

Exploring the Mediating Role of Entrepreneurial Motivation in the Relationship between Cooperative Performance, Product Innovation, and Economic Independence in Indonesian Islamic Boarding Schools

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Abstract

This study aims to analyze the performance of Koppontren and innovation of Islamic boarding school products towards economic independence with entrepreneurial motivation as a mediating variable in Ngalah Pasuruan Islamic boarding school. This study uses a quantitative approach with the technique of partial least squares structural equation modeling (PLS-SEM). Data were collected through questionnaires distributed to 98 students at Ngalah Pasuruan Islamic boarding school. The results of the study indicate that Koppontren performance and innovation of Islamic boarding school products have a positive and significant effect on economic independence. Furthermore, Koppontren Performance and innovation of Islamic boarding school products have a negative and insignificant effect on economic independence through entrepreneurial motivation as a mediating variable. This finding shows that the institutional performance of Koppontren and Islamic boarding school efforts in carrying out product innovation, both through product development, is unable to increase the economic independence of Islamic boarding schools if their influence is channeled through entrepreneurial motivation. This study contributes to empirical evidence in Islamic boarding school management and entrepreneurship, institutional economics, and Islamic boarding school-based social entrepreneurship.

INTRODUCTION

Indonesia has several sectors that can be used as components of Islamic economic growth, one of which is Islamic boarding schools. Based on data from the Ministry of Religious Affairs (Kemenag), the number of Islamic boarding schools in Indonesia was 26,975 units as of April 2022, with the number of students reaching 1.64 million students in Islamic boarding schools throughout Indonesia as of September 2022. This is certainly able to help the government in improving services through Islamic boarding schools and efforts to continue to improve services, including efforts to develop the Islamic boarding school economy, which has a very important role in building a strong national economic foundation (Syarifuddin et al., 2024).

The strategic role of Islamic boarding schools encompasses the economic, social, and political spheres. Management is essential for economic management in Islamic boarding schools because it is a process that utilizes scientific and innovative methods to carry out management activities, namely planning, organizing, implementing, and controlling the activities of a group with resources in advance to achieve predetermined goals (Misfah et al., 2024).

This research also has theoretical and empirical relevance to previous studies. For example, research by Rimbayana et al. (2022) emphasized the importance of cooperatives for economic independence through motivation as a mediator. However, few studies have simultaneously

examined cooperative performance and product innovation within Islamic boarding schools. Therefore, this research not only expands the conceptual framework but also provides practical contributions to the development of Islamic boarding school cooperatives and product innovation in Islamic boarding schools, enhancing their economic independence.

The current challenge facing the Darut Taqwa Islamic Boarding School Cooperative (Kopontren) is that it relies heavily on internal funding from the boarding school. Although the Islamic Financial Services Cooperative (KJKS) was established to manage the students' finances, it still lacks working capital. This hampers business growth and prevents the cooperative from independently funding productive activities. Kopontren at Ngalah Islamic Boarding School has also not yet strategically collaborated with external business actors such as MSMEs, Village-Owned Enterprises (BUMDes), or private companies. As a result, this limits market access and hinders business growth. Kopontren at Ngalah Islamic Boarding School also lacks a performance evaluation system and ongoing mentoring from external parties, such as the Cooperatives Office or Islamic financial institutions. As a result, it remains difficult to identify internal weaknesses and develop strategies for long-term economic growth.

On the other hand, effective innovation in Islamic boarding school products is also a crucial factor in supporting economic independence. However, in reality, at Ngalah Islamic Boarding School, the products produced tend to be conventional or general and less competitive in the open market, ultimately limiting the school's economic independence. Product innovation is often not supported by digital technologies such as e-commerce and social media, which ultimately results in the products at Ngalah Islamic Boarding School struggling to penetrate a wider market and relying solely on the internal market.

By considering these problems, this study focuses on examining how the performance of Islamic boarding schools and innovation of Islamic boarding school products influence economic independence at Ngalah Pasuruan Islamic Boarding School by considering entrepreneurial motivation as a mediating role.

Based on this background, this study aims to analyze the influence of kopontren performance and product innovation on economic independence with entrepreneurial motivation as a mediating variable at Ngalah Pasuruan Islamic Boarding School. Theoretically, this study is expected to enrich the literature on economic independence at Ngalah Pasuruan Islamic Boarding School with kopontren performance and product innovation with entrepreneurial motivation as mediating variables. Practically, the findings of this study can be a reference for practitioners and MSME policy makers in designing strategies to increase sustainable economic independence by strengthening economic independence with effective entrepreneurial motivation.

METHODS

This study used a quantitative approach using the Structural Equation Modeling–Partial Least Squares (SEM-PLS) method. This approach was chosen because it allows for simultaneous analysis of complex causal relationships between latent variables and provides a more comprehensive mediation model study.

The population in this study consisted of all male and female students spread across several dormitories and administrators or cooperative members at the Ngalah Pasuruan Islamic Boarding School. The total population of this study was 4,409 male and female students at the Ngalah Pasuruan Islamic Boarding School. The sampling technique used a proportional random sampling

method to ensure proportional representation based on the dormitory complex. The sample size was determined using the Slovin formula with a 10% margin of error, resulting in 98 respondents as the research sample.

Data analysis was performed using SmartPLS software version 4.0. The analysis procedure in PLS consists of three main components: external model assessment (measurement model), internal model analysis (structural model), and hypothesis testing.

RESULTS AND DISCUSSION

Subheadings Level 2

Table 1
Outer Model Analysis (Validity Test)

Variable	Number of Indicators	Loading Factor (>0,60)	AVE (>0,50)	Cross Loading (>0,7)	Remarks
Cooperative Performance	11	0,60 - 0,94	0.76	0,86 – 0,94	Valid and reliable
Product Innovation	6	0,67 – 0,92	0.64	0,71 - 0,92	Valid and reliable
Economic Independence	6	0,94 – 0,95	0.90	0,94 - 0,95	Valid and reliable
Entrepreneurial Motivation	11	0,69 – 0,87	0.65	0,75 – 0,87	Valid and reliable

Source: SmartPLS Output (2025)

Based on Table 1, all variables demonstrate loading factor values above 0.70, AVE values greater than 0.50, and cross-loading values above 0.70. These results indicate that all constructs meet the criteria for convergent and discriminant validity.

Table 2
Outer Model Analysis (Validity Test)

Variable	Cronbach Alpha	Remarks	Composite Reliability (<i>rho_c</i>)	Remarks
Cooperative Performance	0.967	Reliable	0.972	Reliable
Product Innovation	0.891	Reliable	0.915	Reliable
Economic Independence	0.975	Reliable	0.980	Reliable
Entrepreneurial Motivation	0.947	Reliable	0.954	Reliable

Source: Researcher, 2025

Based on Table 2, all variables exhibit Cronbach's Alpha values greater than 0.70 and composite reliability values above 0.70. Thus, the measurement instruments for cooperative performance, product innovation, economic independence, entrepreneurial motivation are considered reliable.

Tabel 3
Structural Model Results (Inner Model)
R-Square (R²)

Variable	R-Square	R-Square Adjusted	Remarks
Cooperative Performance	0.937	0.935	Good
Entrepreneurial Motivation	0.477	0.467	Good

Source: Researcher, 2025

The inner model results indicate that the research model exhibits very strong predictive accuracy. The R-Square value for Cooperative Performance is 0.937, for Entrepreneurial Motivation is 0.477. According to Hair et al. (2021), an R² value exceeding 0.75 indicates a model with substantial predictive power. Thus, the research model demonstrates high predictive capability.

Tabel 4
Hypothesis Testing Results (Path Coefficient)
Path Coefficient (Direct and Indirect Effect)

Variable	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
CP (X1) -> EI (Y)	0.400	0.405	0.119	3.354	0.001
PI (X2) -> EI (Y)	0.296	0.288	0.135	2.189	0.029
CP (X1) -> EM (Z)	0.368	0.368	0.071	5.182	0.000
PI (X2) -> EM (Z)	-0.166	-0.216	0.322	0.515	0.607
EM (Z) -> EI (Y)	0.843	0.902	0.309	2.727	0.006
CP (X1) -> EM (Z) -> EI (Y)	-0.061	-0.092	0.129	0.472	0.637
PI (X2) -> EM (Z) -> EI (Y)	0.310	0.344	0.159	1.954	0.051

Source: Researcher, 2025

DISCUSSION

Subheading Level 2

Based on the results presented in the table above, it can be concluded that cooperative performance and product innovation have a positive and significant influence on economic independence. The mediating variable also has a significant influence on economic independence. Furthermore, the indirect effect of the mediating variable indicates that entrepreneurial motivation does not mediate the relationship between cooperative performance and product innovation in terms of economic independence. In other words, the influence of cooperative performance and product innovation on economic independence operates through a direct pathway, not through entrepreneurial motivation.

Overall, this study confirms that cooperative performance and product innovation are important factors that can directly increase economic independence, while entrepreneurial motivation only plays a role as an independent factor that contributes to increasing economic independence but does not act as an intermediary in this relationship.

These findings indicate that the institutional performance of kopontren and the innovation of Islamic boarding school products are unable to increase the economic independence of Islamic boarding schools if their influence is channeled through entrepreneurial motivation. The negative influence indicates a tendency that the increasing performance of kopontren actually does not encourage the growth of entrepreneurial motivation, so that this mediation channel does not contribute to strengthening economic independence, and the efforts of Islamic boarding schools in carrying out product innovation, whether through new product development, quality improvement, design, or diversification, are unable to encourage economic independence.

Thus, entrepreneurial motivation does not mediate the relationship between kopontren performance and Islamic boarding school product innovation and economic independence. This finding suggests that the success of kopontren performance and Islamic boarding school product innovation has not translated into encouragement for members or students to become entrepreneurs, thus failing to increase economic independence through motivation.

Economic independence can be enhanced by the performance of Islamic boarding schools (kopontren) and product innovation through entrepreneurial motivation. These results do not fully align with research by Maulaa et al. (2025) and Supatminingsih et al. (2025). This insignificance indicates that product innovation carried out by Islamic boarding schools has not achieved a sufficient level of differentiation, quality, or added value to encourage economic independence through sustainable entrepreneurial motivation.

In conclusion, operational success and product innovation have not fully translated into entrepreneurial drive that can increase economic independence at the Ngalah Pasuruan Islamic Boarding School.

CONCLUSION

Based on the research results, it can be concluded that the performance of Islamic boarding school cooperatives and Islamic boarding school product innovation directly have a positive and significant effect on the economic independence of Islamic boarding schools, which indicates that improving the managerial, operational, and innovative aspects of Islamic boarding schools can significantly increase economic independence. Islamic boarding school product innovation is also proven to have a positive and significant effect on entrepreneurial motivation, and entrepreneurial motivation plays an important role in encouraging economic independence. However, the performance of Islamic boarding school cooperatives does not have a significant effect on entrepreneurial motivation, even showing a negative relationship direction, so it is unable to increase economic independence through the mediation path of entrepreneurial motivation. In addition, Islamic boarding school product innovation also does not have a significant effect on economic independence if the influence is mediated by entrepreneurial motivation, which indicates that the mediating role of entrepreneurial motivation is not optimal in strengthening the relationship between the performance of Islamic boarding school cooperatives and Islamic boarding school product innovation with economic independence.

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