

# **Influence of Entrepreneurship Learning Methods to the Interests of Entrepreneurship in the Field of Culinary of Vocational Students in the Province of Bali**

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**Abstract:** Entrepreneurship learning methods used so far in vocational schools should be designed to provide knowledge and skills in order to prepare graduates to work independently or entrepreneurship. The aims to reveal the influence of entrepreneurial learning that took place during this against Entrepreneurial student Interests Culinary field of vocational students in the province of Bali. This type of research is expose facto with a quantitative approach. Data was collected by questionnaires and interviews. The sample is 65 students (Public and private Vocational high school) in the Province of Bali. Data were analysed by simple linear regression. The results showed that the correlation of entrepreneurial learning methods with student entrepreneurial interest obtained a value of 0.487 with a significance value of 0.026 compared to alpha 0.05 coefficient, then the value of  $0.05 > 0.026$  means that the use of entrepreneurial learning methods has had an effect on student entrepreneurship interests in the Student Cooking field Vocational Schools in Bali Province. R square was obtained at 0.237 which means that the contribution of entrepreneurial learning methods so far to the entrepreneurial interests of small culinary students in the field of 23.7%. While the remaining 76.3% is influenced by other factors. The implication of the findings of this study is that teachers must continue to develop methods, learning models that are capable of contributing, fostering entrepreneurial interest in students in the culinary field.

## **1 INTRODUCTION**

The implementation of entrepreneurship education is very important to prepare graduates for entrepreneurship when entering the community. (Onstenk, 2014) To motivate entrepreneurial vocational school graduates, various countries make a breakthrough through entrepreneurship education and entrepreneurship courses that emphasize entrepreneurial skills, attitudes and behaviour that encourage students and graduates to start their own businesses. A number of empirical studies have tried to ensure the extent to which entrepreneurship contributes to economic growth by creating its own employment. University graduates in China have entrepreneurial fields as much as 20%, but only 2%

choose to start their own businesses, (Bin, et al, 2018). In these conditions, policy makers are very important to foster entrepreneurial intentions among students. (Bin et al., 2018). While Indonesia concentrates on entrepreneurial promotion in the efforts to develop and grow talented young entrepreneurs (Ghina, 2014)

However high gaps still occur on graduates of vocational schools, who should not only be ready to work in the business and industry, but also ready to create their own employment (entrepreneurship) which is in line with the target of the government of the Republic of Indonesia as much as 14% for entrepreneurship in 2020. (Ministry of Education and Culture, 2016). The fact is that there are many disturbers who are graduates like data from Central

Bureau of Statistics (BPS) as of August 2018 shows the number of unemployed people in Indonesia as many as 7 million. Where the number of the Indonesian workforce is 131.01 million people, with an unemployment percentage of 5.43%. (Damianus Andreas, 2018) Whereas in sharing countries like India doing entrepreneurship development through The Ministry of MSMEs undertakes the tasks of entrepreneurship training and skills development regularly to increase the number of young entrepreneurs. (Nag, D., & Das, N. (2015). This condition seems to be the concern of all parties, especially teachers in schools whose duty is to teach students to achieve the expected target, namely independence for entrepreneurship ( Winarno, 2015 ; Nugroho, 2009 ; Sandirasegarane \* , Sutermaster, Gill, JenniferVolz, & Mehta, 2016 ; Cheung , 2011 ; Saidun, 2013 ; Afriana, 2015 ; Age, 2014 ; Ayalew, 2018) where a country is said to be prosperous if 2% of the population is entrepreneurial. (Winarno, 2016) Entrepreneurship (entrepreneur) is someone who has the power of creativity and the power of innovation that is strong, has the ability high managerial, master of knowledge about business in depth, as well as behave with the aim of forming a new business. Entrepreneurship in Vocational Schools is currently only around 1.93% of all six semester vocational school hours. (Lastariwati, 2012) This has not allowed the formation of independence and has not been able to fully in still entrepreneurial spirit for vocational graduates, therefore the design of entrepreneurship learning in Vocational Schools needs to be reviewed starting from: curriculum, learning strategies, methods, media, and ways of teaching entrepreneurship (Sarbiran, 2002)

The success of entrepreneurship learning in Vocational Schools is now more focused on efforts to optimize abilities, train students' skills so that methods, learning models are all directed and managed by student-centred. In learning, the teacher acts as a facilitator, and also as a motivator in learning (Munawaroh, 2018) The fact is that there are still many teachers who apply the conventional learning process so that students are accustomed to just listening to the lectures delivered by the teacher. Teacher-centred one-way learning will not be able to train influential skills to foster the spirit and interests of student entrepreneurship.

Based on observations, students are actually enthusiastic in entrepreneurship learning, but it becomes unattractive because learning is only memorizing, lacking in practical learning, making it difficult to foster entrepreneurial interest. Therefore, the formation of interest real entrepreneurship can be

done through entrepreneurial learning with a practical approach so students are invited to be directly involved in learning in a real way, just as an entrepreneur (Mulyani, 2014; Gámez & Baquero, 2017). In this case the learning of entrepreneurship has a number of concepts such as the concept of *learning by doing* (Fayolle, 2013), learning with experience (Kolb, 2000) and constructivist learning, scientific for specialization (Dewey, 1947); (Freire, 2005). Entrepreneurship learning should be designed as a student-centred active learning method characterized by student autonomy, giving students more opportunities to be active, constructive inquiry, goal setting, collaboration, communication and reflection in real-world practice. (Kokotsaki, Menzies, and Wiggins, 2016; Gulay, 2015. (Martín and García-valc, 2017; Williams & Williams, 2018; Kamdi, 2010). While the learning that takes place during a conventional learning strategy, which puts the teacher as the centre learn.

Based on the introductory explanation above, the research question examined in this paper is how the contribution of the learning method used so far to entrepreneurial interests

## 2 METHOD

This study uses a quantitative approach and data analysis using a simple linear regression test. This analysis aims to reveal whether there is an entrepreneurial learning contribution that has taken place so far towards students' entrepreneurial interests in creative and entrepreneurial product subjects. Samples were 65 students each from Singaraja 2 Vocational High School, and SMK PGRI 4 Denpasar. The technique of collecting data using questionnaires for students, and interview guidelines for teachers. Instrument The questionnaire was used to collect data on entrepreneurial learning methods so far, and data on student entrepreneurship interest. Whereas interviews were conducted to capture supplementary data from learning method questionnaires, especially the obstacles experienced by teachers in applying learning methods.

The independent variable in this study is the entrepreneurial learning that has been going on so far and the dependent variable is the entrepreneurial interests of students in the field of Cooking. The research design is in Figure 1.

Furthermore, a simple linear regression analysis test is used to determine the contribution of one independent variable (X) with one dependent variable (Y). In this study the analysis was used to reveal how

much the contribution between learning entrepreneurial learning so far has been on entrepreneurial interest in students in the field of culinary management.

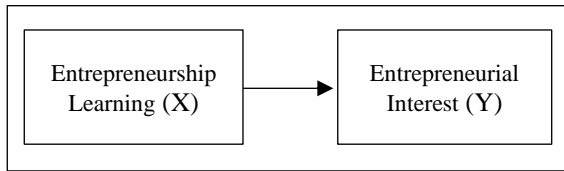


Figure 1: Research design.

The relationship of variable (X) with variable (Y) is explained as follows:

$$Y' = a + bX$$

Information:

Y' = Dependent variable

X = Independent variable

a = Constant

b = Regression coefficient (value of increase or decrease)

### 3 RESULTS

Based on the results of data analysis that has been done, the results of simple linear regression analysis calculations can be shown as follows:

Table 1: Descriptive statistic

	Mean	St dev	N
Entrepreneurship Learning Method	32.46	3.35	65
Entrepreneurial Interest	59.49	7.11	65

Table 1 shows the use of entrepreneurial learning methods so far with a sample of 65 students obtained by an average of 32.46, and a standard deviation of 3.35 Interest in food entrepreneurship with a sample of 65 students obtained an average of 59.49 and a standard deviation of 7.11

Table 2 shows the variable correlation (X) with the variable (Y) obtained a value of 0.487 which means there is a relationship between the variables namely the method of entrepreneurial learning so far towards student entrepreneurship interests in the field of Cooking. Judging from the significance value of the use of entrepreneurial learning methods so far and

entrepreneurial interests in the field of culinary students is 0.026. Furthermore, compared with the probability of 0.05, the probability value is  $0.05 > 0.026$ . This means that  $H_0$  is rejected and  $H_a$  is accepted. This means that the use of entrepreneurial learning methods has been influential in entrepreneurial interests in the field of culinary students.

Table 2. Correlation test

		Entrepreneurship Learning	Interest in Student Entrepreneurship
Entrepreneurship Learning	Pearson Correlation	1	.487 *
	Sig. (2-tailed)		.26
	N	65	65
Entrepreneurial Interest	Pearson Correlation	.487 *	1
	Sig. (2-tailed)	.26	
	N	65	65

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 3: Anova test

		Sum of Squares	Mean Square	F	Sig.
Entrepreneurship Learning	Between Groups (Combined)	488.004	34.857	.635	.823
	Linearity	247.762	247.762	4.511	.039
	Deviation from Linearity	240.243	18.480	.336	.982
Within Groups		746.242	54.925		
	Total	234.246			

Table 3 shows that h count calculates F linearity of 4,511 with sig. 0.039 which is much smaller than the significant alpha 5% ( $0.039 < 0.05$ ). So,  $H_0$  which states the regression coefficient is meaningless, rejected and  $H_1$  is accepted. That is, the regression

direction is significant. Furthermore, regression linear 1 h acyl F count 0336 with the sig. 0.982 which is greater than alpha 5% ( $0.982 > 0.05$ ). So,  $H_0$  which states the linear regression form is accepted and the test can continue. Then the hypothesis states that there is a significant relationship between entrepreneurial learning so far towards entrepreneurial interests in the field of food students accepted.

Tabel 4. Regression test

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
				R Square Change	F Change	Sig. F Change
.487 <sup>a</sup>	.237	.062	6.8851	.077	5.227	.026

Table 4 shows that the R square coefficient is 0.237, so it can be said that the contribution of entrepreneurial learning methods to the entrepreneurial interests of students in the culinary field is 23.7%. While the remaining 76.3% is influenced by other factors. It turns out that the correlation coefficient R is 0.237 and the coefficient of determination /  $R^2$  0.077. The correlation coefficient is significant. Because the results of the significance test show F coefficients on F Change 5,227 with sig. 0.026 which is much smaller than alpha 5%. So that the contribution of entrepreneurial learning variables to entrepreneurial interests is 23.7%. Thus, the conclusion that the variations in variable interest about 23.7% can be explained by entrepreneurial learning variables through the regression equation  $Y' = a + bX$  and another variable.

#### 4 DISCUSSION

Based on the results of the research above, an alternative hypothesis which states that there is an influence between entrepreneurial learning so far with entrepreneurial interests in students in the field of catering for SMK students in the Province of Bali is accepted. The formation of entrepreneurial interests of students, especially in the field of Catering, is strongly influenced by the experience gained by students during entrepreneurial learning. But the

results of this study indicate that the entrepreneurial learning method used so far only able to foster entrepreneurial interest by 23%, the rest is influenced by other factors. Although the effect is small, but students already have capital of interest in entrepreneurship. This capital is further honed so that it is trained and skilled. The description of the use of entrepreneurial learning models so far still places teachers as learning centres. Students only listen to the teacher's explanation, limited discussion. Although enthusiastic students like to take entrepreneurship learning, they are very lacking in learning entrepreneurship practices that influence the growth of student entrepreneurship interest. Mastery in theory alone is not enough to change the mindset towards entrepreneurial interests according to research results (Munawaroh, 2018), Radianto (2017). The implication of this finding is that the learning model that places students as the centre of learning, where students experience directly learning to make products, can foster entrepreneurial interest. Therefore, the teacher should develop a constructivist learning model with a scientific approach such as project-based learning.

#### 5 CONCLUSION

Based on the results of the research and discussion described above, it can be concluded that the entrepreneurship learning method that has taken place so far has an influence on student entrepreneurship interest in the field of catering, but the method is still conventional in that it places students as learning centres. Contributions of 23.7% have not had a real impact on the formation of strong interest in entrepreneurship. According the research result by (Ayalew, 2018; Osakede, et al, 2017; Nguyen, 2017) Entrepreneurial interests can be realized in real terms if students are often trained in real skills in making products. Skill training can be provided through learning models that provide opportunities for students to be fully involved in learning. To improve the results of this study it is suggested to other researchers to vary the learning model that places students as learning centres.

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