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Contribution entrepreneurial knowledge, skills competence, and self-efficacy to student entrepreneurship readiness of multimedia expertise at vocational high school in Malang **FREE**

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Contribution Entrepreneurial Knowledge, Skills Competence, and Self-Efficacy to Student Entrepreneurship Readiness of Multimedia Expertise at Vocational High School in Malang

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Abstract. This study aims to determine the contribution of entrepreneurship knowledge, skills competence, and self-efficacy to entrepreneurship readiness. The design used in this research using a quantitative approach and knowledge test techniques using regression analysis. The number of samples in this study as many as 181 students. The results showed that there was a significant contribution between entrepreneurship knowledge to entrepreneurship readiness. There is also a significant contribution between the skills competence to entrepreneurship readiness and there is a significant contribution between self-efficacy to entrepreneurship readiness. Furthermore, there is a significant contribution simultaneously between entrepreneurship knowledge, skill competence; self-efficacy to entrepreneurship readiness.

BACKGROUND

Vocational education is part of the national education system that aims to produce graduates who have the skills and knowledge in accordance with the needs and requirements of employment. When compared with common education institutions, vocational education has different characteristics. Vocational education institutions are more focused on preparing students to work in a particular field. However, in fact the graduates produced by Vocational High School (VHS) are still not in line with expectations. This can be seen from the number of unemployed vocational graduates who are currently still large. Based on the data from Survey Angkatan Nasional (Sakernas) shows that the number of unemployed open in February of 2016 reached more than 7 million people. The highest unemployment rate based on the graduation level of education is dominated by 22% senior high school graduates and vocational high school graduates 19,19%. The percentage is higher compared to 18.70% of junior high school graduates, 17.35% elementary school graduates, university graduates 9,90%, and academy/diploma graduates 3,30%. Referring to the data, the level of absorption of vocational graduates in the job field is still relatively low. The fact that the number of unemployed in VHS is still high proves that VHS will not be effective if only preparing graduates who are ready only for work.

The high unemployment rate is caused by several factors. One of the factors causing high unemployment rates is the mindset and attitude of the people who still think that employment as permanent employees will ensure better future if it compared to other jobs. The mindset has an impact on the lack of public interest to build and develop entrepreneurship. Only a small percentage of the people who want to create and develop jobs for themselves and others through entrepreneurship activities.

The learning process in VHS provides practical vocational competencies that can be applied directly to the working world. When compared to other secondary education, VHS is more likely to produce graduates who are ready for entrepreneurship because the graduates are equipped with knowledge and skills that are ready to apply to the entrepreneurship field. VHS is supposed to do the skill and skill training process for the students. So that after they finish their study, the students already have supplies and readiness to plunge into the working world, a figure that can be relied upon so that after graduation they have the interest to become an entrepreneur [1]. According with the opinion, SMK has a role in creating an entrepreneurial culture because: (1) VHS is the level of education that can be reached by most people from various economic circles; (2) VHS is a formal secondary educational institution developed to produce graduates ready to work, so that students and / or graduates are considered capable to work at middle level or intermediate execution that have ability and technical skill as well as become thinker; (3) The Directorate of Vocational Education has been committed to developing entrepreneurship education and training for vocational students throughout Indonesia [2].

Referring to the previous description, students of VHS are prepared to enter the job field either through career paths to the workforce at the middle level or become self-employed or self-employed. Thus, the readiness of entrepreneurship in the students become one of the goals of education in SMK. This argue is in accordance with Santi's Opinion stating that VHS should be able to equip readiness in students to entrepreneurship so that when students graduate, they already have readiness entrepreneurship [3]. This entrepreneurial readiness can be formed from the learning process conducted in schools as well as outside the school. In addition, the readiness of entrepreneurship is also influenced by mental readiness, readiness knowledge, and readiness of resources [4].

One of the government's efforts to prepare students for entrepreneurship is to be required by the Workshop and Entrepreneurship lessons in the Curriculum 2013. Entrepreneurship education learns: (1) the mindset formulation to work without having to rely on others; (2) what kind of business will be undertaken; (3) what should be prepared as an initial activity in the business; (4) how to obtain capital; and (5) marketing and so on [5]. This lesson is given with the aim to improve students' mental so as not to rely on employment in the government as well as to train students in utilizing the potential around it to be developed and utilized to produce useful products and have selling points. This is reinforced by the opinion that the purpose of the subjects of Workshops and Entrepreneurship is that students are required to produce work that is ready to be utilized in life, knowledge and development base based on the utilization of local wisdom technology and renewable technology, and also to develop student entrepreneurship spirit [6]. Research from Supraba [7] revealed that there is a positive influence between entrepreneurship knowledge to the entrepreneurship readiness of students with effective contribution of 54%.

Another factor that can improve entrepreneurship readiness of students is the mastery of competence skills in accordance with their field. The skills competency of students is defined as the knowledge, attitudes, skills, and creativity that are actualized in the ability to perform a certain job sustained commitment, high spirit with correct procedures [8]. Skill competency is one of the competencies that should be owned by students of VHS. This competence is also a distinctive feature that distinguishes vocational students with other high school. The skills competency is seen as important in preparing students to enter the job field or entrepreneurship field. If the students already have competence in certain fields, it will cause self-confidence for students to enter the world of work both in industry and entrepreneurship [9].

In the world of entrepreneurship, someone is required not only to have entrepreneurial knowledge and technical skills, but also to have a good self-efficacy. Self-efficacy is an individual's subjective beliefs to be able to overcome problems or tasks, and take the necessary actions to achieve the desired goals [10]. Self-efficacy can be inserted in every learning process that aims to shape the mental so that students' self-confident characters are formed in order to face the competition of work or competition in the field of entrepreneurship.

The purpose of this research are: (1) to know the amount of contribution of entrepreneurship knowledge to entrepreneurship readiness; (2) to know the extent of the competency contribution to entrepreneurship readiness; (3) to know the amount of self-efficacy contribution to entrepreneurship readiness; (5) to know the amount of contribution simultaneously of entrepreneurial knowledge, skills competence, and self-efficacy to entrepreneurship readiness.

METHODS

The design used in this study is quantitative approach and data analysis is using regression analysis. Regression analysis is used to predict how far the change of dependent variable value, if the independent variable is manipulated or changed or upgraded [11]. The independent variables in this research are entrepreneurship knowledge (X1), skills competence (X2), and self-efficacy (X3). Meanwhile, the dependent variable is the entrepreneurship readiness (Y).

Population and Sample

The population in this study are the students of class XII VHS multimedia expertise program in Malang City 2016/2017 academic year. There are 13 vocational high schools in Malang that have multimedia expertise package. In this research, the school that used as research sample is SMK Negeri 5 Malang, SMK Negeri 10 Malang, SMK Negeri 12 Malang and SMK Nasional Malang. The selection of schools as research samples is based on school accreditation and the implementation of Skills Competency Exam. Meanwhile, the sampling technique used is proportional random sampling. The number of samples in this study as many as 181 students. To facilitate the distribution of questionnaires in each school is done proportionally with the Riduwan's formula [12] to obtain the results as in Table 1.

TABLE 1. Sample of Research

No	The Name of School	Accreditation	Population	Number of Sample
1	SMK Nasional Malang	A	52	28
2	SMKN 10 Malang	A	88	48
3	SMKN 12 Malang	A	91	50
4	SMKN 5 Malang	A	100	55
Total			331	181

Research Instruments

Research instruments are used to obtain or collect data relating to the variables studied, namely: (1) entrepreneurial knowledge; (2) self-efficacy; And (3) entrepreneurship readiness. The data of entrepreneurship knowledge is obtained through the tests that given to the students. Meanwhile, the data of self-efficacy and entrepreneurship readiness were taken using a questionnaire.

The first type of instrument used in this study was a test. The test is used to determine the knowledge a person has by using stuffing questions with certain restrictions. The form of test used in this study is multiple choice test. The second type of research instrument is a questionnaire. The use of questionnaires is used to collect data pertaining to self-efficacy variables and entrepreneurship readiness. The type of questionnaire used in this study is a closed questionnaire. The instrument measurement model used is Likert scale with modification of four answer options. Alternative answers used are Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Data Analysis

Data analysis is one of step in the research activities that aims to test the research hypothesis. Obtained data were analyzed using descriptive analysis techniques and inferential statistical analysis. Descriptive statistics are statistics related to how to describe, describe, describe, or decipher the data so that it is easy to understand [13](Siregar, 2010: 2). Research data on each variable will be described based on lowest score, highest score, average, median, standard deviation and range of data. Inferential statistical analysis techniques used to test the hypothesis proposed and make generalization of sample data on the population [14]. In this study, the analytical technique used to test the proposed hypothesis is to use regression analysis.

Before admission to the regression analysis, the research data should satisfy the prerequisite analysis test. Prerequisite analysis test aims to determine whether the data have been obtained to qualify for analysis by using

regression analysis. The prerequisite test of regression analysis includes: (1) normality test; (2) linearity test; (3) autocorrelation test; (4) multicollinearity test; and (5) heteroscedasticity test.

RESULT

The results of this study are described into two parts, namely descriptive data analysis and hypothesis test. The results of this study are further described as follows:

Data Analysis

Descriptive analysis is used to describe the variable data to be studied. In this study there are four variables with details of three independent variables and one dependent variable. The independent variables include Entrepreneurship Knowledge (X1), Skills Competency (X2), and Self-Efficacy (X3). Meanwhile, Entrepreneurship Readiness (Y) as the dependent variable. The description of the data presented includes the mean, mode, standard deviation, variant, range, minimum value and maximum value. Description of each research variable is described in Table 2.

TABLE 2. Description of Research Data

No	Variabel	Mean	Median	Modus	Standard Deviation	Range	Varians	Max	Min
1	Entrepreneurship Knowledge (X1)	64,64	64,71	64,71	11,36	41,17	129,17	82,35	41,18
2	Skills Competency (X2)	84,56	84,50	84,50	4,26	23	18,18	95	72
3	Self-Efficacy (X3)	57,77	58	60	6,02	42	36,22	72	30
4	Entrepreneurship Readiness (Y)	64,53	64	63	4,60	25	21,16	77	52

Entrepreneurship Knowledge (X1)

The data on the entrepreneurship knowledge variable is divided into 5 interval classes. Translation of data distribution on entrepreneurship knowledge variables is described as follows: (1) distribution of data entered in very low category is 0 respondents or 0%; (2) distribution of data entered in the low category is 0 respondents or 0%; (3) the distribution of data included in the quite category is 73 respondents or 40.33%; (4) distribution of data into the high category is 83 respondents or 45.86%; And (5) distribution of data entered into very high category is 25 respondents or 13.81%. Based on Table 2, the average value of entrepreneurship knowledge is 64,64, it can be concluded that the average value is included in the high category.

Skills Competency (X2)

The data on the skills competency variable is divided into 5 interval classes. Translation of data distribution on skill competency variables is described as follows: (1) distribution of data entered in very low category is 0 respondents or 0%; (2) distribution of data entered in the low category is 0 respondents or 0%; (3) the distribution of data included in the quite category is 0 respondents or 0%; (4) distribution of data into the high category is 33 respondents or 18,23%; And (5) distribution of data entered into very high category is 148 respondents or 81,77%. Based on Table 2, the average value of skills competency is 84,56, it can be concluded that the average value is included in the very high category.

Self-Efficacy (X3)

The data on the self-efficacy variable is divided into 5 interval classes. Translation of data distribution on self-efficacy variables is described as follows: (1) distribution of data entered in very low category is 0 respondents or 0%; (2) distribution of data entered in the low category is 2 respondents or 1,10%; (3) the distribution of data included in the quite category is 39 respondents or 21,55%; (4) distribution of data into the high category is 123 respondents or 7,96%; And (5) distribution of data entered into very high category is 17 respondents or 9,39%. Based on Table 2, the average value of self-efficacy is 57,77, it can be concluded that the average value is included in the high category.

Entrepreneurship Readiness (Y)

The data on the entrepreneurship readiness variable is divided into 5 interval classes. Translation of data distribution on entrepreneurship readiness variables is described as follows: (1) distribution of data entered in very low category is 0 respondents or 0%; (2) distribution of data entered in the low category is 0 respondents or 0%; (3) the distribution of data included in the quite category is 51 respondents or 28,18%; (4) distribution of data into the high category is 129 respondents or 71,27%; And (5) distribution of data entered into very high category is 1 respondents or 0,55%. Based on Table 2, the average value of entrepreneurship readiness is 64,53, it can be concluded that the average value is included in the high category.

Prerequisite Analysis Test

Research data to be analyzed using regression analysis must meet some requirements, so it must be done prerequisite test that includes the test of basic assumptions and test the classical assumption. The basic assumption test includes normality test and linearity test. Meanwhile, the classical assumption test includes multicollinearity test, autocorrelation test, and heteroscedasticity test.

Normality Test

Normality test is used to determine whether the data in the study is normally distributed or not. To know the normality of sample is done One Sample Komologrov-Smirnov test with level of significance 0,05. The data distribution is said to be normal if the significance value is more than 0.05 and if the significance value is less than 0.05 then the data is not normally distributed. Normality test results of each variable are described as follows: (1) entrepreneurship knowledge has a significance value of 0.054; (2) skills competency has a significance value of 0.08; (3) self-efficacy has a significance value of 0.183; And (4) entrepreneurship readiness has a significance value of 0.122. Based on the normality test results, it can be concluded that the research data is normally distributed.

Linierity Test

Linearity test aims to determine whether the variable has a linear relationship or not significantly. The test rule is if the probability value of significance is less than 0.05, then the data can be said to be linear. Whereas, if the probability value of significance is more than 0.05, then the data can be said not linear. The results of the linearity test of each variable are described as follows: (1) entrepreneurship knowledge to entrepreneurship readiness has a significance value of 0.000; (2) skills competency to entrepreneurship readines has a significance value of 0.000; And (3) self-efficacy to entrepreneurship readiness has a significance value of 0.000. Based on the results of linearity test, it can be concluded that the research data is linear.

Multicollinearity Test

Multicollinearity test is done with the aim to know whether or not linear relationship between independent variables in the regression model. Multicollinearity will have an impact on the uncertainty of the regression coefficients and the standard deviation has infinite value, consequently one of the variables must be excluded from the equation. The test rule is that if the Tolerance value is more than 0.10 and the VIF value is less than 10, then the research data can be said to qualify freely multicollinearity. Multicollinearity test results of each variable are

described as follows: (1) entrepreneurship knowledge has a VIF value of 1.914 and tolerance of 0.522; (2) skills competency has a VIF value of 1.715 and tolerance of 0.583; (3) self-efficacy has a VIF value of 1.296 and tolerance of 0.771. Based on the result of the analysis, it can be concluded that there are not multikoliniertias symptoms among the independent variables.

Autocorrelation Test

Autocorrelation test was performed with the aim of knowing whether or not the correlation between intruder errors in period t with errors in the previous t period in the linear regression model used. To find out whether or not the autocorrelation is done by comparing the results of the autocorrelation test with the Durbin Watson table. If the autocorrelation test results are between the dL and dU values then the data does not occur autocorrelation. Autocorrelation test results obtained value sebsar 1.8830. Based on the result of the analysis, it can be concluded that the research data is not autocorrelated.

Heteroscedasticity Test

Heteroscedasticity test aims to find out the situation where the occurrence of variant equality of residuals on the regression model. The test rule is if the significance value between the independent variable and the residual is more than 0.05, then there is not heterokedastisitas in the research data. However, if the significance value is less than 0.05, then there is heterokedastisitas on the research data. The result of heteroscedasticity test of each variable is described as follows: (1) entrepreneurial knowledge has significance value of 0.661; (2) skills competency has a significance value of 0,678; And (3) self-efficacy has a significance value of 0.152. Based on the result of the analysis, it can be concluded that there is no heterokedastisity symptoms in the research data.

Hypothesis Test

Hypothesis test is done to find out the influence of free variable which cause change in dependent variable, either partially or simultaneously. The test uses SPSS program with simple linear regression test and multiple linear regression test.

First Hypothesis

The first hypothesis is that there is a significant contribution between entrepreneurship knowledge to entrepreneurship readiness of VHS students multimedia skills program in Malang. Simple linear regression test results are presented in Table 3.

TABLE 3. Summary of First Hypothesis Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R	R _{square}	Adjust R _{square}	Std. Error of The Estimate
	B	Std. Error	Beta						
X1	,259	,023	,641	11,165	,000	,641	,410	,407	3,542

The result of regression analysis in Table 3., obtained value of significance at variable X1 equal to 0,000. Because the significance value is smaller than 0.05 then the decision is obtained that Ha accepted. It has the meaning that the contribution of entrepreneurship knowledge (X1) to entrepreneurship readiness (Y) is significant. Meanwhile, the coefficient value of path on variable X1 of 0.641. Furthermore, to know the amount of contribution of entrepreneurship knowledge directly to entrepreneurship readiness by way of squaring the coefficient value of the path and multiplied 100%. Based on the formula, we get the following equation: $(0,641)^2 \times 100\% = 41,08\%$.

Second Hypothesis

The second hypothesis is that there is a significant contribution between skills competency to entrepreneurship readiness SMK students multimedia skills program in Malang. Simple linear regression test results are presented in Table 4.

TABLE 4. Summary of Second Hypothesis Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R	R _{square}	Adjust R _{square}	Std. Error of The Estimate
	B	Std. Error	Beta						
X2	,624	,066	,579	9,497	,000	,579	,335	,331	3,762

The result of regression analysis in Table 4., obtained value of significance at variable X2 equal to 0,000. Because the significance value is smaller than 0.05 then the decision is obtained that Ha accepted. It has the meaning that the contribution of skills competency (X2) to entrepreneurship readiness (Y) is significant. Meanwhile, the coefficient value of path on variable X2 of 0.579. Furthermore, to know the amount of contribution of entrepreneurship knowledge directly to entrepreneurship readiness by way of squaring the coefficient value of the path and multiplied 100%. Based on the formula, we get the following equation: $(0,579)^2 \times 100\% = 33,52\%$.

Third Hypothesis

The third hypothesis is that there is a significant contribution between self-efficacy to entrepreneurship readiness SMK students multimedia skills program in Malang. Simple linear regression test results are presented in Table 5.

TABLE 5. Summary of Third Hypothesis Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R	R _{square}	Adjust R _{square}	Std. Error of The Estimate
	B	Std. Error	Beta						
X3	,368	,050	,482	7,359	,000	,482	,232	,228	4,042

The result of regression analysis in Table 5., obtained value of significance at variable X3 equal to 0,000. Because the significance value is smaller than 0.05 then the decision is obtained that Ha accepted. It has the meaning that the contribution of self-efficacy (X3) to entrepreneurship readiness (Y) is significant. Meanwhile, the coefficient value of path on variable X3 of 0.482. Furthermore, to know the amount of contribution of entrepreneurship knowledge directly to entrepreneurship readiness by way of squaring the coefficient value of the path and multiplied 100%. Based on the formula, we get the following equation: $(0,482)^2 \times 100\% = 23,23\%$.

Fourth Hypothesis

The third hypothesis is that there is a significant contribution simultaneously between entrepreneurship knowledge, skills competency, and self-efficacy to entrepreneurship readiness SMK students multimedia skills program in Malang. Simple linear regression test results are presented in Table 6.

TABLE 6. Summary of Fourth Hypothesis Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R	R _{square}	Adjust R _{square}	Std. Error of The Estimate
	B	Std. Error	Beta						
1 (Constant)	21,399	4,976		4,300	,000	,731	,534	,527	3,165
X1	,171	,043	,261	4,621	,000				
X2	,187	,025	,438	7,002	,000				
X3	,140	,071	,221	3,354	,001				

Based on the hypothesis test that has been done, it can be disclosed that there is a positive and significant contribution between entrepreneurship knowledge, skills competence, and self-efficacy to entrepreneurship readiness. Based on the research results obtained Rsquare results of 0.534. The result means that the contribution between the three variables with the entrepreneur readiness variable is 53,40%, while the influence of other variables outside the research is 46.60%. The result of this research is in line with hypothesis formulation which states that there is a significant contribution simultaneously between entrepreneurship knowledge, skill competency, and self-efficacy to entrepreneurship readiness of SMK students of multimedia expertise program in Malang City. Simultaneous contributions between variables can be translated into individual contributions described earlier.

Discussion

The discussion in this article contains about the contribution of independent variables to the dependent variable partially or simultaneously.

Contribution Entrepreneurship Knowledge to Entrepreneurship Readiness

The results of the research discussed in the previous chapter indicate that there is a direct contribution between the variables of entrepreneurship knowledge with entrepreneurship readiness. The amount of direct contribution of entrepreneurship knowledge to entrepreneurship readiness is 7.84%. This indicates that the higher entrepreneurial knowledge owned by students will have an impact on the higher entrepreneurship readiness.

An entrepreneur should have special knowledge related to the business to be run. Entrepreneurial knowledge becomes a provision for an entrepreneur to know the ins and outs of a business field to be cultivated. This is because by having sufficient knowledge or enough, then someone will be able to manage the business well [15].

The results of Supraba [16] revealed that there is a positive influence between entrepreneurial knowledge on the readiness of students to entrepreneurship with effective contribution of 54%. In line with the study, Melyana et al. [17] states that entrepreneurial knowledge directly influence the readiness of entrepreneurship positively and significantly equal to 7.56%, meaning that the higher the knowledge of entrepreneurship the higher the readiness of entrepreneurship owned.

In vocational, entrepreneurship knowledge is gained through entrepreneurship lessons and extracurricular activities that usually cooperate with school cooperatives and Production/Service Unit. Entrepreneurship lessons in SMK are given to understand the business world in daily life, entrepreneurship in the field, apply the behavior of prestatative work in life, and actualize attitudes and entrepreneurial behavior [18].

Based on previous exposure, it can be disclosed that entrepreneurship knowledge becomes one of the important factors to foster mentally ready entrepreneurship in students. Implementation of entrepreneurial learning conducted in schools aims to prepare learners be an entrepreneur [19](Wijayanti, 2016: 1372). Entrepreneurship knowledge that students get from the school is expected to add insight into the business that will be done. With entrepreneurship knowledge that owned, VHS students package of multimedia expertise will be easier in starting and determining the business in accordance with the areas of expertise that managed.

Contribution Skills Competency to Entrepreneurship Readiness

The research findings show that variabel skills competence has a significant positive contribution to entrepreneurship readiness variable. The amount of direct contribution of skill competence to entrepreneurship readiness is 2.43%. Therefore, the results of the analysis indicate that the higher skills competency in vocational students, the higher the readiness of entrepreneurship.

An entrepreneur will not succeed if he dont have knowledge and skills. In line with that opinion, Suryawan [20] states that a successful entrepreneur in general has the competence includes knowledge, skills, attitudes, motivation, and commitment to the work it faces. In Vocational High School, the knowledge and skills are integrated in the skills competency.

Skills competency that owned by VHS students can be used as initial capital to start a business. This is in accordance with the opinion of Santi [21] which states that skills competency is one form of readiness in entrepreneurship readiness. The results of Ramadani's research, et al. [22] states that there is a direct contribution between the competence of skills with the readiness of student entrepreneurship. The amount of direct contribution possessed by skill competency variable with entrepreneurship readiness of 33.52%.

Based on the previous exposure can be disclosed that the mastery of skills competence can support the improvement of entrepreneurship readiness in vocational students. In starting a business, a person not only needs money in the form of money and entrepreneurial attitude, but also in the form of ideas and skills [23]. With the skills possessed, a person can start his business by selling his skills to make money.

Contribution Self-Efficacy to Entrepreneurship Readiness

Based on the result of data analysis, it can be concluded that there is a significant positive contribution between self-efficacy to entrepreneurship readiness. The amount of direct contribution of self-efficacy to entrepreneurship readiness is 23.23%. This result shows that the higher the self-efficacy of the students, the higher the readiness of students to start entrepreneurship.

Self-efficacy is a belief in a person to do a particular job or task. Self-efficacy involves individual beliefs about their ability to achieve goals and control the positive and negative cognitive of an entrepreneur during the process of starting a new business [24]. Self-efficacy will be able to provide confidence in the ability that is owned, so it can be used as initial capital to open a business. This opinion in accordance with the opinion of Campo [25] which states that self-efficacy can modify one's beliefs to start and build new business. The same thing is also revealed by Mobaraki [26] which states that with high self-efficacy, then someone's confidence in opening a new business will also be high.

The results of research Melyana et al. [27] states that self-efficacy directly affects the entrepreneurial readiness in a positive and significant amount of 48.3%, meaning that the higher the self-efficacy the higher the entrepreneurship readiness he has. Other studies also revealed that self-efficacy variables have a positive and significant relationship to entrepreneurship readiness in vocational students with a contribution of 3.65% [28].

Based on the previous study, it can be revealed that self-efficacy is a driving factor that can affect the readiness of entrepreneurship of vocational students. Therefore, in the learning process should the character of self-efficacy is implanted in the students themselves. Through the planting of self-efficacy character, SMK graduates are expected to have high self-confidence and it can be used as a capital in starting an entrepreneurship.

Contribution Entrepreneurship Knowledge, Skills Competence, and Self-Efficacy to Entrepreneurship Readiness

Based on the hypothesis test that has been done, it can be disclosed that there is a positive and significant contribution between entrepreneurship knowledge, skills competence, and self-efficacy to entrepreneurship mindset. Based on the research results obtained Rsquare results of 0.534. The result means that the contribution between the three variables with entrepreneur mindset variable is 53.40%, while the influence of other variables outside the

research is 46.60%. The results of this study are in line with the hypothesis formulation which states that there is a significant contribution simultaneously between entrepreneurship knowledge, skills competence, and self-efficacy to entrepreneurship readiness VHS students package multimedia expertise in Malang. Simultaneous contributions between variables can be translated into individual contributions described earlier.

CONCLUSION AND RECCOMENDATIONS

Conclusion

Based on data analysis and discussion that has been described in the previous chapter, it can be concluded that:

1. There is a positive and significant contribution between entrepreneurship knowledge to entrepreneurship readiness VHS students multimedia expertise package in Malang.
2. There is a positive and significant contribution between skills competency to entrepreneurship readiness VHS students multimedia expertise package in Malang.
3. There is a positive and significant contribution between self-efficacy to entrepreneurship readiness VHS students multimedia expertise package in Malang.
4. There is a positive and significant contribution simultaneously to entrepreneurship knowledge, skills competency, and self-efficacy to entrepreneurship readiness.

Reccomendations

Based on the research result of the contribution of entrepreneurship knowledge, competence of expertise, and self-efficacy to mindset of entrepreneurship of vocational students of multimedia skills program in Malang City, the researcher give some suggestion. Considering the contribution of entrepreneurship knowledge to entrepreneurship mindset and entrepreneurship readiness, it is hoped that the school will improve the quality of entrepreneurship learning in its prakrya and entrepreneurship lessons or productive mathematics. In this case, students need to be given a broader perspective on entrepreneurship, so it is expected the mindset of students about the entrepreneurial world can be formed. In addition, skill competence is one of the initial capital to start a business. Through the mastery of the competence of expertise in accordance with the field, students can apply these skills to the business that they do. Therefore, the school is expected to continue to strive in improving the quality of learning on productive lessons in terms of teachers, materials, and facilities and infrastructure.

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