

The Influence of Entrepreneurial Learning, Internship Experience and Informal Education on Entrepreneurial Readiness Through Entrepreneurial Literacy (Study On Vocational School Students In Pangkep District)

Muhammad Jafar¹, Anwar Ramli², Muhammad Rakib³, Muhammad Azis⁴
Postgraduate (S3) Economic Education, Makassar State University, Indonesia¹
Makassar State University, Indonesia^{2,3,4}
E-mail: m.jafar983@gmail.com¹, post@unm.ac.id², alamyin@gmail.com³,
mazis@unm.ac.id⁴

Abstract

The magnitude of the opportunity for schools to shape students' entrepreneurial readiness in vocational schools is directly proportional to the output of students' entrepreneurial readiness which carries risks and is inherent in the entrepreneurial profession itself. The fact is that vocational school students cannot compete and are not ready to use it in the world of work, even though they are prepared to be able to immediately enter the business world. This phenomenon shows that the behavioral perspective which focuses on student behavior is unable to reconstruct vocational school students' entrepreneurial knowledge as literacy to provide knowledge for entrepreneurial readiness. Therefore, the aim of this research is to test and analyze the influence of entrepreneurial learning, internship experience and informal education on entrepreneurial readiness through entrepreneurial literacy as a study on vocational school students in Pangkep Regency. This research is quantitative research that emphasizes analysis based on data and numbers and relies on the conclusion of the results on an error probability of rejecting the null hypothesis (Ho) which is built on a strong theory. Data was obtained through observation, questionnaires and documentation with a population of 2,121 students using probabilistic sampling techniques. The research sample was 337 students. Next, the data were analyzed descriptively and inferentially using structural equation modeling techniques to test the 8 hypotheses in the research. The results of the research show that the variables of entrepreneurial learning and internship experience have a positive and significant effect on students' entrepreneurial literacy and entrepreneurial readiness. However, informal education does not have a positive and significant effect on literacy, entrepreneurship and students' entrepreneurial readiness. In line with this, entrepreneurial literacy can mediate entrepreneurial learning, internship experience, informal education and entrepreneurial literacy towards the entrepreneurial readiness of Vocational High School (SMK) students in Pangkep Regency.

Keywords Entrepreneurial Readiness, Entrepreneurial Literacy, Entrepreneurship Learning, Informal Education, Internship Experience

INTRODUCTION

According to data from the Statistics Center (BPS), 8.7 million Indonesians were unemployed in February 2023. In August 2023, this figure increased to 9.1 million people in just six (six) months. According to the Danareksa Research Institute (DRI), Indonesia's unemployment rate could reach 6.24%. Meanwhile, Badan Pusat Statistics (BPS) also reveal that the unemployment rate for high school graduates (SMA) is 7.03%, while the Open Unemployment Rate (TPT) of Vocational High Schools (SMK) remains the highest at 9.27%. In the meantime, it was 5.36% at the junior high school (SMP) level, 6.35% at the diploma III (D3) level, and 4.98% at the university level. (<https://financescond.com/berita-business-economics/d-35-082-98/many-graduates-of-vocational-schools-are-unemployed>).



The open unemployment figures for the vocational school student group are then confirmed by the datatracer study conducted in 2023 in vocational schools throughout Pangkep Regency. These figures are as follows: 1) Pursuing higher education accounts for 18% of the group; 5) entering the industrial sector; 3) becoming a franchise employee; 1% are farmers; and 73 % are unemployed (Tracer Study, UPTD SMA/SMK Office Pangkep Regency 2023).

Based on the aforementioned data, it can be inferred that there is a sign of very low entrepreneurial readiness among students attending Pangkep Regency vocational schools, and that this indication is mirrored in the data from the Central Statistics Agency (BPS) and the Tracer study, which shows that unemployment occurs after graduation from Pangkep Regency vocational schools. In actuality, Article 2 Paragraph (2) of Minister of Education and Culture Regulation No. 38 of 2018 concerning National Vocational School Education Standards requires that...Through an entrepreneurial program, Vocational Intermediate (SMK) is an educational institution that produces skilled workers to prepare students for the workforce.

Research results from vocational schools, such as Rabib (2020), however, attest to the entrepreneurial readiness of Vocational High School (SMK) pupils. It was discovered that there is a positive correlation between entrepreneurial readiness and the entrepreneurial literacy variable. According to research by Hasan (2020), 57.7% of students in classes XI and XII at SMKN 1 Sinjai are highly prepared for entrepreneurship. Accordingly, Ika Prima (2018) demonstrates: (1) the direct, positive, and significant influence of entrepreneurial attitudes on readiness for entrepreneurship; (2) the direct, positive, and significant influence of entrepreneurial attitudes on entrepreneurial readiness through positive and significant self-efficacy; (3) the direct, positive, and significant influence of entrepreneurial knowledge on self-efficacy; (4) the direct, positive, and significant influence of entrepreneurial knowledge on entrepreneurial readiness through self-efficacy; and (5) the direct, positive, and significant influence of self-efficacy towards entrepreneurial readiness. According to research Rakib, (2022) "Competence and opportunities for direct and significant influence to readiness. entrepreneurship and also has an indirect effect on entrepreneurial readiness through students' entrepreneurial motivation."

According to some of the aforementioned research findings, students who demonstrate strong entrepreneurial literacy while attending vocational school will be prepared for the entrepreneurial world. The study's findings demonstrate the components of entrepreneurial literacy. According to Anggriawan, Rusno, and Firdaus (2018), educational background, internships, and entrepreneurial learning are some of the indications of entrepreneurial literacy toward preparedness. comparable to that. According to Lo Choi Tung Research (Rakib 2010), literacy entrepreneurship is the process of imparting entrepreneurial knowledge and skills to students through apprenticeships, informal education, and entrepreneurship learning in order to assist them in taking advantage of business opportunities. This notion states that entrepreneurial literacy can provide pupils with a range of skills. Learning entrepreneurship, internships, and informal education are just a few of the many advantages that come with being an entrepreneur.

LITERATURE REVIEW

According to Schwartz and Teach (2002), entrepreneurship learning—an educational curriculum that covers several facets of entrepreneurship—can help one acquire entrepreneurial literacy as a crucial component of competency provision mentor. Field practice is intended to provide the competence, skills, and values necessary for identifying business possibilities, planning and launching new ventures, and providing a foundational education. business ownership someone from his birth family.

Melyana and Rusdarti (2015) state that the scientific field of entrepreneurial learning examines a person's ideals, aptitudes, and approach to overcoming obstacles live to gain. possibilities come with a variety of potential hazards. According to Pratomo, Mulyadi, and Utama's (2018) research, learning entrepreneurship has a medium-sized impact on readiness entrepreneurship. In a similar spirit, research Nurbaya, (2012) found that practice and industrial work had an impact on entrepreneurial preparedness as well as learning and entrepreneurship.

With regard to developing students' entrepreneurial preparedness, the internship component of the curriculum is designed to enable students to find employment as soon as they graduate from vocational school. In addition to theory, students have received greater practice and skills. Internships are one method to put the knowledge and abilities you've learned in school into practice. Through their internships, students are able to showcase their skills to the employer and gain valuable experience. It is hoped that students can start working right away or at least start their own businesses.

Internships also attempt to teach students how to communicate and collaborate in a more professional manner, according to Peltir (2005). Through the internship, students will observe how a professional work process operates, enabling them to emulate that professional work style. Anwar (2018) found that work motivation and experience/internship have a substantial impact on work readiness when they are combined. Children can learn about business from their familial surroundings as well. Since the family is a child's first and closest environment, they will be influenced by it in most of their decision-making. In this instance, a child's ability to become an entrepreneur is greatly influenced by the nature and character of their family.

As per Bhakari (2006), a family is conventionally characterized as a collection of relatives linked through blood, marriage, or adoption, who reside together for a portion of their lives and bear reciprocal rights and responsibilities towards each other. The family serves as the primary institution, offering love, safety, and education. Until the kid reaches adulthood, the family serves as the child's first and only nurse, educator, and protector.

Relationships are among the things that can affect a child's education within the family, according to Muchtar, Azis, and Rakib (2018). Which foster harmony among family members, the location and accessibility of sufficient educational resources, the financial standing of the family, and the surrounding environment a calm house, focus one major one from the parents. Environment family in particular, according to Wulandari, Wagimin, and Susilowati (2015). Parents provide guidance, cultural style, home environment, perspective on life, and patterns that influence their children's attitudes, behavior, and educational path.



It can be understood as follows, per a number of the definitions given above: that children's development of an entrepreneurial spirit can be influenced by the family environment and the responsibilities that parents play in it. According to research by Robertson et al. (2023), family formattitude patterns are influenced by the environment and encouraging conduct for kids. According to research by Beaver and Jennings (2005), family environment is important for knowledge, life skills, and self-development.

Based on the description that has been submitted, it can be seen that learning entrepreneurship, internship experience and informal education can influence vocational school students' entrepreneurial readiness, through entrepreneurial literacy which is suspected also will strengthen the relationship between these variables.

METHOD

Researcher employing quasi-qualitative methods. One aspect of post-model positivism is quasi-qualitative. From this point on, researchers can complete the literature review procedure by using Use model deductive guides grouped the research questions, goals, and theories statistical analysis (Murdiyanto, 2020) Social relations, incidents, and positivist theory can all be grounded in theory. Following that, the researcher conducted studies of the literature to examine hypotheses that could address issues and conduct secondary and primary data collection. In this study, 337 Pangkep Regency vocational school students were given research questionnaires online via Google Form. And moreover. The questionnaire's answers were examined inferentially and descriptively using percentages. Data analysis for Structural Equation Modeling (SEM)

RESULTS AND DISCUSSION

Descriptive Analysis (Description of respondents' questionnaire answers)

Table 1 Description of Questionnaire Answers

No	Indicator	Intervals					Category					f	%
		01 eleme ntary schools 01.79	01.80 eleme ntary schools 02.59	02.60 eleme ntary schools 03.39	03.40 eleme ntary schools 04.19	04.20 eleme ntary schools 05.00	Very low	Ren there	Cu coup	Tall	Very Tall		
A Entrepreneurship Learning Variables													
1	Teacher Competency				√				√			120	35.61
2	Teacher Guidance		√				√					139	41.25
3	Implementation of Learning				√				√			142	42.14
4	Learning Evaluation				√				√			214	64.50
B Internship Experience Variables													
1	Opportunities for students to improve skills				√				√			159	47.18
2	Increased Work Experience				√				√			253	75.07
3	Forming Students' Work Mentality			√						√		185	54.90
4	Benefits of Internships that Students Get						√			√		297	88.13
C Informal Education Variable													

No	Indicator	Intervals					Very low	Category				f	%
		01 elemen- tary schools	01.80 elemen- tary schools	02.60 elemen- tary schools	03.40 elemen- tary schools	04.20 elemen- tary schools		Ren- there	Cu- coup	Tall	Very Tall		
1	Student Family Social Relations			√				√				211	62.61
2	Family Role			√				√				198	58.75
3	Educational Patterns in Students' Families (Discipline)		√				√					139	41.25
4	Support in the family			√				√				214	65.30
D Entrepreneurial Literacy Variable													
1	Aspects of business knowledge		√				√					219	64.49
2	Basics of Entrepreneurship (Self-confidence)			√				√				214	65.30
3	Ability to adapt		√				√					216	64.09
4	Ability to plan business			√				√				187	55.49
E Entrepreneurial Readiness Variable													
1	Interest in Entrepreneurship			√				√				265	78.64
2	Pay more attention to entrepreneurial activities				√				√			221	65.58
3	Student Readiness for Entrepreneurship (self-readiness),				√				√			187	55.49
4	Entrepreneurial personality (entrepreneur personality),			√				√				123	36.50

Source: Results of research data processing 2023

Based on table 1 data, it can be explained as follows:

1) Entrepreneurship Learning

The responses of research respondents regarding entrepreneurship learning in Pangkep Regency Vocational Schools, student respondents responded to were "High", mainly indicators of Teacher Competency (35.62%), Learning Implementation (41.25%) and learning evaluation (64.50%) but in The implementation of entrepreneurship learning guidance provided by teachers was responded to as "Low" by 41.25% of student respondents. This shows that basically entrepreneurship learning has been provided by teachers at vocational schools, but there is still a need to provide in-depth guidance both in terms of quantity and quality.

2) Internship Experience

The responses of research respondents regarding the internship experience felt by Pangkep Regency Vocational School students were "Enough", mainly the indicators of students' opportunity to improve skills (47.18%) and increased work experience (75.07%) but the indicator of internship experience will increase work mentality. The students' response was "Low". As many as (54.90%). Then what is extraordinary is that the benefits of internships obtained by students were responded very "High", as many as 88.13%. This shows that the work practices/internships that Pangkep Regency Vocational School students participate in contribute quite a lot in providing students with internship experience as an educational subject.



3) Informal Education

Research respondents' responses regarding the informal education they received in their families included "Enough", especially indicators of Student Family Social Relations (62.61%), Family Roles (58.75%), and family support (65.30%), However, the response to the Education Pattern in Students' Families (Discipline) indicator was "Low" as much as 41.25%. This shows that it is felt that the informal education of respondents from Pangkep Regency Vocational School students has contributed quite a lot to their development, however, indicators of discipline in the family deserve attention, because in general students think that discipline in their family does not discipline students enough.

4) Entrepreneurial Literacy

The responses of research respondents regarding entrepreneurial literacy, especially on the Basic Entrepreneurship indicators (Confidence) (65.30%) and Ability to plan a business (55.49%) include "Enough", but on the Business Knowledge Aspect indicators (64.49%) and the ability to adapt (64.09%) is included in "Poor". This shows that students' self-confidence in opening a business and their ability to plan a business have grown, but students still have limitations related to business knowledge and the ability to adapt when they are involved. in future business activities

5) Entrepreneurial Readiness

The responses of research respondents were related to students' entrepreneurial readiness, especially the indicators of paying more attention to entrepreneurial activities (65.58%) and students' readiness for entrepreneurship (self-readiness), (55.40%) included "Enough", but in the indicators of interest in entrepreneurship (78.64%) and entrepreneurial personality (36.50%) include "Less". This shows that students' entrepreneurial readiness, such as paying more attention to entrepreneurial activities, is the main capital that students have. Moreover, students' readiness for entrepreneurship (self-readiness) is already visible, but interest in entrepreneurship still seems to be low with a very high percentage, even more than half of vocational school students in Pangkep Regency. So if this interest in entrepreneurship does not receive attention to be increased, of course vocational school graduates in Pangkep Regency are unlikely to become entrepreneurs when they graduate.

Inferential Analysis (Structural Equatorial Medeling)

1) Evaluation of Goodness of Fit Criteria

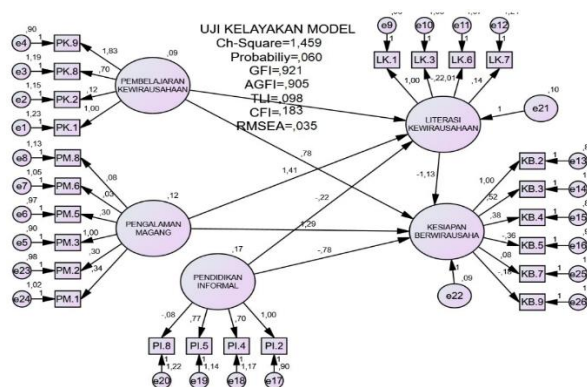


Figure 1. Full model goodness of fit

Based on Figure 1, the full model analysis shows that the model meets the fit criteria. This can be explained by the value of the calculation results which meet the feasibility criteria for the full SEM model in detail, which is presented in Table 2.

Table 2. Evaluation of Goodness-of-fit criteria

No.	Criteria	Value Recommendations	Results	Model's Evaluations
1	Chi-square	104,138	1,459	Good
2	Probability	≥ 0.05	0.060	Good
3	RMSEA	≤ 0.08	0.035	Good
4	GFI	≥ 0.90	0.921	Good
5	AGFI	≥ 0.90	0.905	Good
6	CMIN/DF	≤ 2.00	1,448	Good
7	TLI	≥ 0.90	0.098	Good
8	CFI	≥ 0.90	0.183	Good

Source: Primary data processed in 2023

Based on Table 2, the results of the chi-square test calculation on the full model obtained a value of 1.459, which is lower than the required value, namely 104.138. The probability value or P (P-Value) = 0.060 is above the critical price > 0.05, the RMSEA (Root Mean Square Error of Approximation) value = 0.035 is lower than the critical price value < 0.08. GFI (Goodness of Fit Index) value = 0.921, above the critical value > 0.90. AGFI value (Adjusted Goodness of Fit Index) = 0.905, above the critical value > 0.90. CMIN/DF (The Minimum Sample Discrepancy Function Degree of Freedom) value = above the critical value < 2.00 1.448. The TLI (Tucker Lewis Index) value = 0.098 above the critical value > 0.90 and the CFI (Comparative Fit Model) value = 0.183 above the critical value > 0.90. Thus, the model is considered good and can be continued with hypothesis testing.

2) Hypothesis Testing

Next, at this stage, research hypothesis testing is carried out. Testing was carried out on the 8 proposed hypotheses. Hypothesis testing is carried out using the t-value with a significance level of 0.05. The t-value in the AMOS 22.0 program is the Critical Ratio (cr) value in the Regression Weight of the fit model. If the CriticalRatio (cr) value is ≥ 1.967. Or the probability value (P) ≤ 0.05 means Ho is rejected (the research hypothesis is accepted). The results of AMOS processing of the full model can be seen in table 4.3. as follows:

Table 3 Hypothesis Testing

Regression Weights: (Group number 1 - Default model)

		Estimate	S.E	CR	P	Label
ENTREPRENEURSHIP LITERACY	ENTREPRENEURSHIP LEARNING	,686	,403	1,985	,038	par_16
ENTREPRENEURSHIP LITERACY	INTERNSHIP EXPERIENCE	1,414	,718	1,971	,029	par_18
ENTREPRENEURSHIP LITERACY	INFORMAL EDUCATION	,222	,330	0.673	,500	par_20



		Estimate	S.E	CR	P	Label
ENTREPRENEURSHIP READINESS	ENTREPRENEURSHIP LEARNING	,783	,661	1,984	,037	par_17
ENTREPRENEURSHIP READINESS	INTERNSHIP EXPERIENCE	1,288	1,165	1,971	,029	par_19
ENTREPRENEURSHIP READINESS	INFORMAL EDUCATION	,317	,600	4,296	***	par_21
ENTREPRENEURSHIP READINESS	ENTREPRENEURSHIP LITERACY	,126	,917	3,228	***	par_22

Source: 2023 Research Data

Hypothesis Test 1

Hypothesis 1 in this research is that entrepreneurial learning has a positive effect on students' entrepreneurial literacy at Pangkep Regency Vocational Schools. Based on the data processing presented in table 4.3 above, it is known that: 1) The CR value of the causal relationship between Entrepreneurship Learning and Entrepreneurship Literacy is 1.985. above the required critical price, namely > 1.96 . 2) The P value is 0.038. below the required critical price, namely < 0.05 . Based on this explanation, it can be concluded that the null hypothesis is rejected and hypothesis 1 is accepted, which means that in this study entrepreneurial learning has a positive and significant effect on students' entrepreneurial literacy at Pangkep Regency Vocational Schools.

Hypothesis Test 2

Hypothesis 2 in this research is that internship experience has a positive effect on students' entrepreneurial literacy at Pangkep Regency Vocational Schools. Based on the data processing presented in table 4.3, it is known that: 1) The CR value for the causal relationship between Internship Experience and Entrepreneurial Literacy is 1.971. above the required critical price, namely > 1.96 . 2) The P value is 0.029. below the required critical price, namely < 0.05 . Based on this explanation, it can be concluded that the null hypothesis is rejected and hypothesis 2 is accepted, which means that in this study the internship experience has a positive and significant effect on students' entrepreneurial literacy at Pangkep Regency Vocational Schools.

Hypothesis Test 3

Hypothesis 3 in this research Informal Education has a positive effect on the Entrepreneurial Literacy of students at Pangkep Regency Vocational Schools. Based on the data processing presented in table 4.3, it is known that: 1) The CR value of the causal relationship between Informal Education and Entrepreneurship Literacy is -0.673. below the required critical price, namely > 1.96 . 2) The P value is 0.501. Above the required critical price, namely < 0.05 . Based on this explanation, it can be concluded that the null hypothesis is accepted and hypothesis 3 is rejected, which means that in this study informal education does not have a positive and significant effect on students' entrepreneurial literacy at Pangkep Regency Vocational Schools.

Hypothesis Test 4

Hypothesis 4 in this research is that entrepreneurial learning has a positive effect on students' entrepreneurial readiness at Pangkep Regency Vocational Schools. Based on the data processing presented in table 4.41, it is known that: 1) The CR value of the causal relationship between Entrepreneurship Learning and Entrepreneurship Readiness is 1.984. above the required critical price, namely > 1.96 . 2) The P value is 0.037. below the required critical price, namely < 0.05 . Based on this explanation, it can be concluded that the null hypothesis is rejected and hypothesis 4 is accepted, which means that in this study entrepreneurship learning has a positive and significant effect on students' entrepreneurial readiness at Pangkep Regency Vocational Schools.

Hypothesis Test 5

Hypothesis 5 in this research is that internship experience has a positive effect on students' entrepreneurial readiness at Pangkep Regency Vocational School. Based on the data processing presented in table 4.41, it is known that: 1) The CR value of the causal relationship between Internship Experience and Entrepreneurial Readiness is 1.971. above the required critical price, namely > 1.96 . 2) The P value is 0.029. below the required critical price, namely < 0.05 . Based on this explanation, it can be concluded that the null hypothesis is rejected and hypothesis 5 is accepted, which means that in this study internship experience has a positive and significant effect on students' entrepreneurial readiness at Pangkep Regency Vocational School.

Hypothesis Test 6

Hypothesis 6 in this research is that informal education has a positive effect on students' entrepreneurial readiness at Pangkep Regency Vocational Schools. Based on the data processing presented in table 4.41 above, it is known that: 1) The CR value for the causal relationship between Informal Education and Entrepreneurial Readiness is 4.296. Far above the required critical price, namely > 1.96 . 1) P value = ***. Far below the required critical price, namely < 0.05 . 2) Based on this explanation, it can be concluded that the null hypothesis is rejected and hypothesis 6 is accepted, which means that in this study Informal Education has a positive and significant effect on students' Entrepreneurial Readiness at Pangkep Regency Vocational Schools

Hypothesis Test 7

Hypothesis 7 in this research is that Entrepreneurial Literacy has a positive effect on students' Entrepreneurial Readiness at Pangkep Regency Vocational Schools. Based on the data processing presented in table 4.41, it is known that: 1) The CR value of the causal relationship between Entrepreneurial Literacy and Entrepreneurial Readiness is 3.228. Far above the required critical price, namely > 1.96 . 2) P value = ***. Far below the required critical price, namely < 0.05 . Based on this explanation, it can be concluded that the null hypothesis is rejected and hypothesis 7 is accepted, which means that in this study entrepreneurial literacy has a positive and significant effect on students' entrepreneurial



readiness at Pangkep Regency Vocational School.

Hypothesis Test 8 (Intervening)

Hypothesis 8 in this research is a hypothesis that tests the existence of intervening variables, namely: 1) Entrepreneurial learning has a positive effect on entrepreneurial readiness through entrepreneurial literacy, 2) Internship experience has a positive effect on entrepreneurial readiness through entrepreneurial literacy, and 3) Informal education has a positive effect on entrepreneurial readiness through student entrepreneurial literacy at Pangkep Regency Vocational Schools.

For the purposes of answering the intervening hypothesis, it will be referred to *Standardized Total Effects SEM application Amos ver.22.0*, where the data is presented in table 4, as follows:

Table 4 Standardized Total Effects

<i>Standardized Total Effects (Group number 1 - Default model)</i>						
	EDUCATION INFORMAL	EXPERIENCE MAN APPRENTICESHIP	LEARNERS ENTREPRENEURIAL RANGE HAAN	LITERACY ENTREPRENEURSHIP	READINESS ENTREPRENEURSHIP BUSINESS	
LITERACY_ ENTREPRENEURSHIP	0.422	0.037	0.025	0.025	0.000	
READINESS_ ENTREPRENEURSHIP	0.017	0.002	0.000	0.017	0.000	

Source: Data Out Putv Research 2023

Based on the data from table 3 and table 4, the 8th (eighth) hypothesis which analyzes the intervening variables in this research can be described as follows:

h.1) The influence of entrepreneurial learning on entrepreneurial readiness through Entrepreneurship Literacy

Based on the data processing presented in table 3 and table 4, it is known that: 1) The causal relationship between entrepreneurial learning and entrepreneurial literacy is: CR value is 1.985. ($>$) 1.96. And P value = 0.038. Greater than $<$ 0.05 (positive and significant). 2) The causal relationship between entrepreneurial literacy and entrepreneurial readiness, namely: CR value of 3.228. $= >$ 1.96. And P Value = ***. Smaller than $<$ 0.05. (positive and significant). Based on this explanation, it can be concluded that entrepreneurial learning mediates entrepreneurial readiness through entrepreneurial literacy because entrepreneurial learning and entrepreneurial readiness have a significant relationship.

h.2) The Influence of Internship Experience on Entrepreneurial Readiness through Literacy Entrepreneurship

Based on the data processing presented in table 3 and table 4, it is known that: 1) The causal relationship between internship experience and entrepreneurial literacy is 1.971. above the required critical price, namely $>$ 1.96. And the P value is 0.029. below the required critical price, namely $<$ 0.05. (positive and significant). 2) The causal relationship between entrepreneurial literacy and entrepreneurial readiness, namely: CR value of 3.228. $= >$ 1.96.

And P Value = ***. Smaller than < 0.05 . (positive and significant). Based on this explanation, it can be concluded that internship experience mediates entrepreneurial readiness through entrepreneurial literacy because internship experience and entrepreneurial readiness have a significant relationship.

h.3) The Influence of Informal Education on Entrepreneurial Skills through Literacy Entrepreneurship

Based on the data processing presented in table 3 and table 4, it is known that: 1) The CR value for the causal relationship between Informal Education and Entrepreneurship Literacy is -0.673. below the required critical price, namely > 1.96 . And the P value is 0.501. Above the required critical price, namely < 0.05 . (not positive and not significant). 2) The causal relationship between entrepreneurial literacy and entrepreneurial readiness, namely: CR value of 3.228. $= > 1.96$. And P Value = ***. Smaller than < 0.05 . (significant). Based on this explanation, it can be concluded that Informal Education does not mediate entrepreneurial readiness through entrepreneurial literacy because Informal Education and Entrepreneurship Literacy do not have a significant relationship, although Entrepreneurship Literacy and Entrepreneurship Readiness has a significant relationship.

Entrepreneurship Learning has a positive effect on Entrepreneurship Literacy

The first hypothesis put out in this study is that Pangkep Regency Vocational Schools' students' entrepreneurial literacy is positively impacted by entrepreneurial learning. This study was successful in demonstrating the beneficial relationship between entrepreneurial literacy and entrepreneurial learning characteristics.

These findings support the notion that students' entrepreneurial literacy increases with their level of entrepreneurial learning. Thus, each student at Pangkep Regency Vocational School develops entrepreneurial literacy as a result of their entrepreneurial learning.

The research outcomes from Muhammad Rakib and Syam (2010), which demonstrate that 1) Entrepreneurship education can arouse desire or interest, are reinforced and supported by the findings of this study. 2) The study of entrepreneurship can contribute to the formation of an entrepreneurial dialogue. 3) Opportunities to conduct business that people believe in can arise from entrepreneurial learning. According to study by Einar A. Rasmussena and Roger Segal et al. (2021), entrepreneurial learning can spark an interest in entrepreneurship.

Internship experience has a positive effect on Entrepreneurial Literacy

The second hypothesis put out in this study is that students at Pangkep Regency Vocational Schools benefit from having internship experience in terms of their entrepreneurial literacy. This study was successful in demonstrating the beneficial relationship between entrepreneurial literacy and the internship experience variable. These findings provide an explanation for the relationship between students' entrepreneurial literacy and their internship experience. As a result, every vocational school student gains entrepreneurial literacy from their internship experience.

The findings of this study corroborate and enhance the findings of research conducted



by Kasmawati, Rakib, and Rahmatullah (2023), which showed that an internship program can improve a student's knowledge, skills, and attitude/behavior (knowledge and behavior). H. According to the findings of research conducted in 1994 by Thomas N. Garavan and Barra O'Conneide, apprentices develop a work attitude.

Informal Education does not have a positive effect on Entrepreneurial Literacy

The third hypothesis put forward in this study holds that pupils at Pangkep Regency Vocational Schools' entrepreneurial literacy is not positively impacted by informal education. This study was successful in demonstrating that there is no correlation between the Informal Education variable and Entrepreneurial Literacy. These findings provide an explanation for why Pangkep Vocational School students' aspirations for entrepreneurial literacy cannot be mediated by informal education. Therefore, not every student at Pangkep Regency Vocational School develops entrepreneurial literacy as a result of informal education.

The findings of this study corroborate and enhance the findings of Wellington's (2006) research, which stated that: There are a number of barriers to generating successive generations of entrepreneurs from entrepreneurial families, including partner uncertainty. b) The communication pattern that is balanced is not divided. d) Uncertainty about one's own function, or self-uncertainty. d) Inaccurate task distribution and variations in child care practices (task distribution and variations in child care practices) and d) a loss of interaction quality.

Entrepreneurial learning has a positive effect on entrepreneurial readiness

The fourth hypothesis put out in this study is that Pangkep Regency Vocational Schools students' entrepreneurial preparedness is positively impacted by entrepreneurial learning. The present study effectively demonstrated the favorable correlation between entrepreneurial readiness and entrepreneurial learning characteristics. These findings provide an explanation for the relationship between students' entrepreneurial preparedness and their level of entrepreneurial learning. At Pangkep Regency Vocational Schools, entrepreneurial learning helps shape students' entrepreneurial readiness in this way. The research's descriptive findings support these conclusions.

The research findings acquired by Dayton (2017) are reinforced and supported by the outcomes of this study. With an average score of 83, the descriptive analysis indicates that the entrepreneurial education of students in the highest group is in good condition. Based on these findings, it can be said that most students received quality entrepreneurship education, which has the potential to affect students' preparation for entrepreneurship.

Similarly, Thompson's research findings from 2021 demonstrate that an entrepreneur needs to employ specific tactics in addition to knowledge to ensure the survival of the company he owns, one of which is entrepreneurial learning.

Internship experience has a positive effect on entrepreneurial readiness

The fifth hypothesis put out in this study is that students at Pangkep Regency

Vocational Schools who have internship experience are more prepared to become entrepreneurs. The present study effectively demonstrated the favorable correlation between entrepreneurial readiness and entrepreneurial learning characteristics. These findings provide an explanation for the relationship between students' entrepreneurial preparedness and their level of entrepreneurial learning. Thus, at Pangkep Regency Vocational Schools, the internship experience helps shape students' entrepreneurial readiness. The research's descriptive findings support these conclusions.

The findings of this study corroborate and enhance those of Franchak et al.'s (2022) study, which found that students' behavioral intentions were positively and significantly impacted by their industrial internship experience. Research has shown that entrepreneurial inclinations are positively and significantly impacted by contextual factors (social and intellectual support). The Bennetts, 2019 Students with social capital have significantly and favorably increased entrepreneurial inclinations as a result of their internships. Amin-Choudhury & Chand, 2022 Student self-efficacy and entrepreneurship are increased by internship experience (Lucas, et al., 2009). According to Charbaji and Jannoun (2022), students with internship work experience show strong entrepreneurial inclinations.

Informal education has a positive effect on entrepreneurial readiness

The sixth hypothesis put forward in this study holds that students at Pangkep Regency Vocational Schools are more prepared to become entrepreneurs when they receive informal education. The present study effectively demonstrated the favorable correlation between entrepreneurial readiness and entrepreneurial learning characteristics. These findings provide an explanation for the relationship between a student's entrepreneurial preparedness and their level of entrepreneurial learning. Thus, in Pangkep Regency Vocational Schools, informal education helps shape students' entrepreneurial readiness. These findings are supported by descriptive research findings.

The present study's findings corroborate and enhance the findings of Zhang and Yang's (2022) investigation, which indicated a noteworthy impact of informal education on students' preparedness for entrepreneurship. so that you can further boost students' entrepreneurial preparation with the help and experience of quality informal education. According to a study by O'Cinneide (2022), informal family education that cultivates an entrepreneurial spirit is necessary to promote interest in business.

Entrepreneurial Literacy has a positive effect on Entrepreneurial Readiness

According to the research, students' entrepreneurial readiness at Pangkep Regency Vocational Schools is positively impacted by entrepreneurial literacy, which is hypothesis number seven. The present study effectively demonstrated the positive correlation between the Entrepreneurial Literacy variable and Entrepreneurial Readiness. These findings provide support for the idea that students are more entrepreneurially ready when they possess a higher level of entrepreneurial literacy. Thus, in Pangkep Regency Vocational Schools, entrepreneurial literacy helps shape students' entrepreneurial readiness.

The findings of this study validate and bolster the findings of the study conducted by



Crick and Chaudhry in 2022. The indirect effect in this study was 0.214, or 21.4%, but significant, but the direct effect was 0.087, or 8.7%, and not statistically significant. This impact demonstrates the ideal way that entrepreneurial literacy is mediated.

Similarly, O'Cinneide's research from 2022 demonstrates that entrepreneurial literacy has a major impact on students' motivation to pursue entrepreneurship. Ratumbusang and Rasyid's (2015) study, on the other hand, discovered that entrepreneurial literacy had a major impact on students' preparation for entrepreneurship.

Intervening Effects of Research

Based on the data presented in table 3 and table 4, it is known that 1) Entrepreneurship Learning mediates Entrepreneurship Readiness through Entrepreneurship Literacy because Entrepreneurship Learning and Entrepreneurship Readiness have a significant relationship. Based on this explanation it can be concluded that 2) Internship Experience mediates Entrepreneurship Readiness through Literacy Entrepreneurship because Internship Experience and Entrepreneurial Readiness has a significant relationship. Based on this explanation it can be concluded that 3) Informal Education cannot mediate Entrepreneurial Readiness through Entrepreneurship Literacy because Informal Education and Entrepreneurship Literacy does not have a significant relationship, although Entrepreneurship Literacy has on Entrepreneurial Readiness have a significant relationship.

CONCLUSION

The research results show that the entrepreneurial learning variable, internship experience, makes a positive and significant contribution to entrepreneurial literacy. However, informal education itself does not have a positive and significant contribution to entrepreneurial literacy.

Regarding students' entrepreneurial readiness, it turns out that entrepreneurial learning, internship experience and informal education have a positive and significant contribution.

In terms of mediation abilities, it was found that entrepreneurial learning and internship experience contributed mediation to entrepreneurial literacy. However, informal education does not mediate the formation of students' entrepreneurial literacy.

REFERENCES

- Anggriawan, L., Rusno, R., & Firdaus, RM (2018). The Influence of Entrepreneurship Learning, Industrial Work Practices, and Entrepreneurship Knowledge on Entrepreneurial Readiness. *Journal of Economic Education Research*, 3(1), 1–7. <https://doi.org/10.21067/jrpe.v3i1.3811>
- Beaver, G., & Jennings, P. (2023). Competitive advantage and entrepreneurial power: The dark side of entrepreneurship. *Journal of Small Business and Enterprise Development*, 12(1), 9–23. <https://doi.org/10.1108/14626000510579617>
- Bennett, R. (2019). Business lecturers' perceptions of the nature of entrepreneurship. *International Journal of Entrepreneurial Behavior and Research*, 12(3), 165–188. <https://doi.org/10.1108/13552550610667440>

- Bhandari, N.C. (2020). Intention for Entrepreneurship among Students in India. *The Journal of Entrepreneurship*, 15(2), 169–179. <https://doi.org/10.1177/097135570601500204>
- Chand, V.S., & Amin-Choudhury, G. (2022). Teachers and Socio-educational Entrepreneurship. *The Journal of Entrepreneurship*, 15(2), 97–114. <https://doi.org/10.1177/097135570601500201>
- Charbaji, A., & Jannoun, SEL (2022). Individuality, willingness to take risks, and use of a personal e-card. A Lebanese study. *Journal of Managerial Psychology*, 20(1), 51–58. <https://doi.org/10.1108/02683940510571649>
- Crick, D., & Chaudhry, S. (2022). UK SMEs' awareness, use, and perceptions of selected government export assistance – An investigation into the effect of ethnicity. *International Journal of Entrepreneurial Behavior & Research*, 6(2), 72–89. <https://doi.org/10.1108/13552550010335994>
- Franchak, J.M., van der Zalm, D.J., & Adolph, K.E. (2022). Learning by doing: action. *Vision Research*, 50(24), 2758–2765. <http://www.ncbi.nlm.nih.gov/pubmed/21576540>
- Ika Prima Melyana, Rusdarti, AP (2015). The Influence of Entrepreneurial Attitudes and Knowledge on Entrepreneurial Readiness Through Self-Efficacy. *The Journal of Economic Education*, 4(1), 8–13.
- Kasmawati, Rakib, M., & Rahmatullah. (2022). The Influence of Family Environment, Entrepreneurship Knowledge, Income Expectations and Entrepreneurial Motivation on Entrepreneurial Interest. *Journal of Economics and Education*, 5(1), 8–19. <https://doi.org/10.26858/jekpend.v5i1.27648>
- Muchtar, Y., Azis, M., & Rakib, M. (2018). The Influence of Living Environment, Intensity of Family Economic Education, and Entrepreneurship Learning on Students' Entrepreneurial Interests (Study at the Faculty of Economics, Makassar State University). *Economix Journal*, 3(2004), 1–11.
- Murdiyanto, E. (2020). *Qualitative Research Methods (Qualitative Research Systematics)*. In Bandung: Rosda Karya. http://www.academia.edu/download/35360663/METODE_PENELITIAN_KUALIT_AIF.docx
- Nurbaya, S. (2012). Factors that Influence the Entrepreneurial Readiness of Barabai Vocational School Students, Hulu Sungai Tengah Regency, South Kalimantan. *UNY Journal of Technology and Vocational Education*, 21(2), 163786.
- O'Kinneide, TNG and B. (2022). Entrepreneurship Education and Training Programs. *ENTREPRENEURSHIP EDUCATION AND TRAINING PROGRAMS*, 3–12.
- Peltir, J. W. (2019). *Marketing Education Integration Using an Entrepreneurial Edu.pdf*.
- Pratomo, RPK, Mulyadi, H., & Utama, DH (2018). The Influence of Entrepreneurship Learning on the Entrepreneurial Readiness of Class Xii Pastry Students at State Vocational High School 9 Bandung. *Journal of Business Management Education (JBME)*, 3(2), 67–77. <https://doi.org/10.17509/jbme.v3i2.14216>
- Rakib, M. (2022a). Effect of Industrial Work Practice and Family Environment on Interest



- in Entrepreneurship to Students of Vocational High School. *Journal of Education and Vocational Research*, 6(4), 31–37. <https://doi.org/10.22610/jevr.v6i4.205>
- Rakib, M. (2022b). The Influence of Entrepreneurial Communication Models, Entrepreneurial Learning, and Entrepreneurial Attitudes on Small Business Performance. *Journal of Educational Sciences*, 17(2), 121–129.
- Rakib, M. (2022c). WHAT DETERMINES ENTREPRENEURIAL READINESS? EMPIRICAL STUDY OF WHAT DETERMINES ENTREPRENEURIAL READINESS? EMPIRICAL STUDY OF STUDENTS IN INDONESIA. *Research Article ISSN:10683844*, March.
- Rakib, M., & Syam, A. (2010). The Influence of the Entrepreneurial Communication Model. *Journal of Educational Sciences*, 2, 121–129.
- Robertson, M., Collins, A., Medeira, N., & Slater, J. (2023). Barriers to start-ups and their effect on aspirant entrepreneurs. *Education + Training*, 45(6), 308–316. <https://doi.org/10.1108/00400910310495950>
- Schwartz, R.G., & Teach, R.D. (2002). Team Building for Entrepreneurship Students. 33(1), 94–108.
- Schwartz, R.G., & Teach, R.D. (2022). The CONGRUENCETM GAME: A team-building exercise for students of entrepreneurship. *Simulation and Gaming*, 33(1), 94–108. <https://doi.org/10.1177/1046878102033001006>
- Segal, G., Borgia, D., & Schoenfeld, J. (2021). The motivation to become an entrepreneur. *International Journal of Entrepreneurial Behavior and Research*, 11(1), 42–57. <https://doi.org/10.1108/13552550510580834>
- Thompson, J. L. (2021). The world of the entrepreneur – a new perspective. *Journal of Workplace Learning*, 11(6), 209–224. <https://doi.org/10.1108/13665629910284990>
- Wellington, A. J. (2021). Self-employment: The new solution for balancing family and career? *Labor Economics*, 13(3), 357–386. <https://doi.org/10.1016/j.labeco.2004.10.005>
- Wulandari, RP, Wagimin, I., & Susilowati, T. (2015). Entrepreneurial learning, family environment, interest in entrepreneurship. *Journal of Office Administration Education*, Sebelas Maret University, 4(1).
- Zhang, Y., & Yang, J. (2022). New venture creation: Evidence from an investigation into Chinese entrepreneurship. *Journal of Small Business and Enterprise Development*, 13(2), 161–173. <https://doi.org/10.1108/14626000610665872>