

Understanding the Effect of Entrepreneurship Education on Students' Entrepreneurial Intentions

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ABSTRACT

This research investigates the impact of entrepreneurship education on the entrepreneurial intentions of vocational school students. The study employs a quantitative research methodology, utilizing observation, questionnaires, and documentation as data collection methods. The target group comprises students who have received entrepreneurship education, and the study uses their responses as the research sample. Data were gathered through questionnaires based on a Likert scale, with reliability and validity tests conducted to ensure accuracy. Simple linear regression analysis was then applied to interpret the data. The findings reveal that entrepreneurial knowledge significantly influences students' intentions to engage in entrepreneurship. The relationship between entrepreneurial knowledge and entrepreneurial interest is strong and positive, indicating that as students' understanding of entrepreneurship increases, so does their intention to pursue entrepreneurial activities. Conversely, a lower level of entrepreneurial knowledge is associated with a diminished interest in entrepreneurship. These results underscore the importance of entrepreneurship education in shaping students' entrepreneurial ambitions, suggesting that enhanced knowledge can effectively foster a greater desire among students to embark on entrepreneurial ventures.

Keywords: entrepreneurship knowledge, entrepreneurial interest

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1. INTRODUCTION

The rapid growth of the population in Indonesia during the period of globalization and industrialization gave birth to many problems, one of which was the shrinking of employment opportunities for job seekers, so that so many individuals did not get the opportunity to work, which had the effect of increasing the unemployment rate which also resulted in the state of the Indonesian economy (Isma et al., 2020; Rahmatullah et al., 2022). Especially in the city of Makassar, the number of unemployed people is relatively high, resulting in concerns for the people in Makassar. The rapid development of the city is not matched by adequate employment opportunities. Sourced from data published by BPS South Sulawesi, in 2020 in Makassar City the open unemployment rate was 15.92% compared to the previous year, namely 2019 of 9.83%, there was a very large increase of 6.09%.

In Indonesia, especially in the city of Makassar, the number of job seekers is very unbalanced with employment opportunities, resulting in unemployment as stated by Saiman (2009) that "unemployment and poverty arise because the proportion of employment opportunities offered is not equivalent to the quantity of graduates or new job offers at all levels of education". Real levels of unemployment and poverty, however, can be minimized by having the courage to start a new business or engage in self-employment. This statement is reinforced by Suryana (2003) in a book entitled Innovation and Entrepreneurship, which states that "Anyone who has the courage to make decisions can learn to be an entrepreneur and behave as an entrepreneur. Because entrepreneurship is more about behavior than personality symptoms,

sourced in concepts and theories, not intuition". So that by doing entrepreneurship is one of the ways in economic development that can be done better and more advanced.

It is an intellectual obtained and mastered by someone with entrepreneurial skills that can later help someone innovate and participate in the entrepreneurial world directly. According to Agus Syam (2019) "graduates in higher education must be directed and supported so that they are not just job seekers but must also be able to become job creators. Entrepreneurial knowledge is obtained through entrepreneurship education"

According to Mustofa (2014) there are 3 indicators of knowledge about entrepreneurship, including the following: Taking business risks, analyzing business opportunities, as well as formulating problem solutions.

It is a tendency to be interested in the world of entrepreneurship to become an entrepreneur. According to Muhammad Rakib (2015) "someone who wants to be an entrepreneur will be more proactive in seeking and utilizing business opportunities to maximize their potential". Meanwhile, according to Galih Noviantoro (2017: 16) "the desire to do entrepreneurship is that there is a sense of pleasure and interest in entrepreneurial activities". The desire to do entrepreneurship arises through education and knowledge about entrepreneurship, after that directly participate in exploring expertise, and as a result the ambition arises to look at the experience accumulated.

In Muhammad Arif Mustofa's research in 2014 entitled "The Effect of Entrepreneurial Skills, Self Efficacy, and Entrepreneurial Character on the Desire to Become Self-Employed". The research shows that the competence of entrepreneurial skills, self-efficacy, and entrepreneurial character have a positive impact on the desire to become an entrepreneur.

In Galih Noviantoro's research in 2017 with the title "The Effect of Education About Entrepreneurship, Encouragement to Do Entrepreneurship and the Family Environment on the Desire to Do Entrepreneurship". This study shows that the family environment (home), knowledge about entrepreneurship and motivation all have a positive impact on students of the Accounting study program at the Faculty of Economics, Yogyakarta University.

Irda (2019) in her research "The Effect of Entrepreneurial Skills and Family Environment on Attention to Entrepreneurship". The research results show that simultaneously (together) and partially (alone) the family environment and entrepreneurial skills affect students' entrepreneurial desire.

In 2014 in Untag research Teddy Wijaya with the title "The Effect of Entrepreneurial Skills and Self Perception on the Desire to Do Entrepreneurship". The results showed that entrepreneurial skills and individual perceptions individually and together have a significantly positive impact on entrepreneurial desire.

In 2012 in Eka Aprilianty's research entitled "The Influence of Entrepreneurial Individuality, Entrepreneurial Skills, and Environment on the Entrepreneurial Desire of Vocational School Students". This study shows that although entrepreneurship as a career choice is not as common as it used to be, it is still desirable. The study also shows how family environment, entrepreneurial potential, and entrepreneurial knowledge work together to influence the desire for entrepreneurship. There is an influence between entrepreneurial knowledge on students' entrepreneurial interest in SMK Negeri 1 Makassar.

Education and practice can foster a sense of wanting to behave as one who has been occupied (Isma, 2020). Soemanto (2002: 78) reveals that "the only hard work or effort to make people understand the ethics, attitudes, and skills of entrepreneurship is through education". Someone who has received upgrading, conference, or entrepreneurial guidance will be encouraged to entrepreneurship. One of the subjects in the SMK curriculum is Entrepreneurship.

Vocational high school is a secondary school with the provision of skills for students to be able to work with the competencies that exist in the world of work or entrepreneurship. From the results of observations, researchers were able to formulate that students at SMKN 1 Makassar have been equipped with sufficient knowledge about entrepreneurship both from the results of

entrepreneurship learning, entrepreneurship practice and dual system education (PSG). From the description above, the author conducts further research with the title **"The Effect of Entrepreneurship Knowledge on Students' Entrepreneurial Interest at SMK Negeri 1 Makassar.**

2. METHOD

The type of design in this study includes *expost facto*. According to Arikunto (2010) "*expost facto* research is a research model whose events have occurred before the research was carried out". This research only reveals symptoms that exist or that have occurred so that in this study there is no need to give any treatment to the variables in the study. In this study, the approach used is a quantitative approach, because the data obtained is in the form of numbers and analyzed using the help of SPSS.

In October 2022, this research was conducted. As a research population, at SMKN 1 Makassar which is located on Jl. Andi Mangerangi Number 38 Kel. Bongaya Kec. Tamalate Makassar City, South Sulawesi Province. The total population was 260 students majoring in online business and marketing and the sample was 72 respondents. Techniques in Data Collection: observation, documentation, as well as Questionnaires. Instrument in Research: validity test and reliability test.

3. RESULTS AND DISCUSSION

3.1. Data Analysis and Presentation

3.1.1. Respondent Characteristics

a. Determination by gender

Tabel 1. Gender-sourced determination

No.	Gender	Frequency	Percentage (%)
1.	Female	50	69,44
2.	Male	22	30,55
Total		72	100%

Source: Data Acquisition (2022)

In the table above, the respondents of this finding are more women with 50 students or 69.44%, compared to the number of male responses which are 22 students with a percentage of 30.55%.

b. By class

Tabel 2. By class

No.	Class	Frequency	Percentage (%)
1.	X	28	38,89
2.	XI	23	31,94
3.	XII	21	29,16
Total		72	100%

Source: Data Acquisition (2022)

In the table, the character of the informants of this finding according to the class that is more numerous is class X with a percentage of 39% or a total of 28 students, this is due to the admission of new students in class X majoring in BDP, making the number of class X students large.

3.1.2. Descriptive Analysis of Variables

a. Descriptive variable of entrepreneurship knowledge (X)

Based on the instrument data obtained using the entrepreneurial knowledge questionnaire, the maximum score is 44 and the minimum score is 29. Using the SPSS 25 program, the mean value is 39.028, median 39, mode 38, and SD 2.717.

b. Descriptive variable of interest in entrepreneurship (Y)

Based on the instrument data obtained using a questionnaire on the desire to do entrepreneurship, the maximum score is 75 and the minimum score is 20. Using the SPSS 25 program, the mean value is 67.32, median 68, mode 68, and standard deviation 6.93.

3.2. Classical Assumption Test

3.2.1. Normality Test

Tabel 3. Normality Test Gain
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		72
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	5.48039688
Most Extreme ffDifferences	Absolute	.113
	Positive	.092
	Negative	-.113
Kolmogorov-Smirnov Z		.958
Asymp. Sig. (2-tailed)		.318

Source: *Processed Data 2022*

We can see in table 4.7 that illustrates the Asymp.Sig value of 0.318. So contribute normally because the Kolmogorov-Smirnov value > 0.05.

3.2.2. Linearity Test

Tabel 4. Linearity Test Results

No.	Variables	Sig Value	Sig Level	Ket.
1	Entrepreneurial knowledge on entrepreneurial interest	0,875	0,05	Linear

Source: *Processed Data (2022)*

The table above shows the results of the linearity test using the lagrange multiplier test between variable X and variable Y students of SMKN 1 Makasar obtained a significance of 0.875. The requirement for a linear patterned data relationship is if the significance is obtained > 0.05 (sig > 0.05). So for data on entrepreneurial knowledge and entrepreneurial attitudes, it is described as having a linear correlation with a sig > 0.05 value.

3.3. Research Hypothesis Test

3.3.1. Simple Linear Regression Analysis

Tabel 5. Simple Linear Regression Analysis

Unstandardized Coefficients					
Model	B	Std. Error	Standardized Coefficients	T	Sig
(constant)	6,695	9,467		0,703	0,484
Entrepreneurial knowledge	1,554	0,242	0,609	6,423	0,000

Source: Processed Data (2022)

Sources of SPSS output in table 4.9 prove the value of a (constant) is 6.695, and the coefficient of Variable X is 1.554, the following regression equation:

$$Y = a + \beta X$$

$$Y = 6,695 + 1,554X$$

Based on the coefficient of the entrepreneurial knowledge variable (X), the regression equation, the constant value and the effect of the desire to do entrepreneurship variable (Y) are described as:

- Constantan (a) is worth 6.695 which means that without considering any influence, the value of entrepreneurial knowledge is 6.695 or if entrepreneurial knowledge (X) is equal to zero, the desire for entrepreneurship is 6.695.
- The coefficient (b) 1.554 can be seen in the table that the variable entrepreneurial knowledge (X) has a positive influence on student entrepreneurial knowledge, namely the coefficient value of 1.554, the value of the indication of the number of accumulated levels of entrepreneurial knowledge in each additional entrepreneurial attention.

3.3.2. Significance Test (t Value)

Tabel 6. Significance Test (t Value)

Unstandardized Coefficients					
Model	B	Std. Error	Standardized Coefficients	T	Sig
(constant)	6,695	9,467		0,703	0,484
Entrepreneurial knowledge	1,554	0,242	0,609	6,423	0,000

Source: Processed Data (2022)

Based on the results of the Spss output above, the t value is tested to determine the comparison of the t value with the t table and t table, which is 1.994. Entrepreneurial knowledge (X) with a regression coefficient of 6.423, illustrating t count 6.423 > t table 1.994 has a significant and positive influence with a significance of 0.000 < 0.05 so H0 is rejected and H1 is accepted. As a result, variable X has a significant positive effect on entrepreneurial knowledge (Y).

3.3.3. Determination Coefficient Test

Tabel 7. *Coefficient Determination*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,609 ^a	,371	,362	5,539

Source: *Processed Data (2022)*

The table above shows the coefficient of determination obtained is 0.362 or 36.2%. This shows that there are 36.2% of variable Y or the desire to do entrepreneurship which is interpreted by variable X or entrepreneurial knowledge and other variables that are not observed to affect 63.8%.

3.3.4. Correlation Test

The intensity of the correlation between variables X and Y is confirmed using this correlation analysis. Table 4.12 of the table above proves the results of the correlation coefficient test and the correlation value is 0.609. the magnitude of the correlation number between variables X and Y is obtained from a strong group, namely in the interval 0.60-0.799 and a positive correlated form where if entrepreneurial skills increase high also causes entrepreneurial knowledge to increase high and vice versa if entrepreneurial skills are low, the lower the attention in entrepreneurship.

3.4. Discussion

The characteristics of respondents based on gender are mostly female. The author argues that the majority of respondents are female because students at SMK Negeri 1 Makassar who choose online business and marketing majors are mostly female. The author distributes questionnaires in accordance with the sampling criteria, namely students at SMK Negeri 1 Makassar majoring in online business and marketing.

Based on the class characteristics of respondents obtained by the author, namely in class X as many as 28 students, class XI as many as 23 students, and class XII as many as 21 students. Thus the author concludes that the greater number of respondents is in class X, this is due to the admission of new students in this year's period so that it makes class X students more than class XII which is smaller in number because some of the class XII students are still in the implementation of PKL.

Based on the results of data analysis, a discussion will be presented that focuses on the results of hypothesis testing which will provide answers to the problem formulation in this study.

3.4.1. Entrepreneurship Knowledge at SMK Negeri 1 Makassar

The results of this study indicate that the entrepreneurial knowledge of students majoring in Online Business and Marketing at SMK Negeri 1 Makassar according to the tendency of the entrepreneurial knowledge variable category is in the moderate category, which means that students of SMK Negeri 1 Makassar believe that entrepreneurial knowledge has a moderate effect, this is because students have been taught knowledge about entrepreneurship well such as how to interact well and also how to arrange products so that they can be attracted by consumers. As stated by (Abdullah & Septiany 2019; Isma et al., 2022) that "one can start entrepreneurship by motivating oneself with entrepreneurship and learning knowledge about entrepreneurship. Because in entrepreneurial knowledge, behavioral attitudes are instilled to open a business then someone will become a tough entrepreneur".

Entrepreneurial knowledge is knowledge gained by studying the science of entrepreneurship both directly and indirectly. Knowledge is directly obtained through student involvement in entrepreneurship training, while indirectly obtained by learning entrepreneurial

concepts in classroom entrepreneurship learning. An entrepreneur will not succeed if he does not have knowledge. to be successful, careful business planning is needed. (Prasetio and Hariyani 2020). Then students are also given knowledge about entrepreneurship not only through theory but also practice, for example, such as giving assignments to students to make sales of their own creations. This is in accordance with the theory (Aini and Oktafani 2020) that "entrepreneurial knowledge can be obtained through a process of training and experience that is used as an understanding, resulting in the ability to see risks and the courage to overcome these risks".

At SMKN 1 Makassar teaches students to be entrepreneurial, such as conducting buying and selling transactions that are carried out both on the spot and online such as through the internet and other computer networks. The rapid development of the digital world has spurred the emergence of a creative economy and new businesses (statr up) that play a role in creating jobs for themselves and / or for others (Prabawati 2019).

This finding is in line with previous findings (Irda, 2019), which found that entrepreneurial knowledge affects students' entrepreneurial interest in SMK Negeri 1 Makassar. This proves that entrepreneurial knowledge is one of the important factors to influence entrepreneurial interest.

Entrepreneurial knowledge is an intellectual thing that is obtained and owned by individuals through innovation and involvement in the entrepreneurial field. This is reinforced by Mustofa's statement in Irda (2019) that "entrepreneurial knowledge is a person's ability to produce something new through creative thinking and innovative action, so as to create ideas and opportunities that can be utilized properly".

This research is also in line with research conducted by Galih Noviantoro (2017) with the title "The Effect of Entrepreneurial Knowledge, Entrepreneurial Motivation and Family Environment on Entrepreneurial Interest in Accounting Students of the Faculty of Economics, Yogyakarta State University" where the results of his research show that entrepreneurial knowledge has a positive and significant effect on entrepreneurial interest.

3.4.2. Interest in Entrepreneurship at SMK Negeri 1 Makassar

The results of this study indicate that the entrepreneurial interest of students majoring in Online Business and Marketing at SMK Negeri 1 Makassar according to the tendency of the entrepreneurial interest variable is in the high category, which means that students at SMK Negeri 1 Makassar believe that entrepreneurial interest has a high effect, this is because students already have knowledge about entrepreneurship so that it can encourage the emergence of interest in developing the knowledge that has been obtained. When students feel they have great entrepreneurial knowledge, they will feel ready and able to be entrepreneurs. Students who have this entrepreneurial knowledge will try to prepare themselves for entrepreneurship according to the skills and abilities they have. (Wijaya 2014)

In the current era as we see and feel that almost all levels of society have used social media in various ways such as entrepreneurship, well with this making students' interest in entrepreneurship high because they have also been taught how to do entrepreneurship by utilizing digital technology. This is in accordance with the expression (Prastyaningtyas and Arifin 2019) that "entrepreneurship education provided to students by utilizing digital technology can encourage student interest in entrepreneurship".

3.4.3. Entrepreneurship Entrepreneurial Knowledge on Entrepreneurial Interest of Students at SMK Negeri 1 Makassar.

The results of this study indicate that variables related to entrepreneurial knowledge have a positive and significant effect on entrepreneurial interest in students at SMK Negeri 1 Makassar, this is because students have been taught various kinds of knowledge about entrepreneurship so as to make students believe in themselves that they have the provisions to do entrepreneurship

so that with this belief then arise interest in entrepreneurship. Entrepreneurial knowledge that a person has can trigger an interest in entrepreneurship.

By learning knowledge about entrepreneurship, students can not only create ideas or opportunities that are well utilized but students have also been equipped with the courage to be able to take risks in entrepreneurship, analyze existing opportunities, and be able to find solutions if problems occur. Entrepreneurial knowledge can lead students to choose entrepreneurship as their career choice after completing their studies. (Trihudyatmanto 2019). Well, with this provision, students feel capable and brave to open a business because they have gained sufficient knowledge for entrepreneurship so as to create a strong will to achieve life goals, be honest and responsible, diligent, tenacious and try and think creatively and constructively. An entrepreneur will not succeed if he does not have the knowledge, ability, and willingness. Suryana in (Nisa and Murniawaty 2020).

The magnitude of the correlation between entrepreneurial knowledge (X) and entrepreneurial interest (Y) is in the strong category and the form of the relationship is positive. This can be interpreted that the higher the entrepreneurial knowledge, the higher the interest in entrepreneurship and vice versa if the lower the entrepreneurial knowledge, the lower the interest in entrepreneurship.

The results of this study are in accordance with the results of research conducted by Muhammad Arif Mustofa in 2014 entitled "the influence of entrepreneurial knowledge, self efficacy, and entrepreneurial character on entrepreneurial interest in class XI students of SMK Negeri 1 Depok sleman district", concluding that there is a positive and significant influence of entrepreneurial knowledge on student entrepreneurial interest.

The results of this study are also in accordance with the results of research conducted by (Wijaya 2014) with the title "The Effect of Entrepreneurial Knowledge and Self-Concept on Entrepreneurial Interest in SMK Negeri 1 PIRI Yogyakarta" which states that entrepreneurial knowledge has a positive relationship to entrepreneurial interest. When students feel that they have a great entrepreneurial knowledge, they will be ready and able to become entrepreneurs.

4. CONCLUSIONS AND SUGGESTIONS

This conclusion can be made with the results of the study and data analysis conducted: Entrepreneurial knowledge of students majoring in Business and Marketing at SMK Negeri 1 Makassar believes that entrepreneurial knowledge has a moderate effect, with indicators, namely taking business risks, analyzing business opportunities, and formulating problem solutions.

Entrepreneurial interest of students majoring in Business and Marketing at SMK Negeri 1 Makassar believes that entrepreneurial interest has a high effect, with indicators that are strong will to achieve goals and needs of life, strong belief in one's own strength, honesty and responsibility, creative and constructive thinking, and physical, mental endurance, perseverance, tenacity to work and try. Entrepreneurial knowledge has a positive and significant effect on students' entrepreneurial interest in SMK Negeri 1 Makassar.

The author provides suggestions that may help parties involved in future writing based on the researcher's findings and their conclusions. The following suggestions are given:

1. To optimize the research results for other authors who make observations on the same problem, it is advisable to further expand the scope of the research and add more respondents.
2. For teachers of entrepreneurship integrated subjects at SMK Negeri 1 Makassar, to be able to further improve the quality of learning, especially in knowledge about entrepreneurship in order to generate interest in students in entrepreneurship.
3. For students who have completed their education, they can utilize the productive skills that have been obtained during education to open new businesses and jobs so as to reduce the increasingly high unemployment rate.

4. For the Economics Education Study Program, please further improve training and learning about entrepreneurship so that it can encourage students who have completed their studies not only to look for jobs but also to create jobs.
5. For future researchers who want to research on the same topic, they should add other factors outside of this study that can explain the independent and dependent variables.

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