

Determinant Factors of Entrepreneurship Learning on Entrepreneurial Intention in Higher Education

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Abstract. The research aimed to examining the factors determinant entrepreneurial learning students in higher education Lampung province Indonesia. The study was conducted with a sample of 225 respondents from several private universities in Lampung Province, Indonesia. The survey was conducted with a questionnaire online from December 2020 until February 2021. Data were processed using smart PLS 3.2.4. The data analysis showed that entrepreneurship learning has a positive affect on entrepreneurial intention, creativity is significantly influenced by achievement motivation and attitude. We also find this research contributes additional reference to student mindset entrepreneurship effect on entrepreneur intention, conceptual framework theories for lecturer. As the preliminary study, this study result would be beneficial for future research.

Keywords: Determinants Factor, Influence, Entrepreneurial Intention, Entrepreneurial Learning, Higher Education

1 Introduction

Entrepreneurship is believed to be one solution to reduce unemployment problems [1]. This problem can be reduced by the courage to begin a new business [2]. Entrepreneurs are the main actors in economic development to innovate or create new combinations for innovation [3]. Based on 2019 data, the total number of university graduates who are still unemployed reached 5.67%. Meanwhile, in Lampung Province, there are 3.8% (BPS, 2020). One way to overcome university exams is through entrepreneurship learning, which aims to make students have an entrepreneurial intention after graduating from university. College graduates need to be guided, fostered, and supported not only to be oriented as *job seekers* but can and are ready to become *job creators*.

Entrepreneurship learning must open a mindset to foster entrepreneurial intent [4]. With this, instilling an entrepreneurial spirit in higher education is one of the efforts to reduce the number of educated movements because university graduates are expected to become entrepreneurs by opening their jobs [5]. Many efforts have been made to instill the mindset of students so that they decide entrepreneurship as a career choice, and of course, they need to develop the various competencies they have [6]. However, student entrepreneurship interest is still low [7]. This student mindset must be a serious consideration from many parties, including the government, education, industry, and society [8].

Entrepreneurial intention can be interpreted as the initial stage of the long process of establishing business [9]. Entrepreneurial interest is influenced by several factors, including

(1) socio-demographic, gender, and parental occupation, (2) *attitudes, economic opportunities and challenges, and self-confidence*, (3) contextual factors, namely social support, and *academic support*. And the *environment* [10]. The determinants of entrepreneurship are also determined by the need for achievement, creativity, pedagogy, skill development, and critical thinking [11]. From several theories, it can be seen that several variables that can influence entrepreneurial intention in this study select the variables of attitude, need for achievement and innovation.

The research aimed to see how the influence of entrepreneurial learning in building entrepreneurial intention, explain the correlation between the need for achievement and attitudes with entrepreneurial intention through creativity. Research gap in this study is that there are still very few researchers who use the creativity variable as a mediation in increasing student entrepreneurial intention, some research including Karabulut [12] an individual high creativity to beginning a new business can affect success for new business. Creativity and entrepreneurship are closely related, where creativity is very important in entrepreneurial activities [13]. This research contribution conceptual model of entrepreneurial learning in higher education.

Motivation refers to a person's desire to work on complex challenges and make risky decisions to succeed in entrepreneurship [14]. According to Rokhman and Ahamed [15], the *need for achievement* is a driving factor and vital characteristic behind a person's actions that affect entrepreneurial behavior. Motivation is also achieved as a desire to do the best, become a successful person, and perform according to competence [16]. With the motivation of students to have a strong desire to explore entrepreneurial activities that are ultimately interested in becoming entrepreneurs [17].

Creativity has become the focus in long time activity, and there have been many studies confirming the relationship between innovation and beginning a new business, such as novelty, ideas [18]. The characteristics of creativity are shown by the number of emerging new ideas that direct entrepreneurial activity to start new ventures [19]. Moreover, creativity is critical at the beginning of starting a business because it contributes to designing products and providing services [20].

Ajzen [21] describes the relationship of how a person's actions affect intentions in other words how to build a relationship between attitudes and behavior. One's attitude towards behavior explains that one has evaluations of good and bad that are focused in one's mind Ajzen [22]. An attitude is a form of individual response or internal reaction in the form of emotional (affective) responses, cognitive responses, and conative responses (behavioral tendencies towards an object) [23], which examines the influence of student attitudes on entrepreneurial intention.

2 Literature Review and Hypothesis Development

The model for developing entrepreneurial intention is combines several theory, Ajzen theory of *planned behavior* [21] and creativity theory from determinant factors by [11]. According to Ajzen, entrepreneurial intention are influenced by attitudes, subjective norm, and perceived control. In the cognitive processing of creative individuals is a very important component, to grow new ideas by mixing experience, knowledge and information [24] creativity theory defines the main factors that influence creativity, namely "the four P processes, products, people and places Rhodes [25].

Research on entrepreneurial interests is growing rapidly [26]. Several studies have shown that entrepreneurial interest is an important starting point for someone to become an entrepreneur [27]. Interest is the first antecedent to take action and research on entrepreneurial interest can provide an understanding of cognition and behavioral patterns to start a business. Entrepreneurial interest is the result of the interaction of individuals and their environment. Many researchers have obtained on the factors that influence entrepreneurial interest [28].

2.1 Need for achievement on creativity

An entrepreneur will be successful when the entrepreneur has high achievement [29]. This need for achievement on creativity is in line with research [30] which explains that creativity and innovation affect entrepreneurial interest. The need for achievement also positively affects creativity [31]. We propose the first hypothesis that need for achievement has positive effects on creativity.

H1 : Need for achievement has positive affect on creativity

2.2 Attitude on creativity

Cognitive process to generate new ideas from experience, knowledge and information is called creativity [32]. Creativity theory defines four determinants of creativity (4P): process, product, person, and place [33]. Furthermore, according to *behavioral planning theory (TBP)* explains the influence of creativity on entrepreneurial intention, people with creativity can maintain a positive attitude and trust high self-esteem in entrepreneurial activities [27][34]. So we put forward the second hypothesis that attitudes have positive affect on creativity.

H2 : attitudes have positive affect on creativity.

2.3 Need for achievement on entrepreneurial intention

Need for achievement is a driving factor that is a decisive driving factor behind individual actions, known as determinants of entrepreneurial behavior [35]. In this context, a high need for achievement means having an obsession with becoming an entrepreneur [36]. Therefore it is necessary to influence entrepreneurial success, increasing the need for achievement [37]. Thus, the third hypothesis is that need for achievement has positive affect on entrepreneurial intention.

H3 : Need for achievement has positive affect on entrepreneurial intention.

2.4 Attitude on entrepreneurial intention

Attitude is a person's readiness to lead and see things around him in a certain way to be more ready to interact with others [38]. *The theory of planned behavior* suggests that a person's behavior is under one's control. However, some factors cannot be controlled, such as limited resources and opportunities [39]. *The theory of planned behavior* suggests that attitude is an antecedent that affects entrepreneurial intention. Attitude determines one's success in entrepreneurship [40]. As several studies show, that attitude can affect one's entrepreneurial interest [23][41]. So the fourth hypothesis attitude has a positive affect on entrepreneurial intention.

H4 : Attitude has a positive affect on entrepreneurial intention.

2.5 Creativity on entrepreneurial intention

Creativity and entrepreneurship are closely related, where creativity is important in entrepreneurial activities [13]. Creativity affects the entrepreneurial interest of these students starting from an initial idea in starting a new business and then producing new products [42]. The higher one's creativity, the higher the effort to create new businesses, and their implementation is likely to be effective [43]. The fifth hypothesis that creativity has positive affect on entrepreneurial intention.

H5 : Creativity has positive affect on entrepreneurial intention.

2.6 Need for achievement affects entrepreneurial intention, which is mediated by creativity

Need for achievement refers to a person's desire to work on complex challenges and take risky decisions to succeed in entrepreneurship [14]. A person's high creativity to start a business can affect success for new businesses [12]. The hypothesis is whether it succeeds in influencing entrepreneurial intention through creativity.

H6 : Need for achievement has positive affect on entrepreneurial intention through creativity

2.7 Attitude influences entrepreneurial interest, which is mediated by creativity

Entrepreneurial factors are influenced by many things, including attitudes [44]. The results show that creativity can mediate a person's attitude to start a new business because entrepreneurial intention in working is a prerequisite for a critical step in starting a business [45]. Furthermore, a person's high creativity can determine a person's attitude to be more positive in starting a business [31]. The last hypothesis Attitude affects entrepreneurial intention through creativity.

H7 : Attitude has positive affect on entrepreneurial intention through creativity

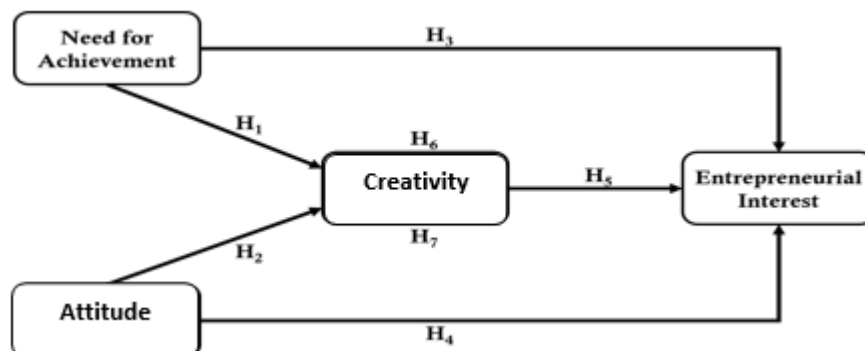


Fig. 1. Conceptual Model of entrepreneurial intention

Figure 1 demonstrates the conceptual model of this research, which consists of entrepreneurial intention as a dependent variable, need for achievement [31], Attitude [39], Entrepreneurial intention [9] as an independent variable and creativity [34] as a mediating variable.

3 Method

This research used a quantitative approach, type of explanatory . This research examining the affect of entrepreneurial learning on student entrepreneurial interest, where the independent variables are achievement motivation and attitudes mediated by creativity variables.

Respondents who came from several private universities in Lampung, Indonesia, the research sample amounted to 225 students. This type of research is a survey using random sampling, and research questionnaires are collected online from December 2020 until February 2021.

The questionnaires consisted of four sections For example, entrepreneurial Intention Questionnaire in managing [46], need for achievement questionnaire [47], attitude [48], and creativity [49].

This research examining the affect of entrepreneurial learning on student entrepreneurial interest, where the independent variables are achievement motivation and attitudes mediated by creativity variables. a trial of the research instrument was carried out on 50 students from a private university in Lampung Province. The SPSS21 software was used to determine the validity and reliability of the instrument. Smart PLS 3.2.4 had been used to test the relationship between variables in the actual research. It started with the measurement of the analysis followed by the structural analysis.

4 Results and Discussion

Statistical analysis aims to examine the relationship between the need for achievement and attitudes with entrepreneurial intention through creativity. Before testing the hypothesis, the validity and reliability of the measuring instrument used are first tested. Table 1 shows the value of *composite reliability* and *average variance extract (AVE)*, which are included in the validity test, and the value of *Cronbach's alpha* as the result of the reliability test. Based on the results of these calculations, it can be ascertained that the scale used is valid and reliable.

Table 1. Validity and Reliability

Variable	Total Item	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Need For Achievement	3	0,730	0.847	0.549
Attitude	3	0,812	0.888	0.726
Creativity	4	0,753	0.844	0.575
Entrepreneurial interest	12	0,941	0.949	0.610

The data obtained in this study were analyzed using the method *Partial Least Square* (PLS). In addition, the data analysis process in this study uses SmartPLS Version 3.2.4 using the bootstrap method. Table 2 shows the test hypotheses based on *path analysis* and the Sobel test, which measure the extent to which the direct and indirect effects of two variables (namely achievement motivation and attitude) on entrepreneurial interest through creativity. The hypothesis is accepted if the CR value > 1.995; $t > 1.96$ and $p < 0.05$.

Table 2.Hypothesis Test Conclusion

Hypothesis	CR (>1,995)	t(>1,96)	Result
H1: Need for achievement→Creativity	12,063*		Accepted
H2 :Attitude→Creativity	4,827*		Accepted
H3: Need for achievement→Entrepreneurial interest	2,186*		Accepted
H4 :Attitude→Entrepreneurial interest	8,970*		Accepted
H5: Creativity→Entrepreneurial interest	2,657*		Accepted
H6: Need for achievement→Creativity→Entrepreneurial interest		2,464	Accepted
H7: Attitude→Creativity→Entrepreneurial interest		2,297	Accepted

Notes: *p<0,05

Path analysis also produces a determinant coefficient (R^2), where the combined effect between achievement motivation and attitude was 57.7%. In contrast, the combined effect of achievement motivation, attitude, and innovation on entrepreneurial interest is 58.1%. Therefore, based on the results of the hypothesis test, it can be said that the seven have been accepted.

Table 2 shows that achievement motivation has a positive and significant relationship with creativity, seen from the CR value of 12.063 and $p < 0.05$. The study results are in line with [31], which explains that achievement motivation affects one's creativity. Creativity is because the higher the motivation to achieve, the more ideas trying to achieve a goal. With a lot of also looking at ideas, increasing a person's choice to do or produce something so that it makes creative.

In addition to achievement motivation, attitude also has a significant positive relationship with creativity. Achievement motivation on entrepreneurial intention is following the research by that creativity significantly positively influences attitudes where creativity can build a person's positive attitude towards entrepreneurial behavior [50].

Achievement motivation also directly has a significant influence on entrepreneurial interest. Achievement motivation on entrepreneurial intention is in line with the research results with Amin et al. [37], which states that motivation affects a person's success in entrepreneurship. In comparison, Zhou et al. [36] state that the individual's personality pattern determines a person's work interest. In comparison, entrepreneurial success is influenced by his personality level. Motivation is the achievement of one of the individual personality patterns that affect entrepreneurial interest. Altinay et al. [35] also explained that achievement motivation is a decisive driving factor behind individual behavior that can be observed and determines entrepreneurial behavior.

Attitude has a significant positive relationship to entrepreneurial interest. According to the *theory of planned behavior*, attitude is an antecedent that affects a person's interest. In addition, attitude is one of the determinants of a person's success in entrepreneurship [40]. Previous studies have also shown that attitudes significantly affect one's interest in entrepreneurship [23][41].

Entrepreneurial intention is also influenced by creativity. The results of this study indicate that there is a significant positive relationship between creativity and entrepreneurial interest. Chua and Bedford [13] explain that the two are closely related between creativity and entrepreneurship, where creativity is essential in entrepreneurial activities, and entrepreneurship itself is a creative activity. The role of creativity in initiating interest from original ideas when starting new businesses and producing new products [42]. People who

have high creativity will explore and try many ideas that they think to produce new products or more innovative products, which is needed when someone is trying to start anew. Creativity on entrepreneurial intention is under the research results by Maresch et al. [43]. The higher a person's creativity, the higher the effort to create new businesses, and their implementation is more effective.

In the concept of entrepreneurship, achievement motivation refers to a person's desire to undertake complex challenges and dare to take risky decisions to succeed in entrepreneurship [14]. Based on various studies, achievement motivation positively affects one's entrepreneurial interest. The results of this study indicate that creativity significantly mediates the relationship between achievement motivation and entrepreneurial interest.

Achievement motivation on entrepreneurial intention creativity is in line with Karabulut [12], which explains that someone who has high creativity can influence someone to excel to beginning a new venture.

Previous studies have also shown that attitudes significantly affect a person's interest in entrepreneurship [23][41]. However, the results of the data analysis of this study indicate that creativity significantly mediates the relationship between a person's entrepreneurial attitude and interest. Furthermore, attitude on entrepreneurial intention mediating role creativity is in line with the research results Shi et al. [31], which explains that the higher one's creativity, the more positive one's attitude towards the idea of starting a venture.

5 Conclusions and Recommendations

Data analysis and discussion resulted several things first, creativity is significantly influenced by achievement motivation and attitude. Achievement motivation and attitude on entrepreneurial intention are because the higher a person's achievement and positive attitude, the more ideas are carried out to make people more creative. Second, entrepreneurial interest is significantly influenced by achievement motivation, attitude, and creativity. The higher the achievement motivation, positive attitude, and creativity of a person, the higher a person's interest in entrepreneurship. Third, creativity significantly mediates the relationship between achievement motivation and attitudes towards entrepreneurial interest. High achievement motivation is achieved through a person's creativity in finding new ideas, and it can increase his interest in entrepreneurship. Likewise, a positive attitude towards the idea of start new business that is realized with creativity can increase student entrepreneurial interest.

Furthermore, the results of this study can be used by lecturers at the university in Lampung Province, Indonesia, as a conceptual framework in the variables of achievement and creativity. As a result, achievement motivation and creativity can be further improved in entrepreneurship learning to increase student interest in entrepreneurship and for decision-makers in universities to focus more on developing entrepreneurship education curriculum that can change the interest of entrepreneurs to become entrepreneurs.

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