

# The Influence of Learning Outcomes of PKK Subjects and Family Environment on Entrepreneurial Interests of Culinary Department Students at SMK Widya Praja Ungaran

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## Abstract

SMK is vocational school that aims to prepare students to enter the world of entrepreneurship and industry. The entrepreneurship subject that can increase student's interest in entrepreneurship is PKK subject. Student's interest in entrepreneurship can also be influenced by the family environment. The purpose of this study was to determine the effect of learning outcomes in PKK subjects and the family environment on the interest in entrepreneurship of class XI students majoring in Culinary partially and simultaneously. This study uses a causal associative research type with independent variables is learning outcomes in PKK subjects and the family environment, the dependent variable is student's interest in entrepreneurship. The population of this study was class XI students majoring in Culinary in the SMK Widya Praja Ungaran and using total sampling of 49 students. Data collection techniques used documentation and questionnaires. Data analysis using simple linear regression analysis, multiple linear regression, and coefficient of determination. The results showed that the learning outcomes of PKK subjects had a significant effect on students' interest in entrepreneurship with a significance value of  $0.009 < 0.05$  and a coefficient of determination is 13.6%. There was a significant influence of the family environment on students' interest in entrepreneurship with a significance value of  $0.000 < 0.05$  and a coefficient of determination is 48.7%. Simultaneously, the learning outcomes of PKK subjects and the family environment had a positive and significant effect on students' interest in entrepreneurship with a significance value of  $0.000 < 0.05$  and  $f_{count} 26,852 > 3,20$  and a coefficient of determination is 53.9%.

**Keywords:** PKK Subject Learning Outcomes, Family Environment, Entrepreneurial Interest

## INTRODUCTION

Unemployment is one of the employment problems that befalls various countries including Indonesia. This is due to lack of access to education, lack of skills possessed by a person, lack of available jobs, and limited access to information (Sugianto & Permady 2020). The Indonesian government has made various efforts to reduce unemployment in Indonesia, one of which is to develop entrepreneurship which includes providing knowledge and skills as well as entrepreneurial attitudes to people who are looking for work so that they have the opportunity to create jobs from the development of entrepreneurship.

Data from the Central Java Statistics Agency shows that workers with Vocational High School graduates who have worked independently or are entrepreneurs number 148,727 people. This number is lower when compared to Elementary School graduates who number 979,621, Junior High School or SLTP which number 348,374. and General Final Level High School (SLTA Umum) or SMA graduates who number 161,500. The number of workers with SMK graduates is contrary to Permendikbud No.

34 of 2018 which states that the purpose of SMK/MAK is to create a skilled workforce and have the skills to meet the demands of the world of entrepreneurship and industry, and be able to develop students' potential to adapt to science, technology and art.

Muliansyah & Nurnazmi (2021) provide the opinion that the unemployment problem can be minimized or reduced by means of educated graduates being able to open up job opportunities or become entrepreneurs so that a person is able to employ themselves so that they are not unemployed. However, entrepreneurship not only requires the ability and skills of entrepreneurship, but also requires the attitude of an entrepreneur. The attitude of an entrepreneur will grow in a person if that person has an interest in entrepreneurship.

One way to form an entrepreneurial formation and increase entrepreneurship in a country is through interest in entrepreneurship (Darmawan 2021). One of the government's efforts to increase interest in entrepreneurship is to include subjects about entrepreneurship in the curriculum. The Creative Products and Entrepreneurship or PKK subject is an entrepreneurship subject in vocational schools that is included in the Merdeka Curriculum. The PKK subject studies the concepts of entrepreneurship and skills that a prospective entrepreneur must have so that students who take PKK learning can form the attitudes and behavior of an entrepreneur within themselves. The learning outcomes of the PKK subject can be provisions for students to start entrepreneurship through the knowledge, skills and experiences that have been learned in the PKK subject. Maldini & Giatman (2018) argue that the better the learning outcomes of subjects about entrepreneurship, the greater the students' interest in entrepreneurship.

One of the vocational schools that has PKK subjects is SMK Widya Praja Ungaran. Based on the results of observations, the learning outcomes of PKK subjects for class XI Culinary Department students in the 2023/2024 academic year have covered various cognitive, affective, and psychomotor aspects that are useful in the field of entrepreneurship, but students' interest in entrepreneurship is still low and they still choose to work in industry compared to entrepreneurship. Data on the absorption of graduates of the Culinary Department of SMK Widya Praja Ungaran in 2023 shows that out of 43 alumni, no graduates are entrepreneurs. Based on data on the occupations of parents of class XI Culinary students in the 2023/2024 academic year, parents who work as entrepreneurs have the highest number, namely 19 people, but based on observation interviews, students said that their interest in entrepreneurship is still low. Even though the students' family environment has been entrepreneurial, students' interest in entrepreneurship is still low and the spirit of an entrepreneur has not yet formed in them.

Therefore, a study was conducted to determine the effect of learning outcomes in PKK subjects and family environment on the entrepreneurial interest of class XI students majoring in Culinary in the 2023/2024 academic year of SMK Widya Praja Ungaran, both partially and simultaneously.

## METHODS

This research is a quantitative research with a causal associative research type. The research was conducted at SMK Widya Praja Ungaran, Central Java. The independent variables in this study are the learning outcomes of the PKK subject (X1) and the family environment (X2) and the dependent variable is the interest in entrepreneurship (Y). The population of this study was all class XI students of the Culinary Department of the 2023/2024 academic year of SMK Widya Praja Ungaran, totaling 49 students and using a sampling technique, namely total sampling of 49 students.

The data collection techniques used were questionnaires and documentation. The questionnaire was used to collect data related to the family environment and interest in entrepreneurship. While the documentation was used to determine the learning outcomes of the PKK subject for class XI Culinary in the 2023/024 academic year, second semester. Family environment indicators consist of: 1) how parents educate; 2) home atmosphere; 3) economic status; 4) family support and 5) parents' jobs. Indicators of interest in entrepreneurship consist of: 1) motivation to become an entrepreneur; 2) involvement; 3) community environment and 4) school environment. The questionnaire consisted of 48 statement items using a five-level Likert Scale measurement, including: 5) strongly agree; 4) agree; 3) undecided; 2) disagree; 1) strongly disagree.

The questionnaire will be tested whether it is valid and reliable or not using the item validity test and reliability test with the Alpha Cronbach formula using IBM SPSS Statistics 25 for Windows software. The prerequisite analysis tests used in this study are the normality test to prove whether the sample used is normally distributed or not, the linearity test to determine whether there is a linear relationship or not between the independent and dependent variables, and the multicollinearity test to determine whether there are the same elements between the independent variables. The data analysis test used is a simple linear regression analysis to determine how much influence the independent variable has if the dependent variable is changed or manipulated using the t test and a simple linear regression equation using the formula:

$$Y = a + Bx$$

Multiple linear regression analysis to determine how much influence the independent variable has if the dependent variable is changed or manipulated simultaneously using the f test and multiple linear regression equation with the formula:

$$Y = b_0 + b_1X_1 + b_2X_2$$

and the coefficient of determination ( $R^2$ ) test to explain how much influence the independent variable (learning outcomes of PKK subjects and family environment) has on the dependent variable (entrepreneurial interest) simultaneously by looking at the adjusted R-Squared value.

## RESULTS AND DISCUSSION

### Results

#### 1. Prerequisite Analysis Test

Analysis prerequisite testing is used to determine whether the data taken can be analyzed using parametric statistics or not (Usmadi 2020). This study uses the Kolmogorov Smirnov normality test, linearity test with the help of the compare means menu in SPSS, and multicollinearity test. The normality test of this study uses the Kolmogorov Smirnov method. The normality test has a decision-making criterion, namely if the significance value is  $> 0.05$  then the data is normally distributed, and vice versa if the significance value is  $< 0.05$  then the data is not normally distributed.

**TABLE 1.** Normality Test Results

Variable	Results	Decision Making Criteria	Information
PKK Subject Learning Outcomes (X1)	0.200	$> 0.05$	Normal
Family environment (X2)	0.091	$> 0.05$	Normal
Interest in Entrepreneurship (Y)	0.200	$> 0.05$	Normal

Based on the table of normality test results, the PKK subject learning outcome variable (X1) above obtained a significance value of  $0.200 > 0.05$  so that the PKK subject learning outcome variable as X1 is normally distributed, the family environment variable (X2) obtained a significance value of  $0.091 > 0.05$  so that the family environment variable as X2 is normally distributed, and the entrepreneurial interest variable (Y) obtained a significance value of  $0.200 > 0.05$  so that the entrepreneurial interest variable as Y is normally distributed.

Next, the linearity test in this study used the compare means menu in the SPSS application. There are decision making criteria in the linearity test, namely if the sig. deviation from linearity value is  $> 0.05$  then there is a linear relationship, and vice versa if the sig. deviation from linearity  $< 0.05$  then there is no linear relationship.

**TABLE 2.** Linearity Test Results

Variable	Results	Decision Making Criteria	Information
PKK Subject Learning Outcomes (X1) with Interest in Entrepreneurship (Y)	0.547	> 0.05	Linear
Family environment (X2) with Interest in Entrepreneurship (Y)	0.264	> 0.05	Linear

Based on the results of the linearity test above, it can be concluded that the learning outcome variable of the PKK subject (X1) with the entrepreneurial interest variable (Y) is  $0.547 > 0.05$ , so it is concluded that there is a linear relationship between the learning outcome variable of the PKK subject and the entrepreneurial interest. Furthermore, the family environment variable (X2) with the entrepreneurial interest variable (Y) gets a result of  $0.264 > 0.05$ , which means that there is a linear relationship between the family environment variable and the entrepreneurial interest.

The last analysis prerequisite test conducted is the multicollinearity test. The multicollinearity test is used to determine whether there are the same elements between independent variables. The decision-making criteria for the multicollinearity test are if the tolerance value is  $> 0.10$  and the VIF value is  $< 10$ , then the independent variables do not have symptoms of multicollinearity, and vice versa.

**TABLE 3.** Multicollinearity Test Results

Coefficients <sup>a</sup>			
		Collinearity Statistics	
Model		Tolerance	VIF
1	PKK Subject Learning Outcomes	1.000	1.000

a. Dependent Variable: Family environment

Based on the results of the multicollinearity test above, it can be concluded that the tolerance value of the PKK subject learning outcome variables (X1) and family environment (X2) is  $1,000 > 0.1$  and the VIF value is  $1,000 < 10$ , which means that there are no symptoms of multicollinearity between the independent variables in this study.

**2. Hypothesis Analysis**

Data that has passed the analysis prerequisite test is then subjected to a hypothesis analysis test using simple regression analysis and multiple regression analysis to analyze the influence of independent variables on dependent variables both partially and simultaneously and a determination coefficient test to predict how much influence the independent variables have on the dependent variable.

a. Simple Linear Regression Analysis

Simple linear regression analysis is used to determine whether or not there is an influence of the independent variable on the dependent variable partially. The test used is the T test which is continued by entering the simple regression equation formula, namely

$$Y = a + bX$$

There is a decision making, namely if the significance value  $< 0.05$  or  $t \text{ count} > t \text{ table}$  then there is a positive and significant influence between the independent variable on the dependent variable, and vice versa if the significance value  $< 0.05$  or  $t \text{ count} < t \text{ table}$  then there is no positive and significant influence between the independent variable on the dependent variable. The formula for finding the t table is:

$$t = [a; (df = n - k)]$$

$$t = [5\%; (49 - 3)]$$

$$t = (0.05 ; 46), \text{ look at the t table column df (0.05) and row df (46)}$$

$$t = 1.679$$

**TABLE 4.** T-Test Results of PKK Subject Learning Outcome Variables on Entrepreneurial Interest

		<b>Coefficients<sup>a</sup></b>				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	31.380	24.488		1.281	.206
	PKK Subject Learning Outcomes	.783	.287	.369	2.722	.009

a. Dependent Variable: Interest in Entrepreneurship

Based on the table above, it is known that the Tcount value is  $2.722 > 1.679$  and the significance is  $0.009 < 0.05$  so that it can be concluded that there is a positive and significant influence between the variables of learning outcomes of PKK subjects on the entrepreneurial interest of students majoring in Culinary at SMK Widya Praja Ungaran. Furthermore, it is entered into the simple linear regression equation formula, then  $Y = 31.380 + 0.783X$  which means that if the learning outcomes of PKK subjects have an additional 1 value, the value of entrepreneurial interest will increase in a positive direction by 0.783.

**TABLE 5.** Coefficient of Determination PKK Subject Learning Outcomes Variable

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.369 <sup>a</sup>	.136	.118	8.190

a. Predictors: (Constant), PKK Subject Learning Outcomes

Based on the table above, it can be concluded that the R Square value or coefficient of determination is 0.136 or 13.6%, which means that the learning outcome variable for the PKK subject (X1) has an effect on the entrepreneurial interest variable (Y) by 13.6%.

**TABLE 6.** T-Test Results of Family Environment on Entrepreneurial Interest

		<b>Coefficients<sup>a</sup></b>				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	49.792	7.262		6.857	.000
	Family Environment	.507	.076	.698	6.685	.000

a. Dependent Variable: Interest in Entrepreneurship

Based on the table above, it is known that the Tcount value is  $6.685 > 1.679$  and the significance is  $0.000 < 0.05$  so that it can be concluded that there is a positive and significant influence between the family environment variable on the entrepreneurial interest of students majoring in Culinary at SMK Widya Praja Ungaran. Furthermore, it is entered into the simple linear regression equation formula, then  $Y = 49.792 + 0.507X$  which means that if the family environment has an additional 1 value, then the value of the entrepreneurial interest will increase in a positive direction by 0.507.

**TABLE 7.** Coefficient of Determination Family Environment Variable

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.698 <sup>a</sup>	.487	.476	6.309

a. Predictors: (Constant), Family Environment

Based on the table above, it can be concluded that the R Square value or coefficient of determination is 0.487 or 48.7%, which means that the family environment variable (X2) has an effect on the entrepreneurial interest variable (Y) by 48.7%.

a. Multiple Linear Regression Analysis

Multiple linear regression analysis is used to determine whether or not there is an influence of the independent variables of learning outcomes of PKK subjects and family environment on the dependent variable of entrepreneurial interest simultaneously or together. The test used is the F test which is then continued by entering the multiple linear regression equation formula, namely:

$$Y = b_0 + b_1X_1 + b_2X_2$$

There are decision-making criteria, namely if the sig value < 0.05 then the independent variable affects the dependent variable simultaneously, and vice versa. Then if the fcount value > ftable, then the independent variable affects the dependent variable simultaneously. How to determine the f table value is as follows:

$$df_1 = k - 1$$

$$df_1 = 3 - 1$$

$$df_1 = 2$$

and,

$$df_2 = n - k$$

$$df_2 = 49 - 3$$

$$df_2 = 46$$

then use the f table value distribution table with a probability of 0.05 so that the f table is 3.20.

**TABLE 8.** F Test Results

<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1965.985	2	982.993	26.852	.000 <sup>b</sup>
	Residual	1683.933	46	36.607		
	Total	3649.918	48			

a. Dependent Variable: Interest in Entrepreneurship

b. Predictors: (Constant), Family Environment, Learning Outcomes of PKK Subjects

Based on the table above, it is known that the f-count value is 26.852 > 3.20 and the significance value is 0.000 < 0.05, which means that the variables of learning outcomes of PKK subjects and family environment have a positive and significant effect on the variable of entrepreneurial interest of students majoring in Culinary in the 2023/2024 academic year at SMK Widya Praja Ungaran.

**TABLE 9.** Multiple Regression Coefficients Table

		<b>Coefficients<sup>a</sup></b>				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	11.383	18.363		.620	.538
	Learning Outcomes of PKK Subjects	.491	.217	.232	2.261	.029
	Family Environment	.471	.074	.649	6.335	.000

a. Dependent Variable: Interest in Entrepreneurship

Based on the coefficients table above, it is known that the constant value is 11.383 and the predictor value of X1 is 0.491 and X2 is 0.471, so if it is entered into the multiple linear regression equation formula, it is  $Y = 11.383 + 0.491 X1 + 0.471 X2$ , which means that if the variables X1 and X2 are zero, the Y variable is 11.383. Then, if there is an increase in the X1 variable by 1%, the Y variable will increase by 0.491 or 49.1%. Finally, if there is an increase in the X2 variable by 1%, the Y variable will increase by 0.471 or 47.1%.

**TABLE 10.** Coefficient of Determination of the Learning Outcomes of PKK Subjects and Family Environment Variable

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.734 <sup>a</sup>	.539	.519	6.050

a. Predictors: (Constant), Family Environment, Learning Outcomes of PKK Subjects

Based on the table above, it can be concluded that the R Square value or coefficient of determination is 0.539 or 53.9%, which means that the variables of learning outcomes in the PKK subject (X1) and the family environment (X2) together or simultaneously have an effect on the variable of interest in entrepreneurship (Y) by 53.9%.

### DISCUSSION

The results of the simple linear regression analysis between the learning outcome variables of the PKK subject and students' interest in entrepreneurship are in line with the objectives of the PKK subject according to the Ministry of Education and Culture, namely to shape the behavior of an entrepreneur according to potential and market opportunities both individually and in groups. However, the influence of X1 can be said to be low because students still have difficulty in learning bookkeeping and calculating selling prices so that students are still less interested in entrepreneurship. In addition, the lack of variation in learning such as inviting entrepreneurial figures or visits to MSMEs is one of the factors that students still have a low interest in entrepreneurship. The results of this study are in line with research conducted by Yuliana, et al. (2023) which showed that there was a significant influence of the Creative Products and Entrepreneurship learning outcome variables on students' interest in entrepreneurship by 15.6%. These results are also supported by research by Imelda & Maksum (2020) which found that there was an influence of Creative Products and Entrepreneurship learning outcomes on students' interest in entrepreneurship by 28.8%. Alma (2018) argues that the more skills are mastered, the greater the interest in starting a business and the opportunities for entrepreneurship.

The results of the simple linear regression analysis between family environment variables and students' interest in entrepreneurship are in line with the opinion of Adriansyah, et al. (2023) who said that one of the factors that can influence an individual's mindset to work in the world of entrepreneurship is the family environment, because the family environment is the main environment for someone so that many things can influence their family environment. Buchari (2011: 8) also argues that students who have parents who are entrepreneurs tend to follow their parents' career path or will also become entrepreneurs. This is because students have formed attitudes and mindsets about entrepreneurship by seeing their parents who are entrepreneurs. The results of this study are in line with the research of Aini & Oktafani (2020) which provides results that environmental variables have a significant effect on students' interest in entrepreneurship with a significance level of  $0.001 < 0.05$  and a magnitude of influence of 4.2%. The results of this study are also supported by research by Oktavianto & Pahlevi (2021) which showed that the family environment had a positive and significant influence on entrepreneurial interest of 59.8%.

The results of the multiple linear regression analysis calculation are in line with the research conducted by Fatriyanto (2020) which shows that the variables of PKWU learning outcomes, family environment, and soft skills simultaneously have a significant effect on entrepreneurial interest with a significance value of  $0.000 < 0.05$ . The results of this study are also supported by the research of Wahyuningsih (2020) which shows that entrepreneurship education and family environment have a significant effect on students' entrepreneurial interest. The high magnitude of the influence of the two independent variables on the dependent variable is 53.9% because the support of the family environment can motivate students to become entrepreneurs and PKK subjects will complement students' knowledge in entrepreneurship. Susanti (2021) said that the family environment that supports students to become entrepreneurs and entrepreneurship education complements so that it can foster students' mindsets and attitudes to become entrepreneurs. According to Fatriyanto (2020), students who have entrepreneurial knowledge and a family environment that supports students to become entrepreneurs will increase their interest in entrepreneurship.

### **CONCLUSION**

Based on the results of the calculation of the analysis of this study, it can be concluded that there is a positive and significant influence of the variables of learning outcomes of the PKK subject and the family environment on the entrepreneurial interest of class XI students of the Culinary Department of the 2023/2024 academic year of SMK Widya Praja Ungaran, both partially and simultaneously.

Suggestions for teachers are expected to further develop the learning process of PKK subjects by inviting entrepreneurial figures or visits to MSMEs and further motivating students to become entrepreneurs. Finally, suggestions for students are expected to follow PKK learning well and maintain a comfortable and safe family environment to discuss entrepreneurship so that students have the provisions to build their own businesses and open job vacancies.

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