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ANALYSIS OF ENTREPRENEURIAL INTENT IN VOCATIONAL HIGH SCHOOL STUDENTS BASED ON A REVIEW ON CONTEXTUAL, BACKGROUND, AND PERSONAL CHARACTERISTICS

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ABSTRACT

The high unemployment rate in Indonesia was dominated by vocational high school graduates approximately 8.63% of the 6.82 million. Therefore, to counter the circumstance, more entrepreneurs are required to explore job creation opportunities. This research was aimed at identifying the effects of entrepreneurial activity, gender, parents, self-confidence, and motivation on the entrepreneurial intent of vocational high school students. This study uses a descriptive method with a quantitative approach. The sample in this study was 85 final-year students of a high school in Central Java. A set of questionnaires was administered to explore the relationship between entrepreneurial intent and other contextual factors. The data derived from the survey were analyzed by correlation analysis and multiple regression. The results showed a positive and significant effect on entrepreneurial activity, self-confidence, and motivation, with regression coefficients of 0.056, 0.098, and 0.083, respectively. These three variables separately exhibited zero significance. Meanwhile, gender indicated a negative and major influence, with a regression coefficient of -0.171 and a significance level of 0.006. However, parents were not able to demonstrate any effect but recorded a regression coefficient of 0.176. Thus, entrepreneurial activity, self-confidence and student motivation may affect the intention to be an entrepreneur. It is expected that this study could be a reference in developing students' entrepreneurship intent.

Keywords: correlation, entrepreneurial activities, entrepreneurial intent, multiple regression

INTRODUCTION

Vocation high school graduates dominate the 6.82 million unemployed population in Indonesia by 8.63%, based on the February, 2019 data from the Central Statistics Agency. Widiyarini (2018) stated the issue was initially due to the inability of the graduates to further into higher education, but desire to work. As jobs become relatively insufficient, extreme

competition tends to intensify among college graduates and experienced professionals. The second influence involves inadequate skills, creativity, and functional knowledge. Third, the absence of courage and motivation to become entrepreneurs also instigated the high unemployment rate.

An entrepreneur is described as someone with superior creativity and innovation who can

explore opportunities for commercial purposes (Syafrizaldi, 2018, p. 77). In reality, several individuals are less creative and are afraid to bear the high risks associated with initiating and managing new businesses. Consequently, business resource managers are expected to demonstrate substantial self-confidence, result-driven, leadership, hard work, and diverse valuable characteristics (Aprilianty, 2013, p. 313).

Family support systems or environments, particularly parents, play an important role in offering appropriate guidance, and indirectly influencing entrepreneurial intent among the younger generations (Eka et.al, 2014, p. 2). Parents also tend to share personal views on life, support, enthusiasm, and socialization patterns to instigate positive attitudes, behavior, and educational development.

Men are known to focus extensively on becoming independent while women deliberate on practical aspects, including financial considerations for spouses and children (Kirkwood, 2012, p.141). In addition, females tend to seek support and advice from parents and are more concerned about the decision-making impacts. Also, less entrepreneurial intents are observed, in comparison to the male counterpart (Nowiński et.al, 2019, p. 15). This difference is perceived in gender and implementation, in terms of entrepreneurship. Conversely, previous research reported an extensive commercial intent in women than men (Adi et al, 2018, p.16), but contradicted another study with no significant

gender impact (Damayanti, 2013, p.14). Based on the two journals, the present research intends to examine the gender effects on entrepreneurial intent in vocational high schools. Furthermore, gender and parents are included in the demographic factors (Ibrahim, 2014).

Entrepreneurial human resources are required to demonstrate substantial confidence, result-driven, leadership, hard work, and several useful characteristics (Aprilianty, 2013). Moreover, developing a superior personality is key to becoming a very successful entrepreneur. Supriyatno (2017) examined the relationship between self-confidence and motivation on entrepreneurial intent. The results showed a great influence of self-confidence, described as a belief in one's ability to achieve success. Furthermore, students with strong personalities also require support in building entrepreneurial potential. These traits are believed to instigate more business tractions.

The majority of successful people are able to drive positive actions, due to strong motivation and proper coordination. According to Baum, Frese, & Baron in Rosmiati (2015), great motivation is needed to achieve entrepreneurial goals, including the introduction, exploitation, and development of new business opportunities. An entrepreneur is expected to demonstrate a high ability in accessing information needed to analyze business opportunities. Also, the previous paper showed no significant effect of motivation on entrepreneurial intent. Conversely, Saputri et. al (2016) reported a positive and

significant effect of motivation on entrepreneurial intent among vocational students.

To date, no research exists on the relationship between entrepreneurial activities, gender, parents, self-confidence, and student motivation on entrepreneurial intent. Therefore, the present study provides references and recommendations for entrepreneurial education for vocational high school students.

RESEARCH METHODS

This research was conducted between December 2019-December 2020, at a vocational school in Semarang, Central Java, Indonesia. The independent variables included entrepreneurial activity (X1), gender (X2), parents (X3), self-confidence (X4), and motivation (X5), while entrepreneurial intent (Y) was considered as the dependent entity.

Questionnaires were introduced to acquire relevant data and the results were analyzed using the Likert scale. The validity test was conducted using the product moment (PM) correlation to determine the measurement capacity, with the support of SPSS for Windows 20.00. Meanwhile, the reliability test was performed by the Cronbach's Alpha assessment to evaluate the stability of the provided survey responses, with the aid of SPSS for Windows 20.00.

The data analysis commenced from tabulation, followed by the prerequisite assessment, termed the normality test. Subsequently, correlation process was initiated,

including multiple linear regression tests using a significance level of 5%.

RESEARCH RESULTS AND DISCUSSION

Normality Test

Table 1. The output of the Kolmogorov-Smirnov normality test with SPSS

One-Sample Kolmogorov-Smirnov Test		
<i>Unstandardized Residual</i>		
<i>N</i>		85
	<i>Mean</i>	0E-7
<i>Normal</i>	<i>Std. Deviation</i>	.38037302
<i>Parameters a, b</i>		
	<i>Absolute</i>	.098
<i>Most Extreme</i>	<i>Positive</i>	.070
<i>Differences</i>		
	<i>Negative</i>	-.098
<i>Kolmogorov-Smirnov Z</i>		.902
<i>Asymp. Sig. (2-tailed)</i>		.390

Based on the results of data processing by normality test as shown in Table 1, using SPSS for Windows 20.00, 85 responses with a significance value of 0.390 or > 0.05, were recorded. Therefore, the research data was commonly distributed, due to the significance results.

Correlation Analysis

Table 2. The correlation analysis results with SPSS

Correlations					
Entrepreneurial	Entrepreneurial	Gender	Parents	Self-Confidence	Motivation

	Intent s	Activi ties			fide nce		
Entrepreneurial Intent	1.000	.516**	.298*	.148	.649**	.578**	
Sig. (2-tailed)		.000	.006	.176	.000	.000	
N	85	85	85	85	85	85	
Entrepreneurial Activities	.516**	1.000	.148	.129	.546**	.499**	
Sig. (2-tailed)	.000		.176	.239	.000	.000	
N	85	85	85	85	85	85	
Gender	-.298**	-.148	1.000	.176	.219*	.271*	
Sig. (2-tailed)	.006	.177		.108	.044	.012	
N	85	85	85	85	85	85	
Parent	-.148	-.129	.176	1.000	-.077	-.149	
Sig. (2-tailed)	.176	.239	.108		.484	.172	
N	85	85	85	85	85	85	

Self Confidence	Correlation Coefficient						
	.649**	.546**	.219*	.077	1.000	.752**	
Sig. (2-tailed)	.000	.000	.044	.484		.000	
N	85	85	85	85	85	85	
Motivation	.578**	.499**	.271*	.149	.752**	1.000	
Sig. (2-tailed)	.000	.000	.044	.172	.000		
N	85	85	85	85	85	85	

The correlation analysis results showed an entrepreneurial activity with a correlation value of 0.516 and zero significance (Table 2). Meanwhile, gender, parents, self-confidence, and motivation obtained a correlation value of -0.298, -0.148, 0.649 and 0.578, respectively, with corresponding significance at 0.006, 0.176, 0.000 and 0.000.

Multiple Regression Analysis

Table 3. The results of multiple regression analysis with SPSS

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.663a	.439	.411	.452

Based on Table 3, the value of R demonstrated high strength of regression relationship between X and Y variables at 0.663. The R square value of 0.439 showed the proportion of the influence of independent variables (X1, X2, X3, X4, X5) on the dependent (Y) at 43.9%. This implies the remaining 56.1% (100% - 43.9%) was affected by other external parameters.

Table 4. The results of multiple regression analysis with SPSS

ANOVA						
<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	
1	<i>Regression</i>	12.821	4	3.205	15.678	.000b
	<i>Residual</i>	16.355	80	.204		
	<i>Total</i>	29.176	84			

Based on Table 4, the significance value of 0.000 was below 0.05, indicating a reliable regression model fit for prediction.

Table.5 Output coefficients of multiple regression analysis results with SPSS

Coefficients					
<i>Model</i>	<i>Unstandardized Coefficients</i>	<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>	
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
(Constant)	.957	.484		1.97	.051
Entrepreneurial Intention	.056	.027	.204	2.07	.041
Gender	-.171	.098	-.146	-1.74	.085

Parent	-.024	.024	-.083	-	.317
Self-confidence	.098	.033	.379	2.94	.004
Motivation	.083	.071	.146	1.17	.242

The multiple linear regression equation in Table 5, the following information arises:

a = as entrepreneurial activity, gender, parents, self-confidence, and motivation become zero, the entrepreneurial intent is obtained at 0.957.

b1 = every point increase in entrepreneurial activity corresponds to an increment in entrepreneurial intent by 0.056, assuming other variables exist.

b2 = every point increase in gender reduces the entrepreneurial intent (-0.171), assuming other variables exist.

b3 = every point increase in the parent reduces the entrepreneurial intent (-0.024), assuming other variables exist.

b4 = every point increase in self-confidence corresponds to an increment in entrepreneurial intent by 0.098, assuming other variables exist.

b5 = every point increase in motivation corresponds to an increment in entrepreneurial Intention by 0.083, assuming other variables exist.

Discussion

The following is a description on the calculation results of the effects of entrepreneurial activity, gender, parents, self-

confidence and motivation on entrepreneurial intent:

1. The Effect of Entrepreneurial Activities on Students' Entrepreneurial Intent

The result of the regression equation $Y = 0.957 + 0.056 X_1 - 0.171 X_2 - 0.024 X_3 + 0.098 X_4 + 0.083 X_5$ obtained the regression coefficient for entrepreneurial activity variable (X_1) at 0.056. This value indicates a positive effect and an increase in entrepreneurial activity instigates a corresponding improvement in entrepreneurial intent.

Based on the correlation analysis, the significance value or Sig (2-tailed) was estimated at 0.000, or <less than 0.05. This shows a significant relationship between entrepreneurial intent and entrepreneurial activity (H_a accepted). Also, the correlation coefficient of 0.516 reflected a robust connection between the two variables, and the positive value indicated a unidirectional bond.

This indicates a higher entrepreneurial activity also enhances entrepreneurial intent, and is influenced due to certain supporting factors, including academic, structural, and relational. Moreover, the concept was implemented in schools by providing entrepreneurial training. For instance, in the Department of Fashion, a boutique was set up for the sales of student creations to further comprehend the practical entrepreneurship experience.

Consequently, structural or environmental support possibly motivated students into developing an entrepreneurial mindset.

The results of entrepreneurial activity showed a significant effect on the students' entrepreneurial intent, in line with the studies of Atmaja & Margunani, (2016) and Gilmartin et.al (2019). Subsequently, students with a very sound comprehension of the principles and workings of entrepreneurship are expected to demonstrate a personal view on the subject.

2. The Effect of Gender on Students' Entrepreneurial Intent

The result of the regression equation $Y = 0.957 + 0.056 X_1 - 0.171 X_2 - 0.024 X_3 + 0.098 X_4 + 0.083 X_5$ revealed the regression coefficient for gender variable (X_2) at -0.171. Consequently, the negative value adversely affected students' entrepreneurial intent. This implies a decreasing intent as the gender intensifies.

This is similar to correlation analysis where the significance value or Sig (2-tailed) was estimated at 0.006 or <less than 0.05, indicating a significant relationship between both variables (H_a accepted). The correlation coefficient of -0.298 also reflected a sufficient connection. However, the negative value showed an opposite direction between both parameters. Therefore, as men become more enhanced, the entrepreneurial intent tends to decline.

This indicates the women with a higher intent in entrepreneurship, compared to men. For instance, most men major in motorcycle and light vehicle engineering with the prospect of working in the automotive industry, while women are dominant in the fashion and culinary department designed with more possibilities to establish personal products by setting up a boutique or restaurant. These results are supported by a previous investigation where women exhibited greater intent in entrepreneurship than men (Adi, Sumarwan, and Fahmi, 2018).

3. The Effect of Parents on Students' Entrepreneurial Intent

The result of the regression equation $Y = 0.957 + 0.056 X_1 - 0.171 X_2 - 0.024 X_3 + 0.098 X_4 + 0.083 X_5$ obtained the regression coefficient for the parent variable (X3) at -0.024. Moreover, the negative value indicated an adverse effect. Therefore, as the parent variable is increased, the entrepreneurial intent tends to decline. Based on the correlation analysis, the significance value or Sig (2-tailed) of 0.176 or > 0.05 , showed no significant relationship between both parameters (H0 accepted). These results are supported by a previous study, where parents do not influence entrepreneurial intent by (Yuhendri, 2015).

4. The Effect of Self-Confidence on Students' Entrepreneurial Intent

The result of the regression equation $Y = 0.957 + 0.056 X_1 - 0.171 X_2 - 0.024 X_3 + 0.098 X_4 + 0.083 X_5$ showed the regression coefficient for self-confidence (X4) at 0.098. In addition, the positive value indicated a favorable effect. Therefore, an increase in self-confidence leads to a corresponding increment in entrepreneurial intent.

Based on correlation analysis, the significance value or Sig (2-tailed) of 0.000, or $< \text{less than } 0.05$, showed a significant relationship between entrepreneurial intent and self-confidence (Ha accepted). Moreover, the correlation coefficient of 0.649 generated a more robust relationship between the two variables. Furthermore, the positive correlation coefficient indicated a unidirectional connection. Therefore, a higher self-confidence leads to an extensive entrepreneurial intent.

Based on this analysis, self-confidence was known to influence the intent in entrepreneurship, and also plays an essential role in supporting the formation of human resources capable of managing businesses. Therefore, a person with self-confidence tends to demonstrate more ability to achieve success (Ermawati & Widodo, 2015). This condition matched a previous research, where self-confidence obtained a significant effect on entrepreneurial intent (Supriyatno, 2017).

5. The Effect of Motivation on Students' Entrepreneurial Intent

The regression equation $Y = 0.957 + 0.056 X_1 - 0.171 X_2 - 0.024 X_3 + 0.098 X_4 + 0.083 X_5$ showed the regression coefficient for motivation (X_5) at 0.083. This positive value indicates a substantial effect. Therefore, as motivation increases, the entrepreneurial intent tends to also improve.

Based on the data correlation analysis, the significance result or Sig (2-tailed) of 0.000, or <less than 0.05, reported a significant relationship between entrepreneurial intent and motivation (Ha accepted). Moreover, the correlation coefficient of 0.578, obtained a robust relationship between both variables. The correlation coefficient recorded a positive value, indicating a unidirectional connection. Therefore, higher motivation reflects a corresponding increment in entrepreneurial intent.

Based on this analysis, motivation exhibited a significant effect on entrepreneurial intent, in line with Saputri, Hari, & Arief, (2016). Also, motivation is expected to inspire new business development, not simply a sense of confidence in the ability to successfully manage a business. This circumstance leads to positive and negative intents, channels, and support, as well as encourages hard-

working individuals to aspire towards entrepreneurship.

CONCLUSION

Conclusion

Based on the results of data analysis, a positive and significant effect of entrepreneurial activity (X_1) on entrepreneurial intent (Y) was observed. Women demonstrated a higher intent in entrepreneurship, compared to men. However, no influence occurred in parents (X_3). Meanwhile, self-confidence (X_4) and motivation (X_5) achieved a positive and significant effect on entrepreneurial intent (Y). The results of multiple linear equation test showed the value of $Y = 0.957 + 0.056 X_1 - 0.171 X_2 - 0.024 X_3 + 0.098 X_4 + 0.083 X_5$.

Suggestion

The suggestions are based on the results of the minimal questionnaires, termed entrepreneurial activities. Students are expected to acquire an in-depth comprehension of entrepreneurship. The questionnaire results showed the lowest score for entrepreneurial activities. These events are believed to foster entrepreneurial intent and are influenced by several factors, including structural, e.g environment and parents, academic as well as relational supports. Furthermore, teachers and principals play an important role in structural and academic assistance, enabling students to develop strong entrepreneurial intent.

This results also revealed the effects of other variables on entrepreneurial intent, apart

from entrepreneurial activity, gender, self-confidence, and motivation. Therefore, further investigation to examine the influence of other variables on entrepreneurial intent appears very necessary.

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