



## Proceeding Book of International Conference on Association of Indonesian Entrepreneurship Study Programs

**The 4<sup>th</sup> APSKI International Conference 2026**  
**“Empowering Future Ventures: The Nexus of AI & Entrepreneurial Excellences”**

Bali - Indonesia, 23 July 2026

ISSN 3064-3635, Vol 04, Ed 01 (2026), pages 196 - 207

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### **The Role of Entrepreneurship Education and Self-Determination in The Formation of Entrepreneurial Attitudes Students at State Vocational High School in Makassar City**

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**Abstract:** This study aims to examine the influence of entrepreneurship learning and self-determination on the development of entrepreneurial attitudes among students at State Vocational High School in Makassar City, both partially and simultaneously. This research employed a quantitative approach with a causal associative design. The population consisted of all twelfth-grade Marketing Department students at State Vocational High School in Makassar City, totaling 92 students. Since the population was fewer than 100 individuals, the study used a saturated sampling technique, in which the entire population was selected as the sample. Data were collected through questionnaires using a Likert scale. The data were analyzed using validity and reliability tests, as well as classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests. Furthermore, multiple linear regression analysis and hypothesis testing were conducted through the t-test, F-test, and coefficient of determination ( $R^2$ ) using SPSS Statistics software. The results revealed that entrepreneurship learning has a positive and significant effect on students' entrepreneurial attitudes. Likewise, self-determination has a positive and significant effect on students' entrepreneurial attitudes. Simultaneously, entrepreneurship learning and self-determination positively influence the entrepreneurial attitudes of twelfth-grade students at State Vocational High School in Makassar City. These findings indicate that the better the entrepreneurship learning materials and practices, and the stronger the students' self-motivation, the more positive their entrepreneurial attitudes will be.

**Keywords:** Education; Entrepreneurial Attitude; Entrepreneurship; Self-determination; Students.

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## **A. Introduction**

Unemployment remains one of the major challenges in the labor sector and directly contributes to increasing poverty, as individuals without employment lose their primary source of income to meet basic needs such as food, clothing, housing, education, and healthcare. Data from Trading Economics indicate that the Open Unemployment Rate (OUR) declined to [insert Quarter III 2025 rate] in the third quarter of 2025, down from 4.91% in the previous year. However, this decline has not fully resolved the existing employment challenges. Furthermore, Trading Economics reported that the number of employed people increased by 1.31% to 146.54 million, with the largest gains occurring in the agriculture, accommodation, and manufacturing sectors (Tradingeconomics, 2025). Nevertheless, the number of unemployed individuals remains substantial, at approximately 7.46 million people. This persistently high level of unemployment reduces household purchasing power, thereby reinforcing the cycle of poverty and slowing overall economic growth. In fact, economic growth is essential for every country. According to Abu et al., (2023), an increase in economic growth reflects an improvement in societal welfare, as indicated by higher per capita output accompanied by increased purchasing power among the population.

Furthermore, according to the study by Dewantara et al. (2025), the shift from an industrial-based economy to a knowledge-based economy has positioned work readiness as one of the key indicators of educational success in producing competent and competitive human resources. However, the reality indicates that graduates' work readiness continues to face various challenges. Many job seekers still lack the competencies required by employers. This condition is particularly evident among vocational high school (SMK) graduates. Although they are specifically prepared to enter the workforce, their competencies often do not fully align with industry demands, and they face limited employment opportunities that match their areas of expertise. The mismatch between the secondary education curriculum and industry requirements has become a major factor contributing to the difficulty experienced by SMK graduates in adapting to rapid

technological advancements. Consequently, many SMK graduates remain unemployed or are unable to establish their own businesses due to insufficient competencies that meet the needs of the industrial sector (Nur et al., 2025). Furthermore, one of the major challenges facing entrepreneurship education in Indonesia is the prevailing mindset among many members of society that the primary purpose of pursuing education, even at the higher education level, is solely to become a civil servant rather than to develop an entrepreneurial mindset (Oktariani et al., 2021).

Amid these challenges, entrepreneurship has emerged as a reliable alternative solution. Entrepreneurship refers to individuals who possess the ability to identify and evaluate business opportunities, mobilize the necessary resources, and take appropriate actions to achieve success (Isma et al., 2023). Entrepreneurs also play a strategic role in economic development, as the success of national development is greatly influenced by the presence of business actors who are capable of developing their enterprises successfully (Syam et al., 2019). By encouraging society, particularly the younger generation, to pursue entrepreneurship, an independent and sustainable economic ecosystem can be established (Sutarlin, 2025).

The significant contribution of entrepreneurship to the national economy is further emphasized by data from the Indonesian Chamber of Commerce and Industry, which reported that in 2023 Indonesia had approximately 66 million Micro, Small, and Medium Enterprises (MSMEs). These enterprises contributed 61% of the country's Gross Domestic Product (GDP), equivalent to IDR 9,580 trillion, and provided employment for approximately 117 million people, accounting for 97% of the national workforce (Fauzan, 2025). These facts demonstrate that the entrepreneurship sector, particularly MSMEs, has substantial capacity to generate employment opportunities and reduce unemployment. Therefore, fostering entrepreneurial attitudes among vocational high school students is a strategic step toward preparing graduates who are not only oriented toward becoming job seekers but also capable of becoming job creators.

Entrepreneurship education and training programs have become a strategic priority for enhancing capacity and promoting economic independence. Individuals who have participated in entrepreneurship training programs are 1.5 times more likely to start a business and create business opportunities than those who have never received such training. This growing entrepreneurial spirit should be supported by expanding knowledge and skills in business management (Asmayanti et al., 2025). However, entrepreneurial readiness is determined not only by the availability of opportunities but also by learning processes that foster students' mindsets and paradigms, leading to the development of entrepreneurial characteristics such as creativity, independence, and perseverance (Nur et al., 2025). Therefore, entrepreneurship education in vocational high schools should be designed in a contextual and practical manner to cultivate positive attitudes toward entrepreneurial activities.

Entrepreneurship education is an effort undertaken by educational institutions to instill entrepreneurial knowledge, values, enthusiasm, and attitudes in students, enabling them to become independent, creative, and innovative individuals (Syamsidar et al., 2019). Entrepreneurship education is not merely about delivering business theories; it also focuses on developing entrepreneurial mindsets and competencies through hands-on experience, as well as reflective thinking and self-evaluation. Its primary objective is to equip students with the knowledge, attitudes, and skills necessary to establish and manage businesses independently (Pinontoan et al., 2023).

On the other hand, the development of students' entrepreneurial attitudes is also strongly influenced by internal psychological factors, one of which is self-determination. Weak intrinsic factors may hinder individuals from exploring their full potential optimally. According to Ryan and Deci (2000), intrinsic motivation is influenced by the fulfillment of three basic psychological needs, namely autonomy, competence, and relatedness (Priyoaji, 2023). Fulfilling the need for competence, for example through positive reinforcement of students' efforts and achievements, can foster self-confidence, interest, and readiness to face new

challenges. Conversely, continuous negative responses may lead to dissatisfaction and weaken intrinsic motivation, which ultimately results in lower entrepreneurial readiness. A study by Yuliati & Anwar (2020) found that students with high levels of self-determination tend to be more self-confident, demonstrate greater enthusiasm for learning, and take a more proactive approach in dealing with challenges. In the context of entrepreneurship education, this is particularly important because the business world requires individuals to think independently, act creatively, and demonstrate perseverance in transforming ideas into reality. Therefore, students with high self-determination are better prepared to cope with the risks and complexities of the business environment, as they possess the intrinsic motivation to grow and achieve success.

State Vocational High School in Makassar City, holds a strategic role in producing young graduates who are prepared for employment, entrepreneurship, and the challenges of an ever-evolving industrial world. The school has implemented various flagship programs that integrate vocational education with an entrepreneurial approach. One tangible manifestation of this vision is the inclusion of entrepreneurship as a subject in the curriculum, delivered through both theoretical and practical learning, to equip students with the knowledge, skills, and mindset required to establish and manage independent businesses.

However, entrepreneurship learning at State Vocational High School in Makassar City still tends to be teacher-centered (Teacher-Centered Learning), which has an impact on students who have not yet developed strong intrinsic motivation. Many students continue to rely heavily on their environment or teacher guidance and lack the self-confidence to make decisions or take the initiative to start something independently. This condition may hinder efforts to produce self-reliant young individuals who are capable of creating employment opportunities. Therefore, educational interventions should not be limited to curriculum design or instructional content alone but should also address students' psychological aspects, enabling them to develop the internal motivation

necessary for personal growth and entrepreneurial development.

A study conducted by Saputra (2022) found that entrepreneurship education, entrepreneurial interest, and business information have a significant effect on entrepreneurial attitudes, both partially and simultaneously. Although entrepreneurial interest is an important factor in fostering entrepreneurial attitudes, an individual's ability to regulate, motivate, and direct themselves which constitutes the core construct of self-determination may exert a stronger influence on students' entrepreneurial attitudes. Most previous studies have primarily focused on entrepreneurial interest, while only a limited number have integrated self-determination with entrepreneurship education. Therefore, this study aims to examine the extent to which entrepreneurship education and self-determination influence the development of students' entrepreneurial attitudes. By understanding the influence of entrepreneurship education and self-determination on the formation of entrepreneurial attitudes, schools can evaluate and improve their teaching methods. Furthermore, the findings of this study are expected to serve as a reference for the development of educational policies that place greater emphasis on strengthening students' character and independence.

## **B. Literature Review**

### **1. Entrepreneurship Education**

Entrepreneurship learning refers to any activity designed to help students acquire entrepreneurial competencies through theoretical and practical learning, including the development of habits, knowledge, and new attitudes related to creativity and innovation in identifying opportunities, organizing resources, and managing those opportunities into business ventures capable of generating profit (Kurniawati et al., 2020). The concept of learning is closely associated with constructivist theory.

Constructivism provides a philosophical and pedagogical foundation that explains how knowledge is actively constructed by individuals rather than merely transmitted from teachers to students. In the context of entrepreneurship education, the two leading constructivist

theorists, Jean Piaget (1896–1980) and Lev Vygotsky (1896–1934), offer distinct yet complementary contributions. Piaget emphasizes the individual's cognitive construction of knowledge through active learning processes, whereas Vygotsky highlights the essential role of social and cultural environments in shaping learning experiences. These complementary perspectives are highly relevant to entrepreneurship education, as they help develop prospective entrepreneurs who not only understand entrepreneurial theories but are also capable of applying practical skills to navigate the uncertainties and challenges of the business environment.

Entrepreneurship education has unique characteristics that distinguish it from conventional learning. The entrepreneurship learning process should encompass three main components: theory, which provides entrepreneurial knowledge and addresses the cognitive aspect; practice, which enables students to experience and appreciate the value of the knowledge they have acquired; and implementation, which involves applying that knowledge in real-world situations. This is consistent with the findings of Fitrianiingsih & Turmudzi (2020), who argued that entrepreneurship cannot be learned solely through classroom lectures but requires active engagement in entrepreneurial activities. This perspective is also aligned with constructivist learning theory, which emphasizes that knowledge is actively constructed by learners through their experiences, interactions, and reflections on the learning process.

Entrepreneurship education enables students to develop innovation and creativity by drawing upon their learning experiences and integrating them with social interaction skills, thereby promoting collaboration throughout the learning process. This perspective is consistent with the constructivist theory advanced by Jean Piaget and Lev Vygotsky.

### **2. Self-determination**

Self-determination is a concept in motivation theory that emphasizes an individual's ability to

consciously direct and regulate their behavior based on their own will and personal values. Within the framework of Self-Determination Theory (SDT), developed by Richard M. Ryan (1953) and Edward L. Deci (1942–2026), self-determination is reflected in the distinction between autonomous motivation and controlled motivation. Autonomous motivation arises when individuals engage in an activity out of genuine interest, conscious choice, and personal endorsement of its value, making the behavior feel self-endorsed and volitional. In contrast, controlled motivation occurs when behavior is driven by external pressures, such as rewards and punishments, or by internal pressures, such as feelings of shame or the need for recognition. Therefore, self-determination emphasizes that the quality of motivation depends on whether behavior originates from self-awareness and personal choice or from external and internal pressures, thereby determining the extent to which an individual truly serves as the primary agent of their own actions.

In motivation theory, understanding intrinsic and extrinsic motivation provides an important foundation for explaining why individuals engage in particular behaviors. As emphasized by Ryan and Deci (2020), intrinsic motivation refers to the drive to engage in an activity because the activity itself is interesting, enjoyable, and inherently satisfying. Examples include playing, exploring, and satisfying one's curiosity. This type of motivation does not depend on external rewards or pressures. In contrast, extrinsic motivation arises from reasons unrelated to the inherent enjoyment of the activity itself, such as obtaining good grades, receiving rewards, or avoiding punishment.

The fundamental relationship between Self-Determination Theory (SDT) and the entrepreneurial context lies in the role of satisfying basic psychological needs as the foundation for developing an entrepreneurial mindset. The fulfillment of SDT's three basic psychological needs autonomy, competence, and relatedness directly fosters entrepreneurial characteristics: autonomy enables individuals to make independent decisions and take risks, competence builds self-confidence in dealing with challenges, and relatedness facilitates the development of supportive networks to

transform innovative ideas into reality. Furthermore, SDT promotes intrinsic motivation, which aligns with the development of a positive entrepreneurial attitude.

### **3. Entrepreneurial Attitude**

Attitude is an individual's mental or emotional readiness to perform a particular action toward an object appropriately. Attitude can also be understood as the result of a learning process, reflected in the way individuals respond to situations and determine what they aspire to achieve in life (Rahmiyanti, 2020). Furthermore, attitude may be defined as a person's tendency to respond emotionally to the risks that arise in business activities. Entrepreneurial attitude refers to an individual's tendency to respond to and take action in entrepreneurial activities. Entrepreneurial attitude plays an important role in shaping entrepreneurial intention because it is formed by an individual's desire and confidence in their own abilities. It also serves as one of the key factors influencing entrepreneurial intention and determining entrepreneurial behavior in running a business (Yulistia & Rahyuda, 2023). According to the study by Maydiantoro et al. (2021), entrepreneurial attitude is defined as an individual's general feelings or evaluation toward entrepreneurship, which are reflected through specific indicators such as perceiving starting a business as an attractive endeavor, having a serious view of entrepreneurship, experiencing personal satisfaction from entrepreneurial activities, and believing that entrepreneurship can provide a better quality of life. Furthermore, entrepreneurial attitude has a significant influence on entrepreneurial intention.

According to Hendro (2011), as cited in Anggoro et al. (2022), entrepreneurial attitude refers to an individual's perspective and mindset toward the challenges they encounter, such as fear, difficulties, criticism, and adversity, which form the basis of entrepreneurial actions. These are common experiences faced by every entrepreneur. If they are approached positively and managed effectively, they can lead to the desired outcomes. Although success cannot be achieved instantly, a strong willingness to work hard and persevere will inevitably bring about positive change. Meanwhile, Muchson (2017), as

cited in Anggoro et al. (2022), defines entrepreneurial attitude as an individual's perspective and values toward the object of entrepreneurship, expressed through evaluative judgments about entrepreneurial activities.

Entrepreneurial attitude is influenced by both internal and external factors. Internal factors include commitment, leadership, opportunity orientation, risk acceptance, and other personal characteristics that support entrepreneurial behavior. Based on the synthesis of the theories and previous studies, the research model and hypotheses are proposed as follows:

### C. Methods

This study employed a quantitative approach with a causal associative research design. The quantitative approach was used to test the proposed hypotheses and measure the significance of the effects of the independent variables on the dependent variable. The hypothesis testing process was carried out through numerical data analysis using statistical procedures with the assistance of SPSS Statistics software.

A causal associative research design is a research method aimed at identifying and measuring the relationships between two or more variables while also explaining the cause-and-effect relationships among them Sugiyono (2021), as cited in Sitepu et al. (2025). In this study, the independent variables functioned as the causal or influencing factors, whereas the dependent variable represented the outcome influenced by those factors. Through this causal approach, the researcher not only identified the relationships among variables but also tested theories and hypotheses regarding the magnitude of the influence of one variable on another.

The population of this study consisted of all students majoring in Marketing at State Vocational High School in Makassar City. The sample included all 92 students in the Marketing major, as identified through the preliminary observation stage. Referring to the sampling criteria proposed by Arikunto (2012), as cited in Pradana et al. (2024), when the population consists of fewer than 100 individuals, the entire population may be included as the research sample.

The data collection techniques included observation, questionnaire distribution, and documentation. Observation was conducted through direct visits to the research site to examine the actual field conditions before the study was carried out. Subsequently, a questionnaire was developed and distributed to all selected respondents. The questionnaire consisted of statements representing each research variable. After all responses had been collected, the data were subjected to validity and reliability testing. In addition, documentation was collected as supporting evidence for the research.

### D. Result and Discussion

#### 1. Result Validity Test

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

| Variable                        | Item   | r-value | r-table | Results |
|---------------------------------|--------|---------|---------|---------|
| Entrepreneurship Education (X1) | X1.1.1 | 0,634   | 0,207   | Valid   |
|                                 | X1.1.2 | 0,730   |         | Valid   |
|                                 | X1.1.3 | 0,753   |         | Valid   |
|                                 | X1.2.1 | 0,710   |         | Valid   |
|                                 | X1.2.2 | 0,750   |         | Valid   |
|                                 | X1.2.3 | 0,719   |         | Valid   |
|                                 | X1.3.1 | 0,826   |         | Valid   |
|                                 | X1.3.2 | 0,694   |         | Valid   |
|                                 | X1.3.3 | 0,748   |         | Valid   |
| Self-determination (X2)         | X2.1.1 | 0,685   | 0,207   | Valid   |
|                                 | X2.1.2 | 0,642   |         | Valid   |
|                                 | X2.1.3 | 0,782   |         | Valid   |
|                                 | X2.2.1 | 0,650   |         | Valid   |
|                                 | X2.2.2 | 0,762   |         | Valid   |
|                                 | X2.2.3 | 0,699   |         | Valid   |
|                                 | X2.3.1 | 0,752   |         | Valid   |
|                                 | X2.3.2 | 0,751   |         | Valid   |
|                                 | X2.3.3 | 0,705   |         | Valid   |
| Entrepreneurial Attitude (Y)    | Y1.1.1 | 0,731   | 0,207   | Valid   |
|                                 | Y1.1.2 | 0,745   |         | Valid   |
|                                 | Y1.1.3 | 0,740   |         | Valid   |
|                                 | Y1.2.1 | 0,817   |         | Valid   |
|                                 | Y1.2.2 | 0,753   |         | Valid   |
|                                 | Y1.2.3 | 0,795   |         | Valid   |
|                                 | Y1.3.1 | 0,838   |         | Valid   |
|                                 | Y1.3.2 | 0,862   |         | Valid   |
|                                 | Y1.3.3 | 0,824   |         | Valid   |

As shown in Table 1, the Entrepreneurship Learning, Self-Determination, and Entrepreneurial Attitude variables have calculated r-values exceeding the critical value of 0.207, indicating that all measurement items are valid.

## 2. Result Reliability Test

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

| Variable                        | Cronbach Alpha | Criteria | Results  |
|---------------------------------|----------------|----------|----------|
| X1 (Entrepreneurship Education) | 0,890          | 0,60     | Reliable |
| X2 (Self-determination)         | 0,880          | 0,60     | Reliable |
| Y (Entrepreneurial Attitude)    | 0,923          | 0,60     | Reliable |

Based on Table 2 above, it can be seen that all variables have Cronbach's Alpha values greater than 0.60. Therefore, the nine items for each variable Entrepreneurship Learning, Self-Determination, and Entrepreneurial Attitude are considered reliable and can be used as measurement instruments for the respective variables.

## 3. Multiple Linear Regression Analysis Results

**Table 3. Multiple Linear Regression Analysis Results**

| Coefficients <sup>a</sup> |                            |                             |            |       |      |                         |       |
|---------------------------|----------------------------|-----------------------------|------------|-------|------|-------------------------|-------|
| Model                     |                            | Unstandardized Coefficients |            | t     | Sig. | Collinearity Statistics |       |
|                           |                            | B                           | Std. Error |       |      | Tolerance               | VIF   |
| 1                         | (Constant)                 | .943                        | 2.661      | .354  | .724 |                         |       |
|                           | Entrepreneurship Education | .557                        | .116       | 4.804 | .000 | .401                    | 2.493 |
|                           | Self-determination         | .431                        | .120       | 3.591 | .001 | .401                    | 2.493 |

a. Dependent Variable: Entrepreneurial Attitude

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

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

$$Y = 0.943 + 0.557X_1 + 0.431X_2 + e$$

The regression equation can be interpreted as follows:

- The constant value of 0.943 represents the initial value of the dependent variable (Y) when all independent variables are assumed

to be zero or have no effect. In other words, if both  $X_1$  and  $X_2$  are equal to zero, the predicted average value of Y is 0.943. This value serves as the baseline of the regression model before the influence of the predictor variables is taken into account.

- Based on Table 3, the Entrepreneurship Learning ( $X_1$ ) variable has a regression coefficient of 0.557. This positive coefficient indicates a positive relationship between Entrepreneurship Learning and Entrepreneurial Attitude. In other words, the more effective the entrepreneurship learning received by students, the more likely their entrepreneurial attitude is to improve.
- The Self-Determination ( $X_2$ ) variable has a positive regression coefficient of 0.431. This indicates a positive relationship between self-determination and entrepreneurial attitude. The higher the level of self-determination possessed by the respondents, the stronger and more positive their entrepreneurial attitude is expected to be.

## 4. t-Test Results (Partial)

**Table 4. Results t-Test for X1 and X2**

| Coefficients <sup>a</sup> |                            |                             |            |       |      |
|---------------------------|----------------------------|-----------------------------|------------|-------|------|
| Model                     |                            | Unstandardized Coefficients |            | t     | Sig. |
|                           |                            | B                           | Std. Error |       |      |
| 1                         | (Constant)                 | .943                        | 2.661      | .354  | .724 |
|                           | Entrepreneurship Education | .557                        | .116       | 4.804 | .000 |
|                           | Self-Determination         | .431                        | .120       | 3.591 | .001 |

a. Dependent Variable: Entrepreneurial Attitude

- The Effect of Entrepreneurship Education on the Entrepreneurial Attitudes of Students at State Vocational High School in Makassar City.

Based on Table 4, the entrepreneurship learning variable obtained a t-value of 4.804 with a significance value (p-value) of 0.000. Therefore,  $H_0$  was rejected and  $H_1$  was accepted, indicating that this independent variable has a statistically significant effect on the entrepreneurial attitudes

of students in the Marketing Department at State Vocational High School in Makassar City. These findings suggest that the better the entrepreneurship learning provided, the more positive the students' entrepreneurial attitudes become.

b. The Influence of Self-Determination on the Entrepreneurial Attitudes of Students at State Vocational High School in Makassar City

Based on the results of the partial t-test presented in Table 4, the significance value for the self-determination variable was 0.001. Therefore,  $H_0$  was rejected and  $H_a$  was accepted, indicating that self-determination has a statistically significant partial effect on entrepreneurial attitude. This finding suggests that the higher the level of self-determination among students at State Vocational High School in Makassar City, the more positive their entrepreneurial attitude.

## 5. F-Test Results (Simultaneous)

Table 7. F-Test Results

| ANOVA <sup>a</sup>                                                        |            |                |    |             |        |                   |
|---------------------------------------------------------------------------|------------|----------------|----|-------------|--------|-------------------|
| Model                                                                     |            | Sum of Squares | df | Mean Square | F      | Significance      |
| 1                                                                         | Regression | 2358.146       | 2  | 1179.073    | 78.105 | .000 <sup>b</sup> |
|                                                                           | Residual   | 1343.539       | 89 | 15.096      |        |                   |
|                                                                           | Total      | 3701.685       | 91 |             |        |                   |
| a. Dependent Variable: Entrepreneurial Attitude                           |            |                |    |             |        |                   |
| b. Predictors: (Constant), Self-Determination, Entrepreneurship Education |            |                |    |             |        |                   |

Based on Table 7 and the obtained F-table value, the calculated F-value was 78.105, while the F-table value was 3.10, with a significance value of 0.000. Since the significance value of  $0.000 \leq 0.05$  and the calculated F-value ( $78.105 \geq$  the F-table value (3.10), the statistical decision was to reject  $H_0$  and accept  $H_1$ . Therefore, it can be concluded that entrepreneurship education and self-determination simultaneously have a significant effect on the entrepreneurial attitude of students at State Vocational High School in Makassar City.

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

Table 8. Results Coefficient Determination ( $R^2$ )

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .798 <sup>a</sup> | .637     | .629              | 3.885                      |

Predictors: (Constant), Self-Determination, Entrepreneurship Education

Based on the Model Summary in Table 8, the R Square value is 0.637, indicating that 63.7% of the variance in entrepreneurial attitude is jointly explained by entrepreneurship education and self-determination. The remaining 36.3% is explained by other variables that were not examined in this study. Furthermore, the R value of 0.798 indicates a strong simultaneous relationship between the two independent variables and entrepreneurial attitude.

## Disuccsion of Research Results

### 1. The Effect of Entrepreneurial Learning on the Formation of Entrepreneurial Attitudes Students at State Vocational High School in Makassar City

The results of the partial test analysis for entrepreneurial learning on the dependent variable of entrepreneurial attitude show a calculated t-value of 4.804 with a significance level of 0.0000. Because the significance value is less than 0.05,  $H_0$  is rejected, and  $H_a$  is accepted. This can be interpreted that, partially, there is a significant effect of entrepreneurial learning on entrepreneurial attitude. Thus, hypothesis  $H_1$  is accepted.

The results of this study are in line with previous research conducted by Santi and Raharjo (2022) entitled "The Effect of Entrepreneurship Education in Course Institutions on Entrepreneurial Attitudes." The results of the study indicate that the First Hypothesis is accepted with the interpretation that Entrepreneurship Education has a positive effect on Entrepreneurial Attitude. This confirms that entrepreneurship education not only provides theoretical knowledge but also instills the values of independence and entrepreneurial spirit. Through planned and systematic entrepreneurial learning at school, students acquire knowledge, skills, and insights that can increase their self-confidence. In addition, such learning helps reduce fear and doubt in facing uncertainty in the future, so that students become more confident and ready to develop an entrepreneurial attitude.

The influence of an individual's entrepreneurial attitude by entrepreneurial learning is presented

in accordance with the Theory of Planned Behavior proposed by Icek Ajzen (1991). Icek Ajzen stated that attitude toward behavior is determined by beliefs regarding the consequences of a behavior; beliefs related to an individual's subjective assessment of the surrounding world. Someone might view entrepreneurship with a negative attitude or false beliefs for example, that it is too risky, requires a lot of capital, and the business will definitely go bankrupt. Entrepreneurial learning dismantles these myths by providing an understanding of risk management, market research, and so on, thereby changing a previously negative attitude into a positive one.

## **2. The Effect of Self-Determination on the Formation of Entrepreneurial Attitudes Students at State Vocational High School in Makassar City**

The results of the partial test analysis for self-determination on entrepreneurial attitude show a calculated t-value of 3.590 with a significance level of 0.0001. Based on this significance value, which is below the error tolerance level of 0.05,  $H_0$  is rejected and  $H_a$  is accepted. These findings provide empirical evidence that, partially, there is a positive and significant effect of self-determination on the dependent variable, namely entrepreneurial attitude. In other words, the stronger the independence and self-determination possessed by the students, the more direct the impact will be on the formation of a better entrepreneurial attitude. Thus, hypothesis  $H_2$  is accepted.

The results of this study are in line with the findings of previous research by Al-Jubari (2019) entitled "College Students' Entrepreneurial Intention: Testing an Integrated Model of SDT and TPB." Theoretically, fulfilling basic psychological needs for every individual, such as autonomy, competence, and relatedness, becomes an important factor in forming a positive attitude toward entrepreneurship. A high level of self-determination makes someone view entrepreneurial activities as a choice stemming from self-desire and awareness, rather than due to environmental pressure. Therefore, an educational environment that supports the development of self-determination can help

reduce student doubts and form a strong entrepreneurial attitude.

To further support the results of this hypothesis, the appropriate underlying theory is the Self-Determination Theory by Richard M. Ryan and Edward L. Deci (2000), which states that the level of self-determination which includes the fulfillment of autonomy, competence, relatedness, and a high internalization of motivation in a person—will theoretically lead to behavior that is more initiatory, persistent, and independent. Such behavior is a primary indicator of an entrepreneurial attitude, as possessed by the students at State Vocational High School in Makassar City.

## **3. The Simultaneous Effect of Entrepreneurial Learning and Self-Determination on the Formation of Entrepreneurial Attitudes Students at State Vocational High School in Makassar City**

Based on the results of the simultaneous testing shown in the ANOVA table after the F-test was conducted, the calculated F-value obtained is 78.105, while the F-table value, after being calculated using the formula, is 3.10, coupled with a significance value of 0.000. It can be stated that the calculated F-value is greater than the F-table value, and the significance value is less than the tolerable limit, which means  $H_0$  is rejected and  $H_a$  is accepted. Therefore, the hypothesis regarding the simultaneous effect of entrepreneurial learning and self-determination on the formation of entrepreneurial attitudes is accepted.

The result of this hypothesis is in line with research by Amalia (2023) entitled "The Effect of Entrepreneurial Learning, Self-Efficacy, and School Environment on Entrepreneurial Interest of 12th-Grade Students at SMA Negeri 1 Jeruklegi Cilacap," which argues that entrepreneurial learning as an external factor and students' internal psychological factors jointly have a positive and significant effect on the formation of entrepreneurial interest and attitude. Even though the study used the self-efficacy variable instead of self-determination, the findings remain relevant because both concepts are related to self-belief, intrinsic

motivation, and individual courage in facing risks.

The simultaneous test (F-Test) results showed a significance value of 0.000, indicating a very strong influence between entrepreneurial learning and internal psychological factors on entrepreneurial interest. Furthermore, both variables contribute 60.4% to entrepreneurial interest. Therefore, these findings can strengthen the hypothesis that the combination of entrepreneurial learning at school and a high level of self-determination can collectively improve students' entrepreneurial attitudes. The Effect of Entrepreneurial Learning, Entrepreneurial Character, and Access to Business Information on Entrepreneurial Interest in Makassar.

Based on the results of simultaneous testing through the F-test in the ANOVA table, a calculated F-value of 56.214 was obtained with a significance value of  $<0.001$ , which is smaller than 0.05. This indicates that entrepreneurial learning, entrepreneurial character, and access to business information jointly have a significant effect on entrepreneurial interest. Thus, the fourth hypothesis (H4) is accepted.

The results of this study indicate that university students' entrepreneurial interest is influenced by a combination of learning factors, personal character, and business information support. Entrepreneurial learning provides practical knowledge and experience to university students, entrepreneurial character shapes the mental and individual readiness in facing business challenges, while access to business information helps university students gain insights into business opportunities and developments. These three variables mutually support one another in shaping university students' entrepreneurial interest. University students who receive good entrepreneurial learning, possess a strong entrepreneurial character, and are supported by adequate access to business information will be more motivated and confident to start a business.

### E. Conclusion and Recommendation

Based on the results of the research that has been conducted, the conclusions of this study are as follows:

1. Entrepreneurial learning is proven to have a positive and significant effect on the formation of entrepreneurial attitudes among students at State Vocational High School in Makassar City.
2. Self-determination partially has a positive and significant effect on the formation of students' entrepreneurial attitudes.
3. Entrepreneurial learning and self-determination are proven to have a significant effect on the formation of entrepreneurial attitudes among students State Vocational High School in Makassar City.

Future researchers are highly recommended to explore the relationship between human psychological factors and the formation of entrepreneurial attitudes more deeply and broadly. Studies that integrate the concepts of self-determination and education are still very limited in research literature; thus, this presents a significant research opportunity or gap that is highly feasible for further development in the future.

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