

The Contribution of Social Media Use, Creativity, and Entrepreneurial Interest to Vocational High School Students' Entrepreneurial Readiness

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In addition to work, vocational high school also aims to prepare graduates for entrepreneurship. Therefore, schools are required to equip their students with skills and abilities to become young entrepreneurs after graduation. This study aimed to determine the contribution of the use of social media, creativity and entrepreneurial interest as a mediator in entrepreneurship readiness of vocational high school students. The study design used a correlational quantitative approach involving 114 students. The research instrument used a questionnaire, then the data were analysed by path analysis. The research findings showed that: 1) the use of social media and student creativity had a significant effect on entrepreneurial interest; 2) the use of social media had no effect on entrepreneurial readiness; 3) student creativity and interest in entrepreneurship had a significant effect on entrepreneurial readiness; 4) the use of social media through entrepreneurial interest had a significant effect on entrepreneurial readiness; and 5) student

creativity through entrepreneurial interest did not significantly influence entrepreneurship readiness. With these findings, it was advisable for schools to pay attention to these factors in order to increase students' readiness to become successful entrepreneurs.

Keywords: social media, creativity, entrepreneurial interest, entrepreneurial readiness

1. Introduction

One of the goals of vocational education is as a means for job creators (Mukhadis, 2013). Therefore, in addition to producing graduates who are ready to work, education in vocational high schools must also be able to equip their students with the ability to become entrepreneurs. Data compiled by the Central Bureau of Statistics (BPS) in August 2018 recorded that the level of open unemployment (TPT) from vocational high school graduates reached 11.24% (BPS, 2018).

Frincess (2011) stated that a country is categorised to be prosperous if 2% of the population work as entrepreneurs. The mindset that develops in the community is work is to become a permanent employee with a monthly salary, such as civil servants, office employees and government or employees in a company. Therefore, this mindset must be shifted from a job seeker to a job creator (Mukhadis, 2013; Wijayanti, et al 2016).

The presence of social media today has changed the mindset of vocational students for entrepreneurship. Utilisation of social media is believed to reduce the risk of failure and offer convenience in promoting products or services to be marketed. According to Kartajaya (2008), the use of the internet can help expanding networks for entrepreneurs to become more successful. Increasing social media users such as Facebook, Twitter, Instagram and WhatsApp, increases the number of new businesses which are released through social media (Alfaruk, 2016).

In addition to the use of social media, creativity is also one of the factors that influences the interest or entrepreneurial readiness of vocational high school students. Creativity is one of the foundations of one's professional abilities, which can help combine tradition and innovation to create a balance between existing design rules and new technology (Sadikova et al, 2016). Alma (2013) stated that the main capital to become a successful entrepreneur includes creativity, tenacity, enthusiasm and an unyielding mentality. Creative entrepreneurs will be able to provide added value and find business ideas easily (Wijayanti, et al 2016).

Light Vehicle Engineering (translated as *Teknik Kendaraan Ringan* or TKR) is one of the competencies in Vocational High Schools. This expertise competency specifically aims to equip students with the skills, knowledge and attitudes to be competent in the automotive field. In general, the skills taught in this competency are the maintenance and repair of components in automotive light vehicles, such as in the chassis, engine and automotive electricity.

The automotive industry in Indonesia has experienced a significant increase from year to year. It causes an increase in the number of vehicles both motorcycles and cars on the streets. This condition can be a great opportunity for Light Vehicle Engineering graduates to open businesses in the automotive field. Several business opportunities are in accordance with the expertise, namely (1) car and motorcycle engine repair shops, (2) body repair workshops; (3) car air conditioning installation and services; (4) buying and selling spare parts or car accessories; (5) buying and selling used cars and others.

The use of social media, creativity and entrepreneurial interest of the students can prepare vocational high school graduates to become entrepreneurs. However, these factors need to be studied further through a study, especially on Light Vehicle Engineering competency in Bangkalan regency. This study aimed to: 1) determine the contribution of the use of social media and creativity to the entrepreneurial interest of vocational high school students; 2) determine the contribution of the use of social media, creativity and entrepreneurial interest to vocational high school students' entrepreneurship readiness; and 3) know the presence or

absence of indirect effects from the use of social media and creativity through entrepreneurial interest in vocational high school students' entrepreneurial readiness. The results of this study can later be used as input for teachers or the school to pay attention to these factors in order to foster student interest in entrepreneurship and prepare them to become successful entrepreneurs in the future.

2. Research Method

2.1 Research Design

The design in this study uses quantitative correlational study with path analysis. This study aimed to determine the scale of the influence of the independent variable (exogenous) on the dependent variable (endogenous) either directly or indirectly. Thus, path analysis was used to predict the scale of each effect. The independent variables in this study were the use of social media (X1) and creativity (X2), entrepreneurial interest (Y) as intervening variables (Y) and entrepreneurial readiness as the dependent variable (Z). The design of this study can be seen as shown below:

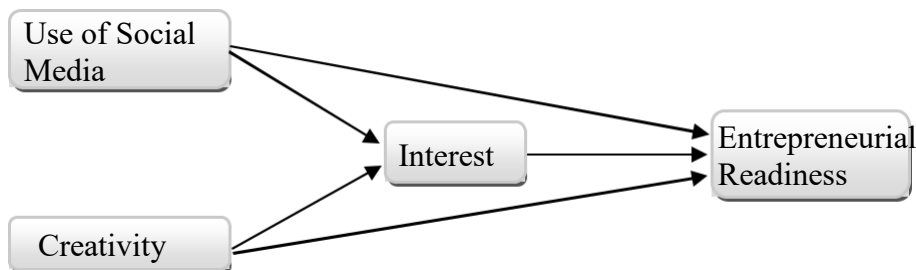


Figure 1. Research Design

2.2 Population and Sample

The population in this study were vocational high school students, especially in Light Vehicle Engineering competency in Bangkalan regency, both in public and private vocational high schools. The total population of 158 students was spread across 4 schools. The sampling

technique used proportional random sampling (Riduwan & Kuncoro, 2014) with a significance of 5%, so a total sample of 114 students was obtained.

2.3 Data Collection Technique

Data collection was done through documentation and questionnaire. Documentation was used to obtain secondary data from documents, books, or records in schools which contain the number of students and so on. While the questionnaire was used to collect primary data for each variable, namely, the use of social media, creativity, interest and also the entrepreneurial readiness of students. Overall, the questionnaire in this study used a Likert scale with four categories of choices, namely: strongly agree (4); agree (3); disagree (2); and strongly disagree (1). The development of questionnaire instruments in this study can be seen in the following Table 1:

Table 1. Research Instrument

No.	Variable	Indicator	Reference
1.	The Use of Social Media (X1)	Means of Communication	Maharani, et.al, 2012;
		Source of Information	Stolka & Tomski, 2015
		Means of Promotion	Alfaruk, 2016
2.	Creativity (X2)	Curiosity	Pratiwi et.al, 2017;
		Challenging routine	Zimerer, 2008
		High imagination	
3.	Entrepreneurial Interest (Y)	Interest	Alfian et.al, 2019
		High Eagerness	Lestari, 2012

Motivation

-
4. Entrepreneurial Readiness (Z) Full of confidence Suryana, 2011
 Have initiative
 Leadership mentality
 Risk-taker
-

2.4 Data Analysis

Data analysis was performed by path analysis to determine the contribution of independent variables to the dependent variable, both directly and indirectly. The data collected was analysed using SPSS 20 with a significance value of 5%. Decision making was done by comparing the significance value obtained with a significance of 5%. If the significance value ≤ 0.05 , then H_a was accepted and H_0 was rejected, which means that there was a significant influence of the independent variable on the dependent variable.

3. Result and Discussion 3.1

Hypothesis Test

3.1.1 Test of Model I

Test of model I was used to test the effect of the use of social media (X1) and creativity (X2) on entrepreneurial interest (Y). Regression analysis using SPSS obtained output for model I as follows: the significance value of each variable $X_1 = 0.000$ and $X_2 = 0.000$ less than 0.05. These results indicated that 1) the use of social media had a significant effect on entrepreneurial interest; and 2) student creativity had a significant effect on entrepreneurial interest. The R^2 value in the Summary model table was 0.640, it showed that the contribution of X_1 and X_2 was 64% while the remaining 36% was influenced by other variables which were not examined. For the value of e_1 , look for the formula $e_1 = \sqrt{1-0.64} = 0.6$. Figure 2 below shows the path diagram of the model I:

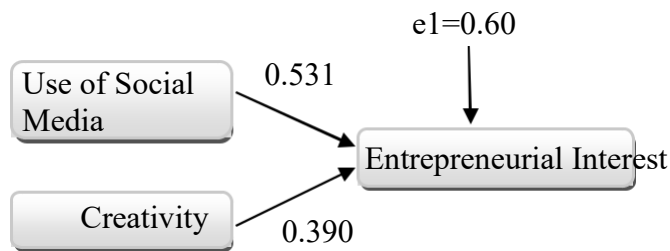


Figure 2. Path of Model I

3.1.2 Test of Model II

Test of model II was used to test the effect of the variable use of social media (X1), creativity (X2) and entrepreneurial interest (Y) on entrepreneurial readiness (Z). Regression analysis results using the SPSS program obtained regression output for model II as follows: the significance value of each variable X1 = 0.937, X2 = 0.000 and Y = 0.001. These results indicated that: 1) the use of social media had no effect on entrepreneurial readiness; 2) student creativity had a significant effect on entrepreneurial readiness; and 3) students' entrepreneurial interest had a significant effect on entrepreneurial readiness. The R² value in the Summary model table was 0.612, which showed that the contribution of X1, X2 and Y is 61.2% while the remaining 38.8% was influenced by other variables which were not examined. For the e2 value was found by the formula $e2 = \sqrt{1-0.612} = 0.62$. Figure 3 below shows the path diagram for model II:

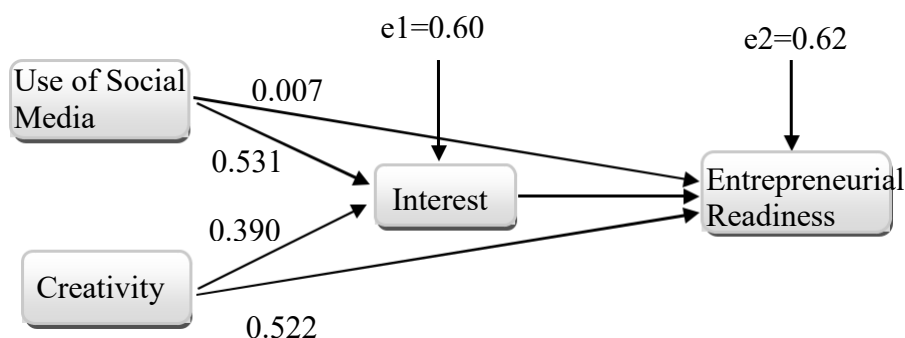


Figure 3. Path of Model II

3.1.3 Analysis of Indirect Effect

This analysis was used to find out if there were indirect effect of the independent variables of the use of social media (X1) and students' creativity (X2) through entrepreneurial interest (Y) towards the entrepreneurship readiness of vocational high school students. Therefore, the path coefficient multiplication was performed as in the following table:

Table 2. Path Coefficient and Relationship between Variables

No.	Variable	Path Coefficient	Sig < 0.05	Explanation
1.	X1 [□] Y	0.531	0.000	Significant
2.	X2 [□] Y	0.539	0.000	Significant
	X			
3.	1 □□z	0.007	0.937	Insignificant
	X			
4.	2 □□z	0.522	0.000	Significant
5.	Y [□] Z	0.329	0.001	Significant
	X			
6.	1 □Y□z	0.182		Significant
	X			
7.	2 □Y□z	0.699		Insignificant

1. Effect X1 through Y to Z

It was known that the direct effect of X1 on Z was 0.007. While the indirect effect was the multiplication between the path coefficient X1 to Y with the path coefficient Y to Z which was $0.531 * 0.329 = 0.175$. Thus, the total effect was the number of direct and indirect effect, namely $0.007 + 0.175 = 0.182$. These results indicated that the indirect effect of 0.175 was greater than the direct effect of 0.007. It means that the effect of the use of social media through

entrepreneurial interest in entrepreneurship readiness was significant. With the high interest in entrepreneurship, the use of social media would be able to shape and increase one's readiness for entrepreneurship.

2. Effect X2 through Y to Z

It was known that the direct effect of X2 on Z was 0.522. While the indirect effect was the multiplication between the path coefficient X2 to Y with the path coefficient Y to Z which was $0.539 * 0.329 = 0.177$. Thus, the total effect was the total of direct and indirect effect, namely $0.522 + 0.177 = 0.699$. These results indicated that the direct effect of 0.522 was greater than the indirect effect of 0.177. It means that the effect of the creativity through entrepreneurial interest in entrepreneurship readiness was insignificant. It means that with the creativity itself, it could be the main capital for entrepreneurial readiness, without having to be based on the entrepreneurial interest. With the high interest in entrepreneurship, the use of social media would be able to shape and increase one's readiness for entrepreneurship.

3.2 Discussion

Analysis in model I showed that the use of social media and creativity contributed significantly to students' entrepreneurial interest. These results are in line with previous research (Alfaruk, 2016) which found that the use of social media can increase interest in entrepreneurship. Social media is not only limited as a source of information or a means of communication, but also as a means to promote various types of businesses in the form of products or services. As a source of information, the role of social media is important for finding and selecting information, taking into account market opportunities and risks, so that decisions can be made regarding the business being run (Maharani et al, 2012; Stolka & Tomski, 2015). The more often a person accesses social media such as Facebook, Instagram, WhatsApp and others, the more it will have an impact on the emergence of the psychological impulse in the person to become an entrepreneur.

On the other hand, the results of this study are also in line with previous studies (Kusmintarti et al., 2017; Ndofirepi et al., 2018;) who found that there is a positive correlation between creativity and entrepreneurial interest. According to Zampetakis & Moustakis (2006), students' self-perception of creativity can predict an increase in students' interest in entrepreneurship. Creative students tend to have the desire to build a new business in the future, in other words creativity can build students' positive thinking towards entrepreneurship.

Analysis in model II showed that creativity and entrepreneurial interest contributed significantly to student entrepreneurial readiness, while the use of social media did not. This result is in line with the findings by O'Brien & Murray (2015) that creativity, innovation and entrepreneurship are three related things. To be competitive, an entrepreneur or businessman must be able to produce creative solutions and innovative products. In addition, according to Jiboye et al. (2019) creativity is one of the main keys to make innovation in the community. To be a successful entrepreneur, a person is required to have high creativity.

Creativity can be said as the starting point of innovation (Zampetakis & Moustakis, 2006). A creative person is able to find new ideas, create opportunities and is also ready to overcome any problems encountered. The curriculum at the vocational high school must be able to accommodate each student's creativity and not limit the creativity. Related to entrepreneurship, one way to improve the creativity of vocational high school students is to integrate the school curriculum with a developing creative industry or what is called by the entrepreneurial-based creative industries (EBCI) learning model (Setiadi, et al, 2018).

4. Conclusion

Based on the results of the study, several conclusions can be drawn as follows: 1) there was a significant influence of the use of social media on vocational high school students' entrepreneurial interest; 2) there was a significant influence of creativity on vocational high school students' entrepreneurial interest; 3) there was no significant influence of the use of social media on vocational high school students' entrepreneurial readiness; 4) there was a



significant influence of creativity on vocational high school students' entrepreneurial readiness; 5) there was a significant influence of entrepreneurial interest in vocational students' entrepreneurial readiness; 6) the effect of the use of social media through entrepreneurial interest in vocational high school students' entrepreneurial readiness was not significant; and 7) the effect of students' creativity through entrepreneurial interest in vocational high school students' entrepreneurial readiness was significant.

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