**The Role Teacher Credibility of PKK and *Emotional Quotient (EQ)* to Growing *Studentpreneur* Character**

**Reza Ramadhan1 and Moch. Bruri Triyono 2**

1Vocational and Technology Education,Yogyakarta,Indonesia

2 Vocatonal and Techonology Education, Yogyakarta, Indonesia

E-mail: [rezaramadhan.2018@student.uny.ac.id1](mailto:rezaramadhan.2018@student.uny.ac.id1), [bruritriyono@uny.ac.id2](mailto:bruritriyono@uny.ac.id2)

Abstract. The lack of interest in vocational high school graduates in the field of agribusiness to become an entrepreneur is partly due to the low role of teacher credibility in vocational high schools when teaching entrepreneurship learning. This role is considered to be one aspect that influences students' motivation to become studentsprenuer. Studentpreneuer is a term for students who run the profession as students and a young entrepreneur. The success of being a studentpreneur when running an entrepreneur not only relies on Intelligence Quotient (IQ), but the role of Emotional Quotient (EQ), where students can be able to control their emotions and be able to act and interact with consumers or others.

The results of the study indicate that there is an influence between the role Teachers Credibility of PKK (Creative Products and Entrepreneurship) with the formation of the studentprenuer character grade XI Agricultural Agribusiness Program with r tables (0.268) > (0.263) r count. While the role of Emotional Quotient (EQ) has a positive effect in shaping the character of studentprenuer in class XI Agricultural Agribusiness Program with r tables (2,95) > (1,67) r count. This can be interpreted if the role Teacher Credibility of PKK (Creative and Entrepreneurship Products) and Emotional Quotient (EQ) of students increases, the studentpreneur character will be increase.

1. **Introduction**

The development of industry 4.0 has shifted the ability of the workforce in terms of skills. It takes special skills that must be have by students in Vocational High Schools because all skills are used in every job. The Agricultural Vocational High School is suitable for students to building *studentprenuer* character. The role of the teacher to delivered material Creative Product and Entrepreneurship (PKK) subjects is one of the supporting factors to building *studentpreneur* character in Vocational High School.

Vocational High Schools in Agriculture are demanded to be able to provide graduates to have the required competencies and be able to compete in work, one of them being entrepreneurship. Reality of entrepreneurship education in Vocational High Schools in Agriculture has not been implemented optimally. This can be seen from the level of graduates still minimal to becoming an entrepreneur.Teachers do not understand what is needed by vocational students, the teacher is one of the main determining factors in the success of their students. The learning system in Vocational High Schools in several regions in Indonesia still uses conventional learning systems. Facilities and infrastructure are still inadequate and teachers only provide materials that are not in accordance with students' needs to be one of the factors that weakens the learning system in Vocational High Schools. This might not have an impact on the teacher, but rather on students becoming less motivated and less enthusiastic in participating in class learning. As a result students only receive material delivered by the teacher without applying it in everyday life.

Entrepreneurship learning in Vocational High Schools just to training Intelligence Skills (IQ) and Psychocomotor Skills, not for training Emotional Quotient (EQ). According to [1] the success to be an entrepreneur is not only determined by the knowledge and abilities of hard skills but determined by the Emotional Quotient (EQ) in which a person is able to manage themselves and others. References [2] *(EQ) Emotional Quotient* as the ability of individuals to evaluate and control emotions when interacting socially in entrepreneurial activities.

1. **Research Methods**

The research sample was 56 respondents in class XI of Agricultural Agribusiness Program. The data analysis technique used was a questionnaire given to students to measure 3 variables, namely (a) students' perceptions about the role teacher credibility of PKK (Creative and Entrepreneurship Product); (b) *Emotional Quotient (EQ)* of students; (c) *Studentpreneuer* character from class XI Agricultural Agribusiness Program. This is instrument guidelines used in research :

**Table.** Instrument Guidelines

| No | Variable |
| --- | --- |
| 1 | Teacher Credibility |
| 1. Using ICT in learning entrepreneurship 2. Provide feedback: appreciation for students, evaluation of the learning process 3. Give motivation for students 4. Discussion 5. Building student character to be entrepreneur 6. Affection 7. Empathy 8. Care 9. Honest 10. Believe 11. Objective 12. give criticism and advice |
| 2 | *Emotional Quotient (EQ)* |
| 1. Managing emotions 2. Empathy 3. Having social skills 4. Able to adapt |
| 3 | *Studentpreneur* Character |
| 1. Creative and Innovative 2. Communication Skills 3. Able to work team work 4. Having high motivation and passion in entrepreneurship 5. Leadership 6. Able to overcome problems and be able to work under pressure |

1. **Results and Discussion**

**3.1 Validity and Realibility Test**

The results of the validity test from teacher credibility of PKK (Creative and Entrepreneurship) variables of 15 items; 12 items are valid and 3 are invalid. Validation test results for the *Emotional Quotient (EQ)* variable from 10 items that are considered to have 6 valid items and 4 invalid items. The results of the validity test for *Studentprenuer* character variables 10 statement items declared valid and 4 items invalid. Invalid statement will not be used again in data collection

The reliability test results for Teacher Credibility of PKK (Creative Products and Entrepreneurship) variables, Emotional Quotient (EQ) and the *Studentprenuer* Character in Agricultural Agribusiness Program were found that the reliability test value was greater than 0.6. This shows that each of the variables is declared reliable and the stated items can be used as data for research. Total items of statement that can be used in research:

**Table 2**: Total Items of Statement Used in Research

| **No** | **Variabel** | **Item** |
| --- | --- | --- |
| 1 | Teacher Credibility of PKK (Creative Products and Entrepreneurship) (X1) | 12 item |
| 2 | *Emotional Quotient* *(EQ)* (X2) | 6 item |
| 3 | Jiwa *Studentprenuer* (X3) | 6 item |
| Total | | 24 item |

**3.2 Normality Test**

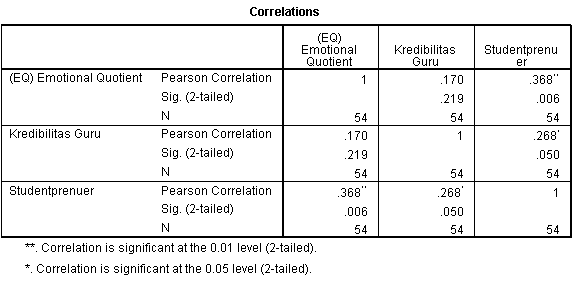
Normality Test is calculated by the Kolmogorof-Smironov Test One-Sample Method, where the significance value is calculated for both the Teacher Credibility of PKK (Creative and Entrepreneurship Product) and *Emotional Quotient (EQ)* variables is greater than the 0.05 significance value which can be interpreted that the data have a normal distribution.

**3.3 Linearity Test**

Linearity Test Results for the variable Teacher Credibility of PKK (Creative Products and Entrepreneurship) shows that the significance value is 0.715> 0.05, it can be stated that the data is linear data. While the results of the Linearity Test for the Emotional Quotient (EQ) variable indicate that the significance value is 0.467> 0.05, so it can be stated that the data is linear data.

**3.4 Product Moment Correlation Test**

Product moment correlation test was conducted to determine the relationship between the relationship between Teacher Credibility of PKK (Creative and Entrepreneurship Teacher) variable and the *Emotional Quotient (EQ)* variable in improving the *studentprenuer* character in the Agricultural Agribusiness Program from Vocational High School of 1 Salam.

 **Table 3**: Product Moment Correlation of Results

The calculated correlation value for the Teacher Credibility of PKK (Creative Product and Entrepreneurship) variable is greater than the r count of 0.268 > 0.263, which means that Ho is rejected and Ha is accepted. So it can be concluded that the Teacher Credibility of PKK (Creative Products and Entrepreneurship) has a positive relationship in improving the *studentprenuer character* in grade XI Agricultural Agribusiness Program. As for the calculated correlation value the *Emotional Quotient (EQ)* variable of 0.368 when compared to r table 0.368 > 0.263. These results are interpreted as Ho is rejected and Ha is accepted so that there is a positive correlation between *Emotional Quotient (EQ)* in growing the *studentprenuer* character of class XI Agricultural Agribusiness Program from Vocational High School of 1 Salam.

* 1. **Determine The Significance Value**

The value of the variable Teacher Credibility of PKK (Creative Products and Entrepreneurship) is 0.268 and the variable *Emotional Quotient (EQ)* is 0.368. Determine the calculated t value using the t formula below:

**Table 4**: Significance Values of Emotional Quotient Variables (EQ*) (left)* and Teacher Credibility of PKK (Creative and Entrepreneurship Products) *(right)*

| Calculation of Variable Teacher Credibility of PKK | Calculation of Variable *Emotional Quotient (EQ)* |
| --- | --- |
|  |  |

Calculation of the Credibility of PKK Teacher (Creative and Entrepreneurship) variable is t count> t table with a score of 2.08> 1.67. This statement assumes that there is a positive and significant correlation between the coefficient of conflict between the Teacher Credibility of PKK (Creative Products and Entrepreneurship) in growing *studetprenuer* character grade XI Agricultural Agribusiness Program from Vocational High School of 1 Salam.

The calculation of the *Emotional Quotient (EQ)* variable is t count > t table with a score of 2.95> 1.67 which is assumed that there is a positive and significant influence on the correlation coefficient between the *Emotional Quotient (EQ)* in growing *studentprenuer* character grade XI Agricultural Agribusiness Program from Vocational High School of 1 Salam.

1. **Disucssion**

The statistical test calculation using SPSS software version 16 shows that there is a positive influence between the role of the Teacher Credibility of PKK (Creative Products and Entrepreneurship) to growing the character *studentprenuer* grade XI Agricultural Agribusiness Program with r count (0.268) > r tables (0.263). The calculation is interpreted if the role Teacher Credibility of PKK (Creative Products and Entrepreneurship) is increased in providing entrepreneurial learning in the classroom, then the formation of *studentpreneur* character for grade XI students of the Agricultural Agribusiness Program is getting stronger.

*Emotional Quotient (EQ)* also has a positive relationship with the character formation of *studentprenuer* character in Class XI Agriculture Agribusiness Program with r count (0.368) > (0.263) r tables. Explanation of a positive relationship if the role of the Emotional Quotient (EQ) is further improved, the student student entrepreneur character will be better, because students become increasingly trained in managing emotions and mentality of themselves and in dealing with consumers.

The calculation of significance test for the *Emotional Quotient (EQ)* variable shows the value of t count (2,95) > (1,67) t table. The statement can be interpreted that there is a positive and significant correlation between the correlation coefficient between the *Emotional Quotient (EQ)* and *studentprenuer* character of class XI Agricultural Agribusiness Program with Ho being rejected and Ha being accepted. Significance test results for Ha were accepted and Ho was rejected from the Teacher Credibility of PKK (Creative Product and Entrepreneurship) variable related to a positive and significant relationship with the *studentpreneur* character grade XI of the Agricultural Agribusiness Program with t count (2,08) > (1,67) t table.

1. **Conclusion**

Overall the role of the Teacher Credibility of PKK (Creative and Entrepreneurship Products) and *Emotional Quotient (EQ)* has a positive and significant influence to growing the *studentpreneur* character grade XI of the Agricultural Agribusiness Program. Although there are still many factors that can be improve the *studentprenuer* character, but both of these variables have contributed positively to growing the *studentprneuer* character grade XI Agricultural Agribusiness Programs from Vocational High School of 1 Salam.

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