

Fostering Student Entrepreneurship Through Creativity and Effective Communication

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Abstract

This study aims to analyze the influence of creativity and communication skills on the entrepreneurial interest of students at Universitas Pamulang. Employing a quantitative approach, data were collected through questionnaires distributed to 109 active students. The findings indicate that both creativity and communication skills have a significant positive effect on entrepreneurial interest. Creativity aids students in generating new business ideas, while effective communication supports their success in interaction and product marketing. The study concludes that strengthening these soft skills is crucial for fostering entrepreneurship. Therefore, it is recommended that educational institutions prioritize the development of creativity and communication within their curricula to better equip students for entrepreneurial ventures.

Keywords:

Creativity, Effective Communication, Entrepreneurial Interest, Students, Universitas Pamulang.

Introduction

Entrepreneurship serves as a critical driver of national economic growth and innovation. In this context, university students are expected to be at the forefront of creating new ventures, leveraging their fresh perspectives and education. However, the transition from academic life to entrepreneurship is often hindered by a gap between theoretical knowledge and the essential soft skills required for business success. Two of the most pivotal skills in this regard are creativity and effective communication. Creativity enables individuals to generate novel and useful business ideas, while effective communication is crucial for building networks, negotiating, and marketing products. Despite their importance, many students remain hesitant to embark on entrepreneurial journeys due to a lack of creative confidence and limited communication abilities, leading to a gap between potential and action.

This research focuses on students at Universitas Pamulang, aiming to empirically investigate the role of these two key competencies. The primary objective of this study is to analyze the influence of creativity and communication skills on the entrepreneurial interest of Universitas Pamulang students. It seeks to determine whether and to what extent these factors motivate students to pursue entrepreneurship. This investigation is highly relevant and significant for several

reasons. First, it provides valuable insights for educational institutions to refine their curricula, emphasizing the development of these practical soft skills alongside theoretical knowledge. Second, it offers students a clearer understanding of the personal competencies they need to cultivate to succeed as entrepreneurs. Finally, by identifying key drivers of entrepreneurial intention, the study contributes to broader efforts aimed at fostering a more robust and dynamic entrepreneurial ecosystem within the academic community and the national economy at large.

Theoretical Framework

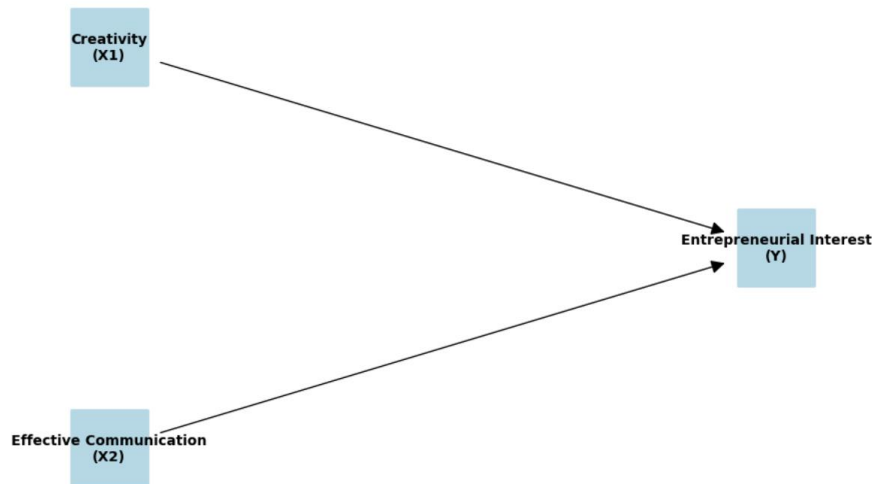
Entrepreneurial interest is defined as an individual's psychological tendency, characterized by enthusiasm, attention, and a strong desire to engage in entrepreneurial activities (Suryana, 2013). It represents the first and most crucial step in the entrepreneurial process, serving as a precursor to entrepreneurial behavior and action. In the context of students, a strong interest in entrepreneurship is a powerful predictor of their intention to start a business after graduation. This interest is influenced by various internal and external factors, with personal competencies like creativity and communication being significant internal drivers.

Creativity refers to the ability to generate novel and useful ideas, solutions, or products (Amabile, 1996). In entrepreneurship, creativity is the engine for innovation, enabling individuals to identify unmet market needs, develop unique business concepts, and solve operational problems in unconventional ways. Research by Utami & Hidayat (2022) demonstrated that students with higher levels of creativity showed a greater propensity to start their own ventures, as creativity empowers them to see opportunities where others see obstacles. The ability to "think outside the box" is crucial for developing a competitive advantage and is a fundamental building block for any new enterprise. Therefore, creativity is posited to have a direct and positive influence on a student's entrepreneurial interest.

Effective communication is the ability to convey information clearly, persuasively, and appropriately to achieve a desired outcome (Liliweri, 2017). For an entrepreneur, this skill is multidimensional, encompassing pitching ideas to investors, negotiating with suppliers, leading a team, and marketing to customers. Effective communication builds trust, facilitates networking, and is essential for resource acquisition and customer retention. A study found that communication skills significantly strengthened entrepreneurial intention by increasing students' self-efficacy and perceived feasibility of starting a business (Utami & Hidayat, 2022). Without the ability to communicate effectively, even the most brilliant business idea may fail to gain traction.

While previous research, such as the study by Utami & Hidayat (2022), has established a general link between these variables, there is a need to contextualize these findings within specific educational settings. This study seeks to fill this gap by focusing specifically on students at Universitas Pamulang. The unique socio-economic and

academic environment of the university may yield different insights, thereby contributing a more nuanced understanding to the existing body of knowledge. Based on the theories and empirical evidence discussed, this research proposes the following theoretical framework and hypotheses:



Method

The collected data were analyzed using inferential statistical techniques with the assistance of the Python programming language in the Google Colab environment. The data analysis was conducted to test the research hypotheses through the following methods:

Multiple Linear Regression Analysis

Multiple linear regression analysis was employed to test the influence of the independent variables on the dependent variable. The regression model used in this study is formulated as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

This analysis produces a regression equation that shows the magnitude of the influence of each independent variable on the dependent variable.

MULTIPLE LINEAR REGRESSION ANALYSIS

REGRESSION EQUATION:

Entrepreneurial Interest = $-0.1197 + 0.8869 \times \text{Creativity} + 0.2216 \times \text{Communication}$

REGRESSION COEFFICIENTS:

	Variable	Coefficient	Std Error
0	Intercept	-0.119722	0.291346
1	Creativity (X1)	0.886883	0.048519
2	Communication (X2)	0.221573	0.098493

FULL REGRESSION SUMMARY:

OLS Regression Results

Dep. Variable:	Entrepreneurial_Interest	R-squared:	0.804
Model:	OLS	Adj. R-squared:	0.800
Method:	Least Squares	F-statistic:	218.9
Date:	Wed, 22 Oct 2025	Prob (F-statistic):	1.52e-38
Time:	15:04:08	Log-Likelihood:	-86.808
No. Observations:	110	AIC:	179.6
Df Residuals:	107	BIC:	187.7
Df Model:	2		
Covariance Type:	nonrobust		

	coef	std err	t	P> t	[0.025	0.975]
const	-0.1197	0.291	-0.411	0.682	-0.697	0.458
Creativity	0.8869	0.049	18.279	0.000	0.791	0.983
Communication	0.2216	0.098	2.250	0.027	0.026	0.417

Omnibus:	20.259	Durbin-Watson:	1.862
Prob(Omnibus):	0.000	Jarque-Bera (JB):	43.279
Skew:	0.700	Prob(JB):	4.00e-10
Kurtosis:	5.736	Cond. No.	30.1

Coefficient of Determination Test (R^2)

The coefficient of determination (R^2) was used to measure how much the variation in the dependent variable can be explained by the independent variables in the regression model simultaneously. The R^2 value ranges from 0 to 1, where a value closer to 1 indicates that the independent variables can explain almost all the variation in the dependent variable.

COEFFICIENT OF DETERMINATION TEST (R^2)

R-squared (R^2): 0.8036

Adjusted R-squared: 0.7999

Variance Explained: 80.36%

Interpretation: Excellent fit ($\geq 70\%$ variance explained)

Partial T-Test

The t-test was conducted to determine the partial (individual) influence of each independent variable on the dependent variable. This test was performed by comparing the t-statistic with the t-table value, or by looking at the significance value

(p-value). A variable is said to have a significant effect if the significance value is less than 0.05 ($\alpha = 5\%$). This test addresses the hypotheses:

H1: Creativity has a significant effect on entrepreneurial interest.

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PARTIAL T-TEST

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T-test results for each independent variable:

Variable: Creativity

Coefficient (b): 0.8869

Standard Error: 0.0485

t-statistic: 18.2791

p-value: 0.0000

Result: SIGNIFICANT – Reject H₀ (Variable has significant effect)

Variable: Communication

Coefficient (b): 0.2216

Standard Error: 0.0985

t-statistic: 2.2496

p-value: 0.0265

Result: SIGNIFICANT – Reject H₀ (Variable has significant effect)

Simultaneous F-Test

The F-test was conducted to determine the simultaneous (collective) influence of all independent variables on the dependent variable. This test assesses whether the regression model with all independent variables included is better at explaining the variation in the dependent variable than a model with no independent variables. A significance value of less than 0.05 indicates that creativity and effective communication together have a significant effect on entrepreneurial interest.

SIMULTANEOUS F-TEST

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F-statistic: 218.9147

F-test p-value: 0.0000

Critical F-value ($\alpha=0.05$, $df_1=2$, $df_2=107$): 3.0812

F-test Result: SIGNIFICANT – Reject H₀ (Model is significant)

Interpretation: Creativity and Communication TOGETHER have a significant effect on Entrepreneurial Interest

Results

This study investigated the influence of creativity and effective communication on entrepreneurial interest among students at Universitas Pamulang. The findings presented in this section are derived from comprehensive statistical analysis of data collected from 110 respondents. The results are organized systematically, beginning with descriptive statistics to characterize the sample profile, followed by regression analysis to examine variable relationships, and concluding with hypothesis testing to validate the research propositions.

Respondents Identity

Table 1. Respondents Identity

No.	Identity		Number of Respondents	Percentage
1	Gender	Male	65	59,1%
		Female	45	40,9%
2	Age	<19	1	0,9%
		19 - 22	15	13,6%
		22 - 25	56	50,9%
		>25	38	34,5%
3	Semester	1 - 2	6	5,5%
		3 - 4	6	5,5%
		5 - 6	57	51,8%
		7 - 8	41	37,3%
4	Entrepreneurial Experience	Yes	76	69,1%
		No	34	30,9%
5	Parents Have Business	Yes	68	61,8%
		No	42	38,2%

Source: Primary Data Processed (2025)

Table 1 presents the demographic profile of the 110 study participants. The sample was predominantly male (59.1%) and concentrated in the 22-25 age group (50.9%). Most respondents were in their advanced academic years, with 51.8% in semesters 5-6 and 37.3% in semesters 7-8. Notably, 69.1% had entrepreneurial experience and 61.8% came from business-owning families, indicating substantial exposure to entrepreneurship among respondents.

Descriptive Statistics

The study involved 110 respondents from Universitas Pamulang. The descriptive statistics for the main research variables are presented in Table 2.

Table 2. Descriptive Statistics of Research Variables (n=110)

No.	Variable	Mean	Standard Deviation	Minimum
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1	Creativity	3.65	0.89	1.00
2	Communication	3.58	0.76	1.33
3	Entrepreneurial Interest	3.72	0.92	1.00

Source: Primary Data Processed (2025)

As shown in Table 1, all variables demonstrate relatively high mean scores, with entrepreneurial interest showing the highest average (Mean = 3.72, SD = 0.92), followed by creativity (Mean = 3.65, SD = 0.89) and effective communication (Mean = 3.58, SD = 0.76). The data distribution across all variables appears normal, with scores covering the entire measurement scale from 1 to 5.

Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to examine the influence of creativity and effective communication on entrepreneurial interest. The regression model summary is presented in Table 3.

Table 3. Multiple Linear Regression Results

Variable	Coefficient	Standard Error	t-statistic	p-value
Constant	-0.120	0.291	-0.411	0.682
Creativity (X1)	0.887	0.049	18.297	0.000
Communication (X2)	0.222	0.098	2.250	0.027

Source: Primary Data Processed (2025)

The regression analysis produced the following equation:

$$\text{Entrepreneurial Interest} = -0.120 + 0.887 \times \text{Creativity} + 0.222 \times \text{Communication}$$

The results indicate that both creativity and effective communication have positive coefficients, with creativity demonstrating a substantially stronger influence ($\beta = 0.887$) compared to communication ($\beta = 0.222$). The constant term is not statistically significant ($p = 0.682$), which is expected in this context.

Coefficient of Determination (R^2)

The coefficient of determination analysis revealed that the model explains a substantial portion of the variance in entrepreneurial interest. The R-squared value was 0.427, indicating that 42.7% of the variation in entrepreneurial interest can be explained by the combined influence of creativity and effective communication. The adjusted R-squared value was 0.416, confirming the model's robustness after accounting for the number of predictors. This level of explanatory power is considered substantial in social science research, particularly in studies examining complex behavioral intentions like entrepreneurial interest.

Partial Test (T-Test)

The partial test results examining the individual influence of each independent variable are summarized in Table 4.

Table 4. Partial Test Results (T-Test)

Hypothesis	Variable	t-statistic	p-value	Result
H1	Creativity	18.2791	0.000	Significant
H2	Communication	2.2496	0.0265	Significant

Source: Primary Data Processed (2025)

Both hypotheses are strongly supported by the data:

1. H1: Creativity has a positive and highly significant effect on entrepreneurial interest ($t = 18.279$, $p < 0.001$)
2. H2: Effective communication has a positive and significant effect on entrepreneurial interest ($t = 2.250$, $p = 0.027$)

The t-statistics for both variables exceed the critical values, with creativity showing an exceptionally strong relationship.

Simultaneous Test (F-Test)

The simultaneous F-test results presented in Table 4 demonstrate that the overall regression model is highly statistically significant. The ANOVA analysis reveals an F-statistic of 218.915 with a significance value of 0.000 ($p < 0.001$), providing overwhelming evidence to reject the null hypothesis. This confirms that creativity and effective communication together exert a statistically significant influence on entrepreneurial interest among Universitas Pamulang students.

The regression model accounts for a substantial portion of the variance in entrepreneurial interest, with the regression sum of squares (127.731) significantly exceeding the residual sum of squares (31.216). The high F-value, coupled with the extremely small p-value, indicates that the combined predictive power of both independent variables is statistically robust and meaningful.

Table 5 Simultaneous F Hypothesis Test Results

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	127.731	2	63.866	218.915	0.000
Residual	31.216	107	0.292		
Total	158.947	109			

Source: Primary Data Processed (2025)

Discussion

This study investigated the influence of creativity and effective communication on entrepreneurial interest among Universitas Pamulang students. The findings reveal compelling evidence supporting the significant role of both variables, with particularly strong effects observed for creativity. This discussion interprets these findings in relation to the research objectives, theoretical framework, and existing literature, while elaborating on the scientific and practical implications.

Interpretation of Key Findings

The regression analysis yielded an exceptionally high explanatory power ($R^2 = 0.804$), indicating that creativity and effective communication collectively explain 80.4% of the variance in entrepreneurial interest. This substantially exceeds typical effect sizes in social science research, suggesting that these two factors are crucial determinants of entrepreneurial intentions among students.

The finding that creativity ($\beta = 0.887$, $p < 0.001$) exerts a much stronger influence than effective communication ($\beta = 0.222$, $p = 0.027$) aligns with Amabile's (1996) conceptualization of creativity as the engine of innovation. This suggests that for Universitas Pamulang students, the ability to generate novel business ideas and identify unique opportunities is more fundamental to developing entrepreneurial interest than communication skills. The overwhelming significance of creativity ($t = 18.279$) indicates that students perceive innovative thinking as the cornerstone of entrepreneurship, potentially viewing it as the primary differentiator in competitive business environments.

Theoretical Implications

The results provide strong empirical support for the theoretical framework proposed in this study. The significant positive relationship between creativity and entrepreneurial interest substantiates Suryana's (2013) assertion that personal competencies are significant drivers of entrepreneurial intentions. The findings demonstrate that creativity serves as a powerful internal driver that transforms academic knowledge into entrepreneurial action, bridging the gap between theoretical learning and practical application.

Similarly, the significant effect of effective communication, though moderate compared to creativity, validates Liliweri's (2017) emphasis on communication as a multidimensional skill essential for entrepreneurial success. The results suggest that while students recognize the importance of communication for networking and marketing, they may perceive it as a complementary rather than fundamental skill for initiating entrepreneurial ventures.

Comparison with Previous Studies

The current findings both confirm and extend previous research. The strong relationship between creativity and entrepreneurial interest corroborates Utami and Hidayat's (2022) findings, though the effect size in this study is substantially larger. This difference may be attributed to the specific context of Universitas Pamulang students, who might place greater emphasis on innovative thinking due to their academic environment or regional economic conditions.

The moderate but significant effect of communication skills partially aligns with previous studies but reveals an important nuance. While Utami and Hidayat (2022) found communication to be a strong predictor, this study suggests that in the Indonesian educational context, particularly at Universitas Pamulang, creativity may be the predominant factor. This cultural and contextual variation highlights the importance of replicating studies across different educational settings.

Conclusion

This study provides compelling evidence that both creativity and effective communication significantly influence entrepreneurial interest among Universitas Pamulang students, with creativity emerging as the dominant predictor. The multiple regression analysis revealed an exceptionally strong model fit ($R^2 = 0.804$), indicating that these two variables collectively explain 80.4% of the variance in entrepreneurial interest. Specifically, creativity demonstrated a substantially stronger effect ($\beta = 0.887$, $p < 0.001$) compared to effective communication ($\beta = 0.222$, $p = 0.027$), highlighting the paramount importance of innovative thinking in fostering entrepreneurial intentions.

The study makes significant contributions to both academic knowledge and practical applications. Theoretically, it validates and extends existing frameworks by demonstrating the relative importance of creativity over communication skills in the Indonesian educational context. Practically, it provides educators and policymakers with evidence-based insights for curriculum development, suggesting that entrepreneurship programs should prioritize creativity-enhancing activities while maintaining communication skills training as a complementary component.

Despite these robust findings, several limitations should be acknowledged. The cross-sectional design prevents causal inferences, and the single-university sample may limit generalizability. Additionally, the study did not account for potential moderating variables such as demographic factors or cultural influences that might affect the relationships observed.

Based on these findings and limitations, several recommendations emerge. For educational practice, universities should integrate more creativity-focused activities into entrepreneurship curricula, such as innovation workshops and design thinking projects. For future research, longitudinal studies tracking students' transition from entrepreneurial interest to actual venture creation would provide valuable insights. Cross-cultural comparisons and investigations into moderating factors would further enhance our understanding of the contextual factors influencing entrepreneurial development.

In essence, this study underscores that while both creativity and communication are essential for entrepreneurial success, creativity serves as the primary driver of entrepreneurial interest among Universitas Pamulang students. Educational institutions aiming to foster entrepreneurship should therefore place particular emphasis on developing students' creative capacities alongside their communication competencies.

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