

Entrepreneurial practice and family environment as predictors of student entrepreneurial motivation

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Abstrak

Penelitian ini bertujuan untuk menguji pengaruh praktik kewirausahaan dan lingkungan keluarga terhadap motivasi berwirausaha siswa kelas XI MPLB SMK Negeri 1 Surakarta. Penelitian menggunakan pendekatan kuantitatif dengan metode kausalitas. Populasi berjumlah 105 siswa; sampel sebanyak 83 siswa ditentukan menggunakan rumus Slovin dengan margin eror 5% dan teknik proportionate random sampling. Data dikumpulkan melalui kuesioner skala Likert 1–5 dan dianalisis menggunakan regresi linear berganda dengan IBM SPSS Statistics 26. Hasil penelitian menunjukkan bahwa: (1) praktik kewirausahaan berpengaruh positif signifikan secara parsial terhadap motivasi berwirausaha, $t(81) = 10,222$, $p = 0,000$; (2) lingkungan keluarga berpengaruh positif signifikan secara parsial terhadap motivasi berwirausaha, $t(81) = 9,995$, $p = 0,000$; dan (3) keduanya secara simultan berpengaruh positif signifikan terhadap motivasi berwirausaha, $F(2, 80) = 151,108$, $p = 0,000$. Persamaan regresi yang diperoleh adalah $\hat{Y} = 5,274 + 0,749X_1 + 0,492X_2$ dengan $R^2 = 0,791$. Sumbangan efektif praktik kewirausahaan dan lingkungan keluarga masing-masing sebesar 40,3% dan 38,8%, dengan sumbangan relatif sebesar 51% dan 49%. Temuan ini mengindikasikan bahwa kedua variabel merupakan determinan penting motivasi berwirausaha siswa kejuruan.

Kata kunci: aktivitas kewirausahaan; dukungan keluarga; motivasi; semangat kewirausahaan

Abstract

This study examined the influence of entrepreneurial practice and family environment on the entrepreneurial motivation of Grade XI Business Management and Services (MPLB) students at SMK Negeri 1 Surakarta. A quantitative causal design was employed with a population of 105 students; 83 were selected using Slovin's formula (5% margin of error) and proportionate random sampling. Data were collected via a five-point Likert-scale questionnaire and analyzed using multiple linear regression with IBM SPSS Statistics 26. Results demonstrated that: (1) entrepreneurial practice had a significant partial positive influence on entrepreneurial motivation, $t(81) = 10.222$, $p = .000$; (2) family environment had a significant partial positive influence

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on entrepreneurial motivation, $t(81) = 9.995$, $p = .000$; and (3) both variables jointly exerted a significant simultaneous positive influence, $F(2, 80) = 151.108$, $p = .000$. The regression equation was $\hat{Y} = 5.274 + 0.749X_1 + 0.492X_2$, with $R^2 = .791$. The effective contributions of entrepreneurial practice and family environment were 40.3% and 38.8%, with relative contributions of 51% and 49%, respectively. These findings indicate that both variables are significant determinants of vocational students' entrepreneurial motivation.

Keywords: entrepreneurial activity; entrepreneurial spirit; family support; motivation

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Introduction

Entrepreneurship encompasses an individual's competencies in identifying opportunities, navigating challenges, and anticipating potential risks, as well as the skills required to manage resources and organize business activities in a structured manner to achieve predetermined objectives (Rachmat et al., 2023). Parwanto (2021, p. 3) further described entrepreneurship as a mental disposition characterized by active engagement, creativity, productivity, initiative, and perseverance directed toward income-generating activities. According to data published by Statistics Indonesia (Badan Pusat Statistik [BPS], 2023), 48.59% of micro and small industry (MSI) entrepreneurs in Indonesia had completed only primary school education or below a proportion substantially higher than the 26.56% who were vocational or senior high school graduates. These figures underscore the urgency of cultivating entrepreneurial motivation, particularly at the vocational secondary school (SMK) level, as SMK programs are specifically designed to equip students with practical skills that support entrepreneurial engagement. The role of motivation in entrepreneurship has been likened to fuel for an engine (Nurmila & Kamarudin, 2024), suggesting that entrepreneurial intention cannot be sustained without an adequate motivational foundation.

Efforts to enhance entrepreneurial motivation at the institutional level have been supported by policies issued by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), particularly through the implementation of block learning systems under the Independent Curriculum (Kurikulum Merdeka) framework (Ministerial Decree No. 56 of 2022). SMK Negeri 1 Surakarta is one vocational institution that has adopted the block learning system for the MPLB program. Entrepreneurial practice in this school is implemented through the Creative Products and Entrepreneurship (PPK) course and facilitated through the Tukuyo system an internal entrepreneurial platform used by all school members for food and beverage trading activities. These initiatives align with the school's vision of developing students into competent, technologically literate individuals who are prepared for both employment and entrepreneurship.

Despite these institutional efforts, a preliminary study conducted with 30 Grade XI MPLB students at SMK Negeri 1 Surakarta revealed a low level of entrepreneurial motivation. Only 33.3% of respondents expressed an interest in entrepreneurship after participating in entrepreneurial practice activities, and merely 26.7% reported genuine enthusiasm for these activities. Furthermore, 76.7% of students indicated a preference for working as employees rather than pursuing self-employment, with only 23.3% expressing interest in entrepreneurship. This disparity between institutional intentions and student outcomes motivated the present study.

From a theoretical perspective, motivation is understood as an internal or external force that influences an individual's actions toward the achievement of specific goals (Wulandari & Winarso, 2020). Entrepreneurial motivation, in particular, refers to the psychological state that drives, activates, and directs an individual's desire to engage in entrepreneurial activities through characteristics such as independence, self-confidence, future orientation, risk-taking, creativity, innovation, and profit orientation (Suryadharma, 2022). Entrepreneurship itself represents a creative

endeavor grounded in innovation that generates opportunities for greater economic benefit and social contribution (Yulianto, 2017). Both internal factors such as personal character and attitudes and external factors such as social environment, family context, economic conditions, and education or training can influence entrepreneurial motivation (Fathiyannida & Erawati, 2021).

The theoretical framework underpinning this study is Alderfer's ERG Theory, which categorizes human needs into Existence, Relatedness, and Growth. Existence needs are fulfilled through economic security and livelihood, including income opportunities and future stability. Relatedness needs are met through positive social relationships, emotional support, and acceptance from family, peers, and the broader environment. Growth needs are satisfied through opportunities for self-development, achievement, creativity, and the realization of personal potential. When these needs are adequately met, students' entrepreneurial motivation is likely to be enhanced.

Entrepreneurial practice can fulfill Growth needs by providing real-world learning experiences that foster skill development, while the family environment addresses Relatedness needs by offering emotional encouragement, trust, and support. This study, therefore, focuses on entrepreneurial practice and family environment as the two independent variables influencing entrepreneurial motivation.

This focus is supported by prior empirical research. Marilin et al. (2019) found that entrepreneurial practice had a significant positive influence on entrepreneurial motivation, while Arrafid (2023) established that the family environment exerted a significant positive influence on the same outcome variable. Entrepreneurial practice fosters creativity and innovation, equips students with the perseverance needed to overcome failure, and helps them identify interests in business (Cardon et al., 2009). According to Kartika et al. (2022), entrepreneurial practice is operationalized through three indicators: (1) providing opportunities for creativity and innovation; (2) teaching entrepreneurial skills; and (3) imparting entrepreneurial characteristics.

The family environment, defined as the totality of physical, emotional, and social conditions within a family that influence the development and well-being of its members, plays a pivotal role in shaping entrepreneurial motivation. Individuals from entrepreneurial family backgrounds tend to develop a deeper understanding of business at an earlier stage, making them more willing to take entrepreneurial decisions and accept associated risks (Aini & Oktafani, 2020). Durin and Marwan (2022) identified two key indicators of the family environment: (1) parental support; and (2) the family's economic situation.

Based on the foregoing, the present study aimed to address the following research questions: (1) Does entrepreneurial practice influence the entrepreneurial motivation of Grade XI MPLB students at SMK Negeri 1 Surakarta? (2) Does the family environment influence their entrepreneurial motivation? (3) Do entrepreneurial practice and family environment, taken together, significantly influence their entrepreneurial motivation?

Research Methods

This study employed a quantitative research design using a causal approach to examine cause-and-effect relationships among variables. The independent variables were entrepreneurial practice (X_1) and family environment (X_2), while the dependent variable was entrepreneurial motivation (Y). The population consisted of 105 Grade XI MPLB students at SMK Negeri 1 Surakarta who had participated in entrepreneurial practice activities, including the block learning system and the Tukuyo management program. The sample size was determined using Slovin's formula with a 5% margin of error: $n = N / (1 + Ne^2) = 105 / (1 + 105 \times 0.05^2) = 83.17$, rounded to 83 students. Proportionate random sampling was employed to ensure that each member of the population had an equal probability of selection. The sample per class was calculated as $n_i = (N_i/N) \times n = (35/105) \times 83 = 28$ students, with random selection facilitated by a random number generator.

The validity of the 33 instrument items was assessed using Pearson's product-moment correlation, with $r\text{-table} = 0.432$ ($N = 22$, $\alpha = .05$). All items met the validity criterion of r -obtained $> r$ -table. Two items from the entrepreneurial motivation scale (Items 5 and 13) and one item from the family environment scale (Item 8) were excluded due to invalid r values. Reliability was evaluated using Cronbach's alpha, yielding coefficients of .901 for entrepreneurial practice (X_1),

.768 for family environment (X_2), and .812 for entrepreneurial motivation (Y) all exceeding the acceptable threshold of .70.

Data were collected through a closed-ended questionnaire administered via Google Forms, using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The entrepreneurial motivation (Y) scale was developed based on indicators proposed by Sa'adah and Mahmud (2019), encompassing: perseverance in task completion, persistence in the face of difficulty, avoidance of monotonous tasks, and enjoyment of problem-solving (12 valid items). The entrepreneurial practice (X_1) scale was based on indicators by Kartika et al. (2022): provision of creative and innovative opportunities, teaching of entrepreneurial skills, and instillation of entrepreneurial characteristics (13 valid items). The family environment (X_2) scale drew on indicators from Durin and Marwan (2022): parental support and family economic conditions (7 valid items after exclusion of one invalid item).

Data analysis proceeded from tabulation through prerequisite testing comprising normality, linearity, multicollinearity, and heteroscedasticity tests followed by hypothesis testing, which included the t-test, F-test, multiple linear regression analysis, coefficient of determination (R^2), and calculations of effective and relative contributions. The Durbin-Watson statistic of 1.830 fell between dU and $(4 - dU)$, confirming the absence of autocorrelation in the regression model.

This study acknowledges several methodological limitations. First, the cross-sectional quantitative design precludes the assessment of longitudinal changes in students' entrepreneurial motivation. Second, self-report questionnaire data are subject to response bias and social desirability effects. Third, the scope of the study is limited to two predictor variables; other potentially relevant factors such as self-efficacy, entrepreneurial literacy, and peer influence were not examined. Additionally, generalizability is constrained by the single-school sample.

Table 1
Validity Test Results for the Entrepreneurial Motivation Variable (Y)

Item No.	r-obtained	r-table ($\alpha = .05$)	p	Status
1	0,519	0,432	0,013	Valid
2	0,489	0,432	0,021	Valid
3	0,545	0,432	0,009	Valid
4	0,484	0,432	0,023	Valid
5	0,229	0,432	0,306	Not Valid
6	0,494	0,432	0,019	Valid
7	0,457	0,432	0,033	Valid
8	0,611	0,432	0,003	Valid
9	0,797	0,432	0,000	Valid
10	0,615	0,432	0,002	Valid
11	0,579	0,432	0,005	Valid
12	0,668	0,432	0,001	Valid
13	0,402	0,432	0,048	Not Valid
14	0,558	0,432	0,007	Valid

Table 2
Validity Test Results for the Entrepreneurial Practice Variable (X_1)

Item No.	r-obtained	r-table ($\alpha = .05$)	p	Status
1	0,707	0,432	0,000	Valid
2	0,846	0,432	0,000	Valid
3	0,531	0,432	0,011	Valid
4	0,762	0,432	0,000	Valid
5	0,852	0,432	0,000	Valid
6	0,690	0,432	0,000	Valid
7	0,734	0,432	0,000	Valid
8	0,656	0,432	0,001	Valid

9	0,622	0,432	0,002	Valid
10	0,649	0,432	0,001	Valid
11	0,722	0,432	0,000	Valid
12	0,764	0,432	0,000	Valid
13	0,508	0,432	0,016	Valid

Table 3
Validity Test Results for the Family Environment Variable (X₂)

Item No.	r-obtained	r-table ($\alpha = .05$)	p	Status
1	0,837	0,432	0,000	Valid
2	0,462	0,432	0,030	Valid
3	0,632	0,432	0,002	Valid
4	0,739	0,432	0,000	Valid
5	0,497	0,432	0,019	Valid
6	0,802	0,432	0,000	Valid
7	0,569	0,432	0,006	Valid
8	0,219	0,432	0,327	Not Valid

Result and Discussion

Research Result

Descriptive analysis of the entrepreneurial motivation variable (Y; n = 83; 12 items) yielded a minimum score of 37, a maximum of 60, and a range of 23. The mean (M = 51.86) fell within the high category, the median was 52.00, the mode was 60, and the standard deviation (SD = 5.77) indicated substantial heterogeneity in the data distribution. For the entrepreneurial practice variable (X₁; 13 items), the minimum score was 39, the maximum was 64, the range was 25, M = 51.31, median = 52, mode = 52, and SD = 6.49, also reflecting a high category with heterogeneous distribution. For the family environment variable (X₂; 7 items), the minimum score was 21, the maximum was 35, the range was 14, M = 28.53, median = 29.00, mode = 32, and SD = 4.17, indicating variability in respondents' family environment perceptions.

The normality test yielded a significance value of $.200 > .05$, confirming that the data were normally distributed. Linearity testing indicated that both independent variables were linearly related to the dependent variable: the linearity value for entrepreneurial practice (X₁) with entrepreneurial motivation (Y) was $p = .000 < .05$, and the linearity value for family environment (X₂) with entrepreneurial motivation (Y) was also $p = .000 < .05$. The multicollinearity test revealed tolerance values of $0.895 > 0.10$ and $VIF = 1.117 < 10$ for both independent variables, indicating the absence of multicollinearity. Heteroscedasticity was assessed using the Glejser test; the significance values for entrepreneurial practice ($p = .782 > .05$) and family environment ($p = .466 > .05$) confirmed that the data were free from heteroscedasticity.

Hypothesis testing involved the t-test, F-test, multiple linear regression analysis, coefficient of determination, and calculation of effective and relative contributions.

Table 4
t-Test Results

Model	t	p
Constant	1.948	.055
Entrepreneurial Practice (X ₁)	10.222	.000
Family Environment (X ₂)	9.995	.000

Source: Data processed by the researchers (2025)

As shown in Table 4, the t-test results indicated that, with a sample of 83, $t\text{-table} = 1.663$. For entrepreneurial practice, $t(81) = 10.222 > t\text{-table} = 1.663$, $p = .000 < .05$; accordingly, H₁ was

accepted and H_0 was rejected, indicating a significant partial positive influence of entrepreneurial practice on entrepreneurial motivation. For family environment, $t(81) = 9.995 > t\text{-table} = 1.663$, $p = .000 < .05$; accordingly, H_2 was accepted and H_0 was rejected, indicating a significant partial positive influence of family environment on entrepreneurial motivation.

Table 5
F-Test Results (ANOVA)

Source	Sum of Squares	df	Mean Squares	F	Sig.
Regression	2159.814	2	1079.907	151.108	.000 ^b
Residual	571.728	80	7.147		
Total	2731.542	82			

Source: Data processed by the researchers (2025)

As presented in Table 5, F-table for $n = 83$ was 3.11. The F-test result of $F(2, 80) = 151.108 > F\text{-table} = 3.11$, $p = .000 < .05$ indicated a significant simultaneous positive influence of entrepreneurial practice and family environment on entrepreneurial motivation; H_3 was therefore accepted and H_0 rejected.

Table 6
Multiple Linear Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	5.274	2.708		1.948	.055
Entrepreneurial Practice (X ₁)	.749	.048	.553	10.222	.000
Family Environment (X ₂)	.492	.075	.540	9.995	.000

Source: Data processed by the researchers (2025)

Based on Table 6, the multiple linear regression equation was: $\hat{Y} = 5.274 + 0.749X_1 + 0.492X_2$. The constant value of 5.274 indicates the predicted value of entrepreneurial motivation when both entrepreneurial practice and family environment are held constant at zero. The regression coefficient for entrepreneurial practice ($B = 0.749$) indicates that each one-unit increase in entrepreneurial practice is associated with a 0.749-unit increase in entrepreneurial motivation, holding other variables constant. Similarly, the regression coefficient for family environment ($B = 0.492$) indicates that each one-unit increase in family environment is associated with a 0.492-unit increase in entrepreneurial motivation, holding other variables constant.

Table 7
Coefficient of Determination (R²)

R	R Square	Adjusted R Square	Std. Error the Estimate
.889 ^a	.791	.785	2.673

Source: Data processed by the researchers (2025)

As shown in Table 7, the coefficient of determination $R^2 = .791$, indicating that entrepreneurial practice and family environment collectively accounted for 79.1% of the variance in entrepreneurial motivation. The remaining 20.9% was attributable to other variables not examined in the present study.

Table 8*Effective Contribution Results*

Effective Contribution	Calculation
Entrepreneurial Practice (X ₁)	$0,553 \times 0,728 \times 100 = 40,3\%$
Family Environment (X ₂)	$0,540 \times 0,719 \times 100 = 38,8\%$
Total	79,1%

Source: Data processed by the researchers (2025)

Table 9*Relative Contribution Results*

Effective Contribution	Calculation
Entrepreneurial Practice (X ₁)	$40,3 : 79,1 \times 100 = 51\%$
Family Environment (X ₂)	$38,8 : 79,1 \times 100 = 49\%$
Total	100%

Source: Data processed by the researchers (2025)

Tables 8 and 9 reveal that entrepreneurial practice (X₁) contributed more substantially to entrepreneurial motivation (Y) than family environment (X₂), with effective contributions of 40.3% and 38.8%, respectively, and relative contributions of 51% and 49%, respectively.

Discussion

The Influence of Entrepreneurial Practice on the Entrepreneurial Motivation of Grade XI MPLB Students at SMK Negeri 1 Surakarta

The findings demonstrated that entrepreneurial practice exerted a significant partial positive influence on entrepreneurial motivation (Y), as confirmed by $t(81) = 10.222$, $p = .000$, with H₁ accepted. These results indicate that students who were more extensively engaged in entrepreneurial practice activities reported higher levels of entrepreneurial motivation. The direct relationship between entrepreneurial practice and motivation can be understood through the experiential learning opportunities these activities provide. Entrepreneurial practice enables students to engage in the full entrepreneurial process from product design and production to marketing thereby allowing them to develop not merely conceptual understanding but also hands-on experience. Such experience fosters self-confidence, independence, and risk tolerance, which collectively strengthen entrepreneurial motivation.

Among the questionnaire items for the entrepreneurial practice scale, the item with the highest mean score was "I am capable of transforming creative ideas into tangible products or services," reflecting students' perceived capacity to engage in practical value creation. Conversely, the item with the lowest mean score was "I want to earn income from my own business," suggesting that profit-oriented motivation had not yet been internalized as a primary driver for entrepreneurship among many students. This finding resonates with Adeela et al. (2023), who reported that students who participated in entrepreneurship courses demonstrated a greater capacity to identify opportunities based on prior knowledge and adjusted their motivation to initiate new ventures accordingly. These findings corroborate and extend those of Kartika et al. (2022), Marilyn et al. (2019), and Adeela et al. (2023), all of whom established significant relationships between entrepreneurial practice and entrepreneurial motivation.

The Influence of Family Environment on the Entrepreneurial Motivation of Grade XI MPLB Students at SMK Negeri 1 Surakarta

Family environment was found to exert a significant partial positive influence on entrepreneurial motivation, as evidenced by $t(81) = 9.995$, $p = .000$, with H₂ accepted. This finding indicates that a more supportive family environment was associated with higher levels of entrepreneurial motivation among students. The relationship between family environment particularly parental support and entrepreneurial motivation operates through several mechanisms. Parental support serves as a reinforcing factor that cultivates students' self-confidence,

independence, and willingness to take risks. When parents demonstrate trust, encouragement, and provide developmental opportunities, students feel valued and become more willing to explore their potential, including in the entrepreneurial domain. Conversely, limited material support such as restricted access to learning facilities may impede students' skill development and practical experience, thereby reducing entrepreneurial motivation.

The questionnaire item for family environment with the highest mean score was "My parents allow me the freedom to develop my talents and interests," reflecting the importance of non-material, autonomy-supportive parenting in fostering entrepreneurial motivation. When parental autonomy support and student self-confidence are both elevated, entrepreneurial motivation is likely to be further enhanced. The item with the lowest mean score was "My parents provide facilities that support my learning activities," indicating that material support in the form of educational resources and facilities was less consistently available to respondents. This constraint may negatively affect students' opportunities to engage in entrepreneurial practice, thereby limiting their motivational development. These findings are consistent with and reinforce the prior research of Suratno et al. (2020), Paramitha (2019), and Arrafid (2023), all of whom found that the family environment had a significant positive influence on entrepreneurial motivation.

The Simultaneous Influence of Entrepreneurial Practice and Family Environment on the Entrepreneurial Motivation of Grade XI MPLB Students at SMK Negeri 1 Surakarta

The simultaneous analysis confirmed that entrepreneurial practice (X_1) and family environment (X_2) together exerted a significant positive influence on entrepreneurial motivation (Y), as evidenced by $F(2, 80) = 151.108$, $p = .000$, with H_3 accepted and $R^2 = .791$. These findings not only corroborate prior research but also demonstrate the consistency of the influence of entrepreneurial practice and family support across diverse contextual settings and respondent characteristics. The present results align with Marilyn et al. (2019), who established that entrepreneurial practice provides direct experience in business activities while simultaneously shaping students' entrepreneurial mindset, attitudes, and skills thereby constituting an effective strategy for cultivating entrepreneurial motivation within school settings. The replication of this effect across different respondent groups, school contexts, and learning conditions suggests that experiential learning is a universal and fundamental factor in developing entrepreneurial motivation.

Arrafid (2023) further emphasized that family support particularly parental guidance, parenting style, and the cultivation of independence from an early age plays a decisive role in nurturing entrepreneurial motivation. The consistency of this finding across respondents with varying socioeconomic backgrounds suggests that emotional support, trust, and the habituation of independent attitudes by parents represent stable and broadly generalizable determinants of students' entrepreneurial motivation. When entrepreneurial practice and family support operate in concert, their combined influence on entrepreneurial motivation is substantial, explaining nearly 80% of variance in the outcome.

Conclusion

The findings of this study support the following conclusions. First, entrepreneurial practice (X_1) exerted a significant partial positive influence on the entrepreneurial motivation (Y) of Grade XI MPLB students at SMK Negeri 1 Surakarta. Second, family environment (X_2) exerted a significant partial positive influence on their entrepreneurial motivation. Third, entrepreneurial practice and family environment together exerted a significant simultaneous positive influence on entrepreneurial motivation, with entrepreneurial practice (X_1) contributing more substantially than family environment (X_2) effective contributions of 40.3% and 38.8% and relative contributions of 51% and 49%, respectively. Theoretically, these findings reinforce motivation theory by demonstrating that direct experiential learning through entrepreneurial practice and social support from the family environment are important determinants in the formation of entrepreneurial motivation among vocational secondary school students. These results also contribute to the empirical literature on vocational education. From a practical standpoint, schools are encouraged to optimize the implementation of entrepreneurial practice through sustained project-based learning

and block learning systems. Students stand to benefit from authentic entrepreneurial practice experiences, which can strengthen their self-confidence and readiness for entrepreneurship. Parents, in turn, are encouraged to provide both moral and material support to nurture students' entrepreneurial interests and motivation. This study is subject to several limitations. The cross-sectional design precludes the assessment of longitudinal changes in entrepreneurial motivation. Self-report data may be susceptible to response bias. The scope of examined variables is restricted, as potentially influential factors such as self-efficacy, entrepreneurial literacy, and peer influence were not investigated. Additionally, the sample was limited to a single school, constraining the generalizability of the findings. Future research is recommended to include multiple schools, employ mixed-methods designs, and incorporate additional variables to provide a more comprehensive understanding of entrepreneurial motivation among vocational students.

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