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

J.E. Sutanto1, David Sukardi Kodrat2, Hari Minantyo3
Graduate School of Universitas Ciputra Surabaya-Indonesia
Corresponding author: J.E. Sutanto

ABSTRACT: Purpose – The paper aims to determine of SMK Entrepreneurship Curriculum: Antecedents and Influence towards Entrepreneurs Success in Eats 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, entrepreneursuccess, vocational high School (SMK).

Date of Submission: 25-08-208
Date of acceptance: 08-09-2018

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 Word 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

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