

The Influence of Entrepreneurship Education and Industrial Work Practices on Interest in Entrepreneurship in State Vocational High School Students in the Central Jakarta Region

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ABSTRACT

This study aims to determine the effect of Entrepreneurship Education and Industrial Work Practices on Entrepreneurial Interests of State Vocational High School Students in the Central Jakarta Region. The research sample was 294 school students at 5 State Vocational Schools in Central Jakarta. Data collection was carried out through a survey method using a Google form which was distributed to the respondents. The collected data were then analyzed using multiple regression techniques using the E-views program. The results showed that entrepreneurship education and industrial work practices had a positive and significant effect on the interest in entrepreneurship at State Vocational High Schools in the Central Jakarta Region.

Keywords : Entrepreneurship Education; Industrial Work Practices; Interest in Entrepreneurship.

INTRODUCTION

One of the problems often faced by developing countries is the increase in population growth which is not controlled effectively both in quantity and quality so that it has an impact on increasing the number of unemployed. Research conducted by (Arslan & Zaman, 2014; GIDEON, 2017; Maijama'a et al., 2019; Sadikova et al., 2017; Soyly et al., 2018) on the relationship between population growth and unemployment in Uganda for the 1991-2019 period revealed that there was a long-term and short-term relationship between population growth and unemployment. And the results of research in South Africa show that population growth has quite a significant effect on the number of unemployed (Azolibe et al., 2022). A rapid increase in population will create an increase in the availability of labor (Rochaida, 2016) and unemployment will occur due to low quality labor or due to low absorption of the business world against the rapidly increasing availability of labor.

In Indonesia, as a developing country, it also faces challenges in reducing the number of unemployed, which the government continues to strive for. The report from the Central Statistics Agency for August 2021 (BPS, 2021) shows that the open unemployment rate based on education completed is dominated by Vocational High School (SMK) graduates. There are 2,111,338 graduates of Vocational High Schools (SMK) who are unemployed out of a total of 9,102,052 unemployed in Indonesia. This means that 23% of unemployment in Indonesia comes from SMK graduates, even though the explanation of article 15 of Law No. 20 of 2003 concerning the

National Education System states that what is meant by vocational secondary education is a form of secondary level education with the aim of preparing students to be able to work in certain fields (National Education System, 2003). Therefore the learning given to SMK students is directed to provide skills or skills in certain fields with the aim that students will be able to meet the needs of the business world. But in reality there is a contradiction, namely based on the BPS report above, SMK graduates actually contribute quite a lot to the unemployment rate.

The large number of graduates of Vocational High Schools (SMK) are unemployed because the number of available workers is not balanced with the demand for labor from the business world or in other words the supply or availability of labor is greater than the demand or needs in the business world. The growth of the labor force is not balanced with the growth of the business world which causes the level of employment to tend to decline. This can be reflected during the COVID-19 pandemic, where many companies closed their businesses to survive and then contributed directly to the increase in the number of unemployed in Indonesia (Arie Wibowo Khurniawan, 2020). Thus population growth needs to be balanced with growth in the business world to increase employment opportunities and control unemployment due to an increase in the availability of the number of workers due to population growth , namely by increasing the quantity and quality of the Micro, Small and Medium Enterprises (MSMEs) sector. The World Bank on its website reveals that the majority of businesses worldwide are in the MSME sector which contributes to job creation and global economic development. MSMEs contribute to creating 7 out of 10 formal jobs (Worldbank). In the European Union around 26 million MSMEs absorb 109 million workers (Erđin & Ozkaya, 2020) while in ASEAN countries such as Malaysia the MSME sector is able to absorb 48.4% of the workforce in 2019 (Muhamad et al., 2021).

The Ministry of Cooperatives and SMEs stated that Indonesia's entrepreneurial ratio was still low, namely only 3.47% of the population, thus placing Indonesia on par with Vietnam, which was ranked 74th out of 137 countries based on Global Entrepreneurship data (Amorós et al., 2013; Bosma, 2013; Pinillos & Reyes, 2011). Through various regulations, the government seeks to encourage the birth of new entrepreneurs to increase job opportunities and is supported by a program from the Ministry of Education and Culture which revises the curriculum to encourage vocational students' interest in entrepreneurship . Learning in SMK has been formulated with several policies including: 1) conducting studies and revising the SMK curriculum so that it is more oriented towards developing creativity and entrepreneurship in students as early as possible; 2) improve the quality of SMK that supports the creation of students' creativity and entrepreneurship; 3) creating access to exchange of information and knowledge on the creative economy between education providers; 4) increasing the number and improving the quality of SMKs that support the creation of creative people in the development of the creative economy; 5) creating connectedness and integration among SMK graduates related to the needs of creative economy development; 6) encouraging successful entrepreneurs to share experiences and expertise in SMK in developing the creative economy; and 7) Facilitating the development of networks and encouraging collaboration between Indonesian creative people at home and abroad (Jendela Education and Culture, 2022). Entrepreneurship education in SMK through various regulations and evaluations is expected to increase the interest of students which in turn will create new entrepreneurs from SMK graduates.

Entrepreneurship is a process of discovering new things through the outpouring of time and effort with accompanying financial, psychological, and social assumptions and provides benefits

in the form of personal financial satisfaction and independence (Alma, 2013). Through entrepreneurship education, students will have the ability to create businesses from the training process (Kirby, 2004) where individuals are directed to build creativity, dare to take risks and are able to turn their ideas into concrete actions (Jones & English, 2004). In general, entrepreneurship education aims to provide an understanding that entrepreneurship can be a career choice where through entrepreneurship education the ability of students to set up and manage a business will increase (Ibrahim et al., 2015) thus encouraging the birth of new entrepreneurs.

In addition to entrepreneurship education as part of the curriculum at SMK, another form of learning that is characteristic at the SMK education level is industrial work practices, namely job training activities for SMK students carried out in the business or industrial world. The definition of industrial work practice in the Regulation of the Minister of Industry Number 03/M-IND/PER/1/ 2017 is work practice in industrial companies and/or industrial estate companies as part of the vocational education curriculum in order to master skills or expertise in the industrial sector (Permenperin, 2003). The results of previous research revealed that the experience gained by students from industrial work practice activities influenced the interest in entrepreneurship of SMK students. In addition, research conducted by (Alma, 2013) also revealed that education and experience are factors driving entrepreneurial interest.

According to (Lortie & Castogiovanni, 2015; Tornikoski & Maalaoui, 2019) entrepreneurship is planned behavior and an appropriate theory for use in behavioral research is the Theory of Planned Behavior (TPB) introduced by Ajzen, (1991). Hendrawan & Sirine, (2017) quoting from Raguz, IV and Matic, (2011) revealed that the Theory of Planned Behavior is a better and more complex model for explaining and predicting entrepreneurial interest. Several previous studies at several State Vocational Schools in Indonesia have proven that entrepreneurship education has an influence on interest in entrepreneurship (Falah & Marlina, 2022); (Mugiyatun & Khafid, 2020); (Farida & Nurkhin, 2016). But the results of research conducted by Apriana et al., (2019) revealed different results, namely entrepreneurship education had no effect on interest in entrepreneurship at SMK Negeri 4 Balikpapan.

Research on the effect of industrial work practices on entrepreneurial intentions also shows different results. Research conducted by (Clark, 2012; Janssens & Kraft, 2012) at SMKN 2 Semarang shows that industrial work practices affect interest in entrepreneurship as well as the results of research by Gunawan et al., (2014) conducted at SMKN 1 Bali and research by Bali et al., (2022) at Padang 6 SMKN and the results of research by Sembodo et al, (2020) at SMKN 1 Kemusu, Boyolali. Meanwhile, the results of Kulsum's research, (2014) revealed that industrial work practice variables had no effect on entrepreneurial interest. Industrial work practices are learning activities carried out in the industrial world (Aferi & Waskito, 2019) so that students gain experience (Vananda et al., 2022). Paturahman et al., (2019) revealed that students who have attended industrial work practices have new experiences and quite high self-confidence.

Previous research on the variables of entrepreneurship education and industrial work practices was carried out using sample data at one SMK and there has been no research using specific data from several state vocational students in 1 province as respondents. So based on the description above and taking into account the index of Indonesian entrepreneurs which is still low compared to other countries while the availability of labor from SMK graduates has contributed to the unemployment rate in Indonesia, this research is important to do to find out students' interest in entrepreneurship. This study uses sample data from students of several state vocational schools in Central Jakarta with a research question whether there is an influence of entrepreneurship education and industrial work practices on the interest in entrepreneurship of state high school

students in the central jakarta area

METHODS

This research is a quantitative study with the independent variables being entrepreneurship education and industrial work practices while the dependent variable is interest in entrepreneurship. The research was conducted at a State Vocational High School in Central Jakarta, which has State Vocational High Schools in 8 sub-districts and using a random sample technique, 5 SMKN students were used as a sample of 294, namely students in grades XI and XII who had received entrepreneurship subjects and had taken part in work practices. The data collection method used is by distributing questionnaires. The questionnaire compiled is a closed questionnaire type and uses a Likert scale with 5 alternative answers, namely Strongly Disagree (STS), Strongly Agree (ST), Neutral (N), Agree (S), Strongly Agree (SS) to measure educational variables. entrepreneurship (X1), industrial work practices (X2), and interest in entrepreneurship (Y). Multiple linear regression analysis was used to analyze the data preceded by the classical assumption test. Analysis assisted by software Eviews 10 .

RESULTS AND DISCUSSION

Data collection was carried out from research samples, namely students in class XI and XII from 5 schools in the Central Jakarta Region, namely from SMKN 31, SMKN 21, SMKN 34, SMKN 38, and SMKN 3 Central Jakarta, totaling 294 with the following details:

Table 1 Results Based on Respondents School

No	Name School	Subdistrict	Number of students
1	SMKN 31	Johar Baru	25
2	SMKN 21	Kemayoran	71
3	SMKN 38	Tanah Abang	39
4	SMKN 3	Kemayoran	22
5	SMKN 34	Senen	139

Table 2 Results Respondents Based on Type Sex

Description	Percentage (%)
Man	48
Woman	52
Total	100

Based on the analysis of research data with the help of E Views 10, the classical assumption and regression test results. The results of data processing are shown in Figure 1, the Jarque Bare probability value is greater than 0.05, so the research data meets the normality test requirements. It can be seen that the VIF value for the variables of entrepreneurship education and industrial work practices is less than 10 ($VIF < 10$), so the regression model is free from multicollinearity.

The results of the heteroscedasticity test a Prob.Chi-Square (2) value of 0.9585 which is greater than 0.05, so there is no heteroscedasticity in the regression model. The linearity test a probability value that is greater than 0.05, so the independent variable in this study, namely

entrepreneurship education and industrial work practices, has a linear relationship with the dependent variable, namely entrepreneurial interest. From the processing results of the classic assumption test shown in Figures 1 to 4, the regression model meets the requirements of the classic assumption test, namely the normality test, multicollinearity test, heteroscedasticity test and linearity test so that multiple regression processes can be carried out with the help of the E-Views 10 program. From the results of the data processing above, it can be seen that the t-statistic values in the variables x1 and x2, namely entrepreneurship education and industrial work practices, show a probability value that is smaller than 0.05, so it can be said that the entrepreneurship education variable and the industrial work practice variable partially affect interest. entrepreneurship for SMK students in 5 schools in Central Jakarta, namely SMKN 31, SMKN 21, SMKN 34, SMKN 38, and SMKN 3.

In the entrepreneurship education variable, the results of this study support the research of Falah & Marlana, (2022) which states that entrepreneurship education has an effect on entrepreneurial interest at SMKN 1 Surabaya, as well as research by Mugiyatun & Khafid (2020) which reveals that entrepreneurship education has an effect on interest students of SMKN 2 Semarang and are in line with the results of research conducted by Farida & Nurkhin (2016) at SMKN 9 Semarang. In the variebal industrial work practices, the results of this study are in line with the results of research conducted by Mugiyatun & Khafid, (2020) at SMKN 2 Semarang, the results of research by Gunawan et al., (2014) at SMKN 1 Bali and research by Bali et al., (2022) at SMKN 6 Padang and in line with the results of research by Sembodo et al, (2020) at SMKN 1 Kemusu, Boyolali.

The results of data processing in Figure 5 also show that the prob value (F-statistic) is less than 0.05 which means variable X1 namely Entrepreneurship Education and variable X 2 namely industrial work practices simultaneously (simultaneous) influence on the entrepreneurial interest of SMK students in 5 schools in Central Jakarta. The Adjusted R-squared value shows a value of 0.322005, meaning that entrepreneurship education and industrial work practices are able to explain 32% of vocational students' entrepreneurial interest.

CONCLUSIONS

Based on data collection, it was concluded that there was a positive influence between entrepreneurship education and industrial work experience on the interest in entrepreneurship in class XI and XII students of SMK Negeri 5 Vocational High Schools in Central Jakarta. Then the consistent learning of entrepreneurship education implemented in the SMK curriculum together with industrial work practice activities will increase the interest in entrepreneurship of SMK students which will give hope to the growth of the Indonesian business world through the birth of new entrepreneurs in the Micro, Small and Medium Enterprises (MSMEs) sector to offset the increasing the increase in the availability of the number of workers from graduates of State Vocational Schools due to population growth.

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