

## Research Article

# The Effect of Entrepreneurship Education on Social Entrepreneurship Intentions, Mediating the Need for Achievement, On Mosque Youth in the City of Bandung

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## ARTICLE INFO

## ABSTRACT

## Keywords

Entrepreneurial Intention,  
Social Entrepreneurship,  
Theory of Planned Behavior,  
Entrepreneurship education,  
Need for achievement

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## Article History

Received 25 July 2023

Revised 13 November 2023

Published online 11 April 2024

The purpose of this paper is to examine students' entrepreneurial intentions in the Muslim community in the city of Bandung from the aspect of Islamic values mediated by entrepreneurial attitudes. The Grand Theory used was Ajzen's Theory of Planned Behavior. A total of 220 students from the Muslim community in Bandung City collected data using a questionnaire, a five-point numerical scale. Meanwhile, data analysis using Regression Analysis results identified that Islamic values had a positive and significant effect on social entrepreneurship intentions, while entrepreneurial attitudes mediated the influence of these two variables. The limitations of this study lie in the number of samples and students from the Muslim community in the city of Bandung only. It is suggested to predict the social entrepreneurship intention of Islamic boarding school students in the larger community in the city of Bandung and examine variables other than Islamic values and other SDG components. This study strongly suggests the need to include aspects of creativity in learning in Islamic boarding schools.

## 1. INTRODUCTION

Entrepreneurship has an important role in national economic development in a country. Apart from playing a role in economic growth and income distribution, the business group is also very useful in terms of labor absorption so that it can encourage the birth of new jobs (Ardiyanti & Mora, 2019). Entrepreneurship is a flexible process where to improve welfare is made to bear so many risks that can provide value from several products or services products or services into something new or unique in order to gain more value for entrepreneurs by using the skills and variety of average sources that have been owned (Ardiansyah, 2019). Entrepreneurship has an important role in shaping a person's mental attitude, innovation power, creativity, courage, perseverance, hard work spirit, fighting power that synergizes with knowledge, skills and vigilance determine business success (Indarto & Santoso, 2020).

Entrepreneurship in Islam is able to maintain human relations based on obedience to Allah, the Lord of the Universe, and maintain human relations based on obedience to Allah. Islam strongly encourages its followers to engage in business ventures (Chrysnaputra & Pangestoeti, 2021). In verse 10 of the Qur'an, Allah commands Muslims to spread out and move on earth after worship, seeking Allah's pleasure:

فَإِذَا قُضِيَتِ الصَّلَاةُ فَانْتَشِرُوا فِي الْأَرْضِ وَابْتَغُوا مِنْ فَضْلِ اللَّهِ وَاذْكُرُوا اللَّهَ كَثِيرًا لَعَلَّكُمْ تُفْلِحُونَ

"When you have offered your prayers, spread out upon the earth, and seek the bounty of Allah, and remember Allah much, that you may prosper" (QS. Al-Jumu'ah:10).

The primary role of Islamic entrepreneurship in economic development is to drive the country's economy, in which case its impact varies from country to country. Typical Islamic entrepreneurship also acts as a strategic planner and guardian of development through the skills and experience of human resources based on the Qur'an and Sunnah.

Human capital theory corroborates with the relationship of entrepreneurship education and entrepreneurial intentions holding preneurial equipped with certain expertise and in-depth knowledge of the entrepreneurial process by attending any program, training session, or course will be one feel more confident and form a mindset that supports the entrepreneurial journey (Anwar, Saleem, Islam, Thoudam, & Khan, 2020; Bae, Qian, Miao, & Fiet, 2014). A meta-analysis study was conducted by Martin, McNally, and Kay (2013), which proved that entrepreneurship education is closely related to entrepreneurial intention by increasing self-efficacy (Anwar & Saleem, 2018; Loan et al., 2021). In another study, Rauch and Hulsink (2015) confirmed that not only entrepreneurship education predicts entrepreneurial intention directly but also indirectly by mediating other cognitive factors. Martin et al. (2013) and Zhang, Duysters, and Cloudt (2014) are of the view that entrepreneurship education sits in the driver's seat when it comes to the construction of entrepreneurial processes and entrepreneurial intentions instantaneously to entrepreneurship education. Most studies have concluded that entrepreneur-education is an important precursor to entrepreneurial intentions but with some exceptions. Asimakopoulous, Hernandez, and Pena Miguel (2019) and Karimi et al. (2016) found the opposite and confirmed there is no relationship between education and entrepreneurial intentions.

Further on achievement needs, and it has been shown that achievement can be developed (McClelland and Winter, 1969; Miron and McClelland, 1979), but this is partly achieved by teaching students how the stories for the measuring instruments used in measuring achievement levels and accomplishments will be coded (McClelland, 1990). This seems a rather doubtful method of proceeding. This training program is more likely to be seen as a psychotherapeutic effort. Training programs have been conducted with students in underachieving, minority or so-called disadvantaged areas (McClelland and Winter, 1969). In order to gain interest, more normal educational situations must be used. Heckhausen (Heckhausen, 1974, 1980; Heckhausen and Krug, 1982), according to McClelland (1990), taught Achievement motivation without using TAT as a training method, but Heckhausen's focus was on academic performance, not entrepreneurial activity. Furthermore, in the study measured and Achievement was not conducted. To summarize: Entrepreneurship is considered very important in creating wealth and in the development of societies and enterprises. Well-functioning business support systems can stimulate and facilitate entrepreneurship. Entrepreneurship education can be an important element in a society's enterprise support system. Entrepreneurship can be associated with the role of small businesses. Need for Achievement and Locus of Control strengths are seen as important personal characteristics of entrepreneurs.

Entrepreneurship is in principle something dynamic (Rae & Carswell, 2001). Entrepreneurship is a complex process consisting of important elements, including internal individual factors that play an important role, such as competence and motivation of entrepreneurs, and secondly, environmental factors where entrepreneurship is developed (Naktiyok et al., 2010). Meanwhile, intention is important for someone to do something. The intention is shown by how hard people are willing to try, how much effort they plan, to do something (Ajzen, 1991). For this reason, in running a business, intention has a big role in the continuity of one's business. Entrepreneurial intention plays an important role, namely as an element that affects the seriousness of a person's entrepreneurial behavior (Wu, 2010). An individual's intention to become an entrepreneur is evidenced by actions that are considered to be able to attract a person to become an entrepreneur and believe that the desire for entrepreneurship will one day be realized (Solesvik et al., 2014). In addition, education has an important role in influencing a person's career choice (Westhead & Solesvik, 2016). One of the influential areas of education is entrepreneurship education. The core objective of entrepreneurship education is to facilitate the development of ideas and capitalize on business opportunities, and the ability to project a broader sequence of actions to enter business (Solomon, 2007). Entrepreneurship education seeks to create interest in setting up a business. Because in running a business, students are faced with taking risks and managing difficulties that will limit one's courage to run a business (Puni et al., 2018). In addition to entrepreneurship education, there is also a need for achievement that can be a predictor of entrepreneurial intention. The need for achievement grows as a need.

The need for achievement is defined as an element that motivates a person to face challenges to achieve success and excellence for which a person with a high need for achievement is more confident, likes to take carefully calculated risks, researches his environment actively, and is very interested in measures of achievement in entrepreneurship (Sibin et al., 2007). The need for achievement is defined as an element that motivates a person to face the challenge of achieving success and excellence for that a person with a high need for achievement is more confident, likes to take carefully calculated risks, researches his environment actively, and is very interested in concrete measures of achievement. how good he is not (Kristiansen & Indarti, 2004).

This study aims to evaluate the effect of entrepreneurship education on social entrepreneurship intention among youth participating in mosques in Bandung City. In addition, this study attempts to mediate the effect with the need

for achievement factor. The main differences with previous studies involve the focus on the population of mosque youth in Bandung City, the research approach involving the mediating factor of need for achievement, as well as different geographical locations. It is expected that the findings of this study will provide new insights in the context of entrepreneurship education and social entrepreneurship intention among teenagers, especially in the Bandung City area.

## 2. RESEARCH METHODS

### 2.1. Data Collection and Sampling

In every research has a purpose, research methods must be repeatable with different researchers to be able to develop science concerning the same topic (Zaluchu, Eli, 2021). The data obtained is in the form of respondents' answers to questions or statements contained in questionnaires or questionnaires distributed by respondents. Data collection was carried out through distributing questionnaires distributed to mosque teenagers in Bandung City. Therefore, it is considered to represent the characteristics of the population as a whole.

### 2.2. Participants

The sample was taken with the intention and purpose desired by the researchers, or something was chosen as a sample because it was believed to fulfill the needs or provide the necessary information for the researchers. Therefore, the researchers collected samples from mosque teenagers as they were considered capable of better understanding the questionnaire on social entrepreneurship interest provided by the researchers and could objectively represent themselves, thus having the capacity to fill out the questionnaire. The sample in this research consists of a total of 200 respondents who are teenagers from mosques in the city of Bandung.

### 2.3. Measures

Entrepreneurial Education (EE): This variable is measured through six statements describing the importance and value of entrepreneurial education. The statements were taken from Keat et al., 2011.

- a. Knowledge of the business environment.
- b. Enhanced positive recognition towards entrepreneurs.
- c. Preference for becoming an entrepreneur.
- d. Skills required to become an entrepreneur.
- e. Entrepreneurial intentions have been aroused.
- f. Business opportunity detection.

According to McClelland (1987), one of the factors that drive motivation in individuals is the need for achievement.

This need includes the desire to:

- a. Attain success.
- b. Overcome obstacles.
- c. Accomplish challenging tasks.
- d. Excel beyond others.

Social Entrepreneurial Intention (EI): Dependent variable. It is constructed from a set of six phrases adapted from the instrument designed by Liñán & Chen (2009).

- a. I am determined to start a business in the future.
- b. I am saving money to become an entrepreneur.
- c. My professional goal is to become an entrepreneur.
- d. I will make every effort to start and run my own business.
- e. After completing my studies, I intend to work in companies.
- f. The possibility of me starting my own business is very high.

## 3. RESULTS AND DISCUSSIONS

The results of the research related to the variables of social entrepreneurship intention, entrepreneurial education, and learning achievement can be seen in Table 1.

**Tabel 1.** Summary of Average Scores for Each Research Variable

Variable	Indicator	Mean	Category
Entrepreneurial Education (X)	Knowledge of the business environment.	84,20	High
	Enhanced positive recognition towards entrepreneurs.	90,23	High
	Preference for becoming an entrepreneur.	92,29	High
	Skills required to become an entrepreneur.	87,62	High
	Entrepreneurial intentions have been aroused.	90,37	High
	Business opportunity detection.	94,82	High
Need for achievement (M)	Attain success.	86,21	High
	Overcome obstacles.	89,72	High
	Accomplish challenging tasks.	97,29	High
	Excel beyond others.	92,87	High
Social Entrepreneurial Intention (Y)	I am determined to start a business in the future.	87,98	High
	I am saving money to become an entrepreneur.	88,91	High
	My professional goal is to become an entrepreneur.	96,24	High
	I will make every effort to start and run my own business.	85,72	High
	After completing my studies, I intend to work in companies.	89,91	High
	The possibility of me starting my own business is very high.	92,59	High

The hypothesis testing for the research model is explained in Table 2.

**Table 2.** Results of One-Way ANOVA Substructure

Model	F	Sig	R	R Square
Structure 1	152.535	0.00	0.660	0.435
Structure 2	104.762	0.00	0.445	0.198

Based on the calculations in the first model test, the influence of entrepreneurial education (X) on achievement motivation (M) obtained  $R^2 = 0.670$ ,  $F = 127.056$  ( $P = 0.00$ ), indicating a significant test result. This means that entrepreneurial education (X) has a positive effect on achievement motivation (M). The magnitude of the influence of entrepreneurial education (X) on achievement motivation (M) is 69.8%, and the remaining 30.2% is influenced by other unexamined factors. The more positive Islamic values are, the higher the entrepreneurial attitudes.

Furthermore, in the second model test, the influence of entrepreneurial education (X), achievement motivation (M), on social entrepreneurial intention (Y) obtained  $R^2 = 0.764$ ,  $F = 130.432$  ( $P = 0.00$ ), indicating a significant test result. This means that informal entrepreneurial education (X), achievement motivation (M), have a positive effect on social entrepreneurial intention (Y). The magnitude of the influence of entrepreneurial education (X), achievement motivation (M), on social entrepreneurial intention (Y) is 76.4%, and the remaining 23.6% is influenced by other unexamined factors. The more positive the entrepreneurial education (X), achievement motivation (M), the higher the social entrepreneurial intention.

This study used path analysis, and based on the development of hypotheses, there are substructures being examined. Therefore, the author conducted calculations using the research model. This model tests the influence of entrepreneurial education (X), achievement motivation (M), on social entrepreneurial intention (Y). The results of the calculations are displayed in Table 3

**Table 3.** Hypothesis Test Results

Model	Variable Influence	Coefficient Path	t value	Sig	Hypothesis Testing
1	Entrepreneurial Education (X)	0,729	12.351	.000	Accepted
2	Entrepreneurial Education (X)	0,519	2.904	.004	Accepted
	Need for achievement (M)	0,507	2.857	.005	Accepted

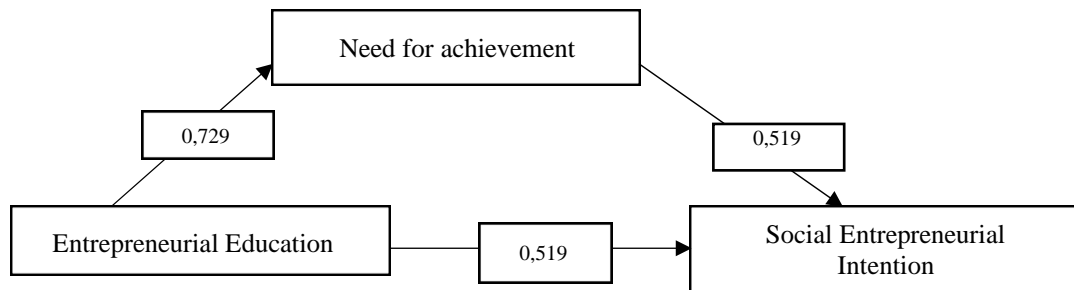
The testing of the model's influence on entrepreneurial education (X), achievement motivation (M), and social entrepreneurial intention (Y) is as follows:

Hypothesis testing is divided into two models. The first model examines the relationship between entrepreneurial education and achievement motivation. The influence of entrepreneurial education on entrepreneurial attitudes obtained a t-value of 12.351, and p-value of 0.000, indicating a significant effect. This suggests that there is a positive influence of entrepreneurial education on achievement motivation, with a magnitude of  $(0.729)^2 = 0.531441$  or 53.14%, while the remaining 46.86% is influenced by other unexamined factors. Through hypothesis testing, it can be stated that the more positive the entrepreneurial education, the higher the achievement motivation.

The second model shows the influence of entrepreneurial education on social entrepreneurial intention, obtaining a t-value of 2.904 and p-value of 0.004, also indicating a significant effect. This means that there is a positive influence of entrepreneurial education on social entrepreneurial intention, with a coefficient of 0.519. It implies that the magnitude of the influence of Islamic values on social entrepreneurial intention is  $(0.519)^2 = 0.269361$  or 26.93%,

while the remaining 73.07% is influenced by other unexamined factors. The more positive the entrepreneurial education, the higher the social entrepreneurial intention.

Next, the influence of achievement motivation on social entrepreneurial intention is examined. The result shows that achievement motivation significantly affects social entrepreneurial intention with a coefficient of 0.507, obtaining a t-value of 2.857 and p-value of 0.005. It means that the magnitude of the influence of entrepreneurial attitudes on entrepreneurial intention is  $(0.507)^2 = 0.257049$  or 25.70%, while the remaining 74.30% is influenced by other factors. The more positive the achievement motivation, the higher the social entrepreneurial intention.



**Figure 1.** Empirical Research Model

The main objective of this study is to assess the influence of entrepreneurial education and achievement motivation on social entrepreneurial intention. Specifically, this research aims to test the relevance of each component of the theory of planned behavior in explaining social entrepreneurial intention. The results of the calculations show that entrepreneurial education and perceived achievement motivation have a positive and significant impact on social entrepreneurial intention. This indicates that entrepreneurial education and achievement motivation are determining factors in shaping social entrepreneurial intention. This means that the level of social entrepreneurial intention is influenced by entrepreneurial education and achievement motivation.

Social entrepreneurial intention is explained by informal entrepreneurial education, with a coefficient of 0.519 or 26.93%, meaning that the level of social entrepreneurial intention is influenced by entrepreneurial education. Therefore, entrepreneurial education is an important variable in determining social entrepreneurial intention. This is in line with the view proposed by Ndofirepi (2020), suggesting that entrepreneurial education positively explains some variants of the need for achievement. Consistent with these findings, it reflects certain previous research that proclaims the flexibility of these personality traits (Hansemark 1998, 2003; Prakash & Jain, 2015).

The results of the influence of the variables of entrepreneurial education on social entrepreneurial intention with the mediation of achievement motivation are presented in Table 4.

**Tabel 4.** Mediation Test Results

Model	Variable Influence	Coefficient Path	t value	Sig	Testing Hypothesis
1	ED – NFA – SEI	0,852	6,097	.000	Accepted

In the results of the mediation test, it is found that achievement motivation, as a mediating variable, is capable of mediating the influence between entrepreneurial education and social entrepreneurial intention among mosque teenagers in Bandung. This can be evidenced from the analysis result with a t-value of 6.097 > t-table value of 1.972, with a significance value of  $0.000 < 0.05$ , therefore  $H_0$  is rejected, and  $H_a$  is accepted. This means that achievement motivation as a mediating variable influences the relationship between entrepreneurial education and social entrepreneurial intention among mosque teenagers in Bandung. It can be concluded that the higher the entrepreneurial education, the higher the achievement motivation of mosque teenagers. Furthermore, the higher the achievement motivation, the higher the social entrepreneurial intention of the students. Additionally, the mediation in this research is partial mediation, where achievement motivation becomes a key factor in increasing the social entrepreneurial intention among mosque teenagers in the city of Bandung.

Entrepreneurial education plays a crucial role in shaping the orientation and entrepreneurial intention among individuals. Entrepreneurial education is used to enhance talents and entrepreneurial orientation to promote entrepreneurial intention among mosque teenagers (Tran & Von Korfflesch, 2016). Meanwhile, social entrepreneurial intention is a state of mind that directs and guides entrepreneurial actions towards the development and implementation of new business concepts. An individual's entrepreneurial intention is a mental orientation, such as desires and expectations that influence their willingness to become an entrepreneur (Naveed et al., 2021). The results of the recapitulation of hypothesis testing in Table 5.



**Table 5.** Recapitulation of hypothesis testing in the study

No	Research hypothesis	Testing	Information
1	Entrepreneurial Education on Need for achievement	Accepted	Significant
2	Entrepreneurial Education on Social Entrepreneurial Intention	Accepted	Significant
3	Achievement Motivation on Social Entrepreneurial Intention	Accepted	Significant
4	Need for achievement Moderates the Influence of Enterpreneurial on Social Entrepreneurial Intention	Accepted	Significant

The results of the analysis are reinforced by research that has been conducted by (Mahmood et al., 2021) which says that entrepreneurship education has a positive effect on the need for prestige as well as research by which found that entrepreneurship education has a positive effect on entrepreneurial intentions, which are related to the need for achievement. The results of the analysis are reinforced by research that has been conducted by (Martínez-Gregorio et al., 2021) which says that entrepreneurship education has a positive effect on social entrepreneurship intentions, as well as research by (Porfírio et al., 2022) Entrepreneurship education has a positive effect on social entrepreneurship intentions. Research has shown that entrepreneurship education is important in promoting entrepreneurial intentions and developing entrepreneurial spirit. The analysis results are reinforced by research previously conducted by (Melinda & Usman, 2021), which states that the need for achievement has a positive influence on social entrepreneurship intention, similar to the study by (Ekawarna et al., 2020) that found the need for achievement has been found to have a significant effect on entrepreneurial intention, indicating its positive influence

#### 4. CONCLUSION

Based on the results of hypothesis testing and discussions, it is evident that all components of the theory of planned behavior have significant effects on social entrepreneurial intention among mosque teenagers in Bandung:

Entrepreneurial education has a positive influence on social entrepreneurial intention among mosque teenagers in Bandung. This indicates that to enhance social entrepreneurial intention among mosque teenagers, it is necessary to instill entrepreneurial intention through informal entrepreneurial education so that they develop positive attitudes towards entrepreneurship. In turn, the more positive the informal entrepreneurial education, the higher the social entrepreneurial intention.

Achievement motivation has a positive influence on social entrepreneurial intention among mosque teenagers in Bandung. This shows that to enhance social entrepreneurial intention among mosque teenagers, it is important to nurture achievement motivation as a component of social entrepreneurial intention, resulting in a positive attitude towards entrepreneurship. This indicates that achievement motivation plays a significant role in determining the social entrepreneurial intention of mosque teenagers in the city of Bandung.

Achievement motivation has been shown to mediate the influence of entrepreneurial education on social entrepreneurial intention. This suggests that achievement motivation becomes a factor in influencing the relationship between informal entrepreneurial education and social entrepreneurial intention.

#### ACKNOWLEDGEMENT

The author expresses gratitude to the mosque youth leaders in Bandung who participated in filling out the questionnaires. Special thanks for facilitating this paper.

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