

INDUSTRIAL WORK PRACTICES AND SKILLS TO GROW ENTREPRENEURSHIP ATTITUDES IN THE FOOD SERVICE SECTOR FOR STUDENTS OF SMK NEGERI I TONDANO

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Abstract

Entrepreneurship is one of the determinants of the economic progress of a nation. The problem that arises is there is any influence of Industrial Work Practices on entrepreneurship attitudes and the influence of skills on entrepreneurship attitudes. Data was obtained from distributing questionnaires to 28 students of SMK Negeri 1 Tondano, which was obtained using simple saturation, then analyzed using quantitative data analysis. Quantitative analysis includes validity and reliability testing, classical assumption test, coefficient of determination test and multiple analysis, F significance test (F statistic test), individual parameter significance test (t-test). While the data processing using SPSS 19.00 for windows. From the results of research data processing obtained from simple linear regression = $6.382 + 0.408 X_1 + 0.222 X_2 + e$. Simultaneous calculation results obtained partial test results for t count (2.835) > t table (2.059), the significance of the Prakerin variable on the related variable, namely the entrepreneurial attitude of 0.009 or less than the alpha value of 0.05. Industrial Work Practices variables have a significant effect on students' entrepreneurial attitudes or H1 is accepted and H2 is rejected. While the regression coefficient of the skill variable is 0.239 or greater than the alpha value of 0.05. So it can be said that the value of t arithmetic t table and significance 0.239 > 0.05 means that the skill variable has no effect and is not significant on students' entrepreneurial attitudes or H1 is rejected and H0 is accepted.

Keyword : Industrial Work Practices, Skills, Entrepreneurship Attitude

INTRODUCTION

SMK graduates are expected to have the skills to be able to compete in the MEA era. SMK. One of the efforts to improve the quality of human resources (HR) is carried out through formal education and training, namely that vocational schools increasingly have a strategic role in the development of vocational schools (Ngadi2014). The Indonesian government's program through education is to produce 75% SMK graduates while 25% SMA graduates (Kusnadi, 2010). The aim of the Indonesian government program is to make people of productive age have the competence and be able to work in the industrial world. In fact, the open unemployment rate (TPT) for SMK graduates is still the highest at 8.92% compared to 7.19% for high school graduates, 7.92% for Diploma II/III, and 6.31% of tertiary institutions (Andreas, 2018). The TPT data need to be studied why SMK graduates are the biggest contributing factor to the unemployment rate in Indonesia. Based on the Socio-Economic Data Report of the Central Statistics Agency (BPS, 2018), the workforce in Indonesia reaches 118.0 million people and the working population reaches 110.8 million people so that the number of

unemployed in Indonesia is 7.20 million people. This number shows that the number of unemployed in Indonesia is still high. The problem of unemployment can be overcome by entrepreneurship and becoming an entrepreneur is the right alternative to overcome unemployment.

Entrepreneurship is one of the determinants of the economic progress of a nation. In addition, entrepreneurship will also be a driving force for the independence of a nation, which can be installed in students as the nation's next-generation since they are in school. According to the Central Statistics Agency (BPS, 2018), the highest unemployment rate based on the level of education graduation, the first is Vocational High School (SMK) 9.87%, Senior High School (SMA) 9.6%, Junior High School 7.76%, Diploma I/II/III 6.21%, University 5.91%, and elementary school below 3.64%. This shows that the absorption rate of SMK graduates in the world of work is still low. Industrial Work Practices (Prakerin) as a solution for vocational students so that they can learn according to the actual reality in the business or industrial world, so that later, after completing Prakerin, students can understand the world of work, have skills in the field of catering services, so that they can grow attitudes entrepreneurship.

The aims of this research are 1). To examine the industrial work practices (Prakerin) with the entrepreneurial attitude of SMK Negeri 1 Tondano students, 2). To analyze the influence of Industrial Work Practices, skills in the catering sector on the entrepreneurial attitude of students at SMK Negeri 1 Tondano.

METHOD

The research design is correlational. This research was conducted at SMK Negeri 1 Tondano, the reason that the school is one of the vocational schools that are directly related to the PKK department. Implementation time in June to September 2021. The population in this study was all students of SMK Negeri 1 Tondano. Sampling was carried out purposefully to class II students of the Catering Study Program. The sample is set at 28 students because the sample is only 28 students at SMK Negeri 1 Tondano.

The data in this study consisted of two types of data, namely primary data and secondary data. Types of data collected include secondary data and primary data. Secondary data consist of data on school characteristics which include: number of students, age of students, final semester exam scores, number of classes, teachers, rooms, and school facilities available for students' teaching and learning purposes. The data were obtained from school office records. Primary data consist of: Data about Prakerin by schools and teachers, in this case, obtained directly by interview using a questionnaire containing about the implementation of Prakerin in accordance with the student's study program which includes: the implementation of Prakerin according to the field of study in catering services, Questions are arranged in the form of a Likert scale that patterned 3, 2, 1, 0, for positive statements, and vice versa for negative statements with patterns of 0, 1, 2, 3. The answer scores for data on the use of teaching aids by teachers ranged from 0 to 60 for 20 questions. Data on Skills, this data is obtained from the value of the results of the Prakerin implementation at the location/place of implementation. This data is obtained from the results obtained from the business/industry where the Prakerin is implemented.

The population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions. The

population in this study were students of SMK Negeri I Tondano, totaling 28 students. Because the population is less than 100, all students are sampled.

The collected data were then tabulated, edited, and analyzed statistically and descriptively. School characteristic data were analyzed descriptively and presented in terms of frequency and percentage. The analytical technique used in this research is the Validity and Reliability Test of the Instrument. Validity is a measure that shows the level of validity or validity of an instrument. An instrument is said to be valid if it can reveal data from the actual picture variables. So the validity test is a test of the validity of the instrument.

The reliability test used to test the reliability of the instrument in this study is a two-part reliability test (Spearman-Brown), that is, by splitting the two existing scores, then correlating the two. After finding the correlation value, it is calculated using the Spearman-Brown formula. Multiple linear regression analysis is a linear relationship between two or more independent variables and the dependent variable. This analysis is to determine the direction of the relationship between the independent variable and the dependent variable is positively or negatively related and to predict the value of the dependent variable if the independent variable increases or decreases. Multiple linear regression analysis is done by setting the equation: $= a + b_1X_1 + b_2X_2 + e$,

The F test was carried out using the Analysis of Variance (ANOVA) which also used the SPSS program. The conditions used are if the prob value. F count (SPSS output is shown in column sig.) is smaller than the error rate (alpha) of 0.05 (which has been determined), then H_0 is rejected or it can be said that the estimated regression model is feasible, whereas if the value of prob. F count is greater than the error rate of 0.05 than H_0 or it can be said that the estimated regression model is not feasible.

R^2 test (coefficient of determination test), this test is intended to measure how far the independent variable affects the dependent variable. The coefficient of determination explains the variation in the effect of the independent variables on the dependent variable. Or it can also be said as the proportion of the influence of all independent variables on the dependent variable. The value of the coefficient of determination can be measured by the formula $R^2 = r^2_{XY}$. While in the SPSS program the value of the coefficient of determination (R^2) is indicated by the value of R Square or Adjusted R-Square. R-Square is used when there is only one independent variable (commonly called Simple Linear Regression), while Adjusted R-Square is used when there is more than one independent variable. Then the resulting R^2 value is multiplied by 100%.

The t-test (t-test), the t-test in multiple linear regression is intended to test whether the parameters (regression coefficients and constants) that are thought to estimate the multiple linear regression equation/model are the right parameters or not. The exact meaning here is that the parameter is able to explain the behavior of the independent variable in influencing the dependent variable. Parameters estimated in linear regression include intercept (constant) and slope (coefficient in the linear equation). In this section, the t-test is focused on the slope parameter (regression coefficient) only. So the t-test in question is the regression coefficient test.

F test (joint regression test), this test is intended to determine whether there is an effect of the independent variable together with the dependent variable. This test is also known as the model feasibility test or more popularly referred to as the simultaneous test model. This test identifies the estimated regression model is feasible or not. Appropriate here means that the estimated

model is suitable to be used to explain the effect of independent variables on the dependent variable.

The provisions that apply are if the prob value. F count (output results are shown in column sig.) is smaller than the error rate (alpha) of 0.05 (which has been determined) then H_0 is rejected or it can be said that the estimated regression model is feasible, whereas if the value of prob. F count is greater than the error rate of 0.05, so it can be said that H_0 is accepted if the value of f arithmetic is f table and significance is 0.05.

RESULT AND DISCUSSION

SMK Negeri 1 Tondano is one of the Vocational High Schools in the Tondano area, Minahasa Regency, North Sulawesi Province, which is located at Jln. Stadium Manguni Tondano and the school has a state status. Existing facilities, or existing in the school, support the teaching and learning process and facilitate school administration affairs

Multiple linear regression analysis is a linear relationship between two or more independent variables and the dependent variable. This analysis is to determine the direction of the relationship between the independent variable and the dependent variable is positively or negatively related and to predict the value of the dependent variable if the independent variable increases or decreases. Multiple linear regression analysis is done by setting the equation: $= a + b_1X_1 + b_2X_2 + e$

The results of this multiple linear regression equation: $= 6.382 + 0.408 X_1 + 0.222 X_2 + e$

This means a) The value of constant $a = 6.382$ means that if the internship and skill variables are not included in the study, the entrepreneurial attitude of students still increases 6.382%., b). The value of the coefficient $b_1 = 0.408$ means that if the Prakerin variable is improved even more (such as being more enthusiastic, serious, creating self-confidence, being optimistic, supporting goals, oriented to the future, and wanting to move forward) then the entrepreneurial attitude will increase by 0.408% with assuming the other independent variables are constant, c). The value of the coefficient $b_2 = 0.222$ means that if the skill variable is increased by 1% it is even better (such as having the ability, ability, work motivation, more opportunities to seek knowledge and skills) students' entrepreneurial attitude will increase of 0.222% with the assumption that the other independent variables are constant

The t-test (t-test), the t-test in multiple linear regression is intended to test whether the parameters (regression coefficients and constants) that are thought to estimate the multiple linear regression equation/model are the right parameters or not. The exact meaning here is that the parameter is able to explain the behavior of the independent variable in influencing the dependent variable. Parameters estimated in linear regression include intercept (constant) and slope (coefficient in the linear equation). In this section, the t-test is focused on the slope parameter (regression coefficient) only. So the t-test in question is the regression coefficient test.

F test (joint regression test). This test is intended to determine whether there is an effect of the independent variable together with the dependent variable. This test is also known as the model feasibility test or more popularly referred to as the simultaneous test model. This test identifies the estimated regression model is feasible or not. Appropriate here means that the estimated model is suitable to be used to explain the effect of independent variables on the dependent variable.

The provisions that apply are if the prob value. F count (output results are shown in column sig.) is smaller than the error rate (alpha) of 0.05 (which has been determined) then H_0 is rejected or it can be said that the estimated regression model is feasible, whereas if the value of prob. F count is greater than the error rate of 0.05, so it can be said that H_0 is accepted if the value of f arithmetic is f table and significance is 0.05. And H_3 is accepted if the variables of leadership and work motivation together have a value off arithmetic f table and significance 0.05.

R² test (coefficient of determination test), this test is intended to measure how far the independent variable affects the dependent variable. When viewed from the R-Square value of 0.284, it shows that the proportion of the influence of the Prakerin and skill variables on the entrepreneurial attitude variable is 28.4%. This means that Prakerin and student skills have a proportion of influence on student entrepreneurship attitudes of 28.4%, while the rest, 71.6% (100% - 28.4%) are influenced by other variables that are not in this linear regression model. The effect of internship and skills on student entrepreneurship attitudes is only 28.4%, which is small.

According to the researcher's observations, student Prakerin has not had much effect on entrepreneurship attitudes, not because of the bad Prakerin factor, but more on the student's readiness factor. The same thing also looks at the effect of student skills on entrepreneurial attitudes. Student skills do have an influence on entrepreneurial attitudes but not significantly. According to the researcher's observations, this is also due to the good readiness and sincerity of students.

According to the researcher's observations, work skills do not have an effect on students' entrepreneurial attitudes, but what is felt to be more influential on their performance is responsibility. This sense of responsibility arises because they feel fully trusted.

CONCLUSION

After conducting research and analyzing the data, the researcher drew the following conclusions: 1). The influence of Prakerin on students' entrepreneurial attitudes is positive, this can be seen from the t-test results of 0.009 0.05. So that the effect is significant, the magnitude of the influence is 0.408 (seen from the results of the coefficient value), 2). The effect of the skill variable on students' entrepreneurial attitudes does not affect the probability value of the T count of 0.239. This probability value is greater than 0.05. So it can be said that the effect of the skill variable on the entrepreneurial attitude variable at a significance of 5% is not significant. Or in other words, skills have no effect on students' entrepreneurial attitudes at the 95% confidence level, and, 3). The effect of internship and skill variables together with students' entrepreneurial attitudes. This can be seen from the R-Square value of 0.284. This value indicates that the proportion of the influence of the Internship and Skills variable on the student's entrepreneurial attitude variable is 28.4%. This means that vocational students' prakerin and skills, together have a proportion of influence on entrepreneurship attitudes of 28.4%, while the rest, namely 71.6% (100% - 28.4%) is influenced by other variables that are not in the regression model. This linear. This conclusion is also strengthened by the F test which shows an F value of 4.950 with a prob value. F count (sig.) 0.0015. Prob value. This calculated F is smaller than the significance level of 0.05 so it can be concluded that the estimated linear regression model is feasible to use to explain the effect of Prakerin and skills together with the dependent variable, namely students' entrepreneurial attitudes.

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