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The Influence of Family Support, Digital Competence, and Entrepreneurship Education on International Entrepreneurial Intention with Entrepreneurial Self-Efficacy as a Mediating Variable on Gen Z Students in Batam City

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Abstract: Unemployment remains a persistent challenge in Indonesia because employment opportunities and labor absorption have not expanded proportionately with the number of job seekers. Entrepreneurship offers an alternative, yet international entrepreneurial interest among Generation Z students remains limited. This investigation explores how digital competence, familial support, and entrepreneurship education shape international entrepreneurial intention among Generation Z students in Batam City, a free trade zone, while also assessing whether entrepreneurial self-efficacy functions as an intervening mechanism in these relationships. A quantitative causal-comparative design was applied to 259 students selected through non-probability sampling. Data were obtained through an online survey comprising 25 items and subsequently processed using descriptive statistical procedures and partial least squares structural equation modeling. The empirical results indicate that digital competence and familial support exerted positive and statistically meaningful influences on international entrepreneurial intention. In contrast, neither entrepreneurship education nor entrepreneurial self-efficacy demonstrated a significant direct association with such intention. Moreover, entrepreneurial self-efficacy was not found to serve as a significant intervening mechanism linking entrepreneurship education to international entrepreneurial intention. The distinct contribution of this research lies in its simultaneous consideration of technological capability, household support, educational exposure, and psychological factors as antecedents of international entrepreneurial intention among Generation Z students situated within Batam City's strategically positioned cross-border economic environment.

Keyword: Digital Competence, Entrepreneurial Self-Efficacy, Entrepreneurship Education, Family Support, International Entrepreneurial Intention

INTRODUCTION

Unemployment remains a serious challenge in Indonesia because employment growth and labor absorption do not always keep pace with the number of job seekers (Asmara & Saleh, 2024; Awaludin et al., 2024). This condition can constrain economic development and

reinforces the need for alternative pathways to employment creation. Entrepreneurship offers one such pathway by enabling individuals to create income-generating activities and new employment opportunities (Lim et al., 2024).

Entrepreneurship has expanded into several forms, including digital and international entrepreneurship, as technological development changes how opportunities are identified and exploited (Fernandes et al., 2022; Paul et al., 2023). International entrepreneurial intention refers to an individual's intention to initiate, build, develop, and manage an internationally oriented business venture (Yang et al., 2025). This issue is especially relevant to Generation Z because this cohort has grown up with technologies that provide broader access to information, digital platforms, and international markets (Nkwei et al., 2023).

International entrepreneurial intention is not formed instantaneously; rather, its development is influenced by an interplay of individual attributes and external environmental conditions (Jannesari, 2022). Digital competence can facilitate the use of technology for identifying and exploiting entrepreneurial opportunities, while family support can strengthen confidence in making entrepreneurial decisions. The relevance of technology-related capabilities is also evident in Batam's entrepreneurial context; Sentoso et al. (2024) found that technology orientation positively contributed to MSME business performance. Entrepreneurship education contributes knowledge and skills needed to recognize business opportunities (Saoula et al., 2025), while entrepreneurial self-efficacy denotes an individual's perceived confidence in their ability to successfully carry out tasks associated with entrepreneurial activities (Wardana et al., 2024). Accordingly, these determinants are pertinent to understanding how globally oriented entrepreneurial intentions are developed among young adults.

International entrepreneurial intention refers to an individual's preparedness and inclination to initiate and expand business activities across national boundaries rather than remaining confined to domestic markets (Jannesari, 2022; Yang et al., 2025). Digital competence refers to the capacity to use digital technology effectively, including accessing, evaluating, and managing information (Scheel et al., 2022). In an international entrepreneurship context, these capabilities can support opportunity identification, communication with customers across borders, and the operation of digital business platforms. Empirical studies consistently associate stronger digital capabilities with higher entrepreneurial intention (Kang et al., 2024; Ta et al., 2025; Triyono et al., 2023).

H1: Digital competence has a positive and significant effect on international entrepreneurial intention.

Familial support comprises emotional encouragement, moral reinforcement, and financial assistance that may substantially influence an individual's entrepreneurial decision-making. In the Indonesian Generation Z context, supportive family environments have been identified as relevant to entrepreneurial intention (Kesumahati et al., 2025). International business may involve greater uncertainty and broader responsibilities, so family support can strengthen confidence, reduce fear of failure, and encourage opportunity pursuit. Previous studies similarly report positive relationships between family support and entrepreneurial intention (Chauhan et al., 2024; Le & Loan, 2022; Maleki et al., 2023).

H2: Family support has a positive and significant effect on international entrepreneurial intention.

Entrepreneurship education facilitates the cultivation of entrepreneurial insight, competencies, and ways of thinking, while also enabling students to recognize prospective business opportunities and comprehend the mechanisms involved in entrepreneurial activities (Saoula et al., 2025; Zhang & Chen, 2024). Prior research generally reports that entrepreneurship education strengthens entrepreneurial intention by improving opportunity recognition, motivation, and entrepreneurial understanding (Aga, 2023; Hou et al., 2022; Sun et al., 2023).

H3: Entrepreneurship education has a positive and significant effect on international entrepreneurial intention.

Entrepreneurial self-efficacy represents an individual's conviction in their capacity to undertake entrepreneurial responsibilities and navigate the difficulties inherent in establishing and operating a business venture (Wardana et al., 2024). A stronger sense of self-efficacy may reinforce one's assurance when confronting uncertainty and business-related risks. Prior empirical evidence has consistently identified a positive association between entrepreneurial self-efficacy and entrepreneurial intention among students and young adults (Ahmed et al., 2021; Doanh, 2021; Fallah et al., 2023).

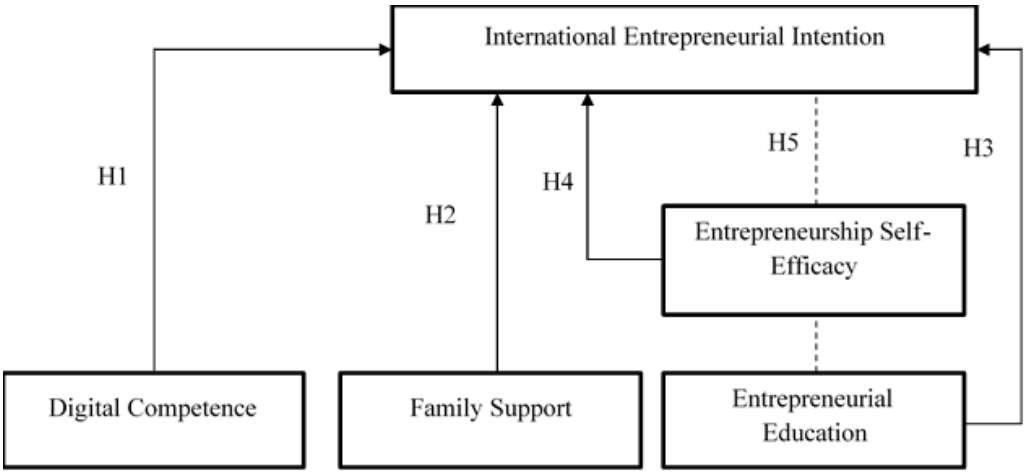
H4: Entrepreneurial self-efficacy has a positive and significant effect on international entrepreneurial intention.

Entrepreneurial self-efficacy may additionally serve as a mediating mechanism that channels the influence of entrepreneurship education toward the development of entrepreneurial intention. Educational exposure not only equips individuals with pertinent knowledge and practical competencies but may also reinforce their confidence in recognizing viable opportunities, addressing business-related challenges, and administering entrepreneurial activities. Prior empirical findings have demonstrated that entrepreneurial self-efficacy can serve as a mediator in the association between entrepreneurship education and entrepreneurial intention (Gao & Qin, 2022; Vivekananth et al., 2023; Wang et al., 2023; Zhang & Chen, 2024).

H5: Entrepreneurial self-efficacy mediates the relationship between entrepreneurship education and international entrepreneurial intention.

Batam is a Free Trade Zone with strategic potential for international trade and therefore provides substantial opportunities for Generation Z students to establish internationally oriented businesses (Fatimah et al., 2022; Pramesti et al., 2026). Nevertheless, entrepreneurial interest among students in Batam remains lower than their preference for employee careers (Putri & Saputra, 2023). In 2024, 67.15% of Batam residents worked as employees or laborers, whereas approximately 14.95% operated their own businesses, and the open unemployment rate was 7.68% (Badan Pusat Statistik Kota Batam, 2024). Research specifically examining international entrepreneurial intention remains comparatively limited, because much prior work has focused on entrepreneurial intention more broadly (González-Ramos et al., 2025). Furthermore, prior scholarship has seldom incorporated digital competence, familial support, entrepreneurship education, and entrepreneurial self-efficacy simultaneously within a unified analytical framework, particularly in the context of Batam City. This paucity of integrative evidence constitutes the principal research gap addressed in the present investigation. Accordingly, this investigation aims to examine how digital competence, familial support, entrepreneurship education, and entrepreneurial self-efficacy directly shape international entrepreneurial intention. In addition, it evaluates the potential mediating role of entrepreneurial self-efficacy in transmitting the influence of entrepreneurship education on internationally oriented entrepreneurial intention among Generation Z university students in Batam City.

Drawing on the hypothesized relationships and the research gap previously delineated, the proposed conceptual framework is illustrated in Figure 1.



Source: Research Results

Figure 1. Conceptual Research Framework

METHODS

A quantitative causal-comparative approach was employed to investigate Generation Z university students residing in Batam City. Respondents were recruited through a non-probability sampling procedure, yielding a final sample of 259 participants. Primary data were gathered through a web-based questionnaire containing 25 statements assessed on a five-point Likert continuum ranging from "strongly disagree to strongly agree". The measurement indicators were adopted and modified from established instruments in prior research. International entrepreneurial intention was operationalized with reference to Sampene et al. (2023) and Abidin et al. (2020); digital competence was derived from Sondak et al. (2025); family support from Mei et al. (2022); entrepreneurship education from Karyaningsih et al. (2020); and entrepreneurial self-efficacy from Feng and Chen (2020). The hypothesized direct and mediating relationships among the latent constructs were examined through partial least squares structural equation modeling using SmartPLS (Sudhartio et al., 2023). The assessment was undertaken in two principal stages, encompassing evaluation of the measurement model to establish construct validity and reliability, followed by examination of the structural model for hypothesis verification. Meanwhile, respondents' demographic characteristics were summarized descriptively using SPSS.

RESULT AND DISCUSSION

Respondent Characteristics

All 259 respondents were active students domiciled in Batam. The sample was dominated by female respondents (68.3%), and the largest birth-year group was 2005 (39.8%). The respondents fall within the Generation Z cohort as described by Dreyer and Stojanová (2023). Table 1 provides the complete demographic distribution.

Table 1. Demographic Profile of Respondents

Characteristics	Category	Frequency	Percentage
Gender	Male	82	31.7
	Female	177	68.3
Year of Birth	2000	1	0.4
	2002	18	6.9
	2003	31	12.0
	2004	59	22.8
	2005	103	39.8
	2006	26	10.0
	2007	21	8.1

Characteristics	Category	Frequency	Percentage
Batam Domicile	Yes	259	100
	No	0	0
Student Status	Yes	259	100
	No	0	0

Source: Research Results

The distribution confirms that the analysis represents active Generation Z students currently living in Batam, which is consistent with the intended research population.

Measurement Model

The variance inflation factor values were observed to range from 1.903 to 3.644, remaining consistently below the prescribed cut-off value of 5. This result suggests the absence of substantial collinearity and indicates that common method bias was not considered a material concern based on the assessment criterion adopted in this investigation (Hair et al., 2021). Convergent validity was then assessed from outer loadings. As shown in Table 2, every indicator exceeded 0.60 and therefore met the loading criterion applied in the manuscript (Hair et al., 2021).

Table 2. Outer Loadings

Indicator	DC	EE	ESE	FS	IEI
DC1	.855				
DC2	.869				
DC3	.871				
DC4	.876				
DC5	.881				
EE1		.807			
EE2		.835			
EE3		.842			
EE4		.835			
EE5		.843			
ESE1			.848		
ESE2			.845		
ESE3			.806		
ESE4			.837		
ESE5			.818		
FS1				.852	
FS2				.840	
FS3				.823	
FS4				.864	
FS5				.853	
IEI1					.906
IEI2					.889
IEI3					.849
IEI4					.805
IEI5					.846

Source: Research Results

Discriminant validity was assessed through cross-loading analysis and the Fornell–Larcker criterion. All measurement indicators exhibited their highest loading coefficients on the constructs they were intended to represent. Furthermore, as reported in Table 3, the square root of the average variance extracted for every construct surpassed its corresponding correlations with the other latent variables, thereby confirming satisfactory discriminant validity. Although several heterotrait-monotrait ratio values were above the designated limit, the manuscript considered the model adequate because the cross-loading and Fornell-Larcker criteria were met (Hair et al., 2021).

Table 3. Fornell-Larcker Criterion

Construct	DC	EE	ESE	FS	IEI
DC	.870				
EE	.836	.833			
ESE	.826	.824	.831		
FS	.733	.783	.749	.846	
IEI	.828	.803	.791	.794	.860

Source: Research Results

Construct reliability was appraised using Cronbach's alpha and composite reliability coefficients. Each construct produced a value above the recommended threshold of 0.70, indicating an adequate level of internal consistency according to the criteria adopted in this research (Hair et al., 2021). The detailed outcomes of the reliability assessment are presented in Table 4.

Table 4. Reliability Test

Construct	Cronbach's Alpha	Composite Reliability (rho_a)
DC	.920	.921
FS	.901	.903
EE	.889	.890
ESE	.888	.888
IEI	.911	.913

Source: Research Results

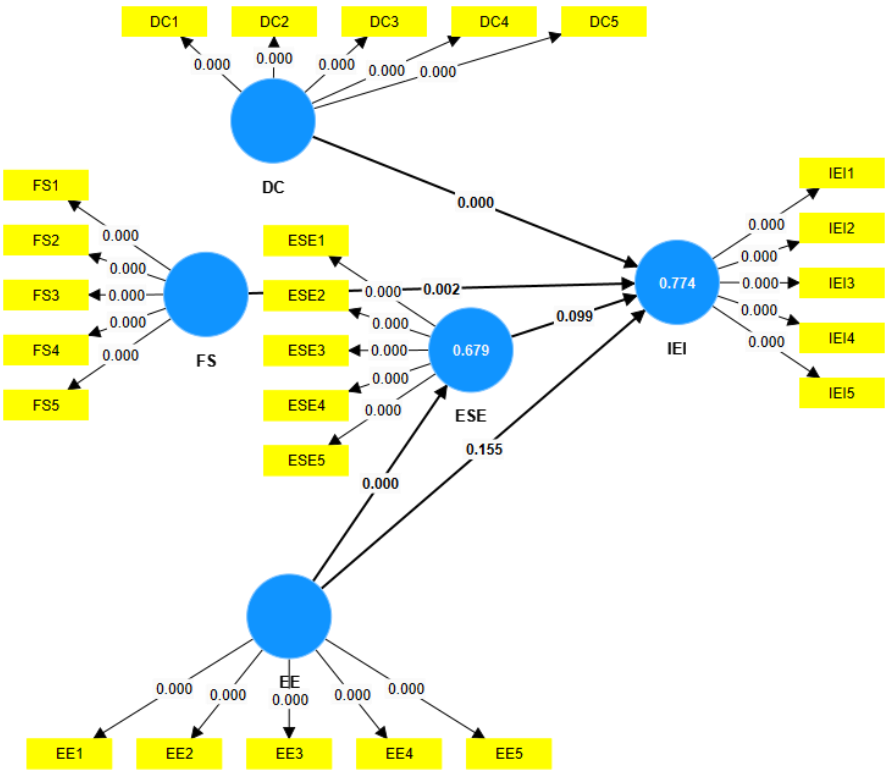
Structural Model and Hypothesis Testing

Once the measurement model had been satisfactorily validated, attention was subsequently directed to the structural model to examine the hypothesized associations among the latent constructs. Figure 2 displays the estimated structural model, while Table 5 summarizes the direct and indirect hypothesis tests.

Table 5. Hypothesis Testing

Hypothesis	Relationship / Path	β	T-Statistics	P-Values	Result
H1	DC -> IEI	.374	4.066	.000	Significant
H2	FS -> IEI	.312	3.146	.002	Significant
H3	EE -> IEI	.129	1.423	.155	Not Significant
H4	ESE -> IEI	.141	1.652	.099	Not Significant
H5	EE -> ESE -> IEI	.116	1.652	.099	Not Significant

Source: Research Results



Source: Research Results

Figure 2. Structural Model

Digital Competence and International Entrepreneurial Intention

H1 was empirically supported, as digital competence exhibited a positive and statistically significant influence on international entrepreneurial intention ($\beta = 0.374$, $t = 4.066$, $p < 0.001$). This evidence implies that individuals possessing more advanced digital capabilities tend to demonstrate a stronger propensity toward internationally oriented entrepreneurial endeavors. Such competencies may enhance access to relevant information, facilitate the recognition of cross-border business opportunities, and enable more effective utilization of technological resources for venture development in global markets. This result corroborates the findings of Kang et al. (2024), Ta et al. (2025), and Triyono et al. (2023), who likewise reported that digital capabilities contribute positively to entrepreneurial intention.

Family Support and International Entrepreneurial Intention

H2 also received empirical support, with family support exerting a positive and statistically significant effect on international entrepreneurial intention ($\beta = 0.312$, $t = 3.146$, $p = 0.002$). This result suggests that material assistance and emotional encouragement provided by family members can reinforce individual confidence, improve preparedness to confront entrepreneurial uncertainty, and foster greater decisiveness when pursuing business opportunities beyond domestic markets. The result is aligned with Chauhan et al. (2024), Le and Loan (2022), and Maleki et al. (2023), which likewise identify family support as an important antecedent of entrepreneurial intention.

Entrepreneurship Education and International Entrepreneurial Intention

H3 was not empirically supported, as entrepreneurship education showed no statistically significant influence on international entrepreneurial intention ($\beta = 0.129$, $t = 1.423$, $p = 0.155$). This outcome contrasts with previous evidence indicating that entrepreneurship education can positively foster entrepreneurial intention (Aga, 2023; Hou et al., 2022; Sun et al., 2023). Within the present sample, educational exposure may have enhanced students' comprehension of entrepreneurial procedures and business-related knowledge without necessarily altering

their career orientation or cultivating a stronger intention to establish ventures in international markets. This interpretation is broadly consistent with Valencia-Arias et al. (2025), who suggested that the effectiveness of entrepreneurship education may depend on the presence of complementary psychological and contextual conditions.

Entrepreneurial Self-Efficacy and International Entrepreneurial Intention

H4 was not substantiated empirically, since entrepreneurial self-efficacy did not demonstrate a statistically significant influence on international entrepreneurial intention ($\beta = 0.141$, $t = 1.652$, $p = 0.099$). The result contrasts with Ahmed et al. (2021), Doanh (2021), and Fallah et al. (2023), which generally associate stronger self-efficacy with entrepreneurial intention. In this study, confidence in entrepreneurial capability did not automatically translate into a strong intention to establish an international business. Prior research also indicates that self-efficacy may operate together with other behavioral factors, including initiative (Ogba et al., 2022).

The Mediating Role of Entrepreneurial Self-Efficacy

H5 likewise received no empirical support, as the indirect pathway linking entrepreneurship education to international entrepreneurial intention through entrepreneurial self-efficacy was statistically insignificant ($\beta = 0.116$, $t = 1.652$, $p = 0.099$). This result departs from the findings of Gao and Qin (2022), Vivekananth et al. (2023), Wang et al. (2023), and Zhang and Chen (2024), which identified entrepreneurial self-efficacy as a meaningful mediating mechanism. In the current study, however, the strength of entrepreneurial self-efficacy appears insufficient to channel the influence of entrepreneurship education into a stronger intention to pursue entrepreneurial activities across national markets. Other evidence also indicates that self-efficacy may operate together with additional mechanisms in more complex mediation structures (Yulastri et al., 2026).

Coefficient of Determination, Model Fit, and Goodness of Fit

The R-square values were 0.679 for entrepreneurial self-efficacy and 0.774 for international entrepreneurial intention. Based on the thresholds adopted in this study, the first value falls in the moderate range and the second in the substantial range (Hair et al., 2021). Table 6 also reports the adjusted R-square values.

Table 6. R-Square

Construct	R-Square	Adjusted R-Square
ESE	.679	.677
IEI	.774	.770

Source: Research Results

The standardized root mean square residual (SRMR) was recorded at 0.046 for the saturated model and 0.059 for the estimated model. As both indices remained below the 0.10 threshold adopted in this study, the overall model fit was considered acceptable. The corresponding results are presented in Table 7.

Table 7. SRMR

Model	SRMR
Saturated Model	.046
Estimated Model	.059

Source: Research Results

The Goodness of Fit calculation produced a value of 0.72304, obtained from √(0.7196 × 0.7265). Applying the evaluative benchmarks referenced in this study, namely 0.10 for low, 0.25 for moderate, and 0.36 for high model fit, the obtained value places the proposed model within the high Goodness of Fit classification. (Trisnayanthi et al., 2024).

Collectively, the principal contribution of this study lies in demonstrating that digital competence and familial support constitute the most salient predictors of international entrepreneurial intention among Generation Z students in Batam. Conversely, entrepreneurship education and entrepreneurial self-efficacy did not exert significant effects, while the hypothesized mediating function of self-efficacy was likewise unsubstantiated. This empirical configuration diverges from much of the existing literature on general entrepreneurial intention and underscores the comparatively greater relevance of digital capabilities and family-based resources within an internationally oriented entrepreneurial context.

CONCLUSION

Conclusion

The findings establish that digital competence and familial support serve as significant determinants of international entrepreneurial intention among Generation Z students in Batam City. Conversely, neither entrepreneurship education nor entrepreneurial self-efficacy exerted a statistically meaningful direct influence on such intention. Furthermore, entrepreneurial self-efficacy was not empirically substantiated as an intervening mechanism linking entrepreneurship education with the propensity to pursue entrepreneurial activities in international markets. These findings indicate that strengthening digital capability and supportive family environments may be particularly relevant to encouraging Generation Z students to consider internationally oriented entrepreneurship. In the broader context of Batam, stronger entrepreneurial intention may contribute to new business creation, employment generation, and efforts to reduce unemployment.

Limitations

Several constraints should be acknowledged in interpreting these findings. The respondents were drawn solely from Generation Z university students in Batam City, which restricts the extent to which the results can be extrapolated to different demographic groups or geographical settings. The model also included only a limited set of independent variables, although international entrepreneurial intention may be influenced by additional psychological, institutional, economic, and environmental factors.

Recommendations

Subsequent studies are encouraged to extend respondent coverage across broader geographical areas and demographic groups, employ more heterogeneous samples, and examine supplementary explanatory factors that may further account for the formation of international entrepreneurial intention. Educational institutions and policymakers may also consider complementing entrepreneurship education with practical digital capability development, international market exposure, and support mechanisms that strengthen the social environment surrounding prospective young entrepreneurs.

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