

**WEB BASED SELF-HELP INTERVENTION FOR
VOCATIONALSCHOOL STUDENTS' ENTREPRENEURSHIP
READINESSIN INDONESIA**

Authors:

Eka Wahyuni (wahyuni.eka@gmail.com)

Universitas Negeri Jakarta

Saifoel Bachrie (saifoelbachrie@gmail.com)

Universitas Islam As-Syafi'iyah Jakarta

Amdani Sarjun (amdani3840.as@gmail.com)

SMAN 10 Bandarlampung

Naniek K. Darmawan (naniek_kd@yahoo.com)

SMAN 6 Jakarta

ABSTRACT

This paper presents conceptual framework and empirical bases of web-based self-help intervention as an alternative programme to enhance students' entrepreneurship readiness among secondary vocational school students. Provision of online services through web-based self-help intervention might help guidance and counselling teachers or school counsellor in delivering services. For developing web base self-help intervention model, preliminary study conducted as a basis for the model. In this study, 188 vocational school students participated in the survey which involved 3 schools in DKI Jakarta and Lampung, South Sumatera. The result shows that most students (81.4%) have moderate entrepreneurship readiness. As an active participant in digital world, online self-help intervention would be the potential guidance and counselling services. Based on the findings, recommendations were made for model development.

Key word: *self-help web-based intervention, entrepreneurship readiness, secondary vocational school*

A. Introduction

Indonesia with 242.3 million people is one of top ten most populated countries in the world. With its populous and abundant natural resources, Indonesia is extremely attractive to investors from other countries. In order to manage those potential resources, good quality of education is needed. As stated in Law No 20 of 2003 on the Indonesia National Education System chapter IV article 5 that "every citizen has equal rights to receive a good quality education". Furthermore, the 2025 vision of Ministry of National Education is to produce bright and competitive Indonesian individuals. Bright Indonesian means spiritually bright, emotionally, socially, intellectually and kinaesthetically bright. Whereas competitive Indonesian means that Indonesian Possess leading personality and strive to excel, very enthusiastic, independent, resilient, network developer, friendly towards change, innovative and become agent of change, productive, quality awareness, global oriented, endless learner, become blessing to the universe [1].

In 2014, ministry of education's vision namely "deliver excellent national education services in order to create comprehensively bright Indonesian individuals" is delivered. In order to achieve that, national education development policy direction is created. Particularly for vocational secondary education, strategic target are generated with regard to entrepreneurship. It is stated that all vocational secondary school (Sekolah Menengah Kejuruan) provides services in entrepreneurial development assistance, development of education methodology in developing creative, innovative, competitive and entrepreneurial culture [2].

This policy is to enable students to achieve Indonesian Qualification Framework (Act number 8/2012 that every student capable to apply science, technology and art within her/his expertise and adaptable to various situations faced during solving a problem, mastering in-depth general and specific theoretical concepts of a certain knowledge and capable to formulate related problem solving procedure, capable to take strategic decision based on information and data analysis and provides direction in choosing several alternative solutions, and responsible for her/his own job and can be assigned to take responsibility of the attainment of organization's performances [3].

However, based on centre of statistical bureau data, vocational secondary school (SMK) graduates are the biggest unemployment in Indonesia. In August 2013, around 814.000 (11.19%) unemployment are SMK graduates. This number increases around 9.87% from last year data [4].

Strengthening entrepreneurship readiness is an alternative solution for high employment rate especially for SMK graduates. It is enable students to achieve financial autonomy and economic benefit with regard to employment provision, innovation and economic growth. Schumpeter (1934) states that "entrepreneurship is driving force behind economic growth, formulating new economic combination by (1) developing new products; (2) developing new sources of materials; (3) accumulating capital resources; (4) introducing new products and new production functions; and (5) reorganizing or developing a new industry" [5]. Schumpeter formulated his theory of long waves of business cycles and economic growth. Business cycles are seen as the result of innovation, which consists of the generation of a new idea and its implementation in a new product, process or service, leading to the dynamic growth of the national economy, the increase of employment, and creation of pure profit for the innovative enterprise [6].

Therefore, the ministry of Tourism and Creative Economy of Indonesia established the Creative Economy Development (CED) in 2010-2014. It is the development of economic activities based on the creativity, skills and talents of individuals to create creative ability and creative power of individuals which have economic value and impact on the welfare of the people of Indonesia; policies that stimulate the integration of the aspects of creative, innovative, competitive and entrepreneurial in the education methodology should be formulated [7].

On the other hand, entrepreneurship readiness not adequately integrated in many institutions, community as well as individual, mainly SMK students. Sandiaga Uno's speech in 15th Unesco-aped international conference stated "When we talk about entrepreneurship in Indonesia, the role or the importance of education institutions has often been ignored and set aside. It is often said that to become a successful entrepreneur, young people do not need to go to college. Some entrepreneurship mentors even suggest that going to college is a waste of time. They encourage college or university students to quit their school and start to build their own business immediately. This is not the suitable path for the Innovation Driven Economy countries (countries that have GDP more than USD 17,000 per capita). Innovation Driven Economy countries rely heavily on university graduates and their knowledge-based economy to drive their economic growth". Therefore, integration between economic and educational policy is needed due to development of entrepreneurship readiness among secondary vocational students[8]. Consequently, guidance and counselling teacher should develop programs that provide intervention for entrepreneurship readiness.

However, entrepreneurship education is marginalized as a result of strong emphasized on achievement of academic competence. Entrepreneurship education is only a matter of discourse without any application. Entrepreneurial education should become an integral part of SMK curriculum. The curriculum was developed to prepare youth and adults to succeed in an entrepreneurial economy. Entrepreneurship education is also promoted as an effective way to facilitate the transition of a growing graduate population. Despite the widespread development of entrepreneurship education initiatives in the last decades, it has no consensus definition about it. As consequence, there is also a lack of consistent classifications of educational activities[9].

In spite of that, guidance and counselling teacher/school counsellor in SMK has limited resources and opportunity to enhance entrepreneurship readiness due to absence of guidance curriculum delivery. Based on interview of three SMK students, they said that they need help and guidance from guidance and counselling teacher in career planning and development. Nevertheless, limitation of time in school prevented them to reach guidance and counselling teacher/school counsellor for guidance.

In order to solve this problem, self-help web based intervention provides opportunity to students to explore and develop their entrepreneurship readiness. The intervention is prospective since students are naturally digital native. Based on survey by *Internet World Stat*, in 2012 from 248,645,008 Indonesian populations, internet user in 2000 are two million people and increased substantially to 55 million people in 30 June 2012[10]. Additionally, David Smahel (2008) found that the most common visitors of online communities are adolescents aged 16 - 19 years. It is notable that this range of age influenced by the digital world. Of the whole population, participation in online communities is 35% for younger adolescents aged 12 - 15, 47% for older adolescents aged 16 - 19 years[11].

In addition, *Webwisekids* published statistic on **Teen Social Media & Technology**. They found that 93% of teens ages 12-17 go online, 69% of teens have their own computer, 63% of teen internet users go online every day, 27% of teens use their phone to get online, 24% of teens with a game console use it to go online, 73% of teens are on a social network, The average teen has 201 Facebook friends, 37% send messages to friends every day, 8% of American teens use Twitter, Online gaming site Roiworld surveyed 600 teens ages 13 to 17 in late April 2010 and found that teens spend two hours per day online on average, 80% of which is spent using a social network[12]. Furthermore, Prensky (2001) argue that today students represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Perry says that "Different kinds of experiences lead to different brain structures; it is very likely that *our students' brains have physically changed* – and are different from ours – as a result of how they grew up[13].

Moreover, survey conducted by Siwabessy, Wahyuni, Nabilah in 2012 to 360 public highschool students in DKI Jakarta resulted that student go online every day, around 33.3% use social networking, 20.6% use email, 17.6% use instant messaging, 12.1% use games online, 11.8% do blogging, 3.8% use chat room, 0,8 % other online activities. Based on this condition, it is recommended that self-help web-based intervention to enhance entrepreneurship readiness might be effective strategies for guidance and counselling program delivery[14].

B. LITERATURE REVIEW

1. Web based self-help intervention

The rise of internet in the mid-1990s introduced great opportunities for the helping professions. Helping professional can offer their helping services from a distance with much flexibility in terms of time and methods, and even provide treatment to anonymous people. Barak, Klein, Proudfoot (2009) categorised internet supported interventions into four categories, namely; (1) Web-based interventions; (2) online counselling and therapy; (3) Internet-operated therapeutic software; and (4) other online activities.

Barak, Klein, Proudfoot (2009) define web-based intervention as "a primarily self-guided intervention program that is executed by means of a prescriptive online program operated through a website and used by consumers seeking health- and mental-health related assistance. The intervention program itself attempts to create positive change and or improve/enhance knowledge, awareness, and understanding via the provision of sound health-related material and use of interactive web-based components"[15].

Based on this definition, they identified three broad web-based intervention subtypes which are: (1) web-based education interventions; (2) self-guided web-based therapeutic interventions; and (3) human-supported web-based therapeutic interventions. Then, they specify four major web-based components to encapsulate the essential ingredients that best represent an archetypal web-based intervention. These key components form the basis of the definition/categorization model and

are: (a) program content; (b) multimedia use/choices; (c) provision of interactive online activities; and (d) provision of guidance and supportive feedback.

Sampson, Jr., Peterson, Reardon, and Lenz (2003) argue that the effectiveness of self-help services delivered is dependent on having: (a) an easy to understand classification schema for organizing resources; (b) an index to identify available resources; (c) resource guides to help individuals select resources that meet their needs; (d) clear signage to physically locate resources; and (e) a comfortable and attractive place to use resources and receive services (Peterson et al., 1991). Furthermore, the effectiveness of self-help services delivered via Internet web sites is dependent on having: (a) the site designed to help users select appropriate resources by linking individuals' needs to resources and external links; (b) suggestions provided on how to sequence and use the resources and links that are available; (c) assessment, information, and instruction that has been validated for self-help use; and (d) a description of the circumstances when help from a practitioner is typically needed to meet needs [16].

Therefore, web-based self-help intervention is alternative opportunity for guidance and counselling teacher in delivering guidance and curriculum. It is because the intervention has flexible access and ensures confidentiality.

2. Entrepreneurship readiness

SMK graduates face an increasingly difficult situation in terms of satisfactory professional participation. They have less access to employment in general, and to high quality and productive jobs in particular and less than proportional rates of participation in entrepreneurial activities. It is because employment regulation tends to protect those already employed, while newcomers are the first to be dismissed in periods of economic slump. Second, young people are relatively unattractive for employers, as they lack working experience, and thus knowledge and skills, in particular of a tacit nature. Third, in general, young people are paid lower wages than adults. Fourth, young people tend to have less 'voice' in matters pertaining to the economy [17].

According to Hisrich and Peters (2003) entrepreneurship is the process of creating something new and assuming the risk and rewards [18]. Bolton and Thompson (2000) have defined an entrepreneur as 'a person who habitually creates and innovates to build something of recognised value around perceived opportunities' [19].

Entrepreneurships do not operate in a vacuum. Their success depends to some extent on personal, community and governmental support. Ajzen (1991), note: "personal evaluation of a behaviour (attitude), socially expected mode of conduct (social norm), and self-efficacy with respect to the behaviour (perceived behavioural control) are very different concepts each of which has an important place in social and behavioural research". He asserts that people's attitudes can result into certain behaviour. One's intention towards entrepreneurship can be considered as the primary predictor to becoming an entrepreneur [20].

With this condition, entrepreneurship is a good strategy to solve unemployment problem. But, to have entrepreneurship, individuals must first have entrepreneurial opportunities. Entrepreneurial opportunities are those situations in which new goods, services, raw materials, and organizing methods

can be introduced and sold at greater than their cost of production [21]. To access this opportunity individual must possess readiness for entrepreneurship.

Furthermore, entrepreneurship readiness is supported by several factors, namely personal background, behavioural pattern and life style. Firstly, personal background is supporting element for entrepreneurship readiness. Ajzen (1991) argues that entrepreneurial intention is influenced by social norms and personal values. Bird (1988) argues that entrepreneurial intentions are influenced by beliefs and attitudes and Shapero and Sokol (1982) add that perceived desirability and feasibility are central to the intention to act (Cooper, 2008). Othman and Amiruddin in their research of 203 respondents, which comprises of 106 males (52 %) and 97 females (48 %), found that the respondents were successful in relating to entrepreneur personality, the respondents agreed that being ready before Starting a Business is important [22]. This finding along with Hebert and Link argument that the entrepreneur is “someone who specializes in taking responsibility for and making judgmental decisions that affect the location, the form, and the use of goods, resources or institutions” [23]. It shows that personal background has substantial influence to entrepreneurship readiness.

Secondly, behavioural patterns are expressions of entrepreneurship readiness. McClelland determined that founders of high-growth companies appear to share a distinct cluster of personal characteristics which actualized by behaviour. These characteristics are (a) high need for achievement (b) low need to conform (c) persistence (d) high energy level (e) risk-taking tendency. These five personal characteristics identified by McClelland can be further condensed into four fundamental behaviours that all successful entrepreneurs exhibit: (a) Across the different types of personality, researchers have found that entrepreneurs have an optimistic way of thinking that leads them to deal with failure and change differently than pessimists—they have a deep *belief* in the correctness of their cause, (b) *commitment* is necessary for success in entrepreneurship because of the length of time and amount of energy required to make a business successful, (c) *focus* is the term used to describe a singleness of purpose that is necessary during the early stages of a new venture, (d) *drive* is the intangible element of personality that is expressed as high energy and the ability to work long hours, (e) the ability to work with others to achieve goals [24].

Thirdly, lifestyle which naturally given in the family is one of indicator of entrepreneurship readiness. Readiness for entrepreneurship is started from family. Growing up with an entrepreneur in the family is might be the best learning experience. Individual learned how to deal with challenges and problems, how to make personal sacrifices and why, how to keep your personal life and business life separate as well as how to be responsible with money. These experiences might develop some skills such as budgeting income, planning finances, organizing activities and events, buying wisely, managing and dealing with people, selling an idea [25].

C. METHODS

The research design of this study is based on the educational research and development (R&D) methodology by Borg and Gall (1983); “*a process used to develop and validate educational product*”. The purpose of this study is to develop web based self-help intervention to enhance students’ entrepreneurship readiness. With R&D methodology, this study will be based on rigorous steps in

product development. The steps from this method are as the following: (1) Research and information collecting; (2) Planning; (3) Develop preliminary form of product; (4) Preliminary field-testing; (5) Main product revision; (6) Main field-testing; (7) Operational product revision; (8) Operational field-testing; (9) Final product revision; and (10) Dissemination and implementation[26].

This article present preliminary study or research and information collecting on entrepreneurship readiness based on survey on three schools; two public vocational secondary schools in DKI Jakarta and Lampung South Sumatra and one private school in Jakarta. The respondent of this study are 188 students.

D. RESULT AND DISCUSSION

There were 188 students from three schools in DKI Jakarta and Lampung South Sumatra. The demographic variable was measured by the questionnaire is gender. There were 92 male and 96 female. The survey instrument consists of 72 items called entrepreneurship readiness which measure three elements of entrepreneurship readiness, namely personal background, behavioural pattern and lifestyle. The reliability index for the instrument is 0.978.

The data analysis shows that the mean is 43.7798, standard deviation is 6,829. Maximum score is 60,0 and minimum score is 6.0. Based on statistical computation software (Statistical Package for the Social Sciences), shows in table 1.

Table 1.
Descriptive statistic for entrepreneurship readiness

Classification	Male	%	Female	%	Total	%
Very low	0	0,0	3	3,1	3	1,6
Low	8	8,7	2	2,1	10	5,3
Moderate	78	84,8	75	78,1	153	81,4
High	6	6,5	16	16,7	22	11,7
Very high	0	0	0	0,0	0	0,0
Total	92	100	96	100	188	100

Table 1 shows that most student from three schools have moderate readiness for entrepreneurship (81.4%), 10 students (5.3%) have low readiness for entrepreneurship and 3 students (1.6%) very low. Male students tend to have higher entrepreneurship readiness (84.8%) than their female counterpart 78.1%). However, in general female students have higher entrepreneurship readiness score (mean: 45.3) than male students (mean 42.0).

The entrepreneurship readiness categorised by school slightly the same with mean around 45.5 until 39.0 which fall in moderate category (shown in table 2).

Tabel 2.
The entrepreneurship readiness categorised by school

No	School	Mean	Category
1	SMKN 29 Jakarta	45,5	Moderate
2	SMK Paramitha Jakarta	45,4	Moderate
3	SMKKA Lampung	39,0	Moderate

Table 2 shown that students in every respective school has moderate readiness for entrepreneurship. SMKN 29 Jakarta has slightly higher mean (45.5) than other schools SMK Paramitha Jakarta (45.4) and SMKKA Lampung (39.0).



Fig.1. Entrepreneurship readiness indicators

Fig.1. shows that students' behavioural pattern as indicator for entrepreneurship readiness is the highest (69,4%), whereas lifestyle (17,2%) and personal background (13,4%). It can be seen that among vocational secondary school students, behavioural pattern is manifestation of readiness for entrepreneurship. Students tend to imitate and model their significant person in the family and their surrounding especially for future aspiration. In addition, by experiencing entrepreneurial situation could enable them to try out their entrepreneurship skills. Therefore, guidance and counselling teachers might focus on exploring and developing behavioural pattern for improving entrepreneurship readiness.

As an adolescent, students still develop their career maturity, so that their entrepreneurship readiness is seen as preposition to entrepreneurship. As Hartini found that SMK graduates do not have orientation toward entrepreneurship, only around 6% of SMK graduate become entrepreneur, while 94% preferred to be employees. Moreover, Sanmustri found that high school graduate in Yogyakarta tend to be employee particularly government employee. This condition is resulted by their anxiety to take a risk and face failure, lack of confidence, lack of capital, unmotivated, and unattractive to be entrepreneur after graduation. On the contrary, Marsiti (2011) found that SMK graduates in Bali (1) have adequate entrepreneurial knowledge (83,8%) (2) have sufficient working experiences (82,6%); (3) have positive perception on working (73,3%); (4) have practicum facilities (68,9%); (5) have basic theory (63,6%).

E. CONCLUSION AND RECOMMENDATION

In conclusion, this study's survey results that most of vocational secondary school students' have moderate readiness for entrepreneurship. As a result, provision of web based self-help intervention is applicable in order to enhance entrepreneurship readiness. In addition, behavioural pattern is the most influence factor for entrepreneurship readiness. Due to moderate entrepreneurship readiness among vocational secondary school students, it is recommended that web based self-help intervention could be effective strategy to help students.

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