

## **SMK Entrepreneurship Curriculum: Antecedents And Influence Towards Entrepreneurs Success Of East Java Province**

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**ABSTRACT:** *Purpose – The paper aims to determine of SMK Entrepreneurship Curriculum: Antecedents and Influence towards Entrepreneurs Success in East Java. Design/ methodology/ approach – The population is all in students of vocational high School (SMK) in East Java and the number of sample are 75 respondents. The data has been analyzed by using the Partial Least Squares Structural Equation Modeling (SmartPLS). Finding – The result of the study shows all variable entrepreneurship education, creativity and entrepreneurship curriculum has effects a positive and significant towards Entrepreneurs Success. Practical implications – The important implication of the research are comprised of two cases: the theoretical implications and the practical implications and special practical implication related to the contribution of this study to the variable particularly the entrepreneurship curriculum has a role in improving entrepreneurs success.*

*Originality/ value – The paper contributes to the literature on the entrepreneurship education has important to the entrepreneurs curriculum characteristics direct or indirect positive and significant effect towards entrepreneurs success.*

**KEYWORDS:** *Entrepreneurship education, creativity, entrepreneurship curriculum, entrepreneurs success, vocational high School (SMK).*

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### **I. INTRODUCTION**

The New Era of Participatory Development in East Java has begun to develop, marked by many and varied aspirations of the community; as done by the East Java Provincial Government 2018 is through infrastructure development both Soft Infrastructure and Hard Infrastructure. In the soft infrastructure strategy, HR development was focused on vocational education (30% SMA: 70% SMK). Labor competition for the needs of small and medium industries by the World Competitiveness Yearbook (2007) reports that developing countries such as Indonesia have low competitiveness compared to the competitiveness of small and medium industries in Thailand and the United States.

Based on data in August 2016, vocational high school (SMK) graduates reached 11.11%. This figure occupies the highest position compared to other workers who have completed education from elementary schools and universities. According to data from the Central Bureau of Statistics (BPS, 2017), the number of labor force in August 2017 increased by 2.62 million people to 128.06 million people compared to the position in August 2016. While the workforce population employed increased by 2.61 million people to 121.02 million people. While the number of unemployed increased by 10 thousand people to 7.04 million people or 5.5% of the total workforce, and the largest unemployment turned out to be vocational graduates. Therefore, to be able to compete requires recommendations for changes to the entrepreneurial learning process in practice (Gibb, 2000). According to Lobler (2006), new changes must be present in changes in entrepreneurial learning even though the environment is uncertain.

While the open unemployment rate in East Java in 2017 can be seen in Table 1.3. The Open Unemployment Rate (TPT) of East Java Province in August 2016 (4.21%) decreased 5.81% compared to August 2015, but was 1.4% lower compared to the national TPT (5.61%). It can be seen in East Java that there are around 840 thousand people of the working age population who are included in the Labor force who do not have a job. While the labor force participation rate (TPAK) of the working age population (15 years and over) reached 66.14%. While workers who are not full or work less than 48 hours a week reach 5.6 Million.

Human resource or labor competition is increasingly open along with the implementation of the ASEAN Economic Community (MEA) era since the end of 2015 ago. The demand to print ready-made, skilled and professional workers cannot be delayed anymore. For this reason, vocational schools as formal education units in the vocational field need to be strengthened. Therefore SMKs print graduates who are ready to enter the workforce. The leading vocational sectors that are still much needed in the world of work. The opportunity for labor needs in leading sectors, namely: maritime, tourism, agriculture, and creative industries, is quite large, while not accompanied by an adequate number of graduates in these fields. The reality in the field shows that

the existence of Vocational Schools is currently still considered lacking in preparation for employment as a ready workforce (Wibowo, 2016). Clarke (2007) there is a difference between the goal of education and the industrial world because the school world wants graduates who have high grades.

## II. LITERATURE REVIEW

**Entrepreneurs:** Entrepreneurs control the overall business, and as such, they tend to undertake various business activities and make most management decisions Franco, et al. (2014). Their management style and personality can shape the characteristics of their firms (Hills & Hultman, 2011). Key words of entrepreneurship are: risk taking, running your own business, taking advantage of opportunities, creating new businesses, innovative approaches, and independent (Hadiyati, 2011). Zimmerer & Scarborough (2008) entrepreneur is the application of creativity and innovation to solve problems and efforts to take advantage of opportunities faced by people every day (Meredith, et al., 2005). Entrepreneur is someone who establishes and runs an innovative business. According to Hisrich, et al. (2005), entrepreneurship is a dynamic process of vision, change, and creation that requires effort and enthusiasm for the creation and implementation of new ideas and creative solutions.

Yaghoobi, et al. (2010) state that entrepreneurs are people who dare to open independent productive activities. Baldacchino (2009) states that entrepreneurship is a creative and innovative ability that is used as a basis, tips, and resources to find opportunities for success. where he explained that entrepreneurs are entrepreneurs who carry out new combinations in the technical and commercial fields into practice (Meredith, 2000).

**Entrepreneurship Education:** Entrepreneurship education is an effort to internalize entrepreneurial spirit and mentality through both educational institutions and other institutions such as training institutions, training and so on (Widodo, 2013: 30). Entrepreneurship education teaches the cultivation of entrepreneurial values that will shape the character and behavior for entrepreneurship so that students can be independent. Entrepreneurship education is also able to equip students with various entrepreneurial competencies which will bring great benefits to their lives. The success of entrepreneurship education is seen from whether entrepreneurs have high independence, have high creativity, take risks, are action oriented, have high leadership characteristics, have entrepreneurial skills, understand entrepreneurial concepts and have hard-working characters (Anonim, 2014). According to Tatang (2012: 219) the components of entrepreneurial education include: (1) Learning Methods, (2) Educational facilities and infrastructure, and (3) Educational Environment.

**Entrepreneurship Curriculum:** The curriculum SMK (Pusdiknakes, 2010) is given so that students understand and master why a work is done. According to Fajaryati (2012) that competency-based learning and production-based learning or students are involved in the production process. Muhammad (2017) that the structure of the vocational education curriculum that currently applies is not in accordance with the demands of development, science, technology and the needs of the world of work.

According to (Katz, 2003; Kirby, 2002), entrepreneurship education curriculum is best placed to equip students with the necessary knowledge and skills required to prosper in working environments. According Karanja, et al, (2016) this era, school documents, news paper articles, committee reports and many academic textbooks refers to all subjects offered or prescribed by the institution as 'curriculum of the school'. European commission (Kuratko, 2005), a common knowledge does exist that there is a relationship between entrepreneurship education on economic growth. Leyden et al., (2015) generally in European countries for instance, SME's has remained paramount in the success of local communities and economic properties. The study found that an Entrepreneurial curriculum contributes in influencing an entrepreneurial mindset among entrepreneurship students (Karanja, et al., 2016)

The role of entrepreneurial education and training in identifying potential entrepreneurial attitude especially at a young age is inevitable for students, educators and governments (Rasheed, 2000). Therefore, it is vital to identify the personality traits and skills that are reflected by successful entrepreneurs in this way entrepreneurship education and training curriculum can be effectively and more better designed in accordance with the needs of the country (Gurol, 2006). Nani (2016) the idea behind the introduction of practical subjects into the educational curriculum was to produce job creators and not job seekers. By the way these practical subjects are taught have not yield the intended results are producing entrepreneurs and as learners are not taken to setting up businesses which is what entrepreneurship entails.

**Creativity:** Solso, & Maclin (2007: 444) provide a definition of creativity as a cognitive activity that produces a new view of a form of problem and is not limited to pragmatic results (always viewed according to their use). Creativity is connecting and rearranging knowledge in human thoughts which allows him to think more freely in generating new things, or generating ideas that surprise others in producing things useful. Another understanding is that creativity is the unification of knowledge from various fields of experience to produce new and better ideas (West, 2000; 14). A. Roe in Frinces (2004) states that the requirements of creative people are: (1) openness to experience (openness to experience), (2) observing seeing things in unusual ways (observing the

way they normally do), (3) curiosity tolerance of apporites(tolerance to ambiguity), (4) independence in judgments, thought and action (independence in judgment, thought and action), (5) needing and assuming autonomy (requires and accepts autonomy), (6) self-reliance (self-confidence), (7) not being subject to a standard group and control (not being subject to group supervision), and (8) willing to take calculated risks (availability to take calculated risks) .

**Entrepreneurs Success:** According to Rohmat (2010), limited and unlimited success is often called material and non-material success (Man, et al, 2002, Usoff, et al., 2002, Bosma, et al., 2012 ; Wiklund & Shepher, 2003). Continuous and integrated learning process to achieve success when learning can take the form of formal, non-formal and informal according to (CEC, 2000; Lans, Wesselink, Biemans & Mulder, 2004), where all three types of learning are interconnected with others while coaching, mentoring , monitor and evaluate. Whereas Law No. 9 of 1995 in Rohmat (2010) concerning Small Business states that National Development aims "to realize a just and spiritual society for all Indonesians. The measurement of success summarizes the number of inspections, the number of workers increasing, financial resources, and trade benefits. This refers to the measurement of entrepreneurial entrepreneurship of small entrepreneurs more in the form of economics and material. Some of the entrepreneurial success conditions are determined by profits in business (Dennis and Fernand, 2001, economic stability and health (Pompe & Bilderbeek, 2005; Frese, 2009), management skills and environmental conditions (Chocce & Ubela, 2006). Rajput ( 2011) concluded that the factors of entrepreneurial success can be divided into innovation categories and resource categories. Meanwhile, according to (Acs& Szerb, 2007; Frese, 2009) factors such as politics, psychology and entrepreneurship are local (Vidyatmoko & Rosadi, 2015). the above understanding can be concluded that the success of entrepreneurship is a combination of individual satisfaction towards extrinsic achievement, namely financial and intrinsic assets, namely inner satisfaction (Austhi, 2017).

### Analysis Model

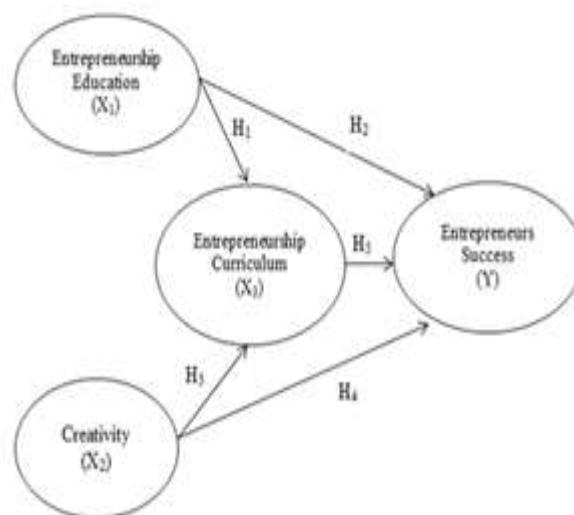


Figure 1. Analysis Model Research

### III. RESEARH METHODS

**Validity test:** Validity is the level of reliability and validity of the measuring instrument used. Instruments are said to be valid means showing a measuring instrument used to get the data valid or can be used to measure what should be measured (Sugiyono, 2014:137).

**Reliability Test:** Reliability is a measure that shows that the measuring instrument used in this study has reliability as a measuring tool, including measured through the consistency of measurement results over time if the measured phenomenon does not change (Ismaryanti, 2008: 18)

**Population:** The population of vocational schools in East Java in 2017/2018, and the sample used was taken from 5 vocational high schools (SMK) from each city or district: Madiun, Mojokerto, Malang, Jember, and Surabaya, which the number respondent is 75 students.

### IV. RESULT AND DISCUSSION

Validity Test Result: the results of the validity test for each variable can be seen in Table 1

**Table 1. Validity Test Results**

Variable	Indicator	Pearson Correlation	Sig.	Remarks
Entrepreneurship Education (X1)	X1.1	0.709	0.000	valid
	X1.2	0.705	0.000	valid
	X1.3	0.554	0.002	valid
	X1.4	0.689	0.000	valid
	X1.5	0.765	0.000	valid
Entrepreneurship Curriculum (X2)	X2.1	0.703	0.000	valid
	X2.2	0.746	0.000	valid
	X2.3	0.703	0.000	valid
	X2.4	0.740	0.000	valid
	X2.5	0.597	0.001	valid
Creativity (X3)	X3.1	0.808	0.000	valid
	X3.2	0.756	0.000	valid
	X3.3	0.642	0.000	valid
	X3.4	0.665	0.000	valid
Entrepreneurs Success (Y)	Y1	0.668	0.000	valid
	Y2	0.758	0.000	valid
	Y3	0.563	0.000	valid
	Y4	0.631	0.000	valid

Source: Data Processing Results

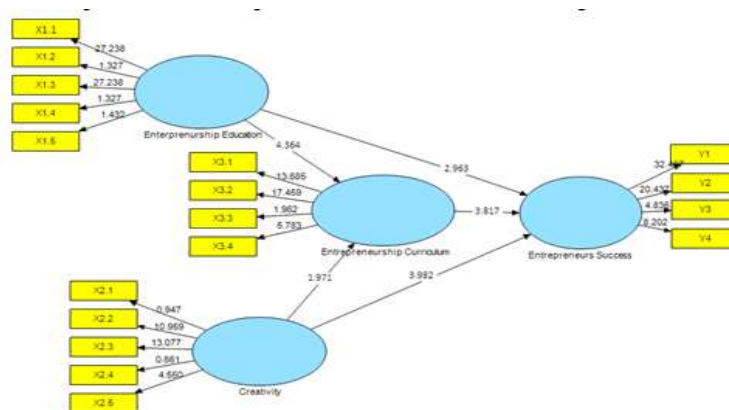
Reliability Test Result: the results of the reliability test for each variable can be seen in Table 2

**Table 2. Reliability Test Results**

Variable	Indicator	Cronbach's Alpha If Deleted	Cronbach's Alpha.	Remarks
Entrepreneurship Education (X1)	X1.1	0.777	0.811	reliable
	X1.2	0.760		reliable
	X1.3	0.802		reliable
	X1.4	0.794		reliable
	X1.5	0.760		reliable
Entrepreneurship Curriculum (X2)	X2.1	0.797	0.820	reliable
	X2.2	0.773		reliable
	X2.3	0.797		reliable
	X2.4	0.773		reliable
	X2.5	0.811		reliable
Creativity (X3)	X3.1	0.717	0.780	reliable
	X3.2	0.744		reliable
	X3.3	0.772		reliable
	X3.4	0.767		reliable
Entrepreneurs Success (Y)	Y1	0.712	0.750	reliable
	Y2	0.683		reliable
	Y3	0.748		reliable
	Y4	0.732		reliable

Source: Data Processing Results

The structural model testing results by doing the bootstrapping process and the results can be seen in Figure 2 in the form of path coefficient, output model measurements: inner loading and t-value values



**Figure 2. Path Coefficient Diagram**

**Table 3. Path Coefficients**

	Original Sample (O)	Sample Mean (M)	Standard Error (STERR)	T Statistics (O/STERR)	Remarks
Entrepreneurship Education → Entrepreneurship Curriculum	0.409862	0.411291	0.093910	4.364400	positive and significant
Entrepreneurship Education → Entrepreneurs Success	0.239058	0.251932	0.080668	2.963485	positive and significant
Creativity → Entrepreneurship Curriculum	0.255535	0.129672	0.140672	1.970626	positive and significant
Creativity → Entrepreneurs Success	0.338144	0.343383	0.084919	3.981970	positive and significant
Entrepreneurship Curriculum → Entrepreneurs Success	0.319597	0.320144	0.083724	3.817261	positive and significant

Source: Data Processing Results

Remarks: significant value  $\alpha = 0.05$ , t-statistics = 1.96

Table 3. Path coefficient results can be seen the first that the effect of Entrepreneurship Education on Entrepreneurship Curriculum is 0.409862 with a t-statistic value of 4.364400 and declared positive and significant with the resulting t-statistics > 1.96. The second of the effects of Entrepreneurship Education on Entrepreneurs Success were 0.239058 with a t-statistic value of 2.963485 and declared positive and significant with the resulting t-statistics > 1.96. The three Creativity influences on Curriculum Entrepreneurship are 0.255535 with a t-statistic value of 1.970626 and are stated to have a positive and significant effect with the resulting t-statistics values > 1.96. The four Creativity influences on Entrepreneurs Success were 0.338144 with t-statistic values of 3.981970 and stated to have a positive and significant effect with the resulting t-statistics values > 1.96. The five effects of Entrepreneurship curriculum on Entrepreneurs Success amounted to 0.319597 with a t-statistic value of 3.817261 and declared positive and significant with the resulting t-statistics > 1.96.

## V. CONCLUSION

Based on the results of the discussion in Table 3 and Figure 2, the results of path coefficient can be seen that the first hypothesis of entrepreneurship education influences Curriculum Entrepreneurship is considered positive and significant with the resulting t-statistics > 1.96, both entrepreneurship curriculum influences Entrepreneurs Success are declared positive and significant with the resulting t-statistics > 1.96, the three Creativity influences Curriculum Entrepreneurship are declared positive and significant with the resulting t-statistics > 1.96. The four Creativity influences Entrepreneurs Success are positive and significant with the resulting t-statistics > 1.96 and the five Curriculum Entrepreneurship influences Entrepreneurs Success are positive and significant with the resulting t-statistics > 1.96.

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