

Exploring the Entrepreneurial Readiness of Tourism Vocational Education Students in Indonesia

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Abstract

The purpose of this study is to examine the impact of social environments and entrepreneurship education on the intentions and readiness of students to engage in entrepreneurial activities at the Tourism Polytechnic at Indonesia. The design of this study was quantitative in nature. 10,254 vocational college students from the Indonesian Ministry of tourist and Creative Economy, distributed across six tourist institutions in Indonesia, made up the research population. Proportional random sampling was used to determine the sample size, which was 385 according to the Slovin formula. A questionnaire is used in the data gathering process, and statistical analysis methods (such as the Amos SEM analysis) are used in the data analysis process. According to the research's findings, students' entrepreneurial intentions and levels of preparedness are significantly influenced by both entrepreneurship education and the social environment. Additionally, students' intentions directly and significantly impact students' levels of preparedness.

Keywords: *Entrepreneurship Education, Social Environment, Entrepreneurship Intention, Entrepreneurial Readiness.*

INTRODUCTION

Vocational universities within the scope of the Ministry of Tourism and Creative Economy based on data from the Head of the Human Resources Development Center of the Ministry of Tourism and Creative Economy that graduates of vocational universities in the tourism sector are still very low, namely only reaching 11.83 percent or still 18.17 percent short of the target. Ministry of Tourism and Creative Economy. In general, they have more jobs in the professional field as staff or managers such as wedding managers, F & B managers, room sales managers, event coordinators, and front office. This identifies that very few vocational college graduates have the orientation to start a business or manage their own business. Several previous studies on entrepreneurial intentions and Entrepreneurial Readiness of college students, identified several factors that influence certain individuals to become entrepreneurs and provided valuable insights into the processes and activities involved (Anh & Harald, 2016; Welsh et al., 2016).

More research is needed to address the open-ended questions of how to best support students in becoming entrepreneurially ready and what influences their aspirations to pursue an entrepreneurial career after graduation. A person's intentions and readiness are influenced by a number of factors that can be seen in an integral framework involving

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various internal factors, external factors, and contextual factors, according to a number of studies that have been conducted on students' readiness for entrepreneurship (Stewart et al., 1998).

An extensive analysis reveals that two crucial factors that can influence students' entrepreneurial intentions and willingness to launch a business are the social environment and entrepreneurship education. Although there is little information available about how entrepreneurship education boosts entrepreneurial intentions, it can encourage students to launch a business (Collet, 2013; Lorz et al., 2013). Entrepreneurship education may have an impact on international students' aspirations to start their own businesses, claims Joseph (2017). According to Zhang, Wei, Sun, and Tung (2019), students will be inspired to start their own businesses if learning activities are focused on entrepreneurship. Furthermore, Zhang et al. (2019) observed that there are notable distinctions in the aspirations of students to become entrepreneurs between those who have attended entrepreneurship courses and those who have not. Furthermore, Kabir et al. (2017) research demonstrates a connection between entrepreneurial goals and entrepreneurship education.

The results of Kallas (2019) study demonstrate the positive influence that intention has on an individual's potential for entrepreneurship. Entrepreneurial intention, according to Martínez-González et al. (2019), is a mental state that characterizes a person's optimistic ideas and desirable feelings about starting a business in the future. This is a prod that pushes someone to pursue entrepreneurship instead of looking for work in a company (Filser et al., 2019). Boldureanu (2020) defines an entrepreneur as a person who prepares, oversees, organizes, and coordinates company activity in addition to taking on risks. Two components make up the entrepreneurial mindset: disposition and situation (Wardana et al., 2020). According to Junejo et al. (2018), organized education will aid in the development of the requisite abilities in students attending postsecondary institutions, while entrepreneurial intention can be fostered at a young age.

The primary issue with this research is how social environment and entrepreneurial education aspects affect students' intentions and entrepreneurial readiness. The purpose of this study is to examine how students' entrepreneurial readiness is impacted by their social environment, entrepreneurial intention, and entrepreneurial education.

METHODOLOGY

This research is explanatory research which aims to explain the causal relationship between exogenous variables and endogenous variables. This research was designed using a quantitative approach, to examine in more depth the influence of Entrepreneurship Education, Social Environment, and Entrepreneurial Intention on students' Entrepreneurial Readiness. The population of this study was all 10,254 vocational college students from the Indonesian Ministry of Tourism and Creative Economy spread across 6 universities. Sampling using proportional random sampling technique was 385 respondents. Data was collected using a questionnaire instrument that had been tested for validation and reliability. The validation test results show that the questionnaire instruments regarding Entrepreneurship Education and the social environment each have 12 statement items, Entrepreneurial Intention has 15 statement items, and Entrepreneurial Readiness has 5 statement items. The results of the validity test show that the Corrected Item value for the four variables is greater than 0.3, meaning that all statement items are declared valid, as well as the reliability test shows that the instrument is declared reliable, because the Cronbach's Alpha value is >0.6 . The collected data was analyzed using statistical analysis with the SEM Amos 21 application.

RESULTS AND DISCUSSION

The test model for the relationship between Entrepreneurship Education (EE), Social Environment (SE), and Entrepreneurial Intention (EI), with Entrepreneurial Readiness (ER) is completely presented in Figure 1 as follows.

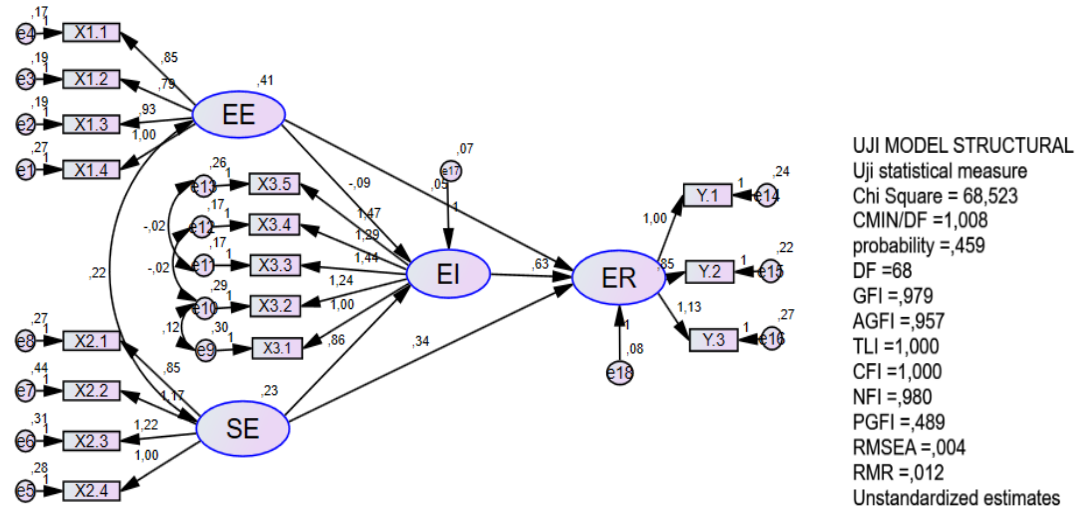


Figure 1. Output Path Diagram Model

The chi square value of 68.523 with a probability of 0.459 > 0.05, an RMSEA value of $0.004 \leq 0.08$, a TLI value of $1.000 < 0.90$, a CFI value of $1.000 > 0.90$, an AGFI of $0.9957 > 0.90$, and loading factors are all above 0.5 were obtained based on the path diagram output. As a result, it demonstrates that when all suggested model suitability parameters are satisfied, this model suitability test yields good acceptance (Hair et al, 2018). This makes the model explicit in stating that the population covariance or correlation matrix computed in the proposed model agrees with the covariance or correlation matrix of the sample data under analysis. The process of hypothesis testing involves examining the confidence interval (C.R.) value found in the AMOS output table pertaining to regression weights, as displayed in Table 3.

Table 3. Regression Weight

Relationship Model	Estimate	S.E.	C.R.	P	Label
Entrepreneurial Intention (EI) <--- Social Environment (SE)	,142	,079	2,805	***	par_13
Entrepreneurial Intention (EI) <--- Entrepreneurship Education (EE)	,887	,120	7,424	***	par_14
Entrepreneurial Readiness (ER) <--- Social Environment (SE)	,245	,174	2,408	***	par_15
Entrepreneurial Readiness (ER) <--- Entrepreneurial Intention (EI)	,096	,080	2,204	***	par_16
Entrepreneurial Readiness (ER) <--- Entrepreneurship Education (EE)	,723	,143	5,058	***	par_17

Source: AMOS SEM Calculation Results Ver. 21 (N=385), 2023

The results of the recapitulation of direct effects, indirect effects and total effects between variables in the hypothesized model can be seen in Table 4 below.

Table 4. Testing Direct and Indirect Effects

Independent Variable	Dependent Variable	Effect			Effect Comparison
		Direct	Indirect	Total	
Social Environment (SE)	Entrepreneurial Intention (EI)	0.960	0.000	0,960	DE = TE
Entrepreneurship Education (EE)	Entrepreneurial Intention (EI)	0.200	0.000	0,200	DE = TE
Social Environment (SE)	Entrepreneurial Readiness (ER)	0.215	0,590	0.815	DE < TE
Entrepreneurial Intention (EI)	Entrepreneurial Readiness (ER)	0.614	0.000	0.614	DE = TE
Entrepreneurship Education (EE)	Entrepreneurial Readiness (ER)	0.115	0.123	0.238	DE < TE

Source: AMOS SEM Calculation Results Ver. 21, 2023.

The amount of direct, indirect, and overall influence between variables is displayed in Table 4. Three paths of influence between variables have the same total influence as the direct influence, as can be seen from the comparison of total influence and direct influence. These are the influence of social environment on entrepreneurial intention, the influence of entrepreneurship education on entrepreneurial intention, and the influence of entrepreneurial intention on entrepreneurial readiness. This indicates that there is no indirect influence from these three channels. The impact of the social environment and entrepreneurship education on entrepreneurial readiness are the two avenues that together have a total influence larger than the direct influence. This indicates that there is further impact via indirect mechanisms.

DISCUSSION

1. The influence of Entrepreneurship Education on Entrepreneurial Intention

This study has demonstrated the important impact that entrepreneurship education has on both entrepreneurial intention and readiness. According to Jena's (2020) research, entrepreneurial instincts are significantly improved by entrepreneurship education. Block et al. (2013) found a strong correlation between education and entrepreneurial goals, suggesting that higher education levels are linked to more opportunities to launch a firm and become an entrepreneur. Additionally consistent with Puni et al. (2018) and (Rakib et al., 2020) research findings, which show a somewhat positive association between entrepreneurship education and the desire to launch a business.

2. The Influence of Social Environment on Entrepreneurial Intention

This study has demonstrated that entrepreneurial intention and readiness are significantly influenced by the social environment. According to research findings, interest in entrepreneurship is significantly influenced by the social environment (Destianingrum et al., 2023). According to Jena's research (2020), the social environment has a beneficial impact on entrepreneurship interest. The environment has an impact on interest in entrepreneurship, according to research by Nowinski et al. (2019). Bello et al. (2018) discovered that the social environment has a beneficial impact on entrepreneurial interest. Similarly, a study conducted in 2009 by Schwarz et al. discovered that a student's social environment had an impact on their motivation to launch their own firm. Additionally, the findings of this study are consistent with those of Gonzalez et al. (2022), social Environment has a positive and significant effect on students' desire to become

entrepreneurs. Apart from that, research by Gonzalez et al has also proven that having family members who are entrepreneurs increases students' aspirations to become entrepreneurs.

3. The influence of Entrepreneurship Education on Entrepreneurial Readiness

The results of hypothesis testing have proven that Entrepreneurship Education has a significant influence on Entrepreneurial Readiness. The results of this research are in line with the results of research Olugbola (2017), that the influence of Entrepreneurship Education on student readiness in startup elements and entrepreneurial activities is very significant. Students' readiness to open a business is largely determined by their entrepreneurial learning. The importance of Entrepreneurship Education is associated with all variables, especially entrepreneurial talent. A fundamental aspect of Entrepreneurship Education is the idea that each individual can develop their own entrepreneurial talents. Furthermore, research by Ikhwan et al. (2020) and (Rakib et al., 2022) have proven that Entrepreneurship Education influences students' Entrepreneurial Readiness.

4. The Influence of Social Environment on Entrepreneurial Readiness

This research has proven that the Social Environment has a significant influence on Entrepreneurial Readiness. The results of this research are in line with research that has been conducted by several previous researchers. The results of his research show that students' Entrepreneurial Readiness and their family environment are significantly and beneficially correlated. The results of this study are in line with Trivedi (2016) research that perceived behavioral control and university atmosphere and support are significantly positively correlated. Likewise, research by Sienatra and Anjani (2020) proves that there is a significant relationship between students' entrepreneurial preparation and the university environment, support and relational support. In other words, students' entrepreneurial readiness is greatly influenced by the support, relationships and resources provided by their university.

5. The Influence of Entrepreneurial Intention on Entrepreneurial Readiness

This research has proven that Entrepreneurial Intention has a significant influence on Entrepreneurial Readiness. The results of this research are in line with several views and research results, including the view that there is a favorable relationship between entrepreneurial preparation and Entrepreneurial Intention (Samala et al., 2022). Another view that supports this is the view of Kautonen et al. (2015) that Entrepreneurial Intention is a person's commitment to starting a new company so that they are ready to participate in entrepreneurial activities. Where, entrepreneurial intentions and successful entrepreneurial activities are correlated (Shinnar et al., 2018; Neneh, 2019). According to previous research (Fayolle and Gailly, 2015; Shirokova et al., 2016), the Entrepreneurial Intention model is a useful tool for understanding entrepreneurial phenomena and a reliable indicator of entrepreneurial behavior.

6. The Influence of Entrepreneurship Education on Entrepreneurial Readiness Mediated by Entrepreneurial Intention

This study has demonstrated that, through the mediation of entrepreneurial intention, entrepreneurship education significantly affects entrepreneurial readiness. The findings of this study support those of Rodriguez, S., & Lieber, H. (2020) about the impact of career-focused education on students' assessments of their preparedness for the workforce. According to the study's findings, students who participate in entrepreneurship education exhibit a considerable increase in entrepreneurial intention, which affects their general readiness or attitude toward entrepreneurship. According to Liastyaningsih et al. (2023), entrepreneurial intention has a major impact on the relationship between motivation, or entrepreneurial readiness, and entrepreneurship education. The relationship between entrepreneurial intention and entrepreneurial readiness can be strengthened by

entrepreneurship education (Olugbola & Kalsom, 2015; Seun & Kalsom, 2015). Consistent with recent research findings that indicate entrepreneurship education can generate new entrepreneurial endeavors by heightening an individual's desire to launch a business (Alam et al., 2019).

7. The Influence of Social Environment on Entrepreneurial Readiness Mediated by Entrepreneurial Intention

This research has proven that the Social Environment has a significant effect on Entrepreneurial Readiness, mediated by Entrepreneurial Intention. There are several views and research results that are in line with the results of this research, including the view that future entrepreneurs will probably look for successful business people from their own families, including parents, siblings and other relatives. For aspiring business owners, role models—both good and negative—are extremely important (Karimi et al., 2014). According to Sitaridis and Kitsios (2019), one of the biggest obstacles to entrepreneurship is a lack of knowledge and expertise in this field, which also limits students' ability to achieve their entrepreneurial goals. The best place to get entrepreneurial capital (skills, knowledge, confidence, and advice) is from family and friends. This may be more important than money obtained from other sources (Zhang et al., 2013). Furthermore, research that is in line with this research is research conducted by Karimi et al. (2014), he has found that supporting the beneficial impact of an environment that includes examples of successful entrepreneurship on elements of an individual's intention to become an entrepreneur. According to Herman and Stefanescu (2017), students with entrepreneurial family backgrounds are more likely to pursue entrepreneurial professions and launch companies. Therefore, a person's intention to become an entrepreneur is greatly influenced by his entrepreneurial environment. Individuals whose parents are self-employed or have a family history of entrepreneurship are more likely to start their own business (Altinay et al., 2019).

CONCLUSION

Entrepreneurial Readiness and Intention are strongly influenced by Entrepreneurship Education. Support for very high Entrepreneurship Education indicators includes lecturer competency, learning materials, learning methods, and learning infrastructure so that it can trigger students' desire to become entrepreneurs, have entrepreneurial commitment, have entrepreneurial preferences, have entrepreneurial plans, and have very high entrepreneurial efforts. Social Environment has a significant influence on Entrepreneurial Intentions and Entrepreneurial Readiness. The degree to which social environment indicators—such as family, friends, campus, and social environment media—support students' aspirations to become entrepreneurs as well as their commitment to, preferences for, and levels of effort put forth in their business ventures is quite high. Students' entrepreneurial readiness is also influenced by the five social environment factors in terms of their social, intellectual, and mental capital. Through entrepreneurial intention, entrepreneurship education has a major impact on entrepreneurial readiness. Social, intellectual, and mental capital are three measures of entrepreneurial readiness that are positively impacted by entrepreneurship education. Nonetheless, in comparison to its direct impact on entrepreneurial readiness, the indirect influence of entrepreneurship education is greater. Through entrepreneurial intention, the social environment has a major impact on entrepreneurial readiness. Social capital, intellectual capital, and mental capital are examples of how the social environment positively affects entrepreneurial readiness. Among students enrolled in tourist vocational education, the social environment has a greater indirect impact on entrepreneurial readiness than a direct one.

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