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THE IMPACT OF SELF-CONFIDENCE AND CREATIVITY ON ENTREPRENEURIAL INTENTIONS: THE MEDIATING ROLE OF RISK-TAKING

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ABSTRACT

This study aims to examine the role of mediating the relationship between the influence of self-confidence, creativity, and risk-taking on entrepreneurial intentions. This study uses PLS-SEM path analysis and quantitative survey. The population consisted of 572 12th-grade vocational students from ten vocational schools in West Kalimantan, Indonesia, chosen via non-probability purposive sampling based on their internship experiences. Participating vocational students are chosen based on their internships in industry, tourism, and other enterprises. The data was obtained using a Likert scale questionnaire and the analysis looked at internal consistency, construct validity, effect size, coefficient of determination, predictive relevance, and path coefficient. *Entrepreneurial intentions (EI) are determined by the dominant factor, namely being able to make changes (CR9, λ = 95.40%), and entrepreneurial risks (EI2, λ = 7.30%) are the lowest factor. The ability of the structural model to explain EI is 50.70%, while the creativity variable explains 85.50% (Q^2 = 0.855) of the phenomena predicted in the field. Furthermore, the mediating role of risk-taking does not increase a significant positive effect on the effect of self-confidence on EI. This conclusion reveals the importance of developing entrepreneurial creativity and entrepreneurial intentions in shaping higher risk-taking behavior in vocational students. Implementing education and training programs that encourage creativity and entrepreneurial intentions can improve students' ability to deal with risks and take innovative steps in entrepreneurship.*
***Keywords**: Self-Confidence, Creativity, Risk-Taking, Entrepreneurial Intentions, Vocational Education.*

INTRODUCTION

The world of work is getting narrower day by day, while the number of people who need jobs continues to increase. This is what triggers the number of existing unemployed (Carvajal Muñoz, 2022; Ommen et al., 2023). Being unemployed is not the result of a choice not to work but rather the result of the increasing difficulty of getting a job (Kweitsu et al., 2022; Sunnerfjell, 2023). The government still has to make a lot of efforts to reduce the level of poverty in Indonesia (Gunawan & Puspitowati, 2019). One of the ways taken by the

government to reduce poverty is to support the existence of entrepreneurs. Entrepreneurs as Micro, Small, and Medium Enterprises (MSMEs) actors contribute 99% of the number of business actors in Indonesia and have a role of 99.6% in employment (Koeswahyono et al., 2022). With the help of MSMEs, the unemployment rate can be reduced and can affect people's income levels (Ridhwan et al., 2023). Depiction of the positive role of MSMEs in the community's economy.

The increase in the number of unemployed in Indonesia requires serious attention to increasing the number of entrepreneurs (Rusmawati et al., 2023; Yanuarta et al., 2023). One of the factors that can influence entrepreneurial intentions is self-confidence and creativity. However, the level of courage or risk-taking can also moderate the influence between self-confidence and creativity with entrepreneurial intentions (Al-Mamary & Alshallaqi, 2022; Gunawan & Puspitowati, 2019). Based on field observations, there are various issues, particularly for vocational high school students, such as a lack of entrepreneurship references due to limited social circles, especially if parents are not entrepreneurs. Furthermore, due to little resources and the majority of parents working as farmers or laborers, kids prefer to be workers with a stable salary rather than entrepreneurs who risk losing money. According to Setyowati's (2017) research, students' lack of interest in entrepreneurship can be attributed to various factors, including their parents' work and confidence levels. Therefore, this study aims to examine whether risk-taking is an intermediate variable in regional students at several vocational schools in Kalimantan, Indonesia. Economic development in border areas is one of the government's focuses in creating sustainable economic growth (Firman et al., 2023; Yuslaini et al., 2023). One of the efforts made to achieve this goal is to increase the number of entrepreneurs in the area. This study aims to evaluate the effect of self-confidence and creativity on entrepreneurial intentions with risk-taking as an intermediate variable in vocational school students in Indonesia. Several factors influence a person's intention to become an entrepreneur, including self-confidence and risk-taking (Martínez et al., 2017; Shahzad et al., 2021; Solesvik, 2017; Taneja et al., 2023).

Self-confidence is an individual's belief in his abilities and potential. In the context of entrepreneurship, self-confidence can influence a person's decision to take risks and start a business. The risks taken by an entrepreneur are closely related to the level of self-confidence they have. In a study conducted by Maczulskij & Viinikainen (2023) and Otache et al. (2021), it was found that self-confidence has a significant effect on risk-taking and entrepreneurial intensity. The results showed that the higher a person's self-confidence, the greater the tendency to take greater risks and the greater the intensity of entrepreneurship that is carried out. This is in line with previous research conducted by Luong & Lee (2023) and Taneja et al. (2023), which found that self-confidence influences a person's decision to take risks and start a business. They found that more confident individuals tend to be better able to evaluate risks and start businesses better. However, not all studies support the relationship between self-confidence and risk in entrepreneurship. A study conducted by Tiwari et al. (2017) found that there was no significant relationship between self-confidence and risk-taking among young

entrepreneurs in Malaysia. However, this research still requires further testing to confirm the results.

In the Indonesian context, research on the effect of self-confidence on risk-taking and entrepreneurial intensity is still relatively minimal. Therefore, further research is still needed to deepen the understanding of the relationship between self-confidence and risk in the context of entrepreneurship in Indonesia. Martínez et al. (2017) states that the level of courage or risk-taking affects one's entrepreneurial intentions. They found that individuals who have higher levels of courage tend to have higher entrepreneurial intentions. In addition, Shahzad et al. (2021) also found that productivity for improvisation, namely the ability to solve problems creatively and quickly, can moderate the influence between self-confidence and entrepreneurial intentions.

Another study conducted by Al-Mamary & Alshallaqi (2022), also shows that risk-taking is an important factor in influencing one's entrepreneurial intentions. They found that individuals who have a higher level of risk-taking tend to have higher entrepreneurial intentions. In addition, Bergner et al. (2021) also found that courage or risk-taking can affect the relationship between self-confidence and entrepreneurial intentions. They found that individuals who have a higher level of self-confidence and a higher level of courage tend to have higher entrepreneurial intentions.

In terms of creativity, Valdez-Juárez & García Pérez-de-Lema (2023) found that creativity positively influences entrepreneurial intentions. They found that individuals who have higher levels of creativity tend to have higher entrepreneurial intentions. From the results of the research described above, it can be concluded that risk-taking or the level of courage can moderate the influence between self-confidence and creativity with entrepreneurial intentions. Therefore, it is important for individuals who want to do business to increase their level of courage or risk-taking, in addition to increasing self-confidence and creativity (Abdelfattah et al., 2022; Biraglia & Kadile, 2017; Tantawy et al., 2021).Entrepreneurship is very important for the economic development of a country. Being an entrepreneur has many advantages, such as being independent and generating more income than being an employee. However, not everyone has the intention to become an entrepreneur.

Self-confidence is an individual's belief in the abilities and skills possessed to achieve the desired goals. Meanwhile, risk-taking is a person's ability to make decisions that can provide big results with big risks. Recent research shows that self-confidence affects entrepreneurial intentions through risk-taking variables. A study conducted by Baluku et al. (2021) found that self-confidence has a positive effect on risk-taking and entrepreneurial intentions. This shows that the higher a person's self-confidence, the more likely he will take risks and have the intention to become an entrepreneur. Another study conducted by Luong & Lee (2023) and Tiwari et al. (2017) also showed similar results. They found that self-confidence influences entrepreneurial intention directly and indirectly through risk-taking. In other words, the higher a person's self-confidence, the more likely he will take risks and the greater his entrepreneurial intentions. However, research conducted by Solesvik (2017) showed slightly different results. They found that self-confidence only has a direct influence on entrepreneurial intentions and not

through risk-taking variables. This may be caused by other factors that affect entrepreneurial intentions besides risk-taking.

In the Indonesian context, research conducted by Anjum et al. (2021) and Fanaja et al. (2023) shows that self-confidence and risk-taking have a positive effect on entrepreneurial intentions. They also found that self-confidence has a positive effect on risk-taking. This shows that the higher a person's self-confidence, the more likely he will take risks and the greater his entrepreneurial intentions. From the results of this study, it can be concluded that self-confidence has a positive influence on entrepreneurial intentions through the risk-taking variable. Therefore, the government and educational institutions need to provide training and education that can increase self-confidence and the ability to take risks in society to encourage greater entrepreneurial intentions and strengthen the country's economy. This study emphasizes the role of risk-taking as a mediator, which is still understudied, and aims to fill a research gap by connecting factors such as social environmental limitations and economic constraints. The findings of this study provide fresh empirical data on how self-confidence and creativity, combined with risk-taking, influence entrepreneurial goals and offer practical advice for helping vocational students become successful entrepreneurs.

RESEARCH METHOD

This study uses a quantitative approach to the type of research survey with path analysis techniques. In general, PLS-SEM aims to test whether there are relationships and predictive effects between constructs. The consequence of using PLS-SEM is that testing can be done by ignoring some assumptions (non-parametric) and parameter estimation is done directly without the requirement of fit criteria (Al-Fraihat et al., 2020; Hair et al., 2020). In this study, the PLS-SEM technique was used to test the structural model consisting of 4 variables, 17 aspects, 51 constructs/indicators, and 7 hypotheses. The independent variables in this study are self-confidence (X_1) and creativity (X_2), the dependent variable is risk-taking (Y) and the intervening variable is entrepreneurial intention (Z).

The population in this study were 12th grade vocational students with 572 participants from 10 vocational schools in West Kalimantan, Indonesia. The sampling method of this research is non-probability sampling using a purposive sampling technique (Bautista et al., 2023; Osman et al., 2023; Petchamé et al., 2023). Participating vocational students are selected based on having done internships in industrial, tourism, and other businesses.

The data used in this research is primary data using a questionnaire via Google Forms. The Likert scale was used in this study with 4 alternative answers 1 (disagree) to 4 (strongly agree) (Daryono, 2020; Nur et al., 2023; Supriyanto et al., 2023). The research dimensions are shown in Table 1.

Table 1. The Research Dimension

Variable	Aspects	Constructs	References
Self-confidence (X_1)	Believe in self-ability	SC1-SC4	Baluku et al., 2021; Luong & Lee, 2023; Otache et al., 2021; Solesvik, 2017; Taneja et al., 2023; Tiwari et al., 2017
	Act independently in making decisions	SC5-SC7	
	Have a positive self-concept	SC8-SC11	
	Courage to express opinions	SC12-SC14	
Creativity (X_2)	Imaginative	CR1-CR2	Abdelfattah et al., 2022; Anjum et al., 2021; Biraglia & Kadile, 2017; Tantawy et al., 2021; Valdez-Juárez & García Pérez-de-Lema, 2023
	Open to experience	CR3-CR4	
	Courage	CR5-CR7	
	Able to make changes	CR8-CR9	
	Novelty of ideas	CR10-CR11	
	Passionate and active	CR12-CR13	
Risk-taking (Z)	Measured risk-taking	RT1-RT2	Al-Mamary & Alshallaqi, 2022; Bergner et al., 2021; Giordano Martínez et al., 2017; Martínez-Cañas et al., 2023; Shahzad et al., 2021
	Concern for profit	RT3-RT5	
	Tolerance	RT6-RT7	
	Confident in decision making	RT8-R9	
	Flexibility and independence	RT10-RT11	
Entrepreneurial Intentions (Y)	Entrepreneurial risks	EI1-EI3	Abdelfattah et al., 2022; Anjum et al., 2021; Biraglia & Kadile, 2017; Le et al., 2023; Tantawy et al., 2021; Valdez-Juárez & García Pérez-de-Lema, 2023
	Independent desire	EI4-EI6	
	Motivation creates value	EI7-EI9	
	Environmental influence	EI10-EI11	
	Ability to take risks	EI12-EI13	

Source: Smart-PLS data processing (2023)

Interpretation of measurement data based on evaluation of measurements and structural models. Evaluation of measurement model (Al-Fraihat et al., 2020; Daryono et al., 2023; Dash & Paul, 2021; Hair et al., 2019, 2020; Hariyanto et al., 2022; Supriyanto et al., 2023): (1) Internal consistency reliability (>0.70): using the indicator of Cronbach's alpha (α), rho_A (φ), and Composite Reliability (δ). (2) construct validity: (a) convergent validity using

the indicator of Factor Loading (λ >0.70) and AVE (≥0.50); and (b) discriminant validity using the indicator of Fornell-Larcker (each construct is greater than the correlation with another construct). Evaluation of structural model (Apriliani et al., 2023, 2023; Danks et al., 2020; Hair et al., 2019, 2020; Khan, 2021; Law & Fong, 2020; Sarstedt et al., 2022): effect size (f^2); coefficient of determination (R^2); predictive relevance (Q^2); and path coefficients.

RESULTS AND DISCUSSION

Evaluation of the outer model aims to prove the construct validity and estimated reliability. The evaluation of the outer model is based on the cut-off point value of the PLS-SEM method. Figure 1 is the result of testing the outer model on the output of the PLS Algorithm in the SmartPLS software. Table 2 is the result of testing convergent validity, reliability, and AVE on the output of the PLS Algorithm.

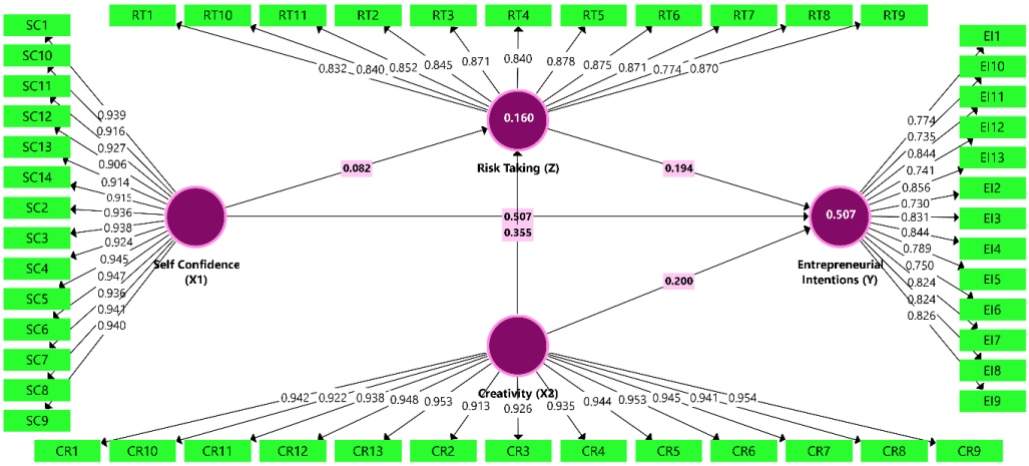

Figure 1. Measurement Model Testing (Outer Model)
Source: Smart-PLS data processing (2023)

Based on Table 2, the overall factor loading value for each indicator is >0.70 (0.730-EI2 to 0.954-CR9). This means that the level of relationship between indicators and variables can be explained by 73.00% to 95.40%. The AVE value for each dimension has a value of >0.50 (0.638-Entrepreneurial Intentions to 0.883- Creativity). So it can be concluded that each indicator and dimension on the instrument has supported the convergent validity requirements. Based on the value of the loading factor coefficient, the most dominant statement indicator representing the success of interest in entrepreneurship is CR9 with the statement "*I feel that I always find new ideas in entrepreneurship*" of 95.40% in the aspect of being able to make changes and the creativity variable. While the weakest indicator is EI2 with the statement "*I want to be an entrepreneur even though there are too many risks*" of 73.00% on the aspect of entrepreneurial risks and the variable entrepreneurial intentions.

Table 2. Convergent Validity and Reliability

Variable	Construct	Convergent Validity FL (λ>0.70)	Convergent Validity AVE (>0.50)	Variable	Construct	Convergent Validity FL (λ>0.70)	Convergent Validity AVE (>0.50)
Self-confidence (X_1)	SC1	0.939	0.866	Creativity (X_2)	CR1	0.942	0.883
	SC2	0.936			CR2	0.913	
	SC3	0.938			CR3	0.926	
	SC4	0.924			CR4	0.935	
	SC5	0.945			CR5	0.944	
	SC6	0.947			CR6	0.953	
	SC7	0.936			CR7	0.945	
	SC8	0.941			CR8	0.941	
	SC9	0.940			CR9	0.954	
	SC10	0.916			CR10	0.922	
	SC11	0.927			CR11	0.938	
	SC12	0.906			CR12	0.948	
	SC13	0.914			CR13	0.953	
	SC14	0.915		Entrepreneurial Intentions (Y)	EI1	0.774	0.638
Risk-taking (Z)	RT1	0.832	0.723		EI2	0.730	
	RT2	0.845			EI3	0.831	
	RT3	0.871			EI4	0.844	
	RT4	0.840			EI5	0.789	
	RT5	0.878			EI6	0.750	
	RT6	0.875			EI7	0.824	
	RT7	0.871			EI8	0.824	
	RT8	0.774			EI9	0.826	
	RT9	0.870			EI10	0.735	
	RT10	0.840			EI11	0.844	
	RT11	0.852			EI12	0.741	
					EI13	0.856	

Source: Smart-PLS data processing (2023)

Then in the evaluation of the outer model by testing the discriminant validity by looking at the Fornell-Larcker value and the Heterotrait-Monotrait ratio (HTMT) shown in Table 3. The Fornell-Larcker value is explained by looking at the correlation value of the latent variable itself with the correlation value of other latent variables. Based on Table 4 on the Fornell-Larcker test, the correlation value of the Creativity Creativity dimension has a value of 0.939 higher than the correlation value of control with other dimensions (0.510-DT; 0.392-EH; 0.492-EV), and so on for other dimension correlation assessments. HTMT test results ranged from 0.247 to 0.660 (<0.90). So that it can be explained that the Fornell-Larcker correlation and HTMT for all dimensions of the research data instrument have met the requirements of the Discriminant Validity test in measuring the success of leadership management in Islamic universities.

Table 3. Discriminant Validity: Fornell-Larcker & HTMT

Variable	(X_2)	(Y)	(Z)	(X_1)
Creativity (X_2)	**0.939***			
Entrepreneurial Intentions (Y)	0.510*	**0.798***		
	0.518**			

Variable	(X_2)	(Y)	(Z)	(X_1)
Risk-taking (Z)	0.392*	0.397*	**0.850***	
	0.399**	0.401**		
Self-confidence (X_1)	0.462*	0.647*	0.246*	**0.930***
	0.467**	0.660**	0.247**	

*Fornell-Larcker & **HTMT

Source: Smart-PLS data processing (2023)

In addition to the construct validity test, a consistency test of the estimated reliability was also carried out which was measured using 3 approaches, namely composite reliability, rho_A, and Cronbach's alpha with values above >0.70 (Setyadi et al., 2021; Waffak et al., 2022). The output of SmartPLS in Table 4 shows that all constructs have CA values (0.953-EI to 0.989-CR), rho_A (0.956-EI to 0.989-CR), and CR (0.958-EI to 0.990-CR). It was concluded that all research variables have good reliability in measuring the success of Entrepreneurial Intentions.

Table 4. Internal Consistency Reliability

Variable	Cronbach's Alpha (α>0.70)	rho_A (φ>0.70)	Composite Reliability (δ>0.70)
Self-confidence (X_1)	0.988	0.988	0.989
Creativity (X_2)	0.989	0.989	0.990
Risk-taking (Z)	0.962	0.966	0.966
Entrepreneurial Intentions (Y)	0.953	0.956	0.958

Source: Smart-PLS data processing (2023)

Testing of the Structural Model (Inner Model)

R-square describes the number of construct variants described by the model. F-square aims to assess the magnitude of the influence between dimensions. Q^2 predictive relevance is used to measure how well the observed value is produced by a structural model. Model fit is used to provide a predictive measure of the overall model and parameter estimates. Figure 2 is the result of testing the outer model on the SmartPLS Bootstrapping output.

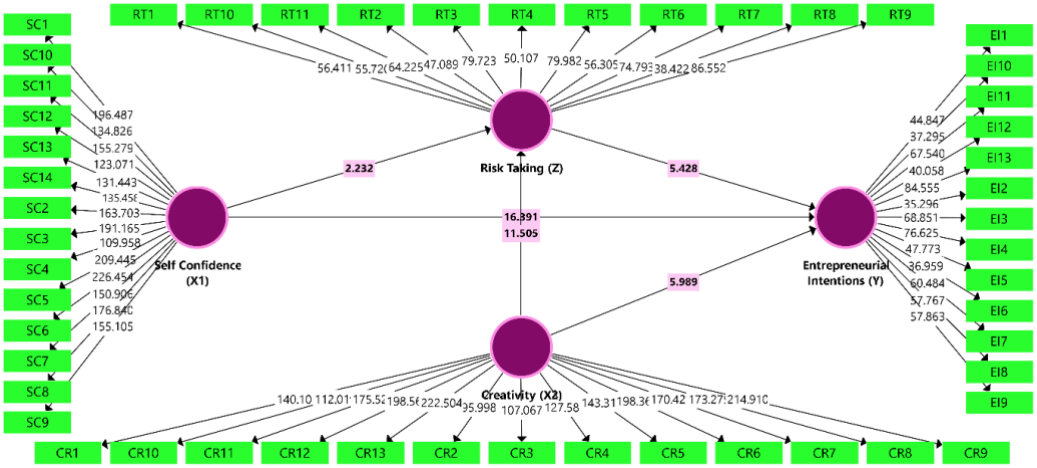

Figure 2. Structural Model Testing (Inner Model)

Source: Smart Pls data processing (2023)

Based on Figure 1 (Measurement Model Testing) and Table 5, the entrepreneurial intentions (Y) variable obtained an R^2 value of 0.507. That is, the three variables of measurement (risk-taking, self-confidence, creativity) have an influence on the entrepreneurial intention's variable of 50.70% and the remaining 49.30% is influenced by other dimensions outside the research model. The effect size (f^2) obtains a value of 0.006 to 0.407 and the average research dimension has an influence of 0.131 in the medium category measuring entrepreneurial intentions.

Table 5. Coefficient of Determination (R^2) and Effect Size (f^2)

Variable	R Square		*f* Square	
	Value	Decision	Entrepreneurial Intentions (Y)	Risk-taking (Z)
Entrepreneurial Intentions (Y)	0.507	Moderate	-	-
Risk-taking (Z)	0.160	Weak	0.064	-
Self-confidence (X_1)	-	-	0.407	0.006
Creativity (X_2)	-	-	0.057	0.118

R^2 (0.190 weak; 0.333 moderate; and 0.670 substantial); f^2 (0.02 small; 0,15 medium; and 0,35 large)

Source: Smart-PLS data processing (2023)

Based on Table 6, all Q^2 values exceed the cutoff point (>0.00). The results of the calculation of the predictive relevance Q^2 (redundancy) in Table 6 obtained the value of Q^2 = 0.113 (risk-taking) to 0.318 (entrepreneurial intentions) which can explain the research model of 11.30% to 31.80% of the phenomenon studied. The Q^2 (communality) value shows eight dimensions with a strong predictive power of 0.572 (entrepreneurial intentions) to 0.855 (creativity). The results of the aspects of the communality predictive (Q^2) test show that the model for measuring Entrepreneurial Intentions has a strong predictive power (Q^2 >0.35).

Table 6. Predictive Relevance (Q^2)

Variable	Construct Crossvalidated					
		Redundancy		Communality		
	SSO	SSE	Q^2 (1-SSE/SSO) >0,35	SSE	Q^2 (1-SSE/SSO) >0,35	Predictive
Creativity (X_2)	7436.000	7436.000	-	1075.496	0.855	Strong
Entrepreneurial Intentions (Y)	7436.000	5072.702	0.318	3180.714	0.572	Strong
Risk-taking (Z)	6292.000	5581.311	0.113	2133.067	0.661	Strong
Self-confidence (X_1)	8008.000	8008.000	-	1255.045	0.843	Strong

Source: Smart-PLS data processing (2023)

Path Analysis and Hypothesis Testing

The path analysis test in this study aims to analyze the influence of dimensions on leadership management at Islamic universities. Path analysis showed that the value of statistical significance ($T_{statistics}$) was compared to the value greater than the T_{table} (Figure 2) which showed the effect of the significance of the dimension with a value above 1.96 and ρ_{values} (< 0.05). The β-values (Figure 1) indicate the direction of positive or negative influence (Al-Fraihat et al., 2020; Barrett et al., 2021; Hair et al., 2020; Khan, 2021; Sarstedt et al., 2022; Supriyanto et al., 2023). The results of the significance values are shown in Table 7.

Table 7. Path Analysis and Hypothesis Testing

Hypothesis	Path Analysis	β_{values} (+/-)	SDV	$T_{statistics}$ (>1.96)	ρ_{values} (<0.05)	Decision
Direct Effects						
HD-1	Self-confidence (X_1) → Entrepreneurial Intentions (Y)	0.507	0.031	16.391	***	Accepted
HD-2	Creativity (X_2) → Entrepreneurial Intentions (Y)	0.200	0.033	5.989	***	Accepted
HD-3	Self-confidence (X_1) → Risk-taking (Z)	0.082	0.037	2.232	0.026**	Accepted
HD-4	Creativity (X_2) → Risk-taking (Z)	0.355	0.031	11.505	***	Accepted
HD-5	Risk-taking (Z) → Entrepreneurial Intentions (Y)	0.194	0.036	5.428	***	Accepted
Indirect Effects						
HID-1	Self-confidence (X_1) → Risk-taking (Z) → Entrepreneurial Intentions (Y)	0.016	0.008	1.909	0.057	Rejected
HID-2	Creativity (X_2) → Risk-taking (Z) → Entrepreneurial Intentions (Y)	0.069	0.014	4.819	***	Accepted

**p<0.05, ***p<0.001

Source: Smart-PLS data processing, 2023

Based on Table 7, the HD-1 hypothesis (self-confidence (X1) → entrepreneurial intentions (Y)) obtains β_{values} = 0.507 (positive decimal), $T_{statistics}$ = 16.391 (>1.96), and P_{values} = 0.000 (<0.05). This shows that the self-confidence (X1) variable has a significant and positive effect on Entrepreneurial Intentions (Y). Furthermore, the five direct hypotheses HD-1 to HD-5 are stated to have a positive and significant effect on entrepreneurial intention (Y) and risk-taking (Z). In terms of β_{values}, the highest value is obtained in HD-4 (creativity (X2) → risk-taking (Z)) of 0.355, so the creativity (X1) and risk-taking (Z) variables make the largest contribution to influencing and increasing the entrepreneurial intentions (Y). Furthermore, the influence of mediation (indirect effect) on the HID-1 hypothesis, the mediating role of risk-taking (Z) is stated to have no significant positive effect in increasing the effect

of self-confidence (X1) on entrepreneurial intentions (Y). This is obtained from the value of $T_{statistics}$ = 1.909 (<1.96), and P_{values} = 0.0057 (>0.05).

The results of the analysis show that the HD-1 hypothesis is accepted. This means that there is a significant effect of self-confidence (X_1) on risk-taking (Y). This is consistent with the results of research Solesvik (2017) and Tiwari et al. (2017) relating to self-efficacy theory which states that individual beliefs in their ability to face certain tasks affect their level of courage in taking risks. If students in vocational schools have high levels of self-confidence, they may be more inclined to believe in their ability to face challenges and risks in an entrepreneurial context. Self-development theory focuses on the process by which individuals develop and strengthen the beliefs, attitudes, and skills needed to reach their full potential (Otache et al., 2021; Taneja et al., 2023). If vocational students have experienced a positive self-development process and obtained strong self-confidence, they may have a greater willingness to take risks and run entrepreneurial ventures (Kholifah et al., 2022; Le et al., 2023)

The results of the analysis show that the HD-2 hypothesis is accepted. This means that there is a significant influence on entrepreneurial creativity (X_2) on risk-taking (Y). This is consistent with the results of research conducted by Biraglia & Kadile (2017) regarding the theory that innovation emphasizes the importance of creativity in entrepreneurship. Creativity is the ability to generate new ideas and creative solutions to problems at hand. If students have a high level of creativity, they may have greater courage in taking risks in an entrepreneurial context. Creativity can encourage students to create new opportunities, overcome obstacles, and seek innovative ways to face challenges in the world of entrepreneurship (Tantawy et al., 2021). Empowerment theory emphasizes the importance of empowering individuals to act and take risks in achieving their goals. If vocational students feel encouraged and empowered to develop their creativity in an entrepreneurial context, they may have sufficient motivation and confidence to take risks in running a business. Empowerment through creativity can encourage students to go beyond boundaries and take bold steps in achieving entrepreneurial success (Valdez-Juárez & García Pérez-de-Lema, 2023).

The results of the analysis show that the HD-3 hypothesis is accepted. This means that there is a significant effect of self-confidence (X_1) on entrepreneurial intention (Z). This is by the results of research conducted by Baluku et al. (2021) and Le et al. (2023) regarding the theory of goal setting which states that strong self-confidence and self-confidence can affect one's entrepreneurial intentions. If students have a high level of self-confidence, they may be more confident that they can achieve the entrepreneurial goals they have set. Strong self-confidence can motivate students to have higher intentions in running entrepreneurial businesses. Self-efficacy theory by (Luong & Lee, 2023) argues that individuals' beliefs in their ability to achieve goals affect their intentions and actions. If students have a high level of self-confidence related to their ability in entrepreneurship, they may have a higher intention to engage in entrepreneurial activities. They feel confident that they can overcome obstacles and achieve success in entrepreneurship (Le et al., 2023). In addition, parents are quite important in this process. Parents set the stage for their children's readiness by fostering motivation and responsibility, claims

Soemanto (in Thohir et al., 2016). Parents who are entrepreneurs may inspire their kids' interest in entrepreneurship even more. Thohir et al. (2016) also discover that students' levels of confidence and entrepreneurial inclinations are positively correlated.

The results of the analysis show that the HD-4 hypothesis is accepted. This means that there is a significant influence of Entrepreneurial creativity (X_2) on entrepreneurial intention (Z). This is to the results of research conducted Abdelfattah et al. (2022) regarding entrepreneurship theory which emphasizes the importance of creativity in entrepreneurship. Creativity is the ability to generate new ideas, and innovative solutions, and see unique business opportunities. If students have a high level of creativity, they may be more likely to have a high intention to engage in entrepreneurial activities. Creativity can motivate students to create new business opportunities, develop new ideas, and take risks in running a business. Resource and capability theory suggests that creativity can be a valuable resource in an entrepreneurial context. Creativity can enable students to develop unique ideas, create innovative products or services, and overcome obstacles encountered in entrepreneurship. With creativity, students can generate added value that affects their intention to engage in entrepreneurial activities (Anjum et al., 2021).

The results of the analysis show that the HD-5 hypothesis is accepted. This means that there is a significant influence of risk-taking (Y) on entrepreneurial intention (Z). This is consistent with the results of research conducted by Bergner et al. (2021) regarding decision-making theory which states that attitudes toward taking risks can affect one's entrepreneurial intentions. If students have a positive attitude towards taking risks and are willing to face the uncertainties and consequences that may occur in entrepreneurship, they may have a higher intention to engage in entrepreneurial activities. Change and innovation theory focuses on the importance of taking risks in producing the changes and innovations necessary for entrepreneurship. If students tend to take risks and dare to step outside their comfort zone to create something new, they may have a high intention to engage in entrepreneurial activities. Risk-taking can motivate students to try new ideas, overcome obstacles, and run entrepreneurial ventures (Al-Mamary & Alshallaqi, 2022).

The results of the analysis show that the HID-1 hypothesis is rejected. This means that there is no significant effect of self-confidence (X_1) through risk-taking (Y) on entrepreneurial intention (Z). This is inconsistent with the results of research conducted by Shahzad et al. (2021) regarding the theory of independence which emphasizes the importance of self-confidence in encouraging someone to take risks and have high entrepreneurial intentions. Strong self-confidence can motivate students to face challenges and overcome obstacles in entrepreneurship. Through bold risk-taking, students can create business opportunities and direct their intentions to engage in entrepreneurial activities. Self-development theory focuses on the process of individuals developing their full potential, including in the context of entrepreneurship. If students have high self-confidence, they may have the motivation and confidence to take risks in achieving their entrepreneurial goals. Positive self-development can encourage students to run businesses, overcome obstacles,

and achieve success in entrepreneurship (Martínez-Cañas et al., 2023). Some factors that may have an impact on the study's hypothesis rejection include differences in the sample's characteristics as well as social, cultural, and economic circumstances. Early findings point to a number of issues, including children's propensity to favor steady employment over entrepreneurial endeavors and a dearth of resources and role models in the business world. The outcomes of studies examining the effects of these characteristics on risk-taking, creativity, and self-confidence on entrepreneurial goals may vary.

The analysis results show that the HID-2 hypothesis is accepted, indicating a significant influence of entrepreneurial creativity (X2) on entrepreneurial intention (Z) through risk-taking (Y). This aligns with research by Anjum et al. (2021), which suggests that entrepreneurial creativity can impact entrepreneurial intentions by influencing risk-taking. Students with high entrepreneurial creativity are likely to generate new ideas and innovative solutions to overcome entrepreneurial challenges. These creative ideas can encourage students to take greater risks in achieving entrepreneurial goals, thereby increasing their intention to engage in entrepreneurial activities.

Similarly, a study by Martha et al. (2023) found that locus of control, risk-taking, and need for achievement sometimes affect students' entrepreneurial attitudes. However, self-efficacy and innovativeness are more effective predictors of entrepreneurial attitudes. Overall, these five factors—entrepreneurial creativity, risk-taking, self-efficacy, innovativeness, and need for achievement—can predict entrepreneurial attitudes. By fostering creativity, students can acquire the necessary resources and capabilities to manage risks and direct their intentions toward entrepreneurial activities, giving them a competitive edge in creating new business opportunities and developing innovative solutions (Abdelfattah et al., 2022; Valdez-Juárez & García Pérez-de-Lema, 2023).

CONCLUSION

This study explores the effect of self-confidence, entrepreneurial creativity, and entrepreneurial intention on risk-taking among vocational students in Indonesia. The results indicate that both creativity and self-confidence significantly influence risk-taking and entrepreneurial ambition. Risk-taking, in turn, has a substantial impact on entrepreneurial ambition. While creativity significantly affects entrepreneurial intention through risk-taking, self-confidence does not directly impact entrepreneurial intention. This suggests that creativity and entrepreneurial intention are crucial in influencing risk-taking behavior, whereas self-confidence does not directly affect entrepreneurial intention among vocational high school students. Therefore, higher levels of entrepreneurial creativity and intention increase the likelihood of taking risks in entrepreneurship. This conclusion highlights the importance of fostering entrepreneurial creativity and intention to enhance risk-taking behavior in vocational students, both in Indonesia and globally. Implementing educational programs that nurture creativity and entrepreneurial aspirations can improve students' ability to manage and assume risks in entrepreneurship. Vocational students with higher levels of creativity and intention are more

likely to pursue entrepreneurial ventures. Curricula that incorporate self-development programs emphasizing creativity and empowerment can help cultivate an entrepreneurial mindset, enabling students to overcome obstacles and achieve success in a supportive educational environment.

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