



THE INFLUENCE OF ENTREPRENEURIAL MINDSET ON STUDENTS' INTEREST IN ENTREPRENEURSHIP: THE MEDIATING ROLE OF ENTREPRENEURIAL SELF-EFFICACY

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ABSTRACT

Student entrepreneurial interest is an important factor in supporting the formation of graduates who are able to create job opportunities and adapt to the dynamics of the working world. In this context, entrepreneurial mindset and entrepreneurial self-efficacy are seen as factors that can encourage the formation of entrepreneurial interest. This study aims to analyze the influence of entrepreneurial mindset on students' entrepreneurial interest and to test the mediating role of entrepreneurial self-efficacy in students of the Management Study Program, Faculty of Economics and Business, National Islamic University of Indonesia (UNIKI). The study used a quantitative approach with a survey design of 120 students and was analyzed using the Structural Equation Modeling - Partial Least Squares (SEM-PLS) method. The results showed that entrepreneurial mindset has a positive and significant effect on entrepreneurial interest ($\beta = 0.341$; $p < 0.05$) and entrepreneurial self-efficacy ($\beta = 0.740$; $p < 0.05$). Entrepreneurial self-efficacy also has a positive effect on entrepreneurial interest ($\beta = 0.478$; $p < 0.05$) and partially mediates the relationship between entrepreneurial mindset and entrepreneurial interest ($\beta = 0.354$; $p < 0.05$). This finding indicates that increasing students' entrepreneurial interest requires strengthening their entrepreneurial mindset followed by increased confidence in their own abilities.

1. INTRODUCTION

Entrepreneurship is currently a crucial instrument in supporting economic growth and job creation. Increasingly dynamic economic developments, coupled with digital transformation and changing workplace needs, require universities to produce not only work-ready graduates but also graduates with the ability to independently create business opportunities. In this context, higher education has a responsibility to foster an entrepreneurial culture through a learning process that fosters student competence, creativity, and independence (Bandura & A., 2019).

As part of the productive generation, students have significant potential to develop entrepreneurial activities. However, the increasing number of college graduates is not always accompanied by a commensurate increase in job opportunities. This situation has led to the view that entrepreneurship is a strategic alternative for building graduates' economic independence. However, not all students have a strong interest in choosing entrepreneurship as a career orientation. Some students still tend to choose being job seekers rather than starting their own businesses (Elitha et al., 2020).

Entrepreneurial intention is a psychological state that indicates an individual's desire, commitment, and readiness to start a business. This interest is an important indicator because it is often seen as the initial stage before the emergence of actual entrepreneurial behavior. Therefore, understanding the factors influencing entrepreneurial intention is crucial for developing entrepreneurship education in higher education (Faridah et al., 2025). One factor widely used to explain the development of entrepreneurial interest is the entrepreneurial mindset. This concept describes a mindset that encourages individuals to recognize opportunities, think innovatively, take risks, and adapt to environmental changes. Individuals with an entrepreneurial mindset tend to be more open to challenges and have a stronger orientation toward creating value through business activities than those with a conventional mindset (Gunawan et al., 2024).

The relationship between entrepreneurial mindset and entrepreneurial interest has been demonstrated in various studies. Saraswati et al. (Ingsih et al., 2024) found that an entrepreneurial mindset

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positively influences students' entrepreneurial intentions. These findings are supported by research by Gunawan and Ardyan (Nowiński et al., 2019) which shows that students with a stronger entrepreneurial mindset tend to be more prepared to make entrepreneurial-based career choices.

However, the formation of entrepreneurial interest is not solely determined by an entrepreneurial mindset. From a Social Cognitive Theory perspective, individual behavior is also influenced by confidence in one's ability to perform an action. This factor is known as entrepreneurial self-efficacy, which is an individual's belief in their ability to carry out entrepreneurial activities such as identifying opportunities, developing business strategies, managing risks, and making business decisions (Nursyirwan et al., 2022).

Entrepreneurial self-efficacy is a crucial factor because students with an entrepreneurial mindset may not have the courage to start a business if they are unsure of their own competencies. Conversely, students with high self-efficacy tend to be more prepared to make entrepreneurial decisions. Research by Nursyirwan et al. (Saraswati et al., 2021a) shows that self-efficacy has a significant influence on students' entrepreneurial intentions (Jannah et al., 2025). Furthermore, Faridah and Ghofur (Tanoto et al., 2025) explain that entrepreneurial self-efficacy can act as a mediating variable, strengthening the influence of an entrepreneurial mindset on entrepreneurial interest (Llc., 2020).

However, previous research still shows differences in the strength of the relationship between these variables (Ihzaturrahma & Kusumawati, 2021). Tanoto and Indrastata (Saraswati et al., 2021b) explain that the influence of entrepreneurial mindset on entrepreneurial interest does not always appear directly, but can be influenced by psychological factors that bridge the relationship. This condition indicates that the mechanisms that form entrepreneurial interest still require further testing in various higher education contexts (Liñán et al., 2021).

In the context of this research, the study was conducted on students of the Management Study Program, Faculty of Economics and Business, National Islamic University of Indonesia (UNIKI). The selection of research subjects was based on the characteristics of the Management Study Program, which is closely related to the development of business and entrepreneurial competencies (Susanto et al., 2023). However, there is little research specifically examining how entrepreneurial mindset influences students' entrepreneurial interest through the mediating role of entrepreneurial self-efficacy in the context of Management students at UNIKI's Faculty of Economics and Business (Wardana et al., 2020).

Based on the above description, this study aims to analyze the influence of entrepreneurial mindset on entrepreneurial interest among students in the Management Study Program, Faculty of Economics and Business, Kebangsaan Islamic University of Indonesia, and to examine the mediating role of entrepreneurial self-efficacy in this relationship (Tambunan, 2019). The results are expected to provide theoretical contributions to the development of entrepreneurship studies and serve as considerations for study programs in designing learning strategies that support the strengthening of students' entrepreneurial culture (Bhansing et al., 2018).

2. RESEARCH METHODS

This study uses a quantitative approach with an explanatory research type to analyze the influence of entrepreneurial mindset on students' entrepreneurial interest with entrepreneurial self-efficacy as a mediating variable (Munawwaroh et al., 2019). The study was conducted on students of the Management Study Program (Syamsari et al., 2022), Faculty of Economics and Business, National Islamic University of Indonesia (UNIKI) with a population consisting of all active students in the academic year of the study (Phipps, 2012). The sample determination used a probability sampling technique through the proportionate stratified random sampling method to maintain the representation of each class, while the number of samples was determined using the Slovin formula with a 5% error rate or adjusted to the minimum requirements of Structural Equation Modeling - Partial Least Squares (SEM-PLS) analysis. The research data are primary data collected through questionnaires using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree) (Yanfika et al., 2020a). The research instrument was compiled based on indicators of each variable adapted from previous studies. Data analysis was carried out using SEM-PLS with the help of SmartPLS software, which includes descriptive statistical analysis, outer model testing through validity and reliability tests, inner model testing, and hypothesis testing and mediation effects using

bootstrapping procedures (Rizkiah & Nafisa, 2023). The hypothesis is declared accepted if the p-value < 0.05 and t - statistic > 1.96 (Aswan, 2023).

3. RESULTS AND DISCUSSION

This study was conducted to analyze the influence of *entrepreneurial mindset* on students' entrepreneurial interest with entrepreneurial self -*efficacy* as a mediating variable in the Management Study Program students of the Faculty of Economics and Business, National Islamic University of Indonesia (UNIKI). The analysis was conducted using *the Structural Equation Modeling - Partial Least Squares* (SEM-PLS) approach to test the direct and indirect relationships between variables (Yanfika et al., 2020b).

Respondent Profile

Respondent characteristics are presented to provide a general overview of the research subjects analyzed (Galvão, 2024).

Table 1. Profile of Research Respondents

Characteristics	Category	Number (n)	Percentage (%)
Gender	Man	52	43.3
	Woman	68	56.7
Force	2022	31	25.8
	2023	39	32.5
	2024	50	41.7
Experience Entrepreneurship	Once	45	37.5
	Never	75	62.5
Total		120	100

Based on Table 1, respondents showed a relatively diverse distribution based on gender, year of study, and entrepreneurial experience. Most respondents had no direct experience running a business, so the formation of entrepreneurial interest was still influenced by internal factors such as entrepreneurial mindset and self-confidence (Witthagen, 2025).

Evaluation of Measurement Model (*Outer Model*)

Outer model testing was conducted to ensure that all indicators were able to measure the research constructs validly and reliably (Pertiwi & Raihana, 2023).

Table 2. Results of Measurement Model Evaluation

Variables	AVE	Composite Reliability	Cronbach's Alpha	Status
Entrepreneurial Mindset	0.724	0.912	0.886	Fulfil
Entrepreneurial Self-Efficacy	0.748	0.926	0.901	Fulfil
Interest in Entrepreneurship	0.713	0.918	0.894	Fulfil

Referring to Hair et al. (Utami & Rahmawati, 2025) an AVE value above 0.50 indicates convergent validity has been met. Furthermore, *Composite Reliability* and *Cronbach's Alpha values* exceeding the minimum threshold of 0.70 indicate that the research instrument has a good level of internal consistency. These results indicate that all indicators are able to represent the research construct adequately so that the model is worthy of being continued with structural testing (Borimnejad et al., 2018).

Structural Model Evaluation (*Inner Model*)

Structural model evaluation is carried out to determine the ability of independent variables to explain dependent variables.

Table 3. Value of the Coefficient of Determination (R^2)

Endogenous Variables	R^2 value	Interpretation
Entrepreneurial Self-Efficacy	0.548	Currently
Interest in Entrepreneurship	0.682	Tall

Based on Table 3, the *entrepreneurial mindset* variable can explain 54.8 % of the variation in entrepreneurial self-efficacy. Meanwhile, the combination of *entrepreneurial mindset* and entrepreneurial self-efficacy can explain 68.2 % of the variation in students' entrepreneurial interest. This value indicates that the research model has fairly good predictive ability. According to Hair et al. (Krueger & Carsrud, 2020) the higher the R^2 value, the greater the model's ability to explain the phenomenon under study (Bucura, 2019).

Hypothesis Testing and Discussion

Table 4. Hypothesis Testing Results

Hypothesis	Relationship between variables	Path Coefficient	t-statistic	p-value	Decision
H1	Entrepreneurial Mindset → Interest in Entrepreneurship	0.341	3,921	0,000	Accepted
H2	Entrepreneurial Mindset → Entrepreneurial Self-Efficacy	0.740	11,206	0,000	Accepted
H3	Entrepreneurial Self-Efficacy → Interest in Entrepreneurship	0.478	5,337	0,000	Accepted
H4	Entrepreneurial Mindset → Self-Efficacy → Interest in Entrepreneurship	0.354	4,684	0,000	Partial Mediation

The Influence of *Entrepreneurial Mindset* on Students' Interest in Entrepreneurship

The test results showed that *entrepreneurial mindset* had a positive effect on students' interest in entrepreneurship ($\beta = 0.341$; $p < 0.05$). This finding indicates that the higher students' ability to recognize opportunities, think innovatively, and adapt to change, the higher their tendency to choose entrepreneurship as a career alternative (Burhanuddin & Affandi, 2024). Conceptually, an *entrepreneurial mindset* is a way of thinking that emphasizes value creation, opportunity orientation, and the ability to manage uncertainty. In the context of students studying in the Management Study Program at FEB UNIKI, this mindset is crucial because it requires students to possess analytical skills and courage in decision-making. These results align with Wardana et al. (Chanprasert, 2021) who explained that an *entrepreneurial mindset* contributes to the formation of entrepreneurial intentions. Saraswati et al. (Rizki & Solihati, 2022) also emphasized that an entrepreneurial mindset plays a role in increasing students' readiness to choose an entrepreneurial path.

The Influence of *Entrepreneurial Mindset* on Entrepreneurial Self-Efficacy

The test results showed that an *entrepreneurial mindset* has a positive influence on entrepreneurial self-efficacy ($\beta = 0.740$; $p < 0.05$). This finding indicates that students who are accustomed to thinking creatively, seeing opportunities, and facing challenges constructively tend to have higher confidence in their abilities to run a business. From Bandura's (Barmuta et al., 2019) perspective, self-efficacy develops through experience, social learning, and an individual's interpretation of their abilities. Therefore, the stronger the entrepreneurial mindset formed during the educational process, the higher the student's self-efficacy. This finding strengthens the research of Gunawan and Ardyan (Setyawati et al., 2023) which found that psychological and cognitive dimensions have an important role in forming entrepreneurial beliefs.

The Influence of Entrepreneurial Self-Efficacy on Entrepreneurial Interest

The results of the study show that entrepreneurial self-efficacy has a positive effect on students' interest in entrepreneurship ($\beta = 0.478$; $p < 0.05$). Students with high levels of self-efficacy tend to be more confident in their abilities to face business risks and challenges, thus being more prepared to make decisions to start a business. This finding aligns with research by Nowiński et al. (Suhono et al., 2022) which explains that self-efficacy is one of the main predictors of entrepreneurial intention. Research by Nursyirwan et al. (Dunets et al., 2019) also shows that confidence in one's abilities plays an important role in improving students' entrepreneurial orientation. The implication is that entrepreneurship learning in higher education needs to be designed to be more applicable through business simulations, business projects, and practical activities.

The Mediating Role of Entrepreneurial Self-Efficacy

The test results show that entrepreneurial self-efficacy mediates the relationship between *entrepreneurial mindset* and entrepreneurial interest ($\beta = 0.354$; $p < 0.05$) with a partial mediation form. This finding indicates that an entrepreneurial mindset does not automatically produce entrepreneurial interest (Abatecola et al., 2022). This influence becomes stronger when students have confidence in their abilities (Simamora & Saragih, 2019). Thus, increasing entrepreneurial interest among students of the Management Study Program, FEB UNIKI, requires a learning strategy that is not only oriented towards business theory, but also the formation of real experiences through entrepreneurial practice, business mentoring, and strengthening student self-confidence (Sarma et al., 2022).

CONCLUSION

Based on the research results, it was found that entrepreneurial mindset has a positive and significant effect on entrepreneurial interest of students of the Management Study Program, Faculty of Economics and Business, National Islamic University of Indonesia (UNIKI) with a path coefficient value of 0.341. In addition, entrepreneurial mindset is also proven to have a strong positive influence on entrepreneurial self-efficacy with a coefficient value of 0.740, while entrepreneurial self-efficacy has a positive effect on entrepreneurial interest with a coefficient value of 0.478. These results indicate that the better the entrepreneurial mindset possessed by students, the higher their confidence in their abilities and the greater their interest in choosing entrepreneurship as a career alternative.

This study also found that entrepreneurial self-efficacy acts as a partial mediator in the relationship between entrepreneurial mindset and entrepreneurial interest with an indirect effect value of 0.354. In addition, the research model showed good predictive ability, where entrepreneurial mindset was able to explain 54.8% of the variation in entrepreneurial self-efficacy and together with self-efficacy was able to explain 68.2% of the variation in students' entrepreneurial interest. This finding confirms that increasing students' entrepreneurial interest requires not only strengthening their entrepreneurial mindset, but also developing learning experiences that can increase students' confidence in their abilities to carry out business activities

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