

The effect of local potential-based workshop and entrepreneurship learning in increasing entrepreneurial interest

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ABSTRACT

This research aims to determine the effect of local potential-based workshops and entrepreneurship learning in increasing the interest in entrepreneurship of grade XI students majoring in Fashion in 3 different vocational schools in East Java Province, Indonesia. This research uses a quantitative approach. Data collection techniques were observation, questionnaires, interviews, and documentation. The population in this research was 338 students, and the sampling technique used was simple random sampling with a sample of 172 students. The data analysis technique used is descriptive statistical analysis using percentages and inferential statistical analysis techniques using data normality tests, product moment correlation analysis, and simple linear regression analysis. Based on the results of the product-moment correlation test analysis, creative product learning and entrepreneurship positively and significantly affect entrepreneurial interest in class XI students majoring in Cosmetology, amounting to 26.7 percent accepted with a low level of influence. The simple linear regression analysis results show the effect of learning creative products and entrepreneurship on student entrepreneurial interest. The results of this research are useful as input that is learning creative products and entrepreneurship based on local potential has the potential to give birth to new entrepreneurs to increase regional economic resilience.

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INTRODUCTION

The subject of creative products and entrepreneurship is a subject that teaches about entrepreneurship, copyright, product design, making products, and selling products. The learning of creative products and entrepreneurship was raised in 2017 by revising the 2017 curriculum. Sudirman (2019) said that creative products and entrepreneurship are subjects directly related to cultivating entrepreneurship education in students. Creative product and entrepreneurship subjects are also taught to provide students with more knowledge and skills about entrepreneurship and are expected to foster students' interest in entrepreneurship (Karyanto et al., 2021).

The purpose of the creative product and entrepreneurship course is that students are expected to be able to create work (products) that are worth selling and can be used by students as provisions in entrepreneurship. Wulandary et al. (2023) revealed that creative product and entrepreneurship courses foster creativity and innovation in students, enabling them to generate bright ideas and bring positive changes in their businesses. The learning process of creative product and entrepreneurship courses to achieve learning objectives is not only focused on teaching and learning activities in theory but students are required to produce work that reflects the competence of each student's expertise.

Creativity is a person's ability to produce something new, both in the form of ideas and real work, in the form of new works and combinations of existing things, all different from what has existed before. Creativity includes various cognitive processes, such as divergent and convergent thinking, long-distance association, conceptual expansion, working memory, motivational factors,

emotional states, and personality traits (Bacigalupi, 2023). Creativity is also influenced by aptitude, skills, motivation, resilience, and a favorable and challenging environment (Holm-Hadulla, 2023).

It is said that people who have an entrepreneurial spirit can also realize creative and innovative ideas in the real world (Suharyono, 2017). It is this creativity that will later help students to succeed in entrepreneurship. Creativity is necessary for students in the digital age and contemporary society, as many complex situations require creative and collaborative problem-solving approaches (Tang et al., 2020). Therefore, educating the younger generation, especially those in high school or vocational school, is important to be imaginative and creative (Kusuma et al., 2022). One way of thinking about creativity is that it is a driving force. Creativity is a catalyst that helps other things happen or work more effectively. While this is self-evident in some areas of activity, such as education, it is sometimes more difficult to identify the value or benefits of creativity in products.

Products result from human activities performed by individuals or groups within organizations (Chernyshenko et al., 2007). Several studies have yet to discuss what criteria determine whether a product is creative (Beresnevičius & Beresnevičienė, 2013). Making a creative product requires more effort because it adds nuances of creativity. Khotimah et al. (2020) revealed that creative products have received treatment or modification to become something new. Creative products are important because they represent society's response to change. Furthermore, Khotimah et al. (2020) revealed that creative products emphasize that what results from the creative process is something new, original, and meaningful. Creative products are usually also produced for entrepreneurial purposes (Ratten, 2022).

Entrepreneurship is a science, a characteristic of traits or dispositions, and can contain the art of behavior. All of these can fall into the entrepreneurship category if there are innovative efforts and creative power to create opportunities and fresh ideas to develop existing resources. This is because entrepreneurship is always synonymous with opportunity and improvement. Any business that tries to develop creative and innovative opportunities can be categorized as an entrepreneur.

According to Alifa et al. (2018) and Sutirna and Samsudin (2015), learning must instill an entrepreneurial spirit. Changes in the mindset of students who only want to become employees who work in offices or large companies must be formed (Rauf et al., 2021). Students tend to have a much higher sense of prestige and higher education. The higher their education, the lower their independence and entrepreneurial spirit (Doern et al., 2019). In line with the opinion of Youssef et al. (2018), fostering an entrepreneurial spirit or educational mindset in formal institutions is believed to be an alternative to overcoming unemployment to educate students as young entrepreneurs who can start and run their businesses. Entrepreneurship can be started and developed from many factors. One of these factors is learning.

Research conducted in China concluded that entrepreneurship education should be incorporated into colleges and universities' reform and development plans, personnel training systems, and teaching evaluation index systems (Zou, 2022). The need for entrepreneurship education has been widely discussed in many studies. However, there needs to be more debate about how education should be provided and how students perceive entrepreneurship education and its impact on them (Mani, 2018).

Linan and Chen in Rika and Ratnasari (2022) identified entrepreneurial interest as being ready to become an entrepreneur, aiming to become an entrepreneur, trying to run a company, being determined to create a company, being serious about starting a company, and intending to establish one. Students' interest in entrepreneurship can grow through formal and informal learning activities. For this reason, increasing the interest in entrepreneurship among students is very important. The impact of the lack of student interest in entrepreneurship is caused by a lack of knowledge, training, and access to capital (Faisal & Anthoni, 2021). One of the theories to develop interest is AIDA (Attention, Interest, Desire, and Action), where attention is focused on attitude and appearance to increase interest, interest is the point of emergence of desire, desire is the desire to carry out certain activities due to the consequences of interest that arise in decision making and action applied in real actions (Setiawan et al., 2022) and decisions are preferences that will be taken and adopted in action (Anggoro et al., 2023).

One of the students' entrepreneurship interests is improving their economic conditions. Based on the conditions and observations made by researchers, this research aims to explore more deeply the effect of the application of creative product learning based on local potential in the classroom on student interest in entrepreneurship. The results of this research are expected to contribute and be useful as input and reference sources related to learning creative products and entrepreneurship based on local potential that can potentially give birth to new entrepreneurs and increase regional economic resilience.

METHOD

The approach used in this research is quantitative. The data analysis used is quantitative statistics to test the hypothesis set. The sampling technique used is simple random sampling, and the sample size is determined by the Isaac and Michael table in Sugiyono (2018) with an error rate of 5% so that the sample size is determined as 172 class XI students majoring in cosmetology. Data collection for this study was conducted from June to December 2022. The location of this study was taken at three different vocational schools located in East Java Province, Indonesia, namely at SMKN 3 Ponorogo, SMKN 6 Surabaya, and SMK Pradnya Paramitha Malang. The selection of these locations is based on the reason that the three school locations have taught creative products and entrepreneurship based on local potential. In addition, the problems that the researchers studied were in that location, and this location was easily accessible to researchers.

This type of research is correlational because this study aims to determine whether there is a relationship between two variables. For measurement instruments, a validated questionnaire with a Likert Scale, a range of 1-5. where one indicates less good, and 5 indicates very good. The data presented in this study are obtained from scores in questionnaires that respondents have filled out. There are 3 (three) indicators for creative product learning and entrepreneurship. There are 4 (four) indicators in the entrepreneurial interest variable.

The instrument in this study is an entrepreneurial interest questionnaire adapted from previous research by Zulianto et al. (2014). This questionnaire measures entrepreneurial interest, including attention, interest, desire, decision, and action. AIDA (Attention, Interest, Desire, and Action) is a theory for developing interest. The size of the relationship is expressed in the form of a correlation coefficient to determine the size of the relationship. The data analysis techniques used in this research are descriptive statistical analysis techniques and inferential statistical analysis techniques. The data analysis technique used in this research is inferential statistical analysis, namely testing the success of learning outcomes before and student learning outcomes after action.

RESULTS AND DISCUSSION

The data presented in this study are obtained from questionnaire scores given to 172 students who are research samples intended to determine the effect of creative product learning and entrepreneurship on entrepreneurial interest in Class XI students of the Beauty Department. There are 3 (three) indicators for creative product learning and entrepreneurship, namely: (1) Teaching entrepreneurial skills; (2) Teaching entrepreneurial characteristics; and (3) Providing opportunities to create and innovate. Based on the results of data analysis per indicator of creative product learning and entrepreneurship variables in Table 1, creative product learning and entrepreneurship variables (X) are in the very good category with a percentage level of 83.94.

Table 1. Results of Data Analysis per Indicator of Creative Product Learning and Entrepreneurship Variable (X)

No. Indicator	N1	N2	%	Category
1 Teaching entrepreneurial skills	1083	1200	84.07	Very good
2 Teaching characteristics Entrepreneur	1071	1200	82.42	Very good
3 Provide opportunities for creativity and innovation	1120	1200	85.30	Very good
Total	3274	3600	83.94	Very good

Results

Descriptive Statistical Analysis of Entrepreneurial Interest

To determine the description of entrepreneurial interest of students majoring in cosmetology in 3 different vocational schools in East Java Province, Indonesia, the data presented in this study are data obtained from the scores in the questionnaire that has been filled in by respondents (students). In the variable interest in entrepreneurship, there are 4 (four) indicators, namely feelings of pleasure, attention, awareness, and willingness. More details can be seen in Table 2.

Table 2. Results of Data Analysis per Indicator of Entrepreneurial Interest Variable (Y)

No.	Indicator	N	N	%	Category
1	Feeling of pleasure	1329	1625	81.78	Very good
2	Attention	565	650	86.92	Very good
3	Awareness	1139	1300	87.61	Very good
4	Willingness	1108	1300	85.23	Very good
	Total	4141	4875	84.94	Very good

Based on the analysis results in Table 2, the variable interest in entrepreneurship (Y) is in a very good category with a percentage level of 84.94. From these results, it is known that the awareness indicator has the highest percentage value. The indicator that gets the lowest percentage is a feeling of pleasure.

Inferential Statistical Analysis Data Normality Test

Inferential statistical analysis often requires testing the assumption of data normality. Based on Table 3, it is known that the chi squared count (X²_h) of the creative product learning and entrepreneurship variable obtained a value of 25.554, which is smaller than the chi squared table (X²_t) which is 27.587 with Df 17. From the normality test, it shows that the learning variables of workshop and entrepreneurship and entrepreneurial interest of class XI students majoring in cosmetology meet the criteria and the data is normally distributed.

Table 3. Research Data Normality Test Results

Variable	X ² _{count}	X ² _{table}	Df	Description
X : Creative Product Learning and Entrepreneurship	25.554	27.587	17	Normal
Y : Student Entrepreneurial Interest	25.554	27.587	17	Normal

Linearity Test

Based on the test results, it is known that the significant value is $0.207 > 0.05$, so it can be said that there is a significant linear relationship between creative product learning and entrepreneurship with entrepreneurial interest of students majoring in cosmetology. In other words, this can also be seen from the F-count value which is 1.354 while the F-table value (df = 16.47) is 1.87, so the F-count value $< F\text{-table}$ ($1.354 < 1.87$). Because F-count is smaller than F-table, it can be concluded that the two variables have a significant linear relationship.

Table 4. Linearity Test Results of Research Data

			Sum of Squares	Df	Mean Square	F	Sig.
Entrepreneuria Interest * Creative Product Learning and Entrepreneurship	Between Groups	(Combined) Linearity	487.829	17	28.696	1.584	.108
		Deviation from Linearity	95.330	1	95.330	5.261	.026
			392.500	16	24.531	1.354	.207
	Within Groups		851617	47	18.120		
Total			1339.446	64			

Simple Linear Regression Analysis

It can be seen in Table 5 that the regression equation $a = 50.938$ and $b = 0.254$ so that the resulting linear regression equation is $\hat{Y} = 50.938 + 0.254X$. The constant of 50.938 states that if there is no creative product learning and entrepreneurship, then student interest in entrepreneurship is 50.938. The regression coefficient of 0.254 states that each time the learning of creative products and entrepreneurship increases, the student interest in entrepreneurship increases by 0.254 and vice versa, if the learning of creative products and entrepreneurship decreases, the student interest in entrepreneurship decreases by 0.254. The regression coefficient of 0.254 states that every creative product learning and entrepreneurship has increased, then the student interest in entrepreneurship has increased by 0.254 and vice versa if the learning of creative products and entrepreneurship has decreased, then the student interest in entrepreneurship has decreased by 0.254 so that the sign (+) indicates the direction of the relationship is unidirectional. While the sign (-) indicates the direction of the inversely proportional relationship between the variable (X) and the variable (Y).

From the results of the F-test calculation, the F-count is 4.827 with an F-table of 4.00, which means that the F-count is greater than the F-table. Thus, because F-count is greater than F-table, H_0 is rejected and H_1 is accepted, which means that there is an influence of creative product learning variables and entrepreneurship on students' entrepreneurial interest so that the results of data management in this study are directly related to the hypothesis which says that there is a suspected influence of creative product learning and entrepreneurship on entrepreneurial interest of students majoring in cosmetology is accepted.

Table 5. Summary of Simple Linear Regression Analysis Results

	B	F _{count}	Sig.	Q _{count}	Sig.
Constant learning	50.938	4.827	0.032	8.725	.000
Creative Products and Entrepreneurship	0.254			2.197	.032

Product Moment Correlation Test

Based on the results of product moment correlation analysis obtained the results of the correlation between learning creative products and entrepreneurship (X) with student entrepreneurial interest (Y) with a value of r of 0.267 after being consulted in Table 3 guidelines to provide interpretation of the value of r, then the value of 0.20 - 0.399 has a low level of influence. The coefficient of determination of $r^2 = 0.071$ or 7.1 per cent which means the effect of learning creative products and entrepreneurship on entrepreneurial interest in class XI students majoring in cosmetology is 7.1 per cent while the difference is 92.9 per cent is outside the variable learning creative products and entrepreneurship.

To determine whether the correlation of the calculation results is significant or not, it is compared with the R-calculated value of 0.267 with R-table using a significant 5% with 172 respondents, then obtained 0.2404 from the results that have met the requirements of $R_{\text{calculated}} > R_{\text{table}}$, then the results obtained indicate that there is a significant relationship between learning creative products and entrepreneurship to entrepreneurial interest in class XI students majoring in cosmetology.

Table 6. Product Moment Correlation Test Results with 5% Significance

I mode	R	RSquare	Adjusted R Square	Std. Error of the Estimate
1	.267 ^a	.071	.056	4.44386

Discussion

The results showed that creative product learning and entrepreneurship were categorized as excellent. This is reviewed from 3 (three) indicators: teaching entrepreneurial skills, teaching entrepreneurial characteristics, and providing opportunities to create and innovate. Teaching

entrepreneurial skills is in the very good category. This is supported by teachers who provide entrepreneurial skills material in the learning process. In line with the results of observations obtained by researchers while conducting research at state vocational schools, researchers saw that the teacher had provided material in the form of entrepreneurial skills and then continued with practical activities from the material the teacher had delivered. In the learning process, students enthusiastically listen to the material presented by the teacher. Entrepreneurship learning needs to be given lessons that contain entrepreneurial skills. This, of course, will make it easier for students to understand the concept of a business and practice it in everyday life (Wulandari, 2015).

Indicators of teaching entrepreneurial characteristics fall into the excellent category. This is supported by the teaching methods used by teachers in the classroom. Based on the results of interviews with teachers who teach the subject, in the learning process, the syllabus teachers use as a reference in teaching has basic competencies that contain entrepreneurial attitudes and behavior. After the teacher provides material on entrepreneurial characteristics, the teacher provides examples of the material delivered.

Entrepreneurial characteristics are very important to be taught to students from an early age because entrepreneurial characteristics are the basis for becoming an entrepreneur. Without entrepreneurial characteristics, one will not succeed in becoming an entrepreneur (Wulandari, 2015). In addition, developing entrepreneurship-based education can be realized by forming entrepreneurial attitudes and thinking skills (Tarhan, 2021).

Previous research shows that entrepreneurship education is important in increasing individuals' intention to start their businesses (Indriyarti et al., 2023). It is not enough to tell students about entrepreneurship; they need to learn age-appropriate skills, attitudes, and personal characteristics (Chulkova, 2022). The development of the entrepreneurial spirit, including personal qualities that contribute to entrepreneurship, can be incorporated into school curricula and learning programs (Baharuddin et al., 2023). In addition, research conducted by Tumasjan et al. (2022) has found that pre-adult experiences, such as introducing economics classes in schools, can enhance entrepreneurial behavior in adulthood. Therefore, providing training and education on entrepreneurship from an early age can help shape students' entrepreneurial character and prepare them for future entrepreneurial endeavors (Mulyani, 2022).

Furthermore, the indicator of providing opportunities to create and innovate falls into the excellent category. The learning activities of creative product practice and entrepreneurship support this. In learning creative and entrepreneurial products, teachers provide opportunities for students to practice after providing material. This activity is very useful, as Godhe et al. (2019) argue that practical learning activities are student-centered and involve students in innovative design and creation processes. Referring to the results of interviews conducted with teachers and students, it is said that in practicum activities, teachers give students the freedom to innovate and create products, both in handicrafts and other products.

Sokolova and Litvinenko (2020) states that innovation and creativity have become important skills for achieving success in developing countries. While creativity is the ability to generate new and unique ideas, innovation is the application of that creativity, i.e., introducing new ideas, solutions, processes, or products. So, the indicators of providing opportunities to create and innovate in entrepreneurship learning must be things that can increase student creativity and innovation. This will support the achievement of entrepreneurship learning objectives.

The research results on cosmetology students' entrepreneurial interest variables are very good. This is reviewed from 4 (four) indicators of attention, interest, desire, and action. Attention is in the very good category. If students pay attention to something being studied, they will have a positive attitude and feel happy about it. Students' attention to entrepreneurship activities can be seen from their enthusiasm for participating in learning activities. In the learning process of creative products and entrepreneurship, teachers use lecture methods and practical methods. Based on the results of the questions and answers conducted with the teacher, students are actively involved in practical activities to make entrepreneurial products. Attention can be expressed through participation in an activity, and it can also be expressed through a statement that shows that students prefer something over others. Indicators of feeling happy about something will lead to stronger

interest than just interest. Feeling happy will positively impact individuals, increasing their interest and making them realize it (Wulandari, 2015).

Interest is in the very good category. Attention and curiosity are the focus of psychic energy on an object that arises from caregivers who come from inside and outside the student. Curiosity is an aspect of intrinsic motivation that has great potential to improve student learning (Pluck & Johnson, 2011). One of the factors that can arouse interest is curiosity and curiosity. Curiosity encourages students to learn more about something; curiosity about something raises attention. Students' curiosity towards local potential-based products is instilled at school. According to Delors (2013), developing curiosity in students is an important component in achieving educational goals. It is considered a form of student appreciation of the knowledge of interest and is a basic effort so that students can learn to take action. Learning creative products and entrepreneurship in educational institutions or formal schools is a very strategic place to foster interest in entrepreneurship because education is an educational institution people trust for a better future (Tobing, 2023).

The desired category is excellent. Desire is a will accompanied by action, which reflects reality. The development of student awareness takes place in three stages: sensing, understanding, and conceptual understanding. Students' awareness of entrepreneurship can be nurtured through the teacher's understanding of creative products and entrepreneurship. Awareness, interest, and attitude toward entrepreneurship will likely shape their propensity to start a business in the present or future (Kallany & Suresh, 2018). Awareness can also arise when students apply learning materials through practical activities. Awareness is important in generating interest; for example, a student who knows that entrepreneurship is important will learn about entrepreneurship better (Wulandari, 2015). Learning creative products and entrepreneurship is expected to foster students' awareness of entrepreneurship further so that they can become independent individuals. Marques et al. (2018) state that the factors driving entrepreneurial intentions from within individuals consist of psychological factors, cognitive factors, motivation, willingness, and entrepreneurial skills.

Action is in the very good category, as seen in the data analysis of entrepreneurial interest indicators. Based on the answers to the questionnaires the students have filled out, most have positive answers on the willingness indicator. To become a successful entrepreneur, one must be competent to face the risks and challenges of entrepreneurship. Competence can be interpreted as a person's knowledge, skills, and willingness so that it can be directly related to results because successful entrepreneurs will always be results-oriented. Interest will grow if someone has the will to realize something that is the source of their interest. Interest and motivation drive one's intention to become an entrepreneur (Alam et al., 2019; Kim & Park, 2019). In addition, motivation is important to run a business, where motivation can build a competitive advantage and ensure the sustainability of the business itself (Arifudin, 2022). Meanwhile, Hisrich and Ramadani (2018) believe that entrepreneurship education can develop entrepreneurial motivation. So now, many entrepreneurship education institutions have sprung up, both formal and non-formal. Unfortunately, this research can only take samples from 3 (three) schools. In the future, this research can be expanded by taking more vocational schools specializing in cosmetology in East Java. It is hoped that this research can continue to explore further what forms of entrepreneurship in the field of cosmetology are most attractive and what variables affect students' entrepreneurial intentions.

CONCLUSION

Based on the results of data analysis and discussion of the effect of learning creative products and entrepreneurship on the entrepreneurial interest of class XI students majoring in beauty cosmetology in vocational high schools, the results of this study can be concluded that learning creative products and entrepreneurship is included in the category of very good, student entrepreneurial interest is in the category of very good and based on the results of data analysis which shows that there is an effect of learning creative products and entrepreneurship on the entrepreneurial interest of class XI students majoring in beauty cosmetology with a low level of influence so that the hypothesis that there is an effect of learning creative products and entrepreneurship on the entrepreneurial interest of class XI students majoring in beauty cosmetology can be accepted. It is hoped that in the future, this research can be expanded again by taking more vocational schools

majoring in cosmetology in East Java. It can also be continued to explore further what forms of entrepreneurship in cosmetology are most attractive and what variables affect students' entrepreneurial intentions.

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