

The effectiveness of Entrepreneurship Education on entrepreneurial Interest and the ability of Sharia-based entrepreneurship

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Abstract

One of the key factors influencing an economy's development is entrepreneurship. Students are supposed to gain knowledge and refine their entrepreneurship abilities at universities. The purpose of this study is to ascertain whether the state Islamic University of Raden Intan Lampung's entrepreneurship curriculum is successful in producing new Sharia entrepreneurs. A sample of 61 Bachelor S1 students enrolled in the Sharia Business Management Study program at UIN Raden Intan Lampung participated in this quantitative research study. SEM analysis utilising intelligent PLS software is the data analysis method employed in this investigation. Probability sampling is the sampling technique employed in this investigation. The study's findings suggest that UIN Raden Intan Lampung's entrepreneurship education is effective since it significantly and favourably influences students' interest in and capacity for sharia-based entrepreneurship at S1 UIN Raden Intan Lampung with Sharia Business Management Study program. The findings of this study are consistent with Ajzen and Fishbein's (1985) Theory of Planned Behaviour, which holds that training and education pertaining to entrepreneurship can be considered effective if there is a positive correlation between the development of intentions and an increase in ability and success in entrepreneurship. The focus on Sharia features or Islamic economic principles in entrepreneurship, which influence people's interest and aptitude for entrepreneurship, is where this study differs from earlier research.

Keywords

Entrepreneurship Education; Entrepreneurial Interest; Entrepreneurial Ability

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1. INTRODUCTION

Indonesia has a huge economic potential with great natural resources, a large population, and a large number of young workers (Adamsah & Subakti, 2022). This can be seen in the total population of Indonesia which now amounts to 278.6 million people (www.pendidikanekonomi.com. Badan Pusat Statistik (BPS), 2023).

However, the difficulties faced by Indonesian society today revolve around the problem of unemployment. In addition, with the inception of the Asean Economic Community (AEC), foreign



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workers began to replace citizensIndonesia, thus further exacerbating the pressure on the local population. Increasing numbersunemployment in Indonesia has the potential to trigger a time bomb, especially given the growing threatglobal economic slowdown. Until August 2023, The Open unemployment rate (TPT) was recorded at 5.32percent. Given the status of Indonesia as a country with the fourth largest population in the world, pluswith most of the population being of working age, the high rate of unemployment gives rise tomajor barriers to taking advantage of demographic bonus benefits (which presents challenges and challengesfor the community). great opportunity) (Rumengan et al., 2024).

Then with the increasing population causing high unemployment, the number of competitive job seekers does not meet the limitations of job choices. Even those with a current college degree do not guarantee employment for the degree. This would not be possible if college graduates did not rely solely on the jobs opened up by the government. In that context, many believe that the best way to reduce unemployment in Indonesia is to create young entrepreneurs.

Entrepreneurship is emerging as a potential solution to overcome this problem. Entrepreneurship serves as a means to boost and strengthen the local economy. Small and medium enterprises (SMEs) play an important role in the economic landscape of a country or region. The progress of society's economic efforts must produce two main results: growth and equity. Growth means expansion and diversification of individual economic efforts, while equity means a positive impact on employment, poverty alleviation, income enhancement, and unemployment alleviation.

One of the key factors influencing an economy's development is entrepreneurship; as businesses may absorb labour, a high unemployment rate is a sign that there are few job openings (Alex Alex et al., 2022). In this case it shows the need for more initiatives to create jobs through small and medium-sized businesses. Increasing entrepreneurial opportunities will help reduce unemployment. One of the best solutions to Indonesia's unemployment issue is entrepreneurship, and if the spirit of entrepreneurship is promoted to all those who are in the labour force and those who are not, the country's unemployment rate will naturally decline (Sunarso & Wikharisma, 2021). One theory that supports the vital role of entrepreneurship is the Schumpeter Effect theory where this theory says that the higher the level of entrepreneurship (business ownership) makes the level of job availability and economic growth greater (Suki et al., 2016).

In relation to the above, Islam as a perfect religion on Earth provides guidance to humans about various things, including one of which is in the field of business, namely how humans should do lawful business and how humans should arrange working relationships with each other so that they benefit each other and create prosperity and prosperity for all humans (Shofiyah, 2018).

Islam really gives clear instructions to be used as a guide in doing business or entrepreneurship is good and right, it is very important that entrepreneurs do not fall into misleading business that harms many people, not a few entrepreneurs justify all means to be able to reap big profits without regard to the impact on others. If entrepreneurship is associated with Islamic teachings, there are at least two teachings, namely about worship or Sharia and morality. In worship or Sharia, one of the materials discussed is muamalah, namely the relationship between human beings in order to meet their needs (Santoso & Purnamasari, 2022). In muamalah there are buying and selling, renting, borrowing, cooperation in the field of Economics and so on. All of this has to do with entrepreneurship.

From the perspective of *Maslahah Maqashid Al-Syariah*, successful entrepreneurship can help achieve the broader goals of *maslahah*, namely Social Welfare which includes economic, social, and moral welfare for the community (Lestari et al., 2024). Therefore, the government takes a role through government policies that favor the development of entrepreneurial culture (Saber & Hamdan, 2019). At the beginning of the policy, the president of the Republic of Indonesia instructed the entire community and the Indonesian nation to develop entrepreneurship programs. Since then, the entrepreneurship education movement began to be programmed by various organizations, both organizations in the field of primary, secondary and higher education, as well as government and private organizations. It is anticipated that through this movement, the entrepreneurial culture would permeate the Indonesian people's and the country's work ethic, resulting in the emergence of new, trustworthy, resilient, and independent entrepreneurs. Universities are expected to be a place for students to develop insights and hone skills in entrepreneurship, if students are equipped with entrepreneurial competencies, of course they will have entrepreneurial abilities that can face competition in society (Dinata et al., 2023).

According (Zhang et al., 2019) , there are 5 main components of entrepreneurship education described by Wahyono (www.pendidikanekonomi.com) that is, the first Know-What (entrepreneurial knowledge) this component refers to the concept and knowledge of entrepreneurship. Entrepreneurship education aims to improve the knowledge and skills possessed by students to choose a career as an entrepreneur. Second, The Know-Why (values and motivation) component reflects how students identify themselves in pursuing an entrepreneurial endeavor. Know-why reflects attitudes, values, and motivation in starting a business or becoming a new entrepreneur. Third, Know-Who (social interaction) this component refers to social interaction. Know-who is recognized as important in entrepreneurship education because it helps students understand who is relevant in a business context and how to interact with them. Fourth, Know-how (entrepreneurial skills) this component refers to the skills necessary to run a business. Entrepreneurship education should provide students with basic skills such as Risk Analysis, Financial Management, and marketing. The last is the fifth is the Know-When (time and opportunity) in this section is a component that concerns the understanding of the right time

and opportunity to start a business. Knowing when to start and take strategic steps is key in entrepreneurship education. These components are interrelated and form a complete structure in entrepreneurship education, so that students can have a broad and effective perspective in facing business challenges (Peschl et al., 2021).

However, the problem is that entrepreneurship education obtained in higher education has not been able to fully cultivate students' intentions and abilities towards entrepreneurship. This can be seen from a study conducted by (Putri, S. L., Chairael, L., Riski, T. R., Rahadi, F., Safira, N., Partiti, M. S., & Suriani, 2024) the results of the study show that the entrepreneurship education provided has not been effective in increasing the interest of entrepreneurship students of STIE Pembangunan Indonesia Makassar (Baharudin et al., 2023). Therefore, the researcher wanted to research whether the entrepreneurship education obtained from the UIN Raden Intan Lampung study program succeeded in forming entrepreneurial intentions in graduates of the Sharia Business Management (MBS) study program? Do graduates of Sharia Business Management (MBS) UIN Raden Intan Lampung can clearly understand what is the concept of Sharia Entrepreneur? And whether the entrepreneurial knowledge gained at UIN Raden Intan Lampung managed to give the ability to graduates to entrepreneurship, especially in Sharia entrepreneurship? In this study, the researchers wanted to know whether entrepreneurship education at the state Islamic University of Raden Intan Lampung is effective and can give birth to young Sharia entrepreneurs. For this reason, researchers want to conduct research on the effectiveness of entrepreneurship education on entrepreneurial interest and ability in sharia-based entrepreneurship.

In this study will arise the Research gap which is a differentiator from previous research, one of which is the use of sharia-based entrepreneurship ability variables which are also a novelty than previous studies, the object of research is also a strong factor which in this study makes students the object of research so that the data obtained can be more relevant considering that students are people who are ready to plunge into the world of work, one of which is entrepreneurship. The findings of this study are expected to contribute ideas to campus education management to determine how education responds to education provided in order to improve student learning models in order to create better entrepreneurial candidates in order to achieve the target ratio of entrepreneurship and entrepreneurial growth in Indonesia.

2. METHODS

This study uses a quantitative approach. Quantitative methods are research methods that can be interpreted as research methods based on the philosophy of positivism, used to research on a particular

population or sample, data collection using research instruments, quantitative data analysis with the aim of testing the hypothesis that has been established.

Data Collection

The population in this study was all students at the Faculty of Economics and Islamic Business, Raden Intan State Islamic University Lampung, with a research sample consisting of 163 with the criteria being new undergraduate graduates of the Faculty of Economics and Islamic Business, Raden Intan State Islamic University Lampung and also those enrolled in the Sharia Business Management Study Program (MBS) in 2023. The sample was selected through the use of probability sampling techniques. To determine how many samples will be selected in this study, the Slovin method with an error rate of 10% was used. Research conducted on the new Bachelor of Sharia Business Management Study Program UIN Raden Intan lampung collected data by sending a list of questions to respondents to be filled. The form of the questionnaire used in this study is a questionnaire with closed questions in which respondents are asked to choose an alternative answer in the form of a table of choices that contains options using a scale of 1-5.

Methods of Analysis

The data analysis method employed in this study is SEM analysis with intelligent PLS (Partial Least Square) software. The following are the steps involved in PLS analysis. 1) Create the inner or structural model. Based on substantive theory, the Inner model (also known as the structural model, inner connection, or substantive theory) explains the relationship between latent variables. 2) Create an outer model or measurement model. The relationship between each block of indicators and a latent variable is specified by the outer model, which is also referred to as the outer relation or measurement model. 3) Create a diagram of the path. The connections between constructs will be represented by arrows in a flowchart. The relationship between constructions is depicted by a straight arrow. Flowchart constructs fall into two categories: (a) exogenous constructs, which are independent variables or source variables that are not predicted by other variables in the model. The line with one end of the arrow points to the exogenous construct. Factors predicted by one or more constructs are known as endogenous constructs (B). While exogenous constructs can only be causally related to endogenous constructs, endogenous constructs can predict one or more additional endogenous constructs. Estimating parameters is the fourth step. Latent variable data is calculated using parameter estimation. The least squares approach is used in PLS for parameter estimation.

The calculation process is done by iteration, where iteration will stop if the convergent condition has been reached. Parameter estimation obtained with PLS can be categorized into three as follows. (a) Weight estimate used to create latent variable scores. (b) Path estimate connecting latent variables and between latent variables and their indicator blocks (loading). (c) Means and location of parameters

(regression constant values) for indicators and latent variables. 5) Goodness of Fit: this is separated into two parts, the outer model and the inner model. 6) Model Evaluation: This has two parts: the outer model and the inner model. (a) The outer reflective model is separated into two parts, the reflective and formative. The outer reflective model is assessed using composite reliability for the indicator block and convergent and discriminant validity of the indicator. On the basis of substantive content, the outer formative model is assessed by examining the weight's significance level. (b) The inner model is evaluated based on a number of criteria, including prediction relevance (Q2), f2 for effect size, and R2 for endogenous latent variables. The estimated path coefficient is the estimated value for the path relationship in the structural model that is obtained through a bootstrapping procedure with values that must be significant. The predictive relevance of the model is demonstrated if the value of Q2 is more than zero; if it is less than zero, the predictive relevance of the model is demonstrated to be zero. The link between latent variables in the inner model and additive and recursive structural models is one of the assumptions made by PLS. 7) Testing hypotheses. In this study, hypothesis testing was carried out by examining the current path coefficients through a comparison of statistical t and T table values using the following decision-making framework. (a) A substantial effect is shown if the T statistics value is higher than the value of $Z_{\alpha(0.05)} = 1.645$, in which case H_0 is rejected and H_1 is approved. (b) H_0 is accepted and H_a is refused if the T statistics value is less than the value of $Z_{\alpha(0.05)} = 1.645$, indicating that there is no significant difference.

3. FINDINGS AND DISCUSSION

Responden

Chart 2. Number of graduates of UIN RIL MBS Study Program in 2023

No.	Period	Total
1.	Period I	26 Graduates
2.	Period II	25 Graduates
3.	Period III	28 Graduates
4.	Period IV	54 Graduates
5.	Period V	30 Graduates
Total		163 Graduates

Source: ICT entrepreneurship and Career Development Center UIN Raden Intan Lampung

To determine how many samples will be selected in the study, the Slovin method is used with an error rate of 10% and produces a sample of 61 graduates with Sharia Business Management program UIN Raden Intan Lampung, with the following formula:

$$n = \frac{N}{1 + N(e)^2}$$

$$= \frac{163}{1 + 163(10)^2}$$

$$= \frac{163}{2,63}$$

$$= 61$$

Information:

n = Number Of Samples

N = Number Of Population

(e)2 = percentage of sampling error accuracy allowance

The path Diagram developed in this study can be seen in Figure 3 as follows:

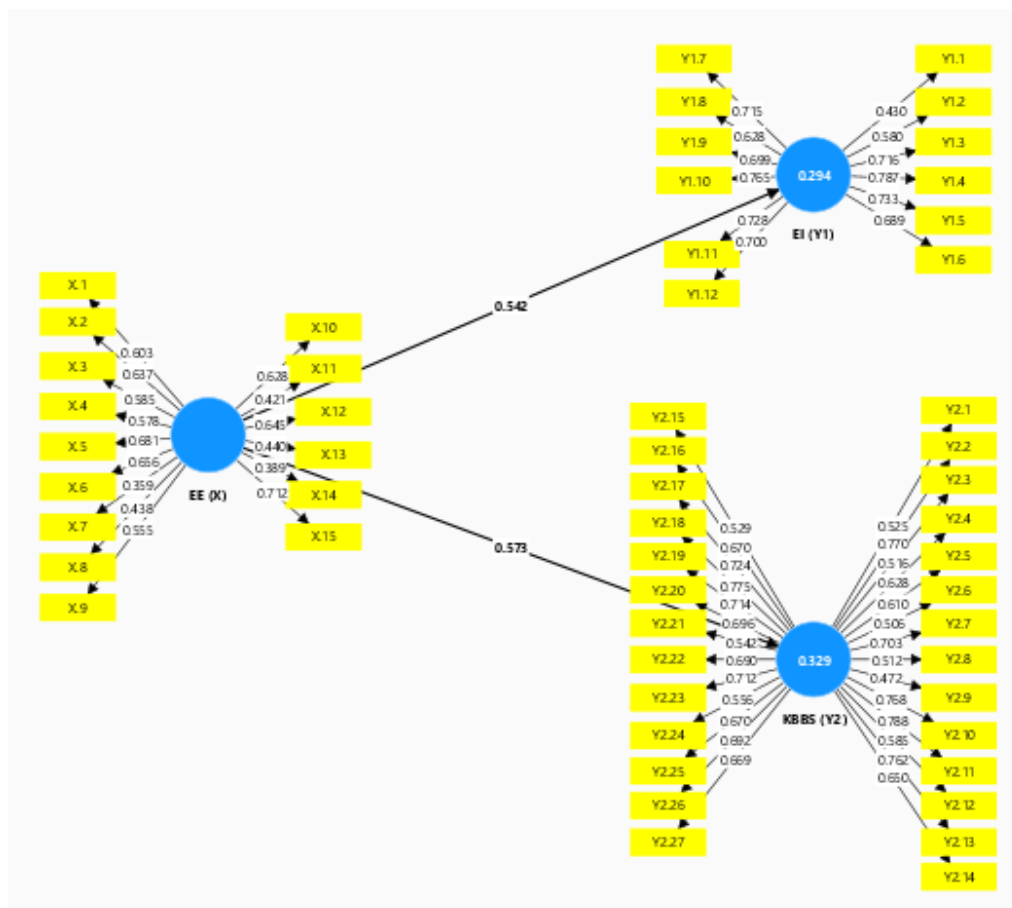


Figure 1. Outer Model

The convergent validity of the outer model the loading factor for each construct is evaluated. The correlation between item/component scores and construct scores determined by PLS is used to evaluate the convergent validity of the reflexive indicator measurement paradigm. If a person's reflexive measure

correlates with the construct to be tested by more than 0.70, it is considered high. Nonetheless, 0.50 to 0.60 is deemed enough for the preliminary phase of study development of the loading factor measurement scale. From the output diagram above obtained loading factor of each relationship between the indicator with its construction has a value that varies. From the output image above obtained indicators of Entrepreneurship Education (EE X) with negative loading values are X1, X2, X3, X4, X7, X8, X9, X11, X14 and indicators of Entrepreneurial Interest (EI Y1) with negative loading values are Y1.1, Y1.2, then indicators of the ability of Sharia-based entrepreneurship (KBBS Y2) with negative loading values are Y2.1, Y2.3, Y2.4, Y2.5, Y2.6, Y2.8, Y2.9, Y2.12, Y2.15, Y2.21, Y2.24 so this indicator is not included because it is invalid. Then the model will be updated again and the results are as follows:

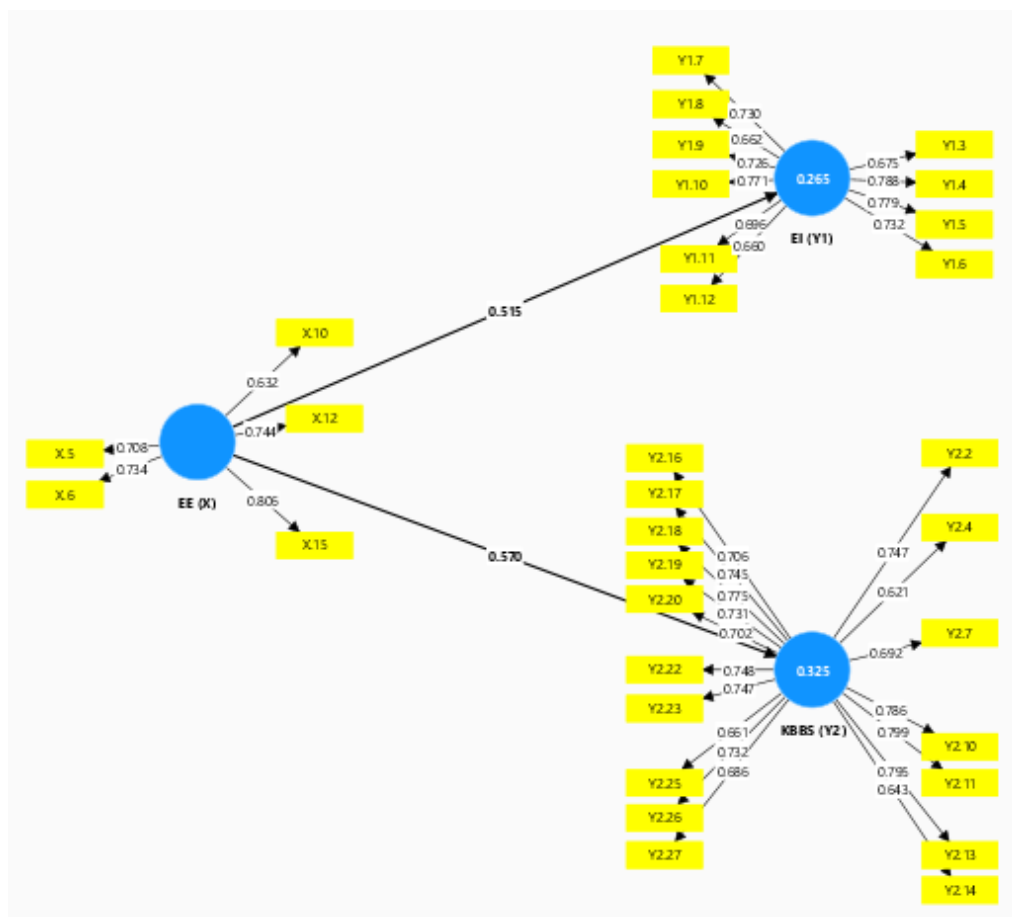


Figure 2. Model Outer

Analysis

Evaluation Of Construct Validity

Convergent validity is tested using the value of the outer loading factor; an instrument is deemed to pass convergent validity testing if its Average Variance Extracted (AVE) and Communality are both

more than 0.50 to 0.60 (Chin, 1998). The outer loading values for each of the study variables listed in Table 3 are as follows.

Chart 3. Outer Loading Matrix

<i>Entrepreneurship Education</i>	Loading	<i>Entrepreneurial Interest</i>	Loading	The Ability Of Sharia-Based Entrepreneurship	Loading
X.5	0.708	Y1.3	0.675	Y2.2	0.747
X.6	0.734	Y1.4	0.788	Y2.4	0.621
X.10	0.632	Y1.5	0.779	Y2.7	0.692
X.12	0.744	Y1.6	0.732	Y2.10	0.786
X.15	0.806	Y1.7	0.730	Y2.11	0.799
		Y1.8	0.662	Y2.13	0.795
		Y1.9	0.726	Y2.14	0.643
		Y1.10	0.771	Y2.16	0.706
		Y1.11	0.696	Y2.17	0.745
		Y1.12	0.660	Y2.18	0.775
				Y2.19	0.731
				Y2.20	0.702
				Y2.22	0.748
				Y2.23	0.747
				Y2.25	0.661
				Y2.26	0.732
				Y2.27	0.686

Every indicator variable in the book has an outer loading value greater than 0.600, as shown in Table 3 above. (Mahfud da Dwi 2021) It is explained that if an indicator can raise the AVE and composite reliability above the limit value, it is removed if the loading is less than 0.40 to 0.70. If an instrument's Average Variance Extracted (AVE) and Communality are greater than 0.5, it is said to pass convergent validity tests. Chart 4 displays the findings of the convergent validity test.

Chart 4. Convergent Validity

Variabel	Average Variance Extracted AVE
<i>Entrepreneurship Education</i>	0.529
<i>Entrepreneurial Interest</i>	0.523
The Ability Of Sharia-Based Entrepreneurship	0.527

All of the variables entrepreneurship education, entrepreneurial interest, and the capacity for sharia-based entrepreneurship—produce Average Variance Extracted (AVE) and Communality values more than 0.5, according to the data shown in Table 4 above. As a result, the indicator's validity to measure the variable is established.

In addition, cross correlation is used to determine the validity of the discriminant. According to this criterion, an indicator is deemed valid for measuring a corresponding variable if the loading factor

in that variable is higher than the indicator correlation in other variables. The chosen construct's loading value must be higher than the loading value of other constructs. Chart 5 displays the cross correlation computation results.

Chart 5. Loading Factor

	<i>Entrepreneurship Education</i>	<i>Entrepreneurial Interest</i>	The Ability Of Sharia-Based Entrepreneurship
X.5	0,708	0,483	0,426
X.6	0,734	0,348	0,460
X.10	0,632	0,302	0,346
X.12	0,744	0,396	0,454
X.15	0,806	0,294	0,352
Y1.3	0,353	0,675	0,474
Y1.4	0,373	0,788	0,353
Y1.5	0,387	0,779	0,513
Y1.6	0,456	0,732	0,520
Y1.7	0,434	0,730	0,379
Y1.8	0,370	0,662	0,613
Y1.9	0,276	0,726	0,448
Y1.10	0,341	0,771	0,364
Y1.11	0,387	0,696	0,444
Y1.12	0,259	0,660	0,375
Y2.2	0,581	0,581	0,747
Y2.4	0,314	0,217	0,621
Y2.7	0,401	0,408	0,692
Y2.10	0,426	0,473	0,786
Y2.11	0,394	0,379	0,799
Y2.13	0,431	0,478	0,795
Y2.14	0,255	0,498	0,643
Y2.16	0,366	0,453	0,706
Y2.17	0,469	0,588	0,745
Y2.18	0,381	0,480	0,775
Y2.19	0,312	0,422	0,731
Y2.20	0,365	0,417	0,702
Y2.22	0,323	0,456	0,748
Y2.23	0,457	0,428	0,747
Y2.25	0,466	0,536	0,661
Y2.26	0,394	0,351	0,732
Y2.27	0,476	0,541	0,686

The overall indicators of entrepreneurship education, entrepreneurial interest, and the capacity of sharia-based entrepreneurship variables provide a larger loading factor than cross correlation in other variables, according to the cross correlation measurement in Table 5. Therefore, it may be said that each indicator has the ability to measure the hidden variable that corresponds to it.

Reliability Evaluation Results

Additionally, Cronbach's alpha and composite reliability from the indicator block that tests the construct are used to gauge the construct's reliability test. If the construct's Cronbach's alpha and composite reliability value are both above 0.70, it is deemed reliable. The summary shown in Table 6 below displays the findings of the Cronbach alpha and composite reliability calculations.

Chart 6. Reliability Test

	<i>Composite Reliability (rho_a)</i>	<i>Cronbachs Alpha</i>
<i>Entrepreneurship Education</i>	0.780	0.777
<i>Entrepreneurial Interest</i>	0.903	0.899
The Ability Of Sharia-Based Entrepreneurship	0.949	0.944

It is evident from Table 6 above that all constructions have Cronbach's alpha and composite reliability scores above 0.70. Thus, it may be said that the build is highly reliable (Sihombing & Arsani, 2022).

Goodness of Fit Model

The goodness of fit model is used to calculate the extent to which endogenous variables can account for the diversity of exogenous factors, or, to put it another way, the extent to which exogenous variables contribute to endogenous variables. Q-Square predictive relevance (Q²) is used to determine the model's goodness of fit in PLS analysis. Chart 7 below provides a summary of the Goodness of Fit Model's findings.

Chart 7. Goodness of Fit Model

Variabel	R²
<i>Entrepreneurial Interest</i>	0.253
The Ability Of Sharia-Based Entrepreneurship	0.314
$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2) \rightarrow Q^2 = 1 - (1 - 0.253)(1 - 0.314) = 0.487558$	

To determine whether exogenous variables have an impact on endogenous variables or not, significance testing is utilised. According to the test criteria, there is a substantial influence of exogenous variables on endogenous variables if the value of T-statistics α t-table (2.001). The following Chart 8 displays the significance testing findings.

Chart 8. Hypothesis Test

Eksogen	Endogen	Original Sampel (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	Description
EE	EI	0.515	0.097	5.322	Accepted
EE	KBBS	0.570	0.086	6.637	Accepted

It is evident from Table 8 above that:

1. Test findings H1 show that Entrepreneurship Education has an impact on Entrepreneurial Interest, as indicated by the T-statistics value of $5.322 >$ and the T-table value of 2.001.
2. Test results H2: can be observed from the value of T-statistics $6.637 >$ than the value of T-table is 2.001, which suggests Entrepreneurship Education has an influence on the ability of sharia based entrepreneurship.

Discussion

Influence of Entrepreneurship Education on Entrepreneurial Interest

The T-statistics on the impact of entrepreneurship education on entrepreneurial interest, according to the results, had a figure of 5,322, meaning that it is higher than the T-table (2,001). As a result, hypothesis 1, which claims that entrepreneurship education influences entrepreneurial intention, is accepted. This means that students at UIN Raden Intan Lampung, particularly those enrolled in the Sharia Business Management Study program, are impacted by entrepreneurship education in terms of their interest in entrepreneurship. Entrepreneurship Education has a significant influence on entrepreneurial interests because it provides the knowledge, skills, and motivation needed to start a business. By learning the concepts of business, management, and innovation, individuals can be more confident taking risks and pursuing opportunities. In addition, this education can form a creative and proactive mindset, thus encouraging individuals to explore new ideas and boldly take a step towards entrepreneurship.

This is supported by research conducted research (Patricia & Silangen, 2016) It is demonstrated that entrepreneurship education shapes entrepreneurial intention in the study "The Effect of Entrepreneurship Education on Entrepreneurial Intention in Indonesia." Students who have attended classes on entrepreneurship are more likely to want to start their own company.

Entrepreneurship education is a training that aims to develop specific skills of entrepreneurship and is an activity that requires the latest creativity and innovation so as to create something that previously did not exist, and entrepreneurship is the skill itself to create business activities. From the results of research conducted at UIN Raden Intan Lampung, entrepreneurship education has a

significant influence on the entrepreneurial interest of its graduates, namely graduates of the Sharia Business Management Study program because it provides the knowledge, skills, and motivation needed to start a business so that after receiving entrepreneurship education, the intention for entrepreneurship arises from the students. This conclusion is corroborated by the idea of entrepreneurial events put forward. According to this theory, a person has a path to follow if they are influenced by significant external influences, one of which is schooling. Perceived desirability, perceived feasibility, and tendency to act are three elements that, among others, can predict entrepreneurial desire according to the theory of entrepreneurial events (Kariv et al., 2025). The apparent desire to launch a business, comprising both intrapersonal and extrapersonal effects, is known as perceived desirability. Perceived feasibility refers to an individual's belief that they are confident in their ability to launch a business and their personal opinion that the formation of a new enterprise is something intriguing and desirable.

Entrepreneurship education contained in UIN Raden Intan Lampung provides knowledge about the basics of entrepreneurship that is not only limited to conventional business theory, but also integrates sharia principles in business management. In Islamic business perspective this education helps to understand a way of doing business that not only prioritizes financial benefits, but also prioritizes fairness, transparency, and social responsibility. Therefore, through this education, students' entrepreneurial interests can be directed to doing business with the right foundation and in accordance with Islamic teachings (Hamidah M et al., 2024).

Imam Al-Ghazali emphasized that the intention in doing business should be to seek blessings and not merely to seek material benefits. The Book of Ihya' Ulum al-Din (Muhayatsyah, 2020), he wrote that an entrepreneur must ensure that his business not only benefits him, but also brings benefits to others and society. This shows the importance of entrepreneurship education that not only teaches technical skills but also forms good intentions in accordance with Islamic teachings.

In the context of entrepreneurial interest, concepts such as perceived desirability and perceived feasibility are important. Islam encourages its people to strive halal and full of blessings (Khan et al., 2024). This is reflected in many verses of the Qur'an and Hadith that encourage Muslims to work hard and earn a living in a halal manner. A concrete example in the Qur'an, such as Surah Al-Baqarah verse 275, states that trade (buying and selling) is a lawful activity, but transactions involving usury are forbidden. Sharia-based entrepreneurship education can raise awareness about the importance of doing business in a way that complies with Islamic principles, which in turn will increase students' interest in engaging in halal and beneficial entrepreneurship.

The influence of Entrepreneurship Education on the ability of Sharia-based entrepreneurship

According to the findings, the T-statistics on how entrepreneurship education affected the capacity for sharia-based entrepreneurship had a figure of 6,637, meaning that the T-statistics value was higher

than the T-table value of 2,001. Therefore, if hypothesis 2, which claims that entrepreneurship education influences sharia-based entrepreneurship, is true, then entrepreneurship education at UIN Raden Intan Lampung, particularly in the Sharia Business Management Study program, influences sharia-based entrepreneurship. Entrepreneurship education can enhance entrepreneurial abilities by providing basic knowledge of management, innovation, and business strategy. In addition, through practical experience and skill development, individuals become more confident and able to take risks, which is a key factor in successful entrepreneurship. With the right approach, this education can be a key driver in forming a strong entrepreneur in accordance with the teachings of Islamic law.

This is in line with research conducted by (Adzanis & Fitriana, 2024) entitled “MSME Mentoring Program for BTPN Syariah customers to improve customers' ability in entrepreneurship” Consequently, the mentorship program offered by the accompanying facilitator might aid in the expansion of clients' businesses. Many clients are aware that there is a lot to learn about entrepreneurship. Customers may benefit from this mentoring program's availability by learning new things and developing new perspectives on entrepreneurship.

Entrepreneurship education can enhance entrepreneurial abilities by providing basic knowledge of management, innovation and business strategy (Bauman & Lucy, 2021). From the results of research conducted at UIN Raden Intan Lampung entrepreneurship education has a significant influence on the ability of entrepreneurship, especially Sharia entrepreneurship in graduates with Sharia Business Management study programs because entrepreneurship education at UIN Raden Intan Lampung can provide managerial skills and understanding of Business Ethics in accordance with Islamic teachings, marketing and sales skills in accordance with Islamic law, the ability to identify opportunities, the ability to innovate and be creative, the ability to network and build relationships, time management skills, evaluation and adptation skills, as well as the ability to understand the concept and implementation of Sharia entrepreneurship are key factors in successful entrepreneurship, especially sharia-based entrepreneurship. The notion of planned behaviour, which was put forth by (Ajzen, 1991) in relation to particular behaviours in people, supports this finding. The Theory of Planned Behaviour can generally be used to express the antecedent aspects of desire, which include behavioural control or self-efficacy, subjective norms, and beliefs or behavioural attitudes (Limba et al., 2020). A person's self-efficacy is a measure of their confidence in their ability to handle challenges. The primary factor is the perception of a person's capacity to act bravely in front of himself. This implies that entrepreneurship education has a greater chance of enhancing entrepreneurial skills the more influential it is (Afiyati et al., 2023).

The ability of sharia-based entrepreneurship includes an in-depth understanding of how to manage businesses with regard to sharia principles, such as justice, transparency, Social Responsibility

and business ethics (Rustyawati, 2023). Thus, sharia-based entrepreneurship education does not only focus on developing business skills but also instilling moral and social values that are very important in running a business in an Islamic manner (Najmudin et al., 2024). The concept of entrepreneurship in Islam which refers to this study follows the concept of entrepreneurship Prophet Muhammad saw that needs to be imitated and applied Muslims are Shiddiq, Amanah, Tabligh and Fathonah. Shiddiq means to tell the truth and be honest. An Islamic entrepreneur must tell the truth and be honest. Honest in matters relating to the time of transaction with the customer, put forward the truth of Information, explain the advantages of goods without any element of fraud. Trust is the nature of trust both from the internal and external side. Trust and responsibility is the key to success in running an entrepreneur. Having trustworthiness will form a high credibility and a responsible attitude towards every muslim. Tabligh is the ability to convey, the ability to communicate effectively. Effective entrepreneurship is kempuan convey communication. Fathonah is having intelligence in business. In this case, a smart entrepreneur is an entrepreneur who is able to understand, Live and know the duties and responsibilities of his business very well.

In the perspective of Islamic Business, Entrepreneurship is not only seen from the economic side or profitability, but also must pay attention to ethics, moral values, and social sustainability. Shaykh al-Qaradawi stressed in his book entitled *Fiqh al-Muamalat al-Maliyyah* (Ramadani & Rakhmah, 2020), entrepreneurship in Islam should be run with the principles of justice, transparency, and social responsibility. He explained that business transactions should avoid practices prohibited by Islam, such as usury and indeterminacy (gharar). Sharia-based entrepreneurship education, according to him, is very important to ensure that entrepreneurs understand and apply these principles in their business world.

According to the Theory of Planned Behaviour (Ajzen, 1991), a person's entrepreneurial behaviour is significantly influenced by their beliefs, attitudes, and behavioural control (self-efficacy). A key component of developing entrepreneurial skills is self-efficacy, or the conviction that one can overcome obstacles and launch a business. This self-efficacy is enhanced by sharia-based entrepreneurship education, which imparts knowledge of ethical entrepreneurship and useful skills. Sharia-based entrepreneurship education at UIN Raden Intan Lampung has a significant impact on the ability of students in entrepreneurship in accordance with Islamic principles.

4. CONCLUSION

According to the results, there is a considerable relationship between entrepreneurship education and entrepreneurial interest, as indicated by the calculated T-statistic value of 5,322. Additionally, the study's findings regarding the impact of entrepreneurship education on sharia-based entrepreneurial

skills revealed a T-statistic value of 6,637, indicating that entrepreneurship education significantly affects sharia-based entrepreneurship skills.

The results of this study indicate that entrepreneurship education contained in UIN Raden Intan Lampung can be said to be effective because entrepreneurship education has a positive and significant effect on entrepreneurial interest and the ability of sharia-based entrepreneurship. This is supported by The Theory of Planned Behavior, this theory supports the idea that entrepreneurship education can be said to be effective if there is a positive relationship between training and education received with the growth of intentions and increased ability and success in entrepreneurship. The influence of entrepreneurship education at UIN Raden Intan Lampung on entrepreneurial interest and the ability of sharia-based entrepreneurship in the perspective of Islamic business is very significant. Such education can provide a foundation for his upbringing to develop technical and managerial skills necessary for doing business, as well as teach moral and ethical values that are in accordance with the principles of Sharia. Therefore, it can be concluded that entrepreneurship education contained in the UIN Raden Intan Lampung study program has succeeded in forming entrepreneurial intentions and abilities in graduates, especially graduates of the Sharia Business Management Study program.

The implication is that through education that combines managerial skills and an understanding of Sharia business ethics, education can develop businesses that are not only economically beneficial, but also provide benefits to the community and embrace sharia principles that are more easily adopted among students. From this study is expected to help researchers who will conduct research in the future through the theory and results listed in the contents of the manuscript. Then the author gives suggestions in order to expand the related objects to be studied and the addition of moderation variables as reinforcement of existing results. Then the advice given to educators at the school or university level can pay attention to the curriculum related to entrepreneurship education which is considered important to show practices outside the theoretical knowledge that has been applied, so that it can grow the seeds of prospective entrepreneurs who are successful and skilled.

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