



THE RELATIONSHIP BETWEEN STUDENTS' INTEREST AND FAMILY MOTIVATION TOWARDS THE DEVELOPMENT OF AN ENTREPRENEURIAL MINDSET: An Empirical Study Of Students At Dharma Wanita Vocational High School, Gresik

Ima Datul Milah^{1*}, Susilowati², Fitria Hansyah Fatmasari³

^{1,2,3}Universitas PGRI Adi Buana, Surabaya, Indonesia

Email: imadatulmilah94@gmail.com¹, susilowati@unipasby.ac.id², fitriahansyah@unipasby.ac.id³

Abstract

Fostering an entrepreneurial spirit amongst vocational secondary school (SMK) pupils is one of the efforts to prepare graduates who are not only ready for employment but also capable of creating business opportunities independently. However, the development of students' entrepreneurial spirit still faces various challenges influenced by both internal and external factors. This study aims to analyze the relationship between students' interests and family motivation towards the development of entrepreneurial spirit among students at SMK Dharma Wanita Gresik. The study employed a quantitative approach using a correlational method. The sample comprised 30 students selected using *purposive sampling*. Data were collected via a Likert-scale questionnaire measuring the variables of student interest, family motivation, and the development of an entrepreneurial spirit. Data analysis was carried out using descriptive statistics, tests of assumptions including normality, linearity, and homogeneity, as well as hypothesis testing using Pearson's product-moment correlation. The results indicate that students' interest has a positive and significant relationship with the development of an entrepreneurial spirit ($r = 0.660$; $p < 0.05$), whilst family motivation also has a positive and significant relationship with the development of an entrepreneurial spirit ($r = 0.436$; $p < 0.05$). These findings suggest that the development of students' entrepreneurial spirit is linked to the internal factors, namely students' interest, and external factors, namely family motivation. Therefore, schools and families need to collaborate in creating an environment that supports the growth of students' creativity, independence, and entrepreneurial spirit.

Keywords: Student Interest, Family Motivation, Development Of An Entrepreneurial Spirit, Vocational School Students.

INTRODUCTION

Employment problems in Indonesia continue to be a hindering factor for the country's overall economic development. A relatively high unemployment rate has been brought about as a consequence of the growth in the population of people of working age, which the availability of jobs has not matched. According to information provided by the Central Statistics Agency (2020), the rate of open unemployment reached 7.07 percent in August 2020. Taking this into consideration, it is clear that numerous initiatives are required to improve the public's capacity to generate jobs on their own through entrepreneurial endeavors. Suryana (2017) explains that entrepreneurship plays a vital role in creating jobs, increasing productivity, and driving economic growth through the establishment of new businesses. Therefore, fostering an entrepreneurial spirit among the younger generation needs to be undertaken from an early age through education. Alma (2018) states that entrepreneurship education needs to be provided from an early age to shape the character, creativity, and independence of learners in creating business opportunities.

Vocational secondary schools (SMK), as vocational education institutions, play a strategic role in preparing graduates who are not only ready to enter the world of work but are also capable of creating business opportunities independently. Oktavianto and Pahlevi (2021) explain that entrepreneurship education in SMKs contributes to an increase in students' interest in

entrepreneurship, particularly when supported by a conducive family environment. Although entrepreneurship education has been implemented in SMKs, students' interest in entrepreneurship remains relatively low; therefore, it is necessary to strengthen the factors that can foster the development of an entrepreneurial spirit. Research by Aprilianty (2012) shows that entrepreneurial personality traits, entrepreneurial knowledge, and the family environment influence students' interest in entrepreneurship.

The formation of an entrepreneurial spirit is influenced by several different factors, including those that originate from within the individual as well as those that originate from the environment that they are surrounded by. Among the internal factors that contribute to the development of students' curiosity, willingness, and commitment to learning about and participating in entrepreneurial activities, the most important driver is the students' interest. Students who have a high level of interest are more likely to be more active in seeking out business opportunities, are more willing to face challenges, and are more likely to pursue entrepreneurship after they graduate. Several external factors play a significant role in the formation of an entrepreneurial spirit. One of these factors is family motivation, which is in addition to interest. A child's mindset, values, and attitudes toward the world of work and entrepreneurship are primarily shaped by the environment in which they are raised, which is the family. Parental support—whether in the form of moral encouragement, attention, recognition, or the provision of opportunities to learn and be creative—can boost students' self-confidence in developing their entrepreneurial potential. Conversely, a lack of family support can lead to low motivation among students to choose entrepreneurship as a career path. Aristanta and Cahya (2024) state that parental support positively influences students' interest in entrepreneurship of providing motivation, attention, and encouragement in develop their entrepreneurial potential.

This study is underpinned by Law No. 20 of 2003 on the National Education System and Presidential Regulation No. 2 of 2022 on the Development of National Entrepreneurship, which emphasize the importance of education in shaping human resources who are creative, innovative, independent, and entrepreneurial. SMK Dharma Wanita Gresik was selected as the research location because it has implemented various entrepreneurial learning activities, such as simple business practices, business management simulations, and *market day* activities. Nevertheless, initial observations indicate that some students still prefer to work as employees rather than setting up their own businesses. Furthermore, the level of family support received by students varies, which is thought to influence the development of their entrepreneurial spirit. Based on the above, this study aims to analyze the relationship between students' interests and family motivation in relation to the development of students' entrepreneurial spirit at SMK Dharma Wanita Gresik.

METHOD

To investigate the impact of students' interests and their families' motivation on the growth of their entrepreneurial spirit, this study uses a quantitative approach and a correlational design. SMK Dharma Wanita Gresik was the location where the research was carried out. The sample consisted of thirty students selected through the process of purposive sampling, while the study population consisted of fifty students enrolled in the entrepreneurship course during their tenth year. The criteria for sampling consisted of students who were enrolled in the entrepreneurship course, students who participated in the practical entrepreneurship activities offered by the school, and students who demonstrated an interest in the organization's entrepreneurship program.

Data collection was carried out using a closed-ended questionnaire with a four-point Likert scale, supplemented by observation. The research instrument comprised three variables: student interest (X_1), family motivation (X_2), and the development of an entrepreneurial spirit (Y). The student interest variable was measured using indicators of interest in entrepreneurship, curiosity, readiness to try entrepreneurial practices, and a positive attitude towards business opportunities. The family motivation variable was measured based on moral support, financial support, family role modeling, and the provision of opportunities to learn about business. The entrepreneurial spirit development variable was measured using indicators of creativity and innovation, independence, risk-taking, the ability to spot opportunities, and a never-give-up attitude.

The quality of the instruments was tested for validity using Pearson's Product-Moment correlation and for reliability using Cronbach's Alpha coefficient. All data analysis was carried out using IBM SPSS software.

Data analysis was carried out in three stages. The first stage utilized descriptive statistical analysis to describe the characteristics of each research variable. The second stage comprised tests of the prerequisites for analysis, consisting of a normality test using the Kolmogorov-Smirnov test, a linearity test using the Test for Linearity, and a homogeneity test using Levene's Test. The third stage involved hypothesis testing using Pearson's Product-Moment correlation analysis at a significance level of 5% ($\alpha = 0.05$).

RESULTS AND DISCUSSION

Research Results

Table 1. Descriptive Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
Pupils' Interest	30	26	40	34.30	3,640
Family Motivation	30	14	40	33.03	6,003
Development of an Entrepreneurial Spirit	30	19	39	32.57	4,248

Valid N (listwise)	30				
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Based on the descriptive statistical analysis carried out on 30 respondents, it was found that the Student Interest variable (X_1) had a lowest score of 26 and a highest score of 40. The mean value of this variable was 34.30 with a standard deviation of 3.640. For the Family Motivation variable (X_2), respondents' scores ranged from 14 to 40, with a mean of 33.03 and a standard deviation of 6.003. As for the Entrepreneurial Spirit Development variable (Y), the minimum score was 19 and the maximum 39, with a mean of 32.57 and a standard deviation of 4.248.

In general, the three research variables showed relatively high mean values. Furthermore, the standard deviation for each variable remained below its respective mean, indicating that the data distribution was relatively homogeneous and did not exhibit excessive variation.

Table 2. Classical Assumption Tests

Test	Result	Criteria
Normality	Sig 0.200 ^{c, d}	Sig. value > 0.05
Linearity of X_1 with respect to Y	Sig 0.000	Sig. value < 0.05
Linearity of X_2 with respect to Y	Significance 0.017	Sig. value < 0.05
Homogeneity of X_1 with respect to Y	Significance 0.302	Sig. value > 0.05
Homogeneity of X_2 with respect to Y	Significance 0.213	Sig. value > 0.05

The results of the normality test show a significance value of 0.200. This significance value is greater than 0.05 (Sig. > 0.05), meaning that the research data fulfill the assumption of normality or are normally distributed.

The results of the linearity test between the variables Student Interest (X_1) and Entrepreneurial Spirit Development (Y) show a significance value of 0.000. This value is less than 0.05 (Sig. < 0.05), so the relationship between the two variables is deemed linear. The results of the linearity test between the variables Family Motivation (X_2) and Entrepreneurial Spirit Development (Y) show a significance value of 0.017. This value is also less than 0.05 (Sig. < 0.05), so the relationship between the two variables is deemed linear.

The results of the homogeneity test between the variables Student Interest (X_1) and Entrepreneurial Spirit Development (Y) show a significance value of 0.302. This value is greater than 0.05 (Sig. > 0.05), so the data have homogeneous variance. The results of the homogeneity test between the Family Motivation (X_2) and Entrepreneurial Spirit Development (Y) variables showed a significance value of 0.213. This value is also greater than 0.05 (Sig. > 0.05), indicating that the data have homogeneous variances.

All results of the classical assumption tests indicate that the research data satisfy the assumptions of normality, linearity, and homogeneity of variance. Therefore, this study can proceed with data analysis using multiple linear regression to test the research hypotheses.

Table 3. Hypothesis Testing

Hypothesis	Test Value	Significance
H ₁ students' interest in the development of an entrepreneurial spirit	r = 0.660	0.000
H ₂ family motivation towards the development of an entrepreneurial spirit	r = 0.436	0.016

The results of the hypothesis testing show that students' interest has a significant relationship with the development of an entrepreneurial spirit. The Pearson correlation coefficient of 0.660 indicates that the relationship between the two variables is positive and falls into the 'strong' category. The p-value of 0.000, which is less than 0.05, indicates that the relationship is statistically significant. These results indicate that the higher the students' interest, the greater the development of an entrepreneurial spirit. The first hypothesis (H1) is accepted.

The results of the hypothesis testing show that family motivation has a significant relationship with the development of an entrepreneurial spirit. The Pearson correlation coefficient of 0.436 indicates that the relationship between the two variables is positive and falls within the moderate category. The significance value of 0.016, which is less than 0.05, indicates that the relationship is statistically significant. These results indicate that the higher the level of motivation provided by the family, the greater the development of students' entrepreneurial spirit. The second hypothesis (H2) is accepted.

Discussion

The Relationship between Students' Interests and the Development of an Entrepreneurial Spirit

The research findings show that students' interest has a positive and significant relationship with the development of an entrepreneurial spirit at SMK Dharma Wanita Gresik. This relationship falls within the ' ' ' category, indicating that the higher the students' interest in entrepreneurship, the more developed their entrepreneurial spirit becomes. These findings suggest that interest is an internal factor that plays a role in encouraging students to engage actively in entrepreneurship learning, develop their creativity, and have the courage to capitalize on business opportunities. Students with a high level of interest in entrepreneurship tend to be more curious, take the initiative to seek out experiences, and demonstrate a readiness to develop their entrepreneurial skills.

According to Slameto (2015), interest is a sense of preference and attachment to an activity without any compulsion, thereby motivating individuals to pay attention to and actively engage in that activity. In the context of vocational education, an interest in entrepreneurship is reflected not only in a willingness to take entrepreneurship courses, but also in a desire to try running a business, developing business ideas, and participating in various practical entrepreneurship activities (Pratiwi & Marlana, 2020). Therefore, a high level of student interest can serve as a psychological asset in

shaping entrepreneurial character traits, such as creativity, innovation, independence, problem-solving skills, and the courage to take risks.

The findings of this study are consistent with the research by Noercahyo et al. (2026), which showed that entrepreneurship education, teachers' professional competence, and self-efficacy have a positive influence on vocational school students' interest in entrepreneurship. These findings are also supported by Ningsih et al. (2024), who state that an independent attitude, role models, and motivation have a positive influence on vocational school students' interest in entrepreneurship. These findings imply that the development of an entrepreneurial spirit in vocational schools must begin with efforts to increase students' interest in entrepreneurship. Schools can achieve this through more contextual and experience-based learning, such as *project-based learning*, *teaching factories*, entrepreneurship fairs, and practical business activities that directly involve students. The role of teachers as facilitators is also crucial in creating a learning environment that fosters students' self-confidence, creativity, and courage to develop business ideas. Consequently, it is hoped that increasing students' interest will support the development of vocational school graduates who are creative, independent, and well-prepared to develop sustainable businesses.

The Relationship between Family Motivation and the Development of an Entrepreneurial Spirit

Research findings indicate that family motivation has a positive and significant relationship with the development of students' entrepreneurial spirit at SMK Dharma Wanita Gresik. These findings suggest that family support plays a role in fostering the development of entrepreneurial character in students. As the primary educational environment, the family contributes to shaping values such as independence, responsibility, discipline, hard work, and the courage to make decisions. These values form an important foundation for students in developing an entrepreneurial spirit.

Family motivation is demonstrated through care, emotional support, positive communication, trust, recognition of pupils' efforts, and instrumental support that helps pupils develop their potential and the courage to make decisions (Risma & Hanif, 2024). Such support can boost pupils' self-confidence and courage to try new things, including developing business ideas and capitalizing on business opportunities. Conversely, a lack of motivation from the family can diminish students' confidence in developing their entrepreneurial potential.

The relationship between family motivation and the development of an entrepreneurial spirit falls into the 'moderate' category. This indicates that family motivation is one of the factors supporting the development of an entrepreneurial spirit, although it is not the sole factor at play. The development of an entrepreneurial spirit is also influenced by other factors, such as students' interests, learning experiences, entrepreneurship education, the school environment, self-efficacy, and opportunities to gain practical experience in the business world. Therefore, family motivation should

be understood as part of the ecosystem that supports the formation of students' entrepreneurial character.

The findings of this study are consistent with *Social Cognitive Career Theory* (SCCT), which explains that an individual's career development is influenced by the interaction between personal factors, the environment, and learning experiences (Lent et al., 1994). From this perspective, the family functions as a source of support capable of strengthening *self-efficacy* and *outcome* expectations, thereby encouraging the development of an entrepreneurial orientation. These research findings are supported by Fitri et al. (2024), who demonstrated that entrepreneurship education and the family environment influence *self-efficacy*, which in turn plays a role in enhancing students' interest in entrepreneurship. These findings imply that the development of an entrepreneurial spirit is not solely the responsibility of the school but also requires the active involvement of families. Schools can strengthen collaboration with parents through awareness-raising sessions, seminars, and entrepreneurship programs that involve families as educational partners. Between schools and families, an environment is expected to be created that supports the development of pupils' creativity, independence, and courage in facing the challenges of the business world, thereby enabling the development of an entrepreneurial spirit to take place more effectively.

CONCLUSION

According to the findings of this study, the development of an entrepreneurial spirit among students attending Dharma Wanita Vocational School in Gresik is positively and significantly related to the activities that students are interested in and the motivation that they receive from their families. There is a stronger correlation between student interest and family motivation, which suggests that internal factors play a more significant role in fostering the growth of an entrepreneurial spirit. In the meantime, family motivation functions as an external factor that offers support in the form of attention, encouragement, and an atmosphere that is conducive to the development of students' entrepreneurial character.

The development of an entrepreneurial spirit in students does not depend solely on entrepreneurship education at school, but also requires ongoing family support. Therefore, schools need to develop more contextual and practice-based entrepreneurship education, whilst families need to provide consistent motivation and support so that students possess the self-confidence, creativity and courage to develop their entrepreneurial potential. It is hoped that schools and families will produce vocational school graduates who possess an entrepreneurial spirit, are capable of creating business opportunities, and are ready to face the challenges of both the world of work and the business world.

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