Jurnal Ilmiah Visi
http://doi.org/10.21009/JIV.1901.9

DOI: doi.org/10.21009/JIV.1901.9

Volume 19 Issue 1
Juni 2024

p-ISSN: 1970-9176
e-ISSN: 2620-5254

Accepted : 2 Mei 2024
Revised : 29 Juni 2024
Approved : 29 Juni 2024
Published : 30 Juni 2024

PENGARUH PENDIDIKAN KEWIRAUSAHAAN TERHADAP KOMPETENSI USAHA RINTISAN DALAM PEMBERDAYAAN CALON PENATA RIAS

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Abstrak: Penelitian ini bertujuan untuk menganalisis signifikansi Pengaruh Pendidikan Kewirausahaan Terhadap Kompetensi Usaha Rintisan Melalui Pemberdayaan Calon Penata Rias. Penelitian menggunakan pendekatan kuantitatif dengan teknik analisa uji model persamaan struktural melalui aplikasi AMOS. Populasi penelitian ini adalah alumni Program Pendidikan Kecakapan Wirausaha (PKW) Lembaga Kursus dan Pelatihan (LKP) Tahun 2016-2018 di Jawa Barat. Teknik pengambilan sample menggunakan random sampling. Data diperoleh melalui kuesioner sejumlah 136 responden. Hasil penelitian menunjukkan bahwa Pendidikan Kewirausahaan tidak memberikan Pengaruh Signifikan terhadap Kompetensi Usaha Rintisan melalui Pemberdayaan Calon Penata Rias. Pendidikan Kewirausahan berpengaruh signifikan pada dua variabel, yaitu Kompetensi Usaha Rintisan (48,6%) dan Pemberdayaan Calon Penata Rias (89,1%). Hasil penelitian mengungkap alasan rendahnya pencapaian keberhasilan Program PKW pada indikator II, yaitu minimal 75% peserta yang lulus mampu untuk merintis usaha dan indikator III, yaitu minimal 30% peserta yang merintis usaha memiliki penghasilan sebesar upah minimum provinsi/kabupaten/kota setempat yang dicapai dalam waktu 6 (enam) bulan (indikator III). Rendahnya keberhasilan Program PKW dalam penelitian ini dijelaskan karena keterbatasan keterampilan pendamping dan tidak dilakukannya refleksi kegiatan selama proses pendampingan. Penelitian ini memberikan kontribusi pada urgensi peran pendamping pada saat para Calon Perias Pengantin merancang dan meluncurkan usaha rintisan. Pendamping memiliki peran untuk memberikan wawasan dan saran lingkungan bisnis, serta validasi pasar. Oleh karenanya diperlukan penguatan mutu pendamping serta standar kualifikasi bagi pendamping usaha rintisan.

Kata-kata Kunci: Pendidikan Kewirausahaan, Pemberdayaan, Kompetensi Usaha Rintisan.

THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON THE COMPETENCE OF START-UP VENTURES IN EMPOWERING NASCENT MAKEUP ARTISTS

Abstract: *This research aims to analyze the influence of entrepreneurship education on startup business competencies through the empowerment of prospective makeup artists. The study employs a quantitative approach with structural equation model analysis techniques using the AMOS application. The population of this study comprises alumni of the Entrepreneurial Skills Education Program (PKW) from Training and Course Institutes (LKP) between 2016 and 2018 in West Java. The sampling technique used is random sampling. Data were obtained through a questionnaire completed by 136 respondents. The results of the study indicate that entrepreneurship education does not have a significant effect on startup business competencies through the empowerment of prospective makeup artists. However, entrepreneurship education significantly influences two variables: startup business competencies (48.6%) and the empowerment of prospective makeup artists (89.1%). The study reveals the reasons for the low achievement of the PKW Program's success based on two indicators. Indicator II states that at least 75% of graduates should be able to start a business, and Indicator III specifies that at least 30% of those who start a business should earn an income equivalent to the local minimum wage*

within six months. The low success rate of the PKW Program in this study is explained by the limited skills of the mentors and the lack of reflection activities during the mentoring process. This research highlights the urgent need for effective mentors when prospective bridal makeup artists design and launch their startups. Mentors play a critical role in providing business insights, market advice, and market validation. Therefore, it is necessary to improve the quality of mentors and establish qualification standards for startup business mentors.

Keywords: *Entrepreneurship Education, Empowerment, Start-Up Competence.*

INTRODUCTION

Generation Z (1995-2010) is increasingly interested in achieving a balance between work and personal enjoyment. Their interest in building personal wealth is significantly higher compared to contributing to corporate wealth. This generation is not interested in working in cubicles and reporting to someone else (Bauman & Lucy, 2021), making the informal job sector more appealing. This trend has driven a peak in entrepreneurial enthusiasm (Ries, 2018), positioning Indonesia with an entrepreneurial rate of 3.1%, higher than the psychological threshold of 2%.

Entrepreneurship offers advantages in experience, flexibility, and job mobility (Neck & Corbett, 2018). Economically, entrepreneurship is an effective tool for increasing wealth. It also has a social impact by creating jobs and employment opportunities.

However, the 2017 Global Entrepreneur Monitor (GEM) report shows that countries with high Gross Domestic Product (GDP) have the lowest numbers of entrepreneurs. Conversely, countries with the lowest GDP have the highest numbers of entrepreneurs. This situation is explained by the lack of human resources and infrastructure in low-GDP countries to create quality jobs with high wages.

Therefore, entrepreneurship education plays a crucial role in improving the quality of entrepreneurs in Indonesia by adapting prospective entrepreneurs to the entrepreneurial ecosystem. Prospective entrepreneurs gain extensive and in-depth knowledge, understanding, and skills (Arendt, 2024). Additionally, entrepreneurship education prepares prospective entrepreneurs for business risks through business planning, product innovation, business strategies, and startup growth targets. Finally, entrepreneurship education can shape entrepreneurial characteristics often associated with success.

Of the 12 pillars of the entrepreneurial ecosystem outlined by GEM, the two most influential in Indonesia are networking (0.53) and product innovation (0.49). Networking is the ability of individuals to connect with others, which enables startup entrepreneurs to access external resources to improve company performance. Product innovation involves creating products with new and innovative methods, presentations, and offers for society.

Various entrepreneurship training programs have been launched, one of which is the Entrepreneurial Skills Education Program (PKW). This program has three success indicators:

1. Minimum 90% of participants complete the program successfully (Indicator I);
2. Minimum 75% of graduates are able to start a business (Indicator II); and
3. Minimum 30% of those who start a business earn an income equivalent to the local minimum wage within six months (Indicator III).

Observations conducted at six Bridal Makeup Training and Course Institutes (LKP) that run the PKW Program show that Indicators II and III have not been met. For Indicator II, only 60% of graduates are able to start a business, below the minimum target of 75%. For Indicator III, only 22.5% of participants who start a business earn an income equivalent to the local minimum wage within six months, below the 30% target.

The implementation of entrepreneurship education faces challenges on various fronts. Organizers must understand the characteristics of the

participants, including their attitudes, past experiences, and personalities that influence their decision to become entrepreneurs. Additionally, organizers often fail to integrate theoretical concepts with practical optimization of opportunities and market interests (McVicar & Polidano, 2018). Externally, entrepreneurship education takes time to show significant economic impact (Mets et al., 2017).

Empowering entrepreneurship training participants can crystallize entrepreneurial characteristics (Lévesque & Stephan, 2020). Moreover, empowerment can increase active participation and responsibility of participants to implement their learning outcomes (Hieu, 2020).

Research on the entrepreneurial ecosystem as a holistic unit with startups is still limited, especially concerning empowerment. Therefore, this research is designed to fill the gap between Entrepreneurship Education and Startup Business Competencies through the Empowerment of Prospective Makeup Artists.

RESEARCH METHODS

The study employs an analytical survey by examining two or more variables to test the relationships among them and draw conclusions from these relationships. The research approach is quantitative, aiming to measure the influence of Entrepreneurship Education on Startup Business Competencies in the Empowerment of Prospective Makeup Artists. The research location is LKP West Java in the PKW Program with a focus on Bridal Makeup skills. This location is chosen considering that training in the creative field has a significant impact on entrepreneurial spirit, possesses unique products, and has the potential for sustainable startup businesses (Bauman & Lucy, 2021). The population consists of 164 individuals using a simple random sampling technique. Using the Slovin formula, 116 respondents were obtained. After conducting a data normality test, outliers were identified, resulting in a final sample size of 100.

The independent variable for this study is Entrepreneurship Education (X). The dependent variable is the Empowerment of Prospective Makeup Artists (Z), which also serves as an intermediary variable for the dependent variable Startup Business Competencies (Y).

Startup Business Competencies (Y) are defined as the measurement of knowledge, skills, and attitudes in building networks and designing new products or services amidst extreme uncertainty, aiming to identify the capabilities of startup entrepreneurs.

The Empowerment of Prospective Makeup Artists (Z) is the process of raising awareness to foster thinking, stimulate desire, curiosity, and self-responsibility through life skills training to build confidence in determining their role in society.

Entrepreneurship Education (X) is the process of providing knowledge, skills, attitudes, and entrepreneurial patterns as a foundation for participants to launch startups. The indicators of entrepreneurship education consist of planning, implementation, and evaluation.

Data collection was carried out through questionnaires using a Likert scale. The questionnaire includes 20 statements for Variable (Y), 17 statements for Variable (Z), and 14 statements for Variable (X). Validity testing was conducted through expert review. The validity test results for Variable (Z) show 0.44 (adequate), Variable (Y) 0.56 (adequate), and Variable (X) 0.56 (adequate).

Reliability testing used inter-item consistency reliability, examining Cronbach's coefficient alpha as the reliability coefficient. The reliability test results show that the Cronbach alpha for Variable (Z) is 0.874 (reliable), for Variable (Y) is 0.762 (reliable), and for Variable (X) is 0.763 (reliable).

The analysis uses Structural Equation Modeling (SEM), a statistical technique used to build and test statistical models, typically in the form of cause-effect models (Hoyle, 2012). The analysis technique uses covariance-based SEM (CB-SEM) with the AMOS 26.0 application, which is suitable for the research objective of testing the theory.

The analysis is conducted in seven steps: 1) model development, 2) constructing a path diagram, 3) converting the path diagram into structural equations, 4) selecting the input matrix for data analysis, 5) assessing model identification, 6) evaluating model estimation, 7) model fit testing, and 8) model interpretation and modification.

Hypothesis testing is conducted in two stages: testing the overall model hypothesis and individual hypotheses. The research hypothesis is: "Entrepreneurship Education significantly influences startup business competencies in the empowerment of prospective makeup

artists".

RESULTS AND DISCUSSION

Result

Model Specification

The SEM model specification was constructed by creating a path diagram of variables and their indicators. The model construct was formed with reflective indicators. The assumption made is that the covariance among the measurement model is explained by the variance, which is the manifestation of the construct domain and adjusted according to classical test theory.

Model Estimation

The data is normally distributed in a multivariate manner with an overall c.r value of 1.563. This value falls within the normal c.r range of -2.58 to +2.58. Thirty-six outlier data points were found, resulting in a sample size of 100. The multicollinearity test showed that the determinant of the sample covariance matrix is 0.00, indicating multicollinearity and singularity. This value also suggests that the estimates are large but not significant. The study was continued considering that the sample size, normality test, and outliers test requirements were met.

Model Evaluation

1. Measurement Model Test

Convergent validation shows that the critical ratio (c.r) value of each indicator is more than twice the s.e of the indicator, indicating that the indicators are adequate to explain the variables. The probability (p) value is 0.001, which is smaller than 0.05, showing that there is a relationship between the variables and the indicators. The factor loading values show correlations above 0.5, meaning all variables can be explained by the indicators. Finally, the squared multiple correlations value indicates that the manifest variables can explain the latent variables.

The model reliability test shows that the variables have a value above 0.70, indicating good internal consistency. Likewise, the variance extracted for the variables of Entrepreneurship Education, Empowerment of Prospective Makeup Artists, and Startup Business Competencies are above 0.50, indicating that the variance extracted from the indicators is greater for forming latent or reliable variables.

2. Structural Model Test

The structural model test was performed using squared multiple correlations. The results, as shown in Table 1, indicate that Variable (Z) can be explained by 66.7%, with 33.3% explained by other aspects outside the model. Variable (Y) can be explained by 12.8%, with 87.2% explained by aspects outside the model.

Table 1.
Results of the Final Model R-Squares Evaluation

	Estimation
Variable (Z)	0,667
Variable (Y)	0,128

3. Overall Model Test

The df value (Table 2) is positive, at 87. This indicates that the model testing can be conducted. The probability level is 0.00, which is below 0.05, meaning that overall, the model does not yet fit the sample data. Therefore, additional calculations are needed to evaluate the model, as shown in Table 3.

Table 2.
Overall Model Fit Test based on Notes For Model

Number of distinct sample moments	: 120
Number of distinct parameter to be estimated	: 33
Degrees of freedom (325-55)	: 87
Result (Default Model) *Minimun was achieved*	
Chi-square	: 238,990
Probability Level	: 0,000

Table 3. shows that the model is categorized as moderate fit according to the requested reference. The chi-square value is greater than the t-table with a probability < 0.05, and it is considered moderate.

Tabel 3.
Evaluation of Goodness of Fit Index Criteria

Fit Incides	***Goodness of Fit Indexs***	**Cut of Values**	**Result**	**Moel Evaluation**
Absolute	Chi-square	It is expected to be small	238,990	*Moderate Fit*
	Significancy probability	≥ 0.05	0.000	*Moderate Fit*

	CMIN/DF	≤ 2.00 atau 3.00	2,747	Good Fit
	RMSEA	0.05 – 0.08	0,133	Poor Fit
	CAIC	<CAIC saturated & Indenpende Model	423,960	Good Fit
	BIC	< BIC Saturated & Idenpendence Model	390,960	Good Fit
Incremental	CFI	> 0 .90 ; 0.95	0,857	*Moderate Fit*
	IFI	> 0 .90 ; 0.95	0.859	*Moderate Fit*
Parsimony	PNFI	0.06 – 0.09	0.659	*Good Fit*
	PCFI	> 0.60	0.710	*Good Fit*

The final model (Figure 1) shows that the relationship between Entrepreneurship Education has a positive relationship with Startup Business Competencies (0.52) and the Empowerment of Prospective Makeup Artists (0.77). Meanwhile, the relationship between the Empowerment of Prospective Makeup Artists and Startup Business Competencies is stated as negative (-0.18). This indicates that entrepreneurship education will have a greater impact if conducted through empowerment.

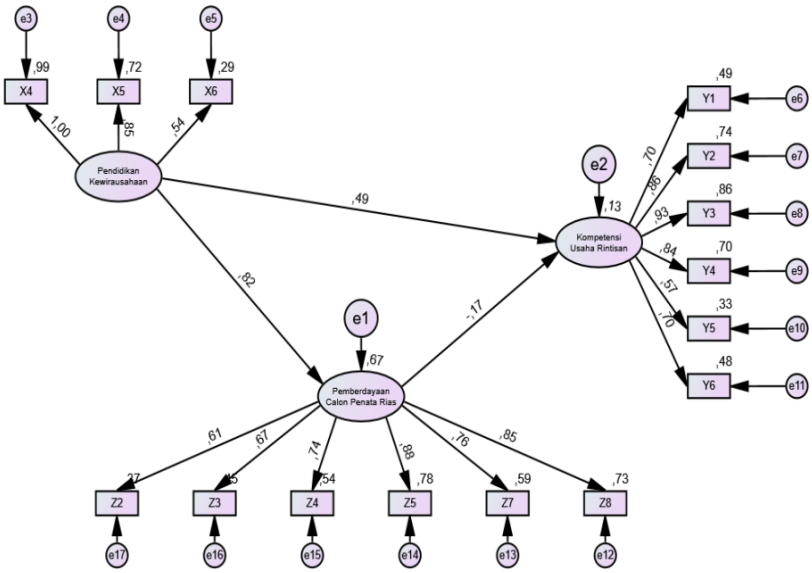

Figure 1.
GoF Evaluation Result Model (Moderate Fit)

Hypothesis Testing

The hypothesis testing of the overall model is conducted by comparing the table F-value (Ft) with the calculated F-value (Fh). If Fh is greater than or equal to Ft, then H0 is rejected, and conversely, if Fh is less than or equal to Ft, then H0 is accepted. Table 4 shows that the R-squares value of Startup Business Competencies is 0.128. The model has one exogenous variable, namely the latent variable of Entrepreneurship Education, and one exogenous as well as endogenous variable, namely the Empowerment of Prospective Makeup Artists. Therefore, the value of Fh is:

$$F_h = \frac{(n-k-1)R^2_{yxk}}{k(1-R^2_{yxk})}$$

$$= \frac{(100-2-1)\ 0,128}{2(1-0,128)}$$

$$= 7,119$$

The Ft value with a significance level of 0.05 is obtained as 3.09, where df (n1) is 2 and df (n2) is 99. Based on the data, the Fh value is greater than the Ft value. Therefore, the two variables in this model, namely Entrepreneurship Education and the Empowerment of Prospective Makeup Artists, are declared to significantly influence Startup Business Competencies.

The next hypothesis test involves the relationship between latent variables. The hypothesis test is conducted by examining the relationship between variables on one another as indicated by the standardized direct effect, standardized indirect effect, and standardized total effect. These three effects are presented in Table 4.

Table 4.
Direct Effect, Indirect Effect, Total Effect

Variabel	Direct Effect	Indirect Effect	Total Effect
Entrepreneurship Education -> The Empowerment of Prospective Makeup Artists	0,817		0,817
Entrepreneurship Education - -> Startup Business Competencies	0,486	-0,142	0,344
The Empowerment of Prospective Makeup Artists -> Startup Business Competencies	-0,174		-0,174

Table 4 explains three things as follows:

a. The Entrepreneurship Education variable has a direct influence on the Empowerment of Prospective Makeup Artists by 0.817.
b. The Entrepreneurship Education variable has a direct influence on Startup Business Competencies by 0.486, an indirect effect of -0.142, and a total effect of 0.344. The value of the indirect effect of entrepreneurship education on Startup Business Competencies through the Empowerment of Prospective Makeup Artists (-0.142) reduces the value of the direct effect from entrepreneurship education on Startup Business Competencies by 0.486.
c. The Empowerment of Prospective Makeup Artists variable has a direct influence on Startup Business Competencies by -0.174.

The direct and indirect effects are then tested for significance. From Table 4.20, it can be seen that the direct effect between Entrepreneurship Education (X) and the Empowerment of Prospective Makeup Artists (Z) is significant with a significance level of 0.001 < 0.05 (c.r 9.665 > 1.96). Because the relationship is significant, based on Table 4.25, the standardized coefficient of Entrepreneurship Education (X) on the Empowerment of Prospective Makeup Artists (Z) is 81.7%. Furthermore, the Empowerment of Prospective Makeup Artists (Z) does not significantly influence Startup Business Competencies (Y). The significance level shows 0.387 > 0.05 (c.r -0.866 < 1.96). The last relationship is that Entrepreneurship Education (X) significantly influences Startup Business Competencies (Y). The significance level shows 0.017 < 0.05 (c.r 2.394 > 1.96), so Entrepreneurship Education (X) significantly influences Startup Business Competencies (Y) by 48.6%. Based on Table 4.25, the indirect effect between Entrepreneurship Education (X) and Startup Business Competencies (Y), through the Empowerment of Prospective Makeup Artists (Z), shows a negative value of 0.142. As a result, the relationship between the Entrepreneurship Education (X) variable and Startup Business Competencies (Y) becomes smaller (0.344) compared to the direct relationship (0.486).

The significance test uses the Sobel z-statistic formula (Sobel, 1982 in Latan, H., 2013) as follows:

$$Z = \frac{a \times b}{\sqrt{b^2 x S_a^2 + a^2 x S_b^2 + S_a^2 x S_b^2}}$$

$$= \frac{0{,}817 \times (-0{,}174)}{\sqrt{(-0{,}174)^2 x (0{,}067)^2 + (0{,}817)^2 x (0{,}324)^2 + (0{,}067)^2 x (0{,}324)^2}}$$

$$= -0{,}536$$

The calculation yields a value of -0.536 < 1.96, thus it can be concluded that the indirect effect is not significant, indicating that the variable Empowerment of Prospective Makeup Artists (Z) is not a mediator variable. Entrepreneurship education does not significantly influence Startup Business Competencies through the Empowerment of Prospective Makeup Artists.

Discussion

This study establishes the variable Empowerment of Prospective Makeup Artists as a mediator between Entrepreneurship Education and Startup Business Competencies. Hypotheses are formulated to ascertain the indirect effect of Entrepreneurship Education on Startup Business Competencies through the Empowerment of Prospective Makeup Artists. Based on this hypothesis, Entrepreneurship Education does not significantly influence Startup Business Competencies through the Empowerment of Prospective Makeup Artists.

In terms of relationships, the results of direct effects, indirect effects, and total effects indicate that the indirect effect of Entrepreneurship Education on Startup Business Competencies is lower than the direct effect. The value of the indirect effect of Entrepreneurship Education on

Startup Business Competencies through the Empowerment of Prospective Makeup Artists (0.344) is smaller than the direct effect of Entrepreneurship Education on Startup Business Competencies (0.486).

These findings explain the reasons for the failure to achieve indicators II and III in the PKW Program. Mentors in the PKW program act as agents directing the process, presenting issues, and serving as sources of information when prospective bridal makeup artists complete their training. Over three months, mentors encourage participants to use work situations as learning opportunities. Additionally, mentors serve as mentors by providing advice and encouragement to develop startup businesses and inspire participants. However, the skills of mentors for the PKW program vary from one to another.

The researchers did not find reflections on activities conducted by mentors. Reflection is considered the essence of empowerment (Johns, 2000). Empowerment mentors have not implemented an activity evaluation system that involves participants as evaluators to assess the development and influence of participants in society.

Nevertheless, mentors have implemented three mentoring techniques in line with (Anwas, 2013), namely:

1. Building mutual assistance relationships, such as empathy, respecting individual decisions, individual differences, and enhancing collaboration.
2. Building communication and maintaining confidentiality.
3. Engaging in problem-solving by involving participants in decision-making.

On the other hand, this study assumes that empowerment, regardless of who provides it, will have the same goals and outcomes. Program organizers, both governmental and private, are not considered as important aspects in this research. Measurement of program organizers, the level of empowerment, and the role of mentors in improving startup business performance may improve the relationship with Startup Business Competencies. However, the results of this study indicate that Entrepreneurship Education significantly influences Startup Business Competencies and the Empowerment of Prospective Makeup Artists. This indicates that entrepreneurship education can address socio-cultural issues, including demographic, social, and economic factors.

Secondly, the insignificance of the relationship between Entrepreneurship Education and Startup Business Competencies through the Empowerment of Prospective Makeup Artists is due to the different challenges in each endogenous variable. The achievement of the Empowerment of Prospective Makeup Artists is greatly influenced by the education and income of the participants. Meanwhile, Startup Business Competencies have a greater chance of being achieved because they are influenced by many factors, such as the number of children, marital status, education, and dependents of the participants. Thus, Entrepreneurship Education has a more straightforward influence on the Empowerment of Prospective Makeup Artists compared to Startup Business Competencies.

CONCLUSION

Entrepreneurship Education does not significantly influence Startup Business Competencies through the Empowerment of Prospective Makeup Artists. The limitation in measuring the Empowerment of Prospective Makeup Artists, which connects Entrepreneurship Education with Startup Business Competencies, is considered one of the factors causing the moderator variable to have no effect. In this study, the Empowerment of Prospective Makeup Artists is limited to measuring the processes carried out by the Training Center in empowerment activities. It does not include measuring the level of empowerment as a result of empowerment and the role of mentors in improving startup business performance, providing advice and business insights, and the involvement of mentors in validating the market for products.

This research provides recommendations for policymakers to improve the quality of mentors. Mentors for startup businesses should have standardized qualifications to foster entrepreneurial character while ensuring startups navigate through critical points and market risks. For future researchers, enriching the empowerment variable indicators with empowerment and the role of mentors would be beneficial.

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