

The Effect of Religiosity and Spirituality toward Entrepreneurial Intentions on Business Students in Surabaya, Indonesia

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Abstract

The purpose of the research is to find variables that encourage the creation of young entrepreneurial interests. The study focuses on students as prospective intellectual young entrepreneurs in Indonesia. The variables proposed are religiosity, spirituality, entrepreneurial attitudes, social environment and entrepreneurial interests.. The research method. The research involves 399 students as respondents from 18 years to 25 years old at private universities in Surabaya. The analysis technique uses Partial Least Square for the model evaluation test, the Goodness Of Fit Model test, and the Hypothesis Test. Research result. The study found that the research model fulfills the evaluation model for the outer model, which consists of Convergent validity, Discriminant Validity, Composite Reliability, Cronbach Alpha, and the Goodness of Fit Model evaluation. Hypothesis test results are: Religiosity gives a significant favorable influence on spirituality and student entrepreneurial interest. Spirituality has a significant positive impact on entrepreneurial attitudes, entrepreneurial behavior and student entrepreneurial interest. Entrepreneurial attitudes have a significant positive effect on student entrepreneurial interest. Entrepreneurial behavior has a significant positive effect on student entrepreneurial interest. (5) The social environment does not provide a moderating influence on spirituality variables, entrepreneurial attitudes and Entrepreneurial Behavior.

Keywords: Religiosity, Spirituality, Young Entrepreneurs, Social Environment

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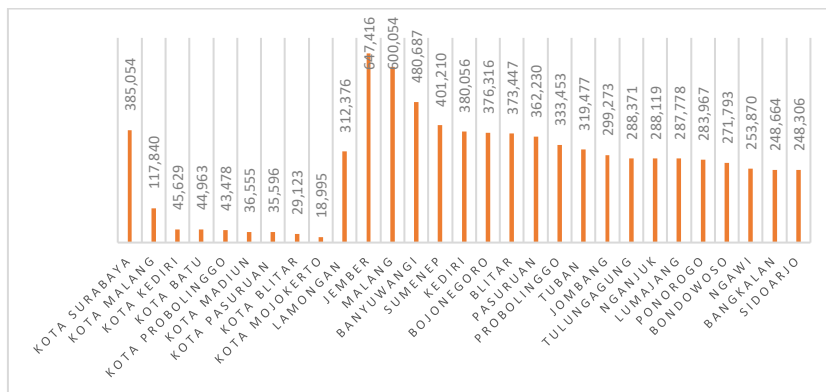
1. Introduction

Entrepreneurship has a close relationship with Islam, where it is a part of the teachings of Islam. Narrated in a hadith by Ahmad: *أَطْيَبُ الْكَسْبِ عَمَلُ الرَّجُلِ إِذَا بَيْعَ مِنْزُورٍ* that means the best work is that of a man with his hands in which every sale and purchase is sound and accepted by Allah. Prophet

Muhammad SAW and his wife Khadijah are businessmen, and many Islamic preachers came to Indonesia as traders. Researchers divide aspects of religion into two parts, namely aspects of religiosity and spirituality. The concept of religiosity is in faith and worship elements, which is something related to beliefs and procedures for worshipping Allah SWT. The concept of spirituality is in the elements

of mu'amalah and mu'asyaroh, which is everything related to social life and a noble attitude in dealing with society and the universe [1]. Spirituality contains universal values, not binding on one religious teaching. A person may have a high spiritual value even though the level of religiosity is low. Entrepreneurs are superior humans who work with virtuous, brave, and noble characteristics to meet their needs and those of others (Fauzia. I.Y, 2019: 4). Entrepreneurship, in today's turbulent economic conditions, has become the motor for countries that want to develop faster [3].

Entrepreneurial development is a manifestation of supporting the development of micro, small, and medium enterprises needed by many people who are ready to become entrepreneurs (The ASEAN Secretariat, 2015: 5). Indonesia is ranked 8th in ease of starting and developing a business in ASEAN [5]. ASEAN continues to deepen economic integration and focuses on improving networks, information flow, and increasing government agencies' capacity [6]. Micro, small, and medium enterprises are scattered in the province of East Java, as can be seen in Figure 1 below:



Source: (<http://diskopukm.jatimprov.go.id>) year 2019

Figure 1. Distribution of MSME in East Java province

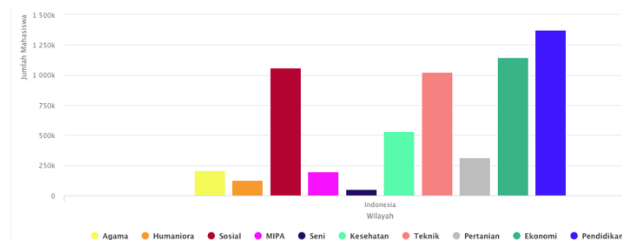
Graph 1 shows the distribution of MSME in East Java, the largest in Jember district 647416, and the smallest in the city of Mojokerto 18,995. Entrepreneurship from students in Indonesia is not much compared to entrepreneurship from high school and vocational school graduates. The results of the researcher's discussion with one of the Bank's leaders showed that out of 10 prospective workers, nine chose to become administrative staff, and only one wanted to become marketing personnel. It illustrates that scholars want a comfort zone as employees and do not want to answer the set's challenges and target indicators. Researchers use Plan Behavior (TPB) theory to predict student entrepreneurial interests. TPB, the development of Reason Action Theory (TRA), suggests that behavior intention is formed by two factors: attitude as an internal factor and subjective norm as an external factor in behavioral interest [7]. Theory Plan Behavior proposes one additional variable for internal factors, namely perceived behavior control

[8]. External factors that are predicted to influence TPB are personal, social, and information factors. Religion is one of the social factors that is predicted to influence attitudes, controlled behavior, social norms, and, ultimately, an influence on one's interests [9].

Research on entrepreneurial interest in final year university students in Malaysia finds that entrepreneurial behavior provides a strong relationship with entrepreneurial interest [10]. Research on students in several developing countries shows that attitude and behavior variables positively and significantly affect entrepreneurial interest [11]. Research on Colombian students explains that entrepreneurial behavior significantly affects an entrepreneurial interest in students [12]. Research on 275 students in America argues that social norms, behavior, and risk positively influence entrepreneurial interest. In contrast, the attitude variable has a negative and insignificant influence on student entrepreneurial interest [13].

The social environment where students socialize will impact the character and behavior of a student [14]. Research on 141 students of a business study program finds a positive relationship between religiosity's internal orientation towards entrepreneurship. Meanwhile, the external orientation of religiosity has a negative effect. Religious internal orientation behavior has a significant effect on entrepreneurial interest [15]. Zelekha's research states that prominent religiosity in a country at a macro level has a significant effect on entrepreneurship. This study also found that religiosity has an impact on people's culture, and people's culture affects the country's entrepreneurial

level (Zelekha et al., 2014). Research by Ali Aslan Gumusay finds that religious behavior positively impacts entrepreneurial activities (Gumusay, 2015). Research on ethnic British citizens of African descent, who adhere to the Protestant religion, found that the church's spirituality has a decisive role in shaping new business carried out by African ethnic communities in Britain (Nwankwo et al., 2012). The Indonesian minister of education encourages entrepreneurship from students through independent campuses with entrepreneurial programs. (<https://www.cnnindonesia.com/>) January 24, 2020. Data on the number of students per field of study is in the following graph 2:



Source: <https://pddikti.kemdikbud.go.id/mahasiswa>, May 11, 2020

Figure 2. Graph of the number of students per field of study

Translation:

1. Agama: Religion
2. Humaniora: humanities
3. Sosial: Social
4. MIPA: Math and Science
5. Seni: Art
6. Kesehatan: Health
7. Teknik: Engineering
8. Pertanian: Agriculture
9. Ekonomi: Economic
10. Pendidikan: Education

Figure 1.5. displays the number of students per field of study. Five favorite fields of study in Indonesia are education as many as 1,371,105, economy 1,146,430, social 1,058,304, engineering 1,024,231, and health sector 532,936 people. Research conducted in 54 countries from 5 continents finds that entrepreneurship originating from students in the management and business fields is low compared to science, humanities, and

computers (Sieger et al., 2018). The research aims to find the influence of religiosity and spirituality on students' entrepreneurial interests.

2. Method

The research is conducted on students in 20 management study programs in the city of Surabaya. The sampling technique was non-

purposive sampling. The research sample met the minimum requirements of semester 4 and 18 years to 25 years. The research sample was calculated using the Slovin method, obtained 398.89, and rounded up to 399 samples. The allocation of samples in each study program is proportional to the planned total sample.

3. Hypothesis:

The Influence of Religiosity on Spirituality and Entrepreneurial Interests

Religiosity refers to ritual activities following the religious beliefs held by each individual. Spirituality measures the extent to which a person does non-material activities that are associated with religious values. People who adhere to their beliefs in a religion feel the effect on entrepreneurship. Belief in religion has different impacts from an entrepreneurial perspective. Jews have the highest entrepreneurial tendencies, followed by Hindus, Protestants, Orthodoxists, Buddhists, Catholics, and Muslims. Also, religion as part of the macro effect of the country's culture affects the level of state entrepreneurship outside of the effect of religion on its members' behavior. The level of entrepreneurship of a country is determined mainly by the majority religion [18].

Hypothesis 1: Religiosity has a significant effect on student spirituality.

Hypothesis 2: Religiosity has a significant effect on student entrepreneurial interests.

The Influence of Spirituality on Entrepreneurial Attitudes, Behavior, and Interests

Spirituality is an aspect of humanity that refers to the way individuals seek and express meaning. Spirituality combines it with individual experiences that are connected to religious values or concerning nature. Particularly in secular societies, there is experienced spirituality, but they are not religious and reject the concept of religiosity regulated in religion [20]. Spirituality and entrepreneurship are unique hybrid concepts and offer a new platform to build a new understanding of entrepreneurship [18]. Research on spirituality and its influence on entrepreneurship has been carried out using

grounded research methods, resulting in findings that spirituality positively influences entrepreneurial interest (Stevenson and Aziz, 2008). The direct effect of spirituality is also found in religious members' behavior in society in entrepreneurship [16]. So the hypothesis of the effect of spirituality on entrepreneurial interest in the study is:

Hypothesis 3: Spirituality has a significant effect on student entrepreneurial interests.

Hypothesis 4: Spirituality has a significant effect on student entrepreneurial attitudes.

Hypothesis 5: Spirituality has a significant effect on student entrepreneurial behavior.

The Influence of Entrepreneurial Attitudes on Entrepreneurial Interest

Several previous studies have found a positive and significant influence between a person's attitudes towards entrepreneurial interest. Besides, previous research is not consistent with the above research, namely that a person's attitude does not significantly affect entrepreneurial interest (Karimi, 2014).

Based on the results of previous studies, which are the references in the study, it proposes a hypothesis for the influence between the variables of entrepreneurial attitudes and entrepreneurial interest as follows:

Hypothesis 6: Entrepreneurial attitudes have a significant effect on student entrepreneurial interests.

The Influence of Entrepreneurial Behavior on Entrepreneurial Interest

Entrepreneurial behavior is a person's behavior with the full awareness that leads to entrepreneurial behavior (Astuti and Martdianty, 2012). Behavioral control is a person's belief in his ability to become an entrepreneur, just as someone believes that he can do a specific task (Lee, 2005). A person who feels many supporting factors and few inhibiting factors to perform a behavior is more likely to perceive himself to do this behavior [9]. Behavior measures a person's belief that he can make himself an entrepreneur.

Hypothesis 7: Entrepreneurial behavior has a significant effect on student entrepreneurial interests.

The Social Environment Moderates Entrepreneurial Interests

The Social Environment measures social and cultural pressure to perform certain behaviors. It covers the expectations of parents, family, peers regarding the desire to become an entrepreneur is essential. Empiricists in religious societies generally provide views, suggestions, advice, and intervention from the family. In other cases, attitudes and community penetration also contribute to someone doing a profession, including it will affect one's decision in entrepreneurship. Based on previous research results, which became the reference for the study, researchers propose a hypothesis for the influence of the social environment on entrepreneurial interest as follows:

Hypothesis 8: The social environment moderates the influence of entrepreneurial attitudes on student entrepreneurial interests.

Hypothesis 9: The social environment moderates the influence of entrepreneurial behavior on student entrepreneurial interests.

Hypothesis 10: The social environment moderates the influence of spirituality on student entrepreneurial interests.

Measurement of research variables uses several indicators proposed by previous researchers that are tailored to the research context.

Religiosity variable indicators:

1. Have faith,
2. Has a character of righteousness,
3. Have motivation that comes from faith,
4. Has a characteristic of sincerity,
5. Have a happy motivation in the hereafter,
6. Put forward God's truth,
7. Good behavior (easy).

Spirituality variable indicator:

1. Looking for the meaning of life-related to oneself,

2. Want to express sympathy for others,
3. Doing meditation, praying to achieve the goal of life,
4. Want to combine aspects of belief with individual experiences related to the divine value,
5. Want to combine aspects of belief with individual experiences related to the universe,
6. Find ways to express the value of the soul,
7. Want to express sympathy, love for others,
8. Find ways to express the value of the soul.

Entrepreneurial attitude variable indicator:

1. Interested in a career as an entrepreneur,
2. Prefers an entrepreneurial career,
3. Entrepreneurship promises more benefits,
4. Able to plan entrepreneurship well,
5. Able to evaluate entrepreneurship,
6. Being an entrepreneur creates great satisfaction,
7. Entrepreneurs have the probability of producing,
8. Become an entrepreneur to a large extent.

Entrepreneurial behavior variable indicator:

1. Gather information that supports entrepreneurial interests,
2. Having experiences that support entrepreneurial interests,
3. Establishing relationships with people who are already entrepreneurs,
4. Connect with entrepreneurs who will help entrepreneurship,
5. Looking for people who will be a reference to start a business,
6. Visiting self-employed friends,
7. Discuss with friends who are entrepreneurs,
8. Entrepreneurial friends as references.

Social Environment variable indicator:

1. Support from Mother,
2. Support from Father,
3. Support from Brother and Sister,
4. Support from Father's relatives,
5. Support from your relatives,
6. Support from friends on campus,
7. Support from friends in worship,
8. Support from friends around the house,
9. Support from friends in the community.

Entrepreneurial interest variable indicator:

1. Starting entrepreneurship before graduating,
2. Making entrepreneurship a professional goal,
3. Want to expand the business as large as possible,
4. Want to plan and think carefully about entrepreneurship,
5. Want to make every effort to start a business,
6. Want to convince parents of business prospects to start,
7. Want to convince relatives and friends of business prospects,
8. Have a strong determination to do business,
9. Looking for solutions to problems in starting a business,
10. Strive for entrepreneurial success.

The research data are collected through a survey with an accidental sampling technique, visiting respondents on campus, including the respondent's identity data and respondent response data. The data collection team carried out the data collection procedure by coming to the campus, meeting students, and asking if you were a management study program student. If yes, then asked to fill out a questionnaire, but if not, then the data collection team would look for management study program students again to meet the specified quota. Respondents filled out a questionnaire with directions from the research team. The analysis technique uses path analysis, which is tested with Smart PLS 3 software.

4. Result and Discussion

Respondent descriptions consist of 399 students from 20 management study programs in the city of Surabaya, Indonesia. The respondents' minimum age is 18 years and the maximum 25 years, with an average age of respondents 21.8 years. According to gender, the respondents' distribution is female, with a proportion of 59% and male 41%. According to the respondents' religion, the largest proportion is that of respondents adhering to Islam, 54.6%, Christianity 26.8%, Catholicism 17.8%, and Buddhism, 0.3%. The distribution of respondents based on ethnicity is Javanese 78.9%, Batak 3.0%, Madurese 2.8%, Sundanese 2.3%, Bugis 0.5%, Dayak 0.3%, others 12.3%. The distribution of the types of work of the research respondents' parents, the largest distribution was in the entrepreneurial sector 43.4 percent. The remaining 56.6% is divided into non-self-employed jobs; namely, the Indonesian National Army/Indonesian National Police/Teachers/ Lecturers/State-Owned Enterprises/Regional Owned Enterprises, Retirees other occupations. The distribution of respondents by semester is divided into semester 8 32.6%, semester 6 32.1%, semester 4 27.1%, semester 7 4.0%, semester 5 2.7%, semester 10 0.8%. 94.5% of students have taken entrepreneurship courses, and 22 students have never attended entrepreneurship courses (5.5%).

The results of the Convergent Validity test, seven indicators of religiosity, eight indicators of spirituality, eight indicators of entrepreneurial attitude, eight indicators of entrepreneurial behavior, nine social environment variables, and ten indicators of entrepreneurial interests, all met the convergent validity test.

The validity and reliability tests were carried out twice because, at the initial stage, three variables do not meet the reliability test. Dropping is carried out on several indicators, namely the religiosity variable (r2, r3), entrepreneurial attitude (a8), entrepreneurial behavior (b3, b4), Social Environment (16). Table 5.24. presents the results

of the second stage of the Average Variance Extracted (AVE) test by eliminating indicators of the Religiosity variable (r2, r3), the entrepreneurial

attitude variable (a8), and the entrepreneurial behavior variable (b3, b4). The results of the stage 2 test can be seen in the following table:

Variable	Cronbachs Alpha Reliability (Reliabel > 0,6)		Composite Reliability (Reliabel > 0,8)		AVE (Valid > 0,5)	
Religiosity	0.78	Reliable	0.85	Reliable	0.54	Valid
Spirituality	0.89	Reliable	0.91	Reliable	0.57	Valid
Entrepreneurial Attitude	0.86	Reliable	0.89	Reliable	0.54	Valid
Entrepreneurial Behavior	0.82	Reliable	0.87	Reliable	0.52	Valid
Social environment	0.9	Reliable	0.92	Reliable	0.59	Valid
Entrepreneurial Interests	0.92	Reliable	0.93	Reliable	0.57	Valid

The validity and reliability tests of variables include the Cronbach's Alpha test, Composite Reliability, Average Variance Extracted (AVE), all of which have met the validity and reliability tests' requirements. The Goodness of Fit test uses the R Square test on endogenous variables. The value of R square is the coefficient of determination in the endogenous construct. According to Chin (1998), the R square values are 0.67 (strong), 0.33 (moderate), and 0.19 (weak). The value of R square is used to determine the total influence of exogenous variables on endogenous variables. The following table presents the R Square test results for endogenous variables of entrepreneurial interest 0.75, entrepreneurial behavior 0.26, entrepreneurial attitude 0.27, spirituality. 0.26. Then, the Q square (Q^2) value is calculated using the equation:

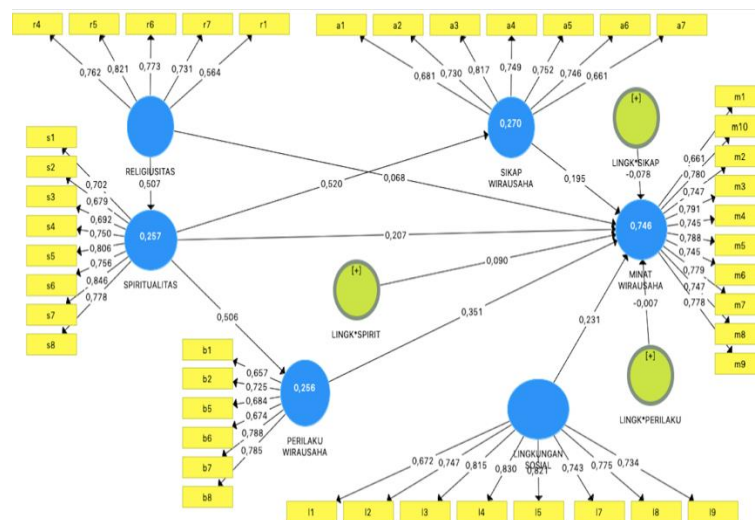
$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2) \dots (1 - R_n^2)$$

thus :

$$\begin{aligned} & (1 - R_1^2)(1 - R_2^2) \dots (1 - R_n^2) = \\ & 0.099 \\ & Q^2 = 1 - (1 - R_1^2)(1 - R_2^2) \dots (1 - R_n^2) = 1 - \\ & 0.099 = 0.90 \end{aligned}$$

The calculation of Q^2 obtained a value of $0.9 > 0$. It can be concluded that the model has a predictive value, and the model is said to be feasible.

Model test in student entrepreneurial interest research obtained path coefficient and p-value as follows:



The path analysis test results find that religiosity has a positive direct effect on entrepreneurial interest with a path coefficient of 0.07 and significant at the 10% level (p-value 0.07). Religiosity has a total effect on entrepreneurial interests, positively significant with a path coefficient of 0.31 and a p-value of 0.00. The results show that the values of religiosity that include that of faith, righteousness, the motivation that comes from faith, sincerity, motivation for happiness in the hereafter, prioritizing God's truth, and having good behavior (easy), all have a positive effect on increasing student entrepreneurial interests. Students believe that the value of faith and belief in promises and truth in religion provides additional confidence in themselves and increases their interest in entrepreneurship, even though entrepreneurship contains more significant risks compared to other professions. The indicator of religiosity that gives the most decisive influence first is to make the happiness of the hereafter as the primary and second to prioritize God's truth compared to business profits. Students believe that something that is most important in life is a strong belief in the afterlife and the truth from God Almighty. The views of these students are following the teachings of the religion they believe in. Another important indicator that is felt to be very important is prioritizing God's truth compared to business profits. Entrepreneurs in running a business face two choices: whether to prioritize profit alone or to prioritize truth in doing business.

For entrepreneurs who prioritize profit, they ignore others that bring profit; it causes the entrepreneur to commit dishonest acts, senseless acts, or actions that violate human rights.

The study results support the results of research conducted by Noble et al. (2007). They find that religiosity has a positive and significant influence on the form of entrepreneurial activity. Another study with similar results is research by Zelekha (2014), which found that religiosity impacts entrepreneurial activities. Religion has a significant and different effect on entrepreneurship. Judaism gives the highest tendency. The next sequence is for Hinduism, Protestantism, Orthodox, Buddhist, Catholic, and Muslim. Furthermore, the study finds that the level of entrepreneurship of a country is determined by the majority religion and not by the relative size of the different religious communities (Zelekha, Avnimelech, and Sharabi, 2014b).

Entrepreneurship based on religious values follows the opinion that entrepreneurship is a value-based phenomenon framed by the religious orientation seen in one's religiosity (Balog et al., 2014). Religiosity can positively impact spirituality because religion plays a potential role as an imparter for social values and norms (Beckford, 1990). People who have good religiosity will tend to have a good concept of spirituality, which is

indicated by the desire to make themselves as individuals who are beneficial to others.

Spirituality has a significant positive effect on student entrepreneurial interest with a path coefficient of 0.49 and a p-value of $0.00 \leq 0.05$; then, the third hypothesis spirituality has a significant effect on student entrepreneurial interest can be proven and accepted.

The indicator of spirituality that gives a high loading factor is that students want to be entrepreneurial because they want to help people in need. The value is different from the business paradigm that generally occurs so far, namely that entrepreneurs do business by taking existing opportunities. The purpose of the business is to get as much profit as possible. The indicator wants to help people who are deprived of contributing and influence to ask for entrepreneurs. Students have a different or anti-mainstream view. They have a unique and different view from business entrepreneurs in general, where students want to help and help fellow human beings from various problems by doing business. The result is in line with the Hadith of the Prophet Muhammad SAW, narrated by Muslim no. 2699.

Another indicator of spirituality that gives a high loading factor is that students reflect and pray to achieve every goal. The indicator is closely related to students' desire to help fellow human beings, namely doing meditation and praying to Allah SWT to realize these ideals and desires.

Students feel that there are limitations in themselves. A great desire will not be possible if they only depend on their strength, so the way to achieve it is by collaborating with funds. In this case, students want a great partner by seeking the help and protection of Allah SWT. The character is following the nature and character of entrepreneurs based on Islamic spirituality given by Abdul Jalil that the character of spirituality and entrepreneurship has a strong relationship (Fauzia I, 2019).

The results of the study are in line with Nwankwo's research in 2012 that Spiritual is a series of traits accompanied by emotions aimed at finding constructive ways to express love and warmth to others and meditate and pray (Nwankwo et al., 2012).

The research is also in line with research that has been conducted using the grounded theory method, which results in the finding that spirituality has a significant positive effect on entrepreneurial interest (Stevenson and Aziz, 2008). The direct effect of spirituality on entrepreneurial interest can be seen in people who have a clear religious identity (Zelekha et al., 2014b). In the study, the respondents involve having a clear religious identity. The study results are in line with the explanation given by Zalekha that the effect of spirituality on entrepreneurial interests is evident in people who have a clear religious identity (Zelekha et al., 2014b).

The study results support the results of Noble's research in 2007, which states that spirituality has a positive and significant influence on entrepreneurial interest. This study also found that gender also positively affects entrepreneurship (Noble et al., 2007). The research also supports Arslan's 2009 research results in Malaysia that show a significant impact of religious values and beliefs on cognitive thinking in the strategic business decision process (Arslan, 2009). Spirituality is indispensable in business because building a business provides employment and means of sustenance for other parties even though in business, entrepreneurs expect to profit. The study results also support the results of Stevenson and Azis's research in 2008 that the spirituality inherent in a person will have a positive impact on the person's attitude in entrepreneurship (Stevenson and Aziz, 2008).

The results of the study provide support for the theory of planned behavior. It is applied to predict student entrepreneurial interests. Overall the variable entrepreneurial attitude of management study program students in Surabaya has a positive and significant impact on student entrepreneurial

interests. They expect that entrepreneurship will become a profession to be proud of because it will provide profits and benefits in the future.

Entrepreneurial behavior has a significant positive effect on entrepreneurial interest. The statistical test resulted in a path coefficient of 0.35 and a p-value of $0.00 \leq 0.05$. The seventh hypothesis that entrepreneurial behavior significantly affects student entrepreneurial interest can be proven and accepted.

The indicator of entrepreneurial behavior with the highest loading factor is that students enjoy having discussions with entrepreneurs. Students have to hang out a lot with people who have knowledge and experience in entrepreneurship if they want to become entrepreneurs. Intense communication between students and entrepreneurs will give students a lot of information that is not generally conveyed to others. It makes students even more interested in becoming an entrepreneur.

Other indicators with a high loading factor are students making successful entrepreneurs as life references and students looking for experiences that support entrepreneurship. For students who desire to be entrepreneurial, the best references support their aspirations as entrepreneurs and start looking for experiences that lead to entrepreneurial activities. References to figures will make role models in daily activities, so students who make successful entrepreneurs become idols and life references. Students will try to follow the lifestyle and vision, whether it happens while starting a business or the views carried out by entrepreneurs during a successful period. For example, suppose students read an entrepreneur's life history when starting a business and find various kinds of difficulties faced to achieve success. In that case, the idol's story becomes energy that makes students believe more in entrepreneurship and increase students' interest in entrepreneurship.

Another indicator that has a high loading factor is that students want to find friends who can

reference starting entrepreneurs. Students visit people who have become entrepreneurs, and students are happy with entrepreneurial information. Students try to get friends who will support entrepreneurship to increase interest in entrepreneurship.

In general, as humans, having friends and work teams with the same vision will add strength, trust, and confidence to increase interests in entrepreneurship. Activities that are considered necessary are visiting people who have gone through their careers as entrepreneurs and getting information essential to start a career as an entrepreneur. Information is not obtained by visiting once or twice. Students feel they have to make visits with sufficient intensity to gather a lot of information and feel sufficient to increase their interest in entrepreneurship.

Student behavior that leads to suitable entrepreneurial activities ranging from enjoying entrepreneurial information, looking for idol figures from entrepreneurs, visiting business people, and looking for friends who participate in entrepreneurship all positively and significantly impact student entrepreneurial interest.

The study results are in line with Krueger's 2000 research that deliberate behavior affects entrepreneurial interest and can ultimately result in a real business (Krueger et al., 2000). In line with Chai Jiang's 2010 research on agricultural students at Hebei Agricultural University, the behavioral variables significantly influence entrepreneurial interest (Jiang, C, 2010). Also, in line with Aslam's 2012 research, students in the Punjab area of Pakistan find a significant relationship between entrepreneurial behavior and entrepreneurial interests. (Aslam et al., 2012).

The research results are also in line with Astuti and Martdianty's 2012 research on final year students from six universities in North Sumatra, West Sumatra, Jakarta, Yogyakarta, East Java and South Sulawesi. The results show that the theory of planned behavior (TPB) proves significant to simultaneously predict student entrepreneurial

interests at six universities, including the entrepreneurial behavior variable, which has a significant positive effect on student entrepreneurial interest. In line with Karali's 2013 research on students from 20 universities, he finds that behavior has a strong relationship with entrepreneurial interest (Karali, 2013).

The research is also in line with Karimi's 2014 research on students at six Iranian universities. Karimi found that personal behavior has a significant influence on entrepreneurial interest. (Karimi et al., 2014). It is in line with Malebana's 2015 research on final year students at two universities in Africa, which finds that entrepreneurial behavior significantly influences entrepreneurial interest (Malebana and Swanepoel, 2015). Research on final year students at universities in Sindh Pakistan also found that entrepreneurial behavior significantly influenced entrepreneurial interest (Hussain, 2015). Finally, Dahiru's 2015 research on university students in Nigeria finds that entrepreneurial behavior significantly influences entrepreneurial interest (Dahiru et al., 2015).

The research is also in line with Wach's study on students in Poland in 2016, who says that entrepreneurial behavior significantly determines entrepreneurial interest in business students and students of other majors (Wach and Wojciechowski, 2016).

The study results do not support Chai Jiang's research in 2010 that there is no significant influence between behavioral control on entrepreneurial interest.

Thus, the entrepreneurial behavior variable that uses the indicator of the desire to make friends, seek business references, visit, discuss, and seek entrepreneurial information, has a positive and significant influence on students' entrepreneurial interest in management study programs in Surabaya (Ajzen, 2005). It is in line with various studies of student entrepreneurial interest.

The social environment does not have a moderating effect on the influence of entrepreneurial attitudes on entrepreneurial interest. The path coefficient value is negative of -0.080, and the p-value is $0.08 > 0.05$. The eighth hypothesis that the social environment moderates entrepreneurial attitudes on student entrepreneurial interests cannot be proven and is not accepted.

Social environment variables are external factors from students expected to encourage student entrepreneurship, supporting mothers, fathers, siblings, relatives from mothers, relatives from fathers, friends on campus, residents around the house, and friends in the community. The path coefficient has a negative direction, so it does not support the hypothesis that the social environment moderates positively and significantly influences entrepreneurial attitudes on student entrepreneurial interest.

Students feel they don't get support from their parents, either from their father or mother. In general, parents believe that a career as a civil servant, Indonesian Armed Forces, and private employees have a better future. These careers have specific salaries so that parents feel that their children's future will be secure and prosperous.

Parents have the view because most of them are born from non-entrepreneurial families, so that what their parents teach and experience when they are small until adulthood is attached to them. Parents who are inexperienced in entrepreneurship do not have entrepreneurial references and have a high sense of worry about failure if their children want to become entrepreneurs.

For example, civil servants tend to be proud of their children to become civil servants with a more certain salary and career. They will direct their children to find work as civil servants or other jobs that earn a regular monthly salary. Parents who have a family background other than entrepreneurship will object if their children want to become entrepreneurs, so this results in a negative effect on the social environment on the effect of entrepreneurial attitudes on entrepreneurial interest.

Parents and people around students are obstacles to students' desire to become entrepreneurs.

Students feel the support level of trust and belief in entrepreneurship, coming from themselves as the inner driver, not getting support from the people around them. Students feel that their parents, siblings, relatives, and friends do not increase student entrepreneurial attitudes on student entrepreneurial interests.

The study's results are in line with Polin's 2016 research on 20 university students in Iran that find that students who have mothers as entrepreneurs influence their children's desire to be entrepreneurial than if their fathers are entrepreneurs. While male students, their interest in entrepreneurship is higher if both parents are entrepreneurs. Female students have a stronger desire for entrepreneurship if they are entrepreneurs and lower interest if both parents become entrepreneurs. (Polin et al., 2016) Even though there are different characters, if parents are entrepreneurs, it will positively influence student interest in entrepreneurship but do not have a moderating effect on the influence of entrepreneurial attitudes on entrepreneurial interest. In line with Peng, Lu, study in 2012 on university students in Xi'an China. It finds that family background factors do not significantly impact entrepreneurial attitudes (Peng et al., 2012).

Thus, the social environment does not positively and significantly affect entrepreneurial attitudes' influence on entrepreneurial interest. The social environment plays a role as a quasi moderator. The social environment variable moderates the relationship between the entrepreneurial attitude variable and the entrepreneurial interest variable. The social environment variable interacts with the entrepreneurial behavior variable and the entrepreneurial interest variable (Sharma et al., 1986). Students feel that the social environment provides obstacles to entrepreneurial attitudes towards student entrepreneurial processes.

5. Conclusion

Religiosity has a significant positive effect on student entrepreneurial interest. Indicators of religiosity that consist of doing what religion teaches, sincerely giving help to others in need, making the central afterlife happiness, prioritizing God's truth compared to business profits, and believing in business as a means of charity for the sake of the afterlife, have a positive and significant impact on entrepreneurial interests of the college student.

Spirituality has a significant favorable influence on entrepreneurial interest. The aspects of spirituality that are studied consist of: good work, to get a broad meaning of life, love and cherish fellow humans, live life according to my religious teachings, being an entrepreneur based on teachings of religion, meditating and praying to achieve every goal, working and praying as a form of gratitude, being an entrepreneur to help people who are in need, taking business risks for the sake of business continuity, all have a positive and significant impact on student entrepreneurial interest.

Entrepreneurial attitudes have a positive and significant effect on student entrepreneurial interests. Aspects of self-attitude, which include belief in entrepreneurship's ability and interest, have a positive and significant impact on student entrepreneurial interest.

Entrepreneurial behavior has a positive and significant effect on student entrepreneurial interest. Aspects of students' willingness in activities related to entrepreneurship, such as seeking information, correlating with entrepreneurs, the willingness to study entrepreneurship, all encourage students to increase their entrepreneurial interest.

The social environment acts as a pseudo moderating variable, namely interacting with the variables of entrepreneurial attitudes, entrepreneurial behavior, spirituality as moderation, and interacting directly with entrepreneurial interest variables. The moderation effect weakens the influence of the entrepreneurial attitude variables and entrepreneurial behavior on entrepreneurial

interest. The moderation effect on the influence of the spirituality variable on entrepreneurial interest is positive and significant. Students' social environment consists of fathers, mothers, relatives, friends, and the community on campus is felt by students not work positively to boost students' entrepreneurial attitudes and behavior. However, the social environment strengthens the influence of spirituality on student entrepreneurial interests.

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