

Entrepreneurship Learning, Entrepreneurial Mindset, and Creativity in Students' Entrepreneurial Intention among Economic Education Students

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Abstract: Entrepreneurship education has become an important strategy for developing university students' entrepreneurial intention; however, the underlying mechanisms through which entrepreneurship learning and entrepreneurial mindset influence entrepreneurial intention remain insufficiently understood. This study aimed to examine the direct effects of entrepreneurship learning and entrepreneurial mindset on entrepreneurial intention, as well as the mediating role of students' creativity among Economic Education students at Universitas Muhammadiyah Bone, Indonesia. A quantitative explanatory research design with a cross-sectional survey was employed. Data were collected from 65 fifth-semester students who had completed an entrepreneurship course using a structured questionnaire based on a five-point Likert scale. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 3. The results revealed that entrepreneurship learning had a significant positive effect on entrepreneurial intention ($\beta = 0.459$; $p = 0.030$) and students' creativity ($\beta = 0.421$; $p = 0.005$). Entrepreneurial mindset did not significantly influence entrepreneurial intention directly ($\beta = -0.060$; $p = 0.782$), but it significantly enhanced students' creativity ($\beta = 0.572$; $p < 0.001$). Furthermore, students' creativity significantly influenced entrepreneurial intention ($\beta = 0.596$; $p = 0.003$) and mediated the effects of entrepreneurship learning ($\beta = 0.251$; $p = 0.049$) and entrepreneurial mindset ($\beta = 0.341$; $p = 0.025$) on entrepreneurial intention. These findings demonstrate that creativity is a crucial psychological mechanism through which entrepreneurship learning and entrepreneurial mindset are transformed into entrepreneurial intention. Therefore, higher education institutions should integrate experiential entrepreneurship learning, creativity development, and entrepreneurial mindset enhancement to strengthen students' entrepreneurial intention and prepare graduates to contribute to sustainable regional economic development.

Keywords: Entrepreneurship Learning, Entrepreneurial Mindset, Creativity, Entrepreneurial Intention, PLS-SEM, Higher Education

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INTRODUCTION

The development of entrepreneurship among young people has become a strategic priority in many countries, including Indonesia, due to its crucial role in job creation and economic growth. Higher education institutions are increasingly expected to prepare students not only as job seekers but also as future job creators. In this regard, entrepreneurship education is recognized as a key instrument for equipping students with the knowledge, skills, and attitudes necessary to succeed in a dynamic labor market. Universities, particularly teacher education programs such as Economic Education, occupy a strategic position in fostering students' entrepreneurial orientation, as their graduates are expected to contribute to both educational development and community economic empowerment (Li et al., 2023).

Despite the growing emphasis on entrepreneurship education, empirical evidence suggests that exposure to entrepreneurship courses alone does not automatically translate into strong entrepreneurial intentions among university students. Many students continue to perceive entrepreneurship as a risky and uncertain career path. This phenomenon indicates that, beyond the transfer of entrepreneurial knowledge, students also require adaptive and opportunity-oriented ways of thinking. Entrepreneurial mindset, characterized by proactiveness, resilience, and opportunity recognition, has therefore been identified as a critical determinant influencing how students evaluate entrepreneurship as a viable career option (Akbari et al., 2024).

Another essential factor in entrepreneurship is creativity, which refers to an individual's ability to generate novel and useful ideas. In today's rapidly changing economic environment, creativity enables individuals to identify opportunities, solve problems innovatively, and develop unique business concepts. For university students, creativity serves as a cognitive resource that transforms abstract entrepreneurial knowledge into practical and actionable business ideas. Students with higher levels of creativity are more likely to feel confident in exploring entrepreneurial opportunities and envision entrepreneurship as a feasible future career (Alhadihaq et al., 2024).

From the perspective of the Theory of Planned Behavior (TPB), entrepreneurial intention is determined by three primary factors: attitude toward entrepreneurship, subjective norms, and perceived behavioral control (Ajzen, 1991). Within higher education, entrepreneurship learning functions not merely as a process of knowledge transfer but also as a means of cultivating positive attitudes toward entrepreneurial activities and strengthening students' confidence in their ability to establish and manage businesses. Students who participate in entrepreneurship learning through discussions, case studies, business simulations, project-based learning, and practical entrepreneurial experiences tend to perceive entrepreneurship as a realistic and desirable career choice while simultaneously developing stronger confidence in overcoming the challenges associated with venture creation. Consequently, entrepreneurship learning is expected to enhance entrepreneurial intention by fostering favorable attitudes and increasing perceived behavioral control, as proposed by the Theory of Planned Behavior.

In addition, entrepreneurial mindset can be conceptualized as a cognitive factor that influences how individuals interpret business opportunities, manage uncertainty, and evaluate their readiness to engage in entrepreneurial activities. Individuals possessing a strong entrepreneurial mindset are generally more opportunity-oriented, adaptable to environmental changes, and confident in transforming challenges into business opportunities. Within the TPB framework, these characteristics reinforce perceived behavioral control and encourage more positive evaluations of

entrepreneurial activities, ultimately increasing entrepreneurial intention. Creativity, meanwhile, represents an individual's capability to generate valuable ideas, recognize business opportunities, and develop innovative solutions to complex problems. It enables students to transform entrepreneurial knowledge into innovative business models and practical solutions while simultaneously strengthening their confidence in pursuing entrepreneurial careers. Therefore, creativity is expected to function as a psychological mechanism that reinforces the relationships between entrepreneurship learning, entrepreneurial mindset, and entrepreneurial intention by enhancing students' ability to identify opportunities and produce innovative business ideas.

Theoretical and empirical literature increasingly suggests that the influence of entrepreneurship learning on entrepreneurial intention is not entirely direct but operates through psychological and cognitive mechanisms, as explained by the Theory of Planned Behavior. Well-designed entrepreneurship education contributes to the development of positive attitudes toward entrepreneurship, enhances perceived behavioral control, and strengthens students' entrepreneurial self-efficacy. Simultaneously, entrepreneurial mindset shapes individuals' ability to recognize business opportunities and assess their entrepreneurial readiness, whereas creativity facilitates the generation of innovative solutions and business ideas. Together, these factors provide a comprehensive explanation of how entrepreneurial intention is formed among university students. Previous studies have also demonstrated that entrepreneurship education integrated with creativity development significantly improves students' motivation and readiness to engage in entrepreneurial activities (Li et al., 2023)

Previous empirical findings further indicate that entrepreneurial mindset contributes significantly to the development of entrepreneurial intention, often through psychological mechanisms such as entrepreneurial self-efficacy and entrepreneurial inspiration. Students who develop a growth-oriented and opportunity-focused mindset are more likely to seriously consider entrepreneurship as a future career. However, the strength of these relationships varies across educational and cultural contexts, highlighting the need for further investigation within specific higher education environments (Wu et al., 2022).

Based on these considerations, this study aims to empirically examine the effects of entrepreneurship learning, entrepreneurial mindset, and creativity on the entrepreneurial intention of Economic Education students at Universitas Muhammadiyah Bone, Indonesia. Furthermore, this study investigates the mediating role of creativity in the relationships between entrepreneurship learning, entrepreneurial mindset, and entrepreneurial intention. The findings are expected to provide valuable insights for higher education institutions in designing entrepreneurship education that extends beyond knowledge acquisition by fostering entrepreneurial mindset and creativity, thereby promoting sustainable entrepreneurial intention among university students.

METHOD

This study employed a quantitative approach with an explanatory research design to examine the causal relationships among entrepreneurship learning, entrepreneurial mindset, students' creativity, and entrepreneurial intention among Economic Education students. The proposed research model specified entrepreneurship learning and entrepreneurial mindset as exogenous variables, students' creativity as the mediating variable, and entrepreneurial intention as the endogenous variable. Accordingly, the study examined both the direct effects of

entrepreneurship learning and entrepreneurial mindset on entrepreneurial intention and their indirect effects through students' creativity. A cross-sectional survey design was adopted to collect data at a single point in time.

The sample consisted of 65 fifth-semester students enrolled in the Economic Education Study Program at Universitas Muhammadiyah Bone who had successfully completed the entrepreneurship course. Participants were selected using a purposive sampling technique to ensure that all respondents possessed adequate knowledge and learning experience related to entrepreneurship. .

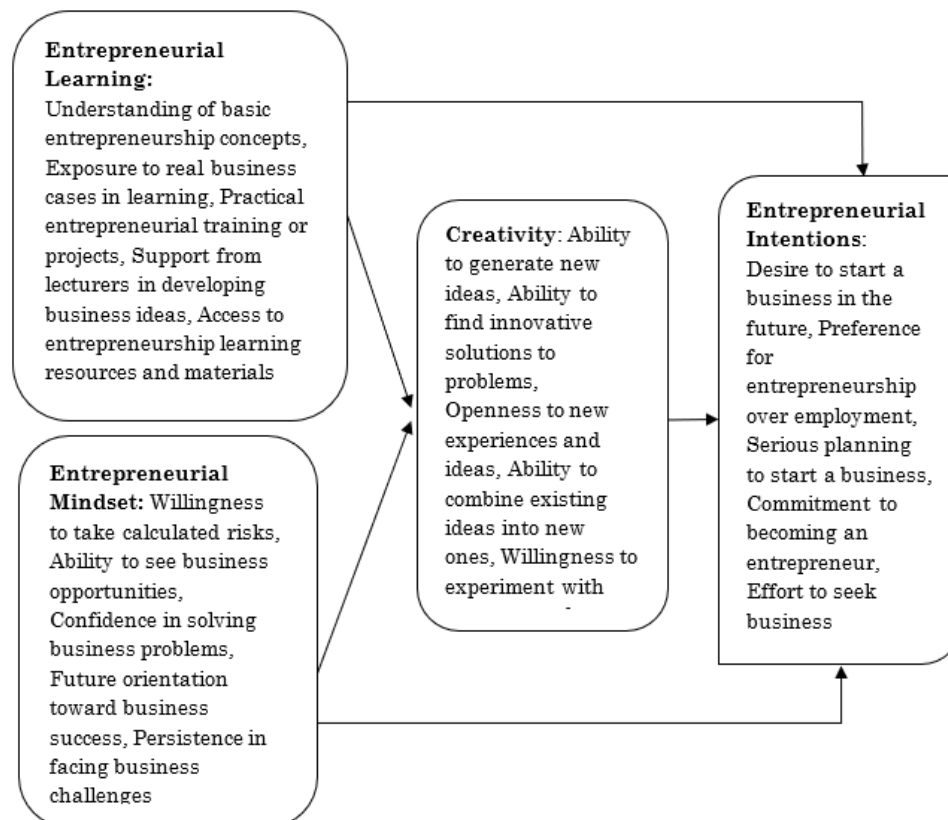


Figure 1. Relationship between learning variables, entrepreneurial mindset and creativity towards entrepreneurial intentions.

The following hypothesis proposed by researchers are shown in figure 1:

- H1 : Entrepreneurship learning (X1) has a significant positive effect on students' entrepreneurial intention (Y)
- H2 : Entrepreneurial mindset (X2) has a significant positive effect on students' entrepreneurial intention (Y).
- H3 : Entrepreneurship learning (X1) has a significant positive effect on students' creativity (Z)
- H4 : Entrepreneurial mindset (X2) has a significant positive effect on students' creativity (Z).

- H5 : Students' creativity (Z) has a significant positive effect on students' entrepreneurial intention (Y)
- H6 : Students' creativity (Z) significantly mediates the relationship between entrepreneurship learning (X1) and students' entrepreneurial intention (Y)
- H7 : Students' creativity (Z) significantly mediates the relationship between entrepreneurial mindset (X2) and students' entrepreneurial intention (Y).

Primary data were collected using a structured questionnaire administered on a five-point Likert scale. The measurement items were adapted from previously validated instruments reported in the entrepreneurship literature to ensure content validity. Construct validity and reliability were assessed by examining outer loadings, Average Variance Extracted (AVE), and Composite Reliability (CR). Data analysis was performed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 3 software. The proposed hypotheses were evaluated through the bootstrapping procedure. The structural model was assessed by examining path coefficients, the coefficient of determination (R^2), effect size (f^2), and predictive relevance (Q^2), which served as the basis for interpreting the findings and drawing conclusions. Furthermore, indirect effects were analyzed to examine the mediating role of students' creativity in the relationships between entrepreneurship learning, entrepreneurial mindset, and entrepreneurial intention. All analytical procedures followed the guidelines for PLS-SEM proposed by (Hair et al., 2022).

RESULTS AND DISCUSSION

Results

The evaluation of the measurement model confirms that all indicators meet the recommended criteria for convergent validity, with outer loading values exceeding the minimum threshold of 0.50. This finding indicates that each observed indicator is strongly associated with its corresponding latent construct and adequately captures the intended theoretical dimension. The satisfactory outer loading values demonstrate that the indicators share a substantial proportion of variance with their respective constructs, thereby supporting the accuracy and consistency of the measurement model. Consequently, the established convergent validity provides empirical evidence that the research instrument is appropriate for measuring entrepreneurship learning, entrepreneurial mindset, students' creativity, and entrepreneurial intention.

Table 1. Convergent validity (outer loadings)

Construct	Indicator	Outer Loading
Entrepreneurship Learning (X1)	X1.1	0.896
	X1.2	0.872
	X1.3	0.901
	X1.4	0.898
	X1.5	0.879
Entrepreneurial Mindset (X2)	X2.1	0.881
	X2.2	0.888
	X2.3	0.873
	X2.4	0.911
	X2.5	0.897
Creativity Student (Z)	Z.1	0.900
	Z.2	0.891

	Z.3	0.851
	Z.4	0.860
	Z.5	0.898
	Y.1	0.934
	Y.2	0.881
Students' Entrepreneurial	Y.3	0.872
Intention (Y)	Y.4	0.883
	Y.5	0.861

Source: Primary data processed, 2025.

The evaluation of the measurement model demonstrates that all indicators used to measure Entrepreneurship Learning (X1), Entrepreneurial Mindset (X2), Creativity (Z), and Entrepreneurial Intention (Y) achieved outer loading values above the recommended threshold of 0.70. Specifically, the outer loading values ranged from 0.872 to 0.901 for Entrepreneurship Learning, 0.881 to 0.911 for Entrepreneurial Mindset, 0.851 to 0.900 for Creativity student, and 0.861 to 0.934 for Entrepreneurial Intention. These results indicate that all measurement items exhibit strong correlations with their respective latent constructs, thereby providing robust evidence of convergent validity.

The consistently high outer loading values suggest that each indicator makes a substantial contribution to explaining its corresponding construct. None of the indicators fall below the acceptable threshold, indicating that every measurement item adequately represents the theoretical dimensions of entrepreneurship learning, entrepreneurial mindset, creativity, and entrepreneurial intention. Furthermore, the relatively narrow range of loading values across indicators reflects a high degree of measurement consistency, confirming that the instrument effectively captures the underlying concepts proposed in the research model.

Overall, the findings confirm that the measurement model possesses excellent indicator reliability and convergent validity. Since all indicators satisfy the recommended criterion for outer loading (>0.70), no measurement items require removal from the model. Therefore, the constructs can be considered statistically sound and theoretically representative, providing a solid foundation for proceeding with the evaluation of discriminant validity, construct reliability, and the structural model within the SEM-PLS framework.

Table 2. Cronbach's Alpha

Construct	Cronbach's Alpha	Rho_A	Composite Reliability	AVE
Entrepreneurship Learning (X1)	0.934	0.934	0.950	0.791
Entrepreneurial Mindset (X2)	0.934	0.935	0.950	0.792
Student Creativity (Z)	0.927	0.928	0.945	0.775
Students' Entrepreneurial Intention (Y)	0.932	0.933	0.948	0.786

The reliability and convergent validity of the measurement model were assessed using Cronbach's Alpha, rho_A, Composite Reliability (CR), and Average Variance Extracted (AVE). As presented in Table X, all constructs exceeded the recommended threshold values, with Cronbach's Alpha and rho_A values greater than 0.70, Composite Reliability values above 0.70, and AVE values exceeding the minimum criterion of 0.50. Specifically, the reliability coefficients ranged from 0.927 to 0.934 for Cronbach's Alpha, 0.928 to 0.935 for rho_A, and 0.945 to 0.950 for Composite Reliability, while the AVE values ranged from 0.775 to 0.792 across all constructs.

These findings indicate that the constructs of Entrepreneurship Learning (X1), Entrepreneurial Mindset (X2), Student Creativity (Z), and Entrepreneurial Intention (Y) exhibit excellent internal consistency and construct reliability. The consistently high Composite Reliability

values demonstrate that the indicators collectively provide stable and accurate measurements of their respective latent variables. Furthermore, the AVE values substantially exceed the recommended threshold of 0.50, indicating that each construct explains more than half of the variance in its indicators. This provides strong empirical evidence of convergent validity, confirming that the measurement items effectively represent their intended theoretical constructs.

Overall, the reliability and validity assessment confirms that the measurement model satisfies the established criteria for SEM-PLS analysis. The combination of high Cronbach's Alpha, rho_A, Composite Reliability, and AVE values demonstrates that the research instrument possesses strong psychometric properties and accurately captures the latent constructs under investigation. Consequently, the measurement model can be considered both reliable and valid, providing a robust basis for evaluating the structural relationships among entrepreneurship learning, entrepreneurial mindset, student creativity, and entrepreneurial intention.

Table 3. Structural paths and hypothesis testing

Path	β	p-value	Decision
X1 → Y (Entrepreneurship Learning → students' entrepreneurial intention)	0.459	0.030	Significant (+)
X2 → Y (Entrepreneurial Mindset → students' entrepreneurial intention)	-0.060	0.782	Not significant (-)
X1 → Z (Entrepreneurship Learning → student Creativity)	0.421	0.005	Significant (+)
X2 → Z (Entrepreneurial Mindset → student Creativity)	0.572	0.000	Significant (+)
Z → Y (Student Creativity → students' entrepreneurial intention)	0.596	0.003	Significant (+)
X1 → Z → Y (Entrepreneurship Learning x Student Creativity → students' entrepreneurial intention)	0.251	0.049	Significant (+)
X2 → Z → Y (Entrepreneurial Mindset x Student Creativity → students' entrepreneurial intention)	0.341	0.025	Significant (+)

Source: Primary data processed, 2025.

The structural model evaluation presented in Table 3 demonstrates that the proposed research model is largely supported by the empirical data. Of the seven hypothesized relationships, six exhibited statistically significant effects at the 5% significance level, whereas one relationship was found to be statistically insignificant. These findings indicate that the proposed model adequately explains the relationships among entrepreneurship learning, entrepreneurial mindset, students' creativity, and entrepreneurial intention. Overall, students' creativity emerged as a key construct in explaining entrepreneurial intention, functioning as an important psychological mechanism through which entrepreneurship learning and entrepreneurial mindset contribute to entrepreneurial intention.

The direct effect analysis revealed that entrepreneurship learning had a positive and statistically significant effect on students' entrepreneurial intention ($\beta = 0.459$, $p = 0.030$). This finding suggests that well-designed entrepreneurship education effectively enhances students' willingness to pursue entrepreneurship as a future career. Through experiential learning activities, business projects, case studies, and entrepreneurial practice, students acquire not only entrepreneurial knowledge but also greater confidence in initiating business ventures. In contrast, entrepreneurial mindset did not exert a significant direct influence on entrepreneurial intention ($\beta = -0.060$, $p = 0.782$). This result implies that possessing an entrepreneurial mindset alone is insufficient to stimulate entrepreneurial intention unless it is accompanied by complementary psychological capabilities that facilitate the transformation of cognitive orientation into entrepreneurial behavior.

Furthermore, entrepreneurship learning and entrepreneurial mindset were both found to significantly enhance students' creativity. Entrepreneurship learning positively influenced creativity ($\beta = 0.421$, $p = 0.005$), while entrepreneurial mindset demonstrated an even stronger positive effect ($\beta = 0.572$, $p < 0.001$). These findings suggest that students' creativity develops through the combined influence of effective entrepreneurship education and an opportunity-oriented cognitive framework. In addition, students' creativity exerted a substantial positive effect on entrepreneurial intention ($\beta = 0.596$, $p = 0.003$), indicating that creative students are more likely to recognize entrepreneurial opportunities, generate innovative business ideas, and develop stronger intentions to establish their own businesses. Consequently, creativity represents a critical cognitive resource that bridges entrepreneurial knowledge and entrepreneurial action.

The indirect effect analysis further confirms the important role of students' creativity in strengthening entrepreneurial intention. The indirect effect of entrepreneurship learning on entrepreneurial intention through students' creativity was positive and statistically significant ($\beta = 0.251$, $p = 0.049$). Similarly, entrepreneurial mindset indirectly influenced entrepreneurial intention through students' creativity with a significant positive effect ($\beta = 0.341$, $p = 0.025$). These findings indicate that creativity serves as an essential psychological mechanism through which entrepreneurship learning and entrepreneurial mindset are translated into entrepreneurial intention. Therefore, entrepreneurship education in higher education institutions should not focus exclusively on knowledge acquisition or mindset development but should also emphasize the cultivation of students' creativity as a strategic capability for fostering sustainable entrepreneurial intention.

Discussion

The findings indicate that entrepreneurship learning has a positive and significant effect on entrepreneurial intention among Economic Education students at Universitas Muhammadiyah Bone. This result suggests that entrepreneurship education contributes not only to students' acquisition of entrepreneurial knowledge but also to the development of positive attitudes toward entrepreneurship and greater confidence in pursuing entrepreneurial careers. According to the Theory of Planned Behavior (Ajzen, 1991), entrepreneurship learning strengthens entrepreneurial intention by fostering favorable attitudes and perceived behavioral control. This finding reinforces the argument that entrepreneurship education is most effective when it combines conceptual knowledge with experiential learning that enables students to recognize business opportunities and develop entrepreneurial competencies.

The present finding supports previous empirical evidence while extending its interpretation. (Li et al., 2023) demonstrated that entrepreneurship education enhances entrepreneurial intention through entrepreneurial creativity, entrepreneurial mindset, and self-efficacy. Likewise, (Hou et al., 2023) emphasized that entrepreneurship education becomes more effective when experiential learning is integrated into the curriculum, whereas (Xu, 2024) showed that combining theoretical instruction with practical business experience generates stronger entrepreneurial intentions than conventional classroom teaching. Similarly, (Woraphiphat & Roopsuwankun, 2023) highlighted the contribution of design thinking in improving opportunity recognition and entrepreneurial orientation, while (Ren, 2024) concluded that instructional quality determines the effectiveness of entrepreneurship education in promoting entrepreneurial intention. Furthermore, recent evidence by (Sandi et al., 2025) suggests that entrepreneurship education strengthens entrepreneurial interest by increasing students' entrepreneurial motivation, indicating that learning experiences not only improve entrepreneurial knowledge but also stimulate the psychological drive required to initiate entrepreneurial activities.

For Economic Education students at Universitas Muhammadiyah Bone, these findings imply that entrepreneurship courses should increasingly integrate project-based learning, collaboration with local MSMEs, and the utilization of Bone Regency's economic potential. Such contextual learning experiences allow students to transform entrepreneurial knowledge into practical competencies and

strengthen their intention to become future entrepreneurs capable of contributing to regional economic development. The results reveal that entrepreneurial mindset does not significantly influence entrepreneurial intention directly. This finding indicates that opportunity orientation, adaptability, and resilience alone are insufficient to encourage students to choose entrepreneurship as a career. Within the Theory of Planned Behavior, entrepreneurial mindset represents an important cognitive resource; however, its influence on entrepreneurial intention depends on complementary psychological factors that strengthen students' perceived behavioral control and entrepreneurial confidence.

This result differs from several previous studies while providing a broader explanation of the entrepreneurial process. (Li et al., 2023) argued that entrepreneurial mindset influences entrepreneurial intention indirectly through creativity, entrepreneurial inspiration, and self-efficacy. Likewise, (Sun et al., 2023) found that entrepreneurship education shapes entrepreneurial intention by first developing entrepreneurial mindset, whereas (Caputo et al., 2025; Khajepour & others, 2024) emphasized the mediating roles of entrepreneurial attitude, self-esteem, and self-efficacy. In the Indonesian context, (Mulyani et al., 2023) further reported that entrepreneurial mindset contributes more strongly to entrepreneurial readiness than to immediate entrepreneurial intention. Within the context of Universitas Muhammadiyah Bone, students are primarily prepared to become professional educators, which may explain why entrepreneurial mindset has not yet translated into entrepreneurial intention. Therefore, entrepreneurship education should be integrated with business incubation, collaboration with local MSMEs, creativity development, and entrepreneurial self-efficacy training to transform entrepreneurial thinking into entrepreneurial action.

The findings demonstrate that entrepreneurship learning significantly enhances students' creativity. This result indicates that entrepreneurship education promotes creative thinking by providing authentic learning experiences through project-based learning, business simulations, and opportunity identification. Consistent with Social Cognitive Theory, creativity develops through continuous interaction between learning experiences and environmental influences rather than being solely an innate personal characteristic. This finding is supported by previous studies demonstrating that entrepreneurship education plays an important role in fostering creativity. reported that entrepreneurship education enhances entrepreneurial creativity through entrepreneurial inspiration, while (Li et al., 2023) showed that entrepreneurship education simultaneously strengthens creativity, entrepreneurial mindset, and self-efficacy. Similarly, (Hou et al., 2023) emphasized the effectiveness of experiential entrepreneurship education, whereas (Bell & Bell, 2023; Hutasuhut et al., 2023) concluded that collaborative and innovation-oriented learning environments significantly improve students' creativity and entrepreneurial competencies.

For Economic Education students at Universitas Muhammadiyah Bone, entrepreneurship learning should therefore prioritize contextual learning by integrating local business projects, collaboration with MSMEs, and the exploration of Bone Regency's economic potential. Such an approach not only enhances students' creativity but also prepares prospective graduates to become innovative educators capable of creating entrepreneurial opportunities and supporting sustainable regional development. The findings demonstrate that entrepreneurial mindset has a positive and significant effect on students' creativity, indicating that students with stronger entrepreneurial thinking are more capable of identifying opportunities, generating innovative ideas, and solving problems creatively. Entrepreneurial mindset encourages opportunity-oriented thinking, adaptability, and resilience, which facilitate the transformation of entrepreneurial knowledge into innovative solutions. From the perspective of Social Cognitive Theory, creativity is not merely an innate characteristic but a cognitive competence that develops through continuous interaction between entrepreneurial thinking and learning experiences.

This finding corroborates previous empirical evidence emphasizing the close relationship between entrepreneurial mindset and creativity. (Li et al., 2023) reported that entrepreneurial mindset enhances creativity through entrepreneurial inspiration and self-efficacy, while (Sun et al.,

2023) showed that entrepreneurship education stimulates innovative thinking by strengthening entrepreneurial mindset. Likewise, (Larsen et al., 2023) argued that entrepreneurial mindset promotes opportunity recognition, curiosity, and value creation, whereas (Mawson et al., 2023) emphasized that creativity-oriented competencies should become an integral component of entrepreneurship education. In addition, (Christina & Widjojo, 2023) highlighted that entrepreneurship learning grounded in Social Cognitive Theory effectively develops creativity through active learning and authentic entrepreneurial experiences.

For Economic Education students at Universitas Muhammadiyah Bone, these findings imply that entrepreneurship learning should strengthen entrepreneurial mindset through project-based learning, collaboration with local MSMEs, and the utilization of Bone Regency's economic potential. Such contextual learning experiences are expected to enhance students' creativity while preparing prospective graduates to become innovative educators and entrepreneurial change agents capable of supporting sustainable regional development. The findings reveal that creativity has a positive and significant effect on entrepreneurial intention, suggesting that students with higher creativity are more likely to recognize business opportunities, develop innovative ideas, and transform them into entrepreneurial initiatives. According to the Theory of Planned Behavior (TPB), creativity strengthens perceived behavioral control by increasing students' confidence in their ability to generate innovative business solutions, thereby encouraging entrepreneurial intention.

This finding is consistent with previous studies identifying creativity as a key determinant of entrepreneurial intention. (Li et al., 2023) demonstrated that creativity strengthens entrepreneurial intention through entrepreneurial inspiration and self-efficacy. Similarly, (Atrup et al., 2023) emphasized that creativity functions as a strategic capability linking entrepreneurship education with entrepreneurial intention by improving cognitive flexibility and opportunity recognition. (Hidayah et al., 2023) further reported that creative individuals are more willing to explore business opportunities and accept calculated risks, while (Aurellia & Puspitowati, 2023; Nuringsih & Adinagoro, 2023) concluded that creativity independently contributes to entrepreneurial intention beyond the influence of entrepreneurial self-efficacy and entrepreneurship education. Collectively, these studies indicate that creativity represents a fundamental capability through which entrepreneurial knowledge is transformed into entrepreneurial motivation.

The findings indicate that students' creativity significantly mediates the relationship between entrepreneurship learning and entrepreneurial intention. This result suggests that entrepreneurship education strengthens entrepreneurial intention primarily by fostering students' creativity rather than through knowledge acquisition alone. Consistent with Social Cognitive Theory and the Theory of Planned Behavior (TPB), entrepreneurship learning enhances students' cognitive capabilities, opportunity recognition, and confidence to develop innovative business ideas, thereby increasing their entrepreneurial intention. This finding reinforces previous studies emphasizing creativity as the key mechanism through which entrepreneurship education influences entrepreneurial intention. (Li et al., 2023) demonstrated that entrepreneurship education indirectly enhances entrepreneurial intention through creativity, entrepreneurial mindset, entrepreneurial inspiration, and self-efficacy. Likewise, (Sun et al., 2023) argued that entrepreneurship education first transforms students' internal cognitive processes before strengthening entrepreneurial intention. Similarly, (Kryeziu et al., 2023) found that entrepreneurial motivation mediates the relationship between entrepreneurship education and entrepreneurial intention, while (Atrup et al., 2023) highlighted creativity as a strategic capability that connects entrepreneurial learning with opportunity recognition and entrepreneurial intention. Furthermore, (Wang et al., 2022) confirmed that entrepreneurial inspiration generated through entrepreneurship education significantly improves students' creativity and entrepreneurial intention. Collectively, these studies indicate that entrepreneurship education is more effective when it encourages creativity, innovation, and experiential learning rather than relying solely on theoretical instruction.

The findings further reveal that students' creativity significantly mediates the relationship between entrepreneurial mindset and entrepreneurial intention. This result indicates that entrepreneurial mindset alone does not automatically encourage entrepreneurial intention unless it is translated into creative capabilities that support opportunity recognition, innovation, and business problem-solving. Within the frameworks of the Theory of Planned Behavior (TPB) and Social Cognitive Theory, entrepreneurial mindset represents a cognitive resource, whereas creativity functions as the psychological mechanism that converts entrepreneurial thinking into entrepreneurial intention. This finding is supported by previous studies highlighting the complementary roles of entrepreneurial mindset and creativity. (Li et al., 2023) reported that entrepreneurial mindset influences entrepreneurial intention indirectly through creativity, entrepreneurial inspiration, and self-efficacy. Likewise, (Sun et al., 2023) emphasized that entrepreneurship education first develops entrepreneurial mindset before strengthening entrepreneurial intention. Similarly, (Mawson et al., 2023) argued that entrepreneurial mindset should be accompanied by creativity-oriented competencies to stimulate innovation and opportunity recognition, while (Larsen et al., 2023) identified curiosity, opportunity recognition, and value creation as core dimensions linking entrepreneurial mindset with creative behavior. Furthermore, (Santos et al., 2023) demonstrated that creativity, entrepreneurial passion, and self-efficacy jointly strengthen entrepreneurial intention. These findings collectively suggest that creativity serves as the critical mechanism through which entrepreneurial mindset is transformed into entrepreneurial intention.

CONCLUSIONS

This study examined the relationships among entrepreneurship learning, entrepreneurial mindset, students' creativity, and entrepreneurial intention among Economic Education students at Universitas Muhammadiyah Bone using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach. The findings reveal that entrepreneurship learning has a positive and significant effect on entrepreneurial intention ($\beta = 0.323$; $p < 0.05$), indicating that well-designed entrepreneurship education contributes directly to strengthening students' intention to pursue entrepreneurial careers. Entrepreneurship learning also significantly enhances students' creativity ($\beta = 0.349$; $p < 0.05$), suggesting that experiential and contextual learning encourages students to generate innovative ideas and recognize business opportunities.

In contrast, entrepreneurial mindset does not have a significant direct effect on entrepreneurial intention ($\beta = -0.058$; $p > 0.05$), implying that an entrepreneurial way of thinking alone is insufficient to encourage students to choose entrepreneurship as a career. However, entrepreneurial mindset significantly influences students' creativity ($\beta = 0.492$; $p < 0.05$), demonstrating that opportunity-oriented thinking, adaptability, and resilience are important antecedents of creative capability. Furthermore, students' creativity exerts a positive and significant effect on entrepreneurial intention ($\beta = 0.522$; $p < 0.05$), confirming that creativity is a critical psychological resource that enables students to transform entrepreneurial knowledge into innovative business ideas and entrepreneurial motivation.

The mediation analysis further demonstrates that students' creativity significantly mediates the relationship between entrepreneurship learning and entrepreneurial intention, as well as the relationship between entrepreneurial mindset and entrepreneurial intention. These findings indicate that creativity serves as the principal mechanism through which entrepreneurship education and entrepreneurial mindset are translated into entrepreneurial intention. Consequently, entrepreneurship programs in higher education should not only emphasize knowledge acquisition but also cultivate entrepreneurial mindset and creativity through project-based learning, business incubation, collaboration with local MSMEs, and community-based entrepreneurial activities. Such an integrated learning approach is expected to strengthen entrepreneurial intention and prepare Economic Education graduates to become

innovative educators and entrepreneurs capable of contributing to sustainable regional economic development.

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