

---

## THE EFFECT OF ENTREPRENEURIAL LEARNING TO ENHANCE ENTREPRENEURIAL INTENTION FOR STUDENTS UNIVERSITY: THE MEDIATING ROLE OF ONLINE SOCIAL NETWORK

By

Yusni Arni

Program Pascasarjana Manajemen Pendidikan Universitas PGRI Palembang

Email: [yusniarniyusuf@univpgri-palembang.ac.id](mailto:yusniarniyusuf@univpgri-palembang.ac.id)

---

### Article History:

Received: 26-12-2022

Revised: 18-01-2023

Accepted: 25-01-2023

### Keywords:

Achievement

motivation; Creativity;

Entrepreneurial

learning;

Entrepreneurial

intention; University;

Online social network.

**Abstract:** *This study aimed to investigate entrepreneurship learning in universities regarding the effect of achievement motivation and creativity on student entrepreneurial interests mediated by online social networks. Various private universities in Lampung province collected data from 225 respondents online. The data were analyzed using the structural equation model Smart PLS 3.2.4. this study investigated seven research hypotheses in this study. The result of the research shows that achievement motivation and creativity have a significant effect on entrepreneurial interest. The results also show that online social networking can mediate the relationship between achievement motivation and creativity on entrepreneurial interest. The findings of this study also contribute to the conceptual framework for lecturers in entrepreneurship learning to increase student entrepreneurship interest. It is recommended to compare the entrepreneurial interest model among state universities as a comparative study to understand how to build entrepreneurial interest in universities as a contribution to creating young entrepreneurs*

---

## INTRODUCTION

The rapid development of information and communication technology provides many conveniences; especially for humans, it is easier to get information and communicate (Budiman, 2017). Online social networks based on internet technology have become an important part of our lives (Tess, 2013). We can use the accessibility of online social media networking platforms anytime and anywhere. Online social networks provide support and benefits for users, including collaborative activities and creating creativity (Wu et al., 2017). Online social networks can also create communities to communicate and share knowledge based on similar activities, interests in a particular field, and background (Rismana et al., 2016). Students can indirectly motivate themselves and develop their networks through online social networks by joining organizations or groups around them (Finnah Fourqoniah, 2015). However, the potential use of online social networks in facilitating entrepreneurial learning to increase entrepreneurial interest has not been studied much.

Entrepreneurial interest can define as a state of mind that focuses attention on all activities related to entrepreneurship (Do & Dadvari, 2017; Krueger & Carsrud, 1993). Interest in entrepreneurship is often considered a reliable indicator in predicting future

entrepreneurial behavior, including behavior that is difficult to observe (Krueger, 2009). The study of entrepreneurial interest represents several factors related to one's interest in creating a new business, including personal traits, external and contextual factors (Karimi et al., 2017; Remeikiene et al., 2013), one of which is the motivation for achievement (Saif & Ghania, 2020; Utari & Sukidjo, 2020). According to McClelland's theory (1961), the reason for achievement is someone who carries out entrepreneurial efforts driven by a desire to obtain achievements and awards from others for their accomplishments (Karabulut, 2016). Students who have high achievement needs tend to encourage someone to have a strong desire to pursue the field of entrepreneurship (Amin et al., 2018; Segal et al., 2005). Another factor that also supports the formation of entrepreneurial intentions is creativity. Creativity has become a central theme in the entrepreneurial process. Many studies have confirmed the relationship between creativity and starting a business, such as the novelty of ideas (Biraglia & Kadile, 2017). These new ideas exemplify the traits of creativity that direct entrepreneurial activity to start new ventures (McMullen & Shepherd, 2006). Creativity is critical at starting a business because it contributes to designing products and providing services (Heinonen & Poikkijoki, 2006).

Contextual factors that are also believed to increase entrepreneurial interest are related to entrepreneurial learning in universities (Krueger et al., 2000; Nabi et al., 2017; Schlaegel & Koenig, 2014). Entrepreneurship learning must foster achievement motivation to foster entrepreneurial interest (Adhimursandi, 2017; Aras et al., 2020; Karabulut, 2016). In addition, fostering creativity through entrepreneurship learning is the key to encouraging students to be creative and innovative in starting new businesses (Shi et al., 2020). According to contextual factors, this study tries to include online social network variables as a mediation based on cognitive, social theory (Albert Bandura, 1999). Where the social environment influences the identification of human behavior, in this case, the presence of information technology also affects the formation of entrepreneurial interest (Bai et al., 2021). The use of online social networks in entrepreneurship learning is expected to maximize students' potential, development of creativity, and independence (Husain, 2017). Empirical research that examines the mediating role of social networks on entrepreneurial interest is still not widely carried out; it is only recorded that (Do et al., 2020) examines the mediating effect of social media acceptance on the relationship between entrepreneurial personality and entrepreneurial intentions. Research GAP that distinguishes this research from previous research is that this study uses online social networks to mediate achievement motivation and creativity variables. In contrast, previous studies have not used many. For example, the research of (Farooq et al., 2018) concluded that social support significantly affects entrepreneurial interest mediated by attitudes toward entrepreneurship, social networks, and perceived behavioral control.

The purpose of the study was to obtain information on how the influence of achievement motivation and creativity in the formation of entrepreneurial interest in university students in Indonesia. Online social networks were used as mediation in this study. Based on the author's knowledge, several studies have used the mediating role of online social networks, such as research (Do et al., 2020; Farooq et al., 2018). The novelty of this research departs from advances in information technology, based on Bandura's social cognitive theory (Albert Bandura, 1999), to create a new learning model. Another benefit of

this research is a conceptual framework for university lecturers in learning entrepreneurship to build entrepreneurial interest. Other parts of this research are organized into literature review and hypothesis development (section 2), research methodology (section 3), discussion findings (section 4), and conclusions (section 5).

## LITERATURE REVIEW

Building entrepreneurial interest must first be understood the factors that build entrepreneurial interest. After that, it is necessary to find a solution to increase student entrepreneurial interest in college. The model of increasing entrepreneurial interest in universities has been discussed in various ways in the context of individuals, entrepreneurs, and corporations (Bakry et al., 2019; Esfandiar et al., 2019; Fernández-Pérez et al., 2014). Online social networks that can increase entrepreneurial interest (Kim et al., 2016). At this time, there is a phenomenon of changes in the social environment due to the influence of information technology, where online social networks have a significant effect on the social life of students (Farooq et al., 2018; Fernández-Pérez et al., 2014). At this time, users can use the accessibility of social media platforms anywhere and anytime that supports and provides benefits, such as being used in collaborative learning and creativity (Wu et al., 2017) creating knowledge-sharing communities, and forming entrepreneurial-based companies (Soto-Acosta et al., 2018), identify quickly in the field of marketing (Do et al., 2020)

Entrepreneurial intention is an individual's state of mind that directs his attention and personal experience to planned entrepreneurial behavior (Boubker et al., 2021; Do & Dadvari, 2017; Krueger, 2009). Practice the planned behavior (Krueger & Carsrud, 1993); the higher a person's interest in taking an action, the better the actualized performance. In line with this (Ajzen, 2011), the intention is assumed to be the extent to which people are motivated and willing to do something the behavior. Entrepreneurial interest is a condition that shows that in one's mind, there is a desire to build a business or create a new business (Remeikiene et al., 2013). According to (Hasibuan & Apriandi, 2018; Osakede et al., 2017), the factors that build entrepreneurial interest are divided into two factors, the formation of an entrepreneurial spirit which is influenced by internal factors, and external factors. Factors originating in entrepreneurship (internal factors) can be in the form of personal traits, attitudes, motivations, individual abilities that can give individual strengths to entrepreneurship, such as creativity, self-efficacy. Other factors come from outside, entrepreneurial behavior that comes from the surrounding environment such as the family environment, the business environment, the physical environment, the educational environment, the socio-economic environment, and so on.

The model for developing entrepreneurial interest in this study combines several theories, namely Ajzen's Theory of planned behavior (TPB) (1991). Ajzen said that a person's intention to become an entrepreneur is influenced by attitudes, subjective norms, and perceived behavioral control associated with self-efficacy. Bandura's social cognitive theory is used to explain the mediating variables of social networks. The cognitive social theory explains changes in human behavior, Bandura in (Schunk, 2012) states in his theory, namely, the identification of human behavior as an interaction of human (person), behavior (behavior), and environmental (environmental) factors. Students can obtain information, knowledge, motivate themselves and develop their network by following organizations in their social environment. So that there is an external drive and internal cognitive processes

that encourage the learning process in online social networks (Jain et al., 2012).

Motivation refers to a person's desire to work on complex challenges and make risky decisions to succeed in entrepreneurship (Chaudhary, 2017). According to (Rokhman & Ahamed, 2015), the *need for achievement* is a driving factor and vital characteristic behind a person's actions that affect entrepreneurial behavior. Motivation is also achieved as a desire to do the best, become a successful person, and perform according to competence (Do & Dadvari, 2017). With the motivation of students to have a strong desire to explore entrepreneurial activities that are ultimately interested in becoming entrepreneurs (Baidi & Suyatno, 2018; Segal et al., 2005; Siswanti et al., 2019)

Creativity is one of the keys in the entrepreneurial process, and there have been many studies confirming the relationship between innovation and starting a business, such as novelty and ideas (Biraglia & Kadile, 2017). These new ideas exemplify the traits of creativity that direct entrepreneurial activity to start new ventures (McMullen & Shepherd, 2006). Moreover, creativity is critical at the beginning of starting a business because it contributes to designing products and providing services (Heinonen & Poikkijoki, 2006).

#### **The effect of achievement motivation on online social networks**

The results of the study (Rahmawati, 2016) show that there is an influence between the intensity of online social network users and student achievement motivation. Students who have high achievement motivation will be able to take advantage of social networks well for the progress of their business. The use of the Facebook social network can affect student achievement motivation. It is proved that students who use the online social network Facebook in selling online can motivate students to expand their business network (Zunaida, 2015).

*Hypothesis 1: Achievement motivation has a positive effect on online social networks*

#### **The effect of creativity on online social networks**

Creativity has a strong influence on someone who will start a new business, where someone who has high creativity can easily find business opportunities, especially utilizing online social networking facilities (Stopfer et al., 2013). Individuals who want to be successful in their business must be able to develop their business through their business network they have formed (Wibowo & Haryokusumo, 2020). Research shows that online social network has an effect on individual creativity (Kim et al., 2016; Ratten, 2016)

*Hypothesis 2: creativity has a positive effect on online social networks*

#### **The effect of achievement motivation on entrepreneurial interest**

Need for achievement is a driving factor that is a determining factor behind individual actions, known as determinants of entrepreneurial behavior (Altinay et al., 2012). In this context, a high need for achievement means having an obsession with becoming an entrepreneur (Zhao et al., 2005). Therefore, it is necessary to influence entrepreneurial success, which will increase the need for achievement (Amin et al., 2018). Previous researchers have also investigated that achievement motivation can build strong entrepreneurial intentions from high achievement motivation (Amadea & Riana, 2020; Baidi & Suyatno, 2018). Thus, the third hypothesis is that achievement needs have a positive effect on entrepreneurial intentions.

*H3: Need for achievement on entrepreneurial intentions*

#### **The effect of creativity on entrepreneurial intention**

Creativity and entrepreneurship are closely related, where creativity is essential in entrepreneurial activities, and entrepreneurship is a creative activity (H. S. Chua & Bedford, 2016). The higher a person's creativity, the higher the effort to create a new business and the possibility that its implementation will be effective (Maresch et al., 2016). Individuals who have an interest in entrepreneurship must be creative and innovative in added value for a product, creating opportunities and increasing productivity (Fernández-Pérez et al., 2014). The second hypothesis is that creativity has a positive effect on entrepreneurial interest.

*Hypothesis 4: creativity has a positive effect on entrepreneurial interest*

#### **The effect of online social networks on entrepreneurial interest**

Research (Brian Kumara, 2020; Finnah Fourqoniah, 2015) shows the results that online social networks have a significant positive effect on student entrepreneurial interest. Similarly, the results of research (Nordiana, 2014) on social media that affect student interest in entrepreneurship, that there is a significant favorable influence on entrepreneurial interest in selling online. The results of the study (Liu et al., 2018; Luqman et al., 2017) social media, including online social networks, affect growing new businesses. Entrepreneurial networks are not only individual thoughts on how to create new businesses but how to use them for social and economic change (Ceresia & Mendola, 2020). Based on several research results, we propose the fifth hypothesis is that online social networks have a positive effect on entrepreneurial interest.

H5: online social networks have a positive effect on entrepreneurial interest

#### **The effect of achievement motivation on entrepreneurial interest through online social networks**

Research (Y. P. Chua & Chua, 2017) examines the influence of personality (motivation) on attitudes on Facebook through social networking sites (SSNs) on 327 students in Malaysia. The results show that there is an influence of personality on attitudes on Facebook through social networking sites (SSNs).

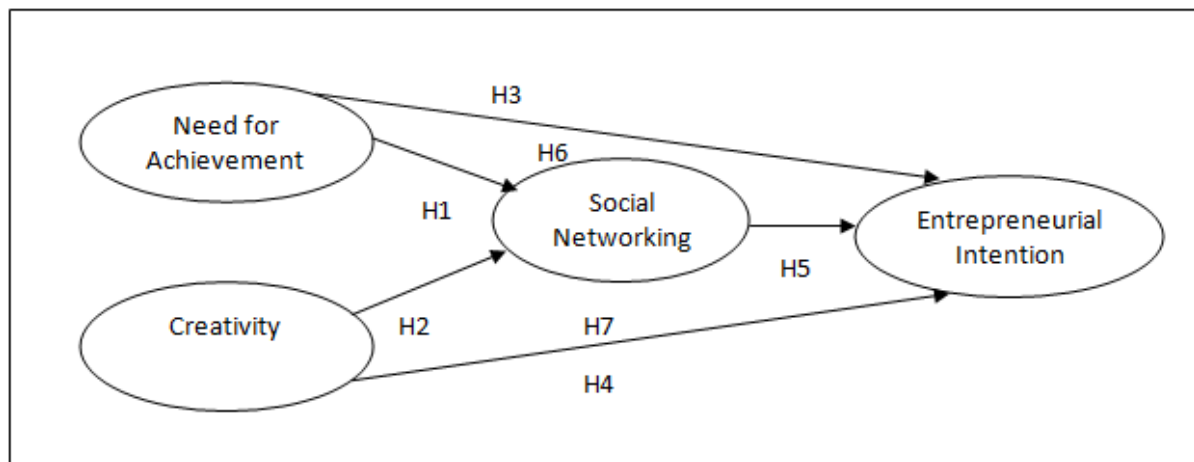
Research (Yasundari, 2016) on private university students there is a relationship between the influence of motivation on entrepreneurship using social media Instagram.

H6: Achievement motivation has a positive effect on interest in entrepreneurship through online social networks

#### **The influence of creativity on entrepreneurial interest through online social networks**

In recent years, many researchers have begun to pay attention to the creativity variable on interest in entrepreneurship. Research (Chia & Liang, 2016) conducted a survey of university students in Taiwan about creativity towards entrepreneurial interest; students with high creativity can find business opportunities. Research (Khalifa & Oimaima, 2017) shows results that social networks can increase entrepreneurial interest through the use of online social networks. Research (Istimal et al., 2020) shows that student creativity is influential through the use of online social networks in increasing entrepreneurial interest. Research (Ip et al., 2018) studied the relationship of creativity, personality factors, social capital to the entrepreneurial interest of university students in Hong Kong. Creativity is divided into two parts, namely, originality and usefulness. Social capital mediates the relationship between creativity and entrepreneurial interest. It is proven that students who have high creativity are superior in entrepreneurship.

H7: Creativity has a positive effect on interest in entrepreneurship through online social networks



**Figure 1. The Research framework of Entrepreneurial Intention**

Figure 1 shows the theoretical model used in this study, in which this study uses several research variables that shape entrepreneurial interest, which consists of achievement motivation variables (Baidi & Suyatno, 2018; Putra & Rusmawati, 2020; Saif & Ghania, 2020). Creativity (Tantawy et al., 2021), entrepreneurial interest (Karimi et al., 2017; Nabi et al., 2017; Othman & Nasrudin, 2016), and online social network mediation variables (Ip et al., 2018; Istimal et al., 2020).

## RESEARCH METHOD

This type of research is quantitative research with an explanatory research approach where the variable of student entrepreneurial interest is treated as a variable that can be measured using research questionnaires (Maholtra, 2016).

This study also aims to explore the influence of achievement motivation and creativity variables through online social networking mediation. came from several private universities in Lampung, Indonesia, the research sample amounted to 225 students. This type of research is a survey using random sampling, and research questionnaires are collected online from December 2020 until February 2021.

**Table 1 : Research instrument**

Variable	Dimension	Items	Totals
Entrepreneurial Intention	Feelings of interest in entrepreneurship	3	15
	Feelings of pleasure in entrepreneurial activities	3	
	Have high motivation for entrepreneurship	3	
	Desire to be successful in entrepreneurship	3	
	Readiness to take risks	3	
Need for Achievement	Commitment and responsibility	2	8
	Like challenges	1	
	Likes to look for opportunities	1	
	Like feedback	2	

	Have a goal	2	
Creativity	Intellectual and artistic value	2	
	Orientation to work and achievement	2	
	Perseverance	2	9
	independent	1	
	Self-confident	2	
Online Social Network	Wide association	1	
	The relationship between friends	1	
	Diversity of friends	1	5
	Business idea	1	
	Friendship with successful entrepreneurs	1	

Limited trials were conducted on 30 students prior to the actual research stage. The purpose of this trial is to obtain a truly valid and reliable instrument and to ensure that the instrument is good in terms of grammar, format, and layout. The SPSS21 software was used to determine the validity and reliability of the instrument.

The Cronbach's alpha was greater than 0.60 for all four variables.

**Table 2 Result of the reliability test**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Item	Num. of Item
Need for Achievement	0,853	8
Creativity	0,842	9
Online Social Network	0,804	5
Entrepreneurial Intention	0,925	15

Source: Results of SPSS 22 analysis

data from 290 samples were then analyzed using smartpls with a two-stage structural equation approach. This step is used to test the research hypothesis. This technical analysis aims, firstly, confirmatory factor analysis which aims to confirm the reliability and validity of the constructs in the model whether they are in accordance with empirical data. Both models of structural equations to test the research hypothesis. The data analysis process from the beginning to the regression path analysis and data visualization is carried out by the R statistical computer language (R core team, 2019)

Smart PLS 3.2.4 had been used to test the relationship between variables in the actual research. It started with the measurement of the analysis, followed by the structural analysis.

## RESULTS AND DISCUSSION

### Validity and Reliability

Convergent validity measures the extent to which several scales used to measure similar concepts can capture a common construct. To measure convergent validity, several indicators can be used, such as composite reliability (CR) and average variance extract (AVE) (Joseph F. Hair et al., 2019) .

Table 1 shows the value of composite reliability, which shows the extent to which a construct indicator can predict latent variables with a recommended value of more than 0.7(Joseph F. Hair et al., 2019). The total amount of variance in the indicators provided by the

latent construct is represented by the extracted mean-variance, with a recommended value greater than 0.5. The results of the calculation of convergent validity are shown in table 1.

**Table 3 Variable Reliability Test**

Variabel	Total Item	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Need for achievement	3	0,753	0.847	0.574
Creativity	4	0,730	0.843	0.649
Online Social Network	4	0,756	0.845	0.577
Entrepreneurial Intention	12	0,941	0.949	0.609

Discriminant validity is used to measure the extent to which the measuring instrument used cannot function properly to describe other variables, which is indicated by the low correlation value between the level of interest and different construction measures. This validity assumes that items on the measurement scale of certain variables have a higher correlation among other items on that variable compared to the correlation between certain variable items and items from other constructs which are theoretically uncorrelated (Zait et al., 2011). Looking for the AVE value is seen. The square root value of the AVE of each construct must be much greater than the correlation of certain constructs with other constructs.

**Table 4 Discriminant Validity Test**

	Need for Achievement	Creativity	Online Social Network	Entrepreneurial Intention
Need for achievement	0,806			
Creativity	0,701	0,758		
Online Social Network	0,570	0,597	0,759	
Entrepreneurial Intention	0,536	0,592	0,586	0,781

Based on the calculation of research data, descriptive analysis of each variable is shown in Table 3.

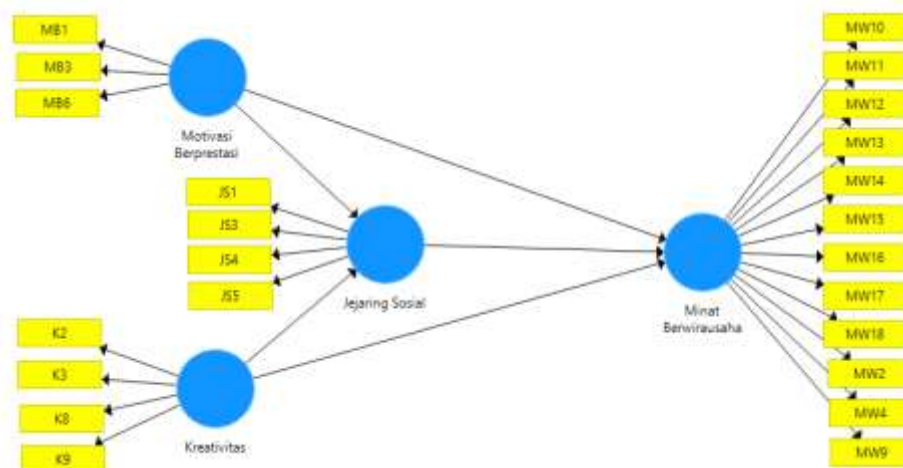
**Table 5 Descriptive Analysis**

	N	Minimum	Maximum	Mean	Std. Deviasi
Need for achievement	224	1,00	4,00	71,91	8,907
Creativity	224	1,00	4,00	25,48	3,048
Online Social Network	224	1,00	4,00	27,69	3,734

Entrepreneurial Intention	224	1,00	4,00	15,59	2,499
Need for achievement	224				

#### Data analysis

The data that has been obtained is then analyzed using Partial Least Square (PLS). PLS was chosen because it has various advantages, one of which is PLS can test formative and reflective SEM models with different measurement scale indicators in one model. In addition, data analysis in PLS also does not have to have a normal distribution and does not require a minimum number of samples. The data analysis process in this study uses SmartPLS Version 3.2.4 and uses a two-step analysis approach. Significant levels of loadings, weights, and path coefficients were solved by applying the bootstrapping method. Figure 1 shows the measurement model for this study.



**Figure 2 Measurement Model**

The structural model shows the causal relationship between the constructs in the model. The structural model analysis begins by measuring the variance inflation factor (VIF), R-squared, F-square, Q square, and path coefficient (Joe F. Hair et al., 2014). Collinearity problems are evaluated using the VIF value. The VIF value must be less than 5 to ensure that there is no multicollinearity in the model before testing the hypothesis. The VIF value in Table 4 shows that there is no potential for multicollinearity in the model, with all variables having a VIF value of less than 5, namely achievement motivation (2.114), creativity (2.215), and social networking (1.672). After that, the analysis was continued by looking at the effect size using F-square.

The effect size of the predictors was evaluated using Cohen's  $F^2$ , which measures the relative effect of the independent variable on the dependent variable. The predictor effect sizes of the constructs in Table 4 show that the  $F^2$  values for achievement motivation and creativity are in the small effect size category, namely 0.017 and 0.72, respectively. As for the social network variable,  $F^2$  is 0.115, which is included in the category of medium effect size according to Cohen (1992).

**Table 6. Determination of coefficient ( $R^2$ ), effect size ( $F^2$ ), and predictive relevance ( $Q^2$ )**

Variabel	VIF	F square	R square	Q square
Need for achievement	2,114	0,017	0,443	0,259
Creativity	2,215	0,072		
Online Social Network	1,672	0,115		
Entrepreneurial Intention				

Path analysis is used to measure the extent to which the indirect or direct influence of the two variables measured (i.e., achievement motivation and creativity) on entrepreneurial interest through social networks. Path analysis can also determine whether the research hypothesis is accepted or rejected based on the CR and P values (Table 5). The hypothesis is accepted if the value of  $CR > 1.995$  and  $P < 0.05$ .

**Table 7. Path Analysis Result**

	Estimate	CR	P
Creativity → Online Social Network	0,388	5,320	0,000
Creativity → Entrepreneurial Intention	0,298	3,635	0,000
Need for Achievement → Online Social Network	0,299	3,869	0,000
Need for Achievement → Entrepreneurial Intention	0,140	1,464	0,144
Jejaring sosial → Entrepreneurial Intention	0,328	4,644	0,000
Variable	R <sup>2</sup>		
Online Social Network	0,402		
Entrepreneurial Intention	0,443		

In addition to CP and P, path analysis also produces a determinant coefficient (R<sup>2</sup>) which describes the effect of exogenous variables on endogenous variables. The combined effect of achievement motivation and creativity on social networks is  $R^2 = 0.402$ , while the combined effect of achievement motivation, creativity, and social networking on entrepreneurial interest is  $R^2 = 0.443$ . Furthermore, the Sobel test was also conducted to determine the indirect effect of the independent variables (social networking and creativity) on the dependent variable (entrepreneurial interest) through the mediator variable (social networking). The t-value that is smaller than 1.96 indicates a significant indirect effect.

**Table 8 Sobel Test Results**

	T
Need for achievement → online sosial network → entrepreneurial intention	3,100
creativity → online sosial network → entrepreneurial intention	3,288

This study aims to examine (1) the direct effect of achievement motivation and creativity on social networks, (2) the direct effect of achievement motivation, creativity, and social networking on entrepreneurial interest; and (3) the indirect effect of achievement

motivation and creativity on interest in entrepreneurship through social networks. In this study, to determine the relationship between achievement motivation and creativity with interest in entrepreneurship through social networks, path analysis was used to determine the relationship. Table 7 shows the conclusions from hypothesis testing.

**Table 9 Conclusions for Hypothesis Testing**

Hipotesis	CR (>1,995)	t(>1,96)	Result
H1 : Need for achievement → online sosial network	3,869*		Accepted
H2 :creativity →online sosial network	5,320*		Accepted
H3 : need for achievement→ enterpreneurial intention	3,510		Accepted
H4 :creativity → enterpreneurial intention	3,635*		Accepted
H5 :Jejaring sosial → enterpreneurial intention	4,644*		Accepted
H6 :need for achievemnt→online sosial network → enterpreneurial intention		3,100	Accepted
H7 :creativity →online sosial network → enterpreneurial intention		3,288	Accepted

Notes: \* $p < 0,05$

Table 6 shows that achievement motivation has a positive and significant relationship with social networking, which is known through the critical ratio (CR) value of 3.869 and  $p < 0.05$ .

Creativity has a positive and significant relationship with social networks, with a critical ratio (CR) value of 5.320 and  $p < 0.05$ . Previous studies have shown that social networking is often associated with increased creativity. In line with the results of research (Chia & Liang, 2016; Kim et al., 2016; Nordiana, 2014) that creativity has a positive relationship with social networks, although the role of social networks on one's creativity depends on the individual characteristics of the person himself.

Achievement motivation has a significant positive relationship with interest in entrepreneurship. This is not in line with the results of previous studies, such as the results of research (Utari & Sukidjo, 2020; Vodă & Florea, 2019) which showed that one's interest in entrepreneurship depends on an increase in achievement motivation scores and locus of control, meaning the higher one's achievement motivation score, the higher the interest in entrepreneurship. Likewise, the results of research (Baidi & Suyatno, 2018; Putra & Rusmawati, 2020; Saif & Ghania, 2020) show that achievement motivation is significantly related to entrepreneurial behavior, where interest in entrepreneurship is also a predictor of entrepreneurial behavior.

Creativity has a positive and significant relationship with interest in entrepreneurship, with a critical ratio (CR) value of 3.635 and  $p < 0.05$ . The results of this study are in line with research (Osiri & Kungu, 2019) which shows that self-efficacy and creativity significantly predict interest in entrepreneurship. Research conducted by (Biraglia & Kadile, 2017) also shows a positive and significant relationship between creativity and entrepreneurial interest, which means that the higher a person's level of creativity, the higher his entrepreneurial interest. Creativity also affects the student's entrepreneurial interest starting from looking for initial ideas in starting new businesses to producing new products (Tantawy et al., 2021)

## CONCLUSION

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

## RECOMMENDATION

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

## REFERENCES

- [1] Adhimursandi, D. (2017). Faktor-Faktor yang Mempengaruhi Niat Kewirausahaan. *Kinerja : Jurnal Ekonomi Dan Manajemen*, 13(1), 2016. <http://journal.febunmul.net>
- [2] Ajzen, I. (2011). The theory of planned behaviour: Reactions and reflections. *Psychology and Health*, 26(9), 1113–1127. <https://doi.org/10.1080/08870446.2011.613995>
- [3] Albert Bandura. (1999). Social cognitive theory : An agentic Albert Bandura. *Asian Journal of Social Psychology*, 21–41.
- [4] Altinay, L., Madanoglu, M., Daniele, R., & Lashley, C. (2012). The influence of family tradition and psychological traits on entrepreneurial intention. *International Journal of Hospitality Management*, 31(2), 489–499. <https://doi.org/10.1016/j.ijhm.2011.07.007>
- [5] Amadea, P. T., & Riana, I. G. (2020). Pengaruh Motivasi Berwirausaha, Pengendalian Diri, Dan Lingkungan Keluarga Terhadap Niat Berwirausaha. *E-Jurnal Manajemen Universitas Udayana*, 9(4), 1594. <https://doi.org/10.24843/ejmunud.2020.v09.i04.p18>
- [6] Amin, A., Tahir, I. M., Sabiu, I. T., & Abdullah, A. (2018). An empirical analysis of the need for achievement motivation in predicting entrepreneurial persistence in Bumiputra entrepreneurs in Terengganu, Malaysia. *International Journal of Business and Globalisation*, 20(2), 190. <https://doi.org/10.1504/ijbg.2018.10010227>
- [7] Aras, M., Musa, C., & Rakib, M. (2020). Faktor determinan yang mempengaruhi minat berwirausaha mahasiswa. *Phinisi Integration Review*, 3(1), 55–56. <https://doi.org/10.26858/v3i1L13164>
- [8] Bai, W., Johanson, M., Oliveira, L., & Ratajczak-Mrozek, M. (2021). The role of business

- and social networks in the effectual internationalization: Insights from emerging market SMEs. *Journal of Business Research*, 129, 148–2963. <https://doi.org/10.1016/j.jbusres.2021.02.042>
- [9] Baidi, & Suyatno. (2018). Effect of entrepreneurship education, self efficacy and need for achievement toward students' entrepreneurship intention: Case study in FEBI, Iain Surakarta, Indonesia. *Journal of Entrepreneurship Education*, 21(2).
- [10] Bakry, D., Khalifa, R., & Dabab, M. (2019). The effectiveness of entrepreneurship programs to reduce unemployment in developing countries: The case of Saudi Arabia. *PICMET 2019 - Portland International Conference on Management of Engineering and Technology: Technology Management in the World of Intelligent Systems, Proceedings*, 0. <https://doi.org/10.23919/PICMET.2019.8893678>
- [11] Biraglia, A., & Kadile, V. (2017). The Role of Entrepreneurial Passion and Creativity in Developing Entrepreneurial Intentions: Insights from American Homebrewers. *Journal of Small Business Management*, 55(1), 170–188. <https://doi.org/10.1111/jsbm.12242>
- [12] Boubker, O., Arroud, M., & Ouajdouni, A. (2021). Entrepreneurship education versus management students' entrepreneurial intentions. A PLS-SEM approach. *The International Journal of Management Education*, 19, 100450. <https://doi.org/10.1016/j.ijme.2020.100450>
- [13] Brian Kumara. (2020). Analisis Faktor Yang Mempengaruhi Minat Berwirausaha Dengan Menggunakan Media Sosial. *Jurnal Ilmiah Mahasiswa Ekonomi Manajemen*, 5(4), 806–820.
- [14] Budiman, H. (2017). Peran Teknologi Informasi Dan Komunikasi Dalam Pendidikan. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 8(1), 31. <https://doi.org/10.24042/atjpi.v8i1.2095>
- [15] Ceresia, F., & Mendola, C. (2020). Am I an Entrepreneur? Entrepreneurial Self-Identity as an Antecedent of Entrepreneurial Intention. *Administrative Sciences*, 10(3), 46. <https://doi.org/10.3390/admsci10030046>
- [16] Chaudhary, R. (2017). Demographic factors, personality and entrepreneurial inclination: A study among Indian university students. *Education and Training*, 59(2), 171–187. <https://doi.org/10.1108/ET-02-2016-0024>
- [17] Chia, C.-C., & Liang, C. (2016). Influence of Creativity and Social Capital on the Entrepreneurial Intention of Tourism Students. *Journal of Entrepreneurship, Management and Innovation*, 12(2), 151–167. <https://doi.org/10.7341/20161227>
- [18] Chua, H. S., & Bedford, O. (2016). A Qualitative Exploration of Fear of Failure and Entrepreneurial Intent in Singapore. *Journal of Career Development*, 43(4), 319–334. <https://doi.org/10.1177/0894845315599255>
- [19] Chua, Y. P., & Chua, Y. P. (2017). Do computer-mediated communication skill, knowledge and motivation mediate the relationships between personality traits and attitude toward Facebook? *Computers in Human Behavior*, 70, 51–59. <https://doi.org/10.1016/j.chb.2016.12.034>
- [20] Do, B. R., & Dadvari, A. (2017). The influence of the dark triad on the relationship between entrepreneurial attitude orientation and entrepreneurial intention: A study among students in Taiwan University. *Asia Pacific Management Review*, 22(4), 185–191. <https://doi.org/10.1016/j.apmr.2017.07.011>
- [21] Do, B. R., Dadvari, A., & Moslehpour, M. (2020). Exploring the mediation effect of social

- media acceptance on the relationship between entrepreneurial personality and entrepreneurial intention. *Management Science Letters*, 10(16), 3801–3810. <https://doi.org/10.5267/j.msl.2020.7.031>
- [22] Esfandiar, K., Sharifi-Tehrani, M., Pratt, S., & Altinay, L. (2019). Understanding entrepreneurial intentions: A developed integrated structural model approach. *Journal of Business Research*, 94(August 2016), 172–182. <https://doi.org/10.1016/j.jbusres.2017.10.045>
- [23] Farooq, M. S., Salam, M., ur Rehman, S., Fayolle, A., Jaafar, N., & Ayupp, K. (2018). Impact of support from social network on entrepreneurial intention of fresh business graduates: A structural equation modelling approach. *Education and Training*, 60(4), 335–353. <https://doi.org/10.1108/ET-06-2017-0092>
- [24] Fernández-Pérez, V., Alonso-Galicia, P. E., Fuentes-Fuentes, M. D. M., & Rodríguez-Ariza, L. (2014). Business social networks and academics' entrepreneurial intentions. *Industrial Management and Data Systems*, 114(2), 292–320. <https://doi.org/10.1108/IMDS-02-2013-0076>
- [25] Finnah Fourqoniah. (2015). Pengaruh Struktur Jejaring Sosial Online terhadap Niat Berwirausaha Pada Mahasiswa Program Sarjana di Indonesia. *Pluralisme Dalam Ekonomi Dan Pendidikan*, 560–577.
- [26] Hair, Joe F., Sarstedt, M., Hopkins, L., & Kuppelwieser, V. G. (2014). Partial least squares structural equation modeling (PLS-SEM): An emerging tool in business research. *European Business Review*, 26(2), 106–121. <https://doi.org/10.1108/EBR-10-2013-0128>
- [27] Hair, Joseph F., Sarstedt, M., & Ringle, C. M. (2019). Rethinking some of the rethinking of partial least squares. *European Journal of Marketing*, 53(4), 566–584. <https://doi.org/10.1108/EJM-10-2018-0665>
- [28] Hasibuan, T., & Apriandi, A. (2018). Faktor Determinan yang Mempengaruhi Minat Wirausaha untuk Mengatasi Pengangguran Intelektual pada Mahasiswa Fakultas Ekonomi Universitas Swasta di Kota Medan. *Liabilities (Jurnal Pendidikan Akuntansi)*, 1(3), 192–206. <https://doi.org/10.30596/liabilities.v1i3.2399>
- [29] Heinonen, J., & Poikkijoki, S. A. (2006). An entrepreneurial-directed approach to entrepreneurship education: Mission impossible? *Journal of Management Development*, 25(1), 80–94. <https://doi.org/10.1108/02621710610637981>
- [30] Husain, C. (2017). Pemanfaatan teknologi informasi dan komunikasi dalam pembelajaran SMA Tarakan. *Jurnal Kebijakan Dan Pengembangan Pendidikan*, 2(1), 40–52. <https://uswim.e-journal.id/fateksa/article/view/38>
- [31] Ip, C. Y., Wu, S. C., Liu, H. C., & Liang, C. (2018). Social Entrepreneurial Intentions of Students from Hong Kong. *Journal of Entrepreneurship*, 27(1), 47–64. <https://doi.org/10.1177/0971355717738596>
- [32] Istimal, I., Maryama, S., & Sujatna, Y. (2020). Peran Media Sosial terhadap Pembelajaran Kuliah Kewirausahaan dan Dampaknya Terhadap Minat Berwirausaha Mahasiswa. *Indonesian Management and ...*, 1(1), 43–50. <http://www.jurnal-libmi.com/index.php/imej/article/view/19>
- [33] Jain, M. R., Gupta, P., & Anand, N. (2012). Impact of Social Networking Sites in the Changing Mindset of Youth on Social Issues - a Study of Delhi-NCR Youth. *Researchers*

- World*, 3(2 Part 2), 36.
- [34] Karabulut, A. T. (2016). Personality Traits on Entrepreneurial Intention. *Procedia - Social and Behavioral Sciences*, 229, 12–21. <https://doi.org/10.1016/j.sbspro.2016.07.109>
- [35] Karimi, S., Biemans, H. J. A., Naderi Mahdei, K., Lans, T., Chizari, M., & Mulder, M. (2017). Testing the relationship between personality characteristics, contextual factors and entrepreneurial intentions in a developing country. *International Journal of Psychology*, 52(3), 227–240. <https://doi.org/10.1002/ijop.12209>
- [36] Khalifa, A., & Oimaima, S. (2017). *Munich Personal RePEc Archive From Entrepreneurial Intent to Effective Business Creation : An Explanation Through Social Networks*. 81415.
- [37] Kim, S. K., Shin, S. J., Shin, J., & Miller, D. R. (2016). Social Networks and Individual Creativity: The Role of Individual Differences. *The Journal of Creative Behavior*.
- [38] Krueger, N. F. (2009). Understanding the Entrepreneurial Mind. *Understanding the Entrepreneurial Mind*, May 2009. <https://doi.org/10.1007/978-1-4419-0443-0>
- [39] Krueger, N. F., & Carsrud, A. L. (1993). Entrepreneurial intentions: Applying the theory of planned behaviour. *Entrepreneurship and Regional Development*, 5(4), 315–330. <https://doi.org/10.1080/089856293000000020>
- [40] Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2000). COMPETING MODELS OF ENTREPRENEURIAL INTENTIONS. In *Journal of Business Venturing* (Vol. 15).
- [41] Liu, S., Chan, F. T. S., Yang, J., & Niu, B. (2018). Understanding the effect of cloud computing on organizational agility: An empirical examination. *International Journal of Information Management*, 43(July), 98–111. <https://doi.org/10.1016/j.ijinfomgt.2018.07.010>
- [42] Luqman, A., Cao, X., Ali, A., Masood, A., & Yu, L. (2017). Empirical investigation of Facebook discontinues usage intentions based on SOR paradigm. *Computers in Human Behavior*, 70, 544–555. <https://doi.org/10.1016/j.chb.2017.01.020>
- [43] Maholtra, N. (2016). Marketing research. In *The Marketing Book: Seventh Edition* (2017th ed.). Prentice hall Inc, Pearson Education Company. <https://doi.org/10.4324/9781315890005>
- [44] Maresch, D., Harms, R., Kailer, N., & Wimmer-Wurm, B. (2016). The impact of entrepreneurship education on the entrepreneurial intention of students in science and engineering versus business studies university programs. *Technological Forecasting and Social Change*, 104, 172–179. <https://doi.org/10.1016/j.techfore.2015.11.006>
- [45] McMullen, J. S., & Shepherd, D. A. (2006). Entrepreneurial action and the role of uncertainty in the theory of the entrepreneur. *Academy of Management Review*, 31(1), 132–152. <https://doi.org/10.5465/AMR.2006.19379628>
- [46] Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of Management Learning and Education*, 16(2), 277–299. <https://doi.org/10.5465/amle.2015.0026>
- [47] Nordiana, E. (2014). Peran jejaring Sosial Sebagai Media Peningkat Minat Berwirausaha Mahasiswa untuk Berbisnis Online (Studi Pada Mahasiswa Jurusan Ilmu Ekonomi Universitas). *Jurnal Ilmiah*, 12. <http://jimfeb.ub.ac.id/index.php/jimfeb/article/view/1138/1047>
- [48] Osakede, U. A., Lawanson, A. O., & Sobowale, D. A. (2017). Entrepreneurial interest and

- 
- academic performance in Nigeria: evidence from undergraduate students in the University of Ibadan. *Journal of Innovation and Entrepreneurship*, 6(1). <https://doi.org/10.1186/s13731-017-0079-7>
- [49] Osiri, K., & Kungu, K. (2019). Predictors of Entrepreneurial Intentions and Social Entrepreneurial Intentions: A Look at Proactive Personality, Self-Efficacy and Creativity. *Journal of Business Diversity*, 19(1). <https://doi.org/10.33423/jbd.v19i1.1354>
- [50] Othman, N., & Nasrudin, N. (2016). Entrepreneurship education programs in Malaysian polytechnics. *Education and Training*, 58(7–8), 882–898. <https://doi.org/10.1108/ET-11-2014-0136>
- [51] Putra, M., & Rusmawati, D. (2020). Hubungan antara motivasi berprestasi dengan intensi berwirausaha pada mahasiswa fakultas teknik Universitas negeri Semarang. 9(Nomor 6), 461–465.
- [52] Rahmawati, R. (2016). Intensitas Penggunaan Media Sosial. 1(3), 224–236. <https://doi.org/10.1234/jah.v1i3.4219>
- [53] Ratten, V. (2016). Continuance use intention of cloud computing: Innovativeness and creativity perspectives. *Journal of Business Research*, 69(5), 1737–1740. <https://doi.org/10.1016/j.jbusres.2015.10.047>
- [54] Remeikiene, R., Startiene, G., & Dumciuviene, D. (2013). Explaining Entrepreneurial Intention of University Students: the Role of Entrepreneurial Education. *Management, Knowledge and Learning International Conference 2013*, 299–307.
- [55] Rismana, A., Normelani, E., & Adyatma, S. (2016). Pengaruh Jejaring Sosial Terhadap Motivasi Belajar Siswa-Siswi Sekolah Menengah Pertama (Smp) Di Kecamatan Banjarmasin Barat. *JPG (Jurnal Pendidikan Geografi)*, 3(5), 39–49. <https://ppjp.ulm.ac.id/journal/index.php/jpg/article/view/2299/0>
- [56] Rokhman, W., & Ahamed, F. (2015). The role of social and psychological factors on entrepreneurial intention among islamic college students in Indonesia. *Entrepreneurial Business and Economics Review*, 3(1), 29–42. <https://doi.org/10.15678/EBER.2015.030103>
- [57] Saif, H. A. A., & Ghania, U. (2020). Need for Achievement As a Predictor of Entrepreneurial Behavior: the Mediating Role of Entrepreneurial Passion for Founding and Entrepreneurial Interest. *International Review of Management and Marketing*, 10(1), 40–53. <https://doi.org/10.32479/irmm.8949>
- [58] Schlaegel, C., & Koenig, M. (2014). Determinants of Entrepreneurial Intent: A Meta-Analytic Test and Integration of Competing Models. *Entrepreneurship: Theory and Practice*, 38(2), 291–332. <https://doi.org/10.1111/etap.12087>
- [59] Schunk, D. (2012). *Learning theories an educational perspective* (6th ed.). Pearson Education, Inc.
- [60] Segal, G., Borgia, D., & Schoenfeld, J. (2005). The motivation to become an entrepreneur. *International Journal of Entrepreneurial Behaviour and Research*, 11(1), 42–57. <https://doi.org/10.1108/13552550510580834>
- [61] Shi, Y., Yuan, T., Bell, R., & Wang, J. (2020). Investigating the Relationship Between Creativity and Entrepreneurial Intention: The Moderating Role of Creativity in the Theory of Planned Behavior. *Frontiers in Psychology*, 11.
-

- <https://doi.org/10.3389/fpsyg.2020.01209>
- [62] Siswanti, Y., Muhsin, A., & Nurhadi, D. (2019). Corporate Social Responsibility As a Moderator in the Effect of Sel-Efficacy on Entrepreneurial Motivation. *Russian Journal of Agricultural and Socio-Economic Sciences*, 96(12), 164–170. <https://doi.org/10.18551/rjoas.2019-12.20>
- [63] Soto-Acosta, P., Popa, S., & Martinez-Conesa, I. (2018). Information technology, knowledge management and environmental dynamism as drivers of innovation ambidexterity: a study in SMEs. *Journal of Knowledge Management*, 22(4), 824–849. <https://doi.org/10.1108/JKM-10-2017-0448>
- [64] Stopfer, J. M., Egloff, B., Nestler, S., & Back, M. D. (2013). Being popular in online social networks: How agentic, communal, and creativity traits relate to judgments of status and liking. *Journal of Research in Personality*, 47(5), 592–598. <https://doi.org/10.1016/j.jrp.2013.05.005>
- [65] Tantawy, M., Herbert, K., McNally, J. J., Mengel, T., Piperopoulos, P., & Foord, D. (2021). Bringing creativity back to entrepreneurship education: Creative self-efficacy, creative process engagement, and entrepreneurial intentions. *Journal of Business Venturing Insights*, 15(December 2020), e00239. <https://doi.org/10.1016/j.jbvi.2021.e00239>
- [66] Tess, P. A. (2013). The role of social media in higher education classes (real and virtual)- A literature review. *Computers in Human Behavior*, 29(5), A60–A68. <https://doi.org/10.1016/j.chb.2012.12.032>
- [67] Utari, F. D., & Sukidjo, S. (2020). The Roles of Need for Achievement and Family Environment in Stimulating Entrepreneurial Interest through Self-Efficacy. *Jurnal Economia*, 16(2), 143–160. <https://doi.org/10.21831/economia.v16i2.28725>
- [68] Vodă, A. I., & Florea, N. (2019). Impact of personality traits and entrepreneurship education on entrepreneurial intentions of business and engineering students. In *Sustainability (Switzerland)* (Vol. 11, Issue 4). <https://doi.org/10.3390/SU11041192>
- [69] Wibowo, B. S., & Haryokusumo, D. (2020). Peluang Revolusi Industri 4.0 Bidang Pemasaran: Pemanfaatan Aplikasi E-commerce, Sosial Media Instagram dan Digital Marketing terhadap keputusan Instant Online Buying Konsumen Generasi Millennial. *Capital: Jurnal Ekonomi Dan Manajemen*, 3(2), 86. <https://doi.org/10.25273/capital.v3i2.6077>
- [70] Wu, J. J., Kung, H. Y., & Lin, T. M. Y. (2017). Influence of customer participation on information technology services. *Industrial Management and Data Systems*, 117(6), 1077–1092. <https://doi.org/10.1108/IMDS-03-2016-0104>
- [71] Yasundari, Y. (2016). Hubungan Antara Penggunaan Media Sosial Instagram Dengan Motivasi Wirausaha Pebisnis Daring (Online) Dalam Meningkatkan Produktivitas. *Jurnal Kajian Komunikasi*, 4(2), 207. <https://doi.org/10.24198/jkk.v4i2.7737>
- [72] Zait, A., Alexandru, U., & Cuza, I. (2011). Methods for Testing Discriminant Validity. *Management and Marketing Journal*, IX(2), 217–224.
- [73] Zhao, H., Hills, G. E., & Seibert, S. E. (2005). The mediating role of self-efficacy in the development of entrepreneurial intentions. *Journal of Applied Psychology*, 90(6), 1265–1272. <https://doi.org/10.1037/0021-9010.90.6.1265>
- [74] Zunaida, D. (2015). Hubungan Tingkat Motivasi Penggunaan Situs Jejaring Sosial Facebook Terhadap Hasil Belajar Mahasiswa Relationships Motivation Levels Using Social Networking Sites Facebook to Student Learning Outcomes. 18(1), 63–72.

HALAMAN INI SENGAJA DIKOSONGKAN