

The Influence of Entrepreneurship Education and Entrepreneurial Spirit on Entrepreneurial Interest

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ABSTRACT

Entrepreneurship is an important force in a country's economy. Fostering an entrepreneurial spirit is believed to be a solution in reducing unemployment. This research aims to explain the effect of entrepreneurship education on the entrepreneurial spirit mediated by entrepreneurial interest in students of class XII SMKS Bina Nasional Informatika, consisting of majors in Network Computer Engineering, Office Administration, and Accounting. The number of respondents taken amounted to 100 respondents using the Slovin formula and probability sampling techniques. The data has been collected and processed using path analysis techniques. This study shows that each variable tested has been valid and reliable, and is feasible in the model according to the path analysis test so that this research can be done. The results of the analysis prove that the variables of entrepreneurship education and entrepreneurial spirit have a significant positive effect on entrepreneurial interest.

Keywords: *Entrepreneurship Education, Entrepreneurial Spirit, Entrepreneurial Interest*

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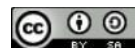
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1. INTRODUCTION

Vocational High School is an educational institution that has the potential to prepare Human Resources that can be absorbed by the workforce, because applicable theoretical and practical material has been provided during learning, with the hope that SMK graduates have competencies in accordance with the needs of the world of work.

Human Resources contains two meanings, first, effort or work or services that can be provided in the production process, which in this case reflects the quality of effort given by a person within a certain time to produce goods and services. The second definition of human resources is being able to work to provide these services or work efforts.

Being able to work means being able to carry out activities that have economic value, namely that these activities produce goods or services to meet the needs of society. From the beginning, students are educated to commit to specific skills that match the interests of certain industrial business sectors.

At this time the availability of industry to absorb SMK graduates is still limited, even referring to data from the Central Statistics Agency (BPS) in February 2023, the number of unemployment rates for SMK graduates was 9.60%, although compared to 2022 all educational categories have decreased.

From these problems, efforts made by the government through the Directorate of Vocational High Schools and all education stakeholders are moving and competing to update the teaching and learning process both strategies and learning models, each SMK graduate will be equipped with knowledge to prepare for the continuation and application of their learning outcomes.

The demands of graduates are often termed BMW which stands for Work, Continuing Education and Entrepreneurship, these three choices certainly have their own risks and challenges. The hard work of principals and teachers must be oriented towards the needs of students or prospective graduates.

Entrepreneurship learning in accordance with the curriculum at SMK Bina Nasional Informatika Cikarang is in line with the National Education program. The Head of School and the ranks of the board of teachers are moving and competing to renew the application process of BMW, with the hope that graduates can focus on developing talents and abilities in entrepreneurship as a provision after completing vocational education.

From these problems as the basis for researchers to find out how much the Effect of Entrepreneurship Education and Entrepreneurial Spirit on Entrepreneurial Interest given by teachers at SMK Bina Nasional Informatika (case study of class XII all majors).

An entrepreneur is someone who carries out entrepreneurial activities, or someone who starts and operates a business (Daryanto, 2012: 6). The role of entrepreneurs is not only in business operations, Rahayu (2011) states that entrepreneurs are one of the pillars of a country's economy, it is from entrepreneurs that a country can progress and develop. According to Zimmerer in Winardi (2008: 17) an entrepreneur is someone who creates a new business, by facing risks and uncertainties, which aims to achieve profit and growth through identifying opportunities through the combination of resources needed to benefit. According to Pearce II in Winardi (2008:37-40) characteristics of successful entrepreneurs there are 10 kinds of characteristics. The first is unlimited commitment and determination. Second, a strong drive or stimulus to achieve achievement. Third, orientation towards opportunities and goals. Fourth, internal locus of control. Fifth, tolerance for ambiguity. Then, the sixth is skill in terms of accepting calculated risks. Seventh, less perceived need for status and power. Eighth, the ability to solve problems. Ninth, high ability to get "feedback" (feedback), and finally the tenth is the ability to deal with failure effectively.

Entrepreneurship has been believed to be an important force in global economic growth that creates new businesses and economic growth (Minitti, Bygrave and Autio, 2006). When Indonesia was hit by the crisis, micro, small and medium enterprises (MSMEs), entrepreneurship was a business sector that was able to survive the global economic crisis in 1998. The role of SMEs in 2007 reached 49.84 million business units, and 99.99% of national business actors, in the national economic system is no doubt, seeing its contribution as an absorber of labor absorption, the formation of National Gross Domestic Product (GDP), national export value, and national investment (Budiarti, 2012).

SMKS Bina Nasional Informatika is a private school located in Bekasi Regency. As a vocational high school, it has the aim of making SMKS BNI the choice of the community, making graduates who are able to develop themselves according to their talents and interests, which have the characteristics of the graduates.

Lestari and Wijaya (2012) entrepreneurship education not only provides a theoretical basis for the concept of entrepreneurship but forms the attitude, behavior and mindset of an entrepreneur. Keat et al. (2011) the main objective of entrepreneurship education is to change the views, behavior and interests of students to understand entrepreneurship, and have an entrepreneurial mindset and later become successful entrepreneurs who build new businesses so that they can open new job opportunities. Entrepreneurship learning methods must be able to transfer not only knowledge and skills but also the ability to realize a real business, and obtain the soul of entrepreneurship itself (Siswadi, 2013). Entrepreneurship education is highly dependent on the acceptance of an entrepreneurial mindset in schools and the creation of an entrepreneurial environment in and around schools. Entrepreneurship education and training owned by an entrepreneur can influence the behavior and attitude of the period to become an entrepreneur and develop entrepreneurship and good business, especially the younger generation through schools.

In addition to entrepreneurship education, the entrepreneurial spirit is a very decisive initial capital that an entrepreneur has. Through entrepreneurship education in schools, teachers can form an entrepreneurial spirit attitude in students by instilling entrepreneurial values through entrepreneurship education. In addition, entrepreneurial interest can be formed because of motivation. One motivation or drive for entrepreneurship in students is to be the pride of parents. In attitudes towards behavior there are two main aspects, namely individual beliefs that displaying or not displaying certain behaviors will produce certain consequences or results, and is an aspect of individual knowledge about the object of attitude can also be in the form of individual opinions that are not necessarily in accordance with reality. The more positive the individual's belief about the consequences of an attitude object, the more positive the individual's attitude towards the attitude object will be, and vice versa (Wijaya, 2008). This statement is a step to prepare graduating students to start a new business through the integration of experience, skills, and knowledge essential to developing and expanding a business.

Interest can be interpreted by how hard someone dares to try and the effort someone plans to make (Wijaya, 2008). Entrepreneurial Interest is a process of searching for information to achieve business goals, Katz and Gartner (1988) in Muhar (2013). The greater a person's entrepreneurial interest, the greater the likelihood of achieving his business goals. Therefore, interest in entrepreneurship should also be owned by students of SMKS Bina Nasional Informatika.

This study aims (1) To explain the effect of entrepreneurship education on the entrepreneurial spirit of students and students of SMKS Bina Nasional Informatika. (2) To explain the effect of entrepreneurship education on entrepreneurial interest in students and students of SMKS Bina Nasional Informatika.

(3) To explain the effect of entrepreneurial spirit on entrepreneurial interest in students and female students of SMKS Bina Nasional Informatika.

Entrepreneurship education in general is an educational process that applies principles and methodologies towards the formation of life skills (life skills) in students through an integrated curriculum developed in schools. Entrepreneurial attitudes in students can be instilled through entrepreneurship education based on entrepreneurial values (Suryana, 2003: 32). According to Furi's research (2013) there is an effect of entrepreneurship education & training on entrepreneurial attitudes. Based on previous research, the proposed hypothesis development is:

H1: Entrepreneurship education has a positive and significant effect on the entrepreneurial interest of students of Bina Nasinal Informatics SMKS.

According to Fatoki (2014) through entrepreneurship education can create or improve entrepreneurial attitudes, spirit and culture among individuals and the general public. Siswoyo (2009) argues that entrepreneurship can be learned by every individual who has the desire to learn it because entrepreneurship is not the dominance of talented individuals alone.

Research conducted by Hussain et al. (2015) concluded that education has a positive and significant effect on entrepreneurial intentions in students in Pakistan. Similar results were also shown by research conducted by Siswoyo (2011), Aprilianti (2012), Hendriyani (2013), Nursito (2013), Zegeye (2013), Fatoki (2014), Malebana (2014). Based on previous research, the proposed hypothesis development is:

H2: The entrepreneurial spirit has a positive and significant effect on the entrepreneurial interest of students of Bina Nasional Informatics SMKS.

2. METHODS

This study uses quantitative methods in the form of associative research in testing to determine the effect of entrepreneurship education on entrepreneurial interest. The research

location is in the Bina Nasioal Informatics SMKS environment, students in class XII majoring in Network Computer Engineering, Office Administration, and Accounting and the research subjects are students in the 2021 - 2022 school year.

The object of this research is the aspect of entrepreneurship education, entrepreneurial spirit and entrepreneurial interest. The population in this study were all students of class XII of SMKS Bina Nasional Informatika in the 2021 - 2022 school year. The following population is in Table 1 data on students of SMKS Bina Nasional Informatika class year 2021 - 2022.

Table 1. Data on students of SMK Bina Nasional Informatika in the academic Year class of 2021 - 2022.

No	Department	Number of Students
1	Network Informatics	105
2	Office Administration	58
3	Accounting	33
Total		196

3. RESULTS AND DISCUSSION

The number of respondents in this study were 100 people who were students who passed the entrepreneurship course in class XII students of Bina Nasional Informatics SMKS in the 2021 - 2022 academic year. As a description of the respondent's profile is as follows:

- a. Based on the gender composition of the respondents, it can be seen from the picture below:

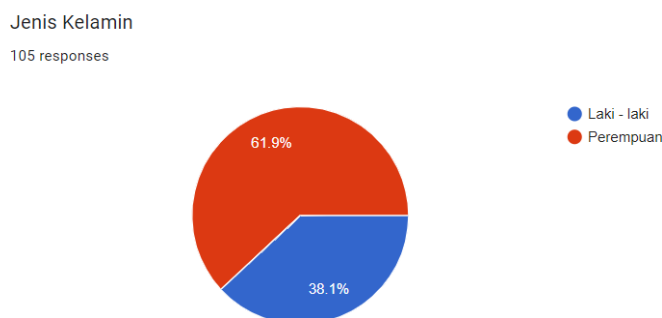


Figure 1 Gender Composition of Respondents

Source: Data processed, 2024

Figure 4.1 shows that, of the 100 respondents, 61.9% or 63 respondents were female, while the remaining 38.1% or 37 respondents were male. Regarding the number of respondents based on gender, it can be seen that between men and women there is a significant difference because the percentage is far different, this indicates that the interest in doing business at SMK Bina Nasional Informatika is favored by the female gender.

b. Based on the age of the respondents, it can be seen in the figure below:

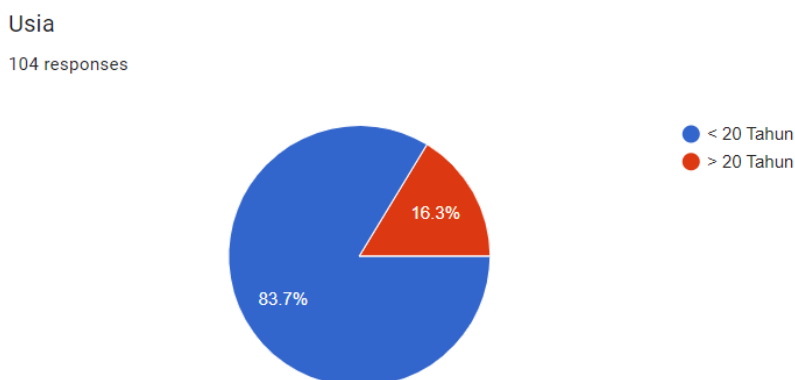


Figure 2 Age Composition of Respondents

Source: Data processed, 2023

Figure 4.2 shows that most respondents are in the age range < 20 years, namely 84 respondents or 83.7%. While the rest is > 20 years, namely 16 respondents or 16.3%. This indicates that the average age of those who have an interest in entrepreneurship at SMK Bina Nasional Informatika is < 20 years.

Hypothesis Test

In this study, there is a hypothesis test carried out using the F test and t test with the help of the SPSS application. Based on the test results that have been carried out by researchers, the results and discussion of the research are as follows:

Uji F

Table 2 F Test Results

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4675.258	2	2337.629	356.900	.000^b
	Residual	635.332	97	6.550		
	Total	5310.590	99			

a. Dependent Variable: MB

b. Predictors: (Constant), PK, JK

Source: Data processed, 2024

Based on table 4.1, calculated F-statistic (F) of 356.900 and significance 0.000 below the significance level of 5% or 0.05. This means that the variables of entrepreneurship education and entrepreneurial spirit have an influence on entrepreneurial interest.

Uji t

Table 3 Results of t test

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.979	.820		1.194	.235
	JK	.653	.122	.491	5.375	.000
	PK	.511	.100	.465	5.091	.000

a. Dependent Variable: MB

Source: Data processed, 2024

Based on table 4.2, for the entrepreneurship education variable, the t-statistic of 5.091 is greater than the t-table (1.660) with a positive relationship direction, then the significance figure is obtained at 0.000 below 5% or 0.05. This means that the entrepreneurship education variable has a significant positive effect on the entrepreneurial interest of students of SMK Bina Nasional Informatika in the 2021/2022 academic year.

Furthermore, for the entrepreneurial spirit variable, the t-statistic of 5.375 is greater than the t-table (1.660) with a positive relationship direction, then the significance figure is obtained at 0.000 below 5% or 0.05. This means that the entrepreneurial spirit variable has a significant positive effect on the entrepreneurial interest of students of SMK Bina Nasional Informatika in the 2021/2022 academic year.

4. CONCLUSION

Based on the results and discussion above, it can be seen that the entrepreneurship education variable has a significant positive effect on the entrepreneurial interest of students of SMK Bina Nasional Informatika in the 2021/2022 academic year. Furthermore, the entrepreneurial spirit variable has a significant positive effect on the entrepreneurial interest of students of SMK Bina Nasional Informatika in the 2021/2022 academic year.

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