

WHEN IDEAS AND CONFIDENCE MEET: THE SECRET TO GROWING AN ENTREPRENEURIAL SPIRIT AMONG COLLEGE STUDENTS

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Abstract

This study aims to analyze the influence of Creativity and Self-Efficacy on students' Interest in Entrepreneurship. The background of this study is based on the importance of developing entrepreneurial potential among students as an effort to increase economic independence and competitiveness of the younger generation. The research method used is a quantitative approach with simple and multiple regression analysis techniques. The study population consisted of 102 student respondents selected through a purposive sampling method. The results of the study indicate that partially, the variables of Creativity and Self-Efficacy have a positive and significant effect on Interest in Entrepreneurship. Simultaneously, both variables also have a significant effect with a calculated F value of 63.666 and a significance value of 0.000. The coefficient of determination (R^2) of 0.563 indicates that 56.3% of the variation in interest in entrepreneurship can be explained by Creativity and Self-Efficacy, while the rest is influenced by other factors outside the research model. Based on these results, it can be concluded that the higher the level of creativity and self-efficacy of students, the greater their interest in entrepreneurship. This research provides theoretical contributions in strengthening the relationship between psychological factors and entrepreneurial behavior, as well as providing practical implications for educational institutions to develop programs that encourage increased creativity and self-confidence in students.

Keywords:

Creativity, Self-Efficacy, Entrepreneurial Interest, Students, Entrepreneurship

Introduction

Amidst global economic challenges and intense job competition, students, as the younger generation, are required not only to seek jobs but also to create them. Entrepreneurship is now a strategic solution to address unemployment and drive economic growth through innovation and independence. However, the development of an entrepreneurial spirit among students does not occur spontaneously. A combination of creative ideas and self-confidence is required to foster strong entrepreneurial intentions and capabilities.

Creativity is the primary foundation of entrepreneurship. An entrepreneur is required to be able to generate new ideas, identify opportunities from problems, and transform ideas into economic value. Creativity enables students to think outside the box and boldly take innovative steps that differ from their competitors. According to Zimmerer and Scarborough (2008), creativity is the ability to develop new ideas and find unique ways to solve problems, which is the essence of entrepreneurship. In the student context, creativity often emerges from learning experiences, social interactions, and exposure to digital technology, which fosters an innovative mindset (Rengkung, 2021).

However, creativity alone is insufficient without the support of self-confidence or self-efficacy. Self-efficacy, according to Bandura (1997), is an individual's belief in their ability to organize and execute actions to achieve specific goals. Students with high self-efficacy are more willing to take risks, believe in their ability to face business challenges, and are more resilient to failure. Research by Widayat et al. (2020) shows that self-efficacy significantly influences students' entrepreneurial intentions; the higher the self-confidence, the greater their interest in entrepreneurship.

When creative ideas meet self-confidence, an ideal combination is created that fosters an entrepreneurial spirit. Creative students are able to see opportunities around them, while self-efficacy gives them the courage to turn those opportunities into concrete actions. Conversely, low self-confidence is often a major obstacle to implementing creative ideas. Therefore, universities have a crucial role in fostering these two aspects through entrepreneurship education, innovation training, and mental and character development.

Several studies in Indonesia also support this view. Rahmawati and Santoso (2023) found that creativity and self-efficacy simultaneously positively influence students' entrepreneurial intentions. Similarly, Karyaningsih and Wibowo (2020) found that students with high levels of creativity and self-confidence tend to have stronger entrepreneurial intentions. This confirms that developing an entrepreneurial spirit depends not only on business knowledge but also on psychological factors that foster courage, innovation, and the motivation to achieve.

Thus, when ideas and self-confidence combine, a young generation emerges ready to face the challenges of the business world. The entrepreneurial spirit among students is not simply the result of theoretical learning, but rather the combination of inspiring creativity and self-efficacy that drives action.

Theoretical Framework

Students' entrepreneurial spirit is a crucial factor in developing the creative economy and national independence. This concept is not only related to business skills but also rooted in psychological aspects such as creativity and self-efficacy. These two factors play a significant role in shaping strong entrepreneurial interest and intentions among students.

According to the Planned Behavior theory (Ajzen, 1991), a person's intention to behave (in this case, entrepreneurship) is determined by three main factors: attitude toward the behavior, subjective norms, and perceived behavioral control. Self-efficacy is a form of perceived behavioral control, namely a person's belief in their ability to carry out a particular action. Meanwhile, creativity can influence attitudes toward behavior because creative individuals tend to have a positive outlook on challenges and innovation in the business world. Thus, the combination of creativity and self-efficacy can strengthen students' intention and interest in entrepreneurship.

Bandura (1997) explained that self-efficacy plays a role in determining an individual's level of effort, persistence, and response to obstacles. Students with high self-efficacy are more confident in facing business risks and more persistent in finding solutions to problems. Several studies have shown that self-efficacy positively influences entrepreneurial interest. Widayat et al. (2020) found that students who are confident in their abilities are more likely to engage in entrepreneurial activities than those who doubt their abilities.

Meanwhile, creativity is the ability to generate new and useful ideas that form the basis of innovation. Zimmerer and Scarborough (2008) assert that creativity is at the core of entrepreneurship because it enables individuals to see opportunities where others see obstacles. In the context of students, creativity drives the emergence of new business ideas, product innovations, or new ways to address market challenges. Research by Rahmawati and Santoso (2023) shows that creativity significantly influences students' entrepreneurial interest because those with creative ideas are more motivated to translate them into real business opportunities.

Theoretically, creativity and self-efficacy can interact in shaping entrepreneurial interest. Students who are creative but lack confidence may be reluctant to pursue their business ideas, while students who are confident but lack creativity may struggle to identify new opportunities. Therefore, a balance between ideas (creativity) and self-confidence (self-efficacy) is key to fostering an entrepreneurial spirit (Karyaningsih & Wibowo, 2020). In the context of higher education, the development of these two aspects can be facilitated through entrepreneurship training, innovation projects, and a supportive academic environment.

Based on the theoretical description and previous research findings, the relationship between these variables can be illustrated in the following framework:

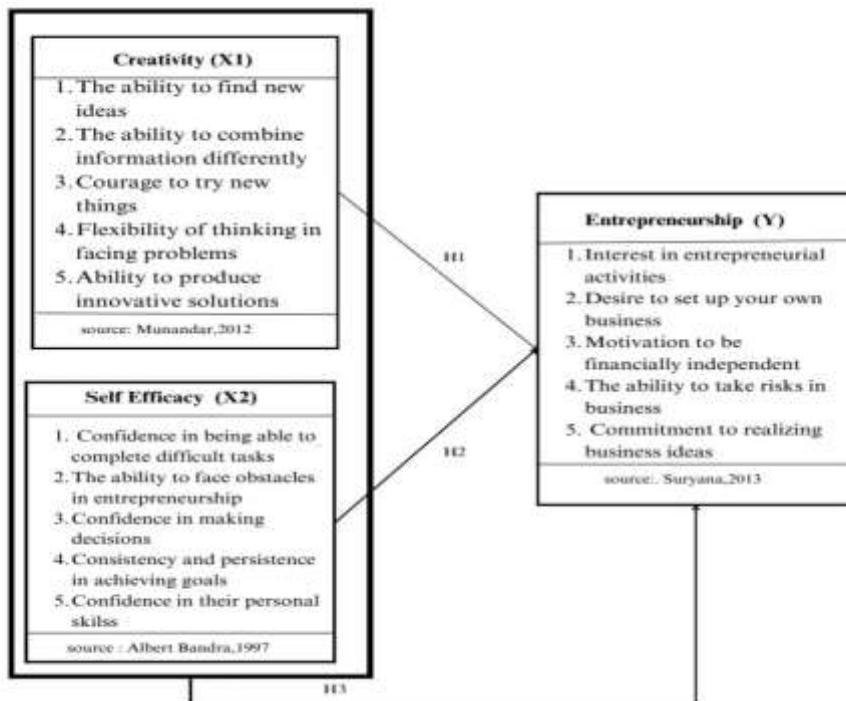


Figure 1. illustrated in the following framework

Creativity → Student Entrepreneurial Interest

Self-Efficacy → Student Entrepreneurial Interest

This framework shows that the higher the level of creativity and self-efficacy of students, the greater their interest in entrepreneurship.

Based on the above framework, the following research hypotheses are proposed:

H1: Creativity has a positive and significant effect on student entrepreneurial interest.

H2: Self-efficacy has a positive and significant effect on student entrepreneurial interest.

H3: Creativity and self-efficacy simultaneously have a positive effect on student entrepreneurial interest.

Method

This study uses a descriptive quantitative approach to analyze the influence of ideas and self-confidence on the growth of entrepreneurial spirit among university students. The research design aims to determine the contribution of these two variables to shaping students' entrepreneurial interest. The study population was all Pamulang University students interested in entrepreneurship. A sample of 102 respondents was drawn from this population using purposive sampling, which selects respondents based on specific criteria relevant to the research topic.

Data collection was conducted through an online questionnaire distributed using Google Forms to facilitate respondents' responses. The research instrument was a

closed-ended questionnaire with a five-point Likert scale that measured students' levels of ideas, self-confidence, and entrepreneurial spirit.

The collected data were analyzed using SPSS software using descriptive analysis and multiple linear regression methods. Descriptive analysis was used to describe the respondents' profiles, while multiple linear regression was used to determine the influence of ideas and self-confidence on students' entrepreneurial spirit.

Results

This research results section presents the research findings clearly and systematically in accordance with the stated objectives. Data analysis was carried out using the SPSS (Statistical Package for the Social Sciences) program to test the influence of Creativity (X_1) and Self-Efficacy (X_2) on Entrepreneurial Interest (Y) in 102 student respondents. Using SPSS helps researchers obtain more accurate and objective results in the data testing process. This research focuses on how students' internal factors, such as creative thinking abilities and self-confidence, can influence their level of interest in entering the world of entrepreneurship.

The data analysis process includes several stages of statistical tests, namely simple regression test, multiple regression test, F test, t test, and coefficient of determination test (R^2). A simple regression test is used to see the influence of each independent variable separately on interest in entrepreneurship, while a multiple regression test is used to determine the influence of both simultaneously. Next, the F test and t test were carried out to test the significance of the relationship between these variables, and the coefficient of determination (R^2) test was used to determine how much creativity and self-efficacy contributed in explaining variations in students' entrepreneurial interest. The results of this test are the basis for drawing conclusions regarding the extent to which these two factors influence students' tendencies to become entrepreneurs).

Table 1. Simple Regression Test of Creativity Variable (X_1) Against Entrepreneurial Interest Variable (Y)

Coefficients ^a											
Model	Unstandardized Coefficients			Standardized Coefficient	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta				Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	15.060	3.366		4.474	.000					
	KREATIVI	.684	.083	.637	8.257	.000	.637	.637	.637	1.000	1.000
TAS											

a. Dependent Variable: MINAT BERWIRAUSAHA

Sumber: Output SPSS (2025)

Based on the table above, the constant value is 15.060, while the variable coefficient is 0.684. Therefore, the simple linear regression equation is $Y = 15.060 + 0.684X_1$.

Creativity has a positive and significant effect on entrepreneurial interest. The higher the creativity, the higher the entrepreneurial interest.

Table 2. Simple Regression Test of Self-Efficacy Variable (X_2) Against Entrepreneurial Interest Variable (Y)

Coefficients ^a										
Model	Unstandardized Coefficients			t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	11.659	2.869		4.064	.000				
	EFIKASI	.759	.070	.737	10.889	.000	.737	.737	.737	1.000
	DIRI									1.000

a. Dependent Variable: MINAT BERWIRAUSAHA

Sumber: Output SPSS (2025)

Based on the table above, the constant value is 11.659, while the variable coefficient is 0.759. Therefore, the simple linear regression equation is $Y = 11.659 + 0.759X_2$. Self-efficacy has a positive and significant effect on entrepreneurial interest (Y). The higher the self-efficacy, the higher the entrepreneurial interest.

Table 3. Multiple Linear Regression Test of X1 and X2 Against Y

Coefficients ^a										
Model	Unstandardized Coefficients			t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	9.061	3.071		2.951	.004				
	KREATIVI	.224	.105	.209	2.133	.035	.637	.210	.142	.462
	TAS									2.166
	EFIKASI	.601	.101	.583	5.965	.000	.737	.514	.396	.462
a. Dependent Variable: MINAT BERWIRAUSAHA										

Sumber: Output SPSS (2025)

Based on the table above, the constant value is 9.061. Meanwhile, the coefficient of variable X1 is 0.224 and variable X2 is 0.601. So, the simple linear regression equation is $Y = 9.061 + 0.224X_1 + 0.601X_2 + e$.

Table 4. Results of Simultaneous F-Test of Creativity (X₁) and Self-Efficacy (X₂) on Interest in Entrepreneurship (Y)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1775.449	2	887.724	63.666	.000 ^b
	Residual	1380.394	99	13.943		
	Total	3155.843	101			

a. Dependent Variable: MINAT BERWIRAUSAHA
b. Predictors: (Constant), EFKASI DIRI, KREATIVITAS
Sumber: Output SPSS (2025)

Based on this, the calculated F value is obtained = 63.666 > 3.088 above (calculated F > F table) so that H₀ is rejected and H₁ is accepted. This means that there is a positive and simultaneous influence between Creativity (X₁) and Self-Efficacy (X₂) on Entrepreneurial Interest (Y).

Table 5. Results of the t-test between Creativity (X₁) and Interest in Entrepreneurship (Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.060	3.366		4.474	.000
	KREATIVITAS	.684	.083	.637	8.257	.000

a. Dependent Variable: MINAT BERWIRAUSAHA
Sumber: Output SPSS (2025)

Based on the table above, the calculated t value > t table is obtained (8.257 > 1.660) with a significant value of 0.000 < 0.05. So it can be concluded that H₁ is accepted, meaning that the Creativity variable (X₁) partially has a positive and significant effect on Entrepreneurial Interest (Y). This shows that the higher the level of creativity that students have, the greater their tendency to have an interest in entrepreneurship. In other words, students' ability to create new ideas and think innovatively is an important factor that encourages the growth of interest in entrepreneurship among students.

Table 6. Results of the t-test between Self-Efficacy (X₂) and Interest in Entrepreneurship (Y)

Coefficients ^a						
Model	Unstandardized Coefficients			Standardized Coefficients	t	Sig.
	B	Std. Error	Beta			
1	(Constant)	11.659	2.869		4.064	.000
	EFIKASI DIRI	.759	.070	.737	10.889	.000

a. Dependent Variable: MINAT BERWIRASAUSAHA

Sumber: Output SPSS (2025)

Based on the table above, the calculated t value is $> t$ table ($10,889 > 1,660$) with a significant value of $0.000 < 0.05$. Therefore, it can be concluded that H1 is accepted or the self-efficacy variable (X_2) partially has a positive and significant effect on entrepreneurial interest (Y).

Table 7. Model Summary (Coefficient of Determination)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.750 ^a	.563	.554	3.734

a. Predictors: (Constant), EFIKASI DIRI, KREATIVITAS

Sumber: Output SPSS (2025)

Based on the table above, the coefficient of determination is 0.563. It can be concluded that the Creativity (X_1) and Self-Efficacy (X_2) variables have a 56.3% contribution to the Entrepreneurial Interest (Y) variable. The remaining 43.7% is due to other factors not included in the study.

Discussion

The results of this study aimed to determine the influence of Creativity and Self-Efficacy on students' Entrepreneurial Interest. Based on the statistical test results presented in the Results section, both independent variables had a positive and significant effect on entrepreneurial interest, both partially and simultaneously. This finding supports the theory that psychological factors and creative thinking skills play a crucial role in shaping an individual's entrepreneurial behavior.

Partially, the t-test results indicate that Creativity (X_1) has a positive and significant effect on entrepreneurial interest, with a calculated t-value of $8.257 > 1.660$ and a significance value of $0.000 < 0.05$. This indicates that the higher the level of creativity in students, the greater their tendency to develop entrepreneurial interest. This finding aligns with Zimmerer and Scarborough (2018) who stated that creativity is the core of entrepreneurship because it encourages individuals to discover new ideas and innovative solutions to market challenges. Practically, these results confirm that educational institutions need to encourage the development of creativity through

project-based activities, business idea training, and innovation competitions to increase students' interest in entrepreneurship.

Meanwhile, Self-Efficacy (X_2) also showed a positive and significant influence on entrepreneurial interest, with a t-value of $10.889 > 1.660$ and a significance value of $0.000 < 0.05$. This finding is consistent with Bandura's (1997) theory of self-efficacy, which explains that an individual's belief in their own abilities will determine the extent to which someone dares to take risks and persist in facing challenges in running a business. Students with high self-efficacy will be more confident in starting and managing a business, because they feel capable of overcoming obstacles and uncertainty. Empirically, these results support previous research by Indarti and Rostiani (2018) which found that self-efficacy has a dominant influence on entrepreneurial interest among students.

The results of the simultaneous F-test also showed that Creativity and Self-Efficacy simultaneously had a significant influence on entrepreneurial interest, with a calculated F-value of $63.666 > 3.088$ and a significance level of 0.000. This means that the combination of creative thinking skills and self-confidence plays a significant role in shaping entrepreneurial interest. This is supported by an R-square value of 0.563, indicating that 56.3% of the variation in entrepreneurial interest can be explained by these two variables, while the remaining 43.7% is influenced by other factors such as intrinsic motivation, family support, organizational experience, and the social environment.

Theoretically, this study contributes to the development of management and entrepreneurship science by strengthening the relationship between social psychology theory and entrepreneurial behavior. Practically, these findings can serve as a basis for universities in designing entrepreneurship curricula that focus not only on business knowledge but also on enhancing students' self-confidence and creativity. Thus, entrepreneurship education can be more effective in fostering innovative and competitive young entrepreneurs.

However, this study has limitations. First, it only used two independent variables, thus failing to account for other factors such as achievement motivation, social environment, and prior business experience, which may influence entrepreneurial interest. Second, this study used a quantitative approach using a questionnaire, thus not delving deeper into the subjective reasons behind students' entrepreneurial interest. Therefore, future research is recommended to add other variables and use mixed methods to obtain more comprehensive results.

Overall, the results of this study confirm that creativity and self-efficacy play a crucial role in increasing students' entrepreneurial interest. Developing these two aspects through active learning, entrepreneurial activities, and a supportive campus environment will help produce a young generation that is bold in innovating and contributing to the national economy through entrepreneurship.

Conclusion

Based on the analysis and discussion, it can be concluded that Creativity and Self-Efficacy have a positive and significant influence on students' entrepreneurial interest.

Partially, both variables demonstrate a strong contribution, with Self-Efficacy having a more dominant influence than Creativity. Simultaneous test results also confirm that both variables play a significant role in increasing students' entrepreneurial interest. The coefficient of determination of 56.3% indicates that the combination of these two variables explains most of the variation in entrepreneurial interest, with the remainder influenced by factors outside the study.

Academically, this research contributes to the development of entrepreneurship theory and organizational behavior by strengthening empirical evidence that psychological factors such as self-efficacy and creativity are important determinants in the formation of entrepreneurial interest. These findings support Bandura's theory of self-efficacy and Zimmerer & Scarborough's view of creativity as the core of entrepreneurship. Thus, this research broadens our understanding of how personal aspects can motivate individuals to pursue an entrepreneurial orientation.

From a practical perspective, the results of this study can serve as a reference for educational institutions, particularly universities, in designing entrepreneurship programs and curricula that emphasize not only business knowledge but also character development and student self-confidence. Through training, innovation workshops, and project-based entrepreneurship coaching, students are expected to optimally hone their creativity and self-efficacy to become independent and competitive young entrepreneurs.

This study has several limitations. First, it only involved two independent variables, thus failing to account for other factors such as achievement motivation, social support, and organizational experience, which can also influence entrepreneurial interest. Second, this study used a quantitative approach with a closed-ended questionnaire, thus failing to explore respondents' subjective views in depth. Therefore, future research is recommended to add new variables and employ mixed methods to obtain more comprehensive and in-depth results.

Overall, this study confirms that enhancing creativity and self-efficacy are key strategies for fostering entrepreneurial interest among students. Collaborative efforts between educational institutions, the government, and the private sector are needed to create an ecosystem that supports the emergence of a young generation that is innovative, confident, and oriented towards sustainable entrepreneurship.

Acknowledgments

The author would like to express his deepest gratitude to all parties who have provided support and assistance in preparing this research. A big thank you goes to the lecturers and supervisors at Pamulang University for their invaluable guidance, direction, and input during the research process.

The author also expresses his sincere appreciation to all respondents who took the time to fill out the questionnaire so that this research could be completed successfully. Without their participation and cooperation, this study would not have been carried out effectively and achieved meaningful results.

Apart from that, the author would also like to express his deep gratitude to all academic staff and classmates who have provided encouragement, cooperation, and support during the process of preparing this research. Not to forget, thanks are also extended to the university for providing facilities and opportunities that allowed the author to conduct this research smoothly.

Finally, the author would like to thank his family and friends for their prayers, moral support, and continuous encouragement throughout the research process. The acknowledgments section is optional and can be used to thank parties who have supported the research (if any).

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