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THE INFLUENCE OF CREATIVE MINDSET ON STUDENTS' ENTREPRENEURIAL INTENTIONS

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Abstract

The transition of students to the job market requires universities not only to prepare graduates to enter formal employment but also to encourage job creation through entrepreneurship. This study examines the influence of fixed and growth mindsets, as dimensions of the creative mindset, on students' entrepreneurial intentions at the University of Lampung. The study used a quantitative, survey-based approach. Primary data were collected through a questionnaire using Google Forms. The study population was active students at the University of Lampung who had taken entrepreneurship courses. The sample consisted of 140 respondents selected through purposive sampling. Data were analyzed using multiple linear regression in IBM SPSS Statistics. The results showed that a fixed mindset negatively and significantly affected entrepreneurial intentions, while a growth mindset positively and significantly affected entrepreneurial intentions. These findings indicate that students who view creativity as a difficult ability to develop tend to have lower entrepreneurial intentions. Conversely, students who believe that creativity can be developed tend to have higher entrepreneurial intentions.

Keywords: Creative Mindset; Fixed Mindset; Growth Mindset; Entrepreneurial Intention; University Students

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Introduction

Higher education institutions are not only responsible for producing graduates who are ready to enter the formal job market. They also need to prepare students to navigate various career options, including entrepreneurship. It is crucial because higher education graduates are not limited to laborers, employees, or staff; they can also pursue entrepreneurial endeavors, either independently or with the assistance of laborers. This situation demonstrates that entrepreneurship is a viable career option for higher education graduates and needs to be understood while students are still studying (Central Bureau of Statistics, 2024).

In the context of national employment, unemployment does not only refer to the unemployed population. It also includes those seeking work, preparing to start a new business, feeling discouraged in a job search, and those already employed but not yet employed. This explanation demonstrates that the employment issue is not only about job availability but also about the individual's transition into the workforce. For higher education graduates, one strategy to address this transition is to create jobs through entrepreneurship (Central Bureau of Statistics, 2024).

Based on Figure 1, the majority of the working population with a college education are classified as laborers, employees, or staff. However, some groups pursue entrepreneurial pathways, particularly in the self-employed and labor-assisted sectors. The data cannot be used to conclude that all higher education graduates

will choose entrepreneurship. However, it does sufficiently demonstrate that entrepreneurship is a factual career path, not simply a normative alternative. Therefore, the factors underlying students' propensity to become entrepreneurs warrant further in-depth study.

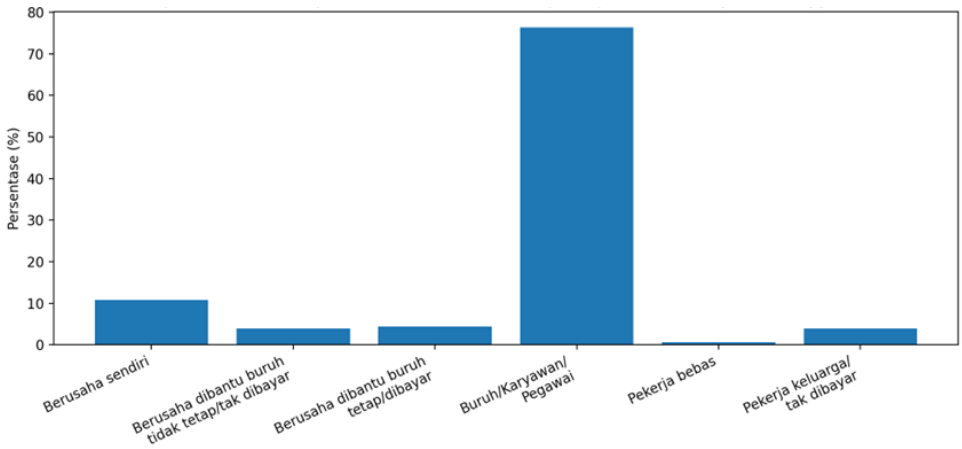

Figure 1. Composition of Main Occupation Status of the Working Population, 2023.

Source: Central Statistics Agency, Statistics Indonesia 2024 (Sakernas August 2023)

The decision to choose a career path does not emerge suddenly after graduating from college. It begins to develop while students are still studying. At this stage, students begin to assess their abilities, consider risks, and imagine future possibilities after completing their studies. Therefore, entrepreneurial intentions need to be understood while students are still actively studying. In this study, the Theory of Planned Behavior was used to a limited extent to emphasize that entrepreneurial intentions warrant study because they are related to the likelihood of future entrepreneurial behavior. This theory was not used as the primary theory to explain the study's independent variables (Ajzen, 1991).

Although entrepreneurship is a relevant career option, not all students have the same inclination to choose it. Some students may view entrepreneurship as an opportunity for growth, while others may view it as a risky option or inappropriate for their abilities. These differences in perspectives indicate that students' entrepreneurial intentions require further research. Entrepreneurial intentions are initial tendencies that can lead to future entrepreneurial behavior (Ajzen, 1991). Research on students' entrepreneurial intentions also shows that these intentions are influenced by factors such as cognitive factors, entrepreneurship education, creativity, self-efficacy, and a supportive learning environment (Abbes, 2024; Jiatong et al., 2021).

One relevant internal factor in explaining entrepreneurial intentions is mindset. Dweck (2006) distinguishes mindsets into two main forms: fixed and growth. A fixed mindset indicates an individual's tendency to view abilities as relatively fixed. Conversely, a growth mindset holds that abilities can be developed through effort, strategy, experience, and learning. Individuals with a growth mindset tend to be more prepared to face difficulties and view challenges as part of the development process. Meanwhile, individuals with a fixed mindset tend to avoid challenges more easily when faced with the possibility of failure.

In recent research, the concept of mindset has also been applied to creativity. He and Chiang (2024) explain that a growth-oriented creative mindset involves the belief that creativity can be trained and developed. Conversely, a fixed creative mindset holds that creativity is innate and difficult to change. The study shows

that a growth creative mindset positively influences creative thinking, while a fixed creative mindset negatively influences it. The motivation for creativity also explains this relationship as a key mechanism. These findings are relevant to entrepreneurship because entrepreneurial activity requires the ability to learn, experiment, refine strategies, face uncertainty, and respond adaptively to failure.

Several previous studies also support the relevance of mindset to entrepreneurship. Jiatong et al. (2021) showed that entrepreneurship education, entrepreneurial mindset, and creativity have a positive and significant effect on entrepreneurial intention, with entrepreneurial self-efficacy acting as a partial mediator. Shi et al. (2020) found that creativity significantly influences students' entrepreneurial intention. Anjum et al. (2021) also showed that dispositional creativity and attitudes toward entrepreneurship positively influence entrepreneurial intention, while university support strengthens this relationship. These findings suggest that entrepreneurial intention is influenced not only by external factors but also by students' internal psychological processes.

However, previous research has largely focused on students' entrepreneurial intention within the framework of entrepreneurship education, self-efficacy, attitudes, social norms, creativity, and the entrepreneurial mindset more generally. Several studies have shown that entrepreneurship education, creativity, entrepreneurial mindset, entrepreneurial inspiration, and entrepreneurial self-efficacy play a significant role in shaping students' entrepreneurial intentions. However, these studies have not specifically separated the dimensions of fixed mindset and growth mindset as two factors directly tested against entrepreneurial intentions (Jiatong et al., 2021; Li et al., 2023; Yan et al., 2023; Aboobaker & KA, 2023). However, in creative mindset studies, fixed mindset and growth mindset do not represent the same psychological tendencies. A fixed creative mindset tends to reflect the belief that creativity is a relatively fixed ability, while a growth creative mindset views creativity as an ability that can be developed through effort, learning, and experience (Karwowski, 2014; Hass et al., 2016; Karwowski & Brzeski, 2017; Karwowski et al., 2019). This difference in orientation is important in the context of entrepreneurship because entrepreneurial intention is influenced not only by knowledge and self-confidence, but also by how students perceive their creative abilities in recognizing opportunities, facing challenges, and developing business ideas (Burnette et al., 2020; Li et al., 2023; Hosseini & Malikzada, 2024).

Based on this description, three research gaps underlie this study. First, there is an empirical gap because research on entrepreneurial intention still primarily places entrepreneurship education, self-efficacy, social norms, creativity, and a general entrepreneurial mindset as explanatory factors, while creative mindset as a stand-alone psychological construct has not been directly tested on students' entrepreneurial intention (Jiatong et al., 2021; Li et al., 2023; Xu, 2023; Hosseini & Malikzada, 2024). Second, there is a contextual gap because studies specifically examining fixed and growth mindsets in the context of active students at the University of Lampung are still scarce. However, previous research has demonstrated the importance of growth mindset, self-efficacy, innovative environment, and achievement motivation in explaining entrepreneurial intention in the Indonesian context (Supriandi & Arisanti, 2026). Third, there is a model gap because fixed and growth mindsets have not been extensively tested in explaining students' entrepreneurial intentions. Therefore, this study positions creative mindset as the primary construct, operationalized into two dimensions: fixed mindset and growth mindset, to provide a more precise and focused explanation of the influence of each dimension on students' entrepreneurial intentions (Karwowski, 2014; Hass et al., 2016; Karwowski et al., 2019; Li et al., 2023).

The novelty of this research lies in three aspects. First, this study does not position mindset as a general concept, but operationalizes it into two more specific dimensions, namely fixed mindset and growth mindset,

to explain entrepreneurial intentions. Second, this study was conducted on active students at the University of Lampung, thus providing an empirical overview in the context of a state university. Third, this study focuses on mindset as the primary driver of entrepreneurial intentions, rather than merely a complementary variable in a student entrepreneurship model. Thus, this study aims to provide a more specific understanding of the relationship between students' mindsets and their tendency to choose entrepreneurship as a career alternative.

Literature Review

A creative mindset is an individual's belief about the fundamental nature of creativity. This belief explains whether creativity is viewed as an ability that can be developed through effort, practice, strategy, and learning experiences, or as an innate ability that is fixed and difficult to change. Creativity is not only about generating ideas, but also about how an individual assesses their own abilities when facing problems, opportunities, and uncertainty. It aligns with the understanding that creativity is related to the ability to adapt and overcome challenges in a broader context (Karwowski, 2014; Burnette et al., 2020). In the context of entrepreneurship, creativity is a crucial element because it enables individuals to see new opportunities and solve problems encountered in the business world (Jiatong et al., 2021; Li et al., 2023).

Beliefs in one's abilities influence how individuals approach challenges. Individuals who believe that abilities can be developed tend to view difficulties as part of the learning process. Conversely, individuals who believe that abilities are fixed tend to avoid situations that could expose their weaknesses (Dweck, 2006). This idea forms the basis for understanding the creative mindset, as the ability to generate ideas is also influenced by how an individual views their creativity. Research shows that a growth mindset allows individuals to be more open to failure as a learning experience and can enhance creativity, while a fixed mindset can inhibit creative expression due to a fear of failure (Li et al., 2023; Yan et al., 2023).

The creative mindset is positioned as a central construct operationalized into two dimensions: a fixed mindset and a growth mindset. A fixed mindset holds that creativity is fixed and difficult to develop. Conversely, a growth mindset holds that creativity can be developed through effort, practice, strategies, and learning experiences. It means that a fixed mindset and a growth mindset do not stand as separate variables, but rather serve as operational dimensions of the creative mindset (Dweck, 2006). Previous research has shown that individuals with a growth mindset tend to have higher entrepreneurial intentions because they are more confident in facing challenges and failures that may arise during the entrepreneurial journey (Burnette et al., 2020; Hosseini & Malikzada, 2024).

Creative mindset describes an individual's beliefs about the source and nature of creativity. Creativity can be understood as a trainable ability or as a fixed ability that is difficult to change. Karwowski (2014) explains that a fixed mindset and a growth mindset can be used to understand two dimensions of the creative mindset. They are not mutually exclusive; rather, they are two forms of belief that can exist in individuals to varying degrees. Further research shows that these two mindsets, although contradictory, can coexist in developing individual creativity, depending on the situation and context encountered (Karwowski, 2014; Karwowski & Brzeski, 2017; Hass et al., 2016). Strengthens the understanding that not only creativity, but also how an individual perceives and develops their creativity in the face of challenges, determines entrepreneurial intentions (Karwowski et al., 2019; Li et al., 2023).

Entrepreneurship requires the ability to recognize opportunities, generate business ideas, develop solutions, test ideas, and adapt strategies as the market changes. Students with a growth-oriented, creative mindset are more likely to view entrepreneurship as a learning process. They are more prepared to experiment with business ideas, accept feedback, refine business concepts, and learn from failure. Creativity is strongly

linked to entrepreneurial intention because business activities require new and useful ideas (Shi et al., 2020). Furthermore, perceived creative disposition positively affects entrepreneurial intention. It means that students who perceive themselves as having creative capacity are more prepared to engage in entrepreneurial activities (Anjum et al., 2021).

In this research, a creative mindset influences students' entrepreneurial intention. The research framework (Figure 2) shows that students' entrepreneurial intention is formed through a self-assessment process. Students need to assess their ability to generate business ideas, develop opportunities, face risks, accept failure, and adapt strategies. A creative mindset influences this assessment. The creative mindset is operationalized into two dimensions: a fixed mindset and a growth mindset. A fixed mindset holds that creativity is an innate talent that is difficult to develop. Students with this belief tend to hesitate to generate business ideas, fear failure, and avoid tasks that require new ideas. These conditions can decrease entrepreneurial intentions (Dweck, 2006; Li et al., 2023). Conversely, a growth mindset holds that creativity can be developed through effort, practice, strategy, and learning experiences. Students with this belief are more willing to seek business ideas, explore opportunities, accept criticism, and refine their ideas. It can increase entrepreneurial intentions (Karwowski, 2014; Burnette et al., 2020; Hosseini & Malikzada, 2024).

This relationship aligns with the Theory of Planned Behavior (Ajzen, 1991), which states that attitudes, subjective norms, and perceived behavioral control influence entrepreneurial intentions. A creative mindset plays a role in shaping self-perceptions of ability. Students who believe that creativity can be developed feel more capable of starting a business. Conversely, students who believe that creativity is fixed are more likely to feel limited in the entrepreneurial process (Ajzen, 1991; Jiatong et al., 2021).

A fixed mindset, as a dimension of the creative mindset, reflects the belief that creativity is an innate talent that is difficult to change. Students with a fixed mindset tend to feel that their ability to generate ideas cannot be developed much through effort. This belief can reduce their courage to try business ideas, take risks, and start a business. The belief that creativity is fixed is associated with low effectiveness in creative problem-solving (Karwowski, 2014; Li et al., 2023). He and Chiang (2024) found that a fixed mindset in the realm of creativity negatively affects creative thinking and creative motivation. Low creative motivation can weaken students' intention to start a business (He & Chiang, 2024). Therefore, the first hypothesis is as follows:

H1: A fixed mindset negatively affects students' entrepreneurial intentions

A growth mindset, as a dimension of the creative mindset, holds that creativity can be developed through effort, training, experience, and learning. Students with a growth mindset tend to be better prepared to explore business ideas, identify opportunities, accept failure, and refine them. It is crucial in the context of entrepreneurship; it requires the ability to generate ideas, identify opportunities, and develop creative solutions to potential problems. Individuals with a growth mindset do not simply view failure as an end in itself, but as a step in a learning process that can lead to self-development and enhanced entrepreneurial skills (Dweck, 2006; Burnette et al., 2020). Entrepreneurship is a domain marked by uncertainty, and individuals with a growth mindset can adapt, experiment with various strategies, and continuously innovate to overcome challenges (Jiatong et al., 2021; Li et al., 2023).

Belief in the potential for creativity to develop positively influences creative thinking by motivating creativity. Creative thinking, the ability to generate new ideas and innovative solutions, is crucial in the context of entrepreneurship (He & Chiang, 2024). Creativity motivation encourages individuals to be more open to new ideas and boldly explore untested possibilities. Students with a growth mindset are more likely to seek opportunities, innovate, and demonstrate higher creative motivation when facing entrepreneurial challenges

(He & Chiang, 2024). Perceived creativity disposition also positively influences entrepreneurial intention. It suggests that confidence in creative thinking can strengthen entrepreneurial intentions (Anjum et al., 2021). Students who perceive themselves as capable of innovation tend to be more willing to take risks, explore new opportunities, and ultimately have a stronger intention to start a business (Li et al., 2023). These findings suggest that positive beliefs in creative abilities can strengthen entrepreneurial intentions. In this case, a growth mindset, as a factor underlying positive perceptions of creativity, can encourage students to be more confident in their entrepreneurial journey. Therefore, a growth mindset influences not only creative thinking but also entrepreneurial intention. Thus, the following hypothesis is proposed:

H2: A growth mindset positively affects students' entrepreneurial intentions.

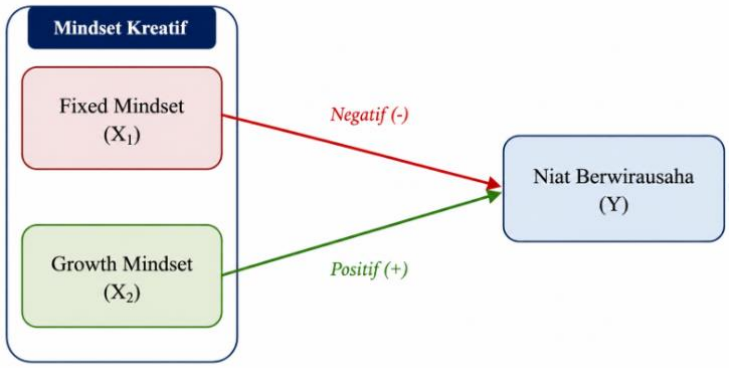

Figure 2. Research Framework

Research Method

This study employed a quantitative research method with a causal associative approach (Sekaran & Bougie, 2016). The population was active students at the University of Lampung who had taken entrepreneurship courses. The sample size was 140 respondents. The research instrument is shown in Table 1. Primary data were collected through a questionnaire distributed via Google Forms. The instrument used a five-level Likert scale, ranging from strongly disagree to agree strongly. Secondary data was obtained from books, scientific journals, articles, and other sources relevant to the creative mindset and entrepreneurial intentions.

Table 1. Variable Measurement

Variables	Operational Definition	Number of Items	Source	Scale
Fixed mindset (X1)	Students' belief that creativity is a natural ability that tends to be fixed, difficult to change, and dependent on innate talent.	8 items	Hass et al. (2016)	Likert 1-5
Growth mindset (X2)	Students' belief that creativity can be developed through effort, practice, perseverance, strategy, and learning experiences.	4 items	Hass et al. (2016)	Likert 1-5
Niat Berwirausaha (Y)	Students' desire, readiness, and confidence to start their own business.	3 items	Mueller (2011)	Likert 1-5

Instrument testing was conducted through validity and reliability tests. Instrument validity was assessed using the Kaiser-Meyer-Olkin (KMO) and Anti-image Correlation (ACR) values, while reliability was assessed using Cronbach's Alpha. Classical assumption tests included the Kolmogorov-Smirnov normality test and multicollinearity tests using the Tolerance and Variance Inflation Factor (VIF) values. Data analysis used multiple linear regression in IBM SPSS Statistics. Hypothesis testing used a t-test to examine the effects of fixed and growth mindsets on entrepreneurial intentions.

Results and Discussion

Data collection was conducted by distributing questionnaires to active students at the University of Lampung. The questionnaires were distributed online using Google Forms. It resulted in 140 returned questionnaires, all of which were eligible for analysis as they met the research respondent criteria. The study showed a higher proportion of female respondents (58.57%) than male respondents.

Validity testing was conducted to determine the appropriateness of the statement items in measuring the research variables. The instrument was declared valid if the KMO value was greater than 0.5 and the Anti-image Correlation value for each item was also greater than 0.5. The fixed mindset variable had a KMO value of 0.907, the growth mindset a value of 0.827, and the entrepreneurial intention a value of 0.744. All statement items were declared valid and suitable for use in the research analysis. Reliability was measured using Cronbach's Alpha. A variable is considered reliable if its Cronbach's Alpha value is greater than 0.60. The fixed mindset, growth mindset, and entrepreneurial intention variables had Cronbach's Alpha values greater than 0.60; thus, all instruments were deemed reliable.

A normality test was conducted to determine whether the residuals in the regression model were normally distributed. The test used the One-Sample Kolmogorov-Smirnov Test on unstandardized residual values. The results of the normality test showed an Asymp. Sig. (2-tailed) value of 0.200 > 0.05, indicating that the residuals in the regression model were normally distributed. A multicollinearity test was conducted to assess whether the independent variables in the regression model were excessively correlated. The fixed mindset variable had a tolerance value of 0.878 (> 0.10) and a VIF value of 1.140 (< 10). The growth mindset variable also had a tolerance value of 0.878 (> 0.10) and a VIF value of 1.140 (< 10). Thus, there were no multicollinearity issues between the fixed and growth mindsets.

The results of the determination coefficient test (Table 2) show an R value of 0.717, an R Square of 0.515, and an Adjusted R Square of 0.507. It means that fixed and growth mindsets can explain 50.70% of the variation in students' entrepreneurial intentions at the University of Lampung. Other variables outside the research model explain the remaining 49.30%. The results of the simultaneous test (Table 3) show an F value of 72.613 with a significance of 0.000. This significance value is smaller than 0.05, indicating that fixed and growth mindsets together have a significant effect on students' entrepreneurial intentions at the University of Lampung.

Table 2. Model Summary

Model	**R**	***R Square***	***Adjusted R Square***	***Std. Error* of the Estimate**
1	0,717	0,515	0,507	2,896

Source: Data processed by SPSS (2026)

Table 3. Simultaneous Test Results

Model	***Sum of Squares***	**df**	***Mean Square***	**F**	***Sig.***
Regression	1217,777	2	608,888	72,613	0,000
Residual	1148,795	137	8,385		
Total	2366,571	139			

Source: Data processed by SPSS (2026)

The results of the hypothesis testing (Table 4) show that the fixed mindset regression coefficient is negative at -0.242. This value indicates that a fixed mindset negatively influences entrepreneurial intention. It means that the higher a student's fixed mindset, the lower their entrepreneurial intention tends to be. The test results also show that the growth mindset regression coefficient is positive at 0.341. This value indicates that a growth mindset positively influences entrepreneurial intention. It means that the higher a student's growth mindset, the higher their entrepreneurial intention tends to be.

Table 4. Results of Multiple Linear Regression and Hypothesis Testing

Variable	**B**	***Std. Error***	***Beta***	**t**	***Sig.***	**Hypothesis**
Constanta	10,095	1,130		8,936	0,000	-
Fixed mindset	-0,242	0,032	-0,475	-7,479	0,000	H1 supported
Growth mindset	0,341	0,055	0,396	6,235	0,000	H2 supported

Source: Data processed by SPSS (2026).

The results of the multiple linear regression equation in this study are Y = -0.475X1 + 0.396X2 + e. The fixed mindset has a calculated t-value of -7.479, with a significance level of 0.000 < 0.05, indicating a negative and significant effect on entrepreneurial intention. Growth mindset has a calculated t-value of 6.235 with a significance level of 0.000 <0.05, indicating that growth mindset has a positive and significant effect on entrepreneurial intention.

These results indicate that fixed and growth mindsets exert opposite influences on entrepreneurial intention. A fixed mindset has a negative effect, while a growth mindset has a positive effect. Students who view creativity as a skill that is difficult to develop tend to have lower entrepreneurial intentions. Conversely, students who believe that creativity can be developed through effort, training, experience, and learning processes tend to have higher entrepreneurial intentions.

The study's results indicate that a fixed mindset negatively and significantly affects students' entrepreneurial intentions at the University of Lampung. This finding suggests that the stronger a student's tendency to view creativity as an innate ability that is difficult to develop, the lower their likelihood of choosing entrepreneurship as a career alternative. The direction of this negative relationship is important because entrepreneurial intentions are not only influenced by external factors, such as education or the social environment, but also by how students perceive their own capacities (Dweck, 2006). Students with a fixed mindset tend to doubt their creative abilities more easily. These doubts can hinder the courage to try business ideas, take risks, and start a business. Theoretically, this finding aligns with Dweck's (2006) perspective, which explains that individuals with a fixed mindset tend to view abilities as fixed. This perspective leads individuals to focus more on self-provenance than on self-development. In entrepreneurship, this orientation is

disadvantageous because the business process is closely linked to uncertainty, risk, obstacles, and the possibility of failure (Karwowski, 2014).

For students at the University of Lampung, a fixed mindset can lead to entrepreneurship being perceived as an arena that requires specific talents from the outset. If students feel they lack these capacities, their motivation to start a business is reduced. Entrepreneurship is not perceived as a space for self-development, but rather as a context that can reveal personal limitations. These findings reinforce the argument that a fixed mindset can hinder individual engagement in activities that require exploration, experimentation, and capacity building. Efforts to increase students' entrepreneurial intentions are insufficient to equip them with the knowledge and skills needed for entrepreneurship. Universities also need to help students develop a more open perspective on developing creativity and personal abilities (Li et al., 2023; Burnette et al., 2020).

The study's results indicate that a growth mindset has a positive and significant effect on students' entrepreneurial intentions at the University of Lampung. This finding indicates that the stronger the students' belief that creativity and personal abilities can be developed through effort, practice, and learning experiences, the higher their likelihood of choosing entrepreneurship as a career alternative. This positive relationship indicates that entrepreneurial intentions are closely related to students' mental readiness to view challenges and to engage in the learning process. Students with a growth mindset tend to be more prepared to accept feedback, learn from failure, and refine strategies. This attitude is crucial in entrepreneurship because the process of starting a business is rarely straightforward and certain (Jiatong et al., 2021; Li et al., 2023).

Theoretically, these results align with Dweck's (2006) perspective, which explains that individuals with a growth mindset view challenges as opportunities for growth. They are less likely to interpret failure as evidence of permanent incompetence. In entrepreneurship, this orientation is relevant because entrepreneurship requires the courage to try, a willingness to adapt strategies, and the ability to persist when initial results do not meet expectations. For students at the University of Lampung, a growth mindset makes it more likely that starting a business is understood as a learning experience. Students who believe that creativity can be developed are better prepared to try out business ideas, evaluate results, accept criticism, and refine business concepts. This perspective strengthens psychological readiness to enter the business world (Anjum et al., 2021; He & Chiang, 2024).

These findings indicate that the two dimensions of the creative mindset contribute differently to the explanation of entrepreneurial intentions. The standardized beta value for the fixed mindset indicates a greater negative contribution than the positive beta value for the growth mindset. It means reducing the tendency toward a fixed mindset and strengthening the growth mindset in student entrepreneurship development. In practice, these results suggest that student entrepreneurship development should focus on mindset formation. Entrepreneurship programs should not only emphasize technical business skills. They should also foster the courage to try, the readiness to accept feedback, and the belief that abilities can continuously develop through learning (Burnette et al., 2020; Li et al., 2023).

Conclusions and Recommendations

The results of this study indicate that a fixed mindset and a growth mindset have different influences on entrepreneurial intentions. Students who view creativity as a fixed ability and difficult to develop tend to have lower entrepreneurial intentions. Conversely, students who believe that creativity can be developed through effort, practice, experience, and learning tend to have higher entrepreneurial intentions. Respondents indicate that students at the University of Lampung tend to consider entrepreneurship as a career option. However, this

intention still needs to be strengthened through the development of a creative mindset, learning experiences, and more targeted entrepreneurial support.

Students are expected to develop a growth mindset regarding creativity and abilities. They need to recognize that creative abilities are not solely determined by innate talent but can also be developed through effort, practice, experience, and continuous learning. Students are also expected to reduce the tendency toward a fixed mindset, especially the view that creativity is a difficult ability to change.

The University of Lampung is expected to strengthen its student entrepreneurship development program not only by providing entrepreneurial materials and theories, but also through activities that foster a growth mindset. Programs such as entrepreneurship training, business internships, business incubation, business idea mentoring, entrepreneurship competitions, and seminars with business owners can be designed to foster students' growth mindsets. Universities also need to create a learning environment that encourages students to be bold in their attempts, to accept feedback, to refine their ideas, and to learn from failure. Such an environment is crucial for reducing the tendency toward a fixed mindset and strengthening students' intention to pursue entrepreneurship as a career after completing their studies.

Future researchers are advised to add other variables suspected of influencing entrepreneurial intentions, such as entrepreneurial self-efficacy, entrepreneurship education, entrepreneurial motivation, family support, university support, social environment, and perceptions of business opportunities. Further research is also recommended to expand the scope of respondents to ensure a more diverse distribution of respondent characteristics.

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