

## VOCATIONAL SCHOOL STUDENTS' PERCEPTIONS REGARDING ENTREPRENEURSHIP PRACTICES, READINESS AND INTEREST

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### **ABSTRACT**

This study was conducted with the aim of describing entrepreneurial practices, entrepreneurial readiness, and entrepreneurial interest in vocational high school students based on gender and expertise competencies at Public Vocational High School 22 Jakarta. The research method used in this study is quantitative descriptive method. The respondents used by researchers in this study were grade X students of SMK Negeri 22 Jakarta with an affordable population of 214 students. The sample selection in this study was determined using the Issac & Michael table with an error rate of 5% which found a sample of 135 students. The results of the description analysis of this study found that the variable of entrepreneurial practice had the largest mean value with a score of 4.275 and the lowest value with a score of 4.014. Followed by the variable of entrepreneurial readiness has the highest mean value with a score of 4.370 and the lowest value with a score of 3.986. And the variable of entrepreneurial interest has the largest mean value with a score of 4.341 and the lowest value with a score of 3.957.

**Keywords:** *Entrepreneurial practice, Entrepreneurial readiness, Entrepreneurial interest*

### **ABSTRAK**

Penelitian ini dilakukan dengan tujuan untuk mendeskripsikan praktik kewirausahaan, kesiapan berwirausaha, serta minat berwirausaha pada siswa sekolah menengah kejuruan berdasarkan gender dan kompetensi keahlian di SMK Negeri 22 Jakarta. Metode penelitian yang digunakan dalam penelitian ini adalah metode deskriptif kuantitatif. Responden yang digunakan oleh peneliti dalam penelitian ini yaitu siswa kelas X SMK Negeri 22 Jakarta dengan populasi terjangkau 214 siswa. Pemilihan sampel pada penelitian ini ditentukan menggunakan tabel Issac & Michael dengan tingkat kesalahan sebesar 5% yang mendapati jumlah sampel sebanyak 135 siswa. Hasil analisis deskripsi dari penelitian ini mendapati bahwa variabel praktik kewirausahaan memiliki nilai mean terbesar dengan skor 4,275 dan nilai terendah dengan skor 4,014. Dilanjut dengan variabel kesiapan berwirausaha memiliki nilai mean terbesar dengan skor 4,370 dan nilai terendah dengan skor 3,986. Dan variabel minat berwirausaha memiliki nilai mean terbesar dengan skor 4,341 dan nilai terendah dengan skor 3,957.

**Kata kunci:** *Praktik kewirausahaan, Kesiapan berwirausaha, Minat berwirausaha*

## INTRODUCTION

The increase in unemployment rates in big cities in Indonesia is caused by the gap that exists among job seekers and the lack of job opportunities (Disnaker, 2019). Currently, people with Vocational High School education graduates are the largest contributor to the unemployment rate in Indonesia, reaching 9.60% of the total unemployment rate in Indonesia which has reached 5.83% or almost 8 million people, then the second largest is followed by the community. with graduates from SMA, Diploma I, II, III, IV, Strata I, II, II, SMP, and SD who have an average unemployment rate below 5.51% (BPS, 2023) .

It was explained in an article on the media radarjombang.com (2023) that students who graduated from Vocational High Schools in Jombang Regency, according to student graduate tracking data, only 8% of students had the courage to start their own business after graduating from education, some students preferred to look for work, continue their education, and some have not yet found work or their status is unknown. This can illustrate that students' interest in building a business is still low after graduating from education.

In Southeast Asia (ASEAN), Indonesia can still be said to be the country with the lowest entrepreneurship rate, Minister of Cooperatives and SMEs Teten Masduki explained that Indonesia has not been able to reach the ideal ratio of 3.95% of the total population in Indonesia who are entrepreneurs. Indonesia is still far below several ASEAN countries; Singapore, Malaysia and Thailand, with an entrepreneurial rate of 3.47% (Permana, 2023). According to him, Indonesia might catch up if all levels of society in Indonesia, especially educated people, can take advantage of the opportunity to start entrepreneurship and instill an entrepreneurial spirit amidst current developments in technology and information. This method can be used to reduce the unemployment rate because more opportunities will open up to create jobs.

Entrepreneurship is not only an alternative way for someone to create change in life, but can be the main thing for someone to be able to generate income and create job opportunities for other people (*Entrepreneurs Must Change Mindsets* , 2019). It is a shame that not many people in Indonesia are still educated enough to be interested in running a business because they are worried about the risks and are not sure what they will face in the future. To start an entrepreneur requires courage and a strong mental steel in facing every risk and problem to achieve success in entrepreneurship. Therefore, mental readiness and the risks that will be faced are one of the factors in someone's low interest in starting an entrepreneurship.

According to Hendro (Tri Atmaja & Margunani, 2016) several factors that can influence a person's interest in entrepreneurship are factors within oneself, level of education, family support, compulsion, and circumstances. Then according to Otache (Su et al., 2021) several factors that influence interest in entrepreneurship in his research conducted on several students in China include education, attitudes and behavior, subjective norms, self-control, intention to work and entrepreneurship. The next several factors that influence interest in entrepreneurship according to (Zunaedy et al., 2021) are a high desire for entrepreneurship, enjoyment in carrying out entrepreneurship, and readiness for entrepreneurship. From these explanations, this research tries to find out and describe the perceptions of vocational high school students regarding entrepreneurial practices, entrepreneurial readiness and entrepreneurial interest.

## LITERATURE REVIEW

### Interest in Entrepreneurship

Interest is defined as stimulation from outside the self that arises due to interest or tendency in a field to be active in it (Charli et al., 2019). Interest can be a stimulus that causes someone to pay more attention to certain activities (Uung & Djamilah, 2020). Hapuk et al. (2020) explains that the initial formation of entrepreneurial action is preceded by first having an interest, then the next step is training, honing and developing that interest so that it can

survive in the long term. Putry et al. (2020) defines entrepreneurial interest as an individual's inclination and desire to build a business without any coercion from any party. So it can be concluded that interest in entrepreneurship is a desire, determination and courage within a person which influences entrepreneurial behavior to produce innovation and creativity with the aim of meeting the needs of both individuals and society in the future.

According to Ardiyani et al. (2023) stated that a person's interest in entrepreneurship can be observed from their desire to be involved in entrepreneurship, courage in taking risks, creative and innovative ways of thinking, and a desire to make a profit. In line with the indicators described above, in the research of Tiondang et al. (2022) stated that interest in entrepreneurship can be measured using four indicators, namely the desire and availability for entrepreneurship, the desire to fulfill needs by being brave in taking risks, the desire to continue to develop and innovate to develop the business being created.

### **Entrepreneurial Practices**

Entrepreneurial practices are one of the steps taken to instill and generate interest in entrepreneurship. According to Kuat (2016), practice is included in a learning sequence in which there is a process to increase knowledge through the transformation of experience. Experience that can be applied through comprehensive learning such as practice, learning with individual abilities, or studying in groups. In line with this, Yulianto & Sukanti (2018) explain that practice is the real implementation of theoretical learning, practice is a process of application and preparation of learning that provides direct stimulus. Rusdiana (2014) in her book states that entrepreneurial practice activities are a training ground for the perpetrators to create experience and strong business relationships so that they can mutually benefit each other.

Several indicators of entrepreneurial practice according to (Friskawati, 2018), namely, being able to analyze and see business opportunities, being able to create business strategies, being able to carry out the practical mentoring process, being able to prepare good practice reports, being able to overcome and create solutions to every problem in entrepreneurship. Furthermore, research conducted by Hendaryati & Faridah (2020) shows that entrepreneurial practice has indicators, namely, practical learning methods, practical assistance, making business plans, and realizing business plans, analyzing and viewing business opportunities from the material.

### **Entrepreneurial Readiness**

Readiness is the most important part for everyone who wants to start or carry out entrepreneurial activities. According to Raza et al. (2018) entrepreneurial readiness is an important part for everyone in carrying out entrepreneurial activities because this readiness is based on social, individual capital, perception of opportunities, risk calculations, and a person's self-efficacy. In line with this, Astiti & Margunani (2019) explain that entrepreneurial readiness is business activities carried out either individually or in groups with the aim of gaining profits from business activities by taking advantage of opportunities that are strengthened by physical, mental, emotional conditions, skills and various knowledge possessed. In their research, Almi & Rahmi (2020) used three indicators to measure entrepreneurial readiness, namely mental readiness, knowledge and skills readiness, and resource readiness.

## **METHOD**

The research method is a process of problem solving activities by investigating a problem carefully and perfectionistically so that the problem can be solved correctly (Usman & Marsofiyati, 2019). In this research, researchers chose to use quantitative research methods by collecting data in the form of numbers. The survey research method was used by researchers to obtain the data needed in this research. The population used in this research was 214 class

X Vocational High School students from various skill competencies at SMK Negeri 22 Jakarta. In determining the sample, the researcher used the Issac & Michael table with an error percentage rate of 5%. Based on this table, the minimum sample size in this study was determined to be 135 students.

Research instruments are tools used to collect information or data in the research process which are created in accordance with measurement objectives and theories used as a basis for reference using a quantitative approach (Sukendra & Atmaja, 2020). The instruments used for the variable interest in entrepreneurship in this research include indicators: (1) Desire and availability in entrepreneurship, (2) Desire to fulfill needs, (3) Courage to take risks, 4) Desire to continue to develop and innovate to develop the business being created (Ardiyani et al., 2023; Tiondang et al., 2022). Furthermore, the instruments of the entrepreneurial practice variable in this research include indicators: (1) Practical learning methods carried out, (2) Practical mentoring, (3) Making business plans, (4) Preparing business plan reports (Friskawati, 2018; Hendaryati & Faridah, 2020; Syarif Rifai et al., 2021) . Then the entrepreneurial readiness instrument in this research includes indicators: (1) Mental ability, (2) Future orientation, (3) Risk taking, (4) Skills possessed to start a business (Agustina, 2021; Almi & Rahmi, 2020; Yunita, 2020). The data analysis technique used in this research uses descriptive analysis techniques. Descriptive data analysis is a discussion related to data trend analysis used in this research using the SEMPLS method using the SmartPLS version 4 software application to find out, see and describe the results of the mean value, minimum, maximum, and standard deviation of each variable statement instrument in this study.

## RESULTS AND DISCUSSION

### Results

#### Profile Respondent

The research conducted by researchers distributed questionnaires to 135 class X students from various departments at SMKN 22 Jakarta. The respondent profiles were divided by researchers based on the student's gender and major. The following are the results of researchers' data processing regarding respondent profiles which can be seen in the table below:

Table 1. Profile of Respondents Based on Gender

Respondent Identity	Category	Amount	Percentage (%)
Gender	Man	48	35%
	Woman	90	65%
Total		138	100%

Source: Data processed by researchers (2023)

Based on the information that can be obtained from the Table 1, female respondents have a total of 90 students or 65% more than male respondents who have a total of 48 students or 35% of the total respondents. Next, the profile data of respondents based on their majors is presented in the table below:

Table 2. Respondent Profiles Based on Majors

Respondent Identity	Category		Amount		Percentage (%)
	Major	Class	Class	Total	
Major	TKJ	X TKJ 1	27	46	33%
		X TKJ 2	19		
	AKL	X AKL 1	22	46	33%
		X AKL 2	24		
	M.P	X MP	23	23	17%
	BR	X BR	23	23	17%
Total			138	100%	

Source: Data processed by researchers (2023)

Based on the information obtained from the Table 2, it can be seen that the largest number of respondents came from the TKJ and AKL departments with 46 respondents each with a percentage of 66% of the total respondents. Then continued with the MP and BR departments with 23 respondents each with a percentage of 34% of the total respondents.

The research carried out by researchers used SmartPLS 4.0 software to carry out descriptive analysis activities related to primary research data that had been collected by previous researchers using surveys via questionnaires with the help of the Google Forms application program. The targets for distributing the research questionnaire were class X students from the TKJ, AKL, MP, and BR departments with a total sample of 135 respondents. A Likert scale from 1 – 5 is used as an alternative answer with the score 1 being the lowest score (Strongly Disagree) and score 5 being the highest score (Strongly Agree).

## Profile Data

### Entrepreneurship Practice

Based on the information in the Table 3, it can be concluded that the highest mean score is found in the EP.9 instrument with the statement "Making a business plan makes it easier for me to start a business" with a score of 4.275. Furthermore, the lowest mean score was on the EP.11 instrument with the statement "I am able to make a business plan even though I have to be guided by a subject teacher" with a score of 4.014.

It can be explained from the highest statement indicator on the entrepreneurial practice variable that students agree that making a business plan will make it easier for them before starting a business. Making a business plan can also make it easier for students to get to know the ins and outs of the business they will run. Next, from the lowest statement indicator on the entrepreneurial practice variable, it can be explained that students need guidance either from subject teachers or from related teachers so that they have clear guidelines and direction. If students do not receive intensive guidance from teachers in related subjects, it is feared that they will feel confused when starting to make a business plan, which will make it difficult to carry out practical work later.

Table 3. Results of Descriptive Analysis of Entrepreneurship Practices

Statement Instrument	Mean	Minimum Value	Maximum Value	Standard Deviation	Number of Respondents
EP.1	4,145	1	5	0.913	138
EP.2	4,217	1	5	0.961	138
EP.3	4,094	1	5	0.924	138
EP.5	4,181	1	5	0.903	138
EP.6	4,152	1	5	0.859	138
EP.7	4,167	1	5	0.873	138
EP.9	4,275	1	5	0.899	138
EP.10	4,072	1	5	0.898	138
EP.11	4,014	1	5	0.851	138
EP.13	4,239	1	5	0.913	138
EP.14	4,116	1	5	0.917	138
EP.15	4,145	1	5	0.889	138

Source: Data processed by researchers (2023)

### Entrepreneurship Readiness

Based on the information in the Table 4, it can be concluded that the highest mean score is found in the ER.7 instrument with the statement "I am ready to start entrepreneurship because I want success in life at a young age" with a score of 4.370. Furthermore, the lowest mean score was on the ER.3 instrument with the statement "I have a strong belief that I am ready to become

an entrepreneur because I already understand the flow of designing a business" with a score of 3.986.

It can be explained from the highest statement indicator in the entrepreneurial readiness variable that students have high entrepreneurial readiness because they want success from entrepreneurship at a young age. They realize that from entrepreneurship they can fulfill all their needs through success. Next, from the lowest statement indicator in the entrepreneurial readiness variable, it can be explained that students need strong confidence and understanding in making an appropriate business plan. The role of educators is needed here to foster confidence and provide them with an understanding of how important this is in starting a business.

Table 4 Results of Descriptive Analysis of Entrepreneurial Readiness

Statement Instrument	Mean	Minimum Value	Maximum Value	Standard Deviation	Number of Respondents
ER.1	4,043	1	5	0.916	138
ER.2	4,246	1	5	0.867	138
ER.3	3,986	1	5	0.868	138
ER.5	4,232	1	5	0.958	138
ER.6	4,283	1	5	0.909	138
ER.7	4,370	1	5	0.909	138
ER.9	4,283	1	5	0.901	138
ER.10	4,101	1	5	0.927	138
ER.11	4,101	1	5	0.887	138
ER.13	4,087	1	5	0.847	138
ER.14	4,159	1	5	0.853	138
ER.15	4,080	1	5	0.909	138

Source: Data processed by researchers (2023)

### Entrepreneurship Interest

Based on the information in the Table 5, it can be concluded that the highest mean score is found in the EI.13 instrument with the statement "I will not give up if I fail to start something" with a score of 4.341. Furthermore, the lowest mean value is on the EI.7 instrument with the statement "The income I will get from entrepreneurship is unlimited" with a score of 3.957.

It can be explained from the highest statement indicator in the entrepreneurial interest variable that students have a high spirit of never giving up in running a business. They are aware that in entrepreneurship there are phases of failure and success, they have the desire to continue evaluating the things that made them fail before. Next, from the lowest statement indicator on the variable interest in entrepreneurship, it can be explained that students are aware of the ups and downs of entrepreneurship. The income obtained from entrepreneurship will not always continue to increase and be unlimited. So in the entrepreneurship process there is an evaluation process, an evaluation to revive and increase income again with new innovations in entrepreneurship.

Table 5 Results of Descriptive Analysis of Entrepreneurial Interest

Statement Instrument	Mean	Minimum Value	Maximum Value	Standard Deviation	Number of Respondents
EI.1	4,051	1	5	0.980	138
EI.2	4,022	1	5	0.936	138
EI.3	4,319	1	5	0.978	138
EI.5	4,159	1	5	0.965	138
EI.6	4,275	1	5	0.915	138
EI.7	3,957	1	5	0.955	138
EI.9	4,080	1	5	0.877	138
EI.10	3,986	1	5	0.932	138

Statement Instrument	Mean	Minimum Value	Maximum Value	Standard Deviation	Number of Respondents
EI.11	4,051	1	5	0.895	138
EI.13	4,341	1	5	0.889	138
EI.14	4,167	1	5	0.889	138
EI.15	4,217	1	5	0.923	138

Source: Data processed by researchers (2023)

## Discussion

The highest score on the entrepreneurial practice variable is the Business Plan Creation indicator with a score of 4,275 found in the EP.9 instrument with the statement "Making a business plan makes it easier for me to start a business". This explains that the students agreed that making a business plan would make it easier for them before starting a business. Making a business plan can also make it easier for students to get to know the ins and outs of the business they will run. Furthermore, the indicator with the lowest score in the entrepreneurial practice variable was also found in the Making a Business Plan indicator with a score of 4.014 in the EP.11 instrument with the statement "I am able to make a business plan even though I have to be guided by a subject teacher". This explains that students need guidance either from subject teachers or from related teachers so that they have clear guidelines and direction. If students do not receive intensive guidance from teachers in related subjects, it is feared that they will feel confused when starting to make a business plan, which will make it difficult to carry out practical work later. This is in line with research conducted by (Huang et al., 2021; Wijayanti & Patrikha, 2022) that in the process of implementing entrepreneurship practices, students can see and open up opportunities to grow their interest in entrepreneurship. Because entrepreneurship does not only rely on theory, it must be accompanied by practice as a basis for starting an entrepreneur.

The highest score on the entrepreneurial readiness variable is the Future Orientation indicator with a score of 4,370 found in the ER.7 instrument with the statement "I am ready to start entrepreneurship because I want success in life at a young age". This explains that students have high entrepreneurial readiness because they want success from entrepreneurship at a young age. They realize that from entrepreneurship they can fulfill all their needs through success. Furthermore, the indicator with the lowest score is in the entrepreneurial readiness variable, which is the Mental Ability indicator with a score of 3,986 in the ER.3 instrument with the statement "I have a strong belief that I am ready for entrepreneurship because I already understand the flow of designing a business." This explains that students need strong confidence and understanding in making the right business plan. The role of educators is needed here to foster confidence and provide them with an understanding of how important this is in starting a business. Entrepreneurial readiness refers to the mental abilities, future orientation, risk taking, and skills an individual has to start a business (Maisyaroh et al., 2020). It can be strongly believed that individuals who have met these criteria tend to be ready and focused on achieving performance goals with good results. Previous research results from (Wiyanto, 2014) and (Butar-Butar et al., 2022) explain that entrepreneurial readiness has a significant effect on students' entrepreneurial interest. The more prepared one is before starting an entrepreneurship, the more interest one will have in doing entrepreneurship.

The highest score for the entrepreneurial interest variable is the indicator of the desire to continue developing and innovating to develop the business being created with a score of 4,341 in the EI.13 instrument with the statement "I will not give up if I fail to start something". This explains that the students have a high spirit of never giving up in running a business. They are aware that in entrepreneurship there are phases of failure and success, they have the desire to continue evaluating the things that made them fail before. Furthermore, the indicator with the lowest value is the interest in entrepreneurship variable, which is the Desire to Meet Needs indicator with a score of 3,957 in the EI.7 instrument with the statement "The income I will get

from entrepreneurship is unlimited." This explains that students are aware of the ups and downs of entrepreneurship. The income obtained from entrepreneurship will not always continue to increase and be unlimited. So in the entrepreneurship process there is an evaluation process, an evaluation to revive and increase income again with new innovations in entrepreneurship. Entrepreneurial practices are carried out in an effort to prepare and foster an independent, creative and innovative entrepreneurial spirit in an individual. Entrepreneurial practice provides direct experience of how individuals can carry out the process of planning, calculating, implementing, controlling, and buying and selling in entrepreneurship to prepare individuals to enter directly into the business world later (Utami & Denmark, 2020). It is hoped that the entrepreneurial practices implemented can prepare all aspects to support entrepreneurial activities which will ultimately provide readiness for entrepreneurship and can foster interest in starting a business in the future (Butar-Butar et al., 2022; Lv et al., 2021; Utami & Denmark, 2020).

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

After analyzing the description of the variables of entrepreneurial practice, entrepreneurial readiness, and entrepreneurial interest, the following conclusions can be drawn in this research: (1) The results of the descriptive analysis found in the entrepreneurial practice variable that the highest mean value was found in the statement "Making a business plan makes it easier for me to start a business" with a score of 4.275. Furthermore, the lowest mean score is in the statement instrument "I am able to make a business plan even though I have to be guided by a subject teacher" with a score of 4.014, (2) The results of the descriptive analysis found in the entrepreneurial readiness variable that the highest mean value was found in the statement "I am ready to start entrepreneurship because I want success in life at a young age" with a score of 4.370. Furthermore, the lowest mean value is in the statement "I have a strong belief that I am ready to become an entrepreneur because I already understand the flow of designing a business" with a score of 3.98, (3) The results of the descriptive analysis found in the variable interest in entrepreneurship that the highest mean value was found in the statement "I will not give up if I fail to start something" with a score of 4.341. Furthermore, the lowest mean value is in the statement "The income I will get from entrepreneurship is unlimited" with a score of 3.957.

### Recommendation

From the results of the research that has been carried out, researchers have high hopes that in the future, teaching staff, especially teachers of related subjects at SMKN 22 Jakarta, will be able to increase their competency in implementing entrepreneurial practices for students so that they can have direct experience of how the business process works. starting from planning, calculating, executing, evaluating, and carrying out the plan again according to what has been considered until reporting later. From the series of practices that have been carried out, it can create readiness for students so that it can provide a stimulus to arouse students' interest in creating employment opportunities from entrepreneurship after graduating from SMKN 22 Jakarta later.

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