



Fostering a New Generation of Entrepreneurs: Factors Driving Entrepreneurial Intentions Among University Students in Batam

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Abstract. This study aims to scientifically evaluate the impact of self-efficacy, creativity, social media usage, and entrepreneurial motivation on students' entrepreneurial tendencies. This study employs a quantitative methodology, utilising primary data from 100 current students enrolled in the Management Accounting program at Politeknik Negeri Batam who have successfully completed entrepreneurship courses. The sample approach utilises the purposive sampling technique. Data was acquired via the distribution of questionnaires and analysed using SmartPLS version 3.0 for instrument and hypothesis testing. This research empirically establishes that self-efficacy markedly elevates students' interest in entrepreneurship, but creativity has an insignificant beneficial impact, and social media usage exerts a favourable yet insignificant effect on students' interest in entrepreneurship. The student's interest in entrepreneurship and entrepreneurial motivation has a significant and positive influence.

Keywords: Self-Efficacy, Creativity, Social Media Usage, Entrepreneurial Motivation, Entrepreneurial Intention.

1. Introduction

This research stems from the pressing issue of unemployment in Indonesia, particularly among recent university graduates. A majority of graduates continue to prioritize job hunting. However, this persistent job search is no longer relevant due to the intense competition in the job market and the high standards set by companies seeking to recruit employees. This uncertainty in career paths contributes to the high unemployment rate in Indonesia. However, the open unemployment rate has fluctuated over the past five years (2019-2023). According to a statement by Rosa (2023) from the Ministry of Education, Culture, Research, and Technology, the unemployment rate among university graduates in Indonesia stood at 13.3% in 2022, representing 1,120,128 individuals. A persistent increase in this figure, if left unchecked, could impose a substantial social burden and exacerbate poverty levels.

Fostering a more entrepreneurial culture is a significant obstacle to decreasing Indonesia's unemployment rate. Putry et al. (2020) posit that a developed nation typically exhibits an entrepreneurial rate of at least 2%. However, according to the Global Entrepreneurship Monitor (GEM), Indonesia, with its vast population, currently has an

entrepreneurial rate of approximately 1.65%. Wardhani and Nastiti (2023) note that a multitude of factors influence the propensity for entrepreneurship, suggesting it is not innate.

Researchers have identified self-efficacy, defined as an individual's belief in their ability to execute specific actions, as a key determinant of entrepreneurial intent (Putry et al., 2020). Creativity, characterized by the ability to generate novel ideas, is another critical factor influencing entrepreneurial inclination (Fajar et al., 2020). The advent of Industry 4.0, marked by technological advancements and increased internet accessibility, has further stimulated entrepreneurial interest. The proliferation of social media and the shift towards online consumer behavior underscore the importance of digital strategies for aspiring entrepreneurs (Aputra et al., 2022). Additionally, entrepreneurial motivation, which enhances self-belief and courage, is a significant driver of entrepreneurial intent (Nengseh & Kurniawan, 2021).

The structure of this journal comprises several sections, such as a theoretical review, literature review, hypothesis, methodology, results, and conclusion. The central argument is that self-efficacy, creativity, and entrepreneurial motivation are key determinants of entrepreneurial intentions. By synthesizing previous research, the theoretical and literature review provides a foundation for the study. The hypothesis proposes the research questions for investigation. The methodology section outlines the research design, including the operationalization of variables, sampling procedures, and data analysis techniques. The results section presents the data analysis's findings, while the discussion section interprets these findings in relation to the research questions and existing literature.

A number of studies have explored the factors influencing entrepreneurial intentions. Afriyani (2015) examined the impact of teaching methods, entrepreneurial spirit, and social media on high school students' entrepreneurial intentions. Aputra, Sukmawati, and Aziz (2022) examined the role of entrepreneurial knowledge, social environment, and social media in shaping the entrepreneurial intentions of university students. Dewi (2020) focused on the influence of knowledge, motivation, and self-efficacy on entrepreneurial intentions among millennials. Fajar et al. (2020) examined the relationship between entrepreneurial knowledge, creativity, and entrepreneurial intentions among economics students.

A multiple regression analysis was conducted on data collected from a sample of 100 managerial accounting students, with sample size determined using Slovin's formula. We chose this analytical approach to identify the key determinants of entrepreneurial intent and to provide actionable insights for policymakers and higher education institutions. By understanding the factors that influence entrepreneurial intent, this research contributes to the broader discourse on fostering a more entrepreneurial society. Ajzen's (1991) Theory of Planned Behavior (TPB) posits that attitudes toward entrepreneurship, subjective norms, and perceived behavioral control shape entrepreneurial intent. Therefore, we adopted the TPB framework for this study.

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This study examines the determinants of entrepreneurial intent among university students. Given the growing importance of entrepreneurship in the Indonesian economic context, this research replicates Satriadi et al.'s (2022) study on Indonesian students. However, this study differs in terms of the research period (2024), location, and the specific population, focusing on accounting management students at Politeknik Negeri Batam who have completed entrepreneurship courses. The primary objective of this study is to empirically investigate the relationship between self-efficacy, creativity, social media usage, and entrepreneurial motivation, and their impact on students' entrepreneurial intentions.

2. Theoretical Review, Literature Review, and Hypothesis

2.1 Theoretical Review

2.1.1 Theory of Planned Behavior (TPB).

Ajzen (1991) introduced the Theory of Planned Behavior (TPB), a theory concerning a person's behavior. TPB is a development of the Theory of Reasoned Action (TRA). The difference between TPB and TRA lies in their underlying assumptions. Hartono (2007) bases TRA on the concept that conscious consideration guides a person's behavior. This implies that a person bases their actions on the consideration of information, either explicitly or implicitly available, and also takes into account the consequences of their actions. According to Hartono (2007), TPB assumes that a person as a whole cannot fully control many behaviors, which necessitates perceived behavioral control.

Ajzen (1991) introduced the TPB concept, suggesting that the intention to act can impact the actual behavior. Several factors, including attitude toward behavior, subjective norms, and perceived behavior control, influence this intention. The variables of creativity and entrepreneurial motivation reflect the concept of attitude toward behavior, the variables of social media use reflect the concept of subjective norms, and the variables of self-efficacy reflect the concept of perceived behavioral control.

2.1.2 Self-Efficacy

Self-efficacy is an individual's belief in their ability to perform certain acts that result in desired outcomes (Ormrod, 2008). According to Santrock (2007), self-efficacy is defined as a person's belief in their ability to control a situation and achieve positive results. Self-efficacy is a strong belief in one's ability to overcome and complete tasks for which one is responsible. This comprises self-confidence, cognitive capability, adaptability, and the ability to respond in difficult conditions (Bandura, 1997).

Self-efficacy promotes an individual's internal desire to pursue entrepreneurial activities, specifically self-belief in one's capacity to establish a business. According to Dewi (2020), individuals who lack confidence in their abilities are unlikely to become entrepreneurs. Self-efficacy is an individual's belief in their ability to perform certain acts that result in desired outcomes (Ormrod, 2008). According to Santrock (2007), self-efficacy is defined as a person's belief in their ability to control a situation and achieve positive results. Self-efficacy is a strong belief in one's ability to overcome and complete tasks for which one is responsible. This comprises self-confidence, cognitive capability, adaptability, and the ability to respond in difficult conditions (Bandura, 1997).

2.1.3 Creativity

The ability to create something new is at the heart of creativity, which requires using pre-existing parts to create something creative (Slameto, 2010). Sukmadinata (2005) goes on to say that something new does not have to be completely innovative; it might just be a new blend of existing parts. What makes it new is the individual's discovery of a new arrangement, relationship, or structure that differs from the prior ones.

Entrepreneurs face intense competition. To compete in such a competitive climate, an entrepreneur must be highly creative. An inventive attitude should underpin this creativity, allowing for the development of fresh concepts that set items apart from those already on the market. Creative ideas frequently cross boundaries of space, shape, and time. In reality, revolutionary innovations that transform businesses frequently stem from seemingly unattainable creative conceptions (Fajar et al., 2020).

2.1.4 Social Media Use

Social media refers to online platforms where people can share, participate, and connect with one another using advanced technology. Modern social media platforms allow users to offer their products or services (Nugroho, 2016). According to Prasetyo (2020), social media can change an individual's perspective on entrepreneurship, lowering the risk of failure and making it easier to sell things on a wide scale without incurring major costs. As a result, the simplicity of transactions made possible by social media has become a key feature in business ventures.

2.1.5 Motivation in Entrepreneurship

Sartain, in his book "Psychology Understanding of Human Behavior," as referenced by Purwanto (1996), asserts that motivation is a complex statement within an organism that drives or steers action toward a specific objective or stimulus. This objective defines and limits an organism's actions. Every action made by humans is definitely driven. According to Suebuddin (2021), motivation is an internal force that motivates people to pursue specific acts, such as starting a business. Motivation is especially

important in entrepreneurship because it can inspire a continuous pursuit of many motivating factors, resulting in a variety of positive outcomes.

2.1.6 Entrepreneurial Interest

Interest is a sensation associated with an activity that one appreciates. When a person is interested in anything, it creates good thoughts and beliefs, which encourages them to persist and delve further into that activity or pursuit (Putry et al., 2020). Entrepreneurship, according to Saiman (2014), is the effort to start a business, activity, or commercial enterprise on one's own initiative and ability. As a result, entrepreneurial interest can be defined as an innate drive to engage in entrepreneurial or business activity free of external pressure.

2.2 Literature Review

Previous research by Satriadi et al. (2022) found a substantial positive link between self-efficacy and entrepreneurial inclinations among Malang and Surabaya undergraduates. Udayanan's study (2019) discovered a strong positive influence on the entrepreneurial inclinations of postgraduate students in Oman. Yusuf and Efendi (2019) found that self-efficacy had a strong favorable impact on students' entrepreneurial interest.

Satriadi et al.'s (2022) study found a substantial positive link between creativity and business interest among students in Malang and Surabaya. Murad et al. (2021) found that creativity had a strong beneficial influence on entrepreneurial inclinations among Pakistani students. Yıldırım et al. (2019) found no significant correlation between creativity and success.

Previous research by Abdelfattah et al. (2022) found that social media has a strong beneficial impact on the entrepreneurial inclinations of young entrepreneurs in Oman. Purwanto's study (2021) found that using social media has a considerable favorable impact on students' entrepreneurial interest. However, Firman and Putra's (2020) research found that the use of social media had no substantial impact on students' entrepreneurial interest at STIE No-bel Indonesia Makassar.

Satriadi et al. (2022) found that entrepreneurial motivation is significantly positively related to entrepreneurial ambitions among students in Malang and Surabaya. According to Sitaridis and Kitsios' (2019) findings, entrepreneurial motivation greatly influences the entrepreneurial intents of IT students in higher education. Omar et al.'s (2019) study found that motivation has a substantial beneficial influence on students' entrepreneurial inclinations at Universiti Kebangsaan Malaysia.

2.3 Hypothesis

2.3.1 The Influence of Self-Efficacy on Entrepreneurial Interest

Bandura (1999) posited that effective behavior requires not only appropriate actions, knowledge, skills, and favorable attitudes, but also self-efficacy in utilizing these resources. Self-efficacy serves as a predictor of entrepreneurial performance and aspirations, impacted by interest in entrepreneurship and individual entrepreneurial self-efficacy (Krueger & Brazeal, 1994). Self-efficacy is a crucial factor enabling entrepreneurs to surmount challenges in the entrepreneurial process, significantly influencing their entrepreneurial aspirations. Drawing on the prior research conducted by Satriadi et al. (2022), Udayanan (2019), and Yusuf & Efendi (2019), which consistently identified a significant positive correlation between self-efficacy and entrepreneurial interest, the hypothesis for this study is:

H₁: Self-efficacy has a significant positive influence on entrepreneurial interest among students.

2.3.2 The Influence of Creativity on Entrepreneurial Interest

Creativity is defined as an individual's ability to develop unique and acceptable solutions to existing issues (Amabile, 1997). In entrepreneurship, creativity is associated with identifying ideas that have the potential to become products or services (Ward, 2004). Because of its link to opportunity recognition, creativity can be viewed as an important component influencing entrepreneurial goals or activities. Satriadi et al. (2022) and Murad et al. (2021) conducted comparable research and discovered that creativity had a strong beneficial impact on entrepreneurial intent. According to the previous debate, the hypothesis for this investigation is:

H₂: Creativity is significantly positively correlated with entrepreneurial intent among students.

2.3.3 The Influence of Social media on Entrepreneurial Interest

Blomqvist (2022) describes social media as a tool for improving consumer interactions and popularizing marketing methods. Social media has an impact on entrepreneurship by facilitating marketing efforts in step with technological and informational improvements (Fernando & Handoyo, 2022). Abdelfattah et al. (2022) and Purwanto (2021) did comparable studies and discovered that using social media has a considerable favorable influence. Based on the explanation above, the hypothesis for this study is:

H₃: The use of social media is significantly positively correlated with students' entrepreneurial intentions.

2.3.4 The Influence of Entrepreneurial motivation on Entrepreneurial Interest

Entrepreneurial motivation is defined as an individual's willingness to start, organize, manage, and convert organizational ideas independently and quickly. An individual's willingness to establish or sustain a business is determined by their motivation. According to Nabi & Liñán (2011), motivation drives individuals to act on their intentions. Satriadi et al. (2022), Omar et al. (2019), and Sitaridis & Kitsios (2019) conducted comparable studies and discovered that entrepreneurial drive has a strong beneficial impact on entrepreneurial intent. According to the previous debate, the hypothesis for this investigation is:

H₄: Entrepreneurial motivation is significantly positively correlated with entrepreneurial intent among students.

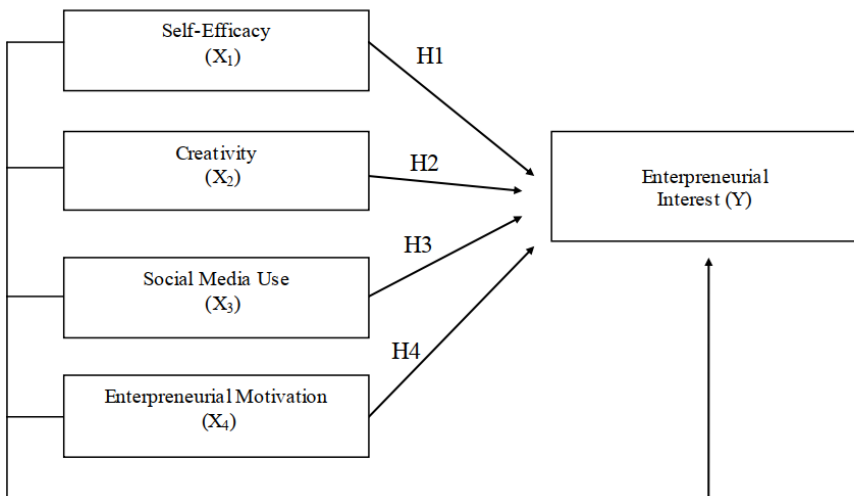


Fig 1. Research Model

This study followed a quantitative research design. Primary data was gathered using a self-administered questionnaire to assess self-efficacy, creativity, social media use, and entrepreneurial motivation as predictors of entrepreneurial interest. The respondents' answers were quantified using a 5-point Likert scale.

Participants were requested to evaluate their degree of agreement with the statements utilising a 5-point Likert scale. A pilot test involving 30 respondents was conducted to refine the questionnaire prior to its electronic distribution via Google Forms to a purposive sample of 100 current students from Batam State Polytechnic's Accounting Management Study Program who had completed entrepreneurship courses. The sample size was calculated with Slovin's formula. The questionnaire data was analysed via SmartPLS version 3.0. The questionnaire items were sourced from prior research conducted by Satriadi et al. (2022), Mustofa (2014), Haq (2019), Afriani (2015), and Hendrawan & Sirine.

Table 1. Operational Variable

Variable	Indicator (Source)	Code
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Self-Efficacy (X1)	Task difficulty, Perceived control, Breadth of behavior, Awareness and sensitivity to problems (Mustofa, 2014)	ED1, ED2, ED3, ED4
Creativity (X2)	Originality, Adaptation, Fluency	KRT1, KRT2, KRT3
Social Media Use (X3)	Frequency of use, Self-presentation on social media, Benefits of social media	PMS1, PMS2, PMS3
Entrepreneurial Motivation (X4)	Material motivation, Rational-intellectual motivation, Emotional-social motivation	MTB1, MTB2, MTB3
Entrepreneurial Interest (Y)	Willingness to achieve goals, Honesty and responsibility, Physical, mental, and emotional resilience	MB1, MB2, MB3

The data were analysed using partial least squares structural equation modelling (PLS-SEM). The PLS-SEM approach evaluated both the measurement and structural models. The measuring model was evaluated for convergent validity, discriminant validity, and reliability. The structural model underwent additional analysis employing R-squared, Q-squared, hypothesis testing, and t-statistics.

Table 2. Convergent validity test

Question-ary Items	Self-Effi-cacy	Creativ-ity	Social Media Use	Enterpre-neurial Moti-vation	Enterpre-neurial Inter-est
ED1	0.867				
ED2	0.922				
ED3	0.887				
KRT1		0.891			
KRT2		0.861			
KRT3		0.858			
MB1			0.834		
MB2			0.868		
MB3			0.889		
MTB1				0.876	
MTB2				0.918	
MTB3				0.851	
PMS1					0.856
PMS2					0.908
PMS3					0.859

As stated by Hamid and Anwar (2019), a minimum outer loading value of 0.70 is necessary. Table 2 shows that all outside loadings exceed the threshold. As a result, the convergent validity of all indicators is proven, allowing for further studies.

Table 3. Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Self-Efficacy	0.796
Creativity	0.757
Social Media Use	0.746
Entrepreneurial Motivation	0.778
Entrepreneurial Interest	0.765

According to Hamid and Anwar (2019), a minimum average variance extracted (AVE) of 0.50 is necessary. Table 3 shows that every item exceeds this criteria. As a result, the convergent validity of all elements is proven.

Table 4. Discriminant validity test

Questionary Items	Self-Efficacy	Creativity	Social Media Use	Entrepreneurial Motivation	Entrepreneurial Interest
ED1	0.867	0.705	0.759	0.723	0.787
ED2	0.922	0.720	0.831	0.797	0.805
ED3	0.887	0.754	0.752	0.749	0.784
KRT1	0.772	0.891	0.788	0.801	0.700
KRT2	0.732	0.861	0.710	0.785	0.719
KRT3	0.688	0.858	0.700	0.772	0.651
MB1	0.701	0.727	0.834	0.748	0.691
MB2	0.756	0.701	0.868	0.768	0.729
MB3	0.810	0.758	0.889	0.799	0.766
MTB1	0.742	0.783	0.791	0.876	0.735
MTB2	0.789	0.798	0.807	0.918	0.751
MTB3	0.715	0.812	0.765	0.851	0.665
PMS1	0.792	0.693	0.732	0.731	0.856
PMS2	0.780	0.686	0.758	0.711	0.908
PMS3	0.759	0.703	0.725	0.693	0.859

Hamid and Anwar (2019) recommend a cross-loading value of at least 0.70. Table 4 shows that every item exceeds this criteria. Consequently, the discriminant validity of all items is validated.

Table 5. Reliability Test

Variable	Cronbach's Alpha	Composite Reliability
Self-Efficacy	0.871	0.921
Creativity	0.839	0.903

Entrepreneurial Interest	0.830	0.898
Entrepreneurial Motivation	0.857	0.913
Social Media Use	0.846	0.907

Hair et al. (2014) defines composite reliability as a value between 0 and 1, with larger values indicating more dependability. Overall, its interpretation is similar to Cronbach's alpha. In exploratory research, a composite reliability score of 0.60 to 0.70 is appropriate. According to the data in Table 5, composite reliability has exceeded 0.70, and Cronbach's alpha is also larger than 0.70, indicating that all indicators are reliable.

R-Square Test

Table 6. R-Square

Variable	Adjusted R-Square
Entrepreneurial Interest	0.849

The R-square test is designed to assess the degree to which independent factors influence the dependent variable (Hamid & Anwar, 2019). Table 6 showed an R-squared value of 0.849. This suggests that self-efficacy (X1), creativity (X2), social media usage (X3), and entrepreneurial motivation (X4) account for 84.9% of the variance in entrepreneurial interest (Y), with the remaining 15.1% explained by variables not examined in this study. An R-square value greater than 0.33 indicates that the SEM model is adequate and resilient when evaluated simultaneously (Hair et al., 2014).

Table 7. Q-Square

Variable	Q-Square
Entrepreneurial Interest	0.625

The predictive relevance test assesses the adequacy of the variables inside the research model. A model is considered to possess exceptional predictive relevance if its Q-square value exceeds zero (Ghozali & Latan, 2015). The Q-square value of 0.625 signifies that the model explains 62.5% of the variance in the dependent variable. The residual 37.5% is attributable to factors not examined in this study. This outcome signifies that the model effectively aligns with the data.

3. Hypothesis tests and t-statistics

The Hypothesis test shows that self-efficacy positively impacts students' entrepreneurial desire, with a path coefficient of 0.295, a significance value of $0.041 < 0.05$, and a t-statistic of $2.048 > 1.96$. Therefore, H1 is supported. However, there is no substantial positive effect of creativity on students' entrepreneurial desire (path coefficient of

0.073, significance value of $0.483 > 0.05$, and t-statistic of $0.702 < 1.96$). Consequently, H2 is rejected. Similarly, social media usage had no significant beneficial effect on students' entrepreneurial interest (path coefficient of 0.162, significance value of $0.290 > 0.05$, and t-statistic of $1.059 < 1.96$). Therefore, H3 is rejected. Entrepreneurial motivation has a significant positive effect on students' entrepreneurial interest (path coefficient of 0.445, significance value of $0.005 < 0.05$, and t-statistic of $2.825 > 1.96$). Therefore, H4 is supported.

4. Result and Discussion

The initial hypothesis posits that self-efficacy significantly enhances students' entrepreneurial interest. This finding aligns with prior studies by Satriadi et al. (2022), Udayanan (2019), and Yusuf & Efendi (2019), all of which identified a positive and significant correlation between self-efficacy and entrepreneurial desire. This indicates that students with elevated self-efficacy are more inclined and driven to engage in entrepreneurship. Moreover, elevated self-efficacy may encourage risk-taking, persistence, and a robust disposition in the face of challenges. Self-efficacy will influence students' behaviour in managing their enterprises, enabling them to realise their objective of pursuing entrepreneurial endeavours.

The second hypothesis posits that there is no significant positive correlation between creativity and student entrepreneurial ambition. This conclusion contradicts the findings of Satriadi et al. (2022) and Murad et al. (2021), who identified a significant positive correlation between creativity and entrepreneurial interest. This finding aligns with Yıldırım et al.'s (2019) study, which demonstrated that creativity did not significantly influence entrepreneurial interest. This phenomenon may be attributed to the insufficient business acumen and skills possessed by numerous students, hindering their ability to cultivate entrepreneurial concepts. This may provide a hurdle as students may lack knowledge regarding the initiation and operation of a business.

The third hypothesis revealed no significant positive correlation between social media usage and business interest among students. This finding contradicts other studies by Abdelfattah et al. (2022) and Purwanto (2021), which identified a substantial positive correlation between social media usage and entrepreneurial interest. This study corroborates the findings of Firman and Putra (2020), which indicated that social media usage does not significantly influence entrepreneurial interest. This indicates that students may lack a comprehensive knowledge of utilising social media as a resource for gathering information and references related to entrepreneurship, hence diminishing their entrepreneurial curiosity. Students frequently employ social media for lifestyle aspirations, including fashion, cuisine, and gossip, rather than for acquiring knowledge about entrepreneurship.

The fourth hypothesis identified a significant positive correlation between entrepreneurial desire and entrepreneurial curiosity among students. This finding aligns with previous studies by Satriadi et al. (2022), Sitaridis & Kitsios (2019), and Omar et al. (2019), all of which demonstrated that entrepreneurial drive significantly enhances entrepreneurial ambition. Motivation is a crucial factor in inspiring students to establish and achieve their life goals, including entrepreneurial curiosity.

5. Conclusion

The results of this study show that self-efficacy has a considerable positive impact on students' entrepreneurial interest. However, no substantial positive link was found between entrepreneurial desire and creativity, social media use, or motivation. These findings imply that, while self-efficacy is important in fostering entrepreneurial goals, other factors may also influence the formation of an entrepreneurial mindset.

This study's limitations include a limited sample size and a narrow emphasis on a single academic program. Future research should use a larger sample size, a broader range of academic programs, and additional variables such as financial resources and family support to acquire a more complete knowledge of the factors impacting students' entrepreneurial intent.

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