

The Influence of Culinary Skills on Work Motivation and Its Influence on Entrepreneurial Intentions for Students in the Culinary Arts Study Program

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Abstract

The research aims to explain the impact of culinary skills on the motivation for entrepreneurial activities and desires of culinary students. This quantitative research method involved 114 students. An illustration basic on Morgan was obtained which was corrected by Warwick and Lininger, resulting in 101 students. Testing assumptions using Structural Equation Modeling with Partial Least Squares. The results are; (1) culinary skills have a direct and important influence on the desire for entrepreneurship as shown in T-statistics 27, 224 and sig 0.000; (2) culinary skills have a direct and important influence on entrepreneurial desires in T-Statistics 11, 529 and sig 0,000; (3) Encouragement of activity has a direct and important influence on the desire for entrepreneurship with T-Statistics 5, 004 and sig 0, 000; (4) culinary skills influence indirectly on the desire for entrepreneurship through encouragement of activity on T - Statistics 5.410 and sig 0.000. This research shows that culinary skills have a huge impact on entrepreneurial desires, whereas activity encouragement is a good bridge in mediating the impact of culinary skills on entrepreneurial desires. It is recommended that to increase the desire for entrepreneurship in culinary students, they need to practice culinary skills and encourage activities.

Keywords: *Culinary Skills, Work Motivation, Entrepreneurial Intentions*

INTRODUCTION

A profession with the greatest opportunity to profit is entrepreneurship, this is independently by exploring customer desires and the situation of society in general. The popular business sector is in the culinary because food is people's passion in life. Opening a culinary business is often considered trivial by many people, especially young entrepreneurs, but in recent years many culinary businesses have been started by young people. The opportunity for this effort is very large. Even though they have enormous capabilities, there is very little interest in starting a start-up business in the culinary sector. In general, the direction of students in choosing vocational learning is to quickly complete their education so that they can quickly enter the field of activity to fill the vacancies available in the factory according to the competency aspects studied. It is not uncommon for students of the Culinary Science Research Program in their final semester to find contracts from factories as a result of missing out on entrepreneurial opportunities. In a situation like this, there is a need for a motivator that encourages students' ideas to become entrepreneurs (Chatterjee, 2023). Running a business does not provide a guarantee that an entrepreneur will earn enough income to live on (Zimmerer et al., 2008). In line with the results of research conducted (Zulfahmi, 2022) being an entrepreneur will provide many benefits and development opportunities, but on the other hand, you must also be prepared to experience the opposite potential. The profits received are very small, especially not often, especially if you face losses at the beginning of the business, resulting in spending capital to continue carrying out the business. This situation creates a bit of conflict considering that the goal of students who choose the vocational learning route is to get a job as soon as possible after graduating. The guarantee of an established and prestigious both at home and abroad means that very few people have the intention to open a start-up business that requires large capital and is full of risks (Jomori et al., 2018). However the number of self-employed people cannot be compared with the number of workers, so sufficient encouragement to concentrate and provide clear insight to students to realize their intention to become entrepreneurs is needed. Entrepreneurship is influenced by internal aspects such as

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encouragement of activities, and skills. And the external aspects as capital to business, and the situation of the business position.

(Ruslaini et al., 2022) say entrepreneurial passion is an innovative and innovative skill that is based on the key source of energy to seek opportunities for success. (Suryana, 2006) reports that entrepreneurship is the urge of energy from within to achieve a goal and carry out experiments to demonstrate independence beyond the control of others. On the other hand (Jadmiko, 2020) reports that entrepreneurship is a special character and attitude possessed by an entrepreneur that can be used to carry out a business. This means that entrepreneurial skills and abilities are usually obtained through self-study, but that does not mean they cannot be obtained from learning. (Wiriyasaputra, 2004), further reports that entrepreneurship is the desire for freedom, independence, to organize one's own life, and not depend on the sympathy of other people, (Fatahillah and Ranto, 2020) report that entrepreneurial interest is the desire to take calculated risks The result is that someone can overcome obstacles to achieve the desired success with limited resources.

Activity encouragement is an aspect that urges someone to carry out a specific activity. Therefore, encouragement is often referred to as a supporting aspect of a person's attitude, this is in line with the explanation in (Ndula & Hutar, 2022). More largely, it can be said that motivation is a force that originates from within a person to encourage enthusiasm to pursue certain desires and goals. Every activity that is attempted is based on aspects that are urgent for the implementation of that activity. Likewise, it is found (Maslow, 1943) that drive is an inner driving force that causes people to do something or try to fulfill their needs. Creating encouragement that develops from within, does not just arise like that, but requires encouragement from reflecting the values that an entrepreneur has. The learning era is an era that can be encouraged by embedding the mindset of entrepreneurial values in a person. Vocational learning has a very important role in embedding this mindset because in the process it provides training that is more focused on activity abilities or competencies. Competency is an active skill or expertise

Based on the case described above, researchers are interested in studying the entrepreneurial desires of culinary research program students related to culinary skills and activity motivation. The conclusions of this research problem are: (1) does culinary skill directly influence the desire for entrepreneurship, (2) does culinary skill directly influence the desire for entrepreneurship, (3) does the encouragement of activity directly influence the desire for entrepreneurship, (4) does culinary skill influence directly to entrepreneurial desires

METHOD

Research Design

This research is a type of survey research, namely research that studies large or small populations by selecting samples from that population to identify events, distributions, and relatively elastic sociological and intellectual dependencies (Sugiyoyo, 2010) reports that survey research It is attempted to draw abstractions from research that are not in-depth with the information being studied. However, the abstraction obtained will depend on the level of accuracy and representativeness of the illustration used. The nature of this research concept is descriptive and correlational. Descriptive research is research that seeks to obtain data about events that are being observed (Arikunto, 2009). This research attempts to define research elasticity, namely the factors that influence the entrepreneurial desires of students in the Culinary Arts Research Program at the Bali Tourism Polytechnic. The factors to be surveyed are (1) the entrepreneurial desire of culinary students at the Bali Tourism Polytechnic, entrepreneurship as an elastic entity, (2) culinary skills as an elastic entity, and (3) the desire for activity as an elastic medium. The research concept can be seen below

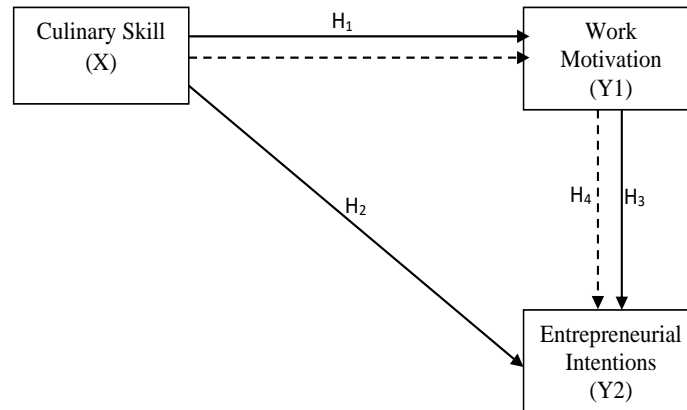


Figure 1. Research Design

Subjects and Samples

The Bali Tourism Polytechnic Research Program students were 114 people (Sugiyono, 2010), so the number of samples that were close and considered appropriate was 92 people. Collecting illustrations using the rounding method is better for estimating the possible distribution of the questionnaire. returned incomplete, incomplete, or very full of doubts, researchers will distribute more than the minimum number of questionnaires (Raung, 2020). The accumulated number of questionnaires was adjusted according to calculations (Morgan, 1970) which were confirmed by the method (Warwick and Lininger, 1975) to be 101 people (Agung, 2014).

Instrument for the Research

The variable is measured using an instrument, namely a questionnaire with a Likert ratio, which is a method for proving respondents' feelings about culinary skills (X1), passion for activities (Y1), and entrepreneurial desires (Y2) by selecting the answers given. The ratio used in this research consists of 5 substitutes, namely; Strongly Agree number of 5; Agree number is 4; the number not completed is 3; Disagree number is 2; and Strongly Disagree the number is 1. The Likert ratio was modified from 5 substitutes to 4 substitutes by eliminating options that had not been decided. The number given as a substitute for the answer is Strongly disagree = 1; Disagree= 2; Agree=4; and Strongly agree=5. To clarify the indicators measured in each research elastic, a questionnaire grid is in Table 1 below.

Table 1. Instruments of the Research and Indicators

Variables	Indicators	Number of Items,
Culinary Skills (X)	X1 Workload simplification	7
	X2 cooking ability	8
	X3 identity	6
	X4 neophilia foods	7
	X5 ability	9
	Total	37
Work Motivation (Y1)	Y1.1 work productivity	7
	Y1.2 loyalty, creativity, and participation	8
	Y1.3 driving	6
	Y1.4 goal	5
	Y1.5 honors and respect	8
	Total	35
Entrepreneurial intentions (Y2)	Y2.1 Work ethic and responsibility	10
	Y2.2 is ready to face risks	3
	Y2.3 creatively seize opportunities	11
	Y2.4 Have a leadership spirit	7
	Y2.5 Environment	4
	Total	35

Procedure

Questionnaires were given to students randomly using random sampling, namely randomly speculating each group of the culinary research program student population at the Bali Tourism Method School to fill in the questionnaire correctly and return it to obtain the results. from questionnaires to research information that proves it to all students. Random sampling is the collection of information on a balance between each level, area, or group to depict representative information, after which the information is analyzed and then the results are presented.

Data Analysis

The data collected is then analyzed using the Smart-PLS. Form of Structural Equation Modeling Partial Least Squares. The results will prove direct and indirect effects along with elasticity and explain both the relationship according to the concept (structural form) or reliability and validity instrument (Arya Pering, 2020).

RESULTS-DISCUSSION

Results

The elastic quality is observed of mean and standard digression as follows, analysis using Structural Equation Modeling with the smart PLS application is shown in the following picture 1 below.

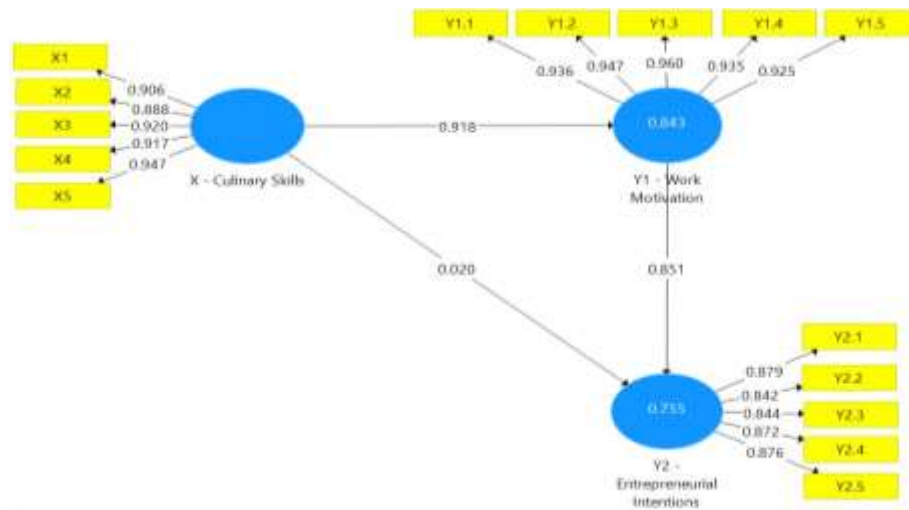


Figure 2. Analysis results on Structural Equation Models

Evaluate the Outer Model

Assessment of outer loading on markers for validity, and reliability experiments using Structural Equation Modeling using the smart PLS application are presented in Table 2 below.

Table 2. Outer Loading of Culinary Skills, Work Motivation and Entrepreneurial Intentions

Reflective variables to indicators	Loading	Mean	Standard Deviation	T Statistics	P Values
X1 <- X- Culinary Skills	0,906	0,901	0,026	34,284	0,000
X2 <- X- Culinary Skills	0,888	0,876	0,042	21,109	0,000
X3 <- X- Culinary Skills	0,920	0,914	0,029	31,363	0,000
X4 <- X- Culinary Skills	0,917	0,913	0,029	32,133	0,000
X5 <- X- Culinary Skills	0,947	0,942	0,017	56,490	0,000

Y1.1 <- Y1- Work Motivation	0,936	0,934	0,015	60,742	0,000
Y1.2 <- Y1- Work Motivation	0,947	0,943	0,015	63,296	0,000
Y1.3 <- Y1- Work Motivation	0,960	0,957	0,014	67,830	0,000
Y1.4 <- Y1- Work Motivation	0,935	0,933	0,018	50,736	0,000
Y1.5 <- Y1- Work Motivation	0,925	0,918	0,032	29,328	0,000
Y2.1 <- Y2- Entrepreneurial Intentions	0,879	0,873	0,038	23,326	0,000
Y2.2 <- Y2- Entrepreneurial Intentions	0,842	0,839	0,042	19,925	0,000
Y2.3 <- Y2- Entrepreneurial Intentions	0,844	0,848	0,030	28,179	0,000
Y2.4 <- Y2- Entrepreneurial Intentions	0,872	0,871	0,037	23,781	0,000
Y2.5 <- Y2- Entrepreneurial Intentions	0,876	0,865	0,048	18,105	0,000

Convergent Validity, Reliability

Convergent validity is a statistic on a potential construct, meaning a set of indicators takes over underlies one potential elastic. The weight of each must be greater than 0.60 to have good convergent validity (Gozali, 2016). The reliability of the construct is estimated at the reliability seen in Cronbach's alpha which is greater than 0.70, whereas it does not depend on characters associated with each concept (Andreas, 2016). The lowest value that is assumed for this coefficient is 0.70, whereas the Average Variance Extracted provides the overall version of the indicator that is accumulated based on the elastic capacity. Recommended AVE value be more than 0.50 so that the indicator can describe well. The results are presented in Table 3 below.

Table 3. Results of Validity and Reliability Analysis

Variables	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X- Culinary Skills	0,952	0,955	0,963	0,839
Y1- Work Motivation	0,967	0,968	0,975	0,885
Y2- Entrepreneurial Intentions	0,914	0,915	0,936	0,744

Reliability in Cronbach's Alpha proves that this elasticity exceeds 0.70. Composite Reliability proves a value greater than 0.60, Average Variance Extracted proves a figure greater than 0.50. You could say Culinary Skill (X), Activity Encouragement (Y1), and Entrepreneurial Desire (Y2) have met Convergent Validity and Reliability.

Discriminant Validity

This procedure is to ensure that different constructs can explain greater comparisons than unmeasured constructs which are associated with measurement error. The results of the discriminant validity analysis of constructs based on the Fornell-Larcker benchmark are presented in Table 4 below.

Table 4. Results of Discriminant Validity Analysis

Variables	X- Culinary Skills	Y1- Work Motivation	Y2- Entrepreneurial Intentions
X- Culinary Skills	0,916		
Y1- Work Motivation	0,918	0,941	
Y2- Entrepreneurial Intentions	0,801	0,860	0,863

Goodness of Fit Test

The assessment includes two things, namely goodness of fit assessment and assessment of exogenous to endogenous elastic effects through assumption testing. Both assessments refer to the results of the Structural Equation Models analysis. In this research, there is one independent elastic, namely culinary skills (X), and two limited elastics, namely activity motivation (Y1) and entrepreneurial desire (Y2).

The results of Structural Equation Models analysis using the SmartPLS application are to be evaluated using R-square for both limited and R-square Adjusted Predictive to see the ability of the construction effect from exogenous elastic to endogenous elastic. The results of the analysis can be presented below.

Table 5 R Square Value of Dependent Variables

Dependent Variables	R Square	Adjusted R Square	Category
Y1- Work Motivation	0,843	0,841	strong
Y2- Entrepreneurial Intentions	0,755	0,750	strong

R-Square numbers 0.67-1.00 indicate a strong systemic form, R-Square 0.34-0.66 indicate a longer systemic form, and R-Square below 0.33 a weak systemic form. Chart 5, the R-Square figure for activity encouragement is 0,843 with a strong type and entrepreneurial desire is 0.775 with a strong type. The Q² Geiser Stone experiment is:

$$Q^2 = 1 - (1 - R1^2) (1 - R2^2)$$

$$Q^2 = 1 - (1 - 0.843) (1 - 0.775)$$

$$Q^2 = 1 - 0.157 \times 0.225$$

$$Q^2 = 1 - 0.035$$

$$Q^2 = 0.965$$

The Q² obtained is 0.965 or 96.5%, indicating that the desire for entrepreneurship can be explained by the construct of culinary skills and motivation, whereas the excess of 3.50% is explained by not only that construct. This form has very strong predictions.

Results of Hypothesis Test

The results of the direct and indirect effects on other constructs, for research purposes, in the route coefficients of Test statistics and Probability values are presented in Table 6 below.

Table 6. Result of Direct Effect and Indirect Effect

Total Effect	Loading	Standard Deviation	T-Statistics	P-Values	Hypothesis
X-Culinary Skills -> Y1- Work Motivation	0,918	0,034	27,224	0,000	H ₁ accepted
X-Culinary Skills -> Y2- Entrepreneurial Intentions	0,801	0,069	11,529	0,000	H ₁ accepted
Y1-Work Motivation -> Y2- Entrepreneurial Intentions	0,851	0,170	5,004	0,000	H ₁ accepted
X-Culinary Skills -> Y1- Work Motivation -> Y2- Entrepreneurial Intentions	0,781	0,144	5,410	0,000	H ₁ accepted

The direct relationship between culinary skill, (H₁ is obtained, and H₀ is rejected). Culinary skills have a direct positive and important impact on the motivation for activities, if culinary skills increase then the incentives for activities will also increase.

The unidirectional relationship between culinary skills, (H₁ is obtained and H₀ is rejected). It is said that culinary skills directly influence the desire for entrepreneurship, if an increase in the quality of culinary skills, the desire for entrepreneurship also increases.

The relationship between work motivation and entrepreneurial desire is shown to be 0.851, the T-statistic of 5.004 is greater than 1.96 and the P-value of 0.000 is less than 0.05. (In this case, H₁ and H₀ are rejected). It is said that motivation for activity has a direct and significant impact on the desire for entrepreneurship if the increase in pressure for activity will cause the desire for entrepreneurship to continue to increase.

The indirect effect between culinary skills and entrepreneurial desire is statistical and the p-value 000 is smaller than 0.05. (H1 is accepted and H0 is rejected). Culinary skills indirectly influence the desire for entrepreneurship through the urge to do activities, meaning that improving culinary skills through the urge for activity can make the desire for entrepreneurship stronger.

DISCUSSION

Culinary skills have a direct important impact on encouraging activities. It could be said that if someone has culinary skills, their motivation to work will be strong. In this research, it was proven that the effect was very strong, namely the T statistic of $27.224 > 1.96$ with $\text{sig } 000 < 0, 05$. Prior training also creates a uniform atmosphere where students who have culinary skills will be motivated to work by opening a culinary business (Abbas et al., 2021). Not only that, the drive of someone who has culinary skills continues to grow stronger by looking at the situation of society, that culinary is an effort that never stops, in other words, people need it every day. In this way, it can be concluded that culinary skills need to be developed by students so that their motivation to work in the culinary field continues to be strong (Lambey et al., 2018).

Culinary skills have a positive and important impact on the entrepreneurial desire of culinary research program students, meaning that students who have culinary skills have a strong desire to open a culinary business. In this research, the T statistic was tested at $11.529 > 1.96$ and $\text{sig } 0.000 < 0, 05$. Many people vow to open a culinary business but do not have culinary skills so the success of the business is very doubtful, especially as there is a lot of competition in the culinary business sector (Nasution et al., 2021). Previous research also established a similar situation that football skills will greatly influence entrepreneurial desires, namely those related to culinary (Mötteli & Hotzy, 2022).

Encouragement of motivation has a direct positive and significant impact on the desire for entrepreneurship in Bali Tourism Polytechnic culinary students, based on research results presented with a T statistic of $5,004 > 1.96$ and $\text{sig } 0.000 < 0, 05$. (Tanusi & War, 2020), says that a person who has a good sense of activity will convince himself of his authenticity by creating his hopes with the desire to entrepreneur. A business sector will be successful if it is based on strong motivation. This matter is based on previous research to strengthen the desire for entrepreneurship in the essay with the hope that entrepreneurs have a very big opportunity to make a profit, especially when it comes to culinary arts which is people's main desire. In this way, If someone has the urge to create a desire to become an entrepreneur because there are challenges as well as the opportunity to make a profit (Karen Hapuk et al., 2020).

Culinary skills have a positive and significant indirect impact on entrepreneurship through the encouragement of motivation. Proven by experiment results and the willingness of data to be observed from the t-statistic value of $5.410 > 1.96$ and a P-value of $0.00 < 0.050$. It is also said that activity motivation can mediate the impact of culinary skills on entrepreneurial desire. Research conducted by (Khairil Hamdi, 2019). The culinary skill elasticity coefficient of 0.522 can be concluded that each increase in effect is one number or more of culinary skills will give an increase of 0.522. It can be concluded that culinary skills directly have a strong impact on entrepreneurial desires, especially after mediated by the encouragement of activities, and continue to strengthen and increase the desire for entrepreneurship in culinary arts students (Jaroudi et al., 2018).

CONCLUSION

The research results are concluded as follows: (1) Culinary skills have a positive and significant direct influence on encouragement, indicated by a coefficient of 0.918 and a Test statistic result of $27.224 > 1, 96$ and Probability Number $0, 000 < 0.05$. Increasing the quality of culinary skills can increase motivation in students. (2) Cooking skills have a positive and significant impact directly on the desire for entrepreneurship as indicated by a coefficient of 0.801 and a Test -statistic result of $11.529 > 1, 96$ and Probability Values of $0, 000 < 0.050$ if there is an increase in the desire for entrepreneurship, it can increase the quality of culinary skills, it will lead to an increase in the desire for entrepreneurship in students. (3) Work encouragement has a direct positive and significant impact on the desire for entrepreneurship as indicated by a coefficient of 0.851 and the results of the Test-Statistic amounted to $5,004 > 1.96$ and Probability-Values of $0.000 < 0.050$ have a direct positive and

significant impact on entrepreneurial desire. The increase in work motivation causes the desire for entrepreneurship to increase. (4) Culinary skills have an indirect impact on the desire for entrepreneurship through encouragement as shown in the coefficient of 0.781, Test -Statistic result of $5.410 > 1,96$, and Probability Values of $0,000 < 0.050$. The findings of this research are that culinary skills have a very big impact, whereas activity motivation is a very good elastic in mediating the elastic impact of culinary skills on entrepreneurial desires.

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