

Learning Outcomes of Creative Entrepreneurship Products and Students 'Emotional Intelligence to Students' Entrepreneurial Interests

Imelda^{1*}, Hasan Maksum² 

^{1,2} Pascasarjana, Fakultas Teknik, Universitas Negeri Padang, Padang, Indonesia

*Corresponding author: agiefozora@gmail.com

Abstrak

Masalah dalam penelitian ini yaitu minat berwirausaha siswa kelas XI di SMKN masih tergolong rendah, yang diakibatkan oleh rendahnya kecerdasan emosional yang dimiliki siswa dan hasil belajar Produk Kreatif Kewirausahaan siswa banyak yang berada di bawah standar ketuntasan minimum yang ditetapkan. Penelitian ini bertujuan untuk mengungkap kontribusi hasil belajar Produk Kreatif Kewirausahaan dan kecerdasan emosional terhadap minat berwirausaha siswa kelas XI di SMKN. Jenis penelitian ini adalah kuantitatif dengan menggunakan metode penelitian korelasional. Populasi penelitian ini adalah siswa kelas XI di SMKN. Teknik pengambilan sampel dengan teknik proporsional random sampling, dengan jumlah sampel sebanyak 75 orang siswa. Teknik analisis data yang digunakan adalah teknik analisis data kuantitatif. Hasil penelitiannya yaitu: 1) Terdapat kontribusi hasil belajar produk kreatif kewirausahaan terhadap minat berwirausaha siswa kelas XI di SMKN sebesar 28,8%, 2) Terdapat kontribusi kecerdasan emosional terhadap minat berwirausaha siswa kelas XI di SMKN sebesar 48,9%, 3) Terdapat kontribusi hasil belajar produk kreatif kewirausahaan dan kecerdasan emosional terhadap minat berwirausaha siswa kelas XI di SMKN sebesar 52,7%. Jadi, terdapat kontribusi hasil belajar Produk Kreatif Kewirausahaan dan kecerdasan emosional terhadap minat berwirausaha siswa kelas XI di SMKN.

Keywords: Hasil Belajar, Kecerdasan Emosional, Minat Berwirausaha

Abstract

The problem in this research is that the students' interest in entrepreneurship in class XI at SMKN is still low, which is caused by the students' low emotional intelligence and the learning outcomes of students' Creative Entrepreneurship Products, many of which are below the set minimum completeness standards. This study aims to reveal the contribution of learning outcomes of entrepreneurial creative products and emotional intelligence to class XI students' entrepreneurial interest at SMKN. This type of research is quantitative using correlational research methods. The population of this study was students of class XI at SMKN. The sampling technique was proportional random sampling, with a total sample of 75 students. The data analysis technique used is quantitative data analysis techniques. The results of the research are: 1) There is a contribution of learning outcomes of entrepreneurial creative products to the interest in entrepreneurship of class XI students at SMKN by 28.8%, 2) There is a contribution of emotional intelligence to the interest in entrepreneurship of class XI students at SMKN by 48.9%, 3) There is the contribution of learning outcomes of entrepreneurial creative products and emotional intelligence to the entrepreneurial interest of class XI students at SMKN was 52.7%. So, there is a contribution of learning outcomes of Creative Entrepreneurship Products and emotional intelligence to class XI students' entrepreneurial interest at SMKN.

Keywords: Learning Outcomes, Emotional Intelligence, Entrepreneurial Interest

History:

Received : 14 August 2020

Revised : 8 September 2020

Accepted : 10 September 2020

Published : 1 October 2020

Publisher: Undiksha Press

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Introduction

Vocational High School is a means of formal education to prepare students to become middle-level workers who have knowledge, skills, expertise, and finally have work readiness and entrepreneurship after completing their education. In other words, the purpose of SMK is to produce staff who are ready to open their job opportunities using entrepreneurship (Indra Abintya Rifai, 2016; Lastariwati, 2013). Entrepreneurship can create a business by making a product both in the form of goods and services by looking at the opportunities that exist and taking advantage of them (Wiwin Novitasari et al., 2017). Entrepreneurship is one way that can be used to tackle unemployment (Indriyani & Subowo, 2019; Nugrahaningsih, 2018). With the development of young entrepreneurs, it will be one of the solutions offered to increase employment and reduce unemployment.

However, seen from the number of SMK graduates so far, adolescents who have completed vocational education have the highest unemployment rate. This phenomenon has become material for the writer to think about why SMKs, which are supposed to produce a middle-level workforce, create unemployment at a productive age. The Central Bureau of Statistics (BPS) stated that Vocational High School (SMK) graduates dominated the number of unemployed people in Indonesia, which reached 5.28 million people in August 2019. SMK graduates contributed to the Open Unemployment Rate (TPT), according to education, reaching 10.42%. "Judging from the level of education, Vocational High School (SMK) TPT is still the highest among other education levels, amounting to 10.42%," said Head of BPS Suhariyanto. However, the trend of unemployment for SMK graduates has decreased from 2015 to 2019. It is recorded that the unemployment rate for SMK graduates reached 11.24% in August 2018, then fell to 10.42% in August 2019. The high unemployment rate for SMK graduates was caused by the increasingly intense competition to enter the industrial world and the increasing requirements given by companies (Emilyawinri et al., 2018).

Besides, students' competencies are still low, making it impossible for them to enter the world of work. It is one reason for the large number of unemployed people in Indonesia who have graduated from SMK. Of course, this is contrary to the objectives of SMK. Meanwhile, seen from the current economic development in Indonesia, SMK graduates should have a high entrepreneurial spirit to create new business fields to overcome the alarming unemployment problem in Indonesia (Putri, 2017). One of the reasons for the above conditions is that entrepreneurship education has not yet received an extra portion at the secondary and tertiary education levels. SMK has not been able to solve the problem of unemployment. Of course, this should be a common concern. It is undeniable that SMK is not an institution oriented towards honing skills in a particular field, which can later become a provision for entrepreneurship. However, seeing the dominance of the share of vocational school graduate students who are job seekers compared to job creation graduates, it is certainly not an ideal picture either (Alam, 2016). SMK is an institution that can relatively be expected to provide entrepreneurial skills compared to public schools such as SMA. In general, it can be said that entrepreneurial interest has begun to develop recently.

Based on observations and direct observations made by researchers on eleventh-grade students at SMKN 1 Kinali as the research object, it was found that the students' low emotional intelligence was obtained. It can be seen from most eleventh grade students at SMKN 1 Kinali who have unstable emotions. There are still many students who are easily provoked by emotions in discussions. They can easily change their heart situation to follow the teaching and learning process and various other student attitudes that describe low emotional intelligence. Furthermore, the researcher obtained information that the learning outcomes of students' Creative Entrepreneurship Products were still many who got scores below the minimum completeness standards outlined. The problems that have been raised are

thought to have an impact on the interest in entrepreneurship possessed by eleventh-grade students at SMKN 1 Kinali. The interest in entrepreneurship owned by eleventh-grade students is still in the low category. Therefore, a more in-depth research is needed on the factors that cause students' low interest in entrepreneurship. So that researchers can provide the best solution in solving these problems.

Entrepreneurial interest comes from within a person to create a business field (Indriyani & Subowo, 2019; Wiwin Novitasyari et al., 2017). Entrepreneurial interest is the desire, interest, and willingness of individuals through their ideas to work hard. Without feeling afraid of the risks that will occur, can accept challenges, are confident, creative, and innovative and have abilities and skills to make ends meet. Entrepreneurial interest is not brought from birth but grows and develops according to the factors that influence it. The growth of the decision to become entrepreneurial results from the interaction of several factors, namely the character of a person and their environment (Agusmiati & Wahyudin, 2019; Sari & Rahayu, 2020). So, instilling entrepreneurial interest in children, many factors can affect the interest in entrepreneurship, both internal and external factors.

Learning outcomes are the results of children's achievements after carrying out the learning process. The existence of a quality learning process will have an impact on the growing interest in entrepreneurship. Learning provides opportunities for students to optimize their potential in producing products to foster an entrepreneurial spirit that can be a provision after graduation (Diyanti & Soejoto, 2015; Sunarya et al., 2018). Entrepreneurial learning outcomes will impact a person's interest in fostering entrepreneurial interest (Maldini.Js & M.Giatman, 2018; Salwa et al., 2017). This statement is reinforced by the results of research conducted by Jadmiko et al. (2019), showing that this indicates that the better entrepreneurial learning outcomes and special job market information services (BKK), the student's interest in entrepreneurship will increase. The research of Diandra et al., (2020) shows a significant relationship between entrepreneurial interest and learning outcomes of TPM twelfth grade students in the Creativity and Entrepreneurship Product training course Mechanical Engineering study program SMK Negeri 5 Padang Academic Year 2019/2020. Research by Khotimah et al., (2020) shows that the study results show an R-value is 0.834, which means that the relationship between learning outcomes in Creative Products and Entrepreneurship subjects and students' interest in entrepreneurship at SMK Negeri 7 Jember is stable. This level of relationship can be categorized as a stable relationship.

So it can be said that both learning outcomes and intelligence have a positive effect on entrepreneurship interest. Learning outcomes and emotional intelligence can increase and develop an interest in entrepreneurship. Because if learning outcomes are not balanced with emotional intelligence, a person will not achieve the goals of what he wants in life. Find out whether learning outcomes and emotional intelligence contribute to entrepreneurial interest, a research objective was formulated, namely to reveal the contribution of Learning Outcomes of Entrepreneurship Creative Products and Student Emotional Intelligence to Eleventh Grade Student Entrepreneurial Interest at SMKN 1 Kinali

Materials and Methods

This research uses correlational quantitative research methods. Quantitative research methods are methods used to study a specific population or sample, data collection using research instruments, statistical data analysis to test the proposed hypothesis (Sugiyono, 2017). Meanwhile, correlational research is a study to determine the relationship and level of relationship between two or more variables without influencing these variables. There is no variable manipulation (Irawati, 2018). The research was conducted at SMK Negeri 1 Kinali with eleventh-grade students' research subjects in the odd semester of the 2020/2021 school

year. The number of students who make up the population is 299 students. And the sample is 75 students based on proportional random sampling.

The variable of learning outcomes for entrepreneurial, creative products was tested using an instrument in the form of a question consisting of 30 items tested for validity and reliability. The emotional intelligence variable was tested using an instrument in the form of a questionnaire consisting of 36 questionnaire items whose validity and reliability had been tested. Furthermore, the entrepreneurial interest variable was tested using a questionnaire-shaped instrument consist of 32 questionnaire items whose validity and reliability had been tested. The research data were tested through descriptions and inferential tests. The description test measures the mean, minimum value, maximum value, median, standard deviation. Before the invention is carried out, the prerequisite test is sought first—namely the normality test, homogeneity test, multi correlation test. These tests are carried out to determine whether the resulting data is normal, homogeneous, and there is no repetition in the data used. After the prerequisite test is carried out, it is followed by hypothesis testing with regression testing. The regression test is used to determine whether there is a contribution of learning outcomes of entrepreneurial, creative products, and emotional intelligence to the interest in entrepreneurship at SMKN 1 Kinali.

Results and Discussion

This study was conducted to determine the contribution of learning outcomes of entrepreneurial, creative products, and emotional intelligence to the interest in entrepreneurship at SMKN 1 Kinali. All research data that enter and meet the requirements are processed and analyzed to reveal information following the research objectives. Based on the statistical analysis obtained, first, the variable learning outcomes of entrepreneurial, creative products were tested using an instrument in the form of questions consisting of 30 items tested for validity and reliability. The number of data (N) filled in was 75 respondents. The average (mean) for each answer score was 23.1867, with the smallest answer (min) answered by the respondent was obtained 16, the respondents answered the most (max) answer obtained 30, while the standard deviation of each score of the respondents' answers was 2.94404.

Furthermore, the median for the variable learning outcomes of entrepreneurial creative products is 23. The mode is 23. Emotional intelligence variable is tested using a questionnaire-shaped instrument. It consisted of 36 questionnaire items that have been tested for validity and reliability. The number of data (N) filled with 75 respondents. The average (mean) for each answer score was 145.6933. The smallest answer (min) was 104. The most (max) answers answered by the respondent were 180 The standard deviation of each respondent's answer score was 17.41541.

Furthermore, the median for the emotional intelligence variable is 146, with a mode of 146. Third, the variable interest in entrepreneurship is tested using a questionnaire instrument consisting of 32 questionnaire items whose validity and reliability have been tested. The number of data (N) is 75 respondents. Average (mean) of 125.6000, with the smallest value (min) obtained 92, the highest value of entrepreneurial interest (max) obtained by 155, while the standard deviation of each respondent was obtained at 14.13736. Furthermore, the median for the variable interest in entrepreneurship is 126, with a mode of 126.

After the descriptive statistical test was carried out, the inferential test was continued to test the hypothesis, but the prerequisite test was conducted first before trying the hypothesis. Test Hypothesis testing is carried out by t-test partially and simultaneously. The analysis requirements that need to be met are normality, linearity, and multi collinearities tests. The results of the normality test of the research data are described in table 1 below.

Table 1. Normality

		X1	X2	Y
N		75	75	75
Normal Parameters ^{a,b}	Mean	23,1867	145,6933	125,6000
	Std, Deviation	2,94404	17,41541	14,13736
Most Extreme Differences	Absolute	0,111	0,094	0,098
	Positive	0,111	0,066	0,074
	Negative	-0,063	-0,094	-0,098
Kolmogorov-Smirnov Z		0,963	0,811	0,848
Asymp, Sig, (2-tailed)		0,312	0,526	0,468

Table 1 shows the probability (sign) of the four variables $\alpha = 0.05$. The probability (sign) of the entrepreneurial, creative product learning outcomes variable (X1) is 0.312, the emotional intelligence variable (X2) is 0.526, and the entrepreneurial interest variable (Y) is 0.468. H_0 is accepted. Based on the results of the analysis, it can be stated that the data for the three variables are normally distributed. It indicates that one of the conditions for testing the hypothesis has been met. The results of the calculation of the linearities test for the variable learning outcomes of entrepreneurial creative products (X1) and emotional intelligence (X2) on the variable interest in entrepreneurship (Y) are presented in table 2 below.

Table 2. Linearities X1Y

		F	Sig,
Y * X1	(Combined)	4,674	0,000
	Between Groups	32,979	0,000
	Deviation from Linearity	1,843	0,071
	Within Groups		
	Total		
Y * X2	(Combined)	9,415	0,000
	Between Groups	81,466	0,000
	Deviation from Linearity	2,210	0,028
	Within Groups		
	Total		

Based on table 2, it is obtained that the probability of linearity (sign) for Y * X1 is 0.000 smaller than 0.05. It can be concluded that the data distribution of the independent variables forms a linear line to the dependent variable. Also, the probability of linearity (sign) for Y * X2 is 0,000 smaller than 0.05, so it can be concluded that the data distribution of the independent variables forms a linear line to the dependent variable. Because the linearity test has been fulfilled, it can be continued with the multicollinearity test. The multi correlation test results show that the value of the coefficient r^2 obtained is smaller than the coefficient of determination (R^2), namely $0.532 < 0.726$. Thus it can be concluded that there is no multicollinearity problem in the regression model. Furthermore, hypothesis testing is carried out. From the hypothesis test results obtained first, the first hypothesis in this study is that there is a contribution between the learning outcomes of entrepreneurial creative products to the interest in entrepreneurship at SMKN 1 Kinali. Based on the analysis results, the value of

$r_{count} > r_{table}$ ($0.537 > 0.227$) was obtained. It shows that entrepreneurial creative products' learning outcomes positively correlate with entrepreneurial interest, which is 0.537. Obtained r_{square} of 0.288. It shows that the contribution between entrepreneurial innovative products' learning outcomes with entrepreneurial interest is 0.288 or 28.8%.

Second, the second hypothesis in this study is that there is a contribution between emotional intelligence and interest in entrepreneurship at SMKN 1 Kinali. Based on the analysis results, the value of $r_{count} > r_{table}$ ($0.699 > 0.227$) was obtained. It shows that emotional intelligence has a positive relationship with interest in entrepreneurship, which is 0.699. obtained r_{square} of 0.489. It shows that the contribution between emotional intelligence and curiosity in entrepreneurship is 0.489 or 48.9%. Third, the third hypothesis in this study is that there is a contribution between entrepreneurial creative products' learning outcomes and emotional intelligence on the eleventh-grade students' interest in entrepreneurship at SMKN 1 Kinali. Based on the analysis, the value of $r_{count} > r_{table}$ ($0.726 > 0.227$) means that the relationship between the X1 variable (learning outcomes of innovative entrepreneur products) and X2 (emotional intelligence) together in contributing to variable Y (interest in entrepreneurship) shows a significant relationship. It shows that entrepreneurship's learning outcomes and emotional intelligence have a positive relationship with interest in entrepreneurship, namely, 0.726. obtained r_{square} of 0.527. It shows that the contribution between the learning outcomes of innovative entrepreneur products and emotional intelligence together on learning achievement is 0.527 or 52.7%. F test was carried out on the learning outcomes variable for innovative entrepreneur products and emotional intelligence to know whether the independent variables (X1, X2) together were significantly related to the dependent variable (Y). Fourth, the F test was obtained through the help of the SPSS version 21 program, the results of which can be seen in the following table. Based on this table, it can be seen that the statistical significance value in the F test is 40,111 with a probability of 0,000 because the probability value is smaller than alpha 0.05 or at the 95% confidence level. For the two-party test, with F_{table} (attachment 11) it was obtained 3,122. Obtained the value of $F_{count} > F_{table}$ then H_0 is rejected, meaning that there is a contribution between learning outcomes of innovative entrepreneur products and emotional intelligence and the interest in entrepreneurship at SMKN 1 Kinali.

Based on the results of research analysis on the contribution of learning outcomes of innovative entrepreneur products and emotional intelligence to the eleventh-grade students' interest in entrepreneurship at SMKN 1 Kinali, then: (1) There is a contribution of learning outcomes of entrepreneur creative products to the eleventh-grade students' interest in entrepreneurship at SMKN 1 Kinali by 28, 8%. (2) There is a contribution of emotional intelligence to the entrepreneurial interest of eleventh-grade students at SMKN 1 Kinali by 48.9%. (3) There is a contribution of learning outcomes of innovative entrepreneur products and emotional intelligence to the entrepreneurial interest of eleventh-grade students at SMKN 1 Kinali of 52.7%.

Discussion

The research results on the contribution of learning outcomes of innovative entrepreneur products and emotional intelligence to the interest in entrepreneurship of eleventh-grade students at SMKN 1 Kinali obtained several findings. First, there is a contribution of learning outcomes of creativity products to interest in entrepreneurship. Good learning outcomes have an impact on what children do in their daily lives. Learning outcomes are indicated by the children's cognitive, psychomotor, and affective abilities. If the child possesses these abilities, it will significantly help the child apply them daily. Children who master knowledge and skills will undoubtedly be interested in doing new things to use what they have acquired in the learning process. Learning outcomes are the results of children's achievements after carrying out the learning process. The existence of a quality learning

process will have an impact on the growing interest in entrepreneurship. Learning provides opportunities for students to optimize their potential in producing products to foster an entrepreneurial spirit that can be a provision after graduation (Diyanti & Soejoto, 2015; Sunarya et al., 2018). Entrepreneurial learning outcomes will impact a person's interest in fostering entrepreneurial interest (Maldini.Js & M.Giatman, 2018; Salwa et al., 2017). Entrepreneur interest comes from within a person to create a business field (Indriyani & Subowo, 2019; Wiwin Novitasyari et al., 2017). Entrepreneur interest is the desire, interest, and willingness of individuals through their ideas to work hard. Have a strong will to meet their needs, without feeling afraid of the risks that will occur, accept challenges, be confident, creative, innovative, and have abilities and skills to make ends meet. So, based on this description, it can be said that there is a relationship between entrepreneurial learning outcomes and entrepreneurial interest.

This study's results are reinforced by the research conducted by Jadmiko et al. (2019), which indicates that with the student's better entrepreneurial learning outcomes and special job market information services (BKK), the student's interest in entrepreneurship will increase. Research by Diandra et al., (2020) shows a significant relationship between entrepreneurial interest and learning outcomes of TPM twelfth grade students in the Creativity and Entrepreneurship Product training course Mechanical Engineering study program SMK Negeri 5 Padang Academic Year 2019/2020. Research by Khotimah et al., (2020) shows that the study results show an R value of 0.834, which means that the relationship between learning outcomes in Creative Products and Entrepreneurship subjects on student interest in entrepreneurship SMK Negeri 7 Jember is powerful. This level of relationship can be categorized as a stable relationship.

Second, emotional intelligence contributes to the eleventh-grade students' interest in entrepreneurship at SMKN 1 Kinali. Emotional intelligence will make someone have an interest in entrepreneurship. Emotional intelligence includes self-control, enthusiasm, and perseverance, as well as the ability to motivate oneself and survive frustration, the ability to control impulses and emotions, not exaggerate pleasures, regulate mood and keep the burden of stress from crippling the ability to think, to reading the deepest feelings of others (empathy) and praying to maintain the best possible relationship, the ability to resolve conflicts and to lead oneself and the surrounding environment (Nugrahaningsih, 2018). With the emotional intelligence of a person will be able to develop an interest in entrepreneurship. Strong emotional intelligence will make a person achieve what he wants to achieve, goals and successes, and emotional intelligence has an essential role in achieving personal and professional success (Halimah et al., 2018; Yohanna et al., 2016). Emotional intelligence is a bridge between what we know and what we will do. The more emotionally intelligent a person at doing whatever he knows is right (Nuryanto et al., 2020). So, it can be said that emotional intelligence will greatly help someone achieve their goals and can remind someone's entrepreneurial interest. The results of this study are reinforced by the results of research conducted by Yohanna et al., (2016) showing that the results of hypothesis testing prove that there is a direct influence of creativity on entrepreneurial intensity by 4.58%, there is a direct effect of emotional intelligence on entrepreneurial intensity by 6.2%. , the magnitude of the influence of creativity and emotional intelligence together on entrepreneurial intentions is 15.7%. The indirect impact of the invention on entrepreneurial intentions due to emotional intelligence interventions is 10.3%, where the effect is greater than the contribution of creativity to entrepreneurial intentions. Research conducted by Nuryanto et al., (2020) states that the internal analysis results using SEM PLS, the test results of 23 indicators show high validity and reliability and can build their respective constructs. The outer analysis results found a significant relationship between the variables of attitude,

subjective norms, self-efficacy, and emotional intelligence on entrepreneurial interest with an effect of 64.8%.

Third, there is a contribution of learning outcomes of innovative entrepreneur products and emotional intelligence to the entrepreneurial interest of eleventh-grade students at SMKN 1 Kinali. Learning outcomes and emotional intelligence correlate together in developing interest in entrepreneurship. With their abilities and strong emotional intelligence, they will be able to build their interest in entrepreneurship. Entrepreneurial interest is not brought from birth but grows and develops according to the factors that influence it. The factors that influence the growth of the decision to become entrepreneurial result from the interaction of several factors, namely the character of a person and their environment (Agusmiati & Wahyudin, 2019; Sari & Rahayu, 2020). So, instilling entrepreneurial interest in children, many factors can affect the interest in entrepreneurship, both internal and external factors.

Conclusion

This study found that the contribution of the two variables was almost as large as students' interest in entrepreneurship. If the indicators in the variable learning outcomes of innovative entrepreneur products and emotional intelligence are improved thoroughly, it can indirectly increase students' interest in entrepreneurship. If the learning outcomes of innovative entrepreneur products and emotional intelligence are in a suitable category, then students can improve their entrepreneurial interest to the fullest. Therefore, it takes good cooperation between all school academicians to increase interest in entrepreneurship optimally. From the teacher's point of view, it is necessary to provide constructive advice and explain how to cultivate students' emotional intelligence. Furthermore, from the principal's side, support is needed to facilitate students to develop their interest in entrepreneurship through the provision of school cooperatives run by students.

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