

THE INFLUENCE OF INDUSTRIAL WORK PRACTICES AND ENTREPRENEURSHIP EDUCATION ON STUDENTS' ENTREPRENEURIAL INTEREST

Ardillah Fadillah¹, Fajriani Azis², Muhammad Azis³

Universitas Negeri Makassar

Email: adillaaa11@gmail.com¹, fajrianiazis@unm.ac.id², mazis@unm.ac.id³

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya minat berwirausaha di kalangan siswa SMK meskipun telah mengikuti praktik kerja industri (Prakerin) dan memperoleh pendidikan kewirausahaan. Tujuan penelitian ini adalah untuk menganalisis pengaruh praktik kerja industri (Prakerin) dan pendidikan kewirausahaan, baik secara simultan maupun parsial, terhadap minat berwirausaha siswa SMK Negeri 1 Gowa, serta untuk mengidentifikasi variabel yang paling dominan memengaruhi minat tersebut. Penelitian ini menggunakan metode kuantitatif dengan populasi siswa kelas XII Akuntansi dan Keuangan Lembaga (AKL) SMK Negeri 1 Gowa, dan sampel diambil secara purposive pada kelas XII AKL 2. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan analisis deskriptif, regresi linier berganda, koefisien korelasi ganda (R), serta uji hipotesis melalui uji t (parsial) dan uji F (simultan). Hasil penelitian menunjukkan bahwa praktik kerja industri (Prakerin) secara parsial tidak berpengaruh signifikan terhadap minat berwirausaha siswa, sedangkan pendidikan kewirausahaan memiliki pengaruh positif dan signifikan. Secara simultan, kedua variabel tersebut berpengaruh terhadap minat berwirausaha siswa SMK Negeri 1 Gowa. Pendidikan kewirausahaan terbukti menjadi variabel yang paling dominan dalam meningkatkan minat berwirausaha. Simpulan dari penelitian ini adalah pentingnya peningkatan kualitas pendidikan kewirausahaan di SMK sebagai faktor kunci dalam menumbuhkan semangat wirausaha di kalangan siswa. Kontribusi penelitian ini terletak pada penguatan teori tentang faktor-faktor yang memengaruhi minat berwirausaha di lingkungan pendidikan kejuruan.

Kata Kunci : *Praktik Kerja Industri (Prakerin); Pendidikan Kewirausahaan; Minat Berwirausaha.*

ABSTRACT

This research is motivated by the low entrepreneurial interest among vocational high school (SMK) students, even though they have participated in industrial work practices (Prakerin) and received entrepreneurship education. The purpose of this study is to analyze the influence of industrial work practices (Prakerin) and entrepreneurship education, both simultaneously and partially, on the entrepreneurial interest of students at SMK Negeri 1 Gowa, as well as to identify the most dominant variable affecting that interest. This study employed a quantitative method with a population consisting of twelfth-grade students of Accounting and Institutional Finance (AKL) at SMK Negeri 1 Gowa, while the sample was purposively selected from class XII AKL 2. Data were collected through questionnaires and analyzed using descriptive analysis, multiple linear regression, multiple correlation coefficients (R), and hypothesis testing through t-tests (partial) and F-tests (simultaneous). The results indicate that industrial work practices (Prakerin) partially have no significant effect on students' entrepreneurial interest, whereas entrepreneurship education has a positive and significant effect. Simultaneously, both variables influence the entrepreneurial interest of SMK Negeri 1 Gowa students. Entrepreneurship education is found to be the most dominant variable in enhancing entrepreneurial interest. The conclusion of this research emphasizes the importance of improving the quality of entrepreneurship education in vocational schools as a key factor in fostering entrepreneurial spirit among students. The contribution of this study lies in strengthening theoretical understanding of the factors that influence entrepreneurial interest within vocational education environments.

Keywords: *Industrial Work Practices (Prakerin); Entrepreneurship Education;; Interest in Entrepreneurship.*



INTRODUCTION

In order to achieve Golden Indonesia 2045, the nation is required to create a large number of job opportunities so that the younger generation can actively contribute to economic and social development. In this context, vocational high schools (Sekolah Menengah Kejuruan or SMK) play a strategic role as institutions that provide students with practical work experience to prepare them for the labor market after graduation. Education is at the center of economic, social, and political transitions in society, as it instills values that promote individual excellence and national development (Hasan, 2020).

One of the key efforts in education is to foster independence among young people so that they are less dependent on their surroundings, especially when they are expected to return to society and contribute to development after completing their studies. Within this framework, entrepreneurial interest is a tangible manifestation of an individual's ability to seize opportunities and face challenges in the business world, directly contributing to community development. According to Kumalasari et al. (2022), someone who has the courage to take risks and identify business opportunities can be said to possess entrepreneurial interest. Luis-Rico et al. (2020) further define entrepreneurial interest as "an initial attraction to work activities, career intentions, and choices that become positive goals mediating the final act of becoming an entrepreneur."

According to Alma's theory (2011), as cited in the studies of Sifa (2017) and Makkasau (2022), the indicators of entrepreneurial interest include: (1) feelings of enjoyment and curiosity, (2) willingness to learn, and (3) evidence of continued entrepreneurial behavior. Factors that can stimulate interest include both internal and external influences. In the vocational school environment, external factors such as industrial work practice (Prakerin) play a significant role in shaping students' entrepreneurial interest. Prakerin is one of the key elements that can enhance students' entrepreneurial interest through the experiences gained during internships. Mugiyatun and Khafid (2020) state that Prakerin aims to hone students' talents and skills through job training that allows them to enter the workforce after a designated period. Tahir (2023) adds that Prakerin is expected to create a professional workforce capable of applying useful knowledge and gaining deeper insights into the industrial world.

According to Hamalik's theory (2007), as cited in Samsinar's (2021) study, the indicators of industrial work practice include: (1) student seriousness, (2) work knowledge and skills, (3) understanding of industrial work procedures, (4) problem-solving ability, and (5) supervision during the internship. However, to maximize the benefits of internship experiences and ensure students can face challenges in the technological era, more effort is needed to develop their entrepreneurial interest. In an era driven by technology, the younger generation faces increasing challenges in shaping their future. As the world evolves, students acquire more skills, but the opportunities to apply them remain limited—just as entrepreneurial interest may fade without proper development. Therefore, entrepreneurship education and training are essential to complement students' potential.

Ramdhani et al. (2021) explain that entrepreneurship education programs aim to disseminate information and skills related to entrepreneurship. Olaniran and Perumal (2021) emphasize that entrepreneurship education is valuable because it develops students' skills, competencies, and knowledge to face educational and business challenges responsibly. According to Suherman's theory (2010), cited in Kardiana (2019) and Dewi (2022), the indicators of entrepreneurship education include: (1) creating an entrepreneurial desire, (2) broadening knowledge, and (3) developing sensitivity to business opportunities.

SMK Negeri 1 Gowa is a leading vocational high school in Gowa Regency, South Sulawesi, focusing on developing students' skills and knowledge across various vocational fields to prepare



them for employment or entrepreneurship after graduation. The school is known for its comprehensive facilities and flagship programs such as Prakerin and entrepreneurship education, which provide students with practical experience and entrepreneurial insight. Through these programs, the school aims to foster entrepreneurial interest among students and enhance their readiness to face real-world challenges.

Based on internal data, the implementation rate of Prakerin and entrepreneurship education both reached 84% (categorized as good), while students' entrepreneurial interest was only 48.7% (categorized as low). This indicates that although both programs have been implemented well, the entrepreneurial interest of students majoring in Accounting and Financial Institutions (AKL) at SMK Negeri 1 Gowa remains suboptimal. This finding contrasts with the results of Falah and Marlena (2022), who found that the combination of practical experience and entrepreneurship education significantly increases vocational students' entrepreneurial interest.

Several studies over the past decade, such as Luis-Rico et al. (2020), Rosniawati and Yunizar (2024), and Suseno et al. (2023), found that entrepreneurship education positively affects students' entrepreneurial interest. However, few studies have specifically examined the simultaneous and partial influence of Prakerin and entrepreneurship education on entrepreneurial interest among vocational students, particularly in local contexts such as SMK Negeri 1 Gowa. This research gap highlights the need for further study that simultaneously examines both variables and identifies which has the most dominant influence.

The fact that Prakerin and entrepreneurship education have not yet significantly improved students' entrepreneurial interest presents a key problem in this study. Therefore, strengthening the quality of internships, improving industrial relevance, developing contextual entrepreneurship curricula, and integrating practical experiences with entrepreneurship learning are necessary steps to enhance students' entrepreneurial interest. Based on the background above, this study hypothesizes that there is a simultaneous influence between industrial work practice (Prakerin) and entrepreneurship education on students' entrepreneurial interest, as well as a partial influence of each variable. Among these, entrepreneurship education is expected to have the most dominant effect. The purpose of this research is to analyze the simultaneous and partial influence of Prakerin and entrepreneurship education on the entrepreneurial interest of students at SMK Negeri 1 Gowa, and to identify the variable that has the most significant impact. The results are expected to provide practical recommendations for vocational education development and strengthen the theoretical understanding of factors influencing entrepreneurial interest within vocational learning environments.

METHOD RESEARCH

This study used a quantitative approach with an operational design to examine the influence of Industrial Work Practices (Prakerin) and Entrepreneurship Education on students' entrepreneurial interest. The research was conducted at SMK Negeri 1 Gowa, Gowa Regency, South Sulawesi, during the 2023/2024 academic year. The population consisted of 130 students from the Accounting and Finance Institutions (AKL) major, divided into four classes. Based on Sugiyono (2019), the sample was determined using a purposive sampling technique according to specific criteria: students who had participated in Prakerin for at least three months, completed Entrepreneurship Education, and had an interest in entrepreneurship. The selected sample was class XII AKL 2, totaling 36 students, which met the minimum requirement for quantitative analysis.

The variables studied were Industrial Work Practices (X1), Entrepreneurship Education (X2), and Entrepreneurial Interest (Y), each measured using indicators from Hamalik (2007), Suherman (2010), and Alma (2011). Data were collected using a structured questionnaire based on



a five-point Likert scale ranging from “strongly disagree” (1) to “strongly agree” (5). The questionnaire was validated through item-total correlation analysis, and reliability was tested using Cronbach’s Alpha, with coefficients above 0.60 considered reliable (Ghozali, 2011).

Data analysis included descriptive statistics to describe respondents’ perceptions, instrument testing (validity and reliability), and classical assumption tests covering normality, heteroscedasticity, and multicollinearity using SPSS version 25. The regression model applied was multiple linear regression with the equation $Y = a + B_1X_1 + B_2X_2$, where Y represents entrepreneurial interest, X1 industrial work practice, and X2 entrepreneurship education. The strength of the relationship between variables was measured using the multiple correlation coefficient (R). Hypothesis testing was carried out through F-tests to determine simultaneous effects and t-tests to assess partial effects. Through these stages, the research aimed to produce objective and reliable results describing how industrial work practices and entrepreneurship education influence students’ entrepreneurial interest at SMK Negeri 1 Gowa.

RESULTS AND DISCUSSION

1. F test (Simultan)

F test (Simultan) is used to determine whether the independent variables (industrial work practices and entrepreneurship education) together have a significant influence on the dependent variable (interest in entrepreneurship). Testing is done using the help of the SPSS version 25 for windows application. A summary of the results of the F test (Simultan) is presented in table 2 below:

Table 1. F Test Result (Simultaneous)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	298,913	2	149,456	14,827	<.001 ^b
	Residual	332,643	33	10,080		
	Total	631,556	35			

a. Dependent Variable: Minat Berwirausaha (Y)

b. Predictors: (Constant), Praktik Kerja Industri (X2), Pendidikan Kewirausahaan(X2)

Source: Results of SPSS Data Processing Version 25.0 for Windows

Based on table 2, it is known that the F-count of 14.827 is greater than the F-table. F-table is obtained at 3.28 with a significant level of $<0.001 < 0.05$, To test the hypothesis is done by comparing between F count and F table, the test criteria are:

- 1) Reject H_0 , accept H_1 if the value of $F_{hitung} > F_{tabel}$ at a significant level of 0.05.
- 2) Reject H_1 , accept H_0 if the value of $F_{count} < F_{table}$ at a significant level of 0.05.

From the F table obtained equal to 3.28, thus the value of F count of 14.827 is greater than F table with a significant level of <0.001 smaller than $\alpha = 0.05$. This means that the hypothesis is accepted or in other words, industrial work practice and entrepreneurship education simultaneously have a positive and significant effect on entrepreneurial interest of XII AKL class students of SMK Negeri 1 Gowa.

2. T Test (Partial)

The t test is used to determine whether the independent variable affects the dependent variable significantly or not. The significance level of hypothesis testing is, the value of the



significance level ≤ 0.05 then there is a significant influence between the independent variable (industrial work practice and entrepreneurship education) with the dependent variable (interest in entrepreneurship) and the value of the significant level ≥ 0.05 then there is no influence between the independent variable and the dependent variable.

Based on table 3, shows that the industrial work practice variable obtained a t value of -0.540 with a significance value of 0.593, because the significance value > 0.05 , then the practice of industrial work has a negative and insignificant effect partially on interest in entrepreneurship. While the entrepreneurship education variable obtained a t value of 4.153 with a significance value of < 0.001 . entrepreneurship education has a significance smaller than alpha, namely 0.05, then entrepreneurship education partially has a significant effect on the entrepreneurial interest of students in class XII AKL SMK Negeri 1 Gowa. The t test results are presented as follows:

Table 2. *T Test Result (Partial)*

Coefficients ^a							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error				Beta
1	(Constant)	16,412	4,721		3,476	.001	
	Praktik Kerja Industri (Prakerin)	-.061	.114	-.098	-.540	.593	
	Pendidikan Kewirausahaan	.663	.160	.755	4,153	<,001	

a Dependent Variable: Minat Berwirausaha

Source: SPSS Data Processing Results Version 25.0 for Windows

3. Dominant Variable

Based on table 4, the standardized coefficients beta column shows -0.98 for the industrial work practice variable, 0, 755 for the entrepreneurship education variable. This proves that entrepreneurship education has a dominant influence on entrepreneurial interest because it has a positive and significant value compared to the industrial work practice variable with a negative and insignificant value. To determine the dominant variable that affects the dependent variable can be seen in the results of multiple linear regression in the standardized coefficients beta column, the data is presented as follows:

Table 3. *Result of determining the dominant variable*

Coefficients ^a							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error				Beta
1	(Constant)	16,412	4,721		3,476	.001	
	Praktik Kerja Industri (Prakerin)	-.061	.114	-.098	-.540	.593	
	Pendidikan Kewirausahaan	.663	.160	.755	4,153	<,001	



a. Dependent Variable: Minat Berwirausaha

Source: SPSS Data Processing Results Version 25.0 for Windows

DISCUSSION

The results of this study provide a comprehensive understanding of how Industrial Work Practices (Prakerin) and Entrepreneurship Education influence Entrepreneurial Interest among students at SMK Negeri 1 Gowa. Based on the analysis, both variables simultaneously have a positive and significant effect on students' entrepreneurial interest. However, when examined partially, only entrepreneurship education shows a significant effect, while industrial work practice does not contribute meaningfully to entrepreneurial interest.

Logically, these findings illustrate a cause-and-effect relationship that can be explained through the interaction between practical experience and conceptual learning. When students simultaneously engage in industrial work practice and entrepreneurship education, they not only gain real-world work experience but also develop the mindset and motivation needed to create business opportunities. These two variables complement each other—Prakerin provides contextual exposure to the world of work, while entrepreneurship education cultivates attitudes, knowledge, and confidence toward entrepreneurship. This result aligns with Ajzen's (1991) Theory of Planned Behaviour (TPB), which explains that behavioral intention, including entrepreneurial intention, is shaped by attitudes, subjective norms, and perceived behavioral control.

However, the finding that industrial work practice alone does not have a significant influence on entrepreneurial interest suggests that the quality and relevance of internship experiences are crucial. Many students participate in internships that are administrative or technical in nature without direct involvement in entrepreneurial activities such as business planning, innovation, or decision-making. As a result, these experiences enhance technical skills but do not necessarily build entrepreneurial motivation. Conversely, entrepreneurship education provides more structured learning, introducing business concepts, cultivating creativity, and building independence—all of which serve as a strong foundation for entrepreneurial interest.

The key findings of this study indicate that simultaneously, Prakerin and entrepreneurship education enhance students' entrepreneurial interest; partially, only entrepreneurship education exerts a significant positive influence; and the most dominant variable affecting entrepreneurial interest is entrepreneurship education, as indicated by the highest standardized beta coefficient ($\beta = 0.755$). Thus, improving the quality of entrepreneurship education has a stronger impact on increasing students' entrepreneurial interest than improving industrial work practice alone.

Several factors contribute to these results. The relevance of internship experiences to entrepreneurship plays a major role. A supportive learning environment and strong mentoring from teachers help motivate students to think innovatively and critically. Limited supervision during internships and the lack of opportunities to engage in entrepreneurial tasks may weaken the influence of Prakerin on entrepreneurial interest.

The strength of this research lies in its use of a quantitative approach with comprehensive statistical tests and validated instruments, providing empirical credibility to the results. Moreover, the study offers an in-depth understanding of vocational students' conditions in the Accounting and Finance major within a specific institutional context. Nonetheless, the study has limitations, including a relatively small sample size of 36 students, which restricts generalization. Additionally, the use of self-reported questionnaires may introduce subjectivity, and the industrial work practice variable may not fully capture the complexity of students' practical experiences.

When compared to previous studies, these results are consistent with the findings of Falah and Marlena (2022), who concluded that entrepreneurship education and practical experience



simultaneously increase students' entrepreneurial interest. This study also supports Ardiyani et al. (2023), who found a positive and significant effect of entrepreneurship education on entrepreneurial interest. Furthermore, the results are in line with Luis-Rico et al. (2020), Rosniawati and Yunizar (2024), and Suseno et al. (2023), who confirmed that structured entrepreneurship education enhances students' motivation and readiness for entrepreneurship. However, this study also resonates with Tahir (2023), who found no significant effect of industrial work practice on entrepreneurial interest—suggesting that the relevance and quality of internship experiences are critical determinants of their success in fostering entrepreneurship.

The implications of these findings are substantial. For educational institutions, the results highlight the need to integrate Prakerin with entrepreneurship education so that students' practical experiences can be linked to real business contexts. For curriculum developers, entrepreneurship learning should be made more applied, incorporating project-based learning, business simulations, and industry visits. For policymakers, this research supports strengthening collaborations between schools and industry partners to ensure that internship programs do not focus solely on technical skills but also develop entrepreneurial attitudes and mindsets.

Theoretically, this research contributes to the development of entrepreneurship education theory in the vocational education context. The findings confirm that cognitive and motivational factors—provided through entrepreneurship education—have a greater influence on entrepreneurial interest than experiential factors gained through industrial work practice, unless both are well-integrated. Therefore, this study presents a new narrative that entrepreneurial interest among vocational students can be most effectively fostered through the synergy of contextual entrepreneurship education and entrepreneurship-oriented industrial work experiences.

CONCLUSION AND UGGESTIONS

Based on the results of the research conducted on the influence of Industrial Work Practices (Prakerin) and Entrepreneurship Education on the Entrepreneurial Interest of students at SMK Negeri 1 Gowa, it can be concluded that both variables simultaneously have a positive and significant effect on students' entrepreneurial interest. However, when analyzed separately, industrial work practice shows a negative and insignificant effect, while entrepreneurship education has a positive and significant influence on entrepreneurial interest

The findings also reveal that entrepreneurship education is the most dominant factor in shaping students' entrepreneurial interest. This indicates that the better the quality of entrepreneurship education received by students, the higher their interest in entrepreneurship will be. In general, the study highlights the importance of integrating practical experience with entrepreneurship education to effectively enhance students' entrepreneurial mindset and readiness for self-employment.

Based on the results of this research, several suggestions can be proposed for improvement and future development. Students are encouraged to maintain and enhance their enthusiasm in participating in industrial work practices and to broaden their entrepreneurial knowledge through various learning sources, including textbooks and online materials. Teachers should apply learning methods that are more interactive, contextual, and easily understood, while also connecting lessons to real-life entrepreneurial situations. Schools are advised to provide adequate supporting facilities such as entrepreneurship laboratories, business incubators, and to organize seminars or exhibitions that stimulate students' creativity and entrepreneurial spirit. For future researchers, it is recommended to expand the scope of study by including additional variables such as learning



motivation, family support, or social environment, to gain a more comprehensive understanding of the factors influencing students' entrepreneurial interest.

THANKYOU

Thank you to all the academic community of Makassar State University who have helped all the author's processes. Thank you to all Lecturers of the Faculty of Economics and Business, Makassar State University, especially the Accounting Education study program who have provided knowledge and direction to the author during the study period. More specifically, thank you to the two supervisors, namely Mr. Prof. Dr. H. Muhammad Azis, M.Si. as supervisor 1 and Mrs. Fajriani Azis, S.Pd., S.E., M.Si. as supervisor 2, who have guided the author and provided good direction with a sincere heart. Finally, thank you to the author's parents and family who always support all the author's processes

BIBLIOGRAPHY

- Aini, Q., & Oktafani, F. (2020). Pengaruh Pengetahuan Kewirausahaan, Motivasi Berwirausaha Dan Lingkungan Keluarga Terhadap Minat Berwirausaha Mahasiswa Fakultas Komunikasi Dan Bisnis Telkom University. *Jurnal Ilmiah Ekonomi Dan Bisnis*, 17(2). <https://doi.org/10.31849/jieb.v17i2.3845>
- Ajzen, Icek. (1991). The Theory of Planned Behavior. Dalam *Jurnal Organizational Behavior and Human Decision Processes*, Vol. 50 No. 2. Hal. 179-211. Amherst: University of Massachusetts. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Alma, Buchari. (2011). *Kewirausahaan*. Bandung: Alfabeta.
- Andriani, R. (2020). *Membangun Jiwa Wirausaha Melalui Pendidikan*. Bandung: Graha Ilmu.
- Arikunto, & Suharsimi. (2018). *Prosedur Penelitian Suatu Pendekatan Praktek*. Penerbit Rineka Cipta.
- Chatra P M. Afdhal, Rinawati, & Zulkarnain Isnaini. (2024). *Buku Ajar Kewirausahaan*. PT. Sonpedia Publishing Indonesia.
- Dewi. (2022). *Pengaruh Pendidikan Kewirausahaan, Kreativitas, dan Motivasi Berwirausaha Terhadap Minat Berwirausaha Pada Generasi Milenial Di Kota Makassar*. Skripsi, Makassar: FEB Universitas Negeri Makassar.
- Falah, N., & Marlana, N. (2022). Pengaruh Pendidikan Kewirausahaan dan Pengalaman Prakerin Terhadap Minat Berwirausaha Siswa SMK. *Jurnal PTK Dan Pendidikan*, 8(1). <https://doi.org/10.18592/ptk.v8i1.6453>
- Ghozali, I. (2011). *Aplikasi Analisis Multivariate dengan Program SPSS*. Semarang: Badan Penerbit Universitas Diponegoro.
- Ghozali, I. (2018). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 25*. Semarang: Badan Penerbit Universitas Diponegoro.
- Hamalik, O. (2017). *Pengembangan SDM Pelatihan Ketenagakerjaan Pendidikan Terpadu*. Jakarta: PT Bumi Aksara.
- Haq Syaiful. (2023). *Kewirausahaan Pendidikan: Perspektif dan Model*. Deepublish Digital.
- Hasan, H. A. (2020). *Pendidikan kewirausahaan: Konsep, karakteristik dan Implikasi dalam Memandirikan generasi Muda*. Pilar11.
- Hidayat, Irfan. (2023). *Entrepreneurship: Jalan Menuju Kebebasan Finansial*. Surabaya: Penerbit Sejahtera.
- Kahn, W. A. (1990). Psychological Conditions of Personal Engagement and Disengagement at Work. *Academy of Management Journal*, 33(4), 692-724. <https://doi.org/10.2307/256287>



- Kardiana, T. C., & Melati, I. S. (2019). Pengaruh Pendidikan Kewirausahaan, Kepercayaan Diri dan Ekspektasi Pendapatan Terhadap Minat Berwirausaha. *Economic Education Analysis Journal*, 8(3), 1182-1197.
- Kepmen pendidikan dan kebudayaan no 323/u/1997, Pasal 1 tentang penyelenggaraan prakerin SMK.
- Keputusan Menteri Pendidikan dan Kebudayaan No. 323/U/1997, Jakarta
- Kumalasari, D. A., Eryanto, H., & Pratama, A. (2022). Pengaruh Pendidikan Kewirausahaan, Efikasi Diri dan Lingkungan Keluarga Terhadap Intensi Berwirausaha Mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta. *Ilmiah Wahana Pendidikan*, 8(21), 518-536.
- Luis-Rico, M. I., Escolar-Llamazares, M. C., de la Torre-Cruz, T., Herrero, Á., J. A., V. P. A., Palmero-Cámara, C., & Jiménez-Eguizábal, A. (2020). The association of parental interest in entrepreneurship with the entrepreneurial interest of Spanish youth. *International Journal of Environmental Research and Public Health*, 17(13), 1–16. <https://doi.org/10.3390/ijerph17134744>
- Makkasau, S. H. (2022). Pengaruh Pendidikan Kewirausahaan Terhadap Minat Wirausaha Siswa Kelas Xi Akuntansi Di Smk Negeri 1 Makassar (Doctoral Dissertation, Univesitas Negeri Makassar).
- Mugiyatun, & Khafid, M. (2020). Pengaruh Prakerin, Pendidikan Kewirausahaan, dan Lingkungan Keluarga dengan Self Efficacy sebagai Variabel Intervening terhadap Minat Berwirausaha. *Economic Education Analysis Journal*, 9(1).
- Nathanael Garcia Krisnando, & Indrawan Jerry. (2022). Pengantar Kewirausahaan. Cv. Jakad Media Publishing.
- Olaniran, S. O., & Perumal, J. (2021). Edupreneurship: preparing young education graduates beyond the classroom teaching. *Multicultural Aducation*, 7(8).
- Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 50 Tahun 2020 Pasal 2 Tentang Praktik Kerja Lapangan Bagi Peserta Didik, Jakarta.
- Peraturan Pemerintah No.19 tahun 2005 tentang standar nasional pendidikan.
- Prihastomo, A., dkk. (2021). Pendidikan Kewirausahaan: Perspektif dan Penerapannya. Yogyakarta: Penerbit Media Edukasi.
- Raka, Gede. (2021). Kewirausahaan dan Manajemen Bisnis. Jakarta: Pustaka Karya.
- Ramdhani, R. F., Simarmata, N. I. P., Prihatmojo, A., Kholifah, N., Hasan, M., Subakti, H., Badawi, B., Nurtanto, M., Fawaid, M., & Karim, A. (2021). Pendidikan Kewirausahaan. Yayasan Kita Menulis. . Yayasan Kita Menulis.
- Samsinar. (2021). Pengaruh Pengalaman Praktik Kerja Industri dan Kemampuan Soft Skills Terhadap Kesiapan Kerja Siswa Kelas XII Kompetensi Keahlian Akuntansi Di SMK Negeri 6 Makassar. Skripsi. Makassar: FEB Universitas Negeri Makassar.
- Saputra, F., Mahaputra, M. R., & Maharani, A. (2023). Pengaruh Jiwa Kewirausahaan terhadap Motivasi dan Minat Berwirausaha (Literature Review). *Jurnal Kewirausahaan Dan Multi Talenta*, 1(1). <https://doi.org/10.38035/jkmt.v1i1.10>
- Saputro, H. (2021). Dasar-Dasar Kewirausahaan dalam Pendidikan. Yogyakarta: Penerbit Media Pendidikan.
- Sari Rina. (2022). Pengantar Kewirausahaan. Bandung: Graha Ilmu.
- Sari Sarlina. (2024). Kewirausahaan. Cv. Mega Press Nusantara.
- Saunders, M., Lewis, P., & Thornhill, A. (2019). Research methods for business students (8th ed.). Pearson Education.



- Sifa, Farida. (2017). Pengaruh Pendidikan Kewirausahaan, Lingkungan Keluarga dan Self Efficacy terhadap Minat Berwirausaha Siswa SMK Program Keahlian Akuntansi. Skripsi. Bandar Lampung: FISIP Universitas Lampung.
- Sugiyanti, R. (2019). Pengaruh Pendidikan Kewirausahaan, Praktik Kerja Industri, Dan Lingkungan Sosial Terhadap Minat Berwirausaha Dengan Mediasi Self-Efficacy pada Siswa Kelas XII SMK Negeri 2 Semarang. Skripsi. <https://doi.org/10.32682/jpekbm.v2i1.725>
- Sugiyono. (2009). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung : Alfabeta.
- Sugiyono. (2018). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Alfabeta.
- Sugiyono. (2019). Metode Penelitian Kuantitatif, Kualitatif, R&D. Alfabeta.
- Suherman, Eman. (2010). Desain Pembelajaran Kewirausahaan. Bandung: Alfabeta.
- Tahir Sumiati. (2023). Pengaruh Pembelajaran Kewirausahaan, Pengetahuan Kewirausahaan, Pengalaman Praktek Kerja Industri, Dan Lingkungan Keluarga Terhadap Minat Berwirausaha Dengan Efikasi Diri Sebagai Variabel Intervening Pada Siswa Smk Negeri Di Kota Makassar. Seminar Nasional Dies Natalis 62, 1. <https://doi.org/10.59562/semnasdies.v1i1.802>
- Undang-Undang No. 20 tentang Sistem Pendidikan Nasional tahun 2003 Pasal 15, Jakarta.
- Wahyudi, W., Sugiarti, E., Mukrodi, M., Salam, R., & Anwar, S. (2021). Membangun Minat Berwirausaha Melalui Kegiatan Learning, Sharing & Practice. Jurnal PKM Manajemen Bisnis, 1(1). <https://doi.org/10.37481/pkmb.v1i1.214>
- Zahara Inna, syah Muhammad Erwan, & Sulistiyantoro David. (2023). Jalan Sukses Kewirausahaan: Memahami Psikologi dan Keuangan. Cv. Feniks Muda Sejahtera.

