

THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON STUDENTS' ENTREPRENEURIAL INTERESTS STATE VOCATIONAL SCHOOL 3 BENGKALIS

Rini Arvika Sari¹, Rizqa Arimurti²

^{1 2}International Business Administration, Bengkalis State Polytechnic

¹riniarvika@polbeng.ac.id

²rizqaarimurti03@gmail.com

Article Info

Accepted July , 2024

Revised August 25, 2024

Published September 30,
2024

Keywords:

*entrepreneurship education,
interest in entrepreneurship,
school students*

Abstract

This study examines the impact of entrepreneurship education on students' entrepreneurial interest at SMKN 3 Bengkalis. High unemployment rates in Indonesia are partly due to a lack of job opportunities for high school graduates and a low entrepreneurial spirit. Entrepreneurship education is crucial in shaping students' creativity, independence, and willingness to take risks in starting a business. Using a quantitative descriptive method, the study involved 100 students selected through random sampling. Data were collected via questionnaires and analyzed using the product moment correlation. The findings reveal a significant correlation ($r=0.613$) between entrepreneurship education and students' entrepreneurial interest, suggesting that exposure to entrepreneurship education increases students' motivation and interest in entrepreneurship. The study recommends enhancing entrepreneurship programs in schools to better prepare students for the business world, fostering an entrepreneurial mindset that contributes to economic development.

INTRODUCTION

Unemployment is a global problem that occurs in almost every country, including Indonesia. The unemployment rate in Indonesia is still relatively high, especially because of the decreasing job opportunities for people who only get education up to Senior High School (SMA) level. (Malik, 2018). The development of the era that increasingly requires experts in various fields according to scientific specifications, causes high school

graduates to only be able to become factory workers or cleaning workers in companies.(Mulyatiningsih et al., 2014). On the other hand, college graduates often choose to become civil servants (PNS), even though they have to be unemployed for longer just to wait for the CPNS test whose implementation is unclear.

The low entrepreneurial spirit of the community is one of the factors that worsens this situation. An entrepreneurial spirit can encourage someone to be more creative and productive.(Rustan, 2020). However, the low interest and motivation of Indonesian youth to become entrepreneurs is a serious challenge for various parties, including the government, education, industry, and society. Efforts to foster an entrepreneurial spirit, especially changing the mindset of young people who are only interested in becoming civil servants or job seekers, are very important.(Qurnain, 2016).

This gap requires a comprehensive alternative solution with various approaches. The government cannot stand alone in solving this problem. One effective alternative is through education which acts as the main stepping stone in educating the community.(Speducation, 2022). Educational institutions in Indonesia are very diverse, one of which is Vocational High School (SMK). SMK has a significant role in educating the next generation of the nation and contributing to development, especially in the fields of education and skills.(Monika et al., 2019).

This study aims to determine the effect of entrepreneurship education on students' interest in entrepreneurship at SMK Negeri 3 Bengkalis. By understanding how entrepreneurship education can increase interest in entrepreneurship, it is hoped that SMK can further develop programs that support students' independence and creativity. SMK not only educates students to have mental toughness, but also equips them with other disciplines of skills, so that SMK graduates can become independent, creative, and productive people.

Interest in Entrepreneurship

Entrepreneurial interest refers to a person's interest and tendency to engage in entrepreneurial activities. This interest arises without any external encouragement and is more the result of personal awareness of the relevance and attractiveness of an activity or object.(Harini & Yulianeu, 2018). A person who has an interest in entrepreneurship usually shows a strong preference for activities related to entrepreneurship, where the emotional and intellectual connection to the activity further strengthens his interest.(Noerhartati & Jatiningrum, 2021). Entrepreneurial interest is not inherited genetically but is developed through experience and exposure to certain environments.

Entrepreneurs, in essence, are individuals who have the courage to take risks in starting new businesses. They actively seek, exploit, and create opportunities that can generate profits.(Sanawiri & Iqbal, 2018). While there is always a risk of loss, an entrepreneur sees this as a natural part of the process, where they learn from failure to achieve success.(Nursanti et al., 2024). In addition, an entrepreneur is also known as an innovator who introduces new products or services, or processes raw materials in a creative way, and has the ability to organize social and economic resources to realize

these opportunities.(Zarkasyi, 2021).

Interest in entrepreneurship is not only about the desire to start a business, but also includes the courage to face challenges and perseverance in working hard to achieve goals.(Rahmatullah et al., 2023). A person who is interested in entrepreneurship is ready to face various risks that may arise and has a strong desire to learn from every failure faced. This interest also includes the desire to realize entrepreneurial ideals through active involvement in various activities that support the business, as well as the sense of satisfaction obtained from being involved in the process.(Nuraeni, 2022).

Overall, entrepreneurial interest is a combination of interest, desire, and commitment to running a business activity. Someone who has this interest will feel happy and challenged in entrepreneurial activities, and have a strong drive to plan, take risks, and make important decisions to achieve their business goals.(Lubis & Handayani, 2023). Entrepreneurial interest can also develop along with the experience and education gained, which ultimately encourages individuals to become more innovative and proactive in achieving success in the business world.

Entrepreneurship Education

Entrepreneurship education is a systematic effort to develop individual potential in entrepreneurial aspects through a structured curriculum, management, pedagogy, and evaluation.(Noerhartati & Jatiningrum, 2021). This education is not only aimed at producing entrepreneurs who are able to establish new businesses, but also to form individuals who are able to identify opportunities, innovate, and overcome risks in entrepreneurship.(Meyanti et al., 2023). Thus, entrepreneurship education covers more than just business formation, but also includes the development of entrepreneurial skills and attitudes that can be applied in various aspects of life.(Tamam & Muadin, 2019).

In a broader context, entrepreneurship education also includes learning experiences from sources other than direct experience. Educational institutions, through research and development, provide a strong foundation for students to learn about entrepreneurship.(Rustya, 2023). Effective entrepreneurship education utilizes a variety of learning resources and methods, including experiential learning or learning through direct experience.(Hasan et al., 2022). This is expected to produce new quality entrepreneurs, able to face challenges and avoid business failure better.

In conclusion, entrepreneurship education is an effort made by educational institutions to form individuals with entrepreneurial knowledge, values, and attitudes. The main goal is to create reliable and characterful entrepreneurs, who are not only able to build new businesses but can also make positive contributions to the welfare of society.(Indriayu et al., 2022). This entrepreneurship education program is also expected to equip students with the ability to adapt and thrive in a competitive business environment.

Previous Research

Table 1. Previous Research

No.	Writer	Research Title	Research methods	Research result
1	Adhe Octavianica (2016)	The Influence of Entrepreneurial Motivation and Internal and External Environments on Entrepreneurial Interests	Descriptive verification method with ex post facto approach and survey. Data collection techniques using interviews, questionnaires, and documentation.	Finding the influence of entrepreneurial motivation, internal environment, and external environment on students' interest in entrepreneurship.
2	The Last Supper (2015)	The Influence of Entrepreneurship Education, Entrepreneurial Motivation and Family Environment on the Entrepreneurial Mental Attitude of Students of SMK Negeri 1 Demak	Data collection using questionnaires and documentation. Data analysis using Chi Square with a quantitative approach and inductive thinking.	Finding the influence of entrepreneurship education, entrepreneurial motivation, and family environment on the entrepreneurial mental attitude of vocational school students.

Source: Octavianica (2016) & Prihantoro (2015)

RESEARCH METHODS

Types of research

The research conducted by the author is included in the quantitative category, which emphasizes the use of numerical data to be analyzed using statistical methods. This research will utilize numerical data from the collection stage to the interpretation and presentation of results.(Arikunto, 2006). In addition, conclusions in quantitative research will be more effective if accompanied by visualizations such as tables, graphs, or diagrams to clarify the results of the analysis.

This research is also descriptive, which means that the author attempts to describe and interpret the research object according to the actual situation.(Ghozali & Nasehudin,

2012). Thus, this research can be categorized as quantitative descriptive, where the researcher aims to explain and describe existing phenomena through detailed numerical data analysis.

Sample and Population

This research is a quantitative research that requires clear planning, including determining the population to be studied. The population in this study were all students of SMKN 3 Bengkalis. Population is a generalization area consisting of subjects or objects with certain characteristics determined by researchers to be studied and analyzed, so that conclusions can be drawn. Based on this definition, the population includes all objects that are the focus of the research.

In this study, the sample taken was 100 students from the student population of SMKN 3 Bengkalis. Sampling was carried out using random sampling techniques, which allow each member of the population to have an equal opportunity to be selected as a sample. This technique was chosen to ensure that the sample taken is representative of the population as a whole, so that the results of the study can be generalized.

Data collection technique

In collecting data, researchers try to find information that is relevant to the formulation of the research problem, whether in the form of opinions, facts or documentation.(Unaradjan, 2019). The data collection methods used consist of two main methods. First, the questionnaire method, which is a tool for collecting information by submitting written questions that are answered by respondents in writing. In this study, researchers used a closed questionnaire where respondents only had to choose the available answers. The questionnaire consists of several multiple-choice options with a Likert scale, which includes answer choices such as often, sometimes, rarely, and never. This method is the main method for determining the effect of entrepreneurship education at SMKN 3 Bengkalis on students' interest in entrepreneurship.

In addition to questionnaires, researchers also use documentation methods as a supporting method in collecting data. According to Suharsimi Arikunto, the documentation method is the process of finding data on certain variables recorded in various sources such as notes, transcripts, books, newspapers, and other documents.(Ramadan, 2021). This method is used to complement the data obtained through the questionnaire, thus providing a more comprehensive picture of the research object at SMKN 3 Bengkalis.

Data Analysis Techniques

The data analysis technique in this study was carried out using a quantitative approach, which emphasizes the analysis of numerical data obtained through questionnaires. The data collected from respondents were processed using statistical methods to obtain an overview of the influence of entrepreneurship education on students' interest in entrepreneurship at SMKN 3 Bengkalis. This analysis process includes several stages, such as testing the validity and reliability of the questionnaire, as well as testing

the hypothesis through appropriate statistical tests. The statistical technique used in this study aims to identify the relationship between the independent variable, namely entrepreneurship education, and the dependent variable, namely interest in entrepreneurship.

After the data is processed statistically, the results of the analysis are displayed in the form of tables, graphs, or diagrams to facilitate interpretation. The presentation of data in visual form aims to clarify the research findings and provide a more concrete picture of the influence of entrepreneurship education on entrepreneurial interest among students. In addition, the results of the analysis are also used to draw conclusions whether there is a significant relationship between the variables studied, as well as to answer the research questions that have been formulated. Thus, the data analysis techniques applied in this study help in identifying and explaining the phenomena that occur at SMKN 3 Bengkalis related to entrepreneurship education and students' entrepreneurial interest.

RESULTS AND DISCUSSION

In order to test the hypothesis that the author proposed in this study, namely "There is an influence of Entrepreneurship Education on Entrepreneurial Interest (Case study on Students of SMKN 03 Bengkalis)." After each Entrepreneurship Education and Student Entrepreneurial Interest data is obtained, then the data is analyzed. The author will perform calculations to obtain the results of acceptance or rejection of the hypothesis using the product moment correlation formula, the formulation of the hypothesis is as follows:

Ha: There is an influence of Entrepreneurship Education on Entrepreneurial Interest (Case study on Students of SMKN 03 Bengkalis)."

Ho: There is no influence of Entrepreneurship Education on Entrepreneurial Interest (Case study on Students of SMKN 03 Bengkalis)."

The analysis results produced a final r-count value of 0.613. Furthermore, the results were consulted to the table of correlation coefficient values "r" product moment with $df = N - nr = 100 - 2$ meaning 98.

Table 2 Hypothesis Testing

Vvariabl e	Class Interval	Frequency	Category	Tooutright
Entrepreneurship Education → SMKN 3	31 – 60	53%	Good	Variable x
Interest in Entrepreneurship → SMKN	31 – 65	64 %	Good	Variable y

The Influence of Entrepreneurship Education and Entrepreneurial Interest → SMKN 3	<i>r_{count}</i>	<i>r_{table}</i>	Correlation	Results
	0, 613	0, 374	Strong	<i>r_{count}</i> > <i>r_{table}</i>

Source: *SmartPLS*, 2024.

Based on hypothesis testing using the product moment formula above, it produces an *r_{count}* value of 0.613 and *r_{table}* at a significance of 5% of 0.374. Thus, it is proven that *r_{count}* is greater than *r_{table}*. Then because *r_{count}* > *r_{table}*, it can be concluded that in this study the alternative hypothesis (*H_a*) is accepted. This means that there is an influence between Entrepreneurship Education and Entrepreneurial Interest (Case study of SMKN 3 Bengkulu Students). Furthermore, if seen from the interpretation table (*r*) of the product moment, the value of *r_{count}* of 0.613 is at the level of 0.60 - 0.799, meaning that there is a strong correlation between variables X and Y.

Based on the results of *r*-calculation and *r*-table results, the results obtained are *r*-calculation of 0.613 and *r*-table at a significance of 5% of 0.374. Thus, it is proven that *r*-calculation is greater than *r*-table. Then because *r*-calculation > *r*-table, it can be concluded that in this study the Alternative Hypothesis (*H_a*) is accepted. This means that there is an influence between Entrepreneurship Education on Entrepreneurial Interest (Case study of Students of SMKN 3 Bengkulu).

The results of entrepreneurship education with a broad understanding allow the creation of new entrepreneurs who are able to identify opportunities, innovate, and are persistent in pursuing their dreams. These entrepreneurs are also required to be brave in facing risks, where this courage is balanced with the ability to analyze and manage these risks. Therefore, effective entrepreneurship education must be able to foster students' interest in entrepreneurship, which includes interest, readiness to engage in entrepreneurial activities, and courage in facing risks and challenges. This interest is an important initial requirement in starting an entrepreneurial journey. Without a strong interest, entrepreneurship education can be considered a failure.

Based on hypothesis testing using the product moment formula, the calculated *r* value is 0.613, which is greater than the *r* table at a significance level of 5% of 0.374. This proves that there is a strong correlation between entrepreneurship education and entrepreneurial interest of SMKN 3 Bengkulu students. Some of the main influences of entrepreneurship education on students' entrepreneurial interest include the desire and interest in building their own business, understanding in managing a business, and entrepreneurial experience that makes it easier for students to develop their businesses. In addition, factors such as educational achievement, family environment, and government policies also play a role in influencing students' interests. Thus, it is clear that entrepreneurship education at SMKN 3 Bengkulu has a significant influence on students' entrepreneurial interest.

CONCLUSION AND SUGGESTIONS

Based on the results of the research that has been conducted, it can be concluded that there is a significant influence between entrepreneurship education on entrepreneurial interest in students of SMKN 3 Bengkalis. The results of the analysis show that the calculated r value of 0.613 is greater than the r table at a significance level of 5% of 0.374, which means that there is a strong correlation between entrepreneurship education and entrepreneurial interest. This shows that students who are exposed to entrepreneurship education tend to have a higher interest in entrepreneurship, while without this education, entrepreneurial interest may not develop well.

In an effort to increase interest in entrepreneurship among students, schools are advised to continue developing entrepreneurship education programs. This step is important so that students can be better prepared to face the business world and have the courage to start their own businesses. In addition, schools are also expected to be able to establish relationships with various parties related to entrepreneurship to maximize entrepreneurship activities in schools, so that students gain broader and deeper practical experience.

REFERENCE

- Arikunto, S. (2006). *Research Procedures for a Practical Action*. Jakarta: Rineka Cipta.
- Ghozali, I., & Nasehudin, TS (2012). *Quantitative Research Methods*. Bandung: Pustaka Setia, 74.
- Harini, C., & Yulianeu, Y. (2018). Factors Influencing Interest in Entrepreneurship in Youth of Karang Taruna Wijaya Kusuma, Kramas Village, Tembalang District, Semarang City. *Disprotek Journal*, 9(1).
- Hasan, M., Arisah, N., Dinar, M., Rahmatullah, R., & Nurdiana, N. (2022). Experiential Learning Model to Develop Local Culture-Based Entrepreneurial Character in Children. *Jurnal Obsesi: Journal of Early Childhood Education*, 7(2), 1333.
- Indriayu, M., Harini, Sudarno, Nugroho, JA, & Octoria, D. (2022). *Entrepreneurship Education Based on Non-Cognitive Skills Can Form a Generation of Job Creators*. Deepublish.
- Lubis, AS, & Handayani, R. (2023). *Generation Z and Entrepreneurship*. Bypass.
- Malik, N. (2018). *Dynamics of the Indonesian Labor Market (Vol. 1)*. UMMPress.
- Meyanti, IGAS, Sutajaya, IM, & Sudiarta, IGP (2023). Implications of Entrepreneurship Education in Forming Entrepreneurial Interests and Competencies. *Bisma: Journal of Management*, 9(3), 292–299.
- Monika, IGA, Agung, AAG, & Dantes, KR (2019). Determination of Principal Leadership, Organizational Culture, Teacher Work Ethic and Work Motivation on Teacher Performance at Harapan Denpasar Tourism Vocational School. *Indonesian*

- Journal of Educational Administration, 10(2), 138–147.
- Mulyatiningsih, E., Sugiyono, SP, & Purwanti, S. (2014). Development of Vocational School Edupreneurship. Yogyakarta: Yogyakarta State University.
- Noerhartati, E., & Jatiningrum, C. (2021). Entrepreneurship Education in Indonesia. Adab Publisher.
- Nuraeni, YA (2022). The Role of Education in the Formation of Entrepreneurial Spirit: Entrepreneurship Education. Journal of Educational Sciences (ILPEN), 1(2), 38–53.
- Nursanti, TD, Haitamy, AG, DN, DA, Masdiantini, PR, Waty, E., Boari, Y., & Judijanto, L. (2024). ENTREPRENEURSHIP: Strategies and Guidelines for Facing Effective Business Competition. PT. Sonpedia Publishing Indonesia.
- Qurnain, N. (2016). Problems of Creating Young Entrepreneurs. IQTISHADIA: Journal of Islamic Economics & Banking, 2(1), 78–90.
- Rahmatullah, R., Hasyim, SH, & Noviani, L. (2023). Self-Confidence, Creativity and Motivation: Their Influence on the Entrepreneurial Interests of the Millennial Generation. Indonesian Journal of Learning Education and Counseling, 5(2), 157–166.
- Ramdhan, M. (2021). Research Methods. Cipta Media Nusantara.
- Rustan, SE (2020). Entrepreneurship in the Ocean Economy. SAH MEDIA.
- Rustya, D. (2023). Sustainable Entrepreneurship Development in Education: An Approach Based on Islamic Economic Principles. Journal of Islamic Banking, 3(2), 61–75.
- Sanawiri, B., & Iqbal, M. (2018). Entrepreneurship. Brawijaya University Press.
- Speduction, F. (2022). The Role of Students in Realizing Inclusivity as One of the Efforts Towards Golden Indonesia 2045. GUEPEDIA.
- Tamam, B., & Muadin, A. (2019). Implementation of Edupreneurship in Character Formation of Excellent Schools. Ulumuna: Journal of Islamic Studies, 5(1), 13–21.
- Unaradjan, DD (2019). Quantitative Research Methods. Publisher Unika Atma Jaya Jakarta.
- Zarkasyi, MR (2021). Entrepreneurship-Intrapreneurship: For Independence and Business Sustainability. UNIDA Gontor Press.