



The Influence of Entrepreneurial Knowledge on Entrepreneurial Interest in the Fashion Sector in Phase F Students of the Fashion Design and Production Program of SMKN 2 Lamongan

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Abstract

This study aims to: 1) Describe the level of entrepreneurial knowledge of students, 2) Describe the level of entrepreneurial interest of students, 3) Describe the influence of entrepreneurial knowledge on students' entrepreneurial interest. This study is quantitative research with an expost facto design. The population in the study is all students of the fashion design and production expertise program at SMKN 2 Lamongan. The sampling technique used was purposive sampling with a sample of 51 students. Data collection techniques are in the form of documentation and questionnaires. The data analysis technique uses simple linear regression analysis. The study results showed that 1) Students' knowledge level reached the highest level of 50% in the range of 90-100 scores, and students were declared complete. 2) The entrepreneurial interest of students in the very good category reaches 40.4%. Still, the entrepreneurial interest of students in the low and low category is also quite large, namely 40% with 22 students. 3) Entrepreneurial knowledge had no effect on entrepreneurial interest with a significance of $0.299 > 0.05$ and a determination value (R^2) of 0.22% and 99.78% influenced by other factors.

Keywords: Knowledge, entrepreneurial knowledge, interest, entrepreneurship

Introduction

Based on information from the central statistical agency, the unemployment rate in Indonesia is quite high, especially in the educated community sector (Jamaluddin et al., 2019). In 2023, it was recorded that vocational school graduates were ranked the highest in unemployment, with a process rate of 9.31%, while for high school graduates, it was at 8.15%. This is certainly homework because vocational school graduates should be graduates who are

ready for work but occupy the highest level with the most unemployment. (Nurfendah & Wagiran, 2020)

Vocational High School (Vocational High School) is a level of education that prepares its students to be able to work in certain fields according to Law No. 2 of 2003 concerning the National Education System. This means that education at the vocational school level does not only provide teaching in the form of science but also provides learning that focuses on skills, where with the skills provided, vocational school students are expected to become graduates who are ready to work, which of course is adjusted to the skills they master and is expected to become an entrepreneur. (Yang & Yoo, 2023)

Entrepreneurship is a person's willingness and ability to face various risks by taking the initiative to create and do new things using various resources to provide the best service to all stakeholders and obtain profits (Rusdiana, 2018). Entrepreneurship can also be said to be one of the factors that plays a role in determining the progress and retreat of a country's economy, including for the Indonesian state (Sitompul et al., 2022). A person with the will and determination to be entrepreneurial tends to have the opportunity to create jobs for himself so that he does not depend on others or other companies to find work; even an entrepreneur can open jobs and job vacancies for others. However, a person cannot immediately become an entrepreneur, it takes interest as one of the supports to become an entrepreneur. (Jacobson & Harrison, 2022)

Entrepreneurial interest is a sense of enthusiasm and desire from individuals to work hard to meet their life needs, which is done by pouring creative ideas and thinking innovatively (Aziz et al., 2019). Entrepreneurial interest sometimes does not just arise in a person; this interest can arise through several factors to foster the spirit and interest in entrepreneurship in a person, especially for vocational school students. Factors that can give rise to interest in entrepreneurship include the surrounding environment, teachers, schools that provide entrepreneurial learning or knowledge, friends, family, friends who often talk about entrepreneurship, education level and experience (Alma, 2011). So, based on this opinion, entrepreneurial knowledge is one of the factors that can grow or affect a person's entrepreneurial interest. (Oktaviani & Yulastri, 2020)

In interviews and observations conducted by researchers at SMKN 2 Lamongan in the department of fashion design and production, subjects related to entrepreneurship have been given and taught, such as technopreneurship subjects in class X, DBM subjects (basic branding and marketing), creative projects and entrepreneurship in class XI and street vendors in class XII. The subject contains materials related to entrepreneurship from basic things in entrepreneurship, attitudes, opportunities, and product manufacturing practices to applying skills and knowledge that students have learned into the industrial world. In this study, only technopreneurship is taught in class x. One of the objectives of providing these subjects is for students to read about market and business opportunities in the field of fashion (fashion). The provision of entrepreneurial knowledge to students of the fashion design and production skills program at SMKN 2 Lamongan is expected to provide students with an overview of their careers in the future. It can arouse students' interest in entrepreneurship. (Wahyuningsih et al., 2019)

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The previous research (Noviantoro, 2018) showed a significant and positive influence between entrepreneurial knowledge and students' entrepreneurial interests. Other research conducted by (Giri, 2023) also shows a positive and significant influence between entrepreneurial knowledge and interest in becoming an entrepreneur. This is also supported by the theory from (Dewiyanti, et, al., 2023) which states that the higher the student's knowledge of entrepreneurship, the wider and more open the student's horizons, with the wider the student's insight will increase students' interest in entrepreneurship. In addition, there is another theory from Zimmerer (1996: 12) in (Rahmania, et, al., 2016) which states that education about entrepreneurship both formally and nonformally will provide insight and understanding of entrepreneurship that will encourage the emergence of entrepreneurial interest in individuals. Thus, it can be said that entrepreneurship education can be a factor that results in the emergence of an entrepreneurial interest in a person.

Literature Review

According to Suaedi (2016: 22), knowledge is obtained or produced through a series of business processes carried out consciously and directly. This means that knowledge is obtained not by chance but through the awareness of the individual and an effort made. Musthofa (2019) also argues that knowledge is something related to a person's cognition related to memory and an activity that is carried out repeatedly and memorizes the information that has been obtained.

Entrepreneurship etymology or language comes from the word "hero," a fighter, a superior human being with courage and effort, which means doing something, deeds, and working (Rusdiana, 2018). According to Prawironegoro (2017) entrepreneurship is an activity that uses capital to make a profit, so it can be said that entrepreneurship aims to profit from all activities carried out.

Entrepreneurial knowledge is a person's ability to memorize, remember and observe events that have occurred and information that has been obtained to utilize existing resources with creative and innovative thinking and the ability to observe and see business opportunities to create and introduce a certain product or service in order to gain profit and success.

Ajzen (Hendrawan & Sirine, 2017) in the Theory Of Planned Behavior (TPB) reveals that the interest that exists in a person as a form of interest in an object is influenced by 3 things, namely attitude, subjective norms and control of behavior. The theory explains the motive or basic thing that causes a person to be attracted to a certain action.

Interest in becoming an entrepreneur is a tendency that arises in the heart, so there is an interest in creating a business that then organizes, regulates, takes responsibility for all risks, and develops the business that is built (Hendrawan, 2017). Another opinion from Shanty (2023) explains that entrepreneurial interest is a person's tendency to manage, organize, and develop a business based on a sense of interest. So it can be concluded that entrepreneurial interest is something that arises because of an interest in processing and developing one's own business.

Research Method

The research uses the Expost Facto design, which is a research model whose events have occurred before, before the research was conducted. The quantitative approach is used where the results or data obtained are implemented in the form of numbers and analyzed statistically (Sugiyono, 2019).

The population in the study is all students of the fashion design and production expertise program at SMKN 2 Lamongan, totaling 85 students. The sampling technique used is purposive sampling with the sample criteria used are students who have participated and have scores from technopreneurship subjects, so the sample in this study is phase f students (grades XI and XII) totaling 51 students.

The instrument uses a questionnaire to determine students' entrepreneurial interests. In this study, the questionnaire used is a direct and closed questionnaire, which requires answers from respondents with the answer choices that have been provided. The questionnaire was filled out by respondents, namely phase f students of the fashion design and production skills program at SMKN 2 Lamongan which amounted to 51 students.

The data collection technique uses a direct and closed questionnaire where respondents can only choose answers with the answer choices that have been provided. The questionnaire is used to find out how much interest students have in entrepreneurship. 51 respondents filled the questionnaire with 30 questions and 4 answer choices, namely strongly agree (ST), agree (S), disagree (TS) and strongly disagree (ST). In addition to questionnaires, data collection techniques also use documentation, this aims to find out how much entrepreneurship knowledge is the level of entrepreneurship knowledge of students in phase F of the fashion design and production expertise program at SMKN 2 Lamongan.

The data analysis technique uses research data pre-purpose testing, namely a data normality test that aims to find out whether the data being studied is normally distributed or not and a linearity test to find out whether the two variables studied have a linear relationship or not. For hypothesis testing, simple linear regression analysis is used with the provision that if the significance value is less than 0.05, H_a is accepted and H_o is rejected, but if the significance value is above or more than 0.05, H_a is rejected and H_o is accepted.

Result

The pre-test used a normality test using the Kolmogorov-Smirnov test technique using the SPSS 23 computer program, and the results of the Asymp were obtained. Sig (2-tailed) value of $0.72 > 0.005$ means that the data in the study has a normal distribution. In addition to testing normality, this study also uses data linearity testing, in the results of the data linearity test using SPSS 23, the results of the Deviation of linearity value of $0.07 > 0.05$ were obtained, meaning that the two variables have a linear relationship.

For hypothesis testing, a simple linear regression analysis technique was used which was calculated using the SPSS 23 computer program with the following results:

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| Coefficients ^a | | | | | |
|---------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| 1 (Constant) | 81.200 | 25.181 | | 3.225 | .002 |
| Pengetahuan | .309 | .295 | .148 | 1.050 | .299 |

a. Dependent Variable: MINAT

Based on the table above shows that the variable of entrepreneurial knowledge (X) has a positive effect not significantly on the variable of entrepreneurial interest (Y), because the constant has a positive value but the significance value is $0.299 > 0.05$, then, H_0 is accepted and H_a is rejected.

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .148 ^a | .022 | .002 | 12.040 |

a. Predictors: (Constant), Pengetahuan

Based on the table above, explaining the magnitude of the relationship (R) of 0.148 and the magnitude of the influence of the variable of entrepreneurial knowledge on entrepreneurial interest in the R square or (R^2) table of 0.22, then, the influence of entrepreneurial knowledge on entrepreneurial interest is only 0.22% and other factors outside the study influence the other 99.78%.

Discussion

Based on the results of the research carried out and hypothesis calculations using a simple linear test, it is known that entrepreneurial knowledge has a positive and insignificant influence on the entrepreneurial interest of phase f students of the fashion design and production skills program at SMKN 2 Lamongan, because the significant value is greater than the significant level (0.05) and the effect is only 0.22%. This study's results align with the results of research conducted by Iswandari (2013) and Paramitasari (2016) where in research with the same variable, the variable of entrepreneurial knowledge does not affect students' entrepreneurial interest. This positive but insignificant study indicates a relationship between the two variables; however, the relationship is considered weak or not too strong to be statistically significant.

The high value of learning outcomes but is not followed by the high entrepreneurial interest of the students of phase f of the fashion design and production skills program at SMKN 2 Lamongan is because the students only gain knowledge cognitively by memorization method, where the students only carry out their obligations to the subjects that are being taught such as doing assignments, studying diligently when the exam week arrives to get high scores and pass

the subjects aforementioned. This follows the opinion of Arifin (2011) (Iswandari, 2013), who stated that the phenomenon of high scores or student learning outcomes often occurs in the school environment; however, these values are not real because students are only able to memorize and pronounce what they memorize from books, students are not able to implement them in the real world. Part from internal factors, research with insignificant results can also occur from researchers who research such things as:

1. The researcher only examines one factor, namely entrepreneurial knowledge in expressing students' interest in entrepreneurship, while other factors can give rise to or affect students' entrepreneurial interest.
2. The researcher only calculates the level of student knowledge from the results of the student's summative exam scores, while to measure the level of student knowledge, it is not enough to only assess from the results of the final exam (summative), but there are other assessments such as assignment scores, daily test scores, and formative exam scores. The researcher also only focuses on technopreneurship subjects given in class x, while subjects about entrepreneurship are also given in class XI with the subjects of creative products and entrepreneurship and street vendors in class XII; the two maps are advanced subjects of technopreneurship so that the material provided is more in-depth such as product making and field practice.

Conclusion

Based on the results of the research and hypothesis tests that have been carried out, it was found that entrepreneurial knowledge does not have a significant effect on the entrepreneurial interest of students in phase f of the fashion design and production skills program at SMKN 2 Lamongan, with a significance value of $0.299 > 0.05$. The percentage of influence is 0.22%, and other factors outside the study influence the other 99.78%. The figure of 0.22% is considered too small or weak, so it can be statistically significant. Therefore, the research hypothesis was rejected, meaning H_a was rejected and H_o was accepted.

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