

**THE ROLE OF BUSINESS CENTER IN FOSTERING THE  
ENTREPRENEURIAL SPIRIT OF STUDENTS GRADE XI  
OF BUSINESS AND MANAGEMENT GROUP OF  
SMK NEGERI 7 YOGYAKARTA IN THE  
ACADEMIC YEAR 2017/2018**

**UNDERGRADUATE THESIS**

This undergraduate thesis is submitted to fulfill a partial requirement for acquiring  
the degree of Bachelor of Education in Faculty of Economics  
Yogyakarta State University



By:

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YOGYAKARTA STATE UNIVERSITY  
2018**

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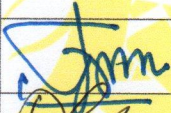
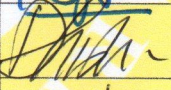
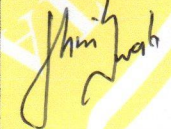
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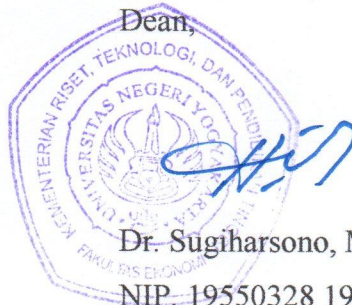
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ACADEMIC YEAR 2017/2018**

Hereby I declare that this undergraduate thesis is my own original work.  
According to my knowledge, there is no work or opinion written or published by  
others, except as reference or citation by following the prevalent procedure of  
scientific writing.

Yogyakarta, August 2018

Writer,



Itsna Cahya Fajriani

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## **MOTTO**

“Allah does not burden a soul beyond that it can bear...”

(QS. Al-Baqarah: 286)

“The reward of goodness is nothing but goodness.”

(QS. Ar-Rahman: 60)

“Be mindful of Allah and He will protect you. Be mindful of Allah and you will find Him before you. If you ask, ask from Allah. If you seek help, seek help from

Allah.”

(HR. Tirmidzi)

## DEDICATIONS

Bismillahirrahmanirrahim, in the name of God, Allah SWT, the Most Gracious.

Prayers and greetings is always devoted to the great prophet Rasulullah SAW.

From the deepest of my heart, I dedicate this work to my the best supporting system:

My mother, Euis Maesaroh

My father, Kasiyanto

My brothers, Muhammad Fajri Isnaini and Hijir Ismail Tri Ramadhani

Thank you for all praises, support, and love.

My circle friends who always supports and understands me, recharge my energy spiritually and physically, and always remind me of kindness and patience.

Asma Amanina Family (*asatidz, musyrifah, and fellow santri*)

Diksi U 2014

UKMF KM Al-Fatih Family

Thank you for all the wisdom, advices, moments, and experiences we have made.

**THE ROLE OF BUSINESS CENTER IN FOSTERING THE  
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**ABSTRACT**

The research aimed to determine the role of business center in fostering the entrepreneurial spirit of students grade XI of Business and Management Group, those are skill competence of Accounting, Office Administration, and Marketing in SMK Negeri 7 Yogyakarta.

This research was a descriptive research. Technique of data collection used was questionnaire. The population of the research was the class of XI students skill competence of Accounting, Office Administration, and Marketing. The number of sample was 129 students used proportional random sampling technique. Instrument validity used Factor Analysis and instrument reliability used Cronbach Alpha. Technique of data analysis used descriptive analysis.

The result of the research showed that the role of Business Center in fostering the entrepreneurial spirit of class XI students of Business and Management Group of SMK Negeri 7 Yogyakarta that is class XI of Accounting (AK), class XI of Administration Office (AP), and class XI of Marketing (PM) measured by 6 aspects, independent, creative, dare to take risk, action-oriented, leadership, and hard work were in the medium category. Overall, the students' XI AK score had valued at 76.9%, XI AP students had valued at 74.4%, and XI PM students had valued at 76.2% about the role of Business Center in fostering the entrepreneurial spirit of students classified to medium category.

**Keyword:** Role of Business Center, Entrepreneurial Spirit, Skill Competence of Business and Management Group

**PERAN BUSINESS CENTER DALAM MENUMBUHKAN JIWA  
KEWIRAUSAHAAN SISWA KELAS XI KELOMPOK BISNIS  
DAN MANAJEMEN SMK NEGERI 7 YOGYAKARTA  
TAHUN AJARAN 2017/2018**

*Oleh:*  
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**ABSTRAK**

*Penelitian ini bertujuan untuk mengetahui peran business center dalam menumbuhkan jiwa kewirausahaan siswa kelas XI Kelompok Bisnis dan Manajemen, yaitu kompetensi keahlian Akuntansi, Administrasi Perkantoran, dan Pemasaran SMK Negeri 7 Yogyakarta.*

*Penelitian ini merupakan penelitian deskriptif. Teknik pengumpulan data yang digunakan adalah kuesioner. Populasi penelitian adalah siswa kelas XI kompetensi keahlian Akuntansi, Administrasi Perkantoran, dan Pemasaran. Jumlah sampel adalah 129 siswa dengan menggunakan teknik proportional random sampling. Validitas instrumen menggunakan Analisis Faktor dan reliabilitas instrumen menggunakan Cronbach Alpha. Teknik analisis data menggunakan analisis deskriptif.*

*Hasil penelitian menunjukkan bahwa peran Business Center dalam menumbuhkan jiwa kewirausahaan siswa kelas XI Kelompok Bisnis dan Manajemen SMK Negeri 7 Yogyakarta antara lain kelas XI Akuntansi (AK), XI Administrasi Perkantoran (AP), dan XI Pemasaran (PM) yang diukur dengan 6 aspek yaitu mandiri, kreatif, berani mengambil risiko, berorientasi pada tindakan, kepemimpinan, dan kerja keras masuk dalam kategori sedang. Secara keseluruhan kecenderungan jawaban siswa XI AK senilai 76,9%, siswa XI AP senilai 74,4%, dan siswa XI PM senilai 76,2% mengenai peran Business Center dalam menumbuhkan jiwa kewirausahaan siswa tergolong dalam kategori sedang.*

*Kata kunci: Peran Business Center, Jiwa Kewirausahaan, Kompetensi Keahlian Kelompok Bisnis dan Manajemen*

## **FOREWORD**

First of all, I would like to thank Allah SWT the Almighty for all the blessings, mercy, and guidance, this Undergraduate Thesis entitled “The Role of Business Center in Fostering The Entrepreneurial Spirit of Students Grade XI of Business and Management Group of SMK Negeri 7 Yogyakarta in The Academic Year 2017/2018” can be finished.

I would like to kindly thank for all of people below who have given me helps and guidance so that this research can be smoothly finished.

1. Prof. Dr. Sutrisna Wibawa, M.Pd., Rector of Yogyakarta State University.
2. Dr. Sugiharsono, M.Si., Dean of Economics Faculty Yogyakarta State University.
3. Rr. Indah Mustikawati, S.E., M.Si., Ak., Head of Accounting Education Department, Economics Faculty, Yogyakarta State University.
4. Dhyah Setyorini, S.E., M.Si., Ak., supervisor who has supervise and patiently guided me until this undergraduate thesis is finished.
5. The students grade XI of Accounting, Office Administration, and Marketing SMK Negeri 7 Yogyakarta who wants to be the respondent of this research.
6. My classmates in Accounting Education 2014 who give motivation and support.
7. All of people who gives me support and helps.

Hopefully, the kindness of all parties will be recorded as a goodness and will be easier in facing all of the business. I am aware if this research is not perfectly

written yet and still have many mistakes. So, the suggestion for this research is very needed to make this research better. Hopefully, the thesis will be useful for many parties.

Yogyakarta, August 2018

Writer,

A handwritten signature in black ink, appearing to be 'ICF' with a stylized flourish at the end.

Itsna Cahya Fajriani

NIM. 14803244016

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## **CHAPTER I INTRODUCTION**

### **A. Background Of The Problem**

Science and Technology grow more rapidly in the globalization era, and so does with the human resource. Human resources and superior quality are those who are skilled, competitive and vigorous competitiveness. However, the utilization of human resources in Indonesia is not optimum yet. Rianjani (2015) argued that the Indonesian government has not been able to take advantage of this human resources properly so its impact on the high number of unemployment in Indonesia. Therefore, the problem solving is preparing qualified generations with an adequate education.

Education is a process and efforts to produce quality human resources, intelligent, critical, creative, and morality as contained in UU No. 20 the Year 2003 on National Education System (Education) Article 1 paragraph (1) and (2), and Article 3 states that:

- (1) "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, the people of the nation and the State".
- (2) "Education is education that is based on Pancasila and the Constitution of the Republic of Indonesia Year 1945 rooted in religious values, a national culture of Indonesia, and responsive to the changing demands of the times."

Article 3 "National Education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, and is aimed at developing students' potentials to become a man of faith and devoted to God Almighty, noble, healthy,

knowledgeable, capable, creative, independent, and become democratic citizens and responsible, "

The government provides vocational high schools (SMK) to improve the competence of human resources. Vocational High School (SMK) focuses on the readiness of students to enter the workforce and develop a professional attitude. Based on UU No. 20 the year 2003 on National Education System "vocational education is secondary education that prepares students primarily to work in a particular field". Facing the global challenges that increasingly powerful, Vocational High Schools (SMK) has a strategic role and function in preparing qualified human resources and have high competence (Tri Kuat, 2015). Vocational High School should produce graduates who are competent in each area of the world of work. However, there arose some problems faced by the vocational students, such as the graduates who do not have a job due to the gap between demand and supply of labour so that unemployment increased. Most types of unemployment today is open unemployment, which is a type of unemployment that has the competency and skills sufficient to work, but the ability of the industry to provide employment are inadequate.

The Central Statistics Agency Data (BPS) in August 2017 showed the unemployment rate in Indonesia reached 7.01 million people with open unemployment rate amounted to 5.33% (bps.go.id). These rates explain the ratio of the number of unemployment to the labour force. The number of graduates of Vocational High School is about 9.27% or the highest among

the graduates of other education. As for the Senior High School graduates in the amount of 7.03%, and a Diploma I/II/III of 6.35%. In August 2017 reached the highest level 11.41%, it increased by 0.3% compared to August 2016 (kompas.com). Based on these data, it appears that the number of educated unemployed Vocational High School graduates are quite large and are in the highest position than other graduates.

Based on these problems, the younger generation or often termed as the millennial generation should struggle more with the circumstances. They have to look for other alternatives to overcome the situation and resolve these problems. One such alternative way is to develop entrepreneurship. Tri Kuat (2015) says, "Entrepreneurship is the nature, characteristics, and the character of the individual who has the will to realize innovative ideas into real-world creatively". In line with the current global era, vocational education increasingly demanded to not only focus on the readiness and ability of students to enter the workforce but also on their skill to create their jobs, even also can provide job opportunities for others. Therefore, entrepreneurship needs to be instilled early in a person. One is through formal education like school. The government has been making efforts to instill entrepreneurial skills in students at secondary school level.

Entrepreneurship education included in the curriculum of Vocational High Schools (SMK). According to Rifai (2016) entrepreneurship education is the process of using various methods to acquire knowledge or understanding of the entrepreneurial aim to prosper

the people and adding value to the society. The learning is inserted into one in the subjects of Entrepreneurship so that after graduation students have adequate knowledge, skill, courage, and creativity to build entrepreneurship. Hopefully, they do not have the mindset looking for a job, but entrepreneurship may also be a consideration. To support entrepreneurial learning, some Vocational High Schools set up a Business center.

Business center is a facility provided by the school as a place for education and entrepreneurship training for students. Siswanto (2015) suggested that the Business center present the real business in a school environment to provide hands-on experience to students. Business Center as a laboratory of entrepreneurship has to implant, grow, and develop the entrepreneurial spirit of the students. The availability of such facilities is expected to motivate the students to foster an entrepreneurial spirit. It quite difficult to realize these goals entirely indeed. Because of the potential and interests of each student are different from each other. When the schools manage Business center professionally, so it becomes income generating and increases the internal prosperity. It also encourages the student to be responsible and hard work.

SMK Negeri 7 Yogyakarta is one of the Vocational High School in the city of Yogyakarta, Special Region of Yogyakarta which includes a group of Business and Management. The Business and Management Group is a program of expertise Accounting, Office Administration, and

Marketing. SMK Negeri 7 Yogyakarta has a Business center called G7 Mart used as a practice of entrepreneurship students. It is relevant to SMK Negeri 7 Yogyakarta which is a vocational Business and Management. Based on observations of pre-research was conducted on March 29, 2018, showed that the activity of students in the Business center SMK Negeri 7 Yogyakarta incorporated into the learning process. The activities carried out together with the subjects Entrepreneurship at school. Business center provides merchandise, and the students sold them as a business practice. Business center SMK Negeri 7 Yogyakarta serves as a facilitator in growing and developing the entrepreneurial spirit of students. However, there are several obstacles to the implementation of business activities at this Business center, such as the students have not been understood the importance of it as a place of entrepreneurial practice. Chief Manager of Business center G7 Mart revealed that students practice only to meet its obligations and to achieving a sales target has been set, Rp650.000,00. Based on the survey results of the pre-research conducted randomly on students of SMK Negeri 7 Yogyakarta, 70% of students to practice in the Business center because the school requires it and to get good grades in subjects Entrepreneurship. The survey shows that students tend to be not serious in doing business practice so that the cultivation of entrepreneurial spirit through the Business center was not so pronounced. Most students still understand entrepreneurial merely theoretical and the real lack of knowledge and experience in

entrepreneurship. Therefore, you need to know how far the role of Business center in fostering the entrepreneurial spirit in students.

The entrepreneurial spirit reflects the students who are confident, trying to live independently, does not depend on others, dare to take risks, have a high fighting spirit, and aspire to own a business and create jobs for others. However, the problem now is the low interest of the student entrepreneurial spirit. If the entrepreneurial spirit has been set up since a young age, then the interests of students who want to become workers begin after graduation will change his desire to be job creators. Because entrepreneurship is one of the solutions to reduce unemployment in the millennial era today. Based on the background described, the researchers intend to research this problem entitled “The Role of Business Center in Fostering the Entrepreneurial Spirit of Students Grade XI of Business And Management Group of SMK Negeri 7 Yogyakarta in the Academic Year 2017/2018”.

## **B. Problem Identification**

Based on the problem background, these are the following issues:

1. According to Rianjani (2015) argued that the Indonesian government has not been able to take advantage of this human resources properly, so there are gaps in the quality of human resources in the era of globalization.
2. The number of unemployed in Indonesia reached 7.01 million people in February 2017 based on data from BPS.

3. The survey results pre-research conducted on students of SMK Negeri 7 Yogyakarta, 70% of students (10 of the 15 students) practice in the business center only to fulfill their obligations as students.
4. Building the entrepreneurial spirit of students through the business center is less than the maximum because 70% of students do their business practices just to get good grades.

### **C. Problem Restriction**

To depths this study, then the problem is limited research on the role of the business center in fostering the entrepreneurial spirit of students.

### **D. Problem Formulation**

Based on the problem restriction, then the problem in this research is What is the Role of Business center in Fostering the Entrepreneurial Spirit of Student Grade XI of Business and Management Group of SMK Negeri 7 Yogyakarta in the Academic Year 2017/2018?

### **E. Research Objectives**

Based on the problem formulation above, the purpose of this study was to determine the Role of Business center in Fostering the Entrepreneurial Spirit of Student Grade XI of Business and Management Group of SMK Negeri 7 Yogyakarta in the Academic Year 2017/2018.

## **F. Research Benefits**

This study is expected to have the following benefits.

1. Theoretical benefits

The results are useful in the development of science and as a benchmark or reference for similar research.

2. Practical benefits

- a. For researchers

As the development of thinking and application of theoretical knowledge from college.

- b. For schools

As feedback and improve the quality of business center management in fostering students entrepreneurial spirit.

- c. For readers

This research is expected to be a reference about the role of business center in encouraging the entrepreneurial spirit of students.

## **CHAPTER II LITERATURE REVIEW**

### **A. Theoretical Review**

#### **1. Entrepreneurial Spirit**

##### **a. Definition of Entrepreneurial Spirit**

Hartanti (2008: 24) defined that soul is something abstract, which studied only the statements that appear in the body, or symptoms that appear as a movement so that the soul is the spirit, every human being has characteristics and symptoms abstract occur from feeling, mind, delusion, and so on. It is undeniable that every human has a soul, in the psychology world there is also a discussion about spirit science. Spirit science discusses psychiatric symptoms and in the further development discuss about human behavior. Human behavior in facing a certain situation reflects their mental attitude (Iin Nurbudiyani, 2015). Therefore, the spirit related to the behavior of conscious mental and unconscious mental.

Peter F. Drucker said in Kasmir (2011: 20) that entrepreneurship is an ability to create something new and different. Entrepreneurship as a process of applying creativity and innovation in solving problems and finding opportunities to improve the lives (Zimmerer in Kasmir, 2011: 20). According to Kasmir (2011, 21) entrepreneurship is an ability in terms of

creating business activities. The ability to create requires their creativity and continuous innovation to find something different than before. Tri Kuat (2015) also suggested that entrepreneurship is a combination of creativity, innovation, and courageness to face the risks that is done through hard work to establish and maintain new businesses. This creativity and innovation that be able to give contribution to society.

The entrepreneurial spirit is the life of the entrepreneurship that basically is an entrepreneurship attitude and behavior that demonstrated by the character and the nature of someone who has the will to realize innovative ideas into real world creatively (Hartanti, 2008: 25). The entrepreneurial spirit can determine a a success or failure of person in business, especially in this era of globalization that upholds the competence of a person.

b. Entrepreneurs Personality and Traits

Good entrepreneurs are not only understanding the action but also the concept, it is applied equally to the opposite, not only understanding the concept but also the action. Entrepreneurship does not always produce something in accordance with the expectations of employers. Entrepreneurship must be prepared to face all the risks involved, be able enjoy the process, and keen in carrying. Kasmir (2011: 30-31), expressed some traits of entrepreneurs, those are:

1) Having a clear vision and objectives

An entrepreneur must have a clear vision and objectives. The vision has a function to determine what steps will be made by the employer to achieve their objectives.

2) Initiative and always proactive

Entrepreneurs do not just wait for something to happen, but first start and look for opportunities as a pioneer in various activities.

3) Achievement-oriented

Successful entrepreneurs always pursue a better achievement than the previous achievement. They must pay attention to matters related to the quality of products, services provided, and customer satisfaction. Every activity that is undertaken should be better than before.

4) Dare to take risks

This is a trait that should be owned by the entrepreneur at any time and anywhere, either in form of money or time.

5) Hard work

Entrepreneur work with no time limit, where there are opportunities, there he comes. They always think about the progress of his business. New ideas are always encouraged him to always work hard for making it happen. They did not

know the difficult word and considers the emergence of the problem is to be solved.

6) Responsible

Entrepreneur is responsible for all activities that he/she carries on, either now or in the future. Entrepreneurs are not only responsible for the material, but also moral to various parties.

7) Commitment

Entrepreneur must hold commitment solidly to the various parties. A commitment to do something is a duty to be fulfilled and realized.

8) Maintain good relations

Entrepreneur is expected to develop and maintain relationships with various parties, both directly related to the business carried on or not. The good relationship that needs to be carried on among others such as to the customers, suppliers, government, and society at large.

According to Tri Kuat (2015) the characteristics and traits of an entrepreneur profile, such as:

- 1). Confidence; conviction, independence, individuality, optimism,
- 2). Tasks and results-oriented; need for achievement that oriented to profit, have the perseverance and fortitude, have a strong determination, hardworking, energetic and have initiative,
- 3). Risk takers; have the ability to take risks and prefer challenges,
- 4). Leadership; Being a leader, can get along with others and prefer for suggestions and constructive criticism,
- 5). originality; have

innovation and high and flexible creativity, versatile and have wide business network, 6). Oriented to the future; perception and viewpoint on / mindset oriented to the future, 7). Honest and diligent; have conviction that life is working.

An entrepreneur must be a man who is able to look ahead. He is able to see, think with a lot of consideration, seek alternative choice of various problems and solutions. Entrepreneur also need to have the characteristics to support the success of his business. Alma (2013: 53-57), suggested some characteristics that need to be owned by entrepreneurs, they are:

- 1) Confidence

Nature of confidence starting from a solid personal, optimistic, not to be easily swayed by the opinions and advice of others, taking into consideration about the suggestion. Advanced people believe that he is the one who has matured physically and spiritually. Characteristics maturity someone is he does not depend on others, he has a high sense of responsibility, objective and critical. He does not just absorb the opinions or the opinions of others, but he consider it critically.

## 2) Task and results oriented

Someone who has this trait does not prioritize a prestige, but achievement. He was devoted to the achievement later after successfully his prestige will increase. Various motivations will appear in business if we try to get rid of prestige. We will be able to work hard, energetic, shamelessly seen by others, as long as we do the job properly and good.

## 3) Risk-taking

An entrepreneur must know the entrepreneurial world is full of risks and challenges, such as competition, and so on. It should be, he prefers a challenge and dare to take risks. All challenges must be faced with the full consideration. If the consideration is ripe, it can work well.

## 4) Leadership

The nature of leadership exists within each individual. These nature depend on each individual in adapting to the organization or person that he led. A good leader must be willing to accept criticism from employers, he must be responsive.

## 5) Originality

This original nature is not just follow others, but has his/her own opinion, there is an original idea, there is the ability to implement something. Original does not mean

entirely new, but these products reflect the result of new combinations or reintegration of the components that already exist, thus giving birth to something new.

6) Oriented to the future

An entrepreneur must perspective, has a vision for the future, knowing what he wanted to do and he accomplished. To deal with foresight, an entrepreneur will arrange careful planning and strategy, so that the implementation of stages will be clear and well-planned.

7) Creativity

Creativity is an ability to create new combinations or see new relationships between elements, data, variables that already exists. Creative entrepreneurship, not perplexed when challenged, they will turn them into opportunities.

Suryana (2014: 22), suggested that the characteristics of people who have an entrepreneurial spirit, they are:

- 1) Full of confidence, the indicator is full of confidence, optimistic, committed, disciplined and responsible.
- 2) Having initiative, the indicator is full of energy, deft in acting, and active.
- 3) Having achievement motivation, the indicator is oriented to the results and insight into the future.

- 4) Having leadership spirit, the indicator is dared to be different, trustworthy, and resilient in the act. Dare to take risks with the full considerations and prefer a challenge.

### **c. Factors Affecting the Entrepreneurial Spirit**

Factors that influence the entrepreneurial spirit of a person are: confidence (conviction), optimism, discipline, commitment, initiative, motivation, having leadership spirit, prefer challenge, responsibility, and human relationship (Nasution 2007: 42-44; Suryana 2006: 3). These factors can be summarized as follows:

#### **1) Confident (conviction and optimism)**

Confident in determining something, confident in carry on things, confident that we can handle various risks faced is a basis factor that must be owned by the entrepreneur. Someone who has an entrepreneurial spirit feel confident that anything he did would work though it will face a variety of obstacles. Not always haunted by the fear of failure but it makes him optimistic to go ahead (Suryana, 2006: 3).

#### **2) Discipline**

Discipline is an act of orderly and comply behavior with various provisions. It is important for entrepreneurs to possess the discipline because it also contains the meaning of honesty where honesty will bring an entrepreneur to do

everything related to its business in accordance with procedures outlined (Mardiyatmo, 2005: 17-18).

### 3) Commitment

Commitment is an agreement on something that is made by a person, either to himself or others. Related to entrepreneurial commitment is a process in individuals (entrepreneur) in identifying himself with the values, rules and goals. Besides, the commitment implies as something more than just a passive loyalty to the company, in other words, commitment implies a relationship between entrepreneur with the company or organization actively (Mardiyatmo, 2005: 19-20).

### 4) Having Initiative

Waiting for something uncertain is something most hated by someone who has an entrepreneurial spirit. In the face of the dynamic life that full of changes and problems faced, an entrepreneur will always try to find a way out. They did not want his life hung in the environment, so he will continue to look for a way out (Suryana, 2006: 3).

### 5) Motivation / Motive

Motive is closely related to a purpose, a goal. The more valuable of a goal for the person, the stronger his motive. Thus,

the motive is very useful for someone's deed. (Purwanto, 2009: 70).

Purpose / function of the motives are:

- a) The motive encourages people to act. The motive has a function as an activator or as a motor that provides energy (power) to a person to perform the task.
- b) The motive determines the direction of deeds. That is, toward the realization of a goal or aspiration.
- c) The motive selects our action. This means determining which action should be carried out, compatible, in order to achieve that goal by delivering the useless act for that purpose.  
(Purwanto, 2009: 70)

To be successful an entrepreneur must possess the characteristics of high achievement motive, namely:

- a) Want to overcome his own difficulties and the issues arising on him.
- b) Always require immediate feedback to see success and failure.
- c) Having a high personal responsibility.
- d) Dare to face the risk with the full consideration.
- e) Prefer the challenge and see challenges in a balanced manner.  
(Suryana, 2003: 33-34)

#### 6) Having Leadership Spirit

Leadership is one key to become a successful entrepreneur. Dare to face something new though risky. This courage is certainly based on rational consideration.

There are six characters associated with effective leadership, as follows:

- a) Encouragement. A leader is a person who has high levels of effort (impulse) that is high. They have a strong desire for achievement.

- b) The will to lead. A leader is a person who has a strong character and desire to influence and lead others.
  - c) Honesty and integrity. A leader has a desire to build a relationship of trust and by showing good example and show a high consistency between words and deeds.
  - d) Confidence. The followers of his leader would not hesitate to act.
  - e) Intelligence. A leader is an intelligent and knowledgeable to collect, analyze, and interpret information.
  - f) Knowledge related to job. Effective leader has a high level of knowledge about many things, ranging from companies, industries, and technical matters.
- (Kasali, et al., 2010: 87-88)

An entrepreneur must be able to lead and take responsibility for what they lead. If a person want to succeed, an entrepreneur has to leave and avoid negative traits such as self-conscious, insecure, shy excessive, and low self-esteem.

#### 7) Prefer Challenges

Entrepreneur in conducting his business activities fraught with risks and challenges, such as business competition, prices changes, unsold products and so on. But all challenges must be faced with considering various possibilities that will happen.

#### 8) Having Responsibility

Responsibility is a form of attitude and behavior of person who are willing and able to carry out their duties and obligations. Therefore, the seriousness is needed in a work so it will be able to make responsibility. In responsibility also embedded nature of earnest, honest, dedicated, and consistent.

An entrepreneur must be responsible for all activities undertaken in the field of business. (Kasmir, 2007: 22).

#### 9) Human Relationship

A successful entrepreneur has a good ability in connecting with others. Therefore, they know how to get along with others, including their employees, business partners, suppliers, and customers.

Vocational High School has a standard of entrepreneurial spirit that should be developed by the school. Research and Development of Curriculum Institution Center (*Badan Penelitian dan Pengembangan Pusat Kurikulum*) (2010: 56-57) suggested that values entrepreneurship or entrepreneurial spirit that was developed for the level of SMK / MAK / Package C are as follows:

Table 1. Spirit of Entrepreneurship for the levels of SMK / MAK / Package C

No.	The Values of Entrepreneurship	Indicators of Achievement
1	Independent	1. Doing the task by him/her self as his/her obligations 2. Not depending on others
2	Creative	1. Proposes opinion that related to the main task 2. Proposing new ideas 3. Describing the concept with their own words
3	Dare to take risks	1. Prefer challenging task 2. Dare to accept the consequences of his/her own action

No.	The Values of Entrepreneurship	Indicators of Achievement
4	Action -Oriented	1. Embodies the idea to the action 2. Glad to do something
5	Leadership	1. Open for suggestions and criticism 2. Being a leader in a group 3. Dividing tasks into groups 4. Being a role vehicle
6	Hard work	1. Doing task in a given time 2. Not being despair in facing the difficulties of learning 3. Always focus on work or study

## **2. Business Center**

### **a. Definition of Business Center**

The programs which are provided to improve the grade and quality of vocational graduates, one of them is the implementation of learning process through a vehicle of learning by doing. Form of implementation of learning by doing in vocational school of business and management competence by developing business center. Vocational School provides a place called a business center, where the place has a role in improving the readiness of students to become an entrepreneur or get a work. Business center is part of the production unit as a place that supports the activities of entrepreneurship in Vocational School. According to Siswanto (2015) Business center is a business activity in the Vocational School of business and management in which students directly perform activities of trade / retail. Business centers can be used as

a support vehicle for students to practice working as they do industry working practices. For example, students of Business Management competence can be involved directly in the business center in operating a retail business.

Based on the description above, the business center is a facility provided by the Vocational School as the center of business activity that supports entrepreneurial behavior and activities. Thus, the students can utilize Business center in fostering entrepreneurial spirit.

**b. The Purpose of Business Center at Vocational High School**

The business center program aims to bring a business / industry environment into the school environment and to improve the competence and the entrepreneurial spirit of students. Implementation of the business center is ideally support the achievement of student's competence in accordance with the curriculum applied in the school. The goals of Business center quoted from the Directorate PSMK (2009) includes three aspects, they are academic, economic, and social aspects, as follows:

**1) Academic Aspect**

The goals of implementing business center related to academic aspect, such as:

- a) Creating positive attitude and work ethic for students to carry out education for entrepreneurship.

- b) Guarantee balanced development in individuals related to the physical, emotional, mental, attitude, moral values, and aesthetics, either for himself or for the benefit of society.
- c) Educate learners to experience a phase of work related to economic and social value from the various tasks.
- d) Looking for a powerful form of integration between theory and practice various kinds of work.
- e) Relating each problem that faced by students in learning with workplace problems encountered later.
- f) Strengthening between teacher and learner because enriched with aspects of teacher and employee relations.
- g) It is easier for teachers to teach the meaning of productivity and how to rise it, as well as on the impact that follows.

## 2) Economic Aspect

The goals of implementing business center related to economic aspect, such as:

- a) To find a financial source of education financing.
- b) Providing additional income for teachers, school staff, students, or families of schools that are less wealthy.
- c) Increasing the utilization of existing educational resources in school.

- d) Introducing and growing entrepreneurial spirit for learners so that after graduation he/she can play a role as a provider of employment.

### 3) Social Aspect

The goals of implementing business center related to social aspect, such as:

- a) Implementing an education based on the spirit of togetherness.
- b) Shortening the transition period of learners between the period of education with the period of productive.
- c) Providing an overview of business community, get to know the real condition of school and know exactly the weaknesses that inherent in the world of education.
- d) Giving a chance for public to help directly the educational process at school.
- e) As a tool to introduce student product to wider community.

Thus, it can be concluded that the Business center is intended for entrepreneurship education (academic), creating job and make a profit (economy), and instill good communication (social).

### **c. Business Center SMK Negeri 7 Yogyakarta**

Business center as a laboratory of entrepreneurship must be properly managed to improve the quality of vocational school. One of them is fostering the entrepreneurial spirit of students through business practices in the Business center. Business center SMK Negeri 7 Yogyakarta is one way to train students entrepreneurship skills so that this activity is expected to foster the entrepreneurial spirit and attitude of the students. As research conducted by Tri Kuat (2015) that practice in Business center to foster the entrepreneurial spirit of students.

### **B. Relevant Research**

1. Research conducted by Indra Abintya Rifai and Sucihatiningih DWP (2016) with the title "The Effect of Entrepreneurship Education and Implementation of Business center activity Towards Student's Interests in Entrepreneurship Student Class XI Marketing Department of SMK Negeri 2 Semarang in the Academic Year 2015/2016". The results showed that entrepreneurship education and implementation of business center activity influence simultaneously and partially to interest of student's entrepreneurship of grade XI Marketing in SMK N 2 Semarang. The advice given to maximize the students' interest in entrepreneurship, it needs to be improved student's discipline on guard activity in business center. So that students can be more maximize in implementing business center activity. The difference with this study

is located in the variable and object of research. Indra & Sucihatiningsih Research discuss about Entrepreneurship Education and Business Center conducted in SMK Negeri 2 Semarang.

2. Research conducted by Fresty Nourmalinda Ferlanie (2015) with the title "The Role of Business Center in Growing Interest of Student's Entrepreneurship Class XI Administrative Skill Competency of SMK Negeri 1 Depok". The study resulted that the role of the Business Center in growing interest in entrepreneurship was measured by the 6 aspects: 1) confidence classified in medium category (77.40%), 2), result-oriented classified in medium category (62.40%), 3) a risk-taking classified in medium category (74.20%), 4) leadership classified in medium category (62.40%), 5) originality classified in medium category (76.30%), and 6) future-oriented classified in medium (69.90%). Overall, the tendency of students' answers about the role of Business center in growing interest of entrepreneurship classified in medium category (84.90%). The difference with this study is located on the object. Fresty's research conducted at SMK Negeri 1 Depok and only in Administration Department, whereas this research was conducted at SMK Negeri 7 Yogyakarta and conducted in three majors including Business Management group, that is Accounting, Office Administration and Marketing.
3. Research conducted by Michael L. Harris and Shanan G. Gibson (2008) with the title "Examining the Entrepreneurial Attitudes of US Business

Students”. The study resulted that most of students have entrepreneurial attitude that measured using a scale of Entrepreneurial Attitude Orientation (EAO) with four subscales, that is 84% on achievement in business, 81% on personal control of business outcomes, 85% on innovation in business, and 16% on self-esteem in business. The difference with the research was located on the variables used. Michael L. Harris study examined the entrepreneurial attitude while this study examined the entrepreneurial spirit.

### **C. Framework of Thinking**

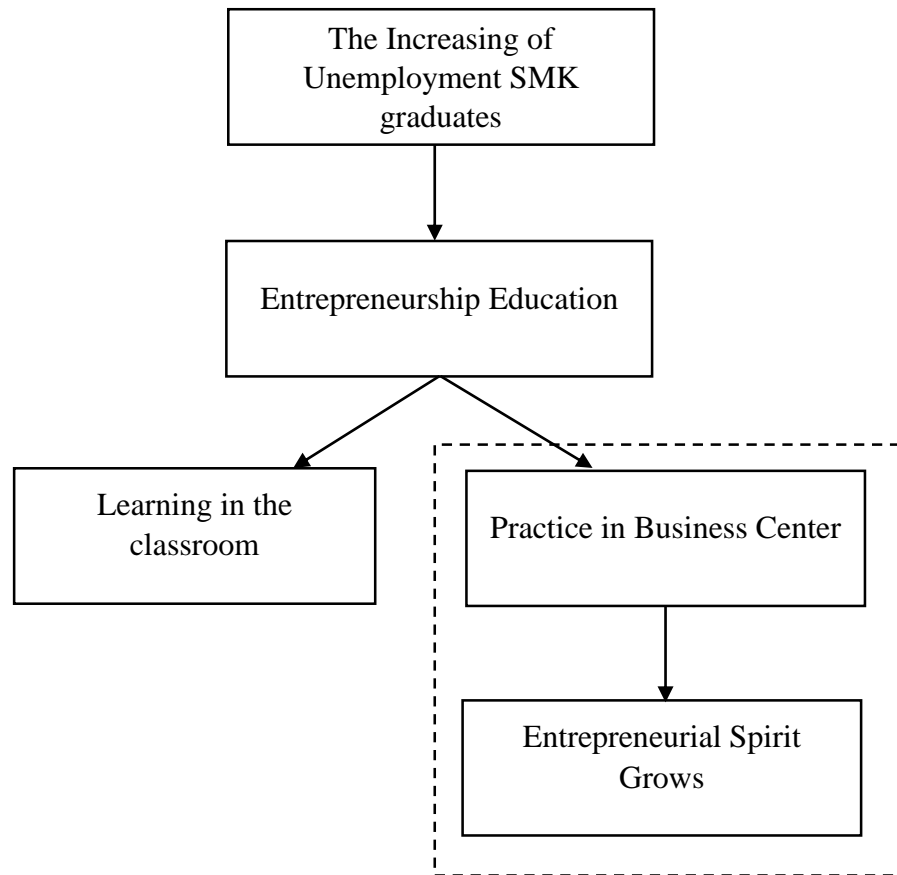
Unemployment is a classic problem from year to year that its flow getting more difficult to stop. Nowadays, the highest unemployment rate is occupied by the vocational school graduates. Vocational High School (SMK) educates students to have good skills and have ability to work independently so that graduates are ready to compete in the world of work. However, in reality, the number of vocational graduates is not comparable to the jobs available. One solution to these problems is through entrepreneurship education.

Entrepreneurship education began to be integrated in the learning process in SMK. It is intended that SMK is not only able to produce graduates who are ready to compete in the world of work, but also ready to entrepreneurship by having an entrepreneurial spirit and a good character. Entrepreneurship in vocational education is not just a theory in the classroom, but also do real business practices through the business center.

Business center is an entrepreneurial laboratory used as a vehicle for teaching students' entrepreneurial practices. Business center SMK Negeri 7 Yogyakarta facilitates the students to be able to do real business practices without disrupting student learning hours. Business center provides goods daily needs at a competitive price so that it can be an opportunity for students to earn the benefit. In addition, business center SMK Negeri 7 Yogyakarta also provides services in retail trade so that students can practices directly to serve the consumer.

Business center SMK Negeri 7 Yogyakarta as a facilitator to foster and develop the entrepreneurial spirit of students through activities that exist in the business center. These activities include the development of skills students in selling products, data collection and arrangement of product, marketing, sales turnover and profit calculation, as well as store service to consumers.

The framework above can be seen in Figure 1. Schematic Framework.



Information:

----- = Area that is studied: Students' perceptions on the role of business center in fostering the entrepreneurial spirit of students.

*Figure 1. Schematic Framework*

#### **D. Research Questions**

Based on the framework, the questions of this study are:

1. What is the role of Business center in fostering students' **independent** attitude of SMK Negeri 7 Yogyakarta?
2. What is the role of Business center in fostering students' **creative** attitude of SMK Negeri 7 Yogyakarta?

3. What is the role of Business Center in fostering students' **dare to take risk** attitude of SMK Negeri 7 Yogyakarta?
4. What is the role of Business Center in fostering students' **action-oriented** attitude of SMK Negeri 7 Yogyakarta?
5. What is the role of Business Center in fostering students' **leadership** attitude of SMK Negeri 7 Yogyakarta?
6. What is the role of Business Center in fostering students' **hard work** attitude of SMK Negeri 7 Yogyakarta?

## **CHAPTER III RESEARCH METHODS**

### **A. Research Design**

The research design is an investigation strategy and structure that is arranged in such a manner so that researchers will be able to obtain answers to questions research (Zuriah, 2007). This research was a descriptive study with a quantitative approach. Descriptive research illustrated and described the role of Business center in fostering the entrepreneurial spirit in class XI student of Business Management Group SMK Negeri 7 Yogyakarta.

### **B. Place and Time of Research**

The research was conducted in Business center *G7 Mart* of SMK Negeri 7 Yogyakarta that is located at Jalan Gowongan Blok Kidul JT III No. 416, Gowongan, Jetis, Yogyakarta, Yogyakarta. The research was conducted in March-April 2018.

### **C. Population and Sample**

#### **1. Population**

According Sugiyono (2014: 80) population is generalization region consisting of the objects / subjects that have certain qualities and characteristics defined by the researchers to learn and then drawn the conclusions. The research population was a class XI student of Business and Management Group of SMK Negeri 7 Yogyakarta in the Academic Year 2017/2018. Total population in this research were 190 students

consisting of students majoring in Accounting, Office Administration and Marketing. Here is the distribution of the population in this research:

Table 2. Distribution of Population

No.	Department	The Number Of Students
1	Accounting	95 students
2	Office administration	64 students
3	Marketing	31 students
Total number		190 students

Source: secondary data

## 2. Sample

Sample is part of number and characteristics possessed by the population (Sugiyono, 2014). Samples was determined as a class XI student of Business and Management Group of SMK Negeri 7 Yogyakarta using proportional random sampling technique. The number of samples in this study was calculated using the Slovin formula as follows:

$$n = \frac{N}{1+Ne^2}$$

information:

n : The sample size

N : Population size

e : Percentage with error level of 5%

Below is a sample size calculation based on the formula Slovin:

$$n = \frac{190}{1+190(0,05)^2}$$

n = 128.81 rounded to 129.

Here is a sample of data from each department.

Table 3. Number of Samples Distribution Competency Program

No.	Department	Number	Samples
1	Accounting	95	$\frac{95}{190} \times 129 = 65$
2	Office administration	64	$\frac{64}{190} \times 129 = 43$
3	Marketing	31	$\frac{31}{190} \times 129 = 21$
Number		190	129

Source: secondary data processed

#### D. Definition of Operational Variable

The entrepreneurial spirit is the life of the entrepreneurship basically is an entrepreneurship attitude and behavior that demonstrated by the character of someone who has the will to realize innovative ideas into the real world creatively. Business center role in fostering the entrepreneurial spirit is an attempt, functions, and processes undertaken by schools to support entrepreneurship subjects, that is through business center so that the entrepreneurial spirit of students can grow and develop. Business center role in fostering the entrepreneurial spirit is based on the perception of students of SMK Negeri 7 Yogyakarta that is a business center as a place to practice entrepreneurship subjects and students are required to sale with a sales target of Rp650,000.00. For students, the most important thing is that they can meet the sales targets and report back to the business center in a given time.

The indicators used include:

**1. Independent**

Business center role is to enhance students' independent spirit, that is:

- a. Doing the task by him/herself as his/her obligations
- b. Not depending on others

**2. Creative**

Business center role is to enhance the creative spirit of students, that is:

- a. Proposes opinion that related to the main task
- b. Proposing new ideas
- c. Describing the concept with their own words

**3. Dare to Take Risks**

Business center role is to enhance students' brave souls take risks, that is:

- a. Prefer challenging task
- b. Dare to accept the consequences of his/her own actions

**4. Action-Oriented**

Business center role is to enhance students' action-oriented spirit, that is:

- a. Embodies the idea to the action
- b. Glad to do something

## **5. Leadership**

Business center role is to enhance students' leadership, that is:

- a. Open for suggestions and criticism
- b. Being a leader in a group
- c. Dividing tasks into groups
- d. Being a role model

## **6. Hard work**

Business center role is to enhance students' spirit of hard work, that is:

- a. Doing task in a given time
- b. Not being despair in the facing the difficulties of learning
- c. Always focus on work or study

## **E. Data Collection Technique**

### **1. Questionnaire**

According to Suharsimi Arikunto (2013: 194), questionnaire is a number of written questions that are used to obtain information from respondents in terms of his personal report, or the things he knows. The questionnaire used in this research was to determine the role of *Business Center* in growing the students' Entrepreneurial Spirit. Questionnaires were given to students who involved in activities at the Business center that is students of XI Accounting, XI Office Administration and, XI Marketing SMK Negeri 7 Yogyakarta. Questionnaire form was

enclosed with four (4) alternative answers, ie: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

## 2. Documentation

Documentation techniques was used to obtain data and information provided in the physical form of archives or books related to the research. Documents related to this research was data from number of class XI student of Accounting, Office Administration, and Marketing SMK Negeri 7 Yogyakarta Academic Year 2017/2018.

## **F. Research Instruments**

Suharsimi Arikunto (2013: 203) defined a research instrument is a tool or facility used by researchers to collect data in order to their job become easier and the result become better, or it can be said more thorough, complete, and systematic so that it is easier to be processed. So, the research instrument used for data can be obtained in a complete and systematic.

### 1. Questionnaire Guideline

Questionnaire guideline used to describe the variables to be measured. Questionnaires distributed to the student of class XI of Business and Management Group with the scale given of 4 (four) alternative answers. Respondents can fill up the check mark (√) in one answer column provided in Table 4. Score of Questionnaire Answer.

Table 4. Score of Questionnaire Answer

Positive Statements		Negative Statements	
Alternative answers	Score	Alternative answers	Score
Strongly Agree (SS)	4	Strongly Agree (SS)	1
Agree (S)	3	Agree (S)	2
Disagree (TS)	2	Disagree (TS)	3
Strongly Disagree (STS)	1	Strongly Disagree (STS)	4

Students fill out a questionnaire by providing a check (✓) in one of the columns that are considered correct answer according to their conscience. The following table guideline questionnaires have been compiled in Table 5. Guideline Questionnaire.

Table 5. Guideline Questionnaire

Aspect	Indicator	Item Number
Independent	Doing the task by him/her self as his/her obligations	1, 4, 5
	Not depending on others	2, 3 *
Creative	Proposing new ideas	6 *, 7, 10
	Describing the concept with their own words	8, 9 *
Dare to Take Risk	Prefer challenging task	12, 14, 15
	Dare to accept the consequences of his/her own action	11, 13
Action-Oriented	Embodies the idea to the action	16, 17 *
	Glad to do something	18, 19, 20
Leadership	Open for suggestions and criticism	21 *, 23
	Being a leader in a group	22, 24, 25
Hard Work	Doing task in a given time	28, 29 *
	Not being despair in facing the difficulties of learning	26 *, 30
	Always focus on work or study	27

## 2. Documentation guidelines

Presence of students Class XI of Business and Management Group  
SMK Negeri 7 Yogyakarta.

### **G. Test of Instruments Research**

#### 1. Test of Instruments Validity

The instruments validity means the instrument can be used to measure what should be measured (Sugiyono, 2014). Suharsimi Arikunto (2013: 211) argues that an instrument can be said valid if it is capable to measure what people want and can reveal the data of the variables that is researched properly. Test of instruments validity in this research used Factor Analysis. Factor Analysis was preceded by an assumption that the instrument can be said to be valid if every factor that shape the instrument is valid (Suharsimi Arikunto, 2013).

According to Azwar (2011: 135) stated that:

Factor Analysis is a complex set of mathematical procedures in order to analyze the mutual relationship between these variables and explain the mutual relationship in the form of a limited group of variables called factor. Therefore, the validity which is assured through a Factor Analysis procedure known as factorial validity.

Test of instrument validity in this research used Factor Analysis method *Kaiser-Meyen-Olkin* (KMO). KMO is a benchmark index of the magnitude of the correlation coefficient observation with the of the magnitude of partial correlation coefficient. According to the Kaiser in Wibisono (2013: 306) stated that:

- a. KMO price is 0.9 means very satisfying
- b. KMO price is 0.8 means satisfying
- c. KMO price is 0.7 means middle price
- d. KMO price is 0.6 means enough
- e. KMO price is 0.5 means less than satisfying
- f. KMO price is 0.4 unacceptable.

To determine whether the sampling process was adequate or not, then used the MSA measurement, that is *Measure of Sampling Adequacy*.

The low price of MSA is a consideration to dispose these variables in further analysis phase. Beads of invalid or fall eliminated and valid points can be used for research. Instruments test this research took the respondents outside the sample with total of 56 class XI student of Business and Management Group of SMK Negeri 7 Yogyakarta.

Based on the result of the research instrument test, it can be seen the value KMO MSA in the table below:

Table 6. Result of KMO MSA

<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.604
Bartlett's Test of Sphericity	Approx. Chi-Square	955.121
	Df	435
	Sig.	0.000

Sources: Primary data are processed, 2018

Based on the table above, it can be seen the value of KMO is  $0.604 > 0.5$  with sig  $0.000 < 0.05$ , then the factor model that was formed fit to be used and analysis can be proceed. The next step is to find the value of MSA in the table *anti-image correlation* (AIC) where the passing statement items must have a value above 0.5 MSA. Point statement

number 1,3,11,21,26,29 have a MSA value below 0.5 means invalid or fall and then the statement items excluded from further analysis.

Based on the result of test validity, there are 24 statement items were valid and 6 statement items were invalid or fall items 1,3,11,21,26, and 29. The statement items were invalid or fall excluded from data sampling of the research. Valid statement items used to express Role of Business center in fostering Students' Entrepreneurial Spirit in Class XI of Business and Management Group of SMK Negeri 7 Yogyakarta in the Academic Year 2017/2018.

## 2. Test of Instrument Reliability

Reliability associated with immobility. Reliable instrument is an instrument when used several times to measure the same object, will generate the same data (Sugiyono, 2014). Test of Instrument reliability in this research used *Alpha Cronbach* formula, that is:

$$r_n = \left( \frac{k}{(k-1)} \right) \left( 1 - \frac{\sum ab^2}{at^2} \right)$$

information:

$r_n$  : Reliability of the instrument  
 $k$  : Number of the questions  
 $ab^2$  : The number of variance item  
 $at^2$  : Total variance  
 (Suharsimi Arikunto, 2013)

After number of instrument reliability has known, then the number was interpreted by the reliability level of correlation coefficients below:

Table 7. Value of Instrument Reliability

<b>Interval Coefficient</b>	<b>Level Relationships</b>
0.800 to 1.000	Very high
0.600 to 0.7999	High
0.400 to 0.5999	Rather Low
0.200 to 0.3999	Low
0.000 to 0.1999	Very low

(Sugiyono, 2017)

Based on the result of research instrument test, it can be obtained the result of reliability calculation was 0.873, so it can be concluded that the instrument is reliable as a tool of collecting data in the research. The complete calculation result can be seen in the appendices.

## **H. Data Analysis Technique**

Data analysis technique used in this research is descriptive statistical analysis. According to Azwar (2016: 126), descriptive statistical analysis aimed to provide a description of the research subject based on data from variable derived from a group of subjects has researched and is not intended to test the hypothesis. Descriptive statistics were used to describe or give a picture of the object is researched through a data sample or population as it is (Sugiyono, 2017). Data analysis was done by calculating the questionnaire that has filled out by 129 students of class XI Business and Management Group related to fostering the students' Entrepreneurial Spirit through the Business center. Descriptive statistical analysis used in this

research were based on the frequency distribution and central tendency measurement.

## 1. Mean

Mean is a group explanation technique based on the average value of the group (Sugiyono, 2017). The average (mean) is obtained by summing the data of all individuals in the group, and then divided by the number of individuals in that group. It can be defined as the following formula:

$$Me = \frac{\sum x_i}{n}$$

information:

Me : Mean (average)

$\Sigma$  : *Epsilon* (number)

$x_i$  : The value of x to i until n

n : The number of individuals  
(Sugiyono, 2017)

## 2. Median

Median is one of group explanation technique based on the median value of a data group that has been compiled in sequence from the smallest to the largest, or otherwise from the largest to the smallest (Sugiyono, 2017). According to Chris Spatz (44: 2008), if the number of individuals in these groups is odd, then the middle value is a number that is in the middle, whereas if the number of individuals in these groups is even, then the value of the middle are two numbers that are in the middle then halved, or the average of the two numbers in the middle. The formula for finding the location of the median, that is:

$$\text{Median location} = \frac{N+1}{2}$$

(Chris Spatz, 2008)

### 3. Modus

Modus is one of group explanation technique based on the values that are currently popular or value that often appear in the group (Sugiyono, 2017). Thus, modus is value that has the highest frequency in the data.

### 4. Variance

One of the statistical technique used to explain the homogeneity of the group by using variance. Sugiyono (284: 2017), suggested a variance is the sum of the squares of all the deviation values of the individual towards the group average. Deviation is the distance between the individual value with the average. To determine the variance of a group of data, it can be used the following formula:

$$s^2 = \frac{\sum (x - \bar{x})^2}{n - 1}$$

information:

$s^2$  : Variance of sample

$x - \bar{x}$  : Deviation

$n$  : Number of samples

(Sugiyono, 2017)

### 5. Standard Deviation

According Setyosari (252: 2016) standard deviation (s) is a measure of the spread or dispersion of scores. Standard deviation is the root of the variance. The formula for determining the standard deviation is:

$$s = \sqrt{\frac{\sum (x - \bar{x})^2}{n - 1}}$$

information:

s : Standard deviation of the sample

x - x : Deviation

n : Number of samples

(Sugiyono, 2017)

Based on the calculation descriptive statistical analysis above, then the result of data percentage calculation presented and categorized into three based on the criteria scale of Azwar (2016) as follows:

$X \geq M + SD$  = High

$M - SD \leq X < M + SD$  = Medium

$X < M - SD$  = Low

information:

M : *mean* (average)

SD : Standard Deviation

Once the data has been interpreted, then making a conclusion from the result of questionnaire analysis, so that there was a description of the research.

## **CHAPTER IV RESEARCH RESULT AND DISCUSSION**

### **A. General Data**

#### **1. Profile of SMK Negeri 7 Yogyakarta**

SMK Negeri 7 Yogyakarta is located at Gowongan Kidul Street Jt III / 416 Yogyakarta. Initially, the school had a name SMEA Negeri 3 Yogyakarta. Based on the Department of Education Ministerial Decree No. 036 / O / 1997 1997 Senior High School of Economics (SMEA) Negeri 3 Yogyakarta changed the name into Vocational High School (SMK) Negeri 7 Yogyakarta. Geographically, SMK Negeri 7 Yogyakarta is located in the capital province of Special Region of Yogyakarta.

SMK Negeri 7 Yogyakarta included in the category of school that get A score of accreditation. Currently, SMK Negeri 7 Yogyakarta headed by Dra. Titik Komah Nurastuti. School that classified to Business and Management group has five competency skills, they are:

Table 8. Skills Competency of SMK Negeri 7 Yogyakarta

No.	Skill Competency	Number Of Classes
1	Accounting	9
2	Office administration	6
3	Travel agent	6
4	Marketing	3
5	Multimedia	4
	Amount	28

Source: Data of SMK Negeri 7 Yogyakarta

SMK Negeri 7 Yogyakarta has a land area of 9,440 m<sup>2</sup> used for classrooms, sports fields, mosques, parks, Business center, and other support buildings. Implementation of the teaching learning activities carried out in classrooms spread over three floors. Beside teaching learning activities in classroom, there are also other learning facilities such as vocational practice and laboratory room that has provided by the school.

2. Vision, Mission and Goal of SMK Negeri 7 Yogyakarta

a. Vision of SMK Negeri 7 Yogyakarta

Become Excellence Vocational School, Devoted to God Almighty and Cultured.

b. Mission of SMK Negeri 7 Yogyakarta

- 1) Realizing intelligent, competitive and national spirit graduates.
- 2) Realizing Graduates that Devoted to God Almighty.
- 3) Realizing KTSP document.
- 4) Implementing 8 National Education Standards.
- 5) Realizing Cultural Achievement, Culture of 5 S, and Culture of Jogja.

c. Goal of SMK Negeri 7 Yogyakarta

- 1) Developing active learning, innovative, creative, effective, and fun.
- 2) Implementing assessments based on competency standards of national / international.

- 3) Improving working culture in accordance with the world of work's demand.
- 4) Giving provisions of mental attitude, noble behavior and strong personality.
- 5) Developing entrepreneurial skills.
- 6) Producing excellent graduates and be able to compete at the global level.
- 7) Increasing cooperation with DU / DI, either nationally or internationally.
- 8) Improving human resources that capable in facing the advancement of science and technology.
- 9) Complementing and optimizing the utilization of facilities / infrastructure.
- 10) Creating a conducive working environment in accordance with 7 K (Safety, Cleanliness, Orderliness, Kinship, shade, beauty, health).

### 3. Profile of Business center SMK Negeri 7 Yogyakarta

Business center SMK Negeri 7 Yogyakarta named G7Mart. Business center which is located in the area of school is staffed by three employees under the observation of the Coordinator Business Center who is a teacher of Accounting Competence. Business center SMK Negeri 7 Yogyakarta is a laboratory of entrepreneurship that is used as a form of exercise for the students' business practice. Aside from being

a laboratory of entrepreneurship, this Business center is also a business unit that serves the needs of all people in school and surrounding communities.

#### 4. Description of Entrepreneurship Learning in Business center at SMK Negeri 7 Yogyakarta

Business center G7Mart as a learning laboratory of entrepreneurship for students who has entrepreneurship practice program. Entrepreneurial practices in the Business center was followed by all students of class X and XI. The entrepreneurial practices implemented as part of the subject of entrepreneurship so that the final value is the accumulation from learning outcomes in the classroom and practice of entrepreneurship.

Entrepreneurial practices implemented in the Business center G7Mart and students are responsible for carrying out two things: maintaining picket the store and selling practices. The practice of picketing the store held in turn by two students each day. While selling practices implemented according to a set schedule that has established for one week with a minimum sales target Rp 650.000,00. During the implementation of selling practices, students are required to take advantage in accordance with the market price in the local area. The profit derived becomes the property of each student.

As the outside of set schedule, all students still can practice of selling independently and can be done continuously so that they can gain a sustainable advantage. After completion of entrepreneurial practices in

the Business center, students are required to make financial report and submitted to entrepreneurship teacher, maximum one week after completion of practice.

#### 5. Description of Respondent in Research

Respondent in this research was students of class XI of Business and Management Group they are class XI Accounting, XI Office Administration and XI Marketing. Here is the data of students involved as respondent in the research:

Table 9. Respondent data of Class XI students of Business and Management Group of SMK Negeri 7 Yogyakarta

No.	Class	The number of students	Percentage
1	XI Accounting 1	22	17.05%
2	XI Accounting 2	22	17.05%
3	XI Accounting 3	21	16.28%
The number of students in class XI Accounting		65	
4	XI Office Administration 1	22	17.05%
5	XI Office Administration 2	21	16.28%
The number of students in class XI Office Administration		43	
6	XI Marketing	21	16.28%
The number of students in class XI Marketing		21	
The number of students in class XI Business and Management Group		129	100%

Source: Secondary data are processed, 2018

## **B. Research Result**

This research was quantitative descriptive research. Technique of analyzing data used descriptive statistical analysis technique. In this research, the role of Business center in fostering the entrepreneurial spirit of students is measured based on six aspects: independent, creative, dare to take a risk, action-oriented, leadership, and hard work. Data collection techniques in this research used a questionnaire that was intended for students of class XI of Business and Management Group of SMK Negeri 7 Yogyakarta that consisted of three competency skills, that is Accounting, Office Administration, and Marketing. Questionnaire compiled by research subject of "The Role of Business center in Fostering Entrepreneurial Spirit of Class XI Students of Business and Management Group" which consisted of 24 statement items related to aspect of entrepreneurial spirit. Here is the research result of Business center role in fostering the entrepreneurial spirit students of Accounting, Office Administration, and Marketing class XI of SMK Negeri 7 Yogyakarta.

### **1. The Role of Business Center in Fostering Entrepreneurial Spirit of class XI students of Accounting**

The role of Business center in fostering the entrepreneurial spirit of students is marked by students' attitude after doing activity in the Business center that is independent, creative, dare to take a risk, action-oriented, leadership, and hard work. Data of Business center role in fostering the entrepreneurial spirit of class XI students of Accounting

obtained through a questionnaire with 24 statement items and the number of respondents, 65 students of class XI Accounting. Here is the data result of Business center role in fostering the entrepreneurial spirit of class XI students of Accounting.

Table 10. Data of Business center Role in Fostering the Entrepreneurial Spirit of Students Class XI Accounting

Highest score	88
Lowest score	59
Mean (M)	72.22
Median	71
Modus	69
Variance	27.797
Standard Deviation (SD)	5.272

Sources: Primary data are processed, 2018

Determining the data tendency of Business center Role in fostering the entrepreneurial spirit in class XI students of Accounting can be categorized into three categories as follows:

$$\begin{aligned}
 X &\geq M + SD && = \text{High} \\
 M - SD &\leq X < M + SD && = \text{Medium} \\
 X &< M - SD && = \text{Low}
 \end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency Business center Role in fostering the entrepreneurial spirit of class XI students of Accounting in Table 11 below:

Table 11. Frequency Distribution and Tendency Data Business center Role in Fostering the Entrepreneurial Spirit Students in grade XI Accounting

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 77.49$	9	13.8%	High
2	$66.94 \leq X < 77.49$	50	76.9%	Medium
3	$X < 66.94$	6	9.2%	Low
	Total	65	100%	

Sources: Primary data are processed, 2018

Table 11 shows that the role of the Business center in fostering the entrepreneurial spirit of Accounting class XI students of SMK Negeri 7 Yogyakarta on high category with a score of 13.8% (9 students), in the medium category with a score of 76.9% (50 students) and the category low with a score of 9.2% (6 students). Based on the data above, it can be concluded that most of the tendency Business center Role in fostering the entrepreneurial spirit of Accounting class XI students of SMK Negeri 7 Yogyakarta classified in the medium category. The result of data categorization on the role of the Business center in fostering the entrepreneurial spirit of Accounting class XI students can be shown in the figure 2:

### Entrepreneurial Spirit

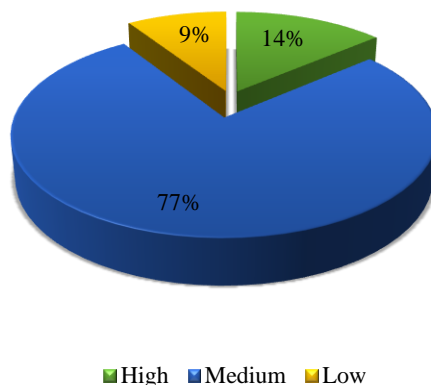


Figure 2. Pie Chart of Entrepreneurial Spirit Categorization on Accounting class XI students

The role of Business center in fostering the entrepreneurial spirit of class XI students of Accounting SMK Negeri 7 Yogyakarta comprise of six aspects: 1) Independent, 2) Creative, 3) Dare to Take Risk, 4) Action-Oriented, 5) Leadership, and 6) Hard Work. Further explanation will be explained in the following aspects:

**a. The Role of Business Center in fostering Independent attitude of class XI students of Accounting**

The role of Business center in fostering the entrepreneurial spirit from independent aspect that is a class XI students of Accounting expected after activities in Business center is able to be responsible and not rely on other people for their business activities in the future. Data of independent aspect obtained through a questionnaire with three statement items and the number of respondents were 65

students. Here is the data result of independent aspect of XI Accounting class.

Table 12. Data of Business center Role in Fostering Independent Attitude class XI students of Accounting

High score	12
Lowest score	7
Mean (M)	9.23
Median	9
Modus	9
Variance	0.805
Standard Deviation (SD)	0.897

Sources: Primary data are processed, 2018

Determining the data tendency of Business center Role in fostering the independent attitude in class XI students of Accounting can be categorized into three categories as follows:

$$\begin{aligned}
 X &\geq M + SD && = \text{High} \\
 M - SD &\leq X < M + SD && = \text{Medium} \\
 X &< M - SD && = \text{Low}
 \end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of Independent aspect in table 13 below:

Table 13. Frequency Distribution and Tendency Data of Business center Role in Fostering Independent Attitude of class XI students of Accounting

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 10.13$	6	9.2%	High
2	$8.333 \leq X < 10.13$	51	78.5%	Medium
3	$X < 8.333$	8	12.3%	Low
	Total	65	100%	

Sources: Primary data are processed, 2018

The table shows that the role of Business center in fostering the entrepreneurial spirit Accounting class XI students of SMK Negeri 7 Yogyakarta seen from independent attitude in the high category with a score of 9.2% (6 students), in the medium category with a score of 78.5% (51 students) and in the low category with a score of 12.3% (8 students). Based on data the above, it can be concluded that most of the tendency Business center Role in fostering the entrepreneurial spirit Accounting Class XI students of SMK Negeri 7 Yogyakarta seen from independent attitude classified in the medium category. The result of data categorization of Independent aspect on Accounting class XI students can be shown in the figure 3:

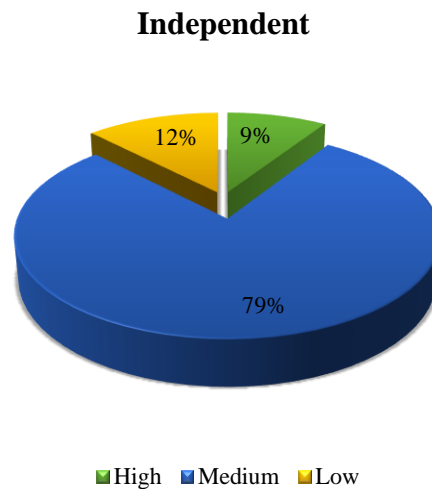


Figure 3. Pie Chart of Independent Categorization on Accounting class XI students

**b. The Role of Business Center in fostering Creative attitude of class XI students of Accounting**

The role of Business center in fostering the entrepreneurial spirit seen from creative aspect that is class XI students of Accounting was expected to think and do something to produce innovative work as provision in entrepreneurship. Students was able to describe new creative and innovative idea to its future business after doing activitiy in Business center. Data of creative aspect was obtained through a questionnaire with 5 statement items and the number of respondents were 65 students. Here is the data result of Creative aspect of class XI students of Accounting.

Table 14. Data of Business center Role in Fostering Creative Attitude class XI students of Accounting

High score	20
Lowest score	12
Mean (M)	15.09
Median	15
Modus	15
Variance	2.21
Standard Deviation (SD)	1,487

Sources: Primary data are processed, 2018

Determining the data tendency of Business center Role in fostering the Creative attitude in class XI students of Accounting can be categorized into three categories as follows:

$$\begin{aligned}
 X &\geq M + SD && = \text{High} \\
 M - SD &\leq X < M + SD && = \text{Medium} \\
 X &< M - SD && = \text{Low}
 \end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of Creative aspect in table 15 below:

Table 15. Frequency Distribution and Data Tendency of *Business Center* Role in Fostering Creative Attitude class XI students of Accounting

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 16.58$	7	10.8%	High
2	$13.61 \leq X < 16.58$	49	75.4%	Medium
3	$X < 13.61$	9	13.8%	Low
	Total	65	100%	

Sources: Primary data are processed, 2018

The table shows that the role of the Business center in fostering entrepreneurial spirit of class XI Accounting students of SMK Negeri 7 Yogyakarta seen from Creative attitude in the high category with a score of 10.8% (7 students), in the medium category with a score of 75.4% (49 students) and in the low category with a score of 13.8% (9 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit Accounting Class XI students of SMK Negeri 7 Yogyakarta seen from Creative attitude classified in the medium category. The result of data categorization of Creative aspect on Accounting class XI students can be shown in the figure 4:

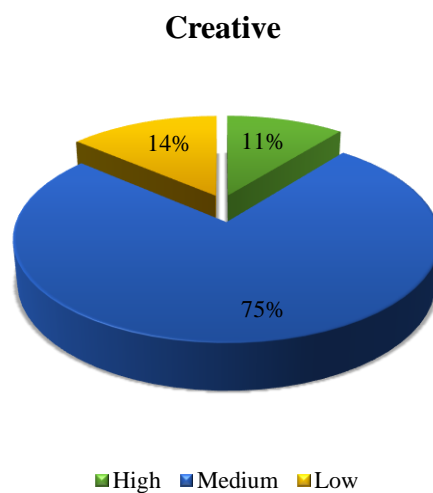


Figure 4. Pie Chart of Creative Categorization on Accounting class XI students

**c. The Role of Business Center in fostering Dare to Take Risk attitude of class XI students of Accounting**

The Role of Business center in fostering the entrepreneurial spirit seen from dare to take risk aspect of class XI students of Accounting, that they preferred challenges and able to take risks as the provision of entrepreneurship after activity in Business center. Data of Dare to Take Risk aspect obtained through the questionnaire with 4 statement items and the number of respondents were 65 students. Here is the data result of Dare to Take Risk aspect of class XI students of Accounting.

Table 16. Data of Business center Role in Fostering Dare to Take Risk Attitude of class XI students of Accounting

High score	16
Lowest score	8
Mean (M)	12.05
Median	12
Modus	12
Variance	1,576
Standard Deviation (SD)	1,255

Sources: Primary data are processed, 2018

Determining the data tendency of Business center Role in fostering Dare to Take Risk Attitude in class XI students of Accounting can be categorized into three categories as follows:

$$\begin{aligned}
X &\geq M + SD &&= \text{High} \\
M - SD &\leq X < M + SD &&= \text{Medium} \\
X &< M - SD &&= \text{Low}
\end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of Dare to Take Risks aspect in table 17 below:

Table 17. Frequency Distribution and Tendency Data of Business center Role in Fostering Dare to take Risk Attitude of class XI students of Accounting

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 13.3$	7	10.8%	High
<b>2</b>	<b><math>10.79 \leq X &lt; 13.3</math></b>	<b>53</b>	<b>81.5%</b>	<b>Medium</b>
3	$X < 10.79$	5	7.7%	Low
	Total	65	100%	

Sources: Primary data are processed, 2018

The table shows that the role of the Business center in fostering the entrepreneurial spirit of class XI Accounting students of SMK Negeri 7 Yogyakarta seen from Dare to Take Risk attitude in the high category with a score of 10.8% (7 students), in the medium category with a score of 81.5% (53 students) and in the low category with a score of 7.7% (5 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit of Class XI Accounting students of SMK Negeri 7 Yogyakarta seen from Dare to Take Risk attitude classified in the medium category. The result of data categorization of Dare To

Take Risk aspect on Accounting class XI students can be shown in the figure 5:

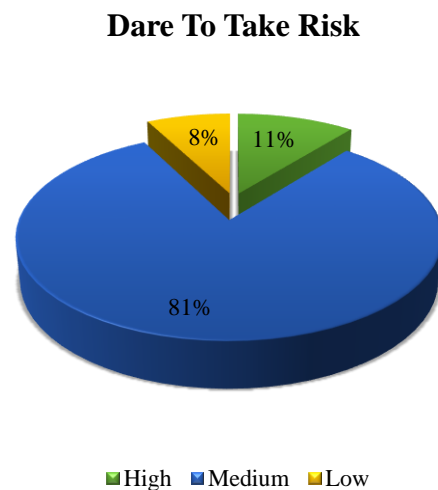


Figure 5. Pie Chart of Dare To Take Risk Categorization on Accounting class XI students

**d. The Role of Business Center in fostering Action-Oriented attitude of class XI students of Accounting**

The Role of Business center in fostering the entrepreneurial spirit seen from Action-Oriented aspect that is class XI students of Accounting expected after activities in Business center can do business with diligent, eager to act, and have a clear and measurable target. The attitude is important to be owned by students as the provision of entrepreneurship so their business can be successful. Data of Action Oriented aspect was obtained through the questionnaire with 5 statement items and the number of respondents were 65 students. Here is the data result of Action -oriented aspect of class XI students of Accounting.

Table 18. Data of Business center Role in Fostering Action-Oriented Attitude of class XI students of Accounting

High score	19
Lowest score	11
Mean (M)	14.55
Median	14
Modus	14
Variance	2,126
Standard Deviation (SD)	1,458

Sources: Primary data are processed, 2018

Determination of the data tendency of Role Business Center in foster self-Oriented In class XI students of Accounting Measures can be categorized into three categories as follows:

$$\begin{aligned}
 X \geq M + SD &= \text{High} \\
 M - SD \leq X < M + SD &= \text{Medium} \\
 X < M - SD &= \text{Low}
 \end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of action-oriented aspect in table 19 below:

Table 19. Frequency Distribution and Data Tendency of Business center Role In Fostering Action-Oriented Attitude In class XI students of Accounting

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 16.01$	8	12.3%	High
2	$13.1 \leq X < 16.01$	47	72.3%	Medium
3	$X < 13.1$	10	15.4%	Low
	Total	65	100%	

Sources: Primary data are processed, 2018

The table shows that the role of Business center in fostering the entrepreneurial spirit of Accounting class XI students of SMK Negeri 7 Yogyakarta seen from Action-Oriented Attitude on high category with a score of 12.3% (8 students), in the medium category with a score of 72.3% (47 students) and in the low category with a score of 15.4% (10 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit of Accounting Class XI students of SMK Negeri 7 Yogyakarta seen from Action-Oriented Attitude classified in the medium category. The result of data categorization of Action-Oriented aspect on Accounting class XI students can be shown in the figure 6:

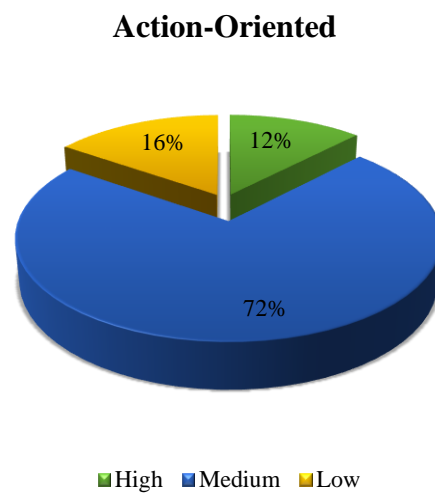


Figure 6. Pie Chart of Action-Oriented Categorization on Accounting class XI students

**e. The Role of Business Center in fostering Leadership attitude of class XI students of Accounting**

The role of Business center in fostering the entrepreneurial spirit from leadership aspect of class XI students of Accounting has leadership spirit and open to criticism and suggestions as provision in entrepreneurship. Therefore, after the students's activities in Business center, they are able to create employment for other people with entrepreneurship. Students are able to be a good leader in the business later. Data of leadership aspect were obtained through the questionnaire with 4 statement items and the number of respondents were 65 students. Here is the data result of leadership aspect of class XI students of Accounting.

Table 20. Data of Business center Role in Fostering Leadership Attitude of class XI students of Accounting

High score	15
Lowest score	9
Mean (M)	11.78
Median	11
Modus	11
Variance	1,453
Standard Deviation (SD)	1,205

Sources: Primary data are processed, 2018

Determining the data tendency of Business Center role in fostering Leadership attitude of class XI students of Accounting can be categorized into three categories as follows:

$$\begin{aligned}
X &\geq M + SD &&= \text{High} \\
M - SD &\leq X < M + SD &&= \text{Medium} \\
X &< M - SD &&= \text{Low}
\end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of leadership aspect in table 21 below:

Table 21. Frequency Distribution and Data Tendency of Business center Role in Fostering Leadership Attitude of class XI students of Accounting

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 12.99$	17	26.2%	High
2	$10.58 \leq X < 12.99$	43	66.2%	Medium
3	$X < 10.58$	5	7.7%	Low
	Total	65	100%	

Sources: Primary data are processed, 2018

The table shows that the role of Business center in fostering the entrepreneurial spirit Accounting class XI students of SMK Negeri 7 Yogyakarta seen from leadership attitude in the high category with a score of 26.2% (17 students), in the medium category with a score of 66.2% (43 students) and in the low category with a score of 7.7% (5 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit Accounting Class XI students of SMK Negeri 7 Yogyakarta seen from leadership attitude classified in the medium category. The result of data categorization of Leadership aspect on Accounting class XI students can be shown in the figure 7:

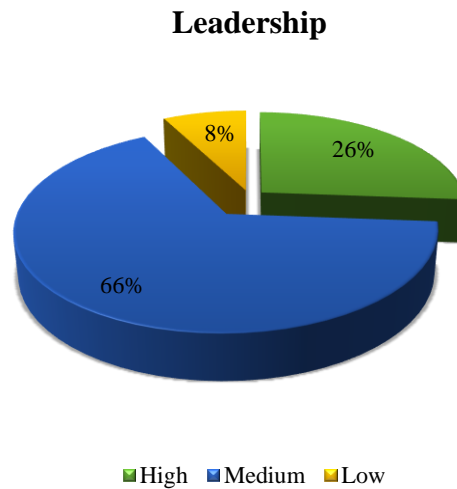


Figure 7. Pie Chart of Leadership Categorization on Accounting class XI students

**f. The Role of Business Center in fostering Hard Work attitude of class XI students of Accounting**

The Role of Business center in fostering the entrepreneurial spirit seen from the aspect of hard work attitude that is class XI students of Accounting have discipline, persevering, unyielding, and earnest in doing something as the provision of entrepreneurship after activities in Business center. The attitude is important for the future of the students so that the business can get maximum results. Data of Hard Work aspect was obtained through a questionnaire with 3 statement items and the number of respondents were 65 students. Here is the data result of hard work aspect of class XI students of Accounting.

Table 22. Data of Business center Role in Fostering Hard Work Attitude of class XI students of Accounting

High score	12
Lowest score	7
Mean (M)	9.51
Median	9
Modus	9
Variance	.973
Standard Deviation (SD)	0.986

Sources: Primary data are processed, 2018

Determining the data tendency of Business center Role in fostering Hard Work attitude of class XI students of Accounting can be categorized into three categories as follows:

$$\begin{aligned}
 X &\geq M + SD && = \text{High} \\
 M - SD &\leq X < M + SD && = \text{Medium} \\
 X &< M - SD && = \text{Low}
 \end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of Hard Work aspect in Table 23 below:

Table 23. Frequency Distribution and Tendency Data of Business center Role in Fostering Hard Work Attitude In class XI students of Accounting

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 10.49$	8	12.3%	High
2	$8.521 \leq X < 10.49$	52	80%	Medium
3	$X < 8.521$	5	7.7%	Low
	Total	65	100%	

Sources: Primary data are processed, 2018

The table shows that the role of Business center in fostering the entrepreneurial spirit Accounting class XI students of SMK Negeri 7 Yogyakarta seen from hard work attitude in the high category with a score of 12.3% (8 students), in the medium category with a score of 80% (52 students) and in the low category with a score of 7, 7% (5 students). Based on the data above, it can be concluded that most tendency of Role in Business center fostering the entrepreneurial spirit of Accounting Class XI students of SMK Negeri 7 Yogyakarta seen from Hard Work attitude classified in the medium category. The result of data categorization of Hard Work aspect on Accounting class XI students can be shown in the figure 8:

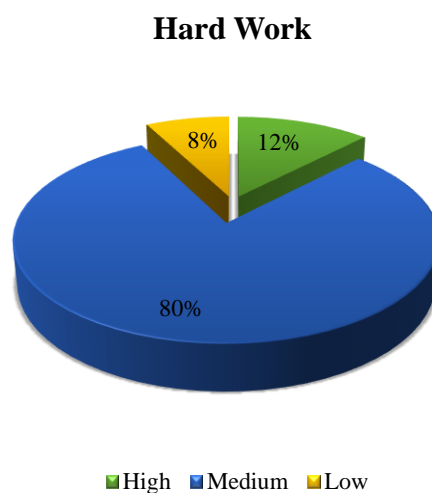


Figure 8. Pie Chart of Hard Work Categorization on Accounting class XI students

## **2. The Role of Business Center in Fostering the Entrepreneurial Spirit of class XI students of Office Administration**

The role of Business center in fostering the entrepreneurial spirit of students is marked by students after doing activities in the Business center is an independent, creative, dare to take a risk, action-oriented, leadership, and hard work. Data of Business center role in fostering the entrepreneurial spirit of students of class XI Office Administration was obtained through a questionnaire with 24 statement items and the number of respondents, 43 students of class XI Office Administration. Here is the data result of Business center role in fostering the entrepreneurial spirit of students of class XI Office Administration.

Table 24. Data of Business center Role in Fostering the Entrepreneurial Spirit of Students Class XI Office Administration

High score	86
Lowest score	43
Mean (M)	71.02
Median	71
Modus	71
Variance	46.214
Standard Deviation (SD)	6.798

Sources: Primary data are processed, 2018

Determining the data tendency of Business center Role in fostering the entrepreneurial spirit of students of class XI Office Administration can be categorized into three categories as follows:

$$\begin{aligned}
X &\geq M + SD && = \text{High} \\
M - SD &\leq X < M + SD && = \text{Medium} \\
X &< M - SD && = \text{Low}
\end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of Business center Role in fostering the entrepreneurial spirit in class XI students of office Administration in table 25 below:

Table 25. Frequency Distribution and Tendency of Business center Role Data In Fostering the Entrepreneurial Spirit of students of class XI Administration

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 77.82$	7	16.3%	High
2	$64.23 \leq X < 77.82$	32	74.4%	Medium
3	$X < 64.23$	4	9.3%	Low
	Total	43	100%	

Sources: Primary data are processed, 2018

Table 25 shows that the role of Business center in fostering the entrepreneurial spirit of class XI students of SMK Negeri 7 Office Administration Yogyakarta on high category with a score of 16.3% (7 students), in the medium category with a score of 74.4% (32 students) and the category low with a score of 9.3% (4 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit of class XI students of SMK Negeri 7 Office Administration Yogyakarta classified in the medium category. The result of data categorization on the role of the Business center in fostering the entrepreneurial spirit of Office Administration class XI students can be shown in the figure 9:

### Entrepreneurial Spirit

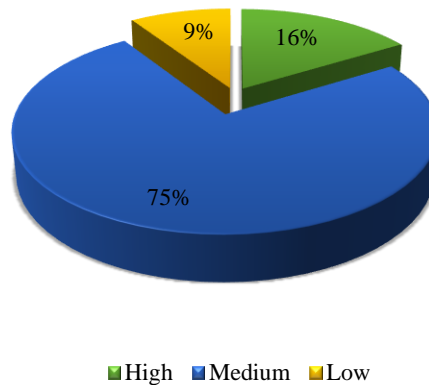


Figure 9. Pie Chart of Entrepreneurial Spirit Categorization on Office Administration class XI students

The role of Business center in fostering the entrepreneurial spirit of students of class XI Administration SMK Negeri 7 Yogyakarta comprises of six aspects: 1) Independent, 2) Creative, 3) Dare to Take Risk, 4) Action-Oriented, 5) Leadership, and 6) Hard Work. Further explanation will be explained in each aspect as follows:

**a. The Role of Business Center in fostering Independent Attitude of class XI students of Office Administration**

The role of Business center in fostering the entrepreneurial spirit seen from independent aspect that is class XI students of Office Administration expected after doing activities in Business center is able to be responsible and not rely on other people for their business activities in the future. Data of Independent aspect was obtained through a questionnaire with 3 statement items and the number of

respondents were 43 students. Here is the data result of independent aspect of a class XI students of Office Administration.

Table 26. Data of Business center Role in fostering Independent Attitude of class XI students of Office Administration

High scores	12
Lowest score	6
Mean (M)	8,77
Median	9
Modus	9
Variance	1,183
Standard Deviation (SD)	1,088

Sources: Primary data are processed, 2018

Determining the data tendency of Business center role in fostering Independent attitude of class XI students of Office Administration can be categorized into three categories as follows:

$$\begin{aligned}
 X &\geq M + SD && = \text{High} \\
 M - SD &\leq X < M + SD && = \text{Medium} \\
 X &< M - SD && = \text{Low}
 \end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of Independent aspect in table 27 below:

Table 27. Frequency Distribution and Data Tendency of Business center Role in Fostering Independent attitude of class XI students of Office Administration

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 9.85$	7	16.3%	High
<b>2</b>	<b><math>7.68 \leq X &lt; 9.85</math></b>	<b>31</b>	<b>72,1%</b>	<b>Medium</b>
3	$X < 7.68$	5	11.6%	Low
	Total	43	100%	

Sources: Primary data are processed, 2018

The table shows that the role of Business center in fostering the entrepreneurial spirit of class XI students of SMK Negeri 7 Office Administration Yogyakarta seen from independent attitude in the high category with a score of 16.3% (7 students), in the medium category with a score of 72.1% (31 students ) and the low category with a score of 11.6% (5 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit of Class XI students of Office Administration of SMK Negeri 7 Yogyakarta seen from independent attitude classified in the medium category. The result of data categorization of Independent aspect on Office Administration class XI students can be shown in the figure 10:

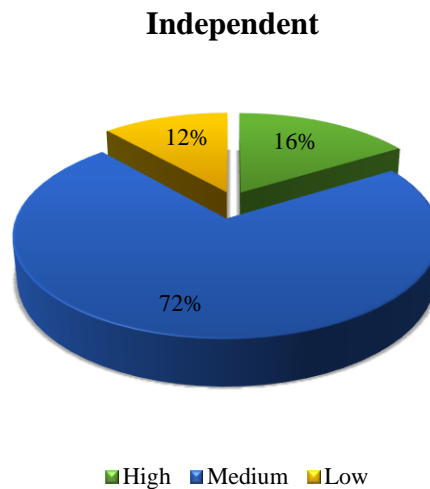


Figure 10. Pie Chart of Independent Categorization on Office Administration class XI students

**b. The Role of Business Center in fostering Creative attitude of class XI students of Office Administration**

The role of Business center in fostering the entrepreneurial spirit seen from the creative aspect of class XI students of Administration expected to think and do something to produce an innovative work as provision in business. Students are able to describe new creative and innovative ideas to their business in future after doing activities in Business center. Data of Creative aspect was obtained through a questionnaire with 5 statement items and the number of respondents were 43 students. Here is the data result of Creative aspect of class XI students of Office Administration.

Table 28. Data of Business center Role in Fostering Creative Attitude of class XI students of Office Administration

High score	18
Lowest score	10
Mean (M)	14.6
Median	15
Modus	15
Variance	2.15
Standard Deviation (SD)	1,466

Sources: Primary data are processed, 2018

Determination the data tendency of Business center Role in fostering Creative attitude of class XI students of Office Administration can be categorized into three categories as follows:

$$\begin{aligned}
 X &\geq M + SD && = \text{High} \\
 M - SD &\leq X < M + SD && = \text{Medium} \\
 X &< M - SD && = \text{Low}
 \end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of Creative aspect in table 29 below:

Table 29. Frequency Distribution and Data Tendency of Business center Role in Fostering Creative Attitude of class XI students of Office Administration

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 16.07$	2	4.7%	High
<b>2</b>	<b><math>13,14 \leq X &lt; 16.07</math></b>	<b>33</b>	<b>76.7%</b>	<b>Medium</b>
3	$X < 13.14$	8	18.6%	Low
	Total	43	100%	

Sources: Primary data are processed, 2018

The table shows that the role of the Business center in fostering the entrepreneurial spirit of class XI students of Office Administration of SMK Negeri 7 Yogyakarta seen from Creative attitude in the high category with a score of 4.7% (2 students), in the medium category with a score of 76.7% (33 students) and the low category with a score of 18.6% (8 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit of Class XI students of Office Administration of SMK Negeri 7 Yogyakarta seen from Creative attitude classified in the medium category. The result of data categorization of Creative aspect on Office Administration class XI students can be shown in the figure 11:

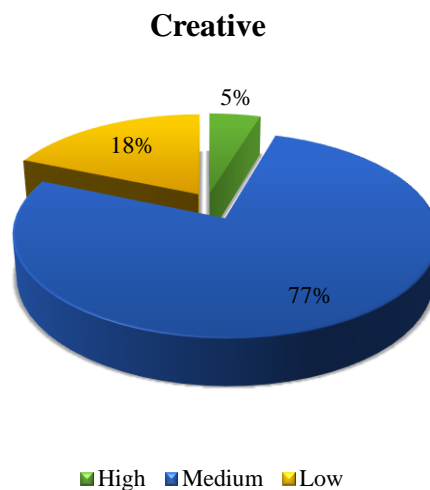


Figure 11. Pie Chart of Creative Categorization on Office Administration class XI students

**c. The Role of Business Center in fostering Dare to Take Risk attitude of class XI students of Office Administration**

The role of Business center in fostering the entrepreneurial spirit seen from dare to take risk aspect of class XI students of Office Administration that is prefer challenges and able to take risks as the provision of entrepreneurship after activities in Business center. Data of Dare to Take Risk aspect was obtained through the questionnaire with 4 statement items and the number of respondents is 43 students. Here is the data result of Dare to Take Risk aspect of class XI students of Office Administration.

Table 30. Data of Business center Role in Fostering Dare to Take Risk Attitude of class XI students of Office Administration

High score	15
Lowest score	4
Mean (M)	12
Median	12
Modus	12
Variance	3.19
Standard Deviation (SD)	1,786

Sources: Primary data are processed, 2018

Determining the data tendency of Business center role in fostering Dare to Take Risk attitude of class XI students of Office Administration can be categorized into three categories as follows:

$$\begin{aligned}
X &\geq M + SD && = \text{High} \\
M - SD &\leq X < M + SD && = \text{Medium} \\
X &< M - SD && = \text{Low}
\end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of Dare to Take Risks aspect in table 17 below:

Table 31. Frequency Distribution and Data Tendency of Business center Role in Fostering Dare to Take Risks Attitude of class XI students of Office Administration

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 13.79$	6	14%	High
<b>2</b>	<b><math>10.21 \leq X &lt; 13.79</math></b>	<b>33</b>	<b>76.7%</b>	<b>Medium</b>
3	$X < 10.21$	4	9.3%	Low
	Total	43	100%	

Sources: Primary data are processed, 2018

The table shows that the role of the Business center in fostering the entrepreneurial spirit of class XI students of Office Administration of SMK Negeri 7 Yogyakarta seen from Dare to Take Risk attitude in the high category with a score of 14% (6 students), in the medium category with a score of 76.7% (33 students) and the low category with a score of 9.3% (4 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit Administration Class XI students of SMK Negeri 7 Yogyakarta seen from Dare to Take Risk attitude classified in the medium category. The result of data categorization of Dare To

Take Risk aspect on Office Administration class XI students can be shown in the figure 12:

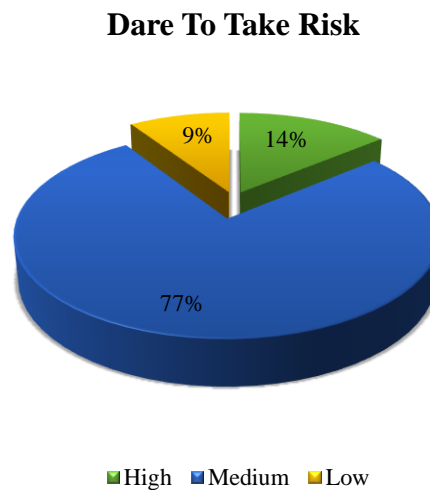


Figure 12. Pie Chart of Dare To Take Risk Categorization on Office Administration class XI students

**d. The Role of Business Center in fostering Action-Oriented of class XI students of Office Administration**

The role of Business center in fostering the entrepreneurial spirit seen from action-oriented aspect that is class XI students of Office Administration expected after doing activities in Business center can do business diligently, eager to act, and have a clear and measurable target. The attitude is important to be owned by students as the provision of entrepreneurship so their efforts can be successful. Data of Action-Oriented aspect was obtained through the questionnaire with 5 statement items and the number of respondents were 43

students. Here is the data result of action-oriented aspect of class XI students of Office Administration.

Table 32. Data of Business center in a Fostering Action-Oriented Attitude of the class XI students of Office Administration

High score	17
Lowest score	8
Mean (M)	14.4
Median	14
Modus	14
Variance	2,292
Standard Deviation (SD)	1.514

Sources: Primary data are processed, 2018

Determining of the data tendency of Business center Role in fostering Action-Oriented of class XI students of Office Administration can be categorized into three categories as follows:

$$\begin{aligned}
 X &\geq M + SD && = \text{High} \\
 M - SD &\leq X < M + SD && = \text{Medium} \\
 X &< M - SD && = \text{Low}
 \end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of action-oriented aspect in table 33 below:

Table 33. Frequency Distribution and Data Tendency of Business center Role In Fostering Action-Oriented Attitude of class XI students of Office Administration

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 15.91$	9	20.9%	High
<b>2</b>	<b><math>12.88 \leq X &lt; 15.91</math></b>	<b>32</b>	<b>74.4%</b>	<b>Medium</b>
3	$X < 12.88$	2	4.7%	Low
	Total	43	100%	

Sources: Primary data are processed, 2018

The table shows that the role of the Business center in fostering the entrepreneurial spirit of class XI students of SMK Negeri 7 Office Administration Yogyakarta seen from the Action-Oriented attitude in the high category with a score of 20.9% (9 students), in the medium category with a score of 74.4% (32 students) and in the low category with a score of 4.7% (2 students). Based on the data above, it can be concluded that most of the tendency Role of Business center in fostering the entrepreneurial spirit of Class XI students of Office Administration of SMK Negeri 7 Yogyakarta seen from Action-Oriented attitude classified in the medium category. The result of data categorization of Action-Oriented aspect on Office Administration class XI students can be shown in the figure 13:

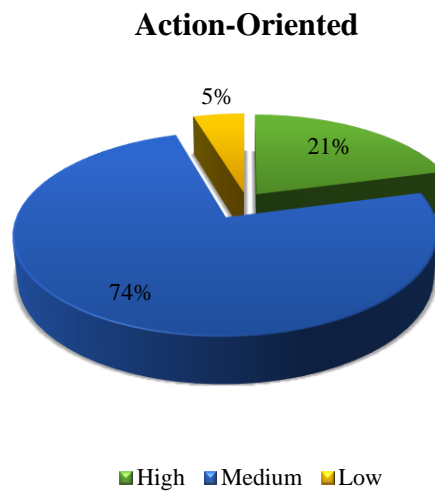


Figure 13. Pie Chart of Action-Oriented Categorization on Office Administration class XI students

**e. The Role of Business Center in fostering Leadership attitude of class XI students of Office Administration**

The role of Business center in fostering the entrepreneurial spirit seen from leadership aspect that is class XI students of Office Administration had leadership spirit and open to criticism and suggestions as provision in entrepreneurship. Therefore, after doing activity in Business center, students are able to create employment for other people by doing entrepreneurship. Students are able to be a good leader in the business later. Data of Leadership aspect was obtained through the questionnaire with 4 statement items and the number of respondents is 43 students. Here is the data result of Leadership aspect of class XI students of Office Administration.

Table 34. Data of Business center Role in Fostering Leadership Attitude of class XI students of Office Administration

High score	14
Lowest score	7
Mean (M)	11.63
Median	11
Modus	11
Variance	1,525
Standard Deviation (SD)	1,235

Sources: Primary data are processed, 2018

Determining of the data tendency of Business center role in fostering Leadership attitude of class XI students of Office Administration can be categorized into three categories as follows:

$$\begin{aligned}
 X &\geq M + SD && = \text{High} \\
 M - SD &\leq X < M + SD && = \text{Medium} \\
 X &< M - SD && = \text{Low}
 \end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and the data tendency of leadership aspect in table 35 below:

Table 35. Frequency Distribution and Data Tendency of Business center Role in Fostering Leadership attitude of class XI students of Office Administration

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 12.86$	8	18.6%	High
2	$10.39 \leq X < 12.86$	33	76.7%	Medium
3	$X < 10.39$	2	4.7%	Low
	Total	43	100%	

Sources: Primary data are processed, 2018

The table shows that the role of Business center in fostering entrepreneurial spirit in class XI students of Office Administration of SMK Negeri 7 Yogyakarta seen from leadership attitude in the high category with a score of 18.6% (8 students), in the medium category with a score of 76.7% (33 students) and in the low category with a score of 4.7% (2 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit of Class XI students of Office of SMK Negeri 7 Yogyakarta seen from leadership attitude classified in the medium category. The result of data categorization of Leadership aspect on Office Administration class XI students can be shown in the figure 14:

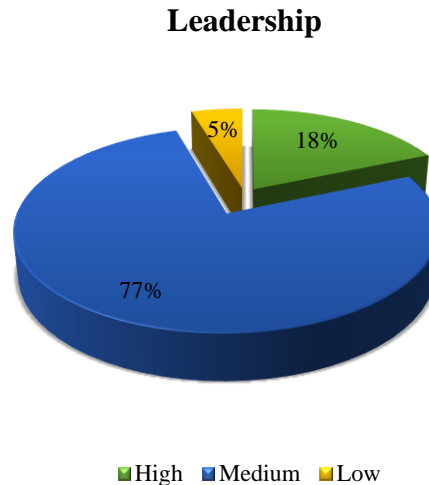


Figure 14. Pie Chart of Leadership Categorization on Office Administration class XI students

**f. The Role of Business Center in fostering Hard Work attitude of class XI students of Office Administration**

The role of Business center in fostering the entrepreneurial spirit seen from hard work aspect of class XI students of Office Administration has discipline, persevering, unyielding, and earnest in doing something as the provision of entrepreneurship after activities in Business center. The attitude is important for the future of the students so that the business can get maximum results. Data of Hard Work aspect was obtained through a questionnaire with 3 statement items and the number of respondents were 43 students. Here is the data result of Hard Work aspect of class XI students of Office Administration.

Table 36. Data of Business center Role in Fostering Hard Work Attitude of class XI students of Office Administration

High score	12
Lowest score	7
Mean (M)	9.63
Median	9
Modus	9
Variance	1,811
Standard Deviation (SD)	1,346

Sources: Primary data are processed, 2018

Determining the data tendency of Business center Role in fostering Hard Work attitude of class XI students of Office Administration can be categorized into three categories as follows:

$$\begin{aligned}
X &\geq M + SD && = \text{High} \\
M - SD &\leq X < M + SD && = \text{Medium} \\
X &< M - SD && = \text{Low}
\end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and tendency of Hard Work aspects of data in table 37 below:

Table 37. Frequency Distribution and Data Tendency of Business center Role in Fostering Hard Work Attitude of class XI students of Office Administration

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 10.97$	10	23.3%	High
<b>2</b>	<b><math>8.282 \leq X &lt; 10.97</math></b>	<b>28</b>	<b>65.1%</b>	<b>Medium</b>
3	$X < 8.282$	5	11.6%	Low
	Total	43	100%	

Sources: Primary data are processed, 2018

The table shows that the role of Business center in fostering the entrepreneurial spirit in class XI students of Office Administration of SMK Negeri 7 Yogyakarta seen from hard work attitude in the high category with a score of 23.3% (10 students), in the medium category with a score of 65.1% (28 students) and in the low category with a score of 11.6% (5 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit of Class XI students of Office Administration of SMK Negeri 7 Yogyakarta seen from Hard Work attitude classified in the medium category. The result of data categorization of Hard Work

aspect on Office Administration class XI students can be shown in the figure 15:

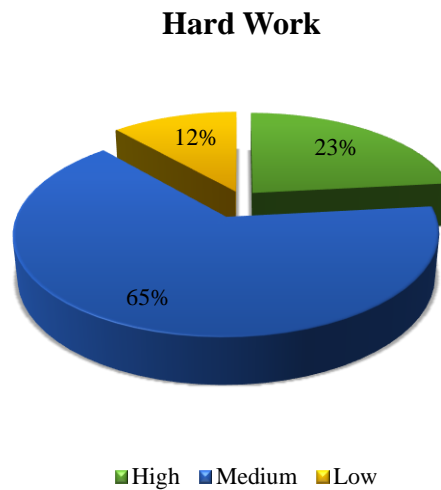


Figure 15. Pie Chart of Hard Work Categorization on Office Administration class XI students

### **3. The Role of Business Center in Fostering the Entrepreneurial Spirit of class XI students of Marketing**

The role of Business center in fostering the entrepreneurial spirit of students is marked by students' attitude after doing activities in the Business center that is independent, creative, dare to take risk, action-oriented, leadership, and hard work. Data of Business center's role in fostering the entrepreneurial spirit of class XI students of Marketing was obtained through a questionnaire with 24 statement items and the number of respondents were 21 students of class XI Marketing. Here is data result of Business center's role in fostering the entrepreneurial spirit of class XI students of Marketing.

Table 38. Data of Business center Role in Fostering the Entrepreneurial Spirit of Students Class XI Marketing

High score	85
Lowest score	52
Mean (M)	72.86
Median	73
Modus	73
Variance	56.929
Standard Deviation (SD)	7,545

Sources: Primary data are processed, 2018

Determining the tendency of Business center Role in fostering the entrepreneurial spirit in class XI students of marketing can be categorized into three categories as follows:

$$\begin{aligned}
 X &\geq M + SD && = \text{High} \\
 M - SD &\leq X < M + SD && = \text{Medium} \\
 X &< M - SD && = \text{Low}
 \end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of Business center Role in fostering the entrepreneurial spirit in class XI students of Marketing in Table 39 below:

Table 39. Frequency Distribution and Data Tendency of Business center Role In Fostering the Entrepreneurial Spirit of Students in grade XI Marketing

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 80.4$	2	9.5%	High
2	$65.31 \leq X < 80.4$	16	76.2%	Medium
3	$X < 65.31$	3	14.3%	Low
	Total	21	100%	

Sources: Primary data are processed, 2018

Table 39 shows that the role of the Business center in fostering the entrepreneurial spirit of Marketing class XI students of SMK Negeri 7 Yogyakarta on high category with a score of 9.5% (2 students), in the medium category with a score of 76.2% (16 students) and in the low category with a score of 14.3% (3 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit of class XI students of Marketing of SMK Negeri 7 Yogyakarta classified in the medium category. The result of data categorization on the role of the Business center in fostering the entrepreneurial spirit of Marketing class XI students can be shown in the figure 16:

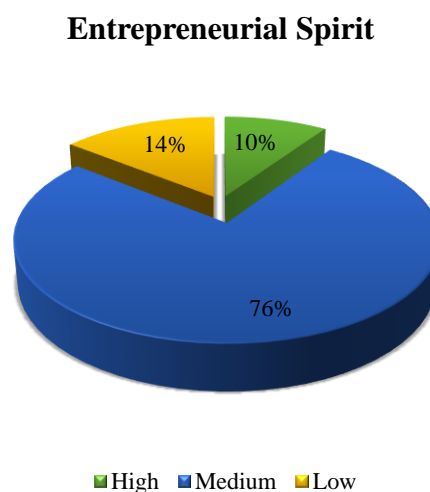


Figure 16. Pie Chart of Entrepreneurial Spirit Categorization on Marketing class XI students

The role of Business center in fostering the entrepreneurial spirit of class XI students of Marketing of SMK Negeri 7 Yogyakarta comprised six aspects: 1) Independent, 2) Creative, 3) Dare to Take Risk, 4) Action-

Oriented, 5) Leadership, and 6) Hard Work. Further explanation will be explained in each aspect as follows:

**a. The Role of Business Center in fostering Independent attitude of class XI students of Marketing**

The Role of Business center in fostering the entrepreneurial spirit from Independent aspect that is class XI students of Marketing expected after doing activities in Business center is able to be responsible and not rely on other people for their business activities in the future. Independent aspects of data obtained through a questionnaire with three statement items and the number of respondents is 21 students. Here is the data result of Independent aspect of class XI students of Marketing.

Table 40. Data of Business center Role in Fostering Independent Attitude of class XI students of Marketing

High scores	12
Lowest score	6
Mean (M)	9.33
Median	9
Modus	9
Variance	2,233
Standard Deviation (SD)	1,494

Sources: Primary data are processed, 2018

Determining the data tendency of Business center role in fostering Independent attitude of class XI students of Marketing can be categorized into three categories as follows:

$$\begin{aligned}
X &\geq M + SD &&= \text{High} \\
M - SD &\leq X < M + SD &&= \text{Medium} \\
X &< M - SD &&= \text{Low}
\end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of Independent aspect in table 41 below:

Table 41. Frequency Distribution and Data Tendency of Business center Role In Fostering Independent Attitude of class XI students of Marketing

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 10.83$	5	23.8%	High
<b>2</b>	<b><math>7.839 \leq X &lt; 10.83</math></b>	<b>14</b>	<b>66.7%</b>	<b>Medium</b>
3	$X < 7.839$	2	9.5%	Low
	Total	21	100%	

Sources: Primary data are processed, 2018

The table shows that the role of the Business center in fostering the entrepreneurial spirit of class XI students of Marketing of SMK Negeri 7 Yogyakarta seen from Independent attitude in the high category with a score of 23.8% (5 students), in the medium category with a score of 66.7% (14 students) and in the low category with a score of 9.5% (2 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit of Class XI students of Marketing of SMK Negeri 7 Yogyakarta seen from independent attitude classified in the medium category. The result of data categorization of Independent aspect on Marketing class XI students can be shown in the figure 17:

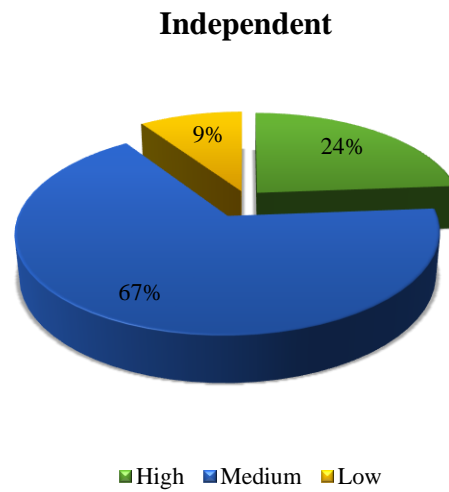


Figure 17. Pie Chart of Independent Categorization on Marketing class XI students

**b. The Role of Business Center in fostering Creative attitude of class XI students of Marketing**

The Role of Business center in fostering the entrepreneurial spirit seen from the creative aspect of Class XI students of Marketing expected to think and do something to produce an innovative work as provision in entrepreneurship. Students are able to describe new creative and innovative ideas to their business after doing activities in Business center. Data of Creative aspect was obtained through a questionnaire with 5 statement items and the number of respondents were 21 students. Here is the data result of Creative aspect of class XI students of Marketing.

Table 42. Data of Business center Role in Fostering Creative Attitude of class XI students of Marketing

High score	18
Lowest score	12
Mean (M)	15.33
Median	15
Modus	15
Variance	2.633
Standard Deviation (SD)	1,623

Sources: Primary data are processed, 2018

Determining the data tendency of Business center role in fostering Creative attitude of class XI students of Marketing can be categorized into three categories as follows:

$$\begin{aligned}
 X \geq M + SD &= \text{High} \\
 M - SD \leq X < M + SD &= \text{Medium} \\
 X < M - SD &= \text{Low}
 \end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of Creative aspect in table 43 below:

Table 43. Frequency Distribution and Data Tendency Business center Role in Fostering Creative Attitude of class XI students of Marketing

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 16.96$	6	28.6%	High
2	$13.71 \leq X < 16.96$	12	57.1%	Medium
3	$X < 13.71$	3	14.3%	Low
	Total	21	100%	

Sources: Primary data are processed, 2018

The table shows that the role of the Business center in fostering the entrepreneurial spirit of class XI students of Marketing of SMK Negeri 7 Yogyakarta seen from Creative attitude in the high category with a score of 28.6% (6 students), in the medium category with a score of 57.1% (12 students) and in the low category with a score of 14.3% (3 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit of Class XI students of Marketing of SMK Negeri 7 Yogyakarta seen from Creative attitude classified in the medium category. The result of data categorization of Creative aspect on Marketing class XI students can be shown in the figure 18:

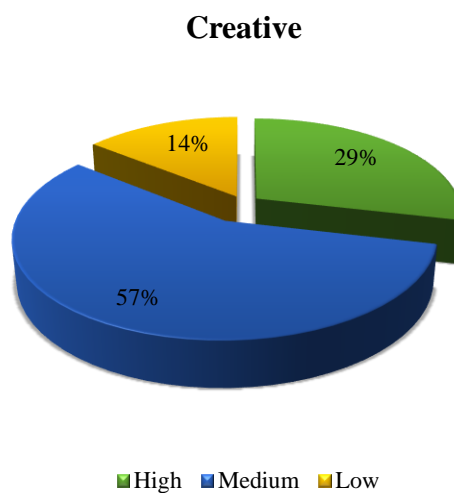


Figure 18. Pie Chart of Creative Categorization on Marketing class XI students

**c. The Role of Business Center in fostering Dare to Take Risk attitude of class XI students of Marketing**

The role of Business center in fostering the entrepreneurial spirit from Dare to Take Risk aspect of class XI students of Marketing likes challenge and able to take risks as the provision of entrepreneurship after doing activities in Business center. Data of Dare to Take Risk aspect obtained through the questionnaire with 4 statement items and the number of respondents were 21 students. Here is the data result of Dare to Take Risk aspect of class XI students of Marketing.

Table 44. Data of Business center Role in Fostering Dare to Take Risk Attitude of class XI students of Marketing

High score	16
Lowest score	8
Mean (M)	12,33
Median	12
Modus	12
Variance	3,733
Standard Deviation (SD)	1.932

Sources: Primary data are processed, 2018

Determining the data tendency of Business center role in fostering Dare to Take Risk attitude of class XI students of marketing can be categorized into three categories as follows:

$$\begin{aligned}
X &\geq M + SD && = \text{High} \\
M - SD &\leq X < M + SD && = \text{Medium} \\
X &< M - SD && = \text{Low}
\end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of Dare to Take Risks aspect in table 45 below:

Table 45. Frequency Distribution and Data Tendency of Business center Role in Fostering Dare to Take Risks Attitude of class XI students of Marketing

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 14.27$	2	9.5%	High
2	$10.4 \leq X < 14.27$	17	81%	Medium
3	$X < 10.4$	2	9.5%	Low
	Total	21	100%	

Sources: Primary data are processed, 2018

The table shows that the role of the Business center in fostering the entrepreneurial spirit of class XI students of Marketing of SMK Negeri 7 Yogyakarta seen from Dare to Take Risk attitude in the high category with a score of 9.5% (2 students), in the medium category with a score of 81% (17 students) and in the low category with a score of 9.5% (2 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit of Class XI students of Marketing of SMK Negeri 7 Yogyakarta seen from Dare to Take Risk attitude classified in the medium category. The result of data categorization of Dare To

Take Risk aspect on Marketing class XI students can be shown in the figure 19:

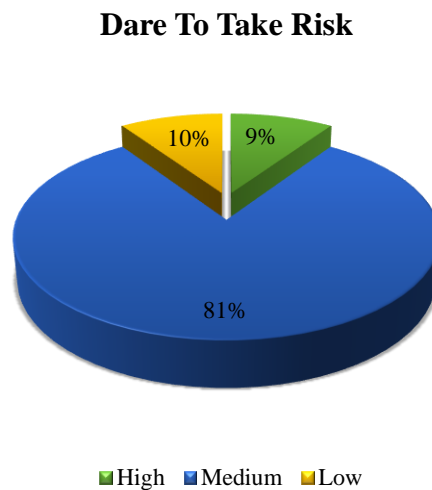


Figure 19. Pie Chart of Dare To Take Risk Categorization on Marketing class XI students

**d. The Role of Business Center in fostering Action-Oriented of class XI students of Marketing**

The Role of Business center in fostering the entrepreneurial spirit from action-oriented aspect that is of Class XI students of Marketing expected after doing activities in Business center can do business diligently, eager to act, and have a clear and measurable target. The attitude is important to be owned by students as the provision of entrepreneurship so that efforts can be successful. Data of Action-Oriented aspect was obtained through the questionnaire with 5 statement items and the number of respondents were 21

students. Here is the data result of Action-oriented aspect of class XI students of Marketing.

Table 46. Data of Business center Role in a Fostering Action-Oriented Attitude of class XI students of Marketing

High scores	18
Lowest score	11
Mean (M)	14.67
Median	15
Modus	15
Variance	2,133
Standard Deviation (SD)	1,461

Sources: Primary data are processed, 2018

Determining the data tendency of Business center Role in fostering Action-Oriented of class XI students of marketing can be categorized into three categories as follows:

$$\begin{aligned}
 X &\geq M + SD && = \text{High} \\
 M - SD &\leq X < M + SD && = \text{Medium} \\
 X &< M - SD && = \text{Low}
 \end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of action-oriented aspect in table 47 below:

Table 47. Frequency Distribution and Data Tendency of Business center Role In Fostering Action-Oriented Attitude of class XI students of Marketing

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 16.13$	2	9.5%	High
<b>2</b>	<b><math>13.21 \leq X &lt; 16.13</math></b>	<b>16</b>	<b>76.2%</b>	<b>Medium</b>
3	$X < 13.21$	3	14.3%	Low
	Total	21	100%	

Sources: Primary data are processed, 2018

The table shows that the role of the Business center in fostering the entrepreneurial spirit of class XI students of Marketing of SMK Negeri 7 Yogyakarta seen from Action-Oriented attitude on high category with a score of 9.5% (2 students), in the medium category with a score of 76.2% (16 students) and in the low category with a score of 14.3% (3 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit of Class XI students of Marketing of SMK Negeri 7 Yogyakarta seen from Action-Oriented classified in the medium category.

The result of data categorization of Action-Oriented aspect on Marketing class XI students can be shown in the figure 20:

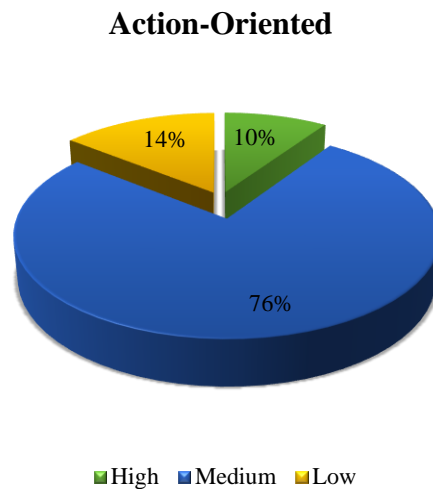


Figure 20. Pie Chart of Action-Oriented Categorization on Marketing class XI students

**e. The Role of Business Center in fostering Leadership attitude of class XI students of Marketing**

The Role of Business center in fostering the entrepreneurial spirit from leadership aspect of class XI students of Marketing has leadership spirit and open to criticism and suggestions as provision in entrepreneurship. Therefore, after doing activities in Business center, students are able to create employment for other people through entrepreneurship. Students are able to be a good leader in the business later. Data of Leadership aspect was obtained through the questionnaire with 4 statement items and the number of respondents were 21 students. Here is the data result of Leadership aspect of class XI students of Marketing.

Table 48. Data of Business center Role in Fostering Leadership Attitude of class XI students of Marketing

High score	13
Lowest score	9
Mean (M)	11.57
Median	11
Modus	11
Variance	1,157
Standard Deviation (SD)	1,076

Sources: Primary data are processed, 2018

Determining the data tendency of Business center role in fostering Leadership attitude of class XI students of Marketing can be categorized into three categories as follows:

$$\begin{aligned}
 X \geq M + SD &= \text{High} \\
 M - SD \leq X < M + SD &= \text{Medium} \\
 X < M - SD &= \text{Low}
 \end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of leadership aspect in table 49 below:

Table 49. Frequency Distribution and Data Tendency Business center Role In Fostering Leadership Attitudes class XI students of Marketing

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 12.65$	5	23.8%	High
2	$10.5 \leq X < 12.65$	14	66.7%	Medium
3	$X < 10.5$	2	9.5%	Low
	Total	21	100%	

Sources: Primary data are processed, 2018

The table shows that the role of Business center in fostering the entrepreneurial spirit of class XI students of Marketing of SMK Negeri 7 Yogyakarta seen from leadership attitude in the high category with a score of 23.8% (5 students), in the medium category with a score of 66.7% (14 students) and in the low category with a score of 9,5% (2 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit of Class XI students of Marketing of SMK Negeri 7 Yogyakarta seen from leadership attitude classified in the medium category. The result of data categorization of Leadership aspect on Marketing class XI students can be shown in the figure 21:

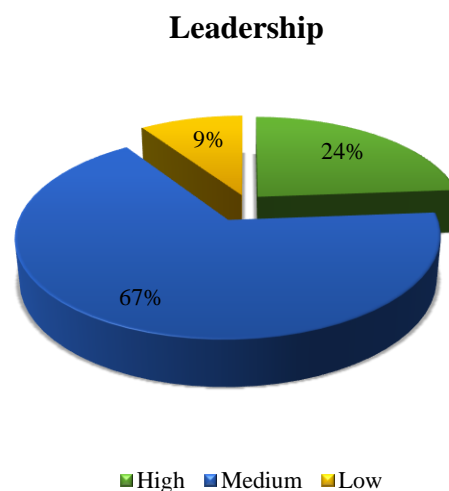


Figure 21. Pie Chart of Leadership Categorization on Marketing class XI students

**f. The Role of Business Center in fostering Hard Work attitude of class XI students Marketing**

The Role of Business center in fostering the entrepreneurial spirit seen from Hard Work aspect that is of Class XI students of Marketing have discipline, persevering, unyielding, and earnest in doing something as the provision of entrepreneurship after doing activities in Business center. The attitude is important for the future of the students so that the business can get maximum results. Data of Hard Work aspect was obtained through a questionnaire with 3 statement items and the number of respondents were 21 students. Here is the data result of hard work aspect of class XI students of Marketing.

Table 50. Data of Business center Role in the Fostering Hard Work Attitude of class XI students of Marketing

High scores	12
Lowest score	6
Mean (M)	9.62
Median	9
Modus	9
Variance	2.748
Standard Deviation (SD)	1.658

Sources: Primary data are processed, 2018

Determining the data tendency of Business center role in fostering Hard Work attitude of class XI students of Marketing can be categorized into three categories as follows:

$$\begin{aligned}
X &\geq M + SD &&= \text{High} \\
M - SD &\leq X < M + SD &&= \text{Medium} \\
X &< M - SD &&= \text{Low}
\end{aligned}$$

(Azwar, 2016)

Based on these calculations, it can be made of frequency distribution and data tendency of Hard Work aspect in table 51 below:

Table 51. Frequency Distribution and Data Tendency of Business center Role in Fostering Hard Work Attitude of class XI students of Marketing

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X \geq 11.28$	3	14.3%	High
<b>2</b>	<b><math>7.961 \leq X &lt; 11.28</math></b>	<b>15</b>	<b>71,4%</b>	<b>Medium</b>
3	$X < 7.961$	3	14.3%	Low
	Total	21	100%	

Sources: Primary data are processed, 2018

The table shows that the role of Business center in fostering the entrepreneurial spirit of class XI students of Marketing of SMK Negeri 7 Yogyakarta seen from hard work attitude in the high category with a score of 14.3% (3 students), in the medium category with a score of 71.4% (15 students) and in the low category with a score of 14.3% (3 students). Based on the data above, it can be concluded that most tendency of Business center Role in fostering the entrepreneurial spirit of Class XI students of Marketing of SMK Negeri 7 Yogyakarta seen from Hard Work attitude classified in the medium category. The result of data categorization of Hard Work aspect on Marketing class XI students can be shown in the figure 22:

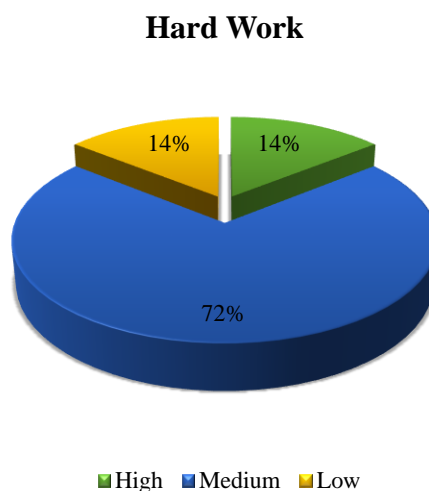


Figure 22. Pie Chart of Hard Work Categorization on Marketing class XI students

The result of data categorization of entrepreneurial spirit along with Independent, Creative, Dare To Take Risk, Action-Oriented, Leadership, and Hard Work in each competence, they are Accounting, Office Administration, and Marketing, can be shown in the following figures:

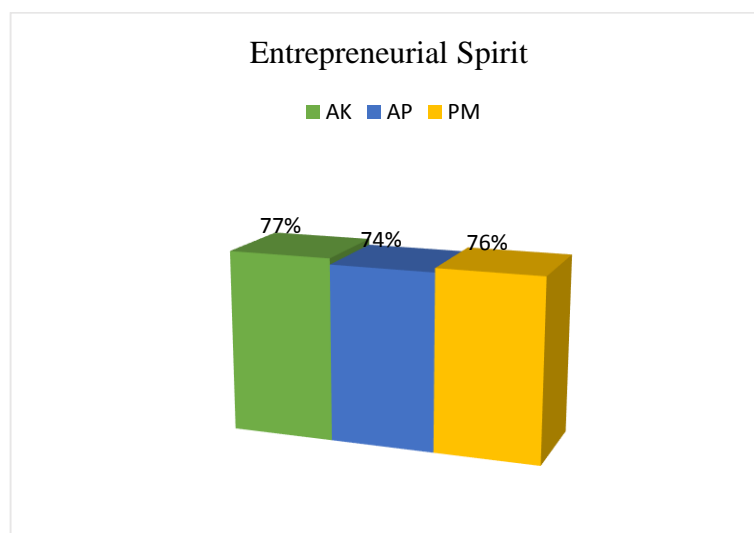


Figure 23. Bar Chart of Entrepreneurial Spirit on students of XI AK, AP, and PM

Figure 23 shows that the Role of Business Center in fostering the entrepreneurial spirit of students grade XI of Business and Management Group of SMK Negeri 7 Yogyakarta on medium category with the score of 77% (50 of 65 students) of XI Accounting class, 74% (32 of 43 students) of XI Office Administration class, and 76% (16 of 21 students) of XI Marketing class.

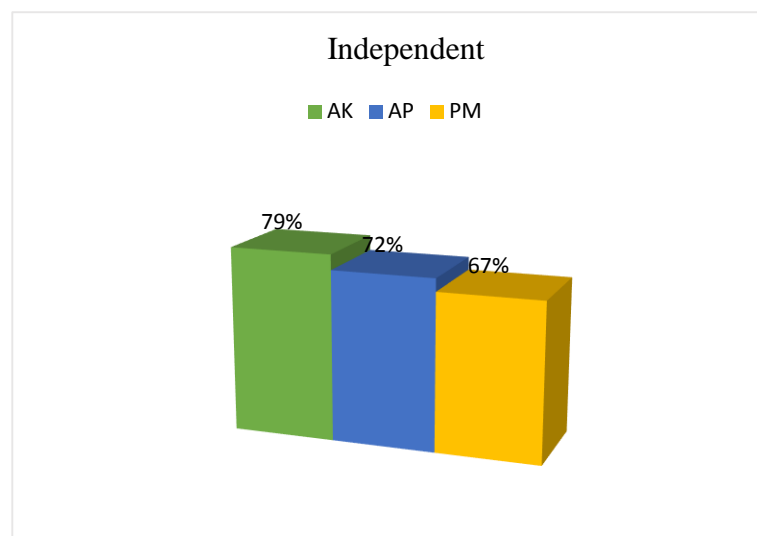


Figure 24. Bar Chart of Independent on students of XI AK, AP, and PM

Figure 24 shows that the Role of Business Center in fostering the entrepreneurial spirit of students grade XI of Business and Management Group of SMK Negeri 7 Yogyakarta seen from Independent attitude on medium category with the score of 79% (51 of 65 students) of XI Accounting class, 72% (31 of 43 students) of XI Office Administration class, and 67% (14 of 21 students) of XI Marketing class.

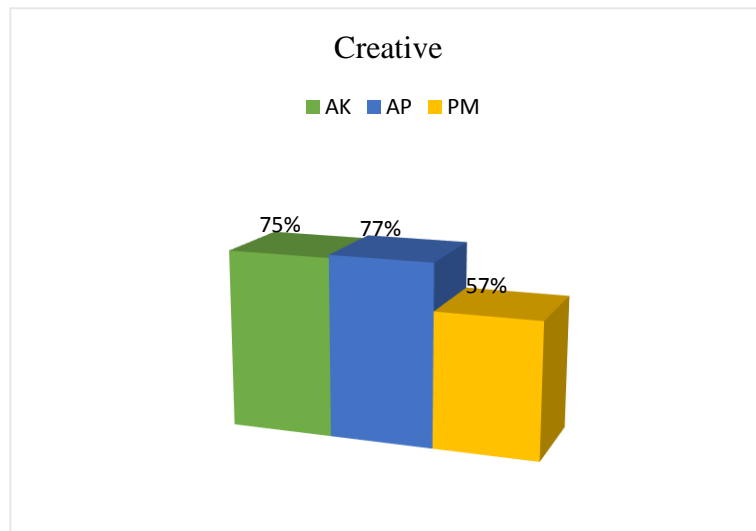


Figure 25. Bar Chart of Creative on students of XI AK, AP, and PM

Figure 25 shows that the Role of Business Center in fostering the entrepreneurial spirit of students grade XI of Business and Management Group of SMK Negeri 7 Yogyakarta seen from Creative attitude on medium category with the score of 75% (49 of 65 students) of XI Accounting class, 77% (33 of 43 students) of XI Office Administration class, and 57% (12 of 21 students) of XI Marketing class.

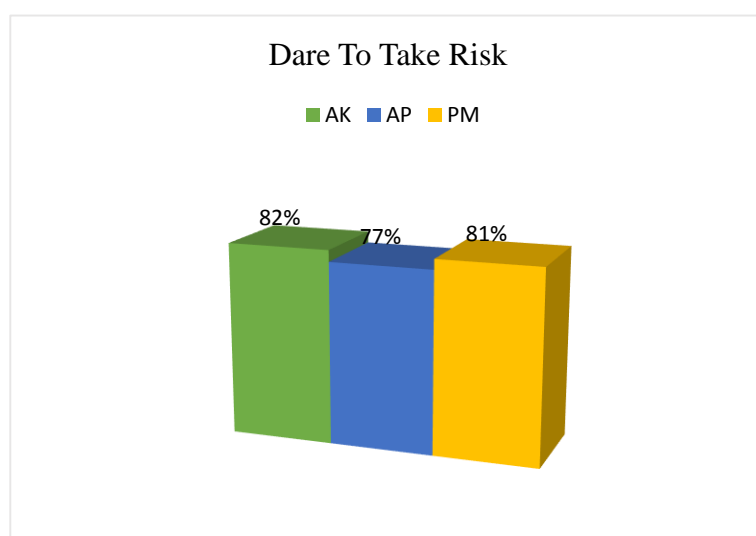


Figure 26. Bar Chart of Dare To Take Risk on students of XI AK, AP, and PM

Figure 26 shows that the Role of Business Center in fostering the entrepreneurial spirit of students grade XI of Business and Management Group of SMK Negeri 7 Yogyakarta seen from Dare To Take Risk attitude on medium category with the score of 82% (53 of 65 students) of XI Accounting class, 77% (33 of 43 students) of XI Office Administration class, and 81% (17 of 21 students) of XI Marketing class.

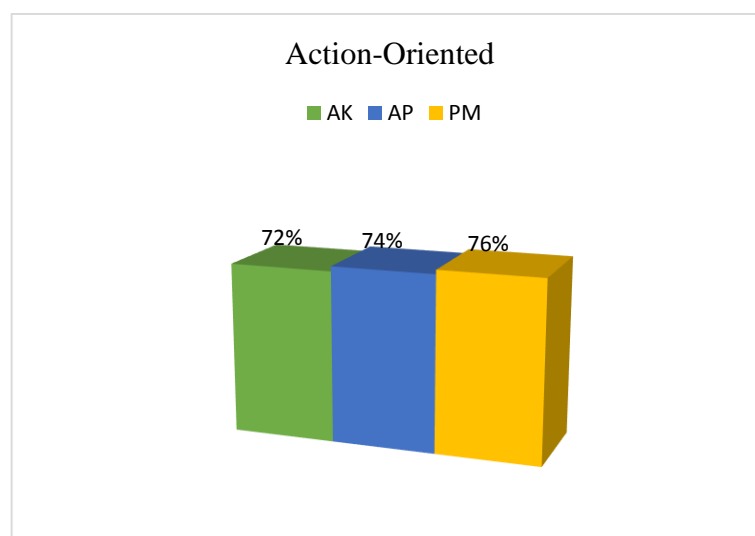


Figure 27. Bar Chart of Action-Oriented on students of XI AK, AP, and PM

Figure 27 shows that the Role of Business Center in fostering the entrepreneurial spirit of students grade XI of Business and Management Group of SMK Negeri 7 Yogyakarta seen from Action-Oriented attitude on medium category with the score of 72% (47 of 65 students) of XI Accounting class, 74% (32 of 43 students) of XI Office Administration class, and 76% (16 of 21 students) of XI Marketing class.

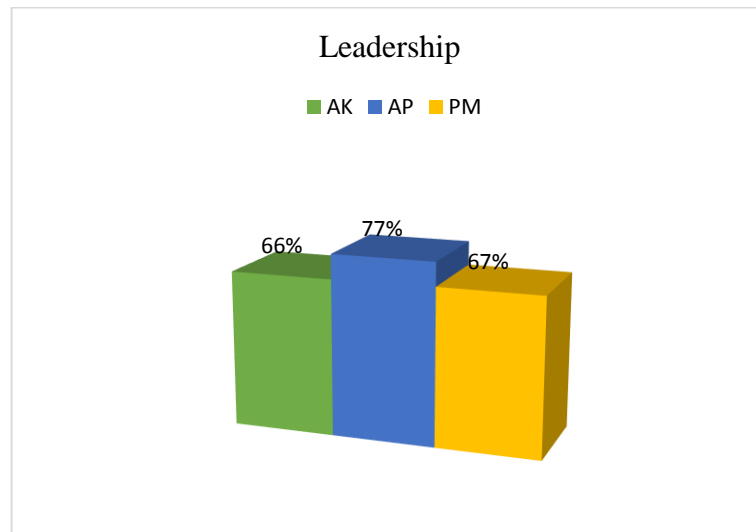


Figure 28. Bar Chart of Leadership on students of XI AK, AP, and PM

Figure 28 shows that the Role of Business Center in fostering the entrepreneurial spirit of students grade XI of Business and Management Group of SMK Negeri 7 Yogyakarta seen from Leadership attitude on medium category with the score of 66% (43 of 65 students) of XI Accounting class, 77% (33 of 43 students) of XI Office Administration class, and 67% (14 of 21 students) of XI Marketing class.

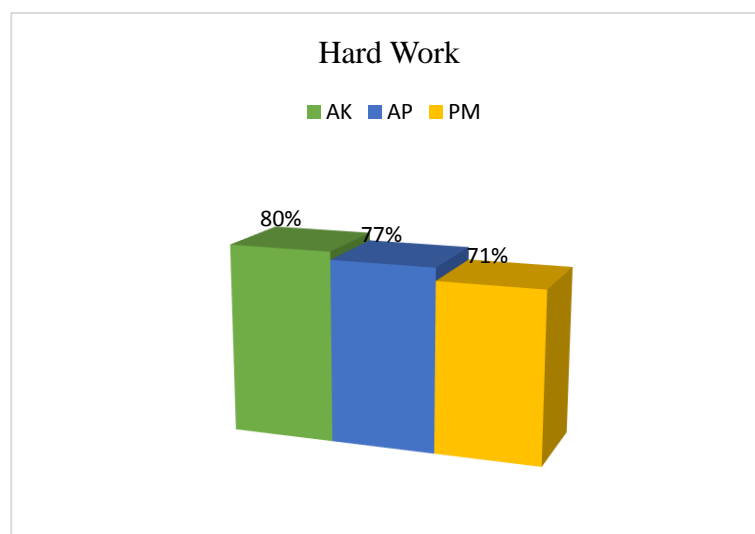


Figure 29. Bar Chart of Hard Work on students of XI AK, AP, and PM

Figure 29 shows that the Role of Business Center in fostering the entrepreneurial spirit of students grade XI of Business and Management Group of SMK Negeri 7 Yogyakarta seen from Hard Work attitude on medium category with the score of 80% (52 of 65 students) of XI Accounting class, 77% (28 of 43 students) of XI Office Administration class, and 71% (15 of 21 students) of XI Marketing class.

### **C. Discussion**

Investment of entrepreneurial spirit has been done in formal educational institutions. Formal education or school is a main priority for us to get new skills and knowledge. One of the schools that have implemented an investment of entrepreneurial spirit is Vocational High School (SMK). Vocational High School is expected not only scored graduates who have ability and skills that are adequate for work, but also able to create jobs for others. Therefore, there is Business center as a place of entrepreneurship learning practice in vocational school.

SMK Negeri 7 Yogyakarta has Business center named G7Mart. Business center G7Mart used as a place of entrepreneurship practice for students majoring in Accounting, Office Administration, and Marketing which is incorporated in a clump of Business and Management. Eventough, the activity of students entrepreneurial practice in Business center is less than the maximum. Every students may only carry on the Business center once when they have sales assignment. The sales assignment for every students was given for one week. In fact, if the students only has once time

practice, so that they became lack of understanding. This is reinforced by the result of research about the role of Business center in fostering the entrepreneurial spirit of class XI students of Business and Management Group consisting of Accounting (AK), Administration (AP), and Marketing (PM) competency skills. The results of the research in class XI AK showed that most students included in the category of medium with value of 76.9% (50 of 65 students), then class XI AP with value of 74.4% (32 of 43 students) included in the medium category, and 76.2 % (16 of 21 students) of class XI PM included in the category of medium. Overall, these three skills competency have a small percentage difference, while the highest percentage is in Accounting class. Based on these facts, each student regardless of the skill competency, they are encouraged to have an entrepreneurial spirit because entrepreneurship is indeed needed in all circles.

Business center one of which is to improve the competence and the entrepreneurial spirit of students. However, the Business center, which existed, not fully able to realize these goals. This is shown by there were still some students who were categorized as low, that 6 of the 65 students XI AK, 4 of the 43 students XI AP, and 3 of the 21 students XI PM. Therefore, it is necessary to evaluate related to students entrepreneurial practices at Business center. Furthermore, there is a role of the Business center in fostering the entrepreneurial spirit of students with aspects of

independent, creative, dare to take risk, action-oriented, leadership, and hard work.

### **1. The Role of Business Center in fostering Independent attitude**

The Role of Business center in fostering independent attitude is marked by being able to take responsibility and not depend on others. The results showed that students' independent attitude with the existence of Business center in the medium category. It can be seen from the number of respondents who gave their answers, either from XI AK, AP, and PM, three of them in the medium category that was as much as 78.5% of XI AK students, 72.1% of XI AP students, and 66.7% XI PM students included in the category of medium. Then the respondents who answered in the high category included XI AK students as much as 9.2% (6 of the 65 students), XI AP students as much as 16.3% (7 of the 43 students), and XI PM students as much as 23.8% (5 of the 21 students). While, in the low category were as much as 12.3% (8 of the 65 students) XI AK, 11.6% (5 of the 43 students) XI AP, and 9.5% (2 of the 21 students) XI PM.

Based on the percentage of the answer, it can be analyzed that the majority of students, in the medium category, had fostered independent attitude by doing activities in Business center. Each department was located on the same tendency. This is in line with the research from Bahri (2016: 43), about the level of students independent based on the Entrepreneurial Spirit based competency program, in that three

departments showed the same tendency range. Medium category showed that students couldn't fully independent. When they did activities in the Business center, the students still rely on their friends or parents. Therefore, students need to be trained to look for a way out by themselves when experienced barriers in learning activities through the Business center, so that the independent attitude of students for entrepreneurship should be developed further, so that students have the inherent spirit of independent.

## **2. The Role of Business Center in fostering Creative attitude**

The Role of Business center in fostering a creative attitude is marked by being able to think and do something to produce work that is innovative. The results showed that students with a creative attitude with the existence of Business center included in the medium category. It can be seen from the number of respondents who gave their answers, either from XI AK, AP, and the PM is 75.4% (49 of the 65 students) XI AK, 76.7% (33 of the 43 students) XI AP, and 57.1% (12 of the 21 students) XI PM three of them was in medium category. Then the respondents answered in the high category in XI AK, AP, PM respectively 10.8%, 4.7% and 28.6%. Furthermore, in the low category respectively valued at 13.8%, 18.6% and 14.3%.

Based on the percentage, most of students included in the medium category, had fostered creative attitude by doing activities in Business center. But there were some students who had not been able to hone their

creativity in producing a product. The students need to learn and seek references of creative products. Because entrepreneurship in this era needs something that is creative and innovative, so this creative aspect need to be fostering again to the students, for example by presenting keynote speakers such as successful creativepreneur in business and be willing to give success tips and motivation in entrepreneurship.

### **3. The Role of Business Center in fostering Dare to Take Risk attitude**

The Role of Business center in fostering Dare to Take Risk attitude is marked by students who like challenges and being able to take any risks. The results showed that the attitude of the students to take risks with the existence of Business center included in the medium category. It can be seen from the number of respondents who gave their answers, either from XI AK, AP, and the PM was 81.5% (53 of the 65 students) XI AK, 76.7% (33 of the 43 students) XI AP, and 81% (17 of the 21 students) XI PM three of them was in the medium category. Then the respondents who answered in the high category in XI AK, AP, and PM respectively were 10.8%, 14% and 9.5%. Furthermore, in the lower category respectively valued at 7.7%, 9.3% and 9.5%.

Based on the percentage of the majority of students, in the medium category, had fostered courage to take risks by doing activities in Business center, but still there is fear in the students so they chose to play it safe in a comfort zone that was to fill the sales target of the Business center. One of the main capital in business is able to be

responsible with all the decisions that have been made (Santosa, 2015). Therefore, the aspect of dare to take risk should be developed further so that the students' spirit of courage more attached.

#### **4. The Role of Business Center in fostering Action-Oriented attitude**

The Role of Business center in fostering action-oriented attitude is marked by diligent, eager to act, and have a clear and measurable target. The results showed that the students' action-oriented attitude to the existence of of Business center included in the medium category. It can be seen from the number of respondents who answered either from XI AK, AP, and the PM is 72.3% (47 of the 65 students) XI AK, 74.4% (32 of the 43 students) XI AP, and 76.2 % (16 of the 21 students) XI PM three of them was in medium category. Then the respondents answered in the high category in XI AK valued at 12.3%, XI AP valued at 20.9% and XI PM valued at 9.5%. Furthermore, in the lower categories that were XI AK valued at 15.4%, XI AP valued at 4.7% and XI PM valued at 14.3%.

Based on the percentage of the majority of students, in the medium category, had fostered attitude to the action-oriented by doing activities in Business center. And there were some students who began to have a business plan but can not be realized. According to Kasali, et al (2010), one of the main characters of entrepreneur is action-oriented. Therefore, it needs to be fostering more action-oriented attitude for the provision after graduation later.

## **5. The Role of Business Center in fostering Leadership attitude**

The Role of Business center in fostering leadership attitude is marked by having leadership and openness to criticism and suggestions. The results showed that the Business center was quite fostering an attitude of leadership. It can be seen from the number of respondents who answered either from XI AK, AP, and the PM was 66.2% (43 of the 65 students) XI AK, 76.7% (33 of the 43 students) XI AP, and 66.7% (14 of the 21 students) XI PM three of them was in medium category. Then the respondents answered in the high category in XI AK valued at 26.2%, XI AP valued at 18.6% and XI PM valued at 23.8%. Furthermore, in the lower categories those were XI AK valued at 7.7%, XI AP valued at 4.7% and XI PM valued at 9.5%.

Based on the percentage of the majority of students, in the medium category, had fostered attitude of leadership by doing activities in Business center. And there were some students who began to have a spirit of leadership, they were responsible to face the challenge. However, it should be fostering again on the leadership skills so that students have a strong mentality and able to accept criticism wisely. One of them was holding a training organization or basic training leadership and teacher may give the students a chance to involve into the business center management.

## **6. The Role of Business Center in fostering Hard Work attitude**

The Role of Business center in fostering hard work attitude is marked by discipline, perseverance, unyielding, and earnest in doing something. The results showed that the attitude of hard work students with the existence of Business center included in the medium category. It can be seen from the number of respondents who answered either from XI AK, AP, and the PM is 80% (52 of the 65 students) XI AK, 65.1% (28 of the 43 students) XI AP, and 71.4% (15 of the 21 students) XI PM three of them was in medium category. Then the respondents answered in the high category in XI AK valued at 12.3%, XI AP valued at 23.3% and XI PM valued at 14.3%. Furthermore, in the lower categories those were XI AK valued at 7.7%, XI AP valued at 11.6% and XI PM valued at 14.3%.

Based on the percentage of the majority of students, in the medium category, had fostered hardwork attitude by doing activities in Business center. The students practiced that entrepreneurship at the Business center was not serious because they only pursue the targets set. Regardless, some students applied disciplined and diligent in studying to achieve success. It is because, one of the main capital in entrepreneurship is a strong will and determining, and always trying to improve and enhance the business into a strong foundation for success in entrepreneurship (Santosa, 2015). Therefore, the aspect of hard work

should be developed further so that students have a solid hard-work spirit.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result and discussion of research on the role of Business center in fostering the entrepreneurial spirit of class XI students group of Business and Management SMK Negeri 7 Yogyakarta include a class of XI Accounting (AK), XI Office Administration (AP), and XI Marketing (PM) as measured by 6 aspects those were independent, creative, dare to take risk, action-oriented, leadership, hard work included in the category of medium. Overall, the tendency of XI AK students answers valed at 76.9%, students of XI AP valued at 74.4% and students of XI PM valued at 76.2% related to the role of Business center in fostering the entrepreneurial spirit of students included in the category of medium. It can be concluded that the role of Business center in fostering the entrepreneurial spirit of class XI students of Business and Management Group of SMK Negeri 7 Yogyakarta need to be fostering again.

#### **B. Implication**

By knowing the role of Business center in fostering the entrepreneurial spirit of students, it is expected to contribute to the optimization efforts the role of Business center and entrepreneurial learning in students.

### **C. Suggestion**

Based on the conclusion of this research, so the suggestions are:

#### **1. For Teacher**

Based on the research result, entrepreneurial spirit of students on each competency, such as Accounting, Office Administration, and Marketing included in medium category. This requires the efforts of Entrepreneurship Teacher to be more active in guiding and facilitating students in the practice of entrepreneurship at the Business center. Therefore, it is expected for not only practice once time for each students, but there are advanced practice to foster the entrepreneurial spirit of students. As for the other teachers are expected to also support and train students in entrepreneurship, for example by sharing inspirational stories about entrepreneurship, so that after graduating from school, students not only depend on the distribution of the existing work in the school, but entrepreneurship could be an alternative choice after graduation.

#### **2. For Managers of Business Center**

Managers of Business Center are expected to evaluate the activities of students in the Business center by making interesting programs so that it can instill the entrepreneurial spirit of students, for example by holding the entrepreneurship workshop with presenting a successful entrepreneur as a keynote speaker and then can also organize a program such as students company so that they can produce their own products.

The practice of entrepreneurship at the Business center is expected to foster the entrepreneurial spirit of students based on aspects of independent, creative, dare to take risk, action-oriented, leadership, and hard work. Therefore, there should be *reward* to the sales practices as a reference for students.

### 3. For Students

The students are expected to participate actively in the practice of entrepreneurship at the Business center in order to increase knowledge, understanding and skills of entrepreneurship. In addition, students are expected to have an open mind, that after graduating from Vocational High School, students not only have the option to seek employment but also the option to create jobs.

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# APPENDICES

## **Appendix 1. Questionnaire of Trial Test**

## ANGKET UJI COBA PENELITIAN

Nama :  
Kelas :  
No Absen :

Adik-adik yang saya banggakan, mohon adik-adik berkenan mengisi angket berikut ini. Data tersebut selanjutnya akan digunakan untuk menyelesaikan Tugas Akhir Skripsi saya yang berjudul “Peran *Business Center* Dalam Menumbuhkan Jiwa Kewirausahaan Siswa Kelas XI Kelompok Bisnis dan Manajemen SMK Negeri 7 Yogyakarta Tahun Ajaran 2017/2018”. Saya mohon kesediaan Anda untuk memberikan jawaban sesuai dengan kondisi yang Anda rasakan, bukan kondisi yang Anda harapkan.

Pengisian angket ini tidak ada pengaruhnya terhadap penilaian hasil belajar Anda di sekolah, namun akan sangat bermanfaat bagi saya selaku peneliti sebagai bahan penulisan skripsi. Sebagai peneliti, saya akan menjaga kerahasiaan tentang identitas diri Anda. Atas perhatian dan kesediaan adik-adik dalam pengisian angket ini, saya ucapkan terima kasih.

Berikanlah jawaban atas pernyataan di bawah ini dengan memberikan tanda *checklist* (✓) pada alternatif pilihan jawaban yang telah tersedia, di mana:

SS : Sangat Setuju  
S : Setuju  
TS : Tidak Setuju  
STS : Sangat Tidak Setuju

Yogyakarta, Maret 2018

Peneliti,

Itsna Cahya Fajriani

No	Pernyataan	SS	S	TS	STS
<b>Mandiri</b>					
1	Saya berusaha mengerjakan tugas dari <i>business center</i> sendiri semampu saya				
2	Keberadaan <i>Business Center</i> mendorong saya memiliki usaha sendiri setelah lulus				
3	Keberadaan <i>Business Center</i> tidak membuat saya berkeinginan untuk memiliki usaha sendiri setelah lulus				
4	Kegiatan <i>Business Center</i> mendorong saya untuk bersikap mandiri				
5	Saya yakin dapat mengembangkan usaha secara mandiri dengan bekal pengetahuan berwirausaha di <i>Business Center</i>				
<b>Kreatif</b>					
6	Menurut saya produk yang unik dan kekinian tidak berpengaruh apapun bagi konsumen				
7	Kegiatan <i>Business Center</i> membuat saya lebih bisa memahami apa yang dibutuhkan oleh konsumen				
8	Kegiatan <i>Business Center</i> mendorong saya untuk melakukan inovasi produk				
9	Kegiatan <i>Business Center</i> membuat saya menjadi kesulitan untuk melakukan inovasi produk				
10	Kegiatan <i>Business Center</i> mendorong saya membuat produk yang belum ada				
<b>Berani Mengambil Risiko</b>					
11	Ketika mengambil keputusan, saya mempertimbangkan berbagai kemungkinan yang terjadi				
12	Kegiatan <i>Business Center</i> mendorong saya untuk tanggap dalam menghadapi permasalahan yang terjadi				
13	Kegiatan <i>Business Center</i> mendorong saya berani menanggung risiko ketika melakukan usaha				
14	Kegiatan <i>Business Center</i> membuat saya berani mengambil untung demi berkembangnya usaha				

15	Kegiatan <i>Business Center</i> membuat saya merasa tertantang untuk memenuhi target penjualan yang telah ditetapkan				
<b>Berorientasi pada Tindakan</b>					
16	Saya memikirkan konsep usaha secara terencana dan matang				
17	Saya memiliki banyak gagasan/konsep usaha yang belum terealisasi				
18	Kegiatan <i>Business Center</i> mendorong saya untuk bergerak cepat melakukan sesuatu sesuai kondisi yang ada				
19	Kegiatan <i>Business Center</i> mendorong saya untuk dapat memenuhi target penjualan yang telah ditetapkan				
20	Kegiatan <i>Business Center</i> mendorong saya membuat perencanaan dari awal agar usaha yang dilakukan jelas tujuannya				
<b>Kepemimpinan</b>					
21	Saya tidak tahan terhadap kritik dari orang lain terhadap usaha saya				
22	Saya mudah mempengaruhi orang lain untuk bertindak sesuatu				
23	Saya terbuka terhadap kritik dari orang lain				
24	Kegiatan <i>Business Center</i> membuat saya cepat tanggap menangani permasalahan yang ada				
25	Kegiatan <i>Business Center</i> mengajarkan saya untuk bertanggungjawab dengan usaha saya				
<b>Kerja Keras</b>					
26	Saya pasrah dan menyerah ketika menghadapi kesulitan dalam proses belajar saya				
27	Saya berusaha mendapatkan hasil yang maksimal ketika berkegiatan di <i>Business Center</i>				
28	Kegiatan <i>Business Center</i> mendorong saya memiliki target dalam melakukan usaha				
29	Saya memilih cara yang instan untuk meraih target penjualan yang telah ditetapkan oleh <i>Business Center</i>				

30	Kegiatan <i>Business Center</i> mengajarkan saya bahwa berwirausaha membutuhkan perjuangan agar dapat mencapai hasil yang maksimal				
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## **Appendix 2. Tabulation of Trial Test Data**

## TABULASI DATA PENELITIAN UJI COBA INSTRUMEN

Res	No Butir Pernyataan																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	4	2	2	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	4	3	3	3	3	
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### **Appendix 3. The Result of Validity and Reliability Test**

## ANALISIS FAKTOR

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,604
Bartlett's Test of Sphericity	Approx. Chi-Square	955,121
	df	435
	Sig.	,000

a. Measures of Sampling Adequacy (MSA)

### Communalities

	Initial	Extraction
butir1	1,000	,296
butir2	1,000	,636
butir3	1,000	,554
butir4	1,000	,478
butir5	1,000	,524
butir6	1,000	,501
butir7	1,000	,667
butir8	1,000	,722
butir9	1,000	,507
butir10	1,000	,648
butir11	1,000	,573
butir12	1,000	,715
butir13	1,000	,663
butir14	1,000	,575
butir15	1,000	,663
butir16	1,000	,691
butir17	1,000	,318
butir18	1,000	,649
butir19	1,000	,754
butir20	1,000	,611
butir21	1,000	,792
butir22	1,000	,535
butir23	1,000	,681
butir24	1,000	,736
butir25	1,000	,666
butir26	1,000	,649
butir27	1,000	,730
butir28	1,000	,678
butir29	1,000	,617
butir30	1,000	,502

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8,137	27,123	27,123	8,137	27,123	27,123
2	2,697	8,991	36,114	2,697	8,991	36,114
3	2,308	7,693	43,807	2,308	7,693	43,807
4	1,963	6,544	50,352	1,963	6,544	50,352
5	1,761	5,871	56,223	1,761	5,871	56,223
6	1,464	4,881	61,104	1,464	4,881	61,104
7	1,311	4,371	65,474			
8	1,215	4,049	69,523			
9	1,039	3,465	72,988			
10	,951	3,171	76,159			
11	,893	2,977	79,137			
12	,788	2,625	81,762			
13	,710	2,366	84,128			
14	,676	2,253	86,381			
15	,619	2,062	88,443			
16	,575	1,915	90,358			
17	,492	1,641	91,999			
18	,391	1,302	93,300			
19	,330	1,101	94,402			
20	,307	1,025	95,426			
21	,251	,838	96,265			
22	,238	,794	97,058			
23	,204	,680	97,738			
24	,175	,582	98,321			
25	,132	,441	98,761			
26	,110	,366	99,127			
27	,092	,308	99,435			
28	,079	,264	99,699			
29	,057	,190	99,889			
30	,033	,111	100,000			

Component Matrix<sup>a</sup>

	Component					
	1	2	3	4	5	6
butir1	,223	-,114	,247	,028	-,150	,386
butir2	,459	,509	-,089	,047	-,392	-,046
butir3	,257	,232	-,101	,435	-,457	-,160
butir4	,547	-,208	,278	-,004	-,104	-,219
butir5	,365	-,101	,488	,181	-,250	,217
butir6	,630	,053	,268	-,062	,158	,038
butir7	,600	-,235	,082	,300	-,340	,198
butir8	,617	,416	,320	-,159	,098	-,176
butir9	,591	,003	,136	,288	,006	,236
butir10	,617	,001	,156	,259	-,143	-,394
butir11	,502	,033	,405	-,172	-,288	,209
butir12	,620	,247	,065	-,355	,319	,195
butir13	,539	-,387	,400	-,039	,133	,207
butir14	,697	-,118	-,007	,132	-,003	-,242
butir15	,718	-,075	,102	,250	,262	,032
butir16	,290	,710	-,134	,074	-,084	-,269
butir17	-,460	-,084	-,134	,108	,130	,229
butir18	,715	-,046	-,108	-,349	-,021	-,046
butir19	,631	-,194	-,314	,191	,423	-,069
butir20	,584	-,218	-,068	,096	,212	-,405
butir21	,242	,501	-,185	,543	,353	,170
butir22	,139	,182	,274	-,608	,109	-,160
butir23	,410	,617	,135	-,298	,029	,153
butir24	,634	,042	-,469	-,289	,172	,007
butir25	,639	-,121	-,367	-,063	-,211	,243
butir26	,203	,454	-,304	,155	,190	,499
butir27	,538	-,540	-,290	-,214	,057	,127
butir28	,522	-,225	-,554	-,071	-,184	-,096
butir29	,055	-,093	,388	,362	,556	-,120
butir30	,614	-,135	-,289	-,033	-,138	,059

Extraction Method: Principal Component Analysis.

a. 6 components extracted.

## UJI RELIABILITAS

**Reliability Statistics**

Cronbach's Alpha	N of Items
,873	24

## **Appendix 4. Research Questionnaire**

## ANGKET PENELITIAN

Nama :  
Kelas :  
No Absen :

Adik-adik yang saya banggakan, mohon adik-adik berkenan mengisi angket berikut ini. Data tersebut selanjutnya akan digunakan untuk menyelesaikan Tugas Akhir Skripsi saya yang berjudul “Peran *Business Center* Dalam Menumbuhkan Jiwa Kewirausahaan Siswa Kelas XI Kelompok Bisnis dan Manajemen SMK Negeri 7 Yogyakarta Tahun Ajaran 2017/2018”. Saya mohon kesediaan Anda untuk memberikan jawaban sesuai dengan kondisi yang Anda rasakan, bukan kondisi yang Anda harapkan.

Pengisian angket ini tidak ada pengaruhnya terhadap penilaian hasil belajar Anda di sekolah, namun akan sangat bermanfaat bagi saya selaku peneliti sebagai bahan penulisan skripsi. Sebagai peneliti, saya akan menjaga kerahasiaan tentang identitas diri Anda. Atas perhatian dan kesediaan adik-adik dalam pengisian angket ini, saya ucapkan terima kasih.

Berikanlah jawaban atas pernyataan di bawah ini dengan memberikan tanda *checklist* (✓) pada alternatif pilihan jawaban yang telah tersedia, di mana:

SS : Sangat Setuju  
S : Setuju  
TS : Tidak Setuju  
STS : Sangat Tidak Setuju

Yogyakarta, April 2018

Peneliti,

Itsna Cahya Fajriani

No	Pernyataan	SS	S	TS	STS
<b>Mandiri</b>					
1	Keberadaan <i>Business Center</i> mendorong saya memiliki usaha sendiri setelah lulus				
2	Kegiatan <i>Business Center</i> mendorong saya untuk bersikap mandiri				
3	Saya yakin dapat mengembangkan usaha secara mandiri dengan bekal pengetahuan berwirausaha di <i>Business Center</i>				
<b>Kreatif</b>					
4	Menurut saya produk yang unik dan kekinian tidak berpengaruh apapun bagi konsumen				
5	Kegiatan <i>Business Center</i> membuat saya lebih bisa memahami apa yang dibutuhkan oleh konsumen				
6	Kegiatan <i>Business Center</i> mendorong saya untuk melakukan inovasi produk				
7	Kegiatan <i>Business Center</i> membuat saya menjadi kesulitan untuk melakukan inovasi produk				
8	Kegiatan <i>Business Center</i> mendorong saya membuat produk yang belum ada				
<b>Berani Mengambil Risiko</b>					
9	Kegiatan <i>Business Center</i> mendorong saya untuk tanggap dalam menghadapi permasalahan yang terjadi				
10	Kegiatan <i>Business Center</i> mendorong saya berani menanggung risiko ketika melakukan usaha				
11	Kegiatan <i>Business Center</i> membuat saya berani mengambil untung demi berkembangnya usaha				

No	Pernyataan	SS	S	TS	STS
12	Kegiatan <i>Business Center</i> membuat saya merasa tertantang untuk memenuhi target penjualan yang telah ditetapkan				
<b>Berorientasi pada Tindakan</b>					
13	Saya memikirkan konsep usaha secara terencana dan matang				
14	Saya memiliki banyak gagasan/konsep usaha yang belum terealisasi				
15	Kegiatan <i>Business Center</i> mendorong saya untuk bergerak cepat melakukan sesuatu sesuai kondisi yang ada				
16	Kegiatan <i>Business Center</i> mendorong saya untuk dapat memenuhi target penjualan yang telah ditetapkan				
17	Kegiatan <i>Business Center</i> mendorong saya membuat perencanaan dari awal agar usaha yang dilakukan jelas tujuannya				
<b>Kepemimpinan</b>					
18	Saya mudah mempengaruhi orang lain untuk bertindak sesuatu				
19	Saya terbuka terhadap kritik dari orang lain				
20	Kegiatan <i>Business Center</i> membuat saya cepat tanggap menangani permasalahan yang ada				
21	Kegiatan <i>Business Center</i> mengajarkan saya untuk bertanggungjawab dengan usaha saya				
<b>Kerja Keras</b>					
22	Saya berusaha mendapatkan hasil yang maksimal ketika berkegiatan di <i>Business Center</i>				
23	Kegiatan <i>Business Center</i> mendorong saya memiliki target dalam melakukan usaha				

No	Pernyataan	SS	S	TS	STS
24	Kegiatan <i>Business Center</i> mengajarkan saya bahwa berwirausaha membutuhkan perjuangan agar dapat mencapai hasil yang maksimal				

## **Appendix 5. Tabulation of Research Data**

TABULASI DATA PENELITIAN KELAS XI AK																															
Res	Mandiri				Kreatif							Berani Mengambil Risiko					Berorientasi Pada Tindakan					Kepemimpinan					Kerja Keras				Total
	1	2	3	Jml	4	5	6	7	8	Jml	9	10	11	12	Jml	13	14	15	16	17	Jml	18	19	20	21	Jml	23	24	25	Jml	
1	3	3	3	9	3	3	3	2	3	14	3	3	3	3	12	3	2	3	3	3	14	3	2	3	3	11	3	3	3	9	69
2	3	4	3	10	3	3	2	3	2	13	3	4	4	4	15	4	2	4	4	4	18	1	4	3	3	11	4	3	4	11	78
3	3	3	3	9	3	4	3	3	4	17	3	4	4	3	14	4	4	3	3	4	18	2	4	4	4	14	3	3	4	10	82
4	3	4	3	10	3	3	3	2	4	15	3	3	3	3	12	3	3	3	3	3	15	3	4	3	3	13	3	3	4	10	75
5	3	3	3	9	4	3	2	3	2	14	2	3	4	3	12	3	2	2	3	3	13	3	3	3	3	12	3	3	3	9	69
6	3	3	3	9	4	3	3	3	3	16	3	3	3	3	12	3	3	4	3	4	17	3	3	3	4	13	3	3	3	9	76
7	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	70
8	3	3	3	9	3	4	3	3	3	16	3	3	3	4	13	3	2	4	4	4	17	2	3	3	4	12	3	3	4	10	77
9	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	70
10	3	4	3	10	4	3	3	3	3	16	3	3	3	3	12	3	2	3	4	3	15	2	3	3	3	11	3	3	3	9	73
11	3	3	3	9	3	4	3	3	3	16	3	3	3	4	13	3	3	3	4	3	16	2	3	3	3	11	3	3	4	10	75
12	3	3	3	9	4	4	3	3	4	18	3	4	4	3	14	3	2	3	3	3	14	3	4	4	3	14	3	3	4	10	79
13	3	4	3	10	3	3	3	3	3	15	3	3	3	3	12	3	3	3	3	3	15	2	3	3	3	11	3	3	4	10	73
14	3	3	4	10	3	3	3	3	2	14	3	3	3	3	12	2	2	3	4	4	15	3	4	3	3	13	4	3	4	11	75
15	3	3	3	9	3	3	2	3	2	13	3	3	3	3	12	3	2	3	3	3	14	3	3	3	3	12	3	3	3	9	69
16	4	3	4	11	3	3	3	3	3	15	3	3	4	3	13	3	2	3	3	3	14	3	4	3	4	14	3	3	4	10	77
17	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	3	3	3	4	13	3	4	3	10	73
18	3	3	3	9	4	3	3	4	4	18	3	3	3	3	12	3	2	3	3	4	15	3	3	3	3	12	3	3	4	10	76
19	3	4	4	11	3	3	3	2	3	14	3	3	3	3	12	3	3	3	3	3	15	3	3	3	3	12	3	3	3	9	73
20	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	3	3	3	3	12	3	3	3	9	71
21	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	3	3	3	3	15	2	3	3	3	11	3	3	3	9	71
22	3	3	3	9	2	3	3	3	4	15	3	3	3	3	12	3	2	4	3	3	15	3	3	3	3	12	4	3	4	11	74
23	3	4	4	11	3	3	3	3	3	15	4	3	3	3	13	3	2	3	4	3	15	3	3	4	3	13	4	3	4	11	78
24	2	3	3	8	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	69
25	4	4	3	11	3	4	3	3	3	16	3	3	4	4	14	3	2	3	4	3	15	3	3	3	3	12	4	4	4	12	80
26	3	3	3	9	4	4	4	4	4	20	4	4	4	3	15	4	3	4	4	4	19	3	4	4	4	15	3	3	4	10	88
27	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	3	3	3	3	12	3	3	3	9	71
28	3	4	3	10	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	71
29	3	3	3	9	3	3	3	3	4	16	3	3	3	3	12	3	2	3	3	3	14	2	4	3	3	12	3	3	4	10	73
30	4	3	3	10	4	3	4	4	3	18	3	3	2	3	11	2	2	3	3	4	14	2	3	3	3	11	2	3	3	8	72
31	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	3	2	3	3	11	3	3	3	9	70
32	3	3	3	9	3	2	2	3	3	13	2	3	3	3	11	3	2	3	3	3	14	2	3	2	3	10	3	3	4	10	67
33	3	4	3	10	4	3	3	3	3	16	3	3	3	3	12	4	3	3	3	4	17	2	4	4	4	14	4	3	4	11	80
34	4	3	3	10	3	3	3	3	3	15	2	2	3	3	10	2	2	3	3	2	12	3	3	2	4	12	3	3	4	10	69
35	3	3	3	9	2	4	3	3	3	15	3	3	3	3	12	4	2	3	4	4	17	2	3	3	4	12	3	3	4	10	75
36	4	4	4	12	4	3	3	4	3	17	4	4	4	4	16	4	2	4	4	4	18	3	3	3	4	13	4	4	4	12	88
37	3	4	3	10	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	4	10	72
38	4	4	3	11	1	3	3	3	2	12	3	3	3	2	11	3	2	2	3	3	13	2	3	3	3	11	3	3	4	10	68
39	3	3	3	9	4	3	3	4	2	16	2	3	3	4	12	3	1	3	4	3	14	3	3	3	4	13	4	4	4	12	76
40	3	4	3	10	4	4	4	4	3	19	3	3	3	4	13	3	2	3	4	4	16	3	4	3	4	14	3	3	4	10	82

41	3	3	3	9	3	3	3	3	3	15	3	3	2	3	11	3	2	3	3	3	14	3	3	3	3	12	3	3	3	9	70
42	3	3	2	8	3	2	3	3	3	14	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	4	10	69
43	3	3	3	9	3	3	3	3	2	14	2	3	3	3	11	2	2	3	3	3	13	2	3	2	3	10	3	3	3	9	66
44	3	3	3	9	4	3	3	3	3	16	3	3	3	3	12	3	2	3	3	3	14	3	3	3	4	13	3	3	3	9	73
45	3	3	3	9	4	3	3	3	3	16	3	3	3	3	12	3	2	3	3	3	14	3	3	3	4	13	3	3	3	9	73
46	2	3	3	8	3	3	2	3	2	13	2	2	2	2	8	2	3	3	3	2	13	2	3	3	2	10	3	2	2	7	59
47	2	3	3	8	4	3	1	4	1	13	3	3	2	2	10	2	3	3	4	4	16	2	4	2	3	11	2	2	3	7	65
48	3	3	3	9	4	3	3	3	3	16	2	3	4	3	12	3	3	3	3	3	15	2	3	2	3	10	3	3	3	9	71
49	3	3	3	9	4	3	3	3	3	16	3	3	3	3	12	3	2	3	3	3	14	3	3	3	3	12	3	3	3	9	72
50	3	3	3	9	3	3	3	3	2	14	3	3	3	3	12	2	2	3	3	3	13	2	3	3	3	11	3	3	3	9	68
51	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	70
52	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	70
53	3	3	3	9	3	3	2	3	2	13	3	3	3	3	12	3	3	2	3	3	14	2	2	2	3	9	3	3	3	9	66
54	3	3	3	9	3	3	3	3	2	14	4	3	3	3	13	3	3	3	3	3	15	2	3	3	3	11	3	3	3	9	71
55	3	3	3	9	3	3	3	3	2	14	2	3	3	3	11	2	2	3	3	3	13	2	3	3	3	11	3	3	3	9	67
56	3	3	3	9	4	3	3	3	3	16	3	3	3	2	11	3	3	2	2	4	14	2	3	3	3	11	3	2	3	8	69
57	3	3	2	8	4	3	3	3	3	16	3	3	3	3	12	3	2	3	3	3	14	3	3	3	3	12	3	3	4	10	72
58	3	3	3	9	2	3	3	2	3	13	3	3	2	3	11	3	3	2	3	3	14	3	3	3	4	13	3	3	3	9	69
59	2	3	2	7	2	2	3	3	3	13	3	2	3	2	10	3	3	2	3	2	13	4	4	3	3	14	3	2	4	9	66
60	3	4	3	10	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	71
61	2	3	2	7	3	3	2	3	3	14	2	3	2	2	9	3	2	2	2	2	11	2	3	3	3	11	3	2	3	8	60
62	2	3	3	8	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	69
63	3	3	3	9	3	3	3	3	3	15	3	3	4	4	14	3	2	3	4	3	15	2	3	3	3	11	3	3	4	10	74
64	3	3	3	9	3	3	3	3	2	14	3	3	3	3	12	3	3	3	3	3	15	3	3	2	3	11	3	3	3	9	70
65	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	2	2	3	3	3	13	2	3	3	3	11	3	3	4	10	70
Jml	195	209	196	600	207	200	189	198	187	981	190	197	199	197	783	192	148	194	207	205	946	160	204	193	209	766	201	194	223	618	4694

TABULASI DATA PENELITIAN KELAS XI AP																															
Res	Mandiri				Kreatif					Berani Mengambil Risiko					Berorientasi Pada Tindakan					Kepemimpinan					Kerja Keras				Total		
	1	2	3	Jml	4	5	6	7	8	Jml	9	10	11	12	Jml	13	14	15	16	17	Jml	18	19	20	21	sum	23	24		25	Jml
1	4	3	3	10	3	3	4	3	3	16	4	4	4	3	15	3	2	2	3	3	13	2	3	2	3	10	3	3	3	9	73
2	3	3	3	9	3	3	3	3	3	15	3	3	4	3	13	3	3	3	3	3	15	2	3	3	3	11	3	3	3	9	72
3	3	3	3	9	3	3	3	3	2	14	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	69
4	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	3	4	4	3	14	3	3	3	9	73
5	3	3	3	9	3	3	3	3	3	15	3	4	3	3	13	3	2	3	4	4	16	3	4	3	4	14	4	3	4	11	78
6	3	3	3	9	3	3	3	3	2	14	3	3	3	3	12	3	3	3	3	3	15	3	3	3	3	12	3	3	3	9	71
7	3	3	4	10	3	4	3	3	3	16	3	3	3	3	12	3	3	3	3	3	15	3	3	3	3	12	3	3	3	9	74
8	1	2	3	6	4	2	2	3	2	13	3	3	3	2	11	3	2	3	3	3	14	2	3	3	3	11	3	2	3	8	63
9	3	4	3	10	3	3	3	4	3	16	3	4	3	3	13	3	2	4	3	4	16	2	2	3	4	11	4	4	4	12	78
10	3	4	3	10	3	3	3	2	3	14	3	3	3	3	12	3	2	3	3	3	14	2	3	3	4	12	3	3	4	10	72
11	2	3	2	7	3	3	2	2	3	13	3	3	3	3	12	3	2	3	4	3	15	1	3	4	4	12	4	4	4	12	71
12	2	3	3	8	3	3	3	3	3	15	2	3	3	2	10	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	67
13	2	3	2	7	3	3	2	2	3	13	3	3	3	3	12	3	2	3	4	3	15	1	3	4	4	12	4	4	4	12	71
14	3	3	2	8	3	3	3	3	3	15	3	3	2	4	12	3	3	3	4	3	16	2	3	3	3	11	3	3	4	10	72
15	3	3	3	9	3	3	3	3	2	14	3	3	3	3	12	3	3	3	3	3	15	3	3	3	3	12	3	3	3	9	71
16	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	70
17	2	3	3	8	2	3	3	2	2	12	3	3	2	3	11	3	3	3	3	3	15	2	3	3	3	11	2	2	3	7	64
18	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	4	4	16	2	3	3	3	11	3	3	3	9	72
19	3	3	3	9	3	3	3	3	3	15	3	3	3	2	11	3	2	3	3	3	14	3	3	3	3	12	3	3	3	9	70
20	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	4	4	16	2	3	3	3	11	4	4	4	12	75
21	3	3	3	9	3	3	2	3	3	14	3	3	3	4	13	3	2	3	3	4	15	2	3	3	3	11	3	3	3	9	71
22	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	2	3	3	13	2	3	3	3	11	3	3	3	9	69
23	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	70
24	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	4	15	2	3	3	3	11	3	4	3	10	72
25	3	3	3	9	3	3	3	3	4	16	4	4	4	3	15	2	2	4	4	4	16	3	3	3	4	13	4	4	4	12	81
26	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	4	3	3	12	3	3	3	9	71
27	2	3	3	8	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	69
28	3	3	3	9	4	3	3	2	3	15	3	3	3	3	12	3	1	3	3	3	13	3	4	3	3	13	3	3	4	10	72
29	2	4	3	9	3	3	3	2	14	3	3	3	3	3	12	2	3	3	3	3	14	3	3	3	3	12	3	3	4	10	71
30	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	70
31	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	70
32	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	3	3	3	3	12	3	3	3	9	71
33	2	3	3	8	3	3	2	2	2	12	3	3	3	3	12	2	3	3	3	3	14	3	3	3	3	12	3	3	3	9	67
34	3	4	3	10	3	3	4	4	4	18	4	4	3	4	15	3	3	3	4	4	17	3	4	3	4	14	4	4	4	12	86
35	2	3	3	8	2	3	2	3	2	12	3	3	3	3	12	3	2	3	3	3	14	3	3	2	3	11	3	3	3	9	66
36	1	3	2	6	3	1	1	4	1	10	1	1	1	1	4	3	2	1	1	1	8	2	3	1	1	7	2	3	3	8	43
37	3	3	3	9	4	3	3	2	3	15	3	3	3	3	12	4	1	3	3	3	14	3	4	3	3	13	3	3	3	9	72
38	3	2	2	7	3	3	2	3	2	13	2	2	2	2	8	3	2	2	2	2	11	2	3	3	3	11	3	2	3	8	58
39	4	4	4	12	4	3	4	3	4	18	4	3	3	4	14	3	2	4	4	4	17	2	3	3	4	12	4	3	4	11	84
40	3	4	3	10	4	3	3	3	3	16	4	3	3	4	14	4	2	3	4	3	16	3	4	3	3	13	4	4	4	12	81
41	3	3	3	9	3	3	3	3	3	15	4	4	2	4	14	3	2	3	3	3	14	3	4	3	4	14	4	4	4	12	78
42	3	3	3	9	3	3	3	3	3	15	3	3	2	2	10	3	2	3	3	3	14	2	3	3	3	11	2	3	3	8	67
43	2	3	3	8	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	69

TABULASI DATA PENELITIAN KELAS XI PM																																
Res	Mandiri				Kreatif						Berani Mengambil Risiko					Berorientasi Pada Tindakan						Kepemimpinan					Kerja Keras				Total	
	1	2	3	Jml	4	5	6	7	8	Jml	9	10	11	12	Jml	13	14	15	16	17	Jml	18	19	20	21	sum	23	24	25	Jml		
1	3	3	4	10	3	3	3	4	3	16	3	3	3	4	13	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	73	
2	2	3	2	7	2	3	2	3	3	13	1	2	3	2	8	3	3	3	2	4	15	4	2	2	3	11	2	2	3	7	61	
3	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	3	3	3	3	15	2	3	3	3	11	3	3	3	9	71	
4	2	3	3	8	4	3	3	4	3	17	3	3	3	3	12	4	2	3	3	3	15	2	3	3	2	10	3	3	3	9	71	
5	3	4	4	11	3	4	4	3	3	17	4	4	4	4	16	3	2	4	4	3	16	3	3	4	3	13	4	4	4	12	85	
6	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	3	3	3	3	15	2	3	3	4	12	3	3	4	10	73	
7	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	3	3	3	9	70	
8	4	4	4	12	4	3	3	3	3	16	3	3	3	3	12	4	2	3	3	3	15	3	3	3	3	12	3	3	3	9	76	
9	3	3	3	9	3	2	4	3	3	15	3	3	4	3	13	3	1	3	3	3	13	3	3	2	3	11	3	3	3	9	70	
10	3	3	3	9	2	3	2	2	3	12	3	3	3	2	11	3	3	2	3	2	13	3	3	2	3	11	2	3	2	7	63	
11	3	3	3	9	3	4	3	3	3	16	3	3	3	4	13	3	2	3	3	3	14	2	3	3	3	11	3	3	4	10	73	
12	3	4	4	11	2	3	3	3	3	14	3	3	3	3	12	3	2	3	3	3	14	3	4	3	3	13	3	3	3	9	73	
13	3	4	3	10	4	4	3	4	3	18	3	4	3	4	14	3	2	3	3	3	14	2	4	3	3	12	4	3	4	11	79	
14	2	2	2	6	3	2	2	3	2	12	2	2	2	2	8	3	2	2	2	2	11	2	3	2	2	9	2	2	2	6	52	
15	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	3	3	3	3	15	2	3	3	3	11	3	3	3	9	71	
16	3	4	4	11	3	4	4	3	3	17	4	4	4	4	16	4	1	4	4	3	16	3	3	4	3	13	4	4	4	12	85	
17	2	3	3	8	3	3	3	3	3	15	4	3	3	3	13	3	3	4	4	4	18	2	3	3	4	12	4	3	4	11	77	
18	3	3	3	9	3	3	3	3	3	15	3	3	3	3	12	3	2	3	3	3	14	2	3	3	3	11	4	4	4	12	73	
19	4	4	4	12	4	3	3	2	3	15	3	3	3	3	12	3	2	4	3	3	15	4	3	3	3	13	3	4	4	11	78	
20	3	3	3	9	4	4	3	3	3	17	3	3	4	4	14	3	2	3	4	4	3	15	3	3	3	3	12	4	3	4	11	78
21	3	3	3	9	4	4	3	3	3	17	3	3	3	3	12	3	2	4	4	4	17	3	4	3	3	13	3	3	4	10	78	
	61	68	67	196	66	67	63	64	62	322	63	64	66	66	259	66	46	66	66	64	308	54	65	61	63	243	66	65	71	202	1530	

## **Appendix 6. Recapitulation of Research Data**

### Rekapitulasi Jumlah Data Penelitian Kelas XI Akuntansi

Responden	Jiwa Kewirausahaan		Mandiri		Kreatif		Berani Mengambil Risiko		Berorientasi Pada Tindakan		Kepemimpinan		Kerja Keras	
	Skor	Ket	Skor	Ket	Skor	Ket	Skor	Ket	Skor	Ket	Skor	Ket	Skor	Ket
1	69	Sedang	9	Sedang	14	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
2	78	Tinggi	10	Sedang	13	Rendah	15	Tinggi	18	Tinggi	11	Sedang	11	Tinggi
3	82	Tinggi	9	Sedang	17	Tinggi	14	Tinggi	18	Tinggi	14	Tinggi	10	Sedang
4	75	Sedang	10	Sedang	15	Sedang	12	Sedang	15	Sedang	13	Tinggi	10	Sedang
5	69	Sedang	9	Sedang	14	Sedang	12	Sedang	13	Rendah	12	Sedang	9	Sedang
6	76	Sedang	9	Sedang	16	Sedang	12	Sedang	17	Tinggi	13	Tinggi	9	Sedang
7	70	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
8	77	Sedang	9	Sedang	16	Sedang	13	Sedang	17	Tinggi	12	Sedang	10	Sedang
9	70	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
10	73	Sedang	10	Sedang	16	Sedang	12	Sedang	15	Sedang	11	Sedang	9	Sedang
11	75	Sedang	9	Sedang	16	Sedang	13	Sedang	16	Sedang	11	Sedang	10	Sedang
12	79	Tinggi	9	Sedang	18	Tinggi	14	Tinggi	14	Sedang	14	Tinggi	10	Sedang
13	73	Sedang	10	Sedang	15	Sedang	12	Sedang	15	Sedang	11	Sedang	10	Sedang
14	75	Sedang	10	Sedang	14	Sedang	12	Sedang	15	Sedang	13	Tinggi	11	Tinggi
15	69	Sedang	9	Sedang	13	Rendah	12	Sedang	14	Sedang	12	Sedang	9	Sedang
16	77	Sedang	11	Tinggi	15	Sedang	13	Sedang	14	Sedang	14	Tinggi	10	Sedang
17	73	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	13	Tinggi	10	Sedang
18	76	Sedang	9	Sedang	18	Tinggi	12	Sedang	15	Sedang	12	Sedang	10	Sedang
19	73	Sedang	11	Tinggi	14	Sedang	12	Sedang	15	Sedang	12	Sedang	9	Sedang
20	71	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	12	Sedang	9	Sedang

21	71	Sedang	9	Sedang	15	Sedang	12	Sedang	15	Sedang	11	Sedang	9	Sedang
22	74	Sedang	9	Sedang	15	Sedang	12	Sedang	15	Sedang	12	Sedang	11	Tinggi
23	78	Tinggi	11	Tinggi	15	Sedang	13	Sedang	15	Sedang	13	Tinggi	11	Tinggi
24	69	Sedang	8	Rendah	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
25	80	Tinggi	11	Tinggi	16	Sedang	14	Tinggi	15	Sedang	12	Sedang	12	Tinggi
26	88	Tinggi	9	Sedang	20	Tinggi	15	Tinggi	19	Tinggi	15	Tinggi	10	Sedang
27	71	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	12	Sedang	9	Sedang
28	71	Sedang	10	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
29	73	Sedang	9	Sedang	16	Sedang	12	Sedang	14	Sedang	12	Sedang	10	Sedang
30	72	Sedang	10	Sedang	18	Tinggi	11	Sedang	14	Sedang	11	Sedang	8	Rendah
31	70	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
32	67	Sedang	9	Sedang	13	Rendah	11	Sedang	14	Sedang	10	Rendah	10	Sedang
33	80	Tinggi	10	Sedang	16	Sedang	12	Sedang	17	Tinggi	14	Tinggi	11	Tinggi
34	69	Sedang	10	Sedang	15	Sedang	10	Rendah	12	Rendah	12	Sedang	10	Sedang
35	75	Sedang	9	Sedang	15	Sedang	12	Sedang	17	Tinggi	12	Sedang	10	Sedang
36	88	Tinggi	12	Tinggi	17	Tinggi	16	Tinggi	18	Tinggi	13	Tinggi	12	Tinggi
37	72	Sedang	10	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	10	Sedang
38	68	Sedang	11	Tinggi	12	Rendah	11	Sedang	13	Rendah	11	Sedang	10	Sedang
39	76	Sedang	9	Sedang	16	Sedang	12	Sedang	14	Sedang	13	Tinggi	12	Tinggi
40	82	Tinggi	10	Sedang	19	Tinggi	13	Sedang	16	Sedang	14	Tinggi	10	Sedang
41	70	Sedang	9	Sedang	15	Sedang	11	Sedang	14	Sedang	12	Sedang	9	Sedang
42	69	Sedang	8	Rendah	14	Sedang	12	Sedang	14	Sedang	11	Sedang	10	Sedang
43	66	Rendah	9	Sedang	14	Sedang	11	Sedang	13	Rendah	10	Rendah	9	Sedang
44	73	Sedang	9	Sedang	16	Sedang	12	Sedang	14	Sedang	13	Tinggi	9	Sedang
45	73	Sedang	9	Sedang	16	Sedang	12	Sedang	14	Sedang	13	Tinggi	9	Sedang

46	59	Rendah	8	Rendah	13	Rendah	8	Rendah	13	Rendah	10	Rendah	7	Rendah
47	65	Rendah	8	Rendah	13	Rendah	10	Rendah	16	Sedang	11	Sedang	7	Rendah
48	71	Sedang	9	Sedang	16	Sedang	12	Sedang	15	Sedang	10	Rendah	9	Sedang
49	72	Sedang	9	Sedang	16	Sedang	12	Sedang	14	Sedang	12	Sedang	9	Sedang
50	68	Sedang	9	Sedang	14	Sedang	12	Sedang	13	Rendah	11	Sedang	9	Sedang
51	70	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
52	70	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
53	66	Rendah	9	Sedang	13	Rendah	12	Sedang	14	Sedang	9	Rendah	9	Sedang
54	71	Sedang	9	Sedang	14	Sedang	13	Sedang	15	Sedang	11	Sedang	9	Sedang
55	67	Sedang	9	Sedang	14	Sedang	11	Sedang	13	Rendah	11	Sedang	9	Sedang
56	69	Sedang	9	Sedang	16	Sedang	11	Sedang	14	Sedang	11	Sedang	8	Rendah
57	72	Sedang	8	Rendah	16	Sedang	12	Sedang	14	Sedang	12	Sedang	10	Sedang
58	69	Sedang	9	Sedang	13	Rendah	11	Sedang	14	Sedang	13	Tinggi	9	Sedang
59	66	Rendah	7	Rendah	13	Rendah	10	Rendah	13	Rendah	14	Tinggi	9	Sedang
60	71	Sedang	10	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
61	60	Rendah	7	Rendah	14	Sedang	9	Rendah	11	Rendah	11	Sedang	8	Rendah
62	69	Sedang	8	Rendah	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
63	74	Sedang	9	Sedang	15	Sedang	14	Tinggi	15	Sedang	11	Sedang	10	Sedang
64	70	Sedang	9	Sedang	14	Sedang	12	Sedang	15	Sedang	11	Sedang	9	Sedang
65	70	Sedang	9	Sedang	15	Sedang	12	Sedang	13	Rendah	11	Sedang	10	Sedang

### Rekapitulasi Jumlah Data Penelitian Kelas XI Administrasi Perkantoran

Responden	Jiwa Kewirausahaan		Mandiri		Kreatif		Berani Mengambil Risiko		Berorientasi Pada Tindakan		Kepemimpinan		Kerja Keras	
	Skor	Ket	Skor	Ket	Skor	Ket	Skor	Ket	Skor	Ket	Skor	Ket	Skor	Ket
1	73	Sedang	10	Tinggi	16	Sedang	15	Tinggi	13	Sedang	10	Rendah	9	Sedang
2	72	Sedang	9	Sedang	15	Sedang	13	Sedang	15	Sedang	11	Sedang	9	Sedang
3	69	Sedang	9	Sedang	14	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
4	73	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	14	Tinggi	9	Sedang
5	78	Tinggi	9	Sedang	15	Sedang	13	Sedang	16	Tinggi	14	Tinggi	11	Tinggi
6	71	Sedang	9	Sedang	14	Sedang	12	Sedang	15	Sedang	12	Sedang	9	Sedang
7	74	Sedang	10	Tinggi	16	Sedang	12	Sedang	15	Sedang	12	Sedang	9	Sedang
8	63	Rendah	6	Rendah	13	Rendah	11	Sedang	14	Sedang	11	Sedang	8	Rendah
9	78	Tinggi	10	Tinggi	16	Sedang	13	Sedang	16	Tinggi	11	Sedang	12	Tinggi
10	72	Sedang	10	Tinggi	14	Sedang	12	Sedang	14	Sedang	12	Sedang	10	Sedang
11	71	Sedang	7	Rendah	13	Rendah	12	Sedang	15	Sedang	12	Sedang	12	Tinggi
12	67	Sedang	8	Sedang	15	Sedang	10	Rendah	14	Sedang	11	Sedang	9	Sedang
13	71	Sedang	7	Rendah	13	Rendah	12	Sedang	15	Sedang	12	Sedang	12	Tinggi
14	72	Sedang	8	Sedang	15	Sedang	12	Sedang	16	Tinggi	11	Sedang	10	Sedang
15	71	Sedang	9	Sedang	14	Sedang	12	Sedang	15	Sedang	12	Sedang	9	Sedang
16	70	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
17	64	Rendah	8	Sedang	12	Rendah	11	Sedang	15	Sedang	11	Sedang	7	Rendah
18	72	Sedang	9	Sedang	15	Sedang	12	Sedang	16	Tinggi	11	Sedang	9	Sedang
19	70	Sedang	9	Sedang	15	Sedang	11	Sedang	14	Sedang	12	Sedang	9	Sedang
20	75	Sedang	9	Sedang	15	Sedang	12	Sedang	16	Tinggi	11	Sedang	12	Tinggi

21	71	Sedang	9	Sedang	14	Sedang	13	Sedang	15	Sedang	11	Sedang	9	Sedang
22	69	Sedang	9	Sedang	15	Sedang	12	Sedang	13	Sedang	11	Sedang	9	Sedang
23	70	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
24	72	Sedang	9	Sedang	15	Sedang	12	Sedang	15	Sedang	11	Sedang	10	Sedang
25	81	Tinggi	9	Sedang	16	Sedang	15	Tinggi	16	Tinggi	13	Tinggi	12	Tinggi
26	71	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	12	Sedang	9	Sedang
27	69	Sedang	8	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
28	72	Sedang	9	Sedang	15	Sedang	12	Sedang	13	Sedang	13	Tinggi	10	Sedang
29	71	Sedang	9	Sedang	14	Sedang	12	Sedang	14	Sedang	12	Sedang	10	Sedang
30	70	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
31	70	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
32	71	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	12	Sedang	9	Sedang
33	67	Sedang	8	Sedang	12	Rendah	12	Sedang	14	Sedang	12	Sedang	9	Sedang
34	86	Tinggi	10	Tinggi	18	Tinggi	15	Tinggi	17	Tinggi	14	Tinggi	12	Tinggi
35	66	Sedang	8	Sedang	12	Rendah	12	Sedang	14	Sedang	11	Sedang	9	Sedang
36	43	Rendah	6	Rendah	10	Rendah	4	Rendah	8	Rendah	7	Rendah	8	Rendah
37	72	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	13	Tinggi	9	Sedang
38	58	Rendah	7	Rendah	13	Rendah	8	Rendah	11	Rendah	11	Sedang	8	Rendah
39	84	Tinggi	12	Tinggi	18	Tinggi	14	Tinggi	17	Tinggi	12	Sedang	11	Tinggi
40	81	Tinggi	10	Tinggi	16	Sedang	14	Tinggi	16	Tinggi	13	Tinggi	12	Tinggi
41	78	Tinggi	9	Sedang	15	Sedang	14	Tinggi	14	Sedang	14	Tinggi	12	Tinggi
42	67	Sedang	9	Sedang	15	Sedang	10	Rendah	14	Sedang	11	Sedang	8	Rendah
43	69	Sedang	8	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang

### Rekapitulasi Jumlah Data Penelitian Kelas XI Pemasaran

Responden	Jiwa Kewirausahaan		Mandiri		Kreatif		Berani Mengambil Risiko		Berorientasi Pada Tindakan		Kepemimpinan		Kerja Keras	
	Skor	Ket	Skor	Ket	Skor	Ket	Skor	Ket	Skor	Ket	Skor	Ket	Skor	Ket
1	73	Sedang	10	Sedang	16	Sedang	13	Sedang	14	Sedang	11	Sedang	9	Sedang
2	61	Rendah	7	Rendah	13	Rendah	8	Rendah	15	Sedang	11	Sedang	7	Rendah
3	71	Sedang	9	Sedang	15	Sedang	12	Sedang	15	Sedang	11	Sedang	9	Sedang
4	71	Sedang	8	Sedang	17	Tinggi	12	Sedang	15	Sedang	10	Rendah	9	Sedang
5	85	Tinggi	11	Tinggi	17	Tinggi	16	Tinggi	16	Sedang	13	Tinggi	12	Tinggi
6	73	Sedang	9	Sedang	15	Sedang	12	Sedang	15	Sedang	12	Sedang	10	Sedang
7	70	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	9	Sedang
8	76	Sedang	12	Tinggi	16	Sedang	12	Sedang	15	Sedang	12	Sedang	9	Sedang
9	70	Sedang	9	Sedang	15	Sedang	13	Sedang	13	Rendah	11	Sedang	9	Sedang
10	63	Rendah	9	Sedang	12	Rendah	11	Sedang	13	Rendah	11	Sedang	7	Rendah
11	73	Sedang	9	Sedang	16	Sedang	13	Sedang	14	Sedang	11	Sedang	10	Sedang
12	73	Sedang	11	Tinggi	14	Sedang	12	Sedang	14	Sedang	13	Tinggi	9	Sedang
13	79	Sedang	10	Sedang	18	Tinggi	14	Sedang	14	Sedang	12	Sedang	11	Sedang
14	52	Rendah	6	Rendah	12	Rendah	8	Rendah	11	Rendah	9	Rendah	6	Rendah
15	71	Sedang	9	Sedang	15	Sedang	12	Sedang	15	Sedang	11	Sedang	9	Sedang
16	85	Tinggi	11	Tinggi	17	Tinggi	16	Tinggi	16	Sedang	13	Tinggi	12	Tinggi
17	77	Sedang	8	Sedang	15	Sedang	13	Sedang	18	Tinggi	12	Sedang	11	Sedang
18	73	Sedang	9	Sedang	15	Sedang	12	Sedang	14	Sedang	11	Sedang	12	Tinggi
19	78	Sedang	12	Tinggi	15	Sedang	12	Sedang	15	Sedang	13	Tinggi	11	Sedang
20	78	Sedang	9	Sedang	17	Tinggi	14	Sedang	15	Sedang	12	Sedang	11	Sedang
21	78	Sedang	9	Sedang	17	Tinggi	12	Sedang	17	Tinggi	13	Tinggi	10	Sedang

## **Appendix 7. Frequency Distribution and Data Tendency**

### Distribusi Frekuensi dan Kecenderungan Data Kelas XI Akuntansi

Statistics

	AK_Jiwa Kewirausahaan	AK_M andiri	AK_Kr eatif	AK_Be rani Meng ambil Risiko	AK_Beror ientasi Pada Tindakan	AK_Kepemi mpinan	AK_K erja Kera s
N	65	65	65	65	65	65	65
Valid Missing	0	0	0	0	0	0	0
Mean	72,22	9,23	15,09	12,05	14,55	11,78	9,51
Median	71	9	15	12	14	11	9
Mode	69	9	15	12	14	11	9
Std. Deviation	5,272	0,897	1,487	1,255	1,458	1,205	0,986
Variance	27,797	0,805	2,21	1,576	2,126	1,453	0,973
Minimum	59	7	12	8	11	9	7
Maximum	88	12	20	16	19	15	12
Sum	4694	600	981	783	946	766	618

AK\_Jiwa Kewirausahaan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	9	13,8	13,8	13,8
	Sedang	50	76,9	76,9	90,8
	Rendah	6	9,2	9,2	100
	Total	65	100	100	

AK\_Mandiri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	6	9,2	9,2	9,2
	Sedang	51	78,5	78,5	87,7
	Rendah	8	12,3	12,3	100
	Total	65	100	100	

AK\_Kreatif

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	7	10,8	10,8	10,8
	Sedang	49	75,4	75,4	86,2
	Rendah	9	13,8	13,8	100
	Total	65	100	100	

AK\_Berani Mengambil Risiko

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	7	10,8	10,8	10,8
	Sedang	53	81,5	81,5	92,3
	Rendah	5	7,7	7,7	100
	Total	65	100	100	

AK\_Berorientasi Pada Tindakan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	8	12,3	12,3	12,3
	Sedang	47	72,3	72,3	84,6
	Rendah	10	15,4	15,4	100
	Total	65	100	100	

AK\_Kepemimpinan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	17	26,2	26,2	26,2
	Sedang	43	66,2	66,2	92,3
	Rendah	5	7,7	7,7	100
	Total	65	100	100	

AK\_Kerja Keras

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	8	12,3	12,3	12,3
	Sedang	52	80	80	92,3
	Rendah	5	7,7	7,7	100
	Total	65	100	100	

**Distribusi Frekuensi dan Kecenderungan Data Kelas XI Administrasi  
Perkantoran**

Statistics

	AP_Jiwa Kewirausahaan	AP_M andiri	AP_Kr eatif	AP_Be rani Meng ambil Risiko	AP_Beror ientasi Pada Tindakan	AP_Kepemi mpinan	AP_K erja Kera s
N	43	43	43	43	43	43	43
Valid Missing	0	0	0	0	0	0	0
Mean	71,02	8,77	14,6	12	14,4	11,63	9,63
Median	71	9	15	12	14	11	9
Mode	71	9	15	12	14	11	9
Std. Deviation	6,798	1,088	1,466	1,786	1,514	1,235	1,346
Variance	46,214	1,183	2,15	3,19	2,292	1,525	1,811
Minimum	43	6	10	4	8	7	7
Maximum	86	12	18	15	17	14	12
Sum	3054	377	628	516	619	500	414

AP\_Jiwa Kewirausahaan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	7	16,3	16,3	16,3
	Sedang	32	74,4	74,4	90,7
	Rendah	4	9,3	9,3	100
	Total	43	100	100	

AP\_Mandiri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	7	16,3	16,3	16,3
	Sedang	31	72,1	72,1	88,4
	Rendah	5	11,6	11,6	100
	Total	43	100	100	

AP\_Kreatif

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	2	4,7	4,7	4,7
	Sedang	33	76,7	76,7	81,4
	Rendah	8	18,6	18,6	100
	Total	43	100	100	

AP\_Berani Mengambil Risiko

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	6	14	14	14
	Sedang	33	76,7	76,7	90,7
	Rendah	4	9,3	9,3	100
	Total	43	100	100	

AP\_Berorientasi Pada Tindakan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	9	20,9	20,9	20,9
	Sedang	32	74,4	74,4	95,3
	Rendah	2	4,7	4,7	100
	Total	43	100	100	

AP\_Kepemimpinan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	8	18,6	18,6	18,6
	Sedang	33	76,7	76,7	95,3
	Rendah	2	4,7	4,7	100
	Total	43	100	100	

AP\_Kerja Keras

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	10	23,3	23,3	23,3
	Sedang	28	65,1	65,1	88,4
	Rendah	5	11,6	11,6	100
	Total	43	100	100	

### Distribusi Frekuensi dan Kecenderungan Data Kelas XI Pemasaran

Statistics

		PM_Jiwa Kewirausahaan	PM_M andiri	PM_K reatif	PM_B erani Meng ambil Risiko	PM_Bero rientasi Pada Tindakan	PM_Kepem impinan	PM_ Kerja Keras
N	Valid	21	21	21	21	21	21	21
	Missing	0	0	0	0	0	0	0
Mean		72,86	9,33	15,33	12,33	14,67	11,57	9,62
Median		73	9	15	12	15	11	9
Mode		73	9	15	12	15	11	9
Std. Deviation		7,545	1,494	1,623	1,932	1,461	1,076	1,658
Variance		56,929	2,233	2,633	3,733	2,133	1,157	2,748
Minimum		52	6	12	8	11	9	6
Maximum		85	12	18	16	18	13	12
Sum		1530	196	322	259	308	243	202

PM\_Jiwa Kewirausahaan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	2	9,5	9,5	9,5
	Sedang	16	76,2	76,2	85,7
	Rendah	3	14,3	14,3	100
	Total	21	100	100	

PM\_Mandiri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	5	23,8	23,8	23,8
	Sedang	14	66,7	66,7	90,5
	Rendah	2	9,5	9,5	100
	Total	21	100	100	

PM\_Kreatif

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	6	28,6	28,6	28,6
	Sedang	12	57,1	57,1	85,7
	Rendah	3	14,3	14,3	100
	Total	21	100	100	

PM\_Berani Mengambil Risiko

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	2	9,5	9,5	9,5
	Sedang	17	81	81	90,5
	Rendah	2	9,5	9,5	100
	Total	21	100	100	

PM\_Berorientasi Pada Tindakan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	2	9,5	9,5	9,5
	Sedang	16	76,2	76,2	85,7
	Rendah	3	14,3	14,3	100
	Total	21	100	100	

PM\_Kepemimpinan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	5	23,8	23,8	23,8
	Sedang	14	66,7	66,7	90,5
	Rendah	2	9,5	9,5	100
	Total	21	100	100	

PM\_Kerja Keras

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	3	14,3	14,3	14,3
	Sedang	15	71,4	71,4	85,7
	Rendah	3	14,3	14,3	100
	Total	21	100	100	