

THE IMPACT OF ENTREPRENEURIAL KNOWLEDGE ON ENTREPRENEURIAL READINESS

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Abstract

Indonesian citizens, hereinafter referred to as WNI (*Warga Negara Indonesia*), are citizens residing both within the territory of Indonesia and abroad. All WNI, whether inside or outside Indonesia, are entitled to education as stipulated in Law Number 20 of 2003 on the National Education System, Article 5, Paragraph 1: *“Every citizen has the same right to obtain quality education”* (Kemdikbud.go.id, 2024).

Formal education organized by the Government of the Republic of Indonesia abroad is referred to as *Sekolah Indonesia Luar Negeri* (Indonesian Schools Abroad), hereinafter abbreviated as SILN. SILN are formal educational institutions established overseas.

All SILN Kota Kinabalu (SIKK) students are Indonesian citizens (WNI); 99% of SIKK students are children of Indonesian Migrant Workers (PMI) (SIKK Dapodik, 2025). The children of PMI who study at SIKK were born and raised in Malaysia. The number of Indonesian citizens (WNI) in Malaysia in 2024, based on data reported by the Embassy of the Republic of Indonesia in Kuala Lumpur, was 832,420 people (Astrowani.com, 2024). The Government of Indonesia hereby provides special scholarships for the children of Indonesian Migrant Workers (PMI) who will continue their studies in Indonesia after graduating from senior high school or vocational high school. However, not all SIKK students who return to Indonesia are interested in pursuing higher education after graduating from senior or vocational high school; some students prefer to work in order to earn an income immediately. Sabella (2022), in her research, stated that entrepreneurship is essential for addressing economic challenges, particularly in promoting economic growth and technological development. Entrepreneurship is regarded as a strategic solution to promote students' economic independence. This study employs a quantitative approach with an ex post facto method and falls under the category of correlational research. Correlational research aims to investigate the relationship between two variables without direct manipulation. The variables used consist of independent and dependent variables. The research was conducted in 2025 at the Indonesian School of Kota Kinabalu (SIKK), Malaysia, with a population of 30 vocational high school students. Data analysis was carried out using descriptive analysis.

Keywords: *education, SIKK students, entrepreneurship, PMI, economic.*

INTRODUCTION

Indonesia's national education objectives are outlined in Law No. 20 of 2003 concerning the National Education System. The law emphasizes that education serves to develop citizens' abilities while shaping a dignified national character and civilization as part of efforts to advance the nation intellectually. To achieve these aims, the government provides educational services from early childhood (PAUD) through primary (SD), junior secondary (SMP), senior

secondary (SMA), and vocational secondary (SMK) levels, both within the country and abroad. Article 5 Paragraph 1 of the same law guarantees that every Indonesian citizen, regardless of where they reside, has the right to receive education.

Indonesian formal schools established outside the country are referred to as Sekolah Indonesia Luar Negeri (SILN), or Indonesian Schools Abroad. These institutions operate under the authority of the Government of the Republic of Indonesia and follow the regulations set out in the Joint Regulation of the Minister of Foreign Affairs and the Minister of Education, Culture, Research, and Technology No. 7 of 2015. Based on data from the Ministry of Education, the Indonesian School in Kota Kinabalu, Malaysia, is the largest among the thirteen SILN currently operating worldwide (Kompas.com, 2023).

Sekolah Indonesia Kota Kinabalu (SIKK) educates a total of 1,209 students, comprising 40 children in PAUD, 360 students in SD, 315 in SMP, 261 in SMA, and 233 in SMK. Information from the committee responsible for SIKK's Higher Education Guidance Program indicates that not all graduates choose to continue to tertiary education upon returning to Indonesia; a number of them prefer to enter the workforce immediately to start earning an income.

According to Isabella (2022), entrepreneurship plays a strategic role in addressing economic issues, particularly by supporting technological progress and sustainable economic growth. She argues that achieving these economic goals requires well-planned and systematic initiatives, one of which is entrepreneurship education. In a similar vein, Karmila (2020) identifies several factors that motivate individuals to become entrepreneurs, grouping them into family-related factors (confidence modalities), intentional factors (emotion modalities), and pressure-driven factors (tension modalities). Anoraga, as cited in Karmila (2020), also highlights four key drivers that lead people toward entrepreneurship: independence, access to capital, emotional influences, and education.

The importance of entrepreneurship education, especially in fostering student independence, is reinforced in Government Regulation No. 57 of 2021 regarding National Education Standards. Article 6 Paragraph 2 states that general senior secondary education (SMA) aims to build students' knowledge so they can live independently and pursue further studies. Meanwhile, Article 6 Paragraph 3 emphasizes that vocational senior secondary education (SMK) focuses on developing practical skills required for independent living and continued education within their vocational fields. These provisions confirm the necessity of ensuring that SMA and SMK students acquire entrepreneurial competencies.

In connection with student independence and entrepreneurial development, previous studies have examined various determinants of entrepreneurial readiness. However, existing literature indicates that several research gaps remain, especially concerning SMA and SMK students who are children of Indonesian migrant workers (PMI) abroad. While entrepreneurial knowledge has been examined extensively in relation to entrepreneurial intentions—as in the studies of Roxas (2014) and Hindle (2007)—much of this work focuses on university populations rather than secondary-school learners. Moreover, entrepreneurial knowledge has seldom been explored from the perspective of actual readiness, including students' understanding of how to start a business, manage risks, and develop simple business strategies. This gap is particularly relevant for PMI students, for whom entrepreneurship education could

serve as an essential foundation for creating independent economic opportunities (Karyaningsih et al., 2020; Iwu et al., 2021).

LITERATURE REVIEW

Programs in entrepreneurship education memberi kesempatan bagi mahasiswa atau siswa untuk mempelajari konsep kewirausahaan secara sistematis, mengembangkan keterampilan yang relevan, serta memperluas kemampuan mereka dalam beraktivitas secara wirausaha. Studi yang dilakukan oleh Cui (2021) menunjukkan adanya perbedaan yang cukup mencolok antara pembelajaran kewirausahaan yang bersifat kurikuler dan kegiatan di luar kurikulum dalam membentuk niat berwirausaha. Banyak proses belajar justru berlangsung dalam konteks informal yang mendapat dukungan fasilitas institusi. Selain itu, menurut Fayolle dan Gailly dalam Cui (2021), aktivitas non-kurikuler berperan dalam memberikan dukungan kognitif dan emosional, sekaligus meningkatkan kesadaran mahasiswa terhadap budaya kewirausahaan, yang pada akhirnya dapat menumbuhkan orientasi kewirausahaan seseorang (Cui et al., 2021).

Karyaningsih (2020) menegaskan bahwa pada abad ke-21, pendidikan kewirausahaan dipahami sebagai salah satu faktor penting yang memengaruhi pengambilan keputusan karier. Pengenalan konsep serta pendekatan kewirausahaan di perguruan tinggi dapat membentuk cara pandang mahasiswa mengenai profesi wirausaha dan memperluas pandangan mereka terhadap peluang karier yang tersedia. Dari sisi ekonomi, pendidikan kewirausahaan dianggap berperan besar dalam mendorong pertumbuhan ekonomi dan menciptakan lingkungan yang inovatif. Pengetahuan kewirausahaan juga terbukti berpengaruh positif terhadap pembentukan pola pikir kewirausahaan (Karyaningsih et al., 2020). Sejalan dengan itu, Jena (2020) menyoroti bahwa banyak negara memandang kewirausahaan sebagai sarana efektif untuk membuka lapangan kerja, meningkatkan produktivitas dan daya saing, memperbaiki kualitas hidup, serta mendukung tujuan pembangunan masyarakat secara luas (Jena, 2020).

Di Indonesia, pendidikan kewirausahaan mulai diberikan secara formal pada jenjang SMA dan SMK kelas XI dan XII, sebagaimana diatur dalam Peraturan Pemerintah No. 57 Tahun 2021. Salah satu tujuan utama mata pelajaran Kewirausahaan adalah membangun pengetahuan kewirausahaan pada peserta didik. Temuan Hidayatulloh (2024) menguatkan hal ini, yakni bahwa peningkatan pengetahuan kewirausahaan berhubungan dengan meningkatnya kesiapan berwirausaha. Sesuai pandangan Slameto dalam Hidayatulloh (2024), terdapat enam faktor yang memengaruhi kesiapan berwirausaha, yaitu kondisi fisik, mental, dan emosional, kebutuhan, motivasi dan tujuan, serta keterampilan dan pengetahuan yang relevan. Peserta didik yang memiliki pengetahuan kewirausahaan yang baik cenderung lebih termotivasi untuk menerapkan apa yang mereka pelajari, termasuk memulai usaha sendiri (Kris Yuan Hidayatulloh et al., 2024).

Khadka (2023) mendefinisikan kesiapan berwirausaha sebagai kemampuan atau kesiapan seseorang untuk melakukan tindakan kewirausahaan. Konsep ini dipandang sebagai atribut kognitif yang mencakup kapasitas dan kemauan untuk mengarahkan perilaku ke aktivitas wirausaha. Sejalan dengan itu, Adeniyi et al. (2024) menjelaskan bahwa kesiapan berwirausaha merupakan seperangkat atribut kognitif yang dibutuhkan untuk mencapai keberhasilan dalam dunia usaha. Dari perspektif produsen, konsumen, dan pemangku kepentingan, kesiapan berwirausaha terdiri atas tiga aspek utama: kesiapan teknis, kesiapan bisnis, dan kesiapan manajerial (Vu et al., 2024). Coduras (2016) juga menggambarkan kesiapan berwirausaha sebagai kombinasi karakteristik individu yang memungkinkan seseorang mampu membaca lingkungan, menganalisis peluang, serta menyalurkan potensi kreatif dan produktifnya secara efektif (Coduras et al., 2016).

Kesiapan berwirausaha dapat dikembangkan melalui pendidikan. Ajzen, sebagaimana dijelaskan dalam Adeniyi (2024), menyatakan bahwa meskipun faktor sosial budaya dan ekonomi memiliki pengaruh kuat terhadap terbentuknya niat serta keputusan berwirausaha, pola pikir kewirausahaan tetap dapat diperkuat melalui pendidikan kewirausahaan. Pola pikir kewirausahaan sendiri mencakup cara berpikir dan bertindak khas seorang wirausaha yang merupakan perpaduan antara karakter pribadi dan keterampilan kewirausahaan (Adeniyi et al., 2024).

Karena pembelajaran kewirausahaan bersifat praktis dan menekankan pengalaman langsung, maka penerapan program berbasis praktik—seperti lokakarya, seminar, kegiatan lapangan, pelatihan keterampilan vokasional, hingga simulasi berbasis komputer—menjadi sangat penting (Adeniyi et al., 2024). Terkait pembelajaran berbasis simulasi, Buditjahjanto (2022) menjelaskan bahwa simulasi dapat diintegrasikan ke dalam proses pembelajaran melalui media yang memuat materi pelajaran dan permasalahan nyata. Simulasi mampu menghadirkan situasi riil sehingga peserta didik dapat berlatih menghadapi berbagai tantangan kewirausahaan secara lebih autentik, yang pada akhirnya memperkuat pemahaman mereka terhadap konteks persoalan dan meningkatkan kemampuan dalam merespons tantangan tersebut (Buditjahjanto, 2022).

RESEARCH METHOD

This study employed a quantitative research design with a descriptive-correlational approach. This design was selected to examine the relationship and influence of *entrepreneurial knowledge* on *entrepreneurial readiness* without manipulating the variables under investigation, thereby placing the study within the category of *ex post facto* research. The study was conducted among 30 eleventh-grade students of the Culinary Arts program at Sekolah Indonesia Kota Kinabalu Vocational High School. Given the relatively small population size and the feasibility of analyzing all respondents, the entire population was included as the sample using a total sampling technique.

Data were collected through a Likert-scale questionnaire developed based on relevant entrepreneurship theories. The instrument consisted of two sections: a questionnaire measuring *entrepreneurial knowledge* and another assessing *entrepreneurial readiness*. Prior to deployment, the instrument underwent content validation by experts in entrepreneurship and research methodology, followed by reliability testing to ensure internal consistency. The collected data were analyzed using descriptive statistics to illustrate students' levels of entrepreneurial knowledge and entrepreneurial readiness, as well as correlational analysis to assess the relationship and influence between the two variables. The results are presented in tables and supported by narrative explanations to facilitate the interpretation of the research findings.

RESULT AND DISCUSSION

The results of this study indicate that entrepreneurial knowledge has a positive and significant impact on the entrepreneurial readiness of eleventh-grade students in the Culinary Arts Program at Sekolah Indonesia Kota Kinabalu Vocational School. Descriptive findings show that students possess a high level of entrepreneurial knowledge, reflected in their solid grasp of business principles, basic management, business planning, and opportunity

recognition. This strong knowledge base aligns with their high entrepreneurial readiness, particularly in the areas of creative thinking, problem-solving, communication, empathy, teamwork, and relationship-building, as outlined by Pardo-Garcia and Barac (2020) and supported by Strampe and Rambe (2024).

The correlational analysis further confirms a robust positive association between entrepreneurial knowledge and entrepreneurial readiness. This relationship suggests that the more thoroughly students understand entrepreneurial concepts, processes, and practical applications, the more confident and prepared they feel to engage in entrepreneurial activities. Their knowledge not only strengthens cognitive competencies related to entrepreneurship but also enhances crucial non-cognitive attributes such as creativity, collaboration, and interpersonal skills—elements that are central to entrepreneurial readiness.

Descriptive data also reveal that many students view themselves as capable of planning a business, managing resources, and making sound business decisions. These perceptions reinforce the conclusion that entrepreneurial knowledge does more than expand students' conceptual understanding; it directly shapes their readiness to act as emerging entrepreneurs. Overall, the empirical evidence consistently demonstrates that higher levels of entrepreneurial knowledge correspond with higher levels of entrepreneurial readiness.

These findings align with previous research emphasizing entrepreneurial knowledge as a key determinant of entrepreneurial intention, preparedness, and behavior among young learners. Adequate knowledge equips students to better identify business opportunities, assess risks, and design strategies for sustainable enterprise development. Accordingly, this study affirms the theoretical view that entrepreneurial knowledge forms a cognitive foundation that influences both psychological readiness and behavioral inclination toward entrepreneurship.

In conclusion, the study provides a clear answer to the research question by showing that entrepreneurial knowledge significantly enhances students' readiness to participate in entrepreneurial endeavors. These findings reinforce existing theoretical frameworks and support models that regard cognitive factors as central predictors of entrepreneurial readiness. Thus, entrepreneurship education in schools must continue to be strengthened to ensure that students acquire the knowledge needed to face future entrepreneurial challenges with competence and confidence.

CONCLUSION

Based on the findings of the study conducted among eleventh-grade students in the Culinary Arts Program at Sekolah Indonesia Kota Kinabalu Vocational High School, it can be concluded that *entrepreneurial knowledge* has a positive influence on *entrepreneurial readiness*. The entrepreneurial knowledge acquired by students not only enhances their understanding of entrepreneurial concepts and processes but also strengthens essential dimensions of entrepreneurial readiness, including creative thinking, problem-solving, communication, empathy, teamwork, and relationship-building skills.

The analysis indicates that the higher the students' level of entrepreneurial knowledge, the higher their level of entrepreneurial readiness. These findings underscore the importance of strengthening entrepreneurship education within the school environment as a strategic effort to cultivate a generation of youth who are independent, innovative, and prepared to enter the

entrepreneurial landscape. Thus, this study provides empirical evidence that developing students' entrepreneurial knowledge is a critical step in fostering their readiness to engage in entrepreneurial activities.

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