

PERSONALITY, ORGANIZATIONAL CULTURE, AND ENTREPRENEURIAL ORIENTATION ON THE PERFORMANCE OF SANTRIPRENEUR

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ABSTRACT: Islamic boarding schools not only produce Islamic students (*Santri*) but also begin to promote entrepreneurship to live independently and creatively in the community. This study aimed to determine the influence of personality, environmental culture, and entrepreneurial orientation on the performance of Santripreneur through entrepreneurial motivation in the Jombang Islamic Boarding Schools. This research was quantitative by using random sampling – the primary data by distributing questionnaires. The samples were 152 Santripreneurs – the method using SEM. The results confirmed all proposed hypotheses as well as the mediating effects. The finding confirms the role of enhanced-organizational culture in the Islamic setting in driving the creative business orientation of *Santri* in Indonesia.

Keywords: Personality; Islamic Boarding School; Organizational Culture; Entrepreneurial Orientation; Entrepreneurial Motivation; Santripreneur

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INTRODUCTION

Islamic Boarding Schools are not only a place to study religion but also for general education and entrepreneurship. In connection with this transformation, Islamic Boarding Schools' output will not only become religion teachers, but they can occupy strategic positions in various fields of society, including politics, economics, and government. The phenomenon so far is the general view of pesantren as a place to study religion. However, with the era's development, worldly needs must also be fulfilled through santripreneurs based on social values and faith. It is hoped that the students in doing entrepreneurship are based on personality by instilling the importance of honesty based on high spirituality so that the difference between santripreneurs and entrepreneurs, in general, will be clear. Andriyani et al. (2018) stated that not all graduates of Islamic boarding schools would become *Kiai* (traditional Islamic theologians/scholars), so they must choose jobs according to Islamic religious guidance. Santri needs to be given skills training as a provision when graduating from Islamic boarding schools. It is also supported by the east java provincial government, which has also begun to promote the one Islamic boarding schools, one product, one pesantren (OPOP).

One Islamic Boarding School One Product (OPOP) is a program to improve community welfare based on Islamic boarding schools through empowering students, Islamic boarding schools, and alumni of Islamic boarding schools (OPOPJATIM, 2021). This program aims to drive economic development (Hashi & Krasniqi, 2011). The new growth theory has also highlighted the role of entrepreneurship, emphasizing "knowledge" as a significant factor influencing economic growth. This program empowers the resources of the younger generation to become entrepreneurs in the Islamic boarding school. Personality is attached to a person so that it can shape his behavior towards his environment.

Robbins and Judge (2015:81-82) stated that personality is the total number of ways an individual reacts and interacts with others. By having a good personality, he can interact with other people comfortably and control his emotions (Tutugo & Solichin, 2020). Environmental culture is a heritage culture that emphasizes the view that the outputs of educational institutions are ready to become employees and get a high social status. Moormann & Grau (2017) organizational culture may be described as a pattern of basic assumptions discovered or developed within a specific group while that group learns how to deal with internal and external challenges. Some studies have suggested that a company with an entrepreneurial orientation will win the competition and result in improved performance the company (Li et al., 2009; Soiniem et al., 2012; Arif et al., 2012; Roxas and Chadee, 2013; Anderson and Eshima 2013 in Musthofa, Wahyudi, Naili, and Ngatno, 2017).

This study extends the conversation of entrepreneurship by taking the context of Islamic students in Indonesia. While they primarily learn about *turats* (traditional Islamic pieces of literature), the students (*santri*) are equipped with entrepreneurial education, e.g., farming, gardening, and other activities. This fact creates a unique condition for academic conversation.

THEORETICAL REVIEW

Personality Behavior

A person's personality shapes behavior in every activity he engages in. For an entrepreneur, it will not be separated from his personality, which encourages the formation of an entrepreneurial spirit. Bux, Gul, and Ali (2016) argued that everyone could not be an entrepreneur, but the act of entrepreneurship needs a particular type of personality because it is risky in nature. Robbins and Judge (2015:84) define five dimensions of personality behavior, i.e., Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experience.

Entrepreneurial Orientation

Entrepreneurial orientation refers to a person's personality and attitude towards decision-making. Therefore, it takes a strong will to move the business world forward innovatively and creatively. Excellent Islamic entrepreneurs have to take risks because not all businesses run smoothly and face different types of obstacles to success. Students at Islamic boarding schools that run businesses not only seek worldly wealth but also comply with Islamic law. (Hafeez et al., 2011) entrepreneurial orientation has become an essential concept in entrepreneurship that has received considerable theoretical and empirical attention. Radipere (2014). Entrepreneurial orientation allows the business to find or discover new opportunities to distinguish itself from other firms and create a competitive advantage. Entrepreneurial orientation can be measured with three dimensions Matsuno et al., 2002; Miller, 1983 in Hardiyono, Hamid, and Yusuf (2017), namely: innovation, proactive, and taking risks.

Entrepreneurial Motivation

Motivation is an impulse within an individual to do business (Stoyanov & Diderich, 2017). It is a stimulant of desire, a driving force of a person's willingness to work, and each motive has a specific goal to be achieved (Haidt & Graham, 2007). The entrepreneurial orientation focuses on innovation to continuously aggressively pursue and signs the needs to be taken care of for its potentiality of mishandling. It is identified with opportunity recognition in doing business (Pech & Cameron, 2006). An economic agent will strive to secure existential gains, as it may leverage his life in individual needs and social necessity. Thus, this construct serves as the need to achieve economic progress in life.

Organizational Culture of Islamic Boarding School

Clifford Geertz defines santri as a variant of java society that adheres to Islamic teachings and religion as part of the culture. Currently, Islamic Boarding School has begun to transform from religious, sociological culture to a modernist society that entrepreneurs invented to balance social values in society.,

Rokhlinasari (2016) Entrepreneurial boarding school can be used as an educational model that combines Islamic education and entrepreneurship/business training. Heflin (2011:114) The critical role of creating added value in the entrepreneurial spirit in the Islamic Boarding School is the knowledge of entrepreneurs, the importance of Islam, and the role model they receive while studying in Islamic Boarding School. These can be an asset for students to become entrepreneurs, as Islamic Boarding School is an educational institution for raising religious and independent people. Zuhriy (2011) states there are five characters, namely character values in their relationship with God, character values in their relationship with themselves, character values in their relationships with others, character values in their relationship with the environment, namely preventing damage to the natural environment, namely by taking care of the surrounding environment and character values concerning national values.

Santripreneur Performance

Santri is a word ascribed to the students in traditional Islamic knowledge, commonly found in Indonesia. They represent a class structure in society with devout loyalty and obedience toward Islamic teaching (Geertz, 2013). Furthermore, performance is the result achieved by a person running a business. In today's conditions, the role of entrepreneurship is crucial in dealing with the various changes that are happening today. Ludin, Rohaizat, & Arbon (2019) the uncertainty of current conditions affect the performance of Muslim entrepreneurs themselves. They facilitated in an uncertain situation. Hasibuan (2010) in Sumarni and Hati (2019) explain that performance is the result of work achieved by a person in carrying out the tasks assigned to him, namely: Skills, having the ability and skills in the field to be occupied, experience, dealing with the ups and downs of business, sincerity and time, and able to work hard. Thus, the conceptual framework is proposed in Figure 1 with the following hypotheses.

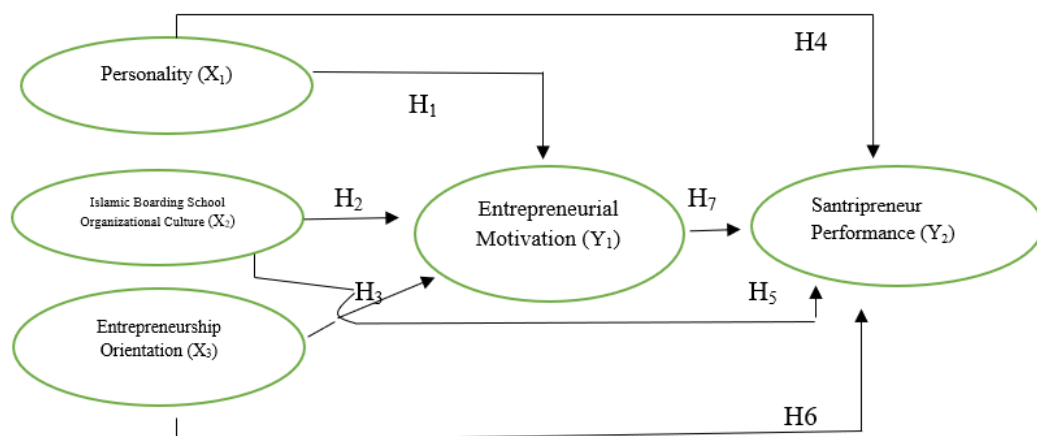


Figure 1. Conceptual Framework

H₁: Personality affects entrepreneurial motivation

H₂: Islamic boarding school organizational culture affects entrepreneurial motivation

H₃: Entrepreneurial orientation affects entrepreneurial motivation

H₄: Personality affects the performance of Santripreneur

H₅: Islamic boarding school corporate culture affects the performance of Santripreneur

H₆: Entrepreneurial orientation affects the performance of Santripreneur

H₇: Motivation affects the performance of Santripreneur

METHODOLOGY

This research used quantitative research. There are 42 Islamic boarding schools. Random sampling using the Malhotra formula. (Hair et al., 1998:342) The sample size plays a crucial role in estimating and interpreting SEM results; for SEM analysis is 100-200. The sample size depends on the number of indicators used in all latent variables. The number of samples for which SEM can analyze requires 5 to 10 observations for each parameter estimate. This study used 19 indicators multiplied by eight for 152 Santripreneurs. The sampling method for this study was random sampling.

Personality indicators refer to Robbins and Judge (2015:84), including the following: Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experience. This study follows the formulation of Zuhriy (2011) to construct the indicators of Organizational Culture in Islamic boarding schools. They are the values concerning God Almighty (namely always praying to God Almighty in carrying out every activity), importance to oneself (open with other people to give confidence to consumers), and the value of the relationship with others (cooperating with all parties to business partners or customers). It also reflects the value of the character to the environment (social and environmental needs), and the national values. Entrepreneurial orientation is measured by three dimensions Matsuno *et al.*, 2002; Miller, 1983 Hardiyono *et al.*, 2017). They are Innovation, Proactive, and Taking risks. There are three indicators of Entrepreneurial Motivation Hasibuan (2014:143), namely: a particular behavior will produce specific results (Outcome expectancy), These results have a positive value for him (Valence), and These results are achievable by the effort made by someone (Effort Expectancy). The performance indicator of Santripreneur is the achievement of work performance produced by the scale referred to by Sumarni and Hati (2019): skills, experience, sincerity, and time: ability to run their business seriously. The data collection by distributing questionnaires It measured by the Likert scale. They are Strongly Disagree (SD with a score of 1, disagree (D) with a score of 2, Disagree/Neutral (N) with a score of 3, Agree (A) with a score of 4, strongly agree (SA) with a score of 5. (Sugiyono, 2012:154). Structural equation modeling (SEM) data analysis is based on theories and concepts from the AMOS (Analysis of Moment Structure) program.

RESULTS

Research results through the distributed questionnaires carried out online through the google form. Become Santripreneurs are aged 31-40 = 56 (36.7%), 41-50 = 39 (24.7%), more than 50 there are 29 (19.3%) and 21-30 = 28 (19.3%). The highest gender is male about 108 (71.3%) and female = 44 (28.7%). Senior high school education or equivalent = 73 (42.7%), Bachelor (S1) = 26 (30.7%), Junior high school or equivalent = 21 (14.0%), Diploma = 17 (10.7%) and Postgraduate = 15 (2.0%). For the married status which is 115 (80.0%), 25 (12.7%) unmarried and 12 (7.3%). The most number of years working in the entrepreneurial field is more than 15 years, 44 (21.3%), 11-15 years = 36 (32.7%), 6-10 years = 30 (19.3%), 1-5 years there are 22 (14.7 years). %, less than 1 year = 20 (12.0%). The average respondent's answer to the Personality variable (X_1) is 4.13. The average respondent's answer in the interval 3.41 - 4.20 is classified as in the good category. It can be concluded that the overall personality of the research respondents is quite good. The highest average is found in the $X_{1.3}$ indicator of 4.22, while the lowest average is in the $X_{1.2}$ indicator of 4.05.

Islamic Boarding School Organizational Culture (X_2) average answer is 4.05, located in the interval 3.41 - 4.20, classified in the excellent category. The highest average is in the $X_{2.5}$ indicator of 4.20, while the lowest is in the $X_{2.4}$ hand of 3.90. So, it can be concluded that the organizational culture of the Islamic Boarding School is quite good. Entrepreneurial Orientation (X_3), the average answer is 3.80, which is classified as good because it is in the interval 3.41 - 4.20. The highest average is $X_{3.3}$ at 4.05, and the lowest is in the $X_{3.2}$ indicator, which is 3.56. The average entrepreneurial motivation (Y_1) response is 3.81 and is considered good because it is between 3.41 and 4.20. The highest average is $Y_{1.3}$, and the lowest average is $Y_{1.2}$. The average response (Y_2) performance of Santripreneur is 3.74. The interval is between 3.41 and 4.20, which is evaluated as good. The highest average is $Y_{2.3}$, and the lowest average is $Y_{2.1}$

Construct validity

The results of the evaluation of construct validity can be seen in Table 1. Table 1 shows that each indicator consisting of personality, Islamic Boarding School organizational culture, entrepreneurial orientation, entrepreneurial motivation, and Santripreneur performance has a factor loading value greater than 0.5, which can be said to be valid in forming constructs and can be used to build models. The reliability test is said to be reliable if the construct reliability value is higher than 0.60 (Ghozali, 2011:78). Each construct produces a construct reliability value greater than 0.70. The use of Cronbach's alpha constructs this reliability. The combinatory benefits of validity and reliability will create a path for the construction of better research formulation. Table 1 concluded that all variables and indicators are reliable in reflecting personality constructs, the organizational culture of Islamic boarding schools, entrepreneurial orientation, entrepreneurial motivation, and Santripreneur performance.

Table 1. Construct validity

Variable	Reliability	Indicator	Loading (FL)	Decision
Personality (X ₁)	0.829	X1.1	0.738	Valid
		X1.2	0.740	Valid
		X1.3	0.754	Valid
		X1.4	0.644	Valid
		X1.5	0.625	Valid
Organizational Culture (X ₂)	0.834	X2.1	0.762	Valid
		X2.2	0.672	Valid
		X2.3	0.672	Valid
		X2.4	0.744	Valid
		X2.5	0.687	Valid
Entrepreneurial Orientation (X ₃)	0.794	X3.1	0.770	Valid
		X3.2	0.795	Valid
		X3.3	0.682	Valid
Entrepreneurial Motivation (Y ₁)	0.775	Y1.1	0.741	Valid
		Y1.2	0.835	Valid
		Y1.3	0.609	Valid
Santripreneur Performance (Y ₂)	0.760	Y2.1	0.746	Valid
		Y2.2	0.795	Valid
		Y2.3	0.600	Valid

Structural Model Fit

After the measurement model analysis stage is fulfilled, the next stage is the structural model analysis. The structural model stage begins with evaluating the structural model fit (goodness of fit), which ensures that the developed model is by the data (fit). The estimation model fitness is as in table 2.

Table 2. Fit measure for the structural model

Fit Measure	Critical Value	Measurement Model		
		Index value	Decision	
Absolute Fit Indices	Probability	> 0.05	0.076	Good fit
	Cmin/DF	≤ 3.00	1.174	Good fit
	GFI	≥ 0.90	0.896	Marginal fit
	RMSEA	≤ 0.08	0.034	Good fit
Incremental Fit Indices	CFI	≥ 0.95	0.977	Good fit
	TLI	≥ 0.95	0.973	Good fit
Parsimony Fit Indices	AGFI	≥ 0.90	0.861	Marginal fit

Source: Adapted Amos Output.

The structural model suitability test result shows that all the criteria for absolute fit indices, incremental fit indices, and parsimony fit indices have met the requirements (marginal fit and good fit) so that the structural model can be accepted and then tested for the significance of the influence between variables, both the direct or indirect effect.

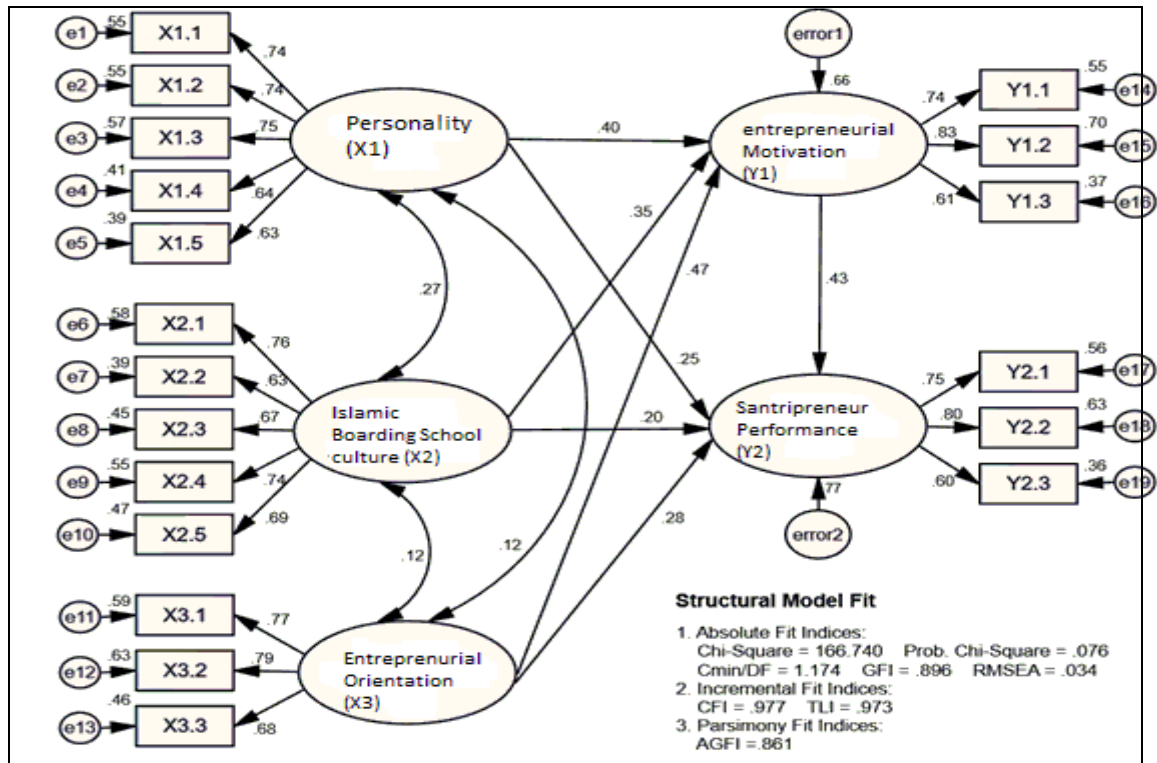


Figure 2. The Structural finding

Table 3. Summary of the direct effect testing

Hip.	Structural relationship	Effect	C.R.	P-value
H ₁	Personality (X ₁) → Entrepreneurial Motivation (Y ₁)	0.399	4.558	0.000**
H ₂	Organizational Culture (X ₂) → Entrepreneurial Motivation (Y ₁)	0.351	4.015	0.000**
H ₃	Entrepreneurial Orientation (X ₃) → Entrepreneurial Motivation (Y ₁)	0.472	5.255	0.000**
H ₄	Personality (X ₁) → Santripreneur Performance (Y ₂)	0.253	2.388	0.017*
H ₅	Organizational Culture (X ₂) → Santripreneur Performance (Y ₂)	0.205	2.122	0.034*
H ₆	Entrepreneurial Orientation (X ₃) → Santripreneur Performance (Y ₂)	0.282	2.510	0.012*
H ₇	Entrepreneurial Motivation (Y ₁) → Santripreneur Performance (Y ₂)	0.426	2.580	0.010*

Note: *. Significant at the 0.05 level; **. Significant at the 0.01 level; n.s. Not significant

Table 4 can explain that each hypothesis has a significant effect with a CR value greater than 1.96 and a significance value (P-value) less than 5%. The resulting coefficient of influence (Std. Estimate) is positive and accepted. It means that the better the personality, the higher the entrepreneurial motivation. The second hypothesis is that the organizational culture of Islamic boarding schools has a positive and significant effect on an entrepreneurial basis. The third hypothesis is that entrepreneurial orientation positively and significantly impacts entrepreneurial motivation. The higher the entrepreneurial orientation, the higher the entrepreneurial reason. The fourth hypothesis, personality has a positive and significant impact on the performance of Santripreneurs. The better the nature, the higher the performance of Santripreneurs. The fifth hypothesis is that the organizational culture of Islamic Boarding School has a positive and significant effect on the performance of Santripreneurs. The higher the corporate culture of the Islamic Boarding School, the higher the performance of the Santripreneur. The sixth hypothesis, entrepreneurial orientation, has a positive and significant effect on the performance of Santripreneurs. The higher the organizational culture of the Islamic Boarding School, the higher the performance of Santripreneurs. The sixth hypothesis of entrepreneurial orientation has a positive and significant effect on the performance of Santripreneurs. The higher the entrepreneurial orientation, the higher the performance of Santripreneurs. The seventh hypothesis is that entrepreneurial motivation has a positive and significant effect on the performance of Santripreneurs. The higher the entrepreneurial reason, the higher the performance of the Santripreneurs.

Hypothesis testing to test the significance of this indirect effect is carried out similarly, using the critical ratio (CR) and probability values (p-value). If the CR value is 1.96 or the p-value is 5%, then there is a significant effect. Ghozali (2011:248) explains that detecting the nature of mediation can be seen from the impact of mediation. If the direct result of exogenous variables on endogenous variables is significant, the indirect effect through intervening variables is also through a concrete path. Thus, it is said to be partially mediation. On the other hand, if the direct impact of the exogenous variable on the endogenous variable is not significant, while the indirect effect of the intervening variable is through multiple paths, it is said to be fully mediation or perfect mediation. The following are the results of structural testing relationships in the context of testing the indirect effect based on SEM output:

Table 4. Summary of the indirect effect testing

Indirect effect	Std. Estimate	P-value	Type of mediator
$X_1 \rightarrow Y_1 \rightarrow Y_2$	0.170	0.049*	Partial mediation
$X_2 \rightarrow Y_1 \rightarrow Y_2$	0.149	0.039*	Partial mediation
$X_3 \rightarrow Y_1 \rightarrow Y_2$	0.201	0.034*	Partial mediation

Table 4 above explains that the indirect path significance test results show a significant effect with a significance value (p-value) smaller than the 5% significance level. Thus, personality $X_1 \rightarrow Y_1 \rightarrow Y_2$ affects the performance of

Santripreneur through the mediation of entrepreneurial motivation, $X_2 \rightarrow Y_1 \rightarrow Y_2$ Islamic boarding school organizational culture also affects the performance of Santripreneur through the mediation of entrepreneurial motivation, and $X_3 \rightarrow Y_1 \rightarrow Y_2$ entrepreneurial orientation also affects the performance of Santripreneur through the mediation of entrepreneurial inspiration. The nature of the mediator is known to be partially mediation, meaning that improving the performance of Santripreneurs can only be done by enhancing their personality, organizational culture, and entrepreneurial orientation, but if supported by increased entrepreneurial motivation, the performance of Santripreneurs can be even better.

DISCUSSION

The results showed that personality affects entrepreneurial motivation in the Jombang Islamic Boarding Schools. It showed that the basis possessed by the Santripreneur in doing business is desire and hope. Many are satisfied with the character of Jombang Santripreneur, who is patient and humane. One is to accept all complaints and be able to resolve them quickly if something is appropriate or inappropriate. Be patient with the buyers, as they are working partners who need to take care of and sell high-quality products. It can reflect that his personality is a picture of good characteristics from within a person so that it can lead to motivation in entrepreneurship, namely the desire to determine his destiny. The results of this study support the research carried out by Baskara and Has (2018) that there is a significant favorable influence of personality on student entrepreneurship interest. Bux et al. (2016) university students' extraversion, conscientiousness, and openness are very useful in understanding entrepreneurial intention among students. (Solikhah et al., 2016) Personality does not affect motivation.

The Islamic Boarding School organizational culture affects entrepreneurial motivation in the Jombang Islamic Boarding Schools. The corporate culture in the Jombang Islamic Boarding School in running entrepreneurship is followed by a strong belief that is followed by prayer. This is a strength or motivation from within them to start a business to succeed. The culture used in running its business is selling goods in good condition, prioritizing domestic products, and establishing good relationships with customers. It can illustrate that the environmental culture of the Islamic Boarding School has a role in increasing their motivation to become entrepreneurs so that the Islamic Boarding School environment is increasingly varied in social life because it can provide benefits for their lives. The results of this study support the research conducted by Syarief (2017). Organizational culture has a positive effect on motivation for entrepreneurship. Contrary to Aziz (2015), Organizational Culture has no significant impact on Entrepreneurial Motivation for Alumni of Islamic Boarding Schools in Indonesia.

Entrepreneurial orientation affects the entrepreneurial motivation of the Jombang Islamic Boarding Schools. Almost all students in Jombang are focused on achieving their goals when running a business. Many students in Jombang are

always innovative in running their businesses. They are selling innovations, especially robes, for men and women of various attractive models, from infants to the elderly. Students are always active in their business. They always respond to the needs of each individual and take risks. In Purwanto and Trihudiyatmanto (2018), motivation is the intervening variable, and entrepreneurial orientation significantly impacts business performance variables.

Personality affects the performance of Santripreneurs in the Jombang Islamic Boarding Schools. The character possessed by each Santripreneur is Jombang in running their business. The Santripreneurs in Jombang have high self-confidence. The essential thing that becomes strength is to pray, a source of power within him to encourage him to run his business smoothly. The Santripreneurs also receive complaints from consumers if something is not right, serve in a friendly and courteous manner so that buyers feel satisfied and cared for, sell new goods, and provide guarantees for the goods to be sold. Sumantri and Gemina (2015) individual personality, self-efficacy, and locus of control positively and significantly affect the performance of MSMEs. Nadia, Subhan, and Khairiyani's (2020) personalities have no significant and significant impact on business performance.

The organizational culture of the Islamic Boarding School affects the performance of the Santripreneur in the Jombang Islamic Boarding Schools. Culture is a behavioral guide that can affect the performance of Santripreneurs because it contains basic values regarding the maximum performance of Santripreneurs. The organizational culture in Islamic boarding schools always instills spiritual values and a strong belief that if you want to work hard, you will be successful and supported by Islamic teachings. to grow independence through entrepreneurial activities backed by education and technology. The research results support Laras, Susanti, Nusandari, and Ardhi (2021) that organizational culture has a positive and significant influence on the performance of micro and small entrepreneurs.

Entrepreneurial orientation affects the performance of Santripreneurs in the Jombang Islamic boarding schools. The Santripreneur in running their business is followed by innovation, creativity, proactive, and ready to face risks (new challenges) that is the emergence of new competitors in running the business. It illustrates that a strong desire and direction for entrepreneurship will further improve the performance of Santripreneurs. The results of this study support the research of Kilenthong, Hultman, and Hills (2016) on the relationship between EO and EM behaviors at the dimension level and found that innovativeness, proactiveness, and risk-taking dimensions of EO can independently affect EM behaviors at different magnitudes. (Putniņš & Sauka, 2020) EO is positively related to performance.

Entrepreneurial motivation affects the performance of Santripreneurs in the Jombang Islamic Boarding Schools. Motivation is a driving factor for Santripreneurs in Jombang in doing entrepreneurship to survive, run life, and achieve maximum performance of Santripreneurs. In the Islamic Boarding School, students are motivated, which is the key to realizing the spirit of

independence, especially to becoming independent entrepreneurs. It shows that motivation can fulfill the desires and expectations to carry out entrepreneurial activities. It is strongly supported by the personality of the Santripreneurs to produce the best performance. The study results are likewise to Megracia (2021) that entrepreneurial motivation for business performance is accepted. It supports the research conducted by Machmud (2017) that motivational variables of entrepreneurship have significant effects on business performance. (Siswanto et al., 2013) the external and internal environment as "because motives" that encourage the development of business and entrepreneurial activity. Purwanto and Trihudiyatmanto (2018) show that motivation significantly influences performance. However, contrary to Thesman and Ardianti's (2014) findings, there is no significant effect between the entrepreneurial motivation variable and business performance.

FURTHER STUDY

This study reports the confirmation of all hypotheses. These findings indicate that the performance of *santri* in entrepreneurial activities is highly related to the inner and outer mind conditions. The psychological constructions are related to how environmental supports may aid in the establishment of better performance. Further study is advisable to increase the population to broaden the scope. This study can also be further developed through comparisons with Islamic teaching in the literature review contexts. Combining religious education and the locus of control can integrate the conversation with the psychological contexts.

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