

The Effect of Entrepreneurship Education and Creativity on the Entrepreneurial Interests of Vocational School Students in the Digital Age

Dewi Alima Nostalia Suseno¹, Adi Suseno^{2*}, Dewi Nurmalita Suseno³
{adis.kkp59@gmail.com}

Politeknik Kelautan dan Perikanan Sidoarjo, Indonesia^{1,2,3}

Abstract. This study aimed to analyze the effect of entrepreneurship education on the entrepreneurial interests of vocational school students and the effect of student creativity on their entrepreneurial interests in the Digital Era. The study was quantitative and conducted in a retail company. The respondents were 450 vocational school students in Banten. Samples were selected using simple random sampling. Data were collected using online questionnaires through social media. Items on the questionnaire were arranged using a seven-point Likert scale. Data were analyzed using structural equation modeling (SEM) with SmartPLS 3.0 software. After validity and reliability tests, the data went through a determination test and hypothesis testing. The independent variable in this study was entrepreneurship education and student creativity, while the dependent variable was entrepreneurial interest. Findings confirm that entrepreneurship education positively and significantly influences entrepreneurial interests. Entrepreneurial interests are influenced by entrepreneurship education, meaning that better entrepreneurship education will lead to higher entrepreneurial interests and vice versa. Creativity has a positive and significant influence on entrepreneurial interests. Entrepreneurial interests are influenced by creativity, meaning that higher creativity will lead to higher entrepreneurial interests and vice versa.

Keywords: Entrepreneurship education; student creativity; entrepreneurial interests; digital; vocational school student

1. Introduction

Every country has several economic problems that are difficult to deal with, one of which is unemployment. Even in developing countries such as Indonesia, the number of jobless people escalates due to several factors, including the increasing population, lack of employment opportunities, and low public entrepreneurial interests. Many educated yet jobless people represent the irrelevancy of educational institutions' products with the needs or capacity of employment opportunities. In other words, the products of educational institutions are allegedly of low quality—it is doubtful that they have the skills to fill up the available employment. Entrepreneurial interests are influenced by several factors, one of which is a lack of knowledge about entrepreneurship. According to [1] [2], education is crucial and cannot be separated from one's life both in the family,

community and nation. According to [3] [4], national progress is determined by the level of educational success. The role of education in the era of development is to assist human development in facing all challenges and obstacles.

Indonesia also faces the issue of unemployment. Unemployment is a group of people who are already included in the labor force and are actively looking for work. Data from the Central Statistics Agency show that by December 2020, vocational school graduates dominated the unemployment rate in Indonesia by education level at 13.55%. This has been an inverse to the policy that vocational school graduates must be ready to work. According to [2], public and private vocational schools must produce quality prospective workers because vocational school students are equipped with direct learning practices. However, vocational school graduates still find it hard to get a job. Vocational schools provide skills to deal with these problems, one of which is entrepreneurship education. [5] [6] [7] [2] [1] define entrepreneurship as a process of thinking, analyzing and behaving in accordance with business opportunities, holistic approach and leadership. Entrepreneurship requires the courage to take risks to maximize existing resources, material needs, time availability, and creativity in producing products or services. [1] [7] mention that the growth of an entrepreneurial spirit is expected to foster a desire to be independent so as not to depend on others by opening up business opportunities.

In the era of globalization, the competition to find work is increasingly tight, while the job opportunities offered are also limited, requiring students and young people to think more creatively, one of which is through entrepreneurship. [7] [2] [1] state that entrepreneurship is not only for talented people, but anyone can develop entrepreneurial interests by developing a positive way of thinking, courage, willingness, innovation, and creativity; it is more than just looking for business opportunities but opening up business opportunities. Interest refers to attraction to a particular thing, which is a pleasure or concern for someone. According to [8] [9], interest is a preference for a thing or activity without anyone telling. Interest is basically the acceptance of a relationship between oneself and something outside oneself. Interest is not innate but can arise from what has been learned. Associated with entrepreneurship learning, if a student is interested in learning, the student will be filled with pleasure, attention, awareness, and a greater willingness to engage in entrepreneurship-related activities. According to [10] [9] [11] [8], factors that influence the growth of entrepreneurial interests are the result of the interaction of several factors, including (1) family environment, (2) education, (3) values (values) personal, (4) age, and (5) work history. Meanwhile, according to [8] [12] the factors that influence a person's desire to become an entrepreneur are personal factors and environmental factors.

According to [10] [11] [13], entrepreneurship learning is also accompanied by the practice of entrepreneurship as a tangible manifestation of the entrepreneurial learning theory that students have received while in class. In other words, the practice of entrepreneurship is a process of applying and maturation of entrepreneurial learning. The practice of entrepreneurship will provide direct interaction between students and their environment so that they can form innovative, creative, responsible attitudes and dare to take risks in entrepreneurship. This supports [8] [9] [13] [14], stating that the entrepreneurial learning variable significantly affects the entrepreneurial attitude of school students. Entrepreneurship learning and entrepreneurship practice will train students to develop their ideas. The more creative students develop their ideas, the more they will have confidence in entrepreneurship. This has always been a demand in the business world to be able to compete. Mastery of entrepreneurial knowledge can be seen through learning achievements.

Business creativity is a factor that supports entrepreneurial interests; as entrepreneurs have creativity and an innovative spirit, entrepreneurs will think to find or create new opportunities to improve.

In addition, entrepreneurs can take advantage of natural resources as a new type of business that can add jobs. [9] show that entrepreneurship education, creativity, and entrepreneurial motivation positively affect entrepreneurial interests at a significant level. [1] [2] also show that the ability to think creatively affects entrepreneurial interests.

According to [8] [9] [10], entrepreneurial interests are influenced by knowledge related to entrepreneurship. Building knowledge through entrepreneurship education for vocational students is indispensable because better entrepreneurial knowledge will lead to better insights. This aligns with [13] [12], stating that entrepreneurial spirit and character are important to become a successful entrepreneur. This is supported by [8], confirming that entrepreneurship education has an effect of 6.05% on entrepreneurial interests. [9] mention that factors that can influence entrepreneurial interests are intrinsic and extrinsic factors. In this case, we only used entrepreneurship education, personality and family environment as the variables. This study aimed to analyze the effect of entrepreneurship education on the entrepreneurial interests of vocational school students and the influence of student creativity on the entrepreneurial interests of vocational school students in the Digital Era.

2. Literature Review

2.1 Entrepreneurship Education

According to [1] [6] [7], education is a very basic thing in the life of every human being. In addition, education is also a means for students to develop their potential and skills to make themselves useful to the community. The Indonesian government has long implemented entrepreneurship education for vocational school students in particular, apart from an effort to increase the number of entrepreneurs and overcome graduate unemployment, which continues to increase. Entrepreneurship education is a process in which a person is taught to be independent, able to read business opportunities, and have an entrepreneurial spirit of eliminating unemployment and poverty and improving people's welfare. Similarly, [3] [5] [4] suggest that entrepreneurship education includes understanding the concept of entrepreneurship, entrepreneurial characteristics, and competencies that must be possessed from textbooks, slides, films, success stories, and other sources. According to [1] [2], measuring the variable of entrepreneurship education can be done with several indicators, namely growing the desire for entrepreneurship, increasing knowledge and insight into the field of entrepreneurship, and growing awareness of business opportunities.

2.2 Creativity

According to [15] [16] [17], creativity refers to one's capability to make new things by using a combination of things that already exist so that they are relatively different from existing works, which each individual basically owns. It also refers to the ability to perceive things differently and produce unique solutions to problems. According to [18], [19], creativity also refers to the thinking

process to generate new ideas to produce something innovative and creative. Creativity is the ability to create various innovations to produce something different. Creativity can be measured by several indicators: creative people, products, processes, and the environment.

2.3 Entrepreneurial Interest

According to [20] [17] [16] [15], entrepreneurial interest is a person's attractiveness and tendency to do entrepreneurial activities without fear of failure. [17] [16] [15] also argue that entrepreneurial interests refer to one's desire to create businesses to be successful. Entrepreneurial interests refer to a tendency of individuals to be brave and follow their heart to manage a business through creative and innovative ideas to achieve goals, to catch opportunities, and to manage to work hard because they look ahead in the potential to set up a business. [17] [16] [15] mention several indicators to measure entrepreneurial interests: self-esteem, self-challenge, desire to be a leader, innovation, leadership, flexibility, and profit.

2.4 Hypothesis Development

2.4.1 Entrepreneurship Education and Entrepreneurial Interests

[20] [17] [16] [15] show that entrepreneurship education is to increase one's entrepreneurial interest as a career choice. [21] [20] mention the positive influence of entrepreneurship education and entrepreneurial activity in the process of creating a business and becoming an entrepreneur. [17] [16] [15] reveal that entrepreneurship education will encourage students to have an understanding of entrepreneurship, and with this understanding, students will develop entrepreneurial interests. Thus, it can be concluded that entrepreneurship education has a positive and significant effect on entrepreneurial interests. This indicates that the more knowledge gained in entrepreneurship education, the stronger the entrepreneurial interests.

H1: Entrepreneurship education influences entrepreneurial interests

2.4.2 Creativity and Entrepreneurial Interest

[18] [21] [20] [17] show a significant influence of entrepreneurial creativity on entrepreneurial interests. [17] [16] [15] state that creativity has a positive correlation with entrepreneurial interests—the higher one's creativity, the higher the entrepreneurial interests. Based on the opinions expressed above, it can be concluded that creativity positively and significantly affects entrepreneurial interests. This indicates that the higher a person's creativity, the stronger his entrepreneurial interest.

H2: Creativity influences entrepreneurial interest

3. Research Method

Our study was quantitative and conducted in a retail company. We had 450 vocational school students in Banten as our respondents. The sampling method used is simple random sampling. Samples were selected using simple random sampling. Data were collected using online questionnaires through social media. Items on the questionnaire were arranged using a seven-point Likert scale. Data were analyzed using structural equation modeling (SEM) with SmartPLS 3.0 software. After validity and reliability tests, the data went through a determination test and

hypothesis testing. The independent variable in this study was entrepreneurship education and student creativity, while the dependent variable was entrepreneurial interest.

Research hypotheses

H1: Entrepreneurship education influences entrepreneurial interests

H2: Creativity influences entrepreneurial interest

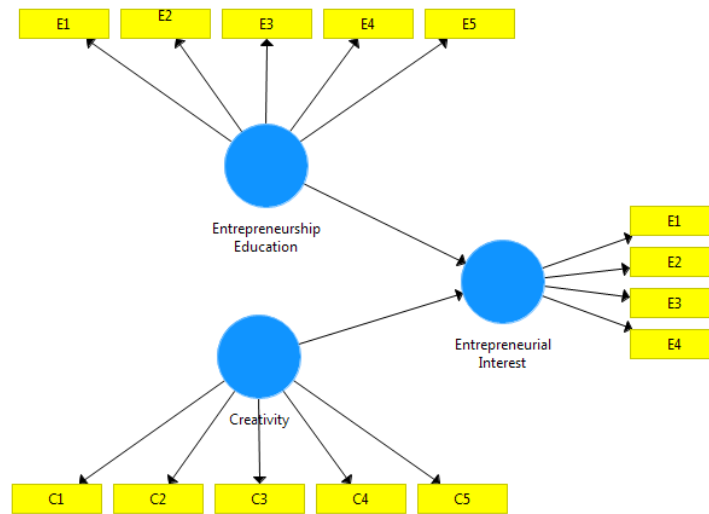


Fig 1. Research Model

4. Findings and Discussion

4.1 Convergent Validity

Figure 1 confirms that each variable indicator has a value of outer loading > 0.7 . However, some indicators still have an outer loading value of < 0.7 . [22] mention that an outer loading value between 0.5 - 0.6 is enough to fulfill the convergent validity requirement. The data show no indicator with an outer loading value below 0.5, so all indicators are declared valid and can be used for further analysis.

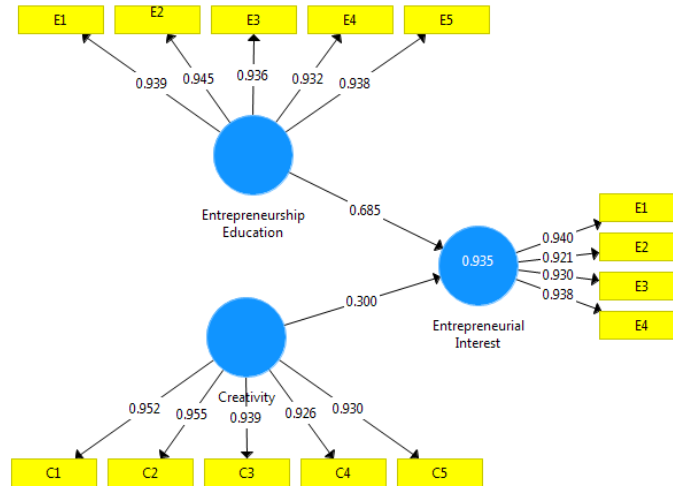


Fig 2. Loading Factors

4.2 Discriminant Validity

Table 1 depicts AVE of all variables is > 0.5. Thus, each variable has good discriminant validity, and the composite reliability of all variables is > 0.7. These results indicate that each variable has met composite reliability, so all variables have a high level of reliability. The Cronbach's alpha value is > 0.7. This means all variables have fulfilled Cronbach's alpha value requirement, meaning that all variables have a high level of reliability.

Table 1. Reliability Testing

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Entrepreneurship education	0.854	0.813	0.776	0.632
Entrepreneurial interests	0.891	0.818	0.843	0.687
Creativity	0.823	0.887	0.876	0.676

4.3 Coefficient of Determination

Table 2. R Square

	R Square	R Square Adjusted
Creativity	0.935	0.928

Table 2 depicts the R Square value for creativity is 0.935. The value means that entrepreneurial interests can be explained by entrepreneurship and creativity by 93.5%, and the rest, 6.5%, is explained by other factors not discussed in this study.

4.4 Hypothesis Testing

Hypothesis testing was performed by looking at the t-statistics and p-values. The research hypothesis is accepted if the p-value < 0.05

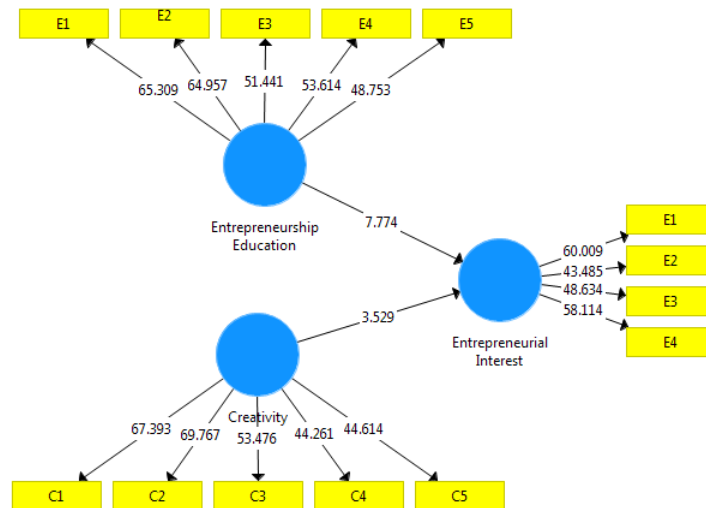


Fig 3. Hypothesis testing

Table 4. Hypothesis testing

Hypothesis	Original Sample (O)	t-statistics	p-value	Result
Entrepreneurship education -> entrepreneurial interests	0.685	7.774	0.000	Accepted
Creativity -> entrepreneurial interests	0.300	3.529	0.000	Accepted

4.5 Discussion

4.5.1 Entrepreneurship Education and Entrepreneurial Interests

Our findings show a significant influence between entrepreneurship education and students' entrepreneurial interests, which aligns with previous research. From the partial significance test (t-test), we obtained a t-count of $7.774 > t$ table of 1.976. It is known that the Pearson correlation coefficient between entrepreneurship education and entrepreneurial interests is 0.685, with a significance value of $0.000 < 0.05$, showing a significant correlation. If H_0 is rejected, then the correlation coefficient is significant, so there is a positive influence between entrepreneurship education and entrepreneurial interests. Thus, it can be interpreted that entrepreneurship education affects entrepreneurial interests. According to [6] [7] [1] [2], entrepreneurial interest can be formed through the belief that entrepreneurship is a profession with great opportunities, and this will affect

the interest in doing business. Graduates must not only be taught to be a job seeker but more than that, a job creator. According to [3] [4] [5], entrepreneurial interests are also influenced by self-confidence in running a business, so the business will be sustainable and will progress. A business will not quickly become big, especially if one has to start with a small business. However, big things also start small. Businesses have long, complex processes to be efficient. A successful business is a sustainable one.

4.5.2 Creativity and Entrepreneurial Interest

Our findings confirm a significant influence between creativity and entrepreneurial interests, which aligns with previous research. From the partial significance test (t-test), we obtained a t-count of $3.529 > t$ table of 1.96. It is known that the Pearson correlation coefficient between creativity and entrepreneurial interests is 0.300 with a significance value of $0.000 < 0.05$, showing a significant correlation. If H_0 is rejected, the correlation coefficient is significant, so a positive influence exists between creativity and entrepreneurial interests. Thus, creativity affects entrepreneurial interests. According to [17] [16], the better the students' creativity in determining business products will affect their entrepreneurial interests. Choosing an appropriate job is also a factor that shapes entrepreneurial interests; the appropriate job option for starting a business is the first action in starting an entrepreneurial career. According to [21] [20] [17] [16] [15], some factors can motivate someone to become an entrepreneur, including the desire to get a free job, tolerance for risk, and self-efficacy to be achieved. According to [19] [15], personality is crucial to forming entrepreneurial interests. Generally, interests make the business start at the beginning and work sustainably. A positive attitude related to entrepreneurship will help people to apply the business knowledge gained throughout their education to develop entrepreneurial attitudes and insights well. Entrepreneurship education is very useful in enriching students' insight and knowledge, especially related to successful entrepreneurs. The hypothesis testing aligns with [17], revealing that low entrepreneurship education affects prosperity, so improving entrepreneurship education is an obligation to do for prosperity. In addition to entrepreneurship education, student personality also influences entrepreneurial interest. [18] [21] reveal that increasing student entrepreneurial interests can be done by increasing the mastery of entrepreneurial skills and giving students independence in determining their future career choices.

5. Conclusion

Based on the findings and discussion, the following conclusions are drawn. Entrepreneurship education positively and significantly affects entrepreneurial interests; if students get better entrepreneurship education, they will have higher entrepreneurial interests and vice versa. Creativity positively and significantly affects entrepreneurial interest. If students have higher creativity, they will have bigger interests in entrepreneurship and vice versa. Thus, entrepreneurship education and creativity are some of the factors that influence entrepreneurial interests.

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