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### THE PERSPECTIVE OF ENTREPRENEURSHIP EDUCATION AND INDUSTRIAL FIELD WORK PRACTICE AND THE IMPACT OF ENCOURAGING YOUNG GENERATION BUSINESS INTEREST IN INTERMEDIATE EDUCATION (CASE STUDY IN X VOCATIONAL SCHOOL IN BANDUNG CITY-WEST JAVA- INDONESIA)

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**Keywords:** Entrepreneurship Education, Industrial Field Work Practices, and Entrepreneurial Interest

#### **ABSTRACT**

The purpose of this study is to examine the contribution and driving force of entrepreneurship education and industrial work practices towards the interest of educated young people in entrepreneurship. The research method uses descriptive and verification, data analysis tools use regression, correlation and coefficient of determination, data are tested using validity, reliability and classical assumptions, while the population is 110 and taken as a sample of 86 students.

The results showed that the level of contribution of each variable studied was still relatively small with the driving force in fostering entrepreneurial interest as well as among young people educated in Bandung City. Apart from that, each contribution measured has a significant value.

Based on it can be concluded that entrepreneurship education and industrial work practices towards the interest of educated young people in entrepreneurship in the city of Bandung are still weak or small and they are more likely to be interested as employees or workers in existing agencies.

**Keywords:** Entrepreneurship Education, Industrial Field Work Practices, and Entrepreneurial Interest.

## INTRODUCTION

Improving the quality of human resources is an absolute requirement to achieve development goals for the current era. One vehicle for improving the quality of human resources is education. Education is a very important thing and cannot be separated from one's life, both in the family, community and nation. The functions and objectives of national education have been formulated in Law No. 20 of 2012 Article 1 concerning the National Education System.

Education is a business or activity that is carried out deliberately, regularly and plans with the intention of changing or developing the desired behavior. School as a formal institution is a means in achieving the educational goals. SMK is an educational institution that aims to prepare students to become skilled workers and prioritize the ability to carry out certain jobs.

In order to later be able to build a better Indonesia, reduce poverty levels, and high unemployment rates According to BhektiSuryani (2016). The tragic institution is a significant source of unemployment contributing to Indonesia, this fact was obtained from the Central Statistics Indonesia as follows:

Table 1.  
Data on Open Unemployment Rate According to Highest Education Completed

Higher Education Completed	2018		2019
	Februari	Agustus	Februari
Didn't / hasn't attended school	42.039	31.774	35.655
Not completed / not graduated from elementary school	446.812	326.962	435.655
Elementary school	967.630	898.145	954.010
Junior high school	1.249.761	1.131.214	1.219.767
Senior High School	1.650.636	1.930.320	1.680.794
<u>Vocational high School</u>	<u>1.424.428</u>	<u>1.731.743</u>	<u>1.381.964</u>
Diplomat I / II / III	300.845	220.932	269.976
University	789.113	729.601	839.019
Total	6.871.264	7.000.691	6.816.840

Sources: <https://www.bps.go.id/statictable/2009/04/16/972/pengangguran-terbuka-menurut-pendidikan-tertinggi-yang-ditamatkan-1986--2019.html>

The central statistics agency said that the current level of open unemployment in Indonesia produced by SMKs reached 1,424,428 in February 2018 and 1,381,964 in February 2019. To reduce the high unemployment amount is not only the government's duty, the public can play an active role in creating industry new work, while students must be equipped with intelligence and

knowledge, both through entrepreneurship subjects and the implementation of industrial work practices to foster entrepreneurial interest in students.

The low student interest in entrepreneurship is unfortunate. Students should better understand that the industry cannot absorb all vocational graduates. Entrepreneurship can be applied in various fields of work and their lives in the future. Thus entrepreneurship is also very useful for the future and can save students from unemployment. Therefore, fostering and developing entrepreneurial interest through entrepreneurship subjects and the implementation of industrial work practices for vocational students is an important step to increase the number of entrepreneurs in Indonesia.

The results of the pre-survey conducted at one of the favorite schools in SMK X in the city of Bandung-West Java in organizing the implementation of industrial work practices as an effort to equip students in knowing the real world of work.

Table 2:  
Questionnaire results in Vocational High School X Bandung-West Java

No	Statement	Yes	No
1.	Students get Entrepreneurship subjects at school	35	-
2.	Entrepreneurship lessons affect your interest in entrepreneurship	15	20
3.	Industrial work practices encourage you to be an entrepreneurial student	5	30
4.	Interest of students to become employees	26	9
5.	Become the owner / leader of the company itself	17	18
6.	Become an employee with a large salary	27	28

The results of the interim survey showed that the existence of entrepreneurship learning materials at the Vocational School did not have a strong impact in supporting the creation of students' entrepreneurial interest after completing their studies at the Vocational School. Their choices are more interested in becoming workers in the company and becoming leaders in other companies than as leaders and owners in their own companies. Based on this, the measurement of the results of research on the entrepreneurial interest of SMK X students is important and interesting to study at this time especially the respondents are students and who will be faced with economic conditions after COVID 19.

The purpose of this study is to collect data and information about the contribution of entrepreneurship education and the implementation of industrial work practices towards entrepreneurial interest in students of the Department of Engineering and Business of SMK X in Bandung City Academic Year 2019/2020, while the objectives are 1) To find out the

contribution of education entrepreneurship towards students' entrepreneurial interest, 2) To find out the contribution of subjects in the implementation of industrial work practices to entrepreneurial interests and 3) To find out the contribution of entrepreneurship education and industrial work practices simultaneously to entrepreneurial interests

## LITERATURE REVIEW

In accordance with the objectives and research questions that have been explained in this study focused on three variables, namely entrepreneurship education, industrial work practices and entrepreneurial interest. All three will be explained as the basis for developing hypothetical frameworks in the form of theoretical discussion in this study.

Entrepreneurship is a discipline that studies the values, abilities, and behavior of a person in facing life's challenges and how to obtain opportunities with various risks that may be faced. Entrepreneurship is a separate scientific discipline, has a systematic process, and can be applied in the form of applying creativity and innovation (Suryana, 2013). According to Marzuki Usman (Suryana, 2014: 13). Suryana (2013) states that entrepreneurship is not only an innate talent or business experience field, but also can be learned and taught. While Zimmerer, Scarborough and Wilson (2008) in Wedayanti and Giantari (2016), stated that one of the factors driving entrepreneurial growth in a country lies in the role of educational institutions through the implementation of entrepreneurship education.

According to Suryana (2013), the factors driving success in entrepreneurship, success in entrepreneurship is determined by three factors, namely:

1. Will and ability. People who do not have the ability but a lot of will and people who have the will but do not have the ability, both will not be a successful entrepreneur. Conversely, people who have the will and ability will be successful.
2. Strong determination and hard work. People who do not have a strong will, but have a willingness to work hard and people who like to work hard, but do not have a strong determination, both of them will not become successful entrepreneurs.
3. Opportunities and opportunities. There is a solution there is an opportunity, otherwise there is no solution there will be no opportunity. Opportunities exist if we create the opportunities themselves, not looking for or waiting for opportunities that come to us.

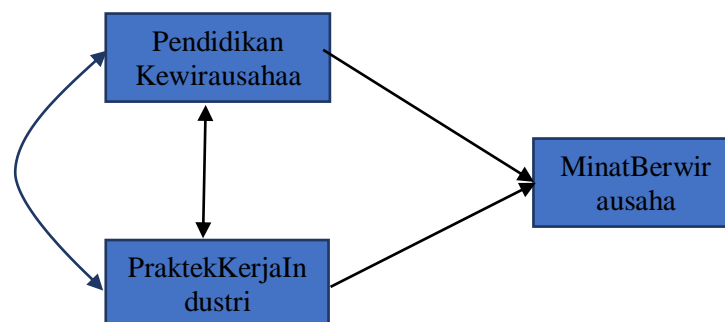
Education is an influence on the development of one's soul or entrepreneurial spirit actually different from other external influences. In general, the influence of the surrounding environment (physical and social) is passive, in the sense that the environment does not provide a coercion to individuals. The environment only gives an opportunity or an individual opportunity. In contrast to environmental factors, education is carried out with full awareness, has specific goals, targets, and targets and is given systematically to develop existing potentials (Wibowo, 2011). According to Darmawan, et al (2016), the education indicator is that education has provided provision of entrepreneurial knowledge, education forms the character of entrepreneurship, education helps

increase self-confidence, education enhances knowledge, moral / moral education, education enhances creativity and innovation.

The Dual System Education Policy was developed based on the dual system concept in Germany, which is a form of organizing education and vocational skills training which is systematic and synchronous between the educational program in schools with the mastery of expertise programs obtained through direct work activities in the world of work (Ahmad Rizali, et al, 2009: 45).

Industrial work practices aim to prepare and foster workforce, both structural and functional, who have the ability to carry out loyalty, women carry out dedication and good disciplinary abilities. (OemarHambalik, 2007: 16). Entrepreneurial interest is the desire, interest, and willingness of individuals to work hard in meeting their needs without fear of the risks that will occur. (Anggraeni, 2015: 2).

In order to foster student interest in entrepreneurship, several stages cannot be abandoned. Interest can arise from within oneself or influence from outside, besides that the skills, experience and knowledge gained by students are the most basic capital that must be possessed. Entrepreneurship subjects are one way of delivering entrepreneurship knowledge to vocational students. With the existence of entrepreneurship subjects, it is expected to be able to foster student interest in entrepreneurship. Industrial work practice is a means of training students' professionalism, namely by mastering skills through working directly in the world of work / industry. Industrial work practices, will provide learning and work experiences for students in the work world as appropriate as their area of expertise. From the description above, the framework of thinking is obtained that is the relationship between the subject of entrepreneurship education and the implementation of industrial work practices on students' interest in entrepreneurship and this research has the following research paradigms:



Picture 1: Research Paradigm

Based on this paradigm, the following research hypotheses can be arranged: 1) Entrepreneurship Education has a significant effect on Student Entrepreneurial Interest, 2) The Implementation of Industrial Work Practices has a significant effect on students' Entrepreneurial Interest, and 3) Entrepreneurship Education and Industrial Employment Practices has a significant effect on Entrepreneurial Interest student.

## RESEARCH METHODS

The object of research is the characteristics inherent in the research subject. In research terminology, the object of this research is called the research variable (Nuryaman & Christina, 2015: 5). The object of research examined in this study is Entrepreneurship Education as the first independent variable, Industrial Work Practices as the second independent variable, and students' Entrepreneurial Interest is the dependent variable, with the research unit of Vocational High School X students in Bandung.

The research method used in this research is descriptive and verification research methods using a combination of quantitative and qualitative approaches. The data collected was tested for validity, reliability, classic assumption and data normality tests. To measure the direction of the relationship between the independent and dependent variables also the amount of the contribution used Coefficient of Multiple Linear Regression and Determination Coefficient, with the following formula:

**Koefisien regresi  $Y = a + bx_1 + bx_2 + e$**

Where : a = Constant

bx1 = Entrepreneurship Education Variable

bx2 = Practice Work Variables

e = epsilon or other factors outside the studied variable.

The coefficient of determination  $K_d = r^2 \times 100$

Where:  $K_d$  = coefficient of determination

$r^2$  = correlation coefficient

The measurement scale used in this research is the interval scale and the data source used is primary data. Primary data is data collected by individuals. The primary data needed in this study is the results of a questionnaire, which is a set of written questions that have been formulated previously where respondents write or record their answers, generally in several alternatives that have been predetermined. Syakran and bougie dalam (zulganef 2018: 146). Based on the data obtained, the population of students is 110 people and the sample used by researchers is 86 people.

## **RESEARCH RESULT**

The discussion in this study starts from the data test, analysis of the contribution of each variable and hypothesis testing in accordance with the research objectives. The analysis process and research results can be explained as follows:

### ***Validity test:***

The validity test results show that the correlation value of each statement item with the total score obtained is greater than 0.1660 so it can be explained that the statement items used are valid and can be used in further data analysis.

### ***Reliability Test:***

The results of the reliability test conducted on all items in this study indicate that all research items can be said to be reliable because the Cronbach's Alpha

reliability values are > 0.60 namely 0.848, 0.845, and 0.825. Thus it can be said that all statement items are very reliable.

***Classic assumption test:***

The results of the classic assumption test show that the data did not occur multicollinearity, heteroscedasticity and the distribution of data is normal distribution because it is on or between linear lines.

Based on the results of the analysis shows that:

1. The direction of the relationship between entrepreneurship education and industrial field work practices with student entrepreneurial motivation is unidirectional, meaning that if both of these variables experience changes increases or vice versa, then the interest in entrepreneurship will also change the same. The results of the regression equation are obtained as follows:  $Y = 8.430 + 0.164X_1 + 0.509X_2$
2. The relationship between entrepreneurship education with entrepreneurial interest is 0.51 and the rest is 0.49 determined by other variables. This relationship has a fairly close degree.
3. The relationship between the implementation of work practices in the entrepreneurial industry with entrepreneurial interest of 0.65 and the rest of 0.35 is determined by other variables. This relationship has a close degree.
4. The relationship between entrepreneurship education and the implementation of industrial work practices is 0.61 and the rest 0.39 is determined by other variables. This relationship has a close degree.
5. The contribution of the influence of entrepreneurship education with entrepreneurial interest by 26% and the remaining 74% is determined by other variables. This relationship has a small degree.
6. The contribution of the influence of the implementation of industrial work practices with an interest in entrepreneurship is 43% and the remaining 57% is determined by other variables. this influence has a small degree.
7. The contribution of the influence of the implementation of industrial work practices with entrepreneurship education is 37.21% and the remaining 62.79% is determined by other variables. this influence has a small degree.
8. Simultaneously the contribution of the influence of entrepreneurship education and the implementation of work practices in the entrepreneurial industry with interest in entrepreneurship by 45% and the remaining 55% is determined by other variables. This influence has a considerable degree.

The supporting documents of the analysis results above are as follows:

Table 3:ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1352.072	1	1352.072	34.027	.000 <sup>b</sup>
	Residual	3894.038	98	39.735		
	Total	5246.110	99			
a. Dependent Variable: Minatberwirausaha						
b. Predictors: (Constant), Pendidikan Kewirausahaan						

Table 4: Model Summary- 1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.508 <sup>a</sup>	.258	.250	6.30358	.258	34.027	1	98	.000
a. Predictors: (Constant), entrepreneurship Education									

Table 5:Model Summary- 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.653 <sup>a</sup>	.426	.420	5.54162	.426	72.830	1	98	.000
a. Predictors: (Constant), Industrial works practice									

ETable 6: Coefficients<sup>a</sup>-1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	8.994	1.721		5.227	.000			
	Praktek Kerja Industri	.601	.079	.611	7.646	.000	.611	.611	.611
a. Dependent Variable: Entrepreneurship education									

Table 7:Correlations

		<i>Minatberwirausaha</i>	<i>Pendidikan Kewirausahaan</i>	<i>PraktekKerjaIndustri</i>
Pearson Correlation	Minatberwirausaha	1.000	.508	.653
	Pendidikan Kewirausahaan	.508	1.000	.611
	PraktekKerjaIndustri	.653	.611	1.000
Sig. (1-tailed)	Minatberwirausaha	.	.000	.000
	Pendidikan Kewirausahaan	.000	.	.000
	PraktekKerjaIndustri	.000	.000	.
N	Minatberwirausaha	100	100	100
	Pendidikan Kewirausahaan	100	100	100
	PraktekKerjaIndustri	100	100	100



Table 8:Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partia I	Part
1	(Constant)	8.430	1.741		4.841	.000			
	Pendidikan Kewirausahaan	.164	.090	.173	1.814	.073	.508	.181	.137
	PraktekKerja Industri	.509	.089	.547	5.724	.000	.653	.502	.433

a. Dependent Variable: Entrepreneurship Interest

Table 9:Model Summary

Mode l	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.667 <sup>a</sup>	.445	.434	5.47800	.445	38.910	2	97	.000

a. Predictors: (Constant), Industrial Works Practioce, Entrepreneurship Education

Based on data analysis results both partially and simultaneously that the influence of entrepreneurship education and field industry work practices are significant.

## CONCLUSIONS AND RECOMMENDATIONS

Departing from the results of the above analysis it can be concluded that:

1. The relationship between entrepreneurship education with the interests of entrepreneurship in SMK X students in Bandung is quite close. The relationship between the implementation of work practices in the entrepreneurial industry with the interests of entrepreneurship is close or strong. Both of the correlations measured have a bad degree. This means that the entrepreneurial interest of students in relation to education and work practices is not very good or encouraging. Whereas the relationship between entrepreneurship education and the implementation of industrial work practices has close or strong degrees. This means that there is a strong relationship between education and industrial work practices and vice versa, but this relationship is also not optimal.
2. The contribution of the influence of entrepreneurship education with an interest in entrepreneurship has a small degree. While the contribution of the influence of the implementation of industrial work practices with an interest in entrepreneurship also has little influence. Both contributions indicate that the factors of entrepreneurship education and industrial work practices in SMK X students have not been able to contribute well to students' entrepreneurial interests. While the contribution of the influence of the implementation of industrial work practices with entrepreneurship education also has the same effect, which is small.
3. Simultaneously the contribution of the influence of entrepreneurship education and the implementation of work practices in the entrepreneurial

industry with an interest in entrepreneurship has a considerable degree. However, this influence is still at a level below the large and very large.

Thus it can be concluded that the contribution of entrepreneurship education and industrial work practices to students of SMK X in the city of Bandung is still unable to provide support and impetus for young people with high school education who are strong towards the interest in entrepreneurship.

As a suggestion from the results of this research, two important things are needed:

1. Improvement of the curriculum that is more practical for students to learn about entrepreneurship education, for example, is more dominant in the cases and elements of informatics practices that are not dominated by theory.
2. Industrial practice work is directed more towards sectors that are more object oriented, not sector out-of-date colonialist objects.

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