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The Influence of Entrepreneurship Education and Family Support in Strengthening Entrepreneurial Values among Students of State Vocational High School 2 Jombang

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Abstract

The high unemployment rate among vocational high school graduates underscores the need to strengthen entrepreneurial values as part of career preparation. This study aims to analyze the influence of entrepreneurship education and family support on the entrepreneurial values of students at SMK Negeri 2 Jombang. A quantitative approach with a causal-associative design was employed. The sample consisted of 135 students selected through proportional random sampling. Data were collected using questionnaires and analyzed using multiple linear regression. The findings indicate that entrepreneurship education and family support have positive and significant effects on students' entrepreneurial values, both partially and simultaneously. Family support was identified as the most dominant factor influencing entrepreneurial values, while the two variables collectively explained 43.7% of the variance in entrepreneurial values. These findings suggest that entrepreneurial values among vocational students are strengthened through the synergy between formal entrepreneurship education and supportive family environments. This study concludes that the development of creative, independent, innovative, and responsible

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entrepreneurial characteristics requires collaborative efforts between schools and families. The findings contribute to the literature on vocational entrepreneurship education and provide practical implications for strengthening school–family collaboration in fostering entrepreneurial character among vocational students.

Keywords: Entrepreneurial Character; Entrepreneurial Values; Entrepreneurship Education; Family Support; Vocational Students

INTRODUCTION

Entrepreneurship has become one of the most important drivers of economic growth in both developed and developing countries. Beyond its role in generating profits, entrepreneurship contributes significantly to job creation, innovation development, productivity improvement, and the strengthening of national competitiveness. The increasing complexity of global economic challenges, technological disruption, and labor market transformation has intensified the need for entrepreneurial individuals who are capable of creating economic opportunities rather than merely seeking employment. Entrepreneurship is therefore no longer viewed solely as a business activity but as a strategic mechanism for fostering sustainable economic development and improving societal welfare (Aulia et al., 2025).

The contribution of entrepreneurship to economic growth has been widely acknowledged in contemporary economic literature. Entrepreneurial activities stimulate the circulation of capital, encourage innovation, and create new employment opportunities that help reduce unemployment rates and poverty levels (Almodóvar-González et al., 2020). Entrepreneurial ecosystems also support industrial diversification and economic resilience by encouraging the emergence of new products, services, and business models capable of responding to changing market demands. In this regard, entrepreneurship functions as an engine of economic transformation capable of improving both individual prosperity and national development performance (Mulyani & Asnawi, 2022)

The rapid advancement of digital technology has further expanded entrepreneurial opportunities. Digital platforms, social media, and e-commerce systems enable individuals to establish and manage businesses with relatively lower barriers to entry compared to traditional business environments. Entrepreneurs can now access broader markets, engage

with customers more effectively, and promote innovative products through digital channels (Pratiwi et al., 2023). Such developments have strengthened the relevance of entrepreneurship education, particularly among younger generations who are expected to become active contributors to future economic growth.

Despite the growing importance of entrepreneurship, labor market conditions in Indonesia continue to present significant challenges. One of the most persistent issues is the high unemployment rate among vocational high school graduates. Vocational education is designed to equip students with practical skills and competencies that facilitate their transition into employment. However, statistical evidence consistently indicates that graduates of vocational schools contribute substantially to the national unemployment rate (Simbolon et al., 2023). This phenomenon suggests the existence of a discrepancy between the objectives of vocational education and labor market realities.

The persistence of unemployment among vocational graduates indicates that technical competencies alone are insufficient to ensure successful labor market participation. Contemporary labor markets require individuals who possess adaptability, creativity, initiative, and problem-solving capabilities in addition to occupational skills (Guampe et al., 2022). Consequently, entrepreneurship has emerged as an alternative pathway through which vocational graduates can create employment opportunities independently rather than relying exclusively on limited formal-sector jobs.

The Global Entrepreneurship Monitor highlights the importance of entrepreneurial participation in promoting economic development. Countries with higher rates of early-stage entrepreneurial activity tend to demonstrate stronger economic performance and greater employment generation capacities (Gomes & Ferreira, 2022). However, entrepreneurial participation in developing economies remains relatively lower than in many developed countries. This situation indicates the necessity of strengthening entrepreneurship among young people, particularly students enrolled in vocational education institutions.

Entrepreneurial values constitute a fundamental foundation for entrepreneurial behavior. These values encompass creativity, responsibility, innovation, independence, perseverance, risk-taking willingness, and opportunity recognition abilities that guide entrepreneurial decision-making and business activities (Hamdan, 2019). Entrepreneurial values influence how individuals perceive opportunities, manage challenges, and respond to uncertainty. Individuals possessing strong entrepreneurial values are generally more capable

of establishing sustainable businesses and adapting to dynamic market conditions (Yasin & Jumria, 2024).

Entrepreneurial values are also closely associated with broader socioeconomic outcomes. Entrepreneurship contributes not only to economic productivity but also to improvements in human development indicators by creating employment opportunities and reducing poverty. The development of entrepreneurial values among young people can therefore be considered a strategic investment in future economic sustainability. Educational institutions are increasingly expected to facilitate the cultivation of these values as part of their broader mission of preparing students for future careers and societal participation.

Within educational settings, entrepreneurship education represents one of the primary mechanisms for fostering entrepreneurial values. Entrepreneurship education is designed to provide students with entrepreneurial knowledge, skills, attitudes, and experiences necessary for identifying opportunities and creating innovative solutions (Handayati et al., 2020). Effective entrepreneurship education extends beyond theoretical instruction by integrating experiential learning activities that expose students to authentic business situations and entrepreneurial problem-solving processes.

Entrepreneurship education in vocational schools plays a particularly important role because students are expected to enter the labor market shortly after graduation. Through entrepreneurship courses, students learn business planning, financial management, product development, marketing strategies, and opportunity recognition skills (Setiawan et al., 2018). Such learning experiences enable students to develop practical competencies while simultaneously strengthening entrepreneurial attitudes and values. Project-based entrepreneurship learning has been recognized as an effective pedagogical approach for cultivating entrepreneurial competencies. Through direct participation in business simulations, product development projects, and entrepreneurial activities, students acquire hands-on experience that enhances creativity, independence, and innovation (Erwantiningsih et al., 2021). Experiential learning allows students to understand the realities of business operations while developing confidence in their entrepreneurial capabilities.

Several studies have demonstrated the positive influence of entrepreneurship education on entrepreneurial attitudes and behaviors. Entrepreneurship education contributes significantly to students' creativity and innovation capacities by encouraging opportunity recognition and problem-solving skills (Rambe et al., 2023). Furthermore,

entrepreneurship education has been found to strengthen entrepreneurial mindsets and intentions among vocational students by promoting self-efficacy and entrepreneurial confidence (Cui, 2021). Although educational institutions play an important role in entrepreneurial development, entrepreneurship is not shaped exclusively within school environments. Family support constitutes another crucial factor influencing the formation of entrepreneurial values. Families represent the earliest social environment in which children develop attitudes, beliefs, and behavioral patterns that subsequently influence their future aspirations and decisions (Nuraini & Negara, 2023).

Family support encompasses emotional encouragement, material assistance, guidance, and positive interactions that facilitate personal development. Emotional support from parents contributes to students' confidence and willingness to pursue entrepreneurial opportunities, while material support may provide resources necessary for entrepreneurial experimentation and learning. Through daily interactions and role modeling, families can transmit entrepreneurial attitudes such as responsibility, discipline, persistence, and independence. Research has shown that family environments significantly influence entrepreneurial aspirations among young people. Students who receive strong family support tend to demonstrate higher levels of entrepreneurial motivation and confidence (Septiadevana et al., 2024). Similarly, exposure to entrepreneurial family members often enhances students' understanding of business operations and increases their interest in entrepreneurial careers (Fatmawati et al., 2021). These findings suggest that family support serves as a critical contextual factor in entrepreneurial development.

The influence of family support becomes particularly relevant in vocational education contexts where students are preparing for immediate workforce participation. Families often provide practical advice, encouragement, and resources that shape students' perceptions of entrepreneurship as a viable career option (Afriani & Novrita, 2024). Positive family environments can reinforce entrepreneurial learning experiences acquired through formal education, thereby strengthening entrepreneurial values more effectively. SMK Negeri 2 Jombang represents an appropriate context for examining entrepreneurial value formation among vocational students. The school offers several vocational programs, including Culinary Arts, Fashion Design and Production, and Beauty Care. These programs provide students with opportunities to develop products and services that possess commercial value and entrepreneurial potential. The school has also implemented entrepreneurship-oriented

learning activities such as business projects, exhibitions, entrepreneurial bazaars, and collaborations with local industries (Hasanah & Dharmayasa, 2025).

The implementation of entrepreneurship education at SMK Negeri 2 Jombang demonstrates institutional commitment to fostering entrepreneurial competencies among students. Teachers actively guide students in business planning, product development, branding strategies, and digital marketing activities. Such initiatives create opportunities for students to apply entrepreneurial concepts in practical settings while developing entrepreneurial values through direct experience. Nevertheless, preliminary observations indicate that not all students have successfully internalized entrepreneurial values. Some students remain hesitant to initiate entrepreneurial activities independently and continue to rely heavily on teacher guidance. Limited risk-taking willingness and fear of failure also appear to constrain entrepreneurial development among certain students (Hamid, 2024). These conditions suggest that entrepreneurial value formation remains an ongoing challenge despite the availability of entrepreneurship education programs and practical learning experiences.

Previous studies have examined entrepreneurship education and family support primarily in relation to entrepreneurial intention, entrepreneurial interest, or entrepreneurial behavior. Basalamah et al. (2025) investigated the influence of entrepreneurship education and family support on entrepreneurial interest among students. Similarly, Fitriani & Hermawan (2024) explored the effects of entrepreneurship education, self-efficacy, and family support on entrepreneurial intentions. Other studies have focused on entrepreneurial mindset development, entrepreneurial resilience, and entrepreneurial motivation among students.

Although these studies provide valuable insights, a significant research gap remains. Existing research has predominantly emphasized entrepreneurial intention as the primary outcome variable, while relatively limited attention has been devoted to entrepreneurial values as a foundational construct underlying entrepreneurial behavior. Entrepreneurial values represent the internalized principles and beliefs that guide entrepreneurial actions and decision-making processes. Understanding how entrepreneurship education and family support contribute to the strengthening of entrepreneurial values is therefore essential for developing more comprehensive entrepreneurship education strategies. Most previous studies have focused on entrepreneurial interest, entrepreneurial intention, or entrepreneurial

behavior. Limited empirical evidence is available regarding the simultaneous influence of entrepreneurship education and family support on entrepreneurial values among vocational high school students. Furthermore, few studies have examined entrepreneurial values using the dimensions of personal values, social values, and work values within vocational education settings.

The present study addresses this gap by investigating the influence of entrepreneurship education and family support on entrepreneurial values among students of SMK Negeri 2 Jombang. The study adopts entrepreneurial values as the primary dependent variable and examines how educational and familial factors contribute to the development of entrepreneurial characteristics among vocational students. The theoretical foundation of this study is grounded in entrepreneurship education theory and social environment perspectives. Entrepreneurship education theory suggests that entrepreneurial competencies and values can be developed through structured learning experiences that promote creativity, innovation, and independence (Muna & Sri Subawa, 2022). Meanwhile, social environment theory emphasizes the role of family interactions and support systems in shaping individual attitudes and behavioral tendencies. The integration of these perspectives provides a comprehensive framework for understanding entrepreneurial value formation. The novelty of this research lies in its examination of entrepreneurial values rather than entrepreneurial intention as the primary outcome variable. Additionally, the study integrates entrepreneurship education and family support within a single analytical framework to explain entrepreneurial value development among vocational students. The operationalization of entrepreneurial values through personal values, social values, and work values also offers a broader understanding of entrepreneurship development in vocational education contexts.

Based on the aforementioned considerations, this study seeks to analyze the influence of entrepreneurship education and family support on entrepreneurial values among students of SMK Negeri 2 Jombang. Specifically, the study aims to determine whether entrepreneurship education strengthens entrepreneurial values, whether family support contributes to entrepreneurial value development, and whether both factors simultaneously influence entrepreneurial values among vocational students. The findings are expected to contribute theoretically to entrepreneurship education literature and practically to the development of educational strategies that foster entrepreneurial character among vocational school students.

METHODS

This study employed a quantitative approach with a causal associative design to examine the influence of entrepreneurship education and family support on students' entrepreneurial values at SMK Negeri 2 Jombang. The research was conducted at SMK Negeri 2 Jombang, East Java, Indonesia, in May 2026 over a one-month period. The research site was selected because the students had received entrepreneurship education through the school curriculum and were considered relevant to the research objectives. The study involved two independent variables and one dependent variable. Entrepreneurship education (X1) was measured through three indicators: creativity, independence, and innovativeness. Family support (X2) was assessed using emotional support, material support, and family interaction indicators. The dependent variable, entrepreneurial values (Y), was measured through personal values, social values, and work values. These indicators were derived from the theoretical framework adopted in the study and were operationalized into questionnaire items.

The population consisted of 204 eleventh-grade students enrolled in the Culinary Arts, Fashion Design and Production, and Beauty Care programs at SMK Negeri 2 Jombang. The sample size was determined using the Slovin formula with a 5% margin of error, resulting in 135 respondents. A proportional random sampling technique was applied to ensure proportional representation from each study program and equal selection opportunities for all students.

Primary data were collected through questionnaires, while secondary data were obtained from school documents, academic literature, journals, and other relevant sources. Data collection techniques included observation, questionnaires, and documentation. The questionnaire served as the primary research instrument and employed a five-point Likert scale. Prior to data collection, the instrument was tested on 20 students with similar characteristics to assess validity and reliability. The validity test indicated that all questionnaire items met the required criteria. Reliability testing using Cronbach's Alpha yielded coefficients of 0.641 for entrepreneurship education, 0.872 for family support, and 0.719 for entrepreneurial values, indicating acceptable reliability levels for all variables.

Data were analyzed using SPSS version 22. The analytical procedures included descriptive statistics, classical assumption testing, and multiple linear regression analysis. Classical assumption tests consisted of normality, multicollinearity, heteroscedasticity, and

autocorrelation tests. Multiple linear regression was subsequently employed to determine the effects of entrepreneurship education and family support on entrepreneurial values. Hypothesis testing was conducted using t-tests to examine partial effects, F-tests to evaluate simultaneous effects, and the coefficient of determination (R^2) to assess the explanatory power of the independent variables on the dependent variable.

RESULTS

Classical Assumption Test

1) Normality Test

The normality test was conducted using the One-Sample Kolmogorov-Smirnov test to determine whether the residual data were normally distributed. The result is presented in Table 1.

Table 1. Normality Test Results

Indicator	Value	Criteria	Conclusion
Asymp. Sig. (2-tailed)	0.200	> 0.05	Normal Distribution

source: Compiled by the researcher (2026)

Table 1. Normality Test Results indicates an Asymp. Sig. (2-tailed) value of 0.200, which exceeds the significance level of 0.05. Therefore, the residual data are normally distributed, indicating that the normality assumption has been satisfied.

2) Multicollinearity Test

The multicollinearity test was performed to examine whether a high correlation existed among the independent variables. The results are presented in Table 2.

Table 2. Multicollinearity Test Results

Variable	Tolerance	VIF	Criteria	Conclusion
Entrepreneurship Education	1.000	1.000	Tolerance > 0.10; VIF < 10	No Multicollinearity
Family Support	1.000	1.000	Tolerance > 0.10; VIF < 10	No Multicollinearity

source: Compiled by the researcher (2026)

Table 2. Multicollinearity Test Results shows that both independent variables have tolerance values greater than 0.10 and VIF values below 10. Therefore, no multicollinearity problem exists in the regression model.

3) Heteroscedasticity Test

The heteroscedasticity test was conducted using the Glejser test to determine whether the residual variance remained constant. The results are presented in Table 3.

Table 3. Heteroscedasticity Test Results

Variable	Sig.	Criteria	Conclusion
Entrepreneurship Education	0.646	> 0.05	No Heteroscedasticity
Family Support	0.639	> 0.05	No Heteroscedasticity

source: Compiled by the researcher (2026)

Table 3. Heteroscedasticity Test Results indicates that the significance values for entrepreneurship education (0.646) and family support (0.639) are greater than 0.05. Thus, the regression model is free from heteroscedasticity and fulfills the homoscedasticity assumption required for regression analysis.

4) Autocorrelation Test

The autocorrelation test was conducted using the Durbin-Watson test to determine whether there was a correlation between residuals in the regression model. The result is presented in Table 4.

Table 4. Autocorrelation Test Results

Model Summary [b]					
Model	**R**	**R Square**	**Adjusted R Square**	**Standard Error of the Estimate**	**Durbin-Watson**
1	.661 [a]	.437	.429	4.32700	1,971
a. Predictors: (Constant), family support, entrepreneurship education					
b. Dependent Variable: entrepreneurial values					

source: Compiled by the researcher (2026)

Table 4. Autocorrelation Test Results shows a Durbin-Watson value of 1.971. Since this value is close to 2 and falls within the acceptable range ($dU < DW < 4 - dU$), the regression model does not exhibit autocorrelation. Therefore, the residuals are independent, indicating that the autocorrelation assumption has been satisfied and the model is appropriate for further regression analysis.

5) Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to examine the effects of entrepreneurship education and family support on entrepreneurial values. The results are presented in Table 5.

Table 5. Multiple Linear Regression Analysis Results

Variable	B	Std. Error	Beta	t	Sig.
Constant	3.631	1.788	-	2.031	0.044
Entrepreneurship Education	0.386	0.061	0.415	6.358	0.000
Family Support	0.384	0.049	0.515	7.883	0.000

source: Compiled by the researcher (2026)

Table 5. Multiple Linear Regression Analysis Results shows that both entrepreneurship education and family support have positive regression coefficients, indicating a positive relationship with entrepreneurial values. The regression equation can be expressed as: $Y = 3.631 + 0.386X_1 + 0.384X_2 + e$. The results indicate that an increase in entrepreneurship education is associated with an increase of 0.386 units in entrepreneurial values, while an increase in family support contributes 0.384 units, assuming other variables remain constant. Furthermore, the standardized beta coefficients reveal that family support ($\beta = 0.515$) has a stronger influence on entrepreneurial values than entrepreneurship education ($\beta = 0.415$). Therefore, family support is identified as the most dominant factor affecting entrepreneurial values among students.

Hypothesis Testing

1) t-Test

The t-test was conducted to examine the partial effect of each independent variable on entrepreneurial values. The results are presented in Table 6.

Table 6. t-Test Results

Variable	B	Beta	t	Sig.
Entrepreneurship Education	0.386	0.415	6.358	0.000
Family Support	0.384	0.515	7.883	0.000

source: Compiled by the researcher (2026)

Table 6. t-Test Results shows that entrepreneurship education has a t-value of 6.358 with a significance value of 0.000, which is below 0.05. This result indicates that entrepreneurship education has a significant positive effect on entrepreneurial values. Similarly, family support has a t-value of 7.883 and a significance value of 0.000, indicating a significant positive effect on entrepreneurial values. Furthermore, the beta coefficient of family support ($\beta = 0.515$) is higher than that of entrepreneurship education ($\beta = 0.415$), suggesting that family support is the more dominant factor influencing students' entrepreneurial values. Therefore, both hypotheses are accepted.

2) F-Test

The F-test was conducted to examine the simultaneous effect of entrepreneurship education and family support on entrepreneurial values. The results are presented in Table 7.

Table 7. F-Test Results

ANOVA [a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	1920.178	2	960,089	51,279	.000 [b]
	Residual	2471.422	132	18,723		
	Total	4391.600	134			
a. Dependent Variable: entrepreneurial values						
b. Predictors: (Constant), family support, entrepreneurship education						

source: Compiled by the researcher (2026)

Table 7. F-Test Results shows an F-value of 51.279 with a significance value of 0.000, which is below 0.05. This finding indicates that entrepreneurship education and family support simultaneously have a significant effect on entrepreneurial values. Therefore, the proposed hypothesis is accepted, confirming that both variables collectively contribute to the development of students' entrepreneurial values.

3) Coefficient of Determination (R^2)

The coefficient of determination test was conducted to measure the contribution of entrepreneurship education and family support in explaining entrepreneurial values. The results are presented in Table 8.

Table 8. Coefficient of Determination Results

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.661	0.437	0.429	4.327

source: Compiled by the researcher (2026)

Table 8. Coefficient of Determination Results shows an R Square value of 0.437, indicating that entrepreneurship education and family support explain 43.7% of the variance in entrepreneurial values. The remaining 56.3% is influenced by other factors not included in the research model. In addition, the Adjusted R Square value of 0.429 suggests that the model remains relatively stable after adjustment for sample size and the number of predictors. Therefore, entrepreneurship education and family support provide a moderate contribution to explaining students' entrepreneurial values.

DISCUSSION

The findings indicate that entrepreneurship education and family support have positive and significant effects on the entrepreneurial values of students at SMK Negeri 2 Jombang. These results suggest that the development of entrepreneurial values is influenced by both formal educational experiences and the family environment. Therefore, entrepreneurial character formation should be understood as a process that involves the interaction of school-based learning and family support. The descriptive analysis showed that entrepreneurship education was categorized at a moderate level, with creativity obtaining the highest score, followed by independence and innovativeness. This finding suggests that entrepreneurship learning has successfully encouraged students to think creatively and independently. However, the relatively lower score on innovativeness indicates that students still require more opportunities to transform ideas into practical innovations. Entrepreneurship education not only provides knowledge but also facilitates the internalization of entrepreneurial values such as creativity, responsibility, initiative, and problem-solving abilities. The significant regression coefficient further confirms that improvements in entrepreneurship education contribute directly to strengthening students' entrepreneurial values.

These findings support previous studies that emphasize the role of entrepreneurship education in developing entrepreneurial mindsets, creativity, and innovation. The results extend prior research by demonstrating that entrepreneurship education contributes not only to entrepreneurial intentions but also to the formation of entrepreneurial values. This highlights the importance of integrating experiential learning activities, such as project-based learning, business simulations, and entrepreneurial projects, into vocational education. Family support was also found to have a significant positive influence on entrepreneurial values and emerged as the most dominant factor in the regression model. Among the family support indicators, family interaction obtained the highest score, indicating that communication and engagement between parents and children play a crucial role in shaping entrepreneurial character. Positive family interactions provide guidance, motivation, and opportunities for students to develop confidence, independence, and responsibility. Although emotional and material support were categorized as adequate, their contribution remains important in strengthening students' entrepreneurial development.

The results are consistent with previous studies highlighting the importance of family environments in fostering entrepreneurial attitudes and aspirations. Families serve as the primary socialization context where values, beliefs, and behavioral patterns are formed. Consequently, students who receive consistent encouragement and support from their families are more likely to develop stronger entrepreneurial values and a greater willingness to pursue entrepreneurial activities. Regarding the dependent variable, entrepreneurial values were categorized at a moderate level. Personal values obtained the highest score, followed by social values and work values. This finding indicates that students possess relatively strong self-confidence, responsibility, and independence. However, social and work-related values require further reinforcement through collaborative activities, practical entrepreneurship experiences, and continuous character development programs. Strong entrepreneurial values are essential because they serve as the foundation for future entrepreneurial behavior and career readiness.

Theoretically, this study contributes to the entrepreneurship education literature by emphasizing entrepreneurial values as a key outcome influenced by educational and family-related factors. Unlike many previous studies that focused on entrepreneurial intention, this research highlights the importance of value formation as the basis for entrepreneurial behavior. This perspective broadens the understanding of how entrepreneurial character develops among vocational students. Practically, the findings suggest that schools should strengthen entrepreneurship learning through more experiential and practice-oriented approaches. Activities such as student business projects, entrepreneurship exhibitions, and industry collaboration programs can enhance students' creativity, innovation, and entrepreneurial values. In addition, parents should be encouraged to actively support their children through positive communication, motivation, and involvement in entrepreneurial learning activities.

Several limitations should be acknowledged. The study was conducted in a single vocational school, which may limit the generalizability of the findings. Furthermore, the use of self-reported questionnaires may introduce subjective bias. The study also focused only on entrepreneurship education and family support, while other relevant factors such as self-efficacy, peer influence, school culture, and entrepreneurial experience were not examined. Future studies are therefore recommended to include broader samples and additional variables to provide a more comprehensive understanding of entrepreneurial value development among vocational students. Overall, the study confirms that entrepreneurship

education and family support play complementary roles in strengthening entrepreneurial values. The findings highlight the importance of collaboration between schools and families in preparing students to become creative, independent, innovative, and responsible individuals capable of responding to future economic and professional challenges.

CONCLUSION

This study aimed to examine the influence of entrepreneurship education and family support on the entrepreneurial values of students at SMK Negeri 2 Jombang. The findings reveal that entrepreneurship education and family support have positive and significant effects on students' entrepreneurial values, both individually and simultaneously. Entrepreneurship education contributes to the development of creativity, independence, and innovativeness, which are essential foundations of entrepreneurial character. Meanwhile, family support plays a crucial role in strengthening entrepreneurial values through emotional support, material support, and positive family interactions. The results further indicate that family support exerts a more dominant influence than entrepreneurship education in shaping students' entrepreneurial values.

These findings address the research objectives by demonstrating that entrepreneurial values are formed not only through formal educational processes but also through the social environment provided by the family. Consequently, the development of entrepreneurial character requires the integration of school-based learning and family support to foster personal, social, and work-related values effectively.

From a theoretical perspective, this study contributes to the entrepreneurship education literature by highlighting entrepreneurial values as an important outcome influenced by educational and family-related factors. The study also offers novelty by focusing on entrepreneurial values rather than entrepreneurial intention or entrepreneurial interest, which have been the primary focus of many previous studies. From a practical standpoint, the findings provide valuable insights for schools in designing entrepreneurship learning programs that emphasize character development alongside entrepreneurial competencies.

The implications of this study underscore the importance of collaboration between educational institutions and families in preparing young individuals who are creative, independent, innovative, and equipped with strong work ethics. Therefore, schools are

encouraged to expand experiential entrepreneurship activities through projects, business simulations, and practical learning experiences. Parents should also strengthen their involvement by providing motivation, guidance, and constructive communication to support their children's entrepreneurial development. Future studies are recommended to involve broader populations and incorporate additional variables, such as self-efficacy, peer influence, school culture, and entrepreneurial experience, in order to achieve a more comprehensive understanding of the determinants of entrepreneurial values among vocational school students.

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