

SPIRITUALITY, ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL INTENTION AMONG MOSLEM UNDERGRADUATE STUDENTS: SPIRITUAL WELL-BEING SCALING APPLICATION

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Abstract: The objectives of this study were to test the effectiveness of entrepreneurship education among Moslem undergraduate students, determinants of intentions, and the interactions between these variables and spirituality that determine the process. Spirituality influences student's view on economic activity and interaction with their environment. The research subjects were Moslem students at the Faculty of Economics and Business of University of Indonesia that may be classified as a nascent entrepreneur: the group that is considering self-employment as a career choice. The techniques of data collection were interviews and questionnaires. The data were analyzed using a quantitative approach of Mann-Whitney U-test to test the effects of education among the groups of students who have received entrepreneurship education and groups that have not, as a control group. The results showed that (1) there are three factors that can identify entrepreneurial intentions which can be identified in detail with three indicators and (2) the effects of entrepreneurship education in shaping the entrepreneurial intentions which depends on student's spirituality.

Keywords: entrepreneurship intention, beliefs, education, spirituality

Abstrak: Tujuan penelitian ini adalah menguji efektivitas edukasi kewirausahaan dalam memengaruhi variabel-variabel yang menjadi determinan niat serta bagaimana interaksi antar variabel tersebut dan spiritualitas menentukan proses pembentukan niat berwirausaha di kalangan mahasiswa Muslim. Spiritualitas, yang diukur dengan Spiritual well-being scale, mempengaruhi sikap mahasiswa terhadap aktivitas wirausaha dan interaksi dengan lingkungannya. Subjek penelitian adalah mahasiswa beragama Islam di Fakultas Ekonomi dan Bisnis Universitas Indonesia yang dapat digolongkan sebagai nascent entrepreneur yaitu kelompok yang sedang mempertimbangkan wirausaha sebagai salah satu pilihan karir mereka. Teknik pengumpulan data menggunakan wawancara dan kuesioner. Teknik analisis data menggunakan pendekatan kuantitatif dengan Mann-Whitney U-test untuk menguji perbedaan efek edukasi antara kelompok mahasiswa yang telah menerima edukasi kewirausahaan dan kelompok yang belum menerima edukasi tersebut. Hasil penelitian menunjukkan, bahwa (1) ada 3 faktor niat wirausaha yang dapat diidentifikasi lebih rinci dengan tiga indikator dan (2) efek edukasi kewirausahaan dalam membentuk niat wirausaha dipengaruhi spiritualitas

Kata kunci: niat berwirausaha, kepercayaan, edukasi, spiritualitas

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INTRODUCTION

Some experts show some evidence that religiosity and spirituality affect economic performance through several channels. Enns (2007) shows that religious beliefs form strong incentives to follow moral values such as honesty, trust, generosity and avoid bad behaviors. All of these moral values are an important prerequisite for achieving success in the economic field. Religion creates a system of supervision over human behavior so that devout adherents will have a trustworthy, honest, and ethical character (Fridlund, 2013). Religious people tend to have good behavior, can be trusted, and fulfill promises that all become the main capital to be successful and highly valued in the business world (Deneulin and Rakodi, 2011).

Entrepreneurial intention formation model derived from Theory of Planned Behavior developed by Ajzen (1991, 2011) states that a behavior that appears regularly and sequentially does not come from decisions that are impulsive and spontaneous but have gone through a series of planning steps, many trial and errors efforts which evolutionarily form and strengthen the intention. Entrepreneurial activity is preceded by sequential steps which strengthen entrepreneurship intention. According to Ajzen, entrepreneurial intentions are influenced by three variables, namely, attitudes towards professions and entrepreneurial activities (attitudes), social norms, and perceived self-efficacy, a personal subjective assessment of his/her own ability to succeed as an entrepreneur. Based on this model of the Theory of Planned Behavior, I can fully understand how and what factors influence the process of entrepreneurial intention formation and how entrepreneurial education can effectively drive the process.

Ajzen (2011) states that individual beliefs influence every intention-forming factor. There are three types of beliefs: firstly, belief in the consequences that may arise from behavioral beliefs; secondly, trust in normative expectations of others (normative beliefs) and thirdly, trust in certain elements that inhibit the emergence of certain actions (control beliefs). For example, one may perceive being an entrepreneur is an attractive choice but the interest in becoming an entrepreneur may be driven by different reasons among individuals; for example, there are those who are interested in becoming entrepreneurs because the business profession promises wealth, but others may be interested in becoming entrepreneurs because of freedom and personal autonomy.

Behavioral beliefs precede and influence personal attitude as a factor that shapes the intention to become an entrepreneur. Beliefs are formed from a subjective assessment of an individual that entrepreneurial behavior will provide favorable results and entrepreneurial behavior has attributes that are considered positive by the individual. Attributes that often influence choice as entrepreneurs are personal benefits in the form of opportunities to realize and prove individual competencies and the need for balance of social or personal life and working life. In addition to personal benefits, financial benefits such as financial assets, economic opportunities, and financial security are important attributes that determine the intention to become an entrepreneur (Laspita et al. 2012).

According to Ajzen (2011), entrepreneurial intentions are influenced by the condition of the surrounding environment where a person has daily activities. Social norms are defined as the probability of people who are considered important by an individual to approve, support or reject an activity. This social norm is in line with the theory of social learning which states that a person tends to adopt behaviors displayed by family, close friends, and idol characters or people he respects. This social norm has a decisive influence on uncertain or unpredictable situations of success, just as in the decision to become an entrepreneur. Trust in normative expectations of others (normative beliefs) determines the influence of social norms on entrepreneurial intentions. Pryor (2007) shows that social norms such as family support to become an entrepreneur is the most important variable in the formation of entrepreneurial intentions.

Other antecedent variables that influence intention are perceived self-efficacy, which is a personal subjective assessment of his or her own ability to overcome problems and succeed in certain situations. Self-confidence which may come from individual capacity such as intelligence, patience, tenacity and social flexibility strongly determines the formation of intentions and manifestations of those intentions into entrepreneurial actions (Carsrud and Brännback, 2011). Trust in this ability does not necessarily mean one really has the ability, but only one is confident that he might be able to do it with his existing capabilities. Empirical test results show the strong influence of perceived self-efficacy on targeted behavior (Ajzen, 2011).

Belief on personal ability is influenced and shaped in advance by so-called control beliefs. Ajzen distinguishes between internal and external control beliefs. Internal control beliefs are related to trust in personal capabilities while external control beliefs are related to the characteristics of the situation that must be faced. Trust in personal capacity is not enough to shape entrepreneurial intentions if the situation and environment that must be faced by someone to start a business is not conducive enough.

Based on a theoretical review and the results of empirical tests that have been described above, the model of entrepreneurship intention formation among students can be described as in Figure 1 and Figure 2.

One of the real effects of spirituality is the emergence of massive entrepreneurial activities (Fridlund, 2013). In the context of Islamic society, such as in Indonesia, the desire to be financially independent through entrepreneurial activities is motivated by the profile of the Prophet Muhammad, who was a successful businessman from his early life. In some hadiths, the Prophet Muhammad encouraged Muslims to be a trader and manage a business, which he described as the most profitable profession with the better sustenance compared to other professions. The entry of Islam into Indonesia is also through the trade channel which has a big influence on the character of Indonesian Muslims who like harmony, peace and freedom. The problem that arises in the empirical test of the influence of spirituality on economic activity is how the method can measure a person's level of spirituality. Paloutzian et al. (2012) show that the method of measuring spirituality that is widely used in various researches is spiritual well-being developed and formulated by Ellison (Ellison, 2018).

This research is aimed to give an empirical test of the entrepreneurship education among moslem undergraduate students, to observe how all determinants of intentions play its role in entrepreneurial intention forming process and how the interaction between these determinants and student spirituality determine output of the process. Using Ellison's spiritual well-being as spirituality measures, we can have a quantitative measures of spirituality and use it as a explanatory variable to explain student's entrepreneurial intention which is our main research objectives.

METHODS

This research was conducted through a survey of 359 students of Faculty of Economics and Business at the University of Indonesia, 163 of whom had not received entrepreneurship education as a control group. Entrepreneurship courses are eclectic courses that students may take freely from the second year of study. Like Krueger (2007) and Martin et al. (2013), the author chose students of the Faculty of Economics and Business because they can be categorized as a group of people who have a business interest (nascent entrepreneur) and are at a life stage that is very crucial in deciding the job profession in the future.

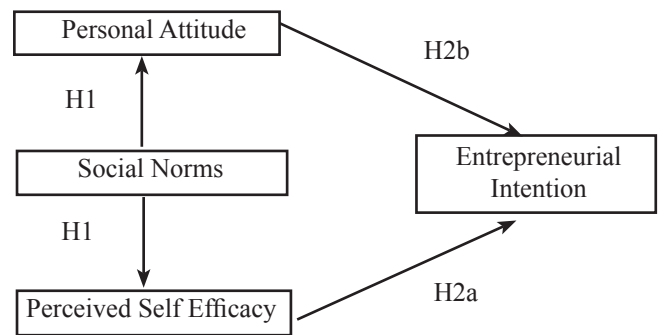


Figure 1. Entrepreneurial intention formation model and factor level hypothesis

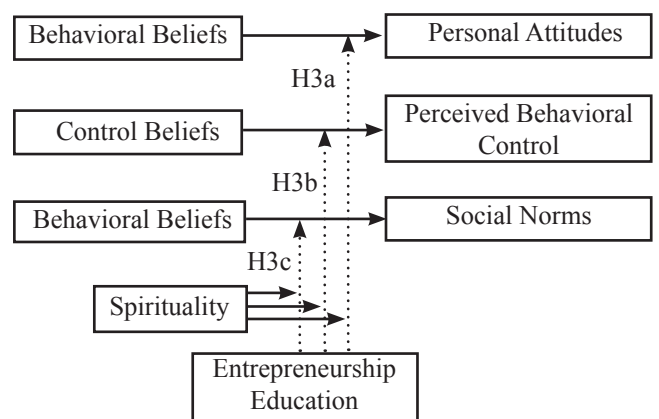


Figure 2. Entrepreneurial intention formation model and indicator level

The survey instrument was measured with six Likert scales ranging from Strongly Disagree to Strongly Agree. At the level of entrepreneurial intention determinant factors, I measured constructs of Theory of Planned Behavior (TPB) with several measures developed by previous researchers; Stamboulis and Barlas (2014) and Liñán and Chen (2009) for measures of entrepreneurial intentions; Krueger (2007) for personal attitude; Martin et al. (2013) for social norms; Kraft et al. (2005) for perceived behavioral control. For personal attitude factors and perceived behavioral control, the authors further specify behavioral beliefs and control beliefs, which influence both factors in sequence.

For the measurement of behavioral beliefs and control beliefs, I followed (Ajzen, 2002) approach. The indicator which is used to measure behavioral belief is one's valuation for money, autonomy and so on; in addition, control beliefs are a multiplication among strength and power of knowledge, skills and external conditions such as applicable legal regulations, government support and so on.

Spirituality in this study was measured by using Spiritual Well-Being Scale (SWBS) formulated by Ellison (2018). SWBS measures individual perceptions of the quality of life related to aspects of spirituality. Aspects of spirituality in SWBS are measured through two dimensions: the religious and social-psychological dimensions. SWBS is widely applied to various clinical health researches and has proven to be very helpful in understanding the psychological aspects of patients (Koenig and Cohen, 2010). SWBS is non-sectarian measures so that it can be applied to a variety of different religions and cultural backgrounds (Paloutzian et al. 2012). SWBS has been applied and translated in various languages such as Spanish, Arabic, Malay and Portuguese (Koenig and Cohen, 2010); Syed et al. (2009); Paloutzian et al. 2012).

Spiritual well-being is different from other general concepts of spirituality which are widely interpreted as a religious commitment to carry out worship practices or follow the prohibitions and commands of religious teachings. Spiritual well-being is a feeling of spiritual comfort and all about individual perception of being spiritual human being. Spiritual comfort is measured by two subscales: 1) Religious Well-being subscale (RWB), and 2) Existential Well-being subscale (EWB). Religious Well-being subscale focuses on

how comfortable individuals feel in their relationship with God. The Existential Well-being focuses on an individual's ability to adjust to the reality that exists in him, his life, and his social environment. The questions on the Existential well-being sub-scale are totally unrelated to religious and religious issues, but on how far individuals feel satisfied and comfortable with aspects of social life and the environment. Satisfaction with social and environmental conditions is a factor that determines spiritual comfort, meaningfulness of individual existence in the midst of his social environment and positive mind set (Koenig and Cohen, 2002). Life satisfaction strengthens motivation to maintain and improve the quality of relationship with God because life satisfaction itself is believed to arise because of a good relationship with God. Table 1 contains the questions used to measure spiritual wellbeing based on the SWBS method (Ellison, 1983). Questions number 3, and 14 to 19 have reverse coding for spiritual well-being.

The difference in the three factors and three entrepreneurial intention indicators between sample of students who had received entrepreneurship education and those who had not will be tested using the non-parametric test Mann-Whitney U test which has several advantages compared to paired sample t tests, including there is no assumption of normal distribution, outliers and heavy tail distribution in data where these assumptions are often difficult to fulfill in a small number of samples.

To test the direction and significance of the causality relationship among beliefs, entrepreneurial intentions and intermediation variables (spirituality), the author estimated the linear regression equation as follows:

$$\text{Intention Factor}_i = \alpha + \beta \text{Belief}_i + \gamma \text{Spirituality}_i + \varepsilon_i \quad (1)$$

The relationship between intentions and beliefs is hypothesized to be positive where the more positive beliefs about entrepreneurial activities will lead to stronger factors of intention. The β coefficient is hypothesized to be positive and statistically significant. Every intention-forming factor has pairs of beliefs that influence it. The influence of spirituality can be seen in the magnitude of the coefficient γ that has been estimated. γ is positively hypothesized where higher spirituality will lead to changes in beliefs towards a more positive direction towards entrepreneurial activities.

Table 1. Spiritual well-being scales

I don't ever experience God's presence in my life
 The meaning of life is a question I am at peace with
 I never feel compassion for other people
 I often feel deep appreciation of every moment
 I never experience a sense of awe about life
 I have things I do to help me feel connected to life
 There are reasons to give up hope.
 I feel called on to forgive others as God forgives me
 I reject most challenges to my beliefs
 I believe all people have a role in the web of life
 I feel unsafe in the world
 My sense of the divine increases my sense of connectedness to other people
 I never experience my daily life as meaningful
 I feel part of at least on healthy community that is important to me and greatly affects my life
 I don't enjoy being absorbed in physical sensations
 Life is about growth and change
 I don't know what to do to feel God's presence
 Even when situations seem hopeless, I have faith they can change for the better
 If I forgive others, it really doesn't help me
 The way I live brings me to a greater knowledge of who I really am
 I am a strict person insisting on doing things as correctly as possible
 I experience playful moments daily
 I never experience a strong inner sense of God's presence
 I always reflect on the meaning of my life experiences
 I don't feel a part of any real community
 I often feel fully present in each passing moment
 I am afraid to question my spiritual beliefs
 I consider daily life as sacred
 I have little faith that on some level my life will work out
 I have often been forgiven by others in my life

The magnitude of the β and γ coefficients is hypothesized to be greater in groups of students who have received entrepreneurial education, which means that entrepreneurial education can increase entrepreneurial intention formation through changes in beliefs. Spirituality is thought to play a greater role in shaping entrepreneurial intentions in groups that have received entrepreneurial education.

RESULTS

The total of the respondents of this study was 359 people, 196 of whom had taken the Entrepreneurship elective course and had passed the course. This course is not a compulsory subject, so the choice to take this course entirely is the subjective choice of individual students. Composition of female respondents was 56% of the total sample.

Table 2 shows the high differences in the average entrepreneurial intentions between groups of students who have received the Entrepreneurship course, 5.3 from the Likert 6 scale compared to the group that had not taken the course i.e. 4.5. There is an increase in entrepreneurial intentions in groups of students who had received entrepreneurship education. The students' personal attitude towards entrepreneurial activity and perceived self-efficacy also increased to a much more positive level after attending entrepreneurship education while social norms become weaker in groups of students who had received entrepreneurial education. Entrepreneurship education has succeeded in reducing the pressure on the social environment of students who previously did not overly support the profession as entrepreneurs.

To test the statistical significance of the differences in entrepreneurial intentions between groups of students who had received entrepreneurship education and those who had not, I used the following testing procedures: first, testing the data normality with the Kolmogorov-Smirnov and Shapiro-Wilks tests as shown in Table 3. From Table 3, I can see that the two data groups of students were not normally distributed so that the test of the significance of differences in entrepreneurial intentions between the two groups of students could not use the statistical t test which was a parametric test. In testing the significance of differences in entrepreneurial intentions between the two groups of students a non-parametric test namely the Mann-Whitney Test must be used. Prior to the Mann-Whitney test, the assumption of variance homogeneity of the two groups of students needed to be tested first. The results of the variance homogeneity test can be seen in Table 4.

Table 2. Descriptive statistics of differences between samples of students

Entrepreneurial Intention Variable	Not Received		Received	
	Average	Std. Dev.	Average	Std. Dev.
Entrepreneurial Intention				
I have considered becoming an entrepreneur one day	3.8	1.9	5.4	1.3
I never see myself becoming an entrepreneur*	3.7	1.8	5.2	1.9
When the opportunity arises. I will become an entrepreneur	4.0	1.8	5.6	1.6
Personal Attitude				
It seems attractive to become an entrepreneur	3.6	2.1	5.7	1.1
Being an entrepreneur evokes mainly negative thoughts *	3.3	2.1	5.6	1.1
Entrepreneurship would present more up than downsides	3.5	1.8	5.5	1.6
I dream of being an entrepreneur one day	4.1	1.9	1.3	5.3
Social Norms				
I would vest importance in the opinion of others before becoming entrepreneur	4.1	1.8	1.7	5.6
I would listen to the advice of others when deciding whether to be an entrepreneur	4.1	1.9	3.6	1.5
My environment has an important impact on my decision to become an entrepreneur	5.2	1.8	3.8	1.5
Perceived Self Efficacy				
I have confidence that I can become an entrepreneur	4.3	1.8	1.6	3.4
I believe I can overcome most obstacles in becoming an entrepreneur	3.6	2.1	5.7	1.1
I believe to possess sufficient capacities to become an entrepreneur	3.5	1.8	5.5	1.6
Becoming an entrepreneur seems a feasible option	4.1	1.9	5.3	1.3

Table 3. Data normality test

Entrepreneurship education	Kolmogorov-Smirnov*			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	Df	Sig
Not received	0.150	152	0.07	0.850	152	0.07
Received	0.135	158	0.09	0.835	158	0.09

*Lifefors Significance Correction

Table 4. Homogeneity test variants

	Levene Statistic	df1	df2	Sig
Based on mean	0.005	153	158	0.942
Based on median	0.002	153	158	0.962
Based on median and with adjusted df	0.002	153	158	0.982
Based on trimmed mean	0.004	153	158	0.1002

Table 4 shows the results of the variance homogeneity test in the two sample groups observed using the Levene's test method. The Levene's Test value is shown in the row. Based on the Mean Value, with Sig (p value) 0.942 > 0.05, it shows that the variance of the two groups is the same or homogeneous, and then the second assumption of homogeneity has been fulfilled. Next, I will test the hypothesis by using the Mann Whitney U Test.

Mann-Whitney U statistical tests and Wilcoxon W statistics were applied to test the significance of the mean differences between the two observed groups of

students. Mann-Whitney and Wilcoxon test results can be seen in Table 5.

Table 5 shows the U statistic value of 185 and the W statistic value of 510. If it is converted to a Z statistic then the magnitude is -2.477. Significance value or P Value is 0.021 which is smaller than 0.05 as a critical limit of 5% level of error. I can conclude that there are significant differences in entrepreneurial intentions between the two observed groups of students. Entrepreneurial education creates a significant increase in entrepreneurial intentions for students who had received such education.

Table 5. Significance test of the differences of average entrepreneurial intentions

	Value
Mann-Whitney U stat	185
Wilcoxon W stat	510
Z stat	-2,477
Asymp. Sig. (2 tailed)	0.021

Table 6. Beliefs differences between groups of students

Entrepreneurial Intention Variable	Not Received		Received	
	Aver- age	Std. Dev.	Aver- age	Std. Dev.
Behavioral Beliefs (Personal Attitudes)				
As entrepreneur, you make a good living (money)	4.5	2.3	5.4	1.1
Entrepreneurship is a profession full of challenges	4.5	1.8	4.8	1.6
Entrepreneurs experience a lot of autonomy	3.5	1.6	5.6	1.5
As entrepreneur you can better balance work and private life (balanced life)	3.1	1.1	5.6	1.2
Normative Beliefs (Social Norms)				
a My parents are positively oriented towards a careers entrepreneur	4.1	1.9	4.2	1.1
My friends see entrepreneurship as a logical choice	4.5	1.5	5.8	1.1
People important to me would want me to become an entrepreneur	4.3	1.8	4.4	1.0
Becoming entrepreneur would not benefit my relationship with my partner*	3.2	1.8	5.4	1.3
Control Beliefs (Perceived Self Efficacy)				
I think I have the knowledge (knowhow) to become An entrepreneur	3.6	2.1	5.5	1.2
I see myself able to detect good business opportunities	3.8	1.9	5.6	1.6
Lack of financial means does not stop me becoming entrepreneur	3.1	1.9	5.3	1.1
Governmental support doesn't affect my entrepreneurial decision	3.2	1.1	5.6	1.3

To explain deeper differences between groups of students who had not taken entrepreneurship courses and those who had passed entrepreneurship courses, the author examined the differences impact of entrepreneurship education on the two antecedent variables of entrepreneurial intention: personal attitudes and perceived self-efficacy. Test results can be seen in Table 6.

Students who had received entrepreneurial education had more positive behavioral beliefs towards entrepreneurial activity. They tended to believe that as an independent entrepreneur, they would have a greater freedom from the financial aspects and working time.

Normative belief changes in which what was initially thought to be difficult to obtain through entrepreneurial education because they were much related to external environment of individual students show quite unique results where there was a change in the level of trust that the attitudes of close friends and prospective life partners such as wives and husbands became much more positive towards the entrepreneurial profession.

This change can be expected due to positive changes in personal attitudes, especially those related to independence and balanced life.

Personal perception of ability to be successful as an independent entrepreneur has a very significant increase in the group of students who had received an entrepreneurship education. The main obstacle often complained by new entrepreneurs who just start their business such as lack of capital and government support have significant decreases, and students' perceptions to be a successful entrepreneurs are no longer haunted by the problem of capital and government support but more dependency on creativity, ingenuity to grab market opportunities, and business tenacity.

To test the causality relationship between the beliefs indicators in Table 4 with entrepreneurial intentions, the author estimated model (1). The estimation results of model (1) for each belief and their differences between the two groups of students who had not and had already received entrepreneurship education can be seen in Table 6.

Personal attitudes towards entrepreneurial activities are significantly influenced by four indicators: autonomy, money or property, challenge and balance of life between work and family. Influences of autonomy and challenges on personal attitudes are similar between groups of students who had never entrepreneurship education and those who had passed the entrepreneurship course. It can be seen in the magnitude of the Beta Ever and Beta Never on both indicators. Meanwhile, on the money and life balance indicators, those who had passed the entrepreneurship education have regression coefficients that are much larger. This indicates that entrepreneurship lectures are relatively successful in widening students' horizon of thought in seeing business opportunities and the amount of benefits that may be gained through entrepreneurial activities and opening various business model alternatives that enable entrepreneurs to run businesses that provide more time for interacting with family and other social environments.

The estimation results of the entrepreneurial intention formation model show that social norm determinant variables, although not directly affect entrepreneurial intentions, are still a factor that greatly determines personal attitudes towards entrepreneurial activity and individual perception of the ability to succeed as an entrepreneur. Social norms have a much greater influence on groups of students who had not received entrepreneurship education. Entrepreneurship education effectively changes personal attitudes and individual assessment of their abilities to become independent entrepreneurs. Social pressure is much lower in groups that had received entrepreneurial lectures, individual assessments of the ability to carry out entrepreneurial activities and personal attitudes become more objective and more individualistic and independent.

The intention formation model derived from Theory of Planned Behavior shows that personal attitude and perceived behavior control significantly influence the formation and strengthen intentions among students as nascent entrepreneurs. There is a significant difference of perceived behavior control effect on the formation of entrepreneurial intentions between groups that had passed from entrepreneurship and those who had not. In the group that had received entrepreneurship education, the effect of perceived behavioral control was much lower. This indicates two contradictory conditions; first, the improvement of individual perception on their ability to carry out entrepreneurial activities after

receiving entrepreneurship education; on the other hand, the importance level of perceived behavior control is in decreasing modes in groups of students who had received entrepreneurship education because they realized there were many other factors determining the formation of newly realized entrepreneurial intentions. This finding is almost similar to that found by Ajzen et al. (2002), BarNir et al. (2011) and Edelman et al. (2010). However, the influence of education was stronger in this study compared to previous research. Fayolle and Gailly (2015) stated that findings like this need to be examined further to see whether there are differences in determinant variables in the formation of entrepreneurial intentions after students receive entrepreneurial education compared to those who have not receives the education.

Model estimation results (1) that can be seen in Table 7 show a significant positive influence of spirituality on entrepreneurial intentions. For personal attitude variable, the greatest influence of spirituality is on the Challenges and Life balance indicators. High spirituality causes a more positive belief to accept the challenges of life in the form of running an independent business which has a much greater challenges than other professions. Spirituality also encourages one to put more emphasis on the balance of life than just pursuing worldly wealth. In the variable perceived self-efficacy, the influence of spirituality is the greatest on individual competency indicators. This is an indication that spiritual wellbeing positively influences students' confidence in their individual competencies to be a successful entrepreneur.

Managerial Implications

To design an effective entrepreneurship courses I should consider students' spiritual well-being which play an important role in sequential steps of entrepreneurial intention. There are three entrepreneurial intention factors: attitudes towards professions and entrepreneurial activities (attitudes), social norms, and perceived self-efficacy. Entrepreneurship education should focus on changing student beliefs toward more conducive and supportive entrepreneurial intention factors. Delivery process of entrepreneurship education should put students' spiritual well-being as a necessary factor which determines the success of entrepreneurship education in forming entrepreneurial intention.

Table 7. Effect of beliefs and spirituality on entrepreneurial intention factor

A. Dependent Variable: Personal Attitude						
Indicator	Entrepreneurship Education	Beta β	Gamma γ	t Test (p value)	F test (p value)	R Squared
Autonomy	Have not Education	0,43**	0,7*	2,15 (0,016)	7,31 (0,00)	0,68
	Have Education	0,58**	1,3**	2,34 (0,012)	7,57 (0,00)	0,69
Money	Have not Education	0,65***	0,8	4,19 (0,00)	7,31 (0,00)	0,70
	Have Education	0,83**	1,1*	2,38 (0,013)	7,57 (0,00)	0,71
Challenges	Have not Education	0,37*	0,4	1,35 (0,061)	7,31 (0,00)	0,72
	Have Education	0,69**	1,7**	2,37 (0,015)	7,57 (0,00)	0,77
Balanced Life	Have not Education	0,31**	0,6	2,15 (0,011)	7,31 (0,00)	0,74
	Have Education	0,55**	1,6**	2,29 (0,010)	7,57 (0,00)	0,79
B. Dependent Variable: Perceived Self Efficacy						
Individual Competence	Have not Education	0,89**	0,4	2,11 (0,012)	7,79 (0,00)	0,78
	Have Education	0,97**	1,5*	2,31 (0,011)	7,56 (0,00)	0,67
Business Connections	Have not Education	0,85***	0,8*	5,12 (0,00)	7,33 (0,00)	0,70
	Have Education	0,63**	1,2*	2,41 (0,013)	7,52 (0,00)	0,76
Capital	Have not Education	0,98*	0,2	1,42 (0,064)	7,35 (0,00)	0,73
	Have Education	0,63**	0,9*	2,32 (0,012)	7,55 (0,00)	0,79
Government Regulation	Have not Education	0,81**	0,3	2,15 (0,011)	7,21 (0,00)	0,72
	Have Education	0,51**	1,4*	2,27 (0,010)	7,63 (0,00)	0,82

*) significant at level of error 10%, **) significant at level of error 5%, ***) significant at level of error 1%

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Entrepreneurship education effectively changes personal attitudes and individual perceptions of ability to carry out entrepreneurial activities among Muslim students. Changes are mainly found at the level of capital indicators and business connections which are variables that greatly influence the perception of the ability to run entrepreneurial activities in groups of students who have not followed the entrepreneurship lecture. Although the influence of capital and business connections remains strong, for students who have taken entrepreneurship courses the influences are far weaker. This indicates that entrepreneurship lectures are quite effective in widening the horizon of thinking and introducing various business models to students so that they are not dependent on the availability of large capital and business connections to start a business.

Students who have taken entrepreneurship courses also experience a change in awareness of opportunities to create greater wealth and a better life balance. The

influence of entrepreneurial education on students' beliefs about entrepreneurial activity is influenced by their spiritual well-being. The impact of changes in entrepreneurial intentions after participating in entrepreneurship education is far greater for students who have a higher spiritual well-being.

Recommendations

For further research, it is important to examine student background more comprehensively. Family financial condition, gender, ethnic group, and social status are among important variables which may contribute to comprehensive entrepreneurial intention formation process. On the other hand, I must consider more thorough description of entrepreneurial education which I have tested its effect on students' intention. Course content item, class delivery method, teacher's role in learning process, and supporting tools and class equipment which also play important role in delivering course content to class participants should be examined further to find out its impact on entrepreneurial intention formation process.

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