



The Influence of Entrepreneurship Knowledge, Industrial Work Practice and Self-Efficacy on Entrepreneurial Interest of Class XII BDP Students

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ABSTRACT

This study aims to examine and analyze the Effect of Entrepreneurship Knowledge, Industrial Work Practice and Self-Efficacy on Entrepreneurial Interest of Class XII BDP Students of SMKN 8 Pontianak. This form of research is Quantitative research with Survey research type. The sample in this study were XII BDP class students 83 students. The sampling method is Total Sampling population The results showed that 1. There is a significant effect of X1 Entrepreneurship Knowledge on Y Entrepreneurial Interest indicated by a significant value of 0.000. The calculated t value of 12.809 is greater than the t table of 1.664 by having an influence of 66.9%, 2. There is a significant effect of X2 Industrial Work Practice on Y Entrepreneurial Interest indicated by a significant value of 0.018, with a calculated t value of 2.414 having an influence of 6.7%, 3. There is a significant effect of X3 Self-Efficacy on Y Entrepreneurial Interest indicated by a significance value of 0.000. There is an effect of Entrepreneurship Knowledge (X1), Industrial Work Practice (X2), and Self- Efficacy (X3) has a positive influence on Entrepreneurial Interest (Y) together (simultaneously) with a significance value of 0.000 smaller than 0.005 with a value of F value calculated 82.734 greater than F table 2.76 with the influence of 75.9%.

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INTRODUCTION

In this era of globalization, there are so many changes in various sectors. These changes require every individual to have new skills... If we look at the economic sector now, it has undergone major changes. The changes that occur will force every individual to compete. This is what drives the birth of entrepreneurs in the economy, and often causes many employees to leave their jobs to become entrepreneurs. the impact of the great potential offered by entrepreneurship to create and innovate. Today, creating as many entrepreneurs as possible is a top priority for the government. Providing quality human resources is a big challenge. Development will be more successful if it is driven by entrepreneurs who can create jobs, as government

capabilities are limited. The government cannot handle all aspects of development as it requires a huge budget, manpower and supervision. This provides an opportunity for SMK students to develop entrepreneurial abilities and skills in order to compete and develop in the business world. With the emergence of competent entrepreneurs, it is expected that there will be a positive impact in the form of a decrease in the unemployment rate in Indonesia.

Vocational education is secondary education that will prepare students to be ready to work. The form of vocational education unit is Vocational High School (SMK), which has various fields of expertise, one of which is Online Business and Marketing. The competence of graduates of vocational high schools with Online Business and Marketing expertise is expected to have skills that lead to the world of work or medium-level businesses as a manifestation of improving the quality of human resources, State Vocational High School 8 Pontianak has a vision, one of which is: "Developing Attitudes and Souls that have a High Work Ethic, Innovative, Creative, and Competitive with Entrepreneurial Competencies of Global Quality". Based on this vision, it proves that SMKN 8 Pontianak is aware of the importance of preparing students not only to face the world of work but also to prepare students to become entrepreneurs. According to Bahri (2019) "Entrepreneurship as a scientific discipline has a variety of direct implications in efforts to develop a person's potential, talent and knowledge for entrepreneurship, which can then sustain an increase in his standard of living" According to Drucker (in Oktavia 2020) "entrepreneurship is the ability to create something new and different. This definition explains that an entrepreneur is a person who has the ability to create new things or those who are able to modify something that has existed before so that it becomes something different from before."

One of these factors is knowledge about entrepreneurship. According to Hendrawan and Sirine (2017) "Knowledge can be interpreted as the ability of humans to capture, repeat remember, and produce information so that the brain will work, and store the information in memory" Roxas (in Rochmawati, 2022), reveals that "entrepreneurial knowledge is considered an aspect of human capital necessary for entrepreneurial initiatives." Based on the definition of knowledge and the definition of entrepreneurship, it is understood that entrepreneurial knowledge is the intellectual acquired and possessed by an individual through entrepreneurship education which can later help an individual innovate and enter the field of entrepreneurship. Based on the definition of knowledge and the definition of entrepreneurship, it can be understood that entrepreneurial knowledge is the intellectual knowledge obtained and possessed by an individual through entrepreneurship education which can later help an individual innovate and enter the entrepreneurial field.

Based on previous researchers according to Illahi and Nasri (2020). *Influential entrepreneurial knowledge means the interest in entrepreneurship* (13.7%). That is,

entrepreneurial knowledge has a significant effect on interest in entrepreneurship by 13.7%. Based on previous research that the more entrepreneurial knowledge gained, the more it will foster entrepreneurial interest in students based on events in the field perceived by class XII students, Marketing 1, 2 and 3 that entrepreneurial knowledge is gained in the subject Basic marketing in class X, while in classes XI and XII in entrepreneurship subjects, with the provision of entrepreneurial knowledge gained will foster entrepreneurial interest in students. With the knowledge of entrepreneurship, students will have knowledge about personality and self-ability in managing a business, knowledge of taking business risks, analyzing business opportunities, formulating problem solutions.

Another factor that is considered important in increasing entrepreneurial interest is industrial work practice (Prakerin) which is part of dual system education (PSG) as a joint program between SMK and industry which is carried out in the business world and in the industrial world. Industrial Work Practices (this can provide insight and additional knowledge to students in accordance with their respective fields of expertise to be ready to work after students graduate

RESEARCH METHODE

This research is a study, the approach taken is a quantitative approach. This type of research is *survey* research, because it is carried out after an event occurs and then linked backwards to determine the factors that contribute to the event without intervention or manipulation. Sugiyono (2018). population is a group that is the focus of research and in which the researcher seeks to generalize the findings or results of the study. The population in this study was Class XII Online Business and marketing at SMKN 8 Pontianak. In this study the entire population became the subject of research. sample where all members of the population become part of the sample. So the number of samples taken was 83 students. In this study, to facilitate data collection related to research, it is necessary to formulate data collection techniques.

RESULT AND DISCUSSION

Entrepreneurship knowledge (X1) to students' entrepreneurial interest (Y)

In the Correlation coefficient table presented above, it can be seen that the value of Entrepreneurship knowledge and Interest is 0.818, indicating a very strong correlation relationship between these two variables according to Sugiyono (2020) estimated correlation coefficient. The significance value (2-tailed) for the relationship between Entrepreneurship knowledge and Entrepreneurial Interest is 0.000, which is less than 0.05, indicating that there is a significant relationship between these two variables. To determine how much influence entrepreneurial knowledge has on entrepreneurial interest, it can be seen in the related table.

| | | Entrepreneurship Knowledge | Industrial Work Practice | Self-efficacy | Entrepreneurial Interest |
|----------------------------|---------------------|----------------------------|--------------------------|---------------|--------------------------|
| Entrepreneurship Knowledge | Pearson Correlation | 1 | ,232* | ,859** | ,818** |
| | Sig. (2-tailed) | | ,035 | ,000 | ,000 |
| N | | 83 | 83 | 83 | 83 |
| Industrial Work Practice | Pearson Correlation | ,232* | 1 | ,220* | ,259* |
| | Sig. (2-tailed) | ,035 | | ,046 | ,018 |
| N | | 83 | 83 | 83 | 83 |
| Self-efficacy | Pearson Correlation | ,859** | ,220* | 1 | ,853** |
| | Sig. (2-tailed) | ,000 | ,046 | | ,000 |
| N | | 83 | 83 | 83 | 83 |
| Entrepreneurial Interest | Pearson Correlation | ,818** | ,259* | ,853** | 1 |
| | Sig. (2-tailed) | ,000 | ,018 | ,000 | |
| N | | 83 | 83 | 83 | 83 |

Industrial Work Practice (X2) to the entrepreneurial interest of students (Y)

In the Correlation coefficient table presented above, it can be seen that the value of Industrial Work Practice and Entrepreneurial Interest is 0.259, indicating a low correlation relationship between these two variables according to Sugiyono (2020), the estimated correlation coefficient. The significance value (2-tailed) for the relationship

between industrial work practice and entrepreneurial interest is $0.018 < 0.05$, indicating that there is a significant relationship between the two variables.

Self-efficacy (X3) to the entrepreneurial interest of participants dididk (Y) on Entrepreneurial Interest of students (Y)

N significance value of 0.000 indicates that it is less than 0.05, which means it is statistically significant. The correlation, represented by the R value of 0.871, can be interpreted as a strong correlation. In addition, we can see that the coefficient of determination, also referred to as the determinant, has an *R square* value of 0.759. Simultaneous significance (together) of the influence of entrepreneurship knowledge variables, industrial work practice and self-efficacy on entrepreneurial interest is 75.9%. While the remaining 24.1%. ($100\% - 75.9\% = 24.1\%$) is influenced by other variables outside the regression equation or other variables not examined. Entrepreneurship Knowledge, Industrial Work Practice, and Self-Efficacy (X1, X2 and X3)

CONCLUSION

Entrepreneurship Knowledge has a positive and significant influence on Entrepreneurial Interest of Class XII BDP Students of SMKN 8 Pontianak). Industrial Work Practices have a positive and significant influence on the Entrepreneurial Interest of Students of class XII BDP SMKN 8 Pontianak. This can be seen from the significance value by increasing Industrial Work practice, students' entrepreneurial interest can increase Self-efficacy has a positive and significant influence on the Entrepreneurial Interest of Students in class XII BDP SMKN 8 Pontianak. by increasing Self-efficacy, students' entrepreneurial interest can increase. Entrepreneurship Knowledge, Industrial Work Practice and Self-efficacy together have a positive and significant influence on the Entrepreneurial Interest of Students in class XII BDP SMKN 8 Pontianak. With the Entrepreneurial Knowledge, Industrial Work Practice and Self- efficacy owned by students simultaneously, the entrepreneurial interest of class XII BDP students of SMKN 8 Pontianak is positive and significant to the Entrepreneurial Interest can increase.

Entrepreneurship teachers should maintain entrepreneurial knowledge and practices that can foster students' entrepreneurial interests. Maximizing the Business Unit at school, both for students who are still studying and those who have finished, so that the knowledge that students get is useful and has a positive impact, this is in line with the vision of SMKN 8 Pontianak. Conducting guidance before carrying out internships what must be done by students and what targets or indicators must be achieved by students, as well as evaluating after the internship is carried out whether what is expected during the internship is maximized in accordance with the objectives to be achieved by each department, it is hoped that with more motivation in carrying

out internship activities, students can apply it directly when opening their own business venture. Learners are able to increase self-efficacy in themselves by seeing the success of someone in doing their business. In addition, the efforts made by an educator in increasing the self-efficacy of students during the learning process.

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