

Analysis of the Relationship Between Readiness and Interest in Entrepreneurship among Bunyu Regency Vocational High School (SMK) Students

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ABSTRACT

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Unemployment continues to be a substantial obstacle in several nations, including Indonesia, especially for graduates of vocational high schools (SMK). This research examines the correlation between entrepreneurial preparedness and interest among SMK students in Bunyu Regency, a region characterized by distinctive economic circumstances. This study employed a quantitative method, utilizing descriptive correlational and causal-comparative designs. The study selected 141 students from SMK Negeri 1 Bunyu to represent three distinct academic programs. We meticulously designed questionnaires to collect data, which assessed several dimensions of entrepreneurial preparedness and inclination. The results indicate a strong positive relationship ($r = 0.65$, $p < 0.05$) between readiness and interest, with readiness being a significant predictor of interest ($\beta = 0.55$, $p < 0.05$). The findings emphasize the significance of including hands-on entrepreneurship education in the vocational curriculum to improve students' entrepreneurial abilities and decrease unemployment rates among graduates. Furthermore, the research emphasizes the need for focused educational initiatives that specifically target the prevailing economic realities and demands of certain industries. This research offers useful insights to policymakers and educators in developing targeted educational programs, cultivating an entrepreneurial mindset, and promoting sustainable economic growth among vocational school students in distant areas such as Bunyu Regency.

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Introduction

Unemployment is a major challenge faced by governments in many countries, including Indonesia, where the open unemployment rate (TPT) continues to increase, especially among Vocational High School (SMK) graduates. Data from the Central Statistics Agency (BPS) shows that the TPT for vocational school graduates reaches 9.42 percent per year, with vocational qualifications occupying the highest position among other levels of education (Statistics, 2023). In January 2023, the number of unemployed vocational school graduates increased to 2,326,599 people, up from 1,443,522 people in August 2022 (Charina et al., 2022). This condition underscores the importance of focusing on developing entrepreneurial skills as a potential solution to reducing the high unemployment rate among these graduates (Mohamad, 2023; Muhammad et al., 2022).

Addressing the issue of unemployment among vocational school graduates in Bunyu Regency is of utmost importance due to the significant unemployment rate in this area, which adversely affects the local economy and community well-being. The vocational school graduates in Bunyu encounter many distinct obstacles while seeking employment or establishing their own businesses. These include a limited availability of financial resources for business ventures, the absence of supporting networks for company development, and inadequate practical entrepreneurship instruction that aligns with the local context. In addition, the isolated geographical circumstances of Bunyu provide challenges for vocational school graduates in terms of accessing information, economic prospects, and government assistance programs.

Bunyu, an isolated location in Indonesia, has substantial natural resources, including oil, gas, and minerals. This creates promising prospects for vocational school graduates to establish themselves as entrepreneurs in these industries. Nevertheless, the lack of sufficient job prospects in this area is a significant obstacle for vocational school graduates in securing employment that aligns with their skillset. A significant number of vocational school graduates face difficulties while attempting to establish their own firm, mainly due to their low management proficiency and the initial financial resources required for business setup. Furthermore, the isolated geographical circumstances and insufficient infrastructure in Bunyu pose significant challenges to the development of new firms.

Vocational school graduates with expertise in heavy equipment engineering and oil and gas drilling have excellent prospects in the oil and gas industry. Graduates can effectively use these resources to start relevant enterprises with appropriate instruction. Moreover, vocationally qualified graduates in mining geology may harness the mining prospects in Bunyu, creating numerous employment opportunities and boosting the local economy. Integrating

entrepreneurship education more extensively into the vocational school curriculum may effectively address the difficulties encountered by graduates. This approach emphasizes the development of practical and management abilities, enhancing graduates' preparedness to start and oversee their own enterprises.

Government and educational institutions play a crucial role in enhancing entrepreneurial readiness and interest among vocational school students via support such as training, the provision of starting financing, and company incubation programs. The study programs offered at SMK Negeri 1 Bunyu, such as Heavy Equipment Engineering, Mining Geology Skills, and Oil and Gas Drilling Skills, are very applicable to the industrial sector in this area. If provided with appropriate assistance and knowledge, graduates from this degree program have significant potential for entrepreneurship in various fields. This study is both pertinent and topical, given the elevated unemployment rate among vocational school graduates and the pressing need for inventive and lasting solutions. This study may provide valuable advice for policymakers and education practitioners in Bunyu by enhancing their comprehension of entrepreneurial readiness and interest. Implementing tailored entrepreneurship education methodologies that align with local requirements may increase graduates' preparedness for entrepreneurship, thereby fostering local economic growth and promoting creativity.

Multiple studies have investigated the correlation between preparedness and entrepreneurial inclination among students attending vocational schools. Othman et al. (2012) conducted research that shows successful entrepreneurship education can boost students' entrepreneurial readiness and enthusiasm by providing them with practical knowledge and hands-on experience. In their study, Nugroho et al. (2024) discovered that well-crafted entrepreneurship education programs have the potential to enhance individuals' impressions of preparedness, thereby fostering a greater inclination towards entrepreneurship among students. However, past research failed to precisely analyze the local settings, such as Bunyu District, which presents distinctive difficulties and possibilities. This study aims to fill this void by examining the distinct geographical and economic conditions of Bunyu. Furthermore, this study employs a comprehensive quantitative methodology to examine the correlation between entrepreneurial preparedness and interest. It takes into account several elements, including the social milieu, familial backing, and individual experiences. This study provides a significant addition to the existing literature by presenting a thorough and contextual understanding of entrepreneurial preparedness and interest among vocational school students.

Vocational High Schools (SMK) are designed to teach essential practical skills to prepare

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students to become skilled workers or entrepreneurs. The emphasis on practical skills compared to theory aims to equip students with the competencies needed to create jobs, both for themselves and others (Nurmaliza et al., 2018). However, many vocational school graduates still experience difficulties in finding work or starting their own business, which can be caused by a lack of self-confidence, managerial skills, or capital (Nazira & Kartika, 2021).

To overcome this problem, entrepreneurship education must be integrated more deeply through the curriculum and extracurricular activities in vocational schools, especially in subjects such as "Creative Products" and "Entrepreneurship". This approach will give students the knowledge and skills they need to become successful entrepreneurs, increase their self-confidence, and enable them to create new jobs. The study of entrepreneurship provides strategies that can help students maximize their abilities, opening up more opportunities for vocational school graduates to contribute to the economy through innovation and creativity (Brush et al., 2023; Maksüdünov et al., 2024).

This research brings a new perspective in understanding the relationship between readiness and interest in entrepreneurship among vocational school students in Indonesia, with a specific geographic focus. This research is unique because it examines conditions in Bunyu District, an area that has not been widely studied, different from previous research by Kurniawan et al. (2018), which looked more broadly at engineering students throughout Indonesia. In addition, by using quantitative methods, this research is more in-depth in understanding the relationship between readiness and entrepreneurial interest of vocational school graduate students in Bunyu Regency compared to the quantitative approach used by Kim et al. (2022) in assessing predictors of interest in entrepreneurship among high school students in South Korea.

Furthermore, this research specifically explores the influence of readiness on vocational school graduates' entrepreneurial interest, providing a more focused approach compared to the general evaluation by Díaz-García et al. (2015) and Salam et al. (2021) on the effects of entrepreneurship education. This research also takes a multidimensional approach in considering influencing factors, such as the social environment, family support, and personal experiences—an aspect that provides a more comprehensive picture compared to the more limited scope in Swaramarinda et al.'s research. (Swaramarinda et al., 2021).

By considering these conditions, this research is very important to carry out. This research will use a quantitative approach to dig deeper into students' entrepreneurial readiness and interest, providing data that will be very useful for school policy makers and teachers in designing more

effective educational programs to foster an entrepreneurial spirit among vocational school students. Thus, this research is not only relevant but also timely, considering the high unemployment rate among vocational school graduates and the urgent need for innovative and sustainable solutions.

It is hoped that the results of this research will provide highly relevant and focused recommendations for policy makers and education practitioners in Bunyu Regency, responding to the high level of unemployment among vocational school graduates and offering specific local solutions to overcome this problem. This shows the importance of adapting entrepreneurship education strategies according to local needs and conditions, which can be more effective in producing graduates who are ready for entrepreneurship.

Method

Types of research

This research uses a quantitative approach with a descriptive correlational and causal comparative design to explore the relationship between readiness and interest in entrepreneurship and to determine the influence of readiness on interest in entrepreneurship. A quantitative approach is used to collect numerical data through questionnaires, which are then analyzed statistically to get a general picture of students' entrepreneurial readiness and interest. A correlational design is used to identify and measure the extent to which two variables, namely entrepreneurial readiness and interest, are related to each other. Meanwhile, the comparative causal design aims to compare differences in readiness and interest in entrepreneurship between various study programs, and determine whether there is a significant influence of readiness on interest in entrepreneurship. With this combination of designs, research can provide an in-depth understanding of the factors that influence entrepreneurial interest as well as differences based on study programs, which is useful for developing entrepreneurship education policies.

Location and Research Subjects

This research was carried out at SMK Negeri 1 Bunyu, Bunyu District, Burungan Regency, North Kalimantan. This study involved 141 students from classes XI, XII, and XIII at SMK Negeri 1 Bunyu. The students involved come from three different study programs, namely Heavy Equipment Engineering, Mining Geology Skills, and Oil and Gas Drilling Skills. The distribution of students is as follows on table 1:

Table 1. Research Participant

| <i>Study program</i> | <i>Kelas XI</i> | <i>Class XII</i> | <i>Class XIII</i> | <i>Total</i> |
|-----------------------------|-----------------|------------------|-------------------|--------------|
| Heavy Equipment Techniques | 16 | 15 | 16 | 47 |
| Mining Geology Skills | 16 | 16 | 16 | 48 |
| Oil and Gas Drilling Skills | 15 | 15 | 16 | 46 |
| Total | 47 | 46 | 48 | 141 |

This group was selected because of its relevance to industrial sectors that have high potential for entrepreneurial applications as well as the need to understand how technical education influences entrepreneurial readiness and interest among students.

Table 1 displays the research participants' allocations according to their academic programs and grade levels at SMK Negeri 1 Bunyu. Three primary study programs, heavy equipment techniques, mining geology skills, and oil and gas drilling skills, comprise the total of 141 participating students. The Heavy Equipment Techniques program has a total of 47 students, including 16 students in grade XI, 15 students in grade XII, and 16 students in grade XIII. The Mining Geology Skills program consists of a total of 48 students, with an equal distribution of 16 students in each of grades XI, XII, and XIII. The Oil and Gas Drilling Skills program consists of a total of 46 students, distributed as follows: 15 students in grade XI, 15 students in grade XII, and 16 students in grade XIII. The equitable allocation of students across different grades and academic programs at SMK Negeri 1 Bunyu suggests a comprehensive representation of the student body. Knowing the background and future study findings is critical in order to have a thorough understanding of entrepreneurial readiness and interest among vocational school students in Bunyu Regency.

Data Collection Instruments and Techniques

Research data was collected through a questionnaire designed to measure vocational school students' entrepreneurial readiness and interest. The Entrepreneurial Readiness Questionnaire measures basic understanding of entrepreneurship, ability to create a business plan, assess risks, search for resources, negotiation skills, communication, decision making, adaptation, technical skills, business ethics, work experience, time management, emotional readiness, professional relationships, and interests. Meanwhile, the Entrepreneurial Interest questionnaire measures the desire to be a leader, innovation motivation, financial freedom, local economic contribution, schedule flexibility, professional reputation, challenges, teamwork, use of skills, business ideas, start-up involvement, recognition of innovators, passion for a particular field, impact positive

community, and business development. The questionnaire grid used to collect data in this research is as follows that shown on table 2 and table 3.

Table 2. Entrepreneurship Readiness Questionnaire

| No | Statement | 1 Strongly Disagree | 2 Disagree | 3 Neutral | 4 Agree | 5 Strongly Agree |
|----|--|---------------------------|---------------|--------------|------------|------------------------|
| 1 | I understand the basics of entrepreneurship including market opportunities and competitor analysis. | | | | | |
| 2 | I can create a business plan that includes marketing, operations and financial strategies. | | | | | |
| 3 | I have the ability to assess business risks well. | | | | | |
| 4 | I know how to find resources and funding to start a business. | | | | | |
| 5 | I have good negotiation skills for various aspects of business. | | | | | |
| 6 | I am able to communicate clearly and effectively in both formal and informal contexts. | | | | | |
| 7 | I feel comfortable with the concept of making important decisions independently. | | | | | |
| 8 | I have the ability to adapt to changing market and economic conditions. | | | | | |
| 9 | I have sufficient technical skills to manage a business in the industry I am interested in. | | | | | |
| 10 | I understand and can apply the principles of business ethics and corporate social responsibility. | | | | | |
| 11 | I have relevant work experience or have undertaken an internship in a related field. | | | | | |
| 12 | I can manage time and resources efficiently to achieve business targets. | | | | | |
| 13 | I am emotionally ready to face the pressure and uncertainty of entrepreneurship. | | | | | |
| 14 | I have the ability to build and maintain strong professional relationships. | | | | | |
| 15 | I have a strong interest in continuing to learn and develop myself in the field of entrepreneurship. | | | | | |

Table 3. Entrepreneurship Interest Questionnaire

| No | Statement | 1 Very Disinterested | 2 Not Interested | 3 Neutral | 4 Interested | 5 Very Interested |
|----|---|----------------------------|------------------------|--------------|-----------------|-------------------------|
| 1 | I want to be a leader and have my own business. | | | | | |
| 2 | I am motivated by the possibility of creating something new and innovative. | | | | | |
| 3 | I was intrigued by the potential financial freedom that could be gained through entrepreneurship. | | | | | |
| 4 | I feel compelled to contribute to the local economy by creating job opportunities. | | | | | |
| 5 | I want to have flexibility in setting my own work schedule. | | | | | |
| 6 | I have the ambition to build and improve my professional reputation through my business. | | | | | |
| 7 | I am motivated by challenges to overcome obstacles and solve problems. | | | | | |
| 8 | I am interested in working in a team and building an organization from scratch. | | | | | |
| 9 | I want to use the skills and knowledge I learned to grow my business. | | | | | |
| 10 | I have a specific business idea that I want to realize. | | | | | |
| 11 | I am interested in being involved in a start-up or innovative business. | | | | | |
| 12 | I want to gain recognition as a professional and professional leader. | | | | | |
| 13 | I want to work in a field that I am very passionate about. | | | | | |
| 14 | I am motivated to create a positive impact in the community through my business. | | | | | |
| 15 | I am interested in continuing to develop and expand my business to a higher level. | | | | | |

The entrepreneurial readiness and interest questionnaire as a research instrument in this study was tested for validity and reliability first before being used as a data collection instrument. Below are presented the values of the validity and reliability test results for the designed entrepreneurial readiness and interest questionnaire that shown on table 4 , table 5, and table 6:

Table 4. Validity Test Results of the Entrepreneurial Readiness Instrument

| No | Statement | Validity Value |
|----|--|-------------------|
| 1 | I understand the basics of entrepreneurship including market opportunities and competitor analysis. | 0.78 |
| 2 | I can create a business plan that includes marketing, operations and financial strategies. | 0.82 |
| 3 | I have the ability to assess business risks well. | 0.75 |
| 4 | I know how to find resources and funding to start a business. | 0.80 |
| 5 | I have good negotiation skills for various aspects of business. | 0.77 |
| 6 | I am able to communicate clearly and effectively in both formal and informal contexts. | 0.81 |
| 7 | I feel comfortable with the concept of taking on important professions independently. | 0.79 |
| 8 | I have the ability to adapt to changing market and economic conditions. | 0.76 |
| 9 | I have sufficient technical skills to manage the business in the profession I am interested in. | 0.78 |
| 10 | I understand and can apply the principles of business ethics and professional social responsibility. | 0.74 |
| 11 | I have relevant work experience or have undertaken an internship in a related field. | 0.77 |
| 12 | I can manage time and resources efficiently to achieve business targets. | 0.79 |
| 13 | I am emotionally ready to face the pressure and uncertainty of entrepreneurship. | 0.76 |
| 14 | I have the ability to build and maintain strong professional relationships. | 0.80 |
| 15 | I have a strong interest in continuing to learn and develop myself in the field of entrepreneurship. | 0.81 |

Table 5. Validity Test Results of the Entrepreneurial Interest Instrument

| No | Statement | Validity Value |
|----|---|----------------|
| 1 | I want to be a leader and have my own business. | 0.83 |
| 2 | I am motivated by the possibility of creating something new and innovative. | 0.84 |
| 3 | I was intrigued by the potential financial freedom that could be gained through entrepreneurship. | 0.82 |
| 4 | I feel compelled to contribute to the local economy through creating jobs. | 0.80 |
| 5 | I want to have flexibility in setting my own work schedule. | 0.81 |
| 6 | I have the ambition to build and enhance my professional reputation through my business. | 0.83 |
| 7 | I am motivated by challenges to overcome obstacles and solve problems. | 0.79 |
| 8 | I am interested in working in a team and building an organization from scratch. | 0.80 |
| 9 | I want to use the skills and knowledge I learned to grow my business. | 0.82 |
| 10 | I have a specific business idea that I want to realize. | 0.81 |
| 11 | I am interested in being involved in a start-up or innovative business. | 0.83 |
| 12 | I want to gain recognition as an innovator and industry leader. | 0.80 |
| 13 | I want to work in a field that I am very passionate about. | 0.79 |
| 14 | I am motivated to create a positive impact in the community through my business. | 0.82 |
| 15 | I am interested in continuing to develop and expand my business to a higher level. | 0.81 |

Table 6. Reliability Test Results

| Instrument | Cronbach's Alpha value |
|------------------------------|------------------------|
| Entrepreneurial Readiness | 0.89 |
| Interest in Entrepreneurship | 0.91 |

The validity value for each statement shows how strong the relationship is between the statement and the concept being measured. A validity value above 0.70 indicates that the item is valid. Cronbach's Alpha value for reliability indicates the internal consistency of the items in the instrument, with a value above 0.70 indicating that the instrument is reliable.

Data Analysis Techniques

This research began with descriptive statistical analysis which aims to describe data regarding readiness and interest in entrepreneurship among students. In this analysis, measures such as mean, standard deviation, minimum and maximum values are used to provide a general picture of the level of readiness and interest in entrepreneurship. Next, a Pearson correlation test was carried out to identify the relationship between readiness and interest in entrepreneurship, which allows researchers to see the extent to which the two variables are correlated. To measure how much entrepreneurial readiness can predict entrepreneurial interest, a linear regression test was carried out. This test helps determine the influence of readiness on interest quantitatively and significantly. Finally, the ANOVA test was used to see differences in entrepreneurial readiness and interest based on the study program. This test is important to understand whether there are significant variations in entrepreneurial readiness and interest between students from different study programs, which can help in designing entrepreneurship development programs that are more effective and suit the specific needs of each study program.

Result and Discussion

Statistical analysis results

The table 7 shows that respondents have quite good readiness in various aspects of entrepreneurship. With an average score above 3.5 for all statements, this indicates a good understanding of the basics of entrepreneurship, the ability to create a business plan, assess risks, and seek resources and funding. Respondents also demonstrated good communication, negotiation and time management skills, as well as emotional readiness to face pressure and uncertainty.

Table 7. Entrepreneurial Readiness

| <i>Statement</i> | <i>Mean</i> | <i>Std. Dev</i> | <i>Min</i> | <i>Max</i> |
|--|-------------|-----------------|------------|------------|
| I understand the basics of entrepreneurship including market opportunities and competitor analysis. | 3.95 | 0.75 | 2 | 5 |
| I can create a business plan that includes marketing, operations and financial strategies. | 3.85 | 0.80 | 2 | 5 |
| I have the ability to assess business risks well. | 3.70 | 0.85 | 1 | 5 |
| I know how to find resources and funding to start a business. | 3.60 | 0.90 | 1 | 5 |
| I have good negotiation skills for various aspects of business. | 3.75 | 0.80 | 2 | 5 |
| I am able to communicate clearly and effectively in both formal and informal contexts. | 3.90 | 0.70 | 2 | 5 |
| I feel comfortable with the concept of making important decisions independently. | 3.80 | 0.75 | 2 | 5 |
| I have the ability to adapt to changing market and economic conditions. | 3.85 | 0.75 | 2 | 5 |
| I have sufficient technical skills to manage a business in the industry I am interested in. | 3.70 | 0.80 | 2 | 5 |
| I understand and can apply the principles of business ethics and corporate social responsibility. | 3.85 | 0.75 | 2 | 5 |
| I have relevant work experience or have undertaken an internship in a related field. | 3.65 | 0.85 | 1 | 5 |
| I can manage time and resources efficiently to achieve business targets. | 3.80 | 0.75 | 2 | 5 |
| I am emotionally ready to face the pressure and uncertainty of entrepreneurship. | 3.75 | 0.80 | 2 | 5 |
| I have the ability to build and maintain strong professional relationships. | 3.85 | 0.75 | 2 | 5 |
| I have a strong interest in continuing to learn and develop myself in the field of entrepreneurship. | 4.00 | 0.70 | 2 | 5 |

The highest score was found in the statement regarding a strong interest in continuing to learn and develop oneself, reflecting high motivation among respondents. Although there is some variation in the answers as reflected in the standard deviation, overall, these data depict a solid readiness and strong commitment to the field of entrepreneurship that shown on table 8.

Table 8. Interest in Entrepreneurship

| <i>Statement</i> | <i>Mean</i> | <i>Std. Dev</i> | <i>Min</i> | <i>Max</i> |
|---|-------------|-----------------|------------|------------|
| I want to be a leader and have my own business. | 4.10 | 0.70 | 3 | 5 |
| I am motivated by the possibility of creating something new and innovative. | 4.05 | 0.75 | 3 | 5 |
| I was intrigued by the potential financial freedom that could be gained through entrepreneurship. | 4.00 | 0.80 | 2 | 5 |
| I feel compelled to contribute to the local economy through creating jobs. | 3.95 | 0.85 | 2 | 5 |
| I want to have flexibility in setting my own work schedule. | 3.85 | 0.90 | 2 | 5 |
| I have the ambition to build and enhance my professional reputation through my business. | 3.95 | 0.85 | 2 | 5 |
| I am motivated by challenges to overcome obstacles and solve problems. | 3.90 | 0.80 | 2 | 5 |
| I am interested in working in a team and building an organization from scratch. | 3.85 | 0.85 | 2 | 5 |
| I want to use the skills and knowledge I learned to grow my business. | 3.90 | 0.75 | 2 | 5 |
| I have a specific business idea that I want to realize. | 3.80 | 0.85 | 2 | 5 |
| I am interested in being involved in a start-up or innovative business. | 3.85 | 0.80 | 2 | 5 |
| I want to gain recognition as an innovator and industry leader. | 3.90 | 0.75 | 2 | 5 |
| I want to work in a field that I am very passionate about. | 3.85 | 0.85 | 2 | 5 |
| I am motivated to create a positive impact in the community through my business. | 3.95 | 0.80 | 2 | 5 |
| I am interested in continuing to develop and expand my business to a higher level. | 4.00 | 0.75 | 2 | 5 |

Correlation Test

The correlation test is used to see the relationship between readiness and interest in entrepreneurship. In this research, the correlation test used to see the relationship between students' entrepreneurial readiness and interest is Pearson Correlation Test. Below are presented the results of the correlation test of readiness and interest in entrepreneurship for vocational school students that shown on table 9.

Table 9. Correlation test results

| Variable | Correlation (r) | Significance (p) |
|------------------------|-----------------|------------------|
| Readiness and Interest | 0.65 | 0.001 |

The results of the correlation test show that there is a significant positive relationship between students' entrepreneurial readiness and interest ($r = 0.65$, $p < 0.05$). This shows that the higher the students' readiness, the higher their interest in entrepreneurship. For more clarity, you can see the plot on Figure 1:

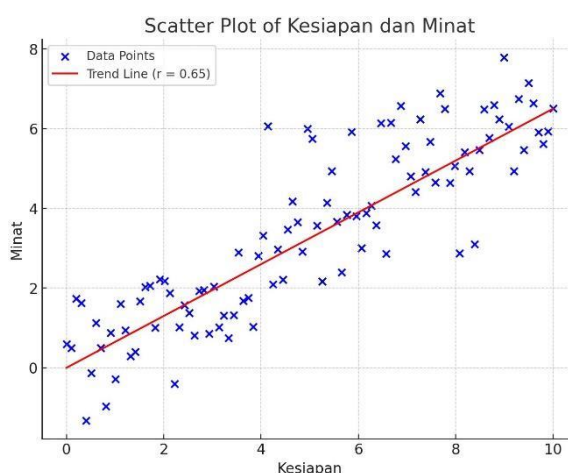


Fig 1: Plot of correlation test results of readiness and interest in entrepreneurship for Bunyu Regency Vocational School students

The plot above shows a positive correlation of 0.65 indicating that increased readiness tends to be followed by increased interest. With a p value of 0.001, we can conclude that this relationship is highly statistically significant, which means it is very unlikely that this correlation occurred by chance. In other words, the more prepared a person is, the greater his or her interest in the context under study. It is important to understand the dynamics between readiness and interest, especially in educational or skill development contexts, where an individual's readiness may greatly influence their level of interest in a particular topic or activity.

Linear Regression Test

The linear regression test is used to measure how much entrepreneurial readiness can predict entrepreneurial interest. The results of the linear regression test are presented in table 10.

Table 10. Linear regression test results

| <i>Independent Variable</i> | <i>Beta Coefficient (β)</i> | <i>Significance (p)</i> |
|-----------------------------|--|-------------------------|
| Entrepreneurial Readiness | 0.55 | 0.002 |

These data show the influence of the independent variable entrepreneurial readiness on the dependent variable with a beta coefficient (β) of 0.55 and a significance level (p) of 0.002. This shows that entrepreneurial readiness has a moderate positive influence on entrepreneurial interest, and this influence is statistically significant. This means that the higher a person's readiness for entrepreneurship, the greater the positive influence on interest in entrepreneurship.

Discussion

The findings of this study demonstrate a substantial and favorable correlation between preparedness and enthusiasm for entrepreneurship among students at vocational schools. These results are consistent with other motivational and entrepreneurship education theories, which highlight that being prepared is a crucial element in promoting people's enthusiasm for entrepreneurial endeavors. The findings are consistent with the principles of self-determination theory (Ryan & Vansteenkiste, 2023), which suggests that people who possess a sense of readiness and competence in a certain domain are more likely to have an internal desire to participate in that activity. Within the realm of entrepreneurship, vocational school students who possess a strong sense of readiness in terms of knowledge, skills, and practical abilities are more inclined to exhibit a heightened interest in initiating and overseeing their own enterprises.

The findings of the Pearson correlation test indicate a statistically significant and positive association ($r = 0.65$, $p < 0.05$) between preparedness and interest in entrepreneurship. In addition, the results of the linear regression analysis show that entrepreneurial preparedness is a strong predictor of students' entrepreneurial desire ($\beta = 0.55$, $p < 0.05$). Prior research supports these conclusions. Othman et al. (2012) establish that entrepreneurship education, when well implemented, may enhance entrepreneurial preparedness and enthusiasm by imparting practical knowledge and facilitating hands-on experience. In their study, Nugroho et al. (2024) discovered that well-crafted entrepreneurship education programs had a positive impact on individuals' impressions of preparedness, leading to a greater inclination towards entrepreneurship among

students. These findings are consistent with Kolb's Experiential Learning Theory (ELT), which highlights that successful learning takes place via firsthand experience and subsequent contemplation of that event (O'Flynn et al., 2023). According Sukardi et al. (2023), students who engage in practical experiences such as projects, internships, or business simulations in the field of entrepreneurship tend to feel better equipped and confident in their skills. This, in turn, leads to a greater inclination towards entrepreneurship.

We conduct this study in Bunyu District, a secluded region with considerable potential for natural resources. Students enrolled in vocational schools in Bunyu, namely those studying Heavy Equipment Engineering, Mining Geology Skills, and Oil and Gas Drilling Skills, have significant prospects for involvement in industrial areas that are pertinent to entrepreneurship. The isolated geographical circumstances of Bunyu highlight the need for practical, locally-focused entrepreneurial education. Students may gain the necessary abilities and drive to start their own enterprises through customized entrepreneurship education that aligns with the specific requirements and inherent resource capabilities of a particular locality. Enhancing entrepreneurial preparedness and enthusiasm among vocational school students in Bunyu Regency is dependent on the presence of institutional support and organized training programs.

Ferreira-Neto et al. (2023) study shows that an entrepreneurial attitude, marked by dedication and ingenuity in entrepreneurial endeavors, significantly influences one's inclination towards entrepreneurship. Our results indicate that students who feel more prepared and have excellent entrepreneurial abilities are more interested in participating in entrepreneurial activities. Overall, the findings of this study align with prior research that highlights the significance of entrepreneurial orientation, education, and mentality in enhancing entrepreneurial motivation and preparedness. These findings emphasize the importance of a comprehensive and pragmatic entrepreneurship education, coupled with robust institutional backing, in motivating young people to pursue careers in entrepreneurship. Previous studies and collected findings indicate that improving entrepreneurial preparedness via suitable education and organized training programs can substantially boost students' interest in entrepreneurship, thereby fostering future economic development and innovation (Frolova et al., 2021; Lv et al., 2022; Zemlyak et al., 2023).

This research uncovers a significant and positive correlation between readiness and eagerness for entrepreneurship among vocational school students in Bunyu Regency. These findings have significant practical ramifications for educators, policymakers, and stakeholders. Educators can use these findings to integrate comprehensive entrepreneurship education into vocational school

curricula through project-based learning methods and business simulations. This will provide students with practical and relevant experiences that will increase their readiness and enthusiasm for entrepreneurship. Moreover, it is crucial to provide enough training to teachers in entrepreneurship education to guarantee their competence in teaching vital practical and managerial skills to students.

Policymakers ought to establish a favorable atmosphere for promoting entrepreneurship in vocational schools through the allocation of grant funds for entrepreneurship programs, the provision of tax incentives for start-up businesses initiated by vocational school graduates, and the implementation of regulations that streamline access to business capital. Promoting cooperation between schools and local industry can facilitate internship programs and career opportunities that directly benefit vocational school students (García-Casarejos & Sáez-Pérez, 2020). The private sector and NGOs can greatly contribute to the advancement of entrepreneurship education through the implementation of mentorship programs, the provision of initial funding, the delivery of entrepreneurship training, and the initiation of community empowerment programs that specifically focus on developing entrepreneurial skills among young individuals, including vocational school graduates.

In order to increase preparedness and enthusiasm for entrepreneurship, we suggest implementing focused tactics and interventions. These include developing a thorough entrepreneurship curriculum that highlights practical and managerial skills, offering training programs and business incubation initiatives, enhancing access to business funding, and promoting networks and partnerships among educational institutions, industries, and local communities. This study is subject to many limitations. First, it focuses primarily on vocational school students in Bunyu Regency, which limits the generalizability of the findings to other populations. Secondly, the cross-sectional research technique only provides a snapshot of entrepreneurial preparation and interest at a specific point in time, neglecting any changes or developments over time. Therefore, it is critical to conduct more research using larger and more varied samples, as well as longitudinal designs, in order to gain a thorough understanding of the development of entrepreneurial preparation and interest.

Moreover, it is crucial to take into account the potential for respondent bias while filling out the questionnaire. Employing data triangulation approaches, such as integrating surveys with in-depth interviews or observations, may mitigate respondent bias and enhance the dependability and coherence of study findings. Involving a wide array of stakeholders, such as educators, community

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business owners, and government officials, in the research process may provide more comprehensive and pertinent knowledge. Hence, it is expected that the next study will provide a more accurate and thorough comprehension of the factors influencing entrepreneurial readiness and passion among vocational school students.

Conclusion

With a correlation value of 0.65 and a regression coefficient of 0.55, both significant at $p < 0.05$, this study discovered a substantial positive association between preparedness and interest in entrepreneurship among vocational school students in Bunyu Regency. These results suggest that there is a positive correlation between students' interest in participating in entrepreneurial activities and their level of entrepreneurial preparedness. This is consistent with a number of motivational theories and entrepreneurship education theories that emphasize the importance of preparation as a critical element in encouraging people to pursue entrepreneurship. Unfortunately, the study has some drawbacks, including a small sample size, cross-sectional data, and the potential for questionnaire filler bias. We advise vocational schools in Bunyu Regency to provide a more thorough and useful curriculum on entrepreneurship and offer strong institutional support to overcome these constraints. Larger sample sizes and longitudinal study methods are required to fully comprehend the evolution of entrepreneurial motivation and preparedness over time, as well as to pinpoint additional variables affecting this connection. We also recommend utilizing diverse research techniques and integrating local businesses and communities into entrepreneurship education to enhance our understanding. We anticipate that implementing these suggestions will enhance the enthusiasm and preparedness of vocational school students for entrepreneurship in Bunyu Regency, thereby fostering sustainable innovation and local economic prosperity.

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