

The effect of entrepreneurship learning and perceived feasibility on students' entrepreneurial interest

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Abstrak

Rendahnya rasio kewirausahaan Indonesia (3,35%) dibanding negara lain menunjukkan pentingnya upaya menumbuhkan minat berwirausaha, khususnya pada siswa SMK. Penelitian ini bertujuan untuk mengetahui pengaruh signifikan dari pembelajaran kewirausahaan dan perceived feasibility terhadap minat berwirausaha siswa kelas XI Jurusan MPLB SMK N 6 Surakarta secara parsial dan simultan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain asosiatif kausal. Populasi penelitian yaitu seluruh siswa kelas XI Jurusan MPLB, dengan sampel 85 siswa yang dipilih melalui teknik simple random sampling. Data dikumpulkan menggunakan kuesioner dan dianalisis menggunakan regresi linear berganda melalui IBM SPSS Statistics 27. Hasil penelitian ini menunjukkan bahwa: (1) terdapat pengaruh positif dan signifikan pembelajaran kewirausahaan terhadap minat berwirausaha siswa (nilai sig. 0,000 < 0,05 ; t_{hitung} 6,245 > t_{tabel} 1,989); (2) terdapat pengaruh positif dan signifikan perceived feasibility terhadap minat berwirausaha siswa (nilai sig. 0,000 < 0,05 ; t_{hitung} 4,472 > t_{tabel} 1,989); (3) secara simultan terdapat pengaruh positif dan signifikan pembelajaran kewirausahaan dan perceived feasibility terhadap minat berwirausaha siswa (nilai sig. 0,000 < 0,05 ; F_{hitung} 65,528 > F_{tabel} 3,11). Adapun kontribusi variabel pembelajaran kewirausahaan dan perceived feasibility terhadap minat berwirausaha sebesar 61,5%. Temuan penelitian ini menunjukkan bahwa optimalisasi pembelajaran kewirausahaan yang didukung dengan penguatan keyakinan siswa terhadap kemampuan berwirausaha dapat menjadi strategi dalam meningkatkan minat berwirausaha siswa SMK.

Kata kunci: efikasi diri; intensi karier; penciptaan usaha; sekolah menengah kejuruan; theory of planned behavior

Abstract

The low ratio of Indonesian entrepreneurship (3.35%) compared to other countries shows the importance of efforts to foster entrepreneurial interest, especially in vocational high school students. This study aims to determine the significant effect of entrepreneurship learning and perceived feasibility on the entrepreneurial interest of class XI students of the MPLB Department of SMK N 6 Surakarta partially and

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Citation in APA style: Zahra, S., & Susantiningrum, S. (2026). The effect of entrepreneurship learning and perceived feasibility on students' entrepreneurial interest. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 10(4), 441-450.

<https://dx.doi.org/10.20961/jikap.v10i4.119655>

simultaneously. This study employs a quantitative approach with a causal associative design. The study population is all class XI students of the MPLB Department, with a sample of 85 students selected through a simple random sampling technique. Data were collected using a questionnaire and analyzed using multiple linear regression through IBM SPSS Statistics 27. The results of this study show that: (1) there is a positive and significant effect of entrepreneurship learning on students' entrepreneurial interest (sig. value $0.000 < 0.05$; $t_{\text{count}} 6.245 > t_{\text{table}} 1.989$); (2) there is a positive and significant influence of perceived feasibility on students' interest in entrepreneurship (value sig. $0.000 < 0.05$; $t_{\text{count}} 4.472 > t_{\text{table}} 1.989$); (3) simultaneously there is a positive and significant influence of entrepreneurship learning and perceived feasibility on students' interest in entrepreneurship (value sig. $0.000 < 0.05$; $F_{\text{count}} 65.528 > F_{\text{table}} 3.11$). The contribution of the variables of entrepreneurship learning and perceived feasibility to interest in entrepreneurship is 61.5%. The findings of this study indicate that optimizing entrepreneurship learning supported by strengthening students' beliefs in their entrepreneurial abilities can be a strategy in increasing vocational high school students' interest in entrepreneurship.

Keywords: business venture creation; career intention; self-efficacy beliefs; theory of planned behavior; vocational secondary school

Received May 22, 2026; Revised July 08, 2026; Accepted July 17, 2026; Published Online July 02, 2026

<https://dx.doi.org/10.20961/jikap.v10i4.119655>

Introduction

Indonesia's population is expanding rapidly at 1.09% per year, reaching approximately 284.44 million inhabitants (Badan Pusat Statistik, 2025b), a scale that places the country fourth among the world's most populous nations (World Population Review, 2025). Such rapid demographic growth intensifies the imbalance between the supply of labor and the availability of employment opportunities, thereby exacerbating unemployment. As of February 2025, Indonesia's unemployment rate stood at 4.76%, equivalent to 7.27 million people (Badan Pusat Statistik, 2025a). Marlina et al. (2024) attribute this persistently high unemployment to the limited capacity of the formal labor market to absorb the growing workforce. Despite numerous governmental interventions, unemployment remains a structural challenge that has not been meaningfully resolved, underscoring the need for alternative strategies to expand employment opportunities.

Entrepreneurship has been widely recognized as an effective strategy for expanding employment (Mulyono et al., 2025). Through entrepreneurial activity, individuals create new opportunities not only for themselves but also for others. This is reflected in national statistics: as of January 2025, micro, small, and medium enterprises (MSMEs) absorbed nearly 97% of the total labor force (Kementerian Koordinator Bidang Perekonomian Republik Indonesia, 2025). These figures highlight entrepreneurship as one of the most viable pathways for reducing unemployment and generating new economic opportunities.

Despite its substantial contribution to employment, Indonesia's entrepreneurship ratio remains comparatively low. The Direktorat Jenderal Perdagangan Dalam Negeri (2025) reported that only 3.35% of Indonesia's labor force is engaged in entrepreneurial activity, well below the United States (12%), Singapore (8.76%), and Malaysia (4.74%). The majority of Indonesians still favor formal wage employment over establishing independent ventures, suggesting that societal interest in entrepreneurship has yet to reach an optimal level.

This low level of entrepreneurial interest is also observable at SMK Negeri 6 Surakarta. A preliminary survey administered to Grade XI students of the Office Management and Business Services (Manajemen Perkantoran dan Layanan Bisnis, MPLB) program revealed that most

respondents expressed limited enjoyment during entrepreneurship-related activities, showed little interest in establishing their own business in the future, paid minimal attention to entrepreneurial information, and rarely participated in entrepreneurial events. These indicators collectively suggest that the entrepreneurial interest of Grade XI MPLB students remains relatively low.

Several factors are known to influence entrepreneurial interest, one of the most prominent being entrepreneurship learning. Abdullah and Apriadi (2025) define entrepreneurship learning as an educational process that equips students with the knowledge and skills necessary to engage in entrepreneurial activity. Such learning cultivates an entrepreneurial mindset while enhancing students' creativity and innovation. Beyond content delivery, entrepreneurship learning also provides opportunities to develop practical competencies through hands-on activities. Consequently, its role within the school environment is central to nurturing and sustaining students' entrepreneurial interest. Yanti et al. (2024) reported that high-quality entrepreneurship learning stimulates students' interest in entrepreneurship, and Siregar and Sofyan (2025) similarly identified entrepreneurship learning as a key determinant of individual entrepreneurial interest.

Another factor that may shape entrepreneurial interest is perceived feasibility. Rumangkit et al. (2022) conceptualize perceived feasibility as the belief an individual holds regarding their capability to initiate a business venture. It contributes to the formation of entrepreneurial interest by strengthening self-confidence in one's entrepreneurial capabilities (Aghivirwiati et al., 2024). When students perceive themselves as capable of executing business ideas and managing associated risks, they are more likely to develop entrepreneurial aspirations. Rumangkit et al. (2022) further demonstrated that individuals with strong perceptions of their knowledge and abilities exhibit greater enthusiasm for launching new ventures.

Prior studies have established that entrepreneurship learning (Yanti et al., 2024) and perceived feasibility (Rumangkit et al., 2022) each influence entrepreneurial interest. However, these studies examined the two constructs in isolation, leaving their simultaneous effect underexplored. Moreover, existing research has largely overlooked the specific context of MPLB program students. This gap motivates the present study, which contributes novelty by analyzing entrepreneurship learning and perceived feasibility concurrently within the vocational MPLB context.

Building on this rationale, the study addresses three research questions: (1) Does entrepreneurship learning significantly affect the entrepreneurial interest of Grade XI MPLB students at SMK Negeri 6 Surakarta? (2) Does perceived feasibility significantly affect their entrepreneurial interest? (3) Do entrepreneurship learning and perceived feasibility jointly exert a significant effect on their entrepreneurial interest? Accordingly, the corresponding hypotheses are: H1 entrepreneurship learning has a significant effect on entrepreneurial interest; H2 perceived feasibility has a significant effect on entrepreneurial interest; and H3 entrepreneurship learning and perceived feasibility simultaneously have a significant effect on entrepreneurial interest among Grade XI MPLB students at SMK Negeri 6 Surakarta.

Research Methods

This study was conducted at SMK Negeri 6 Surakarta, located at Jalan Adi Sucipto No. 38, Kerten, Laweyan District, Surakarta City, Central Java. The research was carried out from September 2025 to June 2026 and comprised five stages: preparation, instrument development, data collection, data analysis, and report preparation. A quantitative approach with a causal-associative design was adopted to examine the effect of the independent variables entrepreneurship learning (X1) and perceived feasibility (X2) on the dependent variable, entrepreneurial interest (Y). The population comprised 108 Grade XI students of the MPLB program at SMK Negeri 6 Surakarta, distributed across three classes. Using the Slovin formula, a sample of 85 students was determined. Simple random sampling under the probability sampling framework was employed because the population is relatively homogeneous, permitting random selection without stratification.

Data were collected using a closed-ended questionnaire employing a modified four-point Likert scale. The neutral response option was removed to elicit more decisive responses. Entrepreneurial interest was operationalized through four indicators feelings of enjoyment,

attraction, attention, and involvement (Nurfathonah et al., 2024). Entrepreneurship learning was measured through three indicators teaching entrepreneurial skills, teaching entrepreneurial characteristics, and providing opportunities for creativity and innovation (Darwis et al., 2021). Perceived feasibility was measured through three indicators the ability to cope with uncertain conditions, knowledge of essential resource factors, and understanding of the core vision (Putri & Wijaya, 2023).

Instrument testing consisted of validity and reliability analyses to ensure that each item accurately represented its target variable and produced consistent results across repeated administrations. Items were considered valid when rcalculated exceeded rtable, and reliable when Cronbach's alpha exceeded 0.60. Questionnaires were distributed via Google Forms directly to respondents between January 30 and February 13, 2026. Distribution was coordinated with the school and conducted during class hours to ensure orderly data collection. The data were analyzed using multiple linear regression, encompassing the following procedures: (1) data tabulation; (2) preliminary tests, including tests of normality, linearity, multicollinearity, and heteroscedasticity; and (3) hypothesis testing through partial t-tests, simultaneous F-tests, the coefficient of determination, and the calculation of effective and relative contributions.

Results and Discussion

Research Results

Data collection utilized a questionnaire measuring entrepreneurship learning (X1), perceived feasibility (X2), and entrepreneurial interest (Y). Validity and reliability testing were first conducted to verify that the instrument met the required standards. An item was deemed valid when rcalculated exceeded rtable and reliable when Cronbach's alpha exceeded 0.60. Instrument testing was administered to 32 Grade XI Marketing students who were not part of the study population. The validity analysis confirmed that all 16 items of the entrepreneurial interest scale were valid; for entrepreneurship learning, 12 items were valid and 1 was invalid; and for perceived feasibility, 11 items were valid and 2 were invalid. Reliability analysis produced Cronbach's alpha values of 0.851 for entrepreneurial interest, 0.940 for entrepreneurship learning, and 0.781 for perceived feasibility, all exceeding the 0.60 threshold. The instrument was therefore deemed appropriate for full-scale data collection. The descriptive statistics for the three research variables are presented in Table 1.

Table 1
Descriptive Statistics of the Study Variables

	Entrepreneurship Learning	Perceived Feasibility	Entrepreneurial Interest
<i>Mean</i>	43,47	36,22	53,67
<i>Median</i>	44,00	35,00	53,00
<i>Mode</i>	48	32	57
<i>Std. Deviation</i>	3,807	4,357	6,074
<i>Minimum</i>	33	28	37
<i>Maximum</i>	48	44	64

Source: Data processed by researchers (2026)

As shown in Table 1, entrepreneurial interest exhibited a maximum score of 64, minimum of 37, mean of 53.67, median of 53, mode of 57, and standard deviation of 6.074. Entrepreneurship learning, measured through the indicators of teaching entrepreneurial characteristics, teaching entrepreneurial skills, and providing opportunities for creativity and innovation, produced a maximum score of 48, minimum of 33, mean of 43.47, median of 44, mode of 48, and standard deviation of 3.807. Perceived feasibility, measured through the ability to cope with uncertain conditions, knowledge of essential resource factors, and understanding of the core vision, yielded a

maximum of 44, minimum of 28, mean of 36.22, median of 35, mode of 32, and standard deviation of 4.357. Categorization of the data and the indicators with the highest scores are summarized in Table 2.

Table 2
Data Categorization and Highest-Scoring Indicators

Variable	Category	Percentage	Highest-Scoring Indicator	Percentage
Entrepreneurial Interest	Moderate	65%	Involvement	88%
Entrepreneurship Learning	Moderate	58%	Teaching entrepreneurial skills	92%
Perceived Feasibility	Moderate	56%	Understanding of the core vision	87%

Source: Data processed by researchers (2026)

Table 2 indicates that entrepreneurial interest fell within the moderate category (65%), with involvement emerging as the strongest indicator (88%). Entrepreneurship learning similarly lay within the moderate category (58%), with teaching entrepreneurial skills recording the highest indicator score (92%). Perceived feasibility also fell within the moderate category (56%), with understanding of the core vision as its highest-scoring indicator (87%).

The classical assumption tests were subsequently conducted. The normality test yielded an Asymp. Sig. value of 0.200 (> 0.05), indicating that the data were normally distributed. The linearity test between entrepreneurship learning and entrepreneurial interest produced a Deviation from Linearity significance of 0.056 (> 0.05), confirming a linear relationship; the corresponding test between perceived feasibility and entrepreneurial interest yielded 0.107 (> 0.05), also confirming linearity. The multicollinearity test produced tolerance values of 0.688 (> 0.10) and VIF values of 1.453 (< 10), indicating no multicollinearity between the independent variables. The heteroscedasticity test produced significance values of 0.191 for entrepreneurship learning and 0.069 for perceived feasibility (both > 0.05), indicating no evidence of heteroscedasticity. All classical assumptions were therefore satisfied. The results of the multiple linear regression analysis and the accompanying partial t-tests are reported in Table 3.

Table 3
Multiple Linear Regression Results and Partial t-Test

Model	B	Std. Error	Beta	t	Sig.
(Constant)	-0,750	4,868		-0,154	0,878
Entrepreneurship Learning	0,823	0,132	0,516	6,245	0,000
Perceived Feasibility	0,515	0,115	0,369	4,472	0,000

Source: Data processed by researchers (2026)

Based on the coefficients in Table 3, the multiple linear regression equation is expressed as:

$$\hat{Y} = -0.750 + 0.823X_1 + 0.515X_2$$

The equation is interpreted as follows. (1) The constant of -0.750 indicates that, in the hypothetical case where entrepreneurship learning (X_1) and perceived feasibility (X_2) both equal zero, entrepreneurial interest (Y) is predicted at -0.750 ; empirically, however, this condition cannot occur because the Likert scales employed for both predictors do not admit zero values. (2) The regression coefficient of 0.823 for entrepreneurship learning indicates that a one-unit increase in X_1 is associated with a 0.823-unit increase in entrepreneurial interest, holding perceived feasibility constant. (3) The regression coefficient of 0.515 for perceived feasibility indicates that a one-unit increase in X_2 is associated with a 0.515-unit increase in entrepreneurial interest, holding entrepreneurship learning constant.

The partial t-tests presented in Table 3 further reveal that entrepreneurship learning produced a significance value of 0.000 (< 0.05) with $t_{\text{calculated}} = 6.245$ ($> t_{\text{table}} = 1.989$). Because the

significance value falls below 0.05 and $t_{\text{calculated}}$ exceeds t_{table} , H_0 is rejected, indicating that entrepreneurship learning has a significant partial effect on entrepreneurial interest. Similarly, perceived feasibility yielded a significance value of 0.000 (< 0.05) with $t_{\text{calculated}} = 4.472$ ($> t_{\text{table}} = 1.989$), leading to the rejection of H_0 and confirming a significant partial effect of perceived feasibility on entrepreneurial interest. The simultaneous test using the F-statistic is reported in Table 4.

Table 4
Results of the Simultaneous F-Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1906,129	2	953,065	65,528	0,000
Residual	1192,647	82	14,544		
Total	3098,776	84			

Source: Data processed by researchers (2026)

Table 4 indicates a significance value of 0.000 (< 0.05) and $F_{\text{calculated}} = 65.528$ ($> F_{\text{table}} = 3.11$). Because the significance value falls below 0.05 and $F_{\text{calculated}}$ exceeds F_{table} , H_0 is rejected, confirming that entrepreneurship learning and perceived feasibility jointly exert a significant effect on entrepreneurial interest. The coefficient of determination is presented in Table 5.

Table 5
Coefficient of Determination

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,784	0,615	0,606	3,814

Source: Data processed by researchers (2026)

As reported in Table 5, the coefficient of determination (R^2) is 0.615, indicating that 61.5% of the variance in entrepreneurial interest is explained by entrepreneurship learning and perceived feasibility collectively, while the remaining 38.5% is attributable to variables not examined in this study. Table 6 reports the correlation coefficients and standardized regression coefficients that serve as the basis for computing the effective and relative contributions.

Table 6
Correlation Coefficients and Standardized Regression Coefficients

Variable	Standardized Coefficient (β)	Correlation Coefficient	R Square
Entrepreneurship Learning (X_1)	0,516	0,722	0,615
Perceived Feasibility (X_2)	0,369	0,657	0,615

Source: Data processed by researchers (2026)

Using the values reported in Table 6, the effective contributions (EC) of each predictor were computed and are presented in Table 7.

Table 7
Effective Contribution of Each Predictor

Variable	Effective Contribution ($\beta \times \text{Correlation} \times 100\%$)
Entrepreneurship Learning (X_1)	$0,516 \times 0,722 \times 100\% = 37,26\%$
Perceived Feasibility (X_2)	$0,369 \times 0,657 \times 100\% = 24,24\%$
Total	61,5%

Source: Data processed by researchers (2026)

As reported in Table 7, entrepreneurship learning contributed 37.26% to entrepreneurial interest, while perceived feasibility contributed 24.24%, yielding a combined effective contribution of 61.5%. The corresponding relative contributions (RC) are presented in Table 8.

Table 8
Relative Contribution of Each Predictor

Variable	Relative Contribution (Effective Contribution / R ²)
Entrepreneurship Learning (X ₁)	37,26% / 61,5% = 60,59%
Perceived Feasibility (X ₂)	24,24% / 61,5% = 39,41%
Total	100%

Source: Data processed by researchers (2026)

Table 8 shows that the relative contribution of entrepreneurship learning to entrepreneurial interest is 60.59%, whereas the relative contribution of perceived feasibility is 39.41%, indicating that entrepreneurship learning is the more dominant predictor.

Discussion

The Effect of Entrepreneurship Learning on Entrepreneurial Interest

The partial t-test yielded a significance value of 0.000 (< 0.05) for entrepreneurship learning, with $t_{\text{calculated}} = 6.245$ exceeding $t_{\text{table}} = 1.989$. H1 is therefore accepted: entrepreneurship learning exerts a significant positive effect on the entrepreneurial interest of Grade XI MPLB students at SMK Negeri 6 Surakarta.

This finding is consistent with Syah and Saino (2024), who identified curricular interventions such as entrepreneurship learning as effective mechanisms for cultivating entrepreneurial interest. Entrepreneurship learning equips students with three critical competencies managerial skills, production technical skills, and personality development skills (Rozi, 2023). By developing managerial skills, students gain a deeper understanding of business management, which strengthens their entrepreneurial interest. Wardhani and Nastiti (2023) similarly noted that sound entrepreneurial understanding drives positive behavioral change. Furthermore, production technical skills provide hands-on entrepreneurial experience, cultivating genuine interest in venture creation. Dewi et al. (2019) reported that entrepreneurial practice enables students to develop creative business ideas that, in turn, reinforce their confidence and interest in entrepreneurship. Finally, personality development skills foster the character traits associated with entrepreneurial engagement. Saragih et al. (2022) argued that the decision to enter the business world depends heavily on individual character and personality, an observation that further explains the strong effect observed in the present study.

The Effect of Perceived Feasibility on Entrepreneurial Interest

The partial t-test yielded a significance value of 0.000 (< 0.05) for perceived feasibility, with $t_{\text{calculated}} = 4.472$ exceeding $t_{\text{table}} = 1.989$. H2 is therefore accepted: perceived feasibility has a significant positive effect on the entrepreneurial interest of Grade XI MPLB students at SMK Negeri 6 Surakarta.

This finding is consistent with Maulida (2019), who reported that entrepreneurial interest is shaped by an individual's perception of possessing the capabilities required to establish a business. Students who perceive themselves as adequately equipped for entrepreneurial activity tend to develop interest in launching independent ventures. Swandaru (2020) similarly demonstrated that individuals capable of mobilizing human, financial, and social resources are more inclined to initiate business ventures. Moreover, students who feel able to face challenges tend to be more motivated toward entrepreneurship, an observation reinforced by Liu and Ip (2025), who reported that individuals with strong coping capabilities exhibit heightened entrepreneurial motivation. Finally, individuals who anticipate achieving the desired outcomes from entrepreneurial ventures display greater interest, a pattern consistent with Munawar et al. (2023), who found that entrepreneurial success attracts greater attention and interest.

The Simultaneous Effect of Entrepreneurship Learning and Perceived Feasibility on Entrepreneurial Interest

The F-test yielded a significance value of 0.000 (< 0.05) with $F_{\text{calculated}} = 65.528$ exceeding $F_{\text{table}} = 3.11$. H3 is therefore accepted: entrepreneurship learning and perceived feasibility jointly exert a significant positive effect on the entrepreneurial interest of Grade XI MPLB students at SMK Negeri 6 Surakarta.

The relative contribution of entrepreneurship learning (60.59%) surpassed that of perceived feasibility (39.41%), indicating that entrepreneurship learning is the more dominant driver of students' entrepreneurial interest. This dominance can be explained by the structured character of entrepreneurship learning, which systematically develops the cognitive, affective, and psychomotor dimensions of entrepreneurship (Kartika et al., 2025). By contrast, perceived feasibility exerts a comparatively weaker influence because it arises from subjective self-assessment and is therefore more volatile. This interpretation aligns with Dohan et al. (2025), who citing Schwarz and Clore observed that individual judgments are shaped by emotional states and mood.

This result contrasts with Ariyanto (2022), who found perceived feasibility to be more dominant among individuals with familial entrepreneurial exposure, particularly those whose parents were entrepreneurs. Children who grow up in entrepreneurial households routinely observe and participate in family business activities, an experience that fortifies their confidence in their own entrepreneurial capabilities. The divergence between Ariyanto's (2022) findings and the present study likely reflects differences in respondent characteristics: the MPLB students examined here generally report limited familial entrepreneurial exposure. Consequently, school-based entrepreneurship learning becomes the principal source of entrepreneurial knowledge, experience, and practical opportunities, positioning it as the dominant driver of entrepreneurial interest in this context.

The findings also align with Suparmi et al. (2025), who classified the determinants of entrepreneurial interest into intrinsic factors (motivation, enjoyment, self-esteem, and income needs) and extrinsic factors (education, family environment, and opportunities). Entrepreneurship learning in the present study falls within the extrinsic educational category. Juliandrastuti and Karyadi (2022) further identified three principal determinants personal, environmental, and sociological factors. Under this framework, perceived feasibility is classified as a personal factor.

Conclusion

Three principal conclusions emerge from this study. First, entrepreneurship learning has a positive and significant effect on the entrepreneurial interest of Grade XI MPLB students at SMK Negeri 6 Surakarta. Second, perceived feasibility has a positive and significant effect on students' entrepreneurial interest. Third, entrepreneurship learning and perceived feasibility jointly exert a positive and significant effect on students' entrepreneurial interest.

The findings further indicate that, among MPLB students, the structured institutional factor of entrepreneurship learning (relative contribution = 60.59%) contributes more substantially to entrepreneurial interest than the situational factor of perceived feasibility (relative contribution = 39.41%). Vocational schools therefore play a pivotal role in cultivating prospective entrepreneurs through comprehensive, systematically designed entrepreneurship learning.

Theoretically, these findings reinforce the Theory of Planned Behavior by demonstrating that both entrepreneurship learning and perceived feasibility are instrumental in shaping students' entrepreneurial interest. Practically, the results provide SMK Negeri 6 Surakarta with an empirical basis for optimizing entrepreneurship learning while strengthening students' confidence in their entrepreneurial capabilities. Nevertheless, this study is limited by its focus on Grade XI MPLB students and its inclusion of only two independent variables. Future research is therefore encouraged to broaden the population base and to consider additional determinants that may influence students' entrepreneurial interest.

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