Analysis of the Relationships of Industrial Work Practices, Knowledge, and Entrepreneurship Readiness: A Study of Tourism Vocational School Student Competency in Developing Tour Travel Packages

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ABSTRACT

Study aims to describe and analyze the factors that influence the entrepreneurial readiness of Tourism Vocational Schools in East Java in the skills to arrange travel packages for overland routes and for more than one day. This type of research is ex post facto research with path analysis testing techniques. Data collection techniques using observation methods, giving written tests and questionnaires. Data analysis was carried out using descriptive, measurement model, and structural analysis. To stakeholders in entrepreneurship learning and travel business expertise competencies to further improve the quality and quantity of their learning so that vocational students have a more reliable quality of work readiness. The importance of teaching entrepreneurship in the SMK curriculum and its relevance in the subject curriculum. A review of the current provision for entrepreneurship in subject programs suggests that despite the substantial inclusion of the topic in the program, there may be potential for course teams that currently do not offer this aspect to consider reasons for its inclusion in their curricula.

INTRODUCTION

The Central Statistics Agency (BPS) in February 2021 revealed that the highest Open Unemployment Rate (TPT) was contributed by SMK graduates, reaching 8.53\%. This deserves attention considering that vocational graduates are expected to be directly accepted into the world of work (Roadmap for Vocational Education in Indonesia 2017-2025). The Open Unemployment Rate (TPT) is a measure of unemployment in the workforce or the labor market that does not absorb it.

The President of the Republic of Indonesia in 2016 by issuing Presidential Instruction number 9 concerning the revitalization of vocational education. Vocational education revitalization that 21st century learning and instilling an entrepreneurial spirit (entrepreneurship) is an important point in learning activities in SMK, (DitPSMK, 2016). Entrepreneurship can be a solution independently or for others. Entrepreneurship can reduce unemployment in Indonesia because it requires employees for the type of business to be run. Entrepreneurship aside from being a solution to the problem of increasing unemployment, it can also be useful in improving people's welfare and increasing the country's foreign exchange (Abdullah & Septiany., 2019).

Deputy Minister of Tourism and Creative Economy of Indonesia said that there was growth in tourism in 2013. This was due to international tourists traveling to Indonesia in 2013 there were 8.8 million tourists. This means that only approximately 0.008\% of the...
number of international tourists coming to Indonesia. Even so, this increase was above the world average or the average in the Asia Pacific region, namely 9.42%. Source from East Java Province Tourism Statistics 2021 The number of foreign tourist visits to East Java Province in 2021 was 689 visits. The Minister of Tourism and Creative Economy explained in the World Economic forum releasing the International Travel and Tourism Index stating that Indonesia's tourism competitiveness is now ranked 74th out of 139 countries. This shows an increase of 7 ranks from the results of the previous survey in 2009. Tourism products are products that have high complexity, this is what distinguishes them from industrial and manufacturing products. It is from this peculiarity that makes tourism products unique and requires more special treatment, where good attention is needed to planning, development, management, and the results of the tourism industry are services that are utilized by tourists in making tourist trips from departing trips to visiting tourist areas. selected, and return home (Coduras et al., 2016). This is an opportunity for graduates to start entrepreneurship, especially in the tourism sector.

The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) launched the Independent Curriculum in 2021. The independent learning curriculum is a refinement of the 2013 curriculum. The Independent Curriculum was previously known as the Prototype Curriculum and has been implemented since the 2021/2022 Academic Year. One of the policies contained in this curriculum is dual system education (PSG) which carries out industrial work practice activities (Prakerin). The dual system education policy is a policy adapted from education in Germany and began to be implemented in the 1994/1995 school year until today. This policy was implemented by directing all Vocational High Schools (SMK) to cooperate and establish relations with the industrial world. Based on this statement it can be interpreted that vocational high schools carry out the educational process in two places, namely in schools and industries. Implementation of internship will be very beneficial for students in gaining knowledge about business management. Cooperation between schools (SMK) and industry is a strategic step in providing soft skills (Daniel et al., 2017), especially in the field of entrepreneurship so that students are ready and courageous in entrepreneurship. There are three provisions that are very important in influencing work readiness, namely: (1) mental readiness; (2) readiness of knowledge and skills; and (3) resource readiness. Mental readiness consists of: (a) confidence; (b) focus on targets; (c) identify and address risks; (d) work hard; (e) always trying to innovate; and (f) responsibility (Din et al., 2016).

One of the other supporting factors for entrepreneurship readiness is students' knowledge of the field of entrepreneurship. Entrepreneurial knowledge is the knowledge of how to build a value in achieving success in opening a business with creativity, determination in taking business opportunities and daring to take risks and trying to find out what are the basic factors of success in achieving success (Andayani & Amir., 2019). Education can be obtained through experience, information input through the five senses, memory, and becomes a continuous process throughout life (Gerry et al., 2008).

Competence is something that is achieved or obtained by students with their efforts or thoughts expressed in the form of mastery of material, knowledge, and basic skills (Purwanto, 2011). The preparation of tour packages is an aspect of competence that is quite important. This is because planning in the preparation of travel packages is the most important thing that determines the quality of tour package products sold to consumers. A tour package is considered quality if the travel destination plans that have been arranged can be implemented according to the plans and expectations of consumers. The quality of a product will be able to determine the survival of a business (Ginting et al., 2011; Lai, 2015). Business in the tourism sector is a business that demands high quality so that many elements are correlated with each other with the aim of providing satisfaction to consumers (Lestari & Siswanto., 2015). Based on the description above, the author wants to know how the
influence and interrelationships between industrial work experience (PP), entrepreneurial knowledge (PW), competence in preparing tour packages by land and more than one day (KMP), and entrepreneurial readiness (KW) through this research.

**RESEARCH METHOD**

The type of research used is ex post facto research conducted using a quantitative approach through descriptive analysis. The purpose of the research methods and approaches used in this study is to measure various existing symptoms without investigating the causes of these symptoms. The main data in this study were collected through a questionnaire. When viewed from the elaboration that has been submitted, this research includes correlation research. This is because the purpose of this study is to determine the correlation between two or more variables. In this study, the exogenous variables (independent variables) used were apprenticeship experience (PP) and entrepreneurial knowledge (PW), the endogenous variable (dependent variable) used in this study was entrepreneurial readiness (KW), and the intervening variables in this study were basic competency in compiling land route travel packages for more than one day (KMP). This research was conducted in the even semester of the 2022/2023 academic year at 6 tourism State Vocational Schools in East Java with A accreditation and were considered quite representative as representatives of each region. State Vocational High Schools where the sample was taken were SMKN 10 Surabaya (wilker 1), SMKN 1 Trowulan Mojokerto Regency, SMKN 1 Malang City, SMKN 2 Kediri City (wilker 3), SMKN 4 Madura City, SMKN 1 Magetan (wilker 4) with a total population of 306 students. Based on the slovin formula using a margin of error of 5%, a sample of 174 students was obtained. The data used in this study is primary data, which is data taken directly from the results of distributing questionnaires via links in measuring internship experience variables and entrepreneurial readiness as well as using the test method in measuring entrepreneurial knowledge variables and learning outcomes of basic competencies in preparing tour travel packages more than one day to respondents via google form, in class XII UPW students at 6 State Vocational Schools in East Java in 2022/2023.

**RESULTS AND DISCUSSION**

**Results**

Hypothesis testing in this study was carried out based on the results of the PLS SEM analysis. The following is a summary of the results of hypothesis testing in this study.

**Table 1. Hypothesis testing results**

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Results</th>
<th>Conclusion</th>
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<tbody>
<tr>
<td>1. There is a positive and significant direct effect of PP on KMP. Class XII students of the Vocational High School travel business expertise program in East Java.</td>
<td>Koef Line = 0.177; t Statistics = 4.304; p value = 0.000</td>
<td>Accepted</td>
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<tr>
<td>2. There is a positive and significant direct effect of PW on KMP. Class XII students of the Vocational High School Travel Business Expertise Program in East Java.</td>
<td>Koef Line = 0.411; t Statistics = 8.096; p value = 0.000</td>
<td>Accepted</td>
</tr>
<tr>
<td>3. There is a positive and significant direct effect of KMP on the KW of class XII students of the Vocational High School travel business expertise program in East Java.</td>
<td>Line coefficient = 0.251; t Statistics = 3.430; p value = 0.011</td>
<td>Accepted</td>
</tr>
<tr>
<td>4. There is a positive and significant direct effect of PP on KW of class XII students of the Vocational High School travel business expertise program in East Java.</td>
<td>Koef Line = 0.183; t Statistics = 3.479; p value = 0.000</td>
<td>Accepted</td>
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</table>
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<tr>
<td>5 There is a positive and significant direct effect of PW on KW of class XII students of the Vocational High School travel business expertise program in East Java.</td>
<td>Koef Line = 0.068; t Statistics = 0.893; p value = 0.018</td>
<td>Accepted</td>
</tr>
<tr>
<td>6 There is a positive and significant indirect effect of PP on KW through KMP Class XII students of the Vocational High School travel business expertise program in East Java</td>
<td>Line Koef = 0.047; t Statistics = 2.635; p value = 0.004</td>
<td>Accepted</td>
</tr>
<tr>
<td>7 There is a positive and significant indirect effect of PW on KW through KMP class XII students of the Vocational High School travel business expertise program in East Java</td>
<td>Koef Line = 0.041; t Statistics = 2.635; p value = 0.004</td>
<td>Accepted</td>
</tr>
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</table>

Based on Graph 1, the regression line equation is obtained which is expressed in the following equation: Y = -5.874 + 1.414X1. This equation shows that the value of the regression coefficient is positive by 1.414 which means that if entrepreneurial knowledge (X1) increases by one unit, the value of student work readiness (Y) will increase by 1,414 units. If you look at the t-count value of 3.139 it is greater than the t-table value of 2.052. This means that Ho is rejected and Ha is accepted so that "Entrepreneurial knowledge affects the work readiness of SMK students". On the path that shows the effect of KMP on KW, a very significant p value (0.011) is obtained with a t statistic of 3.430 and a positive path coefficient of 0.251, because the p value <0.05; t statistic > 1.96 and the path coefficient is positive, it is concluded that KMP has a positive and significant effect on KW, this means that the better the KMP students are, the higher the readiness of students for entrepreneurship, and vice versa, students with low KMP tend not to have readiness high entrepreneurship.

On the path that shows the effect of PW on KW, the p value is not significant (0.186) with a t statistic of 0.893, because the p value is > 0.05; t statistic <1.96, it is concluded that entrepreneurial knowledge cannot directly influence Entrepreneurial Readiness, this means that students with high entrepreneurial knowledge do not necessarily have high entrepreneurial readiness. On the path that shows the effect of PW on KMP, a very significant p value (0.000) is obtained with a t statistic of 8.096 and a positive path coefficient of 0.411, because the p value <0.05; t statistic > 1.96 and the path coefficient is positive, it is concluded that entrepreneurial knowledge has a positive and significant effect on competence, this means that the better the student's entrepreneurial knowledge, the higher the student's competence, and vice versa, students with low entrepreneurial knowledge tend not to have high competence.

On the path that shows the effect of PP on KW, a very significant p value (0.000) is obtained with a t statistic of 3.479 and a positive path coefficient of 0.183, because the p value <0.05; t statistic > 1.96 and the path coefficient is positive, it is concluded that internship experience has a positive and significant effect on entrepreneurial readiness, this means that the better the student's internship experience, the higher the student's readiness for entrepreneurship, and vice versa, students with low internship experience tend not to have high entrepreneurial readiness.

On the path that shows the effect of entrepreneurial knowledge on entrepreneurial readiness mediated by competence, a p value of 0.004 and a t statistic of 2.635 and a positive path coefficient of 0.041 are obtained. Because the p value <0.05 and t statistic > 1.65 with a positive path coefficient, it is concluded that entrepreneurial knowledge can indirectly influence entrepreneurial readiness mediated by competence. This means that competency can significantly mediate the effect of entrepreneurial knowledge on entrepreneurial readiness. High entrepreneurial knowledge will increase student competency, this high competency will further increase student entrepreneurial readiness.
On the path that shows the influence of Internship experience on entrepreneurial readiness mediated by competency, a p value of 0.004 and a t statistic of 2.635 and a positive path coefficient of 0.047 are obtained. Because the p value < 0.05 and t statistic > 1.65 with a positive path coefficient, it is concluded that Internship experience can indirectly influence entrepreneurial readiness mediated by competence. This means that competency can significantly mediate the effect of Internship experience on entrepreneurial readiness. High Internship experience will increase competence, this high competency will further increase students' entrepreneurial readiness. On the path that shows the effect of PP on KMP, a very significant p value (0.000) is obtained with a t statistic of 4.304 and a positive path coefficient of 0.177, because the p value <0.05; t statistic > 1.96 and the path coefficient is positive, it is concluded that Internship experience has a positive and significant effect on competence, this means that the better the student's Internship experience, the higher the student's competency, and vice versa, students with low Internship experience tend not to have high competence.

Discussion

The first hypothesis in this study was proven and it was concluded that the better the student's Internship experience, the higher the student's competency, and vice versa, students with low Internship experience tend not to have high competence. Based on the results of the analysis in this study, most of the students already have quite good Internship experience, but still need improvement in terms of knowing potential business aspects in the industry and the implementation of competencies in the industry. Thus, to improve student competence, the main effort that needs to be taken is to increase student experience in knowing potential business aspects in the industry and the implementation of competencies in the industry. Based on the description above, the results of this study show that Internship Experience (PP) has a positive and significant effect on student competence, this indicates that the better the student's Internship experience, the higher the competence they have. Students with low Internship experience tend not to have competence according to high expertise (Miswanto et al., 2020).

The second hypothesis in this study is proven and concluded that entrepreneurial knowledge has a positive and significant effect on student competence according to their expertise, this means that the better the student's entrepreneurial knowledge, the higher the competency, and vice versa, students with low entrepreneurial knowledge tend not to have high competence. Research on the effect of entrepreneurial knowledge on skill competence has been carried out by many previous researchers. The results of the descriptive analysis of the scores of students' answers on the knowledge variable showed that students' knowledge of entrepreneurship was good, especially knowledge of business opportunity analysis, understanding product design, understanding intellectual property rights and the work process of making product prototypes, but in terms of product cost analysis and attitude and entrepreneurial behavior still needs improvement. Thus, in order to increase students' interest in entrepreneurship, students' knowledge, especially in terms of production cost analysis and entrepreneurial attitudes and behavior, needs to be improved. By knowing the correct analysis of production costs, the fear of experiencing losses in the future will be reduced, as well as attitudes and behavior in entrepreneurship will be better so as to further increase student competence. Based on the description above, entrepreneurial knowledge has a positive and significant effect on competence, this means that the better the student's entrepreneurial knowledge, the higher the student's competence (Solihati, 2016). Students with low entrepreneurial knowledge tend not to have high competence.

The third hypothesis in this study was proven and it was concluded that the competency in composing travel packages for overland trips and more than a day (KMP) has a positive and significant effect on entrepreneurial readiness, this means that the better the student's competence, the higher the student's readiness for entrepreneurship, and vice versa, students with low competence tend to have low entrepreneurial readiness. The results of this study
succeeded in proving that competency influences student entrepreneurial readiness. Based on the results of the analysis of student answer scores on the KMP variable instrument, it turns out that even though student competency in this productive subject tends to be high, it needs to be improved first because there are still many students who have low competence in one of these indicators. Based on the discussion above, competence has a positive and significant effect on entrepreneurial readiness, this means that the better the student's competency, the higher the student's readiness for entrepreneurship. Students with low competence tend to have low entrepreneurial readiness (Sriannggareni et al., 2020).

The fourth hypothesis in this study was proven and concluded that Internship experience has a positive and significant effect on entrepreneurial readiness, this means that the better the student's Internship experience, the higher the student's readiness for entrepreneurship, and vice versa, students with low Internship experience tend not to have entrepreneurial readiness. The results of this study indicate that internship experience influences the entrepreneurial readiness of SMK students. The higher the student's Internship experience, the higher the student's entrepreneurial readiness. The results of the analysis in this study show that most of the students have had quite good Internship experience, but still need improvement in terms of knowing potential business aspects in the industry and the implementation of competencies in the industry. Thus, to increase student readiness in entrepreneurship, the main effort that needs to be taken is to increase student experience in knowing potential business aspects in industry and competency implementation in industry. Based on the description above, Internship experience has a positive and significant effect on entrepreneurial readiness, this means that the better the student's Internship experience (Supraba & Rahdiyanta., 2013), the higher the student's readiness for entrepreneurship. Students with low Internship experience tend not to have high entrepreneurial readiness.

The fifth hypothesis in this study is proven and it is concluded that entrepreneurial knowledge directly has a positive and significant effect on Entrepreneurial Readiness, this shows students with high entrepreneurial knowledge have high entrepreneurial readiness. The results of this study indicate that entrepreneurial knowledge can directly increase students' readiness for entrepreneurship. Students with high entrepreneurial knowledge have high entrepreneurial readiness. Based on the description above, entrepreneurial knowledge can directly have a positive and significant effect on Entrepreneurial Readiness (Suratno et al., 2020).

The sixth hypothesis in this study is proven and it is concluded that Internship experience has a positive and significant effect on entrepreneurial readiness indirectly through the competency of compiling road trip travel packages for more than a day, this means that the better the Prakerin experience and supporting student competencies, the more high student readiness for entrepreneurship, and vice versa, students with low Internship experience tend not to have high entrepreneurial readiness. The results of this study indicate that internship experience influences the entrepreneurial readiness of SMK students. The higher the student's Internship experience, the higher the student's entrepreneurial readiness. Based on the discussion above, Internship experience has a positive and significant effect on entrepreneurial readiness indirectly through the competency of compiling road trip travel packages overland and for more than a day, this means that the better the student Internship experience, the higher the student's readiness for entrepreneurship (Tarmidi & Ismanto., 2020). Students with low Internship experience tend not to have high entrepreneurial readiness mediated by the competencies students have.

The seventh hypothesis in this study is proven and it is concluded that entrepreneurial knowledge has a positive and significant effect indirectly through the competency of composing road trip travel packages overland and more than a day on Entrepreneurial Readiness, this means that students with high entrepreneurial knowledge certainly have high entrepreneurial readiness. The results of this study indicate that entrepreneurial knowledge can indirectly increase students' readiness for entrepreneurship. Students with high entrepreneurial
knowledge always have high entrepreneurial readiness supported by the competencies of students. The results of this study found competence in composing travel packages for overland tours and more than a day as a mediator of the influence of knowledge on student readiness for entrepreneurship. The knowledge possessed by students must be able to increase their entrepreneurial knowledge so that their entrepreneurial readiness increases (Tehseen et al., 2015). Based on the discussion above, entrepreneurial knowledge can indirectly influence Entrepreneurial Readiness through competence in preparing travel packages for overland tours and more than a day. Students with high entrepreneurial knowledge supported by competencies have high entrepreneurial readiness.

CONCLUSION
From the results of the research that has been done, it can be concluded as follows: (1) Industrial work practice experience (PP) directly and significantly influences the competence of preparing travel packages for overland and more than a day (KMP) class XII students of the business expertise program vocational tourism trips in East Java; (2) Entrepreneurial knowledge (PW) has a direct positive and significant effect on the competence of composing travel packages for overland and more than a day (KMP) class XII students of the Vocational High School travel business expertise program in East Java; (3) Competence in preparing travel packages for overland routes and more than a day (KMP) directly has a positive and significant effect on entrepreneurial readiness (KW) for class XII students of the Vocational High School travel business expertise program in East Java; (4) Experience of industrial work practices (PP) has a direct positive and significant effect on entrepreneurial readiness (KW) of class XII students of the Vocational High School travel business expertise program in East Java; (5) Entrepreneurial knowledge (PW) directly and positively influences entrepreneurial readiness (KW) of class XII students of the Vocational High School travel business expertise program in East Java; (6) Experience of industrial work practices (PP) indirectly has a positive and significant effect on entrepreneurial readiness (KW) through competence in preparing travel packages for overland tours and more than a day (KMP) class XII students of vocational travel business expertise programs in Java East; and (7) Entrepreneurial knowledge (PW) indirectly has a positive and significant effect on entrepreneurial readiness (KW) through the competence to arrange travel packages for overland and more than a day (KMP) class XII students of the Vocational High School travel business expertise program in East Java. Thus, it is suggested to stakeholders in entrepreneurship learning and travel business expertise competencies to further improve the quality and quantity of their learning so that vocational students have a more reliable quality of work readiness. The importance of teaching entrepreneurship in the SMK curriculum and its relevance in the subject curriculum. A review of the current provision for entrepreneurship in subject programs suggests that despite the substantial inclusion of the topic in the program, there may be potential for course teams that currently do not offer this aspect to consider reasons for its inclusion in their curricula. Meanwhile, there is evidence that opportunities related to entrepreneurship in the work readiness of SMK students will be a symbol of successful learning at the SMK level.

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