



## THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION AND SCHOOL ENVIRONMENT ON ENTREPRENEURIAL INTERESTS OF STUDENTS AT SMKN 7 KAB. TANGERANG

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**Abstract:** The purpose of this research is to reveal and explain: (1) the effect of entrepreneurship education on interest in entrepreneurship, (2) the influence of the school environment on interest in entrepreneurship, and (3) the simultaneous influence of entrepreneurship education and school environment on interest in entrepreneurship. This research is a quantitative description using data collection techniques filling out a questionnaire. The population in this case is students of SMKN 7 Tangerang Regency with a sample of 87 respondents obtained from sample measurements using Slovin theory and data analysis methods using SEM PLS. The results of the study revealed that: (1) entrepreneurship education had no significant effect on interest in entrepreneurship, (2) school environment had a significant effect on interest in entrepreneurship, and (3) simultaneously entrepreneurship education and school environment had a significant effect on interest in entrepreneurship. Based on the correlation matrix analysis between dimensions, the highest correlation is the physical dimension and the non-physical dimension, therefore to increase interest in entrepreneurship is to improve the dimensions of growing awareness because it is a lever factor, can increase the value of entrepreneurial desire which in the end will significantly increase interest entrepreneurship.

**Keywords:** Entrepreneurship Education, School Environment, Interest in Entrepreneurship

### INTRODUCTION

Entrepreneurship is an option that can be chosen for solving economic problems, especially generating economic growth and technological development. Entrepreneurship will affect economic progress and recovery of economic conditions, be able to provide employment, improve people's quality of life, increase income, maximize resources and improve welfare (Hendawan & Sirine 2017). For entrepreneurs to be able to create jobs so as to reduce unemployment (Bryan 2018). Amanda et al. (2020) suggests that the more

entrepreneurs there are in a country, the more prosperous the country will be. An increasing number of large entrepreneurs hope to absorb new workers. The new labor force received in the business will receive income which will increase people's purchasing power and will make production increase.

According to Anggraeni and Harnanik (2015) interest in entrepreneurship is the willingness, interest, and willingness to work hard or have a strong determination to try optimally to meet the needs of life without interference and risks that will occur, and have a strong will. to learn from failure. Interest in entrepreneurship is very important because everything starts from interest, therefore suppose that we can manage things that can positively influence interest in entrepreneurship towards an entrepreneurial attitude, so that economic improvement, development of the world of technology and the creation of sufficient jobs can be achieved. (Iswahyudi and Iqbal, 2018). Entrepreneurial interest comes from the view of willingness, adequacy, and tends to act on opportunities (Lee et al. 2011). Interest in entrepreneurship is a manifestation of human behavior through an independent and productive attitude to create a business, both in terms of maximizing existing opportunities and capabilities, to the consequences that will arise in business activities in the future (Eksi & Novi 2020).

Although SMK students are equipped with entrepreneurial skills and knowledge, there are still few of them who become entrepreneurs. The results of the trace study of SMKN 7 Tangerang Regency, less than 2% of its graduates become entrepreneurs, while 70% of those who work become employees and the rest continue to higher education levels. In this case, it is explained that the entrepreneurial attitude of SMK students is still weak. The weak interest in entrepreneurship for SMK students shows that the tendency for successful entrepreneurship for SMK graduates is relatively weak. If this continues, it is feared that it will increase the number of jobless people along with the increase in the total number of graduates and the lack of available jobs. Therefore, efforts must be made to foster stimulation for entrepreneurship for vocational students.

According to previous research conducted by Iswahyudi and Iqbal (2018), it is stated that the effort that can be carried out in order to grow the character of the entrepreneur is to provide entrepreneurial education. The entrepreneurship education program is an important point of view as preparation, action and self-sufficiency to become an entrepreneur (Eksi & Novi 2020). An entrepreneurship education is expected to be able to foster the business spirit of a person to become an entrepreneur (Mugiyatun and Khafid, 2020). A correct entrepreneurship education then fosters entrepreneurial interest will be good, but on the contrary entrepreneurship education that is obtained a little and then entrepreneurial interest will be generated is also not good (Mugiyatun & Khafid 2020).

Based on the evaluation of students' interest in entrepreneurship at SMK Negeri 7 Tangerang Regency, it is known that there are indicators from the student environment, where the school environment is one of the environments where students enter the ecosystem and this is in accordance with the research of Farida and Nurkhin (2016) and Agusmiati and Wahyudin (2018 ) then one of the factors that determine interest in entrepreneurship is environmental factors. Quoting from Sukmadinata (2011), the school environment is the second environment after the family environment. Knowledge in the school environment is official, because the curriculum is a reference for education and teaching, there are teachers who educate as professionals, special educational infrastructure and facilities are available to support educational activities, and there is certain educational management. Meanwhile, according to Ayuningtyas and Ekawati (2015), schools carry out education as a basis for students to be applied in everyday life in society. However, related to entrepreneurship, a school environment can foster stimulation so as to create entrepreneurial interest in students.

This problem is in line with the findings of previous research conducted by Istinaroh (2019), so there are jurisdictions for entrepreneurship education, entrepreneurial motivation, and family environment in the interest in entrepreneurship of level 11 students of SMAN 1 Sumpiuh.

Based on that, it can identify the following problems: Entrepreneurship learning that is developed still does not pay attention to the growth of students' attitudes, motivations, interests and entrepreneurial behavior in schools. Entrepreneurship education at SMKN 7 Tangerang Regency is still lacking in encouraging students to become entrepreneurs. The low perception of students about the school environment in order to foster an understanding of the cleanliness of the environment around the school. Lack of student interest in entrepreneurship subjects. Because of the existing problems that research needs to be carried out so that interest in entrepreneurship can be better & increased. Based on the results of initial observations and previous research, this study is expected to explain "The Influence of Entrepreneurship Education and School Environment on Entrepreneurial Interests in SMKN 7 Kab. Tangerang".

## **LITERATURE REVIEW**

### **Entrepreneurship Education**

Entrepreneurship education is a tool that destroys unemployment and poverty, and becomes the foundation of everyone's dream to be financially independent, have the power to build personal welfare, and participate in growing people's happiness (Asmani in Astiti, 2014). According to Ncanywa (2019) Entrepreneurship is an event in which an entrepreneur will show creativity and innovation behavior, be brave, initiator, strategist, decision maker, opportunist and active participant, among others, in business. According to Purwana & Wibowo (2017) Entrepreneurship education is a conscious effort, structured with an applicable curriculum to foster entrepreneurial character in students, both in the mental, emotional and psychomotor domains, so that mastering competencies will be realized through innovation. and creative character. dare to manage risk. There are several opinions of experts, it can be concluded that entrepreneurship education is an educational strategy that will work on the entrepreneurial aspect to shape the soul & psychology of entrepreneurship. Entrepreneurship education intends to provide various competencies and knowledge about entrepreneurship.

According to Bukirom et al. (2014) as a basis for measuring entrepreneurship education variables hold 1) The desire for entrepreneurship, the entrepreneurial education plan fosters the desire for entrepreneurship if students have taken entrepreneurship subjects, the desire for entrepreneurship begins to increase. 2) Insight, an entrepreneurial education plan to increase knowledge and views in the entrepreneurship sector. After attending entrepreneurship education students think more broadly in the entrepreneurial sector. 3) Fostering understanding, entrepreneurship education plans increase understanding of business opportunities. After attending entrepreneurship education, students become aware of the business opportunities that exist.

### **School Environment**

The school environment is a place where students carry out educational activities to gain knowledge, change attitudes, and life skills both in the classroom and outside the classroom by following and obeying the rules and educational systematics that have been set, so that the learning process occurs . can achieve the expected goals. According to Hasbullah (2013) "The school environment is the second main educational environment. Students, teachers, administrators, counselors live together and carry out regular and planned education" while Hamalik in Srihandi (2016) "The school environment is a unitary space in

formal educational institutions that influences the formation of attitudes and the development of student potential” Based on the opinion above, the researcher states that the school environment includes everything that influences and shapes the behavior and personal patterns of individual students during the teaching and learning process at school. affect the level of student learning success, and also with the state of the community environment that affects the school environment or learning activities at school.

Karwati & Priansa (2014) stated that the school environment consists of several important components. namely: 1) Physical Environment, including School Facilities, School Infrastructure, School Equipment and 2) Non-Physical/Social Environment including Teacher and Student Interaction, Student and Student Interaction

### **Entrepreneur Interest**

Interest in entrepreneurship is the desire to be independent or fulfill the needs of life without worrying about the risks that will occur and always learn from the failures experienced (Hanum, 2015). According to Mahesa & Rahardja (2012) interest in entrepreneurship is the tendency in a person to be interested in creating a business which then organizes, regulates, takes risks and develops the business he creates himself. According to Looi & Lattimore (2015) Entrepreneurship is a source of innovation, job creation and economic growth, because it is very important to attract young and educated people to become entrepreneurs. According to Zulianto (2014) stated that interest in entrepreneurship in many studies is known by several terms, namely entrepreneurial motivation, entrepreneurial intention and entrepreneurial intention. According to Sutanto in Sifa (2016), "interest in entrepreneurship is the desire, interest, and willingness to work hard or have a strong will to try to meet their needs and create new businesses without feeling afraid of the risks that will occur and always learning from failure in entrepreneurship" Meanwhile, according to Basrowi (2016), "interest in entrepreneurship is a change in the attitudes and views of the young generation of intellectual candidates of our nation and a change in the attitude of parents who enjoy and let their children enter the business world." According to Hattab (2014) a person's interest in entrepreneurship can be seen from 3 (three) main indicators, as follows: 1) Personal Attitude, 2) Subjective Norms, 3) Perceived Behavioral Control.

## **RESEARCH METHODS**

This analysis is descriptive quantitative, which explains the relationship between variables by analyzing numerical data (numbers) using statistical methods by means of hypothesis testing. The analytical method used is the survey method, which is a study to study the dynamics of the correlation between risk factors and the influence of the observation approach or data collection at once (Notoatmodjo in Engkartini, 2017).

### **Construct Measurement**

Construct measurement is the development of the theories used. Entrepreneurship Education refers to the theory of Rohmat (2016). School Environment refers to the theory of Karwati & Priansa (2014). Achievement Motivation refers to the theory of Rahmania (2016). Interest in Entrepreneurship refers to the theory from Putra (2012) which was developed.

### **Sampling Method, Sampling Size, and Data Collection**

According to Sugiyono (2017) the sample is part of the number and characteristics possessed by the population. Meanwhile, according to (Azwar, 2014) In this study the authors narrowed the population, namely the number of students "SMK Negeri 7 Tangerang

Regency" by calculating the sample size using the Slovin technique. From these calculations, the results obtained were 87 respondents.

In this study, primary data is data created by researchers for a specific purpose in solving the problem being handled. And secondary data is data that has been collected for purposes other than solving the problem at hand. This data can be found quickly. In this study, secondary data sources are literature, articles, journals.

## FINDINGS AND DISCUSSION

### This Characteristics of the Respondents

Characteristics of respondents in the study were explained by gender and age range, from these data it can be concluded that the respondents were students with an almost equal sex distribution and the age was dominated by the age of 17-18 years.

**Tabel 1. Karakteristik Responden**

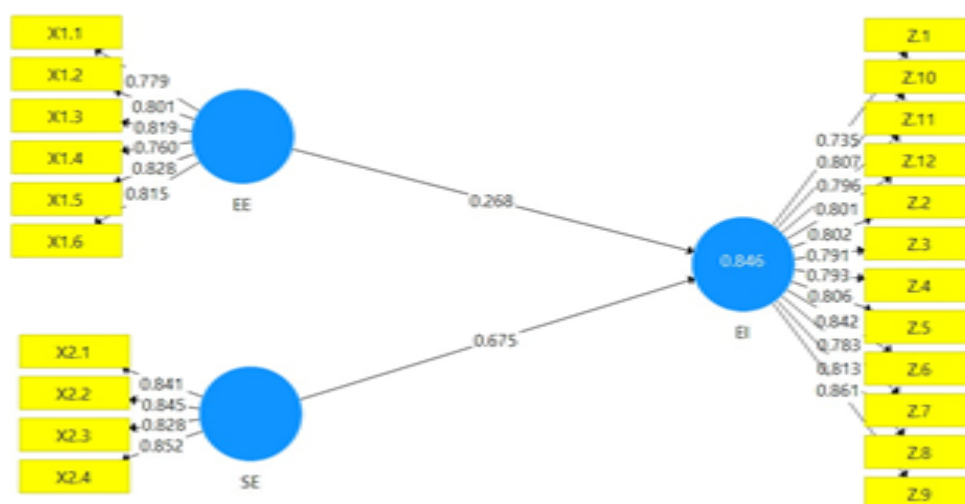
Item		Frequency	%
Gender	Male	40	46
	Female	47	54
Age	17 – 18 y.o	49	56
	19 – 20 y.o	38	43

### Data Analysis Methods

This section presents the results of data calculations from the data analysis method used in answering the hypothesis. For this study, the data was filled in by 87 respondents. The data will be processed using SEM-PLS through the Smart PLS 3.0 application with the analysis stages, namely Outer Model & Inner Model Evaluation.

### Outer Model Evaluation

The Outer Model analysis is carried out by testing the validity through a convergent validity test, while the reliability test is carried out by calculating the composite reliability value and Cronbach's alpha.



**Figure 2. Loading Factor Results Author's Contribution, 2022**

The standard value of loading factor  $> 0.70$  (Ghozali, 2015). In addition, convergent validity can also be seen from the AVE (Average Variance Extracted) value with good value criteria above 0.5 (Ghozali, 2015). The results of the loading factor and AVE as shown in the following table.

**Table 2. Final Loading Factors & AVE . Results**

Variable	Indicator	Factor Loading	AVE	Result
<b>Entrepreneurship Education (EE)</b>	X1.1	0.780	0,641	Valid
	X1.2	0.803		Valid
	X1.3	0.814		Valid
	X1.4	0.762		Valid
	X1.5	0.826		Valid
	X1.6	0.816		Valid
<b>School Environment (SE)</b>	X2.1	0.842	0,709	Valid
	X2.2	0.850		Valid
	X2.3	0.821		Valid
	X2.4	0.854		Valid
<b>Entrepreneur Interest (EI)</b>	Z.1	0.734	0,645	Valid
	Z.2	0.803		Valid
	Z.3	0.790		Valid
	Z.4	0.792		Valid
	Z.5	0.802		Valid
	Z.6	0.845		Valid
	Z.7	0.781		Valid
	Z.8	0.813		Valid
	Z.9	0.860		Valid
	Z.10	0.774		Valid
	Z.11	0.796		Valid
	Z.12	0.806		Valid

The next analysis is the reliability test. The reliability test can be measured from composite reliability and cronbach's alpha, where a construct is declared reliable if its value is 0.7 (for composite reliability) and 0.6 (for cronbach's alpha) (Ghozali, 2015). The calculation results are as follows.

**Table 3. Cronbach's Alpha & Composite Reliability**

Variable	Cronbach's Alpha	Composite Reliability
<b>Entrepreneurship Education (X1)</b>	0.888	0.915
<b>School Environment (X2)</b>	0.863	0.907
<b>Entrepreneur Interest (Z)</b>	0.950	0.956

The results of the composite reliability and cronbach's alpha measurements shown in the table above state that all variables have composite reliability values above 0.7 and Cronbach's alpha values above 0.6. Therefore, these results state that the reliability of this study meets the standards and is of high value.

### Inner Model Evaluation

The inner model examines the relationship between constructs or latent variables by looking at the estimated parameter coefficients and significance. Measurements included R<sup>2</sup> and t-tests to examine hypothetical relationships.

There are 3 categories of R<sup>2</sup> values, namely 0.67 (strong structure model), 0.33 (moderate structure model) and 0.19 (weak structural model) (Ghozali, 2015). Furthermore, the structural path significance t-test was carried out. The critical value (t-table) of the path coefficient is indicated by the t-value for the one-way hypothesis, the 5% significance level is 1.645. The significance value can be calculated using the bootstrap method, which is a process to assess the level of significance or probability of direct and indirect influence. Path coefficients and specific indirect effects based on bootstrap results from this studies are as follows.

**Table 6. Path Coefficient and Specific Indirect Effect**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	T Table	P Values	Result
<b>EE-&gt; EI</b>	-0.017	-0.012	0.088	0.193	-0.017	0.847	Not Accepted
<b>SE -&gt; EI</b>	0.283	0.274	0.097	2.924	0.283	0.004	Accepted
<b>EE-&gt; SE -&gt; EI</b>	0.379	0.381	0.079	4.776	0.379	0.000	Accepted

Hypothesis testing in this study uses the t-count value compared to the t-table. A hypothesis is accepted if the t-value is greater than t-table, while the hypothesis is rejected if the t-value is less than t-table. Data results from the bootstrap process, both direct effects (path coefficient) and indirect effects (specific indirect effects). The results of hypothesis testing for all constructs were declared accepted. Then testing the inner model by looking at R<sup>2</sup> to see the alignment of the model. As for the explanation, the R-square of Achievement Motivation is 0.884 or 88.4%. This can indicate that Achievement Motivation can be explained by Entrepreneurship Education, School Environment by 88.4%, or in other words the contribution of Entrepreneurship Education and School Environment simultaneously to Achievement Motivation is 88.4%, while the remaining 11.6% is a contribution another factor. not discussed in this study. The R-square of Entrepreneurial Interest is 0.898 or 89.8%. This can indicate that Entrepreneurial Interest can be explained by Entrepreneurship Education, School Environment and Achievement Motivation of 89.8%, or in other words the contribution of Entrepreneurship Education, School Environment and Achievement Motivation simultaneously to Entrepreneurial Interest is 89.8%, although the rest 10.2% is another contributing factor not discussed in this study.

First, H1 is not accepted and shows that Entrepreneurship Education has a negative and insignificant effect on Entrepreneurial Interest. This study is compatible with research conducted by Sifa Riva Karomatul Azizah & Triesninda Pahlev (2022) which proves that entrepreneurship education on entrepreneurial interest does not have a positive impact (P Value = 0.789). Then H2 is accepted and shows that there is a positive and significant influence on the School Environment on Entrepreneurial Interest. This study is in accordance with research conducted by Renatha Rungun (2022). The school environment has a significant effect on the Entrepreneurial Interest of SMA Negeri 2 Tondan Students. Meanwhile, previous research by Mega Pratitis Nur Aini (2017) There is a positive and significant influence of the school environment on students' interest in entrepreneurship..

Finally H3 is accepted, showing the findings of the R-square Interest in Entrepreneurship is 0.898 or 89.8%. This can indicate that Entrepreneurial Interest can be explained by Entrepreneurship Education, School Environment and Achievement Motivation of 89.8%, or in other words the contribution of Entrepreneurship Education & School Environment simultaneously to Entrepreneurial Interest is 89.8%, while the rest is 10.2%, the rest is influenced by variables outside the study

## CONCLUSION AND RECOMMENDATION

According to the research findings and discussion, it can be concluded that entrepreneurship education has a negative and insignificant effect on entrepreneurial interest. This means that the lower the entrepreneurship education, the lower the interest in entrepreneurship, but on the contrary, the higher the entrepreneurship education, the higher the interest in entrepreneurship. It was found that the positive and significant influence of the school environment on the interest in entrepreneurship was found. This means that the higher the role of the student's school environment is expected to increase students' interest in entrepreneurship. entrepreneurship training and school environment support partially and

simultaneously affect students' self-efficacy. For further researchers, it is hoped that they can examine other factors that also affect students besides entrepreneurship education and the school environment, so that it can be seen the contribution made to the interest in entrepreneurship..

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