

Utilization of Entrepreneurship Education and Students' Personality Factors in Entrepreneurial Interest That Have an Impact on Entrepreneurial Creativity in SMU, SMK and SLB

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Abstract

Introduction: This study wants to know how entrepreneurship education and personality factors among students in increasing interest in entrepreneurship which ultimately it has a positive effect on business creativity of SMU, SMK and SLB on South Sulawesi Province.

Objective: The purpose of this study was to find out how the effect of entrepreneurship education and personality factors on entrepreneurial creativity through entrepreneurial interest of high school, vocational and special education students in South Sulawesi Province.

Method: By using a quantitative approach conducted through a questionnaire using Data First sources, it means the information received schools where research Data collection methods in the form of questionnaires, observation and documentation, questionnaires distributed to sources and interviews with sources total 140,039 inhabitants people spread among lecturers, teachers, students and students with the number of samples taken through the slovin formula there is 200 of respondents. Technical analysis first tests the validity and reliability of the data then tests the classical assumptions with normality, autocorrelation and multicollinearity tests, direct and indirect regression testing simultaneously test (f) and partial test (t) then proceeds to use structural equation modeling Structural Equation Modeling (SEM) PLS program.

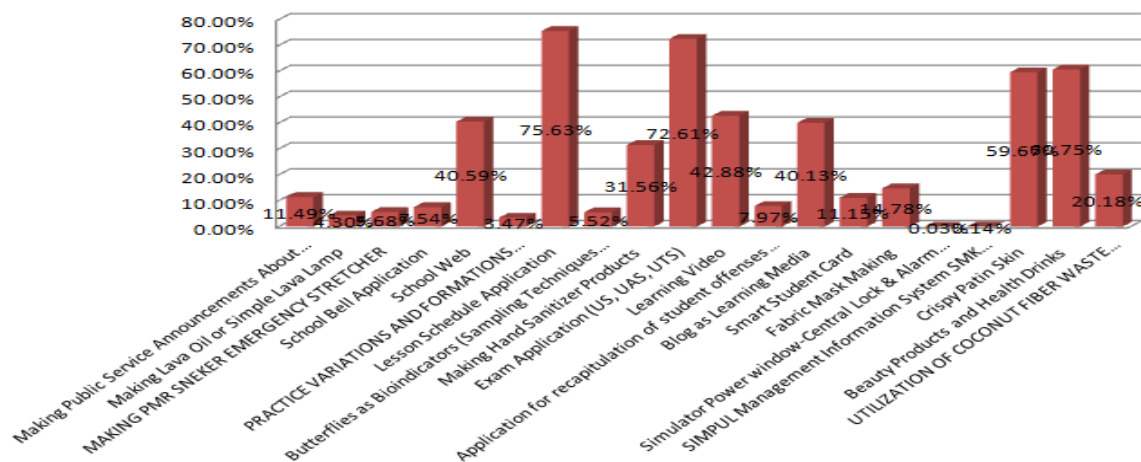
Result: The results proved it testing indirect (indirect effect) entrepreneurship education has a significant impact entrepreneurial interest. Personality factors has a significant impact entrepreneurial interest. These results can be interpreted as higher entrepreneurship education and personality factors of Students are more interested in starting a business. Testing direct (directly effective) entrepreneurship education it has a major impact entrepreneurial creativity of high schools, vocational schools and special schools in South Sulawesi Province. Personality factors has a significant impact entrepreneurial creativity of high schools, vocational and special schools in South Sulawesi Province. Entrepreneurial interest has a significant impact entrepreneurial creativity of gymnasiums, specialized and special schools South Sulawesi Province.

Conclusions: These results can be interpreted higher the business education, personality factors, and business interests the higher the entrepreneurial creativity of high schools, vocational and special schools in South Sulawesi Province. The implication is that if entrepreneurship education, personality factors and entrepreneurial interest are not achieved, then it is likely that the entrepreneurial creativity of secondary schools, vocational schools and specialized schools must be re-evaluated for the sake of its impact on the entrepreneurial creativity of secondary schools, vocational schools and specialized schools.

Keywords: Entrepreneurship Education, Personality Factors, Entrepreneurial Interest and Creativity

1. Introduction

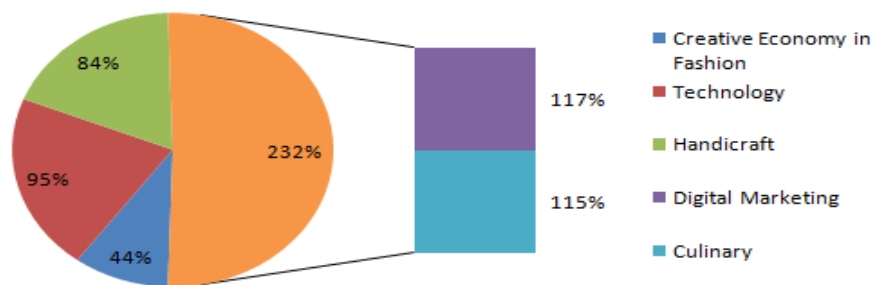
The rapid development of technology in today's era inevitably forces entrepreneurs to continue to innovate and be creative in order to support the continuity of their business operations. This will make entrepreneurs, especially students, think more deeply about creativity to have the skills possible later used to start a business opportunities so that these students have a selling point in society. According to experts, future jobs require creativity, especially with the presence of robotics, autonomous systems, artificial intelligence, digital platforms, and blockchain, which will change production planning and consumer culture along with creative work. This affects jobs in architecture, design, media, art and digital entertainment. It also impacts creative workers in other fields who outnumber those active in creative fields. These changes are creating new tentacles of power and inequality in the global creative world (Goldsmith and Bridgstock, 2015). According to this expert, human resources inevitably have to compete with existing technology, so innovation and creativity are needed from teachers and educators who must equip students with skills so that the modern era supported by technology does not sink. In addition to entrepreneurial creativity, students must also have an interest in entrepreneurship, because entrepreneurial students who have their own skills and knowledge are invited to learn. Students and scholars interested in context and entrepreneurship will benefit from this comprehensive and forward-looking book. This peer review states that teachers and educators should explore students' interests, what potential the students should be able to develop for opportunities that they will later bring to the business world (Luis d-Rico et al., 2020). Apart from entrepreneurial creativity and entrepreneurial interest among students, it is also necessary to be supported by entrepreneurship education where educators and teachers need to provide basic theories on how the creative and innovative industries that are developed later can run well through good inputs, processes and outputs so that the work produced by students survives in the midst of competition in today's creative and innovative industries. Experts on entrepreneurship education argue that the gap between research and practitioners in the theory and practice of entrepreneurship education, as well as its relationship with key stakeholders, where new and innovative conceptual frameworks are presented makes entrepreneurship education flourish through innovative training programs, business incubators mechanisms for turning ideas into businesses, prospects and challenges of disruptive innovation in the academic curriculum of management and social sciences which ultimately educate students in sustainable entrepreneurship by (Thomassen, et al, 2020). As well as other support from the personality factors of the students in developing creative and innovative industries in order to support interest and creativity as said by experts regarding personality factors that the lexical nature approach to the structure in the field of human applied psychology personality, where personality-forming factors are influenced by heredity, which has an important influence in shaping a person's personality, although it does not determine all of the person's personality. These hereditary factors include character, temperament, intelligence, posture, skin color, hairstyle, etc. Furthermore, physical environmental factors such as perseverance, ambition, honesty and tendency to deviate behavior are some of the personality traits that result from the influence of the environment in which a person lives. For example, people who live in coastal areas speak with a loud and slightly rough voice. This is due to the influence of the noisy sea atmosphere due to the influence of the waves. In addition, cultural factors also play a role in the ongoing disconnection process. Through this process of habituation, people develop into different personalities. Group experience factors Since birth, individuals live in social groups ranging from family, playmates, schoolmates to work environments. Each of these social groups have different cultures and moral metrics. These metrics are used to determine which personalities are good and which are not. For example, the moral metrics that apply in the family and those that apply in the peer environment are often contradictory. Also, the unique experience factor means that no two individuals have exactly the same experiences as each other, despite being raised in the same social group. For example, two siblings are raised in the same family by (Gustafon and Lazenby, 2019). The following is the development of creative and innovative industries from among students that can be used as a reference in exploring the potential expertise of high school, vocational and special education students.



Source : <https://dapodik.disdik.jabarpov.go.id/inovasis/index.php?r=site/jempol/page=jempol>

Figure 1. Development of Creative and Innovative Activities Among Students at SMU, SMK and SLB in 2019 - 2023

From figure 1 above, the develop creative and innovative projects fields produced by students in 2019-2023 is highlighted by the schedule application with a user score of 75.63%, the most students who use it, then the exam application (UAN, UAS and UTS) with a user score of 72.61%, then beauty products and health drinks with a user score of 60.75% the lowest is the simulator and alarm central locking electric window of 0.03 users. From Diagram 1 above, it can be concluded that the 20 creative and innovative industries produced by high school, vocational and special education students in South Sulawesi Province again need government support in their marketing to market them to the international market. so that the creative industries and innovations produced by these students can be recognized internationally to encourage economic growth in the province of South Sulawesi which has a direct impact on the Unitary State of the Republic of Indonesia. The following are trends in Indonesia's creative industry that have been successfully followed by students who will later enter the business world, including:



Source: <https://bloq.amartha.com/ini-5-contoh-ekonomi-kreatif-yang-ada-di-indonesia>

Figure 2: Successful Development of Creative Economic

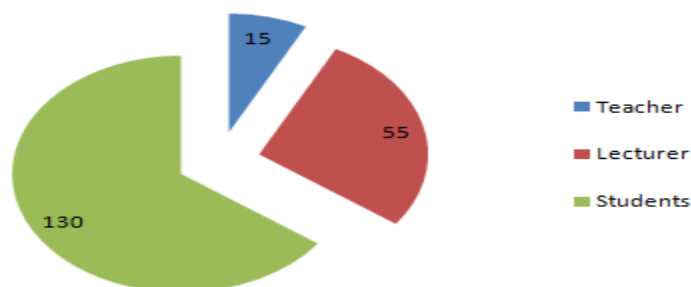
From figure 2 above, the successful Developing Indonesia's creative economy and foreign entrepreneurs in 2019-2023 includes digital marketing with a total of 117%, the highest, many entrepreneurs are successful in this business. next with a considerable advantage is the culinary business with a total of 115% successfully applied by

Indonesian entrepreneurs abroad, then the technology sector with a total of 95% successful and the third is very impactful on the Indonesian economy, how it impacts the Indonesian economy. existing technology has been used at home and abroad, in addition to the handicraft industry which contributes 84 percent of the Indonesian economy, where Indonesian handicraft products have been able to penetrate domestic and foreign markets, especially with the support of Ministry of Indonesia. Tourism and the creative Economy of the Republic of Indonesia which greatly helps Indonesian products, villages, sub-districts, and districts to develop their handicrafts so as to create commercial independence and a creative economy in the fashion industry, totaling 44%. Coming from a country where the Indonesian fashion industry has also developed significantly, especially Indonesian designers who are also successful abroad by displaying fashion products at national and international events, thus attracting many creative entrepreneurs who are starting to look at fashion. Area several studies have linked entrepreneurship education with entrepreneurial interest, so its results study show that entrepreneurship education in the family there is no partial effect entrepreneurial interest (Syam, et al, 2021). In addition, entrepreneurship education in entrepreneurial creativity. Results: This study shows that EE has a significant relationship with EM and EI, but no relationship with creativity. EM also appears to facilitate the relationship between EE and EI, but not creative. Practical significance: Result of this study help institutions, decision makers and governments to contain entrepreneurship in their programs (Paliwal et al, 2022). The personality factors that give rise to entrepreneurial interest with the findings of three main topics from previous research. First, previous studies used different definitions of "business". Future research should use a well-defined sample of entrepreneurs and more systematically test differences between entrepreneurial subtypes (Salmony and Dominik, 2022). Personality factors are associated with entrepreneurial creativity, which further emphasizes the importance of recognizing opportunities in realizing sustainable entrepreneurship (Yasir et al, 2020). In addition, entrepreneurial interest on entrepreneurial creativity, where the results showed that evaluating and improving existing ideas is the most important factor and should be given priority. Therefore, the results of this study provide valuable insights for the practice of educators and policymakers involved in developing more effective entrepreneurship education (Ahmad, 2022).

2. Method

Study Design

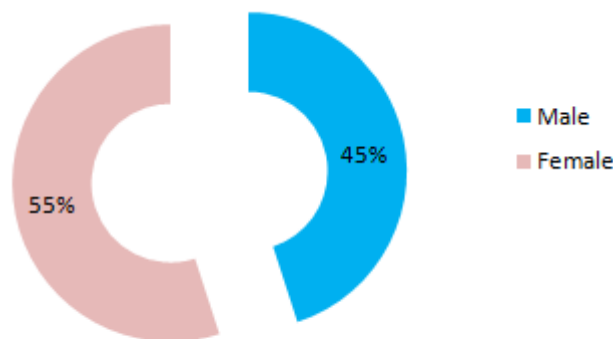
This study was conducted in secondary, vocational and special schools in South Sulawesi province from March to May 2023. The survey involved 140,039 people in secondary, vocational, and special schools in South Sulawesi Province. Taherdoost's theory, (2016) with research results of 200 respondents consisting of lecturers, teachers and students of high schools, vocational schools and special schools in the province of South Sulawesi. The sampling method is probability sampling, which uses the cluster random sampling technique, namely random samples based on regions or regions (Simkus, 2022). The following is a description of lecturers, teachers, and students of SMA, SMK, and SLB in South Sulawesi province.



Source : *Data processed by respondents of lecturers, teachers and students of SMU, SMK and SLB, 2023*

Figure 3: Sample of Researcher Respondents

According to Figure 3 above, based on population 140,039, a sample of 200 respondents was taken, consisting of lecturers as many as 15 respondents or 8%, teachers as many as 55 respondents or 27% students / students as many as 130 respondents or 65%. The a questionnaire was used to collect data in this study. Respondent responses were measured using a 5-point Likert scale by (Weksi Budianji, 2013). The data analysis technique uses SPSS software by first performing tests of validity, reliability, classical hypotheses, and determination. In addition to using partial least squares (PLS) structural equation modeling (SEM) software of (Ringle, et al, 2020).



Source : *Data processed by respondents of lecturers, teachers and students of SMU, SMK and SLB, 2023*

Figure 4: Sample of Gender

From Figure 4 above, most of the respondents were female as many as 109 or 55% of respondents and 91 or 45% of respondents were male.

Theoretical Framework

Entrepreneurship training to increase interest in entrepreneurship

Entrepreneurship is an educational concept that inspires students to be creative and innovative. This education model requires students to be productive. The purpose of this study was to determine the effect of family entrepreneurship education and information literacy on Business interests of SMK Negeri 1 Makassar students according to (Syam, et al, 2021). In addition, when studying Traditional entrepreneurship education methods in universities mainly use a theoretical approach, which is not very effective in encouraging entrepreneurs' career thinking (Maxwell Olokundu et al., 2018). Beyond research, entrepreneurship education is high on the political agenda because it stimulates cultural change and economic growth. The results show that collaboration between schools and businesses can enhance rather than modify existing local development pathways (Ida Lindh and Sara Thorgren, 2016).

H1 : Entrepreneurship education has a significant effect on entrepreneurship

Personality Factors on Entrepreneurial Interest

A community group is also different from the personality of other community groups. Personality differences occur due to the influence of several factors, namely the first factor, biological inheritance, the second factor, the natural environment and the third factor, the social environment by (Salmony and Kanbach, 2022). Furthermore, research on promoting entrepreneurial intentions among vocational students is important for preparing graduates for entrepreneurship. However, efforts to encourage entrepreneurial intentions remain a serious problem in vocational education by (Moh. Fawaid, et al, 2022). And this study aims to examine the determinants of entrepreneurial learning that depend on the entrepreneurial intention of university students in Lampung, Indonesia by (Arni and Siswandari, 2022).

H2 : Personality factors have a significant influence on entrepreneurial interest

Entrepreneurship Education on Entrepreneurial Creativity

Creativity in business is a person's ability to express ideas through creative thinking to create something that requires focus, attention, will, hard work and determination. The purpose of this study is to determine the relationship between entrepreneurship education (PK) and entrepreneurial intention (NI) as well as the dual mediation model between creativity and entrepreneurial motivation (EM) (Minakshin Paliwal et al, 2022). Additionally, this study intends to use social cognitive theory to examine entrepreneurial behavior intentions of entrepreneurship graduate program participants. Specifically, the authors examined whether students' creative potential was related to their entrepreneurial intentions (Hamidi et al, 2008). In addition, this study examines the need for an industry sector approach in trade training - information and communication technology (ICT) (Richardson and Hynes, 2008).

H3 : Entrepreneurship training has a significant effect on entrepreneurial creativity

Personality Factors on Entrepreneurial Creativity

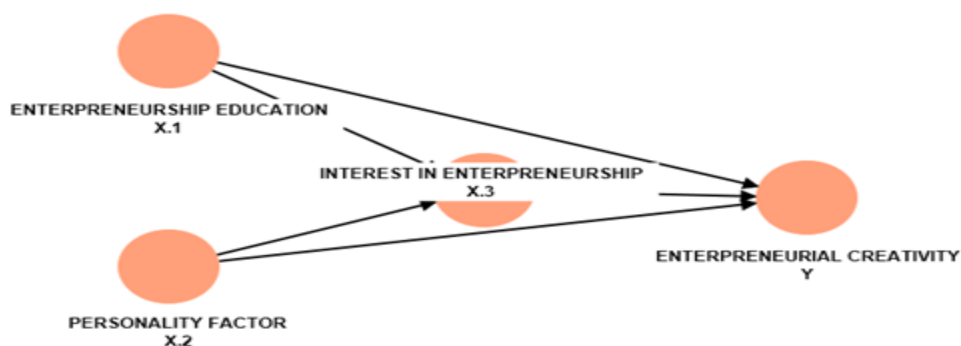
Personality factors are closely related to the creativity of an entrepreneur, as in research, where Entrepreneurship plays an important role in solving student employment problems and promoting sustainable economic and social development through new forms of sustainable business (Nosheena Yasir et al, 2020). The study then compared the personality, motivation and management journey of 104 Israeli social entrepreneurs and 85 commercial entrepreneurs. Social entrepreneurs are more extroverted and open to experience, have lower leadership personality traits, and are motivated by ideology rather than capital gains (Hilla Cohen et al., 2019). And research on entrepreneurial personality is an important part of research on small and medium enterprise management and entrepreneurship. This study adds new insights into the role of entrepreneurs' personality traits, family business background, and local business support context on business start-up intentions and behaviour (Bostjan Antonic, 2023).

H4: Personality factors have a significant effect on the creativity of an entrepreneur.

Entrepreneurial Interest in Entrepreneurial Creativity

Starting a business is seeing an opportunity, organizing and taking risks on a developing business, liking, desire and tendency towards a business or business, which greatly influences the creativity of an entrepreneur. Economic developments and market changes have led to the need to innovate business ideas to meet the ever-changing needs of customers. However, these changes should not be seen as an opportunity to generate business ideas (Asyikin Nurin Ahmad et al., 2022). Possesses the potential for creativity and innovation, which forms the basis for good entrepreneurial values (Muhammad Jufri, 2018). And the results show a high level of satisfaction and better learning outcomes with the above program and teaching design but the entrepreneurial spirit of students does not increase (Chang Cu Chen, et al., 2015).

H5: Entrepreneurship has a significant influence on entrepreneurial creativity



Source : Data processed Smart Partial Square (PLS) Program Ver,-4, 2023

Figure 5: Research Model Program PLS

3. Results

Test Validity and Reliability

Testing with SPSS software, the first validity test is to measure questionnaire-based and measurable instrument what should be measured (Surucu and Maslakci, 2020). Validity test results show that this study contains all questions/statements measuring the diversity of entrepreneurship education (X.1), personality factors (X.2), and interest in entrepreneurship. entrepreneurship (X .3) and entrepreneurial creativity (Y). They have a higher correlation coefficient size = 1.65 (table value $n = 200$). Thus It can be concluded that the set of questions/statements about the variable indicators of entrepreneurship education level (X.1), personality factors (X.2), and entrepreneurial interests (X.3) and entrepreneurial creativity (Y) is high. schools, vocational schools, and special schools in South Sulawesi Province are valid.

Next, another reliability test is the extent to which the test consistently measures the items being measured. Reliability is expressed numerically, usually in the form of a coefficient. A high coefficient means high reliability (Surucu and Maslakci, 2020). The reliability test results show that the Cronbach's alpha coefficient is 0.902 and the Cronbach's alpha coefficient is 0.902 value of 0.902 on the variable value of questions / sentences of entrepreneurship education materials, personality factors, entrepreneurial interest and entrepreneurial creativity in SMU, SMK and SLB throughout South Sulawesi. Province. . Alpha If products and distributors (omitted from 0.7 and more than the t value of 0.12 (t table value $n = 200$) so that it can be said that the variable question/question status on entrepreneurship education variable questions/statement points personality factors interest in entrepreneurship and entrepreneurial creativity as a measurement tool and data collector for high schools, vocational schools, and special schools in South Sulawesi province proved to be reliable.

Classical Assumptions

The third test of classical assumptions is conditions that must be met in an OLS linear regression model for the model to be a valid estimator by (Awopeju and Afolabi, 2016). Normality testing is a test performed to evaluate the distribution of data in a group of data or variables, to see whether the distribution of data is normally distributed or not by (Das and Imon, 2016). With results of checking data normality with Kolmogorov-Smirnov by comparing the value of the probability number or Asymp. Sig (2-tailed) has a significance level of 0.05 or 5% when making decisions. If the significance value is less than 0.05 or 5%, the data is abnormally distributed. Based on SPSS software to calculate entrepreneurship training variables, personality factors, entrepreneurial interest and entrepreneurial creativity of SMU, SMK and SLB in South Sulawesi Province is the value of the probability number or asymptote. Sig (2-tailed) has a significance level greater than 0.05 or 5%, data are declared to be normally distributed.

Autocorrelation testing is a statistical analysis conducted to determine whether there is a relationship between predictive model variables and changes over time? Thus, if there is an autocorrelation assumption in the predictive model, then the disturbance value is no longer an independent pair, but an independent pair, autocorrelated by (Yanguang Chen, 2016). The autocorrelation test yields a Durbin-Watson value of 1.223. Since the values are greater than or equal to -2 and less than or equal to 2, we can conclude that the following variables entrepreneurship education, personality The factors, entrepreneurial interest and entrepreneurial creativity of SMU, SMK and SLB in South Sulawesi province did not show autocorrelation in this study.

Multicollinearity testing is a test conducted to check whether in the regression model there is correlation or collinearity between independent variables by (Jamal Daoud, 2017). The result of calculating the tolerance value is that no independent variable has a tolerance value less than 0.10 with the tolerance value of each independent variable being equal 0.819 entrepreneurship education, personality factors of 0.735 and interest in entrepreneurship of 0.686. While Calculating the Variance Inflation Factor (VIF) shows the same thing, that is, there is no VIF value on the independent variables that have values. VIF is greater than 10 with the VIF value of each independent variable being equal entrepreneurship education of 1.221, personality factors of 1.361 and interest in entrepreneurship amounted to 1.457.

AVE Value and Square Root of AVE

The next evaluation is to compare the AVE root value with the correlation between constructs. The recommended result is that the root AVE value must be higher than the correlation between constructs (Rezaei, 2015). The model has better discriminant validity if the square root of the AVE for each construct is greater than the correlation between the two constructs in the model. A good AVE value is required to have a value greater than 0.50. In this study, the AVE value and the square root of AVE for each construct can be shown in Table 1:

Table 1. AVE Value and Square Root of AVE

Variable	AVE	Akar Kaudrat AVE
Enterpreneurship Education (EE)	0,675	0,670
Personality Factor (PF)	0,867	0,748
Interest in Enterpreneurship (IE)	0,776	0,610
Enterpreneurial Creativity (EC)	0,680	0,700

Source: *Primary Data Processed by PLS Ver.-4 Program, 2023*

In Table 1, the AVE values of all constructs are greater than 0.50, the lowest value of 0.675 for the entrepreneurship education variable (EE) and the highest value of 0.748 for personality factors (PF). This value qualifies according to the minimum limit set by the AVE value of 0.50. After the AVE square root of each construct is known, the next step is to compare the AVE square root with the correlation between constructs in the model. In this study, the results of construct correlation with the square root of AVE can be presented in Table 2 below:

Table 2. Correlation Value Between Constructs with AVE Square Root Value

VARIABLE	ENTERPRENEURIAL CREATIVITY_Y	ENTERPRENEURSHIP EDUCATION_X.1	INTEREST IN ENTERPRENEURSHIP_X.	PERSONALITY FACTOR_X.2
ENTERPRENEURIAL CREATIVITY_Y				
ENTERPRENEURSHIP EDUCATION_X.1	1.000		1.000	
INTEREST IN ENTERPRENEURSHIP_X.3	1.000			
PERSONALITY FACTOR_X.2	1.000		1.000	

Source: *Primary Data Processed by PLS Ver.-4 Program, 2023*

Table 1 shows that the square root value of AVE for each construct is larger than the correlation value, so the constructs in this research model can still be considered to have good discriminant value.

Variant Analysis (R2) or Determination Test

Analysis of variation (R2) or definition test is the determination of the degree of influence of an independent variable on a dependent variable. The value of the coefficient of determination can be presented in table 3:

Table 3. Variant Analysis of Determination Test

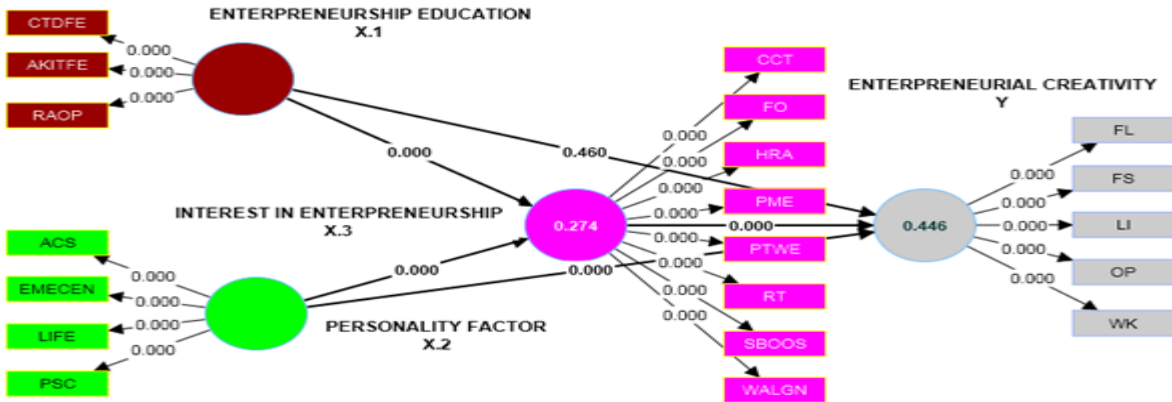
Variable	R Square
Interest in Entrepreneurship	0,726
Enterpreneurial Creativity	0,554

Source: *Primary Data Processed by PLS Ver.-4 Program, 2023*

Based on the R-squared value in Table 4.9, it shows that educational level and entrepreneurial personality factors are able to explain the variation in the concept of entrepreneurial interest at a rate of 72.6%, the remaining 27.6%. 4% is explained by structures other than those investigated in this study. learn. While the personality factor of entrepreneurship education and interest in entrepreneurship can explain the diversity of entrepreneurial creativity concepts at a rate of 55.4%, the remaining 44.6% is explained. by structures other than those investigated in this study.

Hypothesis Testing

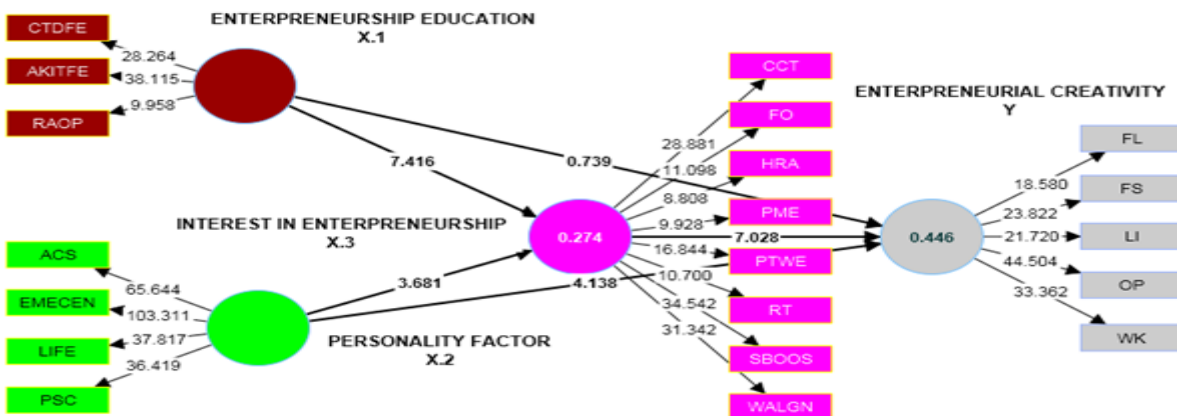
Hypothesis testing is performed based on the results of testing the internal model (structural model) including r-square output, parameter coefficients and t-statistics. To see whether a hypothesis can be accepted or rejected, pay attention to the significance value, t-statistic, and p-value of the construct. Hypothesis testing in this study was performed using Smart PLS (Partial Least Square) 4.0 software. These values can be seen from the bootstrap results. The rule of thumb used in this study is a t-statistic > 1.96 with a p-value at a significance level of 0.05 (5%) and a positive beta coefficient. The benefits of testing the hypothesis of this study can be shown in Figure 6 and the results of this research model can be depicted as in Figure 6:



Source : Data processed Smart Partial Square (PLS) Program Ver,-4, 2023

Figure 6: Model Path Diagram Program PLS

Based on Figure 6 above, the above result shows that N or the amount of search data is 200 then sig. The value (two tails) is 0.000, as the basis for the above decision, it can be concluded that there is a meaningful relationship between entrepreneurship education and entrepreneurial interest, entrepreneurial personality factors, and entrepreneurial training. entrepreneurship for entrepreneurial creativity, personality factors. for entrepreneurship and entrepreneurial interest in entrepreneurial creativity, all values show the significance of the relationship between variables and indicators with the factor loading value (0.000) and there is no need to modify or remove indicators (Ringle, et al, 2020). The following is an image of the path (t-value) model and the results of this search model can be depicted as shown in Figure 7:



Source : Data processed Smart Partial Square (PLS) Program Ver,-4, 2023

Figure 7: Path Diagram with Loading Factor Value (T-Value)

Based on Figure 7 above, the above output indicates that entrepreneurship education variable with indicators of Growing Entrepreneurial Desire, Adding Knowledge and Insight in the Field of Entrepreneurship and Growing Awareness of Business Opportunities to Interest in Entrepreneurship with a t-value of 7.416. Personality Factor variables with indicators Age and stage of life cycle, occupation and economic environment, lifestyle, personality and self-concept need attention in Entrepreneurship with a t-value of 3.681. Entrepreneurship Education with indicators of Growing Entrepreneurial Desire, Adding Knowledge and Insight in the Field of Entrepreneurship and Growing Awareness of Business Opportunities to Entrepreneurial Creativity with a t-value of 0.739. Personality Factor with indicators age and life cycle stage, work and economic environment, lifestyle, personality and self-concept Entrepreneurial Creativity with a t-value of 4.138. Interest in Entrepreneurship with indicators of Strong will to achieve life's goals and needs, strong belief in personal strength, honest and responsible attitude, physical and mental endurance, perseverance and endurance perseverance in work and effort, creative and constructive thinking, future-oriented and risk-taking towards Entrepreneurial Creativity with indicators of Curiosity, Optimism, Flexibility, Looking for solutions and Like to imagine a t-value of 7.028.

Table 4. Path Coefficient Results

Variable	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O /STDEV)	P values
ENTREPRENEURSHIP EDUCATION_X.1 -> ENTREPRENEURIAL CREATIVITY_Y	-0.052	-0.054	0.070	0.739	0.460
ENTREPRENEURSHIP EDUCATION_X.1 -> INTEREST IN ENTREPRENEURSHIP_X.3	0.444	0.451	0.060	7.416	0.000
INTEREST IN ENTREPRENEURSHIP_X.3 -> ENTREPRENEURIAL CREATIVITY_Y	0.593	0.601	0.084	7.028	0.000
PERSONALITY FACTOR_X.2 -> ENTREPRENEURIAL CREATIVITY_Y	0.222	0.220	0.054	4.138	0.000
PERSONALITY FACTOR_X.2 -> INTEREST IN ENTREPRENEURSHIP_X.3	0.221	0.222	0.060	3.681	0.000

Source: Data Output Smart Partial Least Square (PLS) Program Ver,-4, 2023

The First Hypothesis

Test whether entrepreneurship education positively influences interest in entrepreneurship. The test results show that the beta coefficient of entrepreneurship education on interest in entrepreneurship is 0.060 and the t-statistic is 7.416. From these results, it appears that the t-statistic is significant. because > 1.96 with p value < 0.000 for the first hypothesis is accepted. This proves that entrepreneurship education has a positive impact on interest in entrepreneurship.

The Second Hypothesis

Test whether personality factors have a positive effect on interest in starting a business or not. The test results show that the beta coefficient value of the personality factor for entrepreneurial interest is 0.060 and the t-statistic is 3.681. From these results, it appears that the t-statistic is significant. Because > 1.96 with p value < 0.000 , the second hypothesis is accepted. This proves that personality factors have a positive impact on interest in starting a business.

The Third Hypothesis

Tested whether entrepreneurship education has a significant effect on entrepreneurs' creativity. The test results show that the beta coefficient value of entrepreneurship education on entrepreneurial innovation is 0.070 and the t-statistic is 0.739. From these results, it appears that the t-statistic is not significant. Since < 1.96 with p value < 0.460 , the third hypothesis is rejected. This proves that entrepreneurship education has a significant impact on the creativity of entrepreneurs.

The Fourth Hypothesis

Test whether personality factors have a positive impact on the creativity of entrepreneurs. The test results show that the beta coefficient value of the personality factor on entrepreneurial creativity is 0.054 and the t-statistic is 4.138. From these results, it appears that the t-statistic is significant. Because > 1.96 with p value < 0.000 , the fourth hypothesis is accepted. This proves that personality factors have a positive influence on the creativity of entrepreneurs.

The Fifth Hypothesis

Tested whether interest in entrepreneurship positively influences entrepreneurial creativity. The test results show that the beta coefficient value of entrepreneurial interest on entrepreneurial creativity is 0.084 and the t-statistic is 7.028. From these results, it appears that the t-statistic is significant. Because > 1.96 with p value < 0.000 , the fifth hypothesis is accepted. This proves that interest in entrepreneurship has a positive influence on the creativity of entrepreneurs.

4. Discussion

Entrepreneurship Education on Entrepreneurial Interest

The results show that entrepreneurship training has an indirect positive effect interest in entrepreneurship SMU, SMK and SLB in South Sulawesi Province with the original sample value of 0.060 with a t-Statistic value $7.416 > 1.96$ with p value < 0.005 . This means that if entrepreneurship education is effective, it will affect the interest in entrepreneurship. Realizing the benefits of entrepreneurship cannot be separated from the way entrepreneurship training is delivered SMU, SMK and SLB in South Sulawesi Province. Where entrepreneurship education includes Growing Entrepreneurial Desire, Adding Knowledge and Insight in the Field of Entrepreneurship and Growing Awareness of Business Opportunities at SMU, SMK and SLB in South Sulawesi province as a form of realizing students' business interests. Reviewing research results shows that entrepreneurship education affects the entrepreneurial interest of high schools, vocational schools, and specialized schools in South Sulawesi Province, you must can arouse a passion for business in students with a strong desire to achieve life's goals and needs, a strong belief in personal strength, an honest and responsible attitude, and endurance. physical and mental endurance, perseverance and perseverance in work and challenges, creative and constructive thinking, future-oriented and risk-taking.

The results of checking the path diagram as well as the load factor value at initial and final stages of the entrepreneurship education variable consist of indicators of Growing Entrepreneurial Desire, Adding Knowledge and Insight in the field of entrepreneurship and raising business awareness Opportunities. Business interest variables include indicators of strong will to achieve life goals and needs, strong belief in personal strength, honest and responsible attitude, and financial endurance. The results of this study indicate that family entrepreneurship training has no partial impact entrepreneurial interest. While information literacy has a partial effect about business benefits. The simultaneous impact of family entrepreneurship and information literacy education had a positive and significant impact on the entrepreneurial interest of SMK Negeri 1 Makassar students (Syam, et al, 2021). Second, traditional entrepreneurship teaching methods in universities use more theoretical approaches but are less effective in promoting entrepreneurial career considerations. The results of the analysis show that the application of hands-on experiential activities considered best practices in entrepreneurship education in Nigerian universities can stimulate students' interest and inspire Let them participate in creative business activities even when they are students. Field datasets are widely available to support critical investigations (Olokundu, et al, 2018). Beyond research, entrepreneurship education is high on the policy agenda due to its contribution to cultural change and economic growth. This article contributes to the literature and understanding of the interaction between entrepreneurship education policy and local context, and offers some policy recommendations drawn from empirical research by (Ida Lindh and Thorgren Sara, 2016).

Personality Factors on Entrepreneurial Interest

The results show that indirect personality factors (indirect effects) have a significant positive impact on the interest in starting a business SMU, SMK and SLB in South Sulawesi province with an initial sample value of 0.060 with the value t-statistic is $0.739 < 1.96$ with p value < 0.005 . That is, when personality factors are operative, they influence interest in entrepreneurship. The realization of entrepreneurial interests is closely related to how students in high schools, vocational schools, and special education schools in South Sulawesi practice their character elements. Personality factors include age and life cycle stage, employment and economic circumstances, lifestyle and personality Concepts in high school students, vocational and special education students It was held in South Sulawesi province to satisfy students' entrepreneurial interests. Research shows that personality factors have a significant impact on entrepreneurial interest in high schools, vocational schools and special needs schools in South

Sulawesi, which shows that students are encouraged to become entrepreneurs with a strong desire to achieve their life goals. You should be able to convey the spirit. Interests and needs, strong belief in one's own abilities, honest and responsible attitude, physical and mental endurance, patience and persistence in work and trying things, creative and constructive thinking, future orientation in risk-taking.

The results of testing the path diagram as well as the initial and final values of the factor loadings of the personality factor variables include indicators of personality factors including age and life cycle stage, employment work and economic environment, lifestyle, personality and beliefs. The entrepreneurial interest variable consists of indicators of Strong Will to Achieve Life goals and needs, strong belief in personal strength, honest and responsible attitude, physical and mental endurance, perseverance and persistence in work and efforts, Creative and constructive thinking, progressive spirit and risk taking. This may be due, at least in part, to the use of heterogeneous samples of entrepreneurs. Third, some studies distinguishing between different types of entrepreneurs have shown differences among them. The systematic differences between entrepreneurial types and our integration of research offer a new perspective hitherto largely overlooked in academic research by (Salmony and Kanbach, 2022). The results show that technological competence, digital marketing and internship experience have a significant impact on the development of entrepreneurial intention. Furthermore, self-efficacy and entrepreneurial personality also significantly moderate the impact of technological competence, digital marketing, and internship experience on entrepreneurship intention. Teachers, as learning instructors, must create interest in entrepreneurship as a basic foundation to encourage the formation of skills and experiential aspects needed in the business world. This aspect also needs to be introduced and reinforced to form entrepreneurial personalities and improve self-efficacy to make students' inherent entrepreneurial intentions stronger by (Fawaid, et al, 2022). This study provides a complementary theoretical conceptual framework that enables teachers to teach entrepreneurship and Decision makers in higher education are more focused on developing entrepreneurship education curriculum by (Arni and Siswandari, 2022).

Entrepreneurship Education on Entrepreneurial Creativity

The results show that direct entrepreneurship education (direct impact) has an insignificant impact on the entrepreneurial creativity of secondary school, vocational and special education students in South Sulawesi province at a price The initial sample value is 0.070 with a t-statistic value of 7.416 > 1.96 with a p-value <0.460. This means that if entrepreneurship education is effective, it have an insignificant effect on entrepreneurial creativity. The insignificant effect of entrepreneurial creativity must be addressed with entrepreneurship education conducted by high school, vocational and special education students in South Sulawesi Province. Where entrepreneurship education needs to be addressed by Growing Entrepreneurial Desire, Adding Knowledge and Insight in the Field of Entrepreneurship and Growing Awareness of Business Opportunities at SMU, SMK and SLB in South Sulawesi province to attract students' attention to entrepreneurial creativity. If you look at the research results, it shows that entrepreneurship education has a role to play insignificant effect on entrepreneurial creativity, high schools, vocational and special schools in South Sulawesi Province must pay more attention to entrepreneurial creativity to students in the form of being curious, optimistic, flexible, looking for solutions and like to imagine.

Path diagram test results along with load factor values at the beginning and end of the entrepreneurship education variable consist of indicators of Growing Entrepreneurial Desire, Adding Knowledge and Insight in the Field of Entrepreneurship and Growing Awareness of Business Opportunities need to be done so that high school students, SMK and SLB in South Sulawesi Province in shaping entrepreneurship education so that students have a good mentality and imagination so as to achieve entrepreneurial creativity variables consisting of indicators of Curiosity, Optimism, Flexibility, Looking for solutions and Likes to imagine can be implemented properly so that in the end entrepreneurship education in high school students, SMK and SLB in South Sulawesi Province can has a significant impact on the creativity of businesses. The survey results help organizations, policymakers and governments incorporate entrepreneurial activities into their agenda. Originality/value: The main goal of EE is to develop skills and knowledge that can motivate them on the path towards EI and entrepreneurship. Although EE and EI have been widely researched, almost no research has addressed motivation, creativity, and practicality in programs by (Paliwal, et al., 2022). Subsequently, this study is to use Social cognitive theory to study the entrepreneurial intentions of participants in graduate entrepreneurship programs. Specifically, the authors examined whether students' creative potential is related to their intention to engage in entrepreneurship, showing that creativity exercises can be used to strengthen entrepreneurial intentions. students' careers in entrepreneurship education by

(Hamidi, et al, 2008). Results indicate that educators need to consider the possibilities of industrial entrepreneurship, thereby suggesting the need for an interdisciplinary approach to entrepreneurship. This is done by refining the existing entrepreneurship training process framework, using information and communication technology as a specific example. Although this framework can be adapted for use in other fields, this article presents an integration and highlights the synergies that exist in linking entrepreneurship with engineering principles by (Richardson and Hynes, 2008).

Personality Factors on Entrepreneurial Creativity

The results show that direct personality factors (direct effects) have a significant positive impact on entrepreneurial creativity in high schools, vocational schools and special schools in South Sulawesi province at a price The initial sample value is 0.054 with a t-statistic value of 4.138 > 1.96 with a p-value <0.005. This means that if personality factors are effective, they will affect the creativity of entrepreneurs. The realization of creativity in business is inseparable from the implementation of character factors of secondary school, vocational and special education students in South Sulawesi province. As personality factors include age and life cycle stage, work environment and economy, lifestyle, personality and self-concept of junior high school, vocational and specialized students in South Sulawesi province, as a form of performance entrepreneurial creativity to students. If you look at the research results which show that personality factors have a significant impact on the entrepreneurial creativity of high schools, vocational schools and special schools in South Sulawesi province, you must be able to bring entrepreneurial creativity to students with curious, optimistic, flexible, looking for solutions and like to imagine.

The results of testing path diagrams as well as initial and final factor loading values of personality factor variables including indicators of age and life cycle stage, occupation and economic environment, and lifestyle. lifestyle, personality and concepts. Entrepreneurial creativity variables consist of indicators of Curiosity, Optimism, Flexibility, Finding solutions and Like to imagine. The results show that alertness in entrepreneurship has a mediating effect between the entrepreneur's self-efficacy, proactive and creative personality and has an impact on opportunity recognition and sustainable entrepreneurial intentions. These results further highlight the importance of opportunity recognition in implementing sustainable entrepreneurship by (Yasir, et al, 2020). Furthermore, this study compared the personality, motivation, and leadership abilities of 104 Israeli social entrepreneurs and 85 business entrepreneurs. The Social entrepreneurs also benefit from stronger ideological and leadership training. Multiple regression analysis shows that a set of relatively strong and persistent internal psychological factors lead to the search for specific experiences related to leadership roles and directions for social change, includes social entrepreneurship and leadership experiences related to adolescence and early adulthood (Cohen, et al., 2019). Then research related to entrepreneurial personality is an important part of research on SME management and entrepreneurship. The results of this study reveal that certain personality and sociological factors may be important for entrepreneurship when starting a business. The most important are the big five personality factors of openness, extraversion, and agreeableness, and to a lesser extent, emotional stability (non-neuroticism) and conscientiousness by (Antoncic, 2023).

Entrepreneurial Interest on Entrepreneurial Creativity

The results show that direct interest in entrepreneurship (direct effect) has a significant positive impact on the entrepreneurial creativity of SMU, SMK and SLB in South Sulawesi province with an initial sample value of 0.084 with t-statistic value is 7.028 > 1.96 with p- value. <0.005. This means that if the business interests are effective, it will make an impact entrepreneurial creativity. The realization of entrepreneurial creativity is inseparable from the expression of entrepreneurial interest among students in high schools, vocational schools and special schools in South Sulawesi province. When entrepreneurial passion includes a strong desire to achieve life's goals and needs, a strong belief in personal strength, an honest and responsible attitude, physical and mental endurance, perseverance and persistence in work and effort, creative and constructive thinking, future orientation and risk-taking. among high school, vocational and special school students in South Sulawesi province as a form of developing entrepreneurial creativity for students. If you look at the research results showing that entrepreneurial interest has a significant influence on the entrepreneurial creativity of high school, vocational and special education students in South Sulawesi province, then you must have the ability to bring entrepreneurial creativity to students curious, optimistic, flexible, looking for solutions and like to imagine.

Test results Path diagrams accompanying the initial and final values of the factor loadings of the variable of entrepreneurial interest include indicators of a strong desire to achieve goals and life needs, beliefs Strong emphasis on personal strength, honest and responsible attitude, physical and mental endurance, perseverance and persistence in work and challenges, creative and constructive thinking, towards the future hybrid and risk-taking. The entrepreneurial creativity variable consists of indicators of Curiosity, Optimism, Flexibility, Looking for solutions and Like to imagine is well done. In line with research economic developments and market changes have led to the need to create business ideas to meet changing customer needs. However, these changes should not be seen as an opportunity to generate business ideas. Therefore, the purpose of this study is to identify and identify the most important factors in the entrepreneurial idea generation process. Research results show that evaluating and improving existing ideas is the most important and necessary factor prioritized. Therefore, the results of this study provide valuable insights for the practice of educators and policymakers involved in developing more effective entrepreneurship education by (Ahmad, et al., 2022). Further research the family environment, especially parents, plays an important role as the future direction of their children, in this case the students in school. The results of this research in addition to reinforcing the views of experts about the strong influence of environmental factors, especially the family environment as the "first school" that can form should students' entrepreneurial attitudes and behaviors, also guide a shared understanding that every student has the potential for creativity and innovation that underpins entrepreneurship that is valued by (Muhammad Jufri, et al, 2018). The results show high satisfaction and better learning outcomes with the design and teaching of the above program, but students' entrepreneurial intention is not good increased. This shows that, with the implementation of entrepreneurship courses, students understand more clearly that they are not suitable to pursue a startup career. Therefore, entrepreneurship education does not teach students to "pursue a startup career" but teaches them to apply what they have learned to their future jobs by (Chen Su-Chang, et al., 2015).

5. Conclusion

Based on the results of empirical tests and discussions, this study concludes that entrepreneurship education has a positive and significant indirect impact on the economy entrepreneurial interest of high school students, vocational education and special education in South Sulawesi province have been well implemented, promoting entrepreneurship among students is simple. Personality factors have a significant positive and indirect impact on the entrepreneurial preferences of high school, vocational school and university students special education students in South Sulawesi Province has also been implemented well, it's just that personality factors need to be emphasized again to the students so that the indicators inherent in it can run and lift the personality factors of the students. Entrepreneurship education has a negligible direct impact on the entrepreneurial creativity of high school students, vocational students and majors in South Sulawesi province, which needs special attention. Personality factors have a direct and positive impact on the entrepreneurial creativity of high school students and special and vocational education students in South Sulawesi province. Entrepreneurial interest has a direct positive and significant impact on entrepreneurial creativity high school, vocational and special education students in South Sulawesi Province.

6. Suggestion

The insignificant effect directly between entrepreneurship education through indicators of Growing Entrepreneurial Desire, Adding Knowledge and Insight in the Field of Entrepreneurship and Growing Awareness of Business Opportunities on entrepreneurial creativity through indicators of Curiosity, Optimism, Flexibility, Looking for solutions and Like imagination has been well implemented needs to get special attention, especially entrepreneurship education in fostering entrepreneurial desire, knowledge and insight into the field of entrepreneurship and awareness of business opportunities that will increase the entrepreneurial creativity of students of high schools, vocational schools and special schools in South Sulawesi Province.

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of entrepreneurship education, the personality factor of students who have an indirect impact on entrepreneurial interest and directly to entrepreneurial creativity that will give birth to reliable easy entrepreneurs and inspire many people.

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