

THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION, LEADERSHIP, AND SUBJECTIVE NORM TOWARD STUDENT'S ENTREPRENEURSHIP INTEREST

PENGARUH PENDIDIKAN KEWIRAUSAHAAN, KEPEMIMPINAN, DAN NORMA SUBJECTIVE TERHADAP MINAT BERWIRAUSAHA SISWA

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Abstract

The study aims to determine the influence of: (1) Entrepreneurship Education towards Entrepreneurship Interest, (2) Leadership towards Entrepreneurship Interest, (3) Subjective Norm towards Entrepreneurship Interest, and (4) Entrepreneurship Education, Leadership, and Subjective Norm toward Entrepreneurship Interest. This research type was ex-post facto research. Subjects in this study were 68 students of class XII class AKKL at SMK Negeri 1 Yogyakarta. Data collection techniques using questionnaires. Data analysis technique using simple regression and multiple regression. The result showed that: (1) Entrepreneurship Education has a positive and significant effect on Entrepreneurship Interest. This is evidenced by value of t count $>$ t table ($2.116 > 1.997$) and significance $0.032 < 0.05$. (2) Leadership has a positive and significant effect on Entrepreneurship Interest. This is evidenced by value of t count $>$ t table ($2.019 > 1.997$) and significance $0.048 < 0.05$. (3) Subjective Norm has a positive and significant effect on Entrepreneurship Interest. This is evidenced by value of t count $>$ t table ($4.979 > 1.997$) and significance $0.000 < 0.05$. (4) Entrepreneurship Education, Leadership, and Subjective Norm have a positive and significant effect on Entrepreneurship Interest evidenced by F count $>$ F table ($8.028 > 2.751$) and significance value $0.000 < 0.05$.

Keywords: *Entrepreneurship Interest, Entrepreneurship Education, Leadership, and Subjective Norm*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh: (1) Pendidikan Kewirausahaan terhadap Minat Berwirausaha, (2) Kepemimpinan terhadap Minat Berwirausaha, (3) Norma Subjektif terhadap Minat Berwirausaha, dan (4) Pendidikan Kewirausahaan, Kepemimpinan dan Norma Subjektif terhadap Minat Berwirausaha. Penelitian ini termasuk penelitian ex-post facto. Subjek dalam penelitian ini adalah 68 siswa kelas XII AKKL di SMK Negeri 1 Yogyakarta. Teknik pengumpulan data menggunakan kuesioner. Teknik analisis menggunakan regresi sederhana dan regresi berganda. Hasil penelitian ini adalah: (1) pendidikan kewirausahaan berpengaruh positif dan signifikan terhadap minat berwirausaha. Hal ini dibuktikan dengan nilai t hitung $>$ nilai t tabel ($2,116 > 1,997$) dan signifikansi $0,032 < 0,05$, (2) kepemimpinan berpengaruh positif dan signifikan terhadap minat berwirausaha. Hal ini dibuktikan dengan nilai t hitung $>$ nilai t tabel ($2,019 > 1,997$) dan signifikansi $0,048 < 0,05$. (3) norma subjektif berpengaruh positif dan signifikan terhadap minat berwirausaha. Hal ini dibuktikan dengan nilai t hitung $>$ nilai t tabel ($4,979 > 1,997$) dan signifikansi $0,000 < 0,05$. (4) pendidikan kewirausahaan, kepemimpinan dan norma subjektif berpengaruh positif dan signifikan terhadap minat berwirausaha dibuktikan dengan F hitung $>$ F tabel ($8,028 > 2,751$) dan signifikansi $0,000 < 0,05$.

Kata Kunci: *Minat Berwirausaha, Pendidikan Kewirausahaan, Kepemimpinan, dan Norma Subjektif*

INTRODUCTION

Entrepreneurship has an essential role in every country, including Indonesia. Rusdiana (2018) suggests the importance of interest in entrepreneurship because entrepreneurship can contribute to economic development. Entrepreneurship contributes to the process of production, distribution, and consumption. Entrepreneurs can create jobs to increase people's income, increase national resilience, and reduce dependence on foreign nations. As reported by the Ministry of Cooperatives and SMEs of the Republic of Indonesia in July 2021, business actors can contribute to GDP by 61% and contribute to employment by 97%.

Entrepreneurship is a phenomenon in Indonesia. Many people turn to entrepreneurs because of flexible time, interests, and unlimited profits (Ghazali & Afthanorhan, 2020). However, in contrast to what Airlangga Hartanto, Minister of Industry, explained that the ratio of entrepreneurs in Indonesia is still around 3.1% of the total population and needs at least 4 million new entrepreneurs to help strengthen the economic structure.

Vocational High School (SMK) is a form of formal vocational education unit after completing the Junior High School (SMP/MTs) level. Many SMK graduates do

not work even though vocational education aims to prepare students to work following Law Number 20 of 2003 Article 15. Vocational graduates equipped with skills during school do not guarantee acceptance in work or industry.

According to Presidential Instruction Number 4 of 1995 concerning *Gerakan Nasional Memasyarakatkan dan Membudayakan Kewirausahaan*, it is stated that the entire Indonesian people and nation are to develop entrepreneurship programs. The business world is the backbone of the national economy, so efforts are needed to give birth to new entrepreneurs who are creative, innovative, and independent. According to the Director of Vocational Development at the Directorate General of Primary and Secondary Education Management (Mandikdasmen), Joko Sutrisno, only one to two percent of the 950 thousand graduates per year become entrepreneurs (Basri et al., 2019). Even though the practical competencies possessed by vocational students have the opportunity to open their own jobs, the majority of people choose to work in private or government agencies and depend on others.

Based on the results of interviews with all students of class XII, they admitted that they were not interested in the business

world because they did not guarantee it. They choose to work for government agencies or private companies by taking advantage of job vacancies available on social media. Working with the government or other people guarantees a fixed salary and is not high risk. Several other students claimed to be interested in entrepreneurship, but the interest in entering entrepreneurship was still low. As many as 19 of 68 students of class XII AKKL at SMK Negeri 1 Yogyakarta have opened small businesses such as selling online shops, pre-ordering snacks, becoming resellers, etc. However, they admit that they are not ready to make entrepreneurship their main job because it requires capital and lacks self-management.

The low entrepreneurship interest of vocational students shows their tendency to become entrepreneurs after graduating from vocational school is low (Marini & Hamidah, 2014). It is feared that the unemployment rate at the SMK level will increase if it is allowed to continue. Therefore, it is necessary to increase the interest in entrepreneurship of SMK students.

Interest in entrepreneurship is not brought from birth but grows and develops according to the influencing factors. Entrepreneurship education in schools is a major factor in growing and developing the desire, spirit, and entrepreneurial behavior among the younger generation because

education is a source of overall attitudes and intentions to become entrepreneurs (Adnyana & Purnami, 2016). Entrepreneurship education is integrated and separate for Vocational High Schools (SMK) or Vocational Madrasah Aliyah (MAK). There are subjects for Produk Kreatif dan Kewirausahaan (PKKWU) as separate subjects, which are the implementation of entrepreneurship education. This subject changes the Prakarya dan Kewirausahaan subject in the 2013 Curriculum before the 2017 revision.

This PKKWU subject aims to attract students' interest and provide a theory about entrepreneurship. Entrepreneurship education links theoretical knowledge and practical involvement in the field (Mustikawati, 2020). At SMK Negeri 1 Yogyakarta, the PKKWU subject is a compulsory subject for class XI students. Based on interviews, as many as 66 of 68 students admitted that the existence of PKKWU subjects provided an overview of entrepreneurship but did not influence students to enter entrepreneurship.

The second factor that influences the interest in entrepreneurship is leadership. Leadership is the ability of leaders to influence their members to achieve certain goals. Leadership has a very important function because it can affect its members in carrying out work based on the attitude and character of the leader, likewise for entrepreneurs to their subordinates. If

the established business can develop one day, the entrepreneur will inevitably become a leader. However, as many as 59 out of 68 students in class XII AKKL admit that they are not sure that they can lead a large-scale business in the future.

On the other hand, subjective norm also affects students' interest in entrepreneurship. Subjective norm is defined as individual perceptions of existing social pressures to show or not a behavior (Darmawan, 2016). A person will decide by considering the opinions of those around him. Based on interviews, as many as 58 of 68 students of class XII AKKL admitted that their family, friends, teachers, and people around them influenced them to decide on a career to become civil servants or private employees rather than entrepreneurs. Many factors influence interest in entrepreneurship, such as attitudes, entrepreneurial motivation, family environment (Yoewana, 2021), self-efficacy, emotional intelligence (Nuryanto, 2020), and other factors, so the researcher limits the problem by using three factors, namely entrepreneurship education, leadership, and subjective norm because many students are not interested in entrepreneurship because of these factors.

SMK Negeri 1 Yogyakarta is one of the vocational schools that provides knowledge and skills to students, which can later be used as provisions for entrepreneurship. The efforts made by SMK

Negeri 1 Yogyakarta to foster interest in entrepreneurship are providing professional educators, facilities, and infrastructure that support learning and entrepreneurship education.

Based on the above background, the title of this research is "The Influence of Entrepreneurship Education, Leadership, and Subjective Norm Toward Entrepreneurship Interest of Students Class XII AKKL at SMK Negeri 1 Yogyakarta".

METHODS

Research Type and Design

This research is an ex-post facto research, namely a research model whose events have occurred before the research is carried out, in other words ex-post facto is research conducted to examine events that have occurred. This study was used to determine the effect of the variables Entrepreneurship Education, Leadership, and Subjective Norm on the variable Entrepreneurship Interest. The approach used in this research data analysis uses a quantitative approach because the data is represented in the form of numbers and analyzed based on statistical analysis.

Place and Time of Research

This research was conducted at SMK Negeri 1 Yogyakarta which is located at Jalan Kemetiran Kidul 35, Pringgokusuman, Yogyakarta City. This

research was conducted from 11 to 22 April 2022.

Research Subject

The subjects used in this study were all students of Accounting and Financial Institutions (AKKL) class XII at SMK Negeri 1 Yogyakarta Academic Year of 2021/2022 which consisted of two classes with 68 students who had taken the subject of Produk Kreatif dan Kewirausahaan (PKKWU).

Table 1 Total Student Population AKKL

Class XII		
Number	Class	Total
1	XII AKKL 1	36
2	XII AKKL 2	32
Amount of Student		68

Source: SMK

Negeri 1 Yogyakarta, 2022

Based on the table above, the total population in this study is less than 100, then all members of the population become the research sample so it is called population research. According to Suharsimi Arikunto (2016: 118) if the total population is less than 100 then the sample is taken from the entire existing population. So, it can be seen that this research is classified as a population study with a total of 68 students as respondents.

Data Collection Technique

The data collection method in this study used a questionnaire. Questionnaire is

one of the data collection techniques which is done by giving a set of questions or written statements to the respondents to be answered (Sugiyono, 2011: 162). In this study, a closed type of questionnaire was used because the list of questions had been prepared beforehand so that respondents could immediately provide answers that had been provided. The data used in this research is primary data which the researcher obtains directly from the source.

Questionnaires were given to all respondents who had taken the subject of Produk Kreatif dan Kewirausahaan (PKKWU) in order to obtain data on Entrepreneurship Education, Leadership, Subjective Norm, and Interests in Entrepreneurship

Research Instrument

The research instrument is a tool used to measure the observed natural and social phenomena (Sugiyono, 2011: 102). This study uses a research instrument in the form of a questionnaire. This research questionnaire uses measurements with a Likert scale, namely four dimensions with a value range of 1 to 4.

1. Analysis of Prerequisite Test
 - a. Linearity Test

The linearity test aims to determine whether the data we have are in accordance with the linear line or not (whether the relationship between the

variables to be analyzed follows a straight line or not). So, an increase or decrease in quantity in one variable will be followed linearly by an increase or decrease in quantity in the other variable (Sarjono & Julianita, 2011). The criterion used is if the linearity more than 0.05, then the influence of the independent variable on the dependent variable is linear.

b. Multicollinearity Test

The multicollinearity test aims to determine whether the relationship between the independent variables has a multicollinearity problem or not. Multicollinearity is a symptom of very high or very low correlation that occurs in the relationship of independent variables (Sarjono & Julianita, 2011: 53).

To find out whether or not multicollinearity occurs, by looking at the tolerance and VIF (Variance Inflation Factor). The higher the VIF and the smaller the tolerance indicates that the higher the multicollinearity among the independent variables. According to (Priyatno, 2013)

multicollinearity test decision making with the following steps:

- 1) Value tolerance > 0.2 and VIF value < 5 then there is no multicollinearity.
- 2) Value tolerance < 0.2 and VIF value > 5 then multicollinearity occurs.

c. Heteroscedasticity Test

Heteroscedasticity shows that the variable variance is not the same for all observations (Wijaya, 2009: 124). If variance from the residual of one observation to another observation remains, it is called homoscedasticity. A good regression model is that there is homoscedasticity in the model, or in other words there is no heteroscedasticity. The test was carried out using the Glejser by regressing each independent variable with absolute residuals as the dependent variable. The basis for making decisions in the Glejser are:

- 1) If the significance value is $< 5\%$ ($\text{sig} < 0.05$), then there is heteroscedasticity.
- 2) If the significance value is $> 5\%$ ($\text{sig} > 0.05$), then

there is no heteroscedasticity.

2. Hypothesis Test

a. Simple Regression Analysis

Simple regression analysis was used to test the effect of the independent variable on the dependent variable.

b. Multiple Linear Regression

Multiple linear regression analysis will be used to determine the effect of all independent variables simultaneously on dependent variable.

all the variables of this study are linear.

b. Multicollierity Test

Based on the results of the multicollierity test, it can be concluded that all variables have a tolerance value above 0.2 and a VIF value below 5 so that the regression model in this study does not occur multicollinearity.

c. Heteroscedasticity Test

Based on the results of the heteroscedasticity test, the significance value of all independent variables is more than 0.05, so there is no heteroscedasticity.

FINDINGS AND DISCUSSION

Findings

1. Analysis of Prerequisite Test

a. Linearity Test

Based on the results of the linearity test of all variables have a significance value greater than 0.05, so it can be said that

2. Hypothesis Test

a. Simple Regression Analysis

A summary of the simple regression result can be seen in the following table:

Table 2 Summary of the Result of Simple Regression Analysis

Variable	Constant	Coefficient Regression	Value r		Value t		Sig.
			r_{xly}	r^2_{xly}	t_{count}	t_{table}	
Entrepreneurship Education (X ₁)	42.957	0.400	0.252	0.064	2.116	1.997	0.038
Leadership (X ₂)	40.551	0.304	0.241	0.058	2.019	1.997	0.048
Subjective Norm (X ₃)	34.978	0.695	0.523	0.273	4.979	1.997	0.000

Source: Primary Data, 2022

From the results of hypothesis testing in the table above, it can be seen:

1) First Hypothesis Testing
 Entrepreneurship Education has a positive

and significant effect on Entrepreneurship Interest Class XII students of Accounting and Financial Institutions (AKKL) at SMK Negeri 1 Yogyakarta. This is evidenced by a significance value of 0.038 is smaller than 0.05 and the t count value for the X_1 is 2.116 greater than the t table value. The correlation is positive (0.252), indicating that entrepreneurship education positively correlates to interest in entrepreneurship.

The results of the table calculations can also be seen that $r^2_{x_1y}$ is 0.064. This value indicates that a 6.4% change in the variable interest in entrepreneurship (Y) can be explained by entrepreneurship education (X_1); in other words, entrepreneurship education can influence interest in entrepreneurship by 6.4%. This shows that 93.6% of other factors may influence the interest in entrepreneurship besides entrepreneurship

education. The coefficient for entrepreneurship education is 0.400, and the constant is 42.957; the regression line equation can be expressed in the following equation:

$$Y = a + bX$$

$$Y = 42.957 + 0.400X_1$$

The equation shows that the coefficient value of X_1 is 0.400 which means that if entrepreneurship education (X_1) increases by one point, the interest in entrepreneurship (Y) will increase by 0.400 points.

2) Second Hypothesis Testing

Leadership has a positive and significant effect on Entrepreneurship Interest Class XII students of Accounting and Financial Institutions (AKKL) at SMK Negeri 1 Yogyakarta. This is evidenced by a significance value of 0.048 is smaller than 0.05 and the t count value for the X_2 is 2.019 greater than the t table value. The correlation is positive (0.241), indicating that leadership positively

correlates to interest in entrepreneurship.

The results of the table calculations can also be seen that $r^2_{x_2y}$ is 0.058. This value shows that a 5.8% change in the variable interest in entrepreneurship (Y) can be explained by leadership (X_2); in other words, entrepreneurship education can influence interest in entrepreneurship by 5.8%. This shows that 94.2% of other factors may influence the interest in entrepreneurship besides leadership.

The coefficient for leadership is 0.304, and the constant is 40.551 then; the regression line equation can be expressed in the following equation:

$$Y = a + bX$$
$$Y = 40.551 + 0.304X_2$$

The equation shows the coefficient value, which means that if leadership X_2 is 0.304 increases by one point, the interest in entrepreneurship (Y) will increase by 0.288 points.

3) Third Hypothesis Testing

Subjective Norm has a positive and significant effect on Entrepreneurship Interest Class XII students of Accounting and Financial Institutions (AKKL) at SMK Negeri 1 Yogyakarta. This is evidenced by a significance value of 0.000 is smaller than 0.05 and the t count value for the X_3 is 4.979 greater than the t table value. The correlation is positive (0.523), indicating that subjective norm positively correlates to interest in entrepreneurship.

The results of the table calculations can also be seen $r^2_{x_3y}$ (0.273). This value shows that 27.3% of changes in the variable interest in entrepreneurship (Y) can be explained by Subjective Norm (X_3) in other words, Subjective Norm can influence interest in entrepreneurship by 27.3%. This shows that 72.7% of other factors may influence the interest in entrepreneurship besides Subjective Norm.

The coefficient for leadership is 0.695, and the constant is 34.978, so the regression line equation can be expressed in the following equation:

$$Y = a + bX$$

$$Y = 34.979 + 0.695X_3$$

The equation shows that the coefficient value is 0.695, which means that if the subjective norm (X_3) is

0.695 increases by one point, the interest in entrepreneurship (Y) will increase by 0.695 points. This illustrates that if the subjective norm gets better or more positive, it will increase students' interest in entrepreneurship.

b. Multiple Regression Analysis

A summary of the multiple regression result can be seen in the following table:

Table 3 Summary of the Result of Multiple Regression Analysis

Variable	Constant	Regression Coefficient	Value r		Value F		Sig.
			$r_{y(1,2,3)}$	$r^2_{y(1,2,3)}$	F count	F table	
Entrepreneurship Education		-0.015					
Leadership	35.922	-0.020	0.523	0.273	8.023	2.751	0.000
Subjective Norm		0.712					

Source: Primary Data, 2022

The results of hypothesis testing from table above show a simultaneous positive influence on Entrepreneurship Education, Leadership, and Subjective Norm on Entrepreneurship Interests in Class XII AKKL students at SMK Negeri Yogyakarta. This can be seen from the results of multiple regression analysis with three predictors showing the correlation coefficient by $r_{y(1,2,3)}$ with a positive value of 0.523.

While the value of the coefficient of determination $r^2_{y(1,2,3)}$ is 0.273 which means that Entrepreneurship, Leadership, and Subjective Norm together have an influence of 27.3% on Entrepreneurship Interest, and other factors influence the remaining 72.7%.

The table above also shows the regression coefficient for Entrepreneurship Education of -0.015; Leadership is -0.020,

and Subjective Norm is 0.712 while the constant is 35.922. From these data it can be expressed in the regression line equation as follows:

$$Y = 35.922 - 0.015X_1 - 0.020X_2 + 0.712X_3$$

The equation shows that:

- 1) The regression coefficient value of -0.015 means that if Entrepreneurship Education (X_1) decreases by one point, the value of Leadership (X_2) and Subjective Norm (X_3) remains, then Entrepreneurship Interest decreases by 0.015.
- 2) The regression coefficient value of -0.020 means that if Leadership (X_2) decreases by one point, the value of Entrepreneurship Education (X_1) and Subjective Norm (X_3) remains, then Entrepreneurship Interest decreases by 0.020.
- 3) The regression coefficient value of 0.712 means that if the Subjective Norm (X_3) increases by one point, the value of Leadership (X_2)

and Entrepreneurship Education (X_1) remains, then Entrepreneurship Interest increases by 0.712.

Based on the F test, the calculated F value is 8.028, and the F table value is 2.751; the calculated F value is greater than the F table. Also obtained a significance value of 0.000, smaller than 0.05, so the regression model is statistically significant. It can be concluded that the fourth hypothesis, which states that Entrepreneurship Education, Leadership, and Subjective Norm together have a positive and significant effect on Entrepreneurship Interest of Class XII Accounting and Financial Institutions (AKKL) students at SMK Negeri 1 Yogyakarta, was accepted.

Based on the results of multiple regression analysis that the amount of Relative Contribution (SR) and Effective Contribution (SE) of each independent variable to the dependent variable are as follows:

Table 4 Results of Relative and Effective Contribution

Variable	Relative Contribution	Effective Contribution
Entrepreneurship Education (X ₁)	2.06%	0.56%
Leadership (X ₂)	4.32%	1.18%
Subjective Norm (X ₃)	93.62%	25.56%
Total	100%	27.3%

Source: Primary Data, 2022

From the data above, it can be described that the Entrepreneurship Education variable (X₁) has a relative contribution of 2.06% and an effective contribution of 0.56; the Leadership variable (X₂) has a relative contribution of 4.32% and an effective contribution of 1.18%, while the Subjective Norm variable (X₃) has a relative contribution of 93.62% and an effective contribution of 25.56%. Entrepreneurship Education (X₁), Leadership (X₂), dan Subjective Norm (X₃) together provide an effective contribution of 27.3%, while factors outside of this variable study influence 72.7%.

Discussion

1. Effect of Entrepreneurship Education toward Entrepreneurship Interest

The study results support the first hypothesis, which shows that the Entrepreneurship Education

variable (X₁) has a positive and significant effect on Entrepreneurship Interest (Y) in class XII AKKL students at SMK Negeri 1 Yogyakarta. This can be seen from the simple regression analysis, which shows the correlation coefficient (r_{x_1y}) is 0.252 with a positive value. It is also known that $r^2_{x_1y}$ is 0.064 or 6.4% and 93.6% of other factors influence interest in entrepreneurship besides entrepreneurship education. The t count value for the X₁ t table value is 1.997, which indicates that the t count value is greater than t table, and a significance value of 0.038 is less than 0.05. From the description above, it can be concluded that Entrepreneurship Education has a positive and significant effect on the Entrepreneurship Interest of Class XII Accounting and Financial Institutions (AKKL) students at SMK Negeri 1 Yogyakarta.

This also strengthens the research conducted by Wicaksono (2022), Norfridianti (2021), and

(Cahyani, 2020), which states that Entrepreneurship Education has a positive effect on the Entrepreneurship Interest of Vocational High School students. Entrepreneurship education can stimulate students' intentions to become entrepreneurs after graduation because through this program, students can find out various ways to start a business and services that support a business (Santoso & Almadana, 2021). Currently, Entrepreneurship Education is designed to know, to do, and become (to be) an entrepreneur (Hasni, 2018). Entrepreneurship education at SMK Negeri 1 Yogyakarta itself is taught in the subject of Produk Kreatif dan Kewirausahaan (PKKWU). The main core of the learning material starts from analyzing business opportunities in the field of expertise, planning creative products, producing them, calculating feasibility, marketing, and compiling financial reports for the business. The existence of PKKWU subjects provides knowledge in the form of theory and practice so that students can have the provision entrepreneurship in the future. For class XII AKKL students at SMK Negeri 1

Yogyakarta, the PKKWU subject stimulates students to enter the business world. Students can learn how to start a business to set up a business so that their interest in entrepreneurship is even more significant when they graduate from school.

2. Effect of Leadership toward Entrepreneurship Interest

The study results support the second hypothesis, which shows that the Leadership variable (X_2) has a positive and significant effect on Entrepreneurship Interest (Y) in class XII AKKL students at SMK Negeri 1 Yogyakarta. From the results of testing the simple regression hypothesis, it can be seen that the correlation coefficient (r_{x_2y}) is 0.241 with a positive value. It is also known that $r^2_{x_2y}$ is 0.058 or 5.8% and 94.2% of other factors influence interest in entrepreneurship besides leadership. The t count value for X_2 is 2.019 and the t table value is 1.997, which indicates that the t count value is greater than the t table, and the significance value is 0.048 less than 0.05. From this description, it can be concluded that Leadership has a positive and significant effect on the Entrepreneurship Interest of Class XII Accounting and Financial

Institutions (AKKL) students at SMK Negeri 1 Yogyakarta.

This strengthens the research conducted by Dewi (2020), Nasution (2019), and Lastrina (2018), which states that Leadership affects Entrepreneurship Interest. Leadership in a growing interest in entrepreneurship needs to be developed because, in leadership, a person will have a sense of responsibility, confidence, tolerance, and good character. As an entrepreneur who wants his business to progress, he cannot work individually but must work together with other people. Therefore, leadership is needed in someone who can take responsibility, has a strong determination, is honest, and always encourages others to realize successful entrepreneurial activities. For students of class XII AKKL at SMK Negeri 1 Yogyakarta, leadership can influence students' interest in entrepreneurship. A high sense of leadership gives students the confidence to become future entrepreneurs.

3. Effect of Subjective Norm toward Entrepreneurship Interest

The hypothesis shows that the Subjective Norm variable (X_3) has a positive and significant effect on Entrepreneurship Interest (Y) of

class XII AKKL students at SMK Negeri 1 Yogyakarta. It can be seen that the correlation coefficient (r_{x_3y}) is 0.523 which is positive. At the same time, the value of r^2 is 0.273 or 27.3% shows that there are still 72.7% of other factors that may affect the interest in entrepreneurship other than Subjective Norm. The t count value for X_3 is 4.979 and the t table value is 1.997, which indicates that the t count value is greater than the t-table and a significance value of 0.000 is less than 0.05. From this description, it can be concluded that the Subjective Norm has a positive and significant effect on the Entrepreneurship Interest of Class XII Accounting and Financial Institutions (AKKL) students at SMK Negeri 1 Yogyakarta.

The results of this study are consistent with the research conducted by Anam et al. (2021), Setiawan et al. (2021), and Fitriyah et al. (2021) stated that Subjective Norm affect Entrepreneurship Interest. Subjective Norm is a person's decision to behave with the subjective considerations of other parties that can provide impetus to take action or decisions. Other parties referred to in this study are parents, teachers, friends, successful

entrepreneurs, and people considered important. Support and suggestions that support entrepreneurship will influence the student's Entrepreneurship Interest. For students of class XII AKKL at SMK Negeri 1 Yogyakarta, support and advice from parents, friends, teachers, successful entrepreneurs, and people are essential to influence students in entrepreneurship. Students feel confident and more interested in entrepreneurship if they get support and advice from other parties.

4. Effect of Entrepreneurship Interest, Leadership, and Subjective Norm toward Entrepreneurship Interest

The results of the study support the fourth hypothesis, which shows that the variables of Entrepreneurship Education (X_1), Leadership (X_2) and Subjective Norm (X_3) have a positive and significant effect on Entrepreneurship Interest (Y) of class XII AKKL students at SMK Negeri 1 Yogyakarta. This can be seen from the results of multiple regression analysis with three predictors showing the correlation coefficient $r_{y(1,2,3)}$ with a positive value of 0.523. While the value of the coefficient of determination $r^2_{y(1,2,3)}$ is 0.273 which means that

Entrepreneurship Education, Leadership, dan Subjective Norm together have an influence of 27.3% on Entrepreneurship Interest, and other factors influence the remaining 72.7%. Based on the F test, the calculated F value is 8.028, and the F table value is 2.751; the calculated F value is greater than the F table. It also obtained a significance value of 0.000, smaller than 0.05. From this description, it can be concluded that Entrepreneurship Education, Leadership, and Subjective Norm together have a positive and significant effect on Entrepreneurship Interest in Class XII Accounting and Financial Institutions (AKKL) students at SMK Negeri 1 Yogyakarta.

The opinion reinforces this in theoretical studies that interest in entrepreneurship can arise because of their desires or because of the surrounding environment, such as through entrepreneurship learning in schools, having a high sense of leadership, and Subjective Norm, namely influence, support, or advice from family and people in the community. Surroundings entrepreneurship education in schools provides opportunities for students to learn the theory and

practice of entrepreneurship. It is expected to be able to generate Entrepreneurship Interest in students in the future. At SMK Negeri 1 Yogyakarta, a vision has been stated: the realization of educational people with character, quality, entrepreneurial spirit, environmental insight, and ability to compete in the world of work professionally. The entrepreneurial spirit of students in schools can develop with Entrepreneurship Education in the subjects of Produk Kreatif dan Kewirausahaan (PKKWU) and full support from educators to make it happen. A high sense of leadership also gives students the desire to continue to develop and be confident about the risks that will be faced. Successful entrepreneurs in the future will certainly not work alone but are assisted by others. An entrepreneur needs high leadership to influence others to do his job to realize the goals to be achieved. In addition, Subjective Norm can generate Entrepreneurship Interest and motivate students to enter the business world. Students consider decisions based on support and advice from parents, teachers, friends, successful entrepreneurs, and people who consider it

important to do something. In this study, students consider becoming entrepreneurs.

CONCLUSION

Based on the analysis of the research data and discussion, it can be concluded that:

1. Entrepreneurship Education has a positive and significant effect on the Entrepreneurship Interest of class XII AKKL students at SMK Negeri 1 Yogyakarta. This is evident from the correlation coefficient (r_{xly}) is 0.252 with a positive value, r^2_{xly} is 0.064 or 6.4%, and the t arithmetic value is 2.116, which is greater than the t table, which is 1.997 with a significance value of 0.038 which is smaller than 0.05.
2. Leadership has a positive and significant effect on the Entrepreneurship Interest of Class XII AKKL students at SMK Negeri 1 Yogyakarta. This is evident from the correlation coefficient (r_{xly}) is 0.241 with a positive value, r^2_{xly} is 0.058 or 5.8%, and the t arithmetic value is 2.019, which is greater than the t table, which is 1.997 with a significance value of 0.048 which is smaller than 0.05.
3. Subjective Norm has a positive and significant effect on Entrepreneurship Interest of Class XII AKKL students at

SMK Negeri 1 Yogyakarta. This is evident from the correlation coefficient (r_{x1y}) which is 0.523 positive, r^2_{x1y} is 0.273 or 27.3%, which is greater than the t table, which is 1.997 with a significance value of 0.048 smaller than 0.05.

4. Entrepreneurship Education, Leadership and Subjective Norm positively and significantly impact the Entrepreneurship Interest of Class XII AKKL students at SMK Negeri 1 Yogyakarta. This is evident from the correlation coefficient (r_{x1y}) is 0.523, which is positive, r^2_{x1y} 0.751 with a significance value of 0.000 less than 0.05. The effective contribution of Entrepreneurship Education to Entrepreneurship Interest is 0.56%, Leadership to Entrepreneurship Interest is 1.18%, and Subjective Norm to Entrepreneurship Interest is 25.56%.

Based on the conclusions and implications that have been discussed, the following suggestions are given:

1. For Students

- a. Based on the study results, students' confidence in entrepreneurship needs to be increased again. This can be seen from the low average score given by respondents for the Entrepreneurship Interest variable on the item preferring to be a civil servant rather than an

entrepreneur. Most students think it is better to become a civil servant because of a steady income. Students need to change their mindset that being an entrepreneur has many advantages compared to just being a civil servant by attending entrepreneurship seminars, reading success tips for an entrepreneur figure and learning to build a business from an early age.

- b. Students should start being more optimistic about becoming job creators than job seekers. This can be seen from the low average score given by respondents for the Entrepreneurship Education variable on the PKKWU subject item, which has changed the mindset of students from job seekers to job creators. Students should learn to make small businesses in the hope of opening bigger businesses in the future.
- c. Students need to interact more with others by building commitment. This can be seen from the average low score respondents gave for the Leadership variable on the item students have difficulty building commitment with others. Self-confidence and great confidence can give a sense of optimism

without hesitation to commit such as friendship. Students should participate in organizations and extracurricular activities in schools, such as student councils, scouts, *PMR*, etc.

- d. Students need to establish connections with successful entrepreneurs around them. This can be seen from the average low score given by respondents for the subjective norm variable on the items of successful entrepreneurs around them giving them advice for entrepreneurship. Students can attend seminars and workshops on entrepreneurship to build connections with successful entrepreneurs and learn on an ongoing basis to build a business. Students can also communicate with successful entrepreneurs through social media and ask for advice on becoming successful entrepreneurs.

2. For Parents

Parents play a role in shaping students' thinking from birth. All forms of support and advice from parents regarding careers significantly influence students. This can be seen from the average low score given by respondents for the subjective norm

variable on the item their parents support the desire to be an entrepreneur. Parents should support students for entrepreneurship by providing good facilities and infrastructure and changing the mindset that entrepreneurship activities are positive and have a good impact on the people around them.

3. For School

The school plays a role in Entrepreneurship Education in its students so that an entrepreneurial character is formed within the individual. Entrepreneurship education in schools provides students with provisions for entrepreneurship in the future. Therefore, it is hoped that students will not only learn related to theory but also practice on an ongoing basis and are required to be directly involved in the business.

4. For Further Researchers

This study shows that Entrepreneurship Education, Leadership, and Subjective Norm positively and significantly affect Entrepreneurship Interest. In this study, only three independent variables affect Entrepreneurship Interest. Future researchers are expected to be able to research other factors that influence Entrepreneurship Interest.

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