

## **Analysis of Entrepreneurship Education and Training On Entrepreneurial Motives (Case Study on Students at Vocational Schools in Mojokerto City)**

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### **Abstract**

*This study aims to analyze how entrepreneurship education and training affect entrepreneurial motives in vocational school students in Mojokerto City. Using a qualitative approach with a case study method, this study explores students' experiences, perceptions, and views regarding the learning process and entrepreneurship training they receive. Data were obtained through in-depth interviews, participatory observations, and document analysis from several vocational schools that were the subject of the research. The results of the study show that entrepreneurship education has a significant influence on students' mindset and attitude towards entrepreneurship, especially in building confidence and courage to start a business. Meanwhile, entrepreneurship training provides students with hands-on experience in developing practical skills relevant to the business world. Supporting factors such as teacher involvement, training facilities, and school support play an important role in maximizing the impact of education and training. This study concludes that integrated entrepreneurship education and training can encourage students to have a stronger entrepreneurial motive. As a recommendation, it is necessary to develop a more applicable and local potential-based entrepreneurship learning model to increase its relevance and effectiveness.*

**Keywords:** *Entrepreneurship Education, Entrepreneurship Training, Entrepreneurial Motives*

### **1. INTRODUCTION**

The economy in 2012 experienced an increase and managed to reduce the number of poor people slightly. The Central Statistics Agency (BPS) noted that the number of poor people in March 2012 reached 29.12 million people or 11.96 percent of the total population of Indonesia today, the figure decreased compared to March 2011 which reached 30.02 million people (12.4 percent). (Source: vivanews.com accessed 19:10, February 17, 2013). This shows that there are still many poor people in Indonesia. Reducing the number of poverty is not only the task of the government, but from all elements in a country, including the role of students in eradicating poverty. According to Ridarmin, in this case, universally, students have four strategic functions, namely: 1) As agents of change, 2) As future generations (iron stock), 3) As agents of social control, 4) As moral forces. (source: pwk.blogspot.com accessed 20:05, December 20, 2012). The role of students as agents of change must be formed through education and training that will provide knowledge from the results of education and the provision of skills from the results of training owned by each individual student. BPS released data on the unemployment rate in Indonesia. Apparently, the open unemployment rate

in February 2011 still reached 6.8% of the total labor force. The number of labor force in Indonesia in February 2011 reached 119.4 million people.

The fact that is a problem is that around 600 thousand (7.6%) people from the number of unemployed are those who have graduated from university. If this is not addressed immediately, the unemployment rate will increase which will have a systemic impact on the high poverty rate. The low motivation possessed by students is that they prefer to look for a job rather than create a job. 83.18% chose to become an employee or look for a job (kopertis5.org). BPS explained that the number of labor force in February 2011 was 119.4 million people and 7.6% of the unemployed were educated every year. This is one of the causes of the large number of educated unemployed in Indonesia. This phenomenon illustrates that an alternative way is needed to increase entrepreneurial motives, so the research problem into the central theme is: Efforts to foster entrepreneurial motives in everyone, especially students, is one way to reduce unemployment and poverty rates. By participating in entrepreneurship education and training, students will be educated about entrepreneurship and trained in entrepreneurial skills (Entrepreneur skills) that will foster entrepreneurial motives so that they can increase the number of entrepreneurs who are ready to reduce unemployment will reduce the number of poverty.

Mulyadi (2011:98) explained that education and training are efforts to develop human resources, usually integrated into training (education and training). The implementation of education and training is directed at improving skills, knowledge and changing one's attitude or behavior. Through the learning process applied to education and training programs, it is hoped that there will be changes in participants, namely from less knowing and less skilled to knowing and skilled and from negative behavior to positive and so on. According to Siagian in Mulyadi (2011:98-99), training is to improve the work skills and abilities of a person or a group of people. Fostering entrepreneurial motives is very important in order to create new entrepreneurs in Indonesia because the motive encourages someone to behave according to their goals. This is in accordance with Winardi's view in Mulyadi (2011: 72) explaining that motive is the driving force from within the individual, motive is the cause of activities and motives are directed to achieve certain goals.

## **Theoretical Studies**

### **The Influence of Education**

The education sector has a role in supporting the development of a country. The quality of human resources can be seen through the level of education. Education has been shown to drive economic growth and well-being. Education, with a focus on people, has contributed directly to economic growth through the improvement of the skills and capabilities of the workforce. According to the theory of human capital, economic growth is greatly influenced by the contribution of education, which can be achieved through the improvement of job skills and work productivity. Quality human resources can be produced by a quality education system. The concept of education as an investment in human resources that supports economic growth is built and developed from an economic structure to produce quality education. During 2015-2021, the economy in Indonesia showed a fluctuating value. In 2015 to 2016, economic growth increased from 4.88% to 5.05%. The increase occurred every year until in 2018 it reached a figure of 5.17%. In 2019, it experienced a decline so that economic growth was only 5.02%. Indonesia's economic growth rate declined sharply to reach a result of -2.07% in 2020. This is the result of the Covid-19 pandemic and social restrictions that have an impact on limited economic activity in Indonesia. Although it is still in the election period after the pandemic, 2021 has increased to 3.70%. Among the types of school buildings spread across Indonesia, the largest number of school buildings are elementary school buildings. Indirectly by looking at the number of school buildings, each region already has an elementary school building. This is inversely proportional to other school buildings, seeing the number of high school and

vocational school buildings which tend to be almost same. The number of universities in Indonesia is still quite small. The increase in the number of school buildings every year indicates that building infrastructure is an important factor in improving the quality of human resources in Indonesia. Investment in education is very important for a country.

### **Entrepreneurship Training**

Entrepreneurship is the result of practice and practice (Purnomo et al., 2020). People who play a role in entrepreneurial activities are entrepreneurs. Entrepreneurs are also people who carry out entrepreneurial activities or activities that have the desire, talent and ability to recognize new products, determine procedures in production, prepare operations management for new product development, market products and manage capital and financial management (Bahri, 2019). An entrepreneur is an innovator who can turn an opportunity into a business idea that can add value. Entrepreneurs also play a big role in the economy, namely by helping to increase economic growth and create jobs that will have an impact on increasing state revenue. For this reason, the younger generation, especially students, needs to be encouraged to become entrepreneurs.

The millennial generation is one of the generations that are currently active in the world of work and the use of digital technology. According to the 2019-2024 development agenda, the active role of the millennial generation in the field of entrepreneurship can support the improvement of the Indonesian economy. Many millennials are now transforming the world we live in. This generation continues to grow and make an impact, the business world is also starting to see an increase in the changes brought by this generation. The impact of the Covid-19 pandemic is also felt on the millennial generation, the generation that has just graduated from school or graduated from strata one. The number of large companies that lay off and even reduce employees will automatically reduce the number of available jobs.

### **Entrepreneurial Motives**

The Central Statistics Agency (2015b) revealed that as many as 57.8 percent of the total labor force works in the informal sector. However, only 19.2 percent are self-employed or entrepreneurial. The number of entrepreneurs decreased from the previous year which reached 20.5 percent. One of the causes of the low number of entrepreneurs in Indonesia is poor governance or management. Management is a process in the use of resources to achieve a goal or to get something desired. The process starts from identification, implementation, to evaluation. Therefore, developing the spirit, interest, and entrepreneurial ability in students must also be accompanied by education about managing the resources owned by students; Considering that the status as a student who is studying is inseparable. Time, energy, and money are important resources in management. Likewise for students who are starting a business while in college. Management of time, energy, and money is of course important because in addition to making their business successful, students also still have to complete their studies with good results.

Time is the main resource that every human being has in work. For developing countries, the role of other resources, such as capital (money) in the process of obtaining goods and services is very small because in general it is only owned in small amounts. Time management is the act of obtaining an effective use of time when performing certain actions that are grandiose to a goal (Claessens et al., 2007; Goldsmith, 2010). In the context of entrepreneurship, time management is an important thing that is done so that the business runs according to the goals. In addition to time management, the ability to manage finances or commonly known as financial management is also needed in running a business. Financial management is the science or practice of managing money or other assets. Financial management can also be interpreted as the ability to set goals and the ability to put future needs before current needs (Goldsmith, 2010).

Therefore, time management and financial management are important for students to succeed in achieving their goals in entrepreneurship as well as success in their studies. Possession of

motivation to be entrepreneurial psychologically can also cause a person to be entrepreneurial (Amalia, 2011). Good motivation in entrepreneurship will increase the likelihood of success in the business which can be seen from the growth of the business (Toledo et al., 2012). Motivation in management refers to the movement to achieve the desired goal or result as well as to have passion, drive, perseverance, creativity, direction, and sustainable energy (Goldsmith, 2010). Stefanovic, Prokic, and Rankovic (2010) stated that there are four motivational factors that are important factors in establishing a business, namely great business achievement, independence, intrinsic factors, and job security. The same research was conducted by Benzing, Chu, and Kara (2009) which found that there are four important factors that motivate a person to establish a business, namely the security factor, the income factor, the independent factor, and the intrinsic factor.

Meanwhile, Chu, Benzing, and Mcgee (2007) stated that there are three important factors in establishing a business, namely objective career success, subjective career success, and inheritance effect. One of the elements of entrepreneurial success is business growth (Perren, 1999). Business growth can be seen from the growth in the number of production, sales, revenue, and profit. This is a challenge in itself when the entrepreneur is a student. A student who is an entrepreneur has another goal, which is to also have high academic achievements. Students who are entrepreneurs must develop their ability to acquire the skills needed to achieve these two goals. Entrepreneurship means being willing to take personal risks (Riyanti, 2003).

## **2. RESEARCH METHOD**

This research uses a qualitative approach, namely research produces descriptive data in the form of descriptions of written or oral words obtained from people and from observed behaviors. This qualitative assessment will be carried out by collecting data related to this research, then analyzing the data and then drawing conclusions from the analysis. The researcher chose a qualitative research approach because, using this method, the researcher can ask the respondents directly, the researcher can also continue to dig directly related to his research so that he can get more valid data. The type of research used in this study is a case study. This case study research is centered on a single object intensively and studies it as a case. In this study, the case study is on the Entrepreneurship Subject of Vocational Schools in Mojokerto City.

## **3. RESULTS AND DISCUSSION**

This research was carried out by involving 10 vocational school students in Mojokerto City who participated in entrepreneurship education and training programs. The respondents were selected purposively by considering students who have undergone entrepreneurship training at school and have a willingness to participate in interviews. Most of the students involved in this study are from the Marketing major.

Entrepreneurship education at SMK Mojokerto City is generally designed to provide a basic understanding of entrepreneurship, including an introduction to business concepts, business planning, and product marketing. The results of interviews with students show that most of them feel that the entrepreneurship education provided is enough to start a small business. However, there are also some students who reveal that the material taught is more theoretical and less emphasis on practical experience that can enrich their skills in running a business. Many students consider it important to have knowledge of business planning and market analysis, as it can help them in

designing business ideas. However, they hope that entrepreneurship education provides more opportunities for practical learning, such as through real projects or field activities that can provide a direct picture of the challenges faced in the business world. The analysis of entrepreneurship education in vocational schools aims to assess the extent to which this learning program can prepare students with the knowledge, skills, and motivation needed to start and manage a business. Entrepreneurship education at vocational schools combines theoretical materials, such as basic concepts of entrepreneurship and business management, with practical experience through business simulations and business projects. This analysis emphasizes the importance of evaluation of the curriculum, the role of teachers and mentors in guiding students, as well as the challenges faced in its implementation, such as limited resources and external support. The results of the analysis show that an approach that combines theory and practice can increase students' motivation and readiness to be entrepreneurial, creating a younger generation that is more confident and innovative in the business world.

Entrepreneurship training has a very important role in improving students' skills by providing practical experience and in-depth knowledge necessary to start and manage a business. Through this training, students can develop skills in business planning, financial management, marketing strategies, and decision-making. In addition, the training that involves business simulations and case studies provides an overview of the challenges faced in the business world, so that it can increase their confidence and strengthen their problem-solving skills. Therefore, entrepreneurship training has proven to be effective in forming individuals who are ready and have the competence to face business dynamics. Entrepreneurship training organized by schools, including practical skills such as product manufacturing, financial management, and marketing strategy development, is considered quite effective in improving students' ability to be entrepreneurial. Some respondents stated that they felt more confident after attending entrepreneurship training, especially in terms of business management and interacting with customers. However, not all students feel the same benefits. Some students felt that the training provided was not in-depth and less intensive in conveying an understanding of the technical aspects of entrepreneurship, such as human resource management, licensing, and digital marketing. This shows that although training has a positive impact, there is still an opportunity to improve training to be more comprehensive and relevant to the ever-changing development of the business world.

Entrepreneurial motivation among vocational school students in Mojokerto City is influenced by various factors, such as the desire to achieve financial independence, the desire to create jobs, and the application of skills acquired during education. Many students reveal that the entrepreneurship training they receive at school provides an additional boost to bring their business ideas to life. In addition, other factors that also affect this motivation are support from family, school environment, and guidance from teachers and mentors. The combination of theoretical knowledge and practical experience gained at school makes students feel better prepared to take risks and pursue future business opportunities. The entrepreneurial motivation of vocational school students in Mojokerto City can be grouped into several interrelated categories, namely economic, social, and personal motives. Based on interviews, most students stated that the main reason they are interested in

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entrepreneurship is to achieve economic independence. They hope that by having their own business, they can help the family economy and make a greater financial contribution. In addition to economic motives, many students have social motives in entrepreneurship. They feel driven to make a positive impact on the surrounding community by creating jobs or offering solutions to problems in their communities. For example, some students plan to open a locally-based business that can absorb labor from their neighborhood. Personal motives, such as the desire to achieve success and face challenges, are also important reasons for some students to choose entrepreneurship. Some students revealed that they felt more challenged and motivated to build their own business as a form of personal achievement and pride.

Entrepreneurship education and training have a significant impact on entrepreneurial motives, especially for vocational school students who are preparing to enter the world of work. Entrepreneurship education provides foundational knowledge that strengthens students' understanding of the concepts of entrepreneurship, business management, and business strategy. Meanwhile, entrepreneurship training complements theoretical knowledge with practical experience through simulations, real projects, and guidance from experienced mentors. This combination of education and training helps increase students' confidence, hone critical skills, and motivate them to start their own ventures. Therefore, an effective program in combining entrepreneurship education and training can encourage students to have a stronger motivation in entrepreneurship. Entrepreneurship education and training at SMK Mojokerto City has a significant impact on students' entrepreneurial motives. In general, entrepreneurship education opens students' insights into various aspects of entrepreneurship and improves their understanding of the importance of owning their own business. The training that is more focused on developing practical skills also adds to the students' confidence to start their ventures. However, although entrepreneurship education and training have a positive impact, several other factors, such as family support, regional economic conditions, and access to resources, also affect students' entrepreneurial motives. Some students revealed that they felt they lacked support from their families regarding financing or business development, which was one of the biggest obstacles in realizing their dreams of becoming entrepreneurs.

An analysis of entrepreneurship education and training on entrepreneurial motives in vocational school students in Mojokerto City shows that formal education and practical training have an important role in shaping students' motivation to be entrepreneurial. The entrepreneurship education provided in the school provides a theoretical understanding of the fundamentals of business, management, and business development. On the other hand, training that involves business simulations and hands-on practice helps students improve practical skills, experience the challenges faced by entrepreneurs, as well as build their confidence. This study reveals that students' motivation to be entrepreneurial is influenced by a combination of formal learning experiences and guidance from teachers and mentors. The support students receive, both from the school and the surrounding environment, also encourages them to develop business initiatives. In addition, challenges such as limited resources and family support are important factors that affect the extent to which students' entrepreneurial motives can develop. The results of this analysis confirm that a well-designed entrepreneurship education and training program can increase students' readiness and encouragement to start their own business. Based on the results of this study, it can be concluded that

entrepreneurship education and training has a significant impact on the entrepreneurial motives of vocational school students in Mojokerto City. Entrepreneurship education provided in schools provides an important knowledge base for students, but it needs to be complemented by more focused and hands-on practical training. The entrepreneurial motives that appear in vocational school students show that in addition to economic factors, social and personal factors also have an important role in encouraging students to be involved in the business world. Therefore, to better support students in starting a business, a more holistic approach is needed that not only includes education and training, but also provides facilities, family support, and a wider entrepreneurial network.

#### **4. CONCLUSION**

Based on the results of the analysis of entrepreneurship education and training on entrepreneurial motives in vocational school students in Mojokerto City, it can be concluded that the entrepreneurship education received by students has a significant impact in shaping their motivation to be entrepreneurial. An education that combines theoretical material on the concepts of entrepreneurship, management, and business development with practical training through business simulations and real projects, has proven to be effective in improving students' practical knowledge and skills. The entrepreneurial motive of vocational school students in Mojokerto City is influenced by various factors, including economic, social, and personal motivations. Entrepreneurship education and training provides a solid foundation for students to understand the importance of owning their own business, while practical training provides them with hands-on experience that strengthens their confidence and ability to manage a business. Support from family, school environment, and mentors also plays an important role in encouraging students to take entrepreneurial initiatives. However, although entrepreneurship education and training have had a positive impact, there are still challenges such as limited resources, lack of financial support from families, and lack of adequate facilities for student business development. Therefore, to increase the effectiveness of entrepreneurship programs, a more comprehensive approach is needed that not only includes education and training, but also provides facilities, family support, and expands entrepreneurial networks that can help students realize their business ideas. Overall, entrepreneurship education and training at vocational schools in Mojokerto City has a significant influence in shaping students' motivation to be entrepreneurial, but there is still a need for improvement and strengthening in practical aspects as well as external support to better prepare students to face the challenges of the business world.

Based on the results of the analysis of entrepreneurship education and training on entrepreneurial motives in vocational school students in Mojokerto City, several suggestions can be put forward to increase the effectiveness of entrepreneurship programs and support students in developing their entrepreneurial motives and abilities: (1) Entrepreneurship

education in vocational schools needs to include more in-depth and structured practice-based learning. Business simulations, real projects, and fieldwork can be further augmented to provide hands-on experience that allows students to face the challenges of the business world in real life. In addition, training in technical aspects such as human resource management, digital marketing, and business licensing is also very necessary. (2) The involvement of family and the surrounding environment in supporting students to be entrepreneurial is very important. Therefore, schools can establish partnerships with parents and the community to create an ecosystem that supports the development of students' businesses. Financial support, mentorship, and entrepreneurial networks from families and local communities can be crucial supporting factors in realizing students' entrepreneurial dreams. (3) Schools need to provide adequate facilities, such as dedicated spaces for entrepreneurship training, tools and materials for business practices, and access to technology and information relevant to current business developments. In addition, mentoring programs that involve mentors from the business world can provide valuable insights and practical experience for students. (4) In order for entrepreneurship education to be more relevant and applicable, there needs to be closer collaboration between schools, the business world, and local governments. The business world can provide cooperation opportunities in the form of internship programs, industrial visits, or entrepreneurial guidance. The government can also support with policies that make it easier for students to access business capital, further training, and access to the market. (5) Building and expanding entrepreneurial networks for students, such as creating entrepreneurial communities in schools or holding seminars and workshops with successful entrepreneurs, can increase their motivation and knowledge of the business world. These networks can also help students find potential partners, investors, or customers for their future ventures.

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