

Research Article

Intention of Social Entrepreneurship in Muslim Communities in Cirebon

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ABSTRACT

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The purpose of this study is to examine students' entrepreneurial intentions within the Muslim community and analyze gender differences. The overarching theory utilized is the Theory of Planned Behavior. The study involves 270 Islamic boarding school students in Cirebon. The questionnaire comprised four sections aimed at gathering information about behavioral attitudes, subjective norms, perceived control over behavior, and entrepreneurial intentions. Responses were recorded on a five-point numeric scale. The findings revealed that attitudes toward behavior and subjective norms were the primary predictors of entrepreneurial intentions, whereas perceived behavioral control was not significant. Additionally, the study found no notable difference in social entrepreneurship intentions between male and female students. The limitations of this study are attributed to the sample size and specific focus on Islamic boarding school students in Cirebon. Further research is recommended to predict social entrepreneurial intentions among a larger cohort of Islamic boarding school students by incorporating practical business activities. This study underscores the importance of integrating entrepreneurship education into the curriculum of Islamic boarding schools in Indonesia.

1. INTRODUCTION

Issues and academic interest in the study of social entrepreneurship are currently being discussed. Social entrepreneurship is one of the media used to improve the people's economy, especially during the Covid-19 Pandemic Conditions in Indonesia, which has an impact on all lines, especially in the Indonesian economy. This study is motivated by the concept of social entrepreneurship. Social entrepreneurship generally refers to very important aspects, namely humans, profits, and the environment, so that its presence can address various social problems. Social entrepreneurship can have a sustainable, positive impact. Social entrepreneurs see opportunities and then create value for society, including increasing income and welfare, so they are also known as agents of change. Social entrepreneurs are expected to have a beneficial impact on both society and the environment. The theoretical model of social entrepreneurial intention has grown in the literature and has become an issue developed by researchers. Littlewood & Holt (2015) argued that entrepreneurship with social goals continues to increase.

Social entrepreneurship has combined social and economic goals as the main driving force in business transformation. A number of studies have empirical evidence related to social entrepreneurship (Krueger et al., 2000; Ayob et al. 2013; Ip et al., 2017; Hockerts, 2017; Tran, 2018). According to Kringe (2015), social entrepreneurship offers the potential for change by focusing on sustainability, accountability, and learning in business, as well as the diversity and complexity of social values, which can create opportunities for change. Various studies have identified and capitalized on the potential of young entrepreneurs who focus on social entrepreneurship to be important in developing countries (Noerhartati et al., 2019). Social entrepreneurship has rapidly explored this issue worldwide.



Social entrepreneurship develops and stimulates the entrepreneurial process, which provides the necessary tools to start new businesses (Postigo & Tomborini, 2002). Studies on social entrepreneurship are growing and developing rapidly to confirm the positive role of identifying social entrepreneurial intention factors and produce entrepreneurial behavior in young entrepreneurs (Movahedi & Charkhtabian, 2013; Yu & Wang, 2019).

Talking about social entrepreneurship and Islamic teaching has the same goal. One of the verses contained in the Qur'an which explains the process of the creation of the universe, Q.S. As-Sajdah (32): 4

اللَّهُ الَّذِي خَلَقَ السَّمَوَاتِ وَالْأَرْضَ وَمَا بَيْنَهُمَا فِي سِتَّةِ أَيَّامٍ ثُمَّ اسْتَوَىٰ عَلَى الْعَرْشِ مَا لَكُمْ مِّنْ دُونِهِ مَن وَّلِيٍّ وَلَا شَفِيعٍ
أَفَلَا تَتَذَكَّرُونَ

which means "It is Allah who created the heavens and the earth and everything between them within six days, then he resided on the Throne. You all have no helper and intercessor besides Him. Did you not pay attention to it?". The meaning of these teachings for me is that we, as creatures created by Allah SWT who are given the mandate to care for and control nature, must not be arrogant, must always be grateful, because the relationship between nature and humans is so close, so what humans do to nature, nature will also do to humans. Religion is a tool that God has assigned to humans to control all human actions as well as calling on humans to punish the wise to nature. Among the arguments for inviting religion, especially Islam, not to arbitrarily violate nature is as stated in the Qur'an surah al-A'raf (7) : 56

وَلَا تُفْسِدُوا فِي الْأَرْضِ بَعْدَ إِصْلَاحِهَا وَادْعُوهُ خَوْفًا وَطَمَعًا إِنَّ رَحْمَتَ اللَّهِ قَرِيبٌ مِّنَ الْمُحْسِنِينَ

which means the following "And do not cause damage to the earth, after (God) repairs it and pray to Him with fear (it will not be accepted) and hope (it will be granted). Indeed, Allah's mercy is very close to those who do good." Therefore, maintaining the preservation of nature is very important for sustaining life for the living things in it, especially humans, in living their lives very dependent on nature. This presentation is very relevant to social entrepreneurship considering that the goal of entrepreneurs is not only to seek profit, but also to solve social problems in the surrounding environment. Everyone strives to seek profit in doing business, but must not damage the social environment. Even must be able to solve social problems. The Islamic boarding school environment which is very close to Islamic teachings, orders to obtain the goodness of the world and the hereafter. In addition, Islam commands not only the relationship with God which is called *habluminalloh*, but also the relationship with fellow human beings which is called *habluminannas*.

The growth of *pesantren* in Cirebon began with the spread of Islam in Bumi Priangan. Throughout the 1860s, it was estimated that there were approximately 300 Islamic boarding schools in Java. Some of the 300 Islamic boarding schools were able to accommodate more than 100 students. Among the 300 Islamic boarding schools that exist, there are the largest ones, namely the Lengkong Islamic Boarding School in Kuningan, Punjul Boarding School, Babakan Ciwaringin, and Buntet Islamic Boarding Schools in Cirebon, Daya Luhur Islamic Boarding School in Tegal, Brangkal Islamic Boarding School in Bagelen, the Tegalsari and Banjarsari Islamic Boarding Schools in Madiun. Among these Islamic boarding schools, there are several names that have existed since the 18th century, such as the Babakan Ciwaringin Islamic Boarding School in 1715, Buntet in 1785, both of which are located in Cirebon (Fadli, 2019). Islamic boarding schools function as educational institutions, social institutions, and centers for broadcasting the Islamic religion, which contains the strength of resistance to the effects of modernization, as has been played in the past in opposing colonialism. According to Didin Hafidudin (1998), another function is to continue to preserve Islamic teachings in the archipelago because Islamic boarding schools have a strong influence on shaping and maintaining social, cultural, political, religious life, and so on. Islamic boarding schools are also known to be able to play a role in development. According to Afan Gaffar as quoted by Syuthon Mahmud and Khusnurdilo (2005), there are three types of roles that can be played by Islamic boarding school, namely:

- a. Supporting and empowering communities at the "grassroots" level is essential for creating sustainable development.
- b. Improving politics widely through networks and cooperation, both within a country and with other international institutions.
- c. Take part in determining the direction and development agenda.

Community empowerment at the "grassroots" level, which is essential for achieving prosperity, includes introducing entrepreneurship to the *pesantren* environment, including the internalization of an entrepreneurial spirit to foster entrepreneurial interest/intention. Low entrepreneurial intentions are one of the causes of unemployment, where according to BPS the unemployment rate in 2022 will reach 8.42 million people (BPS, 2022).

This study uses the Theory of Planned Behavior (TPB). According to the TPB, there are three determinants of intention: attitudes, subjective norms, and behavioral control (Ajzen, 1991). Attitude toward a behavior refers to the attractiveness of the behavior and the strength or extent to which the individual holds positive or negative personal evaluations of it. The second determinant is PBC, perceived ease, and difficulty in managing the behavior. This concept is similar to that of the capacity for self-perception. Finally, subjective norms measure a person's perception of having received support from family, friends, and other significant people when performing a particular behavior.

Based on the theoretical studies presented, this study aimed to examine and analyze the effects of TPB components consisting of entrepreneurial attitudes, subjective norms, and perceived behavioral control on social entrepreneurial intentions. From a demographic perspective, the author will examine and analyze differences in social entrepreneurship intentions from a gender perspective.

2. RESEARCH METHODS

This study used a quantitative approach to verify the descriptive survey research method. The verification design is used because it tests and verifies the correctness of the theory regarding the effect of the independent variables on entrepreneurial attitudes, subjective norms, and perceived control behavior as independent variables on the dependent variable, namely, social entrepreneurial intentions.

The attitude towards behavior referred to in this study is an individual's belief about a favorable or unfavorable outcome for becoming a social entrepreneur. Thus, the more positive the outcome evaluation regarding starting a new business, the more likely it is that the individual will become a social entrepreneur (Entrialgo & Iglesias, 2016; Sieger & Monsen, 2015). An overview of this variable was obtained based on a questionnaire score on social entrepreneurship attitudes: the higher a person's score on social entrepreneurship attitudes, the higher the level of social entrepreneurship attitudes. To measure the construction of social entrepreneurship attitudes, this study refers to the steps developed by Fishbein and Ajzen (1975) and Koe et al. (2012), in which respondents answered questions about positive or negative attitudes toward social entrepreneurship. Using a five-point numerical scale, there are 2 (two) items, namely: "Being a social entrepreneur will give me great satisfaction," and "Being a social entrepreneur will benefit society by creating jobs."

The subjective norm referred to in this study is a concept in the field of entrepreneurship, which can take positive or negative values, meaning what close people feel to approve or not of someone's decision to become an entrepreneur (Lopez 2021). The description of this variable was obtained based on the questionnaire scores on subjective norms. The higher a person's score, the higher is the level of subjective norms. To measure the construction of subjective norms, this study refers to the steps developed by Fishbein and Ajzen (1975) and Koe et al. (2012), in which respondents answered about influential people in their environment. Using a five-point numerical scale, there are 3 (three) items, namely: "My significant people expect me to become a social entrepreneur", "People who are close to me expect me to become a social entrepreneur", "People who influence my behavior expect me to become a social entrepreneur"

Perceived behavioral control refers to the perceived ease or difficulty of being an entrepreneur and reflects an individual's ability to control (or not) that behavior (Ajzen, 1991). An overview of this variable was obtained based on the questionnaire score for perceived behavioral control. The higher a person's score, the higher the level of behavioral control. To measure perceived behavioral control constructs, this study refers to the steps developed by Fishbein and Ajzen (1975) and Koe et al. (2012), in which respondents answered about the perceived ease or difficulty of being an entrepreneur. Using a five-point numerical scale, there are 4 (four) items, namely: "I am able to start a new business", "I am able to control the process of creating a new business", "Starting a business and maintaining it is easy for me", "I am ready to start a viable business"

The Social Entrepreneurial Intention referred to in this study is the individual awareness and determination to establish a new business venture (Thompson, 2009). Entrepreneurial intention is a quality that leads a person to pursue a career in entrepreneurship or set up their own business (Fayolle and Liñán 2014). An overview of this variable was obtained based on a questionnaire on social entrepreneurship intentions. The higher a person's score on social entrepreneurship intentions, the higher their level of social entrepreneurship intentions. To measure the construction of social entrepreneurial intentions, this study refers to the steps developed by Fishbein and Ajzen (1975) and Koe et al. (2012) in which respondents answered about their perceived interest in social entrepreneurship. Using a five-point numerical scale, there are 4 (four) items: "I will make every effort to start and run my own social business", "I am determined to create a social business in the future", "I am very serious about starting a social business", " and I intend to start a social business one day".

The population in this study was students who studied at Islamic boarding schools around Cirebon, namely Buntet and Ciwaringin Islamic boarding schools. The selected sample size used the formula from Isaac & Micael (Sugiyono 2016) so that a sample size of 270 respondents was obtained which was carried out using the simple random sampling technique.

The presentation of data in descriptive statistics can be through tables, graphs, diagrams, pictograms, measurement of central tendency, calculation of deciles, percentages, calculation of data distribution, and calculation of percentages. Interpretation is done by comparing the total score achieved with the ideal score multiplied by 100%. This guide is shown in Figure 1.

20	36	52	68	84	100
	Very Low	Low	Normal	High	Very High

Figure 1. Research data continuum scale

Before testing the hypothesis, an assumption test is carried out, namely the data normality, heteroscedasticity, and autocorrelation tests. Meanwhile, for inferential statistical analysis, namely, to test the hypotheses, the authors used regression analysis, namely multiple regression analysis (multiple regression analysis).

3. RESULTS AND DISCUSSIONS

The profile of students who were respondents, from the perspective of gender, is described in Table 1.

Table 1. Profile of Respondents from Gender Aspect

Gender	F	Percentage
Male	120	0,44 %
Female	150	0,56 %
Total	270	100.00%

The table above shows that the profiles of the respondents were mostly male (44%), and the rest were female (56%). Furthermore, the profile of respondents from the aspect of family background is explained in Table 2.

Table 2. Profile of Respondents from Family Background Aspects

Family's Background	F	Percentage
Entrepreneur	98	36,3 %
Non-entrepreneur	172	63,7 %
Total	270	100.00%

Table 2 shows that the profile of respondents from businessmen's families is as high as 36.3%) and the rest are not from businessmen's family backgrounds (63.70%).

Table 3. Description of Research Variables

Variable	Ideal Score	Total Score	%	Condition
Attitudes Towards Behavior				
Being a social entrepreneur gives me great satisfaction	1350	1025	75,93	High
Being a social entrepreneur will benefit society by creating jobs	1350	1111	82,30	High
Average	2700	2136	79,11	High
Subjective Norm				
My important people expect me to become a social entrepreneur	1350	1078	79,85	High
People who are close to me expect me to become a social entrepreneur	1350	1082	80,15	High
People who influence my behavior expect me to be a social entrepreneur	1350	1113	82,44	High
Average	4050	3273	80,81	High
Perceived Behavior Control				
I can afford to start a new business."	1350	943	69,85	High
I am able to control the process of creating a new business	1350	843	62,44	Moderate
Starting a business and maintaining it is easy for me	1350	871	64,52	Moderate
I'm ready to start a decent business	1350	958	70,96	High
Average	5400	3615	66,94	Moderate
Social Entrepreneurship Intentions				

Variable	Ideal Score	Total Score	%	Condition
I will make every effort to start and run my own social business	1350	1114	82,52	High
I am determined to create a social enterprise in the future	1350	1082	80,15	High
I am very seriously thinking about starting a social business	1350	1023	75,78	High
I have every intention of starting a social business one day	1350	1133	83,93	High
Average	5400	4352	80,59	High

Next, the writer will describe the description of each research variable. The results of this study describe the variables of entrepreneurial attitudes, subjective norms, perceived behavioral control, and the intensity of social entrepreneurship. The conditions for each variable are listed in Table 3.

Overall, entrepreneurial attitude had an average score of 79.11%, and the condition was high. The subjective norm score of 80.81% was high. The perceived behavioral control score was 66.94% and the condition was moderate. The social entrepreneurship intention score was 80.59%, and the condition was high. Subjective norms, as the highest variable, indicate that the entrepreneurial learning process environment is able to provide a conducive environment for students. The highest subjective norm indicator is people who influence my behavior, expecting me to become a social entrepreneur at 82.44% high conditions, and the lowest indicator is important people I expect me to become a social entrepreneur at 68.1% high conditions. The Social Entrepreneurial Intention Score was 80.59% under moderate conditions. The highest behavioral control indicator is having the intention of starting a social business someday 83.93% high condition, and the lowest indicator is I am very serious about starting a social business of 75.78% high condition. The mean entrepreneurial attitude score was 79.11%. The highest indicator of entrepreneurial attitude is that being a social entrepreneur will benefit the community by creating jobs (82.30 %), and the highest indicator is that being a social entrepreneur gives me great satisfaction (75.93 %). The perceived behavioral control score was 66.94% under moderate conditions. The highest indicator of behavioral control is that I am ready to start a decent business (70.96 %) in high conditions, and the lowest indicator is that I am able to control the process of creating a new business (62.44 %) in moderate conditions.

To fulfill the hypothesis testing using parametric statistics, a classic assumption test was carried out consisting of a normality test, multicollinearity test, heteroscedasticity test and autocorrelation test. In this case the normality test uses the criteria according to (Ghozali 2011) that the regression model is said to be normally distributed if the floating data (dots) that describe the actual data follow a diagonal line, such as the results of the normal PPlot regression described in Figure 2.

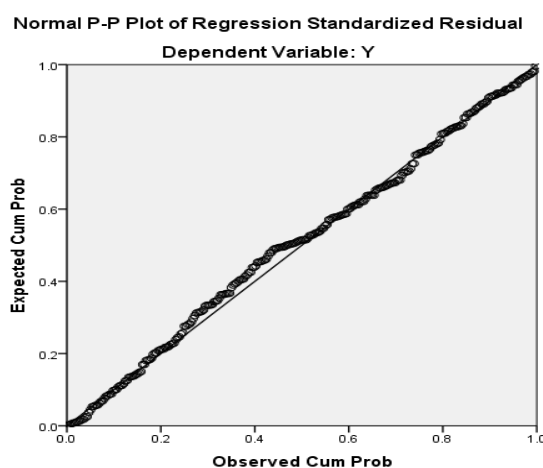


Figure 2. P Plot normality test

According to (Ghozali, 2011) there are no symptoms of multicollinearity if the tolerance value is > 0.100 and the VIP value is < 10 . From the data it is known that $TOL = 0.541$ and the VIP value is 1.847. Thus, there are no symptoms of multicollinearity. According to (Ghozali, 2011) heteroscedasticity does not occur if there is no clear pattern (wavy, widens then narrows in the scatter plot and the points spread above and below zero on the Y axis, as explained by the scatterplot in Figure 3.

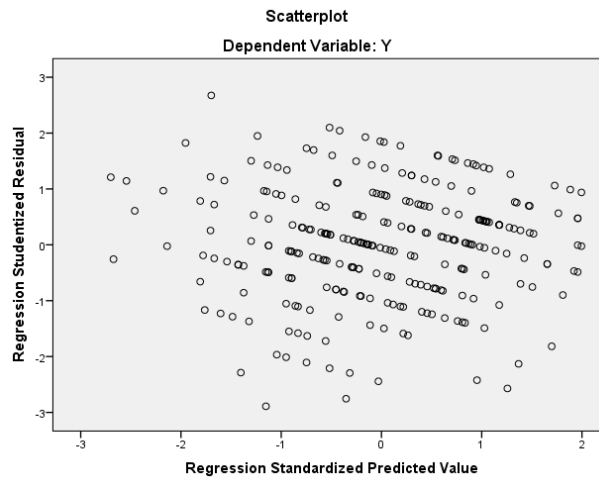


Figure 3. Scatter Plot Multicollinearity test

Based on Figure 3 above, it can be concluded that there are no symptoms of heteroscedasticity. According to Ghozali, there is no autocorrelation if the Durbin Watson value lies between (du) to $(4-du)$. The results showed that the value of du in the distribution of values in the Durbin Watson table based on $k(3)$ and $N(395)$ with a significance of 5% obtained the number 1.7990 so that $du (1.7990) \text{ ---} 2.038 \text{ ---} (2.201)$. Thus it is concluded that there is no autocorrelation

This research is research that is intended to test the model. Therefore calculations are needed to prove that aspects of entrepreneurial attitudes, subjective norms and perceived behavioral control theoretically influence social entrepreneurial intentions. Based on the calculation of the model test with the F test or ANOVA the effect of entrepreneurial attitudes, subjective norms and perceived behavioral control on social entrepreneurship intentions has a positive effect by obtaining $R^2 = 0.176$, $F = 18,983$ ($P = 0.000$) significant test. The magnitude of the influence of entrepreneurial attitudes (X_1), subjective norms (X_2), and perceived behavioral control (X_3), on social entrepreneurship intentions (Y) is 17.6% while the remaining 82.4% is influenced by other factors. This means that entrepreneurial attitudes, subjective norms and perceived behavioral control have a positive effect on social entrepreneurial intentions. the higher the entrepreneurial attitude, subjective norm and perceived behavioral control, the higher the social entrepreneurship intention. Thus the hypothesis proposed by the author can be accepted. The overall test above is described in Table 4.

Table 4. Anova test

Model	F	Sig	R^2
1	18.983	.000 ^a	0,176

The next stage is testing the magnitude of the influence of each, namely the ability of entrepreneurial attitudes, subjective norms and perceived behavioral control on social entrepreneurial intentions in Table 5.

Table 5. Effect of Entrepreneurial Attitudes (X_1), Subjective Norms (X_2), and Perceived Behavioral Control (X_3) on Social Entrepreneurship Intentions (Y)

Variable Influence	t_{count}	Sig	Hypotesis testing
Entrepreneurial Attitude (X_1),	3.182	.002	H_0 Rejected
Subjective Norms (X_2)	6.629	.000	H_0 Rejected
Perceived Behavioral Control (X_3)	-.847	.398	H_0 Accepted

Based on Table 5, it can be seen that entrepreneurial attitudes and subjective norms have a positive and significant effect because the significance is less than 0.05. While the perceived behavioral control has no effect and is not significant because its significance is > 0.05 . The results of calculations with the help of the SPSS application obtain the results of the regression equation as follows:

$$Y = 0,9091 + 0,294 X_1 + 0,427 X_2 - 0,036 X_3$$

T-test Independent sample t-test because it aims to compare the averages of two groups that are not paired or not related to each other. Unpaired means that the research was conducted to test two different samples. Next, a test is carried out where t is t count. Then the t table is searched in the distribution table with a significant level $\alpha = 5\%$ and degrees of freedom (dk) $n_1 + n_2 - 2$. After obtaining t arithmetic and t table, testing is carried out. If t arithmetic $\leq t$ table, indicating H_0 is rejected, and if t arithmetic $\geq t$ table, indicating H_0 is accepted. Based on calculations using SPSS

23, the significance coefficient is obtained from the hypothesis that there is a difference between the average entrepreneurial intentions of male and female students presented in Table 6.

Table 6. Free sample test of Entrepreneurial Intention from Gender

Independent Samples Test							
Levene's Test for Equality of Variances				t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Std. Error Difference
Value	Equal variances assumed	,162	,688	1,057	364	,291	,964
	Equal variances not assumed			1,053	254,25	,293	,968

From the results of the t test, a p-value of 0.688 is obtained, thus the significance is greater than 0.05. This means that H₀ is accepted. Thus there is no significant difference in the social entrepreneurship intentions of male and female students.

Based on the results of hypothesis testing, the empirical model image of this study is explained in Figure 5

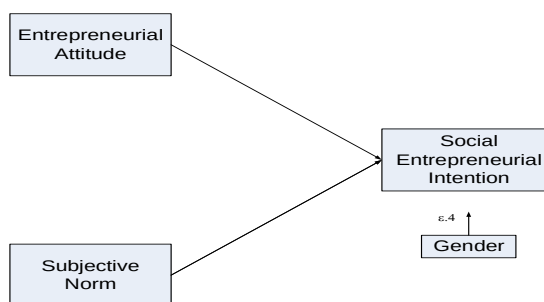


Figure 5. Empirical Model of Research Results

Subjective norm as the variable that has the highest is 80.81%, this shows that the entrepreneurship learning process environment is able to provide a conducive environment for students. In this case the interaction of important people, the most intimate people and people who influence behavior in high conditions. The highest subjective norm indicator is the person who influences my behavior expects me to become a social entrepreneur at 82.44%. This shows that people with the highest interaction are people who are able to influence their behavior to become entrepreneurs. Meanwhile, important people who expect to become entrepreneurs have the lowest score of 68.1%. The social entrepreneurship intention score is 80.59%. The high social entrepreneurship intention score is supported by the indicator having the intention of starting a social business someday 83.93% high condition and the lowest indicator is I am very serious about starting a social business of 75.78% high condition. Entrepreneurial attitude score of 79.11% high condition. The highest indicator of entrepreneurial attitude is that being a social entrepreneur will benefit the community by creating jobs of 82.30%, the high condition and the lowest indicator is that being a social entrepreneur gives me great satisfaction of 75.93%, a high condition. The perceived behavioral control score is 66.94% in moderate conditions. The highest indicator of behavioral control is I am ready to start a decent business 70.96% in high conditions and the lowest indicator is I am able to control the process of creating a new business by 62.44% in moderate conditions

The simultaneous influence of entrepreneurial attitudes, subjective norms and behavioral control on social entrepreneurship intentions is 17.6%, while the remaining 82.4% is influenced by other factors not examined. This means that the effectiveness of social entrepreneurial intentions as the dependent variable can be predicted through increasing the independent variables, namely entrepreneurial attitudes, subjective norms and perceived behavioral control. By empirically proving the hypothesis reasoning shows, the higher the entrepreneurial attitude, subjective norm and perceived behavioral control, the more effective the social entrepreneurial intention. This means supporting the TPB theory, that the three components of one of the TPB are capable of forming social entrepreneurial intentions.

The entrepreneurial intention variable is explained in regression by the entrepreneurial attitude of $Y = 0.9091 + 0.294X_1$, meaning that if an increase of 1 (one) unit of entrepreneurial attitude means the social entrepreneurship intention becomes 1.2031. The first hypothesis is accepted, the higher the entrepreneurial attitude, the higher the social entrepreneurship intention. Therefore, entrepreneurial attitude is an important variable to pay attention to

and improve, because the ability of entrepreneurial attitudes can increase social entrepreneurship intentions. This is in accordance with the results of research by Krueger et al., 2000; Autoo et al., 2001; Linan and Chen, 2009; Ariff et al., 2010; Ferreira et al., 2012; Chea, 2014, but contradicts the results of research by Siu and Lo, 2013; Zhang et al., 2015) The entrepreneurial intention variable is explained in a regression way by a subjective norm of $Y = 0.9091 + 0.427X_2$ meaning that if an increase of 1 (one) unit of subjective norm then social entrepreneurship intention becomes 1.3361. The second hypothesis is accepted, the higher the subjective norm, the higher the intention of social entrepreneurship. Therefore subjective norm is an important variable to pay attention to and improve, because the influence of social pressure can increase the intention of social entrepreneurship. This is in accordance with the research of Krueger et al., 2000; Autoo et al., 2001; Linan and Chen, 2009; Ariff et al., 2010; Ferreira et al., 2012; Chea, 2014; Yurtkoru et al., 2014; and Zapkau et al., 2015. However, it contradicts the results of research from Alexandera and Honig (2016). The entrepreneurial intention variable is explained in regression by perceived behavioral control of $Y = 0.9091 - 0.036X_3$, meaning that if 1 (one) unit of perceived behavioral control means social entrepreneurship intention drops to 0.8731. The third hypothesis is rejected, meaning that the third hypothesis is that there is a negative influence between perceived behavioral control on social entrepreneurship intentions. The results of this study support Kaijun and Sholihah (2015), but contradict the results of Krueger et al. (2000); Auto et al. (2001); Ariff et al. (2010); Ferreira et al., Usman (2016) and Ambad and Ag Damit (2016) and Alexandera and Honig (2016) Thus, the positive results for hypothesis 1 and hypothesis 2 are likely to occur due to a positive attitude towards starting their own business or an individual's desire to engage in entrepreneurial behavior, and students are still in the stage of figuring out their career choices. On the other hand, the contradictory results may be due to an individual's perceived association with difficulty or ease in achieving the behavior. The positive results support Ajzen's (1991) theory of planned behavior (TPB) and make the theory more predictive and constructive among Cirebonese. Overall, the results reveal that people in Cirebon are more willing (desire) to work and start their own business. Even so, they have more pressure from family, friends, teachers, and experts to choose their perceived social entrepreneurship career choice. However, the perceived behavioral control factor was not proven to be a predictor of social entrepreneurial intentions among the Cirebon Muslim community. This may reflect the perceived negative ability of the Muslim community to engage in target behavior due to the uncertainty resulting from the post-Covid-19 pandemic. According to the literature, and based on the theoretical framework of Ajzen's (1991) theory of planned behavior, entrepreneurial intention is predicted by three factors of attitudes towards behavior, subjective norms and perceived behavioral control. Predictions for the study of the Cirebon community as a whole from the results of this study, namely attitudes towards behavior and subjective norms are positively related to social entrepreneurial intentions. These positive results reveal that the Cirebon Muslim community is more interested in working and starting their own business to carry out entrepreneurial activities. In addition to the fragile economic situation and the downturn due to the post-Covid-19 pandemic, they are under more pressure to choose career choices in entrepreneurship. On the other hand, there is a negative relationship between perceived behavioral control and social entrepreneurial intentions, it suggests there is little about the perceived difficulty or ease of performing the behavior regarding social entrepreneurship. In conclusion, it is revealed that the Cirebon Muslim community is more willing to work and start their own business after completing their Islamic boarding school but they need support from their family, friends, teachers, and experts to choose social entrepreneurship career options.

The t-test analysis does not show that male students have entrepreneurial intentions between men and women. Thus, the fourth hypothesis is not proven. Hence the results of this study contradict previous findings (Mazzarol et al., 1999; Kolvereid, 1996).

This research has several implications. The findings show the level of social entrepreneurship intention to develop social entrepreneurship activities. The findings also support the notion that policy makers and pesantren curriculum planners should consider entrepreneurship subjects to support their students in choosing to become entrepreneurs. If that happens, the new generation might develop more positive attitudes and intentions towards entrepreneurship. However, in the future, the researchers propose to examine the TPB theory along with environmental and attitudinal factors that may collectively influence social entrepreneurial intentions. Researchers also propose to collect data from more sources and provide more authentication of the results. Finally longitudinal data may provide more confirmation of the findings.

4. CONCLUSION

Based on the results of research and discussion, the authors conclude that

1. Entrepreneurial attitude in high condition. Subjective norm scores are in high conditions, perceived behavioral control is in moderate conditions and social entrepreneurship intentions are in high conditions.
2. Entrepreneurial attitudes and subjective norms have a positive and significant effect on social entrepreneurship intentions, meaning that the more effective entrepreneurial attitudes and subjective norms are, the more effective social entrepreneurship intentions are. This hypothesis is proven.
3. Perceived behavioral control is not significant to social entrepreneurship intentions. This hypothesis is not proven.
4. There is no difference in social entrepreneurship intentions between men and women.

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