

Examining the Effects of Entrepreneurial Knowledge, Self-Efficacy, and Creativity on Entrepreneurial Intention among University Students

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ABSTRACT

Entrepreneurial intention has become a key focus in higher education as universities play an essential role in preparing graduates to create employment opportunities and contribute to economic development. This study aims to examine the influence of entrepreneurial knowledge, self-efficacy, and creativity on entrepreneurial intention among undergraduate students at Lambung Mangkurat University, Banjarmasin and Banjarbaru, South Kalimantan, Indonesia. A quantitative research design was employed using Structural Equation Modeling-Partial Least Squares (SEM-PLS) with SmartPLS 4.0. The sample consisted of 160 undergraduate students selected through purposive sampling based on their entrepreneurial intention and participation in entrepreneurship-related courses, seminars, workshops, or training programs. The results indicate that entrepreneurial knowledge has a positive and significant effect on entrepreneurial intention ($\beta = 0.233$, $t = 4.285$, $p < 0.001$). Likewise, self-efficacy and creativity both have positive and significant effects on entrepreneurial intention. Addressing the limited empirical evidence that simultaneously examines entrepreneurial knowledge, self-efficacy, and creativity as determinants of entrepreneurial intention in higher education within developing countries, this study contributes by providing an integrated SEM-PLS model based on empirical evidence from Indonesian university students. The findings imply that universities should strengthen entrepreneurship education by fostering entrepreneurial knowledge, self-efficacy, and creativity to enhance students' entrepreneurial intention.

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1. INTRODUCTION

Entrepreneurship has become an increasingly important component of higher education because of its potential to promote innovation, employment creation, and socioeconomic development. Universities are expected not only to prepare graduates for existing employment opportunities but also to equip students with the competencies required to identify opportunities and create new ventures. This role is particularly relevant in developing countries such as Indonesia, where encouraging university students

to consider entrepreneurship as a viable career path may contribute to employment creation and economic development (Dwi Lestari et al., 2022; Lestari et al., 2022). Higher education institutions therefore have an important responsibility to create learning environments that foster students' entrepreneurial capabilities and encourage them to consider entrepreneurship as a future career.

Entrepreneurial intention represents an individual's conscious willingness and commitment to engage in entrepreneurial activities and is regarded as an important antecedent of subsequent entrepreneurial behavior (Anjum et al., 2018; Baluku et al., 2019). From the perspective of higher education, entrepreneurial intention is particularly important because university students are at a stage in which they begin to make important decisions regarding their future careers. Universities can influence this process by providing entrepreneurship courses, seminars, workshops, business simulations, incubation programs, and opportunities to interact with entrepreneurs (Cui et al., 2019). However, participation in entrepreneurship-related educational activities does not necessarily produce the same level of entrepreneurial intention among all students. Differences in students' entrepreneurial knowledge, beliefs in their entrepreneurial capabilities, and creativity may influence the extent to which educational experiences develop into an intention to pursue entrepreneurship.

Entrepreneurial knowledge is one of the cognitive resources that can shape students' entrepreneurial intention. It refers to an individual's understanding of entrepreneurial opportunities, business management, risk, resources, and the processes involved in establishing and operating a business. Such knowledge can be developed through both theory-oriented and practice-oriented educational activities, including entrepreneurship courses, seminars, workshops, business competitions, internships, and incubation programs (Cui et al., 2019; Suryaningsih & Agustin, 2020). Students with greater entrepreneurial knowledge may be better able to recognize business opportunities, evaluate risks, understand business processes, and make informed decisions about establishing a venture. Entrepreneurial knowledge can therefore reduce uncertainty regarding entrepreneurship and strengthen students' perceptions that starting a business represents a realistic career alternative.

Previous empirical evidence generally supports the importance of entrepreneurial knowledge in shaping entrepreneurial intention. Hutasuht (2018) emphasized that the level of entrepreneurial knowledge possessed by individuals can contribute to their intention to become entrepreneurs, while Prastiwi et al. (2022) reported a positive relationship between entrepreneurial knowledge and entrepreneurial intention among university students. Nevertheless, entrepreneurial knowledge may not always translate directly into entrepreneurial intention, as some studies have reported nonsignificant relationships in particular student populations (Yuniarin et al., 2021). These mixed findings suggest that further investigation is needed to establish the contribution of entrepreneurial knowledge within different higher education contexts. Based on the theoretical arguments and previous empirical findings, the first hypothesis is proposed:

H1: Entrepreneurial knowledge has a positive effect on entrepreneurial intention among university students.

Beyond knowledge, entrepreneurial intention may also depend on whether students believe that they possess the capabilities required to perform entrepreneurial tasks successfully. Entrepreneurial self-efficacy refers to an individual's belief in their ability to undertake activities associated with entrepreneurship, including recognizing opportunities, making decisions, addressing uncertainty, solving problems, and establishing and managing a business (L. Shi et al., 2020). Students with stronger entrepreneurial self-efficacy are more likely to perceive entrepreneurship as an achievable career option because they have greater confidence in their ability to cope with entrepreneurial challenges. In this sense, entrepreneurship education should not be limited to transferring business knowledge but should also develop students' confidence in applying that knowledge in entrepreneurial situations (Rahayuningsih, 2022).

A substantial body of empirical evidence has identified entrepreneurial self-efficacy as an important predictor of entrepreneurial intention. Individuals who believe strongly in their entrepreneurial

capabilities are more willing to undertake the risks and challenges involved in establishing a new venture (Kumar & Shukla, 2019; Neneh, 2020). However, the relationship has not been completely consistent across educational contexts. For example, Yeremia and Widjaja (2019) reported that self-efficacy did not significantly predict entrepreneurial intention within their study context. Such inconsistencies indicate that the contribution of self-efficacy should be further examined alongside other determinants of entrepreneurial intention. Accordingly, the second hypothesis is formulated:

H2: Self-efficacy has a positive effect on entrepreneurial intention among university students.

Creativity represents another individual resource that is particularly relevant to entrepreneurship. Creativity refers to an individual's ability to generate novel and useful ideas, combine existing information in new ways, identify alternative solutions, and respond innovatively to problems and opportunities (Mahmood et al., 2018; Y. Shi et al., 2020). These capabilities are closely associated with entrepreneurial activities because identifying opportunities and developing new products, services, or business models often require creative thinking. Students who perceive themselves as creative may therefore be more inclined to consider entrepreneurship as a career through which they can transform innovative ideas into economic or social value.

Previous studies have generally demonstrated a positive relationship between creativity and entrepreneurial intention. Laguía et al. (2019) found that individuals with stronger perceptions of their creative capabilities were more likely to develop entrepreneurial intentions, while Handayani et al. (2022) similarly identified creativity as an important determinant of students' intention to become entrepreneurs. Other studies have also demonstrated the relevance of creativity in explaining entrepreneurial intention (Anjum et al., 2018; Y. Shi et al., 2020). Nevertheless, the relationship is not unequivocal, as Bignetti et al. (2021) suggested that creativity alone may not directly determine entrepreneurial intention. These contrasting findings indicate that the contribution of creativity warrants further examination, particularly when it is assessed simultaneously with entrepreneurial knowledge and self-efficacy. Therefore, the third hypothesis is proposed:

H3: Creativity has a positive effect on entrepreneurial intention among university students.

Although entrepreneurial knowledge, self-efficacy, and creativity have received considerable scholarly attention, previous research does not provide a completely consistent explanation of how these factors contribute to entrepreneurial intention. Existing studies have frequently examined these determinants separately or incorporated them into models with different contextual and psychological variables (Jiatong et al., 2021; Kumar & Shukla, 2019; Lubada et al., 2021). Entrepreneurial intention, however, may emerge from the simultaneous contribution of different individual resources. Entrepreneurial knowledge provides students with the cognitive resources required to understand entrepreneurial activities, self-efficacy represents their confidence in performing those activities, and creativity provides the capacity to recognize opportunities and develop novel solutions. Examining these three dimensions within the same empirical model can therefore provide a more integrated understanding of students' entrepreneurial intention.

The Indonesian higher education context provides a relevant setting for examining these relationships. Universities increasingly expose students to entrepreneurship-related learning through courses, seminars, workshops, training programs, and other educational activities. Nevertheless, participation in these activities does not automatically mean that students will choose entrepreneurship as a future career. Previous studies in Indonesia have demonstrated the relevance of entrepreneurial education, entrepreneurial knowledge, self-efficacy, and creativity to entrepreneurial intention (Dwi Lestari et al., 2022; Hutasuhut, 2018; Sucipto et al., 2022). However, the relative contribution of entrepreneurial knowledge, self-efficacy, and creativity when simultaneously incorporated into a single explanatory model remains important to examine across specific university contexts. This is particularly relevant because the effects of these factors have not been fully consistent across previous studies.

Accordingly, this study examines the effects of entrepreneurial knowledge, self-efficacy, and creativity on entrepreneurial intention among undergraduate students at Lambung Mangkurat University in Banjarmasin and Banjarbaru, South Kalimantan, Indonesia. The study contributes to entrepreneurship education research by integrating three conceptually distinct but complementary determinants of entrepreneurial intention: entrepreneurial knowledge as a cognitive resource, self-efficacy as confidence in entrepreneurial capability, and creativity as the capacity to generate novel and useful ideas. Rather than assuming that participation in entrepreneurship education alone is sufficient to foster entrepreneurial intention, this study examines the relative contribution of these three student-level factors within a single SEM-PLS model. The findings are expected to provide empirical evidence that can assist higher education institutions in designing entrepreneurship education that moves beyond knowledge transmission by simultaneously strengthening students' entrepreneurial competence, confidence, and creative capacity.

2. METHODS

This research was conducted at Lambung Mangkurat University, which is located in Banjarmasin and Banjarbaru, South Kalimantan, Indonesia. This research approach using quantitative methods. This research method is Quantitative research according to (Creswell, 2014) which states that quantitative research is a method for testing certain theories by examining the relationship between variables in research (Nurhadi et al., 2021). This research uses quantitative methods which aim to determine the influence of entrepreneurial knowledge, self-efficacy and creativity on students' entrepreneurial intentions. Data analysis was carried out using Structural Equation Modeling-Partial Least Squares (SEM-PLS) undergoing SmartPLS version 4.0 for the purposes of testing predetermined hypotheses. SEM-PLS was selected because it is suitable for prediction-oriented studies with relatively small to medium sample sizes and enables the simultaneous assessment of both the measurement and structural models, providing a more comprehensive analysis than covariance-based SEM or multiple regression (Hair et al., 2017). SEM-PLS has the analytical advantage that the data does not have to be normally distributed. Therefore, normality and linearity of the data were not tested in this study (Setiawan et al., 2020). The research model that the researcher applied (see Figure 1).

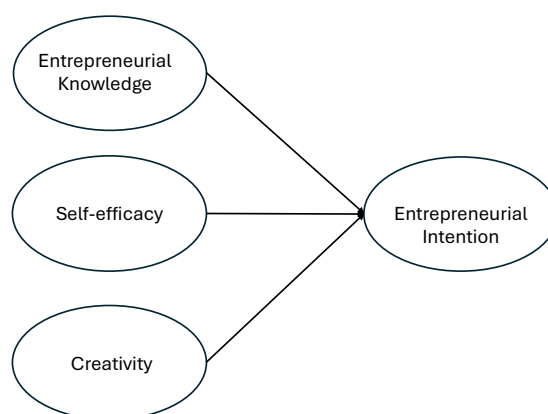


Figure 1. Research Model

2.1. Respondent

The respondents in this study were undergraduate students from Lambung Mangkurat University in Banjarmasin and Banjarbaru who had entrepreneurial intentions and had participated in entrepreneurship-related activities, such as entrepreneurship courses, seminars, workshops, or training programs. The respondents were selected using a purposive sampling technique based on these predetermined inclusion criteria. Size in this study was determined by referring to the statement (Hair et al., 2010), that the sample size as respondents must be adjusted to the number of question indicators

used in the questionnaire, with the assumption of a minimum of $n \times 5$ observed variables (indicators) up to maximum $n \times 10$ observed variables (indicators). In this study, the number of question items used to measure 4 variables was 27 items, the minimum number of respondents used was 27 statement items multiplied by 5, which equals 135 respondents. Meanwhile, the maximum number used is 27 question items multiplied by 10 which equals 270 respondents (Hair et al., 2010). So, researchers took a sample of 160 respondents to be used in this research. Based on the formula above, the number of samples used by researchers in This research consisted of 160 respondents from Lambung Mangkurat University students in Banjarmasin and Banjarbaru, South Kalimantan, Indonesia.

2.2. Instruments and Measurements

The instrument in this research is to measure entrepreneurial knowledge, self-efficacy, creativity and entrepreneurial intentions in students using a questionnaire. Data collection was carried out through questionnaires distributed via Electronic-Form. This research instrument was developed from variables found in previous studies. The instruments used in this research can be seen in table 1.

Table 1. Research Instruments

Code	Indicator
EK01	The entrepreneurial knowledge that I have participated in and studied can help me to see business opportunities.
EK02	Participating in activities regarding entrepreneurial knowledge encouraged me to test my entrepreneurial skills by opening my own business.
EK03	After I followed and studied entrepreneurial knowledge, I felt that I had to be responsible when I started entrepreneurship and had to be selective in managing capital.
EK04	Entrepreneurial knowledge taught me to be careful in managing the risks that will occur in my future business.
EK05	Having seminars, workshops, bazaars or entrepreneurship training on campus/off campus can provide knowledge.
EK06	A business must have management.
EK07	By knowing entrepreneurship, I can take advantage of opportunities to make a profit.
SE01	I am confident that I can overcome the difficulties of developing an entrepreneurial spirit
SE02	When I try to become an entrepreneur, I don't give up easily if my business is less popular.
SE03	The failure of entrepreneurial people does not dampen my confidence.
SE04	I will always be enthusiastic to face entrepreneurial challenges.
SE05	I believe that entrepreneurial success requires a process.
SE06	I try to evaluate myself to be better.
C01	I often combine my ideas with other people's ideas.
C02	I am a person who can turn problems into ideas. Entrepreneurial opportunities.
C03	I chose to become an entrepreneur because I have innovative ideas to develop my business.
C04	I feel I have the skills needed to start an entrepreneurship.
C05	I look for ideas or information from other people or from social media
C06	I want to be an entrepreneur because I want to have my own business that comes from my own ideas.
C07	I'm not afraid to dive into something new to find new ideas.

To calculate respondents' reactions to Entrepreneurial Intention (EI), researchers created seven indicators, while to measure entrepreneurial knowledge (EK), researchers also created seven indicators. Next, researchers' self-efficacy (SE) created six indicators. Creativity (C), researchers created seven indicators. Each construct is measured using a Likert Scale with five alternative answers from (1) "strongly disagree", (2) "disagree", (3) "undecided", (4) "agree", and (5) "strongly agree". Finally, researchers performed regression using Structural Equation Modeling Partial Least Squares (SEM-PLS) undergoing SmartPLS version 4.0 to estimate the relationship between variables.

3. FINDINGS AND DISCUSSION

3.1. Measurement Model Assessment

The profile of respondents in this research is in Table 2 which provides information in the form of quantitative data. In general, the respondents for this study were students aged 17 to 25 years and were dominated by women with almost three times the percentage of men. Most of the respondents were 3rd semester students. The highest percentage of faculty at Lambung Mangkurat University were students from the Teaching and Education Faculty, reaching 75% of respondents. Almost half of the students who filled out the questionnaire did not have a business, but most of the respondents had acquired entrepreneurial knowledge, for example taking entrepreneurship courses, seminars, workshops, training, etc.

Table 2. Respondent Demographics

Demographics	Frequency	Percentage
Gender		
Male	31	19.4%
Female	129	80.6%
Semester		
1	31	19.4%
3	87	54.4%
5	26	16.2%
7	8	5%
8	8	5%
Age (years)		
<20	100	62.5%
20-22	52	32.6%
>23	8	4.9%
Owned business		
Yes	49	30.6%
No	111	69.4%
Have acquired entrepreneurial knowledge		
Yes	134	83.8%
No	26	16.2%

Table 3 shows the calculation of the outer model in this study. Overall, the loading factor values ranged from 0.701 to 0.894 (> 0.70), which means that this research was verified to meet convergent validity. Some indicators that do not meet the criteria (< 0.70) are items EK06 and C01. Indicators that do not meet these criteria are removed to obtain an appropriate structural model. To achieve Discriminant Validity the AVE value must be above 0.50. Table 3 explains the AVE values of the variables EK (0.697), SE (0.640), C (0.654), and EI (0.711). The AVE value is known to be higher than 0.50 or ranges from 0.640 to 0.711, which has implications for confirmed DV criteria. Meanwhile, the composite reliability (CR) value must be above 0.70 (Hair et al., 2020). Table 3 also shows that the CR value ranges from 0.914 to 0.945. This value shows that CR has met the composite reliability criteria. To measure discriminant validity, this study also estimates using heterotraits. Discriminant validity is achieved when the ratio is below 0.90. In Table 4, the heterotrait-monotrait (HTMT) values range from 0.715 to 0.912, which indicates that discriminant validity has been confirmed.

Table 3. Model measurement results (outer model)

Variable	Indicator	Loading	Cronbach's alpha	CR	AVE
Entrepreneurial Knowledge (EK)	EK01	0.810	0.913	0.932	0.697
	EK02	0.809			
	EK03	0.894			
	EK04	0.859			
	EK05	0.814			
Self-Efficacy (SE)	EK07	0.817	0.887	0.914	0.640
	SE01	0.768			
	SE02	0.829			
	SE03	0.801			
	SE04	0.789			
	SE05	0.741			
Creativity (C)	SE06	0.867	0.893	0.919	0.654
	C02	0.772			
	C03	0.877			
	C04	0.841			
	C05	0.701			
	C06	0.845			
Entrepreneurial Intention (EI)	C07	0.806	0.932	0.945	0.711
	EI01	0.833			
	EI02	0.823			
	EI03	0.864			
	EI04	0.843			
	EI05	0.780			
	EI06	0.889			
	EI07	0.865			

Table 4. Heterotrait-monotrait ratio (HTMT)

Variable	EK	SE	C	EI
EK			0.778	0.735
SE	0.858		0.912	0.735
C				
EI			0.715	

3.2. Estimation of structural models

After establishing the validity and reliability of the measurement model, the structural model was evaluated using PLS-SEM with 500 bootstrap subsamples, bias-corrected and accelerated (BCa) bootstrapping, and a two-tailed test. The outer VIF values ranged from 1.623 to 4.107, indicating no collinearity issues. As shown in Table 5, all three hypotheses were supported, with t-values exceeding 1.96 and p-values below 0.05, confirming that entrepreneurial knowledge, self-efficacy, and creativity each have a positive and significant effect on entrepreneurial intention.

Table 5. Path coefficients and hypothesis testing results (EK, SE, C, and EI)

Hypothesis	Connection	T-value	p-value	Decision
H1	EK → EI	4.285	0.000	Accepted
H2	SE → EI	2.021	0.044	Accepted
H3	C → EI	2.488	0.013	Accepted

3.3. Structural Model Assessment

R-square (R²) means to find predictions accurately in the research model. This research takes the opinion of (Hair et al., 2020) which states that the R² categories are: high (0.75), medium (0.50), and weak (0.25). This research found that the R² value for EI is 0.543, so that EK, SE and C can pass around 54.3%, which means that EK, SE and C are at medium levels. Apart from that, this research also includes f² to estimate the size of the construct variable. This is based on research of experts (Atmono et al., 2023; Hair et al., 2017, 2020), that the f² criteria: 0.02 (small), 0.15 (medium), and 0.35 (large). The results show that the f² value of EK to EI is 0.107 (small), SE to EI is 0.022 (small), and C to EI is 0.042 (small).

Table 5 and Figure 2 convey information on hypothesis estimation in this study using a significance level of 5%. This research confirms the three hypotheses proposed with the results of all hypotheses being accepted. The hypotheses accepted in this model include the influence or impact of EK on EI, SE on EI, and C on EI (H₀=rejected; H_a=accepted). So that all hypotheses, namely H₁, H₂, and H₃ are accepted.

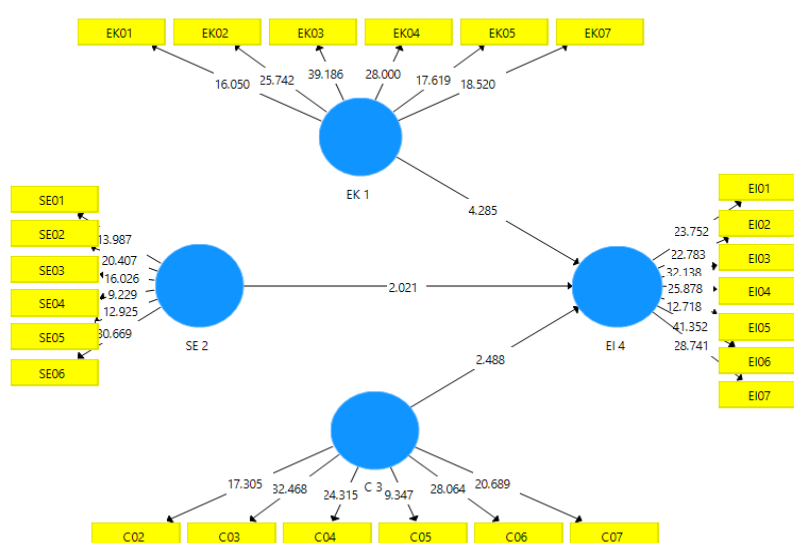


Figure 2. Structural Model

Discussion

The findings demonstrate that entrepreneurial knowledge, self-efficacy, and creativity have positive and significant effects on entrepreneurial intention among undergraduate students at Lambung Mangkurat University. Collectively, these three predictors explain 54.3% of the variance in entrepreneurial intention, indicating that the model has moderate explanatory power. However, the effect sizes reveal an important distinction: entrepreneurial knowledge has the largest effect ($f^2 = 0.107$), followed by creativity ($f^2 = 0.042$) and self-efficacy ($f^2 = 0.022$). Although all three relationships are statistically significant, their individual effect sizes are relatively small. This suggests that entrepreneurial intention is a multidimensional phenomenon that cannot be explained by a single cognitive or psychological factor. Rather, students' intention to pursue entrepreneurship appears to emerge from the combined contribution of what they know about entrepreneurship, how confident they are in their entrepreneurial capabilities, and their ability to generate and develop creative ideas.

The first hypothesis is supported, demonstrating that entrepreneurial knowledge has a positive and significant effect on entrepreneurial intention. This finding suggests that students who possess greater knowledge about entrepreneurship are more likely to consider entrepreneurship as a future career. Entrepreneurial knowledge can provide students with a clearer understanding of how to recognize business opportunities, manage resources, evaluate risks, and organize business activities.

Consequently, entrepreneurship may become more understandable and less uncertain as a career option. This interpretation is consistent with Hutasuht (2018), who identified entrepreneurial knowledge as an important determinant of entrepreneurial intention, and Prastiwi et al. (2022), who reported that students with stronger entrepreneurial knowledge demonstrated greater intention to become entrepreneurs. Similar evidence was provided by Aputra et al. (2022), Khairinal et al. (2022), and Widarma et al. (2022), emphasizing the role of entrepreneurship-related knowledge in strengthening students' interest in entrepreneurial careers.

The positive effect of entrepreneurial knowledge also highlights the educational role of universities. Entrepreneurship courses, seminars, workshops, training programs, and other experiential activities can expose students to information and experiences that improve their understanding of the entrepreneurial process. Cui et al. (2019) emphasized that entrepreneurship education may involve both theory-oriented and practice-oriented activities, including interactions with entrepreneurs, business competitions, internships, incubation programs, and networking activities. Therefore, entrepreneurship education should not merely introduce definitions and theories but should provide opportunities for students to apply entrepreneurial knowledge in realistic contexts. Nevertheless, the relatively small effect size found in this study indicates that knowledge alone is insufficient to produce strong entrepreneurial intention. This may explain why Yuniarin et al. (2021) found no significant effect of entrepreneurial knowledge in a different student context. Knowledge may provide an important cognitive foundation, but the decision to pursue entrepreneurship is likely to depend on additional psychological, social, and contextual factors.

The second hypothesis is also supported, indicating that self-efficacy has a positive and significant effect on entrepreneurial intention. Students who believe that they can overcome difficulties, respond to business challenges, learn from failure, and improve their entrepreneurial capabilities are more likely to develop an intention to pursue entrepreneurship. This result supports the argument that entrepreneurial decisions depend not only on whether students understand entrepreneurship but also on whether they perceive themselves as capable of performing entrepreneurial tasks. The finding is consistent with Kumar and Shukla (2019), Neneh (2020), and Sandi and Nurhayati (2020), who identified self-efficacy as an important psychological factor associated with entrepreneurial intention. It also supports evidence from Elnadi and Gheith (2021) showing that entrepreneurial self-efficacy plays an important role in the higher education entrepreneurship context.

However, self-efficacy has the smallest effect size among the three predictors ($f^2 = 0.022$). This finding deserves particular attention because statistical significance should not be interpreted as evidence of a strong substantive effect. One possible explanation is that confidence in entrepreneurial ability may encourage intention but may not independently be sufficient to convince students to choose entrepreneurship as a career. Students may feel capable of undertaking entrepreneurial activities while still considering alternative career paths or perceiving entrepreneurship as risky. This interpretation may also help explain inconsistent findings in the literature, including Yeremia and Widjaja (2019), who reported that self-efficacy did not significantly predict entrepreneurial intention in their study. Thus, the present findings suggest that universities should develop self-efficacy together with other entrepreneurial resources rather than treating confidence-building as an isolated educational objective.

The third hypothesis is supported, confirming that creativity positively and significantly influences entrepreneurial intention. Students who perceive themselves as capable of producing new ideas, identifying opportunities from problems, seeking information, and exploring new possibilities tend to demonstrate stronger entrepreneurial intention. This finding is theoretically meaningful because entrepreneurship frequently requires individuals to identify opportunities and transform ideas into products, services, or business solutions. The result is consistent with Laguía et al. (2019), who demonstrated an association between self-perceived creativity and entrepreneurial intention, and with Y. Shi et al. (2020), who emphasized the relevance of creativity in explaining entrepreneurial intention. Similar relationships have been reported by Anjum et al. (2018), Murad et al. (2021), and Lubada et al. (2021).

Nevertheless, creativity also shows a relatively small effect size ($f^2 = 0.042$), suggesting that the ability to generate ideas does not automatically lead students to choose an entrepreneurial career. Creative students may apply their abilities in numerous professional contexts other than entrepreneurship. This interpretation is consistent with Bignetti et al. (2021), who suggested that creativity alone may not be sufficient to directly determine entrepreneurial intention. Therefore, entrepreneurship education should connect creative thinking with opportunity recognition and practical entrepreneurial activities. Students should not only be encouraged to generate ideas but also be given opportunities to evaluate their feasibility, develop business models, test solutions, and transform ideas into entrepreneurial projects.

Taken together, these findings have important implications for entrepreneurship education. Entrepreneurial knowledge emerged as the strongest predictor among the three variables, but none of the predictors demonstrated a large individual effect. This pattern suggests that effective entrepreneurship education should adopt an integrated approach rather than concentrating exclusively on knowledge acquisition, confidence, or creativity. Universities can combine classroom-based entrepreneurial knowledge with experiential learning, business simulations, mentoring, incubation activities, and innovation-based projects that allow students to develop confidence and creativity while applying their knowledge. This approach is consistent with the broader view that entrepreneurship education should provide students with opportunities to develop both cognitive and psychological resources required for entrepreneurial action (Cui et al., 2019; Rahayuningsih, 2022).

The findings should nevertheless be interpreted within the boundaries of the study. The respondents were drawn from a single university, and the cross-sectional design captures entrepreneurial intention at only one point in time. Furthermore, the model explains 54.3% of the variance in entrepreneurial intention, indicating that a substantial proportion remains associated with factors not included in the present study. Future research could therefore investigate additional determinants such as perceived university support, entrepreneurial education, family support, proactive personality, attitudes toward entrepreneurship, or other contextual factors identified in previous entrepreneurship research (Dwi Lestari et al., 2022; Jiatong et al., 2021). Future studies could also involve students from multiple universities and employ longitudinal or mixed-method designs to better explain how entrepreneurial knowledge, self-efficacy, creativity, and entrepreneurial intention develop over time.

4. CONCLUSION

This study examined the effects of entrepreneurial knowledge, self-efficacy, and creativity on entrepreneurial intention among undergraduate students at Lambung Mangkurat University. The findings support all three hypotheses, demonstrating that entrepreneurial knowledge, self-efficacy, and creativity each have a positive and significant effect on entrepreneurial intention. These results highlight the importance of integrating knowledge acquisition, confidence-building, and creativity development in fostering students' entrepreneurial intention. Therefore, universities should strengthen entrepreneurship education by providing experiential learning opportunities, entrepreneurship training, business incubation programs, mentoring, and innovation-based activities that enhance students' entrepreneurial knowledge, self-efficacy, and creativity. This study is limited to respondents from a single university and relies on a cross-sectional questionnaire survey. Future research should include students from multiple universities, employ qualitative or mixed-method approaches, and incorporate additional variables to provide a more comprehensive understanding of the determinants of entrepreneurial intention.

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Conflicts of Interest: The authors declare no conflict of interest

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