

Entrepreneurial mindset transformation: Synergy of entrepreneurship and creativity education for female students in Malaka Regency

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Received 04 September 2025

Revised 01 October 2025

Accepted 16 October 2025

ABSTRACT

This study aims to analyze the influence of entrepreneurship education and creativity on the entrepreneurial interest of female students in Malaka Regency, East Nusa Tenggara, Indonesia. The background of this study is based on the high poverty rate and suboptimal utilization of entrepreneurial potential in the area. The study used a quantitative approach with a survey method of 72 respondents selected incidentally. The research instrument was a questionnaire with a five-point Likert scale, including 20 statements for the entrepreneurship education variable and 30 statements for the creativity variable. Data analysis was conducted using multiple linear regression with the classical assumption test, t-test, F-test, and coefficient of determination. The results show that entrepreneurship education has a positive but insignificant effect on entrepreneurial interest, whereas creativity has a positive and significant effect. Simultaneously, both variables had a significant effect, contributing 51.2% to the variation in entrepreneurial interest. These findings indicate that creativity is a dominant factor in shaping the entrepreneurial interest of female students, while entrepreneurship education requires strengthening methods and contextual support to be effective. This study recommends the development of an applicable curriculum, business incubation programs, and funding and mentoring support to build an adaptive and inclusive entrepreneurial ecosystem in the local area.

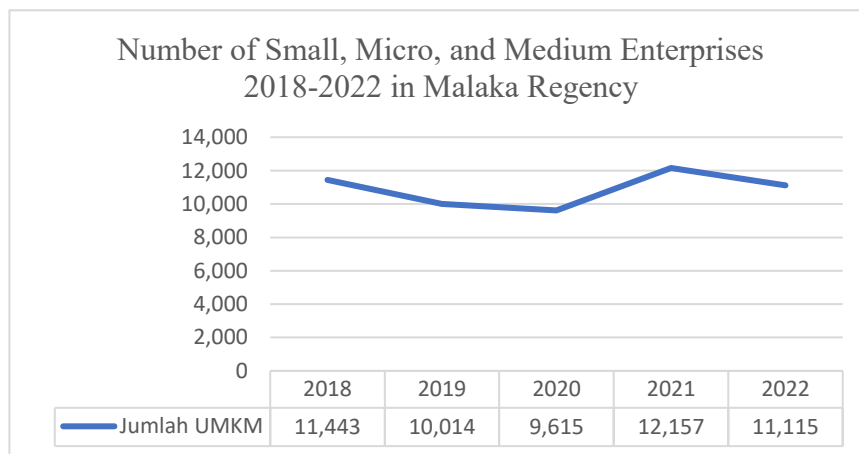
Keywords: creativity, entrepreneurial interest, entrepreneurship education, female students, entrepreneurship, economic, campus, education

1. INTRODUCTION

Entrepreneurship plays an important role in a country’s economic growth and development (Ranjan, 2019). Economic growth and development driven by entrepreneurial activity can accelerate infrastructure development, which is key to improving connectivity, efficiency, and national competitiveness. In addition to driving innovation and efficiency in the economy, entrepreneurship also makes a real contributes to creating added value and increasing national competitiveness (Neumann, 2021). Added value is created when raw materials are processed into products with a higher sales value, whereas national competitiveness increases when domestic products and services can compete in the global market through improved quality and innovation (Liu et al., 2023). In addition, an important contribution of entrepreneurship can create new jobs (Al-Alawi et al., 2022). When new businesses are established and grow, they automatically require workers, thus absorbing previously unemployed individuals. This not only reduces unemployment but also helps reduce poverty as people begin to earn an income (Gai et al., 2025). Thus, entrepreneurship is not only a driving force for economic growth but also an important instrument for improving the welfare of society as a whole (Meyer & De Jongh, 2018). However, in reality, the suboptimal number of entrepreneurs continues to have a negative impact. One of these is poverty itself. This is reflected in the high number of people living in poverty.

Based on data from the Central Statistics Agency (BPS), in 2024, the number of poor people in Indonesia was recorded at 25.22 million. In East Nusa Tenggara Province (NTT), the poverty rate is still quite high, with the number of poor people exceeding 1 million. One area in NTT that faces similar challenges is Malaka Regency, where the number of poor people is recorded at 28.54 thousand. This high poverty rate indicates that entrepreneurial potential has not been optimally utilized, especially in the Malaka Regency. To strengthen the above problem, there is supporting data related to Small, Micro, and Medium Enterprises in Malaka Regency, the data can be seen in the Diagram 1:

Diagram 1. Number of MSMEs in Malaka Regency



Source: BPS

The data above show that the fluctuation in the number of MSMEs in Malaka Regency during the 2018–2022 period reflects the low public awareness of the meaning and potential of entrepreneurship. The decline in the number of MSMEs over several years indicates that entrepreneurship has not become the primary choice for the community in facing economic challenges; therefore, it is necessary to foster an entrepreneurial spirit sustainably, one of which is through the theory put forward by Jiatong et al. (2021). Increasing interest in entrepreneurship can be achieved through education, developing an entrepreneurial mindset, and creativity, as these three form an important foundation for encouraging individuals to dare to start and develop a business.

According to the theoretical study explained above, the first factor that can increase interest in entrepreneurship is entrepreneurship education. This is because entrepreneurship education can help students understand current trends and plan future businesses with greater direction, foster students'

business skills and engagement after graduation, and foster a positive attitude toward business as a career option. This is in line with Ababtain et al. 's (2019) research, which found that entrepreneurship learning in higher education opens up opportunities for students to understand the latest dynamics, so that they can formulate a more focused vision in integrating these developments into their future business plans. According to Mei et al. (2020), entrepreneurship education enhances students' business knowledge and skills and encourages their involvement in small businesses after graduation. Shah et al. (2020) expressed the same sentiment, stating that entrepreneurship education helps students consider business as a career by developing a positive attitude towards entrepreneurship.

The second factor that can shape entrepreneurial interest is creativity. This is because, through individual (student) creativity, new ideas are generated, challenges are seen as opportunities, and innovative solutions are created. This is in line with the opinion Wardani and Dewi (2021) Creativity encourages someone to achieve targets, including in entrepreneurship, by generating business ideas according to existing opportunities, so that it can increase interest in entrepreneurship. Harnani (2020) also stated that the ability to think creatively encourages entrepreneurs to see challenges as opportunities, thereby increasing their interest in entrepreneurship to achieve success through a process and maximum effort. Furthermore, according to Keling and Sentosa (2020), creativity allows a person to create new ideas and find innovative ways to see and utilize opportunities, thus encouraging interest in entering the world of entrepreneurship.

Based on the above study, this research is in line with Rimadani and Murniawaty (2019) who found that entrepreneurship education and creativity have a positive and significant influence on entrepreneurial spirit, with the influence value of entrepreneurship education being 0.412 (significance 0.032) and creativity being 0.256 (significance 0.016). The same thing was also expressed by Amalia and Hadi (2024), who stated that entrepreneurship education has a positive (0.339) and significant (0.01) influence on interest in entrepreneurship. Apart from that, according to Wardani & Dewi (2021) there is a positive (0.429) and significant (0.006) influence of the creativity variable on entrepreneurial interest.

Based on the previous explanation, this study focuses on the level of preparedness of students, especially female ones. This focus is important considering the social context in East Nusa Tenggara (NTT), especially in Malaka Regency, where women face not only structural economic challenges but also sociocultural pressures that often limit their space for movement in the public sphere, including in the world of entrepreneurship. In such a situation, the readiness of female students not only reflects individual potential but also illustrates the dynamics of resistance and negotiation against cultural norms that are deeply embedded in the local community. This study aims to understand the experiences of female students who have started businesses, both on campus and outside, by examining their motivations, challenges faced, adaptation strategies used, and forms of support they receive and expect.

Through an empirical approach, this study seeks to map the real conditions of young women's entrepreneurship in NTT, particularly in Malaka Regency, and identify the elements that play a role in strengthening their capacity and resilience as entrepreneurs. The relevance of this research is further strengthened when linked to issues still frequently encountered in the region, such as high rates of underemployment, limited access to financing, minimal entrepreneurial literacy, and suboptimal institutional support for women's economic initiatives. The findings are expected to enrich the academic literature on gender- and locality-based entrepreneurship and provide practical contributions as a basis for developing public policies and empowerment programs that are more contextual and sensitive to women's needs.

Broadly speaking, women's empowerment through entrepreneurship is believed to have significant socioeconomic implications. In addition to strengthening women's positions in economic decision-making, this initiative has the potential to catalyze more inclusive and equitable local economic growth. Therefore, women are positioned not only as subjects of development but also as agents of change, bringing positive impacts to their communities. This study recommends further research using a more holistic approach. Future studies should integrate various interrelated variables, such as social and cultural dynamics, the role of local government, community support, the existence of networks, and levels of literacy and utilization of information technology. This multidimensional approach is believed to yield a

more comprehensive understanding of the women's entrepreneurship ecosystem in NTT. Therefore, the results of this follow-up research are expected to support the formulation of policies that support gender equity and encourage the creation of economic development strategies that are adaptive to local needs and potential.

2. METHOD

This study employed a quantitative approach using a survey method and an explanatory research design. The population comprised all female university students from Malaka Regency. Incidental sampling was performed. This approach resulted in data collection from 72 respondents who met the study criteria. The instrument used was a questionnaire distributed through the Google Forms platform. The questionnaire consisted of 50 statements divided into two main variables. Twenty statements were used to measure entrepreneurship education (X1), and 30 statements were used to measure creativity (X2). Each statement was structured on a 5-point Likert scale, reflecting the respondents' level of agreement with each statement. Prior to data collection, all items in the instrument were tested for validity and reliability to ensure the quality of the measuring instruments. The details of each variable are presented in the following operational Table 1.

Table 1 Operational Definition

Variable	Definition	Indicator
Interest in Entrepreneurship	Interest in entrepreneurship is a drive from within a person to start their own business, manage it, take risks, and continue to develop it so that it can grow and be useful (Ratu et al., 2024).	<ul style="list-style-type: none"> • Career Preferences • Strong Intentions • Seriousness of Plan • Business Commitment • Total Readiness • Maximum Effort • Career Goals (Astiana et al., 2022; Bhatta et al., 2024)
Creativity	Creativity is the process of combining existing ideas into new, fresh and meaningful combinations (Schubert, 2021).	<ul style="list-style-type: none"> • Confidence in Creativity • Exploration of Innovation • Problem Solving • Expression (da Silva & de Cássia Nakano, 2019)
Entrepreneurship education	Entrepreneurship education instills values that shape entrepreneurial character and behavior, so that students are able to become independent individuals (Cahayani et al., 2022).	<ul style="list-style-type: none"> • Teaching methods. • Entrepreneurship instructors • Information about entrepreneurship • Existence of social entrepreneurship. • Concern for others • Concern for the environment (Silveyra et al., 2021)

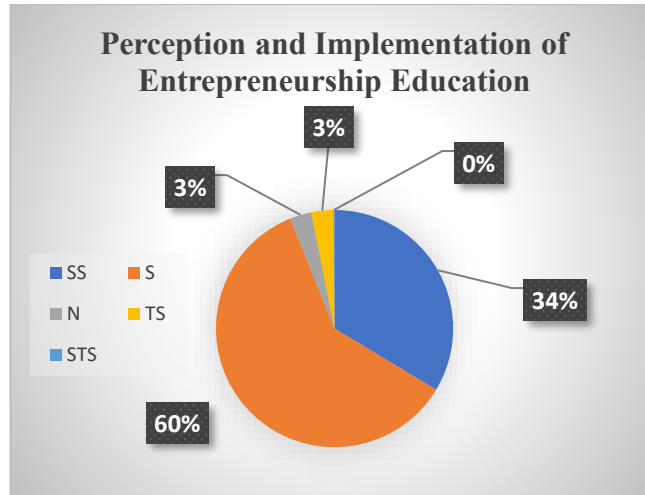
Furthermore, the collected data will be analyzed using multiple linear regression techniques with the help of SPSS software (version 23). In addition, to ensure the reliability of the analysis results, this study applied a series of classical assumption tests, such as normality, multicollinearity, and heteroscedasticity tests. Hypothesis testing was conducted to examine the relationship between entrepreneurship education and creativity variables in more depth to gain a comprehensive understanding of the influence of each variable in the context of developing the potential of female students in Malaka Regency.

3. RESULT

3.1 Descriptive Analysis

Based on the graph below, it is clear that the majority of respondents agreed with the implementation of entrepreneurship education. The details are shown in Diagram 2.

Diagram 2. Descriptive Analysis of Entrepreneurship Education Variables

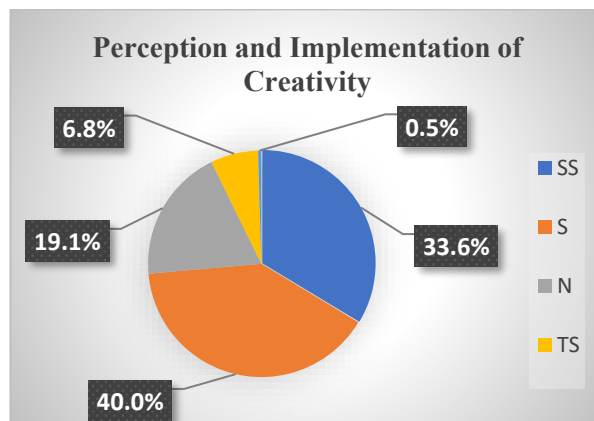


Source: Researcher's Processing

Based on the graph, it is known that as many as 60% of respondents stated S and 34% stated SS. This indicates that most respondents had a very positive view of the implementation of entrepreneurship education. Meanwhile, only 3% were neutral (N) and another 3% were TS, and no respondents stated STS. These findings indicate that entrepreneurship education has been implemented well and has received positive feedback from participants.

Next, Creativity. The pie chart below shows the respondents' perceptions and implementation of creativity. The composition is shown in Diagram 3.

Diagram 3. Descriptive Analysis of Creativity Variables



Source: Researcher's Processing

The results show that the majority of respondents were in the S category (40.0%), followed by those in the SS (33.6%) and N (19.1%) categories. Meanwhile, only a small proportion of respondents

statedd TS (6.8%, and STS (0.5%). This indicates that the majority of respondents have a positive perception of creativity and have implemented it, although a small proportion remained neutral or disagreed.

3.2 Research analysis

In this study, the analysis used was multiple linear regression, and the results are presented in Table 2.

Table 2. Multiple Linear Regression Test Results

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients		
Model	Term	B	Std. Error	Beta	t	Sig.
1	(Constant)	2.032	3.887		0.523	0.603
1	X1	0.019	0.093	0.017	0.198	0.843
1	X2	0.547	0.064	0.715	8.507	<0.001
<i>a. Dependent Variable: Y</i>						

Source: Processed by SPSS Version 27

Based on the results presented in the table above, various pieces of information can be obtained. One of the pieces of information that can be gleaned from the table above is the multiple linear regression equations. The equation is as follows:

$$Y = 2,032 + 0,019 X_1 + 0,547 X_2$$

Description:

- Y = Interest in Entrepreneurship
- X1 = Entrepreneurship Education
- X2 = Creativity

The equation shows that (a) a constant of 2.032 means that if entrepreneurship education (X1) and creativity (X2) are zero, then entrepreneurial interest is predicted to be 2.032; (b) the regression coefficient for entrepreneurship education (X1) of 0.019 indicates that for every one-unit increase in entrepreneurship education, entrepreneurial interest increases by 0.019; and (c) the regression coefficient for creativity (X2) of 0.547 indicates that for every one-unit increase in creativity, entrepreneurial interest increases by 0.547.

3.3 HYPOTHESIS TESTING

In the test, the researcher wants to see how the independent variable influences the dependent variable (see Table 3).

Table 3. T-test results

Coefficients						
Model	Term	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	Term	B	Std. Error	Beta	t	Sig.
1	(Constant)	2.032	3.887		0.523	0.603
1	X1	0.019	0.093	0.017	0.198	0.843
1	X2	0.547	0.064	0.715	8.507	<0.001
<i>a. Dependent Variable: Y</i>						

Source: Processed by SPSS Version 27

The t-test results indicate that creativity influences entrepreneurial interest, whereas entrepreneurship education does not. This is indicated by the calculated t value being greater than the t-table. The next step is the f-test (see Table 4).

Table 4. F Test Results

ANOVA						
Model	Source	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	620.799	2	310.399	36.258	<0.001
1	Residual	590.701	69	8.561		
1	Total	1211.5	71			
<i>a. Dependent Variable: Y</i>						
<i>b. Predictors: (Constant), X2, X1</i>						

Source: Processed by SPSS Version 27

Entrepreneurship education and creativity simultaneously influence entrepreneurial interest (36.258>3.98). Table 5 presents the coefficient of determination analysis.

Table 5. Result of the Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.716	0.512	0.498	2.9259
<i>a. Predictors: (Constant), X2, X1</i>				

Source: Processed by SPSS Version 27

Based on the results of the coefficient of determination (R²) test in the table above, the R-square value obtained was 0.512 (51.2%). This value indicates the magnitude of the influence of independent variables. The remaining influence was influenced by other variables.

4. DISCUSSION

4.1 The Influence of Entrepreneurship Education on Interest in Entrepreneurship

Based on the analysis results, entrepreneurship education showed a positive influence on entrepreneurial interest, with a coefficient value of 0.019. However, this effect was not statistically significant (p = 0.849). This finding indicates that although entrepreneurship education plays a role in generating various innovative business ideas, its influence on increasing entrepreneurial interest among female entrepreneurs is not yet significant. One reason is that female entrepreneurs often face various obstacles in overcoming practical challenges in the field, especially in solving problems that require a strategic and sustainable approach. In addition, an equally important problem lies in the large role of women in Malacca, both in social life and cultural norms, that make it difficult for women (especially mothers) to focus on pursuing careers as entrepreneurs in non-traditional sectors. The combination of these structural and operational obstacles contributes to the less-than-optimal influence of entrepreneurship education on the variable of entrepreneurial interest in the context of this study.

Bennett & Chatterji (2023) also explained the same thing, where some individuals begin the entrepreneurial process by seeking business ideas and opportunities, but often stall due to a lack of preparedness to face risks and challenges, as well as limited information about the next steps to take.

Furthermore, although various strategies have been implemented to accelerate business growth, students still experience difficulty anticipating uncertainty and the dynamics of change in the business world. This is supported by [Armanious and Padgett \(2021\)](#), who explain that although students actively seek strategies to drive business growth, many still struggle to adapt to uncertainty and change, thus limiting their ability to grow sustainably. This research differs from that of [Safitri and Rustiana \(2016\)](#), where entrepreneurship education has a positive (0.277) and significant (0.018) influence on interest in entrepreneurship. Similar results were also expressed by [Farida and Nurkhin \(2016\)](#), who found that entrepreneurship education has a positive (0.306) and significant (0.011) effect on interest in entrepreneurship.

Based on the discussion above, the implications of these findings emphasize the need for more inclusive entrepreneurship education, particularly for female students who also serve as mothers. Support in the form of a flexible curriculum, personal mentoring, and family friendly business incubators is crucial to help them balance socio-cultural demands with entrepreneurial aspirations. With this approach, entrepreneurship education can become a tangible means of empowerment that fosters courage and independence in the face of structural and cultural barriers to women's advancement.

4.2 The Influence of Creativity on Interest in Entrepreneurship

Based on the results of the data analysis, creativity has a positive ($\beta = 0.547$) and significant ($p = 0.000$) influence on entrepreneurial interest. This is supported by the t-test, where the calculated t value (8.507) > t-table (1.99495). This finding indicates that the higher a person's level of creativity, the greater their tendency to be interested in pursuing entrepreneurship. Creativity allows individuals to generate new ideas, design business strategies that are different from competitors, and find innovative solutions to various challenges that arise. Thus, creativity is not only a complement but also a foundation that determines a person's success in building and maintaining an interest in entrepreneurship.

This influence can also be explained by an individual's ability to utilize various sources of inspiration, whether from personal experience, social environment, or technological developments. Creativity not only enables someone to generate fresh, value-added, and competitive ideas but also encourages them to go beyond mere imitation. Armed with creativity, aspiring entrepreneurs are better prepared to face market dynamics, adapt to change, and create new business opportunities. This finding aligns with entrepreneurship theory, which positions creativity as a key pillar in building a competitive advantage. Within this framework, creativity is understood not merely as the ability to generate ideas but also as the skill of transforming ideas into products, services, or strategies with economic value ([Karami et al., 2024](#)). Therefore, developing creativity is a crucial factor in growing interest and determining entrepreneurial success.

This exposure is in line with [Terchila \(2025\)](#), who emphasized that entrepreneurs who actively seek inspiration through innovation, digitalization, and collaboration can find creative solutions to challenges, with strategic flexibility and adaptability key to transforming uncertainty into growth opportunities. The same is also explained [Fleck and Asmuth \(2021\)](#) that creativity plays an important role in entrepreneurship, where the ability to seek inspiration and produce innovative solutions helps entrepreneurs overcome various challenges in business development. This explanation is supported by previous research, namely [Wardani and Dewi \(2021\)](#), where the results show that creativity has a positive (0.345) and significant (0.031) influence on interest in entrepreneurship. According to [Imambachri and Arifin \(2020\)](#) said that creativity has a positive (0.845) and significant (0.000) influence on interest in entrepreneurship.

These findings emphasize that creativity is central to entrepreneurship development. Therefore, students need to be supported through practical programs and business incubators, universities need to emphasize innovation and collaboration in their curricula, and policymakers are urged to provide support in the form of funding, mentoring, and business networks to create an adaptive and sustainable entrepreneurial ecosystem.

4.3 The Influence of Entrepreneurship Education and Creativity on Interest in Entrepreneurship

Based on the analysis, it appears that entrepreneurship education and creativity together have a significant influence on entrepreneurial interest, as indicated by the calculated F value (36.258) > F-table (3.98). These results are also supported by the coefficient of determination test, which shows an influence of 0.512 or 51.2%, meaning that these two variables can explain more than half of the variation in entrepreneurial interest, while the remaining 48.8% is influenced by other factors outside this study.

These findings indicate that students do not rely solely on theory but also actively explore new business ideas and opportunities and draw inspiration from various sources to support their business development. This is in line with [Matejun \(2018\)](#), who said that the search for ideas and business opportunities is carried out actively through various exploratory approaches, such as observing the market, following business activities, and building connections, as a strategy to find innovative potential that supports business development. In addition, this research is supported by research that has been conducted previously, namely according to [Putra and Sakti \(2023\)](#) that entrepreneurship education (0.254) and creativity (0.326) have a positive and significant influence (0.000) on interest in entrepreneurship. Furthermore, [Djulianti Melinda et al. \(2023\)](#) revealed that entrepreneurship education (0.218) and creativity (0.268) had a positive and significant influence (0.002 and 0.000, respectively) on interest in entrepreneurship.

These findings emphasize that entrepreneurship and creativity education are key pillars in fostering entrepreneurial interest. Students need to be facilitated through practical programs and incubators, universities are required to provide innovation- and technology-based curricula, and policymakers need to provide access to funding, mentoring, and business networks to foster an adaptive and sustainable entrepreneurial ecosystem.

5. CONCLUSION

The research results show that entrepreneurship education has a positive influence on the entrepreneurial interest of female students in Malaka Regency, but this influence is not yet significant. This indicates the need for improvements in learning methods, teaching materials, and environmental support to be more relevant to real-world requirements.

In contrast, creativity has been shown to have a positive and significant influence on entrepreneurial interest. Students with high creativity levels tend to be more willing to take opportunities, solve problems innovatively, and show a greater interest in running a business.

Simultaneously, entrepreneurship education and creativity significantly influenced entrepreneurial interest, contributing 51.2%. This finding confirms that these two factors are crucial pillars in building a student entrepreneurial ecosystem, although other factors also play a role. Furthermore, the development of women's entrepreneurship in Malaka Regency relies not only on formal education but also on creative abilities and conducive sociocultural support.

Based on these results, universities should develop more applicable, contextual, and gender-friendly entrepreneurship curricula, complemented by business incubation programs, practical training, and mentoring. Students are expected to be more active in exploring creative ideas, building networks and improving their innovative skills. Local governments must provide support in the form of funding, market access, and policies that encourage social and environmentally friendly entrepreneurship. Future research could examine other factors, such as family support, financial literacy, digital technology utilization, and culture, using qualitative or mixed-method approaches.

Ethical approval

This research did not require ethical approval.

Informed consent statement

This research did not require informed consent.

Author's Contributions

FS contributed to the conceptualization, research design, data analysis, and overall supervision of the study. He also served as the corresponding author. EG contributed to the literature review, theoretical framework development, and data interpretation. GS contributed to the data collection, questionnaire preparation, and drafting of the results section.

Disclosure Statement

No potential conflict of interest was reported by the author(s).

Data availability statement

The data presented in this study are available on request from the corresponding author due to privacy reasons.

Funding

This research received no external funding.

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