

THE ANALYSIS OF ENTREPRENEURSHIP TREND OF ISLAMIC BOARDING SCHOOL STUDENTS

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ABSTRACT

The objectives of this study were to reveal: (1) the role of Entrepreneurship Course to drive the entrepreneurial intention of students who were also “santri” (student) in Islamic boarding schools; and (2) the influence of entrepreneurial motivation of “santri” on learning achievement in Entrepreneurship course. The research targets were Islamic boarding school students studying in the Study Program of History Education and Citizenship Education, Faculty of Teacher Training and Education, Ivet University, Semarang City, as many as 36 people. Data collection was carried out using questionnaires and interviews. Data processing was performed using descriptive analysis and simple linear regression statistical analysis. The results showed that the entrepreneurial tendency of Islamic boarding school students was quite high. The main driving factor is strong enthusiasm and willingness as well as strong experiences from the environment. However, this study found that high entrepreneurial motivation does not have a significant effect on learning achievement in Entrepreneurship course.

Keywords: Entrepreneurship Trend, Islamic Boarding School Students, Entrepreneurship.

ABSTRAK

Tujuan penelitian ini adalah untuk mengungkap: (1) peran mata pelajaran kewirausahaan untuk mendorong keinginan berwirausaha mahasiswa santri pondok pesantren; dan (2) pengaruh motivasi berwirausaha mahasiswa santri pondok pesantren terhadap prestasi belajar mata kuliah kewirausahaan. Sasaran penelitian ini adalah santri pondok pesantren yang menempuh pendidikan di Program Studi Pendidikan Sejarah dan Program Studi Pendidikan Kewarganegaraan Fakultas Keguruan dan Ilmu Pendidikan Universitas Ivet Kota Semarang yang berjumlah 36 orang. Pengumpulan data dilakukan dengan menggunakan kuesioner dan wawancara. Pengolahan data dilakukan dengan menggunakan analisis deskriptif dan analisis statistik regresi linier sederhana. Hasil penelitian menunjukkan bahwa kecenderungan kewirausahaan santri pondok pesantren cukup tinggi. Faktor pendorong utama adalah antusiasme dan

tekad yang kuat ditambah pengalaman dari lingkungan. Namun demikian, penelitian ini menemukan bahwa tingginya motivasi berwirausaha tidak berpengaruh signifikan terhadap prestasi belajar mata kuliah Kewirausahaan.

Kata Kunci: *Tren Kewirausahaan, Mahasiswa Santri Pondok Pesantren, Kewirausahaan.*

BACKGROUND

The paradigm that tertiary education graduates have to apply for a job is no longer relevant currently. A more appropriate paradigm in the era of the industrial revolution 4.0 is how to produce graduates who are able to create jobs. In the era of the industrial revolution 4.0 and digitalization, much of the work that was done by humans was replaced by machines or through system applications (Parviainen *et al.*, 2017; Bolander, 2019). Various transactions that support human needs almost everything can be done with the help of tools that are easily carried anywhere, namely smartphones (Basavaraju and Varde, 2017). Digitalization era is able to provide new jobs (Saari, Käpykangas and Hasu, 2019). However, on the other hand it also increases the number of unemployment due to work that was previously done by human labor replaced by machines or application systems using mobile telephones or computer devices (Jaakkola *et al.*, 2016).

One way to anticipate the increase in unemployment due to the insistence of a variety of jobs that can be done by the application system is by way of entrepreneurship. University graduates with knowledge gained in college are encouraged after graduation to be able to create new business fields by means of entrepreneurship (Jena, 2020). Therefore, it is not wrong if entrepreneurship material is provided from the high school level (Senior High School/Vocational High School) to university level. This is intended to motivate students to establish their own business either individually or by collaborating with other parties because in the Entrepreneurship course students learn how to identify business opportunities, how to set up a business, how to manage a business and so on (Støren, 2014).

Kasmir (2007) found that from 500 students in six tertiary institutions in Jakarta, each representing the lower class, middle class and upper class, 76 percent (380 of 500) said that they would apply for jobs, 4 percent said that they wanted to be entrepreneurs, while the rest answered they wanted to be employees while doing business. Although the study used only a limited sample in the Jakarta area, this shows a worrisome situation, because it can be seen from the orientation of tertiary education graduates that they are looking for a job instead of willing to create it. The Central Statistics Agency of Indonesia released that unemployment of August 2018 was seven million people or 5.34 percent of the population (Sukmana, 2018). The total working age population is 194.78 million people with detail of 131.01 million people in the workforce and 63.77 million people not in the workforce. As many as 131.01 million people as workforce, 124.01 million people work and 7.001 million people are unemployed. The seven million unemployed 630,000 people (8.8 percent) of whom are graduates from university.

Entrepreneurship education is argued to be a market-oriented trend that has been largely overlooked as a curricular alternative to workforce development models (Mars and Ginter, 2012). Entrepreneurship education in university should be specifically designed with a marketable curriculum model, directed to master skills that can be applied in the form of independent businesses. Important aspects that need to be considered in entrepreneurship education in university include: (1) positioning university itself as an entrepreneur university; (2) designing a clear and directed curriculum; (3) determining the appropriate method (Kasih, 2013).

It needs at least 2 (two) percent of entrepreneurs from the population if a country wants to be classified as a developed country (Kusworo, 2012). This condition is based on real observations in several developed countries, such as: United States, Japan, and Singapore. In the United States there are 12.50 percent of the total population working as entrepreneurs, as well as in India. Indonesia currently (2019) has a population of 260 million people, so it takes at least 5,20 (five point two) million people who are expected to work as entrepreneurs to be classified as developed countries.

At present, the population who work in the field of entrepreneurship has indeed exceeded the 2 percent threshold rate which is 3.10 percent of the population. On several occasions the President of the Republic of Indonesia, Joko Widodo stressed that Indonesia must be able to create jobs in the field of entrepreneurship by 14 percent of the population. The figure of 3.10 percent is certainly still far behind that of other developed countries that require joint efforts to increase gradually. One effort to increase the number of entrepreneurs to be at least 14 percent is by delivering entrepreneurship education in the university.

Chotimah (2014) examined the entrepreneurship education school model and its learning strategies in the Sidogiri Islamic boarding school in Pasuruan, East Java. This study concludes that: (1) entrepreneurial values internalized in the Sidogiri boarding school are entrepreneurial values based on worship, in the sense of all economic activities which is intended to worship Allah SWT; (2) the entrepreneurship education process carried out with the students' strategy is trained to manage economic institutions in Islamic boarding schools under the supervision and guidance of the *kiai* (the leader of Islamic boarding school) and administrators. The entrepreneurial values internalized to students who are intended as a form of worship to Allah SWT and the training of students to manage economic institutions is a very positive endeavor, but in this area of information technology and super-fast digitalization of the economy, student also needs to be trained to master information technology and the flow of digitalization in order to have globalized entrepreneurial knowledge. This knowledge is a plus that can elevate entrepreneurship globally both in terms of quantity and quality.

Whereas Wibowo (2011) stated that vocational students' interest in entrepreneurship after graduating from school could be influenced by internal factors, learning factors, and instrument readiness factors. Entrepreneurial learning activities provide the highest contribution to entrepreneurial interest. These factors certainly have a contribution to entrepreneurial employment with a portion that is certainly not the same, but more important here is the

willingness factor. The willingness to try, take action, collaborate, and decide on a business is an important factor that should not be forgotten in running an entrepreneur.

Maulana (2018) discussed the development of entrepreneurial spirit towards student entrepreneurs in the Yogyakarta Special Region and concluded that the reason for student entrepreneurs is earning income for living expenses and tuition fees, optimize time and build self and community empowerment. The most developed entrepreneurial spirit is leadership, independence, hard work, and collaboration, creative, innovative, brave to take decisions and risks. Furthermore, Muljaningsih et al., (2012) found that the entrepreneurial interest is influenced by 60.40 percent in total by capital, skill, place, and entrepreneurial spirit. Meanwhile, Rosmiati, Junias and Munawar (2015) stated that the attitude and motivation variables have no significant effect on entrepreneurial interest.

Many researches have conducted to examine determinants of entrepreneurship intention among students. Purwana, Suhud and Wibawa (2018) concluded that entrepreneurship education has a significant impact on perceive desirability, perceived feasibility and perceived propensity to act. It means that entrepreneurship education has a significant impact on desire, the tendency to do it and make it happen. Kuncoro and Rusdianto (2016) found that Entrepreneurship course affects the interest in entrepreneurship. Hutasuhut, (2018) stated that entrepreneurial knowledge, self-efficacy, and family factors have a significant impact on student' entrepreneurship intention respectively. Students have high entrepreneurial desires, when responses to desires and pro-active behavior have a positive relationship with entrepreneurial desires (Alhaj, Yusof and Eda, 2004).

Observing from the results of research related to entrepreneurial awareness, that school graduates both at the secondary school level and university graduates are still very low in terms of quantity. As stated in the background of the study, research conducted by Kasmir (2007), on 500 students, 76 percent of them answered after graduating they would apply for a job. This condition is certainly not in the line with government efforts to increase the number of entrepreneurs to reach 14 percent of the population to achieve the tile as a developed country.

There is a slight difference between businessman and entrepreneur, especially in terms of the implementation in the world of education. If education expects to produce graduates who are mentally tough, have Emotional Quotient (EQ) and Adversity Quotient (AQ) to face life's challenges, then entrepreneurial education is more appropriate, but if education expect to be able to produce intelligent individuals in business (business or individuals) who have Financial Quotient (FQ), the right course to teach is entrepreneurial education. Since both have an important role in producing graduates who have emotional intelligence, adversity intelligence, and financial intelligence, the implementation in learning is usually elaborated. Now it covers the financial, personal, social and professional aspect.

Regarding to the determinant of entrepreneurship motivation, Wibowo (2011); Purwana, Suhud and Wibowo (2018); Kuncoro and Rusdianto (2016) stated that the entrepreneurship class has the highest contribution to build

entrepreneurship motivation. Meanwhile, Maulana (2018) listed some reasons of students doing entrepreneurship activities, including expecting additional cash for living cost and tuition fee, optimizing the spare time, establishing personal and social skills. Furthermore, other factors related to the entrepreneurship motivation are capital, skills, place and entrepreneurship spirit (Muljaningsih *et al.*, 2012); entrepreneurial knowledge, self-efficacy and family background (Hutasuhut, 2018); entrepreneurship intention and proactive behavior (Alhaj, Yusof and Eda, 2004).

The novelty of this study is found in the spiritual aspect of entrepreneurs which barely never discussed in previous studies. Chotimah (2014) found that the entrepreneurial values internalized in the Sidogiri Islamic boarding school are the values of entrepreneurship based on worship, in the sense that all economic activities carried out are intended to worship Allah; entrepreneurship education process carried out with the strategy of students being trained to manage economic institutions in Islamic boarding schools under the supervision and guidance of the *kiai* and the committee of the boarding school. However, this study was very limited and needs more investigation about the spiritual motivation of *santri* to carry out business activities by calculating profits and losses based on economic principles while still not leaving the principles of worship to Allah. By combining the principles of worship as the basic foundation for the learning process at the boarding school and entrepreneurship with economic principles, the benefits obtained from entrepreneurship are expected as a *halal* (kosher) profit.

Based on the background, the problem can be formulated as follows: (1) what is the role of Entrepreneurship Course to drive entrepreneurial intention of “*santri*” to become entrepreneurs? and (2) does entrepreneurship motivation affect the achievement of students from the Islamic boarding school for Entrepreneurship course? with the hypothesis: there is no influence of entrepreneurship motivation on the achievement of Entrepreneurship course (H_0).

RESEARCH METHOD

This research used a mixed-method approach. The purpose of using quantitative research methods and qualitative research methods together is to obtain more comprehensive, valid, reliable and objective data so as to produce conclusions from reliable research results (Sugiyono, 2013). Types of combination methods used in this research, this is a combination of sequential model method where the first stage of research, and also the main methodology, used a qualitative method, then the second stage used of the type of quantitative research method as the data complementary for the quantitative data.

The sampling technique used in this study was purposive sampling. By listing students (*santri*) from the Islamic boarding school (Darul Muklasin Payaman Islamic boarding school) who entered Ivet University and took the Entrepreneurship course. As many as 16 students were detected enrolling the History Education Study Program and 20 students are joining the Pancasila and Citizenship Education Study Program. Therefore, the number of subjects

studied in this study was 36 students. They all enrolled in the Entrepreneurship course.

To collect research data quantitatively, closed questionnaire arranged to reveal background data on education in the Islamic Boarding School, entrepreneurship education at Ivet University and entrepreneurship motivation. There are two variables measured in the questionnaire, they are: (1) Entrepreneurship Course, with indicators: the ability to generate entrepreneurship; entrepreneurial knowledge capital; the ability to form an entrepreneurial spirit; ability to provide entrepreneurial information; the ability to turn the mindset into an entrepreneur; and the ability to provide information develops as an entrepreneur, (2) Entrepreneurial Motivation, with indicators: favorite internet brochure related to information opening and establishing a business; passion for entrepreneurship courses; the ability to make business plans. Besides, there is one control variable, namely Environment, which consist of Islamic Boarding House environment and campus environment.

The closed questionnaire questions used a Likert scale. Students were asked to write grades by putting a check mark in the column provided. The range of score used was 1 to 10. The score 1 is very insignificant and score 10 is very significant. Furthermore, qualitatively, interviews were conducted with a structured interview model, meaning that the researcher has prepared a list of questions before conducting the interview. Data from this interview were used to complete the description of the result of the data processed using statistical formulas.

Data analysis technique used descriptive analysis which describes the results of the analysis into percentages is supplemented by a qualitative analysis of qualitative data obtained from the results of the interview. Then, statistical analysis, namely regression analysis conducted using the SPSS program, which is a function of X that can be written: $\hat{Y} = b^0 + b^1 X^1 + e$;

\hat{Y} = scores of Entrepreneurship course

X^1 = entrepreneurship motivation

RESULTS AND DISCUSSION

The Role of Entrepreneurship Course to Drive the Entrepreneurial Intention

Range of score 1 – 5.90 means very less meaningful to less meaningful; while score range 6 – 10 means meaningful enough to very meaningful (Table 1).

Question number 1 reveals how the Entrepreneurship course is able to awaken the entrepreneurial spirit of the students. Students who answered in the range of scores from 1 to 5.90 were 5 students or 13.89 percent, while students who answered in this range of scores 6 – 10 were 31 students or 86.11 percent and the score of 10 occupied the highest answer, namely 15 students or 41.67 percent, so question number 1 that reveals whether the Entrepreneurship course is able to raise students to entrepreneurship is classified as very meaningful. By

learning Entrepreneurship courses the students are able to identify business opportunities and capture them to be realized in the form of business. This is in line with research conducted by Alhaj, Yusof and Eda (2004); Wibowo (2011); Muljaningsih *et al.* (2012); Kuncoro and Rusdianto (2016); Hutasuhut (2018); Purwana, Suhud and Wibowo (2018).

Table 1. Result of Descriptive Model Data Processing

Alt. Answ	Total of each answer question number:							
	1	2	3	4	5	6	7	8
1	-	-	1 (2.78%)	-	-	-	-	-
2	-	-	-	1 (2.78%)	-	-	1 (2.78%)	-
3	-	-	1 (2.78%)	-	-	-	1 (2.78%)	-
4	3 (8.33%)	-	-	-	3 (8.33%)	1 (2.78%)	-	1 (2.78%)
5	2 (5.56%)	-	3 (8.33%)	4 (11.11%)	-	2 (5.56%)	2 (5.56%)	2 (5.56%)
6	-	1 (2.78%)	3 (8.33%)	1 (2.78%)	1 (2.78%)	5 (19.44%)	1 (2.78%)	5 (19.44%)
7	5 (19.44%)	9 (25.00%)	10 (27.78%)	7 (19.44%)	8 (22.22%)	6 (16.67%)	4 (11.11%)	3 (8.33%)
8	7 (19.44%)	8 (22.22%)	9 (25.00%)	9 (25.00%)	-	7 (19.44%)	7 (19.44%)	10 (27.78%)
9	4 (11.11%)	3 (8.33%)	4 (11.11%)	7 (19.44%)	3 (8.33%)	7 (19.44%)	9 (25.00%)	8 (22.22%)
10	15 (41.67%)	14 (38.89%)	5 (19.44%)	7 (19.44%)	13 (36.11%)	8 (22.22%)	11 (30.56%)	7 (19.44%)

Alt. Answ	Total of each answer question number:							
	9	10	11	12	13	14	15	16
1	-	-	1 (2.78%)	5 (19.44%)	1 (2.78%)	2 (5.56%)	7 (19.44%)	-
2	1 (2.78%)	1 (2.78%)	-	2 (5.56%)	1 (2.78%)	1 (2.78%)	2 (5.56%)	1 (2.78%)
3	-	-	-	2 (5.56%)	-	2 (5.56%)	1 (2.78%)	1 (2.78%)
4	-	-	2 (5.56%)	1 (2.78%)	2 (5.56%)	-	-	2 (5.56%)
5	-	1 (2.78%)	1 (2.78%)	4 (11.11%)	3 (8.33%)	2 (5.56%)	6 (16.67%)	4 (11.11%)
6	2 (5.56%)	2 (5.56%)	-	2 (5.56%)	3 (8.33%)	2 (5.56%)	1 (2.78%)	2 (5.56%)
7	3 (8.33%)	11 (30.56%)	10 (27.78%)	5 (19.44%)	8 (22.22%)	7 (19.44%)	4 (11.11%)	7 (19.44%)
8	5 (19.44%)	10 (27.78%)	10 (27.78%)	4 (11.11%)	2 (5.56%)	4 (11.11%)	5 (19.44%)	11 (30.56%)
9	7 (19.44%)	4 (11.11%)	3 (8.33%)	5 (19.44%)	1 (2.78%)	8 (22.22%)	3 (8.33%)	2 (5.56%)
10	17 (47.22%)	7 (19.44%)	7 (19.44%)	6 (16.67%)	14 (38.89%)	7 (19.44%)	6 (16.67%)	5 (19.44%)

Question number 2 asks whether the Entrepreneurship course could be the capital of entrepreneurial knowledge. All students answered in range of 6 – 10, meaning that 100 percent of students answered in a meaningful to very meaningful range. Based on these answers, learning entrepreneurship in Entrepreneurship course will open and broaden knowledge, as well as students' insights to later pursue entrepreneurial works. These results are in line with research conducted by Purwana, Suhud and Wibowo (2018) and Kuncoro and Rusdianto (2016). Mueller (2011) stated that there are several factors' students could learn during the entrepreneurship course, some of them are business planning activities, role models, student-oriented teaching and feedback processes. Those components are embedded in the Entrepreneurship course material which are efficient components to increase entrepreneurial intention among students.

Question number 3 describes whether entrepreneurship is capable to be sustainable in life. Students who gave answers in the range 1 – 5.90 were 5 students or 13.90 percent, while students who gave answers in the range 6 – 10 were 31 students or 86.11 percent, meaning that 86.11 percent of students investigated in the study is sure that entrepreneurial activities can sustain their lives later when they are already graduate from the university. This will certainly motivate students to create business fields instead of looking for work with other parties. In order to keep the entrepreneurial activities sustainable, Lamy (2019) suggested institutional reforms practices that encourage entrepreneurs to organize themselves to be more socially oriented, thus safeguarding their sustainability.

Question number 4 explains whether joining the Entrepreneurship course is able to shape the entrepreneurial spirit of the students. Students who answered in the range of 1 – 5.90 were 5 students or 13.89 percent, meaning that 5 students had the view that even though taking the Entrepreneurship course did not necessary guarantee that they had a strong entrepreneurial attitude, so they were not sure about the Entrepreneurship course could form an entrepreneurial mental attitude, but the number that answers in the range 1 - 5.90 is much smaller than the answer in the range 6 – 10, which is 31 students or 86,11 percent. This means that most of the student investigated (86.11%) have the opinion that the Entrepreneurship course can shape the entrepreneurial spirit of the students. These results are in line with research conducted by Kuncoro and Rusdianto (2016). However, the important thing that has to be a consideration is about the flexibility of the course itself. According to Paço, Ferreira and Raposo (2017), inflexibility of the approach impedes the spirit of entrepreneurship.

Question number 5 uncovers whether through the Entrepreneurship course the students can to find information relating to business opportunities that can be done. Students who answered in the range 1 – 5.90 were 3 students or 8.33 percent and the rest who answered in the range 6 – 10 were 33 students or as much as 91.67 percent. The data shows that through the Entrepreneurship course students can learn and find information about business opportunities that make it possible for them to do. This is reflected in a number of students who ask and discuss with researchers, how to invest in the capital market both in the form of shares and mutual funds. These results are in line with research

conducted by Purwana, Suhud and Wibowo (2018) and Kuncoro and Rusdianto (2016)

Question number 6 explains activities of the students looking for information about business opportunities through the internet media. From this question students who gave answer in the range 1 – 5.90 were 3 students or 8.33 percent, while the remaining 33 students or 91.67 percent answered in the range of scores 6 – 10. This data means that the students also broach through the internet to be able to recognize business opportunities that can later be used as livelihood jobs. These results are in line with research conducted by Purwana, Suhud and Wibowo (2018) and Kuncoro and Rusdianto (2016).

Question number 7 describes whether the Entrepreneurship course can open student' insights to take the initiative to conduct entrepreneurial activities. Students who answered in the range 1 – 5.90 were 4 students or 11.11 percent, while the range of 6 – 10 had 32 students or 88.89 percent. This shows that the Entrepreneurship course is able to broaden the views of the students in identifying entrepreneurial opportunities in the future, so that the possibility of the students to pursue entrepreneurial work is very high. These results are in line with research conducted by Purwana, Suhud and Wibowo (2018) and Kuncoro and Rusdianto (2016).

Question number 8 explains the efforts of students to develop themselves to pursue entrepreneurial work after enrolling Entrepreneurship course. Students who answered in the range 1 – 5.90 were 3 students or 8.33 percent, while the remaining 33 students or 91.67 percent answered the range of scores 6 – 10. This shows a very strong encouragement for students in efforts to develop themselves to pursue entrepreneurial work later as the main work after they have a family and community. These results are in line with research conducted by Purwana, Suhud and Wibowo (2018) and Kuncoro and Rusdianto (2016).

Question number 9 describes whether the students like the Entrepreneurship course. Students who answered in the range 1 – 5.90 as many as one student or 2.78 percent, while the remaining 35 students or 97.22 percent gave answers in the range of score 6 – 10. This shows that almost 100 percent, namely 97.22 percent of students like Entrepreneurship course. The Entrepreneurship course will certainly be the starting point of the desired entrepreneur to succeed, because they have the theoretical knowledge about entrepreneurship. These results are in line with research conducted by Purwana, Suhud and Wibowo (2018) and Kuncoro and Rusdianto (2016).

Question number 10 reveals the ability of students to build a business plan after studying entrepreneurship in the Entrepreneurship course. Students who answered in the range of scores 1 – 5.90 as many as one student or 2.78 percent, and the remaining 35 students or 97.22 percent gave answers in the range of scores 6 – 10. This condition indicates that the students have been able to make a simple business plan that becomes knowledgeable o start a business that is supported by experience in the field of the students themselves in the field. These results are in line with research conducted by Purwana, Suhud and Wibowo (2018) and Kuncoro and Rusdianto (2016).

Question number 11 explains the learning environment in Islamic boarding schools supports the possibility of students to conduct entrepreneurial

activities. Students who gave answers in the range of scores 1 – 5.90 were 5 students or 13.59 percent, while the remaining 31 students or 81.11 percent gave answers in the range of scores 6 – 10. This shows that learning activities in the boarding school could be a means of entrepreneurial practice of the students. There are already business units run in the Islamic boarding school, such as: cooperatives, animal husbandry, agriculture, food stalls, laundry and photocopy services. The interviews revealed that not all students were involved in activities of business units mentioned before. Only 8 of 36 students are directly involved in managing the activities of cooperatives, livestock, agriculture, food stalls, laundry and photocopy. This fact will certainly hinder *Santri's* motivation to develop themselves to be a successful entrepreneur through entrepreneurship education practices at the Islamic boarding school.

Question number 12 describes whether the learning environment at the Islamic boarding school is taught material that can encourage students to become entrepreneurs. Students who gave answers in the range of scores from 1 – 5.90 were 14 students or 38.89 percent and the rest who provided answers in the range 6 – 10 were 22 students or 61.11 percent. This shows that the learning environment in Islamic Boarding Schools has supported entrepreneurial activities even with simple facilities. The problem identified from the interviews are not all students can be involved in entrepreneurial activities in the boarding school environment. This should be improved to provide a better entrepreneurial activities exposure for the students.

Question number 13 reveals the students' ideas about entrepreneurial thinking before studying Entrepreneurship course. Students who gave answers in the range of scores 1 – 5.90 were 7 students or 19.44 percent, while 29 students or 80.56 percent gave answers in the range of scores 6 – 10. This shows that most students already have knowledge about entrepreneurship even though they have not yet studied the Entrepreneurship course. It means that the students already have the initial capital to think about starting a business in the future even though they have not received entrepreneurial knowledge from studying Entrepreneurship courses. It is predicted to be more effective if the boarding school include Entrepreneurship subjects in the curriculum and provide adequate entrepreneurial practice facilities. Likewise, the campus (Ivet University) can collaborate with vocational institutions, hence students who take Entrepreneurship courses can carry out adequate business practices and they have sufficient competence to conduct business startups after they graduate.

Question number 14 asks about entrepreneurship learning in the boarding school environment. Students who answered in the range of scores from 1 to 5.90 were 7 students or 19.44 percent, while 29 students or 80.56 percent gave answers in the range of 6 – 10. This shows that among students there were already efforts to study entrepreneurship although not all students. The explanation of this point is in line with question number 13.

Question number 15 reveals the involvement of the caretakers of the Islamic Boarding School teaching material related to entrepreneurship. Students who answered in the range of scores from 1 to 5.90 were 16 students or 44.44 percent, while the remaining 20 students or 55.56 percent gave answers in the range of scores 6 – 10. This shows that in the boarding school

material entrepreneurship taught by boarding school caretakers need to be added. It is also important to modify entrepreneurial learning models both theory and practice. By looking at the answers given by the students for question number 15, it indicates that the strengthening of knowledge about entrepreneurship by the boarding school managers is still weak.

Question number 16 describes the provisions owned by the students about entrepreneurship. Students who gave answers in the range of scores 1 – 5.90 were 8 students or 22.22 percent, and the remaining 28 students or 77.78 percent gave answers in the range of scores 6 – 10. This means that the students had equipped themselves with knowledge enough about entrepreneurship. From answer number 16 this answer scores 8 occupies the highest position, namely 11 students or 30.56 percent. This means that the enthusiasm for entrepreneurship from the students who is driven by the desire of the students is quite high. The development of this potential will be successful if the campus can provide adequate entrepreneurial practicum facilities. If the village has not been able to, one way that can be taken is to collaborate with vocational institutions.

The Influence of Entrepreneurial Motivation of “Santri” on Learning Achievement in Entrepreneurship Course

Table 2. Hypothesis Test with Linear Regression
Model Summary

Model	R	R Square	Adjusted Square	SE of Estimate
1	0.189 ^a	0.036	0.007	5.321

Anova^a

Mdl		Sum of Squares	Df	Mean Squares	F	Sig
1	Reg.	35.65	1	35.65	1.26	0.27 ^b
	Res.	962.66	34	28.31		
	Total	998.31	35			

- a. Dependent Variable: x
- b. Predictors: (Constant), y

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients		
Mdl		B	SE	Beta	T	Sig.
1	Con,y	105.98	65.37		1.62	0.114
		-0.911	0.812	-0.189	-1.122	0.270

This total score of the answers delivered by the students was 4,367, so that the average score of 7.58 included in the range of scores of 6 – 10 (quite significant category – vey significant). 4,367: 36 = 121,31; 121,31: 16 = 7.58. From the linear regression test (Table 2) the results show that entrepreneurship motivation does not have a significant effect on the achievement of Entrepreneurship courses, it is evident that the price of F = 1.259 is not significant, likewise the price of t = -1,122 is also not significant or the

significance is above 0.05, which is 0.27. Therefore, it can be seen that H_0 was accepted and H_a was rejected.

This result is in line with the research finding of Chen *et al.* (2015) which found that high satisfaction and better learning efficacy do not improve the entrepreneurial intentions of students. This shows that precisely with the entrepreneurship course, students understand better that they are not suitable for pursuing a career as an entrepreneur. Therefore, entrepreneurship education should not teach students to "pursue entrepreneurial careers", but would be more effective if entrepreneurship education is designed to apply what they learn to their future jobs.

Winarno *et al.* (2019) found the evaluation of the course also could be the reason why students' entrepreneurship motivation does not affect the score of Entrepreneurship Course. The evaluation design carried out to measure students' achievement in entrepreneurship courses may not be suitable to measure whether students already have basic competencies as entrepreneurs or not. Most of the evaluations provided by the subject matter or entrepreneurship courses so far only focus on the level of understanding and do not have instruments for attitude change. Duval-Couetil (2013) proposes several practical considerations for faculty or study programs in developing assessments for entrepreneurship education programs. These considerations include: the importance of reaching consensus on learning outcomes, the use of a stakeholder-based approach to setting assessment priorities, and the need to allocate resources for assessment.

CONCLUSIONS

The tendency of student entrepreneurship originating from Islamic Boarding School is quite high accompanied by a fairly strong entrepreneurial motivation, as evidenced by the average number of answers (score) of 7.58 which is included in the range of scores quite significant up to very meaningful scores, namely 6 to with 10. The results of the analysis using statistics shows that entrepreneurship motivation has no effect on the achievement of Entrepreneurship course. It is strongly suggested to evaluate some issues related to the curriculum and assessment of Entrepreneurship Course. The Islamic boarding school needs to include Entrepreneurship and Entrepreneurial Practice subjects into the formal curriculum and set the assessment priorities. Furthermore, to improve the entrepreneurship competence of students who come from Islamic boarding schools, it would be better if the campus, in this case is Ivet University, collaborates with vocational institutions as a place for entrepreneurship internships for students.

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