

Entrepreneurship, Skills for *Santri* to Become Job Creators

Titien Agustina^{1*}, Dodik Jatmika², Sampurnawati³, Wenny Djuarni⁴
Sekolah Tinggi Ilmu Manajemen Indonesia (STIMI) Banjarmasin, Indonesia^{1,2,3}
Universitas Putera Indonesia (UNPI) Cianjur, Indonesia⁴
E-mail: titienagustina9@gmail.com^{1*}, dodikjatkika2208@gmail.com²,
sampurnawati.stimibjm@gmail.com³, wennydjuarni@gmail.com⁴

Abstract

This study aims to determine fine practices in entrepreneurship for *santri* (Islamic boarding school students) based on personal characteristic factors (self-efficacy, locus of control, need for achievement, and adversity quotient) that exist in every human being. The research object is *santri* of the Manbaul Ulum Islamic Boarding School, South Kalimantan, which are generally limited in terms of curriculum content that equips them with productive skills as provisions of practices in society, becoming leaders in society, as well as role models in good economic and social religious activities. The progress of a nation is mainly determined by the advancement of entrepreneurship which is marked by the presence of a high entrepreneurial spirit of individuals so that they have rich initiative and develop creativity and innovation in seeing opportunities and opportunities around them. The Islamic boarding school curriculum generally contains religious education. Educational content that provides life skills in the economic field is very limited and even very limited. In reality, when they finish their education at Islamic boarding schools, students will face highly powerful economic activities that can even create jobs for the people around them. Through a quantitative descriptive research method on 71 students in Class XI and XII with multiple linear regression analysis, the results show that self-efficacy, locus of control, need for achievement, and adversity quotient partially have a significant effect on students' entrepreneurial intentions. The most dominant influence in student entrepreneurship is the adversity quotient.

Keywords life skills, Islamic boarding school students, Islamic boarding school, personal characteristics, entrepreneurial intentions

INTRODUCTION

In the current era of globalization, every individual is increasingly required to compete strictly to meet their economic needs. Competition for jobs is a problem that must be overcome because available jobs are unable to absorb the existing workforce. With such fierce competition, each individual is directly required to have expertise, skills, and the ability to adapt in order to carry out their roles in the workplace and society. Individuals who do not master social skills will struggle to meet life's needs economically.

Islamic boarding schools are a form of the community environment that is unique and has positive life values. Based on Wikipedia.org, Islamic boarding schools are traditional Islamic educational institutions where students live together and study under the guidance of an *ustadz/ustadzah* or *kiai*, and generally, *santri* are required to live in Islamic boarding houses. The learning process is carried out for more than 12 hours. *Santri* study, comprehend, explore, live, and practice Islamic teachings together by emphasizing the importance of religious morality as a guideline for daily behavior.

Because Islamic boarding schools are closely related to the spirit of Islamic Education, they should also prepare their graduates to be able to become individuals capable of fulfilling a productive economic life in accordance with the contemporary currents of this digital era. This study intends to reveal entrepreneurial activities in Islamic boarding schools. Basically,



santri have had an entrepreneurial character, particularly being independent because they dare to take risks by leaving the “comfort” of living with their whole family who is full of care and affection. At Islamic boarding schools, all are labelled as “capable” to live independently and have the will to obey the existing regulation and conditions with other *santri* without any privileges. This means that the spirit of entrepreneurship has been instilled in every *santri*. Islamic boarding schools only need to provide reinforcements that are varied and in accordance with today’s global life so that the attitude and character of an entrepreneur can develop within themselves.

After completing their education at Islamic boarding schools, most *santri* work independently. For instance, they become a preacher, merchant, and course institution manager, working as an *ustadz/ustadzah*, mosque management committees, and for those who are capable, they manage the *majlis taklim*. If during the period of “nyantri” they are not provided with productive economic skills by exploring and developing an entrepreneurial spirit, it will be difficult when they return to society. *Santri* should be able to create jobs, at least for the people around them. For this reason, creativity and innovation and an entrepreneurial spirit are needed within oneself by strengthening the personal characteristics of the *santri*.

These skills are particularly needed in the current era of globalization which increasingly demands the use of sophisticated and fast information technology. If *santri* are still being educated in the traditional Islamic boarding school education style and the educational curriculum does not equip them with contemporary life skills, they will naturally become confused and outdated. Therefore, Islamic boarding schools must also organize learning and extracurricular activity programs that are able to prepare *santri* to become individuals who are ready to socialize and adapt in the global era. This means that Islamic boarding schools are required to include life skills education content which will be a provision for *santri* when they return to society. This study examines the entrepreneurial interests or intentions of *santri* who are explored and developed when they are in Islamic boarding schools.

To build or form an entrepreneurial spirit, there are at least six existing principles in building/forming an entrepreneurial spirit. This is because making someone, in this case, *santri* who are creative and innovative, certainly requires time and process. Entrepreneurial values that must be possessed by *santri* include a. Confident and optimistic; b. Task and Results Oriented; c. Courage to Take Risks; d. Leadership; e. Oriented to the future; f. Originality in creativity and innovation. Through efforts to foster an entrepreneurial spirit and attitude in *santri*, an interest/intention toward entrepreneurship will be formed. The next stage will grow efforts to carry out entrepreneurial activities.

The key to being a successful entrepreneur is to have an excellent personality (T Agustina, Butarbutar, Sherly, & Karsudjono, 2021), that is, to be able to stand up on their own abilities to help themselves out of the difficulties they face, including overcoming poverty without the assistance of others. Even in ordinary (non-emergency) circumstances, they are capable of advancing, becoming wealthy, and becoming successful both physically and spiritually (Djuhan, Muhammad Widda; Trianto, 2021).

According to (Alma, 2013), elements that most encourage an individual to enter an entrepreneurial career are (1) personal attributes and (2) personal environment. Research results state that the interest in entrepreneurship is influenced by the potential for entrepreneurial personality and the environment. This means that the personality of an entrepreneur is largely determined by how they are formed through the will (intention) and interest from within themselves. Furthermore, the environment provides a stimulus for the development of entrepreneurial intentions. Thereby, the individual is able to explore and develop their potential which is shown through the ability to materialize as well as seize opportunities and chances. Therefore, a strong self-confidence is formed to start and manage entrepreneurship in their field of interest.

According to (Srimulyani, 2013); (Titien Agustina, Nurhikmah, & Rudiansyah, 2022) the entrepreneurial intention is a motivational factor that influences individuals to pursue entrepreneurial outcomes (Drucker, 1996). This is because entrepreneurship is the spirit, attitude, behavior, and ability of an individual in handling business that leads to efforts to find, create, apply ways of working, technology, and new products by increasing efficiency to provide better service and gain higher profits.

Entrepreneurial intention or interest is a willingness to work hard and diligently to achieve business progress, a willingness to take all kinds of risks related to the actions taken, a willingness to take new paths and ways, and a willingness to learn from failures experienced. Therefore, entrepreneurial intentions are shown from the desire, hard work, and strong will to be independent or try to make ends meet without feeling afraid of the risks that will occur, and willing to learn (Siti Zulaikha Wulandari, Asteria Pudyantini, 2012).

Thus, the intention is a crucial indicator that can be used to predict a change in behavior in the future because the intention has a very close relationship with the desired behavior. Entrepreneurial intention is defined as the desire or intention that exists in an individual to display entrepreneurial behavior which can be seen from the individual's intention to be able to take risks, take advantage of opportunities, become a creative and independent individual and be able to manage existing resources.

Factors that influence entrepreneurial intentions are: a) Family environment; b) Education; c) Personal Values or Characteristics; d) Age; e) Gender. Of these factors, the value that grows into an individual's personal characteristics is the most urgent factor. Among them are: the need for achievement, locus of control, and self-efficacy and adversity quotes. An individual who has a strong desire for achievement usually appreciates personal responsibility and likes risks and has a strong desire to obtain results from their decisions. Locus of control refers to an individual's perception of success and failure. The higher the locus of control, the higher a person's entrepreneurial intention. Self-efficacy is an individual's belief in their ability to complete the work or task assigned to them. An individual's perception of self-efficacy has a strong influence on their actions and how knowledge and skills will be utilized (Hamdi, Indarti, Manik, & Lukito-Budi, 2022).

According to Ajzen (Sarwoko & Hadiwidjojo, 2013), "The formation of intentions can be explained by the Theory of Planned Behavior (TPB) which assumes that humans always have a purpose in behaving." This theory states that intention is a function of three basic



determinants, including: attitude, subjective norm, and perceived feasibility. 1) Attitude is the basis for forming intentions; 2) Subjective norms are the individual's belief in the norm, the people around them, and the individual's motivation to follow the norm; 3) Perceived feasibility is the basis for forming perceived behavioral control.

Based on the explanation above, this study measures 3 entrepreneurial intentions, including attitudes toward behavior, subjective norms, and perceived feasibility. These three aspects are used as indicators of entrepreneurial intention as shown by the depth or strength/seriousness of intention, strong will and interest in creating jobs for oneself and others independently. The formation of entrepreneurial intentions is strongly influenced by factors that are personally present in the individual and the environment. These factors include gender, education, immediate environment (family and association), age, experience, and each other's personal internal factors.

To make entrepreneurial intentions become part of an individual, especially for *santri*, efforts are needed to instill the entrepreneurial spirit. The next stage will form entrepreneurial attitudes and values as part of the personality. This will make entrepreneurial intentions a capital that will strengthen the interest, determination and seriousness to carry out the profession as an individual who is economically independent. They dare to take risks independently as entrepreneurs.

Besides being supported by intention, an entrepreneur also needs to have personal characteristics (Titien Agustina, 2021) and (Agustina, Titien; Nurhikmah, Nurhikmah; Rudiansyah, 2022). Among them, self-efficacy, locus of control, need for achievement, and adversity quotient within themselves. All of these personal characteristics are indicators that greatly determine the strength of quality in oneself as a person who dares to make decisions, is ready to take risks, and is able to take business steps that are generally fluctuating.

Self-efficacy is a personality element proposed by (Bandura, 1997) through social learning theory. Self-efficacy is related to aspects of self-knowledge that are most influential in everyday human life. Therefore, an individual's self-efficacy will influence the individual in determining the actions to be taken to achieve a goal, including estimates of various events that will be encountered.

In daily life, an individual with self-efficacy believes that they are able to do something to change the events around them. Meanwhile, an individual with low self-efficacy considers themselves basically unable to do anything. In difficult situations, people with low self-efficacy tend to give up easily. Meanwhile, people with high self-efficacy will try harder to overcome existing challenges.

According to (Bandura, 1997), self-efficacy is formed through rewards and punishments from the people around them. Over time, the elements of reinforcement (reward and punishment) are internalized so that an understanding and belief are formed about one's own abilities. Consequently, the perception of self-efficacy for each individual develops from the gradual achievement of certain abilities and experiences continuously. The ability to perceive cognitively the abilities possessed gives rise to self-confidence which will be used as the basis for individuals to try their best to achieve the targets that have been set.

Those who want to be able to have business independence need to have high self-efficacy. An individual with high self-efficacy not only creates high self-confidence but also has self-awareness, perseverance, and intelligence in finding solutions because they really know and understand their strengths and weaknesses in doing tasks or jobs. They are able to measure and calculate their strengths and weaknesses of themselves. Individuals with high self-efficacy will try harder and have strong endurance in carrying out tasks compared to those with low self-efficacy (Sumantri & Gemina, 2015).

Achieving good and improving business performance really depends on the quality possessed by the individuals (Titien Agustina, 2019a). Therefore, it is important to understand how the mindset and attitude behind the development of action so that individuals can achieve success. One of the concepts related to business-driving behavior is the locus of control (Titien Agustina, Gerhana, & Sulaiman, 2020). Locus of control is an important aspect of the characteristics of human personality. (Rotter, 1966) formulation of locus of control refers to an individual's perception of the main cause of an event in their life. It can also be interpreted as an individual's belief about control in their life, where in an event one individual considers the success that they have achieved as the result of their own efforts and abilities, while another individual thinks that the success obtained is due to luck.

Locus of control is an individual's belief in the sources that control events in their life, whether the events that happen to them are controlled by forces outside themselves. Thus, locus of control is an individual's opinion about the extent to which they feel there is a relationship between the efforts that have been made and the consequences received.

On that account, locus of control concerns an individual's beliefs about the sources that control events in their lives. (Rotter, 1966) divided it into two parts. The first one is internal, particularly those who believe that every incident is related to their behavior. On the external locus of control, people believe that events are caused by factors outside themselves that they cannot control. Thereby, the locus of control is one of the factors that greatly determines individual behavior (Rafii, Muhammad, dan Juaini, 2015). Locus of control is one of the personality variables (Musdalifah, 2015). (Taormina & Kin-Mei Lao, 2007) divided individual characteristics into two: they can change, such as self-efficacy; and those that are stable, such as personality and locus of control. (Entrialgo, Fernández, & Vázquez, 2000) stated that individual personality has a significant effect on their success, including business organizations such as MSMEs.

Because productive business ventures on a small scale are largely determined by the people who drive and manage them, the personality of human resources, which includes these personal characteristics, in addition to their competencies, determines the sustainability of these productive business ventures. It can even be one of the keys to the progress and development of a business entity.

Meanwhile, according to Murray (1938) in (Ziegler, Schmukle, Egloff, & Bühner, 2010), achievement people (n-Ach) are people who always try to achieve success in various situations where performance can be evaluated based on several standards. McClelland (McClelland, 1985) and his colleagues in 1953 viewed n-Ach as a motive that could be learned like other social motives resulting from a reward and punishment basis. According



to McClelland, there are three very important human needs in an organization or company related to motivation. Through McClelland's theory of needs, motivation focuses on 3 (three) human needs, consisting of 1) the need for achievement; 2) the need for power; and 3) the need for affiliation.

The Need for Achievement (n-Ach) is one of the motivations needs that differentiates it from others. Need for Achievement is the achievement of something that is difficult to master, manipulate, or organize physical goals, people or ideas, to work quickly and independently, to compete or exceed other people, and to improve things related to the target (Pinder, 1984 in (Prasestyo, 2010). Atkinson (1957) stated: "n-Ach is a combination of a motivational strength and situational variables, of relatively enduring characteristics of personality and variable contingencies arising from the conditions of a society, jointly determining the behavior of entrepreneurs" (Prasestyo, 2010); (Titien Agustina, 2019b); (Hakim, Agustina, Rukmana, Hendra, & Ramadhani, 2023).

(McClelland, 1985) also found that the need for achievement has certain characteristics that can be developed. In task theory, someone with a high need for achievement will be attracted to entrepreneurship because of its inherent nature in entrepreneurial work (Miner, 1993 in (Stewart, 1997). Theories often prove that the need for achievement underlies the commitment and persistence required for entrepreneurship. In (Collins, Hanges, & Locke, 2004) concluded that the need for achievement is significantly related to career, choice, and entrepreneurial performance (Stewart, 1997).

Entrepreneurs are people who have the courage to do business with their own hands, dare to take risks, and have the dedication to run a business until it is successful (Titien Agustina, 2017). To achieve this success, according to David McClelland, people who have a high need for achievement (n-Ach) are needed. A person with personal characteristics shows the difference between an entrepreneur and a non-entrepreneur. McClelland indicated that there is a positive correlation between the behavior of people who have a high need for achievement and entrepreneurial behavior. Some of the characteristics of people who have a high need for achievement: (1) choose "moderate" risk. In their actions, they choose to do something that is challenging but with ample possibility of success; (2) take personal responsibility for their actions. This means that there is very little tendency to look for "scapegoats" for the failures or mistakes they have made; (3) seek feedback about their actions; (4) Try to do things in new ways (Oswari, 2005).

Meanwhile, adversity is an individual's ability to survive in the face of difficulties to survive. (Surekha, 2001) stated that adversity is the ability to think, manage, and direct actions that form patterns of cognitive and behavioral responses to stimulus events in life which are challenges or difficulties.

Adversity intelligence, according to (Paul Stoltz, 2000), is the intelligence to face difficulties and the ability to survive various challenges faced. Adversity intelligence is an overview of an individual's habit of responding to adversity and a measure of consistent subconscious patterns that have been developed over the years. (PG. Stoltz, 2000) said that the success or failure of individuals in life is determined by adversity intelligence, where adversity intelligence can indicate: (1) the extent to which individuals are able to survive and

overcome the difficulties they face; (2) which individuals are able to overcome difficulties and which are unable; (3) which individuals will fulfill expectations and potential and which will fail; and (4) individuals who will surrender and survive.

Research results (Yuniasanti & Verasari, 2015) about the intention of final-year students in entrepreneurship showed a significant effect. Of 100 students, 31 students have very high entrepreneurial intentions, 39 students have moderate entrepreneurial intentions, and 30 students have low entrepreneurial intentions. This means that the intention of students in entrepreneurship is in good condition. Likewise, research results (Yuliansyah & Jahin, 2019) about self-efficacy on entrepreneurial intentions at SMKN 6 Palembang show a significant effect where the higher the self-efficacy, the higher the entrepreneurial intention.

Research (Titien Agustina, Darwis Nasution, & Sampurnawati, 2018) about adversity quotient on student entrepreneurial intentions shows a significant relationship of influence. Moreover, research results (Agustina, T.; Gerhana, W.; Sulaiman, 2020) regarding learning, locus of control, and adversity quotient on the performance of MSME businesses in Banjarmasin showed a significant effect. These variables are part of personal character (Titien Agustina, 2021) or also called entrepreneurial character which is very supportive of the development of an entrepreneurial spirit within a person.

Research results (Aq & Kurniawan, 2011) in students of SMKN 22 Jakarta showed the influence of self-efficacy, locus of control, risk-taking behavior, emotional quotient, and adversity quotient on student entrepreneurial intensity. These are psychological factors that exist within a person as well as the background for the emergence of entrepreneurial intentions in the person. The results of this study indicate that psychological factors or entrepreneurial character which become capital in a person greatly determine the emergence of entrepreneurial intentions.

Destari Setyorini's research results regarding the factors that influence entrepreneurial intentions show that 1) entrepreneurial intentions of students majoring in Economics Education are included in the very high category of 37.4%. The others are included in the high category of 55.7%, and there are no students who have low entrepreneurial intentions. 2) There is a positive and significant influence on perceptions about entrepreneurship learning on entrepreneurial intentions. There is a positive and significant effect of self-efficacy on entrepreneurial intentions. There is a positive and significant internal locus of control influence on entrepreneurial intentions. There is a positive and significant influence on perceptions about entrepreneurship learning, self-efficacy, and internal locus of control together on entrepreneurial intentions. The Relative Contribution (RC) of perceptions about entrepreneurship learning is 20.40%, self-efficacy is 72.5%, and internal locus of control is 7.1% of entrepreneurial intentions. Meanwhile, the Effective Contribution (EC) of the perception variable about entrepreneurship learning is 11.6%, self-efficacy is 41.2%, and internal locus of control is 4% on entrepreneurial intentions. The amount of Effective Contribution (EC) of the three independent variables to the dependent variable is 56.9%, while the remaining 43.1% is influenced by other variables. 3) Other factors that influence the entrepreneurial intentions of students majoring in Economics Education are economic



factors, independence, hobbies, creativity, employment, freedom, experience, character, and other factors (Setyorini, 2018). Likewise, the results of Solikhah's research (2021) concerning the relationship between the adversity quotient of female entrepreneurs and entrepreneurial intentions show significant results.

Research results (Hasmidyani, Soetjipto, Wahjoedi, & ..., 2020) show that (1) the need for achievement has no effect on entrepreneurial intentions; (2) locus of control has no effect on entrepreneurial intentions; (3) risk-taking behavior has no effect on entrepreneurial intentions; (4) entrepreneurship education influences entrepreneurial attitudes; (5) entrepreneurship education has no effect on entrepreneurial intentions; (6) entrepreneurship education influences entrepreneurial intentions through entrepreneurial attitudes; (7) the entrepreneurial environment influences the entrepreneurial intention; (8) subjective norms influence entrepreneurial attitudes; (9) subjective norms influence entrepreneurial intentions; (10) subjective norms influence entrepreneurial intentions through entrepreneurial attitudes; and (11) entrepreneurial attitudes influence entrepreneurial intentions.

In this study, the factors that influence the entrepreneurial intentions of *santri* of the Manba'ul Ulum Islamic Boarding School, Banjar Regency, which are formed by the strength of entrepreneurial characteristics that exist within *santri*, is interesting to study and in line with previous research.

METHOD

This research is quantitative descriptive, in which the processed statistical data will be analyzed descriptively through a study based on the theories in the field of science discussed in this study. The focus of the research is on the Human Resources (HR) of *santri* at the Manba'ul Ulum Islamic Boarding School. In the pattern of post-education distribution of *santri* in Islamic boarding schools, most of them will become independent workers, not bound to formal agencies or institutions, but more self-employed while carrying out preaching. Through this research, the personal characteristics of *santri* will be explored through certain indicators: self-efficacy, locus of control, need for achievement, and adversity quotient towards entrepreneurial intentions which will become a provision when they return to society.

The population was all students of Class XI and Class XII with a total of 140 people at the Manba'ul Ulum Islamic Boarding School, Kertak Hanyar District, Banjar Regency, South Kalimantan Province. Using the Slovin formula (Sanusi, 2014) with a margin of error of 7%, a sample of 82.88 was obtained or rounded up to 83 people. The data type was non-probability samples. To determine the number of samples, the number of selected samples was determined through the criteria set, including a. Has attended Islamic boarding school for 1 (one) year, b. A student in class XI or in class XII; c. Active in boarding school extracurricular activities; d. Has received orientation or direction, lessons/practices related to entrepreneurship; e. Has been involved in a business venture, either in an Islamic boarding school or in the home/family environment; f. Willing to be a research respondent.

The data analysis used multiple linear regression with the aim of determining the direct and indirect effect of a set of independent (exogenous) variables on the dependent (endogenous) variable. The path coefficient was a standardized regression coefficient, which is the regression coefficient calculated from a database that has been set in a standard number (Z-score).

The analysis was assisted by SPSS software. The F test was at Alpha 0.05 or $p \leq 0.05$ as the F significance level (sig. F), while for the T test, the Alpha significance level was 0.05 or $p \leq 0.05$ which generated the code (sig. T) where it is used to see the significance of the indirect effect of independent variables on the dependent variable. The steps in data processing used the Data Analysis Model which begins with validity and reliability tests. They were then followed by the t test to prove the effect of the independent variables on the dependent variable individually. For the simultaneous effect test, the f test was used. To test the regression model is to determine the value of the determinant coefficient through the formula:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e.$$

This research model can be described as follows:

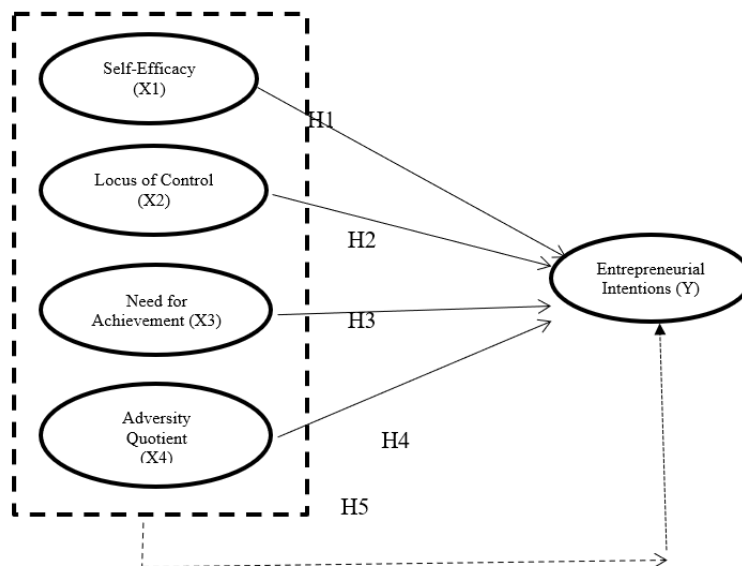


Figure 1. Research Conceptual Framework

Research hypotheses: 1) It is found that self-efficacy has a significant effect on entrepreneurial intentions of *santri*; 2) It is found that locus of control has a significant effect on the entrepreneurial intentions of *santri*; 3) It is found that the need for achievement has a significant effect on the entrepreneurial intentions of *santri*; 4) It is found out that the adversity quotient has a significant effect on entrepreneurial intentions of *santri*; 5) It is found out that self-efficacy, locus of control, need for achievement, and adversity quotient together have a significant effect on entrepreneurial intentions of *santri*; 6) It is found out that the adversity quotient has a dominant effect on the entrepreneurial intentions of *santri*.



RESULTS AND DISCUSSION

The study population was 83 people consisting of male *santri* (49) and female *santri* (34) at the Manba'ul Ulum Kertak Hanyar Islamic Boarding School, Gambut District, Banjar Regency, South Kalimantan. The age range of respondents is between 15-19 years. The most extra-curricular activities participated in were scouts (55 people), silat (31 people), *habsyi* (29 people), entrepreneurial skills (making *sasirangan*, 27 people), the rest were spread out in extracurricular activities that develop students' talents and interests, such as in the fields of sports, cultural arts, theatre, etc. Of the 83 respondents, 71 people were interested in entrepreneurship.

The validity and reliability tests of the questionnaire showed that all questionnaire items indicated valid test results and all variables in the questionnaire showed reliable results. All questionnaires have Cronbach's Alpha value > 0.6 . Next, the assumption test was carried out. For normality test shows normal research data. The research results of the regression analysis show the P-P Plot of Regression with the dots following a straight line indicating the existence of normality of the data. Then, the results of the multicollinearity test also show that the VIF of each variable is less than 10 so that all research data is not interrupted by multicollinearity. In the heteroscedasticity test, the research data did not experience heteroscedasticity. The results of the research regression analysis show that the points are spread out and do not form a specific pattern. Thus, the research data did not experience heteroscedasticity.

The results of the regression analysis are shown in the following table of coefficient of determination:

Table 1 Coefficient of Determination

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.844 ^a	0.713	0.698	2.04943

Processed, 2022

In table 1, the coefficient of determination shows the value of R square which is used to predict the percentage of the independent variables simultaneously influencing the dependent variable. The R square value in the table is $0.713 \times 100\% = 71.3\%$. It is interpreted that Self-Efficacy, Locus of Control, Need for Achievement, and Adversity Quotient influence entrepreneurial intention by 71.3%. The remaining (error) 28.7% of entrepreneurial intention is influenced by other variables.

For the simultaneous test (F Test), all variables show that all have an effect as shown in the following table:

Table 2 F Test

df	F	Sig.
4	48.369	0.000 ^b
78		
82		

Processed, 2022

Table 2 regarding the F test is used to determine the simultaneous effect of the independent variables on the dependent variable and at the same time determine the feasibility of this research model. The criterion is if F count > F table with significance <0.05, the hypothesis which states that Self-Efficacy, Locus of Control, Need for Achievement, and Adversity Quotient influence entrepreneurial intention simultaneously can be accepted. This research model is declared to meet the feasibility of the model. The calculated F value in the table is 4.20 above 48,369. Meanwhile, the value of the F table at dk 1 = 4 and dk2 = 78 is known to be 2.53. The significance is 0.000 <0.05, so Self-Efficacy, Locus of Control, Need for Achievement, and Adversity Quotient have a significant effect on entrepreneurial intentions simultaneously. The research model is declared to meet the feasibility of the model.

Partial test results show a significant effect as presented by the results of the regression coefficients in Table 3 below:

Table 3 t test (Regression Coefficient)

Model	B	Standard Error	t count	significance	conclusion
(Constant)	5.677	2.531	2.243	.028	
X1	0.218	0.072	3.012	0.003	Significant
X2	0.198	0.087	2.282	0.025	Significant
X3	0.198	0.071	2.805	0.006	Significant
X4	0.216	0.067	3.244	0.002	Significant

Processed, 2022

In Table 3, the regression coefficient is used to determine the partial effect of the independent variables on the dependent variable. The criterion used is if the significance is <0.05, the hypothesis stating the partial effect is accepted. Efficacy has a significant effect on entrepreneurial intentions because of the significance of 0.003 <0.05. Locus of Control has a significant effect on entrepreneurial intentions with a significance of 0.025 <0.05. The Need for Achievement has a significant effect on entrepreneurial intentions at a significance of 0.006 <0.05. Adversity Quotient has a significant effect on entrepreneurial intentions at a significance of 0.002 <0.05. Regression line equation:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + e$$

$$Y = 5.677X_1 + 0.218X_1 + 0.198X_2 + 0.198X_3 + 0.216X_4 + e$$



Therefore, if Self-Efficacy increases by one unit, the entrepreneurial intention increases by 0.218. If the Locus of Control increases by one unit, the entrepreneurial intention increases by 0.198. If the Need for Achievement increases by one unit, the entrepreneurial intention increases by 0.198. If the Adversity Quotient increases by one unit, the entrepreneurial intention increases by 0.216.

Based on the results of the study, the adversity quotient shows the highest influence on entrepreneurial intentions. It is followed by self-efficacy, the needs for achievement, and the lowest is the locus of control. This is in accordance with the condition of the respondents. The students who spend more time participating in scout extra-curricular activities are trained to have mental strength in dealing with training and conditions (physical and psychological) while participating in scout activities in the field.

Besides, students have good self-control and have the ability to control attitudes and behavior so that they can have a sense of responsibility, independence and be able to manage themselves, as well as have self-confidence. This explanation shows that students tend to have an Internal Locus of Control compared to an External Locus of Control. This result is intensely good because it really helps students in managing their future.

The highest Internal Locus of Control results foster confidence that the educational institution currently being pursued (the Islamic boarding school) can support future success. This means that *santri* are able to see good opportunities in the future through the guidance and provision received while attending the Islamic Boarding School. This is because they can foster strong self-confidence and independence as well as responsibility in viewing a bright future positively.

This shows that *santri* of Manba'ul Ulum are human beings who have been well educated through the education scheme of the Islamic boarding school who must live in the boarding house, away from their parents, and do everything themselves. Even when they have to make a decision, they have to do it themselves. Therefore, it guides those concerned to be more mature and grown-up in facing life outside when they leave the boarding house.

Of the 58 respondents who were interested in entrepreneurship, 49 people or around 84.48% were interested in becoming entrepreneurs in the future. This means that *santri* who are still very young at this age, when given guidance, direction, knowledge, practice, and good understanding and comprehension, are very interested or have entrepreneurial intentions. This condition is supported by the results of the regression analysis through the *t* test, which shows something similar.

This research is in line with research conducted by (Handaru, Parimita, & Mufdhalifah, 2015); (Suharti & Sirine, 2012); (Putra, Rahyuda, & Yasa, 2015) that entrepreneurial intentions are influenced by students' insight and knowledge of desires (interests and intentions) and the strength of intentions from within themselves. Thereby, the power of desire in entrepreneurship needs to be supported by education and the addition of insight so that it further strengthens or matures the entrepreneurial intentions to become real (action).

The strength of the entrepreneurial intention is part of personal characteristics (Titien Agustina, 2021) which is supported by the learning process (Agustina, T.; Gerhana, W.; Sulaiman, 2020) that has been received. Thus, the factors that affect the entrepreneurial

intention of *santri* are indicated by a strong interest in working independently so that one day they can enter into entrepreneurship when they return to society and are interested in having their own processed products and marketing them.

In terms of self-confidence, self-efficacy that grows and is possessed within the students has grown in that they will be able to succeed in entrepreneurship and achieve success as exemplified by the Prophet Muhammad SAW. This means that students have had a public figure as an example and role model in starting entrepreneurship and running this independent business to success.

Confidence grows within those who already believe that they can be excited and maintain their enthusiasm to be able to achieve a bright future and believe that through the education they are currently pursuing, they will have provisions for later joining the community. This means that the provisions obtained during education are very important and affect the desires and interests of *santri* in building dreams to become successful entrepreneurs in the future. This has been exemplified by the Prophet Muhammad SAW.

Strong motivation within oneself to be able to achieve is marked by the courage to take responsibility for their own decisions and actions. It is also driven by the self-awareness that they are not perfect so they are ready to seek and get guidance from anyone and in any way so one day they can achieve success as an entrepreneur. Thus, persistence in maintaining enthusiasm and the desire to achieve is important for students to always strive for from time to time. This is to make the spirit that grows within themselves to be more nurtured and increased.

Awareness of the importance of faith and self-confidence in achieving goals is shown from the attitude toward the problems or difficulties encountered. Those difficulties can be responded to well and positively so that this is able to grow a fighting spirit in dealing with any problems that arise. Awareness of this makes them become individuals who have an open character and are easy to accept change and face difficulties.

Thus, the factors that influence the entrepreneurial intention of *santri* of the Manba'ul Ulum Kertak Hanyar Islamic Boarding School are very good because they are supported by fighting spirit, tenacity, belief, and strong self-awareness to be able to look to the future as someone who will work independently. The intention to become an entrepreneur as a future career choice is also inspired by the example of the Prophet Muhammad SAW who became a role model as a Muslim/Muslimah who had been well instilled by the Islamic boarding school.

This research is in line with research conducted by (Sunarta, 2010); (Ndeot, 2019); (Sukirman, 2017); (Handaru et al., 2015); (Choiriyah, 2018); (Djuhan, Muhammad Widda; Trianto, 2021) that the provision of entrepreneurship subject matter in education will foster entrepreneurial intentions in every student. Later entrepreneurial spirit and values (Sukirman, 2017); (Oktavia, Hariani, & Edi, 2017); (Hendarwan, 2019) that have been instilled in each student will be able to grow and strengthen entrepreneurial intentions. This is to form Islamic boarding school graduates with entrepreneurial characteristics, including creative, innovative, proactive, and risk-taking as well as being independent and having a



high fighting spirit. They are able to maintain self-awareness and maintain self-confidence in the ability to succeed in achieving dreams and overcoming any problems faced.

This awareness and belief from within are significant for everyone, especially *santri*, so that later they are able to respond to every condition and situation in an open, progressive manner. Every problem that exists can be passed on and faced joyfully. That self-success can be planned and predicted beforehand through a high internal locus of control, maintained need for achievement, maintained adversity quotient by never being tired and never giving up. This is also applicable to the strong self-efficacy they have. They become the basic capital that determines the growth and development of the personality of the *santri*. Islamic boarding schools foster and improve so that these personality factors (personal characteristics) increase and become stronger as the psychological capital of the students when they enter society later. Islamic boarding schools can even provide entrepreneurship in the field of information technology so that the contents of preaching and religious messages conveyed to the public are also updated with the current and future digital era.

CONCLUSION

Provision of life skills in encouraging entrepreneurial intentions of *santri* of Manba'ul Ulum Islamic Boarding School is shown by the presence of: 1) Self-efficacy, locus of control, need for achievement, and adversity quotient that partially affect entrepreneurial intentions; 2) Self-efficacy, locus of control, need for achievement, and adversity quotient simultaneously affect entrepreneurial intention by 48.369; 3) Adversity quotient shows the most dominant influence on entrepreneurial intention of 3.2 compared to other variables.

Entrepreneurial provisions provided and encouraged by the growth and development of Islamic boarding schools have had a good impact on the growth of entrepreneurial intentions. Thereby, Islamic boarding schools only need to encourage and drive entrepreneurship so that *santri* have higher personal characteristics within themselves. Islamic boarding schools need to provide additional varied and up-to-date entrepreneurship material, as well as provide a representative entrepreneurship laboratory so that it can further trigger the growth of rich initiatives, creativity, and innovation for students in processing and taking advantage of every opportunity and chance around them. Islamic boarding schools can even blend entrepreneurship and information technology, so that *santri* can make applications and products or services that contain information technology that can emerge in the way of preaching in response to the arrival of the current digital era.

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