

THE EFFECT OF ENTREPRENEURIAL SKILLS ON ENTREPRENEURIAL INTENTION WITH ENTREPRENEURIAL ATTITUDE, SUBJECTIVE NORM, AND PERCEIVED BEHAVIOR CONTROL AS MEDIATING VARIABLES

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ABSTRACT

This study analyzes Entrepreneurial Intention towards students in Islamic Boarding School in Malang using Theory of Planned Behavior. *Santri*, a term for Islamic boarding school students, has less positive image in the business world. Therefore, this study explores about Santri's Entrepreneurial Intention. by using variables Entrepreneurial skills, Attitudes Entrepreneurship, Subjective Norm, and Perceived Behavior Control,

This study is a quantitative research with an explanatory research approach. The data is taken from Islamic boarding schools of Tebuireng, Denanyar, Tambak Beras, and Darul Ulum are located in Malang with the number of samples of 104 colleges. *students*. Data analysis in this research used Partial Least Square (PLS) method.

The result of this research is, Entrepreneurial skills contribute to Entrepreneurial Intention, Entrepreneurial skill contributes to Entrepreneurial Intention through Attitude, Entrepreneurial skill has Non- contribution to Entrepreneurial Intention through Subjective Norm and Entrepreneurial skill contributes to Entrepreneurial Intention through Perceived Behavior Control .

Key Words: *Entrepreneurial Skills, Entrepreneurship Attitudes, Subjective Norms, Perceived Behavior Control and Entrepreneurial Intention .*

Introduction

In this era of globalization, the whole world is required to be more competitive in order to win the competition. Competition in the era of globalization is most visible in the economic field. One solution to overcome economic competition in the era of globalization is the existence of entrepreneurship. According to McClelland, for a country to prosper, it takes at least 2% of its population to become entrepreneurs. (Nurul Islami 2015). In this case, it shows that the growth of entrepreneurship will bring economic improvement for a country. So that the more a country has entrepreneurs, it is expected that the country's economy will increase. Therefore, the government through the Ministry of Cooperatives and SMEs is and will continue to implement the National Entrepreneurship Movement (GKN) program in 2012 massively by involving all stakeholders, both at Central and regional levels.

From the National Entrepreneurship Movement (GKN) program, it is expected that the number of entrepreneurs in Indonesia will continue to increase, from the data in 2013/2014 the number of entrepreneurs in Indonesia is still 1.67% of the total population of Indonesia, at this time entrepreneurs in Indonesia have experienced an increase in the ratio of 3.1 %. According to the Minister of Cooperatives Puspayoga,

based on census data from the Central Statistics Agency in 2016, with a population of about 252 million Indonesians, the number of non-agricultural entrepreneurs who settled reached 7.5 million or 3.1% of the total population of Indonesia. The total entrepreneur ratio of 3.1% is still lower than that of Asian countries such as Malaysia 5%, Singapore 7%, China 10% of the population. (<http://www.depkop.go.id>)

One of the programs of the National Entrepreneurship Movement is to socialize entrepreneurship among young people who are good at school, university and boarding school. One of them is targeting the students. Santri is a teenager who runs Islamic religious education and general education in a boarding school. According to Arifin, Pondok Pesantren is an Islamic religious education institution that grows and is recognized by the surrounding community with a boarding system where students receive religious education through a system of recitation or madrasa fully in the sovereignty of *the leadership* of one or several clerics with distinctive characteristics that are charismatic and *independent* in all respects (Qomar, 2007 in Ulfa 2015).

Public perception of students some say that students have *an image* that is not positive enough in the business world. On the other hand, there are still many people who think that the students are always identified with life and an established religious mindset, so it seems that the students are more inclined to take care of religious matters only. This view of the community is considered reasonable because they do not see the pattern of education and values developed by Islamic boarding schools as a whole. Understanding of them is actually a misperception, why is it because santriwan and santriwati they are also human beings who can develop with their talents and intentions. Including for entrepreneurship, they are also many experts in the field of entrepreneurship. In addition , historically and anthropologically, Indonesian Muslims have an extraordinary business sense. Research by historians and anthropologists shows that in the pre-colonial period, the students had a great passion and passion for business, as taught by Muslim traders who spread Islam. This is easy to understand because Islam has a high tradition of business and places honest traders in a position of Honor alongside Prophets, martyrs and pious people. Islam, as mentioned above, strongly encourages *entrepreneurship* for its people. In (Agustianto , 2017).

The *entrepreneurial development* of entrepreneurship (entrepreneurship) among the students themselves has in fact been growing rapidly in Indonesia with the Indonesian Santri Entrepreneurs Association (HIPSI). This can be seen from the establishment until now, HIPSI (Indonesian Santri Entrepreneurs Association) has had members as many as 2,000 entrepreneurs. In addition, this organization also has 18 regional leadership councils (DPW) and 200 regional leadership councils (DPD) spread throughout Indonesia. HIPSI has even had representatives in a number of countries in Asia, Europe, and Australia. (<https://www.dream.co.id>) .

From the data above, it can be seen that the development of santri entrepreneurs in Indonesia is so great and santri have so much potential as entrepreneurs and can support the national economy. In addition, students have to be honest, trustworthy and responsible entrepreneurs because they have religious education in business.

In addition to the insight and doctrine of entrepreneurship that can affect the entrepreneurial intentions of the students, independent students' lives can also be a determining factor to become an *entrepreneur* where students must have a strong determination and determination to be independent, even though people are determined to hinder, worry about it, or underestimate it (Bakhri and Abdussalam, 2012: 52) In Nadhira Ulfa (2015). From the independence of the students are expected to have

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entrepreneurial intentions after graduating from pesantren to study science and live in the midst of society. Intention is an impulse in a person to do or not to do something that is the result of the process of stimulation from within and from outside the person.

In this study the object of research is students settled in boarding schools as well as students. This is because students are a level of Higher Education where after completing their level of education they will choose their future whether to become an entrepreneur or work as an employee.

This research will be conducted in Malang Regency because Malang Regency is famous in all parts of the country as a place with many Islamic boarding schools. So Malang is also known as the city of students, because of the many Islamic education schools (Islamic boarding schools). There is even a saying that says Malang is the center of Islamic boarding schools in Java because almost all the founders of Islamic schools in Java must have studied at Islamic schools in Malang regency. There are at least 132 boarding schools in Malang regency. Boarding schools can be categorized into ashiriyah type, combination type, modern type, salawiyah type. Among the well-known boarding schools are Tebuireng, Denanyar, Tambak Beras, Pesantren, and Darul Ulum (Rejoso). (Profile of Malang regency, 2014) . This research will be conducted in 4 Islamic boarding schools that are the largest and become the icon of Islamic boarding schools in Malang regency, namely Tebuireng, Denanyar, Tambak Beras, Pesantren, and Darul Ulum (Rejoso) .

Research on entrepreneurial intentions is of interest to researchers in various Asian and European countries. Research on entrepreneurial intentions develops from various perspectives, namely economics, psychology and sociology. The economic perspective views entrepreneurial intentions based on the condition of entrepreneurial readiness through economic instruments such as economic conditions, capital, government regulations and other economic factors. The intention of entrepreneurship is viewed from the perspective of sociology to explain human relations, community patterns of life and social norms and cultures that shape entrepreneurial behavior. Psychological perspectives review entrepreneurial behavior seen from psychological factors in the form of personal aspects and motives of entrepreneurship (Hamilton & Harper, 1994). Within (2008). Most research on entrepreneurial intention uses two main theories used as a basis by researchers to examine entrepreneurial intention as a predictor of entrepreneurial behavior, namely: *the Entrepreneurial Event Theory* (Shapero and Sokol, 1982) and *The Theory of Planned Behavior* (Ajzen, 1991).

In this study, the author wants to use and analyze *the Theory of Planned Behavior* (Ajzen, 1991) on Islamic boarding school students. *The theory of planned behavior* is on a person's intention to perform a behavior, because the intention is a variable that causes the behavior of an attitude or other variables. in the theory of Planned behavior, Ajzen (1991) added one factor that determines the intention of the Perceived Behavior Control (*Perceived Behavior Control*). To the control it has with respect to certain behaviors. (Wijaya, 2008). According to Ajzen in *the Theory of Planned Behavior*, there are three important factors in influencing Intention, namely Attitude Toward *Behavior* , subjective norm , and perceived behavioral control . *Control*) can predict an individual's intention to carry out certain behavior. In research on entrepreneurial intentions using *the theory of Planned Behavior* (Ajzen, 1991) is widely used to measure entrepreneurial intentions. From studies that use *the Theory of Planned Behavior* many different research results such as this research are because the results of previous research and Research Models present conclusions that are not

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necessarily in accordance with the conditions and situations, location, model, object, subject, time, variables, analysis, goals, and or research objectives.

Of the phenomenon described above. The researcher intends to compile a thesis entitled "**analysis of Entrepreneurial Intention on Santri in Malang**". which will be carried out at a boarding school in Malang, East Java, which is a santri city.

Theoretical Basis

Entrepreneurship

Entrepreneurship is the process of creating something new and valuable, by utilizing the necessary effort and time, taking into account social, physical, and financial risks, and receiving rewards in the form of money and personal satisfaction and independence. (Hisrich et al., 2008). Meanwhile, according to Coulter (Suryana and Kartib, 2011: 25) "entrepreneurship is often associated with the process, formation or growth of a new business oriented to profit making, value creation, and the formation of new products or services that are unique and innovative. Ropke (Suryana and Kartib, 2011: 25) suggests that "entrepreneurship is the process of creating something new (new creations) and make something different from the existing (innovation), the goal is the achievement of individual welfare and added value to society

From some of these opinions, it can be seen that there are core similarities between the definition of entrepreneurship and other definitions. Entrepreneurship is the process of applying creativity and innovation to create something new and different by using time, capital, and taking risks to generate added value and welfare for the community. So it can be concluded that an entrepreneur is someone who dares to take risks and has the ability to see and evaluate business opportunities, and is able to obtain the necessary resources, think creatively and innovatively to

Entrepreneurial Skills

Entrepreneurial skills are needed to turn ideas into action (European Commission, 2012) in (Najafabadi et al; 2016). Entrepreneurial skills are the basic skills required to enable one to start, develop, finance and succeed in an enterprise (Adeyemo, 2009) in (Najafabadi et al, 2016). to recognize opportunities, family entrepreneurial background, and early knowledge are issues that affect entrepreneurial intentions In (Najafabadi et al, 2016).

Perceptions of entrepreneurial skills show how confident respondents have a fairly high level of skills related to entrepreneurship. Having this ability can make individuals feel more capable of starting a company. Similarly, with this entrepreneurial skill it can be easier to do as an entrepreneur. Thus, they could be related to higher personal attractiveness and subjective norms (Scherer et al. 1991; Carsrud 1992; Boyd and Vozikis 1994). In (Linan; 2008).

Entrepreneurial Intentions

In English, it means intention. The meaning of intention literally translated into Indonesian means intention. Intentions in the Indonesian dictionary (KBBI) consists of three definitions (Kemdikbud, nd). The first definition, intention is the purpose or aim of an act. The second definition, intention is the will (desire in the heart) will do something, then the third definition of intention according to KBBI is a promise to do something if the ideals or hopes come true. Intention is a motivational factor that captures how much effort a person has in his willingness to perform a behavior (Ajzen, Volume 11, No 1, Oktober 2023

1991). Intention or intention in relation to including individuals in activities is closely related to the components of a person's belief in an object, attitude towards an object, and behavior as a tangible manifestation of intention.

Based on the theory of intention or intention that has been presented by experts, it can be concluded that intention is an impulse in a person to do or not to do something that is the result of the process of stimulation from within and from outside a person. The stimulus from within can be an attitude or belief, or a person's power to do something. While stimuli from the outside can be the influence of the closest people, conditions and situations that are happening around. Intention or intention becomes very important to understand because intention is the beginning of the formation of a behavior.

Attitudes Toward Entrepreneurship

Constructs regarding attitude Toward Behavior (*Attitude Toward Behavior*) is to direct the perception of personal desire to perform a behavior (Krueger, *et al.*, 2000). Such behavior will lead to desirable or undesirable results. These attitudes depend on expectations and beliefs about the personal impact of the results resulting from such behavior. Individuals who have a positive belief in behavior will have a tendency to perform these actions. Or in other words, the attitudes that lead to behavior are determined by the consequences that the behavior entails. *Attitudes toward Entrepreneurship* refers to the extent to which individuals hold positive or negative personal judgments about being an entrepreneur. (Linan & Chen, 2009) . Entrepreneurial attitude is the tendency to react affectively in response to the risks that will be faced in a business.

In this study attitude is a favorable or unfavorable response to an object, person, institution, or event and is considered to be the first determining factor of entrepreneurial intention (Carr & Sequeira, 2007) in (Najafabadi *et al* , 2016). Entrepreneurial attitude has been defined as a personal perception of the value, benefits, and likes of entrepreneurship that greatly affects their intentions to enter the formation of a new business. (Najafabadi *et al* , 2016). There are two ways to approach entrepreneurship. First, entrepreneurial attitude is the individual's feelings, thoughts, and cognition towards entrepreneurship. The second approach includes four key personality factors including the need for achievement, personal control over behavior, innovation, and self-esteem known as the entrepreneurial attitude orientation scale (EAO) by Pihie & Bagheri, these factors influence one's perspective on setting up a business. (Najafabadi *et al* , 2016).

Subjective Norm.

Subjective Norm is an individual's beliefs about the expectations of people around who influence both individuals and groups to display certain behaviors or not (Krueger, *et al* , 2000). The beliefs underlying subjective norms that individuals have two components namely, (1) normative beliefs and (2) motivation to comply. Normative beliefs are beliefs about the expectations of others (such as parents, friends, and mentors) towards themselves that become a reference for displaying behavior or not. The motivation to comply is the individual's motivation to meet those expectations. This means that if the individual is steeped in subjective norms and motivations to comply, then he will comply and form behavior that is in accordance with people as role models.

Subjective norms measure perceived social pressure to carry out or not to carry out entrepreneurial behavior. specifically, this would refer to the perception that a "reference person" would approve the decision to become an entrepreneur, or not (Ajzen, 2001). In (Lin & Chen, 2009).

Perceived Behavior Control

Ajzen (2002) states that *Perceived Behavior Control* is a belief about the presence or absence of elements that facilitate and hinder the performance of individual behavior. Perceived behavioral control tends to affect intention. This means that a high level of behavioral control should strengthen a person's intention to perform the behavior, and increase effort and persistence.

In this way, *Perceived Behavior Control* can affect behavior indirectly, by its influence on intention. And when perceived behavioral control is veridical, it provides useful information about the actual control a person can exercise in the situation and can therefore be used as an additional behavioral forecasting tool. Perceived behavioral control (PBC) is defined as the perception of ease or difficulty in becoming an entrepreneur. PBC includes not only the feeling of being capable, but also the perception of behavioral control. (Linan & Chen, 2009).

Behavioral control, which is the basis for the formation of perceived behavioral control (*Perceived Behavior Control*) . Perceived Behavior Control (*Control*) is the perception of the power of factors that facilitate or complicate a behavior. In some entrepreneurial research, control behavior *Perceived Behavior Control* is operationalized in the form of self-efficacy . (Wijaya, 2008). The following is a picture of *the Theory of Planned Behavior* .

RESEARCH METHODS

This study uses a quantitative approach, in the sense of the type of data extracted in the form of understanding of qualitative phenomena, translated into quantitative figures. This quantitative approach is intended so that the data generated from this study can be analyzed using statistics, then the results are interpreted back into a qualitative language, so it is easy to understand. The main method of this study is a study that aims to explain the relationship between variables by developing (generating) theories and hypothesis testing, while from the aspect of data collection methods, this study falls into the category of research research , namely data collection and data analysis through questionnaires that will be conducted directly and in writing or communicated from respondents individually or in groups (Sugiono, 2007).

The operational definition of variables in this study includes five main constructs. **Entrepreneurial Skills (X1)** refer to the fundamental abilities required to start, develop, finance, and sustain a business (Adeyemo, 2009; Najafabadi et al., 2016), measured through indicators such as creativity, problem-solving, leadership and communication, product development, opportunity recognition, and networking (Linan, 2008). **Entrepreneurial Attitude (X2)** reflects individuals' positive or negative evaluations toward entrepreneurship (Linan & Chen, 2009), assessed through indicators like positive perceptions, career interest, opportunity management, satisfaction, and interest in business opportunities. **Subjective Norm (X3)** measures perceived social pressure from family, friends, and colleagues to engage in entrepreneurship (Ajzen, 2001; Linan & Chen, 2009). **Perceived Behavioral Control (X4)** refers to the perceived ease or difficulty in becoming an entrepreneur, encompassing confidence,

readiness, ability to manage a business, practical knowledge, and effort to start one (Linan & Chen, 2009). Lastly, **Entrepreneurial Intention (Y)** represents the individual's determination to take entrepreneurial actions, measured by readiness, goal orientation, effort, determination, seriousness, and strong intention to establish a business (Wijaya, 2008; Linan & Chen, 2009).

Population and Sample

Population is a generalization area consisting of objects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions (Sugiyono, 2007:61). In this study the population has the following criteria :

1. Students who are also students who live in Tebuireng, Denanyar, Rice ponds, Pesantren, and Darul Ulum (Rejoso) Malang regency, East Java.
2. Students who are also students and have attended entrepreneurship courses and entrepreneurship training. Data on the number of students who are also students as follows :

From the data table above you can see the number of population in this study are students at boarding schools located in Malang District of 1467 students who are also students .

The sample is part of the number and characteristics that the population has. (Sugiyono, 2007:62). The characteristics of the sample are then used to make conclusions and serve as population parameters. The number of samples in this study is based on sampling techniques consisting of two types, namely *probability sampling techniques* . *Probability sampling* is a sampling procedure in which each element of the population has a definite chance of being selected as a sample. (Sugiyono, 2007:63). And using the *Proportionate Stratified Random Sampling technique* . *Proportionate Stratified Random Sampling* is a sampling technique is used when the population has elements that are not homogeneous and stratified proportionally. (Sugiyono, 2007:64).

In determining the number of samples in this study, the researchers used the Slovin formula because in the study population known number and further stratified. In this study the study population of 1467 students, using the Slovin formula.

$$n = \frac{N}{1 + (Ne^2)} = \frac{1467}{1 + (1467 \cdot 0.1^2)}$$

From the formula is known = 1467 / 15.67 = 104 further stratified proportional,

Analysis Techniques

Data analysis in this research used *the Partial Least Square (PLS)* method. PLS can be used on any type of data scale (nominal, ordinal, interval, ratio) as well as more flexible assumption terms. PLS is also used to measure the relationship of each indicator with its constructor. Apart from that, in PLS, *bootstrapping tests can be carried out* on structural models that are *outer models* and *inner models*. Because in this study using indicators to measure each construction, and also the measurement model is structural, it was decided to use PLS.

According To Ghazali (2008). mention PLS can be used for confirmation purposes, such as hypothesis testing and exploration purposes. But PLS give priority as exploration rather than confirmation. But the main purpose of PLS is to explain the

relationship between constructs and emphasize the understanding of the value of these relationships. In this case, the important thing to consider is the necessity of a theory that provides assumptions to describe the model, selection of variables, analysis approaches, and interpretation of results. This study aims to explain the relationship between constructs and to understand the meaning of these constructs. And also because of the need for indicators in this study, as well as structural measurement models, this study uses PLS.

RESEARCH AND DISCUSSION

Research Results

Outer Model (measurement model and indicator validity)

This study used four independent variables with twenty-six indicators. Variables *Entrepreneurial Skills* , *Entrepreneurial Attitude*, *Subjective Norm* , *Perceived Behavior Control* is an indicator that is reflective. This examination is carried out to identify what indicators are the most important and dominant or fit in forming or reflecting each of the independent variables.

Convergent Validity Test

Convergent validity is loading factor value should be more than 0.7 for confirmatory research and loading factor value between 0.6 – 0.7 for exploratory research is still acceptable and the value of average variance extracted (AVE) should be greater than 0.5. However, for research in the early stages of the development of the measurement scale, the value of the loading factor of 0.5 – 0.6 is still considered sufficient (Ghozali, 2015). The model of the relationship between variables and indicators in the measurement model for Reflective variables, namely the variables *Entrepreneurial skills*, *Entrepreneurial Attitude*, *Subjective Norm* *Perceived Behavior Control* and *Entrepreneurial Intentions* is based on the outer loading table

Chart 2. Outer Loadings (Factor Loading)

	Entrepri	Sikap	Subject	Perceived	Intensi	Type (a	SE	P value
X1.1	0.752	0.345	0.044	0.124	-0.167	Reflect	0.08	<0.001
X1.2	0.757	0.016	-0.015	-0.305	0.223	Reflect	0.08	<0.001
X1.3	0.678	-0.042	-0.030	0.086	0.011	Reflect	0.082	<0.001
X1.4	0.746	0.010	-0.069	-0.179	-0.053	Reflect	0.08	<0.001
X1.5	0.740	-0.201	0.040	0.302	-0.066	Reflect	0.081	<0.001
X1.6	0.732	-0.139	0.027	-0.014	0.052	Reflect	0.081	<0.001
X2.1	0.056	0.617	-0.427	0.030	-0.114	Reflect	0.083	<0.001
X2.2	0.158	0.907	0.036	0.010	-0.027	Reflect	0.077	<0.001
X2.3	-0.111	0.864	0.240	-0.097	0.007	Reflect	0.078	<0.001
X2.4	0.031	0.879	0.048	0.012	-0.085	Reflect	0.078	<0.001
X2.5	-0.145	0.750	-0.025	0.061	0.218	Reflect	0.08	<0.001
X3.1	-0.110	0.297	0.829	0.115	-0.090	Reflect	0.079	<0.001
X3.2	0.047	0.022	0.910	-0.085	-0.037	Reflect	0.077	<0.001
X3.3	0.056	-0.310	0.858	-0.021	0.126	Reflect	0.078	<0.001
X4.1	-0.421	0.076	0.087	0.649	-0.069	Reflect	0.082	<0.001
X4.2	-0.200	0.408	0.593	0.767	-0.084	Reflect	0.08	<0.001
X4.3	0.084	-0.023	0.071	0.815	-0.112	Reflect	0.079	<0.001
X4.4	0.186	-0.203	0.038	0.812	-0.170	Reflect	0.079	<0.001
X4.5	0.423	-0.201	-0.077	0.782	-0.099	Reflect	0.08	<0.001
X4.6	-0.190	-0.032	-0.021	0.657	0.634	Reflect	0.082	<0.001
Y1	-0.145	-0.092	-0.004	0.457	0.725	Reflect	0.081	<0.001
Y2	-0.136	0.124	0.119	0.271	0.771	Reflect	0.08	<0.001
Y3	-0.162	-0.096	0.081	0.037	0.818	Reflect	0.079	<0.001
Y4	0.084	0.123	-0.085	-0.299	0.829	Reflect	0.079	<0.001
Y5	0.111	0.010	-0.086	-0.184	0.905	Reflect	0.077	<0.001
Y6	0.232	-0.083	-0.009	-0.211	0.743	Reflect	0.08	<0.001

Source: results of data processing, 2021.

Loading Factor is a correlation between the indicator and the variable, if it is greater than 0.5 and or the value of p-values = significant, then the indicator is valid and is an indicator/gauge of the variable. Based on the outer loading table above, Loading Factor (for example for indicators in the Entrepreneurial skills variable $X1.1 = 0.752$, $X1.2 = 0.757$, $X1.3 = 0.678$, $X1.4 = 0.746$, $X1.5 = 0.740$, $X1.3 = 0.732$ and so on) > 0.5 then it meets convergent validity. The results of the analysis in the table above show that all indicators in the research variables, namely the variables Entrepreneurial skills, Entrepreneurial Attitude, *Subjective Norm Perceived Behavior Control* and Entrepreneurial Intention have a loading factor > 0.5 , so the indicator meets convergent validity.

Based on the outer loading table above, *Factor Loading* (factor load) indicators on the *Entrepreneurial skills variable* significant (p-value) (e.g. for $X1.1 = <0.001$, $X1.2 = <0.001$ 0, $X1.3 = <0.001$, $X1.4 = < 0.001$, $X1.5 = <0.001$ 0, $X1.6 = <0.001$ and so on) <0.001) then it meets convergent validity. The results of the analysis show that all indicators in the research variables, namely the variables, the variables *Entrepreneurial skills*, Entrepreneurial Attitude, *Subjective Norm Perceived Behavior Control* and Entrepreneurial Intention are significant because the p-value is <0.001 then the indicator meets convergent validity.

Discriminant Validity Test

Discriminant validity relates to the principle that the quantifiers (manifest variables) of different constructs should not correlate in height. The way to test the validity of discriminant with reflexive indicators is by looking at the cross loading value for each variable must be > 0.70 .

Chart 3. Outer Loadings (Factor Loading)

	Entrepre	Sikap	Subject	Perceive	Intensi
Entrepr	0.735	0.541	0.516	0.610	0.600
Sikap	0.541	0.810	0.589	0.424	0.518
Subject	0.516	0.589	0.866	0.488	0.364
Perceiv	0.610	0.424	0.488	0.750	0.630
Intensi	0.600	0.518	0.364	0.630	0.801

Source: results of data processing, 2021.

Based on Table 2 above, if the root of AVE is greater than the correlation variable, then the validity of discriminant is met. For example , the entrepreneurial skills variable with 6 indicators (X1.1 to so that the variables are entrepreneurial skills, entrepreneurial attitude, Subjective Norm Perceived Behavior Control and entrepreneurial intention have a square root value AVE is greater than the value of its correlation with other variables, then the validity of the discriminant is met.

Average Variance Extracted (AVE)

The next measurement model is the *Average Variance Extracted (AVE) value* , which indicates the magnitude of the indicator's variance contained by the latent variable. A converging AVE value greater than 0.5 also indicates good validity for latent variables. Reflective indicator variables can be seen from the Average Variance Extracted (AVE) value for each construct. A good model is required if the AVE value of each construct is greater than 0.5. The test results show that the AVE value for the

constructs (variables) Entrepreneurial Skills, Entrepreneurial Attitude, Subjective Norm, Perceived Behavior Control , and Entrepreneurial Intention are greater than 0.5, making them valid. The following table shows the results from AVE in this study:

Table 3 Average Variances Extracted (AVE)

	Average Variances Extracted (AVE)
Entrepre	0.540
Sikap	0.656
Subject	0.751
Perceive	0.563
Intensi	0.641

Source: results of data processing, 2021

Composite Reliability Test

A questionnaire is said to have good Composite reliability if *the composite reliability value* > 0.70, although it is not an absolute standard. (Solimun, Fernandes & Nurjannah, 2017:116)

Chart 4. Composite Reliability Coefficients

	Composite Reliability Coefficients	Cronbach's Alpha Coefficients
Entrepre	0.875	0.829
Sikap	0.904	0.864
Subject	0.900	0.833
Perceive	0.884	0.842
Intensi	0.914	0.887

Source: results of data processing, 2021

Based on Table 4 above, construct reliability is measured by the *composite reliability value*. A construct is reliable if the *composite reliability value* is above 0.70, then the indicator is said to be consistent in measuring the latent variable. The test results show that the constructs (variables) of Entrepreneurial Skills, Entrepreneurial Attitude, Subjective Norm, Perceived Behavior Control , and Entrepreneurial Intention have a *composite reliability value* greater than 0.7. Therefore, they are reliable.

Structural Model Testing (Inner Model)

Testing of the structural model is done by looking at the value of R-Square which is a test of *goodness-fit model* . Testing *the inner model* can be seen from the value of R-square in the equation between latent variables. Value R^2 describes how much the exogenous variables (independent/free) in the model are able to explain the endogenous variables (dependent/bound).

Chart 5. R Square

	R Square
Entrepre	
Sikap	0.385
Subject	0.355
Perceive	0.377
Intensi	0.595

Source: results of data processing, 2021

From table 5 above, it can be explained that the value of R^2 as a whole = $1 - (1 - 0.385) (1 - 0.355) (1 - 0.377) (1 - 0.595) = 0.8020$. It can be interpreted that the model is able to explain the phenomenon/problem of entrepreneurial intentions by 80.20%. While the remaining 19.80% is explained by variables other than Entrepreneurial skills, Entrepreneurial Attitude, Subjective Norm Perceived Behavior Control) which have not been included in the model and *error* . This means that entrepreneurial intention is influenced by *Entrepreneurial skills* , Entrepreneurial Attitude, *Subjective Norm Perceived Behavior Control* by 80.20%, while 19.80% is influenced by the variable *Entrepreneurial skills* , Entrepreneurial Attitude , *Subjective Norm Perceived Behavior Control* .

Hypothesis Testing

Direct hypothesis testing is carried out to determine the effect between the variables of the study. The hypothesis is based on a *p value* of 10%.

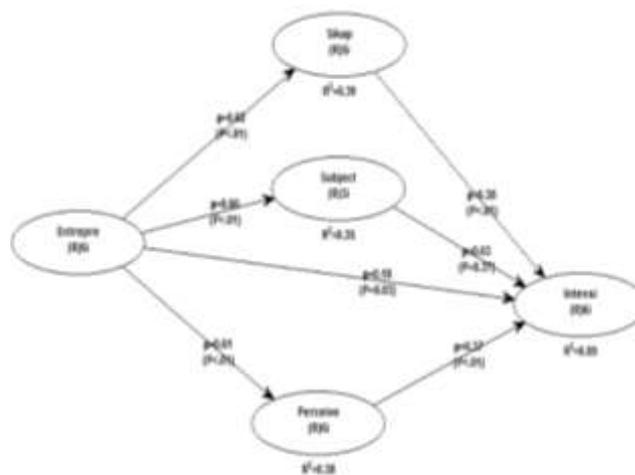


Figure 4.1. PLS Model Analysis of entrepreneurship intention of students in Malang regency

Chart 6. Path Coefficients (Mean, STDEV, T-Values)

	Path Coefficients	Standard Error for Path Coefficients	P-Values
Entrepren -> Sikap	0.621	0.083	<0.001
Entrepren -> Subject	0.596	0.084	<0.001
Entrepren -> Perceive	0.614	0.083	<0.001
Entrepren -> Intensi	0.182	0.093	0.027
Sikap -> Intensi	0.375	0.089	<0.001
Subject -> Intensi	0.032	0.097	0.373
Perceive -> Intensi	0.374	0.089	<0.001

Source: results of data processing, 2021

Based on hypothesis testing in Figure 4.1 PLS Model PLS model entrepreneurial intention analysis students in Malang and table 4.20 *Path Coefficient* can be interpreted as follows:

1. *Entrepreneurial skills* have a significant positive effect on the attitude of entrepreneurship with path coefficient of 0.621, where the value of p-values = <0.001 is smaller than the value of $\alpha = 0.05$
2. *Entrepreneurial skills* has a significant positive effect on *subjective norms* with a path coefficient of 0.596, where the p-value = <0.001 is smaller than the value of $\alpha = 0.05$
3. *Entrepreneurial skills* has a significant positive effect on Perceived Behavior Control with a path coefficient of 0.614, where the p-value = <0.001 is smaller than $\alpha = 0.05$
4. *Entrepreneurial skills* have a significant positive effect on entrepreneurial intentions with a path coefficient of 0.182 where the value of p-values = 0.027 is smaller than the value of $\alpha = 0.05$
5. Entrepreneurial attitude has a significant positive effect on entrepreneurial intentions with a path coefficient of 0.254, where the value of p-values = <0.001 is smaller than the value of $\alpha = 0.05$.
6. *Subjective Norm* non-significant effect on entrepreneurial intentions with a path coefficient of 0.032 where the value of p-values = 0.373 is greater than the value of $\alpha = 0.05$.
7. *Perceived Behavior Control* has a significant positive effect on entrepreneurial intentions with a path coefficient of 0.374, where the value of p-values = <0.001 is smaller than $\alpha = 0.05$.

From the results of the hypothesis test that has been described above shows that *Entrepreneurial skills*, entrepreneurial attitude, *Perceived Behavior Control* together give effect to entrepreneurial intentions. As for *the Subjective Norm* has no influence on entrepreneurial intentions in students in Malang

Discussion

The Influence of Entrepreneurial Skills on Entrepreneurial Intentions

The results of tests conducted on students in Malang that variable *entrepreneurial skills variables* with indicators of creativity, Problem solving skills, Leadership and communication skills, the ability to develop new products and services, the ability to see opportunities, and *Networking skills*, on *Entrepreneurial Intention*. *Entrepreneurial Intention* has a significant positive effect on entrepreneurial intentions. This can be interpreted as higher *Entrepreneurial skills* in a student then the higher the intensity / intention of entrepreneurial students. And vice versa, the lower *the entrepreneurial skills* possessed by students, the lower the intense entrepreneurship of students in Malang Regency.

The results of this study are in line with the results of research conducted by (Najafabadi *et al*, 2016) showed that entrepreneurial skills (*Entrepreneurial Skills*) have a positive effect on entrepreneurial Intention (*Entrepreneurial Intention*) in students of *Islamic Azad University Tehran Science*. Entrepreneurial skills (*Entrepreneurial Skills*) in santri have actually been indirectly educated in boarding schools, this can be seen from the habit of independently managing the business owned by the boarding kyai such as raising livestock, and trading.

Entrepreneurial s skills significantly affect the intention of entrepreneurship through entrepreneurial attitude.

The direct influence of *Entrepreneurial skills* on the attitude of entrepreneurship is positive and significant. Meanwhile, the direct influence of entrepreneurial attitude towards entrepreneurial intention is positive and significant. Then the influence of *Entrepreneurial skills* on intense entrepreneurship through the attitude of entrepreneurship is a significant positive.

This can be interpreted as higher *Entrepreneurial skills* in a student then the higher the intensity / intention of entrepreneurial students. And vice versa, the lower *the entrepreneurial skills* possessed by students, the lower the intense entrepreneurship of students in Malang Regency . While the higher the attitude of entrepreneurship in students, the higher the intensity/intention of students in setting up a business in the future, as well as the low level of entrepreneurial attitude owned by a student, the desire/intention to set up a business is lower.

This is in accordance with that expressed by (Linan, 2008) where *Entrepreneurial Skills* significantly affect the three predecessors of intention motivation, namely entrepreneurial attitudes, subjective norms and *Perceived Behavior Control*. And the results of this study are also in line with the results of research by Nurul Islami, (2015), Najafabadi *et al* (2016), Wijaya, (2008), Linan & Chen (2009) and M. Sait & Semira, (2016). Who is entrepreneurship has a significant influence on entrepreneurial intentions . Thus, it can be concluded that in this study the theory of Ajzen and Fishbein "*The Theory of Planned Behavior* " which reveals that attitude is one of the predictors that affect certain intentions can be proven.

Entrepreneurial s skills significantly influence to Entrepreneurial Intention through Subjective Norm

Direct influence of *Entrepreneurial skills* towards *Subjective Norm* is Positive and significant. Meanwhile, the direct influence of *Subjective Norm* on entrepreneurial intention is non significant. So it can be concluded that the influence of *Entrepreneurial skills* on entrepreneurial intentions through *Subjective Norm* is Non-significant. It can be interpreted that the ability of *Entrepreneurial skills through the Subjective Norm* (social environmental support) of the students does not affect both positive and negative influence on the desire/intention of entrepreneurship in students in Malang .

In fact, this study contradicts the results of research from (Linan, 2008) . Where *Entrepreneurial Skills* significantly affect the three predecessors of intention motivation (entrepreneurial attitude, subjective norms and *Perceived Behavior Control*) and the results of this study are also not in line with previous research by Wijaya (2008), Astuti & Martdianty, (2012), Najafabadi *et al* , (2016) and Linan, (2008). Subjective Norms *positively* influence entrepreneurial intentions (*Entrepreneurial Intention*).

This is because in this study *Entrepreneurial Skills* possessed students still do not get support from the environment around students such as community support such as friends and colleagues support is still low. This is because activities that support the intention of entrepreneurship in the boarding school environment are less like seminars on entrepreneurship and entrepreneurship training that are still lacking in the boarding school environment. So as to make the assumption of High students the lack of support from the social environment of students does not affect the desire/intention to set up a business in the future after graduating from boarding school education.

But this study is in line with the results of research Nurul Islami (2015) which

states that *the Subjective Norm* is not proven to have a significant effect on student entrepreneurship intentions. This means that *the Subjective Norm* of students of Economic Education Study Program FKIP University of Jember was not able to affect the level of entrepreneurial intentions.

Entrepreneurial skills significantly influence to Entrepreneurial Intention through Perceived Behavior Control.

Direct influence of *Entrepreneurial skills* on *Perceived Behavior Control* is positive and significant. Meanwhile, the direct influence of *Perceived Behavior Control* on entrepreneurial intentions is positive and significant. Therefore, the influence of *entrepreneurial skills* on entrepreneurial intentions through *perceived behavior* is significant. *Control* is significantly positive.

It can be interpreted that the higher *the Entrepreneurial skills* and *Perceived Behavior Control* possessed by the students, the higher the desire/intention of students in the future. Vice versa, the lower *the Entrepreneurial skills* and *Perceived Behavior Control* possessed by the students, the desire/intention of entrepreneurship students in the future is lower.

This is because *Perceived behavior control* is a condition in which individual students believe that behavior for entrepreneurship is easy or can be done. This cannot be separated from the role of education in boarding schools that teach confidence in yourself and learn from examples of attitudes from clerics that running a business is easy and can be a professional choice for students. While the ability / *Entrepreneurial skills* possessed by students are obtained in the boarding school environment, indirectly can form the perception of control behavior that running a company or business is an easy thing to do by private students who are accustomed to independent life in the boarding school environment. So that it can form a motivation for entrepreneurial intentions that are increasingly strong among students who want to set up a decent and professional business in the future. This is also revealed by (Linan, 2008) where *Entrepreneurial Skills* significantly affect the three predecessors of intention motivation (entrepreneurial attitude, subjective norms and *Perceived Behavior Control*).

The results of this research are in accordance with the results of research (Linan, 2008). Where *Entrepreneurial Skills* significantly influence the three motivational precursors of Intention (entrepreneurial attitude, subjective norms and *Perceived Behavior Control*). And the results of this study are also in line with research by M. Sait & Semira, (2016), Wijaya, (2008), Nurul Islami, (2015), Astuti & Martdianty, (2012), and Linan & Chen, (2009) that *Perceived Behavior Control* (PBC) is significantly and positively influenced by Entrepreneurial Intention.

CONCLUSIONS

Based on the results of research, data analysis, and discussion in the previous chapters. Then the conclusion is obtained as follows: .

1. *Entrepreneurial skills* contribute positively to entrepreneurial intentions. This can mean that the higher *Entrepreneurial skills* possessed by students obtained in the boarding school environment will affect the height intense i intensity of entrepreneurship students in Malang, and vice versa
2. *Entrepreneurial skills* contribute positively through entrepreneurial attitudes towards entrepreneurial intentions. This can mean that *the Entrepreneurial skills* possessed by students obtained in the boarding school environment

accompanied by an entrepreneurial attitude can affect the high entrepreneurial intentions of students in Malang regency, and vice versa.

3. *Entrepreneurial skills* are non-significant/no contribution to entrepreneurial intention through *Subjective Norm* to students. This can mean the high and low *Entrepreneurial skills* through *the Subjective Norm* will not affect the intense I entrepreneurship students in Malang
4. *Entrepreneurial skills* make a positive contribution to entrepreneurial intention through *Perceived Behavior Control* . This can mean *that Entrepreneurial skills* accompanied by *Perceived Behavior Control* can affect the intense entrepreneurship of students in Malang regency

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