Enhancing Students' Entrepreneurial Behavior Through Social Support and Entrepreneurship Learning: The Mediating Role of Proactive Attitude

Amalia Safitri, Muhammad Rakib[2*], Hajar Dewantara

Department of Business and Entrepreneurship, Faculty of Economics and Business, Universitas Negeri Makassar

***Correspionding Author**

DOI: https://dx.doi.org/10.47772/IJRISS.2026.1014MG0049

Received: 25 February 2026; Accepted: 02 March 2026; Published: 20 March 2026

ABSTRACT

This study aims to analyze the influence of social support and entrepreneurial learning on students' entrepreneurial behavior with proactive attitudes as an intervening variable. The study used a quantitative approach with a survey method conducted on students of the Faculty of Economics and Business of Universitas Negeri Makassar. Data collection was carried out by distributing questionnaires to 346 respondents who were determined using a proportional random sampling technique. The data obtained were analyzed using the Structural Equation Modeling method based on Partial Least Square (SEM-PLS). The results showed that social support and entrepreneurial learning had a positive and significant effect on students' proactive attitudes. Furthermore, proactive attitudes were proven to have a positive and significant effect on students' entrepreneurial behavior. In addition, social support and entrepreneurial learning also had a positive and significant effect on entrepreneurial behavior, both directly and indirectly through proactive attitudes as an intervening variable. These findings confirm that strengthening social support and implementing effective entrepreneurial learning, accompanied by the development of proactive attitudes, are crucial factors in shaping and improving students' entrepreneurial behavior in the higher education environment.

Keywords: Social Support, Entrepreneurship Learning, Proactive Attitude, Entrepreneurial Behavior.

INTRODUCTION

The high rate of educated unemployment remains a serious problem in Indonesia, particularly among university graduates. In reducing unemployment, developing entrepreneurship skills is believed will provide solutions for high educated unemployment (Rakib et al., 2020). Higher education plays a strategic role, not only as a platform for transferring knowledge but also as a driving force in preparing a young generation that is competitive in the job market and has the potential to create new business opportunities through innovative and sustainable entrepreneurial activities. In other words, efforts to foster an entrepreneurial spirit among students are part of a structural solution aimed at addressing the challenge of rising educated unemployment, which has become a national concern.

This situation demonstrates that graduates are not only equipped with academic competencies; they also need entrepreneurial skills to be able to create jobs independently. Universities have a strategic role in fostering students' entrepreneurial spirit through structured entrepreneurship learning and the creation of a supportive academic environment.

The Faculty of Economics and Business of Universitas Negeri Makassar, as an institution focused on economics and business, has offered various entrepreneurship courses. However, the reality on the ground shows that not all students are able to translate this learning into practical entrepreneurial behavior. Some students lack proactivity, hesitate to take risks, and lack the courage to start their own businesses. Student entrepreneurial behavior is shaped by a variety of determinants stemming from both external and internal factors.

Social support from family, peer groups, and the campus academic environment are external factors that can strengthen students' self-confidence and motivation in carrying out entrepreneurial activities. Meanwhile, entrepreneurship learning plays a role in shaping entrepreneurial knowledge, skills, and mindsets. However, the influence of these two factors is highly dependent on students' internal factors, one of which is proactiveness.

Proactiveness reflects an individual's tendency to take initiative, act independently, and identify and exploit opportunities. Students with a high level of proactiveness tend to be better able to transform the learning process into concrete actions, and the social support received into concrete entrepreneurial behavior. Therefore, this study is urgently needed to examine the influence of social support and entrepreneurship learning on students' entrepreneurial behavior, with proactiveness as an intervening variable.

LITERATURE REVIEW

Entrepreneurial Behavior

Entrepreneurial behavior reflects an individual's concrete actions in identifying opportunities, taking risks, innovating, being creative, and managing a business independently. Creativity is the ability to develop ideas and find new ways to solve problems when facing opportunities (Ismail & Mirici, 2022). This behavior is influenced by various internal and external factors, including social support, entrepreneurial learning, and the individual's proactive attitude. Students who demonstrate high levels of entrepreneurial behavior generally have optimal preparedness to start and develop a business.

Social Support

Social support can be understood as various forms of assistance an individual receives from their social environment, including emotional support, information, appreciation, and instrumental assistance. Social support is the support that an individual can access through social connections with other individuals, groups, and larger communities (F. Li et al., 2021). Social support plays a crucial role in increasing an individual's self-confidence, motivation, and resilience in facing challenges. In the context of entrepreneurship, social support from family, friends, and the campus environment can strengthen students' courage to take business risks and act proactively

Entrepreneurship Learning

Entrepreneurship education is an educational process aimed at fostering students' entrepreneurial spirit so that they become creative and innovative individuals (Isma et al., 2023). Entrepreneurship education is designed to instill the skills and values needed to identify business opportunities (Rakib, 2018). Entrepreneurship education not only provides a theoretical foundation for entrepreneurial concepts but also shapes attitudes, behaviors, and mindsets (Syam et al., 2021). This learning emphasizes not only mastery of theory but also focuses on developing an entrepreneurial mindset, developing creativity, and fostering courage in taking risks. A practical, experience-based approach to entrepreneurship learning has been proven effective in enhancing proactive attitudes and entrepreneurial behavior in students. Entrepreneurship education and learning play an important role in shaping students who are creative, innovative, and willing to take risks.

Proactive Attitude

Proactive attitude is an individual's tendency to take initiative, anticipate changes, and create opportunities through concrete actions. Individuals with a proactive attitude not only react to their environment but also strive to positively influence it. In entrepreneurship, a proactive attitude is an important factor that encourages individuals to act innovatively and have self-efficacy, which partly comes from motivation. Self-efficacy is a person's perception that they are capable of doing something sufficiently important to achieve a goal (Mulyono et al., 2023). Motivation is the understanding of a person's drive to do something caused by internal and external factors, which is manifested through action (Rakib et al., 2020).

RESEARCH METHOD

This study uses a quantitative approach with a survey method to examine the relationships between the variablesformulated in the research hypothesis. There are four main variables studied, namely Social Support and Entrepreneurial Learning as independent variables, Entrepreneurial Behavior as the dependent variable, and proactive attitude as an intervening variable that mediates the relationship between independent and dependent variables.

This research was conducted on students of the Faculty of Economics and Business at Makassar State University (FEB UNM). The research was carried out in 2025, covering the stages of instrument preparation, questionnaire distribution, data processing, and analysis of research results in accordance with the thesis preparation period. The population in this study consisted of all active students of the Faculty of Economics and Business UNM in 2025, totaling 2,550. The research sample consisted of 346 respondents, determined using a proportional random sampling technique, so that each student had an equal chance of being selected as a respondent according to the proportion of each study program.

The data collection technique was carried out by distributing questionnaires to respondents. The research instrument consisted of a closed-ended questionnaire using a Likert scale of 1–5, ranging from Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), to Strongly Agree (SA). The data obtained were then analyzed using Partial Least Squares (PLS)-based Structural Equation Modeling (SEM) with the assistance of SmartPLS software version 4.00.

The stages of data analysis include two main models, namely the evaluation of the measurement model (outer model) and the evaluation of the structural model (inner model). The outer model evaluation is conducted to assess convergent validity through loading factor values and Average Variance Extracted (AVE), discriminant validity through cross loading, as well as construct reliability through Cronbach's Alpha and Composite Reliability. Once the measurement model is declared valid and reliable, the inner model evaluation is carried out to examine the strength of relationships between variables through R-Square (R^2), Q-Square (Q^2), and model fit.

Hypothesis testing was conducted by examining the path coefficient, t-statistic, and p-value to determine the direct effect between the independent variables and the dependent or intervening variables. In addition, tests of indirect effects were also carried out to analyze the role of Proactive Attitude as a mediating variable in the relationship between Social Support and Entrepreneurial Learning on Entrepreneurial Behavior.

RESULTS AND DISCUSSION

Respondent Identity

This study involved 346 respondents, taken from the total population of students in the Faculty of Economics and Business at Makassar State University, which amounted to 2,550, consisting of 8 study programs, namely BSc in Accounting Education, Management, Economic Education, Development Economics, Accounting, Entrepreneurship, Digital Business, and D4 Accounting.

In terms of gender, most of the respondents were female. Female respondents had higher intellectual intelligence levels compared to male respondents. The findings indicate that the proportion of female respondents was greater than that of males, so it can be concluded that the students of the Faculty of Economics and Business at Makassar State University in the 5th and 7th semesters of the 2024/2025 academic year are dominated by female students.

Measurement Model

Referring to the number of indicators used to measure each variable in this study, the following is the design or outer model created in SmartPLS software.

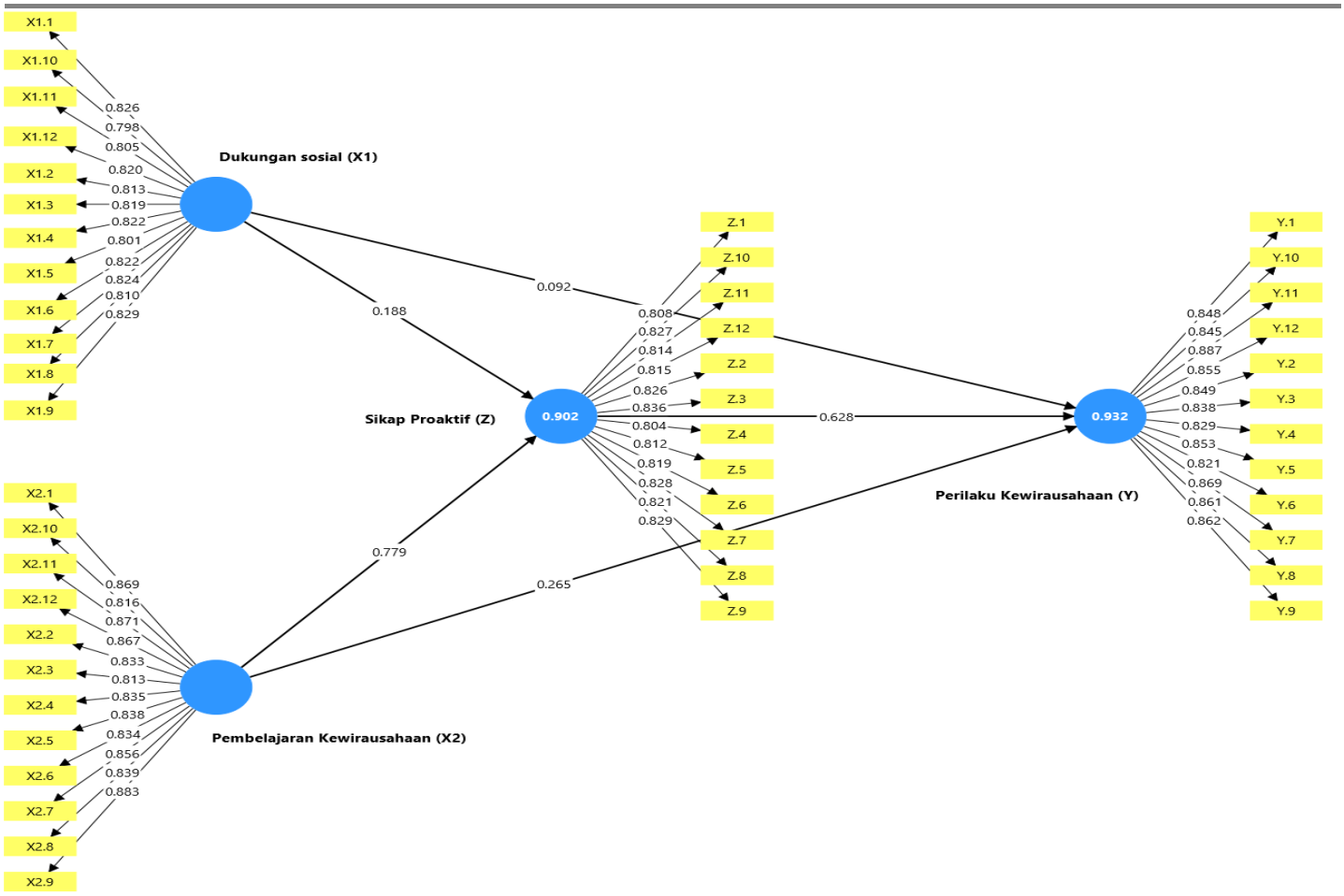

Figure 1. Research Model Results in SmartPLS

Validity Testing

In this study, instrument validity testing was conducted using two types of validity tests: convergent validity and discriminant validity. Convergent validity emphasizes that indicators representing a construct must have a high degree of intercorrelation. Sengkey et al., (2025) stated that a rule of thumb for assessing convergent validity in confirmatory research is that the outer loading value is expected to be above 0.7. Meanwhile, in discriminant validity testing, the value for each variable must be greater than 0.70. A model has sufficient discriminant validity if the AVE value for each construct is higher than the correlation value between the construct and other constructs in the model.

Table 1. Validity Test Results

Variables	Indicator	Loading Factor
Social support (X1)	X1.1	0,826
	X1.2	0,813
	X1.3	0,819
	X1.4	0,822
	X1.5	0,801
	X1.6	0,822
	X1.7	0,824
	X1.8	0,810
	X1.9	0,829
	X1.10	0,798
	X1.11	0,805
	X1.12	0,820
Entrepreneurship learning (X2)	X2.1	0,869

	X2.2	0,833
	X2.3	0,813
	X2.4	0,835
	X2.5	0,838
	X2.6	0,834
	X2.7	0,856
	X2.8	0,839
	X2.9	0,883
	X2.10	0,816
	X2.11	0,871
	X2.12	0,867
Entrepreneurial behavior (Y)	Y.1	0,848
	Y.2	0,849
	Y.3	0,838
	Y.4	0,829
	Y.5	0,853
	Y.6	0,821
	Y.7	0,869
	Y.8	0,861
	Y.9	0,862
	Y.10	0,845
	Y.11	0,887
	Y.12	0,855
Proactive attitude (Z)	Z.1	0,808
	Z.2	0,826
	Z.3	0,836
	Z.4	0,804
	Z.5	0,812
	Z.6	0,819
	Z.7	0,828
	Z.8	0,821
	Z.9	0,829
	Z.10	0,827
	Z.11	0,814
	Z.12	0,815

Reliability Test

In the PLS model, instrument reliability can be evaluated using two measures: Cronbach's alpha and composite reliability. Generally, both values are required to be >0.70 as the threshold for acceptable reliability. (Ghozali, 2021).

Table 2. Reliability Test

Variables	Cronbach's Alpha	Composite Reliability	Information
Social support (X1)	0,954	0,960	Reliabel
Entrepreneurship learning (X2)	0,964	0,968	Reliabel
Entrepreneurial behavior (Y)	0,966	0,969	Reliabel
Proactive attitude (Z)	0,956	0,961	Reliabel

Based on Table 2, it shows that the Cronbach's alpha value for social support is (0.954), entrepreneurial learning is (0.964), entrepreneurial behavior is (0.966), and proactive attitude is (0.956). Then, the composite reliability

value for social support is (0.960), entrepreneurial learning is (0.968), entrepreneurial behavior is (0.969), and proactive attitude is (0.961). This shows that the construct is said to be a reliable instrument because the Cronbach's alpha and composite reliability values obtained are above 0.70.

Path Coefficient Test

The path coefficient is used as an indicator to determine the strength or weakness of the influence between variables in the research model. A relationship is considered significant if the path coefficient value is > 0.1 and the p-value is < 0.05, as obtained from the PLS bootstrapping results. This study involves mediating variables, so it is necessary to test the indirect effects between variables. This indirect effect is analyzed through the indirect effect value in the bootstrapping results, with the stipulation that the t-statistic value is > 1.96 and the p-value is < 0.05.

Path Coefficient Test Results

Table 3. Path Coefficient Test Results

Variables	**Original sample (O)**	**Sample Mean (M)**	**Standart deviation (STDEV)**	**T statistics (O/STDEV)**	**P Values**
Social support → Entrepreneurship learning	0,092	0,096	0,046	2,001	0,045
Social support → Proactive attitude	0,188	0,199	0,071	2,649	0,008
Entrepreneurship learning → Entrepreneurial behavior	0,265	0,263	0,095	2,788	0,005
Entrepreneurship learning → Proactive attitude	0,779	0,768	0,069	11,324	0,000
Proactive attitude → Entrepreneurial behavior	0,628	0,624	0,092	6,826	0,000

Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Social Support → Entrepreneurial Behavior	0.118	0.125	0.049	2.395	0.017
Entrepreneurship Learning → Entrepreneurial Behavior	0.489	0.479	0.080	6.112	0.000

Indirect Effect Results

Table 3 shows that each variable has a positive influence according to the direction of the relationship being tested, so the structural path in the model is declared valid and supported by the data.

R-Square Value

R-Square is used to determine the ability of independent variables to explain changes or variability in the dependent variable. In general, an R-Squared value of around 0.67 is categorized as strong, a value of 0.33 is considered moderate, and a value of 0.19 indicates weak.

Table 4. Results of R-Square Values

Variables	R-square	R-square adjusted
Entrepreneurial behavior (Y)	0,932	0,931
Proactive attitude (Z)	0,902	0,901
Average	**0,917**	**0,916**

Based on table 4, it can be seen that the R-square value of the entrepreneurial behavior variable is 0.932, meaning that social support and entrepreneurial learning are able to explain entrepreneurial behavior by 0.932 or 93.2% and the remaining 6.8% is explained through other constructs. In this case, it shows a very good or substantial model. Meanwhile, the R-square value for proactive attitudes is 0.902, meaning that social support and entrepreneurial learning are able to explain proactive attitudes by 0.902 or 90.2% and the remaining 9.8% is explained through other constructs. Thus, it can show a very good or substantial model.

Q Square Value

According to (Ghozali, 2021) the Q^2 value is used to evaluate the predictive ability of a model. If the Q^2 value is > 0, then the model is said to have predictive relevance, while a Q^2 value < 0 indicates that the model's predictive ability is low or inadequate.

Table 5. Q-Square Value Results

Indicator	Q^2Predict	RMSE	MAE
Entrepreneurial behavior (Y)	0,899	0,324	0,198
Proactive attitude (Z)	0,891	0,336	0,186

Based on Table 5, the predicted α2 value for entrepreneurial behavior (Y) is 0.899 and for proactive attitude (Z) is 0.891. This indicates that the α2 predict value is > 0, indicating good predictive relevance or observational value.

Hypothesis Testing

The next step in data analysis is to conduct hypothesis testing. The level of significance of the relationship between variables is determined based on the path coefficient value in the structural model (inner model). Significance testing is performed using the bootstrapping method. When using the SmartPLS application, the final stage of model evaluation is directed at testing the hypotheses derived from the bootstrapping estimation results.

Path Coefficient Test Results

Hypothesis analysis was conducted to determine the significance between constructs. The hypothesis testing criteria in this study refer to the bootstrapping results obtained using the SmartPLS application. A relationship or influence is declared significant if the t-statistic is > 1.96 and the lp-value is < 10.05 at a significance level of 5%. Specifically, for testing the mediation effect, the relationship between variables is declared significant if the p-value is < 0.05 and the bootstrap confidence interval does not exceed zero. (Sengkey et al., 2025)

Table 7. Hypothesis Test Results

Hypotesis	Connection	Original sample	T -statistics	P-Values	Results
	Pengaruh langsung				
H1	Social support (X) → Entrepreneurial behavior (Y)	0,092	2,001	0,045	Accepted
H2	Social support (X1)	0,188	2,649	0,008	Accepted

	→ Proactive attitude (Z)				
H3	Entrepreneurship learning (X2) → Entrepreneurial behavior (Y)	0,265	2,788	0,005	Accepted
H4	Entrepreneurship learning (X2) → Proactive attitude (Z)	0,779	11,324	0,000	Accepted
H5	Proactive attitude (Z) → Entrepreneurial behavior (Y)	0,628	6,826	0,000	Accepted
	Pengaruh tidak langsung				
H6	Social support (X1) → Proactive attitude (Z) Entrepreneurial → behavior (Y)	0,118	2,395	0,017	Accepted
H7	Entrepreneurship learning (X2) → Proactive attitude (Z) Entrepreneurial behavior (Y)	0,489	6,112	0,000	Accepted

DISCUSSION

The Influence of Social Support on Entrepreneurial Behavior

The results of this study indicate that social support has a positive and significant influence on the entrepreneurial behavior of students at the Faculty of Economics and Business, Makassar State University. This is demonstrated by the hypothesis testing results in Table 4, where the social support variable obtained a t-statistic of 1.001, exceeding the t-table value of 1.96, and a p-value of 1.045, which is below the significance level of 10.05. Based on these findings, hypothesis H1 is accepted, concluding that social support plays a significant role in influencing student entrepreneurial behavior.

These results indicate that the support students receive from their environment, such as family, friends, and significant others, can encourage entrepreneurial behavior. The social support measured using a questionnaire in this study included support in the form of attention, encouragement, advice, and tangible assistance. Social support in this study was measured using a questionnaire that covered aspects of attention, motivation, advice, and direct assistance. Social support can be defined as a form of interpersonal relationship involving the provision of assistance in various forms, such as the transfer of knowledge, emotional care, evaluation, and instrumental support, which individuals receive through interactions with their social environment

This theory explains that social support is any form of assistance, attention, or kindness received by an individual from their social environment, such as family, peers, coworkers, mentors, or formal institutions like schools and organizations. This theory aligns which explains that the role of social support significantly influences differences in the quality of the social environment. The Influence of Social Support on Proactive Attitudes (Ismail & Mirici, 2022)

The Influence of Social Support on Proactive Attitudes

Based on the research results, social support has been shown to have a positive and significant influence on the proactive attitudes of students at the Faculty of Economics and Business, Makassar State University. These findings are supported by the hypothesis test results in Table 4, which show that social support influences proactive attitudes, with a t-statistic of 2.649 > 1.96 and a p-value of 0.008 < 0.05. Therefore, hypothesis H2 is accepted.

This indicates that social support can encourage students to be more proactive, such as taking the initiative to seek opportunities, boldly expressing ideas, and taking action without waiting for instructions. Proactive attitudes in this study were measured using questionnaire statements reflecting personal initiative, the ability to recognize opportunities, and readiness for change.

Proactive attitudes are an individual's tendency to take an active role in shaping their environment. Social support acts as an external factor that strengthens the emergence of these attitudes because individuals feel safe and supported in their actions.

This theory explains that social support is any form of assistance, attention, or kindness received by an individual from their social environment, such as family, peers, coworkers, mentors, or formal institutions like schools and organizations. This support can influence how individuals think, make decisions, and act when facing challenges. Proactiveness is a response to opportunities that refers to how individuals can take initiative. This attitude encourages someone not only to react to situations but also to act strategically (Isnaini et al., 2024).

The Effect of Entrepreneurship Learning on Entrepreneurial Behavior

Based on the analysis, entrepreneurship learning has been shown to have a positive and significant influence on the entrepreneurial behavior of students at the Faculty of Economics and Business, Makassar State University. This is demonstrated by the hypothesis testing results in Table 4, where the entrepreneurship learning variable obtained a t-statistic of 12.788 > 1.96 and a p-value of 10.005 < 0.05. Thus, hypothesis H3 is accepted.

These results indicate that the entrepreneurial learning students receive through lectures, business practices, discussions, and case studies can encourage entrepreneurial behavior, such as risk-taking, creativity, and opportunity orientation. The entrepreneurial learning variables Measured through a questionnaire covering material understanding, practical experience, and entrepreneurial skill development.

This finding is reinforced by the Theory of Planned Behavior (TPB) which states that individual behavior is determined by the intention to behave. Intention arises as a result of an individual's attitude toward an action, subjective norms that reflect the influence of pressure or support from the social environment, and perceived behavioral control that reflects the individual's belief in their abilities and opportunities to perform the action. Furthermore, this intention is also influenced by the individual's experience, support, and learning process, thus shaping their readiness and courage to act.

This aligns with the opinions of Isma et al., (2023; Rakib, (2018; Syam et al., (2021) who state that entrepreneurship education plays a role in shaping entrepreneurial attitudes, behaviors, and mentality. Through entrepreneurship education, students are equipped with the courage to take risks, independence, creativity, and resilience in the face of business uncertainty.

The Effect of Entrepreneurship Learning on Proactive Attitudes

Based on the analysis, entrepreneurship learning has been shown to have a positive and significant influence on the proactive attitudes of students at the Faculty of Economics and Business, Makassar State University. This is demonstrated by the hypothesis test results in Table 4, which show that entrepreneurship learning has a very strong influence on proactive attitudes, with a t-statistic of 11.324 > 1.96 and a p-value of 0.000 < 10.05. Therefore, hypothesis H41 is accepted.

The high t-statistic indicates that entrepreneurship learning is a very strong factor in shaping students' proactive attitudes. Through entrepreneurship learning, students are trained to think critically, take initiative, and actively seek solutions to business problems.

These research findings align with those of Fauzi et al., (2024) which emphasized that entrepreneurship learning plays a significant role in enhancing students' proactive attitudes. The study explained that participatory and experience-based entrepreneurship learning can encourage students to be more active in taking initiative, taking bold action, and being responsive to emerging opportunities in their environment.

The learning process not only focuses on delivering material but also encourages students to be directly involved in problem-solving, decision-making, and simulating entrepreneurial activities, thus enabling them to become innovative entrepreneurs who can drive increased productivity (Isma et al., 2023; Mulyono et al., 2023; Rakib, Azis, et al., 2020).

The Effect of Proactive Attitudes on Entrepreneurial Behavior

Based on the research results, entrepreneurship learning has been shown to have a positive and significant effect on the entrepreneurial behavior of students at the Faculty of Economics and Business, Makassar State University. This is demonstrated by the hypothesis test results listed in Table 4, where proactive attitudes have a significant

influence on entrepreneurial behavior with a t-statistic of 6.826 > 1.96 and a lp-value of 10.000 < 0.05. Therefore, hypothesis H5 is accepted.

This indicates that students with a proactive attitude tend to exhibit higher levels of entrepreneurial behavior, such as daring to start a business, seeking new opportunities, and acting innovatively. A proactive attitude acts as an internal factor that drives individuals to take concrete action in entrepreneurship, where entrepreneurial behavior and managerial skills significantly influence success (Ismail & Mirici, 2022; Sengkey et al., 2025).

Individuals with a proactive attitude not only react to the environment but also strive to change it according to their desired goals. This study's findings align with those of Li & Tsai, (2025) who found that a proactive personality has a positive and significant influence on students' entrepreneurial behavior. In their study, a proactive attitude encouraged individuals to act more quickly, be more confident in making business decisions, and be more consistent in realizing business ideas into concrete actions. Thus, a proactive attitude is a crucial element that bridges the gap between students' entrepreneurial potential and the entrepreneurial behavior that is actually realized in practice.

The Mediating Role of Proactive Attitudes in the Influence of Social Support on Entrepreneurial Behavior

The results of the mediation effect test in Table 4, analyzed using SEM-PLS, show that social support influences entrepreneurial behavior through proactive attitudes proactive with a t-statistic of 2.395 > 1.96 and a p-value of 10.017 < 0.05. Thus, hypothesis H6 is accepted.

These results indicate that proactiveness acts as an intermediary variable, where social support not only directly impacts entrepreneurial behavior but also indirectly influences it through increasing students' proactiveness. Social support provides a sense of security and increases individual self-confidence, which then encourages proactiveness and ultimately leads to entrepreneurial behavior.

These results are reinforced by Social Support Theory (SSP), this theory explains that social support is any form of assistance, attention, or kindness received by an individual from their social environment, such as family, peers, coworkers, mentors, or formal institutions like schools and organizations. This support can influence how individuals think, make decisions, and act when facing challenges. Proactiveness is a response to opportunities that refers to how individuals can take initiative. This means that this attitude encourages someone not only to react to situations but also to act strategically (Fauzi et al., 2024; Isnaini et al., 2024).

The Mediating Role of Proactive Attitudes in the Influence of Entrepreneurship Learning on Entrepreneurial Behavior

The results of the mediation effect test in Table 4, analyzed using SEM-PLS, show that entrepreneurial learning influences entrepreneurial behavior through proactive attitudes, with a t-statistic of 6.112 > 1.96 and p-values of 10.000 < 0.05, thus accepting hypothesis H7.

These results indicate that proactive attitudes are an important mechanism bridging entrepreneurial learning and entrepreneurial behavior. Entrepreneurship learning not only provides knowledge but also fosters proactive attitudes that encourage students to take concrete action in entrepreneurship.

The findings of this study align with the Theory of Planned Behavior (TPB) which explains that individual behavior is influenced by the intention to act. This intention is formed through an individual's attitude toward a behavior, subjective norms that indicate the influence of pressure or social support from the surrounding environment, and perceptions of behavioral control that reflect an individual's belief in their abilities and opportunities. A proactive attitude acts as an internal factor that encourages individuals to take concrete action

in entrepreneurship, where entrepreneurial behavior and managerial abilities have a significant influence on success (Isma et al., 2023; Rakib, 2018; Syam et al., 2021).

CONCLUSIONS AND SUGGESTIONS

Based on the research results, it can be concluded that social

support and entrepreneurial learning have a positive and significant influence on the entrepreneurial behavior of students at the Faculty of Economics and Business, Makassar State University, both directly and indirectly through the role of proactive attitudes as an intervening variable. Social support from family, peers, and the campus environment has been shown to foster a sense of security, increase self-confidence, and strengthen students' motivation to become entrepreneurs. Meanwhile, structured, applicable, and experience-based entrepreneurial learning plays a role in shaping entrepreneurial knowledge, skills, and mindsets. These collectively encourage proactive attitudes in the form of initiative, risk-taking, opportunity identification, and readiness for change, ultimately resulting in students' entrepreneurial behavior that is tangible, creative, and oriented toward creating independent businesses.

In line with these findings, it is recommended that universities, especially the Faculty of Economics and Business, Makassar State University, continue to optimize the role of entrepreneurship learning through strengthening participatory and practice-based learning methods, providing mentoring and business incubation programs, and creating a conducive and supportive academic environment, by involving lecturers, industry, and the entrepreneurial community, so that it can foster and strengthen students' proactive attitudes in a sustainable manner and ultimately improve the quality of students' entrepreneurial behavior as provisions in facing the world of work or creating jobs independently in the future.

REFERENCES

1. Fatahilah, A. G., & Purwanto, A. (2025). Problem Pengangguran di Dunia dan Indonesia. Kompas.Id. https://www.kompas.id/artikel/problem-pengangguran-di-dunia-dan-indonesia-2
2. Fauzi, K., Jaelani, M. H., Wati, A. P., Murwani, F. D., & Wardana, L. W. (2024). Increasing Student Proactivity Through Entrepreneurship Education (A Studi Systematic Literature Review). Journal of Educational Analytics, 3(2), 151–160. https://doi.org/10.55927/jeda.v3i2.9277
3. Ghozali, I. (2021). Partial Least Squarres: Konsep, Teknik Dan Aplikasi Menggunakan Program Smartpls 3.2.9 Untuk Penelitian Empiris. Badan Penerbit Universitas Diponegoro.
4. Isma, A., Rakib, M., Mubaraq, M. S., & Suci, M. (2023). The Influence of Personality and Entrepreneurship Education on Interest in Entrepreneurship Faculty of Economics and Business Students with Attitude of Entrepreneurship as Intervening Variable. Indonesian Journal of Business and Entrepreneurship Research, 1(1), 11–23. https://doi.org/10.62794/ijober.v1i1.16
5. Ismail, P., & Mirici, H. (2022). " The Effect of Self-Leadership and Self-Efficacy on Entrepreneurship Creativity : An Empirical Study on Online Business Students .
6. Isnaini, A., Murwani, F. D., & Sumanto, A. (2024). The Effect of Entrepreneurship Learning with Proactiveness Attitude as a Mediation Variable on Entrepreneurial Intention. 3(4), 355–366.
7. Li, F., Luo, S., Mu, W., Li, Y., Ye, L., Zheng, X., Xu, B., Ding, Y., Ling, P., Zhou, M., & Chen, X. (2021). Effects of sources of social support and resilience on the mental health of different age groups during the COVID-19 pandemic. BMC Psychiatry, 21(1), 1–14. https://doi.org/10.1186/s12888-020-03012-1
8. Li, G., & Tsai, K.-C. (2025). the Impact of Proactive Personality on Entrepreneurial Behavior: an Empirical Study Based on Chinese Higher Vocational Colleges. European Journal of Education Studies, 12(5), 135–164. https://doi.org/10.46827/ejes.v12i5.5926
9. Mulyono, L. A., Soetjipto, B. E., & Hermawan, A. (2023). The Relationship Between Entrepreneurship Education And Digital Literacy On Entrepreneurial Intention Through Self-Efficacy As An Intervening Variable. International Education Trend Issues, 1(3), 500–515. https://doi.org/10.56442/ieti.v1i3.338
10. Rakib, M. (2018). Entrepreneurship Education Analysis and Its Effect on Entrepreneural Intentions (a Study on Economics Education Students At Faculty of Economics in State University of Makassar). Proceeding, November, 804–816.
11. Rakib, M., Azis, M., A Sanusi, D., & Marwan, M. (2020). The influence of entrepreneurship training,

individual commitment and business motivation toward the small businesses performance in city of parepare. 3, 135–141. https://doi.org/10.32698/tech3247

12. Rakib, M., Tawe, A., Zainal, H., & Farwita, S. (2020). The Relationship Analysis of Entrepreneurial Interests: Entrepreneurial Literacy, Self-Eficacy, and Entrepreneurial Characters Vocational Students. 481(Icest 2019), 25–30. https://doi.org/10.2991/assehr.k.201027.005
13. Sengkey, J. O. N. Y., Wenas, R. S., Poluan, J. G., Gaya, P., Dan, H., Marketing, E., & Loyalitas, T. (2025). The effect of lifestyle and experiential marketing on customer loyalty with customer satisfaction as an intervening variable at vonnette barbershop in manado. 13(03), 552–564.
14. Syam, A., Rakib, M., Jufri, M., Utami, N. F., & Sudarmi. (2021). Entrepreneurship Education, Information Literacy, and Entrepreneurial Interests: an Empirical Study. Academy of Entrepreneurship Journal, 27(1), 1–11.