

Religiosity and Experience Encourage Student Intention to Become Entrepreneur

Agung Dwi Nugroho^{1*}, Faishal Prahatma Ganinda^{2*},
 Kahfi Fikrianoor^{3*}, Amir Hidayatulloh^{4*}

^{1,2,3,4} *Ahmad Dahlan University of Yogyakarta*

* *Corresponding authors. Email: agungdwinugroho846@gmail.com , prahatmag@gmail.com
kahfifikrianoor@gmail.com , amir.hidayatulloh@act.uad.ac.id.*

ABSTRACT

The purpose of this research is to study the role of religiosity and experience on the interests of students to become social entrepreneurs. The population in this study were students in Indonesia, while the sample in this study were undergraduate students (S1). The sampling technique of this study used convenience sampling. Data collection was carried out with a questionnaire form with the help of Google. The respondents of this study were 126 respondents consisting of 80 female respondents and 46 male respondents. The data analysis technique of this research used Partial Least Square, using the WarpPLS tool. This study obtained results about religiosity and experience of encouraging students to become social entrepreneurs.

Keywords: *Experience, Religiosity, Entrepreneurial Intention, Entrepreneur*

1. INTRODUCTION

Indonesia is a country that will have a large population in 2020. This is revealed by Kusnandar, (2020) Indonesia's population will reach 269.6 million people in 2020. Population growth will directly affect the economic development. Unstable economic development will affect the unemployment rate. So that people are required to have income from entrepreneurship. According to Saragih, (2017) individuals who become entrepreneurs must have the ability to recognize their entrepreneurial potential and have learned how to develop business opportunities and manage their business well in order to achieve their business goals. Entrepreneurship is an innovative and creative ability, able to see opportunities and open to any input given by consumers with the aim that their business continues to grow.

The growth of entrepreneurship which is increasing every year reflects that the economy of a country or region is also undergoing good development. This is one of the ways for the state to reduce the number of unemployed. According to Siregar, (2020) the number of Indonesian entrepreneurs in 2019 experienced a significant increase, reaching 3.1 percent compared to the previous year which was only around 1.65 percent. This

is also one of the factors that encourage for educational institutions to create a generation that is superior and has a competitive spirit among the upper middle class, one of which is by providing entrepreneurship education. Entrepreneurship education is very essential in developing an entrepreneurial culture, promoting new businesses, adding jobs, and encouraging or developing an entrepreneurial mindset through learning (Kuratno, 2005);(Iacobucci & Micozzi, 2012).

One of the factors that encourage students to become entrepreneurs is religiosity. Religiosity gives individual enthusiasm as well as encourages individuals to become entrepreneurs. Apart from that, religiosity also plays a role in achieving individual success. This is as expressed by Jalaluddin, (2005) the values that need to be considered to help entrepreneurial success are honesty, responsibility, discipline and others. Therefore, this factor will encourage individuals to build their businesses.

Another factor that can encourage individuals to become entrepreneur is experience. Experience is the initial capital to foster interest in entrepreneurship. This will be social motivation for the individual. Individuals will feel that the desire to look for new businesses will emerge based on the experience that they have (Krueger, 1994). Further, the individual is more likely to develop a

strong belief and creativity about its ability to successfully build a new individual business. Therefore, experience will encourage individuals to keep trying, work hard and these individuals will make experience as a reference and impetus in running a business. Thus, individuals who have a lot of experience will find it easier to achieve success targets (Krueger, 1994). This statement is supported by Saputri, (2016) that individuals can learn from observations or social experiences to advance their business. Based on the previous description, the purpose of this study was to find out the role of religiosity and experience in students' intention to become entrepreneur.

2. LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1 Entrepreneurship

According to Elmuti (2012), entrepreneur is a change and competition in the business sector that can dynamically change markets. Entrepreneur is a driving force in the business world that has led to many new businesses (Bagus, 2013). Based on Cruz, Escudero, (2009) argue that in this theory the intention of entrepreneurship and the decision to conduct business operations is highly dependent on the entrepreneurial attitude of the individual. In addition, individuals must be prepared to face the pressure on the social environment that will affect entrepreneurial behavior. Besides, the Theory Entrepreneur event asserts that individuals will get high desires through existing experiences. Therefore, entrepreneurship will always increase the interest of individual in having a business spirit in accordance with existing experiences (Shapero, 1982).

2.1.2 Religiosity

According to Poerwadarminto, (1993) religiosity is a belief in God Almighty with teachings, obligations and goodness. Religiosity is also an individual's appreciation of beliefs that are built and expressed through daily worship, prayer and reading the holy book (Anwar, 2019). A good religiosity attitude will determine the character building, attitude, personality and character. Thus, substantially, religiosity contributes to motivate individuals to practice their belief values in everyday life (Anwar, 2019). In addition, religiosity will also lead to values that will help success, such as honesty, responsibility, discipline, and other things that can help individuals to achieve success. Therefore, individuals who have a strong religiosity will have a strong motivation in running a business (Jalaluddin, 2005).

2.2. Hypothesis Development

2.2.1 The Effect Of Religiosity on Intention To Become Entrepreneur

Based on Jalaluddin, (2005) religiosity is one of the factors that can influence entrepreneurial intention. A belief in God Almighty through teachings, obligations, and honesty has excellent reciprocity towards satisfaction in entrepreneurship (Anwar, 2019). Overall, religiosity will contribute to building motivation that will strengthen entrepreneurial intentions. Therefore, character building, attitude, personality can arise because of high religiosity, so that it will encourage individuals to become entrepreneur (Anwar, 2019). Based on the above description, the second hypothesis in this study is as follows:

H1. *Religiosity affects the intention to become an entrepreneur*

2.2.2 The Effect of Experience on Intention To Become Entrepreneur

The desire of individual to become an entrepreneur is strongly influenced by its experience (Krueger, 1994). In addition, the experience that owned by them, it will also make it attractive to find creative ideas in business (Anwar, 2019). This is reinforced by the results of research by Shapero, (1982) that experience affects entrepreneurial intentions, which directly affects individual's attitude in encouraging self-motivation to run a business. Experience is also a factor that influences the performance strategy. This is due to the experiences gained by individuals will have a positive impact on feasibility which is a function of past experiences, and it is combined with those that will come (Anwar, 2019). Therefore, experience is one of the factors that encourages students to become entrepreneur. Based on the above description, the first hypothesis in this study is as follows.

H2. *Experience affects the intention to become an entrepreneur*

3. RESEARCH METHOD

3.1 Types of Research

The type of this study was a quantitative research. The population in this study were students in Indonesia. The sample in this study were undergraduate students (S1). The sampling technique in this study used the convenience sampling. Data collection in this study was carried out by distributing questionnaires with the help of google form.

3.2. Operational Definition and Measurement Variable

The variables in this study consisted of religiosity, experience, and students' intention to become entrepreneur. The operational definitions and measurement of the variables are presented in table 1.

Table 1. Operational Definition and Variable Measurement

Description	Operational Definition	References	Measurement	References
Experience	Certain process, strategy, and implementation from an individual to make and manage their experience to be a product or service	(Fauziah and Prabowo, 2017)	Three question items and measured by using five points liker scale.	(Mehrad and Mohammadi, 2017)
Religiosity	Someone who holds on the belief which can impact on the individual's choice in the intention to do entrepreneurship	(Poerwadarminto, 1993)	Ten question items and measured by using five points likert scale.	(Mokhlis, 2006)
The intention to be entrepreneur	The tendency of individual's desire to do entrepreneurship action by creating new product through business opportunity and taking risk	(Ramayah, 2005)	Two question items and measured by using five points likert scale.	(Zhai, 2006)

3.3 Hypothesis Test

Hypothesis testing was carried out after conducting a pilot study, which aimed to discover whether the English questionnaire translated into Indonesian can be understood by respondents. A pilot study was conducted by distributing questionnaires to small numbers of respondents (Hartono & Abdillah, 2014). The analysis technique in this study used Partial Least Square (WarpPLS), which was used to directly test the inner model and outer model.

4. RESULTS AND DISCUSSION

4.1 The Description of Respondent

Respondents in this study were 126 respondents who were dominated by female respondents (80 respondents). The age of the respondents in this study was dominated by the age of 20 (29 respondents).

4.2. The Test Result of Outer Model

The Outer Model aims to test the construct validity and instrument reliability (Tentama, 2019). The validity test carried out in this study was the discriminant and convergent validity test. Convergent validity is the

validity associated with the high measurement of the construct. Meanwhile, discriminant validity is related to constructs that should not have high or low correlation (Hartono & Abdillah, 2014). The results of the validity test are presented in table 2.

Table 2. Validity Test Results

	SEI	R	EXP	AVE
SEI_1	(0,819)			(0,869)
SEI_2	(0,888)			
TSEI	(0,897)			
R_1		(0,616)		(0,731)
R_2		(0,633)		
R_3		(0,632)		
R_4		(0,749)		
R_5		(0,787)		
R_6		(0,695)		
R_7		(0,758)		
R_8		(0,803)		
R_9		(0,635)		
R_10		(0,645)		
TR		(0,999)		
EXP_1			(0,839)	(0,877)
EXP_2			(0,837)	
EXP_3			(0,821)	
TEXP			(1,000)	

Data source: processed, (2020).

Description:

SEI : Entrepreneurial Intentions

R : Religiosity

EXP : Experience

Table 2 shows that the questionnaire question items are declared valid on the whole. This can be seen from the loading value which is greater than 0.5 and the AVE value is greater than 0.5. Reliability test aims to measure internal consistency in measuring instruments (Imam, & Latan, 2014). The parameter used to test the reliability is composite reliability by using a rule of thumb value greater than 0.5.

Table 3. Reliability Test

Composite Reliability Value	SEI	R	EXP
	(0,902)	(0,925)	(0,930)

Data source: processed, (2020)

Table 3 indicates that the result of reliability testing using composite reliability and rule of thumb value is greater than 0.5 (Imam, & Latan, 2014). Therefore, this study meets the reliability test. The next stage was testing the structural model. This test was performed using the R-square and the path coefficient or t-value for each path.

The results of the structural model are presented in Figure 1.

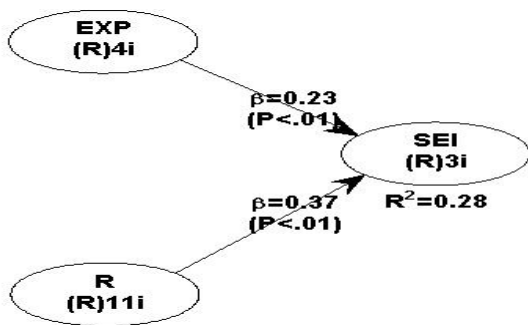


Figure 1. Test Result of Outer Model

Data source: processed, (2020).

The experience and religiosity on entrepreneurial intentions have an R-square value of 0.28. This implies that the variable students' intention to become entrepreneurs can be explained by the variables of religiosity and experience by 28 percent, and 72 percent is explained by variables outside the model.

Figure 1 also provides information about the path coefficient or outer model (Hartono & Abdillah, 2014). The results of Figure 1 show that religiosity affects students' intention to become entrepreneurs. This is indicated by a significance value (<0.01) which is smaller than 0.05. In other words, the first hypothesis (H1) of this study is supported. Therefore, when students want to be successful, that person will try and stick to religiosity in order to remain honest, responsible and committed in running a business (Indarti, 2017). In addition, another factor that can encourage students' intention to become entrepreneurs is experience. This can be indicated by a significance value (<0.01) that is smaller than 0.05. Or in other words, the second hypothesis (H2) of this study is supported. Therefore, the experiences that owned by the students, it can encourage students to become entrepreneurs. Experience also motivates students to strengthen their desire to achieve success to become entrepreneurs (Fauziah & Prabowo, 2017).

5. CONCLUSIONS

The intention of students to become entrepreneur was influenced by religiosity and experience. This means that the more students have high religiosity, the good attitude, character, and personality and responsibility will be formed to encourage the intention to become entrepreneurs. In addition, the experience factor will also encourage students' intention to become entrepreneurs. This is due to the experience owned by the students, it can foster motivation and foster creativity in the new business field that they are engaged in, so then individuals will tend to use their experience to achieve success.

This study has a theoretical and practical contribution. In terms of theory, this study extends research to the fields of educational accounting and behavioral accounting. While practically, this study provides information that the intention of students to become entrepreneur is influenced by religiosity and experience. Thus, the world of education can provide entrepreneurship courses in order to improve the experience of students to be entrepreneur. Therefore, higher education graduates do not merely consider as job seekers, but also as job creators.

The limitation of this study is the sample of this study does not differentiate between students who have received entrepreneurship education and who have not received entrepreneurship education. Thus, the further research can use a more specific sample, for example students who have taken the entrepreneurship courses.

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