
The Influence of Social Skills and Innovation Ability on Students' Entrepreneurial Attitudes in the Higher Grades of Public Elementary Schools

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Abstract

Social skills produce positive and beneficial interactions for each individual. This study aims to: determine and analyze the simultaneous influence of social skills and innovation abilities on the entrepreneurial attitudes of senior students at Lumu-Lumu Public Elementary School, Ujung Tanah District, Sangkarrang Islands, Makassar City. This research approach uses quantitative research. This research was conducted at Lumu-Lumu Public Elementary School, Ujung Tanah District, Sangkarrang Islands, Makassar City. The population of this study was 52 senior students (grades 4, 5, and 6) at Lumu-Lumu Public Elementary School, Ujung Tanah District, Sangkarrang Islands, Makassar City. This study used saturated sampling, or population sampling, by taking the entire population as a sample, resulting in a sample of 52 students. The data collection technique used a questionnaire, and the data analysis technique used multiple regression techniques and t-test analysis. Testing was carried out using SPSS 26. The results of this study indicate that: 1). Social skills have a positive and significant influence on the entrepreneurial attitudes of senior students at Lumu-Lumu Public Elementary School, Ujung Tanah District, Sangkarrang Islands, Makassar City. 2). Innovation ability (X₂) has a positive and significant influence on the entrepreneurial attitudes of upper-grade students of Lumu-Lumu State Elementary School, Ujung Tanah District, Sangkarrang Islands, Makassar City. 3). Social skills and innovation ability jointly influence the entrepreneurial attitudes of upper-grade students of Lumu-Lumu State Elementary School, Ujung Tanah District, Sangkarrang Islands, Makassar City.

Keywords

entrepreneurial attitude, innovation ability, social skills.



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INTRODUCTION

Developing an entrepreneurial attitude requires students' social skills. According to Riggio (in Nur Ainun Amir 2022), social skills are an individual's ability to interact with others, both verbally and nonverbally, including expressivity, sensitivity, and control. Social skills result in positive and beneficial interactions for each individual. Elksin and Elksin (Nur Ainun

Amir 2022) state that social skills are the ability to understand others' feelings, regulate emotions, and make them feel comfortable. Individuals with poor social skills are at greater risk of social problems. Social skills are prosocial behaviors, the opposite of antisocial behavior. Antisocial behavior is defined as individuals lacking social skills. Social skills are an individual's ability to establish positive relationships with others through adaptation, respect, emotional control, verbal and nonverbal communication, and benefiting others. Individuals with poor social skills are considered antisocial. Social skills are prosocial attitudes that benefit each individual in developing an entrepreneurial attitude.

In addition to social attitudes, students also need the ability to innovate to develop entrepreneurship. Innovation is a discovery consciously produced by someone, resulting in something new. The ability to innovate can also be defined as research or development aimed at making new changes. Furthermore, innovation can be interpreted as a new, unprecedented idea (Kristiawan & Rahmat, 2018). This aligns with the opinion of Kadi and Awwaliyah (2017), who stated that the ability to innovate is the result of thinking that is considered new for a group of people. Therefore, innovation is anything that is a new discovery and has never existed before.

Researcher observations in the 2024-2025 academic year found that, on average, 70% of upper-grade students work alone and lack social skills. Students on the island tend to be indifferent to their assignments and feel they are unimportant. However, when viewed from a creative perspective, students have the potential to innovate in terms of their skills, but they simply don't express it. The sea, shells, and sand, which support social skills and the ability to innovate, can be utilized and turned into an interesting topic. But in reality 70% of students' social skills are not able to adapt to their group and when there is a group assignment they expect each other and are not able to work together to complete it. High grade students of Lumu-Lumu Elementary School to be able to express creative and innovative ideas is apparent when given assignments the results of the work of skills do not show Innovation and Creativity from students of Lumu-Lumu Elementary School, Ujung Tanah District, Sangkarrang Islands, Makassar City, it seems they only complete obligations, their work is haphazard and monotonous. In addition, entrepreneurship in Lumu-Lumu Elementary School has the potential to become entrepreneurs with natural potential such as shells and sand, only not developed by teachers so I think to be able to develop it. The hope of this research is that students at Lumu-Lumu Elementary School can further develop their social skills and innovative abilities so that their entrepreneurial attitude will also develop.

METHODS

This research approach uses quantitative research. The research was conducted at Lumu-Lumu Public Elementary School, Ujung Tanah District, Sangkarrang Islands, Makassar City with the population of this research being high grade students (Grades 4, 5 and 6) of Lumu-Lumu Public Elementary School, Ujung Tanah District, Sangkarrang Islands, Makassar City, High grade totaling 1,000 students. in this study used saturated samples or population samples by taking the entire population as samples in the study so that the number of samples was 52 students. Data collection techniques using questionnaires and data analysis techniques using multiple regression techniques and t-test analysis and tests using SPSS 26.

FINDINGS AND DISCUSSION

The Influence of Social Skills on Students' Entrepreneurial Attitudes

The probability value of X1 is 0.000. This value is less than 0.05, or the calculated t-value of $5.287 > t\text{-table } 2.000$ ($n-1 = 51$ alpha 5%). Therefore, it can be concluded that the social skills variable (X1) has a positive and significant effect on the entrepreneurial attitudes of upper-grade students at Lumu-Lumu Public Elementary School, Ujung Tanah District, Sangkarrang Islands, Makassar City.

In line with Mufidah's opinion (2019), social skills—such as communication, empathy, and networking—have a positive and significant effect on entrepreneurial attitudes. These skills shape entrepreneurial character, increase self-confidence, and motivate individuals to take risks and build businesses. Networking skills and social sensitivity facilitate business sustainability. The following is a breakdown of the influence of social skills on entrepreneurial attitudes: 1). Increased Motivation and Independence: Good social skills, including emotional control and sensitivity, have been shown to increase entrepreneurial motivation and independence. 2). Communication and Business Networking: Effective communication skills and the ability to build networks (social capital) are crucial in strengthening the competitiveness of MSMEs. 3). Leadership and Teamwork: Social skills help entrepreneurs manage teams, make decisions, and interact with customers. 4). Social Skills Component: Aspects such as emotional expression, emotional sensitivity, emotional control, social sensitivity, and social control contribute directly to entrepreneurial interest. Research shows that the combination of social skills, entrepreneurial knowledge, and practical skills will create a synergy that strengthens overall entrepreneurial attitudes.

This is also in line with the research results of Mufidah Sa, Nur (2019) "The Influence of Social Skills on the Entrepreneurial Interest of Third-Year Students in the Sales Expertise Program at SMK Negeri 2 Tuban / Nur Mufidah Sa. Diploma thesis, State University of Malang." To realize the function of national education, the active role of Vocational High Schools as educational institutions is to prepare students to become independent and responsible citizens. Vocational Education graduates must generally possess at least the knowledge and skills of social, emotional, and physical competence in social life. One form of independence is being a job creator, rather than a job seeker. This is a key characteristic of an entrepreneur. Therefore, Vocational High Schools are expected to develop student potential and motivate graduates to become entrepreneurs in the future. Therefore, students must first develop an interest in entrepreneurship.

Entrepreneurial interest can be supported by social skills. These skills can influence students' entrepreneurial interest. Social skills are necessary for interacting with others by demonstrating appropriate attitudes to facilitate the business they are pursuing. Entrepreneurs constantly need to interact with customers, suppliers, distributors, business partners, and others. Therefore, this study will describe and analyze the influence of social skills on students' entrepreneurial interest. This study uses descriptive and correlational research. A descriptive design can be used to describe, record, analyze, and interpret data from students' social skills variables, which consist of sub-variables of emotional expression, emotional sensitivity, emotional control, social expression, social sensitivity, social control,

and social manipulation as independent variables. The dependent variable is entrepreneurial interest. Correlation research is used to explain the influence of social skills variables on students' entrepreneurial interest. This study used the entire population as the research object, namely third-grade students in the sales expertise program at SMKN 2 Tuban. Meanwhile, the analysis of this study used multiple linear regression to determine the influence of the independent variables, both partially and simultaneously, on the dependent variable.

From the results of the descriptive analysis of the study, it shows that the level of social emotional expression of students is classified as high, students' emotional sensitivity is classified as high, students' emotional control is classified as high, students' emotional expression is classified as high, students' social sensitivity is classified as high, students' social control is classified as very high, and the entrepreneurial interest that most students have is good. Based on the results of multiple regression analysis, it is known that there is a significant positive influence between emotional expression on entrepreneurial interest with a partial regression value of 0.158. 2) there is a significant positive influence between emotional sensitivity on entrepreneurial interest with a partial regression value of 0.305. 3) there is no significant influence between emotional control on entrepreneurial interest with a regression value of -0.018. 4) there is a significant positive influence between social expression on entrepreneurial interest with a partial regression value of 0.380. 5) there is a significant positive influence between social sensitivity on entrepreneurial interest with a partial regression value of 0.451. 6) there is a significant positive influence between social control on entrepreneurial interest with a partial regression value of 0.137. 7) there is a significant positive influence between social manipulation on entrepreneurial interest with a regression value of 0.136. Simultaneously, all sub-variables of social skills simultaneously influence students' entrepreneurial interest by 75.7%. For the school, it is hoped that it can improve students' social skills consisting of emotional expression, emotional sensitivity, emotional control, social expression, social sensitivity, social control, and social manipulation considering the importance of the material in the field of entrepreneurship. Students' social skills can be developed through non-conventional cooperative methods. Schools should act as mediators in channeling students' entrepreneurial interests. The population in this study was limited to third-grade students in the sales expertise program at SMK Negeri 2 Tuban. Therefore, to obtain conclusive results, further research should be conducted at other schools.

The Influence of Innovation Ability on Students' Entrepreneurial Attitudes

The probability value of X_2 is 0.026. This value is less than 0.05, or the calculated t-value of $2.291 > t\text{-table } 2.00$ ($n-1 = 51$ alpha 5%). Therefore, it can be concluded that the Innovation Ability variable (X_2) has a positive and significant effect on the entrepreneurial attitudes of upper-grade students at Lumu-Lumu Public Elementary School, Ujung Tanah District, Sangkarrang Islands, Makassar City.

In line with Siti Novia Ramdani (2014), the ability to innovate has a positive and significant effect on entrepreneurial attitudes, encouraging entrepreneurs to be more creative, willing to take risks, and proactive in seeking opportunities. Innovation triggers competitive advantage, enables product customization, and increases business efficiency and growth. The Effect of Innovation Ability on Entrepreneurial Attitudes: 1). Increased Creativity and

Proactivity: The ability to innovate encourages entrepreneurs to continuously think outside the box and generate unique solutions to business problems. 2). Increased Courage to Take Risks: Innovative entrepreneurs are more confident and willing to take calculated risks to achieve business success. 3). Adaptability and Resilience: Innovation enables entrepreneurs to adapt to shifts in customer behavior and market fluctuations, which is part of the entrepreneurial mindset. 4). Growth Orientation: Innovation plays a key role in business success (MSMEs) and drives faster growth and expanded market share. Overall, innovation and creativity are core components that differentiate successful entrepreneurs from their competitors.

Business success also requires innovation and creativity from entrepreneurs. High competition demands the continuous application of innovation and creativity in a business. Innovation creates high-quality entrepreneurial skills. Furthermore, it interprets the provision of new ideas that can create or add value to customers. The current era of globalization has also impacted various countries, resulting in numerous competitors. Businesses must be able to demonstrate the quality and uniqueness of their offerings, as well as the attractiveness of the products they offer to customers. The role of innovation in entrepreneurship is crucial for business success. Without innovation, a business will not be able to survive when faced with challenges. Not only innovation, but creativity in entrepreneurship is also crucial. People often misunderstand the importance of imagination and innovation. These two are distinct yet related. Innovation is the ability to generate new ideas and find better approaches to examining problems and predicting valuable possibilities. Innovation, on the other hand, is the ability to apply intelligent solutions to problems and opportunities to improve or advance individual lives. Being imaginative is a quality that continually seeks new ways, and innovation is a characteristic that makes effective improvements. Being innovative but not creative is futile, because thoughts are merely thoughts without real action (Rizeki, 2020). Consumers, as one of the actors in economic activity, have diverse and unlimited needs that are constantly evolving. This forces businesses to quickly find solutions to capture buyers' attention, meet their needs, and deliver the services and products they require. Businesses must concentrate on buyers' desires and make them their primary choices. Furthermore, innovation and creativity are also expected to be able to meet customer needs. In the business realm, without innovation and creativity, it is like a "garden without flowers," meaning there is no variety, freshness, interest, and so on. Thus, innovation and creativity are crucial in business ventures, given the complex market competition.

The Simultaneous Influence of Social Skills and Innovation Ability on Students' Entrepreneurial Attitudes

The F-test significance value is 0.000 at a significance level of 0.05. This value is less than 0.05, indicating that all independent variables, namely Social Skills (X1) and Innovation Ability (X2), jointly influence the entrepreneurial attitudes of upper-grade students at Lumu-Lumu Public Elementary School, Ujung Tanah District, Sangkarrang Islands, Makassar City.

Based on various management and entrepreneurship research findings, social skills and innovation ability simultaneously have a positive and significant influence on entrepreneurial attitudes. The following is a description of the influence: 1). Simultaneous Effect (Social Skills

+ Innovation + Entrepreneurial Attitude) Synergy: Social skills (the ability to build networks) and innovation ability (creativity in products/processes) work together to form a strong entrepreneurial mindset. Attitude Improvement: Entrepreneurs who are socially competent yet innovative tend to be more willing to take risks, are persistent, forward-looking, and proactive in seeking opportunities (entrepreneurial attitude). Competitive Advantage: The combination of the two enables entrepreneurs to not only create unique products (innovation) but also market them effectively through networks (social skills). Partial Effects of Social Skills: Networking: Helps in obtaining market information, building customer trust, and establishing partnerships. Negotiation: Improves the ability to interact with suppliers and investors. Partial Effects of Innovation Ability: Competitiveness: Creates unique added value that differentiates products from competitors. Adaptability: Enables businesses to remain relevant to changing trends and consumer needs. Conclusion: Research shows that the better an entrepreneur's social skills and innovation skills, the more positive their entrepreneurial attitude. These two factors complement each other, where innovation creates products, and social skills sell them.

CONCLUSION

Based on the discussion, it can be concluded that: 1) The probability value of X1 is 0.007. This value is smaller than 0.05 or the probability value of X1 is 0.000. This value is smaller than 0.05 or the calculated t value of $5.287 > t_{table} 2.000$ ($n-1 = 51$ alpha 5%) so it can be concluded that the Social Skills variable (X1) has a positive and significant effect on the entrepreneurial attitude of students of the High Class of Lumu-Lumu Public Elementary School, Ujung Tanah District, Sangkarrang Islands, Makassar City. 2) The probability value of X2 is 0.026. This value is smaller than 0.05 or the calculated t value of $2.291 > t_{table} 2.00$ ($n-1 = 51$ alpha 5%) so it can be concluded that the Innovation Ability variable (X2) has a positive and significant effect on the entrepreneurial attitude variable of students of the High Class of Lumu-Lumu Public Elementary School, Ujung Tanah District, Sangkarrang Islands, Makassar City. 3) The sig. value of the F test is 0.000 at a significance level of 0.05. This value is smaller than 0.05, which shows that all independent variables, namely Social Skills (X1) and Innovation Ability (X2), together influence the entrepreneurial attitudes of high-grade students at Lumu-Lumu State Elementary School, Ujung Tanah District, Sangkarrang Islands, Makassar City.

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