The Influence of Learning Outcomes in Digital Image Prosesing and the Experience of Industrial Technical Internship toward Students' Entrepreneurship Interest in XI Multimedia Class at SMK Negeri 8 Semarang

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Article Info

Abstract

The role of vocational school is very important in realizing the nation's autonomy by becoming an entrepreneur. This research was done for analyzing: (1) the relationship between learning result of Digital Image Prosesing towards students' entrepreneurship interest. (2) The relationship between Industrial Technical Internship experiences toward students' entrepreneurship interest. (3) The relationship between the Digital Image Prosesing and the Industrial Technical Internship experiences toward student's entrepreneurship interest. (4) the effect of learning outcomes in Digital Image Prosesing and Industrial Technical Internship experience toward student's entrepreneurship interest. (5) How are the effects of Digital Image Prosesing and Industrial Technical Internship experiences toward student's student interest. This research is a descriptive associative study which used quantitative method. Results of the Research: (1) There is a significant and positive relationship between the learning outcomes of Digital Image Prosesing toward the students' entrepreneurship interest that is equal to 0.330. (2) There is a significant and positive relationship between the Industrial Technical Internship experiences toward the student's entrepreneurship interest that is 0.445. (3) There is a significant and positive relationship between the learning outcomes of Digital Image Prosesing and Industrial Technical Internship experience toward student's entrepreneurship interest that is 0.624. (4) Students' understanding as the learning outcomes of Digital Image Prosesing and Industrial Technical Internship experiences have positive effects toward students' entrepreneurship interest that is equal to 38.9%. (5) Based on table in summary model it is obtained the probability value (sig.F change) = 0.000. Because the value of sig.F change $0.000 < 0.05$ then the decision is H_0 rejected and H_a accepted. This result means that PRAKERIN (Industrial Technical Internship) experience and learning outcomes of Citra Digital Image Prosesing are simultaneously and significantly related toward students' entrepreneurship interest. The benefits for education field, the implementation of learning Digital Image Prosesing and Industrial Technical Internship in developing entrepreneurial interest can be a reference and innovation for students, enable the graduated students to have high interest in entrepreneurship.

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INTRODUCTION

Vocational school is a formal vocational education which has a special training system to direct the students becoming the graduated stdents who are ready to plunge professionally and participate in the business world or independent companies by establishing a business or opening their own jobs. The development of globalization demands schools, especially vocational schools to prepare graduates who can compete to enter the workforce, educate human resources who have work ethics and international standard competencies (Amitia, Mirza & Andri, 2014)

Vocational education has a strategic role in improving the national economy. According to the constitution of National Education System (Sisdiknas) number 20 of 2003 concerning the purpose of national education article 3 and the explanation of article 15, states that Vocational High Schools (SMK) are intermediate education which prepare students especially to work in certain fields. Specific fields are areas that are selected and studied as long as the students are in vocational education institutions.

Besides that, Dewey (2002) said that education is a self-development in human nature. While Soedijarto (1998) said education is an important human effort to maintain, maintain and develop the society. According to the *House Committee on Education and Labor* (HCEL) vocational education is a form of talent development, basic skills education, and habits that lead to a work field that is seen as a skill training (Malik, 1990). It can be concluded that one of the characteristics of vocational education and what makes it different with the other types of education is on its orientation in preparing students to enter the work world.

One of the ways is by educating vocational students in entrepreneurship. Entrepreneurship is the best solution programmed by the government and becomes one of the goals of Vocational High Schools (SMK) that have been established in National Education Regulation by Government Regulation Number 19 of 2005 (Permendiknas, 2015), the standard competency of graduates in

vocational schools is to produce graduates who are ready to become workers or entrepreneurship and continue the higher education which appropriate with its vocational field. Some efforts to produce the graduates of vocational schools that are in accordance with the needs of the business world and the industrial world that develop time to time, therefore the vocational curriculum must also be designed and implemented to adapt to the competencies and circumstances which are developing (Suryanto, 2012).

To foster an entrepreneurial spirit, it is need to infuse the students about entrepreneurship interest. Because the success factors of the learning process instead of the learning methods used is also determined by the students' curiosity and interest (Muldayanti, 2013). According to Slameto (2010), interest is a sense of preference and a sense of interest in a thing or activity, without anyone demanding. Interest can arise because of the attraction from the outside and also coming from inside of the heart. Great interest in something is a big asset for someone who is interested in entrepreneurship to be able to accept all the processes that occur in entrepreneurship. (Kurniawan, 2014).

Someone who has interest in an object will tend to give attention or feel greater pleasure for the object (Surifah, Mustiati, Syaifullah & Bowo, 2016). Usually the person will always keep abreast of information about the object. Interested in an object will encourage someone to find out and learn about the object and he will follow activities that relate to the object (Hall, 2009). Interest indicators According to Safari (2003) are; (1) Happy Feelings; (2) Student's Interest; (3) Student's Attention; and (4) Student's Involvement. Indicators of interest can be seen by analyzing the activities carried out by students or the objects they like, because interest is a learned motive that encourages students to be active in certain activities.

SMK N 8 Semarang is a vocational high school in which provides students four expertise package, one of those expertise is multimedia. In this case, Multimedia expertise Package is very likely to have graduates who have a high interest

in entrepreneurship. SMK N 8 Semarang has some goals in multimedia expertise program, including: (1) Preparing professional graduates who have skills in multimedia field for the work field. (2) Preparing workforces who are capable of developing themselves and competing in the world of multimedia work. (3) Developing multimedia skills along with the development of current technology. (4) Preparing workforces who have noble, healthy, competent, creative, independent, democratic, responsible, disciplined and honest attitude. (5) Being able to be a skilled workforces who are capable of being independent entrepreneurship.

Based on the interviews results conducted by the researcher with the Head of Multimedia Department at SMK N 8 Semarang, namely Mr. Ardan Siraujudin, S.Pd, instead of continuing education to college graduates of SMK N 8 Semarang evenly work as a factory employee and government institution. Vocational education that is fully organized by the school is less capable to adjust with the changes and developments in the work world; therefore the student's work readiness becomes less. There are even workers who work in stores, workers who work abroad, and many are still unemployed. They assume that to be an entrepreneur requires a lot of capital and sufficient experiences in order not to experience losses, whereas the Multimedia department is very likely to have graduates who have a high interest in entrepreneurship. Students' soft skills can be formed through stimuli that are conditioned continuously and through tasks where they are fully involved in its implementation (Naufalin, Dinanti & Krisnaresanti, 2016), students' interest in entrepreneurship can arise due to the encouragement in the form of attentions, desires or needs (Efe, 2014).

Multimedia Department in SMK N 8 Semarang has provided students to become entrepreneurs through Digital Image Prosesing subject and Industrial Technical Internship experience (Prakerin). Those efforts are done with the hope that the graduates are not only as job seekers but also as the job creators. Vocational Schools are educational institutions that has aim to prepare their students to become skilled workers and prioritize the ability to carry out certain jobs through teaching and learning activities of Digital Image Prosesing or through practices that have not been fully fulfilled, whereas the activities in this subject is about business center to sell the products. By providing the appropriate practice of the subject hopefully the students will have point of view and understanding the implementations toward entrepreneurship, in addition students are encouraged to foster the entrepreneurship spirit of being an entrepreneur when they are still in school or after graduating from school.

Industrial Technical Internship has a significant influence on students' skills. Industrial Technical Internship and students' skills have a significant influence on students' readiness to enter the work world (Stevani, 2013). Internship (*Prakerin*) determines students' interest in entrepreneurship because in industry world students are taught to work with their own abilities so that they will be independent. Having the experience of Industrial Technical Internship, hopefully it can foster and train students' skills in entrepreneurship; therefore they can have provisions in order to open or create new businesses. The students who have started pioneering business certainly show that there is a desire and willingness to do entrepreneurship.

The results of this study are in line with the results of the research conducted by Lestari & Wijaya (2012) which providing evidences that entrepreneurship education has significant effects toward entrepreneurial interest. Entrepreneurial interest is also strengthened by demographic factors such as gender, work experience, and parental jobs.

The research carried out by Soeprijanto (2010), Implementation of Industrial Technical Internship can be done well indicated by the presence of: student placement is in line with their expertise, the guidance of the Industry, providing opportunities for the school to monitor the implementation of Industrial Internship, giving opportunities to the students to do their own work independently, and evaluations from the industry, and giving students certificates.

Research conducted by Suartika, based on the data analysis results of each variable concluded that the implementation of the Industrial Technical Internship program in terms of the context, input, process and product variable is very ineffective. Recommended: schools involve the industry in planning, implementing, monitoring and evaluating the Industrial Technical Internship program. The industry must conduct competency tests and professional tests to encourage the students to improve their competencies in preparation for work after graduating from vocational high school.

Research conducted by Oktaviastuti (2016), the existence of internship program is expected to provide students experiences before entering the work world. Through internship activities, students have indirectly obtained the technical skills needed to enter the work world. Considering the development of the country's infrastructure which is now preferred, the needs of construction workers are the main thing.

This research is different from previous research, because there is no topic or discussion regarding the influence of learning outcomes of digital image management and industrial work experience on the interest in entrepreneurship in students of class XI multimedia SMK Negeri 8 Semarang, Vocational education which is fully organized by schools is less able to adjust with the changes and developments in the world of work; therefore students' work readiness becomes less. Limited employment opportunities and the large number of unemployed people in productive age pose many problems, one of the appropriate alternatives to reduce unemployment is to establish a business.

From this research it is important to do From this PCD learning, the activities carried out are business centers selling their products. Providing the practice of the learning, students are expected to have point of view and implementation understanding toward entrepreneurship, and students are encouraged to foster the entrepreneurial spirit of being an entrepreneur while still in school or after graduating from school. Industrial Technical

Internships have a significant influence on students' skills. Industrial Technical Internships and students' skills have a significant influence on students' readiness to enter the work life. Knowledge and the implementation of Industrial Technical Internships in those institutions are expected to shape the readiness of students. With the existence of *Prakerin* experience, it is expected can foster and train students' skills in entrepreneurship, therefore it can be a provision for the students to open or create new businesses.

The research purpose this is: Determine significant and positive relationship between learning outcomes of Digital Image Prosesing and entrepreneurship interest. Knowing the relationship between experience of Industrial Technical Internship towards entrepreneurship interest. Knowing the relationship between learning outcomes of Digital Image Prosesing and experience of Industrial Technical Internship towards students' entrepreneurship interest. Knowing the effects of Digital Image Prosesing learning outcomes and Industrial Technical Internship experience towards students' entrepreneurship interest. Knowing the effects of Image Digital Management learning outcomes and Industrial Technical Internship experience on students' entrepreneurship interest.

METHODS

This research was conducted at SMK N 8 Semarang. This research is descriptive associative research with quantitative method; the populations in this study were all students of XI Multimedia class who had completed Industrial Technical Internship, with the sum population were 102 students. The 68 sample students were determined by using simple random sampling technique.

In this study there were two variables, the variable that becomes the cause (independent variable) and the consequent variable (dependent variable). The variables in this study consist of two variables that indicate a relationship or correlation between the two variables: Independent variables (X) they are: (X_1) Digital Image Prosesing subject, it is measured by

holding a test about Digital Image Management subject. (X_2) Industrial Technical Internship experience, it was measured by giving students questionnaire about Industrial Technical Internship experience. Dependent variable (Y) (entrepreneurship Interest), The (Y) variable in this study is the entrepreneurship interest, measured by entrepreneurship interest questionnaire. Entrepreneurship interest becomes the dependent variable or the dependent variable that is influenced by the independent variable. From the variables above, there will be a relationship or the influence of learning the management of digital images on students' entrepreneurial interests.

The research procedures carried out in this study were through several stages, they were: The initial stage was distributing questionnaires to the students; this method was used to obtain data for all variables. The questionnaire used in this study was in the form of a Likret scale, the questionnaire had been being provided by some answers and the respondent just needs to fill in the questionnaire by giving checklist (√) in the provided column. The next stage measured students' basic abilities/competencies and achievement or accomplishment in understanding PCD (Digital Image Prosesing) subjects, the instrument used was in the form of a test. In this study the test used was in multiple choice.

RESULTS AND DISCUSSION

This research was conducted at N 8 Semarang Vocational School from June 7th 2017 to August 8th 2017. The X variable in this study is students' understanding of Digital Image Prosesing subject which was measured through

learning outcomes. Students' understanding (as learning outcomes) of Digital Image Prosesing in this study was measured by test instrument in the form of multiple choice questions with 35 item numbers. Respondents were given 5 alternative answers, 1 correct answer and 4 incorrect answers. Industrial Technical Internship experience was measured by giving the students questionnaire of Industrial Technical Internship experience. The questionnaire used in this study was in the form of a Likret scale, this questionnaire had been provided with the answer choice, the respondents only need to give checklist (√) in the provided columns.

From the data analyzing results and conducted discussion, this study was concluded as follows.

The Relationship between Learning Outcomes of Digital Image Management Towards Students' Business Interests

Based on the table 1 there is a significant and positive relationship between the learning outcomes of Digital Image Prosesing towards the entrepreneurship interests of the eleventh grade students of Multimedia Department at SMK N 8 Semarang, which is equal to 0.330.

The learning outcomes of Digital Image Prosesing show that constants value (a) is 38.625 and beta is 0.330. From the table above, the equation for regression calculation is $\hat{Y} = 38.625 + 0.330X$.

This means that the constant 38.625 states that if there is no Digital Image Prosesing understanding in the learning outcomes, the entrepreneurship interest is 38.625. Regression coefficient 0.330 states that adding 1 score in learning outcomes of Digital Image Prosesing understanding will increase interest by 0.330.

Table 1. The Results of A Simple Regression Analysis

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.	Correlations			Collinearity statistics	
	B	Std. error	Beta			Zero-order	Partial	Part	Tolerance	VIF
(Constant)	38.625	11.830		3.265	.003					
Digital image prosesing learning outcomes	.143	.063	.330	2.260	.031	.455	.376	.317	.922	1.084
Indstrial technical internship experience	.447	.147	.445	3.044	.005	.537	.480	.427	.922	1.084

a. Dependent Variable: Interest in entrepreneurship

Conversely, if learning outcomes of Digital Image Prosesing understanding decrease 1 score, the entrepreneurship interest is also predicted to decrease by 0.330. Therefore, it can be concluded that there is a positive influence on the variable the learning outcomes in Digital Image Prosesing understanding (X) towards the entrepreneurship interest (Y).

The Relationship between Industrial Technical Internship Experience with Students' Entrepreneurship Interests

There is a significant and positive relationship between the experience of Industrial Technical Internship towards (*Prakerin*)students' entrepreneurship interests, which is equal to 0.445. The Industrial Technical Internship shows that the constant value (a) is 38.625 and beta is 0.445. From the table above, the equation of regression calculation is $\hat{Y} = 38.625 + 0.445 \, X$. This means that the constant 38.625 states that if there is no understanding in Industrial Technical Internship experience, the entrepreneurship interest is 38.625. The regression coefficient 0.445 states that adding 1 score in Industrial Technical Internship experience understanding will increase entrepreneurship interest by 0.445. Conversely, if the understanding of Industrial Technical Internship experience decreases 1 score, then the entrepreneurship interest is also predicted to decrease 0.445. So, it can be concluded that there is a positive effect of the Industrial Technical Internship experience (*prakerin*) (X) variable towards entrepreneurship interest (Y).

Table 2. The Correlation Analysis

		Digital image prosesing learning outcome	Industrial technical internship experience	Entreprenership interest
Digital image prosesing learning outcome	Pearson correlation	1.000	.279	455
	Sig. (1-tailed)	.	.055	.003
	N	34	34	34
Indstrial technical internship experience	Pearson correlation	.279	1.000	.537
	Sig. (1-tailed)	.055	.	.001
	N	34	34	34
Entreprenership interest	Pearson correlation	.455	.537	1.000
	Sig. (1-tailed)	.003	.001	.
	N	34	34	34

Based on the table 2 the significance value of the output above it is known that Digital Image Prosesing learning outcomes (X_1) and Industrial Technical Internship experience (X_2) its significance value is $0.055 < 0.05$ that means there is a significant correlation. Furthermore, between the learning outcomes of Digital Image Prosesing (X_1) and entrepreneurship interest (Y) its significance value is $0.003 < 0.05$ that means there is a significant correlation.

The last is between the Industrial Technical Internship experience (X_2) and the entrepreneurship interest (Y) its significance value is $0.001 < 0.05$, which means there is a significant correlation.

Relationship between Learning Outcomes of Digital Image Prosesing Industrial Technical Internship Experience Towards Students' Entrepreneurship Interests

Based on the table 3 there is a significant and positive relationship between the learning outcomes of Digital Image Prosesing and Industrial Technical Internship towards students' entrepreneurship interests which is equal to 0.624.

Based on the summary model table, it is known that the magnitude of the relationship between the learning outcomes of Digital Image Prosesing and the experience of internship (stimulant) towards the performance calculated by the correlation coefficient is 0.624, this indicates a moderate influence. Then, to find out

the significant level of multiple correlation coefficients was tested a whole, based on the summary model table is obtained a probability value (sig.F change) = 0.000. Because the change sig. F value is 0.000 < 0.05, the decision is H_0 rejected and Ha accepted. This means that the

prakerin experience and learning outcomes of Digital Image Prosesing relate simultaneously and significantly to the entrepreneurship interest.

Hypothesis test was done to find out whether the hypothesis in this study is accepted or rejected.

Table 3. The Results of Multiple Correlation Analysis

R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
				R square change	F change	df_1	df_2	Sig. F change
.624[a]	.389	.350	5.05722	.389	9.874	2	31	.000

a. Predictors: (Constant), Learning results of managing digital images, internship experience
b. Dependent Variable: Interest in entrepreneurship

Based on the table 4 it is obtained the t_{value} of variable X_1 is greater than the value of t_{table} (2.260 > 2.039) with a significant level below

0.05, that is 0.031 and t_{value} of variable X_2 is greater than the value of t_{table} (3.044 > 2.039) with a significant level below 0.05, that is 0.005.

Table 4. The Results of The Significance Test

	Unstandardized coefficients		Standardized coeficients	t	Sig.	Correlations			Collinearity dtatistics	
	B	Std. error	Beta			Zero-order	Partial	Part	Tolerance	VIF
(Constant)	38.625	11.830								
Digital image prosesing learning outcome	.143	.063	.330	2.260	.031	.455	.376	.317	.922	1.084
Prakerin experience	.447	.147	.445	3.044	.005	.537	.480	.427	.922	1.084

Dependent Variable: Entrepreneurship interest

Based on these results can be concluded that the learning outcomes of Digital Image Prosesing and *prakerin* experience have a significant effect on the entrepreneurship interest. Then the null hypothesis (H_0) which states "There is no positive and significant relationship between the learning outcomes of Digital Image Prosesing and the *prakerin* experience towards students' entrepreneurship interest of eleventh grade Multimedia class at SMK N 8 Semarang", **rejected** and working hypothesis (H_a) that states "there is positive and significant relationship between the learning outcomes of Digital Image Prosesing and the *prakerin* experience towards students' entrepreneurship interest of eleventh grade Multimedia class at SMK N 8 Semarang ", **accepted.**

In SPSS, the significance value of the Ftest is seen in the Anova output. The coefficient determination value can be seen in the output model summary.

Table 5. Anova Output

	Sum of squares	df	Mean square	F	Sig.
Regression	505.065	2	252.532	9.874	.000a
Residual	792.841	31	25.576		
Total	1297.906	33			

a. Predictors: (Constant), Learning outcome of digital image prosesing, Prakerin experience
b. Dependent variable: entrepreneurship interest

Based on the table 5 output, it is known that the significance value in the F_{test} is 0.000 < 0.05, so it can be concluded that the learning outcomes of Digital Image Prosesing and industrial technical internship experience give stimulant effect towards entrepreneurship interest.

The Effects of Learning Outcomes On Digital Image Prosesing and Industrial Technical Internship Experience Towards Students' Entrepreneurship Interests

Based on the table 6 Learning outcomes of Digital Image Management Understanding and

Industrial Technical Internship experience has a positive effect towards students' entrepreneurship interest which is equal to 38.9%.

Shows the R value = 0.624 and the coefficient of determination (R square) is 0.389 (squaring of the correlation coefficient value or R^2). This shows that the entrepreneurship interest

(Y) that is affected is 0.389 or 38.9% by the learning outcomes of Digital Image Prosesing and the *prakerin* experience. While the remaining is 61.1% (100% – 38.9% = 61.1%) which is influenced by the other factors/other variables outside the regression model.

Table 6. The Calculation Results of The Coefficient Determination

R	R Square	Adjusted R square	Std. error of the estimate	Change statistics				
				R square change	F change	df_1	df_2	Sig. F change
.624[a]	.389	.350	5.05722	.389	9.874	2	31	.000

a. Predictors: (Constant), Learning outcome of digital image prosesing, Prakerin experience
b. Dependent variable: entrepreneurship interest

From the results of the study showed that the effect of Digital Image Prosesing learning outcomes and industrial technical internship experience towards entrepreneurship interest is 38.95, while the remaining 61.1% is influenced by other variables outside of this study. Although the influence is low, understanding or learning outcomes of Digital Image Prosesing and industrial technical internship experience remains influential in increasing the entrepreneurship interest.

The entrepreneurship interest is a high tendency of heart that is centered on happy and interested feeling, the one who is brave enough to take risks to open a business on various occasions Samsudi, Widodo & Margunani (2016). Slameto (2010) states that someone who has an interest in a particular subject tends to give greater attention to the subject. Someone who is interested in an activity will pay attention to that activity consistently with pleasure feeling because it comes from the heart based on their pleasure feeling and the absence of coercion from outside. A student who has an interest in entrepreneurship will certainly give more attention to the matters relating to entrepreneurship, Sinta, Haryono & Wibawanto. (2013).

Digital Image Prosesing subjects have a role in fostering entrepreneurship interest. The theory and practice given in Digital Image Prosesing subject supports the students becoming entrepreneurs. Digital Image Management subject is taught to multimedia students at SMK N 8 Semarang are expected to increase students'

knowledge about entrepreneurship, so that it will foster students' interest in entrepreneurship. *Prakerin* experience and knowledge about the entrepreneurship interest are also expected to foster the students' entrepreneurship spirit which plays an important role when students enter the work life. Knowledge and skills in entrepreneurship are expected to be one of the opportunities and solutions when students have graduated from school. Having knowledge and entrepreneurship skills, students can open new businesses and even create job opportunities relate to the business they are interested in.

The growing interest in entrepreneurship will make someone interested in exploring and applying their interests to open business opportunities which relate to their potential. The existence of Digital Image Prosesing subject and *prakerin* experience are expected to foster students' sense of interest, desire and their entrepreneurship spirit.

CONCLUSION

There is a significant and positive relationship between the learning outcomes of Digital Image Management towards the entrepreneurship interests of XI grade students of Multimedia Department at SMK N 8 Semarang. There is significant and positive relationship between experience in Industrial Technical Internship towards students' entrepreneurship interests. There is a significant and positive relationship between the learning outcomes of

Digital Image Prosesing and the experience in Industrial Technical Internship towards students' entrepreneurship interests. Understanding of Digital Image Management learning outcomes and experience of Industrial Technical Internship has a positive effect on students' entrepreneurship interest. The *prakerin* experience and learning outcomes of Digital Image Prosesing relate simultaneously and significantly to the entrepreneurship interest.

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