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### Increasing Interest in Entrepreneurship Through The Influence of Entrepreneurship Learning and Family Environment on Students at State Vocational High School in Takalar Regency

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**Abstract:** This study was conducted with the aim of examining the extent to which entrepreneurship learning and family environment influence the entrepreneurial interest of students at State Vocational High School in Takalar Regency, both when tested individually and simultaneously. The method applied is a quantitative approach with a causal associative research design. The population in this study were active students at State Vocational High School in Takalar Regency in the 2025/2026 Academic Year. While the sample in this study was 215 respondents. The sampling technique used the Proportional Random Sampling technique. The data collection instrument was a questionnaire with a Likert scale, and the data analysis technique used was multiple linear regression analysis processed using IBM SPSS 31 software. The results of this study indicate that Entrepreneurship Learning (X1) has no effect on entrepreneurial interest. Meanwhile, Family Environment (X2) has an effect on entrepreneurial interest. Meanwhile, Entrepreneurship Learning (X1) and Family Environment (X2) have a significant and simultaneous effect on entrepreneurial interest (Y).

**Keywords:** Entrepreneurship; Family Environment; Interest Entrepreneurial; Learning; Students.

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## **A. Introduction**

Entrepreneurship is a crucial factor in driving economic growth, creating jobs, and enhancing a nation's competitiveness. In the era of globalization and the Fourth Industrial Revolution, entrepreneurial skills are becoming an increasingly essential competency for the younger generation to navigate the dynamic job market. Graduates of vocational education, particularly Vocational High Schools (SMK), are expected to possess not only technical competencies but also job creators. However, this has not yet been fully realized in Indonesia. According to data from the Central Statistics Agency (BPS) from the August 2024 National Labor Force Survey (Sakernas), the open unemployment rate (TPT) for vocational high school graduates reached 9.01%, significantly higher than the national average of 4.91%. This high unemployment rate indicates a persistent gap between the competencies of vocational high school graduates and the needs of the workforce. One alternative to address this issue is to encourage vocational high school graduates to develop an interest in entrepreneurship, enabling them to independently create business opportunities.

Interest in entrepreneurship is a person's tendency to be interested and have a strong desire to start, manage, and develop a business. According to Ajzen (1991) in Nabil et al. (2025), stated that interest is a factor that precedes the emergence of a person's behavior in carrying out an action, including entrepreneurial activities. However, research by Afifah (2025) shows that only around 34.2% of vocational high school students in Indonesia have a high interest in entrepreneurship after graduating from school. This low interest is influenced by various factors, both originating from the educational environment and the family environment. In the context of vocational education, entrepreneurship learning plays a role as a means to develop knowledge, skills, attitudes, creativity, and courage in taking risks so that students are ready for entrepreneurship. Qurnain and Gazali (2022) explain that entrepreneurship learning is an educational process that aims to equip students with the ability to recognize business opportunities, manage resources, and develop innovation. On the other hand, the

family environment also plays a significant role in shaping children's character, values, motivation, and career orientation. Parental support, parenting styles, socioeconomic conditions, and experiences interacting with family members who own businesses are believed to be able to increase students' confidence and motivation to choose entrepreneurship as a career choice. Research by Siregar and Waruwu (2025) shows that students who come from entrepreneurial families tend to have a higher interest in entrepreneurship than students who come from non-entrepreneurial families.

Various previous studies have proven that entrepreneurship learning and family environment are factors that influence entrepreneurial interest in vocational high school students. Loliyana (2024) found that these two variables simultaneously contributed 68% to students' entrepreneurial interest. Research by Zhafirah et al. (2024) showed that the family environment has a more dominant influence than entrepreneurship education in increasing entrepreneurial interest in vocational high school students. Meanwhile, Khairinal et al. (2022), explained that the combination of entrepreneurship learning and family environment can explain 41.4% of the variation in students' entrepreneurial interest. The results of these studies show consistency that entrepreneurship learning and family environment are important determinants in shaping entrepreneurial interest. However, these studies were still conducted in different regions and with different school characteristics, so the results cannot necessarily be generalized to all regions, especially Takalar Regency which has different social, economic, and cultural characteristics.

State Vocational High School in Takalar Regency that has implemented the Creative Products and Entrepreneurship (PKK) subject as part of the Merdeka Curriculum. However, based on initial observations and interviews with PKK teachers, most students are still oriented towards being job seekers rather than job creators. Furthermore, the implementation of entrepreneurship learning in schools still faces various obstacles, such as limited learning media, suboptimal project-based entrepreneurial practice activities, and limited

student access to entrepreneurial figures who can serve as role models. These conditions indicate that the entrepreneurship learning that has been provided has not fully developed students' interest in entrepreneurship. On the other hand, the social characteristics of the Takalar Regency community, which is still dominated by the agricultural, fisheries, and family business sectors, provide a different context compared to other regions, allowing for the influence of unique family environments on the formation of students' interest in entrepreneurship. To date, no research has been found that specifically examines the influence of entrepreneurial learning and family environment on students' interest in entrepreneurship at State Vocational High School in Takalar Regency, so there is still an empirical gap that needs to be studied further. Based on the description, this study was conducted to analyze the influence of entrepreneurship learning and family environment on the entrepreneurial interest of students at SMK Negeri 3 Takalar. The novelty of this study lies in testing these two variables in the context of vocational schools in Takalar Regency which have different social and cultural characteristics from previous research locations, and was conducted in the digital era that demands vocational school graduates to have entrepreneurial competencies that are more adaptive to technological developments and the creative economy. The results of this study are expected to provide empirical evidence regarding the factors that influence students' entrepreneurial interest and become a basis for schools in developing more effective entrepreneurship learning through synergy between schools and the family environment. In addition, the findings of this study are expected to provide input for policy makers in designing entrepreneurship education programs that can increase the number of vocational school graduates who choose entrepreneurship as an alternative career, thereby contributing to reducing unemployment and improving the regional economy.

## B. Literature Review

### 1. Entrepreneurship Learning

Entrepreneurship learning is a learning process aimed at developing students' potential so that they have the insights, attitudes, and skills that support entrepreneurial abilities. Entrepreneurship learning can be implemented through the integration of entrepreneurial values into intracurricular, co-curricular, extracurricular activities, and business practices, so that students gain applicable and relevant learning experiences to the world of work and business (Dewantara & Kemalasari, 2024).

In the context of vocational education, entrepreneurship learning is not only oriented towards mastering concepts, but also on the formation of an entrepreneurial mindset that includes creativity, innovation, problem-solving skills, courage to take risks, and independence in business (Rakib et al., 2024; Tiara et al., 2024). Therefore, entrepreneurship learning is seen as an important strategy in preparing vocational school graduates to become not only job seekers but also able to create jobs.

This variable uses the Experiential Learning Theory developed by David A. Kolb (1984) as a theoretical basis. This theory explains that knowledge is formed through the transformation of learning experiences that occur in four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In entrepreneurship learning, direct experiences such as business practices, business simulations, entrepreneurial projects, and industrial visits allow students to gain real-world experience that is then reflected on and reapplied in new situations. Thus, experiential learning is believed to be able to improve competence while strengthening students' interest in entrepreneurship (Haryati & Makarim, 2025).

In its implementation in vocational schools, entrepreneurship learning is realized through the Creative Products and Entrepreneurship (PKK) subject, which aims to develop students' entrepreneurial competencies in an integrated manner. Harvelina et al. (2025) explain that the PKK subject provides a learning experience that integrates conceptual understanding with entrepreneurial practice so that students are able to recognize business opportunities, design

products, market their work, and develop businesses independently. Learning that integrates theory and practice has been proven to be more effective in increasing motivation and interest in entrepreneurship than learning that only focuses on delivering theoretical material.

## 2. Family Environmet

The family environment is the primary educational environment that plays a role in shaping a child's personality, values, attitudes, motivation, and career orientation. Through interactions with parents and other family members, individuals gain experience, guidance, support, and role models that influence cognitive, affective, and behavioral development. In the context of entrepreneurship, the family environment is a crucial factor in shaping risk-taking, creativity, independence, and the confidence to choose entrepreneurship as a career alternative (Rakib et al., 2022). Mahardika et al. (2023) explain that the family environment encompasses social and economic conditions, interaction patterns, parenting styles, and values developed within the family, which collectively influence a child's development. Therefore, a conducive family environment is believed to foster entrepreneurial interest from an early age. Parents act as educators, facilitators, and *role models*, providing concrete examples of hard work, responsibility, creativity, and independence. Research shows that moral and material support from family, positive communication, and opportunities for children to develop ideas and make independent decisions can increase entrepreneurial interest. Conversely, a lack of family support can hinder the development of students' self-confidence and courage in starting a business (Alimuddin et al., 2023; Sihombing et al., 2024). Furthermore, the primary capital for becoming a successful entrepreneur is strong internal motivation, along with the courage to take risks, perseverance, and resilience in running a business. This will be realized if an entrepreneurial spirit can be nurtured from an early age. Undoubtedly, the role of the family is a crucial factor to consider, as families are the first and foremost educators for children (Syam et al., 2021).

This variable uses the Ecological *Systems Theory* developed by Urie Bronfenbrenner (1979) as its

theoretical basis. This theory explains that individual development is the result of interactions between individuals and various interrelated environmental systems, where the family is part of the microsystem that has the most direct influence on child development. In this study, the family environment is seen as a system that shapes students' values, motivation, and career orientation, while entrepreneurship learning in schools is another environment that interacts with the family in developing entrepreneurial interest. Thus, the quality of the family environment supported by a good relationship between family and school is believed to be able to strengthen the formation of students' entrepreneurial interest.

## 3. Interest in Entrepreneurship

Entrepreneurial interest is a psychological tendency that indicates a person's interest, desire, and readiness to start and run a business independently. This interest reflects an individual's internal drive to choose entrepreneurship as a career choice through the courage to take risks, the ability to identify opportunities, and the willingness to create innovation and added value (Nabila & Febriana, 2025). In the context of vocational education, entrepreneurial interest is an important indicator of the success of entrepreneurship education because it describes students' readiness to become job creators, not just job seekers. Pertiwi & Marlana, (2025) explain that entrepreneurial interest is not only indicated by the desire to have their own business, but also by the individual's confidence and readiness to develop the business sustainably.

Entrepreneurial interest is influenced by various internal and external factors. Internal factors include motivation, self-confidence, attitudes toward entrepreneurship, and the courage to face risks. Meanwhile, external factors include the family environment, educational environment, learning experiences, and social support received by the individual. Therefore, effective entrepreneurship education and a supportive family environment play a crucial role in shaping students' entrepreneurial interest by strengthening the knowledge, skills, motivation, and confidence needed to start a business.

This study uses the *Theory of Planned Behavior* (TPB) developed by Icek Ajzen (1991) as a theoretical basis. This theory explains that individual behavior is preceded by *behavioral intention*, which is formed by three main determinants: attitude toward behavior, subjective norm, and perceived behavioral control. In the context of entrepreneurship, entrepreneurial learning contributes to forming a positive attitude toward entrepreneurial activities and increasing self-perception of ability, while the family environment plays a role in building subjective norms through support, expectations, and examples provided by parents. The combination of these two factors is believed to be able to strengthen students' interest in choosing entrepreneurship as an alternative career.

### C. Methods

The type of research used in this study is causal associative research *with* a quantitative approach. The research design used is a causal design designed to test the possibility of a causal relationship between two or more variables simultaneously. The population in this study were active students at State Vocational High School in Takalar Regency in the 2025-2026 academic year, totaling 465 students. The sample used was 215 respondents, with the *Proportional Random Sampling sampling technique*, namely this sampling technique determines the number of samples in each department/class proportionally to the number of students in each department, the distribution of samples can be seen in the following table.

**Table 1. Distribution of samples for each department**

| Department Name                                 | Population | Proportion | Number of samples |
|-------------------------------------------------|------------|------------|-------------------|
| Computer and Network Engineering (TKJ)          | 247        | 114.2      | 114               |
| Food Crops and Horticulture Agribusiness (ATPH) | 37         | 17.1       | 17                |
| Food Processing Agribusiness (APHP)             | 97         | 44.8       | 45                |
| Online Business and Marketing                   | 63         | 29.1       | 29                |

|                        |    |     |              |
|------------------------|----|-----|--------------|
| Electronic Engineering | 21 | 9.7 | 10           |
| Number of Samples      |    |     | 215 Students |

The main data collection technique in this study is a survey conducted through the distribution of structured questionnaires that are systematically designed to capture in-depth information from respondents, namely students at State Vocational High School in Takalar Regency. The data analysis technique applied in this study is multiple linear regression analysis using IBM SPSS Statistic software version 31, which is appropriate for testing the causal influence of the independent variables (Entrepreneurship Learning X1 and Entrepreneurship Practice X2) on the dependent variable (Entrepreneurial Interest Y) based on questionnaire data with a Likert scale.

### D. Result and Discussion

#### 1. Research Instrument Test Results

**Table 2. Data Instrument Test Results**

| Data Instrument Test | Testing Criteria                                                            | Data Instrument Test Results          | Conclusion                    |
|----------------------|-----------------------------------------------------------------------------|---------------------------------------|-------------------------------|
| Validity Test        | $r_{\text{count}} > r_{\text{table}}$ with a significance level value of 5% | All statement items $> 0.134$         | All statement items are valid |
| Reliability Test     | Cronbach's Alpha $> 0.60$                                                   | X1 = 0.930<br>X2 = 0.915<br>Y = 0.908 | All variables reliable        |

Validity testing was conducted using Pearson Product Moment correlation by comparing the calculated *r value* to the table *r* at a significance level of 5%. Based on the results of testing 60 statement items, all items in the variables of entrepreneurial learning, family environment, and entrepreneurial interest had calculated *r values* greater than the table *r* (0.134), so all instrument items were declared valid and suitable for use in research.

Next, a reliability test was conducted using the Cronbach's Alpha coefficient. The test results showed that all variables had Cronbach's Alpha values above 0.90, thus meeting the reliability criteria ( $> 0.60$ ). Thus, the research instrument has an excellent level of consistency and is suitable for use as a data collection tool.

## 2. Results of Multiple Linear Regression Analysis

Based on the results of the regression analysis, the following model equation was obtained:

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

| Coefficients <sup>a</sup>                           |                             |            |                           |       |       |
|-----------------------------------------------------|-----------------------------|------------|---------------------------|-------|-------|
| Model                                               | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.  |
|                                                     | B                           | Std. Error | Beta                      |       |       |
| 1                                                   | (Constant)                  | 14,771     | 3,147                     | 4,694 | <.001 |
|                                                     | Entrepreneurship Learning   | .067       | .041                      | .102  | .105  |
|                                                     | Family Environment          | .404       | .040                      | .638  | <.001 |
| a. Dependent Variable: Interest in Entrepreneurship |                             |            |                           |       |       |

Based on the results of the multiple linear regression analysis carried out using *SPSS Version 31*, the following regression model equation was obtained:

The constant value of 14.771 indicates that when the Entrepreneurship Learning (X1) and Family Environment (X2) variables are zero, the average Entrepreneurial Interest (Y) is 14.771. The regression coefficient for the Entrepreneurship Learning (X1) variable is 0.067, indicating a positive direction but its influence is relatively weak. This means that every one-unit increase in the Entrepreneurship Learning variable will increase Entrepreneurial Interest by 0.067 units, assuming other variables remain constant (*ceteris paribus*). Meanwhile, the regression coefficient for the Family Environment (X2) variable is 0.404, indicating a greater influence than the X1 variable. Thus, it can be interpreted that every one-unit increase in the Family Environment variable will increase Entrepreneurial Interest by 0.404 units (*ceteris paribus*).

## 3. Hypothesis Testing

**Table 4. t-Test Results**

| Coefficients <sup>a</sup>                           |                             |            |                           |       |       |
|-----------------------------------------------------|-----------------------------|------------|---------------------------|-------|-------|
| Model                                               | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.  |
|                                                     | B                           | Std. Error | Beta                      |       |       |
| 1                                                   | (Constant)                  | 14,771     | 3,147                     | 4,694 | <.001 |
|                                                     | Entrepreneurship Learning   | .067       | .041                      | .102  | .105  |
|                                                     | Family Environment          | .404       | .040                      | .638  | <.001 |
| a. Dependent Variable: Interest in Entrepreneurship |                             |            |                           |       |       |

The test results show that the Entrepreneurship Learning variable (X1) has a t-value of 1.628 with a significance of 0.105. Because the significance value (0.105) is greater than 0.05, it can be concluded that partially the Entrepreneurship Learning variable does not have a significant effect on Entrepreneurial Interest. On the other hand, the Family Environment variable (X2) has a t-value of 10.182 with a significance of less than 0.001. Because the significance value (<0.001) is less than 0.05, it can be concluded that partially the Family Environment variable has a positive and significant effect on Entrepreneurial Interest.

**Table 5. F-Test Results**

| ANOVA <sup>a</sup>                                                      |            |                |     |          |             |                   |      |
|-------------------------------------------------------------------------|------------|----------------|-----|----------|-------------|-------------------|------|
| Model                                                                   |            | Sum of Squares |     | df       | Mean Square | F                 | Sig. |
| 1                                                                       | Regression | 6029.933       | 2   | 3014.967 | 106.233     | .001 <sup>b</sup> |      |
|                                                                         | Residual   | 6016.690       | 212 | 28,381   |             |                   |      |
|                                                                         | Total      | 12046.623      | 214 |          |             |                   |      |
| a. Dependent Variable: Interest in Entrepreneurship                     |            |                |     |          |             |                   |      |
| b. Predictors: (Constant), family environment, entrepreneurial learning |            |                |     |          |             |                   |      |

The test results show a calculated F value of 106.233 with a significance level of 0.001. Since the significance value (0.001) is less than 0.05, it can be concluded that simultaneously, the variables of Entrepreneurship Learning and Family Environment have a significant effect on Entrepreneurial Interest. In other words, the resulting regression model is suitable for predicting Entrepreneurial Interest.

## 4. Results of Determination Coefficient Analysis

**Table 6. Results of the Determination Coefficient Test**

| Model Summary                                                            |                   |          |                   |                                |
|--------------------------------------------------------------------------|-------------------|----------|-------------------|--------------------------------|
| Model                                                                    | R                 | R Square | Adjusted R Square | Standard Error of the Estimate |
| 1                                                                        | .707 <sup>a</sup> | .501     | .496              | 5.32735                        |
| a. Predictors: (Constant), Family Environment, Entrepreneurship Learning |                   |          |                   |                                |

The test results showed an R Square value of 0.501, or 50.1%. This figure means that 50.1% of the variation in Entrepreneurial Interest can be explained by the Entrepreneurship Learning and Family Environment variables, while the remaining 49.9% is explained by other variables not included in this research model.

## Discussion of Research Results

### 1. The Influence of Entrepreneurship Learning on Entrepreneurial Interest of Students at State Vocational High School in Takalar Regency

The results showed that entrepreneurship learning did not significantly influence students' entrepreneurial interest State Vocational High School in Takalar Regency ( $\beta = 0.102$ ;  $t = 1.628$ ;  $p = 0.105$ ). Although the regression coefficient indicated a positive relationship, the effect was not statistically strong enough. This finding indicates that the entrepreneurship learning received by students has not been able to directly increase their interest in choosing entrepreneurship as a career choice.

Theoretically, these results can be explained through the Experiential Learning Theory proposed by David A. Kolb (1984). This theory asserts that learning will be more effective if students gain real experience through the stages of *concrete experience*, *reflective observation*, *abstract conceptualization*, and *active experimentation*. The results of this study indicate that the entrepreneurship learning process at State Vocational High School in Takalar Regency is suspected of not fully implementing an experience-based approach so that it has not been able to build entrepreneurial interest optimally. This condition may be influenced by the dominance of theoretical learning, limited entrepreneurial practice, and minimal student involvement in real business activities.

This finding aligns with research by Afifah (2025) and Adevia et al. (2024), which states that entrepreneurship education does not significantly influence entrepreneurial interest if it is not supported by learning methods oriented toward real-life experiences and projects. Therefore, schools need to strengthen *project-based learning*, business practices, and collaboration with the business world to make students' learning experiences more meaningful.

### 2. The Influence of Family Environment on Entrepreneurial Interest of Students at State Vocational High School in Takalar Regency

The results of the study showed that the family environment had a positive and significant influence on students' entrepreneurial interest ( $\beta = 0.638$ ;  $t = 10.182$ ;  $p < 0.001$ ). This finding

indicates that the family environment is the most dominant factor in shaping students' entrepreneurial interest at State Vocational High School in Takalar Regency. Parental support, parenting styles, and experiences gained by students in the family environment contribute to the formation of self-confidence and orientation to choose entrepreneurship as an alternative career.

These findings align with Bronfenbrenner's (1979) Theory of Developmental Ecology, which explains that the family, as part of the microsystem, has a direct influence on individual development. Furthermore, the Theory of Planned Behavior Ajzen (1991) explains that family support forms *subjective norms* that encourage entrepreneurial interest. In this study, the majority of respondents' parents were farmers and entrepreneurs, so students were accustomed to witnessing economic activities that foster values of independence, responsibility, and courage in facing risks.

The results of this study are consistent with the research of Aulia (2024), Loliyana (2024), and Wardani et al. (2022), which concluded that the family environment is an important determinant in shaping students' interest in entrepreneurship. Therefore, increasing interest in entrepreneurship is not only the responsibility of the school, but also requires active family involvement through providing support, motivation, and role models in entrepreneurial activities.

### 3. The Simultaneous Influence of Entrepreneurship Learning and the Family Environment of Students at State Vocational High School in Takalar Regency

The results of the simultaneous test showed that entrepreneurship learning and family environment together had a significant effect on students' entrepreneurial interest ( $F = 106.233$ ;  $p < 0.001$ ). The coefficient of determination ( $R^2$ ) value of 0.501 indicated that the two variables were able to explain 50.1% of the variation in entrepreneurial interest, while the remaining 49.9% was influenced by other factors outside the research model, such as self-efficacy, motivation, personality, and socio-economic factors.

These findings support the Theory of Planned Behavior Ajzen (1991), which explains that

entrepreneurial interest is formed through the interaction of attitudes toward entrepreneurship, subjective norms, and perceived behavioral control. Entrepreneurial learning plays a role in shaping attitudes and enhancing self-perceptions of self-efficacy, while the family environment reinforces subjective norms through support and role models provided to students. Thus, both variables complement each other in shaping entrepreneurial interest, although the family environment makes a greater contribution.

The results of this study align with those of Pratiwi et al. (2023) and Dadi et al. (2025), who found that entrepreneurship education and family environment simultaneously influence students' entrepreneurial interest. The implications of this study indicate that developing entrepreneurial interest in vocational schools requires synergy between schools and families. Schools need to improve the quality of learning through project-based entrepreneurial practices, while families need to provide moral support, motivation, and opportunities for students to gain entrepreneurial experience from an early age.

### E. Conclusion and Recommendation

Based on the results of research and discussion regarding the influence of Entrepreneurship Learning and Family Environment on the Entrepreneurial Interest of State Vocational High School in Takalar Regency, the following conclusions can be drawn:

1. Entrepreneurship Learning (X1) partially has no significant effect on the Entrepreneurial Interest (Y) of students at State Vocational High School in Takalar Regency. No effect.
2. Family environment (X2) partially has a positive and significant influence on the entrepreneurial interest (Y) of students at State Vocational High School in Takalar Regency. Influential.
3. Entrepreneurship Learning (X1) and Family Environment (X2) simultaneously have a positive and significant influence on the Entrepreneurial Interest (Y) of students at State Vocational High School in Takalar Regency.

Future research is recommended to develop the research model by adding other variables that have the potential to influence entrepreneurial

interest, such as self-efficacy, entrepreneurial motivation, digital literacy, peer environment, school support, and social media use, to provide a more comprehensive understanding of the factors that influence students' entrepreneurial interest. Furthermore, future research can expand the scope of research locations by involving different schools or regions to improve the generalizability of the results. The use of a mixed methods approach or longitudinal research is also recommended to obtain a more in-depth picture of how the entrepreneurial learning process and family environment influence the development of students' entrepreneurial interest over time.

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