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The Effect Of Attitude Toward Entrepreneurship And Social Norms On Entrepreneurial Intention With Self-Efficacy As A Moderator Variable

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Abstract

This study aims to analyze the influence of attitudes towards entrepreneurship and social norms on entrepreneurial intentions with self-efficacy as a moderating variable in class XII students of State Vocational High Schools in the northern region of Kuningan Regency in the 2024/2025 academic year. The main problem raised is the still low entrepreneurial intentions even though students have been equipped with entrepreneurship subjects. This study uses a quantitative approach with a survey method. Sampling was carried out by purposive sampling and data collection was carried out by distributing questionnaires to students. Data analysis used Moderated Regression Analysis (MRA). The results of the study show that: (1) attitudes towards entrepreneurship have a positive and significant effect on entrepreneurial intentions, (2) social norms have a positive and significant effect on entrepreneurial intentions, (3) self-efficacy has a positive effect on entrepreneurial intentions, (4) self-efficacy moderates the relationship between attitudes towards entrepreneurship and entrepreneurial intentions, and (5) self-efficacy also moderates the relationship between social norms and entrepreneurial intentions. These findings emphasize that higher self-efficacy strengthens the influence of attitudes and social norms on students' entrepreneurial intentions. This study offers practical implications for educational institutions in developing more effective entrepreneurship learning strategies.

Keywords: Attitudes towards entrepreneurship, social norms, entrepreneurial intentions, self-efficacy.

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INTRODUCTION

Wibowo (2016) stated that one way to reduce unemployment in Indonesia is through entrepreneurship, which can provide job opportunities by increasing awareness and basic understanding of entrepreneurship. Basrowi (2021) also emphasized that efforts to overcome unemployment can be carried out through improving the quality of human resources, creating new jobs, and developing entrepreneurship. Alma (2021) added that a country is considered developed if it has at least 2% of the total population of entrepreneurs. Currently, the number of entrepreneurs in Indonesia has increased to 7% from the previous 3.1%, but this figure is still relatively low compared to developed countries, which reach 14% (Depkop.co.id). Therefore, it is important to foster an entrepreneurial spirit from an early age, especially among those of productive age.

Based on data from the Central Statistics Agency (2024), the Indonesian workforce in February 2024 reached 149.38 million people, an increase of 2.76 million from the previous year. The Labor Force Participation Rate (TPAK) also increased by 0.50%, while the number of employed people increased by 3.55 million people, primarily in the accommodation and food and beverage sector. Although the open unemployment rate (TPT) decreased to 4.82%, there was still an increase in underemployment of 1.61%. On the other hand, part-time workers experienced a decrease of 0.73%. Vocational schools (SMK) as vocational schools have a strategic role in preparing graduates who are ready to work or become entrepreneurs through a flexible vocational curriculum such as the Merdeka Curriculum. However, in the northern Kuningan region, which has three state vocational schools (SMKN 1 Cilimus, SMKN 6 Kuningan, and SMKN Japara), entrepreneurial intentions are still low among students despite having received vocational subjects in the curriculum.

To further clarify the low entrepreneurial intentions among vocational school students, the following researchers present the results of observations conducted on several students in class XII of State Vocational Schools and the results of interviews with the Special Job Exchange (BKK) of State Vocational Schools in the North Kuningan Region:

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Table 1.Entrepreneurial Intention of Class XII Students of State Vocational Schools in the North Kuningan Region

No.	Statement	Of		No	
			%		%
1	I believe that being an entrepreneur is an exciting career choice.	2	33,33%	4	66,66%
2	I feel happy if I can manage my own business.	0	27,77%	6	72,22%
3	I believe that being an entrepreneur can improve my social status.		13,88%	1	86,11%
4	People who are important to me support me if I become an entrepreneur		16,66%	0	83,33%
5	I felt driven to become an entrepreneur because of the many successful examples around me.		22,22%	8	77,77%
	Rate-rate		**22,78 %**		**77,22%**

Pre-Research Results Source (2024)

Based on the observation data above, from 36 students who were respondents in the pre-research, it shows that entrepreneurial intentions are still low at 77.22%. This low entrepreneurial intention is caused by various reasons such as a lack of entrepreneurial knowledge, future hopes, and low self-confidence in starting a business, even though SMK Negeri Kuningan in the Northern Region has equipped students with skills courses that are in line with entrepreneurship.

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Table 2.Tracer Study Data for 2023 Graduates of State Vocational Schools in the North Kuningan Region

No	School	Number of students	Work		Continue		Business man		Not yet Work		No description	
	State Vocational School 1 Cilimus	351	205	58,40 %	4	6,84 %	2	20,51 %	5	4,30 %	5	9,97%
	State Vocational School 6 Kuningan	380	211	55,53 %	7	7,11 %	2	21,58 %	1	5,90 %	9	1 0,26%
	Japara State Vocational School	441	249	56,46 %	2	7,26 %	5	19,27 %	0	6,80 %	5	1 0,20%
	Rate-rate	1.172	665	56,80 %	3	7,07 %	39	20,45 %	6	5,67 %	19	1 0,14%

BKK Data Source (Graduates of 2023)

Based on the results of interviews with the Special Job Exchange (BKK) regarding the entrepreneurial intentions of State Vocational High School Students in the North Kuningan Region obtained from Tracer Study data of 2023 graduates who chose to start or run their own business after graduating from Vocational High School, the percentage data obtained for State Vocational High School 1 Cilimus was 20.51%, State Vocational High School 6 Kuningan was 21.58% and State Vocational High School Japara was 19.27% so that the average who chose to become entrepreneurs was 20.45%, the percentage was lower compared to the percentage of students who chose to work.

According to Schumpeter (1934) and Ajzen (1991), entrepreneurship is a key driver of economic growth, starting with entrepreneurial intentions, a form of an individual's initial intention to start a business. The Theory of Planned Behavior (Ajzen, 1991) explains that intentions are influenced by attitudes toward entrepreneurship, social norms, and self-efficacy. Fishbein and Ajzen (1975) state that a positive attitude toward entrepreneurship arises from an individual's perception of benefits such as independence and financial freedom, while social norms, according to Ajzen (1991), reflect pressure or support from the surrounding environment in starting a business.

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However, strong intentions may not necessarily form if an individual does not have high self-efficacy.

Self-efficacy, according to Bandura (1977) and Alwiso (2012), is an individual's belief in their ability to overcome challenges and achieve goals. Wiyanto (2014) and Utami (2017) state that individuals with high self-efficacy will be more confident and motivated in entrepreneurship. Krueger and Brazeal (1994) also emphasize that self-efficacy not only directly influences intention but also moderates the relationship between attitudes and social norms and entrepreneurial intention. This means that even if someone has a positive attitude or strong social support, their entrepreneurial intention can still be low if their self-efficacy is low.

This study refers to the theoretical frameworks of Ajzen (1991), Bandura (1977), and Gist & Mitchell (1992), and considers previous research by Saidah & Riza (2022), Jocelin (2022), and Alvin & Hetty (2023), which show that entrepreneurial intentions are influenced by entrepreneurship education, self-efficacy, social environment, and entrepreneurial attitudes. The focus of this study is on 12th-grade students of a State Vocational High School in the North Kuningan region, with the aim of examining the influence of entrepreneurial attitudes and social norms on entrepreneurial intentions, as well as the role of self-efficacy as a moderating variable (Iskandar, 2022).

This research has both theoretical and practical benefits. Theoretically, this study is expected to enrich the theory of entrepreneurial intentions by adding a moderation analysis, which has not been widely conducted (Linnan in Davidson, 1995). Practically, the results of this study can be used by educational institutions to design programs that support student entrepreneurship, by teachers to improve the effectiveness of entrepreneurship learning, by students to increase their readiness and confidence in entrepreneurship, and as a reference for future researchers interested in developing similar topics.

RESEARCH METHOD

The research method used in this study is a quantitative method with a survey approach, which aims to analyze the influence of attitudes toward entrepreneurship and social norms on entrepreneurial intentions with self-efficacy as a moderator variable in grade XII students of State Vocational High Schools in the North Kuningan area in the 2024/2025 academic year. The sampling technique was purposive sampling, where the sample was selected based on certain criteria relevant to the research objectives. The data collection instrument was a questionnaire compiled in the form of a Likert scale and

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distributed directly to respondents. The data obtained were then analyzed using moderated regression analysis (MRA) techniques to determine the direct effect and interaction between research variables significantly.

RESULT AND DISCUSSION

Results

Respondent Characteristics

The characteristics of the respondents in this study were 12th-grade students from three public vocational high schools (SMK) in the northern part of Kuningan, namely SMK Negeri 1 Cilimus, SMK Negeri 6 Kuningan, and SMK Negeri Japara, in the 2024/2025 academic year. Respondents were selected through a purposive sampling technique, considering that they had received entrepreneurship education as part of the vocational curriculum implemented in schools. Most of them were in the productive age range of late adolescence and were in the stage of determining career choices after graduation. This background of the respondents allowed the researcher to explore entrepreneurial intentions based on the variables of attitude towards entrepreneurship, social norms, and self-efficacy as a factor that moderates the relationship between these variables.

Research Data Description

Description of Entrepreneurial Intention (Variable Y)

To find out the picture or description of entrepreneurial intentions (Variable Y), the following table shows the output results using*SPSS For Windows*:

Table 3.Descriptive Variables Variables entrepreneurial intention (Variable Y)

Statistics		
	Valid	300
	Missing	0
Mean		23.3067
Median		23.0000
Mode		18.00
Minimum		10.00
Maximum		45.00
Sum		6992.00

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Based on the data, the total score of the entrepreneurial intention variable is 6992, with 9 items per questionnaire and 300 respondents, so the ideal value is 13500. The achievement percentage is 51.79% with an average score of 23.307. This indicates that entrepreneurial intention is in the moderate category.

Meanwhile, the frequency regarding the results of data collection on the entrepreneurial intention variablecan be seen in the following table:

Table 4 Frequency of Variable Image entrepreneurial intention

Score	criterion	F	%
37 – 45	Very high	9	3
28 – 36	High	66	22
19 – 27	Moderate/sufficient	138	46
10 – 18	Low	87	29
1 – 9	Very Low	-	0
TOTAL		**300**	**100**

Based on the frequency table, of the 300 respondents, 9 students (3%) had very high entrepreneurial intentions, 66 students (22%) had high intentions, 138 students (46%) had moderate or sufficient intentions, and 87 students (29%) had low intentions. Categories and intervals were adjusted according to predetermined item values.

The average value of the entrepreneurial intention variable is 23.307, which is included in the moderate category with an interval of 19 - 27. Thus, the criteria area for the entrepreneurial intention variable (Y) can be described as follows:

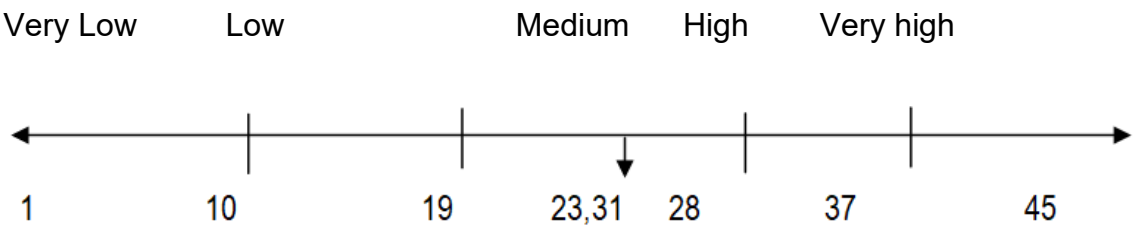


Figure 1 Position of Variable Y in the Criteria

The analysis results show that the entrepreneurial intention of 12th-grade students at State Vocational High Schools in the North Kuningan Region is in the

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moderate category with an average score of 23.307 (range 19–27). Students' belief in hard work (item 2) is a supporting factor, while the lack of networking with successful entrepreneurs (item 9) is a constraint.

Description *Attitude Toward Entrepreneurship*(Variable X1)

To find out the picture or description of the variables*Attitude Toward Entrepreneurship*(Variable X1), the following table shows the output results using*SPSS For Windows*:

Table 6 Descriptive Variables Variables Attitude Toward Entrepreneurship (Variable X1)

	Valid	300
	Missing	0
Mean		17.3067
Median		18.0000
Mode		18.00
Minimum		9.00
Maximum		26.00
Sum		5192.00

Based on the data, the total score of the Attitude Toward Entrepreneurship variable is 5192, with 6 questionnaire items and 300 respondents, so the ideal value is 9000. The achievement percentage is 57.69% with an average score of 17.31. This indicates that the Attitude Toward Entrepreneurship variable is in the moderate category.

While the frequency regarding the results of data collection on the variables*Attitude Toward Entrepreneurship*can be seen in the following table:

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Table 7 Frequency of Variable Image Attitude Toward Entrepreneurship (Variable X1)

Score	criterion	F	%
25 – 30	Very high	7	2,33
19 – 24	High	97	32,33
13 – 18	Moderate/sufficient	161	53,67
7 – 12	Low	35	11,67
1 – 6	Very Low	-	0
TOTAL		**300**	**100**

Of the 300 respondents, 2.33% had a very high *Attitude Toward Entrepreneurship*, 32.33% had a high, 53.67% had a moderate or sufficient, and 11.67% had a low Attitude Toward Entrepreneurship. Categories and intervals were adjusted according to the number of items in the questionnaire.

Average value of variables*Attitude Toward Entrepreneurship*of 17.31 is included in the medium category with an interval of 13 - 18. Thus, the criteria area for the entrepreneurial intention variable (X1) can be described as follows:

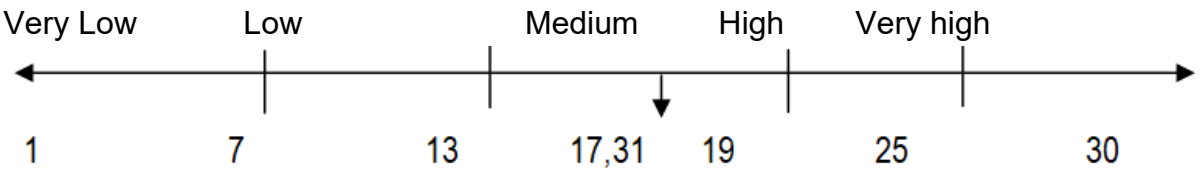


Figure 2 Position of Variable X1 in the Criterion

The analysis results show that the Attitude Toward Entrepreneurship of class XII students of State Vocational High Schools in the North Kuningan Region is in the moderate category, with an average score of 17.31 (interval 13–18). A positive attitude is seen in the belief that entrepreneurship is fun because of the flexibility of time (item 4), while obstacles arise from the lack of confidence that entrepreneurship is the best profession for planning the future independently (item 1).

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Description of Social Norms (Variable X2)

To find out the picture or description of social norms (Variable X2), the following table provides the output results using*SPSS For Windows*:

Table 8 Descriptive Variables Social norms variables (Variabel X2)

Statistics		
	Valid	300
	Missing	0
Mean		17.5867
Median		17.0000
Mode		15.00
Minimum		8.00
Maximum		56.00
Sum		5276.00

Based on the data, the total score for the social norms variable is 5276, with 6 items and 300 respondents, so the ideal value is 9000. The achievement percentage is 58.62% with an average score of 17.58. This indicates that the social norms variable is in the moderate category.

Meanwhile, the frequency regarding the results of data collection on the social norms variablecan be seen in the following table:

Table 9 Frequency of Description of Social Norms Variable (Variable X2)

Score	criterion	F	%
25 – 30	Very high	15	5
19 – 24	High	89	29,67
13 – 18	Moderate/sufficient	182	60,66
7 – 12	Low	14	4,67
1 – 6	Very Low	-	0
TOTAL		**300**	**100**

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From the frequency table above, the class and interval are adjusted to the item points. It can be seen that out of 300 respondents, 15 people or 5% of students have social norms that are included in the very high category; 89 people or 29.67% have social norms that are included in the high category; 182 people or 60.66% have social norms that are included in the moderate or sufficient category and 14 people or 4.67% have social norms that are included in the low category.

The average value of the social norms variable is 17.58, which is included in the moderate category with an interval of 13 - 18. Thus, the criteria area for the social norms variable (X2) can be described as follows:

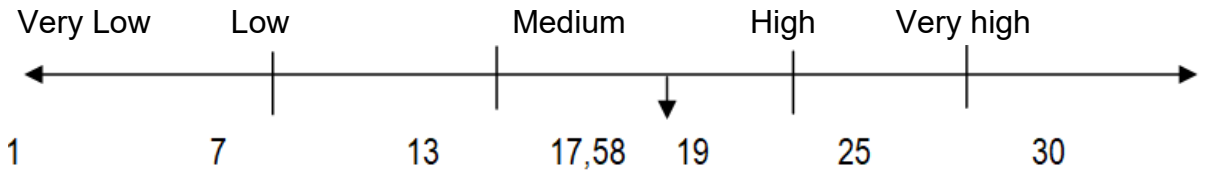


Figure 3 Position of Variable X2 in the Criterion

The analysis results show that the social norms of 12th-grade students at State Vocational High Schools in the North Kuningan Region are in the moderate category, with an average score of 17.58 (range 13–18). Positive attitudes are reflected in the belief that following societal norms brings positive benefits (item 6), while obstacles arise from a lack of confidence that understanding norms can facilitate entrepreneurial activities (item 5).

Description of Self-Efficacy (Mo Variable)

To find out the picture or description of self-efficacy (Variable Mo), the following table shows the output results using*SPSS For Windows*:

Table 10 Descriptive Variable Self-efficacy variable (Mo Variable)

Statistics		
	Valid	300
	Missing	0
Mean		17.1967
Median		17.5000

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Mode	14.00
Minimum	6.00
Maximum	28.00
Sum	5159.00

Based on the table above, it is known that the number of variable scoresself-efficacyis 5159; the number of questionnaire items for the variableself-efficacyis six items and there are 300 respondents, then the ideal value obtained is 6x5x300 = 9000. Thus the value of the variableself-efficacyis (5159/9000) x 100% = 57.32%; with an average score of 17.196 (mean). This shows that the variableself-efficacyis in the medium category.

Meanwhile, the frequency regarding the results of data collection on the self-efficacy variablecan be seen in the following table:

Table 11 Frequency of Self-Efficacy Variable Description (Mo Variable)

Score	criterion	F	%
25 – 30	Very high	6	2
19 – 24	High	110	36,67
13 – 18	Moderate/sufficient	164	54,67
7 – 12	Low	16	5,33
1 – 6	Very Low	4	1,33
TOTAL		**300**	**100**

Of the 300 respondents, 2% of students had very high self-efficacy, 36.67% high, 54.67% moderate, 5.33% low, and 1.33% very low. This indicates that students' self-efficacy is still suboptimal, with some students lacking the confidence to overcome failure and face the challenges of entrepreneurship.

The average value of the social norms variable is 17.19, which is included in the moderate category with an interval of 13 - 18. Thus, the criteria area for the self-efficacy variable (Mo) can be described as follows:

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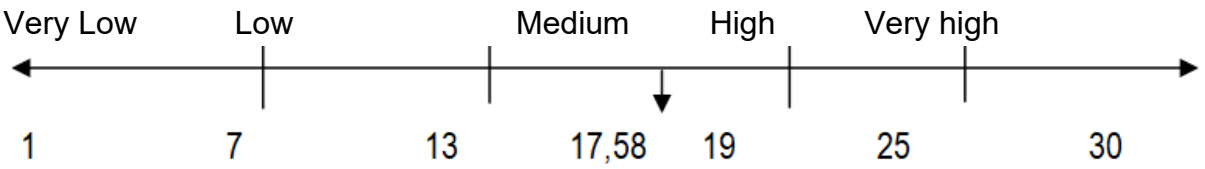


Figure 4 Position of Variable M in the Criterion

The analysis results show that the self-efficacy of 12th-grade students at a state vocational school in the North Kuningan region is in the moderate category, with an average score of 17.19 (range 13–18). This is related to students' lack of confidence in overcoming failure in entrepreneurship (item 1). Furthermore, another obstacle is seen in the lack of confidence that self-efficacy is important for maintaining enthusiasm in facing challenges in business (item 3).

Statistical Prerequisite Test Analysis Results

Normality Test

The normality test is used to assess whether the data is normally distributed or not. This is important because if the data for each variable is not normal, hypothesis testing cannot be carried out.*statistic parametric*. A good model is one that has a normal distribution.

The results of the normality test for the three research variables using*Kolmogorov-Smirnov Test*through data processing application programs*Statistical Product and Service Solution* (SPSS) can be explained in the table and description below:

Table 12 Normality Test

One-Sample Kolmogorov-Smirnov Test					
		X1	X2	M	AND
N		300	300	300	300
Normal Parameters[a,b]	Mean	17.3067	17.5867	17.1967	23.3067
	Std. Deviation	3.71375	4.08879	3.85845	7.05302
Most Extreme Differences	Absolute	.081	.135	.082	.066
	Positive	.079	.135	.062	.064
	Negative	-.081	-.117	-.082	-.066
Test Statistic		.781	.987	.908	.666

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Asymp. Sig. (2-tailed)	.776[c]	.978[c]	.341[c]	.340[c]

Normality Test of Attitude Toward Entrepreneurship (Variable X1)

Based on the table above, in the variable column*Attitude Toward Entrepreneurship*(Variable X1) obtained a Kolmogorov-Smirnov Z value of 0.781 with a probability (Asymp. Sig. (2-tailed)) of 0.776. The data requirements are called normal if the probability value or p > 0.05. Because the p value > 0.05 or 0.776 > 0.05, the variable data*Attitude Toward Entrepreneurship*(Variable X1) in 300 samples is normal or meets the requirements for the normality test.

Normality Test of Social Norms Variable (Variable X2)

Based on the table above, in the social norms variable column (Variable X2) the Kolmogorov-Smirnov Z value is 0.987 with a probability (Asymp. Sig. (2-tailed)) of 0.978. Data requirements are called normal if the probability value or p> 0.05. Because the p value> 0.05 or 0.978> 0.05, the social norms variable data (Variable X2) in 300 samples is normal or meets the normality test requirements.

Self-Efficacy Normality Test (Mo Variable)

Based on the table above, in the self-efficacy variable column (Mo Variable) the Kolmogorov-Smirnov Z value is 0.908 with a probability (Asymp. Sig. (2-tailed)) of 0.341. Data requirements are called normal if the probability value or p> 0.05. Because the p value> 0.05 or 0.341> 0.05, the self-efficacy variable data (Mo Variable) in 300 samples is normal or meets the normality test requirements.

Normality Test of Entrepreneurial Intention (Variable Y)

Based on the table above, in the entrepreneurial intention variable column (Variable Y), the Kolmogorov-Smirnov Z value is 0.666 with a probability (Asymp. Sig. (2-tailed)) of 0.340. Data requirements are called normal if the probability value or p> 0.05. Because the p value> 0.05 or 0.340> 0.05, the entrepreneurial intention variable data (Variable Y) in 300 samples is normal or meets the normality test requirements.

Multicollinearity Test

Multicollinearity occurs when independent variables are strongly correlated with each other. This condition can cause regression coefficients to be inaccurately estimated

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and standard errors to be very large. A multicollinearity test using the Variance Inflation Factor (VIF) in SPSS indicates a strong correlation between the independent variables.

Table 13 Multicollinearity test

Coefficients[a]			
Model		Collinearity Statistics	
		Tolerance	VIF
	1	.423	2.365
	2	.475	2.104
		.845	1.183
a. Dependent Variable: Y			

Based on the data above, it can be explained that the value*Varience Inflation Factor* (VIF) for the three independent variables, namely*Attitude Toward Entrepreneurship*(X1) is 2.365; Social Norms (X2) is 2.104; and Self-Efficacy (Mo) is 1.183;. The VIF value of the three independent variables is less than 10 (VIF < 10) so it can be concluded that the research model is free from multicollinearity problems.

Statistical Analysis Results

Moderated Regression Analysis

Moderated Regression Analysis (MRA) is used to test the influence of moderating variables on the relationship between independent and dependent variables. In this study, MRA examines the effect of regulatory implementation and oversight systems on the effectiveness of village fund management, with the role of village facilitators as a moderating variable. The causal model between the variables is as follows:

Model …… $Y = a + b_1X_1 + b_2X_2 + b_3M + b_4(X_1.M) + b_5(X_2.M) + e$

Results of calculations and testing using the Program*SPSS For Windows*looks like the following table:

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Table 14 Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.499[a]	.249	.212	4.42180
a. Predictors: (Constant), X2M, X1M, X2, M, X1				

Table 15 Anova						
Model		Sum of Squares	df	Mean Square	F	Say.
	Regression	80300515.024	5	160103.005	26927.309	.000b
	Residual	175348.762	294	596.424		
	Total	80475863.787	299			
a. Dependent Variable: Y						
b. Predictors: (Constant), X2M, X1M, X2, M, X1						

Table 16 Coefficients

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
	(Constant)	367.521	71.262		5.157	.000
	X1	47.945	1.639	.605	29.248	.000
	X2	57.163	.327	.727	174.596	.000
	M	7.012	1.396	.099	5.024	.000
	X1M	.264	.103	.267	2.569	.017
	X2M	.825	.029	.917	28.457	.000
a. Dependent Variable: Y						

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Research Model Test

The research model test from table 4.11 and table 4.12 obtained the following explanation:

R = 0.499 indicates that there is a moderate relationship between the independent and dependent variables or *Attitude Toward Entrepreneurship*, social norms and self-efficacy towards entrepreneurial intentions

R^2 = 0.249 means that approximately 24.9% of the variation in entrepreneurial intention (Y) can be explained by the combination of independent variables X1*Attitude Toward Entrepreneurship*, X2 social norms, M self-efficacy, and X1M interaction*Attitude Toward Entrepreneurship*with Self-efficacy and X2M social norms with self-efficacy.

Adjusted R^2 = 0.212 takes into account the number of variables and sample size. This value is moderate/sufficient in a social and educational context, which is typically influenced by many external factors.

The F value = 26927.309 and sig = 0.000 < 0.05 means the regression model is statistically significant. This indicates that the formulated model can be used to predict the level of entrepreneurial intention through*Attitude Toward Entrepreneurship*, social norms with self-efficacy.

Regression Equation

Through the coefficient value in the column*B Unstandardized Coefficients*as in table 13, the regression equation can be compiled as follows:

Y = 367.521 + 47.945X1 + 57.163X2 + 7.012M + 0.264(X1.M) + 0.825(X2.M) + e

Based on this model, the constant coefficient and the regression coefficient can be explained.each independent variable as described below:

Constant Coefficient(367,521): If*Attitude Toward Entrepreneurship*, *social norms*, And *self-efficacy*is worth 0, then the entrepreneurial intention will have a score of 367.521.

Regression Coefficient of Attitude Toward Entrepreneurship(47,945): Every 1 score increase on*Attitude Toward Entrepreneurship*will increase entrepreneurial intentions by 47.945. The positive coefficient indicates a positive influence between*Attitude Toward Entrepreneurship*and entrepreneurial intentions.

Social Norms Regression Coefficient(57,163): Every 1 score increase on*social norms*will increase entrepreneurial intentions by 57.163. The positive coefficient indicates a positive influence between*social norms*and entrepreneurial intentions.

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Self-Efficacy Regression Coefficient(7,012): Every 1 score increase on*self-efficacy*will increase entrepreneurial intentions by 7.012. The positive coefficient indicates a positive influence between*self-efficacy*and entrepreneurial intentions.

Regression Coefficient of Interaction of Attitude Toward Entrepreneurship with Self-Efficacy(0.264): Every 1 score increase in the interaction between*Attitude Toward Entrepreneurship* And *self-efficacy*will increase entrepreneurial intention by 0.264. This effect becomes stronger as interaction increases.

Regression Coefficient of Social Norm Interaction with Self-Efficacy(0.825): Every 1 score increase in the interaction between*social norms* And *self-efficacy*will increase entrepreneurial intention by 0.825. This effect becomes stronger as interaction increases.

Hypothesis Test Results

Hypothesis test 1 shows a "beta" value of 0.605 and a t value of 0.605.$_{count}$ X_1 **=** 29.248 in the t table with a significance level of 5%, one-sided test, and df = n – k – 1 = 300 – 5 – 1 = 294, the t value is obtained$_{table}$1,968. T-value$_{count}$ = 29,248 > t_{table}= 1.968 and sig = 0.000 < 0.05, it can be concluded that Ho is rejected and Ha is accepted, meaning*Attitude Toward Entrepreneurship*has a significant positive effect on entrepreneurial intentions. These results can be illustrated in the Ho acceptance and Ho rejection areas below:

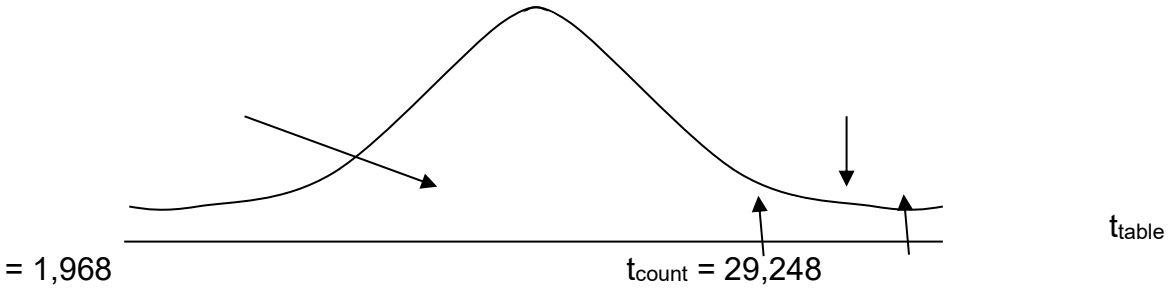


Figure 5 Acceptance and Rejection Region of Ho1

The Influence of Social Norms on Entrepreneurial Intentions

Hypothesis test 2 shows a "beta" value of 0.727 and t_{count} X_2 **=** 174,569 in the t table with a significance level of 5%, one-sided test, and df = n – k – 1 = 300 – 5 – 1 = 294, the t value is obtained$_{table}$1,968. T-value$_{count}$ = 174,569 > t_{table}= 1.968 and sig = 0.000 < 0.05, then Ho is rejected and Ha is accepted, meaning that social norms have

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a significant positive effect on entrepreneurial intentions. These results can be illustrated in the Ho acceptance and Ho rejection areas below:

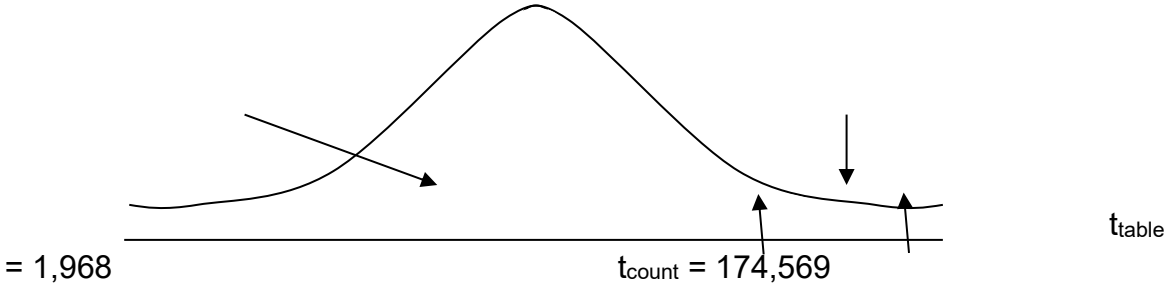


Figure 6 Acceptance and Rejection Region of Ho2

Self-efficacy influences entrepreneurial intention

Hypothesis test 3 shows a "beta" value of 0.099 and a t value of 0.099.$_{count}$For **=** 5.024 in the t table with a significance level of 5%, one-sided test, and df = n – k – 1 = 300 – 5 – 1 = 294, the t value is obtained$_{table}$1,968. T-value$_{count}$ = 5,024 > t$_{table}$= 1.968 and sig = 0.000 < 0.05, then Ho is rejected and Ha is accepted, meaning that self-efficacy has a significant positive effect on entrepreneurial intention. These results can be described in the Ho acceptance and Ho rejection areas below:

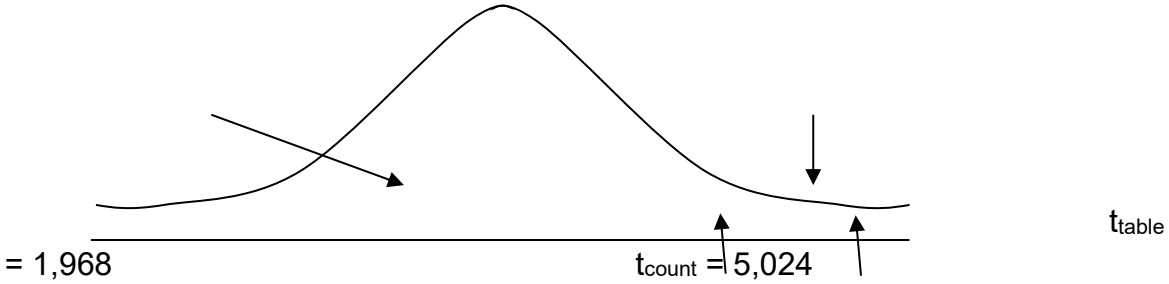


Figure 7 Acceptance and Rejection Region of Ho3

Self-Efficacy Moderates Influence *Attitude Toward Entrepreneurship*On Entrepreneurial Intention

Hypothesis test 4 shows a "beta" value of 0.267 and t$_{count}$ X$_1$M **=** 2.569 in the t table with a significance level of 5%, one-sided test, and df = n – k – 1 = 300 – 5 – 1 = 294, the t value is obtained$_{table}$1,968. T-value$_{count}$ = 2,569 > t$_{table}$= 1.968 and sig= 0.017

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< 0.05 then Ho is rejected and Ha is accepted meaning that between*Attitude Toward Entrepreneurship*with self-efficacy influencing entrepreneurial intentions. In other words, self-efficacy significantly strengthens the influence*Attitude Toward Entrepreneurship*towards entrepreneurial intentions.These results can be described in the Ho acceptance and Ho rejection areas as follows:

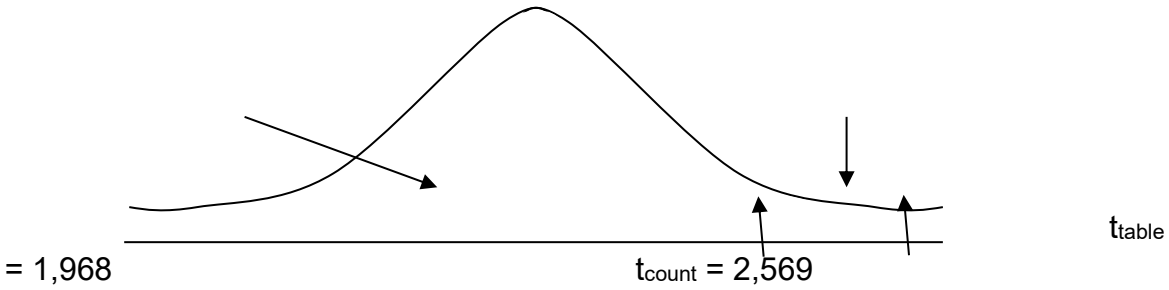


Figure 8 **Acceptance and Rejection Region of Ho4**

Self-Efficacy Moderates the Influence of Social Norms on Entrepreneurial Intention

Hypothesis 5 test shows the "beta" value is 0.917 and t_{count} X_2M **=** 28.457 in the t table with a significance level of 5%, one-sided test, and df = n – k – 1 = 300 – 5 – 1 = 294, the t value is obtained$_{table}$1,968. T-value$_{count}$ = 28,457 > t_{table}= 1.968 and sig = 0.000 < 0.05, then Ho is rejected and Ha is accepted, meaning the interaction between social norms and self-efficacy influences entrepreneurial intentions. In other words, self-efficacy significantly strengthens the influence of social norms on entrepreneurial intentions. These results can be described in the areas of acceptance of Ho and rejection of Ho as follows:

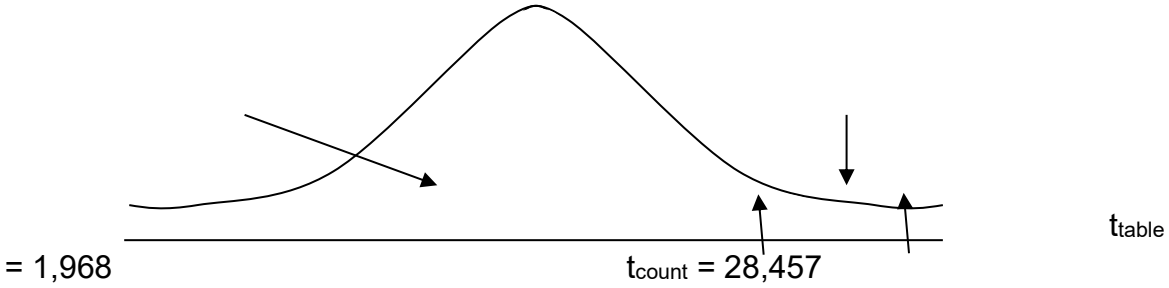


Figure 9 Acceptance and Rejection Region Ho5

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The test results also show that the variables*Attitude Toward Entrepreneurship*with self-efficacy (X1*M) and social norms variables with self-efficacy (X2*M) showing a significant influence, it can be concluded that the self-efficacy variable (Variable M) moderates the influence*Attitude Toward Entrepreneurship*(variable X1) and social norms (variable X2) on entrepreneurial intentions (variable Y), so that the moderation is called Quasi Moderation

DISCUSSION

Influence *Attitude Toward Entrepreneurship*towards Entrepreneurial Intention

Based on the analysis and testing results, Attitude Toward Entrepreneurship was proven to have a significant positive influence on entrepreneurial intention. This study shows that the higher a person's entrepreneurial attitude, the greater their entrepreneurial intention. These results align with research conducted by Choerunisa & Susanti (2021) and Azizah (2020), which reported that entrepreneurial attitude has a positive influence on entrepreneurial intention, with a contribution of 57.7%. This indicates that entrepreneurial attitude plays a significant role in driving one's intention to become an entrepreneur.

This study also supports the findings presented by Christianto and Karunia (2023), who revealed that entrepreneurial attitudes are the main factor influencing entrepreneurial intentions. However, the direct effect of entrepreneurial attitudes on entrepreneurial intentions in this study was moderate. This indicates that although most students exhibit positive entrepreneurial attitudes, some students still lack the indicators of entrepreneurial attitudes, such as confidence that entrepreneurship is a profession that allows them to plan their future independently, and the belief that entrepreneurship is more enjoyable because they can manage their own work hours.

An entrepreneurial attitude, encompassing characteristics such as proactivity, innovation, and risk-taking, is a crucial factor in determining a person's intention to start a business. Empirical research, such as that conducted by Liñán and Chen (2009) and Kautonen, Van Gelderen, and Fink (2015), demonstrates that individuals with a positive entrepreneurial attitude are more likely to start and run their own businesses. Therefore, to increase entrepreneurial intentions, entrepreneurial attitudes need to be improved, one way of doing this is by encouraging individuals to view business as an opportunity, rather than an obstacle.

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The Influence of Social Norms on Entrepreneurial Intentions

Based on the analysis and testing results, social norms have been shown to have a significant positive influence on entrepreneurial intentions. This study shows that the higher the social norms, the greater the entrepreneurial intention. These results align with research conducted by Abbas et al. (2020), which concluded that support from family and close friends can increase a person's intention to become an entrepreneur. Furthermore, research by Putra & Antonio (2021) and Shah et al. (2020) also stated that the higher the subjective norms, the greater a person's entrepreneurial intention, as social support provided by those closest to them plays a crucial role in shaping entrepreneurial intentions.

However, the influence of social norms on entrepreneurial intentions in this study was not optimal. This was due to some students not fully understanding or possessing comprehensive indicators of social norms, particularly those related to normative beliefs. Some students still did not fully understand that societal norms can facilitate entrepreneurial activities, and they did not realize that following existing norms can bring positive benefits in life. This suggests that despite the positive influence, there is still room to improve understanding of social norms in the context of entrepreneurship (Iskandar, 2022).

Social norms play a crucial role in shaping entrepreneurial intentions, as explained in the Theory of Planned Behavior (TPB). Subjective norms, which include the influence of family, friends, and other social environments, can strengthen an individual's intention to start a business. This social support not only leads to increased individual confidence in entrepreneurship but can also influence access to critical resources such as capital, knowledge, and business networks. Studies such as those by Santi et al. (2017) and Choirunnisya et al. (2021) show that social norms significantly contribute to entrepreneurial intentions, and by increasingSocial norms, especially normative beliefs, are expected to strengthen individual entrepreneurial intentions.

Self-efficacy influences entrepreneurial intention

Based on the analysis and testing results, self-efficacy has been shown to have a significant positive influence on entrepreneurial intentions. This study shows that the higher a person's self-efficacy, the more likely they are to have strong entrepreneurial intentions. These results support research conducted by Suratno, Farida Kohar, Ali Idrus, and Suci Pratiwi (2020) which stated that self-efficacy influences entrepreneurial intentions. Furthermore, research by Putu Bayu Adi Jaya and Ni Ketut Seminari (2016)

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also revealed that self-efficacy has a significant influence on entrepreneurial intentions among vocational school students in Denpasar.

However, despite these positive effects, the research results indicate that some students still lack comprehensive self-efficacy indicators. Some students lack the confidence that their beliefs can overcome failure in pursuing entrepreneurial endeavors. Furthermore, some students remain unsure that self-efficacy is crucial for maintaining enthusiasm and persevering in business, despite facing numerous challenges. This demonstrates the need to improve self-efficacy in the context of entrepreneurship.

Self-efficacy acts as a psychological factor that influences the extent to which a person believes in their ability to run a business. High self-confidence encourages individuals to take greater risks, remain motivated despite obstacles, and demonstrate resilience in the face of failure. Therefore, schools and educational institutions must play an active role in improving students' self-efficacy through entrepreneurship education, practical experience, mentoring, and fostering a positive attitude toward failure. Improving self-efficacy can be an effective strategy in fostering a generation of successful and innovative young entrepreneurs. Therefore, to increase entrepreneurial intentions, it is crucial to improve students' self-efficacy, particularly in terms of their confidence to remain enthusiastic and continue pursuing their business despite facing various challenges.

Self-Efficacy Moderates Influence*Attitude Toward Entrepreneurship*On Entrepreneurial Intention

Based on testing and analysis, it was found that self-efficacy significantly strengthened the influence of attitude toward entrepreneurship on entrepreneurial intentions. This indicates that the interaction between entrepreneurial attitudes and self-efficacy has a strong influence on a person's intention to become an entrepreneur. The results of this study are in line with the findings of Dude (2024), who concluded that entrepreneurial attitudes have a positive influence on self-efficacy, and self-efficacy was proven to mediate the influence of entrepreneurial attitudes on entrepreneurial intentions. This means that a positive entrepreneurial attitude can increase self-efficacy, which in turn strengthens entrepreneurial intentions.

Entrepreneurial attitudes and self-efficacy complement each other in shaping an individual's entrepreneurial intentions. If someone has a positive entrepreneurial attitude but low self-efficacy, they are likely to lack the courage to start a business. Conversely, even if someone has a strong entrepreneurial attitude, without strong self-efficacy, they

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may hesitate to act. Research by Zhao, Seibert, & Hills (2005) shows that entrepreneurial self-efficacy is an important mediating factor, linking individual characteristics to entrepreneurial intentions. Thus, these two factors must function together to create strong entrepreneurial intentions.

An entrepreneurial attitude encompasses aspects such as innovation, risk-taking, proactivity, and perseverance, which motivate individuals to become interested in the business world. Self-efficacy, on the other hand, strengthens an individual's belief in their ability to succeed in entrepreneurship. The combination of a positive entrepreneurial attitude and high self-efficacy will result in stronger entrepreneurial intentions. Therefore, to increase entrepreneurial intentions, efforts are needed to strengthen both factors, such as through entrepreneurship education, business training, and mentoring from experienced entrepreneurs.

Self-Efficacy Moderates the Influence of Social Norms on Entrepreneurial Intention

Based on testing and analysis, it was found that self-efficacy significantly strengthened the influence of social norms on entrepreneurial intentions. This indicates that the interaction between social norms and self-efficacy plays a significant role in shaping an individual's entrepreneurial intentions. The results of this study align with research conducted by Bosma et al. (2012) and Newman et al. (2019), which found that social norms can enhance a person's self-efficacy. When individuals are surrounded by successful entrepreneurs, their confidence in entrepreneurship also increases. Furthermore, this study also concluded that self-efficacy can function as a mediator between social norms and entrepreneurial intentions. In other words, even though the social environment is supportive, individuals still need high self-confidence to truly decide to become entrepreneurs.

Social norms and self-efficacy are two psychosocial factors that significantly influence entrepreneurial intentions. However, they are not mutually exclusive; they complement each other. Social norms can shape and strengthen a person's self-efficacy, while self-efficacy also moderates the influence of social norms on entrepreneurial intentions. Social norms reflect pressure or encouragement from the surrounding environment, such as family, friends, or community, that encourages individuals to take certain actions, including entrepreneurship. In the context of entrepreneurship, positive social norms can enhance self-efficacy, while negative social norms can weaken an individual's belief in their entrepreneurial abilities.

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Individuals who frequently interact with successful entrepreneurs, whether family members, friends, or mentors, tend to have higher self-efficacy. Support from family, friends, or the business community is crucial in boosting one's confidence in taking entrepreneurial risks. Therefore, to increase entrepreneurial intentions, it is important to strengthen social norms that support entrepreneurship and increase self-efficacy through training, education, and hands-on experience in entrepreneurship. Therefore, the results of this study support related theories and are consistent with the findings of previous studies.

CONCLUSION

Based on the results of research conducted on 12th-grade students of a State Vocational High School in the North Kuningan area, it was found that attitudes toward entrepreneurship, social norms, and self-efficacy have a positive and significant influence on entrepreneurial intentions. The higher the students' positive attitudes toward entrepreneurship and the stronger the support of social norms from the surrounding environment, the higher their intentions to become entrepreneurs. Self-efficacy has been shown to be an important factor that directly increases entrepreneurial intentions, where students who have high confidence in their abilities are more motivated and brave to start a business. In addition, self-efficacy also strengthens the influence of attitudes and social norms on entrepreneurial intentions. The role of self-efficacy in this relationship is categorized as quasi-moderation, because it not only directly influences intentions but also increases the strength of the relationship between attitudes and social norms on entrepreneurial intentions. Students' self-confidence in facing risks and challenges is an important key in encouraging entrepreneurial interest. Therefore, effective entrepreneurship education should not only focus on knowledge and skills, but also on psychological strengthening through increasing students' self-efficacy.

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