**The Role of Entrepreneurship Teacher Credibility and *Emotional Quotient (EQ)* Student to Building *Studentpreneur* Character at Vocational High Schools of 1 Salam**

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Abstract. The low interest of Vocational High School graduates in the field of Agribusiness to become entrepreneurs is partly due to the low role of the teacher's vocational high school entrepreneur's credibility when teaching entrepreneurship learning. This role is considered as one of the aspects that influences students' motivation to become a studentprenuer. The success of being a studentpreneur is not only in the ability of (Intelligence Quotient (IQ), but the role of Emotional Quotient (EQ), where students can control their emotions and can act and interact with consumers or others.

The purpose of this study was to determine how much influence the role of entrepreneurship teacher credibility and the role of (EQ) Emotional Quotient to building the character of studentpreneur students at Vocational High Schools of 1 Salam. This research is an associative research. The subjects of this study are students of class XI Agribusiness Agricultural Skills Program at Vocational High Schools of 1 Salam with a sample of 54 respondents. Data collection techniques using questionnaires (4 Likert response scales), observation, and documentation where the data were analyzed using descriptive analysis techniques and multiple linear regression.

The results showed that there was an influence between the role of the teachers' credibility to building studentpreneur character class XI in Agricultural Agribusiness at Vocational High Schools of 1 Salam with significance value is (0.025) < (0.05) limit. While Emotional Quotient (EQ) has a positive influence to building studentprenuer character class XI in Agricultural Agribusiness Program at Vocational High Schools of 1 Salam with a significance value (0.003)> (0.05) limit. This can be increased if the role of the teacher's credibility and (EQ) Emotional Quotient is enhanced, so the character studentpreneur will be formed. Percentage influence role of entrepreneurship teacher credibility and Emotional Quotient (EQ) to building studentpreneur s character is 17.9%.

1. **Introduction**

Teaching entrepreneurship learning in Vocational High Schools is different from teaching general subjects (Purwana & Suhud 2018) [1]. Indicators of success in entrepreneurship learning in Vocational High Schools, when the student can be understand from material provided by the teacher. The material contains skills in business, knowledge about the world of entrepreneurship or information that can make students understand and be motivated to obtain the learning process. The teacher does not only become a teacher and is not limited to being a facilitator, evaluator, mediator, or demonstrator. Teachers in Vocational High Schools must have credibility in front of students, because this role is most dominant for students in entrepreneurial learning activities. Credibility received by a teacher is obtained from students who are perceived as teachers having sufficient experience in the fields of entrepreneurship [3].

Entrepreneurship learning in Vocational High Schools is still limited to training the ability of Intellectual Intelligence (IQ) and psychomotor student skills, not yet fully linking to the Emotional Quotient (EQ) ability. The success of an entrepreneur is not only determined by the knowledge and ability of skills, but rather is determined Emotional Quotient (EQ) where everyone is able to manage themselves and others [3]. Vocational High Schools students still consider the role of the teacher in providing entrepreneurial learning materials in the classroom. Many students are not yet interested to being entrepreneurs. Studentpreneur is a students who have high motivation to learn entrepreneurship and carry out roles as a student and young entrepreneur. Vocational High Schools graduates who enter directly into the world of entrepreneurship are still very low, a total of 1.4 million in 2017, only 2.5 percent of students become entrepreneurs [4]. It means, out of 20 students, only 5 people become entrepreneurs.

Starting in 2018 to improve the quality of learning in Vocational High Schools, as many as 219 Vocational High Schools began to be revitalized, and in 2019 the Ministry of Education and Culture (Kemendikbud) plans to increase to 350 Vocational High Schools to increase their ability to become entrepreneurs [5]. One of the activities to improve the problem is in agriculture in Indonesia because until now there has been no regeneration of human resources in the Agricultural sector due to the decline in young people's interest in the Agricultural sector.

The government has built a Vocational High Schools that supports national priority programs including 239 in the Maritime sector, 279 in the Agriculture sector, 136 in the Tourism sector, besides the government has also begun to promote the teaching factory concept in several Vocational High Schools to produce products that have competitiveness with industry standards [5]. The government is targeting as many as 75 thousand graduates of Vocational High Schools to pursue the world of entrepreneurship [6]. In order to achieve this target, Vocational High Schools increase the hours of Creative Products and Entrepreneurship courses with considerable learning hours, for class XI there are 7 hours a week, for class XII there are 8 hours a week.

1. **Research Methods**

This type of research is an Associative research conducted in Vocational High School of 1 Salam from October until November 2019 with research subjects of 56 students in class XI Agricultural Agribusiness Programs. Data collection techniques using questionnaires, observation, interviews and documentation. The questionnaire was used to determine students' perceptions about the role of entrepreneurship teacher credibility, measure Emotional Quotient (EQ) student class XI students of the Agricultural Agribusiness Programs to building studentpreneur character. Data were then analyzed using descriptive techniques and multiple linear regression.

1. **Results and Discussion**

**3.1 Validity and Realibility Test**

The results of the validity test from the role of entrepeneurship teacher credibility variables of 15 items; 13 items are valid and 2 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 not be used in data collection

The reliability test results for variables, the role of entrepreneurship teacher credibility, Emotional Quotient (EQ) in Agricultural Agribusiness Program were found that the reliability test value was greater than 0.266. This shows that each of the variables is declared reliable and the stated items can be used as data for research. The reliability test results are shown in table 1.

**Table.1** Reliability Test Results

| **Variable** | **Alpha Crobach’s** | **R table 5%** | **Information** |
| --- | --- | --- | --- |
| Teacher Credibility  | 0,698 | 0,266 | Reliable |
| (EQ) Emotional Quotient | 0,520 | 0,266 | Reliable |

**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 role of entrepreneurship teacher credibility, Emotional Quotient (EQ) variables is greater than the 0.05 significance value which can be interpreted that the data have a normal distribution.The results of the normality test are shown in Table 2.

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **Sig.value** | **Limit** | **Information** |
| Teacher Credibility  | 0,979 | 0,05 | Normal |
| (EQ) Emotional Quotient | 0,937 | 0,05 | Normal |

**Table 2.** Normality Test

**3.3 Linearity Test**

Linearity Test is used to determine the variables used have a significant linear relationship or not. Linearity test results can be seen in table 3

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**Table 3**. Linearity Test Result

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **Sig.value** | **Limit** | **Information** |
| Teacher Credibility  | 0,715 | 0,05 | Linear |
| (EQ) Emotional Quotient | 0,467 | 0,05 | Linear |

Linearity test results for the variable role of entrepreneurship teacher credibility shows that the significance value is greater that the limit (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 greater that the limit (0.467 > 0.05), so it can be stated that the data is linear data.

**3.4 Multicollinearity test**

Multicollinearity test is used to test whether the regression model found a strong relationship between the variables of entrepreneurship teacher credibility and (EQ) Emotional Quotient to building character studentpreneur class XI at Vocational High Schools of 1 Salam. Multicollinearity test results are shown in table 4.

**Table 4**. Multicollinearity Test Result

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **Tolerance** | **VIF** | **Information** |
| Teacher Credibility  | 0,971 | 1,030 | There is no multicollinearity |
| (EQ) Emotional Quotient | 0,971 | 1,030 | There is no multicollinearity |

Table 4 explains if the value of variable tolerance for entrepreneurship teacher credibility and (EQ) Emotional Quotient is 0.971 greater than 0.10. While the VIF value of the entrepreneurship teacher credibility variable and (EQ) Emotional Quotient is 1.030 smaller than 10.00. This can be concluded there is no multicollinearity.

**3.4 Hypothesis Testing**

Hypothesis testing is done by using multiple regression analysis conducted to determine the effect of the role of variables, teacher credibility, entrepreneurship and the Emotional Quotient variable (EQ) on the character development of XI grade students in the Agricultural Agribusiness Program at Vocational High Schools of 1 Salam. The results of hypothesis testing can be seen in table 5.

**Table 5.** Product Moment Correlation Test Result



Probability value or sig. (2-tile) for the credibility of entrepreneurship teachers is 0.268 and the significance of 0.025 is smaller than 0.050 which means that there is an influence to building character studentpreneuer students in class XI Agricultural Agribusiness Programs at Vocational High Schools of 1 Salam . Probability value or sig. (2-tiled) for (EQ) Emotional Quotient is 0.368 and the significance is 0.003 less than 0.05 which means that there is an influence to building character studentpreneuer class XI in Agricultural Agribusiness Programs at Vocational High Schools of 1 Salam.

**Table 6.** Percentage Influence of the Entrepreneurship Teacher Credibility Variable and (EQ) Emotional to Building Studentpreneur Character Students

The coefficient of determination is 0.179 which implies that the influence of entrepreneurial teacher credibility and (EQ) Emotional Quotient in shaping the character of studentprenuer of class XI students of Agricultural Agribusiness Program at Vocational High Schools of 1 Salam is 17.9%. While 82.9% (100% -17.9%) is influenced by other variables.

1. **Conclusion**

Overall, the role of the entrepreneurship teacher's credibility and Emotional Quotient (EQ) had a positive and significant contribution to building character studentpreneuer class XI inAgricultural Agribusiness Program at Vocational High Schools of 1 Salam is 17.9%.

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