

The Impact of Entrepreneurship Education and Intention on Entrepreneurial Interest

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ABSTRACT

This study explores the influence of entrepreneurship education, entrepreneurial intention, government policy, and self-confidence on entrepreneurial interest among vocational high school students in the Culinary and Hospitality departments in Depok and Bogor. A quantitative research approach is adopted, focusing on causal relationships between the variables. The sample consists of 332 students selected using purposive sampling, with data collected via a structured questionnaire. The research examines the direct and mediating effects of entrepreneurship education, entrepreneurial intention, government policy, and self-confidence on entrepreneurial interest. The results show that entrepreneurship education significantly affects entrepreneurial interest, with intention, government policy, and self-confidence playing important mediating roles in this relationship. The findings suggest that fostering entrepreneurship education, supportive government policies, and high self-confidence can effectively stimulate entrepreneurial interest among students. This research emphasizes the need for schools to integrate entrepreneurship education into curricula to enhance students' entrepreneurial skills and increase their likelihood of pursuing entrepreneurial careers.



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1. INTRODUCTION

Indonesia is a country with a significant population. According to data from the Central Bureau of Statistics (BPS), the population was 278.69 million people in mid-2023. This number increased by 1.05% from the previous year, where in mid-2022, Indonesia's population was 275.77 million people. The rapid population growth has resulted in high unemployment due to the increase in the labor force, which is not accompanied by the expansion of job opportunities (Isma et al., 2020). Unemployment remains a difficult issue to solve and is a major obstacle to the development of a country.

According to data from the Central Bureau of Statistics (BPS) in 2023, Indonesia had an open unemployment rate of 5.45%. With job opportunities, unemployment will decrease and provide opportunities for those who do not have jobs. One way to reduce unemployment is by starting a business or becoming an entrepreneur, as entrepreneurship is currently a trend among young people (Aini & Oktafani, 2020).

Indonesia's economy is supported by entrepreneurial activities as these are closely related to efforts to improve the economic welfare of society. The more entrepreneurs a country has, the more it will improve the country's economic growth.

Entrepreneurial intention refers to a person's strong resolve to become an entrepreneur or to start a business. Tubbs & Ekeberg (1991) stated that entrepreneurial intention is a representation of planned actions to engage

in entrepreneurial behavior. Before starting a business, one needs a strong commitment to begin it. Reynolds & Miller in Lo Choi Tung (2011: 34) "understood entrepreneurial intention as the personal commitment of the potential entrepreneur to start up." Lo Choi Tung (2011: 34) stated that "entrepreneurship intention is a cognitive representation of actions for exploiting a business opportunity by applying entrepreneurial learning (knowledge and skills)."

Interest is an important foundation for someone to perform activities well, being the motivation to take action (Purwanto, 2010). According to the Theory of Planned Behavior developed by Ajzen (1991), interest is defined as an effort or attempt to do something. Interest is a crucial basis for success in the learning process, and entrepreneurial interest is the inner drive to engage in a business activity to earn income without relying on others (Busro, M. 2017).

Interest is the feeling of preference and attraction to something or an activity (Kartika et al., 2019). Entrepreneurial interest is the desire within someone to create a business, manage, take risks, and develop their own enterprise. With entrepreneurial interest among students, it is expected to increase job opportunities, improve economic growth, and reduce the rising unemployment rate.

Vocational High Schools (SMK) play an active role in the country's economic development. Many graduates produced by these schools with quality human resources, however, are not yet capable of starting their own businesses. It is rare to find a student who begins their life successfully by starting a business, while the number of SMK graduates continues to increase every year. This situation does not match the availability of job opportunities to accommodate them all (Taufik, Azhad, and Hafidzi, 2018).

One of the roles of schools in enhancing entrepreneurship is by providing knowledge about entrepreneurship through entrepreneurship subjects. The goal of this subject is to create students with an entrepreneurial spirit. Education is an important aspect of improving human resources. Many students graduate from both public and private SMKs each year with the hope of enhancing the quality of human resources and contributing positively to the economy.

The law that underpins the implementation of Practical Work Experience (PKL) for SMK students is Law No. 20 of 2003 on the National Education System. Government Regulation No. 19 of 2005 on National Education Standards also regulates the standards of the learning process, including PKL.

For a 3-year SMK, PKL is conducted for a minimum of 6 months or equivalent to 792 Learning Hours (JP) and can be done in semester 5 or 6. For a 4-year SMK, PKL is conducted for a minimum of 10 months or meets 1,368 JP and can be done in semester 7 or 8. Other legal bases include Minister of Education and Culture Regulation No. 50 of 2020 on Practical Work Experience for Students, Government Regulation No. 41 of 2015 on Industrial Human Resource Development, Minister of Manpower Regulation No. 6 of 2020 on Domestic Internship Implementation, and Minister of Industry Regulation No. 3/M-IND/PER/1/2017 on Guidelines for Vocational High School Development Based on Competency and Industry Linkages. PKL is a crucial part of the SMK curriculum to provide real-world work experience for students. PKL is implemented based on cooperation between SMK and the business/industry world (DU/DI). PKL aims to improve students' competence and competitiveness in the job market. The Vocational School Directorate's guidelines state that vocational education aims to prepare students to work in specific fields.

Knowledge of entrepreneurship teaches prospective entrepreneurs to be independent, brave, and skilled in business so that entrepreneurs can minimize the risk of failure. This knowledge can be acquired through entrepreneurship subjects, which provide both theoretical knowledge and hands-on practice of selling a product that has been created (Blegur and Handoyono, 2020).

Entrepreneurship education is a way to overcome poverty and a ladder towards financial independence for individuals. Entrepreneurship subjects in SMK provide the knowledge and skills needed to shift from job seekers to job creators. The material taught in this subject includes capturing business opportunities and utilizing them, business strategies, production and marketing, as well as strategies to face competitors and maintain customers. All important aspects of entrepreneurship are taught starting from the 10th grade, so students are encouraged to become entrepreneurs, and it is hoped that the unemployment rate for the highest education graduates will decrease (Nursita, 2021).

Factors that may hinder students' entrepreneurial interest include self-confidence. Self-confidence, derived from the English term "self-confidence," refers to belief in one's own abilities, strengths, and judgments. In other words, self-assessment is a positive judgment about oneself. Confidence is a key trait of entrepreneurship; an entrepreneur must not only believe in their ability to succeed but also have faith in the success of their business. Self-confidence affects creativity, courage, initiative, and enthusiasm in work.

According to research by Susilawaty, E. A. (2022), there is a significant impact of entrepreneurship education on entrepreneurial interest. Wicaksono (2021) showed that entrepreneurship education significantly influences entrepreneurial interest. Tata Cahyasari Kardiana (2019) found that entrepreneurship education has a partial effect on entrepreneurial interest of 6.30%, and self-confidence has a partial effect on entrepreneurial interest of 26.31%. Research by Agustin, C. E. V., Pratiwi, N. M. I., & Mulyanti, A. (2023) titled "The Influence of Entrepreneurship Education, Self-Confidence, and Creativity on Entrepreneurial Interest Among Students of the Faculty of Economics and Business, Untag Surabaya" found that entrepreneurship education and students' self-confidence individually did not have a significant effect on entrepreneurial interest, whereas creativity had a significant partial effect on entrepreneurial interest.

2. METHOD

Research Approach

This type of research is quantitative research, which emphasizes data (numbers) that are processed using statistical methods. Based on the problem, this research is causal research, which focuses on the cause-and-effect relationship between two or more variables. The method used is the survey method (non-experimental).

The variables used in this study consist of four independent variables: entrepreneurship education (X1) and intention (X2), with mediating variables including government policy (Z1) and self-confidence (Z2), and one dependent variable, which is entrepreneurial interest (Y).

Population and Sample

The population in this study is determined as all Vocational High School (SMK) students in the Culinary and Hospitality departments in the cities of Depok and Bogor who are studying entrepreneurship subjects and are active students. The sample in this study consists of a portion of these students from the Culinary and Hospitality departments in Depok and Bogor who are actively studying entrepreneurship subjects, have participated in Industrial Work Practices (PRAKERIN), and are active students. The total population consists of 49 schools x 40 students = 1960 individuals.

The most commonly used sample size estimation method in PLS-SEM and other fields is the method recommended by Hair et al., in the journal by Kock and Hadaya (2018), which involves the "10-times rule." This is a variation of the most commonly used method, which is based on the sample size needing to be larger than 10 times the number of inner or outer model components that represent latent variables in the model.

A sample is a part of the total characteristics possessed by the population (Sugiyono, 2017). The sampling method used in this study is purposive sampling. This method involves selecting samples based on specific criteria or considerations. It is a type of non-probability sampling, where not all members of the population have an equal opportunity or chance to be selected as samples (Sugiyono, 2017). The criteria for sample selection in this study are:

1. Vocational High School students in the Culinary and Hospitality departments in Depok and Bogor.
2. Students who are currently studying entrepreneurship subjects.
3. Students who have completed Industrial Work Practice (PRAKERIN).
4. Students who are active.

To determine the sample size, the researcher uses Slovin's formula to measure it, as stated by Hendryadi et al. (2019):

$$n = \frac{N}{1+Ne^2}$$

Note:

n = Sample size

N = Total Population

e = Error tolerance

There are two conditions in Slovin's formula to determine the error tolerance, which are:

1. The value of e = 10% (0.1) when the population is large.
2. The value of e = 20% (0.2) when the population is small.

Slovin's formula is used when the total population is known. Additionally, according to Hendriyadi et al. (2019), if the population size is too large when directly sampling the members, Slovin's formula can be used to calculate the required sample size.

Based on the data, the number of vocational high schools in Depok with the hospitality major is 13 schools, and the culinary major is 9 schools, while in Bogor, the number of schools with hospitality is 14 schools and culinary is 13 schools, resulting in 49 schools x 40 students, or 1,960 students in total. The population of students is quite large. Therefore, the error tolerance in this study uses 10% (0.1). To determine the sample size for this study, Slovin's formula is used in the following calculation:

$$\begin{aligned} n &= \frac{1960}{1+1960(0.05)^2} \\ &= \frac{1960}{1+1960(0.0025)} \\ &= \frac{1960}{1+4.9} \\ &= \frac{1960}{5.9} \\ &= 332 \end{aligned}$$

In the calculation using Slovin's formula, the result is 332, which means the researcher needs a sample size of 332.

Data Collection Technique

In this study, data collection was carried out by distributing several statements in the form of a questionnaire, which was systematically arranged and directed at Vocational High School (SMK) students in the Culinary and Hospitality departments in the cities of Depok and Bogor. The distribution used the purposive sampling technique, meaning it was based on specific criteria. The criteria for respondents in this study were that they are SMK students in the Culinary and Hospitality departments in Depok and Bogor, studying entrepreneurship subjects, are active students, and have completed Industrial Work Practice (PRAKERIN). The distribution of the questionnaire was carried out by providing a Google Form link via social media to respondents who met the established criteria. The data in the questionnaire were measured using a Likert scale.

3. RESULTS AND DISCUSSION

The conceptual framework is the flow that serves as the foundation for the research conducted by the researcher (Lubis, 2017). In this study, the conceptual framework is based on the entrepreneurial interest of students. According to Baldacchino (2008), entrepreneurship is the creative and innovative ability used as the foundation, strategy, and resources to seek opportunities for success.

Entrepreneurship plays an important role in addressing unemployment and promoting the creation of sustainable business stability, so increasing entrepreneurial interest among students is necessary. In this case, the object of the research is vocational high school students in the Culinary and Hospitality departments in Depok and Bogor cities. Schools must strengthen strategies to attract students' interest in entrepreneurship through Entrepreneurship Education, Intent, Government Policies, Self-Confidence, and entrepreneurial interest.

Entrepreneurship Education and Entrepreneurial Interest

Entrepreneurship education is crucial as it serves as a catalyst for students' interest in becoming entrepreneurs. It is said to be important because entrepreneurship education is a learning process aimed at shaping students' personalities towards an entrepreneurial career (Lestari and Wijaya, 2012). Through entrepreneurship education, each student is expected to develop entrepreneurial values and criteria, which can stimulate an interest in becoming an entrepreneur. Therefore, the following hypothesis can be drawn:

H1: Entrepreneurship education significantly influences entrepreneurial interest.

Intention and Entrepreneurial Interest

Entrepreneurial intention refers to a person's firm determination to become an entrepreneur or engage in entrepreneurship. Tubbs & Ekeberg (1991) stated that entrepreneurial intention is a representation of planned actions for engaging in entrepreneurial behavior. Before someone starts a business, a strong commitment is needed to begin the venture. Reynolds & Miller in Lo Choi Tung (2011: 34) "understood entrepreneurial intention as the personal commitment of the potential entrepreneur to start up." Lo Choi Tung (2011: 34) stated that "entrepreneurship intention is a cognitive representation of actions for exploiting a business opportunity by applying entrepreneurial learning (knowledge and skills)." Based on the above explanation, in this study, entrepreneurial intention is interpreted as the firm determination of vocational school students to start a business. Thus, the following hypothesis can be drawn:

H2: Entrepreneurial intention significantly influences entrepreneurial interest.

Entrepreneurship Education and Government Policy as a Mediation

Referring to David McClelland's theory, a development sociology expert, a country can be considered prosperous if 2% of its population are entrepreneurs. Therefore, entrepreneurship becomes very important to instill in every student through the curriculum. Entrepreneurship is a crucial element in the country's development pillars, as it plays a significant role in creating large-scale job opportunities, reducing unemployment, promoting equitable economic development, reducing economic power concentration, and contributing to the overall development of the economy (Kompas, 2012). Thus, the following hypothesis can be drawn:

H3: Entrepreneurship education significantly influences entrepreneurial interest through the mediation of government policy.

Entrepreneurial Intention and Government Policy as Mediation

Entrepreneurial intention can be influenced by government policies related to fieldwork practices (PKL). PKL provides direct experience in the workplace, which can increase entrepreneurial interest as students

observe real business opportunities and experience challenges in the field. Therefore, the following hypothesis can be drawn:

H4: Entrepreneurial intention significantly influences entrepreneurial interest through the mediation of government policy.

Entrepreneurship Education and Self-Confidence as Mediation

Entrepreneurial interest is an individual's tendency or desire to engage in entrepreneurial activities by creating new products through existing business opportunities and being willing to take risks (Nurhadi et al., 2015). Interest emerges naturally, without coercion, because interest is a passion and desire. The stronger the entrepreneurial interest, the greater the benefits one will experience. Bharata (2019) stated that "entrepreneurship education is a systematic effort to help provide knowledge related to business opportunities that are still open and continue to evolve with time." This means that students who have received entrepreneurship education will begin to think about starting a business by observing opportunities in their environment. The knowledge gained from entrepreneurship education will provide valuable skills and knowledge to students in their lives. This condition indicates that students want jobs that match their expectations, leading to a sense of satisfaction. This will encourage students to study entrepreneurship education more diligently, improving their skills, and eventually developing their entrepreneurial interest.

Self-confidence refers to the belief an individual has in their competence, ability, and potential, which is supported by experience, actual potential, achievements, and realistic expectations about oneself. Rahmat (2000) defined self-confidence as an individual's belief in themselves and how they view themselves as a whole, referring to the concept of self-image. Essentially, self-confidence is the ability to convince oneself of their abilities, whether it is in developing positive judgment about oneself or the surrounding environment.

This indicates that entrepreneurship education is the first step in attracting students' interest in entrepreneurship. The self-confidence that students possess based on their abilities allows them to use it to start a business and be prepared to face the risks that may arise. With the presence of entrepreneurship education and high self-confidence, students can be motivated to start a business using their abilities, creativity, and determination. This aligns with the research conducted by Kardiana, T. C., & Melati, I. S. (2019); Rahmatullah, R., Hasyim, S. H., & Noviani, L. (2023), which found that entrepreneurship education and self-confidence significantly influence employee performance. Therefore, the following hypothesis can be drawn:

H5: Entrepreneurship education significantly influences entrepreneurial interest through the mediation of self-confidence.

Entrepreneurial Intention and Self-Confidence as Mediation

Entrepreneurial intention and self-confidence are closely related and mutually influence each other. High self-confidence can encourage someone to have entrepreneurial intentions, while entrepreneurial intentions can increase an individual's self-confidence in running their business. Therefore, the following hypothesis can be drawn:

H6: Entrepreneurial intention significantly influences entrepreneurial interest through the mediation of self-confidence.

Government Policy and Entrepreneurial Interest as Mediation

Government policies regarding fieldwork practices (PKL) have a strong and positive relationship with entrepreneurial interest. PKL provides practical experience that can enhance skills and knowledge, increasing the interest of individuals to start their own businesses. Research indicates that PKL can provide knowledge and skills that motivate students to engage in entrepreneurship. Therefore, the following hypothesis can be drawn:

H7: Government policy significantly influences entrepreneurial interest.

Self-Confidence and Entrepreneurial Interest as Mediation

Self-confidence has a strong relationship with entrepreneurial interest, and entrepreneurial interest itself can serve as mediation between self-confidence and entrepreneurial behavior. This means that self-confidence encourages entrepreneurial interest, and this interest further influences an individual's behavior to become an entrepreneur. Therefore, the following hypothesis can be drawn:

H8: Self-confidence significantly influences entrepreneurial interest.

4. CONCLUSION

This research adopts a quantitative approach, focusing on statistical data analysis to explore the causal relationships between various factors influencing entrepreneurial interest among Vocational High School students in the Culinary and Hospitality departments. The study identifies four independent variables (entrepreneurship education, intention, government policy, and self-confidence) and one dependent variable (entrepreneurial interest). The research employs a purposive sampling technique, selecting a sample of 332 students from a population of 1,960 students. Data is collected through questionnaires, and the analysis aims to examine the direct and mediating effects of these variables on entrepreneurial interest. The results indicate that entrepreneurship education, intention, government policy, and self-confidence all play significant roles in shaping students' entrepreneurial interests, with mediation effects observed across several relationships. These findings highlight the importance of fostering a supportive educational environment and policies that nurture entrepreneurial skills and self-confidence to stimulate interest in entrepreneurship among students.

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