



The Effect of Teacher's Professional Competence on Student's Entrepreneurship Competency in Practice and Entrepreneurship Lessons at SMKN 1 Solok

Pasya Mutia Reflin, Azizah Fauziah, Mira Nurfitriya*

Entrepreneurship Study Program, Universitas Pendidikan Indonesia, Indonesia

*Correspondence: E-mail: pasyamutiareflin@upi.edu

ABSTRACT

The purpose of this study was to determine the effect of teacher professional competence on student entrepreneurship competence in the subjects of craft and entrepreneurship at SMKN 1 Solok, in this study using a quantitative approach, the data sources used in this study were primary data and secondary data, primary data namely data which is directly obtained from respondents from filling out google forms , while secondary data comes from literature studies in the form of journals, books and laws related to research. The result of the research is that the professional competence of teachers has a positive effect on the entrepreneurial competence of students at SMKN 1 Solok .

ARTICLE INFO

Article History:

Submitted/Received 01 March 2022

First Revised 10 May 2022

Accepted 12 Jul 2022

Available online 28 Aug 2022

Publication date 01 Sep 2022

Keyword:

Teacher's Professional, Competence, Student Entrepreneurship Competence.

1. INTRODUCTION

Student entrepreneurial competence is very important for students to be embedded in students' minds to be able to be financially independent after completing their studies (Bumbungan, 2016). Someone who has entrepreneurial skills has 3 skills, namely technical skills, business management skills and personal entrepreneurial skills. As for the nature of entrepreneurship itself, an entrepreneur must have several characteristics, including achievement motives, always perspective, high creativity, high innovative behavior, commitment to work, having a work ethic and responsibility, being independent, daring to face risks, always looking for opportunities, have leadership spirit, have managerial ability, have personal ability (Taqiuddin & Mulianah, 2022). The level of entrepreneurial knowledge that must be possessed by students is that students know about the material that has been studied, students are able to identify themselves such as wanting to become an entrepreneur, students can apply material about entrepreneurship itself, students can analyze the potential of the business to be developed, students have strategies for his own business, students can evaluate their own business. (Widodo & Ermawati 2015; Surhayono, 2017; Aji et al., 2018). To become a reliable young entrepreneur, professional facilities from schools are needed in the form of places to study and professional teachers. Professional teachers must have several competencies, one of which is teacher professional competence, teacher professional competence is the ability to master learning material widely and deeply which allows guiding students to meet the competency standards set out in the National Education Standards (Fransiska, 2016).

The output of this research is to find out The Influence of Teacher Professional Competence on Student Entrepreneurship

Competencies in Student Craft and Entrepreneurship Subjects at SMKN 1 Solok.

2. METHOD

In this research, the writer uses descriptive quantitative method and associative method, which aims to determine whether there is a relationship between two variables. And through statistical tests to determine the magnitude of the influence of these two variables or the dependent variable and the independent variable, the researcher aims to determine the effect of teacher professional competence on student craftsmanship with the theme of entrepreneurship and entrepreneurship. At SMKN 1 Solok. Sources of data used in this study are primary data and secondary data, primary data is data directly obtained from respondents from filling out google forms, while secondary data comes from literature studies in the form of journals, books and the Constitution related to research. The location of this research is at Smkn 1 Solok, Solok City, West Sumatra, in this study the researchers took a random sampling technique, namely each element of the population has the same possibility.

2.1 Student Entrepreneurship Competencies

Entrepreneurial competence is a set of knowledge, skills and traits that students must possess after carrying out the learning process (Hidayah & Sulaksono, 2015). Skill is an ability to apply the knowledge that has been taught, a trait is a person's personality that has been shaped by a quality character, while knowledge is a collection of information that must be possessed by students.

The following are some indicators of measuring student entrepreneurial competence (Prestiadi et al., 2021), namely:

1. Knowledge

- Scientific thinking
 - Ability to solve a problem
 - Solving problems stemming from theory
 - Ability to understand theoretical concepts
2. Skills
 - Perform assigned tasks
 - Make observations during learning
 3. Attitude
 - Accept all challenges in learning
 - Facing every existing regulation

2.2 Teacher Professional Competence

In the world of education, there are several competencies that must be met by all elements of education, including the competence of students and the competence of educators, or what is known as teacher competence. 'teacher' (Dudung, 2018). Teacher competence is a combination of knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting (Ramaliya, 2018).

The following are some indicators of teacher professional competence:

According to Permendiknas number 16 of 2007 there are several indicators regarding the qualifications and professional competence of teacher.

1. Mastering the material, structure, concept and scientific mindset that supports the subjects taught in the form of:

- Interpreting the material, structure, concept, and mindset of the relevant sciences.
 - Analyzing the material, structure, concepts, and mindset of the relevant sciences.
2. Mastering competency standards and basic competencies of the subjects taught
 - I understand competency standards of the subjects taught
 - Understanding the basic competencies of the subjects taught
 - Understanding powerful learning objectives
 3. Develop creatively guided learning materials
 - Choose the subjects that are taught according to the level of students
 - Manage learning materials that are taught creatively according to the level of development of students
 4. Utilizing information and communication technology to develop themselves
 - Utilizing information and communication technology in communicating
 - Utilizing information and communication technology for self development



Figure 2.2 Variable Relationship

3. RESULTS AND DISCUSSION

3.1 Overview

3.1.1 Overview of the professional competence of teachers

Based on table 3.1 the understanding dimension gets a minimum score of 8.00 maximum 15.00 mean 12.06 and standard deviation 1.63, for the mastery dimension it gets a minimum value of 10.00 maximum 20.00 mean 16.36 and standard deviation 2.54, for the development dimension it gets a minimum value of 15.00 the maximum value of 25.00, the mean value

is 20.21 and the standard deviation 2.65 and for the utilization dimension, the minimum value is 15.00, the maximum value is 25.00, the mean is 20.39 and the standard deviation is 2.73.

Based on table 3.2, the teacher's professional competence variable has the highest average score on the mastery indicator with a value of 4.23 and the lowest score on the understanding dimension, which is 3.91 with an average of 4.1.

Table 3.1 Description of Teacher Professional Competence Statistics

Indicator	N	Min	Max	Mean	Std Deviation
Understanding	33	8.00	15.00	12.06	1.63
Mastery	33	10.00	20.00	16.36	2.54
Development	33	15.00	25.00	20.21	2.65
Utilization	33	15.00	25.00	20.39	2.73

Source: Data Processed 2022

Table 3.2 Table of Teacher Professional Competence Categories

No	Indicator	Percent Answer					Average Score	Description
		SS	S	N	TS	STS		
1	understanding	27	48	19	11	1	3.91	Not good
2	mastery	37	52	10	2	0	4.23	Good
3	development	30	56	13	2	0	4.14	Good
4	utilization	36	50	13	2	1	4.14	Good
	average						4.10	

Source: Data Processed 2022

3.1.2 Overview of Student Entrepreneurship Competencies

Based on table 3.3, the knowledge dimension gets a minimum score of 29.00, a maximum of 50.00 with a mean of 38.697 and a standard deviation of 5.45, for the skill dimension a minimum score of 30.00, a maximum of 50.00, a mean of 39.45 and a standard deviation of 5.51. while the attitude dimension has a minimum value of

27.00, a maximum of 50.00, a mean of 40.27 and a standard deviation of 5.42.

Based on table 3.4, the teacher's professional competence variable has the highest average score on knowledge skills with a value of 4.01 and the lowest score on the knowledge dimension, which is 3.89 with an average of 3.96.

Table 3.3 Description of Student Entrepreneurship Competencies

Indicator	N	Minimum	Maximum	Mean	Std Deviation
Knowledge	33	29.00	50.00	38.697	5.45
Skills	33	30.00	50.00	39.45	5.51
Attitude	33	27.00	50.00	40.72	5.42

Source: Data Processed 2022

Table 3.4 Entrepreneurship Competence Categories

No	Indicator	Percent Answer					Average Score	Description
		SS	S	N	TS	STS		
1	Skills	27	49	21	3	0	4.01	Good
2	Knowledge	25	46	25	4	0	3.89	No Good
3	Attitude	31	46	20	2	0	4.00	Good
	average						3.96	

Source: Data Processed 2022

3.2 The Effect of Teacher Professional Competence on Student Entrepreneurial Competence

4. CONCLUSION

1. The general description of teacher professional competence and student entrepreneurship competence in craft and entrepreneurship lessons is for teacher professional competence for the results of the understanding dimension to get an average score of 3.91 and for the highest 4.23, while for student entrepreneurial competence there are 3.89 for the knowledge dimension and for the highest 4.01 on the skill dimension
2. the description of the influence of the professional competence of entrepreneurship teachers on the entrepreneurial competence of students at SMKN 1 Solok there is a positive influence as evidenced by the positive value of the results of a simple linear regression test, namely.

5. REFERENCES

- Aji, S. P., Mulyadi, H., & Widjajanta, B. (2018). Keterampilan wirausaha untuk keberhasilan usaha. *Journal of Business Management Education (JBME)*, 3(3), 111-122.
- Bumbungan, B. (2016). Penerapan kompetensi kewirausahaan di SMK Negeri 4 Makassar. *Jurnal Bisnis dan Kewirausahaan*, 5(2), 188-201.
- Dudung, A. (2018). Kompetensi profesional guru. *JKKP (Jurnal Kesejahteraan Keluarga dan Pendidikan)*, 5(1), 9-19.
- Ermawati, E., & Widodo, J. (2015). Pengaruh pengetahuan wirausaha dan kepercayaan diri terhadap minat berwirausaha siswa kelas xi jurusan pemasaran SMK Negeri 2 Semarang tahun ajaran 2014/2015. *Economic Education Analysis Journal*, 4(3), 876-887.
- Fransiska, C. (2016). Pengaruh kompetensi profesional guru terhadap kualitas proses pembelajaran pada paket keahlian administrasi perkantoran di SMK Negeri 1 bungoro kabupaten pangkep. *Jurnal Office*, 2(2), 163-172.
- Hidayah, T., & Sulaksono, H. (2015). Kompetensi kewirausahaan pribadi dan semangat kewirausahaan mahasiswa di Jember. *Journal of Business & Banking*, 5(2), 213-236.
- Prestiadi, D., Wiyono, B. B., & Zulkarnain, W. (2021). Pengembangan kompetensi kewirausahaan mahasiswa dalam implementasi program edupreneurship. *Abdimas Pedagogi: Jurnal Ilmiah Pengabdian kepada Masyarakat*, 4(2), 62-70.
- Ramaliya, R. (2018). Pengembangan kompetensi guru dalam pembelajaran. *Bidayah: Studi Ilmu-Ilmu Keislaman*, 9(1), 77-88.
- Suharyono, S. (2018). Sikap dan perilaku wirausahawan. *Jurnal Ilmu dan Budaya*, 40(56), 6551-6586.
- Taqiuddin, H. U., & Mulianah, B. (2022). Pelatihan wirausaha pemuda. *Abdinesia: Jurnal Pengabdian Kepada Masyarakat*, 2(1), 31-37.