



# **The Influence of Creativity and Proactive Attitude Towards Entrepreneurial Intentions of Students at Islamic Colleges Private in Medan City**

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## **Abstract**

**Introduction:** Entrepreneurial intention is an encouragement, interest, and self-acceptance to carry out entrepreneurial activities by looking at the opportunities or opportunities available by facing the risks that will be met without fear of achieving something that has added value.

**Purpose:** This study aims to determine the effect of creativity and proactive attitude on students' entrepreneurial intentions, either partially or simultaneously, at private Islamic universities in Medan City.

**Methodology:** The population used in this study were students of Private Islamic Colleges in Medan City, and the sample in this study amounted to 100 people. The data used is primary data, and secondary data, research data collection instruments used are questionnaires and interviews. The data analysis technique is multiple linear regression analysis.

**Findings:** The results showed that partially, each variable's creativity and proactive attitude affected students' entrepreneurial intentions. Simultaneously, the variables of creativity and proactive attitude affect the entrepreneurial choices of private Islamic higher education students in Medan City.

**Paper Type:** Research Article

**Keywords:** Creativity, Proactive Attitude, Entrepreneurial Intention.

## Introduction

The intention is a sense of preference and interest in a thing or activity without anyone telling (Slameto, 2010). Interest is an acceptance of a relationship between oneself and something outside oneself (Djaali, 2014). Intentions are moments and tendencies that are in the same direction intensively to an object that is considered necessary (Kartono, 1996). Entrepreneurs are dynamic people who always look for opportunities and take advantage of them to produce something with added value (Djaali, 2014). While entrepreneurship is an effort to create value by introducing business opportunities, appropriate risk-taking management, and communication skills to mobilize people, people, money, and raw materials or other resources needed to make projects run well (Sukmadi, 2007). 2016). Entrepreneurial intentions can be interpreted as the first step in the process of establishing a business that is generally long-term (Suparyanto, 2012). Entrepreneurial intention is the desire, interest, and willingness to work hard or be strong-willed to be independent or fulfill their needs without being afraid of the risks that will occur and constantly learning from the failures experienced (Suryawan, 2006). So it can be concluded that interest in entrepreneurship is an encouragement, interest, and self-acceptance to carry out entrepreneurial activities by looking at the opportunities or opportunities available by facing the risks that will be met without fear in achieving something that has added value. One factor that encourages people who trigger someone to enter the business world is a high commitment or interest in business (Alma, 2013).

Therefore, universities have an essential role in entrepreneurial growth by applying entrepreneurship materials in their curriculum. In addition, universities are responsible for providing students with a better understanding of entrepreneurship with various methods and strategies, motivating and fostering entrepreneurial intentions. Students with their attributes are allowed to have a mindset as an entrepreneur. Universities can also facilitate student start-up business development, for example, by providing better infrastructure (Vesper & Gartner, 1997). College graduate students who are just starting a new business are outstanding people and an essential group in the development of entrepreneurial activity (Glinskienė & Petuškienė, 2011).

Entrepreneurial intention can be interpreted as the first step of establishing a business that is generally long-term (Lee & Wong, 2004). Interest in entrepreneurship is an encouragement, interest, and self-acceptance to carry out entrepreneurial activities by looking at the opportunities or opportunities available by facing the risks that will be met without fear of achieving something that has added value.

Understanding the factors related to entrepreneurial intention is essential because intention is the best predictor of entrepreneurial action (Krueger et al., 2000). Several studies show that entrepreneurial intentions are influenced by various factors, including internal factors, external factors, and contextual factors (Johnson, 1990). The relationship between intention and action is explained in the theory of planned behavior (Ajzen, 2005). In this theory, Ajzen states that a high-involvement behavior requires belief and evaluation to foster attitudes, subjective norms, and behavioral control with interest as a mediator of the influence of various motivational factors that impact behavior. Meanwhile, other studies have shown that personality variables play an essential role in the development of alternative models in the entrepreneurial process (Frank et al., 2007), (Rauch & Frese, 2007), (Zhao & Seibert, 2006).

Furthermore, research shows that personality plays a more significant role in the entrepreneurial process than in achieving business success in general (Frank et al., 2007). Various factors influence entrepreneurial intentions, consisting of (a) internal factors in the form of character traits and socio-

demographic factors, (b) external factors in the form of elements from the surrounding environment, and (c) contextual factors in the form of academic support, social support and conditions of the business environment (Gurbuz & Aykol, 2008). Furthermore, research shows that personality plays a more significant role in the entrepreneurial process than in achieving business success in general (Frank et al., 2007). Various factors influence entrepreneurial intentions, consisting of (a) internal factors in the form of character traits and socio-demographic factors, (b) external factors in the form of elements from the surrounding environment, and (c) contextual factors in the form of academic support, social support and conditions of the business environment (Gurbuz & Aykol, 2008).

### **Methodology**

This study uses an explanatory research approach to explain the causal relationship between the research variables and the test hypothesis (Nasution et al., 2020). The population in this study were all students of Private Islamic Higher Education in Medan City. The sample in this study amounted to 100 people. The data used is primary data, and secondary data, research data collection instruments used are questionnaires and interviews. The data analysis technique is multiple linear regression analysis.

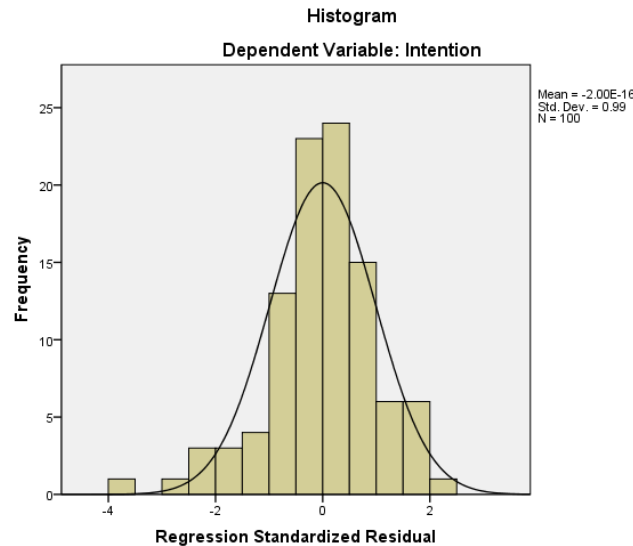
### **Results and Discussion**

This section analyzes the data derived from the data described from the previous subchapter (data description subchapter). The data studied starts from the assumptions used for a specific statistic, followed by hypothesis testing to conclude. In multiple linear regression, it is known by some classical

assumptions of multiple regression or also known as BLUE (Best Linear Unbias Estimation). The classical assumption test simply aims to identify whether the regression model is good or not.

**a. Normality Test**

The normality test of the data was carried out to see whether the dependent and independent variables in the regression model had a normal distribution or not. If the data spread around the diagonal line and follows the direction of the diagonal line, the regression model meets the assumption of normality (Juliandi et al., 2014).



**Picture 1. Normality**

Source: SPSS 21 Data Processing

The picture above indicates that the regression model has met the assumptions previously stated, so the data in this regression model tends to be expected.

**b. Multicollinearity Test**

Multicollinearity was used to test whether the regression model found a strong correlation between the independent variables. The method used to assess it is by looking at the Variance Inflation Factor (VIF) value, which does not exceed 4 or 5.

**Table 1. Multicollinearity Test Results**

Model		Unstandardized Coefficients		Collinearity Statistics	
		B	Std. Error	Tolerance	VIF
1	(Constant)	15.188	2.954		
	Creativity	.395	.152	.537	1.861
	Proaktif	.333	.084	.537	1.861

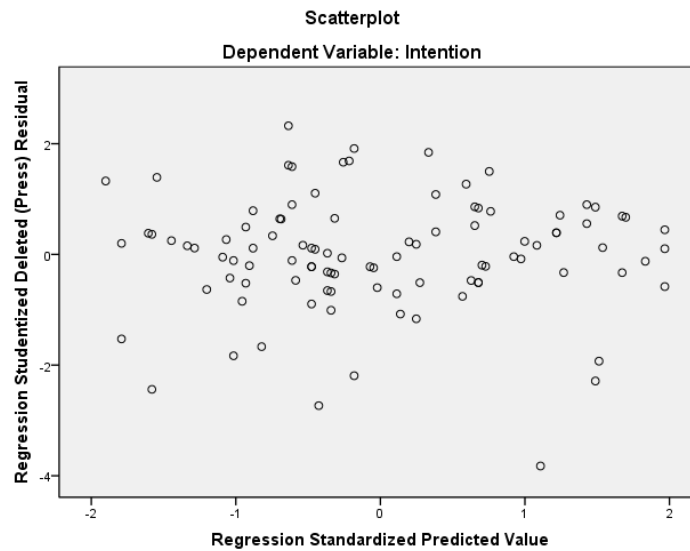
a. Dependent Variable: Intention

Source: SPSS 21 Data Processing

The two independent variables, namely X1, and X2, have a VIF value within a predetermined tolerance limit (not exceeding 4 or 5). There is no multicollinearity in the independent variables of this study.

**c. Heteroscedasticity Test**

Heteroscedasticity is used to test whether, in the regression model, there is an inequality of variance from the residuals from another observation. If the residual variation from one statement to another is constant, it is called homoscedasticity, and if the conflict is different, it is called heteroscedasticity. A good model is that there is no heteroscedasticity (Juliandi et al., 2015).



**Picture 2. Scatterplot**

Source: SPSS 21 Data Processing

The picture above shows the points spread randomly, do not form a clear/regular pattern, are spread out both above and below the number 0 on the Y-axis. Thus, "heteroscedasticity does not occur" in the regression model

**Multiple Regression Analysis**

The multiple linear regression aims to see the relationship and direction of the relationship between the independent variables to the dependent variable in equation. Multiple Regression Equation as follows :

$$Y = a + bX_1 + bX_2 + e$$

**Table 2. Multiple Linear Regression Results**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	15.188	2.954		5.141	.000
	Creativity	.395	.152	.277	2.603	.011
	Proaktif	.333	.084	.420	3.948	.000

a. Dependent Variable: Intention

Source: SPSS 21 Data Processing

Based on the table above, the results of the process using the SPSS software program as calculations, the results are as follows :

$$Y = 15,188 + 0,395 X_1 + 0,333 X_2 + e$$

1. The constant has a regression value of 15.188, meaning that if the variables of creativity (X1) and proactive attitude (X1) are considered zero, then there is an increase in students' entrepreneurial intention by 15.188.

2. Creativity (X1) has a regression coefficient of 0.395 in a positive direction, meaning that for every 1% increase in the creativity variable, there will be an increase in student entrepreneurship intentions of 39.50%.
3. Proactive attitude (X2) has a regression coefficient of 0.333 with a positive direction. For every 1% increase in the proactive attitude variable, there will be an increase in student entrepreneurship intentions of 33.30%.

### Hypothesis testing

Hypothesis testing is carried out to determine the effect of the independent variable on the dependent variable, either simultaneously or partially.

#### a. t-Test

The purpose of the t-test is to see whether there is a significant relationship or not in the relationship between variables X1 and X2 to Y. The data are presented in the table below, while  $t_{table} = 1.984$  (see table t for  $N = 100$ ).

**Table 3. t-Test**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.188	2.954		5.141	.000
	Creativity	.395	.152	.277	2.603	.011
	Proaktif	.333	.084	.420	3.948	.000

a. Dependent Variable: Intention

Source: SPSS 21 Data Processing

### The Influence of Creativity on Student Entrepreneurial Intentions

The test results obtained the t value for the creativity variable showing the  $t \text{ value} = 2.603 > t_{Table} = 1.984$  with a significance value of  $= 0.011 < 0.05$ , thus meaning that creativity has a significant influence on students' entrepreneurial intentions.

### Pengaruh Sikap Proaktif Terhadap Intensi Berwirausaha Mahasiswa

The test results obtained that the t value for the proactive attitude variable shows the importance of  $t = 3.948 > t_{Table} = 1.984$  with a significance value of  $= 0.000 < 0.05$ , which means that the proactive attitude significantly influences students' entrepreneurial intentions.

#### b. F Test

The F test was conducted to determine and analyze the effect of the independent variable on the dependent variable simultaneously. The results of the F test calculations are presented in the table below:

**Table 4. F Test**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	603.758	2	301.879	33.826	.000 <sup>a</sup>
	Residual	865.682	97	8.925		
	Total	1469.440	99			

a. Predictors: (Constant), Proaktif, Creativity

b. Dependent Variable: Intention

Source: SPSS 21 Data Processing

From the results of data processing above, it can be seen that the value of F count = 33,826 > from F Table = 3.09 (see Table F for N = 100) with a probability value of sig is 0.000 <0.05. Thus, creativity and proactive attitude simultaneously have a significant effect on students' entrepreneurial intentions.

### **Koefisien Determinasi (*R-Square*)**

The coefficient of determination determines how much influence the independent variables have on the dependent variable. The value of the coefficient of determination is determined by the value of R square.

**Table 5. Coefficient of Determination**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.641 <sup>a</sup>	.411	.399	2.98740

a. Predictors: (Constant), Proaktif, Creativity

Source: SPSS 21 Data Processing

From the results of data processing above, it can be seen that the correlation coefficient value of R-Square is 0.411, this means that creativity and proactive attitude together have an effect of 41.10% on students' entrepreneurial intentions. In comparison, the remaining 58.90% of students' entrepreneurial intentions are influenced by other variables not examined in this study.

Based on the study results, the researchers discussed the effect of the independent variable on the dependent variable.

### **The Influence of Creativity on Student Entrepreneurial Intentions**

The data processing results show that creativity has a positive and significant effect on students' entrepreneurial intentions. It can be seen from the results of the data that the t count value is 2.603. The development of the t-statistical test (t count) is greater than the t-table ( $2.603 < 1.984$ ) and has a significant number of  $0.011 > 0.05$ . Then  $H_a$  is accepted. This means that the higher the creativity of students, it will increase the entrepreneurial intention of students. In entrepreneurship, creativity is needed as the basis, tips, and resources to find opportunities that lead to success. Creativity is the idea of producing something new and valuable (Amabile, 1996). The proactive attitude refers to the active efforts made by individuals in response to changes in their environment (Bateman & Crant, 1993).

Zampetakis & Moustakis (2006) research has found evidence that students' perceptions of creativity can predict the level of entrepreneurial intention. This shows that there is a relationship between creativity and entrepreneurial intentions. The results of the research conducted showed that invention affected entrepreneurial choices (Natalia & Rodhiah, 2019). The research results by Sriyanto & Almaidah (2018) show that creativity has a positive and significant effect on entrepreneurial intentions. Likewise, the results of research studies (Hu et al., 2018) show that invention has a significant impact on entrepreneurial intentions. The research of Biraglia & Kadile (2016) shows that regarding the relationship between creativity and entrepreneurial sense, the results show substantial solid results, meaning that the more creative individuals judge themselves to be more likely to develop the intention to start a business.

### **The Influence of Proactive Attitude on Student Entrepreneurial Intentions**

The data processing results show that a proactive attitude has a positive and significant effect on entrepreneurial intentions, where the results of data processing obtained a t count of 3.948. Therefore, the development of the statistical t-test (t count) is greater than the t-table ( $3.948 < 1.984$ ) and has a

significant number of  $0.000 < 0.05$ . Then  $H_a$  is accepted. This means that the proactive attitude variable has a significant effect on students' entrepreneurial intentions. Research conducted by (Isen 1999) revealed that a positive mood could increase awareness and flexibility in thinking. Entrepreneurship requires a proactive attitude used as the basis, tips, and resources to look for opportunities that lead to success. A proactive attitude plays an essential role in entrepreneurship success because it can increase the company's competitiveness. Venkatraman & Ramanujam (1986) state that being proactive is an action to anticipate various problems, meet multiple needs, and take multiple opportunities in the future. In some studies, the proactive concept is seen as looking for opportunities that involve new perspectives in introducing new products or services earlier than competitors, which provide a competitive advantage for the company. Bateman & Crant (1993) explained that proactive refers to the active efforts made by individuals in response to changes in their environment. The relationship between emotional intelligence and entrepreneurial intentions is also related to proactive and creative attitudes. Crant (1996) states a robust positive relationship between proactiveness and students' choice to own a business.

Hu et al. (2018) research shows that a proactive attitude has a significant effect on entrepreneurial intentions. At the same time, research (Chipeta & Surujlal, 2017) shows that aggressive personality does not affect entrepreneurial intentions. Research by Delle & Amadu (2016) shows that proactive personality significantly affects entrepreneurial intentions. Furthermore, research (Santoso & Slamet, 2019) shows that a proactive attitude significantly influences entrepreneurial choices. Aryaningtyas' research (2018) shows that proactive personality positively and significantly affects students' entrepreneurial intentions. Academic support significantly influences students' entrepreneurial intentions and moderates the relationship between proactive personality and student entrepreneurial intentions. The research results by Sriyanto & Almaidah (2018) show that a proactive attitude has a positive and significant effect on entrepreneurial intentions.

### **The Influence of Creativity and Proactive Attitude on Students' Entrepreneurial Intentions**

Based on the results of the simultaneous test (F test), it was found that the value of F count (33.826) was more significant than the value of FTable (3.09), and sig (0.07) was smaller than 5% (0.05). This means that creativity and proactive attitude have a significant effect on students' entrepreneurial intentions. The results of this study are supported by the research of Sriyanto & Almaidah (2018) and Willison & Rodhiah (2021), which say that the things that affect entrepreneurial intentions are creativity and a proactive attitude.

### **Conclusion**

Based on the results of the simultaneous test (F test), it was found that the value of F count (33,826) was more significant than the value of FTable (3.09), and sig (0.07) was smaller than 5% (0.05). This means that creativity and proactive attitude have a significant effect on students' entrepreneurial intentions. The results of this study are supported by the research of Sriyanto & Almaidah



(2018) and Willison & Rodhiah (2021), which says that the things that affect entrepreneurial intentions are creativity and a proactive attitude.

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