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Partnership Model in School Entrepreneurship Development

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ABSTRACT

Entrepreneurship becomes an integral program for planning the progress of a country. The development of this program then becomes the responsibility of all parties, educational institutions, the government and the public. Educational institutions today, almost in all disciplines, seem to consider entrepreneurship as one of the learning programs. Vocational high school is one of the formal educational institutions designed to develop this program for its students. Various entrepreneurial models are tried to be developed to encourage further students' interest in developing entrepreneurship programs. Therefore, this study examines the partnership model in entrepreneurship development at Muhammadiyah vocational schools in Palembang, Indonesia. The study sample was 258 students from all Muhammadiyah vocational schools. The required data is primary, with a questionnaire as a data collection tool. The analyses used were factor analysis and regression. The results of the factor analysis extracted from all the indicators used gave rise to three variables that influence the decisions of entrepreneurial students, namely motivation, learning and perception. As for regression testing, only motivation and knowledge significantly affect entrepreneurial decisions, while perception has a significant effect.

Keywords
Entrepreneurship
Motivation
School
Management

Introduction

The entrepreneurial development program is the responsibility of all parties, from governments, educational institutions, families, established industries, society, and the media. An educational institution is one of the parties that has an essential role in the entrepreneurship development program. Entrepreneurship education needs to be developed from an early age because it concerns the mental growth, attitudes, and behaviour of students both in public schools and vocational and professional schools. Development has proven to be quite effective when carried out through various training programs [1].

Vocational High School is an upper-level educational institution with more practical/training content than common high schools. National Standard for Education concerning the purpose of Vocational High Schools states that the goal of vocational school is to prepare graduates to immediately enter the world of work both to develop careers and build entrepreneurs. In addition, one of the policy and strategy directions in the 2015-2019 Strategic Plan of the Ministry of Education and Culture is to strengthen the curriculum, one of which is implemented by supporting the curriculum on entrepreneurship. Based on these provisions, it becomes very relevant if the entrepreneurship development program can be intensified in vocational schools. However, it is also possible that the entrepreneurship development program is carried out in high school [2]. The entrepreneurship study program examined the interest of high school and vocational high school students in Bogor. Most students (84.4%) are interested in continuing their studies after graduation, with reasonably high interest (51.5%). This curious group of 84.28% intends to continue to the undergraduate level, with the favourite choice being the Economics and Management major (43.4%), which they believe they chose based on knowledge (52.64%). When asked about the entrepreneurship study program, 45.80% answered that they knew it, but when asked further, it turned out that only 15.23% were interested in choosing the study program in question.

In contrast to the findings [3] found a high interest in entrepreneurship among Pasundan Majalaya high school students. Then to compare the entrepreneurial appeal of the high school student with the vocational high school student [4]. Both high school and vocational schools are given lessons about entrepreneurship, but the interest in always trying

seems more vital for high school students. This result turned out to be in line with the study obtained by Ref. [5] in general, vocational school graduates have low entrepreneurial motivation. Although evidence was obtained that entrepreneurial motivation is influenced by entrepreneurial experience in schools, families, communities and vocational skills, in terms of vocational skills, students have low competence (32.73%) and very low (17.27%), meaning that only 50% of students have sufficient skills. Similar results were found that simultaneously entrepreneurial knowledge and family social support had a significant effect on the interest of the vocational student in entrepreneurship [6]. However, partially entrepreneurial knowledge does not substantially impact the good in entrepreneurship. This is because the interest of entrepreneurs is more determined by experience, so there is indeed a provision of entrepreneurial spirit and disposition. It is supported by the findings of Ref [7] that knowledge alone is not enough to be people's capital for entrepreneurship. Still, it must be seen as natural conditions in the field that allow the right strategies to be found in running a business.

The findings are also supported by Ref. [8] that there is no relationship between knowledge about entrepreneurship and interest in entrepreneurship in students of Public Vocational School 2 of Wonosari, Indonesia. A high level of knowledge about entrepreneurship will not affect the interest in entrepreneurship. The argument proposed is that the subject matter of entrepreneurship in schools still focuses on learning aspects of knowledge only and has not succeeded in building a conducive school environment to foster an interest in entrepreneurship. The process of learning entrepreneurship in the element of knowledge must be balanced with the learning of skills in the field through various training programs [9]. It proves the difference in increasing knowledge before and after training to improve soft skills and entrepreneurship of vocational school students in Jakarta. Training is carried out by designing training modules and making motivational videos for entrepreneurship.

Based on the various studies above and the different challenges and obstacles in each vocational school, it is necessary to study the factors that influence the entrepreneurship development program at Muhammadiyah Vocational School of Palembang. There are four Muhammadiyah Vocational Schools in Palembang. The pre-research results obtained showed the phenomenon. First, graduates of vocational school do not fully have the ability expected by the school. In the end, graduates who pursue entrepreneurship are only around 20%-30%, the rest work as employees, and a large part of them continue their studies. Second, the entrepreneurial skills students have when they graduate do not seem optimal because the cooperation established with the business world outside of school has not been carried out intensively. The collaboration has not been carried out regularly but is still incidental and relatively limited. There are even vocational schools that have not collaborated with the

business world outside the school at all. That is why it is necessary to make a proposal for a more appropriate entrepreneurial development program. The right entrepreneurial development program at vocational school improves the image of one of Muhammadiyah's charitable enterprises and contributes to the economy of community members at large and gradually.

Literature Review

In general, people view entrepreneurship as what entrepreneurs or entrepreneurs have and do, even though the spirit and attitude of entrepreneurship are owned by entrepreneurs and by anyone who thinks creatively and acts innovatively in all aspects of work, both private and government. An entrepreneur creates a new business in the face of risk and uncertainty to achieve profit and growth by identifying opportunities and assembling the necessary resources to capitalize on the opportunities.

Furthermore, entrepreneurship is also defined as a dynamic process of creating additional wealth. Individuals generate wealth by bearing the risk of capital, time, and career commitment to provide the value of a product or service. Thus, entrepreneurship means a process of producing something new with time, energy, and financial and social risks to receive monetary compensation and personal satisfaction.

A. Entrepreneurship Education

The entrepreneurial development program is the task of all parties, including educational institutions, particularly higher secondary institutions. Government Regulation on Vocational High Schools states the strong relationship between vocational school alumnae and entrepreneurship programs. Even the 2015-2019 Strategic Plan of the Ministry of Education and Culture strengthens the curriculum on entrepreneurship. Therefore, vocational students must be equipped with knowledge and experience in entrepreneurship to be better prepared and able to compete to enter the world of work. Thus, vocational schools need to intensify this entrepreneurial learning to convince further students of readiness to pursue entrepreneurship after graduation.

B. Partnership

Partnerships must support graduate preparation through school collaboration with businesses and industry. Learning will be more effective by including students to engage in businesses and industry through school collaboration programs with businesses and industry directly. Many businesses in Indonesia are micro, small, and medium enterprises. The business is the Centre of the dynamics of innovation, with different techniques to strive for welfare led by entrepreneurs. Based on some of the studies above, this study tries to bring up partnerships

in entrepreneurial practices in schools with businesses outside of school. In the Muhammadiyah foundation, the association is quite potential. It has many educational and non-educational institutions (hospitals, Muhammadiyah/ Aisyiyah management offices at the branch to regional levels, and various Muhammadiyah education institutions) that can be targeted as a potential market for students of Muhammadiyah vocational school.

Method

Based on the purpose of this study, this study used causal design to obtain evidence of causation. Research variables are determined through factor analysis sourced from 25 indicators. The population of this study was all 12th grade-students of Muhammadiyah Vocational School of Palembang, which amounted to 728 students. The sample was determined using the Slovin formula with an error rate of 5% and obtained a sample of 258 students. The sampling method is cluster sampling. The data collection technique used was a questionnaire. Factor analysis obtains the variables' structure. This factor will represent the dimensions of the data. Furthermore, based on the factor analysis results, variables were found that each could see their influence on the entrepreneurial development program. The effect of each variable was tested using multiple linear regression analysis.

Result

This research was conducted on all students of Muhammadiyah Vocational High School. This object was chosen because vocational school is a high school that teaches special skills, so it was hoped that graduates were better prepared to enter the world of work. There are four Muhammadiyah vocational school.

A. Instrument Test Results

The circulated questionnaire consisted of 28 question items. In the instrument testing process, it turned out that three things did not pass the validity test, so only 25 articles were used as Table 1. Based on Table 1, it appears that all indicators used have a more excellent calculated r value than the r table, so they are all said to be valid and can be used to measure research variables. Furthermore, the following reliability test results were obtained that Cronbach's Alpha was 0.905 (Reliable).

Table 1. Validity Test Results

Indicators	Rating	R table	Conclusion	Indicators	Rating	R table	Conclusion
Indicator Y7	.495**	0.349	Valid	Indicator 13	.682**	0.349	Valid
Indicator Y9	.530**	0.349	Valid	Indicator 14	.412*	0.349	Valid
Indicator 1	.730**	0.349	Valid	Indicator 15	.503**	0.349	Valid
Indicator 2	.790**	0.349	Valid	Indicator 16	.607**	0.349	Valid
Indicator 3	.716**	0.349	Valid	Indicator 17	.542**	0.349	Valid
Indicator 4	.512**	0.349	Valid	Indicator 18	.453**	0.349	Valid
Indicator 5	.493**	0.349	Valid	Indicator 19	.538**	0.349	Valid
Indicator 6	.581**	0.349	Valid	Indicator 20	.468**	0.349	Valid
Indicator 7	.537**	0.349	Valid	Indicator 21	.632**	0.349	Valid
Indicator 8	.471**	0.349	Valid	Indicator 22	.565**	0.349	Valid
Indicator 10	.444*	0.349	Valid	Indicator 23	.490**	0.349	Valid
Indicator 11	.676**	0.349	Valid	Indicator 24	.631**	0.349	Valid
Indicator 12	.494**	0.349	Valid				

B. Respondent Overview

The profiles of respondents in this study are shown as follows.

Table 2. Respondent Profile

No.	Profile	Sum	
		Frequency	Percentage
1	Origin of vocational school:		
	SMK Muh 1	96	37.21
	SMK Muh 2	103	39.92
	SMK Muh 3	46	17.83
	SMK Muh 4	13	5.04
2	Origin of the Department		
	Network and Computer Engineering	59	22.88
	Advanced Accounting and Finance	65	25.19
	Online Business and Marketing	25	9.69
	Visual Communication Design	58	22.48
	Clothing	15	5.81
	Culinary	15	5.81
	Hospitality	21	8.14
3	Gender:	95	36.8
	Male	163	63.2
	Woman		
4	Entrepreneurial Interests:		
	Yes	153	59.3
	Not	10	3.9
	Depending on the situation later	95	36.8
5	Entrepreneurial Parents:		
	Yes	85	32.9
	Not	173	67.1
6	Obstacles to Entrepreneurship:		
	Financial Capital	168	65.1
	Knowledge/Ability	60	23.3
	Experience	25	9.7
	Family Support	5	1.9

C. Factor Analysis Results

Factor analysis is carried out to determine what variables affect entrepreneurial decisions, with the following results in the Table 3.

Table 3. KMO and Bartlett's Test of Sphericity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.931
Bartlett's Test of Sphericity	Approx. Chi-Square	4655.016
	Df	171
	Sig.	.000

Table 4 show that the sig less than α (0.05) where the table sig value is 0.000 < 0.05. So those indicators are correlated and can be further processed. Furthermore, a Measure of Sampling Adequacy (MSA) test is carried out to determine indicators that can be further processed. As a result, it turned out that four indicators had an MSA value below 0.5, so only 19 indicators met the MSA requirement because they had a loading value higher than 0.5. The results of the MSA test are followed by the factoring or extraction process, which separates indicators that meet the correlation from the MSA value. The extraction results showed that three factors had an Eigen value higher than 1. Finally, a rotation is carried out to clarify the position of each variable. The rotation results show that these factors form three variables that influence entrepreneurial decisions: motivation, learning and perception.

D. Multiple Linear Regression

Based on Figure 1 above, it appears that the P-P values of the plot are located around the diagonal line, not deviating far from the line. This means that the data distribution is normal so that regression can be done with multiple linear models.

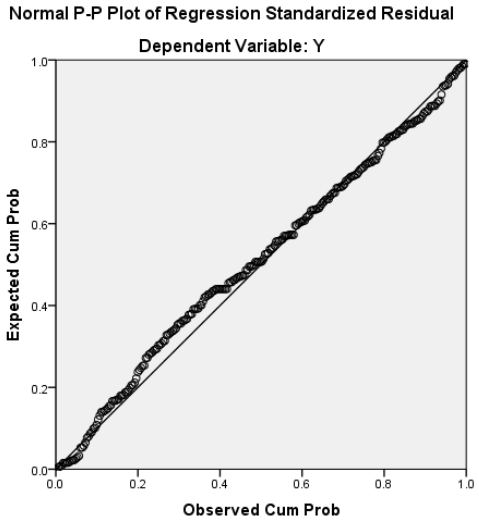

Fig. 1. Normal P-P Plot Chart Results

The result of multicollinearity testing is shown in Table 4.

Table 4. Multicollinearity

Type		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Motivation	.304	3.288
	Learning	.396	2.525
	Perception	.531	1.883

Calculations show that all tolerance values of free variables are greater than 0.1 and all VIF values of free variables are less than 10. So, the data in this study do not contain multicollinearity, so the data used in this study can be continued with subsequent tests.

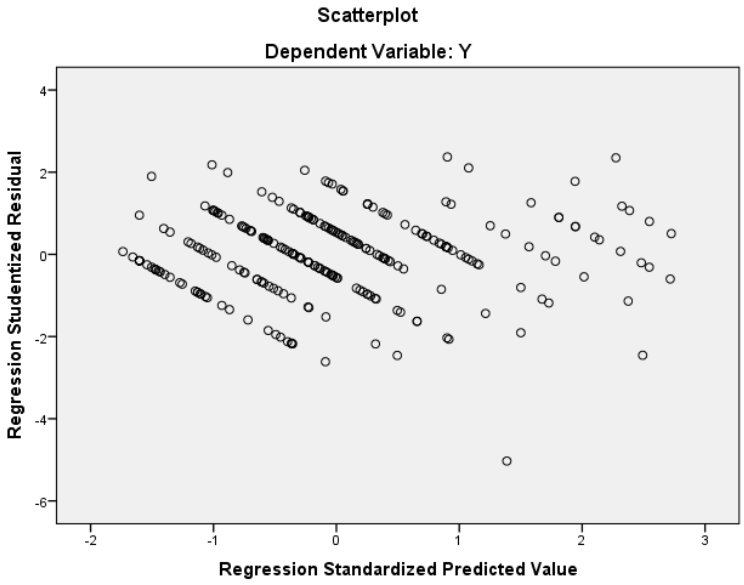

Fig. 2. Scatterplot

The scatterplot in Figure 2 shows that the dots are randomly spread out. It is scattered above and below 0 on the Y axis and does not form a specific pattern. Then, heteroskedasticity did not occur in regression models in this study. Multiple regression testing is used to see the magnitude of the influence of motivation, learning, and perception variables on entrepreneurial decisions. The results of data processing by using the SPSS program are shown in the Table 5.

Table 5. Regression Analysis

Type		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	.291	.218	
	Motivation	.147	.013	.667
	Learning	.092	.018	.270
	Perception	-.040	.029	-.063

a. Dependent Variable: Y

The equivalent of multiple regressions can be made as follows: $Y = 0.291 + 0.147X_1 + 0.092X_2 -0.040X_3 + e$. From the double regression equation, it can be described that a constant of 0.291 means that without any motivation, learning, and perception, the value of entrepreneurial decisions is shallow. The motivation coefficient (X_1) of 0.147 indicates a positive value which means that if motivation increases, then entrepreneurial decisions also increase. Or vice versa, if motivation decreases, then entrepreneurial decisions also reduce. The value of the learning coefficient (X_2) of 0.092 shows a positive value which means that if learning increases, entrepreneurial decisions also increase. Or vice versa, if learning decreases, then entrepreneurial decisions also decrease. The value of the perception coefficient of -0.040 indicates a negative value which means that if perception increases, then entrepreneurial decisions will decrease. Or vice versa, if perception decreases, then entrepreneurial choices will increase. It can be known to find out how much motivation, learning, and perception contribute together to entrepreneurial decisions through the following determinant coefficients (Table 6).

Table 6. Coefficient of Determination

Model Summary				
Type	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.852[a]	.726	.722	.91603

a. Predictors: (Constant), Perception, Learning, Motivation
b. Dependent Variable: Y

From the summary model table above, obtained Nilai R = 0.852 means that the relationship or level of association between motivation, learning, and perception with entrepreneurial decisions is vital because it is located between 0.80-1.00. Adjusted R Square equal 0.722 means that 72.2% of entrepreneurial decisions are influenced by motivation, learning, and perception. In comparison, the remaining 27.8% was influenced by other variables outside the model that were not involved in the study. Simultaneous Test (F Test) is shown by Table 7.

Table 7. ANOVA

Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	563.331	3	187.777	223.781	.000[b]
	Residual	213.134	254	.839		
	Total	776.465	257			

a. Dependent Variable: Y
b. Predictors: (Constant), Perception, Learning, Motivation

Table 7 shows that Sig F 0.000 < α = 0.05, meaning that simultaneously there is a significant influence of motivation, learning and perception on entrepreneurial decisions. Partial Test (T-test) is shown by Table 8.

Table 8. Partial Test

Coefficients

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.291	.218		1.333	.184
	Motivation	.147	.013	.667	11.188	.000
	Learning	.092	.018	.270	5.170	.000
	Perception	-.040	.029	-.063	-1.389	.166

a. Dependent Variable: Y

Based on Table 8, it appears that motivation has a sig t of 0.000 lower than α (0.05). This means that motivation has a significant effect on entrepreneurial decisions. Table 8 shows that learning has a sig t of 0.000 > α = 0.05. This means that learning has a significant effect on entrepreneurial decisions. It shows that perception has a sig t of 0.166 higher than α (0.05). This means that perception has an insignificant effect on entrepreneurial decisions.

Discussion

Motivation, learning, and perception have proven to have a significant effect on entrepreneurial decisions. Psychological factors influence decision-making. Psychological factors, among them, there is motivation, learning and perception. Meanwhile, partially motivation and knowledge have proven to have a significant effect on entrepreneurial decisions. It's just that perceptions have not proven to have an insignificant impact on entrepreneurial choices. The descriptive statistical results show that 59.3% of vocational students are interested in pursuing the world of entrepreneurship. This number becomes less (20%-30%) when connected with students who ultimately really pursue the world of entrepreneurship. Ref. [2] also found the low interest of these schools for entrepreneurship. The common interest in entrepreneurship is due to their quiet experience in entrepreneurship investigations and their vocational skills [5]. The low interest in entrepreneurship is also because students are aware of entrepreneurship, not trying to understand entrepreneurship-related matters more deeply. Even the entrepreneurial interest of these vocational high school students is lower than that of high school students. Low interest can change if there is motivation. Motivation positively affects the interest in entrepreneurship [10]. The higher the motivation, the higher the intention for entrepreneurship [11]. Thus, motivation can be used as capital to foster better interest in entrepreneurship. For example, the activation can be sourced internally as well as externally. Internally, motivation will increase through positive entrepreneurial experiences obtained. Entrepreneurship is considered to provide jobs, income, and independence. Externally, motivation can be increased by providing more opportunities to take concrete actions in building an entrepreneurial spirit. Entrepreneurial education experience and vocational skills affect the motivation for entrepreneurship [5].

The study's results also prove that the influence of learning p roses will be more effective in increasing students' interest in entrepreneurship [12]. Through learning, students have a more honest insight into the meaning of entrepreneurship [13]. Not just any learning process can encourage the emergence of the desire for entrepreneurship. Best practices developed as learning models at excellent vocational schools are relatively good at fostering an entrepreneurial spirit [14]. Learning through creative product subjects also affects the interest in entrepreneurship [15]. The better the value of innovative products, the more interested students will be in entrepreneurship. The learning in question is different from knowledge. Partnerships are also a form of learning model. Partnerships can develop the entrepreneurial spirit of students so that they can increase the entrepreneurial spirit of students in work. Several partnership models have been successfully developed between vocational school and the business world [16]. Although partnership programs have obstacles, they can be overcome through good communication [17]. Muhammadiyah Vocational School of Palembang can also build partnerships as a model of entrepreneurship to support the development of entrepreneurship programs. Development certainly cannot be done directly for all study programs.

Based on interviews and observations of existing market opportunities, the culinary program can be the first program whose development is carried out through a partnership model. Against this program, the obstacle faced is the market as a practical base that can improve students' skills and skills. A relatively large market is needed, and a more precise range can be routinely worked. In this case, all educational institutions, charitable enterprises and autonomous organizations of Muhammadiyah in Palembang City are markets. These organizations routinely require supplies -especially culinary- for the various activities. Muhammadiyah vocational school (especially those who have culinary majors) can build a partnership model with these multiple organizations through a joint commitment. This commitment is related to the school to supply of food and organizations' willingness to order it.

With a partnership model like this, then students can get learning opportunities regularly and continuously, allowing them to take more experience that can later be developed after finishing school. Because it is related to external parties on an ongoing basis, the school must prepare a better and standard business development model as the basis for the built commitment. The commitment of institutions in this partnership model requires sacrifices, especially at the beginning of the implementation of cooperation. So far, institutions certainly have their customers with better performance. Of course, partnering with a new supplier whose expertise has not been tested is risky. Therefore, the partnership model can be

developed little by little according to mutual agreements so that the increase in supplier skills will improve the type and amount of food ordered. With a partnership model like this, Muhammadiyah organizations will strengthen each other, provide mutual benefits and support each other's development. Another research finding is that perceptions negatively and insignificant affect entrepreneurial decisions. Concerning entrepreneurial activities, perception is widely associated with the perception of job opportunities. A negligible negative influence of perception on entrepreneurial interests. The less the field of entrepreneurship provides job opportunities, the worse the student's perception of the entrepreneur. The unreal effect of this perception offers an excellent opportunity to change students' minds through positive images and experiences of entrepreneurship. The partnership program referred to above can be one of the basics of good experience that will give rise to a better perception of the development of the entrepreneurship program of Muhammadiyah vocational school of Palembang.

Conclusion

Together, motivation, learning, and perception have a significant effect on the entrepreneurial decisions of students of Muhammadityah vocational school in Palembang. Partially, activation and education have a positive and significant impact, so perceptions have an insignificant negative effect on the decisions of entrepreneurial students at Muhammadiyah Vocational School of Palembang. Motivation can be increased through a learning process by developing partnership programs with fellow members of Muhammadiyah organizations. The partnership program will further improve students' skills and expertise to increase the desire for entrepreneurship. Developing a good partnership model will form a good perception of entrepreneurial decisions.

Conflict of Interest

All authors declare that there is no conflict of interest.

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