

Analysis of Factors Affecting Entrepreneurial Interest of Vocational High School Students in Pekanbaru

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Abstract. The highest unemployment rate (TPT) in Indonesia is from graduated of Vocational High School (SMK), which is 9.27%. This phenomenon cannot be separated from the low interest of entrepreneurship. SMK graduates are expected to be able to work directly and can open employment area; the fact is far different from expectations. This study aims to analyze the factors that affect student entrepreneurship interest in SMK. The population of this study was 1845 students of class XII SMK Negeri in Pekanbaru City. The sampling method used in this research was Simple Random Sampling so that it obtained 329 students. The data collection used questionnaire with Likert scale that is suitable for exogenous variable (entrepreneurship interest), endogen variable (entrepreneurship education and family environment), and intervening variable (personality). The data analysis technique employed the path analysis method. The results of the analysis show that entrepreneurship education, and family environment have positive and significant influence on entrepreneurship interest through the personality. This shows that interest in entrepreneurship can be enhanced if the quality of entrepreneurship education, family environment and student personality are improved.

Keywords: *Entrepreneurship Education, Family Environment, Personality*

1. Introduction

Vocational High School (SMK) is a school that is prepared to produce graduates who are competent in their field. They hopefully are able to enter the world of work directly. According to the Minister of National Education Regulation no. 23 of 2006 for the graduation competency standard, the aims of graduation are to enable students to master the competence of skills and entrepreneurship programs to meet the demands of the world of work and to follow higher education in accordance with the vocational. Based on it, the focus of SMK development lies in the development of entrepreneurship. But

not all students are interested to entrepreneurship after graduation, so that it will cause the increase of unemployment rate in Indonesia.

Unemployment is main problems that occur almost in all countries including Indonesia. The phenomenon of low interest in entrepreneurship becomes an important issue to be studied. A few people think for creating jobs. They hope to become employees, laborers or just sell their energy just to expect service rewards. One effort to reduce unemployment rate in Indonesia is to create graduates who not only have orientation as job seeker but job maker or commonly referred as entrepreneur.

The lowest unemployment rate (TPT) is at elementary school level (SD) below which is 3.54%. The open unemployment rate of education sector from Junior High School level is 5.36%, Senior High School (SMA) is 7.03%. Vocational School (SMK) 9,27%. Diploma III (D3) of 6.35%, and university 4.98%. It shows that the SMK is at the highest TPT, and to reduce the number of TPT is expected that the SMK graduates will be able to become an entrepreneur (BPS, 2017).

There are several psychological factors forming a negative view of the entrepreneurial profession. People are less interested, may be partly because of unstable income sources, less respectable, low jobs and so forth. These views are shared by most of the people so they do not want their children to pursue to be the entrepreneurial profession, and try to distract the child's attention into the Public Servant (Buchari Alma, 2014; Henny & Caska, 2015).

There are several things that affect entrepreneurial interests such as personality, and family environment. Other things that affect entrepreneurship interest are family environment, entrepreneurship education and self-efficacy. The subjects of this study are more varied, ie vocational school students with 29 skills programs using path analysis to determine the direct and indirect influence of factors influencing entrepreneur interest (Flora Puspitaningsih, 2016, Muh. Yusuf et al, 2017).

Someone in choosing a career is basically related to the their personality. Jobs that are fit to the personality will make a person enjoy his job. Personality plays an important role in influencing students' decisions to become student entrepreneurs. Thus, interest in entrepreneurship is also influenced by personality (Zahariah Mohd Zain, 2010; Eka 2012). In this paper, the study to analyze the factors that affect student entrepreneurship interest in SMK student will be discussed.

2. Methodology

This research used quantitative descriptive method which was conducted in Pekanbaru from October 2017 to March 2018. The number of samples was 329 students that were chosen from 1845 of the total population in class XII of SMK Negeri 1, SMK Negeri 2, SMK Negeri 3, and SMK Negeri 4 in Pekanbaru. Data collection used questionnaire with Likert scale. The following description of indicators of each variable can be seen in Table 1.

Table. 1 Research Variables and Indicators

Variable	Indicator
Interest in entrepreneurship	1. Feelings of pleasure 2. Interest 3. Attention 4. Involvement
Personality	1. Confident 2. Task-oriented and results 3. Dare to take risks 4. Leadership
Entrepreneurship education	1. Creativity development 2. Direct experience
Family environment	1. The way parents to educate 2. Relations between families 3. Family economic condition

The data analysis technique using path analysis with sub structural as described in Figure 1.

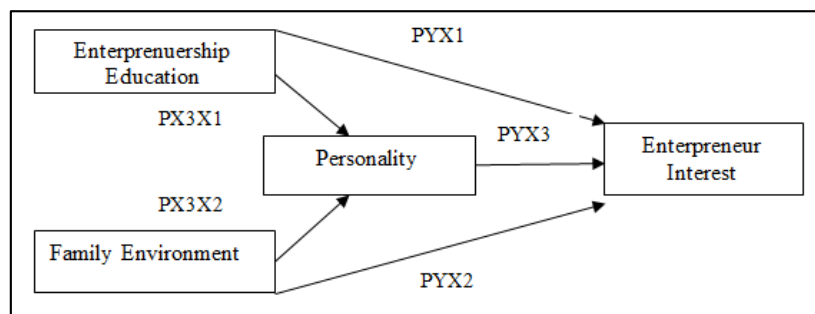


Figure 1. Direct and indirect effects between variables

In accordance with Figure. 1, we obtain two equations as follows:

- Sub Structure I :

$$X_3 = PX_{3X_1} + PX_{3X_2} + \epsilon$$
- Sub Structure II:

$$Y = PYX_1 + PYX_3 + PYX_2 + \epsilon$$

3. Results and Discussion

This study discusses the factors that influence entrepreneurship interests of students of SMK Negeri in Pekanbaru. These factors are; the internal factor (personality) and the external factors (entrepreneurship education and family environment). The following diagram illustrates the path of structure 1 as given in Figure 2.

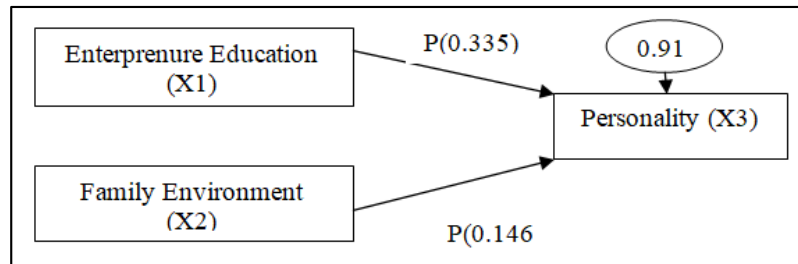


Figure 2. Effect of Entrepreneurship Education (X1), Family Environment (X2) to the Personality (X3)

Based on Figure 2, it can be seen the equation of structure 1 as follows: $X3 = 0.335 X1 + 0.146 X2 + 0.91$. The equation shows that entrepreneurship education (X1) gives a significant direct effect on the personality (X3) with the value of 0.335. While the family environment (X2) gives a significant direct effect to the entrepreneurial personality (X3) of 0.146 with error of 0.91. The following diagram illustrates the path of structure 2 as given in Figure 3.

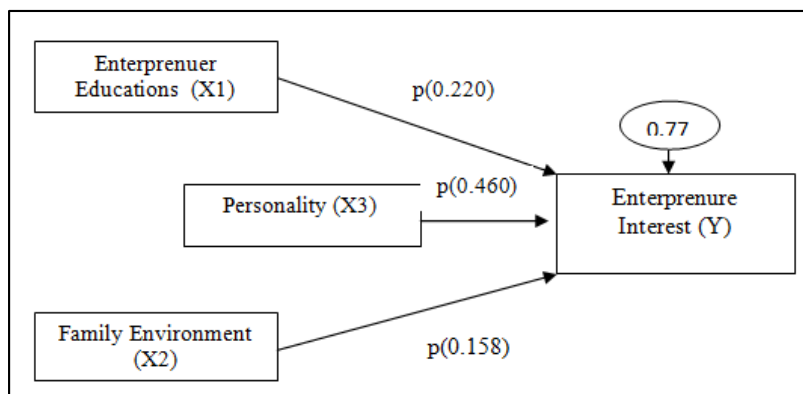


Figure 3. Entrepreneurship Education (X1), Family Environment (X2) and Personality (X3) to the Interest in Entrepreneurship (Y)

In the Figure 3, it can be seen that the equation of structure 2 is: $Y = 0.220 X1 + 0.158 X2 + 0.460 X3 + 0.77$. The equation shows that the entrepreneurship education has a significant direct effect on entrepreneurship interest with value of 0.220. Whilst, the personality gives direct influence to entrepreneurship interest of 0.460. The family environment gives a direct influence on entrepreneurial interest of 0.158

with error of 0.77. A composite diagram of the structure 1 and the structure 2 can be seen in Figure 4.

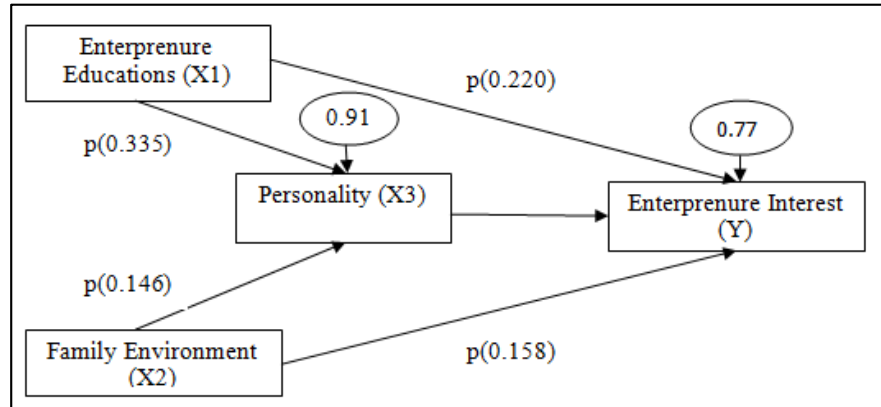


Figure 4. Combination of Structural Analysis 1 and Structural Analysis 2

Based on Figure 4, it is known that entrepreneurship education, family environment and personality have a significant effect on entrepreneurship interest either directly or indirectly. The following describes the Effective Contribution (SE) of each variable and can be seen in Table 2.

Table 2. Direct and Indirect Contributions of each Variable

Variable	Direct	Indirect	Total	SE
X1- X3	0.335	-	0.335	11.22%
X2 - X3	0.146	-	0.146	2.13%
X1 - Y	0.220	$0.335 \times 0.460 = 0.154$	0.374	13.99%
X3 - Y	0.460	-	0.460	21.16%
X2 - Y	0.158	$0.146 \times 0.460 = 0.067$	0.225	5.07%

Based on Table 2, it is known that the entrepreneurship education variable (X1) gives a direct effect on personality (X1) of 11.22%. The family environment variable (X2) gives a direct effect on personality (X3) of 2.13%. The entrepreneurship education (X1) variable gives indirect influence to interest of entrepreneurship (Y) that is equal to 13.99%. Personality variable (X3) gives direct influence to interest of entrepreneurship (Y) that is equal to 21.16%. The family environment variable (X2) gives direct and indirect influence to entrepreneurship interest (Y) of 5.07%. It is seen that the family environment has the lowest effective contribution to the personality as well as to entrepreneurial interests. For simultaneous contributions, it is obtained the simultaneously entrepreneurship education (X1), family environment (X2) and personality (X3) have an effect on entrepreneurship interest (Y) with R Square value is 0,412 or 41,2%.

The Effect of Entrepreneurship Education on Personality

Based on the data analysis, there is a significant influence between entrepreneurship educations to the personality. Personality can be influenced by education that has been undertaken. Students of SMK Negeri in Pekanbaru have received entrepreneurship education through an integrated curriculum with the subjects of entrepreneurship, in which the students learn both theoretically and practically (Hibur Tanis, 2013). In the other words, one of the factors that affect the student's personality is entrepreneurship education; the better in entrepreneurship education will increase the formation of student personality. Good entrepreneurship education will influence the mindset and will create and develop the personality.

The influence of the Family Environment on Personality

Based on the analysis of family environment data, it shows that affect the personality. Factors influencing personality that are from internal factor and external factor. Family environment is one of the external factors that affect the person's personality. The family environment is a place for children to grow and develop. It will greatly affect the personality of children because it is the first and longest environment that will be experienced at the time of its growth. The way on how to educate children by family members such as father and mother is the greatest role to the formation of personality (Abdul, 2015).

In general, since the child was born and lived in the family environment, the first thing to fill the formation of personality is the parents and all that is in the family environment where they are living or growth. Based on the description above, it can be said that one of the factors that affect the personality is the family environment. The higher support of the family environment will be the higher interest of students to entrepreneurship (Yunemey et al, 2015).

The Effect of Entrepreneurship Education to the Entrepreneurship Interest

The data analysis shows that the entrepreneurship interest is influenced by entrepreneurship education. Entrepreneurship education has an influence on growing entrepreneurship interest. Entrepreneurship education was implemented at SMK level by integrating the existence of subject of workshop and entrepreneurship that will be taught to the students. So, more quality of entrepreneurship education that will be conducted, it can increase the interest of students to become entrepreneurs (Wehnam et al, 2016; Flora Puspitaningsih, 2016).

The role of education is very important in fostering interest for entrepreneurship of students. The findings of this research are important implications for formulating, delivering and evaluating educational policies. Entrepreneurship education has a significant effect on entrepreneurship interest. Students who have taken entrepreneurship courses will have intrinsic values and entrepreneurial characteristics that will increase their interest and love for the entrepreneurial world (Lestari and Wijaya, 2012; Richard Denanyoh, 2015).

Someone who gets an education about entrepreneurship, will increasingly understand the advantages of being an entrepreneur and increasingly interested in becoming an entrepreneur. Entrepreneurship education needs to be given to instilling innovative and creative value in responding to opportunities, creating opportunities and entrepreneurial skills and knowledge. Interest in entrepreneurship is the starting point of the desire to become an entrepreneur and will direct how the business is run and how to manage risk (Suhartie et al, 2011).

Effect of Family Environment on Students Entrepreneurship Interest

The results show that there is a significant influence between family environments to the student entrepreneur interest. The family environment that majority of its members are entrepreneurs will set as a model for the students, and will involve them to carry out entrepreneurial activities. The environment has an important role for a person in deciding as an entrepreneur (Kavitha Raman et al, 2013; Arum Biruli Walidaini & Agung Wirnarno, 2017).

There are several things that affect entrepreneurial interests such as personality, and family environment. The family environment will be an example for the students, seeing their parents or relatives succeeding in the field of entrepreneurship. It will come to their minds that with entrepreneurship is able to provide unexpected income and able to meet all the necessities of life without having to expect a limited job vacancy (Muh. et al., 2017).

Furthermore, the environment in the form of role models is the family environment of parents, relatives, friends and entrepreneurs who idolized idol influence to the entrepreneurship interests. If there are parents or relatives who work as an entrepreneur, it is likely to affect the interest of students to follow the trail in the future. So, one of the factors that influence student entrepreneur interest is family environment. The higher support from the family environment will increase interest in entrepreneurship students of SMK Negeri in Pekanbaru (Buchari Alma, 2014).

Effect of Personality on Students Entrepreneurship Interest

Again, based on the data analysis there is a significant influence between the personalities of student to the entrepreneur interest. Interest in student entrepreneurship is influenced by the personality of a person. Of course the personality referred to in this study is a personality of responsibility and having leadership spirit. Therefore it can be said that the better of the student's personality will give a significant influence to the formation of entrepreneurship interest (Ridwan Lutfiadi & M. Ikhwan Rahmanto, 2011; Muh. Yusuf, 2017).

Personality is an inner factor that is inherent and characteristic of a person. Personality will determine a person in choosing a job. When a person chooses an entrepreneurial profession, of course, it is influenced by one's own personality. The mindset of an entrepreneur is certainly different from the mindset of an employee, because he will think to be free without being bound by routine rules and time (Kavitha et al, 2013, Anindawati, 2016).

The Effect of Entrepreneurship Education and Family Environment on Interest in Entrepreneurship through Personality

The data analysis shows that there is an influence of entrepreneurship education and family environment to entrepreneurship interest through personality. The immediate effect can be seen in entrepreneurship education that contributes to entrepreneurship interest. The existing entrepreneurship education in schools aims to foster students' interest in entrepreneurship. For indirect influence of entrepreneurship education obtained by students for several years in the school, it will form the student's personality. Personality will affect the professions that students want to be performed.

Vocational High School (SMK) has a big enough opportunity to participate in building the economic system by utilizing the stage of adolescent development, educating students to be interested in becoming an entrepreneur. Teachers play an important role in conducting entrepreneurship development to students. Teachers as facilitators and motivators play an important role in fostering student entrepreneurship interest. As a facilitator, teachers can facilitate students by providing entrepreneurial training so that entrepreneurial spirit can be a student's personality. Entrepreneurship development is expected to increase economic growth and further reduce the educated unemployment rate of graduates of VPA (Dyah Perwita, 2017).

The family environment contributes to entrepreneurship interest. To indirectly influence, the family environment has contributed to the formation of student personality, students grow and develop with the family. In other word, whatever education or treatment of the family will be a

model and influencing the mindset. Thus, the factors that affect student entrepreneurship interest come from internal and external factors. Internal factor is student's personality, while external factor is entrepreneurship education and family environment.

4. Conclusion

The results of the study show that the factors that affect the interests of entrepreneurship is the external factor that consists of entrepreneurship education and family environment, while the internal factors is personality. Thus, interest in entrepreneurship is influenced by entrepreneurship and environmental education through personality as intervening variables. Based on the results in this research, the family environmental has the lowest effective contribution to both personality and entrepreneurship interests, so it is necessary effort from the school to hold a meeting with the guardians of students who have been in class XII and need a direct activity post-graduation. The school provides a briefing that in addition to seeking a limited number of works required the existence of entrepreneurial activity. In addition, it requires more intense career guidance by teachers counseling work with entrepreneurship teachers so that the students have a post-graduation goal, and decrease the unemployment rate in Indonesia.

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