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The Influence of Creativity on the Entrepreneurial Attitudes of Economic Education Students in Pekanbaru

M. Yogi Riyantama Isjoni[1], Intan Suri[1], Donal[1], Aulia Apriani[1], Apen Sintia[1]

[1] Universitas Riau, Pekanbaru
m.yogi@lecturer.unri.ac.id, intan.suri@lecturer.unri.ac.id, aulia.apriani@lecturer.unri.ac.id, donal@lecturer.unri.ac.id, apensintia@gmail.com
corresponding author: *m.yogi@lecturer.unri.ac.id*

ABSTRACT

The high unemployment rate among university graduates demonstrates the need to enhance entrepreneurial competencies. Although entrepreneurship programs have been provided, many students struggle to apply the knowledge. Creativity is believed to be a key factor that can encourage entrepreneurial attitudes through the creation of innovative ideas. This study aims to determine the effect of creativity on the entrepreneurial attitudes of Economics Education students in Pekanbaru. The study employed a quantitative approach with a sample of 170 students from the University of Riau and Sultan Syarif Kasim State Islamic University, selected through a purposive random sampling technique with the Slovin formula. Data collection was carried out using a Likert scale questionnaire, and data analysis was conducted using simple linear regression. Pre-requisite tests showed that the data were normally and linearly distributed. The results implied that creativity had a positive and significant effect on entrepreneurial attitudes. Thus, the higher the students' creativity, the more positive their attitudes towards entrepreneurship.

Keywords*: *creativity, entrepreneurial attitude, entrepreneurship

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INTRODUCTION

Facing the ever-increasing global workforce and economic challenges, entrepreneurship has become a strategic solution to reduce unemployment, particularly among college graduates. According to data from the Central Statistics Agency (BPS), open unemployment remains predominant among college graduates, indicating a lack of academic competency in the workforce. Therefore, encouraging students to develop entrepreneurial skills is imperative to produce independent and reliable graduates.

In this context, entrepreneurship has become an alternative strategy as a catalyst for economic growth and a solution to reducing unemployment. The government and higher education institutions have encouraged the development of an entrepreneurial spirit among students through various entrepreneurship training programs, including entrepreneurship courses. However, many students are unable to implement this knowledge effectively in the business world. One important factor suspected of influencing this is creativity (Zampetaks & Moustakis, 2006). This is further supported by (Chell, 2008) in his book, "The Entrepreneurial Personality: A Social Construction," which states that entrepreneurial personality is a product of the surrounding environment. One key aspect of entrepreneurial personality is creativity.

In the era of globalization and the latest technological developments, creativity has become a crucial asset in facing increasingly complex competition and market dynamics. For students, developing creativity not only impacts the learning process but also plays a role in shaping entrepreneurial attitudes. Students dissatisfied with learning conditions and job opportunities can generate innovative ideas and create new businesses (Zhou, 2001). Florida (2002) states that the shift from a knowledge-based industrial economy demands a greater role for creativity, and entrepreneurship is a concrete expression of this creative attitude.

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Bird (2020) Creativity functions to support entrepreneurial intensity because it provides opportunities to generate fresh ideas and innovative solutions to challenges during the entrepreneurial journey. This is supported by Ferreira & Kraus (2020), who argue that creativity is the foundation for identifying new business opportunities, creating innovative solutions, and developing an entrepreneurial mindset that is adaptive and responsive to market changes. Luthje & Franke (2003) states that students with high creativity tend to have strong entrepreneurial skills. Furthermore, Ward (2004) explains that entrepreneurship is not only about finding market opportunities but also a process that involves high creativity. Entrepreneurship can be realized when individuals possess creativity and motivation to exploit business opportunities. Shane (2003) Creativity according to Guilfor (2009) is the ability to think creatively, produce fresh, flexible and innovative ideas in solving problems. The theoretical basis of creativity is also put forward by Runco (2012), namely related to indicators of creative attitudes such as openness to new ideas, initiative in finding solutions and creating value from the ideas produced. Creativity does not only mean artistic ability but more broadly as the ability to think differently in seeing opportunities (Dinis & Gouveia, 2013) Business creativity in the world is not only to develop new products but also to observe market trends, manage marketing, and respond to market changes flexibly (Frese & Gielnik, 2014) Terasa M. Amabile in his book Creativity in Context creativity in the context of entrepreneurship encourages individuals to continue exploring new ideas amidst broadcasts and risks (Amabile, 2010). Previous research shows a positive relationship between creativity and students' entrepreneurial abilities (Utami, 2021). Similarly, a study by Sari (2020) emphasizes that students who have high creativity tend to be more courageous in starting a business. Highlighting the role of creative attitudes tends to be more able to create ideas for a student in seeing market opportunities (Montani & Battistelli, 2014). However, although creativity has been proven to have a positive relationship with entrepreneurship, many students still have difficulty in utilizing it in practice in the field. Therefore, it is important to understand the extent to which creativity influences students' entrepreneurial abilities.

In this context, creativity is a crucial element in bridging individual potential and entrepreneurial abilities (Altinay & Ekinci, 2012). Students with high creativity are expected to be able to see opportunities and have the enthusiasm to try as part of the entrepreneurial process (Goerge & Wincent, 2016) . This is reinforced by Linan & Fayolle, (2006), who argue that creativity as a cognitive element plays a significant role in the decision-making process in entrepreneurship. However, there is little research specifically exploring the direct influence of creativity on entrepreneurial attitudes, particularly among Indonesian students. Innovation in the field of entrepreneurship is no longer limited to conventional methods. Although various previous studies have shown that creativity plays a significant role in supporting students' entrepreneurial skills and attitudes (Utami, 2021), most of these studies were conducted in a global context or did not specifically examine the direct relationship between creativity and entrepreneurial attitudes among Indonesian students, particularly those studying Economics. This research is important to address the research gap in the literature regarding the direct influence of creativity on entrepreneurial attitudes, particularly among Economics students in Indonesia. By understanding the extent to which creativity influences entrepreneurial attitudes, the results of this study are expected to serve as a basis for developing entrepreneurship curricula and programs in higher education, placing greater emphasis on developing creativity as a core competency.

LITERATURE REVIEW

Creativity

Creativity is a person's ability to generate original and useful ideas, concepts, or solutions. According to Munandar (2016), creativity is the ability to think that produces new ideas that are original, flexible, and elaborate. Furthermore, according to Putra & Sakti (2022), creativity in the context of entrepreneurship is an individual's ability to generate new ideas in designing a business or product that has economic value. Then, according to Yuverita (2023), creativity is an important part of entrepreneurial competence, which drives innovation and competitiveness in the market. Furthermore, according to Guilford (2021), creativity is the

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ability to generate new and original ideas in response to a situation. Munandar (2009) states that creativity is the ability to think that produces new ways of looking at a problem and finding innovative solutions. Creativity can appear in various forms, one of which is through the combination of various elements. A person is considered creative when they are able to combine several ideas or products into something new (Sitepu, 2019). Riyanti (2019) adds that creativity is not just generating new ideas, but also creating useful ideas. Creativity is a way of thinking that discovers new things and can be honed through practice, not simply an innate talent. Overall, creativity is the ability to create new insights, ideas, discoveries, or works of art that can help someone, especially entrepreneurs, overcome challenges (L. Yohanna, Harsoyo, et al., 2016). The following are indicators of creativity: a. Fluency, b. Flexibility, c. Originality, d. Elaboration, e. Sensitivity to problems

Sensitivity to situations that could become business opportunities. The following are the principles of creativity according to (Amabile in Yuverita 2023): 1. Freedom of thought:, 2. Supportive environment:, 3. Openness to risk:, 4. Iteration and experimentation:, 5. Collaboration and inspiration: Creativity grows through interaction. Requirements for creativity influence entrepreneurial attitudes (Putra & Sakti 2022) : 1. Mastery of Basic Knowledge: A basic understanding of business., 2. Supportive Environment: Whether at home, on campus, or in the community.,3. Intrinsic Motivation: An inner drive to create something., 4. Openness to new experiences: The ability to accept change and external ideas, 5. Self-Efficacy: Confidence in one's own abilities.

Entrepreneurial Attitude

An entrepreneurial attitude is a person's tendency to have a positive attitude toward entrepreneurial activities, including innovation, risk-taking, and independence. According to McClelland (2001), an entrepreneurial attitude is formed from achievement motivation and the drive for economic independence. Suryana (2017) also states that an entrepreneurial attitude is a tendency to think creatively and innovatively, be willing to take risks, and be future-oriented. Furthermore, according to Arifah et al. (2020), an entrepreneurial attitude reflects an individual's mental and behavioral readiness to face the challenges and uncertainties of the business world. Wirjadi & Wijaya (2023) state that an entrepreneurial attitude is the result of the interaction between self-efficacy, creativity, and perceptions of business opportunities. According to Zampetakis and Moustakis (2006), an entrepreneurial attitude is an individual's tendency to respond positively to business opportunities, demonstrating characteristics such as innovation, risk-taking, and self-confidence. Bird (2022) states that an entrepreneurial attitude is the result of the interaction between cognitive and affective factors, which influence intentions and behaviors in starting and managing a business. Meanwhile, Suryana (2013) emphasized that an entrepreneurial attitude is characterized by the ability to recognize opportunities, dare to take risks, and possess a strong fighting spirit and creativity. Attitude is a person's tendency to respond to an object, individual, institution, or event, either positively or negatively. Like personality, attitude can be understood as a collection of views or theories that cannot be directly observed but rather measured through responses. Attitudes are evaluative and are usually directed at a specific object or target, such as a person, institution, policy, or event (I. I. Ajzen et al., 2011).

Indicators of entrepreneurial attitude (Suryana, 2017) are as follows:

1. Courage to take risks – Willingness to face uncertainty.
2. Self-confidence – Belief in one's own abilities to run a business.
3. Future orientation – Focus on long-term planning and achievement.
4. Creativity and innovation – The ability to generate new solutions and ideas.
5. Independence – Not relying on others for action.

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METHOD

Research Methods

This study employed a quantitative approach with a causal research design to examine the influence of independent variables on the dependent variable. This research was conducted on students of the Economics Education Study Program at the Faculty of Teacher Training and Education (FKIP) of the University of Riau and Sultan Syarif Kasim State Islamic University of Riau (UIN SUSKA Riau), both state universities in Pekanbaru City.

Research Procedures

The research was conducted over six months, starting from the approval of the research proposal. The procedures included planning, data collection through questionnaires, data processing, and analysis of the results using statistical software (SPSS).

Population and Sample

The population in this study was all 1,128 Social Sciences Education (PIPS) students at state universities in Pekanbaru City, graduating from the 2023–2024 intake. The sampling technique used purposive random sampling with the Slovin formula, resulting in a sample size of 170 respondents, consisting of. University of Riau: 84 respondents from the PIPS Study Program located on Jalan Binawidya KM 12.5, Simpang Baru Village, Tampan District, Pekanbaru City. UIN SUSKA Riau: 86 respondents from the PIPS Study Program located on Jalan Karya Indah, Tapung District, Kampar Regency, Riau.

Research Instrument

The instrument used in this study was a closed-ended questionnaire with a Likert scale, where answer options were provided and respondents simply chose according to their level of agreement with the statements given. The indicators for each variable are: Creativity Variable: originality of thinking, flexibility, fluency, sensitivity to problems, and courage to take risks. Entrepreneurial Attitude Variable: self-confidence, leadership, future orientation, ethics and social responsibility, and perseverance and never giving up.

Data Collection Techniques

Data were collected using a survey method by distributing questionnaires to selected respondents. The collected data were primary data obtained directly from Economics Education students at a state university in Pekanbaru.

Data Analysis

The data were analyzed using simple linear regression techniques to determine the effect of creativity variables on students' entrepreneurial attitudes. Prior to conducting the regression analysis, prerequisite analysis tests were conducted, including. Normality Test: to determine whether the data is normally distributed. Linearity Test: to determine whether there is a linear relationship between the variables. Partial t-test: to determine the significance of the effect of the independent variable on the dependent variable. Correlation Coefficient Test: to determine the strength or weakness of the relationship between the variables.

RESULTS AND DISCUSSION

Before multiple linear regression analysis, a classical assumption test is first carried out. The classical assumptions that must be met include the normality test, linearity test, t-test and correlation coefficient test. The results of this study align with previous findings that creativity is a crucial component in developing an entrepreneurial attitude (Amabile & Pratt, 2016). Creativity helps students generate new ideas, solve innovative problems, and capitalize on business opportunities (Runco & Jaeger, 2012; Sawyer, 2017). Furthermore, Utami's (2017) research also found that creativity has a positive and significant influence on

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entrepreneurial attitudes among students. This finding is supported by Bandura's (2020) concept of self-efficacy, which states that self-confidence supported by creativity will increase an individual's readiness for entrepreneurship. The following is a summary of the data analysis.

Classic assumption test

1. Normality Test

The test is done by looking at the Asymp. Sig value on the results of the normality test using the one sample kolmogorov-smirnov test. The provisions of a regression model are normally distributed, while if the significance value is > 0.05 then the data is normally distributed, while if the significance value is < 0.05 then the data is not normally distributed.

Table 1. Normality Test

Variables	Sig	Conclusion
Creativity	0.291	Norm distributed data
Entrepreneurial Attitude	0.285	Norm distributed data

Based on table 1, it can be said that the creativity variable shows a sig value of 0.291 > 0.05, the entrepreneurial attitude variable shows a sig value of 0.285 > 0.05, these results indicate that the data is normally distributed.

2. Linearity Test

A linearity test is needed to determine the relationship between the independent variable, self-efficacy, and the dependent variable, teacher readiness. The linearity test using SPSS 20 can be performed using the deviation from linearity test. If the significance level is above 5%, then one variable has a linear relationship with another variable. However, if the significance value at deviation from linearity is <0.05, then the relationship between the variables is not linear. The summary results of the linearity test of self-efficacy on teacher readiness can be seen in the table.

Table 2. Linearity Test

ANOVA Table

				Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)		33.969	19	17.735	1.276	.207
		Linearity		70.012	1	70.012	5.036	.026
		Deviation from Linearity		266.957	18	14.831	1.067	.391
	Within Groups			2.085.407	150	13.903		
	Total			2.422.376	169			

Based on Table 2 annova sig of deviation from linearity of creativity on students' entrepreneurial attitudes, namely 0.400 > 0.05, it can be concluded that the influence of creativity variables on entrepreneurial attitudes is significantly linear.

3. T- Test

The t-statistic test aims to determine the level of significance of the independent variable on the dependent variable (1). The conditions for accepting or rejecting the hypothesis are if the sig value < 0.05, and t count > t table, then the hypothesis can be accepted. This means that the independent variable has a significant

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influence on the dependent variable individually. However, if the sig value > 0.05, and t count < t table, then the independent variable does not affect the dependent variable individually. The t table formula is as follows:
ttable = (α / 2 ; n-k-1)
= (0.05/2 ; 170-2-1)
= 0.025 ; 167
= 1.974
Note:
n: number of samples

Table 3. t-test

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	60.595	5.282		11.472	0
	X	0.164	0.073	0.17	2.236	0.027

a. Dependent Variable: Y

Creativity shows a significant value of 0.027 which is smaller than 0.05 and t count > t table, namely 2.236 > 1.974. These results explain that creativity influences entrepreneurial attitudes among economic education students in Pekanbaru City. This means that the hypothesis stating that there is an influence of creativity on entrepreneurial attitudes among economic education students in Pekanbaru City is accepted.

4. Correlation Test

The correlation test aims to identify whether there is a relationship between two or more variables (2). The condition for data to have a correlation or not is by looking at the significance value of sig. If the sig value is <0.05, there is a correlation between the connected variables. Conversely, if the sig value is >0.05, there is no correlation. Furthermore, to see the level of closeness of the relationship between variables, see the table below.

Table. 5 Correlation Test

Correlations			
		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.897**
	Sig. (2-tailed)		0.027
	N	170	170
VAR00002	Pearson Correlation	.897**	1
	Sig. (2-tailed)	0.027	
	N	170	170

Based on the correlation table, the sig value between creativity and entrepreneurial attitudes is 0.027 <0.05, which means there is a significant correlation between the creativity variable and entrepreneurial attitudes. Furthermore, based on the table, the correlation between creativity and entrepreneurial attitudes is 0.897, which is in the range of 0.80-1.00, meaning that the close relationship between creativity and entrepreneurial attitudes is very strong.

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Table 5. Simple Regression Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	60.595	5.282		11.472	0
	X	0.164	0.073	0.17	2.236	0.027

a. Dependent Variable: Y

Table 6. Determination Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.891[a]	0.514	0.492	3.7905

a. Predictors: (Constant), VAR00001

Based on the ANOVA table, the values in column B can be interpreted as: The first row shows the constant (a), and the subsequent rows show the independent variables. The R-square test is the R2 (coefficient of determination) test. Based on the table, a simple linear regression equation can be constructed as follows:
Y = 60.595 + 0.164X

This regression equation can be explained as follows. The constant 60.595 means that if all independent variables are zero, the entrepreneurial attitude will be 60.595. This result means that if creativity is zero, then entrepreneurial attitude will be 60.595. This means that if there is no influence of creativity, entrepreneurial attitude will still occur or exist. The regression coefficient value of 0.164 units means that if the creativity variable increases by one unit, then entrepreneurial attitude will increase by 0.164 units. This means that creativity has an effect on entrepreneurial attitude (Santoso 2012).

Discussion

The results of the linearity test analysis indicate a significant and linear relationship between creativity and students' entrepreneurial attitudes. This means that the higher a student's level of creativity, the more positive their attitude toward entrepreneurship. This is supported by research that states that creativity is the core of entrepreneurship (Zhou, 2001). Creativity enables individuals to generate new ideas, identify opportunities, and solve problems innovatively. All of these are key components in developing a positive entrepreneurial attitude. Furthermore, creativity is a key asset in creating unique products or services that differentiate them from competitors Florida (2002). Individuals with high levels of creativity are more likely to engage in entrepreneurial activities Bird (2020) because they are more flexible in their thinking and open to new opportunities.

The compendent theory of creativity states that a person's creativity is highly influential in the context of entrepreneurship because it helps individuals generate new ideas with economic value Ferreira & Kraus (2020), It can be concluded that creativity has a positive and significant influence on entrepreneurial attitudes Luthje & Franke (2003). This aligns with the finding that creativity encourages students to think innovatively and boldly take business opportunities. This means that creativity not only supports a person's technical entrepreneurship skills but also fosters a mental attitude that is innovative, self-confident, open to risk, and persistent.

Regression tests show that creativity has a positive and significant influence on entrepreneurial attitudes among economics students in Pekanbaru City. Therefore, the research hypothesis is accepted, namely that there is a significant influence between creativity and entrepreneurial attitudes in students. Creativity plays a role in developing new ideas, which in turn fosters self-confidence, the courage to take risks, and a positive

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attitude toward the business world (Ward, 2004). Furthermore, creative individuals have a greater tendency to be adaptive and resilient, two important characteristics of entrepreneurship (Shane, 2003). Person correlation tests show a very strong relationship between creativity and entrepreneurial attitudes in students (Guilford, 2009). This relationship means that both variables increase in the same direction. This means that creativity is the primary source of innovation needed in the business world, so individuals with high creativity tend to have a strong entrepreneurial spirit (Runco & Jaeger, 2012). This can be seen from the results of the determination test (R2) used to measure the model's ability to explain the dependent variable (Zampetakis & Moustakis, 2006).

With an R2 of 0.51, it explains more than half of the variation in entrepreneurial attitudes. This is quite strong for social research, as in the social sciences, an R2 value between 0.3 and 0.5 is considered moderate. The adjusted R2 provides a more accurate picture of the predictive power of the regression model, especially as the number of independent variables increases. The adjusted R2 value of 0.492 is quite close to the R2, indicating that the model is not overfitting and remains reliable. The questionnaire results show that originality is an indicator of creativity, which is crucial for developing an entrepreneurial spirit because it encourages innovation (Florida, 2002). This means that innovation in business is strongly influenced by an individual's courage to think outside the box and take a unique approach to problems (Dinis & Gouveis, 2013).

CONCLUSIONS AND RECOMMENDATION

The analysis results indicate a significant and linear relationship between creativity and entrepreneurial attitudes among students, particularly Economics students in Pekanbaru City. The higher the level of student creativity, the more positive their attitudes toward entrepreneurship. This finding aligns with various previous studies that emphasize that creativity is a core component of entrepreneurship, as it supports the creation of new ideas, innovative problem solving, and the effective utilization of business opportunities. Based on the analysis results, several recommendations can be made. For educational institutions, the economics curriculum should emphasize the development of student creativity, both through lectures, entrepreneurial projects, and direct practice in the field. For students, it is recommended to actively participate in various activities that can develop their creativity, such as business competitions, entrepreneurial internship programs, soft skills training, and innovation seminars. Meanwhile, for further researchers, it is recommended to develop the research model by adding other variables that can influence entrepreneurial attitudes, such as motivation, social environment, entrepreneurship education, or previous business experience.

Credit authorship contribution statement

First author: methodology, formal analysis
Second author: data curation, conceptualization
Third author: resources, project administration
Third author: methodology
Fourth author: funding acquisition
Fifth author: data curation

Declaration of competing interest

The authors declare that they have no conflicts of interest that may have influenced the content of this article. This research was supported by LPPM Universitas Riau, but the funders were not involved in the research design, data collection, analysis, data interpretation, or writing or publication decisions of this article.

Ethical Declaration

This research was conducted in accordance with ethical research principles. All participants provided informed consent prior to participation. They received a clear explanation of the study's purpose, procedures,

and their right to withdraw at any time without consequence. This research has also received approval from the LPPM of Riau University.

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