

The Influence of Learning Motivation and Class Climate on Character of Students Entrepreneurs in Vocational School Ekatama Pekanbaru

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Abstract

This study aims to determine the effect of learning motivation and class climate on students' entrepreneurial character. This research was conducted in Vocational School (SMK) Ekatama Pekanbaru. The population in this study were students of class X and class XI as many as 115 respondents by first passing an instrument test of 30 respondents. Data collection is done through a questionnaire. The method of analysis used is path analysis. The results in this study can be briefly explained as follows: 1) There is a significant influence between learning motivation on students' entrepreneurial character 2). There is a significant and positive influence between classroom climate on the entrepreneurial character of students, 3). Student climate and motivation to influence the character of entrepreneurship 4). There is an influence of student learning motivation through the classroom climate on entrepreneurial character. It can be concluded that the better the motivation to learn and the class climate, the better the entrepreneurial character of students at SMK Ekatama Pekanbaru.

Keywords: Learning Motivation, Class Climate, Student Entrepreneurship Character.

Introduction

Vocational Schools (SMK) as labor producers need to pay attention to comparative advantages, competitive advantages, and the ability to work together for their students. Comparative advantage is the ability to produce goods/services at a more efficient cost, while the advantages competitive is the competitiveness ability of vocational graduates in bargaining power (exercising power). Therefore SMK need to find work with their secondary school diplomas even without adequate skills. Therefore, SMK as a school that provides various types of work pregnancy, becomes the right solution for overcoming the problem of unemployment.

The Ministry of Education and Culture's policy that places SMK as one of the institutions to reduce unemployment in Indonesia is in line with development priorities in Indonesia as stipulated in Presidential Regulation No. 5 of 2010 concerning the National Medium-Term Long-Term Development Plan for 2010-2014. The Presidential Regulation explained that priorities in the education sector for 2010-2014 were carried out by increasing access to quality, affordable, relevant and efficient education towards the uplift of people's welfare, independence, nobility of character, strong national character. Development in the field of education is directed towards achieving economic growth supported by harmony between the availability of educated workers and the ability to: (1) create employment or entrepreneurship (2) respond to the challenges of workforce needs. From the president's mandate it is clearly implied that SMK should be able to produce graduates who can create jobs and have an entrepreneurial character of students who are able to answer the challenges of workforce needs.

That expectation was not necessarily realized in SMK Ekatama Pekanbaru. The results of the initial survey of researchers of SMK Ekatama Pekanbaru students found that there were still many students who were not independent in

running their businesses, had to depend on others. For example, these students cannot join together with friends who are not present, to help marketing. Many students do not dare to take risks to start a business. For example, do not want to lose, afraid that the product will not be accepted in the community. Many students still do not develop ideas and thoughts, especially in creating a business opportunity. For example, today many people sell fan fried banana food and the students copy the seller's business. The conclusion from the survey results is that there is still a lack of independence in students, there is still a lack of creativity and innovation in developing their ideas in developing their business, and they are afraid to take risks in their business.

According to Kasali (2010) the factors are influenced by internal and external factors. Internal factors originating from within entrepreneurs can be personal such as attitudes. While external factors come from outside the actors themselves which can be elements of the environment such as the family environment. One time learning motivation is paying attention to the character of students to build a golden generation of Indonesia. Learning motivation is an absolute requirement for learning, plays an important role in providing passion for enthusiasm in learning. Motivating learning is not only a driving force for achieving good results but it contains an effort to achieve learning goals, where there is an understanding and development of learning. Learning motivation according to Uno (2012) can arise due to intrinsic factors, in the form of the desire and desire to succeed and the drive for learning needs, hopes for ideals. While the extrinsic factor is the appreciation of a conducive learning environment, and interesting learning activities.

Regarding learning motivation must be supported by the class climate. The classroom climate is a quality of the classroom environment that is continuously experienced by the teacher that influences student behavior in creating a conducive learning process. Based on the background above, the title taken as research is "The Influence Of Learning Motivation and Class Climate on Character of Students Entrepreneurs In Vocational School Ekatama Pekanbaru".

Methodology

This research will be conducted in Pekanbaru. Research subjects were students of class X SMK Ekatama Pekanbaru and class XI 2017/2018 Academic Year. The population in this study immediately became a sample, namely all students of class X and XI of SMK Ekatama Pekanbaru who took 115 people. The sampling technique used in this study is Proportional random sampling, which is taking samples with subjects from each stratum or each region determined by the subjects in each region, Arikunto (2006).

This research in testing the hypothesis using the method of path analysis (path analysis). According to Pardede and Manurung (2014) path analysis is a technique for analyzing the causal relationship that occurs in the independent variable. Indicator descriptors in this study can be seen in Table 1:

Table 1. Research Variables and Research Indicators

No	Variables	Indicators
		- Independent
		- Creative and innovative
1	Character of Student Entrepreneurship (Y)	- Dare to take risks
		- Diligent
		- Desire and desire to succeed
		- Encouragement and needs in learning
		-Future hopes and ideals
2	Motivation to learn (X1)	- Award in learning
		- Interesting activities in learning
		- A conducive learning environment
		- Preparation of learning facilities and activities
		- physical settings
3	Climate Class (X2)	- Opening of lessons
		- Build an atmosphere of togetherness

Data analysis techniques used substructural path analysis as described in Figure 1.

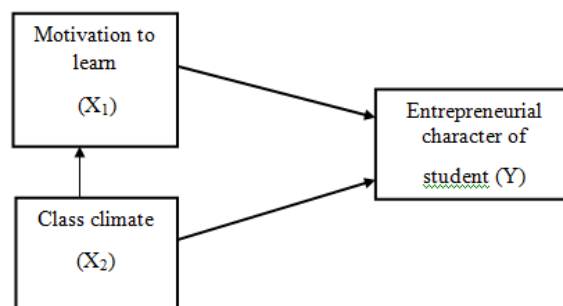


Figure 1. Direct and indirect effects between variables

Results dan Discussion

Based on the calculation of structural path analysis 1 can be seen in Table 2 as follows:

Table 2. Coefficient Analysis of Path Structures 1 and 2

Pathway	Path coefficient	Significant
X2 → X1	0,711	0,000
X1 → Y	0,330	0,000

$X_2 \rightarrow Y$	0,463	0,000
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Next to see the coefficient of total determination. The coefficient of determination R^2 based on SPSS results as follows:

Table 3. Structural Path coefficients 1

Summary Model				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,711 ^a	,505	,501	5,70807

a. Predictors: (Constant), Climate Class

From the table, the coefficient of determination of structure 1 is obtained for 0.505. The meaning is that the percentage of the effect of classroom climate on learning motivation is 50.5%. While the remaining 49.5% is influenced by other variables not included in this model. While the calculation of structural path analysis 2 can be seen in Table 4 as follows:

Table 4. Path Structure Analysis 2

Summary Model				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,735 ^a	,540	,532	6,95369

a. Predictors: (Constant), Learning Motivation, Classroom Climate

From the table, the coefficient of determination of structure 2 is obtained for 0.540. The meaning is that the percentage of the influence of learning motivation and class climate on the entrepreneurial character of students is 54%. While the remaining 46% is influenced by other variables not included in this model. In accordance with the results of structural equations 1 and 2, we will present a combination of the structure of the path diagram 1 and the structure of the path diagram 2 which can be seen in Figure 2.

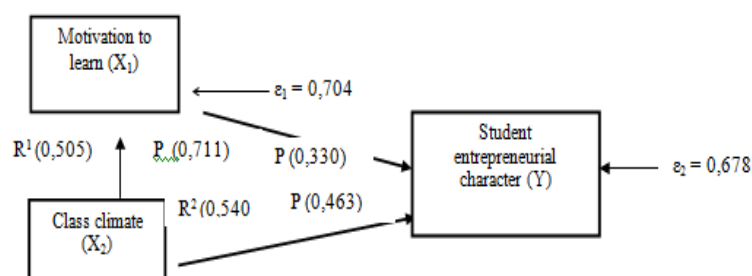


Figure 2. Combined Structure Analysis 1 and Structure Analysis 2

In Figure 2, it is known that learning motivation, class climate has a significant influence on the entrepreneurial character of students both directly and indirectly. The following describes the direct and indirect effects of each variable that can be seen in table 4.

Table 4 Results of Direct and Indirect Effects

Variable	Direct	Indirect	Total
X2 → X1	0,711		0,711
X1 → Y	0,330		0,330
X2 → Y	0,463		0,463
Y ← X1 Ω X2 ↗		0,711 x 0,463 = 0,329	0,711 + 0,463 = 1,174

It is known that the direct effect of classroom climate on learning motivation with a magnitude of P coefficient of 0.711. The influence of both learning motivation and entrepreneurial character of student P is 0.330. While the direct effect of classroom climate on the entrepreneurial character of P students is 0.463. Learning motivation also indirectly influences the character of student entrepreneurship through classroom climate of 0.329 with a total of 1.174.

Discussion

In discussing the results of this study, the author will discuss the effect of learning motivation and classroom climate on the entrepreneurial character of students at SMK Ekatama Pekanbaru. Based on the results of the analysis of research data, a discussion about the results of the study was conducted. Based on data analysis and testing of hypotheses that have been conducted in this study, the results obtained showed that the influence of class climate on student motivation. Stating that motivation has an important role to encourage students in learning, both intrinsic motivation and extrinsic motivation. Intrinsic motivation this is able to foster a spirit of learning within students because it is not influenced by external factors. While extrinsic motivation is caused by factors from outside the learning situation. Factors from outside that can affect student learning include classroom climate. Good classroom climate can provide encouragement to action which leads to good student learning outcomes. The better the classroom climate is built, the better the motivation to learn students (Sardiman, 2010).

Based on the explanation above, the entrepreneurial character of students will not be created without the motivation of the students themselves and the support of the classroom climate. Entrepreneurship without the support of science will not run well because in entrepreneurship it takes innovation capability so that it can compete with other businesses. Knowledge can be obtained through experience and formal education. In formal education, in entrepreneurship schools have been taught through given subjects. If the student's entrepreneurial character is entrepreneurial, he will be more active in learning in other words he has a high learning motivation. While the classroom climate is a learning environment that greatly influences the character of entrepreneurship students themselves are the initial capital for students to become entrepreneurs.

Erni Research (2017) The purpose of this study is the formation of entrepreneurial character among students at State Junior high School (SMPN) 7

Tualang in Tualang Siak district. The data were obtained from the following sources such as school principals, teachers (principals), and students. The focus of this study was scouting programs and activities, scouting programs that have entrepreneurial responsibilities, the formation of student entrepreneurial character is carried out through scouting programs and inhibiting factors and supporting the formation of entrepreneurial character through scouting activities. Data is collected by observation, interviews, field notes, and documentation studies, then analyzed systematically by collecting data obtained. The results of this study at SMPN 7 Tualang can set the value of 17 characters of entrepreneurial students. Through training and scouting programs, students can practice entrepreneurship.

Research Dewi, Rusmin, Deskoni (2018) This study aims to determine the Effect of Class Climate on Students' Learning Motivation in Economic Subjects at State Senior High School (SMAN) 3 Tanjung Raja. This study uses a quantitative approach to the type of associative research, the population of this study is all class X in SMAN 3 Tanjung Raja. The research sample was determined using cluster random sampling. Data collection techniques using a questionnaire with a Likert scale model. The data analysis technique uses simple linear regression obtained itung from *F*table, so that H_0 is rejected and H_a is accepted, then with the product moment correlation test, the value of $r = 0.3786$ is obtained with enough influence on the category. The determinant coefficient shows the contribution of the classroom climate to the learning motivation of students by 14.01% the rest is influenced by other factors or variables, and it can be concluded that the relationship between the two variables is significant. So it is recommended for the school and especially economics teachers to be able to create a conducive and comfortable classroom climate so that students feel calm and at ease to learn it aims to increase students' learning motivation. with teachers and with fellow students.

Atikah Hermansyah Research (2016) the results of this study are 1) The contribution of the implementation of entrepreneurship learning entrepreneurship character by 20%. 2) The contribution of social interaction with entrepreneurial character is 11.5%. 3) The contribution of the implementation of entrepreneurship learning and social interaction with the entrepreneurial character of students is 22.1%. The conclusion that the implementation of entrepreneurial learning and social interaction with the entrepreneurial character of Islamic Senior High School (MAN) 1 Pekanbaru students has a relationship and contribution.

Research by Lena Nuryanti and Jajang W. Mahri (2010) concludes that one's entrepreneurial spirit is not a hereditary factor, but can be learned scientifically and grown for anyone. The most important and important thing is the spirit to keep trying to learn from experience. Ana Iolanda and Nelu Florea's research (2019) The results illustrate that locus of control, the need for achievement and entrepreneurship education prove to be important determinants for business creation among young students, both independently and under the action of control variables. In addition, the gender of the respondent has a significant influence on a person's intention to open a business in the future, with men more likely to be entrepreneurs than women. Muhammad Abdul Ghofur's research (2013) results of this study are that entrepreneurship in vocational schools in Surabaya is still lacking attention. many educators do not pay attention to the growth of entrepreneurial character and behavior. Their orientation is,

generally only on preparing labor. for that, the solution needs to be sought, how education can function to change people into human or entrepreneurial character or behavior. Therefore, this study aims to obtain an explanation of the influence of the teacher's entrepreneurship credibility and authenticity on the entrepreneurial character of students at the SMKN Surabaya. This research is verification. the technique used to test hypotheses is the structural equation model (SEM). The results provide an explanation that the credibility and authenticity of entrepreneurship teacher variables have a significant simultaneous effect on the entrepreneurial character of students in SMKN Surabaya, while the two variables are partially proven insignificant.

Conclusion

Based on the results of research and discussions that have been conducted about the effect of learning motivation and classroom climate on the entrepreneurial character of students at SMKN Ekatama Pekanbaru, the conclusions are as follows:

1. There is a significant and positive influence between learning motivation on the entrepreneurial character of students, the better the motivation to learn the better the entrepreneurial character of students. The character of entrepreneurship in students will be created with the motivation of the students themselves, because the entrepreneurial character with the support of strong motivation will strengthen the spirit to succeed.
2. There is a significant and positive influence between the class climate on students' entrepreneurial character, so that a good classroom climate can improve students' entrepreneurial character, the class climate is formed as a result of interactions between the teacher and students or between students themselves which affect the learning process and entrepreneurship character, and Class climate that supports the successful implementation of teaching and learning activities in class is a conducive classroom climate.
3. Between learning motivation and classroom climate, a significant influence is also obtained, so that a good classroom climate can increase student motivation, because class climate is any situation that arises due to the relationship between the teacher and students or the relationship between students that are special features of classroom and affect the teaching and learning process.
4. Significant influence is found between learning motivation and class climate on the entrepreneurial character of students, so improvements to the classroom climate and learning motivation can improve student entrepreneurial character. This is necessary, because the character of entrepreneurship is the soul of someone who has the motivation to progress with and for students to be formed through a conducive classroom atmosphere.

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