



## Creativity on Student's Entrepreneurial Intention: The Moderating Effect in The Theory of Planned Behavior

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### Abstract

The purpose of this research is to determine the effects of Creativity, Entrepreneurial Attitude (EA), Perceived Behavioral Control (PBC), and Subjective Norms (SN) on Entrepreneurial Intention (EI), moderation of creativity in the influence of EA, PBC, and SN on Entrepreneurial Intention (EI), and the effect of Entrepreneurial Self-Efficacy (ESE) on PBC in active students at Sebelas Maret University, Surakarta. This research is quantitative. The sample in this research consisted of 381 active students at Sebelas Maret University, Surakarta, who were currently taking or had previously taken entrepreneurship courses. Data collection was conducted using a questionnaire distributed via Google Forms. Primary data were analyzed using Structural Equation Modeling (SEM). The results show that Creativity, EA, PBC, and SN positively and significantly affect EI. Creativity can strengthen the effect of PBC on EI. However, not on EA and SN, and ESE has a positive and significant effect on PBC in students at Sebelas Maret University, Surakarta. Entrepreneurship education implemented in higher education should focus on developing the three components of the Theory of Planned Behavior and student creativity.

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## INTRODUCTION

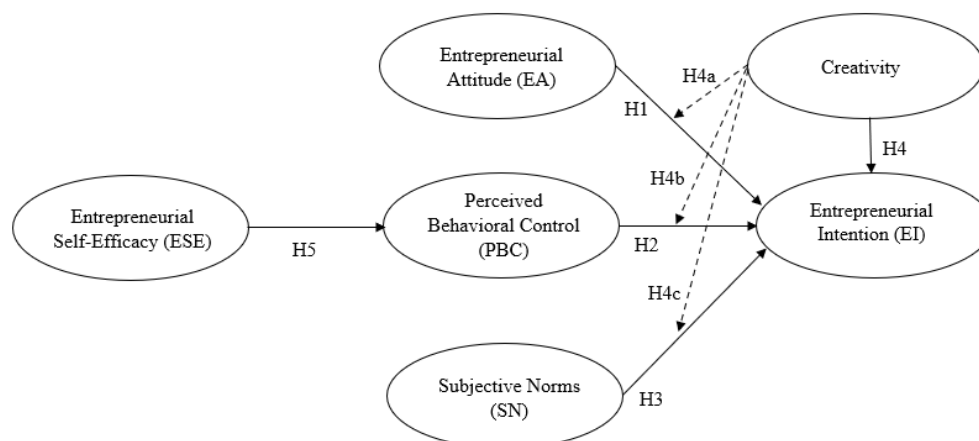
The key to the success of national development lies not only in technological progress but also in the individual's creativity in entrepreneurship. One of the challenges that individuals will face in entrepreneurship is understanding their potential for creativity. Entrepreneurship is a process of increasing entrepreneurial value characterized by innovation and sustainable intelligence (Shi et al., 2020). Entrepreneurial activities involve risk-taking, creativity, innovation in developing new services or products, effective financial management, and innovation in marketing strategies implemented to achieve predetermined business goals and adapt to the progress of science and technology. According to Presidential Regulation of the Republic of Indonesia Number 2 of 2022 concerning the Development of National Entrepreneurship, the types of entrepreneurs in Indonesia are divided into two categories: novice entrepreneurs and established entrepreneurs. Based on data from Ahdiat (2023), from February 2019 to August 2023, the ratio of novice entrepreneurs in Indonesia increased by 1.38% from 33.16% to 35.21%. However, in the same period, the ratio of established entrepreneurs decreased from 3.43% to 3.04%.

According to Siregar et al. (2023) the Indonesian government plays a strategic role in the movement of the country's economy by implementing entrepreneurship education to reduce unemployment rates. Every person has the human right to be creative and innovative in developing their potential. The implementation of entrepreneurship education in Indonesia must be pursued with synergy from various levels of society, both government, educators, and parents, to jointly instill an entrepreneurial spirit in students. However, in reality, universities have not been able to fully accommodate the increase in Entrepreneurial Intention (EI) for students. The

output or graduates of universities tend to choose to become job seekers rather than job creators (Nengseh & Kurniawan, 2021).

Low Entrepreneurial Intention (EI) can affect the number of entrepreneurs in Indonesia. Intention in life dramatically influences the actions that each individual will take. The theory that can be referred to in studying Entrepreneurial Intention (EI) is the Theory of Planned Behavior by Ajzen (1991). This theory states that intention is a factor that can influence individuals to carry out a behavior or action. According to Zhao et al. (2010), intention is an essential step in entrepreneurship. Souitaris et al. (2007) stated that intention is best predicted by the attitude variables in the Theory of Planned Behavior together. Namely, attitude towards the behavior perceived behavioral control, and subjective norms. In this theory, three variable components are considered to be able to influence a person's intention. Namely attitude, perceived behavioral control, and subjective norms. In this research, these three components were adjusted to become Entrepreneurial Attitude (EA), Perceived Behavioral Control (PBC), and Subjective Norms (SN). According to Chang & Chen (2020), creativity is related to entrepreneurship; if the level of individual creativity is higher, he will feel career achievement, gain public recognition, and make professional progress in entrepreneurship.

Based on the results of research conducted by Shi et al. (2020) on college students in Zhejiang Province, China, creativity has a significant impact on Entrepreneurial Intention (EI), self-efficacy affects Perceived Behavioral Control (PBC), and creativity strengthens the relationship between perceived behavioral control and subjective norms on students' Entrepreneurial Intention (EI). However, it does not strengthen Entrepreneurial Attitude (EA). Meanwhile, based on research, Wang et al. (2023) stated that internal factors within a person, such as creativity, have a significant influence on Entrepreneurial Intention (EI). Creativity can be obtained through entrepreneurship education, which develops the necessary attitudes and skills. However, an opinion contradicts this, that creativity does not directly influence Entrepreneurial Intention (EI) for final-year students in Hanoi, Vietnam (Nguyen et al., 2021). This research is a replication of research conducted by Shi et al. (2020) entitled "Investigating the Relationship Between Creativity and Entrepreneurial Intention: The Moderating Role of Creativity in the Theory of Planned Behavior," which examined students from universities in Zhejiang Province, China. Zhang (2018) mentioned that companies in Zhejiang have significantly contributed to improving the economy, one of which is utilizing the role of entrepreneurship. The area is the center of e-commerce Alibaba Group and NetEase. This study uses different research subjects from previous studies, namely Sebelas Maret University, Surakarta students. The reason students are the objects of this study is because after graduating, students will determine their careers for the future.



**Figure 1.** Research Framework

Based on Figure 1 above, the hypotheses in this study are Hypothesis 1: Entrepreneurial Attitude (EA) has a positive and significant effect on entrepreneurial intention of students at

Sebelas Maret University; Hypothesis 2: Perceived Behavioral Control (PBC) has a positive and significant effect on entrepreneurial intention of students at Sebelas Maret University; Hypothesis 3: Subjective norms have a positive and significant effect on Entrepreneurial Intention (EI) of students at Sebelas Maret University; Hypothesis 4: Creativity has a positive and significant effect on Entrepreneurial Intention (EI) of students at Sebelas Maret University; Hypothesis 4a: Creativity strengthens the relationship between Entrepreneurial Attitude (EA) and Entrepreneurial Intention (EI) of students at Sebelas Maret University; Hypothesis 4b: Creativity strengthens the relationship between Perceived Behavioral Control (PBC) and Entrepreneurial Intention (EI) of students at Sebelas Maret University; Hypothesis 4c: Creativity strengthens the relationship between subjective norms and Entrepreneurial Intention (EI) of students at Sebelas Maret University; and Hypothesis 5: Entrepreneurial Self-Efficacy (ESE) has a positive and significant effect on Perceived Behavioral Control (PBC) in students at Sebelas Maret University.

## **METHODS**

This research uses a quantitative method, namely, by distributing questionnaires via Google Forms to active students of Sebelas Maret University. The research location used for data collection is Sebelas Maret University. This is because there is still low entrepreneurial intention (EI) among Sebelas Maret University graduates who pursue entrepreneurship and create jobs. In addition, there are still few graduates of Sebelas Maret University who choose a career path as entrepreneurs. This study also supports a work culture at Sebelas Maret University, known by the slogan "UNS ACTIVE," one of which is related to entrepreneurship.

The research population used was 45,713 active students of Sebelas Maret University with diploma and undergraduate (S-1) levels. This study's sampling technique used probability sampling with a proportional random sampling type. Sampling in this study was based on several considerations: active students of Sebelas Maret University at undergraduate (S-1) and diploma levels and those who are or have taken entrepreneurship courses. The number of samples in this study was determined using the development formula from Isaac and Michael with a degree of freedom of 5%, so the total sample or respondents used in this study was 381 students. Primary data were obtained through the distribution of questionnaires containing a set of statements or questions and filled out by active students of Sebelas Maret University. In addition, secondary data used in this study complement primary data when compiling research reports. Secondary data were obtained through various reference sources, including articles, books, and online publications.

## **RESULTS AND DISCUSSION**

### **A. Result**

The respondents in this study were 381 active students of Sebelas Maret University diploma and undergraduate (S-1) levels, all of whom had or were taking entrepreneurship courses. There were 129 male respondents (34%) and 252 female respondents (66%). In addition, 284 respondents had a family background working as entrepreneurs or business people, and 97 respondents had families that were not entrepreneurs. The data that had been obtained was then tabulated and analyzed using SmartPLS. The results of the data analysis can be seen in Table 1 below:

**Table 1.** Hypothesis Analysis

	<b>Model 1</b>	<b>Model 2</b>	<b>Model 3</b>	<b>Model 4</b>
<b>Control Variables</b>				
Gender	-0.004 (0.094)	-0.002 (0.049)	-0.004 (0.098)	-0.038 (0.847)
Entrepreneurial Family	0.044 (1,081)	0.038 (0.905)	0.028 (0.631)	0.020 (0.464)
<b>Main Effects</b>				
<b>A. Entrepreneurial Intention</b>				

Creativity	0.246** (6,163)	0.286** (7,320)	0.340** (7,877)	0.371** (9,337)	Positive and Significant
EA	0.381** (7,700)	0.467** (10,436)			Positive and Significant
PBC	0.115* (2,159)		0.300** (6,380)		Positive and Significant
SN	0.111* (2,091)			0.261** (5,573)	Positive and Significant
<b>B. PBC</b>					
ESE	0.592** (15,693)				Positive and Significant
<b>Moderation Effects</b>					
Creativity	0.246** (6,163)	0.286** (7,320)	0.340** (7,877)	0.371** (9,337)	
Creativity*EA		0.043 (1,184)			Positive and Insignificant
Creativity*PBC			0.093* (1,988)		Positive and Significant
Creativity*SN				-0.006 (0.146)	Positive and Insignificant

This research is divided into four analysis models. Model 1 testing of creativity variables, Entrepreneurial Attitude (EA), Perceived Behavioral Control (PBC), and Subjective Norms (SN) on Entrepreneurial Intention (EI) and testing of Entrepreneurial Self-Efficacy (ESE) variables on Perceived Behavioral Control (PBC). Model 2 is a moderation test of creativity variables with Entrepreneurial Attitude (EA) variables on Entrepreneurial Intention (EI). Model 3 is a moderation test of creativity variables with Perceived Behavioral Control (PBC) variables on Entrepreneurial Intentions (EI). Model 4 is a moderation test of creativity variables with Subjective Norms (SN) variables on Entrepreneurial Intentions (EI).

## B. Discussion

### Creativity on Entrepreneurial Intention (EI)

The influence of creativity on the Entrepreneurial Intention (EI) of students of Sebelas Maret University can be seen in the analysis of Model 1. Based on the results of the analysis of Model 1 in Table 1 above, the creativity variable has a path coefficient value (original sample) of 0.246, a t-statistic value of 6.163, and a probability value (p-value) of 0.000. These results indicate that the path coefficient (original sample) is positive, the t-statistic value  $\geq 2.56$ , and the probability value (p-value)  $\leq 0.01$ . Therefore, it can be concluded that the creativity variable has a positive and significant effect on Entrepreneurial Intention (EI), so increasing creativity can increase Entrepreneurial Intention (EI) in students of Sebelas Maret University. Creativity has been widely used as one of the concepts related to entrepreneurial activities (Zampetakis & Moustakis, 2006). The results of this study are in line with the research of Anjum et al. (2020) and Shi et al. (2020), which states that creativity has a positive effect on students' Entrepreneurial Intention (EI). The results of this study also support the Theory of Planned Behavior Ajzen (1991) because creativity is an important skill and component for individual cognitive development that can affect actions, such as the ability to think, imagine, analyze, combine, and match knowledge and decision making. Individuals with high creativity can create or come up with new, creative, and innovative ideas in entrepreneurial activities.

### Entrepreneurial Attitude (EA) on Entrepreneurial Intention (EI)

The influence of Entrepreneurial Attitude (EA) on the Entrepreneurial Intention (EI) of students at Sebelas Maret University can be seen in the analysis of Model 1. Based on the results of the analysis of Model 1 in Table 1 above, the Entrepreneurial Attitude (EA) variable has a path

coefficient value (original sample) of 0.381, a t-statistic value of 7.700, and a probability value (p-value) of 0.000. These results indicate that the path coefficient (original sample) is positive, the t-statistic value  $\geq 1.96$ , and the probability value (p-value)  $\leq 0.01$ . Therefore, it can be concluded that the Entrepreneurial Attitude (EA) variable has a positive and significant effect on Entrepreneurial Intention (EI), so increasing Entrepreneurial Attitude (EA) can increase Entrepreneurial Intention (EI) in students at Sebelas Maret University.

The results of this study are in line with Hartono & Puspitowati (2019) and Iriani (2023) that the more positive the attitude or behavior possessed by students to become entrepreneurs, the higher the level of Entrepreneurial Intention (EI) will be. Students who have personal control or self-control over entrepreneurial attitude (EA) can make themselves individuals who are able to control their thoughts and always be ready and alert to accept risks and challenges when carrying out entrepreneurial activities.

### **Perceived Behavioral Control (PBC) on Entrepreneurial Intention (EI)**

The influence of Perceived Behavioral Control (PBC) on Entrepreneurial Intentions (EI) of students at Sebelas Maret University, Surakarta, can be seen in the analysis of Model 1. Based on the results of the analysis of Model 1 in Table 1 above, the Perceived Behavioral Control (PBC) variable has a path coefficient value (original sample) of 0.115, a t-statistic value of 2.159, and a probability value (p-value) of 0.025. These results indicate that the path coefficient (original sample) is positive, the t-statistic value  $\geq 2.56$ , and the probability value (p-value)  $\leq 0.05$ . Therefore, it can be concluded that the Perceived Behavioral Control (PBC) variable has a positive and significant effect on Entrepreneurial Intentions (EI), so an increase in Perceived Behavioral Control (PBC) can increase Entrepreneurial Intentions (EI) in students at Sebelas Maret University. The results of this study are also in line with research conducted by Muhammad et al. (2015), which states that Perceived Behavioral Control (PBC) has a positive and significant influence on Entrepreneurial Intentions (EI) among students in Nigeria. Hansel & Puspitowati (2020) shows that Entrepreneurial Intentions (EI) will increase if the individual's Perceived Behavioral Control (PBC) increases.

### **Subjective Norms (SN) on Entrepreneurial Intention (EI)**

The influence of Subjective Norms (SN) on Entrepreneurial Intentions (EI) of students of Sebelas Maret University can be seen in the analysis of Model 1. Based on the results of the analysis of Model 1 in Table 1 above, the Subjective Norms (SN) variable has a path coefficient value (original sample) of 0.111, a t-statistic value of 2.091, and a probability value (p-value) of 0.023. These results indicate that the path coefficient (original sample) is positive, the t-statistic value  $\geq 1.96$ , and the probability value (p-value)  $\leq 0.05$ . Therefore, it can be concluded that the Subjective Norms (SN) variable has a positive and significant effect on Entrepreneurial Intentions (EI), so increasing subjective norms can increase Entrepreneurial Intentions (EI) in students of Sebelas Maret University.

This study's results align with Via & Siswoyo (2023) that subjective norms have a positive and significant influence on Entrepreneurial Intentions (EI) among students of the Faculty of Economics and Business, Muhammadiyah Metro University. Subjective Norms (SN) are the influence or support from the surrounding environment to run a business or enterprise (Hansfel & Puspitowati, 2020). Subjective norms (SN) or subjective norms are essential for growing entrepreneurial intentions (EI). This is because external factors of individuals, such as family environment, coworkers, and relatives, can determine whether individuals do or do not do an entrepreneurial activity.

### **Creativity Moderation: Entrepreneurial Attitude (EA) on Entrepreneurial Intention (EI)**

Model 2 in Table 1 tests the moderation interaction between the creativity and the Entrepreneurial Attitude (EA) variable on Entrepreneurial Intentions (EI). The hypothesis analysis of Model 2 can be seen from the test results in Table 1, which are reviewed from the path

coefficient value (original sample), t-statistic value, and probability value (p-value). Based on Table 1, the moderation effect of the creativity variable with the Entrepreneurial Attitude (EA) variable has a path coefficient value (original sample) of 0.043, a t-statistic value of 1.184, and a probability value (p-value) of 0.221. These results indicate that the path coefficient (original sample) is positive, the t-statistic value  $\leq 1.96$ , and the probability value (p-value)  $\geq 0.05$ . Therefore, it can be concluded that the creativity variable cannot moderate or weaken the relationship between the Entrepreneurial Attitude (EA) variable and Entrepreneurial Intentions (EI).

The results of this study related to the moderating influence of creativity in the relationship between Entrepreneurial Attitude (EA) and Entrepreneurial Intentions (EI) are in line with research conducted by Shi et al. (2020). The study stated that creativity does not have a moderating effect between Entrepreneurial Attitude (EA) and Entrepreneurial Intentions (EI). It can be interpreted that creativity cannot encourage Entrepreneurial Attitude (EA) to foster Entrepreneurial Intentions (EI) in active students of Sebelas Maret University.

### **Creativity Moderation: Perceived Behavioral Control (PBC) on Entrepreneurial Intention (EI)**

Model 3 in Table 1 tests the moderation interaction between the creativity and the Perceived Behavioral Control (PBC) variable on Entrepreneurial Intention (EI). The hypothesis analysis of Model 3 can be seen from the test results in Table 1, which are reviewed from the path coefficient value (original sample), t-statistic value, and probability value (p-value). Based on Table 1, the moderation effect of the creativity variable with the Perceived Behavioral Control (PBC) variable has a path coefficient value (original sample) of 0.093, a t-statistic value of 1.988, and a probability value (p-value) of 0.043. These results indicate that the path coefficient (original sample) is positive, the t-statistic value  $\geq 1.96$ , and the probability value (p-value)  $\leq 0.05$ . Therefore, it can be concluded that the creativity variable can moderate the Perceived Behavioral Control (PBC) variable on Entrepreneurial Intention (EI). These results indicate that creativity can encourage behavioral control felt by active students of Sebelas Maret University to foster Entrepreneurial Intention (EI).

This study's results align with Zhao et al. (2010), who state that creativity impacts entrepreneurial intentions (EI) because individuals with high creativity can maintain and increase their confidence or self-confidence as entrepreneurs. The higher the creativity and confidence of an individual in entrepreneurship, the more varied the business activities they do. The higher self-confidence of an entrepreneur can increase entrepreneurial intentions (EI), which are strengthened by the existence of innovative and creative ideas or ideas that they have. Creative individuals will always try and strive to overcome the obstacles and limitations they go through to have a high level of self-confidence in growing entrepreneurial intentions (EI) (Boyd & Vozikis, 1994).

### **Creativity Moderation: Subjective Norms (SN) on Entrepreneurial Intention (EI)**

Model 4 in Table 1 is the result of testing the moderation interaction between the creativity and the Subjective Norms (SN) variable on Entrepreneurial Intention (EI). The hypothesis analysis of Model 4 can be seen from the test results in Table 4.25, which is reviewed from the path coefficient value (original sample), t-statistic value, and probability value (p-value). Based on Table 1, the moderation effect of the creativity variable with the Subjective Norms (SN) variable has a path coefficient value (original sample) of -0.006, a t-statistic value of 0.146, and a probability value (p-value) of 0.878. These results indicate that the path coefficient (original sample) is negative, the t-statistic value  $\leq 1.96$ , and the probability value (p-value)  $\geq 0.05$ . Therefore, it can be concluded that the creativity variable cannot moderate or weaken the relationship between the Subjective Norms (SN) variable and Entrepreneurial Intention (EI). This can be interpreted as creativity cannot encourage subjective norms to foster Entrepreneurial Intention (EI) among active students at Sebelas Maret University, Surakarta.

### **Entrepreneurial Self-Efficacy (ESE) on Entrepreneurial Intention (EI)**

The influence of Entrepreneurial Self-Efficacy (ESE) on the Entrepreneurial Intention (EI) of students at Sebelas Maret University, Surakarta, can be seen in the analysis of Model 1. Based on the results of the analysis of Model 1 in Table 1 above, the Entrepreneurial Self-Efficacy (ESE) variable has a path coefficient value (original sample) of 0.592, a t-statistic value of 15.693 and a probability value (p-value) of 0.000. These results indicate that the path coefficient (original sample) is positive, the t-statistic value  $\geq 2.56$ , and the probability value (p-value)  $\leq 0.01$ . Therefore, it can be concluded that the Entrepreneurial Self-Efficacy (ESE) variable has a positive and significant effect on Perceived Behavioral Control (PBC).

The results of this study strengthen the theory of planned behavior (Ajzen, 2002), which states that self-efficacy will reflect external influences on perceived behavioral control (PBC). Ajzen (2002) defines self-efficacy as a belief that one can successfully carry out behavior to achieve specific results. Based on the results of this study, Entrepreneurial Self-Efficacy (ESE) can reflect external factors of Perceived Behavioral Control (PBC) significantly in active students at Sebelas Maret University, Surakarta. This aligns with research conducted by Shi et al. (2020) that states that self-efficacy can interpret an individual's self-confidence to carry out an action related to entrepreneurship.

### **CONCLUSIONS AND SUGGESTIONS**

Based on the results and discussion in this study, the conclusion is that there is a positive and significant influence on the relationship between creativity and entrepreneurial intention (EI) among active Sebelas Maret University, Surakarta students. This relationship shows a unidirectional influence, so entrepreneurial intention (EI) will also increase if creativity increases. In addition, there is a positive and significant influence in the relationship between Entrepreneurial Attitude (EA), Perceived Behavioral Control (PBC), and Subjective Norms (SN) on the Entrepreneurial Intention (EI) of active students of Sebelas Maret University, Surakarta. The results of this study explain that the higher the Entrepreneurial Attitude (EA), Perceived Behavioral Control (PBC), and Subjective Norms (SN) owned by an individual can increase Entrepreneurial Intention (EI) in students. This study also shows that creativity can moderate the relationship between the variables of Perceived Behavioral Control (PBC) and Entrepreneurial Intention (EI) but cannot moderate the relationship between Entrepreneurial Attitude (EA) and Subjective Norms (SN) with Entrepreneurial Intention (EI) of students. Entrepreneurial Self-Efficacy (ESE) also positively and significantly affects students' Perceived Behavioral Control (PBC).

Entrepreneurship education implemented in universities should be evaluated, and more engaging learning planning should be carried out to increase student creativity. Implementing entrepreneurship education through entrepreneurship courses requires theory and allows students to explore and dive into the real world to implement the theories they have obtained. Therefore, it is hoped that universities can help students practice entrepreneurship theory with intensive and continuous mentoring. These facilities can be in the form of organizing student creativity programs at the study program, faculty, or university level, establishing cooperation with various small and medium business owners to be used as places for student practice, and organizing guidance and mentoring before implementing the student creativity program activities organized by the government.

Students can improve their creativity and entrepreneurial intention (EI) by developing and expanding social networks through social media. Social networks can help expand insight and knowledge through experiences provided by other experts in their fields. Students must also be up-to-date on business and entrepreneurship trends and developments. In addition, students can also participate in activities related to improving entrepreneurial soft skills, such as the student creativity program, online courses or training related to entrepreneurship, and various business competitions.

Further researchers can research entrepreneurial intention (EI) using other endogenous variables not used in this study. In addition, further research can be conducted on other broader research subjects because this study is only limited to undergraduate and diploma students. This study also only focuses on the influence of creativity on individual Entrepreneurial Intention (EI). Further research can explore the influence of creativity on entrepreneurial groups, entrepreneurial performance, and entrepreneurial growth.

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