

## Analysis of factors forming the students' business interests at Vocational High School 2 Payakumbuh

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<https://doi.org/10.24036/jptk.v3i1.3323>

**Abstract** — This study aims to ascertain the Forming Factors of Business Interest of Students in the Department of Light Vehicle Engineering at Vocational High School 2 Payakumbuh based on the internal factors: (1) Education, (2) Personality, (3) Motivation, (4) Experience, (5) Knowledge, (6) Opportunities, (7) Commitment, (8) Discipline, and (9) Leadership. This type of study was quantitative descriptive. The study population was all TKR Department students in the academic year 2019/2020 consisting of 110 students. Then, there were 85 students as samples, using the Slovin formula with a precision of 5%. Data analysis techniques are descriptive analysis and confirmatory analysis for hypothesis testing. Confirmatory analysis there are 9 independent variables analyzed through Anti Image Matrix Analysis, from the results of the research trial there are 2 variables: Education and Knowledge have MSA scores that do not meet the requirements:  $0.338 < 0.500$  and  $0.353 < 0.500$  so only 7 variables for further analysis. In the analysis of communalities there are 3 variables which have values below 0.500, namely Personality: 0.477, Experience: 0.306 and Commitment: 0.475, then this variable is discarded. The results of the analysis of the research trials formed a factor group of 3.128 which means that the factor was able to explain 78.2% of the 4 variables, and 21.8% of the other variables. It can be concluded that there are 4 variables: motivation, opportunity, discipline, and leadership which are the most dominant factors.

**Keywords:** *Forming factors, Business interest, Vocational education, Automotive engineering*

### I. INTRODUCTION

One of the goals of education is to help children develop their full potential, and therefore education is very beneficial for both children and the community. students view the school as a place to find a source of food that will open the world for them; parents view the school as a place where their children will develop their abilities, and the government hopes that the school will prepare children to become capable citizens [1].

It is seen that the role of schools in improving the ability of students is needed. In the school environment, a student is given a teaching that is useful for himself, his family, community, and country. Teaching that occurs in schools, involves two subjects, namely teachers and students. The main

duties and responsibilities of a teacher are to manage to teach more effectively, dynamically, efficiently, and positively, which is marked by the awareness and active involvement between two teaching subjects; the teacher as the initial initiator and director and guide, while the students as experienced and actively involved to obtain changes in teaching.

Teaching can be called running and succeeding well when it is able to change students in a broad sense and be able to grow and develop an awareness of students to learn so that the experience gained by students while involved in the teaching process can be felt its benefits directly for personal development.

When associated with educational goals, especially Vocational High Schools (SMK), the aim of teaching is directed at creating people or workers who enter the workforce or create it. This is in

accordance with the specific objectives in the 2006 edition of the SMK curriculum which states that [2], SMK aims to:

1. Preparing students to be productive people, able to work independently, fill job openings that exist in the business and industrial world as a mid-level workforce in accordance with the competencies in the chosen expertise program.
2. Equipping students to be able to choose a career, be tenacious and persistent incompetence, adapt in the work environment, and develop professional attitudes in the area of expertise they are interested in.
3. Equipping students with science, technology, and art to be able to develop themselves in the future both independently and through higher education levels.
4. Equipping students with competencies in accordance with the chosen expertise program [2].

One of the majors in Vocational School is the Light Vehicle Engineering Department. The purpose of the Vocational School of Light Engineering Department published in GBPP published by the Ministry of Education and Culture, namely: equipping students with skills, knowledge, and attitudes to be competent in [3]:

1. Doing work as a mechanic (mechanic) in workshop/workshop planning work.
2. Performing work as a mechanic in the work of carrying out workshops.
3. Doing car service work independently/ entrepreneurship in a workshop.

From the above objectives, it is emphasized that the aim of the Vocational School is prioritized to prepare students to enter the workforce, in this case becoming a mechanic in the workshop. To be able to become expert mechanics, students are required to be able to master the initial ability or basic automotive, namely in terms of the introduction and knowledge of workshop equipment and how to perform maintenance and repair of a vehicle. Graduates of the Vocational School of Light Engineering are expected to be a mechanic; a mechanic is someone who only works alone, they can do work anywhere and anytime.

Furthermore, vocational students only think that work is inside buildings, in workshops and in large offices with proper facilities. This is the reason why many vocational graduates try to find work in big companies or well-known SOEs. However, as explained before that a mechanic can work anytime and anywhere. The tendency of students to think after graduation, find work and become workers. This makes them narrow their own jobs and this makes them pessimistic and lazy to work so this makes the unemployment rate of SMK graduates increase.

The entrepreneurship learning process in schools has not been followed by the application of real entrepreneurial knowledge and skills. The not optimal learning process of entrepreneurship, ultimately makes vocational graduates do not have the spirit of entrepreneurship and instead prefers to be an employee or laborer. This shows that the interest of entrepreneurship in SMK graduates is still low. As an effort to overcome the problem of low interest in entrepreneurship, research is needed to examine the factors forming an entrepreneurial interest in vocational students in the Light Vehicle Engineering Study Program at State Vocational High School 2 Payakumbuh.

Based on the results of preliminary observations the researchers found that students' knowledge about entrepreneurship was still small. This is supported by the results of an interview with one of the BK teachers who explained that coaching students to become entrepreneurs in schools was still not optimal. Giving knowledge about entrepreneurship knowledge does not yet exist so that students have no interest in becoming an entrepreneur.

There are several factors forming the business of students: (1) Education is the implementation of entrepreneurship education developed formally or informally, starting from high school to university level [4]. (2) Personality is a basic attitude characteristic possessed by every person in his life. (3) Motivation is a strong urge that comes from within oneself to achieve a goal [5]. (4) Experience is a process of learning and the development of behavioral potential increases from both formal and non-formal education or it can also be interpreted as a process that brings someone to a higher pattern of behavior [6]. (5) Knowledge is everything that is known or known to humans through their five senses around. (6) Chance is an opportunity that someone has to do what they want or become his expectation [10]. (7) Commitment in entrepreneurship is an attachment and a strong desire to build, advance and maintain the existence of its business in any situation [10]. (8) Discipline is an individual character as a personal property that comes from within oneself and is born through the training of strength and will [1]. (9) Leadership is the process of directing the behavior of others toward the achievement of a particular goal [11].

Interest is a term related to action and is an important element in a number of actions, which refers to the state of mind of someone who is directed to do something active that can or cannot be done, and directed either at the present action or future action. Interest plays a unique role in directing action, namely connecting between deep consideration, believed and desired by someone with certain actions.

Based on the phenomena that the authors encountered in the field it is known that many of the problems encountered are related to business interest. The fact that there is reinforcing that this needs to be investigated to overcome the problems in the future related to the business interest of SMK graduates, especially Light Vehicle Engineering students at Vocational High School 2 Payakumbuh. For this reason, the researcher is interested in conducting research under the title "An Analysis of The Factors Forming the Students' Business Interest in Light Vehicle Engineering Department at Vocational High School 2 Payakumbuh"

Some of the factors above have a relationship with business interest. However, based on observations and observations and interviews in the field regarding the problem based on the background of the above problems, several problems can be identified as follows:

1. Students' motivation towards entrepreneurship is still low.
2. Lack of self-guidance from the factors forming students' entrepreneurial interest.
3. Less developed from within students forming factors of entrepreneurial interest.
4. Narrow employment after students graduates from school.
5. Students are still lacking in getting information about the business world.

Based on the identification of problems it found a variety of problems about the factors forming students' business interest. Therefore, according to the ability of researchers, cost, time constraints and the extent of the scope of the problem, the limitation of this research was the Forming Factors of Business Interest of Students of Light Vehicle Engineering Department at Vocational High School 2 Payakumbuh.

Based on the limitation of the problem, the formulation of the problem in this study is How to ensure the Forming Factors of Business Interest Students in the Department of Light Vehicle Engineering at State Vocational High School 2 Payakumbuh. Based on the formulation of the problem above, the purpose of this research is to ascertain the Forming Factors of Entrepreneurship Interest in Students of the Department of Light Vehicle Engineering at Vocational High School 2 Payakumbuh.

In line with the research objectives above, it is hoped that this research will provide benefits:

1. For students, it can be used as a benchmark to increase their potential in entrepreneurship.
2. For schools, it can be as an input so as to be able to improve guidance to students on entrepreneurial interests.

3. For the next researcher, it can be as the reference material in the framework of the process of developing science and skills.

## II. METHODS

This research was quantitative descriptive research. Descriptive research is research that aims to describe or explain a thing as it is. The quantitative research is a research method used for proof or confirmation, research data in the form of numbers and analysis using statistics [7]. The population in this study was all students of the Department of Light Vehicle Engineering enrolled in the 2019/2020 school year, totaling 110 people and taking 85 people to be sampled using the Slovin formula with a precision of 5%. Data analysis techniques are descriptive analysis and confirmatory factor analysis for hypothesis testing. Confirmatory factor analysis conducted showed that the results of 9 independent variables were analyzed through Anti Image Matrices Analysis. This research is a quantitative descriptive study that aims to reveal the Analysis of Factors Forming Entrepreneurial Interest of Students in the Department of Light Vehicle Engineering at Vocational High School 2 Payakumbuh.

## III. RESULTS AND DISCUSSION

Analysis factor conducted shows that from 9 independent variables analyzed through Anti Image Matrices Analysis it is known that Education and Knowledge variables have MSA (Measures of Sampling Adequacy) scores that do not meet the requirements of  $0.338 < 0.500$  and  $0.353 < 0.500$  so that only seven variables the beginning which can be further analyzed for the factoring process. Analysis of commonalities still has extraction values below 0.500, namely Personality with extraction values of 0.477, Experience with extraction values of 0.306 and Commitment with extraction values of 0.475 so that this variable is also discarded for repetition in subsequent analyzes. The result of Total Variance Explained analysis states that the factor formed is only 1 factor with eigenvalues 3.128 which means that the formed factor is able to explain 78.2% of the variability of nine original variables, and the remaining 21.8% is formed by other variables.

It can be explained that there are factors that shape entrepreneurial interest internally. Internal factors originating from within students are education, personality, motivation, experience, knowledge, opportunities, commitment, discipline and leadership. After analyzing the nine factors, there were four factors forming entrepreneurial interest that dominated the students of the Department of Light

Vehicle Engineering at Vocational High School 2 Payakumbuh, namely motivation, opportunity, discipline and leadership.

As explained by psychologists, it defines motivation as a process within individuals who are active, encouraging, giving direction, and maintaining behaviour at all times Slameto Motivation is also interpreted as the influence of needs and desires on the intensity and direction of one's behaviour [5]. Motivation is all verbal, physical, or psychological things that make someone do something in response. Thus, the motivation of students who point to the process that encourages students to do something that arises from within him, in this case, is preparing to be able to become entrepreneurs. Students who have a strong motivation tend to encourage themselves to learn entrepreneurship with a process orientation to the final result that is the formation of business interest in themselves.

Likewise, the opportunity factor was in business Opportunities are opportunities that a person has to do what he wants or becomes his hope. An area that provides opportunities to become entrepreneurs will lead to someone's interest to take advantage of these opportunities. Opportunities play a very important role in forming business interest where by reading the opportunities that exist, success in opening a business will be better and will run smoothly.

Based on the description of the factors forming students' business interest based on the initial variables outlined above, it can be explained that students who have factors forming business interest will tend to have a good business interest. It can be known from the factor analysis carried out on the nine factors so as to produce four dominant factors that shape business interest: motivation, opportunity, discipline and leadership. Therefore, to form a good business interest, the role of the factors that shape it must be considered to be improved.

#### IV. CONCLUSION

Based on the results of the research trials that have been described, it can be concluded that the confirmatory factor analysis conducted shows that the results of the 9 independent variables analyzed produce 4 valid variables and the most dominant of the 9 variables. The four variables were motivation (X3), opportunity (X6), discipline (X8), and leadership (X9). Thus, the four variables are the most dominant forming business interest of students in the

light vehicle engineering department at Vocational High School 2 Payakumbuh.

The results of this study suggest that there are four factors that are the most dominant forming of business interest of students in the light vehicle engineering department of Vocational High School 2 Payakumbuh: motivation, opportunity, discipline, and leadership. These findings can be an input for schools to conduct guidance in forming business interests which are apparently still low with an effort to approach students more deeply related to these factors.

An approach through these four factors is important for schools. Thus, the school does not only emphasize the number of graduates but also on outcomes where later students will enter the business world and the workforce. Business interest is formed starting from new students, taking into account the forming factors.

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