

Entrepreneurship Learning as a Driver of Entrepreneurial Interest among Senior High School Students

Serli Razak*, Muhammad Yany, Emmi Azis

Economics Education, Universitas Muhammadiyah Bone, Bone, 92716, Indonesia

Abstract

This study examines the influence of entrepreneurship learning on the entrepreneurial interest of eleventh-grade social science students at a public senior high school in Bone Regency, Indonesia. The study was motivated by the observation that classroom instruction in entrepreneurship has remained largely theoretical, with limited opportunity for direct practice, which is presumed to constrain students' interest in starting a business. A quantitative ex post facto design was employed. Data were collected through a five-point Likert-scale questionnaire distributed to 40 students selected by simple random sampling from a population of 159 eleventh-grade social science students, and were analysed using simple linear regression with the assistance of SPSS version 26. Prior to hypothesis testing, the instrument was confirmed to be valid and reliable, and the classical assumption tests indicated that the data were normally distributed, linearly related, and free from heteroscedasticity. The results show that entrepreneurship learning exerts a positive and significant influence on students' entrepreneurial interest, as reflected in the regression equation $Y = 2.004 + 1.026X$ and a calculated t-value that substantially exceeds the critical t-value at the 0.05 level. The coefficient of determination indicates that entrepreneurship learning accounts for the great majority of the variance in entrepreneurial interest, while the remaining variance is attributable to factors outside the scope of this study. These findings suggest that strengthening the quality of entrepreneurship instruction, particularly through more practice-based and contextual approaches, is an effective strategy for cultivating entrepreneurial interest among senior high school students.

Keywords: *Entrepreneurship Learning; Entrepreneurial Interest; Senior High School Students; Simple Linear Regression*

1. Introduction

Entrepreneurial interest is one of the psychological assets that determines whether the younger generation grows up to become job seekers or, instead, job creators. Students with entrepreneurial interest tend to be better prepared to plan, manage, and develop a business systematically, while also being more willing to take calculated business risks; this interest underlies sensitivity to opportunities and the capacity for innovative thinking in responding to economic and social problems. (Muzammil et al., 2025) This interest is also an important asset for students in facing an increasingly competitive job market, since students with high entrepreneurial interest tend to be more active in learning, both in theory and in practice, thereby fostering creativity, courage in taking risks, and a problem-solving orientation that makes them more than mere future job seekers (Pertiwi & Marlana, 2025)

The growth of entrepreneurial interest among students does not happen instantly; rather, it is shaped by the interaction between internal factors such as motivation, self-confidence, and entrepreneurial knowledge, and external factors, including family support, classroom learning conditions, and the availability of practical space (Ciptodari & Peong, 2025) The more students who are willing to pursue a business, the greater their contribution to creating new jobs and reducing unemployment, so that entrepreneurial interest deserves to be regarded as an indicator of the success of entrepreneurship education itself (Burhan et al., 2023) In this context, entrepreneurship learning at school plays a strategic role: through a systematic and contextual approach, students not only gain business knowledge but are also trained to build an entrepreneurial mindset, attitude, and skills, including independence, creativity, discipline, and courage in taking risks (Abdili, 2025) This learning is essentially an educational process that introduces students to the basic principles of the business world, from business planning and resource management to marketing strategy, while instilling the character traits that support the success of an entrepreneur (Sepialita, 2025)

At the secondary level, entrepreneurship learning ideally does not stop at introducing basic concepts, but also guides students to develop more complex skills, such as planning a business, analyzing the market, managing risk, and working in teams (Agustian et al., 2022). Practice-, project-, and business-simulation-based learning enables students to gain real experience in planning and running a business, so that decision-making skills, creativity in problem-solving, and time management can be honed directly rather than merely understood theoretically.

¹ Corresponding author.

E-mail address: iphoneserli09@gmail.com (Serli)

Conditions in the field present a different picture from this ideal. Observations made during entrepreneurship learning in the eleventh-grade social science classes at SMA Negeri 15 Bone show that students' interest in starting a business is still relatively low. Learning tends to take place through lectures and written assignments, without opportunities to manage an actual business, so that students find it difficult to connect entrepreneurial concepts with concrete experience. Support from teachers and the school environment, which still focuses on delivering material rather than mentoring the development of business ideas, further reinforces students' tendency to see entrepreneurship learning merely as an academic obligation rather than as important preparation for the future.

A number of previous studies provide a relevant picture of the relationship between entrepreneurship learning and entrepreneurial interest, although most were conducted at the higher-education level (Darwis et al., 2021) found that learning encompassing practical skills, entrepreneurial character, and opportunities for innovation plays an important role in shaping students' entrepreneurial interest, even though that interest can fluctuate, so that strengthening motivation and providing real experience remain necessary. (Silvia et al., 2024) added that applying formal learning combined with entrepreneurship training simultaneously can drive an increase in students' interest in entrepreneurship. Meanwhile, (Nabila et al., 2025) asserted that the success of entrepreneurship education at school depends heavily on the ability of that learning to deepen students' learning motivation, rather than merely on the delivery of material.

Although entrepreneurship education has been implemented at various levels, its effectiveness in consistently fostering students' entrepreneurial interest has not been fully confirmed, particularly at the senior-high-school level, whose context differs from that of higher education. It is this gap between the implementation of entrepreneurship learning and the expected outcomes that underlies the need for an empirical study on the influence of entrepreneurship learning on interest.

2. Literature Review

2.1 Entrepreneurial Interest

Interest is essentially an emotional tendency that drives a person to feel attracted to, pleased by, and voluntarily attached to an object or activity, growing out of an individual's awareness of his or her relationship with the surrounding environment (Martini et al., 2024). Viewed from an entrepreneurial perspective, entrepreneurial interest can be understood as an internal condition marked by feelings of pleasure, attraction, and a strong drive to create and develop a business independently, creatively, and innovatively, accompanied by readiness to face business risk in order to achieve sustainability and economic independence (Eka Astra Susilawaty, 2022). In other words, entrepreneurial interest is not merely a passive attraction, but an attachment that drives a genuine desire to start a business and provide benefit, both for oneself and for the surrounding environment.

Referring to the AIDA theory as cited in (Diana, n.d.), entrepreneurial interest can be observed through four indicators, namely attention (earnestness in following the learning process and sensitivity to business opportunities), interest (curiosity about information and developments in the business world), desire (the drive to be actively involved in business activities), and action (concrete steps such as attempting to make a product, sell goods or services, or draw up a business plan). Entrepreneurial interest is also influenced by internal factors—motivation, self-confidence, and skills (Siregar et al., 2023) (Rajab, 2022) (Widyaningsih & Ni, 2023) as well as external factors, such as family support, the school environment, and the social environment (Mahyundari et al., 2025) (Ariyani, 2023) (Khudzaifah et al., 2024). The combination of these two groups of factors makes entrepreneurial interest dynamic and capable of being influenced through educational intervention.

2.2 Entrepreneurship Learning

Entrepreneurship learning can be understood as a teaching process that helps students develop their potential as entrepreneurs through an understanding of business fundamentals, business ethics, and guidance in turning ideas into concrete action (Sekar et al., 2025). Beyond the knowledge aspect, this learning also cultivates entrepreneurial character, including creativity and innovation, independence, courage in taking risks, responsibility, and a never-give-up attitude, which together sustain the success of a business (Rafsanjani et al., 2024), (Fahirudin sani nst, 2021). This character is not formed instantly, but through a continuous process involving personal commitment, a supportive environment, and targeted education and training.

The effectiveness of entrepreneurship learning, according to Rusman as cited in Affan and (Affan & Harpain, 2025), can be seen through three main indicators, namely teaching materials that are relevant and easy to understand, teaching methods that are interactive and applicable, such as business simulations or project-based learning, and instructional media that support the delivery of material both in theory and in practice. These three indicators complement one another: quality teaching materials equip students with knowledge relevant to the demands of the business world, appropriate teaching methods foster students' practical skills, and good instructional media improve understanding and enthusiasm for learning. Thus, systematically designed entrepreneurship learning is expected to create new jobs, improve welfare, and encourage the entrepreneurial spirit of the younger generation (Yogi & Jamaaluddin, 2022)(Ramadhan et al., 2024)

2.3 Previous Research

A number of previous studies show a consistent pattern of relationship between entrepreneurship learning and entrepreneurial interest, albeit in different subjects and contexts. (Darwis et al., 2021) found a positive and significant influence of entrepreneurship learning on university students' entrepreneurial interest, particularly when the learning material emphasized mastery of skills and entrepreneurial character and provided room for practice. (Silvia et al., 2024) revealed that the combination of classroom entrepreneurship learning and practice-based entrepreneurship training on campus together increased the self-confidence, motivation, and entrepreneurial interest of students in the Faculty of Economics and Business at Universitas Negeri Surabaya. Meanwhile, (Nabila et al., 2025), in its study of vocational-school students in Bekasi, showed that entrepreneurship education has a positive and significant influence on students' interest in learning entrepreneurship, while also affirming the importance of strengthening the cognitive and affective aspects of learning. These three findings form the basis for this study in testing a similar pattern of relationship in the context of senior-high-school students.

2.4 Conceptual Framework and Hypotheses

Entrepreneurship learning that uses relevant teaching materials, interactive methods, and engaging media is believed to encourage students to think creatively, dare to take risks, and be able to recognize and take advantage of business opportunities around them (As-saif, 2024). The more positive students' learning experience in entrepreneurship learning, the greater the likelihood that their entrepreneurial interest will develop, reflected in increasing attention, interest, desire, and concrete action related to the business world (Khasanah & Pitaloka, 2025). Based on this conceptual framework, this study proposes the following hypotheses: H₀, entrepreneurship learning has no positive and significant influence on the entrepreneurial interest of eleventh-grade social science students at SMA Negeri 15 Bone; and H₁, entrepreneurship learning has a positive and significant influence on the entrepreneurial interest of eleventh-grade social science students at SMA Negeri 15 Bone.

3. Research Method

This study used a quantitative approach with an ex post facto design, that is, a design that examines an influence that has already occurred naturally in the learning process without any direct treatment or intervention from the researcher, (Sugiyono, 2023) The study was conducted from February to May 2026 at SMA Negeri 15 Bone, Uluweng District, Bone Regency, South Sulawesi Province. The study population comprised all 159 eleventh-grade social science students from five class groups. A sample of 40 students (18 male and 22 female) was determined using simple random sampling, so that every member of the population had an equal chance of being selected.

The independent variable in this study was entrepreneurship learning (X), measured through the indicators of teaching materials, teaching methods, and instructional media (Rusman in Muliya et al., 2020, as cited in Affan & Harpain, 2025), while the dependent variable was entrepreneurial interest (Y), measured through the indicators of attention, interest, desire, and action based on AIDA theory (Diana, n.d.). Data were collected using a closed five-point Likert-scale questionnaire (from Strongly Agree to Strongly Disagree), each consisting of ten statements for variables X and Y, supplemented with documentary study as supporting data.

Before use, the instrument's validity was tested using Pearson product-moment correlation, and its reliability was tested using Cronbach's Alpha coefficient. The collected data were then analyzed through several stages, namely descriptive statistical analysis, classical assumption tests (normality using the Kolmogorov–Smirnov test, linearity, and heteroscedasticity using the Glejser test), and hypothesis testing using simple linear regression analysis and the t-test, with the assistance of SPSS software version 26 at a significance level of 0.05.

4. Results and Discussion

4.1 Instrument Validity and Reliability Test Results

The validity test results show that all ten statement items for the entrepreneurship learning variable (X) and all ten statement items for the entrepreneurial interest variable (Y) had Pearson correlation coefficient values greater than the r-table value (0.306) at a significance level of 0.05, with coefficient values ranging from 0.812 to 0.992. Thus, all statement items were declared valid and suitable for measuring both variables. The reliability test produced a Cronbach's Alpha coefficient of 0.958 for variable X and 0.963 for variable Y, both of which are well above the 0.60 threshold, so the instrument is declared highly reliable and consistent.

4.2 Descriptive Statistical Analysis

Descriptive analysis of the 40 respondents shows that the entrepreneurship learning variable had scores ranging from 19 to 47, with a mean of 36.07 and a standard deviation of 8.57, while the entrepreneurial interest variable had scores ranging from 20 to 50, with a mean of 39.00 and a standard deviation of 8.95. A summary of the descriptive analysis results is presented in

Table 1. Descriptive Statistical Analysis

Variable	N	Min	Max	Mean	Std. Dev.
Entrepreneurship Learning (X)	40	19	47	36.07	8.57
Entrepreneurial Interest (Y)	40	20	50	39.00	8.95

The mean values for both variables fall into the fairly high category, indicating that eleventh-grade social science students at SMA Negeri 15 Bone have generally received adequate entrepreneurship learning and have a fairly good tendency toward entrepreneurial interest, although the variation in scores among students is fairly wide.

4.3 Classical Assumption Tests

The Kolmogorov–Smirnov normality test on the residual values produced a significance value of 0.200, which is greater than 0.05, so the data are declared normally distributed. The linearity test showed a significance value on the linearity row of 0.000 (less than 0.05) and a significance value on the deviation-from-linearity row of 0.092 (greater than 0.05), which together confirm that the relationship between entrepreneurship learning and entrepreneurial interest is linear. The heteroscedasticity test using the Glejser method produced a significance value of 0.546 for the entrepreneurship learning variable, which is above 0.05, so the regression model is declared free of heteroscedasticity. The fulfillment of these three assumptions confirms that the simple linear regression model is suitable for testing the research hypothesis.

4.4 Hypothesis Testing and Discussion

The results of the simple linear regression analysis produced the equation $Y = 2.004 + 1.026X$, as summarized in Table 2. This equation shows that if the value of entrepreneurship learning equals zero, students' entrepreneurial interest is predicted to be at 2.004; and every one-unit increase in the entrepreneurship learning variable is followed by an increase of 1.026 units in the entrepreneurial interest variable.

Table 2. Simple Linear Regression Test Results

Variable	Coefficient	t-value	Sig.
Constant	2,004	1,711	0,095
Entrepreneurship Learning	1,026	32,446	0,000

The calculated t-value for the entrepreneurship learning variable of 32.446 far exceeds the critical t-value of 1.685, with a significance of 0.000 (< 0.05), so H_0 is rejected and H_a is accepted: entrepreneurship learning has a positive and significant influence on students' entrepreneurial interest. The strength of this influence is reinforced by the coefficient of determination in Table 3, namely an R of 0.982 and an R Square of 0.965, meaning that 96.5% of the variation in students' entrepreneurial interest can be explained by entrepreneurship learning, while the remaining 3.5% is influenced by other factors outside this research model, such as family support, personal motivation, or the social environment.

Table 3. Coefficient of Determination Test Results

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,982	0,965	0,964	1,69291

This finding is theoretically consistent with the view that entrepreneurship education is a learning process that instills entrepreneurial knowledge, skills, attitudes, and mindset in students, while also strengthening the strategic role of schools in fostering the entrepreneurial spirit of the younger generation through formal education. This result is also consistent with the findings of Darwis et al. (n.d.), which show that entrepreneurship learning has a positive influence on entrepreneurial interest because it can increase students' interest, desire, and readiness to enter the business world. The large contribution of entrepreneurship learning in this study, which is much higher than the proportion of variance commonly reported in similar studies at the higher-education level, indicates that in the context of senior-high-school students, the quality of teaching materials, teaching methods, and instructional media play a highly dominant role in shaping entrepreneurial interest, so that strengthening these aspects has the potential to have a significant impact on students' readiness for entrepreneurship in the future.

5. Conclusion

Based on the results of the data analysis, it can be concluded that entrepreneurship learning has a positive and significant influence on the entrepreneurial interest of eleventh-grade social science students at SMA Negeri 15 Bone, as shown by the regression equation $Y = 2.004 + 1.026X$, a calculated t-value of 32.446 exceeding the critical t-value of 1.685 at a significance of 0.000, and a coefficient of determination of 0.965, meaning that entrepreneurship learning accounts for 96.5% of the variation in students' entrepreneurial interest. These findings confirm that strengthening the quality of teaching materials, interactive and practice-based teaching methods, and supportive instructional media is an effective strategy for fostering entrepreneurial interest among senior-high-school students. Schools and teachers are advised to increase practice-based learning, field studies, and real business projects, while future research is advised to examine other factors beyond entrepreneurship learning, such as family support, personal motivation, creativity, and the use of digital media, in order to obtain a more comprehensive understanding of the determinants of students' entrepreneurial interest.

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