

The Effect of Entrepreneurship Education and Entrepreneurial Self-Efficacy on Entrepreneurial Intention of Students of Pondok Pesantren Mambaul Ulum Banyuwangi with Islamic Values As An Intervening Variable

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Abstract: *Entrepreneurship education in pesantren plays an important role in the birth of students with entrepreneurial character. The advantages and positive impacts of entrepreneurship education in boarding schools as described, are very relevant to support the government's agenda, especially in increasing the quantity of new entrepreneurs. This study uses a quantitative approach with Partial Least Squares structural equation modeling (PLS-SEM) to predict and confirm the hypotheses given. This research uses Google Forms for data collection on Santri Pondok Pesantren Mambaul Ulum Banyuwangi. Respondents in this study were 230 respondents who were used as research objects. The results showed that Entrepreneurship Education cannot explain Entrepreneurial Intention directly. However, Entrepreneurship Education can explain Entrepreneurial self-efficacy directly, Entrepreneurial self-efficacy variables can explain Islamic Values and Entrepreneurial Intention. Furthermore, Islamic Values will have more influence on Entrepreneurial Intention, if strengthened by Islamic Values as a mediator variable. Meanwhile, Entrepreneurship Education will have more influence on Entrepreneurial Intention, even if it is strengthened by Islamic Values as a mediator variable.*

Introduction

Entrepreneurship education is an interesting study of research in developed and developing countries (Saptono, et al., 2020; Karyaningsih, et al., 2020; Machali, et al., 2021). Much evidence shows that entrepreneurship education enables new entrepreneurs from formal and non-formal schooling. This is of interest to scholars and researchers (Bae & Fiet, 2014; Honig & Martin, 2014; Kuratko, 2005; Oosterbeek & Ijsselstein, 2010).

Like developed countries, the Indonesian government also seeks to increase the number of entrepreneurs (Abduh, Maritz, & Rushworth, 2012; Patricia & Silangen, 2016; Sondari, 2014; Utomo, et al., 2019; Kusumojanto, et al., 2020; Handayati, et al., 2020). Policies to optimize entrepreneurship education have been implemented in Indonesia from primary schools to universities. Non-formal education and community development are also considered. (Purwana, 2018; Saptono, et al., 2020; Wardana, et al., 2020). The Indonesian government has also recently mainstreamed entrepreneurship education by optimizing the role of Islamic boarding schools (Fatchurrohman & Ruwandi, 2019). The program, known as *santripreneur*, is part of the implementation of the Indonesia 4.0 roadmap and provides support to micro, small, and medium-sized businesses (MSMEs). The policy expects that students in boarding schools not only have religious (Islamic) expertise but also have entrepreneurial traits.

The advantages and positive impacts of entrepreneurship education in Islamic boarding schools as described are very relevant to support the government's agenda, especially in increasing the quantity of new entrepreneurs. Several previous relevant studies mentioned two superior potentials of Islamic boarding schools, which are effective in accelerating the *santripreneur* program if it can be managed properly. The first potential, in terms of the number of Islamic boarding schools located in almost all parts of Indonesia, is very significant to be the capital of the *santripreneur* program (Prasetyo, 2017). Based on data released by the Ministry of Religious Affairs (Kemenag, 2019), the number of Islamic boarding schools in Indonesia is around 28,961 with more than 4,028,660 students. The large number of *pesantren* as described, of course, is very supportive as well as an asset for the success of the *santripreneur* program.

Because positive self-belief and self-efficacy are determinants of success, students who already understand entrepreneurship will set an attitude to achieve achievements that are grown by confidence in themselves. This success will result in satisfaction and knowledge that has been learned. Self-efficacy, according to Bandura (Jess & Gregory (2010:212), is a person's self-belief in their abilities so that they can control how they function and what happens in their environment. Based on the description in the paragraphs above, boarding schools are thought to be able to foster entrepreneurial intentions and support the *santripreneur* program launched by the government to increase the number of new entrepreneurs.

However, previous research has not examined how Islamic values and entrepreneurship education affect the entrepreneurial intentions of students in boarding schools. Previous studies have mostly discussed the entrepreneurship education model, so they have not tested how Islamic values and entrepreneurship education affect students' entrepreneurial intentions. However, entrepreneurial intentions, especially entrepreneurship education, are influenced by the variables described above (Farani, et al., 2017; Kusumojanto, et al., 2020; Karyaningsih, et al., 2020; Handayati, et al., 2020; Saparuddin, et al., 2021). For example, Wagenfeld-Heintz (2009), Sigalow et al. (2012), Turkina (2015), and Rehan et al. (2019) investigated how Islamic values influence the desire for entrepreneurship. The results of the research, as described, found that Islamic values as part of the socio-psychological aspects have an indirect influence on entrepreneurial intention, by acting as a mediator between religious values and entrepreneurial intention.

The urgency of this research is proposed because Entrepreneurial Santri Pondok Pesantren Manbaul Ulum Banyuwangi has a huge opportunity to contribute to the development of the economic system in the Banyuwangi area because they can provide

employment not only for themselves but also for others. Moreover, seeing the development of the Banyuwangi area which is very potential and has a lot of capital both human resources and natural resources to be used as a business. Therefore, Entrepreneurship Education and Entrepreneurial self-efficacy need to be improved continuously to Santri Pondok Pesantren Manbaul Ulum Banyuwangi.

This research contributes to educational institutions, especially Santri Pondok Pesantren Manbaul Ulum Banyuwangi to keep up to date in providing entrepreneurship education in entrepreneurship practices. Based on the background and state of the art as described, this research has novelty by completing the gaps in previous research, conducting a thorough study of the development of the theory of entrepreneurial intention at the boarding school education level as measured by entrepreneurship education and entrepreneurial self-efficacy with Islamic values as a determinant of the entrepreneurial intention of Santri Pondok Pesantren Manbaul Ulum Banyuwangi.

Research Method

Research design

This study uses a quantitative approach with PLS-SEM to investigate the impact of Entrepreneurship Education and Entrepreneurial self-efficacy on Entrepreneurial Intention and the role of Islamic Values in mediating involvement (see Figure 1). The main benefit of PLS-SEM is its ability to maximize variance in the dependent variable and estimate data based on the dimensions of the measurement model (Hair et al., 2017).

Respondents and data collection techniques

Students of Madrasah Diniyah Manbaul Ulum in Banyuwangi participated in this study. All three grade levels of the Manbaul Ulum Diniyah Madrasah in Banyuwangi were used as the object of the study. We offered 230 respondents a 27-question Google Form sent via WhatsApp. In November 2023, the research was conducted. The research variables are Entrepreneurship Education, Entrepreneurial self-efficacy, Islamic Values, and Entrepreneurial Intention.

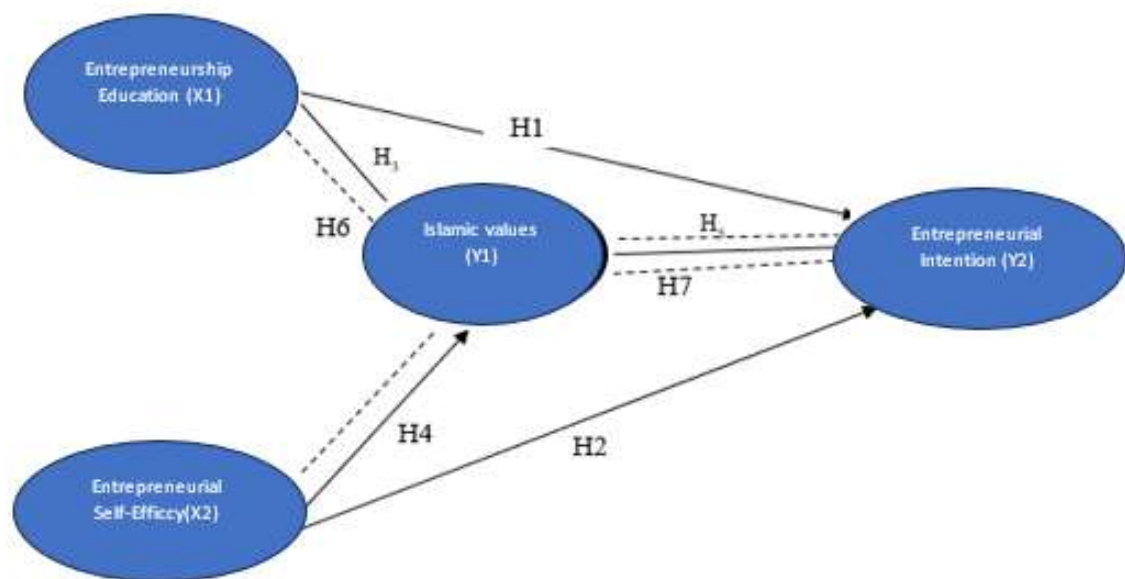


Figure 1. Research Framework

Table 1. Characteristics of respondents

Categories		Frequency	%
Gender	Female	142	61.74
	Male	88	38.26
Age of Respondent	< 15 years	46	20
	16 years old	135	58.70
	17 years old	49	21.30
Education	Ula	82	35.65
	Wustho	114	49.56
	Ulya	34	14.78
Regional Origin	JATIM	186	80.87
	Outside JATIM	44	19.13
Parent's Occupation	PNS	67	29.13
	Non-civil servant	163	70.84
Business Ownership	Already Have	71	30.87
	Don't Have	159	69.13

Source: processed by researchers (2023)

The respondents of this study are listed in Table 1. The majority of the respondents were female (61.74%) compared to the number of males (38.26%). Most of them were 16 years old (58.70%), followed by respondents who were less than 15 years old (20%) and those who were 17 years old (21.30%). The most common education was the Wustho level (49.56%), followed by Ula (35.65%) and Ulya (14.78%). The majority of respondents were from East Java (80.87%) compared to those from outside East Java (19.13%). The majority of respondents' parents worked as non-civil servants (70.84%) rather than civil servants (29.13%). Meanwhile, the majority of respondents did not own a business (69.13%) compared to those who did (30.87%).

Instrument development and data analysis

The survey was used to study the entrepreneurial intention of Santri Pondok Pesantren Mambaul Ulum Banyuwangi. The research instrument was adapted from previous research and literature review (Table 1). The questionnaire was translated from English to Bahasa Indonesia and modified for the Indonesian context.

The questionnaire was translated from English to Bahasa Indonesia and modified for the local context. Entrepreneurship Education was measured with seven items (Hernández-Sánchez et al., 2019). Entrepreneurial Self-efficacy was measured with ten items from (Cui et al., 2021). Islamic values were measured with five items from (Olanrewaju et al., 2020). Entrepreneurial intention measurement with five items adapted from (Mittal & Raghuvaran, 2021) (Denanyoh et al., 2015) (George Lord et al., 2012) (Alakrash & Razak, 2021) (Smith, 2012) (Taiminen, H. M., & Karjaluoto, 2015) (Amanda, n.d.; Colin Angevine, 2022; Marieska et al., 2019; Mathisen & Arnulf, 1970; Susilowati et al., 2021). The questionnaire asked participants to rate each statement from 1 (strongly disagree) to 5 (strongly agree). This study

used Smart PLS 3.0 for partial least squares structural equation modeling (PLS-SEM). (Corrales-Estrada et al., 2021)(Hudson et al., 2001).

Result and Discussion

External model evaluation

The PLS external model is determined to ensure the presence of reliable instruments. Models with determination criteria are said to be reliable when the composite reliability (CR) and Cronbach's Alpha > 0.05 (Hair et al., 2014). The results showed that the CR value of each construct was 0.909 to 0.979 for dependence (Table 2). A significant average variance extracted (AVE) > 0.50 indicates convergent validity (Hair et al., 2014). Convergent validity was achieved as all items exceeded 0.5 and the AVE of each construct ranged from 0.588 to 0.882 (>0.5). Factor cross-loading was used to test discriminant validity and convergent validity. Table 3 shows the cross-loading values for all variables of Entrepreneurship Education (X1), Entrepreneurial Mindset (X2), Use of social media (Z), and Entrepreneurial Skill (Y) from 0.720 to 0.860, more than 0.70, indicating discriminant validity.

Hypothesis testing

The model tested the hypotheses using structural equation modeling. The researchers used 346 bootstrap samples to display all t-statistics. As seen in Table 4, all seven hypotheses in this investigation met the criteria, with t-values ranging from 0.550 to 32.625 (>1.96)).

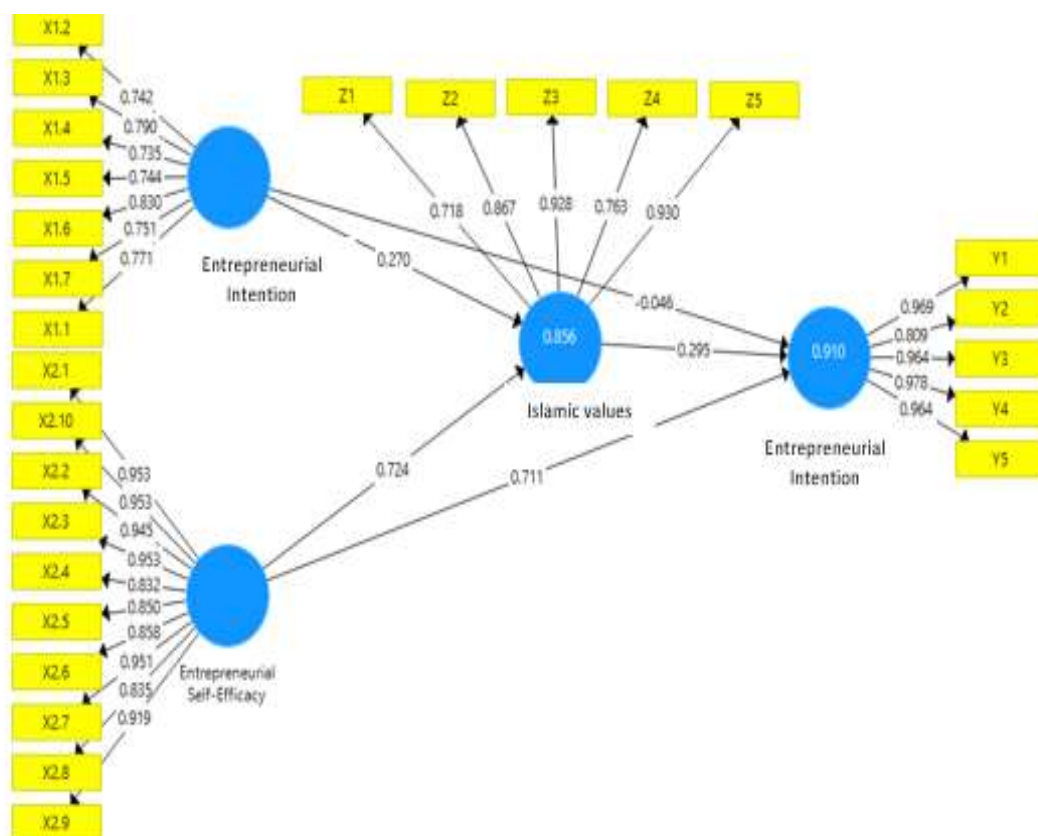


Figure 2. Calculation of Structural Equation Modeling
Source: processed by researchers (2023)

This study uses the R-square model (R²) to show the accuracy of the model prediction. The coefficient of determination (R Square) measures how well an exogenous construct

describes an endogenous construct. Hair et al. (2020) estimate R² to be between 0 and 1. R² values above 0.75 are large, while 0.50 and 0.25 are small and weak (Hair et al., 2020). The calculation shows that Entrepreneurship Education and entrepreneurial Self-efficacy explain 85.6% of the variance of Media Islamic values with reasonable predictability. Islamic values provide 91.0% of the variance of entrepreneurial intention with reasonable predictability (Hair et al., 2020). Next, f² determines whether extraneous constructs affect endogenous constructs. According to (Hair et al., 2020), external constructs have a minimal, moderate, and significant influence on endogenous constructs with f² values of 0.02, 0.18, and 0.40. In particular, the size of the impact of Entrepreneurship Education and entrepreneurial Self-efficacy on Islamic values is quite large (f² = 0.856). The magnitude of the impact of Islamic values on entrepreneurial intention is also significant (f² = 0.910).

Table 2. Outer Model Calculation

Construct	Item	λ	α	CR	AVE
Entrepreneurship Education (X1)	X1	0,993	0,987	0,990	0,933
	X2	0,790			
	X3	0,990			
	X4	0,991			
	X5	0,995			
	X6	0,993			
	X7	0,991			
Entrepreneurial Self- efficacy (X2)	X1	0,995	0,998	0,998	0,981
	X2	0,991			
	X3	0,982			
	X4	0,998			
	X5	0,991			
	X6	0,989			
	X7	0,995			
	X8	0,983			
	X9	0,994			
	X10	0,986			
Islamic values (Z)	Z1	0,762	0,866	0,903	0,652
	Z2	0,851			
	Z3	0,766			
	Z4	0,803			
	Z5	0,850			
Entrepreneurial Intention (Y)	Y1	0,990	0,974	0,980	0,910
	Y2	0,814			
	Y3	0,977			
	Y4	0,989			
	Y5	0,986			

Source: processed by researchers (2023)

Discussion

This study answers seven hypotheses. The effect of Entrepreneurial Self-Efficacy on Entrepreneurial Intention in students of Manbaul Ulum Banyuwangi Islamic Boarding School. Based on the results of the study, it is known that the proof of the first hypothesis of the study is shown by the Entrepreneurial Self-Efficacy variable has a positive and significant effect on

Entrepreneurial Intention with a p-value of 0.000 (<0.05), and the t value is 8.010 (>1.96). This is because the entrepreneurial mindset that has been taken by students increases Entrepreneurial Skills. This finding is in line with previous research conducted by (Brantley-Dias & Ertmer, 2013; Hos-McGrane, 2014; Puentedura, 2014), with the results of his research stating that Entrepreneurial Self-Efficacy has a major influence on Entrepreneurial Intention. These results indicate that the better the Entrepreneurial Self-Efficacy possessed by students, the more it can encourage students to Entrepreneurial Intention with the direction of teachers in shaping the Entrepreneurial Intention of their students.

Table 3. Discriminant Validity

Fornell-Larcker Criteria	Entrepreneurial Self-Efficacy (X2)	Entrepreneurial Intention (Y)	Islamic Values (Z)	Entrepreneurship Education (X1)
Entrepreneurial Self-Efficacy (X2)	0,990			
Entrepreneurial Intention (Y)	0,992	0,954		
Islamic Values (Z)	0,542	0,565	0,807	
Entrepreneurship Education (X1)	0,994	0,997	0,562	0,966

Source: processed by researchers (2023)

Table 4. Hypothesis Testing

Relationship	β	T-value	P-values	Decision
H ₁ Entrepreneurial Self-Efficacy -> Entrepreneurial Intention	0,711	8,010	0,000	Confirmed
H ₂ Entrepreneurial Self-Efficacy -> Islamic Values	0,724	20,416	0,000	Confirmed
H ₃ Islamic Values -> Entrepreneurial Intention	0,295	2,765	0,006	Confirmed
H ₄ Entrepreneurship education -> Entrepreneurial Intention	-0,046	1,273	0,204	Not Confirmed
H ₅ Entrepreneurship education -> Islamic values	0,270	6,660	0,000	Confirmed
H ₆ Entrepreneurial Self-Efficacy -> Islamic Values -> Entrepreneurial Intention	0,214	2,771	0,006	Mediator
H ₇ Entrepreneurship education -> Islamic Values -> Entrepreneurial Intention	0,080	2,528	0,012	Mediator

Source: processed by researchers (2023)

Furthermore, the Second Hypothesis is known that the Entrepreneurial Self-Efficacy variable has a significant positive effect on Islamic Values, the p-value of 0.000 (<0.05) and the t-value of 20.416 (>1.96) indicates a significant relationship. These results are in line with previous research conducted by (Kim et al., 2018; Moiseienko et al., 2020) with the results of their research stating that Entrepreneurial Self-Efficacy influences Islamic Values. These results indicate that the better the Entrepreneurial Self-Efficacy supported by the development of Islamic Values for entrepreneurship, the better it can be in supporting entrepreneurship.

The Third Hypothesis evidenced by the Islamic Values variable has a significant positive effect on Entrepreneurial Intention with a p-value of 0.006 (<0.05) and a t-value of 2.765 (>1.96). These results are not in line with previous research conducted by (Grigoraş et al., 2014; Hamilton et al., 2016; Kim et al., 2019) the results of his research state that Islamic Values have a major influence on Entrepreneurial Intention. These results indicate that the better the Islamic Values owned by students, the positive impact on increasing Entrepreneurial Intention. Because Entrepreneurial Intention with the encouragement of Islamic values will shape entrepreneurship.

Then the fourth hypothesis test that has been done shows that entrepreneurship education does not have a significant positive effect on the entrepreneurial intention of the students with a p-value of 0.204 (>0.05) and a t-value of 1.273 (<1.96). The results showed that it is not in line with research that has been done before by (Moiseienko et al., 2020, and Mahendra et al., 2017) with the results of research that states that entrepreneurship education influences entrepreneurial intentions. These results indicate that the better the entrepreneurship education provided and the utilization of technology in the application of entrepreneurship, it does not have a positive impact on entrepreneurial intention a supporter of entrepreneurship.

The fifth hypothesis shows that entrepreneurship education has a positive and significant effect on Islamic values with a p-value of 0.000 (<0.05) and a t-value of 6.660 (>1.96). These results are in line with previous research conducted by (Hos-McGrane, 2014; Puentedura, 2014), with the results of his research stating that entrepreneurship education has a major influence on increasing the Islamic values of students. These results show that the better the students are in utilizing entrepreneurship education that the students have, the more it can encourage the students to shape the Islamic Values of the students.

Furthermore, the sixth hypothesis shows the results that there is a significant influence between Entrepreneurial Self-Efficacy on Entrepreneurial Intention through the Islamic Values of the students with a p value of 0.006 (<0.05) and a t value of 2.771 (>1.96). This means that encouraging good Entrepreneurial Self-Efficacy in students can increase Islamic Values and can lead to Entrepreneurial Intention. The use of social media has an effective role as a partial mediation between Entrepreneurial Self-Efficacy and Entrepreneurial Intention. Entrepreneurial Self-Efficacy is indeed very helpful in the formation of entrepreneurial intentions of students, especially in the competence of skills that support students with the application and utilization of Islamic values can form the entrepreneurial intentions of students in terms of skills in entrepreneurship getting better.

The last discussion related to the seventh hypothesis that has been done shows that there is a significant influence between entrepreneurship education on entrepreneurial intentions through the Islamic values of the students with a p-value of 0.012 (<0.05) and a t-value of 2,528 (>1.96). This means that the implementation of good entrepreneurship education to students and encouraged by Islamic values can have an impact on increasing entrepreneurial intentions. Islamic values have an effective role as a partial mediation between entrepreneurship education and entrepreneurial intention. Entrepreneurship education in this study has an impact on the formation of the entrepreneurial intention of students, considering that increased intention can be obtained from outside school.

Conclusion

Based on the research results, it can be concluded that this study tested seven hypotheses related to the influence of Entrepreneurial Self-Efficacy, Islamic Values, and

Entrepreneurship Education on Entrepreneurial Intention in students of Manbaul Ulum Banyuwangi Islamic Boarding School. The results show that Entrepreneurial Self-Efficacy has a positive and significant influence on Entrepreneurial Intention, in line with the findings of previous research. In addition, there is a strong correlation between Entrepreneurial Self-Efficacy and Islamic Values, which also affects Entrepreneurial Intention. However, the results show that Entrepreneurship Education does not have a significant influence directly on Entrepreneurial Intention. Nonetheless, Entrepreneurship Education plays an important role in enhancing Islamic Values, which in turn mediates the relationship between Entrepreneurship Education and Entrepreneurial Intention. Thus, increasing Entrepreneurial Intention in santri can be achieved through efforts that focus on Entrepreneurial Self-Efficacy and Islamic values, with Entrepreneurship Education playing an important role in influencing these values.

This study implies that the research confirms the importance of Entrepreneurial Self-Efficacy in increasing entrepreneurial intention in students of Pondok Pesantren Manbaul Ulum Banyuwangi. Although Entrepreneurship Education does not directly affect entrepreneurial intention, it plays a role in strengthening religious values which are the main supporting factors for entrepreneurial intention. The use of social media as a link between self-efficacy, religious values, and entrepreneurial intention shows the role of technology in shaping entrepreneurial skills. This indicates the need to focus on developing self-efficacy, religious values, and a holistic approach to entrepreneurship education to increase entrepreneurial intentions in santri.

For future research, focusing on interventions that strengthen santri's Entrepreneurial Self-Efficacy can be an important step. Researching ways to improve entrepreneurial skills in line with religious values could be an interesting area of research. Meanwhile, deepening the direct effect of Entrepreneurship Education on Entrepreneurial Intention as well as considering the role of technology in the context of entrepreneurship education could be valuable research areas to explore. A broader and more in-depth study could help understand how the interaction between religious values, self-efficacy, and entrepreneurship education affects entrepreneurial intentions, especially in an educational setting such as Pondok Pesantren Manbaul Ulum Banyuwangi.

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