

THE INFLUENCE OF ENTREPRENEURIAL LEARNING BASED ON PROJECT-BASED LEARNING AND SELF-EFFICACY ON VOCATIONAL STUDENTS' INTEREST IN ENTREPRENEURSHIP THROUGH ENTREPRENEURIAL MOTIVATION

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Received: 25 March 2024. Revision received: 16 December 2024. Accepted: 30 January 2025

ABSTRACT

The purpose of this research was to analyze the influence of project-based learning on entrepreneurship, self-efficacy, and entrepreneurial motivation on entrepreneurial interest, as well as the influence of project-based learning on entrepreneurship and self-efficacy on students' entrepreneurial interest through entrepreneurial motivation. The data used in this research were obtained through interviews and a closed questionnaire. The sample size in this study included a total of 139 students of Marketing during the 2023/2024 academic year. The respondents were selected using purposive sampling and proportional stratified random sampling techniques. Meanwhile, the data analysis techniques employed include validity tests, reliability tests, classical assumption tests, multiple linear regression analysis, and the Sobel test. The results of this research indicate that entrepreneurial learning based on project-based learning, self-efficacy, and entrepreneurial motivation influences entrepreneurial interest. Entrepreneurial learning based on project-based learning and self-efficacy influences entrepreneurial interest in students through entrepreneurial motivation. The implication of this research is that schools are expected to be able to implement the entrepreneurial learning process effectively. Teachers are expected to increase students' entrepreneurial motivation, thereby enhancing their interest in entrepreneurship. Students are expected to develop self-efficacy in exploring the business world, becoming better prepared and motivated to pursue entrepreneurship. This research's contribution and added value are in the form of theoretical and practical benefits.

KEYWORDS: Entrepreneurship Learning, Project-Based Learning, Self-Efficacy, Entrepreneurial Interest, Entrepreneurial Motivation

JEL CLASSIFICATION: A20, A21, I20

Reference: Difa, A. A. P., Arintoko, & Aldila Krisnaresanti. (2025). THE INFLUENCE OF ENTREPRENEURIAL LEARNING BASED ON PROJECT-BASED LEARNING AND SELF-EFFICACY ON VOCATIONAL STUDENTS' INTEREST IN ENTREPRENEURSHIP THROUGH ENTREPRENEURIAL MOTIVATION. *International Journal of Entrepreneurial Knowledge*, 13(1), 1–22. <https://doi.org/10.37335/ijek.v13i1.229>

INTRODUCTION

Economic growth in a country is significantly related to the entrepreneurial climate. This entrepreneurial climate provides encouragement for innovation, fosters economic growth, and can trigger the emergence of various job opportunities, which ultimately have the potential to reduce the country's unemployment rate. Growth prospects for a country can be enhanced by providing

opportunities for entrepreneurs within the country. A global research source that collects entrepreneurship data directly from individual entrepreneurs is the Global Entrepreneurship Monitor (GEM). GEM provides transparency for policymakers so they can make decisions to encourage entrepreneurship and understand the conditions of their country. The GEM report provides an explanation regarding the National Entrepreneurship Context Index, also known as NECI, in 2022 (Global Entrepreneurship Monitor, 2023). NECI is designed to evaluate quality from an entrepreneurial environment in a country's economic and industrial sectors, which are characterized by the entrepreneurial growth index. Based on existing data, several countries are recorded as having significant values. The value scale used is 1-10, which means the higher the mark, the more optimal the entrepreneurial environment. Indonesia is in seventh place with a score of 5.8 points (Santika, 2023). GEM formulates the economic context of entrepreneurship specifically by detailing a number of characteristics through the incorporation of an entrepreneurial conditions framework. This proves that Indonesia can be classified as one of the countries that occupies a superior position for starting and developing a business with its various potential.

Entrepreneurship is one element in helping to increase the country's economic growth. Entrepreneurship not only creates business opportunities, but it can also create jobs and contribute to the country. Based on statistics released by BPS-Statistics Indonesia in 2020, there were 129,137 medium and large trading businesses in Indonesia (Indonesian Statistics, 2020).

Table 1 Entrepreneurial Education Level in Indonesia in 2020

Graduate Of	Amount (Soul)	Percentage (%)
Didn't Finish School	3,616	2.8
Elementary School	8,910	6.9
Junior High School	13,947	10.8
Senior High School	50,234	38.9
Vocational School	7,103	5.5
D1, D2, D3	6,069	4.7
D4, S1	36,158	28.0
S2, S3	3,099	2,4
Amount	129,137	100

(Source: katadata.co.id)

Based on Table 1, the largest percentage is owned by entrepreneurs with high school (SMA) graduates, at 38.9%, followed by entrepreneurs with a Diploma IV/S1 education level, at 28%. However, business owners with Vocational High School (SMK) graduates are 5.5%, which means that the number of entrepreneurs with graduates is lower than the percentage of entrepreneurs with junior and elementary school graduates. This proves that there are still very few vocational school graduates who choose to become entrepreneurs (Falah & Marlana, 2022). The low percentage of vocational school graduates who become entrepreneurs in Indonesia shows that only a few vocational school graduates apply their practical skills and knowledge in their field of expertise. One vocational school, especially in Purwokerto, whose alumni are only a small number who are interested in entrepreneurship, is SMK

Negeri 1 Purwokerto. This is proven that among the alumni of SMK Negeri 1 Purwokerto in 2023, the majority of alumni prefer to study and work rather than become entrepreneurs.

Based on the data listed in Table 2, it appears that only 4.8% of alumni chose to become entrepreneurs, while the rest opted to pursue further studies and careers. Although vocational school is a place for students to prepare themselves for the world of work, it also enables them to prepare for entrepreneurship and create employment opportunities (Yunara et al., 2020).

Table 2 Alumni Tracker SMKN 1 Purwokerto

After Graduation	Amount (Student)	Percentage (%)
Lecture	267	49.4
Work	248	45.8
Enterpreneurship	26	4.8
Amount	541	100

(Source: Data processed, 2023)

Based on the data listed in Table 3, among student alumni in Marketing, only 5.7% of alumni choose to become entrepreneurs. In fact, when studying in class, students from the Marketing major often practice entrepreneurship more frequently than those from other majors. However, ironically, this does not necessarily make Marketing alumni students more involved in entrepreneurial activities after graduation. This indicates that there is a low interest in entrepreneurship among vocational school graduate students, particularly those majoring in Marketing. Based on these data, researchers are interested in conducting a preliminary study on students majoring in Marketing regarding students' career interests after graduation.

Table 3 Alumni Tracker Major Marketing Year 2023

After Graduation	Amount (Student)	Percentage (%)
Lecture	22	31.4
Work	44	62.9
Enterpreneurship	4	5.7
Amount	70	100

(Source: Data processed, 2023)

Based on the data listed in Table 4, it was found that the majority of students majoring in Marketing, after graduating from vocational school, preferred to work rather than become entrepreneurs. This shows that only 11.6% of students majoring in Marketing choose to become entrepreneurs. Therefore, steps are needed to increase interest in entrepreneurship among vocational school students (Mulyani, 2014). One strategy that can be implemented is by providing entrepreneurial knowledge and skills through entrepreneurial learning (Kartika et al., 2022).

Table 4 Results Questionnaire Pre-Research

After Graduation	Amount (Student)	Percentage (%)
Lecture	17	26.7
Work	39	61.7
Enterpreneurship	7	11.6
Amount	64	100

(Source: Data processed, 2023)

Learning entrepreneurship involves deep learning, shaping a person's abilities and behavior to create creative and innovative ideas that foster an entrepreneurial spirit (Wibowo, 2011). In practice, entrepreneurship learning in Classes XI and XII Marketing already utilizes project-oriented learning (also known as project-based learning). The project-based learning model is an innovative learning method that provides students with opportunities to construct their own learning (Trianto, 2014). Learning entrepreneurship through a project-based learning approach has been applied to students in Classes XI and XII. Marketing encompasses product design, determining selling prices, placing product advertisements, and identifying target markets. However, this has not been able to change the desire of Class XI and XII students majoring in Marketing to become entrepreneurs after graduating. Some students, however, aspire to become entrepreneurs while they are still in school. These two contradictory tendencies make entrepreneurial learning difficult. The variables to be studied aim to determine whether project-based entrepreneurship learning influences students' entrepreneurial interest.

The study conducted by Mustikawati and Kurjono (2020) shows that entrepreneurship learning has a significant and positive influence on students' interest in entrepreneurship. Similar findings were found in a study conducted by Firman et al. (2020), where entrepreneurial knowledge was identified as a factor that influences entrepreneurial interest. In contrast, the results of a study conducted by Yanti (2019) stated that entrepreneurship education does not have a significant influence on interest in entrepreneurship. This shows that there are differences in the results of research conducted by various researchers regarding the influence of entrepreneurial learning on interest in entrepreneurship.

Apart from the influence of entrepreneurial learning as an external factor on interest in entrepreneurship, one of the internal factors that influences it is the level of self-efficacy. Self-efficacy is an individual's belief in their ability to succeed in doing something (Munawar, 2019). Self-confidence has the potential to increase individual optimism in starting entrepreneurial activities, where the higher the level of self-confidence, the higher a person's interest in being involved in entrepreneurship. This indicates that self-efficacy has a positive impact on a person's interest in being involved in the world of entrepreneurship (Sa'adah & Mahmud, 2019). This research is supported by Yanti (2019), who said that self-efficacy has a significant effect on interest in entrepreneurship. There is also research conducted by Tirtayasa et al. (2021), who explain that self-efficacy has a positive effect on interest in entrepreneurship. On the other hand, this research contradicts the results of research conducted by Putry et al. (2020), which states that self-efficacy does not have a significant impact on interest in entrepreneurship and that self-efficacy has a positive effect on interest in entrepreneurship through motivation as an intervening variable.

In the context of self-efficacy related to interest in entrepreneurship, entrepreneurial motivation is a supporting factor for a person's self-confidence to engage in entrepreneurial activities. Entrepreneurial

motivation is one of the influential factors in generating interest in entrepreneurship. According to Uno (2016), motivation is an encouragement to move a person's behavior and is one of the supports for interest in entrepreneurship. This statement is also supported by research conducted by Tarigan et al. (2022), which states that in entrepreneurship, a person is supported by entrepreneurial motivation in order to create interest in entrepreneurship. Research related to interest in entrepreneurship supported by entrepreneurial motivation refers to research by Aprilianty (2012), which developed variables in her research by adding entrepreneurial motivation as a mediating variable. Previous research related to this variable has been conducted by Bhaskar & Garimella (2017), which indicates that entrepreneurial motivation has an influence on entrepreneurial interest.

This research is a development of the study conducted by Dorahman and Sa'adah (2020). That research showed that there were additional variables that had an impact of 42.9% on interest in entrepreneurship. Based on this, the present research was conducted to further examine other factors that have an impact on interest in entrepreneurship. In the study conducted by Dorahman and Sa'adah (2020), the variables used were self-efficacy, entrepreneurship education, and entrepreneurial interest. Meanwhile, this research uses project-based learning for entrepreneurship, self-efficacy, entrepreneurial motivation, and entrepreneurial interest as its variables. Furthermore, in previous research the subjects were students, including vocational school students majoring in accounting. However, this research focuses on vocational school students majoring in Marketing.

This research aims to analyze the influence of project-based learning on entrepreneurship and self-efficacy on interest in entrepreneurship through entrepreneurial motivation in Class XI and XII Marketing students at SMK Negeri 1 Purwokerto. The scope of this research is limited to avoid covering too wide an area. Problems related to students' interest in entrepreneurship in this research led the researcher to limit the influencing factors, which include students' interest in entrepreneurship as the dependent variable (Y), project-based entrepreneurship learning as an external independent variable (X), self-efficacy as an internal independent variable (X), and entrepreneurial motivation as the mediating variable (Z). The study will only involve Class XI and XII students majoring in Marketing at SMK Negeri 1 Purwokerto. Other departments are not examined, as the theory and practice of project-based entrepreneurship learning are primarily implemented in the Marketing department only.

1 THEORETICAL BASES

1.1 Theory of Planned Behavior

In this research, the theoretical framework applied is the Theory of Planned Behavior, a concept that is an extension of the Theory of Reasoned Action (TRA). The Theory of Planned Behavior emphasizes individual intentions as the result of a combination of various beliefs. A person's interest is influenced by a positive attitude toward certain behaviors, and the decision to become involved is supported by the influence of other people in their life. According to the Theory of Planned Behavior developed by Ajzen (1991), the main determinants of interest involve behavioral beliefs, normative beliefs, and control beliefs.

1.2 Interest in Entrepreneurship

Interest is an affective manifestation that expresses interest in an object without any encouragement to develop affection for that object (Slameto, 2015). Entrepreneurship is a behavior that involves the courage to take risks, be creative, and develop (Novitasyari, 2017). Meanwhile, someone who establishes and runs a business they own is called an entrepreneur (Vernia, 2018). Interest in entrepreneurship reflects the aspiration to show dedication through hard work, taking risks, and a willingness to learn from failure in order to achieve progress in one's business (Wahyuni, 2015). Atmaja

(2016) also believes that interest in entrepreneurship includes individuals' desire to initiate new concepts, identify various opportunities, and be willing to take risks in running their business. Based on the interpretations stated, the meaning of entrepreneurial interest can be understood as an action based on one's willingness to try to create a new business by daring to take risks to achieve progress. Several factors drive the emergence of interest in entrepreneurship. Alma (2016) emphasized that two driving factors encourage individuals to enter the world of entrepreneurship, namely:

1. Personal Attributes: factors related to aspects of a person's personality, such as a person's self-confidence.
2. Personal Environment: factors originating from the individual's environment and triggering their interest in being involved in entrepreneurial activities, such as entrepreneurial learning, motivation, and support from outside parties.

Shoimah (2019) explains that in measuring the variable interest in entrepreneurship, the following indicators are used:

1. Enjoying entrepreneurship; students show enthusiasm for entrepreneurial activities, so that students' motivation to study this aspect of business will emerge without any external pressure. Therefore, feelings of joy can serve as a driving force for students to engage in entrepreneurial activities.
2. Interest; students have an interest in entrepreneurship, which is stimulated by affective experiences during entrepreneurial activities.
3. Attention: students have an interest and full attention towards an entrepreneurial activity, so that they develop a sense of wanting to become an entrepreneur.
4. Involvement: the student is involved in active entrepreneurial activities and always follows developments in the field of entrepreneurship.

1.3 Entrepreneurship Learning Based on Project-Based Learning

The learning process is an evolution that is intentionally intensified by referring to systematic activities aimed at making positive changes in individuals (Setiawan, 2017). Achieving effective learning has the capacity to stimulate increased interest in learning among students. Various learning methods, especially in entrepreneurship education, can motivate students to develop an interest in entrepreneurship. Fahmi (2014) explains that entrepreneurship is a scientific discipline that explores aspects of developing creativity and resilience in facing occupational risks in order to realize one's masterpiece. Therefore, deepening entrepreneurship learning becomes a stage in which individuals are actively involved in the creation process—investing time, bearing risks, and receiving rewards both materially and in terms of personal satisfaction (Suryana, 2014). This entire learning process can foster an entrepreneurial spirit and motivate students to become entrepreneurs (Krisnaresanti, A. et al., 2020).

The project-based learning model is an innovative approach that focuses on the central role of students in constructing their own learning (Trianto, 2014). The project-based learning approach is characterized by a method in which a project becomes the core of the learning process (Kemendikbud, 2014). Project-based learning is defined as a learning activity that uses projects as the basis for achieving competence in the attitudes, knowledge, and skills possessed by students (Hasnawati, 2015). Therefore, the application of project-based learning in entrepreneurship has the potential to stimulate students' creativity in producing work and to foster their active role in the learning process. The results of research examined by Rezeki (2015) stated that the implementation of a project-based learning approach resulted in cognitive improvements in students.

According to Rohmat (2016), entrepreneurial values include ten elements, namely:

1. Commitment, ownership, desire, and motivation for entrepreneurship;

2. Self-confidence and emotional stability for making decisions;
3. Good cooperation in entrepreneurship;
4. Thoroughness in carrying out efforts to achieve good results;
5. Creativity in doing something new;
6. Challenges that are seen as motivation for entrepreneurship;
7. Careful calculation to avoid losses;
8. Communication skills to prevent rigidity in presenting ideas or results;
9. Readiness to face future competition;

Adaptability and the ability to innovate. According to the Ministry of Education and Culture (2014), the project-based learning model is a learning approach that adopts a problem as a starting point for integrating new knowledge based on personal experience. In the context of project-based learning, students have the opportunity to explore, evaluate, and interpret in order to form an understanding of the learning outcomes. This project-based learning can be applied to entrepreneurship education, especially in vocational schools. According to Sani (2014), the stages of project-based learning are:

1. Presenting the problem – The educator presents the existing situation and involves student participation.
2. Planning – The teacher groups students to identify the problems being studied.
3. Scheduling – The teacher sets a timetable for the project.
4. Making Projects and Monitoring – Students create projects while teachers monitor their implementation.
5. Evaluation – Students present their project results, and the teacher conducts an assessment.
6. Reflection – The educator gives students the opportunity to evaluate the learning process.

Indicators used to measure entrepreneurial learning based on project-based learning, according to Jedinasrul et al. (2022), are:

1. Problem-solving skills – In the context of project-based entrepreneurship learning, students are required to identify and formulate alternative solutions to existing problems.
2. Teamwork skills – In the entrepreneurial learning process using a project-based approach, collaboration among students is essential, requiring teamwork and effective communication skills.
3. Entrepreneurial skills – The application of the project-based learning model in entrepreneurship supports the development of students' entrepreneurial abilities such as creativity, innovation, risk-taking, and utilizing available opportunities.
4. Application of knowledge to the real world – Students can apply the knowledge they have gained to solve various problems in real-life situations.

1.4 Self-Efficacy

A person's interest in entrepreneurship can be influenced by personality traits such as the level of self-efficacy and the drive to achieve (Purwanto, 2016). According to Astarini & Mahmud (2015), self-efficacy is an individual's belief in their ability to carry out certain actions to achieve desired goals. A high level of self-efficacy gives individuals confidence in taking action (Nengseh & Kurniawan, 2021). Self-efficacy can be interpreted as a personal assessment related to the competence or skills possessed by a person in the effort to achieve specific goals (Evaliana, 2015). Therefore, when someone has strong beliefs, this can support their level of creativity in achieving goals and seizing opportunities. Based on this concept, it can be concluded that self-efficacy is a personal belief in an individual's ability to carry out various actions, including in the context of entrepreneurship.

According to Bandura (1997), efficacy self covers three main aspects, which can be described as:

1. Dimensions Level refers to the student's capabilities in completing their task.
2. Dimension Strength refers to the confidence of participants to educate themselves about their capacities.
3. Dimensions Generalization refers to the behavior of participants who feel confident in their abilities.

According to Jaya and Seminari (2016), efficacy measurement can be done through the following indicator scale:

1. Confidence in the ability to manage a business;
2. Leadership in running the business;
3. Mental readiness to start a business;
4. Skills in starting a business.

1.5 Entrepreneurial Motivation

Motivation is an impulse that encourages individuals to complete a task with the determination to achieve predetermined goals (Mulyadi, 2015). This encouragement can come from other people or yourself to do something. Business motivation is the willingness to make optimal efforts to achieve organizational goals through the business's ability to satisfy several individual needs (Gemina, 2016). Entrepreneurial motivation is the driving force within individuals in entrepreneurship to achieve entrepreneurial goals (Koranti, 2013). Based on this understanding, entrepreneurial motivation can be explained as a driving force, both from oneself and from other parties, to be involved in business activities so that entrepreneurial goals can be achieved optimally.

Saiman (2014) explains that there are four indicators to measure entrepreneurial motivation, which involve:

1. Profit aspect – setting the desired amount of profit and deciding how much will be shared with others;
2. Freedom – having flexibility in managing time and being free from restrictive rules such as organizational culture;
3. Personal dreams – having the freedom to determine one's own standard of living and break away from routine activities;
4. Independence – having autonomy in management, supervision, and capital.

1.6 Previous studies

The previous literature review serves as a reference for researchers in conducting their study, enabling them to enrich the theoretical foundation. This section includes a description of various previous research findings that are relevant to the context of the study to be conducted. The following are several previous studies related to this research.

Table 5 Previous studies

No	Researcher	Objective Research	Variable	Data Analysis Method	Findings Study
1	Puspitaningsih (2014)	a. To analyze the influence of self-efficacy on motivation b. To analyze the influence of	Self Efficacy (X ₁) Entrepreneurial knowledge (X ₂) Interest in entrepreneurship	Structural Equation Modeling (SEM), Sobel Test	a. Self-efficacy does not have a significant effect on

No	Researcher	Objective Research	Variable	Data Analysis Method	Findings Study
		motivation on interest in entrepreneurship c. To analyze the influence of self-efficacy on interest in entrepreneurship through entrepreneurial motivation. d. To analyze the influence of entrepreneurial knowledge on interest in entrepreneurship through motivation	(Y) Motivation (Z)		motivation b. Motivation influences interest in entrepreneurship c. Motivation not proven to mediate self-efficacy to interest in entrepreneurship d. Motivation is proven to mediate entrepreneurial knowledge towards interest in entrepreneurship
2	Rahmiyanti (2019)	To determine the effect of entrepreneurial learning on entrepreneurial interest	Entrepreneurship Learning (X) Interest in Entrepreneurship (Y)	Simple regresion	Entrepreneurial learning has an impact positive towards entrepreneurial interest
3	Dorahman & Sa'odah (2020)	To know influence self efficacy and entrepreneurship education towards entrepreneurial interest	Self-efficacy (X ₁) Entrepreneurship education (X ₂) Interest in entrepreneurship (Y)	Analysis multiple linear regression, coefficient of determination, t-test	There is influence positive self-efficacy and entrepreneurship education have a significant impact on entrepreneurial interest

(Source: Data processed, 2023)

2 RESEARCH MODEL AND HYPOTHESIS

H1 : There is a positive influence of project based learning on entrepreneurship on students'

interest in entrepreneurship

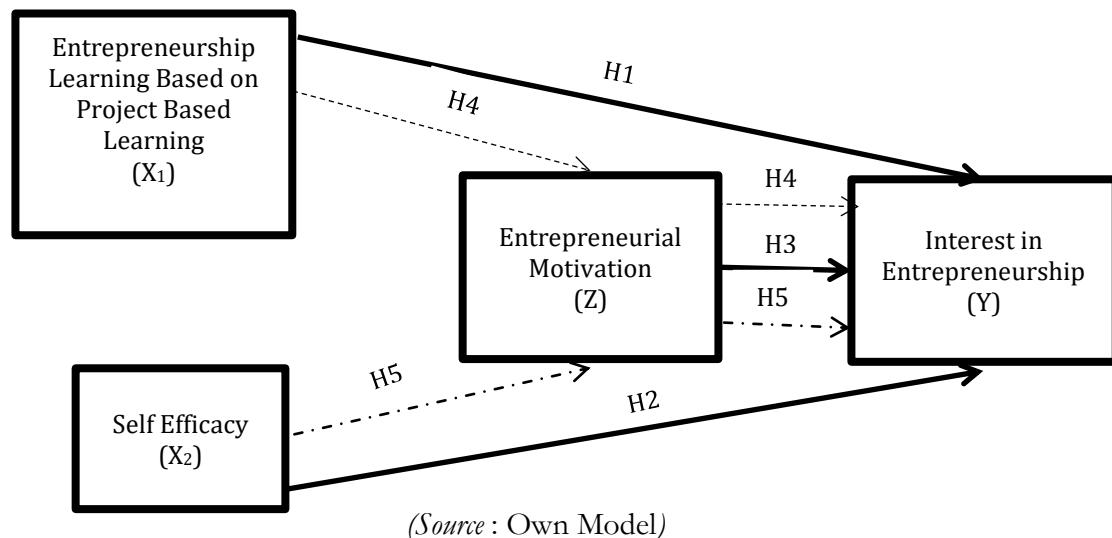
H2 : There is a positive influence of self-efficacy on students' entrepreneurial interest

H3 : There is a positive influence of entrepreneurial motivation on students' entrepreneurial interest

H4 : There is a positive influence of project-based entrepreneurship learning on students' entrepreneurial interest through entrepreneurial motivation

H5 : There is a positive influence of self-efficacy on students' entrepreneurial interest through entrepreneurial motivation

Figure 1 Research Model



Information :

- > : Influence of X1, X2, and Z on Y
- - - - -> : Influence of X1 on Y through Z
- -> : Influence of X2 on Y through Z

3 METHODOLOGICAL BASES

The research is descriptive and quantitative, using a survey approach. According to Suliyanto (2018), survey research only records what has occurred without altering the variables studied. The population in this research consisted of students in Classes XI and XII at State Vocational High School 1 Purwokerto for the 2023/2024 academic year, who took entrepreneurship subjects and were distributed across six Marketing classes. The number of samples required for the study is 139, selected using purposive sampling and proportional stratified random sampling techniques. Data collection techniques used in this study included interviews, documentation, and questionnaires. The data analysis techniques employed include instrument tests (validity and reliability tests), classical assumption tests (normality, multicollinearity, and heteroscedasticity tests), and hypothesis testing (multiple linear regression analysis and the Sobel test).

4 RESULTS

4.1 Validity test

Sugiyono (2019) explained that validity tests can be carried out with a minimum of 30 respondents to achieve a distribution of measurement values that is close to normal. In this study, the significance level used was 5%, so that the r_{table} obtained was 0.361. Each statement in the questionnaire that has been distributed will be considered valid if $r_{value} > r_{table}$.

The validity test of entrepreneurship learning based on project-based learning variable with 9 statement items is valid. This is proven by $r_{value} > r_{table}$, so it can be used as a data collection tool in this research. Of the 8 statements related to self-efficacy, it shows that all of the statement items are declared valid because $r_{value} > r_{table}$.

It is known that, from 9 statements related to interest in entrepreneurship, all statement items are declared valid because $r_{value} > r_{table}$.

It is known that from 9 statements related to entrepreneurial motivation, all of the statement items are declared valid because $r_{value} > r_{table}$.

4.2 Reliability Test

In this research, the reliability test was carried out using the Cronbach's Alpha coefficient, where the condition is that if the Cronbach's Alpha value is > 0.60 , then the instrument is considered reliable. Based on the results of the analysis in Table 6, it indicates that the Cronbach's Alpha value for each variable is > 0.60 , so this shows that the questionnaire instruments related to project-based learning, self-efficacy, interest in entrepreneurship, and motivation for entrepreneurship are considered reliable.

Table 6 Data Reliability Test

Variable	Cronbach's Alpha	Reliability Standards	Information
Interest in Entrepreneurship (Y)	0.937	0.60	Reliable
Entrepreneurship Learning Based on Project-Based Learning (X1)	0.932	0.60	Reliable
Self-Efficacy (X2)	0.939	0.60	Reliable
Entrepreneurial Motivation (Z)	0.942	0.60	Reliable

(Source: Processed data, 2024)

4.3 Normality test

The Normality Test in this study used One Sample Kolmogorov-Smirnov to obtain Asymp.sig results for each variable. Based on the criteria that Asymp.sig > 0.05 indicates that each variable is normally distributed. Based on the data presented in Table 7, it is revealed that the Asymp.sig value for each variable is > 0.05 , so it can be concluded that each variable has a normal distribution.

Table 7 Data Normality Test Results

No	Variable	Sig value.	Sig level.	Results
1	Entrepreneurship	0.059	0.05	Normal

	Learning Based on Project-Based Learning (X1)			
2	Self-Efficacy (X2)	0.200	0.05	Normal
3	Interest in Entrepreneurship (Y)	0.200	0.05	Normal
4	Entrepreneurial Motivation (Z)	0.200	0.05	Normal

(Source: Processed data, 2024)

4.4 Multicollinearity Test

Table 8 shows the results of the multicollinearity test in this study, where the Tolerance value for each variable is greater than 0.1. The multicollinearity test shows that the VIF value for each variable is less than 10. It can be concluded that the regression model used in this study does not show any symptoms of multicollinearity.

Table 8 Data Multicollinearity Test Results

No	Variable	Tolerance	VIF	Results
1	Entrepreneurship Learning Based on Project-Based Learning	0.296	3,381	There are no symptoms of multicollinearity
2	Self-Efficacy	0.317	3,151	There are no symptoms of multicollinearity
3	Entrepreneurial Motivation	0.376	2,660	There are no symptoms of multicollinearity

(Source: Processed data, 2024)

4.5 Heteroscedasticity Test

The heteroscedasticity test in this study used the Glejser test method. The basis for decision making in the heteroscedasticity test with the Glejser Test is that if the significance value is > 0.05 , then it can be said that there are no symptoms of heteroscedasticity, whereas if the significance value is < 0.05 , then it can be said that there are symptoms of heteroscedasticity. Based on Table 9, it is known that there are only two variables where symptoms of heteroscedasticity do not occur. Meanwhile, in the Entrepreneurial Motivation variable, symptoms of heteroscedasticity occur.

Table 9 Data Heteroscedasticity Test Results

No	Variable	Sig.	Alpha	Results
1	Entrepreneurship Learning Based on Project-Based	0.346	0.05	There are no symptoms of heteroscedasticity

	Learning			
2	Self-Efficacy	0.650	0.05	There are no symptoms of heteroscedasticity
3	Entrepreneurial Motivation	0.046	0.05	Heteroscedasticity symptoms occur

(Source: Processed data, 2024)

Therefore, healing was carried out using natural logarithm data transformation. According to Sugiyono (2019), the use of natural logarithms (Ln) in this research is intended to reduce excessive data fluctuations. Natural logarithms have several provisions, one of which is that it can reduce common statistical problems such as heteroscedasticity. After the natural logarithm data transformation was carried out, based on Table 10, the results of the heteroscedasticity test show that each variable in this study has a significance value of > 0.05 , which indicates that there are no symptoms of heteroscedasticity in this study.

Table 10 Heteroscedasticity Test Results After Data Transformation

No	Variable	Sig.	Alpha	Results
1	Entrepreneurship Learning Based on Project-Based Learning	0.183	0.05	There are no symptoms of heteroscedasticity
2	Self-Efficacy	0.700	0.05	There are no symptoms of heteroscedasticity
3	Entrepreneurial Motivation	0.086	0.05	There are no symptoms of heteroscedasticity

(Source: Processed data, 2024)

4.6 Multiple Linear Regression Analysis

Ghozali (2018) defines multiple linear regression as a regression model used to measure the extent to which the independent variable influences the dependent variable. The following are used to facilitate the calculation of hypothesis testing:

Y: Interest in Entrepreneurship

X1: Entrepreneurship Learning Based on Project-Based Learning

X2: Self-Efficacy

Z: Entrepreneurial Motivation

1.6.1 Regression equation

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

Based on Table 11 related to the results of multiple linear regression analysis, the following equation:

$$Y = 2555.006 + 0.347X1 + 0.346X2 + 0.234Z + e$$

Table 11 Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Constant	2555,006	1605,128	
Entrepreneurship Learning Based on Project-Based Learning	0.347	0.085	0.365
Self-Efficacy	0.346	0.098	0.303
Entrepreneurial Motivation	0.234	0.081	0.228

(Source: Processed data, 2024)

The explanation of these equations can be described as follows:

- 1) The entrepreneurial learning variable, based on project-based learning, has a positive regression coefficient value of 0.347, indicating a positive influence of entrepreneurial learning based on project-based learning on interest in entrepreneurship. If schools implement project-based entrepreneurship learning, students' interest in entrepreneurship will increase.
- 2) The self-efficacy variable has a positive regression coefficient value, namely 0.346. This indicates a positive relationship between self-efficacy and interest in entrepreneurship. Students' interest in entrepreneurship will increase if it is supported by high student self-efficacy.
- 3) The entrepreneurial motivation variable has a positive regression coefficient value of 0.234, indicating a positive influence of entrepreneurial motivation on entrepreneurial interest. The higher the entrepreneurial motivation, the greater the interest in entrepreneurship.

4.6.2 Coefficient of Determination (R^2)

It is known that the coefficient of determination R Square is 0.683. This explains that the entrepreneurial learning variables based on project-based learning, self-efficacy, and entrepreneurial motivation have an influence on interest in entrepreneurship by 68.3%. Meanwhile, the rest is influenced by other variables not examined in this research.

1.6.3 F test

It is known that $F_{\text{statistic}}$ is $97.166 > F_{\text{critical}} 2.67$ so it can be concluded that project-based learning on entrepreneurship, self-efficacy, and entrepreneurial motivation has a significant influence on interest in entrepreneurship. This shows that this model test is suitable for use in this research.

1.6.4 t-test

The t-test in this research was used to determine the influence of the independent variable on the dependent variable with an error rate of 0.05. The criterion in the t-test is that H_0 is accepted if the calculated $t_{\text{statistic}} \leq t_{\text{critical}}$. Meanwhile, H_a is accepted if $t_{\text{statistic}} > t_{\text{critical}}$.

Based on Table 12, the t-test results can be described as follows:

1. Hypothesis 1: The entrepreneurial learning variable based on project based learning has a value of $t_{\text{statistic}} > t_{\text{critical}}$ namely $4,097 > 1,656$ so it can be concluded that H_a is accepted, which means

there is a positive influence of entrepreneurial learning based on project based learning on interest in entrepreneurship.

2. Hypothesis 2: The self-efficacy variable has $t_{\text{statistic}} > t_{\text{critical}}$, namely $3,530 > 1,656$, so it can be concluded that H_a is accepted, which means there is a positive influence of self-efficacy on interest in entrepreneurship.
3. Hypothesis 3: The entrepreneurial motivation variable has $t_{\text{statistic}} > t_{\text{critical}}$, namely $2,890 > 1,656$, so it can be concluded that H_a is accepted, which means there is a positive influence of entrepreneurial motivation on entrepreneurial interest.

Table 12 T-test results

Variable	$t_{\text{statistic}}$	t_{critical}
Entrepreneurship Learning Based on Project Based Learning	4,097	1,656
Self-Efficacy	3,530	1,656
Entrepreneurial Motivation	2,890	1,656

(Source: Processed data, 2024)

4.7 Sobel Test

The Sobel Test calculation is as follows:

$$sab = \sqrt{b^2 sa^2 + a^2 sb^2 + sa^2 sb^2}$$

$$sab = \sqrt{(0,329)^2(0,074)^2 + (0,511)^2(0,079)^2 + (0,074)^2(0,079)^2}$$

$$sab = 0.0034$$

After knowing the results of the sab, the t statistic value is then calculated to prove the effect of mediation using the following formula:

$$t = \frac{ab}{sab}$$

$$t = \frac{(0,511)(0,329)}{0,0034}$$

$$t = 49.446$$

Information:

a = 0.511 : B value of variable X1 against Y

b = 0.329: B value of variable Z against Y

sa = 0.074: Std value. Error from X1 to Y

sb = 0.079: Std value. Error from Z to Y

Based on the results of the Sobel Test analysis, the calculated $t_{\text{statistic}}$ is $49.446 > t_{\text{critical}}$ is 1.656. This indicates that project-based learning has a positive influence on entrepreneurship, as well as on interest

in entrepreneurship through entrepreneurial motivation. Based on this description, it can be concluded that H4 is proven and acceptable.

The Sobel Test calculation is as follows:

$$sab = \sqrt{b^2 sa^2 + a^2 sb^2 + sa^2 sb^2}$$

$$sab = \sqrt{(0,371)^2(0,087)^2 + (0,567)^2(0,078)^2 + (0,087)^2(0,078)^2}$$

$$sab = 0.0342$$

After knowing the results of the test, the t-statistic value is then calculated to prove the effect of mediation using the following formula:

$$t = \frac{ab}{sab}$$

$$t = \frac{(0,567)(0,371)}{0,0342}$$

$$t = 6.150$$

Information:

a = 0.567 : B value of variable X2 against Y

b = 0.371: B value of variable Z against Y

sa = 0.087: Std value. Error from X2 to Y

sb = 0.078: Std value. Error from Z to Y

Based on the results of the Sobel Test calculation, it shows that the value of $t_{\text{statistic}} > t_{\text{critical}}$ is $6.150 > 1.656$. This suggests that self-efficacy has a positive influence on interest in entrepreneurship, mediated by entrepreneurial motivation. Based on this explanation, it can be concluded that H5 is proven and acceptable.

DISCUSSION

The Influence of Project-Based Learning on Entrepreneurship and Interest in Entrepreneurship

The results of this research illustrate that the implementation of project-based learning on entrepreneurship has a positive effect on interest in entrepreneurship. This is supported by the results of the t-test, which shows $t_{\text{statistic}} > t_{\text{critical}}$, namely $4,097 > 1,656$. Therefore, it can be concluded that the implementation of project-based learning on entrepreneurship is able to increase students' interest in entrepreneurship. The results of this research are in line with previous research conducted by Supandi (2022), which shows that project-based learning has a positive influence on interest in entrepreneurship in class XI and XII students at vocational schools. Other research conducted by Setianingrum (2022) also supports these findings by showing that the project-based learning model in the subject of Creative Entrepreneurship Products (PKK) can increase students' interest in entrepreneurship.

Learning is a process of deliberate change that refers to systematic activities to achieve better change for individuals (Setiawan, 2017). The project-based learning learning model is an innovative approach that is centered on students to construct their learning (Trianto, 2014). Entrepreneurship learning through the project-based learning model can foster students' active role so that it can produce

cognitive improvements in students (Rezeki, 2015). Entrepreneurial learning is seen as a way to attract students and reflects a higher interest in starting a business (Cera et al., 2020). Based on the results of respondents' answers, the teamwork skills indicator has the highest index value, namely 78.84%. This shows that project-based entrepreneurship learning can foster teamwork skills in students. Meanwhile, the indicator with the lowest index value is skill in solving a problem with an index value of 73.09%. This indicates that this indicator is the weakest indicator of the project-based learning variable for entrepreneurship.

The Influence of Self-Efficacy on Entrepreneurial Interest

The results of this research show that there is a positive influence of self-efficacy on interest in entrepreneurship, as shown by the results of the t-test with a calculated $t_{\text{statistic}} > t_{\text{critical}}$, namely $3,530 > 1,656$. Thus, it can be concluded that interest in entrepreneurship will increase when someone has a high level of self-efficacy. The results of this research align with previous studies conducted by Dorahman & Sa'odah (2020), which confirmed that self-efficacy has a positive and significant impact on interest in entrepreneurship. Another study conducted by Lisdayanti et al. (2021) also supports these findings by showing that self-efficacy has a positive effect on vocational school students' interest in entrepreneurship.

According to Astarini & Mahmud (2015), self-efficacy refers to an individual's belief in his or her ability to achieve certain goals in an existing situation. A high level of self-efficacy can make individuals feel confident in carrying out an action (Nengseh & Kurniawan, 2021). Self-efficacy is a psychological concept that reflects an individual's belief in their ability to activate incentives, utilize cognitive capital, and employ effective procedures to manage life events (Duong, 2023). Based on the results of respondents' answers, the skill indicator in starting a business has the highest index value, namely 77.84%. This shows that the majority of students have confidence in their ability to start a business. Meanwhile, the lowest indicator is leadership in business with an index value of 66.33%. This shows that the leadership aspect in the business context is still a challenge that needs to be considered in developing student self-efficacy.

The Influence of Entrepreneurial Motivation on Entrepreneurial Interest

The results of this research indicate that there is a positive influence of entrepreneurial motivation on entrepreneurial interest, which is supported by the results of the t-test with a calculated $t_{\text{statistic}} > t_{\text{critical}}$, namely $2,890 > 1,656$. Thus, it can be concluded that the level of interest in entrepreneurship will increase when individuals have high entrepreneurial motivation. This is in line with the results of previous research conducted by Lusianingrum et al. (2021), which confirms that entrepreneurial motivation has a positive impact on entrepreneurial interest. Similar conclusions are also found in research conducted by Dewi & Subroto (2020), which shows that entrepreneurial motivation has an important role in forming interest in entrepreneurship.

The interest in entrepreneurship that arises in a person cannot be separated from the learning process, which will motivate them to learn about entrepreneurship (Kuswanto et al., 2023). Motivation refers to the urge to achieve certain goals in doing a job (Mulyadi, 2015). This encouragement can come from other people or yourself to do something. Entrepreneurial motivation is the driving force within individuals in entrepreneurship to achieve entrepreneurial goals (Koranti, 2013). The growing interest in entrepreneurship is closely related to entrepreneurial motivation (Jannah et al., 2023). Based on the results of respondents' answers, the profit aspect indicator has the highest index value, namely 88.48%. This indicates that the majority of students have a great desire to achieve significant profits through entrepreneurship. Meanwhile, the lowest indicator is independence, with an index value of 72.37%.

This shows that the aspect of independence is an area that needs to be considered in developing students' entrepreneurial motivation.

The Influence of Project-Based Learning on Entrepreneurship on Interest in Entrepreneurship through Entrepreneurial Motivation

The results of this research indicate that there is an influence of project-based learning on entrepreneurship on interest in entrepreneurship through entrepreneurial motivation as evidenced by the calculated $t_{\text{statistic}} > t_{\text{critical}}$, namely $49.446 > 1.656$. It can be concluded that entrepreneurial motivation plays a mediating role between project-based entrepreneurial learning and entrepreneurial interest. Most of the young generation who have received entrepreneurial learning can apply the entrepreneurial knowledge and skills they have acquired to enhance their entrepreneurial skills (Zdolsek & Sirec, 2021). One of the learning models used is project-based learning, which is an innovative and student-centered learning approach to constructing their learning (Trianto, 2014). Apart from that, students are also motivated to learn about entrepreneurship, which increases their interest in the field (Kuswanto et al., 2023). The results of research by Erwantingsih et al. (2021) support this concept by showing that project-based learning has an influence on entrepreneurial interest. Other research conducted by Puspitaningsih (2014) also revealed that entrepreneurial knowledge can influence entrepreneurial interest, especially if supported by entrepreneurial motivation. Schools that provide entrepreneurship learning based on project-based learning can encourage students to develop creativity and innovation in the context of entrepreneurship, thereby encouraging their interest in entrepreneurship. The motivation that a person has can encourage them to act; it can be said that a person is motivated (Jannah et al., 2023).

The Influence of Self-Efficacy on Entrepreneurial Interest through Entrepreneurial Motivation

The results of this research indicate that there is a positive influence of self-efficacy on interest in entrepreneurship through entrepreneurial motivation as proven by the calculated $t_{\text{statistic}} > t_{\text{critical}}$, namely $6.150 > 1.656$. It can be concluded that entrepreneurial motivation functions as a mediator between self-efficacy and entrepreneurial interest. A person's interest in carrying out a behavior is influenced by the extent to which they have a positive attitude towards the behavior and the extent to which they choose to carry it out with support from people who influence their life. The theory of planned behavior proposed by Ajzen (1991) explains that the main determining factors of interest are behavioral beliefs, normative beliefs, and control beliefs. Planned behavior is predicted by intentions toward that behavior (Chipeta & Surujlal, 2017). This concept aligns with Bandura's (1997) self-efficacy theory, which posits that self-efficacy is an individual's ability to carry out specific actions to achieve a goal. The higher a person's level of self-confidence, the greater the influence on interest in entrepreneurship. Research conducted by Dorahman and Sa'odah (2020) shows that self-efficacy has a significant influence on interest in entrepreneurship. Apart from that, the results of research by Eka et al. (2023) also confirm that self-efficacy can influence entrepreneurial interest through entrepreneurial motivation. This confirms that a high level of self-efficacy can increase an individual's interest in being involved in entrepreneurship.

CONCLUSION

Based on data analysis and discussion regarding the influence of project-based learning on entrepreneurship and self-efficacy on interest in entrepreneurship through entrepreneurial motivation, it can be concluded as follows:

1. Entrepreneurship learning based on project-based learning has a positive effect on the entrepreneurial interest of Class XI and XII Marketing students at SMK Negeri 1 Purwokerto.

This confirms that implementing effective project-based entrepreneurship learning can increase students' interest in entrepreneurship.

2. Self-efficacy has a positive effect on the entrepreneurial interest of Class XI and XII Marketing students at SMK Negeri 1 Purwokerto. This shows that supporting an individual's level of self-confidence can increase their interest in the world of entrepreneurship.
3. Entrepreneurial motivation has a positive effect on the entrepreneurial interest of Class XI and XII Marketing students at SMK Negeri 1 Purwokerto. This confirms that the higher the entrepreneurial motivation, the stronger the development of entrepreneurial interest.
4. The implementation of project-based learning in entrepreneurship has a positive influence on the entrepreneurial interest of Class XI and XII Marketing students at SMK Negeri 1 Purwokerto through entrepreneurial motivation. This indicates that if project-based entrepreneurship learning is carried out effectively, it will stimulate student motivation, which will ultimately increase their interest in entrepreneurship.
5. Self-efficacy has a positive effect on the entrepreneurial interest of Class XI and XII Marketing students at SMK Negeri 1 Purwokerto through entrepreneurial motivation. This indicates that the higher the level of self-confidence, the greater the boost to students' entrepreneurial motivation, which in turn can increase their interest in entrepreneurship.

Based on these conclusions, the implications of this research can be explained as follows:

1. Schools are expected to strengthen students' interest in entrepreneurship by emphasizing the implementation of effective entrepreneurial learning. This can be achieved through the application of a project-based learning model, where students are encouraged to develop their own business ideas with support and guidance from teachers in implementing entrepreneurial practices. Additionally, organizing entrepreneurship-related training can further increase students' interest in the world of entrepreneurship.
2. Teachers should foster students' interest in entrepreneurship by providing appropriate motivation and continuously improving the quality of entrepreneurship education.
3. Students are expected to develop an interest in entrepreneurship by actively participating in entrepreneurship-related activities, experiencing the benefits of the entrepreneurial learning they receive, supporting one another during the learning process, building self-confidence in their entrepreneurial abilities, and motivating themselves to aspire to become entrepreneurs.

Based on the results of the research process, several research limitations can be identified as follows:

1. The data collection method using a questionnaire only captures respondents' perceptions based on their attitudes.
2. There are other factors that influence students' entrepreneurial interest that were not examined in this study. Therefore, it is recommended that future research expand the scope of independent variables influencing students' interest in entrepreneurship in order to provide a more comprehensive understanding of the factors affecting entrepreneurial interest.

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