

The influence of entrepreneurial knowledge, practical work experience, and creativity on the entrepreneurial readiness of vocational school students

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Abstract

This study aims to determine the contribution of entrepreneurial knowledge, internship experience, and creativity to the entrepreneurial readiness of TGG Vocational School students in East Java. The research design uses a quantitative approach. The number of samples used is as many as 200 students. Data was collected by means of a questionnaire instrument. Data analysis consisted of descriptive, prerequisite test, and regression. The results showed: (1) the contribution of entrepreneurial knowledge to entrepreneurial readiness was 60.1%; (2) the contribution of internship experience to entrepreneurship readiness is 51.8%; (3) the contribution of creativity to entrepreneurship readiness is 51.7.7%; and (4) the contribution of entrepreneurial knowledge, internship experience, and creativity to entrepreneurship readiness simultaneously is 63.2%.

Keywords: entrepreneurial knowledge; practical work experience; creativity; entrepreneurial readiness



INTRODUCTION

Vocational high schools in general prepare graduates who are ready to work in the field and specifically able to create a new job field (Ekpoh & Edet, 2014). One way to overcome the problem of unemployment is to change the mindset that in meeting the needs of life, one does not have to work as an employee or employee, but is able to act as a business pioneer. Hendro (Hendro, 2011) makes an analogy if one person becomes an entrepreneur, then he will invite one friend as a partner and another person becomes an employee. Such conditions can be broadly described, namely if 10% of Vocational School graduates become entrepreneurs, 20% will join the entrepreneurial network, so that as much as 30% of the number of unemployed can be reduced. If the majority of Vocational School graduates have such a mindset, then this can be an alternative solution to the problem of unemployment in Indonesia. Based on TPT data, the highest number of unemployed comes from Vocational School graduates. Whereas Vocational School should be a ready-made workforce. Therefore, one solution to overcome the various problems above is to prepare young entrepreneurs from Vocational School graduates. One form of vocational education is a Vocational School that has an orientation in the formation of life skills. Students are trained to master a certain skill required by the industrial world. The learning system is more focused on practicing, so that after graduation you have skills that are ready to be used in the world of work. In addition, Vocational School has advantages compared to SMA, because graduates can work, continue to higher education or become entrepreneurs (Saengchai & Jernsittiparsert, 2019).

The government continues to strive to create young entrepreneurs from the time students take secondary education through the Creative Products and Entrepreneurship subject program. Mila (Mila, 2013) states that several things learned in entrepreneurship education include: (1) forming a mindset to work without having to rely on other parties; (2) the line of business to be undertaken; (3) preparation as an initial activity in business; (4) method of obtaining capital; and (5) marketing techniques. This is supported by the results of research (Ekpoh & Edet, 2014) which concludes that entrepreneurship education has a positive impact on interest in entrepreneurship and is able to increase knowledge in the entrepreneurial process and there are initiatives from students that will bridge the gap and change the mindset of graduates from job seekers to job creators. .

Iacobucci (Iacobucci & Micozzi, 2012) argues that recent research shows that entrepreneurship education plays an important role in promoting entrepreneurial spirit among



students. (Kwon & Arenius, 2010) noted that students who had attended entrepreneurship education/training were more likely to start their own businesses than those who had not. Entrepreneurship education in the fields of science and technology is very important to improve the innovation skills of entrepreneurs in a dynamic environment, an era of disruption that shifts and even turns off the old system in accelerating the industrial revolution 4.0 (Hidayatuloh & Muslim, 2021).

Being an innovative entrepreneur certainly does not directly appear in one's talent. According to Susanto (Susanto. A. B, 2007) before entrepreneurship, one must have work experience first. The work experience of Vocational School students in a business/industry world can be obtained from school or from outside the school in the form of internships. This is supported by the results of research (Supraba & Rahdiyanta, 2013) which concludes that the higher the internship experience students get, the higher the students' readiness for entrepreneurship. The implementation of the internship provides benefits for students in the form of knowledge about the management of a business. This partnership is a strategic step in the implementation of vocational education which so far only tends to provide technical skills and has not provided many soft skills, especially in the field of entrepreneurship (Hidayatulloh & Ashoumi, 2022).

According to Susanto (Susanto. A. B, 2007) before entrepreneurship, one must have work experience first. The work experience of Vocational School students in a business/industry world, can be obtained from school or from outside the school in the form of internships. Supraba and Rahdiyanta's research (Supraba & Rahdiyanta, 2013) is that the higher the internship experience students get, the higher the students' readiness for entrepreneurship. The implementation of the internship provides benefits for students in the form of knowledge about the management of a business. This partnership is a strategic step in the implementation of vocational education which so far only tends to provide technical skills and has not provided many soft skills, especially entrepreneurship. The main capital of an entrepreneur is creativity, tenacity, enthusiasm and never give up (Machumu et al., 2018). Creativity is the ability to develop ideas and solutions in solving problems as well as finding new opportunities (Suryana, 2013). Creative entrepreneurs will be able to provide added value and find business ideas easily. One of the expertise programs that exist at the Vocational School is Geomatics and Geospatial Engineering (TGG). This skill program learns about geometry and geography. In the era of the development of high-rise buildings and toll roads, almost all fields definitely require geomatics and geospatial. The existence of these



opportunities resulted in large business opportunities for TGG Vocational School graduates.

Based on the results of the National Socio-Economic Survey (Susenas) submitted on the Bappeda website (2013), East Java is a province with a small number of entrepreneurs. East Java Province In 2021, the percentage of population types of work are as follows: agriculture 51.73%, mining and quarrying 1.54%, industry 8.14%, electricity gas and drinking water 0.07%, construction 4.52 %, trade, household and accommodation services by 20.98%, transportation, warehousing and communication 2.49%, financial institutions, real estate, rental businesses and corporate services 0.57%, social, social and individual services 9.95 %. In the data it has been stated that the type of work is dominated by the agricultural sector. The number of entrepreneurs in the field of geomatics in East Java is still relatively small. Most local people go out of town just to consult about development planning. This should be a great opportunity for graduates of TGG Vocational School in East Java. There are several business opportunities in accordance with the TGG expertise program, namely (1) buying and selling building materials; (2) building design drawing services; (3) building budget planning services; (4) road, irrigation and bridge construction services; (5) property field; (6) geographic information; and (7) land surveying or site surveying services. The entrepreneurial knowledge that students gain at school, the internship experience they get in the business and industrial world, and the creativity that students have can prepare graduates to become entrepreneurs. However, this effect needs to be studied through research, especially on students of the TGG Vocational School expertise program in the province of East Java. The aims of this research are (1) to find out how much entrepreneurial knowledge, internship experience, creativity, and entrepreneurial readiness of students are; (2) knowing the contribution of entrepreneurial knowledge to entrepreneurial readiness; (3) knowing the contribution of internship experience to entrepreneurial readiness; (4) knowing the magnitude of the contribution of creativity to entrepreneurial readiness; (5) knowing the magnitude of the simultaneous contribution of entrepreneurial knowledge, internship experience, and creativity to entrepreneurial readiness.

METHOD

The research design in this article uses quantitative research methods with the testing technique using regression analysis. This study aims to determine the effect or causal relationship (causal) of two or more independent variables (X) on the dependent variable (Y). Regression analysis is used to predict how far the change in the value of the dependent variable is, if the



independent variable is manipulated or/changed or increased or decreased (Sugiyono, 2018). The independent (X) and dependent (Y) variables studied were entrepreneurial knowledge (X1), internship experience (X2), creativity (X3), and entrepreneurial readiness (Z).

The research population selected was class XI students of the TGG and Network expertise program for the 2021/2022 academic year in East Java Province who had implemented an internship program. There are 7 public and private Vocational Schools that have TGG expertise programs. The sample to be studied was selected using a sampling technique consisting of two stages or called multistage random sampling, namely cluster sampling and proportional random sampling. The first stage is the cluster sampling technique, the sample is selected based on the geographical area based on the cardinal directions. The following are schools selected based on their geographical area: (1) Vocational School 3 Jombang represents the central region; (2) Vocational School 1 Madiun represents the western region; (3) Vocational School 1 Nganjuk represents the southwest region; (4) Vocational School 2 Bojonegoro represents the northern region; (5) Vocational School 1 Singosari represents the southern region; (6) Vocational School 1 Lumajang represents the eastern region. The second stage using proportional random sampling technique. The sample was chosen at random but also paid attention to students who had already implemented an internship program. The Slovin formula is used to determine the number of samples from each school. The total number of students from the six schools is 399 students.

After all the data from each variable is collected, then the data analysis is then carried out using simple linear regression analysis and multiple linear regression. Simple linear regression aims to determine the effect of independent variables on the dependent variable individually or partially. While multiple linear regression is used to determine the effect of all independent variables on the dependent variable simultaneously or together.

RESULT AND DISCUSSION

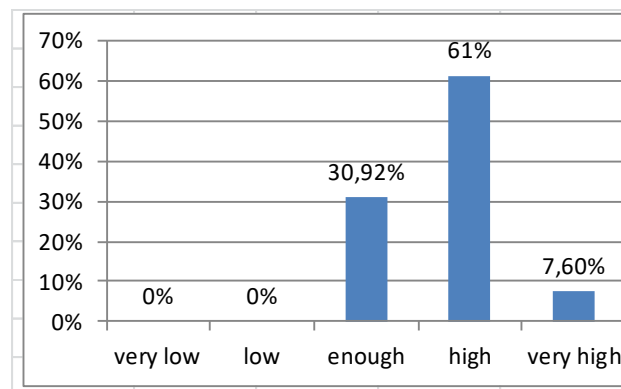
The description of the data described is the variables of entrepreneurial knowledge, internship experience, creativity, and entrepreneurial readiness. Statistical parameters that are often used are: (1) central tendency in the form of mean, median, mode and (2) dispersion in the form of standard deviation, variance, and range. The description of the data for each variable is shown in Table 1. In addition, the frequency distribution of each variable is described into five data intervals, namely very low, low, moderate, high and very high. Each criterion is determined by the frequency and percentage, and is described in the form of a diagram.



Table 1. Description of the data for each variable

No	Variable	Mean	Standar Deviation
1	Entrepreneurial knowledge	71	8.649
2	Internship experiences	82,5	9.938
3	creativity	70	8.129
4	entrepreneurial readiness	83	9.993

Entrepreneurial knowledge data is categorized into five criteria. The description of the frequency distribution of the entrepreneurial knowledge variable is shown in Figure 1. Based on the results of the analysis of the frequency distribution of 200 student respondents, the following descriptions are obtained: (1) 79 students or 30.92% are in sufficient criteria; (2) 110 students or 61% are in the high criteria; and (3) 11 students or 7.6% are in very high criteria. Meanwhile, there are no students who are in the low and very low categories. The average value of entrepreneurial knowledge of TGG Vocational School students in East Java is 71, including the high category.

**Figure 1.** description of the frequency distribution of the entrepreneurial knowledge variable

The internship experience data is categorized into five criteria. The description of the frequency distribution of the internship experience variable is in Figure 2. Based on the results of the analysis of 200 student respondents, the following descriptions are obtained: (1) 0 students or 0% are in very low criteria; (2) 3 students or 5% are in the low criteria; (3) 76 students or 30.2% are in sufficient criteria; (4) 112 students or 59% are in the high criteria; and (5) 9 students or 5.8% are in very high criteria. The average value of students' creativity at TGG Vocational School in East

Java is 82.5, including the high category.

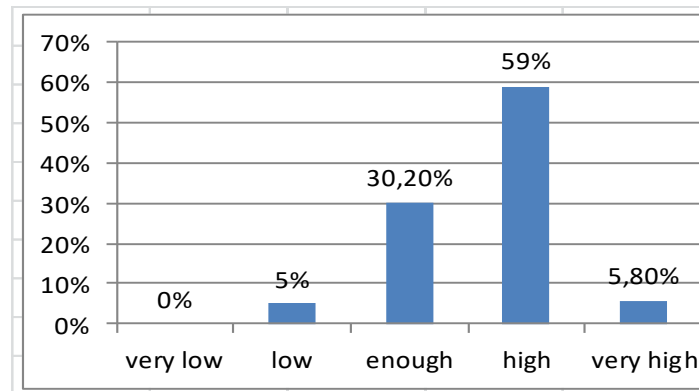


Figure 2. Description of the frequency distribution of the internship experience variable

Creativity data is categorized into five criteria. The description of the frequency distribution of the creativity variable is shown in Figure 3. Based on the results of the analysis of 200 student respondents, the following descriptions are obtained: (1) 0 students or 0% are in very low criteria; (2) 2 students or 5% are in the low criteria; (3) 21 students or 14.6% are in the sufficient criteria; (4) 115 students or 61% are in high criteria; and (5) 63 students or 19.4% are in very high criteria. The average value of the apprenticeship experience of TGG Vocational School students in East Java is 70, including the high category.

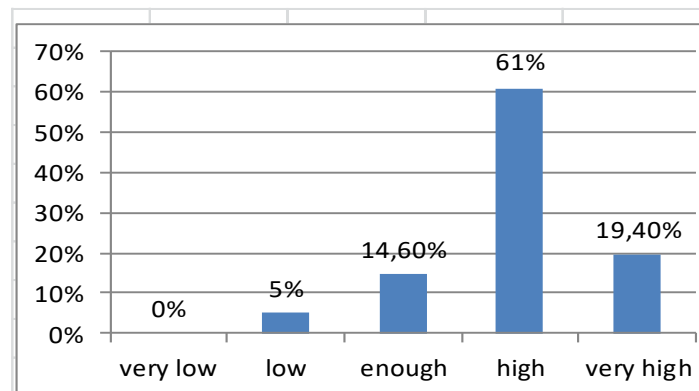


Figure 3. Description of the frequency distribution of the creativity variable

Entrepreneurial readiness data is categorized into five criteria. The description of the frequency distribution of the entrepreneurial readiness variable is shown in Figure 4. Based on the

results of the analysis of 200 student respondents, the following descriptions are obtained: (1) 0 students or 0% are in very low criteria; (2) 3 students or 5% are in the low criteria; (3) 32 students or 15.8% are in sufficient criteria; (4) 137 students or 62.2% are in the high criteria; and (5) 30 students or 17% are in very high criteria. The average value of entrepreneurship readiness of TGG East Java Vocational School students is 83, including the high category.

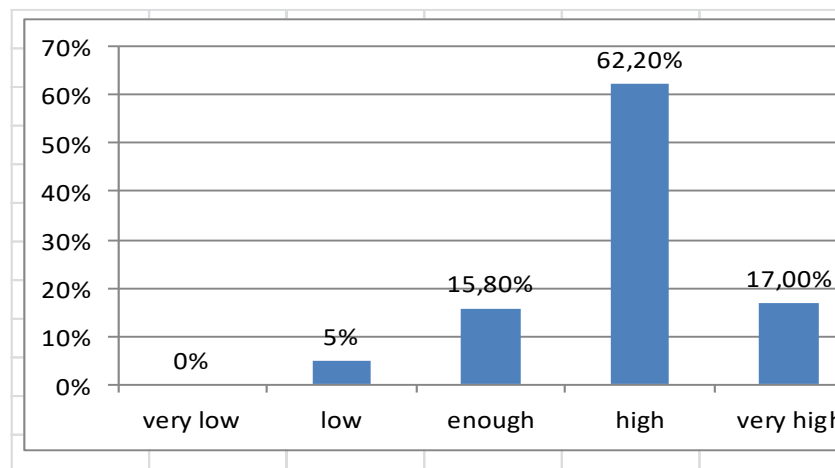


Figure 4. Description of the frequency distribution of the entrepreneurial readiness variable

The prerequisite tests described are the basic assumptions in the form of (1) normality test and (2) linearity test, while the classical assumptions are (1) multicollinearity test, and (2) heteroscedasticity test. The normality test aims to determine whether the distribution of the research data is normally distributed or not. The condition that must be met is that the data must be normally distributed. Testing using the SPSS test program KolmogorofSmirnov. A data is categorized as normal if the resulting significance value is more than 0.05. The results of the significance value of the normality test for each variable are as follows: (1) entrepreneurial knowledge of 0.094; (2) internship experience of 0.200; (3) creativity of 0.087; and (4) entrepreneurial readiness of 0.083. Based on the results of the Kolmogorof-Smirnov test on each variable, it is known that the significance value is more than 0.05. So it can be concluded that the research data is normally distributed.

The linearity test aims to determine the pattern of the relationship between each independent variable and the dependent variable, whether it has a linear relationship or not. The test uses the SPSS test for linearity program. Each independent and dependent variable was tested

one by one. The condition that must be met is that it must be linear. A linear relationship is indicated by a significance value of less than 0.05. The following are the results of the linearity test of each independent variable on the dependent variable: (1) entrepreneurial knowledge X2 on entrepreneurial readiness Y is 0.000; (2) X1's internship experience on Y's entrepreneurial readiness is 0.000; and (3) X3's creativity on Y's entrepreneurial readiness is 0.000. Based on the results of the linearity test, it can be seen that the significance value of each independent variable on the dependent variable is less than 0.05. So it can be concluded that entrepreneurial knowledge, internship experience, and creativity, on entrepreneurial readiness are linear.

The multicollinearity test aims to see whether or not there is a relationship between each independent variable. If there is a relationship between the independent variables, the relationship to the dependent variable can be disturbed. The condition that must be met is that there should be no multicollinearity. The test uses the help of the SPSS diagnostic collinearity test program. The test results seen from the Variance Inflation Factor (VIF) value must be below 5, and the tolerance value must be more than 0.1 and less than 1. The following are the results of VIF and tolerance testing for each variable: (1) entrepreneurial knowledge, VIF = 2.892 and tolerance = 0.336; (2) internship experience, VIF = 1.881 and tolerance 0.619; and (3) creativity, VIF = 3.112 and tolerance = 0.318. Based on the results of the multicollinearity test, it can be seen that the VIF value of each variable is less than 5, and the tolerance value is between 0.1 and 1. So it can be concluded that there is no multicollinearity.

The heteroscedasticity test aims to determine whether there is an inequality of variance from the residuals on all observations in the regression model. The condition that must be met is that there is a similarity in the variance of the residuals or homoscedasticity. The test uses the SPSS program using the scatter plot method, plotting the ZPRED value (prediction value) with SRESID (residual value). If the points in the resulting output are random or do not form a clear pattern and spread above and below the number 0 on the Y axis, then there is no heteroscedasticity.

Hypothesis testing was conducted to determine how much influence the independent variables had which resulted in changes to the dependent variable, either partially or simultaneously. The test uses the SPSS program with simple linear regression test and multiple linear regression test. Simple linear regression is used to test the effect of independent variables on the dependent variable partially or individually one by one. While the multiple linear regression test to test the independent variables on the dependent variable simultaneously or together. The



rule of decision making for hypothesis testing is to compare the probability value with the significance value. If the significance value is less than or equal to the probability of 0.05 or (significance 0.05), then H_0 is rejected and H_a is accepted, meaning that it is significant. Hypothesis testing can also be seen from the comparison of the value of F_{count} with F_{table} . If $F_{count} > F_{table}$ then the hypothesis is accepted. There are four hypotheses tested in this article. The following are the results of testing each hypothesis.

The first hypothesis is that there is a significant contribution between entrepreneurial knowledge and entrepreneurial readiness in students of the TGG expertise program in East Java. This hypothesis aims to find out how much influence entrepreneurial knowledge has on entrepreneurial readiness. The results of simple linear regression analysis show that the regression coefficient for entrepreneurial knowledge (X_1) is 0.708 and is positive. This means that entrepreneurial readiness will increase if entrepreneurial knowledge is increased. The higher the entrepreneurial knowledge of students obtained at school, the higher the readiness of students for entrepreneurship. The resulting significance probability value is 0.000 and less than 0.05 ($p < 0.05$) means that the first hypothesis is accepted. The F_{table} value of the number of samples is 200, $df = 1$, the probability of 0.05 is 3.83. While the value of F_{count} is 186.592, meaning ($F_{count} > F_{table}$), then the hypothesis is accepted. The conclusion is that there is a significant contribution between entrepreneurial knowledge and entrepreneurial readiness for students of the TGG expertise program in East Java. The magnitude of the regression coefficient (r) between entrepreneurial knowledge and entrepreneurial readiness is 0.718. Thus there is a strong influence, because it is close to 1. The magnitude of the contribution of entrepreneurial knowledge to entrepreneurial readiness is the coefficient of determination (r^2) multiplied by 100%, which is $0.601 \times 100\% = 60.1\%$. The conclusion is that entrepreneurial knowledge contributes 60.1% to the entrepreneurship readiness of TGG Vocational School students in East Java, and while 39.9% is influenced by other variables that cannot be disclosed in the study.

The second hypothesis is that there is a significant contribution between internship experience and entrepreneurial readiness for students of the TGG expertise program in East Java. This hypothesis aims to find out how much influence the internship experience has on entrepreneurial readiness. The results of simple linear regression analysis show that the regression coefficient for internship experience (X_2) is 0.690 and is positive. This means that entrepreneurial readiness will increase if the internship experience is increased. The higher the internship experience of students in the industrial world, the higher the readiness of students for



entrepreneurship. The resulting significance probability value is 0.000 and less than 0.05 ($p < 0.05$) means that the second hypothesis is accepted. The F_{table} value of the number of samples is 200, $df = 1$, the probability of 0.05 is 3.89. While the value of F_{count} is 179.984, meaning ($F_{count} > F_{table}$), then the hypothesis is accepted. The conclusion is that there is a significant contribution between internship experience and entrepreneurial readiness for students of the TGG expertise program in East Java. The magnitude of the regression coefficient (r) between internship experience and entrepreneurial readiness is 0.681. Thus there is a strong influence, because it is close to number 1. The contribution of internship experience to entrepreneurial readiness is from the coefficient of determination (r^2) multiplied by 100%, which is $0.518 \times 100\% = 51.8\%$. The conclusion is that the internship experience contributes 51.8% to the entrepreneurship readiness of TGG Vocational School students in East Java, and while 48.2% is influenced by other variables that cannot be disclosed in the study.

The third hypothesis is that there is a significant contribution between creativity and entrepreneurial readiness in students of the TGG expertise program in East Java. This hypothesis aims to determine how much influence creativity has on entrepreneurial readiness. The results of simple regression analysis show that the regression coefficient for creativity (X_3) is 0.792 which is positive. This means that entrepreneurial readiness will increase if students' creativity is increased. The higher the creativity of students in making entrepreneurial ideas, the higher the readiness of students for entrepreneurship. The resulting significance probability value is 0.000 and less than 0.05 ($p < 0.05$) means that the third hypothesis is accepted. The F_{table} value of the number of samples is 200, $df = 1$, the probability of 0.05 is 3.89. While the value of F_{count} is 191.293, meaning ($F_{count} > F_{table}$), then the hypothesis is accepted. The conclusion is that there is a significant contribution between creativity and entrepreneurial readiness in TGG expertise program students in East Java. The magnitude of the regression coefficient (r) between creativity and entrepreneurial readiness is 0.718. Thus there is a strong influence, because it is close to 1. The magnitude of the contribution of creativity to entrepreneurial readiness is the coefficient of determination (r^2) multiplied by 100%, which is $0.517 \times 100\% = 51.7\%$. The conclusion is that creativity contributes 51.7% to the entrepreneurial readiness of TGG Vocational School students in East Java, and 48.3% is influenced by other variables that cannot be disclosed in the study.

The fourth hypothesis is that there is a significant contribution between entrepreneurial knowledge, internship experience, and creativity, on the entrepreneurial readiness of students in the TGG expertise program in East Java. This hypothesis aims to find out how much influence



entrepreneurial knowledge, internship experience, and creativity simultaneously or together on entrepreneurial readiness. The results of multiple linear regression test between variables X1, X2, X3 to Y simultaneously. The magnitude of the regression coefficient simultaneously is 0.772, which means it has a strong influence because it is close to 1. It means that entrepreneurial knowledge, internship experience, and creativity have a strong influence on entrepreneurial readiness. The greater the value of X1, X2, and X3, the greater the value of Y. The resulting significance probability value is 0.000 and less than 0.05. So it can be concluded that the fourth hypothesis is accepted. In addition, by looking at the Fcount value of 103.192, compared to the Ftable value for the number of samples of 200, $df = 3$, the probability of 0.05 is 3.89. This means that $F_{count} > F_{table}$, then the hypothesis is accepted. The conclusion is that there is a significant contribution between internship experience, entrepreneurship knowledge, and creativity on entrepreneurial readiness for students of the TGG expertise program in East Java. From the results of multiple regression analysis, the regression coefficient (r) is 0.792. The contribution of internship experience, entrepreneurial knowledge, and creativity to entrepreneurial readiness is the coefficient of determination (r^2) multiplied by 100%, which is $0.632 \times 100\% = 63.2\%$. The conclusion is that simultaneously entrepreneurial knowledge, internship experience, and creativity contribute 63.2% to the entrepreneurial readiness of TGG Vocational School students in East Java, and 36.8% are influenced by other variables that cannot be disclosed in the study.

DISCUSSION

Entrepreneurial Knowledge Contribution to Entrepreneurial Readiness (X1 to Y)

The results of data analysis conducted partially between entrepreneurial knowledge and entrepreneurial readiness show that there is a significant contribution. The contribution value is 60.1%. Thus, it can be concluded that the more students know about entrepreneurship, the higher the students' readiness for entrepreneurship will be. This is in line with Slameto's opinion (Slameto, 2013) that there are three aspects that affect readiness in entrepreneurship, namely: (1) physical, mental and emotional conditions; (2) needs, motives and goals; and (3) skills and knowledge. The results of the study (Ritonga & Sianipar, 2016) show that entrepreneurial knowledge partially affects entrepreneurship readiness which has a positive value. The higher the entrepreneurial knowledge of students, the higher the readiness for entrepreneurship. Students who have entrepreneurial knowledge tend to want to apply the knowledge that has been obtained, such as opening their own business. Almost the same as research (Pittaway & Edwards,



2012) that entrepreneurial knowledge has a positive and significant influence on students' entrepreneurial readiness. While the results of research (Santos et al., 2010) that the effect of entrepreneurship learning on entrepreneurial readiness is 48.5%. The implementation of learning cannot be separated from the materials and methods used by the teacher in the learning process. In accordance with the objectives of learning entrepreneurship in schools according to the Teacher's Book of Craft and Entrepreneurship subjects, namely: (1) carried out as formal education but expecting the ultimate goal of having economic skills; (2) produce quality human beings who have market-based creation insight; (3) facilitating students to be able to express creatively through ergonomic, technological and economical working technique skills; (4) training skills in creating aesthetic, artistic, ecosystem, and technological-based works; (5) training in the use of media and materials for artistic and technological works through the principles of ergonomics, hygiene, precise, fast-paced, ecosystemic and metacognitive; (6) produce finished or expressive works that are ready to be used in life or are insightful and the basis for appropriate development of renewable technology and local wisdom technology; and (7) fostering an entrepreneurial spirit through training and managing creation/production, packaging, and selling businesses based on economic, ecosystemic, and ergonomic principles. Entrepreneurship will not succeed without a basic knowledge of how to strategy in business. Interest and talent alone will not be enough without being supported by the ability and knowledge. The knowledge possessed will lead to success. In line with the opinion (Kwon & Arenius, 2010) that the talent of an entrepreneur will increase and develop thanks to knowledge. (Liñán & Fayolle, 2015) have the same opinion, that entrepreneurship will not succeed if it does not have the knowledge, ability and will. Some of the knowledge that must be owned by entrepreneurs, include: (1) the business to be involved and its environment; (2) the roles and responsibilities of entrepreneurs; and (3) business management and organization. Meanwhile, the skills that must be possessed consist of: (1) managing strategies and taking into account risks; (2) creative in creating added value; (3) lead and manage; (4) communicate and interact; and (5) the business technique to be carried out. The implementation of entrepreneurship learning carried out in schools aims to prepare students to become entrepreneurs. Learning does not only emphasize theory, but also the practice of making and selling products. In addition, students are required to be able to make a business plan in the form of an entrepreneurial proposal. Business proposals designed by students contain: (1) background on setting up a business; (2) organizational profile; (3) vision, mission and business objectives; (4) products sold; (5) market analysis; (6) marketing strategy; (7) cost budget. Based



on some of the explanations above, entrepreneurial knowledge can provide insight into the world of entrepreneurship and provide provisions for students who will create their own jobs after graduating from Vocational School. Entrepreneurial knowledge can not only be increased through learning at school, but also from various sources, such as seminars, news, television, internet, and others. The knowledge and experience of entrepreneurship practice gained by students at school will foster an attitude of entrepreneurship readiness because students will learn to start entrepreneurship, according to their field of expertise. In addition, it can be a provision in marketing goods and services, being professional in work, communicating with customers, and making products that are worth selling. It is hoped that in the future, graduates of the TGG Vocational School of expertise program will no longer contribute to the percentage of unemployment, especially in East Java.

Contribution of Internship Experience to Entrepreneurial Readiness (X2 to Y)

The results of data analysis conducted partially between internship experience and entrepreneurial readiness show that there is a significant contribution. The contribution value is 51.8%. So it can be concluded that the more experience students get during industrial practice, the higher the readiness of students in entrepreneurship. Industrial practical experience makes students confident and ready to become entrepreneurs. The results of this study are in accordance with research conducted by (Edy et al., 2019) that the implementation of internships will indirectly provide knowledge, skills and work experience. The experience gained when carrying out industrial practice, in addition to learning how to get a job, students also learn how to choose a job that is relevant to the abilities possessed by the student. This work experience will determine students' readiness to work because in industry, students are taught to work according to their abilities and the accompanying aspects. The results of the study (Ikhtari & Purnami, 2019) show that there is a positive influence from practical activities in the industrial world on entrepreneurial readiness. Research (Lisnawati & Adman, 2019) found that there was an influence of internship activities in the industry on entrepreneurial readiness, the higher the practical activities carried out, the higher the readiness in entrepreneurship. Added to the research results (Saputra & Jalinus, 2020) that the internship experience partially affects entrepreneurship readiness which has a positive value. Another study from (Siti Suantari et al., 2019) shows that the influence of internship experience on entrepreneurship readiness is partially. Some of the research results above are supported by (Husnita & Suparno, 2020) that the benefits of implementing an



internship program at Vocational School are not only for the students concerned, but also for schools and industry. Vocational School graduates when working become more confident because they already know the real industry conditions in advance. Work experience during an internship is a medium to educate students as entrepreneurs. The industry that is used as a place for internships can be used as business partners, starting from work proposals, production processes, marketing, and management. Based on the data description in the previous chapter, internship experience is included in the high criteria. The internship places for TGG students in East Java are generally in government and private contractors and companies. During the internship students gain knowledge, experience, skills, and can develop a good work attitude as an entrepreneur. With the various provisions obtained, it can have a positive impact on students' readiness to become independent entrepreneurs.

Contribution of Creativity to Entrepreneurial Readiness (X3 to Y)

The results of partial data analysis between creativity and entrepreneurial readiness show that there is a significant contribution. The contribution value is 51.7%. So it can be concluded that the higher the level of creativity of students in generating business ideas, the higher the readiness of students in entrepreneurship. (Syahrin et al., 2019) revealed that the main capital of an entrepreneur is creativity, tenacity, an unyielding spirit. Creative entrepreneurs will not run out of ideas when faced with challenges, and will turn them into opportunities. An entrepreneur will succeed if he always thinks creatively, and uses the results of that creativity in his business activities. Creativity is the ability to think of something new and different, while innovation is the ability to do, apply something new and different. Something new and different can be in the form of goods and services, and can lead to added value, and is a valuable advantage. The basic principles that are important in entrepreneurship are creative, innovative, disciplined, have creativity, think new things and do new things or create the new and different. (Zampetakis et al., 2011) conducted a study and got the result that there is a positive correlation between creativity in entrepreneurship and interest in entrepreneurship. (Phipps, 2012) revealed that the main capital of an entrepreneur is creativity, tenacity, and an unyielding spirit. Creative entrepreneurs will not run out of ideas if they get a challenge and will turn it into an opportunity. An entrepreneur will succeed if he always thinks creatively and uses the results of that creativity in his business activities. According to (Yalız Solmaz, 2017) entrepreneurship will be successful when it has four elements, such as ability, courage, determination, and creativity which impact on the origin of the



idea to find opportunities based on intuition. (Proctor, 2020) adds that when knowledge is constrained, creativity will work. Creativity will bring balance, depth, and sensitivity in intellectual pursuits. Entrepreneurial creativity is related to three things, namely the ability to combine, solve problems, and reflect operational capabilities. An entrepreneur will never be separated from various kinds of diverse challenges. One thing that must be owned by an entrepreneur is to have creative ideas to create new innovations in the field they are engaged in. Creative ideas will be useful as a basic step to starting a business and overcoming various problems that arise.

Contribution of Internship Experience, Entrepreneurship Knowledge, and Creativity to Entrepreneurial Readiness (X1, X2, and X3 to Y)

Simultaneously the results of the analysis show that entrepreneurial knowledge, internship experience, and creativity have an impact on students' readiness for entrepreneurship. It is indicated by the magnitude of the simultaneous contribution of 63.2%, and the remaining 36.8% is influenced by several other factors that cannot be disclosed in the study. The higher the entrepreneurial knowledge, internship experience, and creativity, the more prepared Vocational School students will be for entrepreneurship.

CONCLUSION

Based on the results of the testing and discussion in the description of the previous chapter, it can be concluded that: (1) the entrepreneurial knowledge of TGG Vocational School students in East Java is included in the high category, with an average score of 71; (2) the internship experience of TGG Vocational School students in East Java is in the high category, with an average score of 82.5; (3). The creativity of TGG Vocational School students in East Java is in the high category, with an average score of 70; (4) The entrepreneurial readiness of the TGG Vocational School students in East Java is included in the high category, with an average score of 83; (5) there is a significant contribution between entrepreneurial knowledge and entrepreneurship readiness for students of the TGG expertise program in East Java, which is 60.1%; (6) There is a significant contribution between internship experience on entrepreneurship readiness of students of the TGG expertise program in East Java, which is 51.8%; (7) There is a significant contribution between creativity and readiness for entrepreneurship in students of the TGG expertise program in East Java, which is 51.7%. (8) there is a significant contribution between entrepreneurial knowledge, internship experience, and creativity simultaneously on



entrepreneurship readiness of students of the TGG expertise program in East Java, which is 63.2%.

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