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Digital Entrepreneurship of Vocational Educations: Enthusiasm Level and Entrepreneurial Personality of Students

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ABSTRAK

Perkembangan industri mode yang kian pesat dengan dipengaruhi teknologi digital telah menciptakan peluang besar dalam berwirausaha. Permasalahan krusial yang harus dipecahkan saat ini ialah antusias dan kepribadian dalam berwirausaha pada siswa. Proses digitalisasi yang saat ini mendominasi di sektor usaha dan bisnis menjadi solusi yang dapat diintegrasikan dalam pendidikan vokasional. Penelitian ini bertujuan untuk mengukur tingkat antusias dan kepribadian berwirasuaha pada siswa pendidikan vokasional. Penelitian deskriptif dengan pendekatan kuantitatif digunakan untuk mengukur tingkat tersebut. Sejumlah 198 siswa pendidikan vokasional dilibatkan sebagai responden dalam penelitian ini. Angket berskala likert 4 digunakan sebagai alat pengumpul data. Statistik deskriptif digunakan untuk menganalisis tingkat antusias dan kepribadian berwirausaha siswa. Sementara itu, uji t sampel independent digunakan untuk mengkomparasi kedua tingkat tersebut. Hasil penelitian mengungkap tingginya rata-rata tingkat antusias dan kepribadian berwirausaha siswa di pendidikan vokasional yang menerapkan kewirausahaan digital sebesar 75,56%, sementara itu berbanding terbalik dengan pendidikan vokasional yang tidak menerapkanya sebesar 70,51%. Proses kewirausahaan di pendidikan vokasional dengan integrasi teknologi digital menjadi langkah inovatif yang harus dilakukan mengingat arus digitalisasi yang semakin kuat, sehingga antusias dan kepribadian berwirausaha dapat ditingkatkan.

ABSTRACT

Rapid development of fashion industry affected by digital technology has produced major opportunity in entrepreneurship. Significant obstacles that shall be solved are enthusiasm and student's personality in entrepreneurship. Process of digitalization dominated in business sector has become solution that can be integrated in vocational education. This research aims to measure level of enthusiasm and entrepreneurial personality of vocational students. Descriptive research with qualitative method is used to quantify the level. 198 students from vocational educations are participated as respondents in this research. Four-Likert-scale questionnaire is applied as data collecting tool. Descriptive statistic is applied to analyze the level of enthusiasm and entrepreneurial personality of students. Meanwhile, independent sample T-test is applied to compare the two levels. The result of research reveals that high average level of enthusiasm and entrepreneurial personality of students in vocational educations that are implemented digital entrepreneur of 75,56%, while it is inversely proportional to vocational educations that do not apply of 70,51%. The process of entrepreneur in vocational education with integrated digital technology becomes innovative way that should be done while digitalization is getting stronger, so that enthusiasm and entrepreneurial personality can be improved.

1. INTRODUCTION

The fashion industry is highly competitive in terms of creativity and change (Adam, 2018; Bukantaitė & Sederevičiūtė-Pačiauskienė, 2021; Pereira et al., 2021). The increasing consumer demand for clothing is racing with the ease of processing digital transactions (Adam, 2018; Gazzola et al., 2020; Sanny et al., 2022). In addition, vocational education provides entrepreneurial learning that can initiate a progressive fashion industry. Entrepreneurship fulfills the fundamental strategy of vocational education to reduce unemployment by creating job opportunities (Stadler & Smith, 2017; Tentama & Paputungan, 2019). Recent years, entrepreneurship is transformed into businesses that extended into digital platforms (Bican & Brem, 2020). These efforts can strengthen the sustainability of the national economic structure (Çelik et al., 2021; Tentama & Paputungan, 2019; Yıldırım et al., 2016). Digital advances create market competition in the fashion industry thus the demands for creative workers are getting higher (Brydges & Hracs, 2019; Chipo et al., 2018). On the other hand, vocational education students are excluded by high levels of industrial skill qualifications and low employment absorption (Arquisola & Muanar, 2019; Soputan, 2017). As a result, sustainable digital technology is urging

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entrepreneurship to contribute to reshaping the economic system (Brydges & Hracs, 2019; Huang et al., 2021). Facts in previous studies reveal that there is still a low desire of vocational education students to become entrepreneurs (Arquisola & Muanar, 2019; Kuat, 2018).

Entrepreneurship learning can stimulate and develop entrepreneurial potential, which are the enthusiasm and entrepreneurial personality factors of students (Nurjamiah et al., 2020; Suvittawat, 2019; Yıldırım et al., 2016). Enthusiasm and personality factors contribute to entrepreneurial success (Edwin et al., 2021; Yang et al., 2021). Enthusiasm is a feeling of spirit and joy that motivates individuals to commit to starting entrepreneurship which can be increased through entrepreneurship learning (Hayati & Arifah, 2021; Mielniczuk & Laguna, 2020; Suvittawat, 2019; Yang et al., 2021). Entrepreneurial enthusiasm is shown by passion for entrepreneurship, commitment to products or services, passion for competition, passion for opportunity, and passion for development (Adam, 2018; Bican & Brem, 2020; Bukantaitė & Sederevičiūtė-Pačiauskienė, 2021; Chipo et al., 2018; Gazzola et al., 2020; Mathews, 2018; Suvittawat, 2019; Yang et al., 2021). Meanwhile, the entrepreneurial personality shapes mental processes and behavior through a creative perspective to create new entrepreneurial values (Brydges & Hracs, 2019; Mathews, 2018). Entrepreneurial personality characteristics, including the big five, need for achievement, innovativeness, self-efficacy, locus of control, risk attitudes (Bican & Brem, 2020; Edwin et al., 2021; Gazzola et al., 2020; Mathews, 2018; Salmony & Kanbach, 2021; Soputan, 2017; Tentama & Paputungan, 2019; Yıldırım et al., 2016). Therefore, entrepreneurial enthusiasm is obtained when students inspire learning and learning experiences will shape students' entrepreneurial personalities (Arquisola & Muanar, 2019; Yıldırım et al., 2016). However, the crucial problem that must be solved is to increase the enthusiasm and entrepreneurial personality of students.

Entrepreneurship is defined as a risky job with uncertainty about competition and change (Brewer, 2012; Çera et al., 2018; Yıldırım et al., 2016). However, the era of digitalization does not eliminate human jobs, only changes them (Neo, 2020). Digital transformation and competitive advantages are also important considerations for mastering entrepreneurship (Brydges & Hracs, 2019; Suvittawat, 2019). Thus, vocational education needs to align entrepreneurial learning with digital technology (Hamburg, 2021). In line with the results of previous research, entrepreneurship learning has an influence of 57% on the entrepreneurial desire of vocational education students in the digital era (Arquisola & Muanar, 2019). In addition, the millennial generation is the majority of users of digital platforms in the field of fashion who are fast adapting (Gazzola et al., 2020; Sanny et al., 2022). Therefore, an alternative solution that can spark students' enthusiasm and entrepreneurial personality is to integrate digital technology into entrepreneurship learning (Hamburg, 2021).

Increasing students' enthusiasm and entrepreneurial personality is not an easy problem to solve. Entrepreneurship learning requires the implementation of digital technology that can foster passion for entrepreneurship, commitment to products or services, passion for competition, passion for opportunity, and passion for development. Therefore, the big five, need for achievement, innovativeness, self-efficacy, locus of control, and risk attitudes can be formed in students. The research implication shows that the role of digital entrepreneurship is very crucial in vocational education. This study aims to analyze the level of enthusiasm and entrepreneurial personality of vocational education students.

2. METHOD

Descriptive research with a quantitative approach is used to measure the level of enthusiasm and entrepreneurial personality of students. Presentation in the form of numbers to describe research data (Hoy & Adams, 2016). A total of 198 vocational education students in Yogyakarta were involved as respondents. A simple probabilistic random sampling technique is used by looking at the equality of opportunities for each respondent to be a sample (Reid, 2014). Respondents are students in the fashion department who have been taught entrepreneurship learning. The distribution of research respondents is shown in Table 1.

Table 1. Research Respondents

Aspect	Sub Aspect	Digital (%)	Non-Digital (%)
Grade	Eleventh grade	66 (53.66%)	51 (68.00%)
	Twelfth grade	57 (46.34%)	24 (32.00%)
Total		**123 (100%)**	**75 (100%)**

The research data was collected using a questionnaire method related to the level of enthusiasm and entrepreneurial personality. The questionnaire was used as a research instrument with a 4-scale Likert scale, namely the answers strongly agree (SA), agree (A), disagree (D), strongly disagree (SD). The research instrument grid is shown in Table 2.

Table 2. Research Instruments

Aspect	Indicator	Code	Item (Distribution)
Enthusiasm Level	Passion for entrepreneurship	E1	2 (1-2)
	Commitment to the product or service	E2	2 (3-4)
	Passion for competition	E3	2 (5-6)
	Passion for opportunity	E4	3 (7-9)
	Passion for development	E5	3 (10-12)
Personality Level	The big five	P1	5 (13-17)
	Need for achievement	P2	2 (18-19)
	Innovativeness	P3	3 (20-22)
	Self-efficacy	P4	3 (23-25)
	Locus of control	P5	3 (26-28)
	Risk attitudes	P6	2 (29-30)

(Salmony & Kanbach, 2021; Suvittawat, 2019)

Then, the data analysis used descriptive statistics to measure the average level and percentage of enthusiasm and entrepreneurial personality. Hypothesis testing uses an independent sample T-Test to determine the difference in the level of enthusiasm and personality of students who study digital entrepreneurship and those who do not apply. Categorization of data using 4 levels quoted from (Mardapi, 2012). The following are the criteria for determining the categories of enthusiasm and personality levels in Table 3.

Table 3. Criteria Scores

Interval Score			Category
2 (item)	3 (item)	5 (item)	
6.50 – 8.00	9.75 – 12.0	16.25 – 20.0	Very High
5.00 – 6.50	7.50 – 9.75	12.5 – 16.25	High
3.50 – 5.00	5.25 – 7.50	8.75 – 12.5	Low
2.00 – 3.50	3.00 – 5.25	5.00 – 8.75	Very Low

(Mardapi, 2012)

3. RESULT AND DISCUSSION

Result

The integration of digital entrepreneurship learning in vocational education differs from that which does not apply to all indicators of enthusiasm and entrepreneurial personality. The level of enthusiasm and entrepreneurial personality of students who study digital entrepreneurship has a percentage of all indicators of 75,56%. Meanwhile, the level of enthusiasm and entrepreneurial personality of students who do not study digital entrepreneurship has a percentage of all indicators of a 70,51%. The presentation of data analysis for each indicator of the level of entrepreneurial enthusiasm for vocational education students is shown in Table 4 and data on the entrepreneurial personality level of vocational education students on each indicator are in Table 5.

Table 4. Level of Entrepreneurial Enthusiasm

Aspect	Indicators	Entrepreneur	Mean	Percentage	Std. Dev	Category
Enthusiasm Level	Passion for entrepreneurship	Digital	6.01	75.10%	1.170	High
		Non-Digital	5.43	67.83%	1.678	Low
	Commitment to the product or service	Digital	6.46	80.79%	1.237	High
		Non-Digital	5.96	74.50%	1.191	High
	Passion for competition	Digital	6.20	77.44%	1.143	High
		Non-Digital	5.73	71.67%	1.359	High
	Passion for opportunity	Digital	8.85	73.71%	1.563	High
		Non-Digital	8.31	69.22%	1.816	Low
	Passion for development	Digital	8.93	74.46%	1.828	High
		Non-Digital	8.25	68.78%	1.960	Low

Students studying digital entrepreneurship have an average enthusiasm level of 36.45, percentage gain of 75.93% which includes the high category. Meanwhile, students who did not study digital entrepreneurship had an average enthusiasm level of 33.68, percentage gain of 70.17% which includes the low category. The level of commitment to products and services is the highest of all enthusiasm indicators.

Table 5. Level of Entrepreneurial Personality

Aspect	Indicators	Entrepreneur	Mean	Percentage	Std. Dev	Category
Personality Level	The big five	Digital	15.29	76.46%	2.682	High
		Non-Digital	13.91	69.53%	2.261	Low
	Need for achievement	Digital	6.34	79.27%	1.273	High
		Non-Digital	5.79	72.33%	1.571	High
	Innovativeness	Digital	9.21	76.76%	2.017	High
		Non-Digital	8.65	72.11%	2.379	Low
	Self-efficacy	Digital	8.67	72.29%	1.739	High
		Non-Digital	8.39	69.89%	1.635	Low
	Locus of control	Digital	8.64	72.02%	1.951	Low
		Non-Digital	8.61	71.78%	1.659	High
	Risk attitudes	Digital	6.06	75.71%	1.416	High
		Non-Digital	5.59	71.33%	1.499	Low

Students studying digital entrepreneurship have an average personality level of 54.22, percentage gain of 75.30% which includes the low category. Meanwhile, students who did not study digital entrepreneurship had an average personality level of 50.93, percentage gain of 70.74% which includes the high category. Obtaining the level of need for achievement is highest in digital entrepreneurship learning or not. Based on these data, it can be concluded that the application of digital entrepreneurship in vocational education shows a high average at all levels of enthusiasm and entrepreneurial personality. Meanwhile, vocational education that does not implement digital entrepreneurship has a low average level of enthusiasm and entrepreneurial personality. Then, the difference in each indicator on the results of the percentage level of enthusiasm and entrepreneurial personality was determined by the independent sample t-test. The results of the analysis of vocational education students with df (196) obtained a t-table of 2.258 to conclude the significance level for each indicator. The difference in the level of enthusiasm for entrepreneurship is presented in Table 6 and the level of entrepreneurial personality are presented in Table 7.

Table 6. Differences in Entrepreneurial Enthusiasm

Aspect	Indicators	Df	Mean Diff	T-Hitung	T-Tabel	Sig	Conclusion
Enthusiasm Level	Passion for entrepreneurship	196	- 0.581	2.868	2.258	0.005	Different
	Commitment to the product or service	196	- 0.503	2.818	2.258	0.005	Different
	Passion for competition	196	- 0.462	2.565	2.258	0.011	Different
	Passion for opportunity	196	- 0.539	2.212	2.258	0.028	Different
	Passion for development	196	- 0.682	2.477	2.258	0.014	Different

Based on the results of the percentage level of enthusiasm tested with the independent sample t-test there were significant differences in all indicators, both students who study digital entrepreneurship and those who do not.

Table 7. Differences in Entrepreneurial Personality

Aspect	Indicators	Df	Mean Diff	T-Hitung	T-Tabel	Sig	Conclusion
Personality Level	The big five	196	- 1.386	3.738	2.258	0.000	Different
	Need for achievement	196	- 0.555	2.719	2.258	0.007	Different
	Innovativeness	196	- 0.558	1.762	2.258	0.080	No Different
	Self-efficacy	196	- 0.288	1.157	2.258	0.249	No Different
	Locus of control	196	- 0.029	0.107	2.258	0.915	No Different
	Risk attitudes	196	- 0.470	2.217	2.258	0.028	Different

Some indicators on the level of entrepreneurial personality have differences and others, there is no significant difference between students who study digital entrepreneurship and those who do not. After knowing the level of enthusiasm and entrepreneurial personality of students, then the division is carried out at each level to emphasize the presentation of the results. The distribution of the level of enthusiasm and entrepreneurial personality of students is depicted through the line graph shown in Figure 1.

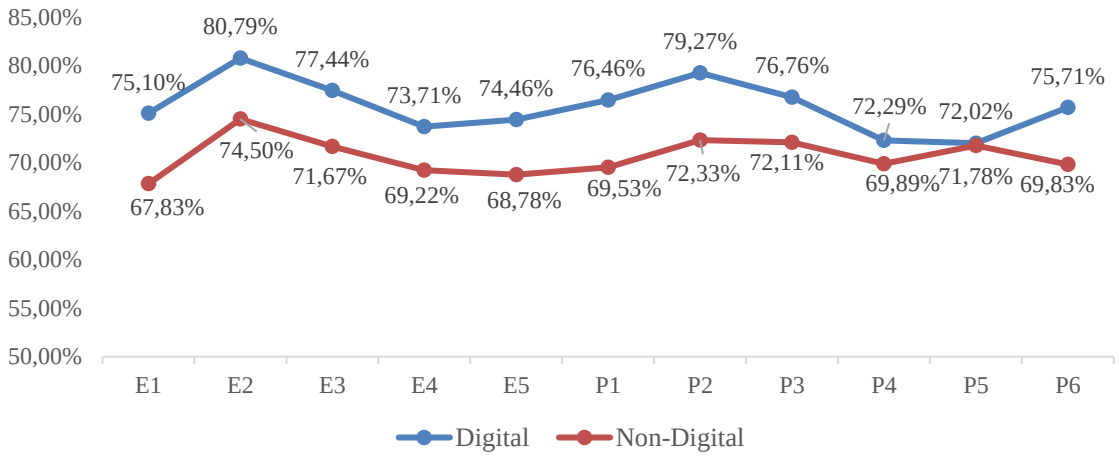

Figure 1. The Distribution of the Enthusiasm and Personality Level

Discussion

Students who study digital entrepreneurship show a high level of enthusiasm in starting entrepreneurship, while those who do not have a low level of enthusiasm. The passion for entrepreneurship is a provision to develop students' entrepreneurial creativity in the digital era. Because, the passion for entrepreneurship is a positive reflection for someone in building their business (Mathews, 2018; Suvittawat, 2019; Yang et al., 2021). Without a passion for implementing digital entrepreneurship, it will be difficult to develop entrepreneurial sustainability measures (Bican & Brem, 2020; Mathews, 2018). Thus, digital entrepreneurship learning is presented in an attractive manner so that students are encouraged to improve their entrepreneurial competencies. The passion for entrepreneurship can be used as a foundation in familiarizing the big five personalities (Hamzah et al., 2016; Liguori et al., 2019; Mathews, 2018). In addition, through digital entrepreneurship learning, the top five can be improved. The top five build students' awareness of the surrounding environment, one of which is entrepreneurship to reduce the number of concerns. Because, the top five are the basic traits that make up an entrepreneurial personality include extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience (Mathews, 2018; Salmony & Kanbach, 2021). The teacher's ability to offer insight into the top five becomes a consideration in training students as entrepreneurial practitioners.

Digital entrepreneurship greatly influences students' commitment to products and services compared to those that do not, this factor is at the highest level of other indicators. Entrepreneurial success is influenced by perseverance in creating quality products by paying attention to sustainable production processes (Gazzola et al., 2020; Suvittawat, 2019). In addition, service improvement is also an important asset to customers retention (Bukantaitė & Sederevičiūtė-Pačiauskienė, 2021; Yang et al., 2021), because those skills cannot be imitated by competitors (Adam, 2018). On the other hand, students must identify market demand and be careful in managing finances before starting an entrepreneur. Vocational education supports students' skills by providing school cooperatives. Having a high commitment to products and services can stimulate student achievement needs (Mielniczuk & Laguna, 2020; Suvittawat, 2019). The need for achievement is high in both digital and non-digital entrepreneurship because this factor affects student orientation on entrepreneurial achievement (Mathews, 2018; Salmony & Kanbach, 2021; Soputan, 2017). Various sources of fashion industry information give students the flexibility to satisfy their high curiosity. Students who have high achievement motivation are very determined to be successful in entrepreneurship (Salmony & Kanbach, 2021; Yıldırım et al., 2016). Efforts that must be made by schools in expanding students' knowledge are to provide laboratories and libraries. Students have a higher achievement to compete after studying digital entrepreneurship. Fast fashion is a real form of competition in the massive fashion industry (Chipo et al., 2018; Gazzola et al., 2020; Pereira et al., 2021). Therefore, digital entrepreneurship learning is needed by students to analyze the digital market. Because, The digital market is a creative solution to facilitate sales and attract buyers (Bukantaitė & Sederevičiūtė-

Pačiauskienė, 2021; Sanny et al., 2022). As future entrepreneurial practitioners, students must be adaptive to digital developments. This needs to be aligned with educators who have digital skills (Huang et al., 2021; Nurjamiah et al., 2020; Stadler & Smith, 2017). The passion for competition can influence students to always create innovations (Gazzola et al., 2020; Mielniczuk & Laguna, 2020). Entrepreneurial sustainability requires digital innovation as a fast step in adapting to new things (Bican & Brem, 2020; Gazzola et al., 2020). In addition, the involvement of vocational education in providing a supportive environment can increase student innovation (Yıldırım et al., 2016). Digital facilities and infrastructure are also needed to support digital entrepreneurship learning (Hamburg, 2021; Yıldırım et al., 2016). Because, at this time creativity and innovation are very reliable in the fashion market competition (Bukantaitė & Sederevičiūtė-Pačiauskienė, 2021; Gazzola et al., 2020).

The first step in determining the goal of entrepreneurship is the passion for seeking opportunities (Bican & Brem, 2020; Suvittawat, 2019). Digital entrepreneurship learning trains students to see digital business opportunities and determine marketing strategies. Therefore, the use of digital strategies is an opportunity for the fashion industry so that it continues to accelerate (Bican & Brem, 2020; Bukantaitė & Sederevičiūtė-Pačiauskienė, 2021; Gazzola et al., 2020). Developing skills to connect and network entrepreneurs through digital platforms is not easy. Thus, finding opportunities requires learning digital entrepreneurship in the long term (Edwin et al., 2021; Yang et al., 2021). The passion for looking opportunities in entrepreneurship can shape students' self-efficacy (Mielniczuk & Laguna, 2020). Digital entrepreneurship can increase student self-efficacy and influence entrepreneurial behavior (Tentama & Paputungan, 2019; Yıldırım et al., 2016). Good communication skills make it easier for students to work in teams, so that a charismatic personality grows in students and makes them a leader. Thus, self-efficacy can affect the passion for seeking opportunities, solving problems, and liking new challenges (Edwin et al., 2021; Mathews, 2018; Mielniczuk & Laguna, 2020). In addition, the passion for seeking opportunities can hone locus of control in students (Mathews, 2018). Locus of control as the key in understanding entrepreneurial skills, namely the ability to manage individual internal and external factors to achieve goals effectively (Edwin et al., 2021; Mathews, 2018). The desire for entrepreneurship can help students explore their abilities. This is shown by the ability to manage emotions that make him not afraid of failure and continue to strive for success. However, digital entrepreneurship learning is not yet evenly available in all Indonesian vocational education. Students who have a high enthusiasm for development can create a competitive advantage in entrepreneurship (Adam, 2018; Suvittawat, 2019). Satisfaction with the achievement of results can motivate students to enter the business world. Vocational education has not fully monitored student development to the stage of sustainable entrepreneurship. This is because the orientation of entrepreneurship learning is the stage of constructing student competencies (Mathews, 2018; Soputan, 2017). A high enthusiasm to develop can increase awareness to respond to risk (Mielniczuk & Laguna, 2020). Students with the courage to take risks tend to be influenced by digital entrepreneurship. This courage is shown by the ability to solve problems to find solutions in entrepreneurship. This has a huge impact on entrepreneurial activities (Salmony & Kanbach, 2021). Proper judgment and low-stress tolerance are needed in dealing with this situation (Çelik et al., 2021; Edwin et al., 2021). Because, responding to risk can be applied by individuals to rise from failure (Mathews, 2018; Salmony & Kanbach, 2021). This study has limitations by only digging up data and testing descriptively on the implementation process that has been carried out, so the researcher does not give any treatment. We hope that further research will provide an ideal treatment in accordance with existing concepts and theories, making it possible to get better results from the results of entrepreneurship implementation, especially in increasing entrepreneurial enthusiasm and personality.

4. CONCLUSION

The importance of enthusiasm and personality in entrepreneurship is still hampered in its formation. This study proves that digital entrepreneurship is an innovative step in stimulating entrepreneurial enthusiasm in vocational education students. In addition, entrepreneurial personality is also formed significantly in students who apply digital entrepreneurship. The entrepreneurial process in vocational education with the integration of digital technology is an innovative step that must be taken considering the increasingly strong current of digitalization so that enthusiasm and entrepreneurial personality can be improved. In addition, stakeholders must also be involved in formulating concepts and policies that can encourage the transformation of entrepreneurship integrated with digital technology.

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