The Influence of Entrepreneurship Motivation and Self Efficacy on Agribusiness Students' Entrepreneurial Intention

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ABSTRACT

The growing number of university graduates in Malang, Indonesia, is not matched by the availability of formal job opportunities, encouraging many individuals to pursue entrepreneurship as a feasible career choice. Within the agribusiness sector, this opportunity remains largely untapped despite the abundance of local resources and market opportunities. The objective of this research is to examine how entrepreneurship motivation and self-efficacy affect the intention to become entrepreneurs among Agribusiness students at Brawijaya University. The research was conducted between October and December 2024 using a quantitative approach. Data were obtained from 80 active students with entrepreneurial experience using a structured questionnaire based on a Likert scale. The data were analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The results reveal that both entrepreneurship motivation and self-efficacy have a significant and positive influence on entrepreneurial intention, with an R-squared value of 0.637. This implies that 63.7% of the variance in entrepreneurial intention is explained by the two independent variables. The most influential factor within entrepreneurship motivation is the influence of social conditions, while the strongest indicator of self efficacy is the belief in achieving business goals. These results suggest that a combination of strong internal drive and self-confidence is essential in fostering entrepreneurial behavior among students. The implication of this study is the need for universities to strengthen entrepreneurship programs by integrating real-world experiences, mentoring, and exposure to successful role models in agribusiness. Enhancing these elements may better prepare students to become innovative entrepreneurs who contribute to sustainable economic development.

Keywords: agribusiness, entrepreneurial intention, entrepreneurship, motivation, self efficacy, students

BACKGROUND

Entrepreneurship in the agribusiness sector offers considerable potential in Malang, a city known as one of Indonesia's leading centers of education and strategically situated in a region rich in agribusiness resources (Purnanto & Ardhian, 2021). Data from the Badan Pusat Statistik (2023) indicate steady growth in Malang's agricultural sector in recent years, underscoring its strong prospects for agribusiness development. This favorable environment enables opportunities for

students to build entrepreneurial skills and engage in business ventures within the agribusiness sector (Vrabcová & Urbancová, 2023).

Despite this potential, graduate employment trends show a preference for formal sector jobs, leading to a mismatch between job seekers and available positions. This imbalance contributes to high poverty levels, with 25.22 million Indonesians living in poverty, including 5.10 million with higher education degrees (Badan Pusat Statistik, 2024). Studies attribute this to higher education institutions not fully equipping graduates with the skills and independence needed for the workforce Destrivo et al. (2023).

One solution that is expected to address this issue is the development of entrepreneurship among university students. In Indonesia, higher education institutions have taken the step of requiring every program to include Entrepreneurship and Capita Selekta courses in their curricula (Arafah et al., 2022) . This initiative aims to provide graduates with clearer goals and better preparation when entering the workforce, as well as the skills necessary to start their own businesses (Kesumadewi & Aprilyani, 2024). Universities, particularly those offering agribusiness programs, play a crucial role in fostering a strong entrepreneurial mindset in students, enabling them not only to create job opportunities for themselves but also for others in the agribusiness sector. However, various studies (Amaliah et al., 2021; Sadikin et al., 2023) indicate that formal entrepreneurship education does not always have a significant impact on students' intentions to become entrepreneurs in the agribusiness sector. According to research by Anwar et al. (2023), entrepreneurship education does not always correlate with the development of entrepreneurs due to the gap between theoretical understanding and its practical application in the business world.

Eventhough entrepreneurship education programs are beneficial, they often make students more realistic about their abilities, causing those who feel less competent to avoid pursuing a career as entrepreneurs (Matital et al., 2022). This is supported by research from Sadikin et al. (2023), which suggests that individual factors such as motivation and self efficacy play a more dominant role in shaping students' intentions to become entrepreneurs. Students who possess greater self-efficacy and strong entrepreneurship motivation tend to a higher likelihood of achieving success in entrepreneurial careers (Fahmi et al., 2023). Other studies also indicate that entrepreneurship motivation education is not delivered intensively, despite its significant impact on shaping students' entrepreneurial intentions, as this education is directly linked to the development of business skills (Padmaningrum et al., 2024). Research by Yulianingtias et al. (2024) shows that the most crucial factor in developing an entrepreneurial mindset is influenced more by entrepreneurship character and motivation, which play a pivotal role in encouraging individuals to start their own businesses.

Universitas Brawijaya ranks 208th in Asia and 301–350 global band in specific areas, reflecting its growing academic reputation (QS World University Rankings, 2024). The university's Agribusiness Study Program under the Faculty of Agriculture emphasizes entrepreneurship development as a key part of its curriculum. This focus aims to equip students for the demands of the agribusiness sector (Faculty of Agriculture UB, 2024). However, producing successful agribusiness entrepreneurs requires more than technical knowledge. Entrepreneurship motivation and self efficacy

also play vital roles in shaping students' intentions to enter the business world. Ilomo & Mwantimwa (2023) support this view, noting that entrepreneurial intention is shaped by students' knowledge, practical experience, motivation, and confidence in pursuing a business career.

Readiness for facing risks and failure ensures people achieve entrepreneurial success. For people without strong mental resilience, to run a business is often difficult, especially if they can easily give up or blame others (Shepherd et al., 2023). Drive greatly supports business endeavors. People with strong motivation are more inclined to keep consistency in business endeavors (Al-Qadasi et al., 2024). This research goes to confirm that the motivation for entrepreneurship does greatly influence students so that they have intentions to become entrepreneurs. Sanjaya & Handoyo (2024) researched and showed motivation indeed matters. It contributes in a meaningful way to entrepreneurial intention. Independence, innovation, also business interest is included within the entrepreneurship motivation index (Rima et al., 2021). The index is a measurement of entrepreneurial drive. This motivation is shaped by location, social conditions, access to resources, and personal attributes (Sucarita, 2023).

Personal factors, commonly known as self-efficacy, are connected to how confident a person is in their capability to carry out entrepreneurial activities. People who possess a high degree of self-efficacy are typically more inclined to succeed in entrepreneurship than those who have less confidence in their abilities. According to Indriyani and Subowo (2019), internal factors such as self confidence, along with external aspects like education and role models, significantly influence entrepreneurial intention among young entrepreneurs. The self efficacy index includes level, strength, and generalization. Strong self efficacy can shape various aspects, including behavioral choices, career direction, and both the quantity and quality of efforts (Wardani & Nugraha, 2021).

Earlier studies have extensively explored the impact of entrepreneurship education and self-efficacy on students' entrepreneurial intentions, including research by Indrayana & Ansori (2024), Afiyati et al. (2023), Fahmi et al. (2023), Chandra & Budiono (2019), Indriyani & Subowo (2019), and Primandaru & Andriyani (2019). However, these studies present certain limitations, particularly in focusing solely on education and self efficacy variables while overlooking other important aspects such as entrepreneurship motivation. This limitation diminishes the overall understanding of the factors that influence students' intention to pursue entrepreneurship.

Eventhough there is a substantial body of research highlighting the positive and significant influence of entrepreneurship education on students' entrepreneurial intentions, many students still show limited interest in pursuing entrepreneurship, particularly in the agribusiness sector. This remains the case even though their educational experiences should ideally motivate them to create new job opportunities. This absence of purpose might impede the future development of young entrepreneurs (Afiyati et al., 2023). Therefore, the existing study seeks to address this shortfall by investigating how entrepreneurship motivation and self-efficacy influence the entrepreneurial intentions of agribusiness students at Universitas Brawijaya, alongside their choice to embark on a career in agribusiness entrepreneurship. If entrepreneurship motivation and self efficacy are enhanced, it will likely result in a higher number of graduates opting for entrepreneurship within the

agribusiness sector, thereby fostering economic growth in agriculture and contributing to job creation and economic sustainability.

This research aims to address this gap by investigating the role of entrepreneurship motivation and self-efficacy in shaping the entrepreneurial intentions of agribusiness students. The novelty of this study lies in its specific focus on agribusiness students in Universitas Brawijaya, a context with limited empirical investigation, combined with the application of SEM-PLS to examine the impact of psychological factors on entrepreneurial intention within the agricultural sector. The findings are anticipated to offer valuable insights for the enhancement of entrepreneurship programs and strategies at the university level, thereby fostering job creation and promoting sustainable economic growth within the agribusiness sector.

Based on prior research, entrepreneurship motivation is considered to significantly influence entrepreneurial intentions. Research by Anwar et al. (2023) and Al-Qadasi et al. (2024) shows that factors such as financial independence, achievement, and autonomy drive students towards entrepreneurship, consistent with McClelland's (1961) view that intrinsic motivation drives entrepreneurial pursuits. In line with Ajzen's (1991) theory, motivation is a key determinant of entrepreneurial intentions. Accordingly, the first hypothesis proposes that entrepreneurship motivation (X1) has a significant influence on entrepreneurial intention (Y). Similarly, self-efficacy, as defined by Bandura (1997) as an individual's belief in their ability to succeed, shapes intention and behavior by increasing confidence to take risks and persist in the face of challenges. Empirical evidence (Sitinjak et al., 2019; Wardani & Nugraha, 2021; Newman et al., 2019) confirms that higher self-efficacy increases the likelihood of initiating and maintaining entrepreneurial activities. Therefore, the second hypothesis states that self-efficacy (X2) has a significant influence on entrepreneurial intention (Y).

RESEARCH METHODS

Research Approach and Location

This research utilized a descriptive and quantitative approach. The descriptive component aimed to provide a clear overview of the data gathered from respondents' responses (Iffan, 2018). Meanwhile, the quantitative method focused on gathering numerical data that could be analyzed using appropriate statistical tools. This approach allows for objective measurement of real-world phenomena, offering a solid foundation for drawing conclusions (Sekaran & Bougie, 2016). The study was conducted at the Faculty of Agriculture, Universitas Brawijaya, located on Veteran Street, Ketawanggede, Lowokwaru District, Malang City, East Java, Indonesia. This location was selected purposively due to its strategic significance and the entrepreneurial potential of Agribusiness students within the university. The research was carried out from October to December 2024.

Data Types and Data Collection Techniques

The study incorporated both primary and secondary data. Primary data were obtained directly from respondents via a structured questionnaire, which was distributed in two formats: online via Google Forms and offline through in-person administration. A questionnaire was crafted to evaluate the perspectives of participants concerning three main variables: entrepreneurial motivation (X1), referring to the internal and external drives to engage in entrepreneurial activities; self-efficacy (X2), denoting the belief in one's ability to perform tasks and achieve goals; and entrepreneurial intention (Y), representing the commitment to establish or develop a business venture. The answers were collected using a five-point Likert scale, which spans from 'strongly disagree' to 'strongly agree.'

Secondary data were obtained through literature reviews and institutional sources such as statistical reports from the Central Bureau of Statistics (BPS), academic documents from the Faculty of Agriculture, and records from student organizations engaged in entrepreneurship, such as UKM PERMASETA. These secondary sources were essential in providing contextual background, supporting theoretical frameworks, and offering additional insights into trends and practices related to student entrepreneurship.

The sample consisted of Agribusiness students who had either previously run a business or were currently involved in entrepreneurial activities at the time of data collection. A non-probability sampling method was applied, specifically using accidental sampling, in which individuals who met the established criteria and were encountered by the researcher were selected as participants. The sample size determination followed Cohen's power analysis table (1992), with a minimum R^2 of 0.25, a significance level of 1%, and a maximum of two arrows leading to a single construct. Based on this, a minimum of 75 respondents was recommended and this study successfully collected responses from 80 students, meeting and exceeding the required threshold.

Data Analysis

Data analysis was conducted using the Structural Equation Modeling (SEM) approach with Partial Least Squares (PLS), facilitated through the SmartPLS version 4.1.8 software. The method was chosen due to its effectiveness in evaluating complex associations among latent variables in both measurement and structural models (Solimun et al., 2017). The analysis was carried out in two phases: the outer model assessment and the inner model evaluation.

Data analysis was undertaken using the Structural Equation Modeling (SEM) approach with Partial Least Squares (PLS), facilitated through the SmartPLS version 4.1.8. This method was utilized for its suitability in evaluating complex relationships across latent constructs within both measurement and structural models as outlined by Solimun et al. (2017). The analysis comprised an assessment of the outer model to analyze the validity and reliability of the constructs and an evaluation of the inner model to exxamine the relationships among latent variables along with their significance effect sizes and predictive relevance. The specific procedures and criteria for these appraisals followed established guidelines in SEM-PLS methodology as described by Hair et al. (2021) and Purwanto & Sudargini (2021).

RESULT AND DISCUSSION

Respondent Characteristics

The characteristics of respondents in this study include several demographic and socio-economic aspects that influence students' entrepreneurship motivation and self efficacy in pursuing entrepreneurship. These characteristics cover gender, age, academic semester, monthly income or allowance, and previous or current business experience. The data were obtained through questionnaires completed by the respondents and are presented in tabular form to facilitate analysis.

Based on Table 1, entrepreneurial intentions among students are shaped by various factors, including gender, age, semester level, income, and business preferences. This paper examines these influences on agribusiness students at Universitas Brawijaya, providing valuable insights into the motivations and trends driving entrepreneurial aspirations.

Gender has a significant impact on entrepreneurial intentions, as evidenced by the fact that 72.5% of the respondents were female. Women are often drawn to entrepreneurship due to the flexibility it offers, particularly in sectors like food and fashion. These fields align with their interests and the time constraints they face, especially those related to family or academic commitments. Additionally, research has shown that women tend to possess strong managerial skills, perseverance, and higher self efficacy, which contribute positively to their entrepreneurial engagement. Female students typically prefer businesses that offer a balance between personal and professional life, such as small-scale, home-based enterprises.

Age is another key factor influencing entrepreneurial intentions, with most respondents being 21 years old (62,5%). This age group is typically in the career exploration phase of life, open to new opportunities and willing to take risks. Younger students tend to be more innovative and adaptable, increasing the likelihood that they will view entrepreneurship as a feasible career option. Older students, on the other hand, may prioritize skill development and more structured career paths before venturing into business ownership. Therefore, the entrepreneurial intentions of younger students may be fueled by their openness to experimentation and innovation.

The level of study also influences the development of entrepreneurial aspirations. A large portion of the students surveyed (72,5%) were in their 7th semester, indicating that later-semester students are more engaged in entrepreneurial activities. This trend can be attributed to their increasing exposure to business concepts through coursework, internships, and practical experiences. Students in advanced semesters are more likely to have developed a deeper understanding of business operations and are therefore more prepared to take on entrepreneurial ventures. They may also be more confident in their abilities to manage the challenges of starting and running a business.

Income levels are another factor that influences entrepreneurship motivation. The majority of students in the survey (70%) reported earning between Rp1,000,000 and Rp2,000,000 per month. For these students, entrepreneurship presents an opportunity for financial independence and improvement in their standard of living. The desire to escape financial constraints often motivates them to explore business opportunities, particularly those that require lower initial capital investment. This financial

drive aligns with their need for a stable income, leading many to favor businesses with relatively low startup costs.

Table 1. Respondent Characteristics

Characteristics	Number of Respondents	Percentage (%)
Gender		
Male	22	27,5
Female	58	72,5
Age (Year)		
19	8	3,75
20	18	6,25
21	50	15
22	2	72,5
23	1	1,25
24	1	1,25
Academic Semester		
Semester 1 (Batch 2024)	3	3,75
Semester 3 (Batch 2023)	5	6,25
Semester 5 (Batch 2022)	12	15
Semester 7 (Batch 2021)	58	72,5
Semester 9 (Batch 2020)	1	1,25
Semester 11 (Bacth 2019)	1	1,25
Monthly Income/Allowance		
<1.000.000	3	3,75
1.000.000 – 2.000.000	56	70
2.000.001 – 3.000.000	12	15
>3.000.000	9	11,25
Business Type		
Agricultural Equipment Supply Business	6	7,5
Fertilizer and Agricultural Chemicals Business	6	7,5
Seeds and Seedlings Business (Fruits, Vegetables, and Other Plants)	2	2,5
Food and Beverage Business	52	65
Ornamental Plant Business	1	1,25
Service Business	10	12,5
Others	3	3,75

Source: Primary Data Analysis, 2025

The business preferences of agribusiness students highlight trends in entrepreneurial interest. A significant portion of the students (65%) expressed a preference for food and beverage businesses. This sector is appealing due to its strong market demand and relatively low barriers to entry, making it an attractive option for students with limited capital. Service-based businesses (12,5%) also garnered interest, while traditional agribusiness ventures, such as agriculture equipment and seed production, received less attention (7,5%). This preference suggests that students are more inclined to start businesses in sectors that are trending and offer practical, hands-on experience.

Furthermore, gender, age, semester level, income, and business preferences all have significant impact on the entrepreneurial intentions of agribusiness students at Universitas Brawijaya. Female students, particularly those aged 21, in their 7th semester, and with lower incomes, tend to show stronger entrepreneurial intention. The food and beverage sector stands out as the most popular business choice, driven by its accessibility and market potential. These findings highlight how demographic and socio-economic factors can influence students' motivation to engage in entrepreneurship, offering insights for educators, policymakers, and entrepreneurs aiming to foster business growth in Indonesia.

Measurement Model (Outer Model)

In this study, the evaluation of the outer model aims to assess the relationship between the indicators and latent variables, ensuring that the selected indicators accurately reflect the latent variables they are intended to measure.

Convergent Validity

Validity tests were performed to verify that the indicators utilized in this research effectively measure the latent constructs they are intended to represent in the model. This validity assessment encompasses both convergent validity and discriminant validity tests, which are crucial for ensuring that the measurement model fulfills the required standards before proceeding to analyze the structural model (Hair et al., 2018). Convergent validity was assessed employing two indicators: the Average Variance Extracted (AVE) and values of loading factor.

Table 2. Convergent Validty Test Result

Variable	AVE $\geq 0,5$	Indicator	*Loading Factor $\geq 0,7$*	Category
Entrepreneurship Motivation (X1)	0,635	Location Factor ($X_{1.1}$)	0.761	Valid
		Social Condition ($X_{1.2}$)	0.867	Valid
		Availability of Capital and Natural Resources ($X_{1.3}$)	0.775	Valid
		Locus of Control ($X_{1.4}$)	0.849	Valid
		Adversity Quotient ($X_{1.5}$)	0.725	Valid
	0,595	Strong Belief and Determination ($X_{2.1}$)	0.845	Valid

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Variable	AVE ≥ 0,5	Indicator	*Loading Factor ≥ 0,7*	Category
Self Efficacy (X2)		Confidence and Self-Belief in Managing a Business ($X_{2.2}$)	0.759	Valid
		Confidence in Successfully Running a Business ($X_{2.3}$)	0.785	Valid
		Confidence in Persisting with the Business ($X_{2.4}$)	0.742	Valid
		Confidence in Creating Creative Ideas ($X_{2.5}$)	0.720	Valid
Entrepreneurial Intention (Y)	0,563	Readiness to Take Action (Y_1)	0.805	Valid
		Professional Life Goals (Y_2)	0.781	Valid
		Determination to Have a Business in the Future (Y_3)	0.717	Valid
		Has Seriously Thought About It (Y_4)	0.711	Valid
		Entrepreneurship as a Career Choice (Y_5)	0.732	Valid

Source: Primary Data Analysis, 2025

The outcomes of the convergent validity test, presented in Table 2, indicate that all indicators in this study satisfy the defined criteria. The AVE values range from 0.563 to 0.635, and the loading factors are all above 0.7. These results indicate that each indicator has a strong correlation with its corresponding latent variable. This is in line with Atikah et al. (2024), who assert that an AVE ≥ 0.5 and a loading factor ≥ 0.7 signal good convergent validity. Among the variables, entrepreneurship motivation had the highest AVE value of 0.635, indicating that the indicators for this variable more strongly reflect the construct compared to others. This result aligns with previous research by Iffan (2018), which identifies entrepreneurship motivation as a primary factor influencing an individual's intention to pursue entrepreneurship. Therefore, these findings support the reliability of the research instrument in assessing the factors that influence the entrepreneurial intentions of Agribusiness students at Universitas Brawijaya.

Discriminant Validity

The results presented in Table 3 demonstrate that the discriminant validity test reveals each indicator has a higher loading factor on the corresponding latent variable than on other constructs. This suggests that each indicator effectively represents the variable it is designed to measure. These findings are consistent with the theory put forward by Hair et al. (2019), which asserts that discriminant validity is confirmed when an indicator's loading factor on its own construct exceeds that on other variables.

Table 3. Cross Loading Test Result (Discriminant Validty)

Indicator	Entrepreneurship Motivation (X1)	Self Efficacy (X2)	Entrepreneurial Intention (Y)
Location Factor ($X_{1.1}$)	**0.761**	0.680	0.588
Social Condition ($X_{1.2}$)	**0.867**	0.571	0.688
Availability of Capital and Natural Resources ($X_{1.3}$)	**0.775**	0.365	0.487
Locus of Control ($X_{1.4}$)	**0.849**	0.519	0.647
Adversity Quotient ($X_{1.5}$)	**0.725**	0.518	0.384
Strong Belief and Determination ($X_{2.1}$)	0.595	**0.845**	0.682
Confidence and Self-Belief in Managing a Business ($X_{2.2}$)	0.376	**0.759**	0.572
Confidence in Successfully Running a Business ($X_{2.3}$)	0.411	**0.785**	0.473
Confidence in Persisting with the Business ($X_{2.4}$)	0.624	**0.742**	0.552
Confidence in Creating Creative Ideas ($X_{2.5}$)	0.556	**0.720**	0.524
Readiness to Take Action (Y_1)	0.583	0.577	**0.805**
Professional Life Goals (Y_2)	0.666	0.675	**0.781**
Determination to Have a Business in the Future (Y_3)	0.473	0.394	**0.717**
Has Seriously Thought About It (Y_4)	0.578	0.526	**0.711**
Entrepreneurship as a Career Choice (Y_5)	0.331	0.533	**0.732**

Sumber: Primary Data Analysis, 2025

In this study, the indicator X1.2, which represents social conditions, has the highest loading factor of 0.867, suggesting that factors such as trends, local culture, community support, and events from UB Entrepreneurship University, the MBKM curriculum, non-thesis entrepreneurship programs, and funding initiatives are more dominant in representing this variable than the other indicators. Furthermore, all indicators exhibit loading factor values greater than 0.7, signifying a strong relationship between each item and its corresponding variable, thus meeting the criteria for good validity (Edeh et al., 2023).

These findings suggest that the measurement model in this study has satisfied both convergent and discriminant validity requirements, making it suitable for further analysis such as reliability testing and structural model (inner model) analysis. The good discriminant validity also confirms that each latent variable is distinctly different from the others, enhancing the reliability of the model in

measuring the connections between variables in the context of entrepreneurial intention among Agribusiness students at Universitas Brawijaya.

According to the data presented in Table 3, the cross-loading analysis also highlights that the indicator with the highest loading factor for each latent variable is marked with a distinct color, signaling its dominant contribution. Social conditions emerge as the strongest indicator in forming entrepreneurship motivation with a value of 0.867. For the self efficacy variable, confidence and determination have the largest influence, with a value of 0.845. Meanwhile, readiness to take action in facing entrepreneurial challenges stands out as the main indicator for entrepreneurial intention, with a value of 0.805. These three indicators represent the key factors influencing the entrepreneurial intentions of Agribusiness students at Universitas Brawijaya.

The results from the cross-loading test in this study suggest that a supportive social environment, a strong belief in one's abilities, and a readiness to face challenges are the most significant factors shaping the entrepreneurial intentions of Agribusiness students at Universitas Brawijaya. These findings align with several theoretical frameworks, which highlight the significant role of motivation, self-efficacy, and entrepreneurial attitudes and traits in determining an individual's success in entrepreneurship. Therefore, enhancing entrepreneurial intention can be achieved by strengthening institutional support, providing broader business experiences, and fostering adaptive and innovative character development among students.

Realibility Test

To assess the consistency of the indicators used in this research, a reliability test was carried out. High reliability indicates that the instrument will provide stable data when repeated measurements are made. The outcomes of the test confirm that each latent variable shows adequate consistency for use in further analysis. As shown in Table 4, all latent variables in this study exhibit good internal consistency, in line with the criteria proposed by Fernandes & Akhrani (2022), who state that a Cronbach's Alpha value ≥ 0.7 reflects a reliable instrument.

Table 4. Realibility Test Result

Variable	Cronbach's Alpha ≥ 0,7	Composite Reliability ≥ 0,7	Category
Entrepreneurship Motivation (X1)	0,857	0,897	Reliable
Self Efficacy (X2)	0,829	0,880	Reliable

Sumber: Primary Data Analysis, 2025

The results indicate that each indicator within the constructs of entrepreneurship motivation, self efficacy, and entrepreneurial intention is strongly associated with its respective latent variable. Furthermore, the Composite Reliability (CR) values, all exceeding 0.7, further affirm the dependability of the measurement tool, suggesting that it would provide reliable results upon repeated

application. Such reliability is crucial in studies focusing on entrepreneurial intentions, where factors like entrepreneurship motivation and self-confidence significantly influence students' decisions to engage in entrepreneurship.

Structural Model (Inner Model)

The analysis of the structural model aims to determine the degree to which the independent variables can account for the variance in the dependent variables within the model. In this study, the evaluation of the inner model is carried out using several tests, including the path coefficient, R-square (R^2) test, Effect Size (F^2) test, and Stone Geisser Value (Q^2) tests.

Path Coefficient

The path coefficient analysis shows that both entrepreneurship motivation (0.415) and self efficacy (0.458) positively influence students' entrepreneurial intention, with self efficacy having a stronger effect. Locus of control also plays a key role, as students who run businesses believe success depends on their own actions. This aligns with Ajzen's Theory of Planned Behavior, which highlights confidence as key to intention, and McClelland's theory, which emphasizes the impact of supportive social and economic environments. Therefore, entrepreneurial intention is shaped not only by internal motivation but also by external support. Strengthening practical entrepreneurship programs in universities is essential to build students' confidence, experience, and readiness to start a business.
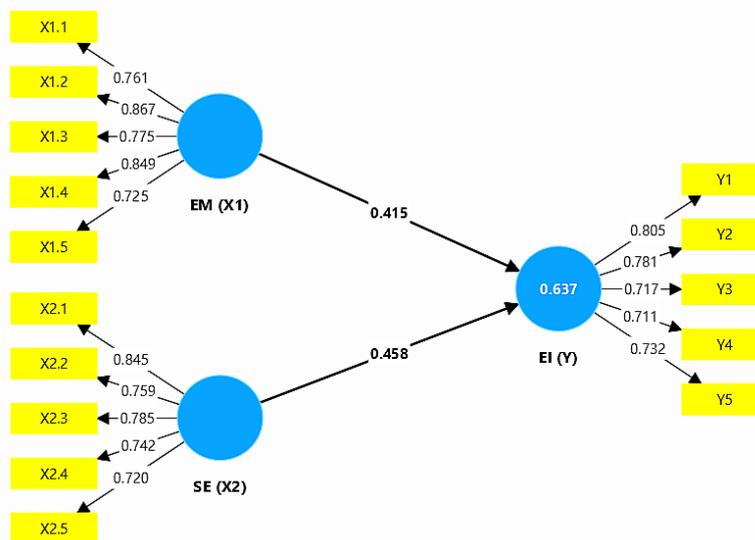

Figure 1. Path Coefficient Model
Source: Primary Data Analysis, 2025

R-Square (R^2)

An R-square value of 0.637 demonstrates that entrepreneurship motivation and self-efficacy together explain 63.7% of the variance in entrepreneurial intention. The remaining 36.3% is attributed to factors outside the scope of this research, such as risk tolerance, family environment, and

entrepreneurial competence. Previous research also suggests that factors like subjective norms and perceived behavioral control can have an impact on entrepreneurial intention. Thus, while motivation and self efficacy are significant, other internal and external factors also play important roles.

f-*Square* (f²)

The f-square (f²) test is used to assess the effect size of independent variables on the dependent variable which is entrepreneurial intention. This test helps determine the degree of impact that factors like entrepreneurship motivation and self-efficacy have on shaping the entrepreneurial intentions of agribusiness students. By analyzing these effects, we can better understand the relative importance of each variable in influencing students' decisions to pursue entrepreneurship. The f² values help quantify this influence, providing insights into the dynamics of the model.

Table 5. Realibility Test Result

Variable	f-square (f²)	Criteria	Category
Entrepreneurship Motivation (X1)	0,261	> 0,15	Medium
Self Efficacy (X2)	0,319	> 0,15	Medium

Sumber: Primary Data Analysis, 2025

Based on Table 5, the results of the f² test indicate that both entrepreneurship motivation and self-efficacy have a moderate influence on entrepreneurial intention. These f² values, ranging from 0.15 to 0.35, show that these factors significantly contribute to explaining variations in entrepreneurial intention. This underscores the importance of fostering both motivation and self-efficacy in students. The findings suggest that both variables should be taken into account when designing effective entrepreneurship education programs.

Stone Glesser Value (Q²)

The Stone-Geisser Q² test is employed to assess the predictive relevance of the variables within the research model. This test determines how well the model can predict the dependent variable. According to the data analysis, the Q² value of 0.231 demonstrates that the model used in this study has a strong predictive capability, as it exceeds the threshold of Q² > 0. Furthermore, this result indicates that the independent variables included in the model play a significant role in explaining entrepreneurial intention.

The findings of this study are consistent with previous research by Putricia et al. (2023), which highlights the significant role of entrepreneurship motivation and self-efficacy in shaping entrepreneurial intention. Motivation helps strengthen an individual's drive to establish a business, while self-efficacy contributes to the confidence needed to navigate challenges and sustain a business

in the long term. This research also indicates that students with higher motivation and self-confidence tend to have a stronger intention to engage in entrepreneurship. Therefore, the Q^2 value in this study confirms that the model is capable of predicting entrepreneurial intention, although it also suggests that there are other external factors that could have an impact on the results

Hypothesis Test

Hypothesis testing was performed to examine the relationships and the significance of the influence of independent variables on the dependent variable in this study. This statistical test was applied to assess the path coefficient values and the significance level of each relationship among variables using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) approach.

Table 6. Hypothesis Testing

Variable	p-value	Criteria	Description
Entrepreneurship motivation significantly influences entrepreneurial intention	0,003	<0,01 (alpha 1%)	H1 Accepted
Self efficacy significantly influences entrepreneurial intention	0,004	<0,01 (alpha 1%)	H2 Accepteed

Sumber: Primary Data Analysis, 2025

According to the findings displayed in Table 6, both hypotheses in this study are supported, as the p-values for each are lower than the 1% significance level. This confirms that both entrepreneurship motivation and self-efficacy have a substantial and positive impact on entrepreneurial intention This affirms that the higher the students' entrepreneurship motivation and their confidence in their own abilities, the greater their tendency to have the intention of becoming entrepreneurs in the agribusiness sector.

The Influence of Entrepreneurship Motivation on Agribusiness Students' Entrepreneurial Intention

The findings of this study indicate that entrepreneurship motivation significantly influences the entrepreneurial intentions of agribusiness students, with a positive effect on their decision to pursue entrepreneurial ventures within the agribusiness field. This motivation is shaped by a multidimensional construct encompassing strategic business location, sociocultural conditions, access to capital and natural resources, locus of control, and adversity quotient, all of which collectively reinforce students' psychological readiness and entrepreneurial drive. High scores across these indicators suggest that both internal and external motivators play a crucial role in fostering entrepreneurial intention. Furthermore, the integration of experiential learning through institutional programs such as entrepreneurship curricula, funding schemes, and practical training further enhances students' motivation and preparedness. These results underscore the strategic role of higher education institutions in cultivating an enabling entrepreneurial ecosystem that effectively supports the emergence of competent and resilient young entrepreneurs in the agribusiness domain.

The Influence of Self Efficacy on Agribusiness Students' Entrepreneurial Intention

The study concludes that entrepreneurship motivation significantly influences the entrepreneurial intention of agribusiness students to pursue careers as entrepreneurs in the agribusiness sector. This motivation is deeply rooted in various internal and external factors, including strategic access to business opportunities, socio-cultural support, availability of resources, and personal resilience. Students with high entrepreneurship motivation exhibit strong psychological readiness and a proactive attitude toward seizing business opportunities and managing challenges. Moreover, participation in entrepreneurship-related programs further amplifies this motivation, equipping students with practical insights and strategic thinking. As a result, entrepreneurship motivation serves as a crucial psychological driver that fosters students' willingness and preparedness to initiate and sustain agribusiness ventures.

CONCLUSION AND SUGGESTION

Research results conclude that entrepreneurship motivation plays a positive and significant role in shaping the entrepreneurial intention of Agribusiness students at Universitas Brawijaya to pursue a career in the agribusiness sector. Students with high motivation tend to be more willing to take concrete steps for starting a business as they are more proactive in seeking business opportunities plus more resilient when facing business challenges. Strong entrepreneurial motives encourage individuals to cultivate an intention in entrepreneurship and undertake concrete actions toward establishing a business in the agribusiness sector. Self efficacy is positive and influences students' decisions greatly. An entrepreneurial path requires these decisions. Students with faith in their business skills better handle dynamics in business. This internal factor strengthens external factors including the university's support for academics and experience practically, which aid students in understanding realities of business. Therefore, it is important for developing practice-based programs. It also matters that we increase the self efficacy of students when they are managing businesses are crucial aspects in strengthening students' entrepreneurial intentions in the agribusiness sector.

Based on the findings of this research, several recommendations can be put forward to strengthen entrepreneurial intentions among agribusiness students. At the institutional level, particularly within the Agribusiness Department of Universitas Brawijaya, entrepreneurship education would benefit from a stronger emphasis on practical application. Given the influence of entrepreneurial motivation in encouraging students to pursue business ventures, program development should prioritize business training grounded in real case studies, personalized mentoring with experienced entrepreneurs, and accessible funding schemes for students aiming to launch their own enterprises. Incorporating contextual elements such as business location, social conditions, and the availability of capital and natural resources into the curriculum would also help students recognize and strive for more strategic and sustainable opportunities.

From the student side, cultivating self-efficacy should be an active and continuous effort. This can be achieved by taking advantage of both academic and extracurricular platforms that enhance

entrepreneurial skills. Participation in workshops, seminars, business competitions, and student business communities not only improves competence in managing and sustaining enterprises but also fosters creativity, resilience, and broader professional networks. Regard for future research, certain limitations must be acknowledged. This study employed a non-probability sampling approach, which may restrict the extent to which the findings can be generalized and reduce the strength of related policy recommendations. Future evaluations should consider probability sampling methods to obtain more representative data and improve external validity.

Expanding the scope of analysis, should include additional variables such as subjective norms, family environment, perceived behavioral control, and risk-taking propensity could provide deeper insights into the factors shaping entrepreneurial intentions. These variables have the potential to either support or hinder decision-making, influence perceptions of risk, and determine the level of confidence with which students approach uncertain business environments. Addressing these aspects within a more rigorous methodological framework would allow subsequent studies to generate richer evidence and develop more targeted strategies for fostering student entrepreneurship.

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