



The Influence of Young Entrepreneur School (YES) Training Model on Knowledge, Attitude and Employee Skills Competence

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Abstract

Vocational High School (SMK) be expected to decrease the number of unemployment in Indonesia, not only as a job seeker but also as a job field creator (entrepreneur). The aims of the research are to produce a model of entrepreneurship training and to examine increasing of entrepreneur competence of Vocational High School students after using the model. The study used research and development (R & D) method, with four steps (1) defining and designing models; (2) doing validation by an expert; (3) doing a limited trial; (4) examining influence of model and getting final result of model. The results of research shown that the model of the Young Entrepreneur School (YES) training which is contained of Problem Base Learning elements, Vocational Education Concept, Associate by Technical Assistance and Knowledge, skills and attitudes assessment. Increased knowledge competence by 12%, attitude competence 60% and skill competency 58%. The important of finding model in training model of electronic services, where the students practiced the technical and management of entrepreneur. The benefit of this research in science and society was being a reference in giving entrepreneur training for students of Vocational High School. Thought this research was expected that could be reduce the number of unemployment for graduating of Vocational High School.

INTRODUCTION

Central Statistic Organization in 2016 reported that the Open Unemployment Rate (TPT) in February 2016 be 5,50% with 7.024 million people. One of the highest unemployment rate is a graduate of Vocational School (SMK) which have 1.348.327 people (BPS.2016). According to the head of statistic employment of BPS, the rate of unemployment in vocational school level increase due to the alumnus was encouraged to be an entrepreneur. But in fact, the alumnus of vocational school have not ready to implement their knowledge as an entrepreneur and choose to work in the company. Eventually, the alumnus preferred to be laborers or employees than being an entrepreneur while the job field was limited.

The cause of unemployment was due to number of job seekers more than available job field. This paradigm occurred when the labor force is a job seeker and will not be occur for job creator, such as entrepreneurs or self – worker. For an entrepreneur there was no limited job field, due to the job field was not be found but it was created. When this entrepreneur paradigm were experienced and applied in Vocational High School, was expected that the alumnus of Vocational High School not only focus on finding job but also could create the job field as an entrepreneur. The number of entrepreneur and new job field was expected could reduce the number of unemployment from Vocational High School. Entrepreneur learning process in school was influenced by many factors, such as teacher, teaching method, media learning and kind of entrepreneur that be taught. Based on that limited learning process, it is necessary to have an entrepreneurship training model for vocational students that is valid and effective in improving the independence of Vocational School Students.

Relevant researches include the research by Cull (2006) with the results of Youth Business International (YBI) has assisted most young entrepreneurs through its worldwide business program network, providing opportunities for young people who have brilliant ideas and a determination to succeed. Through initial loan and service from a volunteer mentor. The study sampled two groups of mentors, young entrepreneurs and program managers from two different countries and used case study methods to explore what produced success. The emerging theme shows the nature of the relationship is affected in three critical phases: start-up, midpoint and end point. The results also show that mentors are required to use approaches to entrepreneurs that reduce dependence and increase self-confidence

Research conducted by Choi et al (2004) concluded that experimental test of exploitation opportunities in entrepreneurship context. Consistent with resource-based viewpoints, we find that employers disposed to take advantage the opportunities as they perceive more knowledge about the customers' demand for products, more advanced technology, greater managerial capabilities, and greater stakeholder support. Profitable perceptions of more knowledge about customer demand for products, technologies that are fully developed, and greater stakeholder support are increasing as the new product has a long development time.

Research conducted Baumol (1968) with the result that entrepreneurs have double purpose as manager. The purpose is to find the new concept and idea. Entrepreneurs should lead, perhaps even inspire. Entrepreneurs cannot allow things to get into the habit and daily practice is never good enough for him. In short, he is an innovator. Entrepreneurs are who train the content of business literature that called leadership and who is almost never missing the theory of the company. The correlation of this research is on the role of entrepreneur as a fragrant leader having an entrepreneurial spirit.

The study by Ahlstrom et al (2004) with the result that the Chinese entrepreneurs in South Asia has achieved prominent success in some circles. This success is considered to the distinctive aspects of Chinese business culture, adaptability, networking, and tight control of company operations. To explore this proposition, we conducted in-depth interviews to forty-one entrepreneurs, venture capitalists, and government officials which all working with fast-growing entrepreneurship companies in Southeast Asia. The results indicate, in general, the Overseas Chinese entrepreneurship companies also follow many of the traditional business practices associated with Overseas Chinese companies. Most venture

capitalists and government officials in the sample expressed concern on this practice hampered the development of publicly-made and highly growth companies consistent with dynamic entrepreneurial companies. The relevance of this research to the toughness of entrepreneurship is the alertness, the network and the tightness of business rules.

Research conducted by Honig (2004) concludes that much of contemporary entrepreneurship education seems a theoretical and largely unsupported by empirical evidence of the practical effect given the importance of educational entrepreneurial in the academic and public sectors, and given the increasing amount of money allocated for various promotional activities, the need for the analysis of pedagogy and design, both direct and critical. Entrepreneurship education requires an empirical literary institution that has it all. The entrepreneurship education is one of the importance relevance in this research.

The research by Katz (2003) concludes that since the first entrepreneurship class was held in 1947, the discipline of entrepreneurship of growth is illustrated by using the three domain chronology of courses, additional infrastructure and publications. An entrepreneurial chronology of approximately 100 entrepreneurial items in the United States from 1876 to 1999 was offered and analyzed. The main findings are (1) in the United States, the field has reached maturity, and (2) growth possibilities outside of business schools and outside the US. Key issues include journal glut, narrowed focus on top-level publications, potential American stagnation and lack of faculty as a whole exacerbated by a shortage of PhD programs. The relation of research is in education or entrepreneurial class.

Research conducted by Kirby (2004) concludes about examining the characteristics and roles of employers as well as challenges for business schools. Traditional arguments about the educational system are getting bigger than developing the needs and skills to generate entrepreneurs, and propose that if entrepreneurs should be developed, there are many changes needed both in the content and the learning process. In particular it shows there needs to be a shift in the emphasis of meaning on educating entrepreneurship and making entrepreneurship. Emphasize that entrepreneurship should not be equated with the creation of new business or small business management, but with creativity and change. In this context it proposes educational institutions need to change the learning process to enable their students to develop their right brain. Entrepreneurial skills as well as their left brain analysis with skills. As stated, business schools need to decrease the thinking process so as to encourage and stimulate entrepreneurial imagination. The linkage of this research is on education to make entrepreneurs.

The research by McMullen et al (2006) concludes about a role examination played by the uncertainty in the economic theory from the entrepreneur. Having established is necessary to consider knowledge and motivation simultaneously while examining entrepreneurial action. Entrepreneurs are a theory of action, condition with ontological assumptions about the social world, highlighting the need for greater knowledge of attention to knowledge and motivation of future theory development and empirical testing. Finally, we offer pragmatic and conceptual solutions, inspired by the framework of action, means as avoiding or acknowledging philosophically inaccessible areas related to the examination of entrepreneurial action. The related of research is on motivation and entrepreneurial knowledge.

Research conducted by Onstenk (2003) in Entrepreneurship and vocational education concludes that entrepreneurship is an important goal for the EU on Education and lifelong learning policy (European Community, 1999). Reported the results of a research project on entrepreneurial competence in higher education and vocation assigned by the Dutch Ministry of Economy. The concept of entrepreneurship of three layers of competence is presented. The way in which innovation is in higher and vocational education develops entrepreneurial competence, enterprising Behavior and work ability are analyzed. The views of students and teachers in oriented entrepreneurship education are presented. The related of research on vocational education in entrepreneurship.

Research by Pittaway & Cope (2007) concluded that the purpose of the research was to explore various themes in entrepreneurship education through the use of Systematic Literature Review (SLR).

The systematic review literature is a recognized method for conducting evidence-based policies. This particular approach to the SLR used in this study has explained as well as the article explores findings that outline the thematic frameworks drawn from narrative coding. These findings support to the conclusion that entrepreneurship education has had an impact on student inclinations and deliberations. The thing which not clear is the extent to which and where the impact of education at the level of entrepreneurship graduates or does it allow graduates to become more effective entrepreneurs. The findings also highlight the lack of consensus on what entrepreneurship education actually when it is implemented in practice. The related of research is on the impact of entrepreneurship education on graduates.

Research conducted by Wilson et al (2007) concludes that the importance of a vibrant network of future women entrepreneurs and with a desire to be more understand about the gender interaction with self-efficacy entrepreneurship and entrepreneurial career goals. We found strong gender effects in self-efficacy and goodwill self-efficacy at the middle or upper level, supporting previous research on differences in self-efficacy in Indonesia's career areas that seem to reflect expectations of gender-based roles. While we did not do the measuring stereotypes gender for different career paths, our results took together with previous studies on self-efficacy and career intentions, suggest that entrepreneurship may still be considered as a male work, and that young women may limit them. Career aspirations has been declared because they feel that they lack the skills and abilities needed. Even among women who have chosen a management career path and are actively pursuing their MBA, this difference in self-efficacy entrepreneur persists. However, we see that entrepreneurship education can reduce this gender difference for women with entrepreneurial aspirations. In this way, entrepreneurship education can be positioned as an equalizer, possibly reducing the low limiting effects of self-efficacy and ultimately increasing the chances for successful business creation for women. The linkage of research on entrepreneur gender is also the same as young entrepreneurs or young entrepreneurs. According to Afolabi and Zaria in ardit (2017: 6) entrepreneurship can also increase growth and economic development especially by generating employment and encouraging the growth of micro, small and medium enterprises.

The basic theory of this research, such as the model according Ministry of Education in Ramadhani (2016) is one of the concept that used as orientation of doing an activity. The model used as the pattern (example, reference, manner) of something that will be created or produce. Another opinion from Adnan (2011) model is a simple representative concern to selected aspects of the condition that were structured for specific aims. Model could help to distinguish the essential and nonessential matter of the problem. Model also be artificial instrument to arrange someone's experience imaginatively about problem. Training is a part of education that relate learning process which implemented in outside of school system, need a few time and emphasize on practice (Kamil, 2007). Training is a process with aim to improve the skill and knowledge, mindset, behavior in order to develop the talent that emphasize on practice that consist of 5 steps, such as: (1) analyze training need, (2) plan the training program, (3) arrange the training material, (4) training implementation, (5) training assessment. Training model can be interpreted as a pattern that be an orientation or reference that used in implementation an activity in order to the aim could achieve as the expected (Ramadhani, 2016: 18). Based on those theory could be concluded that training model is a pattern or concept that be reference in training implementation outside the school that emphasize on practice and competence.

Training model can be interpreted as a form which function as a guide or reference that can be used for the implementation of an activity to achieve the purpose has been expected. Entrepreneurship is an ability to think creatively and behave innovatively which is used as the basis, resources, driving force, goal tactics, tips and processes in facing life's challenges, Entrepreneurship is a combination of creativity, innovation and courage to face risks that should be done by hard work to create and maintain a new business. Entrepreneur is someone who dare to build independent business, with all the risks and consequences in providing products and services creatively along with innovatively therefore it can

accomplish the needs and provide the financial result and give benefits for others. Entrepreneurial competence includes knowledge, skills and attitudes. The Young Entrepreneur School Training Model is a pattern that can be a role in training activities to make young entrepreneurs honest, responsible, creative and innovative, taking risks in creating self-employment.

The purpose of this study was to produce the Young Entrepreneur School (YES) training model, test the effectiveness of the model and increase the competence of the entrepreneurs. The benefit of this research is to produce a model that can be used as a reference in providing entrepreneurship training for SMK Students. Being a reference in research on entrepreneurship training models. Having implemented the model of entrepreneurship training is expected to reduce unemployment rate SMK Graduates.

METHODS

The research used research and development (R&D) method. It was held at SMK Yasiha Gubug. The object of the research was eleventh grade students of electrical engineering. In academic year 2017/2018 that consist of one class that was for limitation trial.

Procedural research are the steps that be a stage in the research activity. This research use Thiagarajan procedure (1974) in Sugiyono (2015:37-38) propose that steps in research and development are define, design, development and dissemination, that known as 4D, as follows:

(a) Define, contains activities to determine the products will be developed, along with their specifications. This stage is an activity of needs analysis, conducted through research and literature study. (b) Design, contains activities to create a design of the product that has been set. (c) Development, contains activities to make the design into a product and do the validity test of the product repeatedly until the product produced in accordance with the detailed specifications. (d) Dissemination, contains activities that disseminate products that have been tested for the benefit of others.

Procedural research has been appropriated with the research needs, furthermore the steps as follows: (1) The initial stage is to define the model needs, formerly to design the empirical model, theoretical model and conceptual model. (2) The second stage is to validate the model, where the model has been designed previously and validated to the professional in model or experts, then make a revision in accordance with the validator advices to produce a hypothetic model. (3) The third stage is to test the model, after being validated by the experts and can be tested accordingly will be done in limited trial to students of class XI electronic engineering skills program then evaluated to determine the effectiveness of the model. (4) The last stage, the model that has been validated and tested its effectiveness will produce valid and effective model, then the model can be a final model that can be used.

The data collection techniques used in this study are: (1) Expert validation, used to test the validity and model, in which the expert provides assessment and input for model improvement; (2) Pre-test and Post-test, used to conduct preliminary knowledge and final knowledge after training; (3) Observation, used to assess the competence of skills and attitudes of participants of Young Entrepreneur School (YES). The instruments used are model validation sheets, pre-test and post-test, observation skill and attitude assessment sheet.

The data analysis technique which used for model validation is by expert validation or expert judgement, the expert advice is used for model revision. Data analysis to test the improvement of entrepreneurial competence by doing a limited trial, then compare the results before and after getting YES training.

RESULT AND DISCUSSION

The result of the research is the conceptual model of training the young entrepreneur school which composed of empirical model and theoretical model early. Theoretical model can be interpreted

as a model composed of related variables theories, whereas the empirical model is the result of related research or empirical equations to test the research hypothesis. Conceptual model can be interpreted as a model that is still in the form of initial concept or design that is prepared based on preliminary study or set of existing theory.

The test validity of model, using expert validation or expert judgement that aims to obtain input model refinement from the conceptual model into a hypothetical model. Model validator consists of 2 experts with minimum criteria education is mater degree and competent in their field. Expert validators provide an assessment of the young entrepreneur school's training model and its tools. The result of model validation shows that the model can be used with little revision. Input from an expert validator is used to fix the model and become a hypothetical model. The expert validation advice is added by technical assistance to assist trainees in electronic repair process. The final model of YES training is as follows:

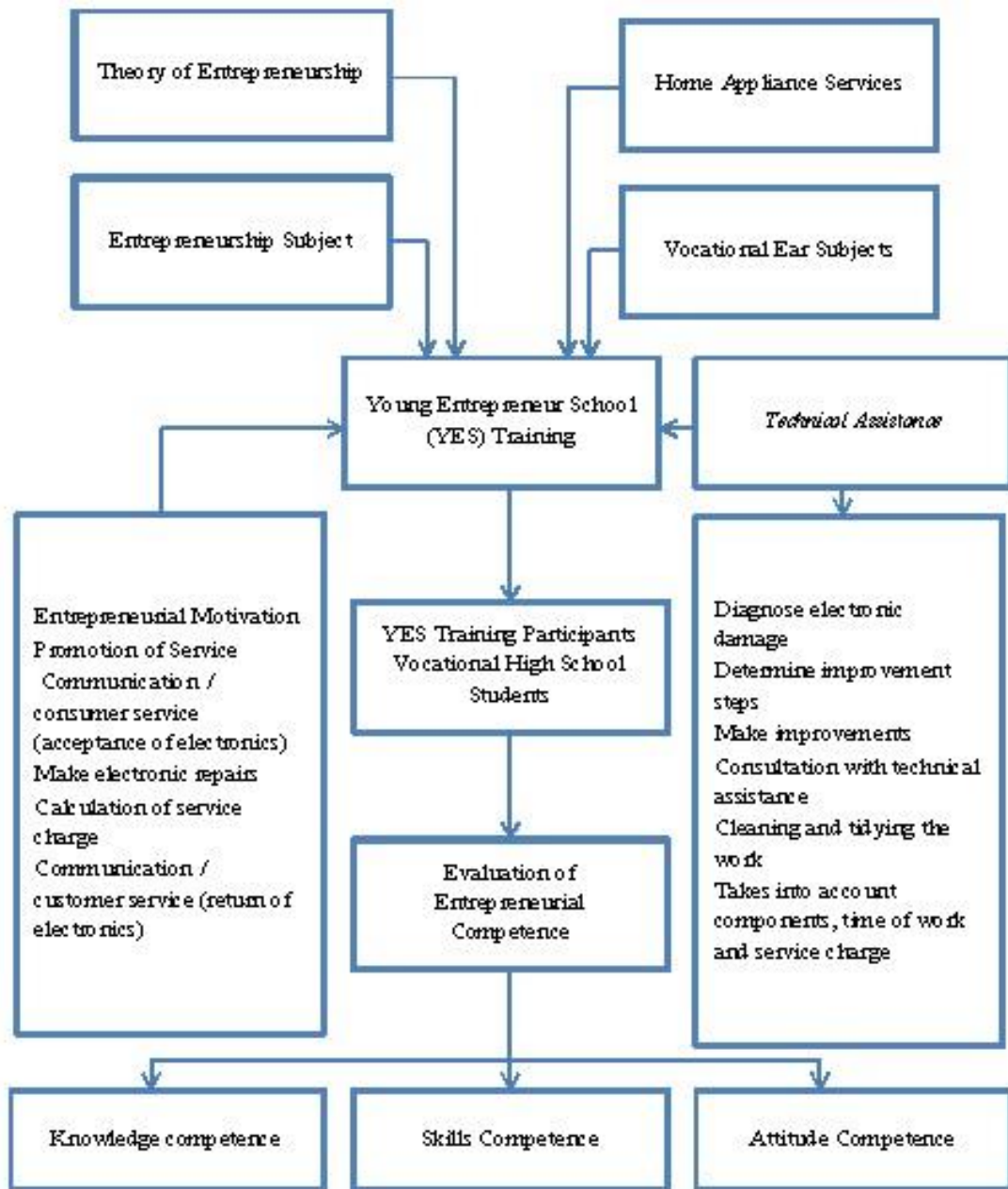


Figure 1. The Final Model of Entrepreneur Training

The final model of the Young Entrepreneurship School (YES) training consists of several aspects, including entrepreneurship theory, entrepreneurship lessons, household electronic service skills and damping by technical assistance. Training participants are given pre-test before training and post-test after training. Aspects assessed are the competence of knowledge, competence skills and attitude competence. Consumer service is a very important point, it is what distinguishes between YES training with lessons at school. Technical capabilities or vocational electronics focus more on technical competence, as far as entrepreneurship courses are concerned with theories about entrepreneurship management. This YES training can be more specific in forming young entrepreneurs who can compete in the world of work. This model is relevant to Joko Sutrisno's research in Muladi (2011) entrepreneurial education, it is education that applies principles and methodology to the formation of life skill in learners through integrated curriculum developed in school. Model trials were conducted with a limited trial whichever on the student electrical engineering expertise program of 20 participants. Assessment of YES training results will be presented in the following table:

Table 1. Percentage of Knowledge Competency Assessment Results

Aspect of Assessment	Before (%)	After (%)	Enhancement (%)
Concept and Entrepreneurial Motivation	81	93	12
Work equipment	64	78	14
Variety of Home Appliance	68	92	24
Electronic Working Principles	55	61	6
Repair Steps	50	67	17
K3 in Workshop	82	92	10
Publication of Service	83	93	10
Calculation of Service Fees	74	83	9
Consumer Service	77	95	18
Business Plan and Development	90	92	2
Average	72	85	12

Source: Research Data at SMK Yasiha Gubug

Table 1 presents the average experimental model of knowledge competence increased from 72% to 85%. The percentage of this increase can be caused by the limited participants' initial knowledge then they get the training so that participants' thoughts can be more widely open. The aspect that shows the highest increase is in the household electronic variety that is 24%, this can be due to the initial knowledge of the participants is less than after getting training it provides that the knowledge increase higher. The lowest increase percentage on the aspect of planning and business development is only 2%, this can be caused of the participants understanding about the business world meaning. At the short perspective they thought it was easy to be an entrepreneurs but on the technical need a lot of understanding in running the business.

Table 2. Percentage of Attitude Competence Assessment Results

Aspect of Assessment	Before	After	Enhancement
Carrying out K3	25	98	73
Intentions and Strong Confidence	25	81	56
Time Discipline	25	81	56
Creative and Innovative	25	84	59
Honest and Responsibility	25	88	63
Communicative	25	83	58
Dare to take risks	25	78	53
Average	25	85	60

Source: Research Data at SMK Yasiha Gubug

Table 2 presents the percentage of attitude competence assessment results. There was a considerable increase in the average attitude competence from 25% to 85%. The attitude competence before the training is worth 25% it is analogous to the participants not having enough competence, but it is not 0% which next after the training is given the assessment using the attitude evaluation observation sheet and get the result as far as the table. The highest improvement in K3 aspect is 73%, this can be caused by the participants when seeing the electronic service in the roadside workshop is never taking care of the K3 aspect, and after getting the training the participants become more understanding of the importance of K3. The lowest increase in risk-taking courage, this can be caused by the participants see many people have competence but have not dared to start a business. Relevant to the research conducted by Nurseto (2004) it can be concluded that in the framework of creating and developing entrepreneurs who are strong (both new entrepreneurs and those that originated from existing entrepreneurs) not yet be done without study and definitely consideration, strategies and programs implemented without a complete study will not provide optimal results.

Table 3. Percentage of Skill Competency Assessment Results

Aspect of Assessment	Before	After	Enhancement
Publication of Service	25	83	58
Repair Steps	25	86	61
Use of Work Equipment	25	84	59
Calculation of Service Fees	25	81	56
Consumer Service	25	78	53
Average	25	83	58

Source: Research Data at SMK Yasiha Gubug

Table 3 presents the percentage of skill competency assessment results. There is a considerable increase in the average competence of skills from 25% to 83%. Skill competency before training is equal to 25%. The participants do not have enough skill competency, but not 0% then after the training is given an assessment using the skill assessment observation sheet and get the result as far as the table. The highest increase is in the repairing step aspect about 61%, this can be due to the participants if seeing the electronic service at the roadside workshop directly perform the test without the identification procedure and operational repair procedures. The lowest increase in customer service, this can be due to the participants see many services in customer service, because customer satisfaction becomes an important point in the service business. This research is relevant to Hidayat (2013) with conclusion the model of entrepreneurship training based on local potency in improving entrepreneurship competence of citizen learn self-study literacy (KUM) in Karawang regency, proved effective significant in increasing knowledge, attitude and entrepreneurship skill of studying citizen. Aspects of knowledge, attitudes and skills show that there are differences before and after participating in local potential entrepreneurship training.

CONCLUSION

The conclusion in this research is the research produce final model young entrepreneur school training to improve entrepreneurship competence of vocational students. The model has problem-based learning elements and the concept of education, the training assessment formed as a knowledge, skills and attitudes. The models are equipped with guidance book, training modules, training tools and evaluation of training outcomes. The training model of young entrepreneur school provides a 12% increase in knowledge competence, improves attitude competence by 60% and skills competence by 58%. The training model of young entrepreneur school proved the validity and effectively in improving the competence of entrepreneurship of vocational school students

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