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Revitalizing Student Entrepreneurship Interest: Integrating Entrepreneurship Education, Campus Environment, and Creativity

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ABSTRACT
Indonesia is endowed with abundant natural resources, including those in Malaka Regency, East Nusa Tenggara. However, these resources have not been fully utilized to stimulate entrepreneurial growth, as reflected in the low entrepreneurial interest among students. This study examines the influence of the campus environment, entrepreneurship education, and creativity on students' entrepreneurial interest. A quantitative survey method was employed with a sample of 84 students from Malaka Regency, selected through non-probability incidental sampling. Data were collected using questionnaires and analyzed with multiple linear regression. The results indicate that, collectively, the campus environment, entrepreneurship education, and creativity significantly influence entrepreneurial interest, contributing 52%. Individually, creativity has a positive and significant effect, whereas the campus environment and entrepreneurship education do not show statistically significant effects. These findings underscore creativity as the most dominant factor in fostering entrepreneurial interest, while the campus environment and entrepreneurship education require further strengthening to become more effective.

INTRODUCTION

Indonesia is an archipelagic nation with abundant natural resource potential, spanning agriculture, livestock, fisheries, forestry, and mining. One region rich in this potential is East Nusa Tenggara Province, particularly Malaka Regency. The distribution of natural resource potential across industry sectors is shown in Table 1.Based on this table, it is evident that the economic structure of Malaka Regency is still dominated by the agriculture, forestry, and fisheries sectors. The contribution of the agriculture, forestry, and fisheries sector to the formation of Malaka Regency's Gross Regional Domestic Product (GRDP) at current prices (ADHB) in 2022 was 38.99%. This value is higher than the 2021 figure of 38.41%. This indicates that the agricultural sector still plays a priority role in strengthening the regional economic structure through strong and mutually supportive links between sectors and expanding employment opportunities to improve community welfare.

Considering its various potentials, the people of Malaka Regency need to optimally manage their natural resources through community involvement, the use of modern technology, and the support of creative and innovative human resources (HR). This is because the application of appropriate technology and the support of quality human resources will encourage the transformation and improvement of the industrial sector (food and furniture industries), and can facilitate the development of superior manufacturing companies (Liu et al., 2025). In this way, both the community and companies can produce high quality and highly competitive products.

Apart from that, according to Wang et al., (2022) Industry can develop and create valuable and quality products through mastery of scientific innovation and technological support. With valuable and quality products, of course, not only can they meet local needs, but they also have the potential to be exported to neighboring countries such as Timor Leste. This can encourage regional economic growth and improve community welfare (Wen et al., 2024). In addition, the creation of products through various industries can open up job opportunities, reduce unemployment, and encourage the involvement of young people to continue working in the region without having to migrate outside the region (Adeyanju et al., 2024). However, in reality, the abundance of natural resources has not been optimally utilized to encourage the development of various types of businesses. This is reflected in the still low number of people involved in entrepreneurial activities.

Table 1.Economic Structure of Malaka Regency

Category	Industry Sector	2021 (%)	2022 (%)
A	Agriculture, Forestry, and Fisheries	38.41	38.99
B	Mining and Quarrying	1.10	1.08
C	Manufacturing Industry	1.68	1.71
D	Electricity and Gas Supply	0.04	0.04
E	Water Supply	0.01	0.01
F	Construction	13.52	13.45
G	Wholesale & Retail Trade	4.78	5.09
H	Transportation and Storage	6.28	6.26
I	Accommodation and Food Service Activities	0.10	0.10
J	Information and Communication	6.01	6.05
K	Financial and Insurance Activities	1.42	1.46
L	Real Estate Activities	2.35	2.52
M, N	Business Activities	0.02	0.02
O	Public Administration & Social Security	14.94	14.03
P	Education Services	5.29	5.09
Q	Human Health and Social Work Activities	1.59	1.56
R, S, T, U	Other Services Ac	2.54	2.52

Sources: Statistics Indonesia

The low interest in entrepreneurship is also influenced by limited human resources, financial conditions, and the habit of selling agricultural products directly without processing them into value-added products. This issue is also supported by the opinion of Raza et al., (2024) Limited access to financial capital and human resources, small market size, and inadequate communication channels also contribute to significant obstacles in developing businesses. To strengthen the discussion above, the analysis is supported by the following data.

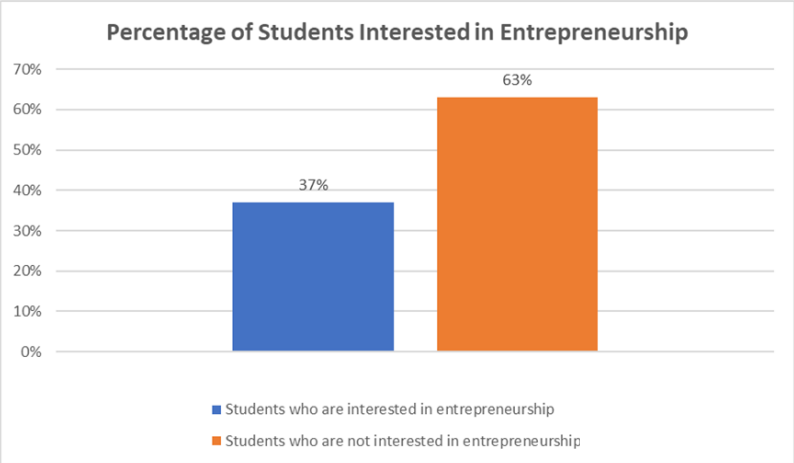

Figure 1. Percentage of Students Interested in Entrepreneurship

The graph shows that the percentage of students who are not interested in entrepreneurship is higher than those who are interested. Approximately 37% of students express an interest in entrepreneurship, while around 63% are not interested. These findings indicate that students' interest in entrepreneurship remains relatively low, highlighting the need for a specific study to strengthen entrepreneurial interest. One relevant theoretical framework to examine this phenomenon is the Theory of Planned Behaviour, proposed by Ajzen (1991). The theory can be seen in the following image:

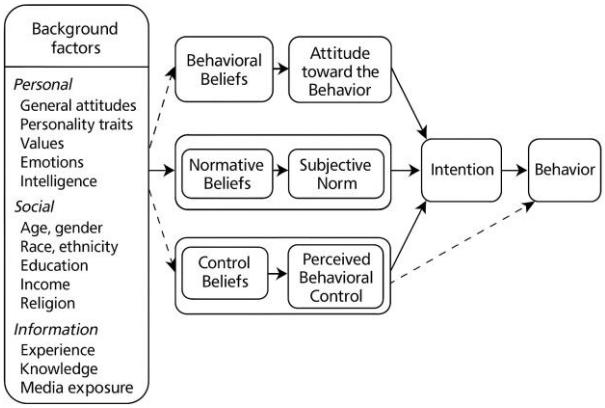

Figure 2. Theory of Planned Behavior
Sources : Ajzen, (1991)

The image above illustrates the Theory of Planned Behavior (TPB), which systematically explains the various factors that influence the formation of a person's behavior. The process begins with background factors, which consist of personal aspects (such as general attitudes, personality, values, emotions, and intelligence), social (such as age, gender, education, income, race, and religion), and information (such as experience, knowledge, and media exposure). While all factors do not directly influence behavior, these factors play a significant role in shaping three main types of beliefs that form the foundation of a person's intentions and behavior. Lastly, control beliefs (beliefs about inhibiting and supporting factors in carrying out an action) which will influence perceived behavioral control (the perception of the extent to which someone feels able to control or carry out the action).

These three main components together form intention, which ultimately becomes the primary predictor of behavior (actual behavior). However, in addition to intention, perceived behavioral control can also directly influence actual behavior, especially when perceived control reflects a person's actual abilities. In addition to the factors previously explained, there are various elements that influence entrepreneurial interest, both from an individual perspective. Other factors that influence entrepreneurial interest include various elements, both from an individual and environmental perspective. Abubakars & Garba, (2021) emphasizes that the entrepreneurial learning environment, encompassing both physical and mental factors, plays a significant role. Furthermore, attitudes, social norms, perceived behavioral control, perceived desirability, and perceived feasibility also have significant influences. Other influencing factors include push factors such as poverty, unemployment, job insecurity, financial constraints, family background, gender, and entrepreneurial education. Previous entrepreneurial experience, institutional support, the business climate, resource availability, and government involvement also contribute.

Martins et al., (2023) expands this view by adding other equally important factors, such as self-efficacy, family support, peer support, and entrepreneurial knowledge and skills. The ability to take risks and the level of entrepreneurial innovation are also strong drivers of a person's intention to start a new business. Meanwhile, Jiatong et al., (2021) They emphasize the importance of entrepreneurship education, entrepreneurial mindset, and creativity. They also highlight the role of entrepreneurial self-efficacy in mediating the relationship between these factors and entrepreneurial intentions.

Based on the theoretical study above, the appropriate solution to address low entrepreneurial interest is through the campus environment, entrepreneurship education, and creativity. The first factor that can increase entrepreneurial interest is the campus environment. This is because the campus environment plays a crucial role in shaping entrepreneurial interest through the development of an effective and integrated incubation system and the provision of collaborative spaces for students to develop business ideas and foster creativity in entrepreneurship. This is in line with the opinion of Hassan, (2024) Universities can strengthen their role by developing an effective and integrated incubation system to encourage the creation of an entrepreneurial society through the new mission of higher education. A similar sentiment was expressed by Jones et al., (2021) The incubator's community of practice creates a collaborative space for participants to develop business ideas and entrepreneurial identities through interactions with mentors, management, and other business people. A similar sentiment was expressed by Pham et al., (2023) Universities help students build businesses that are more prepared and competitive, and shape entrepreneurial mindsets, attitudes and creativity through education and experience.

Besides the campus environment, another factor that contributes to entrepreneurial interest is entrepreneurship education. This is because entrepreneurship education can train individuals to think creatively in running a business, create innovative products, and develop the attitudes and mentality necessary for the world of entrepreneurship. This is in line with research Tri Atmaja & Margunani, (2016) Entrepreneurship education through real practice trains students to think creatively, forms an entrepreneurial mindset, and encourages them to become entrepreneurs after graduation. Apart from that, according to Azizah & Pahlevi, (2021) Entrepreneurship education provides students with the opportunity to creatively create products, thereby fostering an interest in entrepreneurship after the learning process. A similar sentiment was expressed by Sukron Djazilan & Darmawan, (2022) Entrepreneurship education equips students with the attitudes, skills and abilities to manage small businesses independently as an effort to foster an entrepreneurial spirit and behavior.

In addition to the two factors previously explained, another factor that influences entrepreneurial interest is creativity. Through creativity, a person can view entrepreneurship as an attractive and promising option, have the courage to take risks, and build strong self-confidence in carrying out entrepreneurial activities. This is in line with research Abdelfattah et al., (2022) High creativity encourages individuals to see entrepreneurship as an attractive and promising choice, because it is able to form innovative and potential business ideas. Apart from that, according to Suryani et al., (2021) Creativity plays a role in fostering an entrepreneurial spirit through new ideas, the courage to take risks, and independence in creating business opportunities. Creativity acts as a catalyst for entrepreneurial intentions, as individuals with high levels of creativity tend to have a positive attitude and strong self-confidence in entrepreneurial activities, as well as the ability to develop unique and innovative businesses (Yue Li et al., 2023).

The novelty of this research lies in the context of the region being studied, namely an area with lower-middle class economic conditions, low levels of entrepreneurship, and limited literacy. To date, most entrepreneurship research has been conducted in urban areas with relatively good access to resources, so the results have not fully represented the reality in areas with these limitations. By highlighting this unique situation, this study provides a new contribution to understanding how campus environmental factors, entrepreneurship education, and creativity can influence students' entrepreneurial interest in challenging situations. The findings of this study are expected to provide a more inclusive empirical perspective and serve as a basis for formulating entrepreneurship education strategies that are more adaptive to the needs of regions with limited economic and literacy resources

Based on the explanation above, this research is consistent with previous studies. Rimadani & Murniawaty, (2019) found that entrepreneurship education and creativity have a positive and significant effect on entrepreneurial spirit. Similarly, Tarigan et al., (2022) reported that entrepreneurship education positively and significantly influences entrepreneurial interest. Furthermore, Mugiyatun & Khafid, (2020) confirmed a positive and significant relationship between entrepreneurship education and entrepreneurial interest. In addition,

Wardani & Dewi, (2021) also demonstrated that creativity has a positive and significant effect on entrepreneurial interest.

METHODS

The type of research used is quantitative research with a survey method. The population in this study includes all NTT students from Malaka Regency. The sampling technique used is non-probability sampling with an incidental approach, namely a technique in which samples are taken from respondents who are accidentally met and are considered to be in accordance with the research criteria (Sari et al., 2017). Based on this, a sample of 84 was obtained. The research instrument comprises several statements that have been tested for validity (r test > 0,215) and reliability (reliability value > 0.7) to measure the campus environment (9 items), entrepreneurship education (8 items), creativity (9 items), and interest in entrepreneurship (5 items). The details are as follows:

Table 2. Variables, Operational Definitions, and Measurement Indicators

No	Variables and Operational Definitions	Variable Indicator
1	Campus environment is the totality of environmental factors that influence student learning and life on campus, which includes three main aspects, namely material, cultural, and interpersonal (Ji, 2018)	Safety, Cleanliness and Comfort, Green Open Space and Recreation, Cultural Diversity and Inclusivity, Mental Health and Well-Being, Conducive Academic and Social Atmosphere (Museus et al., 2022).
2	Entrepreneurial intention is an essential element in the entrepreneurial process because it has a direct relationship with actual behavior (Neneh & Dzomonda, 2024)	Career Preference, Strong Intention, Seriousness of Plan, Business Commitment, Total Readiness, Maximum Effort, Career Goals (Astiana et al., 2022; Bhatta et al., 2024).
3	Creativity is a material, mental, and/or social process that produces new, useful ideas, approaches, and solutions (Heard et al., 2023)	Self-Confidence in Creativity, Exploration, Innovation, Problem Solving, Expression (da Silva & de Cássia Nakano, 2019)
4	Entrepreneurship education is an important inspiration for students' efforts to acquire entrepreneurial knowledge, which can enable them to establish new businesses (Chang et al., 2025)	Teaching methods, Entrepreneurship teachers, Entrepreneurship information, Social entrepreneurship, Concern for others, Environmental concern (Silveyra et al., 2021).

All statement data were then subjected to instrument testing and classical assumption testing. This allowed the research to proceed with multiple linear regression and hypothesis testing.

RESULTS AND DISCUSSION

Classical Assumption Test

Classical assumption testing was conducted to ensure the feasibility of the regression model. The normality test was conducted using the One-Sample Kolmogorov–Smirnov test. Based on the test results, the sample size (N) was 84, with an Asymp. Sig. (2-tailed) value of 0.089. Since the significance value is greater than the threshold of 0.05, it can be concluded that the residual data are normally distributed. Therefore, the assumption of normality is fulfilled, indicating that the data are appropriate for further parametric statistical analysis.

The linearity test results indicate that the relationships between Entrepreneurial Interest and both Campus Environment and Entrepreneurship Education can be considered linear because of the significance values for Linearity (Sig. = 0.212 and Sig. = 0.422, respectively) are greater than 0.05. In addition, the Deviation from Linearity values for both relationships (Sig. = 0.260 and Sig. = 0.904) are also greater than 0.05, which means there is no significant deviation from a linear relationship for either pair of variables. Thus, the linearity assumption is fulfilled for both Campus Environment and Entrepreneurship Education as predictors of Entrepreneurial Interest, so it is appropriate to proceed with further parametric analyses such as simple or multiple linear regression using these variables.

The heteroscedasticity test results show that the significance values for all variables are above 0.05, indicating the absence of heteroscedasticity symptoms. In addition, the multicollinearity test confirms that there is no multicollinearity among the independent variables, as all Tolerance values exceed the minimum requirement and all Variance Inflation Factor (VIF) values are within acceptable limits. Overall, these results confirm that the data meet all classical assumption requirements and are suitable for further regression analysis.

Regression Analysis and Hypothesis Testing Results

Table 3. Multiple Linear Regression Results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-5.356	4.470		-1.198	.234
	Campus Environment	.202	.107	.168	1.884	.063
	entrepreneurship education	-.001	.099	-.001	-.012	.991
	creativity	.550	.060	.709	9.139	<.001

Sources: Processed by SPSS Version 27

Based on the research data, the multiple linear regression analysis produced the following equation:

$$Y = -5.356 + 0.202X_1 - 0.001X_2 + 0.550X_3$$

The regression results indicate that the campus environment has a positive coefficient (β = 0.202), suggesting a direct relationship with entrepreneurial interest. However, this effect is not statistically significant (Sig. = 0.063 > 0.05). This finding implies that improvements in the campus environment alone are not sufficient to significantly increase students' entrepreneurial interest. Similarly, entrepreneurship education shows a negative regression coefficient (β = –0.001) and is not statistically significant (Sig. = 0.991 > 0.05). This result indicates that entrepreneurship education, as currently implemented, does not significantly influence students' entrepreneurial interest. In contrast, creativity demonstrates a positive and statistically significant influence on entrepreneurial interest (β = 0.550; Sig. = 0.001 < 0.05). This finding suggests that higher levels of creativity substantially enhance students' interest in entrepreneurship.

The t-test analysis confirms the partial effects of each independent variable on entrepreneurial interest. The results show that the campus environment and entrepreneurship education do not have a significant effect on entrepreneurial interest, as indicated by their significance values of 0.063 and 0.991, respectively. Conversely, creativity has a significant effect on entrepreneurial interest, with a significance value of 0.000, indicating that creativity is the most influential factor among the variables examined.

Table 4. Results of the Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721[a]	.520	.502	2.86265

Sources: Processed by SPSS Version 27

The coefficient of determination was analyzed to determine the extent to which the independent variables collectively explain variations in entrepreneurial interest. The coefficient of determination indicates the proportion of entrepreneurial interest that can be explained by the campus environment, entrepreneurship education, and creativity, while the remaining variance is influenced by other factors not included in this model.

The Influence of Campus Environment on Interest in Entrepreneurship

Based on the results of the regression analysis, it was found that the campus environment has a positive but insignificant effect on the entrepreneurial interest of students from Malaka Regency, as indicated by a coefficient value of 0.202 with a significance level of 0.063. This finding suggests that although the direction of

the relationship indicates a tendency for the campus environment to support entrepreneurial interest, the strength of this influence is not statistically sufficient to be considered a key determining factor. In terms of what was found, the results indicate that the campus environment has not yet functioned as an effective entrepreneurial ecosystem. The descriptive analysis shows that the campus possesses several supporting elements, such as a well-implemented access control system and encouragement of student organizational activities. However, these aspects are largely administrative and structural in nature and do not directly foster the development of entrepreneurial attitudes, mindsets, and competencies among students.

Regarding why this occurs, the findings can be explained through the entrepreneurial ecosystem theory and the theory of planned behavior. According to entrepreneurial ecosystem theory, entrepreneurial interest and behavior are influenced not only by the physical environment but also by integrated social, academic, and psychological support. Meanwhile, the theory of planned behavior emphasizes that entrepreneurial intention is shaped by attitudes, subjective norms, and perceived behavioral control. The absence of accessible professional counseling services, limited academic facilities such as an adequate library and discussion spaces, and the lack of interactive and innovative learning systems may reduce students' self-confidence and perceived ability to start a business. Consequently, a campus environment that is not yet conducive academically and psychologically weakens the potential impact of existing support on entrepreneurial intention. In terms of implications, these findings suggest that increasing students' entrepreneurial interest cannot rely solely on the formal existence of a campus environment. Higher education institutions need to develop a more holistic and entrepreneurship-oriented campus ecosystem by providing counseling and mentoring services, improving academic facilities, and implementing learning methods that encourage creativity, innovation, and risk-taking. Without such improvements, the campus environment will continue to have a limited influence on students' entrepreneurial interest, particularly for students from regions with limited access and support, such as Malaka Regency.

Jiang et al., (2022) A conducive environment supported by an entrepreneurial culture, financial support, availability of resources, and clear policies is a strategic foundation for student self-development as well as a major driver of growing interest in entrepreneurship. But on the other hand Engidaw, (2021) explains that the lack of competence in transforming ideas into business practices is often rooted in social and cultural traditions that do not support entrepreneurial innovation, thus impacting students' low motivation and ability to start a business. This research is in line with research Hapsari, (2018) The campus environment has a positive (1.055) but not significant (0.086) effect on entrepreneurial interest. This effect occurs because, although students take entrepreneurship courses and are in an entrepreneurial-based campus environment, this environment only provides opportunities to observe and learn about entrepreneurial practices without encouraging active involvement. As a result, the existence of this environment does not necessarily increase students' interest in entrepreneurship.

Based on the above results, several changes need to be made as a form and response to existing conditions. The university needs to practically create a more comprehensive entrepreneurial ecosystem, for example by providing professional counseling services to support student mental health, equipping library facilities and inspiring discussion spaces, and implementing an interactive learning system based on real business projects. These steps will provide stronger social, academic, and emotional support, thereby strengthening students' motivation, courage, and commitment to pursue entrepreneurial paths.

The Influence of Entrepreneurship Education on Interest in Entrepreneurship

Based on the analysis, entrepreneurship education has a negative effect on entrepreneurial interest, with a coefficient of -0.001. However, this effect is not statistically significant (p 0.991), meaning the two effects are not strong enough to be considered meaningful. This coefficient, which is close to zero, also indicates that increasing entrepreneurship education does not have a significant practical impact on students' interest in entrepreneurship.

These findings can be explained by several factors. Based on descriptive analysis, students still face limited access to up-to-date entrepreneurship information, as well as a lack of real-world case studies relevant to local conditions. As a result, the theory learned in class is difficult to relate to the realities of the industry around them. Positive factors such as the implementation of active learning methods and lecturers' innovative classroom management skills are present, but their contribution is still limited and cannot offset the main weaknesses. Furthermore, the developing geographic and economic context of Malacca further exacerbates these obstacles. Students are rarely exposed to modern business practices, while sources of entrepreneurship information are also relatively limited. The combination of limited access, limited real-world practice, and only partial positive exposure explains why the impact of entrepreneurship education in this context remains negative and insignificant

These results are in line with research Sun et al., (2023) which states that entrepreneurship education loses its effectiveness if it is only trapped in theory without integrating the latest information, real experience, and social trends. Uddin et al., (2025) also emphasized that entrepreneurship education has the potential to fail if hands-on practices such as business projects, internships, or incubations are not implemented consistently, and if support from the industry ecosystem remains weak. Nevertheless, several positive factors remain important. For example, lecturers' ability to manage classes and the implementation of more practical learning methods can mitigate negative impacts and serve as a starting point that needs to be strengthened to increase interest in entrepreneurship (Christensen et al., 2023; Motta & Galina, 2023)

This difference in results becomes even more apparent when compared to various previous studies. One of them is Tri Atmaja & Margunani, (2016) which shows a positive (0.339) and significant ($p = 0.001$) influence of entrepreneurship education on entrepreneurial interest. This positive result arises because entrepreneurship education is not only obtained through lectures, but is also reinforced by family support, the social environment, and various forms of training. This combination of factors has been shown to encourage the formation of creative mindsets and independent attitudes, so that interest in entrepreneurship can grow stronger. Meanwhile, in the context of this study, these supporting factors are still limited so that entrepreneurship education has not been able to function optimally as a catalyst in fostering student interest.

Thus, entrepreneurship education in higher education should not be limited to theoretical aspects, but rather should be integrated with hands-on practice, industry collaboration, and support from the local ecosystem. For example, this could include regional MSME-based business incubation programs, collaboration with local entrepreneurs, and the provision of real-life business projects that students can manage in groups. Furthermore, the role of lecturers as innovative facilitators is crucial in connecting theory with real-world realities. These efforts are believed to strengthen the effectiveness of entrepreneurship education and foster students' interest in entrepreneurship in the future.

The Influence of Creativity on Interest in Entrepreneurship

Based on the analysis, creativity was shown to have a positive and significant effect ($p < 0.001$) on students' entrepreneurial interest. This finding confirms that creativity is the primary factor driving students to choose the entrepreneurial path. These results suggest that the higher the level of creativity, the greater the tendency for students to be interested in the business world.

Descriptive analysis highlights three powerful aspects in shaping creativity: confidence in one's own creative abilities, the habit of actively seeking business inspiration, and the ability to generate new ideas for products and services. All of these aspects are interconnected in fostering entrepreneurial interest. The process begins with self-confidence that fosters the courage to design business solutions, reinforced by the habit of seeking inspiration that broadens insight and market understanding, and ultimately culminates in the ability to generate fresh ideas that are realized in tangible products or services. The integration of these three aspects logically and empirically explains why creativity contributes significantly to students' interest in entering the world of entrepreneurship.

This aligns with previous findings, particularly regarding belief in personal creative abilities, which is widely discussed in the literature. Creativity and its supporting aspects have been shown to encourage engagement in the creative process, which in turn increases initiative in designing business solutions and strengthens entrepreneurial commitment and intention (Alhadihaq et al., 2024; Ferreira-Neto et al., 2023). A similar thing is also seen in the habits of creative entrepreneurs who actively seek business inspiration, where the ability to generate new ideas and design innovative business models not only encourages business growth (Yang Li et al., 2022), but also increase self-confidence in carrying out entrepreneurial activities while growing interest in entrepreneurship (Jiatong et al., 2021). And last

This research is in line with research conducted by Junus et al., (2023) which states that creativity has a positive (0.450) and significant (0.000) influence on entrepreneurial interest. This positive influence arises because creativity encourages individuals to innovate and create unique business ideas, opens up opportunities in running a business, and increases students' interest in entrepreneurship through the use of imagination and the ability to think creatively and out of the box. Based on the above study, changes can be seen through what various parties can do (especially universities) through the provision of business incubation spaces, collaborative business project activities across departments, and innovative business idea competitions that give students the opportunity to express their creative abilities. With these platforms, students are not only trained to be confident in expressing ideas, but also accustomed to seeking inspiration from their surroundings and translating it into tangible products or services.

The Influence of Campus Environment, Entrepreneurship Education and Creativity on Interest in Entrepreneurship

The results of the simultaneous test show that the campus environment (X1), entrepreneurship education (X2), and creativity (X3) together have a significant influence on students' entrepreneurial interest, with a calculated F value of 28.910 and a significance level of <0.001. The coefficient of determination of 0.520 indicates that the three independent variables are able to explain 52.0% of the variation in entrepreneurial interest, while the remainder is influenced by other external factors such as family support, access to capital, work experience, and local socio-cultural factors. Partially, the creativity factor is proven to be the most dominant determinant with a positive and significant influence on entrepreneurial interest. This is because creativity encourages students to believe in their potential, dare to take initiatives, and are able to combine fresh ideas with market needs (Zatya et al., 2024). Confidence in creative thinking makes students more open to new business opportunities, enabling them to transform environmental limitations into opportunities for innovation. Creativity also fosters flexibility of thought, which is essential for students adapting to the local conditions of the still-developing Malaka Regency. Thus, the positive aspect of creativity is not only generating ideas but also fostering mental resilience to face the challenges of entrepreneurship in areas with limited resources

In contrast, the campus environment (X1) and entrepreneurship education (X2) exhibit limitations that render their partial influence insignificant. While the campus environment does provide a security system and student organization facilities, academic facilities such as libraries, discussion rooms, counseling services, and an inspiring learning atmosphere are still suboptimal. This limits students' motivation and space for exploration in finding business ideas (Boldureanu et al., 2020). Entrepreneurship education also faces similar limitations. Lack of access to up-to-date entrepreneurial information, a paucity of real-world case studies, and limited opportunities for local business practice make entrepreneurship education tend to be theoretical. Consequently, even with active learning methods or social entrepreneurship-based projects, their impact has not been able to significantly increase interest in entrepreneurship.

However, precisely amidst these limitations, creativity serves as a bridge connecting the campus environment and entrepreneurship education, allowing them to continue contributing simultaneously. Creativity enables students to optimize limited campus resources by creating new initiatives, such as transforming student organization activities into business skills training tools, or utilizing limited discussion spaces as small forums for sharing ideas. In the context of entrepreneurship education, creativity helps students connect classroom theory to local situations, for example, by designing small businesses based on regional

potential even without modern case studies. In other words, creativity adds value so that structural weaknesses in the campus or entrepreneurship curriculum do not completely hinder student interest but can still encourage entrepreneurial spirit when combined simultaneously. Therefore, although the campus environment and entrepreneurship education have not shown significant effects individually, the presence of dominant creativity can strengthen the synergy between the three, thus having a significant simultaneous effect. This suggests that in the context of a region with limited facilities such as Malaka Regency, strengthening creativity is a key factor in bridging deficiencies in learning systems and structures, thereby maintaining an entrepreneurial ecosystem that encourages student interest in entrepreneurship.

CONCLUSION

Based on the research findings, it can be concluded that the theoretical framework of this study is grounded in the Theory of Planned Behavior (Ajzen, 1991), which posits that entrepreneurial intention is formed through beliefs about behavioral outcomes, subjective norms, and perceived behavioral control. Empirically, the results demonstrate that creativity is the only variable that has a significant and dominant influence on students' entrepreneurial interest, whereas the campus environment and entrepreneurship education do not show significant partial effects. Nevertheless, these three variables collectively explain 52% of the variance in entrepreneurial interest, indicating that the proposed model has substantial explanatory power.

The scientific contribution of this study lies in its empirical validation of the Theory of Planned Behavior within a socio-economic context characterized by lower-middle income conditions, low entrepreneurial activity, and limited literacy levels, which has received relatively little attention in prior research. The findings extend existing entrepreneurship literature by providing evidence that, under conditions of limited resources, creativity functions as a critical internal driver of entrepreneurial interest, surpassing the influence of institutional and educational factors. At the same time, the results suggest that the campus environment and entrepreneurship education have not yet functioned optimally as enabling factors, highlighting a contextual gap between theoretical expectations and empirical realities.

In addition to its theoretical contribution, this study also offers practical implications for higher education institutions in resource-constrained regions. Universities are encouraged to prioritize the development of student creativity through experiential approaches such as business incubation programs, project-based learning, and collaboration with local micro, small, and medium enterprises (MSMEs). Furthermore, the campus environment should be strengthened by providing adequate entrepreneurial facilities, mentoring systems, and access to business networks. Entrepreneurship education also needs to be redesigned to better reflect local realities by integrating entrepreneurial literacy, hands-on practice, and learning methods that foster innovation and risk-taking.

For future research, it is recommended that subsequent studies incorporate additional variables, such as entrepreneurial self-efficacy, family background, social capital, or digital literacy, to enhance the explanatory power of the model. Methodologically, future research could employ mixed-methods approaches or longitudinal designs to capture the dynamic development of entrepreneurial interest over time. Expanding the research scope to different regions with diverse socio-economic characteristics would also improve the generalizability of the findings. Through these directions, future studies are expected to further strengthen both the theoretical and methodological foundations of research on entrepreneurial intention.

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