

Impact of Parental Support, Hard Skills and Soft Skills towards Students' Interest to Be Entrepreneur

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Abstract: *This research is aimed to find out the extent to which parental support, hard skills and soft skills of Tourism Vocational High School (SMK) students in Binjai city have strong and significant impact to become entrepreneur. Respondents are 128 students as a representative sample drawn from all students of Year 12 Semester 6 in the School Year 2019. Descriptive analysis shows that; parent support in low category, hard skills in medium category, soft skills in low category, and entrepreneurship interest in low category. Only hard skills with soft skills show a significant and high correlation. Hard skills with interest in entrepreneurship are low correlated. The parental support is low correlated with hard skills, but moderately correlated with soft skills and interest in entrepreneurship. Soft skills are also moderately correlated with interest in entrepreneurship. Results of path analysis reveal that the parental support significantly affects the hard skills and soft skills. Parental support, hard skills, and soft skills each significantly affects students' interest in entrepreneurship.*

Keywords: *Parental support, hard skills, soft skills, entrepreneurship.*

I. Introduction

Background of the study

The Government of Indonesia realizes that the economic development which is expected to affect social welfare for all Indonesian people as mandated in the preamble of the 1945 Constitution, cannot leave the entrepreneurship. In this context, as confirmed in the opening of the strategic plan of the Ministry of Cooperatives and Small and Medium Enterprises (SMEs) 2014-2019 that if the country's economy is expected to grow healthy then ideally 3% of the population of Indonesia shall be entrepreneur. However, in fact, data in 2016 from Global Entrepreneurship Monitor (GEM) shows that Indonesia has only about 1.65 percent of entrepreneurs from a total of 250 million population. Referring to this figures, Anak Agung Gede Ngurah Puspayoga, as the Minister of SMEs, in the opening of the strategic plan reminds that the number of entrepreneurs owned by Indonesia is still far compared to neighboring countries such as Singapore is of by 7%, Malaysia is of 5%, and Thailand is of 4%. Recognizing these unfortunate conditions, the government at the central to provincial and district levels or municipalities must organize various entrepreneurship development programs in a systematic, simultaneous, and massive way. In line with that, the Government of Indonesia from the central level until the region up to now still organize various schemes of entrepreneurship formation programs and the establishment of existing entrepreneurs.

However, in the context of fostering beginner entrepreneurship, this program should be responded proactively by vocational high schools (SMK) in accordance with the objectives of its curriculum which is to produce citizens who are capable of being independent, either as industrial workers or become entrepreneurs. In this context, the empowerment of SMK to be able to prepare beginner entrepreneur become more urgent if referring to the SMK graduates' unemployment rate. As stated by Suharyanto, Head of Central Statistics Agency (BPS) and quoted by Fiki Ariyanti (2016), nationally the number of open unemployment (OUE) in August 2016 reached 7.03 million people. Based on education, the highest number of unemployment in Indonesia is SMK graduates with 11.11% OUE followed by general high school (SMA) graduates with 8.73% OUE. Considering the curriculum, the high level of OUE of SMK graduates compared to SMA is very apprehensive. This concern is given since SMK is a school with its main objective is to produce graduates who are ready to enter the workforce, including as being entrepreneurs, whereas SMA is primarily aimed at producing graduates who are ready to go to higher education.

The unfavorable condition of the unemployed graduate of SMK, received serious attention from Joko Widodo, President of the Republic of Indonesia. Responding to the low employability of the SMK, Joko Widodo issued Presidential Instruction Number 9 Year 2016 about SMK Revitalization. This instruction is to improve quality and competitiveness of human resources of Indonesia. As affirmed in the first section of paragraph 1 it is stipulated that Cabinet Ministers, Heads of National Board of Professional Certification and

Governors throughout Indonesia should take necessary steps in accordance with their respective duties, functions and authorities to revitalize SMK in order to be able to improve the quality and competitiveness of Indonesian human resources.

Such revitalization can be interpreted as the President's strategic policy to increase SMK graduates' absorption by employment through the improvement of their graduate competency. Indeed, it should be emphasized that the employability of graduates of educational institutions is not only determined by the competence in accordance with the needs of the available job fields, but many other factors including the availability of job opportunities. Therefore, in addition to being a worker in the business world and the industrial world, they are also expected and should be prepared to be entrepreneurs who are able to create jobs for themselves and even for other community members who need it (Tiongco, 2009: 53). However, it is a less encouraging fact, a year after the Presidential Instruction Number: 9 Year 2016 was issued, as stated by the Head of BPS, Suhariyanto that the percentage of unemployed SMK graduates was 8.92%, still higher than the unemployment rate of SMA graduates which is at 7.19% and the highest among all levels of education (Kusuma, 2018).

One of the very serious areas to organize the establishment of entrepreneurs is the North Sumatra Province as well as the district and municipal governments that are part of the area such as Binjai City. Among the objective conditions that become rational efforts to increase the interest of SMK graduates become entrepreneurs, is the change of job map in the city of Binjai. The city is geo-economically surrounded by a number of agribusiness companies namely plantations, especially those growing Deli tobacco and rubber. The plantations were built and became the money machine of the Dutch colonial government since the early 20th century. In 1960, following a confrontation with the Dutch government known as the conflict of West Irian, the government of the Republic of Indonesia has nationalized all assets of the Dutch government including plantations around the Binjai city.

The history of the golden age of tobacco plantations in the province of North Sumatra has come to an end since the last 4 decades because of the declining demand for the commodity in line with the growing anti-smoking movement in Europe which is the main market. Overcoming the threat, some of these tobacco plantations are converted into oil palm plantations and the rest into sugarcane plantations, but are economically less successful. As a result, the absorption of manpower by plantations has decreased drastically as well as by its support companies such as railway companies. Therefore, as mentioned by Siregar, a former the city government of Binjai seeks to open new jobs and encourage and facilitate the birth of beginner entrepreneurs to reduce unemployment at once and improve the level of the economy of the community.

However, as stated by Elyuzar Siregar, former Secretary of the Binjai City who now serves as Chairman of the Binjai City Education Council, that in Binjai City the development of beginner entrepreneurs including those from graduates of SMK in quantitative and qualitative still need to be improved. His statement is based on the interview conducted on February 20, 2019 in Medan, as part of a preliminary study. Furthermore, Siregar pointed out that among SMK graduates' weaknesses relate to the most prominent and constrained when entering into entrepreneurship, is the non-technical abilities, including adjusting themselves to the business field that is very varied, and less tough when facing obstacles and limitations.

Among the entrepreneurship sectors the government's concern including the Binjai city government is tourism. This sector is one of the priorities of development due to 3 (three) reasons. First, empirically, when the monetary crisis of the 1990s swept the world including Indonesia, this sector was among the least affected. Secondly, this sector includes those that can absorb many workers. Finally, the country of Indonesia has the nature, culture, and social life that is very potential to be a tourist attraction both local, national, regional, even international (Nurmansyah, 2014:46-48).

In the case of the North Sumatra Province, the central government has provided concrete support to the development of tourism in this province. One of the strong support is the establishment of an authority body that will develop Lake Toba into an international tourist destination as stated in Presidential Regulation No: 49 of 2017. With this authority body, it is assumed that the realization of this plan will give a leverage effect on tourism in the surrounding area including Binjai City. To support government policy especially in Binjai city in developing tourism as well as decreasing unemployment rate especially for SMK graduates, it is necessary to intensify entrepreneurship education for students of Tourism SMK. This is related to the debriefing of the competencies of vocational students covering hard skills and soft skills. Hard skills is the technical competence required to do the job, whereas soft skills is the non-technical competence necessary to make it a superior performing worker as illustrated by Illah Sailah (Sudiana, 2010). With high soft skills competence, it is also expected that entrepreneurial tourism business beginners to be born, who can expand the attractions of the city of Binjai which until now the large tourism potential has not been utilized optimally.

II. Hard Skills

Is the technical competency needed to carry out the work? Hard skills competencies or technical competencies are developed by providing teaching materials for productive fields. It is perceived that the types of hard skills competencies for each differ between one skill package and another.

To ensure Vocational Schools' graduates possess competencies that meet the needs of the Business and Industrial World, each vocational student is required to take the Expertise Competency Test the so-called UKK (*Uji Kompetensi Keahlian*). This test is to recognize Certificate of Expertise in their respective expertise competencies. The UKK is held nationally between February and March. In the test, students are assigned to work on projects designed by a national development team formed by the Directorate of Vocational Development as a structural responsibility with the National Education Standards Agency as responsible unit. A team of examiner is established consisting of teachers and representatives from of the Business and Industrial World. There are 5 (five) aspects assessed with different weights as can be seen in the Table 1 below.

Table 1. Assessment Aspects in the UKK and their Weights.

No	Aspects Ssessed	Weight (%)
1.	Preparation	5
2.	Process	25
3.	Results	50
4.	Attitude	10
5.	Time	10
Total		100

Source: National Education Standards Agency

III. Soft Skills

Soft skills are non-technical competencies needed to support work implementation. Soft skills as non-technical competencies are needed to help workers face challenges when doing work both from within and from outside. According to Illah Sailah (in Rahayu and Nuryata), Soft Skills Competencies are essentially the same for all types of work. This competency can be divided into intrapersonal skills and interpersonal skills. Both skills each consist of a number of similar skills as follows.

- 1) Intrapersonal skills include internal competencies; shape character, build confidence, face and manage change, manage stress, manage time, process ability and creative thinking, determine and achieve goals, ability to accelerate learning.
- 2) Interpersonal skills include proficiency; communicate, build relationships, motivate, lead, promote themselves, negotiate, presenting idea, and public speaking.

Looking at the nature of soft skills, it can be assumed that soft skills are not only needed when a person goes through his profession as a worker in a company or employment but also by those who are self-employed or self-employed and self-employed or self-employed. Based on this understanding and considering its function is to prepare graduates who are able to work or entrepreneurship, the SMKs must equip their graduates with Soft Skills competencies (Rahayu and Nuryata, 2011).

IV. Entrepreneurial Interest

According to Sasrawan (2014) that entrepreneurship is the courage or also the ability of someone to judge and also see an opportunity in business and then unite a resource that is needed in making the right decision and of course benefit in order to achieve success. The goal of an entrepreneur according to Puspayoga as the Minister of Cooperatives and Small and Medium Enterprises is (Republika.Co.Id) how to convert waste into god. As well as improving competitiveness and quality (commodities) abroad. "Therefore, to spur the birth of entrepreneurship, the Ministry of Cooperatives and SMEs launched the National Entrepreneurial Movement. Referring to the same source, at the event the President of the Republic of Indonesia Joko Widodo said" ... that the role of entrepreneurs in the business sector is able to improve national economic welfare (Republika.Co.Id).

Given the importance of the role of entrepreneurs in national development, the Ministry of Cooperatives and SMEs (Kemenkop and UKM) launched the National Entrepreneurship Movement (GKN) which is expected to play a proactive role in increasing the number of entrepreneurs in Indonesia. In his remarks, President Joko Widodo stated: "I am optimistic that the country's economy will be great, if entrepreneurs are advanced. Also given the widest possible opportunity to develop their business (Republika.Co.Id)."

The main question relates to the development of entrepreneurship is, can the person interest in entrepreneurship be developed and whether formal education such as vocational school can be played for it? The statement of Peter F. Drucker, a well-known international management expert quoted by Tiongco (2009), answers this question indirectly by saying: " in a free economy you needed 10% of the economic participants as entrepreneurs. However, there are only 2% who are born entrepreneurs . You get the other 8% through training ". Sukardi (2016) the implementation of entrepreneurial learning in school is not optimal, because it does not pay attention to the needs of students and the potential of creative economy based on local superiority as its substance

This question can also be answered by looking at the results of research conducted by Hattab (2014) entitled: 'Impact of Entrepreneurship Education on Entrepreneurial Intentions of University Students in Egypt'. In his study, it was concluded that there was a positive relationship between entrepreneurial education and interest and desire to become entrepreneurs. This conclusion can be interpreted that Vocational Schools can productively produce beginner entrepreneurs by conducting entrepreneurship education in order to develop interest and enthusiasm to become entrepreneurs. Regarding the role of interest in entrepreneurship education, Soehadi (2011) particularly asserts that entrepreneurial education is doubtful if it neglects students' interest in entrepreneurship.

Hard skills and soft skills are formed through the educational process, then the synergy and involvement of three elements namely, schools, communities, and families in pivotal, especially parents (Sagala, 2006). Among the three elements, Marlock, a parent and observer of SMK, put forward the role of parents. There are 2 (two) opinions that inspire this research as published in his book entitled *Sharing the Experience Accompanying Children Enter SMK* (Marlock, 2017). First, most parents send their children to be smart and have a bright future Secondly, parents have no idea much less the ability to contribute to their child's educational process as asserted: "But many parents who have not realized the child's expectations for parents and have not fully supported by their parents unilaterally.

The results of preliminary study indicated a problem related to the main topic. It is revealed through this study that in Binjai City, the readiness of Tourism SMK Group to support government policy in the development of tourism entrepreneurs is not optimal. There are three reasons as follows. Firstly, the development of tourism potential industry in Binjai City has yet to result local tourism from adjoining areas including Medan city coming to Binjai City. Rather, people live in Medan city prefers travelling to other areas. This condition is contrast to the city of South Tangerang, Bogor, Bandung and others who enjoy seepage of tourist flow from the city of Jakarta. Secondly, to increase the growth rate of tourism in Binjai city, one of the strategies that can be taken is to increase the interest of SMK graduates to become tourism entrepreneurs. Therefore, as confirmed by Siregar: "In the future, the development of beginner entrepreneurship including Tourism SMK will become one of the priority development programs in the region to boost the increase of Regional Original Revenue (ROR) and simultaneously reduce unemployment rate." Thirdly, it is assumed that the weakness of the interest of SMK students in Binjai city for entrepreneurship in the field of tourism have correlation with parental support and learning process which equip hard skills and soft skills. This is considered as an effort to cultivate the interest of tourism entrepreneurship of the students.

In relation to the fostering of entrepreneurship interest for students of Tourism SMK in Binjai city, the formulation of the problem which is also a question that requires comprehensive answer through this research is: How high the interest of Tourism SMK graduates in Binjai city in entrepreneurship? In this study, the question was answered by analyzing how strong the effect of competence of parent support, hard skills and soft skills to entrepreneur interest in tourism. In addition, it will also be answered and how high the difference of effect between the three variables, if any.

V. Method

This research used four sets of questionnaires, one set for each variable, with four closed answer options following Likert scale. The respondents consisted of 128 SMK students as a representative sample drawn from all students of Class 12 Semester 6 in the School Year 2019, amounting to 6 schools in the city of Binjai. Parental support data consisted of 3 (three) dimensions of support in the learning process, support in the development of behavioral attitudes, and support into entrepreneurship. Data on hard skills competencies consisted of carry out work, serve customers, implement safety and health, and carry out equipment maintenance and repair. Soft skills competency measurements consist of two dimensions: intrapersonal communication and interpersonal communication. These three questionnaires, were developed by researchers, refer to relevant concepts. Interest in entrepreneurship is measured using an instrument developed by Cuong Nguyen (2017), by adding and aligning its dimensions with the education level of the respondents. This step is needed due to the fact that Cuong's research is conducted on universities' students in several ASEAN countries.

Three statistical analyzes were performed; decriptive, correlative, and pathway using SPSS 23 software. First, descriptive analysis is done to get an idea of how high the level of each of these research variables. Second, correlation analysis is conducted to get an idea of how closely the relationship between the four research variables. Third, path analysis is done to obtain an overview of structural models of effect among variables.

VI. Results And Discussions

Results

Result of Descriptive Analysis

The results of descriptive analysis of the data collected by using the four instruments for each variable and its interpretation are described below.

a. Parental Support:

The magnitude of the weighted average score of the answers to 33 items of statements submitted to this variable data collecting instrument is 1.91. Based on the predefined score interpretation category, the support of parents of SMK Pariwsata students in Binjai city is categorized as low.

b. Hard skills Competencies:

The magnitude of the weighted average score of answers to 30 items of statements submitted to this variable data collecting instrument is 2.40. Based on the predefined score interpretation category, hard skills competency of Tourism SMK students in Binjai city is included in medium category.

c. Soft skills Competencies:

The magnitude of the weighted average score of answers to 36 items of statements submitted to the Soft skills variable data collecting instrument is 2.13. Based on the predefined score interpretation category, the Soft skills competency of Tourism SMK students in Binjai city is included in low category.

d. Interest in Entrepreneurship:

The magnitude of the weighted average score of answers to 20 items of statements submitted to Interest in Entrepreneurship variable data collecting instrument is 2.07. Based on the predefined score interpretation category, Interest in Entrepreneurship of Tourism SMK students in Binjai city is included in low category.

The description of the level of the four variables can be stated that except hard skills, the other three variables; support parents, and soft skills, and interest in entrepreneurship of Tourism SMK students in Binjai city is still low. Looking closely, only hard skills show the highest level, although only at a moderate level, the rest at less level. This is possible because it is a competency that is written explicitly in the curriculum, so that the learning gets more attention by the school. On the basis of this is also the government of Indonesia through Ministry of Education and Culture improve character education as co-curricular which among the essence is to improve soft-skills based on entrepreneurship

Correlation Coefficient Analysis

The results of correlation coefficient test between variables using SPSS 23 software can be seen in the following Table 1:

Table 1: Correlations Between Variables

		Parental Support	Hard Skill Competencies	Soft Skill Competenciess	Entrepreneur Interest
Parent Support	Pearson Correlation	1	.371**	.510**	.573**
	Sig. (2-tailed)		.000	.000	.000
	N	128	128	128	128
Hardskills Competence	Pearson Correlation	.371**	1	.705**	.377**
	Sig. (2-tailed)	.000		.000	.000
	N	128	128	128	128
Softskills Competence	Pearson Correlation	.510**	.705**	1	.487**
	Sig. (2-tailed)	.000	.000		.000
	N	128	128	128	128
Interest in Entrepreneurship	Pearson Correlation	.573**	.377**	.487**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	128	128	128	128

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the calculation of correlation values as shown in Table 1 above, it can be stated that:

- a. Parental Support with Hard Skill Competencies have a low positive relationship, with a correlation coefficient of 0.371.
- b. Parental Support with Soft Skill Competencies have a moderate positive relationship, with a correlation coefficient of 0.510.
- c. Parental support with Interest in Entrepreneurship has a moderate positive relationship, with a correlation coefficient of 0.573.
- d. Hard Skill Competence with Soft Skill Competence has a high positive relationship with correlation coefficient of 0.705.
- e. Hard Skill Competence with Interest in Entrepreneurship has a low positive relationship with correlation coefficient of 0.377.
- f. Soft Skill Competence with Interest in Entrepreneurship has a moderate positive relationship, with a correlation coefficient of 0.487.

Path Analysis

The following is presented a structural model based on standardized coefficients. Substructure 1: Parental Support to Hard Skill Competencies. The result of path coefficient analysis of Parental Support to Hard skills Competency using SPSS 23 can be seen in the following Table 2.

Table 2. Path Coefficient On Substructure 1.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	48.996	5.806		8.439	.000
Parent Support	.356	.079	.371	4.482	.000

- a. Predictors: (Constant), Parent Support
- b. Dependent Variable: Hard skills Competency

Based on the calculation of pathways values as shown in Table 2 above , it can be stated Structural model based on standardized coefficients as follow. Parental Support for Hard skills Competency is: $Y_1 = 0.371 (X) + \epsilon_1$.

Based on the path equation on the Parental Support relationship to Hard skills Competency, it is found that $\rho_{y1.x} = 0.371$, shows that Parental Support gives the effect of $(0.371)^2 \times 100\% = 13.76\%$ to the Hard skills Competency of Tourism SMK students. In addition, by taking a significant level of 5%, obtained t-count of 1.979 with the test criterion is Reject H_0 if $t\text{-count} > t\text{-table}$ or $\text{sig} < 0.05$ Based on Table 2 above, it is known that parental support significantly affect the hard skills competency, with t-count of 4,482 larger than t-table of 1.979 and sig. of 0.00 < 0.05 so H_0 is rejected.

The magnitude of the residual coefficient (ϵ_1) and the magnitude of the effect can also refer through the following calculation, using the SPSS 23 program as included in Table 3 below.

Table 3: Sub-structural Model 2 Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.371 ^a	.137	.131	20.57940

- c. Predictors: (Constant), Parent Support
- d. Dependent Variable: Hardskills Competency

Based on Table 3 above. it can be seen that the value of coefficient of determination of 0.137, so the residual coefficient is equal to $1 - R^2 = 0.862$, meaning that the effect of Parental Support to Hard skills Competency of Tourism SMK students of 38.1%. While the remaining 61.9% is affected by other variables beyond the known model. The equation can be illustrated as in Figure 1. below.

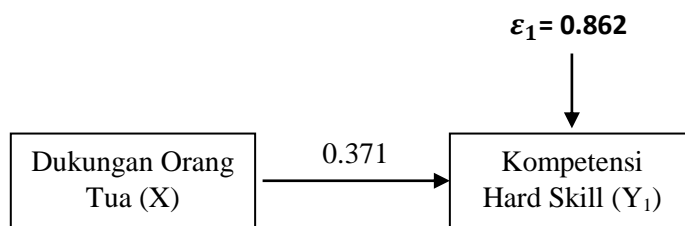


Figure 1: Parent Support to Hardskills Competencies

Substructure 2: Parental Support to Soft skills Competency

The result of path coefficient analysis of Parental Support to Softskills Competency using SPSS 23 as can be seen in the following Table 4.

Table 4: Path Coefficient In Substructure 2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	38.518	6.413		6.006	.000
Parent Support	.584	.088	.510	6.661	.000

- a. Predictors: (Constant), Parent Support
- b. Dependent Variable: Softskills Competency

The structural model based on the value of standardized coefficients of Parental Support to Soft skills Competency contained in Table 4 is: $Y_2 = 0.510(X)$, ϵ_2

Based on the equation of the path on the Parental Support relationship to Soft skills Competency obtained meaning: $\rho_{y_2.x} = 0.510$, indicates that the Parental Support gives the effect of $(0.510)^2 \times 100\% = 26.01\%$ to the Soft skills Competency of Tourism SMK students. In addition, by taking a significant level of 5%, obtained t-count of 1.979 with the test criterion is Reject H_0 if t-count > t-table or sig < 0.05 Based on the above table also note that parental support significantly effect soft skills competency with t count equal to 6,661 larger than t-table equal to 1,979 and sig. of 0.00 < 0.05 so H_0 is rejected.

The magnitude of the residual coefficient (ϵ_2) and the magnitude of the effect can also be known through the following calculation, refers to the data of the analysis results using the SPSS 23 program included in Table 5 below.

Table 5: Sub-structural Model 2 Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.510 ^a	.260	.255	22.73272

- c. Predictors: (Constant), Parent Support
- d. Dependent Variable: Softskills Competency

Based on the data in Table 5 above can be seen that the value of coefficient of determination is 0.260, so the residual coefficient of $1 - R^2 = 0.740$, it means big effect Parental Support to Soft skills Competency of Tourism SMK students of 26%. While the remaining 74% is affected by other variables beyond the known model. The equation can be illustrated as in Figure 2. below.



Figure 2: Parent Support to Softskills Competency

Substructure 3: Parental Support, Hard Skill Competency and Softskills Competency on Interest in Entrepreneurship.

The result of path coefficient analysis of Parental Support, Hard Skill Competency and Softskills Competency on Interest in Entrepreneurship using SPSS 23 as can be seen in the following Table 6.

Table 6: Path Coefficient In Substructure 3

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.050	3.785		3.712	.000
	Parent Support,	.256	.048	.438	5.330	.000
	Hardskills Competency	.035	.061	.058	.584	.560
	Softskills Competency	.113	.055	.222	2.062	.041

a. Dependent Variable: Interest in Entrepreneurship.

The structural model based on the value of standardized coefficients of Parents Support, Hard Skill Competency and Soft Skill Competency to Entrepreneurship Interest contained in Table 6 is: $Z = 0.438(X) + 0.058(Y_1) + 0.222(Y_2), \epsilon_3$. Based on the equation of the path to the relationship of Parental Support, Hardskills Competency and Softskills Competency to Interest in Entrepreneurship of Tourism SMK students means: $\rho_{z,x} = 0.438$, shows that Parent Support gives the effect of $(0.438)^2 \times 100\% = 19.18\%$, $\rho_{z,y2} = 0.058$, shows that Hard skills Competency gives the effect of $(0.058)^2 \times 100\% = 0.34\%$, and $\rho_{z,y1} = 0.222$, shows that Soft skills Competency gives the effect of $(0.222)^2 \times 100\% = 4.93\%$. In addition, by taking a significant level of 5%, obtained t-count of 1979 with the test criterion is Reject H_0 if t-count > t-table or sig < 0.05, then based on the above table also note that:

a. Parental Support has a significant effect on Interest in Entrepreneurship, with t-count of 5,330 bigger than t-table of 1.979 and sig. of 0.00 < 0.05 so H_0 is rejected.

b. Hard skills Competency has a significant effect on Interest in Entrepreneurship, with t-count of 0.583 smaller than t-table of 1.979 and sig. of 0.580 > 0.05 so that H_0 is accepted.

c. Soft skills Competency has a significant effect on Interest in Entrepreneurship, with t-count of 2,062 larger than t-table of 1.979 and sig. of 0.041 < 0.05 so that H_0 is rejected.

Furthermore, to test the effect simultaneously, an Analysis of Variant or ANOVA, has been applied using the SPSS 23 program which results as listed in Table 7 below.

Table 7. Simultaneous Effect Using Anova

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	8751.324	3	2917.108	25.429	.000 ^b
Residual	14224.999	124	114.718		
Total	22976.323	127			

a. Dependent Variable: Interest in Entrepreneurship.

b. Predictors: (Constant), Softskills Competency, Parent Support, Hardskills Competency.

Result of simultaneous effect test, obtained F-count equal to 3,096, with test criterion that is reject H_0 if t-counted > t-table or sig < 0.05 Based on Table 7 above known that F-count equal to 25.429 > F table 3.096 and sig. 0.000 < 0.05 then H_0 is rejected so that simultaneously Parental Support, Hard skills Competency and Soft skills Competency have significant effect to the Interest in Entrepreneurship. The magnitude of the residual coefficient (ϵ_3) and the magnitude of the effect can also be known through the following calculation, refers to the data of the analysis results using the SPSS 23 program included in Table 8 below.

Table 8: Sub-structural Model 3 Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.617 ^a	.381	.366	10.71064

a. Predictors: (Constant), Softskills Competency, Parent Support, Hardskills Competency.

b. Dependent Variable: Interest in Entrepreneurship.

Based on Table 8 above, it can be seen that the simultaneous effect or together of Parental Support, Hardskills Competency, and Softskills Competency on Interest in Entrepreneurship has the value of determination coefficient of 0.381, while the residual coefficient of $1-R^2 = 0.619$, means that the results indicate that that together three variables, Parental Support, Hardskills Competency and Softskills Competency give an influence of 38.1% on students Interest in Entrepreneurship. While the remaining 61.9% is influenced by other variables beyond the known model. As a result, based on the equation the simultaneous effect can be illustrated as Figure 4 below.

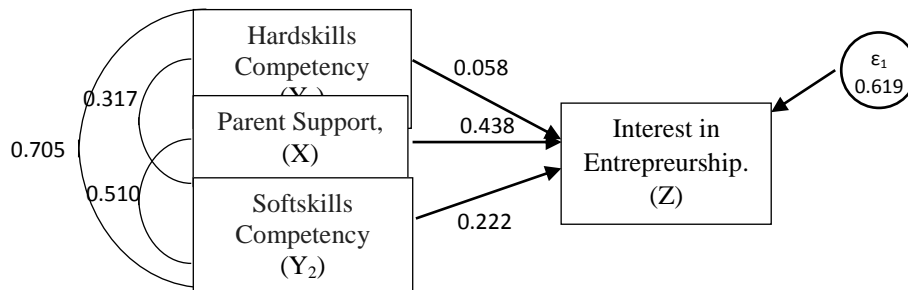


Figure 3: Illustration of Path Coefficient of Simultaneous Effect

Based on the above equations then the path of each variable can be described in the following Figure 4.

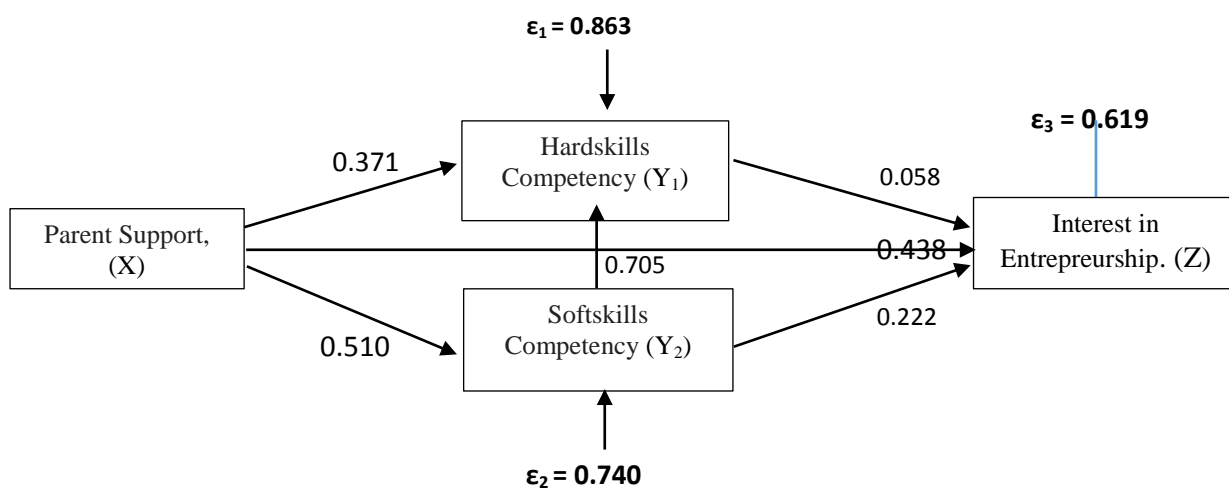


Figure 4.: Path effect of the variables

To know the magnitude of direct influence and indirect influence on each independent variable to the dependent variable can be seen in Table 9 below.

Variable	Direct Effect	Indirect Effect	Total Effect
X → Y1	$(0.371)^2 \times 100\% = 13.76\%$	$0.510 \times 0.705 \times 100\% = 35.96\%$	49.72%
X → Y2	$(0.510)^2 \times 100\% = 26.01\%$	$0.371 \times 0.705 \times 100\% = 26.16\%$	52.17%
X → Z	$(0.438)^2 \times 100\% = 19.18\%$	By Y1: $0.371 \times 0.058 \times 100\% = 2.15\%$ By Y2: $0.510 \times 0.222 \times 100\% = 11.32\%$	21.33% 30.5%
Y1 → Z	$(0.058)^2 \times 100\% = 0.34\%$	$0.705 \times 0.222 \times 100\% = 15.65\%$	15.99%
Y2 → Z	$(0.222)^2 \times 100\% = 4.93\%$	$0.705 \times 0.058 \times 100\% = 4.09\%$	9.02%

Based on the above table it is known that the parent support variable gives the biggest total effect in influencing hardskills competency by 49.72%, with a direct influence of 13.76% less than the indirect effect, through softskills competency, of 35.96%. The Parent Support gave the greatest total effect on the softskills competency of 52.17%, with a direct influence of 26.01% greater than the indirect effect, through the hardskills competency, of 26.16%. Parent Support gives the largest total effect in influencing interest in entrepreneurship of 52.17%, with direct influence of 19.18% greater than indirect influence through hardskills competency that is equal to 26.16%, while indirect influence through softskills competency is 11.32%. hardskills competency gives the biggest effect in interest in entrepreneurship 15.99%, with direct influence of 0.34% less than indirect influence through softskills competency which is 15.65%. softskills competency gives the greatest effect in influencing interest in entrepreneurship at 9.02%, with direct influence of 4.39% greater than indirect influence through hard skill competence which is 4.09%.

VII. Discussions

Observing the results of the calculation of correlation analysis among the above variables, there are 3 (three) notions that can be put forward. First, among the three variables, parental support has the highest correlation to entrepreneurship interest. This can be understood because in Indonesian culture, parents still play a dominant role in determining the career choices of their children. Second, hard skills competency has a high correlation with soft skills competency. This is highly understandable because high learning achievement is the result of discipline of students managing time and focusing on productive activities rather than useless activities, which is an indication of soft skill (Ilah Sailah). Third, hard skill has the lowest correlation with entrepreneur interest. This fact can be attributed to the results of research by Amir (2009) which concluded that students with high learning achievement tend to continue their education or work as employees in the company.

Referring to the direct influence of parental support from the highest to the lowest in a row is; to soft skills competency of 0.510, then to interest in entrepreneurship of 0.438, and to hardskills competency of 0.371 can be interpreted as follows:

Firstly, parents have less role in the development of hard skills competency because of 2 (two) possibilities. Firstly, they have no educational and work backgrounds with the subject areas their children are studying. Therefore, parents do not have sufficient competence to provide assistance especially academic to their children.

Secondly, the influence of parents in the mastery of the soft skills of their children is higher than their influence in developing hard skills because they are more sociable outside school and in curricular education activities. In fact, parents typically provide non-academic or soft skills at home. The more productive role of parent occurs if it is organized non-formally the so-called Komite Sekolah atau Parent Teacher Association (PTA). Parental involvement is designed to create partnerships. collaboration between community / parents and schools for the purpose of improving school performance and student achievement (Watson.et.al 2012)

Thirdly, parents' support for their children's entrepreneurship interests is higher than support for hardskills development. This is analogous to support in the development of softs skills that are more often done informally outside school hours including at home and involving parents. In addition, as mentioned by Triulina, Section Head of the Binjai City Education Office, given the tight competition in getting a job, not a few parents encourage their children to to continue their business, if the parents are entrepreneurs.

Fourthly, among the possible causes of low parental support as found in the research conducted by Shinta et al 2014. There are still many parents who feel reluctant to participate in PTA activities. This condition is similar to the condition of parents of students in schools in Denmark and Sweden because parents feel they have provided costs and have participated a lot (Margaretha Kristofferson, 2007). Therefore, encouraging further parental involvement, which without being integrated with empowerment, will instead become a boomerang. In contrast to this, in the USA parents of students are actively joining PTA and forming positive partnerships between schools and parents to build relationships between classroom learning activities and home learning activities (Loughran, 2008).

VIII. Conclusions And Recommendations

Conclusions:

- a. Tourism SMKs are not ready to take advantage of tourism industry growth opportunities. As indicated by the results of this study, the Tourism SMKs in Binjai City has not yet to successfully to produce graduates who are interested in becoming entrepreneurs to support central and regional government policies in developing tourism sectors in the region.

- b. Specifically, the three variables, parental support, hard skills, and soft skills each significantly affects interest in entrepreneurship. In consistent with this condition, structurally the support of the parents when accompanied by high hardskills competency and high softskills competency, will give more effect in influencing entrepreneurship interest of students of Tourism SMK. Unfortunately, the four variables are still low except for the hardskills competencies, which fall into the medium category.

Recommendations:

- a. Entrepreneurial learning to be more interesting, two strategies can be pursued by schools. First, In practical lessons, learning should not only emphasize the formation of technical competencies, but also be packaged into a production activity that includes business activities, services, and product sales in school cooperatives or partnerships. with companies around the school. Thus, students will get real experience of entrepreneurship that will increase their readiness and interest to become entrepreneurs after graduation. Second, teachers apply varied and innovative learning activities, especially those related to productive subjects, which not only can improve hard skills, but also soft skills and entrepreneurial interests.
- b. To optimally utilize the role of parents who are so strong in their correlation with students' interest in entrepreneurship, given the fact that during the study it is found that the role of parents and interests was low. Consequently, parents of students must increase their support for students, both moral and material, so that motivation to learn entrepreneurship also increases. In order for parents to have extensive knowledge about entrepreneurship and the strong role of their support for student competencies and interests needed for entrepreneurship, parents' empowerment programs need to be carried out, including the establishment and support for the involvement of Parent Teacher Association (PTA). Improving parental support in order to strengthen their children's interest in entrepreneurship can also be done through increasing their support in learning to improve their skills. It will be more productive, if parental assistant, including in the context of strengthening interest in becoming entrepreneurs, is provided appropriate financial budget .

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