



THE INFLUENCE OF KNOWLEDGE OF ENTREPRENEURSHIP, SELF-EFFICACY TOWARDS INTERESTS ENTREPRENEURSHIP THROUGH MOTIVATION ENTREPRENEURSHIP TO SANTRI AT PONDOK PESANTREN BAHRUL MAGHFIROH MALANG

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Abstract

The presence and role of santri in entrepreneurship can positively influence economic conditions and progress. For this reason, students from the Bahrul Maghfiroh Islamic Boarding School have an entrepreneurship program where students are given entrepreneurial knowledge and practice in business units at the Bahrul Maghfiroh Islamic Boarding School to foster interest in entrepreneurship among students. This research is quantitative research with path analysis technique or path analysis. The results showed a direct influence of entrepreneurial knowledge and self-efficacy on entrepreneurial motivation, and there was a direct influence of entrepreneurial knowledge and self-efficacy on entrepreneurial interest. There is a direct influence of entrepreneurial motivation on interest in entrepreneurship. Entrepreneurial knowledge has an indirect influence on interest in entrepreneurship through entrepreneurial motivation. Self-efficacy has an indirect influence on interest in entrepreneurship through entrepreneurial motivation.

Keywords: Entrepreneurial Knowledge, Self-Efficacy, Entrepreneurial Motivation, and Entrepreneurial Interests

INTRODUCTION

Indonesia is a country that has a number population reaching 268,583,016 people as of 30 June 2020 (Kemendagri, 2020). With such a large population, it is indicated that Indonesia is a country with a large workforce and will continue to develop in the future. However, this is contrary to the condition that Indonesia still has problems related to employment and unemployment. The two cases are interrelated (Ketenagakerjaan et al., 2017; Muhson et al., 2012). The Indonesian Central Statistics Agency released data as of February 2020 that unemployment in Indonesia increased by 60 thousand people in the last year. However, the open unemployment rate percentage decreased from 5.01% to 4.99% (BPS, 2020).

An appropriate and effective strategy is needed to solve these problems. It was based not only on the government but also on the people themselves. Munir (2006) explains that a quality society is a society that is not measured by its quantity alone but who can help national income by empowering the community itself. It can conclude that public awareness is needed to help overcome unemployment. Islamic boarding schools have the opportunity to overcome economic problems, especially in overcoming the problem of unemployment in Indonesia. The number of Islamic boarding schools in Indonesia has reached 27,722 thousand, with 4,175,555 thousand students (Kemenag, 2021). This number can be said to be very large.

In particular, among the Islamic boarding schools that run entrepreneurship programs to achieve independence, one of them is the Bahrul Maghfiroh Islamic Boarding School in Malang. Bahrul Maghfiroh Islamic Boarding School has several businesses, including the BM Mart minimarket, quail

farming, hydroponic farming, catfish cultivation, etc. In addition, SMA at the bahrul maghfiroh Islamic boarding school, Malang, has implemented the concept of integrated education between schools, cottages, and MSMEs (Boarding School Double-track). With this integrated education, students are taught the material and can also apply what is taught (Magfiroh, 2021).

Interests entrepreneurship that belongs to students will impact students in entrepreneurship. (Anggraeni & Harnanik, 2015; Venesaar et al., 2006). The existence of a high interest raises awareness that entrepreneurship is attached to him so that a person is more motivated more focused on doing entrepreneurship (City & Case, 2021).

Students who have a high interest never run out of ideas to create new things and will not easily give up.

High confidence or self-efficacy fosters a strong interest in entrepreneurship activities. This reason is related to research conducted (Iro-Idoro & Evelyn, 2015) which states that self-efficacy is a variable that affects an interest in entrepreneurship. Self-efficacy is a good predictor of interest in entrepreneurship and is also a strong predictor of business performance (Mei Et Al., 2017; Primandaru & Adriyani, 2019).

The topic of motivation in the entrepreneurial literature has evolved along the way that relates to the field of one's psychology (Segal et al., 2005). One of the important things in generating interest in entrepreneurship is entrepreneurship motivation, wherewith motivation, and someone will be more enthusiastic in doing a job. Of course, fostering entrepreneurial motivation and interest in entrepreneurship requires entrepreneurial knowledge (Guerrero et al., 2006). Knowledge of entrepreneurship and self-efficacy influences interest in entrepreneurship. Santri who have knowledge about entrepreneurship but do not have self-efficacy (belief) then these students will not have the enthusiasm to become entrepreneurs, in contrast to students who do not know about entrepreneurship but have a strong level of self-efficacy. Santri will find it difficult to run a business because they do not know. So entrepreneurial knowledge and self-efficacy provide a link in entrepreneurial interest (Newman et al., 2019).

Based on the information above, the research concludes that entrepreneurship for students is very important because they increase in entrepreneurship in Indonesia is still small and not enough. It is hoped that the existence of entrepreneurship students can help economic growth in Indonesia, which is very large because the number of students in Indonesia reaches 4,175,555 thousand.

METHOD

This study uses quantitative research that aims to investigate the entrepreneurial interest of students by involving four types of variables. Namely, the independent variable includes entrepreneurial knowledge (X1) and self-efficacy (X2). One intervening variable is entrepreneurial motivation (Z). One dependent variable is entrepreneurial interest (Y). The population in this study was the students of the bahrul maghfiroh Islamic boarding school, Malang, with 408. The sample consisted of 200 students

who were taken using probability sampling technique with random sampling type. The data was collected using a closed questionnaire adapted from various relevant sources with a Likert scale ranging from 1 to 5. The analytical technique used was the descriptive analysis technique. The description of the research design to be studied is as follows.

RESULTS AND DISCUSSION

Based on the validity and reliability test results, using a sample of 30 respondents obtained valid and reliable results as many as 38 items. The results of the validity test evidence this. The proxy value is greater than r-table, 0.361, and the reliability test shows (Cronbach's Alpha) 0.6.

In addition, the normality test results show a zero-mal distribution pattern following the direction of the line from the probability plot diagonally. The linear test of independent data on the dependent showed a linear relationship, as evidenced by the variables of entrepreneurial knowledge, self-efficacy, and entrepreneurial motivation, which had a significance of (<0.05) on interest in entrepreneurship.

The results of the F test in the first regression model, where entrepreneurial motivation is the dependent variable, found that the F test value was 155.137 and the F table value was 2.65 or the F test value $>$ F table. The results of the F test found that simultaneously, entrepreneurial knowledge (X1) and self-efficacy (X2) had a positive effect on entrepreneurial motivation (Z) and the results of the F test in the second regression model also found that the F test value was 47,138 with an F table value. 2.65 with interest in entrepreneurship as the dependent variable.

The results of the F test in the second equative found that simultaneous entrepreneurial knowledge (X1), self-efficacy (X2), and entrepreneurial motivation (Z) had a positive effect on asking for entrepreneurship (Y). Based on the calculation of the coefficient of total determination, the variation of the path model is 93.6%. This result means that the information in the data, amounting to 93.6%, is explained by the research model. To determine the direct and indirect influence between the independent variables, which include Knowledge of Entrepreneurship (X1), Self-Efficacy (X2), Entrepreneurial Motivation (Z), as the intervening variable, and interest in entrepreneurship as the dependent variable (Y).

STRUCTURAL EQUATIONS I & II

The regression results in the first equation include variables X1, X2, to variable Z., While the second equation includes variables X1, X2, and Z to variable Y.

In the first equation, the regression results show a significant positive result between the X1 variable and the Z variable and the X2 variable to the Z variable. The regression results from the first structural equation can be explained as follows:

$$\begin{aligned} Z &= \rho_{zx_1} X_1 + \rho_{zx_2} X_2 + \rho_{ze1} \\ &= 0.750 X_1 + 0.401 X_2 + 0.630 \end{aligned}$$

The effect *error* of the first path coefficient can be calculated as follows.

$$\varepsilon_1 = \sqrt{1 - R^2} = \sqrt{1 - (0.608)^2} = 0,630$$

In the second equation, the regression results show significant positive results between X1 to variable Y, from variable X2 to variable Y, and from variable Z to variable Y. The results of the regression equation from the second structure can be explained as follows:

$$Y = \rho_{yx_1} X_1 + \rho_{yx_2} X_2 + \rho_{yz} Z + \rho_{y\epsilon_2}$$

$$= 0.204 X_1 + 0.165 X_2 + 0.411 Z + 0.824$$

The effect *error* of path coefficient can be calculated as follows.

$$\varepsilon_2 = \sqrt{1 - R^2} = \sqrt{1 - (0.419)^2} = 0,824$$

The influence between variables Entrepreneurship Knowledge (X1) and Self-Efficacy (X2) through Intervening Entrepreneurial Motivation (Z) on Interest in Entrepreneurship (Y) is described as follows.

Table 1. Model Linear Regression Summary I and II

Blok I	Path Coefficient	t	Sig.	Blok II	Path Coefficient	t	Sig.
Entrepreneurship Education	.177	3.703	.000	Entrepreneurship Education	.161	3.276	.001
Need for Achievement	.402	7.473	.000	Need for Achievement	.200	3.403	.001
Creativity	.287	5.256	.000	Creativity	.200	3.493	.001
				Entrepreneurial self-efficacy	.322	5.441	.001
Dependent variable: Entrepreneurial self-efficacy R Square: .548 Adjust R Square: .543 t table: 1.968				Dependent variable: Entrepreneurial intention R Square: .549 Adjust R Square: .543 t table: 1.968			

The results of the Sobel test between the influence of entrepreneurial knowledge (x1) and self-efficacy (x2) and entrepreneurial motivation (z) on entrepreneurial interest (y) have been tested and based on the results of the Sobel test calculations, and the results are as follows.

Table 2. Sobel Test Results

Variable	t count	t table
X ₁ to Y through Z	4.582	1.967
X ₂ to Y through Z	2.174	1.967

The results of the Sobel test above can be concluded that entrepreneurial knowledge and self-efficacy have an indirect influence on interest in entrepreneurship through entrepreneurial motivation.

DISCUSSION

There is a direct influence between the entrepreneurial knowledge variable and the entrepreneurial motivation variable, evidenced by the presence of a significant value of 0.000 or less

than 0.05. The results of this study are in line with previous research conducted by (Park et al., 2010; Solesvik, 2013).

The results of previous research (Park et al., 2010) describe a short-term entrepreneurship education program in which the presence of entrepreneurial knowledge can motivate someone in entrepreneurship. Organized cognition or knowledge is very helpful in a person's motivation, beliefs, and behavior, especially in complex situations and triggers to create new efforts. In addition, the decision to pursue an entrepreneurial career is a deliberate and planned behavior by one of the cognitive abilities (Morrish & Deacon, 2012; Park et al., 2010).

There is a direct influence between the self-efficacy and entrepreneurial motivation variables, evidenced by a significant value of 0.015 or less than 0.05. The results of this study are in line with previous research conducted by (Locke & Latham, 2004; Zimmerman, 2000).

Self-efficacy is a person's ability and confidence, developed based on previous experience, explicit learning, social encouragement, and psychological problems (Sultana et al., 2019). So basically, self-confidence already exists in every individual, but it depends on the individual whether to use it or not. In other words, self-efficacy plays an important role in determining whether these individuals will pursue their career goals. People with high self-efficacy will automatically be motivated to do something (Amit-Aharon et al., 2020).

The results of this study are in line with previous research conducted by (Liñán Alcalde et al., 2002; Tshikovhi & Shambare, 2015). There is a direct influence between the entrepreneurial knowledge variable and the entrepreneurial interest variable. One's entrepreneurial knowledge indirectly makes one want to apply the knowledge gained related to starting a new business. With entrepreneurial knowledge, one reads new business opportunities in their environment (Fayolle, 2005). Entrepreneurship education is considered to increase knowledge of entrepreneurship both formally and non-formally. This study activity is one of the triggering factors for one's entrepreneurial interest (Liñán Alcalde et al., 2002).

Meanwhile (Liñán Alcalde et al., 2002; Liñán et al., 2011) found that entrepreneurship education is one of the main tools to improve entrepreneurial attitudes due to entrepreneurial knowledge applied to the learning process, it is an innovative way to increase entrepreneur's potential. Entrepreneurship education also stimulates the accumulation of competencies and knowledge needed to stimulate interest in entrepreneurship. (Davey et al., 2011). Previous studies have shown that those with high entrepreneurial knowledge have a high interest in that person. Compared to those who lack entrepreneurial knowledge, the level of one's interest can affect creating new business opportunities (Souitaris et al., 2007; Wilson et al., 2017).

There is a direct influence between *self-efficacy* and entrepreneurial interest variables. The results of this study are in line with previous research conducted by (Hmieleski & Corbett, 2008; Indarti & Rostiani, 2008). *Self-efficacy* is a person's self-confidence who believes in his ability to carry out certain goals in life (Ajzen, 2002). The relationship between *self-efficacy* and interest in entrepreneurship

encourages and affects the level of success in entrepreneurship, which with a strong belief will foster a strong interest. This explanation is supported by research from (Hmieleski & Corbett, 2008) which states that *self-efficacy* supports entrepreneurial interests.

There is a direct influence between entrepreneurial motivation and entrepreneurial interest variables. The results of this study are in line with previous research conducted by (Guerrero et al., 2006; Herdjiono et al., 2017; Malebana, 2014). Entrepreneurial motivation is the energy that motivates people to take action that focuses on achievement, satisfaction, and reducing imbalance when starting a business. (Zimmerman, 2008). Someone who has entrepreneurial motivation has a driving force in a person who can provide energy and direct one's actions to achieve a goal in entrepreneurship. This study is followed by a tendency to seek pleasure and fun activities so that it can foster high self-confidence to get new ideas balanced with courage in starting a business (Jakubiak & Buchta, 2016)

The analysis results show that the entrepreneurial knowledge variable has an indirect influence on interest in entrepreneurship through entrepreneurial motivation, and the entrepreneurial motivation variable can mediate entrepreneurial knowledge on entrepreneurial interest. The results of this study are in line with previous research conducted by (Iswandari, 2013; Mahendra et al., 2017; Pihie et al., 2013; Puspitaningsih, 2014).

Research (Mitchell et al., 2002) states that entrepreneurial knowledge is a knowledge structure a person makes to make a decision or assessment that involves business creation, opportunity evaluation, and growth. This result is reinforced by research (Ahlin et al., 2013) which states that entrepreneurial knowledge is the basis of entrepreneurial resources that exist within the individual. Three *internal* factors influence a person's interest in entrepreneurship: motivation, knowledge, and personality, in this case, self-confidence or *self-efficacy* (Iswandari, 2013).

Organized cognition or knowledge is very helpful in one's motivation, beliefs, and behavior, especially in complex and challenging situations such as creating new businesses (Pihie et al., 2013). It can conclude that knowledge about entrepreneurship makes a person motivated to be interested and willing or have an interest in entrepreneurship. The higher the motivation that is influenced by entrepreneurial knowledge, the higher the interest in establishing a new business (Mahendra et al., 2017). This aim is reinforced by research (Puspitaningsih, 2014) which shows that motivation mediates entrepreneurial knowledge on interest in entrepreneurship.

The results of the analysis, the variable *self-efficacy* has an indirect influence on the interest in entrepreneurship through entrepreneurial motivation, and the entrepreneurial motivation variable can mediate *self-efficacy* on the interest in entrepreneurship. The results are consistent with previous studies conducted by (Hutasuhut et al., 2018; Sa'adah and Mahmud, 2019)

Efficacy of self or *self-efficacy* is a person's self-confidence that believes in the ability to do a certain action (Ajzen, 2002). *The theory of planned behavior* indicates that a person's motivation can be influenced by how the person perceives the level of ease or difficulty in performing a certain behavior

(Rhodes & Courneya, 2007). If someone has *control beliefs* strongly related to the factors that support behavior, then that person has a high perception of being able to control behavior.

It can conclude that someone with *control beliefs* is strong with encouragement from factors that support behavior (*self-efficacy*), then that person can have strong motivation. The statement is supported by research from (Ernawati et al., 2017), whose research results show an effect of *self-efficacy* on entrepreneurial motivation. The influence of *self-efficacy* can build entrepreneurial attitudes in developing their business (St-Jean & Mathieu, 2015). Another study by (Hutasuhut et al., 2018) shows that *self-efficacy* positively and significantly affects an interest in entrepreneurship. This study is further strengthened by research (Sa'adah & Mahmud, 2019), whose results show that self-efficacy directly or indirectly affects entrepreneurial interest through entrepreneurial motivation.

CONCLUSION

The research results conducted on the bahrul maghfiroh Islamic boarding school students in Malang stated that entrepreneurial knowledge and self-efficacy had a positive and significant effect on entrepreneurial motivation. In addition, entrepreneurial knowledge, self-efficacy, and entrepreneurial motivation positively and significantly affect entrepreneurial interest. It also found that entrepreneurial motivation can mediate entrepreneurial knowledge and self-efficacy variables on entrepreneurial interest in students at the Bahrul Maghfiroh Islamic Boarding School Malang.

However, there are many considerations for entrepreneurship. It is hoped that students can take risks in starting entrepreneurship. From the results of this study, it is hoped that this will serve as a material consideration in curriculum preparation and evaluation of santri graduates who can create new jobs by opening a business and can make students more enthusiastic about entrepreneurship because of many supporting factors facilitate students in learning entrepreneurship. Moreover, for future researchers, it is hoped that it can be a reference that will examine the interest in entrepreneurship and can be widely developed in the future so that the factors that influence entrepreneurial interest can be investigated further.

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