National student skill competition interest in creative industry entrepreneurship

S Suparmin¹*, S Priyanto¹ and B R Setiadi²

¹Department of Mechanical Engineering Education, Universitas Sarjanawiyata Tamansiswa, Indonesia
²Department of Mechanical Engineering Education, Universitas Negeri Yogyakarta, Indonesia

*suparmin@ustjogja.ac.id

Abstract. Creative industries become a new labour market for graduates of Vocational High School (VHS). Creative industries have many sub-sectors that can be filled by all fields of expertise in VHS. Research is directed at how creative industry business opportunities need to be introduced by all students in Indonesia. An annual event such as the National Student Skills Competition (NSSC) held by the Ministry of Education and Culture is a tool for research objects to photograph the interest of Indonesian children in the creative industries. The study used survey methods with locations in Yogyakarta. The questionnaire contributors were distributed by almost two-thirds of representatives in each province in Indonesia. The results of the survey show that the most popular creative endeavours are culinary. However, the results of our study also revealed that the trend of expectations of many high achieving students in this worksheet wanted to continue their studies rather than work or become entrepreneurs. However, creative industry employment opportunities need to be disseminated massively to all VHSs so that the vocational graduates' job market will be more comprehensive and encourage to open millions of creative entrepreneurs.

1. Introduction

National student skills competition (NSSC) is a prestigious event in demonstrating the competency skills of Vocational High School (VHS) students in Indonesia. This event has three selection steps, such as the local, provincial, and national level [1]. The top three winners from each championship will be included in the higher event. National level winners have the opportunity to take part in the World Skill Competition (WSC) [2]. In July 2019, the NSSC was held in the Special Region of Yogyakarta (DIY). Of course, participants who attended the event were high-achieving students who competed to show their skills with maximum effort [3].

NSSC with various regional and ethnic contributors is undoubtedly something unique to do in-depth research. The uniqueness of the sample can be a regional representative that can be a reference and policy recommendations [4]. VHS as a school that has a graduate output of three areas, namely works, entrepreneurship, and continuing studies (WES) [5]. It is an opportunity and a challenge because many VHS graduates are aiming at entrepreneurship and higher education. The essence of vocational education is to place VHS graduates in order to be skilled and ready to work in the industry [6]. If this continues, vocational education institutionally evaluates whether the shift in the profile of graduates should be directed at entrepreneurship and continue studies or be reinforced to choose work [7].
At present, the creative industries in developed countries are a priority in increasing the country's foreign exchange. Countries that are members of the G7 namely the United States, Britain, France, Canada, Italy, and France, prioritise the creative economy as a new competitive labour market [8]. Indonesia has new opportunities for VHS graduates through the creation of millions of jobs from creative industries. The policy of developing creative industries presents various creative cities such as Bandung, Yogyakarta, Surakarta and Pekalongan [9]. The existence of creative cities can help increase the number of young entrepreneurs engaged in the strategic sectors of the creative industry such as animation, architecture, design, photography, music, crafts, culinary, fashion, research and development, publishing, film, advertising, interactive games, performing arts, visual arts, information technology, television, radio and video making.

The results of the survey on 20 industry players in DIY showed that 55% were of vocational school graduates and 45% of high school graduates [10]. It means many SMK graduates working in the creative industry are even found that are not relevant to their area of expertise. The transformation of SMK graduates into strategic sectors of the creative industry can be an offer for NSSC participants to see the world of work in the creative industries [11].

This research has the primary objective of providing an overview of the interests of NSSC participants for WES. Also, this study will reveal the interest of NSSC students in 18 sub-sectors in the creative industries. The assumptions of researchers using NSSC contributors are those who are the best in competence so that it is necessary to measure themselves perceptions of interest in entrepreneurship in the creative industries. However, this perceptional study can represent a real portrait of each region in Indonesia.

2. Research Method
This quantitative research uses exploratory survey methods [12]. This research will explore in-depth the NSSC students' interest in their expectations after graduation and offer entrepreneurial interest in the creative industries. The instrument is divided into two types namely students' interest in WES while other instruments are used to measure the interest of NSSC participants in the creative industries sub-sector. A total of 102 NSSC participants were respondents in the exploratory survey. Sampling uses random to minimise bias in data collection.

Data collection using a questionnaire. The questionnaire uses a Likert scale with various alternative answers. The contents of the questionnaire instrument were validated by psychologists, content experts, creative industry experts, and entrepreneurial experts. Instrument test results with Product Moment Correlation states that 89.2% of the item questions declared valid with an instrument reliability score of 0.866 based on tests with Alfa Cronbach's. The data analysis technique used is descriptive statistics. Researchers will explore the potential and interest of NSSC contributors to fill the strategic sector of the creative industry in Indonesia. The research will provide data and the quality of interest of each student for the creative industries sub-sector.

3. Result and Discussion
Exploratory research is aimed at high-achieving students who play an active role in NSSC. This prestigious event can be the right place for data collection to tell the best portrait of regional receptions in Indonesia. The results of the questionnaire distribution to 102 NSSC participants showed that the highest interest was in the culinary industry.
Figure 1. Overview of the NSSC contributor interest in the creative industry sector

Figure 1 shows that the creative industry with the dominant culinary sector was in demand by survey respondents. The high interest is due to many NSSC participants who are interested in work opportunities in the culinary field. With no significant capital, prospective VHS graduates are interested in the sector [13]. The dominance of tourism education shows the alignment of tourism expertise by the interests of entrepreneurship [14]. The following is a participant's self-assessment of the reasons they have chosen the strategic sector.

Figure 2. Reasons for contributors interested in creative industries

The results in Figure 2 show that the interest of NSSC participants in entrepreneurship in the creative industries was most supported by the suitability of the field of expertise. The relevance of the field of expertise shows the accuracy of the VHS in training graduates to entrepreneurship following their field of expertise. For example, the culinary department will be prepared to become an entrepreneur in the creative culinary industry. In addition to these results, the driving force for NSSC contributors' interest is an in-depth mastery of the hobby. Hobbies pursued by students can be a provision in mastering entrepreneurial skills in the future [15]. The results of the NSSC participants' understanding of the creative industries and their supporting sub-sectors are presented in the following figure.
Based on Figure 3 shows that overall, 50% of respondents expressed understanding with the creative industry. Some notes from the graphic presentation are in-depth understanding with 18 creative industry sub-sectors in Indonesia is still very minimal. It contradicts their assessment of employment opportunities with entrepreneurship after they graduate later. This contradictory result seems to be overcome by mass socialisation to VHS about the opportunities and superior potential of the creative industry. Thus, VHS graduates need to understand that their existence lives in a community surrounded by creative industries.

The offer of creative industries to NSSC participants does not necessarily limit their expectations after graduation. This study also surveyed the selection of three aspects of opportunities for graduates for WES. The results of our study show that 30% are interested in working in the industry, 50% are interested in continuing to higher studies, and 20% want to be entrepreneurs. From all respondents indicated that 80% wanted WES according to their field of expertise. This shows that the trend has begun to shift that high achieving students who take part in the NSSC event choose to continue their studies. These results have not been able to generalise the real conditions in VHS in general because Prosser theory is still held firmly by VHS, but it is also necessary to compare Dewey's theory which directs democratic freedom of expression that VHS graduates can choose their way of life [16]. Whatever the outcome, the creative industry can be an alternative solution in solving large VHS unemployment and can become a new labour market to produce millions of young entrepreneurs.

4. Conclusion
The research concludes that the creative industry needs to be disseminated massively to both NSSC participants and VHS students in Indonesia. Creative industry can be potential as well as an opportunity to absorb hundreds of graduates in each VHS to be able to work and become entrepreneurs. The results of the study show that the continuing trend of study is a favourite for NSSC contributors. Although the score is high, the interest is still in the corridor of the relevance of his expertise. The recommendation given to policymakers is to start preparing VHS graduates for the creative industry strategic sector considering that Indonesia's foreign exchange is also dominantly generated by the creative economy. The government needs to seize the opportunity appropriately so that it can reduce national problems about population explosion and increase open unemployment rates.

References
[1] A H Kristian and A R S Tuasikal 2014 *J. Pendidik. Olahraga dan Kesehat.* 2 p 792
[2] M Widyaningsih and L Giovanni 2016 *JIKO (Jurnal Inform. dan Komputer)* 1
[3] N W Leigh 2014 *Skills competitions : a winning formula for enhancing the quality of vocational education* (University of Birmingham)
[4] M Nishishiba, M Jones, and M Kraner 2017 *Research Methods and statistics for public and*
nonprofit administrators: A practical guide

[5] S D Phillips, D L Blustein, K Jobin-Davis, and S F White 2002 J. Vocat. Behav.

[6] W Wagiran, P Pardjono, W Suyanto, and H Sofyan 2017 “Vocational Education Development Framework in 21st Century,” in 1st International Conference on Technology and Vocational Teachers (ICTVT 2017) Vocational 102 pp. 395–398

[7] Slamet PH 2011 Cakrawala Pendidikan p 189

[8] M E Pangestu 2015 Ekonomi Kreatif Indonesia 2025 (Jakarta: Departemen Perdagangan RI)

[9] S R Maryunani and I R Mirzanti 2015 Procedia - Soc. Behav. Sci. 169 p 387–394

[10] B R Setiadi, Suparmin, S Priyanto, and P Roniwijaya 2019 IOP Conf. Ser. Mater. Sci. Eng. 535

[11] B R Setiadi, Suparmin, and Samidjo 2018 Glob. J. Eng. Educ. 20

[12] A Pinsonneault and K. L. Kraemer 1993 J. Manag. Inf. Syst.

[13] “Essentials of food science 2008 Choice Rev. Online

[14] Y Estriyanto, S. Kersten, P. Pardjono, and H. Sofyan 2017 J. Tech. Educ. Train. 9 p 26

[15] R Savolainen 1995 Libr. Inf. Sci. Res.

[16] P Sudira 2014 Indonesia vocational education praxis between in Empowering Vocational Education and Training to Elevate National Economic Growth pp. 190–200