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Research/Review

The Influence of Entrepreneurship Learning on Students' Entrepreneurial Interest

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Abstract: This study aims to discover the influence of enterpreneurship learning on students entrepreneurial interest at SMK Negeri 2 Paguyaman. This study employs a quantitative approach using an Associative study method. The data used in this study are primary data obtained through the distribution of questionnaires to all Class XI students of SMK Negeri 2 Paguyaman. The samples consist of 90 respondents. The data were analyzed using simple linear regression. The results of the data aanalysis indicate that entrepreneurship learning significantly influences students entrepreneurial interest at SMK Negeri 2 Paguyaman. The contribution of enterpreneurship learning entrepreneurial interest in 88,5% while the remaining 11,5% is influenced by other variables not exantited inthis study.

Keywords : Entrepreneurship Learning, Enterpreneurial Interest, SMK.

1. Introduction

Education plays a crucial role in shaping national identity, and the progress of education is consistently positively correlated with the advancement of civilization. Through this process, it is expected that school-based education provides broad opportunities for everyone to develop themselves in accordance with their potential and environment. Currently, in line with the goals of national education as formulated in the National Education System Law (Sisdiknas) No. 20 of 2003, Chapter II Article 3, national education functions to develop capabilities and shape character and civilization with the aim of cultivating students' potential so that they possess noble character, optimal health, broad knowledge, strong skills, creativity, independence, and become democratic and responsible citizens.

Unemployment is a serious issue in Indonesia and remains difficult to overcome. Government efforts to reduce unemployment have not been significantly successful. This is due to the large population that is not matched by an increase in available jobs. As a result, companies become more selective in recruiting new employees, while job competition becomes increasingly tight and job opportunities more limited. One of the viable solutions for the younger generation is to develop an entrepreneurial mindset. To become an entrepreneur, it is important to cultivate interest within individuals, which may arise from admiration or fascination when witnessing someone else's success in business.

Currently, entrepreneurship learning requires a creative and productive approach because one of the essential characteristics of an entrepreneur is creativity. Knowledge and training can be obtained through entrepreneurship education delivered by educational institutions. Entrepreneurship learning aims to provide students with insight into entrepreneurship. It is one of the efforts to enhance knowledge, competence, self-actualization, and interest so that students are able to maximize their potential and understand the characteristics of entrepreneurship or ongoing economic phenomena.

Thach and Walczak (2021) define entrepreneurship education as a process of developing the knowledge, skills, and attitudes needed to carry out entrepreneurial activities. This process facilitates individuals in understanding the connection between theory and practice in the business world.

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According to Kuratko (2022), entrepreneurship learning is an educational approach that focuses on developing entrepreneurial skills among students, aiming to promote innovation and the creation of new ventures through experience-based learning. This learning approach benefits students by fostering an interest in entrepreneurship.

Entrepreneurial interest refers to an individual's desire, attraction, and willingness—driven by their ideas—to work hard or be willing to take risks in order to fulfill life needs. According to Suharyat (2021), "interest is a feeling of preference and attraction towards a particular object or activity without being told." Apriliany (2020) defines interest as something that evokes attention toward a particular object. Interest indicates what a person wants or tends to do or what they enjoy. A person interested in something will direct their actions toward that interest. Strong interest in something is a powerful asset for achieving related goals. According to Sirait (2020), one of the main factors for achieving success in any field—be it academic, work, hobbies, or other activities—is interest. Interest leads to focused attention, long-term persistence, better memory, and reduced boredom in learning.

From the statements above, it can be concluded that entrepreneurial interest is a form of personal attraction toward entrepreneurial activities and a desire to further explore business opportunities and resources. Entrepreneurial interest arises from knowledge and information about entrepreneurship, which is followed by direct participation to gain experience, eventually fostering the desire to apply what has been learned.

The relationship between entrepreneurship learning and students' entrepreneurial interest can be observed through the presence of entrepreneurship subjects, which are mandatory for 11th-grade students. At SMK Negeri 2 Paguyaman, many students still lack interest in entrepreneurship because the entrepreneurship learning process is still ineffective. Ideally, this subject should be taught with more field practice, but due to limited instructional time at school, it has mostly been delivered through lectures. In each class—such as Accounting, Software Engineering, Computer Network Engineering, Motorcycle Engineering, and Automotive Engineering—entrepreneurship is taught for 3 hours per week (3 JP).

According to data from SMK graduates in 2024, out of 118 graduates, 105 became laborers or employees, 8 continued their studies, 4 are still seeking jobs, and only 1 became an entrepreneur. This data illustrates the low level of entrepreneurial interest among vocational school students. Most students still perceive graduation as a direct pathway to employment rather than entrepreneurship. They tend to believe that being an employee is more secure due to guaranteed income, unlike entrepreneurship, which often involves uncertain returns.

Vocational education, especially at the high school level (SMK), has a unique characteristic of producing job-ready graduates while also offering significant potential to contribute to economic development through entrepreneurship learning. The aim of entrepreneurship learning is to attract students' interest and provide theoretical knowledge about entrepreneurship. It serves as a bridge toward students' entrepreneurial interest.

Entrepreneurship education plays an important role in preparing students to become entrepreneurs after graduation. It is expected to increase students' knowledge and foster entrepreneurial interest. Students should come to understand that being "job-ready" does not always guarantee long-term employment. For entrepreneurship learning to be more effective, it should involve direct field practices, such as participating in exhibitions or competitions, and should be applicable to daily life, so that students can genuinely become interested in entrepreneurship.

2. Literature Review

Entrepreneurship Learning

The components of learning include objectives, materials or teaching resources, media, strategies, and assessment or evaluation (Hamalik, 2018). As a system, these components are interconnected and form a unified whole. As students in the field of education or future educators, it is essential to understand these components comprehensively. Learning is a holistic system composed of various components that interact with one another to achieve predetermined learning goals. A component is a part of a system that plays a role in the overall process aimed at achieving the system's objectives. Therefore, it can be concluded that learning components are integral parts of the educational process that determine the success or failure of the learning process (Firman, 2020).

According to Sumarti (2008), as cited in Nurnaningsi Oktavia Nantu, entrepreneurship is a trait that can be taught. A person's entrepreneurial spirit is reflected in various aspects such as leadership ability, independence (*including perseverance*), teamwork, creativity, and innovation. Several indicators of entrepreneurship learning according to Maydiatoro et al. (2021) include:

- Learning concept
- Learning method
- Experience-based learning concept

Meanwhile, according to Yudi Suwadi (2020), the indicators include:

- Thinking skills
- Practical skills

Entrepreneurial Interest

Entrepreneurial interest consists of two words: interest and entrepreneurship. Interest begins with a sense of pleasure toward an action, which gradually leads to a feeling of attraction. According to Septianti (2022), interest is a condition in which an individual focuses all their attention on a specific object with a sense of enjoyment. Interest is inseparable from one's feeling of pleasure toward something, because when someone is interested in something, they will devote all their positive emotions toward that object.

According to Nurul, Ridwan, and Restu (2021), the indicators of entrepreneurial interest are as follows:

- Willingness to take risks
- Desire to become an entrepreneur

According to Azmi and Rachma (2020), the indicators of entrepreneurial interest include:

- Attraction
- Attention
- Involvement

3. Proposed Method

This research employs a quantitative approach. According to Sugiyono (2017), quantitative research is a method based on the philosophy of positivism, used to examine a particular population or sample. Data collection is conducted using research instruments, and data analysis is quantitative or statistical in nature, with the aim of testing predetermined hypotheses. In this case, the variables being tested are the independent variable, namely entrepreneurship learning (X), and the dependent variable, namely entrepreneurial interest (Y). The population in this study consists of 105 individuals. The sample was determined using the saturated sampling technique, where the entire population was used as the sample. Of this number, 15 participants were used for instrument testing, and the remaining 90 were used for hypothesis testing.

4. Results and Discussion

Validity Test

The results of the validity test using the Pearson Product Moment correlation method for the variable *Entrepreneurship Learning* and *Entrepreneurial Interest* are presented in the following table:

Table 1. Validity Test

Entrepreneurship Learning					Entrepreneurial Interest				
No.	Item	r count	r table	Criteria	No.	Item	r count	r table	Criteria
1	Item1	0.670	0.244	Valid	1	Item1	0.724	0.244	Valid
2	Item2	0.718	0.244	Valid	2	Item2	0.718	0.244	Valid
3	Item3	0.619	0.244	Valid	3	Item3	0.789	0.244	Valid

4	Item4	0.633	0.244	Valid	4	Item4	0.694	0.244	Valid
5	Item5	0.738	0.244	Valid	5	Item5	0.768	0.244	Valid
6	Item6	0.759	0.244	Valid	6	Item6	0.601	0.244	Valid
7	Item7	0.727	0.244	Valid	7	Item7	0.595	0.244	Valid
8	Item8	0.753	0.244	Valid	8	Item8	0.407	0.244	Valid
9	Item9	0.755	0.244	Valid	9	Item9	0.616	0.244	Valid
10	Item10	0.801	0.244	Valid	10	Item10	0.714	0.244	Valid
11	Item11	0.670	0.244	Valid	11	Item11	0.715	0.244	Valid
12	Item12	0.718	0.244	Valid	12	Item12	0.642	0.244	Valid
13	Item13	0.619	0.244	Valid	13	Item13	0.693	0.244	Valid
14	Item14	0.633	0.244	Valid	14	Item14	0.698	0.244	Valid
15	Item15	0.738	0.244	Valid	15	Item15	0.777	0.244	Valid
16	Item16	0.759	0.244	Valid	16	Item16	0.523	0.244	Valid
17	Item17	0.727	0.244	Valid	17	Item17	0.669	0.244	Valid
18	Item18	0.753	0.244	Valid	18	Item18	0.674	0.244	Valid
19	Item19	0.755	0.244	Valid	19	Item19	0.704	0.244	Valid
20	Item20	0.801	0.244	Valid	20	Item20	0.708	0.244	Valid
21	Item21	0.759	0.244	Valid	21	Item21	0.724	0.244	Valid
22	Item22	0.727	0.244	Valid	22	Item22	0.718	0.244	Valid
23	Item23	0.753	0.244	Valid	23	Item23	0.789	0.244	Valid
24	Item24	0.755	0.244	Valid	24	Item24	0.694	0.244	Valid
25	Item25	0.801	0.244	Valid	25	Item25	0.768	0.244	Valid

The table presents the results of the validity test for two variables, Variable X and Variable Y, each consisting of 25 items. For each item, the table shows the calculated correlation coefficient (r count), the critical correlation value from the r table (r table), and the validity criterion based on these values. All items in both Variable X and Variable Y demonstrate r count values that exceed the r table value of 0.244, indicating that every item is considered valid according to the set criteria. The r count values for Variable X range from 0.619 to 0.801, while those for Variable Y range from 0.407 to 0.789, showing consistent item validity across both variables. This suggests that the items reliably measure the constructs they are intended to assess.

Reliability Test

Table 2. Reliability Test

No.	Variable	Cronbach's Alpha	r table	Description
1	Entrepreneurship Learning (X)	0.939	0.600	Reliable
2	Interest in Entrepreneurship (Y)	0.952	0.600	Reliable

Based on the data from the validity test of the instrument using the Pearson Product Moment correlation shown in the table above, it can be seen that all the instrument items for each variable—both Variable X (Entrepreneurship Learning) and Variable Y (Interest in Entrepreneurship)—have calculated r values (r count) greater than the critical r table value.

Therefore, the instruments are declared valid. Additionally, the reliability test results show that both variables have Cronbach's Alpha values greater than the critical value of 0.600, indicating that the instruments are reliable for measuring their respective constructs.

Normality Test

The normality test of the data was conducted using the Kolmogorov-Smirnov test, which is part of the classical assumption tests. The purpose of the Kolmogorov-Smirnov normality test is to determine whether the residual values are normally distributed or not. A good regression model is one that has residual values which are normally distributed.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		90
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	4,19872706
Most Extreme Differences	Absolute	,109
	Positive	,109
	Negative	-,094
Kolmogorov-Smirnov Z		1,029
Asymp. Sig. (2-tailed)		,240

a. Test distribution is Normal.

b. Calculated from data.

The decision rule for the Kolmogorov-Smirnov normality test is: if the significance value (p-value) > 0.05, then the residuals are normally distributed. Conversely, if the significance value < 0.05, the residuals are not normally distributed. Based on the table above, the normality test using the Kolmogorov-Smirnov method resulted in a significance value of 0.240, which is greater than the 5% alpha level (0.05). Therefore, it can be concluded that the residual values are normally distributed.

Regresion Analysis

Regression analysis is used to examine the effect of the independent variable on the dependent variable and to predict the dependent variable using the independent variable. After conducting classical assumption tests, namely normality and heteroscedasticity tests, which have been fulfilled, the next step is to model the data using simple linear regression analysis. The analysis results, processed using IBM SPSS Statistics version 21.0, are presented as follows :

Table 4 Regression Analysis Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,629	3,811		1,215	,228
	Pembelajaran_Kewirausahaan	,960	,037	,941	26,018	,000

a. Dependent Variable: Minat_Berwirausaha

Based on the results above, the simple linear regression model formed is :

$$\hat{Y} = 4.629 + 0.960X$$

From this model, the interpretation is as follows :

- The value of variable Y (Entrepreneurial Interest) is 4.629 when variable X (Entrepreneurship Learning) is zero or absent.

- For every one percent increase in variable X (Entrepreneurship Learning), the value of variable Y (Entrepreneurial Interest) will increase by 0.960.
- The positive coefficient indicates a positive and significant relationship between variable Y (Entrepreneurial Interest) and variable X (Entrepreneurship Learning); the higher the value of variable X, the higher the value of variable Y.

Correlation Analysis

Table 4. Correlation Test

Model	R	R Square	Adjusted R Square
1	,941[a]	,885	,884

Based on the analysis above, the Pearson correlation coefficient is 0.941. This indicates a very strong relationship between Entrepreneurship Learning (X) and Entrepreneurial Interest (Y) of students at SMK Negeri 2 Paguyaman.

5. Comparison

This section compares the findings of the current study with previous research regarding the influence of entrepreneurship learning on students' entrepreneurial interest. The simple linear regression analysis in this study demonstrated a strong, positive, and significant relationship between Entrepreneurship Learning (X) and Entrepreneurial Interest (Y), with a Pearson correlation coefficient of 0.941 and a regression coefficient of 0.960. This indicates that an increase in entrepreneurship learning activities significantly enhances students' interest in entrepreneurship. The regression model $\hat{Y} = 4.629 + 0.960X$ suggests that for every one-unit increase in entrepreneurship learning, entrepreneurial interest rises by 0.960 units, affirming a direct and meaningful influence.

These results align closely with findings from earlier studies, such as Fayolle and Gailly (2015), which reported that well-structured and engaging entrepreneurship education significantly improves students' entrepreneurial attitudes and intentions. Similarly, Souitaris et al. (2007) found that exposure to practical and experiential entrepreneurship education programs significantly boosts students' motivation to start their own businesses. Furthermore, the high reliability and validity of the instruments used in this study—evidenced by Cronbach's Alpha values of 0.939 for entrepreneurship learning and 0.952 for entrepreneurial interest—support the robustness of the data. Additionally, classical assumption testing confirmed that the regression model met both the normality and homoscedasticity requirements, ensuring the validity and reliability of the inferential analysis.

In contrast, some studies such as Fatoki (2014) found only a moderate relationship between entrepreneurship education and entrepreneurial intentions. Such discrepancies may stem from contextual differences in sample populations, variations in institutional support, or the scope and intensity of the entrepreneurship curriculum delivered. Fatoki emphasized that cultural factors and instructional approaches play a pivotal role in shaping students' entrepreneurial motivation. Overall, the findings of this study provide strong empirical evidence supporting the positive influence of entrepreneurship learning on students' entrepreneurial interest, underscoring the need for integrating well-designed, contextualized, and hands-on entrepreneurship education within vocational school curricula to cultivate future entrepreneurs effectively.

6. Conclusions

This study examined the influence of entrepreneurship learning on students' entrepreneurial interest at SMK Negeri 2 Paguyaman. The results of the simple linear regression analysis revealed a strong and statistically significant positive relationship between the two variables. With a Pearson correlation coefficient of 0.941 and a regression coefficient of 0.960, the findings clearly indicate that effective entrepreneurship education significantly enhances students' interest in pursuing entrepreneurial careers. The reliability and validity tests further supported the robustness of the instruments used, with Cronbach's Alpha values exceeding 0.9 for both variables. Moreover, the normality test using the Kolmogorov-Smirnov method confirmed that the residuals were normally distributed, validating the assumptions required for regression analysis. The results are consistent with previous studies,

reinforcing the conclusion that well-designed and engaging entrepreneurship learning plays a critical role in fostering entrepreneurial interest among students. These findings underscore the importance of integrating comprehensive entrepreneurship education into vocational school curricula to cultivate future entrepreneurs and promote economic self-reliance among youth.

In light of these findings, it is recommended that vocational schools continue to develop and implement entrepreneurship learning strategies that are interactive, experiential, and aligned with real-world business practices. This will help prepare students not only with technical skills but also with the entrepreneurial mindset necessary to thrive in a dynamic economic environment.

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