



Exploring The Effects of Creativity and Educational Support on Digital Entrepreneurial Intention

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Abstrak

Penelitian ini mengkaji pengaruh kreativitas dan dukungan pendidikan terhadap niat kewirausahaan digital di kalangan mahasiswa Indonesia. Data diperoleh melalui survei daring yang melibatkan 303 responden, menggunakan skala Likert 5 poin untuk mengukur variabel yang relevan. Analisis dilakukan dengan pendekatan Partial Least Square - Structural Equation Modelling (PLS-SEM) menggunakan SmartPLS 3.0. Hasil menunjukkan bahwa kreativitas dan dukungan pendidikan secara signifikan mempengaruhi niat kewirausahaan digital. Kreativitas memainkan peran kunci dalam mengidentifikasi peluang bisnis, sedangkan dukungan pendidikan mendorong peningkatan keterampilan kewirausahaan. Studi ini menekankan pentingnya integrasi pendidikan kewirausahaan dalam kurikulum akademik untuk mengatasi tingginya tingkat pengangguran lulusan universitas di Indonesia. Dukungan yang memadai dari institusi pendidikan dalam bentuk pusat inkubasi dan pendanaan awal sangat dianjurkan untuk memfasilitasi pengembangan kewirausahaan digital di kalangan mahasiswa. Penelitian ini berkontribusi pada pemahaman teoritis dan memberikan implikasi praktis untuk pendidikan kewirausahaan di era digital.

Kata kunci: Kreativitas, Dukungan Pendidikan, Niat Wirausaha Digital.

Abstract

This study examines the influence of creativity and educational support on digital entrepreneurial intentions among Indonesian students. Data was collected through an online survey involving 303 respondents, using a 5-point Likert scale to measure relevant variables. The analysis was conducted using the Partial Least Square - Structural Equation Modelling (PLS-SEM) approach with SmartPLS 3.0. The results show that creativity and educational support significantly influence digital entrepreneurial intentions. Creativity plays a key role in identifying business opportunities, while educational support enhances entrepreneurial skills. This study emphasizes the importance of integrating entrepreneurship education into academic curricula to address the high unemployment rates among university graduates in Indonesia. Adequate support from educational institutions in the form of incubation centers and seed funding is strongly recommended to facilitate the development of digital entrepreneurship among students. This research contributes to theoretical understanding and provides practical implications for entrepreneurship education in the digital era.

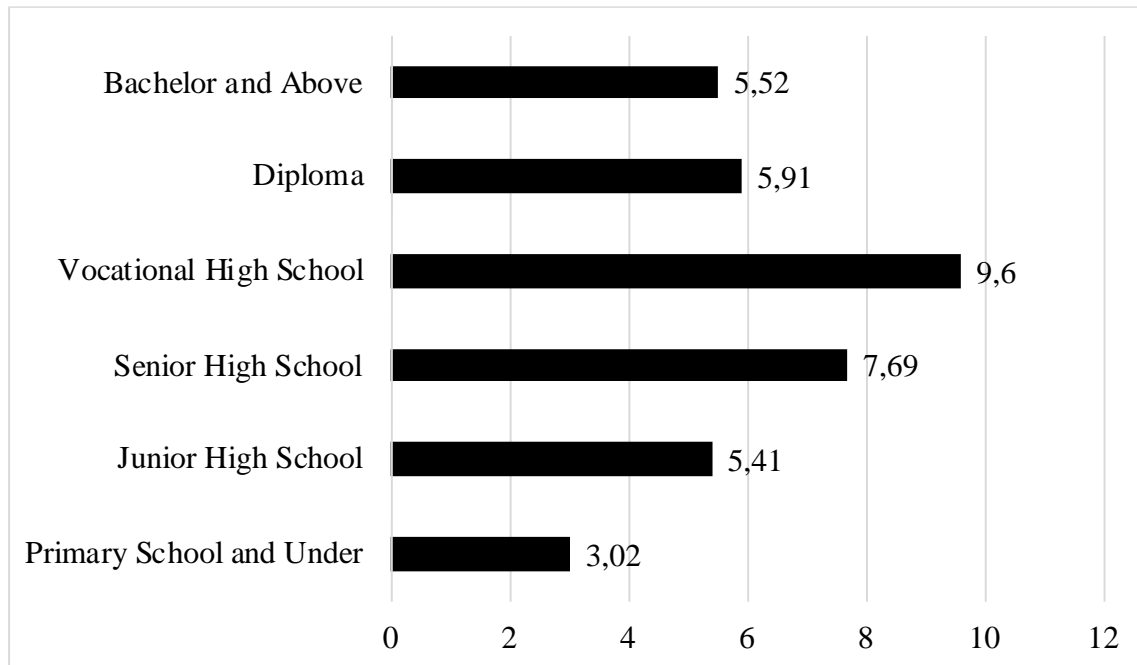
Keywords: Creativity, Educational Support, Digital Entrepreneurial Intention.





Introduction

The current status of open unemployment in Indonesia can be comprehensively analyzed using data provided by the Badan Pusat Statistik (BPS) as of 2023, as illustrated in Figure 1. This dataset categorizes individuals based on their highest level of educational attainment. The data reveals that vocational high school graduates constitute the largest segment of the overall unemployment rate. This indicates a critical mismatch between vocational education and labor market demands, raising concerns about the effectiveness of vocational training programs in equipping graduates with marketable skills.



Source: BPS Indonesia, 2023

Figure 1. Unemployment Rate in Indonesia

Nevertheless, when the data is aggregated for diploma, bachelor's, and advanced degree holders, university graduates collectively emerge as the demographic with the highest proportion of open unemployment in the nation. This trend underscores a broader systemic issue where higher educational attainment does not necessarily translate to employment security. It points to potential oversaturation of the labor market with university graduates or a possible skills gap that higher education institutions must address.

A prevailing expectation among young workers, particularly recent graduates, is the likelihood of obtaining lucrative positions in both private and public sectors upon completing their





studies. This expectation is rooted in the widespread belief that higher education is a gateway to better employment opportunities. However, this belief often clashes with the reality of the job market, where the supply of graduates exceeds the demand for high-skilled labor. Consequently, this mismatch contributes to the high unemployment rates among degree holders, highlighting a critical need for policy interventions to align educational outcomes with labor market needs more effectively. The data from BPS (2023) not only underscores the substantial challenge of vocational high school graduate unemployment but also brings to light the pressing issue of university graduate unemployment. This dual challenge necessitates re-evaluating both vocational and higher education systems in Indonesia to ensure that they are responsive to the dynamic needs of the labor market and can effectively reduce the open unemployment rates.

Encouraging entrepreneurial intentions during students' formative years can help mitigate high unemployment rates among university graduates. Fostering career pathways and promoting digital entrepreneurship aligns with the characteristics of Generation Z, who are deeply integrated with technology. This strategy supports the Golden Indonesia 2045 goal. Research on these intentions is increasingly significant, providing insights into the drivers and barriers to entrepreneurship. By prioritizing entrepreneurship education and practical opportunities, educational institutions can equip graduates with the skills to succeed in the digital economy. This approach addresses graduate unemployment and supports national goals of economic growth and innovation.

In recent years, there has been a growing interest among scholars, policymakers, and practitioners in researching digital entrepreneurship (Jafari-Sadeghi et al., 2021; Beliaeva et al., 2020). This burgeoning field is recognized for its potential to revolutionize traditional business models and drive economic growth. Although still in its early stages, digital entrepreneurship is gaining significance due to its fostering innovation, creating new market opportunities, and enhancing competitive advantage in a rapidly evolving digital landscape. Despite the substantial attention it has garnered, there remains a limited understanding of the factors shaping it (Yaghoubi Farani et al., 2017; Nambisan, 2017). The literature predominantly focuses on the technological and business aspects, often overlooking the socio-cultural, economic, and policy contexts that influence digital entrepreneurship.

Moreover, the dynamic nature of digital markets and the constant evolution of digital tools and platforms necessitate a more nuanced exploration of the ecosystem in which digital entrepreneurs operate. It is crucial to comprehend fully the prerequisites for success as a digital entrepreneur and the motivations driving individuals to establish their digital ventures (Darmanto et al., 2022; Kraus et al., 2019). Understanding these elements is essential for theoretical development and practical applications, as it can inform the creation of supportive policies and educational programs. Additionally, there is a need for empirical studies that explore diverse





geographical and industry contexts to provide a more comprehensive view of digital entrepreneurship globally. Without such an understanding, efforts to foster digital entrepreneurship may remain fragmented and less effective.

Literature Review

Digital Entrepreneurial Intention

Despite the extensive body of research on entrepreneurial intentions in a general sense, there remains a conspicuous gap in the specific exploration of digital entrepreneurial intentions. Existing studies on digital entrepreneurship intentions frequently underscore the limited scope and depth of research in this emerging field. Numerous factors that necessitate further scholarly investigation have been identified yet remain underexplored (Mir et al., 2022). For instance, the Theory of Planned Behaviour is predominantly utilized as the theoretical framework for examining entrepreneurial intentions. This theory posits that intention is the most important predictor of behavior, influenced by attitudes towards the behavior, subjective norms, and perceived behavioral control. However, it is crucial to acknowledge that other theoretical paradigms also exhibit considerable potential as precursors to digital entrepreneurship intentions.

The Entrepreneurial Event Model and the Social Cognitive Theory could offer valuable insights into the formation and development of digital entrepreneurial intentions. Despite their potential, these alternative frameworks have been significantly underrepresented in the current literature. The paucity of research in this area has impeded the accumulation of robust evidence to substantiate their relevance and effectiveness in explaining digital entrepreneurship intentions (Huang et al., 2022). Moreover, the rapid evolution of digital technologies and the digital economy necessitates a more nuanced and comprehensive understanding of digital entrepreneurial intentions. Digital literacy, online social networks, and digital infrastructure are likely to play a critical role in shaping these intentions but have not been thoroughly examined. Therefore, addressing this gap requires not only the application of existing theories but also the development of new theoretical constructs that can more accurately capture the unique aspects of digital entrepreneurship. While the Theory of Planned Behaviour remains a cornerstone in studying entrepreneurial intentions, there is an urgent need to expand the theoretical and empirical research landscape to include a broader array of factors and frameworks pertinent to digital entrepreneurial intentions. Only through such an interdisciplinary and comprehensive approach can the academic community hope to fully understand and support the burgeoning field of digital entrepreneurship.

Creativity

Creativity is central in individual cognitive processes, catalyzing the generation of novel and valuable ideas by effectively utilizing pertinent information and accumulated knowledge. Amabile (1996) characterizes creativity as the ability to produce original and beneficial ideas, whether these





ideas are intended for immediate application or possess long-term potential. Extending this concept, Sternberg and Lubart (1999) contend that entrepreneurship is inherently intertwined with creativity, as entrepreneurial ventures frequently embody uniqueness and value. This intrinsic relationship between creativity and identifying business opportunities highlights creativity's critical role in forming entrepreneurial intentions and behaviours (Hansen et al., 2011).

The significance of creativity in entrepreneurial contexts is further substantiated by empirical research. Zampetakis et al. (2011) found that individuals who perceive themselves as creative exhibit a higher propensity to engage in entrepreneurial activities. This perceived self-creativity is a motivational factor, fostering a proactive approach toward entrepreneurial endeavours. Furthermore, Biraglia and Kadile (2017) elucidate the nuanced relationship between creativity and entrepreneurial intentions, emphasizing that creativity facilitates recognizing and exploiting business opportunities and serves as a crucial determinant of an individual's intent to initiate entrepreneurial ventures.

Integrating creativity into cognitive processes is paramount for developing innovative ideas underpinning entrepreneurial initiatives. The extant literature consistently underscores creativity as essential in identifying and pursuing entrepreneurial opportunities, thereby affirming its pivotal role in shaping entrepreneurial intent and behaviour. The capacity to think creatively and discern opportunities for value creation is thus foundational to the entrepreneurial process, contributing significantly to the successful initiation and sustainability of new business ventures.

Educational Support

Entrepreneurial educational support encompasses a range of structured interventions and resources to equip students with the requisite competencies to initiate and sustain start-ups, fostering future entrepreneurial success (Maheswari & Kha, 2021). This support is integral to the educational framework, encompassing mentorship programs, practical training modules, business planning workshops, and exposure to entrepreneurial challenges within real-world contexts. By embedding these components into the curriculum, educational institutions create an environment conducive to cultivating critical thinking, innovation, and risk management skills, which are essential for successful entrepreneurship.

Empirical research underscores educational support's significance in influencing students' entrepreneurial intentions. Liu et al. (2019) provide robust evidence of a positive correlation between educational support and the propensity of students to pursue entrepreneurial activities. Their findings indicate that students who receive comprehensive and targeted educational support are more inclined to envisage entrepreneurial careers. This positive association is further corroborated by the work of Turker and Selcuk (2009), who demonstrated that students' perceptions of the supportiveness of their educational institutions significantly predict their entrepreneurial intentions. These perceptions are shaped by the quality and relevance of





educational interventions that inspire and prepare students for the entrepreneurial landscape. Furthermore, the research conducted by Oyugi (2015) reinforces the pivotal role of educational support in fostering entrepreneurial intentions. Oyugi's study identifies a significant correlation between the perceived availability of educational support and students' inclination toward entrepreneurship. This correlation underscores educational institutions' importance in shaping students' entrepreneurial aspirations by providing them with the necessary tools, resources, and encouragement to explore innovative business ideas and seek out opportunities in the entrepreneurial ecosystem.

Entrepreneurial educational support is a multifaceted construct that entails delivering practical skills, fostering innovative thinking, and promoting an entrepreneurial mindset among students. The empirical evidence highlighting the positive relationship between educational support and entrepreneurial intention underscores the critical role that educational institutions play in promoting entrepreneurial success. By integrating entrepreneurial education into their academic curricula, institutions can substantially contribute to developing future entrepreneurs adept at navigating the complexities of the business environment and driving economic growth. The synthesis of these studies underscores the imperative for educational frameworks to adapt and evolve to meet the demands of an increasingly entrepreneurial economy, enabling students to transition seamlessly from academic settings to entrepreneurial ventures.

Based on the literature review, the study proposes five hypotheses for a research model below:

H1: Creativity has a positive and significant effect on digital entrepreneurship intentions.

H2: Educational support has a positive and significant effect on entrepreneurship intentions.

Method

This research provides a comprehensive investigation into the influence of creativity and educational support on digital entrepreneurial intention among students in Indonesia. The data for this study were meticulously gathered through an online survey, which utilized purposive sampling to target Indonesian students from various academic levels. This survey was conducted concurrently with other analogous research studies examining personal motivational factors influencing digital entrepreneurial intentions within the framework of self-determination theory (Ridwan & Zaki, 2023). In total, 303 respondents who met the study's predefined criteria participated in the survey. This sample size exceeds the minimum recommended by Roscoe (1975), ensuring a robust and reliable dataset for analysis. The larger sample size is significant as it enhances the generalizability and statistical power of the findings, offering a more comprehensive understanding of the factors influencing digital entrepreneurial intention.

The study employed well-established research instruments to measure the variables under investigation. Specifically, digital entrepreneurial intention was gauged using six items adapted





from the widely recognized scale by Liñán and Chen (2009). Creativity was assessed through six items adapted from Biraglia and Kadile (2017), and educational support was measured with three items adapted from the framework proposed by Denanyoh et al. (2015). These instruments were carefully translated into Indonesian through a rigorous back-translation process to ensure linguistic and conceptual equivalence, as they were initially developed in other languages. The back-translation process involved translating the instruments from the source language to Indonesian and then to the original language to check for consistency and accuracy. This methodical approach ensures the instruments retain their original meaning and relevance in the new context.

Participants responded to a structured questionnaire using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). This scale was chosen for its ability to capture nuanced differences in respondents' attitudes and perceptions towards digital entrepreneurship, creativity, and educational support. The Likert scale is handy in social science research for quantifying subjective attitudes, as it allows for a degree of flexibility in expressing varying levels of agreement or disagreement.

The study adopted the Partial Least Square - Structural Equation Modelling (PLS-SEM) approach for data analysis. This technique is particularly suited for complex predictive models and is advantageous in assessing relationships between multiple independent and dependent variables. The study was conducted using SmartPLS 3.0 software, a sophisticated tool that facilitates the assessment of both the validity and reliability of the measurement instruments. Moreover, the software was instrumental in testing the proposed hypotheses and examining the relationships between creativity, educational support, and digital entrepreneurial intention. By employing PLS-SEM, the study provided a nuanced understanding of how these variables interact and influence, offering valuable insights for academic research and practical applications in educational and entrepreneurial settings.

Result and Discussion

The results of the PLS Algorithm analysis, illustrated in Table 1, indicate that most indicators for each variable achieve an Outer Loading (OL) score exceeding 0.5. The strong reliability and validity metrics suggest that the model is robust, providing a solid foundation for future research on digital entrepreneurial intentions. Moreover, the outcomes confirm that the Cronbach Alpha (CA) score surpasses the 0.7 threshold. The Composite Reliability (CR) score also exceeds the 0.7 limit, suggesting strong reliability for all variables. With the reliability and validity scores surpassing established thresholds, this study's constructs are proven to be dependable. This robustness highlights the importance of creativity and educational support in digital entrepreneurship, suggesting that academic institutions should focus on these areas to nurture future digital entrepreneurs effectively. With all constructs surpassing the 0.5 threshold, the





Average Variance Extracted (AVE) score confirms convergent validity. Meanwhile, the Fornell-Larcker Criterion (FL) score was utilized for the discriminant validity test, showing that each construct's AVE square root exceeds its correlation with other constructs. Furthermore, the Cross Loadings (CL) indicate that all indicators demonstrate a higher score in their original construct than other constructs in the model. Hence, it can be concluded that each construct meets both discriminant and convergent validity criteria.

Table 1. PLS Algorithm Analysis

Variable	Indicator	OL	CA	CR	AVE	FL	CL	VIF
Digital Entrepreneurial Intention	DEI1	0,774	0,874	0,905	0,613	0,783	0,774	-
	DEI2	0,731					(others: 0,731)	
	DEI3	0,812					0,523;	
	DEI4	0,757					0,479;	
	DEI5	0,826					0,431)	
	DEI6	0,793					0,793	
Creativity	CRV1	0,845	0,914	0,933	0,700	0,837	0,845	1,200
	CRV2	0,817					(others: 0,747;	
	CRV3	0,850					0,479;	
	CRV4	0,866					0,408)	
	CRV5	0,867					0,866	
	CRV6	0,772					0,772	
Educational Support	EDS1	0,890	0,880	0,926	0,806	0,898	0,890	1,200
	EDS2	0,900					(others: 0,444;	
	EDS3	0,904					0,431;	
						0,408)	0,904	

Source: Obtained from primary data

The study yielded a Variance Inflation Factor (VIF) score below the standard limit of 5, indicating no significant intercorrelation among the exogenous variables. The R-Square score for digital entrepreneurial intention is 0.273, exceeding the criterion of 0.10 for endogenous variables.





These values suggest that the variances of both exogenous and endogenous variables are adequately explained by the proposed model. Furthermore, the Q-Square values from the Blindfolding analysis findings are 0.161 for digital entrepreneurial intention and 0.401. These values indicate that the developed model used to predict endogenous variables is meaningful, as they are greater than zero. The low VIF scores and satisfactory R-Square values demonstrate the model's robustness in explaining digital entrepreneurial intentions. This suggests that targeted educational support and creativity development can significantly influence students' entrepreneurial aspirations, providing a strategic pathway to address high unemployment rates among university graduates in Indonesia.

The bootstrapping approach is employed to assess the significance of various evaluations, utilizing three criteria for hypothesis assessment: the Original Sample, T-Statistics, and P-Value. A positive impact on the relationship between variables is indicated when the Original Sample yields a positive value. The T-Statistics, with a value exceeding 1.96, indicates the expected significance level from exogenous to endogenous variables. A P-Value below 0.05 is considered standard for accepting a hypothesis. The significant T-Statistics and P-Values from the bootstrapping analysis validate the hypotheses, indicating that creativity and educational support are crucial for digital entrepreneurial intentions. These results advocate for a more robust integration of creative and supportive educational practices to inspire more students to pursue digital entrepreneurship, thus enhancing economic resilience.

Table 2. Bootstrapping Analysis

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Creativity -> Digital Entrepreneurial Intention (H1)	0,355	0,359	0,037	9,603	0,000
Educational Support -> Digital Entrepreneurial Intention (H2)	0,088	0,088	0,027	3,264	0,001

Source: Obtained from primary data

Table 2 displays the findings of the bootstrapping analysis in this investigation, and all hypotheses are accepted. The bootstrapping analysis shows that the relationship between creativity and digital entrepreneurial intention, as well as educational support and digital entrepreneurial intention, have significance values of less than 0.05. Additionally, the T-statistic values are greater than 1.96. Therefore, hypotheses one and two are accepted, indicating a significant relationship





between creativity and digital entrepreneurial intention, as well as educational support and digital entrepreneurial intention. In addition, the positive and significant findings from the bootstrapping analysis highlight the critical role of creativity and educational support in shaping digital entrepreneurial intentions. This implies that educational institutions should foster these qualities to better equip students for the digital economy, ultimately contributing to national economic growth and innovation.

This study's findings align with previous studies, which stated that Educational Support and Creativity significantly influence digital entrepreneurial intentions. Empirical research has consistently demonstrated that educational environments that foster creativity through supportive measures can substantially elevate students' entrepreneurial intentions. For instance, Hamidi et al. (2008) observed that high scores on creativity assessments and prior entrepreneurial experiences positively correlate with entrepreneurial intentions, indicating that engaging in creative activities can significantly boost students' intentions toward entrepreneurship. This correlation highlights the importance of creativity as a key driver in forming entrepreneurial intentions among students. Furthermore, Zampetakis et al. (2011) emphasized that higher levels of self-perceived creativity among young individuals positively correlate with increased entrepreneurial intentions. Their findings illustrate that educational support influences entrepreneurial intentions predominantly through its impact on creativity. This underscores the necessity for universities to integrate creativity-enhancing activities into their curricula. Incorporating creativity into educational programs enriches students' learning experiences and better equips them for the dynamic challenges of digital entrepreneurship.

The implications of these findings are profound for educational institutions. To cultivate digital entrepreneurial intentions effectively, universities must enhance their support systems and create an environment that encourages and nurtures creativity. This involves a multifaceted approach that includes curriculum development focused on creativity and providing opportunities for students to engage in creative problem-solving and innovative thinking. Such initiatives are vital for fostering a culture of entrepreneurship within the academic setting, ultimately preparing students to thrive in the digital economy. By reinforcing their commitment to creativity, educational institutions can play a pivotal role in developing future digital entrepreneurs. This commitment prepares students for the demands of digital entrepreneurship and contributes to broader economic development by promoting innovation and job creation. In conclusion, a strategic emphasis on creativity within educational frameworks is essential for cultivating digital entrepreneurial intentions among students, ensuring that they are well-prepared to lead and innovate in an increasingly digitalized world.





Conclusion

Theoretically, this study extends the understanding of digital entrepreneurial intention by highlighting the crucial roles of creativity and educational support in fostering students' intentions toward digital entrepreneurship. This insight underscores the necessity for universities to enhance their collaborations with government bodies and business entities to offer the technical and financial support critical for developing digital entrepreneurial skills among students. Such collaborative efforts can bridge the gap between theoretical knowledge and practical application, ensuring that students are well-prepared for the evolving demands of the digital economy.

Integrating entrepreneurship education into the broader curriculum is essential. This integration should not only involve traditional classroom instruction but also incorporate a variety of experiential learning opportunities. For instance, universities could organize workshops, seminars, and guest lectures featuring successful digital entrepreneurs. These activities can provide students with practical insights and inspiration, exposing them to real-world challenges and strategies in digital entrepreneurship. Including these experiential learning components allows students to apply theoretical concepts in practical scenarios, thereby deepening their understanding and enhancing their entrepreneurial skills. Moreover, universities should actively support the initial stages of student-led start-ups by establishing incubation centers and offering seed funding opportunities. Incubation centers can provide a nurturing environment where students can develop and refine their business ideas, access mentoring and networking opportunities, and utilize shared resources to minimize start-up costs. Seed funding can alleviate financial barriers that often hinder the early stages of start-up development, allowing students to focus on innovation and growth. By facilitating these resources, universities can significantly contribute to the success of student entrepreneurs and the broader digital economy.

These initiatives prepare students for the practical challenges of digital entrepreneurship and contribute to wider economic development by promoting innovation and job creation. Therefore, combining theoretical knowledge with practical experience, a multi-faceted approach to education is crucial for cultivating future digital entrepreneurs. This holistic approach ensures that students are equipped with the necessary skills and knowledge to navigate the complexities of the digital business landscape, thereby fostering a culture of innovation and entrepreneurial success. Universities play a pivotal role in driving economic growth and societal progress by supporting the development of digital entrepreneurial capabilities.

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