

**ANALYSIS OF STUDENT INTEREST TO BECOME ISLAMIC  
ENTREPRENEURSHIP (LONGITUDINAL RESEARCH)**

**Hardiyanto Wibowo, Fatmah Bagis, Mega Aprillia Pratamasari**

Faculty of Economics and Business, Universitas Muhammadiyah Purwokerto

Email : [hardiyantowb@gmail.com](mailto:hardiyantowb@gmail.com), [fatmahbagis2014@gmail.com](mailto:fatmahbagis2014@gmail.com)

**Abstract:** *Theory of Planned Behavior (TPB) is a theory that has been widely applied in various fields of behavioral research. TPB states that the combination of attitudes towards behavior, subjective norms, and perceived behavioral control leads to the formation of behavioral intentions and then shapes behavior (behavior). There may be some research related to student interests that has been carried out. This research is very necessary because the tendency of current students is to have a desire to find work and the interest in becoming an entrepreneur is very minimal. This research was conducted for 8 months. The study population was students in semester 1 (one) of the Faculty of Economics and Business, University of Muhammadiyah Purwokerto (FEB UMP). Primary data collection techniques by observation and discussion, direct observation in the field using a questionnaire that is distributed. The data analysis method used is Partial Least Square (PLS). The results of the study show that there is an increase in student interest in becoming Islamic Entrepreneurs after attending Islamic entrepreneurship lectures. And the results of the analysis also show that the role of providing entrepreneurial material significantly influences students' interest in becoming an Islamic entrepreneur. Hopefully the results of this research will provide support for the entrepreneurship clinical work program at the University and can be used as material for consideration for the next agenda.*

**Keywords:** *Islamic entrepreneurship, interest.*

## **1. Introduction**

One of the indicators for the economic development of a country can be seen from the growth in the number of entrepreneurs in each country (Reza, 2022). Current economic conditions require each individual to be more innovative in earning income to meet their daily needs (Bagis, 2021). While the number of entrepreneurs in Indonesia is now only 3.4 percent, it is still insufficient to become a developed country which requires 12 to 14 percent. Entrepreneurs are agents of strategic economic change so that Indonesia can change from a lower middle income country to an upper middle income country (Rasmijaya, 2013).

The high unemployment rate in Indonesia makes it necessary to make efforts to create new jobs that can accommodate the workforce, including fostering an interest in entrepreneurship (Djazilan dan Darmawan, 2022). To become a young entrepreneur requires a strong desire and knowledge in setting up a new business and having a positive view of entrepreneurial activities (Mardikaningsih *et al.*, 2021)

The lack of interest in entrepreneurship among university graduates is a concern. And from the fact that there are job vacancies that cannot absorb all university graduates in Indonesia, graduates are starting to choose entrepreneurship as a career choice. Interest in entrepreneurship cannot just appear without any influencing factors (Mambu *et al.*, 2019).

Entrepreneurship education is needed to provide motivation and foster students' desire to become entrepreneurs (Syam *et al.*, 2018). Higher education institutions must play an

important role and have reasons to instill an entrepreneurial mental attitude (Bagis, 2023). One of the visions and missions of the Faculty of Economics and Business (FEB) Muhammadiyah University Purwokerto is to develop science and technology to foster an entrepreneurial spirit in accordance with the demands of the times. FEB UMP students are equipped with entrepreneurial knowledge from semester 1 to semester 6. Entrepreneurship is carried out by prioritizing Islamic values so that entrepreneurial material is in accordance with an Islamic perspective.

Islamic entrepreneurship activities at FEB UMP are one of the efforts to achieve the vision and mission to create Islamic Entrepreneurship. The provision of Islamic entrepreneurship knowledge in the first semester is expected to foster interest in UMP FEB students to become entrepreneurs.

Based on the problems mentioned above, research is needed on the analysis of student interest in becoming an Islamic entrepreneur, which aims to find out how effective Islamic entrepreneurship learning is for semester 1 (one) students of FEB UMP on the growth of student interest in becoming an entrepreneur.

There may be some research related to student interests that has been carried out. This research is very necessary because the tendency of current students is to have a desire to find work and the interest in becoming an entrepreneur is very minimal.

From previous research conducted by (Wang, 2004) on the Interest in Entrepreneurship of University Students in Singapore who found that Interest in Entrepreneurship had a positive and significant effect on Interest in Entrepreneurship. and significant influence of interest in entrepreneurship for entrepreneurship. (Putri, 2016) regarding the influence of entrepreneurial knowledge and parental work on the entrepreneurial interest of students at SMKN 2 Pariaman. This study found that entrepreneurial knowledge and family experience with business found entrepreneurial knowledge to have a positive effect on entrepreneurial interest.

Family experience with business has a positive effect on entrepreneurial interest. (Kusumajanto, 2015) regarding the role of entrepreneurship education and self-efficacy in shaping student interest in entrepreneurship. Who found that entrepreneurship and education had a positive and significant effect between entrepreneurship education and self-efficacy on entrepreneurial interest. And there is a positive and significant influence of entrepreneurship education on the interest in entrepreneurship.

The purpose of this research is to analyze students' interest in becoming Islamic entrepreneurship (longitudinal research) with the following hypotheses:

H1: Entrepreneur knowledge has a positive effect on interest in Islamic entrepreneurship.

H2: Entrepreneur education has a positive effect on the interest in Islamic entrepreneurship.

H3: The interest in Islamic entrepreneurship can be influenced by entrepreneur knowledge and entrepreneur education.

H4: Is there an increase in student interest from before attending Islamic KWU lectures and after attending Islamic KWU lectures.

### **Theory of Planned Behavior (TPB)**

Theory of Planned Behavior (TPB) is a theory that has been widely applied in various fields of behavioral research. TPB states that the combination of attitudes towards behavior, subjective norms, and perceived behavioral control leads to the formation of behavioral intentions and then shapes behavior (behavior). The intention is considered to be able to see the motivational components that influence behavior. Intention is an indication of the efforts that will be made by someone to carry out something (Bagis, 2023).

This theory assumes that a person's behavior is not only controlled by himself (individual full control), but also requires control, namely the availability of resources and opportunities and even certain skills, so it is necessary to add the concept of perceived behavioral control which is perceived to affect intentions and behavior (Putra *et al.*, 2013). Theory of Planned Behavior (TPB) is very suitable to explain the behavior of one's interests. Theory of Planned Behavior (TPB) refers to a theory which states that behavior is influenced by information or strong beliefs related to that behavior (Bagis *et al.*, 2022). Theory of Planned Behavior (TPB) is very suitable to explain the behavior of one's interests. (Ajzen, 1991) defines intensity as a dimension of possible individual subjectivity in relation to self and behavior. In this case the intensity is a component within the individual that refers to the desire to perform certain behaviors.

### **Interest in Entrepreneurship**

Interest is a feeling of preference and a sense of interest in something and activities, without being told. According to Slameto, interest is a feeling of preference and a sense of interest in something or activity, without being told to do it. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest. (Winkel, 2004:212), interest is defined as the tendency of a settled subject to be interested in a particular field of study or subject and feel happy studying that material. (Putratama, 2014), entrepreneurial interest is the tendency of the heart in the subject to be interested in creating a business which then organizes, manages, bears risks and develops the business it creates. Entrepreneurial interest comes from within a person to create a field of business.

Based on the definition above, what is meant by entrepreneurial interest is the desire, interest and willingness to work hard or be strong-willed with a focus on trying to make ends meet without feeling afraid of the risks that will be faced, always learning from failures experienced, and developing a business. that he created. Entrepreneurial interest is not only a desire from within but must look ahead in the potential of establishing a business.

### **Islamic Entrepreneurship**

Islam is a religion taught by the Prophet Muhammad based on the holy book of the Koran, which was revealed to the world through the revelation of Allah SWT. While Entrepreneurship which means entrepreneurship comes from the word "entrepreneurship" which gets the prefix "to" and the ending "an". According to Sudrajat, what is meant by entrepreneurship is a process of creating something new (new creation) and making something different from what already exists (innovation). The goal is to achieve individual welfare and added value to society.

In Islamic entrepreneurship to use the principle of responsibility in running their business, but more responsibility to Allah SWT (hablum minallah) and responsibility to the community and social environment (hablum minnas). According to Sayed Nawab Haider Naqvi, Islamic entrepreneurship is entrepreneurship that is carried out based on Islamic law, namely the Koran and hadith implemented on the basic principles of Islamic economics, namely: based on the principles of unity (Tawhid), justice (al-'Adl wa al-Ihsan), helping others. (Ta'awun). Meanwhile, according to Ma'ruf Abdullah, the characteristics of Islamic entrepreneurship include being proactive, productive, empowering, generous, creative, and innovative, as well as leadership.

Thus what is meant by Islamic Entrepreneurship is in carrying out its trading activities

without forgetting its relationship with God (hablumminallah) in terms of worship so that the profits obtained become blessings. Islamic Entrepreneurship is focused on trading following the Koran and Hadith.

## **2. Research Method**

This research is a longitudinal research where the research design involves repeated observations of the same variable, namely students' interest in becoming Islamic Entrepreneurs within a certain period of time. This researcher conducted an analysis using a questionnaire for UMP FEB students. This study uses primary data and secondary data. Primary data was obtained by observation and discussion, direct observation and using a questionnaire which was distributed to FEB UMP even semester students. In this research, PLS (Partial Least Square) is used. The population of this study were students in semester 2 (two) of FEB Muhammadiyah University Purwokerto.

## **3. Results and Discussion**

### **3.1 Results**

The stages in this study are data collection to be analyzed, where the data is obtained from the questionnaire given to students and carried out in two stages. The first stage of the distribution of the questionnaire was carried out when students entered as new students and had not yet received entrepreneurial material. The second stage is carried out when students enter semester 2 and have followed the entrepreneurship course in semester 1 (one).

The population of this study is a student of Muhammadiyah Purwokerto University, totaling 2500 students and samples used to be analyzed as many as 437 students. Samples come from various faculties and study programs as well as with different sexes.

The initial stage in this study was to analyze the effect of attitudes on students' sacrifices for entrepreneurship. PLS analysis was carried out two times, the first data was obtained when students had not yet received entrepreneurial material (Table 4.2) while the second analysis was carried out when students had received entrepreneurial material (Table 4.3).

**Tabel 1**  
**Parameter Coefficient and Statistical Values among Variabels (Before)**

	Original Sample	T Statistics	P Values	Result
Autonomy and Authority > Entrepreneurial Intention	0.253	3.926	0.000	Accepted
Economic opportunity and challenge > Entrepreneurial Intention	0.055	0.918	0.359	Not Accepted
Security and Work Load > Entrepreneurial Intention	- 0.003	0.057	0.954	Not Accepted

Avoid Responsibility > Entrepreneurial Intention	0.046	0.876	0.382	Not Accepted
Self Realization and participation > Entrepreneurial Intention	0.247	4.031	0.000	Accepted
Social Environment and Career > Entrepreneurial Intention	0.251	4.231	0.000	Accepted

The first analysis was carried out using respondents' data before attending entrepreneurship lectures. PLS analysis is carried out twice the round because in the first round the outer loading value shows a number below 0.5 and in the second round the outer loading value meets the requirements so that the model is declared valid. The AVE value also shows the results above 0.7 so that all variables are declared reliable. The results of the analysis show that autonomy and authority, self realization and participation, social environment and career affect entrepreneurial intention because the p-value value is below 0.05 and the original sample positive value so that it shows positive and significant results.

Different results are obtained in the components of economic opportunities and challenges, security and work loads and avoid responsibility, have p-value values above 0.05 so as to show insignificant results. Even the results of the analysis also show that security and workload shows negative and significant results, because the original sample value -0.003.

**Tabel 2**  
**Parameter Coefficient and Statistical Values among Variabels (After)**

	Original Sample	T Statistics	P Values	Result
Autonomy and Authority > Entrepreneurial Intention	0.112	1.901	0.058	Not Accepted
Economic opportunity and challenge > Entrepreneurial Intention	0.038	0.459	0.647	Not Accepted
Security and Work Load > Entrepreneurial Intention	-0.023	0.411	0.681	Not Accepted
Avoid Responsibility > Entrepreneurial Intention	0.102	2.554	0.011	Accepted
Self Realization and participation > Entrepreneurial Intention	0.391	5.554	0.000	Accepted
Social Environment and Career > Entrepreneurial Intention	0.213	2.810	0.005	Accepted

**Tabel 3. Uji Paired Sample t-test**

	Paired Differences					t	Df	Sig. (2 tailed )
Entrepreneurial Intention	Mean	Std Deviation	Std. Error Mean	95 % Confidence Interval of Difference				
				Lower	Upper			
Sebelum	3.8559	0.58211	0.04137	-0.20509	-0.00055	0.1794	677	0.039
Sesudah	3.9587	0.76248	0.03162	-0.20507	-0.00057	0.1795	633	0.039

The results show that there is a significant difference in the average of the results of entrepreneurial interests between before students attend entrepreneurship lectures (M = 3.86, SD = 0.58) with the average results after attending the Entrepreneurship Lecture (M = 3.96, SD = 0.76). Because the significance value of less than 0.05 is 0.039 so that there is a significant difference in student entrepreneurship before attending entrepreneurship lectures after attending entrepreneurship lectures.

### 3.2 Discussion

This research gives the result that before getting entrepreneurship courses, they have a high attitude of authority and power. Before getting an entrepreneurship course, students don't want jobs that are challenging, interesting and motivating, students don't inspire determination to improve their ability to solve problems. so with entrepreneurship as a job that is challenging and opens up economic opportunities, there is less interest in jobs that have great responsibility, are complex and require commitment. Before taking entrepreneurship courses, students already have the desire to create something new so they can take advantage of their creativity and like to take part in social activities and have the confidence to achieve progress in the desired career.

The results of the study also show that after receiving entrepreneurship courses students no longer have a high attitude of authority and power. Students after getting entrepreneurship courses still don't want jobs that are challenging, interesting and motivating, students don't inspire determination to improve their ability to solve problems with entrepreneurship as a job that is challenging and opens up economic opportunities. Students after taking entrepreneurship courses become interested in jobs that have large responsibilities, are complex and demand commitment.

Students after receiving entrepreneurship courses still have the desire to create something new so they can take advantage of their creativity and like to take part in social activities and have the confidence to achieve progress in the desired career. After carrying out



the results of the different test (t-test) it further strengthens the results of the PLS analysis where in addition to attitudes influencing entrepreneur intention, that there are significant differences in students' interest in entrepreneurship before attending entrepreneurship lectures and after attending entrepreneurship lectures.

The existence of supporting factors plays an important role in controlling behavior. Conversely, the fewer supporting factors felt by an individual, the individual will have difficulty understanding the behavior being carried out (Ajzen, 2005). Someone who has a positive attitude and gets support from those around him and few behavioral barriers will have stronger intentions than when he has a positive attitude and support from around him but many obstacles to achieving a behavior.

Entrepreneurial interest can be interpreted as a person's desire to work independently and run their own business. The entrepreneurship learning process does not just provide instant material but is accompanied by a mentor (associate lecturer) who provides an understanding of how to start a business, an understanding of how the business process will be carried out. Assistance is also carried out by providing an understanding of all managerial aspects such as marketing management, human resource management, operational management, financial management and including how to take care of business legality. Entrepreneurship lectures with this assistance have a positive impact and strengthen students' attitudes to be interested in entrepreneurship. Even though the student interest achievement figures are still below the University's Vision and Mission to create students who have the spirit of Islamic Entrepreneurs. The implementation of entrepreneurship clinics needs to be optimized in order to equip students in developing an entrepreneurial spirit.

#### **4. Conclusion**

This study aims to analyze student interest in becoming an Islamic entrepreneur, to find out how effective Islamic entrepreneurship learning is for first semester students of FEB UMP towards growing student interest in becoming an entrepreneur. Based on the data analysis from the discussions that have been carried out, the following can be concluded:

- 1) The results of the research before getting entrepreneurship courses have a high attitude of authority and power. Before getting an entrepreneurship course, students don't want jobs that are challenging, interesting and motivating, students don't inspire determination to improve their ability to solve problems. Before taking entrepreneurship courses, students already have the desire to create something new so they can take advantage of their creativity and like to take part in social activities and have the confidence to achieve progress in the desired career.
- 2) Students after receiving entrepreneurship courses no longer have a high attitude of authority and power. Students after getting entrepreneurship courses still don't want jobs that are challenging, interesting and motivating, students don't inspire determination to improve their ability to solve problems with entrepreneurship as a job that is challenging and opens up economic opportunities. Students after taking entrepreneurship courses become interested in jobs that have large responsibilities, are complex and demand commitment. Students after receiving entrepreneurship courses still have the desire to create something new so they can take advantage of their

creativity and like to take part in social activities and have the confidence to achieve progress in the desired career. After carrying out the results of the different test (t-test) it further strengthens the results of the PLS analysis where in addition to attitudes influencing entrepreneur intention, that there are significant differences in students' interest in entrepreneurship before attending entrepreneurship lectures and after attending entrepreneurship lectures.

Overall, the results of the study show that there is an increase in student interest in becoming Islamic Entrepreneurs after attending Islamic entrepreneurship lectures. And the results of the analysis also show that the role of providing entrepreneurial material significantly influences students' interest in becoming an Islamic entrepreneur. Hopefully the results of this research will provide support for the entrepreneurship clinical work program at the University and can be used as material for consideration for the next agenda.

## Reference

- Ajzen (2005) 'The Theory of Planned Behavior. Organizational Behavior and Human Decision Processes.', *Human Behavior and Emerging Technologies* [Preprint]. Available at: <https://doi.org/10.1002/hbe2.195>.
- Ajzen, I. (1991) 'The Theory of Planned Behavior. Organizational Behavior and Human Decision Processes', pp. 179–211. Available at: <https://doi.org/https://doi.org/10.1080/10410236.2018.1493416>.
- Bagis, Fatmah; Ikhsani, M.M. (2022) 'Pendahuluan Kinerja Umkm: Dari Karakteristik Persepsi Entrepreneur Islam', 6, pp. 642–652. Available at: <https://jurnal.stie-aas.ac.id/index.php/IJEBAR>.
- Bagis, F. (2021) 'Pemberdayaan Potensi Kewirausahaan Siswa SMA Muhammadiyah Boarding School (MBS) Zam-Zam Cilongok Banyumas Melalui Pengembangan Inovasi Produk', *BUDIMAS: Jurnal Pengabdian Masyarakat*, 3 No.1. Available at: <https://jurnal.stie-aas.ac.id/index.php/JAIM/article/view/2243/1082>.
- Bagis, F. (2023) 'MINAT WIRAUSAHA', *Prosiding Seminar Internasional Studi Islam*, pp. 15–16.
- Djazilan, Syukron; Darmawan, D. (2022) 'The Role of Self-Discipline, Self-Concept and Self-Efficiency on Teacher Performance', *EDUCATION HUMAN AND DEVELOPMENT JOURNAL*, 7, p. 03. Available at: <https://doi.org/https://doi.org/10.33086/ehdj.v7i03.3657>.
- Kusumajanto, D.D. (2015) 'The Role of Entrepreneurship Education and Self Efficacy in Shaping Student Interest in Doing Entrepreneurship', *European Journal of Business and Managemen*, 7.
- Mambu, C.N. *et al.* (2019) 'the Influence of Entrepreneur Knowledge, Family Experience With Business, Entrepreneurial Education on the Interest of Student Entrepreneurship in Ukm Universitas Sam Ratulangi', *451 Jurnal EMBA*, 7(1), pp. 451–460.



- Putra, A., Handayani, S. and Pambudi, A. (2013) ‘Perilaku pengendalian diri pada perilaku manajemen keuangan personal berdasarkan pada teori planned behavior menggunakan pendekatan partial least square’, *JP FEB Unsoed*, 3(1), pp. 309–314.
- Putratama, B. (2014) ‘Intensitas Kewirausahaan Mahasiswa Pendidikan Tata Niaga Universitas Negeri Surabaya Dalam minat Berwirausaha dan Efikasi Diri’.
- Putri, C.S. (2016) ‘Pengaruh Media Sosial Terhadap Keputusan Pembelian Konsumen Cherie Melalui Minat Beli’, *PERFORMA: Jurnal Manajemen dan Start-Up Bisnis*, 1. Available at: <https://journal.uc.ac.id/index.php/performa/article/view/348/317>.
- Rasmijaya, U. (2013) *Ciputra Entrepreneurship*. Available at: <http://www.ciputraentrepreneurship.com>.
- Reza, V. (2022) ‘ISLAMIC ENTREPRENEURSHIP: Membangun Karakter Wirausahawan Muslim dengan Pengetahuan berbasis Ekonomi’, *Jurnal An-Nahl*, 9(1), pp. 1–10. Available at: <https://doi.org/10.54576/annahl.v9i1.42>.
- Sinambela, E.A. *et al.* (2021) ‘eISSN 2807-7237 Hubungan Perilaku Produktif Dan Minat Mahasiswa Berwirausaha’, 1(2), pp. 121–130.
- Syam, A. *et al.* (2018) ‘Determinants of entrepreneurship motivation for students at educational institution and education personnel in Indonesia’, *Journal of Entrepreneurship Education*, 21(2), pp. 1–12.
- Wang, C.K. (2004) ‘Entrepreneurial interest of university students in Singapore’, 24, pp. 163–172. Available at: [http://www.academia.edu/3344008/Entrepreneurial\\_interests\\_of\\_university\\_students\\_in\\_Singapore](http://www.academia.edu/3344008/Entrepreneurial_interests_of_university_students_in_Singapore). Accessed on 25th August 2018.
- Winkel, W.S. (2004) *Psikologi Pendidikan dan Evaluasi Belajar*. Jakarta: PT. Gramedia Pustaka Utama.