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Influence of Entrepreneurial Literacy and Social Capital on Entrepreneurial Intentions with Attitude as a Moderating Variable among Economic Education Students at Jambi University

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Entrepreneurial literacy, Social capital, Attitude, Entrepreneurial intentions

Abstract

This study examines the influence of entrepreneurial literacy and social capital on entrepreneurial intentions, with attitude serving as a moderating variable, among Economic Education students at Jambi University. The primary objective is to identify how knowledge, social networks, and psychological disposition interact to shape students' entrepreneurial aspirations. A quantitative research design was applied, utilizing a survey method with a sample of 121 students from the 2021–2022 cohort. Path analysis was employed to test the relationships among variables and to evaluate the moderating role of attitude.

The results demonstrate that entrepreneurial literacy has a significant positive effect on entrepreneurial intentions, indicating that students with higher entrepreneurial knowledge and skills are more likely to engage in entrepreneurial activities. Similarly, social capital was found to positively influence entrepreneurial intentions, emphasizing the role of networks, trust, and social support in fostering entrepreneurship. Moreover, attitude significantly moderates these relationships, strengthening the impact of both entrepreneurial literacy and social capital on entrepreneurial intentions.

These findings highlight the importance of integrating entrepreneurship literacy and social networking opportunities within higher education curricula while fostering positive entrepreneurial attitudes. Future research is recommended to expand the model across different institutions and employ longitudinal designs to examine causal relationships more comprehensively.

INTRODUCTION

The development of entrepreneurial skills is increasingly recognized as a critical factor in promoting economic growth and innovation. Entrepreneurship serves as a means for personal and professional advancement and significantly contributes to job creation, economic dynamism, and social cohesion. Higher education institutions are pivotal in nurturing entrepreneurial intentions among students by equipping them with the requisite knowledge, skills, and support systems. This

study investigates the influence of entrepreneurial literacy and social capital on entrepreneurial intentions, with attitude as a moderating variable among Economic Education students at Jambi University.

Entrepreneurial literacy is a crucial competency that encompasses financial literacy, business management, and opportunity recognition. It equips aspiring entrepreneurs with the knowledge and skills necessary to identify and exploit business opportunities, manage enterprises effectively, and navigate the complex economic landscape. Higher education institutions are responsible for integrating entrepreneurial education into their curricula, preparing students to meet the demands and challenges of the business world. Entrepreneurial literacy is a critical component in the development of entrepreneurial intentions. It encompasses a broad range of knowledge and skills, including financial literacy, business planning, marketing, and management. According to Fayolle and Gailly (2015), entrepreneurial literacy not only involves the understanding of business concepts but also the ability to apply them in practical settings. This form of literacy is essential for recognizing and exploiting opportunities, managing resources efficiently, and mitigating risks associated with entrepreneurial ventures (Martin, McNally, & Kay, 2013). Previous studies have demonstrated a positive relationship between entrepreneurial literacy and entrepreneurial intentions. For instance, Oosterbeek, van Praag, and Ijsselstein (2010) found that students with higher levels of entrepreneurial knowledge were more likely to consider starting their own businesses. Similarly, Yani, Rakib, & Syam (2020) highlighted the role of entrepreneurship education in enhancing students' entrepreneurial self-efficacy and intentions.

Social capital, defined as the networks, relationships, and social interactions that facilitate collective action and resource access, is essential for entrepreneurship. It provides entrepreneurs with the necessary support, information, and resources to succeed. Social capital can take various forms, including family ties, friendships, professional networks, and community involvement. These relationships offer entrepreneurs financial resources, mentorship, and collaborative opportunities. Social capital refers to the networks, relationships, and social interactions that facilitate collective action and access to resources. It includes aspects such as trust, norms, and the quality of social networks (Putnam, 2000). Social capital is divided into three dimensions: bonding (close relationships), bridging (networks with diverse groups), and linking (connections with institutions). The role of social capital in entrepreneurship has been widely studied. Social capital provides access to information, financial resources, and emotional support, which are crucial for entrepreneurial success Primadona (2013:56). For example, Davidsson and Honig (2003) found that social capital significantly predicted the likelihood of individuals engaging in entrepreneurial activities. Furthermore, Sequeira, Mueller, and McGee (2007) emphasized that social networks could provide mentorship and guidance, which are invaluable during the nascent stages of a business.

Attitude towards entrepreneurship is another critical factor influencing entrepreneurial intentions. Attitude refers to an individual's positive or negative evaluation of entrepreneurship, significantly impacting their motivation and decision to pursue entrepreneurial activities. A positive attitude towards entrepreneurship can enhance an individual's confidence, risk-taking propensity, and perseverance, thereby increasing the likelihood of starting and sustaining a business. Attitude towards entrepreneurship is a psychological construct that reflects an individual's positive or negative evaluation of entrepreneurial activities. According to Ajzen's Theory of Planned Behavior

(1991), attitude is one of the key determinants of behavioral intentions. A positive attitude towards entrepreneurship is associated with higher entrepreneurial intentions (Muhibatun, 2019:150). Empirical research supports the link between attitude and entrepreneurial intentions. Studies by Kolvereid (1996) and Autio et al. (2001) demonstrated that individuals with a favorable attitude towards entrepreneurship are more likely to pursue entrepreneurial careers. Attitude influences not only the decision to start a business but also the persistence and resilience required to overcome challenges in the entrepreneurial journey (Hanum, 2022:41). Entrepreneurial intentions refer to the motivational factors that influence an individual's decision to pursue entrepreneurial activities. Intentions are a crucial predictor of entrepreneurial behavior, as they reflect the individual's commitment to starting and managing a new business (Ni Luh, 2016:2). Research has shown that entrepreneurial intentions are influenced by a variety of factors, including personal traits, environmental conditions, and educational experiences (Shane, Locke, & Collins, 2003). For instance, Zhao, Seibert, and Lumpkin (2010) found that personality traits such as risk-taking propensity and proactiveness are significant predictors of entrepreneurial intentions. Moreover, the entrepreneurial ecosystem, including access to finance, mentorship, and supportive policies, plays a vital role in shaping entrepreneurial intentions (Isenberg, 2010).

The interaction between entrepreneurial literacy, social capital, and attitude is complex and multifaceted. Entrepreneurial literacy equips individuals with the necessary knowledge and skills, while social capital provides the resources and support required for entrepreneurial endeavors. Attitude, as a moderating variable, enhances or diminishes the influence of these factors on entrepreneurial intentions. Attitude acts as a lens through which individuals perceive entrepreneurial opportunities and challenges. A positive attitude can amplify the effects of entrepreneurial literacy and social capital by boosting confidence and motivation. Conversely, a negative attitude can hinder the translation of knowledge and resources into entrepreneurial actions. This moderating role of attitude is supported by the findings of Liñán, Rodríguez-Cohard, and Rueda-Cantuche (2011), who showed that attitude significantly influences the relationship between perceived behavioral control and entrepreneurial intentions.

Despite the recognized importance of entrepreneurial literacy, social capital, and attitude in fostering entrepreneurial intentions, there is limited research on how these factors interact, particularly in the context of higher education in Indonesia. This study seeks to fill this gap by examining the direct effects of entrepreneurial literacy and social capital on entrepreneurial intentions, and the moderating role of attitude among Economic Education students at Jambi University. Understanding these relationships can provide valuable insights for educators, policymakers, and practitioners aiming to promote entrepreneurship among students. This study contributes to the existing body of knowledge by providing empirical evidence on the interplay between entrepreneurial literacy, social capital, and attitude in shaping entrepreneurial intentions among university students. The findings can inform the design and implementation of entrepreneurship education programs, helping to create an environment that nurtures entrepreneurial talent and supports the development of future entrepreneurs. Moreover, this research highlights the importance of fostering positive attitudes towards entrepreneurship, which can enhance the effectiveness of entrepreneurial education and support initiatives.

METHODS

This study employed a quantitative research design with a survey method. The design was considered appropriate because it allowed the researchers to objectively examine the relationships between entrepreneurial literacy, social capital, attitude, and entrepreneurial intentions using standardized measurement tools. According to Sugiyono (2016), a quantitative approach is suitable for testing hypotheses and measuring the relationships among variables statistically, making it relevant for this study's objectives.

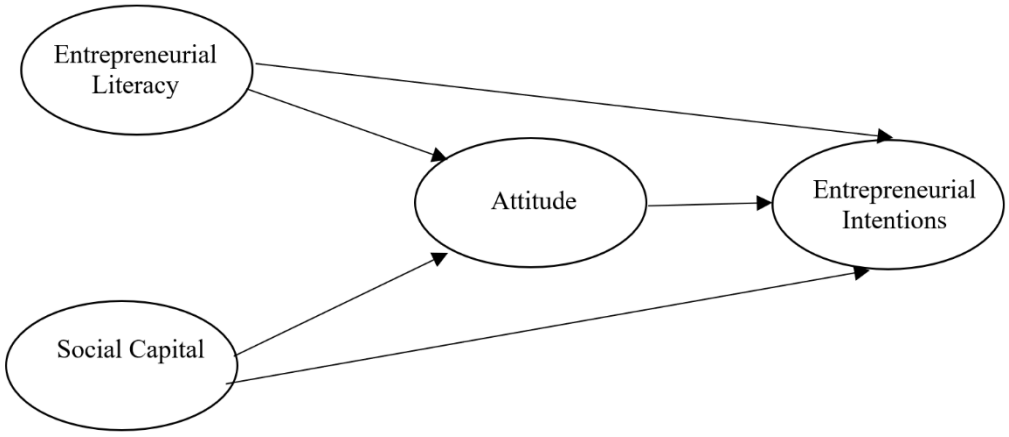
The research population consisted of all undergraduate students in the Economic Education Study Program at Jambi University, totaling 173 students. The sample size was determined using Slovin's formula with a 5% margin of error (Wahyudin, 2015), which resulted in 121 respondents. The sampling technique used was probability sampling with a proportionate random sampling method. This method, as described by Sugiyono (2019), ensures that every member of the population has an equal chance of being selected, while also maintaining proportional representation of each subgroup within the population.

Data collection was conducted between March and May 2024 through an online questionnaire distributed using Google Forms. The questionnaire was shared with respondents via WhatsApp to increase accessibility and response rates. The instrument consisted of structured statements measuring entrepreneurial literacy, social capital, attitude, and entrepreneurial intentions. Each statement was assessed using a four-point modified Likert scale ranging from "strongly disagree" (1) to "strongly agree" (4). The four-point scale was chosen to avoid neutral responses and encourage clear positions from participants (Sugiyono, 2016). The validity of the questionnaire was supported by theoretical foundations and previous studies, while its reliability was assessed statistically to ensure consistency of responses.

The data obtained were analyzed using *Structural Equation Modelling* (SEM) with the *Partial Least Square* (PLS) technique. Analysis was performed with the SmartPLS 3 software, applying two-tailed testing to evaluate the statistical significance of relationships. Abdillah and Hartono (2015) highlight that SEM-PLS is particularly useful for complex models involving latent variables and is effective even when the sample size is relatively small to medium. This makes SEM-PLS an appropriate method for the present study.

The overall research procedures were carried out systematically, beginning with the determination of the study design, followed by population and sampling, instrument development, data

collection, and data analysis. By following these established steps, the study provides sufficient detail for replication by other researchers under similar academic contexts.



RESULTS AND DISCUSSION

Measurement Model Testing

This study used second-order confirmatory factor analysis to construct the research model. The testing involved latent dimensional constructs, carried out in two stages: initial measurement indicators were tested in the first stage, followed by the testing of dimensional constructs in the second stage. The degree of interdependence between latent variables and indicators is determined by evaluating the reflective measurement model. The validity and reliability of research variables are estimated using external model testing.

Convergent Validity

The first step in evaluating a measurement model is ascertaining its convergent validity. The loading factor (LF) value needs to be higher than 0.7 in order to guarantee the validity of the convergent validity test results. Values of less than 0.7 indicate convergent validity failure.

Table 1. Results of Convergent Validity Tests.

LK	LF	MS	LF	SK	LF	IB	LF
LK1	0,753	MS1	0,806	SK1	0,825	IB1	0,935
LK2	0,787	MS2	0,892	SK2	0,925	IB2	0,906
LK3	0,857	MS3	0,818	SK3	0,950	IB3	0,849
LK4	0,918	MS4	0,854	SK4	0,895	IB4	0,949
LK5	0,844	MS5	0,813	SK5	0,790	IB5	0,915
LK6	0,783	MS6	0,844	SK6	0,834		

Discriminant Validity

Table 2. Discriminant Validity

Items	LK	MS	SK	IB
LK1	0,753	0,688	0,735	0,676
LK2	0,787	0,579	0,787	0,730
LK3	0,857	0,509	0,611	0,547
LK4	0.918	0,472	0,638	0,645
LK5	0,844	0,495	0,659	0,649
LK6	0,783	0,460	0.536	0,455
MS1	0,477	0,806	0,625	0,535
MS2	0,439	0,892	0,715	0,630
MS3	0,676	0,818	0,713	0,655
MS4	0,585	0,854	0,704	0,593
MS5	0,522	0,813	0,790	0,658
MS6	0,595	0,844	0,834	0,703
SK1	0,811	0,613	0,825	0,738
SK2	0,788	0,807	0,925	0,806
SK3	0,796	0,806	0,950	0,870
SK4	0,738	0,719	0,895	0,927
SK5	0,522	0,813	0,790	0,658
SK6	0,595	0,844	0,834	0,703
IB1	0,666	0,683	0,813	0,935
IB2	0,732	0,677	0,833	0,906
IB3	0,636	0,647	0,794	0,849
IB4	0,716	0,743	0,874	0,949
IB5	0,733	0,691	0,802	0,915

Reliability Tests

Table 3. Results of the Reliability Tests

		CA	CR	AVE
Entrepreneurial Literacy	LK	0,906	0,927	0,681
Social Capital	MS	0,915	0,934	0,703
Attitude	SK	0,936	0,950	0,760
Entrepreneurial Intentions	IB	0,949	0,961	0,831

Results show that the values of Cronbach's Alpha and Composite Reliability are greater than 0.7. More specifically, LK has values of 0.905 and 0.927. MS has values of 0.915 and 0.934. SK has values of 0.936 and 0.950. In addition, IB has values of 0.949 and 0.961, demonstrating a high level of consistency.

The test findings indicate that the AVE value is over 0.5, with LK at 0.681, MS at 0.703, SK at 0.760, and IB at 0.831.

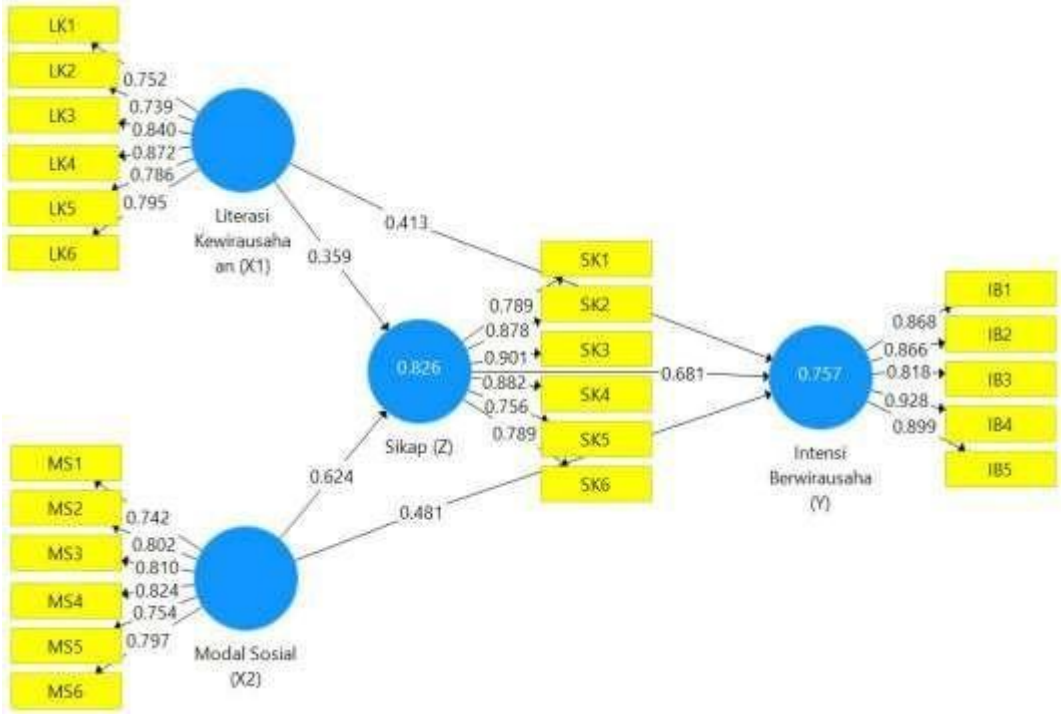
Goodness of Fit Index

Table 4. Goodness of Fit Index Calculation

	R Square	R Square Adjusted
Attitude	0,826	0,823
Entrepreneurial Intentions	0,757	0,751

The R Square and R Square Adjusted tests are categorised as strong if the value exceeds 0.67, moderate if the value is between 0.33 to 0.67, and weak if it ranges from 0.19 to 0.33 (Abdillah & Hartono, 2015). Table 4 illustrates the test results indicating that the Attitude variable has R Square and R Square Adjusted values of 0.826 and 0.823, falling within the strong category. Similarly, the Entrepreneurial Intentions variable shows the R Square and R Square Adjusted values of 0.757 and 0.751, categorised as strong.

Figure 1. Evaluation of Reflective Measurement Models



This study employed a bootstrapping method for hypothesis testing by assessing path coefficients using a two-tailed significance level of 5% and a 95% confidence level. The t-statistics and p-value are analysed to determine whether to accept or reject a hypothesis. Acceptance of hypotheses is determined by the t-statistic surpassing 1.96 and the p-value falling below 0.05 (Abdillah & Hartono, 2015).

Results of the Hypothesis Tests

Table 5. Results of the Hypothesis Tests

	Relationship	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values	Result
H1	$X_1 \rightarrow Z$	0,359	0,357	0,048	7,517	0,000	H_a accepted
H2	X2 → Z	0,624	0,625	0,046	13,545	0,000	H_a accepted

H 3	$X_1 \rightarrow Y$	0,413	0,408	0,090	4,589	0,000	H_a accepted
H 4	$X_2 \rightarrow Y$	0,481	0,484	0,112	4,307	0,000	H_a accepted
H 5	$Z \rightarrow Y$	0,681	0,660	0,133	5,135	0,000	H_a accepted
H 6	$X_1 \rightarrow M \rightarrow Y$	0,245	0,238	0,067	3,662	0,000	H_a accepted
H 7	$X_2 \rightarrow M \rightarrow Y$	0,425	0,411	0,080	5,329	0,000	H_a accepted

Discussion

Interpretation of Convergent Validity Results

The results of the outer loading test on the digital entrepreneurial literacy (LK) variable, social capital (MS) variable, attitude (SK) variable, and entrepreneurial intention (IB) variable show values above 0.7. It is possible to conclude that every examined indicator has a loading factor value greater than 0.7 based on the test results shown in Table 1. Accordingly, all the indicators used effectively represent the latent variables tested, affirming that the research model meets convergent validity. Following the convergent validity testing, the next step involves testing discriminant validity.

Interpretation of Discriminant Validity and Construct Reliability

The cross loading factor values are used to determine whether a construct has adequate discriminant validity by comparing the loading values. The loading value on the intended construct must be greater than the cross loading values on other constructs. The standard value for each construct must be > 0.7. According to Table 2 of the test results, it can be seen that almost all cross loading values for each indicator of each variable have an average cross loading value that is higher than the cross loading values of other variable indicators, with the standard value used being 0.7. This indicates that each variable can be considered to have good discriminant validity.

The final step in assessing the reflective measurement model is to look at construct reliability, which is used to evaluate the reliability of the research constructs and is measured by looking at Cronbach's Alpha (CA) values above 0.7, Composite Reliability (CR) above 0.7, and AVE above 0.5 (Abdillah et al., 2015).

The internal consistency of the construct measurement is satisfactory, and the reliability is deemed adequate. The results demonstrate that all constructs have met the recommended thresholds, confirming both convergent validity and reliability.

The high Cronbach's Alpha and Composite Reliability values across constructs indicate that the indicators consistently measure the intended latent variables. Moreover, the AVE values exceeding 0.5 confirm that the constructs capture more than half of the variance of their indicators, thereby reinforcing the validity of the measurement model.

The results indicate that the construct's internal consistency and reliability are excellent, making it a highly useful model. Structural model evaluation in SEM analysis involves assessing parameters and metrics to assess the alignment between the research model, data, and underlying theory.

Interpretation of Reliability Tests

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Model Robustness

Based on the test results, it can be inferred that the research model is robust. The high R Square values for both Attitude (0.826) and Entrepreneurial Intentions (0.757) indicate that the constructs used in the study are able to explain a significant portion of the variance in the dependent variables. These findings suggest that the structural model is well-specified and that the relationships between the constructs are statistically meaningful.

Hypothesis Testing and Discussion of Research Findings

The first hypothesis (H1), asserting that X1 influences Z, is accepted. The test results show that the p-value is 0.000 (below 0.05), the t-statistic is 7,517 (less than 1.96), and the positive value in the original sample is 0.359. These findings support the notion that entrepreneurial literacy significantly and favorably affects attitude. This result contradicts Bandura's (2002) social cognitive theory, which emphasizes the part unique personal traits play in encouraging entrepreneurial intentions. Additionally, the research results contradict with previous research Lamminar (2018), who stated that entrepreneurial literacy has a positive and significant effect on attitudes. It also aligns with the results of Jaithen & Hasan (2018), who found that entrepreneurial literacy positively and significantly affects attitudes. Entrepreneurial literacy is an individual's understanding of entrepreneurship, encompassing various positive, creative, and innovative characteristics in developing business opportunities into profitable ventures for themselves, society, or their consumers. Attitude refers to all actions and behaviors based on one's beliefs and convictions. It

is a crucial component of the human psyche that influences a person's behavior. Understanding accompanied by a good attitude will guide an individual toward better outcomes in all aspects, especially in increasing entrepreneurial intentions. When a person comprehends the intricacies of entrepreneurship and possesses high self-confidence, they will be more assured in running a business, even on a large scale.

The second hypothesis (H2) posits that X2 influences Z is accepted. The test findings indicate that the p-value is 0.000 (below 0.05), the t-statistic is 13,545 (which exceeds 1.96), and the positive value in the original sample is 0.413. These findings support the notion that social capital significantly and favorably affects DEI. This research is consistent with the findings of Erwin (2013), who stated that social capital has a positive and significant effect on attitudes. It also aligns with the results of Rizky & Rochiyati (2020), who found that social capital positively and significantly influences attitudes. According to Primadona (2013:56), traditionally, the success of entrepreneurs has focused more on their creativity and personal characteristics, with less emphasis on social capital as a supportive element. Even in entrepreneurship education at universities or training sessions, social capital has not been extensively addressed. Social capital, coupled with a positive attitude, guides individuals toward better outcomes in all aspects, particularly in enhancing entrepreneurial intentions. When someone possesses social capital such as extensive networks and sufficient financial resources, it boosts their confidence in running a business, regardless of its scale.

The third hypothesis (H3), asserting that X1 influences Y, is accepted. The test findings indicate, the original sample contains a positive value of 0.413, the p-value is 0.000 (below 0.05), and the t-statistic is 4.589 (which exceeds 1.96). Thus, it can be concluded that entrepreneurial literacy substantially and positively impacts entrepreneurial intention. This research is consistent with the findings of Andhika (2019), indicating that entrepreneurial literacy has a positive and significant effect on entrepreneurial intentions. It also aligns with the results of Imam & Esta (2023), who similarly found that entrepreneurial literacy positively influences entrepreneurial intentions. Entrepreneurial literacy plays a crucial role in enhancing entrepreneurial intentions. It is instrumental in increasing individuals' readiness and preparedness for the demands of both the workplace and the business world. One effective method to enhance entrepreneurial literacy is through entrepreneurship education, typically delivered through entrepreneurship courses. In today's technologically advanced era, students greatly benefit from entrepreneurial literacy due to the demands of the job market and business environment, which require them to be constantly ready and prepared. Despite having received education in entrepreneurship courses, many students still need support to fully optimize their entrepreneurial literacy skills.

The fourth hypothesis (H4), asserting that X2 influences Y, is accepted. The test findings indicate that the p-value is 0.000 (below 0.05), the t-statistic is 4.307 (which exceeds 1.96), and the positive value in the original sample is 0.481. Therefore, it can be deduced that social capital exerts a substantial and favourable impact on entrepreneurial intention. This research is consistent with the findings of Winda & Ahmad (2017), indicating that social capital has a positive and significant effect on entrepreneurial intentions. It also aligns with the results of Amjad & Sania (2019), who similarly found that social capital positively influences entrepreneurial intentions. According to Porter and Le Bas, social capital is a driver of business innovation and knowledge. Social capital is

also crucial in influencing an individual's entrepreneurial intentions because it enhances the confidence of entrepreneurs when starting a business venture. Kuratko and Hodgetts describe an entrepreneur as a creator of new ventures who faces uncertainty in many ways, one of which is through social capital. Social capital includes indicators such as skill capital, where the ability to work together in various groups influences an individual's entrepreneurial intentions. Since humans are fundamentally social beings, collaboration facilitates reaching target markets, attracting investors, and ensuring timely product development for entrepreneurs.

Hypothesis five (H5), which suggests Z impacts Y, is accepted. The test findings indicate that the p-value is 0.000 (below 0.05), the t-statistic is 5.135 (which exceeds 1.96), and the positive value in the original sample is 0.681. Therefore, it may be inferred that attitude has a notable and beneficial impact on entrepreneurial intention. his research is consistent with the findings of Nadin & Margunani (2019), indicating that attitudes have a positive and significant effect on entrepreneurial intentions. It also aligns with the results of Daliman & Santi (2019), who similarly found that attitudes positively influence entrepreneurial intentions. Attitude is a critical component of the human psyche that influences an individual's behavior and decisions. It plays a pivotal role in entrepreneurship, particularly through indicators such as self-confidence. Without self-confidence, it is challenging for someone to initiate a business venture. Therefore, self-confidence is essential for anyone aspiring to become an entrepreneur.

The sixth hypothesis (H6), which investigates the indirect effect of X1 influences Y via Z, is accepted. The examination outcomes indicate that the initial sample contains a positive value of 0.245, a t-statistic of 3.662 (exceeding 1.96), and a p-value of 0.000 (falling below 0.05). As a result, it can be deduced that entrepreneurial literacy via attitude exerts a substantial and favourable impact on entrepreneurial intention. This research aligns with the findings of Ummi & Heri (2022), stating that attitudes can moderate the relationship between entrepreneurial literacy and entrepreneurial intentions. Entrepreneurial literacy, with attitude as a moderating variable, indeed influences entrepreneurial intentions. In entrepreneurship, having good entrepreneurial literacy is crucial as it involves indicators such as fostering entrepreneurial desires, broadening insights, and being sensitive to business opportunities. Additionally, besides possessing good entrepreneurial literacy, entrepreneurship also requires good attitudes. Attitude encompasses not only individual behaviors but also broader aspects, including indicators like self-confidence, future orientation, risk-taking propensity, and leadership orientation. These factors collectively contribute to shaping entrepreneurial intentions effectively.

The seventh hypothesis (H7), which investigates the indirect effect of X2 influencing Y via Z, is accepted. The test findings indicate that the p-value is 0.000 (below 0.05), the t-statistic is 5.329 (which exceeds 1.96), and the positive value in the original sample is 0.425. Therefore, it can be inferred that social capital exerts a substantial and beneficial impact on entrepreneurial intention via attitude. The partial mediation suggested by the indirect effect shown in Hypothesis 7 suggests that the X1 variable may have a direct or indirect impact on the Y variable through the Z variable. This research is consistent with the findings of Heni & Margunani (2020), which suggest that attitudes can moderate the relationship between social capital and entrepreneurial intentions. Social capital, with attitude as a moderating variable, indeed influences entrepreneurial intentions. In entrepreneurship, having good social capital is crucial, encompassing indicators such as network

relationships, organizational connections, knowledge capital, skill capital, ability capital, and material capital. Additionally, besides possessing good social capital, entrepreneurship also requires good attitudes. Attitude encompasses not only individual behaviors but also broader aspects, including indicators like self-confidence, future orientation, risk-taking propensity, and leadership orientation. These elements collectively contribute to shaping entrepreneurial intentions effectively.

CONCLUSION

This study highlights the importance of entrepreneurial literacy and social capital in shaping entrepreneurial intentions, with attitude serving as a critical moderating factor. Educational institutions should integrate these elements into their curricula to promote entrepreneurship among students. This study provides significant insights into the factors influencing entrepreneurial intentions among Economic Education students at Jambi University. By examining the roles of entrepreneurial literacy, social capital, and attitude, the research highlights several key findings and implications.

Firstly, entrepreneurial literacy was found to have a significant direct influence on entrepreneurial intentions. This suggests that students who possess a higher level of knowledge and skills related to entrepreneurship are more likely to develop intentions to start their own businesses. Educational programs that enhance entrepreneurial literacy can therefore play a crucial role in fostering an entrepreneurial mindset. Incorporating practical entrepreneurial activities, workshops, and mentorship programs into the curriculum can provide students with the necessary tools and confidence to pursue entrepreneurial ventures.

Secondly, social capital also demonstrated a significant direct effect on entrepreneurial intentions. This underscores the importance of networks, norms, and trust in shaping students' entrepreneurial aspirations. Social capital facilitates access to resources, information, and support, which are critical for entrepreneurial success. Universities and educational institutions should encourage the development of social networks through initiatives such as business clubs, networking events, and collaborations with industry partners. These platforms can help students build valuable connections and gain insights from experienced entrepreneurs.

Moreover, the study reveals that attitude acts as a moderating variable, strengthening the influence of both entrepreneurial literacy and social capital on entrepreneurial intentions. Students with a positive attitude towards entrepreneurship are more likely to be influenced by their knowledge and social networks in forming entrepreneurial intentions. This finding highlights the need to foster positive attitudes towards entrepreneurship through motivational talks, success stories of entrepreneurs, and exposure to real-world entrepreneurial challenges. Encouraging a growth mindset and resilience can help students view entrepreneurship as a viable and rewarding career path.

Recommendation

The findings indicate that both entrepreneurial literacy and social capital are crucial for fostering entrepreneurial intentions among students. Attitude plays a significant moderating role, enhancing the positive effects of entrepreneurial literacy and social capital on entrepreneurial intentions.

These results suggest that educational programs should focus on improving entrepreneurial literacy and leveraging social capital while fostering positive attitudes towards entrepreneurship.

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