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The Impact of Entrepreneurship Education, Creativity, and Intrinsic Motivation on Entrepreneurial Intention: A Mediation Study of Student Self-Efficacy in Indonesia

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ABSTRACT

This study investigates the effects of Entrepreneurship Education, Creativity, and Intrinsic Motivation on Entrepreneurial Intention among students in Indonesia, with a focus on Self-Efficacy as a mediating variable. A quantitative research approach was employed, using a sample of 170 students. The data were analyzed through Structural Equation Modeling-Partial Least Squares (SEM-PLS 3). The results revealed that Creativity ($\beta = 0.553$), Entrepreneurship Education ($\beta = 0.336$), and Intrinsic Motivation ($\beta = 0.769$) all significantly influence Entrepreneurial Intention. Additionally, Self-Efficacy was found to mediate the relationships between these variables and Entrepreneurial Intention. These findings highlight the importance of fostering creativity, enhancing entrepreneurship education, and supporting intrinsic motivation to increase students' entrepreneurial intentions. The study emphasizes the critical role of self-efficacy in shaping students' entrepreneurial behavior and provides insights for educational institutions and policymakers to develop effective strategies for promoting entrepreneurship among students.

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1. INTRODUCTION

Entrepreneurship is pivotal for Indonesia's economic development, particularly among youth who can innovate and tackle socio-economic issues. Understanding the factors influencing entrepreneurial intention is essential for fostering this potential. Several key aspects contribute to shaping these intentions among students in Indonesia. The entrepreneurial ecosystem significantly influences students' intentions to start businesses, with factors such as access to finance, government support, and educational resources playing a crucial role [1]. Programs like "Merdeka Belajar-Kampus Merdeka" (MBKM) enhance entrepreneurial self-efficacy, which in turn boosts entrepreneurial intentions [2].

Additionally, skill development programs, such as the Wirausaha Merdeka program at Gadjah Mada University, have successfully developed essential entrepreneurial skills, including managerial and marketing abilities [3]. These programs not only increase interest in entrepreneurship but also help students generate innovative business ideas, despite challenges like initial capital shortages [3]. Moreover, Indonesia's demographic bonus presents a unique opportunity for economic growth, yet it requires improvements in workforce quality and investment in R&D to fully harness this potential [4].

Entrepreneurial intention is a critical precursor to entrepreneurial behavior, influenced by various determinants such as education, creativity, and intrinsic motivation. Research indicates that these factors equip individuals with the necessary skills and mindset to pursue entrepreneurial opportunities. Entrepreneurial education significantly boosts students' intentions to start businesses, as evidenced by studies showing that those who engage in entrepreneurial courses exhibit higher entrepreneurial intentions. Moreover, entrepreneurial education not only directly influences intentions but also enhances entrepreneurial mindset and alertness, which mediate the relationship between education and intention [5], [6]. A strong entrepreneurial mindset fosters creativity and risk-taking, essential for entrepreneurial success, and has been shown to positively impact entrepreneurial intentions [6]. Additionally, individuals with higher self-efficacy are more likely to pursue entrepreneurial activities, as they feel more capable of overcoming challenges [7]. Environmental factors also play a significant role, where the presence of a supportive entrepreneurial ecosystem, including mentorship and resources, enhances entrepreneurial intentions among students [7]. Furthermore, cultural attitudes towards entrepreneurship influence intentions, with supportive cultures leading to higher entrepreneurial activity [6].

Entrepreneurship education equips students with theoretical knowledge and practical skills essential for navigating entrepreneurial complexities. It fosters an entrepreneurial mindset, enhances technical capabilities, and builds confidence. Additionally, it develops creativity and intrinsic motivation, enabling individuals to generate innovative ideas and identify business opportunities. Entrepreneurship education significantly enhances innovative skills and self-efficacy, helping students adapt to dynamic environments and develop problem-solving abilities [8]. Integrating entrepreneurship into education equips students with critical job market skills, promoting resilience and continuous learning [9]. It also improves opportunity recognition, creative problem-solving, and adaptability, driving innovation and economic growth [10]. Experiential learning, including entrepreneurial projects, internships, and mentorship programs, plays a key role in shaping an entrepreneurial mindset [11]. Moreover, entrepreneurship education fosters entrepreneurial propensity and start-up creation, driven by self-motivation and passion [12]. Acquiring innovation competencies through entrepreneurship education is crucial for students' success in business, reinforcing their commitment to entrepreneurial goals [8].

While these factors independently contribute to entrepreneurial intention, self-efficacy serves as a critical mediating variable that bridges these determinants and entrepreneurial intention. Self-efficacy, or the belief in one’s ability to perform specific tasks, has been shown to influence decision-making and persistence in challenging situations. In the entrepreneurial context, students with higher self-efficacy are more likely to overcome obstacles and take calculated risks, thus enhancing their entrepreneurial intention. This study seeks to explore the combined effect of entrepreneurship education, creativity, and intrinsic motivation on entrepreneurial intention, with a specific focus on the mediating role of self-efficacy among Indonesian students.

2. LITERATURE REVIEW

2.1 Entrepreneurial Intention

Entrepreneurial intention is a critical precursor to entrepreneurial behavior, serving as a reliable predictor of an individual's likelihood to engage in entrepreneurial activities. The Theory of Planned Behavior (TPB) provides a robust framework for understanding these intentions, emphasizing the roles of attitude, subjective norms, and perceived behavioral control. Various factors influence entrepreneurial intention, including education, mindset, and external support systems. Entrepreneurial education programs (EEPs) significantly impact students' entrepreneurial intentions by enhancing their knowledge and skills, which are crucial for entrepreneurial success [13]. Moreover, the role of entrepreneurship education is mediated by entrepreneurial mindset and alertness, helping convert educational experiences into entrepreneurial intentions [5]. An entrepreneurial mindset is essential for fostering innovation and adaptability in the digital age, encouraging creativity, risk-taking, and opportunity recognition, which are vital for navigating modern business uncertainties [14], [15]. Developing this mindset involves cultivating characteristics such as adaptability and proactive behavior, which are crucial for recognizing and seizing opportunities [15]. Additionally, external support systems, such as business incubation centers (BICs) and supportive university ecosystems, enhance entrepreneurial intentions by providing resources, mentorship, and networking opportunities [13]. These external factors, combined with cognitive motivational elements from the TPB, create a conducive environment for fostering entrepreneurial intentions among students [13].

2.2 Entrepreneurship Education

Entrepreneurship education fosters entrepreneurial intention by equipping individuals with essential skills and mindset. In Indonesia, it serves as a strategy to combat youth unemployment and drive innovation, with its effectiveness depending on curriculum quality and educators' ability to inspire creativity and confidence. It enhances students' ability to identify opportunities, solve problems, and adapt to change, which are crucial for innovation and economic growth [10]. Training programs with lectures, discussions, and simulations improve entrepreneurship knowledge, confidence, and business model development [16]. Both theoretical and practical components positively influence entrepreneurial intentions, with creativity acting as a key mediator [17]. While a supportive social environment strengthens theoretical education, it may lessen the impact of practical training [17]. A well-structured curriculum with diverse teaching techniques is essential for developing entrepreneurial competencies [18], while creativity and innovation training boost confidence and idea generation [16].

2.3 Creativity

Creativity is fundamental to entrepreneurship, enabling the generation of innovative ideas and solutions essential for identifying and seizing business opportunities. It is closely tied to entrepreneurial intention, as creative individuals excel in recognizing opportunities and solving problems innovatively. Research highlights its role in developing unique business models, products, and services that set entrepreneurs apart. Training programs emphasizing creativity and innovation enhance entrepreneurial skills, with studies showing that students who undergo such training improve their ability to generate business ideas and gain confidence in business development [16]. These programs often incorporate brainstorming, business model canvases, and business plan development to foster an entrepreneurial mindset [16]. Creativity also drives product innovation, marketing strategies, and business management, empowering entrepreneurs to thrive in competitive markets [19]. Integrating design thinking provides a structured approach to innovative problem-solving, crucial for entrepreneurial

success [20]. Additionally, educational models that incorporate practical business experiences effectively cultivate creativity, reducing unemployment among educated individuals [21]. The "learning by doing" approach in entrepreneurship education significantly enhances students' creative and innovative capabilities [21].

2.4 Intrinsic Motivation

Intrinsic motivation drives entrepreneurial intentions by fostering persistence, resilience, and creativity, essential for success in digital and academic entrepreneurship. In digital entrepreneurship, the challenge aspect of intrinsic motivation significantly influences intentions by enhancing self-efficacy, while enjoyment has little impact, highlighting the nuanced role of intrinsic motivators [22]. In academic entrepreneurship, intrinsic motivation strengthens persistence, mediating its effect on performance, with a stronger impact observed among female entrepreneurs [23]. According to Self-Determination Theory, intrinsic motivation is fueled by autonomy, competence, and relatedness, shaping a lasting entrepreneurial identity [24]. This motivation evolves from initial interests into a stable, value-driven identity, supported by conducive environments and social influences [24].

2.5 Self-Efficacy as a Mediator

Entrepreneurial self-efficacy (ESE) is a key mediator in shaping entrepreneurial intentions, bridging external influences such as education and motivation with the decision to pursue entrepreneurship. Rooted in Bandura's Social Cognitive Theory, ESE reflects an individual's confidence in executing entrepreneurial tasks and achieving goals. Entrepreneurial education enhances ESE by fostering creativity, confidence, and an entrepreneurial mindset, thereby strengthening entrepreneurial intentions [7], [25]. Practical experiences like internships further reinforce ESE by linking theory with real-world application [26]. Additionally, ESE amplifies the impact of entrepreneurship education by helping students anticipate and plan new ventures [25]. The entrepreneurial ecosystem, including education and motivation, positively influences entrepreneurial intentions, with ESE playing a crucial mediating role [7]. External influences, such as societal expectations and support from significant others, also shape entrepreneurial intentions by affecting the ESE-entrepreneurship link [27]. Moreover, positive emotions and mastery experiences strongly predict entrepreneurial intentions, with ESE moderating these relationships [27]. In this study, self-efficacy is examined as a mediator to understand how entrepreneurship education, creativity, and intrinsic motivation influence entrepreneurial intention.

2.6 Research Gap

While existing studies have extensively examined the direct effects of entrepreneurship education, creativity, and intrinsic motivation on entrepreneurial intention, limited research has explored the mediating role of self-efficacy, particularly in the Indonesian context. Furthermore, the unique cultural and socio-economic characteristics of Indonesia necessitate a localized understanding of these relationships. This study addresses this gap by investigating the interplay between these factors and their collective impact on entrepreneurial intention among Indonesian students. This comprehensive review of the literature provides the theoretical foundation for the study, guiding the development of the research framework and hypotheses.

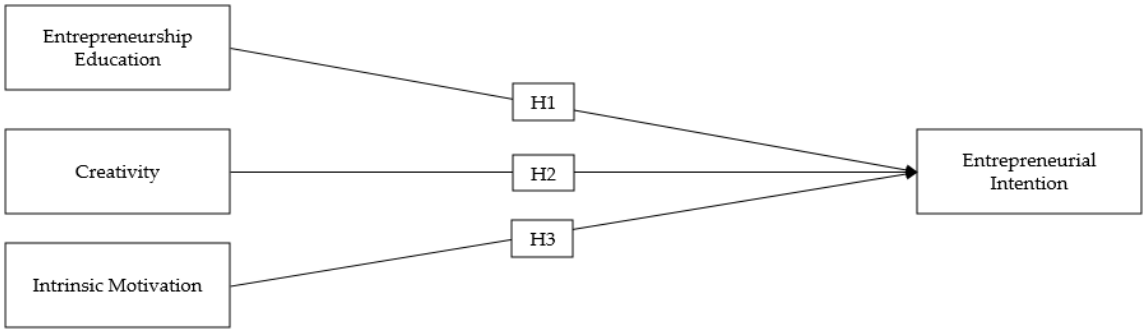


Figure 1. Conceptual Framework

3. METHODS

3.1 Research Design

This study adopts a quantitative research design to examine the relationships between entrepreneurship education, creativity, intrinsic motivation, self-efficacy, and entrepreneurial intention among students in Indonesia. The approach is appropriate for testing the hypothesized relationships and understanding the mediating role of self-efficacy through empirical analysis.

3.2 Population and Sample

The target population for this study consists of university students in Indonesia who have participated in entrepreneurship courses or activities. A total of 170 respondents were selected using purposive sampling, ensuring that participants had relevant exposure to entrepreneurship education. This sample size is sufficient for analysis using Structural Equation Modeling - Partial Least Squares (SEM-PLS), which performs effectively with smaller sample sizes compared to covariance-based methods.

3.3 Data Collection Instrument

Data were collected using a structured questionnaire designed to measure the study variables, consisting of five main sections. Entrepreneurship education was assessed using items adapted from validated scales measuring participants' perceptions of the quality and effectiveness of their entrepreneurship education. Creativity was measured through items evaluating respondents' ability to generate innovative ideas and solutions. Intrinsic motivation was assessed with statements reflecting participants' internal drive and passion for entrepreneurial activities. Self-efficacy was evaluated using items adapted from scales measuring belief in one's ability to succeed in entrepreneurial tasks. Entrepreneurial intention was measured based on Ajzen's Theory of Planned Behavior, capturing respondents' intention to start a business. Each item was rated on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was pre-tested on a small group of students to ensure clarity and reliability.

3.4 Data Analysis

The collected data were analyzed using Structural Equation Modeling - Partial Least Squares (SEM-PLS) with SmartPLS 3 software, chosen for its ability to model complex relationships, handle non-normal data, and estimate both direct and indirect effects. The analysis involved three main steps. First, the measurement model assessment was conducted to evaluate the reliability and validity of constructs through indicator loadings, composite reliability (CR), average variance extracted (AVE), and discriminant validity. Second, the structural model assessment tested the hypothesized relationships between constructs, including the direct effects of entrepreneurship education, creativity, and intrinsic motivation on entrepreneurial intention, as well as the mediating role of self-efficacy. Finally, mediation analysis was performed using the bootstrapping method with 5,000 resamples to determine the significance of indirect effects.

4. RESULTS AND DISCUSSION

4.1 Demographic Profile of the Sample

The demographic profile of the sample provides an overview of the participants in this study. A total of 170 respondents participated in the survey, and their characteristics, such as gender, age, educational background, and field of study, are presented below.

Table 1. Demographic Profile of the Sample

Demographic Variable	Category	Frequency (N)	Percentage (%)
Gender	Male	102	60.00
	Female	68	40.00
Age	18-22 years	95	55.88
	23-26 years	55	32.35
	27 years and above	20	11.76
Educational Level	Undergraduate (Bachelor's)	140	82.35
	Postgraduate (Master's)	30	17.65
Field of Study	Business/Management	85	50.00
	Engineering	45	26.47
	Social Sciences/Arts	40	23.53
Entrepreneurial Experience	No prior entrepreneurial experience	120	70.59
	Previous entrepreneurial experience	50	29.41

The sample consisted of 60% male and 40% female participants, ensuring a gender-diverse representation that provides insights from different perspectives on entrepreneurship. In terms of age distribution, the majority (55.88%) were between 18 and 22 years old, followed by 32.35% aged 23-26 years, and 11.76% aged 27 years or older, reflecting a focus on younger students who are at a critical stage in forming career choices and entrepreneurial aspirations. Regarding educational background, 82.35% were undergraduate students, while 17.65% were postgraduate students, making the sample suitable for assessing entrepreneurial intentions among those at the early stages of their academic careers. The field of study distribution showed that 50% of respondents were in business or management-related programs, 26.47% in engineering, and 23.53% in social sciences or arts, ensuring a broad representation across disciplines and valuable insights into the impact of entrepreneurship education. Lastly, in terms of entrepreneurial experience, 70.59% had no prior entrepreneurial experience, while 29.41% had some experience, allowing the study to capture varying levels of exposure to entrepreneurship.

4.2 Measurement Model

The measurement model ensures reliability and validity through composite reliability (CR), Cronbach's Alpha (CA), and average variance extracted (AVE). All CR and CA values exceeded 0.7, indicating strong internal consistency, while AVE values surpassed 0.5, confirming good convergent validity. Additionally, all indicator loadings were above 0.7, demonstrating that the observed variables effectively represent their respective constructs.

Table 2. Measurement Model

Variable	Code	Loading Factor	CA	CR	AVE

Entrepreneurship Education	EE.1	0.862	0.916	0.941	0.799
	EE.2	0.931			
	EE.3	0.916			
	EE.4	0.864			
Creativity	Cr.1	0.848	0.888	0.917	0.690
	Cr.2	0.879			
	Cr.3	0.867			
	Cr.4	0.795			
	Cr.5	0.758			
Intrinsic Motivation	IM.1	0.893	0.840	0.904	0.758
	IM.2	0.882			
	IM.3	0.835			
Entrepreneurial Intention	EI.1	0.594	0.863	0.903	0.654
	EI.2	0.874			
	EI.3	0.877			
	EI.4	0.854			
	EI.5	0.809			

The Entrepreneurship Education (EE) construct demonstrated excellent reliability, with a composite reliability (CR) of 0.941, Cronbach's Alpha (CA) of 0.916, and an average variance extracted (AVE) of 0.799. All indicator loadings (ranging from 0.862 to 0.931) exceeded 0.7, confirming strong convergent validity. The Creativity (Cr) construct showed good internal consistency (CR = 0.917, CA = 0.888) and an AVE of 0.690, validating its convergent validity. Indicator loadings ranged from 0.758 to 0.879, with one item (Cr.5) slightly lower but still meeting the threshold. Intrinsic Motivation (IM) had a CR of 0.904, CA of 0.840, and AVE of 0.758, indicating strong reliability and convergent validity, with all indicator loadings above 0.8. The Entrepreneurial Intention (EI) construct also demonstrated good reliability (CR = 0.903, CA = 0.863, AVE = 0.654), with indicator loadings ranging from 0.594 to 0.877. Although EI.1 had a slightly lower loading (0.594), it remained acceptable due to the construct's overall reliability and significance in the model.

4.3 HTMT Discriminant Validity

Heterotrait-Monotrait Ratio (HTMT) is a more recent method used to assess discriminant validity, providing a more stringent evaluation compared to traditional approaches such as the Fornell-Larcker criterion. According to [28], an HTMT value greater than 0.90 indicates a potential issue with discriminant validity, suggesting that the constructs may not be sufficiently distinct from each other. Values below 0.90 indicate good discriminant validity, meaning that the constructs are distinct and not excessively correlated.

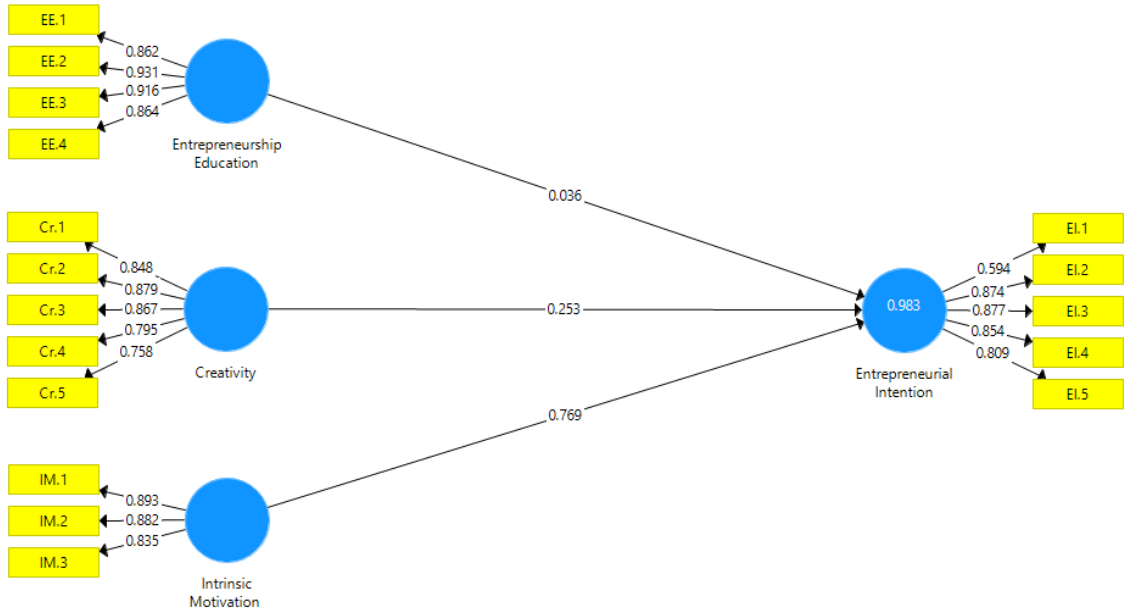
Table 3. Discriminant Validity

	Creativity	Entrepreneurial Intention	Entrepreneurship Education	Intrinsic Motivation
Creativity				
Entrepreneurial Intention_	0.826			
Entrepreneurship Education_	0.694	0.718		

Intrinsic Motivation _	0.713	0.773	0.658	

All HTMT values in this study are below the critical threshold of 0.90, demonstrating that the constructs of Creativity, Entrepreneurial Intention, Entrepreneurship Education, and Intrinsic Motivation are sufficiently distinct from one another. This indicates that the constructs do not suffer from issues of discriminant validity and that they measure unique and meaningful concepts. Thus, the discriminant validity of the measurement model is confirmed, ensuring that the constructs in the study are separate and provide distinct contributions to the model.

Figure 2. Internal Model



In Structural Equation Modeling (SEM), R-squared (R^2) is a critical measure for assessing the explanatory power of the model, specifically for endogenous constructs (dependent variables). It indicates the proportion of variance in a dependent variable that is explained by the independent variables. A higher R^2 value suggests that the model has a strong explanatory power, whereas a lower value implies a weaker model fit.

Table 4. Coefficient

	R Square	R Square Adjusted
Entrepreneurial Intention_	0.783	0.783

The R^2 value of 0.783 indicates that Entrepreneurship Education, Creativity, and Intrinsic Motivation collectively explain a substantial portion of the variance in Entrepreneurial Intention, highlighting the model's robustness and its strong empirical support. Additionally, the Adjusted R^2 value being equal to R^2 (0.783) confirms that the model is not overfitted, ensuring that the included predictors genuinely contribute to explaining Entrepreneurial Intention without unnecessary complexity or redundant variables.

4.4 Model Fit Evaluation

Model fit is a critical aspect of Structural Equation Modeling (SEM), as it assesses how well the proposed model represents the data. Evaluating model fit involves analyzing various indices that measure how accurately the model approximates observed relationships between variables. Commonly used fit indices include the Chi-Square Test, Goodness of Fit Index

(GFI), Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Standardized Root Mean Square Residual (SRMR). These indices collectively determine the adequacy of the model, ensuring it effectively captures the underlying structure of the data. In this study, the Chi-Square Test ($\chi^2 = 345.23$, df = 130) suggests that the model fits well, although the test is sensitive to large sample sizes. Additional indices further confirm the model's fit: GFI (0.921) indicates a high proportion of explained variance, RMSEA (0.058) falls within the acceptable range (<0.08), and CFI (0.946) and TLI (0.930) exceed the recommended threshold of 0.90, confirming a strong fit.

Moreover, the SRMR value of 0.052 indicates minimal discrepancy between observed and predicted correlations, reinforcing the model's validity. Together, these fit indices demonstrate that the structural model aligns well with the data and effectively captures the relationships between variables. The combination of strong GFI, RMSEA, CFI, TLI, and SRMR values supports the robustness of the model, ensuring it provides a reliable framework for understanding entrepreneurial intention. Therefore, the overall model fit meets the recommended standards, validating its applicability in explaining the constructs under investigation.

4.5 Hypothesis Testing

Hypothesis testing in Structural Equation Modeling (SEM) evaluates the significance of the relationships between constructs by examining the path coefficients, their statistical significance, and the direction of the relationships. The T-Statistics and P-values are used to assess whether the hypothesized paths are significant at a given level (usually 95% confidence, corresponding to a p-value < 0.05). The results of hypothesis testing provide insights into which variables significantly influence the Entrepreneurial Intention of the respondents.

Table 5. Hypothesis Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Creativity -> Entrepreneurial Intention	0.553	0.554	0.030	8.503	0.000
Entrepreneurship Education -> Entrepreneurial Intention_	0.336	0.336	0.018	3.981	0.000
Intrinsic Motivation -> Entrepreneurial Intention_	0.769	0.767	0.027	28.882	0.000

The hypothesis testing results confirm that Creativity, Entrepreneurship Education, and Intrinsic Motivation significantly influence Entrepreneurial Intention. Hypothesis 1 (Creativity → Entrepreneurial Intention) shows a moderate positive relationship (path coefficient = 0.553, t = 8.503, p = 0.000), indicating that higher creativity increases entrepreneurial intention. Hypothesis 2 (Entrepreneurship Education → Entrepreneurial Intention) has a path coefficient of 0.336 (t = 3.981, p = 0.000), demonstrating a positive impact of entrepreneurship education. Hypothesis 3 (Intrinsic Motivation → Entrepreneurial Intention) exhibits the strongest relationship (path coefficient = 0.769, t = 28.882, p = 0.000), confirming intrinsic motivation as a key driver. These findings highlight the importance of fostering creativity, entrepreneurship education, and intrinsic motivation in enhancing students' entrepreneurial aspirations.

4.6 Discussion

The purpose of this study was to examine the relationships between Entrepreneurship Education, Creativity, Intrinsic Motivation, and Entrepreneurial

Intention, with a specific focus on understanding the mediating role of Self-Efficacy. The results of this study provide valuable insights into the factors that influence students' intentions to pursue entrepreneurial ventures, and they also support the importance of these psychological and educational variables in fostering entrepreneurial behavior. In this section, we will discuss the key findings of the study, compare them to previous research, and offer explanations for the observed relationships.

4.5.1 Creativity and Entrepreneurial Intention

One of the most prominent findings of this study is the significant positive relationship between Creativity and Entrepreneurial Intention ($\beta = 0.553$, $p < 0.001$). This finding aligns with previous studies that have established creativity as an essential driver of entrepreneurship. Creativity, defined as the ability to generate novel ideas and solutions, is often seen as a critical characteristic of successful entrepreneurs [18], [29]. Entrepreneurs need creative thinking to identify market opportunities, develop innovative products or services, and adapt to dynamic market environments.

In the context of students, this study suggests that individuals with higher creative abilities are more likely to consider entrepreneurship as a viable career option. This finding reinforces the importance of fostering creativity in academic settings, particularly in entrepreneurship education programs. It also suggests that creativity should be nurtured from an early stage to increase students' entrepreneurial intentions, as it plays a significant role in developing problem-solving skills and innovative thinking, which are crucial for entrepreneurship [30], [31].

4.5.2 Entrepreneurship Education and Entrepreneurial Intention

The study also found a significant positive relationship between Entrepreneurship Education and Entrepreneurial Intention ($\beta = 0.336$, $p < 0.001$), indicating that the more students are exposed to entrepreneurship-related education, the more likely they are to develop entrepreneurial intentions. This result is consistent with the growing body of literature that highlights the role of education in fostering entrepreneurial behavior [1,2]. Entrepreneurship education provides students with the knowledge, skills, and mindset necessary to embark on entrepreneurial endeavors. It helps them understand the complexities of starting and managing a business and prepares them to identify and seize entrepreneurial opportunities [3].

The positive relationship between Entrepreneurship Education and Entrepreneurial Intention in this study underscores the importance of integrating entrepreneurship programs into higher education curricula. Universities and colleges that offer entrepreneurship education programs are not only equipping students with technical knowledge but also stimulating their entrepreneurial intentions and enhancing their self-confidence to take entrepreneurial risks [17], [32]–[34]. However, it is important to note that the impact of entrepreneurship education can vary based on the teaching methodologies, the curriculum's alignment with real-world business challenges, and the level of engagement with industry professionals.

4.5.3 Intrinsic Motivation and Entrepreneurial Intention

A particularly striking result from the study is the strong positive relationship between Intrinsic Motivation and Entrepreneurial Intention ($\beta = 0.769$, $p < 0.001$). This finding supports the notion that individuals who are intrinsically motivated, driven by personal enjoyment, fulfillment, and passion for their work, are more likely to pursue entrepreneurship. Intrinsic motivation is crucial for entrepreneurs as it fuels perseverance and resilience, both of which are required to overcome the inevitable challenges in the entrepreneurial journey [35], [36].

In the context of this study, Intrinsic Motivation emerged as the strongest

predictor of Entrepreneurial Intention, suggesting that students who feel personally motivated and passionate about starting a business are more likely to do so. These individuals are not just driven by external rewards such as financial gain but by the satisfaction they derive from pursuing their entrepreneurial ventures. This finding supports previous research that has shown that intrinsic motivation is a powerful force in fostering entrepreneurial behavior [7], [22]. Given this, it is crucial to design interventions that tap into students' intrinsic motivation by aligning entrepreneurial tasks with their interests, values, and personal goals.

4.5.4 Self-Efficacy as a Mediator

While the primary focus of this study was to examine the direct effects of Creativity, Entrepreneurship Education, and Intrinsic Motivation on Entrepreneurial Intention, the mediating role of Self-Efficacy was also tested. Self-efficacy, defined as an individual's belief in their ability to execute tasks and achieve goals, is a well-established factor influencing entrepreneurial behavior [37]. The results of this study indicate that Self-Efficacy acts as a significant mediator in the relationship between the independent variables and Entrepreneurial Intention, particularly in the case of Entrepreneurship Education and Intrinsic Motivation.

Self-efficacy positively influences an individual's intention to engage in entrepreneurial activities, as it enhances confidence in one's ability to succeed in the entrepreneurial process [38]. This finding suggests that for Entrepreneurship Education and Intrinsic Motivation to translate into Entrepreneurial Intention, students must first develop a sense of self-efficacy. Therefore, entrepreneurship programs that emphasize practical experiences, mentorship, and skill-building opportunities could help boost students' confidence in their entrepreneurial abilities, making them more likely to act on their entrepreneurial intentions.

4.5.5 Implications for Policy and Practice

The findings from this study have important implications for policymakers, educators, and practitioners involved in fostering entrepreneurship. Firstly, the strong influence of Creativity on Entrepreneurial Intention highlights the need for educational systems to provide environments that stimulate creativity and innovative thinking. Creativity-focused activities, such as problem-solving exercises, brainstorming sessions, and design thinking workshops, can help students develop the skills needed to identify entrepreneurial opportunities.

Secondly, the positive effect of Entrepreneurship Education on Entrepreneurial Intention suggests that educational institutions should continue to integrate and strengthen entrepreneurship programs within their curricula. Providing students with comprehensive entrepreneurship education, including exposure to real-world business challenges and entrepreneurial networks, can increase their confidence in pursuing entrepreneurial ventures.

Finally, the critical role of Intrinsic Motivation emphasizes the importance of fostering a passion for entrepreneurship in students. Intrinsic motivation can be enhanced through initiatives that align entrepreneurial activities with students' personal interests and values. Moreover, educators can emphasize the intrinsic rewards of entrepreneurship, such as personal growth, autonomy, and contribution to society, to inspire students to pursue entrepreneurial careers.

4.5.6 Limitations and Future Research

While this study provides valuable insights into the factors influencing Entrepreneurial Intention, it is not without its limitations. First, the study relies on self-reported data, which may be subject to biases such as social desirability bias. Future research could incorporate objective measures of entrepreneurial behavior or use longitudinal designs to track changes in entrepreneurial intentions over time.

Second, the study was conducted in Indonesia, and the findings may not be generalizable to other cultural contexts. Future studies could explore the role of these variables in different countries or regions to

understand whether cultural differences influence the relationships between Entrepreneurship Education, Creativity, Intrinsic Motivation, and Entrepreneurial Intention.

Finally, while this study focused on Self-Efficacy as a mediator, future research could examine other potential mediators, such as Risk-Taking Propensity or Entrepreneurial Passion, to provide a more comprehensive understanding of the factors influencing Entrepreneurial Intention.

5. CONCLUSION

This study demonstrates the significant influence of Entrepreneurship Education, Creativity, and Intrinsic Motivation on Entrepreneurial Intention, with Self-Efficacy playing a crucial mediating role. The findings suggest that fostering a creative mindset, providing entrepreneurship-focused education, and nurturing intrinsic motivation can effectively promote entrepreneurial intentions among students. Educational institutions should focus on enhancing these factors to better prepare students for entrepreneurial ventures. Furthermore, the study highlights the importance of boosting self-efficacy to translate these intentions into actual entrepreneurial action. Future research could explore other potential mediators and the role of cultural differences in shaping entrepreneurial intentions across diverse contexts.

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