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Exploring Creativity, Self Confidence And Entrepreneurial Training: The Determinant Of Entrepreneurial Intention Among Students

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ABSTRACT:

This study aims to analyze the determinants of entrepreneurial intention by examining the effects of creativity, self-confidence, entrepreneurial training, subjective norms, entrepreneurial attitude and perceived control. This research was conducted on student majoring in business at private university in Bali with a population of 7,246 people. The sample is 379 and data is collected using a questionnaire that returns 279 with a response rate of 62.56%. Testing the research model using PLS-SEM with WarpPLS 7.0. The results show that creativity, self-confidence can significantly affect entrepreneurial attitude; entrepreneurial training can significantly affect perceived control; subjective norms, entrepreneurial attitude and perceived control can significantly influence entrepreneurial intention. This study finds the role of creativity, self-confidence and entrepreneurial training as determinants of entrepreneurial intention among business students in Bali.

Keywords: creativity, self confidence, entrepreneurial training, entrepreneurial intention

Menggali Kreativitas, Kepercayaan Diri Dan Pelatihan Kewirausahaan: Penentu Niat Berwirausaha Di Kalangan Mahasiswa

ABSTRAK:

Penelitian ini bertujuan menganalisis determinan entrepreneurial intention dengan menguji pengaruh dari kreativitas, kepercayaan diri, entrepreneurial training, subjective norms, entrepreneurial attitude dan perceived control. Penelitian ini dilakukan pada mahasiswa jurusan bisnis pada perguruan tinggi di Bali dengan populasi sebanyak 7.246 orang. Sampel sebesar 379 dan data dikumpulkan menggunakan kuesioner yang kembali sebanyak 279 dengan response rate sebesar 62.56%. Pengujian model penelitian menggunakan PLS-SEM dengan WarpPLS 7.0. Hasil penelitian menunjukkan bahwa kreativitas, self confidence dapat mempengaruhi entrepreneurial attitude secara signifikan; entrepreneurial training dapat mempengaruhi perceived control secara signifikan; subjective norms, entrepreneurial attitude dan perceived control dapat mempengaruhi entrepreneurial intention secara signifikan. Penelitian ini menemukan pengaruh kreativitas, kepercayaan diri dan entrepreneurial training sebagai determinan entrepreneurial intention dari kalangan mahasiswa bisnis di Bali.

Kata kunci: kreativitas, kepercayaan diri, pelatihan kewirausahaan, niat berwirausaha

INTRODUCTION

Economic growth through improving people's welfare can be encouraged by entrepreneurship (Yang et al. 2013; Chen et al. 2014). But in reality it is not in line with the

increase in the number of entrepreneurs, because according to Karabulut (2016) that there are still few who think of deciding to become an entrepreneur as a career choice rather than continuing to work at the company as an employee (Yurtkoru and Seray, 2014). Because the entrepreneurial profession has often been associated with work, many obstacles, full of uncertainty, high risk and many challenges faced compared to opportunities for success. It takes courage in making choices to live as an entrepreneur. However, the research of Che et al (2015) states that the constraints and challenges of entrepreneurship are not obstacles but are instead used as opportunities for the creation of new jobs and the rate of economic growth. Job creation and utilization of business opportunities are carried out through the entrepreneurial process (Fietze and Boyd, 2017). Entrepreneurship makes a huge contribution to the welfare of the community and its actors. This reason encourages many people to try to realize their entrepreneurial intentions into reality.

Entrepreneurial intention was developed from the theory of planned behavior (Ajzen, 1991) with dimensions of subjective norms, attitude toward the behavior, and perceived behavioral control. Entrepreneurial intention is a predictor of behavior for individuals who are interested in becoming an entrepreneur (Krueger et al., 2000; Liñán and Chen, 2006; Dinis et al., 2013). This opinion is in line with the findings of Miranda, Chamorro-Mera and Rubio (2017) which states that intention is often considered a significant determinant of an individual's process of realizing an interest in becoming an entrepreneur (Roland et al. 2012; Yang 2013; Karabulut 2016). The results of the same study from Yatribi, (2016) also stated that intention was proven to be a predictor of individual behavior related to entrepreneurial intention. This has attracted many academics and researchers to conduct research to prove the determinants of entrepreneurial intention, including exploring the determinants of student interest in becoming entrepreneurs (Wang et al. 2011; Uddin & Bose, 2012; Jakopec et al. 2013; Yurtkoru & Seray 2014; Sušanĵ & Kreĉar 2015; Joseph, 2017). However, none of these studies explored the potential of students, especially creativity, self-confidence and entrepreneurial training.

This research was conducted to explore the potential for creativity, self-confidence and entrepreneurial training of students related to entrepreneurship. Their creative potential is obtained from the learning process to form self-confidence (Miranda, Chamorro-Mera and Rubio, 2017). Support from the research results of Robles and Zaraga-Rodriguez (2015) that the potential for creativity is used to create innovation and business competitiveness. However, even though the potential is owned by students, the reality is that students often do not get the opportunity to apply it in the business world. They are often considered unfit to manage a business. In fact, with the potential, if given the opportunity to manage a business, success can be achieved. This opinion is strengthened by the findings of Wang, Lu and Millington (2011) which states that the potential of student creativity as an entrepreneurial resource has the potential to take advantage of and create business opportunities.

The potential for creativity can develop resources so as to increase business value (Thompson, 2004; Bujor and Avasilcai, 2016). Management of business resources by creating something that does not exist into existence. The process of managing business potential is in line with the development of skills acquired during entrepreneurship training (Rodica and Cazan, 2011). With entrepreneurship training is able to renew the quality of thinking patterns, skills, behavior to be more effective and efficient. By increasing the quality and potential of self, it can increase self-confidence (Erdilek, Akyüz and Elĉi, 2016). Self-confidence is an attitude of confidence in self-competence that encourages them to always excel. Therefore, with creativity, self-confidence and entrepreneurial training that students have, they become potential elements of society that are able to make entrepreneurial

intentions a reality. This study was conducted to find out the determinants of student entrepreneurial intention in terms of subjective norms, entrepreneurial attitude, perceived control, creativity, self-confidence and entrepreneurial training that affect interest in becoming an entrepreneur.

Entrepreneurial intention was initiated by Fishbein and Ajzen (1975) with the theory of reasoned action which was later developed into the theory of planned behavior / TPB (Ajzen, 1991; Yurtkoru et al. 2014). Entrepreneurial intention mentioned in research (Liñán & Chen 2006) is formed by attitude toward the behavior, subjective norms and perceived behavioral control (Miranda et al. 2017). This TPB idea later became a reference for research to predict individual intentions to realize entrepreneurial behavior (Yang 2013; Uygun and Kasimoglu, 2013). There is a lot of literature and research results that refer to this theory, the findings of Nihan et al. (2016) stated that this theory is able to provide behavioral predictions on individual intention models. The TPB is the basis for verifying the intention framework into a specific behavior. For example, the research conducted by Hmieleski & Corbett (2006); Liñán, Urbano and Guerrero (2011) Bektaş (2011); Dileo (2016). The study also used TPB to predict behavioral intentions, especially those related to entrepreneurialism, as did the initiators. TPB helps individuals in designing and predicting behavior, because this theory reveals the main factors that determine individual interest, including those related to entrepreneurial intention in performing a behavior (Krueger et al. 2000; Jakopec et al. 2013; Khuong & An 2016).

Creativity is related to innovation in the process of creating new ideas, or procedures (Gedik, Miman and Serdar, 2015). Regarding this opinion, the findings of Antonio et al. (2014) added that the characteristics of creativity are original and able to create the uniqueness of a business. So that the business environment really needs and encourages creativity so that it grows and develops into a key element in the process of realizing an entrepreneurial attitude. Furthermore, the research results of Roland *et al.* (2012) confirms that creativity is displayed through an entrepreneurial attitude in the form of belief in attitudes towards decisions taken in running a business (Ismail & Zain 2015).

Confidence in attitude, initiative, perseverance and enthusiasm is a commitment to increase self-confidence. With self-confidence, entrepreneurs can show attitudes in achieving business success (Gedik, Miman and Serdar, 2015). This is confirmed by Miranda et al. (2017) which states that self-confidence forms an entrepreneurial attitude. Confidence based on an optimistic attitude about the future can create business success. So that self-confidence can influence entrepreneurial attitude both directly and indirectly (Erdilek, Akyüz and Elçi, 2016). Based on the above statement, the hypotheses in this study are:

H1. Creativity affects entrepreneurial attitude.

H2. Self confidence has an effect on entrepreneurial attitude.

Entrepreneurial training according to Che, Mistima and Mohd (2015) is part of an entrepreneurial development system based on individual characteristics, interests, talents, potential. Entrepreneurial training begins with formulating a business plan that will be developed based on the ideas that have emerged. Formulation of a business plan by determining the type of business, determining the location of the business, seeking initial capital, compiling investment needs, making work plans, and the market. This is reinforced by the findings of Ismail and Zain (2015) which reveal that entrepreneurial training provides motivation to form perceived control in the form of attitude, mentality and entrepreneurial spirit, explore ideas and interests to do business according to their talents and potential.

Likewise, according to Olugbola (2017) adding that training is part of human investment as an effort related to increasing individual competencies which is carried out systematically with the aim of changing attitudes and behavior (Rodica & Cazan 2011).

Subjective norms are the motivation to follow people's views of the behavior they will do. This opinion is supported by the findings of Roland *et al.* (2012) stated that subjective norms are in the form of social influences that influence individuals to do or not to perform behaviors related to entrepreneurship. Social influences such as family, colleagues, local culture and activities of the surrounding community can provide encouragement and influence in initiating individual interest in entrepreneurship. This is supported by Miranda *et al.* (2017) which states that the support of the family environment is an individual's social influence in realizing an interest as an entrepreneur. Coworkers are partners for knowledge sharing in managing the business before deciding to become an entrepreneur. Likewise, the opinion of Liñán & Che (2006) strengthens by mentioning that work culture and community activities can be factors that can encourage individuals to take advantage of business opportunities and create jobs by realizing entrepreneurial intention.

The profession of entrepreneur is a job with many risks and challenges. So that this profession can be a threat to the development of entrepreneurship minded. However, it is different from the findings of Che *et al.* (2015) which states that many of the obstacles faced actually motivate and strengthen individual beliefs to display an entrepreneurial attitude in realizing entrepreneurial intention (Valliere, 2015; Miranda *et al.*, 2017). So as not to make individuals lose interest in pursuing the profession as an entrepreneur. This is supported by the opinion of Liñán and Chen, (2006), namely that the goal of an individual to be achieved during his life through an entrepreneurial attitude is to be able to realize entrepreneurial intention.

Entrepreneurial intention according to Roland *et al.*, (2012) is used to predict how strong the desire and how much effort is made by individuals displaying entrepreneurial behavior (Kumar and Nagendra, 2014). Entrepreneurial behavior comes from the learning process through human resource development programs and entrepreneurship, environmental understanding and business ethics. So that the behavior of becoming an entrepreneur is shown from the confidence in the competence to manage the business. Referring to the findings of Liñán & Chen (2006), the competence to manage business organizations is a significant determinant in perceived control in an effort to create entrepreneurial intention (Ismail and Zain, 2015). Based on the above statement, the hypotheses in this study are:

H3. Entrepreneurial training affects perceived control.

H4. Subjective norms affect entrepreneurial intention.

H5. Entrepreneurial attitude affects entrepreneurial intention.

H6. Perceived control affects entrepreneurial intention.

RESEARCH METHODS

This research was conducted on student majoring in business at private university in Bali. The population is 7,246 students in the last semester of lectures (Ministry of Education and Culture, 2021). A sample of 379 was determined using the Slovin formula. Assuming a response rate of 85%, 446 questionnaires were distributed. The returned questionnaires were 279 with a usable response rate of 62.56%. Data collection techniques with online questionnaires using Google Form. The research variable entrepreneurial intention was adopted from the research of Liñán and Chen (2009), the variable subjective norms, entrepreneurial attitude, perceived control was from the research of Miranda, Chamorro-Mera and Rubio (2017). The creativity variable was adopted from research by Bujor and Avasilcai

(2016), self-confidence from research by Erdilek, Akyüz and Elçi (2016) and entrepreneurial training from Rodica and Cazan (2011). Each research instrument uses a 5-point Likert scale measurement (1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree). Testing the measurement model and structural model using PLS-SEM (Hair et al., 2017) with WarpPLS 7.0 (Kock, 2020).

Respondents answered the questionnaire with an agreeable answer as indicated by a mean value of 4,25 (creativity), 4,15 (self confidence) and 4,18 for entrepreneurial training. While the mean value of 4,09 (subjective norms), 4,13 (entrepreneurial attitude), 4,18 (personal control) and 4,24 (entrepreneurial intention) indicates a value close to 4,00. The average question items answered agree with the results of descriptive statistics (see Table 1) indicating that there is no distance from the respondent's answers.

Table 1. Descriptive statistics of variables studied

Variable	Theoretical Score		Actual Score		Mean	SD
	Min	Max	Min	Max		
Creativity	1	5	3,20	5,00	4,25	0,52
Self confidence	1	5	3,00	5,00	4,15	0,51
Entrepreneurial Training	1	5	3,00	5,00	4,18	0,54
Subjective Norms	1	5	3,25	5,00	4,09	0,50
Entrepreneurial Attitude	1	5	3,00	5,00	4,13	0,55
Personal Control	1	5	3,25	5,00	4,18	0,47
Entrepreneurial Intention	1	5	3,00	5,00	4,24	0,50

Source: Author, 2021

RESULTS AND DISCUSSION

The results of the study showing the goodness of fit model in the following table:

Table 2. Results of Goodness of Fit Research Model

Evaluation	Value	Criterion
APC	0,406*	significant if $p < 0.001$
ARS	0,586*	significant if $p < 0.001$
AARS	0,583*	
AVIP	3,113	acceptable if ≤ 5

*All significant at $p < 0,001$

Source: Author, 2021

APC, ARS and AARS values with p value $< 0,001$ meet the goodness of fit criteria of the research model and are significant (Kock, 2020). In this study (see Table 2), it has met these criteria and the AVIF value in this research model shows that there is no vertical or lateral multicollinearity.

Table 3. Validity and reliability test results

Konstruk	AVE > 0,5	Q-sq.r > 0	Sq.r AVE	Composite reliability > 0,7	Cronbach's alpha > 0,7	Full Collinearity VIP < 3,3
Creativity	0,511		0,715	0,839	0,759	2,380
Self Confidence	0,577		0,791	0,820	0,725	1,966
Entrepreneurial Training	0,533		0,730	0,820	0,706	1,974

Continued from **Table 3. Validity and reliability test results**

Konstruk	AVE > 0,5	Q-sq.r > 0	Sq.r AVE	Composite reliability > 0,7	Cronbach's alpha > 0,7	Full Collinearity VIP < 3,3
Subjective Norms	0,551		0,772	0,764	0,588	1,595
Entrepreneurial Attitude	0,520	0,603	0,721	0,812	0,691	2,865
Personal Control	0,515	0,535	0,745	0,721	0,499	2,420
Entrepreneurial Intention	0,504	0,607	0,710	0,796	0,656	1,990

Source: Author, 2021

The validity and reliability of the study refer to Fornell and Larcker (1981), where convergent validity with an AVE value > 0,50 and discriminant validity measured $\sqrt{\text{AVE}}$ value of all research variables is greater than the value of the correlation coefficient of latent variables on all variables. Discriminant validity is also measured by the value of the cross-loading indicator which is greater than the other constructs. While predictive validity can be seen from the q-square value greater than 0 (zero). In this study, the criteria for convergent validity, discriminant validity and predictive validity have been met (see table 3). Table 4 shows that this study has also met the criteria for discriminant validity. Thus confirming that this research has met the suitability of the research model.

Table 4. Combined loadings and cross-loadings results

	Cr	Sc	Et	SN	BN	PC	EI	P value*
Cr1	0,791	0,195	0,163	0,064	-0,611	-0,025	0,127	< 0,001
Cr2	0,704	-0,729	0,268	0,273	0,333	0,573	0,227	< 0,001
Cr3	0,747	0,477	-0,154	-0,512	0,748	-0,743	0,622	< 0,001
Cr4	0,709	-0,074	-0,421	0,159	-0,327	0,453	-0,271	< 0,001
Cr5	0,716	0,144	0,112	-0,033	-0,003	-0,313	-0,747	< 0,001
Sc1	0,237	0,717	0,165	0,046	-0,644	-0,035	0,321	< 0,001
Sc2	-1,268	0,708	0,185	0,300	0,241	0,417	0,403	< 0,001
Sc3	-0,565	0,739	0,085	-0,397	0,780	-0,684	0,502	< 0,001
Sc4	0,140	0,753	-0,095	0,119	-0,318	0,446	-0,744	< 0,001
Sc5	0,470	0,732	-0,330	-0,094	0,000	-0,171	-0,479	< 0,001
Et1	0,678	-0,497	0,740	-0,081	-0,146	-0,007	-0,383	< 0,001
Et2	-0,001	0,520	0,744	0,094	-0,617	-0,022	-0,118	< 0,001
Et3	-0,691	-0,204	0,785	0,286	0,291	0,525	0,003	< 0,001
Et4	-0,164	0,219	0,744	-0,365	0,525	-0,606	0,572	< 0,001
SN1	0,415	-0,348	0,364	0,747	-0,352	0,173	-0,048	< 0,001
SN2	-0,586	0,138	-0,396	0,721	0,625	0,061	0,426	< 0,001
SN3	0,070	0,211	0,356	0,797	-0,348	-0,264	-0,154	< 0,001
SN4	-0,078	0,058	-0,450	0,799	0,110	0,033	-0,113	< 0,001

EA1	-0,498	-0,294	0,402	0,305	0,748	0,621	0,047	< 0,001
EA2	0,031	0,257	0,165	-0,423	0,759	-0,817	0,447	< 0,001
EA3	0,136	0,121	-0,611	-0,120	0,779	-0,001	-0,112	< 0,001
EA4	0,354	-0,063	0,096	0,208	0,793	0,109	-0,350	< 0,001
PC1	-0,286	0,290	-0,079	-0,492	0,063	0,704	0,003	< 0,001
PC2	0,182	0,012	0,180	0,333	-0,151	0,782	-0,205	< 0,001
PC3	0,505	-0,100	-0,464	0,333	-0,440	0,788	0,414	< 0,001

Continued from Table 4. Combined loadings and cross-loadings results

	Cr	Sc	Et	SN	BN	PC	EI	P value*
PC4	-0,210	-0,270	0,072	-0,014	0,291	0,787	0,056	< 0,001
EI1	-0,056	-0,338	-0,491	-0,003	-0,040	-0,009	0,758	< 0,001
EI2	0,643	0,235	0,197	0,091	-0,742	0,057	0,739	< 0,001
EI3	-0,400	-0,297	0,108	0,280	0,136	0,502	0,836	< 0,001
EI4	-0,153	0,306	-0,014	-0,400	0,604	-0,611	0,749	< 0,001

*All significant at $p < 0,001$

Source: Author, 2021

The results of testing the research structural model can be seen in the following figure:

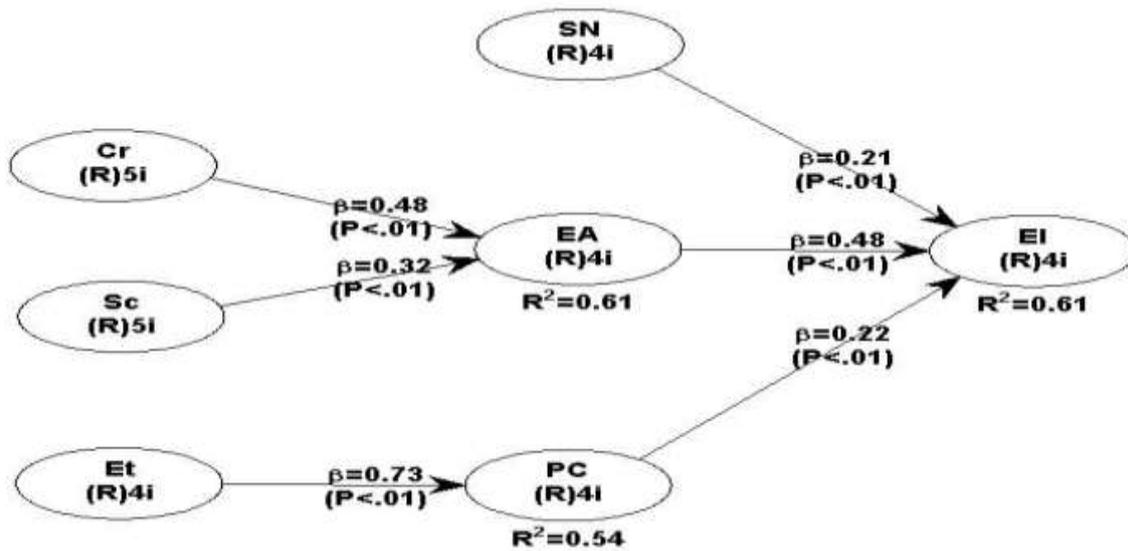


Figure 1 Research Model Testing Results

Source: Author, 2021

The results of testing the structure of the research model for hypothesis testing are in the following table:

Table 5. Path Coefficient

	Entrepreneurial Attitude	Perceived Control	Entrepreneurial Intention
Creativity	0,484 (p<0,001)*		
Self Confidence	0,316 (p<0,001)*		
Entrepreneurial Training		0,732 (p<0,001)*	
Subjective Norms			0,206 (p<0,001)*
Entrepreneurial Attitude			0,477 (p<0,001)*
Perceived Control			0,220 (p<0,001)*

All significant at p<0,001*

Source: Author, 2021

Figure 1 and table 5 show that the results of this study prove: H1 that there is a significant positive effect of creativity on entrepreneurial attitude ($\beta=0,484$; $p<0,001$), H2: self-confidence has a positive and significant effect on entrepreneurial attitude ($\beta=0,316$; $p<0,001$). Another hypothesis in this study is H3 which states that entrepreneurial training has a positive and significant effect on perceived control ($\beta=0,732$; $p<0,001$). The proof of hypothesis H4 in this study which states that subjective norms have a significant positive effect on entrepreneurial intention is proven in the study ($\beta=0,206$; $p=0,017$). Testing the H5 hypothesis that entrepreneurial attitude has a positive effect on entrepreneurial intention in this study proved significant ($\beta=0,477$; $p<0,001$). Hypothesis H6 is proven that perceived control has a positive and significant effect on entrepreneurial intention ($\beta=0,220$; $p<0,001$).

Table 6. Effect size and R-squared

	Entrepreneurial Attitude	Perceived Control	Entrepreneurial Intention
	Effect size		Effect size
Creativity	0,371		
Self Confidence	0,237		
Entrepreneurial Training		0,535	
Subjective Norms			0,122
Entrepreneurial Attitude			0,531
Perceived Control			0,142
R-squared	0,608	0,535	0,615

Source: Author, 2021

The effect size value is 0,02 (weak); 0,15 (moderate); and 0,35 (large) referring to Hair *et al.*, (2017) to measure the effect of latent predictor variables on the structural research model. In this study, the creativity value of 0,371 means that it has a large influence on the entrepreneurial attitude. Self confidence has a moderate effect with an effect size value of 0,237 on entrepreneurial attitude. Entrepreneurial training with an effect size value of 0,535 has a large influence on perceived control. Meanwhile, subjective norms have an effect size of 0,122 on entrepreneurial intention, including a weak effect. Likewise, the value of the perceived control effect size on entrepreneurial intention is 0,142, including the category of weak influence. The value of the effect size of entrepreneurial attitude is 0,531 including the

category of large influence on entrepreneurial intention. R-squared value is 0,67 (substantial); 0,33 (moderate); or 0,19 (weak) referring to Chin (1998) is to measure the percentage of variance of the endogenous latent variable which is influenced by exogenous variables. In this research model, the entrepreneurial attitude variable is 0,608, the perceived control is 0,535 and the entrepreneurial intention is 0,615 (see Table 6), indicating the fulfillment of the criteria for the R-squared value at a moderate level. Thus the path model in this study is effective.

This study succeeded in proving the significant effect of creativity on entrepreneurial attitude. Support for hypothesis H1 which states that creativity has a positive and significant effect on entrepreneurial attitude is in accordance with the findings of Bujor and Avasilcai (2016) which states that creativity has a significant positive effect on entrepreneurial attitude. For students in Bali, creativity is needed in developing innovation skills. The process of creativity by looking for creative business markets, being able to identify financial resources and developing business competitive strategies. The more creative students in Bali take advantage of existing opportunities, the greater the potential for creating value for production resources. Intense competition encourages the creation of high creativity by thinking about developing business competitive strategies. Development of competitive strategies by creating business innovations so that they are able to present a business that is different from existing similar businesses. The creative process includes logical and analytical thinking on the process of creating competitive advantage which is reflected in the form of an entrepreneurial attitude. The results of this study strengthen the findings of Miranda, Chamorro-Mera and Rubio (2017) that entrepreneurial attitude is a tendency in a person to behave entrepreneurially based on creativity (Kumar and Shukla, 2019). The findings of this study also support Tomczak-horyń and Knosala (2017) who found the influence of creativity on the development of entrepreneurial attitudes (Hu and Ye, 2017).

The findings of this study provide similar evidence to research conducted by Erdilek, Akyüz and Elçi (2016), namely that there is a positive and significant influence between self-confidence and entrepreneurial attitude (Ferreira, Raposo and Rodrigues, 2012; Miranda, Chamorro-Mera and Rubio, 2017). This finding proves that students' self-confidence in Bali is a belief in their own abilities, being responsible for their actions when interacting with others. They can respect each other with other people so they can recognize their strengths and weaknesses. Student confidence in Bali is related to entrepreneurial attitude as student confidence refers to self-concept in seeing themselves as a whole. Confidence becomes the strength of students by showing an entrepreneurial attitude to overcome any doubts that arise when they want to start entrepreneurship. The results of this study are supported by the research of Dinis *et al.* (2013) that entrepreneurial attitude is formed by self-confidence to strengthen confidence in facing the challenges and risks of entrepreneurship (Kirkwood, 2009). Regarding the results of this study, Bux and Honglin (2015) added that self-confidence is a form of entrepreneurial attitude to make responsible decisions (Ferrerias-Garcia, Hernández-Lara and Serradell-López, 2019).

The findings of this study show the same results as Rodica and Cazan (2011), namely that there is a positive and significant effect between entrepreneurial training and perceived control. This finding proves that entrepreneurial training for students in Bali is a process of learning entrepreneurship training to improve their ability to take advantage of opportunities to start a business. They are aware that the need for entrepreneurial training will increase their motivation to plan their own business in the future. By participating in entrepreneurial training, students' abilities will increase in developing businesses and changing behavior and actively seeking business opportunities. So that entrepreneurial training helps encourage

students to gain recognition for work. This finding supports the research by Olugbola (2017) which states that training can provide new knowledge to someone in improving their career and work productivity (Draghici, Tiberiu and Tamasila, 2014). A similar opinion was conveyed by Miranda, Chamorro-Mera and Rubio (2017) who stated that entrepreneurial training is an activity carried out to develop knowledge, skills and talents by applying a creative and innovative entrepreneurial spirit to take advantage of opportunities and solve problems encountered.

The results of this study provide evidence support for H4: subjective norms have a significant positive effect on entrepreneurial intention. In this case the extent to which students in Bali have the motivation to follow people's views on behavior to become an entrepreneur. The behavior shown is a motivation to comply with an accepted standard of behavior in an environment. Family, friends and the community are the supporting forces for behavior related to starting a business. In this study, the subjective norm for students is a view of the beliefs of others that will affect the intention to start a business by considering the consequences. The more students perceive that the environment is conducive to becoming an entrepreneur, the more they will tend to be motivated to create entrepreneurial intention. And conversely, the more students perceive that the environment does not approve of these interests, they tend not to be motivated to realize entrepreneurial intentions. This finding is supported by the research of Peng, Lu and Kang (2012) that subjective norms are environmental conditions that accept or do not accept the interest shown by an individual to become an entrepreneur (Miranda, Chamorro-Mera and Rubio, 2017). This study is also in line with Dinis *et al.* (2013) who noted the findings that the beliefs held by individuals to realize entrepreneurial intention are based on the influence of the surrounding environment on what decisions will be made by the individual (Ferreira *et al.*, 2012; Tiwari, Bhat and Tikoria, 2017).

The results of this study prove the same findings as those of Miranda, Chamorro-Mera and Rubio (2017), namely that entrepreneurial attitude has a significant positive effect on entrepreneurial intention. The interest of students in Bali to become entrepreneurs really depends on their determination and seriousness in preparing themselves to start and doing anything to become entrepreneurs. This attitude is a student's belief that encourages behavioral evaluation of their interests. So attitude is the readiness of students in Bali to react in the form of behavior towards efforts to realize interest. Robbins and Judge (2013) added that attitude refers to the tendency of individual behavior as a reaction to the situation at hand (Usaci, 2015). For students in Bali, attitude guides them as a personal choice with all the consequences for the behavior taken. Because attitude is the result of the process of interaction with the environment in the form of knowledge that is used to realize entrepreneurial intention. The results of this study support Ajzen, (1991) that attitudes do not have a direct influence on a specific behavior, but indirectly affect perceptions and assessments of beliefs which will ultimately affect individual intentions and behavior (Zampetakis *et al.*, 2008; Gedik, Miman and Serdar, 2015).

This study notes the evidence of H6, namely perceived control has a positive and significant effect on entrepreneurial intention in accordance with the findings of Farrukh *et al.* (2018) that perceived control is a significant predictor of entrepreneurial intention. This finding shows the seriousness of the interest of students in Bali to become entrepreneurs as shown by their ability to manage information about market opportunities and business strategy development plans. Their ability is perceived control that reflects the level of behavioral control in realizing an interest in becoming an entrepreneur. Referring to the opinion of Ajzen (1991) states that behavioral control is a skill and individual sensitivity in

reading the situation of oneself and the environment. Controlling student behavior in Bali refers to the ability to control and manage behavioral factors according to the situation and conditions of the entrepreneurial environment. The results of this study also corroborate the findings of Ferreira *et al.* (2012) where perceived control tends to form a strong intention of entrepreneurial behavior (Karabulut, 2016). Perceived control is a student's perception of the ease or difficulty of entrepreneurial behavior that is of interest because there is support for belief in the realization of their interest. So that perceived control as a belief in the ability of students in Bali affects their intention to become an entrepreneur. The results of this study strengthen the findings of Mcadam and Cunningham (2019) that behavioral control is a reflection of the learning process and a form of anticipation of the obstacles of the business environment (Man, 2012).

The theoretical implication of this research is to enrich the understanding of the conceptualization of entrepreneurship by proposing the integration of the roles of creativity, self-confidence and entrepreneurial training with entrepreneurial intention. This research contributes to the expansion of understanding that to realize entrepreneurial intention, the involvement of human resources as human capital is very important in managing the intangible assets of the organization in order to create sustainable superior competitiveness. Human capital reflects the collective competence of human resources to increase added value based on knowledge and then used to create sustainable revenue for the organization in the future. Future research using different study designs and samples could further validate and strengthen the results.

The findings of this study have practical implications for business students in Bali to understand that creativity, self-confidence and entrepreneurial training are very important because they can contribute to efforts to realize entrepreneurial intention. Business students in Bali must understand the factors that determine entrepreneurial intention and proactively increase creativity, self-confidence and engage in entrepreneurial training so as to create entrepreneurial competency. When entrepreneurial competencies are formed, efforts to realize entrepreneurial intention can be developed.

CONCLUSION

This finding confirms that to open a new business one must have creativity that is able to create innovations that are transformed into business advantages in order to survive the competition. Creativity comes from individual knowledge as the ability to create value by turning all challenges into opportunities through creative and innovative ideas. An entrepreneur has high creativity by forming a unique business that is displayed in decision-making behavior called entrepreneurial attitude. So that creativity becomes a key element in entrepreneurial attitude.

This study also confirms that self-confidence as an evaluative dimension of overall individual attitudes. Self-confidence becomes an inherent strength in individuals through a process when interacting with the environment. Self-confidence is shown in a positive and optimistic attitude, accepts criticism, is brave and open, is able to handle various problems both personal and work, self-confidence, objective, responsible, rational and realistic. All of them are the basic capital to display an entrepreneurial attitude.

This research indicates that entrepreneurial training is a planned and systematic effort to develop knowledge, skills and attitudes through learning experiences to achieve effective performance. Entrepreneurial training emphasizes the development of abilities, namely psychomotor abilities related to increasing the ability to develop competencies to change

individual behavior. So that entrepreneurial training provides motivation to create mental, behavioral potential in forming interest in entrepreneurship.

Subjective norms reflect the desire to display entrepreneurial behavior because they assess the importance of realizing an interest in becoming an entrepreneur. The environmental contribution plays a strong role for individuals who have an interest in becoming an entrepreneur. On the other hand, the decision to become an entrepreneur has an impact on the environment in which they interact. However, there are also benefits to being an entrepreneur in the form of autonomy in business management, achievement motives and business development. The benefits that individuals will receive when they become entrepreneurs affect their interest in becoming an entrepreneur.

Intention in becoming an entrepreneur is due to the fact that the entrepreneurial profession is indeed interesting because it can lead to personal satisfaction and provide opportunities for economic success. Some of the attractiveness of working as an entrepreneur include: the opportunity to demonstrate competence in decision making, the opportunity to do something using their own abilities, the opportunity to use their own method in doing a job, the opportunity to learn new and valuable things.

Perceived control refers to the individual's perception of the interest in displaying behavior in accordance with the conditions of the business environment. Perceived control is the ability and sensitivity of individuals in analyzing the situation of the internal and external business environment. The ability to manage resources becomes a behavioral force to realize an interest in becoming an entrepreneur.

This study has limited research subjects only on private university students, so it does not represent the entrepreneurial intention of students as a whole, including state universities. Future research can be carried out on all students, both state and private university students. This study has limitations on the variables that affect entrepreneurial intention. In further research, it can be tested on other influential variables. This study only tested students' interest in becoming entrepreneurs. So that further research can be carried out on other communities including company employees, academics and so on.

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