

# Entrepreneurial Profile of Bangka Malay Ethnic Vocational School Students: Achievement Motivation, Innovation, Risk-Taking, and Independence

Abdillah Arif \*, M.Solehuddin, Uman Suherman, Yusi Riksa Yustiana

Universitas Pendidikan Indonesia

\*Corresponding Author: [abdillaharif81@upi.edu](mailto:abdillaharif81@upi.edu)

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## Abstract

Entrepreneurship education is one of the required subjects for students at vocational schools. As a probable natural result, SMK students have strong entrepreneurial profiles and personalities. The purpose of this research is to investigate and analyse the entrepreneurial profile and features of Malay ethnic vocational students in Bangka Regency. The method employed to attain the aim is descriptive research using field surveys. Data collecting approaches were used by distributing questionnaires/instruments that had been evaluated for validity and reliability. There were 461 answers from SMK students in Bangka Regency of Malay ethnicity. The test was designed to assess four (four) variables: achievement motivation, innovation, risk taking, and independence. The descriptive technique and correlation analysis were used to analyze the research data. According to the study's findings, Malay ethnic vocational high school students had extremely high accomplishment motivation (79.83%). The four variables are highly connected and positively associated. The strongest correlation (0.991) is found between risk-taking and independence factors.

## Keywords:

Entrepreneurship, vocational high school, malay ethnic, achievement motivation, innovation, taking risk, independence

## Abstrak

Pendidikan kewirausahaan merupakan salah satu mata pelajaran wajib di sekolah menengah kejuruan (SMK) yang berperan dalam membentuk karakter dan profil kewirausahaan siswa. Penelitian ini bertujuan untuk mengkaji profil kewirausahaan siswa SMK beretnis Melayu di Kabupaten Bangka. Metode penelitian yang digunakan adalah deskriptif dengan pendekatan survei lapangan, melalui penyebaran kuesioner yang telah teruji validitas dan reliabilitasnya. Sampel penelitian terdiri atas 461 siswa SMK beretnis Melayu. Instrumen penelitian mengukur empat variabel utama, yaitu motivasi berprestasi, inovasi, pengambilan risiko, dan kemandirian. Data dianalisis menggunakan teknik deskriptif dan korelasi. Hasil penelitian menunjukkan bahwa motivasi berprestasi siswa berada pada kategori sangat tinggi (79,83%), serta keempat variabel kewirausahaan memiliki hubungan positif yang signifikan. Korelasi terkuat (0,991) teridentifikasi antara variabel pengambilan risiko dan kemandirian. Temuan ini menegaskan bahwa siswa SMK beretnis Melayu di Kabupaten Bangka memiliki potensi kewirausahaan yang menonjol, khususnya dalam aspek kemandirian dan keberanian mengambil risiko.

## Kata Kunci :

Kewirausahaan, SMK, etnis melayu , motivasi berprestasi, inovasi, berani mengambil resiko, kemandirian

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## INTRODUCTION

Entrepreneurship is essentially a creative and inventive style of thinking that is applied as a framework, tools, and driving force, goals and tactics, and advice on how to deal with life's obstacles (Sunyoto & Setiyawan, 2021). Entrepreneurship is a way

of thinking, a way of being, and a potential to create something new that is significant and beneficial for both oneself and others, including kids in a classroom setting. The formalities needed to launch a business and raise capital for this reason should receive more emphasis in entrepreneurship

education programs in higher education systems. For a community to flourish in a knowledge-based economy, the development of entrepreneurial abilities from a young age should be seen as essential (Rembiasz, 2017). There are numerous benefits of entrepreneurship in education, including its ability to inspire students to learn deeply and to feel engaged, joyful, motivated, confident, and relevant. It is also said to have positive effects on job creation, economic success, renewal, and innovation for individuals, organizations, and society at large (Lackeus, 2015). Entrepreneurship instruction has a favorable impact on students' entrepreneurial ambitions and mindset (Handayati et al., 2020). The education of families plays a significant role in fostering entrepreneurial attitudes through integrating children in their businesses, while the function of schools is restricted in fostering the growth of students' knowledge. entrepreneurial attitudes among students fall into a high category (Walidaini & Winarno, 2017)

The entrepreneurial approach takes the shape of broadening the scope of promotions, creating networks, and keeping an eye on selling prices (Soputan, 2017). Through classroom instruction in entrepreneurship, on-the-job training, or participation in apprenticeship programs outside of schools, students' entrepreneurial attitudes can be molded (Ardhiyanti et al., 2023). Students who participated in local wisdom-based learning had better levels of entrepreneurial competencies than students who did not participate in such learning (Tahir & Hasan, 2019). Vocational education is instruction that combines, relates to, and imparts working habits so that individuals can enter and advance the world of work (industry) and use it to better their life. The goal is to focus more on getting students ready to work in specific sectors. Mastering competency and entrepreneurial skill to meet the demands of the working world as well as for higher education in accordance with the vocational is one of the Standard Competencies of SMK/MAK Graduates

(Fawaid et al., 2022). Entrepreneurship is a required subject in vocational school. Students will gain knowledge of: (i) identifying entrepreneurial attitudes and behaviors; (ii) adopting attitudes and work habits (always trying to move forward); (iii) formulating problem-solving strategies; (iv) cultivating entrepreneurial spirit; (v) creating loyalty to oneself and others; (vi) taking calculated risks in business; and (vii) making decisions.(1). In reality, young students should have a wider range of entrepreneurship knowledge and expertise.

Entrepreneurship can be affected by ethnicity, families, and culture (Danes et al., 2008). Bangka Belitung Archipelago Province is a young province that was established in the middle of November 2001 and is growing while experiencing all the simultaneous distinctions in ethnicity, culture, and other riches (Ibrahim et al., 2022). In Bangka Belitung, at least there are 6 ethnicity namely Tionghoa, Melayu, Jawa, Sunda, Batak, and Bugis. If not managed appropriately, diversity has the potential to be harmful, such as the possibility of microaggressions (Andi Wahyu Irawan, 2022), when controlled appropriately, it may also be beneficial. One way to gain positive empowerment is to optimize entrepreneurial activity. Melayu ethnic is dominant at about 70%. In this research we will look at how the entrepreneurship of Melayu ethnic especially students in vocational schools.

## METHOD

This is a descriptive study. The study data was gathered by sending questionnaires to 461 SMK students of Malay ancestry in Bangka Regency. Respondents were selected on the basis of school representation. The questionnaire was meant to assess entrepreneurial character by assessing four aspects: motivation, inventiveness, risk-taking, and independence. Motivation was assessed using 7 (seven) question items, whereas the other three characteristics were assessed using 7 (seven), 6 (six), and 8 (eight) questions, respectively. SPSS software is used to process the data that has been

obtained. The findings of the study are descriptive in nature, describing the entrepreneurial profile of Malay-tribal Vocational High School students as well as the relationship between the four factors of developing entrepreneurial character.

The survey was performed utilizing online forms from April to May 2023. A total of 473 questionnaires were received, with roughly 461 questionnaires remaining after the validating step were found to be appropriate (see Table 1). The students who took part in this poll were not identified in

order to protect their confidentiality. Table 1 details the demographics of the participants. According to the table, the participants of this survey were vocational students in the Indonesian province of Bangka Belitung, which was dominated by XI grade students (97%), with female students dominating. Furthermore, the participants were from 22 different main area studies, with the highest percentage being multimedia (18%), and the lowest being Medical laboratory technique (0.4338%).

**Table 1.** The demographic information for participants

No.	Characteristic	Total number	Percentage
1	Gender		
	Female	181	39.26%
	Male	280	60.74%
2	Grade		
	X	8	1.74%
	XI	449	97.40%
	XII	4	0.87%
3	Field Study		
	Multimedia	83	18.00%
	Agribussines	77	16.70%
	Automation and office governance	51	11.06%
	Online business and marketing	38	8.24%
	Welding technique	34	7.38%
	Travel agent	32	6.94%
	Accountancy	30	6.51%
	Fashion	22	4.77%
	Nautics of Fishing Vessels	17	3.69%
	Marketing	11	2.39%
	Electrical installation engineering	11	2.39%
	Office	10	2.17%
	Motorcycle business engineering	10	2.17%
	Electronics	9	1.95%
	Hospitality	5	1.08%
	Fishery	4	0.87%
	Tourist	3	0.65%
	Automotive	3	0.65%
	Software engineering	3	0.65%

No.	Characteristic	Total number	Percentage
	Cullinary art	3	0.65%
	Computer and Network	3	0.65%
	Medical laboratory technique	2	0.43%

To obtain a responder entrepreneurship profile, we used an instrument scale from... Each variable construct was computed using the five-point scale Likert From "strongly disagree" (1) to "strongly agree" (5), the scale is arranged in ascending order. The validity and reliability of measurements were used to judge their usefulness. The data was produced descriptively using a graph and then evaluated in respect to the correlation between the variables.

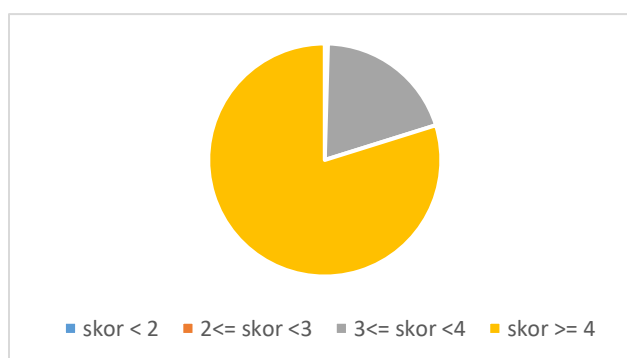
### FINDINGS AND DISCUSSIONS

A correlation was found between items with a positive value and a Sig. (two tailed) value less than 0.05 based on the findings of assessing the validity and reliability of the instrument. Furthermore, Cronbach's alpha was greater than 0.6. As a result, the instrument utilized in this investigation may be stated to be valid and trustworthy. Table 2 shows the descriptive information on student entrepreneurial traits. We can observe that the mean and standard deviation of the motivation variable are larger than those of the other three variables.

**Table 2.** The mean and standard deviation of the entrepreneurial characteristic variables

No.	Statistik	Achievement motivation	Innovation	Risk taking	Independence
1	Mean	4.25	3.86	3.85	3.90
2	Standard deviation	0.40	0.45	0.54	0.50

Aside from the achievement motivation variable, the proportion of respondents who scored 3 to less than 4 was the greatest compared to the other categories.

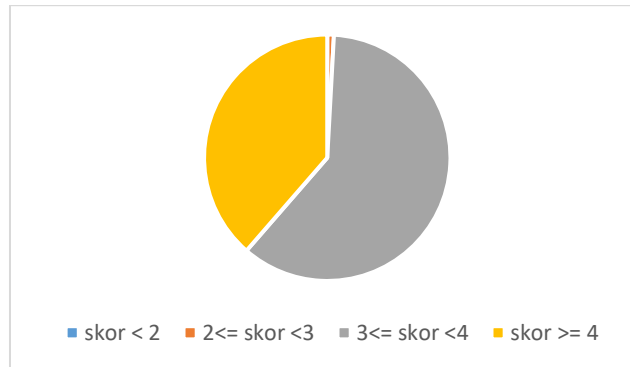


**Figure 1.** Proportion of score choices on the achievement motivation variable

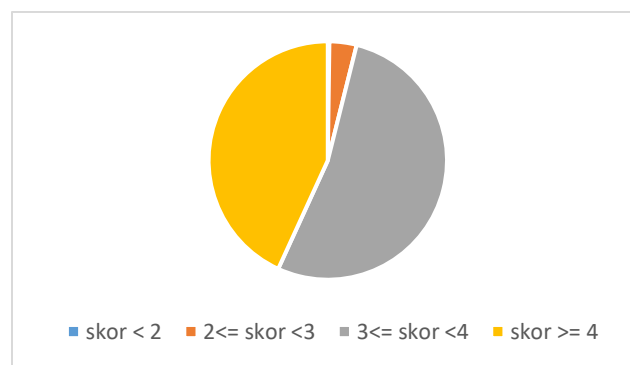
In the achievement motivation variable, the majority of respondents (79.83%) picked a score more than 4, followed by 19.74% who chose a score in the range of 3 to less than 4, and the remaining 0.43% who chose a score in the range of 2 to less than 3. This demonstrates that, in general, vocational students in Bangka

Regency have a very high achievement motivation inside the entrepreneurial context. The dominance in the other three factors is in the choice of score ranges from three to less than four, respectively 60.52%, 52.93%, and 55.31% on the variables innovation, risk taking, and independence. In general, SKM students in Bangka

Regency have strong entrepreneurial desire, independence, and the capacity to take risks (Figure 2, 3, and 4).



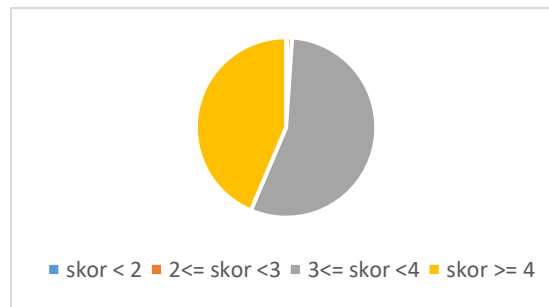
**Figure 2.** Proportion of score choices on innovation variables



**Figure 3.** Proportion of score choices on risk taking variables

The high level of entrepreneurial motivation among vocational students, particularly in Bangka Regency, is consistent with the findings of Silverius et al. (2021) and Fawaid et al. (2022). This drive is one of the natural consequences of pupils' school learning and curriculum. According to (Sunyoto & Setiyawan, 2021) Students will pursue entrepreneurial educational courses in technical schools. Entrepreneurship training classes are offered to students in grades X through XII. Each class has a unique set of competences. (i) Recognizing entrepreneurial attitudes and behaviors; (ii) adopting attitudes and job habits (always trying to move forward); (iii) formulating

problem solutions; (iv) cultivating entrepreneurial spirit; (v) creating loyalty to oneself and others; (vi) taking business risks; and (vii) making decisions are examples of Class X competencies. In the same semester, competences include: (a) demonstrating an uncompromising and resilient attitude; (b) dispute resolution; and (c) defining a corporate goal and task. Pengetahuan yang cukup mengenai kewirausahaan dan pendidikan wirausaha meningkatkan peluang bagi bertambahnya motivasi siswa terhadap kegiatan wirausaha dan berprestasi di dalamnya sebagaimana dinyatakan oleh (Arifin et al., 2020) dan (Timur & Herianingrum, 2022).



**Figure 4.** Proportion of score choices on the independence variable

*Variables Correlation*

The association between the four variables used to determine student entrepreneurial characteristics is shown in Table 3. In general, the four variables are highly

connected and positively associated. It means that the higher the value of one variable, the higher the value of the other variable will be.

**Table 3.** The correlation value of the four variables

	Achievement motivation	Innovation	Risk taking	Independence
Achievement motivation	1	0.968	0.977	0.980
Innovation		1	0.979	0.983
Risk taking			1	0.991
Independence				1

Table 3 shows the close association between the four factors. The variable with the strongest close link is the relationship between independence and risk taking (0.991), while the one with the lowest correlation is the relationship between achievement motivation and innovation (0.968). Entrepreneurial risk-taking is the act of recognizing, analyzing, mitigating, and testing prospective possibilities and techniques that may help you establish or expand your organization but may also result in personal or professional loss. We can see that there are a lot relation between abilities that spanned risk-taking with the independencies, even the two are almost identic. There are relatively close relationships between taking risk and independence (Wallach et al., 1967).

**CONCLUSION**

Vocational high school pupils of the Malay ethnic group in Bangka Regency have a pretty excellent business profile. The measurement of four characteristics, namely accomplishment motivation, creativity, risk taking, and independence,

demonstrates that entrepreneurial performance is quite strong in general. Based on the four characteristics examined, it is possible to infer that they have extremely high entrepreneurial motivation, followed by the capacity to create, make decisions, and have great independence. In general, there is a very strong and positive connection between the four factors examined, particularly between the variables of risk taking and independence.

Based on these findings, several follow-up efforts can be recommended in developing and providing more intensive assistance for SMK students, particularly those from the Malay ethnic group in Bangka Regency, so that their entrepreneurship skills can be implemented in the field, thereby increasing competitiveness, especially when they complete their studies so that they can create their own employment and contribute to increasing economic competitiveness and other aspects in the locus.

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