

The Influence of Learning Outcomes of Creative Products and Entrepreneurship Subjects on Entrepreneurial Interests in SMK Negeri 6 Surabaya

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ABSTRACT

The purpose of this study was to determine how learning outcomes about Creative Products and Entrepreneurship affect entrepreneurial interest in students of SMKN 6 Surabaya. This study is quantitative correlational. The data collection tool sent a questionnaire to 167 students as respondents via Google Form. Simple regression analysis and determination coefficient test were used to analyze the data. The results showed that learning outcomes about creative products and entrepreneurship (X) have an influence on entrepreneurial interest (Y) in students of SMK Negeri 6 Surabaya. With a standardized coefficient value of 0.175, the contribution of the determination coefficient R^2 is 3.1%, and the contribution of other factors outside of learning outcomes is 96.9%. Students have a greater influence on their internal motivation, their family support, direct experience in entrepreneurship, and the social environment around them. Schools should improve Creative Products and Entrepreneurship learning by offering practical training that is more in line with the business world. Comprehensive guidance for planning a business with limited capital and mentoring to increase student confidence

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INTRODUCTION

Unemployment is a serious issue in Indonesia, especially due to the limited employment opportunities provided by the government and the private sector. According to the definition of the Central Statistics Agency (BPS), unemployment includes those who are not working but are looking for work or planning a new business, or those who have been accepted for work but have not started. BPS data in 2025 shows that graduates of Vocational High Schools (SMK) contributed the highest open unemployment rate, reaching 9.01%, making them the main contributors to the unemployment rate in Indonesia.

The occurrence of unemployment is partly due to the number of fields available at the level of education is not balanced with the number of vocational school graduates, so that an effort is needed to reduce unemployment. One of them is education, including by providing entrepreneurship-based education. Based on this learning, in addition to students having competency skills in their fields, students can also create jobs by opening a business or by becoming entrepreneurs.

Entrepreneurship can be implemented while in school. Entrepreneurship-based education is an important strategy in order to equip students with skills and knowledge that create opportunities for them to

create businesses. The subject of creative products and entrepreneurship (PKK) is an integral part of the vocational high school curriculum which is specifically designed to build an entrepreneurial spirit among students. The subject of creative products and entrepreneurship is designed to equip students with entrepreneurial competencies. These competencies include skills, knowledge, personal values, and behaviors needed to start and run a business. In the culinary expertise program, the subject of creative products and entrepreneurship (PKK) provides an understanding of business management in the culinary field, starting from planning food and beverage products, processing raw materials, product packaging, product distribution, to product marketing strategies in the culinary field. This learning is expected to be able to form a creative and innovative mindset so that students can create culinary businesses that are competitive.

The implementation of creative product and entrepreneurship (PKK) subjects in the culinary expertise program has provided insight for students regarding the business world. Students' interest in becoming entrepreneurs in the culinary field is still relatively low. Many students prefer to work in the hotel or restaurant industry rather than starting their own culinary business. Interest in becoming entrepreneurs in the culinary field is still considered by various factors, such as lack of confidence in competing, limited capital and minimal experience in managing a business. This low interest in entrepreneurship is a challenge for educational institutions in ensuring that graduates not only have technical skills in the culinary field, but also mental readiness to become entrepreneurs.

Entrepreneurial experience gained during school plays an important role in shaping students' interest in entrepreneurship. According to (Farida & Nurkhin, 2016) stated that interest in entrepreneurship is the desire and readiness of an individual to try to fulfill their life needs by working hard, daring to take risks, and continuing to learn from failure. Entrepreneurial experience can be obtained from learning outcomes in creative product and entrepreneurship subjects that can improve students' understanding and skills in creating and innovating food and beverage products, developing marketing strategies, and managing business finances. Learning that is carried out effectively will have a positive influence on increasing students' interest in running a culinary business independently.

To start a culinary business independently and become a successful entrepreneur, knowledge alone is not enough. What is more crucial is to grow interest. Interest is a fundamental factor that determines success, because it influences the direction of a person's thoughts and actions, including in the learning process. According to Rusmiati (2017), interest is a person's internal interest in something, which can arouse motivation and influence learning outcomes and achievements. This can be interpreted as an individual's pleasure in an activity that is carried out seriously and consistently. Someone who has an interest in a particular object tends to pay attention to it consistently with a feeling of pleasure.

Sirait (2016) also emphasized that interest is one of the main factors in achieving success in various fields, be it study, work, hobbies, or other activities. With the growth of interest in a person, there will be intense attention to doing something diligently for a long period of time, increasing concentration, making it easier to remember, and reducing boredom with what is being learned.

Entrepreneurial interest is a crucial factor in determining a student's success in starting and running a business. Previous research has explored various factors influencing this interest among vocational high school (SMK) students. A study by Nabila & Febriana (2025) investigating the relationship between the Creative Project and Entrepreneurship subject and the entrepreneurial interest of culinary students at SMKN 33 Jakarta found a significant positive correlation. This suggests that higher scores in this subject are directly linked to a greater interest in entrepreneurship among culinary students. Similarly, research conducted by Zuhra & Fridiaty (2018) at SMK Sandhy Putra 2 Medan examined the connection between entrepreneurial knowledge and the interest of students in starting a food business. Their findings indicate that an increase in entrepreneurial knowledge can boost students' interest in culinary entrepreneurship.

Previous related research shows a positive relationship between learning outcomes of entrepreneurship-based subjects and entrepreneurial interest of culinary students, but there are several shortcomings that need to be studied and researched further. Research by (Nabila & Febriana, 2025) only focuses on the relationship between entrepreneurship education and entrepreneurial interest without discussing other factors that can influence this interest. Meanwhile, research by (Zuhra & Fridiaty, 2018) focuses more on entrepreneurial knowledge without measuring the extent to which PKK learning outcomes actually contribute to preparing students to become entrepreneurs independently.

Previous studies have also not discussed in depth whether the interest in entrepreneurship that is formed is only a temporary interest during education or is able to survive in the long term after students graduate and enter the workforce. External factors such as the family environment, educational or school environment, and community environment have not been analyzed comprehensively in relation to the influence of learning outcomes in creative product and entrepreneurship subjects for vocational high school students. During Creative Product and Entrepreneurship learning, it focuses more on delivering materials and practices without conducting an in-depth evaluation of the extent to which learning outcomes actually encourage students' interest in entrepreneurship. Schools rarely analyze students' interest in entrepreneurship, so through this study

an analysis of entrepreneurial interest was conducted which was influenced by learning outcomes from the Creative Product Entrepreneurship subject. This study aims to determine the influence of learning outcomes in creative product and entrepreneurship subjects on entrepreneurial interest in students of SMKN 6 Surabaya. The benefits of this study are expected to provide a real contribution in helping to gain direct experience regarding learning creative product and entrepreneurship subjects which are developed as entrepreneurial interest after taking the subject.

METHOD

This research was conducted at SMK Negeri 6 Surabaya, located at Jl. Margorejo No.76, Margorejo, District. Wonocolo, Surabaya, East Java 60238. The aim was to determine, test, discover, and develop knowledge, as well as to examine the validity of scientific information to achieve expected outcomes. The study employed a quantitative research approach, as defined by Sugiyono (2019). This approach was chosen because the collected data would be presented numerically and analyzed statistically. The research involved a specific population: 167 students from the culinary skills program.

To determine the sample size, the Slovin method was utilized, resulting in a sample of 118 students. Data on students' entrepreneurial interest were gathered using a questionnaire, which was developed based on a pre-defined framework. The questionnaire comprised 30 statements, adopted and modified from previous research. For data analysis, statistical instruments were employed to test the established hypothesis. The study used simple regression analysis to understand the relationship between the independent variable (X) and the dependent variable (Y). Specifically, it aimed to determine the influence of students' learning outcomes in the Creative Products and Entrepreneurship subject (X) on their entrepreneurial interest (Y).

RESULTS

Learning outcomes refer to the abilities acquired by students after following the learning process provided by the teacher. These abilities cover three main domains: affective (attitude), cognitive (knowledge), and psychomotor (skills). Learning outcomes are very important in the educational process because they show the extent to which students have achieved their learning goals. This is also the basis for further teaching and learning activities.

Based on the documentation study of student data, the learning outcome variable (X) is analyzed to obtain minimum and maximum scores. This information is obtained using SPSS 20 through descriptive statistics and is presented in the table below:

Tabel 4. 1 Descriptive Statistical Test Results of Creative Product and Entrepreneurship Learning Outcomes Variables (X)

Descriptive Statistics		Hasil Belajar Produk Kreatif dan Kewirausahaan	Valid N (listwise)
N	Statistic	130	130
Range	Statistic	19	
Minimum	Statistic	70	
Maximum	Statistic	89	
Sum	Statistic	11090	
Mean	Statistic	85,31	
	Std. Error	,244	
Std. Deviation	Statistic	2,787	
Variance	Statistic	7,765	
Skewness	Statistic	-2,978	
	Std. Error	,212	
Kurtosis	Statistic	13,047	
	Std. Error	,422	

Based on the data presented, the learning outcomes of the creative product and entrepreneurship subjects (variable X) show several important characteristics. The standard deviation (Std. Deviation) was recorded at

2.787, indicating the distribution of data around the average. The range value of 19 indicates the difference between the highest score (89) and the lowest score (70) obtained by students.

Furthermore, the average value (Mean) for learning outcomes is 85.31. The highest value achieved is 89, while the lowest value is 70. Overall, the total accumulated value of all data is 11090. Regarding the data distribution, the skewness value is -2.978, indicating that the distribution tends to be skewed to the left (negative), meaning that more scores are concentrated in higher values. Meanwhile, the kurtosis value of 13.046 indicates that the distribution has a sharper peak and heavier tails compared to the normal distribution (leptokurtic). For further visualization of this descriptive test, you can see the accompanying image.

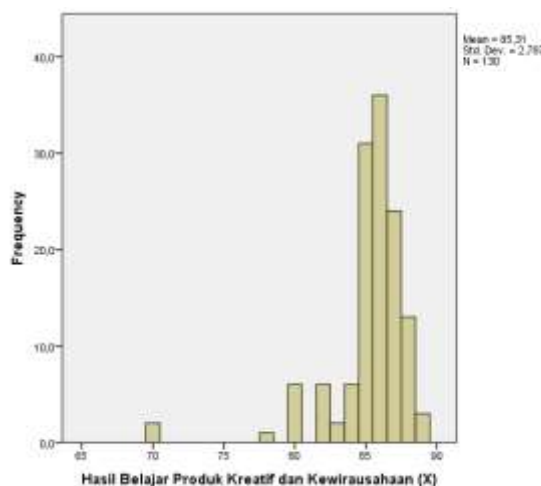


Figure 4.1 Histogram of Creative Product and Entrepreneurship Learning Outcomes (X)

Source: Processed by researchers using SPSS Release 20,(2025)

Furthermore, to be able to determine the level of tendency of Creative Product and Entrepreneurship Learning Outcomes values into 5 categories, the following steps can be taken:

1. Determining the Range = Maximum Score - Minimum Score
= $89 - 70 = 19$

2. Determine the number of classes by looking at the number of categories determined. In this study there are 5 categories, namely: very high, high, medium, low, and very low

3. Determine the Interval Length with the formula:

Interval Length (P) = Range/Number of Classes

= $19/5 = 3.8$ rounded to 4

Table 4. 2 Class Interval of Creative Product and Entrepreneurship Learning Outcomes (X)

Interval	Category
86-89,99	Sangat Tinggi
82-85,99	Tinggi
78-81,99	Sedang
74-77,99	Rendah
70-73,99	Sangat Rendah

Source: Processed by researchers using SPSS Release 20,(2025)

From the data, it can be presented in the following table:

Table 4.3 Frequency Distribution of Creative Product and Entrepreneurship Learning Outcome Variables (X)

No	Value Interval	F	Presentase%	Category
1	70-73	2	1,54%	Sangat Rendah
2	74-77	0	0,00%	Rendah
3	78-81	7	5,38%	Sedang
4	82-85	45	34,62%	Tinggi
5	86-89	76	58,46%	Sangat Tinggi
Total		130	100%	

Source: Processed by researchers using SPSS Release 20,(2025)

Based on the description of the table above, it can be seen that the interval 70 - 74 with a total of 2 students with a percentage of 1.54% is in the very low category. The interval 74 - 77 with a total of 0 students with a percentage of 0% is in the low category. The interval 78 - 81 with a total of 7 students with a percentage of 5.38% is in the medium category. The interval 82 - 85 with a total of 45 students with a percentage of 58.46% is in the high category. The interval 86 - 89 with a total of 76 students with a percentage of 58.6% is in the very high category. It can be explained that the highest frequency is in the interval range 86 - 89 with a total of 76 students with a percentage of 58.46% in the very high category. While the lowest frequency is in the interval range 74-77 with a total of 0 students with a percentage of 0% in the low category. Thus, students of SMK Negeri 6 Surabaya in the culinary expertise program in the learning outcome variables of the creative product and entrepreneurship subjects are included in the very high category, this is in accordance with the learning outcomes of students based on the results of data processing that has been carried out by researchers.

The results of the normality test for each variable, namely the learning outcomes of the creative product and entrepreneurship subjects and interest in entrepreneurship can be seen in the table presented below:

Table 4.4 Results of Normality Test of Creative Product and Entrepreneurship Learning Outcome Variables (X) and Entrepreneurial Interest (Y)

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			130
Normal Parameters ^{a, b}	Mean		.0E-7
	Std. Deviation		14.22395787
Most Extreme Differences	Absolute		.085
	Positive		.085
	Negative		-.078
Kolmogorov-Smirnov Z			.971
Asymp. Sig. (2-tailed)			.302
Monte Carlo Sig. (2-tailed)	Sig.		.284 ^c
	99% Confidence Interval	Lower Bound	.273
		Upper Bound	.296

a. Test distribution is Normal.
b. Calculated from data.
c. Based on 10000 sampled tables with starting seed 2000000.

Based on the table above, the Asymp.Sig value is 0.302, so it can be said that the data on the learning outcomes of creative products and entrepreneurship (X) and entrepreneurial interest (Y) are stated to be normal because based on testing through Kolmogorov Smirnov if it has a significance value > 0.05 then the data is stated to be normally distributed, and it can be seen in the table that the Asymp.Sig value is greater than the significance value, namely $0.302 > 0.05$, so it can be concluded that the data on the learning outcomes of creative products and entrepreneurship (X) and entrepreneurial interest (Y) are normally distributed.

In addition to the Kolmogorov Smirnov test, data normality tests were carried out with the Q-Q plot normal graph using SPSS 20. With the interpretation of residual data, it can be said to be normally distributed or not normally. By using the Q-Q plot approach, it can be seen by looking at the distribution of points in the image. If the distribution of points approaches the diagonal line, then it can be said that the residual data is normally distributed. However, if the distribution of points in the image is far from the diagonal line, then the data is said to be not normally distributed. Seen from the image below, it can be seen that the points are approaching the diagonal line. So it can be concluded that the data is normally distributed.

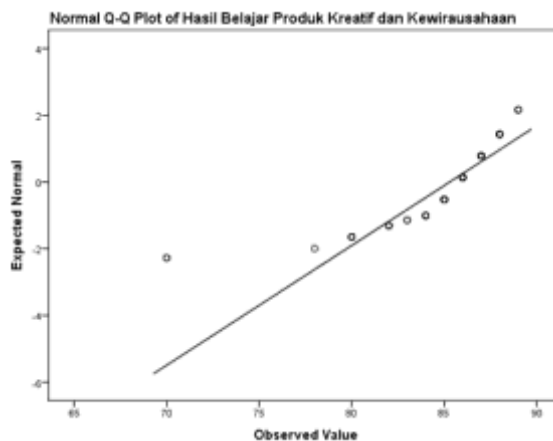


Figure 4.2 Normal Q-Q Plot of Creative Product and Entrepreneurship Learning Outcome Variables (X)

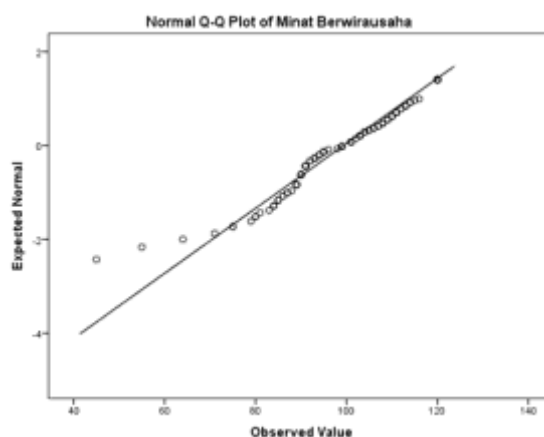


Figure 4.3 Normal Q-Q Plot of Entrepreneurial Interest Variable (Y)

Table 4.5 Results of Linearity Test of Learning Outcomes of Creative Products and Entrepreneurship Subjects (X) towards Interest in Entrepreneurship (Y)

ANOVA Table					
	Minat Berwirausaha * Hasil Belajar Mata Pelajaran Produk Kreatif dan Kewirausahaan				
	Between Groups			Within Groups	Total
	(Combined)	Linearity	Deviation from Linearity		
Sum of Squares	3663,543	825,025	2838,518	23260,888	26924,431
df	10	1	9	119	129
Mean Square	366,354	825,025	315,391	195,470	
F	1,874	4,221	1,614		
Sig.	,055	,042	,119		

Source: Processed by researchers using SPSS Release 20,(2025)

It can be seen in the table that the significant value of the deviation from linearity is 0.119 which can be interpreted that the probability is greater than 0.05, namely $0.119 > 0.05$. From these data, it can be concluded that the relationship between the independent variable of learning outcomes of creative product and entrepreneurship subjects (X) with the dependent variable of entrepreneurial interest (Y) has a linear relationship.

Table 4.6 Heteroscedasticity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	,985	22,014		,045	,964
Hasil Belajar Mata Pelajaran Produk Kreatif dan Kewirausahaan	,125	,258	,043	,483	,630

a. Dependent Variable: abresid

Source: Processed by researchers using SPSS Release 20,(2025)

Based on the data above, it can be seen that the learning outcome variable of creative product and entrepreneurship subjects has a significant value of 0.630 or greater than 0.05 ($0.630 > 0.05$). From these data, it can be concluded that there is no heteroscedasticity in this research variable, because the significance value obtained is greater than 0.05.

Table 4.7 Simple Regression Analysis Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	21,903	38,509		,569	,571
Hasil Belajar Mata Pelajaran Produk Kreatif dan Kewirausahaan	,908	,451	,175	2,012	,046

a. Dependent Variable: Minat Berwirausaha

Source: Processed by researchers using SPSS Release 20,(2025)

Based on the test results above, it was obtained:

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

$$= 21,903 + 0,175$$

The equation above can be interpreted as:

1. The constant value is 21.903 and does not need to be interpreted. Constant (a) = 21.903 means that if the interest in entrepreneurship is constant, then the learning outcomes are 21.930 which means it cannot be interpreted.
2. The regression coefficient of the learning outcome variable for the creative product and entrepreneurship subject (X) of 0.175 states that for every 1 point of learning outcomes for the creative product and entrepreneurship subject (X), the value of interest in entrepreneurship (Y) increases by 0.175 points. The regression coefficient is positive, so it can be said that the direction of the influence of the learning outcome variable for the creative product and entrepreneurship subject (X) on Y is positive.
3. It can be seen from looking at the table above that the conclusion can be drawn that the Standardized Coefficients value data for the learning outcome variable for the creative product and entrepreneurship subject (X) is 0.175, which is greater than 0.05 ($0.175 > 0.05$). From the T-value data for the learning outcome variable of the creative product and entrepreneurship subject (X) is 2.012, which is greater than the T-table of 1.97867 (the provisions of the attached T-table), so that partially there is a significant influence between the learning outcome variable of the creative product and entrepreneurship subject (X) on the entrepreneurial interest variable (Y), so H_a is accepted.

Table 4.8 Results of the Determination Coefficient or R2 Test Partially for the Learning Outcomes Variable of Creative Products and Entrepreneurship Subjects Against the Entrepreneurial Interest Variable

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.175 ^a	.031	.023	14,279

a. Predictors: (Constant), Hasil Belajar Mata Pelajaran Produk Kreatif dan Kewirausahaan

b. Dependent Variable: Minat Berwirausaha

Based on the determination coefficient test above, it can be seen that the R-square is 0.031 (3.1%), so it can be interpreted that the ability of the independent variable (learning outcomes of creative product and entrepreneurship subjects) in this study influences the dependent variable (entrepreneurial interest) by 3.1%, while the remaining 96.9% is explained by variables other than the independent variables in this study.

Learning outcomes refer to the skills and abilities students gain through their participation in the learning process, reflecting behavioral changes that are the intended results of educational goals (Darmawati, 2017; Wibowo, 2021). Every stage of learning contributes to these changes across various aspects, aiming to achieve predefined educational objectives. Learning outcomes are crucial as they enable students to achieve their learning goals and serve as a foundation for subsequent learning activities. The learning experiences derived from the Creative Products and Entrepreneurship subject are particularly vital. They play a significant role in achieving learning objectives and provide a basis for future learning. The learning process and its outcomes are interconnected, supporting the holistic development of students. This subject encourages students to generate diverse entrepreneurial ideas and innovations, thereby creating opportunities for them to start their own businesses.

Furthermore, the learning outcomes from Creative Products and Entrepreneurship can significantly influence entrepreneurial interest. This subject provides students with a better understanding of business opportunities and challenges, while also equipping them with the necessary skills, knowledge, and experience to initiate and manage an enterprise. The assessment of Creative Products and Entrepreneurship learning outcomes evaluates students' progress and mastery of the teaching materials, as well as the values embedded in the curriculum. In this subject, students aren't just taught entrepreneurial theory; they are also required to actively participate in practical activities. This hands-on experience is expected to maximize their learning and provide them with practical skills. The experience gained from this subject is intended to equip students with the skills needed and to foster their desire and interest in establishing their own business.

However, research by Wahyuni (2015) entitled "The Relationship of Entrepreneurship Subject Learning Achievement with Entrepreneurial Interest of Students at SMK Negeri 3 Singaraja" found that while entrepreneurial achievement had a significant positive effect on entrepreneurial interest, the correlation was very weak. This suggests that high academic achievement in entrepreneurship doesn't always translate to high entrepreneurial interest, and vice-versa. The contribution of entrepreneurial learning achievement, as indicated by an R-squared value of 0.152 with a significance of 0.015, points to a positive and significant relationship, but with very low strength. This weak link may be attributed to other unmeasured factors or variables, as well as the ineffectiveness of direct practical experience in the field, which could have dampened entrepreneurial interest among students at SMK Negeri 3 Singaraja.

This finding aligns with the current research being conducted on the influence of learning outcomes in creative products and entrepreneurship on entrepreneurial interest among students at SMK Negeri 6 Surabaya. The results indicate that learning outcomes only contribute 3.1% to entrepreneurial interest, which is categorized as low. The remaining 96.9% is influenced by other factors. Although the regression analysis shows a positive influence, the low R-squared value suggests that learning outcomes are not the sole primary factor shaping entrepreneurial interest.

This perspective is supported by Palupi (2015), who argues that entrepreneurial interest is a result of a complex interplay between intrinsic and extrinsic factors, not just academic achievement. Intrinsic factors such as interest, attention, expectations, needs, motivation, and enjoyment of entrepreneurial activities play a crucial role in genuinely fostering a student's desire to become an entrepreneur. Meanwhile, extrinsic factors such as family environment, educational environment, and community environment also make significant contributions.

This is further reinforced by Saputra's (2023) theory, which states that interest is closely related to personality and environmental experiences, rather than being solely a product of classroom learning. Additionally, according to the behavioristic theory approach (Wardhana, 2025), interest can grow through positive reinforcement in the form of direct practical experience, rewards, and small successes during the

entrepreneurial process, which are not fully captured by learning outcome scores. The very low R-squared value in this research does not mean that learning outcomes are unimportant or have no contribution to students' entrepreneurial interest. Instead, it strengthens the idea that students' entrepreneurial interest requires the involvement of their internal factors and their overall social environment.

CONCLUSION

It can be concluded that although the learning outcomes of creative product and entrepreneurship subjects have a positive effect on entrepreneurial interest. The learning outcomes of creative product and entrepreneurship subjects have a significant effect on entrepreneurial interest of students of SMK Negeri 6, but the contribution of the determination coefficient $R^2 = 3.1\%$ which is categorized as very low while 96.9% is influenced by other factors outside of learning outcomes. This shows that students' entrepreneurial interest is not only determined by grades or learning outcomes, but is also greatly influenced by other factors such as motivation, family support, direct experience and the surrounding community environment. Schools are expected to strengthen Creative Product and Entrepreneurship learning through more realistic real-world practice-based training and guidance on business planning with limited capital, accompanied by intensive mentoring to increase students' self-confidence. On the other hand, students need to build a creative mindset, strengthen commitment, and foster a sustainable entrepreneurial spirit so that they do not only participate formally, but truly apply the entrepreneurial values that have been taught.

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