

THE EFFECT OF ENTREPRENEURSHIP TRAINING AND ISLAMIC ENTREPRENEURSHIP KNOWLEDGE ON ENTREPRENEURIAL INTEREST

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Abstract: Unemployment at the level of tertiary graduates increases in 2019. Entrepreneurship training is expected to increase students' interest in entrepreneurship for the sake of creating broad jobs. Besides, entrepreneurial knowledge also plays an important role related to entrepreneurial interests. Therefore, in this study aims to determine the effect of entrepreneurship training and Islamic entrepreneurship knowledge on entrepreneurial interest. The research used was quantitative research with survey research methods. Sampling using simple random sampling from 155 students from a total population of 271 students in three different study programs that are members of the IEB program, namely Islamic economics, management, and informatics engineering courses. (IEBC) is an intensive training program organized in a conducive Pesantren university education environment. Based on the results of the study, there is a positive and significant effect on entrepreneurship training and entrepreneurial knowledge on entrepreneurial interest with the results of multiple linear regression tests. The result of this research indicates that the higher the entrepreneurship training and Islamic entrepreneurship knowledge, the higher the interest in entrepreneurship. From this research, it can be concluded that the Islamic Entrepreneur Bootcamp should better equip students or participants with entrepreneurship training and Islamic entrepreneurship knowledge to increase the interest of entrepreneurial students. This study also suggests the next researcher applies the research to a broader object.

Keywords: Entrepreneurial Interest, Entrepreneurship Training, Islamic Entrepreneurship Knowledge.

1. Introduction

The high unemployment rate caused by a large number of job seekers not supported by the number of available job openings. In terms of education, many of the diploma and tertiary graduates do not work. The level of open unemployment of tertiary education graduates with a range of S1 to S3 reaches 737,000 people. Although the percentage of unemployment turnover compared to 2018, the figure is above the national unemployment average of 5.28 percent (Ari Anggara, 2019). In this case, universities are expected to be able to foster entrepreneurial interest to contribute to creating broad employment opportunities.

An Interest is a sense of preferability and a sense of attachment to a thing or activity, without anyone asking. With interest, someone will be more active in doing something with all forms of potential. Likewise, with the interest in entrepreneurship, a person will always take advantage of opportunities that exist to successfully reach his goals (Djayusman, Anggara, Ihsan, & Kurniawan, 2019).

Entrepreneurship is important because entrepreneurship is a process of fundamental transformation: from innovative idea to enterprise and from enterprise to value . Because in 2017 the ratio of Indonesian entrepreneurs increased 3.1 percent from 2016 which was only 1.65 . However, by consensus, a country to progress, ideally has an entrepreneur as much as 5% the total of population which can be a competitive advantage of the nation . The explanation above shows that more and more entrepreneurs will make business competition stronger, and the qualifications of prospective employees more stringent. The skills and uniqueness will be added value as well as excellence in competing for entrepreneurs for the sustainability of their businesses. Thus, training is expected to be able to create the skills and uniqueness needed in the business world.

Training to provide provisions to students is one of the means to increase the number of entrepreneurs. Because life and livelihoods that are based on human values both for themselves and their environment individually and in groups require the abilities that are formed through education and the development of knowledge, skills, and certain values and attitudes which may be implemented in schools or out of school . So that training and education in colleges is important to do. Mentioned by Robbins, that training is as a means of changing perceptions, attitudes and adding skills, increasing the ability for the sake of assessment and knowing performance . It is hoped that the training conducted in schools and universities will be able to shape and build entrepreneurial interest.

In this context entrepreneurial knowledge also has a very important role to foster interest in entrepreneurship. Other than that, One, of the causes of the low level of active business or entrepreneurship in Indonesia is the low knowledge about entrepreneurship which results in the problem of unemployment and poverty . Also, entrepreneurial knowledge is important because entrepreneurial knowledge is expected to be able to provide a theoretical foundation on the concept of entrepreneurship, shape the mindset, attitude, and behavior of an entrepreneur .

For a Muslim, entrepreneurship activities are actually higher in degree, namely in the context of worshipping Allah SWT . Famous Islamic figures as tough merchants or entrepreneurs, Abdul Ghani Aziz, Agus Dasaad, Djohan Soetan, Perpatih, Jhohan Soelaiman, Haji Samanhudi, Haji Syamsuddin, and many more . The figure above is one proof that Islam has high knowledge about entrepreneurship not inferior to other figures. It is true what the Prophet said, "You should trade because in it there are 90 percent of the door to wealth"(HR. Ahmad) .

Although in the Quran it is not explained in-depth, in its history, Rasulullah SAW and his wife are foreign merchants who are skilled in terms of entrepreneurship. Therefore, it is no stranger to say that entrepreneurial knowledge is inherent in a Muslim. In its history, one of Islam's expansions was carried out through trade, because Muslim entrepreneurs have knowledge and noble values.

UNIDA is Gontor implementing a boarding system, mosque, sports facilities, lecture facilities, destruction, offices and lecturers' permits and other facilities within an integrated campus, which will then create a conducive environment for students and intensive interaction with lecturers. With its exclusive boarding system, UNIDA Gontor can truly value the fraternity, sincerity, simplicity, self-reliance, and so on. UNIDA Gontor is also known as the only university that uses Arabic and English as a medium of education and teaching. For example, students are required to write papers and final examinations using Arabic or English. One of the programs and facilities to train students and get to know the business world is the Islamic Entrepreneur Bootcamp.

Islamic Entrepreneur Bootcamp (IEBC) is an intensive training program organized in a conducive university education environment. IEBC is also expected to be one of the solutions to answer the challenges of the big wave of the industrial revolution 4.0. These challenges must be faced and by preparing mature and qualified human resources. Gontor University alumni are expected to become one of the pesantren universities with superior seeds and provide inspiration and contribution to respond to these challenges. Is-

Islamic Entrepreneur Bootcamp participants are divided into 2 participants, namely Undergraduate and college students of the University of Darussalam Gontor. While the object of this research is Undergraduate students consisted of 3 different departments at University of Darussalam Gontor (Kurniawan, & Fajri 2019).

Based on the introduction above, on this occasion researchers were encouraged to research the effect of entrepreneurship training and Islamic entrepreneurship knowledge on the interests of student entrepreneurs. In this case, the research object of the study was conducted at University of Darussalam Gontor students who were members of the Islamic Entrepreneur Bootcamp program. With the expectation of this research can foster interest and willingness of students to become entrepreneurs for the creation of broad employment and reduce high unemployment and help boost the economy of the Republic of Indonesia. So, the authors raise the title of scientific research namely "The Effect of Entrepreneurship Training and Islamic Entrepreneurship Knowledge on Entrepreneurial Interest".

2. LITERATURE REVIEW

2.1. *Entrepreneurship Training*

Training has a crucial role and position, one of which is in the development of small businesses in research conducted by Rina Irawati . Dwi Pitriyanti's research also explains that training influences entrepreneurial interest . Besides, within the scope of tertiary institutions, training influences student anxiety in dealing with the world of work. in a study conducted by Lia Christiyanti. Thus, the higher the interest in entrepreneurship, the more entrepreneurs will be born. Then, it is expected to be an alternative to reducing the unemployment rate and breaking the poverty chain (Fasa, Aviva, Firmansah, & Suharto, 2019).

Training is based on the word training, according to KBBI training is learning and getting used to being able to (do) something or do it to be normal. While training itself is a process, method, act of training activities or training work. Valerio believes that entrepreneurship training as a program tends to focus explicitly on building knowledge and skills in preparation for starting a business, which in this training program, guides participants to engage in the practice.

The general objectives of the training are as follows: (1) to develop skills so that work can be completed faster and more effectively, (2) to develop knowledge, so that work can be completed rationally, and (3) to develop attitudes, to create a willingness to cooperate with fellow employees and with management (leaders) .

From the description above take several dimensions or indicators carried out by the previous research including a planned and systematic effort, Provide work skills, Have certain skills (Heri Aryadi. 2017), Program Design, Presentation Method, Content and Curriculum, Wrap-Around Services (Valerio, A., Parton, B. & Robb, A. 2014).

3. Results
This section may be divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn.

2.2 *Islamic Entrepreneurship Knowledge*

In a study conducted by Rosa Caiazza, Aileen Richardson and David Audretsch, entitled knowledge effects on competitiveness: from firms to regional advantage explains that the knowledge of an area will effect competitiveness, entrepreneurial enterprise, and increase competitive advantage. The research also explains the relevance and importance of knowledge in entrepreneurship .

Knowledge is the result of sensing sensitivity to an object or information that has been obtained, through learning or the surrounding environment . Knowledge has also been a key factor in influencing perception, and this trend is planned to be increased . Meanwhile, entrepreneurship knowledge is all that is known about all forms of information in the form of memory and understanding of ways of trying to cause the

courage to take risks in pioneering, running, and developing a business. Entrepreneurial knowledge is all forms of information from the results of the learning process that they experience that is processed and processed in the cognitive realm in the form of memory and understanding of ways of trying to cause courage to take risks rationally and logically in handling a business.

Islamic entrepreneurship, like any other human activity, follows the same set of rules and strives to achieve the same ultimate goal of pleasing The Almighty Allah. From the explanation and understanding above it can be concluded that Islamic entrepreneurship knowledge is the entirety of what is known about all forms of information and the results of the learning process through attitudes, knowledge, and skills that are processed and etched in the cognitive realm in the form of memory and understanding of how to try with values and Islamic teachings, the Qur'an and the Hadith as guidelines to create pious and wise entrepreneurs and the hereafter as their final destination.

Islam highly upholds the values of goodness in all aspects of life, including conducting business activities. Entrepreneurship and business have a special place in Islam as a religion. This is illustrated by the Holy Qur'an, where Allah S.W.T. says: "by men whom neither traffic nor merchandise can divert from the remembrance of Allah, nor from regular prayer, nor from the practice of regular charity" (Qur'an, 24:37). Furthermore, Ghoul (2015), Ramadani et al. (2015a) and Vargas-Hernández et al. (2010) have proposed that entrepreneurship is part of Islamic culture, while Islam invites all Muslims to become entrepreneurs.

According to Buchari Alma stated that the background to the emergence of entrepreneurial interests is the family environment, education, personal values, age, and work history. Being honest, working hard, neat recording, praying to Allah SWT is one of the actions that is always done by Islamic entrepreneurs when doing business. Because in Islam all activities done by someone will always get a reward. Someone who does bad things will be given bad things, as well as someone who always does good things will be rewarded with good in the world or the hereafter. Among the entrepreneurial values that are always taught by Islam in entrepreneurship include Honesty, Hard work, Keep Promises, Orderly administration, Always Pray, Paying Zakah & Shodaqoh, Have a leadership Spirit (Hasnah Rimiyati & Munjiati Munawaroh 2016).

2.3. Entrepreneurial Interest

In this research, the interest of entrepreneurship to be studied is college students. The students' entrepreneurial interest was a source of future entrepreneurs. Therefore, college students have an important role and position to increase entrepreneurship. It is sought not only to reduce unemployment but to improve quality of life. The presence of entrepreneurship is not merely as a driving force for the social economy, but as a pusher of social change for improving the quality of human life. Social change means the decrease of poverty, depletion of gap income, and the decrease in unemployment.

Entrepreneurial interest is the desire, interest, and willingness to work hard or strong-willed to be self-sufficient or try to make ends meet without fearing the risks that will occur, and always learning from failures experienced. Interest in entrepreneurship is the desire and willingness to work hard or strong-willed to stand up or try to fulfill their life without being afraid of the risks that will occur, and strong will to learn from failure. The entrepreneurial interest is not only the desire of the inner self but also the potential of establishing a business.

Entrepreneurial interest arises because it is preceded by knowledge and information about entrepreneurship which is then followed by a participatory activity to gain experience where finally the desire to carry out the activity arises. Entrepreneurial interest is not just owned by someone but can be fostered and developed.

Indicators of entrepreneurial interest include Revenue / profit, Desire, Social status, Practicing responsibilities, Practicing discipline, According to talent (Yudi Siswandi, 2013), Willingness to achieve life goals, Strong belief in one's strength, Honest attitude and

responsibility, Physical endurance, mental perseverance, tenacity, work, and effort, Creative and constructive thinking, Oriented to the future, and dare to take risks (Purnomo 2005).

3. RESEARCH METHODS

3.1. Types of Research

Quantitative approach used in this study. Quantitative methods can be interpreted as a research method based on positivism philosophy, used to examine populations or specific samples, collecting data using research instruments, analyzing quantitative/statistical data with the aim of testing hypotheses that have been established. The data then processed and analyzed to obtain something scientific information behind these numbers. The data to be examined is presented in the form of a questionnaire distributed to respondents and will then be processed using SPSS 20.0 tools to find the results of research.

This study consisted of independent variables, namely Islamic Entrepreneurship Training and Knowledge and the dependent variable, namely Student Entrepreneurial Interest. Quantitative method used to know the influence of independent variables on dependent variable.

3.2. Population and Sample

The population is a generalization area that consists of objects/subjects that have certain quantities and characteristics that are applied by researchers to be studied and then drawn conclusions. The population in the study consisted of 3 different departments that were incorporated into Islamic Entrepreneur Boot Camp. The participants include a Department of Islamic Economics, Management, and Information Engineering totaling 271 students based on the 2019 Academic Administration and Student Affairs Bureau data.

While the sample is part of the number and characteristics possessed by the population. To determine the number of samples used from the existing population, calculated by Isaac and Michael's table. So, from a population of 271 rounded up in counting using the Isaac and Michael tables is 280. So that the results obtained are 155 for errors of 5% of the total population of 271. This is based on the proportion formula or Isaac and Michael's table which has provided the calculation results to determine the number of samples with an error rate of 1%, 5%, and 10%. In this study, the level of error taken in determining the number of samples is 5% which the results of the determination can be seen in the Isaac and Michael tables.

3.3 Data Source

One of the main things that can determine the quality of research is the quality of data collection. Therefore, to obtain information and data, researchers use the following data collection techniques. In this study, for primary data consisted of 3 different departments that were incorporated into Islamic Entrepreneur Boot Camp (Kurniawan, Maemunah 2019). The participants include a Department of Islamic Economics, Management, and Information Engineering totaling 271 students. While the secondary data is data that is published or used by organizations that are not processors.

3.4 Analysis Techniques

a) Data Validity Test

The instrument is declared valid if it can disclose data from variables appropriately. As for validity, it shows the extent to which a tool can measure what should be measured. In this case, the study uses a Product Moment. Data is said to

be valid when $r_{count} > r_{table}$, and data is said to be invalid if $r_{count} < r_{table}$. The r_{table} becomes a comparison so that it will get a conclusion from the analysis .

b) Data Reliability Test

Reliability shows the understanding that an instrument can be trusted enough to be used as a data collection tool because the instrument is good . In this case the researchers used the data reliability test with Cronbach's alpha method because the most common method. With reliable provisions, if the alpha conbach number > 0.60 then the instrument is reliable and vice versa .

c) Classic Assumption Test

1. Normality Test

Normality test aims to determine whether the data is normally distributed or not. The normality of a data is important because with normally distributed data, the data is considered to represent a population. In SPSS, the validity test that is often used can be seen from the probability plot graphic. According to Imam Ghozali , the regression model is said to be normally distributed if the plotting data that describe the data actually follow or are around a diagonal line.

2. Multicollinearity Test

Multicollinearity test aims to test whether the regression model found a correlation between independent variables. In a good regression model there should be no correlation between independent variables. Multicollinearity test is done by looking at the value of variance inflation factor (VIF) or value of Tolerance. If the value of $VIF < (10,00)$ or value of Tolerance $> (0,1)$, it can be concluded that there is no multicollinearity .

3. Heteroscedasticity Test

"Heteroscedasticity is perhaps most often considered in cases of linear regression through the origin, although that is no means the limitation of usefulness" . A regression model that meets the requirements is where there is a similarity in variance from the residuals of one observation to another which is fixed or called homoscedasticity. The method of analyzing the SPSS test for heteroscedasticity is to use the Scatterplot Test. The scatterplot itself is a diagrammatic tool used to show the relationship between the X and Y variables through the depiction of the values of these variables . that is, if the distribution of points in the plot does not represent a certain pattern or form, it is free from heteroscedasticity .

d) Multiple Linear Regression Analysis

"multiple linear regression analysis is used if the research intends to predict how the condition of the criterion variable if two or more variables predict the manipulation" . Based on the number of independent sub-variables (X) to the dependent variable (Y), the analysis technique used is multiple linear regression. This analysis is used to find out how close the relationship between several independent variables is with a dependent variable. and is used to find out the input of each independent sub variable to the dependent variable so that it can be seen which sub-variable most influences the dependent variable. The formula for multiple linear equations is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

With:

Y = The dependent variable is work attachment

α = Constant

β = Slope or Estimation Coefficient

e) Coefficient of Determination Test

Determination analysis is used to find out how much the influence of the independent variable (X) included in the model on the dependent variable (Y) . Or it is used to find out what percentage of the effect given by variable X on variable Y simultaneously.

f) Hypothesis Testing

1. T-Test

T-Tests are used when researchers want to evaluate the difference between effects

2. F-Test

F-Test Test whether there is a population where the sample is taken as multiple correlations (R) zero or whether there is a significant relationship between the independent variables with the dependent variable .

4. RESULT AND DISCUSSION

4.1 Validity Test

A variable instrument is said to be valid if it is able to measure what is to be measured, in accordance with what must be measured in research. According to Sugiyono the validity test is a measure that shows the levels of validity or error of an instrument. Tests performed using SPSS 20.0 can be seen in the corrected item-total correlation column which is the calculated r-value of each question.

The technique used for this validity test is Pearson product-moment correlation with a confidence level of 95% ($\alpha = 0.05$) performed by correlating the scores of each item with their total scores. The results of data validity tests that have been carried out with SPSS 20.0 obtained the following results:

Variable	Statement	R count	R table	Result
Entrepreneurship Training (X1)	X1.1	0.445	0,1577	Valid
	X1.2	0.538	0,1577	Valid
	X1.3	0.641	0,1577	Valid
	X1.4	0.595	0,1577	Valid
	X1.5	0.577	0,1577	Valid
	X1.6	0.566	0,1577	Valid
	X1.7	0.563	0,1577	Valid
	X1.8	0.568	0,1577	Valid
	X1.9	0.634	0,1577	Valid
	X1.10	0.603	0,1577	Valid
Islamic Entrepreneurship Knowledge (X2)	X2.1	0.330	0,1577	Valid
	X2.2	0.381	0,1577	Valid
	X2.3	0.299	0,1577	Valid
	X2.4	0.448	0,1577	Valid
	X2.5	0.397	0,1577	Valid
	X2.6	0.424	0,1577	Valid
	X2.7	0.464	0,1577	Valid
	X2.8	0.381	0,1577	Valid
	X2.9	0.426	0,1577	Valid
	X2.10	0.783	0,1577	Valid
	X2.11	0.319	0,1577	Valid
	X2.12	0.419	0,1577	Valid

Entrepreneurial Interest (Y)	X2.13	0.475	0,1577	Valid
	X2.14	0.412	0,1577	Valid
	Y1	0.543	0,1577	Valid
	Y2	0.571	0,1577	Valid
	Y3	0.667	0,1577	Valid
	Y4	0.448	0,1577	Valid
	Y5	0.401	0,1577	Valid
	Y6	0.632	0,1577	Valid
	Y7	0.649	0,1577	Valid
	Y8	0.626	0,1577	Valid
	Y9	0.704	0,1577	Valid
	Y10	0.652	0,1577	Valid
	Y11	0.747	0,1577	Valid
	Y12	0.641	0,1577	Valid
	Y13	0.649	0,1577	Valid
Y14	0.620	0,1577	Valid	
Y15	0.543	0,1577	Valid	

Referring to the formula $df = n - 2$ with 5%, the final result is that if the r count is greater than the r table, the items studied can be said to be valid. Conversely, if the r count is smaller than the r table then the item is invalid.

Based on the degree of freedom that has been obtained by looking at the r table, it can be concluded that the r table in this study is 0.1577. Then based on the results of the validity test, it can be concluded that the questionnaire used to collect data in this study is feasible to use because it meets the validity requirements.

4.2 Reliability Test

Reliability test is used to find out how much the degree of the test measures the measured target consistently or in other words a series of measurements or a series of measuring instruments that have consistency if measurements are carried out with the measuring instrument carried out repeatedly (Maulana, 2019). In this study, measuring reliability by calculating Alpha-Cronbach. If a variable is said to be reliable if it has a Cronbach Alpha of more than 0.60 (> 0.60). The instrument reliability test results using SPSS version 20.0 statistical aids which are then known as in the following table:

Table 7 Reliability Test Results

Variable	Reliability Coefficients	Cronbach Alpha	Result
X1	10	0.741	Reliable
X2	14	0.642	Reliable
Y	15	0.752	Reliable

From the description of the table above, the criteria used in testing reliability is when the critical value is at an error level of 5% so that a critical value of 0.600 can be known, then the instrument is declared reliable.

Based on the results of testing the validity and reliability, it can be concluded that the questionnaire used to collect data in this study is feasible to use because it meets the validity and reliability requirements.

4.3. Multiple Linear Regression

Multiple linear regression tests were performed to look for the influence of two or more independent variables on the dependent variable, namely the

Entrepreneurship Training and Islamic Entrepreneurship Knowledge on Entrepreneurial Interest. The results of the multiple linear regression test can be found in the table below:

Table 10 Multiple Linear Regression Test

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	24,918	5,074		4,911	,000
Entrepreneurship Knowledge (X1)	,559	,111	,367	5,061	,000
Islamic Entrepreneurship Knowledge (X2)	,254	,064	,286	3,948	,000

Based on the results of the above regression equation as follows formula:

$$Y = a + b_1x_1 + b_2x_2 + e$$

$$Y = 24,918 + 0,559 X_1 + 0,254 X_2 + e$$

Y : Entrepreneurial Interest

X1 : Entrepreneurship Training

X2 : Islamic Entrepreneurship Knowledge

1. $a = 24,918$

If the independent variables (X1 & X2) do not exist or are in a constant state, then decision making will reach a value of 24,918. Assuming that factors other than the model discussed are in a constant state or 0.

2. $b.1 = 0,559$

This means that the Entrepreneurship Training variable (X1) has a regression coefficient of 0.559. This has a positive effect on asking for entrepreneurship, in the sense that if Entrepreneurship Training is increased by 1 unit, the interest in entrepreneurship will increase by 0.559 units, where other factors outside the model discussed are in a constant state or 0.

3. $b.2 = 0,254$

This means that the Islamic Entrepreneurship Knowledge variable (X2) has a regression coefficient of 0.254. This shows that this variable has a positive effect on entrepreneurial interest, in the sense that if Islamic Entrepreneurship Knowledge is increased by 1 unit, then entrepreneurial interest will increase by 0.254 units, where other factors outside the model discussed are in a constant state or 0.

4.4. *Determination Coefficient Test*

The coefficient of determination (R^2) is basically to find out how much the contribution of the influence of the independent variable (X) included in the model to the dependent variable (Y). The coefficient of determination is zero and one. A small R^2 value means that the ability of the independent variables in explaining the variation of the dependent variable is very limited. A value close to one means that the independent variables provide almost all the information needed to predict

variations in the dependent variable. The coefficient of determination on the regression results:

Table 11 Determination Coefficient Test Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.532 ^a	.283	.274	5,526

Based on the following table it can be seen that the value of R² (R Square) is 0.283 or equal to 28.3%. This means that there is an influence of entrepreneurship training and Islamic entrepreneurship knowledge on entrepreneurial interest by 28.3%. While the remaining 72.7% is influenced by other variables not included in the regression model.

4. 5. *Hypothesis Testing*

There are 2 tests in testing the hypothesis namely the t and f tests.

a. T Test

T-Tests are used when researchers want to evaluate the difference between effects . The effect or not is seen from the significance value (Sig.) T with a level of significant (a) = 0.05. If the significance value $t < 0.05$ then there is an influence and if the significance value (Sig.) $T > 0.05$ then there is no effect.

Table 12 T-Test Results Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	25,007	5,004		4,997	,000
Total_X1	,553	,108	,365	5,128	,000
Total_X2	,257	,063	,290	4,071	,000

Based on the above test results it can be concluded that:

1. The entrepreneurship training variable has significance based on the t-test reference above. That X1 (entrepreneurship training) has a significantly smaller value of 0.05, which is 0,000. It can also be seen that the calculated T value (5.128) is greater than the T table (1,97569). The test results show that Ho is rejected and Ha is accepted, against the Purchase Decision variable (Y).
2. The variable Knowledge of Islamic Entrepreneurship does not have significance based on the t-test reference above. That the X2 variable (Knowledge of Islamic Entrepreneurship) has a significant value smaller than 0.05, which is 0,000. It can also be seen that the calculated T value (4,071) is greater than the T table (1,97569). The test results show that Ho is rejected and

Ha is accepted, so it can be concluded that the X2 variable influences entrepreneurial interest.

b. F-Test

F-Test Test whether there is a population where the sample is taken as multiple correlations (R) zero or whether there is a significant relationship between the independent variables with the dependent variable . The F test in this study used the ANOVA test. This test can be used to determine the effect of joint (simultaneously) independent variables on Entrepreneurship Training, Islamic Entrepreneurship Knowledge and the dependent variable namely Entrepreneurial Interest. The basis for decision making is as follows:

1. If the F count is greater than the F table or a significant number less than 0.05 then Ho is rejected and Ha is accepted. This means that simultaneously the independent variable influences the dependent variable.
2. If the F count is smaller than the F table or a significant number is more than 0.05 then Ho is accepted and Ha is rejected. This means that simultaneously the independent variable has no effect on the dependent variable.

**Table 13 F-Test Results
ANOVA^a**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1893,987	2	946,994	31,007	.000 ^b
	Residual	4794,988	157	30,541		
	Total	6688,975	159			

From the table above it can be seen the results of statistical calculations show the calculated F value is 31.77 while the F table can be known from the calculation (k; n-k) of 3,90 then it appears that the F count is 31.77> F table 3,90 with an error rate of 5 %. So, it can be concluded that jointly or simultaneously entrepreneurship training variables and Islamic entrepreneurship knowledge significantly influence the dependent variable namely entrepreneurial interest. This means that entrepreneurship training and entrepreneurial knowledge simultaneously have a positive and significant influence on entrepreneurial interest, so H0 is rejected and H2 is accepted.

5. CONCLUSION AND LIMINATIONS

5.1. Conclusion

In the description and discussion of the previous chapter, the authors provide conclusions and suggestions that might be useful for the Islamic Entrepreneur Bootcamp at University of Darussalam Gontor. The conclusions drawn are as follows:

1. Entrepreneurship Training (X1) has a positive and significant effect on entrepreneurial interest (Y) of Islamic Entrepreneur Bootcamp students, which consists of 3 study programs namely Islamic Economics, Management and Informatics Engineering.
2. Recognition of Islamic Entrepreneurship (X2) has a positive and significant effect on entrepreneurial interest (Y) of Islamic Entrepreneur Bootcamp

students consisting of 3 study programs namely Islamic Economics, Management and Informatics Engineering Simultaneously entrepreneurship training and entrepreneurial knowledge have a positive and significant effect on the entrepreneurial interest of Islamic Entrepreneur Bootcamp students consisting of 3 study programs namely Islamic Economics, Management and Informatics Engineering.

5.2 Suggestion

Based on some of the conclusions above, the suggestions that researchers can give are as follows:

1. For universities or academics to further enhance entrepreneurship training and entrepreneurial knowledge either through practice or theory through a variety of media and existing facilities. The higher the level of training and knowledge related to entrepreneurship, the higher the insight and interest of an entrepreneurial student. In order to be able to become independent, creative and innovative graduates in creating broad jobs.
2. For a Small or medium Entrepreneurs should always seek and increase knowledge about entrepreneurship either through training, seminars or workshops and exhibitions to get inspiration and knowledge about current developments and changes so that goals can be achieved. Also, entrepreneurs should always explore the potential that exists within themselves, including attitudes and traits that support the success of entrepreneurship.
3. Regulators are expected to be able to create infrastructure and facilities to increase one's interest in entrepreneurship, both formal and informal. With the creation of infrastructure and facilities that support the interests of entrepreneurship, it will create entrepreneurs and creative industries that are expected to increase broad employment and improve the quality of the country's economy.

5.3. Limitations

In this study, there are limitations to the application of the observed object, therefore it is necessary to further test the broader context to increase the attractiveness and capability of the model and the objectivity of a study. Also, there are limited references to previous research on entrepreneurship.

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