IJIBEC
Vol 10 No 1 2026
International Journal of Islamic Business and Economics
Available at https://e-journal.ungusdur.ac.id/ijibec/index
ISSN 2599-3216
E-ISSN 2615-420X

Entrepreneurship Practicum Learning and Entrepreneurial Intention among University Students: The Sequential Mediating Roles of Entrepreneurial Mindset and Self-Efficacy

Yudi Siyamto[1]*, Indah Piliyanti[2], Mochamad Rofik[3]

[13]Department of Management, Akademi Manajemen Administrasi Yogyakarta, Jalan Ringroad Selatan No.101 Kasihan Bantul Daerah Istimewa Yogyakarta 55183 Indonesia

[2]Department of Islamic Economics, Faculty of Islamic Business and Economics, Universitas Raden Mas Said Surakarta, Jalan Pandawa Kartasura Sukoharjo 57168 Indonesia

Correspondence email: yudi.siyamto@livecom

Article Info

Article History:

Received : 11 May 2026
Reviewed : 22 May 2026
Accepted : 10 June 2026
Published : 12 June 2026

Abstract

This study aims to examine the effect of entrepreneurship practicum learning on entrepreneurial intention through entrepreneurial mindset and entrepreneurial self-efficacy as serial mediators. Although entrepreneurship practicum learning has increasingly been implemented in higher education, the psychological mechanisms that explain how this type of learning shapes entrepreneurial intention remain relatively underexplored. The study employed a quantitative explanatory design involving 157 students participating in entrepreneurship practicum courses. Data were collected using a structured questionnaire and analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM). The findings indicate that entrepreneurship practicum learning positively affects entrepreneurial intention and entrepreneurial mindset. An entrepreneurial mindset was also found to positively influence entrepreneurial self-efficacy, while entrepreneurial self-efficacy significantly affected entrepreneurial intention. In addition, entrepreneurial mindset and entrepreneurial self-efficacy sequentially mediated the relationship between entrepreneurship practicum learning and entrepreneurial intention. These findings suggest that entrepreneurship practicum learning contributes to entrepreneurial intention through interconnected psychological mechanisms involving entrepreneurial mindset and entrepreneurial self-efficacy. The study extends entrepreneurship education literature by highlighting the complementary roles of Experiential Learning Theory, Social Cognitive Theory, and the Theory of Planned Behavior in explaining entrepreneurial intention among university students.

Keywords:

Entrepreneurship Practicum Learning; Entrepreneurial Mindset; Self-Efficacy; Entrepreneurial Intention; Experiential Learning

DOI: https://doi.org/10.28918/e2yc4602

JEL: L26, A23, D91, I23

1. Introduction

Entrepreneurship has become a strategic issue in higher education because universities are increasingly expected not only to produce graduates who seek employment but also individuals capable of creating jobs and contributing to economic development (Roslan, et al., 2022). In the contemporary global economy, entrepreneurship is widely recognized as a key driver of innovation, competitiveness, and sustainable economic growth (Sagar, 2024; Urbano & Aparicio, 2016). Through entrepreneurial activities, new business opportunities can emerge, supporting productivity and reducing dependence on the formal employment sector. However, employment challenges in Indonesia remain significant. According to BPS–Statistics Indonesia (2026), the Open Unemployment Rate (Tingkat Pengangguran Terbuka/TPT) reached 4.68% in February 2026, indicating that the labor market has not fully absorbed the increasing workforce. This situation highlights the urgent need for entrepreneurship development among university students as an alternative pathway for employment creation, economic resilience, and long-term national competitiveness in an increasingly dynamic and uncertain economic environment.

In this context, university students are expected to become young entrepreneurs capable of creating independent economic opportunities. Nevertheless, many students still tend to prioritize formal employment rather than entrepreneurial careers (Kusmintarti et al., 2014; Siyamto et al., 2026). Entrepreneurial intention has received considerable attention because it is widely regarded as a predictor of entrepreneurial behaviour (Ajzen, 1991; Krueger Jr et al., 2000). Previous studies have shown that entrepreneurship education may strengthen entrepreneurial intention, particularly through practical and experience-based learning activities (Liñán & Chen, 2009; Sari et al., 2025; Xanthopoulou & Sahinidis, 2025). These findings indicate that practical entrepreneurship practicum learning may play an important role in fostering entrepreneurial intention among university students.

Entrepreneurship education has increasingly shifted toward experiential learning approaches that emphasize direct involvement and practical experience. Based on Experiential Learning Theory, learning occurs through experience and active experimentation (Kolb et al., 2014). Entrepreneurship practicum learning is commonly implemented through business projects, simulations, and direct entrepreneurial activities. Previous studies suggest that experiential entrepreneurship practicum learning may enhance students' entrepreneurial competencies, business understanding, and engagement in entrepreneurial activities (Badzińska, 2021; Shekhar et al., 2017; Wang et al., 2025). These findings suggest that entrepreneurship practicum learning may play an important role in shaping students' entrepreneurial readiness.

One of the psychological aspects frequently discussed in entrepreneurship education is the entrepreneurial mindset. An entrepreneurial mindset reflects an individual's tendency to recognize opportunities, think innovatively, and respond adaptively to business challenges. This mindset may develop through active involvement in experiential and business-related learning activities. Through entrepreneurship practicum learning, students are directly engaged in real business situations that encourage them to think creatively, solve practical problems, and make business-related decisions. Previous studies have indicated that experiential learning activities are associated with the development of an entrepreneurial mindset among university students (Dyantyi-Gwanya et al., 2025; Machingura et al., 2023). Other studies also reported that entrepreneurship practicum learning activities emphasizing practical experience may support the development of entrepreneurial competencies and opportunity-oriented thinking (Xanthopoulou & Sahinidis, 2025). However, previous studies

have more frequently examined entrepreneurial mindset as an independent learning outcome, while its role within broader psychological mechanisms explaining entrepreneurial intention remains underexplored.

Another psychological factor frequently associated with entrepreneurial behavior is self-efficacy. Self-efficacy reflects an individual's belief in their capability to perform entrepreneurial tasks and manage business-related challenges. According to Social Cognitive Theory, direct experience is one of the primary sources of self-efficacy development because individuals tend to build stronger beliefs in entrepreneurial ability through repeated engagement in practical activities (Bandura, 1997). In entrepreneurship practicum learning, students are directly involved in business-related activities, which may strengthen their perceived competence in managing entrepreneurial tasks. Previous studies found that experiential entrepreneurship practicum learning may improve students' self-efficacy (Álvarez-Huerta et al., 2025; Hajji, 2024). In addition, students with stronger entrepreneurial mindset tendencies may also demonstrate greater perceived capability in dealing with entrepreneurial challenges and business uncertainty (Sari et al., 2025). These findings indicate that entrepreneurial mindset and self-efficacy may represent interconnected psychological processes within entrepreneurship Practicum Learning.

Self-efficacy is also closely related to entrepreneurial intention because individuals with stronger perceived entrepreneurial capability are generally more willing to pursue entrepreneurial careers. Within the Theory of Planned Behavior (TPB), self-efficacy is conceptually linked to perceived behavioral control, which, in turn, may influence entrepreneurial intention. Previous studies have reported positive associations between self-efficacy and entrepreneurial intention among university students (Koe et al., 2023; Xanthopoulou & Sahinidis, 2025). Students who believe they can handle business risks and challenges are more likely to demonstrate stronger entrepreneurial intentions. Previous research has generally examined the relationship between entrepreneurship education and entrepreneurial intention either through direct effects or through separate psychological variables such as entrepreneurial mindset and self-efficacy (Álvarez-Huerta et al., 2025; Sari et al., 2025). Several studies also focused on experiential entrepreneurship practicum learning in developing an entrepreneurial mindset and self-efficacy (Dyantyi-Gwanya et al., 2025; Hajji, 2024).

Although previous studies have examined the relationship between entrepreneurship education and entrepreneurial intention through direct effects or individual psychological variables such as entrepreneurial mindset and entrepreneurial self-efficacy (Álvarez-Huerta et al., 2025; Sari et al., 2025), studies focusing on entrepreneurship practicum learning as an experiential learning approach remain relatively limited. Several studies have also separately discussed the role of entrepreneurial mindset and entrepreneurial self-efficacy in entrepreneurship education contexts (Dyantyi-Gwanya et al., 2025; Hajji, 2024). However, limited studies have integrated entrepreneurship practicum learning, entrepreneurial mindset, entrepreneurial self-efficacy, and entrepreneurial intention within a sequential psychological mechanism in higher education entrepreneurship research.

In this study, the entrepreneurial mindset is conceptualized as an antecedent of self-efficacy within the sequential psychological mechanism underlying entrepreneurial intention. Therefore, this study intends to develop a serial mediation model linking entrepreneurship practicum learning, entrepreneurial mindset, self-efficacy, and entrepreneurial intention. The objective of this study is to examine the effect of entrepreneurship practicum learning on entrepreneurial intention through entrepreneurial

mindset and self-efficacy as serial mediators. This study contributes to entrepreneurship education literature by explaining how entrepreneurship practicum learning shapes entrepreneurial intention through the sequential roles of entrepreneurial mindset and self-efficacy.

Based on the proposed conceptual framework, entrepreneurship practicum learning is expected to strengthen students' entrepreneurial mindset through direct entrepreneurial experiences. Furthermore, students with stronger entrepreneurial mindset tendencies are expected to develop stronger beliefs in their entrepreneurial capabilities, which subsequently contributes to entrepreneurial intention. In addition, entrepreneurship practicum learning may directly influence entrepreneurial intention, as students are exposed to entrepreneurial activities during the practicum. Accordingly, the hypotheses proposed in this study are as follows:

H1: *Entrepreneurship practicum learning positively affects entrepreneurial intention.*
H2: *Entrepreneurship practicum learning positively affects entrepreneurial mindset.*
H3: *Entrepreneurial mindset positively affects self-efficacy.*
H4: *Self-efficacy positively affects entrepreneurial intention.*
H5: *Self-efficacy mediates the relationship between entrepreneurial mindset and entrepreneurial intention.*
H6: *Entrepreneurship practicum learning indirectly affects entrepreneurial intention through the sequential mediation of entrepreneurial mindset and self-efficacy.*

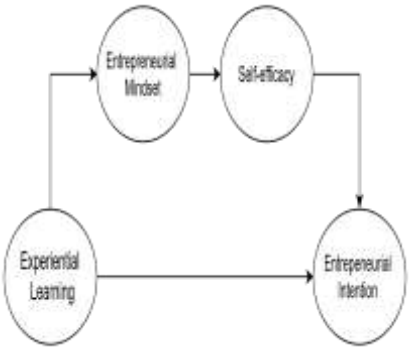

Figure 1. Conceptual framework

2. Method

This study employed a quantitative, explanatory research design to examine the relationships among entrepreneurship practicum learning, entrepreneurial mindset, self-efficacy, and entrepreneurial intention. The study specifically investigated the serial mediating roles of entrepreneurial mindset and self-efficacy in the relationship between entrepreneurship practicum learning and entrepreneurial intention. A quantitative approach was considered appropriate because the study aimed to empirically test causal relationships among latent variables using statistical analysis (Hair et al., 2019).

The population consisted of all students enrolled in entrepreneurship practicum courses at Akademi Manajemen Administrasi Yogyakarta, Indonesia, totalling 176 students. A total sampling technique was applied, meaning that all members of the population were included as respondents. The questionnaires were distributed online via Google Forms from January to February 2026, through the end of the entrepreneurship practicum course. The distribution process was coordinated with course instructors to ensure that the questionnaires reached all enrolled students. Before completing the questionnaire, respondents were informed of the study's purpose and assured that their responses would

be kept confidential and used solely for research. Students voluntarily participated in the study by completing the questionnaire independently. Of the 176 distributed questionnaires, 157 were considered valid and eligible for further analysis, while the remaining were excluded due to incomplete or inconsistent responses. Therefore, the usable response rate reached 89.20%, indicating that the data were adequate for PLS-SEM analysis. The sample size also met the recommended minimum for PLS-SEM with multiple latent constructs (Hair et al., 2019).

Data were collected using a structured online questionnaire distributed via Google Forms. Participation in this study was voluntary, and respondents were informed that their responses would remain anonymous and confidential. All participants provided informed consent before completing the questionnaire. To minimize common-method bias, respondents were assured that there were no right or wrong answers and encouraged to provide honest responses. All questionnaire items were measured using a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. Before the main survey, the instrument was pilot-tested with 30 students with characteristics similar to those of the actual respondents. The pilot test aimed to evaluate the validity and reliability of the measurement items before they were distributed to the main sample. Item validity was assessed using corrected item-total correlation, while reliability was evaluated using Cronbach's Alpha coefficient. The results showed that all items achieved corrected item-total correlation values above 0.30 and Cronbach's Alpha values greater than 0.70, indicating satisfactory validity and reliability of the measurement instrument (Raubenheimer, 2004; Santoso, 2017; Streiner, 2003).

Entrepreneurship practicum learning was measured using four items adapted from previous studies on experiential entrepreneurship Practicum Learning, which emphasize direct learning experiences in entrepreneurship education (Badzińska, 2021; Kolb et al., 2014). The entrepreneurial mindset was measured using three items adapted from prior studies on proactive orientation, opportunity recognition, and innovative behavior (Cui et al., 2021; Dyantyi-Gwanya et al., 2025). Self-efficacy was measured using three items assessing students' perceived capability to perform entrepreneurial activities and overcome business-related challenges (Hajji, 2024; Zhao et al., 2005). Entrepreneurial intention was measured using five items related to students' willingness and commitment to pursue entrepreneurship as a future career (Koe et al., 2023; Liñán & Chen, 2009).

Based on the proposed conceptual framework, the structural equations were specified as follows:

$$EM = \beta_1 EPL + \varepsilon_1 \quad (1)$$

$$SE = \beta_2 EM + \varepsilon_2 \quad (2)$$

$$EI = \beta_3 EPL + \beta_4 EM + \beta_5 SE + \varepsilon_3 \quad (3)$$

Data analysis was conducted using SmartPLS 4 software for Partial Least Squares-Structural Equation Modeling (PLS-SEM). PLS-SEM was selected because the study aimed to examine predictive relationships among latent variables and simultaneously test serial mediation effects (Hair et al., 2019). The analysis procedure involved two stages: outer model evaluation and inner model evaluation. The outer model assessment included convergent validity based on outer loadings and Average Variance Extracted (AVE), discriminant validity using the Fornell–Larcker criterion and the Heterotrait–Monotrait Ratio (HTMT), and construct reliability using Composite Reliability and Cronbach's Alpha. Meanwhile, the inner model evaluation involved examining path coefficients, coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and hypothesis testing using the bootstrapping procedure with 5,000 resamples (Hair et al., 2019).

3. Result and Discussion

A total of 168 questionnaires were distributed to students enrolled in entrepreneurship practicum courses. After data screening, 157 questionnaires were deemed valid and eligible for analysis, yielding a usable response rate of 93.45%. The excluded questionnaires contained incomplete responses or inconsistent answers. The high response rate indicates that the collected data were sufficiently representative for further statistical analysis. The measurement model was evaluated to examine the validity and reliability of the research constructs. Convergent validity (Table 1) was assessed using outer loading values and Average Variance Extracted (AVE). According to Hair et al. (2022), outer loadings above 0.70 and AVEs above 0.50 indicate acceptable convergent validity.

Table 1. Outer Model, Reliability, and Convergent Validity Tests

Variable	Item	Statement	Loading Factor	CA	CR	AVE
Experiential Practicum Learning	EL1	Direct business experience	0.933	0.946	0.946	0.860
	EL2	Application of theory into practice	0.933			
	EL3	Experience-based learning	0.930			
	EL4	Business opportunity identification	0.912			
Entrepreneurial Mindset	EM1	Proactive opportunity seeking	0.928	0.909	0.912	0.847
	EM2	Innovative thinking	0.936			
	EM3	Creative problem-solving approach	0.896			
Self-efficacy	SE1	Confidence in starting a business	0.942	0.931	0.932	0.879
	SE2	Ability to overcome business obstacles	0.941			
	SE3	Confidence in managing business activities	0.930			
Entrepeneurial Intention	EI1	Intention to start a business	0.933	0.946	0.951	0.823
	EI2	Commitment to continue business activities	0.871			
	EI3	Interest in becoming an entrepreneur	0.925			
	EI4	Entrepreneurial career preference	0.914			
	EI5	Persistence in running a business	0.893			

The results show that all indicators achieved loading factor values above 0.70, ranging from 0.871 to 0.942. In addition, all AVE values exceeded the recommended threshold of 0.50, indicating satisfactory convergent validity. The Composite Reliability and Cronbach's Alpha values for all constructs were also above 0.70, confirming adequate construct reliability and internal consistency. Therefore, all constructs were considered valid and reliable for further structural model analysis.

Table 2. Discriminant Validity Based on Fornell–Larcker and HTMT

Variable	Experiential Learning	Entrepreneurial Mindset	Self-efficacy	Entrepreneurial Intention
Entrepreneurship Practicum Learning	**0.927**	0.829	0.850	0.782
Entrepreneurial Mindset	0.892	**0.920**	0.869	0.831
Self-efficacy	0.905	0.944	**0.938**	0.843
Entrepreneurial Intention	0.821	0.890	0.893	**0.907**

Note: The bold diagonal values show the square root of AVE (Fornell–Larcker criterion). The values below the diagonal are correlations between constructs, and those above the diagonal are HTMT ratios.

Discriminant validity was evaluated using the Fornell–Larcker criterion and the Heterotrait–Monotrait Ratio (HTMT) (Table 2). The results indicated that the square root of

each construct's AVE exceeded its inter-construct correlations, demonstrating satisfactory discriminant validity under the Fornell–Larcker criterion. In addition, all HTMT values remained below the acceptable threshold of 0.95, indicating acceptable discriminant validity among the constructs (Hair et al., 2021; Henseler et al., 2015; Sarstedt et al., 2019). Although several HTMT values approached 0.90, this condition remains acceptable considering the conceptual relatedness among the constructs examined in this study. Overall, these findings confirm that the measurement model meets the requirements for discriminant validity.

The structural model evaluation was conducted by examining the coefficient of determination (R^2), predictive relevance (Q^2), multicollinearity, and model fit (Table 3). The R^2 value for Entrepreneurial Mindset was 0.688, indicating that entrepreneurship practicum learning explained 68.8% of the variance in Entrepreneurial Mindset. Self-Efficacy had an R^2 of 0.756, indicating that Entrepreneurial Mindset explained 75.6% of the variance in Self-Efficacy. Meanwhile, Entrepreneurial Intention showed an R^2 value of 0.726, meaning that Entrepreneurial Practicum Learning, Entrepreneurial Mindset, and Self-Efficacy collectively explained 72.6% of the variance in Entrepreneurial Intention. Furthermore, all Q^2 values were greater than zero, indicating that the proposed model had adequate predictive relevance. The VIF values for all constructs were below the threshold value of 5, suggesting that multicollinearity was not a concern in the structural model. In addition, the SRMR value of 0.068 indicated acceptable model fit, as it remained below the recommended cut-off of 0.08.

Table 3. Structural Model Evaluation: Adjusted R-squared, Stone–Geisser's Q^2, VIF, and SRMR

Variable	R^2	Adjusted R^2	Q^2	VIF	SRMR
Entrepreneurial Mindset	0.688	0.686	0.575	1.000	
Self-efficacy	0.756	0.754	0.656	1.000	0.068
Entrepreneurial Intention	0.726	0.723	0.580	3.606	

Hypothesis testing was conducted using the bootstrapping procedure in SmartPLS 4. The significance of the relationships among variables was evaluated based on path coefficients, t-statistics, and p-values.

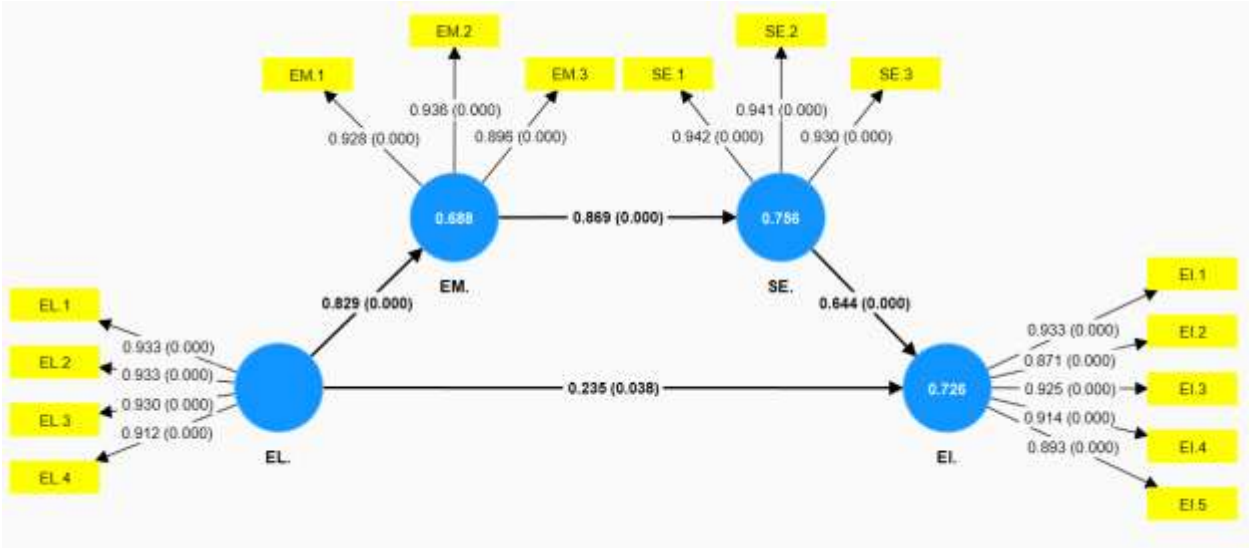

Figure 1. Structural model

The results showed that entrepreneurship Practicum Learning demonstrated a weak but statistically significant positive effect on Entrepreneurial Intention (β = 0.235; p = 0.038), supporting H1. The effect size was relatively small (f^2 = 0.056), indicating that entrepreneurship practicum learning may influence entrepreneurial intention more strongly

through underlying psychological mechanisms. Entrepreneurship practicum learning also positively affected Entrepreneurial Mindset (β = 0.829; p < 0.001), supporting H2. The effect size was very large (f^2 = 2.201), indicating that entrepreneurship practicum learning strongly contributed to the development of proactive and opportunity-oriented thinking among students. Furthermore, Entrepreneurial Mindset positively influenced Self-Efficacy (β = 0.869; p < 0.001), supporting H3. The result also demonstrated a very large effect size (f^2 = 3.091), suggesting that students with stronger entrepreneurial mindset tendencies were more likely to develop confidence in their entrepreneurial capabilities and their ability to manage business-related challenges. Self-Efficacy positively influenced Entrepreneurial Intention (β = 0.644; p < 0.001), supporting H4. The effect size was large (f^2 = 0.420), implying that students who believed in their entrepreneurial abilities tended to show stronger intentions to pursue entrepreneurship as a future career.

Table 4. Results of Direct and Indirect Effects Testing

Path	β	Bias-Corrected 95% CI	t-value	p-value	f^2	Result
(H1) EL → EI	0.235	-0.021 - 0.426	2.072	0.038	0.056	Supported
(H2) EL → EM	0.829	0.732 - 0.887	21.155	0.000	2.201	Supported
(H3) EM → SE	0.869	0.783 - 0.920	25.087	0.000	3.091	Supported
(H4) SE → EI	0.644	0.446 - 0.856	6.172	0.000	0.420	Supported
(H5) EM → SE → EI	0.560	0.371 - 0.753	5.704	0.000	-	Supported
(H6) EL → EM → SE → EI	0.464	0.294 - 0.636	5.290	0.000	-	Supported

The indirect effect analysis further revealed that Self-Efficacy significantly mediated the relationship between Entrepreneurial Mindset and Entrepreneurial Intention (β = 0.560; p < 0.001), supporting H5. This result suggests that an entrepreneurial mindset contributes to entrepreneurial intention by strengthening entrepreneurial confidence. Finally, the serial mediation analysis showed that entrepreneurship practicum learning indirectly affected entrepreneurial intention through the sequential mediation of Entrepreneurial Mindset and Self-Efficacy (β = 0.464; p < 0.001), supporting H6. This finding indicates that entrepreneurship practicum learning contributes to entrepreneurial intention not only directly but also indirectly through interconnected psychological processes involving entrepreneurial mindset and self-efficacy.

The findings of this study indicate that entrepreneurship practicum learning plays an important role in shaping students' entrepreneurial intention both directly and indirectly through entrepreneurial mindset and self-efficacy. Overall, the results suggest that entrepreneurship practicum learning activities that emphasize direct business experience may contribute not only to students' entrepreneurial interest but also to the development of psychological readiness associated with entrepreneurial behavior. These findings support the view that entrepreneurship education becomes more meaningful when students are actively involved in practical, experience-based learning.

The results showed that entrepreneurship practicum learning positively affected entrepreneurial intention. This finding indicates that direct involvement in entrepreneurial activities may encourage students to develop a stronger interest and readiness toward entrepreneurship as a future career option. From the perspective of Experiential Learning Theory, direct entrepreneurial experience enables students to construct knowledge through active experimentation and reflective learning, which may strengthen their entrepreneurial readiness and intention to engage in entrepreneurial activities (Kolb et al., 2014). This finding may also be associated with the Theory of Planned Behavior, suggesting that practical entrepreneurship practicum learning may strengthen students' perceived

behavioral control toward entrepreneurial activities, thereby increasing entrepreneurial intention (Ajzen, 1991). The result is consistent with previous studies reporting that experiential entrepreneurship practicum learning positively contributes to entrepreneurial intention among university students (Sari et al., 2025; Xanthopoulou & Sahinidis, 2025). However, the relatively moderate direct effect found in this study suggests that entrepreneurship practicum learning alone may not fully explain entrepreneurial intention without considering students' psychological processes during the learning experience.

The findings further revealed that entrepreneurship practicum learning positively affected the entrepreneurial mindset. Students who were actively involved in entrepreneurship practicum activities tended to develop more proactive, opportunity-oriented, and innovative ways of thinking. Experiential Learning Theory suggests that cognitive development may emerge through concrete experience, reflective observation, and active experimentation, which may encourage students to develop adaptive and opportunity-oriented thinking patterns (Kolb et al., 2014). Direct exposure to business-related activities may also encourage students to become more adaptable in dealing with uncertainty and in problem-solving. These findings are consistent with previous studies showing that experiential entrepreneurship practicum learning contributes to the development of an entrepreneurial mindset and to students' ability to recognize opportunities (Cui et al., 2021; Dyantyi-Gwanya et al., 2025).

This study also found that an entrepreneurial mindset positively influenced self-efficacy. Students with stronger entrepreneurial mindset tendencies were more likely to demonstrate greater confidence in their capability to perform entrepreneurial activities and overcome business-related challenges. According to Social Cognitive Theory, individuals tend to develop stronger self-efficacy when they perceive themselves as capable of understanding and managing challenging situations through cognitive readiness and prior experience (Bandura, 1997). Students who become more proactive and opportunity-oriented through the entrepreneurship practicum learning may consequently develop stronger beliefs in their entrepreneurial capabilities. The findings are consistent with previous studies reporting positive relationships between entrepreneurial mindset and self-efficacy (Hajji, 2024; Sari et al., 2025). The result further indicates that entrepreneurship education may strengthen students' entrepreneurial confidence not only through direct business experience but also through the development of adaptive entrepreneurial thinking patterns.

Furthermore, self-efficacy positively affected entrepreneurial intention. Students who believed in their entrepreneurial capability were more likely to demonstrate stronger entrepreneurial intention. Within the Theory of Planned Behavior, self-efficacy is conceptually associated with perceived behavioral control, which reflects individuals' perceptions regarding their capability to perform a particular behavior (Ajzen, 1991). Therefore, students with stronger entrepreneurial self-efficacy may demonstrate stronger entrepreneurial intention because they perceive entrepreneurship as more achievable and manageable. The result is also consistent with previous studies that have identified self-efficacy as an important predictor of entrepreneurial intention among university students (Koe et al., 2023; Xanthopoulou & Sahinidis, 2025). Similar findings were also reported by Siyamto et al. (2026), who found that self-efficacy significantly influenced entrepreneurial intention among university students in Indonesia before their involvement in entrepreneurship practicum activities. The study further emphasized that students' confidence in their entrepreneurial capabilities plays an important psychological role in

transforming external support into entrepreneurial motivation and intention. In the present study, self-efficacy appears to function as an important psychological mechanism, developed through entrepreneurship practicum learning experiences, that subsequently strengthens students' readiness to pursue entrepreneurial careers.

The mediation analysis further demonstrated that self-efficacy mediated the relationship between entrepreneurial mindset and entrepreneurial intention. This finding suggests that an entrepreneurial mindset may not directly translate into entrepreneurial intention unless students also develop confidence in their entrepreneurial abilities. Students who think proactively and recognize business opportunities may still require confidence in their ability to execute entrepreneurial activities before forming stronger entrepreneurial intentions. From the perspective of Social Cognitive Theory, cognitive orientation alone may not be sufficient to encourage behavioral intention unless individuals also develop beliefs regarding their capability to perform the behavior (Bandura, 1997). This finding extends entrepreneurship education research by suggesting that entrepreneurial mindset and self-efficacy may operate as interconnected psychological mechanisms rather than independent factors.

More importantly, this study found that entrepreneurship practicum learning indirectly affected entrepreneurial intention through the sequential mediation of entrepreneurial mindset and self-efficacy. This result indicates that practical entrepreneurship practicum learning contributes to entrepreneurial intention through a gradual psychological process. Students first develop entrepreneurial ways of thinking through direct entrepreneurial experiences, which subsequently strengthen their confidence in performing entrepreneurial activities and eventually encourage stronger entrepreneurial intention. The sequential mediation finding also illustrates the complementary relationship among Experiential Learning Theory, Social Cognitive Theory, and the Theory of Planned Behavior. Entrepreneurship practicum learning provides experiential processes that shape the entrepreneurial mindset, thereby strengthening self-efficacy and ultimately influencing entrepreneurial intention. While previous studies often examined entrepreneurial mindset or self-efficacy separately, the present study highlights the possibility that both variables may operate sequentially within the entrepreneurship practicum learning process.

The findings contribute to entrepreneurship education literature by suggesting that entrepreneurship practicum learning may influence entrepreneurial intention through interconnected psychological processes involving entrepreneurial mindset and entrepreneurial self-efficacy. Rather than functioning solely as a direct instructional activity, entrepreneurship practicum learning appears to facilitate the development of adaptive thinking patterns and entrepreneurial confidence, thereby supporting students' entrepreneurial readiness. In this context, the study provides additional insight into the complementary roles of Experiential Learning Theory, Social Cognitive Theory, and the Theory of Planned Behaviour in explaining entrepreneurial intention among university students.

From a practical perspective, the findings imply that entrepreneurship education may benefit from learning environments that encourage active participation, direct business exposure, and reflective learning experiences. Practice-oriented learning activities such as business simulations, project-based entrepreneurship, and direct entrepreneurial practice may help students develop not only entrepreneurial knowledge but also psychological readiness associated with entrepreneurial behavior. Nevertheless, the study used a cross-sectional design and involved respondents from a single higher education institution, which

may limit the generalizability of the findings. Future studies may adopt longitudinal designs and broader research settings while incorporating additional psychological and contextual variables related to entrepreneurial intention.

4. Conclusion

This study concludes that entrepreneurship practicum learning contributes to students' entrepreneurial intention not only directly but also through interconnected psychological processes involving entrepreneurial mindset and entrepreneurial self-efficacy. The findings indicate that experiential entrepreneurship learning encourages students to develop opportunity-oriented thinking patterns, adaptive problem-solving abilities, and stronger confidence in their entrepreneurial capabilities. In this context, entrepreneurial intention emerges not merely from exposure to entrepreneurship education, but from students' readiness to perceive entrepreneurship as achievable and manageable through direct business-related experiences.

The study also reflects the complementary roles of Experiential Learning Theory, Social Cognitive Theory, and the Theory of Planned Behavior in explaining entrepreneurial intention among university students. Entrepreneurship practicum learning provides concrete experiences that stimulate entrepreneurial mindset development, while entrepreneurial mindset subsequently strengthens entrepreneurial self-efficacy, which ultimately supports entrepreneurial intention. These findings imply that higher education institutions may strengthen entrepreneurship education by creating learning environments that emphasize active participation, business simulations, project-based entrepreneurship, reflective learning, and direct entrepreneurial exposure. Such approaches may help bridge the gap between theoretical entrepreneurship education and students' psychological readiness to engage in entrepreneurial careers.

Despite these contributions, the study has several limitations. The research was conducted within a single higher education institution and primarily focused on psychological variables associated with entrepreneurship practicum learning, which may limit the broader generalizability of the findings. In addition, the cross-sectional design does not fully capture the long-term development of entrepreneurial intention and entrepreneurial behavior. Future studies are therefore encouraged to involve more diverse educational settings, apply longitudinal approaches, and incorporate additional variables such as entrepreneurial resilience, social support, entrepreneurial passion, and digital entrepreneurial competence to provide a more comprehensive understanding of how entrepreneurship education shapes entrepreneurial behavior after graduation.

Acknowledgment

The authors would like to express their sincere gratitude to all students who participated in this study and provided valuable responses during data collection. The authors also thank Akademi Manajemen Administrasi Yogyakarta and the entrepreneurship course instructors for their support and assistance throughout this research. In addition, the authors appreciate the constructive feedback and suggestions from colleagues and reviewers, which helped improve this study.

How to Cite
Siyamto, Y., Piliyanti, I., & Rofik, M. (2026). *Entrepreneurship practicum learning and students' entrepreneurial intention: The mediating roles of entrepreneurial mindset and self-efficacy*. *International Journal of Islamic Business and Economics (IJIBEC)*, *10*(1), 28-42. https://doi.org/10.28918/e2yc4602

Conflict of Interest Statement: The authors declare that the research was conducted without any commercial or financial relationships that could be construed as a potential conflict of interest.

Author Contributions Statement: Y.S. contributed to the conceptualization of the study, research design, data collection, data analysis, interpretation of findings, and manuscript drafting. **I.P.** contributed to the theoretical framework development, methodology review, validation of the research instrument, and critical revision of the manuscript. **M.R.** contributed to data interpretation, supervision of the research process, manuscript editing, and final approval of the submitted version. All authors have read and approved the final manuscript and agreed to the published version of the article.

AI Usage Statement: The authors declare that Artificial Intelligence (AI) tools were used only for language editing, grammar checking, and improving manuscript clarity. AI was not used for research design, data analysis, interpretation, or conclusion development. All intellectual and scientific contributions were conducted solely by the authors, who take full responsibility for the originality, accuracy, and integrity of this manuscript. AI tools are not listed as authors or contributors.

References

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, *50*(2), 179–211. https://doi.org/10.1016/0749-5978(91)90020-T

Álvarez-Huerta, P., Muela, A., & Larrea, I. (2025). Longitudinal Analysis of Creative and Entrepreneurial Self-Efficacy in Undergraduates. *The Journal of Creative Behavior*, *59*(2), e1532. https://doi.org/10.1002/jocb.1532

Badzińska, E. (2021). Experiential and result-driven entrepreneurship education: evidence from an international project. *Przedsiębiorczość-Edukacja*, *17*(1), 77–89. https://doi.org/10.24917/20833296.171.6

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman and Company.

BPS - Statistics Indonesia. (2026, May 5). *Tingkat Pengangguran Terbuka (TPT) sebesar 4,68 persen. Rata-rata upah buruh sebesar 3,29 juta rupiah.* Badan Pusat Statistik (BPS - Statistics Indonesia). https://www.bps.go.id/id/pressrelease/2026/05/05/2574/tingkat-pengangguran-terbuka--tpt--sebesar-4-68-persen--rata-rata-upah-buruh-sebesar-3-29-juta-rupiah-.html

Cui, J., Sun, J., & Bell, R. (2021). The impact of entrepreneurship education on the entrepreneurial mindset of college students in China: The mediating role of inspiration and the role of educational attributes. *The International Journal of Management Education*, *19*(1), 100296. https://doi.org/10.1016/j.ijme.2019.04.001

Dyantyi-Gwanya, N., Faleni, N., & Ncanywa, T. (2025). Fostering Entrepreneurial Mindset: Insights from Chemistry Students at a South African University. *Interdisciplinary Journal of Education Research*, *7*(s1), 1–12. https://doi.org/10.38140/ijer-2025.vol7.s1.05

Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). *Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R* (Ed.1st). Springer International Publishing. https://doi.org/10.1007/978-3-030-80519-7

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, *31*(1), 2–24. https://doi.org/10.1108/EBR-11-2018-0203

Hajji, N. (2024). Developing Entrepreneurial Leadership in Students: An Immersive Experiential Learning Retreat. *International Conference on Education Research*, *1*(1), 438–441. https://doi.org/10.34190/icer.1.1.3188

Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, *43*(1), 115–135. https://doi.org/10.1007/s11747-014-0403-8

Koe, W.-L., Nordin, N. M., & Yeo, B. L. (2023). *The Effect of Online Student Engagement on University Students' Entrepreneurial Intention*. 604–614. https://doi.org/10.15405/epfe.23081.53

Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (2014). Experiential learning theory: Previous research and new directions. In *Perspectives on thinking, learning, and cognitive styles* (pp. 227–247). Routledge.

Krueger Jr, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, *15*(5–6), 411–432.

Kusmintarti, A., Thoyib, A., Ashar, K., & Maskie, G. (2014). The relationships among entrepreneurial characteristics, entrepreneurial attitude, and entrepreneurial intention. *IOSR Journal of Business and Management*, *16*(6), 25–32.

Liñán, F., & Chen, Y. (2009). Development and Cross–Cultural Application of a Specific Instrument to Measure Entrepreneurial Intentions. *Entrepreneurship Theory and Practice*, *33*(3), 593–617. https://doi.org/10.1111/j.1540-6520.2009.00318.x

Machingura, T. F., Nkala, D., M Madzikanda, G., & Machingura, T. (2023). Study of Effective Instructional Methodologies to Promote Entrepreneurial Mindset in University

Students of Midlands State University. *International Journal of Research in Social Science and Humanities*, *04*(10), 08–16. https://doi.org/10.47505/IJRSS.2023.V4.10.2

Raubenheimer, J. (2004). An item selection procedure to maximise scale reliability and validity. *SA Journal of Industrial Psychology*, *30*(4), 59–64. https://doi.org/10.4102/sajip.v30i4.168

Roslan, M. H. H., Hamid, S., Ijab, M. T., Yusop, F. D., & Norman, A. A. (2022). Social entrepreneurship in higher education: challenges and opportunities. *Asia Pacific Journal of Education*, *42*(3), 588-604.

Sagar, S. (2024). Entrepreneurship: Catalyst for Innovation and Economic Growth. *Entrepreneurship: Catalyst for Innovation and Economic Growth*, *9*(1), 1–12.

Santoso, A. (2017). Comparing t Test, rit Significance Test, and rit Criteria for Item Selection Method: A Simulation Study. *ANIMA Indonesian Psychological Journal*, *32*(2), 99–108. https://doi.org/10.24123/aipj.v32i2.588

Sari, J., Satria, V. H., & Pradhani, F. A. (2025). Developing Entrepreneurial Competence among University Students through Gamification-based Entrepreneurship Education. *Jurnal Entrepreneur Dan Entrepreneurship*, *14*(2), 83–100. https://doi.org/10.37715/jee.v14i2.5732

Sarstedt, M., Hair, J. F., Cheah, J.-H., Becker, J.-M., & Ringle, C. M. (2019). How to Specify, Estimate, and Validate Higher-Order Constructs in PLS-SEM. *Australasian Marketing Journal*, *27*(3), 197–211. https://doi.org/10.1016/j.ausmj.2019.05.003

Shekhar, P., Huang-Saad, A., Libarkin, J., Cummings, R., & Tafurt, V. (2017). Assessment of Student Learning in an Entrepreneurship Practicum Course. *2017 ASEE Annual Conference & Exposition Proceedings*, 18359. https://doi.org/10.18260/1-2--27639

Siyamto, Y., Budiningrum, E. W., & Wijayanti, I. D. S. (2026). Membangun Niat Berwirausaha Mahasiswa melalui Self-efficacy dan Dukungan Lingkungan. *JPEK (Jurnal Pendidikan Ekonomi Dan Kewirausahaan)*, *10*(1), 1–11. https://doi.org/10.29408/jpek.v10i1.32850

Streiner, D. L. (2003). Starting at the Beginning: An Introduction to Coefficient Alpha and Internal Consistency. *Journal of Personality Assessment*, *80*(1), 99–103. https://doi.org/10.1207/S15327752JPA8001_18

Urbano, D., & Aparicio, S. (2016). Entrepreneurship capital types and economic growth: International evidence. *Technological Forecasting and Social Change*, *102*, 34–44. https://doi.org/10.1016/j.techfore.2015.02.018

Wang, Y., Fu, Y., Wu, X., Deng, H., Ruan, Y., Liu, C., Chen, C., Gao, Y., You, H., Sun, C., Liu, Y., Zhang, X., Zhang, J., Huang, J., Dong, S., & Wu, J. (2025). Integrating experiential learning theory with innovation and entrepreneurship education: a qualitative study on Chinese medical students. *BMC Medical Education*, *25*(1), 1227. https://doi.org/10.1186/s12909-025-07804-5

Xanthopoulou, P., & Sahinidis, A. (2025). Exploring the Impact of Entrepreneurship Education on Social Entrepreneurial Intentions: A Diary Study of Tourism Students. *Administrative Sciences*, *15*(3), 111. https://doi.org/10.3390/admsci15030111

Zhao, H., Seibert, S. E., & Hills, G. E. (2005). The Mediating Role of Self-Efficacy in the Development of Entrepreneurial Intentions. *Journal of Applied Psychology*, *90*(6), 1265–1272. https://doi.org/10.1037/0021-9010.90.6.1265