



The Relationship of Motivation and Interest of Culinary Students Regarding Entrepreneurial Practices

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Article History

Received
07 January 2023

Accepted
31 May 2023

Published
24 June 2024

Abstract. This study aims to determine the relationship between the motivation and interest of culinary students regarding entrepreneurial practices. This research is descriptive research with a quantitative approach. The population in this study was class XI students majoring in Culinary at SMK Dharma Wanita Gresik, with as many as 35 students. The data research was collected through questionnaires and observations. The results showed that: (1) there was no positive and significant relationship between motivation towards the entrepreneurial practice. This is proved by the $(0.151 < 0.334)$ correlation with a significance of 0.386, (2) there is no positive and significant relationship between the interest in entrepreneurship and the entrepreneurial practice. This is proved by the $(0.171 < 0.334)$ correlation with a significance of 0.326, and (3) there is no positive and significant relationship between the motivation and interest in entrepreneurship towards the entrepreneurial practice. This is proved by the $(0.172 < 0.334)$ correlation with a significance of 0.618. The degree of relationship between the variables X1 and X2 to Y is very low.

Keywords: Relationship, motivation, entrepreneurial interest, entrepreneurial practices.

INTRODUCTION

Entrepreneurship is a vital life skill inherent in every individual, though many people may not realize their potential in this area. Experts have extensively discussed entrepreneurship. Carayannis et al. (2015) describe it as the capacity to generate new and innovative ideas. An entrepreneur is someone who has the competence to establish and manage innovative businesses (Jardim, 2021). Consequently, entrepreneurship starts with a challenge and involves generating ideas, the desire, and the motivation to take initiative through creative thinking and innovative action to address that challenge (Bolzani & Luppi, 2021). Various factors influence this innovative action, with education being a significant one.

Education is a process of transforming an individual's attitudes to achieve greater maturity through teaching or training, such as learning entrepreneurship (Paul & Quiggin, 2020). Entrepreneurship education is a critical necessity that must be instilled from an early age to gradually develop self-abilities. Lailatu (2017) emphasized that while entrepreneurship education has been growing, it is most effective when introduced early rather than during middle school, high school, or college. Rachmadyanti & Wicaksono (2016) also noted that entrepreneurship education has been advancing for many years, suggesting that Indonesia is well-positioned to produce generations capable of meeting contemporary challenges. Teachers must employ various strategies to instill entrepreneurial values from early childhood, ensuring that children develop entrepreneurial skills from a young age. This requires careful planning to

integrate entrepreneurial values from elementary school through secondary education, with vocational schools playing a crucial role in this effort.

Vocational High School provides secondary education focused on vocational training to prepare students to be competent and work-ready, exemplified by SMK Dharma Wanita Gresik. This school stands out by not only preparing students for professional roles and emphasizing specific competencies but also by fostering independence and entrepreneurial spirit. To achieve this, SMK Dharma Wanita Gresik includes entrepreneurship education as a key component of its curriculum, encouraging students to pursue entrepreneurship after graduation.

However, according to Aprilianty (2012), the current learning system must effectively cultivate students' entrepreneurial spirit. The learning mechanism in vocational schools has yet to fully develop the potential of entrepreneurial personality, as evidenced by high unemployment rates and a relatively low number of entrepreneurs. This issue is also apparent at SMK Dharma Wanita Gresik, particularly in the Culinary Skills Program. A pre-survey conducted with initial data collection of culinary graduates from the 2020-2021 academic year revealed that out of 28 graduates, most students preferred to seek employment as factory workers rather than starting their own businesses. This suggests that the current vocational training does not adequately encourage entrepreneurship among students.

In the current era of globalization, entrepreneurship is a critical issue for the country's economic development. According to TPT data from August 2021, the unemployment rate (TPT) among vocational high school (SMK) graduates was the highest compared to other education levels, at 11.13%. To address this, various measures can be taken to stimulate entrepreneurship in Indonesia, one of which is incorporating entrepreneurship lessons into school curricula.

Entrepreneurship lessons provide students with an opportunity to express themselves through entrepreneurial behavior. It is crucial for students to be actively engaged during the learning process to fully understand how to maximize their entrepreneurial potential and develop their unique characteristics. These lessons are complemented by practical entrepreneurial activities that apply the theoretical knowledge learned. Through these practices, students interact directly with their environment, fostering new behaviors, creative thinking, responsible attitudes, and the willingness to take risks in building their businesses. Aprilianty (2012) emphasized the importance of entrepreneurship education for vocational school students, particularly those in SMK, to broaden their understanding. The research also concluded that entrepreneurial knowledge positively influences students' interest in entrepreneurship.

Building students' entrepreneurial character can be achieved by creating an environment that fosters their interest in entrepreneurship (Boldureanu et al., 2020). To support this growth, students need strong motivation to enhance their desire to become entrepreneurs and create job opportunities. Interest is a key indicator of one's drive in a particular field. When students have an interest, they are more motivated to acquire new knowledge. Motivation plays a crucial role in fulfilling expected needs. Students who lack intention often have low motivation, making them hesitant to take risks. Conversely, highly motivated students exhibit enthusiasm and are more likely to develop and implement ideas to overcome challenges in entrepreneurship (Su et al., 2020).

As part of the younger generation, students must possess a strong desire to become successful entrepreneurs. However, this desire alone is not enough to guarantee success; it must be complemented by motivation, interest, and ability in the intended field. The ability referred to here involves students' proficiency in entrepreneurial practices. Mastery of these abilities provides students with both theoretical knowledge and practical skills, enabling them to develop creative and innovative ideas as foundational elements for future entrepreneurial endeavors. A high level of creative thinking ability also builds students' confidence in becoming entrepreneurs (Durnali, 2023).

Sari (2012) highlighted that many SMK students are less inclined towards entrepreneurship post-graduation due to factors such as risk aversion, lack of confidence, fear of failure, and insufficient motivation and enthusiasm to venture out on their own. Entrepreneurship is often viewed as a career path fraught with challenges and uncertainties in launching new businesses, which contributes to students preferring employment under others rather than starting their own ventures.

Research by Aprilianty (2012) at Pangkalan Bun Muhammadiyah Vocational School in Central Kalimantan identified several key factors influencing interest in entrepreneurship, including entrepreneurial personality traits, entrepreneurial insight, and family environment. Similarly, Kasmawati et al. (2022) found a positive and significant correlation between family environment, entrepreneurial insight, interest in entrepreneurship, and students' entrepreneurial behavior in classes XI and XII. These findings underscore the importance of supportive family environments and fostering entrepreneurial insights to cultivate students' interest and readiness for entrepreneurship in vocational education settings.

Based on the background provided, this research aims to explore various factors influencing entrepreneurial practices beyond the commonly studied aspects like family environment and entrepreneurial insight. The goal is to

deepen understanding of these factors and their impact on students' entrepreneurial behaviors. By doing so, this study seeks to contribute to Indonesia's development by inspiring the younger generation to create businesses and thereby reduce unemployment.

In light of this context, the research question posed is whether there exists a correlation between motivation and interest in entrepreneurial practices among class XI Culinary Students at SMK Dharma Wanita Gresik. The study intends to investigate this correlation to shed light on the motivational factors that drive students' interest in entrepreneurship within this specific vocational context.

METHOD

Based on the study titled "The Relationship between Motivation and Interest in Entrepreneurship Practices of Class XI Culinary Students at Dharma Wanita Gresik Vocational School," this research adopts a correlational approach within a quantitative paradigm. It focuses on examining potential correlations between variables. The quantitative data analysis paradigm is utilized for processing numerical data, measuring both independent and dependent variables through statistical methods. This method enables the identification of differences in understanding related to the studied variables' correlations. Data collection methods include observing entrepreneurial practices and administering questionnaires to assess students' motivation and interest in entrepreneurship. The study involves 35 class XI vocational students specializing in catering, comprising 8 students with disabilities, and 27 average students, utilizing a combination of questionnaire surveys and observational techniques.

RESULTS AND DISCUSSION

In this section, the data for each variable will be presented, including measures such as the average (mean), median, mode, and standard deviation. Additionally, a frequency distribution table for each variable will be provided. The data processing results are generated using SPSS 22.0 for Windows.

Student Motivation Variables

Variable data regarding student motivation among class XI Culinary at SMK Dharma Wanita Gresik were collected using a questionnaire comprising 16 items, with 35 students participating. Responses ranged from 1 to 5, with the highest score being 5. The recorded motivational data for these students ranged from a minimum sum of 32.00 to a maximum score of 79.00. Analytical findings show the following metrics: Mean (M) = 68.46, Median (Me) = 71.00, Mode (Mo) = 74.00, and Standard Deviation (SD) = 9.6. The calculations resulted in 6 class intervals, a data range of 47, and a class length of 8. This facilitates the creation of a frequency distribution table and histogram for further analysis.

TABLE 1. Frequency distribution of student motivation data.

No.	Class Intervals	Frequency	&
1	32-39	1	3%
2	40-47	0	0%
3	48-55	2	6%
4	56-63	6	17%
5	64-71	10	29%
6	72-79	16	46%
Amount		35	100%

The frequency distribution of the motivation variable for class XI Culinary students at SMK Dharma Wanita Gresik is illustrated by the following **FIGURE 1**.

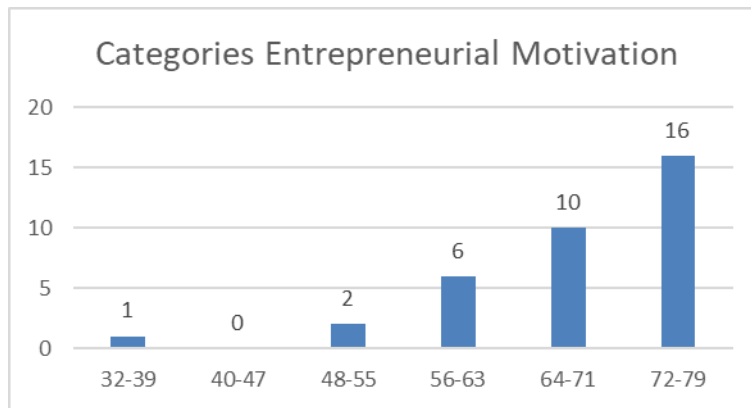


FIGURE 1. Histogram of student motivation data frequency.

TABLE 1 indicates that 16 participants scored within the 72-79 interval, accounting for 46% of the total population. The tendency of the motivational variables of class XI Culinary students at SMK Dharma Wanita Gresik is determined by the ideal mean value and standard deviation. Based on this norm reference, the ideal mean motivation score for these students is 68.46, with an ideal standard deviation of 9.6. From these ideal scores, the following three classifications can be established.

Based on the findings from **TABLE 1**, where 46% of participants scored within the 72-79 interval in the motivational variables of class XI Culinary students at SMK Dharma Wanita Gresik, it is evident that a significant portion of students exhibit moderate to high levels of motivation. The ideal mean motivation score of 68.46, with a standard deviation of 9.6, provides a benchmark against which the students' motivational levels are categorized.

Previous research has explored similar themes regarding the relationship between motivation, interest in entrepreneurship, and actual entrepreneurial practices among students. For instance, Sari (2012) highlighted that vocational school students often face challenges such as risk aversion, lack of confidence, and fear of failure, which may inhibit their pursuit of entrepreneurial ventures (Sari, 2012). This aligns with the current study's findings that despite moderate to high levels of motivation among culinary students, this does not necessarily translate into active entrepreneurial engagement.

Similarly, research by Aprilianty (2012) and Rakib (2022) emphasized the role of family environment and entrepreneurial insight in shaping students' interest and engagement in entrepreneurship. These studies underscore the multifaceted nature of factors influencing entrepreneurial behaviors, suggesting that motivational factors alone may not suffice without supportive environmental and personal factors.

TABLE 1. Distribution of student motivation variable categorization.

No	Score	Frequency		Category
		F	%	
1.	$M \geq 58$	5	14	Tall
2.	$58 \leq X < 78$	26	74	Currently
3.	$X < 58$	4	12	Low
Total		35	100	

TABLE 2 reveals the frequency distribution of motivational variables among class XI Culinary students at SMK Dharma Wanita Gresik. Specifically, 14% (5 students) fall into the high classification, 74% (26 students) fall into the medium classification, and 12% (4 students) fall into the low classification. Therefore, the motivation variable for these students is predominantly moderate, with 74% of students classified in this range.

Based on **TABLE 2**, which presents the frequency distribution of motivational variables among class XI Culinary students at SMK Dharma Wanita Gresik, it is evident that the majority of students exhibit moderate levels of motivation. Specifically, 74% of students are classified in the medium range, indicating a consistent level of motivation across a significant portion of the cohort. This distribution highlights a trend where a substantial number

of students possess a baseline level of motivation conducive to engaging in learning and potentially exploring entrepreneurial practices.

Previous research underscores various factors influencing motivation among vocational school students, particularly in the context of entrepreneurship. For instance, studies by Wardhani (2015) and Prasetyo (2017) emphasize the role of educational environment, peer influence, and personal aspirations in shaping students' motivational levels. These studies suggest that while moderate motivation levels are common, the specific triggers and sustained factors influencing high motivation levels warrant further investigation.

In alignment with the current study's findings, where 14% of students demonstrate high motivation, research by Riyadi (2018) suggests that targeted interventions such as mentorship programs and practical learning experiences can enhance students' intrinsic motivation towards entrepreneurial activities. These interventions could potentially bridge the gap between moderate and high motivation levels observed among class XI Culinary students, fostering greater enthusiasm and proactive engagement in entrepreneurial practices.

Entrepreneurial Interest Variable

Data on the interest in entrepreneurship among class XI Culinary students at SMK Dharma Wanita Gresik were gathered using a questionnaire with 10 items, answered by 35 students. The responses included five alternative answers, with scores ranging from 1 to 5. The highest score recorded was 49.00, and the lowest was 27.00. The analytical results are as follows: the mean value (M) is 41.3, the median (Me) is 41.00, the mode (Mo) is 40.00, and the standard deviation (SD) is 5. The calculated number of class intervals is 6, the data range is 22, and the class length is 4. Consequently, the frequency distribution table and its histogram can be presented in **TABLE 3**.

TABLE 3. Frequency distribution of interest in entrepreneurship data

No.	Class Intervals	Frequency	&
1	27 – 29	2	6%
2	30 – 33	0	0%
3	34 – 37	2	6%
4	38 – 41	14	40%
5	42 – 45	12	34%
6	46 – 49	5	14%
Amount		35	100%

The frequency distribution results of the variable interest in entrepreneurship for class XI Culinary students at SMK Dharma Wanita Gresik are illustrated in **FIGURE 2** below.

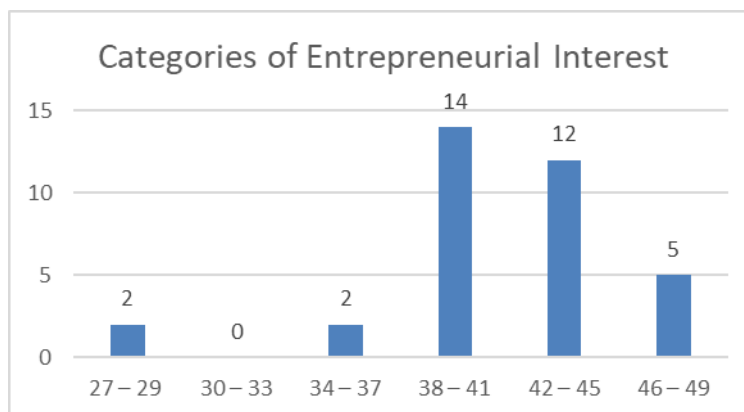


FIGURE 2. Frequency histogram of student interest data.

FIGURE 2 shows that the group with the most scores falls within the 38-41 interval, with an absolute frequency of 14 and a relative frequency of 40%. The trend for the variable interest in entrepreneurship among class XI Culinary students at SMK Dharma Wanita Gresik is determined using the ideal mean value and standard deviation. According

to the norms, the ideal mean for the variable interest in entrepreneurship is 41.3, and the ideal standard deviation is 4.5. Based on these ideal scores, the interest can be classified into three categories.

TABLE 4. Distribution of interest in entrepreneurship data categorization.

No	Score	Frequency		Category
		F	%	
1.	$X \geq 46$	5	14	Tall
2.	$37 \leq X < 46$	28	80	Currently
3.	$X < 37$	2	6	Low
Total		35	100	

TABLE 4 indicates that the frequency of the variable interest in entrepreneurship for class XI Culinary students at SMK Dharma Wanita Gresik is classified as follows: 14% (5 students) in the high category, 80% (28 students) in the moderate category, and 6% (2 students) in the low category. Therefore, the interest in entrepreneurship among students in class XI Culinary at SMK Dharma Wanita Gresik predominantly falls within the moderate category (80%).

Entrepreneurial Practice Variables

Entrepreneurial Practice Data was obtained from observational data on entrepreneurial practices at SMK Dharma Wanita Gresik. **TABLE 5** describes the summary results of the entrepreneurial practice data.

TABLE 5. Summary of entrepreneurial practice data.

Class	N	Value			
		Highest	Lowest	Sum	Average
XI	35	90	75	2975	85

The result of calculating the number of class intervals is 6, the data range is 15, and the class length is 3. Thus, the table for calculating the frequency distribution and its histogram can be interpreted below.

TABLE 6. Frequency distribution of entrepreneurial practice data.

Intervals	Frequency	%
75 – 76	1	3%
77 – 78	0	0%
79 – 81	10	29%
82 – 84	0	0%
85 – 87	12	34%
88 – 90	12	34%
TOTAL	35	100%

The results of the frequency distribution of the variable frequency of entrepreneurial practices for students of class XI Culinary at SMK Dharma Wanita Gresik above are illustrated in the following **FIGURE 3**.

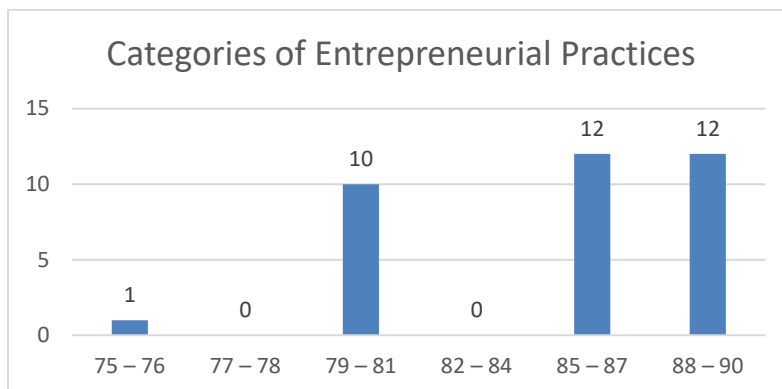


FIGURE 3. Histogram of entrepreneurial practice data frequency.

From **TABLE 6**, it is observed that the majority of scores fall within the intervals of 85-87 and 88-90, each with a total frequency of 12 and a relative frequency of 34%. Analysis in Table 5 reveals the outcomes of entrepreneurial practice achievements, showing a highest score of 90 and a lowest score of 75. The average (mean) score of the students is 85, with a standard deviation of 4.37, a median of 85, and a mode of 85.

The trend of the entrepreneurial practice variable for class XI Culinary students at SMK Dharma Wanita Gresik is determined by the ideal mean value and standard deviation. Based on the norm results above, the ideal mean variable of interest in entrepreneurship for these students can be classified into the following three categories.

TABLE 7. Distribution of data categorization of entrepreneurial practices.

No	Score	Frequency		Category
		F	%	
1.	$X \geq 85$	24	69	Tall
2.	$81 \leq X < 85$	0	0	Currently
3.	$X < 81$	11	31	Low
Total		35	100	

Based on **TABLE 7**, the variable frequency of entrepreneurial practices for class XI Culinary students at SMK Dharma Wanita Gresik shows that 69% (24 students) fall into the high classification, 0% (0 students) into the medium classification, and 31% (11 students) into the low classification. Therefore, it can be concluded that the entrepreneurial practice variable for these students is predominantly in the high classification (69%).

Results of the Data Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		35
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	11,31385446
Most Extreme Differences	Absolute	,096
	Positive	,096
	Negative	-,080
Test Statistic		,096
Asymp. Sig. (2-tailed)		,200 ^{c,d}

FIGURE 4. Normality test results.

From the results of the normality test, it is understood that the significance value is 0.200, which is greater than 0.05; therefore, it can be concluded that the values in the study are normally distributed.

Results of the Data Linearity Test

TABLE 8. Linearity test results.

Variable	Sig. F	Sig. Level	Status
X1 with Y	0.567	0.05	Linear
X1 with Y	0.460	0.05	Linear

From the **TABLE 8**, the significance value of all correlations is > 0.05 . It can be interpreted that the two independent variables with the dependent variable are linear.

Results of the Data Multicollinearity Test

Table 9. Multicollinearity test results.

Variable	VIF	Significance Level	Status
X1	3.112	< 10.00	There is no multicollinearity
X2	3.112	< 10.00	There is no multicollinearity

From **TABLE 9**, the VIF value for each variable—motivation (X1) and interest (X2) in relation to entrepreneurial practice (Y)—is 3.112. This result indicates that multicollinearity is not present among the variables. Since the VIF value is less than 10.00, it is concluded that no multicollinearity exists between the variables of motivation and interest in entrepreneurship for class XI Culinary students at SMK Dharma Wanita Gresik.

Results of Hypothesis Testing 1

TABLE 20. Summary of hypothesis test results 1.

Variable	R-hit	R-tab	Sig.
Motivation towards entrepreneurial practice	0.-151	0.334	0.386

TABLE 10 indicates that R-hit is less than R-tab ($0.151 < 0.334$), signifying a negative correlation coefficient of -0.151 between motivation and entrepreneurial practice, with a significance level of 0.386. Since the significance value is greater than 0.05, H_0 is accepted and H_a is rejected, demonstrating no positive and significant correlation between motivation and entrepreneurial practices among class XI culinary students at SMK Dharma Wanita Gresik. The Pearson correlation analysis used in this study shows a moderate significance value of 0.386, indicating a moderate and negative correlation between variable X1 (motivation) and variable Y (entrepreneurial practice).

Results of Hypothesis Testing 2

TABLE 11. Summary of the results of hypothesis testing 2.

Variable	R-hit	R-tab	Sig.
Interest in entrepreneurial practice	0.-171	0.334	0.326

The **TABLE 11** indicates that R-hit is less than R-tab ($0.171 < 0.334$), signifying no positive correlation between interest and entrepreneurial practice, with a correlation coefficient of -0.171 and a significance level of 0.326. Since the significance value is greater than 0.05, H_0 is accepted and H_a is rejected, showing no positive and significant correlation between interest and entrepreneurial practices among class XI culinary students at SMK Dharma Wanita Gresik. According to the Pearson correlation guideline, a significance value of 0.326 falls within the moderate correlation range. Therefore, variable X2 (interest) and variable Y (entrepreneurial practice) exhibit a moderate and negative correlation.

Results of Hypothesis Testing 3

TABLE 3 Summary of hypothesis test results 3.

Variable	R	R-tab	Sig. F Change	R square
Motivation and interest in entrepreneurial practice	0.172	0.334	0.618	0.030

The TABLE 12 indicates that R-hit is less than R-tab ($0.172 < 0.334$), showing a negative correlation coefficient of 0.172 between motivation (X1) and interest (X2) in entrepreneurial practices. Additionally, the F-change significance value is 0.618 (> 0.05), indicating that variables X1 and X2 do not significantly correlate with variable Y simultaneously. Therefore, with a significance value greater than 0.05, H_0 is accepted and H_a is rejected, suggesting no positive and significant correlation between motivation and interest in entrepreneurial practices among class XI culinary students at SMK Dharma Wanita Gresik. The correlation coefficient of 0.172 indicates a very low correlation between variables X1 and X2 with Y simultaneously.

CONCLUSION

Based on the findings and discussion from the study titled "The Relationship between Motivation and Interest with Entrepreneurship Practices of Class XI Students in Culinary at SMK Dharma Wanita Gresik," several conclusions can be drawn:

Firstly, the analysis indicates that there is no statistically significant positive correlation between motivation and entrepreneurial practices among class XI Culinary students at SMK Dharma Wanita Gresik. Despite the presence of motivation among students, it does not lead to increased engagement in entrepreneurial activities as measured in the study.

Secondly, the study reveals that there is no significant positive correlation between interest in entrepreneurship and actual entrepreneurial practices among class XI Culinary students at SMK Dharma Wanita Gresik. This suggests that while students may express interest in entrepreneurial endeavors, this interest does not translate into practical engagement in entrepreneurial activities as observed in the study.

Lastly, the analysis also shows that there is no positive and significant correlation between motivation and interest in entrepreneurship among class XI Culinary students at SMK Dharma Wanita Gresik. This indicates that having both motivation and interest concurrently does not lead to increased participation in entrepreneurial practices among the students studied.

In summary, these findings underscore the complexity of fostering entrepreneurial behaviors among vocational students. They highlight the need for comprehensive strategies that go beyond individual motivation and interest to effectively promote and support entrepreneurship in vocational education settings. Future research could explore additional factors influencing entrepreneurial practices to better inform educational initiatives aimed at cultivating entrepreneurial skills among students.

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