

School Cooperative Management and the Development of Entrepreneurial Interest among Vocational Education Students

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Abstract

Suchi Reskia. 2026. The Effect of School Cooperative Management on Entrepreneurial Interest in Grade X Students of SMK Negeri 1 Bone. Thesis. Economic Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bone. Supervisor I: Syamsuria. and Supervisor II: Hamka This study aims to determine the effect of school cooperative management on entrepreneurial interest in grade X AKL 1 students of SMK Negeri 1 Bone. This study used a quantitative approach with an ex post facto research type. The population in this study was all 69 grade X AKL 1 students of SMK Negeri 1 Bone. The sampling technique used saturated sampling, so the entire population was used as the research sample. Data collection techniques were carried out through questionnaires and documentation. The research instruments were tested for validity and reliability using the SPSS program. Data analysis techniques used included validity tests, reliability tests, and simple linear regression analysis. The results showed that school cooperative management influenced students' entrepreneurial interest. This is demonstrated by the results of a simple linear regression test ($Y=1.008+0.928X$) with a significance value of $0.000<0.05$. Therefore, it can be concluded that the better the management of the school cooperative, the higher the entrepreneurial interest among 10th-grade AKL 1 students at SMK Negeri 1 Bone.

Keywords: School Cooperative Management, Entrepreneurial Interest, Students

1. Introduction

Entrepreneurial interest is a psychological aspect that underlies a person's decision to choose entrepreneurship as a career. This interest is reflected in their interest in business activities, their desire to build their own business, their awareness of business opportunities, and their willingness to face the risks inherent in entrepreneurship (Utomo & Rachmawati, 2023a). Individuals with an interest in entrepreneurship tend to demonstrate higher motivation in developing business skills, seeking business opportunities, and preparing to become entrepreneurs (Pricilia, Anastasia Agnes, Corry Yohana, 2021). Conversely, low interest in entrepreneurship causes students to be more oriented towards being job seekers rather than job creators, thus under-developing their entrepreneurial potential (Laia, 2025). This situation presents a challenge for educational institutions, particularly vocational high schools, which have a mandate to produce graduates who are ready to work and able to create independent businesses.

Various studies show that entrepreneurial interest is influenced by both internal and external factors. Internal factors include achievement motivation, self-efficacy, creativity, attitude toward risk, and innovation orientation, while external factors include family, social, and educational environments (Ndofirepi, 2020; Wardana et al., 2021). Among these factors, the educational environment plays a crucial role. Strategic because schools are where students systematically acquire knowledge, experience, and develop character. However, entrepreneurship education, which is still oriented towards theoretical delivery, often fails to provide students with real world experience in the process of managing a business. As a result, the conceptual understanding gained during learning does not fully develop into a strong interest in entrepreneurship. Research by Sánchez-García et al. (2022) shows that practice-based entrepreneurship education has a greater influence on increasing entrepreneurial interest than learning that only emphasizes conceptual aspects.

One learning approach considered capable of bridging the gap between theory and practice is experiential learning. This approach provides students with the opportunity to learn through direct experience, enabling them not only to cognitively understand entrepreneurial concepts but also to develop critical thinking, communication, leadership, collaboration, and decision-making skills in real-world situations. These hands-on learning experiences enable students to connect classroom theory with business management practices, making the learning process more meaningful and contextual (K & Amudha, 2023). Therefore, the more intense student involvement in entrepreneurial activities, the greater the opportunity for their interest in becoming entrepreneurs to develop.

The implementation of experiential learning in schools can be realized through various practical activities, one of which is through school cooperatives. School cooperatives are economic organizations that not only function as business units to meet the needs of the school community but also serve as learning media that allow students to practice entrepreneurial concepts directly. Through school cooperatives, students gain experience in developing business plans, organizing activities, carrying out business operations, managing administration and finances, and supervising organizational activities. These experiences provide students with the opportunity to understand business processes comprehensively while developing managerial skills that are difficult to acquire through theoretical learning alone (Dwi Prasetyono, 2023; Hasanah & Perkasa, 2023).

From an educational management perspective, the success of a school cooperative as a learning medium is determined not only by its existence but also by the quality of its management. Management implemented through management functions, such as planning, organizing, implementing, supervising, financial management, and human resource development, will create a more effective learning environment in fostering students' entrepreneurial competencies (Dwi Prasetyono, 2023b; Sunarto et al., 2022). Conversely, a school cooperative that only functions as a place for buying and selling transactions without involving students in the management process has the potential to lose its educational value. Therefore, the quality of school cooperative management is a crucial aspect that needs to be considered in efforts to increase students' interest in entrepreneurship.

State Vocational High School 1 Bone is a vocational high school that has a school cooperative as a learning tool for entrepreneurial practices. The cooperative is expected to provide students with real-world experience in business management, ensuring that entrepreneurship learning takes place beyond theoretical learning in the classroom. Student involvement in cooperative activities is expected to strengthen their understanding of management functions, enhance their ability to work together, build responsibility, and foster self-confidence in facing the challenges of the business world. Therefore, the school cooperative has great potential to become a learning laboratory capable of supporting the development of students' entrepreneurial interests.

2. Literature Review

2.1 Management of School Cooperatives

School cooperatives are a form of economic organization that serves as a learning medium and a means of developing students' entrepreneurial character. The existence of school cooperatives is not only intended to meet the needs of the school community, but also serves as a learning laboratory that allows students to gain hands-on experience in managing business activities. From an educational perspective, school cooperatives serve as a vehicle for implementing contextual learning that integrates aspects of knowledge, skills, and entrepreneurial attitudes through real-life economic activities. (Hasanah & Perkasa, 2023)

The effectiveness of school cooperatives as a learning medium is largely determined by the quality of their management. Management is a systematic process encompassing planning, organizing, implementing, and controlling to achieve organizational goals effectively and efficiently. (Siswanto, 2021) In the context of school cooperatives, management also includes administration, finance, member services, and human resource development to ensure that all cooperative activities are in accordance with cooperative principles and educational goals.

Good cooperative management provides students with the opportunity to actively participate in various organizational activities, such as developing work programs, providing services to members, recording transactions, managing finances, and evaluating business activities. This involvement allows students to gain real-world learning experiences (learning by doing), thereby enhancing critical thinking, responsibility, leadership, communication, and managerial skills needed in the business world (Pahlevi, 2022). Therefore, school cooperatives are viewed not only as business units but also as a means of developing students' entrepreneurial competencies.

In this study, school cooperative management was measured using six main indicators: planning, organization, implementation, supervision, financial management, and human resource management. These six indicators illustrate the extent to which school cooperatives are managed professionally and thus provide an optimal learning experience for students

2.2 Interest in Entrepreneurship

Entrepreneurial interest is an individual's tendency to feel interested, have the desire, and demonstrate readiness to carry out business activities independently. This interest is the initial stage before someone makes the decision to start a business, so its existence plays a crucial role in the process of developing entrepreneurial behavior. In education, entrepreneurial interest is seen as an indicator of the success of entrepreneurship education because it reflects the internal drive of students to develop business as a future career choice (Utomo & Rachmawati, 2023).

Interest in entrepreneurship does not emerge spontaneously, but develops through learning, experience, social environments, and individual interactions with various entrepreneurial activities. Students who gain real-world experience managing a business tend to have a more positive perception of the world of entrepreneurship than those who receive only theoretical learning. This experience contributes to building self-confidence, increasing motivation, and strengthening the belief that entrepreneurship is a viable career choice (Khamimah, 2021).

Conceptually, entrepreneurial interest is demonstrated through several indicators, namely an interest in the business world, an awareness of business opportunities, a desire to become an entrepreneur, a readiness to start a business independently, and a willingness to continue developing the business they run. Individuals with a strong entrepreneurial interest will demonstrate a strong curiosity about business activities, actively seek information about business opportunities, and have the motivation to improve competencies that support future business success (Pricilla et al., 2021).

Conversely, low entrepreneurial interest leads students to be more oriented towards being job seekers than job creators. This situation poses a challenge to the development of entrepreneurship education in Indonesia, as school graduates still tend to rely on the availability of formal employment. Therefore, various educational programs are aimed at creating learning environments that foster entrepreneurial interest through contextual, innovative, and practice-oriented learning experiences (Rejeki et al., 2024; Sunarto et al., 2022).

Theoretically, the formation of entrepreneurial interest is influenced by both internal and external factors. Internal factors include motivation, creativity, self-efficacy, courage to take risks, and achievement orientation, while external factors include the family environment, school environment, and learning experiences obtained by individuals (Nuswantoro et al., 2025). Among these various factors, the school environment has a strategic position because it is a place where students gain learning experiences that can shape entrepreneurial attitudes and characters. Therefore, providing authentic learning experiences through school cooperative activities is believed to be able to increase students' interest in entrepreneurship.

2.3 The Relationship between School Cooperative Management and Interest in Entrepreneurship

The relationship between school cooperative management and entrepreneurial interest can be explained through an experiential learning approach, which emphasizes the importance of real-world experience in the learning process. According to Kolb (1984), direct experience forms the basis for the formation of a person's knowledge, skills, and attitudes. In the context of school cooperatives, student involvement in organizational management provides authentic experience in the process of running a business, thereby strengthening conceptual understanding gained in the classroom.

Through cooperative management, students learn to develop business plans, manage administration and finances, provide customer service, work in teams, and make decisions when addressing various organizational challenges. This experience not only enhances entrepreneurial competency but also builds self-confidence, responsibility, problem-solving skills, and the courage to take risks, key characteristics of an entrepreneur (Hasanah & Perkasa, 2023).

Several empirical studies support this relationship. (Yanti et al., 2024) found that school cooperatives positively contribute to the development of an entrepreneurial spirit through students' active involvement in organizational activities. Research by Putri (2025) also showed that school cooperatives are an effective learning medium for enhancing students' entrepreneurial experiences, thus increasing their interest in running independent businesses. These findings indicate that the better the quality of school cooperative management, the greater the opportunity for students to develop entrepreneurial interests.

Based on the theoretical foundation and previous research findings, it can be assumed that effective management of school cooperatives will provide more meaningful learning experiences, enhance entrepreneurial competencies, and encourage students' entrepreneurial interest. Therefore, school cooperative management is thought to have a positive influence on students' entrepreneurial interest.

2.4 Synthesis of Previous Research

Various studies have examined the relationship between school cooperatives, entrepreneurship education, and entrepreneurial interest. However, the focus of these studies varies widely, both in terms of variables and research objectives.

Research conducted by Pahlevi (2022) shows that school cooperatives play a crucial role as a medium for entrepreneurship learning through a learning-by-doing approach. Student involvement in cooperative activities provides hands-on experience that can improve managerial skills, responsibility, and the ability to work together. This research confirms that practical experience is a crucial factor in developing students' entrepreneurial character.

These findings are reinforced by research by Dwi Prasetyono (2023) who stated that school cooperatives function not only as business units but also as economic learning laboratories capable of integrating entrepreneurial theory and practice. Through cooperative activities, students have the opportunity to understand the business management process more concretely, making learning more contextual and meaningful.

Another study conducted by Yanti et al. (2024) also showed that student involvement in school cooperative activities positively influences the development of an entrepreneurial spirit. Active organizational activities can enhance a sense of responsibility, leadership, communication skills, and courage in decision-making. These research results indicate that school cooperatives significantly contribute to the development of students' entrepreneurial character.

Meanwhile, research by Utomo and Rachmawati (2023) explains that entrepreneurial interest is influenced by various factors, both internal and external to the individual. Experience gained through education is one external factor that can shape positive perceptions of the business world. The more practical experience students gain, the greater their likelihood of choosing entrepreneurship as a career option.

In general, these research results indicate a positive relationship between entrepreneurial learning experiences and the development of entrepreneurial interest. However, most previous studies have focused more on the role of school cooperatives as a learning medium or as an implementation of entrepreneurship education, while research specifically analyzing the influence of the quality of school cooperative management on students' entrepreneurial interest is relatively limited.

2.5 Research Gap and Research Novelty

Based on the review of previous research, several research gaps emerged that formed the basis for this study. First, most studies emphasize the function of school cooperatives as a means of learning about entrepreneurship without examining in depth how the quality of cooperative management influences students' entrepreneurial interest. Second, previous studies generally measure cooperative success based on student activity or participation, while managerial aspects of cooperatives, such as planning, organizing, implementing, supervising, financial management, and human resource management, are rarely analyzed as research variables. Third, research on the management of school cooperatives in the context of vocational high schools (SMK), particularly in Bone Regency, is still limited, requiring empirical evidence to enrich the study of school cooperative-based entrepreneurship education.

The novelty of this research lies in its analytical focus, which places school cooperative management as the primary variable influencing students' entrepreneurial interest. Unlike previous studies that focused on the cooperative's function as a learning medium, this study examines the quality of cooperative management across six dimensions: planning, organizing, implementing, supervising, financial management, and human resource management. This approach provides a more comprehensive picture of how cooperative management practices can contribute to fostering students' entrepreneurial interest. Furthermore, this research was conducted on students of SMK Negeri 1 Bone, thus providing relevant empirical evidence for the development of cooperative-based entrepreneurship education within vocational education settings.

2.5 Research Hypothesis

Based on theoretical studies, synthesis of previous research, and the conceptual framework that has been described, the hypothesis proposed in this study is as follows.

H₁: School cooperative management has a positive and significant influence on students' interest in entrepreneurship.

1. Research Methods

This study used a quantitative approach with an ex post facto design to analyze the influence of school cooperative management on students' entrepreneurial interest. The ex post facto design was chosen because the study was conducted without any treatment or manipulation of the independent variables. Researchers simply observed existing conditions and analyzed causal relationships between variables based on empirical data obtained from respondents (Sugiyono, 2023). This design is appropriate for identifying the influence of school cooperative management on students' entrepreneurial interest under naturally occurring conditions.

The research was conducted at State Vocational School 1 Bone, Bone Regency, South Sulawesi Province, in March–April 2026. This school was chosen because it has an active school cooperative as a means of entrepreneurship learning so that it is relevant to the research objectives.

The research population consisted of all 69 students of class X of the Financial Accounting Expertise Program (AKL), divided into two classes: Class X AKL 1 (35 students) and Class X AKL 2 (34 students). The sampling technique used saturated sampling, a technique that uses all members of the population as samples when the population size is relatively small (Sugiyono, 2023). Thus, the number of research samples was 69 students.

The study involved two variables: school cooperative management as the independent variable (X) and students' entrepreneurial interest as the dependent variable (Y). The school cooperative management variable was operationalized through six indicators: planning, organizing, implementing, supervising, financial management, and human resource management. Meanwhile, the entrepreneurial interest variable was measured through indicators of interest in business activities, entrepreneurial desire, achievement motivation, risk-taking courage, and future entrepreneurial readiness. These indicators were used as the basis for compiling the research instrument.

The research instrument was a closed questionnaire compiled using a five-level Likert scale, ranging from Strongly Agree (5) to Strongly Disagree (1). The questionnaire was used to obtain primary data regarding respondents' perceptions of school cooperative management and entrepreneurial interest. In addition to the questionnaire, the study also utilized documentation as a supporting data source, such as student numbers and information related to the research implementation.

Before being used in data collection, the research instrument was tested for validity and reliability using IBM SPSS. The validity test was conducted using the Pearson Product Moment correlation technique to determine the ability of each statement item to measure the construct being studied. With a total of 35 students as test respondents, the table value at a significance level of 5% was 0.338, and all statement items had a calculated r value greater than the r table, so all items were declared valid.

Next, a reliability test was conducted using the Cronbach's Alpha coefficient. An instrument is considered reliable if the Cronbach's Alpha value exceeds 0.60. The test results showed that all items in both variables had Cronbach's Alpha values ranging from 0.676 to 0.798, indicating that all instruments were deemed to have a good level of consistency and were suitable for use in research.

The research procedure was carried out in four stages. The first stage was preparation, which included developing a research proposal, developing instruments, testing validity and reliability, and obtaining research permits. The second stage was implementation, which involved distributing questionnaires to respondents, collecting data, checking for completeness, and coding. The third stage was data analysis, which was conducted using IBM SPSS software. The final stage was compiling the research report, which included interpreting the analysis results, drawing conclusions, and developing research recommendations.

Data analysis was conducted in stages. Descriptive analysis was used to describe the characteristics of the research data. Next, validity and reliability tests were conducted on the research instruments. Prior to hypothesis testing, prerequisite tests, including normality and linearity tests, were conducted to ensure the data met the assumptions of parametric analysis. Hypothesis testing was conducted using simple linear regression analysis to determine the extent of the influence of school cooperative management on students' entrepreneurial interest. All statistical tests used a 5% significance level ($\alpha = 0,05$).

2. Results and Discussion

This study aims to analyze the influence of school cooperative management on the entrepreneurial interest of 10th -grade students of the Institutional Financial Accounting (AKL) program at State Vocational High School 1 Bone. Data were obtained through the distribution of questionnaires to 35 respondents who met the criteria for the research sample. Prior to hypothesis testing, the research instruments were first tested for validity and reliability to ensure the quality of the data obtained.

4.1 Instrument Validity Test

Validity testing was conducted to determine the ability of each statement item to measure the construct being studied. The test used Pearson Product Moment correlation by comparing the calculated r value with the table r value at a significance level of 5%.

Table 1 Validity Test

Statement	R_{count}	R_{table}	Information
X1	0,601	0,338	Valid
X2	0,539	0,338	Valid
X3	0,452	0,338	Valid
X4	0,463	0,338	Valid
X5	0,532	0,338	Valid
X6	0,506	0,338	Valid
X7	0,602	0,338	Valid
X8	0,730	0,338	Valid
X9	0,695	0,338	Valid
Y1	0,602	0,338	Valid
Y2	0,560	0,338	Valid
Y3	0,656	0,338	Valid
Y4	0,597	0,338	Valid
Y5	0,434	0,338	Valid
Y6	0,641	0,338	Valid
Y7	0,613	0,338	Valid
Y8	0,750	0,338	Valid

Y9	0,637	0,338	Valid
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Based on the test results, all statement items in the school cooperative management and entrepreneurial interest variables met validity criteria, as their correlation values exceeded the established critical value. Therefore, all questionnaire items were declared valid and suitable for use as instruments in research data collection.

4.2 Instrument Reliability Test

After all items were declared valid, a reliability test was conducted to determine the level of consistency of the research instrument. The test was conducted using Cronbach's Alpha.

Table 2 Reliability Test

Statement	Cronbach's Alpha	Information
X1	0,707	Reliabel
X2	0,717	Reliabel
X3	0,746	Reliabel
X4	0,731	Reliabel
X5	0,715	Reliabel
X6	0,720	Reliabel
X7	0,703	Reliabel
X8	0,676	Reliabel
X9	0,685	Reliabel
Y1	0,769	Reliabel
Y2	0,771	Reliabel
Y3	0,760	Reliabel
Y4	0,767	Reliabel
Y5	0,798	Reliabel
Y6	0,762	Reliabel
Y7	0,767	Reliabel
Y8	0,741	Reliabel
Y9	0,762	Reliabel

The analysis results indicate that the instruments for both variables have a good level of reliability. The reliability coefficient values met the required criteria, confirming the instrument's consistency and suitability for use as a data collection tool in this study.

4.3 Results of Simple Linear Regression Analysis

Hypothesis testing was conducted using simple linear regression analysis to determine the effect of school cooperative management on students' interest in entrepreneurship.

Table 3 Simple linear regression

	Model	B	Std. Error	Beta	t	Sig.
1	School Cooperative Management	1.008	6.511		.155	.878
		.928	.131	.710	5.790	.000

The analysis results indicate that the constructed regression model meets the significance criteria and is therefore suitable for use in explaining the relationship between school cooperative management and students' entrepreneurial interest. The regression equation obtained shows a positive relationship, indicating that improvements in the quality of school cooperative management are followed by an increase in students' entrepreneurial interest. Furthermore, the results of the hypothesis testing confirm that school cooperative management has a significant influence on students' entrepreneurial interest, thus the research hypothesis can be accepted.

Furthermore, the coefficient of determination indicates that school cooperative management partially explains the variation in students' entrepreneurial interest, while the remainder is influenced by other factors not analyzed in this study. These findings indicate that school cooperative management is one factor contributing to the formation of students' entrepreneurial interest, although it is not the sole influencing factor.

4.5 Discussion

The results of the study indicate that school cooperative management has a positive and significant influence on students' interest in entrepreneurship. This finding indicates that the quality of school cooperative management is one of the factors that can encourage the development of students' interest in entrepreneurial activities. Cooperative management, which is carried out through the processes of planning, organizing, implementing, supervising, financial management, and human resource management, provides opportunities for students to gain real-life learning experiences. These experiences not only enrich their understanding of the concept of entrepreneurship but also shape the attitudes, skills, and self-confidence necessary for running a business.

This phenomenon can be explained through the Experiential Learning Theory proposed by Kolb (1984). This theory asserts that the learning process occurs effectively when individuals gain direct experience, reflect on that experience, develop conceptual understanding, and then reapply it in new situations. In the context of this research, school cooperatives serve as a medium for experiential learning (learning by doing) that allows students to actively engage in various organizational and business activities. This involvement provides authentic experiences not obtained through classroom learning alone, thus building knowledge, managerial skills, communication abilities, and responsibility as provisions for entering the world of entrepreneurship.

The results of this study also align with the Theory of Planned Behavior developed by Ajzen (1991). According to this theory, a person's interest in a behavior is influenced by their attitude toward the behavior, subjective norms, and perceived behavioral control. Managing a school cooperative provides experiences that can shape positive attitudes toward business activities, increase students' confidence in their ability to run a business, and strengthen the school environment's support for entrepreneurial activities. The combination of these three aspects contributes to increasing students' interest in entrepreneurship.

The findings of this study support Pahlevi (2022) study, which states that school cooperatives serve as a learning medium capable of developing entrepreneurial character through students' direct involvement in organizational activities. These

similar results indicate that real-world experience in managing business activities positively influences the development of students' entrepreneurial competencies and attitudes. Similarly, Dwi Prasetyono (2023) study found that school cooperatives serve as economic learning laboratories capable of connecting theory with practice, enabling students to gain more meaningful experiences in understanding business processes.

Furthermore, the results of this study are consistent with findings (Yanti et al., 2024) which show that student involvement in school cooperative activities can foster an entrepreneurial spirit through the development of responsibility, leadership, collaboration, and communication skills. This similarity indicates that school cooperatives serve not only an economic function but also serve as an educational tool that supports the development of entrepreneurial character.

However, this study has a different focus than previous research. Most previous studies have focused more on school cooperatives as a learning medium or examined the influence of entrepreneurship education in general on entrepreneurial interest. This study specifically positions school cooperative management as a variable analyzed through managerial aspects, namely planning, organizing, implementing, supervising, financial management, and human resource management. This approach provides a more specific perspective on how the quality of organizational management contributes to the development of students' entrepreneurial interest.

The research also shows that school cooperative management is not the sole factor influencing entrepreneurial interest. This indicates that the formation of entrepreneurial interest is multidimensional and influenced by various other factors, such as family environment, entrepreneurship education, self-efficacy, achievement motivation, entrepreneurial experience, and social support. Therefore, efforts to increase students' entrepreneurial interest need to be carried out comprehensively through synergy between school cooperative management, entrepreneurship learning in the classroom, business practice activities, and support from family and the business world.

From a practical perspective, the findings of this study imply that schools need to optimize the function of cooperatives as laboratories for entrepreneurship learning. Cooperative management should not only focus on operational activities but also provide greater opportunities for student participation in program planning, administrative and financial management, member services, and business activity evaluation. This involvement will enrich students' learning experiences and enhance their readiness for the world of work and business.

This research also contributes to the development of entrepreneurship education studies, particularly regarding the role of school cooperatives in fostering entrepreneurial interest. Theoretically, this research strengthens the application of Experiential Learning Theory and the Theory of Planned Behavior in explaining the relationship between learning experiences in the school environment and the development of entrepreneurial interest. Empirically, this research adds to the evidence that the quality of school cooperative management plays a significant role in fostering students' entrepreneurial interest, particularly in the context of vocational high schools.

The novelty of this research lies in its analytical focus, which views school cooperatives not merely as a learning medium but also as educational organizations whose management quality is measured through management functions. This approach provides a more comprehensive perspective in explaining how school cooperative management can shape students' entrepreneurial interests. Thus, this research expands the study of school cooperative-based entrepreneurship education and provides an empirical basis for schools to develop cooperatives as an integral part of the learning process oriented towards strengthening students' entrepreneurial spirit.

3. Conclusion

This study aims to analyze the influence of school cooperative management on students' entrepreneurial interest at State Vocational High School 1 Bone. Based on the analysis and discussion, it can be concluded that school cooperative management plays a role in increasing students' entrepreneurial interest. Cooperative management that is implemented in a planned and organized manner and involves students in various organizational and business activities can create learning experiences that support the formation of positive attitudes towards entrepreneurship. These findings indicate that school cooperatives function not only as business units but also as learning media that contribute to the development of students' entrepreneurial competencies and character.

This research provides theoretical contributions by strengthening the application of Experiential Learning Theory and the Theory of Planned Behavior in explaining the relationship between learning experiences through school cooperative management and students' entrepreneurial interest. Practically, the results of this study provide input for schools to optimize the function of cooperatives as entrepreneurship learning laboratories by improving management quality, expanding student

involvement, and integrating cooperative programs with entrepreneurship learning in schools.

This study has limitations because it was conducted in only one school with a limited number of respondents, so the results cannot be generalized widely. Furthermore, this study only examined the influence of school cooperative management on entrepreneurial interest without considering other factors that could potentially influence this interest, such as self-efficacy, family environment, entrepreneurship education, achievement motivation, and social support.

Therefore, further research is recommended to involve a wider range of respondents, compare several schools, and develop the research model by incorporating other relevant variables. A mixed-methods or longitudinal research approach could also be considered to gain a more comprehensive understanding of the role of school cooperative management in shaping students' entrepreneurial interests.

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