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Analysis of the Role of Entrepreneurship Learning and Social Capital in Influencing the Entrepreneurial Interest of State Vocational High School Students in Gowa Regency

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Abstract: The purpose of this study was to determine the influence of entrepreneurship learning and social capital on the entrepreneurial interest of state vocational high school students in Gowa Regency, both partially and simultaneously. The problem underlying this study is the still low interest in entrepreneurship among vocational high school students, most of whom are still oriented towards being job seekers rather than job creators, even though they have participated in entrepreneurship learning in the school curriculum. This type of research is quantitative research with an associative approach. The population in this study were all 478 state vocational high school students in Gowa Regency. Sampling was carried out using the Slovin formula with a sample of 218 students selected through proportional random sampling techniques. Data analysis was carried out using multiple linear regression analysis with the help of SPSS software. The results obtained: (1) Entrepreneurship learning has a positive and significant effect on the entrepreneurial interest of state vocational high school students in Gowa Regency partially; (2) Social capital has a positive and significant effect on the entrepreneurial interest of state vocational high school students in Gowa Regency partially; (3) Entrepreneurship learning and social capital simultaneously have a positive and significant effect on the entrepreneurial interest of state vocational high school students in Gowa Regency. These findings imply that efforts to improve the quality of effective entrepreneurship learning and strengthen students' social capital in the school environment are important factors in growing and developing sustainable entrepreneurial interest.

Keywords: Entrepreneurship; Entrepreneurial Interest; Learning; Social Capital; Students.

A. Introduction

Indonesia's population growth is currently experiencing a potential demographic bonus, or "demographic bonus," a condition where the proportion of the productive age group (aged 15-64) is greater than the non-productive age group (aged under 15 and 65 and over). If the increase in the productive age population is accompanied by sufficient job opportunities, this can increase production, income, and public welfare. However, if the productive age population increases without a corresponding increase in job availability, this can potentially lead to unemployment (Nainggolan & Budiman, 2024).

Population growth leads to increasingly fierce competition for decent jobs, making it difficult for many people to find work. Consequently, the unemployment rate in Indonesia continues to rise year after year. Based on Statistical Data in Indonesia 2025, the highest open unemployment rate (TPT) was contributed by vocational high school graduates at 8%, followed by high school graduates at 6.35%, followed by diploma IV/SI/S2/S3 graduates at 6.23%, diploma I/II/III at 4.83%, junior high school graduates at 4.35%, and elementary school graduates at 2.32%. This data is concerning considering that vocational high schools are specifically designed to produce graduates who are work-ready and economically independent. This phenomenon indicates a mismatch between the competencies possessed and the needs of the industrial world, as well as a lack of encouragement to create jobs independently through entrepreneurship. Research conducted by (Jenni et al., 2026) states that the high unemployment rate among vocational high school graduates is caused by a mismatch between graduate competencies and industry needs (skill mismatch), limited job opportunities, and increasingly fierce competition in the labor market. One strategic solution to reduce unemployment is to foster an entrepreneurial spirit among the younger generation, especially vocational high school students.

Vocational High Schools (SMK) hold a strategic position in the national entrepreneurship ecosystem. SMKs are designed to produce competent graduates ready to enter the workforce and business world. However, entrepreneurial interest among vocational high school students remains relatively low. According to Falah (2022), vocational high school students tend to prefer being job seekers rather than job creators. Lack of understanding, capital, experience, and low self-confidence are the main obstacles faced by vocational high school students in developing entrepreneurial interest. This situation presents a challenge for educational institutions to create a conducive environment for fostering an entrepreneurial spirit.

In efforts to develop students' entrepreneurial interest, entrepreneurship education plays a crucial and strategic role. Entrepreneurship education is an educational process systematically designed to instill entrepreneurial knowledge, skills, attitudes, and values in students so they can think and act like entrepreneurs (Syam et al., 2025). Through an effective learning process, students are not only equipped with business theories but also trained to identify opportunities, make decisions under uncertain conditions, and take calculated risks.

In addition to entrepreneurship education, social capital is also a crucial factor influencing students' entrepreneurial interest. Social capital can be understood as resources derived from social networks, prevailing norms, and the trust established between individuals and groups, enabling effective collaboration to achieve common goals (Erawati & Wati, 2021). In entrepreneurship, social capital provides access to information, moral support, relationships, and various other resources needed to start and grow a business.

Students with strong social capital, whether in the form of support from family, a broad network of friends, or support from their school, tend to have greater courage and confidence in starting a business. According to Tsabit and Yuhendri (2025), strong social capital provides a psychological foundation for feeling supported by their environment, thereby reducing the fear of failure in entrepreneurship. A similar finding was expressed by Perez Fernandez (2024), whose research found that the trust and social network dimensions of social capital contribute positively and significantly to entrepreneurial intentions.

State vocational high school in Gowa Regency is a public vocational high school located in South Sulawesi Province. As a vocational school, state vocational high school in Gowa Regency has integrated entrepreneurship subjects into its curriculum to equip students with an entrepreneurial spirit and mindset. However, based on initial observations, there are indications that entrepreneurial interest among state vocational high school in Gowa Regency students is still not fully optimal. Some students are still oriented towards employment after graduation and lack the certainty and strong conviction to choose entrepreneurship as their career path. This situation indicates that the mere presence of entrepreneurship subjects in the curriculum does not automatically foster strong entrepreneurial interest in students. Therefore, a more in-depth study of the influencing factors is needed, including the quality of entrepreneurship education received by students and the strength of their social capital.

Many researchers have previously conducted studies on the influence of entrepreneurship learning and social capital on entrepreneurial interest. Research specifically examining the influence of these two variables jointly on entrepreneurial interest among vocational high school students, particularly in Gowa Regency, is still very limited. Therefore, this study aims to fill this research gap by examining in depth the influence of entrepreneurship learning and social capital on entrepreneurial interest among students at state vocational high in Gowa Regency. This study is expected to not only fill this research gap but also provide a meaningful empirical contribution to the development of strategies to increase entrepreneurial interest in vocational high school education.

B. Literature Review

1. Entrepreneurship Learning

Entrepreneurship learning is a process of creating differentiated value by devoting the necessary time and effort, assuming financial risks, enduring the accompanying psychological and social impacts, and receiving rewards in the form of monetary and personal satisfaction (Rahmiyanti & Nuraisiah, 2023). Syam (2018), defines entrepreneurship learning as the process of developing knowledge, skills, attitudes, and abilities in entrepreneurship. This means that knowledge and attitudes alone are not the foundation for understanding that abilities and skills are also essential for an entrepreneur. Entrepreneurship learning can shape entrepreneurial character or enhance knowledge of the intricacies of business, both in terms of soft skills and hard skills, enabling them to capitalize on surrounding opportunities and create their own businesses (Zamzami & Setiawati, 2020).

Mustikawati and Kurjono (2020), explain that entrepreneurship learning has become a bridge between theoretical knowledge and practical involvement in the field. Furthermore, entrepreneurship education is intended to foster entrepreneurial behavior and leadership skills, which are interconnected with how to manage a business, equipping individuals to operate independently (Asmayanti et al., 2025) (Rakib et al., 2025). Entrepreneurship, in addition to generating substantial income opportunities for entrepreneurs, can also reduce unemployment (Irawan et al., 2023).

Based on the statements above, it can be concluded that entrepreneurship education is an educational process aimed at developing entrepreneurial knowledge, attitudes, and skills in an integrated manner. According to Syam et al. (2025), emphasizing not only theory but also practice, entrepreneurship education equips individuals to be creative, innovative, independent, and able to manage business risks and opportunities.

2. Social Capital

Social capital is a series of interpersonal interaction processes anchored by social networks, norms, and trust, enabling effective and efficient coordination to achieve shared goals, with values and norms that are developed and adhered to (Erawati & Wati, 2021). Social capital can also be defined as a collection of actual and potential resources embedded in, accessible to, and derived from, individual or organizational networks.

Social capital encompasses an individual's capacity to benefit from social structures, social networks, and membership. In the context of entrepreneurship, social capital can be acquired through entrepreneurs' social networks, providing access to critical resources for business launch, development, and success. Atmaja and Purnamawati (2020) define social capital as resources accessible to individuals through social relationships. Social capital enables effective collaboration to achieve shared goals. Social capital is a crucial asset because it provides access to information, support, and various resources needed to start and grow a business. The core elements of social capital are:

a. Trust

Trust is the hope that grows within every human being, demonstrated by honest, orderly, and hopeful behavior. Trust is the most important element of social capital, as it enables people to work together more effectively.

b. Social Networks

Social networks are dynamic infrastructures that take the form of collaborative networks between people. These networks facilitate communication and interaction, enabling the growth of trust and strengthening cooperation. Social networks are one element of social capital, which consists of five elements: participation, reciprocal exchange, solidarity, cooperation, and fairness.

c. Norms

Norms are a system or method agreed upon for the common good. Norms consist of understandings of moral values and rules that are believed in and implemented by a group of people.

3. Interest in Entrepreneurship

Entrepreneurial interest is a deep-seated passion or inclination within a person that enables them to create a business, manage it, and bravely assume risks and develop it (Isma et al., 2020). According to Hanafi et al. (2022), entrepreneurial interest is the drive that drives someone to build a business, involving the ability to organize, manage, assume risks, and develop a business they have already started.

Meanwhile, Dzulfikri and Kusworo (2021) define entrepreneurial interest as the desire, commitment, and willingness to work hard or strive to meet their needs without fear of the risk of failure. Entrepreneurial interest can also be defined as an internal drive to demonstrate tangible results in a field of personal interest, which in turn fosters self-confidence to demonstrate one's potential and abilities in a chosen field (Oktariani et al., 2021) (Syam et al., 2021). This interest is usually fueled by a sense of joy and enthusiasm in pursuing entrepreneurial endeavors (Permatasari & Harsono, 2025). According to Iskandar (2021), the factors that can influence interest in entrepreneurship are as follows:

a. Entrepreneurship Education

Entrepreneurship education plays a role in helping students understand the concept of entrepreneurship comprehensively, fostering an entrepreneurial mindset, and developing a resilient attitude and mentality for entrepreneurship.

b. Family Environment

Support and motivation from family, especially parents, helps build self-confidence and increase interest in starting a business. Students who receive family support tend to have a higher intention to become entrepreneurs than those who do not.

c. Self-Efficacy

Self-efficacy is important because it can build high self-confidence in starting a business, in terms of leadership and entrepreneurial mental maturity.

d. Income Expectations

Income expectations are an individual's expectations regarding the income or revenue they will earn from business activities or work. Having high income expectations compared to being employed is a factor in increasing the likelihood of becoming an entrepreneur.

e. Creativity, Innovation, and Motivation

Motivation plays a role in encouraging individuals to manage businesses creatively and innovatively to achieve an improved quality of life. This drive serves as a source of energy for individuals to meet their needs and address various imbalances through business activities. Furthermore, students who want to compete in the business world are required to be creative and innovative.

f. Business Capital

Business capital plays a crucial role in influencing students' interest in entrepreneurship because it is a key element in carrying out business activities. This capital can be obtained from personal funds, government support, or financial institutions.

g. Technology

Technological developments also influence students' interest in entrepreneurship through the availability of more effective and efficient tools, particularly in product marketing activities.

C. Methods

This study employed a quantitative approach with an explanatory research design to examine the effects of entrepreneurship learning and social capital on students' entrepreneurial intention. The research was conducted at State Vocational High School in Gowa Regency, Indonesia. The population comprised 478, and a sample of 218 respondents was determined using the Slovin formula with a 5% margin of error. Respondents were selected using proportional random sampling.

Data were collected through a structured questionnaire consisting of 33 items measured on a five-point Likert scale. The questionnaire assessed entrepreneurship learning, social capital, and entrepreneurial intention using indicators adapted from previous studies. Prior to data collection, the instrument was tested for validity using Pearson's product-moment correlation and for reliability using Cronbach's alpha.

The data were analyzed using IBM SPSS Statistics. Descriptive statistics were employed to describe respondents' characteristics and research variables. Classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, were conducted before hypothesis testing. Multiple linear regression analysis was then applied to examine the influence of entrepreneurship learning and social capital on entrepreneurial intention. The significance of the regression model was evaluated using the t-test and F-test at a 5% significance level, while the coefficient of determination (R^2) was used to assess the explanatory power of the model.

D. Result and Discussion

1. Results Validity Test

Validity testing in this study was conducted using the Pearson Product Moment correlation technique, namely by comparing the calculated r value with the table r at a significance level of 5% ($\alpha = 0.05$). With a total of 218 respondents, the table r value was obtained at 0.132 (df = n – 2 = 216).

Table 1. Results Entrepreneurship Learning Validity Test

Variable	Statement Item Number	Validity		Results
		R count	R table	
Entrepreneurship Learning (X_1)	1	0,630	0,132	Valid
	2	0,661	0,132	Valid
	3	0,732	0,132	Valid
	4	0,703	0,132	Valid
	5	0,754	0,132	Valid
	6	0,704	0,132	Valid
	7	0,763	0,132	Valid
	8	0,727	0,132	Valid
	9	0,683	0,132	Valid
	10	0,745	0,132	Valid
	11	0,756	0,132	Valid
	12	0,725	0,132	Valid
	13	0,699	0,132	Valid
	14	0,703	0,132	Valid
	15	0,641	0,132	Valid

Based on Table 1, the results of the analysis of the validity test of the research instrument on the Entrepreneurship Learning variable (X1), it is known that all statement items have a calculated r value greater than the r table of 0.132. The calculated r values obtained ranged from 0.630 to 0.763. This indicates that all statement items are able to measure the Entrepreneurship Learning variable accurately and consistently in accordance with the research objectives.

Table 2. Results Social Capital Validity Test

Variable	Statement Item Number	Validity		Results
		R count	R table	
Sosial Capital (X_2)	1	0,818	0,132	Valid
	2	0,715	0,132	Valid
	3	0,811	0,132	Valid
	4	0,709	0,132	Valid
	5	0,759	0,132	Valid
	6	0,780	0,132	Valid
	7	0,770	0,132	Valid
	8	0,766	0,132	Valid
	9	0,783	0,132	Valid

Based on Table 2, the results of the validity test on the Social Capital variable indicate that all statements have met the validity criteria, as indicated by a calculated r value that is greater than the table r value. This confirms that all statement items are valid and suitable for use in research.

Table 3. Results Entrepreneurial Interest Validity Test

Variable	Statement Item Number	Validity		Results
		R count	R count	
Entrepreneurial Interest (Y)	1	0,812	0,132	Valid
	2	0,728	0,132	Valid
	3	0,820	0,132	Valid
	4	0,745	0,132	Valid
	5	0,772	0,132	Valid
	6	0,788	0,132	Valid
	7	0,824	0,132	Valid
	8	0,786	0,132	Valid
	9	0,734	0,132	Valid

Based on Table 3, the Results of the Analysis of the Validity Test of Entrepreneurial Interest (Y), it is known that all statement items obtained a calculated r value greater than the r table value of 0.132. The calculated r values obtained ranged from 0.728 to 0.824. The highest value was found in statement item number 3 at 0.747, while the lowest value was found in item number 2 at 0.728. However, all calculated r values remained above the r table value so that all statement items were declared valid. These results indicate that the instrument used was able to measure the variables.

2. Results Reliability Test

Reliability testing is used to determine the consistency and reliability of research instruments in measuring the variables under study. In this study, reliability testing was conducted using Cronbach's Alpha with the help of SPSS. According to Suryani (2024), an instrument is considered reliable if its Cronbach's Alpha value is >0.600. A summary of the reliability test results is presented in the following table:

Table 4. Results Reliability Test X1, X2 and Y

Variable	Cronbach's Alpha	Criteria	Results
Entrepreneurship Learning (X_1)	0,929	0,600	Reliabel
Sosial Capital (X_2)	0,913	0,600	Reliabel
Entrepreneurial Interest (Y)	0,919	0,600	Reliabel

Based on Table 4, the results of the reliability test indicate that all variables in this study have a Cronbach's Alpha value greater than 0.600. Thus, all instruments are declared consistent and reliable as measuring tools in this study.

3. Results of Multiple Linear Regression Analysis

Multiple linear regression analysis was used to determine the effect of the Entrepreneurship Learning (X1) and Social Capital (X2) variables on Entrepreneurial Interest (Y) in students of State vocational high school in Gowa Regency. The results of the multiple linear regression analysis in this study can be seen in the following table:

Table 5. Results Results of Multiple Linear Regression

Model	B	Std. Error	Beta
(Constant)	2966,724	1155,621	
Entrepreneurship Learning (X_1)	0,143	0,047	0,218
Sosial Capital (X_2)	0,652	0,073	0,642

Based on Table 5, the multiple linear regression equation is as follows:

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

$$Y = 2966{,}724 + 0{,}143X_1 + 0{,}652X_2 + e$$

This equation shows a constant value (α) of 2966.724, indicating that if the Entrepreneurship Learning (X1) and Social Capital (X2) variables are held constant and unchanged, then the Entrepreneurial Interest (Y) value has a baseline value of 2966.724. The regression coefficient for the Entrepreneurship Learning (X1) variable is 0.143, which is positive, meaning that every one-unit increase in Entrepreneurship Learning increases students' entrepreneurial interest by 0.143 units, assuming other variables remain constant. This indicates that the better the Entrepreneurship Learning process students receive, the greater their tendency to become interested in entrepreneurship.

Furthermore, the Social Capital (X2) variable has a regression coefficient of 0.652, which is positive. This means that every one-unit increase in social capital will increase students' entrepreneurial interest by 0.652 units, assuming the entrepreneurial learning variable remains constant. These results indicate that students' social relationships, trust, and networks play a significant role in increasing their entrepreneurial interest. Furthermore, the social capital coefficient is greater than the entrepreneurial learning coefficient, indicating that social capital is the variable with the most dominant influence on students' entrepreneurial interest.

4. Results Partial t-Test

Table 6. Results t-Test Variable X1 and X2

Variabel	t	Sig.	Results
Entrepreneurship Learning (X_1)	3,026	0,003	Significant
Sosial Capital (X_2)	8,902	0,000	Significant

Based on Table 6, the partial t-test results show that the Entrepreneurship Learning variable (X1) obtained a calculated t-value of 3.026 with a significance value of 0.003. Meanwhile, the Social Capital variable (X2) had a calculated t-value of 8.902 with a significance level of 0.000. With a total of 218 respondents, the degrees of freedom (df) were calculated using the formula df = n – k – 1, where n is the number of samples and k is the number of independent variables. Based on this calculation, df = 218 – 2 – 1 = 215 was obtained. The t-table value was then determined based on the t-distribution at a significance level of 5% ($\alpha = 0.05$); referring to the t-distribution table, the t-table value was obtained as 1.971. This value serves as the comparison limit in hypothesis testing.

The test results show that the Entrepreneurship Learning variable (X1) has a calculated t value greater than the t table (3.026 > 1.971) and a significance value smaller than 0.05 (0.003 < 0.05), meanwhile, the Social Capital variable obtains a calculated t value greater than the t table (8.902 > 1.971) and a significance value smaller than 0.05 (0.000 < 0.05). This shows that statistically both independent variables meet the hypothesis testing criteria. Thus, it can be concluded that partially Entrepreneurship Learning and Social Capital have a positive and significant effect on Entrepreneurial Interest. Which means that each variable individually makes a real contribution in increasing entrepreneurial interest.

5. Results F-Test (Simultaneous)

Table 7. Results F-Test

Variable	F	Sig.	Results
All Independent Variables	249,180	0,000[b]	Significant

Based on Table 7, the F-test results show a calculated F-value of 249.180, with a significance level of 0.000. The F-value was determined by calculating the degrees of freedom, with a sample size of 218 and two independent variables, resulting in df1 = 2 and df2 = 215. At a significance level of 5% ($\alpha = 0.05$), the F-value was 3.038.

Because the calculated F-value (249.180) is greater than the F-value (3.038) and the significance value is below 0.05, the test is considered significant. This indicates that the joint influence of entrepreneurial learning and social capital significantly influences entrepreneurial interest. Thus, these two independent variables simultaneously play a significant role in increasing entrepreneurial interest.

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

Table 8. Results Coefficient of Determination

Model	R	R Square	Adjusted R Square
1	0,836[a]	0,699	0,696

Based on the results of the coefficient of determination (R2) test in Table 4.14 above, the R2 value was 0.699 and the Adjusted R2 value was 0.696. The Adjusted R2 value of 0.696 indicates that the variables of entrepreneurship learning and social capital together explain 69.6%. In other words, 69.6% of the changes in students' entrepreneurial interest can be explained by the two independent variables in this study.

Meanwhile, the remaining 30.4% is influenced by factors outside the research model that were not examined, such as family environment, personal motivation, entrepreneurial experience, economic conditions, peer influence, and other factors. Furthermore, the R2 value of 0.836 indicates that the relationship between the variables of entrepreneurship learning and social capital and students' entrepreneurial interest is in the very strong category. Thus, it can be concluded that entrepreneurship learning and social capital have a significant contribution to increasing entrepreneurial interest among state vocational high school students in Gowa Regency.

Discussion of Research Results

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

The results of the multiple linear regression analysis in this study indicate that the entrepreneurship learning variable has a positive and significant effect on entrepreneurial interest among state vocational high school students in Gowa Regency, as evidenced by a significance value of 0.003 < 0.05 with a calculated t-test of 3.026 > t-test of 1.971. The positive regression coefficient indicates that the better and higher quality the entrepreneurship learning process received by students, the higher their tendency to become interested in entrepreneurship. This finding is consistent with the direction of the previously hypothesized relationship and also strengthens the theoretical arguments developed in the literature review.

Theoretically, this finding aligns with the grand theory that underpins this research, the Theory of Planned Behavior (TPB) proposed by Ajzen (1991). Within the TPB framework, a person's intention or interest to engage in a behavior is influenced by three main components, one of which is attitude toward the behavior. This attitude does not develop spontaneously but is shaped through a learning process that provides individuals with knowledge, understanding, and experience. Entrepreneurship education serves as an educational stimulus that directly shapes students' attitudes toward entrepreneurial activities. When students gain knowledge about identifying opportunities, developing business plans, and managing business risks, they tend to develop a positive perception of entrepreneurship as a viable and promising career option. This positive perception, in turn, fosters a stronger intention and interest in engaging in entrepreneurial activities.

From a literature review perspective, entrepreneurship learning is defined as an educational process systematically designed to instill entrepreneurial knowledge, skills, attitudes, and values in students so they can think and act like entrepreneurs (Syam et al., 2025). This definition emphasizes that entrepreneurship learning is not simply the delivery of business material in the classroom, but rather a comprehensive transformation process encompassing cognitive, affective, and psychomotor dimensions. Mustikawati and Kurjono (2020) also explain that entrepreneurship learning has become a bridge between theoretical knowledge and practical engagement in the field. This means that the quality of entrepreneurship learning students receive also determines the extent to which they can integrate theory and practice in developing entrepreneurial readiness and interest. The more effective this bridge, the stronger the students' motivation to view entrepreneurship not as a burden but as a real and achievable opportunity.Thus, it can be concluded that the first hypothesis in this study was confirmed, namely that entrepreneurship learning has a positive and significant effect on entrepreneurial interest in state vocational high school students in Gowa Regency. This finding aligns with the TPB grand theory, is relevant to the literature review, and is consistent with previous research. The implication is that improving the quality and effectiveness of entrepreneurship learning in vocational high schools is a strategic step that needs to be continuously strengthened in order to foster a sustainable entrepreneurial ecosystem among the younger generation.

2. The Influence of Social Capital on Entrepreneurial Interest of State Vocational High School Students in Gowa Regency

The results of the multiple linear regression analysis indicate that social capital has a positive and significant effect on entrepreneurial interest among state vocational high school students in Gowa Regency, as indicated by a significance value of 0.000 < 0.05 and a calculated t-value of 8.902 > t-table of 1.971. The larger regression coefficient for social capital compared to the coefficient for entrepreneurial learning indicates that social capital is the variable with the most dominant influence in this study. This finding suggests that students' entrepreneurial courage is largely determined by the strength of their social networks, trust, and norms surrounding their social life at school and in their surrounding environment

Theoretically, this finding can be explained through Ajzen's (1991) Theory of Planned Behavior (TPB) framework, specifically the subjective norm component. Subjective norms refer to an individual's perception of pressure or support from their social environment to engage in or refrain from engaging in a behavior. In the context of this study, strong social capital in the form of support from family, friendship networks, the surrounding community, and school institutions directly shapes positive subjective norms for students regarding the choice of entrepreneurship. When students feel that the people around them support and appreciate their entrepreneurial choices, the social pressure they feel actually becomes positive energy that strengthens their interest and intention to become entrepreneurs.

From a literature review perspective, social capital is understood as a resource derived from social networks, prevailing norms, and trust established between individuals and groups, enabling effective collaboration to achieve common goals (Erawati & Wati, 2021). These elements of social capital—trust, social networks, and norms—collectively create a conducive environment for the growth of entrepreneurial interest. Trust enables students to share business information, experiences, and resources needed to start a business. Social networks provide access to mentors, prospective customers, and potential business partners. Meanwhile, social norms that value innovation and entrepreneurial independence encourage students to be more willing to explore entrepreneurship as a career path.

Thus, the second hypothesis of this study is confirmed: social capital has a positive and significant effect on entrepreneurial interest among state vocational high school students in Gowa Regency. This finding strengthens the TPB theoretical framework, is relevant to the concept of social capital explored in the literature review, and is consistent with previous research.

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

The results of the simultaneous test (F-test) indicate that the variables of entrepreneurship learning and social capital jointly have a positive and significant effect on entrepreneurial interest among state vocational high school students in Gowa Regency. The calculated F-value, which far exceeds the F-value at a very low level of significance, confirms that the regression model developed in this study is significant and has good predictive ability. Furthermore, the Adjusted R-square value of 0.696 indicates that 69.6% of the variation in students' entrepreneurial interest can be jointly explained by the two independent variables in this study, while the remaining 30.4% is influenced by other factors outside the model, such as personal motivation, family environment, entrepreneurial experience, and peer influence.

These simultaneous findings further strengthen the theoretical foundation built on the Theory of Planned Behavior (TPB) framework. As explained by Ajzen (1991), individual behavior is influenced by intentions, and these intentions are formed from three interacting components: attitudes toward behavior, subjective norms, and perceived behavioral control. Entrepreneurship education contributes primarily to the formation of positive attitudes toward entrepreneurship among students and to increased perceptions of behavioral control through the provision of knowledge and skills. Meanwhile, social capital contributes to the formation of subjective norms that support entrepreneurial choices through networks, trust, and social support. When these two components of intention-building work synergistically and simultaneously, the resulting entrepreneurial interest will be much stronger and more stable than if only one factor were active.

Fatimah and Zariah (2022) explain that entrepreneurship that develops through education will be stronger and more sustainable because it is built on a foundation of structured knowledge, critical thinking, and innovative skills that are continuously honed throughout the learning process. However, formal education alone is insufficient without the support of a conducive social ecosystem. This research empirically proves this argument: the greatest contribution to explaining variations in students' entrepreneurial interest comes from the combination of the two. Entrepreneurship education builds an intellectual foundation and technical competency, while social capital builds the relational and psychological foundations that are both necessary for entrepreneurial interest to truly transform into the courage to act.

These simultaneous findings also align with Huang (2024) argument that the theoretical and practical components of entrepreneurship learning complement each other, not contradict each other. This statement can be further expanded in the context of this research, as entrepreneurship learning and social capital are also complementary. The knowledge and skills gained from entrepreneurship learning will be more meaningful and inspiring when supported by a social network that allows students to see successful entrepreneurial models around them, find experienced mentors, and experience emotional support from family and community. Conversely, strong social capital will be more optimal in fostering entrepreneurial interest when students are equipped with adequate entrepreneurial knowledge and skills, enabling them to leverage their existing networks.

This research also addresses a previously identified research gap. Most previous studies have examined the influence of entrepreneurship learning or social capital separately, or combined one with other variables such as motivation, social environment, or digital literacy. Very few studies have specifically examined both simultaneously in the context of vocational high school students, especially in Gowa Regency. Thus, this study provides original empirical evidence that the combination of entrepreneurship learning and social capital together is a strong predictor of entrepreneurial interest in State Vocational High School students in Gowa Regency, with a very substantial explanatory contribution to the variations that occur in the entrepreneurial interest variable.

E. Conclusion and Recommedation

Based on the analysis and discussion regarding the influence of entrepreneurship learning and social capital on entrepreneurial interest among state vocational high school students in Gowa Regency, the following conclusions can be drawn:

1. Entrepreneurship learning has a positive and significant effect on entrepreneurial interest among state vocational high school students in Gowa Regency. This finding indicates that the better the quality of entrepreneurship learning received by students, the higher their interest in entrepreneurship. Structured, relevant, and practice-based learning can improve students' knowledge, skills, and self-confidence in viewing entrepreneurship as a promising career option.
2. Social capital has a positive and significant effect on entrepreneurial interest among state vocational high school students in Gowa Regency. These results indicate that family support, the school environment, peers, social networks, and students' level of self-confidence play a significant role in fostering entrepreneurial interest. Furthermore, social capital is the variable with a more dominant influence than entrepreneurship learning in this study.
3. Entrepreneurship learning and social capital simultaneously have a positive and significant effect on entrepreneurial interest among state vocational high school students in Gowa Regency. Together, these two variables are very effective in explaining variations in students' entrepreneurial interest. This finding confirms that increasing students' entrepreneurial interest requires an integrated approach that strengthens the quality of entrepreneurial learning while simultaneously developing a social environment that supports entrepreneurial activity.

Based on the research findings, it is recommended that schools continue to improve the quality of entrepreneurship learning through innovative, practice-based methods and increase activities that support students' entrepreneurial experiences. Students are expected to be more active in participating in various entrepreneurship activities and utilizing social networks to broaden their horizons and business opportunities. Furthermore, the government and stakeholders need to strengthen entrepreneurship development programs through training, mentoring, capital assistance, and collaboration with the business and industrial world. Future researchers are also advised to expand this research by adding other variables that could potentially influence entrepreneurial interest, such as self-efficacy, entrepreneurial motivation, family environment, digital literacy, creativity, and entrepreneurial experience.

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