

ISLAMIC ENTREPRENEURSHIP INCLINATION: A CONCEPTUAL STUDY USING SYSTEMATIC LITERATURE REVIEW (SLR)

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Article info	Abstract
<p>Received: 01/06/2020 Received in revised form: 30/11/2020 Accepted: 02/12/2020 Available online: 04/12/2020</p>	<p><i>Till now, entrepreneurship is commonly clarified as an individually focused economic undertaking (Al-Dajani & Marlow, 2013). Since, entrepreneurship plays an important role in economic development (Zhang et al., 2014), understanding the role of entrepreneurship in the economic process requires the decomposition of the concept of entrepreneurship itself. Besides, one of the key issues in the economy related to growth and development is entrepreneurship (Toma et al., 2014). Therefore, sustaining entrepreneurship can become a powerful tool to develop capacity at global and individual levels. Despite that, entrepreneurship will also be able to promote a higher level of economic development. Economic development has always been seen to correlate with wealth distribution or undisbursed wealth that causes poverty. It is recommended to manage the distribution of wealth so that the problems relating to economic development would be reduced. Thus, entrepreneurship in higher education institution (HEIs) is established to develop high impact, low cost, and rapidly executed programs to contribute to the two aforementioned impact areas.</i></p>
<p>Keywords: <i>Entrepreneurship; Economic development; Higher Education Institution (HEIs).</i></p>	

INTRODUCTION

Malaysia's vision of becoming a high-income nation that promotes greater public well-being can be achieved through the adaption of the National Blue Ocean Strategy (NBOS) under the Malaysian National Devolvement Strategy (MyNDS). NBOS serves as the basis for MyNDS which will guide the 11th Malaysia plan from 2016 until 2020. MyNDS highly focuses on delivering the huge impact of capital and people economies at a low cost to the government. To date, by highlighting the two key principles, namely social and economy, NBOS focuses on promoting entrepreneurship, promoting volunteerism, and others. This study has combined two out of eight NBOS impact areas namely "promoting volunteerism" and "entrepreneurship" through social or Islamic entrepreneurship programs among students in Entrepreneurship in higher education institution (HEIs) using Islamic funding such as waqf (National Blue Ocean Strategy, n.d.; Economic Planning Unit, 2015).

NBOS has provided a platform for HEIs to develop high impact, low cost, and rapidly executed programs to contribute to the two aforementioned impact areas. Furthermore, participation from both HEIs and Islamic institutions is purely voluntary. As a result, this initiative can inculcate the culture of volunteerism and entrepreneurship among students in HEIs. This initiative also aims to build students' valuable soft skills that can be very useful in their professional careers after they graduate (National Blue Ocean Strategy, n.d.; Economic Planning Unit, 2015).

Recently, HEIs graduates' are encouraged to start their own business as soon as they graduate, which should see a surge in the number of young entrepreneurs in Malaysia. However, at present, there is a low proportion of entrepreneurship in Malaysia (Peng et al., 2012). According to the Malaysian national budget in the year of 2016, funding to public HEIs has been cut for about 10 to 20 percent compared to 2015 (Ministry of Finance Malaysia, 2015). The allocated budget has decreased from RM15,785 billion to RM13,378 billion to reduce the dependency of HEIs on the government's funding.

Policymaker should understand that not all students have the intention or sufficient skill to become an entrepreneur. Thus, to develop entrepreneurship culture among students, it is important to study students' inclination toward entrepreneurship to acknowledged the main motivations for students in pursuing entrepreneurship (Abd Rani, 2012). Furthermore, to promote entrepreneurship among Malaysian graduates and to drive employment by entrepreneurship, it is necessary to take a look at the entrepreneurial intentions of university students and their influencing factors (Peng et al., 2012).

However, there are a few issues in entrepreneurship inclination that needs to be enlightened. Firstly, it is reported that Global Entrepreneurship faced a decline in Malaysian entrepreneurial intentions for three consecutive years from 2012 (13%), 2013 (11.8) and 2014 (11.6%) (Kelley, Singer, & Herrington, 2012; Xavier, Kelley, Kew, Herrington, & Vorderwülbecke, 2013; Amorós & Bosma, 2014; Singer, Amorós, & Daniel Moska Arreola, 2015). Similar phenomenon are also internationally observed in Indonesia (Ghina, 2014). Despite various programs held under the Ministry of Higher Education (MOHE) to attract the student's involvement in entrepreneurship, the number of participation is still small (Nazri et al., 2014). This indicates that current entrepreneurship programs conducted in HEIs have not yet shown the ability to produce entrepreneurs who are highly educated (Ghina, 2014).

LITERATURE REVIEW

Some researchers look at entrepreneurship from economics, sociology, and psychology views, while the rest look at it from the perspective of management or social. Entrepreneurship is therefore a multidimensional concept (Bula, 2012). The table below presents several definitions of entrepreneurship.

Schumpeter, (1989) defined "entrepreneurs as individuals who exploit market opportunity through technical and/or organizational innovation". This author stressed the role of the entrepreneur as an innovator who implements change in an economy by introducing new goods or new methods of production. In contrast, Kirzner, (1973) focused on entrepreneurship as a process of discovery. According to Kirzner, an entrepreneur is a person who discovers the previous unnoticed profit opportunities. The entrepreneur's discovery initiates a process in which these newly discovered profit opportunities are then acted on in the marketplace until market competition eliminates the profit opportunity.

Besides that, an entrepreneur is also defined as "someone who demonstrates initiative and creative thinking can organize social and economic mechanisms to turn resources and situations to practical account and accepts risk and failure" (Hisrich, 1990). Besides, according to Thomas and Mueller, (2000) the study of entrepreneurship should be expanded to international markets to investigate the conditions and characteristics that encourage entrepreneurial activity in various

countries and regions. It is reasonable to expect that entrepreneurs reflect the dominant values of his or her national culture and national culture has a definite effect on entrepreneurship.

From the definitions provided, entrepreneurship can be understood as one activity in creating opportunities, employment, and has economic value-added. The entrepreneurial activity would impact and contribute to the individual and society. There are many common works of literature within the diversity of entrepreneurship perspective that may serve as foundations for understanding the entrepreneurial process systematically and comprehensively that is useful to both scholars and practitioners.

From an Islamic point of view, entrepreneurship provides a person with opportunities to improve not only his material wellbeing but also the opportunity to prepare for life in the hereafter. Therefore, the ethics upheld by the Islamic entrepreneur may be shaped by their understanding of the concept of ibadah, as well as their knowledge and observation on what is halal and haram according to Syariah. Besides, Islam encourages entrepreneurship by exhorting Muslims to work hard and to become strong economically (Shamsuddin et al., 2006).

Characteristic in becoming an Islamic entrepreneur

Knowledge

Firstly, Islamic entrepreneurs should have **adequate knowledge** of how to run a business according to Islamic rules (Shamsuddin et al., 2006). Knowledge refers to a person's ability to understand the information. This factor can be seen as an important prerequisite for doing the right thing or an action that will help in influencing individuals to take action (Sanep Ahmad & Zulkifli Daud, 2010) by following the law and regulations.

The objective is to measure knowledge due to the function of knowledge as a part of a crucial need for a student's decision being in favor or against becoming an entrepreneur (Dohse & Walter, 2012). Moreover, high knowledge about certain activities may also translate to a high level of commitment toward that activity (Alajmi, 2011). In entrepreneurship areas of study, knowledge is also able to become an important aspect of influencing entrepreneurship inclination or intention (Fletcher, 2010; Sesen & Pruett, 2014; Zegeye, 2013). A study by Sesen and Pruett, (2014) reveals that lack of knowledge is one of the barriers for any entrepreneurs from starting up a business.

Intention (niyyah)

On the other hand, the second characteristic is "the proper **intention (niyyah)** in starting the business must be well-founded". Therefore it is a crucial need to understand that not all the students have the intention or sufficient skill to become an entrepreneur (Shamsuddin et al., 2006).

Avoid riba

Lastly, the third characteristic is to **avoid riba**. Borrowing from banks or financial institutions in which practice riba is forbidden for Islamic entrepreneurs (Shamsuddin et al., 2006). Dealing with this issue, the scholars of Islamic economics have come across other instruments that existed in Islamic law as an alternative to riba.

Waqf as a financing source for Islamic entrepreneurship

One of the instruments that involve in the Muslim community maliyah (property) activities is the waqf. The past study had proven the significance of waqf to be used in developmental fields. In fact,

in Islamic culture, waqf is as one of the successful entrepreneurship patterns or permanent Islamic endowments that require using business skills and entrepreneurial innovation simultaneously, and using the profits for eliminating poverty and social welfare strata (Salarzahi et al., 2010).

METHODOLOGY

A Systematic Literature Review (SLR) is a method used by this research to identify, selects, and critically appraises research in order to answer a clearly formulated question. Moreover, SLR allows the collection from databases restrictively, which allows analysis with lower bias than traditional reviews. 18 studies were extracted and categorized by authors, years, research problems, methodology, and findings of the study.

FINDING AND DISCUSSION

Entrepreneurial activities have been emphasized in many countries as a way of boosting economic growth (Lee et al., 2006) by overcoming unemployment and improving social status. In this sense, research on entrepreneurship has been conducted by many scholars and it usually follows two main lines, which are personal characteristics and traits of the entrepreneur (Lortie & Castogiovanni, 2015). This research provides insight for the policymaker to design policies that bring benefits to society and educational institutions as well as it is regarded as significant of the study. Therefore, it is expected that entrepreneurship activity in HEIs to be greater in contexts where investment in new knowledge is relatively high. This is suitable as the function of entrepreneurship is to act as a vehicle for knowledge transfer among students in HEIs (Guerrero & Urbano, 2014).

In general, many universities in Malaysia have set up HEIs clubs for their students to practice entrepreneurial activities. Entrepreneurship club could enhance and encourage the participation of the students in the entrepreneurial program and activities (Mahajar & Yunus, 2012; Zegeye, 2013). The ultimate aim of the entrepreneurial program is to stimulate entrepreneurship awareness among students that in turn, would increase their interest in entrepreneurship (Zegeye, 2013).

However, a previous study has shown that there is a low inclination among students in HEIs toward entrepreneurship and self-employment (Sumra et al., 2011) although the experience of volatility entrepreneurship intention has exerted a significant effect on the entrepreneurial career chance (Lengyel, 2007). From the summary of past studies on entrepreneurship inclination, the factors that are significantly related to entrepreneurship inclination are ATT, SN, PBC, the influence of faculty, the entrepreneurship learning propensity (Nazri et al., 2014), role models (Abd Rani, 2012; Keat et al., 2011; Mahajar & Yunus, 2012; Zegeye, 2013), demographic characteristics (Mahajar & Yunus, 2012; Zegeye, 2013), future career planning (Keat et al., 2011; Zegeye, 2013), the university role to promote entrepreneurship (Keat et al., 2011; Mahajar & Yunus, 2012) the entrepreneurial curriculum and content (Keat et al., 2011; Mahajar & Yunus, 2012), the entrepreneurial internship programs (Keat et al., 2011), family background (Ahmed et al., 2010; Mahajar & Yunus, 2012; Zegeye, 2013), exposure to entrepreneurship education (Zegeye, 2013), family support, financial support (Abd Rani, 2012), risk taking and innovativeness, (Ahmed et al., 2010; Yusof et al., 2007), need for achievement, tolerance for ambiguity and locus of control (Yusof et al., 2007) and entrepreneurship education (Ahmed et al., 2010).

Despite the factors that encourage student inclination, several factors are found to be responsible for the low trend in the inclination toward entrepreneurship among students in HEIs. The factors include lack of innovation and credibility, lack of risk tolerance, lack of resources, unsupportive social environment, lack of support from self-employed people, lack of promotion of self-employment from the lecturer, lack of entrepreneurship education, low number of self-employed parents, lack of required human skills and long study hours. All of these factors are positively related to the low inclination and intention toward entrepreneurship among students (Sumra et al., 2011).

However, there is a noteworthy distinction between those who would like to be entrepreneurs and those who intend to be. The entrepreneurial potential means an inclination, a kind of openness, readiness to grasp a business opportunity and it is not necessarily a deliberate intention to become an entrepreneur (Lengyel, 2007; Yusof et al., 2007). Several recent studies had focused on entrepreneurship intention, as listed in Table 1:

Table 1: Summary of Past Studies on Entrepreneurship Intention

No.	Authors	Issues	Model/ theory	Suggested variables
1.	Botoseneanu, Alexander, & Banaszak-Holl, (2011)	The effects of an independent variable on the intention	TPB	Religious involvement, knowledge, ATT, experience and behavioural intention
2.	Gasse & Tremblay, (2011)	The EI interests and prevalence	The theory of Reasoned Action (TRA) and TPB	Entrepreneurial behaviour, people's values, ATT, Beliefs, perceptions about entrepreneurship, personality traits, individual characteristics, perception of feasibility, perception of desirability intentions and prevalence
3.	Marques, Ferreira, Gomes, & Ricardo, (2012)	EI and the factors preceding the founding of EI	TPB	Psychological, demographic, education in entrepreneurship, personal ATT, SN, PBC and EI
4.	Lee et al., (2006)	The differences among the selected nations in terms of the important factors to enhance the pedagogical effect of entrepreneurship education.		Venture creation (VC), preference of VC over getting a job, intention to overcome failure, lifelong commitment to VC intention to overcome the opposition of VC confidence in successful VC, the ability for choosing a business with partner, opportunity, confidence in getting funding for VC, overseas VC and targeting overseas markets
5.	Koe & Majid, (2014)	The influence of socio-cultural factors on intention towards sustainable entrepreneurship among SMEs.		Time orientation, intention for sustainability entrepreneurship, sustainability orientation and SN
6.	Kautonen, van Gelderen, & Tornikoski, (2013)	Applying the TPB to predict entrepreneurial behaviour.	TPB	Intention and behavioural beliefs
7.	Peng, Lu, & Kang, (2012)	The student's entrepreneurial intention level and its influencing factors		Perceived SN, entrepreneurial ATT, entrepreneurial self-efficacy, individual/ psychological factors, family background factors and social environment factors
8.	Sanchez & Licciardello, (2012)	The antecedents of the entrepreneurial intentions among undergraduates	The socio-demographic, psychological and behavioural approach	EI, ATT, SN, PBC, expected value, normative belief and perceived self-efficacy

9.	Lucas & Cooper, (2008)	EI model	TPB	Entrepreneurial self-efficacy, feasibility, perceived value, EI and necessity
10.	Lortie & Castogiovanni, (2015)	Reviewing the relevant literature and presenting research suggestions that will guide scholars in the future.	TPB	Behavioural, EI, ATT, SN and PBC
11.	Kautonen, Tornikoski, & Kibler, (2011)	The impact of perceived age norms on the formation of entrepreneurial intentions in the third age.	TPB	EI, ATT, SN, PBC and perceived age norm
12.	Zekić-Sušac, Šarlija, & Pfeifer, (2013)	The entrepreneurial intentions and career choices of young adults	Principal component analysis (PCA)	SN, prior family business exposure to entrepreneurship, gender, and major of study.
13.	Dohse & Walter, (2012)	The role of the individual and regional knowledge context informing university students' entrepreneurial intentions.		EI, entrepreneurial role models, the expectation that was acknowledged from family members or friends will be available if students decide for an entrepreneurial career, the expectation that support in terms of know who (the procurement of contacts) from family members or friends will be available if students decide for an entrepreneurial career, the higher the start-up intensity in their region of residence, the higher the level of R&D investment and the higher the growth rate of R&D investment.
14.	Botsaris & Vamvaka, (2014)	The associations among the dimensions of behavioural beliefs, ATT toward entrepreneurship and EI.	TPB	Behavioural beliefs, ATT toward entrepreneurship and EI
15.	Mohamed, Rezai, Shamsudin, & Mahmud, (2012)	The effectiveness of the Basic Student Entrepreneurial Programme (BSEP) among local university graduates.	TPB	EI, educational background, residential area, family business nexus (SN) and attending BSEP (PBC).
16.	Kibler, (2012)	The influence of regional factors on the formation of EI within the TPB framework.	TPB	EI, ATT, SN, PBC, and regional environment
17.	Paço, Ferreira, Raposo, Rodrigues, & Anabela Dinis, (2015)	The psychological attributes and behaviors associated with entrepreneurship, as well as EI among girls attending a business school and boys attending a sports school.		EI, behavioural constructs, PBC, personal attitudes, SN, psychological constructs, innovativeness, locus of control, need for achievement, a propensity to risk, self-confidence and tolerance to ambiguity

18.	Zhang et al., (2014)	The relationship between entrepreneurship educations, prior entrepreneurial exposure, perceived desirability and feasibility, and EI for HEI students.	Perceived desirability and feasibility, EI, Prior entrepreneurial exposure, Entrepreneurship education, University type and Gender
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Note: EI= Entrepreneurship Intention

CONCLUSION

It can be concluded that students' entrepreneurial intentions may strongly be influenced by demographic, psychological, or behavioural factors. This is in line with the statement made by previous literature Marques, Ferreira, Gomes, & Ricardo, (2012). Most of the studies on entrepreneurship intention tend to use Theory of Planned Behaviour (TPB) to explain the relationship between dependent and independent variables. Therefore, the study proposed to choose the behavioural area by drawing the inspiration models from the TPB by Ajzen, (1991) to explain the complex phenomenon of entrepreneurship (Lortie & Castogiovanni, 2015).

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