The Mediating Entrepreneurial Self-efficacy Between Entrepreneurship Education, Need For Achievement, and Creativity on Entrepreneurial Intention

Fauzan Lubada ^{1*},

Djoko Dwi Kusumojanto ²,

Aniek Indrawati ³

¹²³ Business and Management Study Program, Faculty of Economics, Universitas Negeri Malang, Malang, Indonesia

ARTICLE INFO	ABSTRACT
ISSN: 2723-1097	Everyone has the same opportunity to succeed by setting up a business. Through entrepreneurial intentions, it is hoped that someone can develop their potential to open a business. This study aims to determine whether entrepreneurial intentions can be influenced by entrepreneurship education, the need for achievement, creativity, and entrepreneurial self-efficacy in students of the Faculty of Economics, Universitas Negeri Malang because entrepreneurial intentions are an important factor that can make someone want to set up a business.. This research is a quantitative approach using path analysis. The results showed that entrepreneurial intentions can be influenced by entrepreneurship education, achievement needs, creativity, and self-efficacy. In addition, entrepreneurial self-efficacy can act as a mediation between entrepreneurship education, achievement needs, creativity to entrepreneurial intentions.
Keywords:	
<i>Entrepreneurship education, need for achievement, creativity, entrepreneurial self-efficacy, and entrepreneurial intention</i>	

Introduction

As a developing country and has a large population, Indonesia is faced with big challenges, one of which is the weakness of the economic sector, which is mostly caused by the lack of reliable human resources to compete in the global era. Indonesia is a country that has enormous economic potential ([Haryono, 2019](#)). By looking at the market potential and capitalizing on the availability of natural and human resources, Indonesia should be able to improve its economy through the creation of new entrepreneurs. considering that the problem of lack of employment continues to grow so that entrepreneurship is a highly desirable field in solving economic problems in Indonesia.

Entrepreneurship is the right solution to be applied at times like this. Entrepreneurship are important dynamic role in the making economic wealth and entrepreneurship can not only be used as a career choice but entrepreneurship can

also overcome or minimize unemployment problems that occur in society ([Koe, 2016](#); [Zhang et al., 2015](#)). Entrepreneurship allows a person to be able to become a more independent person in utilizing the potential of existing resources to produce economic value ([Ozaralli & Rivenburgh, 2016](#)). For this reason, entrepreneurship can be hope in the future to reduce the unemployment that occurs in Indonesia. The first thing that a person must have when he wants to build an entrepreneur is to start with the intention to become an entrepreneur, this is because the entrepreneurial intention is the sincerity of a person to establish a business until the business achieves success ([Farrukh, et al., 2018](#)).

Entrepreneurship education plays an important role in influencing one's entrepreneurial intentions, this is because entrepreneurship education tries to intervene in the lives of students to survive in the business world ([Isaacs et al., 2007](#)). Entrepreneurship education covers the entire scope of business and has the aim of increasing awareness about the importance of entrepreneurship, entrepreneurial insight through learning ([Kuratko, 2005](#)). Entrepreneurial insight educates prospective entrepreneurs to have independence, courage, and skills in entrepreneurship.

On the other hand, based on the results of research on entrepreneurship, it was found that the drive for achievement can often affect entrepreneurial intentions. McClelland in [Kusumawijaya, \(2019\)](#) suggests that the need for achievement is a person's strong desire to achieve a certain standard of achievement. Individuals with a high need for achievement have a preference for moderately challenging tasks that require skill and effort, and provide clear feedback on performance; circumstances that are closely related to entrepreneurial activities (McClelland in [Ryan, et al., 2011](#)). So with someone who has a high need for achievement in the context of entrepreneurship, it is likely that someone has the urge to set up a business.

Creativity also has an important role for entrepreneurship. Creativity is an important character that an entrepreneur should have ([Laguía et al., 2019](#)). Entrepreneurs are always required to produce new and useful ideas to survive in the competition and produce something new ([Carayannis, et al., 2006](#)). Creativity is an important source of strength to face competition which is the impact of very passive change. So it can be said that creativity is an important aspect in the business world, not only for seniors but also newcomers who are starting to work in the business world.

In running a business, to run a business, a belief is also needed, or in the context of entrepreneurship, it is called entrepreneurial self-efficacy. [Barbosa et al., \(2007\)](#) said that someone who has high entrepreneurial self-efficacy will always tend to succeed in identifying opportunities; build good relations; good self-control regarding work and financial management. Entrepreneurial self-efficacy is defined as

the belief in individuals to achieve success in carrying out their duties in starting entrepreneurship, managing individual new businesses until the new business achieves success ([Pihie & Bagheri, 2013](#)).

Based on the findings of researchers on business ownership of students from the Economics Faculty of Malang State University class of 2017, it was stated that as many as 43.8 percent of students owned their own businesses. Another 56.2 percent of students do not have a business or may want to start a business. This condition proves that quite a lot of students are aware of the importance of entrepreneurship. By looking at the phenomenon of a large number of unemployed at this time, and the minimal number of entrepreneurs in Indonesia who can create jobs, of course in the future this condition is expected to be overcome through the cultivation of an entrepreneurial spirit in schools and universities.

For this reason, the researcher assumes that there is a need for further research on entrepreneurial intentions and the factors that influence them, especially for students of the Faculty of Economics, Universitas Negeri Malang. Given that the role of students is expected to contribute to the creation of superior human resources through educational activities undertaken while a student. Besides that, university graduates, including the Universitas Negeri Malang, are expected to be able to contribute to creating new entrepreneurs and solving the problem of lack of employment opportunities.

Literature Review

Entrepreneurship in principle is something dynamic ([Rae & Carswell, 2001](#)). Entrepreneurship is a complex process consisting of important elements, including individual internal factors that play an important role, such as the competence and motivation of entrepreneurs, and second, namely the environmental factors in which entrepreneurship is developed ([Naktiyok et al., 2010](#)). Meanwhile, the intention is an important thing for someone to have to do something. The intention is indicated by how hard people are willing to try, how much effort they plan to do, to do something ([Ajzen, 1991](#)). For this reason, in running a business, the intention has a big role in the continuity of one's business.

Entrepreneurial intention plays an important role, namely as an element that affects the seriousness of a person's entrepreneurial behavior ([Wu, 2010](#)). An individual's intention to become an entrepreneur is evidenced by actions that are considered to lead to a person's attractiveness to become an entrepreneur and belief that the desire for entrepreneurship will be realized someday ([Solesvik et al., 2014](#)). Besides that, education has an important role in influencing one's career choice ([Westhead & Solesvik, 2016](#)). One of the areas of education that influences is entrepreneurship education. The core aim of entrepreneurship education is to

facilitate the development of ideas and take advantage of business opportunities, and the ability to project a wider sequence of actions to enter the business ([Solomon, 2007](#)).

Entrepreneurship education seeks to create interest in setting up a business. Because in running a business, students are faced with taking risks and managing difficulties which will limit a person's courage to run a business ([Puni et al., 2018](#)). In addition to entrepreneurship education, there is also a need for achievement that can be a predictor of entrepreneurial intention. The need for achievement grows as an important need that has not been met until it influences a person's behavior to achieve certain achievements in entrepreneurship ([Sibin et al., 2007](#)). The need for achievement is defined as an element that motivates a person to face challenges to achieve success and excellence for that a person with a high need for achievement is more confident, likes to take carefully calculated risks, researches his environment actively, and is very interested in concrete measures of achievement. how well he does ([Kristiansen & Indarti, 2004](#)).

Creativity also has an important role in entrepreneurship, as creativity has been shown to trigger someone to grow new ideas given that entrepreneurship tends to present new products and services ([Hu et al., 2018](#)). [Biraglia & Kadile, \(2017\)](#) say that creativity also plays a role in the problem-solving process so that creativity can direct someone to become an entrepreneur by analyzing the problems that occur around them to become opportunities.

In running a business, it is necessary to have entrepreneurial self-efficacy to support important skills in entrepreneurship ([Kickul et al., 2009](#)). Someone with strong entrepreneurial self-efficacy has a tendency to succeed in carrying out entrepreneurial tasks such as marketing, managing funding, decision making, and has a higher entrepreneurial intention to become an entrepreneur ([Pihie & Bagheri, 2013](#)). For this reason, this study has the following hypothesis:

- H1: entrepreneurship education affects student entrepreneurial self-efficacy.
- H2: the need for achievement affects student entrepreneurial self-efficacy.
- H3: creativity affects student entrepreneurial self-efficacy.
- H4: entrepreneurship education affects student entrepreneurial intentions.
- H5: the need for achievement affects students' entrepreneurial intentions.
- H6: creativity on influencing student entrepreneurship.
- H7: entrepreneurial self-efficacy affects students' entrepreneurial intentions.
- H8: entrepreneurship education affects entrepreneurial intentions students through entrepreneurial self-efficacy.
- H9: The need for achievement affects entrepreneurial intentions students through entrepreneurial self-efficacy.

H10: creativity affects entrepreneurial intentions students through entrepreneurial self-efficacy.

Indicator variables in this study can be seen in table 1. Below.

Table 1. Indicator Variable

Variable	Source	Indicator
Entrepreneurship Education	Carda et al., (2016) Hansemark, (1998) Lekoko, et al., (2012)	Entrepreneurial knowledge
		Forming entrepreneurial skills
		Character building entrepreneurship
		Responsible
Need for achievement	Friis & Knox, (1972) Kristiansen & Indarti, (2004)	Having a passion
		For superior motivated
		Urge to achieve astandard
		Creative ideaproducing
Creativity	Zampetakis, (2008)	Producing helpful ideas
		Search
Entrepreneurial self-efficacy	Kickul et al., (2009)	Planning
		Develop
		Implementation
		Desire
Entrepreneurial intention	Liñán & Chen, (2009)	Prediction themselves
		Intention behavior

Method

This research is research with a quantitative approach, and aims to determine the influence between variables, by describing, analyzing, and interpreting data from research variables which include entrepreneurship education (X1), need for achievement (X2), creativity (X3), entrepreneurial self-efficacy (Z), entrepreneurial intention (Y). This study uses path analysis to test the hypothesis. This study has a population of 1043 active students at the Faculty of Economics at the Universitas Negeri Malang in the 2017 class. Meanwhile, the number of samples in this study was taken using *proportional random sampling technique* or sampling that was carried out randomly but by paying attention to the portion in each department in the faculty. Malang State University Economics. In this study, data were collected using a closed questionnaire using a Likert scale with a scale range of 1 to 5.

Result and Discussion

Based on the results of the validity test using 30 students as respondents. From the results of the validity and reliability tests, 36 questionnaire items were declared valid, this is evidenced by the results of the value of r_{xy} having a value greater than r_{table} , namely 0.3610. In addition, the results of the reliability test on the

variables in this study stated that all variables were declared reliable, this was evidenced by the value of (*Cronbach's Alpha*) 0.6.

In addition, based on the results of the normality test from the data results of the independent variable to the dependent, the data shows a normal distribution pattern, because the data spread around the line *probability plot* and follows the direction of the diagonal line. In addition, based on the results of the linearity test from the data results of the independent variable to the dependent showing a linear relationship, this is evidenced by the variables of entrepreneurship education, the need for achievement, creativity, and entrepreneurial self-efficacy which have a significance of 0.000 (<0.05) on entrepreneurial intentions.

Based on the results of the F test in the first regression model, in which entrepreneurial self-efficacy is the dependent variable, it was found that the F test score got a score of 115.50 and the F_{table} value was 2.63 or the F test value $> F_{table}$. From the results of the F test, it proves that simultaneously, entrepreneurship education (X1), need for achievement (X2), and creativity (X3) has a positive effect on entrepreneurial self-efficacy (Y) and based on the results of the coefficient of determination test, it is found that R Square is 0.548, which means Entrepreneurial self-efficacy can be influenced by entrepreneurship education (X1), need for achievement (X2), and creativity (X3) by 54.8%.

In addition, in the second regression model in which entrepreneurial intention is the dependent variable, it was found that the F test score got a score of 86.87 and the F table value was 2.40 or the F test value $> F_{table}$. The results of the F test, prove that simultaneously, entrepreneurship education (X1), need for achievement (X2), creativity (X3), and entrepreneurial self-efficacy (Z) have a positive effect on entrepreneurial intentions (Y). based on the results of the coefficient of determination test found R Square of 0.549, which means that entrepreneurial intention can be influenced by entrepreneurial education (X1), need for achievement (X2), creativity (X3), and entrepreneurial self-efficacy (Z) of 54.9%.

To determine the direct and indirect effect between the independent variables which include entrepreneurship education (X1), need for achievement (X2), creativity (X3), entrepreneurial self-efficacy (Z) as the intervening variable, and entrepreneurial intention as the dependent variable (Y).

Structural Equations I & II

The first equation in this regression includes variables X1, X2, X3, to variable Z. While the second equation includes variables X1, X2, X3, and Z to variable Y.

In the first equation the regression results show a significant positive result between X1 and Z, X2 to Z was found to have a significant effect, and X3 to Z was

found to have a significant effect. The regression equation model of the first structural equation can be explained as follows:

$$Z = \rho_{zx_1} X_1 + \rho_{zx_2} X_2 + \rho_{zx_3} X_3 + \varepsilon_1$$

$$= 0.177 X_1 + 0.402 X_2 + 0.287 X_3 + 0.836$$

The effect *error* of the first path coefficient can be calculated as follows.

$$\varepsilon_1 = \sqrt{1 - R^2} = \sqrt{1 - (0.548)^2} = 0,836$$

In the second equation the regression results show a significant positive result between X1 and Y, X2 to Y was found to have a significant effect, X3 has a significant effect on Y, and Z has a positive effect on Y. The regression equation model of the second structural equation can be explained as follows:

$$Y = \rho_{yx_1} X_1 + \rho_{yx_2} X_2 + \rho_{yx_3} X_3 + \rho_{yz} Z + \varepsilon_2$$

$$= 0.161 X_1 + 0.200 X_2 + 0.200 X_3 + 0.322 Z + 0.835$$

The effect *error* of path coefficient can be calculated as follows.

$$\varepsilon_2 = \sqrt{1 - R^2} = \sqrt{1 - (0.549)^2} = 0,835$$

The effect of entrepreneurship education (X1), need for achievement (X2), creativity (X3) through entrepreneurial self-efficacy (Z) on entrepreneurial intentions (Y) can be explained as follows.

Figure 1. Structural Model Equation I & II

Table 2. Model Linear Regression Summary I and II

Blok I	Path Coefficient	t	Sig.	Blok II	Path Coefficient	t	Sig.
Entrepreneurship Education	.177	3.703	.000	Entrepreneurship Education	.161	3.276	.001
Need for Achievement	.402	7.473	.000	Need for Achievement	.200	3.403	.001
Creativity	.287	5.256	.000	Creativity	.200	3.493	.001
				Entrepreneurial self-efficacy	.322	5.441	.001
Dependent variable: Entrepreneurial self-efficacy R Square: .548 Adjust R Square: .543 t table: 1.968				Dependent variable: Entrepreneurial intention R Square: .549 Adjust R Square: .543 t table: 1.968			

The effect of entrepreneurial education (X1), need for achievement (X2), creativity (X3) through entrepreneurial self-efficacy (Z) on entrepreneurial intentions (Y) has been tested, and based on the results of the Sobel test calculation, the results are as follows.

Table 3. Sobel Test Results

Variable	t count	t table
X ₁ to Y through Z	3.055	1.968
X ₂ to Y through Z	4.424	1.968
X ₃ to Y through Z	3.782	1.968

Based on the results of the Sobel test above, it can be concluded that entrepreneurship education, the need for achievement, and creativity have an indirect influence on entrepreneurial intentions through entrepreneurial self-efficacy.

The influence of the entrepreneurship education on entrepreneurial self-efficacy

This study found that entrepreneurship education has a positive effect on entrepreneurial self-efficacy in students of the Faculty of Economics, Universitas Negeri Malang, this is evidenced by a significance value of 0.000 or less than 0.05 (sig < 0.05). [Puni et al., \(2018\)](#) also found research results that state that there is a significant positive relationship between entrepreneurial education and entrepreneurial self-efficacy, this is because entrepreneurial self-efficacy can be influenced by entrepreneurial education because people who have high entrepreneurial self-efficacy tend to show intrinsic interest. higher in entrepreneurial behavior and activity. [Yang & Kim, \(2020\)](#) noted that entrepreneurship education is a fairly effective means to stimulate entrepreneurial self-efficacy this is because entrepreneurship education has the potential to improve creative, perceptual, and

artistic skills which are the core elements of psychological traits as a person's psychology is a factor. an important determinant of entrepreneurial activity.

The influence of the need for achievement on entrepreneurial self-efficacy

Based on the findings in this study, the need for achievement is proven to have a direct effect on entrepreneurial self-efficacy for students of the Faculty of Economics, Universitas Negeri Malang, this is evidenced by a significance value of 0.000 or less than 0.05 ($\text{sig} < 0.05$). The results of this study are in line with research conducted by [Luthans & Ibrayeva, \(2006\)](#). [Kusumawijaya, \(2019\)](#) stated that the need for achievement is an internal drive or strength as the basis for individual psychological processes that always prioritize the value of achievement behavior. Need for achievement is a form of competitive behavior, which is characterized by a certain standard of excellence in a person ([Sibin et al., 2007](#)).

[Barbosa et al., \(2007\)](#) said that someone who has entrepreneurial self-efficacy high will always tend to succeed in identifying opportunities; build good relations; good self-control regarding work and financial management. Meanwhile, a person has a similar tendency if someone has a high need for achievement, [Samydevan et al., \(2015\)](#) said that someone with a need for achievement high is different from individuals with a low need for achievement in terms of nature, intentions, and results.

The influence of creativity on entrepreneurial self-efficacy

Creativity and entrepreneurial self-efficacy are tendencies of the entrepreneurial process ([Bellò et al., 2018](#); [Pihie & Bagheri, 2013](#)). The results of this study prove that creativity has a positive effect on entrepreneurial self-efficacy, this is evidenced by a significance value of 0.000 or less than 0.05 ($\text{sig} < 0.05$). [Ardichvili et al., \(2003\)](#) said that there is a conceptual relationship between creativity and entrepreneurship. [Zampetakis et al., \(2011\)](#) says that creativity is very much needed in entrepreneurship, given that as an entrepreneur you must be able to recognize opportunities and generate innovative ideas. A person's creative ability is usually followed by his desire to become an entrepreneur ([Sternberg, 2004](#)) Creativity is seen as an influential personal factor, especially related to problem-solving, and the identification of opportunities that lead to the formation of new companies ([Biraglia & Kadile, 2017](#)).

Self-confidence is the key to entrepreneurial success, the concept of belief is embedded in entrepreneurial self-efficacy where entrepreneurial self-efficacy is proven to play a role in the entrepreneurial process. Someone who has entrepreneurial self-efficacy and has high creativity tends to pay attention to business opportunities ([Tang, 2008](#)).

The effect of entrepreneurship education on entrepreneurial intentions

This study found that entrepreneurship education had a positive effect on entrepreneurial intentions in students of the Faculty of Economics, Universitas Negeri Malang, this is evidenced by a significance value of 0.001 or less than 0.05 ($\text{sig} < 0.05$). Entrepreneurship education will not only emphasize the creation of new business ventures but also emphasize valuable attitudes and behaviors in the world of entrepreneurship ([Rauch & Hulsink, 2015](#)). Good behavior in entrepreneurship includes being responsible, taking risks, managing a business, and learning from the experience experienced by a person ([Karimi et al., 2010](#)).

Entrepreneurial intention is a conscious state of mind that stimulates action and directs attention towards entrepreneurial behavior such as starting a new business and becoming an entrepreneur ([Esfandiar et al., 2019](#)). The entrepreneurial intention itself consists of elements such as feelings, visions, one's dreams to become successful ([Karabulut, 2016](#)). Entrepreneurial intention is the key in entrepreneurship because with entrepreneurial intentions one can establish and maintain the viability of his business ([Hsu et al., 2019](#)). Meanwhile, entrepreneurship education is applied to increase awareness of the importance of entrepreneurship, fostering entrepreneurial motivation, enabling students to develop entrepreneurial skills, and assisting them in choosing a career ([Rauch & Hulsink, 2015](#)).

The influence of the need for achievement on entrepreneurial intentions

Need for achievement can act as a tendency in the entrepreneurial process, where the need for achievement can affect a person's characteristics, because someone who has a high need for achievement tends to choose tasks that are difficult, responsible, and expect feedback ([Rauch & Frese, 2007](#)). This opinion can be proven in this study which found that the need for achievement has a direct effect on entrepreneurial intentions, this is evidenced by a significance value of 0.001 or less than 0.05 ($\text{sig} < 0.05$).

One of the characteristics of a person who has the intention to become an entrepreneur is usually marked by a person's desire to excel in running his business ([Do & Dadvari, 2017](#)). Entrepreneurial intention is identical to a person's desire to achieve success in the business he founded. Thus proving that the concept of the need for achievement is formed unconsciously in the intention of entrepreneurship. People who have a high need for achievement, certainly have entrepreneurial intentions, this is because they want to be successful, they want to show themselves as entrepreneurs who can build entrepreneurial success in a competitive market ([Karabulut, 2016](#)).

The Influence of Creativity on Entrepreneurial Intentions

Creativity is one of the characteristics of an entrepreneur ([Laguía et al., 2019](#)). In the context of entrepreneurship, creativity has an important role, namely, creativity contributes to the creation of valuable new ideas ([Biraglia & Kadile, 2017](#)). In this study, creativity has a positive influence on entrepreneurial intentions, this is evidenced by a significance value of 0.001 or less than 0.05 ($\text{sig} < 0.05$).

A person's creativity can be influenced by factors such as an individual's intrinsic motivation, personality, knowledge, cognitive style, and a person's social background ([Hu et al., 2018](#)). [Zampetakis et al., \(2011\)](#) said that in general, the entrepreneurial process tends to apply a combination of conceptual, analogical reasoning, abstraction, problem formulation, and other processes to generate new ideas.

One's intention is the result of one's mind's attention to achieve his desire for success ([Do & Dadvari, 2017](#)). Entrepreneurial intention refers to a person's sincerity to start his business. [Zampetakis & Moustakis, \(2006\)](#) said that one's entrepreneurial intention can be initiated by one's entrepreneurial idea, which then stimulates one's intention to set up the business. Based on the conclusions above, it can be understood that creativity plays an important role in its role as a tendency to foster entrepreneurial intentions.

The Effect of Entrepreneurial Self-Efficacy on Entrepreneurial Intentions

Entrepreneurial intent is a person's self-acknowledged belief that they want to set up a new business venture and consciously plan to expand someplace in the future. ([Thompson, 2009](#)). Thus, it can be said that the belief factor is a key factor in influencing entrepreneurial intentions. Of the several tendencies of entrepreneurial intention, entrepreneurial self-efficacy has become the strongest tendency in influencing the size of one's entrepreneurial intention ([Qiao & Huang, 2019](#)).

Based on the findings in this study, it is proven that entrepreneurial self-efficacy has a direct effect on entrepreneurial intentions, this is evidenced by a significance value of 0.001 or less than 0.05 ($\text{sig} < 0.05$). these results seem to confirm the statement from [Borchers & Park, \(2010\)](#) which states that entrepreneurial self-efficacy is the level of individual belief and subjective perception of individuals' beliefs in their ability to take on the role of entrepreneurs and complete entrepreneurial tasks.

The Influence of Entrepreneurship Education on Entrepreneurial Intention Through Entrepreneurial Self-Efficacy

In this research-proven entrepreneurial self-efficacy mediates the influence of entrepreneurship education on entrepreneurship intention. This result can be proven

by the Sobel test which states that the result of t_{count} gets a score of 3.055 while the t_{table} is 1.968, which means $t_{\text{count}} > t_{\text{table}}$. Entrepreneurship education is believed to influence one's entrepreneurial self-efficacy because entrepreneurship education will always provide a person's learning experience so that someone has good entrepreneurial attitudes and traits. As self-confidence is one of the important elements that an entrepreneur should have ([Lebusa, 2011](#)). A similar opinion is also expressed by [Puni et al., \(2018\)](#) which states that entrepreneurial self-efficacy can be obtained through entrepreneurship education because it helps in maintaining critical skills and positive attitudes towards work and ultimately affects entrepreneurial self-efficacy.

[Puni et al., \(2018\)](#) said that the aspect of belief is closely related to entrepreneurship, it is believed because belief is considered the main determining factor in entrepreneurship. Entrepreneurial self-efficacy is an important motivational attribute of the entrepreneurial process as individuals accept the term ambiguity surrounding business situations that require effort, persistence, and planning. And a high level of self-efficacy is associated with strategic risk-taking in entrepreneurship. With their self-efficacy entrepreneurship allows one to increase the likelihood of his entrepreneurial intention to be applied in action

The Influence of Need for Achievement on Entrepreneurial Intention Through Entrepreneurial Self-Efficacy

Based on the findings in this study proved to influence indirectly the need for achievement through self-efficacy entrepreneurship to entrepreneurial intentions. This result can be proven by the Sobel test which states that the result of t_{count} gets a score of 4.424 while the t_{table} is 1.968, which means $t_{\text{count}} > t_{\text{table}}$. [Luthans & Ibrayeva, \(2006\)](#) say that a person's personality character is very influential in one's success, one of the positive characters that support a person to achieve success is the need for achievement. The need for achievement plays a very important role as entrepreneurial self-efficacy tendencies because someone who has a need for achievement will of course always have a desire to achieve the success which he considers important, and these conditions can certainly stimulate the person's self-confidence which in turn affects a person's intentions and performance in entrepreneurship. . Someone who has high entrepreneurial self-efficacy tends to be more able to control his behavior to achieve success.

[Kassean et al., \(2015\)](#) say that entrepreneurial self-efficacy is an important tendency of entrepreneurial intention and behavior. Of the several tendencies of entrepreneurial intentions, entrepreneurial self-efficacy has become the strongest tendency in influencing the size of one's entrepreneurial intention ([Qiao & Huang, 2019](#)). [Borchers & Park, \(2010\)](#) said that entrepreneurial self-efficacy is the level of individual belief and subjective perception of individuals' beliefs in their ability to

take on the role of entrepreneurs and complete entrepreneurial tasks. One definition of entrepreneurial intention is the self-recognized belief that a person wants to establish a new business venture and consciously plans to do so at some place in the future ([Thompson, 2009](#)). Thus, it can be said that the belief factor is a key factor in influencing entrepreneurial intentions.

The Influence of Creativity on Entrepreneurial Intention Through Entrepreneurial Self-Efficacy

Entrepreneurial self-efficacy on entrepreneurial in this study, entrepreneurial self-efficacy was proven to mediate the effect of entrepreneurial education on entrepreneurial intentions. This result can be proven by the Sobel test which states that the result of t count gets a score of 3.782 while the t table is 1.968, which means $t_{\text{count}} > t_{\text{table}}$. [Biraglia & Kadile, \(2017\)](#) creativity is one of the tendencies to entrepreneurship, because, in entrepreneurship, a person is required to present a novelty in their business. In the entrepreneurship process, entrepreneurs are often asked to create new ideas, which in the end are developed into new products. By being someone who has creative abilities, one can more easily run their business, entrepreneurial self-efficacy is closely related to one's creativity, often creativity can affect one's self-confidence in entrepreneurship ([Bellò et al., 2018](#)).

[Doanh & Bernat, \(2019\)](#) said that one's entrepreneurial self-efficacy has a major influence on the magnitude of one's entrepreneurial intention. This can happen because someone who has high self-efficacy can show a higher capacity to achieve certain achievements. Therefore, entrepreneurial self-efficacy is also seen as an effective predictor to stimulate entrepreneurial intentions and behavior, besides entrepreneurial self-efficacy also plays an important role in determining choices, efforts, patience to achieve achievements.

Limitations and Research Suggestions

This study has not been able to explain other variables that might influence entrepreneurial intentions. And this research, is still only focused on the research subject of the students of the Faculty of Economics, Universitas Negeri Malang. In the future, other researchers are expected to be a reference if other researchers are looking for additional information about entrepreneurial intentions and the variables that influence them. In addition, it is hoped that the next researcher can examine other variables that may influence entrepreneurial intentions.

Conclusion

Based on the findings of a study conducted on economics students at the State University of Malang, it was stated that entrepreneurship education, the need for

achievement, and creativity had a positive and significant effect on entrepreneurial self-efficacy. In addition, entrepreneurial education, the need for achievement, and creativity have a positive and significant effect on entrepreneurial intentions, it was also found that entrepreneurial self-efficacy can mediate the effect of entrepreneurial education, the need for achievement, and creativity on entrepreneurial intentions in students of the economics faculty of the Universitas Negeri Malang.

Based on the findings in this study, two questionnaire items have the lowest score. From the two questionnaire items, it can be understood that the Entrepreneurship Education that students have received during their lectures has made students dare to start businesses when they graduate. In addition, students are less interested in borrowing funds from banks as additional capital in establishing their businesses.

For this reason, for universities, the research findings can be a contribution of information and may be taken into consideration in helping students overcome obstacles in establishing a business. In addition, the results of this study are expected to be a reference for future researchers who will examine the topic of entrepreneurship.

References

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Ardichvili, A., Cardozo, R., & Ray, S. (2003). A theory of entrepreneurial opportunity identification and development. *Journal of Business Venturing*. [https://doi.org/10.1016/S0883-9026\(01\)00068-4](https://doi.org/10.1016/S0883-9026(01)00068-4)
- Barbosa, S. D., Gerhardt, M. W., & Kickul, J. R. (2007). The Role of Cognitive Style and Risk Preference on Entrepreneurial Self-Efficacy and Entrepreneurial Intentions. *Journal of Leadership & Organizational Studies*. <https://doi.org/10.1177/10717919070130041001>
- Bellò, B., Mattana, V., & Loi, M. (2018). The power of peers: A new look at the impact of creativity, social context and self-efficacy on entrepreneurial intentions. *International Journal of Entrepreneurial Behaviour and Research*. <https://doi.org/10.1108/IJEBR-07-2016-0205>
- Biraglia, A., & Kadile, V. (2017). The Role of Entrepreneurial Passion and Creativity in Developing Entrepreneurial Intentions: Insights from American Homebrewers. *Journal of Small Business Management*. <https://doi.org/10.1111/jsbm.12242>
- Borchers, A., & Park, S. (2010). Understanding Entrepreneurial Mindset: a Study of Entrepreneurial Self-Efficacy, Locus of Control and Intent To Start a Business. *The Journal of Engineering Entrepreneurship*, 1(1), 51–62.
- Carayannis, E. G., Popescu, D., Sipp, C., & Stewart, M. (2006). Technological learning for entrepreneurial development (TL4ED) in the knowledge economy (KE): Case

- studies and lessons learned. *Technovation*, 26(4).
<https://doi.org/10.1016/j.technovation.2005.04.003>
- Carda, A. Z., Kageyama, K., & Akai, K. (2016). Effects of Risk Attitude, Entrepreneurship Education and Self-Efficacy on Entrepreneurial Intentions: A Structure Equation Model Approach to Entrepreneurship. *International Review of Management and Business Research*.
- Do, B. R., & Dadvari, A. (2017). The influence of the dark triad on the relationship between entrepreneurial attitude orientation and entrepreneurial intention: A study among students in Taiwan University. *Asia Pacific Management Review*.
<https://doi.org/10.1016/j.apmr.2017.07.011>
- Doanh, D. C., & Bernat, T. (2019). Entrepreneurial self-efficacy and intention among Vietnamese students: A meta-analytic path analysis based on the theory of planned behavior. *Procedia Computer Science*, 159, 2447–2460.
<https://doi.org/10.1016/j.procs.2019.09.420>
- Esfandiar, K., Sharifi-Tehrani, M., Pratt, S., & Altinay, L. (2019). Understanding entrepreneurial intentions: A developed integrated structural model approach. *Journal of Business Research*. <https://doi.org/10.1016/j.jbusres.2017.10.045>
- Farrukh, M., Alzubi, Y., Shahzad, I. A., Waheed, A., & Kanwal, N. (2018). Entrepreneurial intentions: The role of personality traits in perspective of theory of planned behaviour. *Asia Pacific Journal of Innovation and Entrepreneurship*.
<https://doi.org/10.1108/APJIE-01-2018-0004>
- Friis, R. H., & Knox, A. B. (1972). A validity study of scales to measure need achievement, need affiliation, impulsiveness, and intellectuality. *Educational and Psychological Measurement*. <https://doi.org/10.1177/001316447203200114>
- Hansemark, O. C. (1998). The effects of an entrepreneurship programme on Need for Achievement and Locus of Control of reinforcement. *International Journal of Entrepreneurial Behaviour & Research*.
<https://doi.org/10.1108/13552559810203957>
- Haryono, E. (2019). Economic Diplomacy as Indonesian Foreign Policy Orientation in 2015-2018: Challenges and Opportunities. *Jurnal Global & Strategis*.
<https://doi.org/10.20473/jgs.13.2.2019.46-61>
- Hsu, D. K., Burmeister-Lamp, K., Simmons, S. A., Foo, M. Der, Hong, M. C., & Pipes, J. D. (2019). “I know I can, but I don’t fit”: Perceived fit, self-efficacy, and entrepreneurial intention. *Journal of Business Venturing*.
<https://doi.org/10.1016/j.jbusvent.2018.08.004>
- Hu, R., Wang, L., Zhang, W., & Bin, P. (2018). Creativity, proactive personality, and entrepreneurial intention: The role of entrepreneurial alertness. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2018.00951>
- Isaacs, Eslyn; Visser, Kobus; Friedrich, Chris & Brijlal, Pradeep (2007) Entrepreneurship education and training at the Further Education and Training (FET) level in South Africa. *South African Journal of Education* (4):613-629.
- Karabulut, A. T. (2016). Personality Traits on Entrepreneurial Intention. *Procedia* -

- Social and Behavioral Sciences*. <https://doi.org/10.1016/j.sbspro.2016.07.109>
- Karimi, S., Chizari, M., Biemans, H. J. A., & Mulder, M. (2010). Entrepreneurship education in iranian higher education: The current state and challenges. *European Journal of Scientific Research*.
- Kassean, H., Vanevenhoven, J., Liguori, E., & Winkel, D. E. (2015). Entrepreneurship education: a need for reflection, real-world experience and action. *International Journal of Entrepreneurial Behaviour and Research*. <https://doi.org/10.1108/IJEBr-07-2014-0123>
- Kickul, J., Gundry, L. K., Barbosa, S. D., & Whitcanack, L. (2009). Intuition versus analysis? Testing differential models of cognitive style on entrepreneurial self-efficacy and the new venture creation process. *Entrepreneurship: Theory and Practice*. <https://doi.org/10.1111/j.1540-6520.2009.00298.x>
- Koe, W.-L. (2016). The relationship between Individual Entrepreneurial Orientation (IEO) and entrepreneurial intention. *Journal of Global Entrepreneurship Research*. <https://doi.org/10.1186/s40497-016-0057-8>
- Kristiansen, s., & indarti, n. (2004). Entrepreneurial intention among indonesian and norwegian students. *Journal of Enterprising Culture*. <https://doi.org/10.1142/s021849580400004x>
- Kuratko, D. F. (2005). The emergence of entrepreneurship education: Development, trends, and challenges. In *Entrepreneurship: Theory and Practice*. <https://doi.org/10.1111/j.1540-6520.2005.00099.x>
- Kusumawijaya, I. K. (2019). THE PREDICTION OF NEED FOR ACHIEVEMENT TO GENERATE ENTREPRENEURIAL INTENTION: A LOCUS OF CONTROL MEDIATION. *International Review of Management and Marketing*. <https://doi.org/10.32479/irmm.8330>
- Laguía, A., Moriano, J. A., & Gorgievski, M. J. (2019). A psychosocial study of self-perceived creativity and entrepreneurial intentions in a sample of university students. *Thinking Skills and Creativity*. <https://doi.org/10.1016/j.tsc.2018.11.004>
- Lebusa, M. J. (2011). Does Entrepreneurial Education Enhance Under-graduate Students ' Entrepreneurial Self-efficacy ? A Case at one University of Technology in South Africa. *China-USA Business Review*.
- Lekoko, M., Rankhumise, E. M. and Ras P. (2012). The effectiveness of entrepreneurship education: What matters most?. *African Journal of Business Management* Vol. 6(51). DOI: 10.5897/AJBMx12.001
- Liñán, F., & Chen, Y. W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship: Theory and Practice*. <https://doi.org/10.1111/j.1540-6520.2009.00318.x>
- Luthans, F., & Ibrayeva, E. S. (2006). Entrepreneurial self-efficacy in Central Asian transition economies: Quantitative and qualitative analyses. *Journal of International Business Studies*. <https://doi.org/10.1057/palgrave.jibs.8400173>
- Naktiyok, A., Nur Karabey, C., & Caglar Gulluce, A. (2010). Entrepreneurial self-efficacy and entrepreneurial intention: The Turkish case. *International*

- Entrepreneurship and Management Journal*, 6(4), 419-435.
<https://doi.org/10.1007/s11365-009-0123-6>
- Ozaralli, N., & Rivenburgh, N. K. (2016). Entrepreneurial intention: antecedents to entrepreneurial behavior in the U.S.A. and Turkey. *Journal of Global Entrepreneurship Research*. <https://doi.org/10.1186/s40497-016-0047-x>
- Pihie, Z. A. L., & Bagheri, A. (2013). Self-Efficacy and Entrepreneurial Intention: The Mediation Effect of Self-Regulation. *Vocations and Learning*. <https://doi.org/10.1007/s12186-013-9101-9>
- Puni, A., Anlesinya, A., & Korsorku, P. D. A. (2018). Entrepreneurial education, self-efficacy and intentions in Sub-Saharan Africa. *African Journal of Economic and Management Studies*. <https://doi.org/10.1108/AJEMS-09-2017-0211>
- Qiau, Xiaoping; Hua Jian-Hao. (2019). Effect of College Students' Entrepreneurial Self-Efficacy on Entrepreneurial Intention: Career Adaptability as a Mediating Variable. (2019). *International Journal of Educational Methodology*. <https://doi.org/10.12973/ijem.5.3.305>
- Rae, D., & Carswell, M. (2001). Towards a conceptual understanding of entrepreneurial learning. *Journal of Small Business and Enterprise Development*. <https://doi.org/10.1108/EUM00000000006816>
- Rauch, A., & Frese, M. (2007). Let's put the person back into entrepreneurship research: A meta-analysis on the relationship between business owners' personality traits, business creation, and success. *European Journal of Work and Organizational Psychology*. <https://doi.org/10.1080/13594320701595438>
- Rauch, A., & Hulsink, W. (2015). Putting entrepreneurship Education where the intention to Act lies: An investigation into the impact of entrepreneurship education on entrepreneurial behavior. *Academy of Management Learning and Education*. <https://doi.org/10.5465/amle.2012.0293>
- Ryan, J. C., Tipu, S. A., & Zeffane, R. M. (2011). Need for achievement and entrepreneurial potential: A study of young adults in the UAE. *Education, Business and Society: Contemporary Middle Eastern Issues*. <https://doi.org/10.1108/17537981111159948>
- Samydevan, V., Piaralal, S., Othman, A. K., & Osman, Z. (2015). Impact of Psychological Traits, Entrepreneurial Education and Culture in Determining Entrepreneurial Intention among Pre-University Students in Malaysia. *American Journal of Economics*.
- Sibin, S., Matthews, S., & Dagher, G. K. (2007). Need for achievement, business goals, and entrepreneurial persistence. *Management Research News*. <https://doi.org/10.1108/01409170710833358>
- Solesvik, M., Westhead, P., & Matlay, H. (2014). Cultural factors and entrepreneurial intention: The role of entrepreneurship education. *Education and Training*. <https://doi.org/10.1108/ET-07-2014-0075>
- Solomon, G. (2007). An examination of entrepreneurship education in the United States. *Journal of Small Business and Enterprise Development*.

- <https://doi.org/10.1108/14626000710746637>
- Sternberg, R. J. (2004). Successful intelligence as a basis for entrepreneurship. *Journal of Business Venturing*. [https://doi.org/10.1016/S0883-9026\(03\)00006-5](https://doi.org/10.1016/S0883-9026(03)00006-5)
- Tang, J. (2008). Environmental munificence for entrepreneurs: Entrepreneurial alertness and commitment. *International Journal of Entrepreneurial Behaviour & Research*. <https://doi.org/10.1108/13552550810874664>
- Thompson, E. R. (2009). Individual entrepreneurial intent: Construct clarification and development of an internationally reliable metric. *Entrepreneurship: Theory and Practice*. <https://doi.org/10.1111/j.1540-6520.2009.00321.x>
- Westhead, P., & Solesvik, M. Z. (2016). Entrepreneurship education and entrepreneurial intention: Do female students benefit? *International Small Business Journal: Researching Entrepreneurship*. <https://doi.org/10.1177/0266242615612534>
- Wu, J. (2010). The impact of corporate supplier diversity programs on corporate purchasers' intention to purchase from women-owned enterprises: An empirical test. *Business and Society*. <https://doi.org/10.1177/0007650309360759>
- Yang, J.-H., & Kim, C. (2020). The Effect of Entrepreneurship Education on Entrepreneurial Intention. *The Korean Academic Association of Business Administration*, 33(3), 443–461. <https://doi.org/10.18032/kaaba.2020.33.3.443>
- Zampetakis, L. A., & Moustakis, V. (2006). Linking creativity with entrepreneurial intentions: A structural approach. *International Entrepreneurship and Management Journal*. <https://doi.org/10.1007/s11365-006-0006-z>
- Zampetakis, L., Gotsi, M., Andriopoulos, C., & Moustakis, V. (2011). Creativity and Entrepreneurial Intention in Young People: Empirical Insights from Business School Students. *The International Journal of Entrepreneurship and Innovation*. <https://doi.org/10.5367/ijei.2011.0037>
- Zhang, P., Wang, D. D., & Owen, C. L. (2015). A study of entrepreneurial intention of university students. *Entrepreneurship Research Journal*. <https://doi.org/10.1515/erj-2014-0004>