

The influence of originality of thinking on entrepreneurial attitudes in economics education students at the University of Riau

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Background: In the current era of globalization and the advancement of the 5.0 industrial revolution, entrepreneurship has become not only a promising career option but also a key driver of economic growth and social innovation. Higher education institutions are now expected to foster entrepreneurial attitudes among students, enabling them to become creators of opportunity rather than mere job seekers. According to Suryana (2013), an entrepreneurial attitude reflects an individual's readiness to take risks, face challenges, and create value through innovative business ventures. One of the essential factors influencing entrepreneurial attitudes is originality of thought, which refers to the ability to generate novel, unique, and unconventional ideas. As emphasized by Runco and Jaeger (2012), originality is a core element of creativity and plays a critical role in the development of innovative capabilities. In the context of entrepreneurship, Amabile (1996) highlighted that originality serves as the foundation for generating new business ideas that stand out in competitive markets. University students, as educated members of society, are expected to possess and develop original thinking skills to respond effectively to emerging social and economic challenges. However, in reality, many students remain passive and tend to follow existing patterns, indicating that their potential for original thought is underutilized. Zimmerer and Scarborough (2008) assert that creative and original thinking must be cultivated early on so that students can evolve into job creators equipped with the mindset and skills needed for innovation and independence. This study aims to understand and analyze the role of students as creative entrepreneurial actors in driving new economic growth in Pekanbaru. More specifically, the objectives of this study are as follows:

Purpose: 1. To identify the level of originality of students' thinking in developing entrepreneurial ideas. - To analyze the extent to which students are able to create new, unique, and distinct business ideas from existing business concepts. - To identify the dominant dimensions of originality of thinking in the process of business idea formation among students. 2. To measure the level of entrepreneurial attitudes among students in Pekanbaru. - To assess the extent to which students demonstrate entrepreneurial attitudes such as independence, innovation, risk-taking, and goal orientation. - To examine differences in entrepreneurial attitudes based on educational background, gender, business experience, and major. 3. To analyze the relationship between originality of thinking and students' entrepreneurial attitudes. - To test whether there is a significant and strong relationship between the ability to think original and students' propensity for entrepreneurship. 4. Provide strategic recommendations for developing student entrepreneurship based on creativity and innovation. - Develop policy recommendations for higher education institutions, local governments, and business incubators to support student entrepreneurship.

Methodology: The type of research used is quantitative with a research design testing the formulation of the problem conducted on economics education students of the Faculty of Teacher Training and Education, University of Riau. This study was conducted to determine the effect of originality on the Entrepreneurial Attitude of Economics Education Students of the University of Riau. Then from the results of the study will be obtained the influence of generalization. The research data is in the form of numbers and uses statistical analysis, so the quantitative method is used. Data is taken from primary data taken from Economics Education Students of the University of Riau Pekanbaru class of 2023-2024. The data collection method used is sampling. The questionnaire used is a closed questionnaire that has provided an explanation. The study was conducted for 6 (six) months since the study was approved. The population in this study were 84 economics education students.

The sampling technique used was purposive random sampling with the Slovin formula. The Department of Education and Social Sciences (PIPS) of the University of Riau is located at Jalan Binawidya, KM 12.5, Simpang Baru Village, Tampan District, Pekanbaru City. This study used simple linear regression analysis. To determine the magnitude of the variable's influence, prerequisite tests were first conducted, including normality tests, linearity tests, t-tests, and correlation coefficient tests using SPSS software. Hypothesis testing of the variables was conducted using simple linear regression analysis.

Finding: Findings and Discussion 1. Validity test Statement r count r table information P1 0,821 0,178 Valid P2 0,702 0,178 Valid P3 0,719 0,178 Valid P4 0,879 0,178 Valid P5 0,719 0,178 Valid P6 0,585 0,178 Valid P7 0,232 0,178 Valid P8 0,883 0,178 Valid P9 0,939 0,178 Valid P10 0,784 0,178 Valid P11 0,633 0,178 Valid P12 0,647 0,178 Valid All 12 items on the questionnaire showed valid results with $r\text{-count} > r\text{-table}$ (0.178), indicating that all statements were valid for use in the study. 2. Uji Reliabilitas Using Cronbach's Alpha, both variables were found to be highly reliable Variable Cronbach's Alpha Items Originality of Thought 0,881 12 Entrepreneurial Attitude 0,899 12 t Since both alpha values exceed the 0.60 threshold, the instrument is considered reliable. 3. Linearity test The linearity test results are as follows: ANOVA Table Sum of Squares df Mean Square F Sig. Y * X Between Groups (Combined) 36,169 19 7,735 1,276 ,217 Linearity 10,012 1 70,012 5,036 ,016 Deviation from Linearity 36,957 18 14,831 1,067 ,291 Within Groups 25,407 150 13,903 Total 22,376 83 Since the significance value is greater than 0.05, the relationship between originality of thought and entrepreneurial attitude is linear. 4. T- Test Coefficientsa Model Unstandardized Coefficients Standardized Coefficients t Sig. B Std. Error Beta 1 (Constant) 0,595 1,282 11,472 ,000 X ,81 ,073 ,84 2,938 ,047 a. Dependent Variable: Y The regression coefficient test showed: • $t\text{-value} = 2.938$ • $t\text{-table} = 1.989$ • $\text{Significance} = 0.047$ Since $t\text{-value} > t\text{-table}$ and $\text{Sig} < 0.05$, the hypothesis is accepted. This confirms that originality of thought significantly influences entrepreneurial attitude. 5. Correlation Tset Interpretation of Correlation Coefficient Coefficient Interval Relationship Level 0.00 –0.199 Very Low 0.20 – 0.399 low 0.40 – 0.599 currently 0.60 – 0.799 strong 0.80 – 1.00 Very strong Correlations VAR00001 VAR00002 VAR00001 Pearson Correlation 1 ,873** Sig. (2-tailed) ,021 N 84 84 VAR00002 Pearson Correlation ,873** 1 Sig. (2-tailed) ,021 N 84 84 The Pearson correlation result: • $r = 0.873$ • $\text{Sig.} = 0.021$ This signifies a very strong correlation (0.80–1.00) between originality of thought and entrepreneurial attitude, with the relationship being statistically significant. 6. Simple Linear Regression Coefficientsa Model Unstandardized Coefficients Standardized Coefficients t Sig. B Std. Error Beta 1 (Constant) 60,55 5,82 11,472 ,000 X ,21 ,073 ,84 2,236 ,021 a. Dependent Variable: Y Model Summary Model R R Square Adjusted R Square Std. Error of the Estimate 1 ,891a ,514 ,492 3,79050 a. Predictors: (Constant), VAR00001 Regression Equation: $Y = 60,55 + 0,21X$ This means 51.4% of the variance in entrepreneurial attitude can be explained by originality of thought, with the remaining 48.6% influenced by other factors not explored in this study. Based on the results of the analysis that has been done, it was found that all instrument items are valid and reliable, so that the data collected is credible and can be scientifically accounted for. There is a very strong and significant linear relationship between originality of thinking and entrepreneurial attitudes of students. Originality of thinking has a significant effect on entrepreneurial attitudes, with a contribution of 51.4% to the variability of these attitudes. Students who have original thinking skills: More confident in facing risks, Tend to be more creative in creating solutions or business ideas, Have a positive attitude towards entrepreneurial activities. Students who have very original business ideas tend to be more daring to take risks because they believe they do not have many direct competitors. They also show high intrinsic motivation not only pursuing financial gain, but also wanting to create social and cultural change. Originality makes students more resilient to initial failure, because they have a strong sense of ownership of their business ideas. Discussion The majority of respondents expressed a positive attitude toward originality. This is evident in the high percentages of "Strongly Agree" and "Agree" responses across the four statements. Respondents tended to feel they had unique ideas, were able to solve problems in unconventional ways, and created novel solutions. According to Robert (2003), successful intelligence involves the ability to think creatively and originally to solve real-world problems. In the context of entrepreneurship, this is

the ability to generate novel, previously unthinkable solutions. Statements 2, 3, and 4 indicate a high level of confidence in originality. Over 60% of respondents stated "Strongly Agree" for each of these statements, indicating confidence in innovative and creative abilities in the business world. According to Adam (2016), originalists are those who are able to challenge the status quo and introduce impactful new ideas. Approximately 35% of respondents were neutral about the idea of originality (statements 1 and 3). This indicates that not all individuals are fully confident in the uniqueness of their ideas. This could be due to a lack of experience, confidence, or exposure to an environment that fosters innovation. Michael et al. (2018) argue that innovation and originality are at the heart of any entrepreneurial process. Teresa (2020) argues that entrepreneurs will be more original if they work in an ecosystem that supports the exploration of ideas without fear of failure. Frese et al. (2014) link originality to long-term business success, not just fleeting ideas. The statistical analysis confirms that originality of thought has a significant and positive effect on entrepreneurial attitudes. A linear relationship was established, validating the use of regression and correlation analyses. This implies that students with higher levels of originality are more likely to develop stronger entrepreneurial tendencies (Utami, 2017). Educational programs aiming to enhance originality may thus serve as effective tools for fostering entrepreneurial attitudes, particularly within economic education (Shepherd, 2024). However, since 48.6% of the variance in entrepreneurial attitude is attributed to other factors, future research is recommended to explore additional predictors such as risk-taking, self-efficacy, and innovation behavior (Hisrich, 2010). The limitations of this study include its scope, which was limited to Pekanbaru City and did not include students from other areas in Riau Province. Furthermore, the independent variables were limited to examining the influence of original thinking.

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Originality: This research presents a novel approach to the discourse on student entrepreneurship, particularly in the context of the Economics Education study program, which has not been widely explored in relation to entrepreneurial potential. The research findings indicate that Economics Education students have a high level of original thinking, which significantly influences their entrepreneurial attitudes. This is an important finding because, in general, entrepreneurial ability is often associated with students from study programs such as Management, Business, or Engineering, while students from educational backgrounds (especially Economics Education) tend to be perceived as more career-oriented as teachers. However, this research demonstrates that Economics Education students not only possess the cognitive capacity to understand economic principles but also the ability to develop original and innovative ideas relevant to the business world. This work is the result of my own thoughts and research analysis, not the result of plagiarizing other people's work.

Keywords: originality of thought, entrepreneurial attitude