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The Role of Experiential Learning in Influencing the Development of Entrepreneurial Competence and Entrepreneurial Interest of State Senior High School in Tana Toraja Regency

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Abstract: This study aims to analyze the effect of experiential learning on entrepreneurial competence and entrepreneurial interest, as well as the effect of entrepreneurial competence on the entrepreneurial interest of tenth-grade students at State Senior High School in Tana Toraja Regency. Experiential learning is understood as a learning method based on experience, while entrepreneurial competence refers to an individual's ability that includes creativity, risk-taking courage, innovative capability, managerial skills, independence, and responsibility. Entrepreneurial interest plays an important role in encouraging individuals to engage in entrepreneurial activities. This study employed a quantitative approach using a survey method involving 129 respondents selected through a total sampling technique. Data were collected through questionnaires and analyzed using multiple linear regression with the assistance of SPSS. The results indicate that experiential learning has a positive and significant effect on students' entrepreneurial competence and entrepreneurial interest. Furthermore, entrepreneurial competence also has a positive and significant effect on entrepreneurial interest. These findings indicate that experience-based learning plays an important role in enhancing students' competence, which subsequently fosters the growth of entrepreneurial interest. The contribution of this study lies in strengthening empirical evidence regarding the effectiveness of experiential learning in entrepreneurship education at the senior high school level, as well as providing practical recommendations for educators and schools in designing learning strategies that sustainably enhance students' entrepreneurial competence and interest.

Keywords: Competence; Development; Entrepreneurial Interest; Experiential Learning; Students.



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A. Introduction

Experiential learning is learning that occurs through reflection and a process of making meaning from direct experience. Experiential learning focuses on the learning process for each individual. Experiential learning is a student-centered approach that begins with the premise that people learn best through experience (Syam et al., 2021). For a truly effective learning experience, the entire learning cycle must be utilized, from goal setting, observation and experimentation, review, and action planning. This process allows students to learn new skills, attitudes, or even new ways of thinking. Experiential learning is a form of intentional, unintentional, and unconscious awareness (Umkabu, 2023).

Furthermore, competence is a term long used in management literature (Syam & Sudarmi, 2019). Competence can be divided into two categories: natural and non-natural competence. Natural competence consists of characteristics, attitudes, self-image, and social roles. Non-natural competencies, or learnable competencies, are acquired through practical and theoretical learning, including skills, knowledge, and experience (Irna Setiawati & Isnaeni Ahdiyawati, 2021).

According to Syam et al. (2025), entrepreneurial interest is the interest, desire, and drive that emerges within an individual to undertake entrepreneurial activities independently. This interest is not merely a desire for profit, but also reflects a person's passion for creating something new, daring to take risks, and being able to recognize business opportunities in their surroundings (Rakib et al., 2025). Someone with an entrepreneurial interest typically displays self-confidence, creativity, innovation, and motivation to achieve success through their own business (Oktariani et al., 2021).

In everyday life, entrepreneurial interest can be seen in a person's ability to leverage existing opportunities into activities with economic value (Pahrul & Mahmuddin, 2026). For example, a student who starts selling snacks, offers a design service, or sells online through social media demonstrates an interest in entrepreneurship and a desire for financial independence. According to Halim et al. (2025), entrepreneurial interest can also grow due to inspiration from family,

education, personal experiences, and developments in digital technology that facilitate running a business.

Furthermore, entrepreneurial interest plays a crucial role in increasing community independence and productivity (Isma et al., 2020). Individuals with a strong interest in entrepreneurship tend to be more active in seeking opportunities, are willing to face challenges, and are able to create jobs for themselves and others. Therefore, the development of entrepreneurial interest needs to be supported through education, training, and a positive environment to produce a creative, innovative, and competitive generation in the business world (Syamsidar et al., 2020).

Entrepreneurship is a crucial competency that needs to be developed from an early age through the formal education system. Entrepreneurship education is not only oriented toward readiness to enter the workforce, but also toward students' ability to create business opportunities through creativity and innovation (Asmayanti et al., 2025). However, the implementation of entrepreneurship education in schools still faces various obstacles, particularly in connecting theoretical understanding with real-world practice. This situation indicates a gap between the entrepreneurial concepts taught in the classroom and their application in students' daily lives (Nuraeni, 2022).

Education is essentially a lifelong need that plays a crucial role in improving the quality of human resources. Through education, individuals are equipped not only with knowledge but also with the skills and attitudes necessary to face life's challenges, including in the field of entrepreneurship (Syam & Suharto, 2023). Schools, as formal educational institutions, play a strategic role in fostering independent, creative, and responsible character in students. Therefore, entrepreneurship learning at the secondary school level needs to be contextually designed to provide meaningful learning experiences that are relevant to the realities of students' lives (Fithriyah et al., 2019).

One learning approach considered relevant to entrepreneurship development is experiential learning. This approach emphasizes hands-on, experiential learning, where students are actively engaged through concrete experiences,

reflection, conceptualization, and experimentation (Tahir et al., 2025). Experiential learning enables students not only to understand entrepreneurial concepts theoretically but also to experience them in real-world settings through applicable learning activities. Thus, learning becomes more meaningful and has the potential to increase students' entrepreneurial competencies and interest (Herlambang, 2021). Various studies have shown that the application of experiential learning can improve learning outcomes, critical thinking skills, and student engagement in the learning process. Experiential learning has also been shown to be effective in developing creativity, risk-taking, innovative abilities, and managerial skills, all essential components of entrepreneurial competency. Furthermore, experiential learning provides students with opportunities to learn through real-world experiences, thus fostering a growing interest in entrepreneurial activities (Syam, 2020). However, most previous studies have focused on the influence of experiential learning on learning outcomes or students' cognitive aspects and generally examined only one dependent variable. Research specifically examining the influence of experiential learning on entrepreneurial competency and entrepreneurial interest simultaneously, particularly at the senior high school (SMA) level, is still very limited. Furthermore, no research has been found in the context of State Senior High School in Tana Toraja Regency, even though the school has implemented the Independent Curriculum, which fundamentally supports experience-based learning.

This situation indicates a research gap, both in terms of the variables studied and the context of the research location. Therefore, this study is crucial to provide empirical evidence regarding the influence of experiential learning on students' entrepreneurial competency and interest. This study aims to analyze the influence of experiential learning on the entrepreneurial competency and interest of tenth-grade students at State Senior High School in Tana Toraja Regency, as well as the influence of competency on entrepreneurial interest. The results of this study are expected to serve as a reference in developing more effective and sustainable

entrepreneurship learning strategies at the secondary education level.

B. Literature Review

1. Experiential Learning

Experiential learning is learning that occurs through reflection and through a process of making meaning from direct experience. Experiential learning focuses on the learning process for each individual. Experiential learning is a student-centered approach that begins with the premise that people learn best from experience. For a truly effective learning experience, the entire learning cycle must be utilized, from goal setting, observation and experimentation, review, and action planning. Once this process is completed, students can learn new skills, attitudes, or even new ways of thinking. Experiential learning is a form of intentional, unintentional, and unconscious awareness (Umkabu, 2023).

In line with this concept, the experiential learning model provides students with the opportunity to gain self-constructed learning experiences through exploration and conceptualization. This approach leverages new experiences and learning responses to help students build understanding, transfer knowledge, acquire new skills, and develop new attitudes and mindsets for problem-solving. Students' direct involvement in addressing problems or learning materials makes them more active participants, significantly improving their understanding of the concepts they learn (Cahaya, 2024).

The understanding of experiential learning is further strengthened by the view that this model represents a holistic approach to the process of learning, growth, and development. The term experiential learning is used to emphasize the central role of experience in learning, while distinguishing it from other learning theories such as cognitivism and behaviorism. Although it has varying meanings, the overall concept boils down to the idea that direct experience is at the heart of learning (Hakima, 2020). According to Warren (2008), experiential learning is a philosophy and methodology that places educators directly involved in motivating students and guiding reflection to enhance knowledge and skills. This approach encourages students to think more deeply, explore, ask

questions, make decisions, and apply what they have learned.

According to Kolb (2004), there are six propositions in experiential learning, namely:

- a. Learning is best interpreted as a process, not in terms of outcomes.
- b. All learning is iterative learning.
- c. Learning provides a resolution to the conflict of dialectically opposing modes of adaptation to the world.
- d. Learning is a holistic process of adaptation to the world and not just the result of cognition.
- e. Learning produces synergistic transactions between the individual and the environment.
- f. Learning is a process of creating knowledge.

2. Entrepreneurial Competence

Entrepreneurial competencies are interconnected knowledge, attitudes, and skills that entrepreneurs need to train and develop to achieve optimal performance in managing their businesses. According to Adolph (2023), the competencies entrepreneurs must possess are:

- a. Managerial skills. Entrepreneurs must be able to carry out the functions of planning, organizing, mobilizing and supervising so that the business they run can achieve the desired goals. This skill is an absolute requirement to become a successful entrepreneur.
- b. Conceptual skills. The ability to formulate policy goals and business strategies is the main foundation for successful entrepreneurship. Entrepreneurs must be extra in learning from various sources and their own experiences, as well as the experiences of other people in entrepreneurship.
- c. Human skills. Sociable, sociable, sympathetic and empathetic to other people are capital skills that really support us towards business success. With these skills, entrepreneurs will have many opportunities to start and develop their businesses.
- d. Decision making skills. An entrepreneur is often faced with conditions of uncertainty. Various problems usually arise in situations like this. Entrepreneurs are required to be able to analyze situations and formulate various problems to find various alternative solutions.

- e. Time managerial skills. The inability to manage time causes work to pile up or never get finished, making the soul upset and restless. Time management skills can facilitate the implementation of the work and plans that have been outlined.

Mahadalle and Kaplan, in Irna Setiawati and Isnaeni Ahdiyawati (2021), suggest that entrepreneurial competence has been associated with several factors, such as attitudes, personality beliefs, thoughts, and behaviors. These factors are positively associated with entrepreneurs' performance and competitive attitudes. Factors that can influence entrepreneurial competence include self-knowledge, practical knowledge, and communication skills. This is crucial to emphasize and provide to the tenth-grade students of State Senior High School in Tana Toraja Regency so they can develop an entrepreneurial spirit, skills, and creativity.

Entrepreneurial competence encompasses all elements related to entrepreneurship, such as attitudes, self-confidence, knowledge, skills, capabilities, character, expertise, and behavioral patterns needed to maintain and achieve success in running a business (Moelrine & Syarif, 2022).

3. Entrepreneurial Interest

Interest plays a crucial role in motivating someone to engage in an activity. When someone is interested, they are driven to strive to achieve their goals. Therefore, interest is considered a psychological aspect of humans that serves as a driving force in goal achievement (Naphani & Ramli, 2024).

According to Rahayu (2021), a person's interests don't emerge spontaneously; they can develop through various influencing factors. Interest also reflects an individual's awareness of specific motivational factors, leading to a person's focus on an object and a willingness to engage in related activities. One such interest is entrepreneurship, which is influenced by several factors, including:

- a. Personal characteristics such as self-efficacy and drive to achieve
- b. Demographic aspects such as age, gender, educational background, and experience
- c. Environment, including social interactions, physical conditions, institutions, and culture.

According to The Liang Gie in Naphani and Ramli (2024), the most basic definition of interest is "being busy, interested, or involved in an activity because of a recognition of its importance." Furthermore, Agus Sujanto defines interest as "an involuntary focus of attention born of one's own volition and dependent on one's talents and environment."

Interest encompasses two aspects: cognitive and affective. The cognitive aspect implies that interest is always preceded by acquired and developed knowledge, understanding, and concepts, as well as experience or the results of interactions with the environment. The affective aspect refers to the emotional level expressed through the assessment process to determine preferred activities (Naphani & Ramli, 2024). Therefore, if an activity is accompanied by a strong individual interest, he or she will devote their attention to it. The strong human interest in participating in fiqh learning is fundamental to creating a conducive learning environment that can fulfill students' desire to learn with great attention. The term "interest" is widely used in various fields and contexts, but in this discussion, interest will be more focused on education, specifically learning (Nasution, 2022).

Interest is the process of developing and directing behavior or a group. It is also a more general term that refers to the entire process of movement, including the motivating situation, the drive that arises within the individual, the resulting behavior, and the goal or end of the movement and actions. Interest is a physiological and psychological state within a person that drives them to engage in certain activities to achieve a goal or need (Besare, 2020). Increasing student interest in learning is inseparable from how students view the material they are learning and relate it to its benefits for themselves and their environment (Fernandez et al., 2021).

C. Methods

This research uses a quantitative approach with a survey method. This quantitative approach was chosen because this study aims to examine the relationships and influences between variables measured using numerical data and analyzed

using statistical techniques. The survey method was used to obtain data directly from respondents through the distribution of a questionnaire. This research is a causal associative study, namely research that aims to determine the cause-and-effect relationship between the independent and dependent variables. In this study, the independent variable is the experiential learning method (X), while the dependent variables consist of two variables: entrepreneurial competence (Y1) and entrepreneurial interest (Y2).

The population in this study was all students of State Senior High School in Tana Toraja Regency who had participated in entrepreneurship projects or other experience-based activities. The sample was determined using the Slovin formula with purposive sampling. This technique was chosen based on certain considerations established by the researcher, namely that not all members of the population have an equal opportunity to be sampled.

D. Result and Discussion

1. Results Validity Test

The validity test was conducted by comparing the calculated r value with the r table at the degree of freedom $df = n - 2$. The number of respondents in this study was 129 students, so the value of $df = 129 - 2 = 127$ was obtained. With a significance level of 5%, the r -table value was 0.173. A statement item is declared valid if the calculated r value is greater than the r -table.

Table 1. Results Validity Test (Experiential Learning X)

Instrument	No Statement Item	Validity		Results
		R count	R table	
Experiential Learning (X)	P1	0,462	0,173	Valid
	P2	0,326	0,173	Valid
	P3	0,579	0,173	Valid
	P4	0,363	0,173	Valid
	P5	0,549	0,173	Valid
	P6	0,552	0,173	Valid
	P7	0,529	0,173	Valid
	P8	0,537	0,173	Valid
	P9	0,629	0,173	Valid
	P10	0,663	0,173	Valid
	P11	0,648	0,173	Valid
	P12	0,556	0,173	Valid

Based on Table 1, the results of the validity test on the experiential learning variable instrument (X), all 12 statement items showed a calculated r value greater than the r table (0.173). Thus, all statement items in the experiential learning variable were declared "valid".

Table 2. Results Validity Test Entrepreneurial Competence (Y1)

Instrument	No Statement Item	Validity R count	R tabel	Results
Entrepreneurial Competence (Y1)	P1	0,606	0,173	Valid
	P2	0,635	0,173	Valid
	P3	0,697	0,173	Valid
	P4	0,621	0,173	Valid
	P5	0,634	0,173	Valid
	P6	0,645	0,173	Valid
	P7	0,662	0,173	Valid
	P8	0,774	0,173	Valid
	P9	0,759	0,173	Valid
	P10	0,627	0,173	Valid
	P11	0,607	0,173	Valid
	P12	0,339	0,173	Valid
	P13	0,607	0,173	Valid
	P14	0,641	0,173	Valid
	P15	0,619	0,173	Valid

Based on Table 2, the results of the validity test for the competency variable instrument (Y1) presented in the table above, it is known that all statement items used in this study meet the validity criteria. This is evidenced by the calculated r value for each statement item, which is greater than the r table value of (0.173) at a significance level of 5%. Thus, it can be concluded that all 15 statement items in the competency variable (Y1) are declared "valid".

Table 3. Results Validity Test Entrepreneurial Interest (Y2)

Instrument	No Statement Item	Validity R count	R tabel	Results
Entrepreneurial Interest (Y2)	P1	0,673	0,173	Valid
	P2	0,699	0,173	Valid
	P3	0,637	0,173	Valid
	P4	0,697	0,173	Valid
	P5	0,676	0,173	Valid
	P6	0,736	0,173	Valid

	P7	0,674	0,173	Valid
	P8	0,692	0,173	Valid
	P9	0,760	0,173	Valid
	P10	0,671	0,173	Valid
	P11	0,655	0,173	Valid
	P12	0,655	0,173	Valid

Based on Table 3, the results of the validity test of the entrepreneurial interest variable instrument (Y2) as shown in the table above, it can be seen that all 12 statement items also have a calculated r value greater than the r table of (0.173) at a significance level of 5%. This result indicates that each statement item has met the validity criteria and is able to measure the entrepreneurial interest variable accurately. Thus, it can be concluded that all statement items in the entrepreneurial interest variable (Y2) are "valid".

2. Results Reliability Test

Reliability testing was conducted using the Cronbach alpha (α) formula. A construct or variable is considered reliable if it has a Cronbach alpha (α) value > 0.6 . A summary of the reliability test results is presented in the following table.

Table 4. Results Reliability Test X, Y1 and Y2

Variable	Cronbach's Alpha (a)	Syarat nilai Cronbach Alpha (α)	Results
X	0,770	0,6	Reliable
Y1	0,891	0,6	Reliable
Y2	0,897	0,6	Reliable

Based on the results of the research instrument reliability test as shown in the table above, it can be seen that all research variables have Cronbach's Alpha values that are above the minimum limit that has been set, namely 0.6. Therefore, it can be concluded that the measuring instrument in the questionnaire is reliable.

3. Results Descriptive Statistical Analysis

The data presented in descriptive statistics are the results of processing the research instrument using SPSS. This analysis aims to determine the minimum value, average value (mean), and standard deviation of each research variable. The results of this data processing are presented in the following table.

Table 5. Results Descriptive Statistical Analysis

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Experiential Learning	129	27.00	59.00	45.9457	5.31406
Entrepreneurial Competence	129	35.00	75.00	53.1860	8.74890
Entrepreneurial Interest	129	27.00	60.00	46.4574	6.96196

The table above shows that:

- The experiential learning variable has a minimum value of 27.00 and a maximum value of 59.00, with a mean of 45.95 and a standard deviation of 5.31. The relatively close mean indicates that the application of experiential learning among 10th-grade students is quite high. Meanwhile, the standard deviation is smaller than the mean, indicating that the data distribution is relatively homogeneous.
- The competency variable has a minimum value of 35.00 and a maximum value of 75.00. The mean value obtained is 53.19 with a standard deviation of 8.75. This indicates that students' entrepreneurial competency levels are in the moderate to high category, with considerable variation in the data, but still within reasonable limits.
- The entrepreneurial interest variable has a minimum value of 27.00 and a maximum value of 60.00, with an average value (mean) of 46.46 and a standard deviation of 6.96. This value indicates that students' entrepreneurial interest is in the fairly high category, while the standard deviation value indicates that the data is relatively evenly distributed among respondents.

4. Results Classical Assumption Test

Table 6. Results of the Normality Test for Equation One

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			129
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		6.20207951
Most Extreme Differences	Absolute		.066
	Positive		.048
	Negative		-.066
Test Statistic			.066
Asymp. Sig. (2-tailed) ^c			.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		.178

	99% Confidence Interval	Lower Bound	.168
		Upper Bound	.188
a. Test distribution is Normal.			

As can be seen in the table above, the 2-tailed Asymp. Sig. value is 0.200, which is greater than the significance level of 0.05. Thus, it can be concluded that the residual data is normally distributed.

Table 7. Results of the Normality Test for Equation Two

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			129
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		5.63796169
Most Extreme Differences	Absolute		.065
	Positive		.047
	Negative		-.065
Test Statistic			.065
Asymp. Sig. (2-tailed) ^c			.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		.204
	99% Confidence Interval	Lower Bound	.193
		Upper Bound	.214
a. Test distribution is Normal.			

As can be seen in the table above, the 2-tailed Asymp. Sig. value is 0.200, which is greater than the significance level of 0.05. Thus, it can be concluded that the residual data is normally distributed.

Table 8. Results Heteroscedasticity Test for One Equation

Correlations				
			Experiential Learning (X)	Unstandardized Residual
Spearman's rho	Experiential Learning (X)	Correlation Coefficient	1.000	.053
		Sig. (2-tailed)	.	.551
		N	129	129
	Unstandardized Residual	Correlation Coefficient	.053	1.000
		Sig. (2-tailed)	.551	.
		N	129	129

Based on the table above, it can be seen that the independent variable has a significance value of 0.551 or greater than 0.05, so it can be concluded that there is no heteroscedasticity problem in the one equation regression model.

Table 9. Results Heteroscedasticity Test for Two Equation

Correlations					
		Experiential Learning (X)	Entrepreneurial Competence (Y1)	Unstandardized Residual	
Spearman's rho	Experiential Learning (X)	Correlation Coefficient	1.000	.708**	-.006
		Sig. (2-tailed)	.	.000	.948
		N	129	129	129
	Entrepreneurial Competence (Y1)	Correlation Coefficient	.708**	1.000	.003
		Sig. (2-tailed)	.000	.	.975
		N	129	129	129
	Unstandardized Residual	Correlation Coefficient	-.006	.003	1.000
		Sig. (2-tailed)	.948	.975	.
		N	129	129	129

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

Based on the table above, it can be seen that the independent variables have significance values of 0.948 and 0.975 or greater than 0.05, so it can be concluded that there is no heteroscedasticity problem in the two-equation regression model.

5. Results of Multiple Linear Regression Analysis

Table 10. Results of Linear Regression Analysis of Equation One

Coefficients ^a						
		Unstandardized Coefficients	Standardized Coefficients			
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.166	4.790		-.035	.972
	Experiential Learning (X)	1.161	.104	.705	11.212	.000

a. Dependent Variable: Entrepreneurial Competence (Y1)

In table 10, the linear regression equation for equation one is obtained as follows::

$$Y1 = -.0166 + 1.161X$$

The above equation is explained as follows:

- The constant value of -0.166 indicates that if the independent variable is zero, the resulting competency will be -0.166.
- The regression coefficient for the Experiential Learning variable (X) is positive at 1.161, indicating that every one-point increase in Experiential Learning will increase competency by 1.161. Therefore, the higher

the experiential learning, the higher the competency.

c.

Table 11. Results of Linear Regression Analysis of Equation Two

Coefficients ^a						
		Unstandardized Coefficients	Standardized Coefficients			
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	11.220	3.769		2.977	.003
	Experiential Learning (X)	.234	.115	.179	2.035	.044
	Entrepreneurial Competence (Y1)	.460	.070	.579	6.594	.000

a. Dependent Variable: Entrepreneurial Interest (Y2)

In table 11, the multiple linear regression equation for the second equation is obtained as follows:

$$Y2 = 11.220 + 0.234X + 0.460Y1$$

- The constant value of 11.220 indicates that if the independent variable is zero, the resulting entrepreneurial interest will be 11.220.
- The regression coefficient of the experiential learning variable (X) is positive at 0.234, indicating that every one-point increase in experiential learning will increase entrepreneurial interest by 0.234 units, assuming the other independent variables remain constant. Therefore, the higher the experiential learning, the higher the competency.
- The regression coefficient of the competency variable (Y1) is positive at 0.460, indicating that every one-point increase in competency will increase entrepreneurial interest by 0.460 units, assuming the other independent variables remain constant. Therefore, the higher the competence, the higher the entrepreneurial interest.

Table 12. Results Correlation Analysis

Correlations				
		Experiential Learning	Entrepreneurial Competence	Entrepreneurial Interest
Experiential Learning	Pearson Correlation	1	.705**	.587**
	Sig. (2-tailed)		.000	.000
	N	129	129	129
Entrepreneurial Competence	Pearson Correlation	.705**	1	.705**
	Sig. (2-tailed)	.000		.000

	N	129	129	129
Entrepreneurial Interest	Pearson Correlation	.587**	.705**	1
	Sig. (2-tailed)	.000	.000	
	N	129	129	129

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

From Table 12 above, the correlation regression value obtained from the experiential learning variable (X) to competency (Y1) is 0.705 (strong correlation). Meanwhile, the experiential learning variable (X) to entrepreneurial interest (Y2) is 0.587 (moderate correlation), and the competency variable (Y1) to entrepreneurial interest (Y2) is 0.705 (strong correlation).

Note:

0.00 - 0.199 = Very Low

0.20 - 0.399 = Low

0.40 - 0.599 = Moderate

0.60 - 0.799 = Strong

0.80 - 1.000 = Very Strong

6. Results Hypothesis Test

Table 13. Results of the One Equation t-Test Analysis

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.166	4.790		-.035	.972
	Experiential Learning (X)	1.161	.104	.705	11.212	.000

a. Dependent Variable: Entrepreneurial Competence (Y1)

Table 14. Results of the Two Equation t-Test Analysis

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	11.220	3.769		2.977	.003
	Experiential Learning (X)	.234	.115	.179	2.035	.044
	Entrepreneurial Competence (Y1)	.460	.070	.579	6.594	.000

a. Dependent Variable: Entrepreneurial Interest (Y2)

The partial t-test results in equation one of table 13 show a calculated t-value for the experiential learning variable (X) of 11.212, and a t-value of 1.656 (table list of t-values in Appendix 21, page 131). Therefore, it can be seen that the experiential learning variable (X) has a partial

positive and significant effect on competency (Y1). This is based on the calculated t-value > t-value (11.212 > 1.656) or a significance level <0.05 (0.000 <0.05). Therefore, H1 is accepted.

The partial t-test results in equation two of table 14 show a calculated t-value for the experiential learning variable (X) of 2.035, and a t-value of 1.656 (table list of t-values in Appendix 21, page 131). Thus, it can be seen that the experiential learning variable (X) has a partial positive and significant effect on entrepreneurial interest (Y2), based on the calculated t value > t table (2.035 > 1.656) or a significance value <0.05 (0.044 <0.05). Therefore, H2 is accepted.

For the results of the t test (partial) in the second equation of table 16, the calculated t for the competency variable (Y1) is 6.594 and the t table value is 1.656. Therefore, it can be seen that the competency variable (Y1) has a partial significant effect on entrepreneurial interest (Y2), based on the calculated t value > t table (6.594 > 1.656) or a significance value <0.05 (0.000 <0.05). Therefore, H3 is accepted.

7. Results of the Analysis of the Coefficient of Determination (R²)

Table 15. Results of the Analysis of the Coefficient of Determination of Equation One

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.705 ^a	.497	.494	6.226

a. Predictors: (Constant), Experiential Learning

Source: SPSS Data Processing Ver 30, 2026

Based on Table 15, it can be seen that the relationship between the variables in equation one is the R-square value showing a value of 0.497 or 49.7%. This result indicates that the experiential learning variable (X) has an influence on competency (Y1) of 49.7% while the remaining value of 50.3% is influenced by other factors not included in this study.

Table 16. Results of the Analysis of the Coefficient of Determination of Equation Two

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.716 ^a	.512	.505	4.900

a. Predictors: (Constant), Entrepreneurial Competence, Experiential Learning

Based on Table 16, it can be seen that the relationship between the variables in the second equation is 0.512 or 51.2%, with the R-square value indicating a value of 0.512. This result indicates that the experiential learning (X) and competency (Y1) variables have an influence on entrepreneurial interest (Y2) of 51.2%, while the remaining value, which is 48.8%, is influenced by other factors not included in this study.

Discussion of Research Results

1. The Influence of Experiential Learning on the Entrepreneurial Competence of Students at State Senior High School in Tana Toraja Regency

The results of the study indicate that experiential learning has a positive and significant effect on the entrepreneurial competence of students at State Senior High School in Tana Toraja Regency. This is evidenced by the regression coefficient of 1.161 and the calculated t value (11.212) is greater than the t table (1.656) with a significance of $0.000 < 0.05$, so the first hypothesis (H1) is accepted. This finding is in line with Kolb's Experiential Learning theory, (2014) which emphasizes that competence is formed through direct experience, reflection, conceptualization, and application. The application of experiential learning provides meaningful learning experiences that encourage the development of students' entrepreneurial knowledge, skills, and attitudes. These results are also consistent with research by Fithriyah et al. (2019) and Hasan (2020).

2. The Influence of Experiential Learning on Entrepreneurial Interest of Students at State Senior High School in Tana Toraja Regency

The analysis results show that experiential learning has a positive and significant effect on students' entrepreneurial interest. The regression coefficient of 0.234 with a calculated t value of $2.035 > t \text{ table } 1.656$ and a significance of $0.044 < 0.05$ indicates that the second hypothesis (H2) is accepted. This finding supports the theory of A. Y. Kolb & Kolb, (2004) which states that direct involvement in learning experiences can increase student interest and motivation. Through activities such as discussions, business simulations, and entrepreneurial practices, students become more enthusiastic and interested in the business world. These results are

in line with research Fithriyah et al. (2019) and Hasan (2020).

3. The Influence of Entrepreneurial Competence on Entrepreneurial Interest of Students at State Senior High School in Tana Toraja Regency

The results of the study indicate that competence has a positive and significant effect on students' entrepreneurial interest. The regression coefficient of 0.460 with a calculated t value of $6.594 > t \text{ table } 1.656$ and a significance of $0.000 < 0.05$ proves that the third hypothesis (H3) is accepted. This finding is in line with the competency theory (McClelland, 1973) which states that individuals with high competence have greater self-confidence and readiness to act. In line with research conducted by Syam (2020), entrepreneurial competence encourages students to feel capable of facing business challenges and risks, thereby increasing entrepreneurial interest. These results are also supported by research Moelrine and Syarif (2022), and also by Syam et al. (2025).

E. Conclusion and Recommendation

This study aims to determine the effect of experiential learning on the entrepreneurial competencies and interests of tenth-grade students at State Senior High School in Tana Toraja Regency. Based on the research results and discussion, entitled "The Influence of Experiential Learning on Entrepreneurial Competencies and Interests," the study involved 129 students. Based on the data collected and testing conducted using a multiple linear regression model, the following conclusions can be drawn:

1. There is a positive and significant effect of experiential learning on the entrepreneurial competence of tenth-grade students at State Senior High School in Tana Toraja Regency. This indicates that the better the implementation of experiential learning methods, the greater the improvement in students' entrepreneurial competence. Learning that emphasizes direct experience can help students develop entrepreneurial knowledge, skills, and attitudes optimally.
2. There is a positive and significant effect of experiential learning on students' entrepreneurial interest. The results of the

study demonstrate that experiential learning can increase students' interest and desire for entrepreneurship. Through active involvement in the learning process, students become more interested, confident, and motivated to develop future businesses.

3. There is a significant influence of entrepreneurial competence on the entrepreneurial interest of students at State Senior High School in Tana Toraja Regency. This indicates that the higher the competence possessed by students, the higher their entrepreneurial interest.

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