

14th ISCA 2024

The Influence of Internal and External Factors on the Entrepreneurial Intent of Students at Manbaul Husna Islamic Boarding School in Purwokerto

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ABSTRACT

The role of entrepreneurship is crucial in the economic growth of a country. The Prophet Muhammad SAW was an adept and prosperous trader. In Indonesia, the spirit of entrepreneurship is increasingly encouraged, even among the younger generation, such as students in Islamic boarding schools (pondok pesantren). In the Manbaul Husna boarding school in Purwokerto, the combination of religious values and general knowledge makes entrepreneurship education highly promising. This study uses survey data from Pondok Pesantren Manbaul Husna, which consists of 30 students who have previously participated in Pondok's work activities. To collect data, this study used a questionnaire that was created using a Google Form. Data collection is done using the Likert 5 point scale during a period of time that is approximately one full day. The equation showed that if the variables of Entrepreneurial Awareness, Environment, Experience, and Spiritual Leadership remained unchanged, the influence of Islamic boarding school students' interest in entrepreneurship would increase by 6,710 units. The t-test was used to determine the extent to which the dependent variable can be explained by the influence of a single independent variable. The results showed no significant relationship between entrepreneurial interest and the leadership or entrepreneurship awareness variables.

Keywords: Entrepreneurship; spiritual leadership; Islamic Boarding School

1. Introduction

The role of entrepreneurship is crucial in the economic growth of a country. The Prophet Muhammad SAW was an adept and prosperous trader. He is famous not just for being a prophet and messenger, but also as a very motivating figure in the field of entrepreneurship. The values of honesty, trustworthiness, and hard work shown by the Prophet reflect the ethos of contemporary entrepreneurship.

In Indonesia, the spirit of entrepreneurship is increasingly encouraged, even among the younger generation, such as students in Islamic boarding schools (pondok pesantren). These institutions, as centers of religious education that play a role in character building, have great potential in nurturing a generation of financially successful entrepreneurs who also possess high moral integrity. In the

Manbaul Husna boarding school in Purwokerto, the combination of religious values and general knowledge makes entrepreneurship education highly promising. Previous studies, such as those conducted by R.K. Jena, have also shown that entrepreneurship education influences not only attitudes towards entrepreneurship but also enhances the skills and competencies required to become an entrepreneur. (Jena, 2020)

The purpose of this research is to identify the factors that influence the entrepreneurial intentions of students at the Manbaul Husna Islamic boarding school in Purwokerto. This study focuses on both internal and external factors, such as the environment, practical experience, and spiritual leadership.

2. Literature Review

2.1. The Definition of Entrepreneurship

Entrepreneurship involves finding, creating, and integrating new ideas, chances, and improved techniques to increase the worth of life. Entrepreneurship, as described by Donald F. Kuratko in "Theory, Process, and Practice of Entrepreneurship in the 21st Century," involves innovation, risk-taking, and creating value, making it a dynamic process. Kuratko offers a thorough understanding of entrepreneurship through focusing on three main viewpoints: theory, process, and practice. The theory perspective explains the basic principles of entrepreneurship, whereas the process perspective details the steps of launching a business. Alternatively, the viewpoint of practice highlights utilizing entrepreneurial principles in practical situations. (Kuratko, 2011)

2.2. Entrepreneurship Education

The impact of entrepreneurship education on individuals' attitudes, perceptions, and intentions to start their own businesses is substantial. (Jena, 2020) Effectively structured programs for entrepreneurial education have the potential to bring about beneficial transformations in understanding, abilities, and perspectives regarding entrepreneurship. Furthermore, it has the ability to influence personal beliefs about entrepreneurship, guided by the perceived opinions of important individuals. In general, these observations underscore the important impact of entrepreneurial education on fostering a thriving entrepreneurial environment.

2.3. Spiritual Leadership

Louis W. Fry's spiritual leadership theory emphasizes the importance of integrating spiritual aspects in leadership to create a more productive work environment. It emphasizes the need for leaders to be closely tied to culture and organization effectiveness, emphasizing "calling" and "membership" as vital dimensions for spiritual continuity. This theory also emphasizes spiritual leadership for motivation and organizational success, promoting intrinsic motivation through vision, harapan, altruism, task identification, and goal identification. (Fry, 2003)

3. Research Methodology

3.1 Sample and Data Collection

This study uses survey data from Pondok Pesantren Manbaul Husna, which consists of 30 students who have previously participated in Pondok's work activities. To collect data, this study used a questionnaire that was created using a Google Form. Four questioning is used to identify each variable in turn. Data collection is done using the Likert 5 point scale during a period of time that is approximately one full day.

3.2 Data Analysis Techniques

The data analysis used is regression line analysis (LR) in order to assess the influence of entrepreneurship awareness (X1), environmental factor (X2), practical practice (X3), and spiritual leadership (X4) on the business acumen of Santri Pondok Pesantren Manbaul Husna (Y). The regression model that is used is

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon.$$

Hippopotamic inference is carried out by performing t-test, F test, and coefisien determination (R-Squared). Data analysis is conducted using SPSS, a statistical software.

4. Results & Discussion

4.1 Descriptive Statistics

Displaying descriptive information in research aims to provide a summary of the research data and the relationships between the variables used in the study. Descriptive data that offers insight into the status of the participants enhances the research findings by providing additional context. The individuals involved in this study are described as follows:

- The data regarding the working hours of employees from respondents Pondok Pesantren Manbaul Husna:

Pekerjaan_Orang_Tua					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Wirausaha	14	46.7	46.7	46.7
	Non Wirausaha	16	53.3	53.3	100.0
Total		30	100.0	100.0	

Figure 1. Parents Job

Based on the data in the above table, it can be inferred that 16 people, or 53% of the total number of students at Santri Pondok Pesantren Manbaul Husna, are not wirausaha, and 14 people, or 47% of the students, are wirausaha.

- The following information relates to the respondents faculty of origin at the Manbaul Husna Islamic Boarding School:

		Fakultas			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dakwah & Saintek	11	36.7	36.7	36.7
	Ekonomi & Bisnis Islam	5	16.7	16.7	53.3
	Tarbiyah & Ilmu Keguruan	8	26.7	26.7	80.0
	Syariah	3	10.0	10.0	90.0
	Ushuluddun, Adab dan Humaniora	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Figure 2. Faculty

Based on the table above, it is possible to understand the background of the faculty at Pondok Pesantren Manbaul Husna, which is rather diverse. The largest sample size in this study comes from the Departments of Dakwah and Saintek, including 11 people or 38% of the sample, while the smallest sample size comes from the Syariah Faculty and FUAH, comprising 3 people or 10% of the sample.

4.2 Research Results

4.2.1 Classical Assumptions Test

- Normality Test

To ascertain whether the gathered data is normally distributed or drawn from a normal population, data normalcy tests are performed.

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	1.28359768
Most Extreme Differences	Absolute	.077
	Positive	.077
	Negative	-.065
Test Statistic		.077
Asymp. Sig. (2-tailed)		.200 ^{c, d}

Figure 3. Normality Test

- If the test normality mark p-value is more than 0.05 at the significance level, then the hypothesis is rejected, indicating that the data is normally distributed.
- We reject H₀ and accept H₁ if the mark p-value is smaller than the level of significance, indicating that the data is not normally distributed.

Decision:

p-value = 0.091 > 0.05 which means normally distributed data

It is known that the significant value of Asymp.Sig. (2-tailed) is 0.200 > 0.05 based on the SPSS output table. Thus, it is consistent with the Kolmogorov Smirnov normalcy test's foundation for decision-making. Considering the foregoing, it may be said that the data is regularly dispersed. As a result, the regression model's assumption or need for normalcy is satisfied.

- Heteroscedasticity Test

Regression analysis uses the heteroscedasticity test to determine if the residual variance (error) of the regression model is changing (heteroscedasticity) or constant (homoscedasticity). One of the fundamental presumptions of linear regression is that the residual variance remains constant over the range of values for the independent variable. The regression findings could be erroneous or biased if heteroscedasticity is present, which would contradict the assumption.

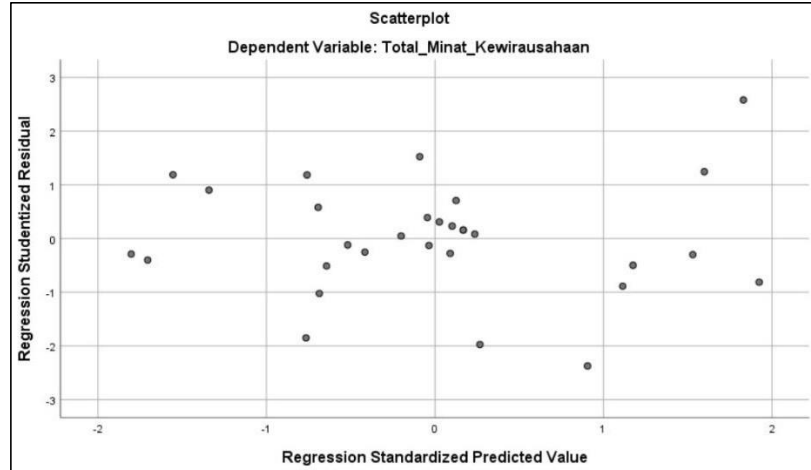


Figure 4. Heteroscedasticity Test

It may be concluded that there is no heteroscedasticity in the data if the points on the scatterplot graph above indicate dispersed points.

- Multicollinearity Test

Examinations conducted on test multicollinearity Tolerance and Variance Inflation Factor (VIF) is the use mark for this. A dataset is considered multicollinearity-free if its tolerance is marked. The Variance Inflation Factor (VIF) is marked as not enough from 0.1 and not more from 10. The test multicollinearity results that followed this.

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	6.710	4.733		1.418	.169		
	Total_Kesadaran_Kewirausahaan	.058	.109	.055	.532	.600	.606	1.651
	Total_Lingkungan	1.256	.158	.827	7.952	.000	.604	1.656
	Total_Pengalaman_Praktis	-.236	.096	-.207	-2.475	.020	.936	1.069
	Total_Spiritual_Leadership	-.025	.090	-.023	-.278	.783	.947	1.056

Figure 5. Multicollinearity Test

If VIF value < 10 and tolerance > 0.1 then No multicollinearity happens.

Decision :

- VIF Value of Awareness Entrepreneurship = 1.651 < 10 and Tolerance Value = 0.606 > 0.1
- Environmental VIF Value = 1.656 < 10 and Tolerance Value = 0.604 > 0.1
- Experience VIF Value Practical = 1.069 < 10 and Tolerance Value = 0.936 > 0.1
- Value of Spiritual Leadership = 1.056 < 10 and Tolerance Value = 0.947 > 0.1

The four independent variables do not exhibit multicollinearity, according to the results of the multicollinearity test mentioned above. This is evident from the findings of the Variance value Inflation Factor (VIF), which is insufficient at 10, and the Tolerance value, which is greater than 0.1.

4.2.2 Hypotesis Testing

- Multiple Linear Regression Model

One dependent variable and multiple independent variables are present in this regression. Four factor linear regression is a statistical test that uses the two independent variable linear regression method.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	6.710	4.733		1.418	.169		
	Total_Kesadaran_Kewirausahaan	.058	.109	.055	.532	.600	.606	1.651
	Total Lingkungan	1.256	.158	.827	7.952	.000	.604	1.656
	Total_Pengalaman_Praktis	-.236	.096	-.207	-2.475	.020	.936	1.069
	Total_Spiritual_Leadership	-.025	.090	-.023	-.278	.783	.947	1.056

Figure 6. Multiple Linear Regression Model

$$Y = 6.710 + 0.058X_1 + 1.256X_2 + (-0.236) + (-0.025) + e$$

The equation's constant value of 6,710 indicates that, in the event that the variables of Entrepreneurial Awareness, Environment, Experience, and Spiritual Leadership remain unchanged, the influence of Islamic boarding school students' interest in entrepreneurship will increase by 6,710 units. The equality regression above illustrates the relationship between independent variables and dependent variables in part.

- T-test

To ascertain whether or not the independent factors actually have a partial impact on the dependent variable, the t-test is employed. The t-test indicates the extent to which the dependent variable can be explained by the influence of a single independent variable.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	6.710	4.733		1.418	.169		
	Total_Kesadaran_Kewirausahaan	.058	.109	.055	.532	.600	.606	1.651
	Total Lingkungan	1.256	.158	.827	7.952	.000	.604	1.656
	Total_Pengalaman_Praktis	-.236	.096	-.207	-2.475	.020	.936	1.069
	Total_Spiritual_Leadership	-.025	.090	-.023	-.278	.783	.947	1.056

Figure 7. T-Test

It is clear from the preceding table that there is no significant relationship between entrepreneurial interest and the leadership (X4) or entrepreneurial awareness (X1) variables. The hypothesis obtained is that there is no influence of the Entrepreneurial Awareness and Leadership variables on the Entrepreneurial Interest variable, as can be shown from the significant values of $0.600 > 0.05$ and $0.783 > 0.05$.

Entrepreneurial interest is significantly impacted by the contextual variables (X2) and the Practical Experience variable. As seen by the significance values of $0.000 < 0.05$ and $0.020 < 0.05$, it can be concluded that the environment and practical experience factors have an impact on the entrepreneurial interest variable.

- Partial Test (F)

The F test, sometimes referred to as the simultaneous test, model test, or ANOVA test, determines how each independent variable affects the other variables.

- If the significance < 0.05 , then H0 is rejected and H1 is accepted.
- If significance > 0.05 , then H0 is rejected and H1 is rejected.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	244.886	4	61.221	32.032	.000 ^b
	Residual	47.781	25	1.911		
	Total	292.667	29			

Figure 8. Partial Test

The aforementioned table indicates that the regression model is appropriate based on a comparison of the significance levels. This means that, when considering the significance level of $0.000 < 0.05$, it is possible to conclude that the variables of entrepreneurial awareness, environment, experience, and spiritual leadership all work together to influence entrepreneurial interest.

- Coefficient of Determination Test

In essence, the coefficient of determination expresses the extent to which the dependent variable's change can be explained by the model. The coefficient of determination has a value between 0 and 1. A low R2 value indicates that the independent variables' capacity to explain the dependent variable's variation is severely constrained.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.915 ^a	.837	.811	1.382

Figure 9. Coefficient of Determination Text

It is evident from the preceding table that the coefficient of determination has an adjusted square value of 0.837. This indicates that 83.7% of the variance in the dependent variable can be explained by the independent variable, with the remaining 16.3% being explained by variables not covered in this research.

5. Conclusion

Entrepreneurship is crucial for a country's economic growth, and the Prophet Muhammad SAW's values of honesty, trustworthiness, and hard work reflect contemporary entrepreneurship. Entrepreneurship is being promoted more and more among the youth in Indonesia, including students in Islamic boarding schools (pondok pesantren). These establishments contribute to the development of individuals' values and support the growth of business owners who achieve financial success while maintaining high ethical standards. The Manbaul Husna boarding school in Purwokerto offers a promising entrepreneurship education by integrating religious beliefs with a wide range of academic subjects.

The goal of this study is to recognize elements that impact the entrepreneurial aspirations of students at the Manbaul Husna Islamic boarding school in Purwokerto, considering internal and external factors like the surroundings, hands-on experience, and spiritual guidance. Survey data was gathered through a questionnaire from 30 students at Pondok Pesantren Manbaul Husna who have prior experience with the school's work activities. Analyzing data involved using regression line analysis (LR) to evaluate how entrepreneurial awareness, environmental factors, practical experience, and spiritual leadership impact business acumen.

The results revealed that the data follows a normal distribution, with a p-value of 0.091 exceeding the significance level of 0.05, suggesting that the data is evenly spread out. The heteroscedasticity test was utilized to assess whether the variance of the residuals in the regression model remains constant or changes, going against the normal distribution assumption. The research findings indicate that entrepreneurship education impacts attitudes towards entrepreneurship and improves the necessary skills and competencies for starting a business.

The multicollinearity test was performed to assess the level of multicollinearity present in a dataset. The findings indicated that there was no presence of multicollinearity among the four independent variables, demonstrated by the VIF value of Awareness Entrepreneurship, Environment, Experience, and Spiritual Leadership.

The relationship between independent and dependent variables was analyzed using the Four Factor Linear Regression Model. The formula indicated that keeping Entrepreneurial Awareness, Environment, Experience, and Spiritual Leadership constant would lead to a 6,710 unit rise in the impact on Islamic boarding school students' entrepreneurship interest. The t-test was utilized to assess how much of the dependent variable can be accounted for by a sole independent variable.

The findings indicated that there was no notable connection between entrepreneurial interest and the variables of leadership or awareness. Nevertheless, entrepreneurial interest was

significantly affected by context and practical experience variables. The F test, commonly referred to as the simultaneous test or ANOVA test, examined the impact of each independent variable on the other variables.

The coefficient of determination measures how much of the variation in the dependent variable can be accounted for by the model. The adjusted R-squared was 0.837, showing that 83.7% of the variation in the dependent variable was accounted for by the independent variable, while the other 16.3% was attributed to unexplored variables.

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