



## Analysis of the Influence of Praktik Kerja Industri (PRAKERIN) On the Entrepreneurial Interest of Vocational High School Students: Mediated by Self-Perception (Study on Vocational High School Students in Jombang District)

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ARTICLE INFO	ABSTRACT
ISSN: 2798-2688	<p><b>Research Aims:</b> This study aims to analyse how praktik kerja industri (PRAKERIN) influences vocational high school students' interest in entrepreneurship, particularly focusing on students in Jombang District. It also explores the role of self-perception as a mediating factor in this relationship. By examining students' experiences in real-world industrial settings, the study seeks to understand whether hands-on work exposure and self-assessment of skills and confidence gained from these experiences contribute to an increased desire to pursue entrepreneurship. This research can help educators and policymakers develop effective strategies to foster entrepreneurial interest among students in vocational education.</p> <p><b>Design/methodology/approach:</b> This research uses a quantitative approach with Partial Least Squares structural equation modelling (PLS-SEM) to predict and confirm the given hypothesis. This research uses google form for data collection on students of the Digital Business Department of Public and Private Vocational Schools in Jombang Regency. Respondents in this study were 155 respondents from the three schools that were used as research objects.</p> <p><b>Research Findings:</b> This study found that the experience of Praktik Kerja Industri (PRAKERIN) has a significant influence on the entrepreneurial interest of vocational students in the Digital Business expertise program in Jombang. PRAKERIN experience directly increases entrepreneurial interest and also strengthens students' self-perception. A stronger self-perception has a positive</p>

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effect on students' entrepreneurial interest. In addition, self-perception acts as a significant mediator between PRAKERIN experience and entrepreneurial interest, indicating that PRAKERIN experience increases interest through improving students' self-perception.

**Theoretical Contribution/Originality:** This study contributes to the understanding of how Praktik Kerja Industri (PRAKERIN) affects vocational high school students' entrepreneurial interest, highlighting the role of self-perception as a mediator. By focusing on students in Jombang District, it offers original insights into how practical work exposure can shape students' career interests, specifically in entrepreneurship. This research adds to existing knowledge by showing that real-world experience, combined with students' self-assessment of skills, plays a significant role in motivating entrepreneurial pursuits, which can guide future educational and vocational training strategies.

**Keywords:** Industrial Work Practice Experience, Self-Perception, Entrepreneurial Interest

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## Introduction

Research on the influence of the Praktik Kerja Industri (PRAKERIN) on entrepreneurial interest among vocational students, especially in the digital business expertise program in Jombang Regency, is very relevant in overcoming the challenges of an increasingly competitive business world (Achmad et al., 2023; Barrera-Verdugo, 2021; Ilieş et al., 2023; Palenzuela-Luis et al., 2022; Rembang & Lusila Andriani Purwastuti, 2020a). By utilizing PRAKERIN as a platform to integrate real work experience and entrepreneurial learning, students could apply their knowledge and skills in an actual industrial setting, which can directly affect their self-perception.

The focus of this study is how PRAKERIN can mediate entrepreneurial interest through improving students' self-perception of their abilities, such as confidence in taking risks and managing a business (Rutinowski et al., 2024; S. Ros; S. González; A. Robles; LL. Tobarra; A. Caminero; Jesus Cano, 2017; Sitohang, 2023; Sun et al., 2020). This phenomenon has received less attention in the literature, especially in the context of vocational education in Indonesia.

Using the Theory of Planned Behavior (TPB) as a theoretical foundation, this study explores the relationship between students' attitudes towards entrepreneurship, social norms that support self-employment, and perceived behavioral control (self-perception), all of which shape the intention to start a business (Ayuso et al., 2021; Ferreira et al., 2022; Higgins et al., 2021; Satria & Patrikha, 2023; Yusadinata et al., 2021). Thus, PRAKERIN can make a major contribution, not only in improving students' technical skills, but also in shaping a strong entrepreneurial mentality.

The novelty of this research lies in the holistic approach in looking at the relationship between PRAKERIN, self-perception, and entrepreneurial interest, which has not been

comprehensively studied in the context of vocational education in Indonesia. The results of this study are expected to provide practical implications in the development of curriculum and learning methods in SMK, especially in the digital business expertise program. It may also encourage more studies on how industrial work experience and self-perception influence entrepreneurial interest among students, which will ultimately contribute to local and national economic growth through a younger generation that is better prepared for the business world.

## **Literature Review**

### *Industrial Work Practice (Prakerin)*

Industrial Work Practices (Prakerin) is the knowledge and skills obtained by students in certain fields after carrying out work practices in the business world or industrial world for a certain period in accordance with the expertise program they take. Hamalik argues that experience is knowledge that a person has because of an interaction between an individual and the environment that has been carried out (Hamalik, 2008)

### *Self-Perception*

Self-perception includes an in-depth understanding of how individuals perceive themselves and its impact in various psychological and social contexts. Self-perception involves how individuals perceive themselves from various dimensions, such as physical, cognitive, emotional, social, and moral aspects (Ilieş et al., 2023; Palenzuela-Luis et al., 2022; Rohman et al., 2020; Vempala et al., 2021). Self-perception theory studies also consider external factors such as social interactions, life experiences, and cultural norms that influence the development and change of a person's self-perception over time.

### *Entrepreneurial Interests*

Ajzen and Fishbein (1980), interest or intention can be a predictor of variables that affect individual behaviour. A person's actions, continued Ajzen and Fishbein (1980), are largely determined by interest. Furthermore, interest is influenced by two determining factors, namely personal attitudes and subjective norms.

## **Method**

This study uses a quantitative approach with PLS-SEM to investigate the effect of Industrial Work Practice Experience (X) on Entrepreneurial Interest (Y) and the role of Self-Perception (Z) in mediation involvement (see Figure 1). The main benefit of PLS-SEM is its ability to maximize variance in the dependent variable and estimate data based on the dimensions of the measurement model (Hair et al., 2019).

This study involved students from the Digital Business Department at public and private vocational schools in Jombang Regency, with four schools as research objects. A total of 155 respondents participated in this study, answering 43 questions through Google Forms shared via WhatsApp. The criteria for respondents are students who have carried out field work programs and manage digital (online) businesses. The research was conducted from June to July 2024, with Industrial Work Practice Experience as the independent variable, Self-Perception as the mediating variable, and Entrepreneurial Interest as the dependent variable.

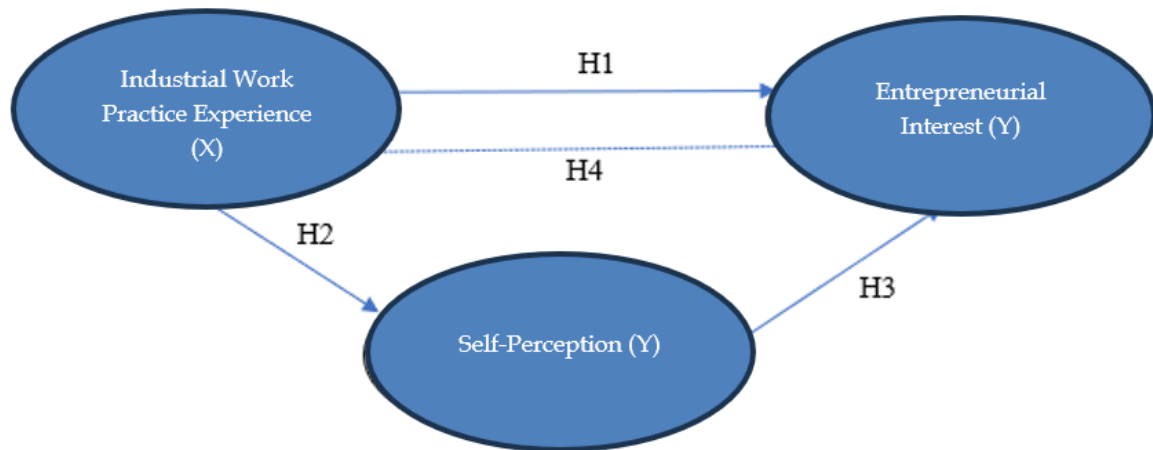


Figure 1. Research framework

Table 1. Characteristics of respondents

Categories		Frequency	%
Gender	Female	120	77.42
	Male	35	22.58
Age of Respondent	16 years old	56	36.13
	17 years old	67	43.23
	18 years old	32	20.65

Source: Processed by researcher (2024)

The respondents of this study are listed in Table 1. Most of the respondents were dominated by female students, while based on age, students aged 17 years were the most numerous.

#### *Development of instruments and data analysis*

A survey was conducted to study the Entrepreneurial Interest of public and private SMK students. The research instrument was adapted from previous studies and literature review (Table 1). The questionnaire was translated from English to Bahasa Indonesia and modified for the Indonesian context. The questionnaire was translated from English to Indonesian and modified for the local context. Praktik Kerja Industri (PRAKERIN) was measured with 25 items (Rahmawati, 2022). Self-perception was measured with 10 items from (Mohebi & Bailey, 2020). Entrepreneurial Interest was measured with 8 items from (Wu et al., 2022). The questionnaire used asked participants to rate each statement from 1 (strongly disagree) to 5 (strongly agree). This study used Smart PLS 3.0 for partial least squares structural equation modeling (PLS-SEM).

## **Result and Discussion**

### *External Model Evaluation*

The PLS external model is determined to ensure the presence of reliable instruments. Models with determination criteria are said to be reliable when the composite reliability (CR) and Cronbach's Alpha > 0.05 (Hair et al., 2019). The results showed that the CR value of each construct was 0.938 to 0.994 for dependence. A significant average variance extracted (AVE) > 0.50 indicates convergent validity (Hair et al., 2019). Convergent validity was achieved as

all items exceeded 0.5 and the AVE of each construction ranged from 0.654 to 0.918 (>0.5). Factor cross-loading was used to test discriminant validity and convergent validity. The cross-loading values for all variables of Industrial Work Practice Experience (PRAKERIN) (X), Self-perception (Z), and Entrepreneurial Interest (Y) were from 0.924 to 0.993, more than 0.70, indicating discriminant validity.

*Hypothesis testing*

The model tests hypotheses using structural equation modeling. The researchers used 155 bootstrap samples to display all t-statistics. All four hypotheses in this investigation met the criteria, with t-values ranging from 0.251 to 16.424 (>1.96).

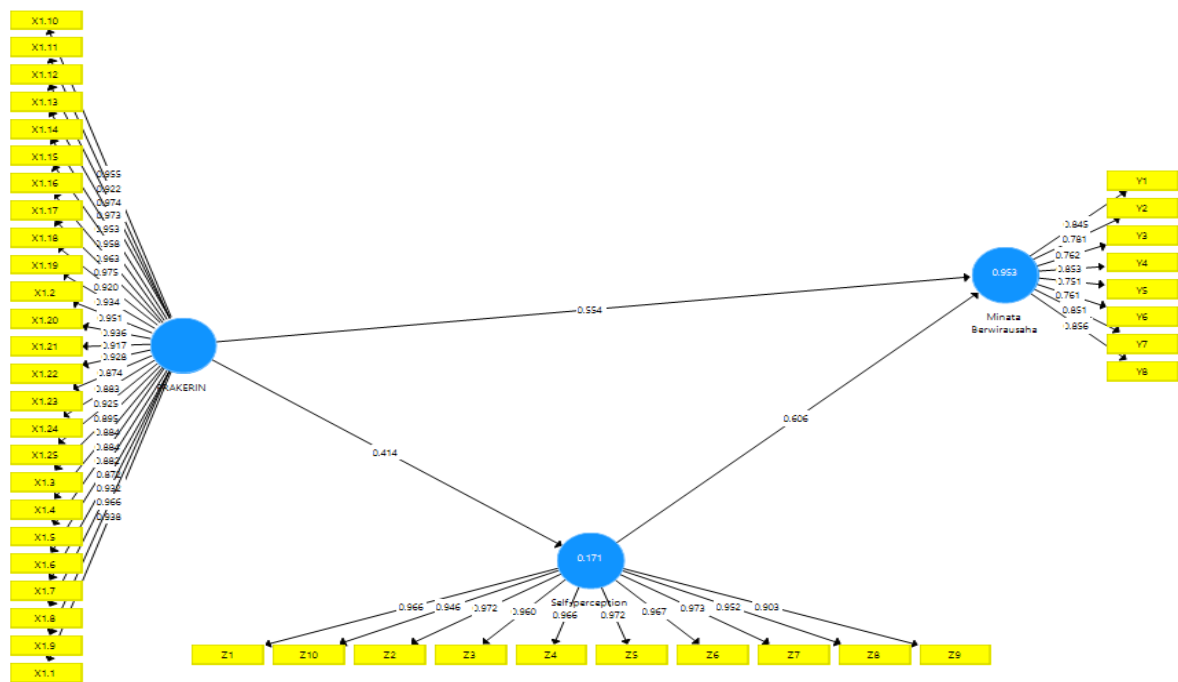


Figure 2. Calculation of Structural Equation Modeling  
Source: Processed by researcher (2024)

This study uses the R-square ( $R^2$ ) model to show the accuracy of the model prediction. The coefficient of determination (R Square) measures how well an exogenous construction describes an endogenous construction. (Hair et al., 2019) estimates  $R^2$  to be between 0 and 1. An  $R^2$  value above 0.75 means large, while 0.50 and 0.25 means small and weak (Hair et al., 2019). The R-square for the Self-perception variable (Z) is obtained at 0.171, indicating that 17.1% can be influenced by the Praktik Kerja Industri (PRAKERIN) variable while the remaining 83.9% is influenced by other variables outside the study. The R-square value of the Entrepreneurial Interest variable (Y) obtained is 0.953, indicating that the Entrepreneurial Interest variable (Y) can be influenced by the Industrial Work Experience (PRAKERIN) variable (X), Self-perception (Z), by 95.3% while the remaining 4.7% is influenced by other variables outside the study. The higher the R-Square value, the greater the ability of the independent variable to explain the dependent variable so that the better the structural equation.

**Table 2. Outer Model Calculation**

<b>Construct</b>	<b>Item</b>	<b><math>\Lambda</math></b>	<b><math>\alpha</math></b>	<b>CR</b>	<b>AVE</b>
Praktik Kerja Industri (PRAKERIN) (X)	X.1	0,938	0,993	0,994	0,862
	X.2	0,951			
	X.3	0,895			
	X.4	0,884			
	X.5	0,884			
	X.6	0,882			
	X.7	0,872			
	X.8	0,932			
	X.9	0,966			
	X.10	0,955			
	X.11	0,922			
	X.12	0,974			
	X.13	0,973			
	X.14	0,953			
	X.15	0,958			
	X.16	0,963			
	X.17	0,975			
	X.18	0,920			
	X.19	0,934			
	X.20	0,936			
	X.21	0,917			
	X.22	0,928			
	X.23	0,874			
	X.24	0,883			
	X.25	0,925			
Self-perception (Z)	Z1	0,966	0,990	0,991	0,918
	Z2	0,972			
	Z3	0,960			
	Z4	0,966			
	Z5	0,972			
	Z6	0,967			
	Z7	0,973			
	Z8	0,952			
	Z9	0,903			
	Z10	0,946			
Entrepreneurial Interest (Y)	Y1	0,845	0,924	0,938	0,654
	Y2	0,781			
	Y3	0,762			
	Y4	0,853			

Y5	0,751
Y6	0,761
Y7	0,851
Y8	0,856

Source: Processed by researcher (2024)

Table 3. Validates Discriminant Criteria Fornell-Larcker

	Interests Entrepreneurship	PRAKERIN	Self-perception
Interests Entrepreneurship	0,809		
PRAKERIN	0,805	0,928	
Self-perception	0,835	0,414	0,958

Source: Processed by researcher (2024)

The correlation table shows a strong relationship between Entrepreneurial Interest, PRAKERIN, and Self-perception. The correlation between Entrepreneurial Interest and PRAKERIN is 0.805, indicating that the more PRAKERIN experience, the higher the students' entrepreneurial interest. The relationship between Entrepreneurial Interest and Self-perception is also strong with a correlation value of 0.835, which means that positive self-perception encourages entrepreneurial interest. Meanwhile, the correlation between PRAKERIN and Self-perception is weaker at 0.414. The reliability values for PRAKERIN (0.928) and Self-perception (0.958) show high consistency.

Table 4. Hypothesis Testing

Relationship	$\beta$	T-value	T-value Sobel Test	P-values	Decision
H <sub>1</sub> PRAKERIN -> Interests Entrepreneurship	0,554	16,424		0,000	Confirmed
H <sub>2</sub> PRAKERIN -> Self- perception	0,414	5,342		0,000	Confirmed
H <sub>3</sub> Self-perception -> Interests Entrepreneurship	0,606	13,966		0,000	Confirmed
H <sub>4</sub> PRAKERIN -> Self- perception -> Interests Entrepreneurship	0,251		6,459	0,000	Mediator

Source: Processed by researcher (2024)

The table above is the result of hypothesis testing above shows the results of path analysis between the variables studied. The first hypothesis (H1), which states that PRAKERIN has a positive effect on Entrepreneurial Interest, is confirmed with a  $\beta$  value of 0.554 and a T-value of 16.424, and a P-value of 0.000, which means significant. The second hypothesis (H2), which states that PRAKERIN has a positive effect on Self-perception, is also confirmed with a  $\beta$  value of 0.414, a T-value of 5.342, and a P-value of 0.000. Furthermore, the third hypothesis (H3), which states that Self-perception affects Entrepreneurial Interest, is confirmed with a  $\beta$  value of 0.608, T-value of 13.986, and P-value of 0.000. The fourth hypothesis (H4) testing the mediating role of Self-perception in the relationship between PRAKERIN and Entrepreneurial Interest was also confirmed with a  $\beta$  value of 0.251 and a T-value of 6.459, indicating that Self-perception mediates the effect of PRAKERIN on Entrepreneurial Interest. All results show a significant relationship at a confidence level of 95%.

#### *Discussion*

PRAKERIN is one of the important programs in vocational education that aims to provide real work experience to students. Based on experiential learning theory, students who engage in hands-on experience in industry tend to develop practical skills relevant to the world of work, including entrepreneurial skills (Achmad et al., 2023; Huang et al., 2021; Ilieş et al., 2023; Rembang & and Lusila Andriani Purwastuti, 2020a; Szostak, 2021; Wu et al., 2022). Through PRAKERIN, students can understand business processes, business management, and decision-making in an industrial environment. This can encourage their interest in entering the entrepreneurial world. Research conducted by (Ahmed et al., 2022; Iwu et al., 2021; Rohman et al., 2020; S. Ros; S. González; A. Robles; LL. Tobarra; A. Caminero; Jesus Cano, 2017; Salem et al., 2022; Yusadinata et al., 2021) show that PRAKERIN has a positive effect on increasing students' entrepreneurial interest, because students gain an understanding of real business practices that strengthen their confidence to start a business.

Self-perception is an individual's view of their ability, competence, and potential in achieving something, including entrepreneurship. PRAKERIN provides students with hands-on experience that can build their self-perception. Through this experience, students can assess their ability to overcome challenges in the workplace and increase self-confidence. Research (Arruti & Paños-Castro, 2020; Rembang & and Lusila Andriani Purwastuti, 2020b; Romano et al., 2020; Stentoft et al., 2021; Yousaf et al., 2020) found that the PRAKERIN program can form positive perceptions of students' self-efficacy in the field of business and management. This is in accordance with self-efficacy theory which states that successful hands-on experiences can improve individuals' self-perceptions of their abilities (Ayuso et al., 2021; Ferreira et al., 2022; Hasanuddin, 2022; Yusadinata et al., 2021).

Self-perception plays an important role in shaping entrepreneurial interest. Students who have a positive self-perception of their abilities tend to be more confident in facing the risks and challenges of entrepreneurship. Ajzen's (1991) planned behavior theory shows that belief in self-efficacy has a major effect on entrepreneurial intention. Research (Ernawati et al., 2022; Higgins et al., 2021; Robinson et al., 2020; Satria & Patrikha, 2023; Szostak & Sulkowski, 2021; Tomlin et al., 2021) supports this, showing that strong self-perception can increase students' interest in entrepreneurship, because they feel able to manage their business well.

The effect of PRAKERIN on entrepreneurial interest through self-perception is an important mediating path. PRAKERIN not only provides hands-on experience that builds practical skills, but also shapes students' perceptions of their own abilities. When students have positive experiences during PRAKERIN, they will have a better perception of their abilities, which in turn will increase their interest in entrepreneurship. Research by (Barrera-Verdugo, 2021; Le et al., 2022; León-Pérez et al., 2020; Portillo et al., 2020) shows that self-perception significantly mediates the relationship between PRAKERIN experience and students' entrepreneurial interest. Positive work experience builds the confidence needed to enter the business world.

## **Conclusion**

Based on the results and discussion of the research, there are four conclusions according to the hypothesis, namely first, Praktik Kerja Industri (PRAKERIN) significantly increases the entrepreneurial interest of students of State Vocational Schools (SMKN) and Private Vocational Schools (SMKS) in Jombang Regency by providing direct involvement in the real work environment, which allows them to develop practical skills relevant to the industry. Second, PRAKERIN has a positive impact on students' self-perception, where hands-on experience helps them evaluate and understand their competencies, thus building positive beliefs in their abilities in entrepreneurship. Third, positive self-perception contributes significantly to students' entrepreneurial interest, as the confidence gained from the PRAKERIN experience encourages students to face business challenges and risks, which is crucial for local economic development. Fourth, PRAKERIN serves as a crucial mediating path in enhancing entrepreneurial interest through self-perception; successful experiences during industrial practice create self-confidence that encourages students, both from SMKN and SMKS, to be ready for entrepreneurship in the formal and informal sectors.

The implications of this study indicate that education in SMKS needs to strengthen the PRAKERIN program as an integral part of the curriculum. By providing students with relevant work experience, schools can increase students' entrepreneurial interest, which is important to prepare them for the challenges of an increasingly competitive world of work. In addition, strengthening aspects of self-perception development through PRAKERIN activities can have a positive impact in creating a generation of creative and innovative entrepreneurs.

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