

# The Effect of Educational Entrepreneurship and Creativity to Entrepreneurial Intermediation

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**Abstract**—This study aims to examine the influence of entrepreneurship education on entrepreneurship interest in accounting skill program students at SMK Al Hikmah Garut. The research method used is quantitative method. The subject of this study is the students of class XI accounting expertise program at SMK Al Hikmah Garut. Sampling method in this research is by saturated sampling method. Data collection techniques conducted through questionnaires. The data analysis used is multiple linear regression. The results showed that entrepreneurship education and creativity have a positive effect on entrepreneurship interest. This shows that the higher the entrepreneurship education and creativity of the students then it can increase entrepreneurship interest in these students.

**Keywords**—*entrepreneurship education; creativity; interest in entrepreneurship*

## I. INTRODUCTION

Entrepreneurship education is a weapon of destruction of unemployment and poverty, and becomes the ladder to the dream of every society to be financially independent, have the ability to build individual prosperity, as well as to build the welfare of [1]. Entrepreneurship education teaches the cultivation of entrepreneurial values that will shape the character and behavior for entrepreneurship so that learners can be independent. Entrepreneurship education is also able to equip learners with a variety of entrepreneurial competencies that will bring great benefits to his life.

Entrepreneurship education needs to be taught as independent discipline independent [2], because 1) Entrepreneurship contains body of knowledge is intact and real, that there are tori, concepts, and scientific methods are complete. 2) Entrepreneurship has two concepts: venture start-up and venture-growth, this is clearly not included in the general management education framework that separates management and business ownership. 3) Entrepreneurship is a discipline that has its own object, namely the ability to create something new and different. 4) Entrepreneurship is a tool to create equitable distribution of business and equity.

Munandar defines creativity as the ability to create new combinations, based on data, information, or elements [3]. Creativity is the ability to give new ideas and apply them in problem solving [4]. Fu'adi states that most college graduates are better prepared as job seekers rather than job-makers [5].

Thus, it can be assumed that vocational students with creativity have a higher entrepreneurship interest than students who are more directed to professions career in a company, institution, or agency.

Setiawan interest in entrepreneurship is the desire, interest and willingness through ideas to work hard or strong-willed to try to meet the needs of his life, without fear of risks that will happen, can accept challenges, confident and innovative and have the ability and skills to meet the needs [6].

The influence of income expectations, family environment and entrepreneurship education on entrepreneurship interests [7]. Ajzen states that one of the factors driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education in both lectures and seminars and entrepreneurship practices [8]. The university is responsible for educating and giving entrepreneurship skills to its graduates and motivating them to dare to choose entrepreneurship as their career.

*Theory of Planned Behavior* states that the intention of a person to perform a behavior, intention is the intermediate variable that causes the behavior of an attitude or other variables [9]. Interests are sued for determination to perform certain activities or produce certain circumstances in the future [10]. Entrepreneurship from various perspectives and contexts, namely economists, management experts, business people, psychologists and investors [11]. Thus entrepreneurship must have a basic ability to run an effort through attitude and creative and innovative behavior.

The results of research on entrepreneurial interests of some researchers still have differences, for example education and training affect people's perceptions of entrepreneurial entrepreneurship [12]. Entrepreneurship Education has a positive influence on Interest in Entrepreneurship [7]. This means that if Entrepreneurship Education is higher, then Entrepreneurship interest will be greater. Similarly, if the entrepreneurship education is lower, then entrepreneurship interest will become less. The influence of creativity, the role of parents, and self efficacy against student entrepreneurship interests [13]. There is a positive relationship between Self Efficacy and Creativity with Interest in Entrepreneurship [14]. There is a positive and significant influence between

entrepreneurship education and creativity of entrepreneurship interest [15].

Entrepreneurship education is not significant in influencing students' interest to become entrepreneur / entrepreneur [16]. Similarly, research conducted by Mudyaharjo that creativity has no significant effect on entrepreneurship interest in SMA Negeri 1 Semarang [17].

Based on the results of previous research is still raising the question actually what factors that influence one's entrepreneur interest. Based on the *theory of planned behavior* [8], interest in entrepreneurship can be influenced by three factors, namely, behavioral factors, subjective norms, and behavior control factors. Therefore, this study uses educational variable as subjective factor, creativity as subjective factor of behavior toward entrepreneurship interest.

## II. LITERATURE REVIEW

### A. Entrepreneurship Education

Education is a conscious effort made by the family, society and the government, through the guidance, teaching and practice sessions at school and outside of school throughout life, to prepare learners to be able play a role in various environments appropriately in the future [18]. One's education has an influence on one's knowledge and skills. Education is any effort planned to influence others either individuals, groups, or communities so that they do what is expected by the educator [19]. Education is a conscious effort to change human behavior both individually and in groups to mature human beings through teaching and training so as to have the ability to take responsibility for all their actions [20].

Based on the description of entrepreneurship education is the guidance given someone to change the attitude and mindset of a person to be interested in becoming an entrepreneur. The high interest of entrepreneurship will increasingly give birth to *entrepreneurs* young who have creativity and innovation in various fields.

### B. Creativity

Creative people have more divergent ways of thinking which use many alternative answers in their problem solving [21]. Surely this ability will help a person to become a reliable entrepreneur. the creativity of the entrepreneurial spirit will produce new products, new ways and new opportunities. A central role in entrepreneurship is the strong ability to create (*to create or to innovate*) something new, for example: a new organization, a new view of the market, values *corporate* new, *manufacture*, the new products and new services, new ways of managing things, new ways of decision making [22].

### C. Interest in Entrepreneurship

Interest in entrepreneurship is a sense of interest to become an entrepreneur who is willing to work hard and diligently to achieve business progress. Interest in entrepreneurship is not brought from birth but grows and develops according to the factors that influence. Factors that influence the growth of decisions for entrepreneurship is the result of interaction of

several factors namely personality traits of a person and his environment [23].

One's interest in entrepreneurship can be seen from two key indicators: how strong a person attempts to dare to try entrepreneurial activity and how much effort a person is planning to engage in entrepreneurial activity (such as activities in managing time and finances for the purpose of entrepreneurship).

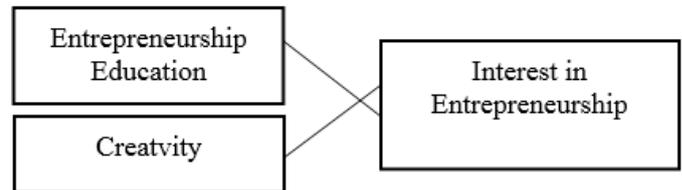


Fig. 1. Thinking framework.

Based on figure 1, it can be explained that students of SMK Al Hikmah Garut with entrepreneurship education and creativity can generate interest in entrepreneurship.

## III. METHOD

The object of this study is students at SMK Al Hikmah Garut. This research uses quantitative type research. Data were obtained through surveys by distributing questionnaires or questionnaires. In Entrepreneurship Education variables with the number of indicators 3 items of questions, on creativity variables with the number of indicators 9 items of questions, and on entrepreneurship interest variable with the number of indicators 6 question items.

The population in this study are students of class XI Accounting SMK Al Hikmah Garut academic year 2017/2018 with the number of students 33 people. Sampling method in this research is by saturated sampling method or better known as census. In this study the population is relatively small as many as 33 students. So it can be concluded that the sampling using the census because the population is equal to the amount taken as a sample of class XI Accounting SMK Al Hikmah Garut.

Data collection techniques in this study using questionnaires. In calculating the hypothesis and data analysis using validity test, reliability test, normality test, multiple linear regression test, coefficient of determination.

### A. Variables and Indicators

Entrepreneurship education in this study is defined as an educational program that is the source of entrepreneurial attitudes and the overall interest to become a successful entrepreneur in the future. To measure the variables of entrepreneurship education based on the following indicators [24]:

- Entrepreneurship education program to cultivate entrepreneurship desire is when students have taken entrepreneurship courses / subjects felt started to grow entrepreneurial desire.

- Entrepreneurship education program adds knowledge and insight in the field of entrepreneurship is after entrepreneurship education students feel more knowledge in the field of entrepreneurship.
- Entrepreneurship education program grows awareness of business opportunity is after entrepreneurship education make students aware of the existing business opportunities.

On creativity variables according to Munandar creativity is the ability to new combinations, based on data, information, or elements that exist [3]. The main indicator of creativity variables is.

- Flexibility,
- Fluency,
- Originality,
- Elaboration.

Dependent variable in this research is entrepreneur interest. The indicator of interest in entrepreneurship in this study, based on the opinion of Mahesa and Rahardja [25] with indicators as follows:

- Entrepreneurial plans
- Professional Goals

- Running
- Entrepreneurship
- Starting entrepreneurship
- Desire

Data analysis used in this study is multiple linear regression analysis. SPSS 23. In this research, the researcher performs statistical to test the causal relationship between variables (path analysis) between *independent* variables to the variable *dependent* so that it can estimate the value of the variable *dependent*, if the variable *independent* can be known or vice versa.

#### IV. RESULTS

##### A. Data Analysis Results Multiple

Regression analysis is used to test the causal relationship between variables (path analysis) between variables *independent* X1 (entrepreneurship education), X2 (creativity) to the variable *dependent* Y (interest in entrepreneurship).

The results obtained based on the calculation of the analysis used are as follows table 1.

TABLE I. REGRESSION ANALYSIS RESULTS

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	,516	5,091		,101	,920
	Entrepreneurship Education	,760	,346	,352	2,196	,036
	Kretivitas	,327	,135	,389	2,428	,021
	F	10,335				
	Sig.	,000 <sup>b</sup>				
	Adjusted R Square	,368				

<sup>a</sup> Dependent Variable: total\_y

Source: Data processed in March 2018

The analysis used in this study is multiple linear regression analysis. Multiple Linear Regression Analysis is used to measure the influence between more than one predictor variable (independent variable) to the dependent variable. From the results of data processing can be seen the results that show them as follows.

F test result obtained by value Fcount = 10,335 with significance value 0,036, because significance value <0,05 it can be stated that regression model can be used to explain the effect of variable entrepreneurship education and creativity towards student entrepreneur interest.

Entrepreneurship and creativity education variables explain student entrepreneurship interest of 36.8% (*Adjusted R Square*), while the rest of 63.2% is explained by other variables not covered in the model. Based on the results of regression analysis can be known the influence of each variable on student entrepreneur interest is as follows.

The result of regression coefficient value obtained 0,760 with significant value 0,036. A significant value of 0.000 <0.05 indicates that at 5% error level, entrepreneurship education has a positive effect on student entrepreneurship interest. Entrepreneurship education is in the high category with an average indicator yield of 13.5. With the highest indicator on the question "Entrepreneurship education in schools has grown entrepreneurial desire" and "Entrepreneurship education provides knowledge and insight around the business world". While the average results of the lowest indicator on the question "Entrepreneurship education has awakened the awareness of business opportunities". Thus this research supports research from Farzier and Niehm education and training affect people's perceptions of entrepreneurial entrepreneurship [11]. Entrepreneurship Education has a positive influence on Interest in Entrepreneurship [6].

The result of regression coefficient 0,327 with significant value 0,021, significant value 0,022 <0,05 indicate that at 5%

error level, creativity have positive effect to student entrepreneur interest. Creativity is in the high category with an average indicator yield of 39. With the highest indicator on the question "Be able to make unusual combinations of parts or elements". While the average results of the lowest indicator on the question "Always think of more than one answer". Thus this research supports research from Evi and Purwanto, the influence of creativity, parent role, and self efficacy against student entrepreneurship interests [12]. According to Hapsah and Savira there is a positive relationship between Self Efficacy and Creativity with Interest in Entrepreneurship [13]. According to Nurikasari there is a positive and significant influence between entrepreneurship education and creativity of entrepreneurship interest [14].

Based on the results of regression analysis can also be seen that between the two variables analyzed, it turns out the attitude variable that gives the greatest influence among other independent variables, shown from the value of Beta (*standardized coefficient*) of 0.389.

The purpose of this study is to test to examine the influence of attitudes and motivation on student entrepreneurship interests. Analyzer used is *One Way Anova (Test F)*. Criteria testing if the significance value  $F < 0.05$  then the variable of entrepreneurship education and creativity have a positive effect on student entrepreneurship interest.

The result of ANOVA analysis showed that there was a significant influence between entrepreneurship education and creativity on student entrepreneurship interest, it was shown significance value  $0.000 < 0,05$ . then the entrepreneurship and creativity education variables have a positive effect on student entrepreneur interest.

So students who follow entrepreneurship education and have creativity will tend to influence student entrepreneurship interest higher than in students who do not follow entrepreneurship education and have creativity.

## V. DISCUSSION

Based on the hypothesis test found that all independent variables have a positive influence on entrepreneur interest.

In the first variable about the entrepreneurship Investigation of entrepreneurship interest has a positive effect with high category. The result is true that one of the factors driving the growth of entrepreneurship in a country lies in the role of schools through the implementation of entrepreneurship education in both the lesson activities and seminars and entrepreneurial practices as entrepreneurial practice is needed to provide entrepreneurial experience. This finding supports the results of Zimmerer which states that entrepreneurship education has a positive influence on entrepreneurship interest [7]. This means that if Entrepreneurship Education is higher, then Entrepreneurship interest will be greater. Similarly, vice versa if the Entrepreneurship Education is lower, the interest in entrepreneurship SMK accounting students will be less. Thus entrepreneurship must have a basic ability to run effort through entrepreneurship education.

In addition to entrepreneurship education, creativity is a variable that supports entrepreneurship interest with high category. Creativity is more influential when the individual has entrepreneurship. Duties in entrepreneurship that is very diverse will require creative steps in the solution, so that creativity will play a role. Thus, it can be assumed that vocational students with creativity have a higher entrepreneurship interest than students who are more directed to professions career in a company, institution, or agency. These findings resonate the results of research Nurikasari there is a positive relationship between Self Efficacy and Creativity with Interest in Entrepreneurship [14].

For individuals who have done entrepreneurship, so the focus in his research leads to creativity in developing entrepreneurship. Individuals who have creativity in general combine with the basic skills of entrepreneurship education owned and complement each other's competence to do a job. Combination of competence here turned out to have a relationship with entrepreneurship interest in students who will undertake entrepreneurial activities. Thus it can be seen that entrepreneurship education and creativity together have a relationship with entrepreneurship interests.

## VI. CONCLUSION

Based on the results of research and discussion, it can be concluded as follows:

Entrepreneurship Education has a positive influence on Interest in Entrepreneurship. Entrepreneurship education variables are in the high category. This means that if Entrepreneurship Education is higher, then Entrepreneurship interest will be greater. Vice versa if the Entrepreneurship Education is lower, the interest in entrepreneurship SMK students will be less.

Creativity has a positive influence on Interest in Entrepreneurship. Creativity variables are in the high category. This means that if Creativity is higher, the interest in Entrepreneurship will be greater. Vice versa if creativity is lower, the interest in entrepreneurship of vocational students will be less.

Education of Entrepreneurship and Creativity has a positive influence on entrepreneurship interest. This shows the better Entrepreneurship and Creativity Education, then Interest in Entrepreneurial Students accounting skills program at SMK Al Hikmah Garut also getting better.

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