



The Entrepreneurship Interest of XI Grade Marketing Students in Vocational Highschools in Semarang

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Abstract

One way to reduce the number of unemployment and improve the Indonesian economy is by increasing entrepreneurship interest of the younger generation. This study aims to analyze and identify entrepreneurship interests of XI Grade Marketing students in Public Vocational Schools in Semarang. This study uses a quantitative approach. The variables in this study are entrepreneurship interest (Y), entrepreneurship attitude (X1), subjective norms (X2), self-efficacy (X3) and Entrepreneurship Learning (M). The population of the study was 215 students and the sample was 140 students. The sampling technique uses proportional random sampling. The results of this study indicate that there is a direct effect of entrepreneurship attitude on entrepreneurship interest, subjective norms on entrepreneurship interest and self-efficacy on entrepreneurship interest. Entrepreneurship learning moderates the influence of entrepreneurship attitude on entrepreneurship interest indirectly. While entrepreneurship learning does not moderate the influence of subjective norms and self-efficacy on entrepreneurship interest.

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INTRODUCTION

School institutions either general or vocational are an institution that aims to build and develop knowledge, talents, personalities, attitudes, mentality, creativity, reasoning and intelligence of a person. In order to create Indonesian human resources who are capable of having expertise is a component of building the quality of human resources in the future. Thus, each level and type of education is expected to be able to achieve the function of national education from various aspects. One of the levels and types of education that is currently often highlighted is the Vocational High School (SMK). Vocational school is a form of secondary education that prioritizes the development of learners' skills to carry out certain types of work.

Based on the official news of the Central Statistics Agency (BPS, 2018), it states that the Open Unemployment Rate (TPT) increased in August 2018, where the TPT in February 2018 was 6,871,264 while the August TPT in 2018 was 7,000,691. The Open Unemployment Rate (TPT) for vocational education in August 2018 ranks second highest after high school, which is 24.74% of the total unemployment of 7.06 million people. Of this number shows that the number of SMK unemployment is still high.

The students' entrepreneurship intentions in Indonesia are low (Indarti & Rostiani, 2008). This has affected the number of entrepreneurs in Indonesia, which is only 1.65% of the total population (Republika.co.id, 2018). Meanwhile, according to McClelland, one factor to accelerate development of countries is when the number of entrepreneurs in the country reach at least 2% of the total population. This condition is very different from Singapore where 7.2% of its residents work as entrepreneurs. Malaysia has reached 5%, higher than in Indonesia. Efforts to reduce unemployment, one of the ways that can be carried out is to develop the spirit of entrepreneurship as early as possible.

Explanation of the Law on the National Education System (UU Sisdiknas) Number 20 of 2003 Article 15, that secondary education prepares participants primarily to work in certain fields of expertise. The specific objectives of vocational secondary education are as follows: (a)

prepare students to become productive people, able to work independently, fill existing job openings as secondary level workers according to their competence in the chosen expertise program; (b) prepare students to be able to choose a career, be tenacious and persistent in competence, adapt to the work environment and develop professional attitudes in the area of expertise they are interested in; (c) equipping students with science, technology and art to be able to develop themselves in the future both independently and through higher education levels; and (d) equipping students with competencies that are in accordance with the chosen expertise program. The above objectives have not been fully realized as expected.

Based on the preliminary observations conducted in one of the State Vocational Schools in the City of Semarang, which was on 107 XI grade students majoring in marketing at SMK Negeri 9 Semarang. Observation was carried out by giving 2 questions randomly to 30 students from XI grade marketing obtained results that students who have an interest in opening a business were only 13% and the remaining 87% of students choose to become employees and factory workers rather than choosing to become an entrepreneur, this is based on students' perception that being an entrepreneur requires a great amount of capital and fear of failure. Similarly stated by Wijaya (2008) "People in Indonesia tend to be more confident working for other people rather than starting a business. In addition there is a tendency to avoid the risk of failure and variable income".

Vocational students who have been provided with and given training in skills and in-depth teaching about entrepreneurship are expected to have a high entrepreneurship spirit. As for forming individuals with entrepreneurship spirit and at the same time being able to establish business, especially in vocational students, what must be embedded first is the interest on entrepreneurship itself. Therefore, entrepreneurship interest in vocational students must be developed.

Entrepreneurship interest is the desire, interest, and willingness of individuals through the ideas they have to work hard or strong-willed to try to meet their needs, without feeling afraid of

the risks that will occur, can accept challenges, self-confidence, creative and innovative and have the ability and skills to meet the needs (Fu'adi, 2009). Meanwhile, according to Slameto (2013: 180) interest is a sense of preference and a sense of interest for a thing or activity, without anyone asking. Interest is basically the acceptance of a relationship between oneself and something outside of itself. The stronger or closer the relationship, the greater the interest. Someone who is interested in an activity will pay attention to that activity consistently. Interest is not only expressed in a preference or statement that someone is interested in an activity, but can also be expressed through active participation in it.

In general, the driving force of an interest can be expressed through Theory of Planned Behavior (TPB). This theory has been recognized as the best model for understanding behavioral change therefore it is appropriate for assessing entrepreneurship interest. Azjen (1991) in Theory of Planned Behavior (TPB) proves that entrepreneurship interests and behavior are influenced by attitudes, subjective norms and behavioral control also influences entrepreneurship behavior.

Attitude is the basis of forming entrepreneurial intentions (intentions) and one of the components that influences the formation of entrepreneurial intentions (intentions) in Theory of Planned Behavior (TPB). Behavior attitude means a tendency to react effectively in responding to the risks that will be faced by Andika and Majid (2012). Someone who has an entrepreneurial attitude will be able to be independent, be able to face life's difficulties and can manage work opportunities for himself and others.

Subjective norms are one of the factors in the Teaching Planned Behavior (TPB) that affect entrepreneurial intentions (intentions), subjective norms mean an individual's beliefs to fulfill the directives or suggestions of people around to participate in entrepreneurial activities (Wijaya, 2008). Andika and Majid (2012); Kristiadi et al. (2016) states that subjective norms have a significant positive effect on entrepreneurial intentions. The PBC context has almost the same meaning as the context of self-efficacy, that is, one's belief in one's ability to carry out tasks at a

certain level in performance (Farida and Mahmud, 2015). Ayodele's study (2013), which examined the intentions of Nigerian adolescent entrepreneurs found that adolescent self-efficacy had a positive effect on entrepreneurial intentions. Meanwhile, according to Indarti and Rostiani (2008) from the results of his research, it was found that self efficacy had no effect on entrepreneurial interest.

Based on some of the research data described above, there are research results from variables that affect entrepreneurial interest in contradicting one researcher with another researcher with the same variable but produce different research results, there are positive influences and others some have a significant negative effect and there is no significant effect. Based on the above studies, there is a research gap, namely the three dependent variables above need to be supplemented with entrepreneurship learning variables as moderating variables. This study aims to analyze and identify entrepreneurship interests of XI Grade Marketing students in Public Vocational Schools in Semarang City.

METHODS

This research is a quantitative approach that is intended to test the hypothesis of an existing theory. This study uses a moderation effect test. The population used in this study was class XI students of marketing expertise programs in State Vocational Schools in Semarang City, totaling 215 students. The sample used in this study are 140 students. The number of samples was determined by using the Slovin formula, while the sampling technique used was proportional random sampling technique. The variables in this study consisted of entrepreneurship attitude (X1), subjective norms (X2), self efficacy (X3), entrepreneurship learning (M), and entrepreneurship interest (Y). Data collection techniques in this study used a questionnaire with Likert scale. Data collection methods used in this study are descriptive analysis and analysis of moderation variables using absolute difference test. The following are the equation models in this study:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4 [X_1_M] + \beta_5 [X_2_M] + \beta_6 [X_3_M] + e.....(1)$$

Where Y is Dependent Variable (Entrepreneurship Interest). M is moderation Variable (Entrepreneurship Learning). α is Multiple Regression Constant. β_1 is Regression coefficient of entrepreneurship attitude X1. β_2 is subjective norm regression coefficient X2. β_3 is Self efficacy regression coefficient X3. β_4 is Moderation regression coefficient for X1. β_5 is Moderation regression coefficient for X2. β_6 is Moderation regression coefficient for X3.e is Error term (estimator error level)

RESULT AND DISCUSSION

This study shows that the Entrepreneurship interest of XI grade marketing students in State Vocational Schools in Semarang has an average of 88 in the good category. Entrepreneurship attitude has an average of 40 in the excellent category. Subjective norms have an average of 38 in the fairly good category. Self Efficacy has an average of 35 in the good category. While entrepreneurship learning has an average of 39 in the fairly good category. The results of the analysis of the influence of moderation by testing the absolute difference between the variables of entrepreneurship attitudes (X1), subjective norms (X2), self-efficacy (X3), entrepreneurship learning (M) on entrepreneurship interest (Y) (Table 1).

Tabel 1. results of the analysis of the influence of moderation

Model	Coefficients ^a				Sig.
	Unstandardized Coefficients		Standardized Coefficients	t	
	B	Std. Error			
(Constant)	88.646	0.864		102.562	0.000
Zscore(X1_Entrpr_Attd)	2.715	0.528	0.375	5.144	0.000
Zscore(X2_Subjectv_Norm)	1.602	0.487	0.222	3.290	0.001
Zscore(X3_Self_Efficacy)	2.038	0.519	0.282	3.923	0.000
X1_M	-1.285	0.634	-0.167	-2.025	0.045
X2_M	0.693	0.630	0.085	1.100	0.273
X3_M	-0.110	0.712	-0.013	-0.155	0.877

Dependent Variable: Y_Entrepreneurship Interest

Source: Data Processed, 2020.

Based on Table 1, the moderating regression equation by using the absolute difference test as follows:

$$Y = 88,646 + 2,715X_1 + 1,602X_2 + 2,038X_3 - 1,285[X_1_M] + 0,693 [X_2_M] - 0,110[X_3_M] + e$$

The absolute difference test results by using SPSS on the entrepreneurial attitude variable (X1) obtained t value = 5.144 with sig. 0,000 <0.05, this means that entrepreneurship attitudes are proven to be positively and significantly influential in entrepreneurship interest.

For the subjective norm variable (X2) obtained t value = 3.290 with sig. 0.001 <0.05, this means that subjective norms have been proven to significantly influence entrepreneurship interest. Then, the self efficacy variable (X3) obtained t value = 3.923 with sig. 0,000 <0.05,

this means that self-efficacy has been proven to significantly influence entrepreneurship interest.

In addition, the moderating variable of the interaction between entrepreneurship attitude and entrepreneurship learning obtained t value = - 2.025 with sig. 0.045 <0.05, this means entrepreneurship learning has proven to be significant moderating variable in relation to the effect of entrepreneurship attitude on student entrepreneurship interest. The moderating variable of the interaction between subjective norms and entrepreneurship learning obtained t value = 1,100 with sig. 0, 273 > 0.05, this means that entrepreneurship learning is not proven to be a significant moderating variable related to the influence of subjective norms on student entrepreneurship interest.

The moderating variable of the interaction between self-efficacy and entrepreneurship learning is obtained by t count = -0.155 with sig. 0, 877 > 0.05, this means that entrepreneurial learning is not proven to be significantly a moderating variable in relation to the effect of self-efficacy on students' entrepreneurship interest.

The Entrepreneurship Attitude Affects the Entrepreneurship Interest

Based on the results of research and testing the first hypothesis (H1) which states that there is a positive and significant effect of entrepreneurship attitude on entrepreneurship interest can be accepted. This provides empirical evidence that entrepreneurship attitude have a positive and significant effect on entrepreneurship interest. In this study the results of the partial test (t test) showed that there was a positive and significant effect of entrepreneurship attitude on entrepreneurship interest with sig. 0,000, so H1 is accepted. The regression coefficient of entrepreneurship attitude of 2,715 indicates that each increases in the entrepreneurial attitude variable for one unit, it will cause an increase in students' entrepreneurship interest by 2,715 assuming the other independent variables remain constant. Positive coefficient means that there is a positive relationship between the entrepreneurship attitude and entrepreneurship interest. The higher the attitude of entrepreneurship, the higher the interest in entrepreneurship students, and vice versa.

The above research results are relevant with Theory of Planned Behavior (TPB) that entrepreneurial decisions are influenced by attitudes. This was confirmed by Wijaya (2008) stating that attitude of behavior is the basis for the formation of intentions. The attitude of behavior is based on being attraction to business opportunities, a positive view of business failure, likes to face risks and challenges (Wijaya, 2008). Therefore entrepreneurship can affect the level of intention (intention) of entrepreneurship. In this study the intended attitude is an entrepreneurship attitude that is the tendency to react affectively in responding to the risks that will be faced in a business. The Explanation of the results of this study is in line with research conducted by Vemmy (2012) explaining that entrepreneurship

attitude have a positive and significant effect on entrepreneurial intentions. This statement is reinforced by Andika and Majid (2012) and Wijaya (2008) stating that attitude variables have a significant effect on entrepreneurship intentions.

Subjective Norms Affects the Entrepreneurship

Based on the results of research and testing of the second hypothesis (H2) which states that there is a positive and significant influence of subjective norms on entrepreneurship interest can be accepted. This provides empirical evidence that subjective norms have a positive and significant effect on entrepreneurship interest. In this study the results of the partial test (t test) showed that there was a positive and significant influence of subjective norms on entrepreneurship interest with sig. 0.001, so H2 is accepted. The subjective norm regression coefficient 1.602 states that if each increase in the subjective norm variable is one unit, it will cause an increase in student entrepreneurship interest by 1.602 assuming the other independent variables remain constant. Positive coefficient means that there is a positive relationship between subjective norms with interest in entrepreneurship. The higher the subjective norms, the higher the student's entrepreneurship interest, and vice versa.

The above research results are relevant to the Theory of Planned Behavior (TPB) that entrepreneurial decisions are influenced by individual beliefs to obey the directives or suggestions of those around him to participate in conducting entrepreneurship activities (subjective norms). Subjective norms can affect entrepreneurial intentions from the external side in the form of support for the environment, both family, friends, lecturers, and successful entrepreneurs. This theory is also in line with the statement of Kurniawan, et al (2016) that entrepreneurship interest develops in a person when the environment supports because of interest formed from the environment. Someone will have a desire for an object or behavior if he is influenced by people around him to do it or he believes that the environment or the people around him support what he does. Explanation of the results of this study is in line with research conducted by Wijaya (2008), the results show that subjective norms have a significant effect on

entrepreneurship interest. This result is also supported by the study of El Harbi (2009) showing that subjective norms affect the interest in entrepreneurship.

Self-Efficacy Affects Entrepreneurship Interest

Based on the results of research and testing the third hypothesis (H3) which states that there is a positive and significant effect of self-efficacy on entrepreneurship interest can be accepted. This provides empirical evidence that self-efficacy has a positive and significant effect on entrepreneurship interest. In this study the results of the partial test (t test) showed that there was a positive and significant effect of self-efficacy on entrepreneurship interest with sig. 0,000, so H3 is received. The subjective norm regression coefficient of 2.038 states that if each increase in self-efficacy variable is one unit, it will cause an increase in student entrepreneurship interest by 2,038 with the assumption that the other independent variables are fixed. Positive coefficient means that there is a positive relationship between self-efficacy and interest in entrepreneurship. The higher the self-efficacy, the higher the student's entrepreneurship interest, and vice versa.

Explanation of the results of the above research is in accordance with the Theory of Planned Behavior (TPB) entrepreneurial decisions are influenced by one internal factor, namely self-control in this case is self-efficacy. The PBC context has almost the same meaning as the context of self-efficacy, that is, one's belief in one's ability to carry out tasks at a certain level in performance (Farida and Mahmud, 2015). High or low level of self-efficacy a person has a serious impact on an individual's belief in his ability to entrepreneurship. Someone's interest in entrepreneurship will be stronger if individuals have confidence in their abilities so as to achieve success as expected. This is relevant to the statement of Wijaya (2008) which also defines self-efficacy, namely "the belief (perception) of individuals regarding the ability to form an entrepreneurial behavior". The results of the above study are in line with Ayodele's (2013) study, which examined the intentions of Nigerian adolescent entrepreneurs to find that adolescent self-efficacy had a positive effect on

entrepreneurial intentions. Then the research of Handaru, et al (2015) states that the effect of self-efficacy on entrepreneurship interest is significantly positive.

Entrepreneurship Learning Moderates the Effect

Based on the results of research and testing the fourth hypothesis (H4) which states that entrepreneurial learning significantly moderates the effect of entrepreneurship attitude on entrepreneurship interest can be accepted. This provides empirical evidence that entrepreneurial learning significantly strengthens or weakens the effect of entrepreneurship attitude on entrepreneurship interest.

In this study the results of the regression coefficient test of the interaction of entrepreneurship attitudes with entrepreneurial learning by -1,285 states that if entrepreneurship attitude and entrepreneurial learning increase by one unit, entrepreneurship interest will decrease by -1,285. Negative coefficient means that the interaction of entrepreneurship attitude and entrepreneurial learning will weaken the influence of entrepreneurship attitude on entrepreneurship interests or have a negative influence on entrepreneurship interests, even though high entrepreneurship attitude will not be able to increase entrepreneurship interest if coupled with high entrepreneurial learning. moderating the interaction of entrepreneurship attitudes with learning entrepreneurship values obtained t count = -2.025 with sig. 0.045 <0.05, this means that entrepreneurial learning has proven to be significantly a moderating variable in relation to the effect of entrepreneurship attitude on student entrepreneurship interest. In this study only looking at significance did not see whether the direction of the relationship was positive or negative. So Ha4, which states that declaring entrepreneurial learning significantly moderates the effect of entrepreneurship attitude on entrepreneurship interest, is accepted.

The above research results are relevant to Ruswanti's statement (2015) that attitude is influenced by knowledge about entrepreneurship and home industry training. Then a statement from Maj-Lis and Eva (2014) states that entrepreneurship attitude education means that entrepreneurs learn in an entrepreneurial learning

process that is considered important in a business. The higher the entrepreneurial learning a person has, the higher one's interest in doing an activity. Based on research by Samo and Asma (2016), it shows that entrepreneurial learning moderates the relationship between attitudes towards entrepreneurial intentions. Ajzen (2005) states that attitude has a consistent positive effect on entrepreneurial intentions. Entrepreneurship learning plays an important role in developing attitudes towards the creation of new businesses

Entrepreneurship Learning Moderates the Effect of Subjective Norms on Entrepreneurship interest

Based on the results of research and testing the fifth hypothesis (H5) which states that entrepreneurial learning significantly moderates the influence of subjective norms on entrepreneurship interest cannot be accepted or rejected. This provides empirical evidence that entrepreneurial learning does not significantly strengthen or weaken the influence of subjective norms on entrepreneurship interest.

The regression coefficient of interaction of subjective norms with entrepreneurial learning) of 0.693 states that if subjective norms and entrepreneurial learning increase by one unit, interest in entrepreneurship will increase by 0.693 units. The positive value coefficient means that the interaction of subjective norms and entrepreneurial learning will strengthen the influence of subjective norms on entrepreneurship interest or have a positive influence on entrepreneurship interest, the higher the subjective norms will be able to increase entrepreneurship interest if accompanied by high entrepreneurial learning. The moderating variable interaction of subjective norms with entrepreneurial learning obtained t value = 1,100 with sig. 0, 273 > 0.05, this means that entrepreneurial learning was not proven to be significantly a moderating variable in relation to the influence of subjective norms on student entrepreneurship interest, so Ha5 who stated that declaring entrepreneurial learning significantly moderated the influence of subjective norms on entrepreneurship interest, was rejected.

Entrepreneurial learning does not strengthen the influence of subjective norms on student entrepreneurship interest. This is

influenced by the lack of teacher support for students to start a business, and also influenced by the development of professional attitudes obtained from entrepreneurial learning that has not been maximized. So students lack the soul / personality that is good and right in entrepreneurship, even students are not equipped with anticipation techniques for various things that may arise in entrepreneurship in the form of problems, problems and other risks as an entrepreneur. This is why entrepreneurship learning does not strengthen the influence of subjective norms on entrepreneurship interest. This is in line with research Ismail (2009) and Zain et al., (2010) states that the environment is not proven to be a factor causing entrepreneurial desires.

Entrepreneurship Learning Moderates the Effect of Self Efficacy on Entrepreneurship interest

Based on the results of research and testing the sixth hypothesis (H6) which states that entrepreneurial learning significantly moderates the effect of self-efficacy on entrepreneurship interest cannot be accepted or rejected. This provides empirical evidence that entrepreneurial learning does not significantly strengthen or weaken the effect of self-efficacy on entrepreneurship interest.

The regression coefficient of the interaction of self-efficacy with entrepreneurial learning is - 0.110, which states that if self-efficacy and entrepreneurial learning increase by one unit, the interest in entrepreneurship will decrease -0.110. Negative coefficient means that the interaction of self-efficacy and entrepreneurial learning will weaken the effect of self-efficacy on entrepreneurship interest or have a negative influence on entrepreneurship interest, even though high self-efficacy will not be able to increase entrepreneurship interest if coupled with high entrepreneurial learning. The moderating variable of the interaction of self efficacy with entrepreneurial learning obtained t value = -0.155 with sig. 0, 877 > 0.05, this means that entrepreneurial learning is not proven to be significantly a moderating variable in relation to the effect of self-efficacy on student entrepreneurship interest, so Ha6 which states that stating entrepreneurial learning significantly

moderates the effect of self-efficacy on entrepreneurship interest, is rejected.

Entrepreneurship learning obtained by students is not able to strengthen students' self efficacy or students' confidence in starting a business, so that students' awareness in improving their ability to meet their own needs is still lacking. If students do not understand the concept of entrepreneurship well, the role of self efficacy will be less than the maximum effect on student interest in entrepreneurship. This is why entrepreneurship learning does not strengthen the effect of self efficacy on entrepreneurial interest. The concept of entrepreneurship itself can be obtained through entrepreneurship learning. Etrialgo (2016) states that self-confidence or self-efficacy can be influenced by the knowledge they get from the entrepreneurial environment provided by active entrepreneurs, parents, friends and at school.

This is in line with the results of research by Wijaya (2008) explaining that Self efficacy has no role in entrepreneurial behavior directly and partially, Self efficacy also has constraints with real conditions and experiences (Ajzen, 2002) such as economic conditions or individual financial capital, the readiness of instruments in entrepreneurship so that self efficacy has less role in growing entrepreneurship interest even with an understanding of entrepreneurial learning.

CONCLUSION

Based on the results of the study and discussion, it can be concluded that the results of this study indicate that there is a direct effect of entrepreneurship attitude on entrepreneurship interest, subjective norms on entrepreneurship interest and self efficacy on entrepreneurship interest in class XI student skills expertise programs at State Vocational School Semarang City. Indirectly, entrepreneurial learning moderates the influence of entrepreneurship attitude on entrepreneurship interest. While entrepreneurship learning does not moderate the influence of subjective norms and self efficacy on entrepreneurship interest.

For this reason, students must increase their understanding of entrepreneurial learning. Entrepreneurial knowledge can be obtained

through learning, both learning in the classroom and outside the classroom. The need to hold vocational guidance for entrepreneurship and entrepreneurship training in the surrounding environment. Entrepreneurship learning must be improved through thought processes about entrepreneurial knowledge, business training and fostering an attitude of professionalism in entrepreneurship so that students' confidence in starting a business will increase.

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