

Analysis of Entrepreneurial Readiness Influenced by Learning Experience, Religiosity Soft Skills

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Abstract

Entrepreneurs are people who carry out business activities with the aim of making a profit. Successful entrepreneurs are those who have the attitudes and skills necessary to start and run a business. One crucial aspect of entrepreneurship is readiness. The purpose of this study was to analyze the effect of learning experience, religiosity, and soft skills on entrepreneurial readiness. This research uses quantitative research methods. Data collection techniques were carried out with literature studies and questionnaires. The data that has been collected is then analyzed by linear regression analysis. The results showed that learning experience, religiosity, and soft skills have a positive and significant effect on entrepreneurial readiness. This means that the higher the learning experience and the religiosity of one's soft skills, the higher the readiness to become an entrepreneur.

Keywords: *Entrepreneurial Readiness, Learning Experience, Religiosity Soft Skills.*

INTRODUCTION

Unemployment is a significant challenge for the Indonesian government and society. Over the past few years, there has been a continuous increase in the unemployment rate (Astri & Latifah, 2016). With a large population and unbalanced economic growth, unemployment has become a significant concern in the effort to improve people's welfare. BPS also noted that the number of unemployed people in Indonesia reached 7.99 million people in February 2023, a decrease of about 410 thousand people compared to February 2022 (Annur, 2023). One of the efforts implemented by the government to reduce unemployment is through entrepreneurship training programs (Purnamasari & Krisiandi, 2021). This program aims to provide knowledge, skills, and support to individuals who want to start their businesses so that they are ready for entrepreneurship.

Entrepreneurial readiness is a combination of an individual's motivation, determination and capacity to engage in entrepreneurship. It includes the ability to act independently, take risks, take initiative, and have a sense of responsibility. In addition, entrepreneurial readiness also includes discipline and the ability to develop new ideas in entrepreneurship (Jusmin, 2018). Several factors, such as learning experience, cause entrepreneurial readiness. Learning experience is a process of learning activities carried out by students

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to achieve learning objectives (Nurhakim et al., 2017). Previous research (Santi, 2014) shows that work practice experience affects entrepreneurial readiness. This is also supported by the results of research (Yuliani, 2018) showing that factors that affect entrepreneurial readiness include industrial work practice experience.

Religiosity is one of the factors that influence entrepreneurial readiness. Religiosity is an overall element that includes comprehensive aspects of a person who carries out religious teachings (religious practices) and not just claiming to have religious beliefs (religious faith). This religiosity involves religious understanding, religious beliefs, participation in religious rituals, as well as religious behaviour and social aspects related to religion. In other words, religiosity is a holistic concept that includes religious understanding, beliefs, worship experiences, ethics, and social interactions derived from one's religion. Intense religiosity is a determining factor in shaping individual character and personality. Substantially, religiosity is related to providing support for a person in applying the values of religious beliefs and ethical behaviour in everyday life (Safitri, 2021).

In addition, soft skills are also one of the factors that influence entrepreneurial readiness. Soft skills refer to indicators such as creativity, sensitivity, and intuition that are more focused on personal qualities that are behind a person's behaviour (Utomo, 2012). This statement is supported by research (Pasaribu, 2020) showing that soft skills affect entrepreneurial readiness in the era of the industrial revolution. The novelty of this research is to examine religiosity in terms of soft skills. The purpose of this study was to analyze the effect of learning experience, religiosity, and soft skills on entrepreneurial readiness.

METHOD

This study uses quantitative research methods. According to (Sugiyono, 2018), quantitative data is a research method based on positivistic (concrete data) research data in the form of numbers that will be measured using statistics as a calculation test tool related to the problem under study to produce a conclusion. The population of this study were students of City X. The sampling technique in this study used a random sampling technique so that 50 respondents were obtained. Data collection techniques were carried out by studying literature through Google Scholar and questionnaires distributed to respondents. The data that has been collected is then analyzed by linear regression analysis.

RESULTS

Validity Test

The validity test is used to ensure that the instrument produces relevant and accurate data related to the concept or variable being measured (Sarie et al., 2023).

Table 1. Validity Test

		Correlations			
		Pengalaman Belajar	Religiusitas Softskill	Kesiapan Berwirausaha	Total
Pengalaman Belajar	Pearson Correlation	1	.623**	.513**	.898**
	Sig. (2-tailed)		.000	.000	.000
	N	50	50	50	50
Religiusitas Softskill	Pearson Correlation	.623**	1	.476**	.825**
	Sig. (2-tailed)	.000		.000	.000
	N	50	50	50	50
Kesiapan Berwirausaha	Pearson Correlation	.513**	.476**	1	.762**
	Sig. (2-tailed)	.000	.000		.000
	N	50	50	50	50
Total	Pearson Correlation	.898**	.825**	.762**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	50	50	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the information provided in table 1, it can be concluded that all instruments show a Pearson correlation value higher than the r table value, which is 0.230 (with a sample size of 50), and the significance value (2-tailed) of the correlation for all items is less than 0.05. Therefore, the conclusion is that all statements in the questionnaire are considered valid, and the questionnaire can be considered valid for use in this study.

Reliability Test

The reliability test is used to assess the extent to which the measurement instrument is consistent in providing the same results if repeated in the same situation (Darma, 2021).

Table 2. Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.761	3

From the reliability test results contained in table 3, the Cronbach Alpha value is 0.761. This value exceeds 0.600, which indicates that the questionnaire has a good level of consistency and can be relied upon to be used in further research.

Regression Test

Regression test is a statistical analysis used to understand the relationship between one or more independent variables and the dependent variable (Darma, 2021).

Table 3. Learning Experience Regression Results

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.525	3.595		.980	.332
	Kesiapan Berwirausaha	.777	.188	.513	4.140	.000

a. Dependent Variable: Pengalaman Belajar

From table 3 of the regression test results, it is found that the significance value is 0.000, which indicates that learning experience has a positive and significant effect on entrepreneurial readiness.

Table 4. Regression Results of Soft skill Religiosity

		Coefficients^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.462	2.533		1.762	.084
	Kesiapan Berwirausaha	.496	.132	.476	3.749	.000

a. Dependent Variable: Religiusitas Softskill

From table 4 of the regression test results, it is found that the significance value is 0.000, which indicates that soft skills religiosity has a positive and significant influence on entrepreneurial readiness.

DISCUSSION

Effect of Learning Experience on Entrepreneurial Readiness

The results showed that learning experience affects entrepreneurial readiness. Learning experiences can include formal education, such as school and college, as well as informal learning through daily experiences. In entrepreneurial readiness, learning experiences help a person acquire knowledge, skills and understanding relevant to the business world. Through formal education, one can acquire the basics of management, finance, marketing and other skills needed in entrepreneurship. In addition, learning experiences also include learning from mistakes and challenges faced in running a business. The more learning experience a person has, the better prepared they will be to face challenges and manage their business well. Therefore, developing skills and knowledge through learning experiences is fundamental to improving entrepreneurial readiness.

The results of this study support the results of previous research (Nurbaya, 2012). The results of hypothesis testing show that there is a positive and significant influence of entrepreneurial knowledge, industrial practice experience, and achievement motivation on student entrepreneurial readiness. Other research by (Wijayanti et al., 2016) shows that practical experience affects entrepreneurial readiness. In addition, researchers (Yuliani, 2018) prove that the factors that influence entrepreneurial readiness include industrial work practice experience.

Effect of Religiosity on Entrepreneurial Readiness

The results showed that soft skills and religiosity affect entrepreneurial readiness. Soft skills religiosity has a significant impact on individual readiness for entrepreneurship. This is mainly because the soft skills aspect includes beliefs, values, ethics, and morals that are deeply embedded in one's religion. Individuals who uphold soft skills and religiosity tend to have strong work ethics and integrity. They conduct business with the principles of honesty, truthfulness and trustworthiness, which in turn builds a positive reputation in the business world. In addition, religiosity also affects the level of courage and perseverance of individuals in facing business challenges. A firm belief in religion can provide moral encouragement and strong motivation to face the risks that may arise in entrepreneurship. In addition, religious values that teach empowerment and altruism can encourage entrepreneurs to not only achieve personal success but also empower others in their community.

Religiosity also plays a role in shaping individuals' resilience, helping them cope with failures and difficulties they may face in business. Values such as resilience, courage and faith can provide much-needed support in the face of difficult times. Finally, religion often teaches social responsibility and service to others. Entrepreneurs who are strong in soft skills and religiosity are likely to understand the importance of social responsibility in their business and potentially play a more significant role in helping society.

Soft skills create a strong foundation for the functioning of an entrepreneur in various aspects of business. There are several ways in which soft skills play a role in improving entrepreneurial readiness, including:

1. Communication Skills

This soft skill helps entrepreneurs interact with customers, business partners, and work teams. The ability to communicate well not only supports the sales and marketing of products or services but also allows them to build strong relationships with customers and business partners.

2. Teamwork

Teamwork skills are essential in modern businesses that often involve cross-functional or departmental collaboration. Entrepreneurs who have soft skills in teamwork can maximize the potential of cooperation in developing ideas, products, or projects.

3. Problem-Solving

These soft skills assist entrepreneurs in identifying, analyzing and addressing problems that arise in their business operations. The ability to formulate creative and effective solutions can enable companies to overcome challenges better.

4. Creativity

Creativity is an essential element in business innovation. Entrepreneurs with creative soft skills are more likely to generate new ideas, identify market opportunities, and develop unique products or services.

5. Managerial Skills

Soft skills such as leadership, decision-making, and strategic planning support efficient management functions in business. An entrepreneur with good managerial skills can steer his or her team towards achieving business goals more effectively.

This combination of soft skills enables entrepreneurs to adapt to change, run business operations well and respond better to market opportunities. Thus, soft skill development is a critical factor in improving individual readiness for success in the entrepreneurial world. The results of this study support the results of previous research (Davinci & Maryati, 2011), proving that soft skills affect entrepreneurial readiness. Other research (Ferdiansyah, 2021) also proves that soft skills through entrepreneurship courses have a positive effect on student entrepreneurship readiness, with a value of 15.6%, and the remaining 84.4% is determined by other factors or variables not examined in this study. Another study (Pasaribu, 2020) found that there is a positive and significant influence between Soft Skills (X1) and Hard Skills (X2) on Entrepreneurial Readiness (Y) in Business Education Students Stambuk 2016 Medan State University which is indicated by a sig value of $0.000 < 0.05$. Both variables simultaneously affect Entrepreneurial Readiness, which is indicated by a sig value of $0.000 < 0.05$. Thus, research has proven that Soft Skills (X1) and Hard Skills (X2) together provide an influence on Student Entrepreneurial Readiness (Y) Business Education Stambuk 2016 Medan State University by 97% and the remaining 3% is influenced by other factors not discussed in this study.

CONCLUSION

Learning experience, religiosity level, and soft skill development show a positive and significant influence on one's readiness to take on the role of an entrepreneur. These results indicate that individuals who have had intense learning experiences, high levels of religiosity, and developed soft skills tend to have higher readiness to engage in entrepreneurship. In other words, the higher the level of learning experience, the deeper the level of religiosity, and the better the development of one's soft skills, the greater the readiness to face challenges and opportunities in the business world. The findings provide valuable insights for the development of training and education programs aimed at improving individual entrepreneurial readiness.

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