



THE CONTRIBUTION OF ENTREPRENEURSHIP EDUCATION, ON THE JOB TRAINING EXPERIENCE AND UTILIZATION OF UNIT PRODUCTION ON ENTREPRENEURSHIP INTEREST OF VOCATIONAL SCHOOL STUDENTS

Hazevi Atila Yazel Aze[✉] and Widiastuti

Yogyakarta State University, Indonesia

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Abstract

The aim of this study is to reveals the contribution of entrepreneur education, On The Job Training experience and the utilization of unit production by respective and simultaneously to entrepreneurship interest of SMKN Tourism Program Students in Padang city. The study used ex post facto approach and correlation method with 725 population consisted all of senior year student SMK N Padang in tourism program. This study sample was selected by using *proportionate random sampling* and reach 360 students. The data were collected by using questionnaire, while the instrument validity was assed by CFA method and for analize the data using descriptive and inferential statistic analize that is regression method. The result of this study shows that: (1) the contribution of entrepreneur education, On The Job Training experience and utilization of unit production variabel respectively are 2.9%, 4.7% and 6% and positively effected (2) the contribution of entrepreneur education, On The Job Training experience and utilization of unit production variabel simultaneously is 7.9% and positively affected.

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[✉]Corresponding author:

Hazevi Atila Yazel Aze
Yogyakarta State University, Indonesia
E-mail: atilahazevi@gmail.com

INTRODUCTION

The purpose of vocational senior high school is to states that vocational graduates are not only prepared for work, but also independent in the future as entrepreneurship in their own field of expertise. Wibowo (2011: 110) reveals that secondary education, especially vocational high school, has a unique character in producing graduates who not only ready to work, but have a great opportunity to create economic activity through entrepreneurship. Correspondingly, Mc.Clelland (1961) state that a country could be prosper if at least 2% of its population becomes entrepreneurs. So in other words, SMK graduates also prepared to be entrepreneurial and have the opportunity to develop the country's economy.

Head of the Central Bureau of Statistics (BPS) Kecuk Suhariyanto said, based on education, the highest workforce unemployment comes from the level of Vocational High School education which is reach 11.4% from the workforce (kompas.com). This fact shows that some of SMK graduates have not utilized their entrepreneurial ability as one of the solution to overcome unemployment problem. The condition is also emphasize by the number of Indonesian entrepreneurs in 2017 which is only 3.1% from total population (depkop.id). This number increases 1.36% from the previous year. The ratio of entrepreneurship in Indonesia actually above the minimum limit of the entrepreneur ratio of a State. However, that number is still under the ratio of Singapore with 7% Entrepreneurs from about 5 million people. While there's only 3.1% Entrepreneur from about 250 million people in Indonesia.

Padang City has a relatively low ratio of Entrepreneurs. From about 914.968 residents of Padang City, only 2.062 people choose to become Entrepreneur (diskop.padang.go.id), which is not more than 0.22% ratio to Padang City population. This fact shows that workforce in Padang City, especially Vocational High School graduates with the ability to become Entrepreneurs, have not exploited their potential and the local wisdom also. Padang City have potential economic sector in tourism, maritime, craft, culinary and arts that if managed and developed properly will increase the citizens income.

The Entrepreneur skill of SMK student's can be developed through education. The entrepreneur skill is included in the vocational curriculum

Entrepreneurship Class. In consideration to developing entrepreneurship passion in the students, first thing to do is to draw their entrepreneurship interest through education. Suryana (2014: 80) states that an entrepreneur will not succeed if he has no knowledge, ability and will. Which means, SMK Students with knowledge of entrepreneur skill will leads students to understand the meaning, role, function and some ways to become entrepreneurs. Every vocational school is facilitated with Unit Production intended as a training-bases and services to develop the entrepreneurial passion for teachers and students. Vocational students are also involved in industrial or *prakerin* practices which aimed for students gain real working experience in DUDI. The working experience will establish the relevant competencies between the learning experiences in educational institutions and the learning experience in the industry (Jalinus: 2011). Students from SMK tourism program has been equipped with KWU subjects starts from grade X to XII. Students have a production unit as their base for entrepreneurship training and students had experienced *prakerin* which gives a direct experience of the business world to increase their motivation of entrepreneurship. Entrepreneurship education is included in curriculum formal under the Productive Section. Those things can underlie a person to have an interest in entrepreneurship.

Padang City has 14 State Vocational Schools which three of them in the category of SMK Tourism Sector. The schools are SMKN 6, SMKN 8 and SMKN 9 Padang. The sector includes four areas of expertise, specifically: Hospitality skills program and tourism services, culinary, beauty and fashion. In the previous interview of the author with the teacher of SMKN N 6, SMKN 8 and SMKN 9, most students have low interest in entrepreneurship. The Students prefer to apply for a job than creating their own business. Otherwise, these students will continue their education to higher level outside their field of expertise in SMK. The table below shows the data of Vocational School Alumni in SMK 6 that become Entrepreneur.

Table 1. The data of SMK N 6 Graduates as an entrepreneur

Year	Number of Student	Enterpreneurial Student	Percentage
2015-2016	341	43	12%
2016-2017	330	54	16%

As we can see in the table above, the Alumni of SMK 6 who became entrepreneur is not more than 20%. In fact, these Alumni have the knowledge and skills to develop their own business. This condition shows that the Alumni have lack of entrepreneurship interest. The unit production in SMK is being used as an internship or *prakerin* space which is not as a production-based training as it was which can be used as a place for practicing their entrepreneur skill. In many cases, the Production Unit only operates at a certain events, which only happen in three or four times a year. Moreover, entrepreneurship education in SMK are still theoretical yet authentic-based, which only gets 2 hours of theory at each grade level without any practice lesson. The tuition is still around cognitive-based, theory and selling practice skill. This condition shows that these Students only learn the marketing aspects, not the social entrepreneur aspect (Purwana 2017). Supported by the previous interview with teachers SMKN 6, SMKN 8 and SMKN 9 Padang, there's only few of SMK Alumni who decided to become entrepreneurs.

This article is a report of reasearch with the title "Contribution of Entrepreneurship Education, *Prakerin* Experience and The Utilization of Production Units to The Students Interest of Entrepreneurship". The important aspects of those three variabel will lead these Students to have interest in entrepreneurship, and how much potential these variabel provide their contribution in student entrepreneurship interest. The formulation of the problem in this article is to find out how much potential contribution of entrepreneurship lesson, *prakerin* experience and production unit utilization to entrepreneurship interest of student XII SMKN Kota Padang.

Vocational High School

Vocational High School (SMK) is included in formal education at secondary education level. SMK have the characteristics that are different from other education units. SMK is designed to prepare

students or graduates who are ready become an employee and be able to develop their professional attitude in field. Vocational education has some significance among others, according to Evans (1978) vocational education is part of the educational system that prepares a person to be able for work in a group of jobs or field than other fields of work. Calhoun (1976) Vocational education is an organized educational program that directly deals with the preparation of individuals to become employees, or for the necessary career preparation.

The decision of the directorate general of primary and secondary education on February 10, 2017 concerning the structure of the vocational secondary education curriculum establishes the structure of the vocational secondary education curriculum containing a general content consisting of national content and territorial content developed according to regional needs and the content of vocational interest consisting of basic skills, program expertise, and skill competencies. On the demand content of vocational in the field of C3, there are Creative and entrepreneurial products lessons in order to prepare vocational students in addition to ready to work are also able to develop themselves with independent business or entrepreneurship.

Entrepreneurship Lesson

Entrepreneurship lesson occur as the subjects in SMK that is contained in the structure of SMK curriculum. Directorate General of Primary and Secondary Education establish a decision on 10 February 2017 that entrepreneurial subjects now are being called creative and entrepreneurial products. Suryana (2014) states entrepreneurship is not just about field occasions and innate talents, but also a discipline that can be learned and taught. Thus to make student interest increased in becoming an entrepreneur, they can learn it through education.

Kasmir (2011) explains that entrepreneurs are people who have the courage to take risks to build a business on various occasions. Dare to take risks means has an independent intention and courageous to start a business without fear and even in uncertain conditions. Added by Purwana (2017) entrepreneur can be called as someone who build, manage, develop and institutionalize his own business as well as create

jobs for others. Lupiyoadi (2016) says entrepreneurs are the main actors in economic development and they are able to innovate or create new combinations.

The lesson of entrepreneurship in the SMK curriculum has certain roles and functions. According to Fahmi (2014) the role and function of entrepreneurship in education, that is 1) able to influence the passion and motivated a person to be able to do something that has been difficult for him to realize; 2) the knowledge of entrepreneurship has the role and function to direct someone to work more regularly and systematically and also focused on realizing his dream; 3) able to inspire people that in every problem there are business opportunity that can be developed; 4) the positive value of entrepreneurship is the reduction of unemployment and creating jobs. In addition to having roles and functions, important entrepreneurship lessons are carried out at the school level to shape the students' characteristic. Direktorat Jendral Pendidikan Tinggi (2010) describes entrepreneurship education at the primary level or the school aims to form a human holistic (intact) as a person who has the character also has the understanding and skills as an entrepreneur. And if a student has a high motivation for achievement, then it can be used as the basic motive for entrepreneurship. Suryana (2014) states a person has an interest in entrepreneurship because of a motive, the motive of achievement. Achievement motive is the social value of the need to achieve the best results in order to achieve personal satisfaction. Thus, students who have achievement motives in entrepreneurship lessons tend to have an interest in entrepreneurship.

Sjabadhyini (2001) illustrates that entrepreneurs need education but an advanced education as managers who are working for the company. Alma (2004) states the talent of an entrepreneur will grow and develop depend on their knowledge. We can conclude that SMK graduates do not have to take a higher education to become an entrepreneur. The creative and entrepreneurship product lessons that have been given at the vocational school are sufficient as the initial knowledge on how to become an entrepreneur.

Prakerin Experience

Vocational High School (SMK) is a vocational education institution that organizes a program of expertise and adapts the needs of Business and Industrial Field (DUDI). To synchronize the demand of DUDI with SMK graduates, it takes some cooperation which one of them is named

industrial work practice (PRAKERIN). This component is significant where the industrial world has a strategic role in supporting the success of the school education process (Muhidin, 2009). In addition, accordance to the National Education System Constitution no. 20 of 2003, that one of the responsibilities of education require the community participation to be involved. Calvo (2015) states that prakerin has become part of the technical curriculum as an initiative in cooperation with industry and as a bridge for students entering the labor. Therefore, the involvement of the business and industrial field is very important in terms to increase the process of education in order to encourage national society.

Prakerin is also known as Double System Education (PSG) adopted from the dual system in Germany. Firdaus (2012) states the dual system education model (dual system) is an effective system to educate and prepare the students to extend and master the complex skills that are impossible or never been taught in school. Added Petrus (2004) Industrial work practice is an educational model that gives students the opportunity to practice in the real field of business or industry for a certain time. While Curriculum SMK (Dikmenjur, 2008) states: Prakerin is a pattern of organizing the training that is managed between SMK with industry or professional associations as a partner institution (IP), from the planning stage, implementation to evaluation and certification which is a unified program with using various alternative forms of implementation, such as day release, block release, and so forth.

According to Wardiman (1998) Prakerin provides benefits include: 1) Provide professional skill knowledge in the real work and for self-sustaining development; 2) The range-time for achieving professional skills is shorter because after the end of prakerin there is no need further training to achieve another expertise; 3) Expertise gained from prakerin programs could improve student confidence in terms of encouraging them to a higher level. Riyanti (2003) reveals one of the factors that affect interest are experience and education. Thus, interest in entrepreneurship could arise from experiencing actual working conditions. Through prakerin, student's experiences and insights increase so

that they are set to work or become an entrepreneur.

Utilization of Unit Production

SMK has a Unit Production facility (UP) as a place for educational practices and work practices oriented to the work field in order to support student competence to build their entrepreneurial passion. Dharma (2007: 6) states Unit production is a process of activities business conducted academically by empowering the citizens of the school or madrasah that is being managed professionally. Martubi (1988: 30) states the unit production in school is a business that produces goods or services and absolutely requires a set of business tools as the main source. Suprpto (2001) adds a unit production is an activity that serves to produce goods and services by utilizing all the resources that exist in the school. So it can be concluded that the unit production is a place to produce goods and services by utilizing school residents and environment that is managed professionally. So, indirectly UP plays a role in shaping the entrepreneurial passion of students and teachers who served as supervisors coordinate the ongoing activities on the UP.

Dikmenjur (2007) also stated some objectives of the Unit Production in schools are: 1) Production-based training or services place for students; 2) Place to build and develop the entrepreneurial passion of teachers and students in SMK or MA; 3) Practical tool of direct production for students; 4) Assist funding for maintenance, addition of facilities and other operational education expenses. Ananda (2016: 2) states that entrepreneurial competence can be obtained through learning activities in Unit productions. The benefits of a unit production in SMK are a learning resource. Students learn how to produce goods or services with high quality and economical to meet the needs of the market and also its sell value.

Entrepreneurship Interest

Interests are not something that has been brought since we were born but derived from the learning process that its manifestation comes from the attitudes or behaviors displayed by individuals. Determination, intention and motivation is the main point that must be appeared in the beginning Suryana (2014). According to Chaplins (2006) Interests is a sense of preferences and a sense of interest in a subject or activity without any command. Then according to Iskandar (2010) interest is an ongoing attitude that keeps their attention focused, thus making himself so selective towards the object of interest. According to Djamarah (2011) interest is a

sedentary tendency to pay attention and recognize some activities consistently pleased.

Suryana (2014) declares an entrepreneur will not succeed if it has no knowledge, abilities and will. Sunarya (2011) added that entrepreneurial interest is influenced by skills, abilities, or competencies. The competencies themselves are determined by the knowledge and experience in which SMK students gain entrepreneurial knowledge from entrepreneurship lessons and entrepreneurial experience from industry practice. Muljaningsih (2015) adds that entrepreneur interest comes from social norms, self-efficiency, desire and possibility of external factors are personal and situational. Adjimah and Perry (2014) also state that entrepreneurial tendencies are generally owned entrepreneurial abilities grouped into technical skills, business management skills, and personal character of entrepreneurship. To measure the trends commonly attributed to an entrepreneur are 1) the need for achievement; 2) the need for independence; 3) high creativity; 4) the courage to take risks; 5) the will to move on.

METHODS

The research methodology is a quantitative with ex-post facto approach and correlation method. This research was divided in three vocational school Tourism program in Padang City consisting of SMK 6, SMK 8 and SMK 9 Negeri Padang. The study was conducted from February to March 2018. The population in this study were 725 student grade XII of SMKN 6, SMKN 8 and SMKN 9 Padang city. The number of sample were 360 student and for each school is distributed to 120 student. This research used primary and secondary data collection techniques, where the primary data is a questionnaire and the sample assigned to complete questionnaire which containing 47 statements that relating to the research. This reasearch adopt CFA analysis for examine the validity and Alpha Cronbach for reability data. Statistical analysis techniques and inferential statistic include test prerequisite analysis and hypothesis testing with multiple regression. Ascertain the reaction independent variable to dependent variable either partially (t-test) and simultaneously (F test) we used Multiple

regression and in order to obtain the contribution we used determination coefficient.

RESULTS AND DISCUSSION

Based on the descriptive analysis, it is known that (1) from 9 items of entrepreneurship lesson variabel which concluded 286 sample, choose the alternative answer in **high** category that is 79.4%.

No	Category	Interval	Frequency	%
1	Very high	>32.5	56	15.6
2	High	25-32.5	286	79.4
3	Low	17.5-25	18	5.0
4	Very low	<17.5	0	0.0
Total			360	100

2) from 12 items of prakerin experience variabel concluded 179 samples, choose the alternative answer in the **very high** category that is 49.7%.

No	Category	Interval	Frequency	%
1	Very high	>39	179	49.7
2	High	30-39	176	48.9
3	Low	21-30	4	1.1
4	Very low	<21	1	0.3
Total			360	100

(3) from 10 items of unit production utilization variabel concluded 185 sample, choose the alternative answer in **high** category that is to 51.4%.

No	Category	Interval	Frequency	%
1	Very high	> 32.5	158	43.9
2	High	25-32.5	185	51.4
3	Low	17.5-25	17	4.7
4	Very low	<17.5	0	0.0
Total			360	100

(4) from 16 items of entrepreneurship interest variable concluded 212 samples, choose the alternative answer in **high** category that is 58.9%.

No	Category	Interval	Frequency	%
1	Very high	>52	136	37.8
2	High	40-52	212	58.9
3	Low	28-40	12	3.3
4	Very low	<28	0	0.0
Total			360	100.0

The prerequisite analysis test was performed by normality, reliability, multicollinearity and heteroscedasticity tests. From 4 prerequisite test of analysis regression model expressed feasible used to predict the independent variable. The hypothesis is examined by using multiple regression analysis. The result of regression equation as follows: $Y = 35.450 + 0.033X_1 + 0.166X_2 + 0.252X_3$. Which means Constanta of 35.450; entrepreneurship lessons, prakerin experience, and utilization of unit production is 0, then the amount of interest in entrepreneurship (Y) is 35.450. The variable regression coefficient of entrepreneurship lesson (X1) is 0.033 means that each time entrepreneurship leasson increas 1 unit, it will increase entrepreneurship interest by 0,033 unit, assuming another independent variable is a fixed value. The variable regression coefficient Prakerin experience (X2) of 0.166 means that each time prakerin experience increas1 unit, it will increase entrepreneurship interest of 0.166 units, assuming other independent variables are fixed value. The coefficient of variable regression Utilization of unit production (X3) equal to 0.252 means each time Utilization of unit production increas 1 unit, it will increase entrepreneur interest equal to 0.252 unit, assuming other independent variable of value fixed.

The Contribution of Entrepreneurship Lessons to Entrepreneurship Interests

Hypothesis is being tested based on t-test to find out whether the independent variable of entrepreneurship lesson (X1) has an effect on increasing entrepreneurship interest (Y). The criteria Ho is accepted if $t_{\text{arithmetic}} \leq t_{\text{table}}$ which means there is no influence and Ho is rejected if $t_{\text{arithmetic}} > t_{\text{table}}$ which means influential. The result is $t_{\text{arithmetic}} 3.271 > t_{\text{table}} 1,960$ which means $t_{\text{arithmetic}}$ bigger than t_{table} . We can conclud entrepreneurship lesson partially influences to entrepreneurship student interest in SMKN city of Padang and $t_{\text{arithmetic}}$ is positive which means entrepreneurship lessons progressively will increase interest in entrepreneurship positively. Wijayanti (2016) states that the implementation of entrepreneurship lessons in schools aims to prepare learners to become entrepreneurs. Thus entrepreneurship lessons have a positive effect in increasing entrepreneurship interest. While the

amount of contribution of entrepreneurship learning variable to entrepreneurship interest is 2.9%, the rest is influenced by other variables that are not examined. In line with the research of Retnaningrum (2018) that entrepreneurial intention is influenced by entrepreneurial knowledge. And Maresch (2016) stated that students with a prior entrepreneurship education can easily process and understand entrepreneurship education. It can be developed through entrepreneurship lessons in schools that include knowledge and entrepreneurial values.

The Contribution of Prakerin Experience to Entrepreneurship Interest

Hypothesis is being tested based on t-test to determine whether the independent variable prakerin experience (X2) is influential in increasing interest in entrepreneurship (Y). The criteria H_0 is accepted if $t \text{ value} \leq t \text{ table}$, which means there is no influence and H_0 is rejected if $t \text{ value} > t \text{ table}$ which means influential. The result is $t \text{ value } 4.184 > t \text{ table } 1.967$ which means $t \text{ value}$ bigger than $t \text{ table}$ that we can conclude prakerin experience partially affects the interest of entrepreneurship students in SMKN city of Padang and $t \text{ value}$ is positive which means prakerin experience progressively will increase interest in entrepreneurship positively. The amount of contribution prakerin experience variable to entrepreneurship entrepreneur interest is equal to 4.7% and the rest influenced by other variables which not examined. The teachers enhance from the interview that during prakerin students are more reveal their skill at work. And after completed prakerin program, students who have interest in entrepreneurship will be more eager in order to establish a business. The result in this research also in line with Rakib (2015) which states that students who have the knowledge, discipline, loyalty and courage can undergo a prakerin program that will increase interest in entrepreneurship. Added by Dodescu (2014: 1089) the result of the research stated that 60.98% of teenagers believes that they get entrepreneurship skill from prakerin program in specific industry by expert guidance.

The Contribution of Utilization Unit Production to Entrepreneurship Interest

Hypothesis is being tested based on t-test to determine whether the independent variable utilization of unit production (X3) has an effect in increasing the interest in entrepreneurship (Y). The criteria H_0 is accepted if $t \text{ value} \leq t \text{ table}$ which means there is no influence and H_0 is rejected if $t \text{ value} > t \text{ table}$ which means influential. The result is

$t \text{ value } 4.792 > t \text{ table } 1.967$ which means $t \text{ value}$ bigger than $t \text{ table}$ that the utilization of unit productions partially affect the interest of entrepreneurship students in SMKN Padang, and $t \text{ value}$ is positive which means utilization unit production progressively will increase interest in entrepreneurship positively. The unit production is required in SMK as the implementation from entrepreneurship lesson in *learning by doing* method and as a place to implement the *hand on experience* method that will direct their interest to become entrepreneur. The results of this study indicate the contribution of variable utilization of unit production to entrepreneurship entrepreneur interest is 6%. Mahfud (2012) states that learning entrepreneurship requires real activity (hands-on) by engaging students in real business activities within the unit production. That is, if students have been given knowledge about how to become entrepreneurs in SMK, then the unit production is the right container for the work exercise (hands-on) in order to develop the interest in entrepreneurship.

The Contribution of Entrepreneurship Lessons, Prakerin Experience and Utilization of Unit Productions to Entrepreneurship Interests

The result of hypothesis is stated that the contribution of entrepreneurship lesson (X1), prakerin experience (X2) and utilization of unit production (X3) have a positive effect on entrepreneurship interest (Y) and simultaneously donate 8%. Furthermore, from effective contribution can be seen that each independent variable donate as follows: entrepreneurship lesson (X1) is 1.68%, prakerin experience (X2) is 2.71%, utilization of unit production (X3) 3.51 %. This condition illustrates that there are other factors could affect entrepreneur interest. Norhatta (2015) states the need for achievement and self-efficacy shapes entrepreneurial intentions. And added by Hisrich (2008) several factors that affect a person's entrepreneurial interests are education, age, work experience, role model and support, moral support and professional support. We can conclude that some of the variables that is not include in this study could represent high effect of entrepreneurship.

CONCLUSION

Based on the results of data analysis in chapter IV, it can be concluded as follows 1) Entrepreneurship lessons have a positive and significant effect on entrepreneurship interest of XII grade students of SMK N Padang with the amount of contribution as 2.9%. This is can also be detected by the value of t-test where the result is $t_{count} 3.271 > t_{table} 1,960$ that we can conclude H_0 is rejected. 2) Prakerin experience have a positive effect on entrepreneurship interest of XII grade students in SMK N Padang with the amount of contribution as 4.7%. This is can also be detected by the value of the t-test where the result is $t_{count} 4.184 > t_{table} 1,960$ that we conclude so H_0 is rejected. 3) Utilization of unit production have a positive effect on entrepreneurship interest of XII grade students in SMKN Padang with the amount of contribution as 6%. This is can also be detected by the value of the t-test where the result is $t_{count} > t_{table} (4,792 > 1,960)$ that we conclude H_0 is rejected. 4) Entrepreneurship lesson, prakerin experience, and utilization of unit production simultaneously have an effect on entrepreneurship interest of XII grade student of SMK N Padang city. This is indicated by the F test obtained $F_{count} > F_{table} (10,194 > 2,62)$ so that H_0 is rejected with the contribution amount of 7.9%. Thus, all hypotheses proposed in this study are acceptable.

With this research, the policy is obtained that can be implied as follows 1) The theory and practice in entrepreneurship education must balance at its implementation, to encourage students to be interested in the entrepreneurial world. In addition, field trips to business industry or invite the entrepreneurs can be incorporated into the curriculum, so the student could experience and influenced by the entrepreneurs. 2) Placement of students during prakerin greatly affect their experience and knowledge. It is advisable in selected industry prakerin that teachers or schools have to cooperate with industry in terms their resources, competent and innovative in a good conditions. 3) Unit production must be managed with serious and subtle. Where the implementation and control are really well designed. The implementation would bring material benefits for the common welfare.

After analyzing and observing all the limitations, the researcher gives the following suggestions 1) For schools and teachers: a. Entrepreneurship teachers are expected to improve

their teaching performance more innovatively and gives varied in methods and create tasks that could stimulate entrepreneurship interest in students. b. The teachers and school can work together to bring local or national successful entrepreneurs as model in entrepreneurship education or organize an entrepreneurship seminars in the schools. Especially in SMK, this can be an annual agenda with the students, teachers and school community as a goal to bring entrepreneurial interest. c. The school has to renewal and develop their Unit Production from various aspect so that can be utilized continuously and maximal not only at the certain moment. 2) For researchers: due to the limitations that researcher have, the next researchers will expand the research area and enlarge the number of the samples. In addition, renewal and varied the variables is also strongly recommended to diversify the results of research to see the interest of entrepreneurship students.

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