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The Effect of Entrepreneurship Education and Creativity on Student's Entrepreneurial Intention in Subang Regency

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Abstract: In the era of globalisation and rapid technological development, a country's success in achieving sustainable economic growth is highly dependent on a strong business and entrepreneurial sector. Students as the younger generation have the potential to become successful entrepreneurs and drive innovation and economic growth. This study aims to examine the impact of entrepreneurship education and creativity on student's entrepreneurial intention through the perspective of Effectuation Theory and Cognitive Flexibility Theory. In this research, in order to gain a better understanding of the relationship between variables, a quantitative approach based on variance structural equation modelling (SEM) and Partial Least Square (PLS) was applied. Respondents were drawn from university students in Subang Regency, Indonesia, through an online questionnaire. The findings of this study present positive and significant evidence between entrepreneurship education, creativity, and students' entrepreneurial intention. That is, through the principles in both theories used, university students can develop the entrepreneurial attitude, adaptability, and creative thinking needed to run their own business. Entrepreneurship education helps them understand business opportunities, utilise existing resources, and cope with uncertainty.

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Introduction

In the era of globalisation and rapid technological development, a country's success in achieving sustainable economic growth is highly dependent on a strong business and entrepreneurial sector (Ausat, 2023). To achieve this goal, it is important to encourage entrepreneurial spirit among students. Students as the younger generation have the potential to become successful entrepreneurs and drive innovation and economic growth.

Entrepreneurship education has been recognised as an important factor in shaping the entrepreneurial attitudes, knowledge and skills needed to start and grow a business. In this context, universities have a significant role in developing students' interest and readiness to engage in entrepreneurial activities. Entrepreneurship education can help students to gain an understanding of business concepts, management, financing, as well as foster a proactive,

innovative, and value-creation-orientated attitude. In addition, creativity also plays a very important role in entrepreneurial success. Creativity is the ability to generate new, innovative ideas and unique solutions to overcome various challenges faced by entrepreneurs. Students who have a high level of creativity tend to have the ability to see new opportunities and develop innovative business concepts.

Previous studies have revealed mixed results regarding the effect of entrepreneurship education and creativity on students' entrepreneurial intention. Some studies found a positive effect, while others showed a negative effect. (Raza & Ramzan, 2018) conducted a study on entrepreneurship education in Pakistan and found that entrepreneurship education has a significant positive effect on students' entrepreneurial intention. According to their research findings, it shows that students who receive entrepreneurship education have a higher level of interest in becoming entrepreneurs compared to those who do not attend entrepreneurship education programmes. In addition, there is a study conducted by (Liñán & Fayolle, 2015). Their study compared the effect of entrepreneurship education on entrepreneurial interest and mindset between engineering students and business students. The results showed that entrepreneurship education had a significant positive influence on entrepreneurial interest and entrepreneurial mindset in both groups of students. These findings support the results of a previous study which found that overall entrepreneurship education has a significant positive effect on students' entrepreneurial intention, although the effect may vary depending on the context and method of entrepreneurship education applied (van der Zwan et al., 2010). However, in contrast to research conducted in Argentina by (Kantis et al., 2004), who found that entrepreneurship education can have a negative influence on students' entrepreneurial intention. This study showed that although students received higher entrepreneurship education, their interest in engaging in entrepreneurial activities decreased. This may be due to factors such as risk anxiety and low perception of business opportunities.

It is not only entrepreneurship education that can have a positive or negative impact on students' entrepreneurial intention. The creativity factor also found mixed results when examined for its contribution to increasing students' entrepreneurial intention. (Zhao & Seibert, 2006) examined the effect of creativity on entrepreneurial intention, and found that creativity has a significant positive effect on students' entrepreneurial intention. In addition, this study also found that entrepreneurial self-efficacy mediated the relationship between creativity and entrepreneurial intention. However, these findings are inconsistent with the results of a study which found that creativity has a significant negative effect on students' entrepreneurial intention when considering these mediating factors (Gielnik et al., 2015).

When referring to the previous research above, there are still inconsistent results. This means that there is a gap to be re-examined in different objects and samples, thus making the current research more original. If we refer to the phenomenon on a local scale where this research was conducted, namely Subang Regency, it will be more interesting to discuss creativity and entrepreneurship education which have implications for student intentions in entrepreneurship. This is because entrepreneurship education and student creativity in Subang Regency have experienced significant developments in recent years, such as entrepreneurship education programmes. Several universities and educational institutions in Subang Regency offer entrepreneurship education programmes, either in the form of undergraduate, diploma or entrepreneurship training programmes. These programmes aim to develop the knowledge, skills and attitudes required to become an entrepreneur. In Subang Regency, there are also business incubators and entrepreneurship centres that provide facilities and support for

students who want to develop their business ideas. This includes mentorship, guidance, and access to business networks and other resources.

In addition, speaking about the reality of student creativity in Subang Regency, many universities offer study programmes that focus on creative fields such as art, design, music, film, and so on. These programmes allow students to develop their creative skills and apply them in various industries. Not only that, in Subang Regency, there are many competitions and creativity competitions held for students. These competitions cover areas such as graphic design, photography, fine arts, screenwriting, and so on. These competitions provide opportunities for students to hone their creativity and get recognised for their achievements.

However, it is important to note that the reality of entrepreneurship education and student creativity in Subang Regency may vary between colleges, study programmes and geographical areas. In addition, challenges such as limited resources, lack of connections with industry, and differences in teaching approaches may also affect the development of entrepreneurship education and student creativity in Subang Regency. Therefore, it is important to conduct further research and refer to local sources such as academic research, and other related resources to get updated and more detailed information about the reality of entrepreneurship education and student creativity in Subang Regency. Judging from the urgency, there are still very few academics who conduct research on student entrepreneurship in Subang Regency. So, on this occasion, we try to further examine the facts about whether the factors of entrepreneurship education and creativity have a significant impact on the students' entrepreneurial intentions in Subang Regency? To answer this question and curiosity, we distributed questionnaires to selected students according to the criteria to gain an understanding to find consistent and valid results.

In the paragraphs below, we will first discuss two main theories as the basis of our thinking in analysing a fact. This condition is none other than to introduce the theory and contribute if there are unique findings in the field so that pre-existing theories can continue to exist and be developed. The two main theories are Effectuation Theory and Cognitive Flexibility Theory. Furthermore, we will interpolate the research hypotheses to strengthen the study. This is because it is very likely that there are several studies with similar topics that need to be reviewed in different places so as to refresh and expand knowledge according to the topic being researched. On the other hand, basically a research hypothesis is a statement proposed as a temporary answer to the formulated research question. Hypotheses are also an important element because they have several fundamental functions and uses such as directing research, testing originality and validity, providing a framework, expanding knowledge, and encouraging further research. In essence, our main reason is that we want to provide focus, direction, and framework in research, enable empirical testing, and play a role in the advancement of knowledge in a particular field, in this occasion regarding entrepreneurship education.

One of the theories that discusses Entrepreneurship Education is "Effectuation Theory". This theory was developed by a professor named (Sarasvathy, 2001). Effectuation Theory focuses on how entrepreneurs think, act and make decisions in the face of uncertainty in the business environment. According to Effectuation Theory, entrepreneurs not only focus on planning and predicting the future, but also using existing resources and involving others to achieve their goals. This theory suggests that entrepreneurs use five principles of effectuation in developing new ventures:

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1. *Establishment Principle*: Entrepreneurs start by identifying their available resources, such as their knowledge, skills, social networks and capital. They then develop a business idea based on these resources.
 2. *Continuous Principle*: Entrepreneurs take actions that increase their chances of achieving their goals. They adapt their plans as situations change and capitalise on opportunities that arise along the way.
 3. *Adjustment Principle*: Entrepreneurs involve others in their business journey. They work together with partners, customers and other relevant parties to build mutually beneficial relationships and come up with solutions together.
 4. *Application Principle*: Entrepreneurs act on what they know and take concrete steps to realise their goals. They learn through action and combine practical knowledge with theoretical knowledge.

Effectuation Theory shifts the entrepreneurship paradigm from a traditional planning approach that focuses on prediction and analysis, towards a more adaptive and creative approach. This theory provides valuable insights in entrepreneurship development and entrepreneurship education by emphasising entrepreneurial thinking skills, flexibility, collaboration, and decision-making based on uncertain circumstances.

Furthermore, one theory that discusses student creativity is the "Cognitive Flexibility Theory" developed by (Sawyer, 2006). This theory suggests that creativity can be enhanced through the development of cognitive flexibility, which is the ability to quickly switch and adapt between different mindsets, concepts, and perspectives. According to Cognitive Flexibility Theory, students who have high cognitive flexibility have an advantage in generating new ideas and creative solutions in the learning context. Here are some key points in this theory:

1. *Multiple Representations*: This theory emphasises the importance of being able to see a problem or concept from multiple points of view and being able to understand it in multiple representations such as words, pictures, graphs, or symbols. Students with cognitive flexibility can easily move between these representations to gain a richer understanding.
2. *Cognitive Restructuring*: Cognitive flexibility involves students' ability to restructure or change existing patterns of thinking. They are able to break concepts or problems into smaller parts, combine different ideas, or look for relationships that are not obvious at first. This allows them to see and generate alternative solutions.
3. *Task Switching*: The theory also highlights the importance of students' ability to quickly switch between different tasks. Students with good cognitive flexibility can divide their attention between multiple tasks or problems efficiently, without getting stuck in one rigid mindset.
4. *Cognitive Inhibition*: In addition to the ability to switch between tasks, cognitive flexibility also includes the ability to inhibit or control irrelevant or distracting thought patterns or responses. Students with this ability can filter out unnecessary information and focus their attention on what is important.

In an educational context, the development of cognitive flexibility can be encouraged through various learning strategies that stimulate flexible thinking, such as group discussions involving different perspectives, complex problem solving, exploration of diverse sources of information, and the use of creativity modelling techniques. Cognitive Flexibility Theory provides an important insight in understanding how student creativity can be enhanced

through the development of cognitive flexibility skills. By increasing cognitive flexibility, students can become more innovative and able to face complex challenges in learning and in everyday practice.

Entrepreneurship education has a significant positive influence on students' entrepreneurial intention. Through entrepreneurship education programmes, students are provided with in-depth knowledge, skills and understanding of entrepreneurial aspects such as business planning, innovation, risk management and creativity (Doan, 2022). This helps them gain confidence, motivation, and readiness to engage in entrepreneurial activities (Rembulan et al., 2023). In the context of entrepreneurship education, students are invited to learn the practical steps in starting and managing a business (Raharjo et al., 2023). They engage in practical training, case studies, business simulations and interaction with experienced entrepreneurs. This process enhances their understanding of the challenges and opportunities associated with entrepreneurship, and motivates them to apply that knowledge and skills in an effort to start their own business.

By having a strong entrepreneurship education, students have knowledge of business processes, expertise in identifying opportunities, and a better understanding of risk management (Satriadi et al., 2022). All these build a solid foundation for developing interest and motivation in entrepreneurship. Entrepreneurship education also helps develop a proactive attitude, innovative orientation, and critical and creative thinking skills, which are important factors in starting and managing a business (Diawati et al., 2023). This means that entrepreneurship education plays an important role in influencing students' entrepreneurial intention by providing a foundation of knowledge, skills and attitudes needed to face challenges and opportunities in the business world. With the increase in students' entrepreneurial intention, it is expected to encourage economic growth, create jobs, and strengthen the entrepreneurial climate in society.

H1: Entrepreneurship education has a positive and significant effect on students' entrepreneurial intention.

15 Creativity has a significant positive influence on students' entrepreneurial intention. Creativity is the ability to generate new ideas, solve problems innovatively, and see opportunities in the midst of challenges (Nikolopoulou, 2018). In the context of entrepreneurial interest, creativity is an important factor because it is able to come up with unique business ideas, differentiate themselves from competitors, and find creative solutions to deal with changes and difficulties in the business world (Li et al., 2022). Students who have a high level of creativity tend to be more innovative in creating new products or services, identifying unmet market opportunities, and developing creative marketing strategies (Ausat, Risdwiyanto, et al., 2023). Creativity helps them think "out of the box" and see business potential in places that are invisible to others (Isaksen, 2023). This encourages students' entrepreneurial intention to execute their own business ideas (Anjum et al., 2022).

In addition, creativity also plays an important role in the business innovation process. Creative students have the ability to combine existing knowledge, skills and resources in new and unconventional ways (Ritter et al., 2020). They are able to find new ways to generate added value and fulfil evolving market needs. In entrepreneurship, creativity helps students to face challenges, find new solutions, and adapt quickly to changes that occur in the business environment (Adam & Alarifi, 2021). Thus, creativity has a significant positive influence on students' entrepreneurial intention. The ability to think creatively and innovatively broadens their view of business potential and motivates them to take steps to realise those ideas.

Creativity also helps them face challenges, overcome obstacles, and come up with unique solutions in running their business.

H2: Creativity has a positive and significant effect on students' entrepreneurial intention.

Research Method

The present study is of a quantitative nature, as it involves the gathering of numerical and statistical information in order to meet scientific standards that are characterised by being empirical, objective, measurable, rational, and methodical, as noted by Igwenagu (2016). The present investigation considers entrepreneurship education and creativity as exogenous variables, whereas the entrepreneurial intention of students is regarded as an endogenous variable. The rationale behind incorporating entrepreneurship education and creativity factors as exogenous variables in this study is closely linked to this particular condition. The answer is very simple, that in Effectuation Theory and Cognitive Flexibility Theory, the entrepreneurial perspective is considered more adaptive to provide valuable insights in the development of entrepreneurship and entrepreneurship education by emphasising on entrepreneurial thinking skills, flexibility, collaboration, and decision-making based on uncertain circumstances. In addition, cognitive flexibility, makes students more innovative and able to face complex challenges in learning and in daily business practice. We believe that these two constructs can be used by students in Subang Regency to foster interest in entrepreneurship and become successful entrepreneurs.

Thus, students increasingly realise that there are important aspects of running a business today, namely being adaptive to advances in business concepts and how to respond to them, such as participating in electronic commerce to improve performance and competitive advantage. This can be known through the perspective of the two main predictor constructs. Furthermore, purposive sampling was used, with unique criteria such as gender, year class, and subject/programme of study, as shown in table 1. The next criterion was the location where the students were educated, namely in Subang Regency. This is due to the researcher's observation that there is still little research on the topic of entrepreneurship education and student creativity. Does it have an impact on their interest in becoming entrepreneurs and starting a business as soon as possible or not. Therefore, in order to avoid bias and in an effort to enrich the treasures of entrepreneurship knowledge and prove that with education a person will be able to think critically to capture modern business opportunities to become entrepreneurs, as explained in the introduction chapter, this study needs to be conducted.

On the other hand, the author wants to prove that with the increase in business insight through learning and association, it can change the way students think to be more advanced because a lot of experience and knowledge is absorbed. Thus, they must be more flexible in improvising with the process of today's business concepts or art, especially adaptive and flexible in seeing opportunities. Consequently, the utilisation of purposive sampling in research is attributed to the fact that its primary objective is to identify samples that conform to the researcher's predetermined criteria, including undergraduate students in the 2019-2022 batch, students who have been provided with entrepreneurship lecture material, active in internal and external campus entrepreneurship organisations, because in the author's view, someone will be motivated to become an entrepreneur if they already have insight and relationships.

A Likert scale online survey was conducted on the unit of analysis, which was university students in Subang Regency, during the period of April to May 2023. A total of 112 respondents were obtained, however, 12 respondents were excluded from the study due to not meeting the requirements. Consequently, the study utilised a sample size of 100 individuals as participants. Table 1 presents a summary of the attributes of the participants who took part in the survey. It is noteworthy that the author scrutinised the Google spreadsheet form and identified the respondents who participated in the online questionnaire as the primary unit of analysis. As anticipated, all the respondents who completed the questionnaire satisfied the research criteria by being university students. In addition, the study's data and hypotheses were subjected to analysis using the SEM-PLS (Structural Equation Model-Partial Least Squares) statistical method, with the assistance of SmartPLS 3.2 software. The SEM-PLS analysis involves two distinct categories of relationships, specifically the outer model that encompasses the evaluation of convergent validity, discriminant validity, and reliability. In addition, an assessment of the inner model can be conducted by analysing R-square, Q-square, and conducting hypothesis testing.

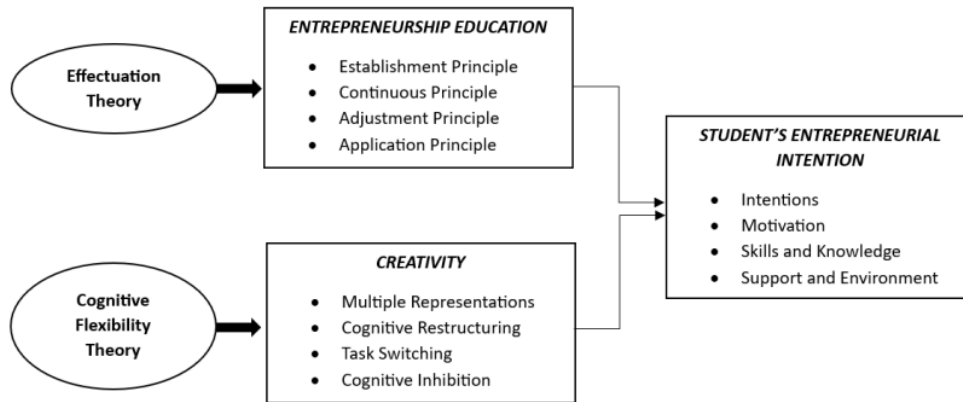


Figure 1. Research Framework

Table 1. Characteristics of the Respondents

Demographic		Frequency	Percentage
Institution	Universitas Subang	57	
	STIE Sutaatmaja	13	
	STAI Miftahul Huda	5	
	Universitas Mandiri	19	
	Etc	6	
	Total	100	100%
Year Class	2019	12	
	2020	42	
	2021	38	
	2022	8	
	Total	100	100%
	Male	66	66%
Gender	Female	34	34%
	Total	100	100%
	17-23 years	57	

Age	24-30 years	32	100%
	31-37 years	7	
	>37 years	4	
	Total	100	
Subject	Business Administration	30	100%
	Public Administration	17	
	Finance Administration	10	
	Accounting	12	
	Management	26	
	Economics	5	
Location	Subang	100	100%

The data in Table 1 illustrates the characteristics of the 100 selected respondents. Among them, 66 were male, and 34 were female. In terms of year of university entry, 12 respondents entered in 2019, 42 in 2020, 38 in 2021, and 8 in 2022. The respondents came from various study programmes, with 30 people from business administration study programme, 5 people from economics study programme, 26 people from management study programme, 17 people from Business Administration study programme, 12 people from accounting study programme, and 10 people from financial administration study programme. These results indicate that students in business study programmes have greater entrepreneurial intentions during their entrepreneurship education and creativity levels. In terms of campus location, 100 respondents came from campuses located in Subang Regency, meaning that this research is in accordance with the research criteria in the study sample.

Result and Discussion

Outer Model ¹

Using convergent validity, discriminant validity, and reliability testing, this study demonstrates the first step of the SEM-PLS analysis: testing the outer model.

Convergent Validity

The idea that a strong correlation should exist between two or more construct measures (indicators). Because the loading factor value for each essential construct manifest variable is greater than 0.70 (Hair et al., 2011), convergent testing using SmartPLS 3.2.9 demonstrates that the reflexive indicator is true. All construct indicators in Table 2 have loading factor values greater than 0.70, demonstrating validity and convergent validity, as shown by the results.

Discriminant Validity ²⁰

Calculated by dividing the construct correlation by the square root of the AVE (Average Variance Extracted). According to the criteria for discriminant validity (Hair et al., 2011), an instrument is considered valid if its AVE square value is larger than the correlation value between constructs. The results, as shown in Table 3, support the validity of the model.

²
Table 2. Measurement Model Analysis

Variable	Item	Factor Loading	Cronbach's Alpha	Composite Reliability	AVE
Entrepreneurship Education (X1)	X1.1	0,714	0,859	0,894	0,678
	X1.2	0,840			
	X1.3	0,818			
	X1.4	0,828			
Creativity (X2)	X2.1	0,752	0,837	0,889	0,656
	X2.2	0,882			

Student's Entrepreneurial Intention (Y1)	X2.3	0,772			
	X2.4	0,792			
	Y1.1	0,869	0,859	0,893	0,683
	Y1.2	0,839			
	Y1.3	0,731			
	Y1.4	0,817			

Table 3. Discriminant Validity			
Var/Ind	X1	X2	Y1
X1.1	0,795	0,542	0,431
X1.2	0,831	0,413	0,456
X1.3	0,809	0,482	0,459
X1.4	0,839	0,718	0,712
X2.1	0,505	0,743	0,639
X2.2	0,553	0,893	0,634
X2.3	0,533	0,793	0,489
X2.4	0,593	0,783	0,702
Y1.1	0,669	0,659	0,869
Y1.2	0,446	0,604	0,829
Y1.3	0,466	0,517	0,792
Y1.4	0,557	0,736	0,811

Inner Model

This research shows how to proceed with the SEM-PLS analysis by assessing the inner model with R-squared, Q-squared, and hypothesis testing.

R-Square

R-squared is used to calculate the relative importance of external and endogenous constructs. Table 4 below shows the R-squared results. In this scenario, R2 equals 0.644. That is, the variables related to entrepreneurship education and creativity account for 64.4% of the variance in students' intentions to start their own business, whereas other factors contribute 35.6%. Therefore, according to Hair et al. (2011), SEM models are considered to be moderate-strong if their R2 (R-squared) value is larger than 0.50.

Q² Predictive Relevance

Q² is utilised as a sanity check on the underlying structure (Predictive Relevance). Models are considered to be sufficiently good and predictive if Q² is greater than 0 (Hair et al., 2011). The formula for determining Q² is as follows:

$$Q^2 = 1 - (1 - R^2)$$

$$Q^2 = 1 - (1 - 0,644)$$

$$Q^2 = 1 - 0,356$$

$$Q^2 = 0,644$$

Calculation Q² has a value of 0.644. It is possible to evaluate the performance of the model and the estimating parameters by looking at the value of Q² (Hair et al., 2011).

Hypothesis Testing

The hypothesis is stated to have a positive correlation if the value is path coefficient greater than 0.1 and significant at the P-value less than 0.05 or T-value greater than 1.96 (Hair et al., 2011) and (Ausat & Peirisal, 2021). Table 5 below shows the results of hypothesis testing.

Table 4. R-Square Test		
No	Variable	R-Square
1	Y1	0,644

Table 5. Hypothesis Testing Results

Hypothesis	Path Coefficient	T-Value	P-Value	Result
X1->Y1	0.237	2.269	0.025	Positive Significant
X2->Y1	0.628	6.578	0.000	Positive Significant

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Table five above shows that entrepreneurship education has a positive and significant impact on students' entrepreneurial intention. This means that the first hypothesis is accepted. The findings of this study correlate with the results of previous research that found similar facts (Liu et al., 2022) and (Dharmanegara et al., 2022). The perspective used in this explanation is effectuation theory, which emphasises entrepreneurial actions and decision-making based on available resources. The following is an explanation of the principles in effectuation theory and how entrepreneurship education contributes to students' entrepreneurial intention.

The first is the establishment principle (X1.1). This principle in effectuation theory shows that entrepreneurs use existing resources to form business opportunities. Entrepreneurship education helps students understand the potential and business opportunities around them (Othman et al., 2020). Through this education, students learn to look at business opportunities from different perspectives, identify market needs, and assess the resources they have to capitalise on these opportunities (Dwivedi et al., 2021). This builds a creative attitude, innovative thinking, and the ability to see opportunities in situations that others may miss (Ness, 2015). Second, the continuous principle (X1.2). In effectuation theory, the continuous principle emphasises the importance of continuous action and adaptation in business development. Entrepreneurship education helps students learn leadership skills, planning, and execution of continuous actions to develop the business (Almeida et al., 2021). Students learn to be proactive in seeking opportunities, taking controlled risks, and acting quickly in the face of changes and challenges. Entrepreneurship education also trains students in adaptive leadership and the ability to adapt to market changes (Salun et al., 2021).

The third is the adjustment principle (X1.3). This principle emphasises the importance of adapting to available resources and utilising them effectively. Entrepreneurship education helps students to identify and understand the resources they have, including existing knowledge, skills, social networks and capital (Ausat, Al Bana, et al., 2023). Through this education, students learn to optimise the resources they have to start and grow their business (Manafe et al., 2023) and (Zen et al., 2023). They are also taught to seek mutually beneficial partnerships and utilise relationships with relevant stakeholders. Fourth, the application principle. This principle suggests that entrepreneurs act by focusing on actions they can control, rather than predicting an uncertain future. Entrepreneurship education helps students develop the mental attitude and practical skills to deal with uncertainty. Students learn to take initiative, deal with failure quickly, and learn from their experiences (Prastyaningtyas et al., 2023) and (Harahap, Ausat, et al., 2023).

In addition, the logical reason for this first hypothesis finding is that entrepreneurship education certainly provides students with opportunities to learn from practical experience and real case studies. Through business simulations, internships or incubation programmes, students can apply their acquired knowledge and skills in real business situations. This helps them understand the challenges faced in running a business, strengthens their perseverance, and improves their ability to make effective decisions. Overall, entrepreneurship education

with the effectuation theory approach provides positive and significant results on students' entrepreneurial intention. Through the establishment principle, continuous principle, adjustment principle, and application principle, students become more prepared and motivated to run their own business. They acquire the knowledge, skills, and mental attitude necessary to identify, develop, and capitalise on business opportunities. Entrepreneurship education also helps them to face challenges, adapt to change, and take controlled risks.

Furthermore, table five above also shows that creativity has a positive and significant impact on students' entrepreneurial intention. This means that the second hypothesis is accepted. The findings of this study correlate with previous research results that found similar facts (Nguyen et al., 2021) and (Osmani et al., 2022). In this context, the explanation will be based on the perspective of Cognitive Flexibility Theory, which emphasises an individual's ability to change thinking, overcome cognitive barriers, switch between tasks, and inhibit irrelevant thinking. The following is an explanation of the four concepts in Cognitive Flexibility Theory and how creativity contributes to students' entrepreneurial intention.

The first is about multiple representations (X2.1). This concept in Cognitive Flexibility Theory shows one's ability to understand, use, and combine different types of thinking and understanding in solving problems. In the context of entrepreneurship, this ability allows students to see business opportunities from various perspectives and apply creative thinking to develop innovative solutions. Creative students can generate new ideas, consider various options, and utilise diverse knowledge and experiences to broaden their view of business potential (Weng et al., 2022). The second is cognitive restructuring (X2.2). This construct refers to an individual's ability to change existing thoughts and mindsets. In the context of entrepreneurship, this ability allows students to let go of conventional or limited thinking about business and expand their understanding of existing opportunities and potential. Creative students can restructure their thinking about business, identify unmet needs, and find new ways to solve problems. They are able to see opportunities in places that are invisible to others and create new ideas that can pave the way to a successful business.

Third, task switching. Task switching is the ability to switch between tasks or situations with flexibility and effectiveness. In the context of entrepreneurship, creative students have the ability to switch their attention and mental resources efficiently between different aspects of the business (Wang et al., 2022). They are able to adjust to different demands, face changing challenges, and balance various roles and responsibilities in running a business. This ability allows students to remain adaptive and responsive to changes in the dynamic business environment. Fourth, cognitive inhibition. This construct is nothing but the ability to inhibit or suppress irrelevant or distracting thoughts. In the context of entrepreneurship, this ability allows students to focus on relevant information and eliminate cognitive barriers that can hinder creativity and innovation. Creative students are able to control distractions (Harahap, Suherlan, et al., 2023) and (Cahyono et al., 2023).

Applying Cognitive Inhibition helps them develop more innovative and effective solutions. They can filter out irrelevant or distracting information, discard conventional boundaries of thought, and free themselves from limiting paradigms. Thus, they can create unique ideas and see new opportunities in the business environment. Overall, creativity has a positive and significant result on students' entrepreneurial intention through the perspective of Cognitive Flexibility Theory. The ability to use Multiple Representations allows students to see business opportunities from various perspectives. Cognitive Restructuring helps them expand their understanding of business and find new ways to solve problems. Task Switching allows them to adapt to the different demands of running a business. Lastly, Cognitive

Inhibition allows them to inhibit irrelevant thinking and focus on creative and innovative solutions.

Education that strengthens creativity through the development of Multiple Representations, Cognitive Restructuring, Task Switching, and Cognitive Inhibition can provide a significant boost to students' entrepreneurial intention. Through this approach, students can develop the skills necessary to identify business opportunities, think out-of-the-box, overcome obstacles, and make innovative decisions in a changing environment.

Conclusion

Based on the explanation of the research findings above, it can be concluded that entrepreneurship education and creativity development have positive and significant results on students' entrepreneurial intention, especially in the perspective of Effectuation Theory and Cognitive Flexibility Theory. Through the principles in these two theories, students can develop the entrepreneurial attitude, adaptability, and creative thinking needed to run their own business. Entrepreneurship education helps them understand business opportunities, utilise existing resources, and cope with uncertainty. Meanwhile, the development of creativity opens the door to innovative ideas, flexible decision-making, and flexible thinking in the face of business challenges. Therefore, the theoretical contribution that can be conveyed is regarding a better understanding of the effect of entrepreneurship education and creativity on students' entrepreneurial intention through the perspective of Effectuation Theory and Cognitive Flexibility Theory. This research provides a stronger theoretical foundation to explain this relationship and provides a deeper understanding of the factors that influence students' entrepreneurial intention. In addition, it contributes to the entrepreneurship education approach: This research provides valuable insights for the development of more effective entrepreneurship education programmes. By strengthening the understanding of the principles of Effectuation Theory, educational institutions can design more targeted programmes to develop students' entrepreneurial interest and skills.

Recommendation

All the above explanations are in accordance with the facts we found in the field. However, this study has limitations such as sample limitations. This study has limitations in terms of the number and representativeness of the samples used. The use of a limited sample may limit the generalisability of the findings of this study to the student population as a whole. Therefore, future research can overcome the sample limitation by using a larger and more diverse sample. This will help in increasing the generalisability of the research findings to a wider population of university students. Recommendations for future studies also need to conduct longitudinal research as such studies that track changes in students' entrepreneurial interest over time will provide a better understanding of the role of entrepreneurship education and creativity over the long term. In addition, future research could involve more context variations, such as different business environments, cultures, and levels of economic development.

Acknowledgment

Congratulations and thank you to the entire team for successfully completing this journal research. You have all worked hard and produced valuable contributions to the scientific

world. Hopefully the results of this research can benefit many people and inspire other researches. Keep innovating and working.

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APPENDIX

Classification of Factors Affecting Student's Entrepreneurial Intention

Variable	Indicator	Item	Reference
Entrepreneurship Education (X1)	Establishment Principle (X1.1)	I have a clear understanding of the resources I have to start a business.	(Sarasvathy, 2001)
	Continuous Principle (X1.2)	I adapt my business plan as situations change and opportunities arise.	
	Adjustment Principle (X1.3)	I will involve others in my business journey, such as partners or customers.	
	Application Principle (X1.4)	I will utilise networks and relationships with others for advice, support and new business opportunities.	
Creativity (X2)	Multiple Representations (X2.1)	I tend to use multiple representations (e.g., pictures, graphs, words) to develop creative ideas in an	(Sawyer, 2006)

		entrepreneurial context.	
	Cognitive Restructuring (X2.2)	I often reflect on my perspective or understanding of business problems to enhance my entrepreneurial creativity.	
	Task Switching (X2.3)	I tend to switch from one business task to another to enhance my entrepreneurial creativity.	
	Cognitive Inhibition (X2.4)	I have difficulty ignoring irrelevant thoughts or information in the context of entrepreneurship.	
Student's Entrepreneurial Intention (Y1)	Intentions (Y1.1)	I am very interested in becoming an entrepreneur.	(Satriadi et al., 2022)
	Motivation (Y1.2)	So far, I have been highly motivated by the desire to create something new and impactful in the business world.	
	Skills and Knowledge (Y1.3)	I am very confident in having the necessary skills and knowledge to run my own business.	
	Support and Environment (Y1.4)	The support from my family and friends around me in running my business is very great.	

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