



Interest in Entrepreneurship in Vocational School 9 Bandung Students

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ABSTRACTS

Based on data obtained through the Public Relations of SMKN 9 Bandung, culinary arts graduates in the last 3 years have the largest percentage, namely 68.75% employed, the lowest percentage is entrepreneurship at 0% and the highest percentage is unemployed at 37.50%. The aim of this research is to determine the interest factors of SMKN 9 Bandung students. Researchers conducted research on entrepreneurial interest among students at SMKN 9 Bandung using quantitative descriptive and data collection using questionnaires. The approach used in this research is quantitative because the data processed is in the form of numbers. Data analysis in this research refers to a Likert scale, with a population of 101 and the author uses a total sample so that the number of samples is the same as the population. The results of this research can be seen based on internal and external factors with the average being at high levels. This can motivate students to plan entrepreneurship and start entrepreneurship and internal and external factors rely on each other and go hand in hand. With this research, it is hoped that students, schools and educational institutions will be more aggressive in encouraging and motivating students to start a business, either in the form of programs or training.

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1. INTRODUCTION

Globally, youth unemployment and the underutilization of vocational education remain pressing concerns. According to the International Labour Organization (ILO, 2023), the global youth unemployment rate stood at 13.1%, significantly higher than the adult average, with young people three times more likely to be unemployed than adults. The mismatch between the skills provided by educational systems and the needs of labor markets known as the skills gap has been identified as a major contributing factor. This issue is particularly evident in Technical and Vocational Education and Training (TVET) systems, which are often criticized for being too theoretical or misaligned with industry demands (OECD, 2022; World Bank, 2023).

In many developing countries, including Indonesia, vocational education plays a critical role in addressing unemployment and promoting economic inclusion. Indonesia, with a population of over 270 million, has a large youth demographic and over 18 million students enrolled in vocational schools (SMKs) (Kemendikbud, 2020). However, despite being designed to produce job-ready graduates, SMK alumni continue to face the highest unemployment rates, with 10.42% of graduates unemployed as of 2019 (BPS, 2020). This paradox reflects the urgent need to reform vocational education by enhancing its relevance, interactivity, and entrepreneurial orientation (Pratama & Yuniarsih, 2021).

To address these challenges, the Indonesian Ministry of Education launched the Merdeka Curriculum (Independent Curriculum), which encourages schools to adopt learner-centered, flexible, and contextually relevant approaches. Schools such as SMKN 9 Bandung, a leading vocational institution in Southeast Asia, have implemented this curriculum in several departments, including Culinary Arts, Hospitality, Fashion, and Visual Communication Design. While the curriculum provides space for entrepreneurial learning through subjects such as the Creative and Entrepreneurship Project (PKK), recent data from SMKN 9 Bandung indicates that only 68.75% of culinary graduates are employed, 0% engage in entrepreneurship, and 37.50% remain unemployed. This indicates that while the curriculum is progressive, its implementation in fostering entrepreneurial interest and readiness remains limited.

At the global level, entrepreneurship is increasingly seen as a key driver for economic growth, innovation, and youth empowerment. However, Indonesia's entrepreneurship rate stands at only 3.47%, far below the 12–14% benchmark common in developed economies such as the United States (HIPMI, 2022; World Bank, 2023). Given this disparity, vocational schools must be at the forefront of entrepreneurial education, equipping students not only with technical skills but also with the mindsets and competencies needed to start and sustain businesses. According to the Global Entrepreneurship Monitor (2023), exposure to entrepreneurial learning during secondary education significantly increases students' intention to pursue self-employment or innovation-based careers.

Therefore, this study seeks to examine the entrepreneurial interest of vocational students—particularly those in the Culinary Arts Department at SMKN 9 Bandung—to understand the underlying factors that influence their decision to engage in entrepreneurship. By doing so, the research aims to contribute insights that inform not only school-level practice but also broader TVET policy development that is responsive to both national and global labor market trends.

2. LITERATURE REVIEW

2.1. Interest in Entrepreneurship

Interest is defined as a person's awareness and inclination toward a particular object, activity, or situation that is personally meaningful. It plays a central role in motivating individuals to engage in specific actions. According to [Putra & Prasetyo \(2021\)](#), interest is a psychological tendency that arises from within a person, characterized by focused attention and emotional engagement toward an activity. Interest drives intrinsic motivation, which is crucial for sustainable engagement in both learning and business activities. In the context of entrepreneurship, having interest fosters deeper involvement, greater persistence, and a stronger commitment to facing challenges.

Interest is generally categorized into two types: personal (individual) interest and situational interest. Personal interest originates intrinsically, without reliance on external stimuli, while situational interest is influenced by contextual factors such as environment, peers, or specific activities ([Sari & Anshari, 2022](#)). Both forms of interest play a role in fostering entrepreneurial intention and behavior, particularly when supported by a conducive educational or socio-economic environment. The Big Indonesian Dictionary defines interest as a strong desire and inclination to perform an activity wholeheartedly, which can be observed through indicators such as enthusiasm, attention, and enjoyment ([Kamus Besar Bahasa Indonesia, 2023](#)).

In the context of entrepreneurship, an entrepreneur is someone who can identify opportunities, utilize available resources, and transform ideas into economic value. Entrepreneurship requires not only technical knowledge but also risk-taking, creativity, and innovation. According to [Susanti & Handayani \(2020\)](#), entrepreneurs are individuals who are able to synthesize information, manage human and material resources, and take calculated risks to exploit business opportunities. Moreover, entrepreneurial interest is closely tied to one's willingness, motivation, and courage to initiate business ventures despite uncertainties and potential failure. This interest acts as a key factor in the development of entrepreneurial competencies such as opportunity recognition, problem-solving, and product innovation ([Kurniawati & Sutrisno, 2021](#); [Widodo et al., 2023](#)).

Therefore, fostering entrepreneurial interest among students particularly those in vocational education is essential for preparing future-ready graduates who can contribute to local economies through business creation and innovation. Interest not only drives action but also nurtures resilience and persistence, which are fundamental traits in the entrepreneurial journey.

2.2. Factors that Influence Interest in Entrepreneurship

Interest in entrepreneurship is a key psychological driver that influences an individual's decision to pursue entrepreneurial activities. This interest does not emerge in isolation but is shaped by a combination of internal and external factors. Internal factors include personal attributes such as mindset, self-confidence, motivation, creativity, and emotional readiness—elements that arise from within the individual ([Putra & Prasetyo, 2021](#)). These intrinsic components often determine how committed a person is to be taking risks and navigating the uncertainties associated with starting and sustaining a business. On the other hand, external factors refer to influences that originate from the environment, such as family background, social networks, educational experiences, and access to capital or mentorship. These external

conditions can significantly enhance or hinder one's entrepreneurial aspirations (Sari & Anshari, 2022; Widodo et al., 2023).

Recent studies emphasize that the interaction between internal and external factors is crucial in shaping entrepreneurial intention. For instance, even if a person possesses strong internal motivation, a lack of external support such as poor access to financing or minimal encouragement from family may reduce the likelihood of pursuing entrepreneurship (Kurniawati & Sutrisno, 2021). Conversely, supportive educational environments that include entrepreneurship curricula, real-world simulations, and mentor engagement can amplify student interest and prepare them for future entrepreneurial ventures. Therefore, understanding these dual influences is essential for vocational educators and policymakers aiming to cultivate entrepreneurship among youth, particularly in developing countries where youth unemployment remains high.

2.3. Internal Factors of Interest in Entrepreneurship

Internal factors play a pivotal role in shaping an individual's interest in entrepreneurship, as they originate from within the person and influence their thoughts, emotions, and behaviours. One of the primary internal factors is motivation, which serves as a driving force behind goal-directed actions. Motivation influences how individuals perceive opportunities and challenges, and it propels them to act toward achieving entrepreneurial success. According to Putra and Prasetyo (2021), motivation is not always visible but operates as a psychological force that encourages individuals to persist despite risks or setbacks in starting a business. This aligns with the notion that intrinsic motivation such as the desire for independence or personal growth significantly contributes to the formation of entrepreneurial intention (Sari & Anshari, 2022).

Another essential internal factor is ability, which refers to a person's acquired skills, competencies, and knowledge often developed through formal education, informal learning, or hands-on experiences. Entrepreneurial ability enables individuals to not only identify viable business opportunities but also execute plans effectively. Widodo et al. (2023) emphasize that ability, when nurtured through vocational training or experiential learning, increases students' confidence and enhances their willingness to engage in entrepreneurship. A person with a high level of perceived competence is more likely to develop interest in initiating a business venture (Kurniawati & Sutrisno, 2021).

The third internal factor is feelings of enjoyment or pleasure, which are deeply tied to personality and affective responses. When individuals find joy in a specific domain, such as cooking, design, or sales, they are more likely to explore related entrepreneurial activities. Enjoyment creates a positive emotional connection to the task, which fosters sustained engagement and intrinsic interest. As Rahmat and Fadilah (2021) note, the sense of fulfilment derived from doing something enjoyable significantly correlates with the willingness to pursue entrepreneurship. Hence, when individuals experience positive emotions toward their talents or business activities, they tend to deepen their involvement and continue developing their skills autonomously, without external pressure.

2.4. External Factors of Interest in Entrepreneurship

External factors play a significant role in shaping an individual's interest in entrepreneurship, especially among adolescents and students. These factors originate from outside the individual and often act as facilitators or barriers to entrepreneurial intention and behavior. One of the most influential external factors is the family environment. Family encouragement, support, and background can determine whether a young person perceives entrepreneurship as a viable career path. According to [Suryani et al. \(2021\)](#), students who receive moral and financial support from their families are more likely to pursue entrepreneurial activities. Moreover, having parents or relatives who are entrepreneurs serves as a modeling effect that can inspire similar aspirations among children ([Rahman & Nugroho, 2022](#)).

Another crucial external factor is the community environment, including peer networks, local culture, media exposure, and access to entrepreneurial role models. A community that values innovation, independence, and business success tends to foster entrepreneurial mindsets among its youth. [Wibowo et al. \(2020\)](#) emphasize that peer influence and media content such as television shows, social media, or online success stories significantly shape perceptions about the feasibility and attractiveness of starting a business. The community can provide not only information and inspiration but also support systems such as networking opportunities and local mentorship.

In addition, the school environment plays a pivotal role as an institutional external factor. Schools that offer entrepreneurship education, business simulations, and project-based learning tend to boost students' confidence and intention to become entrepreneurs. [Kurniawati and Sutrisno \(2021\)](#) highlight that well-designed school-based entrepreneurship programs enhance student competencies and foster proactive mindsets. Educators, curriculum design, extracurricular activities, and school policies can all contribute to creating a supportive entrepreneurial culture within educational institutions.

3. METHODOLOGY

The population in this study were students at SMKN 9 Bandung majoring in college who had taken Creative Projects and Entrepreneurship subjects as one of the courses that supports students to become entrepreneurs, totaling 101 students.

In this research, the author used an instrument in the form of a questionnaire, using Google Form. The measurement scale used refers to the Likert scale, with answer options strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS).

The steps in the research that the author carried out are as follows:

- 1) Determine the topic of the problem that will be studied in the research, as a basis for preparing the thesis.
- 2) Prepare a research outline, by describing the background of the problem to be researched, the research objectives, and the formulation of the problem that will be used as research, namely "Entrepreneurial Interest in Students at SMKN 9 Bandung".
- 3) Formulate the research objectives and benefits of the research "Entrepreneurship Interest in Vocational School 9 Bandung Students".
- 4) Compile a literature review and research methods that will be used in the research.

- 5) Preparation of research grids, to make it easier for authors to compile research instruments.
- 6) Preparation of research instruments that will be distributed widely to respondents.
- 7) Validating instruments, carried out through guidance and design seminars.
- 8) Dissemination of research instruments via Google Form.
- 9) Collect the research instruments that have been filled in by respondents.
- 10) Data verification, this step is carried out to re-check the questionnaire that has been filled out by the respondent and ensure whether the questions given by the researcher have been answered completely by the respondent, as well as re-checking the questionnaire.
- 11) Tabulating data, in this step the aim is to get an idea of the frequency with which respondents have answered on the questionnaire sheet.
- 12) Make interpretations, discuss research results, then draw conclusions based on research results.
- 13) Make research recommendations to parties who are interested and related to this research.

Management in this research uses descriptive analysis. Descriptive analysis is one of the entire question items, a way to find out the state of the data based on each variable. The descriptive calculations in research include knowing the tendencies of respondents' answers. Entrepreneurial Interest Indicators:

$$\begin{aligned}
 \text{Maximum score} &= 1 \times 4 \times 101 = 404 \\
 \text{Minimum score} &= 1 \times 1 \times 101 = 101 \\
 \text{Range} &= \frac{404 - 101}{5} = 60,6
 \end{aligned}$$

The criteria for interest in entrepreneurship among students at SMKN 9 Bandung can be interpreted as follows:

$$\begin{aligned}
 \text{Very low} &= 101 - 161,6 \\
 \text{Low} &= 161,7 - 222,2 \\
 \text{Currently} &= 222,3 - 282,8 \\
 \text{Tall} &= 282,9 - 343,4 \\
 \text{Very High} &= 343,5 - 404
 \end{aligned}$$

5. RESULT AND DISCUSSION

Interest in entrepreneurship among students at SMKN 9 Bandung, based on internal and external factors, was obtained by looking for the average interest in entrepreneurship based on the aspects studied. After obtaining the average percentage results based on external and internal indicators. Then we will know the entrepreneurial interests of SMKN 9 Bandung students. Internal and external factors of entrepreneurial interest are presented in Table 1.

Table 1. Interest in Entrepreneurship Based on Internal Factors and External Factors

No	Statement:	Actual Score	Ideal Score	Citreria
1	I want to be an entrepreneur	341	404	Tall
2	I plan to open a business in the culinary sector	332	404	Tall
3	I want to be an entrepreneur like my idol	293	404	Tall
4	I want to join a community that will motivate me to become an entrepreneur	300	404	Tall
5	I will plan strategies in entrepreneurship	337	404	Tall
6	I want to implement the entrepreneurial skills that I have acquired	337	404	Tall
7	I plan to take training that will make me have a business plan	308	404	Tall
8	I am able to innovate products well	299	404	Tall
9	I plan to have a business vision and mission	306	404	Tall
10	I am able to solve problems	309	404	Tall
11	I can take the positive side of an incident that I experienced	332	404	Tall
12	I can motivate myself	321	404	Tall
13	I can organize work well	312	404	Tall
14	I enjoy running business activities	334	404	Tall
15	I am grateful for the experience and knowledge I have gained	352	404	Very high
16	I am proud because I am a working class person	330	404	Tall
17	I'm happy if my plan goes well	375	404	Very high
18	I hope to have a good business plan	352	404	Very high
19	When I become an entrepreneur I will become a better person	338	404	Tall
20	I really love entrepreneurial activities	322	404	Tall
21	I want to be an entrepreneur like my family	286	404	Tall
22	My family supports me in planning my business	340	404	Tall
23	My family provides opportunities for me to plan my business	325	404	Tall
24	I try to be a good person	340	404	Tall
25	The consumer pattern of society gives me the opportunity to plan a business	312	404	Tall
26	<i>Trends</i> Online business makes me want to plan a business	322	404	Tall
27	I plan to take business training that can help me have a business plan	289	404	Tall
28	The curriculum provided by the school made me want to plan a business	320	404	Tall
29	The teacher encouraged me to plan my business	330	404	Tall
30	The Creative Entrepreneurship Project (PKK) subject made me want to plan a business	323	404	Tall
Average		323.9		Tall

This research aimed to determine the entrepreneurial interest of students at SMKN 9 Bandung, and the discussion of findings is framed around the research objectives, theoretical framework, and empirical data obtained during the study. The findings confirm that entrepreneurial interest arises from both internal and external factors, aligning with contemporary literature on entrepreneurial psychology and education. Internal factors, such

as motivation, ability, and positive emotional engagement (feelings of happiness), are intrinsic psychological triggers that influence one's intention to engage in entrepreneurship. Motivation, for instance, serves as a psychological engine that fuels persistence, resilience, and risk-taking behaviors—all crucial traits in the entrepreneurial process (Putra & Prasetyo, 2021; Sari & Anshari, 2022).

The study supports Khairani's (2014) view that interest is a form of self-awareness and personal investment, which drives individuals toward particular activities. In the case of vocational students, this interest is often sparked by self-efficacy one's belief in their capability to perform entrepreneurial tasks. Students who perceive themselves as capable, creative, or competent are more likely to channel that confidence into entrepreneurial exploration. Furthermore, entrepreneurial interest is also reinforced by joy or satisfaction experienced while performing business-related tasks, confirming that emotional attachment to certain activities fosters long-term engagement (Rahmat & Fadilah, 2021; Widodo et al., 2023).

Beyond personal dispositions, the research also reveals that external factors play a significant and inseparable role in shaping entrepreneurial interest. One of the dominant external influences is the family environment. A supportive family whether through encouragement, role modelling, or financial support significantly boosts students' motivation and confidence to become entrepreneurs. As noted in the findings, most respondents categorized family support under "high criteria," indicating its substantial influence. These results align with Rahman and Nugroho (2022), who found that students from entrepreneurial families tend to develop interest and skills more readily due to daily exposure and embedded values within the home. According to Suryani et al. (2021), the family is the first social environment where values, norms, and attitudes especially related to independence and decision-making are internalized and influence entrepreneurial behaviour in adolescence and adulthood.

In addition to family, the community environment also emerged as a supporting external factor. A socially enabling environment comprising peers, mentors, societal values, and media influences helps normalize entrepreneurship as a viable and desirable path. Communities that value innovation, self-employment, and resilience can encourage youth to pursue entrepreneurial ventures (Wibowo et al., 2020). For example, access to success stories through social media or peer discussions about start-ups contributes to the development of entrepreneurial aspirations, especially among digital-native students.

Furthermore, the school environment is shown to be an essential platform for cultivating entrepreneurial interest. Schools that embed entrepreneurship education in their curriculum, provide real-world simulations, and expose students to project-based learning enable them to develop not only competencies but also passion for entrepreneurship. Kurniawati and Sutrisno (2021) emphasize that educational institutions that foster autonomy, creativity, and experiential learning can significantly increase students' entrepreneurial self-efficacy. The findings from SMKN 9 Bandung align with this, suggesting that the Creative and Entrepreneurship Project (PKK) subject has the potential to significantly impact student interest—especially when reinforced by active pedagogical methods and mentorship.

Ultimately, this study concludes that internal and external factors are deeply interconnected in fostering entrepreneurial interest. These dimensions mutually reinforce one another: intrinsic motivation may be ignited by positive reinforcement from family or school, while external encouragement becomes meaningful when supported by self-

confidence and emotional readiness. Therefore, any strategy aimed at enhancing entrepreneurship among vocational students must address both domains simultaneously to be effective.

4. CONCLUSION

Interest in entrepreneurship can be seen from internal and external factors that are at a high level. This shows that there is already an interest in student entrepreneurship based on internal and external factors. Internal factors include motivation, ability factors, and feelings of happiness. External factors include the family environment, community environment and school environment. Based on data analysis, it was found that, these factors have high levels of motivation, students at SMKN 9 Bandung already have entrepreneurial motivation. Based on the research results, it can be concluded that students' interest in entrepreneurship at SMKN 9 Bandung is at a high level, where these factors mutually support each other in students' interest in entrepreneurship. Based on the results of research regarding the interest in entrepreneurship of students at SMKN 9 Bandung that the author has carried out, the author tries to provide implications and recommendations that can be used as input to increase interest in entrepreneurship among students at SMKN 9 Bandung: The Creative Entrepreneurship Project (PKK) course is a subject that supports students to become entrepreneurs. With additional training, as well as additional information regarding skills training both organized by schools and government institutions, delivery to students can be further intensified, so that students can be even more skilled and have a greater interest in entrepreneurship so that students will be more active and active. in planning and even starting a business. Based on the results of the research data, future researchers should be able to develop scientific work regarding interest in entrepreneurship among students at SMKN 9 Bandung in discussing the implementation of entrepreneurial students. As well as a wider discussion and population, because this research population is limited to students at SMKN 9 Bandung majoring in Culinary and who have taken the Creative Entrepreneurship Project (PKK) subject.

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