

How Entrepreneurship Education and Creativity Shape Entrepreneurial Intention: The Role of Self-Efficacy?

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ABSTRACT

This study examines the effects of entrepreneurship education and creativity on entrepreneurial intention by considering the role of self-efficacy. A quantitative explanatory design was employed, using data collected from 100 respondents selected through proportional random sampling from a population of 492 students. The research instrument was a five-point Likert scale questionnaire, and the data were analyzed using descriptive statistics, hypothesis testing, and path analysis. The findings indicate that entrepreneurship education has a significant positive effect on entrepreneurial intention, although its effect on self-efficacy is not statistically significant. In contrast, creativity has a significant positive effect on both entrepreneurial intention and self-efficacy. The indirect analysis further suggests that self-efficacy plays an important explanatory role, particularly in strengthening the contribution of creativity to entrepreneurial intention. These findings imply that entrepreneurship education alone may not be sufficient to build strong entrepreneurial confidence unless it is accompanied by learning experiences that foster creativity, opportunity recognition, and problem-solving capacity. This study highlights the importance of integrating entrepreneurship education with creativity development to cultivate stronger entrepreneurial intention and more robust self-belief. The findings offer practical implications for higher education institutions in designing entrepreneurship programs that are more experiential, confidence-building, and innovation-oriented.

Keywords: Entrepreneurship Education, Creativity, Entrepreneurial Intention, Self-Efficacy

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1. INTRODUCTION

The youth generation is now the time to change their mindset; do not think of becoming employees after graduating from college, especially civil servants. Entrepreneurship should be considered as an option. The hope for employment in the job market is that there are very limited job opportunities, which are not proportional to the number of graduates from secondary educational institutions. Additionally, the government hopes to invest in education to create a paradigm that students are more likely to succeed in their careers.

One solution to these issues is by producing graduates from educational institutions who have the ability to develop entrepreneurship, equipped with entrepreneurial attitudes and knowledge that can serve as ready capital for entrepreneurship. Besides being a solution for oneself, entrepreneurship can also benefit others because it creates job opportunities in the businesses being run. Moreover, it can help reduce unemployment, which is expected to increase further. Entrepreneurship, besides reducing the rising unemployment rate, is also beneficial in improving people's welfare and increasing foreign exchange for the country. According to (Macke & Markley in Mulawarman, 2017), regional economies with high levels of entrepreneurship usually have strong economic performance and higher levels of prosperity. This statement

explains that the number of unemployed and poverty can be minimized with the courage to start new businesses or entrepreneurship.

Therefore, the number of unemployed university graduates in Indonesia, based on data from the Central Statistics Agency (BPS) in February 2022, shows that 5.83% of the total workforce, or 208.54 million people, are unemployed. Thus, about 14 percent of this unemployment figure consists of diploma and undergraduate (S1) graduates. (Winarno, 2015) states that the Entrepreneurship study program, as one of the educational models, aims to: (1) prepare students to enter the workforce and develop a professional attitude; (2) prepare students to be able to choose careers, compete, and develop themselves; (3) prepare middle-level workers to meet the needs of the business and industrial sectors now and in the future; (4) prepare graduates to become productive, adaptive, and creative citizens. Therefore, this organization has a very relevant responsibility regarding the development of business employees for the success of companies. Entrepreneurship education in Indonesia is still not given much attention, both by the education community and the general public.

This shows that business is a very promising sector, especially in the fields of economy and construction. All the suggestions mentioned above encourage people to start a business. As you can see from the data on Indonesian society's interest in entrepreneurship, which is only 0.18 percent of the total population, the readiness of Indonesians to engage in entrepreneurship is still very low. (Sari, 2021) On the other hand, this makes it difficult for them to start a business. They do not face significant risks in their jobs as they do in entrepreneurship. The courage to start is the most important thing every person must have to succeed in the business world. However, courage alone is not strong enough; courage without skills and entrepreneurial abilities often causes us to stumble in daily life.

To improve Indonesia's economy and national resilience, four million new businesses are needed, which is 0.18 percent of Indonesia's population (Prof. Dr. Ir. Didik. Sulistyanto, 2016). Several experts provide useful information to reduce unemployment, including: (1) the development of entrepreneurship will provide solutions for the high number of educated unemployed (Buyung Wijaya K, n.d.); (2) the ability to do business must be developed humanely, and as a result, the younger generation is beginning to see business as one of the most important career factors that will ensure the nation's future survival (Ester in Wijayanti, 2020). Conversely, (Napitupulu, 2019) states that: a democratic nation can only exist as long as many of its citizens are capable of entrepreneurship. In addition, excessive fear of failure and losses—stemming from this fear—are equivalent to low self-confidence, which indicates a low readiness to become entrepreneurs, thereby reducing the number of university graduates through education.

Research on entrepreneurship is a crucial task that must be completed to identify factors contributing to the development of entrepreneurship. This research aims to reduce the number of imprisoned individuals in Makassar, particularly students, because Makassar City is the capital of South Sulawesi Province with a large urban area, a developing business community, and an impressive administrative system. As researchers, we chose Entrepreneurship Students at Makassar State University because this program helps students learn to become entrepreneurs. Additionally, it is more cost-effective in reducing unemployment since students can start their own businesses.

Willingness, desire, and ability to become entrepreneurs are based on maturity level, past experience, mental condition, and emotional state. Readiness for entrepreneurship is an indicator of skills, future orientation, and interest. Entrepreneurial attitude in this research refers to a mindset formed through behaviors that can grow and develop within an individual, accompanied by a willingness to act and respond to entrepreneurial stimuli. Indicators of attitude include: sensitivity, keenness, and creativity. Business knowledge in this study includes knowledge held by both seniors and juniors, characteristics, and traits that enable individuals to bring innovative ideas into reality. Entrepreneurial knowledge has indicators such as: (1) high commitment to tasks; (2) willingness to learn; and (3) leadership ability. In this research, self-efficacy is defined

as a person's belief in their ability to organize and carry out tasks effectively. Self-efficacy has indicators such as: level, breadth, and strength. Self-efficacy functions as an intervening variable.

The definition of knowledge has been clearly explained by experts, and it can be concluded that knowledge is everything that can be known, understood, and obtained from observations through the senses and experience. Entrepreneurial knowledge not only shapes students' mindset, attitude, and behavior but also serves as a tangible basis to encourage them to choose entrepreneurship as a career. This is achieved through the integration of experience, skills, and essential knowledge that support the development and expansion of business (Tri Atmaja & Margunani, 2016). According to Kuntawicaksono (2021), entrepreneurial knowledge is the ability to understand the world of entrepreneurship by emphasizing positive characteristics, creativity, and innovation, which are used to turn business opportunities into beneficial ventures for oneself and society or consumers (Putri, 2019). Business knowledge is defined as: knowledge, whether possessed by seniors or juniors, traits, characteristics, or features that enable someone to bring innovative ideas into reality, explore new things (creativity), and reject old ways (invention) to create value that benefits individuals and society as a whole. Entrepreneurial work is built sustainably, institutionalized to be effective in the hands of others.

In studying entrepreneurship, students not only gain entrepreneurial knowledge but also learn about entrepreneurial values. According to (Suryana, 2015), "if a scientific discipline is taught to someone or a group of students, even if not explicitly stated, the goal related to values is one of the educational objectives of that discipline." Based on this view, in entrepreneurship education, students will acquire knowledge about entrepreneurship and the values associated with it.

1.1. LITERATURE REVIEW

1.1.1 Entrepreneurship Education

Entrepreneurship education is a course that includes instructions and explanations about entrepreneurial activities such as starting, managing, and maintaining a business (Ambarriyah and Fachrurrozie, 2019). Jones and English (2004:2) define entrepreneurship education as "a process that empowers individuals to understand business opportunities with knowledge, self-confidence, knowledge, and skills to act on their own initiative." In line with this, entrepreneurship can be defined as the action of knowing and planning to develop one's abilities, change mindsets, create something, and become creative and innovative to overcome various obstacles. From the various definitions previously mentioned, it can be concluded that entrepreneurship education is a learning process aimed at empowering individuals to acquire knowledge, skills, self-confidence, and understanding of business approaches, including planning, managing, and maintaining a business. This education not only teaches technical aspects of entrepreneurship but also encourages the development of innovative, creative, and adaptive thinking to face challenges and create added value in various business environments. The indicators for this research variable are adopted from Adnyana & Purnami (2016) and Zulekha Istiarni (2022).

1.1.2. Creativity

Creativity is the ability to produce something new and innovative, which has not existed before or is less attractive (Oci, 2016). Creativity involves an individual who has creative ideas, enabling them to use, develop, and then share these ideas with others within the organization. Creativity is the ability to generate something new, unique, and useful across various fields. Creativity involves a mental process that allows entrepreneurs to see business opportunities from different perspectives. In entrepreneurship, creativity is not only about finding new ideas but also about implementing those ideas effectively.

1.1.3. Entrepreneurial Interest

Entrepreneurial interest is the excitement, passion, and desire to own a business or businesses, based on the willingness to see opportunities, organize, and take risks in the ventures they create. Entrepreneurial interest reflects a person's desire to be fully involved in business activities and the potential of those businesses. Therefore, it is considered a multi-step process that can lead to the establishment of a company, serving as a specific task aimed at focusing efforts, acting as an intermediary between well-researched ideas that are considered and the individuals who want to create something (Handaru, Parimita, Winarni & Mufdhalifah, 2015).

1.1.4. Self-Efficacy

Self-efficacy is a self-evaluation of whether you can do something well or poorly, right or wrong, capable or incapable of doing something. Self-efficacy can create a positive cycle where individuals with high self-confidence become more engaged in their tasks, thereby improving performance, which in turn increases their confidence. Self-efficacy is a better predictor of performance than various attitudes in traditional workplaces (e.g., satisfaction and commitment), personality types, educational levels, training, goal setting, and feedback.

2. METHOD

2.1. Research Model and Hypothesis

This study uses a quantitative approach with several variables to be tested for their influence, with data in the form of numerical figures. According to Creswell, quantitative research is a method used to test specific theories by analyzing the relationships between variables (Siroj et al., 2024). Quantitative research typically involves descriptive questions related to dependent and independent variables, as well as how the two variables relate to each other. As explained by Creswell & Creswell (2018), "Hypotheses are formal statements that present the expected relationship between independent and dependent variables" (Yam & Taufik, 2021). The hypotheses are tested using Path Analysis. The research design is as follows:

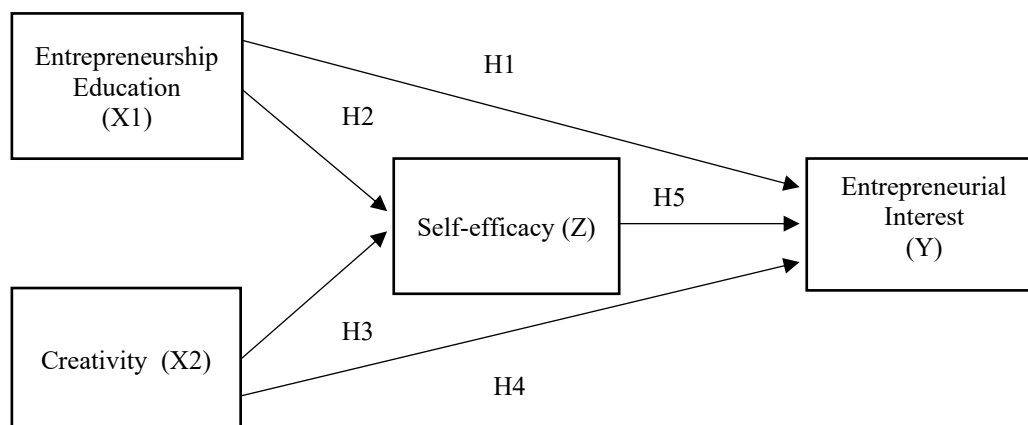


Figure 1: Research Design

Based on the figure above, this research is a descriptive explanatory study, meaning it describes the influence between the variables studied. Descriptive means explaining and analyzing the research variables, namely entrepreneurship education (X1), creativity (X2), entrepreneurial interest (Y), and self-efficacy (Z). Meanwhile, explanation refers to examining causal effects among the research variables through hypotheses. The causal influence includes

direct effects of entrepreneurship education (X1) and creativity (X2) on entrepreneurial interest (Y), as well as indirect effects of entrepreneurship education (X1) and creativity (X2) on self-efficacy (Z) through entrepreneurial interest (Y) among students of the Faculty of Economics, Universitas Negeri Makassar.

This research design is also based on the COR theory and JD-R theory, as well as relevant previous studies. Therefore, the researcher can formulate hypotheses about both direct and indirect effects in this study. Further details can be seen in the following summary table of hypotheses.

Table 1: Summary of Hypotheses

Hypothesis	Information
H1	Entrepreneurship education has a positive and direct effect on self-efficacy.
H2	Entrepreneurship education has a positive and direct effect on entrepreneurial interest.
H3	Creativity has a positive and direct effect on entrepreneurial interest.
H4	Creativity has a positive and direct effect on self-efficacy.
H5	Entrepreneurial interest has a positive and direct effect on self-efficacy.
H6	Entrepreneurship education has a positive and indirect effect on self-efficacy through entrepreneurial interest.
H7	Creativity has a positive and indirect effect on self-efficacy through entrepreneurial interest

Based on Table 1 above, this study has seven hypotheses. These hypotheses will test the direct influence of entrepreneurship education (X1) on self-efficacy (Z), the direct influence of entrepreneurship education (X1) on entrepreneurial interest (Y), the direct influence of creativity (X2) on entrepreneurial interest (Y), the direct influence of creativity (X2) on self-efficacy (Z), the direct influence of entrepreneurial interest (Y) on self-efficacy (Z), the indirect influence of entrepreneurship education (X1) on self-efficacy (Z) through entrepreneurial interest (Y), and the indirect influence of creativity (X2) on self-efficacy (Z) through entrepreneurial interest (Y).

2.2. Population and Sample

The population in this study consists of all students of the Faculty of Economics at Universitas Negeri Makassar (UNM) batch 2023 who are active and have completed and been declared pass in the Entrepreneurship course, totaling 492 students from 6 study programs. The sampling technique used is Proportional Random Sampling, calculated using Slovin's formula, resulting in a sample size of 100 respondents or approximately 20.33% of the total population.

2.3. Data collection

Data collection was conducted by selecting research subjects, which are all students of the Faculty of Economics at Universitas Negeri Makassar, using questionnaires. The questionnaires used are closed-ended questionnaires delivered via digital media, commonly known as Google Forms, with a Likert scale. The scoring uses a 5-point Likert scale: Strongly Disagree: 1, Disagree: 2, Neutral: 3, Agree: 4, and Strongly Agree: 5. The data were then analyzed using the Statistical Package for Social Sciences (SPSS) version 26, now more widely known as Statistical Product and Service Solutions (SPSS). The data analysis in this study includes descriptive statistics, classical assumption tests, and path analysis.

3. RESEARCH RESULT

3.1. Hypothesis Testing

Hypothesis testing is used to examine the direct and indirect effects of exogenous variables on endogenous variables. Hypotheses are accepted or rejected based on the criteria that if the p-value < 0.05, then H0 is accepted, or it can be stated that the regression coefficient obtained is significant. The results of the hypothesis testing for direct and indirect effects can be seen in the following table:

Table 2. Results of Indirect Hypothesis Testing

Variabel	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	,981	1,029		,953	,343
Entrepreneurship Education	,039	,091	,028	,427	,670
Creativity	,177	,073	,229	2,443	,016
Entrepreneurial Interest	,343	,050	,645	6,802	,001
R square	0,743				
e1	0,506				

To obtain the influence of error (e1), the formula used is:

$$e1 = 1 - R^2 = \sqrt{1 - 0,743} = 0,506$$

$$Y = \beta_4 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = 0,028 X_1 + 0,229 X_2 + 0,645 Z + 0,506$$

The coefficient of determination (R^2) of 0.506 indicates that the direct influence of entrepreneurship education, creativity, and entrepreneurial interest on the variable Z (Entrepreneurial Intention) accounts for 50.6%, while 49.4% is influenced by other variables outside the model or this research.

Table 3. Results of Direct Hypothesis Testing

Variabel	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	6,476	1,967		3,293	,001
Pendidikan kewirausahaan	,449	,177	,172	2,531	,013
Kreativitas	1,059	1,099	,727	10,687	,001
R square	0,703				
e1	0,544				

The influence of error (e2) is obtained using the formula:

$$e2 = 1 - R^2 = \sqrt{1 - 0,703} = 0,544$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = 0,172 X_1 + 0,727 X_2 + 0,544$$

The coefficient of determination (R^2) of 0.544 indicates that the direct influence of entrepreneurship education and creativity on the entrepreneurial interest variable accounts for 54.4%, while 45.6% is influenced by other variables outside the model or this research.

Entrepreneurship education has a positive and significant effect on self-efficacy through entrepreneurial interest.

Indirect influence:

$$\begin{aligned}
 &= X1 \rightarrow Z \rightarrow Y \\
 &= \beta_4 \times \beta_7 \\
 &= 0.172 \times 0.645 \\
 &= 0.110
 \end{aligned}$$

Creativity has a positive and significant effect on self-efficacy through entrepreneurial interest.

Indirect influence:

$$\begin{aligned}
 &= X1 \rightarrow Z \rightarrow Y \\
 &= \beta_4 \times \beta_7 \\
 &= 0.172 \times 0.645 \\
 &= 0.110
 \end{aligned}$$

Hypotheses:

- H1: The effect of entrepreneurship education on self-efficacy has a significance value of 0.670 > 0.05 and a Beta value of 0.028. Based on this, H1 is not accepted.
- H2: The effect of entrepreneurship education on entrepreneurial interest has a significance value of 0.013 < 0.05 and a Beta of 0.172. Therefore, H2 is accepted.
- H3: The effect of creativity on entrepreneurial interest has a significance value of 0.001 < 0.05 and a Beta of 0.727. Therefore, H3 is accepted.
- H4: The effect of creativity on self-efficacy has a significance value of 0.016 < 0.05 and a Beta of 0.229. Therefore, H4 is accepted.
- H5: The effect of entrepreneurial interest on self-efficacy has a significance value of 0.001 < 0.05 and a Beta of 0.645. Therefore, H5 is accepted.
- H6: The effect of entrepreneurship education on self-efficacy through entrepreneurial interest has a Beta value of 0.138. Therefore, H6 is accepted.
- H7: The effect of creativity on self-efficacy through entrepreneurial interest has a Beta value of 0.696. Therefore, H7 is accepted.

3.2. Path Analysis

The following are the results of the interpretation of the path analysis which can be seen in table 4 below.

Table 4: Path Analysis Results

Influence Between Variables	Influence		Total
	Direct	Indirect	
Effect of X1 → Y	0,028	-	0,108
Effect of X1 → Z	0,229	-	0,104
Effect of X2 → Y	0,172	-	0,263
Effect of X2 → Z	0,727	-	0,142
Effect of Z → Y	0,645	-	0,604
Effect of X1 → Y → Z	0,028	0,110	0,138
Effect of X2 → Y → Z	0,229	0,467	0,696

Based on the structure of this research model, the following empirical equation can be made.

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = 0,028 X_1 + 0,229 X_2 + 0,645 Z + 0,506$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = 0,172 X1 + 0,727 X2 + 0,544$$

The following are the results of path analysis in diagram form.

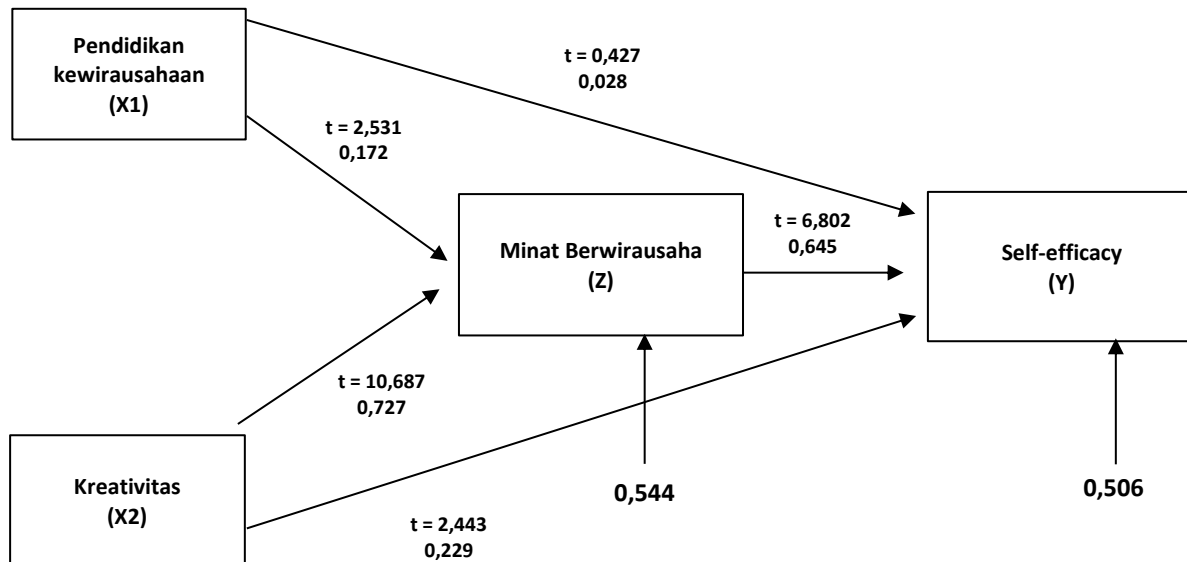


Figure 2: Path Analysis Result Model

In Figure 2 above, it explains the standardized beta coefficients and the magnitude of both indirect and direct influences of each variable. Coefficient of determination:

$$R^2 = 1 - (0,506)^2 - (0,544)^2 = 1 - 0,256 - 0,296 = 0,448$$

Interpretation of (R^2) determination coefficient is as follows:

$$R^2 = 1 - (0,506)^2 - (0,544)^2 = 1 - 0,256 - 0,296 = 0,448$$

Based on the above determination coefficient, it indicates that the direct and indirect effects amount to 0.924 or 92.4%, meaning that the information contained in the data (92.4%) is explained by the model. The remaining (7.6%) is explained by variables outside the model or this research.

3.3. DISCUSSION

3.3.1. The Influence of Entrepreneurship Education (Self-Efficacy) on Students of FEB UNM

The research results indicate that entrepreneurship education does not have a significant effect on self-efficacy (p-value 0.670; Beta 0.028). This suggests that although students gain technical knowledge from entrepreneurship learning, it does not directly increase their confidence in running a business. Previous research by Martini Martini et al. (2023) also states that students as change agents are expected to become pioneers in entrepreneurship by building strong self-confidence. This limitation may be caused by a lack of practical approaches in learning, so students only understand the concepts without having the conviction to apply them. According to Santoso & Oktafien (2018), a supportive learning environment, such as internship programs and guidance from experienced entrepreneurs, plays an important role in boosting the confidence of young generations to venture into entrepreneurship (Farida, 2024).

3.3.2. The Effect of Entrepreneurship Education on Students' Entrepreneurial Interest at FEB UNM

Entrepreneurship education has a significant influence on students' entrepreneurial interest (p-value 0.013; Beta 0.172). This result shows that the learning provided through entrepreneurship courses successfully offers insights and motivation for students to pursue careers as entrepreneurs. For example, students who learn about business management, risk analysis, and product development are more motivated to try new ventures. Previous research by Cempaka Widyawati & Mujiati (2021) states that if students are aware of business opportunities, their interest in entrepreneurship will also increase (Hudaya et al., 2023). However, there are limitations, as not all aspects of entrepreneurship education have the same impact. As a recommendation, educational institutions should enrich learning materials with case studies and real business simulations, so students can experience firsthand entrepreneurial activities.

3.3.3. The Effect of Creativity on Students' Entrepreneurial Interest at FEB UNM

Creativity proves to be a significant factor influencing entrepreneurial interest (p-value 0.001; Beta 0.727). Creativity enables students to generate innovative ideas that can be transformed into business opportunities. This finding aligns with research by Pulungan et al. (2024), which states that education on creativity in entrepreneurship can help individuals develop inventive abilities. By understanding the creative process, individuals can identify new opportunities, create fresh ideas, and face market dynamics creatively (Hipertensi & Kota, 2023). In this context, creativity not only involves out-of-the-box thinking but also the courage to take risks and try new approaches in business. Therefore, developing students' creativity should be supported through extracurricular activities, such as innovation competitions or product design training.

3.3.4. The Effect of Creativity on Self-Efficacy of Students at FEB UNM

Creativity has a positive and significant effect on students' self-efficacy (p-value 0.016; Beta 0.229). Highly creative students tend to be more confident in managing their ideas into concrete steps in business. For example, students who are creative in developing new products feel more optimistic and motivated to face challenges. This finding is in line with research by Tierney and Farmer (2015), which indicates that creative self-efficacy refers to an individual's belief that they have the ability to create creative things. Additionally, creativity significantly influences the enhancement of an individual's self-efficacy (Santi Retno Sari & Kumba Digdowiseiso, 2022). Therefore, educational institutions should create an environment that encourages student creativity, such as providing business laboratories and access to the latest technology.

3.3.5. The Effect of Entrepreneurial Interest on Self-Efficacy of Students at FEB UNM

Entrepreneurial interest also has a significant influence on self-efficacy (p-value 0.001; Beta 0.645). Students with high interest in entrepreneurship tend to be more confident in trying and implementing their business ideas. This confidence is driven by intrinsic motivation to succeed and the belief that their efforts will be successful. Research by Yan-Ling Peng (2015) shows that self-efficacy and entrepreneurial interest mutually reinforce each other. Students with high interest tend to be more persistent and optimistic in facing challenges. Mentorship from experienced entrepreneurs or business actors can strengthen the relationship between interest and self-efficacy, making students feel more prepared to start a business.

3.3.6. The Positive and Indirect Influence of Entrepreneurship Education on Self-Efficacy through Students' Entrepreneurial Interest at FEB UNM

The research results indicate that entrepreneurship education has an indirect effect on self-efficacy through entrepreneurial interest, with a total contribution of 0.138. This shows that entrepreneurship education can motivate students to develop interest in entrepreneurship, which

in turn enhances their self-confidence. This aligns with prior research (Siregar et al., 2023), stating that entrepreneurship education encourages individuals to develop a creative mindset, explore new business opportunities, and create innovative ideas. However, this indirect influence is still limited. To strengthen this relationship, entrepreneurship education programs should include elements that motivate students, such as awards for the best business ideas or funding support for student business projects.

3.3.7. Creativity Positively and Indirectly Influences Self-Efficacy through Students' Entrepreneurial Interest

Creativity has a significant influence on self-efficacy through entrepreneurial interest, with a total contribution of 0.696. This finding indicates that creative students tend to have higher interest in entrepreneurship, which then boosts their confidence. For example, students capable of creating unique products feel more confident that their business will succeed in the market. This supports findings from Ummah (2019), which states that with encouragement, hard work, and the ability to increase productivity, students will be more confident in entrepreneurship. Additionally, the ability to communicate effectively with their environment helps shape a positive mindset in the business world, ultimately motivating their interest and enthusiasm for entrepreneurship.

4. CONCLUSIONS AND SUGGESTION

This research shows that entrepreneurship education and creativity have significant direct and indirect effects on students' entrepreneurial interest. Directly, entrepreneurship education influences entrepreneurial interest by 17.2%, while creativity has a larger influence of 72.7%. Creativity also directly impacts self-efficacy by 22.9%, whereas entrepreneurial interest affects self-efficacy by 64.5%. Indirectly, entrepreneurship education and creativity each influence self-efficacy through entrepreneurial interest, with contributions of 11% and 46.7%, respectively. The overall model explains 70.4% of the variability in the data, emphasizing the importance of entrepreneurship education, creativity, and self-efficacy in fostering students' entrepreneurial interest.

Based on the results of this research, the researcher offers the following suggestions for lecturers and educational institutions, it is recommended to enhance entrepreneurship learning with a more practical approach, such as internship programs, business simulations, and mentoring with entrepreneurs. Additionally, providing programs that support students' creativity, such as business competitions and entrepreneurship training, can further encourage skill development. For students, it is important to develop creativity through innovative activities and to try starting small businesses as an initial step to increase self-efficacy. Future research can expand the variables studied, such as the influence of family support and work experience, to gain a more comprehensive understanding of the factors affecting entrepreneurial interest.

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