

Entrepreneurial Interest in Indonesian Vocational Schools

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Abstract—The interest in entrepreneurship is the desire, interest, and willingness to work hard in trying to the maximum to meet their needs without feeling afraid of the risks that will occur. This study examines the effect of learning creative products and entrepreneurship (CPE) and motivation towards the interest in entrepreneurship. The research method uses a quantitative approach. The sample in this study were 43 students of the Integrated Islamic Vocational School (SMK) in Malang. Data retrieval is done by questionnaire. Data analysis using multiple linear regression. The results showed that CPE learning and motivation simultaneously had an influence on the interest in entrepreneurship, but partially CPE did not affect the interest in entrepreneurship while motivation partially influenced the interest in entrepreneurship. This research is limited to one school of generalities so that generalization of findings is also limited to the context under study. Quantitative or qualitative research needs to be developed to explore the external validity of the findings presented in relation to other vocational schools. Based on the results of this study it is recommended to teachers to improve the quality of learning by applying various learning models that match the characteristics of students and basic competencies to be achieved, and to principals to always carry out supervision in learning, so that learning is more meaningful in achieving goals.

Keywords—CPE; motivation; interest in entrepreneurship

I. INTRODUCTION

The emergence of interest in entrepreneurship from someone is the first step that can guide the person to be able to realize their desires in the form of concrete actions that are starting entrepreneurship. The interest in entrepreneurship is someone's interest in business activities that require courage in taking risks to gain profit [1]. Someone who has an interest in entrepreneurship will take steps to become an entrepreneur. Entrepreneurial interests in a person can grow due to various factors that influence it [2].

Motivation is an impulse found in a person to try to make behavior changes that are better in meeting their needs [3]. Motivation for entrepreneurship is one of the factors that influence a person's interest in plunging into the world of entrepreneurship. If the students have high motivation to become successful entrepreneurs in themselves, there will certainly be a high interest in entrepreneurship. High interest will encourage someone to work hard in achieving their goals.

Creative Product and Entrepreneurship (CPE) learning at vocational secondary schools (SMK) aims to produce graduates, who have the ability to create new jobs so as to reduce unemployment problems [4]. In CPE it is very important to instill an interest in entrepreneurship for students early on in school so that in the future they are ready and have the knowledge and skills they can manifest in real life in society [1]. For this reason, CPE learning in Vocational Schools must be directed towards achieving predetermined goals. This is related to the education and training system that integrates work experience and education providing several important recommendations about vocational education policies throughout the world in creating the labor market [5].

Interest can be grown through learning processes both in theory and practice [6]. In the CPE learning process, at least students are given learning material not only in the form of theory but also direct practice for entrepreneurship so that students have the skills to become entrepreneurs. [7,8]. CPE learning provides special skills to students so they can develop their competencies. Students not only have technical skills, but are also able to apply skills through direct practice as a provision for their future lives.

The role of CPE learning in the implementation of skills is very important so that students are able to survive with the ability to manage their skills. Learning CPE in Vocational School is a point so that students have more ability and are ready to enter life as independent human beings who are ready to work in community life. This means that entrepreneurship education should have a very important role in preparing students to enter the workforce [9]. By learning CPE, the students are accustomed to the conditions of entrepreneurship and building a business network since going to school so that when they finish their study period, they already have work experience, even their own market share. Therefore it is necessary to carry out learning activities that can really direct students towards the growing interest in entrepreneurship based on regional economic potential [10].

However, in the field research results were found that were not consistent. Rosmiati states that entrepreneurial learning models do not significantly influence student interest [11], while Syaifudin states that entrepreneurship education influences the interest in entrepreneurship [1] and student

participation in entrepreneurship education programs will influence the desire to start a business [12].

Based on these problems, in this study we will examine the effect of CPE learning based on regional economic potential and motivation towards interest in entrepreneurship both simultaneously and partially.

II. METHODS

The approach used in this study is quantitative research, where quantitative methods are carried out to test hypotheses taken by measuring research variables with numbers. The population in this study included students of the Asy-Syadzili Malang Islamic Vocational School, with a sample of 43 students, 30% of the population. The instrument used was a questionnaire. Data were analyzed descriptive and statistical. Descriptive analysis is used to describe research variables. Statistical analysis was used to test the hypothesis formulated in this study. Hypothesis testing is done by using multiple linear regression analysis. All statistical tests using SPSS 22.00 for windows software with a significance level of 0.05.

III. RESULTS AND DISCUSSION

The results of data processing to describe the variables in the study are presented in table 1 below:

TABLE I. VARIABLE FREQUENCY DISTRIBUTION OF RESEARCH

| Category | Entrepreneurial Interest | CPE | Motivation |
|-----------------|--------------------------|--------|------------|
| Very good | 28,37% | 27,48% | 25,74% |
| Good | 56,76% | 49,85% | 59,55% |
| Pretty good | 14,87% | 22,67% | 14,71% |
| Not good | 0% | 0% | 0% |
| Very bad amount | 0% | 0% | 0% |
| Total | 100% | 100% | 100% |

Source: Primary data processed

Based on table 1, it can be explained that the interest of Asy-Syadzili Islamic Vocational School students in entrepreneurship is cumulative between good and excellent categories of 85.13%. The results of this study indicate that the interest of students in entrepreneurship is very high. This is supported by the results of an interview with one of the

teachers who stated that the students seemed very happy when doing entrepreneurship practices. For the practice of entrepreneurship the students of the Asy-Syadzili Integrated Islamic Vocational School take turns every week by selling food or other items to their own friends. Besides that the practice of entrepreneurship was also carried out in certain events carried out by the school.

CPE learning according to the perception of students cumulatively between good and very good categories is 77.33%. The results of this study indicate that according to the perceptions of students the CPE learning that is implemented is good. In carrying out learning the teacher has used a variety of methods so that students can understand the material presented properly. CPE learning is implemented not only theoretically but learning is carried out by direct practice of how to become an entrepreneur.

Motivation of students for entrepreneurship is cumulative between good and excellent categories of 85.29%. The results of this study indicate that students have good motivation for entrepreneurship. this good motivation, according to an interview with the teacher of visible learning when students practice entrepreneurship. When students practice entrepreneurship it seems very enthusiastic. This shows that the motivation of students to entrepreneurship is very good.

The results of multiple regression analysis, between CPE learning variables based on regional economic potential and motivation for entrepreneurship towards the interest in entrepreneurship, can be seen in Table 2 below.

Table 2 displays the results of F count values, which are 24,153 sig values. $0,000 < 0,05$, so H_0 is rejected (H_a accepted) means that CPE learning and motivation together (simultaneous) have a significant effect on the interest in entrepreneurship. This is in line with the results of the description found that according to participants' perceptions not CPE learning and motivation are in the good category. If the CPE and the motivation of the peseta students for good entrepreneurship can certainly foster the interest of students in entrepreneurship.

TABLE II. THE RESULTS OF MULTIPLE REGRESSION ANALYSIS

| Model | Sum of Squares | df | Mean Square | F | Sig. | |
|-------|----------------|---------|-------------|---------|--------|-------------------|
| 1 | Regression | 440.193 | 2 | 220.096 | 24.153 | .000 ^b |
| | Residual | 364.505 | 40 | 9.113 | | |
| | Total | 804.698 | 42 | | | |

^a Dependent Variable: Entrepreneurial Interest

^b Predictors: (Constant), Motivation, CPE

The results of the partial analysis for each independent variable are presented in table 3 below.

TABLE III. THE RESULTS OF THE PARTIAL ANALYSIS

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 12.259 | 6.027 | | 2.034 | .049 |
| 1 CPE | -.119 | .084 | -.151 | -1.415 | .165 |
| Motivation | .826 | .120 | .731 | 6.863 | .000 |

Dependent Variable: Entrepreneurial Interest

Table 3 shows the test of the influence of each independent variable, namely, CPE and motivation. Based on the results of the analysis of the influence of CPE learning on the interest in entrepreneurship, the value of t_{count} is -1.415, while the t_{table} is 2.086 or $t_{count} < t_{table}$ with a significant value of $0.165 > 0.05$, H_a is rejected (H_0 accepted), so it can be concluded that there is no CPE learning influence Entrepreneurship in student IT-Syadzili Malang Vocational School. This is in line with the research conducted by Rosmiati, et al. which states that entrepreneurship learning models do not significantly influence student interest in entrepreneurship [11]; Indarti's research (2008) shows that the orientation of education or economic and business education curriculum for students in Indonesia is not directed to form entrepreneurship but tends to prepare and equip students to work in companies [13]; and the results of research that concluded that entrepreneurship programs using instrumental approaches in terms of differences have no effect on students' skills and intentions of becoming entrepreneurs [14].

However, the results of this study are not in line with the research conducted by Syaifudin which states that entrepreneurship education can foster interest in entrepreneurship [1] and research that states that gender, family experience with business, and education level influence entrepreneurial interests [15].

CPE learning will be meaningful if it is implemented integrated between theory and practice directly. As the results of research that state that mastery of the concept of entrepreneurship will be good and meaningful when in entrepreneurship learning emphasizes direct learning experience [16]. Besides that, the CPE teaching method must also be able to improve creative and creative thinking in students, such as research that states that entrepreneurial learning by way of thinking and acting can improve the ability of students to practice entrepreneurship through practice-based learning [17].

CPE learning does not affect the interest in entrepreneurship for students of the Asy-Syadzili Malang

Islamic Vocational School due to the characteristics of students who are different from other schools. Ash-Syadzili Integrated Islamic Vocational School is a boarding school based school. Besides implementing an educational curriculum in general, the learning process also applies diniyah learning. With the diniyah learning that they get, they believe that their success in entrepreneurship is determined by the almighty. This causes that CPE learning even though according to students' perceptions is good but does not affect their interest in entrepreneurship.

Based on the results of the analysis of the influence of entrepreneurial motivation on the interest in entrepreneurship, the value of t_{count} was 6.863, while the t_{table} was 2.086 or $t_{count} > t_{table}$ with a significant value of $0.00 < 0.05$, H_a was accepted (H_0 was rejected), so it can be concluded that there was a significant influence towards the interest of entrepreneurship in students of IT-Syadzili Malang Vocational School. Motivation is an impulse that arises in a person to do something desired. Entrepreneurship motivation is very important because it can give the power to do some things that will be done, one of which is to encourage the growth of interest in entrepreneurship. Someone who is interested in entrepreneurship will be influenced by motives for achievement, namely the desire to achieve the best in order to obtain personal satisfaction, based on the existence of needs that must be met such as the desire to earn greater income, obtain freedom, desire to be able to help the community, achieve dreams personal, and independent. The results of this study are in line with research that states that motivation influences the interest in entrepreneurship [18,19]. But it is not in line with research that states that motivation does not affect the interest in entrepreneurship [11].

R2 value is used to measure the proportion of independent variables that are able to explain the dependent variable with multiple linear regression. The results of R Square analysis (R2) can be seen in table 4 below.

TABLE IV. THE RESULTS OF R SQUARE ANALYSIS

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .740 ^a | .547 | .524 | 301.871 | 2.339 |

a. Predictors: (Constant), Motivation, CPE

Dependent Variable: Entrepreneurial Interest

Based on table 4, it is known that the correlation coefficient value of 0.740 indicates that between CPE learning variables based on regional economics and motivation to try, jointly have

a strong influence on the interest in entrepreneurship. The determinant coefficient value (R Square) shows that the magnitude of the contribution of all independent variables,

namely regional economic-based CPE learning and business motivation, with interest in entrepreneurship, so R Square 0.547 has the meaning of regional economic CPE learning and motivation trying to contribute 54.7 % of changes in interest in entrepreneurship. Thus the remaining 45.3% is influenced by other variables not included in this study. For example, knowledge of entrepreneurship, family culture, industrial practices (internship), environment, and others.

IV. CONCLUSION

CPE learning and motivation for entrepreneurship are important to be improved so that students have the desire to prepare themselves more independently. The independence of these students can be seen from their interest in entrepreneurship. CPE learning according to students' perceptions is good but from the results of data analysis it was found that CPE did not affect students' interest in entrepreneurship. CPE learning needs to be improved by using varied learning methods and integrating learning between the theory and practice of entrepreneurship so that it can increase the interest of students in entrepreneurship. In this study students' interest in entrepreneurship was influenced by their motivation for entrepreneurship, therefore their motivation must be continually improved. It is recommended to students to always increase creativity in entrepreneurship, to teachers to improve the quality of learning by applying various learning models and utilizing available learning facilities, and to principals to always carry out supervision so that learning will be more meaningful in achieving goals. In this study, we have not examined how the role of apprenticeship in relation to student interest in entrepreneurship is therefore recommended for researchers to review how the role of parking in fostering students' interest in entrepreneurship.

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