

THE EFFECT OF THE METHOD OF EDUPRENEURSHIP PRACTICE-BASED BUSINESS CENTER AND SCHOOL ENVIRONMENT ON INTEREST IN ENTREPRENEURSHIP WITH ENTREPRENEURIAL MOTIVATION AS A MEDIATING VARIABLE

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ABSTRACT

Vocational secondary education (SVHS) aims to educate students to work in certain fields, but not a few SVHS graduates contribute to the unemployment rate in Indonesia. The best solution to reduce the high unemployment rate is entrepreneurship. However, student interest in entrepreneurship is still relatively low. This research is quantitative descriptive research with a survey approach that aims to analyze the effect of the method of edupreneurship practice-based business center and school environment on interest in entrepreneurship, with entrepreneurial motivation as a mediating variable. The data collection methods carried out in this study were interviews, closed questionnaires, and documentation. The population in this study were class XI students of State Vocational High School 1 Purbalingga for the 2022/2023 academic year, with a sample of 84 respondents who were determined using purposeful sampling and simple random sampling. At the same time, the data analysis techniques used are instrumental tests, classical assumption tests, and hypothesis testing. The results of the research and data analysis show that first, there is a positive effect of the method of edupreneurship practice-based business center on students' interest in entrepreneurship; second, there is a positive effect of the school environment on students' interest in entrepreneurship; third, there is a positive effect of the entrepreneurial motivation on students interest in entrepreneurship; fourth, there is a positive effect of the method of edupreneurship practice-based business center on students interest in entrepreneurship through entrepreneurial motivation; and fifth, there is a positive effect of the school environment on students interest in entrepreneurship through entrepreneurial motivation. This research includes recommendations for schools, teachers, and students. This research's contribution and added value are in the form of theoretical and practical benefits.

KEYWORDS: method of edupreneurship, business center, school environment, entrepreneurial motivation, interest in entrepreneurship

JEL CLASSIFICATION: A20, A21, I21.

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INTRODUCTION

Both natural resources and humans are very abundant in Indonesia. However, various problems arise because the quantity of human resources is not matched by good quality human resources.

Unemployment is one of the problems that arise. Unemployment is someone who has been looking for a job and wants to work but has not been successful (Zurisdah, 2017). According to data from the Central Bureau of Statistics as of August 2022, as many as 8.42 million Indonesians, or 5.86% of the total population, are officially unemployed (Central Bureau of Statistics, 2022).

The difficulty of finding a job and increasingly fierce competition have caused many people to be unable to compete, thereby increasing the unemployment rate. The right solution to overcome unemployment is to start a business or become an entrepreneur. Entrepreneurs have the opportunity to maximize their potential and the environment (Setiyawan, 2017). Entrepreneurs are people who carry out entrepreneurial activities. An entrepreneur has the confidence to take calculated risks to run a business that is profitable and beneficial to others (Kurniullah et al., 2021). Entrepreneurs can be born from an interest in entrepreneurship.

According to Syaifudin (2017), interest in entrepreneurship needs to be developed so that someone has an entrepreneurial mindset. A positive attitude towards entrepreneurial aspects related to business is the notion of an interest in entrepreneurship. Strong signs for managing a business appear when an interest in entrepreneurship begins to form (Kurniawati & Kusmuriyanto, 2018). According to Basrowi (2014), various internal and external factors can influence interest in entrepreneurship. These factors are interconnected and cannot be separated. Someone has a great opportunity to achieve the desired results when the interest in entrepreneurship is large enough (Marini & Hamidah, 2014). Early encouragement and support from the surrounding environment, especially schools, is a strategy to increase interest in entrepreneurship. The growth and development of interest in entrepreneurship are needed to encourage and motivate students to pursue entrepreneurship.

One of the educational institutions in Purbalingga Regency, State Vocational High School 1 Purbalingga, has a task force unit called Special Job Fair Prima Karya, which is tasked with tracing students who have graduated from State Vocational High School 1 Purbalingga. This search intends to map the activities of graduates, such as working in corporate agencies, entrepreneurship, or continuing in higher education. Data on graduates of State Vocational High School 1 Purbalingga in 2019/2020 are presented in Table 1 as follows:

Table 1 Graduates of State Vocational High School 1 Purbalingga in 2019/2020

Expertise Competency	Number of Graduates	Student Activities After Graduates					
		Work (%)		Businessman (%)		Studying (%)	
AKL	144	41	28.47	20	13.89	83	57.64
OTKP	142	35	24.65	41	28.87	66	46.48
TKJ	71	18	25.35	27	38.03	26	36.62
RPL	71	6	8.45	34	47.89	31	43.66
BDP	67	47	70.15	4	5.97	16	23.88
Amount	495	147	29.70	126	25.45	222	44.85

(Source: Special Job Fair Prima Karya State Vocational High School 1 Purbalingga (2020))

Based on the data in Table 1, it shows that only 25.45%, or as many as 126 graduates of State Vocational High School 1 Purbalingga in 2019/2020 are entrepreneurs. This shows that the percentage of graduates who are self employed is still low, not even reaching 50% of all graduates. In addition, based on initial observations, it shows that students interest in entrepreneurship is still low. These results were obtained by researchers by distributing questionnaires to class XI students of State Vocational High School 1 Purbalingga for the 2022/2023 academic year, with a total of 244 students.

This is evidenced by the fact that after graduating from vocational high school, 31 respondents chose entrepreneurship, 102 respondents chose to work in corporate agencies, and 111 respondents chose to continue higher education at both public and private universities.

According to Aini & Oktafani (2020), entrepreneurship education or edupreneurship can foster an interest in entrepreneurship. Edupreneurship aims to develop whole human beings into knowledgeable beings with entrepreneurial abilities (Alma, 2013). Implementation of edupreneurship at State Vocational High School 1 Purbalingga is carried out through the subject of Creative Products and Entrepreneurship, where in its implementation it applies a practice business center that requires students to practice selling. Smega Grosir is a unit business center that is used to implement edupreneurship this. For students who want to start their own business, edupreneurship is an important source of capital and support for the creation of entrepreneurial activities (Farida & Nurkhin, 2016). Nooh (2022) confirms that edupreneurship can help students from various educational backgrounds develop entrepreneurial skills and mindsets.

Oktavianto & Pahlevi (2021) research shows that edupreneurship has a good impact on students interest in entrepreneurship. The results of this study are in line with Indriyani & Margunani (2018), who state that edupreneurship has a major impact on students interest in entrepreneurship. According to Wanto (2014), entrepreneurship can be an alternative choice of profession after graduating from vocational high school. The success of students in the field of edupreneurship is important because entrepreneurship can facilitate a person's efforts to find a job that will contribute to the country's economic growth. Meanwhile, according to Tunisa et al. (2021), edupreneurship does not increase students interest in entrepreneurship because there are several causes that make students ignore it.

Implementation of edupreneurship in school cannot be separated from the school environment. Schools play an important role in providing knowledge as student capital, especially about edupreneurship. Students are expected to gain a thorough understanding of entrepreneurship in order to progress towards independence and create their own businesses (Rofiah, 2016). Marini & Hamidah (2014) define the school environment as a formal educational institution in the form of a social (educators and school culture) and non-social (curriculum and infrastructure) environment that supports the formation and development of students interests and entrepreneurial potential.

If viewed in terms of facilities and infrastructure at school, State Vocational High School 1 Purbalingga has various facilities to support student activities. Availability of units A business center is one of the means used to support the development of entrepreneurial activities. The business center serves as a means of student learning, especially in the fields of business and management, by providing access to resources, knowledge, and skills that will enable students to be independent and have an entrepreneurial spirit (Kurniawati & Kusmuriyanto, 2018).

In addition, from the aspect of the curriculum, schools require students to practice business. This activity must be carried out because it is included in the component of student skills, so if students do not carry it out, the value of student skills will decrease. If viewed from an educational perspective, there are quite a number of teachers who teach Creative Products and Entrepreneurship subjects, and if viewed from a school cultural aspect, during recess students are not allowed to buy food and drinks from outside the school, which results in long lines at the school canteen.

Kurniawati & Kusmuriyanto (2018) research found that business centers have a positive effect on students interest in entrepreneurship. This research is reinforced by Utami & Widiyanto (2015), who also stated that there is a positive influence of the infrastructure business center on students interest in entrepreneurship. In addition, Aini et al. (2017) stated in their research that the school environment had

a positive and significant effect on students interest in entrepreneurship, and Setiyawan (2017) emphasized that the school environment had a positive effect on interest in entrepreneurship.

Internal factors can also influence students interest in entrepreneurship. In an effort to increase students interest in entrepreneurship, motivation plays a very important role (Puspitaningsih, 2014). This is because motivation can give a person the confidence and courage needed to start an entrepreneur. Entrepreneurial motivation is directly related to entrepreneurial goals and outcomes (Toa et al., 2020). According to research by Rachmawati & Subroto (2022), entrepreneurial motivation influences student interest in entrepreneurship. This study explains that students interest in starting entrepreneurship is driven by entrepreneurial motivation. Entrepreneurial interest will be encouraged if entrepreneurial motivation is high, and vice versa. Motivation, the driving force from within, is used to move the process towards its goal because it is defined as the power to succeed through optimizing existing opportunities (Adam et al., 2020).

The purpose of vocational secondary education (SVHS) is to educate students to work in certain fields. Not a few SVHS graduates contribute to the unemployment rate in Indonesia. The best solution to reduce the high unemployment rate is entrepreneurship. Based on Table 1 and initial observations, it is known that students still show low interest in entrepreneurship. In addition, based on several previous studies, it can be seen that the results of research testing interest in entrepreneurship with the same independent variables as this research still provide different conclusions.

This study aims to analyze the effect of the method of edupreneurship practice-based business center on the interest in entrepreneurship of class XI students of State Vocational High School 1 Purbalingga, analyzing the effect of the school environment on the interest in entrepreneurship of class XI students of State Vocational High School 1 Purbalingga, analyzing the effect of the entrepreneurial motivation on the interest in entrepreneurship of class XI students of State Vocational High School 1 Purbalingga, analyzing the effect of the method of edupreneurship practice-based business center on the interest in entrepreneurship of class XI students of State Vocational High School 1 Purbalingga through entrepreneurial motivation, and analyze the effect of the school environment on the interest in entrepreneurship of class XI students of State Vocational High School 1 Purbalingga through entrepreneurial motivation.

1 THEORETICAL BASES

1.1 Interest in Entrepreneurship

According to Suryana (2013) interest in entrepreneurship is a person's tendency to be interested in starting a business that is well organized, regular, and takes risks during business development. Internal and external factors can affect one's interest in entrepreneurship. Koranti (2013) explains that the factors that effect interest in entrepreneurship, according to Stewart, are as follows:

1. Internal factors are factors originating from within the individual, such as entrepreneurial motivation.
2. External factors are factors that come from outside the individual, such as the school environment.

Hisrich et al. (2017) put forward factors that effect interest in entrepreneurship, according to McMullen & Shepherd, including:

1. Edupreneurship factors are the depth of one's understanding of markets and technology.

2. Entrepreneurial motivation factors are the forces that encourage someone to take advantage of existing opportunities.

In addition, Winardi (2017) stated that human sociology and psychology both contribute to someone who has a high need for achievement. An entrepreneur must be willing to take risks to create new, innovative alternatives. Psychological factors are related to entrepreneurial motivation, and sociological factors are related to the environment, especially schools that help students learn about entrepreneurship.

According to Suryana (2013), the following indicators can be used to measure one's interest in entrepreneurship:

1. Confidence is believing in one's ability to succeed at the highest level.
2. Initiative is a person's willingness to fight anything with strong determination. Someone who really takes the initiative will take advantage of opportunities. This attitude is characterized by discipline, critical thinking, responsiveness, and passion for achieving goals. This attitude is the result of knowledge and experience.
3. The achievement motive is a person's drive to do business in the best way and tends to go beyond standards to maximize value.
4. The soul of leadership is the ability to use influence without using coercion.
5. Daring to take risks is the ability to identify, assess, and manage the risks involved in business operations.

1.2 Method of Edupreneurship

The term method is defined as a set of ways, paths, and techniques used by educators to facilitate learning (Hamalik, 2015). Entrepreneurship with a focus on education is called edupreneurship. Entrepreneurship, according to Mulyatiningsih et al. (2014) is a creative and innovative business that develops from taking risks and is realized to provide added value. Whereas edupreneurship is entrepreneurial learning in schools that is carried out by executing substantial breakthroughs and revolutionary changes to improve the quality of education and generate new educational opportunities regardless of the resources, capacities, and limitations that may exist (Rahayu & Nuryata, 2011). Based on this definition, we can conclude that mentorship is an educational strategy for implementing entrepreneurship learning in schools. According to Mulyatiningsih et al. (2014), there are several production and business based learning methods that can be utilized for edupreneurship in vocational schools in between teaching factories and business center.

1.3 Business Center

A business center is a center for profit seeking economic or commercial activities (Mulyatiningsih et al., 2014). According to Kurniawati & Kusmuriyanto (2018), a business center is one strategy to improve student learning, especially in the field of business and management. This strategy is achieved through business units that provide capital to students in the form of knowledge and skills to enable them to become independent and have an entrepreneurial spirit. According to the Directorate PSMK (2019) the business center is an opportunity given by the school to students to learn how to engage with society in the economic field. Based on this understanding, it is concluded that a business center is an activity carried out in a school that functions as a center for buying and selling products and services by utilizing all the resources available at the school.

1.4 School Environment

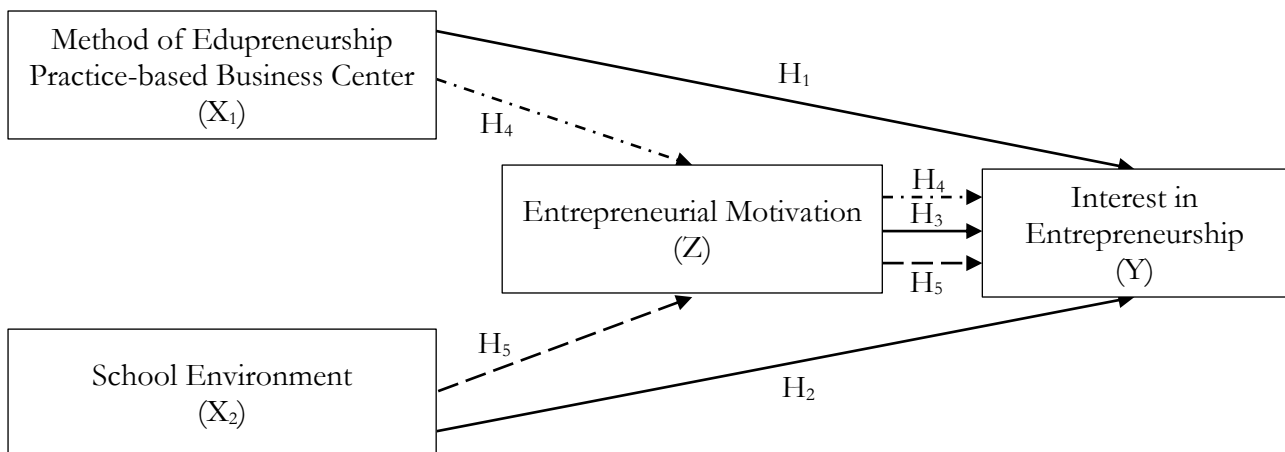
Educational arrangements that are structured, regular, methodical, and multilevel with specific and strict norms are the school environment (Hasbullah, 2012). According to Marini & Hamidah (2014), the school environment in formal education institutions consists of social (teachers and school culture) and non-social (curriculum and infrastructure) elements that encourage the development and entrepreneurial potential of students. Based on this explanation, the school environment is defined as all conditions that have an impact on how students behave, both physically and socially.

1.5 Entrepreneurial Motivation

The individual's will to act is given by a force called motivation (Ryan & Leci, 2017). According to Saputri et al. (2016), entrepreneurial motivation is the drive and effort to seize opportunities through creative and innovative efforts, developing ideas, and creating resources with the aim of improving life. In addition, according to Wardhani & Rachmawati (2019), asking someone to encourage them to create something unique and creative qualifies as entrepreneurial motivation. Based on this statement, someone who is motivated by entrepreneurship has a desire to discover, develop, and conceptualize something and is aware of how the work environment influences the desired results.

2 RESEARCH MODEL AND HYPOTHESIS

Figure 1 Research Model



(Source: own model)

Information:

- ▶ : Effect X₁, X₂, and Z on Y
- - - - -▶ : Effect X₁ on Y through Z
- - - - -▶ : Effect X₂ on Y through Z

- H₁ : There is a positive effect of the method of edupreneurship practice-based business center on the interest in entrepreneurship among class XI students at State Vocational High School 1 Purbalingga.
- H₂ : There is a positive effect of the school environment on the interest in entrepreneurship among class XI students at State Vocational High School 1 Purbalingga.
- H₃ : There is a positive effect of the entrepreneurial motivation on the interest in entrepreneurship among class XI students at State Vocational High School 1 Purbalingga.
- H₄ : There is a positive effect of the method of edupreneurship practice-based business center on

the interest in entrepreneurship among class XI students of State Vocational High School 1 Purbalingga through entrepreneurial motivation.

H₅ : There is a positive effect of the school environment on the interest in entrepreneurship among class XI students at State Vocational High School 1 Purbalingga through entrepreneurial motivation.

3 METHODOLOGICAL BASES

This research is descriptive quantitative with a survey approach. Survey research according to Suliyanto (2018: 16), is research in which researchers only record what happened without changing the variables studied. The population in this study consisted of 501 class XI students of State Vocational High School 1 Purbalingga for the 2022/2023 academic year who took Creative Products and Entrepreneurship subjects and consisted of 14 classes including Accounting and Institutional Finance (AKL), Automation and Office Management (OTKP), Computer Engineering and Network (TKJ), Software Engineering (RPL), and Online Business and Marketing (BDP). While the required sample is 84 students using the techniques of purposeful sampling and simple random sampling, Data collection techniques carried out in this study included interviews, documentation, and questionnaires. Data analysis techniques include three tests: instrumental tests (in the form of validity and reliability tests), classical assumption tests (in the form of normality tests, multicollinearity tests, heteroscedasticity tests, and linearity tests), and hypothesis testing (in the form of multiple linear regression analysis, path analysis, and the Sobel test).

4 RESULTS

Validity Test

Sugiyono (2017) emphasized that a minimum validity test of 30 respondents was required to achieve a distribution of measurement values that was close to normal. The 5% significance level was used in this study to obtain an r_{table} of 0.361. Each statement in the questionnaire is considered valid if $r_{statistic} > r_{table}$.

The results of the method variable validity test in the method of edupreneurship practice-based business center with 12 statement items state that all are valid as evidenced by $r_{statistic} > r_{table}$, so that it can be used as a data collection tool in this study.

The validity test of the school environment variable with 11 statement items also shows valid results, as evidenced by $r_{statistic} > r_{table}$, so that it can be used as a data collection tool in this study.

The validity test of the variable entrepreneurial motivation states that out of 10 statement items, it shows valid results as evidenced by $r_{statistic} > r_{table}$, so that it can be used as a data collection tool in this study.

All statement items regarding the variable interest in entrepreneurship are declared valid. This is evidenced by $r_{statistic} > r_{table}$, so it can be used as a data collection tool in this study.

Reliability Test

Reliability test using the coefficients of Alpha Cronbach. The instrument is considered reliable if the Alpha Cronbach value is > 0.60 . The results of the reliability test are as follows:

Table 2 Data Reliability Test

Variable	Alpha Cronbach	Reliable Standard	Results
Interest in entrepreneurship (Y)	0.879	0.60	Reliable
Method of edupreneurship practice-based business center (X_1)	0.908	0.60	Reliable
School environment (X_2)	0.895	0.60	Reliable
Entrepreneurial motivation (Z)	0.898	0.60	Reliable

(Source: Processed Primary Data (2023))

Based on Table 2, it is known that the Alpha Cronbach of each variable is > 0.60 , so it is concluded that the questionnaire variable method of edupreneurship practice-based business center, school environment, entrepreneurial motivation, and interest in entrepreneurship are considered reliable and accurate.

Normality Test

The normality test in this study uses the Kolmogorov-Smirnov method with an unstandardized residual of $0.200 > 0.05$, so it is concluded that the data is normally distributed with the following results:

Table 3 Normality Test Results

No	Variable	Value Sig.	Standard Sig.	Results
1	Unstandardized residual	0.2000	0.05	Normal

(Source: Processed Primary Data (2023))

Multicollinearity Test

The multicollinearity test is used to examine the correlation between the independent variables in the regression model by taking into account the VIF value (Variance Inflation Factor). The results of the multicollinearity test are as follows:

Table 4 Multicollinearity Test Results

No	Variable	Tolerance	VIF	Results
1	Method of edupreneurship practice-based business center	0.340	2.939	No multicollinearity
2	School environment	0.254	3.944	No multicollinearity
3	Entrepreneurial motivation	0.442	2.260	No multicollinearity

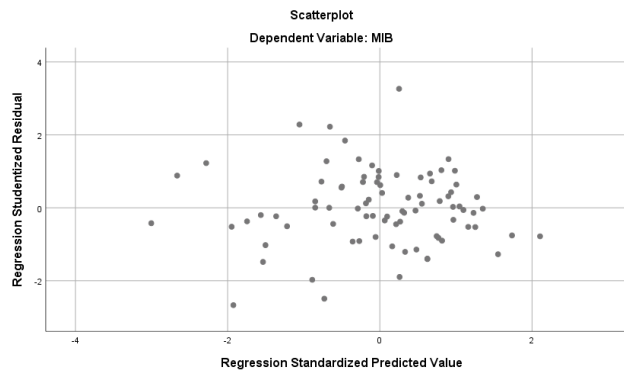
(Source: Processed Primary Data (2023))

Based on Table 4, it is known that the VIF values of all research variables are < 10 , so it is concluded that the regression model does not show symptoms of multicollinearity.

Heteroscedasticity Test

This study used an image scatterplot to test the symptoms of heteroscedasticity as follows:

Figure 2 Heteroscedasticity Test Results



Based on Figure 2, it can be seen that the scatterplot shows a spreading pattern and the points are below, above, and around the number 0, so it is concluded that the regression model is free from heteroscedasticity symptoms.

Linearity Test

The linearity test of this study uses the Test for Linearity with a significance level of 5%. The results of the linearity test are as follows:

Table 5 Linearity Test Results

No	Linearity	Sig.	Alpha	Results
1	Interest in entrepreneurship * Method of edupreneurship practice-based business center	0.000	0.05	Linear
2	Interest in entrepreneurship* School environment	0.000	0.05	Linear
3	Interest in entrepreneurship * Entrepreneurial motivation	0.000	0.05	Linear

(Source: Processed Primary Data (2023))

Based on Table 5, each known linearity has a Sig. value 0.05, so it was concluded that there was a linear relationship between the research variables.

Multiple Linear Regression Analysis

Multiple linear regression analysis was used to test the effect of the method of edupreneurship practice-based business center, school environment, and entrepreneurial motivation on interest in entrepreneurship. The following terms are used to facilitate the calculation of hypothesis testing:

EDU = Method of Edupreneurship Practice-based Business Center

LS = School Environment

MOB = Entrepreneurial Motivation

MIB = Interest in Entrepreneurship

a. Regression equation

Based on multiple linear regression analysis, the following calculation results are obtained:

Table 6 Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients Beta
	B	Std. Error	
Constant	5.327	3.698	
EDU	0.425	0.147	0.259
LS	0.250	0.150	0.173
MOB	0.837	0.121	0.542

(Source: Processed Primary Data (2023))

Based on Table 6, multiple linear regression analysis is presented through the following equation:
 $Y = 5.327 + 0.425 \text{ EDU} + 0.250 \text{ LS} + 0.837 \text{ MOB} + e$

The explanation of these equations can be described as follows:

- 1 The method of edupreneurship practice-based business center variable has a positive regression coefficient of 0.425 meaning that there is a positive effect of the method of edupreneurship practice-based business center on interest in entrepreneurship. Interest in entrepreneurship will increase if the method of edupreneurship practice-based business center is well executed.
- 2 The school environment variable has a positive regression coefficient of 0.250 meaning that there is a positive effect of the school environment on interest in entrepreneurship. Interest in entrepreneurship will increase if it is supported by the school environment.
- 3 The entrepreneurial motivation variable has a positive regression coefficient of 0.837 meaning that there is a positive effect of entrepreneurial motivation on interest in entrepreneurship. The higher the entrepreneurial motivation, the higher the interest in entrepreneurship.

b. The coefficient of determination (R^2)

Based on SPSS calculations, the results of the coefficient of determination are 0.782, so it can be interpreted that the variable method of edupreneurship practice-based business center, school environment, and entrepreneurial motivation affect the interest in entrepreneurship by 78.2%, and the rest is effected by other variables not examined in this study.

c. F test

The F test is used to determine whether the regression model is feasible for estimating the dependent variable. The results of the F test are as follows:

Table 7 F Test Results

$F_{\text{statistic}}$	F_{table}	Sig.	Alpha
95.391	2.72	0.000	0.05

(Source: Processed Primary Data (2023))

Based on Table 7, it is known that $F_{\text{statistic}}$ of 95.391 > F_{table} 2.72, so it was concluded that H_a was accepted and the regression model is feasible to use in this study.

d. t test

The t test is used to find out how the independent variable influences the dependent variable, with an error rate of 0.05. The results of the t test are as follows:

Table 8 Test Results

Variable	t _{statistic}	t _{table}
EDU	2.894	1.664
LS	1.669	1.664
MOB	6.894	1.664

(Source: Processed Primary Data (2023))

1) Hypothesis 1

Variable method of edupreneurship practice-based business center have $t_{\text{statistic}} 2.894 > t_{\text{table}} 1.664$, so it was concluded that H_1 was accepted, which means there is a positive effect of the method of edupreneurship practice-based business center on the interest in entrepreneurship.

2) Hypothesis 2

Variable school environment have $t_{\text{statistic}} 1.669 > t_{\text{table}} 1.664$, so it was concluded that H_2 was accepted, which means there is a positive effect of the school environment on the interest in entrepreneurship.

3) Hypothesis 3

Variable entrepreneurial motivation have $t_{\text{statistic}} 6.894 > t_{\text{table}} 1.664$, so it was concluded that H_3 was accepted, which means there is a positive effect on entrepreneurial motivation on the interest in entrepreneurship.

Path Analysis and Sobel Test

This analysis is used to examine the indirect effect on the dependent variable. The criteria for the mediating variable (Z) to be considered as mediating the independent variable (X) on the dependent variable (Y) include X affecting Y, X affecting Z, and Z affecting Y.

Hypothesis 4

To test H_4 , it is done through several steps as follows:

Table 9 EDU Regression Results with MOB

Model	Unstandardized Coefficients		Sig.	R Square
	B	Std. Error		
Constant	8.838	3.779	0.022	
EDU	0.673	0.091	0.000	0.403

(Source: Processed Primary Data (2023))

Based on Table 9, equation 1 can be made as follows:

$$MOB = 8.838 + 0.673 \text{ EDU} + E1$$

In equation 1, the value is known as the unstandardized beta method of edupreneurship practice-based business center of 0.673 as the P_2 value with Sig. 0.000.

Based on Table 10, equation 2 can be made as follows:

$$MIB = 4.965 + 0.586 \text{ EDU} + 0.940 \text{ MOB} + E2$$

Table 10 EDU and MOB Regression Results with MIB

Model	Unstandardized Coefficients		Sig.	R Square
	B	Std. Error		
Constant	4.965	3.733	0.187	
EDU	0.586	0.112	0.000	0.774
MOB	0.940	0.106	0.000	

(Source: Processed Primary Data (2023))

In equation 2, it is known that the unstandardized beta method of edupreneurship practice-based business center of 0.586 is the P₁ value and the entrepreneurial motivation of 0.940 is the P₃ value. The path analysis results show several things, such as that EDU affects MIB, EDU affects MOB, and MOB affects MIB.

The impact of mediation occurs because the conditions for mediation are met. The following is the calculation of the magnitude of the effect of the method of edupreneurship practice-based business center on interest in entrepreneurship:

$$\begin{aligned}
 \text{Direct effect of EDU on MIB} &= P_1 = 0.586 \\
 \text{Indirect effect of EDU to MOB to MIB} &= P_2 \times P_3 = 0.63262 \\
 \text{Amount effect} &= P_1 + (P_2 \times P_3) = 1.21862
 \end{aligned}$$

To find out the indirect effect through the mediating variable, the Sobel test was used to find the standard error from P₂ x P₃ as follows:

$$\begin{aligned}
 SP_{2P_3} &= \sqrt{P_3^2 SP_2^2 + P_2^2 SP_3^2 + SP_2^2 SP_3^2} \\
 &= \sqrt{(0.940^2)(0.091^2) + (0.673^2)(0.106^2) + (0.091^2)(0.106^2)} \\
 &= \sqrt{(0.8836)(0.008281) + (0.452929)(0.011236) + (0.008281)(0.011236)} \\
 &= \sqrt{(0.0073170916) + (0.005089110244) + (0.000093045316)} \\
 &= \sqrt{0.01249924716} = 0.1118
 \end{aligned}$$

Based on the results of SP_{2P₃}, the t_{statistic} value can be calculated as follows:

$$\begin{aligned}
 t_{\text{statistic}} &= \frac{P_2 P_3}{SP_{2P_3}} = \frac{0.63262}{0.1118} = 5.6585 \\
 t_{\text{table}} &= 1.664
 \end{aligned}$$

The calculation results obtained t_{statistic} 5.6585 > t_{table} 1.664, so it can be concluded that the mediation coefficient is 0.1118, which is significant, which means there is an influence of the mediating variable. Based on this description, it is concluded that H₄ is proven and acceptable.

Hypothesis 5

To test H₅, it is done through several steps as follows:

Table 11 LS Regression Results with MOB

Model	Unstandardized Coefficients		Sig.	R Square
	B	Std. Error		
Constant	8.635	2.816	0.003	
LS	0.696	0.069	0.000	0.555

(Source: Processed Primary Data (2023))

Based on Table 11, equation 1 can be made as follows:

$$MOB = 8.635 + 0.696 LS + E1$$

In equation 1, the known unstandardized school environment beta of 0.696 is the P₂ value with Sig. 0.000.

Table 12 LS and MOB Regression Results with MIB

Model	Unstandardized Coefficients		Sig.	R Square
	B	Std. Error		
Constant	10.394	3.403	0.003	
EDU	0.534	0.118	0.000	0.759
MOB	0.864	0.126	0.000	

(Source: Processed Primary Data (2023))

Based on Table 12, equation 2 can be made as follows:

$$MIB = 10.394 + 0.534 LS + 0.864 MOB + E2$$

In equation 2, it is known that the unstandardized school environment beta of 0.534 is the P₁ value and the entrepreneurial motivation of 0.864 is the P₃ value. The path analysis results show several things, such as that LS affects MIB, LS affects MOB, and MOB affects MIB.

The impact of mediation occurs because the conditions for mediation are met. The following is the calculation of the influence of the school environment on the interest in entrepreneurship:

$$\begin{aligned} \text{Direct effect of LS on MIB} &= P_1 = 0.534 \\ \text{Indirect effect of LS to MOB to MIB} &= P_2 \times P_3 = 0.601344 \\ \text{Amount effect} &= P_1 + (P_2 \times P_3) = 1.135344 \end{aligned}$$

To find out the indirect effect through the mediating variable, the Sobel test was used to find the standard error from P₂ x P₃ as follows:

$$\begin{aligned} SP_2P_3 &= \sqrt{P_3^2 SP_2^2 + P_2^2 SP_3^2 + SP_2^2 SP_3^2} \\ &= \sqrt{(0.864^2)(0.069^2) + (0.696^2)(0.126^2) + (0.069^2)(0.126^2)} \end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{(0.746496)(0.004761) + (0.484416)(0.015876)}{+(0.004761)(0.015876)}} \\
&= \sqrt{\frac{(0.003554067456) + (0.007690588416)}{+(0.000075585636)}} \\
&= \sqrt{0.011320241508} = 0.1064
\end{aligned}$$

Based on the results of SP_2P_3 , the $t_{\text{statistic}}$ value can be calculated as follows:

$$\begin{aligned}
t_{\text{statistic}} &= \frac{P_2P_3}{SP_2P_3} = \frac{0.601344}{0.1064} = 5.65191 \\
t_{\text{table}} &= 1.664
\end{aligned}$$

The calculation results obtained $t_{\text{statistic}} 5.65191 > t_{\text{table}} 1.664$, so it can be concluded that the mediation coefficient is 0.1064, which is significant, which means there is an influence of the mediating variable. Based on this description, it is concluded that H_5 is proven and acceptable.

4 DISCUSSION

The Effect of the Method of Edupreneurship Practice-based Business Center on the Interest in Entrepreneurship

The results of this study indicate that there is a positive effect of the method of edupreneurship practice-based business center on the interest in entrepreneurship as evidenced by the results of the t test which obtained $t_{\text{statistic}} 2.894 > t_{\text{table}} 1.664$. Entrepreneurial interest will increase if the method of edupreneurship practice-based business center is well executed.

The term method is defined as a set of ways, paths, and techniques used by educators to facilitate learning (Hamalik, 2015). Edupreneurship is entrepreneurial learning in schools that is carried out by executing substantial breakthroughs and revolutionary changes to improve the quality of education and generate new educational opportunities regardless of the resources, capacities, and limitations that may exist (Rahayu & Nuryata, 2011). Because it requires students to use their knowledge, edupreneurship can increase students on the interest in entrepreneurship (Purwanto, 2016). The future skills development of students can be assisted through edupreneurship (Atmaja & Magunani, 2016).

Our results are in line with the research results of Nengseh & Kurniawan (2021), who mentioned that edupreneurship could affect interest in entrepreneurship. Hariyani & Syamwil (2022) research and Lestari & Sukirman (2020) research also support the notion that entrepreneurship education influences interest in entrepreneurship. In addition, Rifai & Prajanti (2016) emphasized that education is a very important need. One can easily get the desired result because education makes it possible to understand everything. It's easier to learn and understand entrepreneurship theory through edupreneurship, which can then be utilized if one has the desire to start a business.

Implementation of edupreneurship can be done through several methods, one of which is the practice business center. According to the Directorate PSMK (2019) the business center is an opportunity that schools provide students to learn how to engage with society in the economic field. A practice implementation business center at school can be one way to develop students on interest in entrepreneurship (Rifai & Prajanti, 2016). This is in line with the research by Naufalin et al. (2017),

which states that it is important to have a business center in the educational environment to improve student training.

Based on the results of the respondents' answers, the suitability indicator has the highest index with a value of 74.52%. This indicates a high degree of edupreneurship at school. While the lowest indicator, namely usefulness with a value of 64.29% is in the medium category, which means that most students have not been able to implement the benefits obtained from the method of edupreneurship practice-based business center, which is implemented in school.

The Effect of the School Environment on the Interest in Entrepreneurship

The results of this study indicate that there is a positive effect of the school environment on the interest in entrepreneurship as evidenced by the results of the t-test, which obtained $t_{\text{statistic}} 1.669 > t_{\text{table}} 1.664$. Interest in entrepreneurship will increase if the school environment supports it.

According to Marini & Hamidah (2014) the school environment is a formal educational institution consisting of social (teachers and school culture) and non-social (curriculum and infrastructure) elements that encourage the development and entrepreneurial potential of students. Schools play an important role in providing knowledge as student capital, especially about edupreneurship (Rofiah, 2016). Therefore, students' interest in entrepreneurship will increase if it is supported in the school environment (Aini et al., 2017).

This statement is in line with Marini & Hamidah (2014) research, which states that the school environment has a positive effect and is the dominant variable in increasing students interest in entrepreneurship. This is supported by the statement of Aini et al. (2017) that the school environment has a positive and significant effect on students' interest in entrepreneurship.

Based on the results of the respondents' answers, the teacher and educational staff indicators as well as the curriculum indicator, had the highest index with a value of 80.24%. This shows that these indicators have a high influence on the school environment. While the lowest indicator, namely school friends with a value of 64.76%, is in the medium category, meaning that most students do not yet support each other in the field of entrepreneurship.

The Effect of the Entrepreneurial Motivation on the Interest in Entrepreneurship

This study's results indicate a positive influence on entrepreneurial motivation and interest in entrepreneurship as evidenced by the results of the t-test which obtained $t_{\text{statistic}} 6.894 > t_{\text{table}} 1.664$. The higher the entrepreneurial motivation, the higher the interest in entrepreneurship.

Entrepreneurial motivation is someone's encouragement to create something unique and creative (Wardhani & Rachmawati, 2019). The growing interest in entrepreneurship is closely related to entrepreneurial motivation. This is in line with Rachmawati & Subroto (2022) research which says entrepreneurial motivation has a partial effect on interest in entrepreneurship. This research is corroborated by Andayanti & Harie (2020), who state that entrepreneurial motivation positively affects interest in entrepreneurship. Furthermore, according to Fathiyannida & Erawati (2021) entrepreneurial motivation also influences interest in entrepreneurship.

Based on the results of the respondents' answers, the indicator of hopes and aspirations has the highest index with a value of 78.33%. This shows that most students have high hopes and aspirations. Meanwhile, the lowest indicator, namely the desire for entrepreneurship, with a value of 64.52%, is in the medium category, meaning that most students do not have a strong desire for entrepreneurship.

The Effect of the Method of Edupreneurship Practice-based Business Center on the Interest in Entrepreneurship Through Entrepreneurial Motivation

A method of edupreneurship practice-based business center can influence directly or indirectly on the interest in entrepreneurship through entrepreneurial motivation. This influence is evidenced by the path coefficient which has a direct value of 0.586 and an indirect value of 0.63262. In addition, based on the calculation results $t_{\text{statistic}} 5.6585 > t_{\text{table}} 1.664$, so it can be concluded that the mediation coefficient is significant and there is an influence of the mediating variable.

Edupreneurship aims to foster students interest in entrepreneurship. Lestari & Sukirman (2020) suggest that entrepreneurship education can influence a person's behavior. Entrepreneurial behavior can transfer knowledge, skills, and experience to students as part of edupreneurship which is a driving force in increasing interest in entrepreneurship. This is in line with the research of Cahyani et al. (2020) which shows that entrepreneurship education significantly increases students interest in entrepreneurship.

One method of edupreneurship that can be applied in schools is through the business center. Activity business center intended to create motivated individuals. Based on research by Kurniawati & Kusmuriyanto (2018) business centers have a positive effect on students interest in entrepreneurship. Students interest in entrepreneurship will grow if they are involved in activities at the business center. This research is strengthened by the research of Cahyani et al. (2020) which shows the implementation of the practice business center has a pretty good impact on students in the field of entrepreneurship.

Edupreneurship will give a person skills, information, and values that are useful. Schools with edupreneurial support can motivate students to carry out entrepreneurial activities. When the motivation of an individual encourages someone to act, the individual is said to be motivated. Fathiyannida & Erawati (2021) in their research also show that interest in entrepreneurship is influenced by motivation.

The Effect of the School Environment on the Interest in Entrepreneurship Through Entrepreneurial Motivation

The school environment can influence directly or indirectly on the interest in entrepreneurship through entrepreneurial motivation. This influence is evidenced by the path coefficient which indirectly has a value of 0.601344. In addition, based on the calculation results $t_{\text{statistic}} 5.65191 > t_{\text{table}} 1.664$, so it can be concluded that the mediation coefficient is 0.1064 which is significant which means there is an influence of the mediating variable.

Schools play an important role in providing knowledge as student capital, especially about edupreneurship (Rofiah, 2016). The growth of interest in entrepreneurship is driven by a conducive school environment. Therefore, students interest in entrepreneurship will increase if it is supported in the school environment (Aini et al., 2017).

This statement is in line with Marini & Hamidah (2014) research which states that the school environment has a positive effect and is the dominant variable in increasing students interest in entrepreneurship. This is supported by the statement of Aini et al. (2017) that the school environment has a positive and significant effect on students interest in entrepreneurship.

Entrepreneurial motivation is not something innate but something that can be developed. Someone is motivated to start a business with an urge to engage in activities related to entrepreneurship (Noviantoro, 2017). Students interest in entrepreneurship can increase in a supportive and motivating

school environment. In addition, it is intended that by fostering an entrepreneurial mindset, students interest in this field will grow. This is in line with the research by Suratno et al. (2020), which shows that entrepreneurial motivation influences students' interest in entrepreneurship.

CONCLUSIONS

Based on the results of the analysis and discussion regarding the effect of the method of edupreneurship practice-based business center and school environment on interest in entrepreneurship with entrepreneurial motivation as a mediating variable (studies in class XI students of State Vocational High School 1 Purbalingga), it can be concluded as follows:

- 1 The method of an edupreneurship practice-based business center positively affects the interest in entrepreneurship among class XI students at State Vocational High School 1 Purbalingga. This shows that interest in entrepreneurship will increase if the edupreneurship practice-based business center method is well executed.
- 2 The school environment has a positive effect on the interest in entrepreneurship among class XI students at State Vocational High School 1 Purbalingga. This shows that interest in entrepreneurship will increase if the school environment supports it.
- 3 Entrepreneurial motivation has a positive effect on interest in entrepreneurship among class XI students at State Vocational High School 1 Purbalingga. This shows that the higher the motivation for entrepreneurship, the higher the interest in entrepreneurship.
- 4 The method of an edupreneurship practice-based business center positively affects the interest in entrepreneurship among class XI students at State Vocational High School 1 Purbalingga through entrepreneurial motivation. This indicates that if a method of edupreneurship practice-based business center is implemented properly, it will encourage student motivation, which has an impact on increasing student interest in entrepreneurship.
- 5 The school environment has a positive effect on the interest in entrepreneurship among class XI students at State Vocational High School 1 Purbalingga through entrepreneurial motivation. This shows that if the school environment is conducive, student motivation will be encouraged, increasing student interest in entrepreneurship.

The following limitations were obtained as a result of the research process that had been carried out:

1. Pessimism about research results because it was carried out at the beginning of the new normal after the COVID-19 pandemic, which resulted in a shift from online learning to face-to-face learning, where at the time of online learning, the edupreneurship method was no longer implemented by schools and had not been effective at the start of the new normal. Further research under normal conditions is needed because the results obtained are not able to explain normal conditions.
2. The process of collecting data through a questionnaire instrument only assesses respondents' perceptions based on their attitudes.
3. The research results focus on value and amount, so combining quantitative and qualitative methods is necessary to fully examine respondents' descriptions and assessments.

Based on these conclusions, recommendations from this study include:

1. Schools are expected to increase students' interest in entrepreneurship by focusing on implementing the entrepreneurship method well. This can be done by routinely monitoring the implementation of business center practices, disciplining students to achieve sales targets, providing comfort and motivation so that students are enthusiastic about carrying out good practices, fostering a sense of initiative in students, and conducting training related to entrepreneurial activities so that we can increase student interest in the field of entrepreneurship.

2. Teachers should increase students' interest in entrepreneurship by providing subject matter related to implementing practices carried out by students.
3. Students are expected to be able to foster an interest in entrepreneurship by taking the initiative to participate in activities related to entrepreneurship, benefiting from the edupreneurship method implemented by the school, supporting each other among friends, and motivating themselves so that the desire to become an entrepreneur arises.

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