International Entrepreneurship Review

2022, Vol. 8, No. 3

10.15678/IER.2022.0803.04

Creative entrepreneurial intention of students in Indonesia: Implementation the theory of planned behaviour

Jarosław Korpysa, Waluyohadi

ABSTRACT

Objective: Entrepreneurship has a very important role in developing countries. Universities, especially in Indonesia, organize some entrepreneurship programs to encourage students' intentions. But, there is no assessment that shows the significance of the influence of university programs on developing entrepreneurial intentions. The objective of this article is to assess the entrepreneurial intention among university students in Indonesia, especially the significant influence of university programs as a subjective norm, compared with the other determinants such as attitude and perceived behavioural control. This research was conducted in 2022, so that at the same time, it could be seen how the pandemic affected the intention.

Research Design & Methods: The study uses a quantitative approach that applies the theory of planned behaviour (TPB) and is analyzed by the SEM PLS method. The questionnaire technique is used and delivered to 272 Indonesian students.

Findings: The digital technology and social media content, believed to be rich and giving, inspire students as a subjective norm, playing a bigger part in entrepreneurial intention than their attitude, university program, or university environment. Furthermore, attitude has little bearing on entrepreneurial intention.

Implications & Recommendations: It is recommended that the universities have to engage more with the trends of digital technology especially social media to promote entrepreneurship. The related topic that is relevant to be shared on social media such as readiness to start the business, risk taking, and giving as a positive motivation.

Contribution & Value Added: In term of theory development, the study contribute to fill the gap in science, especially research of a creative entrepreneur intention, after the pandemic, and take place in Indonesia as an added value. In practical terms, for universities, the research recommendation can be used as a reference in developing entrepreneurship programs at universities, especially in the creative field.

Article type: research article

Keywords: creative; entrepreneurship; intention; Indonesia; pandemic; TPB; SEM PLS

JEL codes: F23, L20, L26

Received: 17 May 2022 Revised: 4 July 2022 Accepted: 5 July 2022

Suggested citation:

Korpysa, J. & Waluyohadi (2022). Creative entrepreneurial intention of students in Indonesia: Implementation the theory of planned behaviour. *International Entrepreneurship Review,* 8(3), 53-67. https://doi.org/10.15678/IER.2022.0803.04

INTRODUCTION

Entrepreneurship is becoming a global issue (Lopes *et al.*, 2018; Mei *et al.*, 2020). The role of entrepreneurship in improving the quality of life is recognized in the context of the Sustainable Development Goals (SDGs) 2030. In terms of the SDGs under consideration in 2019, entrepreneurship is associated with SDGs 4 and 8. SDGs objective 4.4 aspires to significantly expand the number of young people and adults with relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship. Simultaneously, SDG target 8.3 aims to promote development-oriented policies that encourage productive activities, decent job creation, entrepreneurship, creativity, and innovation, as well as the formalization and growth of micro, small, and medium-sized enterprises (MSMEs).

MSMEs play an important role in inclusive development as both agents and recipients. MSMEs are one of the most effective vehicles for addressing the problem of creating 600 million new jobs by 2030, particularly for young people (Carpentier & Braun, 2020).

In order to understand how to create jobs, it is also important to know how to establish a business called entrepreneurship and the person who set up the business called entrepreneur. By definition, Schumpeter implies that invention and creativity are critical factors in economic progress, and this is referred to as "entrepreneurship" (Szmrecsányi, 2009). From the management point of view, Drucker characterized entrepreneurship as one of the characteristics of management, stating that the manager must always administrate. He must manage and improve on what currently exists and is known. However, he must also be an "entrepreneur"(Drucker, 2014).

Entrepreneurs, in the current era, are developing into a new term called "startup". One of the fairly common definitions of startup is the definition according to Salamzadeh. Startups are business startups that have just been established and are in a period of struggle (Salamzadeh & Kawamorita Kesim, 2015), although there are other definitions of startups in certain fields, especially in digital business. With this definition, the term "startup" cannot be separated from entrepreneurship. On the other hand, entrepreneurship is a spirit for creating new businesses, so entrepreneurship cannot be separated from creativity (Gammell & Kolb, 2020).

In academic, entrepreneurship education has embraced a design thinking viewpoint. In recent years, design thinking, which is defined as "the collection of tools, methods, and mindsets that designers use to solve issues," has been progressively included in the business school course curriculum (Sarooghi *et al.*, 2019). The new thing that is different from the previous method of learning to establish the new business is the Business Model Canvas (BMC), which is a method for visually mapping a business plan on a piece of paper (Osterwalder & Pigneur, 2013).

Recent research on entrepreneurship also mentions serial entrepreneurship (Dabić *et al.*, 2021). That is, someone who has an entrepreneurial spirit, when he can find a pattern of doing business, will tend not to focus on one business field but on various businesses. This is a positive thing because he will open up new jobs quickly, but a negative thing because if he doesn't have good support, his business will lose focus.

Entrepreneurship research is not all about technical ways to build a business, such as finance, marketing, operations, but also about mindset (Nielsen *et al.*, 2021). Therefore, research on entrepreneurship is also related to factors that influence people's desire to start a business, such as self-motivation in starting a business (Liñán *et al.*, 2011), environmental factors that influence decisions (Ajzen, 1991), and control variables or other aspects that affect business decisions (North, 1990). In another study, it was also stated that growth in colleagues is a reason that influences entrepreneurial intention (Birley *et al.*, 1991). On the other hand, the nature of entrepreneurship is also influenced by attitudes or innate nature (Damke *et al.*, 2018). All the research on intention is summarized into the Theory of planned behaviour (TPB) (Ajzen, 1991; Bird, 1988; Boyd & Vizikis, 1994; Fini *et al.*, 2012). After that, the study of entrepreneurship was also strengthened by research on the habits of entrepreneurs, which resulted in an empirical study that showed every successful person has a habit that can be learned (Duhigg, 2012). Especially in entrepreneurship, this research has developed into an entrepreneur's behaviour (Hashimoto & Nassif, 2014).

Entrepreneurship is being developed in a lot of countries, especially Indonesia. In the last 15 years, along with the creative economy trend, the trend of entrepreneurship has shifted from establishing manufacturing-based small medium enterprises (SMEs) to creative one. The term creative industry, as an emerging business and contribution (Dewi *et al.*, 2018; Saksono, 2012; Setiadi & Inderadi, 2021; Sumiati *et al.*, 2017), is considered a solution for entrepreneurs who start with small capital. Therefore, the government promotes creative entrepreneurship. One of the creative business sub-sectors considered to have a large contribution to the economy today is culinary, fashion, and craft sectors (Rasyid, 2018). In an effort to develop the existing businesses, the government initially funded production engineering training programs. However, along with the trend of creative sectors, the training is directed at product design, branding, packaging, and also a festival held to attract tourists (Nugra, 2019). Not only for existing businesses, but startups also need training or education to leverage their

knowledge based on their particular conditions. The government's role in policymaking and support mechanisms also needs to be well designed by involving entrepreneurs.

To develop entrepreneurship, Indonesia carries out various programs, including collaborating with universities (Dewi *et al.*, 2018). As a center of excellence, the university contributes in the form of training and consulting. In addition, in the community, the government has created clustering programs (Tambunan, 2005). Clustering is an effort to unite businesses in one area with the same product and build networks with other clusters to synergize with each other. Another study on entrepreneurship in Indonesia is about gender (Tambunan, 2007). From this research, it was revealed that in Indonesia there is no gender discrimination, especially regarding herbal producers. The clusters are mostly in the family environment, namely working on homemade products, so the role of women, or housewives, is very important in business operations. They take care of the household while producing.

Among existing studies, there is also research on learning from the failure of government programs (Bezerra *et al.*, 2017; Galloway & Brown, 2002). This study explains that the entrepreneurship program has so far not been in accordance with the desired number of targets, so more research is needed from various fields to fill the existing gaps, especially regarding critical success factors (Handoyo *et al.*, 2021). One of the latest studies in Indonesia that needs to be used as a reference is about entrepreneurship intention (Kristiansen & Indarti, 2004). This research is still general; there is no specificity in one particular field. The new thing that has not been developed is how the impact of the COVID-19 pandemic on entrepreneurship intentions, especially regarding creative entrepreneurship, is considered as a field that is easier to develop because it does not require large capital.

In general, the purpose of this research is to explore students' intentions in starting a business by including the pandemic factor as one of the variables. This is necessary considering that the process of extracting intentions is expected to have two advantages, both as a practical solution to existing problems and as a contribution to science. Practically, this research is expected to provide direction for the creation of entrepreneurship education programs, while for science the results of this research are expected to fill the research gap on entrepreneurship with case studies of creative entrepreneurship in Indonesia, and the implementation of theories of planned behaviour into post-pandemic case studies.

LITERATURE REVIEW

In order to accelerate entrepreneurship, there needs to be a planned system in education (Lopes & Lussuamo, 2020). Some research also discusses how to build entrepreneurship-based academic learning but is not limited to formalities (Lamine *et al.*, 2014). More specifically, entrepreneurship science is also researched, especially in formal education (Miller *et al.*, 2016). In higher education there is an entrepreneurial university concept that entrepreneurship knowledge needs to be given to students before entering the world of work. Based on the definitions proposed by Etzkowitz *et al.* (2000), this meaning is defined as a university that has the ability to innovate, recognize and create opportunities, work in teams, take risks, and respond to challenges on its own, seeks to work out a substantial shift in organizational character so as to arrive at a more promising posture for the future. In other words, it is a natural incubator that provides support structures for teachers and students to initiate new ventures: intellectual, commercial, and conjoint. The outcome of an entrepreneurial university produces some macro and microeconomic factors that can be influenced, positively and negatively, during the process of creation and development of this kind of university. In building an entrepreneurial university, universities also teach business skills as knowledge that is being taught in the university. Some of the skills that must be taught at universities include the development of behavioural, social, and technical skills; real projects and networks for students (Hasan & Nisa, 2021).

From the pedagogy point of view, transforming existing formal education into an entrepreneurial matter has to consider the entrepreneur or employer's insight. For that purpose, based on some literature reviews, universities must implement more than 5 factors to develop an entrepreneurial concept in the future, such as tacit knowledge, mentorship, peer review learning, combining digital tools, and andragogy. Tacit knowledge is highly personal knowledge. It is hard to formalize and, therefore, difficult to communicate with others. Tacit knowledge is also deeply rooted in action and an individual's

commitment to a specific context—a craft or profession, a particular technology or product market, or the activities of a workgroup or team (Nonaka, 1998).

On the other hand, universities should also apply for a mentorship program. Mentorship is the influence, guidance, or direction given by a mentor. Mentorship is off-line help from one person to another in making a significant transition in knowledge, work, or thinking. A mentor is someone who teaches or gives help and advice to a less experienced and often younger person. A mentor is someone who helps another person become what that person aspires to be (Sabrina & Sihombing, 2018). In an organizational setting, a mentor influences the personal and professional growth of a mentee. Most traditional mentorships involve senior employees mentoring more junior employees, but mentors do not necessarily have to be more senior than the people they mentor. What matters is that mentors have experience that others can learn from. The literature also suggested future research work on 1.) authentic learning, or a real-world case, facts, and examples are used; and 2.) active learning to explore students' problems and develop their answers. Universities, therefore, need to plan for blended learning environments that are characterized by combining digital tools with teacher support to promote interactive learning among the students in and beyond their classrooms (Ashour, 2019).

Another McNelly study suggested that entrepreneurship course syllabi be designed in an andragogical manner. According to a sample of 113 social entrepreneurship curricula from institutions all across the world, Through descriptive statistics analysis, it may be concluded that there has been a shift in teaching philosophies from instructor-centered (Pedagogy) to learner-centered (Andragogy) (McNally *et al.*, 2019). The entrepreneurial spirit can be trained with habit, so Duhig said in his book, The Power of Habit, that it is a reference to the habits of successful entrepreneurs that prospective entrepreneurs can imitate for personality improvement (Duhigg, 2012). Habits or behaviours can be planned by understanding the theory of planned behaviour (TPB) (Ajzen, 1985).

This TPB explains that human actions are caused by previous intentions (I). Besides, attitude (A), subjective norm (SN), and perceived behavioural control (PBC) all influence I. SN is the environment or factors outside of oneself that affects I, which can be other people or the surrounding environment, whereas behavioural control is a belief about the existence of factors that will facilitate or hinder the performance of behaviour and the perceived strength of these factors. Overall, these 3 factors shape intentions and, subsequently, shape behaviour (B). This theory is the foundation for the perspective of beliefs that are able to influence someone to take specific actions. An intention is a decision that is triggered by consciousness or the unconscious. This theory is appropriate for studying behaviour that requires planning, as well as for planning an intention and behaviour to be formed.

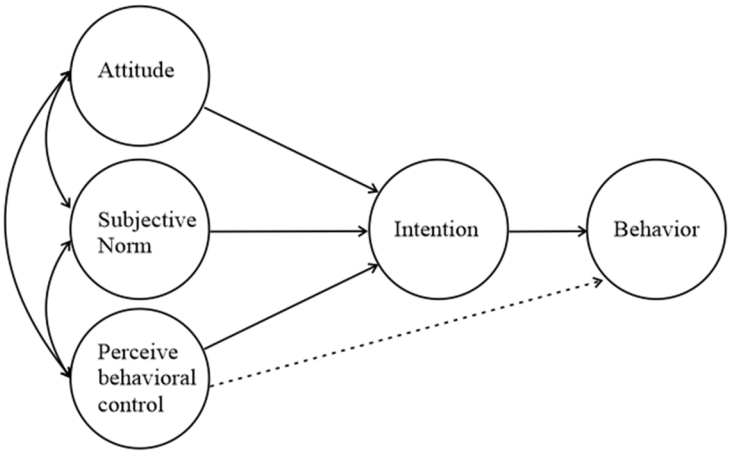

Figure 1. The Theory of Planned Behaviour
Source: Ajzen, 1985.

TPB is an update of Reasoned Action Theory (RAT). It explained that the I to carry out certain actions is caused by two reasons, namely SN and A towards B. Then, in 1988 Ajzen added one factor,

namely PBC. According to Ajzen, A that influences B are important things that can plan actions. However, it is also necessary to consider external factors and behaviour that has become a habit. If there is a plan and support from the environment that makes it easier to behave, this will further support a person's intention to behave. Attitude is the sum of one's feelings about accepting or rejecting a B and is measured by an evaluative scale, for example, strongly agree or strongly disagree (Hill *et al.*, 1977). Attitude is an internal state that affects the choice of individual actions towards certain objects, people, or events (Ajzen, 2002).

The latest entrepreneurial intention research in Indonesia is about the effect of perceived university support, entrepreneurial self-efficacy, and proactive personality in promoting entrepreneurial intention (Dwi *et al.*, 2022). Despite the Indonesian government's institutional support, entrepreneurship is not regarded as a promising alternative career path. As a result, the study investigates the impact of university institutional support and personal trait variables on the entrepreneurial intention of Indonesian students. According to the findings of this study, perceived educational support has a direct impact on entrepreneurial intention. While perceived concept development support and perceived business development support positively shape self-efficacy, which leads to entrepreneurial intent. This study also confirms the role of self-efficacy and proactive personality in predicting entrepreneurial intention. It suggests the future research of the university's support factors to examine the influence of the social environment such as social support and family support. This research suggestion is the baseline to do the research that is reported in this article.

To achieve the goal this research framework is adapted from the Theory of planned behaviour (TPB). Previous research on students' perceptions of business skills, business growth skills, strategy, and successful business are key factors that students consider in their entrepreneurial orientation. In the case of Indonesian students, research conducted by Ambara showed that attitude and perceived control behaviour have a significant role in entrepreneurial intention in Indonesian students. In addition, subjective norms play no role in entrepreneurial intention (Ambara *et al.*, 2019). According to previous research, the modified TPB is a common framework to determine the hypothesis. Therefore, below is the hypothesis and framework for the following research:

H1: There is a strong and positive relationship between attitude and students' entrepreneurial intention.

H2: There is a strong and positive relationship between subjective norm and students' entrepreneurial intention.

H3: There is a strong and positive relationship between perceived behaviour control and students' entrepreneurial intention.

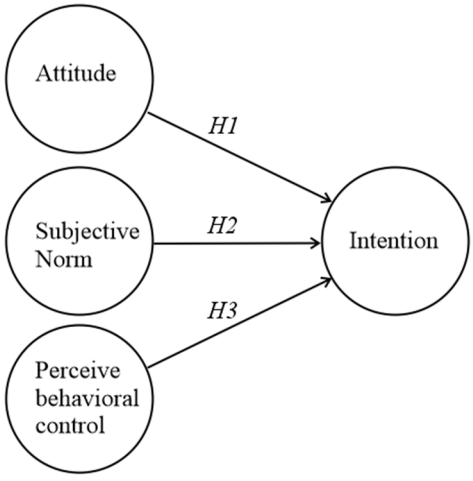

Figure 2. Research Framework and Hypothesis
Source: own elaboration.

RESEARCH METHODOLOGY

Different to the previous studies on education that use qualitative methods (Hlady-Rispal & Jouison-Laffitte, 2014), this research is arranged in a quantitative method that analayze the relationship between a student's A, SN, PBC, and entrepreneurial I in accordance with the TPB. Respondents as research objects are students in the Product Design Department of the Sepuluh Nopember Institute of Technology (ITS). This is in accordance with the target population where they are students who study product design as part of the creative industry and get subject design management and technopreneurship. In addition, ITS is among the top 6 universities in Indonesia based on the World Class University Rank 2022. ITS is located in East Java province, where this province has the largest number of SMEs with the largest contribution in Indonesia. As a comparison, the number of SMEs in East Java is 92,031, while the total number of SMEs in Indonesia is 253,068 (Badan Pusat Statistik, 2022). According to this explanation, ITS students are the target group of responses.

To analyze it, this research uses the Structural Equation Model-Partial Least Square (SEM-PLS) method using SMARTPLS software. This method is the most recent method compared to the previous method, namely SPSS. With SMART PLS, it is possible to use a small number of respondents. This study supports three hypotheses about entrepreneurial intention. The findings of this study have a number of important implications for future practice such as to conduct and evaluate entrepreneurial programs at universities.

The Questionnaire Development

This questionnaire is made up of 4 parts, namely: research overview, identity, demographics, and questions. The research overview is explained through a video recording uploaded on Youtube with a duration of 3.28 minutes. This is to make it easier for respondents to understand the research in a concise and interesting manner, and can draw in respondents from the YouTube viewer itself. The overview also explains that the data collected will be confidential. The identity was collected from respondents in the form of e-mail address, name, telephone number, sex, age, major, university, and years.

There are 14 questionnaire questions, which are grouped into four items based on the TPB model. These questions have been tested and taken from previous studies. These questions are translated into Indonesian to avoid misunderstandings and back-translated by using ImTranslator v 16.21 to maintain accuracy. The questionnaire is measured on a five-point Likert scale, which means strongly disagreeing (1) to strongly agreeing (5). The questions are divided into four categories including A, SN, PBC, dan I. In the A category, the topic being measured and the questions such as passion in entrepreneurship (Al Issa, 2021; Bhansing *et al.*, 2018), life skill, open minded (Al Issa, 2021) and management skill (Campo-Ternera *et al.*, 2022). The SN category is represented by COVID19 pandemic factor (Liguori & Winkler, 2020; Meahjohn & Persad, 2020) internet role (Olanrewaju *et al.*, 2020), government program (Al Mamun *et al.*, 2016; Idris, 2017), campus ecosystem (Bazan *et al.*, 2020), and family support (Al Mamun *et al.*, 2016). The PBC category includes readiness (Zulfiqar *et al.*, 2017), risk taking (Al Issa, 2021), and the spirit of giving (Rehan *et al.*, 2019). At last, the two topics to measure the I are optimism (Bernoster *et al.*, 2018) and opportunity (Hassan *et al.*, 2020).

Data collection

After the questionnaire is made, collecting and analyzing quantitative data is carried out (Walliman, 2006). The targets targeted in this research are all undergraduate students of the ITS Product Design Department. According to ITS data, the total number of students in the 1st, 2nd, 3rd, and 4th grades is 365 persons. Their average age was 18-24 years, and there was no gender restriction. This questionnaire is created online in Google Form and then the URL is distributed using WhatsApp Messenger to students directly one-by-one or through WhatsApp Groups. To make it easier to coordinate lectures, lecturers, supervisors, and staff also help. In addition, the form is also uploaded on the YouTube Channel for easy access directly. The questionnaire was distributed at the beginning of the even semester of 2022, which is early February 2022. Out of 365 students, only 272 filled it out.

Because it uses SEM-PLS, this number is considered valid because the lowest limit according to SEM-PLS is 150 respondents (Bagozzi & Yi, 1988).

The important thing that needs to be considered in accelerating filling out the questionnaire is waiting for students to fill out the form. From this experience, when students are asked to fill it in without waiting, they will delay filling it in and even forget. To coordinate all students at a fast pace, ask the lecturer for time during online classes using the Zoom platform. It only takes 10-15 minutes to be filled by 90% of students. This is the advantage of online lectures, where students are easy to coordinate quickly. Unlike before, by entrusting or sending one by one, for a week, only 10% filled out the form. It's also difficult because you have to remind them one by one every day.

RESULTS AND DISCUSSION

Based on the questionnaire, it was found that the majority of the gender were 179 female students and the remaining 93 male students. Their age is almost the same but the higher the level the fewer the number between 18 – 23 years with details 18 years – 65 students, 19 years – 77 students, 20 years – 74 students, 21 years – 40 students, 22 years – 13 students, 23 year – 3 students. Based on the number of levels, the majority who filled out the questionnaire were first year students, which were 106 students, followed by 80 second year students, 60 third year students and 26 fourth year students. The following is the demographic table of the respondents:

Table 1. Questionnaire result

Description	Frequency	%
Sex		
M	93	34.2
F	179	65.8
Age		
18	65	23.9
19	77	28.3
20	74	27.2
21	40	14.7
22	13	4.7
23	3	1.1
Years		
I	106	39
II	80	29.4
III	60	22
IV	26	9.6
Total:	**272**	**100**

Source: own study.

Once the data is collected, it is continued by making a model based on TPB. As with the SEM-PLS system, it is necessary to determine the code that represents the latent variables and their indicators. The latent variable attitude is represented by code A, subjective norm is represented by code SN, perceived behaviour control is represented by code BC, and intention is represented by code I. The indicators are the questions asked and are represented by numbers, so that a combination of letters is formed, representing the latent variable and numbers that represent indicators. Here is the code arrangement of latent variables, indicators and its questions:

After getting the data results in the form of excel then the data is entered into the Smart PLS software system. The data obtained from the Google Form is still in the form of data without code so it is necessary to replace it with the indicator code as well as change the file format to 'csv' so that it can be detected by Smart PLS. After being imported into SmartPLS, the missing value marker information

will appear: none, meaning the data is ready for analysis. After that, create a framework by determining the latent variables and indicators and then link them according to the TPB framework. Here are the results of the framework:

Table 2. Indicator codes

Code	Questions
Instrument to measure A	
A1	My interest is doing business
A2	I have a good life skill
A3	I am an open minded person, to do business need to learn more
A4	I have a good capability in management to build business
Instrument to measure SN	
SN1	Pandemic COVID 19 condition push me to become entrepreneur
SN2	Technology, internet, and social media influence me to become entrepreneur
SN3	I am aware that the government has programs to assist entrepreneurs and that is why I plan to become an entrepreneur
SN4	My campus ecosystem is support me in becoming and entrepreneur
SN5	My family hopes that I will become an entrepreneur
Instrument to measure BC	
BC1	I am ready to become an entrepreneur
BC2	I like to take a risk and business is a challenging me
BC3	I like giving, I need to be rich, businessman is a rich person
Instrument to measure entrepreneurial I	
I1	I am ready (optimist) to start a business now
I2	If I have the opportunity, I will start to become an entrepreneur

Source: own study.

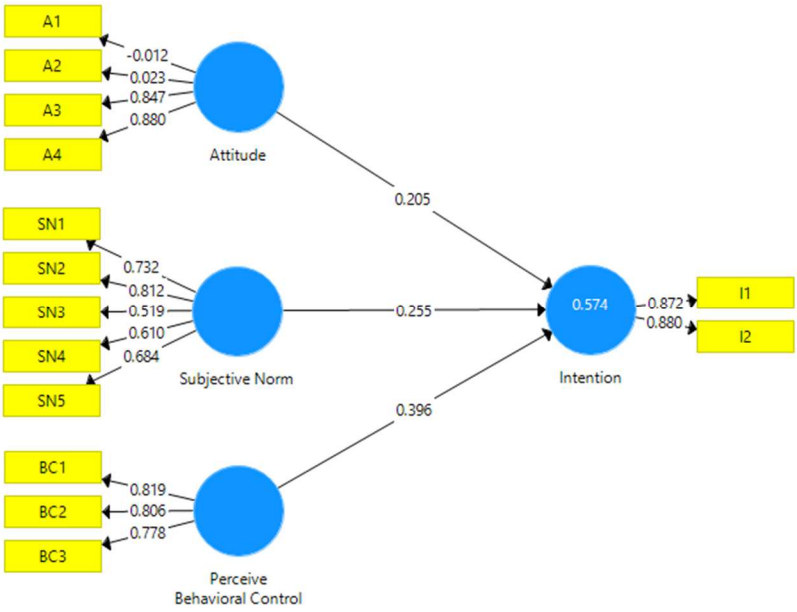

Figure 3. Initial framework before measuring its validity
Source: own elaboration.

It is necessary to re-analyze the measurement model after seeing the results of the framework. This measurement is called Convergent Validity. It consists of two tests, namely loading factor and Average Variance Extracted (AVE). To analyze it, it is necessary to look at the loading factor. An acceptable loading factor is one whose value is above 0.7. However, this value can still be tolerated up

to 0.5 by adjusting the indicator conditions (Hair *et al.*, 2010). If it uses 0.7, then the indicator will run out, then use a lower value up to 0.5. In this case, it is known that A1, A2, SN3, and SN4 have values below 0.5, so they need to be removed. The following are the results of the framework after re-calculating the loading factor. It produces a loading factor value above 0.7, all of which means that the indicator is considered valid. Below is the result framework after being loading factor's recalculated:

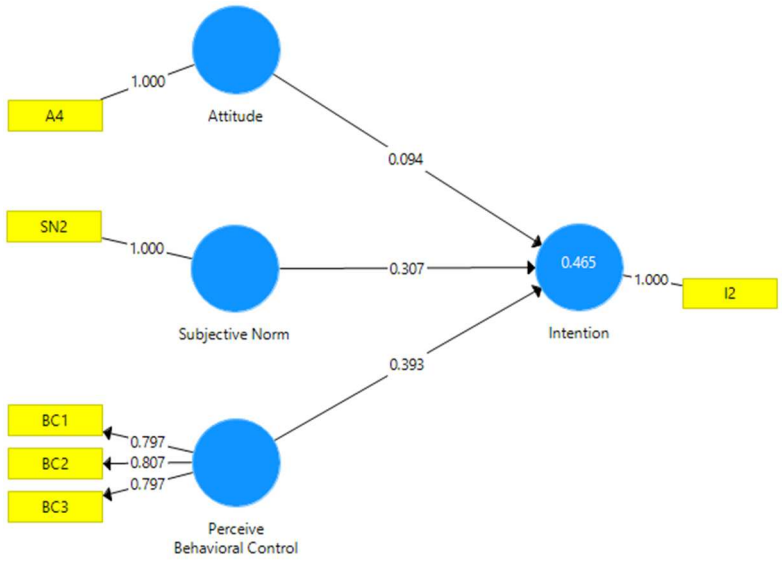

Figure 4. Recalculating loading factor result
Source: own elaboration.

In contrast to the loading factor, which is useful for testing the indicator, the AVE is useful for testing the variable. After the AVE test is carried out through construct validity and reliability. The AVE test requires the removal of new indicators, namely A3, SN1, and I1, this is to adjust the AVE parameters to be above 0.7. The values with the framework adjustments appear as follows:

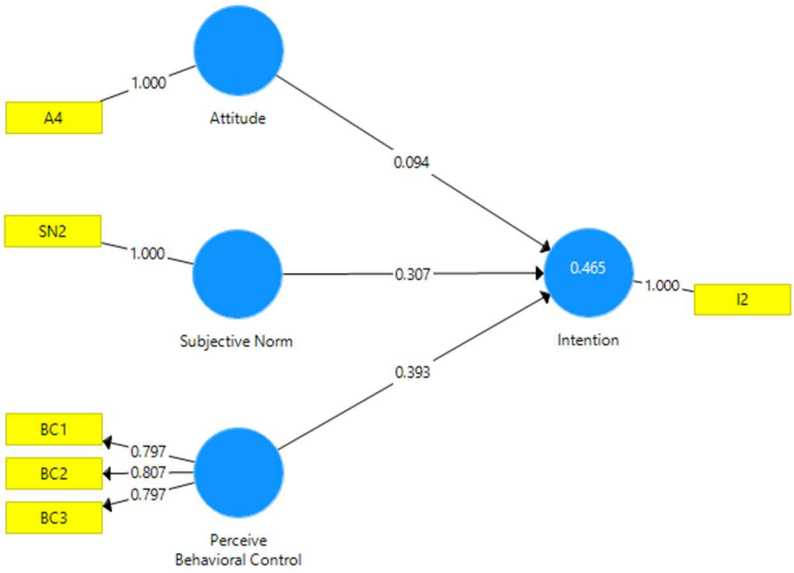

Figure 5. AVE test result
Source: own elaboration.

After performing these two tests, it was found that the remaining indicators were A4, SN2, BC1, BC2, BC2 and I2. By referring to the topic of the previous question, it can be understood that indicator A with measuring tools of passion, open-mindedness, and mastery of life skills is considered insignifi-

cant to determine A. The only significant factor determining A is managerial ability. In addition, to determine SN indicators for pandemics COVID 19, government programs, campus ecosystems and family's expectations do not meet, while the SN values are met by indicators of the influence of technology, internet, and social media. Compared to others, indicators of readiness, risk taking, and spirit of giving can meet the criteria for measuring the BC variable. In variable I, the optimism indicator cannot fulfil while opportunity is more fulfilling.

With these predetermined indicators, the process of measuring the significance of each relationship between exogenous and endogenous variables is then carried out. The exogenous variables are A, SN, and BC while the endogenous variables are I. This measurement is the final process in determining the hypothesis. To know the significance of the correlation, it uses the bootstrapping test. The results of the bootstrap show that the T-Statistic results in A > I 1.550 (H1), BC > I 5.276 (H2), and SN > I 4.399 (H3). This assessment shows a significant relationship if the value is above 1.96. The value of 1.96 or nearly 2 is convenient to take this point as a limit in judging whether a deviation is to be considered significant. It means that the relationship between A and I is not significant. Meanwhile, BC and SN are thought to be important. The bootstrapping stage is the last stage of the SEM-PLS analysis process. The results of the hypothesis have been tested. The result of the bootstrapping are as follows:

Table 3. Bootstrapping result

Path	Original Sample (0)	Standard Deviation (STDEV)	T Statistics (O/STDEV)
Attitude > Intention	0.094	0.061	1.550
Perceived Behaviour Control > Intention	0.393	0.074	5.276
Subjective Norm > Intention	0.307	0.070	4.399

Source: own study.

CONCLUSIONS

Based on the analysis that has been carried out, the conclusion obtained is that entrepreneurship has become a global issue and it is important to carry out continuous studies. There are many studies on entrepreneurship, but they need to be developed by finding research gaps. One of the gaps is the entrepreneurial intention of students in the creative industry. Research on this case with Indonesian case studies is also rare, so this research takes case studies of students from the Department of Industrial Design, Institute of Technology Sepuluh November (ITS). Because the study is about intention, the theory used to study it is The Theory of Planned Behavior (TPB) using the Structural Equation Modeling – Partial Least Squares (SEM-PLS) analysis.

The data used for analysis is 272 data points. Hypothesis H1 investigates the effect of attitude (A) on entrepreneurship intention (I), Hypothesis H2 investigates the effect of subjective norms (SN) on entrepreneurship I, and Hypothesis H3 investigates the effect of perceived behavioral control (BC) on entrepreneurship I. The analysis of the measurement model resulted in the decision to remove two indicators, namely the variables A1, A2, and SN3. In the evaluation of the model, it is found that the five indicators that must be eliminated are A3, SN1, SN4, SN5, and I1. Based on the bootstrapping test on respondent data, the results obtained by the intention variable are positively and significantly influenced by the SN and BC variables. It means that the relationship between A and I is not significant. Meanwhile, BC and SN are thought to be significant.

Related to the topic, it can be interpreted that creative entrepreneurship intention is not influenced by student's Attitudes such as entrepreneurship as a passion, having life skills, and an open-minded spirit. However, entrepreneurship intention is influenced by Subjective Norms such as technology, the internet, social media, and Perceived Behavioural Control such as risk taking, readiness, spirit of giving. In case of pandemic COVID 19 influence, as a part of indicator at subjective norm but it has been eliminated due to AVE test. It means that students' intention to start a business is not affected by a pandemic situation. As for the implications and recommendations, according to the findings of this study, colleges should get more involved with digital technology trends, particularly social

media, in order to stimulate entrepreneurship. The appropriate topic should be discussed on social media, such as readiness to start a business, risk taking, and giving as a good motivation.

As a comparison, based on a previous study on the effects of the pandemic, Eric Ligouri's research in 2020 raised two problems regarding online learning on entrepreneurship education (Liguori & Winkler, 2020). First, students must be trained to adjust to market situations, remain nimble, and innovate, which presents a significant challenge for the lecturer to put what we preach into reality. Second, it serves as a sobering reminder that lecturers have yet to acquire the tools and capacity required to effectively teach what they do in an online manner. The research is only conducted from the lecturer point of view. However, by evaluating student intention using TPB, this research found the opposite. Even though the pandemic and online learning did not affect the students' intention to start a business.

Another research on creative entrepreneurs was also conducted by Bhansing PV in 2018. According to research conducted at the Creative Business Center in the Netherlands, it was found that there is a link between localized passion and inspiration (Bhansing *et al.*, 2018). Furthermore, passion has a favorable and significant impact on inspiration. A three-path mediation model is used in this interaction. First, the entrepreneur's sense of enthusiasm in the environment has a favorable impact on other entrepreneurs' perceptions of passion at the place. Second, how deeply involved an entrepreneur is with his or her own creative work is influenced by the perceived passion of other entrepreneurs. Finally, the more enthusiastically an entrepreneur engages in professional activities, the more motivated he or she will become. This means that the more passionate a location is as a whole (localized passion), the more individual entrepreneurs are driven to turn it into a creative business. This is also contrary to the research discussed in this article where passion as part of the attitude indicator is not a significant factor influencing entrepreneurial intention.

The theoretical contribution of the study is to fill the gap in entrepreneurial research field, especially research of intention that is applied in a creative entrepreneur after the pandemic, and implemented in Indonesia as a case study. In practical use, the results of this research, such as using social media as a strategy and motivational topic, can be used as a reference to support entrepreneurship programs at universities. The social media that is trending now are YouTube, TikTok, Instagram, and Facebook. Universities have to manage the content on such media intensely. They also have to invest on equipment, human capital, and advertisement specifically in this project. The contents, based on the study, recommend sharing motivational topics, for example, readiness to start a business, risk taking behaviour, and giving as motivation to be an entrepreneur.

Despite the fact that this study was successful, these results need to be interpreted with limitation. First, this method was tested for the case of industrial design students. If it is to be applied to other fields in the creative industry, there needs to be further studies with different variables. Second, the contemporary issue while this research is going on is a pandemic that pushes students in digital transformation or study from off-line to on-line, so the pandemic and campus ecosystem is not to influence the entrepreneurial intention. However, in fact, there is another effect of the pandemic that hasn't been captured yet in this study such as economic conditions. Third, the indicators, especially on variable A and SN are limited, therefore two latent variables are loaded by just one item each. The future research is recommended to apply more reliable indicators. In terms of translation, the questionnaires are important to be shown in dual language e.g English and Indonesian in order to avoid misinterpretation. Since one of the findings states that social media is the most important influence to gain creative entrepreneurial intention, the future research suggests to do in-depth study on social media to promote creative entrepreneurship including how to find the role model, to start, to manage, to create educational contents, to optimize, and to evaluate.

REFERENCES

Ajzen, I. (1985). From Intentions to Actions: A Theory of Planned Behavior. In J. Kuhl & J. Beckmann (Eds.) *Action Control* (pp. 11-39). Springer Berlin Heidelberg. http://dx.doi.org/10.1007/978-3-642-69746-3_2

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior & Human Decision Processes*, *50*(2), 179-211. https://doi.org/10.1016/0749-5978(91)90020-t

Ajzen, I. (2001). Nature & Operation of Attitudes. *Annual Review of Psychology*, *52*(1), 27-58. https://doi.org/10.1146/annurev.psych.52.1.27

Ajzen, I. (2002). Perceived Behavioral Control, Self-Efficacy, Locus of Control, & the Theory of Planned Behavior1. *Journal of Applied Social Psychology*, *32*(4), 665-683. https://doi.org/10.1111/j.1559-1816.2002.tb00236.x

Ajzen, I. (2005). *Attitudes, Personality & Behaviour*. McGraw-Hill Education (UK).

Al Issa, H.-E. (2021). Advancing entrepreneurial career success: the role of passion, persistence, & risk-taking propensity. *Entrepreneurial Business & Economics Review*, *9*(2), 135-150. https://doi.org/10.15678/eber.2021.090209

Al Mamun, A., Binti Che Nawi, N., Dewiendren, A. A., & Fazira Binti Shamsudin, S.F. (2016). Examining the Effects of Entrepreneurial Competencies on Students' Entrepreneurial Intention. *Mediterranean Journal of Social Sciences,* 7(2), 119-127. https://doi.org/10.5901/mjss.2016.v7n2p119

Ambara, I.M.Y., Margunayasa, I.G., & Kusmariyatni, N.N. (2019). Pengembangan perangkat pembelajaran kolaboratif pada mata pelajaran matematika topik pengolahan data siswa kelas V SD. *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran*, *9*(2), 112. https://doi.org/10.25273/pe.v9i2.4671

Ashour, S. (2019). How technology has shaped university students' perceptions & expectations around higher education: an exploratory study of the United Arab Emirates. *Studies in Higher Education*, *45*(12), 2513-2525. https://doi.org/10.1080/03075079.2019.1617683

Badan Pusat Statistik. (n.d.). Retrieved April 21, 2022, from http://www.bps.go.id

Bagozzi, R.P., & Yi, Y. (1988). On the evaluation of structural equation models. *Journal of the Academy of Marketing Science*, *16*(1), 74-94. https://doi.org/10.1007/bf02723327

Bazan, C., Gaultois, H., Shaikh, A., Gillespie, K., Frederick, S., Amjad, A., Yap, S., Finn, C., Rayner, J., & Belal, N. (2020). A systematic literature review of the influence of the university's environment & support system on the precursors of social entrepreneurial intention of students. *Journal of Innovation & Entrepreneurship*, *9*(4). https://doi.org/10.1186/s13731-020-0116-9

Bernoster, I., Rietveld, C., Thurik, A., & Torrès, O. (2018). Overconfidence, Optimism & Entrepreneurship. *Sustainability*, *10*(7), 2233. https://doi.org/10.3390/su10072233

Bezerra, É.D., Borges, C., & Andreassi, T. (2017). Universities, local partnerships & the promotion of youth entrepreneurship. *International Review of Education*, *63*(5), 703-724. https://doi.org/10.1007/s11159-017-9665-y

Bhansing, P.V., Hitters, E., & Wijngaarden, Y. (2018). Passion Inspires: Motivations of Creative Entrepreneurs in Creative Business Centres in the Netherlands. *The Journal of Entrepreneurship*, *27*(1), 1-24. https://doi.org/10.1177/0971355717738589

Bird, B. (1988). Implementing Entrepreneurial Ideas: The Case for Intention. *Academy of Management Review*, *13*(3), 442-453. https://doi.org/10.5465/amr.1988.4306970

Birley, S., Cromie, S., & Myers, A. (1991). Entrepreneurial Networks: Their Emergence in Ireland & Overseas. *International Small Business Journal: Researching Entrepreneurship*, *9*(4), 56-74. https://doi.org/10.1177/026624269100900404

Boyd, N.G., & Vozikis, G.S. (1994). The Influence of Self-Efficacy on the Development of Entrepreneurial Intentions & Actions. *Entrepreneurship Theory & Practice*, *18*(4), 63-77. https://doi.org/10.1177/104225879401800404

Campo-Ternera, L., Amar-Sepúlveda, P., & Olivero-Vega, E. (2022). Interaction of potential & effective entrepreneurial capabilities in adolescents: modeling youth entrepreneurship structure using structural equation modeling. *Journal of Innovation & Entrepreneurship*, *11*(13). https://doi.org/10.1186/s13731-022-00201-y

Carpentier, C.L., & Braun, H. (2020). Agenda 2030 for Sustainable Development: A powerful global framework. *Journal of the International Council for Small Business*, *1*(1), 14-23. https://doi.org/10.1080/26437015.2020.1714356

Dabić, M., Vlačić, B., Kiessling, T., Caputo, A., & Pellegrini, M. (2021). Serial entrepreneurs: A review of literature & guidance for future research. *Journal of Small Business Management*, 1-36. https://doi.org/10.1080/00472778.2021.1969657

Damke, E.J., Gimenez, F.A.P., & Damke, J.F.W. (2018). Strategic configurations & performance: a study in micro & small business retailers. *RAUSP Management Journal*, *53*(1), 11-22. https://doi.org/10.1016/j.rauspm.2017.12.005

Dewi, D.S., Setiawan, Yusuf, M., Waluyohadi, & Sari, N.I. (2018). Local economic development of dolly lane Surabaya: A descriptive study. *IOP Conference Series: Earth & Environmental Science*, *202*, 012076. https://doi.org/10.1088/1755-1315/202/1/012076

Drucker, P. (2014). *Innovation & Entrepreneurship*. Routledge. http://dx.doi.org/10.4324/9781315747453

Duhigg, C. (2012). *The Power of Habit: Why We Do What We Do in Life & Business*. Random House.

Dwi Lestari, E., Rizkalla, N., & Purnamaningsih, P. (2022). The Effect of Perceived University Support, Entrepreneurial Self-Efficacy and Proactive Personality in Promoting Student Entrepreneurial Intention in Indonesia. *Journal of Management & Business Education*, *5*(2), 169-197. https://doi.org/10.35564/jmbe.2022.0011

Etzkowitz, H., Webster, A., Gebhardt, C., & Terra, B.R.C. (2000). The future of the university & the university of the future: evolution of ivory tower to entrepreneurial paradigm. *Research Policy*, *29*(2), 313-330. https://doi.org/10.1016/s0048-7333(99)00069-4

Fini, R., Grimaldi, R., Marzocchi, G.L., & Sobrero, M. (2012). The Determinants of Corporate Entrepreneurial Intention within Small & Newly Established Firms. *Entrepreneurship Theory & Practice*, *36*(2), 387-414. https://doi.org/10.1111/j.1540-6520.2010.00411.x

Fisher, S.R.A. (2017). *Statistical Methods For Research Workers*. Oliver & Boyd.

Galloway, L., & Brown, W. (2002). Entrepreneurship education at university: a driver in the creation of high growth firms? *Education + Training*, *44*(8/9), 398-405. https://doi.org/10.1108/00400910210449231

Gemmell, R.M., & Kolb, D.A. (2020). Experiential Learning & Creativity in Entrepreneurship. In *Encyclopedia of Creativity, Invention, Innovation & Entrepreneurship* (pp. 937-944). Springer International Publishing. http://dx.doi.org/10.1007/978-3-319-15347-6_489

Goodenough, A., & Waite, S. (2012). Real world research: a resource for users of social research methods in applied settings (3rd ed.). *Journal of Education for Teaching*, *38*(4), 513-515. https://doi.org/10.1080/02607476.2012.708121

Hair, J.F., Black, W.C., Babin, B.J., & Anderson, R.E. (2010). *Multivariate Data Analysis*. Pearson College Division.

Handoyo, S., Yudianto, I., & Fitriyah, F.K. (2021). Critical success factors for the internationalisation of small–medium enterprises in Indonesia. *Cogent Business & Management*, *8*(1). https://doi.org/10.1080/23311975.2021.1923358

Hasan, N., & Nisa, Z. (2021). Entrepreneurship & non-government mfis: With reference to skill development of women entrepreneur. *Asian Journal of Multidimensional Research*, *10*(3), 510-519. https://doi.org/10.5958/2278-4853.2021.00187.7

Hashimoto, M., & Nassif, V.M.J. (2014). Inhibition & Encouragement of Entrepreneurial Behavior: Antecedents Analysis from Managers' Perspectives. *Brazilian Administration Review*, *11*(4), 385-406. https://doi.org/10.1590/1807-7692bar2014130008

Hassan, A., Saleem, I., Anwar, I., & Hussain, S.A. (2020). Entrepreneurial intention of Indian university students: the role of opportunity recognition & entrepreneurship education. *Education + Training*, *62*(7/8), 843-861. https://doi.org/10.1108/et-02-2020-0033

Hill, R.J., Fishbein, M., & Ajzen, I. (1977). Belief, Attitude, Intention & Behavior: An Introduction to Theory & Research. *Contemporary Sociology*, *6*(2), 244. https://doi.org/10.2307/2065853

Hlady-Rispal, M., & Jouison-Laffitte, E. (2014). Qualitative Research Methods & Epistemological Frameworks: A Review of Publication Trends in Entrepreneurship. *Journal of Small Business Management*, *52*(4), 594-614. https://doi.org/10.1111/jsbm.12123

Idris, A.A. (2017). Entrepreneurial Intention among Postgraduate Students in Nigerian Universities: Conceptual Review. *American Finance & Banking Review*, *1*(1), 12-23. https://doi.org/10.46281/amfbr.v1i1.122

Kristiansen, S., & Indarti, N. (2004). Entrepreneurial Intention Among Indonesian and Norwegian Students. *Journal of Enterprising Culture*, *12*(01), 55-78. https://doi.org/10.1142/s021849580400004x

Lamine, W., Mian, S., & Fayolle, A. (2014). How do social skills enable nascent entrepreneurs to enact perseverance strategies in the face of challenges? A comparative case study of success & failure. *International Journal of Entrepreneurial Behavior & Research*, *20*(6), 517-541. https://doi.org/10.1108/ijebr-02-2013-0020

Liguori, E., & Winkler, C. (2020). From Offline to Online: Challenges & Opportunities for Entrepreneurship Education Following the COVID-19 Pandemic. *Entrepreneurship Education & Pedagogy*, *3*(4), 346-351. https://doi.org/10.1177/2515127420916738

Liñán, F., Urbano, D., & Guerrero, M. (2011). Regional variations in entrepreneurial cognitions: Start-up intentions of university students in Spain. *Entrepreneurship & Regional Development*, *23*(3-4), 187-215. https://doi.org/10.1080/08985620903233929

Lopes, J., Antunes, H., & Rodrigues, R. (2018). Comparative Entrepreneurship between Western Europe & Latin America. *Entrepreneurship Research Journal*, *8*(4). https://doi.org/10.1515/erj-2017-0058

Lopes, J., & Lussuamo, J. (2020). Barriers to University-Industry Cooperation in a Developing Region. *Journal of the Knowledge Economy*, *12*(3), 1019-1035. https://doi.org/10.1007/s13132-020-00646-0

McNally, J.J., Piperopoulos, P., Welsh, D.H.B., Mengel, T., Tantawy, M., & Papageorgiadis, N. (2019). From pedagogy to andragogy: Assessing the impact of social entrepreneurship course syllabi on the Millennial learner. *Journal of Small Business Management*, *58*(5), 871-892. https://doi.org/10.1080/00472778.2019.1677059

Meahjohn, I., & Persad, P. (2020). The Impact of COVID-19 on Entrepreneurship Globally. *Journal of Economics & Business*, *3*(3), 1165-1173. https://doi.org/10.31014/aior.1992.03.03.272

Mei, H., Lee, C.-H., & Xiang, Y. (2020). Entrepreneurship education & students' entrepreneurial intention in higher education. *Education Sciences*, *10*(9), 257. https://doi.org/10.3390/educsci10090257

Miller, K., McAdam, R., Moffett, S., Alexander, A., & Puthusserry, P. (2016). Knowledge transfer in university quadruple helix ecosystems: an absorptive capacity perspective. *R&D Management*, *46*(2), 383-399. https://doi.org/10.1111/radm.12182

Nielsen, S.L., Christensen, P.R., & Storvang, P. (2021). Does Design Thinking Benefit Ambidextrous Dynamics between SME Managers' Entrepreneurial & Administrative Mindsets? *The Design Journal*, *24*(5), 683-703. https://doi.org/10.1080/14606925.2021.1959121

Nonaka, I. (1998). The Knowledge-Creating Company. In D. Neef, G. A. Siesfeld & J. Cefola (Eds.), *The Economic Impact of Knowledge* (pp. 175-187). Elsevier. http://dx.doi.org/10.1016/b978-0-7506-7009-8.50016-1

North, D.C. (1990). *Institutions, Institutional Change & Economic Performance*. Cambridge University Press. http://dx.doi.org/10.1017/cbo9780511808678

Nugra, B.C. (2019). *Tourism & Creative Industry In Indonesia, 130216079*. Center for Open Science. http://dx.doi.org/10.31227/osf.io/ucgkj

Olanrewaju, A.-S.T., Hossain, M.A., Whiteside, N., & Mercieca, P. (2020). Social media & entrepreneurship research: A literature review. *International Journal of Information Management*, *50*, 90-110. https://doi.org/10.1016/j.ijinfomgt.2019.05.011

Osterwalder, A., & Pigneur, Y. (2013). *Business Model Generation: A Handbook for Visionaries, Game Changers, & Challengers*. John Wiley & Sons.

Rasyid, M. (2018). Intra-Creative Industry Trade & Macroeconomic Indicators in Indonesia. *SSRN Electronic Journal*. https://doi.org/10.2139/ssrn.3166003

Rehan, F., Block, J., & Fisch, C. (2019). Entrepreneurship in Islamic communities. *Journal of Enterprising Communities: People & Places in the Global Economy*, *13*(5), 557-583. https://doi.org/10.1108/jec-05-2019-0041

Sabrina O., & Sihombing, E.N. (2018). The RelationshipBetween Entrepreneurship Education And Mentoring Toward Entrepreneurship Intention. *Jurnal Manajemen*, *22*(3), 340. https://doi.org/10.24912/jm.v22i3.426

Saksono, H. (2012). Ekonomi Kreatif: Talenta Baru Pemicu Daya Saing Daerah. *Jurnal Bina Praja*, *04*(02), 93-104. https://doi.org/10.21787/jbp.04.2012.93-104

Salamzadeh, A., & Kawamorita Kesim, H. (2015). Startup Companies: Life Cycle & Challenges. *In 4th International Conference on Employment, Education & Entrepreneurship (EEE)*. Belgrade, Serbia. http://dx.doi.org/10.2139/ssrn.2628861

Sarooghi, H., Sunny, S., Hornsby, J., & Fernhaber, S. (2019). Design Thinking & Entrepreneurship Education: Where Are We, & What Are the Possibilities? *Journal of Small Business Management*, *57*(1), 78-93. https://doi.org/10.1111/jsbm.12541

Setiadi, N.J., & Inderadi, R. (2021). The Influence of Creative Style Preference on Creative Behavior of Indonesia' Creative Industry Workers. I*nternational Journal of Organizational Business Excellence*, *1*(1), 65-76. https://doi.org/10.21512/ijobex.v1i1.7161

Sumiati, S., Rofiq, A., Risanto, Y., & Yulianti, I. (2017). Encouraging Competitive Advantage of Creative Industry Using Cluster Analysis: An Evidence from Creative Industry in Malang District, Indonesia. *Asia Pacific Management & Business Application*, *6*(2), 107-114. https://doi.org/10.21776/ub.apmba.2017.006.02.4

Szmrecsányi, T. (2009). Joseph A. Schumpeter – Economic Theory & Entrepreneurial History. *Revista Brasileira de Inovação*, *1*(2), 201. https://doi.org/10.20396/rbi.v1i2.8648859

Tambunan, T. (2005). Promoting Small & Medium Enterprises with a Clustering Approach: A Policy Experience from Indonesia. *Journal of Small Business Management*, *43*(2), 138-154. https://doi.org/10.1111/j.1540-627x.2005.00130.x

Tambunan, T. (2007). Development of SME & Women Entrepreneurs in a Developing Country: The Indonesian Story. *Small Enterprise Research*, *15*(2), 31-51. https://doi.org/10.5172/ser.15.2.31

Walliman, N. (2006). *Social Research Methods*. SAGE Publications, Ltd. http://dx.doi.org/10.4135/9781849209939

Zulfiqar, S., Asmi, F., Chandia, K.E., Sarwar, B., & Aziz, S. (2017). Measuring Entrepreneurial Readiness among Youth in Pakistan through Theory of Planned Behavior (TPB) Based Approach. *Business & Economic Research*, *7*(1), 149. https://doi.org/10.5296/ber.v7i1.11037

Authors

The contribution share of authors is equal and amounted to 50% for each of them.

Jarosław Korpysa

Associate Professor at the Institute of Management, The University of Szczecin (Poland). His research interests include entrepreneurship, especially academic entrepreneurship and start-ups.

Correspondence to: Dr hab. Jarosław Korpysa, University of Szczecin, ul. Mickiewicza 16 70-383 Szczecin, Poland; e-mail: jaroslaw.korpysa@usz.edu.pl

ORCID http://orcid.org/0000-0002-2400-3308

Waluyohadi

Doctoral Student (Doctoral School, Institute of Management, The University of Szczecin, Poland). His research interests include entrepreneurship.

Correspondence to: Mr. Wauyohadi, University of Szczecin, ul. Mickiewicza 16 70-383 Szczecin, Poland; e-mail: waluyohadi@phd.usz.edu.pl

ORCID http://orcid.org/0000-0002-6730-4645

Acknowledgements and Financial Disclosure

The article came into being financed by The University of Szczecin's Scientific Development Fund 2022.

Conflict of Interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright and License

Published by Cracow University of Economics – Krakow, Poland