

## **The Mediating Effect Of Religious Entrepreneurial Motivation On The Influence Of Entrepreneurial Learning On Entrepreneurial Readiness**

**Inten Noor Imania 1, Hari Mulyadi 2, Disman 3, Heni Mulyani<sup>4</sup>**

<sup>1</sup>Doctoral Program in Economic Education, Faculty of Economics and Business, Universitas Pendidikan Indonesia

<sup>2,3,4</sup>Faculty of Economics and Business, Universitas Pendidikan Indonesia

E-mail: [intennoorimania77@upi.edu](mailto:intennoorimania77@upi.edu); [harimulyadi@upi.edu](mailto:harimulyadi@upi.edu); [disman@upi.edu](mailto:disman@upi.edu); [henimulyani@upi.edu](mailto:henimulyani@upi.edu)

### **ABSTRACT**

This study aims to examine the direct influence of entrepreneurship learning on students' entrepreneurial readiness and indirectly through their religious entrepreneurial motivation. The research method used was quantitative, with a sample of 70 students who had taken entrepreneurship courses at the Muhammadiyah Darul Arqam Institute (IMDA) in Garut. Data collection was conducted through a questionnaire. The research hypotheses were tested using Partial Least Squares-Structural Equation Model (PLS-SEM) analysis. The results indicate that entrepreneurship learning can influence students' entrepreneurial readiness both directly and indirectly through their religious entrepreneurial motivation.

**Key words:** Entrepreneurship Learning; Entrepreneurial Readiness; Religious Entrepreneurial Motivation

### **INTRODUCTION**

Entrepreneurial readiness is a crucial factor in fostering an individual's interest and ability to start and manage a business (Shirokova, G., et al. 2016). In an educational context, entrepreneurship learning is believed to play a significant role in shaping the mindset, skills, and attitudes necessary for entrepreneurial success (Martin, F., & Jones, R. 2021). This learning often encompasses aspects of business theory, idea development, risk management, and other practical skills that directly aim to improve entrepreneurial competency (Hannon, P. D. 2017). However, the effectiveness of entrepreneurship learning in improving entrepreneurial readiness is often influenced by internal and external individual factors (Obschonka, M., & Stuetzer, M. 2017). Previous studies have shown a positive relationship between entrepreneurship learning and entrepreneurial readiness, underscoring the importance of a comprehensive curriculum (Souitaris, V., et al. 2018). However, some argue that the impact of entrepreneurial learning is not always direct, but rather mediated or moderated by certain psychological and sociocultural variables (Kautonen, T., et al., 2015). Research by Jones and Smith (2020) found that entrepreneurial self-efficacy acts as a mediator, while other studies highlight the role of personal proactivity. In Indonesia, where society highly values religious values, the religious motivation for entrepreneurship, or spiritual orientation in running a business, is an interesting phenomenon (Purwaningrum, Y., & Haryanto, T, 2022). This concept involves the belief that entrepreneurial activity is part of worship, seeking blessings, and providing benefits to others in accordance with religious teachings (Ramadani, V., & Gerguri-Rashiti, S, 2019). Several studies have linked religiosity to work ethic and business integrity (Hashim, H., & Wardi, D., 2018), even suggesting that spiritual motivation can be a powerful motivator for individuals to overcome entrepreneurial challenges (Fauzi, H., & Syarief, R, 2021). However, few studies have explicitly examined the mediating role of religiosity in entrepreneurial motivation in the relationship between entrepreneurial learning and entrepreneurial readiness (Nasution, A. H., & Setyawan, S., 2023).

A fundamental research gap is the lack of comprehensive empirical evidence on how the cognitive and practical aspects of entrepreneurial learning can be internalized and strengthened by the spiritual dimension or religiosity of individuals in the context of entrepreneurial readiness (Ma'ruf, A., & Widodo, E., 2024). Although several studies have integrated spiritual aspects into management (Fry, L. W., et al., 2020), few have specifically modeled religiosity motivation as a key mechanism (mediator) that translates entrepreneurial knowledge into action and actual readiness to start a business (Gede, G. R., & Sutrisna, K., 2022). The novelty of this research lies in modeling entrepreneurial religiosity motivation as a mediating variable linking entrepreneurial learning with increased entrepreneurial readiness (Sugiyono, H. B., & Wulandari, S, 2024). This study hypothesizes that entrepreneurship learning will increase entrepreneurial readiness, and this influence will be stronger and more significant when mediated by entrepreneurial religiosity motivation (Alsaeed, A. H., 2019). Thus, this study is expected to provide a deeper and more holistic understanding of the factors that drive entrepreneurial readiness, especially in environments rich in religious values. This study seeks to close the research gap related to the role of entrepreneurial religiosity motivation as a mediator that has rarely been studied. The objectives of this study are: (1) to examine the influence of entrepreneurship learning on entrepreneurial readiness; (2) to examine the influence of entrepreneurship learning on entrepreneurial religiosity motivation; (3) to examine the influence of entrepreneurial religiosity motivation on entrepreneurial readiness; and (4) to examine the mediating effect of religious motivation.

### **METHOD**

The object of this research is students at the Muhammadiyah Darul Arqam Institute (IMDA) Garut. This research uses quantitative research. Data were obtained through a survey by distributing questionnaires. The population in this study were fifth-semester students who had taught the entrepreneurship course of the Elementary Madrasah Teacher Education study program at IMDA Garut with a total of 70 students. The sampling method in this study was the saturated sampling method or better known as the census. In this study, the population was relatively small, namely 70 students. Therefore, it can be concluded that the sampling used a census because the population size was the same as the number of samples. Data analysis was carried out using Partial Least Square (PLS) with SmartPLS 4.1.1.2.

## RESULTS AND DISCUSSION

The measurement model or Outer Model with outer loading reliability indicators and composite reliability is assessed through convergent validity and discriminant validity of each indicator. In this study, the initial model measures Entrepreneurship Learning using twelve question items. Entrepreneurial Readiness using twelve question items. And Entrepreneurial Religious Motivation using ten question items. Based on the results of the validity test, it can be seen that all indicators have an outer loading value  $\geq 0.70$ . Therefore, all indicators in this study can be declared to have met the criteria.

**Table 1 Composite Reliability**

	<b>Cronbach's alpha</b>	<b>Composite reliability (rho a)</b>	<b>Composite reliability (rho c)</b>	<b>Average variance extracted (AVE)</b>
<b>Entrepreneurial Readiness (Y)</b>	0.93	0.932	0.94	0.564
<b>Religious Motivation for Entrepreneurship (M)</b>	0.939	0.94	0.947	0.599
<b>Entrepreneurship Learning (X)</b>	0.919	0.922	0.932	0.579

Source: Data processed by SmartPLS 4.1.1.2.

The table above shows the steps in examining convergent validity, namely assessing construct reliability through composite reliability output, or Cronbach's Alpha. The results show that all latent variables meet the reliability test criteria. This is based on the Cronbach's Alpha and composite reliability values for all latent variables, which are  $>0.7$ . Therefore, all latent variables are declared reliable after meeting all measurement criteria.

**Table 2 Discriminant Validity**

	<b>Entrepreneurial Readiness (Y)</b>	<b>Religious Motivation for Entrepreneurship (M)</b>	<b>Entrepreneurship Learning (X)</b>
<b>Entrepreneurial Readiness (Y)</b>	0.751		
<b>Religious Motivation for Entrepreneurship (M)</b>	0.736	0.774	
<b>Entrepreneurship Learning (X)</b>	0.739	0.488	0.761

Source: Data processed by SmartPLS 4.1.1.2.

Another method to assess discriminant validity is to compare the square root of the average variance extracted (AVE) of each construct with the correlation between constructs in the model. If the square root of the AVE of each construct is greater than the correlation between that construct and other constructs in the model, then the construct is said to have good discriminant validity. All constructs meet convergent validity because the AVE is more than 0.50: Entrepreneurial Readiness 0.564, Religious Motivation for Entrepreneurship 0.599, and Entrepreneurial Learning 0.579. This indicates that the indicators in each construct are able to explain more than fifty percent of the construct's variance so that the measurement block is considered adequate for structural analysis. Furthermore, no HTMT correlation value is more than 0.9. These values have met the HTMT criteria and have met the discriminant validity test. Thus, each construct has met all the criteria required in the discriminant validity test, thus it can be concluded that each construct is empirically different from the other constructs and is able to capture phenomena not represented by other constructs in the model. Therefore, each indicator is declared to meet the criteria for the discriminant validity test.

The inner model is a testing stage conducted by evaluating the relationships between latent constructs hypothesized in the research. Bootstrapping is a statistical procedure or technique involving resampling, in which respondents are randomly drawn with repeated replacement from the original sample until a sufficient number of observations are obtained.

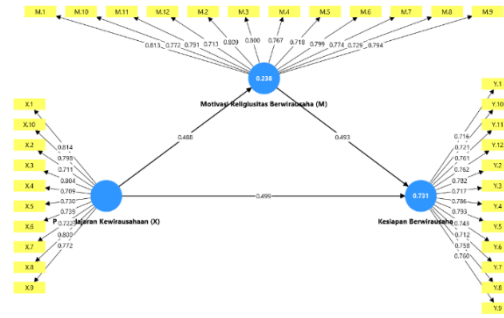


Figure 1 Bootstrapping Test

Based on the results above, it can be seen that all paths have met the significance value at the 95% confidence interval (CI), which is  $>1.96$ . This meets the requirements for factor loading evaluation, which aims to assess the significance of the relationship between the latent construct and the related construct. Next, the path coefficient value will be analyzed.

Table 3 Path Coefficient Dan T Value (Indirect Effect)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
Religious Motivation for Entrepreneurship (M) -> Readiness for Entrepreneurship (Y)	0.493	0.491	0.146	3.375	0.001
Entrepreneurship Learning (X) -> Entrepreneurial Readiness (Y)	0.499	0.503	0.148	3.367	0.001
Entrepreneurship Learning (X) -> Religious Motivation for Entrepreneurship (M)	0.488	0.498	0.133	3.664	0.000

Source: Data processed by SmartPLS 4.1.1.2.

From the results of the table above, it is found that Entrepreneurial Religious Motivation has a positive effect on Entrepreneurial Readiness with a path coefficient of 0.493, a T value of 3.375, and a p-value of 0.001. Entrepreneurship Learning also has a positive effect on Entrepreneurial Readiness with a path coefficient of 0.499, a T value of 3.367, and a p-value of 0.001. In addition, Entrepreneurship Learning has a positive effect on Entrepreneurial Religious Motivation with a path coefficient of 0.488, a T value of 3.664, and a p-value of 0.000. This means that better learning encourages entrepreneurial religious motivation and directly increases entrepreneurial readiness.

Table 4 Path Coefficient Dan T Value (Indirect Effect)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
Entrepreneurship Learning (X) -> Religious Motivation (M) -> Entrepreneurial Readiness (Y)	0.24	0.243	0.102	2.363	0.018

Source: Data processed by SmartPLS 4.1.1.2.

Entrepreneurship Learning influences Entrepreneurial Readiness through Entrepreneurial Religious Motivation with an indirect effect of 0.240, a T-value of 2.363, and a p-value of 0.018. This confirms that some of the influence of learning on entrepreneurial readiness is channeled through strengthening religious motivation in entrepreneurship.

Table 5 R-Square

	R-square	R-square adjusted
Entrepreneurial Readiness (Y)	0.731	0.723
Religious Motivation for Entrepreneurship (M)	0.238	0.227

Source: Data processed by SmartPLS 4.1.1.2.

The R-square value for Entrepreneurial Readiness is 0.731, meaning that seventy-three point one percent of the variability in Entrepreneurial Readiness can be explained by Entrepreneurial Learning and Religious Entrepreneurial Motivation, while the remaining twenty-six point nine percent is influenced by other factors outside the model. The Adjusted R-square value of 0.723 indicates a stable model. For Religious Entrepreneurial Motivation, the R-square value of 0.238 indicates that twenty-three point eight percent of the variability is explained by Entrepreneurial Learning, with the Adjusted R-square value of 0.227 remaining close to the model, indicating model consistency. The analysis results indicate a direct effect of Religious Entrepreneurial Motivation (M) on Entrepreneurial Readiness (Y). The path coefficient is 0.493, T 3.375, p-value 0.001 ( $<0.05$ )  $\rightarrow H_0$  is rejected,  $H_1$  is accepted. This means that the higher the religious motivation for entrepreneurship, the higher the entrepreneurial readiness; a one-standard unit increase in M increases Y by approximately 0.493 standard units. Entrepreneurship Learning (X)  $\rightarrow$  Entrepreneurship Readiness (Y). Path coefficient 0.499, T 3.367, p-value 0.001 ( $<0.05$ )  $\rightarrow H_0$  is rejected,  $H_1$  is accepted. A better entrepreneurial learning program or experience significantly increases entrepreneurial readiness, with an effect of approximately 0.499 standard units. Entrepreneurship Learning (X)  $\rightarrow$  Religious Motivation for Entrepreneurship (M). Path coefficient 0.488, T 3.664, p-value 0.000 ( $<0.05$ )  $\rightarrow H_0$  is rejected,  $H_1$  is accepted. Entrepreneurship learning has a significant positive effect on increasing religious entrepreneurial motivation, approximately 0.488 standard units. It also has an indirect effect (Mediation of Religious Entrepreneurial Motivation, M). Entrepreneurship Learning (X)  $\rightarrow$  M  $\rightarrow$  Entrepreneurial Readiness (Y). Indirect effect 0.240, T 2.363, p-value 0.018 ( $<0.05$ )  $\rightarrow H_0$  is rejected,  $H_1$  is accepted. There is a positive and significant mediation: entrepreneurship learning increases entrepreneurial readiness through strengthening entrepreneurial religiosity motivation. Since the direct path X  $\rightarrow$  Y is also significant, this pattern is consistent with partial mediation—X affects Y both directly and indirectly through M.

The results of this study confirm the mediation hypothesis, indicating that Religious Entrepreneurial Motivation partially mediates the relationship between Entrepreneurial Learning and Entrepreneurial Readiness. The indirect effect is significant, indicating that entrepreneurship learning experiences not only directly influence readiness but also significantly through an increase in the spiritual/religious dimension of business. The strengthening effect through religiosity occurs because Entrepreneurial Learning provides a strong knowledge base. However, this knowledge becomes empowered and internalized as action readiness when filtered through a deeper intrinsic motivational framework, namely religiosity (Kautonen, Van Gelderen, & Fink, 2015). Religious entrepreneurial motivation acts as a psychological and moral bridge (Ramadani & Gerguri-Rashiti, 2019). When students are exposed to business ethics, social responsibility, and sustainability concepts, those with a strong religious orientation interpret them as part of their religious obligations or the pursuit of blessings (Purwaningrum & Haryanto, 2022). This orientation transforms intentions into actions by reducing the fear of failure and increasing resilience, as business risks are considered part of the endeavor (Fauzi & Syarief, 2021). This finding aligns with previous research showing that spiritual dimensions or religious values can mediate the relationship between external factors (education) and behavioral outcomes (Gede & Sutrisna, 2022). For example, research by Alsaeed (2019) found that religious beliefs shape entrepreneurial attitudes and intentions. However, this study presents novelty by isolating and testing religiosity as a specific mediator that transforms entrepreneurial learning outcomes into practical readiness.

## CONCLUSION

Based on the research results, it can be concluded that entrepreneurship learning has a positive and significant effect on students' entrepreneurial readiness. Furthermore, entrepreneurship learning has also been shown to influence religious entrepreneurial motivation, which in turn increases entrepreneurial readiness. Religious entrepreneurial motivation acts as a mediating variable, strengthening the relationship between entrepreneurship learning and entrepreneurial readiness. Therefore, the more effective the entrepreneurship learning process is integrated with religious values, the higher the students' readiness to become ethical, independent, and competitive entrepreneurs. Therefore, several recommendations are made for higher education institutions to enrich entrepreneurship learning with religious and moral values to foster students' spiritual motivation for entrepreneurship. Lecturers and instructors need to implement inspiring and values-based learning methods so that students develop not only business skills but also integrity and social responsibility. For future researchers, it is recommended to develop research models by adding other variables such as family environment or entrepreneurial experience to strengthen understanding of the factors influencing entrepreneurial readiness.

## REFERENCES

- Alsaeed, A. H. (2019). The Role of Islamic Religious Beliefs in Shaping Entrepreneurial Attitudes and Intentions. *Journal of Management, Spirituality & Religion*, 16(3), 220–237.
- Fauzi, H., & Syarief, R. (2021). Spiritual Motivation and Resilience in Entrepreneurship: An Indonesian Perspective. *Asia Pacific Journal of Innovation and Entrepreneurship*, 15(1), 1–15.
- Fry, L. W., Matherly, T. A., & Ou, R. (2020). The Spiritual Leadership Model: A Critical Review and Directions for Future Research. *The Leadership Quarterly*, 31(1), 101346.
- Gede, G. R., & Sutrisna, K. (2022). Linking Entrepreneurial Education, Spiritual Intelligence, and Entrepreneurial Intention: The Role of Ethical Consideration. *Journal of Management and Business Review*, 9(1), 77–90.

*Proceedings of the International Conference on Education, Economics, Business, Entrepreneurship, and Finance (ICEBEF)*

**Volume 4 (2026)**

- Hannon, P. D. (2017). *Entrepreneurship Education: Design, Delivery, and Impact*. Routledge.
- Hashim, H., & Wardi, D. (2018). The Role of Islamic Religiosity on Entrepreneurial Work Ethic and Business Performance. *International Journal of Entrepreneurship and Business Education*, 6(2), 1–18.
- Jones, D., & Smith, A. (2020). Self-Efficacy as a Mediator in Entrepreneurship Education. *European Journal of Training and Development*, 44(4/5), 373–388.
- Kautonen, T., Van Gelderen, M., & Fink, M. (2015). Robustness of the Theory of Planned Behavior in Predicting Entrepreneurial Intentions and Actions. *Entrepreneurship Theory and Practice*, 39(3), 655–674.
- Ma'ruf, A., & Widodo, E. (2024). The Mediating Role of Islamic Work Ethic in the Relationship between Entrepreneurship Education and Business Performance. *Journal of Islamic Economics and Finance*, 8(1), 45–60.
- Martin, F., & Jones, R. (2021). The Impact of Entrepreneurship Education on Graduates' Entrepreneurial Intentions and Behaviors: A Meta-Analytic Study. *Journal of Business Venturing*, 36(3), 106098.
- Nasution, A. H., & Setyawan, S. (2023). Exploring the Interplay of Religious Values and Entrepreneurship Education on Business Success. *International Journal of Entrepreneurial Behavior & Research*, 29(1), 1–20.
- Obschonka, M., & Stuetzer, M. (2017). New Perspectives on the Psychology of Entrepreneurship. *Academy of Management Perspectives*, 31(2), 79–104.
- Purwaningrum, Y., & Haryanto, T. (2022). Religiosity and Business Ethics: An Empirical Study on Small and Medium Enterprises in Java. *Journal of Islamic Marketing*, 13(7), 1435–1450.
- Ramadani, V., & Gerguri-Rashiti, S. (2019). Islamic Entrepreneurship: A Systematic Literature Review and Future Research Agenda. *Journal of Business Research*, 100, 260–274.
- Shirokova, G., Osiyevskyy, O., & Bogatyreva, K. (2016). Exploring the Intention–Action Gap: The Role of Entrepreneurial Self-Efficacy and Fear of Failure. *The International Journal of Management Education*, 14(2), 115–124.
- Souitaris, V., Zerbinati, S., & Al-Laham, A. (2018). Do Entrepreneurship Programmes Raise Entrepreneurial Intention of Science and Engineering Students? The Effect of the First Year of Study. *Journal of Business Venturing*, 33(5), 629–649.
- Sugiyono, H. B., & Wulandari, S. (2024). Entrepreneurship Education, Religious Motivation, and Entrepreneurial Readiness: A Proposed Model. *International Journal of Education and Development*, 15(1), 1–10