

The Effect Of School Climate On Entrepreneurial Mindset In Entrepreneurship High School Students

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Abstract: Senior High School (SMA) is designed to prepare students to continue their education to higher education. However, in reality, not all high school graduates continue their education to higher education. Therefore, it is important to educate high school students on entrepreneurial knowledge and skills, which will shape their entrepreneurial mindset. Entrepreneurial mindset will develop through the school environment and the school environment is closely related to the school climate. This study aims to see and analyze the effect of school climate on entrepreneurial mindset in Entrepreneurship High School students. The subjects in this study were 141 students of Entrepreneurship High School. This study uses the entrepreneurial mindset scale and school climate scale as research measuring instruments. The data obtained were then processed using simple regression analysis. Based on the results of the analysis, the results show that there is a positive and significant influence between school climate on entrepreneurial mindset. This study illustrates that in improving entrepreneurial mindset in students can be done by improving school climate.

Keywords: entrepreneurial mindset, entrepreneurship, school climate

1. INTRODUCTION

Senior High School (SMA) is a general secondary education service. In essence, the secondary education level, especially Senior High School, is designed to prepare students to continue their education to higher education. However, in reality, not all high school graduates continue to higher education as has been described by the Coordinating Ministry for Human Development and Culture of the Republic of Indonesia that every year there are around 3.7 million students graduating from high school, most of whom cannot continue their education to college or higher education [1]. In line with this, according to Ministry of Education and Culture statistics in 2022, the rough estimate of high school graduates is 3.6 million per year, and only 1.3 million more can continue to higher education [7].

In Indonesia, this problem is so crucial that it requires special attention. The directorate of high school coaching [4] said that one way to develop human resources is to educate high school students about entrepreneurship knowledge and skills. Therefore, in training a person's skills in entrepreneurship, he must have an entrepreneurial mindset [5].

McGrath & MacMillan [9], the first originator of entrepreneurial mindset, defined it as a person's ability to feel, act, and mobilize something in uncertain conditions. This entrepreneurial mindset is very important for high school students because in addition to being required to determine their future careers, this entrepreneurial knowledge and mindset is also the right provision for them so that each graduate can have a mature preparation to enter the world of entrepreneurship [13].

In their research, Mukhtar et al., [10] revealed that there are several factors that build the formation of an entrepreneurial mindset. For example, income factors, motivational factors, entrepreneurship education, family environment, community environment, and learning environment. Therefore, in line with this opinion, in his research Saadat et al., [12] also revealed that one of the important factors that can shape a person's way of thinking that internalizes knowledge and skills in the field of entrepreneurship is the learning environment.

School is the right learning environment for every student, because it is designed to stimulate the development of behavior and knowledge. Every school has its own personality, context and culture. The personality of a school is associated with its school climate [6].

School climate is a factor that can improve school effectiveness in terms of student learning outcomes and progress. This is because school climate is enhanced by the positive attitudes and behaviors of students and teachers. Through such enhancement, the school climate becomes a productive and conducive environment for student learning, which prioritizes cooperation, trust, loyalty, openness, pride and commitment. Thus, a good and stable school climate will lead to effective and educative interactions. In addition, a good school climate can also provide a good space for creativity, knowledge, and innovation of teachers and students to achieve educational goals [3].

Entrepreneurship high school is an educational institution that implements the national curriculum through entrepreneurship-based learning and explores and shapes the entrepreneurial mindset of students to have independent, creative, innovative and competitive characters. However, based on observations and brief interviews conducted by researchers, it was found that in general, students who study there still do not have much experience in the business world. This usually makes them feel difficult when they have to design a realistic business plan or manage an entrepreneurial project. In fact, the school often invites resource persons who provide training in the field of entrepreneurship, but it is not applied. In addition, the problem found is also the lack of creativity of students. This is evident when most students lack imagination. They only imitate existing examples, without producing new creativity.

Based on the background explanation and the phenomena described above, the school climate of each learner has a strong influence on the entrepreneurial mindset of students at Entrepreneurship High School. Therefore, in this study, the author raised the title of the Effect of School Climate on Entrepreneurial Mindset in Entrepreneurship High School Students for further research.

2. PURPOSE AND METHODS

This study uses a quantitative approach with regression analysis to estimate or identify the main factors that influence the variables under study. Specifically, the purpose of this study was to examine the effect of school climate on entrepreneurial mindset in Entrepreneurship High School. The research sample consisted of 141. The research sample was selected using total sampling technique by using sampling technique. The research data were collected using the entrepreneurial mindset scale which was constructed by the researcher herself. On the entrepreneurial mindset scale, when the validity test is carried out, there is a probability value of $< .001$, which means it is smaller than $.05$. Then, in this study too, the CFI value is 0.92, which is greater than 0.90. Also the TLI value is 0.91, meaning it is greater than 0.90. In this study too, the RMSEA value is 0.05, meaning less than 0.08. Therefore, it can be concluded that the 24 items that have been processed are fit. While the reliability value on this scale is seen from Cronbach alpha of 0.826. When the Cronbach alpha value gets closer to 1.00, the measurement is more reliable [2]. Thus, this entrepreneurial mindset scale is valid and reliable. This scale consists of 24 favorable and unfavorable statement items with a score range of 1 (strongly disagree) to 4 (strongly agree), followed by Oktaviani's school climate scale [11] which consists of 30 items with a score range of 1 (never) to 4 (always). Data collection was conducted directly at the Entrepreneurship High School. The data analysis method used was simple linear regression with the help of Jamovi software.

3. RESULTS AND DISCUSSIONS

Tabel 1. Demographic Data of Respondents

Characteristic	Number of Respondents (n=141)	Percentage (%)
Sex		
Male	57	41%
Female	84	59%
Class		
X	48	35%
XI	47	33%
XII	46	32%
Adolescent Range		
Early Adolescence (10-14 tahun)	6	4%
Middel Adolescence (15-16 tahun)	84	60%
Late Adolescence (17-21 tahun)	51	36%
Reasons for Choosing a School		
Entrepreneurship School	72	51%
Parental Wishes	24	17%
Another Reasons	45	32%
Ideals		
Entrepreneurs	56	39%
Public Servants	46	33%
private employee	39	28%

Based on gender, 84 or 59% of respondents were female and 57 or 41% of respondents were male. The age of the respondents ranged from 14-18 years old. Based on the reason for choosing a school, about 72 or 51% of respondents chose entrepreneurship school, 24 or 17% because their parents told them to, and 45 or 32% for other reasons. Based on their aspirations, 56 or 29% chose to be entrepreneurs, 46 or 33% as civil servants, and 39 or 28% as private employees.

Tabel 2. Normality Test Results

	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
<i>School Climate</i>	.988	141	.266
<i>Entrepreneurial Mindset</i>	.984	141	.096

Based on Table 2, it can be seen that the Asymp.sig (2 tailed) value of the school climate variable is .266, and the Entrepreneurial Mindset is .096. Asymp.sig (2 tailed) value of both variables $>.005$, for that, it can be concluded that the research data is categorized as normally distributed.

Tabel 3. Linearity Test Results

Variabel	F	Sig. Linearity	Keterangan
Entrepreneurial Mindset – School Climate	10.516	.001	Linear

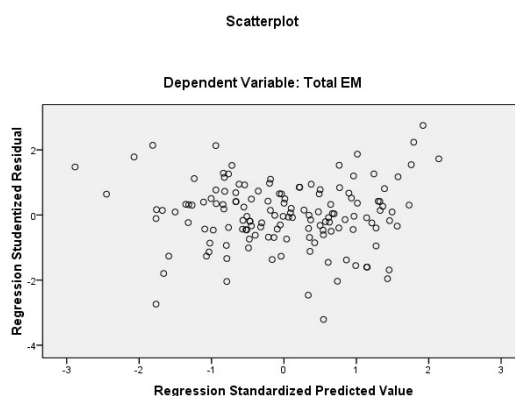
Based on the linearity assumption test between the School Climate and Entrepreneurial Mindset variables, it was found that the F value was 10.516 with a linearity significance value of .001 ($p < .05$). Thus, both variables in this study are linear.

Tabel 4. Multicollinearity Test Results

Variabel	Collinearity Statistics	
	Tolerance	VIF
<i>School Climate</i>	.933	1.072

Based on the multicollinearity test on the linear regression model, the VIF value is 1.072 and tolerance .933. The VIF and tolerance values of these variables are around the number 1, which means that there is no multicollinearity in the linear regression model used.

Tabel 5. Heteroscedasticity Test Results with Scataerplot



Based on the results of the heteroscedasticity test with the scatterplot above, it can be seen that there is no clear pattern, and the points spread above and below the number 0 on the Y axis, so there is no heteroscedasticity.

The hypothesis to be tested in this study is whether there is an influence between school climate on Entrepreneurial Mindset in Entrepreneurship High School students.

Tabel 6. Model Fit

Model Fit Measures

Model	R	R ²	Overall Model Test			
			F	df1	df2	p
1	0.260	0.678	10.1	1	139	0.001

Based on the results table above, it can be seen that the F-statistic value is $F(1,139)=10.1$ with a significance value of $p<.001$. This indicates that in this study there is an influence between school climate variables on entrepreneurial mindset. From this equation, it can also be seen the effective contribution of school climate to entrepreneurial mindset in entrepreneurship high school students as indicated by the R-square coefficient of .678 or $R^2 = .678$. This means that the school climate variable contributes 67.8% to the entrepreneurial mindset, while the remaining 32.2% is influenced by other factors.

The regression equation line, which can be built as follows:

Tabel 7. Model Coefficients

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	48.877	5.5374	8.83	< .001	
School_Climate	0.195	0.612	3.18	0.001	0.260

Based on the coefficient table of simple regression analysis results above, the constant value (a) is positive at 48,877. The positive sign means that there is a unidirectional influence between school climate variables on entrepreneurial mindset in Entrepreneurship High School students. This shows that if the school climate variable is zero, then the value of entrepreneurial mindset is 48.877.

The regression coefficient value for the school climate variable is 0.195. This value indicates a positive influence (unidirectional) between the school climate variable and entrepreneurial mindset. This means that if the school climate variable increases by 1 unit, the entrepreneurial mindset variable will increase by 0.195. Based on this interpretation, it can be concluded that the hypothesis in this study can be accepted, that school climate has a positive and significant influence on entrepreneurial mindset in Entrepreneurship High School students.

The categorization of research in this study is as shown in the following table.

Tabel 8. Empirical Data and Hypothetical Data Research Variables

Variabel	Data Empirik				Data Hipotetik			
	Min	Maks	Mean	SD	Min	Maks	Mean	SD
<i>School Climate</i>	61	111	89.91	10.140	30	120	75	15
<i>Entrepreneurial Mindset</i>	43	90	66.37	7,579	24	96	60	12

By looking at the table above, it is known that the two variables in this study have a relatively high assessment. This is based on the empirical mean value of these two research variables which is higher than the hypothetical mean value. In the School Climate variable, it is known that the empirical mean value is 89.91 (higher than the hypothetical mean of 75). Likewise, in the entrepreneurial mindset variable, where the empirical mean value is higher than the hypothetical mean (66.37 compared to 60). So,

it can be concluded that the level of school climate and entrepreneurial mindset in the subjects studied is higher than the average level of school climate and entrepreneurial mindset in general.

Tabel 9. Categorization of School Climate Variables

Formula	Category	Amount	Percentage
$X \leq 61$	Low	0	0
$X \geq 61, X \leq 110$	Curently	23	16.2%
$X \geq 111$	Tall	118	83.8%

Based on school climate categorization data, SMA Entrepreneurship has a moderate level of school climate with 23 people with a percentage level of 16.2%, and finally a high level of school climate with 119 people with a percentage level of 83.8%, so it can be concluded that generally SMA Entrepreneurship has a high school climate.

Tabel 10. Categorization of Entrepreneurial Mindset Variables

Formula	Category	Amount	Percentage
$X \leq 43$	Low	0	0
$X \geq 43, X \leq 89$	Curently	53	37.3%
$X \geq 90$	Tall	88	62.7%

Based on entrepreneurial mindset categorization data, SMA Entrepreneurship has a moderate level of entrepreneurial mindset totaling 53 people with a percentage level of 37.3%, and finally a high level of entrepreneurial mindset totaling 88 people with a percentage level of 62.7%, so it can be concluded that generally SMA Entrepreneurship has a high entrepreneurial mindset. This can be seen in table 10 below:

Tabel 10. Crosstab between school climate and entrepreneurial mindset

			Entrepreneurial mindset			
			Low	Curently	Tall	Total
School Climate	Low	Count	0	0	0	0
		% of Total	0	0	0	0
	Curently	Count	0	10	13	23
		% of Total	0	7.0%	9.2%	16.2%
	Tall	Count	0	43	75	118
		% of Total	0	30.3%	53.5%	82.8%
Total		Count	0	53	88	141
		% of Total	0	37.3%	62.7%	100.0%

From the table above, it can be seen that respondents with moderate school climate and moderate entrepreneurial mindset amounted to 10 people (7.0%). Respondents with moderate school climate and high entrepreneurial mindset totaled 13 people (9.2%). Respondents with high school climate and moderate entrepreneurial mindset totaled 43 people (30.3%). Respondents with high school climate and high entrepreneurial mindset totaled 75 people (53.5%).

Based on the data obtained, there is a positive and significant influence between school climate on entrepreneurial mindset in Entrepreneurship High School students. This is shown through regression analysis in this study, between school climate variables on entrepreneurial mindset. Therefore, it also shows that the increasing function of school climate perceived and received by students, it will further increase the entrepreneurial mindset of each student. Conversely, if the function of school climate is low, it will reduce the entrepreneurial mindset in students.

Similarly, based on the data from the above research, the correlation value between the two variables is .195 and while for the determination coefficient R^2 of .678 or provides an effective contribution of 67.8%. School climate contributes 67.8% to entrepreneurial mindset in Entrepreneurship high school students who are participants of this study. Therefore, from this study, it can be explained that school climate is a factor that can improve school effectiveness in terms of student learning outcomes and progress. This is because the school climate is enhanced by the positive attitudes and behaviors of the students and teachers. Through such enhancement, the school climate becomes a productive and conducive environment for student learning, which prioritizes cooperation, trust, loyalty, openness, pride and commitment.

The results of this study are in line with the results of research proposed by Mukhtar et al., [10]. He said that the learning environment (school climate) is an important factor that builds the formation of an entrepreneurial mindset. This is because school climate emphasizes the importance of the learning and development process rather than just the end result. Therefore, school climate really helps students develop a growth mindset. Students also learn to see failure as an opportunity to learn and grow, not as the end of the world. This builds students' mentality to overcome challenges in entrepreneurship. On the other hand, research conducted by Saadat et al., [12] also revealed that one of the important factors that can shape a person's way of thinking that internalizes knowledge and skills in the field of entrepreneurship is the learning environment. An inclusive learning environment can encourage positive interactions between students with different backgrounds and interests, thus facilitating the formation of networks and collaborations. This network can be a valuable asset in the world of entrepreneurship.

In line with that research, Mayandari, et al., [8] also stated that the school environment has an influence on students' concept of thinking related to entrepreneurship. Therefore, in general, school climate has a purpose that explains complexly about what happens in schools naturally. School climate also exclusively aims to improve student learning outcomes in terms of student perceptions [14].

Based on these findings, it can be concluded that school climate has an important role in realizing a good entrepreneurial mindset in high school students. School climate is a reflection of the quality of school life that grows and develops based on the spirit and values embraced by the school. Therefore, school climate can encourage the development of entrepreneurial mindset in each student.

4. CONCLUSION

The results showed a positive and significant influence between school climate and entrepreneurial mindset in Entrepreneurship High School students. This finding indicates that when students perceive and accept a more positive and supportive school climate, it is likely that their entrepreneurial mindset also increases. Conversely, when the school climate is perceived to be less conducive, there is a possibility that students' entrepreneurial mindset is also lower. However, it should be noted that this relationship is based on simple linear regression analysis, so other factors that may influence students' entrepreneurial mindset still need to be explored further. Further research with more comprehensive methods may help understand this relationship in more depth.

Entrepreneurship high school students in this study generally have an entrepreneurial mindset and school climate in the high category. However, this study was conducted by sampling on a small area scale, namely Entrepreneurship High Schools in Medan City with a total sample size of 141 people. Also, the study was conducted using purposive sampling technique due to the background of the study which only exists in that school. Therefore, for better generalization of the results, future researchers can

use cluster sampling techniques so that the number of samples used can be wider to show a more accurate percentage in describing the phenomenon of entrepreneurial mindset development.

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