The role of entrepreneurship education in mediating the effect of entrepreneurial orientation and self-efficacy on entrepreneurial intentions: Case of Santri at Assalam Islamic Boarding School

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ABSTRACT

This study aims to analyze the role of entrepreneurship education in mediating the effect of entrepreneurial orientation and self-efficacy on entrepreneurial intentions. The sample is the students at the Assalam Islamic Boarding School, Pasuruan Regency, consisting of 104 respondents. Questionnaires were distributed via google form as direct data collection from respondents. Then the data were analyzed using the partial least square structural equation model (SEM-PLS), which was then used to answer the research hypothesis. The results of the study show that directly entrepreneurial orientation is not able to increase interest in entrepreneurship. However, self-efficacy can increase interest in entrepreneurship. Furthermore, entrepreneurship education succeeded in mediating the influence between entrepreneurial orientation and self-efficacy on students' entrepreneurial interest in entrepreneurship.

Introduction

Indonesia has made efforts to increase the number of entrepreneurs, one of which is through the issuance of Presidential Decree number 2 of 2022 concerning National Entrepreneurship Development to encourage the growth of entrepreneurs until 2024 (Indonesia.go.id, 2022). The data shows that Indonesia is improving itself in realizing an increase in the entrepreneurial ratio which aims to strengthen the structure of the national economy. Some of the government's support is in the form of training programs, support for cheap access to financing, to assistance for upgrading MSMEs.

Entrepreneurs according to Meredith et al., (1996) are people who have the ability to see and assess business opportunities, gather the resources needed to take advantage of them and take appropriate action, to ensure success. Furthermore, entrepreneurship is the spirit, behavior and ability to provide a positive response to opportunities to gain profit for oneself and or better service to customers or society, by always trying to find more customers and create more useful products and apply efficient work through courage in taking risks, creativity and innovation as well as good management skills (Siagian, 1998).

The term entrepreneurship is the equivalent of the word entrepreneurship in English. The word entrepreneurship itself actually comes from the French language, namely entrepreneur which means adventurer, creator, and business manager. This term became more popular after it was used by economist J.B Say to describe entrepreneurs who were able to move economic resources from low productivity levels to higher levels and produce more.
In Indonesia, according to data from the Ministry of Religion for 2022, the number of students is 1.64 million, followed by the largest number of students in East Java Province, namely 564,599 people. Therefore, Pasuruan Regency is one of 36 regencies in East Java Province which deserves to be studied because it has the largest number of students in Indonesia. One of the Islamic boarding schools in East Java Province, precisely in Pasuruan Regency, is the Assalam Islamic Boarding School. Assalam Islamic Boarding School has a Hajj Guidance Group unit (KBIH), IT Senior High School (SMA), Madrasah Tsanawiyah (MTS) and Madrasah Diniyah which are located in Parasrejo Hamlet, Pohjentrek District, Pasuruan Regency. Pondok Pesantren Assalam has a vision of creating a qur'an'i generation, with good morals, knowledgeable, able to develop and be responsible.

There is a phenomenon in the field that the number of entrepreneurs in Indonesia until 2022 is still around 3.4% of the total population. Meanwhile, to become a developed country, it takes around 12-14 percent of the number of entrepreneurs from the population. It is noted that Indonesia is still a country with the smallest percentage of entrepreneurs compared to other countries. Based on the data, it can be seen that there is a significant difference in the percentage of entrepreneurs in Indonesia when compared to neighboring countries. Based on this phenomenon, it is illustrated that the interest in entrepreneurship in Indonesia is still low. This is the concern of researchers to study more deeply about what factors influence the interest in entrepreneurship among students at the Assalam Islamic Boarding School, Pasuruan Regency.

Entrepreneurial interest is a conscious state of mind that describes one's personal experiences, perceptions and interests related to planned entrepreneurial behavior. Entrepreneurial interest itself is reinforced by the premise of the Theory of Planned Behavior which says that intention is ultimately the best predictor of behavior. Among the factors that influence interest in entrepreneurship is entrepreneurial orientation (Martins and Perez, 2020) which is the behavior of a leader who is involved in finding and exploiting entrepreneurial opportunities as well as regarding behavior and competencies to implement new business projects (Martens et al., 2016). Furthermore, it is also interpreted as an individual tendency towards entrepreneurship which presents values related to innovation, proactivity and risk taking simultaneously (Goktan and Gupta 2015).

In addition, self-efficacy factors are also able to influence a person's interest in entrepreneurship (Hassan et al., 2020). According to Alwisol (2009), self-efficacy means confidence or self-expectation. Self-efficacy relates to a person's self-confidence that they have the ability to carry out actions. Efficacy is self-assessment in taking action whether it is good or bad, right or wrong, able or unable to complete according to what is given. Furthermore, entrepreneurial self-efficacy is the ability or individual capacity to mobilize motivation, cognitive resources, and certain actions needed to achieve success when carrying out certain tasks (Dissanayake, 2013).

Furthermore, entrepreneurship education is also an important factor in increasing interest in entrepreneurship (Hassan et al., 2020). According to Fayolle et al., (2006) revealed that entrepreneurship education is any pedagogical program or educational process for entrepreneurial attitudes and skills. Entrepreneurship education plays an important role in developing intentions among students.

Based on research and research by researchers on previous research, it is still limited which discusses interest in entrepreneurship in Islamic boarding schools, so this research fills a gap in previous research, for example research from Al-Mamary et al, (2020) which discusses the role of entrepreneurial orientation in interest in entrepreneurship in college students in Saudi Arabia. Furthermore, Hoang et al, (2020) conducted research on the effect of entrepreneurship education mediated by self-efficacy and learning orientation on interest in entrepreneurship among students in Vietnam. Therefore, this study fills the research gap by discussing the interest in entrepreneurship in Islamic boarding school students Assalam, because among the community students are considered as people who cannot work like university graduates in general, so researchers are interested in researching students and using entrepreneurial orientation variables. and self-efficacy as the independent variable and entrepreneurship education as a mediating variable with students as the research object as a form of novelty of the concept and research object.

Literature Review

According to Zamakhsyari Dhofier, the word pesantren comes from the word santri, with the prefix pe in front and the ending an which means the place where the students live. According to John E. The word “santri” comes from the Tamil language, which means the teacher recites (Huda and Yani, 2015). According to the Big Indonesian Dictionary, a santri is someone who tries to study Islam seriously or seriously (KBBI). The word santri comes from the Tamil language, which means the place where the students live. According to John E. The word “santri” comes from the Tamil language, which means the place where the students live.

Entrepreneurial interest is the willingness to work hard and diligently to achieve its business goals. Willingness to assume various risks related to entrepreneurial actions taken and strong will to be independent or try to make ends meet without feeling afraid of the risks that will occur and learn from failure (Amalia and Hadi, 2016). Entrepreneurial interest is the desire, interest, and willingness to work hard or be strong-willed to try optimally to make ends meet without feeling afraid of the risks that will occur, and a strong will to learn from failure. Interest in entrepreneurship can also be interpreted as an interest in entrepreneurship, a willingness to engage in entrepreneurial activities, courage in facing risks, courage in facing challenges, feelings of pleasure in entrepreneurial activities, a desire to realize aspirations in entrepreneurship (Christianingrum and Rosalina, 2017). Creative and innovative individuals are always alert to entrepreneurial opportunities and are more susceptible to entrepreneurial intentions (Marques et al., 2013). Regarding proactivity, empirical evidence shows that proactive personality is shown to be a determinant of individuals in...
several geographic contexts (Kumar and Shukla, 2019). Proactive students also tend to be individuals and are more likely to take advantage of opportunities as detected by Mustafa et al. (2016). In turn, individuals with a preference for taking risks show greater entrepreneurial individuals compared to risk-averse individuals (Sanchez, 2013) because they feel more confident in their abilities. to fulfill the roles and tasks necessary to be a successful entrepreneur (Zhao et al., 2005). However, previous research only examined the effect of entrepreneurial orientation on entrepreneurial interest in formal organizations. Therefore, we propose that:

**H1:** Entrepreneurial orientation has a significant effect on entrepreneurial interest

Self-efficacy is the belief that someone can do something well enough in a certain situation (Gibson et al., 2012). Wibowo (2014) further said that self-efficacy is a person's belief that he has the ability to perform a task and is an important part of self-control. In the social learning theory, Bandura and Walters (1977) define the relationship between career choice and self-perception of individual skill in task completion which they refer to as self-efficacy. Individuals achieve better performance in jobs where they have higher levels of self-efficacy; conversely, they have a tendency to neglect jobs where they have low self-efficacy due to anxiety of failure (Piperopoulos and Dimov, 2015).

In the two main theories of entrepreneurial intention, the theory of planned behavior developed by Ajzen (1991) and the entrepreneurial event model developed by Krueger et al. (2000), self-efficacy plays an important role in forming entrepreneurial intentions (Nowinski et al., 2019). Self-efficacy refers to a series of conscious thought processes that entrepreneurs rely on to identify their capacities and apply them to obtain more profitable results (Wang et al., 2016). Such entrepreneurs are better prepared and more committed (Pinquart et al., 2003). Furthermore, self-efficacy can help entrepreneurs to recognize new opportunities and act proactively accordingly because of their determination to overcome problems, enthusiasm in facing threats (Forbes, 2005), management skills and risk-taking attitudes (Wang et al., 2016).

As the relationship between entrepreneurship education and self-efficacy and the relationship between self-efficacy and entrepreneurial intention has been investigated in various studies, in this paper, we concentrate on the intervening effect of self-efficacy on the other two variables. The mediating role of self-efficacy in the relationship between entrepreneurship education and entrepreneurial intentions has been explored in several studies (Zhao et al., 2005). According to Krueger and Brazeal (1994), entrepreneurship education increases students' knowledge, increases their level of self-confidence and strengthens their self-efficacy. Thus, it increases their self-perception of the possibility of undertaking entrepreneurial endeavors and strengthens their intentions. Furthermore, Zhao et al. (2005) argue that self-efficacy lays the theoretical foundation for the relationship between education and entrepreneurial intentions. Based on several previous research studies, this study proposes a hypothesis:

**H2:** Self Efficacy has a significant effect on entrepreneurial interest

The concept of entrepreneurship education has evolved, the details of the training courses designed for students have varied. This, in turn, increases the difficulty in determining the impact of entrepreneurship-related programs on students as well as whether they share the same goals (Matlay, 2005; Nowinski et al., 2019). In addition, there are differences in teaching methods of entrepreneurship education, causing students and teachers to conflict with each other (Neck and Greene, 2011). This remains a weak link of the concept, indicating the need for more applicable studies to clarify its unclear and ambiguous features (Nowinski et al., 2019).

Several studies have been conducted to evaluate the value and impact of entrepreneurship education programs on entrepreneurial intentions (Stadler and Smith, 2017) at the elementary school level, secondary school level (Huber et al., 2014; Sanchez, 2013) and, in particular, the university level (Nowinski et al., 2019; Walter and Block, 2016; Zhang et al., 2014), which plays an important role in one's career choice. To support this view, previous research concluded that entrepreneurship can be taught and learned through education, resulting in successful start-up efforts afterwards or better organizational performance (Zhang et al., 2014). To be more specific, students who attend entrepreneurship education display stronger entrepreneurial intentions (Wu and Wu, 2008). Other studies show a similar positive correlation between entrepreneurship education, entrepreneurial intention, and entrepreneurial activity (Nowinski et al., 2019; Piperopoulos and Dimov, 2015; Wu and Wu, 2008). However, the relationship between entrepreneurship education and entrepreneurial intentions has generally been under-researched in Asia in general and Indonesia in particular. Therefore, researchers put forward a hypothesis:

**H3:** Entrepreneurship education mediates the effect of entrepreneurial orientation on entrepreneurial interest

Self-efficacy refers to the ease or difficulty felt by individuals in carrying out certain behaviors or actions to become an entrepreneur. Self-efficacy is the belief that a person has sufficient capacity and skills to achieve what he wants (Bandura, 1997). Baron (2004) describes self-efficacy as “belief in one's ability to gather and apply the necessary resources, skills, and competencies to achieve a certain level of achievement.” There are various views on the development of individual self-efficacy. Even though there are contradictions between the scholars of the two different schools of thought. One school of thought believes in the trait theory which says that self-efficacy is an inherent and innate characteristic of an entrepreneur which cannot be developed through any means of training and education (Cope, 2005) while another school of thought has completely different views and views said that entrepreneurial self-efficacy can be developed and enhanced through entrepreneurship education and training (Bazan et al., 2019; Anwar et al., 2020a). Dickson et al. (2008) have conducted a systematic review on research related to entrepreneurship education covering the literature from 1995 to 2006 and concluded that entrepreneurship training and education positively influence not only individual entrepreneurial self-efficacy but also perceptions of undertaking new ventures, i.e. entrepreneurial intentions.
Entrepreneurship education has the potential to increase individual self-efficacy because education is associated with four factors that contribute to self-efficacy: these are (1) emotional arousal (2) vicarious experiences, (3) verbal persuasion and (4) enactive mastery (Bandura, 1982, 1986). Several studies tested the moderating role of entrepreneurship education and confirmed that entrepreneurship education increased the effect of entrepreneurial self-efficacy on entrepreneurial intentions (Anwar et al., 2020a) and students who were exposed to entrepreneurship education and training felt better prepared with entrepreneurial abilities and more likely to start their own business.

**H4**: Entrepreneurship education mediates the effect of self-efficacy on entrepreneurial interest

**Research and Methodology**

This type of causal research with a quantitative approach is used in this study. Furthermore, the object of this research is the students at the Assalam Islamic Boarding School, Pasuruan, Indonesia. The reason for choosing this sample is because there are problems with the interest in entrepreneurship among students. This also describes Islamic boarding schools which are one of the informal educational institutions that are in great demand by the Indonesian people, especially because the majority of the population is Muslim. Data was collected using a census, namely by using the entire population as a research sample with a total of 104 students at the Assalam Islamic Boarding School, Pasuruan, Indonesia.

Entrepreneurial orientation is a key concept as executives strategize with the hope of doing something new and taking advantage of under-exploited organizational opportunities. So, adopting from Al-Mammary et al., (2020) the indicators used are risk taking, innovativeness and proactiveness.

Self-efficacy is a student's belief about the extent of his ability so that it can be used to take appropriate actions in overcoming obstacles related to business. Further explained the indicators of religiosity according to Sunyoto and Burhanuddin, (2015) namely level, generality, and strength.

Entrepreneurship education is entrepreneurship education programs at Islamic boarding schools. Adopting research results from Choiironi, (2016), it uses indicators of training, coaching, mediation and facility.

Furthermore, the data analysis technique used is structural equation modeling (SEM-PLS) using the help of the Smartpls application version 3.

**Result And Discussion**

**Measurement Models (Outer Model)**

The measurement model or outer model shows how the manifest variable or the so-called observed variable represents the latent variable to be measured (Ghozali and Latan, 2015). The outer model is a measurement model that evaluates the validity and reliability of the model (Abdillah et al., 2015). These measurements go through a process of convergent validity, discriminant validity, and composite reliability.

**Validity Test**

**Convergent Validity**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Indicators</th>
<th>Loading Factor</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurial Orientation</td>
<td>X1.1</td>
<td>0.772</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X1.2</td>
<td>0.825</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X1.3</td>
<td>0.863</td>
<td>Valid</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>X2.1</td>
<td>0.745</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X2.2</td>
<td>0.899</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>X2.3</td>
<td>0.868</td>
<td>Valid</td>
</tr>
<tr>
<td>Entrepreneurship Education</td>
<td>Z.1</td>
<td>0.839</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Z.2</td>
<td>0.804</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Z.3</td>
<td>0.837</td>
<td>Valid</td>
</tr>
<tr>
<td>Entrepreneurial Interest</td>
<td>Y.1</td>
<td>0.775</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Y.2</td>
<td>0.790</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Y.3</td>
<td>0.844</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Y.4</td>
<td>0.764</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Y.5</td>
<td>0.725</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Y.6</td>
<td>0.838</td>
<td>Valid</td>
</tr>
</tbody>
</table>

**Source**: Processed primary data, 2023
Based on the test results above, the convergent validity of the outer model which involves all variables including (entrepreneurial orientation, self efficacy, entrepreneurship education and entrepreneurial interest), each variable has a loading factor value greater than 0.70, so it can be concluded that all constructs are valid.

**Discriminant Validity**

Furthermore, after testing convergent validity using the outer loading factor value, it meets the requirements, followed by looking at the Average Variance Extracted (AVE) value. Construct validity testing was seen at the required AVE value > 0.5, and discriminant validity was seen from the square root of the AVE for each variable which was greater than the correlation between the variables in the model. After testing using Smartpls 3.0, the results can be presented as follows.

**Table 2: Average Variance Extracted**

<table>
<thead>
<tr>
<th>Variables</th>
<th>AVE</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurial Orientation</td>
<td>0.674</td>
<td>Valid</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>0.705</td>
<td>Valid</td>
</tr>
<tr>
<td>Entrepreneurship Education</td>
<td>0.684</td>
<td>Valid</td>
</tr>
<tr>
<td>Entrepreneurial Interest</td>
<td>0.625</td>
<td>Valid</td>
</tr>
</tbody>
</table>

**Source:** Processed primary data, 2023

Based on table 2 it is known that the AVE value in each construct meets the valid criteria. This is indicated by an AVE value that is greater than 0.50 according to the recommended criteria.

**Reliability Test**

Furthermore, the reliability test on actual research is based on composite reliability values. Based on suggestions from Ghozali and Latan, (2015) who said that the Cronbach alpha value produced by PLS was an underestimate so that in reliability testing it used composite reliability and Cronbach alpha values. An indicator is declared reliable if it has a composite reliability value and Cronbach alpha is greater than 0.7. Following are the results of the reliability test from SmartPLS 3.0.

**Table 3: Reliability Test**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cronbach’s Alpha</th>
<th>Composite Reliability</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurial Orientation</td>
<td>0.765</td>
<td>0.861</td>
<td>Reliable</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>0.793</td>
<td>0.877</td>
<td>Reliable</td>
</tr>
<tr>
<td>Entrepreneurship Education</td>
<td>0.771</td>
<td>0.866</td>
<td>Reliable</td>
</tr>
<tr>
<td>Entrepreneurial Interest</td>
<td>0.879</td>
<td>0.909</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

**Source:** Processed primary data, 2023

Furthermore, the reliability test in table 3 which describes the entrepreneurial orientation variable has a Cronbach’s alpha value of 0.765, self-efficacy 0.793, entrepreneurship education 0.771, and entrepreneurial interest 0.879 > (0.70) and composite reliability value > 0.70. So, it was concluded that the constructs in this study were reliable.

**Structural Model (Inner Model)**

This inner model analysis is carried out to find out how the independent variables can predict and measure the dependent variable, then the effect exerted by the independent variables on the dependent variable, and also to test the hypothesis. Things that can be seen and used in data analysis techniques using SmartPLS 3.3.3 software to assess the model. In this case it is the value of R2, and hypothesis testing. Following are the results of the structural model which can be seen in Figure 1 below.
Entrepreneurial orientation has no significant effect on entrepreneurial interest, this is evidenced by the acquisition of a t-statistic value of 0.894 < 1.96 and a p-value of 0.372 greater than 0.05. In other words, the better the entrepreneurial orientation, the less interest in entrepreneurship. Then H1 is rejected.

Entrepreneurial orientation has a significant effect on entrepreneurship education, this is evidenced by the acquisition of a t-statistic value of 2.741 > 1.96 and a p-value of 0.006 which is less than 0.05. In other words, the better the level of entrepreneurial orientation of the students, the better the entrepreneurial education. Then H2 is accepted.

Self-efficacy has a significant effect on entrepreneurial interest, this is evidenced by the acquisition of a t-statistic value of 2.858 > 1.96 and a p-value of 0.004 which is less than 0.05. In other words, the better the level of self-efficacy possessed by students, the greater the interest in entrepreneurship. Then H3 is accepted.

Self-efficacy has a significant effect on entrepreneurship education, this is evidenced by the acquisition of a t-statistic value of 2.414 > 1.96 and a p-value of 0.016 which is less than 0.05. In other words, the better the self-efficacy level of the students, the higher the entrepreneurship education. Then H4 is accepted.

Entrepreneurship education has a significant effect on the interest in entrepreneurship, this is evidenced by the acquisition of a t-statistic value of 5.981 > 1.96 and a p-value of 0.000 which is less than 0.05. In other words, the better the entrepreneurship education provided by Islamic boarding schools, the greater the interest in entrepreneurship. Then H5 is accepted.

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**Table 4: Direct Effect**

<table>
<thead>
<tr>
<th>Path Analysis</th>
<th>Original Sample</th>
<th>T-statistic</th>
<th>P-Value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1 Entrepreneurial Orientation ➔ Interest in Entrepreneurship</td>
<td>0.093</td>
<td>0.894</td>
<td>0.372</td>
<td>Not Significant</td>
</tr>
<tr>
<td>H2 Entrepreneurial Orientation ➔ Entrepreneurship Education</td>
<td>0.236</td>
<td>2.741</td>
<td>0.006</td>
<td>Significant</td>
</tr>
<tr>
<td>H3 Self-Efficacy ➔ Interest in Entrepreneurship</td>
<td>0.258</td>
<td>2.858</td>
<td>0.004</td>
<td>Significant</td>
</tr>
<tr>
<td>H4 Self-Efficacy ➔ Education Entrepreneurship</td>
<td>0.263</td>
<td>2.414</td>
<td>0.016</td>
<td>Significant</td>
</tr>
<tr>
<td>H5 Education Entrepreneurship ➔ Interest in Entrepreneurship</td>
<td>0.497</td>
<td>5.981</td>
<td>0.000</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Source: Processed primary data, 2023
Furthermore, the PLS model is assessed through the R-square which is owned by each independent variable. Table below shows the R-square values obtained from data analysis with SmartPLS.

Table 5: R-square

<table>
<thead>
<tr>
<th>Variable</th>
<th>R-square Adjusted</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Entrepreneurship</td>
<td>0.145</td>
<td>Weak</td>
</tr>
<tr>
<td>Interest in Entrepreneurship</td>
<td>0.434</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

Source: Processed primary data, 2023

Furthermore, this study uses two independent variables that influence, namely entrepreneurial orientation and self-efficacy. In table 5 it can be seen that the adjusted R-square value on the entrepreneurship education variable has a value of 0.145 which can be interpreted as weak. Furthermore, it can be seen that the Adjusted R-square value on the interest in entrepreneurship variable has a value of 0.434 which can be interpreted as moderate.

Then in testing the goodness of fit structural model on the inner model using the value of Q-square predictive-relevance (Q2). The R-square value of the endogenous variable in this study, the variable Entrepreneurship Education, obtained an R-square of 0.145, then the endogenous variable in this study, the variable interest in entrepreneurship, obtained an R-square of 0.434.

The predictive-relevance Q-Square value is obtained by the formula:

\[ Q^2 = 1 - (1 - 0.145) (1 - 0.434) \]
\[ Q^2 = 1 - (0.855) (0.566) \]
\[ Q^2 = 0.51607 \]
\[ Q^2 = 51.6 \text{ percent} \]

From the formula above, it can be seen that the predictive-relevance value is 51.6%, so the model in this study can be concluded as feasible. Furthermore, the predictive-relevance value of 51.6% indicates that there is a variation in the data in the study of 51.6%. While the remaining 48.4% is explained by other variables (which are not included in the model) and errors. These results say that the PLS model formed is good, because it can explain 51.6% of the overall information.

Table 6: Mediation Test

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Moderation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Effect (t-statistic)</td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurial Orientation and Interest in Entrepreneurship</td>
<td>2.388</td>
<td>Full Mediation</td>
</tr>
<tr>
<td>Self-efficacy and Entrepreneurial Interest</td>
<td>2.128</td>
<td>Partial Mediation</td>
</tr>
</tbody>
</table>

Source: Processed primary data, 2023

In table above it can be explained that based on the total effect table as a result of bootstrapping iterations in the sixth hypothesis, the t-statistic value of the mediating variable is 2.388 > 1.96, which means that entrepreneurship education mediates the effect of entrepreneurial orientation on entrepreneurial interest so that the hypothesis for the mediating effect is accepted. So, it can be concluded that good entrepreneurship education influences the influence of entrepreneurial orientation on entrepreneurial interest. In other words, with good entrepreneurship education it will bridge the influence of entrepreneurial orientation on students' interest in entrepreneurship. Then H6 is accepted.

Furthermore, in the seventh hypothesis, the t-statistic value of the mediating variable is 2.128 > 1.96 which means that entrepreneurship education mediates the effect of self-efficacy on interest in entrepreneurship so that the hypothesis for the mediating effect is accepted. So, it can be concluded that good entrepreneurship education has an effect on the influence of self-efficacy on the interest in entrepreneurship. In other words, with good entrepreneurship education, it will bridge the influence between self-efficacy and students' interest in entrepreneurship. Then H7 is accepted.

Entrepreneurial Orientation to Entrepreneurial Interests

Based on the results of testing the hypothesis, it is known that entrepreneurial orientation has no significant effect on students' entrepreneurial interest so that it can be concluded that hypothesis 1 (H1) is rejected. The rejected hypothesis indicates that the entrepreneurial orientation of Islamic boarding schools does not significantly affect the students' interest in entrepreneurship at Assalam Islamic Boarding School, Pasuruan Regency.
Based on the results of descriptive statistical analysis, it is known that the average value of respondents' responses regarding the entrepreneurial orientation of the organization mostly agrees with the statements presented in the questionnaire. Therefore, this study proves empirically that a good entrepreneurial orientation cannot influence students' interest in entrepreneurship.

The results of this study are reinforced by findings in the field that students think that for entrepreneurship they do not need to have a good level of entrepreneurial orientation, because they are interested in entrepreneurship on their own accord and there are other factors that influence their interest in entrepreneurship. This is not in line with the opinion of Marques et al., (2013) who argue that creative and innovative individuals are always aware of entrepreneurial opportunities and are more vulnerable to entrepreneurial intentions. Regarding proactivity, empirical evidence shows that proactive personality is shown to be a determinant of individuals in several geographic contexts (Kumar and Shukla, 2019). Proactive students also tend to be individuals and are more likely to take advantage of opportunities as detected by Mustafa et al. (2016). In turn, individuals with a preference for taking risks show greater entrepreneurial individuals compared to risk-averse individuals (Sanchez, 2013) because they feel more confident in their abilities to fulfill the roles and tasks necessary to be a successful entrepreneur (Zhao et al., 2005).

Furthermore, the results of this study do not agree with the results of research from Al-Mamary et al., (2020) which discusses the role of entrepreneurial orientation in interest in entrepreneurship among students in Saudi Arabia who found that entrepreneurial orientation has a significant effect on interest in entrepreneurship.

**Self-Efficacy on Interest in Entrepreneurship**

Based on the results of testing the hypothesis, it is known that self-efficacy has a significant effect on students' entrepreneurial interest so that it can be concluded that hypothesis 2 (H2) is accepted. The accepted hypothesis indicates that the self-efficacy of students significantly has an influence on the interest in entrepreneurship of students at the Assalam Islamic Boarding School, Pasuruan Regency, the higher the level of self-efficacy of a student is able to make students' interest in entrepreneurship also increasing.

Based on the results of the descriptive statistical analysis, it is known that the average value of respondents' responses regarding the self-efficacy of the organization mostly agrees with the statements presented in the questionnaire. Therefore, this study proves empirically that self-efficacy possessed by students can affect interest in entrepreneurship. The positive coefficient value indicates that the higher the self-efficacy of the students can lead to the higher the students' interest in entrepreneurship at the Assala Islamic Boarding School, Pasuruan Regency.

The results of this study are strengthened by findings in the field that students think that they are confident and capable of dealing with difficult and uncertain situations in their lives. In addition, students are also able to deal with stressful and unpredictable situations. Then the students are also able and confident in achieving the targets they have set. Then, the results of this study are in accordance with their social learning theory, Bandura and Walters (1977) define the relationship between career choice and self-perception of individual skills in task completion which they refer to as self-efficacy. Individuals achieve better performance in jobs where they have higher levels of self-efficacy; conversely, they have a tendency to neglect jobs where they have low self-efficacy due to anxiety of failure (Piperopoulos and Dimov, 2015). In the two main theories of entrepreneurial intention, the theory of planned behavior developed by Ajzen (1991) and the entrepreneurial event model developed by Krueger et al. (2000), self-efficacy plays an important role in forming entrepreneurial intentions (Nowinski et al., 2019). Self-efficacy refers to a series of conscious thought processes that entrepreneurs rely on to identify their capacities and apply them to obtain more profitable results (Wang et al., 2016). Such entrepreneurs are better prepared and more committed (Pinquart et al., 2003). Furthermore, self-efficacy can help entrepreneurs to recognize new opportunities and act proactively accordingly because of their determination to overcome problems, enthusiasm in facing threats (Forbes, 2005), management skills and risk-taking attitudes (Wang et al., 2016).

The results of this study are in line with research conducted by Hassan et al., (2020) who conducted research and found that self-efficacy factors can also influence a person's interest in entrepreneurship. Then in line with research from Alwisol (2009: 287), self-efficacy means confidence or self-expectation. Self-efficacy is related to a person's self-confidence that they have the ability to carry out actions.

**Entrepreneurship Education in Mediating the Influence Between Entrepreneurial Orientation on Entrepreneurial Interests**

The results of the study show that entrepreneurship education is able to mediate the relationship between entrepreneurial orientation and interest in entrepreneurship. These results illustrate that entrepreneurship education weakens the effect of entrepreneurial orientation on entrepreneurial interest. This means that with good entrepreneurship education it is able to bridge the influence between entrepreneurial orientation on entrepreneurial interest. The results of this study are new findings that in a non-profit organization, namely the Assalam Islamic Boarding School in Pasuruan Regency, students consider that good entrepreneurship education can make them increasingly interested in entrepreneurship if it is connected with an entrepreneurial orientation. They believe that only with the indirect influence of entrepreneurial orientation can they increase interest in entrepreneurship.

The concept of entrepreneurship education has evolved, the details of the training courses designed for students have varied. This, in turn, increases the difficulty in determining the impact of entrepreneurship-related programs on students as well as whether they share the same goals (Matlay, 2005; Nowinski et al., 2019). In addition, there are differences in teaching methods of entrepreneurship education.
education, causing students and teachers to conflict with each other (Neck and Greene, 2011). This remains a weak link of the concept, indicating the need for more applicable studies to clarify its unclear and ambiguous features (Nowinski et al., 2019).

Entrepreneurship Education in Mediating the Influence Between Self-Efficacy on Interest in Entrepreneurship

The results of the study show that entrepreneurship education is able to mediate the relationship between self-efficacy and interest in entrepreneurship. These results illustrate that entrepreneurship education weakens the influence between self-efficacy and interest in entrepreneurship. This means that with good entrepreneurship education it is able to bridge the influence between self-efficacy and interest in entrepreneurship. The results of this study are new findings that in a non-profit organization, namely the Assalam Islamic Boarding School in Pasuruan Regency, students consider that good entrepreneurship education can make them increasingly interested in entrepreneurship if it is connected with self-efficacy. They believe that with direct influence and indirect influence entrepreneurial orientation can increase interest in entrepreneurship through entrepreneurship education.

Self-efficacy refers to the ease or difficulty felt by individuals in carrying out certain behaviors or actions to become an entrepreneur. Self-efficacy is the belief that a person has sufficient capacity and skills to achieve what he wants (Bandura, 1997). Baron (2004) describes self-efficacy as “belief in one's ability to gather and apply the necessary resources, skills, and competencies to achieve a certain level of achievement.” There are various views on the development of individual self-efficacy. Even though there are contradictions between the scholars of the two different schools of thought. One school of thought believes in the trait theory which says that self-efficacy is an inherent and innate characteristic of an entrepreneur which cannot be developed through any means of training and education (Cope, 2005) while another school of thought has completely different views and views. said that entrepreneurial self-efficacy can be developed and enhanced through entrepreneurship education and training (Bazan et al., 2019; Anwar et al., 2020a). Dickson et al. (2008) have conducted a systematic review on research related to entrepreneurship education covering the literature from 1995 to 2006 and concluded that entrepreneurship training and education positively influence not only individual entrepreneurial self-efficacy but also perceptions of undertaking new ventures, i.e. entrepreneurial intentions.

Entrepreneurship education has the potential to increase individual self-efficacy because education is associated with four factors that contribute to self-efficacy: these are (1) emotional arousal (2) vicarious experiences, (3) verbal persuasion and (4) enactive mastery (Bandura, 1982, 1986). Several studies tested the moderating role of entrepreneurship education and confirmed that entrepreneurship education increased the effect of entrepreneurial self-efficacy on entrepreneurial intentions (Anwar et al., 2020a) and students who were exposed to entrepreneurship education and training felt better prepared with entrepreneurial abilities and more likely to start their own business.

Conclusion

The results of this study found that entrepreneurial orientation directly proved unable to increase interest in entrepreneurship, but self-efficacy had a significant effect on interest in entrepreneurship. Furthermore, directly entrepreneurship education can increase interest in entrepreneurship. In accordance with the prediction of entrepreneurship education, it can act as a mediating variable between the influence of entrepreneurial orientation and self-efficacy on entrepreneurial interest. This finding illustrates that most of the students of the Assalam Islamic Boarding School in Pasuruan Regency need entrepreneurship education in an effort to do entrepreneurship if it is associated with entrepreneurial orientation and self-efficacy. This perception is illustrated by the respondents' questionnaire answers which indicate that they agree with statements related to entrepreneurship education. Based on the results of the recapitulation of the respondents' answers, it is also known that the majority answered that they had a high level of self-efficacy. This is reflected in the answers of those who have a high level of trust and confidence in their dreams and achievement of targets, then with a good level of entrepreneurship education they can increase their interest in entrepreneurship.

Theoretical contributions of research in general can provide additional references to empirical findings regarding several factors that can increase interest in joining non-profit religious organizations. First, this study illustrates that the students of the Assalam Islamic Boarding School in Pasuruan Regency with an entrepreneurial orientation cannot increase the students' interest in entrepreneurship, but with the existence of the entrepreneurship education variable it is proven that it can indirectly increase the interest in entrepreneurship. Second, entrepreneurship education is able to strengthen the influence between entrepreneurial orientation and self-efficacy on students' interest in entrepreneurship at the Assalam Islamic Boarding School, Pasuruan Regency. This illustrates that the students' views of entrepreneurship education at Islamic boarding schools are already good and this has been proven empirically to be able to strengthen its influence on students' interest in entrepreneurship.

This research has practical implications that can be suggested to the administrators of the Assalam Islamic Boarding School, Pasuruan Regency. Organizations need to improve the entrepreneurial orientation of students, because so far students already have a desire to be entrepreneurs. Furthermore, each student is also of the view that entrepreneurship education at the Assalam Islamic Boarding School, Pasuruan Regency, is good, so this needs to be maintained so that entrepreneurial students have a high level of satisfaction. In this study it is proven that entrepreneurial orientation is not a factor that determines whether a student is interested in entrepreneurship or not. However, entrepreneurship education and self-efficacy have proven to be able to make students interested in entrepreneurship.
Of course, in this study there are limitations, namely the implementation of the research was carried out only at one time, then carried out in one generation only and also carried out on relatively small samples, which might give different results in repeated studies and different generations and in larger samples. Furthermore, the object of this research is still limited to one Islamic boarding school, namely the Assalam Islamic Boarding School, Pasuruan Regency, so there is a possibility that there will be differences in results if it is carried out in another place.

Furthermore, for further research it is suggested to compare interest in joining in different generations and add research objects to Santri Pondok Pesantren in other cities and it is advisable to add other mediating variables such as motivation in order to dig deeper into variables that can increase students' interest in entrepreneurship. This research proves that the students of the Assalam Islamic Boarding School, Pasuruan Regency, have proven to have good entrepreneurial orientation and self-efficacy so that the management or leadership of the Assalam Islamic Boarding School, Pasuruan Regency, are expected to be consistent in maintaining the entrepreneurial orientation of the Islamic boarding school and continue to try to find things that need to be explored. students' interest in entrepreneurship.

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References


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