

The Influence of Entrepreneurship Learning And Individual Commitment Toward Achievement Motivation And Its Impact on The Interest of Business Establishment For Vocational High School Students In Makassar, Indonesia

Andi Amrullah Djaya¹, Chalid Imran², Romansyah Sahabuddin³

^{1,2,3}Economics Department, Universitas Negeri Makassar, Indonesia,

Corresponding Author: Andi Amrullah Djaya

Abstract: This study aimed at reviewing attitude and behavior of Vocational High School students in Makassar city by analyzing causal relationships between entrepreneurship learning, individual commitment, achievement motivation and the interest of business establishment. In this study, survey method was used as an approach to 4000 vocational high school students in Makassar city as population. The sample was obtained through Malhotra formula by multiplying all indicators or question items with five and the research sample was 200 students. The questionnaire was used as a technique of data collection, and Structural Equation Model (SEM) was used as an analysis. The result of the analysis showed that there was a significant influence on entrepreneurship learning and individual commitment to the interest of business establishment. The relationship was influenced both directly and indirectly through achievement motivation. It was concluded that entrepreneurship competencies influenced the interest of vocational high school students in Makassar to establish the business. The entrepreneurship competencies were entrepreneurship learning, individual commitment, and achievement motivation.

Keywords: Entrepreneurship competency, interest, business establishment

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I. Introduction

A successful vocational high school was determined by three components namely education process, the production that produced output, and benefit of production or outcome. The successful would be realized if the vocational high school could create the curriculum that was not based on reinforcement of ability and skills only, but also the curriculum that could develop entrepreneurship character (life skill). Later, the alumnus would not be work seekers, but they would be the job creator. It was hoped that learning process would be effective and the students could pass the process meaningfully. It would be realized if they were able to finish their tasks that was oriented toward needs, life and work demands.

Entrepreneurship competency of vocational high school students was showed through entrepreneurship personality that was oriented toward the ability to find out, to assess and to use business opportunity through creativity and innovation. However, in fact, not all of the vocational high school students could use their creativity to create innovation for the business opportunity, and they were still oriented on work seekers. It was indicated that the students had low competency because of their entrepreneurship personality.

Education process was the activity to establish the personality of a person to have attitude and behavior as the accumulation of physical and psychological element in the form of the person's character. The character of entrepreneurship personality was attitude and behavior that was oriented toward creative and innovative efforts through idea or opinion. Then, the resources are gathered to find out opportunity and life preparation. The condition could be solved by emphasizing the character of entrepreneurship education that could internalize attitude and behavior for entrepreneurship spirit and life.

This study aimed at finding out the causal relationship among construct variables through some matters. The first was to find out whether there was the influence of entrepreneurship learning and individual commitment to the achievement motivation of vocational high school students in Makassar city. The second was to find out whether there was the direct influence of entrepreneurship learning, individual commitment and achievement motivation in the plan of the business establishment by vocational high school students in Makassar city. The last was to find out whether there was the indirect influence of entrepreneurship learning, individual commitment and achievement motivation on the plan of the business establishment by vocational high school students in Makassar city.

II. Literature Review

The term of learning could be said as a process that could establish a person's attitude and behavior by involving mental or psychological activities and doing dynamic interaction with the environment to change the management of understanding. It was in line with the statement of [1] that learning was a process of intentionally acted, it created changes, and the condition differs from the changes created by others. Besides, it is stated that learning was a form of changes in individual behavior that was different from before and after learning [2]. The changes were happened because of experiences or exercises and different because of instinctive reflection or behavior. From the definition of learning above, it was concluded that learning was changes of a person in his attitude, behavior, and way he thought to do something.

Furthermore, the commitment was from Latin "committee" that meant to combine, to unite, to believe and to do [3]. Furthermore, it is stated that commitment was something that caused someone could survive to work in a company, and it was done with sincerity and pleasure [4]. According to [5] commitment was a description or a form that was identified with promise or relationship of a particular action. Furthermore, commitment is identification feel (belief to organization values), involvement (readiness to do the best for the organization) and loyalty (willingness to be the member of the organization) of a member to his or her organization [6]. It is stated that to reach successful, someone must have a self-commitment that was based on intention or passion, discipline, and courage [7]. Individual commitment was the practical reason to choose freely whether profit or loss in relation to the improvement of business values and objectives [8]. Thus, the commitment was a figure or form that was often identified to promise or relationship of specific action based on individual intention.

Motivation was related to the stimulus or activator. Motivation was a stimulus from oneself because of some factors namely attitude object, needs and willingness to reach something. Thus, a strong motivation could influence a person's behavior to do something. There were some opinions about the definition of motivation by experts. Motivation had two factors namely internal factor because of needs and willingness, and external factor that involved stimulus in doing something [9]. Someone with motivation to have high achievement, he tends to do something that was oriented toward success, advanced, challenge with risk, and reliable [0]. The vocational high school students were incused to realize their ability and skills at vocational school as interest to establish a business.

III. Research Method

1.1. Population and Sample

Population in this study was students of the vocational high school in Makassar city, and they were still active in the academic year 2015. There were 4000 students spread at 13 vocational high schools in Makassar. The sample was taken from [11] that sample was taken by multiplying all of the variables with 5. The maximum was by multiplying all of the variables with 10. Thus, the minimum sample was (5 x 36) or maximum sample (10 x 36). Based on the interval of minimum and maximum sample, this study took 200 vocational high school students in Makassar as the sample.

1.2. The Technique of Data Collection

Data collection was done through questionnaire and variables in this study namely entrepreneurship learning, individual commitment, achievement motivation, and interest of business establishment.

1.3. The technique of Data Analysis

The data analysis that was used to review the causal relationship between the construct variables in this study was Structural Equation Model (SEM). Each construct variable was established through dimension and indicator. Exogenous variable (ξ) consisted of entrepreneurship learning variable (ξ_1), and individual commitment (ξ_2). Endogenous (η) consisted of achievement motivation variable (η_1) and interest in the business establishment (η_2). Further, reviewing was done through the empirical test of the hypothesis by using Structural Equation Model (SEM) with software Lisrel Version 8.5. SEM analysis aimed to explain the direct and indirect impact of exogenous variables on endogenous variables and endogenous variables to other endogenous variables.

IV. Results

Based on Structural Equation Model (SEM) analysis, there was a diagram figure of the full model route as follows.

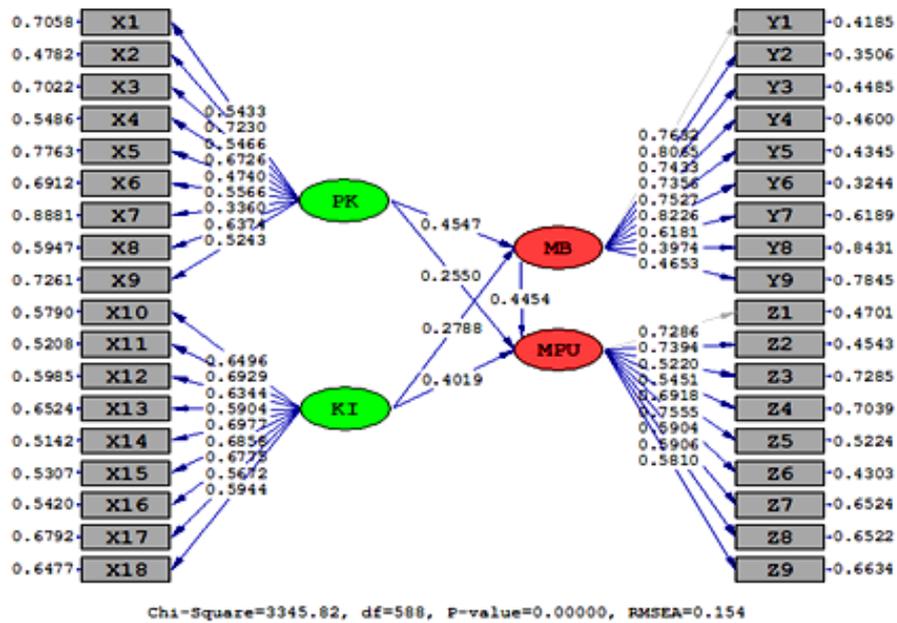


Figure 1. Diagram of Full Model Route

There were some function of equation from Structural Equation Model (SEM) namely: Equation I

Based on data analysis through software LISREL, there was structural formula as follows:

$$\eta_1 = \gamma_{11} \xi_1 + \gamma_{12} \xi_2 + \zeta_1 \dots \dots \dots 1)$$

$$MB = 0.4547 * PK + 0.2788 * KI, \text{ Errorvar.} = 0.6254, R^2 = 0.3746$$

(5.5700) (3.6608)

$$\eta_2 = \gamma_{21} \xi_1 + \gamma_{22} \xi_2 + \beta_{21} \eta_1 + \zeta_2 \dots \dots \dots 2)$$

$$MPU = 0.4454 * MB + 0.2550 * PK + 0.4019 * KI, \text{ Errorvar.} = 0.2188, R^2 = 0.7812$$

(5.8691) (3.7720) (6.1985)

From the equation above, there was the number in () that was a route coefficient value of T. It showed significant level from the influence of independent variable to dependent variable. If route coefficient value of T was higher than critical T in which $\alpha: 0.05$, there would be the significant influence.

Analysis result through robust maximum likelihood method showed the diagram of the full model route as seen in figure 1 above. Mathematically, the structural equation model could be shortened through this table below.

Table 1. Decomposition of Influence between Variables

Influence among Variables	Direct and Indirect Influence			Total
	Direct	Indirect through motivation	Achievement	
PK -- MB	0.4547	-		0.2068
PK -- MPU	0.2550	0.4547 x 0.4454 = 0.1934		0.2025
KI -- MB	0.2788	-		0.0777
KI -- MPU	0.4019	0.2788 x 0.4454 = 0.0947		0.1242
MB -- MPU	0.4454	-		0.1984

Source: data collection, 2016

The value in each route on full diagram model above showed the value of direct and indirect influence between construct variables partially. The direct and indirect influence was 0.4547 that was shown through route coefficient of entrepreneurship learning variable to achievement motivation. The contribution of partial influence is (0.4547 x 0.4547 = 0.2068) or 21%. The route coefficient of individual commitment to achievement motivation was 0.2788. The contribution of partial influence is (0.2788 x 0.2788 = 0.0777) or 7.8%. There was

also the contribution of total influence simultaneously showed through the value of R² based on the equation I above was 0.3746 or 38%. Further, the value of T on route coefficient was greater than the value of critical T where σ : 0.05 and df: 200. The value of critical T was 1.96. Thus it was said that both variables of entrepreneurship learning and individual commitment partially influenced the interest to establish the business. It showed that the first hypothesis was accepted. The contribution of the influence of entrepreneurship learning and individual commitment to the achievement motivation showed that R² = 0.3746 or 38% and the remaining was 1 - R² = 62%, and other factors outside this study explained it. Partially, both variables namely entrepreneurship learning and individual commitment had the significant and direct influence on the achievement motivation. It was shown with the value of t that was greater than the critical value of t as much as 1.96 where α : 0.05.

Partially, entrepreneurship learning had the direct and positive influence to the achievement motivation that was shown with a calculated value of T was higher than the critical value of T. It showed that entrepreneurship learning in this review was established through three dimensions namely orientation of creativity, innovation, and courage to get risk. Meanwhile, achievement motivation had three dimensions namely orientation of success, advanced and robust. Both variables had the decisive influence or in other words, the better quality of entrepreneurship learning among vocational high school students in Makassar, the higher motivation they had for better achievement. In contrast, the poorer of quality in entrepreneurship learning of vocational high school students, the lower motivation they had for achievement.

Another result of the analysis showed that there was the partial influence of individual commitment to achievement motivation. Individual commitment in this study was established through three dimensions namely passion or intention to maintain business values and objectives, discipline, and courage to run the business. It was also said that vocational high school students in Makassar generally had achievement motivation based on consistent and robust willingness to maintain entrepreneurship values and objectives.

The second hypothesis tested the influence of entrepreneurship learning, individual commitment and achievement motivation in the plan of the business establishment by vocational high school students in Makassar city. The direct influence of entrepreneurship learning on the interest of business establishment based on route coefficient was 0.2550 with the contribution of partial influence ($0.2550 \times 0.2550 = 0.0650$) or 7%. Further, individual commitment influence the interest of business establishment that showed with route coefficient was 0.4019 with the contribution of partial influence ($0.4019 \times 0.4019 = 0.1615$) or 16.2%. Meanwhile, the influence of achievement motivation on the interest of business establishment that showed with route coefficient was 0.4454 with the contribution of partial influence ($0.4454 \times 0.4454 = 0.1984$) or 20%. There was also the contribution of simultaneous influence as showed in equation II where the value of R² was 0.7812 or 78%.

The third hypothesis tested the influence of entrepreneurship learning and individual commitment to the interest of business establishment through achievement motivation of vocational high school students in Makassar. It was shown that variable with influence to the interest of business establishment had direct and indirect influence. The variable with direct influence on the dominant interest of business establishment was variable of achievement motivation (44.5%), and it was followed by the variable of individual commitment (40.2%). Meanwhile, variable with smallest direct influence on the interest of business establishment was entrepreneurship learning (25.5%). Further, the total influence that was dominant to the variable of interest of business establishment was variable of entrepreneurship learning. It was 0.025 or 20% directly and indirectly through achievement motivation and followed by the total influence of individual commitment was 0.1242 or 12% directly and indirectly through achievement motivation. Thus, it could be stated that the third hypothesis was accepted here the entrepreneurship learning and individual commitment partially had the indirect influence on the interest of business establishment. While on route coefficient of achievement motivation to the interest of business establishment, there was 0.4454 with partial influence ($0.4454 \times 0.4454 = 0.1984$) or 20%. Partially, the variable of achievement motivation influenced the interest of business establishment.

V. Discussion

Based on the result, it showed that entrepreneurship learning in vocational high school in Makassar generally could create entrepreneurship character that led students to have attitude and behavior on the interest of business establishment. It was shown by the frequencies of responses for each question item that related to the dimension of entrepreneurship learning, namely creativity, innovation and courage to take risks. Those were categorized as quite supportive. Meanwhile, entrepreneurship learning showed positive influence on the interest of business establishment. It was indicated that entrepreneurship character could be established through education and training process. It could change the perception of some people about successful that was supported by talent or descendant. Furthermore, analysis result proved that individual commitment influenced the interest of business establishment. The individual commitment of vocational high school students in Makassar also gave the contribution to the interest of business establishment through information needs, self

effication, and ability to determine business direction and objectives. A strong passion or intention, discipline, and courage could establish intention of vocational high school students in Makassar to find out information related to the business they want to establish. There was also the strong confidence in the ability that they had to establish business and ability to determine future business.

Achievement motivation in this study was established through dimension namely orientation of success, forward, and reliable. Those were indicated that strong stimulus to reach achievement could be showed by attitude and behavior of someone to be the success as planned and to be healthy to reach the destination. The result of the study showed that there was the significant and positive influence of achievement motivation toward the interest of business establishment by vocational high school students in Makassar. It showed that vocational high school students in Makassar generally had success and forward-oriented and challenging. Thus it gave impact to the passion or interest of business establishment. Some experts argued that achievement motivation be one of the determinant factors in reaching objectives. Achievement motivation was related to the stimulus or strength inside people to create achievement.

VI. Conclusion

Based on the result of analysis above, it was concluded that entrepreneurship learning model by vocational high school students in Makassar and individual commitment gave the contribution to the creation of students' competencies that led them to establish the business in the future. Suggestion for vocational schools was they need to create methods for entrepreneurship learning that was not only emphasized to knowledge and skills, but also on character development of entrepreneurship through teachers' role. They could deliver not only learning the material but also have to experience in the business field. Thus the internalization process could be done well. Vocational schools should also have a measurement in preparing teaching method that could accommodate the students' needs in determining how to start the business.

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