

Student Entrepreneurial Intention Model in Medan City

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ABSTRACT

This study aims to analyze how the influence of the variables of intellectual intelligence, emotional intelligence, and spiritual intelligence on students' entrepreneurial intentions, using the intervening variables of student creativity and learning achievement. The research was conducted at polytechnic higher education institutions (public and private) in Medan City. The number of research samples was 400 people, and the data were analyzed using a structural equation model with Amos software. For the direct effect of exogenous variables, it was found that students' intellectual intelligence and creativity had a statistically significant impact. In contrast, the variables of emotional intelligence, spiritual intelligence, and learning achievement were not statistically significant. The indirect impact variables used to estimate entrepreneurial intentions are statistically significant, except for the emotional intelligence variable. Furthermore, as an intervening variable, the learning achievement variable provides a partial mediation effect in mediating the influence of the intellectual intelligence variable on entrepreneurial intentions. The learning achievement variable also provides a partial mediation effect in mediating the impact of the spiritual intelligence variable on entrepreneurial intentions. In contrast, the learning achievement variable provides no mediation effect in mediating the influence of the emotional intelligence variable on entrepreneurial intentions.

Keywords: Intellectual Intelligence, Emotional Intelligence, Spiritual Intelligence, Student Creativity, and Learning Achievement.

1. Introduction

One of the pretty complicated problems in many countries is reducing the unemployment rate from time to time. One of the strategic solutions to this unemployment problem is to encourage the formation of young entrepreneurs, as emphasized in the National Research Master Plan-RIRN (Ristekdikti, 2017).

Based on BPS, what is meant by unemployment is the workforce who have not had the opportunity to work, but are looking for work." Based on BPS data, it was also stated that the total unemployment rate in 2018 was around seven million people or 5.34%, the smallest in Indonesia's history (Sukmana, 2018). However, in 2019 the unemployment rate increased to 7.05 million people (up 5.28%) and was getting worse in 2020, reaching 9.77 million people, especially related to the impact of Covid19 (Agustiyanti, 2019; Fauzia, 2020). The last position has even been above the moderate level of the unemployed, and the unemployment rate of close to 10 million people needs serious attention.

What about the conditions in North Sumatra? According to the Bisnis Indonesia website, as of August 2019, the number of unemployed people in

North Sumatra reached 383,000. This figure is more robust than the August 2018 data, where the number of unemployed got 396,000 people. However, it is still not as good as what happened in August 2017 where unemployment was only 377,000 people (Sari, 2019). However, entering the end of 2020, North Sumatra's unemployed number rose quite significantly to 508,000 people in August 2020 (Manik, 2020).

Related to the availability of human resources, public and private higher education institutions give birth to many graduates every year. The presence of this group of scholars is expected to improve the quality of human resources, which will contribute to improving the national economy. Unfortunately, in reality, many scholars have not been able to optimize their potential. As a result, they have difficulty in getting a job.

It is undeniable that the solution that must be implemented to overcome this problem is through efforts to create job opportunities or through entrepreneurship. In the context of entrepreneurship, entrepreneurs should always be ready to deal with risks and optimize existing resources, both in terms of material, intelligence,

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time utilization, and creativity, to create a business or product (Manik, 2020) where this will certainly provide benefits for himself and others.

According to the Indonesian Ministry of Cooperatives and SME's publication, the number of entrepreneurs at the national level is relatively far behind compared to other countries in the ASEAN region. The number of national entrepreneurs has penetrated 3.1% of the total population, which is currently in the range of 260 million people, where this figure has exceeded international standards, which is as much as 2% as it is known that entrepreneurs in Malaysia reach 5%, Singapore 7%, and Thailand also more than 3% and Japan 9% of the total population of these countries. Previously, in 2016, the ratio of national entrepreneurs was only 1.65 percent (Fauzi, 2017), and in 2019, it was 2% (Widarti, 2019). Furthermore, as of November 2020, the level of entrepreneurship ratio in the country has increased to around 3.47% (Sulaeman, 2020).

As for accelerating the pursuit of the gap from countries in the ASEAN region, efforts are needed to encourage the birth of new entrepreneurs. Entrepreneurs will increase the supply of jobs and reduce unemployment.

The more developed a country, the more educated population. On the other hand, if the number of unemployed people increases, the urgency of increasing entrepreneurial activity will also be felt. The implementation of development will be more successful if it gets support from entrepreneurs who can open up job opportunities, considering the limited resources owned by the government. The government is very troubled in managing development. Another reason is that it requires a relatively large amount of budget, human resources, and monitoring. The step in developing an entrepreneurial spirit is to instill an interest in entrepreneurship.

According to the research results conducted (Riyandi, 2017), about 83% of respondents from students want to become civil servants or employees of a company. On the other hand, those who wish to become entrepreneurs are only around 4% of the number surveyed. After obtaining graduation and a bachelor's degree, fresh graduates are busy preparing to participate in various job formation tests, whether organized by public companies or from relevant government agencies. This case indicates that the interest in entrepreneurship is still relatively low. Therefore, support from many parties is urgently needed. After completing their education, they will aim to find work and start thinking further to provide various new jobs for the community.

According to Fahmi et al. (2016), the variables that influence the interest in entrepreneurship include; family environment and surroundings, personality factors, and motivation of prospective entrepreneurs. Nurchotim (2012) revealed several variables that play a role in influencing entrepreneurial interest include intrinsic factors from within (including the need for good income to meet the needs of life, motives, fulfillment of self-esteem, to get pleasure, and a sense of attention. Extrinsic factors (from outside) include the influence of the immediate environment, namely

family, the impact of the social environment, the existence of opportunities, and the effect of educational background, while according to Buchari (2013), entrepreneurial intentions are influenced by: 1) individual factors, which are related to the personality side, 2) the physical environment, 3) sociological, which deals with relations with the family. Several other previous studies, Lestari and Hayati (2019) concluded that entrepreneurial intentions are directly and indirectly influenced by intellectual intelligence, emotional intelligence, creativity, moral bonds, and social support. The intervening variables are attitudes to become entrepreneurs, subjective norms, and perceived behavioral control.

Meanwhile, Mopangga (2014) found that entrepreneurial intentions are directly influenced by intellectual, emotional, and spiritual intelligence. And indirectly, the entrepreneurial intention is influenced by the three variables through the intervening variable subjective norm (subjective norm), perceived behavior control, and attitude toward entrepreneurship. Furthermore, Lestari and Hayati (2019) stated that entrepreneurial intentions are influenced by the family environment and the surrounding environment, moderated by entrepreneurial personality and entrepreneurial motives.

In this study, the author tries to reformulate the entrepreneurial intention model. The variables used to predict the interest in entrepreneurship include intellectual, emotional and spiritual intelligence as independent variables. To see the indirect effect used variables learning achievement and student creativity. In other words, learning achievement is not enough to determine interest in entrepreneurship and requires another variable, namely student creativity. There are findings that learning achievement and creativity also have an important effect on interest in entrepreneurship, among others stated by Yulia et al. (2017), Muhani et al. (2019), and Maslichan (2013). Meanwhile, its relationship with student creativity was proposed by Slameto (2010), Suryana (2017), Buchari (2013), Zampetakis and Moustakis (2006) dan Zampetakis et al. (2011).

2. Theoretical Review

Napitupulu (2017) argues that entrepreneurial intention is an entrepreneurial intention, or the intention and desire to become an entrepreneur. This intention is evidenced by a strong desire and effort to seek knowledge, train entrepreneurship (micro / small businesses), and prepare to become entrepreneurs in the future. According to Suharti and Sirine (2012), entrepreneurial intention can be interpreted as the first step of establishing a generally long-term business. Becoming an entrepreneur represents one's desire to undertake new business activities and has become a strategic issue that needs national attention. Meanwhile, according to Srimulyani (2013), entrepreneurial intentions motivate individuals to realize entrepreneurship goals. Or the desire to start a new business, take advantage of existing opportunities and create jobs. From these understandings, it can be emphasized that entrepreneurial intention is the

intention that appears by an individual to become an entrepreneur in the future.

Several studies have been conducted to analyze related to entrepreneurial intention. Hanafi and Widarto (2018) suggest that entrepreneurial intentions are directly and indirectly influenced by intellectual intelligence, emotional intelligence, creativity, moral bonds, and social support, with intervening variables being attitudes to become entrepreneurs, subjective norms, and one's perception of controlled behavior. In another research, Sitepu and Azhar (2019) concluded that entrepreneurial intentions are directly influenced by emotional, spiritual, and intellectual intelligence. Indirectly, entrepreneurial intentions are influenced by the three variables through the variables intervening subjective norm, perceived behavior control, and entrepreneurial attitude (attitude toward entrepreneurship). Meanwhile, Sitepu and Safaruddin (2020) suggest that entrepreneurial intentions are influenced by the family environment and the surrounding environment, moderated by entrepreneurial personality and entrepreneurial motives.

Halim et al. (2019) conclude that there is a relationship between educational support, attitude factors, and behavioral factors in developing entrepreneurial intentions. Among the three variables, academic support has the most significant influence. Furthermore, Aldi et al. (2019) suggest that financial literacy affects entrepreneurial intentions. Someone with a high understanding of financial aspects generally has a higher entrepreneurial intention than someone with low financial literacy. Furthermore, there are four aspects of financial literacy: understanding personal finances, savings loans, insurance, and the effect of investment on entrepreneurial intentions.

Al-Jubari et al. (2019) stated that research results have shown that the basic psychological needs of autonomy, competence, and relatedness have a substantial indirect impact on entrepreneurial intentions through predecessor attitudes, attitudes, subjective norms, and perceived behavioral control. Al-Jubari et al. (2017) also suggested, it was found that autonomy is an influential predictor of entrepreneurial intention, but not directly, but through its proximal determinants, and the intention-autonomy relationship is fully mediated by attitudes subjective norms, and perceived behavioral control. Farooq and Radovic-Markovic (2016), Liñán and Chen (2009) stated, entrepreneurial intention refers to the commitment, determination, and willingness to make the necessary efforts to start a new business venture. Likewise, several other studies have findings that are almost in line with the results stated above (Ambad and Damit, 2016; Karabulut, 2016; Maresch et al., 2016; Miralles et al., 2016; Srimulyani, 2013; Suharti and Sirine, 2012; Westhead and Solesvik, 2016).

The research results by Rianto and Albanin (2015) suggest that entrepreneurial intentions are influenced by management ability and are moderated by spiritual, emotional, and intellectual intelligence. Similarly, Hanafi and Widarto (2018) research confirms the three roles of intellectual,

emotional, and spiritual intelligence by using several intervening variables. Although in the study of Nursiah et al. (2019), spiritual intelligence is not significant in influencing entrepreneurial intentions. Muttaqiyathun (2009) also links intellectual, spiritual, and emotional intelligence with entrepreneurship. Ludin et al. (2018) concluded that intellectual intelligence, emotional intelligence, and spiritual intelligence affect entrepreneurial performance.

The influence of emotional intelligence on entrepreneurship has been suggested by Sembiring (2017), Adha and Mulyaningsih (2018), Hanafi and Widarto (2018), Miao et al. (2018), and Hassan and Omar (2016). In these papers, it is stated that aspects of emotional intelligence influence entrepreneurship and entrepreneurial intentions.

Some studies conducted to analyze the relationship between spiritual intelligence and entrepreneurship, among others, were carried out by Nursiah et al. (2019), where spiritual intelligence, directly and indirectly, affects entrepreneurial intentions. Rahmi et al. (2017), Muhani et al. (2019), and Maslichan (2013) suggest that spiritual intelligence has an essential effect on entrepreneurship.

Several empirical findings regarding the relationship between learning achievement and entrepreneurship were put forward by Sari and Rahayu (2019), Ahmad and Rahardjo (2017), Napitupulu (2017), Hanafi and Widarto (2018), and Susanti and Sari (2020). In general, it is stated that learning achievement has a positive effect on interest in entrepreneurship. Napitupulu (2017) suggests that many students who have achievements then feel challenged to actualize themselves and the knowledge they have gained by participating in an entrepreneurial proposal preparation competition and then starting a business more seriously.

Zampetakis and Moustakis (2006) suggest a relationship between student creativity and the desire to be entrepreneurial. Zampetakis et al. (2011) further suggest that the more creative young people perceive themselves, the higher their entrepreneurial intentions. Creativity also fully mediates the effect of family support on creativity on their entrepreneurial intentions. Kusmintarti et al. (2017) that creative students tend to build new businesses in the future. It is shown that creativity can build students' positive thinking towards entrepreneurship. Rodrigues et al. (2019) suggest that personal attitudes towards entrepreneurship and PBC positively affect entrepreneurial intentions and mediate the impact of emotional intelligence on entrepreneurial intentions. Emotional intelligence has a direct positive effect on creativity. The results revealed no or weak influence of spirituality in the various concepts studied.

3. Methodology

This research activity was carried out in the city of Medan by taking respondents to some public and private vocational higher education institutions. For the State Polytechnic institutions,

respondent data were taken, including the Medan State Polytechnic, Medan State Tourism Polytechnic, Creative Media Polytechnic, and Industrial Chemical Technology Polytechnic and Health Polytechnic. Meanwhile, samples were taken from MBP., LP3I, LP3M, Ganessa, and IT&B polytechnics for private polytechnics. The number of samples is 400 samples of students who have obtained entrepreneurship courses. Furthermore, the sample was selected using a purposive random sampling approach. The method of collecting data in this research is a questionnaire. Various questions will be answered on a Likert scale of 6 (ordinal). The questionnaire's content contains a) identity and b) questions regarding respondents' responses to research variables, including; entrepreneurial intention, which is influenced by the variables of intelligent intellectual, emotional intelligence (EI), spiritual intelligence (S.I.), learning achievement (L.A.) and student creativity (S.C.).

For operational definitions of research variables, among others, are stated as follows:

- 1) Intellectual intelligence (II); is the ability of a person's insight and intelligence to adapt themselves effectively and dynamically; based on Febiola (2005), the indicators include; a) ability to solve problems, b) verbal intelligence (delivering ideas and ideas) and c) practical intelligence (executing decisions).
- 2) Emotional intelligence (EI) is the ability to control oneself, enthusiasm, perseverance, and self-motivation. Indicators based on Goleman (2015); a) self-awareness, b) self-regulation, c) self-motivation, d) recognizing other people's emotions (empathy) and e) social skills.
- 3) Spiritual intelligence (SI); indicators according to Ginanjar (2007) include; self-awareness, spontaneity, seeing life from fundamental values, holistically looking at the system, compassion, respect for diversity, independence, steadfast against the majority, fundamentally questioning and rearranging attitudes.
- 4) Intervening variable for student learning achievement (L.A.). Based on the opinion of Syah (2011), learning achievement has three dimensions, namely, the dimensions of creativity (cognitive), taste (affective), and intention (psychomotor). The realm of copyright has indicators, observations, memories, understanding, application/explanation, and analysis. The realm of taste has indicators; acceptance, welcome, appreciation (appreciation), internalization (deepening), and characterization (appreciation). Meanwhile, the initiative indicators include; movement and action skills and verbal and non-verbal expression skills.
- 5) Intervening variable of student creativity (SC). Based on Basrowi (2016) opinion, student creativity is a mental process that involves the emergence of new ideas or new relationships between existing ideas. From a scientific point of view, the results of creative thinking are usually considered to have originality and merit. The indicators of creativity in this study include; a) fluency, namely the ability to generate many

ideas, b) flexibility, namely the ability to convey various solutions/approaches to problems, c) originality, which can generate original ideas, d) elaboration, the ability to describe in detail, e) redefinition, namely the ability to analyze problems.

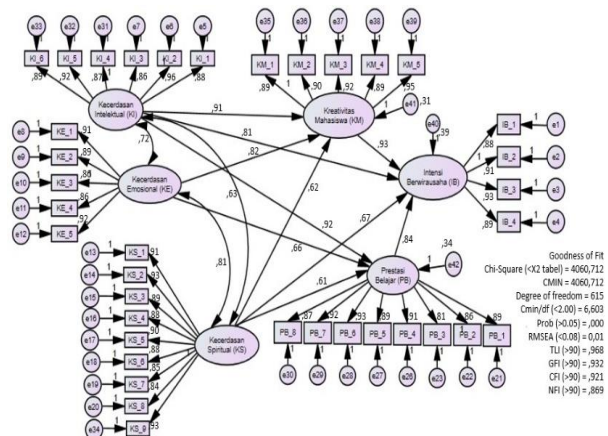
- 6) The dependent variable is entrepreneurial intention (EIN) which is defined as an interest in becoming an entrepreneur with dimensions based on Suryabrata (2008); a) the frequency of participating in entrepreneurial activities, b) the desire to do or have something, c) the objects or activities that are liked, d) the types of activities that are liked, e) the effort to realize the desire or feeling of pleasure towards something.

Data analysis was carried out using Structural Equation Model (S.E.M.), where AMOS. software was used for data analysis as a tool.

4. Result and Discussion

Several stages have been carried out before analyzing the data with the structural model, including conducting validity tests, reliability tests, normality tests, and data outliers. Analysis of the data processing results at the whole stage of the S.E.M. model was carried out by conducting a model feasibility test (Goodness of Fit) and a causality significance test. The path diagram for the entire model analysis is presented in Figure 1.

Figure 1. Output Full Model SEM. (Resource: Processed Research Data)



Based on the figure, it can be seen that the value of the model's feasibility test has shown a fit model (Table 1). The TLI, CFI, and GFI values are already more than 0.90 and close to 1. So there is no need to modify the model based on modification indices according to AMOS. recommendations.

Table 1. Summary Goodness of Fit Test

Goodness of Fit Criteria	Acceptance Limits Goodness of Fit	Result	Conc.
Cmin	Smaller is better	4060	Fit
Degree of freedom	The value must be (+)	615	Fit
Probability	> 0,05	0,000	Fit
Cmin/df	<2.0 or <5.0	6,603	Fit

RMSEA	0,05≤RMSEA≤0,08	0,001	Fit
Tucker Lewis Index (TLI)	0,80≤TLI≤1	0,968	Fit
Composite Fit Index (CFI)	0,80≤CFI≤1	0,921	Fit
Goodness of Fit Index (GFI)	0,80≤GFI≤1	0,932	Fit

(Resource: Processed Research Data)

A causality table between variables is used to evaluate the hypothesis test, as presented in Table 2.

Table 2. Hypothesis Testing and Causality

Variables	Estimate	P	Label
I.E. <--- II	,812	***	Significant
IE <--- SI	,674	,014	Significant
IE <--- SC	,932	,013	Significant
IE <--- LA	,844	,016	Significant
SC <--- II	,910	***	Significant
SC <--- EI	,820	***	Significant
SC <--- SI	,620	***	Significant
LA <--- II	,920	***	Significant
LA <--- EI	,660	***	N. Significant
LA <--- SI	,611	***	Significant

(Resource: Processed Research Data)

Based on the table, it can be seen that each variable has a positive and significant relationship with other variables used in this study. So that all the hypotheses formulated in this study can be fulfilled. Through Table 2, it can also be seen, based on several relationships built between the variables of this study, all relationships are positive, and the majority are statistically significant. There is only a minority of relationships that are not statistically significant, including; the effect of emotional intelligence on student learning achievement.

If viewed based on the influence of the standardized direct effect following Table 3, it is known that student creativity has the most significant influence on entrepreneurial intentions (E.I.N.), which is 0.932, followed by the influence of learning achievement (L.A.) variables of 0.812 and intellectual intelligence (II) of 0.812.

Table 3. Standardized Direct Effect

	II	EI	SI	SC	LA	EIN
SC	0,9 1	0,8 2	0,6 2	0,00	0,0 0	0,0 0
LA	0,9 2	0,6 6	0,6 1	0,00	0,0 0	0,0 0
EI	0,8	0,0	0,6	0,93	0,8	0,0
N	1	0	7		4	0

(Resource: Processed Research Data)

Suppose it is seen from the indirect effect as presented in Table 4. In that case, it can be seen that intellectual intelligence (II) has the most significant influence, namely 0.714 on students' entrepreneurial intentions (E.I.N.). Emotional intelligence (E.I.) has an indirect effect on the entrepreneurial intention of students by 0.694. While spiritual intelligence (S.I.) has an indirect

impact on entrepreneurial intentions (E.I.N.) of 0.674.

Table 4. Standardized Indirect Effect

	II	EI	SI	SC	LA	EIN
SC	0,0 0	0,0 0	0,0 0	0,00 0	0,0 0	0,0 0
LA	0,0 0	0,0 0	0,0 0	0,00 0	0,0 0	0,0 0
EI	0,7	0,6	0,6	0,00	0,0	0,0
N	1	9	7	0	0	0

(Resource: Processed Research Data)

In total, it was found that the most significant variable that influenced students' entrepreneurship intentions (EIN) was intellectual intelligence (II) of 1.526, followed by spiritual intelligence (SI) of 1.348, and student creativity (SC) in third place with a value of 0.932. The learning achievement (LA) is in fourth place with a value of 0.844, and emotional intelligence (EI) is in the last position with a value of 0.694.

Table 4. Standardized Indirect Effect

	II	EI	SI	SC	LA	EIN
SC	0,9 1	0,8 2	0,6 2	0,00	0,0 0	0,0 0
LA	0,9 2	0,6 6	0,6 1	0,00	0,0 0	0,0 0
EI	0,7	0,6	1,3	0,93	0,8	0,0
N	1	9	5		4	0

(Resource: Processed Research Data)

Furthermore, for the classification of the types of moderating effects of the intervening variables used, it can be stated as follows:

Student creativity (SC) plays a partial mediation effect in mediating the influence of intellectual intelligence (II), emotional intelligence (EI) and spiritual intelligence (SI) on student entrepreneurial intentions (EIN).

Student learning achievement (LA) provides a mediation effect for the variables of intellectual intelligence (II) and spiritual intelligence (SI). As for the emotional intelligence (EI) variable, learning achievement (LA) has a no mediation effect. These results indicate that learning achievement should be used as an intervention. With intervening variables, understanding or reasoning in form, communication skills, and language use, data processing abilities, numbers into information have played a role in encouraging entrepreneurial intentions. However, the part of learning achievement is also essential in supporting entrepreneurial intentions, among others, can be honed in the realm of creativity (cognitive), taste (affective), and intention (psychomotor).

The learning achievement variable also mediates the influence of the spiritual intelligence (SI) variable on entrepreneurial intentions (EIN). This is because, in the model with the intervention, the effect is statistically significant compared to the model without the intervention. These results indicate that learning achievement (LA) should be used as an intervention. Without intervening variables, self-restraint and emotions, spontaneous in expressing ideas and ideas, seeing life as a part of worship, seeing problems as a whole, not always wanting to win alone, accepting differences

of opinion, not depending on others and ready different ideas, tend to look for the essence of the problem and unyielding attitude and always want to try to rise from failure are not essential determinants in influencing interest in entrepreneurship.

The learning achievement (LA) variable provides no mediation effect in mediating the influence of the emotional intelligence (EI) variable on entrepreneurial intentions (EIN). It is because the impact is not statistically significant in the model without intervening and intervening variables. Without the intervening variable, the effect of learning achievement (LA) on emotional intelligence (EI) is significant or does not require an intervening variable. These results indicate that emotional intelligence (EI) plays a more direct role in encouraging entrepreneurial intentions (EIN).

Several indicators of emotional intelligence (EI) in this regard play a critical role to be considered and constantly developed, both in the learning process on campus and in the family environment, among others; a) the ability to observe one's feelings from time to time and observe and analyze the various feelings that occur, b) the ability to reduce the anxiety that occurs, comfort oneself, eliminate sorrow and depression, reduce offending and other impacts that occur because of not skilled in processing basic emotions, c) the ability to control emotions to be later turned into a tool in achieving goals and controlling themselves better, d) the ability to give empathy to other parties to provide a sense of comfort to the other party, and e) skills to manage the emotions of others, maintain relationships through social skills, leadership, and successful interpersonal relationships.

6. Conclusion and Suggestion

The conclusions that can be formulated based on the results of this study are:

To answer the research question, whether intellectual intelligence, emotional intelligence, and spiritual intelligence directly affect students' interest in entrepreneurship, it can be stated that; In giving their respective effects on the dependent variable of entrepreneurial interest, it was found that intellectual intelligence and creativity of students gave a statistically significant impact. In contrast, the variables of emotional intelligence, spiritual intelligence, and learning achievement were not statistically significant.

The results obtained to answer whether intellectual intelligence, emotional intelligence, and spiritual intelligence indirectly affect students' entrepreneurship interest through intervening variables of student achievement and creativity. All variables used in estimating entrepreneurial intentions are all statistically significant, except for the emotional intelligence variable. Further research is certainly needed to re-test this variable.

The learning achievement variable provides a partial mediation effect in mediating the influence of the intellectual intelligence variable on entrepreneurial intentions. The learning achievement variable also provides a partial mediation effect in mediating the impact of the spiritual intelligence variable on entrepreneurial intentions. In contrast, the learning achievement

variable provides no mediation effect in mediating the impact of the emotional intelligence variable on entrepreneurial intentions.

The criteria for the mediation effect can be concluded that the variable of student creativity has a partial moderation effect for the variables of intellectual intelligence, emotional intelligence, and spiritual intelligence. Meanwhile, learning achievement is having a mediating impact on the variables of intellectual intelligence and spiritual intelligence. As for the emotional intelligence variable, it has a no mediation effect role in this model.

Furthermore, this research produces an alternative model in determining entrepreneurial intentions. The first model is where the independent variables of intellectual intelligence, emotional intelligence, and spiritual intelligence directly affect students' entrepreneurial intentions, where this model provides a relatively good GoF. At the same time, the second model uses intervening variables where the three independent variables are mediated by student achievement and creativity variables where this model has a better GoF than the first model.

Suggestions recommended in this study are as follows:

In general, the study results prove that the variables of intellectual intelligence, emotional intelligence, and spiritual intelligence influence students' interest in entrepreneurship. Therefore the campus environment must always facilitate and hone these three aspects by increasing relevant creativity-based extracurricular activities.

Further researchers who conduct research related to this research are expected to analyze in more depth using the existing variables or by adding or subtracting existing variables, re-testing the hypotheses that are the findings in this study. The researcher recommends that the next researcher replace the existing intervening variables with environmental variables, both the family and campus environments.

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