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The Relationship between School Support and Business / Industrial Support with the Entrepreneurial Character of Vocational Students

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Abstract:
This study aims to determine the relationship between school support and business / industry support with the entrepreneurial character of vocational students. This research is an initial step or needs analysis to develop a parenting-based entrepreneurship learning model for improve entrepreneurial character through school collaboration with the business world and industry. This research was conducted on vocational students in Jakarta with a sample of 3 schools representing vocational schools in the fields of tourism, business and economics, and technology. Anova test results show the differences in the character of entrepreneurship, school support and business / industry support based on specialization majors. The results of the study found a significant positive relationship (at 95% confidence level) between school support and entrepreneurial character (r = 0.487) and business / industry support with the entrepreneurial character of vocational students (r = 0.419). This means that the better the school support and business / industry support, the better the entrepreneurial character of vocational students.

Keywords: *Character, entrepreneurship, learning model, entrepreneurship, parenting*

1. Introduction

Indonesia is a developing country with abundant natural resource wealth. Maritime, agrarian, and the available sources of energy are large enough for this nation to advance. This is indeed not a guarantee for the Indonesian people to become a developed country, there must be struggle and effort in managing it.

Reliable human resources capable of managing and developing existing potential are mandatory keywords for the Indonesian nation. Global challenges require every country to be able to compete in various fields, such as economics, social, cultural, and defense and security. Territorial boundaries are no longer a problem because of globalization and technological progress. The above mentioned for competition between countries is becoming increasingly difficult to avoid.

Education is a place for human development to become a quality, innovative and creative human. Education has a clear direction and purpose for human development, both morally and materially. One direction of the task, as well as the responsibility of education, is to prepare decent human beings who are sensitive to the environment and ready to face such complex global challenges.

The form of education has mandated free vocational education units. Vocational School is a vocational-based formal education that prepares students to become skilled workers according to the needs of the industry. Substantially vocational education is in charge of forming students so that they have the ability, insight, good industrial skills, and mastering engineering concepts that exist in the industry (Sukardi, 2008).

Education that is expected to be able to supply entrepreneurs - new entrepreneurs results in educated unemployment. BPS in February 2015 stated that the most massive unemployment came from SMK graduates, which amounted to 9.05% of the 7.45 million unemployed in Indonesia. Submitted successively by SMA (8.17%) and Diploma (7.49%). On the other hand, the number of Indonesian entrepreneurs is still low at 1.58 percent of the total population of 237.6 million (BPS, September 2012). Whereas according to David McClelland in Adam (2010) states that a country will prosper if it has a minimum number of entrepreneurs (entrepreneurs) of 2% of the total population.

Entrepreneurship education that has been carried out in vocational schools is more referring to mere theoretical mastery. For practice and experience in real work, it has not implemented optimally. The implementation is only in the

form of Industrial Work Practices (apprenticeship) with the aim of forming the character of a skilled workforce, not a creative entrepreneur. Most vocational school graduates are more often found to be job seekers than opening jobs (Samsudi, 2014, 308).

The field learning model of Industrial Work Practices which is a form of cooperation between schools and business/industry has weaknesses in the approach field. These weaknesses can be seen, among others, from the lack of communication and evaluation conducted between business owners and the school regarding the development of students. This influenced because the block release pattern that is carried out in the PKL model places students as workers so that business owners are enough just by giving value, they feel they have fulfilled the existing obligations. Finally, students are not able to develop both regarding skills and soft skills. Therefore, this research will be a more extensive research base to develop a learning model that can improve the character of entrepreneurship in vocational school students.

1.1. Entrepreneurship

Based on some expert opinions, it can conclude that the general character of an entrepreneur is the ability to change things for the better or create something that is genuinely new or creative and innovative. Someone who has a mental and entrepreneurial attitude always has the confidence to dare to try new things to create an opportunity. Also, Meredith (1996) in Suharyadi (2007) suggests the characteristics of entrepreneurs as follows:

1.1.1. Confidence

An entrepreneur must have strong confidence. Everything that has been believed and considered right must do as long as it does not violate the law and the prevailing norms. Confidence is an attitude and belief to start, do and complete a task or job faced by

1.1.2. Oriented to Tasks and Results

An entrepreneur must concentrate on assignments and results. Whatever the job must be clear what the results are. Whatever type of business, no matter how hard the business of an entrepreneur is an effort to achieve predetermined goals. The success of the achievement of the task also determined by achievement motivation, profit-oriented, strength and fortitude, hard work, energetic and initiative

1.1.3. Dare to Take a Risk

Every business or business has its risks, and if you want to make a profit, you have to pay the slightest cost. Business risk must exist, there is no guarantee of a profitable business or continuous success. Therefore, to minimize business failure, an entrepreneur must know the opportunities for failure (where the source of failure and how big the chance of failure). By knowing the source of failure, we can try to minimize risk.

1.1.4. Have a Leader Soul

The success of an entrepreneur also determined by the ability to lead. Giving examples, positive thinking, anticipations and having skills in socializing are things that are very necessary for entrepreneurship. This leadership and pioneering not only influences other people or their subordinates but is also swift in anticipating any changes. Also, it must be the leader of the changes that occur by launching new products first, becoming a pioneer in the creation of superior products or providing different added value compared to competitors

1.1.5. Originality

The originality of all that is produced by entrepreneurs will significantly determine their success in achieving competitive advantage. The originality and uniqueness of an item or service is the result of innovation and creativity applied, or acting in new ways or thinking of something old in a new way. The point is that entrepreneurship must be able to create something new and different.

1.1.6. Berorietasi in the Future

Have foresight and if necessary have arrived first in the future is the ability that usually exists in every successful entrepreneur. Because it has a far-sighted view, entrepreneurs will continue to work to create something new and different from what is currently available. This view makes entrepreneurs not feel fast with the results obtained at this time so that they continue to look for opportunities.

1.2. Parenting

Parenting or we know him better as parenting is a term used to refer to patterns of attitudes and interactions of parents in guiding their children. Some experts call parenting as & nbsp; a behavior that has keywords warm, sensitive, full of acceptance, reciprocal, there is understanding and the right response to the needs of children (Garbarino & Benn in Andayani & amp; Koentjoro (2004).

In line with this, the scope of parenting is not only limited to the interaction of parents with their children but includes affection and application and value. Parenting is a pattern of interaction between parents and children, namely how parents attitudes or behavior when interacting with children, including how to apply the rules, teach values / norms, give attention and affection and show good attitudes and behavior so that they become role models for their children.

Of the above opinions, parenting more intended as a process of cultivating values, norms, and affection in the form of parent interaction with their children. This concept is different from the concept of the world of work which involves the role of subordinates and superiors. Interactions that grow not based on compassion but the operational relationship of work.

There are two significant dimensions which are the basis of the tendency of parenting parents:

1.2.1. Response or Responsiveness

This dimension according to Baumrind (Winanti Siwi Respati et al., 2006: 128) regarding the attitude of parents who accept, is full of love, understanding, willing to listen, oriented to the needs of children, reassuring and often give praise. Parents who receive and respond with children, it is possible to open discussion, give and receive verbally between the two parties. Examples of expressing affection and sympathy.

Baumrind (Nancy Darling, 1999: 1) suggests that parental responsiveness refers to " the extent to which parents intentionally foster individuality, self-regulation, and acquiescent to children's individual needs and demands. The sentence means that the response of parents refers to the extent to which parents care for a child, self-circulation and especially children's needs and demands.

1.2.2. Demands or Demandingness

The demandingness dimension according to Baumrind (Nancy Darling, 1999: 1) is that the parents make on children claims to be integrated into the whole family, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeyed. The sentence has the intention of parents' demands for children to make unity throughout the family, through their demands, supervision, disciplinary efforts and willingness to deal with the offending child.

Parental control is needed to develop children into competent individuals, both socially and intellectually. Some parents make high standards, and they demand their children to meet these standards. However, there are also parents who give very little demand to children. Extreme parental demands tend to impede social behavior, creativity, initiative and flexibility in approaching educational and practical problems.

1.3. Entrepreneurship Learning Model

Joyce, Weil & amp; Calhoun (2004: 7) argues that the learning model is a plan or a pattern used to design learning every face to face in class or tutorials and to determine learning tools including books, film tapes, computer-mediated programs, and curricula. Each model directs us to design learning to help students so that learning goals achieved.

Forsyth et al. (2004b: 21) state that "the model should include the curriculum documentation, the design and production tasks, implementation and evaluation." Next, Joyce et al. (2004: 71-76) suggest that the learning model has elements: (1) syntax, (2) social systems, (3) reaction principles, and (4) support systems. Whereas according to Kauchack and Eggen (1995: 11), the learning model is a learning perspective strategy designed to achieve specific learning goals.

The learning model is a perspective so that the teacher is responsible during the planning, implementation, and assessment stages in learning. Based on the understanding of the learning model above, the learning model can formulate as follows that the learning model is a conceptual framework that is used as a guide in planning classroom learning with appropriate learning tools. Noe (2008: 70) the learning model developed should be as follows: "the model of also being adopted as companies begin to value human capital and view training as part of learning systems are designed to create and share knowledge. & Rdquo; Each model directs us to design learning to help participants which finally learning objectives can achieve.

Satur and Gupta in Sullivan (1995) stated that "developed a model for performing skills development in performing and evaluating competencies with the appropriate scope." The learning model will influence participants to increase their knowledge and solve problems faced in the form of competency gaps. This is stated by Mancuso (2010: 42) as follows: "this model presumes student will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem.

The Project Based Learning (PBL) model is a refinement of Problem based learning. Project Based Learning is one of the training strategies oriented to CTL or Contextual Teaching and Learning Process (Jones, Rasmussen and Moffit, 1997). CTL is a training concept that helps trainers associate training material with real-world situations and encouraging trainees to use their knowledge can apply in their lives as members of the community including conducting business (business).

PBL is learning that emphasizes authentic problem solving that occur every day through direct practice learning experiences in the community (John, 2008: 374). PBL has also referred to as project-based teaching, experienced-based education, authentic learning or anchored instruction (Arends, 1997: 156). PBL can interpret as project-based learning, experience-based education, authentic learning rooted in real life problems.

Gijbels (2005: 29) states that PBL is used to refer to many contextualized approaches to instruction that anchor much of learning and teaching in concrete. This focus on the concrete problem of initiating the learning process is central to the most definition of PBL. So PBL is a learning method that leads to the training process based on real problems that are carried out by themselves through specific activities (projects). The emphasis on the real problems carried out in an active project as a learning process is the most important thing. In the PBL model training participants learn through situations and settings on real or contextual problems. Therefore, everything is carried out in ways: (1) the dynamics of

group work, (2) independent investigation, (3) achieving a high level of understanding, (4) developing individual and social skills.

2. Method

This research is a preliminary study as a needs analysis conducted using a cross-sectional method by using a questionnaire (self-report) to determine the entrepreneurial character of vocational students, school support, and business/industry support according to the perception of vocational students in three schools representing tourism families, business management, and engineering. The results of this study will be input for the next phase of research, namely developing a parenting-based entrepreneurship learning model. This study begins with conducting a needs analysis with a survey method using a questionnaire (questionnaire) to see the entrepreneurial character of vocational students, school support, and business/industry support as well as conducting observations and interviews with schools and schools.

3. Results and Analysis

Respondents in this study were class XI students at Muhammadiyah 9 Vocational School (management business), Paskita Global Vocational School (tourism) and Taman Harapan (engineering) Vocational School, totaling 151 people, consisting of 80 men and 71 women. The distribution of respondents in this study is relatively the same for each SMK family as shown in the picture below:

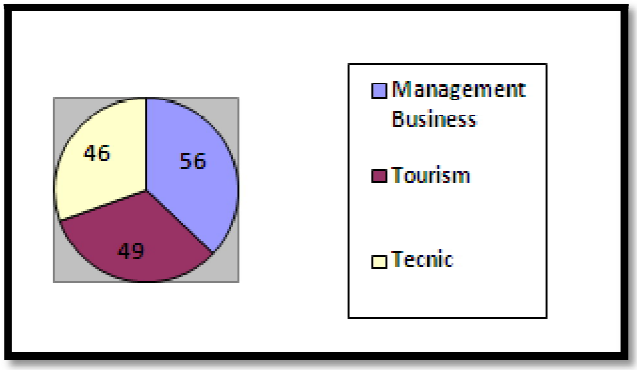

Figure 1: Distribution of Respondents Based on Vocational Schools

3.1. Data Analysis Prerequisite Test

3.1.1. Normality Test

The results of data normality testing will have implications for the statistical techniques used. Wijaya (2001) states that one of the assumptions underlying the use of parametric techniques is the distribution of parent data (population) from where the sample taken has a normal distribution. This means that if the distribution is not healthy, the statistical technique used is non-parametric. In this study, the normality test using the Kolmogorov-Smirnov formula assisted by the SPSS program.

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		151
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	11.02869432
Most Extreme Differences	Absolute	.072
	Positive	.072
	Negative	-.039
Test Statistic		.072
Asymp. Sig. (2-tailed)		.056[c]

Table 1: Normality Test of Research Respondent Data
a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction

The results of the normality tests carried out showed that the Kolmogorov-Smirnov sig value was 0.056. Because the sig value is higher than 0.05, it can conclude that the respondent's data usually distributed. This shows that the assumption of data processing using parametric statistics can continue.

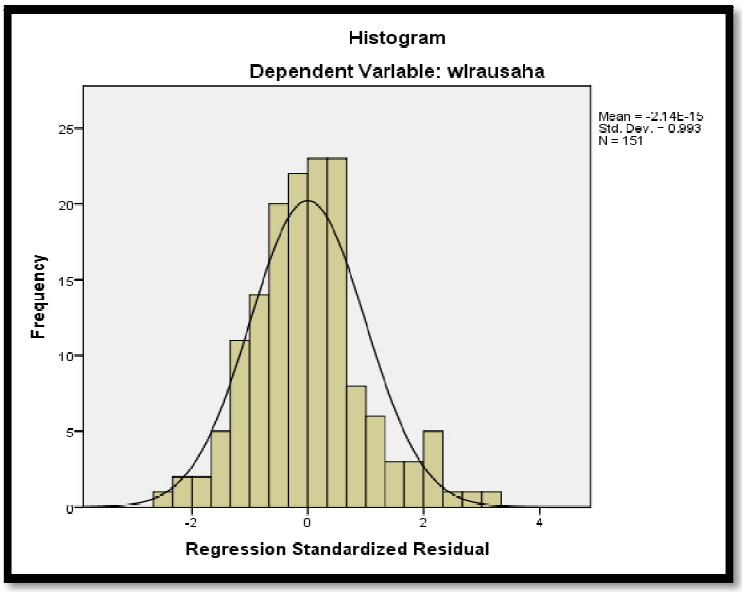

Figure 2: Graph of Respondent Data Distribution Histograms

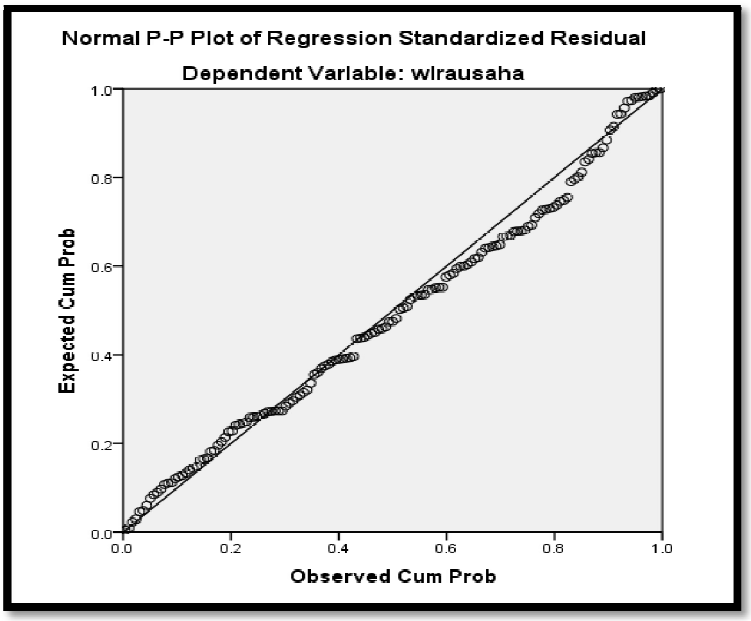

Figure 3: Graph of Distribution of Respondents

Data Plots From the graph, it can also be seen that the data normally distributed so that the parametric statistical test can continue.

3.1.2. Homogeneity Test

Homogeneity testing is a test of the same or not variances of two or more distributions. Homogeneity test carried out if the research is to compare two or more datasets. The homogeneity test results in this study described below.

Levene Statistic	df1	df2	Sig.
1.200	29	106	0.248

Table 2: Homogeneity Test of Variable Characteristics of Entrepreneurial Character Based on School Support

Based on the results of the homogeneity test it is known that the significance value of entrepreneurial character variables based on school support is 0.248. This value is higher than 0.05 (0.248 & gt; 0.05), meaning that the entrepreneurial character data based on school support variables have the same (homogeneous) variant. Thus the parametric test assumption is fulfilled.

Then the homogeneity test on the data of entrepreneurial character variables based on business support variables and the world of industry obtained the results below:

Levene Statistic	df1	df2	Sig.
1.094	24	118	0.361

Table 3: Homogeneity Test for Variable Data on Entrepreneurial Character Based on Business/Industrial Support

Based on the results of the homogeneity test it is known that the significance value of the entrepreneurial character variable based on business/Industrial support is 0.361. This value is higher than 0.05 (0.361 & gt; 0.05), meaning that the entrepreneurial character data based on the business/Industrial support variable has the same (homogeneous) variant. Thus the parametric test assumptions are met.

3.2. Entrepreneurial Character

The entrepreneurial character in this study seen from six dimensions, namely self-confidence, originality, results-oriented, visionary, risk-taker, and leadership.

Entrepreneurial Character Dimensions	Low Category (%)	Medium Category (%)	High Category (%)
a.Self esteem	-	46,4	53,6
b.Orisinal	-	58,3	41,7
c.Output Oriented	-	42,4	57,6
d.Visioner	-	49,7	50,3
e.Risk Taker	6,0	84,8	9,3
f.Leadership		47,7	52,3

Table 4: Distribution of Respondents based on Entrepreneurial Character Categories

In general, the results of this study can indicate that the character of entrepreneurship in vocational students is in the medium and high category. The most significant percentage of high category percentage (i.e., 57.6%) seen in the output-oriented dimension. This means that the respondents in this study focus on their work or work and the results of their work. This dimension shows that whatever the work must be evident what the results are, such as in the question item " I will try my best to get maximum results in whatever activity I do" Whatever the type of business, no matter how hard an entrepreneur does the business is an effort to achieve predetermined goals.

The only dimension of entrepreneurial character that has a low category in this study is the dimension of risk taker which is a dimension that shows a person willing to take risks and be ready to face challenges. In this risk taker dimension, it can also see that the respondents in the high category are only 9.3%, the rest are in the medium category. This shows that respondents prefer to be in a comfort zone rather than face new challenges. Besides that, there is still a reluctance to do things new with various possible risks to be faced. This is what ultimately inhibits the formation of human resources capable of entrepreneurship or creating jobs and still relying on existing jobs, whereas according to Meredith (1996) someone who has the character of entrepreneurship always dares to try new things to create an opportunity.

According to BPS data (2017), most vocational school graduates are unemployed, reaching 9.27 percent, well above the national average of the Central Bureau of Statistics. The open unemployment rate in February 2017 was 5.33 percent. This figure dropped from the previous period, which amounted to 5.50 percent. The unemployment rate still dominated by graduates of Vocational Schools (SMK). Whereas if seen from the elementary school group is the least unemployed group that is only 3.54 percent. BPS states that elementary school graduates tend to accept any job. Alternatively, in other words, SMK graduates still have a better view of unemployment than accepting less suitable jobs. This is what makes the unemployment rate in the elementary school group decline, and on the contrary, makes the unemployment rate in the vocational school group to be high. To overcome this situation, in addition to the need for a more optimal link and match program with the existence of a technical internship program, vocational schools are also expected to produce graduates who have the character of entrepreneurship so that they can create their jobs and not only become employees only. @ 3.3. Different Test Results @ Different tests using Anova are used to see whether there are differences between the three groups of Vocational Schools (Business Management, Tourism, and Engineering) regarding entrepreneurial character, school support and support from the business world and industry. Different test results using one-way Anova did not show any differences between the three clusters.

3.2.1. Differences in Entrepreneurial Character Based on the Department of Specialization

Vocational	1	2	3	4	5	6
1	-	1,36	-2,36	3,21	-0,22	-2,79
2	-1,35	-	-3,72	1,85	-1,58	-4,15
3	2,36	3,72	-	5,57*	2,14	-0,43
4	-3,20	-1,85	-5,57*	-	-3,43	-6,00*
5	0,22	1,58	-2,14	3,43	-	-2,57
6	2,79	4,15	0,43	-6,00*	2,57	-

Table 5: Different Results of Entrepreneurial Characteristics of Vocational Students Based on Department

Note:

- Office administration
- Accounting
- Hospitality
- Catering services
- Computer Network
- Mechanical Engineering

There is a difference between hospitality majors and catering services with the entrepreneurial character. Students majoring in hospitality have a higher character of entrepreneurship than students majoring in catering services. This difference is significant at 95% confidence level with a difference in average scores of 5.57 (Table 5).

In this study also seen a difference between mechanical engineering majors and culinary services majors in the character of entrepreneurs. Students majoring in mechanical engineering have a higher character of entrepreneurship than students majoring in catering services. This difference is significant at 95% confidence level with a difference in average scores of 6.0.

3.2.2. Differences in School Support Based on the Department of Specialization

Vocational	1	2	3	4	5	6
1	-	0,75	-1,85	5,41*	1,84	2,91
2	-0,76	-	-2,61	4,66	1,08	2,16
3	1,85	2,61	-	7,26*	3,69	4,76*
4	-5,41*	-4,66	-7,26*	-	-3,57	-2,50
5	-1,84	-1,08	-3,69	3,57	-	1,07
6	-2,91	-2,16	-4,76*	2,50	-1,07	-

Table 6: School Support Different Test Results Based on Department

There is a difference between office administration and catering services in school support. Schools, in this case including teachers, school curricula and facilities according to students majoring in office administration have better support than those with catering services. This difference is significant at 95% confidence level with a difference in average scores of 5.41 (Table 6). There is a difference between hospitality majors and catering services at school support. Schools, in this case including teachers, school curricula and facilities according to students majoring in hospitality have better support than food service majors. This difference is significant at 95% confidence level with a difference in average scores of 7.26. There is a difference between hospitality majors and mechanical engineering in school support. Schools, in this case including teachers, curriculum, and school facilities according to students majoring in hospitality have better support compared to mechanical engineering majors. This difference is significant at 95% confidence level with an average difference of 4.76.

3.2.3. Difference between Business / Industrial Support Based on Specialization Department

Vacational	1	2	3	4	5	6
1	-	1,52	2,68	3,81*	0,57	1,40
2	-1,52	-	1,16	2,29	-0,95	-0,12
3	-2,68	-1,16	-	1,13	-2,11	-1,28
4	-3,81*	-2,29	-1,13	-	-3,24*	-2,41
5	-0,57	0,95	2,11	3,24*	-	0,83
6	-1,40	0,12	1,28	2,41	-0,83	-

Table 7: Differential Support Test Results Based on the Department

In Table 7 it can be seen that there is a difference between office administration majors and culinary services majors in support of business/Industrial. Business and industry, according to students in the office administration

department, have better support compared to food service majors. This difference is significant at the 95% level of confidence with a difference in average scores of 3.81. There is a difference between network computer majors and catering services majors in support of business/Industrial. Business and industry, according to students majoring in network computers, have better support than food majors. This difference is significant at 95% confidence level with an average difference of 3.24.

3.3. The Relationship between School Support and Business/Industrial with Entrepreneurial Vocational Students' Character

Different test results show that there is a significant correlation (at 95% confidence level) between entrepreneurial character and school support with a correlation coefficient of 0.487 (Table 5). Correlation test results also showed a significant correlation (at 95% confidence level) between entrepreneurial character and school support with a correlation coefficient of 0.419

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Variable	Correlation Coefficient		
	Entrepreneurial Character	Social Support	Business / Industrial Support
Entrepreneurial Character	-	0.487**	0.419**
School Support	0.487**	-	0.313**
Business / Industrial Support	0.419**	0.313**	-

Table 8: Inter Variable Correlation Test Results

4. Discussion

From the above findings, it can say that the entrepreneurial character of vocational students is closely related to school support and business/industry support. How the character of student entrepreneurship can form is closely related to how schools provide support to these students, both regarding teaching methods in schools, the curriculum applied in schools and the facilities available at the school. Furthermore, the business and industrial world also plays a significant role in the formation of the entrepreneurial character through dual system learning with the existence of a technical internship program. Almost every year, more than one million SMK graduates are unemployed. In fact, over the past two years, the unemployment rate among SMK graduates is the highest compared to graduates from some other education levels. Quoted from Kompas daily, as of February 2014, based on data from the Central Statistics Agency (BPS), unemployment rates for vocational high school graduates are still lower than the unemployment rate among high school graduates. The unemployment rate of SMK graduates is 7.21 percent, while high school graduates are 9.10 percent. However, in February 2015, the unemployment rate among SMK graduates rose by 9.05 percent, and there were 1.2 million unemployed vocational school graduates in this period. & nbsp; In February 2016, the unemployment rate among vocational school graduates increased to 9.84 percent (1.35 million people), while the unemployment rate among high school graduates dropped to 6.96 percent. If it turns out according to the data and facts that have existed to date, the number of unemployed is still dominated by vocational school graduates, meaning that there is still an empty gap that must b filled in order to shape the entrepreneurial character of entrepreneurs in order to create jobs and seek business opportunities that can reduce the level of unemployment. Based on research for The Education Sector Analytical and Capacity Development Partnership, it said that the world of work is not satisfied with the competence of Indonesian graduates, including vocational school graduates, because the graduates' skills are less suitable for the needs of the business world. Students in addition to hard skills must own no less critical is soft skills, namely the formation of an independent attitude, self-confidence, full of initiative, creative, dare to take risks and challenges, all of which are entrepreneurial characters.

5. Conclusions and recommendations

5.1. Conclusion

In general, the results of this study can indicate that the character of entrepreneurship in vocational students is in the medium and high category. Different test results show that there are some differences in the character of entrepreneurship, school support and academic support based on majors in 3 vocational high schools. @ Correlation test results showed a significant relationship (at 95% confidence level) between school support and academic support with entrepreneurial character. The better the school support and academic support, the better the entrepreneurial character of vocational students.

5.2. Suggestion

Based on the results of the study which showed a significant positive relationship between school support and business/industrial support with entrepreneurial character, an entrepreneurial learning model was created where students not only participated in routine activities that were determined by the business and industry world but also carried out activities that helped foster entrepreneurial character with full support from school and education. The implementation of this learning model needs attention from various parties so that SMK graduates do have not only adequate hard skills but also have excellent soft skills.

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