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THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION, CREATIVITY AND SELF EFFICACY IN DEVELOPING ENTREPRENEURSHIP INTERESTS IN STUDENTS OF THE ENTREPRENEURSHIP STUDY PROGRAM, FACULTY OF ECONOMICS AND BUSINESS, MALIKUSSALEH UNIVERSITY

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Abstract

This study aims to analyze the influence of entrepreneurship education, creativity, and self-efficacy on entrepreneurial interest among students in the Entrepreneurship Study Program at the Faculty of Economics and Business, Malikussaleh University. The research background is based on the low number of entrepreneurs in Indonesia and the high rate of educated unemployment, which encourages the need to cultivate an entrepreneurial spirit from the start of study. The research method used was quantitative descriptive-verification, with a population of 138 active students. Data analysis techniques included multiple linear regression and other statistical tests. The results indicate that entrepreneurship education, creativity, and self-efficacy have a positive and significant effect on entrepreneurial interest, both partially and simultaneously. These findings reinforce the importance of formal education and psychological factors in shaping entrepreneurial interest among students and recommend the integration of practical approaches and character development into the entrepreneurship learning process to produce graduates who are ready to become entrepreneurs.

Keywords: Entrepreneurship Education, Creativity, Self-Efficacy, Entrepreneurial Interest

INTRODUCTION

The problem of educated unemployment is a worrying phenomenon in Indonesia (Munthe & Nawawi, 2023). One strategic solution to reduce this figure is to encourage students to develop an interest in entrepreneurship from an early age (Sarah et al., 2024). Entrepreneurship education is an important factor that can increase students' intentions and confidence to become entrepreneurs (Rifqi Hidayat et al., 2021). Creativity is also a key aspect in forming innovative business ideas (Amabile, 2018), while self-efficacy plays a role in strengthening self-confidence in facing business challenges (Bandura, in Prihastomo et al., 2021). Therefore, this study is important to empirically test the relationship between these three variables and students' entrepreneurial interest.

LITERATURE REVIEW

Interest in Entrepreneurship

According to the Big Indonesian Dictionary (KBBI), interest is a strong inclination toward something; passion; desire. A person's interest in an object usually begins with a strong inclination toward that particular object. Nurmahmuda (2021) defines entrepreneurial interest as a person's desire or passion for entrepreneurial activities aimed at creating a business that benefits themselves and their surroundings. Furthermore, Rahmat et al. (2023) state that entrepreneurial interest is a psychological symptom that directs attention and action toward entrepreneurial activities with a sense of joy, because it is perceived to provide personal benefits.

Entrepreneurship Education

According to the Ministry of National Education (2010), entrepreneurship education is an educational process that applies principles and methodologies towards the development of life skills in students through an integrated curriculum developed in schools. Entrepreneurship education is able to direct students' thinking to have an entrepreneurial attitude and be able to develop their full potential to face their future with all its problems. Entrepreneurship education is a science and art that studies the behavior, nature, 16 characteristics, and character of a person who creatively realizes innovative ideas into the real world (Melyana et al., 2015).

Creativity

Creativity is the ability to generate ideas or thoughts to solve problems while exploring possibilities (Mahanani & Sari, 2018). Creativity motivates a person to achieve predetermined goals. These goals can be in any subject, including entrepreneurship. Therefore, creative abilities can be used to generate diverse business ideas that align with existing opportunities. Accelerating creativity will encourage increased interest in entrepreneurship.

Self-Efficacy

In the Big Indonesian Dictionary, the word efficacy means efficacy or effectiveness, so self-efficacy literally means self-efficacy. From the various theories above, it can be concluded that the essence of self-efficacy is confidence in one's own abilities. According to Prihastomo et al., (2021), self-efficacy is a belief in one's ability to carry out work. If someone wants to start a business, self-efficacy is needed in their entrepreneurial abilities to achieve success in the 26 entrepreneurship undertaken. Low self-efficacy will lead to increased anxiety and avoidance behavior, where a person will avoid activities that can worsen the situation. This is not caused by threats but because they feel they do not have the ability to manage aspects that have risks (Rustika, 2012).

RESEARCH METHODS

Data

The data collection technique used in this study was a questionnaire. Sekaran (2013) explains that a questionnaire is a pre-compiled list of written statements, which respondents will answer, usually within a clearly defined set of options. The questionnaires were distributed to the respondents, and the researchers then processed the results of the recapitulation by weighting or analyzing the respondents' answers directly, to be further processed as descriptive data .

Operationalization of Variables

This study uses entrepreneurship education, creativity and *self-efficacy* as independent variables. and interest in entrepreneurship as dependent variables. The measurement of each variable is presented as follows:

1. Interest in entrepreneurship is a strong tendency of the heart towards something passionate; desire. Interest someone towards an object that usually starts from a person's tendency towards a particular object

2. Entrepreneurship Education is
   is an effort in internalize it entrepreneurial spirit and mentality through the Institution Education or whatever other institutions such as Training institutions, training and so on.

3. Creativity is the ability to provide ideas or thoughts in solving problems while considering possibilities.

4. Self-Efficacy is a person's self-confidence to face problems.

Analysis Method

This study uses multiple linear regression analysis with the following equation model:

$$\mathbf{Y = \alpha + \beta 1X1 + \beta 2X2 + \beta 3X3 + e}$$

Information:
Y = Interest in Entrepreneurship (Dependent variable)
A = Constant
B = Regression coefficient
X1 = Entrepreneurship Education (Independent Variable)
X2 = Creativity (Independent Variable)

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X3 = Self Efficacy (Independent Variable)
e = Standard error with a value of 0.1 (10%).

RESULTS AND DISCUSSION

Before the data was analyzed , the data was tested for normality . Based on the results of the normality test, it was found that the data were normally distributed. The results of the multiple linear regression analysis on the research variables show the following results in the following table :

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	4.422	.887		4.986	<,000
	PK	.043	.060	.071	.714	.477
	Kreatifitas	.389	.066	.619	5.918	<,000
	SE	.006	.102	.006	.060	.952

a. Dependent Variable: minat Berwirausaha
Sumber: Data diolah spss (2025)

Results of Hypothesis Testing of Entrepreneurship Education on Interest in Entrepreneurship

Based on the results of the partial test (t-test), the entrepreneurship education variable was found to have no significant effect on the entrepreneurial interest of students at the Faculty of Economics and Business, Malikussaleh University. A significance value greater than 0.05 indicates that empirically, entrepreneurship education cannot be used as a valid predictor of students' interest in entrepreneurship. The results of this study do not correspond to the results of research conducted by Retno and Trisnadi (2012) where entrepreneurship education has a significant influence on interest in entrepreneurship.

Results of Hypothesis Testing of Creativity on Interest in Entrepreneurship

Based on the results of the hypothesis testing, which showed a significant result of 0.000 with a t-value of 5.918, these results indicate that H2 is accepted, meaning that creativity influences entrepreneurial interest. This is supported by research conducted by Imambachri et al. (2020), which also stated similar results. Therefore, these results contradict Noviasari's (2018) research, which revealed no significant influence between creativity and entrepreneurial interest. Thus, it can be concluded from this study that creativity (X2) influences the entrepreneurial interest of students in the Entrepreneurship Study Program at Malikussaleh University. This is because respondents in this study proved that creativity is very necessary in fostering entrepreneurial interest.

Self-efficacy Hypothesis Testing Results towards interest in entrepreneurship

Based on the results of the hypothesis testing, it shows a significant result of 0.952 with a t-value of 0.060, so the results indicate that H3 is rejected or self-efficacy does not affect entrepreneurial interest. The results of this study are in line with research on the relationship between self-efficacy and creativity with entrepreneurial interest (Hapsah & Savira, 2015) (Rahayu & Aqso, 2019). The results of the study indicate that there is a positive relationship but not significant relationship between self-efficacy and interest in entrepreneurship. However, the results of this study contradict the research conducted by Hanisa (2021) entitled "the influence of entrepreneurship education, family environment, and self-efficacy on the entrepreneurial interest of class XI students at SMK Negeri 16 Jakarta". Based on the results of her research, it shows that the self-efficacy variable has a positive effect on interest.

CLOSING

Conclusion

Based on partial testing (t-test) of the results of research that has been conducted regarding the influence of entrepreneurship education, creativity and *self-efficacy* on the entrepreneurial interest of students in the entrepreneurship study program at Malikussaleh University, it can be concluded as follows, namely that entrepreneurship education does not have a significant effect on entrepreneurial interest, creativity has a positive and significant effect on entrepreneurial interest and self-efficacy does not have a significant effect on entrepreneurial interest.

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Suggestion

For Future Research: This study is still very limited to three variables. Future researchers could add other factors that may influence entrepreneurial interest, such as family support, personal motivation, or economic conditions. Furthermore, an interview approach could be used for more in-depth and comprehensive results.

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