

The Influence of Entrepreneurship Education on Entrepreneurial Intention of Students of Telesandi Telkom Vocational School Bekasi

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ABSTRACT

This study discusses the influence of entrepreneurship education on the entrepreneurial interest of SMK Telesandi Telkom Bekasi students. The high rate of open unemployment in Indonesia, especially among SMK graduates who should be ready to work. This phenomenon shows a mismatch between the skills of graduates and the demands of the labor market. Entrepreneurship education is an alternative solution to form a creative and independent mindset of students so that they are able to create their own jobs. This study was conducted because there are still few studies that specifically examine the effectiveness of entrepreneurship education on entrepreneurial interest at the SMK level with a quantitative data-based approach. The research method used is a descriptive and causal quantitative approach with a simple random sampling technique from a population of 794 students. The data collection instrument used an online questionnaire and was analyzed using descriptive statistics. The results of the study showed that entrepreneurship education had a positive and significant effect on entrepreneurial interest with a significance value of 0.000 and a contribution of 7 percent. This finding indicates that although its influence is not large, entrepreneurship education still plays an important role in shaping students' interest in entrepreneurship. The implication of this study is the need to strengthen a more applicable and inspiring entrepreneurship curriculum in order to build an entrepreneurial mindset from an early age

Keywords: Entrepreneurship Education, Entrepreneurial Interest, Vocational High School

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Introduction

As the fourth most populous country in the world, Indonesia faces a major challenge in managing its rapidly growing population. By 2023, Indonesia will have more than 278 million people (Kansil et al., 2024), and predictions are that this number will continue to rise in the coming decades. The rapid increase in population not only exacerbates the social and economic burden, but also magnifies the challenge of providing adequate employment opportunities. Every year, the number of job seekers continues to grow, while the availability of jobs that can absorb them is not always proportional to the growth rate of the labor force. This imbalance adds complexity to the Indonesian economy, both in terms of the inequality of employment opportunities in various sectors, as well as the mismatch between the skills possessed by the labor force and the needs of the market.

The phenomenon of high open unemployment is one of the real impacts of this imbalance. Open unemployment refers to individuals who are actively looking for work but have not been able to find a job that matches their skills and qualifications. This unemployment rate has become a major issue in Indonesia's economic and social development because it illustrates the apparent mismatch between the labor force and the changing demands of the world of work. It also signals a gap between the existing education system and the increasingly dynamic needs of the world of work, which prioritizes not only technical skills but also more complex and relevant non-technical skills. In this context, the existence of skilled, expert and productive human resources (HR) is very important for Indonesia, especially considering the country's rich natural resources. To maximize the potential of Indonesia's natural resources, qualified human resources must be reliable in managing and processing industrial raw materials in order to support a sustainable economy and improve people's welfare.

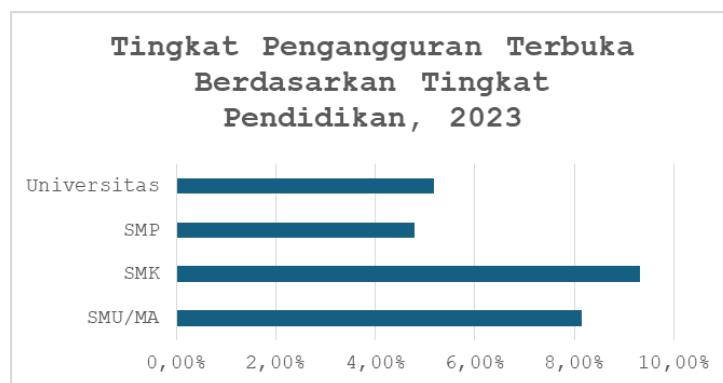
The Main Economic Activity (KEU) program launched since 2011 within the framework of the Master Plan for the Acceleration and Expansion of Indonesia's Economic Development (MP3EI), which is tailored to the potential and advantages of regions in Indonesia, is expected to create more job opportunities and be relevant to market needs. In this case, the development of local human resources is the main key. By maximizing the potential of local human resources, it is expected that they can become the main actors in the management of natural resources as well as the biggest beneficiaries of these economic activities. Therefore, developing human resources that are skilled, productive, and in line with the needs of local industrial sectors is essential to ensure that Indonesia's economic development can run inclusively and sustainably, and is able to support Indonesia's increased competitiveness in the global market (Darmawan et al., 2017).

However, despite Indonesia's huge potential in terms of natural resources and abundant population, the imbalance between the number of workers and available job opportunities remains a major drag on the economy. One of the main causes of this problem is the inability of many young workers, especially formal education graduates, to adapt quickly to the evolving market demands. Many of them are trapped in the search for jobs that do not match their interests or skills, or are even forced to accept jobs with low wages and inadequate conditions. This phenomenon worsens the unemployment rate as more and more individuals have difficulty finding jobs that match their qualifications.

Subri 2014 in Padang & Murtala, (2020) revealed that open unemployment is not only a problem of lack of employment, but also reflects structural imbalances in the Indonesian economy. This imbalance can hamper Indonesia's economic growth due to the non-utilization of the potential of existing human resources. Many young workers are trapped in informal jobs or sectors that do not provide opportunities for better skills development, which will ultimately affect Indonesia's economic competitiveness in the long run.

The problem of open unemployment is not only related to the limited number of jobs, but also reflects the imbalance between the number of workers and the quality of their skills. Open unemployment occurs when there are workers who cannot get a job even though they are looking for and ready to work. Solving this problem requires serious attention from various parties, ranging from the government, the education sector, to the business world. This collaboration is essential to create an ecosystem that can support the growth of qualified human resources, ready to face global challenges, and in accordance with the needs of the labor market.

One way to see the impact of this imbalance is to look at data on unemployment rates by education level. The following graph illustrates the open unemployment rate in 2023 based on the level of education held:



Source: National Labor Force Survey (Sakernas), 2023

Figure 1 shows the significant differences in open unemployment rates between labor groups with different levels of education. This graph provides a clearer picture of how education

affects employment opportunities and indicates areas that require more attention in improving the quality of labor skills. As seen in Figure 1, data from the Central Statistics Agency (BPS) in August 2023, the Vocational High School (SMK) graduate group recorded the highest unemployment rate in Indonesia, with the open unemployment rate reaching 9.31%. This figure is slightly higher than that of general high school graduates, who recorded an unemployment rate of 8.25%. Although open unemployment also involves graduates from other education levels, such as junior high school and university, the proportion of unemployment from these groups is smaller than that of graduates from vocational and high school (BPS, 2023). This phenomenon indicates a significant mismatch between the skills possessed by the workforce, especially SMK graduates, and the demands of the evolving labor market.

This phenomenon is in line with the opinion of Wahyudi & Pujiastuti (2020) who explain that open unemployment is caused by a mismatch between the skills of the workforce and market needs. Despite the general downward trend in unemployment in Indonesia, SMK graduates still face great challenges in entering the real world of work. In fact, SMK graduates rank highest in the number of open unemployment, even though they have received vocational education that should equip them with skills relevant to industry needs.

Although the main purpose of establishing SMKs is to prepare students to work in the industrial world (Article 18 of Law No. 20/2003). However, in reality, many SMK graduates still find it difficult to find a job that is suitable for their field of expertise. The main cause of this phenomenon is the mismatch between the skills provided in SMK education and the demands of the rapidly changing world of work. The industrial world now prioritizes skills that are not only technical, but also non-technical skills that are increasingly needed. Good communication skills, effective problem solving, and teamwork are skills that are increasingly important in the modern world of work (Trianawati, 2020). However, in reality, many SMK graduates are only equipped with technical skills that are limited to certain specific fields, making it difficult for them to adapt to market demands that increasingly focus on more holistic and soft skills-based skills.

In addition, the increasingly complex and dynamic world of work also requires workers to be flexible and able to manage rapid change. Meanwhile, many SMK graduates lack these adaptability and non-technical skills. This is because the existing curriculum in SMK is still focused on developing technical skills that are only applicable to certain types of jobs, while many jobs outside these specific areas of expertise require additional, broader skills. For example, the ability to communicate well in a team, take initiative, and think critically in dealing with problems, all of which are highly valued in the modern industrialized world.

As a result, although SMK aims to reduce unemployment by providing skills that are more applicable and directly connected to the world of work, the reality is that unemployment among SMK graduates remains high. Many SMK graduates are trapped in a state of inability to meet the demands of the industrialized world, which increasingly emphasizes flexibility, creativity and the ability to collaborate effectively in the workplace.

In this context, it is important to view open unemployment as a more complex issue that requires a holistic approach to problem solving. More effective solutions depend not only on creating new jobs, but also on improving the quality of education and training that is more relevant, including the development of entrepreneurial skills. SMK education should be oriented towards developing more comprehensive competencies, integrating technical and nontechnical skills, and ensuring that SMK graduates are not only ready to work in specific industry sectors, but also ready to grow and adapt to the challenges of an increasingly complex and dynamic world of work.

In fact, based on the latest data from the August 2024 National Labor Force Survey (Sakernas), the open unemployment rate among SMK graduates is still high, reaching 9.01%, much higher than the national unemployment rate of only 4.91% (Sakernas, 2024), which is equivalent to 7.47 million people, with generation Z (15-24 years old) recording the highest TPT, at 17.32% (Said, 2024). This condition indicates that the education system in SMK needs to be adjusted in order to produce graduates who not only have technical skills, but also the ability to adapt quickly to changes in the world of work. One solution that is considered to reduce this gap is to integrate entrepreneurship education in the SMK curriculum. The entrepreneurship program implemented in several SMKs, as stipulated in Permendikbud No. 69 of 2013, aims to foster entrepreneurial interest among students, so that they are not only dependent on formal employment, but also have alternatives through independent businesses (Trianawati, 2020).

Given the difficulty of penetrating the formal workforce, as well as the success of the large contribution of entrepreneurs to the Indonesian economy, entrepreneurship education in Indonesia should become increasingly crucial, as entrepreneurship is considered to be a solution for the younger generation to continue to be creative and innovative in creating their own businesses. This is evidenced by the Indonesian government's efforts to launch various initiatives to support micro, small and medium enterprises (MSMEs), including Kredit Usaha Rakyat (KUR) which provides access to low-interest financing, as well as the Presidential Assistance Program for Productive Micro Enterprises (BPUM) which provides direct capital assistance to micro-entrepreneurs. In addition, entrepreneurship training is organized by the

government and private institutions to improve the managerial, marketing, and technical skills of MSMEs.

One example is the Ministry of Communication and Information's Level Up MSME Program, which focuses on digital technology training to improve the competitiveness of MSMEs (Ghina, 2023). Entrepreneurship education has finally started to be integrated in Indonesia's school curriculum to prepare students with the practical skills and creative mindset needed to become successful entrepreneurs. Although various policies have been implemented, this has unfortunately not fully satisfied vocational students to start their own business, as they lack support from educational institutions as well as pressure to find a job immediately after graduation, which often prevents students from exploring entrepreneurial opportunities.

According to Ghani (2022), with entrepreneurship education, educators can form a “problem-solver” mentality in students so that they are able to see challenges as opportunities, with this proactive attitude they can create innovative solutions that not only solve local problems, but also have a positive impact in a global context. The skills to adapt to change and continue to innovate are becoming increasingly important in the midst of intense global economic competition and the difficulty of obtaining formal employment opportunities (Gusti, et al., 2024).

This indicates that although entrepreneurship education has been provided, there are still many students who are less encouraged to start their own business. As part of the effort to foster interest in entrepreneurship, entrepreneurship education is a subject that must be given at SMK. This education not only aims to provide business and economic theory, but also to form a creative, innovative, and risk-taking mindset. According to Frederick et al. (2016), entrepreneurship has a strategic role in a country's economy, especially in creating new jobs and encouraging innovation. Therefore, effective entrepreneurship education is expected to encourage more SMK graduates to become entrepreneurs.

However, the effectiveness of entrepreneurship education in vocational schools is still debatable. Some studies show that the approach used in learning is still theoretical and less applicable. According to Sugiarti et al. (2022), many teachers teach entrepreneurship without having direct experience in the business world, so the teaching method emphasizes theory rather than real practice. As a result, students do not get enough experience to understand how to run a real business. In addition, environmental factors also influence students' interest in entrepreneurship. Based on research by Aji et al. (2020), there are several external factors that can increase or inhibit entrepreneurial interest, such as family support, access to capital, and

social expectations of job stability. Many students still consider entrepreneurship as an option full of uncertainty and prefer to work in industries that provide fixed income.

Entrepreneurship education plays a very important role in equipping individuals with the skills and knowledge needed to be able to face the challenges of an increasingly competitive and dynamic business world. Through a deep understanding of the importance of entrepreneurship in the economy, entrepreneurship education can help students to develop a positive mental attitude, increase self-confidence, and prepare them to become strong entrepreneurs. In addition, entrepreneurship education also provides the practical skills that aspiring entrepreneurs need, such as business planning, financial management, and effective marketing strategies. All of this is very relevant, given that there are many challenges faced by business actors, especially for those who are just starting their business journey. Therefore, it is important for SMKs to not only focus on technical skills, but also to integrate entrepreneurship education that can help graduates to become strong entrepreneurs. This is in line with the goal of entrepreneurship education that not only provides theory, but also equips students with practical skills that can be applied in the business world.

As SMK Telesandi Telkom Bekasi has implemented a very effective entrepreneurship education through the subject of Creative Product and Entrepreneurship (PKK). This subject is given to students in grades XI and XII as part of the curriculum which aims to not only prepare students with technical skills, but also with entrepreneurial skills that will be useful in the future. In implementing this program, SMK Telesandi Telkom Bekasi emphasizes the importance of preparing students to have the ability to be entrepreneurial, so that they can adapt well in the competitive business world.

The entrepreneurship material designed by SMK Telesandi Telkom Bekasi is shown in the following figure:

No	Jadwal	Materi	Instruktur	Instruktur/Asisten
1	Senin 14 Oktober 2024 (9.00 - 15.00 WIB)	Cara Menilai Proposal dalam Menentukan Talenta Bisnis	Anne Sukmanesi (Koordinator SPW JABAR)	Astri R (SMKN 3 Bandung)
2	Selasa 15 Oktober 2024 (9.00 - 15.00 WIB)	Pengembangan Kelas Digital untuk Mencari, Menemukan, dan Memperbanyak Talenta Bisnis	Siswoyo (GEMA)	Eros R (GEMA)
3	Rabu 16 Oktober 2024 (9.00 - 15.00 WIB)	Strategi Pembuatan NIB (Nomor Induk Berusaha) untuk Guru dan Siswa (10% - 30% jumlah siswa di sekolah) dan sertifikasi halal	Dadan S (SMKN 3 Bandung)	Catrin Taqyya (GEMA)
4	Kamis 17 Oktober 2024 (9.00 - 15.00 WIB)	Perencanaan dan Pengembangan Tabel Pemantauan Omset Siswa	Testa R (SMKN 2 Indramayu)	Achmad Ardito (GEMA)
5	Jumat 18 Oktober 2024 (9.00 - 15.00 WIB)	Business Model Canvas / Business Plan dan Penyajian dan Evaluasi Cashflow Keuangan serta Pemanfaatan Digital Payment	Anifa Aulia A (GEMA)	Taqyya (GEMA)
6	Senin 21 Oktober 2024 (9.00 - 15.00 WIB)	Ruang Pameran Digital / Metaverse dan Pameran SPW	Luthi Angreani (GEMA)	Azriel (GEMA)
7	Selasa 22 Oktober 2024 (9.00 - 15.00 WIB)	Implementasi AI untuk Kewirausahaan dan Omsetku	Gatot Hari P (PBJJ PENS-SEAQIS)	Rakha (GEMA)
8	Rabu 23 Oktober 2024 (9.00 - 15.00 WIB)	Hukum E-commerce dan Promosi Berbasis Digital	Enni Soerjati (Dosen Teknologi Informasi UNPAD)	Vicky Hermawan (GEMA)
9	Kamis 24 Oktober 2024 (9.00 - 15.00 WIB)	Aspek HAKI (Risiko Kekayaan Intelektual) untuk Penentuan Merek dan Penyusunan Kontrak/Perjanjian Wirausaha	Raka Fauzan H (GEMA)	Sena Lingga S (GEMA)
10	Jumat 25 Oktober 2024 (9.00 - 15.00 WIB)	Persiapan Pembuatan Buku Digital dan Pemasaran di G - Book (Perpustakaan Digital)	M Eka Saputra (GEMA)	Catrin/Rakha (GEMA)

Figure 2 PKK material of SMK Telesandi Telkom Bekasi

Source: Internal Data of SMK Telensadi Telkom Bekasi, 2024

From figure 2, it is evident that the material taught in the PKK subject is comprehensively designed to provide a strong basic understanding of the concept of entrepreneurship. Students

are not only given the theory, but also the practical skills needed to succeed in the business world. The significant time allocation for this subject allows students to explore and master the entrepreneurship material in greater depth. With this comprehensive approach, students are equipped with the ability to face the challenges that exist in the world of work and the business world. The training schedule is also designed to enrich students' knowledge and skills in entrepreneurship, and prepare them for the opportunities and challenges that exist in the business world.

Based on the internal data, it can also be seen that the material taught in PKK subjects at SMK Telesandi Telkom Bekasi includes various important aspects that are relevant to the business world. Among them is an understanding of the basic concepts of entrepreneurship, which includes the definition and characteristics of an entrepreneur, as well as the role of entrepreneurship in the economy. Students are taught how to design and plan a business, from determining the type of business that suits their interests and abilities, to developing a detailed business plan. In addition, financial management is also an important part of PKK learning. Students are trained to understand how to manage business finances wisely, from budget planning, financial recording, to cash flow management so that the business can continue to run smoothly and profitably.

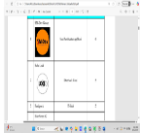
Furthermore, students are also given an understanding of the importance of marketing strategies in developing a business. In the PKK subject, they learn various marketing techniques that can be applied in various types of businesses, both conventional and digital marketing. Students are taught how to develop effective marketing strategies to attract consumers, as well as utilize technology and social media to increase the reach of the products or services offered. In this case, students are not only equipped with marketing theory, but also trained to implement these marketing strategies through simulations and hands-on practice. Students are also guided to understand the basic concepts of entrepreneurship, compile business proposals, design business models using the Business Model Canvas (BMC), and conduct business simulations through entrepreneurial projects..

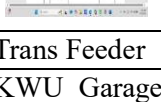
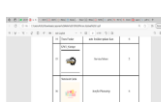
One of the featured activities is the creation of a business proposal that becomes the foundation for developing their business ideas. In addition, students are also taught marketing strategies, financial management, as well as communication skills needed in running a business. To support the applicative learning process, SMK Telesandi Telkom Bekasi applies the Project-Based Learning (PBL) method in entrepreneurship learning. In this method, students are given the freedom to design, manage and evaluate their own business projects.

Through this approach, students not only gain theoretical knowledge, but also practical experience in designing and running their own business on a small scale.

Various innovative products successfully created by students of SMK Telesandi Telkom Bekasi as a result of entrepreneurship learning can be seen from the following table:

Table 1 Product List of PKK Project of Telkom Telkom Bekasi Students

No	Nama Produk	Uraian Produk	Jumlah Siswa
1.	SM-Dev Group 	Jasa Pembuatan Aplikasi	6
2.	Safe-Lock 	Doorlock Card	5
3.	Fortigocio	T-Shirt	5
4.	Bite Street 62 	Snack (basreng, kue sus, dll)	6
5.	Morgbit 	Mug	6
6.	Abhinaya 	Tote Bag	6
7.	Panca Trans	RFID	5
8.	MercMilan 	Merchandise (Tas Serut, Key Chain, Sticker, Photo Card)	5

9.	 GreatMates	Phone Strap	6
10.	 Rifana	Sandwich, salad	6
11.	 Second Sport	Sepatu Futsal Second	6
12.	 Sixasix	Design, Kaos, Totebag, Gantungan Kunci (mercandice telesandi)	6
13.	 Señorita	Puding	4
14.	 Trans Feeder	auto feeddeer pakan ikan	6
15.	 KWU Garage	Service Motor	2
16.	 Narcissist Genk	Acrylic Photostrip	6

Source: Internal Data of SMK Telensadi Telkom Bekasi, 2024

Based on table 1, it can be seen that in 2024, a project was held from the PKK subject in the form of an entrepreneurship competition at SMK Telesandi Telkom Bekasi involving 48 groups of students, where the best 16 groups received revolving capital to develop their business. The group selection process was based on several criteria, such as the quality of the business proposal, the relevance of the products offered, and the readiness of the business plan

they made. With various programs and efforts made, entrepreneurship education at SMK Telesandi Telkom Bekasi is expected to increase students' interest in starting their own business.

Through a combination of theoretical learning in the classroom and hands-on practice in the field, students are equipped with the knowledge and skills needed to become successful young entrepreneurs who are able to make these products not only marketed in the school environment, but also through various digital platforms such as Instagram, WhatsApp, and ecommerce, showing that students are able to apply modern marketing strategies. The entrepreneurship program held by the school is also a place for students to practice the theories they have learned in class.

Thus, through a series of structured activities and learning at SMK Telesandi Telkom Bekasi, students are invited to dare to try, learn from failure, and find creative solutions in facing business challenges. However, behind these achievements, there is still a need for indepth evaluation of how much influence entrepreneurship education has on students' entrepreneurial interest. Is the experience gained during this program able to foster students' motivation to actually enter the business world after graduation? Because in fact there are still many students who are not interested in continuing their businesses after they graduate. This gap between entrepreneurship education and entrepreneurial interest suggests that there are other factors that influence students' decision to enter the business world.

Based on Bayu's research (2024), one of the main obstacles in building interest in entrepreneurship is a lack of self-confidence and fear of failure. Many students have a good business idea, but are hesitant to run it for fear of suffering financial losses or not getting support from the surrounding environment. In addition, lack of access to business capital is also a major obstacle. According to the Global Entrepreneurship Monitor (GEM) 2023 report, around 73% of aspiring entrepreneurs in Indonesia experience difficulties in obtaining start-up capital. This is also exacerbated by the lack of business mentoring programs for vocational students after they graduate (GEM, 2023).

In addition to economic factors, psychological factors also play an important role in building entrepreneurial interest. Based on research by Saputra et al. (2023), students who have a high level of self-efficacy (confidence in their own abilities) tend to be more interested in starting a business than those who have a low level of self-efficacy. Therefore, entrepreneurship education in SMK needs to emphasize more on the aspects of mental strengthening and motivation so that students are more willing to take risks in entrepreneurship..

Given these problems, this study aims to analyze the effect of entrepreneurship education on students' entrepreneurial interest at SMK Telesandi Telkom Bekasi. This research will

evaluate the effectiveness of entrepreneurship learning methods in schools and identify factors that influence students' interest in starting a business after graduation. This research is also expected to provide recommendations in developing an entrepreneurship curriculum that is more innovative, applicable, and in accordance with student needs. Thus, SMK graduates not only have the technical skills needed by industry, but also have a strong mindset and motivation to create their own jobs. Furthermore, the results of this study can be a reference for schools in improving the effectiveness of entrepreneurship education.

If entrepreneurship education can be better designed, it is expected that more SMK graduates will be encouraged to become entrepreneurs, thereby reducing unemployment and contributing to national economic growth. By understanding the relationship between entrepreneurship education and entrepreneurial interest, it is hoped that this research can serve as a basis for improving education policy at the SMK level. If entrepreneurship education can truly provide relevant and inspiring experiences, then SMK graduates will be more confident to build their own businesses and become part of a productive and sustainable entrepreneurial ecosystem.

Literature Review

Several previous studies have shown that entrepreneurial interest is influenced by various non-entrepreneurship education factors. Andayanti and Harie (2020) found that entrepreneurial motivation has a positive and significant influence on students' interest in entrepreneurship, which indicates that the internal drive of individuals plays an important role in shaping entrepreneurial intentions. Meanwhile, Colin, Maria, and Ferran (2023) through a comparative qualitative approach using fuzzy set analysis, revealed differences in entrepreneurial intentions based on gender, both at the sample and case levels, indicating that demographic factors also influence preferences and inclinations for entrepreneurship. Furthermore, research by Amelia S. (2020) strengthens previous findings by showing that entrepreneurial knowledge, motivation, and family environment have a positive effect on entrepreneurial interest, with self-efficacy as a mediating variable that strengthens the relationship. These three studies confirm that entrepreneurial interest is not only influenced by formal education, but also by complex psychological, social, and demographic factors.

- H1: Entrepreneurship education at SMK Telesandi Telkom Bekasi has a positive and significant effect on student entrepreneurial interest.

- H2: There is no significant influence between entrepreneurship education and students' entrepreneurial interest at SMK Telesandi Telkom Bekasi.

Methods

This study uses a descriptive and causal approach with a quantitative approach. The population in this study were students of SMK Telekomunikasi Telesandi Bekasi from classes X, XI, and XII in the 23/24 academic year, totaling 794 students. In this study, researchers used probability sampling technique, namely Simple Random Sampling. The population selected for this study were students of SMK Telekomunikasi Telesandi Bekasi in the 23/24 academic year, with a total of 794 students, the number of respondents will be determined using the Slovin formula.

$$n = \frac{N}{1 + Ne^2}$$

Description:

n: many minimum samples

N: many population samples e:

error tolerance limit (10%)

In this study, there are several types of data sources used, namely Primary Data obtained from students who provide answers to questions asked by researchers. The questionnaire was distributed online via Google Form related to the variables studied, and the data collected will then be processed by researchers and secondary data. This research was analyzed using descriptive statistics.

Result and Discussion Validity Test

Table 2 Validity Test

Variable	No Soal	r _{hitung}	r _{tabel}	Description
Entrepreneurship Education (X)	1	0.290	0,196	Valid
	2	0.215		Valid
	3	0.247		Valid
	4	0.336		Valid
	5	0.398		Valid
	6	0.356		Valid
	7	0.259		Valid
	8	0.322		Valid
	9	0.315		Valid
	10	0.418		Valid
	11	0.389		Valid

	12	0.216		Valid
	13	0.395		Valid
Variable	No Soal	r _{hitung}	r _{tabel}	Keterangan
Entrepreneurial Interest (Y)	3	0.217	0.196	Valid
	4	0.404		Valid
	5	0.246		Valid
	6	0.369		Valid
	8	0.210		Valid
	9	0.255		Valid
	10	0.244		Valid
	11	0.288		Valid
	12	0.306		Valid
	13	0.468		Valid
	14	0.321		Valid
	15	0.375		Valid

Based on the data from the table above, it can be seen that all questions are valid with $r_{count} > r_{table}$. These results can be concluded that all question items from the Entrepreneurship Education and Entrepreneurial Interest variables are feasible to use because they have a value of $r_{count} > r_{table}$.

Reliability Test

Table 3 Reliability Test

Variable	Cronbach's Alpha	Description
Entrepreneurship Education	0.667	Reliable
Entrepreneurial Interest	0.771	Reliable

Based on the data table above, the variables of Entrepreneurship Education and Entrepreneurial Interest are declared reliable.

Descriptive Analysis

Table 4 Descriptive Analysis

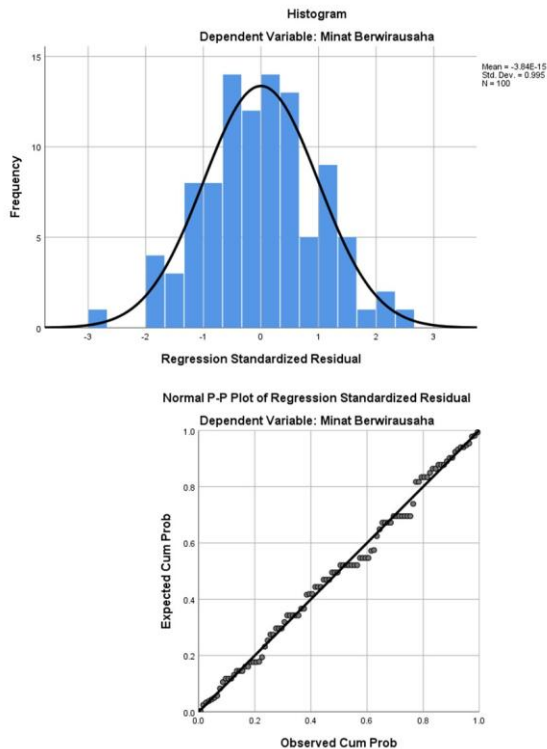
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pendidikan Kewirausahaan	100	52	63	56.89	2.044
Minat Berwirausaha	100	61	71	66.01	1.920
Valid N (listwise)	100				

Based on the data above, the distribution of the data obtained can be described as follows:

1. The Entrepreneurship Education variable is described that the minimum value is 52 while the maximum value is 63 and the average is 56.89 and the standard deviation is 2.044.

2. The Entrepreneurial Interest variable is described that the minimum value is 61 while the maximum value is 71 and the average is 66.01 and with a standard deviation of 1,920. **Classical Assumption Test**

Histogram



togram

ne concluded that the data used is normally
 curve, where the histogram graph has a bell-

urve P-P Plot

From the picture above, it can be seen that the points spread around the diagonal line and the distribution follows the direction of the diagonal line. It can be concluded that the data distribution is normal.

Kolmogorov-Smirnov

Table 5 One Sample Kolmogorov-Smirnov Test
One-Sample Kolmogorov-Smirnov Test

		Unstand ardized Residua l
N		100
Normal Parameters ^{a,b}	Mean	.000000 0
	Std. Deviation	1.90341 813
Most Extreme Differences	Absolut e	.064

	Positive	.064
	Negativ	-.048
e		
Test Statistic		.064
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Source: Data Processing Results, SPSS

From the table above, it can be concluded that the value of the Asymp. Sig (2-tailed) > 0.05 then it is said to be abnormal.

Multicollinearity Test

Table 6 Multicollinearity Test

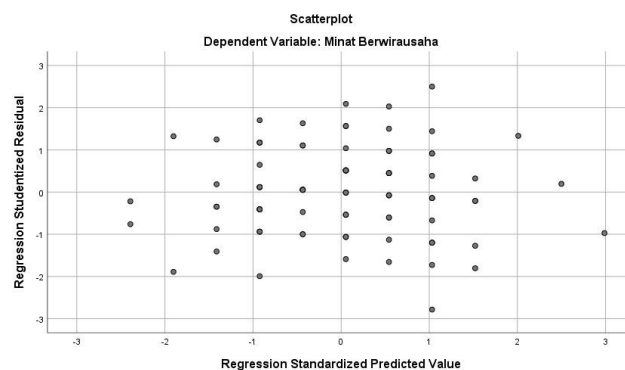
Model		Coefficients ^a			t	Sig.	Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients Beta			Tolerance	VIF
		B	Std. Error					
1	(Constant)	58.983	5.354		11.017	.000		
	Pendidikan Kewirausahaan	.124	.094	.132	1.313	.192	1.000	1.000

Source: Data Processing Results, SPSS

Based on the data from the table above, it can be concluded that the Entrepreneurship Education variable tolerance value > 0.1, which is 1,000 and the VIF value is below 10, which is 1,000 so it can be concluded that it does not experience multicollinearity symptoms.

Heteroscedasticity Test

Figure 5 Heteroscedasticity Test



Source: Data Processing Results, SPSS

Based on the Scatterplot graph above, it shows that there is a clear pattern and spread above and below the number 0 on the Y axis. so it can be concluded that there is a disturbance of the heteroscedasticity assumption in this regression model.

Simple Linear Regression Analysis

Table 6 Simple Linear Regression Test

Model		Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	58.983	5.354		11.017	.000		
	Pendidikan Kewirausahaan	.124	.094	.132	1.313	.192	1.000	1.000

Based on the simple linear regression equation above, it can be described as follows:

- The constant value obtained is 58.983, this indicates that if the Entrepreneurship Education is constant, then the value of Entrepreneurial Interest is 58.983
- The Entrepreneurship Education variable obtained a value of 0.124, this indicates that each variable of Entrepreneurship Education by 1%, it will affect the Entrepreneurial Interest by 0.124, assuming other variables are considered fixed.

Hypothesis test (t)

Table 7 t-test

Model	Coefficients ^a							
	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	Collinearity Statistics			
	B		Std. Error		Beta		Tolerance	VIF
1	(Constant)	58.983	5.354		11.017	.000		
	Pendidikan Kewirausahaan	.124	.094	.132	1.313	.192	1.000	1.000

Source: Data Processing Results, SPSS

Based on the table above, it is found that the Entrepreneurship Education variable has a significant value of 0.000 <0.05 tcount value 1.000> t table 0.165 so it can be concluded that Entrepreneurship Education has a positive and significant effect on Entrepreneurial Interest. This means that the higher the level of Entrepreneurship Education carried out, the quantity of Entrepreneurial Interest will increase.

Coefficient of Determination (R²)

Table 8 Test of Determination Coefficient

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.132 ^a	.017	.007	1.913	1.751

Source: Data Processing Results, SPSS

Based on the data table above, the Adjusted R Square value is 0.07 (7%). This means that the ability of the Entrepreneurship Education variable in influencing the Entrepreneurial Interest variable is 7% while the remaining 93% is explained by other variables not included in this study.

Discussion Effect of Entrepreneurship Education on Entrepreneurial Interest

The results of hypothesis testing show that the Entrepreneurship Education variable has a significant value of $0.000 < 0,05$ nilai thitung $1,000 > t$ table 0.165 so it can be concluded that Entrepreneurship Education has a positive and significant effect on Entrepreneurial Interest. This means that the higher the level of Entrepreneurship Education carried out, the quantity of Entrepreneurial Interest will increase.

This research is also in line with research conducted by Westri Andayanti with the title “The Effect of Entrepreneurial Motivation on Student Entrepreneurial Interest”. The research findings show that there is a positive and significant partial effect of entrepreneurial motivation on student entrepreneurial interest. This means that the more entrepreneurial motivation increases, the more student entrepreneurial interest increases. Entrepreneurial interest is someone who has a tendency, belief and willingness within the individual to be ready to take all risks with a feeling of pleasure in taking entrepreneurial action..

Another study also with the title “The Effect of Entrepreneurship Education on Student Entrepreneurial Interest in the Class of 2022 Department of Economic Education, Gorontalo State University”. The results showed that there was a positive and significant influence between entrepreneurship education on the entrepreneurial interest of the 2022 batch of students majoring in economic education at Gorontalo State University. Students are taught to think critically in looking for business opportunities, identifying market needs, and creating innovative solutions that can be applied in the business world. The same research results were also presented in research conducted by Fhitria (2024), the results showed that there was a relationship between entrepreneurial knowledge and entrepreneurial interest in the marketplace in social studies education students at Jakarta State University.

Conclusion and Suggestion

Based on the test results and discussions that have been carried out, the following conclusions can be drawn.

1. Entrepreneurship Education variable has a significant value of $0.000 < 0,05$ nilai thitung $1,000 > t$ table 0.165 so it can be concluded that Entrepreneurship Education has a positive and significant effect on Entrepreneurial Interest. This means that the higher the level of Entrepreneurship Education carried out, the quantity of Entrepreneurial Interest will increase.
2. Obtained Adjusted R Square value of 0.07 (7%). This means that the ability of the Entrepreneurship Education variable in influencing the Entrepreneurial Interest variable is 7% while the remaining 93% is explained by other variables not included in this study.

Further research is expected to provide maximum results by adding other variables such as entrepreneurial motivation, entrepreneurial knowledge and social media in improving the quality of entrepreneurship.

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