



The Influence of Project Based Entrepreneurship Education, Income Expectations, and Family Support on Entrepreneurship Interest

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Abstract

This study aims to analyze the influence of project-based entrepreneurship education, income expectations, and family support on the entrepreneurial interest of class XII students of SMK Negeri 1 Bulakamba. The background of this study is the low interest of students in entrepreneurship. The method used is a quantitative survey with a sample of 219 respondents through proportional random sampling techniques. The results of this study indicate that project-based entrepreneurship education has a positive and significant effect on entrepreneurial interest; income expectations have a positive and significant effect on entrepreneurial interest; family support has a positive and significant effect on entrepreneurial interest. These findings provide important implications for schools and teachers to continue to develop the quality of project-based entrepreneurship education and improve students' understanding of the potential income from entrepreneurship. Families are also expected to provide support in fostering this interest. Students are expected to be active in participating in entrepreneurial activities, have positive thoughts about business prospects, and be able to convince their families of their choices. This study has limitations, one of which is the use of Google Forms media which requires an internet connection, while some respondents experience access constraints. Researchers help provide connections as a solution. On the other hand, there are other factors outside the research variables that may influence entrepreneurial interest, so further research is expected to add variables to obtain more comprehensive results.

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INTRODUCTION

Unemployment is a challenge experienced by most regions in the world, including Indonesia. The increasing population growth, accompanied by an increase in the workforce, has caused the number of unemployed to increase. This condition refers to a situation where someone who is part of the active workforce is in the process of looking for work, but has not yet found it. The high unemployment rate not only has implications for the economic instability of a country, but also affects socio-political conditions which ultimately have a negative impact on the prospects for economic development and community welfare (Mardiatillah et al., 2021).

According to a report published by Badan Pusat Statistik (2024), the unemployment rate in Indonesia in February 2024 was recorded at 7.20 million people with an Open Unemployment Rate (TPT) of 4.82 percent. The percentage of TPT according to the highest education completed shows that Vocational High School (SMK) graduates occupy the top position with a figure reaching 8.62 percent. This figure is quite high when compared to other levels of education. This condition can be indicated that, although vocational schools are designed to prepare students to directly enter the workforce, graduates of this level of education still experience difficulties in obtaining employment. This also shows that vocational school graduates face major challenges in entering the labor market (Isnaini, 2024).

One strategy that can be used to overcome the high TPT among vocational school graduates is to encourage students to become entrepreneurs. According to Meredith et al., (2005:5) An entrepreneur is a person who can identify and evaluate business prospects and, through strategic decision-making, gather the required infrastructure and facilities. Entrepreneurship not only opens up new economic opportunities for a country, but also plays a role in creating jobs, increasing family income, and increasing sustainable economic growth

(Aisyahrani, 2024).

Realizing the importance of entrepreneurship for a country, the government is trying to accelerate the growth of entrepreneurship and raise the ratio of entrepreneurs to 4 percentage of the entire population as of 2024. One of the strategic steps taken is to stipulate Presidential Regulation Number 2 of 2022 concerning the Development of National Entrepreneurship. As of right now, 3.47 percent of Indonesians are entrepreneurs, which is why the regulation was put in place. Compared to ASEAN nations like Thailand (4.6 percent), Malaysia (4.74 percent), and Singapore (8.76 percent), this number is still quite low (Sutrisno, 2022). Therefore, to achieve accelerated entrepreneurship growth and increase the entrepreneurship ratio, cross-sector coordination is carried out between ministries, local governments, and institutions, both government institutions and private institutions in creating prospective entrepreneurs through efforts to cultivate interest in entrepreneurship.

Interest in entrepreneurship is the first step that determines a person's involvement in entrepreneurship activities. According to Oei et al., (2022) interest in entrepreneurship is the drive to express creativity and innovative ideas in exploring and finding business opportunities to achieve success. An individual's interest in entrepreneurship is not innate from birth; rather, it develops over time due to a variety of contributing variables (Sari et al., 2022). According to Fahmi et al., (2016) factors that influence interest in entrepreneurship include demographic factors (age and gender); environmental factors (educational environment, community environment and family environment); personality factors (risks-taking, self-confidence, understanding in entrepreneurship and the need for achievement); and entrepreneurship motive factors (channeling ideas and working). Furthermore, according to Suryana (2006:62) there are various factors, both internal and external, that can influence a person's interest in entrepreneurship. Internal factors are factors that are formed within a

person including ownership, competence, and incentives. Meanwhile, external factors are factors that are formed from outside a person, including the environment of friends, family environment, and school environment.

Vocational High School is one of the educational institutions in Indonesia that aims to produce skilled workers with expertise that is in line with the demands of the world of work (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2018). In addition, Vocational High School also plays a role in instilling and developing an interest in entrepreneurship. One of the schools that is committed to this is SMK Negeri 1 Bulakamba which consistently strives to foster interest in entrepreneurship as reflected in the school's mission, namely "Preparing graduates who are ready to work, continue, and become entrepreneurs according to their fields of expertise".

According to a prior study related to the absorption of graduates of SMK Negeri 1 Bulakamba, it indicates that students' interest for entrepreneurship is relatively low, which is displayed in Table 1.

Based on Table 1, the percentage of graduates who choose to become entrepreneurs is only 4 percent of the total alumni who graduated in the last three years. This figure is relatively low, if referring to the alumni absorption standards set by the Special Job Exchange (BKK) of SMK Negeri 1 Bulakamba that the ideal percentage of alumni who become entrepreneurs is 20 percent, work is 60 percent, college is 10 percent, and others are 10 percent. Although the number of alumni who

choose to become entrepreneurs has increased every year, this figure is still far behind when compared to graduates who choose to work. This condition shows that there are still few graduates who implement the entrepreneurship abilities and skills they have acquired during school. In addition, this also indicates that the interest in entrepreneurship is still relatively low when compared to work options (Putra & Ramantha, 2021).

The preliminary study was strengthened by findings from an interview with a teacher of entrepreneurship at SMK Negeri 1 Bulakamba who stated that the low interest of students in entrepreneurship was caused by several obstacles in the implementation of project-based entrepreneurship education. One of them is the limited duration of time due to curriculum demands which causes the implementation of entrepreneurship education and project activities to be less than optimal. In addition, at the project planning stage in the syntax of project based, students experience limitations in compiling creative and innovative business plans and ideas. This obstacle is related to indicators of concept formulation and development of business ideas that students should be able to explore business plans and ideas, but students tend to be fixated on the expertise program they take so that they are less able to explore creative and innovative business plans and ideas.

Furthermore, based on the findings of student interviews, it shows the view that entrepreneurship activities generate uncertain income, thus giving rise to concerns about the risk of possible losses. Students also feel

Table 1. Graduate of State SMK Negeri 1 Bulakamba

School Year	Alumni	Work	College	Entrepreneurship	In Waiting Period
2021/2022	515	250	16	3	246
2022/2023	463	324	14	23	102
2023/2024	472	265	28	25	154
Total	1.450	839	58	51	502
(%)		58	4	4	35

Source: Special Job Fair for State SMK Negeri 1 Bulakamba

that support from their families for entrepreneurship has not been fully provided. Families tend to be hesitant about the choice of entrepreneurship, because families encourage students to work more. This is influenced by concerns about possible challenges and financial limitations in supporting students to become entrepreneurs.

Based on the interview results, a pre-research was conducted regarding students' plans after completing their education at SMK Negeri 1 Bulakamba through sampling. It is known that of the 108 students who were sampled, 73.6 percent chose to work, 18.9 percent chose to college, and only 7.5 percent chose to become entrepreneurs. These results indicate that there are still few students who are interested in becoming entrepreneurs and indicate that entrepreneurial interest among students continues to be modest. Therefore, the interest for entrepreneurship among vocational school students needs to be increased, this is in line with the research of Agusmiati & Wahyudin (2018) which revealed that increasing interest in entrepreneurship among students can support practical skills for entrepreneurship in the future.

Based on preliminary studies, interview results, and pre-research, it was found that the factors that influence the entrepreneurship interest of students at SMK Negeri 1 Bulakamba are income expectations, family support, and entrepreneurship education. In line with Suryana's opinion (2006:62) regarding external factors that influence entrepreneurship interest, entrepreneurship education is part of the elements contained in school environmental factors. Entrepreneurship education aims to equip students with knowledge, interests, attitudes, and entrepreneurship values so that they are able to develop independence, creativity, and the ability to innovate (Putri, 2017).

Through entrepreneurship education, students are prepared to be able to identify business opportunities and solve problems with solutions. Entrepreneurship education is not only limited to theoretical teaching, but also includes project activities designed to support

the development of entrepreneurship abilities and skills in students. One relevant approach is project based learning, which has been implemented by SMK Negeri 1 Bulakamba through the implementation of project based entrepreneurship education. Project based is a learning model that emphasizes the active role of students by providing direct opportunities to apply skills through project implementation (Jedinasrul et al., 2022). This learning model utilizes problems as a starting point to identify and unify new understandings based on experience through project activities (Setianingrum, 2022). The studies carried out by Octaviany et al., (2024) found that project based entrepreneurship education has a positive and significant influence on the entrepreneurship interest of class XII students of SMA Negeri 2 Krakatau Steel Cilegon. On the other hand, based on the results of studies carried out by Wardani et al., (2024) revealed that entrepreneurship education has no influence on entrepreneurship interest. This shows that there are differences in findings in studies carried out by several researchers regarding the influence of entrepreneurship education on entrepreneurship interest.

In addition to entrepreneurship education, income expectations are internal factors that also contribute to shaping a person's entrepreneurial interest (Siregar & Lubis, 2022). Income expectations are a person's estimate of the expected income from running a business (Setiawan & Sukanti, 2016). According to Setiawan & Malik (2021), when someone expects a higher income from entrepreneurship, the interest in becoming an entrepreneur will be stronger. This is because entrepreneurship can provide opportunities to control the source of income obtained. The potential for higher income compared to working as an employee is one of the attractions for entrepreneurship (Sintya, 2019). Studies carried out by Mualifah & Prasetyoningrum (2020) revealed that income expectations have a positive and significant effect on interest in entrepreneurship. Conversely, based on the results of studies carried out by Widianingsih (2021),

it was revealed that income expectations had no effect on interest in entrepreneurship. This shows that there are differences in findings in studies carried out by several researchers regarding the influence of income expectations on entrepreneurship interest.

In addition to income expectations, family support is one of the external factors that influences entrepreneurship interest (Putri & Subiyantoro, 2024). Rosdianto (2023) defines family support as a belief and strategy that focuses on strengthening and empowering families that contribute positively to children's growth and educational journey. The family plays an important role in encouraging and influencing entrepreneurship interest, because it is the first place of education for children that helps develop their interests, talents and potential from an early age (Khotimah, 2020). The family support provided can indirectly encourage children to be involved in entrepreneurship activities. Studies carried out by Aditia et al., (2022) revealed that family support has a positive and significant influence on entrepreneurship interest. Conversely, based on the results of studies carried out by Fitriani & Hermawan (2024), it was revealed that family support did not have a significant influence on entrepreneurship interest. This shows that there are differences in findings in studies carried out by several researchers regarding the influence of family support on entrepreneurship interest.

Referring to several previous studies, there has not been much integrated research that examines the combined influence of project-based entrepreneurship education, income expectations, and family support on students' entrepreneurial interest. Moreover, the results of existing studies show inconsistencies, with some indicating significant influence while others do not, thus creating a clear research gap. This gap is particularly relevant in the context of SMK Negeri 1 Bulakamba, where the implementation of project-based entrepreneurship education has not yet been accompanied by a high number of graduates

pursuing entrepreneurship. This condition highlights a discrepancy between educational efforts and actual student outcomes. Therefore, this study is urgently needed to explore the factors that influence entrepreneurial interest in a more comprehensive manner and to provide empirical insights that can strengthen entrepreneurship education strategies, particularly in vocational school settings such as SMK Negeri 1 Bulakamba.

METHODS

This research adopts a quantitative approach through the use of a survey method. Sugiyono (2022:15) explains that quantitative research aims to analyze samples with data obtained through the use of research tools and analyzed using a quantitative approach to prove the formulated hypothesis. This research was conducted at SMK Negeri 1 Bulakamba in the even semester of the 2024/2025 academic year. The population in this study were all 482 students of class XII of SMK Negeri 1 Bulakamba. The research sample used was 219 students obtained through the proportionate random sampling technique, namely each class has a proportional number so that the samples taken can represent each class (Suliyanto, 2018:219).

The data utilized in this research comprise both primary and secondary sources. Primary data were obtained through interviews and questionnaires, whereas secondary data included graduate reports, number of students, names of SMK Negeri 1 Bulakamba students, literature, journals, articles, and statistical data. Additionally, closed questionnaires, paperwork, and interviews were used to collect data for this investigation. The data obtained were then subjected to analysis techniques including instrument validity tests, reliability tests, normality tests, multicollinearity tests, heteroscedasticity tests, multiple linear regression, determination coefficient tests, F tests, and t tests.

RESULTS AND DISCUSSION

Validity Test

The validity test was conducted to evaluate the extent to which the research instrument accurately measures the variables under study. The test involved 30 respondents and used a significance level of 5%, with the critical value of the r-table set at 0.361. A statement is considered valid if the calculated r-value exceeds the r-table value. The results show that all 10 items on the entrepreneurial interest variable are valid. Similarly, all 10 items measuring project-based entrepreneurship education, income expectation, and family support variables are also valid. Therefore, all items for each variable are deemed appropriate and reliable to be used as data collection instruments in this study.

Reliability Test

The reliability test was conducted using the Cronbach's Alpha method to measure the internal consistency of the instrument. An instrument is considered reliable if the Cronbach's Alpha value is greater than or equal to 0.6. The results of the reliability test are presented in Table 2.

Table 2. Result Reliability Tes

No	Variables	Cronbach's Alpha	Result
1	IE	0.889	Reliable
2	EEBP	0.900	Reliable
3	EI	0.875	Reliable
4	SF	0.864	Reliable

Source: Processed Primary Data, 2025

Based on Table 2, it can be concluded that all variables entrepreneurial interest, project-based entrepreneurship education, income expectation, and family support have Cronbach's Alpha values above 0.6. Therefore, all instruments used in this study are considered reliable for data collection.

Normality Test

The normality test was conducted using the Kolmogorov-Smirnov method to determine whether the data were normally distributed. Research data are considered to be normally distributed if the significance value is greater than or equal to 0.05. The results of the normality test are presented in Table 3.

Table 3.Results Test Normality

Variables	Sig. Value	Sig. Level	Results
Unstandardized Residual	0.200	0.05	Normal

Source: Processed Primary Data, 2025

As shown in Table 3, the significance value obtained is 0.200, which is greater than the significance level of 0.05. Therefore, it can be concluded that the data in this study are normally distributed.

Multicollinearity Test

The multicollinearity test was conducted to determine whether there is a correlation among the independent variables in the regression model. This was assessed using the tolerance and Variance Inflation Factor (VIF) values. Multicollinearity is considered absent when the tolerance value is greater than 0.1 and the VIF value is less than 10. The results of the multicollinearity test are presented in Table 4.

Table 4. Results Test Multicollinearity

No	Variable	Tolerance	VIF	Results
1	EEBP	0.661	1.512	No multicollinearity
2	EI	0.758	1.319	No multicollinearity
3	SF	0.649	1.540	No multicollinearity

Source: Processed Primary Data, 2025

As shown in Table 4, all independent variables have tolerance values greater than 0.1 and VIF values less than 10. Therefore, it can be concluded that there is no multicollinearity among the independent variables in this study.

Heteroscedasticity Test

The heteroscedasticity test was conducted using the Glejser method to analyze whether there is a difference in the variance of residuals across observations in the regression model. Heteroscedasticity is considered absent if the significance value is greater than or equal to 0.05. The results of the heteroscedasticity test are shown in Table 5.

Table 5. Results Test Heteroscedasticity

No	Variable	Value	Alpha	Result
1	EEBP	0.731	0.05	No heteroscedasticity
2	EI	0.573	0.05	No heteroscedasticity
3	SF	0.174	0.05	No heteroscedasticity

Source: Processed Primary Data, 2025

As shown in Table 5, the significance values for all independent variables are greater than or equal to 0.05. Therefore, it can be concluded that there is no heteroscedasticity in the regression model.

Analysis Multiple Linear Regression

Analysis multiple linear regression analysis was conducted to measure the influence of the independent variables on the dependent variable, as well as to determine the direction of the relationships among them. Based on the results presented in Table 6, the following multiple linear regression equation was obtained.

$$Y = 6.755 + 0.559X_1 + 0.147X_2 + 0.107X_3$$

1. The coefficient of 0.559 for project-based entrepreneurship education (X_1) indicates a positive effect on entrepreneurial interest. This means that the more effectively this learning model is implemented, the

higher the students' interest in entrepreneurship.

2. The coefficient of 0.147 for income expectation (X_2) also shows a positive relationship, suggesting that students with higher expectations of income from entrepreneurship are more likely to develop entrepreneurial interest.
3. The coefficient of 0.107 for family support (X_3) indicates a positive effect, meaning that greater family support contributes to an increase in students' interest in entrepreneurship.

Table 6. Results Analysis Multiple Linear

Model	Unstandardized Coefficients		Standardized Coefficients Beta
	B	Std. Error	
Constant	6.755	1.685	
EEBP	0.559	0.050	0.604
EI	0.147	0.048	0.156
SF	0.107	0.047	0.123

Source: Processed Primary Data, 2025

Coefficient of Determination

The coefficient of determination is used to measure the extent to which the regression model explains the variation in the dependent variable. The results of the coefficient of determination are presented in Table 7.

Table 7. Results Coefficient Determination

Model	R	R Square
1	0.764	0.583

Source: Processed Primary Data, 2025

As shown in Table 7, the R Square value is 0.583, which indicates that the independent variables—project-based entrepreneurship education, income expectation, and family support—collectively explain 58.3% of the variation in students' entrepreneurial interest. The remaining 41.7% is influenced by other factors not included in this study.

F Test

The F test is used to determine whether the independent variables, when taken together, have a significant effect on the dependent variable. The significance level (α) used is 0.05, with degrees of freedom for the numerator (k) = 3 and for the denominator ($n - k - 1$) = 215, based on a total sample size (n) of 219. The critical F value (F table) is 2.65. The alternative hypothesis (H_a) is accepted if the calculated F value (F count) is greater than the F table value. The results of the F test are shown in Table 8.

Table 8. Results F Test

F _{count}	F _{table}	Sig.	Alpha
100.182	2.65	0.000	0.05

Source: Processed Primary Data, 2025

As shown in Table 8, the F statistic value of 100.182 is greater than the F table value of 2.65, and the significance value of 0.000 is less than 0.05. This indicates that H_a is accepted, meaning that project-based entrepreneurship education, income expectation, and family support jointly have a significant effect on students' entrepreneurial interest. Therefore, the regression model is considered appropriate and can be used in this study.

t -test

The t-test was conducted to examine the effect of each independent variable on the dependent variable individually. The significance level (α) used in this test is 0.05, with degrees of freedom ($n - k - 1$) equal to 215, based on a sample size (n) of 219. The critical value of t

table is 1.652. The alternative hypothesis (H_a) is accepted if the t statistic is greater than the t table. The results of the t-test are presented in Table 9.

Considering the Table 9, received the following t-test results:

H 1: Project-based entrepreneurship education has a t-count value of 11.156, which is greater than the t-table value of 1.652, and a significance value of 0.000, which is less than 0.05. Therefore, H_a is accepted, indicating that project-based entrepreneurship education has a positive and significant effect on the entrepreneurial interest of Grade XII students at SMK Negeri 1 Bulakamba.

H 2: Income expectation has a t-count value of 3.093, which is greater than the t-table value of 1.652, and a significance value of 0.002, which is less than 0.05. Thus, H_a is accepted, meaning that income expectation has a positive and significant influence on students' entrepreneurial interest.

H 3: Family support has a t-count value of 2.258, which is greater than the t-table value of 1.652, and a significance value of 0.025, which is less than 0.05. Therefore, H_a is accepted, indicating that family support has a positive and significant effect on students' entrepreneurial interest.

The Influence of Project Based Entrepreneurship Education on Entrepreneurship Interest

The findings of this study indicate that project-based entrepreneurship education has a positive and significant effect on students' entrepreneurial interest. This is evidenced by a t-stat value of 11.156, which is greater than the t-table value of 1.652, and a significance level of 0.000, which is less than 0.05. These results suggest that the implementation of project-based entrepreneurship education can enhance students' interest in entrepreneurship.

Analysis of indicator scores based on student responses shows that the highest index value for the project-based entrepreneurship education variable lies in the teamwork ability indicator, with a value of 83.11%, which

Table 9. Results t –test

No	Variable	t _{count}	t _{table}	Sig.	Sig. Level
1	EEBP	11.156	1.652	0.000	0.05
2	EI	3.093	1.652	0.002	0.05
3	SF	2.258	1.652	0.025	0.05

Source: Processed Primary Data, 2025

falls within the high category. This finding illustrates that project-based entrepreneurship education fosters teamwork skills, such as respecting others' opinions and working collaboratively, thereby better preparing students for real-world business environments where teamwork and effective communication are essential. This is supported by Rofiudin et al., (2024) who found that collaborative project-based learning plays a vital role in developing students' teamwork and communication competencies to meet business challenges.

Conversely, the lowest index value is observed in the entrepreneurial ability indicator, with a score of 73.52%, which is still categorized as high but relatively lower. This suggests that despite exposure to project-based entrepreneurship education, students continue to face challenges in formulating creative and innovative business plans. This aligns with field observations and interviews with entrepreneurship teachers at SMK Negeri 1 Bulakamba, which revealed that students often struggle to go beyond their vocational expertise areas when generating business ideas. They tend to produce ideas that are narrow and repetitive, limiting the variety and novelty of their business plans. Furthermore, limited instructional time due to curriculum demands also hinders students from fully exploring, refining, and executing their ideas.

These qualitative findings deepen our understanding of the relatively low score on the entrepreneurial ability indicator. They highlight that, while students are interested in entrepreneurship, structural limitations—such as time constraints and narrow thinking influenced by their major—can reduce the effectiveness of project-based learning outcomes. This underscores the need for schools to provide more open-ended exploration time and encourage cross-disciplinary creativity to optimize entrepreneurial potential.

These findings are in line with previous research by Octaviany et al., (2024) which found that project-based entrepreneurship education significantly enhances entrepreneurial interest. Similarly, Setianingrum

(2022) and also concluded that the application of project-based learning models has a positive and significant impact on students' entrepreneurial interest.

The Influence of Income Expectations on Entrepreneurship Interest

The findings of this study show that income expectation has a positive and significant effect on students' entrepreneurial interest. This is evidenced by a t-stat value of 3.093, which is greater than the t-table value of 1.652, and a significance level of 0.002, which is less than 0.05. These results indicate that higher income expectations can enhance students' interest in pursuing entrepreneurship.

An analysis of the indicator scores based on student responses reveals that the highest index value within the income expectation variable is found in the expectation of earning a higher income, with an index of 83.79%, categorized as high. This suggests that the belief in the potential to earn more through entrepreneurship serves as a motivational factor that encourages students to consider entrepreneurship as a viable career path. This finding is supported by who found that expectations of higher income play a crucial role in fostering entrepreneurial interest.

Conversely, the lowest index value is observed in the expectation of obtaining unlimited income indicator, with a score of 71.92%, which, although still categorized as high, is comparatively lower. This implies that students do not fully believe that entrepreneurship guarantees unlimited financial gain. Instead, they appear to adopt a more realistic view of the financial risks and uncertainties associated with running a business.

This interpretation is strengthened by qualitative interview data, in which students expressed concerns regarding income instability and potential financial losses. Several respondents mentioned that although entrepreneurship offers opportunities for greater income, it also carries inherent risks that make it less attractive for those seeking financial

security. These insights suggest that students' entrepreneurial interest is not solely driven by idealistic financial expectations, but also moderated by a pragmatic awareness of business risks.

Such qualitative findings help explain the relatively lower index score in the unlimited income indicator and reveal an important nuance: income expectations can motivate, but financial fears can constrain entrepreneurial intentions. This calls for entrepreneurship education programs that not only highlight potential gains but also address students' concerns about financial uncertainty by equipping them with proper risk management skills.

These findings are consistent with previous studies by Siregar & Lubis (2022) which reported a positive and significant influence of income expectations on entrepreneurial interest. Similarly, Setiawan & Malik (2021) and Mualifah & Prasetyoningrum (2020) found that income expectations significantly affect students' desire to engage in entrepreneurial activities.

The Influence of Family Support on Entrepreneurship Interest

The findings of this study reveal that family support has a positive and significant effect on students' entrepreneurial interest. This is supported by a t-stat value of 2.258, which is greater than the t-table value of 1.652, and a significance level of 0.025, which is less than 0.05. These results indicate that the greater the family support received by students, the higher their interest in entrepreneurship.

Analysis of indicator scores from student responses shows that the highest index value within the family support variable lies in the informational support indicator, with an index of 79.91%, categorized as high. This suggests that family members play a crucial role in providing guidance and motivation, helping students to identify and develop various business ideas. Such support strengthens students' confidence to explore entrepreneurial opportunities. This finding is supported by Anwar

(2024) who noted that family support in the form of advice and encouragement significantly enhances students' confidence to pursue entrepreneurial activities.

In contrast, the lowest index value is found in the appraisal support indicator, with a score of 72.95%, which, while still high, is lower compared to other indicators. This indicates that although families provide general support, they may still harbor doubts regarding students' readiness to become entrepreneurs. Concerns include uncertainty about students' ability to handle the challenges of entrepreneurship, limited financial resources to support their business ventures, and a tendency to encourage students to pursue more stable forms of employment instead. This is consistent with interview findings, where students reported that their families were hesitant to fully support entrepreneurial pursuits due to worries about risks and economic uncertainty.

These findings are in line with previous by Putri & Subiyantoro (2024) which concluded that family support significantly influences students' entrepreneurial interest. Similar results were reported by Chauhan et al., (2024) and Maulida et al., (2023) who found that family support plays an important role in fostering entrepreneurial motivation and interest among students

CONCLUSION

The following findings have been reached in light of the outcomes of the data processing and discussion that have been conducted (1) Entrepreneurship education based on project has a positive and significant effect on the entrepreneurship interest of class XII students of SMK Negeri 1 Bulakamba. This proves that the more effective the implementation of entrepreneurship education based on project, the higher the students' interest in entrepreneurship; (2) Income expectations have a positive and significant effect on the entrepreneurship interest of class XII students of SMK Negeri 1 Bulakamba. This proves that the higher the expectation of income from entrepreneurship

activities, the higher the students' interest in entrepreneurship; (3) Family support has a positive and significant effect on the entrepreneurship interest of class XII students of SMK Negeri 1 Bulakamba. This proves that the higher the family support given, the higher the students' interest in entrepreneurship.

These findings enrich the understanding that the entrepreneurial interest of vocational school students is not only influenced by internal factors such as income expectations, but also by external factors such as the learning methods used and social support from the family. Thus, entrepreneurial interest is formed through synergy between learning approaches, perceptions of economic benefits, and a supportive social environment.

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