

Linking Creativity, Environment, and Capital to Entrepreneurial Intention Through Motivation

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ABSTRACT

This study examines the effects of creativity, environment, and capital on entrepreneurial intention, with motivation serving as a mediating variable. A quantitative approach was employed using survey data collected through questionnaires distributed to respondents selected by proportional random sampling. The study involved 109 respondents drawn from the target population in a higher education context. The data were analyzed to assess both the direct and indirect relationships among the proposed variables. The findings indicate that motivation has a significant direct effect on entrepreneurial intention and functions as the main mediating variable in the model. Creativity has a positive effect on motivation and contributes substantially to entrepreneurial intention through motivation. The environment also shows the strongest positive contribution to both motivation and entrepreneurial intention, while the effect of capital on entrepreneurial intention appears weaker than the other predictors. Overall, the model explains a substantial proportion of the variance in entrepreneurial intention, highlighting the central role of motivation in connecting individual, environmental, and resource-related factors to entrepreneurial outcomes. These findings suggest that efforts to strengthen entrepreneurial intention should not focus solely on financial resources, but also on fostering creativity, supportive environments, and stronger motivational readiness. The study offers practical implications for higher education institutions in designing entrepreneurship development programs that integrate personal capability, environmental support, and motivational reinforcement.

Keywords: creativity, environment, capital, motivation, entrepreneurial intention

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1. INTRODUCTION

Unemployment in Indonesia remains a serious issue, including among university graduates. Increasingly intense competition in the era of globalization requires young people to possess practical skills, adaptive capabilities, and readiness to create employment opportunities independently. However, the education system is still often considered to place greater emphasis on theoretical mastery than on strengthening the practical skills required in the business sector. As a result, some university graduates are not fully prepared to face the dynamics of the labor market and still tend to depend on the availability of formal employment opportunities. In fact, to become a developed country, Indonesia requires a larger number of entrepreneurs. Indonesia's entrepreneurship ratio is currently estimated at approximately 3.35% of the total labor force, whereas the ideal threshold needed to support economic advancement is often estimated at a minimum of 4% of the total population. This indicates a gap between the required number of entrepreneurs and the current condition of entrepreneurship in Indonesia.

Entrepreneurship is one of the main drivers of a country's economic development. Through entrepreneurial activity, society can not only create new employment opportunities but also promote innovation, strengthen competitiveness, and improve welfare. In the context of economic development, entrepreneurs play a strategic role in reducing unemployment, expanding employment opportunities, and accelerating the growth of productive sectors. Therefore, increasing entrepreneurial intention among university students is an important issue because students represent a future generation with substantial potential to drive the creative economy and innovation-based economy. Students are expected not only to become job seekers after completing their education but also to become job creators through ideas, creativity, and the courage to establish businesses.

Nevertheless, encouraging students' entrepreneurial intention is not an easy task. Many students remain hesitant to start a business because they face various challenges, such as limited knowledge, skills, experience, business networks, and initial capital. In addition, entrepreneurial intention is influenced by various internal and external factors, including creativity, environment, capital availability, and personal motivation. These factors can shape students' perceptions of the business world, influence their courage to take risks, and determine the extent to which they are ready to engage in entrepreneurial activities. Therefore, research on the factors that influence entrepreneurial intention is important to provide a deeper understanding of strategies for strengthening entrepreneurship among university students.

One important factor that may influence entrepreneurial intention is creativity. Creativity plays a major role in determining entrepreneurial success because it is related to an individual's ability to generate new ideas, create solutions, and identify opportunities that have not yet been utilized by others. Creativity can be understood as an initiative to create a useful, appropriate, valuable, and market-relevant product or process. Ernawati (2021) explains that creativity enables individuals to generate innovative ideas that can become added value in market competition. Through creativity, entrepreneurs are able to adapt to environmental changes, face business challenges, and develop strategies that differ from those of competitors. Therefore, creativity is not only a tool for producing innovation but also an important foundation for building students' courage and interest in entrepreneurship.

Creativity is also closely related to the ability to recognize business opportunities and create value. Munandar (2012) argues that creativity is the tendency to actualize oneself, realize one's potential, grow, mature, and express all abilities possessed by an individual. Meanwhile, Mauliddiyah (2021) explains that creativity is an initiative toward a useful, correct, appropriate, and valuable product or process, particularly in heuristic tasks, namely activities that guide individuals to understand, learn, or discover something new. Creative thinking has a direct relationship with value creation and the search for business opportunities (Ginting, 2020). Thus, creativity can provide students with the ability to generate business ideas, realize personal potential, and create valuable solutions needed in entrepreneurship.

In this study, creativity is viewed as one factor that can foster students' entrepreneurial intention. One way to generate entrepreneurial intention is by cultivating entrepreneurial creativity (Fajar et al., 2020). Students with high creativity tend to be more capable of finding business ideas, developing products, understanding market needs, and identifying opportunities from problems around them. Creativity also helps students deal with resource limitations because they are able to seek alternative solutions more flexibly. The creativity indicators in this study refer to Dharmawati (2016), namely fluency of thinking, flexibility of thinking, the ability to develop ideas, and the ability to generate unique ideas. These indicators show that creativity is not only measured by the number of ideas produced but also by students' ability to develop those ideas into potential business opportunities.

In addition to creativity, the environment also plays an important role in shaping students' entrepreneurial intention. The environment can function either as a driver or as an obstacle for individuals in deciding whether to start a business. This environment may include family, peers,

education, communities, and society at large. Baskara (2018) explains that family environment, peers, education, and society can influence an individual's interest in entrepreneurship. For example, students who grow up in families with an entrepreneurial background tend to be familiar with business activities from an early age and therefore may have a stronger motivation to follow a similar path. Likewise, support from friends, mentors, entrepreneurial communities, and a conducive campus environment can strengthen students' self-confidence in starting a business.

The environment can be understood as the atmosphere or condition in which individuals interact socially and receive influences that shape their mindset, views, psychological development, and attitudes. Rasyid, as cited in Sari and Rahayu (2020), explains that the environment is a condition in which social interaction occurs and may influence, either directly or indirectly, the development of individual attitudes. Gnyawali and Fogel's study shows that a supportive environment can increase the likelihood of someone becoming an entrepreneur; the environment is therefore a determining factor in the growth of students' entrepreneurial intention (Gnyawali & Fogel, 1994; Syarifuddin, 2016). Thus, the environment plays an important role in providing social support, information, experience, and psychological encouragement needed by students to develop entrepreneurial intention.

The influence of the environment on entrepreneurial intention can be observed through several main aspects, namely the family environment, community environment, and educational environment. Ariyani (2023) explains that environmental determinants are related to the places where students interact, including family, society, and education. Nusa Putra (2022) states that the family environment affects entrepreneurial intention because the more conducive the family environment around an individual is, the stronger the encouragement to become an entrepreneur. In addition, the social environment also has a deep influence on individual development (Dewi, 2017). In the educational context, entrepreneurship education needs to be provided to instill innovative values, creativity, skills, and entrepreneurial knowledge. Entrepreneurial intention becomes the initial step in running a business and managing risk, so education is one pathway to forming individuals who possess entrepreneurial attitudes and skills (Sarwoko, 2011; Khairinal, 2022). However, the relationship between environment and entrepreneurial intention is not always direct, because the environment may also operate through increased student motivation to engage in entrepreneurship.

Another important factor in shaping entrepreneurial intention is capital. In entrepreneurial practice, capital is one of the main requirements that must be available before an individual decides to start a business. The easier it is for a person to obtain business capital, the greater the potential for entrepreneurial intention to grow, because access to capital can reduce initial barriers to establishing a business. Capital is not limited to money; it may also take the form of knowledge, networks, facilities, raw materials, and other resources that support business continuity. Mualifah (2021) explains that financial capital includes funds or money needed to run a business, whereas non-financial capital may include knowledge, networks, and other resources that can be utilized. Therefore, examining the influence of capital on students' entrepreneurial intention is important because access to capital is often a major obstacle in starting a business.

Business capital refers to resources used to establish or operate a business. Zain (2020) explains that business capital can be used to finance various business needs, such as pre-investment costs, permit processing, asset purchases, and working capital. Meanwhile, Sirait (2022) states that capital is an important factor that is absolutely necessary to run a business, whether in the form of money, goods, or other facilities that can affect business development and income achievement. The availability of capital provides individuals with a sense of security and self-confidence to start a business because it can be used to meet initial needs, such as purchasing raw materials, marketing, product development, and business operations. In addition, capital can motivate individuals to maximize business opportunities because they feel they possess adequate resources to run and develop a business.

Capital availability is an important factor in the business world, including for students who want to start a business. Rusu et al. (2022) explains that capital, including access to raw materials, can be a major driver of entrepreneurial intention. Students who have easier access to capital tend to be more confident in developing business ideas because initial risks can be managed more effectively. Conversely, limited capital may become a psychological and technical barrier that causes students to postpone or even abandon their intention to start a business. In this study, capital indicators refer to Ardi Nugroho in Toni (2021), including personal capital and borrowed capital, the use of additional capital, and barriers to accessing external capital. These indicators are important because they show that capital is not only related to fund availability but also to students' ability to access, manage, and utilize capital sources for business activities.

Entrepreneurial intention is central to the study of student entrepreneurship because it represents the starting point before someone actually becomes involved in business activities. Mahanani and Sari (2018) explain that entrepreneurial intention is an individual's desire to run their own business. Wulandari (2013) states that entrepreneurial intention refers to the desire, interest, and willingness to work hard and possess strong determination in fulfilling life needs without fear of possible risks and without easily giving up in the face of business failure. Entrepreneurial intention is not merely a desire; it must also be accompanied by further evidence in the form of concrete actions to engage in entrepreneurial activities (Wulandari, 2013; Mat et al., 2015). Thus, entrepreneurial intention can be understood as an individual's interest in business activities accompanied by desire, attention, involvement, and readiness to carry out entrepreneurial activities.

Entrepreneurial intention usually emerges after a person obtains knowledge and information about entrepreneurship, and it is then strengthened by experience and participation in relevant activities. Students with entrepreneurial intention tend to pay attention to business opportunities, enjoy participating in entrepreneurial activities, show interest in developing business ideas, and are willing to engage in business activities. The entrepreneurial intention indicators in this study are adapted from Nurfadhifah (2018), namely feelings of enjoyment, individual interest, individual attention, and individual involvement. These indicators show that entrepreneurial intention is not only related to general desire but also includes emotional, cognitive, and behavioral aspects. Therefore, students' entrepreneurial intention needs to be examined more comprehensively by considering the factors that can shape and strengthen it.

Motivation is an important factor that can explain the relationship between creativity, environment, capital, and entrepreneurial intention. Motivation is the drive that gives individuals the energy, direction, and persistence needed to achieve specific goals. In the context of entrepreneurship, motivation may arise from the desire to achieve financial independence, realize creative ideas, gain profit, achieve personal freedom, build one's own business, and create positive social impact. Yuritanto (2021) explains that motivation can come from various sources, such as the desire for financial independence, the realization of creative ideas, and the intention to provide positive contributions to society. With motivation, students can have a stronger drive to utilize creativity, environmental support, and capital availability as a basis for developing entrepreneurial intention.

Motivation can also be understood as a driving force that encourages an individual to perform certain actions. Naffziger et al. (1994) state that motivation is equivalent to a driving force or encouragement to do something. Meanwhile, Robbins explains that motivation is the willingness to exert a high level of effort, conditioned by the ability of that effort to satisfy individual needs. When entrepreneurial motivation increases, entrepreneurial intention may also increase (Robbins, 2001; Munawar, 2018). Based on these views, motivation can be understood as a drive that arises from internal or external stimuli and encourages individuals to act or change behavior in order to achieve certain goals. In this study, motivation functions as a variable that may strengthen the influence of creativity, environment, and capital on students' entrepreneurial intention.

Entrepreneurial motivation can generate enthusiasm in responding positively to business opportunities. Individuals with high motivation tend to be more courageous in making decisions, working hard, and persisting when facing obstacles. Motivation can also encourage students not to depend entirely on others but to create opportunities independently. The motivation indicators in this study refer to Uno Hamzah in Yuritanto (2021), including the desire and aspiration to succeed, future orientation, the presence of needs and drives, appreciation, and attractive entrepreneurial aspirations. These indicators show that motivation is not only related to economic incentives but also concerns future orientation, self-actualization needs, and the desire to achieve certain accomplishments through business activities.

Based on the above explanation, creativity, environment, and capital can be important factors influencing students' entrepreneurial intention, both directly and through motivation. Creativity provides students with the ability to generate innovative business ideas and solutions. The environment provides social support, experience, and encouragement that can shape courage and confidence in starting a business. Capital provides the resources needed to implement business ideas in practice. Meanwhile, motivation serves as the psychological force that encourages students to transform their potential, support, and resources into entrepreneurial intention and action. Therefore, this study is important for understanding how these factors work together in shaping students' entrepreneurial intention.

This study aims to analyze the effects of creativity, environment, and capital on entrepreneurial intention through motivation among students. Through this approach, the study is expected to provide theoretical contributions to the development of entrepreneurship studies, particularly regarding the factors that shape students' entrepreneurial intention. In addition, the findings are expected to provide practical recommendations for universities, government institutions, and other stakeholders in designing more effective entrepreneurship development programs. Such programs can be directed toward strengthening creativity, creating a conducive entrepreneurial environment, improving access to capital, and developing entrepreneurial motivation. Thus, this study is relevant to supporting the agenda of economic development based on human resource development, especially through the enhancement of entrepreneurial intention among Indonesian university students.

2. METHOD

2.1. Research Design

This study employed a quantitative research model. Toni (2021) defines the quantitative model as a research method used to examine a particular population or sample by using measurement units that can be expressed numerically to assess quality or quantity. According to Sugiyono (2018), "a research design must be specific, clear, and detailed, firmly determined from the beginning, and serve as a step-by-step guide." The hypotheses were tested using path analysis. The research design is presented in Figure 1.

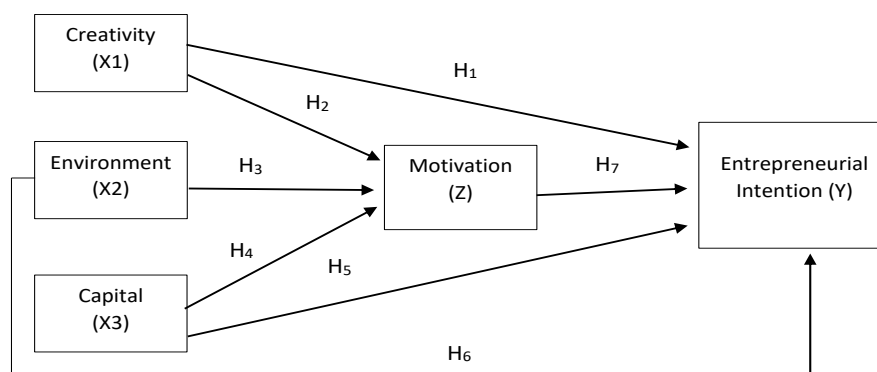


Figure 1. Research Design

Source: Authors' own work

Based on Figure 1, this study is a descriptive explanatory study, meaning that it describes and explains the relationships among the variables examined. The descriptive aspect explains and analyzes the research variables, namely creativity (X1), environment (X2), capital (X3), entrepreneurial intention (Y), and motivation (Z). The explanatory aspect examines causal relationships among the research variables through hypotheses. The causal relationships include both direct and indirect effects of creativity (X1), environment (X2), and capital (X3) on entrepreneurial intention (Y) through motivation (Z) among students of the Faculty of Economics and Business at the university.

The research design was developed based on Conservation of Resources theory and Job Demands-Resources theory, as well as relevant previous studies. Therefore, the study formulates hypotheses concerning direct and indirect effects. The summary of hypotheses is presented in Table 1.

Table 1. Summary of Research Hypotheses

Hypothesis	Description
H1	Creativity has a positive and direct effect on entrepreneurial intention.
H2	Creativity has a positive and direct effect on motivation.
H3	Environment has a positive and direct effect on motivation.
H4	Capital has a positive and direct effect on motivation.
H5	Capital has a positive and direct effect on entrepreneurial intention.
H6	Environment has a positive and direct effect on entrepreneurial intention.
H7	Motivation has a positive and direct effect on entrepreneurial intention.

Source: Authors' elaboration.

Based on Table 1, this study has ten hypotheses. These hypotheses test the direct effect of creativity (X1) on entrepreneurial intention (Y), the direct effect of creativity (X1) on motivation (Z), the direct effect of environment (X2) on motivation (Z), the direct effect of capital (X3) on motivation (Z), the direct effect of capital (X3) on entrepreneurial intention (Y), the direct effect of environment (X2) on entrepreneurial intention (Y), the direct effect of motivation (Z) on entrepreneurial intention (Y), the indirect effect of creativity (X1) on entrepreneurial intention (Y) through motivation (Z), the indirect effect of environment (X2) on entrepreneurial intention (Y) through motivation (Z), and the indirect effect of capital (X3) on entrepreneurial intention (Y) through motivation (Z).

2.2. Population and Sample

The population in this study consisted of all active students of the Faculty of Economics and Business at the university. The sampling technique used was proportional random sampling, calculated using Slovin's formula. The resulting sample consisted of 102 respondents, equivalent to approximately 20% of the population.

2.3. Data Collection

Data were collected from the research subjects, namely students of the Faculty of Economics and Business at the university, using a questionnaire. The questionnaire was a closed-ended questionnaire distributed digitally through Google Forms. The scale used was a Likert scale. The scoring system used five response alternatives: strongly disagree = 1, disagree = 2, moderately agree = 3, agree = 4, and strongly agree = 5. The data were then analyzed using Statistical Package for the Social Sciences, now also known as Statistical Product and Service Solutions, version 26. The data analysis techniques used in this study consisted of descriptive statistical analysis, classical assumption testing, and path analysis.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1 Hypothesis Testing

Hypothesis testing was conducted to examine the direct and indirect effects of exogenous variables on endogenous variables. Hypotheses were accepted or rejected based on the criterion that if the p-value was less than 0.05, the regression coefficient was considered statistically significant. The results of direct and indirect hypothesis testing are presented in the Table 2 and Table 3.

Table 2. Results of Regression Analysis for Entrepreneurial Intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.814	.662	.649	1.76885		
Predictor	B	Std. Error	Beta	t	Sig.	
Constant	3.696	1.387	—	2.665	.009	
Creativity	.161	.101	.131	1.592	.114	
Environment	-.039	.137	-.023	-.282	.779	
Capital	.039	.089	.033	.444	.658	
Motivation	.890	.100	.727	8.899	.000	

Source: Processed primary data using SPSS version 26.

The error effect was calculated using the formula:

$$e_1 = \sqrt{(1 - R^2)}$$

$$e_1 = \sqrt{(1 - 0.513)}$$

$$e_1 = 0.697$$

Therefore, the structural equation is:

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

$$Z = 0.326 X_1 + 0.479 X_2 + 0.001 X_3 + 0.697$$

The coefficient of determination shows that creativity, environment, and capital jointly explain 51.3% of the variance in motivation, while the remaining 48.7% is explained by variables outside the model. The error coefficient of 0.697 represents the residual effect in the model.

The indirect effects were calculated as follows:

Creativity has a positive indirect effect on entrepreneurial intention through motivation:

$$X_1 \rightarrow Z \rightarrow Y$$

$$= \beta_4 \times \beta_7$$

$$= 0.326 \times 0.727$$

$$= 0.237$$

Environment has a positive indirect effect on entrepreneurial intention through motivation:

$$X_2 \rightarrow Z \rightarrow Y$$

$$= \beta_5 \times \beta_7$$

$$= 0.479 \times 0.727$$

$$= 0.348$$

Capital has a very weak indirect effect on entrepreneurial intention through motivation:

$$X_3 \rightarrow Z \rightarrow Y$$

$$= \beta_6 \times \beta_7$$

$$= 0.001 \times 0.727$$

$$= 0.001$$

Based on the regression results, the hypothesis testing indicates that not all proposed direct effects are statistically supported. The first hypothesis (H1), which proposed that creativity has a positive direct effect on entrepreneurial intention, is not statistically supported because the significance value is 0.114, which is greater than the 0.05 threshold, although the beta coefficient is positive at 0.131. In contrast, the second hypothesis (H2), which proposed that creativity has a positive direct effect on motivation, is supported because the significance value is 0.001, which is less than 0.05, with a beta coefficient of 0.326. Similarly, the third hypothesis (H3), which proposed that environment has a positive direct effect on motivation, is supported because the significance value is 0.000, which is less than 0.05, with a beta coefficient of 0.479.

The fourth hypothesis (H4), which proposed that capital has a positive direct effect on motivation, is not statistically supported because the significance value is 0.993, which is greater than 0.05, with a beta coefficient of 0.001. The fifth hypothesis (H5), which proposed that capital has a positive direct effect on entrepreneurial intention, is also not statistically supported because the significance value is 0.658, which is greater than 0.05, with a beta coefficient of 0.033. Furthermore, the sixth hypothesis (H6), which proposed that environment has a positive direct effect on entrepreneurial intention, is not statistically supported because the significance value is 0.779, which is greater than 0.05, and the beta coefficient is negative at -0.023. Finally, the seventh hypothesis (H7), which proposed that motivation has a positive direct effect on entrepreneurial intention, is supported because the significance value is 0.000, which is less than 0.05, with a beta coefficient of 0.727.

3.1.2. Path Analysis

The path analysis results are presented in Table 3.

Table 3. Path Analysis Results

Relationship Between Variables	Direct Effect	Indirect Effect	Total Effect
X1 → Y	0.131	—	0.131
X2 → Y	-0.023	—	-0.023
X3 → Y	0.033	—	0.033
X1 → Z	0.326	—	0.326
X2 → Z	0.479	—	0.479
X3 → Z	0.001	—	0.001
Z → Y	0.727	—	0.727
X1 → Z → Y	0.131	0.237	0.368
X2 → Z → Y	-0.023	0.348	0.325
X3 → Z → Y	0.033	0.001	0.034

Source: Processed primary data using SPSS version 26.

Based on the research model structure, the empirical equations are as follows:

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

$$Y = 0.131X_1 - 0.023X_2 + 0.033X_3 + 0.727Z + 0.581$$

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

$$Z = 0.326X_1 + 0.479X_2 + 0.001X_3 + 0.697$$

The path analysis model is presented in Figure 2.

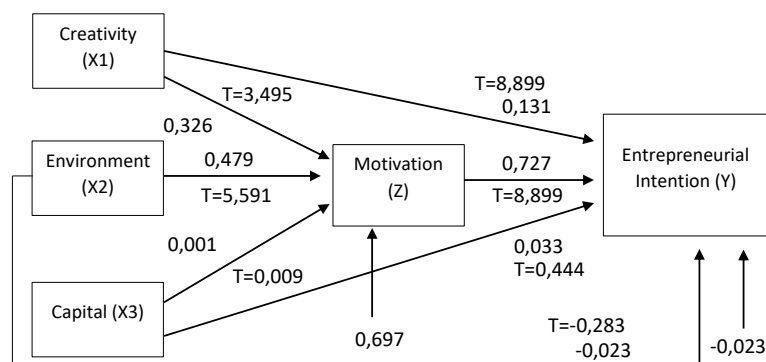


Figure 2. Path Analysis Model

Source: Authors' own work

Figure 2 explains the standardized beta coefficients and the magnitude of the direct and indirect effects among the research variables.

The total coefficient of determination was calculated as follows:

$$\begin{aligned}R^2_m &= 1 - (e_1^2 \times e_2^2) \\R^2_m &= 1 - (0.697^2 \times 0.581^2) \\R^2_m &= 1 - 0.164 \\R^2_m &= 0.836\end{aligned}$$

Based on this calculation, the overall model explains approximately 83.6% of the information contained in the data, while the remaining 16.4% is explained by variables outside the model. This corrected value differs from the original calculation of 99.7%, which appears to have resulted from a computational error.

3.2. Discussion

3.2.1. The Effect of Creativity on Entrepreneurial Intention

The results show that the relationship between creativity and entrepreneurial intention has a positive beta coefficient of 0.131. However, the significance value is 0.114, which is greater than 0.05. Therefore, the direct effect of creativity on entrepreneurial intention is not statistically significant. This finding indicates that creativity alone may not be sufficient to directly increase students' entrepreneurial intention.

This result should not be interpreted as meaning that creativity is irrelevant. Rather, creativity may require additional psychological or contextual support before it can be translated into entrepreneurial intention. This interpretation is consistent with Ginting (2020), who states that creativity enables individuals to generate innovative ideas that may become a competitive advantage in business. However, the relatively weak direct effect found in this study suggests that creativity needs to be supported by strong motivation before it can encourage concrete entrepreneurial intention. Therefore, universities should develop programs that not only enhance creativity but also strengthen students' motivation to pursue entrepreneurship.

3.2.2. The Effect of Creativity on Motivation

The results show that creativity has a positive and significant effect on motivation among students of the Faculty of Economics and Business at the university. The significance value is 0.001, which is less than 0.05, and the beta coefficient is 0.326. This indicates that students with higher levels of creativity tend to have stronger entrepreneurial motivation.

Creativity can stimulate motivation because it allows students to imagine possibilities, generate business ideas, and develop a stronger sense of personal capability. This result is supported by Lubis (2021), who explains that creativity involves an inner tendency to create new and innovative ideas, plan them, take risks, and develop them to achieve goals without external pressure. Imelda (2024) adds that individuals with entrepreneurial creativity are able to recognize opportunities, manage them diligently, and approach them with enthusiasm because entrepreneurial interest must be oriented toward the future.

The finding of this study suggests that when students are able to express their creativity, they become more engaged and enthusiastic about entrepreneurship. Stimulated creativity can create a sense of achievement and satisfaction, which in turn increases motivation to continue trying and innovating.

3.2.3. The Effect of Environment on Motivation

The results show that environment has a positive and significant effect on motivation among students of the Faculty of Economics and Business at the university. The significance value is 0.000, which is less than 0.05, and the beta coefficient is 0.479. This indicates a moderate positive relationship.

This finding is consistent with Tammie (2019), who found that the entrepreneurial environment influences entrepreneurial motivation. A supportive environment, such as the presence of mentors, high-achieving peers, adequate facilities, and entrepreneurship-oriented learning opportunities, can increase students' motivation to learn and engage in entrepreneurship. Conversely, a negative or unsupportive environment may reduce students' motivation and enthusiasm.

The environment provides social cues, role models, access to information, and emotional reinforcement. When students are surrounded by people and institutions that support entrepreneurial activity, they are more likely to develop confidence and motivation to pursue business opportunities.

3.2.4. The Effect of Capital on Motivation

The results show that capital has a beta coefficient of 0.001 and a significance value of 0.993. Therefore, the direct effect of capital on motivation is not statistically significant. This result indicates that capital, at least in the context of this sample, does not meaningfully predict students' entrepreneurial motivation.

This is an important finding because it challenges the assumption that access to capital automatically increases motivation. Capital may provide resources, but resources do not necessarily create psychological readiness. Students may have access to funds, facilities, or support, yet still lack the drive, confidence, or commitment to start a business. Conversely, students with high motivation may remain interested in entrepreneurship even when capital is limited.

This result also suggests that entrepreneurship development programs should avoid treating capital provision as a stand-alone solution. Although capital remains important for business execution, its motivational impact may depend on other factors, such as entrepreneurial self-efficacy, opportunity recognition, mentorship, and practical business experience.

3.2.5. The Effect of Capital on Entrepreneurial Intention

The results show that capital has a positive but very weak beta coefficient of 0.033 and a significance value of 0.658. Because the significance value is greater than 0.05, capital does not have a statistically significant direct effect on entrepreneurial intention.

This finding indicates that capital availability alone is not a strong determinant of students' entrepreneurial intention. Although capital can provide confidence and reduce initial business barriers, it does not automatically produce entrepreneurial interest. In the digital era, business initiation may also require fewer physical resources than in the past. As Aban and Tanusi (2020) argue, strategic physical business locations and physical capital may no longer be the dominant factors in entrepreneurial intention because technological development enables more flexible and cost-efficient digital marketing and business operations.

The implication is direct: universities should not assume that providing small grants or access to capital is enough to increase entrepreneurial intention. Capital support should be combined with business mentoring, market validation training, digital entrepreneurship skills, and motivation-building programs.

3.2.6. The Effect of Environment on Entrepreneurial Intention

The results show that environment has a beta coefficient of -0.023 and a significance value of 0.779. Therefore, the direct effect of environment on entrepreneurial intention is not statistically significant. The negative beta coefficient also indicates that the direct relationship is not in the expected positive direction.

This result contradicts several previous studies. Adha et al. (2023) found that support from parents, relatives, friends, and university institutions can increase entrepreneurial intention. Aini and Oktafani (2020) also found that family support influences entrepreneurial intention. Similarly, Yao et al. (2016) and Selcuk (2019) stated that the social environment affects entrepreneurial intention. Wedayanti and Giantari (2016) further found that entrepreneurship education is a strong predictor of students' entrepreneurial intention.

However, the present study indicates that environment may not directly influence entrepreneurial intention. Instead, the environment may work primarily through motivation. A supportive environment can create encouragement, confidence, and exposure, but these factors may only become meaningful when they are internalized as motivation. In other words, environmental support does not automatically become entrepreneurial intention unless students transform it into personal drive.

3.2.7. The Effect of Motivation on Entrepreneurial Intention

The results show that motivation has a positive and significant effect on entrepreneurial intention. The significance value is 0.000, which is less than 0.05, and the beta coefficient is 0.727. This makes motivation the strongest direct predictor of entrepreneurial intention in the model. This finding is consistent with Aqmal et al. (2020), who state that intrinsic and extrinsic motivation can increase students' interest in entering the entrepreneurial world. Mahanani (2018), Nadya (2019), and Tanusi (2020) also argue that motivation plays an important role as a main driver in the decision to start a business. Wijayangka et al. (2016) further state that motivation may function as a mediating factor linking creativity, environment, and capital to entrepreneurial intention.

However, this finding differs from Rosmiati et al. (2015), who found no significant effect of motivation on entrepreneurial intention. This difference may be caused by variations in respondent characteristics, educational background, or research methods. In this study, motivation functions not only as a direct predictor but also as a mediating variable that strengthens the relationship between external and internal factors and entrepreneurial intention.

3.2.8. The Effect of Creativity on Entrepreneurial Intention Through Motivation

The results show that creativity has a positive indirect effect on entrepreneurial intention through motivation. The indirect effect is 0.237, and the total effect is 0.368. This indicates that motivation plays an important mediating role in the relationship between creativity and entrepreneurial intention.

This finding means that students with higher creativity are more likely to develop entrepreneurial intention when their creativity is accompanied by strong motivation. Creativity enables students to generate ideas, identify opportunities, and develop innovative solutions. However, motivation is needed to transform these creative capacities into entrepreneurial intention.

This finding is consistent with Wardani (2021), who states that students with higher creativity tend to be more capable of identifying new business opportunities and solving problems effectively. Nevertheless, creativity requires motivation as a driving force so that students are encouraged to realize their entrepreneurial potential. Motivation therefore acts as a bridge connecting creative potential with the actual desire to start a business.

The implication is that entrepreneurship education should not focus only on creative thinking exercises. It must also cultivate motivational readiness, persistence, risk tolerance, and goal orientation.

3.2.9. The Effect of Environment on Entrepreneurial Intention Through Motivation

The results show that environment has a positive indirect effect on entrepreneurial intention through motivation. The indirect effect is 0.348, and the total effect is 0.325. This indicates that motivation mediates the relationship between environment and entrepreneurial intention.

A conducive environment, such as support from family, access to entrepreneurial communities, availability of supporting facilities, and exposure to entrepreneurship programs, can foster students' internal motivation to pursue business opportunities. This finding is supported by Syarifuddin (2016), who shows that family, campus, and social media environments jointly influence entrepreneurial intention. A positive environment can generate both intrinsic and extrinsic motivation (Potu, 2021).

This result confirms that motivation is the mechanism through which environmental support becomes entrepreneurial intention. Without motivation, environmental support may remain external and passive. With motivation, however, students can convert environmental support into entrepreneurial confidence and intention.

3.2.10. The Effect of Capital on Entrepreneurial Intention Through Motivation

The results show that capital has a positive but extremely weak indirect effect on entrepreneurial intention through motivation. The indirect effect is only 0.001, and the total effect

is 0.034. This suggests that capital contributes very little to entrepreneurial intention through motivation in this model.

This finding indicates that although capital may help students start a business, it does not strongly influence their entrepreneurial intention unless accompanied by other factors. Capital may provide confidence, but motivation remains the key driver that determines whether students are willing to pursue entrepreneurship. The availability of capital alone cannot substitute for entrepreneurial commitment, creativity, and psychological readiness.

Wardani (2021) argues that capital availability has an important role in starting a business, but individuals with high motivation may not perceive limited capital as a major obstacle. Therefore, the relationship between capital and entrepreneurial intention should be understood carefully. Capital is useful, but it is not the central driver in this study. The more effective strategy is to combine adequate capital support with motivation-building, mentoring, and practical entrepreneurial experience.

4. CONCLUSION AND SUGGESTION

Based on the results and discussion, this study concludes that creativity, environment, capital, and motivation have varying direct and indirect effects on entrepreneurial intention among students of the Faculty of Economics and Business at the university. Motivation is the strongest direct predictor of entrepreneurial intention and serves as the main mediating variable in the model.

Creativity has a significant positive effect on motivation but does not have a statistically significant direct effect on entrepreneurial intention. Environment has a significant positive effect on motivation but does not have a statistically significant direct effect on entrepreneurial intention. Capital does not have a statistically significant direct effect on either motivation or entrepreneurial intention. However, creativity and environment show meaningful indirect effects on entrepreneurial intention through motivation, while the indirect effect of capital through motivation is very weak.

Overall, the model demonstrates that motivation is central in linking creativity, environment, and capital to entrepreneurial intention. The findings imply that increasing students' entrepreneurial intention requires more than providing capital or general environmental support. Universities must actively strengthen students' motivation, creativity, entrepreneurial confidence, and readiness to transform ideas and opportunities into business action.

Based on the findings, this study offers several recommendations. First, this study may serve as a source of information and reference for lecturers and educators in guiding students to develop entrepreneurial skills. Entrepreneurship education should not be limited to theoretical instruction but should include practical business development, market testing, mentoring, and project-based learning.

Second, students are encouraged to deepen their business management skills. They should not focus only on product creation but must also develop competencies in marketing, financial management, business evaluation, and decision-making. These skills are necessary to ensure that business ideas can be developed into sustainable ventures.

Third, universities should strengthen entrepreneurship ecosystems by providing mentorship, business incubation, digital business training, access to entrepreneurial communities, and motivational development programs. Since motivation is the strongest predictor in this study, entrepreneurship programs should deliberately target students' confidence, persistence, achievement orientation, and readiness to take entrepreneurial action.

Finally, future researchers are encouraged to expand this study by adding other relevant variables, such as entrepreneurial self-efficacy, risk tolerance, digital literacy, entrepreneurial education, innovation capability, and family business background. Future studies should also use stronger mediation testing procedures, such as bootstrapping, to confirm the significance of indirect effects.

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