneurial intention.

METHOD

Population, Sample, and Sampling Technique

The population of this study comprises all students in South Sulawesi. The sample includes active students currently enrolled in university. The sampling technique employed is purposive sampling. The criteria for the sample are students from the Faculty of Economics who have completed the Entrepreneurship course.

Type of Data, Data Sources, and Data Collection Techniques

The data used in this study is quantitative. The data source is primary data. To collect data, a statistical instrument in the form of a questionnaire will be used. The questionnaire will be distributed to active students studying in South Sulawesi via Google Forms. The questionnaire is measured using a Likert scale to indicate the rank and distance of constructs from the data obtained from respondents (Sekaran & Bougie, 2016). The Likert scale used consists of five points: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree).

Data Analysis Method

This study employs descriptive statistics and Partial Least Squares (PLS) as the data analysis methods. Descriptive statistics are used to describe the demographic characteristics of respondents and their responses related to the research variables, while PLS is used for hypothesis testing. According to Diana et al. (2019), PLS is a component-based Structural Equation Modeling (SEM) approach. SEM is advantageous as it does not require data normality like Ordinary Least Squares (OLS) and is effective for analyzing large sample data (Aguirre-Urreta & Rönkkö, 2015; Hair et al., 2014). In PLS-SEM analysis, there are two models: outer model and inner model. The outer model is used to measure the validity and reliability of constructs, which is crucial for ensuring the quality of research instruments or questionnaires. The inner model is used to test causality and hypotheses.

Validity is measured based on factor loading values. Each indicator on the questionnaire item is considered good if the factor loading value is greater than 0.5 (Fachrudin et al., 2021). According to Hair et al. (2014), a variable is considered reliable if its composite reliability exceeds the threshold of 0.7. Additionally, the inner model is tested using the coefficient of determination (R square) and p-values. Chin (2013) states that a higher coefficient of determination indicates a better model fit for prediction. In hypothesis testing, the decision to accept or reject the hypothesis is based on the significance p-value. According to Sari & Hidayatulloh (2019) and Hidayah et al. (2023), a hypothesis is accepted if the p-value is less than 0.05.

RESULTS AND DISCUSSION

Descriptive Statistics

The purpose of descriptive statistical analysis is to provide an overview of the variables being studied. The following are the results of the descriptive statistical analysis for the research variables.

Table 1. Demographic of the Respondents

Demographic	Criteria	Number	Percentage
Gender	Male	38	36.3%
	Female	66	63.7%
Age	19 years	8	7.7%
	20 years	10	9.6%
	21 years	17	16.3%
	22 years	39	37.5%

23 years	24	23.1%
24 years	6	5.8%

Based from Primary Data Processed (2024)

Table 1 outlines the demographics of the respondents in this study. The study involved 104 respondents, comprising 36.3% male respondents and 63.7% female respondents. Regarding age groups, 7.7% of respondents are in the 19-year age group, 9.6% are in the 20-year age group, 16.3% are in the 21-year age group, 37.5% are in the 22-year age group, 23.1% are in the 23-year age group, and 5.8% are in the age group above 24 years.

Measurement Model (Outer Model)

Convergent Validity Test

The convergent validity test is indicated by a factor loading value greater than 0.7 and an AVE (Average Variance Extracted) value greater than 0.5 (Abdillah & Jogiyanto). Table 2 shows that each variable has a factor loading value greater than 0.7, while the AVE values are above 0.5. This indicates that the data in this study meet the criteria for convergent validity.

Table 2. The Result of Convergent Validity Testing

Variables	Indicator	Outer Loading
Knowledge (AVE = 0.583)	Knowledge 1	.752
	Knowledge 2	.723
	Knowledge 3	.813
Motivation (AVE = 0.659)	Motivation 1	.755
	Motivation 2	.890
	Motivation 3	.785
Family (AVE = 0.690)	Family 1	.762
	Family 2	.775
	Family 3	.888
	Family 4	.890
Self Efficacy (AVE = 0.707)	Self Efficacy 1	.895
	Self Efficacy 2	.858
	Self Efficacy 3	.830
	Self Efficacy 4	.719
	Self Efficacy 5	.889
Entrepreneurial Intention (AVE = 0.635)	Entrepreneurial Intention 1	.756
	Entrepreneurial Intention 2	.828
	Entrepreneurial Intention 3	.776
	Entrepreneurial Intention 4	.826

Based from Primary Data Processed (2024)

Discriminant Validity

Hartono (2008) explains that the measurement of different constructs should not have high correlations to achieve discriminant validity. This is tested by examining the "cross loading" values of the instrument with its constructs. Chin (1995) set a minimum cross loading value of 0.7, and the Fornell-Larcker Criterion (the square root of AVE) should be greater than the correlation of the latent variables to indicate discriminant validity. Table 3 shows that the Fornell-Larcker Criterion values are greater than the AVE, indicating that the data in this study meet the criteria for discriminant validity.

Table 3. The Result of Discriminant Validity Testing

Variable	Entrepreneurial Intention	Family	Knowledge	Motivation	Self Efficacy	AVE
Entrepreneurial Intention	.797					.635
Family	.532	.831				.690
Knowledge	.386	.144	.763			.583
Motivation	.617	.509	.369	.812		.659
Self Efficacy	.742	.462	.266	.709	.841	.707

Based from Primary Data Processed (2024)

Reliability Test

The final step in the evaluation of the outer model is to test the reliability of the model using Composite Reliability and Cronbach's Alpha indicators. Peterson et al. (2002) state that Composite Reliability is superior in estimating the internal consistency of a construct compared to Cronbach's Alpha. According to Hair et al. (2010), the Composite Reliability value should be greater than 0.7, although a value of 0.6 is still acceptable. Table 4 shows that the Composite Reliability values are above 0.7, indicating that the data in this study are reliable.

Table 4. Reliability Test Result

Variable	Composite Reliability
Entrepreneurial Intention	.874
Family	.899
Knowledge	.807
Motivation	.853
Self Efficacy	.923

Based from Primary Data Processed (2024)

Structural Model (Inner Model)

The evaluation of the inner model involves analyzing the path coefficients and t-values to test the consistency of the constructs and the structural model. The results of the inner model evaluation are presented in Table 5.

Table 5. Hypothesis Test Result

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Family -> Entrepreneurial Intention	.273	.284	.075	3.628	.000
Knowledge -> Entrepreneurial Intention	.192	.196	.066	2.892	.004
Moderating Effect 1 -> Entrepreneurial Intention	-.046	-.042	.050	.911	.363
Moderating Effect 2 -> Entrepreneurial Intention	.150	.140	.081	.862	.063
Moderating Effect 3 -> Entrepreneurial Intention	-.179	-.170	.075	2.388	.017
Motivation -> Entrepreneurial Intention	.004	.014	.094	.041	.967
Self Efficacy -> Entrepreneurial Intention	.597	.587	.087	.888	.000

Based from Primary Data Processed (2024)

Hypothesis Testing

Based on the table, knowledge has a significant effect on entrepreneurial intention. This is indicated by a T Statistic value of 2.892 and a P Value of 0.004. These results show that individuals with good entrepreneurial knowledge tend to have a strong entrepreneurial intention. Motivation does not have a significant effect on entrepreneurial intention, as shown by a T Statistic value of 0.041 and a P Value of 0.967. These results indicate that motivation does not significantly influence entrepreneurial intention. Furthermore, the influence between family and entrepreneurial intention is statistically significant, with a T Statistic value of 3.628 and a P Value of 0.000. The study findings show that the greater the influence of the family environment on entrepreneurial intention, the greater the tendency to have entrepreneurial intention. Self-efficacy has a significant effect on entrepreneurial intention, as indicated by a T Statistic value of 6.888 and a P Value of 0.000. This indicates that higher self-efficacy will increase a person's intention to become an entrepreneur.

Moderation Testing

According to Baron & Kenny (1986), testing the moderation effect can be conducted if the direct relationship between the independent and dependent variables is significant, with a t-statistic value greater than 1.96. The moderation test results show that the interaction coefficient between knowledge and self-efficacy is not significant, with a T-Statistic of 0.911 (less than 1.96) and a P-Value of 0.363 (greater than 0.05). This means that self-efficacy does not moderate the influence between knowledge and entrepreneurial intention. Therefore, an individual's level of self-efficacy does not affect the influence of knowledge on entrepreneurial intention.

Furthermore, the interaction coefficient between motivation and self-efficacy does not have a statistically significant effect. This is indicated by a T Statistic value of 1.862 (less than 1.96) and a P Value of 0.063 (greater than 0.05), indicating that self-efficacy does not moderate the influence between motivation and entrepreneurial intention. Thus, an individual's level of self-efficacy does not affect the influence of motivation on entrepreneurial intention. The interaction coefficient between family and self-efficacy has a statistically significant effect, as indicated by a T Statistic value of 2.388 (greater than 1.96) and a P Value of 0.017 (less than 0.05). This means that self-efficacy moderates the influence between family and entrepreneurial intention. Therefore, an individual's level of self-efficacy affects the influence of family on entrepreneurial intention.

R Square Test

R-Squared, also known as the coefficient of determination, is a value that indicates the extent to which the independent variable affects the dependent variable. Changes in the R-Squared value can be used to assess whether a specific independent latent variable has a substantive effect on the dependent latent variable (Ghozali, 2006). The R-Squared value ranges from 0 to 1, with the closer it is to one, the better. Hair et al. (2011) state that an R-Squared value of 0.75 is considered strong, 0.50 is considered moderate, and 0.25 is considered weak.

Table 6. R Square Test Result

	R Square	Keterangan
Entrepreneurial Intention	.662	Strong

Based from Primary Data Processed (2024)

Based on the table above, this study shows that the R-Squared of the Entrepreneurial Intention variable has a value of 0.662, which means that 66.2% of the variation in the Entrepreneurial Intention variable can be explained by the independent variables in the model,

namely knowledge, motivation and self-efficacy, and the remaining 33.8% is explained by other variables.

DISCUSSION

Entrepreneurial Knowledge

Based on the results of the hypothesis testing in table 9, it can be seen that (H1) the first hypothesis is accepted. The influence of Entrepreneurial knowledge is proven to have a positive and significant effect on entrepreneurial intention. This shows that the higher the knowledge about entrepreneurship, the higher the interest of students in entrepreneurship. This is in line with previous research conducted by Soelaiman et al., (2024) which revealed that Entrepreneurial knowledge can help and motivate individuals to find entrepreneurial opportunities.

Motivation

The results of the second hypothesis (H2) testing in the previous section state that motivation does not affect entrepreneurial intention, thus rejecting the second hypothesis. Hadyastiti et al. (2020) explain that motivation alone is not sufficient to drive individuals to become successful entrepreneurs. The implementation of real actions, based on a deep understanding of personal characteristics and business dynamics, is a determining factor in achieving entrepreneurial success. This indicates that motivation does not significantly influence entrepreneurial intention. This study is also consistent with the findings of Hendrawan and Sirine (2017), who stated that motivation does not have an impact on the entrepreneurial intentions of students.

Family

The results of the third hypothesis (H3) testing show that the hypothesis is accepted. Family influence has been proven to have a positive and significant effect on entrepreneurial intention. This indicates that the more supportive and conducive the family environment, the higher the students' intention to engage in entrepreneurship. A family environment that provides encouragement, support, and real examples of entrepreneurship can enhance an individual's confidence and motivation to start their own business. This finding aligns with previous research conducted by Gurel et al. (2010), which revealed that family support plays a crucial role in shaping one's entrepreneurial intentions. They found that individuals from entrepreneurial backgrounds tend to have stronger intentions to enter the business world.

Self-Efficacy

The results of the fourth hypothesis (H4) testing show that the hypothesis is rejected. Self-efficacy does not moderate the effect of knowledge on entrepreneurial intention. In other words, even if a person has a high level of knowledge about entrepreneurship, their level of self-confidence does not influence how much that knowledge increases their intention to engage in entrepreneurship. The results of this study do not align with the research conducted by Zhao et al. (2005), which stated that self-efficacy is an important factor in strengthening the influence of knowledge on entrepreneurial intention. In their research, self-efficacy is considered a variable that enhances the relationship between entrepreneurial knowledge and entrepreneurial intention, as high self-confidence can increase an individual's motivation to apply their knowledge. However, our study's findings suggest that while entrepreneurial knowledge is important, self-efficacy does not have a significant moderating role in this context.

Moderation Effect of Self-Efficacy

The results of the fifth hypothesis (H5) testing show that the hypothesis is rejected. Self-efficacy does not moderate the effect of motivation on entrepreneurial intention. This finding contradicts the study conducted by Alkausar (2024), which stated that self-efficacy plays a significant role in directing an individual's motivation and entrepreneurial intention. However, this study aligns with a recent study by Brown et al. (2023), which found that intrinsic and extrinsic motivation have a more direct and significant influence on entrepreneurial intention compared to self-efficacy as a moderating factor. This suggests that while self-efficacy is an important factor in many aspects of life, in this context, an individual's motivation has a more dominant influence on the decision to start a business.

The results of the sixth hypothesis (H6) testing show that the hypothesis is accepted. Self-efficacy has been proven to positively and significantly moderate the effect of family on entrepreneurial intention. This finding is consistent with the research conducted by Schmutzler et al. (2019), which stated that self-efficacy plays a crucial role in enhancing the influence of family support on entrepreneurial intention. When individuals have a high level of self-efficacy, they are more likely to confidently utilize the social capital or networks provided by their family. This allows them to explore and capitalize on entrepreneurial opportunities more effectively, thereby increasing their entrepreneurial intentions.

CONCLUSION

Based on the data analysis conducted, it can be concluded that entrepreneurial knowledge and family environment have been proven to have a direct and significant impact on students' entrepreneurial intention. However, entrepreneurial motivation has not been proven to have a direct and significant effect on students' entrepreneurial intention. Meanwhile, the variable of self-efficacy moderates the influence between family and entrepreneurial intention. Thus, the higher the students' confidence in their entrepreneurial abilities, the greater their intention to venture into entrepreneurship, particularly among students in South Sulawesi.

Researchers suggest that future studies expand the population scope to obtain more representative results and consider other factors such as family background and entrepreneurial experience, which may influence students' entrepreneurial intentions. Additionally, the development of other independent variables such as self-efficacy, psychological aspects, and personality traits is recommended to gain a deeper understanding of the factors influencing entrepreneurial intentions. This study is still limited to certain regions and populations, so the results may not be generalizable to a broader population. Moreover, the use of the self-efficacy moderating variable needs to be further clarified by adding more specific indicators to provide a more comprehensive picture of its role in moderating the relationship between internal factors and students' entrepreneurial intention.

Furthermore, other variables that might influence entrepreneurial intention, such as economic conditions or community support, were not explored in this study. Future research is expected to expand the area of study and consider additional variables to obtain a more comprehensive understanding.

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