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The Contribution of Entrepreneurship Learning, Business Information, and Entrepreneurial Interest in Influencing Entrepreneurial Mental Attitudes Students at State Vocational High School in Makassar City

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Abstract: This study aims to determine the effect of entrepreneurship learning, business information, and entrepreneurial interest on the entrepreneurial mental attitude of students at State Vocational High School in Makassar City, both partially and simultaneously. This study uses a quantitative approach with an explanatory research type. The population in this study were all 540 students of State Vocational High School in Makassar City. The sampling technique used proportional stratified random sampling so that a sample of 135 students was obtained. Data collection techniques were carried out through distributing questionnaires using a Likert scale. Data were analyzed using validity tests, reliability tests, classical assumption tests, multiple linear regression analysis, t-tests, F-tests, and coefficients of determination with the help of the SPSS Statistics program. The results showed that entrepreneurship learning had a positive and significant effect on students' entrepreneurial mental attitudes, business information had a positive and significant effect on students' entrepreneurial mental attitudes, and entrepreneurial interest had a positive and significant effect on students' entrepreneurial mental attitudes. Simultaneously, entrepreneurship learning, business information, and entrepreneurial interest had a positive and significant effect on students' entrepreneurial mental attitudes at State Vocational High School in Makassar City. This study shows that improving the quality of entrepreneurship learning, utilizing business information, and strengthening entrepreneurial interest can shape students' better entrepreneurial mental attitudes, such as self-confidence, independence, creativity, courage to take risks, and having an orientation towards business opportunities.

Keywords: Business Information; Entrepreneurial Interest; Entrepreneurial Mental Attitude; Entrepreneurship Learning; Students.



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A. Introduction

In today's era of globalization, entrepreneurship is a crucial aspect in driving a country's economic growth (Asmayanti et al., 2025). The progress and decline of a nation's economy depends heavily on the number and role of entrepreneurs (Syam et al., 2025). Entrepreneurial growth can drive significant economic growth for a country. According to Suraji and Sastrodiharjo (2024), a country can prosper if at least 2% of the population is active as entrepreneurs. Entrepreneurship itself is a process in which individuals or groups seek opportunities to create value, develop, and meet societal needs and desires through innovation and creativity, without relying on currently available resources (Syam et al., 2020).

Although entrepreneurship is considered a driving factor in economic growth, its development in Indonesia remains relatively low compared to other countries in Asia (Ariyanti, 2018). According to the Minister of Trade, Budi Santoso, Indonesia's entrepreneurship ratio in 2025 is currently still relatively low. In fact, the entrepreneurship ratio is a crucial indicator for measuring inclusive and sustainable economic growth. Currently, Indonesia has only achieved an entrepreneurship ratio of 3.57%, while Malaysia and Thailand have already reached above 4%, and Singapore is much higher at 8.6%. Budi added that to transform into a developed nation, Indonesia should ideally have an entrepreneurship ratio in the range of 10-12%.

The existence and role of entrepreneurs significantly contribute to the progress and improvement of the Indonesian economy (Asmayanti et al., 2025). Entrepreneurship can open new job opportunities, improve people's quality of life, promote income equality, and optimize the use and mobilization of resources to increase national productivity (Syam et al., 2021). In Indonesia, Vocational High Schools (SMK) play a crucial role in preparing students for the workforce. However, a major challenge in education today is producing graduates who are not only ready to work but also able to create their own business opportunities (Hafid, 2025). Based on the 2024 Vocational High School Tracer Study presented at <https://vokasi.kemendikdasmen.go.id/> by the Directorate General of Vocational Education, Ministry of Education,

Culture, Research, and Technology, it shows that nationally, 43.69% of vocational high school graduates are employed, while 21.34% choose to become entrepreneurs and 11.45% continue their studies. Although the percentage of vocational high school graduate who become entrepreneurs shows considerable potential, this figure is still lower than graduates who choose to work as employees. This condition indicates that vocational high school graduates in general still tend to be oriented as job seekers rather than job creators.

Cultivating a student's desire to seek out their own business opportunities requires encouragement in the form of a mental attitude toward entrepreneurship. An entrepreneurial mental attitude is the initial foundation of a businessperson. This attitude can be developed through entrepreneurship education in schools, where educators play a role in instilling entrepreneurial values in students (Ani et al., 2021). An entrepreneurial mental attitude does not develop naturally; rather, it is the result of learning, experience, and exposure to information received by an individual. A person's mental attitude toward entrepreneurship is their entrepreneurial interest. Entrepreneurial interest reflects a person's level of commitment to business performance, making this topic a frequent focus of entrepreneurship research (Wardhana and Sulaiman, 2022).

Entrepreneurship learning is used as an initial step to foster an entrepreneurial spirit or attitude in students through the process of imitating and modeling the behavior of successful entrepreneurs. This is emphasized by Syam et al. (2025), who define learning as the process of developing entrepreneurial knowledge, skills, attitudes, and abilities. Knowledge and attitude alone are not enough to understand the essence of entrepreneurship; students also need supporting abilities and skills. Through this process, students are expected to realize that becoming an entrepreneur requires hard work and a readiness to face various risks. In addition to entrepreneurship education to encourage or influence one's entrepreneurial attitude, relevant and diverse business information is essential. This information will open one's mind to action and determine the appropriate attitude. The role

of business information in influencing entrepreneurial attitudes is becoming increasingly relevant in today's digital and competitive era (Fikri et al., 2023).

Vocational High School (SMK) students need to develop a strong entrepreneurial mindset because the SMK curriculum includes a Creative Products and Entrepreneurship (CPE) course designed to foster and develop students' entrepreneurial mindset. PKK learning is expected to motivate students to choose entrepreneurship as an alternative career after graduating from SMK. Pre-research observations revealed that students at State Vocational High School in Makassar City study CPE in grades 11 and 12 across all majors. By equipping them with entrepreneurial knowledge and skills throughout their education, students are expected to be able to apply the knowledge they gain in real life after completing their SMK education. SMK graduates are expected to be better prepared to face future challenges, both in terms of further education and meeting their economic needs independently.

The urgency of this research is based on the still low entrepreneurship rate in Indonesia and the tendency of Vocational High School (SMK) graduates to choose employment rather than becoming entrepreneurs. SMK is designed as a vocational education that not only prepares graduates to be work-ready but also able to create jobs independently. Data on the absorption of vocational school graduates shows that although the proportion of graduates who are entrepreneurs already exists, the number is still relatively small compared to graduates who are employed, so strategic efforts are needed to increase the readiness and courage of vocational school students in choosing the entrepreneurial path.

This research is expected to provide practical and theoretical contributions. Practically, the results are expected to provide input for teachers, schools, and policymakers in designing more effective entrepreneurship learning programs. Theoretically, this research can add to the literature on the relationship between entrepreneurship learning, business information, and entrepreneurial interest in students' entrepreneurial attitudes. This research is expected to be one step towards improving the

competence and readiness of the younger generation to face global economic challenges through entrepreneurship.

B. Literature Review

1. Entrepreneurship Learning

Entrepreneurship learning is based on constructivism and experiential learning theory. Constructivism, proposed by Jean Piaget, emphasizes that knowledge is not acquired passively but is actively constructed by students through interaction, experience, and reflection on the learning environment (Qur, 2025). In entrepreneurship learning, students not only learn theoretical concepts but also construct understanding through practical activities, discussions, and problem-solving related to the business world (Dewi and Barkah, 2025).

Furthermore, entrepreneurship learning is also supported by the experiential learning theory proposed by David A. Kold, which explains that direct experience is the primary learning resource. This theory explains that the learning process progresses through stages of real-life experience, reflection, conceptual understanding, and application in real-life situations. Through student involvement in entrepreneurial practice, observing business opportunities, and making decisions, learning becomes more meaningful and impacts the development of entrepreneurial attitudes (Umkabu and Lestari, 2023).

Entrepreneurship learning is a teaching and learning process aimed at developing students' potential to become entrepreneurs by providing an understanding of business fundamentals, entrepreneurial knowledge, and business ethics, enabling students to develop their ideas and apply them in practical and concrete actions (Sekar et al., 2025). Furthermore, through entrepreneurship learning, vocational high school students are guided to develop the ability to observe, ask questions, develop thinking and reasoning, and communicate ideas effectively (Simarmata et al., 2024). These skills play a crucial role in improving the quality of the learning process and shaping students' attitudes and readiness to face the world of work and business.

2. Business Information

Business information is fundamentally supported by information systems theory and decision-making theory. Both theories explain that information generated from data processing plays a crucial role in assisting individuals or business actors in planning, implementing, and making informed decisions in business activities. Information systems theory, proposed by Gordon B. Davis, defines information as the result of data processing integrated into a system that functions to support the planning, implementation, and control of business activities. High-quality information is characterized by accuracy, relevance, timeliness, and reliability, thus providing tangible benefits to users in the decision-making process (Ananda, 2025).

Meanwhile, decision-making theory, proposed by Herbert A. Simon, explains that effective decisions are highly dependent on the availability and quality of information (Farid et al., 2025). In entrepreneurial activities, business information serves as a crucial basis for individuals in identifying business opportunities, developing strategies, and assessing potential risks. Adequate information enables business actors to make more rational and measured decisions. According to George H. Bodnar (2011), business information is data that has been processed and used as a basis for business decision-making, planning, and management (Oktaviyana, 2023).

Business information plays a crucial role because it serves as the basis for entrepreneurs in identifying business opportunities, determining business strategies, and minimizing potential risks (Kartika et al., 2025). The availability of adequate business information can help individuals understand market dynamics and make rational and measured business decisions. Without accurate business information, entrepreneurs are at risk of making mistakes in decision-making, which can lead to business failure.

3. Interest in Entrepreneurship

Entrepreneurial interest can be explained according to the Theory of Planned Behavior, which states that an individual's interest in a behavior is influenced by attitude, subjective

norms, and perceived self-control (Salisa, 2020). In the context of entrepreneurship, attitude reflects an individual's perspective on business activities, subjective norms relate to the influence and support of the surrounding environment, while perceived self-control indicates an individual's level of confidence in their ability to run a business and face potential risks.

Furthermore, entrepreneurial interest is also related to motivational theory, which emphasizes the importance of internal drives such as the need for achievement, the desire for independence, and the expectation of success. These drives play a role in shaping an individual's interest in choosing entrepreneurship as an alternative career and livelihood. In educational practice at Vocational High Schools (SMK), the application of these theories is reflected through entrepreneurship learning that provides students with hands-on experience. Practical business activities, introduction to business opportunities, and support from the school and family environment can foster positive attitudes and increase students' self-confidence in entrepreneurship. This indicates that entrepreneurial interest in vocational high school students is formed through the interaction of internal and external factors acquired during the educational process.

4. Entrepreneurial Mental Attitude

According to Hasim et al. (2023), entrepreneurial mental attitude is a concept formed from a combination of attitudes and mental states that influence an individual's behavior in carrying out entrepreneurial activities. Attitude is understood as a person's tendency to respond to an object, situation, or activity, either positively or negatively, as reflected through thought patterns, feelings, and actions (Ismail, 2021). Meanwhile, mentality refers to a psychological state related to inner strength, resilience, and an individual's readiness to face various challenges and pressures (Faridah et al., 2025).

Attitude and mentality are interrelated in shaping entrepreneurial mindsets and behaviors, characterized by self-confidence, independence, creativity and innovation, courage in taking risks, an orientation toward opportunities, and resilience or a never-give-up attitude. Self-confidence fosters courage in decision-making,

independence fosters business initiative, creativity and innovation contribute to creating added value, courage in facing risks enables individuals to manage uncertainty, an orientation toward opportunities helps recognize business potential, while mental toughness encourages individuals to persevere and learn from failure. Therefore, an entrepreneurial mental attitude plays a very important role in determining a person's success in creating, running, and developing a business sustainably.

C. Methods

This study employed a quantitative approach with explanatory research. This approach was chosen because it aimed to test hypotheses and analyze the influence of independent variables on the dependent variable through numerical data processed using statistical techniques using SPSS Statistics.

The population in this study was all 540 students at State Vocational High School in Makassar City. The sample was determined using Arikunto's (2013) approach, which states that if the population size exceeds 100, then a sample size of 10–15% or 20–25% of the total population can be taken. The sample size used was 25% of the total population, or 135. The sampling technique used was Proportional Stratified Random Sampling. In this technique, the population is divided into strata (or subgroups), and random samples are drawn from each subgroup, namely five majors. There were 36 students in the marketing major, 27 students in the office engineering major, 36 students in the accounting major, 18 students in the tourism major, and 18 students in the software development major.

The data collection techniques used in this study were questionnaires and documentation. Data collection was conducted at the research site and using a predetermined sample size. Primary data was then obtained through the distribution of questionnaires containing a number of questions related to the research variables. This study also conducted validity and reliability tests on the research instruments to ensure the quality of the data obtained.

D. Result and Discussion

1. Results Validity Test

Table 1. Results Validity Test X1, X2, X3 and Y

Variables	Item	R Count	R Table	Results
Entrepreneurship Learning (X1)	X1.1	0,705	0,169	Valid
	X1.2	0,729	0,169	Valid
	X1.3	0,646	0,169	Valid
	X1.4	0,676	0,169	Valid
	X1.5	0,611	0,169	Valid
	X1.6	0,765	0,169	Valid
	X1.7	0,693	0,169	Valid
	X1.8	0,712	0,169	Valid
	X1.9	0,649	0,169	Valid
	X1.10	0,704	0,169	Valid
	X1.11	0,602	0,169	Valid
	X1.12	0,703	0,169	Valid
Business Information (X2)	X2.1	0,661	0,169	Valid
	X2.2	0,551	0,169	Valid
	X2.3	0,676	0,169	Valid
	X2.4	0,611	0,169	Valid
	X2.5	0,701	0,169	Valid
	X2.6	0,741	0,169	Valid
	X2.7	0,632	0,169	Valid
	X2.8	0,625	0,169	Valid
	X2.9	0,670	0,169	Valid
	X2.10	0,744	0,169	Valid
	X2.11	0,728	0,169	Valid
	X2.12	0,718	0,169	Valid
Interest in Entrepreneurship (X3)	X3.1	0,642	0,169	Valid
	X3.2	0,762	0,169	Valid
	X3.3	0,758	0,169	Valid
	X3.4	0,753	0,169	Valid
	X3.5	0,670	0,169	Valid
	X3.6	0,594	0,169	Valid
	X3.7	0,630	0,169	Valid
	X3.8	0,784	0,169	Valid
	X3.9	0,755	0,169	Valid
	X3.10	0,737	0,169	Valid
	X3.11	0,581	0,169	Valid
	X3.12	0,644	0,169	Valid
Entrepreneurial Mental Attitude (Y)	Y.1	0,657	0,169	Valid
	Y.2	0,656	0,169	Valid
	Y.3	0,718	0,169	Valid
	Y.4	0,659	0,169	Valid
	Y.5	0,642	0,169	Valid
	Y.6	0,660	0,169	Valid
	Y.7	0,705	0,169	Valid
	Y.8	0,667	0,169	Valid
	Y.9	0,686	0,169	Valid
	Y.10	0,644	0,169	Valid
	Y.11	0,722	0,169	Valid
	Y.12	0,625	0,169	Valid
	Y.13	0,647	0,169	Valid
	Y.14	0,699	0,169	Valid
	Y.15	0,722	0,169	Valid
	Y.16	0,671	0,169	Valid
	Y.17	0,786	0,169	Valid
	Y.18	0,559	0,169	Valid

Based on the validity test table, it shows that the variables of entrepreneurial learning, business information, entrepreneurial interest, and

entrepreneurial mental attitude have a calculated r value above 0.169, which means all data are declared valid. This can be concluded because the calculated r value is $> r$ table, so all indicators in this study are suitable for use and can be said to be valid.

2. Results Reliability Test

Table 2. Results Reliability Test X1, X2, X3 and Y

Variables	Cronbach' Alpha	Criteria	Results
Pembelajaran Kewirausahaan	0,895	$>0,60$	Reliable
Informasi Bisnis	0,887	$>0,60$	Reliable
Minat Berwirausaha	0,898	$>0,60$	Reliable
Sikap Mental Kewirausahaan	0,927	$>0,60$	Reliable

Based on the results of the reliability test table, it shows that the Cronbach's Alpha coefficient value for all variables, namely entrepreneurial learning (X1), business information (X2), entrepreneurial interest (X3), and entrepreneurial mental attitude (Y), has a value > 0.60 . Thus, all statement items in each variable are declared reliable. This indicates that the research instrument has good internal consistency, so that all statement items can be used as measuring tools in data collection.

3. Results of Multiple Linear Regression Analysis

Table 3. Results of Multiple Linear Regression

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.064	3.446		2.340	.021
	Entrepreneurship Learning	.091	.095	.066	.958	.340
	Business Information	.507	.128	.330	3.976	<.001
	Interest in Entrepreneurship	.676	.115	.464	5.889	<.001

a. Dependent Variable: Entrepreneurial Mental Attitude

Based on Table 3, the multiple linear regression equation formed is as follows:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

$$Y = 8.064 + 0,091X_1 + 0,507X_2 + 0,67X_3 + e$$

Description:

Y = Entrepreneurial Mental Attitude (dependent variable)

X1 = Entrepreneurship learning (independent variable)

X2 = Business information (independent variable)

X3 = Interest in entrepreneurship (independent variable)

a = Constant

$\beta_1, \beta_2, \beta_3$ = Regression coefficients

e = Error (nuisance error)

Based on this equation, it can be explained that:

- A constant value of 10294.146 indicates that if the entrepreneurial learning (X1) and business information (X2) variables are set to zero, then the entrepreneurial interest (Y) value remains at 10294.146. This value reflects the baseline condition of entrepreneurial interest without being influenced by the independent variables.
- The entrepreneurial learning (X1) variable has a significance value of less than 0.05, thus concluding that entrepreneurial learning has a significant effect on entrepreneurial interest. The regression coefficient value of 0.351 indicates a positive effect, meaning that each increase in entrepreneurial learning will increase entrepreneurial interest by 0.351 units, assuming other variables are held constant.
- The business information (X2) variable also has a significance value of less than 0.05, thus concluding that business information has a significant effect on entrepreneurial interest. The regression coefficient value of 0.859 indicates a positive effect, meaning that each increase in business information will increase entrepreneurial interest by 0.859 units, assuming other variables remain constant.

4. Results Partial t-Test

Table 4. Results t-Test Variable X1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.110	3.757		8.015	<.001
	Entrepreneurship Learning	.691	.103	.504	6.727	<.001

a. Dependent Variable: Entrepreneurial Mental Attitude

Based on the results of the t-test in the t-test table, the Entrepreneurship Learning variable has a significant effect on Entrepreneurial Mental Attitude. This is indicated by the calculated t-value of 6.727 with a significance value <0.001 , which means it is smaller than 0.05. Thus, H_0 is rejected and H_a is accepted, so it can be concluded that Entrepreneurship Learning has a positive and significant effect on Entrepreneurial Mental Attitude. (Accepted).

Table 5. Results t-Test Variable X2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.222	3.507		4.626	<.001
	Business Information	1.068	.096	.696	11.178	<.001
a. Dependent Variable: Entrepreneurial Mental Attitude						

a. Dependent Variable: Entrepreneurial Mental Attitude

Based on the results of the t-test in the t-test table, the Business Information variable has a significant effect on Entrepreneurial Mental Attitude. This is indicated by the calculated t-value of 11.178 with a significance value <0.001 , which means it is smaller than 0.05. Thus, H_0 is rejected and H_a is accepted, so it can be concluded that Business Information has a positive and significant effect on Entrepreneurial Mental Attitude. (Accepted).

Table 6. Results t-Test Variable X3

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
1	(Constant)	15.318	3.243		4.723	<.001
	Interest in Entrepreneurship	1.064	.086	.731	12.370	<.001
a. Dependent Variable: Entrepreneurial Mental Attitude						

a. Dependent Variable: Entrepreneurial Mental Attitude

Based on the results of the t-test in the t-test table, the Entrepreneurial Interest variable has a significant effect on Entrepreneurial Mental Attitude. This is indicated by the calculated t-value of 12,370 with a significance value <0.001 , which means it is smaller than 0.05. Thus, H_0 is rejected and H_a is accepted, so it can be concluded that Entrepreneurial Interest has a positive and significant effect on Entrepreneurial Mental Attitude.

5. Results F-Test (Simultaneous)

Table 7. Results F-Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2798.414	3	932.805	66.348	<.001 ^b
	Residual	1841.778	131	14.059		
	Total	4640.193	134			
a. Dependent Variable: Entrepreneurial Mental Attitude						
b. Predictors: (Constant), Interest in Entrepreneurship, Entrepreneurship Learning, Business Information						

a. Dependent Variable: Entrepreneurial Mental Attitude

b. Predictors: (Constant), Interest in Entrepreneurship, Entrepreneurship Learning, Business Information

Based on Table 8 and the calculations that have been done, the calculated F value is 66,348, while the F table = 2.67, with a significance value <0.001 . Because the calculated $F > F$ table and the significance value <0.05 , then H_0 is rejected and H_a is accepted. This means, it can be concluded that the variables of Entrepreneurship Learning, Business Information, and Entrepreneurial Interest simultaneously have a significant effect on Entrepreneurial Mental Attitude.

6. Results of the Analysis of the Coefficient of Determination (R^2)

Table 8. Results Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777 ^a	.603	.594	3.74958

a. Predictors: (Constant), Interest in Entrepreneurship, Entrepreneurship Learning, Business Information

b. Dependent Variable: Entrepreneurial Mental Attitude

Based on the results of the coefficient of determination (R^2) test, a coefficient of determination value was obtained which indicates the extent of the independent variable's ability to explain the dependent variable. The R^2 value of 0.603 indicates that the variables of entrepreneurial learning (X1), business information (X2) and entrepreneurial interest (X3) are able to explain their influence on the entrepreneurial mental attitude (Y) by the coefficient of determination obtained, namely 60.3%, while the remaining 39.7% is influenced by other variables outside this study that were not examined.

Discussion of Research Results

1. The Influence of Entrepreneurship Learning on the Entrepreneurial Mental Attitude of Students at State Vocational High School in Makassar City

Based on the t-test analysis indicates that entrepreneurship learning has a positive and significant effect on the entrepreneurial mental attitude of students at State Vocational High

School in Makassar City. Therefore, the first hypothesis, stating that entrepreneurship learning has a positive and significant effect on entrepreneurial mental attitude, is accepted.

The results of this study indicate that the better the entrepreneurship learning process received by students, the better their entrepreneurial mental attitude. Entrepreneurship learning not only provides theoretical knowledge about the business world but also shapes students' mindsets, character, and attitudes, fostering an entrepreneurial spirit. Through entrepreneurship learning, students are trained to think creatively, innovatively, independently, and are able to make decisions in facing business challenges (Syam et al., 2018). Entrepreneurship learning also provides students with experience in understanding business processes, from business planning, marketing, financial management, to the ability to identify business opportunities. This indirectly fosters a stronger entrepreneurial mental attitude in students.

These research results align with the theory that entrepreneurship education plays a crucial role in shaping an individual's entrepreneurial character and mental attitude. Entrepreneurship learning can improve creative and innovative thinking skills and the courage to take risks, which are key characteristics of an entrepreneur. This research also aligns with previous research by Ani et al. (2021), which states that entrepreneurship learning has a positive effect on the development of entrepreneurial attitudes and mentality in students. Another study by Prihantoro and Hadi (2016) also states that the more effective the implementation of entrepreneurship learning, the stronger the entrepreneurial mentality of students. It can be concluded that entrepreneurship learning is a crucial factor in shaping the entrepreneurial mentality of students at State Vocational High School in Makassar City. Therefore, schools need to continuously improve the quality of entrepreneurship learning so that students are better prepared to face the business world.

2. The Influence of Business Information on the Entrepreneurial Mental Attitude of Students at State Vocational High School in Makassar City

Based on the t-test analysis indicates that business information has a positive and significant effect on the entrepreneurial mental attitude of students at State Vocational High School in Makassar City. Therefore, the second hypothesis, stating that business information has a positive and significant effect on entrepreneurial mental attitude, is accepted.

The results of this study indicate that the better the business information students obtain, the better their entrepreneurial mental attitude. Business information is a crucial source of knowledge in the world of entrepreneurship because it can help someone understand market conditions, business opportunities, marketing strategies, consumer needs, and business developments. Students who have access to business information will more easily understand business opportunities that can be developed. Furthermore, business information also helps students increase their insight and knowledge of the business world, thus improving their mental readiness to face business competition.

The results of this study align with the theory that information is a crucial factor in business decision-making. Someone with sufficient information will be better prepared to face challenges and make decisions in running a business. This research is also supported by previous research by Asy Ari and Shulthoni (2023), which showed that business information has a positive influence on entrepreneurial attitudes and behavior. Another study by Asrib (2021) explained that the more extensive business information a person possesses, the greater their ability to develop an entrepreneurial mindset. It can be concluded that business information plays a crucial role in shaping the entrepreneurial mindset of students at State Vocational High School in Makassar City. Therefore, students need to be given broader access to business information to gain better insight and mental readiness for entrepreneurship.

3. The Influence of Entrepreneurial Interest on the Entrepreneurial Mental Attitude of Students at State Vocational High School in Makassar City

Based on the t-test analysis indicates that entrepreneurial interest has a positive and

significant effect on the entrepreneurial mental attitude of students at State Vocational High School in Makassar City. Therefore, the third hypothesis, stating that entrepreneurial interest has a positive and significant effect on entrepreneurial mental attitude, is accepted.

The results of this study indicate that the higher a student's interest in entrepreneurship, the better their entrepreneurial mental attitude. Entrepreneurial interest is an intrinsic drive that fosters interest, liking, and a desire to run a business. Students with an entrepreneurial interest tend to be more active in seeking information about the business world, possess high self-confidence, are willing to take risks, and have a passion for achieving success in business. This interest will encourage students to develop a stronger entrepreneurial mentality. When students have a strong interest in entrepreneurship, they are better prepared mentally to face business challenges. Furthermore, students with an entrepreneurial interest also tend to be optimistic, creative, independent, and persistent. These attitudes are an essential part of the entrepreneurial mindset required to run a business.

The results of this study align with the theory that interest is a psychological factor that can influence a person's behavior. Someone who has a strong interest in a field will be more motivated to learn and develop skills in that field. This research is also supported by previous research by Rahmia S. (2019), which stated that entrepreneurial interest has a positive influence on the development of entrepreneurial attitudes and mentality. Another study by Aminah (2021) found that the higher a person's interest in entrepreneurship, the higher their mental readiness to become an entrepreneur. It can be concluded that entrepreneurial interest is a crucial factor in shaping the entrepreneurial mentality of students at State Vocational High School in Makassar City. Therefore, schools and the surrounding community need to provide support and motivation to students to further their entrepreneurial interest.

4. The Influence of Entrepreneurship Learning, Business Information, and Entrepreneurial Interest on the Entrepreneurial Mental Attitude of Students

at State Vocational High School in Makassar City

Based on the F-test results indicates that entrepreneurship learning, business information, and entrepreneurial interest simultaneously have a positive and significant effect on the entrepreneurial mental attitude of students at State Vocational High School in Makassar City. Thus, the fourth hypothesis is accepted.

The results of this study are supported by research by Almadhea and Kamalia (2024), who showed that entrepreneurship learning, business information, and entrepreneurial interest are interrelated factors in shaping students' entrepreneurial mental attitudes. These three variables collectively contribute to increasing students' self-confidence, creativity, risk-taking, independence, and ability to identify business opportunities.

Another study by Annisa Ulfitri (2025) also added that entrepreneurship learning provides students with a foundation of knowledge and experience in the business world. Business information helps students understand existing business developments and opportunities, while entrepreneurial interest serves as an internal drive that motivates students to start a business. When these three factors are present simultaneously, students will develop a stronger entrepreneurial mentality. Overall, the results of this study indicate that entrepreneurship education, business information, and entrepreneurial interest play a significant role in shaping the entrepreneurial mindset of students at State Vocational High School in Makassar City. The better the entrepreneurship education, the more extensive the business information obtained, and the higher the students' entrepreneurial interest, the better their entrepreneurial mindset will be.

E. Conclusion and Recommendation

Based on the research findings on the influence of entrepreneurship learning, business information, and entrepreneurial interest on the entrepreneurial mental attitudes of students at State Vocational High School in Makassar City, the following conclusions can be drawn:

1. Entrepreneurship learning has a positive and significant effect on the entrepreneurial mental attitudes of students at State

Vocational High School in Makassar City. This indicates that the better the entrepreneurship learning process received by students, the stronger their entrepreneurial mental attitudes, such as self-confidence, independence, creativity, risk-taking, and orientation toward business opportunities.

2. Business information has a positive and significant effect on the entrepreneurial mental attitudes of students at State Vocational High School in Makassar City. This indicates that the availability and utilization of good business information can help students understand the business world, identify business opportunities, and develop a more positive and realistic entrepreneurial mindset.
3. Entrepreneurial interest has a positive and significant effect on the entrepreneurial mental attitudes of students at State Vocational High School in Makassar City. The stronger the students' interest in entrepreneurship, the stronger their entrepreneurial mental attitudes in facing business challenges and making independent decisions.
4. Entrepreneurship learning, business information, and entrepreneurial interest simultaneously have a positive and significant influence on the entrepreneurial mental attitude of students at State Vocational High School in Makassar City. Thus, these three variables play a crucial role in shaping and enhancing students' entrepreneurial mental attitude, thereby fostering their readiness to become creative, independent, innovative, and business-oriented individuals in the future.

Future researchers are expected to expand this research by adding other variables that may influence entrepreneurial attitudes, such as family environment, self-efficacy, entrepreneurial motivation, and the use of digital technology. Furthermore, further research could utilize a broader range of subjects to further expand and diversify the results.

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