

Research Article

Social Entrepreneurship Intentions From The Perspective of Cirebon City Islamic Boarding School Entrepreneurship Education

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ABSTRACT

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The purpose of this paper is to examine students' entrepreneurial intentions in students at Cirebon Islamic boarding schools and to analyze family background groups. The Grand Theory used is Ajzen's Theory of Planned Behavior. There are 250 Islamic boarding school students throughout Cirebon. Data was collected by means of a questionnaire containing statements on a five-point numerical type scale. Data analysis using Regression. The results identified that entrepreneurship education is the main predictor of social entrepreneurial intention. Entrepreneurial attitudes are proven to mediate the effect of entrepreneurship education on social entrepreneurship intentions. This study found no differences in family background. The limitation of this research lies in the number of samples and students of Islamic boarding schools in the city of Cirebon which have not been widespread. Further research is suggested to predict social entrepreneurship intentions in students with other variables besides entrepreneurship education, entrepreneurial attitudes and entrepreneurial tendencies.

1. INTRODUCTION

Islam, as a universal religion, teaches people to always engage in good deeds, including entrepreneurship, as it governs all aspects of economic and human life, including matters of faith, economy, and even politics. By engaging in Islamic entrepreneurship, one can attain worldly happiness (al-falah) and eternal happiness in the hereafter (hayatan thayyibah). Choosing a business or venture in accordance with Islamic principles is crucial for the blessings and continuity of the endeavor, as business conducted with sincerity is considered an act of worship in the eyes of Allah SWT. Entrepreneurship is a remarkable form of devotion to Allah, seeking His pleasure (Abdul Karim Al-Khatib, 1973). Striving and engaging in business are integral parts of human life, as they represent acts of devotion to Allah, serving as fields of virtue to increase obedience and attain His pleasure.

Entrepreneurship has been part of Islamic culture since ancient times, a tradition and integral aspect of human life, from the time of the Prophets and Messengers to the present day. Prophet Muhammad (SAW), as the Messenger of Allah and a businessman, consistently encouraged and invited people to learn about entrepreneurship and engage in business to seek sustenance from Allah (Rich Moslim and Laode). Islam teaches that sustenance does not come merely by waiting but should be sought and endeavored with sincere efforts. Allah bestows sustenance according to the efforts made by individuals. The more one devotes their energy and mind, the more Allah provides sustenance to them.

According to Quraish Shihab, the purpose of entrepreneurship is not solely to achieve economic well-being but also aims for social prosperity. By fulfilling the role of a Khalifa on Earth, one can earn heavenly rewards in the hereafter and instill desires and aspirations within society to attain paradise, reflecting the welfare and success of humanity on Earth (M. Quraish Shihab, 2007). Social welfare is inseparable from achieving economic goals; both are crucial in entrepreneurship. When economic stability is maintained, it brings about happiness and prosperity, leading



people to worship Allah as an expression of gratitude to the Provider of security and abundant sustenance (M. Quraish Shihab, 2002). In Islamic teachings, work and entrepreneurship (being an entrepreneur) are integral aspects of human nature, as humans lead a normal way of life (Suryana, 2013). The existence of humans on Earth is as Khalifa fi al-ardh, which means to lead, prosper, manage, and bring the Earth towards goodness (masalahah). The exemplar to be followed in entrepreneurship is the way of Prophet Muhammad (SAW) in conducting business and trade since childhood. From the age of 12, he was trained and nurtured in the spirit of entrepreneurship by his uncle named Abu Thalib bin Abdul Muthalib, who was a businessman, traveling from one city to another (Muhammad Al-Tawanjik).

Entrepreneurship or business is not the ultimate goal or the end of all hopes for human life. It is considered the ninth door to sustenance out of ten. The goal of entrepreneurship or business is not just to achieve success in this world but to pursue goodness in the hereafter (Bambang Trim, 2008). According to Al-Baghawy, believers will receive the results of their efforts and what others have given them, while there is no good for disbelievers except for what they have done. They will receive rewards in this world, but the good deeds will not last for them in the hereafter. This signifies that every individual is accountable for their actions and deeds. A person does not receive the rewards or efforts of others, nor do they bear the sins of others (Al-Zamakhshari). For aspiring entrepreneurs, it is crucial to seek and master knowledge and expertise in every aspect of their endeavors to achieve the desired outcomes effectively. To realize optimal and beneficial results, good education is necessary to accommodate human needs, as education serves as guidance through awareness to prepare exceptional participants, providing teaching and training for their future roles. Understanding the fundamental concepts in education implementation significantly influences the education system's progress in the midst of society's life. In the execution of education, there are sometimes social changes within the community. Success in achieving goals, whether in the business world or in education, requires a balance. Humans have been trained in various situations and conditions in both the business and education worlds, as education serves as a means to acquire knowledge, diverse experiences, human skills, and the ability to face the challenges of life ahead. Creating an entrepreneur can start with entrepreneurship education, whether taught in higher education institutions or through faster processes when entrepreneurship education is implemented within families, community groups, and other non-formal education institutions. Essentially, education can serve as a bridge for communities to progress towards a better and prosperous life. Entrepreneurship education is expected to ignite the spirit of entrepreneurship within the community, promoting self-reliance, creativity, innovation, and active participation in developing the national economy (Jamal Ma'mur Asmani, 2011).

It is crucial for Muslims to have a strong business ethos. In Islamic terms, doing business and trading are like two sides of the same coin, inseparable from each other. Prophet Muhammad (SAW) encouraged people to be hardworking and self-reliant, as self-reliance and hard work are concrete steps to achieving sustenance, even though it may involve various risks and significant challenges (Halimatus Sakdiya, 2010). Good work is the result of effort, utilizing one's abilities, and adhering to ethical standards (Ali Aslan Gumusay, 2015). Islamic teachings view entrepreneurship as essential. Although Islam does not explain the concept of entrepreneurship or entrepreneurship education in detail, there is a close connection between the two, even though the terminology may vary (Aprijon, 2013). Entrepreneurship education can be defined as an effort in developing teaching methods to instill entrepreneurial values that shape the character and behavior of students in entrepreneurship, enabling them to develop a mindset, motivation, and creative skills (Putri Kemala Dewi, 2018). According to Linan (2011), entrepreneurship education is one of the factors that can increase entrepreneurial attitudes. Generally, entrepreneurship education aims to raise awareness of entrepreneurship as a career choice and increase understanding of the process of establishing and managing new businesses (Arasti, 2012). Entrepreneurship education influences a greater increase in entrepreneurial intentions compared to business knowledge. Ismail (2009) stated that entrepreneurial intentions can be influenced by entrepreneurial attitudes and contextual factors. Entrepreneurship education is an instructional activity about entrepreneurship, encompassing the development of knowledge, skills, attitudes, and personal character appropriate to students' age and development.

The relationship between entrepreneurship education and entrepreneurial intentions indicates that entrepreneurial intentions are the cognitive reflection of actions that individuals plan to take, either establishing new businesses or creating new values within existing companies. Entrepreneurial intentions are influenced by environmental factors and personal characteristics. Environmental factors, including social, economic, political, and infrastructural developments, are reflected in attitudes towards entrepreneurship and significantly impact entrepreneurial intentions. Entrepreneurship education not only provides theoretical foundations on entrepreneurship but also shapes attitudes, behaviors, and mindsets of entrepreneurs. It is an investment in preparing students and communities to start new businesses by integrating experience, skills, and essential

knowledge to develop and expand a business network. In conclusion, entrepreneurship education aims to make individuals capable of producing beneficial outcomes through creative and innovative ideas, whether in the production of goods or services with market value, benefiting both themselves and others. Thus, entrepreneurship education holds extensive benefits, contributing to personal and community development. It is essential to instill self-reliance and entrepreneurship in individuals, making them independent and hardworking entrepreneurs.

According to William Wijaya (2022), the culture of job-seeking rather than job creation still prevails in society, limiting the number of job creators (job seekers). To address the ongoing social issues, one appropriate business model is social entrepreneurship or sociopreneurship. Sociopreneurship is a form of entrepreneurship that prioritizes resource fulfillment to provide solutions to social problems, directly or indirectly affecting society (Dwi Prasetyani, 2020). Sociopreneurs apply social values and gradually address socio-economic problems (Suyatna & Nurhasanah, 2017). Mair and Marti (2006) define social entrepreneurship as an innovative process that utilizes various resources to gain profits or benefits from existing opportunities while aiming to meet social needs and responsibilities. Promoting entrepreneurial intentions among students, particularly in the realm of sociopreneurship, can be a viable approach to reducing social issues in the present. Encouraging and increasing students' intentions to engage in sociopreneurship can be an alternative in addressing persistent social problems. The business sector, especially social entrepreneurship, is considered an indicator of building Indonesia's economy. Thus, cultivating and enhancing students' intentions to start and run social entrepreneurship can lead to reducing social issues within the community. According to Asmani (2011), entrepreneurship education is expected to serve as a support system in igniting the spirit and desire to start a business, become independent, create, and contribute to the national economy. Furthermore, based on the research conducted by Blegur and Handoyo (2020), it is stated that entrepreneurship education has a positive and significant relationship with students' entrepreneurial intentions. Another specific study on social entrepreneurial intentions was conducted by Putri (2018), which indicated that providing entrepreneurship education to students can enhance their intentions to engage in entrepreneurship, particularly in social entrepreneurship.

Entrepreneurial attitudes are crucial initial assets for entrepreneurs. Through entrepreneurship education in pesantren (Islamic boarding schools), educators can instill an entrepreneurial mindset in the students by imparting entrepreneurial values through the educational process. Additionally, the formation of an entrepreneurial mindset can be achieved through motivation. Attitude involves two main aspects: an individual's belief that displaying or not displaying certain behaviors will lead to specific consequences or outcomes, and an individual's knowledge aspect the attitude object, which can also be an individual's opinion that may not necessarily align with reality. According to Wijaya (2007), the more positively an individual believes in the consequences of an attitude object, the more positive their attitude towards that attitude object will be, and vice versa. This statement is a step in preparing students to start new businesses by integrating experience, skills, and essential knowledge to develop and expand a business.

TPB (Theory of Planned Behavior), developed by Ajzen in 1991, has become one of the most renowned theories widely used in social and behavioral sciences to explore intentional human behavior (Dao et al., 2021), particularly in the field of entrepreneurship (Linan and Chen, 2009). TPB is regarded as a social cognitive model that examines rational decisions related to considerations of the perceived advantages and disadvantages of the intended behavior before the actual behavior takes place (Ajzen and Fishbein, 2005). In other words, TPB can be applied to any behavior that requires a certain level of planning. TPB has already established itself and is commonly used to explore and predict human behavior across various life domains (Gorgievski et al., 2018), such as health-related behavior (e.g., Webb and Sheeran, 2006), green purchasing behavior (e.g., Nguyen, 2019), and criminal behavior (Keller and Miller, 2015). TPB assumes that behavior can be explained by the intention to perform that behavior (Ajzen and Fishbein, 2005). Behavioral intention is inferred to capture an individual's decision to act in a particular way and reflects their motives for engaging in the intended action (Ajzen, 2020). Krueger and Carsrud (1993, p. 315) have argued that the cognitive process of entrepreneurship can be explained by TPB as "intentions require an activating cognitive process that channels beliefs, perceptions, and other exogenous factors into intentions to act, and then into the act itself," while Fayolle and Linan (2014) describe entrepreneurial intentions as a level of cognitive awareness related to starting a new business. In cognitive psychology, behavioral intention is defined as the immediate cognitive state before performing a specific behavior. Thus, entrepreneurial intention is also defined as a reasoned cognitive process that leads to the decision to engage in a new business venture (Al-Mamary et al., 2020). The intention approach has become an increasingly interesting topic in recent entrepreneurial studies due to its central role in the entrepreneurial process (e.g., Pham et al., 2021; Elnadi and Gheith, 2021). It has also been empirically proven that intentional entrepreneurial behavior is deliberate, planned, and can be explained by entrepreneurial intention

(Gieure et al., 2020; Shirokova et al., 2016). Linan et al. (2011) reported that based on TPB, individual entrepreneurial intentions can be predicted by three motivational precursors: attitudes towards entrepreneurship, subjective norms, and perceived behavioral control. Attitudes towards behavior refer to the extent to which an individual has a favorable or unfavorable disposition to respond to a specific behavior. It also depends on their evaluation of the anticipated outcomes of that action. Based on the explanation above, the research paradigm formed in the research model is explained in Figure 1.

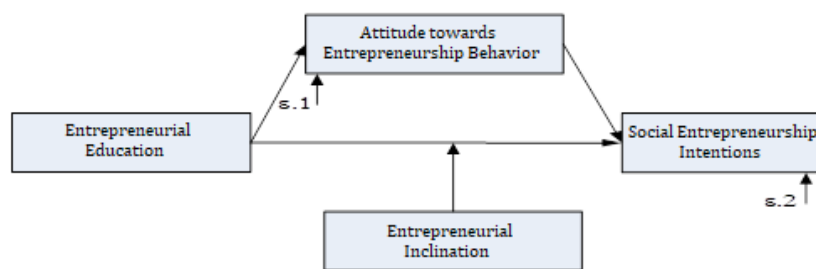


Figure 1. Image of the research model

2. RESEARCH METHODS

Data was collected from 250 students (santri) of pesantren in Cirebon using a questionnaire containing statements on a five-point numeric scale. The data analysis was conducted using Regression.

Entrepreneurial Intention (EI): Dependent variable. It is constructed from a set of six phrases adapted from the instrument designed by Linan & Chen (2009).

- I am determined to establish a company in the future.
- I save money to become an entrepreneur.
- My professional goal is to become an entrepreneur.
- I will make every effort to start and run my own business.
- After completing my studies, I want to work in established companies.
- The possibility of starting my own business is very high.

Attitude towards Entrepreneurship Behavior (ATE): This variable is measured through seven sentences, describing the attitude of the person in different circumstances. They are taken from the instrument created by Liñán & Chen (2009) and Lepoutre et al. (2010).

- Becoming a social entrepreneur implies more benefits than drawbacks for me.
- A career as a social entrepreneur is appealing to me.
- If I have the opportunity and resources, I would like to start a firm.
- Being a social entrepreneur will bring great satisfaction to me.
- Among various options, being a social entrepreneur brings significant satisfaction to me.
- Social entrepreneurs are job creators.
- Entrepreneurship is the foundation for creating wealth, benefiting us all.

Entrepreneurial Education (EE): This variable is measured through six sentences, describing the importance and how valuable was the course of entrepreneurial education. The affirmations were taken from Keat, et al., 2011

- Knowledge about the business environment.
- Increasing positive recognition towards entrepreneurs.
- Preference for becoming an entrepreneur.
- Skills required to become an entrepreneur.
- Entrepreneurial intentions have been aroused.
- Business opportunity identification.

Entrepreneurial Tendencies (ET): in this study refer to the statements expressing the seriousness of considering becoming an entrepreneur. To measure the construct of entrepreneurial tendencies, the items were developed by Anwar and Saleem (2019b). Therefore, the measurement is done by asking the question "Are you seriously considering becoming an entrepreneur after completing your studies?" Students who answered "yes" are considered as "entrepreneurially inclined" students, while those who answered "no" are considered "not entrepreneurially inclined." Yes responses are coded as 2, and no responses are coded as 1. I use normality tests through skewness and kurtosis tests, and I will include an explanation in the manuscript before carrying out the t-test.

3. RESULTS AND DISCUSSIONS

The results of the research related to the variables of social entrepreneurship intention, Islamic values, and entrepreneurial attitudes can be seen in the following table. For hypothesis testing and model validation, the research model testing is explained in Table 1.

Table 1. Summary of average scores for each research variable

Variables	Indicator	Category
Entrepreneurial Education (X)	Knowledge about the business environment.	High
	Increasing positive recognition towards entrepreneurs.	High
	Preference for becoming an entrepreneurs.	High
	Skills required to become an entrepreneurs.	High
	Entrepreneurial intentions have been aroused.	High
	Business opportunity identification.	High
Attitude towards Entrepreneurship Behavior (M)	Becoming a social entrepreneur implies more benefits than drawbacks for me.	High
	A career as a social entrepreneur is appealing to me.	High
	If I have the opportunity and resources, I would like to start a firm.	High
	Being a social entrepreneur will bring great satisfaction to me.	High
	Among various options, being a social entrepreneur brings significant satisfaction to me.	High
	Social entrepreneurs are job creators.	High
Entrepreneurial Inclination (Z)	Entrepreneurship is the foundation for creating wealth, benefiting us all.	High
	Are you seriously considering becoming an entrepreneur after completing your studies	High
	I am determined to establish a company in the future.	High
	I save money to become an entrepreneur.	High
	My professional goal is to become an entrepreneur.	High
	I will make every effort to start and run my own business.	High

For hypothesis testing and model validation, the research model testing is explained in Table 2.

Tabel 2. Result of One-Way ANOVA Substructure

Model	F	Sig	R	R Square
Structure 1	18,387	0,00	0,263	0,069
Structure 2	51.784	0,00	0,544	0,295

Based on the calculations of the first model test, the influence of entrepreneurship education (X) on entrepreneurial attitude (M) resulted in $R^2 = 0.069$, $F = 18.387$ ($P = 0.00$), indicating a significant relationship. This means that entrepreneurship education (X) has a positive effect on entrepreneurial attitude (M). The magnitude of the influence of entrepreneurship education (X) on entrepreneurial attitude (M) is 6.9%, and the remaining 93.1% is influenced by other unexamined factors. The more positive the entrepreneurship education, the higher the entrepreneurial attitude.

Moving on to the second model test, which examines the influence of entrepreneurship education (X) and entrepreneurial attitude (M) on social entrepreneurship intentions (Y), the results showed $R^2 = 0.295$, $F = 51.784$ ($P = 0.00$), indicating a significant relationship. This indicates that entrepreneurship education (X) and entrepreneurial attitude (M) have a positive effect on social entrepreneurship intentions (Y). The magnitude of the influence of entrepreneurship education (X) and entrepreneurial attitude (M) on social entrepreneurship intentions (Y) is 29.5%, and the remaining 70.5% is influenced by other unexamined factors. The more positive the entrepreneurship education and entrepreneurial attitude, the higher the social entrepreneurship intentions.

This study employed path analysis, examining specific substructures based on the developed hypotheses. Therefore, the author performed calculations using the research model. This model tested the influence of entrepreneurship education (X) and entrepreneurial attitude (M) on social entrepreneurship intentions (Y). The results of these calculations are presented in Table 3.

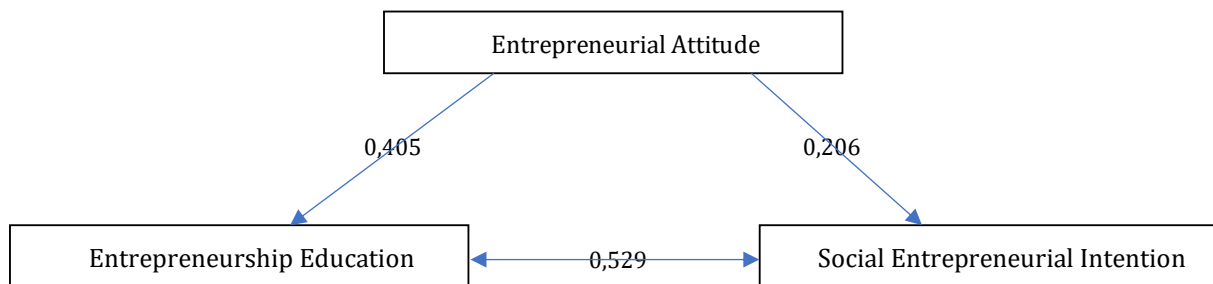
Tabel 3. Hypothesis test results

Model	The Influence of Variables	Path Coefficients	t value	Sig	Hypothesis
1	Entrepreneurship Education	0,405	4,288	.000	Accepted
2	Entrepreneurship Education	0,529	8,392	.000	Accepted
	Entrepreneurial Attitude (M)	0,206	5,102	.000	Accepted

The hypothesis testing was divided into two models. The first model examined the relationship between entrepreneurship education and entrepreneurial attitude. The influence of entrepreneurship education on entrepreneurial attitude obtained a t-value of 4.288, with a p-value of 0.000, indicating a significant effect. This means that entrepreneurship education has a positive influence on entrepreneurial attitude, accounting for $(0.405)^2 = 0.164025$ or 16.40%. The remaining 83.59% is influenced by other unexamined factors. Through hypothesis testing, it can be concluded that the more positive the entrepreneurship education, the higher the entrepreneurial attitude.

In the second model, the influence of entrepreneurship education on social entrepreneurship intentions obtained a t-value of 8.392, with a p-value of 0.000, indicating a significant effect. This means that entrepreneurship education has a positive influence on social entrepreneurship intentions, accounting for 0.529, which corresponds to $(0.529)^2 = 0.279841$ or 27.98%. The remaining 72.01% is influenced by other unexamined factors. Therefore, the more positive the entrepreneurship education, the higher the social entrepreneurship intentions.

Next, the influence of entrepreneurial attitude on social entrepreneurship intentions was tested. The results showed that the influence of entrepreneurial attitude on social entrepreneurship intentions obtained a t-value of 5.102, with a p-value of 0.000, indicating a significant effect. This means that entrepreneurial attitude has a positive influence on social entrepreneurship intentions, accounting for 0.206, which corresponds to $(0.206)^2 = 0.042$ or 4.24%. The remaining 95.75% is influenced by other factors. Thus, the more positive the entrepreneurial attitude, the higher the social entrepreneurship intentions.

**Figure 2.** The empirical research model

The main objective of this research is to assess the influence of entrepreneurial education and entrepreneurial attitude on social entrepreneurial intentions. Specifically, the author aims to explore the significance of each component of the Theory of Planned Behaviour in explaining social entrepreneurial intentions. The results of the calculations show that both entrepreneurial education and entrepreneurial attitude have a significant impact on social entrepreneurial intentions. This indicates that entrepreneurial education and attitude are determining factors in shaping social entrepreneurial intentions, meaning that the level of social entrepreneurial intentions is influenced by entrepreneurial education and attitude.

Social entrepreneurial intentions are explained by entrepreneurial education, accounting for 0.529 or 27.98%, meaning that the level of social entrepreneurial intentions is influenced by entrepreneurial education. Therefore, entrepreneurial education is an important variable in determining social entrepreneurial intentions. The research results also show that entrepreneurial education can be related to other entrepreneurship antecedents, such as intentions (Entrialgo and Iglesias, 2016). Studies reveal positive correlations between entrepreneurial education and entrepreneurial intentions (Handayati et al., 2020; Otache et al., 2019; Westhead and Solesvik, 2016), while others report conflicting results or insignificant effects (Nowiński et al., 2019; Sánchez, 2013). This is consistent with Handayani's opinion that entrepreneurial education positively influences students' entrepreneurial intentions and entrepreneurial mindset. It is evident that entrepreneurial education positively stimulates the entrepreneurial intentions of vocational high school students through their entrepreneurial mindset.

The results of the influence of entrepreneurial education on social entrepreneurial intentions with the mediation of entrepreneurial attitude are presented in Table 4.

Table 4. Results of mediation test

Model	The Influence of Variable	Path Coefficients	t value	Sig	Hypothesis Testing
1	EE - EA - SEI	0,445	7,156	.000	Accepted

In the results of the mediation test, it is found that entrepreneurial attitude, as a mediating variable, is able to mediate the influence of Islamic values on the social entrepreneurial intentions of students in pesantren (Islamic boarding school) in Cirebon. This is evidenced by the analysis with a calculated t-value of 7.156 > t-table value of 1.651 and a significance value of 0.000 < 0.05. Therefore, H₀ is rejected and H_a is accepted. It means that entrepreneurial attitude, as a mediating variable, influences the relationship between entrepreneurial education and social entrepreneurial intentions of students in pesantren in Cirebon. Thus, it can be concluded that higher entrepreneurial education is associated with an increase in entrepreneurial attitudes among students in pesantren. As entrepreneurial attitudes increase, the social entrepreneurial intentions of students also increase. Moreover, the nature of mediation in this study is partial mediation, where entrepreneurial attitudes play a crucial role in enhancing the social entrepreneurial intentions of students in pesantren in Cirebon. The result of moderation test in the following Table 5.

Table 5. Result of moderation test

Coefficients ^a						
Model		Unstandardized Coefficients	Standardized		t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.671	1.152	.095	14.475	.000
	Entrepreneurship Education	.107	.069	.595	1.538	.125
	Moderate	.161	.017		9.644	.000

a. Dependent Variable: Social Entrepreneurial Intention

In the results of the moderation test, it was found that entrepreneurial tendencies as a moderator variable can strengthen the influence of entrepreneurship education on social entrepreneurial intention among students in Islamic boarding schools in the City of Cirebon. This is evident from the analysis results with the t-value of 9.644, which is greater than the t-table value of 1.651, and a significance value of 0.000, which is less than 0.05. Therefore, the null hypothesis (H₀) is rejected, and the alternative hypothesis (H_a) is accepted. This means that the variable of entrepreneurial tendencies as the moderator predictor variable plays a role only as an independent predictor variable in the established relationship model. The entrepreneurial tendencies as a moderator variable can strengthen the influence of entrepreneurship education on social entrepreneurial intention among students in Islamic boarding schools in the Cirebon Regency. Consequently, it can be concluded that the higher the entrepreneurial tendencies, the stronger the influence of entrepreneurship education on social entrepreneurial intention.

Based on the above research results, entrepreneurial tendencies have a positive influence on the influence of entrepreneurship education on social entrepreneurial intention. If the students' entrepreneurial tendencies are higher, the influence of entrepreneurship education will also be higher. Previous studies have established the notion that entrepreneurship education is one of the main determinants of entrepreneurial intentions in individuals (Anwar & Saleem, 2019a; Anwar et al., 2020; Hassan, Saleem, Anwar, & Hussain, 2020). Entrepreneurship education not only acts as a direct precursor to entrepreneurial intentions but also functions as a mediator between cognitive factors and intentions (Rauch & Hulsink, 2015) and as a moderator between contextual and cognitive factors and entrepreneurial intentions (Anwar et al., 2020; Hassan et al., 2020). Previous studies have also confirmed that individuals with entrepreneurial tendencies differ from non-tendency individuals when it comes to understanding entrepreneurial characteristics, competencies, and other cognitive and contextual factors (Anwar & Saleem, 2019b; Gurol & Atsan, 2006). They argue that individuals with entrepreneurial tendencies, when exposed to entrepreneurship education, are more likely to learn the pros and cons of the entrepreneurial process better than non-tendency individuals. Therefore, this assumption suggests that the influence of entrepreneurship education on intentions will be stronger for individuals with entrepreneurial tendencies compared to non-tendency individuals, and this research hypothesizes accordingly. The summary of research hypothesis testing in Table 6.

Table 6. Summary of research hypothesis testing

No	Research hypothesis	Testing	Information
1	Entrepreneurship education towards entrepreneurial attitude	Accepted	Significant
2	Entrepreneurship education towards social entrepreneurial intention	Accepted	Significant
3	Entrepreneurial attitude towards social entrepreneurial intention	Accepted	Significant
4	Entrepreneurial tendencies moderating the relationship between entrepreneurship education and social entrepreneurial intention	Accepted	Significant

4. CONCLUSION

Based on the results of hypothesis testing and discussions, it is evident that all components of the theory of planned behavior have the following impacts:

1. Entrepreneurship education has a positive influence on entrepreneurial attitudes among students in pesantren schools in Cirebon City. This indicates that to enhance entrepreneurial attitudes among students, it is necessary to instill entrepreneurial attitudes through entrepreneurship education, so that the students have knowledge and insights into entrepreneurship. Consequently, the more positive the entrepreneurship education, the higher the entrepreneurial attitudes.
2. Entrepreneurship education has a positive influence on social entrepreneurial intentions among students in pesantren schools in Cirebon City. This suggests that to enhance social entrepreneurial intentions among students, it is important to include entrepreneurial intentions as part of entrepreneurship education, so that the students acquire knowledge and insights into entrepreneurship. Consequently, the more positive the entrepreneurship education, the higher the social entrepreneurial intentions.
3. Entrepreneurial attitudes have a positive influence on social entrepreneurial intentions among students in pesantren schools in Cirebon City. This indicates that to enhance social entrepreneurial intentions among students, it is crucial to instill entrepreneurial intentions through the cultivation of entrepreneurial attitudes, so that the students develop positive attitudes and behaviors towards entrepreneurship. Consequently, the more positive the entrepreneurial attitudes, the higher the social entrepreneurial intentions.

Entrepreneurial tendencies have been proven to moderate the relationship between entrepreneurship education and social entrepreneurial intentions. This shows that entrepreneurial tendencies play a significant role in influencing the relationship between entrepreneurship education and social entrepreneurial intentions.

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