

The Effect of Production-Based Learning, Industrial Internship, and Parental Support on Students' Interest in Entrepreneurship in Vocational High Schools

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ABSTRACT

Objective. This study aims to analyze the influence of production-based learning, internships Industrial training, and parental support on entrepreneurial interest in Vocational High School (SMK) students. **Method:** A quantitative approach with a descriptive correlational design was used to examine the relationship between variables. Data were obtained through questionnaires, observations, interviews, and documentation, then analyzed using simple and multiple linear regression with the help of SPSS software. **Result:** The results of the analysis showed that each independent variable had a positive and significant influence on entrepreneurial interest. Partially, production-based learning contributed 60.5%, industrial internships 57.5%, and parental support 46.9%. Simultaneous testing showed that the three variables together contributed 64.2% to students' entrepreneurial interest. These findings indicate that learning experiences oriented towards production practices, direct involvement in the industrial environment, and emotional and motivational support from parents are important determinants in developing entrepreneurial interest. **Novelty:** This study concludes that production-based learning, industrial internships, and parental support are complementary factors in developing entrepreneurial orientation in vocational high school students. The practical implications of these findings emphasize the need for optimization. Teaching factory, improving the quality of industrial internships and strengthening the role of parents in supporting the entrepreneurial learning process. Further research is recommended to add other variables and expand the sample size to provide a more comprehensive picture of the factors influencing students' entrepreneurial interest.

INTRODUCTION

The aim of SMK (Vocational High School) is to produce graduates who have a spirit of entrepreneurs and ready to work. However, compared to other levels of education, Vocational school graduates have had a very high unemployment rate in recent years. Lastly, it shows that there is a continuing gap between the capabilities of and career tendencies. In 2022, the highest unemployment rate in Indonesia based on education level for vocational school graduates is 10.38%, this data sourced from BPS (Central Statistics Agency). This can be seen in Jeneponto Regency, with an unemployment rate in 2022 of 2.21%, and Gowa Regency, with vocational school graduates contributing the majority of unemployment at 3.26%. Because do not meet industry standards, vocational school graduates cannot participate in economy.

Implementation of production-based learning, industrial internships, and people support parents towards the entrepreneurial tendencies of vocational school students are some ways to overcome this problem. According to Pardjono & Murdianto, (2023) problem-based learning production students are trained to produce products according to industry standards so that developing entrepreneurial skills and character from an early age. Internship experience industry or field work practice further strengthens this

interest because students. interact directly with the world of work and see real business opportunities Sepriana et al., (2022). In addition, parental support in the form of motivation, direction, and facilities provide psychological and material encouragement that makes students more confident to pursue entrepreneurship Aristanta & Cahya (2024). With the synergy of the three with this factor, vocational school students' interest in entrepreneurship can grow more optimally.

State Vocational School 4 Gowa and State Vocational School 4 Jeneponto are both striving to improve quality of graduates through production-based learning, industrial internships, as well as parental support. At SMK Negeri 4 Gowa, the implementation of teaching factory since 2019 with superior products of marigold tea and ornamental plants has brought this school become a Center of Excellence Vocational School in 2020. Meanwhile, State Vocational School 4 Jeneponto also develops production-based learning by involving students in practical business activities at school and collaboration with the industrial world as a means of internship to strengthen real work experience. Support people Parents at both schools also play an important role in fostering student enthusiasm, either in the form of motivation, moral encouragement, or provision of supporting facilities development of entrepreneurial skills and interests. These three aspects form a synergy which can improve students' readiness to face the world of work and creating entrepreneurial opportunities.

The phenomenon of low interest in entrepreneurship among students in both schools is increasingly important to study considering that the Planned Behavior theory explains that the intention entrepreneurship is influenced by behavioral control, subjective norms, and attitudes (Melonic et al., 2025). Based on this theory, production-based learning is expected to increase positive attitudes, industrial internships strengthen perceived efficacy and control, and parental support forms subjective norms. However, if all three are not optimal, then the entrepreneurial intention of students will tend to be low (Su et al., 2021).

Based on the results of observations and previous research findings, it can be seen there is a real gap between the objectives of the vocational school curriculum to produce entrepreneur young people with the reality of implementation in the field. Production-based learning through teaching factory still limited to technical practices without strong connectivity with the market, so that students have not yet experienced the end-to-end experience in managing a business. Industrial internship programs are also undertaken more often as formality, where students are only placed in routine jobs that form orientation as workers, not entrepreneurs. The problem is increasingly complex due to low parental support, which encourages their children to continue study or look for permanent work, thus weakening subjective norms and students' self-confidence in entrepreneurship. Accumulation of weak implementation teaching factory, industrial internships that are less entrepreneurially oriented, as well as low parental support together undermine the subjective norms and perceived behavioral control that the Theory of planned Behavior identifies as key determinants of entrepreneurship intention. Collectively, these conditions are the root cause of low entrepreneurship interests in vocational school students, especially in the agricultural department.

Seeing the reality on the ground that production-based learning has not yet fully connected to the market, industrial internships tend to be just formalities, as well as low parental support for entrepreneurial choices, so it is important to conduct this research to answer real challenges in achievement of the objectives of the vocational school

curriculum. If this condition continues, vocational school graduates risk increasingly losing entrepreneurial orientation and preferring a safe path as workers, even though formal employment opportunities are increasingly limited. This situation is certainly contrary to the mission of the vocational industry which emphasizes independence through creation of new businesses. Thus, this research becomes a chair for studying in depth industrial factors that weaken students' interest in entrepreneurship, as well as find strategies that can bridge the gap between curriculum objectives with the reality of implementation in schools and support from the students' industrial environment.

This research is important to conduct because of the low interest in entrepreneurship among vocational school students. shows that there is a gap between the goals of the vocational industry and the reality that exists happening in schools. It is hoped that the research results will reveal the dominant industry which influences entrepreneurial interest and becomes the basis for strengthening strategy learning, especially through optimization teaching factory, quality improvement internship experience, as well as parental involvement. Thus, this study It is hoped that it will be able to provide a solution direction for the creation of SMK graduates who independent and competitive, so that the author is motivated to raise the title "The Influence of Production-Based Learning, industrial, Internships, and Parental Support on Students' Interest in Entrepreneurship in Vocational High Schools".

RESEARCH METHOD

Descriptive and correlational quantitative methods were used in this research. Learning that takes place at vocational schools is not only in the classroom, but also involving hands-on experience through production-based learning, internships industry and parental support. These three aspects are seen as factors important (X1, X2 and X3) which can influence students' interest in entrepreneurship (Y).

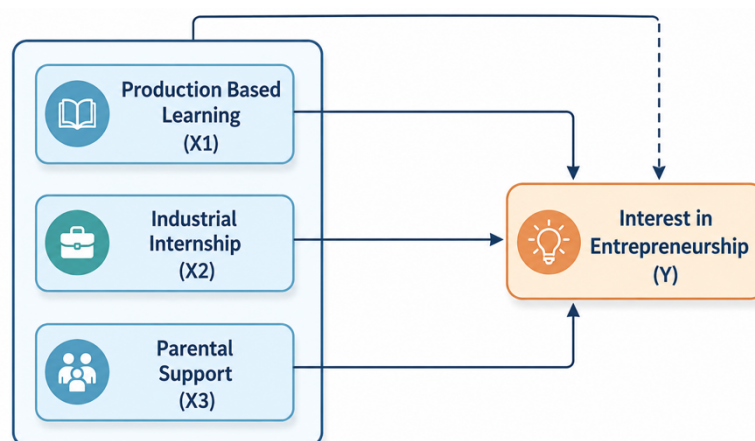


Figure 1. Research Design

Information:

- X₁ : Production-based learning
- X₂ : Industrial internship
- X₃ : Parental support
- Y : Interest in entrepreneurship

A. Place and time of research

This research will be conducted at SMK Negeri 4 Gowa and SMKN 4 Jeneponto. The research period is 4 months starting from July-October 2025. The population of this research is the students of grade XII of SMK Negeri 4 Gowa on Jl. Baso Dg Ngawing No. 127 Kel. Mangalli Pallangga Gowa Regency and SMK Negeri 4 Jeneponto on Jl. Tanatoa Kalimporo Village Bangkala District Jeneponto Regency is the population in this research.

B. Population and Sample

The population of this study was 12th-grade students of SMK Negeri 4 Gowa and SMK Negeri 4 Jeneponto. A total of 130 students participated in the Food Crops and Horticulture Agribusiness and Processing Agribusiness competency programs Agricultural product. According to Nurhasanah (2022), the Slovin formula with a 5% error rate (0.05) was used to calculate the sample size in this research. The following Slovin formula was used:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

- e = margin of error (value of error)
- N = Total population or population size
- n = Total respondents or sample size

C. Data Collection Techniques and Instruments

Data collection in this study was conducted through initial observations to obtain an overview of field conditions, followed by the distribution of questionnaires using Google Forms. The questionnaire instrument included four variables: production-based learning, industrial internships, parental support, and entrepreneurial interest, each measured using indicators adapted from previous instruments. All statements used a five-point Likert scale, ranging from 1 ("strongly disagree/never") to 5 ("strongly agree/always"). Production-based learning indicators included student engagement, application of industry standards, technical skills, and teamwork; industrial internship indicators included internship intensity, implementation of real-life tasks, instructor guidance, and understanding of work culture; parental support indicators included moral support, financial support, facilities, and role models; while entrepreneurial interest indicators consisted of the desire to do business, courage to take risks, orientation to opportunities, motivation for independence, and readiness to run a business.

D. Data Analysis

Data were analyzed using IBM SPSS Statistics 27. Descriptive statistics were used as the initial step to describe the respondent profile and data trends. Instrument reliability was tested using Cronbach's Alpha ($\alpha \geq 0.70$). Hypothesis testing was conducted using simple and multiple regression to assess the influence of each independent variable and their simultaneous influence on the dependent variable. This quantitative approach ensures the analysis results have statistical accuracy and empirical relevance to the research objectives.

RESULTS AND DISCUSSION

Results

A. Descriptive Analysis

Production Based Learning (X_1)

Table 1. Results of Statistical Analysis of Production Based Learning

Nu.	Statistics	Statistical Value
1.	Number of Samples (N)	100
2.	Mean	67.09
3.	Median	67
4.	Mode	67
5.	Standard deviation	2,621
6.	Minimum	60
7.	Maximum	73

Source: Processed by researchers using SPSS 27 (2025)

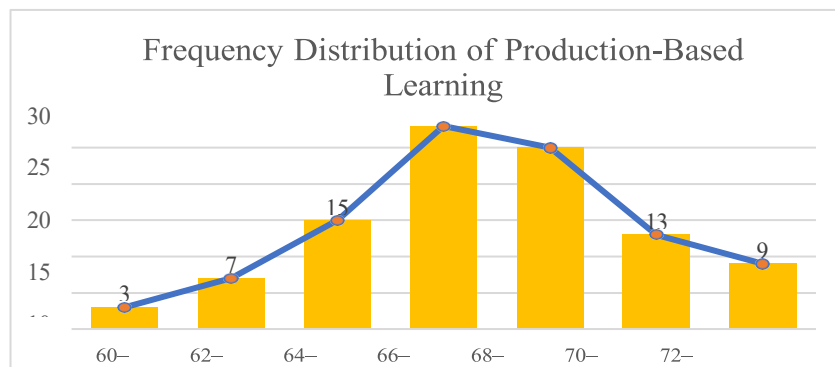


Figure 2. Histogram of Frequency Distribution of Production-Based Learning

Industrial Internship (X_2)

Table 2. Results of Statistical Analysis of Industrial Internship

Nu.	Statistics	Statistical Value
1.	Number of Samples (N)	100
2.	Mean	62.62
3.	Median	62.50
4.	Mode	61
5.	Standard deviation	4,091
6.	Minimum	52
7.	Maximum	70

Source: Processed by researchers using SPSS 27 (2025)

Parental Support (X_3)

Table 3. Results of Statistical Analysis of Parental Support

Nu.	Statistics	Statistical Value
1.	Number of Samples (N)	100
2.	Mean	68.07
3.	Median	67.60
4.	Mode	64
5.	Standard deviation	4,828
6.	Minimum	54
7.	Maximum	78

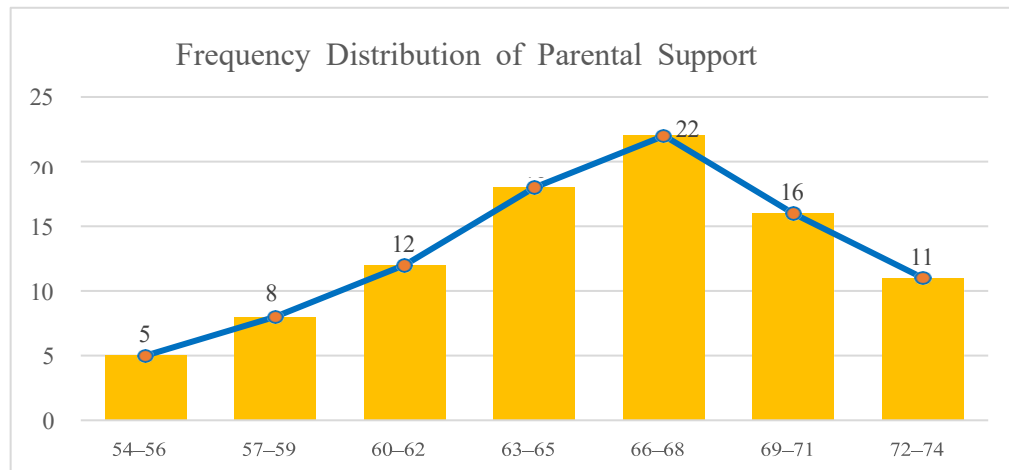


Figure 4. Histogram of Frequency Distribution of Parental Support

Interest in Entrepreneurship

Table 4. Results of Statistical Analysis of Interest in Entrepreneurship

Nu.	Statistics	Statistical Value
1.	Number of Samples (N)	100
2.	Mean	81.24
3.	Median	81
4.	Mode	81
5.	Standard deviation	3,528
6.	Minimum	73
7.	Maximum	90

Source: Processed by researchers using SPSS 27 (2025)

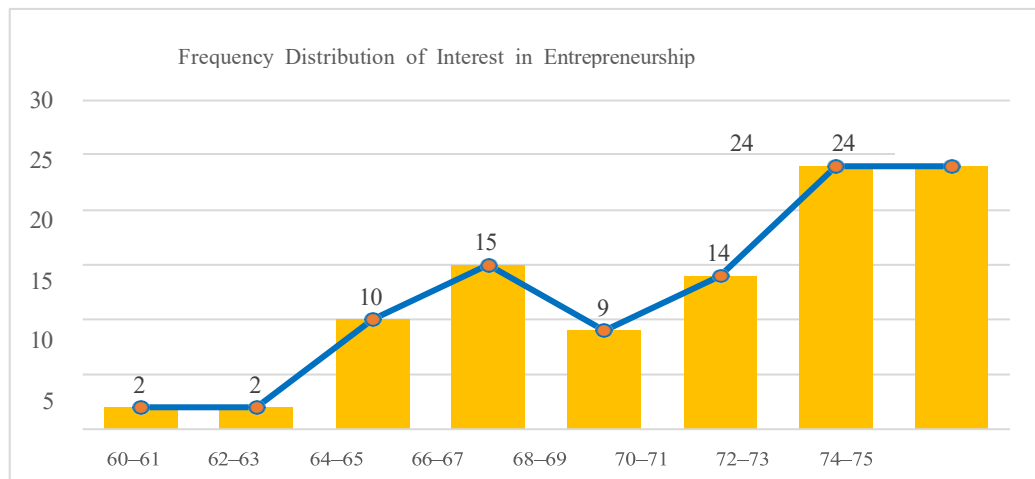


Figure 5. Histogram of Frequency Distribution of Interest in Entrepreneurship

B. Classical Prerequisite/Assumption Test

1. Normality test of the influence of variable X on variable Y

Table 5. Normality test of the influence of variable X on variable Y

Variables	Sig.	Information
Based Learning Production	0.200	Normal
Industrial Internship	0.200	Normal
Parental Support	0.200	Normal

Source: Processed by researchers using SPSS 27 (2025)

2. Linearity test of the influence of variable X on variable Y

Table 6. Linearity test of the influence of variable X on variable Y

Variables	Sig.	Information
Based Learning Production	0.715	Linear
Industrial Internship	0.037	Linear
Parental Support	0.107	Linear

Source: Processed by researchers using SPSS 27 (2025)

C. Hypothesis Testing

1. Simple Linear Regression Test

The Influence of Production-Based Learning (X1) on Interest in Entrepreneurship (Y)

Table 7. Results of the Test of the Coefficient of Determination or R2 for Variable X1 Against Variable Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,778 ^a	0,605	0,601	12,39936

Source: Processed by researchers using SPSS 27 (2025)

Table 8. Results of Simple Linear Regression Analysis Test of the Influence of Variable X₁ on Variable (Y) Coefficients^a

Model	Variabel	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	3,860	11,817	–	32,684	0,000
1	Pembelajaran berbasis produksi	0,525	0,044	0,778	12,252	0,000

Source: Processed by researchers using SPSS 27 (2025)

The Influence of Industrial Internships (X₂) on Interest in Entrepreneurship (Y)

Table 9. Results of the Partial Test of the Coefficient of Determination or R2 Variable X₂ Against Variable Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,758 ^a	0,575	0,569	12,47055

Source: Processed by researchers using SPSS 27 (2025)

Table 10. Results of Simple Linear Regression Analysis Test of the Influence of Variable (X₂) on Variable (Y) Coefficients^a

Model	Variabel	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	3,862	16,500	–	23,421	0,000
1	Magang industri	0,525	0,046	0,758	11,498	0,000

Source: Processed by researchers using SPSS 27 (2025)

The Influence of Parental Support (X₃) on Interest in Entrepreneurship (Y)

Table 11. Results of the Partial Test of the Coefficient of Determination or R2 Variable X₃ Against Variable Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,685 ^a	0,469	0,463	10,90825

Source: Processed by researchers using SPSS 27 (2025)

Table 12. Results of Simple Linear Regression Analysis Test of the Influence of Variable (X_3) on Variable (Y)
 Coefficients^a

Model	Variabel	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	3,120	16,240	–	19,240	0,000
1	Dukungan orang tua	0,432	0,047	0,685	9,290	0,000

Source: Processed by researchers using SPSS 27 (2025)

2. Multiple Linear Regression Test

Table 13. Results of Multiple Tests of the Coefficient of Determination or R^2 Variable X Against Variable Y
 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,806 ^a	0,650	0,642	3,25696

Source: Processed by researchers using SPSS 27 (2025)

Table 14. ANOVA Test Results
 ANOVA^a

Model	Sumber Variasi	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2,489	3	8,297,561	78,186	0,000 ^b
1	Residual	1,017	96	10,601	–	–
1	Total	2,591	99	–	–	–

Source: Processed by researchers using SPSS 27 (2025)

Table 15. Results of Multiple Linear Regression Analysis Test
 Coefficients^a

Model	Variabel	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	4,512	0,513	–	8813,043	0,000
1	Pembelajaran berbasis produksi	0,241	0,078	0,268	3,093	0,003
1	Magang industri	0,263	0,079	0,284	3,331	0,001
1	Dukungan orang tua	0,229	0,067	0,259	3,418	0,001

Source: Processed by researchers using SPSS 27 (2025)

Table 16. T-Test Results
 Coefficients^a

Model	Variabel	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	4,512	0,513	–	8813,043	0,000
1	Pembelajaran berbasis produksi	0,241	0,078	0,268	3,093	0,003
1	Magang industri	0,263	0,079	0,284	3,331	0,001
1	Dukungan orang tua	0,229	0,067	0,259	3,418	0,001

Source: Processed by researchers using SPSS 27 (2025)

The results of the partial test show that production-based learning (X_1) has a significant effect on entrepreneurial interest, with a t-value of 3.093 and a significance value of 0.003 (<0.05). The industrial internship variable (X_2) was also proven to have a significant effect with a t-count of 3.331 and a significance of 0.001. Meanwhile, parental support (X_3) shows a significant influence on entrepreneurial interest with a t-test of 3.418 and a significance of 0.001. Thus, the three independent variables are stated to have a partial significant influence on students' entrepreneurial interest.

Discussion

1. The Influence of Production-Based Learning (X_1) Regarding Interest in Entrepreneurship (Y)

The results of the study indicate that production-based learning has a significant influence on students' entrepreneurial interest. The findings of simple linear regression show a calculated t value of 12.252 greater than the t table of 1.984 with a significance value of $0.000 < 0.05$, so that the production-based learning variable is proven to contribute to increasing entrepreneurial interest. The regression coefficient of 0.525 indicates that every increase in production-based learning activities will be followed by an increase in students' entrepreneurial interest. This indicates that the more optimal the implementation of production activities in schools, the higher the tendency of students to choose the entrepreneurial path.

This finding is also supported by various previous studies, which suggest that student involvement in real-life production processes can build motivation, creativity, and self-confidence in entrepreneurship. et al., (2021) confirmed that product-based learning can foster an entrepreneurial spirit through product planning, manufacturing, and marketing activities. Krisnanda's et al., (2022) also shows that a project-based learning model that emphasizes hands-on production practice can increase students' interest and knowledge of business processes, thereby encouraging them to be more interested in becoming entrepreneurs.

The results of other studies, such as Afifah and Saino (2025), Hasanah (2023), and Erwantiningsih et al., (2021), further strengthens the conclusion that production-based learning plays a crucial role in enhancing vocational high school students' entrepreneurial readiness and interest. Through active involvement in production projects, from the planning stage to marketing, students gain real-world experience that enhances their motivation and readiness to start a business. Therefore, production-based learning can be considered a strategic factor that has a significant impact on fostering entrepreneurial interest in vocational high schools.

2. The Influence of Industrial Internship (X_2) Regarding Interest in Entrepreneurship (Y)

The results of a simple linear regression analysis indicate that industrial internships have a significant influence on students' entrepreneurial interest. The calculated t value (11.498) is greater than the t table (1.984) and the significance value of $0.000 < 0.05$ indicates that the industrial internship variable has a positive effect on entrepreneurial interest. The regression coefficient of 0.525 indicates that every increase in industrial internship experience is followed by an increase in students' entrepreneurial interest, with the model equation $Y = 3.862 + 0.525X$. This means that entrepreneurial interest will increase if students obtain more intensive and meaningful internship experiences.

These findings are in line with various previous studies. Sepriana et al., (2021) and Lestari et al., (2024) confirms that industrial internships provide real-world experience that fosters entrepreneurial insight, competence, and character development, such as responsibility, creativity, and decision-making skills. Research by Falah et al., (2022) and Ikhsan et al. (2021) also showed that student involvement in internships fosters a practical understanding of the business world, thus fostering a strong drive to become entrepreneurs after graduation. The experience of facing work situations that demand solutions and innovation makes internships an effective means of fostering an

entrepreneurial spirit. The consistency of the findings is also strengthened by Meliyani's research et al., (2024), Baldan et al., (2024), and Mensah et al., (2023) stated that the quality of internship programs significantly contributes to increased entrepreneurial interest by strengthening attitudes, perceived behavioral control, and motivation. Institutional support and good internship program implementation also influence this interest (Su, 2021). Overall, the findings of this study confirm that industrial internships are a crucial component in fostering entrepreneurial interest among vocational high school students. Therefore, improving the quality of internship implementation by schools and industry partners is a key factor in preparing graduates who are ready and confident for entrepreneurship.

3. The Influence of Parental Support (X_3) Regarding Interest in Entrepreneurship (Y)

The results of a simple linear regression analysis indicate that parental support has a significant influence on students' entrepreneurial interest. The calculated t value of 9.290 is greater than the t table of 1.984 and the significance value is $0.000 < 0.05$, so that the parental support variable is proven to provide a real contribution to increasing entrepreneurial interest. The regression equation $Y = 3.120 + 0.432X_3$ indicates that every one unit increase in parental support will increase students' entrepreneurial interest by 0.432 units. Thus, entrepreneurial interest tends to increase along with the high level of parental support received by students. This finding aligns with various previous studies that emphasize the importance of family support in fostering entrepreneurial interest. et al., (2024) and Afriani et al., (2024) states that family attention, motivation, and involvement can strengthen students' self-confidence and inclination to choose an entrepreneurial path. Rezaul's research et al., (2023) also emphasized that a supportive home environment creates emotional comfort that encourages students' courage to start a business. Furthermore, Widasari et al., (2024) stated that the example of parents who are entrepreneurs also fosters children's interest in following similar steps.

Overall, the results of this study strengthen empirical evidence that parental support, whether in the form of motivation, guidance, emotional support, financial assistance, or role modeling, plays a crucial role in fostering entrepreneurial interest among vocational high school students. This support can increase self-confidence, risk-taking, and independence. In the agriculture context specifically, parental support is particularly decisive because students in this friels often face social stigma and limited economic resources, parents who provide affirmation, model entrepreneurial behavior in agribusiness, and offer financial backing directly counteract these barriers, thereby strengthening students subjektive norms and perceived behavioral control as described by the Theory pf Planned Behavior. Therefore, the greater the support provided by parents, the higher the student's tendency to choose and pursue entrepreneurship.

4. The Influence of Production-Based Learning (X_1), Industrial Internship (X_2), and Parental Support (X_3) Regarding Interest in Entrepreneurship (Y)

The results of multiple linear regression analysis indicate that production-based learning, industrial internships, and parental support simultaneously have a significant effect on students' entrepreneurial interest. This is evidenced by the calculated F value of 78.186, which is greater than the F table, and a significance value of $0.000 < 0.05$, so the research model is declared feasible and supports the alternative hypothesis. The regression equation obtained is $Y = 4.512 + 0.241X_1 + 0.263X_2 + 0.229X_3$, shows that the three variables have a positive relationship. The coefficient of determination value of 64.2% indicates

that variable X_1 , X_2 , and X_3 contribute jointly to entrepreneurial interest, while the remaining 35.8% is influenced by other factors outside the research.

These findings confirm that students' entrepreneurial interest is shaped by a combination of contextual learning experiences, direct involvement in the industrial world, and family support. Production- based learning encourages students to understand the real-world business process, according to Sari's findings. et al. (2024) stated that learning integrated with production practices can improve entrepreneurial attitudes and orientation. Industrial internship experiences also strengthen this because students are directly involved in company operations, gain a work ethic, and understand business opportunities, as stated by Sapriana. et al., (2025).

In addition to these two factors, parental support is a crucial element in increasing students' confidence and motivation to become entrepreneurs. Ermanet al.(2025) explained that parental attention, encouragement, and role models strengthen students' courage in choosing a business path after graduation. Thus, the research results indicate that increasing entrepreneurial interest cannot be built from a single factor, but rather is the result of a synergy between production- based learning, relevant internship experience, and consistent family support. All three need to be optimized simultaneously so that vocational high school students' entrepreneurial interest can develop optimally.

CONCLUSION

This study confirms that learning production-based, industrial internships, and parental support each contributes positively and significantly to interest entrepreneurship among vocational school students. Simultaneous findings show that the three These variables have a collective influence of 64.2%, which indicates that interest in entrepreneurship is not only formed through practical learning experiences, but also through exposure to the industrial world and social support from the family. Implications academic from research This highlights the importance of strengthening problem-based learning models production, improving the quality of industrial internships, and optimizing the role of parents in shaping students' psychological and motivational readiness to enter the business world. However, this research has limitations on the scope of the variables and research location, so that Generalization of findings needs to be done with caution. Study furthermore it is recommended to expand the scope of variables, involving more diverse samples, and using a methodological approach which is more comprehensive so that it can provide a deeper understanding more in-depth regarding the determinants of students' interest in entrepreneurship.

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