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Readiness Model Entrepreneurship: An Investigation of the Role of Entrepreneurship Education, Skills Entrepreneurship and Entrepreneurial Self-Efficacy at Students in South Sulawesi Province

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Abstract: This study aims to analyze the effect of entrepreneurship education on entrepreneurship by involving self-efficacy and entrepreneurial skills as intervening variables in students in South Sulawesi Province. The research approach used is quantitative with the Partial Least Square (PLS) analysis method through SmartPLS 4 software. The study population consisted of students of entrepreneurship study programs from several universities in South Sulawesi, with a sample size of 239 respondents obtained through accidental sampling techniques. The results show that entrepreneurship education has a positive and significant effect on entrepreneurial skills and entrepreneurial self-efficacy. In addition, entrepreneurial skills and self-efficacy also have a positive and significant effect on students' entrepreneurial readiness. Meanwhile, the direct effect of entrepreneurship education on entrepreneurial readiness was relatively small, but still significant. This finding indicates that the influence of entrepreneurship education on students' entrepreneurial readiness occurs more dominantly through the mediating role of entrepreneurial self-efficacy and skills. Overall, the results of this study confirm that Entrepreneurial Self-Efficacy is the most powerful mediating variable in bridging the influence of entrepreneurship education on entrepreneurial readiness. The implications of this study demonstrate the importance of strengthening psychological aspects and practical skills in the entrepreneurship education curriculum to improve students' readiness for independent and sustainable entrepreneurship.

Keywords*: Education Entrepreneurship, Entrepreneurial Self-Efficacy, Skills Entrepreneurship, Readiness Entrepreneurship.*

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I. INTRODUCTION

In the era of globalization, students' entrepreneurial readiness is crucial because it can foster innovation and creativity. Furthermore, it can teach responsibility, discipline, and independence. This fosters economic growth and helps students adapt to contemporary trends. Students' entrepreneurial readiness is largely determined by entrepreneurship education, which equips them with the skills, knowledge, and attitudes necessary to successfully negotiate the challenges of launching and running a business (Pudjiastuti et al., 2024; Rakib et al., 2022) . Understanding the factors influencing entrepreneurial readiness has become a major focus in entrepreneurship research and education. One important aspect of entrepreneurship education is its ability to foster essential entrepreneurial skills.

Entrepreneurial readiness, which encompasses the readiness and inclination to undertake entrepreneurial ventures, is increasingly recognized as a critical driver of economic growth and innovation . To compete successfully in a dynamic and unpredictable business world, people need to possess skills including decision-making, communication, strategic thinking, negotiation, leadership, and marketing. Through workshops, seminars, and practical projects, entrepreneurship education provides students with real-world experiences that strengthen these skills and enhance their capacity to recognize and exploit business opportunities (Pudjiastuti et al., 2024; Istiqomah et al., 2022).

Furthermore, by providing them with the character, knowledge, and skills needed to take calculated risks and overcome obstacles, developing entrepreneurial skills significantly impacts students' readiness to start a business. The relationship between entrepreneurship education and entrepreneurial readiness is partially mediated by self-efficacy, or the belief that one can succeed in a given task or situation, in addition to entrepreneurial ability (Widyaningrum et al., 2024; Rahmatika & Suwarno, 2024). By providing students with the skills, resources, and encouragement they need to overcome challenges and realize their entrepreneurial ambitions, entrepreneurship education can significantly impact their sense of self-efficacy (Rahmatika & Suwarno, 2024). Students are more likely to pursue their entrepreneurial goals with confidence and tenacity when they learn about entrepreneurship and grow in self-efficacy (Widyaningrum et al., 2024; Widati & Muawiyah, 2024).

Significant evidence from the international literature supports the beneficial effects of entrepreneurship education on entrepreneurial readiness, both directly and indirectly, through the mediating factors of self-efficacy and entrepreneurial skills (Pudjiastuti et al., 2024) (Gazi et al., 2024; Sumiati, Pratikto & Dhewi, 2024; Arifin et al., 2024). Research has shown that entrepreneurship education not only enhances students' employability and entrepreneurial ambition, but also fosters important abilities and dispositions including risk-taking, creativity, and resilience—all of which form the basis of an entrepreneurial mindset (Pudjiastuti et al., 2024; Istiqomah et al., 2022; Rante et al., 2024).

Furthermore, research shows that entrepreneurship education successfully changes students' attitudes and actions, motivating them to seize opportunities in unexpected situations and consider entrepreneurship as a viable career path. A study examining how entrepreneurship education affects entrepreneurial readiness among vocational high school students in Pujon Regency found that entrepreneurship education improves students' entrepreneurial skills and has a positive impact on entrepreneurial readiness. Additional research indicates that entrepreneurial skills have a significant impact on entrepreneurial readiness, underscoring the importance of skill development and real-world experience in preparing students for entrepreneurship (Istiqomah et al., 2022).

Entrepreneurship education can also improve students' employability and willingness to launch their own businesses, according to research examining the mediating effect of entrepreneurial goals on the relationship between entrepreneurship education and employability among college students (Gazi et al., 2024). This study emphasizes the importance of entrepreneurship education in equipping students with the skills and information needed to successfully manage a business.

Furthermore, a study examining the relationship between self-efficacy and entrepreneurship education, entrepreneurial motivation, and achievement demands in 11th-grade students at SMK Islamiyah found that self-efficacy was significantly influenced by entrepreneurship education (Afrianti et al., 2024). These results suggest that students' self-confidence and belief in their capacity to perform entrepreneurial tasks can be enhanced by participation in the entrepreneurship education process. Although the currently published literature offers in-depth information on how entrepreneurship education influences entrepreneurial readiness, further investigation is needed to fully understand the complex relationships that exist between entrepreneurship education, entrepreneurial skills, self-efficacy, and other possible mediating factors. (Pudjiastuti et al., 2024; Afrianti et al., 2024).

Based on the above description, entrepreneurship education, skills, and self-efficacy are crucial for preparing students to enter the business world in the era of globalization. Research on entrepreneurial readiness models is crucial because a comprehensive understanding of these elements can foster the development of capable young entrepreneurs and improve the standards of entrepreneurship education in Indonesia.

Problems in study this is how influence education entrepreneurship, entrepreneurship skills and Entrepreneurial Self-Efficacy to readiness entrepreneurship students. Research this aim for investigate influence education entrepreneurship to readiness entrepreneurship students, with skills entrepreneurship and Entrepreneurial Self-Efficacy as mediator variable.

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II. METHOD

Study This use approach quantitative with method survey for collect data from sample students. Research This use design study causal with cross-sectional approach. This design chosen Because allows for test connection cause and effect between education entrepreneurship (variables independent), readiness entrepreneurship (variable dependent), and skills entrepreneurship and Entrepreneurial Self-Efficacy (mediator variables) in one point time.

Population in study This is all over student from various study programs at universities height that has been or currently follow eye studying or educational programs entrepreneurship. Samples will be chosen use technique accidental sampling with criteria: a) Students active at the moment research, b) Has or currently follow eye studying or educational programs entrepreneurship, and c) Willing participate in study. Size sample will determine use Slovin's formula for ensure strength adequate statistics. As for the number sample as many as 239 respondents.

Instrument main in study This is questionnaire containing statements that measure variables research. Questionnaire will arrange based on 5- point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). Questionnaire will tested validity and reliability before used for data collection. Validity test done using content validity by experts (expert judgment) and construct validity using analysis factors. Reliability test will do using Cronbach's Alpha to measure internal consistency of every scale measurement. Cronbach's Alpha value > 0.70 will considered reliable.

The data will be collected through survey with use distributed questionnaires online (for example via Google Forms) to sample students. The collected data will analyzed use technique analysis statistics following: (a) Statistics Descriptive: Calculating mean, standard deviation, frequency, and percentage for describe characteristics samples and variables research and (b) Path Analysis: Testing role mediation skills entrepreneurship and entrepreneurship self-effi in connection between education entrepreneurship and readiness entrepreneurship. Analysis track will do using statistical software like SMARTPLS.

III. RESULT AND DISCUSSION

A. Result

- *Entrepreneurship Education*

On the variable education entrepreneurship there are 4 indicators. The indicators and data from results questionnaire that has been done researchers can see in the following table this.

Table 1. Statistics Descriptive Entrepreneurship Education Variable

No.	Indicator	N	Min	Max	Mean	Standard Deviation
1.	Relevance material with business world needs Relevance material with business world needs	239	5	15	12.92	1,867
2.	Quality teaching by lecturers / instructors	239	3	15	12.75	2,133
3.	Availability facilities and resources Power supporters	239	3	15	12.18	2,429
4.	Improvement knowledge and understanding about entrepreneurship	239	3	15	12.79	1,971
Total		239	17	60	50.65	7,370

Source: Instrument Data Processing Results Questionnaire, 2025.

Based on Table 1 statistics descriptive educational variables entrepreneurship own minimum value of 17, maximum 60, with an average (mean) of 50.65 and a deviation of Standard deviation (Std. Deviation) of 7.370 from a total of 239 respondents. A high average value show that part big respondents give evaluation positive to implementation education entrepreneurship, especially in aspect relevance material with business world needs, quality teaching lecturer/instructor, availability facility supporters, as well as improvement knowledge and understanding about entrepreneurship.

Where the average score is close to mark maximum can interpreted that education entrepreneurship has implemented with good. The average value is higher tall than mark middle scale show perception positive respondents to measured indicators (Yang, W, Jeon, 2021).

- *Skills Entrepreneurship*

On the variable skills entrepreneurship there are 4 indicators. The indicators and data from results questionnaire that has been done researchers can see in the following table this.

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Table 2. Descriptive Variables Skills Entrepreneurship

No	Indicator	N	Min	Maxi	Mean	Standard Deviation
1.	Skills communication and negotiation Efficient	239	5	15	12.26	2,183
2.	Problem solving and decision-making skills	239	3	15	12.26	2,194
3.	Skills leadership and management team	239	3	15	12.13	2,359
4.	Skills innovation and creativity	239	3	15	12.46	2,043
Variables Skills Entrepreneurship		239	14	60	49.11	8,189

Source: Instrument Data Processing Results Questionnaire, 2025.

Based on Table 2 statistics descriptive skill variables entrepreneurship obtained minimum value 14, maximum 60, with an average of 49.11 and a deviation of standard 8.189. A fairly good average value tall indicates that skills entrepreneurship student classified as good, covering skills communication and negotiation, problem solving and decision-making decisions, leadership as well as creativity and innovation.

If the average value is above 70% of score maximum, then can interpreted as level good skills and if deviation standard (SD = 8.189) relatively small compared to average score, which shows that evaluation respondents tend consistent there is difference extreme between individuals. This is strengthened that perception majority student to skills entrepreneurship of course positive.

- *Entrepreneurial Self-Efficacy*

On the variable education entrepreneurship there are 4 indicators. The indicators and data from results questionnaire that has been done researchers can see in the following table this.

Table 3. Descriptive Entrepreneurial Self-Efficacy Variable

No.	Indicator	N	Min	Max	Mean	Standard Deviation
1.	Belief For overcome obstacle business	239	3	15	12.42	2,214
2.	Belief For achieve sales targets	239	3	15	12.25	2,391
3.	Belief For manage finance business	239	3	15	12.34	2,221
4.	Belief For compete with competitors	239	5	15	12.29	2,269
Total		**239**	**15**	**60**	**49.30**	**8,536**

Source: Instrument Data Processing Results Questionnaire, 2025.

Based on Table 3, the analysis statistics descriptive efficacy variable self-show that variables Self-Efficacy has minimum value 15, maximum 60, with an average of 49.30 and a deviation of standard 8.536. This value show that respondents own level belief high self in face various challenge business, such as overcome obstacles, achieving sales targets, managing finance , and compete with competitors.

Based on high average yield, can concluded that efficacy self-respondents is in the category well, that becomes factor important in readiness entrepreneurship. Taking decision done with evaluate consistency mean value against standard theoretical and distribution score respondents.

- *Readiness Entrepreneurship*

On the variable education entrepreneurship there are 5 indicators. The indicators and data from results questionnaire that has been done researchers can seen in the following table this.

Table 4. Descriptive Variables Readiness Entrepreneurship

No.	Indicator	N	Min	Max	Mean	Standard Deviation
1.	Trust self For start business	239	3	15	12.42	2,196
2.	Ability compile plan business	239	3	15	12.28	2,152
3.	Ability manage finance business	239	3	15	12.31	2,258
4.	Ability market products / services	239	3	15	12.37	2,228
5.	Ability face risks and challenges business	239	3	15	12.33	2,164
Total		**239**	**15**	**75**	**61.71**	**10,315**

Source: Instrument Data Processing Results Questionnaire, 2025.

Based on Table 4 shows that variables readiness entrepreneurship own minimum value 15, maximum 75, with an average of 61.71 and a deviation of standard 10.315. This average describes that student own level readiness high entrepreneurship, good from aspect trust self, ability compile plan business, managing finance, marketing products, as well as face risk business.

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The average value is close to mark maximum on the Likert scale shows that majority respondents own good preparation for do action real in field entrepreneurship (Cardon et al., 2013). This decision reinforced by the relatively widespread distribution of data homogeneous (deviation standard low compared to on average), which means student has own good preparation in start and manage business in a way independent.

- *Path Analysis*

Measurement model analysis analysis model or the outer model uses two stages testing, including:

- Validity and Reliability Constriction
- Validity Convergent

Convergent validity is loading factor value which shows connection between indicator with the latent variable that it measures. A indicator is said to be valid if outer loading value more big from 0.5 to can represent constructs being measured in a way good and Convergent validity is loading factor values on latent variables and the indicators (Hair et al., 2020).

Table 5. Outer Loading

Variables	Entrepreneurship Education	Skills Entrepreneurship	Entrepreneurial Self-Efficacy	Readiness Entrepreneurship
EED 1	0.736			
EED 2	0.793			
EED 3	0.745			
EED 4	0.818			
EED 5	0.744			
EED 6	0.795			
EED 7	0.719			
EED 8	0.769			
EED 9	0.757			
EED 10	0.792			
EED 11	0.853			
EED 12	0.798			
ESK 1		0.785		
ESK 2		0.825		
ESK 3		0.872		
ESK 4		0.871		
ESK 5		0.838		
ESK 6		0.856		
ESK 7		0.841		
ESK 8		0.891		
ESK 9		0.804		
ESK 10		0.811		
ESK 11		0.804		
ESK 12		0.817		
ESE1			0.852	
ESE 2			0.835	
ESE 3			0.847	
ESE 4			0.881	
ESE 5			0.898	
ESE 6			0.850	
ESE 7			0.838	
ESE 8			0.863	
ESE 9			0.886	
ESE 10			0.851	
ESE 11			0.843	
ESE 12			0.848	
ERE 1				0.836
ERE 2				0.865
ERE 3				0.828
ERE 4				0.819
ERE 5				0.764

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25nov903

Variables	Entrepreneurship Education	Skills Entrepreneurship	Entrepreneurial Self-Efficacy	Readiness Entrepreneurship
ERE 6				0.866
ERE 7				0.823
ERE 8				0.854
ERE 9				0.874
ERE 10				0.844
ERE 11				0.852
ERE 12				0.865
ERE 13				0.838
ERE 14				0.818
ERE 15				0.840

Source: SMART PLS 4 Data Processing Results, 2025.

From the results processing data in the table, it is known that all indicators in research this own outer loading value > 0.50 so can said to be valid convergent and research this can to be continued for testing validity next.

- *Discriminant Validity*

Discriminant validity is used for ensure that every construct in different models in a way empirical from construct others. Testing done with see cross loading value, where the model is said to own validity good discriminant if loading value of each indicator to the construction bigger compared to loading value against another construct (Henseler et al., 2015). The following this is results from calculation or Discriminant Validity testing.

Table 6. Cross Loading

Latent Construct	Entrepreneurship Education	Skills Entrepreneurship	Entrepreneurial Self-Efficacy	Readiness Entrepreneurship
EED 1	**0.675**	0.633	0.838	0.781
EED 2	**0.689**	0.688	0.850	0.794
EED 3	**0.691**	0.609	0.851	0.814
EED 4	**0.652**	0.681	0.852	0.791
EED 5	**0.733**	0.590	0.863	0.810
EED 6	**0.732**	0.658	0.866	0.865
EED 7	**0.719**	0.649	0.881	0.818
EED 8	**0.779**	0.660	0.886	0.827
EED 9	**0.750**	0.757	0.898	0.848
EED 10	**0.721**	0.691	0.843	0.798
EED 11	**0.700**	0.717	0.847	0.781
EED 12	**0.690**	0.706	0.848	0.815
ESK 1	0.744	**0.785**	0.787	0.818
ESK 2	0.680	**0.825**	0.799	0.865
ESK 3	0.734	**0.872**	0.802	0.828
ESK 4	0.729	**0.871**	0.813	0.874
ESK 5	0.740	**0.838**	0.819	0.785
ESK 6	0.736	**0.856**	0.821	0.866
ESK 7	0.775	**0.841**	0.827	0.825
ESK 8	0.742	**0.891**	0.830	0.827
ESK 9	0.740	**0.804**	0.835	0.764
ESK 10	0.660	**0.811**	0.788	0.783
ESK 11	0.678	**0.804**	0.791	0.819
ESK 12	0.706	**0.817**	0.798	0.836
ESE1	0.745	0.772	**0.581**	0.626
ESE 2	0.769	0.782	**0.631**	0.635
ESE 3	0.792	0.795	**0.632**	0.652
ESE 4	0.798	0.819	**0.649**	0.647
ESE 5	0.853	0.824	**0.660**	0.694
ESE 6	0.818	0.769	**0.678**	0.662
ESE 7	0.665	0.757	**0.679**	0.764
ESE 8	0.793	0.786	**0.688**	0.655
E SE 9	0.795	0.831	**0.690**	0.666

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25nov903

Latent Construct	Entrepreneurship Education	Skills Entrepreneurship	Entrepreneurial Self-Efficacy	Readiness Entrepreneurship
ESE 10	0.736	0.793	**0.594**	0.624
ESE 11	0.719	0.779	**0.610**	0.629
ESE 12	0.744	0.805	**0.613**	0.598
ERE 1	0.664	0.765	0.703	**0.701**
ERE 2	0.794	0.828	0.760	**0.763**
ERE 3	0.678	0.793	0.768	**0.838**
ERE 4	0.710	0.816	0.768	**0.823**
ERE 5	0.654	0.687	0.771	**0.844**
ERE 6	0.694	0.821	0.771	**0.783**
ERE 7	0.742	0.779	0.775	**0.784**
ERE 8	0.699	0.766	0.780	**0.852**
ERE 9	0.741	0.783	0.782	**0.854**
ERE 10	0.757	0.751	0.704	**0.712**
ERE 11	0.643	0.755	0.721	**0.746**
ERE 12	0.743	0.787	0.745	**0.731**
ERE 13	0.656	0.753	0.748	**0.840**
ERE 14	0.645	0.761	0.755	**0.764**
ERE 15	0.797	0.756	0.758	**0.743**

Source: SMART-PLS 4 data processing results, 2025.

Based on the data above discriminant validity testing with cross loading method is obtained results indicator from Entrepreneurship Education, Skills Entrepreneurship, Self- Efficacy, and Readiness Entrepreneurship own cross loading value > 0.50 and is considered valid. From the data above, the cross-loading value of all indicator his bigger of 0.50 means that each indicator is valid and has passed the discriminant validity stage. In the context of study social and management, the loading factor value ≥ 0.5 is still can accepted, because construct social often complex and not fully capable explain variance the indicators in a way high (Haji-othman et al., 2022)**.**

- *Construct Reliability*

Construct reliability is the size that shows level internal consistency between indicators in One latent construct. In other words, reliability construct used for ensure that all over indicators that form something latent variables are truly measure the same concept in a way consistent (Sarstedt et al., 2016). Reliability construct assessed through two main parameters, namely Composite Reliability (CR) and Cronbach's Alpha. The Composite Reliability value provides estimate reliability indicator with consider the loading factor weight of each indicator, while Cronbach's Alpha is more emphasizes internal consistency between items. The following served composite reliability value for each variable.

Table 7. Composite Reliability

Latent Construct	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVE)
Self-Efficacy	0.960	0.961	0.965	0.697
Entrepreneurial Readiness	0.967	0.968	0.971	0.736
Entrepreneurship Skills	0.970	0.970	0.973	0.705
Entrepreneurship Education	0.940	0.941	0.948	0.605

Source: SMART PLS 4 Data Processing Results, 2025.

A variables stated tested or reliable if own mark Cronbach's alpha is more big of 0.7 (Barbera et al., 2021). Based on the data presented in Table 7, drawn conclusion that all construct has fulfil criteria reliable, thing This proven with higher composite reliability value big from 0.8 – 0.9. All indicator own consistency in measure variable.

- *Structural Model Analysis (Inner Model)*

Table 8. Specific Indirect Effect

Variables	Original Sample	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Skills Entrepreneurship (X2) -> Readiness Entrepreneurship (Y)	0.329	0.332	0.132	2,485	0.006

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Efficacy (X3) -> Readiness Entrepreneurship (Y)	0.558	0.557	0.099	5,633	0.000
Entrepreneurship Education (X1) -> Skills Entrepreneurship (X2)	0.864	0.865	0.021	40,667	0.000
Entrepreneurship Education (X1) -> Self- Efficacy (X3)	0.830	0.832	0.027	31,149	0.000
Entrepreneurship Education (X1) -> Readiness Entrepreneurship (Y)	0.090	0.087	0.055	2,636	0.001

Source: SMART PLS 4 data processing results, 2025.

Based on results analysis The Specific Indirect Effect presented in Table 8 can be known that all over connection intervariable in the research model show direction positive and significant influence. This result describes strong connection between education entrepreneurship, skills entrepreneurship, efficacy self, and readiness entrepreneurship student.

Test results show that variables Skills Entrepreneurship (X2) influential positive and significant to Readiness Entrepreneurship (Y) with mark original sample as big as 0.329, value *t-statistics* as big as 2.485, and *p-value* as big as 0.006. This is means that the taller skills entrepreneurship owned students, increasingly great readiness they for start business. Skills the covers' ability in identify opportunities, managing source power, and take decision effective business, so that become factor important in form readiness entrepreneurship.

Next, the variables Entrepreneurial Self-Efficacy (X3) also has an influence positive and significant to Readiness Entrepreneurship (Y) with mark *original sample* as big as 0.558, *t-statistics* as big as 5.633, and *p-value* as big as 0.000. The coefficient value is higher big compared to track previously show that own self-efficacy more influence dominant to readiness entrepreneurship. This means that the taller belief student to ability himself, increasingly great readiness they For face challenges and risks in the business world.

In addition, the results analysis show that Entrepreneurship Education (X1) own very strong and significant influence against two variables mediation, namely Skills Entrepreneurship (X2) (original sample = 0.864; t-statistics = 40.667; p-value = 0.000) and Entrepreneurial Self-Efficacy (X3) (original sample = 0.830; t-statistics = 31.149; p-value = 0.000). Findings this confirm that implementation education entrepreneurship play a role big in grow ability technical, knowledge, and belief self-student for entrepreneurship.

As for the influence direct Entrepreneurship Education (X1) to Readiness Entrepreneurship (Y) is also significant, with mark *original sample* as big as 0.090, *t-statistics* as big as 2.636, and *p-value* as big as 0.001. Although influence direct this classified as small, but still show that education entrepreneurship in a way direct capable increase readiness entrepreneurship students. However thus, the size influence no direct through skills and Entrepreneurial Self-Efficacy show that second variables mediation the own role important in bridge influence education entrepreneurship to readiness entrepreneurship.

In a way overall, results study this confirm that education entrepreneurship play a role important in form readiness entrepreneurship students, good in a way direct and through improvement skills entrepreneurship and self-efficacy. Among second variables mediation said, Entrepreneurial Self-Efficacy own more influence big, showing that belief student to ability himself is the most dominant factor in increase readiness they for entrepreneurship.

Table 9. Specific Indirect Effect

Variables	Original Sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Entrepreneurship Education (X1) -> Skills Entrepreneurship (X2) -> Readiness Entrepreneurship (Y)	0.284	0.288	0.115	2,460	0.007
Entrepreneurship Education (X1) -> Self-Efficacy (X3) -> Readiness Entrepreneurship (Y)	0.463	0.463	0.083	5,570	0.000

Source: SMART PLS 4 data processing results, 2025.

Based on results analysis the Specific Indirect Effect presented in Table 9 is known that Entrepreneurship Education variable (X1) has influence No significant direct to Readiness Entrepreneurship (Y) through two variables mediation, namely Skills Entrepreneurship (X2) and Entrepreneurial Self- Efficacy (X3).

Influence no direct first through Skills Entrepreneurship (X2) shows mark original sample of 0.284 with mark *t-statistics* of 2,460 and *p-value* of 0.007. Because the value t-statistics bigger of 1.96 and p-value smaller from 0.05, then can concluded that track mediation this significant. This is means education entrepreneurship capable increase skills entrepreneurship students, who in turn strengthen readiness they for entrepreneurship.

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Next, the influence No direct through Entrepreneurial Self- Efficacy (X3) shows mark *original sample* of 0.463, with *t-statistics* of 5,570 and *p-value* of 0.000. This result show significant and more influence strong compared to track mediation through skills entrepreneurship. With Thus, the Entrepreneurial Self-Efficacy proven become a better mediator dominant in bridge influence education entrepreneurship to readiness entrepreneurship student.

In a way overall, results This confirm that education entrepreneurship No only play a role direct in increase readiness entrepreneurship students, but also plays a role in a way No direct through improvement skills entrepreneurship and empowerment Entrepreneurial Self-Efficacy. Among second variables mediation said, Entrepreneurial Self-Efficacy own contribution the greatest mediation, so that can conclude that belief student to ability himself is factor important to strengthen influence education entrepreneurship to readiness they in start business.

B. Discussion

- *The Influence of Entrepreneurship Education to Readiness Student Entrepreneurship*

Entrepreneurship education is one of the components important in form attitudes and behavior entrepreneurship among students. In South Sulawesi, where the potential very high entrepreneurship, education entrepreneurship expected can increase readiness entrepreneurship students. A studies find that education good entrepreneurship can equip student with required knowledge and skills For start and manage business. Research This show that students who are taking part in educational programs entrepreneurship own level readiness more entrepreneurial tall compared to with those who don't involve in the program (Wishnu et al., 2020; Xanthopoulou, 2025) .

More far again, education entrepreneurship also plays a role in build network social among students. Network this is very important for support the efforts they make run, because can give access to information, sources power and opportunity collaboration. Research by Fayolle & Gailly (2015) shows that students who have strong network tend more success in business they. Therefore that, education entrepreneurship that prioritizes collaboration and networking can increase readiness entrepreneurship student.

In a way overall, influence education entrepreneurship to readiness entrepreneurship students in South Sulawesi is very significant. With integrate theory and practice, as well as build network social, education entrepreneurship can become the main pillar in prepare generation young for face challenge entrepreneurship in the future.

- *Skills Entrepreneurship as a Mediator between Entrepreneurship Education and Readiness Student Entrepreneurship*

The results of the study indicate that entrepreneurship education has a positive and significant effect on students' entrepreneurial skills, and that entrepreneurial skills significantly influence entrepreneurial readiness. Furthermore, the indirect effect between entrepreneurship education and entrepreneurial readiness through entrepreneurial skills is also significant. These findings indicate that entrepreneurial skills act as a partial mediating variable, bridging the influence of entrepreneurship education on students' readiness to start a business.

The results of the study indicate that entrepreneurship education has a positive and significant effect on students' entrepreneurial skills, and that entrepreneurial skills significantly influence entrepreneurial readiness. Furthermore, the indirect effect between entrepreneurship education and entrepreneurial readiness through entrepreneurial skills is also significant. These findings indicate that entrepreneurial skills act as a partial mediating variable, bridging the influence of entrepreneurship education on students' readiness to start a business. Entrepreneurship education plays a crucial role in shaping and developing students' entrepreneurial skills. According to Jafar, et al. (2023), entrepreneurship education not only provides theoretical knowledge about business but also develops an entrepreneurial mindset and the practical skills needed for entrepreneurship. Through project-based learning, business simulations, and field practice activities, students can hone skills such as creativity, innovation, decision-making, and problem-solving in real-world contexts.

Entrepreneurial skills are a key factor linking entrepreneurship education and students' entrepreneurial readiness. Arifin et al. (2024) in his article emphasized that students with high levels of skills—such as innovation, business communication, risk management, and leadership—demonstrate a greater level of readiness to start a business. This is because these skills provide confidence and adaptability in the face of business uncertainty.

This finding aligns with research by Fayolle & Gailly (2015), which emphasized that entrepreneurial skills act as behavioral enablers that encourage students to transform entrepreneurial intentions into concrete actions. In other words, entrepreneurial skills are not only a product of the educational process but also a driving factor that increases an individual's readiness to become an entrepreneur.

Skills entrepreneurship can also develop through experience practical, such as apprenticeship or project entrepreneurship. In the context of this, education entrepreneurship that prioritizes experience direct can increase required skills for entrepreneurship. According to research by Moroz & Anderson (2010), experience practical in environment business real can increase skills entrepreneurship and, in turn , increase readiness entrepreneurship student.

Overall, the findings indicate that entrepreneurial skills serve as a significant mediator between entrepreneurship education and students' entrepreneurial readiness. Effective entrepreneurship education can develop relevant skills, and these skills subsequently enhance students' readiness to enter the world of entrepreneurship. Therefore, developing

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entrepreneurial skills should be a primary focus in the design of entrepreneurship education in higher education.

- *Entrepreneurial Self-Efficacy as a Mediator between Entrepreneurship Education and Readiness Student Entrepreneurship*

Entrepreneurial Self-Efficacy, which refers to the belief individual will his abilities For succeed in business, is factor important things that influence readiness entrepreneurship students. Research by (Saoula et al., 2023) shows that self-efficacy high entrepreneurial spirit can increase motivation and commitment student for start business. In South Sulawesi, where the culture entrepreneurship Still in stage development, important for student for own belief strong self in operate business.

These findings align with an international study by Zhang & Huang (2021) in Frontiers in Psychology, which stated that entrepreneurial self-efficacy fully mediates the relationship between entrepreneurship education and entrepreneurial readiness. These results are also consistent with research by Isma et al. (2023), who found that self-efficacy was the most powerful intervening variable compared to other variables such as entrepreneurial skills in improving entrepreneurial readiness among students.

Students with high self-efficacy (ESE) are better prepared to face challenges and risks, make decisions, create opportunities, and run businesses. Therefore, they are more prepared to become entrepreneurs than those with low ESE. Empirically, ESE has been shown to have a significant influence on entrepreneurial readiness or intention (Widati & Muawiyah, 2024).

In a broader context, entrepreneurial self-efficacy can be considered a crucial mediator linking entrepreneurship education to students' entrepreneurial readiness. By building self-confidence and providing appropriate support, entrepreneurship education can be more effective in preparing students to become successful entrepreneurs in the future. Theoretically, the results of this study reinforce Social Cognitive Theory, which positions self-efficacy as a key psychological factor in determining individual behavior and readiness to act. Entrepreneurship education serves as a learning context that shapes successful experiences, observes role models, and increases students' confidence in navigating uncertainties in the business world.

IV. CONCLUSION

Based on the research results, it can be concluded that entrepreneurship education has a positive and significant impact on students' entrepreneurial readiness. This indicates that the higher the quality of education students receive, the greater their readiness to start and develop independent businesses. Effective entrepreneurship education can shape an entrepreneurial mindset, increase motivation, and provide insights relevant to business practices.

Furthermore, entrepreneurial skills have been shown to mediate the relationship between entrepreneurship education and students' entrepreneurial readiness. This demonstrates that entrepreneurship education not only provides theoretical knowledge but also develops students' practical skills, such as innovation, decision-making, and business risk management. These skills are crucial factors in strengthening the influence of entrepreneurship education on entrepreneurial readiness.

Furthermore, Entrepreneurial Self-Efficacy has also been shown to be a mediator linking entrepreneurship education with students' entrepreneurial readiness. Good entrepreneurship education can build students' confidence in their ability to start and manage a business. High self-efficacy encourages students to be more prepared, courageous, and optimistic in facing entrepreneurial challenges. Overall, the results of this study confirm that entrepreneurship education has both direct and indirect effects on students' entrepreneurial readiness through improved skills and Entrepreneurial Self-Efficacy.

DECLARATION BY AUTHORS

- *Ethical Approval*

This study was conducted in accordance with ethical standards for research involving human participants. Ethical approval was obtained from the Ethics Committee of Makassar State University. All participants were informed about the purpose of the study and their participation was entirely voluntary. The confidentiality and anonymity of the respondents were strictly maintained throughout the research process.

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- *Conflict of Interest*

The authors declare that there is no conflict of interest regarding the publication of this article. All research processes, including data collection, analysis, and interpretation, were conducted objectively and independently without any financial, institutional, or personal relationships that could influence the results or conclusions of this study.

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