

## ENTREPRENEURIAL PERCEPTION AND MOTIVATION OF VOCATIONAL HIGH SCHOOL STUDENTS IN PURWOKERTO

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**ABSTRACT.** This paper is the research result that aims to describe the entrepreneurial perception and motivation of vocational high school students in Purwokerto. The topic is mainly brought by the increasing unemployment rate in Indonesia and the rise of job competition after the ASEAN Economic Community. Consequently, the vocational education role could necessarily have prepared individuals to acquire the industry's qualification. However, the system needs to be adequately improved to hone skills while making money. This research design is the quantitative method, using a survey to examine vocational high school students' entrepreneurial perception and motivation at two state vocational high schools in Purwokerto. The author randomly took the twelfth grader as the sample. To analyze the data, the author used the descriptive method by using frequency distribution to display the frequency of various selection outcomes. The findings show that 77.8 percent of respondents possess a positive entrepreneurial perception. On the other side, 78.8 percent of respondents have high entrepreneurial motivation. Nonetheless, vocational students' unreadiness still becomes the main roadblock, causing them to choose to look for a job over setting up a business. Strategic action is needed so that they would not only be confident but ready to create opportunities in the job field.

**Keywords:** perception; motivation; entrepreneurship; vocational high school.

## PERSEPSI DAN MOTIVASI BERWIRAUSAHA SISWA SMK DI PURWOKERTO

**ABSTRAK.** Artikel ini merupakan hasil penelitian yang bertujuan menggambarkan persepsi tentang wirausaha dan motivasi berwirausaha siswa SMK di Purwokerto. Hal ini dilatarbelakangi jumlah pengangguran di Indonesia yang semakin meningkat dan persaingan dunia kerja yang semakin ketat setelah adanya kesepakatan Masyarakat Ekonomi ASEAN (MEA). Peran pendidikan kejuruan yang seharusnya mampu menyiapkan individu yang terampil nyatanya masih memerlukan usaha lebih keras untuk menciptakan lulusan SMK yang berdaya saing. Penelitian ini menggunakan metode survei dengan sasaran penelitian siswa kelas 12 di dua SMK negeri di Purwokerto. Teknik sampling yang digunakan adalah *simple random sampling*. Sementara itu, metode analisis yang digunakan adalah metode analisis deskriptif yang disajikan dengan distribusi frekuensi. Adapun hasil penelitian menunjukkan bahwa 77.8% atau 165 responden memiliki persepsi yang positif tentang wirausaha. Sementara itu, sebanyak 78.8% atau 167 responden memiliki motivasi berwirausaha yang tinggi. Namun demikian, faktor ketidaksiapan masih menjadi kendala yang dihadapi responden sehingga mereka tetap memilih mencari kerja sebagai orientasi hidup pasca lulus SMK. Langkah-langkah strategis dari pemerintah pun sangat diperlukan agar siswa tidak hanya percaya akan kemampuan berwirausaha, tetapi benar-benar siap untuk terjun langsung menciptakan lapangan kerja.

**Kata kunci:** persepsi; motivasi; wirausaha; SMK.

### INTRODUCTION

The unemployment rate across Indonesia has encountered significant fluctuations. These can be seen from the skyrocketed scale from the previous year. Quoted from the Central Bureau of Statistics' official website (2020), the number of unemployed people in Indonesia surged to 7.07 percent or 9.77 million. It slightly increased from 5.28 percent in the same quarter a year earlier, amid the economic downturn. The open unemployment is broken down by age group, ranging from 15 to 64 years old. It indicates that the unemployed do not have their permanent job or work below the standardized low work hour per week. The imbalanced number of work fields and citizens' productive age in Indonesia

may have been the leading causes. As a consequence, collaborative action is urgently needed to overcome the problem.

Meantime, the official website of *detikFinance* previously launched the data of unemployed people based on educational attainment. The data revealed that the unemployment rates are dominated by vocational high school (Sekolah Menengah Kejuruan) graduates. The Minister of Employment and Labour Affairs stated that the number increased to 13.55 percent (Kusuma, 2020). The percentage indicates 9.7 million vocational high school graduates who do not enter the labor market. This issue has raised a big concern for the government that vocational high school could have accommodated every individual's skills and competitiveness before facing the job competition.

Before that, Indonesia's government had actually addressed the issue of reducing the unemployment rate by establishing the vocational education system. It is targeted at those who have a work-ready orientation and want to compete in the employment field. The system is believed to enable individuals to contribute to society and increase their economic growth (Hanafi, 2012). However, the vocational high school system keeps facing various problems. Research conducted by Sitorus (2016) mentioned the issues as follows: there is no link and match between the curriculum design of vocational education and the competencies required in the industry field. The establishment of the vocational education system does not emphasize the potentials and needs in every region.

As a consequence, the number of vocational high school graduates is less withdrawn in the work field. It also exacerbates the tight job competition after Indonesia declared its economic integration contribution in the ASEAN Economic Community. The ASEAN Economic Community Blueprint declaration has placed Indonesia as one of the driving forces in South East Asia's production base, either for products and services or investment (Wuryandani, 2014). In order to rectify the problem, skill reinforcement is also needed to produce competent human resources.

The vocational education must be willing to transform the system to achieve the objective, preparing the work-ready graduates. As well as being analyzed by the structural-functionalism perspective, education is to make a future change in a society, which is to increase the individual's quality of living (Gewirtz & Cribb, 2009). It is strongly believed that education has the role of internalizing values and competencies needed for individuals in the future. Education is required to enable students to acquire relevant skills. A previous study by Cintamulya (2012) mentioned that there are various skills needed in the information era. Those are problem-solving, critical thinking, strategizing, creativity, emotional intelligence, collaboration, and so on. However, the entrepreneurial spirit has simplified all these skills.

In the meantime, one of the transformations created by the vocational system is to integrate the entrepreneurial subject for the students. The subject aims to offer an entrepreneurial attitude that will further help to reduce Indonesia's unemployment rate. With the knowledge-based skill, entrepreneurship can be an alternative approach once the graduate fails to compete in the employment field.

Recently, entrepreneurs are considered as essential drives of economic growth in a country.

Research conducted by Kritikos (2014) implied that entrepreneurship's emergence contributes to technological innovation and product development. Other than that, entrepreneurship also helps to accelerate society's consumption level by creating jobs and increasing the income rate. Frinces (2010) also explained the importance of entrepreneurship in modern society. First, it uses the factors that produce or support entrepreneurial activities, such as land, capital, technology, information, and human resources (HR). Second, entrepreneurship has the potential to help identify market opportunities that increase entrepreneurial activities and provide benefits to many people. To meet the needs in the present, entrepreneurship can also help meet the needs of future generations. It is because there is already a market foundation that is formed so that what is needed is only strengthening of existence with product innovation.

However, it emerges such a big concern to know that the number of Indonesian entrepreneurs is lower than that of other countries. Quoted by the *sindonews'* official website, Indonesian entrepreneurs' percentage has just reached 3.47 percent of the total population. The minister of Cooperatives and SMEs (Small Medium Enterprises) of the Republic of Indonesia pointed out that the percentage remains below developed countries' standards. Compared to Thailand, Indonesia is still left behind, with its 5 percent of entrepreneurs and Singapore with its 9 percent (Nathalia, 2020). Therefore, entrepreneurial education refers to purposeful intervention to stimulate the next generation's global market. Not only does it digitalize the information system, but it also transforms the product and business development.

A previous study by Dharma et al. (2018) stated that entrepreneurial education enables vocational students to shape and increase their entrepreneurial motivation. The definition of entrepreneurial motivation is a force or drive within an individual that affects the direction, tendency, and willingness to act as an entrepreneur. The force refers to instill confidence, ensure social justice, innovation, and risk-taking. The educators' role also shows the form of entrepreneurial motivation by giving the proportionate theoretical and practical learning process. Besides, providing technological equipment is also considered as an extra effort to achieve the learning outcomes. Rifai & Prajanti (2016) also argued that entrepreneurial education generates a positive impact on shaping vocational high school students' entrepreneurial motivation. The impact allows the students to feel encouraged to test their

critical and creative thinking in each entrepreneurial process and start having a hands-on experience in a real life setting. In the same research, Rifai & Prajanti (2016) also revealed that the students could have started mapping their own ideas into a simple business plan. It is mainly caused by the role of education in expanding knowledge about entrepreneurship. Education will further develop and be understood to build a better perception of entrepreneurship. In other words, entrepreneurial perception comprises entrepreneurial knowledge, experience, and attitude (Belwal et al., 2015).

Referring to vocational education, vocational high schools have previously implemented entrepreneurial education. The delivery form is shown by the hands-on experience, collaborating with several higher education institutions and social communities around the region (Naufalin et al., 2018). The business center is also provided as supplementary to build the students' entrepreneurial spirit.

The program undertaken at several vocational high schools in Purwokerto has shown positive actions towards vocational high school students' entrepreneurial perception and motivation. The action can give hope that the vocational high school graduates will become resilient and agile entrepreneurs that will further help create job opportunities. Shortly, this research intends to describe the entrepreneurial perception and motivations of vocational high school students in Purwokerto.

## METHOD

This research conducted a survey method. The survey defines one of the quantitative methods using the questionnaire to extract data related to the tested variable (Neuman, 2014). Survey data were collected from two vocational high school students in Purwokerto. The author randomly took the twelfth grader as the sample. Then, this research collected many 212 samples that were valid. This research uses the descriptive method to analyze the data, which is displayed by frequency distribution. The frequency distribution is a method or an overview to tell how the data are distributed or summarize the categorical variables (Martono, 2016).

## RESULTS AND DISCUSSION

### a. The Characteristics of Respondents

The data were collected through the questionnaire given to the respondents. The questionnaire was created on Google Form. The respondents in

this research were the twelfth graders at two state vocational high schools in Purwokerto. From the data collection, this research gathered 212 respondents. The characteristics of respondents were categorized based on the research location and sex.

Based on the research location, the majority of respondents are the students at the first targeted school. It can be shown from the number of respondents, which is 127 or 59.9 percent of the total population. On the other side, the number of respondents from the second targeted school reached 85 or 40.1 percent.

Meanwhile, the other characteristic is sex. Many 106 respondents, or 50 percent of the total population, are female. With the exact number, 106 respondents are male. In other words, there is a proportionate number of male and female respondents in this research.

### b. Entrepreneurial Perception of Respondents

A sociological approach explains perception as an essential stage of social action. An individual's perception also profoundly shapes motivation, which leads to action. Including entrepreneurship, an entrepreneurial perception becomes a key point for entrepreneurial motivation. The perception is determined by the knowledge, the resource, and the experience related to entrepreneurship. In this research, the number of respondents was given the questionnaire consisting of the variable.

This research intends to describe the entrepreneurial perception of vocational high school students, referring to the indicators by Peterman & Kennedy (2003). The indicators are simply a set of measurable elements, which comprise the entrepreneurial knowledge and experience. First, entrepreneurial knowledge stands in the form of the definition of entrepreneurship, the characteristics of a successful enterprise, the action steps to establish a business, and the self-efficacy towards entrepreneurship. The second, the entrepreneurial experience. Not only does it comprise the entrepreneurial activities, but it also identifies an individual's critical takeaways on entrepreneurship. Those include an individual whose parents or relatives work as entrepreneurs, the experience of working together with other people, or the experience of establishing a small business in the past.

Based on the respondents' answers, the author divided entrepreneurial perception into two types, that are positive and negative perception. The types are shown in the table as follows:

**Table 1. Categorization of the entrepreneurial perception**

Entrepreneurial perception	Frequency	%
Positive	165	77.8
Negative	47	22.2
Total	212	100

Source: primary data

Table 1 shows that a number of 165 respondents, or with a percentage of 77.8 percent, had positive perceptions about entrepreneurship. The respondents had good knowledge and experience in the entrepreneurial world. Meanwhile, 47 respondents, or 22.2 percent, had negative perceptions about entrepreneurship. In this case, they did not have adequate knowledge and were less experienced in the entrepreneurial world.

As stated above, this research describes entrepreneurial perception by pointing out the respondents' entrepreneurial knowledge and experience. The figures below illustrate the indicators:

### Entrepreneurial knowledge

The entrepreneurial knowledge measure in this research consists of the concept of entrepreneurship and the characteristics of entrepreneurial activities. The author gave the questionnaire containing fixed statements. The respondents would answer based on the Likert Scale, ranging from the option of *strongly disagree*, *disagree*, *agree*, to the option of *strongly agree*. The respondents' entrepreneurial knowledge is shown as follows:



Source: primary data

**Figure 1. Form of entrepreneurial activity**

Figure 1 shows that 94 respondents, or 44.3 percent of the total, agreed that entrepreneurial activities did not have to be in the form of buying and selling of goods. Based on the definition of trade, selling and buying activities can be in the form of goods and services adjusted to the agreement between the seller and the buyer. This response is also related to the current phenomenon that entrepreneurs can also offer products in the form of services that can facilitate daily activities, such as online motorcycle and taxi services, paid online learning websites, et cetera.

Other than that, there were also responses related to one of the successful enterprise indicators: profit. Here are as follows:

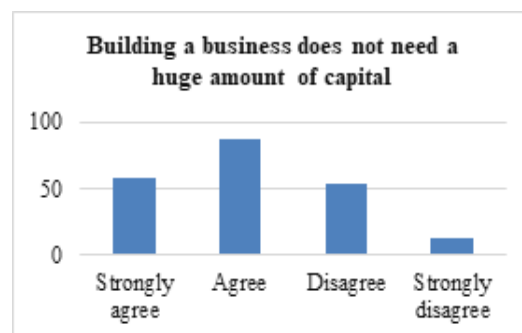


Source: primary data

**Figure 2. A successful business' indicator**

Figure 2 shows that most respondents agreed with the successful business, which can be seen from the profit. This response is indicated by the number of 90 respondents or 42.5 percent who gave the statement. Meanwhile, 71 respondents, or 33.5 percent, answered that they strongly agreed that profit was the primary indicator of a successful business. Based on respondents' responses, they also understood that other indicators could measure a successful business. The answers given included an increase in the amount of production supported by a more significant capital amount.

Meanwhile, the respondents gave their answers to the need for a huge capital amount for a business. The responses to the statement are shown in the figure below:



Source: primary data

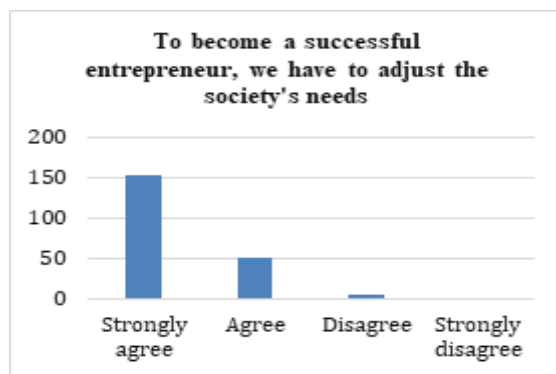
**Figure 3. The need for a huge capital amount**

Figure 3 shows that 41.5 percent or 88 respondents answered that they agreed that entrepreneurship did not require a large capital. They thought that there was a capital-sharing system that could ease their efforts to set up a business. Then, a number of 58 respondents, or 27.4 percent, answered that they strongly agreed that entrepreneurship did not require a large capital. This response was because they considered technology to make it easier for them to become entrepreneurs, such as being a drop shipper in an online shop.



One respondent recognized a venture builder that is also multiplying in the entrepreneurial world across the globe. Venture builder is a term used in the entrepreneurial world to describe a group of people who mentor entrepreneurs. Mentors have a role in assisting entrepreneurs map business ideas, raise capital through investors, acquire social networks, et cetera (Brillyanes & Samira, 2019). Besides, the venture builder also plays a role in observing and controlling business development to achieve balance. The balance referred to by (Bariller et al., 2018) includes how entrepreneurs consistently carry out their vision and mission, increase capital for the production process, improve the quality of their human resources, and encounter risks.

The other statement was also related to entrepreneurship's existence to meet society's needs. The responses are shown as follows:



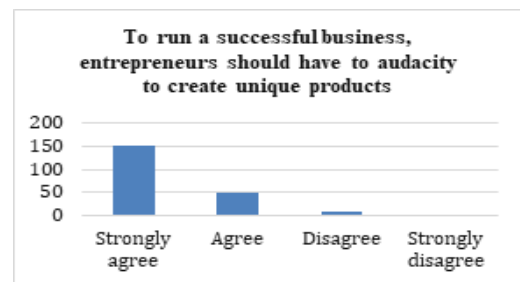
Source: primary data

**Figure 4. Business positioning to society's needs**

Figure 4 shows that a number of 153 respondents, or 72.2 percent of the total sample, answered that they strongly agreed with the statement that being an entrepreneur must understand the community's needs. This response was because the community's needs could be used as good business opportunities to expand market potential. Then, a number of 24.5 percent or 52 respondents answered that they agreed with the statement. The respondents considered some creative ideas that could still be expressed while seeing the community's needs. This condition could be re-adjusted between market trends and entrepreneurial idealism.

Meanwhile, the respondents said that they disagreed (6 respondents or 2.8 percent) and strongly disagreed (one respondent or 0.5 percent) with the above statements. They had the same reason, in which they wanted entrepreneurs to be consistent with their interests in the entrepreneurial world. They thought that many entrepreneurs today did not create products based on the ideals they brought but instead obeyed the market's will, which led to a profit orientation.

The other statement was also given about the unique goods produced in entrepreneurial activities. Here are the responses:



Source: primary data

**Figure 5. Unique products to determine a successful business**

Figure 5 shows that most respondents (152 respondents or 71.7 percent) firmly admitted that individuals must have the courage to make unique entrepreneurial success products. In this case, creativity is needed to develop entrepreneurship. Then, many 49 respondents, or 23.1 percent of the total sample, answered that they agreed with the above statement. This response was because they also had to see whether this unique product was useful in the community or not.

The respondents who disagreed (10 respondents or 4.7 percent) and strongly disagreed (one respondent or 0.5 percent) thought that creating a unique product must be carefully thought out and planned so as not to fail. In this case, the respondents perceived that the manufacture of a unique product had a significant risk. One of them is the decreasing percentage of profits, the community's unfavorable products, and a decline in a business's productivity.

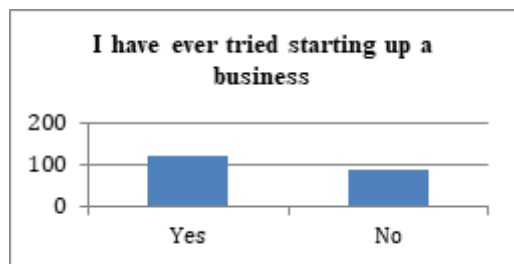
Then, this research also describes the entrepreneurial perception through respondents' entrepreneurial experiences. They were given several statements related to the indicator. For the responses, here is as follows:

### Entrepreneurial experience

Based on the entrepreneurial experience indicator, the respondents were given several statements about their experience of building a business. This indicator comprises starting up a small enterprise, helping other people in their business, or having parents or relatives whose job is entrepreneurs. Based on the data collection, the respondents' entrepreneurial experience of starting up a small enterprise is shown in the figure 6.

Figure 6 shows that 122 respondents, or 57.5 percent of the total, had tried to set up a small business. In this case, the respondents tried to sell a product and earned income. Based on respondents' responses, they had tried to become a reseller of paid apps (Spotify, Netflix, Viu), scarf, and food. Meanwhile, a

number of 90 respondents, or 42.5 percent, answered that they had never tried to open a small business. Those who answered no to the statement said they had not yet thought about what kind of business they could start.



Source: primary data

**Figure 6. Experience of starting up a business**

The entrepreneurial experience can also be obtained when parents or relatives work as entrepreneurs. This situation allows for the involvement of children in the entrepreneurial world. The respondents' answers showed that 143 or 67.5 percent of the total respondents had parents or relatives who were entrepreneurs. In this case, the relatives include those who are close in family relationships. One respondent said that the form of entrepreneurship owned by parents or relatives was a food stall that was also their income source. Meanwhile, a number of 69 respondents, or 32.5 percent, answered that they did not have parents or relatives involved in entrepreneurship.

Besides trying to set up a business and having parents or relatives who are entrepreneurs, one form of the respondents' statement was related to the respondent's experience of helping others with entrepreneurship. The statement given through an online questionnaire was *I had helped others with entrepreneurship*.

For this statement, the study results showed that 161 or 75.9 percent of the total respondents had experience helping others with entrepreneurship. This response included helping to set up or run a business. They helped sell food items, helped buy and sell at grocery stalls, and washed motorbikes based on respondents' answers. Meanwhile, a number of 51 respondents, or 24.1 percent, had no experience helping others with entrepreneurship.

Based on the results above, the entrepreneurial perception holds a significant role in creating a business. It enables students to decide what they can start and process afterwards. On the other side, the schools targeted in this research have tried to provide space for the students to gain more knowledge and experience. The initiative of establishing a business center was conducted and it became a special unit for the to create a prototype of their desirable products

or services. In a real life setting, the schools expected them to know how to organize a business.

The implementation itself might vary, depending on the students' interests. In the first targeted school, they make a small unit to sell any kind of livestock and photocopy services. While in the second targeted school, the students also trained themselves to create many kinds of products. Mostly majoring in engineering and multimedia, the products are categorized based on the students' competencies. They provide AC installment and repairment, television assembling, and audio rent and repairment services. They also produce an audiovisual blueprint for content and/or local media production.

To fully optimize the implementation, the schools allocated their funds to help the students run the resources and operational facilities. They indirectly learned that the schools acted like investors and the students would do profit sharing to further sustain or expand the business.

Those executions above show that even though vocational high schools may have struggled to create work-ready human resources, they can turn around to prepare the students with creative and strategic thinking to add the number of work fields instead. In this case, Naufalin et al. (2017) emphasized that the learning aspect of business center management is considered effective to gain curiosity and interest to become entrepreneurs. While in the organizational aspect, it also strengthens students' interpersonal skills to build good communication and coordination between each party. It simply shapes entrepreneurial knowledge and attitude, which is also being a good communicator in the team.

Another finding revealed by (Lastariwati et al., 2016) previously stated that the way to address this matter is by changing the learning model. The change itself can internalize entrepreneurial values through entrepreneurial habituation. It also supports and complements the theoretical learning nested for a long time in the education system.

Karlsson & Moberg (2013) added in their research that integrating entrepreneurial programs in school can shift the paradigm of doing entrepreneurial activities. People used to believe that being an entrepreneur was full of risk and could not afford their living. Instead, this experience-based learning approach can encourage the students to engage in entrepreneurial values and behavior, where they have chances to play and do an experiment with the learning process. Wei et al. (2019) analyzed an entrepreneurial program in education can foster creative and strategic skills that can be applied in practices and enhance innovation. Simply, entrepreneurial perception can be

made and shaped altogether through theoretical and practical approaches. Hence, it can also generate the students' interest and motivation on entrepreneurship.

### c. Entrepreneurial Motivation of Respondents

Meanwhile, motivation is also an essential part of determining an individual's life orientation in the future. The motivation can be considered for the individual's decision-making strategy. In this part, this research includes the entrepreneurial motivation of vocational high school students. It is caused by the problem where most vocational high school graduates commonly prefer to be employees (Wibowo, 2016). However, the tight job competition has forced them to be more highly skilled to compete with the other individuals. The current condition also brings another opportunity for the students to be entrepreneurs.

To measure entrepreneurial motivation, the researcher referred to the indicators suggested by Linan & Chen (2009). The aspects used included the following:

1. Attitude toward start-up (personal attitude: PA)  
This aspect is an attitude of individuals that responds positively or negatively to something. In this case, the individual states their life orientation regarding their desire to be entrepreneurial or not. Attitude toward start-up considers the principle of benefit. If something benefits someone, then the individual tends to be motivated and directed to it. Oppositely, if something is not beneficial, the individual will give a negative response and ignore it.
2. Subjective norm  
This indicator defines an aspect that is based on the perceptions of others. Individuals with this aspect consider others' perceptions to be understood and analyzed whether it is good to do or not. Other people's perceptions of the subjective norm are assessed as a measure that determines an individual's entrepreneurial motivation.
3. Perceived behavioral control (PBC)  
This aspect is an individual's perception based on the ease or difficulty of something. It usually includes the capabilities, resources, and access obtained when performing an action. If the individual finds it challenging to obtain these three things, they will refuse and do not want to take action. Oppositely, if the individual finds it easy, then this will not hinder them from doing entrepreneurship. This aspect emphasizes the factors that make it easier or difficult for an individual.

This research categorized entrepreneurial motivation into two levels: high and low. The category

is considered based on their orientation towards entrepreneurship, parental support, and self-efficacy. Based on the responses, here is as follows:

**Table 2. Categorization of the entrepreneurial motivation**

Entrepreneurial motivation	Frequency	%
High	167	78.8
Low	45	21.2
Total	212	100

Source: primary data

Table 2 shows that most of the respondents had high entrepreneurial motivation. This category can be seen from the number of respondents, which were 167 people or 78.8 percent of the total sample. Meanwhile, 45 respondents, or 21.2 percent, had a low entrepreneurial motivation. The amount of student motivation to entrepreneurship showed a positive attitude to shape themselves to encounter risks and failures in the future. Being open to every existing opportunity is also influencing students' entrepreneurial motivation (Munawar & Supriatna, 2018).

This research examines the respondents' attitude toward starting up through their life orientation after graduating, parental support to run the enterprise, and self-efficacy towards entrepreneurship to describe entrepreneurial motivation. The indicators are shown in the table below:

**Table 3. Life orientation after graduating**

Life orientation after graduating	Frequency	%
Setting up a business	28	13.21
Looking for jobs	134	63.2
Studying at a university	50	23.6
Total	212	100

Source: primary data

Table 3 shows that many 134 respondents, or 63.2 percent of the total respondents, chose to look for a job after graduating from vocational high school. This response shows a negative attitude, which means that individuals do not choose to set up a business as a goal after completing their education in vocational high schools (Ramadhanti et al., 2016). Furthermore, some 50 respondents, or 23.6 percent, chose to continue their education at university. Meanwhile, only 28 respondents, or 13.2 percent, chose to set up a business after graduating. In other words, only a few had positive attitudes towards entrepreneurship.

The phenomenon of the low orientation of vocational high school students to choose post-graduate entrepreneurship has been explained by the

Ministry of Education and Culture of the Republic of Indonesia. Based on the data reported on the official website of Republika, the low orientation is because they feel they are not ready to encounter entrepreneurial challenges (Awaliyah, 2018). However, their interest and confidence in entrepreneurship had grown and was relatively high. This result is also illustrated in Table 5, where the respondents tended to have high self-efficacy in entrepreneurship. A similar situation was also previously stated by Rahayu (2012) that the tendency of vocational high school students to keep looking for post-graduation work was based on the social sphere. The scope of students' interaction can lead to perceptions in the form of expectations and dependence on permanent work.

Meanwhile, the respondents also gave their answers about their parental support for entrepreneurship. The responses are shown as follows:

**Table 4. Parental support on entrepreneurship**

Parental support on entrepreneurship	Frequency	%
Very supportive	106	50
Supportive	86	40.6
Unsupportive	18	8.5
Very unsupportive	2	0.9
Total	212	100

Source: primary data

Table 4 shows the amount of support from the respondent's parents on students' entrepreneurial motivation. The supportive category obtained 40.6 percent or 86 respondents, while the very supportive category obtained 50 percent or 106 respondents. The respondent's parents, who supported students to become entrepreneurs, gave them confidence as long as they knew and understood the risks of entrepreneurship. The parents provided considerable moral support in shaping their motivation. Meanwhile, the respondent's very supportive parents mean giving their full confidence in the students. Based on the questionnaire results, the parents assumed that students had grown up and could determine their own life goals. The unsupportive category (8.5% or 18 respondents) gave their specific answers. The respondents claimed that their parents expected their children to help the family economy after graduating from vocational high schools by working. As well as stated before, the very unsupportive category (0.9 percent or two respondents) gave the same answers.

A study conducted by Chlosta et al. (2012) also explained that parents' support and role as role models for children could increase entrepreneurial motivation. It is revealed that parents shape their perception that entrepreneurship creates freedom

for them to hone creativity and form a work style according to their interests. Subsequently, this role motivates them to dare to think creatively and create something unique in society.

Meanwhile, parental support does not only arise in the form of instilling values but also the involvement of children in entrepreneurship. According to Intawati (2016), parents' forms of support indirectly include giving children space to learn entrepreneurship, providing opportunities to participate in entrepreneurial activities, and providing access to information about entrepreneurship. Alternatively stated, parents also stimulate children to become aware and establish their interests through their experiences.

For entrepreneurial motivation, self-efficacy is also used to determine an individual's motivations. Self-efficacy is the fundamental indicator to build interest and shape an attitude towards entrepreneurship. In this research, the self-efficacy of respondents is shown in the table below:

**Table 5 Self-efficacy on entrepreneurship**

Self-efficacy	Frequency	%
Strongly confident	91	42.9
Confident	89	42
Unconfident	29	13.7
Strongly unconfident	3	1.4
Total	212	100

Source: primary data

Table 5 shows that a number of 91 respondents, or 42.9 percent, were very confident in their ability to become entrepreneurs. This response was because they had entrepreneurial experience by opening a business or helping others become entrepreneurs. Then, a number of 89 respondents, or 42 percent, claimed to be confident in their abilities. This response was because they had known the concept of entrepreneurship that was previously given through the entrepreneurship subject in schools. However, this response was different with unsure respondents (29 respondents or 13.7 percent) and very unsure (3 respondents or 1.4 percent). They admitted that they were not sure of their abilities because they had never experienced entrepreneurship.

Based on the respondents' answers, who were confident in their abilities, they understood what ideas they would develop and were ready to encounter risks and failures. This answer is also following a study conducted by Maulida & Dhanian (2012). This study showed that self-confidence influenced the formation of entrepreneurial motivation. Self-confidence did not automatically arise in oneself but through interaction with people in the surrounding



environment. According to Newman et al. (2019), the environment shapes individual perceptions, forming confidence or belief. The absence of a role model in the entrepreneurial world could also affect individual confidence. In this case, they did not find a figure that could be used as a role model to understand how things happen in the entrepreneurial world, either success or failure.

## CONCLUSION

The result of this research shows that the majority of respondents have positive entrepreneurial perceptions and high entrepreneurial motivations. The perception is measured by knowledge and experience, while the motivation is by attitude toward entrepreneurship (life orientation after graduating), parental support, and self-efficacy on entrepreneurship.

However, most respondents answered that they preferred being employed after graduating amid the high rate of entrepreneurial motivation. This response can be shown by the percentage of 63.2, who answered. Even though 42.9 percent of total respondents claimed that they had self-efficacy on entrepreneurship, they were not ready to start a business directly. A solution has also been proposed and implemented through implementing a business center management and changing the learning model. The integration of this experience-based learning approach is expected to better the students' perception of entrepreneurship and foster their motivations to become entrepreneurs. The students already tried to run a variety of small businesses, ranging from goods to services related to their studies. However, it is seemingly not enough, concerning that the schools have not had follow-up actions on how to direct the students if they are highly motivated to become entrepreneurs after graduating. As a consequence, they are still not ready for practices and prefer being employed.

This unreadiness should be a big concern for many parties, such as government agencies, educational institutions, and even parents. Entrepreneurs, as role models, should also necessarily get involved in this matter, such as building partnerships with schools to further guide running a small venture initiated by the students. They can encourage and influence the students that any challenges cannot hinder them to move forward and become persistent entrepreneurs. In other words, strategic action is needed so that they will not only be confident, but also ready to create opportunities in the job field. Hence, the educated employment rate in Indonesia can decrease significantly through the vocational high school graduates as entrepreneurs.

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