

## The Influence of Entrepreneurial Practice Learning on Entrepreneurial Activities and Formation of Character

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**Abstract:** The Influence of Learning Entrepreneurship Practices on Entrepreneurial Activities and Character Formation. This research aims to determine: 1) the influence of learning entrepreneurial practices on student activities. 2) entrepreneurial practice learning methods for the formation of students' entrepreneurial character. This type of research is quantitative with an ex post facto research design. The population in this study were students in classes X1 and X2 at SMKN 1 Sambelia. This research did not use a sample but used a population as the research object with a population of 48 students. The data analysis technique used is simple regression analysis. The results of this research show that: 1) There is a significant influence of the entrepreneurial practice learning method on student activities, in this case shown by the calculated t value of (3.711) > t table (1.717). 2) There is a significant influence of the entrepreneurial practice learning method on the formation of This entrepreneurial character of students is shown by the calculated t value (4.737) > t table (1.717).

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### Introduction

Youth unemployment and educated unemployment dominate unemployment in several developing countries (Adriyanto, A., Prasetyo, D., & Khodijah, 2020; Fauzi, L., Khoirun, H., Laut, L. T., & Septiani, 2020; Indriyani, 2017; Saripudin, 2008). One of them is Indonesia. where Indonesia's Open Unemployment Rate (TPT) in August 2023 was 5.32 percent, down 0.54 percentage points compared to August 2022 (BPS, 2023). The decline in the number of job opportunities is one of the causes of unemployment, such as competition for job seekers whose numbers are not commensurate with the tightness of job selection which is limited. Public interest in opening a business in Indonesia is still relatively low, this is because people have the perception that being an employee has more prestige than being an employer after completing vocational education. With the high number of unemployed among vocational schools, of course vocational high schools have big challenges to this problem. Therefore, the aim of establishing a vocational school must be consistent in its implementation so The problem of unemployment and poverty in Indonesia can be solved with entrepreneurship as the right solution, because if you don't have entrepreneurial skills even though you have a diploma, the results will be the same when looking for work because

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in reality the prospective workforce is not comparable to the job opportunities available (Alvia, A., & Nawawi, 2022; Ciputra, 2009; Mispandi, M., & Fahrurrozi, 2023; Mutiarasari, 2018; Sofia, 2017).

As for from Data from research conducted Aprilianty, (2012) shows that students' entrepreneurial interest is still relatively low, (48.67%) have low entrepreneurial interest. Entrepreneurial personality potential has a significant influence on entrepreneurial activities and interests (27.3%). Entrepreneurial knowledge has an influence and meaning on entrepreneurial activities (13.7%). The family environment also has a significant influence on activities and the desire for entrepreneurship (22%). Apart from that, there is a joint influence of business personality potential, entrepreneurial knowledge and family environment of (42.2%) on entrepreneurial activity and interest.

Therefore, in determining the choice to become an entrepreneur, of course you need activity, interest and a strong entrepreneurial character. Interest itself is a feeling of being interested or related to something without any coercion from another party and a person's activities and interests can be expressed through a statement of a person's character which shows that a person is more interested in another object through participation in an activity (Layla, 2020; Nabilah, 2023; Pratiwi, 2020; Syah, 2021). Entrepreneurs must have visionary thinking to be able to take advantage of all existing opportunities by relying on expertise to change situations and decide on every decision so as to obtain maximum profits. Entrepreneurship also plays a role in absorbing labor and improving the economic situation in Indonesia and entrepreneurship is able to provide new jobs and emphasize numbers unemployment (Alifah, S., Narsih, D., & Widiyanto, 2019; Dewi, 2017; Nela, 2022). Graduates from Vocational High Schools are among those who are expected to provide employment opportunities. Vocational School is a national education that aims to prepare students to be able to develop their knowledge and skills in the business world.

Entrepreneurship education in Indonesia is developed through formal, informal and non-formal institutions (Mulyani, 2011; Mursalim, M., & Tech, 2019). Entrepreneurship education in non-formal institutions is held at course institutions and the government supports it with skills training funding programs. Meanwhile, entrepreneurship education in formal institutions is more focused on skills-focused Vocational High Schools.

Entrepreneurship is also one of the supporting factors that determine the progress and decline of the economy in Indonesia, because in the field of entrepreneurship itself you have the freedom to work and be independent (Fahrurrozi, M., Mohzana, M., & Mispandi, 2021; Iskandar, 2021; Simanungkalit, 2016). A person has the desire and ability and is ready to become an entrepreneur, meaning that person is able to create their own job opportunities and does not need to rely on other people or other companies to get another job and can even open up job vacancies for other people.

This is where the importance of educational institutions, especially Vocational High Schools, which must be oriented towards instilling values others and the formation of an entrepreneurial spirit, namely a spirit that is characterized by independence, daring to take risks, a strong desire to progress, creative, communicative, has a leadership spirit and has business insight that can take advantage of opportunities to participate as an economic actor, especially in economic development (Mudawama, 2018; Rimadani, F., & Murniawaty, 2018; Wahyudi, 2016). Entrepreneurship-based education is education that applies

principles and methodologies towards life skills in students through a curriculum that is integrated with developments that occur both in the school environment and in the community environment. The essence of entrepreneurial learning is basically a process of instilling entrepreneurial values through habituation and maintenance of behavior and attitudes.

Based on the results of interviews and initial observations conducted at SMK N 1 Sambelia academic year 2022/2023 in classes X and The low level of student learning activity during the lesson was due to students feeling bored with the material being taught repeatedly at every meeting, hunger because they had not had breakfast, teacher preparation was not provided by the teacher. Sometimes it makes students not really understand and comprehend the explanations given by the teacher during the lesson, in terms of appearance and teaching style the teacher only uses lecture and assignment methods (taking notes and answering the questions given).

The use of inappropriate methods and models in learning is thought to be the cause of low student learning activity. So there are still many students who have off task learning activities (activities that hinder learning) and low attention during learning. This can be seen from the small number of students who actively ask about relevant material taught by the teacher, chat when the teacher explains, disturb their friends, come in and out of class and daydream or are sleepy when the teacher explains the lesson.

Meanwhile, according to subject teachers and homeroom teachers, the low level of student learning activity is due to several factors, including students not having a handle on modules/LKS to support learning activities. The absence of this module is due to the use of electronic digital books which are the teacher's guide, so like it or not teachers only use the lecture method in learning, even if the book is printed for students, it is not certain that students will want to buy it, whereas in the last semester there were still many students who had books/LKS. haven't paid yet. Not a few students also bring their personal problems to school, so this also affects the learning process and there are many other factors that cause low activity. student learning. Learning activities in this research are activities carried out by students consciously in each learning activity which can result in changes in the student's knowledge or skills.

Apart from that, the teaching materials and entrepreneurship learning strategies provided in vocational schools are currently not effective enough in developing students' entrepreneurial values. Likewise, the entrepreneurial understanding and experience of managers (class teachers, teachers and supervisors) apparently does not fully support the achievement of the goals of developing students' entrepreneurial character such as independence, leadership, resilience in facing problems, cooperation (teamwork), solutions, creative, innovative, social awareness. . Developing entrepreneurial values, especially in vocational schools, requires the right approach in education and training (training), both education in schools and work practices in the business/industry world. One learning model that is expected to be able to overcome this problem is learning using the entrepreneurial practice learning model. .

Entrepreneurship is also very useful for the future and can save students from unemployment when they graduate. Therefore, students not only have to have character education, but also entrepreneurship education. Therefore, developing character and interest

in entrepreneurship through entrepreneurial practice methods is considered suitable if applied in vocational schools. Seeing the influence caused by this method, the researcher is interested in conducting research entitled

### Research Method

The type of research used is experimental research. The research was carried out in classes X and XI at SMKN 1 Sambelia, East Lombok Regency. The population in this research is all students in classes X1 and X2, totaling 2 classes. The population was 48 people and the research sample was 24 people who were determined using proportional random sampling technique. Types of research used in this research uses quantitative methods, because the data obtained will be expressed in the form of numbers and will be analyzed based on statistics. Quantitative methods are used to research certain populations or samples with random sampling techniques. According to (Zuldafrial, 2012) quantitative methods are a problem solving strategy in research using statistical analysis based on quantitative data collected through questionnaires. This type of research includes ex post facto. This research was carried out in classes X and XI at SMKN 1 Sambelia East Lombok Regency . The population in this research is all students in class X and XI which consists of 2 classes.

The variables in this research consist of one independent variable (independent variable) This variable is given the symbol X1 that is Entrepreneurship Practice Learning . The dependent variable is given the symbols Y 1 and Y2 , namely Entrepreneurial Activity and Character Formation . Data on variables X1, and Y1, Y2 were collected using a questionnaire instrument (questionnaire). The scale used to measure this aspect is a Likert scale with 4 alternative answers namely always (4) , often (3) , sometimes (2) and never (1) . The validity of the questionnaire used Carl Pearson's Product Moment correlation technique and its reliability was analyzed using Cronbach's Al ph a. Meanwhile, the validity testing instrument uses the SPSS 20 program .

The data analysis technique in this research uses descriptive statistics and inferential statistics. To describe the data, categorization is used according to (Mardapi, 2004). The division of four categories where M = mean score and SB = standard deviation is as follows

**Table 1. Distribution of four categories**

$X \geq (M+1SB)$	=	Very high
$(M+1SB) > X \geq (M)$	=	Tall
$(M) > X \geq (M-1SB)$	=	Low
$X < (M-1SB)$	=	Very low

In this research, three assumptions were tested, namely normality, multicollinearity , and analysis regression simple . Hypothesis testing uses multiple regression analysis. As a criterion for acceptance and rejection, a significance level of 5% was used. To determine the correlation and the magnitude of the influence of each independent variable on the dependent variable, simple regression analysis is used .

## Result and Discussion

### Data Analysis Results

#### Test results of entrepreneurial practice learning on student activities

Hypothesis of entrepreneurial practice learning on student activities. In table 2 the output below states that the calculated  $t$  is 3,711 with degree of freedom ( $df$ ) =  $N-2 = 24-2 = 22$  so that the  $t$  table value is found to be 1,717. then the decision can be taken that  $t$  count ( $3.711$ ) >  $t$  table ( $1.717$ ). because  $t$  count is more than  $t$  table then  $H_{a1}$  is accepted and  $H_{o1}$  is rejected. It means there is a positive influence between the practical learning variable ( $X$ ) and student activities ( $Y1$ ). And from the results of the  $t$  test, it is known that the significant value is  $0.026 < 0.05$ , this means that there is a close influence between variable  $X$  and variable  $Y1$ . Means activity student will increase if learning entrepreneurship with learning practice improved . The more often learning practice entrepreneurship done , increasingly also high activity student . Following is table 2 of the results of the  $t$  test significance test on  $Y1$ :

**Table 2. Results of the t test on Y1**

Model	Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
	B	Std. Error	Beta		
1 (Constant)	694,470	140,912		4,928	,008
practical learning	,152	,152	,003	,3,711	.026

a. Dependent Variable: student activities

#### Test results of entrepreneurial practice learning on character formation

Hypothesis of entrepreneurial practice learning on character formation , in table 3 output below can state that the calculated  $t$  is 1.140 with degrees of freedom ( $df$ ) =  $N-2 = 24-2 = 22$  so that the  $t$  table value is found to be 1.717. Then it can be decided that  $t$  count ( $4.373$ ) >  $t$  table ( $1.717$ ) then  $H_{a2}$  is accepted and  $H_{o2}$  is rejected. This means that there is a positive influence between entrepreneurial practice learning methods on the formation of students' entrepreneurial character. Means character student will formed if learning entrepreneurship with learning practice improved . The more often learning practice entrepreneurship done , increasingly formation is also high character businessman student . Following is table 3 of the results of the  $t$  test significance test on  $Y2$ :

**Table 3. Results of the t test on Y1**

Model	Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
	B	Std. Error	Beta		
1 (Constant)	370,668	61,855		5,993	,004
practical learning	.342	.003	.909	4,373	.012

b. Dependent Variable: formation character student entrepreneurship

## Discussion

### The influence of entrepreneurial practice learning on student activities

Based on data analysis, it can be seen from the acquisition of the variable Y1 (student activity) questionnaire that it is known that the student learning activity indicators are very limited. This is because learning is carried out online, so that students' learning activities at home and at school cannot be controlled properly. Based on research that has been carried out, student learning activities at SMK N 1 Sambelia is in the good category. This matter It can be seen from the excellent motivation and participation of students in learning activities when given theoretical and practical learning tasks. However, students admitted that they faced obstacles due to the rules for entering school, with online learning rules always changing all the time because they were adjusted to the circumstances and supporting situations. So that In terms of entrepreneurial activity indicators, students also experience several obstacles in doing so. The obstacles that arise are due to the limited number of students entering school, so that students have difficulty marketing their production. Because their production is only sold in the school area. Departing from the obstacles The students admitted that they experienced losses more often because their production results could not be sold optimally.

Based on research conducted at SMKN 1 Sambelia , the student entrepreneurial activity indicators are in the good category. This can be seen from their enthusiasm in selling their products despite their target market, which results in them often making losses. The results of research on student activities carried out by SMKN 1 Sambelia using 24 students as respondents show that the results of data analysis are as follows: this is proven by the results of the t test for the entrepreneurial practice learning method variable on student activities, obtained a calculated t value of 3.711 and a t table of 1,717. with a significance level of 5% because  $t \text{ count} > t \text{ table}$  ( $3.711 > 1.717$ ), this means that partially there is a positive influence between entrepreneurial practice learning methods on student activities. The results of this research are in line with research conducted by (Hasmianti, H., Jamilah, J., & Mustami, 2017) which states that the research results show that activities and results Study students in learning growth and development with method very high practicum .

### The influence of entrepreneurial practice learning on the formation of students' entrepreneurial character

Based on the results of data analysis, it can be seen from the results of the variable questionnaire for the formation of students' entrepreneurial character (Y2) on the indicator of confidence and self-confidence, seen from the amount of sales of goods produced... meaning that concrete evidence must be considered first so that they realize that confidence and trust Self-employment in entrepreneurship is very important to obtain maximum achievement.

Based on the results of research conducted at SMKN 1 Sambelia , the indicators for confidence and self-confidence are still not good. This can be seen from the questionnaire that has been distributed, most students choose sometimes g and never on the indicators of confidence and self-confidence. Like most students, there are still many who are unsure and embarrassed about carrying out entrepreneurial activities at school. Furthermore, the indicator of task and results orientation is the extent to which a person focuses on the results, not the techniques on the process used to achieve those results pay attention to tasks that will soon be completed in order to minimize risks that will occur .

Based on the results of the analysis which was carried out at SMK N 1 Sambelia still very low for indicators of confidence and self-confidence. This can be seen from the fact that most students who already have businesses or those who do not yet have the principle that they are only oriented towards results but not towards their tasks. So they are vulnerable to risks that will arise which will most likely result in losses due to what they do.

The courage to take risks indicator requires individual students who are involved in the field of entrepreneurship to have the courage to know what happens in their business, whether it is losses or profits. This indicator of daring to take risks teaches students to think creatively in finding solutions to risks that occur . With The results of research conducted at SMK N 1 Sambelia , the indicator for daring to take risks is in the good category. This can be seen from the results of the answers to the questionnaire which has been distributed by most students always and very often. There are many students who dare to take risks in entrepreneurship and many students try to find solutions to the bad risks they face .

The next indicator is that leadership attitude is one of the main factors that supports an organization's success in achieving its goals. Leadership is also the art of influencing and directing people through obedience, trust, respect and enthusiastic cooperation . With results of research conducted at SMK N 1 Sambelia the leadership indicator is in the good category. This can be seen from when students carry out group learning and market their production results in groups where in the group there is a group leader whose function is to organize group members and make decisions on marketing strategies for their production results and to minimize risks that will occur... based on the results of observations. Researchers in this assignment, 3 out of 4 groups were able to really make the right decisions to anticipate risks, only two groups managed to achieve this, meaning that many had a leadership attitude to direct the success of their entrepreneurial activities.

The next indicator is creativity, which is finding ideas to create something new or develop existing products. This creativity is very important for a young entrepreneur such as students at school, because With creative ideas, your business will quickly be noticed and sold among the public. Based on the results of research conducted at SMK N 1 Sambelia the creative indicator is in the good category. This can be seen when students are asked to make creative and unique products to see the level of student creativity, and it turns out they are able to produce goods that are different from existing products in general. So this is proof that the level of creativity of students at the school is good.

Furthermore, the indicator of hard work is having a blazing enthusiasm and having the ability and will to achieve targets. Entrepreneurial activities certainly require hard work to achieve maximum success. Based on the results of research conducted at SMK N 1 Sambelia , the hard work indicator is in the good category. This can be seen from the results of the questionnaire answers, where most of them answered always. Judging from the participation, it is also very good because they have enthusiasm for their work. Students admit that they have a spirit of hard work in the field of entrepreneurship at this time due to the lack of job opportunities that will absorb them when they graduate.

Results of research on the entrepreneurial character of students at SMK N 1 Sambelia using 24 respondents, it is known that the results of the data analysis are as follows: this is proven by the results of the t test for the student entrepreneurial character formation variable (Y2), which obtained a calculated t value of 4,373 and a t table of 1,717 with a significance

level of 5%. Because  $t$  count > than  $t$  table ( $4.373 < 1.717$ ), this means that partially there is a positive influence of entrepreneurial practice learning methods on the formation of students' entrepreneurial character. The results of this research are in line with research conducted by (Syamsidar, S., Rakib, M., & Syam, 2020). The research results show that entrepreneurial learning and productive skills together have a positive and significant effect on the formation of the entrepreneurial character of students in class XI at SMK Negeri 6 Makassar. Research result this is also in line with study (Andriani, I. A., & Dewi, 2022) that As a result of the research that has been carried out, it is known that there is an influence between entrepreneurial learning practices and the use of social media on the formation of young entrepreneurs at SMA Negeri 1 Taman. This is also strengthened with The results of research using the logic of (Baharudin's, 2009) character is a state of mind that appears in behavior behavior in actions as a result of the influence of nature and environment. Entrepreneurial character is one of the things that prospective entrepreneurs must have in order to carry out their activities well

## Conclusion

This research proves that there is a positive influence between learning entrepreneurial practices on student activities at Sambelia 1 State Vocational School, that the calculated  $t$  is 3,711 with degrees of freedom ( $df$ ) =  $N-2 = 24-2 = 22$  so that the  $t$  table value is found to be 1,717 . then the decision can be taken that  $t$  count ( $3.711$ ) >  $t$  table ( $1.717$ ). Because  $t$  calculated is more than  $t$  table then  $H_{a1}$  is accepted and  $H_{o1}$  is rejected. This means that there is a positive influence between the practical learning variable ( $X$ ) and student activities ( $Y_1$ ). And from the results of the  $t$  test, it is known that the significant value is  $0.026 < 0.05$ , this means that there is a close influence between variable  $X$  and variable  $Y_1$ . Thus it can be concluded that student activity will increase if entrepreneurship learning with practical learning is increased. The more often entrepreneurial practice learning is carried out, the higher the student activity will be. And this research also proves that there is a positive influence between learning entrepreneurial practices on the formation of student character at the Sambeli 1 State Vocational School, that the calculated  $t$  is 1.140 with degrees of freedom ( $df$ ) =  $N-2 = 24-2 = 22$  so that the  $t$  table value is found amounting to 1,717. So a decision can be made that  $t$  count ( $4,373$ ) >  $t$  table ( $1,717$ ), so  $H_{a2}$  is accepted and  $H_{o2}$  is rejected. This means that there is a positive influence between entrepreneurial practice learning methods on the formation of students' entrepreneurial character. Thus it can be concluded that students' character will be formed if entrepreneurship learning with practical learning is improved. The more often entrepreneurial practice learning is carried out, the higher the entrepreneurial character of students will be formed.

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