

## Analysis of entrepreneurial readiness of family welfare education study program students concentrating in culinary arts

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### ABSTRACT

Research on student readiness for entrepreneurship is very important to understand how to enter the business world better. This study aims to describe the entrepreneurial readiness of students of the Family Welfare Education Study Program specializing in Culinary Arts at Syiah Kuala University. This type of research is descriptive quantitative. The study population was 150, with a sample of 100 students. The sampling technique used is proportional random sampling. Data collection was done using a questionnaire that was tested for validity and reliability. Data were analyzed through descriptive analysis using the assessment categorization method based on the average score and percentage assessment. The results concluded that the entrepreneurial readiness of students is in the moderate category. This study shows that the personality, motivation, skills, and knowledge of students are not sufficient to foster entrepreneurial readiness, especially in the Family Welfare Education Study Program specialization in Culinary Arts, Syiah Kuala University. This research will make a new contribution to the academic literature related to student entrepreneurial readiness, especially in the context of the Family Welfare Education Study Program with a concentration in Catering, by enriching our understanding of the factors that influence student readiness to run a business in the culinary field.



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## INTRODUCTION

Research on students' readiness for entrepreneurship is essential to understand how they can better enter the business world (Auliya & Umam, 2023; Basiouny & Soliman, 2023; Cekule et al., 2023; Zaini et al., 2023). In the era of globalization and rapid economic transformation, entrepreneurship is one of the keys to creating jobs, improving economic welfare, and advancing a country. Students, as future agents of change, have an important role in realizing this vision. Entrepreneurial readiness among students is a topic that is increasingly attracting attention, especially in the context of the Family Welfare Education study program with a concentration in catering.

The family welfare education study program with a concentration in catering has the main objective of educating students to have adequate knowledge and skills in the field of catering and family welfare (Nailulazmi & Yulastri, 2023). However, in the face of changing economic dynamics, it is important for students of this study program to not only rely on academic knowledge and skills but also have strong entrepreneurial readiness. Unfortunately, there is still a gap in entrepreneurial

readiness among students of this study program, which may hinder their ability to compete in the job market or even create their own jobs. However, universities, as crucial support systems, also play an important role in fostering entrepreneurial skills, and students should be actively involved in improving their entrepreneurial intentions and abilities (Zaini et al., 2023).

Research conducted by Nailulazmi and Yulastri (2023) showed that students' expectations of entrepreneurial income are positively correlated with their interest in entrepreneurship, while peer influence significantly impacts students' entrepreneurial interest (Ulfa & Yulastri, 2023). In addition, parental support and economic status play an important role in shaping students' entrepreneurial aspirations (Marantek & Sejati, 2023). Therefore, it is of utmost importance to address this gap in entrepreneurial readiness. Doing so is crucial to empower students to be productive and able to implement their skills in the world of work.

The Family Welfare Education Study Program is located at the Faculty of Teacher Training and Education, Syiah Kuala University, Banda Aceh (Yulianda et al., 2018). The purpose of the Family Welfare Education Study Program is not only to produce undergraduate graduates in the field of education but also in non-education (Darmi, 2015). One of these non-educational fields is the business world or industry (Mardiah & Fridayati, 2020). To support this goal, the Family Welfare Education Study Program students are equipped with several courses (Rahmi et al., 2016). Armed with these courses, students are expected to be able to apply what they have learned, but the reality is that students need more time to be ready for entrepreneurship. This is based on the results of the questionnaire distributed.

A comprehensive strategy is needed to overcome the gap in entrepreneurial readiness of students of the family welfare education study program and culinary concentration. Solutions that can be offered include curriculum development that integrates entrepreneurial skills, providing entrepreneurial training and coaching, increasing access to resources and networks, and establishing an environment that supports creativity and innovation. Thus, it is expected that students of the family welfare education study program with a concentration in catering can have sufficient entrepreneurial readiness to face challenges in the job market and even create new opportunities in the catering and family welfare industry.

Although many studies have examined entrepreneurial readiness among students, there is still a lack of research focusing on the context of family welfare education study programs with a concentration on catering. This creates a knowledge gap that needs to be filled. Therefore, this study aims to fill the gap by analyzing students' entrepreneurial readiness in the specific context of this study program. Thus, it is expected to find factors that specifically affect the entrepreneurial readiness of students of the family welfare education study program with a concentration in culinary as well as solutions that can be applied to improve their readiness.

First, our research will focus on factors that influence students' readiness, such as the impact of education, work experience, and psychological aspects. We will also delve into students' attitudes and interests in entrepreneurship and factors that influence positive views toward risk and failure. This in-depth understanding is crucial as it can provide valuable insights into the entrepreneurial mindset, keeping our audience engaged and interested in the research.

Secondly, the research could emphasize analyzing students' entrepreneurial skills and knowledge with the aim of identifying additional training needs. Case studies of students who have been successful in entrepreneurship can provide inspiring examples and highlight key success factors. In addition, research could examine the influence of the external environment, such as economic conditions and government support, on students' entrepreneurial readiness. The findings from this study are expected to make a significant contribution to understanding students' readiness to face the challenges of the entrepreneurial world and provide a basis for improving educational programs and policies that support the development of entrepreneurship among students.

The questionnaire was distributed on August 11, 2022. The results of the distribution of the questionnaire showed that 35 students (35%) chose to become teachers or civil servants, 30 students (30%) preferred to work in industry, 20 students (20%) chose to become entrepreneurs, and the other 15% were still undecided in making choices. The desire for entrepreneurship is still low compared to becoming a teacher and working in industry. This is because the risk of entrepreneurship is too high, so they are afraid of it.

According to Darmaningtyas in Sari (2013), there is a tendency that the higher the level of education, the greater the desire to get a safe job. They do not dare to take risky jobs such as entrepreneurship. In addition, excessive fear of failure and loss due to low self-confidence makes one's readiness for entrepreneurship low (Mardiah & Fridayati, 2020).

At this time, the number of job seekers is different from the available job vacancies, leading to educated unemployment (Nurullaili, 2019). Therefore, students who already have expertise in their fields should be able to become entrepreneurs (Usman & Hapsari, 2019). However, only some students still graduate and carry out entrepreneurial activities. Entrepreneurial activities are the least chosen job choice by students who graduate from the Family Welfare Education Study Program. In light of these challenges, it is crucial to understand how ready students are for entrepreneurship. This understanding will motivate us to address these challenges and commit to supporting students in their entrepreneurial endeavors.

## RESEARCH METHOD

The type of research used is descriptive quantitative, which aims to provide an overview of student entrepreneurial readiness (Mulyadi, 2013; Subandi, 2011; Yuliani, 2018). The research variable consists of one variable, namely the entrepreneurial readiness of students of the Family Welfare Education Study Program, specialization in Tata Boga, Syiah Kuala University. The study population was 150 students, and a sample of 100 students was selected using a proportional random sampling technique. The primary and secondary data used in this study are primary and secondary data.

The data collection process was rigorous and reliable, using a questionnaire prepared based on a Likert scale. This questionnaire was subjected to a validity test using construct validity to ensure the instrument accurately measures the intended concept. The reliability of the questionnaire was further confirmed using Cronbach's Alpha method to ensure the internal consistency of the items in the questionnaire (Thien et al., 2023). The questionnaire was distributed online through Google Forms to reach a wide range of respondents and facilitate data collection. The steps in data analysis include determining the frequency distribution, calculating the percentage, and performing classification techniques based on the average score and percentage of the assessment.

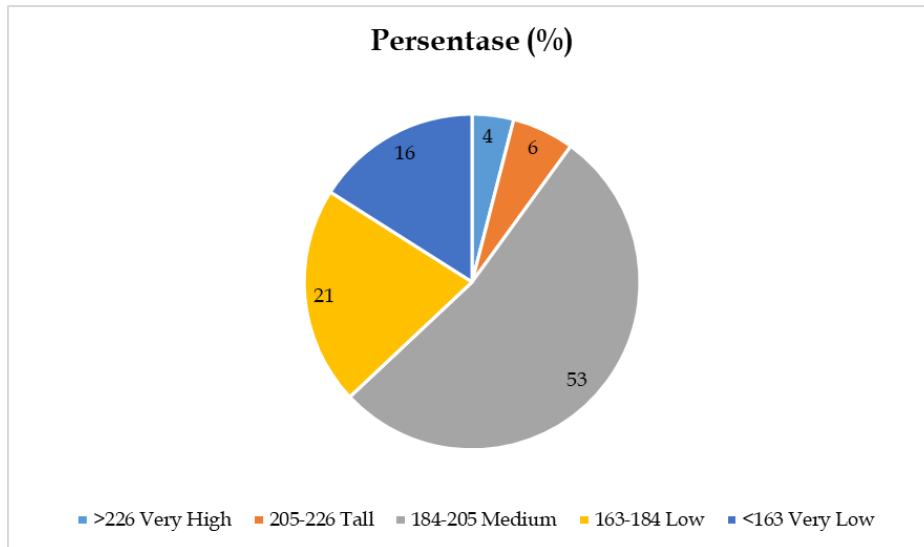
Data analysis was conducted using the assessment categorization method, which involves grouping scores based on certain categories to provide a clear picture of the student's level of entrepreneurial readiness. This method allows researchers to identify and interpret various levels of readiness, from the lowest to the highest, to provide in-depth insight into the factors that influence student entrepreneurial readiness (Auliya & Umam, 2023).

## FINDINGS AND DISCUSSION

### Findings

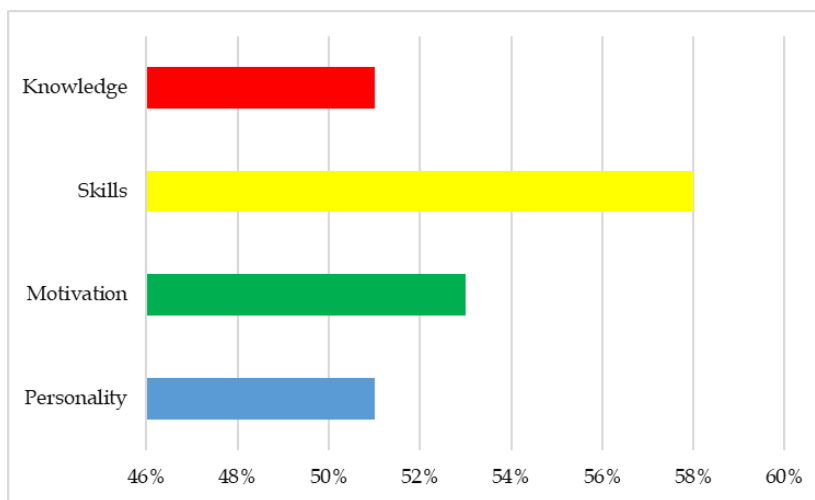
Based on the results of research data processing, the results obtained are depicted in the categorization histogram in Figure 1. The histogram shows the distribution of entrepreneurial readiness of students of the Family Welfare Education Study Program specializing in Catering. Of the 100 respondents studied, overall student entrepreneurial readiness is in the moderate category with a percentage of 53%. This means that 53 out of 100 students have a sufficient level of readiness, but not optimal.

According to Muller in Sari (2013), entrepreneurial readiness consists of three general categories that must be owned, namely personality, skills, and motivation. Meanwhile, Hardi and Widiastuti (2018) added that knowledge is also an important aspect in seeing a person's entrepreneurial readiness. Thus, entrepreneurial readiness can be interpreted as a desire and willingness followed by the ability to be ready to do entrepreneurial activities. To assess a person's entrepreneurial readiness, it is necessary to consider the knowledge, skills, motivation, and personality of the individual.



**Figure 1.** Histogram of the Categorization of Entrepreneurial Readiness of Family Welfare Education Study Program Students Specializing in Catering

The analysis of entrepreneurial readiness categories in this study includes four main aspects: personality, motivation, skills, and knowledge. The results of the analysis are shown in Figure 2. Results of Analysis of Entrepreneurial Readiness of Family Welfare Education Study Program Students Specialization in Catering Syiah Kuala University



**Figure 2.** Entrepreneurial Readiness Analysis Results Student of Family Welfare Education Study Program Specializing in Catering at Syiah Kuala University

### Personality Category

Entrepreneurial readiness based on personality indicators obtained a percentage of 51% in the moderate category. This shows that most students have a personality that is quite supportive in entrepreneurship, but still needs to be improved. Buchari (2013) states that an attractive personality and being able to attract the sympathy of others is often a success factor in entrepreneurship. Therefore, it is important for students to develop personality traits that support entrepreneurial activities.

### *Motivation Category*

Motivation has the highest percentage in student entrepreneurial readiness, which is 53% in the medium category. According to Sardiman (2018), motivation is an effort that encourages someone to do something. With strong motivation, students will be more encouraged to engage in entrepreneurial activities. This shows that efforts to increase motivation can be one of the keys to increasing students' entrepreneurial readiness.

### *Skills Category*

Entrepreneurial skills obtained a percentage of 58% in the moderate category. Suryana (2008) identified various important skills in entrepreneurship, including conceptual, creative, leadership and management, communication and interaction, and business technical skills. These skills are important for calculating risks and running a business effectively. The results show that students have sufficient basic skills, but still need further development.

### *Knowledge Category*

Knowledge about entrepreneurship obtained a percentage of 51% in the moderate category. This knowledge includes knowledge of starting a business, business environment, roles and responsibilities, and business management. According to Purwati and Nurhasanah (2016), knowledge of entrepreneurship is important to face tough competition in the industrial world. The results showed that although students have basic knowledge, there is still room for improvement so that they are better prepared for entrepreneurship.

## **Discussion**

The results of this study indicate that the entrepreneurial readiness of students of the family welfare education study program specializing in catering is in the medium category. In more detail, the analysis of the four main categories of personality, motivation, skills, and knowledge provides a clearer picture of the level of entrepreneurial readiness of students.

### *Personality*

Based on the results of the study, the personality of students obtained a percentage of 51% in the moderate category. This shows that students have a personality that is quite supportive of entrepreneurship, but still needs to be improved. The theory of Buchari (2013) states that an attractive personality and being able to attract the sympathy of others is one of the important factors in entrepreneurial success. A strong personality and being able to influence others is an important asset for an entrepreneur. Therefore, personality development programs are needed to improve student entrepreneurial readiness.

Personality development programs play an important role in enhancing students' entrepreneurial readiness, as evidenced by various research studies. The integration of entrepreneurship education and individual personality traits significantly impacts subjective norms and attitudes, which ultimately influence entrepreneurial intentions (Suryadi & Anggraeni, 2023). Personality traits such as openness, extraversion, and risk aversion have been identified as key factors influencing the level of entrepreneurial intentions, with positive changes observed following entrepreneurship program interventions (Tsaknis et al., 2022). Moreover, systematic entrepreneurship interventions have been shown to induce significant personality changes and corresponding behavioral outcomes, highlighting the importance of customized programs in fostering entrepreneurial behavior among students (Kumar & Bhattacharyya, 2020). Implementing entrepreneurship development programs not only improves students' readiness for entrepreneurship but also contributes to the creation of sustainable entrepreneurs who can positively impact the economy by creating jobs and businesses (Hastuti et al., 2020). In addition, training programs such as "Entrepreneurship Basics" have successfully improved students' psychological readiness for entrepreneurship, underscoring the practical significance of such initiatives in preparing future entrepreneurs (Klimanova & Tereshchenko, 2022).



### *Motivation*

Motivation has the highest percentage in student entrepreneurial readiness, which is 53% in the moderate category. Motivation is an internal drive that moves a person to achieve certain goals. According to Sardiman (2018), motivation is the power of effort that encourages someone to do something. Strong motivation can increase student commitment and dedication in running a business. The results of this study indicate that student motivation is quite good, but there is still room for improvement. Efforts to increase motivation can be done through giving awards, motivational training, and entrepreneurship coaching.

Efforts to increase motivation can indeed be diversified through various strategies such as rewarding, motivational training, and entrepreneurial coaching. Research has shown that entrepreneurship training has a positive and significant effect on entrepreneurial motivation (Marganingsih & Pelipa, 2023), while work motivation has been found to have a significant impact on employee performance, acting as an intermediary between employee competencies, job characteristics, and performance (Kurniawan et al., 2023). In addition, creating a conducive work atmosphere, rewarding achievements, and providing supportive facilities can significantly improve teacher motivation and performance (Khaeriyah, 2020).

### *Skills*

Student entrepreneurial skills obtained a percentage of 58% in the moderate category. These skills include conceptual, creative, leadership and management, communication and interaction, and business technical skills, as described by Y. Suryana and Bayu (2012). These skills are important to manage the business effectively and overcome the risks that may be faced. The results show that students have sufficient basic skills, but still need further development. A comprehensive entrepreneurial skills training program can help students improve their competencies in various aspects of the business.

Studies emphasize the positive impact of such programs on students' knowledge and skills, with results showing improvements in entrepreneurial competencies and knowledge quality (Rudeloff et al., 2023; Smirnov et al., 2023). In addition, the implementation of digital entrepreneurship programs has been identified as a solution to improve students' cognitive, affective, and psychomotor competencies in entrepreneurship, covering areas such as online shops, data analysis, and communication services (Wisdaningrum, 2022). Furthermore, integrating the discipline of entrepreneurship into secondary vocational education programs can provide students with the necessary competencies to start their own business and excel in their chosen profession, emphasizing the importance of continuous learning and skill acquisition (Potapova et al., 2022). Start-up projects have also been recognized as an effective pedagogical tool to consolidate and update vocational training, improving students' professional competencies through theoretical and practical activities (Mutalimov et al., 2022).

### *Knowledge*

Knowledge about entrepreneurship obtained a percentage of 51% in the moderate category. This knowledge includes knowledge about starting a business, business environment, roles and responsibilities, and business management. According to Nurhasanah (2016), knowledge of entrepreneurship is important to face tough competition in the industrial world. Research findings show that university students have a basic understanding of entrepreneurial concepts, yet there is a clear opportunity for improvement to better equip them for entrepreneurship (Huang et al., 2023; Li, 2023). Efforts to improve students' entrepreneurial knowledge can be achieved through the delivery of more comprehensive and industry-relevant entrepreneurship materials (Fitri et al., 2023). By incorporating in-depth and practical content into entrepreneurship education, colleges and universities can better prepare students to navigate the challenges of starting and managing their own businesses (Huang et al., 2023).

This approach is in line with the importance of entrepreneurial beliefs education in fostering students' ability to recognize and capitalize on entrepreneurial opportunities (Li, 2023). Enhancing

students' entrepreneurial knowledge and skills through customized educational initiatives can significantly contribute to their entrepreneurial readiness and success in the future job market.

#### *Relevance to Theory and Related Research*

This research is in line with the theory proposed by Muller in Sari (2013) and Hardi and Widiastuti (2018), which emphasizes the importance of personality, skills, motivation, and knowledge in entrepreneurial readiness. The results of this study indicate that these four categories have an important role in student entrepreneurial readiness. However, the percentage obtained shows that there are still shortcomings that need to be addressed. Although the results of this study show that personality, skills, motivation, and knowledge have an important role in entrepreneurial readiness, the percentage obtained shows that there are still shortcomings that need to be addressed. Some of the shortcomings that need attention include: (1) personality development, (2) skill improvement, (3) stronger motivation, and (4) deeper knowledge.

The implementation of a more intensive personality development program is essential to help students improve self-confidence, communication skills, and perseverance. This is in line with research conducted by Zakaria et al. (2023), which emphasizes the importance of addressing aspects of personality to improve academic performance and personal growth. Furthermore, Chomchom (2019) asserts that personality development programs should not only focus on external appearance, but also on internal aspects such as self-confidence, innovative thinking, and communication skills.

A further shortcoming is the improvement of skills and motivation. Practical training and workshops that focus more on developing entrepreneurial skills, such as business management, marketing, and decision-making, can help students improve their competencies. In addition, initiatives to increase student motivation, such as mentoring programs, awards, and business competitions, can encourage them to be more active in entrepreneurship. Finally, the integration of a more comprehensive entrepreneurship curriculum that is relevant to industry needs can help students gain a more in-depth knowledge of entrepreneurship.

These findings are also relevant to the research of Buchari (2013) and Sardiman (2018) who highlight the importance of personality and motivation in entrepreneurship. Although the results show that motivation has the highest percentage, there is still room for improvement in all categories. This suggests the need for a comprehensive development program to improve all aspects of entrepreneurial readiness.

## CONCLUSION

This study shows that the entrepreneurial readiness of students of the Family Welfare Education Study Program specializing in Catering at Syiah Kuala University is in the medium category in the aspects of personality, motivation, skills, and knowledge. To improve this readiness, intensive personality development programs, practical training and workshops that focus on entrepreneurial skills are needed, as well as initiatives to increase motivation through mentoring programs and business competitions. In addition, the integration of an entrepreneurship curriculum that is relevant to industry needs is essential. This study contributes to the academic literature related to students' entrepreneurial readiness and can serve as a basis for designing more effective development programs. The findings are useful for students, educational institutions, and policy makers in creating better entrepreneurship education strategies, so as to prepare students to become successful entrepreneurs in the field of catering.

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