THE EFFECT OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL INTENTION
(Study on Students of Class XII SMKN 5 Madiun, Academic Year 2017/2018)

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ABSTRACT

This study aims to describe the implementation of entrepreneurship education and analyze the influence of entrepreneurship education on entrepreneurship intention of students class XII, academic year 2017/2018 at SMK Negeri 5 Madiun. This research is an explanatory research with quantitative approach. The population of this research is the students of Class XII SMK Negeri 5 Madiun in the academic year of 2017 / 2018. Questionnaires were distributed to 61 respondents by simple random sampling method. This research uses simple linear regression analysis technique and descriptive analysis. Based on the calculation of simple linear regression analysis, indicating that entrepreneurship education has an effect on entrepreneurial intention. Therefore SMK Negeri 5 Madiun should maintain and improve the entrepreneurship education variables not only through the subjects, but the implementation is done with various forms of learning media based on production and business, among others: Teaching factory, Teaching industry, Hotel training, Incubator business and Business Center in school.

Keywords: Entrepreneurship Theory, Entrepreneurship Education, Entrepreneurial Intention.
INTRODUCTION

Entrepreneurship has been trusted as an important force in global economic growth through the creation of new ventures (Minniti, Bygrave and Autio, 2006). The Indonesian government is very supportive of efforts in civilizing entrepreneurship for the people of Indonesia, one of them by issuing Presidential instruction number 4 of 1995 about Gerakan Nasional Memasyarakatkan dan Membudayakan Kewirausahaan (GNMMK). The goal of GNMMK is to build Indonesian human entrepreneurship to accelerate the achievement of national development goals and to face changes in the world economic order. Third point in the research Afifah & Nunuy (2009) stated that the entrepreneurship aspect can play a role in facing the challenges faced by SMEs. SMEs driven by entrepreneurship is a business sector that can survive from the global economic crisis in 1998.

The contribution of SMEs is also felt by Madiun Municipality. Madiun Municipality between the regencies around, is a region with the smallest area and had smallest population as well. News posted by www.rri.co.id dated March 1, 2016 and www.realita.co.id on March 2, 2016 conveyed that the economic growth of Madiun Municipality surpassed East Java and National.

Mawardi (2015) in his research stated that the ability of entrepreneurship can’t be separated from the role of the world of education. Entrepreneurship and education are two things that are interconnected and need to get attention in the development of human and community resources. On the one hand entrepreneurship is a driver of innovation, the creator of employment and the driver of economic growth.

According to the World Economic Forum / WEF (2009), it is only natural if that education as a priority for governments and the private sector to achieve sustainable economic and social development again. On the other hand, the government of Indonesia has also started to develop entrepreneurship development in the education unit with the cooperation between Kementerian Pendidikan dan Kebudayaan (Kemendikbud) and Kementerian Koperasi dan Usaha Mikro, Kecil dan Menengah (Kemenkop UKM) in 2017 (BKLM, 2017). Entrepreneurship education is basically a learning about values, abilities and attitude in facing life’s challenges to get opportunities with various risks. Entrepreneurship education is an important component of the school education business that has been proven to provide stimulus for individuals in making and / or considering entrepreneurship as a career choice so as to promote economic growth and the creation of new ventures (Kolvereid and Moen, 1997).

Entrepreneurship education will have an effect on entrepreneurial knowledge which is an approach to stimulate the emergence of entrepreneurial intentions. Intention will make a person actively seek and take advantage of business opportunities by optimizing the knowledge they have. Associated with the TPB Model, Liñán et al (2011) revealed that intention is a decisive element for entrepreneurship. Other than that by following the entrepreneurship education, it is expected to change the mindset and behavior of students from mental job seekers to self-employed workers.

According to the Law of the Republic of Indonesia Number 20 Year 2003 article 15 on the National Education System stated that Vocational Education is a secondary education that prepares students to work in a particular field. Furthermore Alma (2011) explained that entrepreneurship education can be taught through entrepreneurial subjects. Entrepreneurship courses are one of the local content taught in Education Unit Level Curriculum in schools, including Vocational High School.

Saroni (2012) stated that in the process of learning in Vocational High School there are various subjects that can support to improve the skills of students. One of the skills that must be owned by Vocational High School students is entrepreneurship skills. Therefore, entrepreneurship education in vocational schools should be an alternative in preparing graduates who are able to create their own jobs. In addition to the subjects, entrepreneurship education in Vocational High School has been implemented in various forms of production and business-based learning media such as: Teaching Factory, Teaching Industry, Hotel Training, Incubator Unit, Business Center at school, and in 2017 continues with strengthening Entrepreneurship learning through entrepreneurship scholarships for
entrepreneurial groups of students with entrepreneurship class pattern (juklak.ditpsmk.net, 2017).

SMK Negeri 5 Madiun is one of the vocational high schools located in Madiun Municipality with 9 mottoes abbreviated as "SMK PINTER", namely Solusi, Mumpuni, Ksatria, Pelopor, Inovatif, Nasionalis, Tampil, Enerjikdan Reagius. SMK Negeri 5 Madiun has a vision to realize the excellent schools in the field of Iman dan Taqwa (IMTAQ) and Ilmu Pengetahuan dan Teknologi (IPTEK). After the researchers discussed directly with the school, there is a unique phenomenon of entrepreneurship education in SMKN 5 Madiun, including integrated entrepreneurship education in all subjects, integrated entrepreneurship education in extracurricular activities, entrepreneurship education applied through self-development, the change of implementation of entrepreneurship education from theory to practice, the integration of entrepreneurship education into teaching materials / books, the integration of entrepreneurship education through school culture, and the integration of entrepreneurship education through local content.

Based on the above background raised the question of the extent to which the role of entrepreneurship education has an effect on improving entrepreneurship intentions of Vocational High School students. Therefore, researchers interested in writing a thesis entitled "The Effect of Entrepreneurship education in Improving Entrepreneurial Intention. Study on Students of Class XII SMK Negeri 5 Madiun, Academic Year 2017/2018 ". While the researchers chose Class XII as an object of research with the consideration that they have received entrepreneurship education for approximately two years where it is correlated with the variables to be tested.

LITERATURE REVIEW
The Foundation of Entrepreneurship Theory

According to Cantillon (1755) in Budiarti (2012), The first appearance of entrepreneurship that we now know as an important force in global economic growth can be traced back to the seventeenth century, when the French economist Richard Cantillon coined the term 'entrepreneur', a French term meaning 'to undertake 'Or' go between ', which refers to the position of the assumed individual when pursuing the opportunity. A person who takes risks related but does not always provide capital - is the definition of 'go between' (Hisrich, Peters, and Shepherd, 2005).

Nowadays the existing literature has been overcrowded with different definitions, domains, and contexts of entrepreneurship (Gartner, 1988). Partly due to the fact that entrepreneurship is a phenomenon of several academic disciplines (Low and MacMillan, 1988). Learning on entrepreneurship has been influenced by economics, psychology, sociology and strategic management literature which has provided theoretical framework and its methodological tools (Gustafsson, 2004). A multi-disciplinary approach is not surprising given the complexity of entrepreneurial phenomena.

One of the main problems that hamper progress in establishing a common paradigm for entrepreneurship is the lack of consensus opinion on the definition of 'entrepreneurship'. In a review of his textbooks and journals, Morris (1998) found over seventy different definitions for 'entrepreneurship' in the period for nearly five years. Davidsson (2005) suggests the importance of a clearer division between entrepreneurship as a social phenomenon and entrepreneurship as a scientific domain.

The scientific definition of entrepreneurship according to the literature is a process and directed activity that combines risk, creativity, personal success and or innovation which requires financial, moral and social responsibility to create a new and profitable business idea (Cole, A., 1953). The basis of this research will use the form of integration of two entrepreneurial theories of Entrepreneurial Event Theory (Shapero & Sokol, 1982) and The Theory of Planned Behavior (Ajzen, 1991).

In predicting entrepreneurial intentions, the integration of the two theories is often used by researchers as both models present a high degree of joint compatibility and are successfully integrated into one (Kolvereid et al., 2006; Krueger et al. 2000). Entrepreneurial Event Theory/ Shapero’s Entrepreneurial Event Theory (SEE)

According to Shapero and Sokol (1982), Entrepreneurship Events are products of individual perceptions of entrepreneurial desires that are influenced by their own personal attitudes, values and feelings that are the result of their unique social environment (eg family, peer group, educational and professional). In other words, one needs to see the entrepreneurial act as something desirable at first
before the possibility of entrepreneurial intentions will form later. There are two types of perceptions, namely Perceived Desirability of Self Employment (PDSE) and Perceived Feasibility of Entrepreneurship (PFE), each of which will be fully discussed in the following explanation.

**Theory of Planned Behaviour (TPB)**

Theory of Planned Behavior (TPB) Ajzen (1991) assumes that almost all human behavior is the result of a person's intention to engage in a behavior and their ability to make conscious choices and decisions in doing so (control of wills). TPB suggests that intention depends on three factors: (1) attitude toward behavior (do I want to do it?), (2) subjective norms (does anyone else want me to do it?), And (3) perceived behavior control (Think I can do it and have the resources to do it?).

**Entrepreneurship Education**

Related to the goal of entrepreneurship education, Heinonen and Poikkijoki (2006) identified entrepreneurship education can be oriented to three goals: Understanding entrepreneurship, learning activities in entrepreneurship and learning how to become an entrepreneur. While Fayolle and Gailly (2008) see entrepreneurship education from the perspective of the process that includes: first, the learning process to become entrepreneurs through changes in attitudes, perceptions and entrepreneurial intentions; Second, the learning process to become entrepreneurs through the absorption of knowledge and skills related to professional dimension and; Third, the learning process to become an entrepreneurial academic who focuses on research activities.

**Entrepreneurship Education in Indonesia**

The reference of entrepreneurship education in Indonesia was taken by researchers from the *Buku Pedoman Pengembangan Kewirausahaan* created by the Kementerian Pendidikan Nasional, Badan Penelitian dan Pengembangan Pusat Kurikulum which is used as a training material for strengthening the learning methodology based on cultural values to shape the competitiveness of the nation's character in the month August 2010.

The values developed in entrepreneurship education in Indonesia lead to the development of values from the characteristics of an entrepreneur. According to entrepreneurial experts, there are many entrepreneurial values that are considered the most basic and appropriate to the level of development of learners as much as 17 (seventeen) grades that should be owned by learners and other school residents. Implementation of the basic values of entrepreneurship is not directly implemented at once by the educational unit, but done gradually. The first stage of implementation of entrepreneurship values is taken 6 (six) basic values, namely: (1) independent, (2) creative, (3) risk-taking, (4) action-oriented, (5) leadership, and (6) hard work. This does not mean restricting the entrepreneurship values to all schools uniformly, but each level of educational unit can independently integrate other entrepreneurial values in accordance with the school's needs. The hope of entrepreneurship education in Indonesia can be implemented as well as possible by education executors in schools and other related parties.

**Entrepreneurial Intention**

Researchers in the field of entrepreneurship have used a combination of Shapero's SEE (1982) and Ajzen's TPB (1991) with results showing that entrepreneurial intentions can be predicted by integrating both models (Kolvereid et al., 2006; Krueger et al., 2000). Both models have been shown to present a high degree of compatibility (Krueger et al., 2000).

The SEE of Shapero and Sokol (1982) considers that the creation of a business is the result of an interaction between contextual factors that will act through influence on individual perceptions. This type of perception is determined by cultural and social factors through influences on individual value systems (Shapero & Sokol, 1982). Therefore, external circumstances will not determine behavior directly, but will be the result of an analysis (consciously or unconsciously) committed by a person regarding the desires and feasibility of alternatives that may be different in the situation.

More specifically, Ajzen (1991) developed a psychological model called Theory of Planned Behavior (TPB) in line with the SEE theory. This is a theory that can be applied to almost all voluntary behavior and provides fairly good results in a very diverse field, including professional career options (Ajzen, 2001; Kolvereid, 1996). According to TPB, a close relationship will exist between the intention...
of performing certain behaviors and effective performance, in which intention becomes a fundamental element in explaining behavior. This shows the effort that the person will perform a behavior. Then the person captures the motivational factors that influence behavior.

![Figure 1. Theory of Planned Behaviour Model](source: Ajzen (1991))

**Relevance of Entrepreneurship Education on Entrepreneurial Intention**

In the background it has been explained that this study focuses on the relevance of entrepreneurship education to entrepreneurial intention. Relevant models with the focus of the research are the models compiled by Krueger and Brazeal (1994). Figure 2 explains that entrepreneurship education and training contribute to entrepreneurial potential and interest. Education and training for entrepreneurship can change the perception of students toward entrepreneurship desire and feasibility. According to this model, perceptions of desire are shaped by perceptions of entrepreneurship opportunities, fear of failure, the desire to pursue careers as entrepreneurship and entrepreneurial social status among people, while perceptions of entrepreneurship worthiness are shaped by self-control or efficacy. These two perceptions are what will drive the quality, potential and interest of one’s entrepreneurship.

![Figure 2. The influence of entrepreneurship education and training on entrepreneurship interests](source: Krueger and Brazeal (1994)).

**Hypothesis**

Considering the model developed by Krueger and Brazeal (1994) and Farashah’s (2013) study, this study developed the following research hypothesis: 

H1: There is effect of entrepreneurship education on entrepreneurial intention.

**RESEARCH METHOD**

The type of research conducted in this study is quantitative research. This research uses quantitative approach because this study aims to test the hypothesis that has been established through field data collection which is then analyzed quantitatively using statistical procedures. With this research can be proved the influence of entrepreneurship education on entrepreneurial intention in students of SMK Negeri 5 Madiun.

Research conducted in the period between July - August 2017. Before running the research and data processing, the researcher first pre-test with the number of respondents as much as 61 people. Then the data obtained from the 61 respondents will be tested the validity and reliability. This is done to ascertain whether the question items can be used and considered able to be used as a measuring tool of research. The location of research is in SMK Negeri 5 Madiun which is located at Jalan Merak, Nambangan Kidul, Manguharjo, Madiun Municipality. This study will use variables:

1. Exogenous variable in this research is Entrepreneurship education (X).
2. Endogenous variable in this research is Entrepreneurial Intention (Y).

The measurement scale used to measure the responses of respondents by using Likert scale. The population in this study are the students of class XII of SMK Negeri 5 Madiun which is still active until 2017 and is following entrepreneurship education for at least 2 years. the number of samples taken for the research of 61 samples which is 5% of the population. Sample selection method used in this research is Probability Sampling technique.

The data used in this study are primary and secondary data. The primary data specifically collected by researchers to answer research
questions. While secondary data is generally in the form of evidence, records, or historical reports that have been compiled in archives (documentary data) published and unpublished.

Primary data of this study is the respondent's answer obtained through survey method by distributing questionnaires to respondents to answer some list questions in writing consisting of 22 items. Secondary data of this research is data of student number and entrepreneurship curriculum which come from SMK Negeri 5 Madiun. In addition, data related to entrepreneurship education literacy and entrepreneurial intentions are obtained from text books, encyclopedias and others.

Methods of data collection in this study were conducted in several ways, namely as follows:

1. Field study. This research is done by spreading questionnaire to the respondent according to the criteria specified as the research sample. The questionnaire is a list of questions written in writing. This questionnaire aims to obtain data in the form of respondents' answers.

2. Library study. Library study is a method of collecting and studying materials related to research, can be done by quoting from various books, scientific journals, literature review and literature relevant to the problems and objectives raised in this study.

To test the validity of measuring instruments in this research, conducted with the help of SPSS (Statistical Product and Service Solution) release 19 program with Bivariate Pearson (Product Moment Correlation) correlation analysis technique. To test the reliability of the instrument in this study, performed with the help of SPSS release 19 program with Cronbach's alpha analysis technique.

RESULT AND DISCUSSION

In this chapter will present an explanation of timing of the research, validity and reliability testing, respondents overview and data analysis of questionnaires to answer research questions and hypotheses that have been proposed. The analytical technique used is to use SPSS release 19 software.

While the Application of Entrepreneurship Education at SMKN 5 Madiun will be attached to the attachment in the final part of this undergraduate thesis refers to the Lesson Plan (Rencana Pelaksanaan Pembelajaran/ RPP) that will be derived into the Education Syllabus that has been applied in SMKN 5 Madiun.

Respondents Overview

The general overview of respondents in this study will be classified into demographic aspects that are not included in the data analysis process because they are not directly related to the answers given by the respondents regarding the research variables, but the demographic aspects can be used as additional information in explaining the conclusions. Here are demographic aspects that include name, gender, study program of respondents and then will be analyzed descriptively by the researcher.

Based on descriptive analysis, got result that as many as 15 students or equal to 24.6% are male and 46 students are Women with contribution percentage equal to 75.46%.

Based on the descriptive analysis, the results obtained that as many as 15 students or 24.6% are taking Office Administration study program, as many as 12 students or 19.7% are taking Marketing Management study program, as many as 23 students or equal to 37.7% are studying Accounting, as many as 11 students or 18% are taking Computer & Network study program and there are no respondents who are studying Islamic Banking in this study.

In this research, the researcher will test the validity of X variable (consist of 18 items) and Y (consist of 4 items) that explains how the validity of each variable in this study.

The result can be seen that the significance of pearson correlation is 0.000 for all items in variables X and Y. Therefore it can be said that all items for variables X and Y are valid.

Reliability Testing

Based on the analysis can be shown that the value of Cronbach's Alpha for variable X is close to 1 and <0.7. Therefore, the variable X is reliable. While the value of Cronbach's Alpha for variable Y is 0.642.

Simple Linier Regression Analysis

The regression model that is formed is
This means that each increase of one unit of score X will increase the score of Y as much as 0.106. In other words, if score X increases then score Y will also increase.

**Coefficient of Determination**

From the analysis can be shown that the regression model has only a coefficient of determination of 0.41. This means that the variable X can only explain 41% of the total diversity of variables Y, while 59% of the diversity of the variable Y is explained by other variables that are not in the model.

**Hypothesis Testing (t Testing)**

Based on the analysis can be shown that the significant value for the test statistic t is 0.000 (<0.05). Therefore, it can be said that the variable X has a significant effect on the variable Y. Where each increase in value or score on the variable X will increase the score or value for variable Y.

**CONCLUSION AND RECOMMENDATION**

**Conclusion**

Based on the result of research that has conducted about the effect of Entrepreneurship Education on Entrepreneurial Intention (study on students of class XII SMKN 5 Madiun. Academic year 2017/2018) as follows that the variable X has a significant effect on the variable Y.

The regression model that is formed is:

\[ Y = 8.744 + 0.106X \]

This means that each increase of one unit of score X will increase the score of Y as much as 0.106. In other words, if score X increases then score Y will also increase. The significant value for the test statistic t is 0.000 (<0.05). Therefore, it can be said that the variable X has a significant effect on the variable Y. Where each increase in value or score on the variable X will increase the score or value for variable Y.

From statistical data that has been processed as described above, it can be concluded that there is a significant influence of entrepreneurship education on entrepreneurial intention. Entrepreneurship education itself is described in the amount variation, duration and intensity of activity. These three things will affect the intention of students that include perceived opportunity, fear of failure, desirability of entrepreneurship career, and social status from entrepreneur.

**Recommendation**

Based on the conclusions, issues should be taken into SMKN 5 Madiun future research, as follows: 1) SMKN 5 Madiun should be able to maintain and improve the indicators of Entrepreneurship Education, because Entrepreneurship Education has significant effect on Entrepreneurial Intention. Strategies that can be used by the SMKN 5 Madiun to increase the Entrepreneurial Intention through implementation of various forms of business based learning media as follows teaching factory, teaching industry, outdoor training, incubator unit, business center at school, etc;

2) For the future research is expected to examine the other of the variables beyond in this research that have been investigated, to obtain complete picture of Entrepreneurship Education and Entrepreneurial Intention.

**REFERENCES**


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