Determinant Factors Influencing Islamic Entrepreneurial Intentions: Perspectives of State Islamic Religious Universities Students in Jember Regency

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Abstract
Entrepreneurship education efforts are being carried out by educational institutions, including Islamic Universities. State and private Islamic tertiary institutions are responsible for preparing their students to become excellent entrepreneurs. Therefore this study aims to explore how the influence of entrepreneurial knowledge and entrepreneurial motivation as a determinant factor on Islamic Entrepreneurial Intention both simultaneously and partially. This research was conducted on students of UIN Kiai Haji Achmad Siddiq Jember. The population in this study was 1,700 students, and a sample of 195 students was taken with the criteria of having taken the Entrepreneurship course. The method used in this research is descriptive quantitative. Data collection was done using a questionnaire, while data analysis used SPSS 25.0. From the study carried out, it was found that partially entrepreneurial knowledge and entrepreneurial motivation had a significant effect on Islamic Entrepreneurial Intention with the results of sig 0.000 t-statistics 3.877 and sig 0.000 t-statistics 10.144. Meanwhile, simultaneously entrepreneurial knowledge and motivation significantly affect Islamic Entrepreneurial Intention with sig 0.000 f-statistics 171.646. Based on the results, it was found that entrepreneurial knowledge has a lower influence, so recommended that there be innovations in entrepreneurship learning mainly related to Islamic Entrepreneurs in Islamic Higher Education.

Keywords: Entrepreneurial Intention, Islamic Entrepreneurship, Entrepreneurial Motivation, Entrepreneurial Knowledge.

JEL Classification: A130, A220, A290

1. INTRODUCTION
The rapid development in the global era makes all countries face increasingly tough competition and challenges at the national and international levels from various countries. Therefore, entrepreneurs who can answer all obstacles and take advantage of opportunities are needed in the current global period. Joseph Schumpeter explained that innovative and creative entrepreneurs are the most decisive factor in a country’s economic growth. McClelland stated that for a country to be prosperous, it needs at least 2% of its population to become entrepreneurs.1

1 Wibowo Agus, Pendidikan Kewirausahaan (Konsep dan Strategi), Yogyakarta: Pustaka Pelajar, 2011
Entrepreneurship is essential for the economic growth of a country. The more entrepreneurs a government owns, the greater the potential for improving its economy. As educational institutions that also play an essential role in preparing quality human resources, universities must equip and direct students to become entrepreneurs. Therefore, entrepreneurship learning can be one-factor driving entrepreneurship growth in a country. Building the nation's economy requires active participation and the role of an entrepreneur who is sensitive and concerned for others and the environment. Islam is a religion that has very detailed teachings in regulating how to be an excellent entrepreneur to impact the surrounding environment, nation, and state positively.

Likewise, UIN Kiai Haji Achmad Siddiq Jember also includes Entrepreneurship Courses in his curriculum structure. Entrepreneurship courses are taught with a touch of law or Islamic religious teachings about being a good Muslim entrepreneur. However, based on a preliminary study conducted by researchers, around 40% of students who have taken entrepreneurship courses stated that they are likelier to become employees or employees than entrepreneurs. Becoming entrepreneurs is only a last resort alternative if they have yet to find work. This shows the low intention of students to become entrepreneurs. Based on these facts, it is one of the reasons used as a basis for researchers to find out more about the intentions of UIN Kiai Haji Achmad Siddiq students to become Islamic entrepreneurs.

The intention is one of the main psychological factors that can encourage students to become entrepreneurs, and this is because the intention has a distinctive role in displaying a particular behavior entrepreneurial intention in students of UIN Kiai Haji Achmad Siddiq Jember is classified as low. This can be seen in some students who still choose to become employees or work for others and have not yet made plans to start a business. Intentions in the context of entrepreneurship with Islamic values are exciting to study.

Islamic Entrepreneurial Intention is influenced by various factors, including external factors, namely knowledge about entrepreneurship, and internal factors, namely motivation from within the individual to entrepreneurship. Entrepreneurship is not only related to one's talent but entrepreneurship can be learned and taught. Someone who has entrepreneurial talent can develop his talent through education. Those who become entrepreneurs are people who know their potential and learn to develop their potential to seize opportunities and organize their efforts to achieve what they want.

UIN Kiai Haji Achmad Siddiq Jember always strives to produce students so they can become human resources who are ready to enter the world of work, which of course, are equipped with various competencies. Provision of provisions in the form of entrepreneurial knowledge through entrepreneurship courses in the form of entrepreneurial theories and entrepreneurial field practice and in which Islamic values are also contained. The aim is to encourage students to be able to innovate by opening their businesses. It is hoped that the graduates produced will not only be able to become job seekers but also be able to become job creators and play a role in reducing unemployment. So, after graduating, students do not only depend on jobs provided by the government or private sector.

Apart from knowledge about entrepreneurship which forms a tendency to open new businesses in the future, there are also other factors, including motivation. Motivation is
encouragement from within a person that encourages that person to do something, including becoming an Islamic Entrepreneur.

Research related to Islamic entrepreneur intention has been done before, such as research from Anggadwita et al., who found that all human actions, especially those related to entrepreneurial activity, always start with intention and have an impact on the entrepreneurial character and contribute to further advancing Muslim entrepreneurs. Previous experience and self-efficacy were the most critical factors influencing Islamic entrepreneurs' entrepreneurial intentions. Entrepreneurial attitudes and self-efficacy significantly affect entrepreneurial intentions in students. The novelty of this research is that previous research used the basis of The Theory of Planned Behavior (TPB), but this study used the Theory of Islamic Entrepreneurship. In studying Islamic entreprenue intention, previous research examined Muslim entrepreneurs, but this research examines it from the perspective of undergraduate-level students.

Therefore, the importance of this research is to find out and examine more deeply Islamic Entrepreneurial Intention in students, which in the end, can be identified as the dominant factor as a determinant of Islamic Entrepreneurial Intention of students. Thus, it can be used as evaluation material for developing an entrepreneurship education model in tertiary institutions, which can foster students' Islamic Entrepreneurial Intention.

Based on the above thoughts, researchers are encouraged to examine a study entitled "Determinant Factors Influencing Islamic Entrepreneurial Intentions: Perspectives of State Islamic Religious Universities Students in Jember Regency" more deeply. The research objective is to find out how the influence of entrepreneurial knowledge and entrepreneurial motivation on Islamic entrepreneurial intention according to the perceptions of students of UIN Kiai Haji Achmad Siddiq Jember.

2. LITERATURE REVIEW

Entrepreneurship Knowledge

Entrepreneurial knowledge is the science, art and behavior, nature, characteristics, and character of a person who creatively translates innovative ideas into the real world. Entrepreneurial knowledge is a person's understanding of entrepreneurs with various positive, creative, and innovative characteristics in developing business opportunities into business opportunities that benefit themselves and society or consumers. From this opinion,

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entrepreneurial knowledge is everything related to a business’s process, formation, or growth. It provides new, unique, innovative goods or services, creates profit-oriented jobs, and contributes to national income and global economic development. To be more successful and able to compete globally, an entrepreneur must learn about management, finance, marketing, process technology, information technology, and other knowledge that supports the development of the business he is engaged in.

What knowledge and skills should an entrepreneur have in starting a business, namely: 1) Self-knowledge, namely knowing the business to be carried out or occupied? 2) Imagination, having imagination, ideas, and perspectives, and not relying on past success. 3) Practical knowledge, namely having practical knowledge such as technical knowledge, design, processing, bookkeeping, administration, and marketing. 4) Search skills, namely the ability to find and be creative. 5) Foresight, namely far-sighted. 6) Computation skills, namely, the ability to count and predict future conditions. 7) Communication skills include communicating, socializing, and relating to others.7

Entrepreneurial Motivation

Motivation is a behavioral activity that works to meet the desired needs. According to Soroso, motivation is a set or collection of behaviors that provide a basis for someone to act in a way that is directed toward certain specific goals.8 In entrepreneurship, motivation can be interpreted as the overall driving force within an entrepreneur that gives rise to activities that guarantee the continuity of entrepreneurial activities and provide direction to these activities so that the desired goals can be achieved.

There are several types of motivation, including achievement, affiliation, competence, and power: 1) Achievement motivation is an encouragement within a person to overcome all challenges and obstacles in achieving goals. 2) Affiliation motivation is the urge to relate to people on a social basis. Affiliate-motivated people do better when praised for their pleasant attitude and teamwork. 3) Competence motivation is the drive to achieve work excellence, improve problem-solving skills, and strive to be innovative. 4) Power motivation is the urge to influence people and change situations. Power-motivated people want to make an impact and are willing to take risks.9

Motivation is important because it causes, distributes, and supports human behavior so that they want to work hard and enthusiastically achieve optimal results. Entrepreneurial motivation shows a significant relationship with entrepreneurial intentions, proving that entrepreneurial motivation is fundamental in translating entrepreneurial intentions into action.10 According to Shane, Locke & Collins, indicators for measuring entrepreneurial motivation variables are a) the

need for achievement; b) risk-taking; c) uncertainty tolerance; d) confidence in oneself and others; e) self-confidence; f) independence; g) strong desire; and h) creativity.\(^{11}\)

**Islamic Entrepreneurial Intention**

Intentions related to entrepreneurship are believed to reflect actual entrepreneurial behavior.\(^{12}\) Thus, the intention to become an entrepreneur can be the first step in forming a new business. According to thought Krueger & Carsrud, intention proved to be the best predictor of entrepreneurial behavior.\(^{13}\) Intention determines whether a behavior will be carried out. Therefore, intention can be used as a basic approach that makes sense to understand who will become an entrepreneur.\(^{14}\) Meanwhile, according to Al-Ghazali, the intention is a will that arises from the soul because of the desire and tendency of something following the goal or what you want to achieve, both in this world and in the hereafter. Therefore, intention (niyyah) comes when you know what you want. When the intention arises, it moves into action through power (qudrah). Therefore, Al-Ghazali concluded that intention (niyyah) is in the middle of knowledge (‘ilm) and charity (‘amal).\(^{15}\) This opinion coincides with previous research, which found that entrepreneurial knowledge positively correlates with entrepreneurial intention and is an essential factor.\(^{16}\) Entrepreneurial knowledge also increased positive perceptions of entrepreneurial intentions.\(^{17}\)

Meanwhile, research on entrepreneurial intentions among science and technology students in India shows that entrepreneurial knowledge generates positive attitudes toward entrepreneurial behavior.\(^{18}\) Even research proves that students instilled with entrepreneurial knowledge will acquire entrepreneurial skills and are more likely to have entrepreneurial intentions.\(^{19}\) Islam has a different perspective on entrepreneurial activity because Islam usually has specific and detailed

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narratives and practices in the Islamic Scriptures (i.e., the Qur’an) and the traditions of the last Prophet. Islam, as a religion, highlights the importance of engaging in business activities that enhance the welfare of society as a whole.\(^{20}\)

The Niyyah or Islamic Ibadah Entrepreneurial Intention (IEI) research model has been framed based on three theoretical models such as the Ajzen theory\(^{21, 22}\), the Theory of Plan Behaviour (TPB) (Figure 1), Ashraf theory\(^{23}\) about the Theory of Boundedly Rational Planned Behavior (TBRPB) (Figure 2) and Social Entrepreneurship Intention Model provided (Figure 3).\(^{24}\) TPB is based on the general assumptions of neoclassical economics, which explains that human beings are generally rational and without boundaries, selfish or egotistical. This assumption is attacked by critics of behavioral economics who assume that humans are subjective and highly analytical. Utilizing these behavioral economics assumptions, adapted TPB to TBRPB. In TBRPB, attitude, subjective norm (SN), and perceived behavioral control (PBC) are predictors of limited rational plans, replacing TPB's general rational intention.\(^{25}\)

Hockerts also analyzed the research model proposed by Mair and Marti. They were the first to propose theoretical propositions about the four antecedents of social entrepreneurial intention, which they suggest to predict social entrepreneurial activity. In their model, they bring the theory of entrepreneurial intention, drawing on the TPB, which theorizes that general rational intention is a reliable and accurate predictor of actual behavior. Likewise, several studies refer to entrepreneurial intentions based on SDGs. The TPB has been used and tested in various situations as a general theory. In intention theory, TPB is predicted by individual beliefs about attitudes, subjective norms, and Perceived Behavioral Control of actual behavior. However, Ajzen then dichotomizes the PBC constructs into separate ones, such as internal and external controls. Internal control is usually equated with a person's self-efficacy, whereas external control refers to their beliefs about the support or opposition they will find in the environment.\(^{26}\)

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The social entrepreneurship environment require adaptation of the traditional measures used in the TPB and the Hockerts model entrepreneurial intention. These authors suggest adapting the antecedents proposed by Ajzen.

- empathy as a proxy for attitudes toward behavior;
- moral judgments as proxies for social norms;
- self-efficacy as a proxy for internal behavioral control; And
- the presence of perceived social support as a proxy for external behavioral control.

Interestingly, Hockerts then expands on the Mair & Marti models by including the individual's previous experiences with social organizations as a new variable of social exposure to influence the antecedents of social entrepreneurial intentions. In fact, Hockerts uses four independent variables (such as empathy, moral obligation, self-efficacy, and perceived social support) from the Mair & Marti model to mediate the effect between prior experience and entrepreneurial intentions of social entrepreneurs. However, Hockerts abstained from adopting

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**Figure 1. Teori Plan Behaviour**

**Figure 2. Theory of Boundedly Rational Planned Behavior (TBRPB)**

**Figure 3. Social Entrepreneurship Intention Model**

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31 Ibid.
the traditional approach of other studies, which used a "one size fits all" style using selected item scales in a questionnaire developed for different empirical contexts. Instead, his study uses item scales developed explicitly for use in the context of social entrepreneurial intentions and social entrepreneurship. Then Asraf, created a Theory of Islamic Entrepreneurship model with antecedents, limited rationality, and the actual behavior of TPB has been replaced by antecedents of Empathy, Moral Judgment, Self-Efficacy, Perceived Social Support (the formation of an intention to worship with Islamic values).

Figure 4. Theory of Islamic Entrepreneurship

The intention in entrepreneurship arises due to a) Aimed at worship; b) To be self-sufficient; c) Spread goodness to others.  

3. RESEARCH METHOD

Research Design

This research is explanatory, the research's location uses the purposive sampling area method. The place that be used for research is UIN Kiai Haji Achmad Siddiq Jember.

The population in this study were students of the UIN Kiai Haji Achmad Siddiq Jember has taken entrepreneurship courses. The population in this study is 1,700 students (Academic Year 2022/2023). The sampling technique used in this research is proportional random sampling. while the sample for this study was 195 students. Data analysis used multiple linear regression analysis to analyze the effect of entrepreneurial knowledge and entrepreneurial motivation on Islamic entrepreneurial intention in students.

Questionnaire Design

The variables used in this study explain the effect of entrepreneurial knowledge and entrepreneurial motivation on Islamic entrepreneurial intention. Measurement of entrepreneurial knowledge consists of 1) Self-knowledge (2 items); 2) Imagination (1 item); 3) Practical knowledge (1 item); 4) Search skills (1 item); 5) Foresight (1 item); 6) Computation skills, namely the ability to count and the ability to predict future conditions (1 item); 7) Communication skills, namely the ability to communicate, socialize, and relate to other people (1 item).

The indicators for measuring entrepreneurial motivation variables are: 1) need for achievement (1 item); 2) risk-taking (1 item); 3) uncertainty tolerance (1 item); 4) confidence in oneself and others (1 item); 5) self-confidence (1 item); 6) independence (1 item); 7) strong desire (2 items); 8) creativity (1 item). While the indicators to measure Islamic Entrepreneurial Intention variables include: 1) aiming at worship (3 items); 2) self-sufficiency three items; 3) spreading the good for others three items. The questionnaire also includes items on demographic characteristics such as name, gender, study program, semester, training, or seminars that have been attended related to entrepreneurship.

4. RESULTS AND DISCUSSION

Demographic Characteristics

77% of the respondents were women, and 23% were men. Respondents were dominated in semesters 5 and 7 who had taken entrepreneurship courses from 27 study programs spread across all faculties at Kiai Haji Achmad Siddiq University Jember. Some 57% have attended seminars or training on entrepreneurship. Thus, of the total respondents, 71.4% said they knew about opening and running a business, 26.5% felt doubtful, and 2% said they had no knowledge about opening and running a business.

Research Instrument Test

Validity test

To determine whether the questionnaire used in the research is good, a validity test will be carried out on 195 respondents. The results of the validity test can be seen in Table 1 below.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Product Moment Pearson’s</th>
<th>r table</th>
<th>Sig.</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1.1</td>
<td>0.738</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X1.2</td>
<td>0.720</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X1.3</td>
<td>0.743</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X1.4</td>
<td>0.693</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X1.5</td>
<td>0.744</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X1.6</td>
<td>0.702</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X1.7</td>
<td>0.664</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X1.8</td>
<td>0.740</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X1.9</td>
<td>0.652</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X2.1</td>
<td>0.732</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X2.2</td>
<td>0.559</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X2.3</td>
<td>0.528</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X2.4</td>
<td>0.693</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X2.5</td>
<td>0.717</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X2.6</td>
<td>0.547</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X2.7</td>
<td>0.600</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
<tr>
<td>X2.8</td>
<td>0.682</td>
<td>0.083</td>
<td>&lt; 0.05</td>
<td>valid</td>
</tr>
</tbody>
</table>
Variable & Product Moment Pearson’s & r table & Sig. & Information 
\hline
X2.9 & 0.626 & 0.083 & 0.000 & < 0.05 & valid 
Y1 & 0.766 & 0.083 & 0.000 & < 0.05 & valid 
Y2 & 0.734 & 0.083 & 0.000 & < 0.05 & valid 
Y3 & 0.755 & 0.083 & 0.000 & < 0.05 & valid 
Y4 & 0.597 & 0.083 & 0.000 & < 0.05 & valid 
Y5 & 0.725 & 0.083 & 0.000 & < 0.05 & valid 
Y6 & 0.709 & 0.083 & 0.000 & < 0.05 & valid 
Y7 & 0.764 & 0.083 & 0.000 & < 0.05 & valid 
Y8 & 0.655 & 0.083 & 0.000 & < 0.05 & valid 
Y9 & 0.784 & 0.083 & 0.000 & < 0.05 & valid 
\hline

Source: processed data (2023)

Based on table 1, it is known that the questionnaire is considered valid. It is known that all question indicators meet the good testing criteria, namely scores $r_{hit} > r_{table}$ with a significant level of 5%.

Reliability Test

To estimate the level of reliability, the research was carried out by statistical analysis of Cronbach Alpha with a Likert scale. The results of the reliability test can be seen in Table 2 below.

Table 2. Reliability Test

<table>
<thead>
<tr>
<th>Variable</th>
<th>cronbach’s alpha</th>
<th>Cut off</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>X₁</td>
<td>0.877</td>
<td>0.6</td>
<td>reliable</td>
</tr>
<tr>
<td>X₂</td>
<td>0.809</td>
<td>0.6</td>
<td>reliable</td>
</tr>
<tr>
<td>Y</td>
<td>0.882</td>
<td>&gt; 0.6</td>
<td>reliable</td>
</tr>
</tbody>
</table>

Source: processed data (2023)

Normality Test

To determine whether the dependent variable in the empirical model in this study is usually distributed or not, a normality test is performed using the Kolmogorov-Smirnov test. The degree of confidence in the normality test is determined (α) by 5%. The Kolmogorov-Smirnov test results can be seen in Table 3 below.

Table 3. One-Sample Kolmogorov-Smirnov Test

<table>
<thead>
<tr>
<th>Normal Parameters</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.0000000</td>
<td>3.29734277</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Most Extreme Differences</th>
<th>Absolute</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.045</td>
<td>.045</td>
<td>-.040</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Statistic</th>
<th>Asymp. Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.052c</td>
</tr>
</tbody>
</table>

Source: processed data (2023)

The normality test results showed that 0.052 indicated the data were normally distributed.

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Linieritas Test
The independent variable is already linear or not, so a linearity test is carried out first to assess linearity in this study, using the ANOVA table. The data is said to meet the linearity assumption if the significant value is <0.05; if the significant matter is >0.05, the data still needs to perfect the linearity assumption.

| Source: processed data (2023) |

Based on the results above, it was found that the significance value was < 0.05, so it fulfilled the linearity assumption.

Multikolinearitas Test
It can be seen with the Variant Inflation Factor (VIF) to determine whether there is multicollinearity among the independent variables. Variables have significant multicollinearity problems if VIF is more than ten and vice versa. If the VIF value is less than 10, the independent variable is free from multicollinearity problems. That means the independent variable can be used in research.

| Source: processed data (2023) |

Based on the analysis results, the VIF value is 1.981 <10, so it can be concluded that both variables X1 and X2 are free from multicollinearity problems.

Heteroskedastisitas Test
Heteroscedasticity problems can be identified by looking at the plot of the residual distribution (*ZRESID) and the predicted variable (*ZRESID). The heteroscedasticity analysis results show no heteroscedasticity symptoms by showing that the dots do not form a particular pattern.
Regression Line Variance Analysis

**F Test**

The results of the f-test calculation can be seen in Table 6 as follows.

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>3751.670</td>
<td>2</td>
<td>1875.835</td>
<td>171.646</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>4240.263</td>
<td>388</td>
<td>10.929</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7991.934</td>
<td>390</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Y  
b. Predictors: (Constant), X2, X1

Based on Table 6, it can be seen that the F-count value is 171.646 with a significant level of 0.000. This significant value is below 0.05, which indicates that entrepreneurial knowledge and entrepreneurial motivation together influence the Islamic entrepreneurial intention of UIN Kiai Haji Achmad Siddiq Jember students at a significant level of 5%.

**t Test**

The following are the results of the t-test conducted:

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>10.432</td>
<td>1.485</td>
<td>7.023</td>
</tr>
<tr>
<td>X1</td>
<td>.193</td>
<td>.050</td>
<td>.202</td>
<td>3.877</td>
</tr>
<tr>
<td>X2</td>
<td>.583</td>
<td>.058</td>
<td>.528</td>
<td>10.144</td>
</tr>
</tbody>
</table>

Source: Processed data, 2023

Based on the data above, it was found that the results of the tests carried out for the entrepreneurial knowledge variable had a significance of 0.000 and a t-statistic of 3.877. The variable of entrepreneurial motivation has a significance of 0.000 and a t-statistic of 10.144.

**Discussion of main results**

Based on the results of the analysis conducted, it was found that if simultaneously measured, entrepreneurial knowledge and entrepreneurial motivation had a significant influence on the Islamic entrepreneurial intention of UIN Kiai Haji Achmad Siddiq Jember students. These results indicate that the higher the entrepreneurial expertise and entrepreneurship motivation of students, the higher the Islamic entrepreneurial intention of students. These findings support the research
results of Dewi et al., who found that entrepreneurial knowledge, use of social media, and entrepreneurial motivation had a partial and simultaneous influence on the interest of entrepreneurship students.  

Meanwhile, if it is partially measured, it shows that entrepreneurial motivation has a more significant influence on students’ Islamic entrepreneurial intentions when compared to entrepreneurial knowledge. Variable Entrepreneurial motivation is the second variable analyzed and offers results that significantly influence the Islamic entrepreneurial intention students. The motivational variable affects Islamic entrepreneurial intention more significantly than entrepreneurial knowledge. These results indicate that the higher the entrepreneurial motivation of students, the higher the Islamic entrepreneurial intention of students.

This shows that motivation can encourage individual desires to carry out certain activities to achieve goals. In addition, motivation can also move and direct or channel behavior toward achieving needs. This is in line with the findings from Rosmiati, which explains that motivation is encouragement from within a person that encourages that person to do something, including becoming a young entrepreneur. Another result is research conducted by Aldino, who found that motivation significantly affects an interest in entrepreneurship.

Furthermore, the results also found that entrepreneurial knowledge has an important influence on Islamic entrepreneurial intention. This study’s results align with previous studies on entrepreneurial expertise and Islamic entrepreneurial intention, which found that entrepreneurial knowledge positively correlates with entrepreneurial intentions. Role models facilitate the transfer of knowledge and the hope that solid bonds will provide knowledge and positively impact entrepreneurial intentions. Meanwhile, at the regional level, it was found that areas with a knowledge base and a high growth rate of local knowledge positively affect entrepreneurial intentions.

Governments can support the creation of new businesses and more business growth by providing education on entrepreneurship schemes, subsidizing corporate advice and training, and providing financial support schemes and incubation workspaces. Emphasized that entrepreneurial support should motivate people to start businesses, provide good opportunities to develop new businesses, and require a support structure to equip entrepreneurs with the necessary skills. Entrepreneurial activity depends on entrepreneurs starting and managing new ventures. The Islamic entrepreneurship process appears to be a valuable framework for understanding how

Islamic entrepreneurial behavior occurs in business and how supporting Islamic entrepreneurship through increased knowledge through optimal entrepreneurship education can enhance behavior.

5. CONCLUSION
From the research conducted, according to the views of students at the State Islamic University in Jember Regency, the variables of entrepreneurial knowledge and entrepreneurial motivation significantly influence Islamic entrepreneurial intention, either simultaneously or partially. Of the two variables that have a more significant influence is entrepreneurial motivation. From the results obtained, it is necessary to have efforts from various parties, especially Educational Institutions, to increase efforts to provide education related to Islamic entrepreneurship, accompanied by innovation and creativity in developing learning models to give students more understand As for the government, increasing training programs related to Islamic entrepreneurship for students in product development and business management is necessary.

6. REFERENCES


