



Learning of Craft and Entrepreneurship Towards Student's Entrepreneurship Interest Referred from Planned Behavior

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Abstract

The purpose of this research is to see the relation between learning of craft and entrepreneurship in theory of planned behavior (Ajzen, 1991) and further influence entrepreneur interest. The population of this research is on students of marketing program of SMK Negeri Kabupaten Boyolali with Smart PLS-3.0 analysis tool. Through the sampling formula Issac and Michael obtained as many as 175 student samples. Sampling is by proportionate stratified random sampling technique. The results of the analysis show that: learning of craft and entrepreneurship have positive effect on entrepreneurship interest through mediation by attitude toward behavior (ATB), subjective norm (SN), and perceived behavior control (PBC). The research is well used in the development of economic learning innovation especially on the subjects of craft and entrepreneurship

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INTRODUCTION

The process of prospering a nation desperately needs entrepreneurs who are able to accelerate the economic growth of a country and create employment for the community thereby reducing the unemployment rate (Murtini, 2016). The importance of shaping entrepreneurial behavior from an early age as the beginning in starting a business and contributing to open employment. In addition, interest in entrepreneurship also plays an important role to indicate a person's interest to entrepreneurship, while hope is the number of entrepreneurs can increase. Theory of Planned Behavior (Ajzen, 1991) is a theory that can understand entrepreneurial behavior. The planned behavioral theory of one's interest will be able and appropriate to explain behavior in entrepreneurship. This theory is reinforced by Fayolle et al. (2006) that if assessing the effects of entrepreneurial learning programs refers to the theory of planned behavior. Furthermore, Fayolle et al. (2006) says specifically entrepreneurial learning programs affect three factors of the theory of planned behavior. Theory of planned behaviors have factors that shape interest in entrepreneurship ie ATB, SN and PBC. ATB is how a person's attitude in giving a positive or negative response to a behavior. Suharti and Sirine (2012) stated that much research on ATB affects entrepreneurial interest. SN is the individual belief in the norms of the surrounding community as well as the individual's motivation to obey the norms (Krueger et al., 2000). Ajzen (1991) explains that PBC is how the individual perceptions about the level of ease or difficulty level to perform a behavior. The concept of PBC is similar to self-efficacy (SE). SE is individual confidence in the ability of self to carry out a task. Bandura (1991) states that the SE concept plays an important role in the interest and

motivation of one's entrepreneurship. SE is also defined as individual beliefs to master the situation and generate positive values (King, 2012). Confidence in individual capacity in the form of patience, intelligence, and perseverance in associating greatly determines interest and contributes to entrepreneurial action (Carsrud and Brännback, 2011). Thus, the focus of this research is on how the mediation effect of the theory of planned behavior on the learning of entrepreneurship and entrepreneurship in the interest of student entrepreneurship.

LITERATURE STUDY

Theory of planned behavior states that interest in entrepreneurship and the decision to do business depends on ATB, SN and PBC (Cruz et al, 2009). Kolvereid (1996), Gido et al. (2011) shows the results of research that ATB, PBC and SN as antecedent variables of entrepreneurship interest. Meanwhile, Karimi et al. (2016) suggests that entrepreneurial learning influences PBC and SN, but no effect is found between entrepreneurial learning on ATB. Meanwhile, Roxas, et al., (2008) states that knowledge gained from formal entrepreneurship education programs will have a positive impact on individual entrepreneurial interests as a whole through the influence of ATB and SN mediations that support entrepreneurial behavior. The statement is reinforced by Zampetakis, et al., (2011) that the presence of entrepreneurial learning moderates the effects of individual creativity on entrepreneurial interests. Soutaris et al. (2007) shows that entrepreneurial learning increases student entrepreneurship interest and subjective norms, but there is no significant relationship between entrepreneurship learning and attitude toward entrepreneurship and perceived behavior control. Meanwhile,

Gerba (2012) shows that the three antecedent factors have a significant effect on entrepreneurship interest, although there are differences in the significance level of ATB, SN, and PBC on student entrepreneur interest. of entrepreneurship interest among students. Riani et al., (2012) shows the results of the analysis of entrepreneurial learning programs affecting ATB, SN, PBC and innovation satisfaction. Furthermore,

ATB, SN and PBC influence entrepreneur interest. Meanwhile, interest in entrepreneurship does not affect the target of entrepreneurship behavior. Furthermore, innovation satisfaction affects performance satisfaction as well as target of entrepreneurship behavior does not affect performance satisfaction.

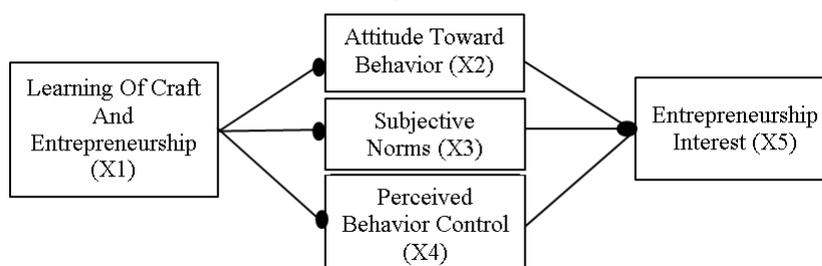


Figure 1. Research Model

METHODS

Mulyana (2006) said that the research methodology is a process, principles and procedures to approach the problem and seek answers to these problems. This research is only done on SMKN 1 Banyudono, SMKN 1 Boyolali and SMKN 1 Kemusu in Boyolali District. This study uses quantitative analysis method that is analyzed in numerical data or numbers obtained from statistical methods and conducted inferential research or in the framework of hypothesis testing. Furthermore, will be obtained the significance of the relationship between the variables studied. This research is designed to be a research model to measure the independent variable (exogenous), the variation of mediation (intervening) and the dependent variable (endogen). If using the formula Issac and Michael (1983) the number or size of the sample obtained 175 samples with proportionate stratified random sampling technique. The hunting of the workshop and entrepreneurship learning is adopted and modified from the 2013

handbook of craft And entrepreneurship. Measurements of ATB, SN and PBC are adopted and modified from sources (Ahmed et al., 2017; Autio et al., 2001; Karimi et al., 2014; Marques et al., 2012; Shancez; 2016). Measurements of entrepreneurship interest are adopted and modified from sources (Schwarz et al., 2009; Longnecker et al., 2001; Suharti & Sirine, 2011; Linan & Chen, 2006). This research uses SMART-PLS 3.0 as a tool in data analysis technique. Then tested the validity, reliability and hypothesis test.

RESULT AND DISCUSSION

The result of descriptive analysis of research learning of craft and entrepreneurship, ATB, SN PBC, and interest in entrepreneurship obtained average score, median, mode, minimum score, maximum score, variance and standard deviation, class count, class interval, value range and skewness. The way to facilitate in understanding the data of research results, data also presented in the form of frequency

distribution. The following descriptive analysis results are presented in table 1.

Table 1. Summary of Descriptive Statistical Analysis Results

Variable	X1	X2	X3	X4	X5
N	175	175	175	175	175
Min	22	24	4	21	16
Max	32	40	12	40	32
Range	10	16	8	19	16
Mean	26.80571	33.83429	9.697143	31.36	26.52571
Std. Deviation	2.556707	3.397256	1.408	3.578608	3.054706
Variance	6.536749	11.54135	1.982463	12.80644	9.331232

Evaluation of the measurement model is a measurement model used to assess the convergent and discriminant validity of latent construct-forming indicators. Composite reliability and cronbach alpha are used to assess indicator reliability. Convergent validity test parameter in SMART-PLS measurement model with reflexive indicator can be measured by loading factor with rule of thumb > 0.7 . The loading factor value with the rule of thumb between 0.5 - 0.6 can still be used or use the AVE and Commuality > 0.5 or t-statistic ≥ 1.96 and P Value ≤ 0.05 . This research is a research that is confirmatory research. Therefore, convergent validity has the provision that the loading factor value is greater than 0.7. From the results of validity test stated that the entire questionnaire of research variables is said to be valid. It is based on the entire questionnaire items of research variables ie learning of craft and entrepreneurship (X1), attitude toward behavior (X2), subjective norms (X3), perceived behavior control (X4) and

entrepreneurial interest (X5) shows the loading factor value more than 0.7, t statistic ≥ 1.96 and P Value ≤ 0.05 . Discriminant validity including cross loading, AVE root values and latent correlation coefficients compares the correlation coefficient value of the indicator or questionnaire item in the construct block with the correlation coefficient in the other column. Discriminant validity relates to the principle that different construct gauges should not be highly correlated. Discriminant validity test is assessed by comparison of cross loading, AVE root value and latent correlation coefficient with correlation between constructs. Based on the results of cross loading, shows that the correlation of latent constructs in predicting indicators on each variable, much better than the other variable indicators. Thus, the discriminant validity test has been met. Furthermore, the examination on the comparison of AVE root values and the correlation latent coefficient with correlation between constructs.

Table 2. AVE and AVE Root Values

Variable	AVE	Akar AVE
(X1)	0,557	0.746
(X2)	0,511	0.714
(X3)	0,928	0.963
(X4)	0,538	0.733
(X5)	0,602	0.775

Table 3. Latent Variable Correlation Value

Variable	ATB	NB	PBC	PKWR	SN
(X2)	1,000				
(X5)	0,639	1,000			
(X4)	0,566	0,615	1,000		
(X1)	0,456	0,509	0,540	1,000	
(X3)	0,514	0,462	0,455	0,305	1,000

The results show that the AVE root value is greater than the AVE value and shows that the correlation of the latent constructs in each variable is much better than the other variables. Thus, discriminant validity has been met. Evaluation of

construct reliability value with reflective indicator in PLS-SEM uses two ways namely composite reliability and cronbach's alpha. Reliability test serves as a proof of accuracy, consistency and determination of the instrument in measuring the construct..

Table 4. Nilai Composite Reliability dan Cronbach's Alpha

Variable	Cronbach's Alpha	Composite Reliability
(X1)	0,741	0,815
(X2)	0,746	0,814
(X3)	0,813	0,889
(X4)	0,782	0,834
(X5)	0,786	0,843

The conclusion of the reliability test that has been fulfilled because the value of Composite Reliability and Cronbach's Alpha shows the number > 0.70. Thus, the variable instrument meets the reliability requirement that is in measuring the constructs is precise, consistent, and accurate. This research uses Composite Reliability for reliability test because it is better to estimate the internal consistency of a construct. Analysis of the

effect of mediation in the research model can be seen by looking at the regression of exogenous variables to the intervening variable and intervening variable regression results on the endogenous variables. If both regression results indicate an influence then the hypothesis conclusions indirect influence is positive and significant between exogenous variables to endogenous variables through intervening variables.

Table 5. Indirect Effect

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (Stdev)	T statistics (O/Stdev)
X1 -> X2 -> X5	0,160	0,171	0,040	4,012
X1 -> X3 -> X5	0,151	0,161	0,043	3,509
X1 -> X4 -> X5	0,032	0,033	0,026	1,220

Value of beta coefficient (original sample) and t-statistic value, then result of hypothesis test of research are as follows:

The learning of craft and entrepreneurship have a positive effect indirectly and significantly to entrepreneurship interest through attitude toward the behavior of the students. Based on the test results show the value of coefficient beta (original sample) that is equal to 0.160 and t-statistic value $4,012 \geq 1.96$. Thus, the hypothesis which states the learning of craft and entrepreneurship influence indirectly to entrepreneurship interest through attitude toward behavior of students is accepted.

The learning of craft and entrepreneurship have a positive effect indirectly and insignificantly to entrepreneurship interest through students' subjective norms. Based on the test results show the value of beta coefficient (original sample) that is equal to 0.032 and t-statistic value $1.220 \leq 1.96$. Thus, the hypothesis that

the learning of craft and entrepreneurship have an indirect effect on the entrepreneurship interest through the students' subjective norms is not accepted.

The learning of craft and entrepreneurship have a positive effect indirectly and significantly to entrepreneurship interest through perceived behavior control of students. Based on the test results show the value of beta coefficient (original sample) that is equal to 0.151 and t-statistic value $3.509 \geq 1.96$. Thus, the hypothesis which states the learning of craft and entrepreneurship influence indirectly to the entrepreneurship interest through perceived behavior control students is accepted.

The structural model is evaluated by looking at the coefficient of determination (R^2) for each endogenous latent variable as the predictor force of the structural model. The coefficient of determination is presented in table 6.

Table 6. R Square

Variable	R Square	R Square Adjusted
(X2)	0,208	0,203
(X5)	0,529	0,518
(X4)	0,292	0,288
(X3)	0,093	0,088

The value of determination coefficient for attitude toward behavior variable of 20.8% can be explained by the variable of the learning of craft and entrepreneurship, the coefficient of determination for the subjective norm variable of 9.3% can be explained by the variable of the learning of craft and entrepreneurship, the coefficient of determination for the variable perceived behavior control of 29.2% can be explained by the variable of the learning of craft and entrepreneurship, and the value of determination coefficient for the entrepreneurship interest variable of 52.9% can be explained by ATB, SN and PBC, where the rest is influenced by other variables not examined in this study.

CONCLUSION

Conclusion based on the results of data analysis obtained from testing structural model to determine the relationship between variables in this study that is the compatibility of some theories or the results of previous research by experts. However, not all hypotheses in this study are accepted or differed in view of the theory and results of previous research. The conclusions of the research results will be described as follows:

The learning of craft and entrepreneurship influence indirectly to entrepreneurship interest through attitude toward the behavior of students. The results of the test descriptively with the value of the coefficient beta (original sample) that is equal to 0.160 indicates that the learning of craft and entrepreneurship has a positive prediction of entrepreneurship interest through attitude toward the behavior of students. So, when the learning of craft and entrepreneurship increases, will increase the interest of entrepreneurship through attitude toward the behavior of students. The value of t-statistic $4,012 \geq 1.96$ indicates that student entrepreneurship interest is significantly influenced by the learning of craft and entrepreneurship through attitude toward the behavior of students. The results of Roxas, et al. (2008: 61-77) states that knowledge gained from formal entrepreneurship education programs will have a positive impact on individual entrepreneurial interests through the influence of attitude mediation toward the behavior of students. The conclusion that can be drawn is

the learning of craft and entrepreneurship given in SMKN 1 Banyudono, SMKN 1 Boyolali and SMKN 1 Kemusu will be able to increase student entrepreneurship interest through attitude toward the behavior of students.

the learning of craft and entrepreneurship influence indirectly to the interest of entrepreneurship through students' subjective norms. Based on the results of the test descriptively with the value of coefficient beta (original sample) that is equal to 0.032 indicates that the learning of craft and entrepreneurship has positive predictive properties of entrepreneurship intent through subjective norms of students. Thus, as the learning of craft and entrepreneurship increases, it will increase entrepreneurial interests through students' subjective norms. The value of t-statistic $1,220 \leq 1.96$ indicates that student entrepreneurship interest is not significantly influenced by the learning of craft and entrepreneurship through students' subjective norms. The results of this study there is a positive nature of the influence of the learning of craft and entrepreneurship physically to the interest of entrepreneurship through subjective norms. This means that the learning of craft and entrepreneurship that there will increase students' entrepreneurship interests through subjective norms, but still quite low because it is not significant. These results indicate that there is an indication that students' expectation on the mediation of subjective norms is higher than that of subjective norms that exist in students of SMKN 1 Banyudono, SMKN 1 Boyolali and SMKN 1 Kemusu. The result of direct influence of learning of craft and entrepreneurship toward subjective norms shows positive and significant influence. Meanwhile, the direct effect of subjective norms on the interest of entrepreneurship shows a positive but not significant influence. Thus, the analysis of mediation effects in this model is positive but not significant.

The learning of craft and entrepreneurship influence indirectly to the interest of entrepreneurship through perceived behavior control students. Based on the results of the test descriptively with the value of coefficient beta (original sample) that is equal to 0.151 indicates that the learning of craft and entrepreneurship has positive predictive properties of entrepreneurship

intent through perceived behavior control students. So, as the learning of craft and entrepreneurship increases, it will increase the interest of entrepreneurship through perceived behavior control students. The value of t-statistic $3,509 \geq 1.96$ indicates that student entrepreneurship interest is significantly influenced by the learning of craft and entrepreneurship through perceived behavior control of the students. The findings by Kolvereid (1996: 47-57); Guido et al (2011: 342-360) that attitudes, subjective norms and perceptions of behavioral control as antecedents of entrepreneurship interests. Reinforced by Roxas, et al. (2008: 61-77) states that the knowledge gained from formal entrepreneurship education programs will have a positive impact on individual entrepreneurial interests through the influence of mediation on perceptions of entrepreneurial behavior. The conclusion that can be drawn is the learning of craft and entrepreneurship given in SMKN 1 Banyudono, SMKN 1 Boyolali and SMKN 1 Kemusu will be able to increase students entrepreneurship interest through perceived behavior control students.

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