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THE INFLUENCE OF ENTREPRENEURSHIP LEARNING ON ENTREPRENEURIAL INTEREST OF CLASS XII STUDENTS IN PUBLIC SCHOOL 6 MAKASSAR

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Abstract

This study aims to determine the influence of entrepreneurship learning on entrepreneurial interest in class XII students at SMK Negeri 6 Makassar. The variables in this study are entrepreneurship learning as the independent variable and interest in entrepreneurship as the dependent variable. The population and this research are all class XII students at SMK Negeri 6 Makassar. The sampling technique used the Random Sampling technique, samples from the population were obtained, and a portion of the population with a sample of 76 students. The data collection technique used was a questionnaire and technical documentation. The data analysis used was descriptive analysis of percentages, instrument reliability testing and hypothesis testing. Based on the results of the data analysis that has been done, the results of the descriptive analysis of entrepreneurship learning are 85.52 percent which is very high and the interest in entrepreneurship is 80.26 percent which is high. The results of simple linear regression analysis are obtained entrepreneurship learning $Y=27470-1.228X$, which means that with each addition of 1 value learning then the interest in entrepreneurship has increased by 1.228 While the product-moment correlation test obtained a correlation coefficient value of 0.555 and is in the medium category which means the effect of entrepreneurship learning on moderate entrepreneurship interest. The results of the analysis of the coefficient of determination (r) obtained (r) = 0.308 or 30.8%, which means that learning entrepreneurship has a contribution to interest in entrepreneurship by 30.8 percent and the remaining 69.2 percent is influenced by other factors. While the results of the t-test analysis obtained a significant value of 0.000 0.05, which means that entrepreneurship learning has a significant effect on interest in entrepreneurship, thus the hypothesis is accepted

Keywords: Entrepreneurship Learning; Interest; Entrepreneurship

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves and society. (Hidayat & Abdillah, 2019 :31). One of the factors that form students' interest in entrepreneurship can be influenced by interest and supported by skills and behavior. "Skill factors, for example through learning obtained



from school and the environment, for example, the availability of opportunities to carry out entrepreneurial activities." (Firmansyah & Roosmawarni, 2019 :61) .

Makassar City is the capital of South Sulawesi, where according to the Makassar Central Statistics Agency, the working age population in 2020 was 1,199,282 people, of which 58.05 percent were in the workforce and the other 41.95 percent were non-labor force residents. Of the total workforce of 58.05 percent, there are 48.81 percent of the workforce and the remaining 9.24 percent are unemployed. From these data, it can be concluded that the unemployment rate in the city of Makassar is quite high, which means the area can be said to be a developing city. One of the causes of unemployment in the area is the lack of awareness and interest in entrepreneurship in the local community which can create employment opportunities and possibly reduce unemployment (Pratiwi & Harahap, 2022).

According to Yulianto (2017:18) . "Entrepreneurial interest is an attitude in a person that arises when he obtains information related to entrepreneurship so that this information can be used as a provision to participate directly to gain experience which ultimately results in the desire to carry out this activity."

According to Surjarwo & Sumarno (2012:93) . "Entrepreneurship learning is a breakthrough in community education, which seeks to improve the quality of community life through empowerment with various programs that facilitate communities to open their eyes in various areas of community life." One introduction to entrepreneurial learning can be obtained at the Vocational High School (SMK) level.), according to Prianto et al., (2021:28) . "Studying entrepreneurship which is aimed at equipping students with an entrepreneurial mentality is not enough just to do it with didactic models filled with lectures about entrepreneurship." Entrepreneurship learning aimed at forming students with an entrepreneurial mentality and spirit must be carried out with meaningful and in-depth learning activities, through direct practical activities so that students have the opportunity to experience real situations. It is through these learning activities that students get the opportunity to experience real situations. One of the Vocational High Schools that implements entrepreneurial learning is SMK Negeri 6 Makassar.

SMK Negeri 6 Makassar is one of the State Vocational High Schools (SMK) located on Jl. Andi Djemma No. 132. Banta-bantaeng Rappocini Makassar City. SMK Negeri 6 Makassar has an A accreditation and applies the 2013 curriculum. There are 5 (five) departments at SMK Negeri 6 Makassar, namely Hospitality, Beauty, Fashion, Catering and Accounting. From direct observation, it appears that a number of class XII students are less interested in entrepreneurship in the entrepreneurship learning process.



Based on the results of questionnaires that have been distributed to students for indicators of entrepreneurial learning and interest in entrepreneurship which were measured using a questionnaire from 16 respondents, it can be seen that the average percentage of entrepreneurial learning indicators (X) is 56.97 which is considered sufficient based on research by Arikunto & Jabar (2018) which states that the entrepreneurial learning variable which is in the range 41% - 60% is considered sufficient. Meanwhile, the percentage of the indicator of interest in entrepreneurship (Y) among students is considered low with an average of 39.4% based on the standard indicator percentage according to Arikunto & Jabar (2018 :35), namely 21% - 40% which is low. Based on these data, it can be concluded that entrepreneurship learning has a negative effect on interest in entrepreneurship in class XII SMKN 6 Makassar.

Based on these data, it shows that entrepreneurial learning has a negative effect on achieving and increasing interest in entrepreneurship. This is not in line with research put forward by Aini (2015) stating that "There is a significant influence between entrepreneurship learning on the interest of Management Study Program students at the Faculty of Economics, Pasir Pengaraian University to become entrepreneurs. Research conducted by Siregar & Nawawi (2022) also states that "entrepreneurship learning has a significant and positive influence on students' entrepreneurial interest in the era of revolution 4.0. And put forward by Yulianto states that there a positive development of practice . usa ha a n seca ra bersa ma – sal l l d p mina t berwira l l XI l l SMK Negeri l Kla ten Ta hun Pela ja ra n 2016/2017."

RESEARCH METHODS

Variable X in the study This is entrepreneurial learning and variable Y is interest in entrepreneurship. Study This uses data type quantitative. Method data collection in the form of a survey written and oral. The technique used in the survey method This uses a questionnaire as a tool for gathering data. Technique analysis of the data used are Percentage Descriptive Analysis, Data Quality Testing, and Hypothesis Testing with using SPSS 25. Data Quality Test consists of the validity test and reliability test of the instrument. Testing the hypothesis consists of analysis of simple linear regression, t-test, analysis correlation *Pearson product-moment*, and coefficient determination (Indrasvari et al., 2021).

Object in study This at a time become population is student class XII at Makassar State Vocational School. Measurement entrepreneurial learning variables use tool measuring scale *likert* with sheet questionnaire based on Indicators of entrepreneurial learning are teaching entrepreneurial skills, teaching

entrepreneurial characteristics, and providing opportunities for creativity and innovative learning. The entrepreneurial interest variable is measured from indicators results learn feelings of interest, feelings of pleasure, motivation, desire, and risk-taking attitudes. Data analysis techniques used is analysis descriptive percentage, data quality test and hypothesis test (Harahap, 2016).

RESULTS AND DISCUSSION

Analysis Descriptive Percentage

The research results show that the entrepreneurial learning variable from the distribution of the questionnaire is described as a percentage of the total score of all respondents' answers obtained by 3 indicators which can be seen in Table 1 as follows.

Table1. Recapitulation Percentage Entrepreneurship Learning Variables

No	Items	Score Actual	Ideal Score	Percentage Score Actual (%)	Information
1.	Teach skills in entrepreneurship	1,252	1,520	82.36	Very high
2.	Teach characteristics entrepreneurship	1,230	1,520	80.92	Tall
3.	Give chance to create and innovate Study	1,281	1,520	84.27	Very high
	Amount	3,763	4,560	82.52	Very high

Percentage yield score actual indicators of entrepreneurial learning were obtained percentage score the actual average is 82.52 percent with very high category Arikunto (2018: 35). Although thereby There are two indicators that are below the average percentage score that is 1) Indicators teach skills in entrepreneurship with a score actual 82.36 percent. 2) indicators teach the characteristics of entrepreneurship with a score actual 80.92 percent.

The research results show that the variable interest in entrepreneurship from the distribution of the questionnaire is depicted as a percentage of the total score of all respondents' answers obtained by 5 indicators which can be seen in Table 2 as follows.

Table 2. Recapitulation of Percentage of Entrepreneurship Interest Variables

No	Items	ActualScore	Ideal Score	PercentageActualScore (%)	Information
1.	Feelings of interest	925	1,140	81.14	Very high
2.	Feeling happy	1,273	1,520	83.75	Very high
3.	Motivation	1,520	1,900	80	Tall
4.	Desire	1,495	1,900	78.68	Tall
5.	Attitude to take risks	1,497	1,900	78.78	Tall



Amount	6,710	8,360	80.26	Tall
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The results of the actual score percentage of the entrepreneurial interest indicator obtained an average actual score percentage of 80.26 percent with the high category in accordance with Arikunto's opinion (Arikunto, S & Jabbar, 2018) . However, there are three indicators that are below the average percentage score, namely 1) the motivation indicator with a score of 80 percent . 2) a desire indicator with a score of 78.68 percent . 3) indicator of risk-taking attitude with an actual score of 78.78 percent.

Instrument Test

Validity test

The validity test is carried out by comparing the calculated r-value with the table for degree of freedom (df) = n-2. The number of samples (n) in this study was 71, so the df obtained was 76-2=74, with a significance level of 5% so that an rtable of 0.225 was obtained. If $r_{count} > r_{table}$ then the variable instrument can be said to be valid. The results of testing the validity of the entrepreneurship learning instrument (X) and interest in entrepreneurship (Y) can be seen as follows.

1. Validity Test Results on Entrepreneurship Learning Variables (X)

The results of the instrument validity test can be seen in Table 3 showing that all the statement items presented for the entrepreneurial learning variable (X) have 0.417 to 0.775. This means that the calculated value of all items in the entrepreneurial learning variable statement is greater than the r table, namely 0.225. Based on the results of the validity test, it can be concluded that all the statement items contained in the entrepreneurial learning variable questionnaire are declared "valid";

This means it meets the requirements for further analysis.

The results of validity testing for the entrepreneurial learning variable (X) can be seen in Table 3 below:

Table 3. Validity Test Results of Entrepreneurship Learning Instruments

Item Statement No.	Validity		Conclusion
	r count	r table	
1.	0.546	0.225	Select
2.	0.462	0.225	Select
3.	0.758	0.225	Select
4.	0.686	0.225	Select
5.	0.417	0.225	Select
6.	0.516	0.225	Select



7.	0.472	0.225	Select
8.	0.775	0.225	Select
9.	0.483	0.225	Select
10.	0.567	0.225	Valid
11.	0.462	0.225	Valid
12.	0.544	0.225	Valid

2. Validity Test Results on the Entrepreneurial Interest Variable (Y)

The results of the instrument validity test can be seen in Table 4, showing that all the statement items submitted for the variable interest in entrepreneurship (Y) have a calculated r between 0.429 and 0.808. This means that the calculated value of all items in the statement of the entrepreneurial interest variable is greater than the r_{table} , namely 0.225. Based on the results of the validity test, it can be concluded that all statement items contained in the entrepreneurship interest questionnaire are declared "valid" This means it meets the requirements for further analysis

The results of validity testing for the variable interest in entrepreneurship (Y) can be seen in table 4 below:

Table 4. Validity Test Results of the Entrepreneurial Interest Instrument

Item Statement No.	Validity		Conclusion
	r count	r table	
1.	0.590	0.225	Valid
2.	0.577	0.225	Valid
3.	0.742	0.225	Valid
4.	0.635	0.225	Valid
5.	0.443	0.225	Valid
6.	0.441	0.225	Valid
7.	0.672	0.225	Valid
8.	0.590	0.225	Valid
9.	0.808	0.225	Valid
10.	0.675	0.225	Valid
11.	0.497	0.225	Valid
12.	0.661	0.225	Valid
13.	0.554	0.225	Valid
14.	0.626	0.225	Valid



15.	0,742	0,225	Valid
16.	0,483	0,225	Valid
17.	0,570	0,225	Valid
18.	0,477	0,225	Valid
19.	0,808	0,225	Valid
20.	0,518	0,225	Valid
21.	0,429	0,225	Valid
22.	0,483	0,225	Valid

a. Uji Reliabilitas Instrumen

The instrument reliability test aims to measure whether a person's answers to statement items in a questionnaire are consistent or not. Testing the reality of the instrument in this research was carried out using *Cronbach's Alpha technique*, with a total of 76 students as respondents. An instrument is declared reliable if the *Cronbach's Alpha value* is > 0.60 . The table of instrument reliability test results can be seen in Tables 5 and 6 below:

1. Reliability Test Results for Entrepreneurship Learning Variables

Table 5. Reliability Test Results of Entrepreneurship Learning Instruments

Reliability Statistics	
Cronbach's Alpha	N of Items
,791	12

Based on the table above, it shows that the instrument used to collect data on entrepreneurial learning is reliable because the value of entrepreneurial learning is greater than *Cronbach's Alpha*, namely $0.791 > 0.60$. Thus, it can be concluded that the entrepreneurship learning variable instrument used in collecting data is declared "reliable".

2. Reliability Test Results for the Entrepreneurial Interest Variable

Table 1. Reliability Test Results of the Entrepreneurial Interest Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
,910	22

Based on the table above, it shows that the instrument used to collect data on entrepreneurial learning is reliable because the value of entrepreneurial learning is greater than *Cronbach's Alpha*, namely

	N	76	76
Interest in Entrepreneurship	Pearson Correlation	,555 **	1
	Sig. (2-tailed)	,000	
	N	76	76

** . Correlation is significant at the 0.01 level (2-tailed).

Based on table 8 which shows a significance of 0.000 or significance < 0.05 , it can be concluded that the entrepreneurial learning variable is correlated with interest in entrepreneurship. The Pearson correlation value is 0.555 and is positive, this means that the entrepreneurial learning variable and interest in entrepreneurship for class So it is concluded that there is a moderate relationship between entrepreneurship learning and interest in entrepreneurship in class XII students at SMK Negeri 6 Makassar.

c. Coefficient of Determination

The coefficient of determination (r^2) is used to determine the magnitude of the contribution made by the entrepreneurial learning variable to the entrepreneurial interest of class XII students at SMK Negeri 6 Makassar.

The value (r^2) has an interval of zero to one. If (r^2) has a large value (close to one), it means that the entrepreneurial learning variable can provide almost everything needed to predict the entrepreneurial interest variable. Meanwhile, if (r^2) is small (close to zero), it means that the ability of the entrepreneurial learning variable to explain the entrepreneurial interest variable is very limited. The results of calculating the coefficient of determination can be seen in Table 9.

Table 9. Results of the Coefficient of Determination (r^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,555 ^a	,308	,299	8.66464

a. Predictors: (Constant), Entrepreneurial Learning

Based on Table 9, the coefficient of determination (r^2) is 0.308 or 30.8 percent. This means that entrepreneurship learning has an influence on interest in entrepreneurship by 30.8 percent, while the remaining 69.2 percent is influenced by other factors which influence the determination of the rise and fall of interest in entrepreneurship because apart from entrepreneurship learning there are many other factors that have not been researched.

d. t-test

The t-test is used to test the hypothesis and find out how significant the influence of entrepreneurial learning is on interest in entrepreneurship. To determine the effect of entrepreneurship learning on interest in entrepreneurship using the t-test, compare the significance value < 0.05 (5%). A variable is said to be influential when the significant value obtained is smaller than 5% ($\alpha = 0,05$). The results of the t-test can be seen in table 10.

Table 10. T-test results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	Q	Sig,
	B	Std. Error	Beta		
(Constant)	27,470	10,637		2,582	.012
¹ Entrepreneurship Learning	1,228	,214	,555	5,743	,000

a. Dependent Variable: Interest in Entrepreneurship

Based on table 10, it shows that the significance value is $0.000 < 0.05$, which means that the entrepreneurial learning variable has a positive and significant effect on the entrepreneurial interest of class XII students at SMK Negeri 6 Makassar. Therefore, it can be concluded that the hypothesis proposed in this study is declared "accepted".

Entrepreneurship learning is a process of providing knowledge from a teacher to students regarding entrepreneurship to help students have innovative and creative abilities to create a business activity which is expected to be an opportunity for success. Entrepreneurial interest is a person's feeling of joy and interest in entrepreneurial activities, giving rise to a desire to establish and manage a business. Entrepreneurship learning is an activity to have knowledge and skills that can become provisions for becoming an entrepreneur so that if entrepreneurial learning is implemented well it will cause students to become interested in entrepreneurship because of better understanding and knowledge (Dalimunthe et al., 2021).

The descriptive results of the entrepreneurial learning variable obtained an actual average of 82.52 percent with a very high category as stated by Arikunto & Jabar (2018:35) . The indicators for entrepreneurial learning are 1) Teaching entrepreneurial skills at 82.36 percent, 2) Teaching entrepreneurial characteristics at 80.92 percent, 3) Providing opportunities for creativity and learning innovation at 84.37 percent. The indicator of entrepreneurial learning with the highest percentage is



providing opportunities to be creative and innovate learning at 84.37 percent. This is because teachers provide opportunities to be creative and innovate in learning about entrepreneurship and the lowest indicator is teaching characteristics and learning innovation at 80.92 percent. This is because teachers provide teaching characteristics and innovations to study entrepreneurship that cannot be easily understood by students (Amin & Harahap, 2023).

The results of the description of the entrepreneurial interest variable obtained an actual average of 80.26 percent in the high category as stated by Arikunto & Jabar (2018 :36). The indicators of interest in entrepreneurship are 1) Feelings of interest at 81.14 percent, 2) Feelings of joy at 83.75 percent, 3) Motivation at 80 percent, 4) Desire at 78.68 percent, 5) Attitude to take risks at 78.78 percent. The indicator of interest in entrepreneurship with the highest percentage is feelings of happiness at 83.75 percent. This is because students have a passion for entrepreneurship and the lowest indicator is a desire of 78.68 percent. This is because students do not yet fully have a good desire to become an entrepreneur.

The results of hypothesis testing in this research using SPSS version 25.0 for Windows, the results of simple linear regression analysis obtained the equation $Y=27.470 + 1.228X$, which means that for every additional value of entrepreneurship learning, interest in entrepreneurship increases by 1.228. The results of the product-moment correlation analysis obtained a correlation/relationship (r) of 0.555 in the interval 0.400 – 0.599 as stated by (Sugiyono, 2018 257). This shows that the relationship/influence of entrepreneurial learning on entrepreneurial interest is 0.555. The coefficient of determination r^2 in this study was 0.308 or 30.8 percent. This means that entrepreneurial learning has an influence on interest in entrepreneurship by 30.8 percent while the remaining 69.2 percent is influenced by other factors. The results of the t test obtained a significant value of $0.000 < 0.05$, which means that there is a positive and significant influence between entrepreneurship learning on the interest in entrepreneurship of class XII students at SMK Negeri 6 Makassar. So the hypothesis proposed "It is suspected that Entrepreneurship Learning has a positive and significant effect on the entrepreneurial interest of class XII students at SMK Negeri 6 Makassar" can be accepted.

The results of this research are in line with research conducted by, namely that entrepreneurship learning has a significant influence on the interest of students in the Management Study Program, Faculty of Economics, Pasir Pengaraian University for entrepreneurship, Siregar & Nawawi (2022), namely that entrepreneurship learning has a significant and positive influence on students' interest in entrepreneurship in the era of revolution 4.0. And Yuliarto (2017), namely that there is a positive and significant influence of entrepreneurial learning and entrepreneurial practice together on interest in entrepreneurship in class



XI Accounting at SMK Negeri 1 Klaten for the 2016/2017 academic year. The results of this research are also supported by the theory put forward by (Christianingrum & Rosalina, 2017) "Entrepreneurship learning materials and methods can foster interest in entrepreneurship, as well as teacher abilities and direct experience that can foster interest in entrepreneurship." Thus it can be concluded that good entrepreneurship learning can increase students' interest in entrepreneurship. On the other hand, if entrepreneurship learning is not good, students' interest in entrepreneurship will also decrease (Adawiyah et al., 2023).

CONCLUSION

Based on the results of the data analysis and discussion described in the previous chapter regarding the influence of entrepreneurship learning on the entrepreneurial interest of class XII students at SMK Negeri 6 Makassar, it can be concluded:

1. Based on descriptive analysis, class XII students' entrepreneurship learning at SMK Negeri 6 Makassar obtained an average percentage of 82.52 percent in the Very High category. However, there is still one indicator that is still below the average percentage of actual scores, namely the indicator of teaching entrepreneurial characteristics.
2. Based on descriptive analysis, class XII students' interest in entrepreneurship at SMK Negeri 6 Makassar obtained an average percentage of 80.26 percent in the High category. However, there is still one indicator that is still below the average actual score percentage, namely the desire indicator.
3. Entrepreneurship learning has a positive and significant effect on the entrepreneurial interest of class XII students at SMK Negeri 6 Makassar, with a significant value of $0.000 < 0.05$.

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