

# The Influence of Soft Skills, Hard Skills, and Self-Efficacy on Entrepreneurial Interest with Entrepreneurship Education as a Mediating Variable in Management Students of the Class of 2022 Faculty of Business Economics

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Entrepreneurship Education, Entrepreneurial Intention, Hard Skills, Self-Efficacy, Soft Skills

## Abstract

*This study examines the influence of soft skills, hard skills, and self-efficacy on entrepreneurial interest with entrepreneurship education as a mediating variable in Management students of the 2022 FEB UNRAM class, amidst the low level of entrepreneurship in Indonesia (BPS, 2024). The aim is to test the causal relationship through an explanatory quantitative approach with SEM-PLS. The population was 58 students, using saturated sampling. The Likert scale questionnaire instrument was validated through loading factor >0.70, Cronbach's Alpha >0.70, and analyzed via SmartPLS with bootstrapping. The results show that hard skills and self-efficacy have a significant direct positive effect on entrepreneurial interest (coefficients 0.453 and 0.3,  $p < 0.05$ ), while soft skills do not ( $p = 0.079$ ); all three influence entrepreneurship education, which mediates the indirect relationship ( $p < 0.01$ ). In conclusion, entrepreneurship education strengthens skills and self-confidence to increase entrepreneurial interest, suggesting integration of practical curriculum.*

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## INTRODUCTION

Introduction This study describes the phenomenon of low interest in entrepreneurship among Indonesian students, where universities face great demands to prepare independent graduates amid digital disruption and economic uncertainty. Technical hard skills, social and critical soft skills, and self-efficacy as the confidence to take risks are the main keys in building this competitiveness.

According to 2024 Statistics Indonesia (BPS) data, the national entrepreneurship rate remains below 4 percent, far behind developed countries, which exceed 10 percent. This is despite the Merdeka Belajar (Freedom to Learn) and Kampus Merdeka (Independent Campus) program promoting entrepreneurship education. This situation reflects challenges such as a lack of mental preparedness, practical experience, and ecosystem support in higher education.

The main problem arises from the gap between students' theoretical knowledge and practical application in the business world, where academic support alone is insufficient without strengthening psychological and skills aspects. Entrepreneurship education needs to be designed based on soft skills such as creativity and collaboration, as well as hard skills such as technology analysis, to foster optimal adaptation.

Previous research has shown a variety of findings, such as self-efficacy and entrepreneurial literacy having a significant influence on entrepreneurial interest, but entrepreneurial characteristics

are not always dominant. The combination of soft skills, hard skills, and self-efficacy is rarely tested simultaneously with entrepreneurship education as a mediator, especially among management students in Indonesia.

Initial observations of Unram's February 2022 Management Students revealed difficulties in starting a business due to a lack of confidence, a fear of risk, and minimal technical and non-technical skills. This highlights the need for a comprehensive approach to increasing entrepreneurial interest through the integration of these factors.

This study aims to examine the influence of soft skills, hard skills, and self-efficacy on entrepreneurial interest with entrepreneurship education as a mediating variable in Unram's February 2022 intake of management students. Its urgency lies in its contribution to reducing graduate unemployment with graduates ready to create jobs, in line with national policies. The novelty of this study lies in the simultaneous testing of these three variables with entrepreneurship education as the mediator in a specific local context, which has not been widely explored.

## RESEARCH METHODS

This research is a quantitative explanatory study that aims to explain the causal relationship between variables through hypothesis testing, specifically the influence of soft skills, hard skills, and self-efficacy on entrepreneurial interest with entrepreneurship education as a mediating variable in Management students of the 2022 intake of FEB UNRAM. The quantitative approach was chosen because the data were analyzed in numerical form using statistical techniques, in accordance with the principles of the survey method for generalizing results to the population. The research object focused on Management Study Program students of the 2022 intake, with primary data obtained through a questionnaire based on a Likert scale of 1-5.

The main instrument is a questionnaire that measures soft skills, hard skills, self-efficacy, entrepreneurship education, and entrepreneurial interest based on indicators from related literature such as Bisschoff and Massyn (2024), Boere et al. (2023), and Staniewski et al. (2025). The validity and reliability of the instrument were tested through convergent validity (loading factor  $>0.70$ ), discriminant validity, Cronbach's Alpha ( $>0.70$ ), Composite Reliability ( $>0.70$ ), and AVE, ensuring measurement quality. The data analysis technique used Structural Equation Modeling (SEM) based on Partial Least Square (PLS) via SmartPLS, including an outer model (validity-reliability), an inner model (R-square, Q-square), and bootstrapping for direct and indirect effects.

The study population included all 2022 students of the Management Study Program, Faculty of Economics and Business, University of Mataram (FEB UNRAM). A sample of 58 respondents was determined using census sampling, where all members of the population who met the criteria were included as respondents for full representation and to reduce sampling bias. This technique is suitable for small and limited populations, allowing for comprehensive analysis without broad generalizations that require large sample sizes.

The research procedure began with the specification of a conceptual model based on the TPB and SCT theories, followed by the development of a questionnaire instrument from variable indicators such as communication (soft skills), technical mastery (hard skills), and ability confidence (self-efficacy). Data collection was conducted through the distribution of online/offline questionnaires to the sample, followed by testing the outer model for validity and reliability, then the inner model for structural relationships, and finally bootstrapping (5000 subsamples) to test the mediation hypothesis. All stages adhered to research ethics, including informed consent and respondent anonymity, to ensure the credibility of the results.

## RESULTS

### Respondent Characteristics

The characteristics of the respondents in this study were reviewed from several aspects. First, in terms of gender, the majority of respondents were male students (69%), while female students (31%). This composition indicates that respondent participation was high. In this study, it was dominated by male students.

Second, based on their experience taking entrepreneurship courses, all respondents (100%) had taken them. This indicates that respondents have a relatively uniform basic understanding of entrepreneurial concepts and practices, making them relevant to the research objectives. Third, based on their field of study, the largest number of respondents came from the Human Resource Management (HRM) concentration (43%), followed by Finance (39%), and Marketing (18%). This variation in concentration reflects the diverse academic backgrounds of respondents in the Management study program, graduating from the 2022 intake.

### Validity and Reliability Test Results

This study uses convergent validity to assess the quality of the measurement model (outer model). An indicator is declared valid if it has a loading factor value of  $\geq 0.70$ . Furthermore, reliability testing is conducted by observing the required Composite Reliability value of  $\geq 0.70$  and Cronbach's Alpha of  $\geq 0.70$ .

The convergent validity test results presented in Table 1 show that all indicators for each construct have loading factor values above 0.70. This indicates that each indicator is able to represent the construct being measured well and meets the convergent validity criteria. Furthermore, the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all variables are above the specified limit, which is more than 0.70. Thus, it can be concluded that the research instrument has a good level of internal consistency and is suitable for use in further analysis.

**Table 1. Outer Model Results**

Variables	Item	Loadings	Cronbach's Alpha	Composite Reliability (CR)	AVE	Information
Entrepreneurship Education	M1.1	0.928	0.985	0.987	0.904	Valid & Reliable
	M1.2	0.951				
	M1.3	0.972				
	M1.4	0.978				
	M1.5	0.933				
	M1.6	0.941				
	M1.7	0.964				
	M1.8	0.937				
Soft Skill	X1.1	0.968	0.986	0.99	0.96	Valid & Reliable
	X1.2	0.979				

	X1.3	0.986				
	X1.4	0.985				
Hard Skill	X2.1	0.951	0.981	0.985	0.915	Valid & Reliable
	X2.2	0.977				
	X2.3	0.953				
	X2.4	0.969				
	X2.5	0.932				
	X2.6	0.955				
Self-Efficacy	X3.1	0.949	0.981	0.984	0.912	Valid & Reliable
	X3.2	0.928				
	X3.3	0.949				
	X3.4	0.967				
	X3.5	0.963				
	X3.6	0.974				
Interest in Entrepreneurship	Y1.1	0.945	0.978	0.982	0.9	Valid & Reliable
	Y1.2	0.968				
	Y1.3	0.914				
	Y1.4	0.949				
	Y1.5	0.967				
	Y1.6	0.947				

Source: SmartPLS 4 output, Processed data (2025)

### Results of the Coefficient of Determination (R<sup>2</sup>) Test

Based on the results of the inner model test, the entrepreneurship education variable has an R-square value of 0.460. This indicates that the entrepreneurship education variable can be explained by soft skills, hard skills, and self-efficacy by 46%, while the remaining 54% is influenced by other variables outside this study. Furthermore, the entrepreneurial interest variable obtained an R-square value of 0.568. This means that entrepreneurial interest can be explained by soft skills, hard skills, self-efficacy, and entrepreneurship education by 56.8%, while 43.2% is explained by other factors not examined.

Based on the results of the predictive relevance (Q<sup>2</sup>) test, the Q<sup>2</sup> result for the entrepreneurship education variable was 0.34 and for the entrepreneurial interest variable was 0.41. Based on these results, the Q<sup>2</sup> value shows a value greater than zero, which means this study has good predictive ability.

**Table 2. Inner Model Results**

Endogenous Variables	R-Square (R <sup>2</sup> )	Q-Square (Q <sup>2</sup> )
Entrepreneurship Education	0.46	0.34
Interest in Entrepreneurship	0.568	0.41

Source: SmartPLS 4 output, Processed data (2025)

### Hypothesis Testing Results

Hypothesis testing in this study was conducted using the SEM-PLS method with the help of SmartPLS software through bootstrapping techniques. The results of the analysis show that soft skills have a positive and significant effect on entrepreneurship education, as indicated by a path coefficient value of 0.477, a t-statistic value of 5.149, and a p-value of 0.000. This finding indicates that non-technical skills such as communication, cooperation, problem-solving, time management, and adaptability play an important role in supporting the entrepreneurship education process. However, soft skills do not have a direct significant effect on entrepreneurial interest, because they have a t-statistic value of 1.756 and a p-value of 0.079. Furthermore, hard skills are proven to have a positive and significant effect on entrepreneurship education and entrepreneurial interest, respectively with coefficient values of 0.461 and 0.453 and a p-value below 0.05. These results indicate that technical skills, conceptual understanding, accuracy and application, and relevance of skills can increase the effectiveness of entrepreneurship education while encouraging interest in entrepreneurship. In addition, self-efficacy also has a positive and significant influence on entrepreneurship education and entrepreneurial interest, which shows that an individual's belief in their own abilities plays an important role in their involvement in entrepreneurship learning and the decision to start a business.

The results of the mediation effect test indicate that entrepreneurship education plays a significant mediating variable in the relationship between independent variables and entrepreneurial interest. Soft skills have a significant indirect effect on entrepreneurial interest through entrepreneurship education, with a coefficient value of 0.291, a t-statistic of 3.063, and a p-value of 0.002. This indicates that soft skills will be more effective in increasing entrepreneurial interest if developed through the entrepreneurship education process. In addition, entrepreneurship education also mediates the effect of hard skills on entrepreneurial interest, with a coefficient value of 0.282 and a p-value of 0.001, which confirms the important role of entrepreneurship learning in linking technical skills with entrepreneurial interest. Furthermore, self-efficacy is also proven to have a significant indirect effect on entrepreneurial interest through entrepreneurship education, with a coefficient value of 0.203 and a p-value of 0.010. These findings confirm that students' self-confidence will have a greater impact on entrepreneurial interest if strengthened through structured entrepreneurship experience and learning.

**Table 3. Output Direct Effect & Indirect Effect**

No	Relationship between variables	Original Sample	T-Statistic	P-Value	Decision
H1	Soft Skills (X1) → Interest in Entrepreneurship (Y)	0.208	1,756	0.079	Rejected
H2	Hard Skill (X2) → Interest in Entrepreneurship (Y)	0.453	4,131	0	Accepted
H3	Self-Efficacy (X3) → Interest in Entrepreneurship (Y)	0.3	2,561	0.01	Accepted
H4	Soft Skill (X1) → Entrepreneurship Education (M)	0.477	5,149	0	Accepted

H5	Hard Skill (X2) → Entrepreneurship Education (M)	0.461	5,139	0	Accepted
H6	Self-Efficacy (X3) → Entrepreneurship Education (M)	0.334	3,169	0.002	Accepted
H7	Soft Skills (X1) → Entrepreneurship Education (M) → Interest in Entrepreneurship (Y)	0.291	3,063	0.002	Accepted
H8	Hard Skill (X2) → Entrepreneurship Education (M) → Interest in Entrepreneurship (Y)	0.282	3,276	0.001	Accepted
H9	Self-Efficacy (X3) → Entrepreneurship Education (M) → Interest in Entrepreneurship (Y)	0.203	2,584	0.01	Accepted

Source: SmartPLS 4 output, Processed data (2025)

## Discussion

### The Influence of Soft Skills on Interest in Entrepreneurship

The results of this study indicate that soft skills do not have a significant direct effect on students' entrepreneurial interest. This finding suggests that even if students possess strong soft skills, such as communication, collaboration, and leadership, this does not necessarily directly encourage entrepreneurial interest. In other words, students' soft skills do not automatically translate into a desire or interest in starting a business. These results align with several previous studies that suggest that soft skills play a more supporting role, requiring intermediary variables to optimally influence entrepreneurial interest (Sa'ada et al., 2020; Sunan and Surabaya, 2022).

Descriptively, the average soft skills indicator scores indicate that students possess fairly good interpersonal and communication skills. However, these skills are primarily utilized in academic contexts and group work, rather than directly directed toward entrepreneurial activities. This indicates that students' soft skills have not yet been fully internalized as motivation to take risks, create business opportunities, or start independent businesses.

This finding can be explained through the view that soft skills require a contextual platform and experience to be able to form an interest in entrepreneurship. Strampe and Rambe (2024) emphasizes that soft skills will have a stronger impact on entrepreneurial readiness and behavior when developed through a structured and applied learning process. Boere et al. (2023) explains that the effectiveness of soft skills is highly dependent on the training context and learning transfer. Therefore, without adequate entrepreneurship education support, soft skills cannot directly influence entrepreneurial interest.

### The Influence of Soft Skills on Entrepreneurship Education

The results of this study indicate that soft skills have a positive effect on entrepreneurship education for students. These findings indicate that students with strong soft skills, such as communication, collaboration, leadership, and problem-solving abilities, tend to be more active and effective in participating in entrepreneurship education. This finding aligns with previous research that suggests that soft skills play a crucial role in shaping students' entrepreneurial readiness and behavior by increasing participation, learning motivation, and adaptability in entrepreneurship learning activities (Strampe and Rambe, 2024; Sa'ada et al., 2020; Boere et al., 2023).

Descriptively, the soft skills indicator with the highest average score is communication and collaboration. This ability reflects students' ability to convey ideas, work in teams, and interact effectively in the context of entrepreneurship learning. Students with high levels of soft skills are generally more confident in presenting business ideas, more open to discussion, and able to collaborate in completing entrepreneurial projects. This condition indicates that soft skills not only support academic aspects but also strengthen the internalization of entrepreneurial values throughout the educational process.

This finding is also supported by the results of previous research which confirms that the development of soft skills through formal education and practical experience can increase the effectiveness of entrepreneurship learning. Boere et al., (2023) stated that training that emphasizes the development of soft skills increases the motivation for learning transfer, so that participants are better able to apply entrepreneurial knowledge in real-life situations. In addition, Sunan and Surabaya (2022) as well as Pantaruk et al. (2025) found that strengthening soft skills in educational settings contributes to students' professional readiness and entrepreneurial orientation. Thus, this study confirms that soft skills play a strategic role in supporting the success of entrepreneurship education.

### **The Influence of Hard Skills on Interest in Entrepreneurship**

The results of this study indicate that hard skills have a positive and significant influence on students' entrepreneurial interest. These findings indicate that students with a strong mastery of technical and practical skills tend to demonstrate a higher interest in engaging in entrepreneurial activities. Adequate hard skills help students understand the operational aspects of business, from planning and management to the practical implementation of business ideas, thereby increasing their confidence in starting their own businesses.

This finding is in line with research Wisnu et al. (2023) which states that hard skills play an important role in shaping students' interest in entrepreneurship because technical skills provide real provisions in facing the challenges of the business world. Similar results were also expressed by Sunan and Surabaya (2022) which confirms that strengthening hard skills can increase entrepreneurial intentions by improving individual readiness and ability to manage business opportunities. Furthermore, Aulia et al. (2025) found that hard skills contribute significantly to building students' work readiness and entrepreneurial orientation, especially in the context of practical application of knowledge.

Descriptively, the questionnaire results show that the hard skills indicators with the highest average scores are in the technical and practical skills application aspects, such as mastery of work tools, technical analysis skills, and the application of academic knowledge in real-world situations. High scores on these indicators reflect respondents' confidence in their technical abilities, thus making them more prepared to develop their own businesses. This condition strengthens the

argument that hard skills serve not only as work preparation but also as a primary foundation in building interest and readiness for entrepreneurship.

The findings of this study are also relevant to the study Garcez et al. (2022) which emphasizes that hard skills are a crucial foundation for modern entrepreneurship, particularly in the face of digital transformation. Mastery of technical skills enables individuals to adapt to technological developments and capitalize on digital-based business opportunities. Therefore, it can be concluded that hard skills play a strategic role in increasing entrepreneurial interest, both in conventional and digital entrepreneurship contexts.

### **The Influence of Hard Skills on Entrepreneurship Education**

The research results show that hard skills have a positive and significant influence on entrepreneurship education. This finding indicates that students with strong technical and practical skills are more likely to follow, understand, and utilize the entrepreneurship education process optimally. Mastery of hard skills helps students connect entrepreneurship material with real-world practice, ensuring that learning is not only theoretical but also practical.

This result is in line with research Sa'ada et al. (2020) which states that hard skills play an important role in supporting the learning process because technical skills increase students' confidence in applying the knowledge they have acquired. In addition, Sunan and Surabaya (2022) emphasized that entrepreneurship education will be more effective if supported by adequate mastery of hard skills, as students will be better prepared to face project-based assignments and business simulations. Similar findings were also expressed by Aulia et al. (2025) which found that hard skills make a significant contribution to students' readiness to participate in practice-based learning, including in the context of entrepreneurship.

Based on the descriptive results of the questionnaire, the hard skills indicator with the highest average score was the ability to apply technical skills and practical problem-solving. This indicates that respondents felt capable of applying their knowledge and skills in various entrepreneurship learning activities, such as business planning, opportunity analysis, and managing simple business activities. This situation reinforces the role of hard skills as a key supporting factor in increasing the effectiveness of entrepreneurship education.

The findings of this study are also supported by Garcez et al. (2022) which emphasizes that hard skills are a crucial foundation in entrepreneurship education, particularly in the era of digital transformation. Students with strong technical skills are more adaptable to technology- and innovation-based entrepreneurship materials. Therefore, it can be concluded that hard skills play a strategic role in supporting the success of entrepreneurship education and strengthening students' readiness to face the business world.

### **The Influence of Self-Efficacy on Interest in Entrepreneurship**

The research results show that self-efficacy has a positive and significant influence on students' entrepreneurial interest. These findings confirm that students who believe in their abilities tend to have greater courage and desire to engage in entrepreneurial activities. This confidence makes individuals more prepared to face risks and less hesitant in making decisions regarding their future ventures.

This finding is in line with research Relente and Capistrano (2025) which states that self-efficacy plays a crucial role in shaping entrepreneurial intentions, particularly by increasing an individual's sense of capability and readiness to innovate. From the perspective of the Theory of

Planned Behavior, self-efficacy strengthens perceived behavioral control, so that individuals feel more confident in their ability to run a business independently.

The results of this study are also supported by Rohli (2022) which found that students with high levels of self-efficacy were more optimistic about business opportunities and more confident in managing business challenges. Belief in their own abilities keeps students from giving up easily when facing obstacles, thus maintaining their interest in entrepreneurship.

Based on the descriptive analysis, the self-efficacy indicator with the highest score was students' confidence in facing challenges and solving business problems. This indicates that respondents felt capable of controlling situations and believed they could find solutions when facing difficulties in the world of entrepreneurship.

This finding is in line with research Staniewski et al. (2025) which emphasizes that self-efficacy functions as an internal drive that helps individuals transform beliefs into entrepreneurial intentions and actions. Therefore, it can be concluded that the higher a student's self-efficacy, the greater their interest in starting and developing their own business.

### **The Influence of Self-Efficacy on Entrepreneurship Education**

The research results show that self-efficacy has a positive and significant impact on entrepreneurship education. This finding indicates that students with high confidence in their abilities tend to be more active and engaged in the entrepreneurship learning process. This self-confidence encourages students to participate in discussions, business practices, and project-based learning activities that are part of entrepreneurship education.

Self-efficacy acts as a psychological factor that strengthens students' readiness to receive and apply entrepreneurship material. Students who feel capable are more open to learning challenges, such as developing business plans, making decisions, and solving business problems. This makes the entrepreneurship education process more effective and meaningful.

The results of this study are in line with the findings of Relente and Capistrano Relente and Capistrano (2025) which states that self-efficacy helps individuals develop self-control in entrepreneurial learning, thus increasing their confidence in exploring business ideas and opportunities. Furthermore, Rohli (2022) also found that students with high levels of self-efficacy tend to have better involvement in entrepreneurial activities because they feel confident in being able to complete the tasks and challenges given.

Based on the descriptive analysis, the self-efficacy indicator with the highest score was students' confidence in managing entrepreneurial tasks and responsibilities. This indicates that respondents felt confident enough to actively and consistently participate in the entrepreneurship education process. This finding is supported by research Chen et al. (2025) which states that self-efficacy encourages individuals to maximize learning and increase the effectiveness of developing entrepreneurial competencies.

### **The Influence of Soft Skills on Entrepreneurial Interest Through Entrepreneurship Education**

The analysis shows that entrepreneurship education acts as a bridge, strengthening the relationship between soft skills and entrepreneurial interest. This finding suggests that mastery of soft skills alone is not sufficient to directly foster entrepreneurial interest; however, the effect is more optimal when these skills are developed through systematic, practice-oriented entrepreneurship learning.

Various non-technical skills, such as interpersonal communication, teamwork, leadership, and problem-solving, are essential aspects of entrepreneurial activity. However, without the support of an appropriate learning process, these skills may not necessarily motivate someone to enter the business world. Entrepreneurship education serves as a tool that guides soft skills so they can be applied in a business context, including in decision-making, risk management, and preparedness for business uncertainty.

The results of this study are in line with the findings Boere et al. (2023) which states that soft skill development will yield more effective results when linked to relevant learning materials and contexts. Through entrepreneurship education, students have the opportunity to apply their soft skills in active learning activities, such as developing business plans, group discussions, and implementing entrepreneurial projects.

Furthermore, Sa'ada et al. (2020) explains that soft skills contribute to an individual's inclination to make career choices by increasing self-confidence. In this regard, entrepreneurship education strengthens this role by providing hands-on experience and conceptual understanding, so that individuals feel more prepared and confident in choosing entrepreneurship as a future career option.

This finding is also supported by research Simba et al. (2025) which highlights the importance of non-technical skills in navigating the dynamics of entrepreneurship, particularly in the digital age. The ability to adapt, communicate effectively, and manage stress are factors that drive entrepreneurial behavior. Entrepreneurship education contributes to this readiness by equipping individuals with critical thinking skills and mental resilience in starting and managing a business.

### **The Influence of Hard Skills on Interest in Entrepreneurship Through Entrepreneurship Education**

The research results show that entrepreneurship education can mediate the influence of hard skills on entrepreneurial interest. This finding indicates that mastery of hard skills does not directly drive entrepreneurial interest, but will have a stronger influence when these skills are developed and guided through a planned entrepreneurship education process.

Hard skills, such as technical proficiency, mastery of business concepts, business planning, and analytical and resource management skills, are essential for entrepreneurial activity. However, these skills will be less than optimal in fostering entrepreneurial interest if not accompanied by a comprehensive understanding of entrepreneurship. Entrepreneurship education serves as a tool that helps individuals understand how hard skills can be applied in real-world settings to create and manage business opportunities.

This finding is in line with research Bagus (2022) which states that the formation of students' entrepreneurial orientation is determined not only by individual intentions but also by a learning process that connects technical competencies with entrepreneurial values and goals. Entrepreneurship education provides a framework that allows hard skills to develop into practical abilities relevant to the business world.

Besides that, Boere et al. (2023) emphasizes that hard skills-based training will be more effective when delivered in an applied learning context, as it can increase individual motivation to transfer acquired skills into real-world practice. In entrepreneurship education, hard skills are honed through activities such as business plan development, market analysis, and business simulations, so that students better understand the potential application of these skills in

entrepreneurial activities.

StudyPantaruk et al. (2025)Research also shows that mastering technical skills supported by contextual learning experiences can improve individuals' readiness to face the world of work and business. Entrepreneurship education contributes to connecting hard skills with the realities of entrepreneurship, thus increasing individuals' confidence and interest in choosing entrepreneurship as a career alternative.

### **The Influence of Self-Efficacy on Interest in Entrepreneurship Through Entrepreneurship Education**

The research results show that entrepreneurship education acts as a mediating variable in the relationship between self-efficacy and entrepreneurial interest. This finding confirms that an individual's level of self-confidence does not necessarily directly drive entrepreneurial interest, but this influence becomes more pronounced when self-efficacy is strengthened through a systematic entrepreneurial learning process.

*Self-efficacy*Self-confidence reflects an individual's confidence in their ability to face challenges, make decisions, and solve problems. In the context of entrepreneurship, this self-confidence is a crucial psychological asset, but it requires guidance to develop into a concrete entrepreneurial interest. Entrepreneurship education provides a space for individuals to test and develop their self-confidence through learning experiences, discussions, and entrepreneurial practice.

This finding is in line with researchSimba et al. (2025)This suggests that self-efficacy, particularly in the context of digital entrepreneurship, plays a crucial role in driving entrepreneurial behavior when individuals are equipped with relevant knowledge and understanding. Entrepreneurship education helps individuals manage stress and uncertainty, allowing their self-confidence to be directed toward more deliberate entrepreneurial actions.

Besides that,Ferreira-Neto et al. (2023)explains that self-efficacy is closely related to the formation of entrepreneurial intentions, especially when supported by individual capacity development processes. Entrepreneurship education serves as a medium that connects self-confidence with an understanding of entrepreneurship, thereby increasing individuals' confidence in their ability to start and manage a business.

StudyDuong (2025)also emphasized that self-efficacy develops gradually through learning processes, including technological literacy and entrepreneurship. Entrepreneurship education provides experiences that enable individuals to develop an entrepreneurial identity, ultimately strengthening their interest in engaging in business activities, both conventional and digital.

### **CONCLUSION**

This study concludes that hard skills and self-efficacy have a positive and significant effect on entrepreneurial interest among Management students of the 2022 FEB UNRAM class, while soft skills have no direct effect, but all three strongly influence entrepreneurship education. Interestingly, entrepreneurship education proved to be an effective mediating variable, strengthening the indirect relationship of soft skills, hard skills, and self-efficacy to entrepreneurial interest, with R-squares of 46% and 56.8%, respectively, indicating a good predictive model. These findings confirm the strategic role of entrepreneurship education in bridging skills and self-confidence towards entrepreneurial orientation.

However, limitations of the study include the small sample size (58 respondents) from a

single year and institution, thus limiting generalizability and being susceptible to local context bias. Suggestions for future research include expanding the sample across universities, examining moderating variables such as family support, and using a mixed methods approach for qualitative exploration. Practically, the study's implications suggest that higher education curricula integrate soft- and hard-skills training with practice-based entrepreneurship projects to enhance students' self-efficacy and entrepreneurial interest, in line with the MBKM program's goal of reducing graduate unemployment.

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