

THE INFLUENCE OF PEER SUPPORT ON THE ENTREPRENEURIAL MINDSET OF STIBA AR RAAYAH STUDENTS

Husnul Khatimah^{1*}, Nuradi², Huryatul Muhafizhah³, Najmah⁴
^{1,2,3,4}Sekolah Tinggi Ilmu Bahasa Arab Ar Raayah

* Corresponding author: husnul.khatimah@arraayah.ac.id

Abstract

An entrepreneurial mindset is an essential element in shaping the entrepreneurial character of students, especially in the context of higher education based on Islamic values. This mindset encourages students to dare to take risks, think innovatively, and make business activities a means of self-actualisation and worship. This study aims to analyse the influence of peer support on the entrepreneurial mindset of female students of the Islamic Communication and Broadcasting Study Program, STIBA Ar Raayah, Sukabumi. Islamic entrepreneurship is an economic activity and a manifestation of worship based on ethics, justice, and spirituality. This study uses a quantitative approach with a survey method, and data analysis is carried out using Structural Equation Modelling (SEM) techniques based on Partial Least Squares (PLS). A total of 23 active female students in the fifth semester were made respondents. The analysis showed that peer support positively and significantly influenced entrepreneurial mindset, with a path coefficient of 0.792. These findings confirm the importance of a supportive social environment in shaping student entrepreneurial mindsets. This study recommends strengthening entrepreneurship programmes based on Islamic values through a collaborative approach between students in a higher education environment to create an ecosystem that supports the growth of Muslim entrepreneurs with competitiveness and integrity.

Keywords: peer support; entrepreneurial mindset; Islamic entrepreneurship; STIBA Ar Raayah

Abstrak

Mindset kewirausahaan merupakan elemen penting dalam membentuk karakter wirausaha mahasiswa, khususnya dalam konteks pendidikan tinggi berbasis nilai-nilai Islam. Pola pikir ini mendorong mahasiswa untuk berani

mengambil risiko, berpikir inovatif, serta menjadikan aktivitas bisnis sebagai sarana aktualisasi diri dan ibadah. Penelitian ini bertujuan untuk menganalisis pengaruh dukungan teman sebaya terhadap pola pikir kewirausahaan mahasiswi Program Studi Komunikasi dan Penyiaran Islam STIBA Ar Raayah, Sukabumi. Kewirausahaan Islam dipahami tidak sekadar sebagai aktivitas ekonomi, melainkan juga sebagai manifestasi ibadah yang berlandaskan pada prinsip etika, keadilan, dan spiritualitas. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei, serta analisis data dilakukan menggunakan teknik Structural Equation Modeling (SEM) berbasis Partial Least Square (PLS). Sebanyak 23 orang mahasiswi aktif semester lima dijadikan responden. Hasil analisis menunjukkan bahwa dukungan teman sebaya memiliki pengaruh positif dan signifikan terhadap pola pikir kewirausahaan, dengan nilai koefisien jalur sebesar 0,792. Temuan ini menegaskan pentingnya peran lingkungan sosial yang suportif dalam membentuk pola pikir kewirausahaan mahasiswa. Penelitian ini merekomendasikan penguatan programme kewirausahaan berbasis nilai-nilai Islam melalui pendekatan kolaboratif antar mahasiswa dalam lingkungan pendidikan tinggi, guna menciptakan ekosistem yang mendukung tumbuhnya wirausahawan muslim yang berdaya saing dan berintegritas.

Keywords: dukungan teman sebaya; mindset kewirausahaan; kewirausahaan Islam; STIBA Ar Raayah

A. Introduction

Islam is a perfect religion, because of its perfection, it also regulates all the intricacies of the lives of its adherents. Starting with worship, muamalah, and even ways to make a living. In earning a living, Islam establishes its principles that must always be followed and lived with the purpose of worship.^{1,2} This is what distinguishes Islam from other religions in the world. One way is to be entrepreneurial. Islamic entrepreneurship is based on Islamic

¹ Syamsuddin and M. Wahyudin Abdullah, "Makna Kerja Ibadah (Studi Pada Perusahaan Kalla Group Di Makassar)," *Jurnal AkMen* 17, no. 1 (2020): 1-11.

² Kasiono Kasiono, Muhammad Amri, and Indo Santalia, "Islam Ditinjau Dari Berbagai Aspeknya," *MUSHAF JOURNAL: Jurnal Ilmu Al Quran Dan Hadis* 2, no. 3 (2022): 324-40, <https://doi.org/10.54443/mushaf.v2i3.78>.

principles and spiritual intelligence and is driven by moral standards, values, and actions.^{3,4}

Islamic entrepreneurship is a growing business field today. Islamic entrepreneurship differs from conventional entrepreneurship because it is based on Islamic principles, including justice, ethics, and morality.^{5,6} Islamic views on entrepreneurship, Islamic business ethics, and the impact of Islamic entrepreneurship on company growth are some elements that can be studied in research on Islamic entrepreneurship.⁷ This means that Muslim entrepreneurs must have good and true character or faith, as this will have a positive impact on the quality of the market in particular and the economy of society in general.⁸

A verse of the Quran emphasises how important it is to be entrepreneurial and think logically to run a business. This is found in Surah Al-Jumu'ah verses 10-11 which explains the importance of trying to:⁹

فَإِذَا قُضِيَتِ الصَّلَاةُ فَانْتَشِرُوا فِي الْأَرْضِ وَابْتَغُوا مِنْ فَضْلِ اللَّهِ وَاذْكُرُوا اللَّهَ كَثِيرًا لَعَلَّكُمْ تُفْلِحُونَ وَإِذَا رَأَوْا تِجَارَةً أَوْ لَهْوًا انفَضُّوا إِلَيْهَا وَتَرَكُوكَ قَائِمًا قُلْ مَا عِنْدَ اللَّهِ خَيْرٌ مِنَ اللَّهْوِ وَمِنَ التِّجَارَةِ وَاللَّهُ خَيْرُ الرَّازِقِينَ

³ Hanifiyah Yuliatul Hijriah, "Spiritualitas Islam Dalam Kewirausahaan," *Tsaqafah* 12, no. 1 (2016): 187–208, <https://doi.org/10.21111/tsaqafah.v12i1.374>.

⁴ Masnih Mustapa and Siti Saidatulakmal Arishin, "The Ethics of Entrepreneurship in Islam: An Analysis of Ijtihad and the Practice of Innovation," *International Journal of Entrepreneurship and Management Practices* 6, no. 21 (2023): 46–54, <https://doi.org/10.35631/ijemp.621004>.

⁵ Al Anshari and Jaharuddin Jaharuddin, "Kewirausahaan Yang Beretika : Peran Akhlak Islami Dalam Membangun Kepercayaan Dan Keberlanjutan," *MENAWAN: Jurnal Riset Dan Publikasi Ilmu Ekonomi* 3, no. 1 (2025): 206–16, <https://doi.org/doi.org/10.61132/menawan.v3i1.1133>.

⁶ Shety Sugiarti Lubis et al., "Bisnis Dalam Perspektif Islam," *Manajemen Kreatif Jurnal* 3, no. 1 (2025): 10–22, <https://doi.org/doi.org/10.55606/makreju.v3i1.3558>.

⁷ Aprijon, "Kewirausahaan Dan Pandangan Islam," *Menara Riau* 12, no. 1 (2013): 1–11, <https://doi.org/http://dx.doi.org/10.24014/menara.v12i1.406>.

⁸ Husnul Khatimah et al., "Building Islamic Values In Entrepreneurship In The Perspective Of Al-Quran In Al-Baqarah: 198 And An-Nisa': 29," *ZAD Al-Mufasssirin* 6, no. 2 (2024): 225–47, <https://doi.org/10.55759/zam.v6i2.242>.

⁹ Kemenag RI, *Al-Qur'an Dan Terjemahannya Edisi Penyempurnaan 2019*, 1st ed. (Lajnah Pentashihan Mushaf Al-Qur'an, 2019).

10. When the prayer is concluded, disperse throughout the land and seek the bounty of Allah, and remember Allah often so that you may succeed.
11. But when they saw a transaction or amusement, they rushed towards it and left you (O Muhammad) standing. Say, "What is with Allah is better than amusement and trade. And Allah is the best of providers."

A way of thinking called an entrepreneurial mindset allows a person to see opportunities for business and take action to take advantage of them.¹⁰ In the business world, a positive entrepreneurial mindset is critical because it can affect the success of a business or company. Entrepreneurial attitudes and behaviours are influenced by an entrepreneurial mindset in achieving their life goals, especially in running a business and facing uncertainty.^{11,12}

In the face of uncertainty, an entrepreneurial mindset is a way of thinking owned by people who are diligent, tenacious, and able to build new businesses.^{13,14} One of the factors that can affect an entrepreneurial mindset is peer support. Peer support can influence a person's entrepreneurial mindset in a positive way.^{15,16} An entrepreneurial mindset can be influenced by peer

¹⁰ Suharyono, "Sikap Dan Perilaku Wirausahawan," *Jurnal Ilmu Dan Budaya* 40, no. 56 (2017): 6551–86, <https://doi.org/https://doi.org/10.47313/jib.v40i56.422>.

¹¹ Asnawati, *Kewirausahaan Dan Teori Dan Contoh-Contoh Rencana Bisnis*, Cetakan I (Malang: CV Literasi Nusantara Abadi, 2021).

¹² Mutia Sari Dewi and Zuhri M. Nawawi, "Factors Affecting the Mindset in Cultivating Management Major's Students' Entrepreneurship Spirit," *Indonesian Journal of Multidisciplinary Science* 1, no. 4 (2022): 374–79, <https://doi.org/10.55324/ijoms.v1i4.70>.

¹³ Ahram Lee and Eunju Jung, "The Mediating Role of Entrepreneurial Mindset between Intolerance of Uncertainty and Career Adaptability," *Sustainability (Switzerland)* 13, no. 13 (2021): 1–15, <https://doi.org/10.3390/su13137099>.

¹⁴ Harianto A. Lamading, "Membangun Mindset Entrepreneurship Di Era Digital Pada Masyarakat Labuan," *SIBATIK JOURNAL: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, Dan Pendidikan* 1, no. 12 (2022): 2761–66, <https://doi.org/10.54443/sibatik.v1i12.428>.

¹⁵ Jaka Adi Saputra and Finisica Dwijayati Patrikha, "Pengaruh Kelompok Referensi Dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Siswa Jurusan Bisnis Daring Dan Pemasaran Di SMKN 1 Jombang," *Jurnal Pendidikan Tata Niaga (JPTN)* 12, no. 3 (2024): 365–78, <https://doi.org/https://doi.org/10.26740/jptn.v12n3.p365-378>.

¹⁶ Elin Kubberød, Siw M. Fosstenløkken, and Per Olav Erstad, "Peer Mentoring in Entrepreneurship Education: Towards a Role Typology," *Education and Training* 60, no. 9 (2018): 1026–40, <https://doi.org/10.1108/ET-08-2017-0109>.

support, such as community, education, workplace, and creative skills.^{17,18} If the community supports entrepreneurial attitudes and thinking, it can help create an environment that promotes and assists entrepreneurs.¹⁹

A community supporting an entrepreneurial attitude and mindset can help create a business environment that supports and mentors entrepreneurs. A business environment that supports and accompanies an entrepreneurial mindset can help entrepreneurs achieve their goals and face their business challenges. Education and peer support can help entrepreneurs develop creative skills and create new products or services.^{20,21} Studies show that an entrepreneurial mindset can help students become more creative and innovative in education. Students with an entrepreneurial mindset can find creative solutions to business problems. Therefore, peer support can influence entrepreneurial mindsets and help students and business actors become more creative and innovative.^{22,23}

¹⁷ Raden Putra Kurnia Pratomo, Hari Mulyadi, and Dian Herdiana Utama, "Pengaruh Pembelajaran Kewirausahaan Terhadap Kesiapan Berwirusaha Siswa Kelas XII Pastry Sekolah Menengah Kejuruan Negeri 9 Bandung," *Journal of Business Management Education* | 3, no. 2 (2018): 67-77, <https://doi.org/https://doi.org/10.17509/jbme.v3i2.14216>.

¹⁸ Efa Wahyu Prastyaningtyas et al., "Analysing the Role of Mentors in Entrepreneurship Education: Effective Support and Assistance," *Journal on Education* 5, no. 4 (2023): 14571-77, <https://doi.org/10.31004/joe.v5i4.2511>.

¹⁹ Asnawati, *Kewirausahaan Dan Teori Dan Contoh-Contoh Rencana Bisnis*.

²⁰ Ludi Wishnu Wardana et al., "The Impact of Entrepreneurship Education and Students' Entrepreneurial Mindset: The Mediating Role of Attitude and Self-Efficacy," *Heliyon* 6, no. 9 (2020): 1-7, <https://doi.org/10.1016/j.heliyon.2020.e04922>.

²¹ Ermawati Atika, Carolina Novi Mustikarini, and Justin Wijaya, "Studi Literatur: Pola Pikir Kewirausahaan Pada Generasi Muda," *Seminar Nasional Manajemen Dan Call for Papers (SENIMA 8)*, no. Senima 8 (2023): 198-221.

²² Muhammad Irsyad Nur Firdaus and Dartim Ibnu Rush, "Peran Orientasi Kewirausahaan Pada Pembelajaran Dalam Meningkatkan Kreativitas Lulusan," *Eduonomika* 8, no. I (2023): 1-14, <https://doi.org/https://doi.org/10.29040/jie.v8i1.10785>.

²³ Mesri Welhelmina Nisriani Manafe et al., "Exploring the Relationship Between Entrepreneurial Mindsets and Business Success: Implications for Entrepreneurship Education," *Journal on Education* 05, no. 04 (2023): 12540-47, <https://doi.org/https://doi.org/10.31004/joe.v5i4.2238>.

Research on the influence of peer support on entrepreneurial mindsets among students, namely peers, significantly influences the choice of entrepreneurial careers, even greater than the influence of parents.^{24,25} Likewise, findings state that peer association directly influences the formation of an entrepreneurial mentality.^{26,27} Other studies have also shown a significant positive and practical relationship between peer social friend support and entrepreneurial self-efficacy.^{28,29}

The most fundamental difference between some of the above research and the research that the author is writing lies in the context of the entrepreneurial mindset itself. In previous studies, peer support was common. Meanwhile, in this study, the author wants to emphasise the connection between peer support and entrepreneurial mindset by including the concept of Islam, which prioritises the purpose of worship rather than just the acquisition of worldly profit. This study aims to determine the influence of peer support on entrepreneurial mindset in 5th semester students of the Islamic Communication and Broadcasting Study Program at STIBA Ar Raayah, Sukabumi.

²⁴ Irianto and Muhammad Ibnu Sa'ad, "Pengaruh Dukungan Teman Sebaya Terhadap Pola Pikir Berwirausaha Pada Pelaku Usaha Muda Di Kota Bontang," *BEduManagers Journal : Borneo Educational Management and Research Journal* 4, no. 2 (2023): 1-8, <https://doi.org/10.30872/bedu.v4i2.3007>.

²⁵ Maxwell Kontor Owusu et al., "Career Aspiration of Students: The Influence of Peers, Teachers and Parents," *Journal of Education, Society and Behavioural Science* 34, no. 2 (2021): 67-79, <https://doi.org/10.9734/jesbs/2021/v34i230306>.

²⁶ Jarot Tri Bowo Santoso and Ahmad Nurkhin, "Student Digipreneur: The Role of Peer Team-Based Learning and Project-Based Learning," *Dinamika Pendidikan* 17, no. 2 (2022): 215-26, <https://doi.org/10.15294/dp.v17i2.39902>.

²⁷ Ekawarna Ekawarna, Rosmiati Rosmiati, and Melisa Kristina Damayanti, "Pengaruh Pendidikan Kewirausahaan, Pergaulan Teman Sebaya, Dan Entrepreneur Mentality Terhadap Minat Wanita Berwirausaha Mahasiswi FKIP Universitas Jambi," *Jurnal Manajemen Pendidikan Dan Ilmu Sosial* 4, no. 1 (2022): 460-71, <https://creativecommons.org/licenses/by/4.0/>.

²⁸ David Hasiholan Sinaga and Erin Ratna Kustanti, "Hubungan Antara Dukungan Sosial Teman Sebaya Dengan Efikasi Diri Wirausaha Pada Mahasiswa Fakultas Ilmu Sosial Dan Ilmu Politik Universitas Diponegoro," *Jurnal Empati* 6, no. 1 (2017): 74-79, <https://doi.org/https://doi.org/10.14710/empati.2017.15133>.

²⁹ Safiya Mukhtar Alshibani and Thierry Volery, "Social Support and Life Satisfaction Among Entrepreneurs: A Latent Growth Curve Modelling Approach," *International Journal of Manpower* 42, no. 2 (2020): 219-39, <https://doi.org/10.1108/IJM-02-2019-0107>.

B. Research Method

The research method chosen by the author is a survey method with a quantitative approach. This quantitative method emphasises measurement, hypothesis testing, and generalisation. This method uses numerical and statistical data to answer research questions.³⁰ The analysis tool used is *Partial Least Squares (PLS)*, which is one part of the alternative method of *Structural Equation Modelling (SEM)*, commonly abbreviated as SEM PLS, to analyse the influence of peer support on the mindset of female students.^{31,32}

The researcher used a Google form questionnaire to determine how much positive impact peer support has on shaping the mindset of female students about entrepreneurship. This approach is relevant to female students who are interested in entrepreneurship, but lack the motivation from their peers to realise their interest. In this case, the author chose 23 students in the 5th semester of the KPI study programme to be used as research samples. This method effectively knows their mindset towards entrepreneurship and their interest in it.

C. Research Findings and Discussion

Sekolah Tinggi Ilmu Bahasa Arab Ar Raayah is in Sukabumi Regency, West Java, a private Islamic campus famous for Arabic as the language of instruction for teaching and learning activities and daily conversations. This campus also implements a dormitory system for all its students to facilitate the use of Arabic, which means reducing distractions from outside. This institution is under the auspices of the Ar Raayah Sukabumi Foundation and has obtained

³⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2022).

³¹ Hendri Tanjung and Abrista Devi, *Metodologi Penelitian Ekonomi Islam Edisi Ke-2*, ed. Paskalina Oktavianawati, Edisi Ke-2 (Jakarta: Gramata Publishing, 2019).

³² Joseph F. Hair et al., "When to Use and How to Report the Results of PLS-SEM," *European Business Review* 31, no. 1 (2019): 2–24, <https://doi.org/10.1108/EBR-11-2018-0203>.

an operational license for establishment since 2012 under the leadership of Dr. KH. Syirojul Huda, Lc., M.A.³³ This higher education has several study programmes at the language preparation level (I'dad Lughowy Program), undergraduate and postgraduate levels. The S1 Program consists of the Arabic Language Education Study Program, the Islamic Communication and Broadcasting Study Program, the Islamic Religious Education Study Program and the Islamic Education Management Study Program. As for the S2 Program, namely the Master of Arabic Language Education.^{34,35}

The Islamic Communication and Broadcasting Study Program is the first study programme established at STIBA Ar Raayah, with an operational license numbered SK 2345 of 2012, which was issued on November 9, 2012.³⁶ Research on the influence of peers on the entrepreneurial mindset of students in the Islamic Communication and Broadcasting Study Program (KPI) provides insight that this study programme is not only concerned with the ukhrawi aspect, but also the worldly side. With the vision of becoming a superior Arabic-based KPI study programme in Indonesia, entrepreneurship lessons in this study programme are expected to produce superior da'i-da'i who live their religion, not just live by their religion.³⁷ The KPI Study Program is the only study programme at STIBA Ar Raayah that organises the Islamic

³³ Nuradi, Husnul Khatimah, and Tatang Hidayat, "Analysis of Driving Factors of High School Students Continuing Their Studies To Islamic Universities," *Jurnal Pendidikan Islam* 4, no. 1 (2021): 22–35, <https://doi.org/https://doi.org/10.37758/jat.v4i1.240>.

³⁴ Husnul Khatimah, Nuradi Nuradi, and Nurul Huda, "The Concept of Economic Independence of Cash Waqf-Based Pesantren and Its Implementation at STIBA Ar Raayah," *El-Mal: Jurnal Kajian Ekonomi & Bisnis Islam* 5, no. 12 (2024): 5473–92, <https://doi.org/https://doi.org/10.47467/elmal.v5i12.5402>.

³⁵ Husnul Khatimah et al., "The Effect of Entrepreneurship Proposals on Motivation for Student Entrepreneurial Practices Through Project-Based Learning (Study at KPI STIBA Ar Raayah)," *Proceedings of the 2nd International Conference on Management and Small Medium Enterprise (ICMSME-2024)* 2, no. December (2024): 87–99, <https://prosiding.uika-bogor.ac.id/index.php/ICMSME>.

³⁶ Husnul Khatimah et al., "Penggunaan Media Instagram Sebagai Media Dakwah Dan Wirausaha Mahasiswi Prodi KPI STIBA Ar Raayah," *Jurnal Keislaman* 7, no. 1 (2024): 238–25, <https://doi.org/https://doi.org/10.54298/jk.v7i1.4035>.

³⁷ "Sekolah Tinggi Ilmu Bahasa Arab (STIBA) Ar Raayah Sukabumi," <https://www.arraayah.ac.id>, 2022.

Entrepreneurship course in the 5th semester with a weight of 2 credits, which uses a guidebook entitled *Islamic Entrepreneurship: Empowerment-Based Entrepreneurship* by Dr. Ika Yunia Fauziah.³⁸

In this case, the number of respondents that the researcher managed to collect was 23 people, by filling out a questionnaire given by the researcher through Google Forms. The respondents selected were active STIBA Ar Raayah Sukabumi students who programme Islamic Entrepreneurship courses in the fifth semester. The respondents' general characteristics were those who took entrepreneurship lessons; with this, the researcher was able to find out their mindset and interest in entrepreneurship.

Peer support is the most important factor in developing student mindsets. For students, peer groups are a source of affection, sympathy, understanding, and moral guidance, a place to experiment.^{39,40} For support to be realised, various aspects need to be met, such as emotional support, appreciation, instrumental and informative.⁴¹

According to Maryono , mindset is a way of looking at a problem or event that is taking place using certain elements and cannot stand alone without other supporting factors. The mindset is closely related to what has happened, what is happening and will happen.⁴² There are two mindsets

³⁸ Husnul Khatimah and Nuradi Nuradi, "Matakuliah Kewirausahaan Islam Dan Lingkungan Pengaruhnya Terhadap Pembentukan Karakter Mahasantri Preneur Di Perguruan Tinggi Berbasis Pesantren," *Jurnal Ekonomi Bisnis Dan Kewirausahaan* 10, no. 3 (December 2021): 294–308, <https://doi.org/10.26418/jebik.v10i3.45961>.

³⁹ Indah Susanty and Marsofiyati, "Pengaruh Lingkungan Belajar Dan Dukungan Teman Sebaya Terhadap Hasil Belajar Mahasiswa," *Intelletika: Jurnal Ilmiah Mahasiswa* 2, no. 6 (2024): 12–28, <https://doi.org/https://doi.org/10.59841/intellektika.v2i6.1924>.

⁴⁰ Neera Pant, "Exploring a Peer-Support Group Model of Mental Health for Indian College Students," *International Journal of Scientific and Research Publications (IJSRP)* 12, no. 5 (2022): 89–92, <https://doi.org/10.29322/ijsrp.12.05.2022.p12513>.

⁴¹ Khairun Nisa, Sri Tiatri, and Heni Mularsih, "Peran Dukungan Teman Sebaya Dan Regulasi Diri Belajar Terhadap Penyesuaian Akademis Mahasiswa Perguruan Tinggi Kedinasan Berasrama Xyz," *Jurnal Muara Ilmu Sosial, Humaniora, Dan Seni* 2, no. 1 (2018): 318–28, <https://doi.org/10.24912/jmishumsen.v2i1.1641>.

⁴² Agus Maryono, *Pola Pikir Sistem*, Cetakan Ke (Yogyakarta: Gadjah Mada University Press, 2023),

according to Carol Dweck, namely a fixed mindset and a developing mindset,⁴³ a fixed mindset is the belief that what has been established from the beginning is incapable of changing while a developed mindset is a mindset that believes that everything can change with effort and self-contribution to change.^{44,45} From the above understanding, the researcher makes it an essential foundation for this research, which produces various indicators.

Table 1. Variables and Indicators

Variabel	Indicator
X Peer Support	X1.1 Interests
	X1.2 Information
	X1.3 Emotional
	X1.4 Experience
	X1.5 Motivation
Y. Mindset	Y1.1 Opportunities
	Y1.2 Informative
	Y1.3 Eligibility for Life
	Y1.4 Spiritual
	Y1.5 Development

<https://books.google.com/books?hl=id&lr=&id=hyRYDwAAQBAJ&oi=fnd&pg=PR1&dq=pol a+pikir&ots=1gnU0XmJ2R&sig=HMMiYF1jwBk1PX4APbG7SmKxupg>.

⁴³ Carol S. Dweck, *Change Your Mindset Change Your Life (Cara Baru Melihat Dunia Dan Hidup Sukses Tak Berhingga)* Penerjemah Ruslani, ed. Abdul Rosyid, Cetakan II (Jakarta: PT Serambi Ilmu Semesta, 2007), <https://books.google.co.id/books?id=OAC2xz4ho9EC&printsec=copyright&hl=id#v=onepage&q&f=false>.

⁴⁴ Justin F. McManus, Valerie Trifts, and Sergio W. Carvalho, "The Relationship Between Fixed Mindsets, Brand-Self Engagement, and Brand Favorability," *Personality and Individual Differences* 166, no. 1 (2020): 1-6, <https://doi.org/10.1016/j.paid.2020.110198>.

⁴⁵ Daniel Prasetyo and Masduki Asbari, "Fixed Mindset Versus Growth Mindset: Model Pengembangan Sumber Daya Manusia," *Literaksi: Jurnal Manajemen Pendidikan* 01, no. 01 (2023): 215-21, <https://doi.org/https://doi.org/10.70508/literaksi.v1i01.252>.

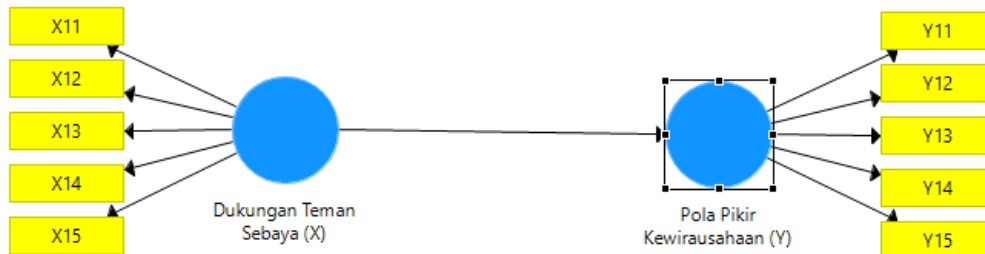


Figure 1. Research Framework

Source: Smart PLS Data Processing

The reference value in *convergent validity* analysis is >0.5 , which can be said to be valid for a study; validity test also needs to be carried out to measure and test the accuracy of a measuring instrument.⁴⁶

Variabel	Indicator	Loading (>0.5)	factor Information
Peer Support	X1.1	0,609	Valid
	X1.2	0,744	Valid
	X1.3	0,927	Valid
	X1.4	0,924	Valid
	X1.5	0,636	Valid
Business Mindset	Y1.1	0,711	Valid
	Y1.2	0,763	Valid
	Y1.3	0,783	Valid
	Y1.4	0,434	Invalid
	Y1.5	0,670	Valid

Table 2. Convergent Validity Test Results

Source: Processed data, 2023

⁴⁶ Sofyan Yamin and Heri Kurniawan, *Generasi Baru Mengolah Data Penelitian Dengan Partial Least Square Path Modeling* (Depok: Penerbit Salemba Infotek, 2011).

All indicators on the Peer Support variable have a loading factor value above 0.5, so they are all valid and can represent the variable's construct. The X1.3 and X1.4 indicators have the highest loading (>0.9), indicating that they are both powerful in representing the concept of peer support. One indicator (Y1.4) in variable Y is invalid because the loading factor value is below the threshold of 0.5. This shows that the Y1.4 indicator cannot explain the "Business Mindset" construct, so the model results are stronger and more reliable. Hence, the author deleted the indicator, while the other indicators showed good validity

Table 3. Results of Discriminant Validity and Composite Reliability Test

Variabel	AVE (>0.5)	Composite Reliability ($>0,7$)
Peer Support	0,609	0.883
A Business Mindset	0,543	0,852

Source: Processed data, 2023

The AVE (*Average Variance Extracted*) value measures how much a latent variable can explain the variance of its indicators. An AVE value greater than 0.5 indicates good discriminant validity. The two variables above have an AVE value above 0.5, meaning that the indicators in each variable can explain more than 50% of the construct's variance, thus qualifying for discriminant validity.⁴⁷

Composite Reliability measures the internal consistency between indicators in a single construct. A good CR value is more than 0.7, which indicates that the indicators consistently measure the same construct. Both variables have a *Composite Reliability* value above 0.7, which means they have high internal consistency and are reliable in measuring their respective constructs.⁴⁸

⁴⁷ Joseph F. Hair et al., *Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R A Workbook, Handbook of Market Research*, 2021, https://doi.org/10.1007/978-3-319-57413-4_15.

⁴⁸ Samuel Ogbiebu et al., "Leveraging STARA Competencies and Green Creativity to Boost Green Organisational Innovative Evidence: A Praxis For Sustainable Development," *Business Strategy and the Environment* 30, no. 5 (2021): 2421–40, <https://doi.org/10.1002/bse.2754>.

The results of data processing carried out by the researcher using Google Forms are shown in the following diagram.

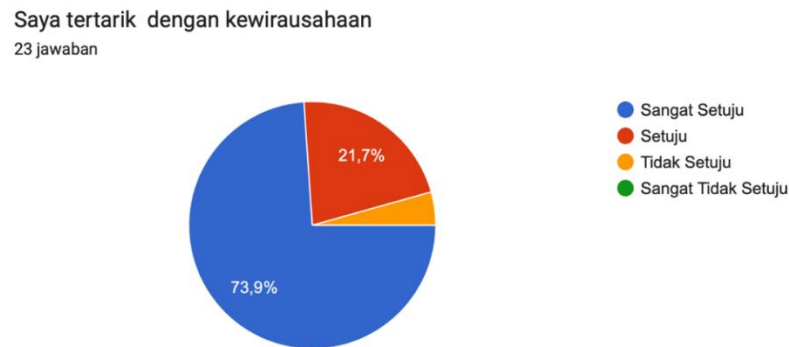


Diagram 1. Female Students' Interest in Entrepreneurship

Based on the survey of 23 respondents regarding interest in entrepreneurship, most respondents are involved in this field. A total of 73.9% of respondents stated "Strongly Agree" and 21.7% said "Agree" to the statement "I am interested in entrepreneurship." Thus, 95.6% of respondents showed a positive interest in entrepreneurship. Only about 4.4% said "Disagree," and no respondents said "Strongly Disagree."

These findings indicate that entrepreneurship is becoming a field of interest for most respondents, reflecting great potential in the development of business activities in the future. This high interest can be a strong basis for educational institutions or coaching institutions to design training programmes, mentoring, and establish business incubators tailored to students' needs and entrepreneurial spirit.



Diagram 2. Peer Support in Entrepreneurship

For the role of peers in supporting the entrepreneurial interests of the 23 respondents studied, it is known that peer support for entrepreneurial activities is very positive. 52.2% of respondents stated "Agree," and 47.8% said "Strongly Agree," meaning their peers support entrepreneurship. None of the respondents stated "Disagree" or "Strongly Disagree".

These findings show that the social climate in the classroom environment tends to be conducive and supportive of developing entrepreneurial interests. Peer support is essential to encourage individual courage and confidence in starting and growing a business. Therefore, building a culture of mutual support in the learning community is relevant to creating a productive entrepreneurial ecosystem.

The Relationship of Peer Support (X) to the Entrepreneurial Mindset Variable (Y)

Output model struktural (Structural Equation Modelling/SEM) based on Partial Least Squares (PLS)

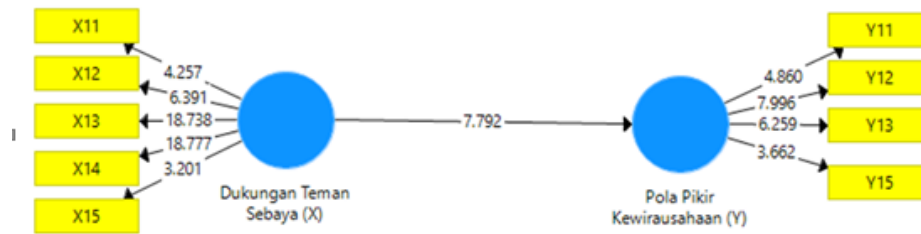


Figure 2. Results of PLS SEM Data Processing

Structural Model (Inner Model)

There is an arrow from Peer Support (X) to Entrepreneurial Mindset (Y) with a value of 0.792, which indicates the *path coefficient*. This value illustrates that peer support positively and strongly influences students' entrepreneurial mindset. A coefficient of 0.792 means that every one-unit increase in peer support will increase an entrepreneurial mindset by 0.792 units, on the scale used.

Measurement Model (Outer Model)

The Peer Support (X) latent variable was measured by five indicators (X1.1 to X1.5), all with a *loading factor* above 0.6, indicating that these indicators were valid in measuring this variable. The latent variable of Entrepreneurial Mindset (Y) was measured by five indicators (Y1.1 to Y1.5), where four indicators showed high validity (*loading factor* > 0.5) except for Y1.4, which was previously known to be invalid.

This structural model shows that peer support plays a significant role in shaping students' entrepreneurial mindsets. The path coefficient value of 0.792 reflects a powerful and positive relationship, which means that the higher the support felt from peers, the stronger the students' entrepreneurial mindset is formed. Peers allow for a role in shaping the courage to take risks, motivating,

sharing experiences, and encouraging the spirit of entrepreneurship in their social sphere.

Regarding measurement models, the *loading factor* values of the indicators that measure the two variables show that the measuring tools used are pretty valid. Almost all indicators had a *loading factor* above the general threshold (0.6), which indicates that the questionnaire's items could represent the construct well. This strengthens the Reliability of the developed model. Practically, these results provide input for educational institutions that build a supportive social environment, especially from fellow students, which can be one of the effective strategies in encouraging entrepreneurship among students.

Based on research conducted on 5th-semester students of the Islamic Communication and Broadcasting Study Program at STIBA Ar Raayah, Sukabumi, peer support positively and significantly influences entrepreneurial mindsets. This shows that a supportive social environment, especially from peers, is essential in shaping entrepreneurial attitudes and mindsets among students.

Most respondents showed a high interest in entrepreneurship, with 95.6% stating they were interested in getting involved. Peer support is also very positive, where 100% of respondents feel supported by their friends in entrepreneurial activities. These findings are in line with previous research that shows that social support, especially from peers, plays a vital role in shaping an entrepreneurial mindset and motivating individuals to take risks in doing business.^{49,50}

This research also emphasises the importance of creating a supportive environment in educational institutions to encourage entrepreneurship, as done

⁴⁹ Irianto and Sa'ad, "Pengaruh Dukungan Teman Sebaya Terhadap Pola Pikir Berwirausaha Pada Pelaku Usaha Muda Di Kota Bontang."

⁵⁰ Ekawarna, Rosmiati, and Damayanti, "Pengaruh Pendidikan Kewirausahaan, Pergaulan Teman Sebaya, Dan Entrepreneur Mentality Terhadap Minat Wanita Berwirausaha Mahasiswi FKIP Universitas Jambi."

by Ramadhanna and Tsihana et al.^{51,52} In the pesantren climate, this research is strengthened by a study by Khatimah dan Nuradi which states that the environment has a significant influence on the formation of entrepreneurial character in students because in their daily lives they interact a lot with asatidzah who are generally entrepreneurs. Likewise, findings state that peer support can increase entrepreneurial self-efficacy and creativity in education.^{53,54} Thus, educational institutions must design programmes that can strengthen social support among students to create a productive and innovative entrepreneurial ecosystem.

D. Conclusion

This study shows that peer support has a positive and significant influence on the entrepreneurial mindset of STIBA Ar Raayah students. Peers make essential contributions through motivation, information, experiences, and emotional support that can shape entrepreneurial attitudes and mindsets. Using a quantitative approach and SEM-PLS analysis, a coefficient of 0.792 was obtained, indicating a strong relationship between the peer support variable and entrepreneurial mindset.

These results confirm that a supportive social environment among students is vital in fostering an entrepreneurial spirit. Therefore, educational institutions need to encourage the creation of a collaborative and mutually supportive learning ecosystem, especially in the context of Islamic entrepreneurship. For further research, it is suggested that the scope be expanded to involve a larger and more diverse population, as well as consider

⁵¹ Ramadhanna et al., "Pengaruh Lingkungan Pendidikan Dalam Mengembangkan Wirausaha Muda Di STIE Ganesha," *Jurnal Ekonomi Sakti (Jes)* 13, no. 1 (2024): 14–21, <https://doi.org/10.36272/jes.v13i1.319>.

⁵² Annisa Tishana et al., "Analisis Relevansi Pendidikan Kewirausahaan Dan Lingkungan Kampus Terhadap Minat Berwirausaha Mahasiswa Perguruan Tinggi Di Sumatera Barat," *Jurnal Pendidikan Tambusai* 9, no. 1 (2025): 1204–19, <https://doi.org/10.36624/jisora.v1i2.11>.

⁵³ Sinaga and Kustanti, "Hubungan Antara Dukungan Sosial Teman Sebaya Dengan Efikasi Diri Wirausaha Pada Mahasiswa Fakultas Ilmu Sosial Dan Ilmu Politik Universitas Diponegoro."

⁵⁴ Firdaus and Rush, "Peran Orientasi Kewirausahaan Pada Pembelajaran Dalam Meningkatkan Kreativitas Lulusan."

other variables such as the role of lecturers, family environment, and entrepreneurship curriculum based on Islamic values to gain a more comprehensive understanding.

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