

The Effect of Self-Leadership and Self-Efficacy on Entrepreneurship Creativity: An Empirical Study on Online Business Students

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ABSTRACT

This study aims to analyze the influence of Self-Leadership, Self-Efficacy on students' entrepreneurship creativity using digital-based applications in managing online businesses. This study uses a quantitative approach and the type of comparative causal research. The population of this research is all students of Makassar State University who are online business entrepreneurs are 210 people. Determination of the number of samples using the Slovin formula so that a sample of 152 people was obtained. Sampling is based on probability sampling technique, namely Simple Random Sampling. Data collection techniques are questionnaires and analyzed using descriptive statistical analysis and multiple linear regression. The results showed that self-leadership and self-efficacy had an effect on student entrepreneurship creativity, either partially or simultaneously. The implication of the research results is to increase the entrepreneurial creativity of students, it is necessary to pay attention to the factors of Self-Leadership and Self-Efficacy.

Keywords: Self-Leadership, Self-Efficacy, Entrepreneurship Creativity

INTRODUCTION

In Indonesia, the development of digital technology has a role to occur disruption in the industrial sector, entrepreneurship has a greater opportunity to develop. Indonesia has a number of potentials, such as a large population demographic, easier and cheaper internet access and high penetration. This certainly paves the way for local entrepreneurs to develop their business startups. In addition, the interest, creativity and innovation of Indonesian people in entrepreneurship began to increase. However, young entrepreneurs in Indonesia still need great support to solidify their vision, concepts and business models, connections and acumen in targeting the market. Creativity is very important for the survival and competitiveness of a business (Gong et al, 2009). In entrepreneurship, entrepreneurial creativity is seen to be very important, because business activities really need creative people who are responsive to any changes. Maintaining the existence of a business must be accompanied by efforts to find something new and develop what already exists to make it better.

Entrepreneurial creativity is needed in order to be able to solve every problem faced in entrepreneurship without depending on others. Creative individuals will remain optimistic to advance and succeed in life, even though they are faced with various problems. In addition, creative people will not be afraid to try new things and develop them to be benefit to others.

Self-Leadership is an important antecedent of individual creativity and innovation (DiLiello & Houghton, 2006). Next is the Self-Efficacy factor. Entrepreneurial beliefs determine their creativity in using digital-based applications to run

their business. The factor is more focused on what abilities he has to use in developing his business, especially in the field of online business.

The problem in this study is that the entrepreneurial creativity of Makassar State University students is still relatively low. The mindset of students is still more dominant to find work than entrepreneurship. Students who have high creativity will affect their entrepreneurial intentions, so these students try to create new businesses and run their own businesses independently (Rakib et al. 2022). Creative students tend to have an open mind and they are free to approach things in new ways. Creativity is defined as the production of new ideas and useful work procedures (Dampérat et al. 2016). Creativity as the ability to produce new product, appropriate products with high quality, which most researchers eventually use as a general definition of creativity (Sternberg, et al., 2002).

According to McShane and Glinow (2018) stated that creative people have four main characteristics, namely

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intelligence, perseverance, expertise, and imagination. Characteristics of creativity include flexibility, strong curiosity, positive attitude, strong motivation and determination, and courage (Prabhu, V, et al, 2008). The main characteristics of creativity are originality, comprehensiveness, and divergence (Boden, 2004). The indicators of creativity consist of 6 categories, namely (1) professional skills, (2) integration skills, (3) sensitive perceptions, (4) responsive abilities, (5) communication skills, and (6) implementation skills. (Chen, J.H., 2015). Indicators of creativity can also be seen from the ability to acquire knowledge from professionals, teachers, and the internet, in addition to the methods of acquiring knowledge, including gaining knowledge with different instructions, practices and lessons (Chung, S.T., 2012). Entrepreneurial creativity can be measured from the notion of creativity itself, which consists of creating, modifying something, and combining it (Rakib, et.al, 2022).

Self-leadership is one type of leadership related to employee creativity (Cai et al, 2019). The level of creativity of employees is largely determined by their self-leadership (Gu et al, 2015; Mainemelis et al, 2015), Self-leadership can increase the creativity of employees in carrying out their work (Newman et al, 2018).

Self-leadership is a skill that encourages individual innovation (Carmeli, et al, 2006). Self-leadership is a process for building self-direction and self-motivation, especially in doing and completing important and complex work tasks. Self-leadership is a series of processes by which individuals control their own behavior (Robbins, S. P & Judge, T. A, 2013). In line with, Houghton and Neck (2002) who continued the study said that self-leadership has indicators in self-talk, mental imagery, belief and assumptions.

Another factor that also affects creativity is self-efficacy. Employees who have high self-efficacy have a creative tendency at work (Mittal, 2015). Chang et al. (2016), which shows that self-efficacy significantly predicts individual creativity. Several studies have proven that transformational leadership and creative self-efficacy have an influence on creativity (Zuraik & Kelly, 2019; Suifan et al., 2018; Ghosh, 2015).

Self-efficacy is based on social cognitive theory and it is understood in a context of self-efficacy, also it is defined as an individual's belief in his or her ability to produce something creative (Bandura, 2007). In the domain of creativity, knowledge gained through experience is defined declaratively or procedurally based on direct and active experience of the creative process. This is the most influential source of information in building self-efficacy (Bandura, 2007). Self-efficacy is a belief in one's own ability to face and solve problems effectively (Kreitner & Kinicki, 2010). Based on the description above, it can be concluded that Self-Efficacy is a person's belief about his ability to cope with various situations that face in his life.

The self-efficacy indicator refers to the 3 dimensions, namely the level dimension, the generality dimension, and the strength dimension. Brown et.al (2005) formulated several indicators of self-efficacy, namely: (1) having a belief that he is capable to complete certain tasks, (2) having a belief that he is able to motivate himself to take the necessary actions in completing his task, (3) having a belief that he is able to try hard, persistent and diligent, (4) having the confidence that he is able to face obstacles and difficulties, and (5) having the confidence that he is able to complete tasks that have a wide or narrow range (specific).

Based on the description above, it can be stated that the purpose of this study is to analyze the effect of self-leadership and self-efficacy on student entrepreneurial creativity.

METHOD

This study aims to analyze the effect of self-leadership and self-efficacy on entrepreneurial creativity. This study used a quantitative approach and the type of comparative causal research. The population of this research is all students of Makassar State University who are online business entrepreneurs are 210 people. Determination of the number of samples using the Slovin formula so that a sample of 152 people was obtained. Sampling is based on probability sampling technique, namely Simple Random Sampling.

The data collection technique is using a questionnaire instrument that has been developed from the indicators of each research variable. Self-leadership variable is measured by indicators of Self-talk or self-verbalizations, mental imagery and belief, and Assumptions. The Self-Efficacy variable is measured by indicators of confidence in its ability to complete tasks according to targets by utilizing digital technology; confident in his ability to motivate himself in managing a digital-based business, confident in his ability to utilize digital technology to the fullest in managing his business, confident in his ability to face obstacles and difficulties in utilizing digital technology, and confident in his ability to complete tasks that have a wide or narrow range with take advantage of digital technology. Entrepreneurial creativity variable is measured by indicators ability to create product, modifying something, and combining something. The number of statement items is 23 with option 5 based on a Likert Scale, namely Strongly Agree (SA) score 5, Agree (A) score 4, Moderately Agree (MA) score 3, Disagree (D) score 2, and Strongly Disagree (SD) score 1.

Validity test of the research instrument was carried out by testing the validity and reliability of the instrument. The results of the validity test consisting 23 question items from 11 indicators in variable of self-leadership, self-efficacy, and entrepreneurial creativity, have a correlation coefficient is greater than 0.30, and the Cronbach Alpha value is greater than 0.600 r critical value, so that all the question items have met the requirements of validity and reliability instrument.

Furthermore, the research data were analyzed using descriptive statistics and multiple linear regression analysis using the SPSS program.

FINDINGS

The results of descriptive statistical data processing using the SPSS application are presented in the following table 1.

The results of the statistical descriptive variable of entrepreneurial creativity obtains a mean value of 31.36 with a standard deviation of 2.070. It means that the entrepreneurial creativity of students is generally quite high in terms of: (1) ability to create product, includes; (a) creating digital-based applications to market products, (b) making their own products that are promoted through digital-based applications such as social media, and (c) creating information content about products promoted through digital-based applications such as social media, (2) modifying something includes; (a) modifying digital-based applications used, (b) innovating existing products to make them unique, and (c) modifying existing information content about products to be published in digital-based applications, and (3) combining something including; (a) combining the use of digital-based applications so that products are quickly recognized by consumers, (b) combining promotional content in the form of images and videos, and (c) combining content in the form of writing and photos /images to make it more attractive.

Most of the self-leadership variables using digital-based applications in managing online businesses are quite high based on descriptive statistical analysis with a mean value of 29.7 with a standard deviation in 2.115. It means that Self-Leadership is quite high in terms of self-talk or self-verbalizations, mental imagery and belief, and also assumptions. Meanwhile, the student self-efficacy variable obtained a mean value of 13.84 with a standard deviation in 1.148. It means that students' Self-

Efficacy is quite high, seen from their belief that they are able to complete work according to the target by utilizing digital technology, motivating themselves in managing digital-based businesses, make the most of digital technology in managing its business, facing obstacles and difficulties in utilizing digital technology, and completing work that has a wide or narrow range by utilizing digital technology.

The influence of Self-Leadership and Self-Efficacy variables on student entrepreneurial creativity using digital-based applications in managing online businesses, can be seen in Table 2.

Table 2 shows that the significance value (Sig.) Of the Self-Leadership variable of 0.000 is smaller than 0.05. It means that the 1st Hypothesis (H1), "Self-Leadership for students' entrepreneurial creativity use digital-based applications in managing online businesses" is accepted. Likewise, the significance value (Sig.) of the Self-Efficacy variable of 0.000 is smaller than 0.05. It means that the 2nd Hypothesis (H2), "Self-efficacy towards students' entrepreneurial creativity use digital-based applications in managing online businesses" is accepted. Based on the results of this hypothesis testing, it can be concluded that Self-Leadership and Self-Efficacy partially have a significant effect on the entrepreneurial creativity of students using digital-based applications in managing online businesses.

The most influence of the Self-Leadership and Self-Efficacy variables partially has a significant effect on student entrepreneurial creativity using digital-based applications in managing online businesses. It can be seen from the multiple linear regression equation, $Y = 9.389 + 0.497 X_1 + 0.575X_2$. From the regression equation, it shows that each addition of one point to each Self-Leadership and Self-Efficacy variables will affect the increase of student entrepreneurial creativity by 1,072. The effective contribution of each variable

Table 1: Descriptive Statistical Analysis

		<i>Self-Leadership</i>	<i>Self-Efficacy</i>	<i>Entrepreneurship Creativity</i>
N	Valid	152	152	152
	Missing	0	0	0
Mean		29.37	12.85	31.36
Median		29.00	13.00	31.00
Mode		29.00	12.00	30.00
Std. Deviation		2.115	1.053	2.070

Data source: The data processed in 2022.

Table 2. The influence of Self-leadership and Self-efficacy on Entrepreneurial Creativity

<i>Relations between variables</i>		<i>Cumulative Contribution</i>	<i>Effective Contribution (%)</i>	<i>Sig.</i>	<i>Information</i>
SL	EC	0.497	46.36	.000	Significant
SE	EC	0.575	53.64	.000	Significant
SL, SE	EC	1.072	100.00		

Description: Self-Leadership (SL), Self-Efficacy (SE), Entrepreneurship Creativity (EC)

is the Self-Leadership variable in 46.36 percent, and the Self-Efficacy variable in 53.64 percent. It means that the Self-Efficacy variable is more dominant in contributing to the entrepreneurial creativity of students using digital-based applications to manage their online businesses.

Furthermore, testing the simultaneous influence of Self-Leadership and Self-Efficacy is significant on student entrepreneurial creativity with a significance value (sig.) Of 0.000. Because of the sig. $0.000 < 0.05$, then it can be concluded that the effect of Self-Leadership and Self-Efficacy simultaneously has a significant effect on student entrepreneurial creativity. Thus, the 3rd Hypothesis (H3), "Self-Leadership and Self-Efficacy simultaneously influence the entrepreneurial creativity of students by using digital-based applications in managing online businesses".

The results of data processing obtained the coefficient value of determination or R Square is 0.556, it means that the simultaneous contribution of the Self-Leadership and Self-Efficacy variables on the student entrepreneurial creativity variable using digital-based applications in managing online business is 55.6 percent (high enough), while 44.4 percent is determined by other variables. In other words, the coefficient value or R square predicts the simultaneous contribution given by the Self-Leadership and Self-Efficacy variables. The student entrepreneurial creativity using digital-based applications in managing online businesses is quite high.

DISCUSSION

This research has proven that self-leadership affects entrepreneurial creativity. Self-leadership is a major factor in positively and significantly influencing one's creativity (Carmeli et al, 2006). Therefore, considering the concept of self-leadership as a determinant of creativity, self-leadership is also expected to have a direct effect on the innovation of group members (Pratoom & Savatsomboon, 2010). Self-leadership is defined as an important organizational tool for building a social and psychological environment that encourages creative problem solving. In other words, an organization that encourages self-leadership tends to experience a higher level of creative process among the members so as to increase the potential for developing innovative thinking and practices at various levels of the organization.

This research has proven that Self-Efficacy affects entrepreneurial creativity. To maintain growth and success, organization needs to support one's creativity by developing self-efficacy (Tierney & Farmer, 2011). Self-efficacy has a big role in student behavior, especially in the process of achieving success through entrepreneurship. Self-Efficacy is considered an important feature of creativity. To define self-involvement in creative behavior, it is important to have a level of individual self-confidence (Tierney & Farmer, 2011; Gong et al, 2009). When a person has an internal belief that he or she can

confidently perform with superior creativity, it reflects a high Self-Efficacy rating (Tierney & Farmer, 2011). To maximize and develop creativity requires self-confidence (Chung et al, 2014). Creativity thrives best when you are confident. People with high self-efficacy can be more creative, and people with high self-efficacy are more creative in the problem-solving process.

The results of hypothesis testing show that simultaneous self-leadership and self-efficacy have a significant influence on the entrepreneurial creativity of students using digital-based applications in managing online businesses. It is in line with the results of the study that self-leadership has a positive effect on creative and innovative behavior through the mediating effect of entrepreneurial self-efficacy; In addition, the influence of entrepreneurial Self-Efficacy on creative and innovative behavior shows a stronger positive effect (Lu Hong-Da, 2014). The same view of point that Self-Leadership is a determinant of individual creativity (DiLiello & Houghton, 2006) and Self-Efficacy is also a very determining factor in one's creativity. It shows that students who have high entrepreneurial Self-Leadership and Self-Efficacy have a tendency to actualize and realize their potential by showing high creativity in managing business online.

CONCLUSION

Student entrepreneurial creativity is very much determined by their own Self-Leadership in the form of: (1) self-talk or self-verbalizations, (2) mental imagery and belief, including: (a) having a view that the business being carried out will be successful by utilizing digital technology, (b) believing that digital-based business will be more promising to achieve success, and (c) have a view that digital-based business is better than conventional business, and (3) Assumptions include; (a) products are better known to potential consumers if they use technology in the form of digital-based applications, (b) sales turnover can be maximized if marketing is done using digital-based applications, and (c) businesses will continue to exist if they use digital-based applications.

Students' entrepreneurial creativity is also greatly influenced by their Self-Efficacy in the form of being confident in their ability to complete task according to targets by utilizing digital technology; being confident in their ability to motivate themselves in managing digital-based businesses, confident in their ability to make maximum use of digital technology in managing their business, confident in his ability to face obstacles and difficulties in utilizing digital technology, and confident in their ability to complete task that has a wide or narrow range by utilizing digital technology.

Self-Leadership and Self-Efficacy simultaneously have a significant influence on the entrepreneurial creativity of students using digital-based applications in managing their online businesses.

LIMITATIONS

The limitation of this research is that the research locus is only one university and the statistical analysis used is still simple. For that it is necessary to conduct research with a wider locus and higher statistical analysis such as the Structure Equation Model (SEM).

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