

The Influence of Creative Self-Efficacy on Entrepreneurial Intention Through Creative Process Involvement and Attitude

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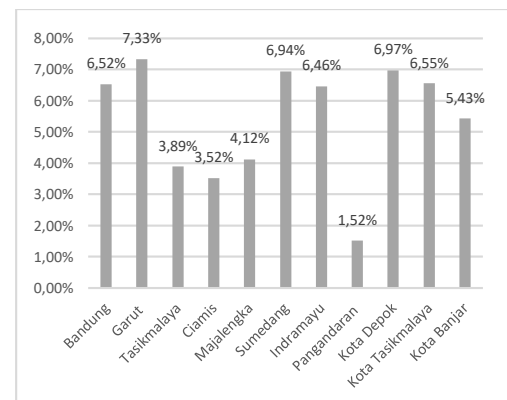
Abstrak– This study aims to analyze the effect of creative self-efficacy on entrepreneurial intention in students of SMKN 10 Garut, with creative process involvement and attitude as mediating variables. Creative self-efficacy is believed to encourage individuals to engage in creative activities and have a positive attitude towards entrepreneurship. This study uses a quantitative approach with a path analysis method using Partial Least Squares Structural Equation Modeling (PLS-SEM). The research sample was taken from SMKN 10 Garut students as many as 95 respondents. The findings of the test results show that creative self-efficacy affects entrepreneurial intention, self-efficacy affects creative process involvement, creative process involvement affects entrepreneurial intention, creative self-efficacy affects attitude, attitude affects entrepreneurial intention, creative self-efficacy affects entrepreneurial intention through creative process involvement, and creative self-efficacy affects entrepreneurial intention through attitude.

Kata Kunci- Creative Self-efficacy, Entrepreneurial Intention, Creative Process Engagement, Attitude

I. INTRODUCTION

Entrepreneurial intention is a part of oneself that shows the desire to take certain actions [1]. Through entrepreneurial intention, individuals who will become entrepreneurs can be predicted. This means that anyone who intends to start a business will be more equipped and skilled in managing a company than those who do not [2]. One indicator to determine the level of readiness of an individual to become an entrepreneur in the future is through entrepreneurial intention. In other words, entrepreneurial intention is the initial consideration before starting a business or any business [3].

In Indonesia, the phenomenon of low entrepreneurial intentions, especially among the younger generation who believe that looking for a job or working for another company is a better future profession than becoming an entrepreneur [4]. If the mentality of society does not change, Indonesia will face various challenges, including reduced job prospects and increasing unemployment rates.



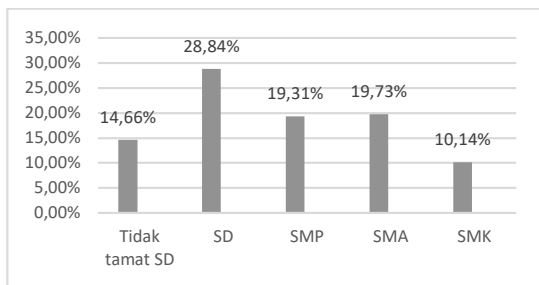
Source : [5]

Figure 1 Percentage of TPT Population by Regency/City in Java West

In 2023, there was an increase in the open unemployment rate in Garut Regency by 7.33%. This is different from neighboring areas such as Majalengka, Tasikmalaya, Ciamis, and Bandung Regencies, and so on. When compared to other areas, Garut Regency is in the top position [6]. Those who are not unemployed are expected to be able to meet their basic needs with the money they earn from entrepreneurship and from efforts to reduce poverty and poverty rates. People are not said to be poor if their basic needs are met. Poverty in Garut Regency is caused by several conditions, both natural and human-made. Although the Garut Regency Government has taken many initiatives to eradicate poverty, the



majority of the people of Garut Regency still live in poverty [7].



Source: [8]

Figure 2 Percentage of Entrepreneurs Based on Last Education

The fewest entrepreneurs come from a vocational high school educational background, which is 10.14% of the total entrepreneurs compared to other levels of education [9]. To overcome this problem, education must not only contribute effectively to short-term development but also provide considerations that careful about high moral and ethical standards, such as teaching students how to live an entrepreneurial life. However, education in Indonesia, both formal and informal, is still not focused on entrepreneurship. Nowadays, if students are able to work in companies with high salaries, society will view them as successful [10]. Therefore, increasing entrepreneurial intentions in society and the younger generation, especially students, through entrepreneurship programs is one way to combat unemployment in Indonesia and advance the nation's economy. Vocational schools are considered the best place for students to develop an entrepreneurial mindset and goals [11].

A career in business is attractive to young people as a promising future. Vocational high school graduates must have the intention to become entrepreneurs as the main means of producing graduates who have an entrepreneurial spirit. The intention to become entrepreneurs is influenced by a number of factors, both internal and external. Students' focus and interest in the business world can be influenced by friends, the environment, their own study habits, and themselves. Students' entrepreneurial attitudes and ideals will be fostered by influences that are ready to be accepted and carried out of their own accord [12].

The intention to become an entrepreneur does not appear suddenly or directly but arises from the results of experience, habit patterns, contributions during learning and the work process. Successful entrepreneurs are individuals who have talent and are

then formed from training or education and live in a business environment. Even though individuals who are talented but not formed from training and education, it is not easy to become entrepreneurs today [13].

Creative self-efficacy contributes significantly to entrepreneurial goals, attitudes, and behaviors in various ways. An individual's perception of his or her own skills, which is based on previous experience and emphasizes work and performance, is reflected in creative self-efficacy. Students' tendency to start their own business should increase with creative self-efficacy. The drive to start a business is also strengthened by creative self-efficacy which encourages imaginative and creative thinking in developing their talents [14].

Attitude is an assessment of something, based on likes or dislikes [15]. Attitude in entrepreneurship refers to an individual's capacity to consistently respond to entrepreneurial traits, such as future orientation, task and result orientation, leadership, self-confidence, and risk taking [16].

There are two aspects, namely attitudes and subjective norms that determine entrepreneurial intentions according to the Theory of Reasoned Action (TRA) [17]. An individual's attitude greatly influences his/her entrepreneurial intentions because an individual's initial activity begins with his/her assessment of something, whether positive or negative. [18].

The study entitled "Bringing creativity back to entrepreneurship education: Creative self-efficacy, creative process engagement, and entrepreneurial intentions" by [19]. shows results stating that creative self-efficacy is one of the effective factors influencing entrepreneurial intentions through creative process engagement and attitudes. The same variables were used in this study, but had different research objects. There are several research gaps that researchers have summarized to strengthen this study, the results of previous studies that show positive results include: (1) The results of research on the effect of creative self-efficacy on entrepreneurial intentions studied by [20], [21], and [22] shows that creative self-efficacy has a positive effect on entrepreneurial intentions. (2) Then [23] also stated that there is a positive and significant influence between creative self-efficacy and involvement in the creative process. (3) According to (Yusuf et al., 2020) and (Hermawan et al., 2021) stated that there is a positive and significant influence between creative self-efficacy and attitude. (4) According to [16] and [15] stated that there is a positive



and significant influence between attitude and entrepreneurial intention. Then there are the results of previous studies that show negative results including: (1) The results of research on the influence of creative self-efficacy on entrepreneurial intention studied by (Putry et al., 2020) shows that there is no influence between creative self-efficacy and entrepreneurial intentions. (2) Then according to [27] it also shows that there is no influence between creative self-efficacy and involvement in the creative process. (3) According to [28]. it states that there is no influence between creative self-efficacy and attitudes . (4) According to [29]. it also states that there is no influence between attitudes and entrepreneurial intentions.

II. LITERATURE REVIEW

2.1 Entrepreneurial Intentions

Entrepreneurial Intention is an individual's motivation to choose entrepreneurship by acting based on the desire to carry out a certain action or behavior [2]. Entrepreneurial intention is naturally the true nature of an individual that emerges gradually through several stages [1]. Entrepreneurial intention is characterized as an individual's tendency to become an entrepreneur by taking opportunities, developing new talents, and pursuing business prospects [30]. Entrepreneurial intention is a deliberate mental condition before taking action and focusing on entrepreneurial activities such as launching a new business and becoming an entrepreneur [31]. Entrepreneurial intention is one of the motivational factors to show how hard an individual wants to try, and how many ways an individual can realize his desires [32].

Based on the several definitions above, the intention to become an entrepreneur is the interest, will, tendency of the heart, and desire to create and carry out an activity, business, or business activity without any interference. from anyone and dare to bear the risk of the business. The intention to become an entrepreneur is also driven by self-motivation, those closest to you, the surrounding environment, and family.

In this study, the dimensions that will be selected to measure the entrepreneurial intention variable are: Desire, Plan, Act or individual action when finding a business opportunity, Attitude, Subjective Norm, Behavioral control.

2.2 Creative self-efficacy

Creative self-efficacy is an individual's attitude towards other individuals that can play an important role in identifying whether the individual initially decided to start his work with the aim of becoming an entrepreneur or not [33]. Creative self-efficacy is the view that an individual has about how simple or complicated a task is to do, considering past experiences and difficulties. In short, creative self-efficacy is the belief in oneself to succeed in any endeavor, even in starting a business [34]. Creative self-efficacy is the belief that an individual can gather the drive, mental abilities, and behaviors needed to adapt to certain circumstances [35]. Creative self-efficacy has been defined by Gist (1987) as 'an individual's belief in his/her ability to perform a task, It is an individual's belief in his/her ability to complete a task or solve a challenging problem [36]. Because self-efficacy has a positive influence, it impacts an individual's behavioral decisions and encourages positive commitment in his/her actions, and can determine the amount of work and time required to overcome obstacles [37].

From the definition above, researchers can conclude that individuals with high levels of creative self-efficacy are able to take action and produce results that they believe will help them achieve their goals effectively and successfully . In this study, the dimensions chosen to measure the creative self-efficacy variable are: (1) Magnitude (level of difficulty), (2) Generally (generality), (3) Strength (strength).

2.3 Involvement in the creative process

Engagement in the creative process is an important initial step towards creativity and precedes creative output. Problem identification, environmental scanning, data collection, solution development and evaluation, and solution execution are all creative tasks that individuals must perform while responding to challenges creatively [38]. According to the literature review, there is evidence that engagement in the creative process is an important antecedent of individual performance, which is related to how individuals engage in defining problems, figuring out, and finding solutions [39]. Conceptually, creative process engagement consists of different forms of behavior and cognition, each with different predictors and outcomes [40].

From the definition above, it can be concluded that the involvement of the creative process is the key to individuals towards creativity and innovation. The



involvement of the creative process in individuals is an important foundation for achieving creative abilities and producing innovative work in an entrepreneur.

In this study, the dimensions chosen to measure the creative process involvement variables are as follows: Preparation , Incubation , Illumination , Verification .

2.4 Attitude

According to Anwar (2009), Chaplin (1975) defines attitude as a consistent and relatively constant tendency or tendency to act or respond in a certain way [41]. Attitude is the practice of expressing likes or dislikes in response to an object, or obtaining stimuli from. Attitude can be considered as an evaluative response to certain individuals [42]. Attitude is a state of emotional or mental readiness to take appropriate action. It can also be understood as something that is studied by individuals, as well as how they respond to circumstances and choose what they want in life [43]. Attitude in entrepreneurship is a reaction, perspective, way of thinking about the challenges they face when managing a business, including pressure, advice, criticism, anxiety, trials, and difficulties. Entrepreneurial attitude is a personal characteristic including leadership, creativity, self-confidence, task and result orientation, risk-taking capacity, enjoying difficulties, and future orientation that shows an individual's readiness to always be responsive in entrepreneurship [44].

From the definition above, the researcher concludes that Attitude is an individual's internal subjective evaluation process that is difficult to see directly, but can be known if the attitude is manifested in behavior. As a result, attitudes are classified as positive or negative. Knowledge, beliefs, and emotions about a particular item can be used to understand attitudes. Attitudes have an impact on future career choices.

III. RESEARCH METHOD

This study uses a quantitative descriptive methodology that will be studied through the application of basic linear regression analysis. Participants in this study were Vocational High School (SMK) Students of Garut Regency who participated in this study. The selection of participants was based on data listed in BPS (Central Statistics Agency) stating that Garut Regency. The population of this study were those whose majority of students attended SMK N 10 GARUT. the number of samples or research respondents was 95.01 rounded up to 95 respondents.



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And for the analysis method used in this study is descriptive analysis using SEM-PLS.

IV. RESULT AND DISCUSSION

4.1 Data Analysis Techniques

In this study, the data analysis technique used is the Partial Least Square (PLS) approach to answer the problem formulation or test the formulated hypothesis. Partial Least Square (PLS) is part of the Structural Equation Modeling (SEM) approach which has shifted from being covariance-based to variance-based. Structural Equation Modeling (SEM) itself is a method used to cover the weaknesses in the regression method. The following is a research model in this study

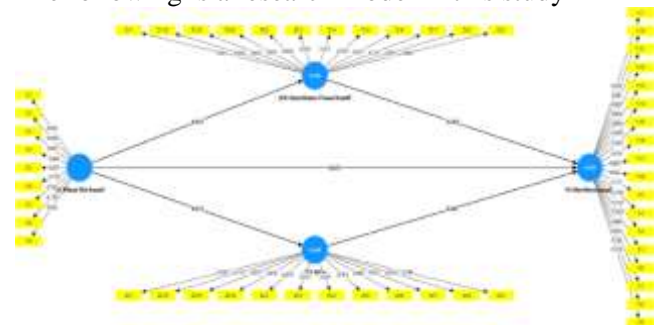


Figure 3 Structural Model
Source: [45]

Based on the results of the estimation of the actor loading value in the image above, the values generated by the item codes of all constructs including creative self-efficacy, entrepreneurial intentions, creative process involvement and attitudes have partly met the criteria, namely above 0.5 and a small part does not meet the criteria, namely less than 0.5. variables that do not meet the criteria include variable Y in dimensions Y2 and Y13. After conducting factor testing, the next stage is to see the Average Variance Extracted (AVE) value, a dimension is declared valid if it has an AVE value above 0.5, the following AVE values are in the table below:

Table 1
Average Variance Extracted (AVE)

Variables	Average Variance	
	Extracted (AVE)	Information
Creative Self Efficacy (X)	0.629	Valid
Entrepreneurial Intentions	0.526	Valid
Creative Process Involvement (Z1)	0.542	Valid

Attitude (Z2)	0.626	Valid
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Source: [45]

Based on table 1, it can be seen that the AVE value on the creative self-efficacy variable is 0.629, the AVE value on the entrepreneurial intention variable is 0.526, the AVE value on the creative process involvement variable is 0.626. Thus, because the AVE value of all constructs or variables above is >0.5 , it is declared valid.

4.2 Discriminant Validity

At this stage, there are two value criteria that will be evaluated, namely the Fornell Lacker Criterion value and the Cross value, which are as follows:

Table 2 Fornell Lacker Criterion

	Creative Self Efficacy (X)	Creative Process Involvement (Z1)	Entrepreneurial Intention (Y)	Attitude (Z2)
Creative Self Efficacy (X)	0.793			
Creative Process Involvement (Z1)	0.816	0.736		
Entrepreneurial Intention (Y)	0.825	0.723	0.726	
Attitude (Z2)	0.779	0.856	0.739	0.791

Source: [45]

Based on table 2, it can be concluded that the ave score value of the creative self-efficacy variable is 0.793. The entrepreneurial intention variable is 0.726. The creative process involvement variable is 0.736 and the attitude variable is 0.791. Based on the Fornell Lacker Criterion criteria, a dimension can be declared valid if the ave root value is greater than the latent anter correlation. This means that the dimensions of the four variables have met discriminant validity.

Table 3 Cross Loading

	Creative Self Efficacy (X)	Creative Process Engagement (Z1)	Entrepreneurial Intention (Y)	Attitude (Z2)
X1	0,804	0,622	0,769	0,564
X2	0,806	0,627	0,652	0,588
X3	0,845	0,678	0,763	0,634

	Creative Self Efficacy (X)	Creative Process Engagement (Z1)	Entrepreneurial Intention (Y)	Attitude (Z2)
X4	0,822	0,693	0,647	0,663
X5	0,704	0,674	0,571	0,662
X6	0,743	0,592	0,542	0,602
X7	0,839	0,603	0,606	0,618
X8	0,722	0,676	0,657	0,604
Y1	0,415	0,319	0,588	0,352
Y10	0,675	0,625	0,731	0,663
Y11	0,436	0,344	0,590	0,383
Y12	0,507	0,506	0,715	0,502
Y14	0,673	0,632	0,664	0,714
Y15	0,617	0,525	0,722	0,561
Y16	0,620	0,605	0,668	0,652
Y3	0,492	0,411	0,673	0,440
Y4	0,600	0,506	0,734	0,454
Y5	0,612	0,513	0,814	0,485
Y6	0,616	0,503	0,793	0,481
Y7	0,730	0,608	0,875	0,589
Y8	0,548	0,507	0,698	0,471
Y9	0,681	0,574	0,856	0,591
Z1.1	0,587	0,753	0,581	0,627
Z1.2	0,657	0,821	0,532	0,704
Z1.3	0,437	0,647	0,392	0,602
Z1.4	0,440	0,558	0,416	0,452
Z1.5	0,600	0,738	0,486	0,689
Z1.6	0,687	0,785	0,599	0,682
Z1.7	0,635	0,739	0,581	0,606
Z1.8	0,685	0,810	0,643	0,664
Z2.1	0,516	0,660	0,455	0,689
Z2.10	0,613	0,661	0,680	0,794
Z2.11	0,698	0,690	0,745	0,801
Z2.12	0,623	0,679	0,579	0,766
Z2.2	0,665	0,712	0,616	0,838
Z2.3	0,594	0,672	0,520	0,806
Z2.4	0,629	0,690	0,503	0,800
Z2.5	0,536	0,578	0,439	0,692
Z2.6	0,585	0,579	0,505	0,744
Z2.7	0,633	0,706	0,585	0,836
Z2.8	0,652	0,736	0,680	0,859



Creative Self Efficacy (X)	Creative Process Engagement (Z1)	Entrepreneurial Intention (Y)	Attitude (Z2)
0,613	0,753	0,613	0,846

Sumber : [45]

Based on table 3, it can be concluded that to measure a discriminant validity can be done through the cross loading value , with the criteria that the loading factor value must be greater than the cross loading value. In this table, the three variables have a loading factor value that is greater than the cross loading value , namely in the creative self-efficacy variable loading factor, which means that the four variables are declared valid.

4.3 Composite Reliability

To measure the reliability of a construct in SEM-PLS using the Smart PLS application, two methods are used, namely looking at the Combach Alpha and Composite Reliability values , the expected value is above 0.70. To see whether the construct is reliable or not, it can be seen in the following table:

Table 4 Reliability Test

	Cronbach's Alpha	Rho_A	Composite Reliability	AVE
Creative Self Efficacy	0.915	0.916	0.931	0.629
Creative Process Involvement	0.877	0.889	0.903	0.542
Entrepreneurial Intentions	0.929	0.935	0.939	0.526
Attitude	0.945	0.949	0.952	0.626

Source: [45]

Based on table 4 regarding the reliability test, the composite reliability value obtained for each creative self-efficacy variable is 0.931, the entrepreneurial intention variable is 0.939, the creative process involvement variable is 0.903, and the attitude variable is 0.952. Meanwhile, the cronbach's alpha value obtained for the creative self-efficacy variable is 0.915, the entrepreneurial intention variable is 0.929, the creative process involvement variable is 0.877, and the attitude variable is 0.945. This means that the output results of the composite reliability and cronbach alpha for each variable are all above 0.70. These results identify where each variable has reached the composite reliability value, which leads to the conclusion that all variables have very high reliability. This means that the

variable dimensions used in this study are quite accurate and feasible to be used for research and can be used in further analysis.

4.4 Structural Model Testing (Inner Model)

The inner model is a structural model that connects latent variables. The evaluation stage is carried out by looking at the criteria of the R-square value and the f-square value . R-square can be used to explain the influence of endogenous latent variables (Variable Y) whether they have a substantive influence or to measure the level of variation in changes in independent variables on dependent variables. R-square values of 0.75, 0.50, and 0.25 indicate that the model is strong, moderate, and weak, respectively. The values of R-square are as follows:

Table 5 R-Square Value

	R-Square	R-Square adjusted
Creative Process Involvement	0.666	0.662
Entrepreneurial Intentions	0.704	0.694
Attitude	0.606	0.602

Source: [45]

Based on the results of the R-square table 5 shows that the R-square value for the creative process involvement construct is 0.666, the entrepreneurial intention construct is 0.704 and the attitude construct is 0.606, which means that these values indicate that the creative self-efficacy variable can influence the creative process involvement, entrepreneurial intention and attitudes of students of SMKN 10 GARUT.

Hypothesis Testing and Significance

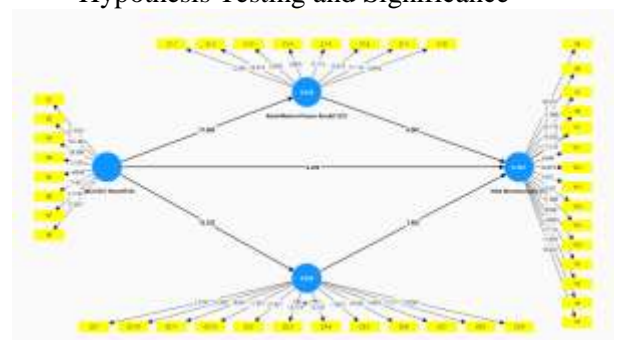


Figure 4 Bootstrapping Results
Source: [45]

Table 6 Path Coefficient

	Original sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic (O /STDEV)	P Values
Creative Self-Efficacy (X) -> Entrepreneurial Intention (Y)	0.825	0.827	0.040	20,632	0,000
Creative Self-Efficacy (X) -> Creative Process Engagement (Z1)	0.816	0.814	0.048	17,013	0,000
Creative Process Involvement (Z1) -> Entrepreneurial Intention (Y)	0.729	0.738	0.056	13,003	0,000
Creative Self-Efficacy (X) -> Attitude (Z2)	0.779	0.774	0.063	12,338	0,000
Attitude (Z2) -> Entrepreneurial Intention (Y)	0.753	0.760	0.051	14,824	0,000
Creative Self-Efficacy (X) -> Creative Process Involvement (Z1) -> Entrepreneurial Intention (Y)	0.594	0.601	0.075	7,940	0,000
Creative Self-Efficacy (X) -> Attitude (Z2) -> Entrepreneurial Intention (Y)	0.585	0.590	0.081	7,216	0,000

Source: [45]

Based on table 6, it can be seen that the magnitude of the parameter coefficient for creative self-efficacy on entrepreneurial intention is 0.825. The higher the value of creative self-efficacy, the value of

entrepreneurial intention in students will also increase. An increase in creative self-efficacy units will increase entrepreneurial intention by 82.5%, this value is influenced by the variables of creative process involvement and attitude, resulting in this value. The results of the calculation using bootstrap or resampling, where the results of the creative self-efficacy coefficient test on entrepreneurial intention are 0.827 with a standard deviation value of 0.040 and a t statistic value of 20.632 and a p value of 0.000 smaller than 0.05 so that Ho is rejected and Ha is accepted.

4.5 The Influence of Creative Self-Efficacy on Creative Process Involvement

Based on table 6, it can be seen that the magnitude of the parameter coefficient for creative self-efficacy on creative process involvement is 0.816. The higher the value of creative self-efficacy, the value of creative process involvement in students will also increase. An increase in creative self-efficacy units will increase creative process involvement by 81.6%, this value is influenced by the variables of attitude and entrepreneurial intention, where the results of the creative self-efficacy coefficient test on creative process involvement are 0.814 with a standard deviation value of 0.048 and a t statistic value of 17.013 greater than 1.96 and a p value of 0.000 less than 0.05 so that this shows that Ho is rejected and Ha is accepted, which means that creative self-efficacy has a direct influence on creative process involvement positively and significantly.

4.6 The Influence of Creative Process Involvement on Entrepreneurial Intentions

Based on table 6, it can be seen that the parameter coefficient for creative process involvement on entrepreneurial intention is 0.729. Creative process involvement and entrepreneurial intention increased by 72.9%. The test result of creative process involvement coefficient on entrepreneurial intention is 0.738 with standard deviation value of 0.056 and t statistic value of 13.003 and p value is 0.000 greater than 0.05 so that Ho is rejected and Ha is accepted, which means that creative process involvement has positive and significant effect on entrepreneurial intention.

4.7 The Influence of Creative Self-Efficacy on Attitude

Based on table 6, it can be seen that the magnitude of the parameter coefficient for creative



self-efficacy on attitude is 0.779. The higher the value of creative self-efficacy, the higher the attitude value in students. An increase in creative self-efficacy units will increase students' attitudes by 77.9%, this value is influenced by the variables of creative process involvement and entrepreneurial intentions, resulting in this value. The results of the calculation using bootstrap or resempling, where the results of the creative self-efficacy coefficient test on attitude are 0.774 with a standard deviation value of 0.063 and a t statistic value of 12.338 and a p value of 0.000 is smaller than 0.05 so that H_0 is rejected and H_a is accepted, which means that creative self-efficacy has a direct influence on attitudes positively and significantly.

4.8 The Influence of Attitude on Entrepreneurial Intentions

Based on table 6, it can be seen that the parameter coefficient for attitude towards entrepreneurial intention is 0.753. The involvement of the creative process and entrepreneurial intention increased by 76.0%. The result of the attitude coefficient test towards entrepreneurial intention is 0.760 with a standard deviation value of 0.051 and a t statistic value of 14.824 and a p value of 0.000 greater than 0.05 so that H_0 is rejected and H_a is accepted, which means that attitude has a positive and significant effect on entrepreneurial intention.

4.9 The Influence of Creative Self-Efficacy on Entrepreneurial Intentions Through Creative Process Involvement

Based on table 6, it can be seen that the magnitude of the parameter coefficient for creative self-efficacy on entrepreneurial intention through creative process involvement is 0.594. The higher the value of creative self-efficacy mediated by creative process involvement, the higher the value of entrepreneurial intention in students. An increase in creative self-efficacy units through creative process involvement will increase students' entrepreneurial intention by 59.4%, this value is influenced by the attitude variable, resulting in this value. The results of the calculation using bootstrap or resempling, where the results of the creative self-efficacy coefficient test on entrepreneurial intention mediated by creative process involvement are 0.601 with a standard deviation value of 0.075 and a t statistic value of 7.940 and a p value of 0.000 is smaller than 0.05 so that H_0 is rejected and H_a is accepted, which means that creative self-efficacy mediated by creative process

involvement has a direct influence on entrepreneurial intention positively and significantly.

4.10 The Influence of Creative Self-Efficacy on Entrepreneurial Intentions Through Attitudes

Based on table 6, it can be seen that the magnitude of the parameter coefficient for creative self-efficacy on entrepreneurial intention through creative process involvement is 0.585. The higher the value of creative self-efficacy mediated by attitude, the higher the value of entrepreneurial intention in students. An increase in creative self-efficacy units through attitude will increase students' entrepreneurial intention by 58.5%, this value is influenced by the creative process involvement variable, resulting in this value. The results of the calculation using bootstrap or resempling, where the results of the creative self-efficacy coefficient test on entrepreneurial intention mediated by attitude are 0.590 with a standard deviation value of 0.081 and a t statistic value of 7.216 and a p value of 0.000 is smaller than 0.05 so that H_0 is rejected and H_a is accepted, which means that creative self-efficacy mediated by attitude has a direct influence on entrepreneurial intention positively and significantly.

V. CONCLUSIONS AND SUGESTIONS

Based on the results of the study on students of SMKN 10 Garut, it was found that creative self-efficacy has a significant effect on entrepreneurial intentions both directly and through involvement in the creative process and attitudes as mediating variables. Students with high creative self-efficacy tend to be more involved in creative activities, have positive attitudes such as courage, perseverance, and flexibility, and show a strong intention to start a business.

Based on the conclusions and implications of the study, it is expected that these results can provide a positive contribution in increasing creative self-efficacy towards entrepreneurial intentions through the involvement of creative processes and attitudes. This study can be an academic reference for further studies on other objects and variables outside SMKN 10 Garut. For schools, it is recommended to strengthen students' creative self-efficacy through innovative learning, business training, and an entrepreneurial support environment.

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