Journal of Applied Business, Taxation and Economics Research (JABTER)
Vol. 3, No. 3, February 2024 (Page: 271-281) P-ISSN 2828-4976
DOI: 10.54408/jabter.v3i3.266 E-ISSN 2808-263X

The Influence of The Effectiveness of Entrepreneurship Education and Soft Skills on Entrepreneurial Intentions Through the Skills Provision Program on Vocational High School

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Keywords: *Double-track, Entrepreneurship Education, Soft Skills.*

Abstract: This study intends to analyze the direct effect and indirect effects of the effectiveness of entrepreneurship education and soft skills on entrepreneurial intentions mediated by the skills provision program (double track) in high school students in Pasuruan Regency. This study uses an explanatory research design (explanatory research) with a type of quantitative description analysis approach. The sample of this study was 198 out of 405 students of SMA Negeri 1 Gondangwetan and SMA Ma'arif NU Pandaan in Pasuruan Regency who participated in the skills provision program (Double Track) and data analysis was carried out using the Partial Least Square (PLS) method. The results showed that there is a positive and significant influence between entrepreneurship education on skills provision program (double track), there is a positive and significant influence between soft skills on double track program, there is a positive and significant influence between entrepreneurship education on entrepreneurial intention, there is a positive and significant influence between soft skills on entrepreneurial intention, there is a positive and significant influence between skills provision program (double track) on entrepreneurial intention in high school students in Pasuruan Regency. Skills Debriefing Program (Double track) mediates the relationship between Entrepreneurship Education with Entrepreneurial Intention, Skills Debriefing Program (Double track) mediates the relationship between Soft Skills with Entrepreneurial Intention.

P-ISSN 2828-4976
E-ISSN 2808-263X

Introduction

The Skills Debriefing Program (Double Track) at SMA is an education system that combines the learning systems of SMA and Vocational High School (SMK). In this program, high school students are given additional skills, the addition of these skills aims to make students ready to work if they do not want to continue their education to the college level. The Skills Debriefing Program (Double Track) is included in extracurricular activities, provided that each student follows this program for at least one year (Choline et al., 2022). Entrepreneurship education is the spearhead of a country's economy. In addition to being a means to increase long-term economic growth, entrepreneurship can also increase economic and social prosperity through increased state revenues (Guzmán-Alfonso & Guzmán-Cuevas, 2012). Entrepreneurship education has a very important role in any aspect of human life. Knowledge is generally defined as everything that a person knows. Knowledge enables people to develop skills that are useful for their lives. Likewise, entrepreneurial knowledge is also an important factor in entrepreneurial activities. Through entrepreneurship education, entrepreneurial knowledge will be obtained (Vodă & Florea, 2019).

In addition to entrepreneurship education, starting a business or entrepreneurship requires good soft skills. The demands of the world of work for future recruitment criteria are increasingly felt. The world of work does not only emphasize high academic ability (technical skills) but also pays attention to skills in terms of the value aspects inherent in a person commonly known as soft skills aspects (Bauman & Lucy, 2021). This ability can also be called non-technical ability, which is certainly no less important than academic ability (Yeoh, 2019). Based on the National Association of Colleges and Universities (NACE, 2002) survey by Elfindri et al (2011), there are 19 skills needed in the labor market. Both aspects can be said to be important and can influence a person in starting a business, one more thing to consider in developing a business or starting a business is the intention of entrepreneurship.

The urgency of this research is that with the existence of a double-track high school program and entrepreneurship education without the influence of student soft skills, it is unlikely that students have entrepreneurship skills, especially in communicating and innovating, and of course, it will also affect student entrepreneurial intentions. Novelty in this research includes measuring the effect of the double-track high school program and entrepreneurship education and soft skills on high school students in Pasuruan district. In some high schools, there is still a lack of introduction of entrepreneurship education to students due to schools that focus on the academic level of students. However, in the current era, entrepreneurship education is said to be important for students after graduating from high school. The double track program provides an opportunity for students to learn and understand how to make a product according to the local wisdom of their respective regions as well as the process of entrepreneurship how entrepreneurship is applied in everyday life and the importance of soft skills in supporting students to become an entrepreneur who is smart in communication, leadership and full of innovation. This is a form of the urgency of this research, with this double track program and entrepreneurship education whether it will help students have entrepreneurial intentions and whether this double track and entrepreneurship education can be said to be effective in high school students.

Based on the statement of the background that has been described above, the researcher wants to know the extent of the influence of entrepreneurship education and soft skills on entrepreneurial intentions through the double-track program in high school. Therefore, researchers want to conduct research with the title Effectiveness of

Entrepreneurship Education and Soft Skills on Entrepreneurial Intention through the Skills Debriefing Program (Double Track) in High School Students in Pasuruan Regency.

Research Method

This study uses an explanatory research design with a quantitative description analysis approach. This study explains the effect of entrepreneurship education on double-track programs, the effect of soft skills on double-track programs, the effect of double-track programs on entrepreneurial intentions, the effect of entrepreneurship education on entrepreneurial intentions, the effect of soft skills on entrepreneurial intentions, the effect of entrepreneurship education on entrepreneurial intentions through double track programs, the effect of soft skills on entrepreneurial intentions through double track programs in Pasuruan Regency high school students.

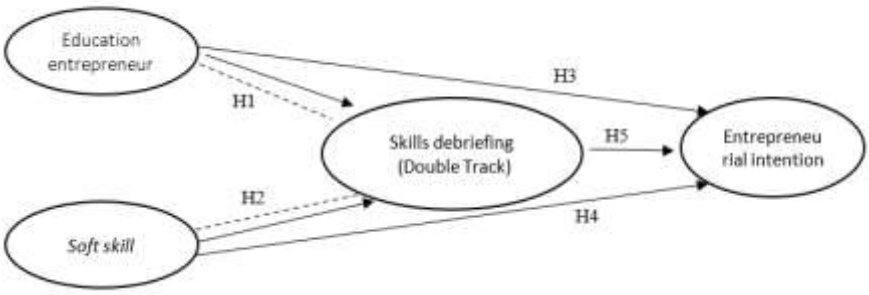

Figure 1. Conceptual Framework
(source: Processed by Researchers, 2023)

The population in this study were all students of SMA Negeri 1 Gondangwetan and SMA Ma'arif NU Pandaan in Pasuruan Regency who participated in the skills provision program (Double Track) of 405 students. The sample for the study came from several 11th-grade students of SMA Negeri 1 Gondangwetan and SMA Ma'arif NU Pandaan in Pasuruan Regency who had taken Entrepreneurship subjects and the skills provision program (Double Track). The sample size in the study was calculated using the Size Calculation application which is described below.

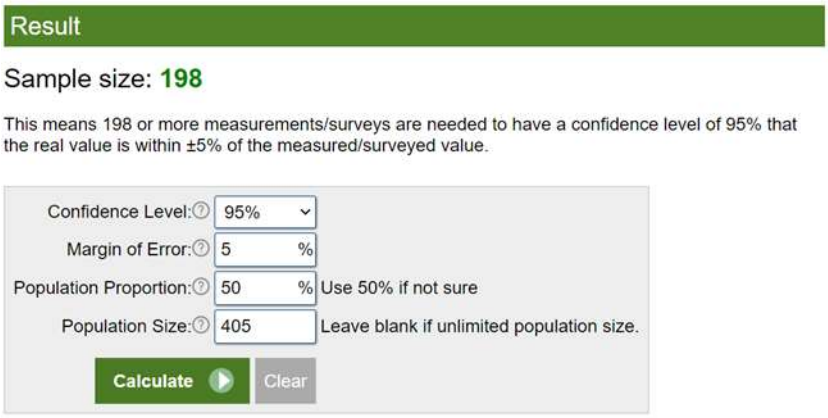

Figure 2. Sample calculation using sample size calculator
(Source: https://www.calculator.net/sample-size-calculator.html)

P-ISSN 2828-4976
E-ISSN 2808-263X

As a research tool in this study, questionnaires or questionnaires were distributed online using Google Forms. The preparation of instruments in the form of questionnaires is carried out through several stages, namely: (a) determining variable indicators and (b) making question items.

Table 1. Research Instrument Grid

Variables	Indicator	Item	Reference
Entrepreneurship Education	Innovation and creativity	1. I always have new ideas and can implement them. 2. When I see something new, I am often inspired. 3. I am good at coordinating interpersonal relationships 4. and motivate the people around me	Liu, H., Kulturel-Konak, S., & Konak, A. (2021)
	Leadership and management	5. I enjoy working with others to complete tasks. 6. I can organize my classmates to learn and share 7. resources in the group.	
	Opportunity identification	8. I can accurately understand and identify unmet needs in the environment. 9. Once I found an opportunity, I was able to control it well.	
	Decision-making strategy	10. I never blindly follow other people's opinions, always identifying and then deciding. 11. identify and then decide 12. I am good at identifying the best solution from many feasible solutions. 13. I am clear about my entrepreneurial knowledge and skills.	
	Resource acquisition	14. I am good at organizing and configuring various resources. 15. I can utilize myself and available resources effectively. 16. I can easily get outside help when I am in trouble. 17. When the business fails, I will not be depressed	
	Potential pressure	14. In the face of new business, I dare to accept challenges challenges 15. I have good breakthrough skills and self-motivation.	
Softskill	Communication	16. I can communicate well 17. I have good public speaking skills	Covin, J. & Miller,D. (2013)

Variables	Indicator	Item	Reference
	Teamwork	18. I enjoy working together 19. I enjoy socializing 20. The more people involved, the lighter my work will be.	
	Innovation	21. I have various ideas to realize 22. I enjoy doing new things	
	Self-management	23. I do things with a lot of self-consideration 24. I have good time management	
	Critical thinking	25. I realize that an explanation needs to be tested	
	Problem-solving	26. I observe a problem and consider the results	
Niat Berwirausaha	Motivation	27. Tujuan profesional saya adalah menjadi pengusaha 28. I would rather be an entrepreneur than an employee in a company.	Artz et al (2010), Cchittithawon et al (2011)
	Persistence	29. I am ready to do anything to become an entrepreneur 30. I will make every effort to start and run my own business. 31. I have been thinking seriously about starting my own business after finishing my studies	
	Risk-taking tendency	32. I have a strong intention to start a business someday 33. I am determined to create a company in the future 34. I want to be my boss 35. I will start my business in the next five years	
Program *Double Track*	Knowledge	36. I express ideas verbally (face-to-face) to people Others 37. I am aware of my educational needs and what vocational choices I need to make to realize my dreams.	Indrawati 2023, Ghulam 2017
	Skills	38. Master various basic IT skills such as Ms. Office (Word, Excel, PowerPoint, etc.) 39. Using various mediums for learning such as mentoring, peer support, and networking, IT, courses	

(Source: processed by researchers, 2023)

The data analysis technique in this study used Smart PLS 3.3.3 statistical software, Structural Equation Model (SEM) with the Variance SEM approach better known as Partial Least Square (PLS).

P-ISSN 2828-4976
E-ISSN 2808-263X

Result and Discussion

Partial Least Square (PLS) Analysis

Outer Model Evaluation or research instrument testing

Outer model evaluation is carried out to assess the validity and reliability of the model. Outer model tests used in this study include convergent validity, discriminant validity, composite reliability, Cronbach alpha, and Average Variance Extracted (AVE) value*:*

Table 2. Result in Outer Loading

Variable	Indicator	Outer Loading	Standard Deviation (STDEV)	P Values	Description
Entrepreneurship Education (X1)	PK1	0,751	0,030	0,000	Valid
	PK2	0,740	0,042	0,000	Valid
	PK3	0,759	0,032	0,000	Valid
	PK4	0,719	0,039	0,000	Valid
	PK5	0,746	0,036	0,000	Valid
	PK6	0,719	0,041	0,000	Valid
	PK7	0,730	0,039	0,000	Valid
	PK8	0,705	0,042	0,000	Valid
	PK9	0,716	0,041	0,000	Valid
	PK10	0,751	0,030	0,000	Valid
	PK11	0,743	0,035	0,000	Valid
	PK12	0,763	0,032	0,000	Valid
	PK13	0,719	0,038	0,000	Valid
	PK14	0,710	0,050	0,000	Valid
	PK15	0,716	0,040	0,000	Valid
	PK16	0,742	0,038	0,000	Valid
Soft Skill (X2)	SS1	0,751	0,036	0,000	Valid
	SS2	0,740	0,034	0,000	Valid
	SS3	0,805	0,028	0,000	Valid
	SS4	0,769	0,030	0,000	Valid
	SS5	0,734	0,037	0,000	Valid
	SS6	0,786	0,029	0,000	Valid
	SS7	0,839	0,022	0,000	Valid
	SS8	0,790	0,026	0,000	Valid
	SS9	0,792	0,025	0,000	Valid
Skills Debriefing /*Double Track* (Z)	DT1	0,827	0,024	0,000	Valid
	DT2	0,797	0,039	0,000	Valid
	DT3	0,891	0,015	0,000	Valid
	DT4	0,900	0,015	0,000	Valid
	DT5	0,886	0,016	0,000	Valid
Entrepreneurial Intention (Y)	NB1	0,771	0,038	0,000	Valid
	NB2	0,759	0,038	0,000	Valid
	NB3	0,811	0,042	0,000	Valid
	NB4	0,785	0,030	0,000	Valid
	NB5	0,806	0,030	0,000	Valid
	NB6	0,824	0,025	0,000	Valid

Variable	Indicator	Outer Loading	Standard Deviation (STDEV)	P Values	Description
	NB7	0,808	0,035	0,000	Valid
	NB8	0,765	0,031	0,000	Valid
	NB9	0,735	0,035	0,000	Valid

(Source: Data processed by researchers, 2023)

Table 2 illustrates the factor loading value (convergent validity) of each indicator. The value of factor loading > 0.7 can be said to be valid. From this table, it is known that all factor loading values of Entrepreneurship Education indicators (X1), Entrepreneurial Environment (X2), Entrepreneurial Motivation (Z), and Entrepreneurial Intention (Y) are greater than 0.7. This indicates that the indicators are valid.

The requirements that are usually used to assess construct reliability are Composite Reliability and Cronbach's alpha must be greater than 0.7 (J. F. Hair et al., 2014). The following are the results of the outer model loading which shows the composite reliability and Cronbach alpha of each construct.

Table 3. Reliability Test Results

	Cronbach's Alpha	Composite Reliability
Entrepreneurship Education (X1)	0,943	0,949
Soft Skill (X2)	0,919	0,933
Double Track (Z)	0,912	0,935
Entrepreneurial Intention (Y)	0,922	0,935

(Source: Data processed by researchers, 2023)

Based on Table 3, the composite reliability value on each construct of Entrepreneurship Education, Soft Skills, Double Track, and Entrepreneurial Intention is greater than 0.7. Thus, based on the calculation of composite reliability, all indicators that measure the dimensions of the variables are declared reliable. Furthermore, the Cronbach alpha value on each construct of Entrepreneurship Education, Soft Skills, Double Track, and Entrepreneurial Intention is greater than 0.7, thus based on the calculation of Cronbach alpha all indicators that measure variables are declared reliable.

Changes in the R-Square value can be used to explain the effect of certain exogenous latent variables on endogenous latent variables. The R^2 value can be used to assess the effect of certain endogenous variables and exogenous variables and whether they have a substantive influence (Ghozali & Latan, 2015). The R^2 results of 0.67, 0.33, and 0.19 indicate that the model is "good", "moderate", and "weak" (Ghozali & Latan, 2015). The R-square results in this study are as follows.

Table 4. Adjusted R Square (R^2)

Endogenous Latent Variable	R Square Adjusted
Double Track (Z)	0,367
Entrepreneurial Intention (Y)	0,437

Source: Data processed by researchers, 2023

P-ISSN 2828-4976
E-ISSN 2808-263X

Research Hypothesis Testing

In the SmartPLS application, the significance value can be determined by looking at the parameter coefficient value and the significance value of the t statistic. The criteria for accepting or rejecting a hypothesis is if the significance value of t-value> 1.96 and or p-value <0.05 at the 5% significance level (α 5%) then Ha is accepted and Ho is rejected, otherwise if the t-value <1.96 and or p-value> 0.05 at the 5% significance level (α 5%) then Ha is rejected and Ho is accepted. The following are the results of hypothesis testing obtained in the study through path coefficients in SmartPLS output

Table 5. Hypothesis Testing

Exogenous	Intervening	Endogenous	Path Coefficient	Indirect Coefficient	T Statistics	P Values	Description
Entrepreneurship Education (X1)		Double Track (Z)	0,361		4,399	0.000	Accepted
Soft Skill (X2)		Double Track (Z)	0,301		3,617	0.000	Accepted
Entrepreneurship Education (X1)		Entrepreneurial Intention (Y)	0,257		2,923	0.004	Accepted
Soft Skill (X2)		Entrepreneurial Intention (Y)	0,267		3,212	0.001	Accepted
Double Track (Z)		Entrepreneurial Intention (Y)	0,252		3,108	0.002	Accepted
Entrepreneurship Education (X1)	Double Track (Z)	Entrepreneurial intention (Y)		0,091	2,244	0,021	Accepted
Soft Skill (X2)	Double Track (Z)	Entrepreneurial intention (Y)		0,076	2,443	0,023	Accepted

(Source: Data processed by researchers, 2023)

H1 is a positive and significant influence between entrepreneurship education on double-track high school students in Pasuruan Regency. Based on Table 4.16, it is explained that the path coefficient is 0.361 with a p-value of 0.000 <0.05 and a t statistic of 4.399 > 1.96. Thus, H1 is accepted. H2 is a positive and significant influence between soft skills on double-track high school students in Pasuruan Regency. Based on table 4.16, it is explained that the path coefficient is 0.301 with a P value of 0.000 <0.05 and t statistics 3.617> 1.96. Thus H2 is accepted. H3 is a positive and significant influence between entrepreneurship education on entrepreneurial intentions in high school students in Pasuruan Regency. Based on Table 4.16, it is explained that the path coefficient is 0.257 with a P value of 0.004 <0.05 and t statistics 2.923> 1.96. Thus H3 is accepted. H4 is a positive and significant influence between soft skills on entrepreneurial intentions in high school students in Pasuruan Regency. Based on Table 4.16, it is explained that the path coefficient is 0.267 with a p-value of 0.001 <0.05 and t statistics of 3.212> 1.96. Thus, H4 is accepted. H5 is a positive and significant influence between double track on entrepreneurial intentions in high school students in Pasuruan Regency. Based on Table 4.16, it is explained that the path coefficient is 0.252 with a P value of 0.002 <0.05 and t statistics 3.108> 1.96. Thus H5 is accepted. Double track mediates the relationship between Entrepreneurship Education and Entrepreneurial Intention. The results

of testing the sixth hypothesis show that the relationship between the Entrepreneurship Education variable and Entrepreneurial Intention through Double track shows an indirect path coefficient value of 0.091 with a statistical t value of 2.244. The calculated t value is greater than the t table (1.960) or p (0.021) <0.05. The above results indicate that H0 is rejected, this means that Hypothesis 6 is accepted. Double track mediates the relationship between Soft Skills with Entrepreneurial Intention. The results of testing the sixth hypothesis show that the relationship between Soft Skill variables with Entrepreneurial Intention through Double track shows an indirect path coefficient value of 0.076 with a statistical t value of 2.443. The calculated t value is greater than the t table (1.960) or p (0.023) <0.05. The results above show that H0 is rejected, this means that Hypothesis 7 is accepted.

Conclusion

Based on the problems that have been formulated, the results of the analysis, and hypothesis testing that has been done, it can be concluded that there is a positive and significant influence between entrepreneurship education on the skills provision program (double track), there is a positive and significant influence between soft skills on the double track program, there is a positive and significant influence between entrepreneurship education on entrepreneurial intention, there is a positive and significant influence between soft skills on entrepreneurial intention, there is a positive and significant influence between the skills provision program (double track) on entrepreneurial intention in high school students in Pasuruan Regency. Skills Debriefing Program (Double track) mediates the relationship between Entrepreneurship Education with Entrepreneurial Intention, Skills Debriefing Program (Double track) mediates the relationship between Soft Skills with Entrepreneurial Intention.

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P-ISSN 2828-4976
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