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**Pasaribu F., Muzakir, Pratama K., Yusrita, Yuliaty T.** □

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# IMPACT OF THE UNIVERSITY CREATIVE MANAGEMENT ON THE STUDENTS ENTERPRISING PERFORMANCE

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**Abstract:** Creative behavior development is one of the most important aspect of modern education. It can be achieved using university creative management therefor this study seems to be very promising for the practice. The paper examines the impact of efficient teachers, and creative management on the enterprising performance of the universities students in Indonesia. This research also investigates the mediating impact of student involvement among the association of efficient teachers, creative management and enterprising performance of the universities students in Indonesia. This article adopted the questionnaires to obtain the data and also employed the smart-PLS to check the nexus among understudy variables. The results indicated that efficient teachers, and creative management have a significant association with the enterprising performance of universities students in Indonesia. The findings also revealed that student involvement positively mediates among the relations of efficient teachers, creative management and enterprising performance of the universities students in Indonesia. This research guided the regulators regarding developing the policies related to the creative university involvement that improve the students enterprising performance.

**Keywords:** Creative management, Enterprising performance, Student involvement

## Introduction

Students enterprising performance refer to the ability of students to use thinking create and develop new but useful ideas when they have freedom of opinion and action, flexibility, and are exposed to the risks. Such students are not only taught to repeat what they have learnt. Enterprising performance frees the students from being a slave to the books and creative ability in them to find several solutions to a single problem. Enterprising performance in education catches the attention of the general public because there is a need for critical thinkers in all sectors of society and the economy so that they can develop the ability to solve complex issues. **Since the interconnectivity among the people, communities and businesses, the same decisions can't be taken in science, politics, and business (Castillo-Vergara, Galleguillos, Cuello, Alvarez-Marin, & Acuña-Opazo, 2018).** The increasing importance of the students' enterprising performance requires the scholars to pay their attentions here. A number of recent studies have been conducted to analyze the issues related to enterprising performance development of students.

During the colonial regime of the Netherlands, modern schooling was introduced in Indonesia, where the Dutch colonial schools were supplemented by classical schools such as Islamic boarding schools (Pesantren), colonialist schools and local administrative elites, as well as rural schools, and Indonesians' 'citizens' classes. In the 20s, Java was the foundation of the first HEIs. The plan was elitist and could only be navigated by the chosen few. Following independence in 1945, Indonesia enshrined education constitutionally as the right of all Indonesians and aimed at creating a system of mass education that was fairer and more equal.

Around 16% of young adults had completed higher education in Indonesia in 2017, well below the G20 average of 38%. In Indonesia, younger adults have earned a bachelor's program than a tertiary degree, but few have a master's degree. In comparison of young people who are 30 percentage points higher in terms of jobs for those with tertiary qualifications than those who receive only high school, about 90% of young men in Indonesia work regardless of their level of education. The majority of OECD countries are also behind younger children's registration. In 2017, only 3% of children under 2 years of age in Indonesia were enrolled in early

education and treatment, way below the OECD level (21%). Roughly 16% of the 25-64-year-olds had tertiary education in Indonesia, well below the OECD average of 44%, and the G20 average of 38%. For young adults in Indonesia, bachelor's programs are the most common type of tertiary school: 12 percent of 25-34 years old have earned a bachelor's degree, compared to 4 percent for short-term qualifications. Not many young adults graduate with an MA or PhD in Indonesia: just 1 percent have completed an MA and under 0.01 percent have completed a PhD. (OECD averages: 14 percent and 0.8 percent). In Indonesia, young people have a higher education degree than previously. About 26% of 25-64 year-olds received secondary or non-tertiary secondary education, while 34% of 25-34 year olds were non-tertiary. The same phenomenon is seen in tertiary education: about 12% of 25-64 year-olds have achieved tertiary education, but the share of the younger generation has risen to 16%, showing a steep upward trend (Prasojo et al., 2020). Third-party graduates have a labor market effect of 85% compared to their OECD counterparts in the OECD nations. Higher education in Indonesia is correlated, like most OECD nations, with an increased chance of working. However, in contrast to most OECD countries, adults (25-64 years of age) with a secondary education have a comparable level of jobs to those who have completed high or post-secondary education without a tertiary education (73% vs. 74%) and are higher than the OECD countries average (59 percent). In Indonesia, however, the overall job benefit is slightly higher for tertiary-educated adults: 11 percentage point compared with 9 percentage points on average in OECD countries. At the tertiary level the diverse areas of education, health and welfare and ICT are the most common in Indonesia, with 24% graduating from higher education (G20 average: 11%), 17% graduating from higher education (G20 average: 13%) and 9% graduating from higher education (G20 average: 11%). (G20 average: 4 percent). Women account for 78% of health and education students and 35% of ICT students, compared to 71% and 27% in all G20 states.

Indonesia is currently struggling to provide its residents with comprehensive, high-quality schooling. The country has much less literacy than that of other countries in Southeast Asia. The World Bank's study has shown that 55% of Indonesians completing school in Vietnam are technologically illiterate compared with just 14% and 20% in other countries of the Organization. The level of tertiary achievement is also very low: The Indonesian population over the age of 25, having achieved a bachelor degree in 2016 at least, was only less than 9%, the lowest of all ASEAN member countries. There is no great opportunity to graduate – unemployment among Indonesians who have been educated at university is highest. Indonesian universities are expanding their academic productivity quickly, but it is still poor relative to other developing economies. On the other hand, mean school years have doubled from the 1980s to eight years in 2016 for those aged over 25 years. Around 2004 and 2017, the ratio between students and teachers has fallen from 20 to 1 to 16 in basic education, although this ratio is either flat or has not declined at higher education levels (Abdimomynova et al., 2021; Valinurova et al., 2022). Between 2004 and 2017, the tertiary gross registration (GER) ratio was 20%, although the total ratio was still small. Now in Vietnam, it is at 36.3%, equivalent to 28.3%, in Malaysia 42% and in Thailand 49.3%. Indonesia has carried out a wide variety of educational reforms since the mid-2000s, including decentralization of parts of the school system, change in teacher training requirements and significant rises in education spends. In the past decade however, public spending on education as a percentage of GDP has stagnated and remains well below the recommended rate for emerging economies (at 3.6 percent of GDP in 2015). Many attempts will have to be made to solve structural shortcomings of the mechanism in Indonesia and get it in line with the expectations of other rapidly evolving ASEAN countries.

The second section of the paper presents the views of renowned scholars from past literature about how, efficient teachers, and creative management affect the development of students enterprising performance. The third section gives a detailed description of the collection of data from the universities of Indonesia. In the fourth section, on the basis of data collected from the practical field, results are found out, and then final portion is presented how they are approved by the past studies and

conclusion with future directions.

## Literature Review

For a successful life in schools as well as in colleges and universities, student enterprising performance plays an important role. Among the educational sector of Indonesia, efficient teachers are an important element that poses Excellency of developing these skills (Al-Omoush, Simón-Moya & Sendra-García, 2020). These creative skills enable students to solve every kind of issue relevant to their educational ground. The focus of studies is to explore the participation of students where enterprising performance is influenced (Matić, 2019). Student enterprising performance also helps to maintain life after schooling which involves the efficiency of teachers. Therefore, the influences of efficient teachers upon student enterprising performance are clear from various aspects (Čiuladienė and Walancik, 2020; Grebski & Grebski, 2018).

Innovation helps the world and different sectors to tap their own creative resources. Although, enterprising performance is required in the education sector of the world for the stimulation of knowledge into students (Muller, 2020). Creative management is important for the educational sector of Indonesia because of developing self-capabilities. These abilities could be developed after the inducement of creative management and though enables the student enterprising performance. Projects of formative intervention are reviewed by the development of the educational sector and the elements of creative management. The impact of creative management upon student enterprising performance is certain due to the current importance of enterprising performance all over the world. Creative management is not restricted to certain ages but it goes beyond the limitation of ages to ascertain the synchronization of knowledge of student. This management interestingly helps the students to determine the skills of enterprising performance which they already possess. On the other hand, the students who are unable to possess the skills of student enterprising performance, the creative management which the effective policies and procedures could upgrade their capabilities. It is important to establish an environment for students to be motivated by creative management (Watters & Spas, 2020). Creative management involves numerous thinking skills like open-mindedness, communication skills, visual arts, and writing. These skills are effective learning management elements that help the student to be well acquainted with enterprising performance. **Creativity is an important determinant of innovation. Today's companies need employees who are creative, flexible and open to innovation (Gajdzik, & Wolniak, 2022; Gajdzik, 2008). The now widely popularized concept of Industry 4.0 (Gajdzik, et al., 2020; Gajdzik et al., 2021) needs creative employees, from among whom it will select leaders of change (Kwiotkowska, et al., 2022). Knowledge transfer is a challenge for cooperating companies today (Sroka et al, 2014). Employees in a company must constantly update their competences (Grzybowska, & Gajdzik, 2012).**

Based on the arguments presented above, we elaborated following hypotheses:

H1: Efficient teachers significantly contribute toward student enterprising performance .

H2: Student involvement significantly influence student enterprising performance .

H3: Creative management significantly positively influences student enterprising performance .

Attitudes of students are also lime lighted in many countries like Indonesia. Although, the involvement of students is creating positive results for creative management and students enterprising performance . This involvement is a necessary part that is inserted with experiences and past records of the students toward creative management in the educational sector of Indonesia. Usually, the universities seek better management skills with a creative approach to enable student enterprising performance . This is possible with the help and positive contribution of student involvement among the student enterprising performance and creative management (Ulewicz & Kanchana, 2020). With the proper involvement of students,

the challenges of enterprising performance could be easily handled with a social institution (Cleofas, 2020). Enterprising performance tends to be the generation of numerous ideas for the development and betterment of educational institutions. The Indonesian educational sector is clearly linked with creative management and significantly contributing to student enterprising performance . This is positively happening due to the significant involvement of students that mediates among the creative management and student enterprising performance . Usually, creative management enables a cluster of skills for the production of ideas that could be valuable and original. The concepts of creative management are widely used in innovative content by the inclusion of creative education, creative abilities, and creative activities (Bryndin, 2019). Creative management is important because of the vast problems prevailing in the educational sector of Indonesia. Therefore, student involvement has enabled student enterprising performance and creative management. Although, some elements of uncertainty also prevail, which are prominently highlighted in the developing countries. This is positively eliminated by the student involvement, which could increase enterprising performance .

### Research Methodology

This article examines the impact of efficient teachers and creative management on student enterprising performance and also investigate the mediating impact of student involvement among the association of efficient teachers, creative management and enterprising performance of the universities students in Indonesia. This article adopted the questionnaires to obtain the data from the respondents. This research has used simple random sampling to select the respondents. The students of universities operating in Indonesia are the respondents. The data were collected using web based questionnaire in the period of first half of 2021 year.. The sample of 380 completed questionnaires was set of the analyzed data. The detailed structure of the respondents are as follows (Table 1):

**Table 1. Sample features.**

	Gender	Study discipline	Education level
<b>Male</b>	251 (66%)		
<b>Female</b>	129 (34%)		
<b>Technical</b>		103 (27%)	
<b>Humanities</b>		186(49%)	
<b>Social</b>		72(19%)	
<b>Others</b>		19(5%)	
<b>Bachelor's degree</b>			225(59%)
<b>Master's degree</b>			125(33%)
<b>Doctorate degree</b>			30(8%)

This paper also employed the smart-PLS to check the nexus among understudy variables because the purpose is hypotheses testing and the sample size is large. This study has used student enterprising performance (SEP) as the predictive variable with five items and student involvement (SI) as the mediating variable with four items. In addition, this research also used three predictors such as efficient teachers (ET) with six items and creative management (CM) with four items.

### Research Results

The results have shown the factor loadings that show the validity of the items, and values of factor loadings are higher than 0.50. These values indicated a high correlation among items. These values are shown in Table 2.

**Table 2. Factor Loadings.**

Constructs	Items	CM	ET	SC	SI
<b>Creative Management</b>	CM2	0.668			
	CM3	0.841			
	CM4	0.783			
<b>Efficient Teachers</b>	ET1		0.727		
	ET2		0.651		
	ET3		0.787		
	ET4		0.775		
	ET5		0.807		
	ET6		0.796		
<b>Student Enterprising Performance</b>	SEP1			0.882	
	SEP3			0.846	
	SEP4			0.679	
	SEP5			0.800	
<b>Student Involvement</b>	SI1				0.750
	SI2				0.759
	SI3				0.830
	SI4				0.816

The results have shown the Alpha, composite reliability (CR) and AVE that also shows the validity of the items and values of Alpha and CR are larger than 0.70 while AVE values are higher than 0.50. These values indicated a high correlation among items. These values are shown in Table 3.

**Table 3. Validity.**

	Alpha	CR	AVE
<b>CM</b>	0.746	0.810	0.589
<b>ET</b>	0.852	0.890	0.576
<b>SEP</b>	0.816	0.880	0.648
<b>SI</b>	0.798	0.868	0.623

The results have shown the Heterotrait Monotrait (HTMT) ratio that also indicates the discriminant validity and values of HTMT ratios are less than 0.85. These values indicated that low correlation among variables and discriminant validity is valid. These values are shown in Table 4.

**Table 4. Heterotrait Monotrait Ratio.**

	CM	ET	SEP	SI
<b>CM</b>				
<b>ET</b>	0.256			
<b>SEP</b>	0.397	0.654		
<b>SI</b>	0.344	0.716	0.824	

The findings have shown the testing of hypotheses, and the results indicated that efficient teachers and creative management have a significant association with the enterprising performance of the universities students in Indonesia and accept all three hypotheses.

## Discussion

The study results have represented that the availability of efficient teachers in an educational institution has a positive association with the development of students' enterprising performance. The study posits that the educational institutions that

prioritize the students' learning and thus provide them efficient teachers with specialized knowledge, comprehensive knowledge, effective teaching skills, self-efficacy, and ability to understand students and provide them with enough support produce such students who have creative skills. These results are also in line with the past study of Jia et al. (2017), which shows that the students can successfully develop creative skills and abilities in themselves under the guidance of efficient teachers who provide them complete relevant knowledge, make them understand the critical issues, train them to solve the problems, help them build confidence, and invent new things which could fulfil the needs and facilitate the life of human beings. These results are supported by the previous study of Kuo, Burnard, McLellan, Cheng, and Wu (2017); the students who have the guidance, support, and encouragement from efficient teachers, have high self-efficacy, learning skills, creative abilities, and problem-solving skills. The study results have also indicated that the implementation of creative management has a positive association with student enterprising performance . The study implies that when the practices of creative management are effectively implemented, there are creative teaching and learning environment, creative teaching staff, and creative training staff. This all contributes to the creative skills of students. These results are also supported by the past study of Sunley, Harding, and Jones (2019), which suggests that the educational institutions where a set of persons are appointed to carry creative activities in the Organization, the students are more likely to develop creative skills and abilities the students as in this condition the students have special creative classes under the guidance of creative tutors, training sections, and assessment programs. **These results are also supported by the past study of Castillo-Vergara et al. (2018), which suggests that creative managers take great care for the availability of learning resources to students, which can help them to develop creative skills of students and analyzes their creative performance to assess their creative capabilities.**

These results are also supported by the past study of Zhou, Wang, Bavato, Tasselli, and Wu (2019), which shows that students have more involvement in the learning processes and training sections when they are given effective learning resources like efficient tutors, book material, and digital devices and this student involvement results in high the students enterprising performance. The study results have indicated that student involvement is a significant mediator between the availability of efficient teachers and the students' enterprising performance . **These results agree with the past study of Marquis, Radan, and Liu (2017), which states that when teachers are skilled and efficient, they can make the student put focus on the subject being discussed and take active participation in the class; this involvement results in high learning and creative skills of students.** Besides, the study results have shown that the students' involvement plays a significant mediating role between creative management and the student's enterprising performance . These results are in line with the past study of Tran, Ho, Mackenzie, and Le (2017), which shows that the implementation and execution of creative management practices improve students involvement in the learning classes, and they can develop creative skills in them.

### **Conclusion**

In the modern age, there has been an emerging need for critical thinkers produced by the educational sector in the social and economic sectors, politics, and science. There was a need to explore ways how to encourage or develop students enterprising performance. The current study was aimed to address this problem by exploring the influences of efficient teachers, and creative management on the development of students enterprising performance. In the same line, it also had an objective to explore the contributing role of student involvement among the nexus of efficient teachers, and creative management and students enterprising performance. The study analyzed the efficient teachers, creative management, and degree of student involvement and the development of students enterprising performance. It found out its results on the basis of this analysis. The study demonstrated that the availability of efficient teachers in education institutions enhances the creative skills of the students. The study emphasized that effective performance of creative management ensures the availability of creative teaching and learning environment, creative

teaching staff, and creative training staff enhances students' enterprising performance. The results indicated that the student's involvement in the learning classes is improved by the three factors like efficient teachers, and creative management and further improves the development of students enterprising performance.

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**Abstract:** Creative behavior development is one of the most important aspect of modern education. It can be achieved using university creative management therefor this study seems to be very promising for the practice. The paper examines the impact of efficient teachers, and creative management on the enterprising performance of the universities students in Indonesia. This research also investigates the mediating impact of student involvement among the association of efficient teachers, creative management and enterprising performance of the universities students in Indonesia. This article adopted the questionnaires to obtain the data and also employed the smart-PLS to check the nexus among understudy variables. The results indicated that efficient teachers, and creative management have a significant association with the enterprising performance of universities students in Indonesia. The findings also revealed that student involvement positively mediates among the relations of efficient teachers, creative management and enterprising performance of the universities students in Indonesia. This research guided the regulators regarding developing the policies related to the creative university involvement that improve the students enterprising performance.

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Students enterprising performance refer to the ability of students to use thinking create and develop new but useful ideas when they have freedom of opinion and action, flexibility, and are exposed to the risks. Such students are not only taught to repeat what they have learnt. Enterprising performance frees the students from being a slave to the books and creative ability in them to find several solutions to a single problem. Enterprising performance in education catches the attention of the general public because there is a need for critical thinkers in all sectors of society and the economy so that they can develop the ability to solve complex issues. **Since the interconnectivity among the people, communities and businesses, the same decisions can't be taken in science, politics, and business (Castillo-Vergara, Galleguillos, Cuello, Alvarez-Marin, & Acuña-Opazo, 2018).** The increasing importance of the students' enterprising performance requires the scholars to pay their attentions here. A number of recent studies have been conducted to analyze the issues related to enterprising performance development of students.

The objective behind the conduct of the current study is to explore the role of, efficient teachers, and creative management in the development of students' enterprising performance.. It is also aimed at examining the linking role of student involvement between the efficient teachers, and creative management and the development of students enterprising performance. Many past studies have discussed the contributions of efficient teachers, and creative management to the development of enterprising performance of the students, but they have done that separately. In this way, our study is a distinction as it addresses the influences of efficient teachers, and creative management on the development of students enterprising performance at the same time.

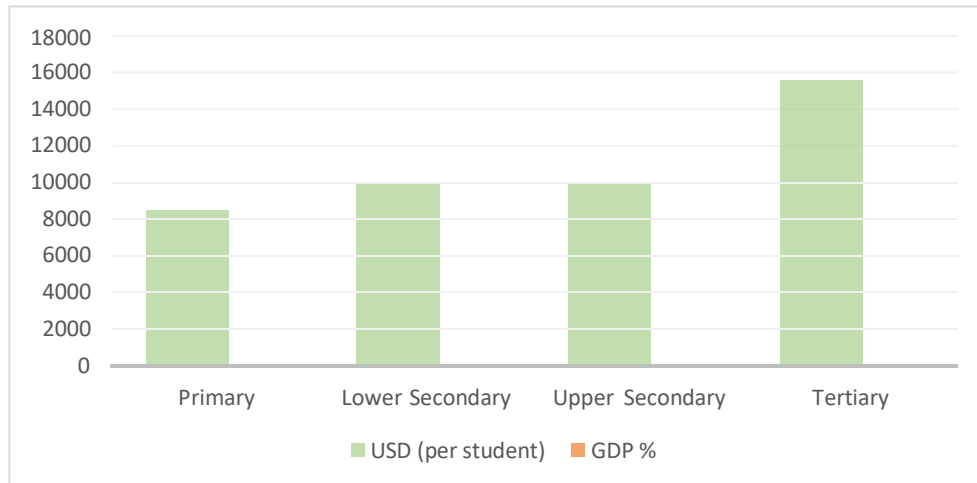
During the colonial regime of the Netherlands, modern schooling was introduced in Indonesia, where the Dutch colonial schools were supplemented by classical schools such as Islamic boarding schools (Pesantren), colonialist schools and local administrative elites, as well as rural schools, and Indonesians' 'citizens' classes. In the 20s, Java was the foundation of the first HEIs. The plan was elitist and could

only be navigated by the chosen few. Following independence in 1945, Indonesia enshrined education constitutionally as the right of all Indonesians and aimed at creating a system of mass education that was fairer and more equal.

Around 16% of young adults had completed higher education in Indonesia in 2017, well below the G20 average of 38%. In Indonesia, younger adults have earned a bachelor's program than a tertiary degree, but few have a master's degree. In comparison of young people who are 30 percentage points higher in terms of jobs for those with tertiary qualifications than those who receive only high school, about 90% of young men in Indonesia work regardless of their level of education. The majority of OECD countries are also behind younger children's registration. In 2017, only 3% of children under 2 years of age in Indonesia were enrolled in early education and treatment, way below the OECD level (21%). Roughly 16% of the 25-64-year-olds had tertiary education in Indonesia, well below the OECD average of 44%, and the G20 average of 38%. For young adults in Indonesia, bachelor's programs are the most common type of tertiary school: 12 percent of 25-34 years old have earned a bachelor's degree, compared to 4 percent for short-term qualifications. Not many young adults graduate with an MA or PhD in Indonesia: just 1 percent have completed an MA and under 0.01 percent have completed a PhD. (OECD averages: 14 percent and 0.8 percent). In Indonesia, young people have a higher education degree than previously. About 26% of 25-64 year-olds received secondary or non-tertiary secondary education, while 34% of 25-34 year olds were non-tertiary. The same phenomenon is seen in tertiary education: about 12% of 25-64 year-olds have achieved tertiary education, but the share of the younger generation has risen to 16%, showing a steep upward trend (Prasojo et al., 2020). Third-party graduates have a labor market effect of 85% compared to their OECD counterparts in the OECD nations. Higher education in Indonesia is correlated, like most OECD nations, with an increased chance of working. However, in contrast to most OECD countries, adults (25-64 years of age) with a secondary education have a comparable level of jobs to those who have completed high or post-secondary education without a tertiary education (73% vs. 74%) and are higher than the OECD countries average (59 percent). In Indonesia, however, the overall job benefit is slightly higher for tertiary-educated adults: 11 percentage point compared with 9 percentage points on average in OECD countries. At the tertiary level the diverse areas of education, health and welfare and ICT are the most common in Indonesia, with 24% graduating from higher education (G20 average: 11%), 17% graduating from higher education (G20 average: 13%) and 9% graduating from higher education (G20 average: 11%). (G20 average: 4 percent). Women account for 78% of health and education students and 35% of ICT students, compared to 71% and 27% in all G20 states.

Indonesia is currently struggling to provide its residents with comprehensive, high-quality schooling. The country has much less literacy than that of other countries in Southeast Asia. The World Bank's study has shown that 55% of Indonesians completing school in Vietnam are technologically illiterate compared with just 14% and 20% in other countries of the Organization. The level of tertiary achievement is also very low: The Indonesian population over the age of 25, having achieved a bachelor degree in 2016 at least, was only less than 9%, the lowest of all ASEAN member countries. There is no great opportunity to graduate – unemployment among Indonesians who have been educated at university is highest. Indonesian universities are expanding their academic productivity quickly, but it is still poor relative to other developing economies. On the other hand, mean school years have doubled from the 1980s to eight years in 2016 for those aged over 25 years. Around 2004 and 2017, the ratio between students and teachers has fallen from 20 to 1 to 16 in basic education, although this ratio is either flat or has not declined at higher education levels (Abdimomynova et al., 2021; Valinurova et al., 2022). Between 2004 and 2017, the tertiary gross registration (GER) ratio was 20%, although the total ratio was still small. Now in Vietnam, it is at 36.3%, equivalent to 28.3%, in Malaysia 42% and in Thailand 49.3%. Indonesia has carried out a wide variety of educational reforms since the mid-2000s, including decentralization of parts of the school system, change in teacher training requirements and significant rises in education

spends. In the past decade however, public spending on education as a percentage of GDP has stagnated and remains well below the recommended rate for emerging economies (at 3.6 percent of GDP in 2015). Many attempts will have to be made to solve structural shortcomings of the mechanism in Indonesia and get it in line with the expectations of other rapidly evolving ASEAN countries. Expenditure occurred on the educational institutions in Indonesia is given in Figure 1.



**Figure 1: Expenditures on Educational Institutional in Indonesia**

The second section of the paper presents the views of renowned scholars from past literature about how, efficient teachers, and creative management affect the development of students enterprising performance. The third section gives a detailed description of the collection of data from the universities of Indonesia. In the fourth section, on the basis of data collected from the practical field, results are found out, and then final portion is presented how they are approved by the past studies and conclusion with future directions.

### Literature Review

The environment is an important element for the facilitation and accomplishment of every task. Though, universities are also well acquainted with the environments to up bring the capabilities of students (Osokina, Le-van, Zudin, & Gotskaya, 2020). In fact, teachers induce a vital role in the maintenance of the environment as well as in the enterprising performance of students. It is upon the efficiency of teachers which through their capabilities and abilities help students to attain creative approaches (Lis, 2021; Grebski & Mazur 2022). Various students are analyzed according to the efficiency of teachers by a variety of strategies and methods over the learning and identification (Palmberg, Kärkkäinen, Jeronen, Yli-Panula, & Persson, 2019). The encouragement of efficient teachers develops the capabilities of student enterprising performance for several years in the educational sector of Indonesia. Most of the transformative powers are hidden in the efficient teachers which are beneficial for the educational institutions as well as among students (Ozmen, Guven, & Kurak, 2020). For a successful life in schools as well as in colleges and universities, student enterprising performance plays an important role. Among the educational sector of Indonesia, efficient teachers are an important element that poses Excellency of developing these skills (Al-Omoush, Simón-Moya & Sendra-García, 2020). These creative skills enable students to solve every kind of issue relevant to their educational ground. The focus of studies is to explore the participation of students where enterprising performance is influenced (Matić, 2019). Student enterprising performance also helps to maintain life after schooling which involves the efficiency of teachers. Therefore, the influences of efficient teachers upon student enterprising performance are clear from various aspects (Čiuladienė and Walancik, 2020; Grebski & Grebski, 2018). These aspects provide numerous senses of efficient teachers in the student creative approaches (Tomaszek & Muchacka-Cymerman, 2020).

Innovation helps the world and different sectors to tap their own creative resources. Although, enterprising performance is required in the education sector of the world for the stimulation of knowledge into students (Muller, 2020). Creative management is important for the educational sector of Indonesia because of developing self-capabilities. These abilities could be developed after the inducement of creative management and though enables the student enterprising performance. Projects of formative intervention are reviewed by the development of the educational sector and the elements of creative management. The impact of creative management upon student enterprising performance is certain due to the current importance of enterprising performance all over the world. Creative management is not restricted to certain ages but it goes beyond the limitation of ages to ascertain the synchronization of knowledge of student. [The enterprising performance of students could be supported by the establishment of creative management \(Bukantaitė & Sederevičiūtė-Pačiauskienė, 2021\)](#). This management interestingly helps the students to determine the skills of enterprising performance which they already possess. On the other hand, the students who are unable to possess the skills of student enterprising performance, the creative management which the effective policies and procedures could upgrade their capabilities. It is important to establish an environment for students to be motivated by creative management (Watters & Spas, 2020). Creative management involves numerous thinking skills like open-mindedness, communication skills, visual arts, and writing. These skills are effective learning management elements that help the student to be well acquainted with enterprising performance. [Creativity is an important determinant of innovation. Today's companies need employees who are creative, flexible and open to innovation \(Gajdzik, & Wolniak, 2022; Gajdzik, 2008\). The now widely popularized concept of Industry 4.0 \(Gajdzik, et al., 2020; Gajdzik et al., 2021\) needs creative employees, from among whom it will select leaders of change \(Kwiotkowska, et al., 2022\). Knowledge transfer is a challenge for cooperating companies today \(Sroka et al, 2014\). Employees in a company must constantly update their competences \(Grzybowska, & Gajdzik, 2012\).](#)

Based on the arguments presented above, we elaborated following hypotheses:

H1: Efficient teachers significantly contribute toward student enterprising performance .

H2: Student involvement significantly influence student enterprising performance .

H3: Creative management significantly positively influences student enterprising performance .

Attitudes of students are also lime lighted in many countries like Indonesia. Although, the involvement of students is creating positive results for creative management and students enterprising performance . This involvement is a necessary part that is inserted with experiences and past records of the students toward creative management in the educational sector of Indonesia. Usually, the universities seek better management skills with a creative approach to enable student enterprising performance . This is possible with the help and positive contribution of student involvement among the student enterprising performance and creative management (Ulewicz & Kanchana, 2020). With the proper involvement of students, the challenges of enterprising performance could be easily handled with a social institution (Cleofas, 2020). Enterprising performance tends to be the generation of numerous ideas for the development and betterment of educational institutions. The Indonesian educational sector is clearly linked with creative management and significantly contributing to student enterprising performance . This is positively happening due to the significant involvement of students that mediates among the creative management and student enterprising performance . Usually, creative management enables a cluster of skills for the production of ideas that could be valuable and original. The concepts of creative management are widely used in innovative content by the inclusion of creative education, creative abilities, and creative activities (Bryndin, 2019). Creative management is important because of the vast problems prevailing in the educational sector of Indonesia. Therefore, student involvement has enabled student enterprising performance and creative

management. Although, some elements of uncertainty also prevail, which are prominently highlighted in the developing countries. [The possibility of relationships among the school students exists among the groups of scientific inquiry, empathy, and enterprising performance \(Yoon, Jo, & Kang, 2020\).](#) This is positively eliminated by the student involvement, which could increase enterprising performance .

### Research Methodology

This article examines the impact of efficient teachers and creative management on student enterprising performance and also investigate the mediating impact of student involvement among the association of efficient teachers, creative management and enterprising performance of the universities students in Indonesia. This article adopted the questionnaires to obtain the data from the respondents. This research has used simple random sampling to select the respondents. The students of universities operating in Indonesia are the respondents. The data were collected using web based questionnaire in the period of first half of 2021 year.. The sample of 380 completed questionnaires was set of the analyzed data. The detailed structure of the respondents are as follows (Table 1):

**Table 1. Sample features.**

	Gender	Study discipline	Education level
<b>Male</b>	251 (66%)		
<b>Female</b>	129 (34%)		
<b>Technical</b>		103 (27%)	
<b>Humanities</b>		186(49%)	
<b>Social</b>		72(19%)	
<b>Others</b>		19(5%)	
<b>Bachelor’s degree</b>			225(59%)
<b>Master’s degree</b>			125(33%)
<b>Doctorate degree</b>			30(8%)

This paper also employed the smart-PLS to check the nexus among understudy variables because the purpose is hypotheses testing and the sample size is large. This study has used student enterprising performance (SEP) as the predictive variable with five items and student involvement (SI) as the mediating variable with four items. In addition, this research also used three predictors such as efficient teachers (ET) with six items and creative management (CM) with four items.

### Research Results

The results have shown the factor loadings that show the validity of the items, and values of factor loadings are higher than 0.50. These values indicated a high correlation among items. These values are shown in Table 2.

**Table 2. Factor Loadings.**

Constructs	Items	CM	ET	SC	SI
<b>Creative Management</b>	CM2	0.668			
	CM3	0.841			
	CM4	0.783			
<b>Efficient Teachers</b>	ET1		0.727		
	ET2		0.651		
	ET3		0.787		
	ET4		0.775		
	ET5		0.807		

	ET6		0.796		
<b>Student Enterprising Performance</b>	SEP1			0.882	
	SEP3			0.846	
	SEP4			0.679	
	SEP5			0.800	
<b>Student Involvement</b>	SI1				0.750
	SI2				0.759
	SI3				0.830
	SI4				0.816

The results have shown the Alpha, composite reliability (CR) and AVE that also shows the validity of the items and values of Alpha and CR are larger than 0.70 while AVE values are higher than 0.50. These values indicated a high correlation among items. These values are shown in Table 3.

**Table 3. Validity.**

	Alpha	CR	AVE
<b>CM</b>	0.746	0.810	0.589
<b>ET</b>	0.852	0.890	0.576
<b>SEP</b>	0.816	0.880	0.648
<b>SI</b>	0.798	0.868	0.623

The results have shown the Heterotrait Monotrait (HTMT) ratio that also indicates the discriminant validity and values of HTMT ratios are less than 0.85. These values indicated that low correlation among variables and discriminant validity is valid. These values are shown in Table 4.

**Table 4. Heterotrait Monotrait Ratio.**

	CM	ET	SEP	SI
<b>CM</b>				
<b>ET</b>	0.256			
<b>SEP</b>	0.397	0.654		
<b>SI</b>	0.344	0.716	0.824	

The findings have shown the testing of hypotheses, and the results indicated that efficient teachers and creative management have a significant association with the enterprising performance of the universities students in Indonesia and accept all three hypotheses.

## Discussion

The study results have represented that the availability of efficient teachers in an educational institution has a positive association with the development of students' enterprising performance. The study posits that the educational institutions that prioritize the students' learning and thus provide them efficient teachers with specialized knowledge, comprehensive knowledge, effective teaching skills, self-efficacy, and ability to understand students and provide them with enough support produce such students who have creative skills. These results are also in line with the past study of Jia et al. (2017), which shows that the students can successfully develop creative skills and abilities in themselves under the guidance of efficient teachers who provide them complete relevant knowledge, make them understand the critical issues, train them to solve the problems, help them build confidence, and invent new things which could fulfil the needs and facilitate the life of human beings. These results are supported by the previous study of Kuo, Burnard, McLellan, Cheng, and Wu (2017); the students who have the guidance, support, and

encouragement from efficient teachers, have high self-efficacy, learning skills, creative abilities, and problem-solving skills. The study results have also indicated that the implementation of creative management has a positive association with student enterprising performance . The study implies that when the practices of creative management are effectively implemented, there are creative teaching and learning environment, creative teaching staff, and creative training staff. This all contributes to the creative skills of students. These results are also supported by the past study of Sunley, Harding, and Jones (2019), which suggests that the educational institutions where a set of persons are appointed to carry creative activities in the Organization, the students are more likely to develop creative skills and abilities the students as in this condition the students have special creative classes under the guidance of creative tutors, training sections, and assessment programs. **These results are also supported by the past study of Castillo-Vergara et al. (2018), which suggests that creative managers take great care for the availability of learning resources to students, which can help them to develop creative skills of students and analyzes their creative performance to assess their creative capabilities.**

These results are also supported by the past study of Zhou, Wang, Bavato, Tasselli, and Wu (2019), which shows that students have more involvement in the learning processes and training sections when they are given effective learning resources like efficient tutors, book material, and digital devices and this student involvement results in high the students enterprising performance. The study results have indicated that student involvement is a significant mediator between the availability of efficient teachers and the students' enterprising performance . **These results agree with the past study of Marquis, Radan, and Liu (2017), which states that when teachers are skilled and efficient, they can make the student put focus on the subject being discussed and take active participation in the class; this involvement results in high learning and creative skills of students.** Besides, the study results have shown that the students' involvement plays a significant mediating role between creative management and the student's enterprising performance . These results are in line with the past study of Tran, Ho, Mackenzie, and Le (2017), which shows that the implementation and execution of creative management practices improve students involvement in the learning classes, and they can develop creative skills in them.

### **Conclusion**

In the modern age, there has been an emerging need for critical thinkers produced by the educational sector in the social and economic sectors, politics, and science. There was a need to explore ways how to encourage or develop students enterprising performance. The current study was aimed to address this problem by exploring the influences of efficient teachers, and creative management on the development of students enterprising performance. In the same line, it also had an objective to explore the contributing role of student involvement among the nexus of efficient teachers, and creative management and students enterprising performance. The study analyzed the efficient teachers, creative management, and degree of student involvement and the development of students enterprising performance. It found out its results on the basis of this analysis. The study demonstrated that the availability of efficient teachers in education institutions enhances the creative skills of the students. The study emphasized that effective performance of creative management ensures the availability of creative teaching and learning environment, creative teaching staff, and creative training staff enhances students' enterprising performance . The results indicated that the student's involvement in the learning classes is improved by the three factors like efficient teachers, and creative management and further improves the development of students enterprising performance.

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<i>Articles are done in one space with size 11</i>	√	
<i>Reduce the level of plagiarism in your articles</i>	√	
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<i>Need to add a conclusion in your research. Because you don't show the conclusion clearly.</i>	√	
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