

Entrepreneurial interest in vocational school students

Nabila Khairia^{1*}, Yarmis Syukur²

¹Universitas Negeri Padang, Padang, Indonesia

²Universitas Negeri Padang, Padang, Indonesia

Abstract

This research is motivated by the lack of interest in entrepreneurship among vocational students. This research aims to describe the entrepreneurial interest of students of SMK N 6 Padang as a whole and by its aspects, namely (1) interest in entrepreneurship, (2) willingness to be involved in entrepreneurial activities, (3) seeing opportunities for entrepreneurship, (4) exploiting the potential for entrepreneurship, (5) courage in facing risks, (6) courage in facing challenges, (7) feeling happy about entrepreneurial activities, and (8) the desire to realize ideals in entrepreneurship. The type of method used is quantitative with a descriptive approach, the population is 274 students of class XII majoring in Culinary, Fashion, and Beauty Design and a sample of 163 people. Data were analyzed using percentage techniques. The research findings show that students' interest in entrepreneurship is in the high category.

Keywords: Interest, Entrepreneurship.

Article Info: Received (February 12th 2021) Accepted (March 15th 2021) Published (April 30th 2021)

1 Introduction

SMK is a form of formal education unit that provides vocational education at the secondary education level as a continuation of SMP, MTs, or other forms of equivalent or advanced learning outcomes that are recognized as equal or equivalent to SMP or MTs. (Fadli, Alizamar, & Afdal, 2017) explain that the expected result of SMK graduates is that the graduates are able to compete in the world of work and create new jobs. In order to make this happen, it is necessary to have career planning so that the resulting graduates are able to apply the knowledge obtained at the Vocational High School in the world of work.

According to Matthoriq, et al. (Hariyanto, 2014) Vocational High Schools (SMK) have an irreplaceable role in creating an entrepreneurial culture. The reasons are: (1) SMK is a level of education that can be reached by most people with various economic levels, (2) SMK is a formal secondary education institution developed to produce work-ready graduates, so that students and / or graduates are deemed capable enough to work at the middle level or intermediate implementers who have the ability and technical skills as well as thinkers, (3) the Directorate of Vocational Education has committed to developing entrepreneurship education and training for vocational high school students throughout Indonesia.

Based on the explanation above, it can be concluded that SMK is prepared to enter the world of work. Whether it's large and small industries, or starting an entrepreneur in accordance with the major he is taking. By doing entrepreneurship, vocational students can have a job and also open a new job lowgan that helps reduce unemployment in Indonesia.

*Corresponding Author: khairia.nabila@gmail.com

The desire of SMK students to become entrepreneurial is influenced by the interest of the SMK students themselves. According to (Agustin, Sano, & Yusri, 2017) student interest is the tendency from within the student concerned to be interested in an object or like an object, in this case it is associated with the desire to continue education, interest in life is very important, because it will provide motivation, encouragement for the success of achieving something, affect the shape and level someone who will give joy to every field that will be lived in the future.

Based on interviews conducted with 5 students on September 2, 2019 in the BK room of SMK N 6 Padang, it was found that students were less interested in entrepreneurship on the grounds that they were afraid of failing to start a business because they did not want to take risks and did not have more capital for entrepreneurship. In addition, students tend to prefer to continue their studies to higher education. This is reinforced by the number of students who become entrepreneurs in 2018 graduates only 16%, and in 2019 it decreased to 14%.

Guidance and counseling are services needed by schools to foster students' interest in entrepreneurship. According to (Syukur, n.d.) As a counselor, it is hoped that their coaching and development efforts will start from the correct knowledge and understanding of who they are (students) so that they can respond appropriately to them when facing problems. (Erman Amti, 2004) suggest that the general purpose of guidance and counseling is to help individuals develop themselves optimally according to their developmental stages (such as basic abilities and talents), various backgrounds (such as family background, education), socioeconomic status), as well as in accordance with the positive demands of the environment, so that it can help students prepare themselves to increase their interest in entrepreneurship. In accordance with the objectives of the BK, it is hoped that BK schools and teachers can hold various activities to increase the entrepreneurial interest of vocational students.

2 Methods

This research uses quantitative methods with a descriptive approach. The study population was 274 class XII students of SMK N 6 Padang. The research sample consisted of 163 people, obtained by simple random sampling technique. The instrument used for data collection was a Likert scale model questionnaire. The data is processed using techniques percentage with the help of Ms excel.

3 Result and Discussion

3.1 Entrepreneurial Interest in Vocational School Students

Based on data processing, the results of the study are presented by describing the student's entrepreneurial interest as a whole and viewed from the aspect indicators: (1) interest in entrepreneurship, (2) willingness to be involved in entrepreneurial activities, (3) seeing opportunities for entrepreneurship, (4) utilizing the potential for entrepreneurship, (5) courage in facing risks, (6) courage in facing challenges, (7) a feeling of pleasure in entrepreneurial activities, and (8) the desire to realize ideals in entrepreneurship.

An overview of the overall entrepreneurial interest in vocational school students can be seen in table 1.

Table 1: Overall Entrepreneurial Interests of SMK Students (n = 163)

Category	Score Interval	f	%
Very High (ST)	over 202	7	4.3
Height (T)	163-202	113	69.3
Medium (S)	125-163	43	26.4
Low (R)	86-125	0	0
Very Low (SR)	under 86	0	0
Total		163	100

Overall, vocational students' interest in entrepreneurship is in the high category with a percentage (69.3%) followed by the medium category (26.4%) and in the very high category (4.3%).

From the data obtained, it can be concluded that most of the students at SMK N 6 Padang have a high interest in entrepreneurship. While a description of entrepreneurial interest with indicators can be seen in the following table.

Table 2: Recapitulation of Research Results (n = 163)

No.	Indicator	Entrepreneurial Interests				
		ST	T	S	R	SR
1.	Student interest in entrepreneurship	17.8	63.8	17.8	0.6	0
2.	Willingness of students to entrepreneurial activities	28.8	53.4	14.7	2.5	0.6
3.	Students' ability to see business opportunities	18.4	60.1	19.6	1.8	0
4.	The ability of students to take advantage of their potential for entrepreneurship	10.4	62.6	25.8	1,2	0
5.	The ability of students to face risks in entrepreneurship	1.8	54.8	40.5	3,1	0
6.	Students' ability to face challenges in entrepreneurship	1.8	53.4	41.7	3,1	0
7.	Feelings of pleasure in entrepreneurship	14.1	59.5	23.3	3,1	0
8.	The desire to realize the ideals of students in entrepreneurship	29.4	38	30.7	1.8	0
	Total	15.31	55.7	26.76	2.15	0.08

Based on the research results it can be concluded that from the aspect of student interest in entrepreneurship, more are in the high category, with a total of 63.8%. This is a good thing, because with students' interest in entrepreneurship, students will find out more about entrepreneurship.

At the age of adolescence, students will be faced with various problems related to their personal, study, social and career lives (Agustin et al., 2017). Someone's interest in an object begins with one's attention to that object. The greater the attention given to entrepreneurs, the more they are willing to start entrepreneurship. For example, students feel interested in entrepreneurial practice lessons, because there is a motive or impetus from within them to succeed in forming a business they have founded themselves.

3.2 Implications in Guidance and Counseling Services

Based on the research results, students' interest in entrepreneurship is good, but there are still students who have low entrepreneurial interest. The school counselor is one of the educators who can help adolescent problems in school. The existence of guidance and counseling in schools is used as a place to help independent students so that they are able to develop according to their developmental tasks (Netrawati, Khairani, & Karneli, 2018). Counselor can help students by providing BK services including information services, group guidance services, and individual counseling services.

3.2.1 Information Services

(Sari, Yusri, & Said, 2017) suggest that group guidance is one type of service that exists in counseling by utilizing group dynamics to discuss problems that occur in the environment around individuals, from this discussion an individual understanding of the issues being discussed can help individuals act accordingly. understanding it. Information services also play an important role in equipping students with various things that are useful for, planning, knowing themselves and developing patterns of life as students, family members, and communities (Tanjung, Neviyarni, & Firman, 2018)

Based on the research results, some students have good entrepreneurial interests, but there are still those who have entrepreneurial interests that are not in line with expectations in several aspects. BK teachers can provide information services in the form of materials on how to foster student interest in entrepreneurship by providing examples of successful entrepreneurs, tips for fostering self-confidence in entrepreneurship and so on.

3.2.2 Group Tutoring Services

Group guidance is a guidance service provided in a group setting. Gazda (Erman Amti, 2004) suggests that group guidance at school is an information activity for a group of students to help them formulate the right plans and decisions. Gazda also stated that group guidance was held to provide personal, vocational and social information. DWith the implementation of group guidance it is hoped that students can develop themselves to be able to practice speaking, responding, giving acceptance of other people's opinions, fostering normative attitudes and behaviors as well as other positive aspects which in turn individuals can develop self-potential and can improve interpersonal communication behavior.

Group guidance services can be carried out to train students' understanding of their interest in entrepreneurship and increase students' knowledge about entrepreneurship. The topic that can be given is the topic of assignments, because in research students are weak on indicators of the desire to realize entrepreneurial ideals, the appropriate material is good and bad in entrepreneurship and things that make entrepreneurship fail.

3.2.3 Individual Counseling Services

Individual counseling according to (Hanum, Prayitno, & Nirwana, 2015) is a professional relationship created by the counselor, where the client learns to make decisions, solve problems, form attitudes and behavior, and the most important thing in the counseling relationship is the interaction and relationship between counselor and client in professional conditions for changes in client behavior.

With individual counseling services, counseling teachers can listen to what problems or obstacles students experience in realizing their entrepreneurial interests

4 Conclusion

Based on the results of research on vocational students' interest in entrepreneurship, in general, students of SMK N 6 Padang already have a high interest in entrepreneurship, and only a small proportion have low interest in entrepreneurship. But it is hoped that entrepreneurial interest in several indicators will be further improved. BK teachers can provide BK services such as information services, group giving services and individual counseling, to increase students' interest in entrepreneurship in schools.

References

- Agustin, R., Sano, A., & Yusri, Y. (2017). *Minat siswa melanjutkan pendidikan berdasarkan tipe kepribadian*.
- Erman Amti, P. (2004). *Dasar-dasar bimbingan dan konseling*. Jakarta: rineka cipta.
- Fadli, R. P., Alizamar, A., & Afdal, A. (2017). Persepsi siswa tentang kesesuaian perencanaan arah karir berdasarkan pilihan keahlian siswa sekolah menengah kejuruan. *Konselor*, 6(2), 74–82.
- Hanum, M., Prayitno, P., & Nirwana, H. (2015). Efektifitas layanan konselingperorangan meningkatkan kemandirian siswa dalam menyelesaikan masalah belajar. *Konselor*, 4(3), 162–168.
- Hariyanto, V. L. (2014). Ketuntasan kesiapan berwirausaha siswa smk melalui pembelajaran kolaborasi. *INVOTEC*, 10(2).
- Netrawati, N., Khairani, K., & Karneli, Y. (2018). Upaya guru bk untuk mengentaskan masalah-masalah perkembangan remaja dengan pendekatan konseling analisis transaksional. *IS-LAMIC COUNSELING: Jurnal Bimbingan Dan Konseling Islam*, 2(1), 79–90.
- Sari, S., Yusri, Y., & Said, A. (2017). Kontrol diri siswa dalam belajar dan persepsi siswa terhadap upaya guru bk untuk meningkatkan kontrol diri. *JPGI (Jurnal Penelitian Guru Indonesia)*, 2(1), 32–37.
- Syukur, Y. (n.d.). *Wawasan dan sikap konselor terhadap klien*.

Tanjung, R. F., Neviyarni, N., & Firman, F. (2018). Layanan informasi dalam peningkatan keterampilan belajar mahasiswa stkip PGRI Sumatera Barat. *Jurnal Penelitian Bimbingan dan Konseling*, 3(2).