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THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION AND CREATIVITY ON ENTREPRENEURIAL INTENTIONS

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Abstract : This study aims to determine the influence of entrepreneurship and creativity education on entrepreneurial intentions. This study uses primary data types and quantitative survey methods. This study uses multiple regression analysis. The sampling technique in this study used a non-probability sampling technique with purposive sampling. The sample criteria in this study were active students at Jakarta State University who had taken entrepreneurship courses with 200 respondents. The results of this study indicate that there is a positive and significant influence between entrepreneurship education on entrepreneurial intentions. Then there is a positive and significant influence between creativity on entrepreneurial intentions. The influence between a person's level of creativity and entrepreneurial intentions is referred to as a positive and substantial effect between creativity and entrepreneurial intentions. In addition, there is also a positive and significant influence simultaneously between entrepreneurship education and creativity on entrepreneurial intentions.

Keywords : Creativity, Entrepreneurship, Education, Entrepreneurial, Intentions

BACKGROUND

Human resources in Indonesia are currently facing complex challenges and competition. Among them are the challenges of worldwide competition, increasing population growth, and unemployment. Based on data from the Central Statistics Agency (BPS), the total workforce in August 2022 is 143.72 million people. The Labor Force Participation Rate (TPAK) increased by 0.83 percent. There are 4.15 million people of working age who are affected by COVID-19, consisting of 0.24 million people unemployed due to COVID-19. Higher Education is one of the levels to deepen Knowledge, in order to improve the quality of Human Resources (HR). One of the objectives of the Jakarta State University is to make graduates who have entrepreneurial skills who can do business well in the future. The implementation of entrepreneurship education in tertiary institutions needs to be balanced with direct practice and not just theoretical explanations in class. This goes hand in hand with Jakarta State University



which has a Student Entrepreneurship Program (PMW), Student Creative Program (PKM), and entrepreneurship courses.

Tracer Study is a study to see how successful alumni are in job search and as an evaluation result for Jakarta State University. Tracer studies are conducted by UNJ every year. According to data from the 2018 Tracer Study (Estiyani, 2020) regarding the types of work alumni choose, 37.9 percent of alumni work in the service sector. Second place 21.1 percent of other jobs, third place 15.5 percent alumni continue their education to the next level, fourth place 13.8 percent alumni work in private companies, fifth place work in BUMN or BHMN, sixth place alumni work in the government (central/department) the seventh order is entrepreneur or self-employed and the last is the government (regional). The data shows that there is still a low number of alumni who choose to become entrepreneurs.

This is supported by the results of an initial survey that the researchers conducted to see the types of jobs UNJ students wanted by distributing Google forms to 50 respondents. The results of this initial survey are as follows:

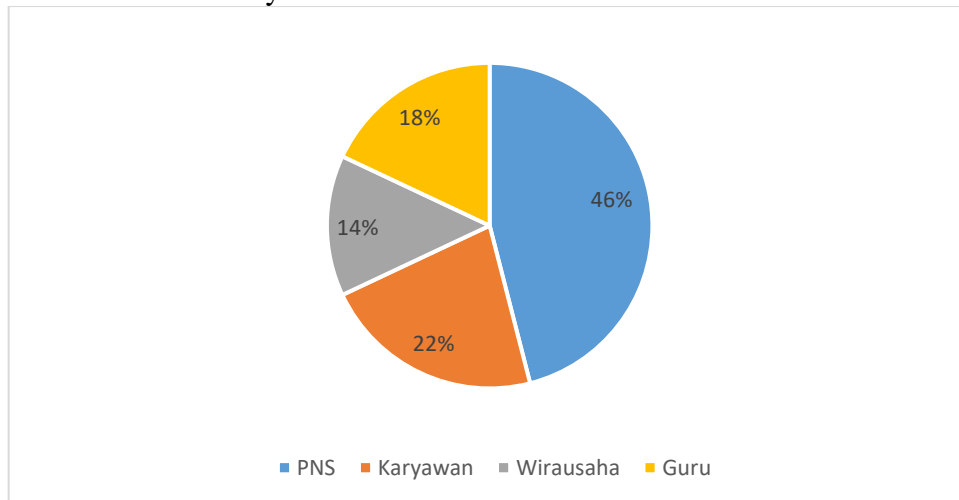


Figure 1 The type of work that students want

Referring to the figure, it can be explained that almost 50% of respondents answered civil servants as the type of job they wanted, then 22% of respondents said employees and 18% said they wanted to be teachers, while entrepreneurs ranked last in the type of work desired by UNJ students. This illustrates that the interest of students who want to become entrepreneurs is still low.

Entrepreneurial intention is an interest, desire and availability of a person through ideas and innovations that are owned to work hard to meet their life needs without fear of risks that will occur, can accept challenges, confident, creative and innovative, and has the ability to meet their needs. Fuadi, 2009). Entrepreneurial intention can also be interpreted as a conscious state of mind that leads to interest in entrepreneurial actions (Aloulou, 2016). Entrepreneurial intention is influenced by several factors, one of which is the lack of knowledge about entrepreneurship. Education is something that is very important and cannot be separated from one's life both in the family, community and nation.

Previous studies have analyzed the relationship between creativity and entrepreneurial intentions. Kusmintarti (2017) states that creative students tend towards establishing new businesses in the future, this shows that creativity can build students' positive thinking about entrepreneurship. There are differences in conclusions between researchers who state that entrepreneurship education has a high opportunity to encourage student entrepreneurial intentions, the results of research by Ibrahim, et al (2017); (2018); Sumara & Andarini (2019)



show that there is a positive influence of creativity on entrepreneurial intentions. However, research by Pratana & Margunani (2019) and Mahendra et al. (2017) explained that education and entrepreneurial intentions have no significant relationship between the two.

In connection with the statement above, the researcher intends to conduct research to examine whether or not there is an influence contributed by entrepreneurship education and creativity on entrepreneurial intentions in students, given the importance of entrepreneurship for economic and social welfare.

LITERATURE REVIEW

Supporting Theory

Theory of Planned Behavior (TPB) or Behavioral Theory put forward by Ajzen (1991) is a theory that explains the causes of behavioral intentions. Ajzen in (Gesit et al., 2021) suggests that the TPB theory is a model that can be used to assess a person's intentions (intentions), this theory has been recognized as the best model for understanding behavior change and has been proven appropriate for assessing entrepreneurial intentions.

Entrepreneurship Education

According to RI Law. No. 20 of 2003 concerning the National Education System, the meaning of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. Meanwhile, Bartlett and Burton (2016) define education as a conscious effort made by families, communities, and government through mentoring, teaching, and training activities that take place in schools and outside schools for life, to prepare students to play a role in various environments, precisely in the future.

Creativity

According to Suryana (2013) Creativity is the ability to develop new ideas and to find new ways of solving problems to face opportunities. Creativity is an ability to initiate ideas, see new or unexpected relationships. The ability to formulate concepts that are not just memorizing, creating new answers to existing questions and getting new questions that need to be answered. Creativity not only allows new discoveries to emerge in the field of technology and science, but also advances other fields of human endeavor. Creativity is the ability to present ideas or ideas in solving problems when faced with opportunities. Creativity will encourage someone to achieve the specified target. The intended target is any target, including in the field of entrepreneurship. So that creative abilities can be used to create various business ideas that are in accordance with existing opportunities. Increasing creativity will encourage an increase in entrepreneurial intentions (Mahanani & Sari, 2018).

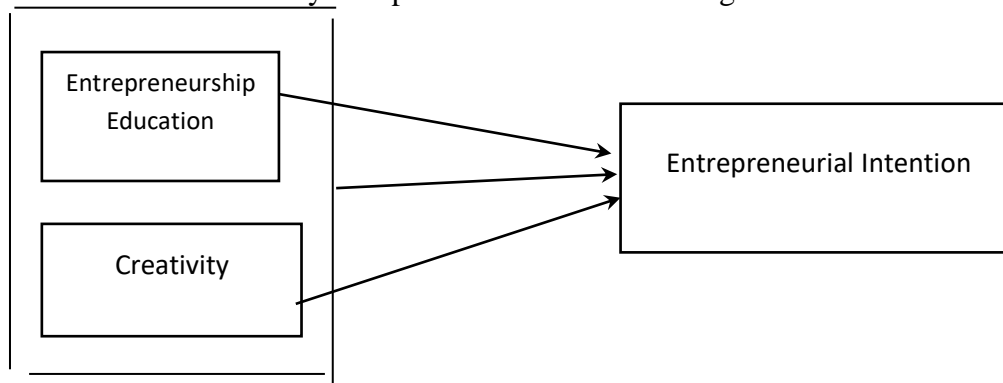
Entrepreneurial Intention

According to Ajzen (1991) the definition of intention is a component in human beings that refers to the desire to perform certain behaviors. Meanwhile Bandura in (Wijaya, 2007) states that intention is a determination to carry out certain activities or produce a situation in the future. Based on the opinions of experts, it can be concluded that intention is an intention or a desire for someone to do something or a certain action. Entrepreneurship is defined as the ability possessed by individuals to run a business such as finding opportunities, seeking capital, and calculating risks in order to achieve their own goals as well as for other people or the



community (Vidyatmoko, D., & Rosadi, 2015). Then according to Kurniullah (2021) entrepreneurship is an individual who has expertise or skills in carrying out an activity related to the business he is running. According to Meredith in (Suryana, Y., & Bayu, 2013) states that Entrepreneurs are people who have the ability to see and assess business opportunities to gather the resources needed to take advantage of them and take appropriate action to ensure success. Based on the explanation of the definitions above, entrepreneurship refers to the mental attitude possessed by an entrepreneur in carrying out his business or activities. Meanwhile, an entrepreneur is someone who has creative ideas and is able to apply his creative ideas, manage, organize, and dare to take all risks to create new business opportunities to advance his own economy and the surrounding community.

Based on the relevant background, theoretical basis, and previous research, the research constellation used for this study is explained as shown in the figure:



METHOD

This study uses primary data types and quantitative survey methods. Quantitative research is empirical research where the data used is in the form of numbers (Sugiyono, 2009). This study has three variables that are determined to be the object of research, namely Entrepreneurial Intention as the dependent variable (Y). The independent variables in this study are entrepreneurship education (XI) and creativity (X2). While this research is a regression, this determination is designed to determine the magnitude of the influence of the independent variable (entrepreneurship education and creativity) on the dependent variable (entrepreneurial intention). This method was chosen because it is in accordance with the research objectives, namely obtaining data with a questionnaire to determine the effect of entrepreneurship education, creativity on entrepreneurial intentions in Jakarta State University students. The sampling technique in this study used a non-probability sampling technique, which is a non-random sampling technique. The type of sampling used was purposive sampling. Purposive sampling technique, each respondent does not have the same opportunity to be involved in research because they are selected based on certain criteria (Budiastuti and Bandur, 2018). The sample criteria in this study were active students at Jakarta State University who had taken entrepreneurship courses with 200 respondents.



RESULTS

Simultaneous Regression Coefficient Test (F Test)

The simultaneous test, often known as the F test, is a statistical tool used to check whether a group of independent factors has a simultaneous significant effect on the dependent variable. In other words, it is a statistical instrument that assists us in determining whether the number of independent factors has a substantial effect on the dependent variable. In this case, we want to know whether the independent factors examined together have a substantial and meaningful impact on the dependent variable. This F test will produce statistical values that will help us determine whether the relationship between the independent variables as a whole is significant or just a coincidence.

Table 1. Simultaneous Test Results
ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3195.657	2	1597.828	109.625	.000 ^b
	Residual	2871.363	197	14.575		
	Total	6067.020	199			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Creativity, Entrepreneurship Education

From the data contained in the table, it can be concluded that the significance value (0.000) is lower than the established significance level (0.05). Therefore, it can be concluded that the two independent variables, namely entrepreneurship education and creativity, together have a significant influence on the dependent variable, namely entrepreneurial intentions.

Partial Regression Test (T Test)

In a regression study, the partial test (t) is a statistical technique used to test the effect individually or partially of each independent variable on the dependent variable. In other words, this test allows us to find out how much the contribution of each independent variable to the dependent variable individually. The purpose of the partial test also involves determining which independent variable has the most dominant or significant impact on the dependent variable in the context of the investigation. Partial tests allow us to analyze the individual contribution of each independent variable in explaining the variance in the dependent variable by measuring the relative effect of each independent variable on the dependent variable.

Table 2. Partial Test Results
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5.015	1.936		2.591	.010		



Entrepreneurship Education	.444	.096	.391	4.633	.000	.337	2.964
Creativity	.387	.088	.371	4.398	.000	.337	2.964

a. Dependent Variable: Entrepreneurial Intention

Based on the data in Table 4.10, the results of the t test can be interpreted as follows: 1. The significant value for the entrepreneurship education variable is 0.00, which is less than the 0.05 significance level. Thus, entrepreneurship education has a significant influence on entrepreneurial intentions. 2. The significant value for the creative education variable is 0.00, which is smaller than the 0.05 significance level. Thus, creativity has a significant influence on entrepreneurial intentions.

Determinant Coefficient Analysis (R2)

Determination analysis is a method used to measure the extent to which the independent variables affect the dependent variable in a regression model. The coefficient of determination, which is often referred to as R-squared, acts as an indicator that provides information on how much variation or change in the dependent variable can be explained by the independent variables in the model. The higher the value of the coefficient of determination, the greater the influence of the independent variable on the dependent variable, and the greater its ability to explain the variations that occur in the dependent variable in the regression model.

Tabel 3 Analysis of the Coefficient of Determination Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.726 ^a	.527	.522	3.818	1.845

a. Predictors: (Constant), Entrepreneurship Education, Creativity

b. Dependent Variable: Entrepreneurial Intention

The test results for the coefficient of determination (R2) listed in Table 4.11 indicate an Adjusted R-Square (R2) value of 0.527. That is, about 52.7% of the variation in the dependent variable, namely entrepreneurial intentions, can be explained by the independent variables of entrepreneurship education and creativity. Meanwhile, around 47.3% of the variation in firm performance is influenced by other factors not included in this study.

DISCUSSION

The Effect of Entrepreneurship Education on Entrepreneurial Intentions

Based on the results of testing the data, it is known that the significant value for the entrepreneurship education variable is 0.00, which is smaller than the 0.05 significance level. Thus, entrepreneurship education has a significant influence on entrepreneurial intentions. So it is concluded that the first hypothesis (H1) is accepted. The effect of entrepreneurship education on entrepreneurial intentions illustrates how entrepreneurship education can influence a person's intention or desire to engage in entrepreneurial activities. This phenomenon has received a lot of investigation and attention, because education can be seen as an important element in shaping individual attitudes and aspirations towards entrepreneurship. Theory of Planned Behavior (TPB) is a paradigm for explaining and predicting human behavior based on intention. TPB can help understand why there is a positive



relationship between entrepreneurship education and entrepreneurial intentions in the context of the influence of entrepreneurship education on entrepreneurial intentions. TPB identifies three main factors that influence a person's intention to perform a behavior: attitude, subjective norms, and behavioral control. This can make a person feel better prepared to overcome obstacles in entrepreneurship and increase their confidence in running their own business. This is in line with the opinion of Yang (2014) who said that through entrepreneurial learning it can facilitate individuals to transfer knowledge, skills, and share entrepreneurial experiences.

Entrepreneurship education programs often include opportunities for participants to interact with other participants and business practitioners. This can assist in the development of a network of useful connections and the acquisition of knowledge from skilled individuals. In line with the statement of Voda and Florea (2019) which states that entrepreneurship education provides assistance to individuals in achieving entrepreneurial intentions through social networks and experiences of successful entrepreneurs. In line with the opinion of Sun et al., (2017) which stated that entrepreneurship education has an important role in improving individual skills that drive business activities (Sun et al., 2017). The results of this study support the findings of previous studies which state that entrepreneurship education has a positive relationship with entrepreneurial intentions (Wang Jiatong, 2021; Lubada et al., 2021). Entrepreneurship education has a positive relationship with entrepreneurial intentions indicating that the existence of entrepreneurship education is associated with an increase in one's intention or desire to be involved in entrepreneurial activities. In other words, the more entrepreneurship education a person gets, the more likely he will have the intention or desire to start or build a company. Entrepreneurship education can provide the information, skills, and insights needed to plan, build, and run companies confidently and effectively, thereby increasing entrepreneurial intentions.

The Effect of Creativity on Entrepreneurial Intentions

Based on the results of testing the data, it is known that the significant value for the creative education variable is 0.00, which is smaller than the 0.05 significance level. Thus, creativity has a significant influence on entrepreneurial intentions. So it is concluded that the second hypothesis (H2) is accepted. Creativity has a positive effect on entrepreneurial intentions indicating that a higher level of creativity is related to an increase in people's intention or desire to engage in entrepreneurial activities. In this context, creativity is a motivator for people to evaluate and pursue new opportunities in business. Individuals with creative abilities can generate new ideas, overcome challenges with inventive solutions, and provide differentiated value for their business. This naturally increases their desire to set up or grow a business.

In TPB, behavioral control refers to the degree to which individuals believe they have control over certain behaviors. Individuals with creative abilities may feel more secure in facing obstacles and finding inventive solutions to business scenarios. Individuals may feel better equipped to realize entrepreneurial aspirations supported by creativity if they have stronger behavioral control.

From the application of the TPB approach to the influence of creativity on entrepreneurial intentions, it can be concluded that creativity can influence entrepreneurial intentions through changes in positive attitudes towards entrepreneurship, supportive subjective norms, and better behavioral control in dealing with entrepreneurial challenges. Creativity can be a motivator for people to consider entrepreneurship as a way to use their creative ideas and realize their inventive potential in the commercial world. Individuals with creative abilities can come up with original and unique company concepts. These ideas can be



new thoughts, previously unseen solutions, or new techniques to meet market demands. These creative ideas can inspire people to pursue new opportunities in the business sector. This is in line with the opinion of Kumar & Shukla (2022) which states that creativity is very important in entrepreneurial activities and entrepreneurship itself is a creative activity.

The ability to generate new ideas and solve difficulties in new ways can increase one's confidence in running a business. Confident individuals tend to have strong entrepreneurial goals because they believe they have the tools to overcome obstacles. In line with the statement of Hu et al., (2018) which indicates that creativity plays an important role in entrepreneurship, creativity also has a role in the problem solving process, so that creativity can help someone to become an entrepreneur by analyzing the issues that arise around him and grow new ideas. The results of this study are in line with the results of the study of Murniati et al (2019) which state that there is a partially significant effect of creativity on entrepreneurial intentions. This is also in line with Smith & Sardeshmukh's (2016) research at Midwestern University regarding creativity on student entrepreneurial intentions and found significant results. In addition, Biraglia and Kadile (2017) in their research found a direct relationship between creativity and entrepreneurial intentions.

The Effect of Entrepreneurship Education and Creativity on Entrepreneurial Intentions

From the results of data analysis, it can be concluded that the significance value (0.000) is lower than the established significance level (0.05). Therefore, it can be concluded that the two independent variables, namely entrepreneurship education and creativity, together have a significant influence on the dependent variable, namely entrepreneurial intentions. So it was concluded that the third hypothesis (H3) was accepted. Through various processes, entrepreneurship education can have a good influence on entrepreneurial intentions. Individuals who learn entrepreneurial knowledge and skills can feel more confident and equipped to face entrepreneurial obstacles. It can also help with enterprise contingency, risk management, and business growth plans. All of these factors can increase an individual's desire to establish and grow a business. The influence of entrepreneurship education and creativity on entrepreneurial intentions can be explored in a theoretical framework using the Theory of Planned Behavior (TPB) approach. Entrepreneurship and creativity education can influence an entrepreneurial mindset, subjective norms, and control of one's behavior. The combination of the two can help create a positive outlook, build social support, and increase self-confidence, all of which contribute to better entrepreneurial intentions. Overall, the impact of entrepreneurship education and creativity on entrepreneurial intentions is complex and mutually reinforcing. Both have a significant impact on a person's mindset and intention to engage in entrepreneurial activity.

The results of this study are in line with previous research which empirically proves that there is an influence of entrepreneurship education and creativity on entrepreneurial intentions (Wang Jiatong, 2021). In other words, these findings suggest that people who have a higher level of entrepreneurship education as well as a higher level of creativity are more likely to start or develop a commercial enterprise. Entrepreneurship education provides essential information and skills for enterprise management, while creativity provides the capacity to generate fresh ideas and unique methods for business management.

CONCLUSION

Referring to the results of the research that has been done, it produces several conclusions as follows. There is a positive and significant influence between entrepreneurship education on entrepreneurial intentions. The influence between providing entrepreneurship education and



increasing the intention or desire to engage in entrepreneurial activities is referred to as a positive and substantial influence between entrepreneurship education and entrepreneurial intentions. Individuals who participate in entrepreneurship education have better attitudes about entrepreneurship, feel more prepared to deal with problems, and are more likely to set up and operate their own businesses. There is a positive and significant influence between creativity on entrepreneurial intentions. The influence between a person's level of creativity and entrepreneurial intentions is referred to as a positive and substantial effect between creativity and entrepreneurial intentions. While creativity can be the initial catalyst for entrepreneurial goals, it also requires other factors such as sound preparation, strong execution, competent management, and the capacity to handle risks in building a business. There is a positive and significant effect simultaneously between entrepreneurship education and creativity on entrepreneurial intentions. The positive and substantial influence of entrepreneurship education and creativity simultaneously on entrepreneurial intentions shows that combining these two characteristics has a considerable influence in increasing a person's intention or desire to engage in entrepreneurial activities. This approach states that entrepreneurship education provides the information, skills, and insights needed to understand and manage the business environment, while creativity provides the capacity to generate new ideas, innovation, and creative solutions in entrepreneurship.

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