

Entrepreneurship Intentions Among Vocational School Students In Sorong Regency - West Papua

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ABSTRACT

The purpose of this study is to determine the entrepreneurial interest of vocational high school students in Sorong Regency. The variables of this study are family environment, entrepreneurship education, and self-efficacy, and their influence on entrepreneurship intentions. This study uses a sample of 85 vocational school students located in Sorong Regency. Data processing and testing utilize SmartPLS 3. The results of this study indicate that family environment and entrepreneurship education have a positive and significant influence on entrepreneurship intentions, while self-efficacy has a positive but insignificant effect on entrepreneurship intentions for vocational school students in Sorong Regency.

Keywords: Family environment, Entrepreneurship education, Self-efficacy, Entrepreneurship intentions

1. INTRODUCTION

Unemployment is one of the biggest problems for the development of every nation, such is the situation in West Papua Province. Many job seekers, with and without a bachelor's degree, must compete for limited number of jobs. Chairman of Commission IX of the Indonesian House of Representatives Dede Yusef Macan Effendi (House of Representatives of the Republic of Indonesia, 2019) claimed that unemployment in West Papua Province, especially in Sorong City was rather high [1]. This is also supported by data from the Office of Communication, Information, Encoding and Statistics of West Papua Province which noted that a group of educated graduates that highly contributes to unemployment in West Papua Province are vocational high school students, as much as 8.69% [2]. This is possibly due to some companies preferring to employ undergraduates, or that vocational graduates have not been able to meet the needs of the labor market in accordance with their field of expertise.

In an effort to overcome this, fostering an entrepreneurial spirit in students is believed to be an alternative to reduce the unemployment rate [3]. Entrepreneurship has an important role in the economy and development because entrepreneurship provides new jobs [4]. Development of the West Papua Province will be more successful with more entrepreneurs who

can create jobs, because the government's capacity is limited. Based on interviews with several vocational students as research respondents, they were hesitant to become entrepreneurs due to lack of confidence in their abilities and lack of experience. They did not want to take the risk of opening their own business for fear of failure, whereas entrepreneurship intention is the desire to interact and do everything with contentment to achieve goals by working hard to open up opportunities with skills and confidence without being afraid to take risks and being able to learn from failure [5]. Therefore, it is necessary to pay attention to the factors that influence the entrepreneurship intention in order to inspire people to have entrepreneurial spirit and capability.

The family environment is the most important determining factor because in the parents will influence their children in determining their future, including their career. Based on interviews, most parents in Sorong Regency prefer their children to become civil servants because they have clear career and income benchmarks. Parents' occupations also influence the children's intention to become an entrepreneur. Parents who are entrepreneurs themselves tend to want their children to become entrepreneurs [6]. In addition to the family environment, entrepreneurship education also supports the entrepreneurial interest of the students. Entrepreneurial learning methods must be able to transfer not only knowledge and skills but also realize

an actual business. Entrepreneurship education is expected to be able to produce entrepreneurs who conduct business creatively by utilizing all the competencies that exist within them [7]. Another factor that supports the entrepreneurship intention is self-efficacy. Self-efficacy is measured by indicators of confidence in the ability to manage a business, leadership of human resources, mental maturity in business, and capability to start a business [8].

2. THEORETICAL REVIEW AND HYPOTHESIS

Family environment is defined as the closest social environment of an entrepreneur, which role is significant in shaping the character of a child, including entrepreneurial character [9]. In the family environment, a child gets inspiration and entrepreneurial support from the family, and there are activities in the family which lead to learning entrepreneurship [10].

Entrepreneurship education is defined as education with an entrepreneurial perspective, which is education that applies principles and methodologies towards the formation of life skills in students through an integrated curriculum in schools or colleges [11]. Entrepreneurship education can contribute to promoting students' entrepreneurial spirit and enriching student's entrepreneurial skills and other work related skills [12].

Self-efficacy is an individual's subjective belief to be able to overcome problems, and take the necessary actions to achieve the desired goals [13]. "Self-efficacy is defined as a person's own judgment of capabilities to perform a certain activity in order to attain a certain outcome" [14].

Entrepreneurship Intention is the desire, motivation and drive to interact and do everything with contentment to achieve goals by working hard, to open up opportunities with skills and confidence without being afraid to take risks, and being able to learn from previous failures. [5]. Entrepreneurship intention is a person's interest to create a business by looking at the opportunities that are available and the courage to take risks that may occur in running a business [7].

2.1 The Influence of Family Environment on Entrepreneurship Intention

The family environment influences the entrepreneurship intention where the more conducive the surrounding family environment is, the more it will encourage someone to become an entrepreneur [15]. The entrepreneurial background of parents has a significant influence on children's entrepreneurial intentions [5]. The family environment is closely

related to entrepreneurship intention because the greater its influence on students, the greater the desire for entrepreneurship.

H₁: There is a positive and significant influence of the family environment on entrepreneurship intention.

2.2 The Influence of Entrepreneurship Education on Entrepreneurship Intention

Entrepreneurship education is seen as a whole from intrinsic factors and extrinsic factors that are able to influence students' interest in becoming entrepreneurs. Entrepreneurship education is a learning process to change students' attitudes, ways of thinking and behavior in choosing a career as entrepreneurs [16]. The role of education is one of the determinants of students' entrepreneurship intention [17].

H₂: There is a positive and significant influence of entrepreneurship education on entrepreneurship intention.

2.3 The Influence of Self-efficacy on Entrepreneurship Intention

In social cognitive theory, low self-efficacy leads to increased anxiety and avoidance behavior. Someone with low self-efficacy feels that they are unable to manage risky aspects [18]. For this reason, someone who has an interest in entrepreneurship needs high self-efficacy because self-efficacy can lead to desire to start a business, which allows someone to think creatively and innovatively in creating new products [19].

H₃: There is a positive and significant influence of self-efficacy on entrepreneurship intention.

3. RESEARCH METHODOLOGY

The method used in this study is quantitative research using a descriptive research design. Quantitative research is a process to find knowledge in the form of numerical data as a tool to analyze information about what one wishes to know [20]. Descriptive research has a clear statement of the problem to be studied, specific hypotheses, and detailed information needed [21]. The population in this study is vocational high school (SMK) students in the Sorong Regency area with operating permits, namely SMK Negeri 1 Sorong Regency, SMK Negeri 2 Sorong Regency, Pelita Health Vocational School West Papua, Muhammadiyah Salawati Vocational School and Modellink Vocational School.

The sample selection technique used in this study is non-probability sampling, that is, not all instances in the population have the same opportunity to be selected as samples [22]. The sample selection method used is purposive sampling. Purposive sampling is a method of

determining the sample based on certain criteria [21]. The sample used in this study amounted to 85

vocational students who were divided into their majors as below.

Table 1. Respondent Majors

Majors	Respondents	Percentage
Institutional Financial Accounting	11	12.9%
Office Governance Automation	5	5.9%
Modeling Design and Building Information	3	3.5%
Computer and Network Engineering	23	27.1%
Automotive Light Vehicle Engineering	13	15.3%
Motorcycle Engineering and Business	4	4.7%
Heavy Equipment Engineering	2	2.4%
Multimedia	6	7.1%
Health	17	20%
Total	85	100%

The measurement of the variables in this study refers to previous studies as follows:

Table 2. Research reference

Variable	Indicator	Reference
Family Environment	4	[8], [23], [24]
Entrepreneurship Education	8	
Self-Efficacy	9	
Entrepreneurship Intention	5	

4. RESULT AND DISCUSSION

The analysis of the validity and reliability of this study was conducted using the Average Variance Extracted (AVE) approach, loading factor, cross loading, Cronbach's alpha, and composite reliability. It was found that the data were valid and reliable.

Based on the analysis of the data which was conducted using the coefficient of determination (R^2), it was found that the value of the coefficient of determination (R^2) was 0.761, which means that the entrepreneurship intention variable can be explained as much as 76.1% by the variables of family environment, entrepreneurship education and self-efficacy.

The test of predictive relevance (Q^2) was carried out with the aim of knowing how the constructs and variables of this study can be used to measure the research model that has been formed previously. Based on the analysis of predictive relevance (Q^2) which is used to determine the prediction capability using blindfolding calculations, it can be concluded that the predictive relevance (Q^2) of 0.535 indicates that the model has predictive relevance and categorized as moderate.

The goodness of fit test (GoF) / (model feasibility test) was conducted to measure the accuracy of the sample regression function in estimating the actual value statistically [25]. The result of the goodness of fit (GoF) test was 0.744. This indicates that the model used in this study fits well.

Table 3. Data Analysis Result

Variable	Indicator	Loading Factor	AVE	Cronbach's Alpha	Composite Reliability	R^2	Q^2
Family Environment	LK1	0.858	0.774	0.902	0.932		
	LK2	0.884					
	LK3	0.865					
	LK4	0.910					
	PK1	0.703					

Entrepreneurship Education	PK2	0.728	0.683	0.933	0.945		
	PK3	0.860					
	PK4	0.872					
	PK5	0.855					
	PK6	0.848					
	PK7	0.870					
Self-efficacy	ED1	0.820	0.736	0.955	0.962		
	ED2	0.843					
	ED3	0.862					
	ED4	0.848					
	ED5	0.901					
	ED6	0.903					
	ED7	0.808					
	ED8	0.854					
Entrepreneurship Intention	MB1	0.990	0.717	0.899	0.926	0.761	0.535
	MB2	0.851					
	MB3	0.882					
	MB4	0.706					
	MB5	0.847					

Table 4. Hypothesis Testing Result

Variable	Value	Note
H ₁ : Family Environment → Entrepreneurship Intention	β : 0.359 <i>p-value</i> : 0.005 f^2 : 0.208	Positive Significant Moderate effect
H ₂ : Entrepreneurship Education → Entrepreneurship Intention	β : 0.368 <i>p-value</i> : 0.001 f^2 : 0.240	Positive Significant Moderate effect
H ₃ : Self-efficacy → Entrepreneurship Intention	β : 0.251 <i>p-value</i> : 0.078 f^2 : 0.131	Positive Not significant Weak effect

Then, based on the data analysis conducted, it was found that entrepreneurship education has the largest coefficient value on entrepreneurship intention, which is 0.368. Furthermore, family environment is the variable that has the second largest coefficient value on entrepreneurship intention, as much as 0.359. Finally, self-efficacy is the third variable that affects the entrepreneurship intention by 0.251. The results also show that first and second hypotheses are supported because their t-statistics values are above 1.98 and their p-values less than 0.05. Meanwhile, hypothesis 3 has t-statistics value that is less than 1.98, therefore causing the results of hypothesis testing to be unsupported.

5. CONCLUSION AND IMPLICATION

Based on the results of data processing and analysis, several things can be concluded. First, there is a positive and significant influence of the family environment on the entrepreneurship intention of vocational students in

Sorong Regency. The more conducive the surrounding family environment, the more it will encourage someone to become an entrepreneur [15]. This is further strengthened because the young respondents are still largely influenced by their parents. They receive inspiration and support from their families (especially their parents) to attend vocational schools so that after completing their education they can immediately work or open a business according to their major because they have gained special skills while in vocational school. Furthermore, the results of this analysis also show that there is a positive and significant influence of entrepreneurship education on the entrepreneurship intention of vocational students in Sorong Regency. Entrepreneurship education can influence students' entrepreneurship intention [16]. This indicates that entrepreneurship education is important for vocational school students because support from the school has provided understanding and introduction in instilling the

values of creativity and innovation to students in responding to opportunities to become entrepreneurs.

The last hypothesis in this study shows that self-efficacy has a positive but insignificant effect on entrepreneurial interest, despite helping with the feeling of despair that may arise [27]. This may be due to the characteristics of vocational school students who are yet to have confidence in themselves to start and run a business without having to depend on others. The assumption that an entrepreneur must possess significant capital and advanced managerial skills discourages vocational students to start a business.

6. LIMITATION AND SUGGESTION

This research was conducted during the Covid-19 pandemic where some students attend classes at home. This limits the number of students at SMK in Sorong Regency that can become research respondents. Further research is suggested in order to expand the number of respondents and sampling area outside the Sorong Regency area.

It is recommended that vocational school students to improve their confidence that the skills they have learned during their study are the main capital they have for entrepreneurship. In addition, the family and school environment need to encourage students to change their mindset from being job seekers to being job providers. More young entrepreneurs in Sorong Regency that create job opportunities helps the government reduce the unemployment rate.

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