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The Effect of Entrepreneurship and Craft Subject Learning, Income Expectations, and Family Environment on Entrepreneurial Interest among Eleventh-Grade Students at SMAN 1 Papar

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Abstract

High unemployment and limited employment opportunities underscore the importance of promoting entrepreneurship as an alternative career pathway for young people. This study examined the effects of Entrepreneurship and Craft Subject Learning (PKWU), income expectations, and family environment on entrepreneurial interest among Grade XI students at SMAN 1 Papar. A quantitative approach with a causal-associative design was employed, involving 187 students selected through proportionate stratified random sampling. Data were collected using a Likert-scale questionnaire and analyzed through multiple linear regression using SPSS version 23. The findings demonstrated that PKWU learning, income expectations, and family environment each had a positive and statistically significant effect on entrepreneurial interest. PKWU learning significantly influenced entrepreneurial interest ($p = 0.043$), as did income expectations ($p = 0.026$), while family environment emerged as the most dominant predictor ($p < 0.001$). Simultaneously, the three variables significantly predicted entrepreneurial interest ($F = 95.498$, $p < 0.001$), explaining 61.0% of

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its variance (R^2 = 0.610). These findings indicate that students' entrepreneurial interest is shaped by the combined influence of educational, economic, and family-related factors. This study contributes empirical evidence to the development of entrepreneurship education and provides practical implications for schools, families, and policymakers in designing coordinated strategies to strengthen entrepreneurial interest and promote economic independence among young people.

Keywords: Entrepreneurial Interest; Entrepreneurship Education; Family Environment; Income Expectations; Senior High School Students

INTRODUCTION

Indonesia is one of the countries with the largest population in the world, with a population that continues to increase every year. Population growth creates significant challenges in fulfilling the economic needs of society, particularly for middle- and lower-income groups who often experience difficulties in accessing adequate economic resources and employment opportunities (BPS, 2026). Along with rising living costs and increasingly competitive labor market conditions, employment has become one of the most pressing socioeconomic issues faced by Indonesia. The limited availability of job opportunities compared to the continuously growing labor force has contributed to persistent unemployment, including among educated individuals who have completed secondary and higher education.

Data published by the Central Statistics Agency indicate that the number of open unemployed individuals in Indonesia remains relatively high across various educational levels, including senior high school graduates and university graduates (BPS, 2025). This condition reflects the inability of the labor market to absorb the increasing number of graduates entering the workforce each year. As a consequence, unemployment not only affects economic welfare but also contributes to broader social issues, including poverty and economic inequality. Therefore, alternative approaches are required to reduce dependence on formal employment and encourage the development of independent economic activities among young people.

One strategic effort to address unemployment is through entrepreneurship development. Entrepreneurship is viewed as a process of creating innovation and generating added value through the utilization of available resources to produce goods or services that

meet societal needs (Harahap & Nawawi, 2022). Entrepreneurship does not merely emphasize economic profit but also promotes creativity, innovation, problem-solving skills, and the ability to identify and exploit business opportunities. Through entrepreneurial activities, individuals are expected to become job creators rather than job seekers, thereby contributing to economic growth and employment generation.

The importance of entrepreneurship has encouraged educational institutions to integrate entrepreneurship education into the learning process. At the secondary education level, entrepreneurship learning is implemented through the Subject of Crafts and Entrepreneurship. This subject is designed to provide students with entrepreneurial knowledge, practical skills, and learning experiences that can foster entrepreneurial attitudes and behaviors (Bahari et al., 2021). Entrepreneurship education aims to develop students' creativity, innovation, independence, and courage in taking risks, which are essential characteristics for becoming successful entrepreneurs in the future.

The implementation of PKWU is expected to play a strategic role in developing entrepreneurial interest among students. Entrepreneurial interest refers to an individual's tendency, desire, and willingness to engage in entrepreneurial activities and establish a business independently (Setyaki & Sugiyanto, 2023). Interest may emerge through an individual's participation in a particular activity, which gradually develops into a sense of enjoyment and sustained attraction toward that activity (Afriani et al., 2024). In the context of entrepreneurship, students who are actively involved in entrepreneurial learning experiences are more likely to develop positive attitudes and stronger intentions toward entrepreneurial careers. Entrepreneurial interest is therefore considered a crucial antecedent of entrepreneurial behavior because individuals who possess a strong entrepreneurial interest are more likely to pursue entrepreneurial careers in the future. Consequently, entrepreneurship education has become an important instrument in preparing students to face economic challenges and labor market uncertainty.

Previous studies have demonstrated that entrepreneurship education positively influences entrepreneurial interest among students. Research conducted by Bahari et al. (2021) revealed that the PKWU subject significantly affects entrepreneurial interest among senior high school students. Similar findings were reported by Afrika et al. (2020), who found a positive relationship between entrepreneurship learning and students' entrepreneurial aspirations. Furthermore, entrepreneurship education contributes to the development of

entrepreneurial competencies and confidence, which subsequently strengthen students' intentions to become entrepreneurs (Nasution & Wikarya, 2023).

Despite the importance of entrepreneurship education, entrepreneurial interest cannot be explained solely by educational factors. Individual decisions regarding entrepreneurship are also influenced by economic considerations. One important factor is income expectation, which refers to an individual's belief and expectation regarding the financial rewards that can be obtained through entrepreneurial activities (Jumadi & Mustofa, 2022). Individuals who perceive entrepreneurship as a source of higher income opportunities are more likely to develop entrepreneurial interest compared to those who prefer stable salaried employment.

Income expectation has been widely recognized as an important determinant of entrepreneurial interest. Entrepreneurship offers the possibility of generating unlimited income, unlike conventional employment, which is generally constrained by fixed salaries (Anora, 2023). Individuals with high income expectations tend to perceive entrepreneurship as a pathway toward economic prosperity and financial independence. Consequently, stronger income expectations may encourage greater willingness to engage in entrepreneurial activities.

Several empirical studies support the relationship between income expectation and entrepreneurial interest. Research conducted by Setiawan & Malik (2021) found that income expectation significantly influences individuals' entrepreneurial interest. Similar results were reported by Ayem & Milanda (2023), who demonstrated that students with higher expectations regarding future income tend to exhibit stronger entrepreneurial intentions. Likewise, Jonathan & Handoyo (2023) argued that income expectation serves as an important motivational factor that stimulates entrepreneurial aspirations among young people.

In addition to educational and economic factors, entrepreneurial interest is also shaped by social and environmental influences, particularly the family environment. The family serves as the first and most influential social institution in an individual's life and plays a fundamental role in shaping attitudes, values, aspirations, and career preferences (Julindrastuti et al., 2022). Through daily interactions, parents and family members provide guidance, support, and role models that influence children's perceptions regarding entrepreneurship.

According to family ecology theory, the family environment encompasses social, economic, cultural, and relational aspects that affect individual development and decision-making processes (Hasanah & Martiastuti, 2020). A supportive family environment can foster confidence, independence, and motivation, which are essential attributes for entrepreneurial engagement. Conversely, a family environment that discourages risk-taking or prioritizes conventional employment may reduce entrepreneurial aspirations among students.

Empirical evidence has consistently shown the significant role of family environment in promoting entrepreneurial interest. Wiani et al. (2018) found that family support positively influences entrepreneurial interest among vocational school students. Similarly, Diansyah & Rahmawati (2024) reported that family environment significantly contributes to students' entrepreneurial intentions. Research by Lubis et al. (2023) further confirmed that family environment remains a strong predictor of entrepreneurial interest among university students. These findings suggest that family support functions as a crucial external factor in shaping entrepreneurial motivation and aspirations.

Although numerous studies have examined entrepreneurship education, income expectation, and family environment as determinants of entrepreneurial interest, several limitations remain evident. Most previous studies have investigated these variables separately or in partial combinations. For example, Bahari et al. (2021) focused primarily on entrepreneurship education, while Siregar & Lubis (2022) examined income expectation and family environment among university students. Other studies have concentrated on vocational school students or higher education populations, which differ substantially from general senior high school students in terms of educational orientation and career preparation.

The existing literature therefore reveals a clear research gap concerning the simultaneous influence of PKWU learning, income expectation, and family environment on entrepreneurial interest among general senior high school students. Previous research has largely overlooked students enrolled in academic-oriented senior high schools, despite the fact that they represent a substantial proportion of Indonesia's future workforce. Students at the senior high school level are at a critical stage of career exploration, making it important to understand the factors that influence their entrepreneurial aspirations. Moreover, no previous study has comprehensively examined these three variables within a single analytical

framework in the context of SMAN 1 Papar, thereby creating an opportunity to contribute new empirical evidence to the entrepreneurship education literature.

The novelty of this study lies in its integration of educational, economic, and family-related factors into a unified model for explaining entrepreneurial interest among Grade XI students at SMAN 1 Papar. Unlike previous studies that focused on isolated variables or different educational contexts, this study simultaneously examines the influence of PKWU learning, income expectation, and family environment on entrepreneurial interest. In addition, the focus on students enrolled in a general senior high school provides a broader perspective on entrepreneurship development beyond vocational and higher education settings. This approach contributes new insights regarding how multiple factors interact to shape entrepreneurial interest during adolescence, a developmental stage that plays a critical role in future career formation.

The theoretical foundation of this study is grounded in entrepreneurship education theory, which emphasizes the role of learning experiences in developing entrepreneurial attitudes and intentions. This study also incorporates perspectives related to income expectation, which explain how anticipated economic rewards influence career preferences and entrepreneurial motivation (Anora, 2023). Furthermore, family ecology theory is employed to explain how family interactions, socioeconomic conditions, and parental support contribute to the development of entrepreneurial interest among students (Hasanah & Martiastuti, 2020). The integration of these theoretical perspectives provides a comprehensive framework for understanding the multidimensional factors that influence entrepreneurial interest.

Based on the aforementioned background, this study aims to examine the influence of PKWU learning, income expectation, and family environment on entrepreneurial interest among Grade XI students at SMAN 1 Papar. Specifically, the study seeks to analyze the individual effects of each independent variable as well as their simultaneous influence on entrepreneurial interest. The findings are expected to enrich the theoretical understanding of entrepreneurship education and entrepreneurial intention development while providing practical implications for schools, families, and policymakers seeking to promote entrepreneurship among young people. Ultimately, strengthening entrepreneurial interest among students may contribute to reducing future unemployment and fostering a generation capable of creating innovative economic opportunities in Indonesia.

METHODS

This study employed a quantitative approach using a causal-associative research design. A quantitative approach was selected because the study aimed to examine the relationships and causal effects among variables through numerical data obtained from respondents and analyzed using statistical procedures. Quantitative research enables researchers to objectively measure research variables, test hypotheses, and generate empirical conclusions based on statistical evidence (Sugiyono, 2023). The causal-associative design was adopted to investigate the extent to which Entrepreneurship and Craft Subject Learning income expectation, and family environment influence students' entrepreneurial interest.

The study was conducted using a survey-based explanatory research design. This design was considered appropriate because the research sought not only to describe existing phenomena but also to explain the causal relationships among the variables under investigation. The independent variables consisted of Entrepreneurship and Craft Subject Learning (X1), Income Expectation (X2), and Family Environment (X3), while Entrepreneurial Interest (Y) served as the dependent variable. The Entrepreneurship and Craft Subject Learning variable was measured through six indicators, namely understanding of entrepreneurship materials, interest in learning activities, participation in classroom learning, learning strategies, learning media, and learning evaluation.

These indicators were utilized to assess the effectiveness of entrepreneurship education in fostering entrepreneurial awareness and interest among students. Income expectation was measured through three indicators, including expectations of earning higher income than salaried employees, expectations of obtaining above-average income, and perceptions regarding the potential for greater earnings through entrepreneurial activities. The family environment variable was assessed using four indicators: parenting practices, family economic conditions, home atmosphere, and cultural background. Meanwhile, entrepreneurial interest was measured through six indicators, namely experience in buying and selling activities, experience in producing goods for marketing purposes, interest in entrepreneurship programs, interest in self-employment-related occupations, efforts to earn independent income, and preference for challenging work environments.

The research was conducted at SMA Negeri 1 Papar, Kediri Regency, East Java, Indonesia. The school was selected because it provides entrepreneurship education through the PKWU subject and possesses characteristics relevant to the objectives of the study.

Furthermore, the researcher had previously conducted educational activities at the institution, facilitating access to respondents and administrative procedures. The research was carried out from February to July 2026, encompassing the stages of research preparation, instrument development, data collection, data analysis, and report writing. Consequently, the overall duration of the study was approximately six months

The population consisted of all eleventh-grade students enrolled at SMA Negeri 1 Papar, totaling 352 students. Eleventh-grade students were selected because they had already participated in Entrepreneurship and Craft Subject Learning and therefore possessed relevant learning experiences related to the variables being investigated. Due to the relatively large population size, a sample was determined using the Slovin formula with a 5% margin of error (Santoso, 2023). The calculation resulted in a sample size of 187 respondents. To ensure proportional representation of students from different academic streams, the study employed proportionate stratified random sampling. This sampling technique was chosen because the population was divided into several strata with different characteristics, namely Health, Science, and Social groups. Through proportional allocation, each subgroup had an equal opportunity to be represented according to its proportion within the population. Based on the proportional calculation, 57 students were selected from the Health group, 38 students from the Science group, and 92 students from the Social group. The use of proportionate stratified random sampling was expected to improve the representativeness of the sample and enhance the generalizability of the findings.

Data were collected using a structured questionnaire developed based on the theoretical indicators of each research variable. The questionnaire was chosen because it enables researchers to gather data efficiently from a relatively large number of respondents within a limited period . The instrument employed a five-point Likert scale consisting of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree, which were scored 5, 4, 3, 2, and 1, respectively. The Entrepreneurship and Craft Subject Learning variable was represented by twelve statement items covering six indicators. Income expectation was measured through twelve statement items representing three indicators. The family environment variable was also measured using twelve items corresponding to four indicators. Similarly, entrepreneurial interest was assessed through twelve items reflecting six indicators. The questionnaire was developed to capture respondents' perceptions and experiences regarding entrepreneurship education, family support, expected financial outcomes, and entrepreneurial aspirations.

Prior to the main data collection process, the research instrument underwent validity and reliability testing to ensure its quality and suitability. Validity testing was conducted to determine whether the questionnaire items were capable of accurately measuring the intended constructs and producing relevant information in accordance with the research objectives (Juliana & Gunawan, 2021). The validity test employed the Pearson Product-Moment Correlation method by correlating each item score with the total score of its respective variable. Items demonstrating acceptable correlation coefficients were considered valid and capable of measuring the intended constructs. Reliability testing was subsequently performed using Cronbach's Alpha. An instrument was considered reliable when the Cronbach's Alpha coefficient exceeded 0.70, indicating satisfactory internal consistency. These procedures were essential to ensure that the collected data accurately reflected the constructs being measured and could be utilized for further statistical analysis.

The data collection procedure began with the development of questionnaire items based on a comprehensive review of relevant theories and previous studies. Following approval from the school administration, questionnaires were distributed to students selected through the sampling process. Respondents were informed about the purpose of the study and instructed to complete the questionnaire honestly based on their personal experiences and perceptions. After all questionnaires had been returned, the responses were checked, coded, and entered into a database for statistical analysis.

Data analysis was performed using Statistical Package for the Social Sciences (SPSS) version 23. The analytical process commenced with descriptive statistical analysis to describe respondent characteristics and provide an overview of the distribution of responses across research variables (Machali, 2021). Subsequently, classical assumption tests were conducted to ensure the suitability of the regression model. These tests included normality testing, multicollinearity testing, and heteroscedasticity testing. The normality test was employed to determine whether the residuals followed a normal distribution. The multicollinearity test examined the degree of correlation among independent variables using Variance Inflation Factor (VIF) and tolerance values. The heteroscedasticity test was conducted to identify whether unequal variance existed within the regression residuals.

After satisfying the classical assumptions, multiple linear regression analysis was employed to examine the effects of Entrepreneurship and Craft Subject Learning, income expectation, and family environment on students' entrepreneurial interest (Susanti & Saumi,

2022). Multiple regression analysis was selected because it allows simultaneous examination of the influence of several independent variables on a single dependent variable. Hypothesis testing was conducted through partial and simultaneous analyses. Partial effects were examined using the t-test to determine the individual contribution of each independent variable to entrepreneurial interest. Simultaneous effects were analyzed using the F-test to assess whether all independent variables collectively influenced entrepreneurial interest. A significance level of 0.05 was adopted as the criterion for statistical decision-making.

In addition, the coefficient of determination (R^2) was calculated to evaluate the proportion of variance in entrepreneurial interest explained by the independent variables. The coefficient of determination provides valuable information regarding the explanatory power of the regression model and the extent to which entrepreneurship education, income expectation, and family environment contribute to students' entrepreneurial interest. Through these analytical procedures, the study sought to generate empirical evidence concerning the factors influencing entrepreneurial interest among senior high school students and to provide insights for educators, policymakers, and researchers interested in entrepreneurship education and youth entrepreneurial development.

RESULTS

1. Normality Test

The normality test was conducted using the One-Sample Kolmogorov–Smirnov test. The results are presented in Table 1.

Table 1. Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		187
Normal Parameters[a,b]	Mean	-,1806087
	Std. Deviation	4,43084834
Most Extreme Differences	Absolute	,063
	Positive	,061
	Negative	-,063
Test Statistic		,063
A symp. Sig. (2-tailed)		,071[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction		

Table 1 Results of the Normality Test show that the significance value obtained from the One-Sample Kolmogorov–Smirnov test was **0.071**, which exceeds the significance threshold of 0.05. Therefore, the residual data are normally distributed, and the normality assumption is satisfied. Consequently, the regression analysis can proceed. The normality result was also supported by the Normal P–P Plot, where the plotted points were distributed closely around the diagonal line, indicating conformity with a normal distribution pattern.

2. Multicollinearity Test

The multicollinearity test was conducted using the Tolerance and Variance Inflation Factor (VIF) values. The results are shown in Table 2.

Table 2. Results of the Multicollinearity Test

Coefficients[a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Entrepreneurship Subject	,791	1,264
	Income Expectation	,871	1,148
	Family Environment	,722	1,386
a. Dependent Variable: Entrepreneurial Interest			

Table 2 Results of the Multicollinearity Test shows that all independent variables have tolerance values greater than 0.10 and VIF values below 10. Therefore, no multicollinearity problem exists among the independent variables. This finding indicates that each predictor contributes unique information to the regression model without excessive correlation with other predictors.

3. Heteroscedasticity Test

The heteroscedasticity test was conducted using the Glejser test. The results are presented in Table 3.

Table 3. Results of the Heteroscedasticity Test

Coefficients[a]							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	7,969	1,840		4,331	,000		
X1	-,122	,046	-,256	2,685	,196	,564	1,772
X2	,061	,052	,116	1,165	,245	,517	1,933
X3	-,034	,042	-,078	-,807	,421	,553	1,808
a. Dependent Variable: ABS_RES							

Source: SPSS Version 23 output (2026)

Table 3 Results of the Heteroscedasticity Test demonstrates that all significance values exceed 0.05. Specifically, Entrepreneurship Subject (0.196), Income Expectation (0.245), and Family Environment (0.421) all meet the required criterion. These results indicate the absence of heteroscedasticity in the regression model, suggesting that the variance of residuals remains constant across observations.

4. Multiple Linear Regression Analysis

To examine the influence of Entrepreneurship Subject, Income Expectation, and Family Environment on Entrepreneurial Interest, multiple linear regression analysis was performed. The results are presented in Table 4.

Table 4. Multiple Linear Regression Analysis Results

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	51,059	4,866		-,218	,828		
	X1	,177	,087	,116	2,037	,043	,791	1,264
	X2	,204	,091	,121	2,237	,026	,871	1,148
	X3	,664	,064	,616	10,343	,000	,722	1,386
a. Dependent Variable: Y								

Source: SPSS Version 23 output (2026)

Table 4 Multiple Linear Regression Analysis Results shows that the regression coefficients indicate positive relationships between all independent variables and entrepreneurial interest. The coefficient of Entrepreneurship Subject (0.177) suggests that a one-unit increase in students' perceptions of entrepreneurship learning is associated with a 0.177-unit increase in entrepreneurial interest. Likewise, a one-unit increase in Income Expectation contributes to a 0.204-unit increase in entrepreneurial interest. Meanwhile, Family Environment exhibits the largest coefficient (0.664), indicating that family support plays the most substantial role in fostering entrepreneurial interest among students.

5. Hypothesis Testing

Partial Test (t-tes)

The t-test was conducted to evaluate the individual effect of each independent variable on entrepreneurial interest.

Table 5. Partial Significance Test (t-test)

Coefficients[a]							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	51,059	4,866		-,218	,828		
	X1	,177	,087	,116	2,037	,043	,791	1,264
	X2	,204	,091	,121	2,237	,026	,871	1,148
	X3	,664	,064	,616	10,343	,000	,722	1,386

a. Dependent Variable: Y

Source: SPSS Version 23 output (2026)

Table 5 Partial Significance Test (t-test) shows that all independent variables significantly influence entrepreneurial interest because their significance values are below 0.05. Entrepreneurship Subject significantly affects entrepreneurial interest (p = 0.043), Income Expectation significantly affects entrepreneurial interest (p = 0.026), and Family Environment demonstrates the strongest significant influence (p = 0.000). Therefore, all proposed hypotheses are accepted.

Simultaneous Test (F-test)

The F-test was conducted to determine whether all independent variables jointly affect entrepreneurial interest.

Table 6. Simultaneous Significance Test (F-test)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5726,716	3	1908,905	95,498	,000[b]
	Residual	3657,990	183	19,989		
	Total	9384,706	186			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

Source: SPSS Version 23 output (2026)

Table 6 Simultaneous Significance Test (F-test) shows that the regression model produced an F-value of 95.498 with a significance level of 0.000, which is below 0.05. This result confirms that Entrepreneurship Subject, Income Expectation, and Family Environment simultaneously have a significant effect on entrepreneurial interest among students of SMAN 1 Papar.

Coefficient of Determination (R^2)

The coefficient of determination was calculated to measure the explanatory power of the regression model.

Table 7. Coefficient of Determination

Model Summary[b]				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	,781[a]	,610	,604	4,47091
a. Predictors: (Constant), X3, X1, X2				
b. Dependent Variable: Y *Source: SPSS Version 23 output (2026)*				

Table 7 shows that the coefficient of determination (R^2) is 0.610, indicating that 61.0% of the variation in entrepreneurial interest can be explained by Entrepreneurship Subject, Income Expectation, and Family Environment. The remaining 39.0% is influenced by other factors not included in this study. The R value of 0.781 further indicates a strong relationship between the independent variables and entrepreneurial interest.

DISCUSSION

The findings of this study demonstrate that Entrepreneurship Education, Income Expectation, and Family Environment significantly influence students' entrepreneurial interest, both partially and simultaneously. These findings indicate that entrepreneurial interest among senior high school students is not formed by a single factor, but rather emerges from the interaction of educational, economic, and social dimensions. The results support the study's objective of examining the extent to which entrepreneurship learning, students' expectations regarding future income, and family support contribute to the development of entrepreneurial intentions among students of Grade XI at SMAN 1 Papar.

The partial regression analysis revealed that Entrepreneurship Education has a positive and significant effect on entrepreneurial interest. The significance value of 0.043 (< 0.05) confirms that the entrepreneurship subject contributes meaningfully to the enhancement of students' entrepreneurial interest. This finding suggests that entrepreneurship education functions not only as a medium for transferring theoretical knowledge but also as an instrument for shaping entrepreneurial attitudes, mindsets, and behavioral intentions. Through entrepreneurship learning, students gain exposure to business concepts, entrepreneurial opportunities, risk management, and problem-solving skills, which collectively foster a stronger inclination toward entrepreneurial activities (Pitalokai et al., 2025).

From a theoretical perspective, this finding reinforces the notion that entrepreneurship education plays a critical role in cultivating entrepreneurial intentions among young individuals. Educational experiences provide students with cognitive

understanding and practical insights that help reduce uncertainty regarding entrepreneurial careers. Consequently, students become more confident in considering entrepreneurship as a viable future occupation. These findings are consistent with the study conducted by Januardi & Zubaimari (2018), which reported that the Entrepreneurship Subject (PKWU) had a positive and significant effect on students' entrepreneurial interest, contributing approximately 56% to the formation of entrepreneurial intentions. Similarly, Afrika et al. (2020) found that entrepreneurship learning contributed 39% to students' entrepreneurial interest at SMA PGRI 2 Palembang. Furthermore, (Bahari et al., 2021) demonstrated that entrepreneurship education significantly affects entrepreneurial interest, even when examined alongside other entrepreneurial variables. These findings are also supported by Pitalokai et al. (2025), which reported that educational and entrepreneurial competency factors significantly contribute to the development of entrepreneurial interest among students.

The results further indicate that income expectation has a positive and significant effect on entrepreneurial interest, as evidenced by a significance value of 0.026 (< 0.05). This finding implies that students who perceive entrepreneurship as a pathway to achieving higher income are more likely to develop entrepreneurial aspirations. Income expectation serves as an economic motivation that encourages students to explore entrepreneurial opportunities as an alternative career option. The perception that entrepreneurship offers greater financial rewards compared to conventional employment appears to strengthen students' willingness to engage in entrepreneurial activities.

The significant role of income expectation can be explained through motivational theories, which emphasize that individuals are more likely to pursue activities that they believe will yield desirable outcomes. In this context, anticipated financial benefits act as incentives that stimulate entrepreneurial interest. The present finding aligns with the study conducted by Ayem & Milanda (2023), which reported a significant relationship between income expectation and entrepreneurial interest among university students, with a contribution of 37%. Likewise, Jumadi & Mustofa (2022) found that income expectation positively and significantly affects entrepreneurial interest, indicating that individuals with higher expectations of future earnings tend to exhibit stronger entrepreneurial intentions. The consistency of these findings across different educational levels suggests that economic considerations remain a crucial determinant of entrepreneurial interest.

Another important finding of this study is the significant influence of family environment on entrepreneurial interest. The statistical analysis revealed that family environment has the strongest effect among all independent variables, with a significance value of 0.000 (< 0.05) and a standardized coefficient substantially higher than those of the other variables. This result indicates that family support, encouragement, and entrepreneurial exposure within the household substantially contribute to students' entrepreneurial aspirations.

The family environment represents the primary socialization agent that shapes students' values, attitudes, and career preferences. Students who grow up in supportive families are more likely to receive emotional encouragement, practical guidance, and entrepreneurial role models. These forms of support can increase self-confidence and reduce the perceived risks associated with entrepreneurship. The findings are consistent with Julindrastuti et al. (2022), who reported that family environment significantly influences entrepreneurial interest, contributing approximately 88% to its formation. Similarly, Wiani et al. (2018) found a positive and significant relationship between family environment and entrepreneurial interest. The strong influence observed in the present study suggests that family-based support mechanisms remain highly relevant in shaping entrepreneurial intentions among adolescents.

The simultaneous analysis further revealed that Entrepreneurship Education, Income Expectation, and Family Environment collectively exert a significant influence on entrepreneurial interest. The F-test results showed a significance value of 0.000, indicating that the three variables jointly contribute to the formation of entrepreneurial interest. Moreover, the coefficient of determination (R^2) was found to be 0.610, suggesting that 61% of the variance in entrepreneurial interest can be explained by the three independent variables included in the model. This percentage reflects a strong explanatory power and indicates that the model effectively captures major determinants of entrepreneurial interest among students.

Theoretically, the findings contribute to the growing body of literature emphasizing the multidimensional nature of entrepreneurial interest. Entrepreneurial intention is not solely driven by educational experiences, economic motivations, or social influences independently; rather, it develops through the interaction of these factors. Entrepreneurship education provides knowledge and skills, income expectation offers economic motivation,

and family environment supplies social support and entrepreneurial exposure. The integration of these dimensions creates a favorable environment for the emergence of entrepreneurial aspirations among students.

Practically, the findings provide important implications for educational institutions, policymakers, and families. Schools should strengthen entrepreneurship education by incorporating experiential learning, business simulations, project-based learning, and direct interactions with entrepreneurs. Such approaches can enhance students' entrepreneurial competencies and confidence. Additionally, educational policymakers should continue promoting entrepreneurship-oriented curricula to prepare students for future economic challenges. Families should also be encouraged to provide positive support, entrepreneurial role models, and opportunities for entrepreneurial experiences at home. Collaborative efforts among schools, families, and communities may significantly increase students' readiness to engage in entrepreneurial activities.

From a methodological perspective, the study demonstrates the usefulness of combining educational, economic, and social variables within a single analytical framework. The relatively high explanatory power of the model suggests that integrating multiple determinants provides a more comprehensive understanding of entrepreneurial interest than examining each factor separately. Therefore, future studies may benefit from adopting multidimensional models when investigating entrepreneurial intentions among students.

Despite its contributions, this study has several limitations. First, the research was conducted in a single educational institution, namely SMAN 1 Papar, which may limit the generalizability of the findings to other schools or regions with different socio-cultural characteristics. Second, the study relied on self-reported questionnaire data, which may be susceptible to response bias and social desirability effects. Third, although the model explains 61% of the variance in entrepreneurial interest, approximately 39% remains unexplained, indicating the presence of other influential factors not included in this study. Variables such as entrepreneurial self-efficacy, personality traits, peer influence, digital entrepreneurship exposure, access to capital, and entrepreneurial motivation may also contribute to students' entrepreneurial interest and should be explored in future research.

Overall, this study confirms that Entrepreneurship Education, Income Expectation, and Family Environment are significant determinants of entrepreneurial interest among senior high school students. The findings highlight the importance of integrating educational

interventions, economic motivations, and family support systems to foster entrepreneurial intentions. By strengthening these three dimensions simultaneously, schools and stakeholders can contribute to the development of a generation that is more prepared and motivated to pursue entrepreneurship as a future career path.

CONCLUSION

This study aimed to examine the influence of Entrepreneurship Education, Income Expectation, and Family Environment on the entrepreneurial interest of eleventh-grade students at SMAN 1 Papar. Based on the results of the analysis, it can be concluded that all independent variables have a positive and significant effect on students' entrepreneurial interest, both individually and collectively. The partial analysis revealed that Entrepreneurship Education significantly influences entrepreneurial interest, indicating that entrepreneurship learning contributes to the development of students' knowledge, attitudes, and interest in entrepreneurial activities. Income Expectation was also found to have a significant effect, suggesting that the prospect of obtaining higher future earnings through entrepreneurship serves as an important motivational factor in fostering entrepreneurial aspirations. Furthermore, Family Environment emerged as the most influential variable among the predictors, highlighting the critical role of family support, encouragement, and entrepreneurial role models in shaping students' entrepreneurial intentions.

The simultaneous analysis demonstrated that Entrepreneurship Education, Income Expectation, and Family Environment jointly have a significant effect on entrepreneurial interest. The coefficient of determination indicated that these three variables explain 61.0% of the variance in students' entrepreneurial interest, while the remaining proportion is influenced by other factors outside the scope of this study. These findings confirm that the research objectives were successfully achieved and provide empirical evidence regarding the determinants of entrepreneurial interest among senior high school students.

This study contributes theoretically to the entrepreneurship literature by reinforcing the perspective that entrepreneurial interest is shaped through the interaction of educational, economic, and social factors rather than by a single determinant. From a practical standpoint, the findings emphasize the importance of strengthening entrepreneurship education, enhancing students' awareness of the economic benefits of entrepreneurship, and encouraging active family involvement in cultivating entrepreneurial values. The primary

contribution of this study lies in its comprehensive examination of these three determinants simultaneously within the context of secondary education, providing a broader understanding of the factors that influence entrepreneurial interest among students.

Based on the findings, schools are encouraged to develop more experiential and practice-oriented entrepreneurship learning programs through business projects, entrepreneurial simulations, and partnerships with local entrepreneurs. Families should also play a more active role in fostering students' self-confidence, independence, and entrepreneurial mindset. Future research is recommended to involve broader samples across different educational institutions and regions and to incorporate additional variables such as entrepreneurial self-efficacy, entrepreneurial motivation, peer influence, digital literacy, and access to entrepreneurial resources. Such efforts would provide a more comprehensive understanding of the factors that shape entrepreneurial interest among students and support the development of more effective entrepreneurship education policies and programs.

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