



{ MUDIMA }



## The Effect of Entrepreneurial Education, Mindset, and Creativity on Entrepreneurial Intention of University Students: Assisted in the Mediation Role of Entrepreneurial Self Efficacy

Joddy Andrian Setiawan<sup>1\*</sup>, Wanda Gema Prasadio Akbar Hidayat<sup>2</sup>, Purnamaningsih<sup>3</sup>

Universitas Multimedia Nusantara

**Corresponding Author:** Joddy Andrian Setiawan [joddy.setiawan@student.umn.ac.id](mailto:joddy.setiawan@student.umn.ac.id)

### ARTICLE INFO

*Keywords:* Entrepreneurship, Student, Education, Business Interest

*Received* : 5 July

*Revised* : 18 July

*Accepted* : 18 August

©2023 Setiawan, Hidayat,

Purnamaningsih: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



### ABSTRACT

The growth in the number of young students in Indonesia is increasing rapidly every day, making many innovative ideas emerge that are being implemented by many young people to become an attractive business. This phenomenon can be seen from various perspectives and factors that make students have high entrepreneurial intentions, namely in terms of education, mindset, creativity, and student self-confidence, which are combined to create interesting and innovative business ideas. Therefore, researchers want to conduct research on some of these factors to determine the influence of existing variables. Researchers used quantitative methods by distributing questionnaires to 133 respondents who had received education about entrepreneurship or business. Processing the data in this study using the media assisted by the SmartPLS 3 software. The results of this study show that the four factors mentioned above have a linkage and influence on the entrepreneurial intentions of respondents

## INTRODUCTION

Entrepreneurship in Indonesia has recently been quite hotly discussed by the public. Especially during the COVID-19 Pandemic, many workers experienced the impact of the Pandemic. In a survey conducted by the Ministry of Manpower, it was recorded that 72,983 workers experienced termination of employment or layoffs, which was the impact of the existence of COVID-19. A total of 4,156 companies have terminated their employment due to financial constraints and have limited money to provide employee wages. Judging from the large number of students in Indonesia, one of the questions is whether Indonesian students are active in owning a business. In general, it is necessary to know in advance that Indonesia's position in the Global Entrepreneurship Index (GEI) among the six ASEAN member countries, namely: Indonesia, Malaysia, the Philippines, Singapore, Thailand, and Brunei Darussalam, and judging from the results of a literature review of GEI reports from 2015–2017, Indonesia is in the lowest position among the six ASEAN countries (Magdalena & Wirawan, 2023).

The interest of students in Indonesia in starting a business has started to increase. However, it was reiterated once more that when examining BPS data, the proportion of entrepreneurs in Indonesia remains at 3.47%, or approximately 9 million individuals out of the total population in Indonesia. Although this has increased from the 3.1% recorded in 2016, a survey conducted by BPIAS revealed that 69.1% of students in Indonesia expressed an interest in entrepreneurship. While this is considered favorable within Indonesia, the figure still pales in comparison to Singapore, which boasts a ratio of 8.5%. Similarly, other ASEAN countries such as Malaysia and Thailand have achieved ratios of 4.5%. The aim is for Indonesia to raise the percentage ratio to 3.9-4% by 2024. Presently, Indonesia ranks 75th out of 137 countries with a score of 26. The government's goal is for Indonesia to climb to the 60th position (Handayati, 2020). Thus, with the advent of society 5.0, the government aspires for the younger generation to actively participate and possess entrepreneurial aspirations for the economic

development of Indonesia. Entrepreneurial intention is defined as a self-perceived belief in embarking on a new professional journey. With the increasing number of unemployed students after they graduate from school, this must be highlighted, and the government must take action, namely by providing training and assistance regarding entrepreneurship to empower people who do not have jobs (Dliyaul Haq, 2023).

Entrepreneurs or business activists can be said to have the potential to be successful if they understand what entrepreneurship education is for and are willing to learn to increase their knowledge (Kaffka, 2018). Entrepreneurs who have the potential for success are entrepreneurs who use the educational environment as a means to achieve their goals. This notion of entrepreneurial education can be summed up as an appreciation of an issue from a scientific standpoint and theory as a foundation for reasoning. Therefore, one of the government's efforts to reduce the number of unemployed is to conduct training for students in entrepreneurship so that they can open up job opportunities for the wider community. The Ministry of Education, Culture, and Research and Technology has implemented an Entrepreneurial Skills Education Programme, abbreviated as PKW. In 2020, the PKW programme was successfully held in 915 institutions with a total number of participants of 16,676 (Hidayat, 2023).

All efforts made by the government to increase insight and education about entrepreneurship for Indonesians Entrepreneurial mindset is a form of mindset that is owned by an entrepreneur, in which the mindset has the characteristics of thinking that is simple, creative, oriented to new things, oriented to concrete actions, and able to read situations and take opportunities. With the presence of an entrepreneurial mindset, an entrepreneur will have the urge to simultaneously carry out innovations in the field of business whose aim is to create opportunities that benefit the entrepreneur. One aspect of the entrepreneurial mindset is creativity (Kumar, 2019). One of the key aspects of cognitive processing that might result in valuable ideas through the utilisation of the right information and expertise

is creativity (Zampetakis, 2011). In China, undergraduate business students researched the relationship between creativity and entrepreneurial ambition, and it was discovered that those with higher levels of creativity typically have higher intentions to start their own business. Entrepreneurship itself can be defined as a creative activity, and previous academics have highlighted how creativity is crucial for entrepreneurial activities (Murad, 2021).

In doing entrepreneurship, apart from having various factors such as having the intention to start a business, getting education about entrepreneurship, having an entrepreneurial mindset, and having the creativity of business actors, they are also required to have self-confidence (Saptono, 2020). Self-efficacy is an individual's belief about his own capabilities in carrying out tasks or actions that need to be taken to achieve certain results. Self-efficacy has a role in terms of providing confidence in an individual's ability to complete work and assignments (Zampetakis, 2006). An entrepreneur who has high self-efficacy is able to think about and carry out the actions needed to manage everything that will come in the future, especially here in the entrepreneur's business. However, if the entrepreneur has low self-efficacy, he or she will have a higher probability of failure. The self-efficacy factor is expected to be able to moderate various previous factors related to the desire to become an entrepreneur.

## **METHODS**

In this study, the design used by researchers was a conclusive-type Descriptive Research design. Collecting data on independent, dependent, and mediating variables in this study used a cross-sectional design method, in particular by distributing survey questionnaires using Google Forms to students using a 5-point Likert scale to measure the questionnaire answers of respondents. Primary data here is used by researchers by conducting surveys by distributing Google Forms, which aim to get real data from respondents so that it can then be processed. Secondary data is also used by researchers by taking data from various books, journals, and websites to

then be used as research supporting data so that research becomes more systematic and, of course, helps researchers compile questions for research. The researcher determines the target population, namely students who are currently taking or have taken courses related to business, especially entrepreneurship. In this study, the researchers chose to use a non-probability sampling technique. The method chosen by the researcher is judgmental sampling. Validity and Reliability Tests are methods used in measuring techniques, instruments, processes, and the consistency of indicators used by researchers. Previously, researchers carried out a pre-test using data from 50 respondents, all of whom were students using Google Forms. In this study, researchers conducted pre-test data processing using IBM SPSS version 25 software to measure and make a decision about whether an indicator can identify a variable.

## **RESULTS AND DISCUSSION**

The entrepreneurial attitude is significantly impacted by the entrepreneurial education factor. Based on the findings of 133 students who are presently getting or have previously received entrepreneurship education from formal and non-formal institutions, this hypothesis is proven. It is clear from the findings that the two variables have a considerable impact because the t-stat value is 9,142, which is extremely high with a minimum limit of 1,650, and the p-value is 0,000, which is less than 0,005. This hypothesis is also strengthened by previous research on students at US community colleges, which stated that the existence of entrepreneurship education on campuses in the United States was significantly able to foster an entrepreneurial mindset in students. Entrepreneurial intention is significantly impacted by the entrepreneurial education variable. Based on the findings of 133 students who are presently getting or have previously received entrepreneurship education from formal and non-formal institutions, this hypothesis is proven. The findings reveal a t-stat value of 3,030, which is significant with a minimum limit of 1,650, and a p-value of 0.003, which is less

than 0.005, indicating that the two variables significantly impact each other. This theory is further supported by earlier research on final semester students at Ghanaian universities, which found a significant relationship between entrepreneurial intention and education, as students' interest in entrepreneurship rises when they receive entrepreneurship education.

Entrepreneurial intention is significantly impacted by the entrepreneurial mindset factor. Based on the findings of a study involving 133 students, this concept is verified. The results demonstrate a t-stat value of 3,508, which is significant with a minimum limit of 1,650, and a p-value of 0.000, which is less than 0.005, indicating a significant interaction between the two variables. This claim is supported by earlier studies on the entrepreneurial spirit and mindset of SMK students in Indonesia, the findings of which demonstrate that the entrepreneurial mindset has a positive and significant impact on the students' entrepreneurial intention. Entrepreneurial intent is not much impacted by the creative variable. Based on the findings of a study involving 133 students, this concept is verified. The results reveal a p-value of 0.480, which is higher than the value limit of 0.005, and a t-stat value of 0.707, which is defined as insignificant or below the minimum value of 1.650, indicating that there is no meaningful relationship between these two variables. This is in contrast to earlier research that used Pakistani university students as a sample and discovered a strong influence of creativity on the link between entrepreneurial motivation and desire. However, the researchers here look at the data that they collected so that they can draw conclusions for this hypothesis 4 that creativity and entrepreneurial intention do not have a significant effect because not all respondents who have a high level of creativity have a strong desire to utilise their creativity for commercial processes or use it for an entrepreneurial idea.

Entrepreneurial intent is not much impacted by the creative variable. Based on the findings of a study involving 133 students, this concept is verified. The results indicate a t-stat value of 0.790, which is categorised as insignificant or below the minimum value of 1.650, and a p-value of 0.430, which is more than the value limit of 0.005, indicating that these two factors do not significantly affect the outcome. This is in contrast to earlier study, which found that entrepreneurial self-efficacy fosters creative thinking, explains cognitive processes, and aids people in making decisions about whether to launch a new firm. However, from the research data collected by the researcher, it can be concluded that not all individuals (Respondents) who have high self-confidence in this study have the intention to utilise their self-confidence as "capital" to start entrepreneurship.

According to the results of the data processing used in research, there is a significant relationship between entrepreneurial education variables and entrepreneurial mindset, entrepreneurial education variables and entrepreneurial intention, and entrepreneurial mindset variables and entrepreneurial intention. However, there is no significant relationship between entrepreneurial creativity variables and entrepreneurial intention or entrepreneurial mindset. The researcher's exhibition of management implications, which are stated in the following, is based on this elaboration: It may be inferred from the outcomes of the data processing used in this study that entrepreneurial education significantly influences the entrepreneurial intentions of study respondents. The indicator on entrepreneurial education that has the lowest mean value is EE1, which has the statement "The model of entrepreneurship education in formal education promotes creative ideas." From these indicators, the researcher can draw the conclusion that there are still many respondents who feel that the entrepreneurship education they get at educational institutions does not always provide creative ideas for them. Because all respondents are students, it can be concluded that a suggestion is for the university where the respondent received education to pay more attention

to the entrepreneurship courses provided so that more creative ideas are embedded, which might encourage students to have higher entrepreneurial intentions. Universities can provide more interesting learning programmes by holding seminars frequently and bringing in competent guest stars in the field of entrepreneurship so that respondents as students can see the implementation of creative ideas and possibly cultivate these thoughts in themselves to increase entrepreneurial intention.

The respondents' entrepreneurial goals in this study are significantly influenced by their entrepreneurial attitude. The statement in EM1, an indicator of the entrepreneurial mindset, is "I have thought about reactions from both sides (Opportunities or challenges) that are combined in entrepreneurial activities." This indicator has the lowest mean value of all the entrepreneurial mindset indicators. From this indicator, researchers can draw the conclusion that the majority of respondents have thought about it, but there are also not a few respondents who have not considered the importance of knowing the opportunities and challenges that must be collaborated on in the entrepreneurial process. Efforts that can be made, for example, by universities are to increase student awareness of the importance of considering two-sided reactions between opportunities and challenges. An example of real practise is to include this in the lecture process; that way, students will pay more attention to it, and according to the researchers, this will be useful for students in the future when they decide to start their own business.

## **CONCLUSION**

Entrepreneurial Education has a significant influence on the entrepreneurial mindset of the respondents. The researcher concluded that one of the things that made the respondents here, who were students, have a higher mindset for entrepreneurship was getting good entrepreneurship education as well as the educational facilities received by the students themselves. Entrepreneurial Education has a significant influence on the Entrepreneurial intentions of respondents. The researcher concluded that one of the things that made the respondents, who were students here, have a higher interest in entrepreneurship was not only getting good entrepreneurship education but also the educational facilities received by the students themselves. Entrepreneurial Mindset has a significant influence on respondents' entrepreneurial intention. The researcher concludes that the mindset of an individual that leads to the field of entrepreneurship has a strong impact on whether that individual has higher intentions for entrepreneurship. Because the majority of students who have received education about entrepreneurship have a mindset that leads to entrepreneurs, this is of course a strong factor in their having a strong intention to become entrepreneurs. Creativity does not have a significant influence on respondents' entrepreneurial intentions. The researcher concludes that creativity is not a significant factor in respondents willingness to start the entrepreneurial process or initiate entrepreneurial intentions. Many students feel that they already have high levels of creativity but are reluctant or don't understand how to implement their creative ideas into commercial ideas or have an interest in entrepreneurship. Entrepreneurial Self-efficacy does not have a significant influence on respondents' entrepreneurial intentions. The researcher concludes that self-confidence is not a significant factor in respondents willingness to start the entrepreneurial process or initiate entrepreneurial intentions. Many students feel that they already have high self-confidence but do not feel confident enough to start their own business.

## REFERENCES

- Magdalena, M., & Wirawan, M. (2023). The Role of Profit Perception, Firm Capital and Investment Knowledge on Intention to Invest in Sharia Stocks. *JSSBS (Journal of Social Science and Business Studies)*, 1(1), 1–5.
- Handayati, P. W. (2020). Does entrepreneurship education promote vocational students' entrepreneurial mindset? *Heliyon*.
- Dliyaul Haq, M. (2023). How Digital Thrift Shops Escalate Global Supply Chain Sustainability in Indonesia. *JSSBS (Journal of Social Science and Business Studies)*, 1(1), 6–14.
- Kaffka, G. a. (2018). The entrepreneurial 'mindset': entrepreneurial intentions from the entrepreneurial event to neuroentrepreneurship. *Macmillan*.
- Hidayat, W.G.P.A. (2023). Analysis Of Enhancement Of Employee's Performance Strategy Through Mapping Of Organizational Culture In KPKNL Sidoarjo. *JSSBS (Journal of Social Science and Business Studies)*, 1(1), 15–20.
- Dewi C.S & Hidayat, W.G.P.A. (2023). The Role of Marketing Mix on Public Interest of Banking Credit Submission Application. *Jurnal Sistim Informasi dan Teknologi*, 198-202.
- Hidayat, W.G.P.A. & Tannady, H (2023). Analysis of Organizational Citizenship Behavior (OCB) Variables, Work Stress, Work Communication, Work Climate Affecting Employee Performance and Turnover Intention at PT. Bank. *International Journal of Science, Technology & Management* 4 (3), 688-696.
- Hidayat, W.G.P.A. (2023). The Role of Benefits and Convenience on Consumer Interest in Online Transactions in Bukalapak. *Jurnal Multidisiplin Madani* 3 (5), 1080-1087.
- Kumar, R. a. (2019). Creativity, proactive personality and entrepreneurial intentions: examining the mediating role of entrepreneurial self-efficacy. *Glob. Bus. Rev.*
- Murad, M. L. (2021). The influence of entrepreneurial passion in the relationship between creativity and entrepreneurial intention. *Int. J. Glob. Bus. Compet.*
- Saptono, A. W. (2020). Does entrepreneurial education matter for Indonesian students' entrepreneurial preparation: The mediating role of entrepreneurial mindset and knowledge. *Cogent. Edu.*
- Zampetakis, L. A. (2006). Linking creativity with entrepreneurial intentions: A structural approach. *Int. Entrep. Manag. J.*
- Zampetakis, L. A. (2011). Creativity and entrepreneurial intention in young people: Empirical insights from business school students. *Int. J Entrep. Innov.*