



Analysis of Students' Entrepreneurial Intention Through Entrepreneurship Education and Motivation (Case Study of Students of the Qur'anic Interpretation Study Program at IAIN Bukittinggi)

M. Hasbi Nasution¹, Hendra Lukito², Rahmi³

^{1,2} Universitas Andalas Indonesia

³ IAIN Bukit Tinggi

ARTICLE INFO

Keywords:

Entrepreneurship Education,
Motivation,
Entrepreneurial Intention

ABSTRACT

This study aims to determine how the influence of entrepreneurship education and motivation on students' intentions in entrepreneurship. This study uses a survey method with a data measurement technique using a 5 point Likert scale with a sample selection technique using the purpose sampling method Islamic high school IAIN Bukittinggi.as for the respondents of this study were students who had taken and are currently taking entrepreneurship education courses (semesters 5 & 7) with a total number of respondents as many as 84 students. Based on the results of data collection and processing through SPSS, it is found that from the proposed hypothesis it can be concluded that entrepreneurship education and entrepreneurship motivation separately have the same positive and significant influence on entrepreneurial intentions. then at the same time both of them also have a positive and significant influence on entrepreneurial intentions. Thus, the higher the education and entrepreneurial motivation given, the better the entrepreneurial intentions of students.

E-mail:

E-mail:

ucokhasbinst@gmail.com¹,
hendralukito@eb.unand.ac.id²,
rahmikhatib@gmail.com³

Copyright © 2022 Enrichment : Journal of Management.
All rights reserved.

1. Introduction

As a developing country, Indonesia's position can still be said to be lagging behind several other developing countries (ASEAN). One of the factors behind this is from the economic side which is still low. In addition, the problem of the number of unemployment rates is still a social phenomenon that has continued to roll since decades ago. Based on data obtained through BPS, the factors that influence the unemployment rate are the high number of job seekers among these graduates as a result of students' mental and mind setting to become employees in both the private and public sectors (Darmadi, 2013).

Through a speech by Mr. Joko Widodo, the President of the Republic of Indonesia at the opening of the Indonesian Young Entrepreneurs Association Summit, that the number of unemployed is dominated by educated unemployed and entrepreneurs is an effective approach in overcoming this problem and it is hoped that there will be at least 2% of the total number of entrepreneurs from the population (McClelland and David, 2007). To achieve this, one way is with entrepreneurship education at universities with the hope of growing intentions and leading to creating job-oriented entrepreneurs.

Intention is a variable that has an effect on starting a business formation and on business achievement (Jhonmark & Munene, 2016).

One of the hard efforts that have been carried out since the past in improving the welfare and economic growth of the Indonesian people is to promote entrepreneurial activities, because it is undeniable that entrepreneurship can bring positive results to the level of economic growth and development. This is in line with the findings of researchers such as (Belitski and Desai, 2016; Rasmussen and Sorheim, 2006; Vanevenhoven, 2013; Vannkers et al., 1997) and social development such as (Hitt et al. 2002; Urbano et al., 2016). This is because the emergence of entrepreneurship will stimulate local investment and lead to job creation which has implications for development and economic growth (Anderson Galvao et al, 2018).

This is done because the resources, both natural and human, are very possible and there are great opportunities for entrepreneurship in various sectors. There is also government encouragement and in various ways, starting from opening training courses to making it easier to get financial capital assistance in starting a business. Another effort is to include business materials in all higher education institutions in all existing majors. Through various efforts made by the government and other parties, it is recognized that they have brought results, although these have not been able to boost overall welfare. It is said to be successful because there is indeed a shift in the unemployment rate from before. In other words, there is a trend in the numbers that have changed in recent years. However, this figure when compared to other developing countries such as Malaysia, Thailand, Vietnam is still relatively high in Indonesia's unemployment rate, where Indonesia is still above 6%, while the developing countries mentioned above are already below 4% (Pratomo, 2017).

There are several characteristics of unemployment in the territory of Indonesia and one of them is educated unemployment. Through the 2016 national labor force survey data, unemployment in Indonesia is dominated by the workforce with high school education levels, either general or vocational and higher education (bachelor and diploma). This phenomenon shows that the probability that the higher the level of education, the higher the probability of being unemployed. The main background behind this is the long transition in education and the job market (Devanto Shasta Pratomo, 2017). Allen (2016) in Devanto Shasta Pratomo, 2017, shows that a third of the main unemployed are young people who have to wait a period of 1 year to enter the labor market which they call choosy educated job seekers. Another thing is that there are still few training institutions that distribute skilled labor force to the labor market. The Central Statistics Agency noted that the number of open unemployment in February 2021 in Indonesia was recorded at 8,746,008. This number increased from the previous year by 26.3%. This figure has increased due to the global problem that has hit the COVID-19 pandemic. Based on these data, the majority are senior high school graduates (SLTA) or general high schools, which amount to 2,305,093 people. As for vocational graduates (SMK) the figure is 2,089,137. For the first level continuing school the number of unemployed is 1,515,089 people. The smallest number of people is from those who have never been to school, which contributed 20,461. The number of scholars reached 1 million people, both graduates and undergraduates.

Through this note, the government continues to try to promote entrepreneurship material through higher education as part of an educated community whose role is expected to play a role in building community welfare. One of the universities that includes this material in all of its study programs is an Islamic religious college and one of its study programs is far from the business world and it can even be said that it is not relevant to the basic knowledge previously studied, namely the study of Al-Quran Tafsir and Hadith studies. Both study programs at this time can be said to be rare enthusiasts, because the number of students taking this course is very small compared to other study programs.

Through these various problems, this study aims to reveal the interests of students of the Qur'anic interpretation of entrepreneurship through the entrepreneurship education provided and their motivation. Many studies have been carried out on how the influence of education and motivation on entrepreneurial interest has been carried out, but for students who are far from the previous knowledge, it is still difficult to find, especially for students from Islamic religious colleges. Based on this, the author wants to try to continue it in a study because it found a difference from previous researchers.

Based on the problems and literature review mentioned above, the theoretical framework model of the research can be developed with the variables of entrepreneurship education and motivation as the x variable and the y variable is the intention in entrepreneurship.

2. Research Method

This study uses a survey method with data measurement techniques using a 5 point Likert scale and the analytical method used is multiple linear regression analysis. The population in this study were active undergraduate students of the Qur'anic interpretation study program at IAIN Bukittinggi who were currently attending entrepreneurship education (semesters 5 and 7). The sample selection technique in this research is to use the purpose sampling method, where this method is part of the non-probability sampling method, which means that the sample is taken based on the criteria determined by the researcher (Sugiyono, 2013). The sample criteria set by the researcher were 1) active students of S1IAIN Bukittinggi, 2) students of the Qur'anic interpretation study program, and 3) already and currently taking entrepreneurship education courses. The number of samples obtained in this study were students in semester 5 and 7, each two local students, totaling 84 students. This study uses two data sources, namely primary data and secondary data. The primary data collection method in this study is a survey method using an instrument in the form of a questionnaire distributed online via Google form. Then the secondary data used by the researcher comes from theory, several portals and journals.

3. Results and Discussion

3.1 Validity and Reliability Test

The validity test was carried out with the intention of seeing whether the instruments used from the X1 variable (entrepreneurship education), X2 (motivation) and the Y variable (entrepreneurial intention) could be declared valid in this study. Based on the number of samples taken as many as 84 students, then if the correlation value between statement items is greater than r table of 0.2146, then the instrument can be declared valid. The reliability test of the formula used is Cronbach's Alpha, where if the test results of each instrument used are less than 0 and close to one, then the instrument can be said to be reliable in this study.

Based on the results of the calculations in the r table, the value of the sample (N) = 82 is 0.2146. The test results obtained for the instrument start from the entrepreneurship education variable (variable X1) consisting of x1p1 to x1p15, all of which show the value of r arithmetic is greater than the r table, which is 0.2146. Thus the x1 variable instrument in this study is valid. Then on the X2 variable (entrepreneurial motivation) which consists of X2p1 to X2p13, all the results of the calculation show that the value of r is greater than the r table, which is 0.2146. Thus, the X2 variable instrument in this study is declared valid. Furthermore, on the Y variable (entrepreneurial intention) which consists of Yp1 to Yp11, all the results show that the calculated r value is greater than the r table, which is 0.2146. Thus, the Y variable instrument in this study is declared valid. Thus, based on the results of the validity test conducted on all instruments of the X1, X2 and Y variables used in this study, it can be declared valid.

As for the reliability test of all instruments on X1 is 0.931 and X2 is 0.890. While the variable Y obtained sebsar 0.872. Based on the results of the reliability test on all instruments on X1, X2 and Y, it is known that it is smaller than 1 or close to one, so all these instruments can be declared reliable in this study.

3.2 Classic Test

Normality Test

Table 1.
Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		67
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.52065982
Most Extreme Differences	Absolute	.141
	Positive	.093
	Negative	-.141
Test Statistic		.141
Asymp. Sig. (2-tailed)		.002 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Source: SPSS Data Processing Results

From the results of the normality test using the Kolomogrov Sminov method, a significant result of 0.002 was obtained where the result was more than a significant level of 0.05 so it can be concluded that the normality test in this study was normally distributed or the residual value was normally distributed. In addition, the results of the p plot test can also be used as a basis for seeing whether the regression model is normally distributed. Then the regression model is said to be normal if the plotting data (dots) depicting that the data actually follows a diagonal line. Here is a picture of the plot,

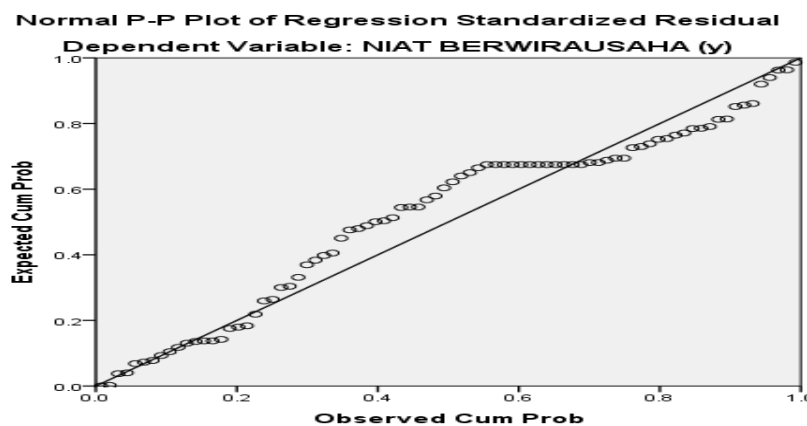


Figure 1. Normal P-P Plot of Regression Standardlzed Residual

According to Ghazali (2011), the regression model is said to be normally distributed if the plots (dots) that describe the data actually follow the normal line. The picture above shows that the plotting is in line with the existing diagonal line indicating that the data is normally distributed.

Multicollinearity Test

Table 2.

Analysis of Students' Entrepreneurial Intention Through Entrepreneurship Education and Motivation (Case Study of Students of the Qur'anic Interpretation Study Program at IAIN Bukittinggi) (M. Hasbi Nasution)

Multicollinearity Test Results
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-1.038	3.248		-.320	.750		
	EDUCATION	.364	.062	.507	5.895	.000	.446	2.243
	ENTERPENUSHIP (X1)							
	MOTIVATION (X2)	.419	.081	.444	5.156	.000	.446	2.243

a. Dependent Variable: Entrepreneurial Intention (Y)

Source: SPSS Data Processing Results

Through table 3. Above, the multicollinearity test results show that the independent variable VIF value is 2.243 or less than 10 and tolerance > 0.10. This means that there is no or no correlation between the independent variables. Thus, it can be concluded that there is no multicollinearity symptom in this study.

Linearity Test

Table 3.
Linearity Test Results
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1566.684	2	783.342	119.553	.000 ^b
	Residual	419.346	64	6.552		
	Total	1986.030	66			

Source: SPSS Data Processing Results

3.3 Hasil Uji Regresi Linier Berganda

In this multiple linear regression test there are several tests carried out which function to determine the influence of the independent variable entrepreneurship education (X1), motivation (X2) on the dependent variable of entrepreneurial intention (Y) using SPSS 25. The results are:

a. TEST F (F Count)

Is to see whether the independent variables have a significant effect simultaneously or simultaneously on entrepreneurial intentions. Here are the results of the calculated f test as follows:

Table 4.
F Test Results Count
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2140.657	2	1070.328	121.003	.000 ^b
	Residual	716.486	81	8.846		
	Total	2857.143	83			

a. Dependent Variable: Entrepreneurial Intention (Y)

b. Predictors: (Constant), Motivation (X2), Entrepreneurship Education (X1)

Source: SPSS Data Processing Results

Based on the results of the calculated f test in the table above, it is known that the calculated f is 0.121.03 which means it is significant because it is greater than 0.05, where from the sample 84 the table of f count is 3.11 or the significance is below 0.05 which means significant.

b. T TEST (T Count)

Is to see whether each independent variable has a significant effect on entrepreneurial intentions. The following are the results of the t-test as follows:

Table 5.
Results of T-Test
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.572	3.495		-.736	.464
	Entrepreneurship Education (X1)	.454	.062	.600	7.351	.000
	Motivation (X2)	.341	.086	.324	3.977	.000

a. Dependent Variable: Entrepreneurial Intention (Y)

Source: SPSS Data Processing Results

Based on the results of the t-test in the table above, it is known that the t-count obtained is 0.7351 and 0.3977 which means it is significant because it is greater than 0.05, where from the sample 84 the t-count table is 1.29171 or the significance is below 0.05 which means significant.

3.4 Hypothesis Test

Entrepreneurship Education on Entrepreneurial Intentions

Based on the partial test results on the entrepreneurial education variable (X1) on the entrepreneurial intention variable (Y), it shows that the significance value is 0.000 which is smaller than 0.05. As for the t-count value of 0.7351 which means it is significant because it is greater than 0.05, where from the sample 84 the t-count table is 1.29171 or the significance is below 0.05. This means that from the results of this calculation there is a significant influence of the entrepreneurial education variable on the entrepreneurial intention. This is in line with the findings which state that education can increase the number of entrepreneurship as stated by Giacomini et al, 2011; Rauch and Hulsink, 2015 (in Jose L. Ruiz-Alba et al, 2019). This is also reinforced by the findings of Topi, (2014) where entrepreneurship education can increase entrepreneurial intentions through individual attitudes and cognition, can also affect emotions in entrepreneurial intentions according to the findings of Donnellon et.al., 2014; Fellnhofner, 2017 (in Luyu Li and Dandan WU). Likewise with the results of the research by Luyu Li and Dana and Wu, that entrepreneurship education has a strong impact on entrepreneurial intentions and one of them is through self-efficacy. These results also show that the higher the entrepreneurship education given to students of the Qur'anic interpretation of IAIN Bukittinggi, the better the students' intentions in entrepreneurship and vice versa. Thus, the first hypothesis that entrepreneurship education has a positive and significant effect on entrepreneurial intentions is acceptable.

Motivation Towards Entrepreneurial Intentions

Based on the partial test results on the entrepreneurial motivation variable (X2) on the entrepreneurial intention variable (Y), it shows that the significance value is 0.000 which is smaller than 0.05. As for the t-count value of 0.3977 which means it is significant because it is greater than 0.05, where from the sample 84 the t-count table is 1.29171 or the significance is below 0.05. This means that from the t-count results there is a significant influence of the entrepreneurial motivation variable on the entrepreneurial intention. This is reinforced by the research of Aldino, (2011) that motivation has a significant effect on entrepreneurial intentions and the same thing is also obtained by Kumalasari, (2013) (in Faiza Muklis et al, 2021). This is in line with the results of previous research that Puspitaningsih (2014), motivation has an important role in growing interest because it will provide confidence and courage in starting a business. The same statement was also made by Toa et.al, (2020) which was also conveyed by the results of Octavionica's research, (2016), that motivation has a positive influence on interest in entrepreneurship, (in Ratna Rahayu N & Riza Yonisa K, 2021). These results also show that the higher the entrepreneurial motivation given to students of the Qur'anic interpretation of IAIN Bukittinggi, the better the students' intentions in entrepreneurship and vice versa. Thus the second

hypothesis, namely entrepreneurial motivation has a positive and significant effect on entrepreneurial intentions, can be accepted.

Entrepreneurship Education and Motivation Towards Entrepreneurial Intentions

Together, the variables of entrepreneurship education and motivation have a significant effect on entrepreneurial intentions in IAT majoring students at IAIN Bukittinggi. It is known from the calculated value of f obtained at 0.121.03, which means it is significant because it is greater than 0.05, where from the sample 84, the calculated f table is 3.11 or the significance is below 0.05. These results indicate that education and entrepreneurial motivation together have a positive and significant effect. This result is strengthened in the research of Nida Nusaibatul A et al, (2022) (in Nida Nusaibatul A et al, 2022). These results also show that the higher the education and entrepreneurial motivation given to students of the Qur'anic interpretation (IAT) IAIN Bukittinggi, the better the students' intentions in entrepreneurship. Thus, the third hypothesis is that education and entrepreneurial motivation together have a positive and significant effect on students' intentions in entrepreneurship.

4. Conclusion

Through the findings above, the conclusion of this study is, separately or each variable, both entrepreneurship education and motivation, has a significant effect on entrepreneurial intentions in students majoring in Qur'anic interpretation (IAT) at IAIN Bukittinggi. In fact, the higher the entrepreneurship education and motivation provided, the better the students' intentions in entrepreneurship and vice versa. Then together the variables of entrepreneurship education and motivation have a significant effect on entrepreneurial intentions in IAT majoring students at IAIN Bukittinggi. Thus, both separately and together, these variables have a positive effect on students' entrepreneurial intentions.

In research, of course, it still has limitations, both in terms of the variables studied and the indicators used, for that advice for researchers with the next entrepreneurial intention can conduct research by looking at, (1) By looking at or adding internal factor variables in depth and family and social; (2) For this type of sample, there are still other samples that are also far from the scientific background they are involved in, so they are still interesting to study and study further.

5. References

- Abidin, Z. (2020). *Analisis Pengaruh Pendidikan Kewirausahaan dan Lingkungan Keluarga Terhadap Minat Mahasiswa untuk Berwirausaha*. 9802(1), 117–135.
- Ajzen, I. (2011). The theory of planned behaviour: Reactions and reflections. *Psychology and Health*, 26(9), 1113–1127. <https://doi.org/10.1080/08870446.2011.613995>.
- Barba-Sánchez, V., & Atienza-Sahuquillo, C. (2018). Entrepreneurial intention among engineering students: The role of entrepreneurship education. *European Research on Management and Business Economics*, 24(1), 53–61. <https://doi.org/10.1016/j.iedeen.2017.04.001>.
- Cruz-Ros, S., Garzón, D., & Mas-Tur, A. (2017). Entrepreneurial competencies and motivations to enhance marketing innovation in Europe. *Psychology and Marketing*, 34(11), 1031–1038. <https://doi.org/10.1002/mar.21042>.
- Darmadi, S. (2013). Board members' education and firm performance: evidence from a developing economy. *International Journal of Commerce and Management*.
- Galvão, A., Marques, C. S., & Marques, C. P. (2018). Antecedents of entrepreneurial intentions among students in vocational training programmes. *Education and Training*, 60(7–8), 719–734. <https://doi.org/10.1108/ET-03-2017-0034>.
- Iswandari, A. (2017). Pengaruh Motivasi Intrinsik, Pengetahuan Kewirausahaan, Dan Kepribadian Terhadap Minat Berwirausaha Pada Siswa Smkn 12 Surabaya. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 1(2), 152. <https://doi.org/10.26740/jepk.v1n2.p152-162>.
- Li, L., & Wu, D. (2019). Entrepreneurial education and students' entrepreneurial intention: does team cooperation matter? *Journal of Global Entrepreneurship Research*, 9(35), 1–13.

- Mahendra, A. M., Djatmika, E. T., & Hermawan, A. (2017). The Effect of Entrepreneurship Education on Entrepreneurial Intention Mediated by Motivation and Attitude among Management Students, State University of Malang, Indonesia. *International Education Studies*, 10(9), 61. <https://doi.org/10.5539/ies.v10n9p61>.
- Miranda, F. J., Chamorro-Mera, A., & Rubio, S. (2017). Academic entrepreneurship in Spanish universities: An analysis of the determinants of entrepreneurial intention. *European Research on Management and Business Economics*, 23(2), 113–122. <https://doi.org/10.1016/j.iedeen.2017.01.001>.
- Nabi, G., Walmsley, A., Liñán, F., Akhtar, I., & Neame, C. (2018). Does entrepreneurship education in the first year of higher education develop entrepreneurial intentions? The role of learning and inspiration. *Studies in Higher Education*, 43(3), 452–467. <https://doi.org/10.1080/03075079.2016.1177716>.
- Pratomo, D. S. (2017). Fenomena pengangguran terdidik di Indonesia. *Sustainable Competitive Advantage*, 7(September), 642–648.
- Puni, A., Anlesinya, A., & Korsorku, P. D. A. (2018). Entrepreneurial education, self-efficacy and intentions in Sub-Saharan Africa. *African Journal of Economic and Management Studies*, 9(4), 492–511. <https://doi.org/10.1108/AJEMS-09-2017-0211>.
- Ruiz-Alba, J. L., Soares, A., Rodríguez-Molina, M. A., & Banoun, A. (2019). Gamification and entrepreneurial intentions. *Journal of Small Business and Enterprise Development*, 26(5), 661–683. <https://doi.org/10.1108/JSBED-09-2018-0266>.
- Sanchaya Hendrawan, J., & Sirine, H. (2017). Pengaruh Sikap Mandiri, Motivasi, Pengetahuan Kewirausahaan Terhadap Minat Berwirausaha (Studi Kasus pada Mahasiswa FEB UKSW Konsentrasi Kewirausahaan). *AJIE-Asian Journal of Innovation and Entrepreneurship*, 02(03), 2477–3824. <https://journal.uui.ac.id/ajie/article/view/8971/7517>.
- Teixeira, S. J., Casteleiro, C. M. L., Rodrigues, R. G., & Guerra, M. D. (2018). Entrepreneurial intentions and entrepreneurship in European countries. *International Journal of Innovation Science*, 10(1), 22–42. <https://doi.org/10.1108/IJIS-07-2017-0062>.