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Determinant of Entrepreneurial Interest of College Students from Non-Entrepreneurial Families in Banten Province, Indonesia

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Abstract

The purpose of this study was to see the effect of entrepreneurship education, creativity, entrepreneurial mindset, self-efficacy on entrepreneurial interest in Banten, Indonesian students. The reason is that the majority of students in Indonesia, including in Banten Province who come from non-entrepreneurial families, prefer to look for work after graduating rather than starting their own business. Quantitative research method with probability sampling with purposive sampling, namely active students who received entrepreneurship education from non-entrepreneurial families as many as 272 respondents. Data processing using PLS-SEM with software 4.0. The results of the study showed that entrepreneurship education, creativity, entrepreneurial mindset and self-efficacy had a significant effect on entrepreneurial interest in students. Self-efficacy was able to moderate the relationship between entrepreneurship education. Creativity and entrepreneurial mindset on entrepreneurial interest in students. Contributions for students from non-entrepreneurial families are expected to provide information on the relationship between entrepreneurship education, creativity, entrepreneurial mindset and self-efficacy which are important factors that can foster entrepreneurial interest.

Keywords: Entrepreneurship education, Creativity, Entrepreneurial mindset, Self-efficacy, Entrepreneurial intention

1. Background

Indonesia's current entrepreneurial ratio is still considered very small when compared to other countries in the world, which is 3.47 percent. Especially for students who are expected to start a business after graduating. Therefore, until 2024, the Ministry of Cooperatives and SMEs targets Indonesia's entrepreneurship ratio to rise to 3.94 percent. One of the important determinants of entrepreneurship is the family background, which influences the development of entrepreneurial skills and behavior. Based on an exploratory study of 100 students from universities in Banten who have received entrepreneurship education and come from non-entrepreneurial families, 63% stated that they did not want to do entrepreneurship. The results obtained above, supported the statement of Kurniawan, Pribadi and Basuki (2019) that low entrepreneurial intentions in Indonesia, especially for college students.

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Then, Wang et al. (2019) stated that family background provides a significant foundation for entrepreneurial skills, such as independence, self-efficacy, and creativity. Beside that, education has a significant role in shaping individual attitudes, knowledge and skills towards entrepreneurship. Hatak et al. (2020) said educational institutions have an important role to play in shaping individual entrepreneurial intentions and promoting entrepreneurship as a career choice.

Thus the research question that can formulate are:

1. Is there a positive influence of entrepreneurship education on entrepreneurial interest?
2. Is there a positive influence of creativity on entrepreneurial interest?
3. Is there a positive influence of entrepreneurial mindset on entrepreneurial interest?
4. Is there a positive influence of self-efficacy on entrepreneurial interest?

Contribution of this research is to give insight for educational institutions and the government to improve entrepreneurship education, creativity, entrepreneurial mindset for students with background family non entrepreneurial who are interested in entrepreneurship. Students from non-entrepreneurial families are expected to provide information on the relationship between entrepreneurship education, creativity, entrepreneurial mindset and self-efficacy which are important factors that can foster entrepreneurial interest.

2. Literature Review

Entrepreneurship is related to the search for business opportunities which, when exploited effectively through competitive advantage, have value plus and wealth. Opportunities to produce innovative goods and services create value for customers and generate good business opportunities. By generating new business opportunities, the creation of new products that do not yet exist and will be interesting new customers with the uniqueness of the products we have created. Entrepreneurship provides a value or process in starting a business (startup), providing creativity (creative), and innovations (innovative) in running a business. People who are creative and innovative will push the company to be the best (Bailey, Bergman and Daspit, 2019).

The Influence of Entrepreneurship Education on Entrepreneurship Interest

Sun, Liang and Wong (2017) stated that research shows that entrepreneurship education is very important to improve an individual's ability to acquire the skills needed to start a business. This statement is also supported by Liu et al. (2019) that entrepreneurship education helps people share knowledge, skills, and experience in the world of entrepreneurship. In addition, research shows that entrepreneurship education helps people realize their interest or desire to become entrepreneurs through help from the social environment and the experience of successful entrepreneurs (Voda & Florea, 2019). So, entrepreneurship education can help people pursue

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careers in entrepreneurship and increase their interest in entrepreneurship (Kalyoncuoglu, Aydintan, & Göksel, 2017; Hidayati et al., 2024; Nugroho et al, 2024).

H1: Entrepreneurship education has a positive effect on entrepreneurship interest.

The Influence of Creativity on Entrepreneurial Interest

Rodrigues et al. (2019) stated that creativity can be explained as all the skills and abilities that a person has. Kumar and Shukla (2019) added that entrepreneurship, which is basically a form of creative activity, has a very important role in supporting creativity. In line with Hu et al. (2017), it was stated that research that combines creativity and entrepreneurial awareness has produced significant results with research subjects of students in China. Research on students in Pakistan by Murad et al. (2021) also shows that creativity influences entrepreneurial intentions. So the hypothesis formed:

H2: Creativity has positive effect on entrepreneurial interest

The Influence of Entrepreneurial Mindset on Entrepreneurial Interest

Students will have a positive perspective on what is right and wrong in becoming an entrepreneur. This will encourage positive thoughts and beliefs about becoming an entrepreneur. Previous studies by Handayati et al. (2020) showed that entrepreneurial interest and entrepreneurial mindset are closely related. Kumar (2019) and Respati et al. (2023) found that entrepreneurial mindset and interest are correlated. The hypothesis formulated as follows:

H3: Entrepreneurial Mindset has positive effect on Entrepreneurial Interest

The Influence of Self-Efficacy on Entrepreneurial Interest

Self-efficacy refers to a person's belief in their capacity to achieve certain goals (Barbaranelli et al., 2019). An individual's self-confidence is shaped by the interaction between various factors, such as interpersonal interactions, individual involvement, and situational context. The interaction between these factors shapes an individual's self-confidence, which includes the ability to regulate certain behaviors and anticipate the outcomes of those behaviors (Nowinski et al., 2019). Another study showed that self-efficacy is very important in determining whether someone wants to become an entrepreneur or not (Schmutzler, Andanova, Diaz, 2019). According to research conducted by Wu, Gu and You. (2021), entrepreneurial interest is positively and significantly influenced by self-efficacy. This finding is supported by Lubada et al. (2021), who found that one of the elements that has a significant influence on entrepreneurial interest is self-efficacy.

H4: Self-efficacy has a positive effect on entrepreneurial interest.

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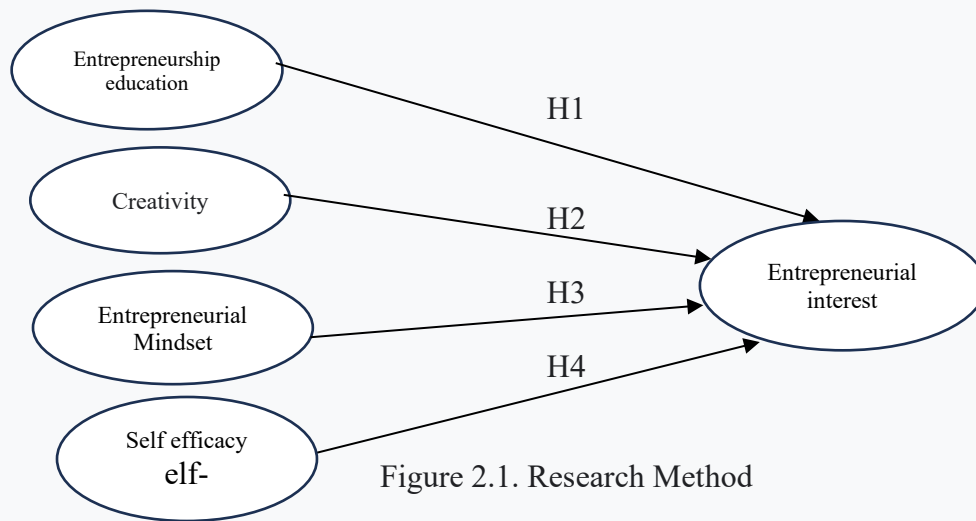


Figure 2.1. Research Method

3. Methodology

This study uses theory, hypothesis testing, and models. Sekaran & Bougie (2017) said that quantitative research has more ability to explain a special problem. In quantitative research, positivism is understood, namely research based on actual facts. So that everything that happens is certain to have a cause-and-effect relationship. The object method in this study is entrepreneur interest. Then entrepreneurship education, creativity, and entrepreneur mindset and self efficacy as independent variables. This study uses a non-probability sampling method using convenience

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sampling. The sample in this study used 272 respondents with categories of active students of university in Banten Province. Item questionnaires adapted from previous research. Entrepreneurship education, creativity, and entrepreneur mindset adapted from Jiatong et al.(2021); then self efficacy adapted from Kumar and Shukla (2022); entrepreneur interest adapted from Elshae r and Sobaih (2022). Analysis data used Partial Least Square used Software SmartPLS 4.0. Questionnaire has a 5-scale Likert scale with consideration easier for respondents who cannot answer and have ethics or who stated that filling out the questionnaire did not force respondents to answer whether they agree or not.

4. Finding and Discussion

Profile of respondents

There are 272 respondents whose data is taken directly. As many 162 respondents were male and 110 female respondents. According to the results of the Global Entrepreneurship Monitor research (2016), women that are interested in entrepreneurs account for 14 percent of the total population. Respondent's age at this study 163 respondents 18-20 years. 98 respondents aged 21 – 23 years, 11 respondents aged > 23 years. It can be explain as supported of implementation efforts “Merdeka Belajar Kampus Merdeka” that encourages independent Campus in student entrepreneurship, Directorate General Higher Education implements the Program Merdeka Campus Entrepreneurship since 2020 which is part of the program strengthen the economy national and support acceleration digital economy towards the industrial revolution 4.0. All participants from private universities in Banten Province that have minimum B accreditation and provide entrepreneurship in their subject curriculum for Bachelor degree.

Outer Loading

Measurement model, validity testing in this study was measured using value of loading factor, convergent validity, and discriminant validity. The loading factor value must be greater than 0.7. Average Variance Extracted (AVE) value which must be greater than 0.5. The value of loading factors in this study has a value above 0.7. Testing the reliability of the data in this study using Cronbach's alpha and composite reliability to be able to test reliability. A data can be declared reliable if it has a composite reliability (CR) value greater than or equal to 0.7. Next, a table of validity and reliability results is shown for the actual sample of 272 students as shown in table 4.1.

Table 4.1. Validity and Reliability Result

Constructs	Outer Loading
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Entrepreneur Education : AVE : 0.585, CR : 0.840	
EE1	0.828
EE2	0.870
EE3	0.804
EE4	0.824
EE5	0.866
EE6	0.769
Creativity: AVE : 0.536, CR: 0.856	
C1	0.714
C2	0.733
C3	0.763
C4	0.783
C5	0.828
C6	0.814
Entrepreneurial Mindset AVE: 0.569, CR: 0.826	
EM 1	0.768
EM 2	0.801
EM 3	0.851
EM 4	0.792
EM 5	0.834
EM 6	0.778
EM 7	0.825
Self Efficacy: AVE: 0.5840, CR: 0.828	
SE1	0.858
SE2	0.801
SE3	0.731
SE4	0.822
Entrepreneurship Interest: AVE: 0.580, CR: 0.869	
EI1	0.789
EI2	0.862
EI3	0.843
EI4	0.796
EI5	0.798
EI6	0.842
EI7	0.826

All variables can be said to be valid because the HTMT values obtained are all below 0.9 (Hair et al., 2019 and Ghozali, 2015). as seen on table 4.2.

Table 4.2. *Fornell-Larcker Criterion*

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	EI	EE	C	EM	SE
Entrepreneurial Interest (EI)	0.762				
Entrepreneurship Education (EE)	0.698	0.784			
Creativity (C)	0.720	0.745	0.788		
Entrepreneurship Mindset (EM)	0.724	0.748	0.792	0.843	
Self Efficacy (SE)	0.726	0.734	0.786	0.844	0.862

Variance Inflation Factor Test

Sekaran and Bougie (2017) said multicollinearity is a condition where there is a correlation between dependent variables, to see multicollinearity it can be seen from the Variance Inflation Factor (VIF) whose value is more than 5 and will be more serious when it is more than 10.

Table 4.3. VIF Test

	VIF
Entrepreneurial Interest	2.86
Entrepreneurial Education	3.37
Creativity	2.49
Entrepreneurial Mindset	3.87
Self Efficacy	3.66

The coefficient of determination

Tests in assessing the structural model can be evaluated with the SmartPLS program by looking at the value for each endogenous latent variable as the predictive power of the structural model (Ghozali & Latan, 2015). The results represent the number of variants of the construct described by the model as seen on table 4.4.

Table 4.4. R-Square

	<i>R-square</i>
Entrepreneurial Interest	0.788

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Hypothesis Testing

Ghozali & Latan (2015) stated that an indication of whether a hypothesis is supported or not can be seen from the t-statistics. T-statistics were tested by one tailed test or one-way test with a significance level of 5%. The hypothesis is declared significant if the t-statistic must be more than 1.65 and use the t-value as a significant reference with a value that must be less than 0.05 as seen on table 4.3. Results show all hypotheses are accepted.

Table 4.3. Hypothesis Testing

Hypothesis	<i>Path Coefficient</i>	<i>T-Statistic</i>	<i>p-value</i>	Result
H1: Entrepreneurship education has a positive effect on entrepreneurship interest.	0.287	4.121	0.000	Supported
H2: Creativity has positive effect on entrepreneurial interest	0.200	2.265	0.002	Supported
H 3: Entrepreneurship mindset has a positive effect on entrepreneurship interest.	0.198	2.599	0.005	Supported
H 4: Self efficacy has a positive effect on entrepreneurship interest.	0.199	2.661	0.004	Supported

Discussion

The results of the path coefficient test for the first hypothesis show that the original sample is worth 0.287 so it can be concluded that the direction of the relationship between entrepreneurship education and entrepreneurial interest is positive. Furthermore, the t-statistic results show a value higher than 1.65, which is 4.121 and a p-value lower than 0.05, which is 0.000. This is supported by the results of descriptive statistics from the entrepreneurship education variable, namely EE1 with a value of 4.293 which states "The entrepreneurship education model in formal classes emphasises creative ideas". Because creative ideas can be an important factor in increasing students' interest in entrepreneurship. Thus, the conclusion of H1 is that entrepreneurship education that emphasises creative ideas in formal classes positively influences students' interest in engaging in entrepreneurial activities. These results confirm that entrepreneurship education is very important to foster interest in entrepreneurship. According to Whardani & Nastiti (2023), entrepreneurship education influences the way students see the world

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and encourages them to become entrepreneurs (Whardani & Nastiti, 2023). The results show that entrepreneurship education contributes to the formation of a positive mindset about entrepreneurship, which in turn increases the desire to become an entrepreneur. These results show that entrepreneurship learning in higher education has a significant impact on the desire to become an entrepreneur. Higher education institutions can create a curriculum that not only focuses on practical matters but also helps people become more motivated to become entrepreneurs. These results are in line with research conducted by Ismail et al. (2024) which states that entrepreneurship education provided to students can greatly influence their desire to become entrepreneurs. Another study conducted by Yulianingtyas et al. (2024) also supports the results of this study, which found that if students are given entrepreneurship training, they will be more interested in trying on their own.

Based on the results of testing the 2nd hypothesis above, the results of the path coefficient test for the second hypothesis show that the original sample has a value of 0.200, so it can be concluded that the direction of the relationship between creativity and entrepreneurial interest is positive. Furthermore, the t-statistic results show a value higher than 1.65, namely 2.265 and p-values higher than 0.05, namely 0.012. This is supported by the descriptive statistical results of the Creativity variable, namely C1 with a value of 4.274 which states "I often find creative solutions to solve problems". This shows that a high level of creativity can be an important factor in increasing students' interest in getting involved in entrepreneurial activities. Thus, the conclusion of H2 is that a high level of creativity, as reflected in the ability to find creative solutions to problems, positively influences students' interest in getting involved in entrepreneurial activities. Creativity drives a person to achieve goals, which can include goals in various fields, including entrepreneurship. Therefore, creativity can be used to generate various business ideas that are in line with current opportunities. Increasing the ability to be creative is expected to encourage increased interest in being involved in the world of entrepreneurship (Wardhani & Nastiti, 2023). The influence of creativity on the entrepreneurial interest of students in Banten Province in this study is due to their ability to create fresh new business ideas to identify and utilise business opportunities. The creativity possessed by students encourages them to pursue their interests in entrepreneurship. Therefore, the level of creativity possessed by students will affect the extent of their interest in entrepreneurship. The results of the study showed that there was a positive and significant relationship between creativity and students' desire to become entrepreneurs in Banten Province. Research by Abu et al. (2023), Putra and Sakti (2023) and other researchers support the results of this study, which found that creativity has a positive and significant effect on entrepreneurial interest. This is in line with Lambing and Kuehl (2008) opinion that creativity and the ability to find and develop opportunities in the business world are one of the components of an entrepreneur's success. Creativity here refers to an individual's ability

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to generate new and innovative business ideas, which can then be used as business opportunities to gain profit. Meanwhile, entrepreneurial interest in the context of this study refers to a student's desire and motivation to change or develop creativity into a profitable business. Therefore, a person's desire to start a business is proportional to their level of creativity.

Based on 3rd Hypothesis the results of the path coefficient test for the third hypothesis show that the original sample has a value of 0.198, so it can be concluded that the direction of the relationship between creativity and entrepreneurial interest is positive. Furthermore, the t-statistic results show a value that is higher than 1.65, namely 2.599 and a p-value lower than 0.05, namely 0.005. This is supported by the descriptive statistical results of the entrepreneurial mindset variable, namely EM1 with a value of 4.251 which states "I have thought about the reactions from both sides (opportunities or challenges) related to entrepreneurial activities". This shows that having a mindset that is open to opportunities and challenges in the context of entrepreneurship can be an important factor in increasing students' interest in getting involved in entrepreneurial activities. Thus, the conclusion of H3 is that having an entrepreneurial mindset that is open to opportunities and challenges in the context of business positively influences students' interest in getting involved in entrepreneurial activities. The results of the data analysis support the third hypothesis, which states that Entrepreneurial Mindset has a positive impact on entrepreneurial intention. This shows that people's interest in participating in entrepreneurial activities in the future is positively correlated with a higher entrepreneurial mindset (Handayati et al., 2020). The results show that entrepreneurial mindset is an important factor in shaping entrepreneurial intention. Individuals who have a positive mindset about entrepreneurship tend to be more motivated to do real things. Having a supportive mindset is very important if you want to motivate students to become entrepreneurs. Having a positive attitude towards risk, innovation, and the ability to overcome challenges are important components of entrepreneurial intention and desire. These results are in line with research conducted by Ramdani et al. (2023) which found that Entrepreneurial Mindset influences interest in becoming an entrepreneur. These results support the belief that a person's perspective on entrepreneurship can influence their level of motivation and desire to participate in entrepreneurial actions.

Based on 4th hypothesis the results of the path coefficient test for the fourth hypothesis show that the original sample has a value of 0.199, so it can be concluded that the direction of the relationship between creativity and entrepreneurial interest is positive. Furthermore, the t-statistic results show a value higher than 1.65, namely 2.661 and p-values lower than 0.05, namely 0.004. This is supported by the descriptive statistical results of the self-efficacy variable, namely SE1 with a value of 4.311 which states "I am sure that I can succeed in finding new business opportunities" High self-confidence in the ability to succeed in the context of entrepreneurship can be an important factor in increasing students' interest in getting involved in entrepreneurial

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activities. Thus, the conclusion of the study is that having high self-efficacy, as reflected in the belief that one can succeed in finding new business opportunities, positively influences students' interest in getting involved in entrepreneurial activities. The results of the data analysis support the fourth hypothesis in this study, which states that self-efficacy has a positive impact on entrepreneurial interest. The results show that an individual's level of self-efficacy is proportional to their level of interest in participating in entrepreneurial activities. These results indicate that self-efficacy is very important in forming entrepreneurial intentions. Individuals who are confident in their ability to face challenges and achieve goals tend to be more interested in becoming entrepreneurs (Jena, 2020). Self-efficacy related to one's responsibilities and status as an entrepreneur may increase the desire to become an entrepreneur (Puni et al., 2018). People who feel capable and brave enough to take on this great responsibility are more likely to have a strong desire to become entrepreneurs. When talking about entrepreneurship, this can be interpreted as the desire to continue to acquire the knowledge and skills needed to succeed. A study by Herdianty and Purwana (2024) found that self-efficacy had a direct effect on students' desire to become entrepreneurs.

5. Conclusion

This research was conducted on students in private universities in Banten province that have received entrepreneurship education. Then data processing is carried out through the SmartPLS 4 software program. The result showed entrepreneurship education, creativity, entrepreneurship mindset and self efficacy had a positive effect on entrepreneurial interest for students who do not come from entrepreneurial families. The coefficient of determination is 0.788, meaning that there is still 21.2% explained by other variables outside the research model, for example personality and family support.

Managerial Implication

From the results of hypothesis testing, the following are the managerial implications that can be conveyed:

- 1) From the findings of this study, which show the positive impact and importance of entrepreneurship education on entrepreneurial interest. From the results of the hypothesis and indicators, it was found that a good entrepreneurship education model (EE1) will increase creativity (EE2) and can increase students' courage (EE4) to start entrepreneurship (EE5). To realize this, the following can be suggested: improve and further develop entrepreneurship education programs, especially in formal educational institutions. This can be done by

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focusing on the use of interactive learning methods, as well as encouraging activities such as brainstorming, out-of-class learning by visiting alumni and non-alumni start-up businesses, and project-based learning by holding business idea exhibitions, even student start-ups. The above will help encourage interest in entrepreneurship for students whose families are not entrepreneurs

- 2) The results of this study indicate that creativity has a significant positive impact on entrepreneurial interest. From the results of the hypothesis and indicators, it was found that students often find a creative solution in solving problems (C1) and of course the ideas produced are new and innovative ideas (C 4). Therefore, it is hoped that programs that aim to stimulate and increase creativity for students who do not come from entrepreneurial families can be strengthened and developed. For example, through the implementation of creativity workshops or self-development programs that focus on developing creative problem-solving skills.
- 3) From the results of this study, it can be seen that the entrepreneurial mindset has a positive and significant impact on entrepreneurial interest. From the results of the hypothesis and indicators, it was found that students have thought about the opportunities or challenges they will face when they want to start a business (EM1) and students have allocated time to think about entrepreneurship (EM2) and besides that students have also thought about what challenges will be faced when starting a business. Therefore, it is expected that an environment can be created that encourages individual students who do not come from entrepreneurial families to be proactive in identifying business opportunities and facing challenges to start a business in a creative and innovative way.
- 4) Based on the results of this study which show that self-efficacy has a positive and significant effect on entrepreneurial interest, from the results of the hypothesis and indicators it was found that students have confidence in being successful when starting a business (SE1) and they are also confident that they have creative ideas (SE3) so that they can be sure that the ideas they have can be commercialized (SE4). Therefore, it is expected to provide a supportive environment, provide freedom to express themselves and provide constructive feedback so that self-confidence continues to increase.

Research Limitation and Recommendation

There are limitations in this study, where the limitations are based on the sample technique, variables, number of samples and time, and sample characteristics. In this study, only the variables in the research model were used. Meanwhile, there are other variables that can affect Entrepreneurial Intention. Other variables such as self-support, relationship support, and other

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independent variables that can affect Entrepreneurial Intention. This study is a cross-sectional study. Where, changes in sustainable innovation within a certain period of time cannot be further identified. This research uses the SmartPLS software with the PLS method. It is hoped that further research can use the SEM method to measure the structural model based on a strong theoretical study to be able to test the causal relationship between variables and to measure the feasibility of the model with empirical data.

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